



VESP

VANUATU EDUCATION SUPPORT PROGRAM

VESP II – First Six Monthly Progress Report

1 January – 30 June 2019

July 2019



Vanuatu Education Support Program is managed by Coffey, a Tetra Tech company, on behalf of the Australian Government

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Annex 1 Staff Listing as at June 2019

Acronyms

APTC	Australia Pacific Training Coalition
B Ed	Bachelor of Education
CDU	Curriculum Development Unit
DFAT	Department of Foreign Affairs and Trade
DG	Director General
ECCE	Early Childhood Care and Education
ELAC	Early Learning Advocacy Campaign
GEDSI	Gender, Equity, Disability and Social Inclusion
GRT	Government Revenue Tribunal
GoV	Government of Vanuatu
ICT	Information and Communications Technology
i2i	Indigenous to Indigenous
IO	Intermediate Outcome
ISU	In-Service Unit (VITE)
KEQ	Key Evaluation Questions
MoET	Ministry of Education and Training
M&E	Monitoring and Evaluation
MFEM	Ministry of Finance and Economic Management
MQS	Minimum Quality Standards (primary schools)
NGO	Non-government organisation
NSDP	National Sustainable Development Plan
NSIDP	National Sustainable Infrastructure Development Plan
NTDP	National Teacher Development Plan
OV	Open VEMIS
PD	Professional Development
PT	Provincial Trainer
PEO	Provincial Education Office
PPU	Policy and Planning Unit
RACHEL	Remote Area Community Hotspot for Education and Learning
RPL	Recognition of Prior Learning
SBM	School Based Management
SIO	School Improvement Officer
SIP	School Improvement Plan
STA	Short-term Technical Adviser
TG	Teacher's Guide
ToR	Terms of Reference
USP	University of South Pacific
VANSTA	Vanuatu Standardised Test of Achievement
VAT	Value Added Tax
VEMIS	Vanuatu Education Management Information System
VESP I	Vanuatu Education Support Program Phase I
VESP II	Vanuatu Education Support Program Phase II
VETSS	Vanuatu Education and Training Sector Strategy
VITE	Vanuatu Institute of Teacher Education
VQA	Vanuatu Qualification Authority

Executive Summary

The Vanuatu Education Support Program (VESP) Phase II program commenced in January 2019. It builds on support provided through the Australian Government in partnership with the Government of Vanuatu (GoV) during VESP Phase 1. The current program supports MoET achieve its objectives, as detailed in the draft Vanuatu Education and Training Sector Strategy (VETSS) and the supporting draft Corporate Plan. In addition to providing direct support to institutional activities, the program aligns with MoET policies and plans to achieve the broader development indicators within the National Sustainable Development Plan 2016-2030 (NSDP).

The economic and socio-economic environment of Vanuatu has been relatively stable for the past 5-years. From an economic perspective, Vanuatu (and the region) is experiencing a period of relatively stable growth. The 2019 budget is the largest ever delivered in the nation's history. GoV spending has more than doubled since 2014 with revenue collected exceeding overall spending. This is largely due to a significant increase in revenue from passport sales. The proportion of the national budget spent on education is relatively high with approximately 22% of the national budget allocated to education. However, over 80% of the education budget pays for salaries and administrative costs.

As Vanuatu approaches provincial, and municipal elections in 2019 and then a national general election in March 2020, decision making is becoming increasingly politicised. A range of political decisions that have either been agreed to or are under consideration for 2020 have potential to significantly impact on the education sector. The program continues to monitor these and remains politically neutral

Progress towards key outcomes and outputs over the reporting period has been somewhat mixed. The following table presents a summary of key results achieved in the last six months.

Progress in reporting period (January-June 2019)

Output 1.1 Early Learning Advocacy Campaign (ELAC) designed and implemented at the national level

Annual Target	Progress
10,000 people reached through events	1,400 women, 800 men and 1,000 children reached with ELAC

Output 2.2 Teachers, principals and provincial office staff trained through PD programs to implement the curriculum

Annual Target	Progress
80% of Years 4- 5 teachers 60 Year K-3 teachers engaged in pilot	Professional learning for Years 4 and 5 teachers currently being rolled out. A total of 33 Trainers (22 males and 11 females consisting of Provincial Trainers, School Improvement Officers and Provincial School Improvement Officers) completed a 5-day training workshop in preparation for roll out of the Year 4 and 5 curriculum implementation professional development for all Year 4 and 5 teachers and principals

Output 3.2 Schools are resourced with materials to implement the curriculum

Annual Target	Progress
80% of schools receive Year 5 TGs and support materials	TGs for Year 5 are 60% written. Mathematics and Science textbooks purchased. Readers to complement the Year 5 Language and Communication TG ordered. Graded reading kits in English and in French for Year 1-4 and complementary TG ordered. Distribution scheduled to commence September – November 2019. Social Science textbook – first two units out of six units locally written.

Output 3.5 Curriculum Assessment and Monitoring

Annual Target	Progress
85% of students in Years 4, 6 and 8 sit VANSTA 2019 and 2021 10% of schools provide data on curriculum implementation in OV	Year 8 literacy and numeracy minimum standards and item bank developed. Test in English and French for Years 4, 6 and 8 are ready for endorsement for printing to proceed. Limited progress beyond a conceptual framework agreed to between Curriculum Development Unit (CDU) and SIU. NO data provided on curriculum implementation in OV in year to date.

Output 4.1 Standards and Manuals developed and applied

Annual Target	Progress
Standards developed and applied by MoET 10% of schools using new standards and manuals	Behind schedule. Consultations to finalise the principal and SIOs standards manual is ongoing. The purpose of these consultations is to obtain feedback from key stakeholders across MoET. These consultations are taking longer than expected. The SIO manual to be reviewed commencing August by the SIU through the National SIO Coordinator and through the Curriculum Implementation Advisory Group.

Output 4.3 Increased number of schools developing SIP aligned to revised school (K-6) MQS

Annual Target	Progress
30 K-6 principals, SIOs and school councils trained on how to link SIPs with MQS	All primary schools being made aware of their responsibilities in developing their SIP. This is being achieved through on-going consultation with PEOs and school principals based on the relationships established under VESP I. SIOs and school inspectors to confirm the number of schools linking to SIP to MQS. Training scheduled in October for Torba, Sanma, Shefa and Tafea to train principals on how to strengthen SIP with the MQS.

At the outcome level, baselines have been established for all End of Program Outcomes (EoPOs). Proposed baseline studies will commence in the next reporting period for Intermediate Outcome (IOs). The intention is to ensure a mix of primary data is collected to complement the data utilised and applied through MoET's own systems and processes, namely the Open VEMIS system.

Achievements and challenges for the reporting period across the three existing priority areas, cross cutting themes, governance and finance are summarised below.

Communities

Good progress has been made supporting MoET increase community awareness of the importance of schooling. This includes continuing to support the roll out the ELAC campaign and providing support to the MoET to raise awareness of the importance of right age enrolment and parental support for children's education. There has been good progress supporting the MoET explore approaches for strengthening school and community partnerships. The engagement of an outside organisation (i2i) to work with select school communities to strengthen partnerships and integrate kastom into school programs is showing early signs of promise.

Teachers and Leaders

Good progress has been achieved supporting MoET progress curriculum implementation K-6. Key areas of support include improving the quality of teaching and school leadership, providing support materials, strengthening literacy and numeracy teaching, and improving the monitoring of curriculum implementation.

Fair progress has been made developing and rolling out the Years 4 and 5 curriculum implementation professional learning program for teachers and school leaders. There has however been limited progress developing a pilot refresher professional learning pilot for K-3 teachers. This activity is expected to make progress in the second half of the year. In the meantime, ongoing support has been provided to support VITE-ISU develop alternative pathways for teachers to upgrade qualifications.

A key goal of the MoET is to improve literacy and numeracy outcomes for all students. For this phase of VESP and for this year, a range of supports are provided to assist MoET improve literacy and numeracy. Good progress has been achieved developing a Years 4-6 professional learning pilot that develops the capability of teachers to apply evidenced-based strategies for teaching foreign languages (English and French). In addition, a demonstration, start-up community reading program for 3-5-year-old children is on track for implementation in September. Furthermore, good progress has been achieved developing the national literacy and numeracy standardised test (VANSTA) for Years 4,6 and 8. This testing regime is scheduled for implementation in October and presents a good platform for driving an evidence-based approach to supporting improved literacy and numeracy outcomes.

Currently, the program with working within the MoET explore ways of generating and harvesting system data to monitor and improve curriculum implementation. The program is working with CDU and the SIU to explore how data from inspectorate reports against the MQS can be used to inform the MoET about curriculum implementation with the view. In addition, CDU and PPU have commenced discussions to design a curriculum implementation monitoring study for formative purposes. The data from this study will build on the Curriculum Monitoring Study undertaken in the first phase of the program.

Institutional Support

Fair progress was achieved during the reporting period supporting MoET to strengthen institutional support for school improvement. The focus to date, has been to harmonise the MQS K-13 and link them to school improvement planning (SIP). This is important to ensure quality education provision that ultimately leads to improved student achievement. This work involves the development of SIP manuals for school leaders and SIOs, and refinement of the MQS. It builds on support and progress in this area achieved during VESP Phase I.

Cross-Cutting Themes

The program continues to support MoET strengthen communications within the centre, to provincial offices, to schools, and the broader community. A draft template for communications has been finalised and is awaiting final comments from PPU. Support was provided to MoET to broadcast

weekly radio interviews, giving the opportunity to MoET senior staff to update parents and communities on the ongoing efforts of MoET and schools. The topics covered are driven by MoET priorities and include the ELAC awareness campaign.

The Gender, Equity, Disability and Social Inclusion (GEDSI) strategy (2019-2021) describes operating principles that guide support for MoET to mainstream GEDSI across priority policies, strategic planning and activities. The strategy includes entry points for support to MoET and a checklist to assist program staff identify how their work with MoET can contribute to achievement of GEDSI outcomes. Consultations with the MoET are ongoing to strengthen buy-in and ownership.

Governance

Governance arrangements centre around a Steering Committee (SC) comprising key stakeholders that meet every two months with a mutually developed agenda. The Steering Committee has the primary role of monitoring how the program is implemented and progressing. The focus is to ensure alignment of program activities to MoET priorities and to ensure direct engagement of MoET in decision making and review. It is expected that the SC will continue to play a prominent role in the next reporting period involving MoET staff to report progress aligned to VESP funded activities in their respective work units.

