



VESP

VANUATU EDUCATION SUPPORT PROGRAM

VESP II – Six Monthly Progress Report

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Vanuatu Education Support Program

VESP Six Monthly Progress Report | June 2020

GOUVERNEMENT
DE LA REPUBLIQUE
DE VANUATU
MINISTRE DE
L'EDUCATION ET DE LA
FORMATION



GOVERNMENT
OF THE REPUBLIC
OF VANUATU
MINISTRY OF EDUCATION
AND TRAINING



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

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Abbreviations

APTC	Australia Pacific Training Coalition
CATs	Common Assessment Tasks
CDU	Curriculum Development Unit
COVID-19	Novel Coronavirus
DFA	Direct Funding Agreement
DFAT	Department of Foreign Affairs and Trade
DG	Director General
DSA	Daily Subsistence Allowance
EAU	Examination and Assessment Unit
ECCE	Early Childhood Care and Education
ELAC	Early Learning Advocacy Campaign
EoPo	End-of-Program Outcomes
ESD	Education Services Directorate
ETSA	Education and Training Sector Analysis
GDP	Gross Domestic Product
GEDSI	Gender, Equality, Disability and Social Inclusion
GoV	Government of Vanuatu
GPE	Global Partnership for Education
ICT	Information and Communications Technology
IE	Inclusive Education
IO	Intermediate Outcome
ISU	In-Service Unit (VITE)
LTA	Long-Term Advisers
MoET	Ministry of Education and Training
M&E	Monitoring and Evaluation
MELF	Monitoring, Evaluation and Learning Framework
MEO	Mobile ECCE Officers
MFEM	Ministry of Finance and Economic Management
MQS	Minimum Quality Standards (primary schools)
MoH	Ministry of Health
NER	Net Enrolment Rate
NPPs	New Policy Proposals
NSDP	National Sustainable Development Plan
OV	Open VEMIS

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PSIC	Provincial School Improvement Coordinator
PD	Professional Development
PSP	Parental Support Program
PT	Provincial Trainer
PTC	Pacific Theologian College
PEO	Provincial Education Office
PPU	Policy and Planning Unit
SBM	School Based Management
SIL	Summer Institute of Linguistics
SIO	School Improvement Officer
SIP	School Improvement Plan
SMPR	Six-Monthly Progress Report
SoE	State of Emergency
STA	Short-term Technical Adviser
TA	Technical Assistance
TC	Tropical Cyclone
TG	Teacher's Guide
ToR	Terms of Reference
TSC	Teaching Service commission
VANSTA	Vanuatu National Standardised Test of Achievement
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy
VITE	Vanuatu Institute of Teacher Education
VNSC	Vanuatu National Curriculum Statement
VQA	Vanuatu Qualifications Authority

Executive Summary

Context



COVID-19



Yasur volcano
ashfall



TC Harold



General Election
in Vanuatu

Increasing access



"We are very grateful at Ekiye school to get some support in the implementation of our inclusion strategy. We have seen positive impacts over the years in students' attendance and learning of children with disability like Charley who has visual impairment. We have seen in progresses since kindergarten."



Mrs Elisha Firiam, Teacher in Ekiye primary school



9
Modules developed in
through the Parental
Support Program



2016
Launch of the 6YiaKlas1 campaign
followed by ELAC and annual
back-to-school promotions



3
Schools supported to
implement the inclusion
strategies

Net enrolment rate per school type

2016



33.3%
Early Childhood



84.6%
Primary School



42.2%
Secondary School

2019



86.6%
Early Childhood



96.1%
Primary School



43.2%
Secondary School

Improving quality



"Having materials in vernacular languages attracts the interest of children in reading and learning in general. In only five days, we have developed over 30 books in vernacular. It was intense and very interesting. I can't wait to use those materials in the school."



Mrs Marie Vira, Principal of Laukotai
primary school in Tanna



32
trainers trained to deliver
Year 5 and 6 curriculum



Development of a class-
based assessment manual



Development of a series
of Common Assessment
Tasks (CATs) in progress



Development of Year 6 teacher
guides for six learning areas in
English and French in progress

Improving management



"We thank VESP for identifying the need to train us and giving us the opportunity to upskill and gain new insights."

Mrs Jennifer Attison,
a graduate from APTC Leadership and Management course



"As the first cohort of school leaders in this course, be the change you want to see in your schools and be a great role model for others."

Mr Marcel Yamsiu, SIU Principal Education Officer



18
Leaders completed the
APTC Leadership and
Management course



37
Principals attending
PTC Leadership and
Management course



2
Professional learning communities
in Tafea set up for the school
network grants

Responding to crisis



Home schooling
radio shows



Supporting damage
assessments



Psycho-social support
for staff and students'
families welfare



Communication to raise school
community awareness about
COVID-19 prevention actions and
Ministry related programs



"The Homskul Givhan radio program helps parents and students to proceed with learning while staying at home."

Mr Bergmans Iati, MoET Director General

Program focus



Executive Summary

Despite incredible challenges nationally and globally, the Vanuatu Education Support Program (VESP) continued to provide quality and responsive support to the Ministry of Education Training (MoET). The global outbreak of the novel coronavirus (COVID-19) and the widespread devastation caused by category 5 Tropical Cyclone (TC) Harold significantly disrupted planned activities.

Working in close partnership with the MoET, the program exercised flexibility to adapt support during these challenging times. While remaining focused on activities to support the Ministry achieve its three goals aimed at improving access, quality and management, the program responded to support a number MoET crisis response initiatives.

Actions to support improved access

To support strengthening of school and community engagement, VESP supported the Early Childhood Care and Education (ECCE) Unit progressed development of nine modules as part of the Parental Support Program (PSP) to be rolled out through school communities. VESP worked with the ECCE Unit to partner with UNICEF to develop the PSP.

Inclusive Education (IE) strategies are being trialled in Shefa, in partnership with the Vanuatu Society of People with Disability (VSPD). This trial will inform the development of strategies to expand support to all schools in the country so they can implement their inclusive education programs and receive adequate support from the Ministry. At the moment only three schools in Shefa Province were engaged and supported. Progress toward achieving annual targets was slowed due to disruptions caused by COVID-19 TC Harold. School closures and travel restrictions meant the initiative was unable to expand the number of schools supported and engaged.

Actions to support improved Quality

Good progress has been made developing and procuring curriculum materials to support curriculum implementation in Year 6. The Curriculum Development Unit (CDU) is making good progress developing Year 6 Teacher Guides (TGs) for six learning areas in English and French. The learning areas are: (i) Language and Communication; (ii) Mathematics; (iii) Science; (iv) Social Science; (v) Art and Craft; and (vi) Physical and Health Education. In addition, CDU is working with a private publishing company to develop a Social Science textbook and were engaged to procure textbooks for Mathematics and Science. In addition, a Curriculum Assessment and Reporting Guide for schools was finalised and is undergoing final review.

Good progress was made preparing for the rollout