Finance

A new financial structure linked to the End of Program Outcomes has been developed to meet DFAT's financial reporting requirements. Only a few months have passed since the commencement of VESP II (22 January to 30 June 2019). The program expenditure target provided by DFAT and the expenditure as at 30 June matched exactly. A tentative budget of AUD6.3m has been set for Financial Year 2019-2020.

Concluding Comments

Acknowledging that the program has experienced early challenges, some significant achievements have been realised. The curriculum momentum is on track to being sustained and new and exciting partnerships are evolving. The national literacy and numeracy standardised test have been expanded to include year 8 and the MoET will now be able to report achievement against minimum standards for literacy and numeracy in Years 4, 6 and 8. This provides the MoET with a reference against which judgments can be made about student learning and the effectiveness of teaching and learning. Through ongoing support, the minimum standards have potential to drive a national agenda that seeks to continually explore approaches to improve student literacy and numeracy achievement.

During the reporting period, and building on progress during VESP Phase 1, the MoET, with VESP support, continue to lay the foundations to embed the MQS as the standards for quality education provision in schools. This is been achieved through work to progress harmonisation of the MQS from K-13 and through planning efforts to strengthen the capability of principals to develop and monitor school improvement plans aligned to the MQS. This has the potential to shape and align support through the devolved services and the program, to focus on activities that directly impact on school improvement and curriculum implementation in classrooms. This includes supporting MoET strengthen the effectiveness of school leadership and the capability of teachers and continuing to support the MoET ensure schools are resourced appropriately to implement the curriculum. It involves building on current programs of support so schools provide a safe an inclusive school environment and foster school and community partnerships necessary so all students can achieve their potential.

Although foundations have been built on, there remains room for improvement. This includes ensuring greater alignment and coherence around program activities and the MoET. Strategies are being put in place to rectify this and ensure timely progress. Work is continuing to strengthen both new and established relationships, including the lesson learned workshops planned which will enable reflection from 2019 leading into a jointly developed and agreed 2020 annual plan, driven by Ministry priorities.

1 Introduction

1.1 Program overview

The Vanuatu Education Support Program Phase II (VESP II) commenced on 21 January 2019 and builds on results achieved with the Ministry of Education and Training (MoET) through the Vanuatu Education Support Program Phase I (VESP I). The program is funded by the Australian Government through the Department of Foreign Affairs and Trade (DFAT) in partnership with the Government of Vanuatu (GoV and MoET).

VESP supports the MoET achieve its own objectives, as detailed in the draft Vanuatu Education and Training Sector Strategy (VETSS) and the supporting draft Corporate Plan. In addition to providing direct support to institutional and Ministry activities, the program aligns with MoET policies and plans to achieve the broader development goals in the National Sustainable Development Plan (NSDP 2016-2030).

Promoting a positive change at the school and institution levels, the program supports the MoET achieve its goal to improve education access, quality and management. It does this by assisting MoET implement its strategies and activities, aligned to the program design, to promote improvement in student learning outcomes by fostering a more effective and inclusive classroom learning environments; supporting the development of teachers and school principals; and strengthening the devolution of core education functions.

A draft 2019 Annual Plan was submitted in April 2019, outlining activities and targets in support of MoET policies, plans and priorities. This six-monthly progress report outlines progress towards agreed end-of-program and intermediate outcomes and associated outputs. It outlines several key achievements to date and identifies key risks and issues moving forward with a focus on sustaining relevance and improving performance.

1.2 Program relevance

Investment in basic education is a core pillar of the Australia's Aid Partnership Arrangements across the aid portfolio. Improvements in basic education outcomes provide a basis for on-going engagement and development, not only in terms of economic and social outcomes for partner countries but in strengthening bi-lateral and trade relationships as well.

VESP II aligns with the Australia's White Paper, Pacific Step-Up and the Pacific Development Framework by supporting Vanuatu (and the broader Pacific) improve education outcomes. VESP also aligns to the Strategy for Australia's Aid Investment in Education 2015-20 and targets all four priority areas and supports an overall systems-based approach to engaging with partners.

Within Vanuatu, the program aligns specifically with the National Sustainable Development Plan 2016-2030 (NSDP) Society Pillar 2 which is 'Quality Education'.

The program maintains a high degree of relevance for the MoET. At an institutional level, the program supports the MoET implement and achieve its core strategies detailed in the Draft VETSS and Corporate Plan. The program seeks to facilitate evidence-based decision making by promoting the use of existing system data through Open VEMIS (OV).

Program staff are embedded, where appropriate, supporting MoET Directorates with their day-to-day operations and providing strategic guidance on key priorities. The embedded nature of the program promotes an adaptive and flexible approach. It does this by monitoring changes in the environment including new or emerging priorities while maintaining a focus on core deliverables and expected outcomes in 2019 and into 2020.

1.3 Changes in program context

At the national level, the GoV continues to enjoy a period of relative stability both politically and economically. This provides an enabling environment for developing and the fostering positive engagement with key ministries and provinces. Several political and economic factors however have potential to influence progress and direction into the future.

From an economic perspective, Vanuatu (and the region) is experiencing a period of relatively stable growth. The 2019 budget is the largest ever delivered in the national history. Government spending has more than doubled since 2014 with revenue collected exceeding spending. The largest single source of revenue is from citizenship sales, followed by transaction tax, excise tax and Value Added Tax (VAT). The domestic economy is however relatively small and vulnerable. The Ministry of Finance and Economic Management (MFEM) has cautioned about dependence on the sale of passports as a revenue stream and this could cease soon if the appetite to pursue this income stream wanes. Broader global economic headwinds are a factor that may also influence Vanuatu's economic growth.

Vanuatu is more prone to natural disasters than any country in the world. Fortunately, there has not been a natural disaster of significance in the first half of 2019. This has meant minimal disruptions to MoET's delivery of education services across Vanuatu. Although the Ambae situation continues to affect the operations of MoET, no additional natural disaster events have meant that the scarce and important resources can continue to be invested into planned and ongoing education development activities rather than into immediate and emergency responses.

The proportion of the national budget spent on education is relatively high with approximately 22% of the national budget allocated. However, over 80% of the education budget pays for salaries and other administrative costs. A range of political decisions that have either been agreed to or under consideration for 2020 have potential to significantly impact on the education sector. The Government Revenue Tribunal (GRT) decision a few years ago to adjust teacher salaries based on years of experience and qualifications has not been fully implemented. A recent review found that many teachers have not been paid at the new rate they are entitled to. This means the GoV might be required to backpay salaries and this will affect the overall education budget. It also has potential to cause teachers to feel disenfranchised and affect moral if payments are not made.

Plans to move Years 7 and 8 (where 7 and 8 are part of Centre Schools within zones in each province), into secondary schools in 2020 has potential to impact the education system. Facilities in affected secondary schools will be under pressure when enrolments in Years 7 and 8 surpassed the capacity of the schools to accommodate the increase in numbers. There will also be some human resource implications for the system as teachers need to be relocated into the secondary system. Presently, an impact or feasibility study has not been completed. This has potential to impact NSIDP activities. The current school structure was established in line with the Basic Education Policy of the MoET.

A MoET ambition to unite a range of education and training institutions under the umbrella of a bi-lingual National University has potential to delay accreditation of VITE's Bachelor of Education program. In the immediate future, Vanuatu faces the prospect of not being able to offer a contemporary teacher education program through pre-service or in-service modes. This is because it seems unlikely that the proposed Vanuatu Institute of Teacher Education (VITE) four-year Bachelor of Education (B Ed) will be accredited by the Vanuatu Qualification Authority (VQA) in 2019. This has the potential to significantly impact on the supply of quality teachers trained in Vanuatu. VITE is aiming to demonstrate progress towards reaching the required standards set by VQA for accreditation so it can be granted provisional accreditation to deliver some courses in 2020.

At the immediate program level, a planned restructure of MoET (based on the draft devolution strategy) may influence how the program works with (and supports) the Ministry in provinces and schools. The Director General (DG) has requested support to assist the MoET as it considers the next phase of devolution, with the resulting restructure of central and provincial roles and responsibilities. This restructure has potential to cause uncertainty and stifle decision making in the Ministry as we noted earlier in the year when many Director level positions were not filled substantively.

1.4 Program monitoring, evaluation and reporting of results

The M&E results framework is aligned to the MoET's draft VETSS and Corporate Plan and provides a consistent, integrated approach to data collection and reporting. It is noted that the MoET M&E Framework is still being finalised and any changes to this document will require an updating of the VESP M&E Framework.







The M&E framework presents an outline for monitoring (i.e. in bi-monthly and six-monthly reporting) and describes evaluations to help identify progress and achievement of results. The framework contains several Key Evaluation Questions (KEQs)¹ that will be used throughout the life of the program to guide implementation and management and provide an assessment of progress and performance.

¹ Please refer to the VESP M&E Framework and Plan for an outline of the KEQs

2 Overall VESP II Progress

2.1 Key outputs

Table 1 below identifies progress against key program outputs and the targets for each output as defined in the 2019 Annual Plan. The intention is to demonstrate progress in the reporting period as well as data against cumulative progress as a whole. Information also includes progress towards each output overall (expressed as a %). The colour chart provides a simple “traffic light” for overall progress against the 2019 Annual Plan and broader program indicators and targets.

'Traffic light'		Description
Green		Solid progress against agreed targets. The target is more than likely to be achieved within the agreed timeframe.
Yellow		The target is progressing, but some issues need to be addressed. Likely the indicator will be achieved.
Red		The target is facing challenges and may not be able to be achieved unless circumstances change or action is taken.
Blue		The target has been achieved.
Black thatch		The activity/target has not yet commenced to warrant measurement

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Table 1: Progress against key outputs²

Objective	Indicator	Target overall	Annual target 2019	Overview of 2019 progress to date	%	
1.0 Outputs Communities	1.1 Early Learning Advocacy Campaign (ELAC) designed and implemented at the national level	# males and females reached	30,000 people reached through events	10,000 people reached through events	1,400 women, 800 men and 1,000 children reached with ELAC	32%
	1.2 School communities supported through awareness raising activities on the importance of right age enrolment and parental support	# of partner provinces with an annual plan to promote right age enrolment and student retention	2 provinces with an annual plan to promote right age enrolment and student retention	Training content and 2020 annual planning completed	Activity to commence during the next reporting period once partner provinces are identified.	0%
	1.3 Parents and communities engaged to actively support children's education – Indigenous to Indigenous (i2i)	# school communities reached	10 schools in 2 provinces engaged closely with their communities in balancing kastom and formal education	2 schools in a province engaged closely with their communities in balancing kastom and formal education	Approval of scope of services and target province for i2i (Tanna) Planning with MoET to confirm approach, staff and schools involved in preparation for the first i2i support activities in July	22%

² Please note that some targets are currently being reviewed as they do not provide a sufficient level of robustness to demonstrate progress towards key outcomes. These indicators and targets are to be reviewed as part of the next annual planning process.

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Objective	Indicator	Target overall	Annual target 2019	Overview of 2019 progress to date	%	
2.0 Outputs Teachers and Leadership	2.1 Teachers and principals upgrade qualifications	# of teachers and leaders who complete at least one module to upgraded qualifications	250 teachers seek to upgrade qualifications through Recognition of Prior Learning (RPL)	30 teachers seek to upgrade qualifications through RPL	Limited progress on RPL – STA will be appointed to support developing and documenting the RPL process in preparation for 2020.	5%
					There is a risk that VITE will not meet all the VQA accreditation requirements in time for the Bachelor program to be up and running by the start of 2020.	0%
				250 teachers and school leaders enrol in at least one module of B Ed through alternative modes of study.	VITE are in the final stages of writing and moderating the first 4 modules of the new B.Ed. program.	
			VITE continues to work with VQA towards accreditation. A plan to address VQA recommendations from its Quality Evaluation has been developed and presented it to MoET and VQA. Supported provided through VESP to upgrade library and IT infrastructure.			
				VITE is working towards implementing its plan and		

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Objective	Indicator	Target overall	Annual target 2019	Overview of 2019 progress to date	%
2.2 Teachers, principals and provincial office staff trained through PD programs to implement the curriculum	# of teachers, principals and School Improvement Officers (SIOs) trained to support implementation of the new curriculum	85% of Years 1-6 teachers participate in curriculum implementation PD	80% of Years 4-5 teachers	<p>presented an update as part of its bi-monthly reporting.</p> <p>ISU working on implementing its Action Plan in support of delivering the Diploma of Education (Primary component of the B Ed via alternative modes of study In-service). This is pending provisional approval of this component of the B.ED. been given.</p> <p>Professional learning for Years 4 and 5 teachers currently being rolled out.</p> <p>A total of 33 Trainers (22 males and 11 females consisting of Provincial Trainers, School Improvement Officers and Provincial School Improvement Officers) completed a 5-day training workshop in preparation for roll out of the Year 4 and 5 curriculum implementation professional development for all Year 4 and 5 teachers and principals</p>	20%

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Objective	Indicator	Target overall	Annual target 2019	Overview of 2019 progress to date	%
		85% of K-3 teachers complete curriculum PD	60 Year K-3 teachers engaged in pilot	Preliminary discussion between CDU, ISU and SIU unit are progressing to determine content and finalise delivery. There are concerns about the availability of ISU to engage with this due to pressing demands in other areas	
3.0 Outputs Curriculum Materials and Literacy	3.1 School curriculum implemented in K-6	% of schools implementing the new curriculum	90% of primary schools are implementing new curriculum in Years 1-6 by the end of 2021	90% of primary schools are implementing the new curriculum in Years 1-4	50%
			New curriculum in Years 1-6 by the end 2021		20%
	3.2 Schools are resourced with materials to implement the curriculum	# of schools that receive teacher guides (TGs) and readers # fact sheet prepared and distributed	80% of schools Years 1-6 are resourced to implement the new curriculum	80% of schools receive Year 5 TGs and support materials	TGs for Year 5 are 60% written Mathematics and Science textbooks purchased Readers to complement the Year 5 Language and Communication TG ordered Graded reading kits in English and in French for Year 1-4 and complementary TG ordered

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Objective	Indicator	Target overall	Annual target 2019	Overview of 2019 progress to date	%
				Distribution scheduled to commence September – November 2019 Social Science textbook- first two units out of six units locally written	
3.3 Teachers apply evidenced-based strategies for teaching foreign languages	# teachers trained and supported (including # of exposures)	90% of Years 4-6 teachers participate in PD to improve ability to teach English or French as a foreign language	50 teachers engaged in pilot of PD program	Initial work scoping additional language support underway Pilot PD program for teaching additional languages being developed	30%
3.4 Parents engaged to support children's learning	# community multi-lingual story-telling and reading program	200 parents	40 parents and their children in a community participate in a multi-lingual story-telling / reading pilot	Planning underway and selection of communities to be engaged in to occur in August 2019	20%
3.5 Curriculum Assessment and Monitoring	Vanuatu Standardised Test of Achievement (VANSTA) administered Monitoring curriculum and assessment implementation	85% of students in Years 4, 6 and 8 sit VANSTA 2019 and 2021	85% of students in Years 4, 6 and 8 sit VANSTA 2019 and 2021	Year 8 literacy and numeracy minimum standards and item bank developed Test in English and French for Years 4, 6 and 8 are ready for endorsement for printing to proceed	20%

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Objective	Indicator	Target overall	Annual target 2019	Overview of 2019 progress to date	%
		60% of schools provide data on curriculum implementation in OV	10% of schools provide data on curriculum implementation in OV	Limited progress beyond a conceptual framework agreed to between Curriculum Development Unit (CDU) and SIU No data provided on curriculum implementation in OV in year to date.	10%
	3.6 Early Childhood Care and Education (ECCE) incorporated a core stream of education support	ECCE advocacy campaign and Parental Support Program endorsed and delivered Starter kits provided to ECCE centres and used	70% of primary schools develop a K-6 School Improvement Plan (SIP) using harmonized Minimum Quality Standards (MQS)	100 starter kits supplied to ECCE centres ECCE kits have been scoped and tendered. The kits will be distributed to ECCE in August 2019	30%
4.0 Outputs – Institutional Support	4.1 Standards and Manuals developed and applied	% of schools who receive principal, SIO and MQS manual packages	>90% of primary schools receive packages	Standards developed and applied by MoET 10% of schools using new standards and manuals Behind schedule. Consultations to finalise the principal and SIOs standards manual is ongoing. The purpose of these consultations is to obtain feedback from key stakeholders across MoET. These consultations are taking longer than expected. The SIO manual to be reviewed commencing August by the SIU through the National SIO	10%

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Objective	Indicator	Target overall	Annual target 2019	Overview of 2019 progress to date	%
				and emphasise the importance of quality data. MoET are still working to confirm the proportion of schools that entered census data into OV for 2019. Census is 21 March each year.	
4.3 Increased number of schools developing SIP aligned to revised school (K-6) MQS	# manual prepared and distributed to schools % reports from School Based Management (SBM) indicating MQS included	60% K-6 principals, SIOs and school councils trained on how to link SIPs with MQS	30 K-6 principals, SIOs and school councils trained on how to link SIPs with MQS	All primary schools being made aware of their responsibilities in developing their SIP. This is being achieved through on-going consultation with PEOs and school principals based on the relationships established under VESP I SIOs and school inspectors to confirm the number of schools linking to SIP to MQS. Training scheduled in October for Torba, Sanma, Shefa and Tafea to train principal on how to strengthen SIP with the MQS	50%
4.4 School improvement practices shared through partner schools	# school communities sharing successful practices	50 schools	0 school	Strategy yet to be approved by DFAT, MoET and DGSTA returning in August to support MoET in the promotion of the concept and in the Ministry's partner innovation schools' selection process	10%

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Objective		Indicator	Target overall	Annual target 2019	Overview of 2019 progress to date	%
5.0 Cross-Cutting Themes	5.1 MoET Communication Unit supported	# tools and guidelines developed to support MoET communications # appearances in media	50 tools created 4 guidelines developed Minimum of monthly appearance	20 tools created 2 guidelines developed Minimum of monthly appearance on media	25 tools created Daily radio messages and weekly radio interviews 5 press appearances Communications guidelines for partner Innovation Schools created	50%
	5.2 Partnerships established with other institutions in support of education	# partnerships established with private sector and civil society	6 partnerships established	4 partnerships	3 partnerships – 2 with the private sector, 1 with a civil society	40%
	5.3 GEDSI action plan implemented in accordance with strategy and workplan	Action plan implemented according to agreed schedule	Targets are set within the GEDSI strategy	Refer to GEDSI action plan	GEDSI action plan to be approved by DFAT ToR for Women in Leadership has been developed and consultation with the WILNET have been held. The ToR has been submitted to the DG for endorsement. The Women in Leadership Network Committee and the Women in Education Leadership and Decision-Making Committee have been appointed. The policy on sexual harassment and discrimination is being developed	40%

2.2 Achievements, challenges and responses

This section of the report, while not exhaustive, provides a snapshot of progress, challenges and opportunities for the reporting period. It builds on the Key Outputs Table in Section 2.1 to provide short narratives about progress in three key activity areas that the program is supporting. These include:

- Communities
- Teachers and leadership, and
- Institutional support

2.2.1 Communities

Increasing awareness of the value of education is the first step towards improving student enrolment, participation and retention. Building on initiatives implemented in the VESP Phase I, VESP Phase II continues to support MoET strengthen community awareness of enrolling and participating in school at the right age.

VESP is also working with the MoET to explore approaches that strengthen school and community partnerships. This includes exploring partnerships with communities and other organisations to ensure schooling is inclusive. Ultimately, this involves strengthening the capability of school leaders to ensure provision of an inclusive school and classroom environment that balances community expectations with learning needs of students. It also involves working with parents and communities to support children's learning.

While the MoET seeks to increase the number of children, including those with disabilities who participate in primary schooling at the right age, the program team are cognisant that this requires quality education and good management of the system as a whole. This is because improving access to sub-standard education has potential to have a rebound effect. In other words, negative experiences with education may mean schools and communities fail to see the value of attending school. That is why VESP continues to work with the MoET and respond to its preferred and evolving strategies for improving education quality, access and management in tandem. Progress achieved during this reporting period strengthening community participation is briefly described below.

Early learning campaign design implemented at the national level: The program continues to support MoET with ELAC which was launched in June 2018. The messages of the campaign have been promoted with a special emphasis placed on the “back-to-school” period as well as the Global Day of Parents.

Based on the findings from the *6 Yia Klas 1 Campaign Audience Research brief* in July 2017, a promotional campaign in early 2019 continued to deliver important messages to school communities about right age enrolment. Using the ELAC message “*Evri pikinini i gat raet blong go long skol*”, the campaign encouraged parents of pre-school and school children to take an interest in (and support for) their children's basic education. The message was delivered to parents across Vanuatu through traditional media such as radio messages, radio interviews and print media as well as digital media including social media, SMS broadcasts and the MoET website.

The VESP communication team worked closely with MoET to support Sanma province prepare for 2019 Global Day of Parents under the theme “*Parents are children's first teachers*”. While all provinces across Vanuatu were encouraged to celebrate Global Day of Parents, the Sanma Provincial Education Office (PEO) led this year's celebration. On 31 May, schools, parents, students and communities in Sanma joined hands to organise a march from Sanma education office to La Place for a day full of entertainment including performances, speeches, awareness raising, quiz and prizes. Over 3,200 people attended the Global Day of Parents celebration in Sanma to hear messages about the important role parents play supporting their child's education and engage in activities

In addition to ELAC posters, an ELAC leaflet in Bislama was developed to complement awareness campaign tools that parents and communities can share and read further at home. Five videos, based on real-life experiences, were created to reinforce ELAC messages.

Parents and communities supported to engage with their schools in balancing content to reflect kastom and formal education: When children first go to school the classroom is often an alien environment with its own customs and traditions. For many ni-Vanuatu children, the classroom culture is far removed from their traditional culture and custom. To address the interface where two cultures meet in the classroom, the program is supporting the MoET explore options to facilitate culturally inclusive interactions between schools and communities. The aim is to work collaboratively to support students learn to walk in two worlds. In exploring approaches for supporting communities and school leadership to work together, discussions between MoET and i2i about the benefits of integrating indigenous Australian views and values into education provision in Vanuatu have taken place. Support from i2i has potential to deliver new ways of working with education leaders and school communities to improve student participation and retention. The focus of discussions so far, centres on ways that custom and education can work together in schools to strengthen student education outcomes.

In April 2019, a workshop in Cairns with the MoET DG and senior program staff led to substantive discussions with i2i and the program in relation to a contribution to Vanuatu's education, based on providing new knowledge and skills based on very different lived experiences with schooling. VESP will continue to support MoET to strengthen education provision for all students by working closely with communities and parents.

VESP recognises that the current indicators and targets in the M&E framework are not truly reflective of the overall approach. Links to defined outcomes and the importance of supporting learning outcomes in the classroom can be strengthened. Considering this, the communities' section of the results framework will be updated as part of the next annual planning process.

2.2.2 Teachers and leadership

Several MoET activities are being supported to improve the quality of teaching and school leadership. These include actions to: (i) improve the qualifications and capability of teachers and school leaders, (ii) develop and supply curriculum materials, (iii) improve literacy teaching, and (iv) improve the monitoring of curriculum implementation. Progress made across these four areas of support to the MoET over the reporting period are described below.

Improving the qualifications and capability of teachers and school leaders:

Key staff at the MoET recognise that a key enabler for curriculum reform is the quality of school leaders and teachers. VESP is working closely with the MoET to explore how, over the next few years, the qualifications and capability of principals and teachers can be improved to enhance prospects that the curriculum will be implemented as intended.

Variable progress supporting the MoET develop and implement a range of programs to improve the quality of teachers and teaching has been made. Although some progress was made during Phase 1, the MoET recognise that more needs to be done to finalise the Teacher Qualifications Policy (TQP) and the National Teacher Development Plan (NTDP).

The TQP will provide the direction for ensuring that most teachers employed in Vanuatu schools reach the minimum qualifications as identified by TSC. The NTDP will describe a road map for upgrading teacher's qualifications and describe systemic processes to ensure the quality of teaching through professional learning, performance and management learning, and teacher registration are all linked to the existing teacher and leadership standards. Through ongoing discussions with the Director, Tertiary and Higher Education, a clearer understanding of the MoET needs has been established. To support the Director to achieve the related goals of the MoET, a recruitment process to identify a short-term Technical Adviser (STA) has been completed. It is anticipated that the recommended applicant will commence supporting the Directorate in August 2019.

VESP continues to support VITE-ISU develop alternative pathways for teachers to upgrade qualifications. This is dependent on a teacher education program being accredited by VQA. In

February 2019, VQA informed VITE that following its External Quality Evaluation process, the Bachelor of Education (Primary) would not be accredited until a list of recommendations outlined in their evaluation report, were addressed. VITE was requested to develop a plan to demonstrate how it intends to implement the recommendations. These recommendations are across several VQA standards and require VITE to complete tasks such as reviewing its course materials, updating its quality management systems, improving its infrastructure, investing in ICT and library resources. VITE has developed their plan to address each area which has been presented to both VQA and MoET. VITE is working towards implementing the recommendations and is reporting progress to VQA bi-monthly.

In the meantime, VITE is making reasonable progress towards finalising the development of the first courses of the B Ed. Course Descriptors, Learning Outcome Alignment Frameworks have been reviewed and are progressively undergoing internal moderation processes, while weekly plans and lecture notes are under development. During this reporting period, VITE leadership have been supported to upgrade IT infrastructure and replenish of library stock in line with VQA requirements for accreditation.

From 2016-2018 VITE-ISU progressed work to explore alternative modes of study which included piloting the Effective Teaching and Learning course that was part of the Diploma of Teaching. There has however been limited progress in this area in 2019. Uncertainty about whether first year courses of the B Ed will be developed, and whether the courses will be accredited are causal factors. Regardless, VITE – ISU have opted to maintain the momentum and is putting in place processes to support the delivery through alternative pathways should all go well with accreditation and course writing. On request from VITE-ISU, an STA was mobilised in May to support VITE- ISU to continue the developmental work required prior to the future delivery of the courses to upgrade teacher qualifications teachers through alternative modes of delivery.

One alternative approach to qualifications upgrading that VITE-ISU are keen to progress is Recognition of Prior Learning (RPL). ISU has continued to refine its RPL processes and conducted an RPL awareness activity with 20 teachers in Mele Primary School. This has resulted in teachers submitting their evidence for RPL assessment. VITE have requested technical support to continue to develop its RPL processes and skills, with an STA to be mobilised in August.

There has been fair progress to ensure teachers, principals and provincial office staff are trained through PD programs to implement the curriculum has been achieved. An approach that builds *on a train the trainer* model adopted during VESP Phase I has been continued. Refinements to the approach have been made by ISU. This includes engaging SIOs in the provincial workshops so they can provide ongoing support to schools to implement the curriculum in classrooms. Achieving this slight refinement was more challenging than anticipated as initially the SIOs were quite resistant. It is acknowledged by VESP that more training of SIOs will be necessary in the future so they can perform their duties and facilitate effective curriculum related professional learning that contributes to improved teaching. On-going discussions with the SIU about how this can happen are proceeding. This includes reviewing a skills audit of SIOs and recommendations regarding their training needs that was prepared during phase one of the program.

To date, the ISU have trained 33 Trainers (22 males and 11 female) consisting of Provincial Trainers, SIOs and Provincial SIOs. All 6 provinces participated in a 5-day training workshop to PD for Years 4 and 5 teachers and principals to support them to implement the new curriculum. There have been some delays conducting workshops in the provinces; a contributing factor is the strengthening of accountability to manage, acquit and report on funding for PTs to conduct workshops in the provinces. The PD will commence in mid-July 2019. A total of 46 training sessions will provide opportunity for all Years 4 and 5 teachers to develop knowledge and skills necessary to begin implementing the new curriculum. Members from CDU and ISU will attend various workshops to monitor the training so discussion about refinements can ensue. All workshops should be completed by October 2019.

Work is progressing with MoET regards refining approaches for professional learning. There is growing recognition by MoET of the need to get the people who develop the curriculum and associated policy to work more closely with those rolling out PD. In VESP Phase 1, CDU and ISU pioneered a closer working relationship to develop the *Ademap Lanwis* PD. This approach is continuing with the development of the Teaching English and French as a Foreign Language pilot PD

programme. It is also acknowledged by the MoET that greater ongoing support for curriculum implementation through the provinces is necessary and that SIO's need more training to do this. This has potential as a focus for 2020.

To explore new ways of conducting PD and to respond to a need identified by MoET that teachers in K-3 need ongoing PD to consolidate curriculum implementation, a refresher PD pilot has been proposed. The focus of the PD is still under consideration, but CDU are keen to ensure training includes a focus on contemporary approaches to class-based assessment as this was not provided during the first phase of VESP. There is also an appetite within the MoET to further develop teacher's capacity to apply student centred approaches to teaching and learning, provide constructive feedback to promote learning, and use direct instruction as evidence-based approach for teaching and learning key concepts. Discussions and planning will continue through the Curriculum Implementation Advisory Group regards the content and approach for this professional learning program. The pilot is anticipated to occur mid-October as a *demonstration model* for a new approach to PD.

One of the enablers of curriculum reform is ensuring schools are provided with **appropriate resources to support curriculum implementation**. To this end, VESP is working closely with the MoET to ensure all government and government assisted schools are provide with materials related to the phase of implementation.

VESP are supporting the CDU produce teacher guides to support teachers implement the National Syllabus for each of the six learning areas in English and French. The approach to writing, editing and quality assurance builds on lessons from VESP Phase I. This year, much of the writing and editing has been outsourced in country. A training session was provided for all writers to ensure quality guidelines including GESDI were relayed. Targets for delivery have been linked to payments in writers' contracts. The same approach has been adopted for contracting of editors. The approach has so far proved to be mostly effective, albeit the pool of quality writers remains shallow.

The appointment of two lead writers, an Anglophone and Francophone, is also proving to be successful, withstanding a few teething issues. These two are managing the writing process and finalisation of the teacher guides to layout stages. Getting buy in from CDU to take stronger leadership of the TG development process is however still challenging because of staffing issues and heavy work demands on a few.

The teacher guides are being developed in English and French for each of the six learning areas: Arts and Craft; Language and Communication; Mathematics; Physical and Health Education; and Science. To date, seven out of 12 Year 5 TGs have been written and edited and are ready for layout. This is a significant achievement. Teacher guides ready to be laid out include: Art and Craft; Physical and Health Education and Social Science in English, in French and the Language and Communication in French. The remaining five are on schedule for completion by the end of August.

Final stage CDU quality assurance processes have led to slight delays to TG layout. Delays within the Publication Unit at CDU are also occurring. Although VESP provided timely support to CDU with an upgrade to their Adobe software on all the computers early in the year, the production team have found it challenging to meet their work demands. Two teacher guides that were provided to the Unit in May still have not been laid out and no covers developed. It has been observed that the illustrators are using outdated approaches that are very slow and they do not have capacity to produce the volume of illustrations required in the time available. VESP is exploring options for supporting their development in the future. Changes in leadership at CDU might also be a contributing factor to some of the delays. VESP is supporting the acting leadership by scheduling weekly meeting and supporting the development of workplans and so forth for the Production Unit. All TGs are still on schedule to be printed by the end of September but there is a risk that the Production Team at CDU may fall behind schedule.

During VESP Phase 1, it was recognised by some at CDU that providing novels and textbooks would be beneficial for teachers implementing the curriculum. Progress providing *Year 5 textbooks and term novels* to complement the Language and Communication TG area is on track. Following a public tender, a private company (Read Pacific) was contracted to provide English and French versions of a Year 5 Science textbook and a Year 5 Mathematics textbook, as well as three Year 5 term readers (to

strengthen Language and Communication learning area). The CDU was fully involved in selection of textbooks and reading materials and were part of the procurement evaluation.

The program also worked with CDU to identify an appropriate series of *English and French graded readers* for primary schools. These readers are to support early reading in English and French. A Teacher Guide explaining how to use the readers to promote reading and speaking and listening will be provided. The public tender process (as outlined above) contracted Read Pacific to provide the *Sunshine Books Series* from levels 1-4. Schools will be provided one kit each. In each kit there are 80 titles and seven copies of each title. This makes a total of 560 books per kit. The reading kits are due to arrive in Port Vila by 1 October 2019, ready for distribution to all primary schools.

A revised approach for developing a Social Science textbook is showing good progress. Based on lesson learned in VESP Phase I where all aspects of textbook development were outsourced, the MoET has opted for a hybrid approach that uses a blend of local and external expertise. Key aspects of the book chain locally managed by CDU include writing, editing and final stage quality assurances. Graphic design services including layout, illustrations and printing and managed externally. To date, the first two out of five chapters have been delivered. All writing and editing are scheduled for completion early August 2019.

Distributing this volume of materials to schools across Vanuatu is unprecedented for the MoET and planning is underway to arrange for the logistics including verification that schools have received materials sent. The volume of materials ordered in Table 2 below.

Table: 2 Materials to Be distributed to Government and Government Assisted Schools

	French Kits	English Kits	Number of boxes per kit	Number books per box	Weight per box	Volume per kit
Novels x3 per student-Year 5	180	300	1	29 x 3 = 87	14 kg	0.034
Year 5 Science Textbook	180	300	1	30	12 kg	0.034
Graded Readers (80 titles x 7 copies of each) Primary schools	180	300	2	560 total bks ½ each bin	14 kg x 2	0.068
Year 5 Mathematics Textbook	180	300	1	30	26kgs	0.063
Year 5 Social Science Textbook	180	300	1	30	26kgs	0.063
Year 5 Teacher Guides	180	300	1	6	6 kg	

Improving Literacy (and numeracy)

A key goal of the MoET is to improve literacy and numeracy outcomes for students. For VESP Phase II support is provided to MoET to develop Years 4-6 teachers to apply evidenced-based strategies for teaching foreign languages (English and French). The purpose will be to develop the capability of teachers to support students transition from learning in the vernacular or Bislama so that by Years 7 they are ready to learn in English or French. This builds on support provided through VESP Phase I that saw development and implementation of a strategic response to the National Language Policy. This included training of Years 1-3 teachers in *Ademap Lanwis* and provision of resources in Bislama and in 59 vernaculars.

A teacher PD program in teaching English or French as an additional language is being designed in collaboration with CDU and ISU. The PD will be piloted in October 2019 with 50 teachers from two provinces. It will include a four-day intensive workshop, six weeks of independent-learning based on a

workbook with weekly support from an education officer or school leader and a one-day concluding workshop. The weekly independent learning will focus on classroom implementation of workshop learning. The pilot PD will be evaluated through baseline and endpoint surveys and at least one observation of each participating teacher during the independent learning period. The evaluation data and a team review will inform the development of the final PD for consideration on national roll-out in 2020. Education officers will be responsible for delivery of PD to teachers, with training and support from CDU and ISU staff and from the VESP Technical Adviser.

In response to a wealth of research evidence about the benefits reading books to children during the early years, VESP is supporting collaborative activity between CDU and ECCE to implement a Parent and community story-telling and reading project (Yumi Rid Togeta). The goal is to increase the number of children who are read to before they go to school. A plan involving two communities that targets parents and children between 3-5 years is under development. The leader of the Early Literacy-Let's Read project has been engaged to collaborate in the design and work with communities to determine the language to read and to identify appropriate reading materials. CDU and ECCE will determine which schools to invite into the program. Criteria will be determined about the best way to identify suitable schools. The focus is to create momentum and build on success so that eventually, all school communities are adopting approaches shared though this initiate to read to their children.

Discussions between CDU and ISU on the potential of vodcasts and podcasts to support professional learning and improve literacy and numeracy have been initiated. Using various forms of Information and Communications Technology (ICT) including tablets has been discussed. Six Remote Area Community Hotspot for Education and Learning (RACHEL) have been purchased and will be trialled through workshops. In addition to a large volume of learning materials in English and French, the devices will also be loaded with Bislama and vernacular readers, that participants can download to their own devices.

Curriculum Assessment and Monitoring:

One of the enablers of curriculum reform is evidence from monitoring to refine and improve practice. Currently, the MoET does not have an inbuilt feedback loop to inform them regards how well the curriculum reform agenda is progressing. This makes it difficult for CDU to demonstrate their accountabilities for this reform. Working across various work units such as CDU and the SIU, in-principle agreement has been reached on gathering feedback on curriculum implementation through inspectorate reports against MQS that will be uploaded to OV. CDU will then be able to generate reports against the curriculum related MQS to describe the extent to which the curriculum is being implemented for their annual reporting. This information can also be provided to SIOs to tailor support to their schools based on evidence.

VESP is also working with CDU and PPU to design a curriculum implementation monitoring study for formative purposes. The data from this study will build on the Curriculum Monitoring Study undertaken in the first phase of the program to inform future support.

Given the high-end goals of the MoET are to improve literacy and numeracy, VESP will continue to support MoET develop and harvest data from a national testing regime. Results from the VANSTA tests provide schools, education authorities and governments with information about how education programs are working and whether students are meeting important educational outcomes in literacy and numeracy. The tests provide schools with information about:

- how good education programs are working and what areas need to be improved for Years 4 and 6;
- the overall performance of the school compared to schools in the province and across Vanuatu;
- individual student performances relative to the minimum standards.

The purpose of this national assessment is formative, based on lessons from the last phase of VESP, more work needs to be done to support the MoET use the data to drive improvement.

This year, VESP has supported MoET to expand the Vanuatu Standardised Test of Achievement (VANSTA) to include Year 8. Minimum standards for Year 8 are now finalised and awaiting final MoET approval. Literacy and numeracy tests for Years 4, 6 and 8 have been developed, final approval is pending. Printing is scheduled for August 2019, distribution in September 2019 and administration in October 2019.

ECCE

The importance of learning in the early years is fundamental for success in later years, is acknowledged by MoET. For this reason, VESP is supporting the MoET begin the process of establishing ECCE into mainstream education to provide a seamless K-10 learning journey. An Early Childhood Education TA is based at the ECCE Unit supporting leadership with this massive reform. Through VESP, a range of actions are supported.

VESP continues to support MoET make arrangements to deliver training to ECCE teachers in each of the provinces. Steady progress has been made supporting MoET and Provincial Coordinators arrange for certificate qualification training (LLP15/Cert 3) in six provinces. Negotiations with USP for tutors to set dates for the training program are ongoing. Issues with two potential providers are however hindering progress. Currently, USP does not have enough tutors to deliver training to teachers in each of the provinces and VITE will not be ready to provide Certificate IV this year. VITE requires its programs to be deliver training to teachers in each of the provinces accredited and another lecturer (Francophone) to run the program.

Good progress has been made supporting ECCE to raise awareness of the importance of early learning through a weekly radio program, which will continue for the rest of 2019. The target group is parents and teachers with the show starting with a story, followed by discussions. Other ministries as well as non-governmental organisations (NGOs) are also invited to contribute content for the show. Topics covered include the importance of the early years, children and health, child development, parenting skills, children and languages. Legislations, policies, rights, children's learning and transition from Kindy to Year 1 are future topics to be discussed.

ECCE has been supported to upload about 60% of teacher details in OV. Registration of ECCE centres is in progress and the details will be uploaded in OV when the assessment is completed (few ECCE centres have already uploaded their SIPs).

2.2.3 Institutional support

Fair progress was achieved during the reporting period supporting the MoET strengthen institutional support for school improvement. The focus has been to support MoET harmonise the MQS K-13 and strengthen School Improvement Planning (SIP). The focus on strengthening SIP linked to the MQS is to provide a platform for MoET to make evidence-based decisions about where to focus support for school improvement. This is important to ensure quality education provision.

The MQS are aligned to evidenced based enablers of effective schools such as the learning environment, partnerships and community engagement, resources, teaching and learning, and leadership. The MoET goal is to align the primary and secondary MQS standards while maintaining indicators specific to different phases of schooling. This is so MoET can use a common language when discussing school improvement. Through school reporting and inspections against the MQS, the MoET hope to strengthen the ability to make informed decisions about where to focus support for improving learning.

The SIU and VESP are in discussions about future planning focused on strengthening the capability of leaders to implement their SIP to focus on improvement. There is acknowledgment by MoET that developing a SIP on its own does not contribute to improvement. Discussions through groups such as the Curriculum Implementation Advisory Group are focused on ensuring continued and future supports for principals to strengthen their capability to lead teaching and learning and develop teachers. To do this, principals must understand the curriculum and know what is expected of teachers. The need to build on initiatives during the first phase of the VESP that strengthen instructional leadership so principals can support teachers improve teaching and learning is being discussed between MoET and VESP. The UNICEF Principal Induction Program that was delivered in Penama is also on the radar for future consideration. Below are brief descriptions of achievements during this reporting period

Standards and manuals developed and applied: Fair progress has been made supporting the MoET finalise development and implementation of a principal's manual and SIO manual. The principal's manual is linked to the Principal Standards while the SIO manual linked to their roles and responsibilities. Over the last few months The Director of Education Services appointed a steering

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committee to finalise development of the manuals before consultations across the MoET occur. VESP are supporting this work including development of the manuals and a professional learning so principals and SIOs can apply their use these resources to guide and improve their practice.

UNICEF is assisting MoET to harmonise the primary school MQS. The stakeholders' workshop is planned later in the year with the program supporting consultation in schools and communities from September.

Improve capability of principals to manage daily school operations: Initial progress has been made supporting MoET explore a range of alternative options for education leaders to upgrade their skills and qualifications. Liaison has been ongoing with the Australia Pacific Training Coalition (APTC) to identify and scope an accredited leadership training course. It is unclear at this stage if this activity can commence in 2019.

Discussions are also ongoing with The University of the South Pacific (USP) regards how they might deliver their accredited School Leadership Program to MoET leaders. The USP have indicated that they need to conduct an environmental scan so they can determine modes of course delivery suitable to the context. Once suitable course options are identified, the program will support development of an approach and identify school principals who can commence the courses on a trial basis.

For the future, options will be explored to provide further pathways for principals to upgrade their tertiary qualifications in education.

Increased number of schools developing SIPs aligned to revised school (K-6) MQS: MoET requires all government and government assisted primary schools to develop and update their SIPs every three years. The MoET considers that developing a school improvement plan is an important step in the journey toward delivering a quality education. VESP are supporting the MoET strengthen the support for school principals to develop and monitor implementation of their SIP. SIOs and school inspectors are available to support school principals develop their SIP and confirm the number of schools that have linked their SIP to the MQS.

Planning is underway for SIP training to be held for Sanma, Shefa and Tafea for Lead Principals and SIOs. These workshops are for those provinces that were not engaged during the previous phase of VESP. The purpose is to strengthen the capability of principals to develop a SIP linked to the Ministry's MQS. Participants will come from provinces stated above including provincial ECCE coordinators and MoET officials. The lead principals and SIOs will be responsible for sharing what they learned with principals in their cluster. VESP are supporting these workshops to occur and follow up, in provinces.

School improvement practices shared through partner schools: Initial progress has been made developing an approach to support the MoET explore greater ownership of approaches to improve teaching and learning. It has been proposed with MoET, that a partner innovation school concept will be piloted. The strategy has been developed for consideration by stakeholders. During the second half of 2019, VESP will work with MoET to help identify several schools in a province that wish to work collectively to improve aspects of their children's education. The commitment by MoET and the Provincial Education Offices (PEOs) will identify and deliver support needs to cluster of schools rather than individual schools. The aim is to promote collaborative learning. A presentation on the partner innovation school's strategy was done during the second VESP Steering Committee, outlining the bottom up approach and explaining how the concept could work at school level. The approval and planning will be progressed with MoET during the next quarter.

3 Progress towards program outcomes

This is the first report on progress towards outcomes. As expected, progress is limited at this stage. Baselines have been established for each EoPOs and plans outlined for the collection of data and information for intermediate outcomes. At this stage, VESP is confident that in partnership with MoET that all IOs and EoPOs will progress positively and proposed targets will be achieved. However, it is important to note that many contextual and institutional factors will continue to play a role in the achievement of outcomes. These contextual factors will be monitored and assessed as part of ongoing implementation and management.

Table 3: Progress against end of program outcomes

OBJECTIVES (What you want to achieve)	INDICATORS (How to measure change)	Overall Target (2019-2021)	Annual Target (2019-2020)	Progress to date
End of Program Outcome 1: More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at right age.	% improvement in NER K-6 at the right age	5%	1% increase across year groups	Baseline established based on data available from Phase I completion report and data contained in the ETSA. The baseline is: Kindergarten 67% (F:65% and M: 68%), Year 1 – 75% (F:73.32% M: 75.57%), Year 2 – 77% (F: 75.46% M:78.16%), Year 3 – 77% (F:75.93% M:78.45%) The data will be reviewed as part of the next reporting process.
End of Program Outcome 2: School principals, teachers, parents and communities collaborate to enable students to achieve improved literacy and numeracy outcomes (Year 4 and Year 6).	% of Year 4 and 6 students that meet or exceed minimum standards for literacy and numeracy	See Footnote ³	See Footnote ⁴	Data from VANSTA 2017 sets the baseline for the proportion of students for achieving or exceeding minimum standards in literacy as measured by VANSTAVANSTA for 2019 will administered in September – October. The baseline from 2017 is: Numeracy: 85% (Year 4) and 75% (Year 6). Literacy: English – 65% (Year 4) and 73% (Year 6), French – 64% (Year 4) and 41% (Year 6).

³ Literacy Year 4 (English and French 75%) Year 6 (English and French 75%) Numeracy Year 4 (85%) and Year 6 (85%)

⁴ Literacy Year 4 (English and French 70%) Year 6 (English and French 70%) Numeracy Year 4 (85%) and Year 6 (75%)

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OBJECTIVES (What you want to achieve)	INDICATORS (How to measure change)	Overall Target (2019-2021)	Annual Target (2019-2020)	Progress to date
End of Program Outcome 3: MoET effectively plans, trials/implements and learns from devolution efforts and uses evidence to inform decisions.	% of partner schools that report improved support for school improvement	>85%	0	A baseline study is currently being discussed with an initial study to be completed in October 2019.
Intermediate Outcome 1: (Parents) Schools and their communities collaborate to support student learning.	% of parents in pilot locations are engaged with their child's school	>80%	>80%	This is a new initiative. An evaluation study is proposed to assess the level and quality of engagement between parents, teachers and principals in partner locations.
Intermediate Outcome 2: (Teachers) Teachers are supported by school leaders and provincial education officers to improve classroom learning	% of schools supported by SIOs and provincial offices % of teachers that report support for teaching and learning	>85%	0	A baseline survey is scheduled for October 2019 which will seek to assess the current levels of support provided by SIOs and provincial officers to selected schools.
Intermediate Outcome 3: (Teachers) Teachers are motivated to use skills and resources to support improved classroom learning, including for children with disabilities.	% of schools that are implementing the new curriculum (Y1-6) % of primary teachers using apply new learning and relevant teaching resources and guides to support learning	>85% >85%	>85% >85%	A curriculum study in Phase I indicated that approximately 96% of schools in Years 1-3 were applying the new curriculum. An evaluation study is currently being designed through CDU to assess the level of implementation from Years 1-5. The study will also cover the % of teachers aware of the curriculum, including use and application of teachers' materials. A study is proposed for the end of 2019.
Intermediate Outcome 4: (Institutional) School leaders engaged and supported to implement SIPs and working with teachers and communities to strengthen education service delivery.	% of partner schools that are implementing an annual SIP % of partner/pilot schools that are showing improved progress against MQS (Primary)	>85% >85%	>85% >85%	A component of the devolution strategy is how schools and school principals engage with PEOs. A baseline will be established in a sample of 20 treatment schools and 20 control schools within partner provinces. The baseline study will be completed in October 2019.

4 Lessons learned and risk management

The program has been in operation for six months. As indicated in the context section of the report, the Annual Plan is being finalised at the time of reporting. Many of the scheduled activities have taken time to mobilise and commence implementation.

A lessons learned and reflection workshop (involving DFAT, MoET and the program) is scheduled for September 2019. The outcomes and recommendations will feed into the 2020 Annual Plan development process. An updated risk management plan is included in the revised 2019 Annual Plan. While risks are monitored on an ongoing basis, the next risk management plan will be part of the 2020 Annual Plan, due in November 2019.

5 Staffing and technical assistance

Technical assistance to MoET in 2019 has involved long-term personnel and a pool of STA to support the Ministry in specific activities and developments. The program has completed almost all recruitment and contracting of staff, as the priorities and technical support requirements of MoET have been confirmed. Overall, this represents 29 staff, 18 Long-term personnel (including LTA and Jennifer James) and 11 Short Term advisers (not including i2i). Please see Annex 1 for full listing.

All the terms of reference were reviewed, adjusted accordingly and approved by DFAT as well as the approval for appointment. To ensure continuity, a number of VESP phase 1 staff were contracted, however there were also several new positions that required recruiting.

The table 4 below outlines the level of technical input days provided in support of the Ministry priorities and plans during the first half of 2019.

Table 4: Technical Assistance

Technical Assistance		Mar-19	Apr-19	May-19	Jun-19
Personnel	i2i Personnel				
	Monitoring & Evaluation Adviser	17.00	3.00		2.50
	Disability Inclusion Adviser				6.00
	VANSTA Support Specialist			5.20	20.00
	School Grants Support			14.00	
	Open VEMIS Support Specialist				
	Teaching Additional Language Specialist			5.50	6.00
	Awards Manager Vanuatu – In-Australia Manager			5.00	2.00
	Provincial Education Quality Access				
	Short Term Unallocated Technical Pool				
Australia Awards Vanuatu M&E Adviser		4.00	-	-	

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Technical Assistance		Mar-19	Apr-19	May-19	Jun-19
Project Activity Costs	GEDSI Mentor	10.50	8.25	4.00	13.30
	National Sustainable Infrastructure Development Plan Documentation Support Specialist			7.00	
	Short Term Unallocated Technical Pool			5.50	
	MoET Monitoring & Evaluation Adviser			5.00	2.50
	In-Service Teacher Qualification Upgrade Specialist			5.00	10.00
	MoET National Teacher Development Plan & Policy Support				

Corporate support has been provided to the program and will continue as outlined below:

Name	Role	Key activities	Jan – Jun 2019	July – Dec 2019
Peter Deacon	Corporate governance support	Meeting key stakeholders, attending steering committee meeting	April/May	July/ August
Roz Byrne	Human Resource support	HR contracting	February	September
Timothy Pilgrim	Program Management support	Budget, tender/contract support	April	TBC
Rhoda Ramos	IT Support	Setting up new office IT network, training and baselining computers	May	N/A
Nick Lloyd	Project Accountant	Internal financial audit, refining finance coding and reporting	N/A	August

6 Cross cutting issues

6.1 Communications support

The program continues to support MoET finalise its overall strategy for communications. A draft template for communications approval has been finalised and is awaiting final comments from PPU. Support was provided to MoET to broadcast weekly radio interviews, giving the opportunity to MoET senior staff to update parents and communities on the ongoing efforts of MoET and schools. The topics covered MoET priorities and the ELAC awareness campaign.

With support from the program, school grant communication tools have been created and distributed. Posters have also been made available in French, English and Bislama and soft copies are available on the MoET website.

The program supported MoET with the consultation phase of the National Sustainable Infrastructure Development Plan (NSIDP) in all provinces, visiting 89 school communities. A video from the MoET DG, the Director of PPU and the Director of Education Services also provided greater understanding and clarity of the need which was used in consultation with the provinces.

The program actively supported MoET in raising awareness on the International Women's Day, the International Francophonie Day and the World Day of Sport for Development and Peace. MoET is yet to commit resources required for an effective communication strategy that advocates and disseminates details on its reforms. Expertise and resources will continue to contribute to MoET as opportunities arise for mentoring and coaching, as well as documenting MoET achievements.

With VESP support, the MoET entered negotiations with the Vanuatu telecommunications private sector to reduce access barriers to information. A key result has been an official announcement of free access to OV for all Digicel users.

Support will be provided to the MoET to develop a communications strategy for the Partner Innovation Schools initiative. The objective is to raise awareness and increase understanding about how the school partnership will work and to share successful practices so the lessons learnt can benefit all the schools across Vanuatu.

6.2 Mutual accountability

An important part of the program approach is promotion of mutual accountability between the program and MoET for engagement and involvement. The following indicators were proposed as part of the M&E plan and form a monitoring function in relation to assessing levels of engagement and involvement of MoET for key decision-making and priority setting.

The program and MoET continue to build on positive relationships and engagements established during the Phase I. A component of the program is to provide direct, tangible support to assist MoET operationalise its VETSS and Corporate Plan (which remains in draft form). The PPU has been involved in the design and development of key reporting templates that will be trialled during the next reporting period to promote more coordinated and consistent data from schools and PEOs. A summary of key results against the indicators is provided in the Table 5 below.

Table 5: Mutual accountability indicators and targets

Partnership Indicator	Target	Achievement
MoET appoints competent staff to all counterpart positions so that LTA and STA have a person to work with and mentor/coach	All positions filled	MoET continues to take the leading role, with logistical and organisation support from the program
MoET allocates competent staff to actively participate in both MoET and program supported evaluation studies, and to lead preparation and presentations for Steering Committee meeting	>3 studies for 2019/2020	Work to commence in the next reporting period
MoET submits relevant documents for machinery of government (e.g. budget proposals and DSPPAC reporting) on time and according to GoV requirement	# submissions completed on time.	No submissions prepared in the reporting period
MoET perception of the quality and relevance of VESP-2 technical assistance, including for Operational Plan to support the VETSS and Corporate Plan	Positive perceptions recorded (85%) 1 operational plan	Perception survey to be developed for key counterparts M&E support provided to review the VETSS PPU engaged in developing MoET operational plan
VESP-2 staff respond to requests from MoET with quality support that links to the scope for the program in a coordinated and timely manner	As required and actioned	Ministry requested support for MoET restructure; for progressing the NTDP policy and plan; and for strengthening the VITE RPL capacity

6.3 Mainstreaming Gender, Equity, Disability and Social Inclusion

The Gender, Equity, Disability and Social Inclusion (GEDSI) strategy (2019-2021) describes operating principles that guide support for MoET to mainstream GEDSI across priority policies, strategic planning and activities. The strategy includes entry points for support MoET and a checklist to assist program staff identify how their work with MoET can contribute to achievement of GEDSI outcomes.

VESP is supporting continuation of the model inclusion schools initiative that was started by MoET in 2016 with support from VESP. The purpose of the initiative is to demonstrate approaches that can be adopted by schools to improve the engagement and participation of students in education programs. The aim is to capture lessons learned to scale up strategies that ensure all students are included, engaged and benefiting from education programs in government and government assisted schools. Ekipe, Kokona and Matarisu schools, became involved in this initiative in 2016 and have continued to receive support through the program to develop and implement their workplans and review lessons learned.

VESP GEDSI specialists, in partnership with MoET have conducted consultations with the three schools to support them review their 2019 inclusion workplans. The VESP Disability specialist, in collaboration with MoET have conducted consultations at Freshwota school where good progress has been made exploring approaches and developing an inclusion workplan.

An Inclusion Kit for the model inclusion schools has been identified by MoET as having potential to progress work in this area. A teacher's guide will be developed for use with the inclusion kit. A training program to support MoET build teachers' practices to accommodate the needs of students with a disability and foster gender equality is scheduled for September 2019. This activity will build on lessons, findings and evidence from the inclusion schools modelled under VESP I. The focus is to ensure, through demonstration programs, that efforts are scaled up and mainstreamed for all schools nationwide. VESP will continue to work with MoET to clarify perceptions about model inclusion schools and strengthen approaches for collaborating to share successful practices with other schools.

Discussions have commenced with MoET about the possibility of adopting a train-the-trainer model to train SIOs and PEOs on GEDSI policies and practices. This will build on work and lessons from Save the Children who are revising their proposal for resource development and training to support child safeguarding and reduce gender-based violence.

Support to the MoET Women in Leadership Network is ongoing, including a stocktake and gender analysis (with 26 participants attending – one male and twenty-five females). Ongoing support to the network will assist it to extend and strengthen activities during the remainder of 2019. A gender analysis workshop was held at CDU for curriculum writers in support of how they include GEDSI. A workshop for curriculum writers will be scheduled in 2019 third quarter. The program will also support VITE in their development of a new educating diversity and inclusion module. This will become part of the new pre-service degree.

An Australia Awards Vanuatu Alumni workshop covered gender analysis for five alumni (five females) and two other attendants (one female and one male). Cooperation with APTC, Skills Partnership and Australia Awards Vanuatu is ongoing to further explore opportunities for collaboration.

7 Governance arrangements

Governance arrangements centre around a formal Steering Committee process, which meets every two months with a mutually developed agenda. The Steering Committee has the primary role for monitoring how the program is implemented, the focus of support provided to MoET priorities, and for monitoring progress towards both intermediate and end of program outcomes. It has been identified that the agenda needs to be strengthened to identify key risks and challenges identified through program implementation and opportunity to discuss possible mitigating strategies.

The Steering Committee is chaired by the DG and includes the four MoET Directors, the DFAT donor partners as well as (invited) representatives of other government agencies. During the reporting period, the VESP Steering Committee has met twice (on 2 May and 20 June 2019). The Committee was briefed on the 2019 VESP II Annual Plan, as well as provided with other information relevant to the direction of the program (including the proposed Partner Innovation School approach for 2020).

Weekly management meetings with the DFAT staff responsible for the program are organised and deal with strategic and operational aspects. The meetings also cover any emerging risks, budget and expenditures. All significant decisions are confirmed by email. When specific issues or topics require it, additional briefing and information are provided to the First Secretary from the Australian High Commission.

At MoET, regular meetings are held by senior program staff with the Directors and senior Ministry staff, part of maintaining open communication, support monitoring of activities or for discussion on progress or identification of constraints.

8 Reporting and deliverables

The milestones and deliverables are detailed in the contract. The table 6 provides information on the Milestones completed in 2019 and those that will be required before the end of the year.

Table 6: Deliverables

Deliverable	Due Date	Submission	Status
Milestone 1: 2019 VESP II Annual Plan	30 April	Submitted	In review
Milestone 2: Strategy for VESP II Provincial Pilots and the Innovation Fund	30 June	Submitted	Approved
Milestone 3: Six-Monthly Progress Report and Sector Update (Jan-Jun 2019)	31 July	Submitted	In review
Milestone 4: VESP II 2020 Annual Plan	30 November		

9 Financial management and budget

The program is transitioning to 'online' banking utilising ANZ Vanuatu transactive. This is expected to increase efficiency and flexibility, while complying with established financial processes and enabling the easy verification of expenditure requests. Coffey's strong internal and external controls will ensure maintenance of sound financial management practices Throughout the reporting period, the Project Accountant regularly reviewed the financial systems and monitored their integrity in the considering existing and emerging risks.

The next audit of financial management processes will be an internal audit scheduled for August 2020. Risk and fraud mitigation will remain a high priority and this is the responsibility of all program staff. Coffey will provide ongoing awareness programs to reduce risk on non-compliance by staff. Fraud training was provided to all staff in March 2019.

9.1 Financial reporting

A new financial structure linked to the End of Program Outcomes has been developed to meet DFAT's financial reporting requirements. Only a few months have passed since the commencement of VESP II (1 February to 30 June 2019). The program expenditure target provided by DFAT and the expenditure as at 30 June matched exactly. A tentative budget of AUD6.3m has been set for Financial Year 2019-2020.

9.2 Program resourcing

The table below outlines budget predictions versus actuals, and the variance across key areas. The forecast is regularly revised and developed with Post's guidance. The expenditure was monitored closely to meet the revised forecast to close the end of the financial year (which was AUD10k above budget provided in the annual plan).

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Cost categories	AUD Budget in Annual Plan FY 18/19	Revised AUD Forecast and Actuals for FY 18/19	AUD Variance to Budget
Personnel costs	657,706	609,926	-47,780
Adviser support costs	134,211	137,869	3,658
Administration costs	153,790	148,114	-5,676
VESP Program activity costs	1,777,427	1,851,252	73,826
AAV program activity costs	72,191	58,543	-13,648
Management and milestone costs	256,491	256,491	0
Total	3,051,816	3,062,195	10,380

The table below outlines the program financial activity disaggregated by the End of Program Outcomes (EoPO). The Table shows that the EoPO2, which is largely associated with the quality of education, is where the biggest expenditure lies.

Key procurements for EoPO2 during the reporting period include 60% of the cost targeted for:

- Year 5 Social Sciences textbook layout including illustrations, photos, printing, packing and shipping English 9000, French 5400 (30 books in each kit)
- Maths Year 5 Textbooks English 9000 and French 5400, packed in classroom kits of 30 and shipped to Port Vila
- Readers Sunshine book sets (80 titles*7 copies, totalling 560 books in a kit), English 2100 copies French 1260 copies, packed in containers and shipped to Vanuatu
- ESA Start right Year 5 Science workbook to be printed with Vanuatu cover, translated into French and packed into kits of 30 and shipped to Vanuatu English 9000, French 5400
- Year 5 Novels 29 copies of each of the three titles, kit totals 87 books, English (300 kits) and French (180 kits), packed and shipped to Vanuatu
- 150 ECCE (Kindy) and playgroup starter kits.

Program Outcomes	AUD
End of Program Outcome 1: More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at right age.	87,276
End of Program Outcome 2: School principals, teachers, parents and communities collaborate to enable students to achieve improved literacy and numeracy outcomes (Year 4 and Year 6).	1,541,303
End of Program Outcome 3: MoET effectively plans, trials/implements and learns from devolution efforts and use evidence to inform decisions.	210,876
VESP II Cross Cutting Program	11,797
Program Activity Costs	1,851,252.40

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Further, costs are disaggregated below across various categories that are being tracked, including provincial expenditure, gender programs, people with disabilities, and local private sector (note it includes AAV program activity costs).

As the table outlines, over AUD200k has been spent on program activities relating to the theme categories identified at the commencement of the program. Currently, there has been no opportunity for expenditure on climate change initiatives. Sanma has seen the largest expenditure, this can be attributed to some activities that were delayed last year due to the state of emergency.

Although the table shows that Shefa received the lowest expenditure across the provinces, there are many activities not being able to be assigned to a province as such, and with Port Vila being the capital and the location of the central ministry and the program office, Shefa is a major beneficiary. Expenditure in Shefa include NSIDP consultations and ISU teacher training.

The Private Sector costs relate to Lumu Design and Build Partners who are a local Construction Project Management company who have managed the installation of a materials storage facility for Disaster Risk Reduction preparedness, along with extending outdoor covered working space, and improved access into the Curriculum Development Unit (based in SHEFA).

Expenditure categories	AUD
Expenditure on gender-focussed activities	28,551
Expenditure focussed on people with disabilities	192
Climate Change	-
TORBA Province	13,740
SANMA Province	61,419
PENAMA Province	26,579
MALAMPA Province	23,261
SHEFA Province	6,557
TAFEA Province	10,443
Private Sector/ Sub-contracts	43,653
Total	214,395

Forecast for the remainder of 2019

The forecast for the remainder of the calendar year is currently at AUD3.5m, which is below the estimated annual plan budget of AUD3.9m. There were two significant activities that have been approved following the submission of the Annual Plan and budgeting earlier in the year: Teaching Service Commission and ECCE additional funding request for registration activities. On the other hand, there are a few significant activities which are not able to proceed this year, including ECCE Teacher Certification partnership with USP, and the additional support for partner provinces and innovation although progressing as an activity, the expected expenditure for this activity is largely deferred to 2020.

Key procurements planned for July through to December 2019 include:

- EoPO1: i2i and ELAC program including development of website.
- EoPO2: Includes the 40% outstanding costs of the curriculum resources outlined above, in addition; printing of curriculum teacher guides currently under development and the distribution of these materials. Further, ECCE registration awareness and resource kits, VANSTA, training of teachers; in additional languages, professional development and curriculum implementation.
- EoPO3: School Improvement Officer Manual and School Principal Manual, Aligned SIPs to MQS, Upgrading School Leadership, NSIDP activities.
- Cross cutting: Support to Gender Equality, Inclusive Education and children with disabilities.

10 Conclusion

The program is continuing to build on support provided to MoET during VESP Phase 1. The first six-months of the year have focused on the identification of priorities with MoET counterparts and work units and recruitment of expertise. A key component of the work to date has been ensure alignment across the entire work portfolio of the MoET. Successes in this area are mixed and there is a need to ensure greater engagement and integration between program and broader MoET activities, including VESP II and MoET colleagues. One area where support has been aligned well is through revisions to the VETSS and the Corporate Plan and support provided to operationalise these key strategic documents.

Considering the challenges experienced during inception phase, the program is building momentum around several key areas and provides a broad package of support that includes assisting the ministry through engagement with communities, schools and through institutional support. Selection of innovation schools over the next 12 months will contribute to new ways of fostering ground up solutions to local challenges in education. Based on the innovation schools' priorities and new ideas for improving local education delivery, trialling of these important education initiatives can provide MoET with a body of evidence to support policy development and evidenced-based decision making.

The program maintains a high degree of relevance to the MoET policies and plans. The embedded nature of advisers and senior local staff means MoET can tap into direct and tangible support to help achieve its key outcomes related to access, quality and management. The overall operating context within Vanuatu remains stable, however global economic headwinds or future natural disasters may influence the future with regards to budget allocations as the country priorities given the allocation of scarce resources. The sector analysis and associated context indicators will provide a basis to make assessments and judgements upon factors that operate outside the scope of the program but have an immediate impact upon implementation and management.

In the limited time since start up, progress towards key outputs is variable. Several activities have stalled or are delayed due to a range of factors. There is also a need to review some indicators and targets as they do not fully reflect the strategic intent of the program and align to broader outcomes and result areas. Intermediate and EoPOs have not been assessed but studies are planned across a range of initiatives towards the end of 2019 to provide evidence of progress and uptake by the MoET. These evaluations will provide a basis for further assessment and learning in the next planning and reporting period.

The use of existing data sources (including OV) remains a key priority to ensure that all systems are aligned to the operations of the MoET. Work is expected to accelerate during the next reporting period and more initiatives commence and where Ministry decisions can be made around proposed program support activities. Almost all staff and advisers have now been recruited.

Partnership with MoET is important and key mutual accountability indicators have been established and discussed at the next Steering Committee meeting as means of joint ownership and engagement. The program will continue to support and liaise with MoET to ensure they maintain their leadership role in all decisions and in setting the strategic direction of the Ministry (and the required support), as expressed through the governance and management structures.

Annex 1

Staff Listing as at June 2019

Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
Alan Swan	Curriculum Adviser	Long-term international adviser	Felicity Nilwo Simon George	MoET / CDU	Paul Tippett
Angela Cincotta-Segi	Teaching English and French as an Additional Language Specialist	Short-term international adviser	Myriam Ware Wia	MoET / CDU/ ISU	Alan Swan
Belynda McNaughton	Provincial Partnerships	Short-term international adviser	Director Samuel / Marcel Yamsiu	MoET	Roy Obed
Bruce Trief	Finance and IT Support	Full-time, locally engaged	Felicity Nilwa, Simon George	Vila Mall/ CDU	Hannah Liunakwalau
Carlos Noronha	School Grants and NSIDP support	Short-term international adviser	Julia Whippy Patrick Esecher	MoET / Finance	Paul Tippett
Edith Lingmal	Monitoring and Evaluation Officer	Full-time, locally engaged	Jeffery Tari	PPU	Florence Bellon
Florence Bellon	Communications and Strategic Reporting Manager	Full-time, locally engaged	Director Serge MoET Communications	MoET Office	Paul Tippett
Glenn Davies	GEDSI Mentor	Short-term international adviser	Marie Jonah	MoET	Roy Obed
Hannah Liunakwalau	Finance Manager	Full-time, locally engaged	Provincial Finance staff	Annex	Rebecca Pryor
Jennifer James	ECCE Specialist	Short-term locally engaged	Smith Anderson	MoET	Alan Swan
Joanne Webber	Disability Inclusion Adviser	Short-term international adviser	Marcel Yamsiu Felicity Nilwo Elvie Tamata	MoET	Roy Obed
Johnny Ishmael	Driver	Full-time, locally engaged	NA	Vila Mall	Sani Bebe
John Niroa	Provincial Education	Full-time, locally engaged	Marcel Yamsiu	SIU	Roy Obed

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
	Quality and Access Officer				
Leanah Tambe	Teacher Training and Professional Development	Full-time, locally engaged	Elvie Tamata	MoET VITE- ISU	Alan Swan
Louise Quinn	In –Service Teacher Qualification Upgrade Specialist	Short-term international adviser	Elvie Tamata	MoET VITE- ISU	Alan Swan
Mayna Pandat	Administration and Finance Officer	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor
Paul Tippett	Team Leader	Long-term international adviser	MoET Directors	MoET Office	Peter Deacon
Phil Geeves	VEMIS & VANSTA Support Specialist	Short-term international adviser	Nora Wells Adrian Banga	MoET / EAU	Alan Swan
Pierre Gambetta	Community Advocacy officer	Full-time, locally engaged	Director Samuel Patrick Esecher	MoET Office	Florence Bellon
Rebecca Pryor	Operations Manager	Long-term adviser	NA	Vila Mall	Paul Tippett
Rhys Gwilliams	NSIDP Documentation Specialist	Short-term international adviser	Director Serge Patrick Esecher	MoET / PPU	Paul Tippett
Roy Obed	Devolution Provincial Education Manager	Full-time, locally engaged	Director Samuel Marcel Yamsiu	MoET Office	Paul Tippett
Sani Bebe	Program Management & Logistics Officer	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor
Sonia Wasi	Gender & Inclusion Strategy Officer	Full-time, locally engaged	GEDSI Focal Point	MoET Office	Roy Obed
Telstar Jimmy	AAV Alumni and Award Promotions Officer	Full-time, locally engaged	NA	Vila Mall	Vanessa Dick

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
Ty Morrissey	Monitoring and Evaluation Specialist	Short-term international adviser	Jeffrey Tari Director Serge	MoET Office	Florence Bellon
Vanessa Dick	AAV Scholarships Coordinator	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor
Geoff Colmer	AAV In-Australia Manager	Part-time, Short-term Adviser	NA	Vila Mall	Rebecca Pryor
Colin Reynolds	AAV M&E Adviser	Part-time, Short-term Adviser	NA	Vila Mall	Rebecca Pryor
Timothy Pilgrim	Project Management Support	Part-time corporate support	NA	Vila Mall	Rebecca Pryor
Peter Deacon	Contractor Representative	Part-time corporate support	NA	Vila Mall	Amy Gildea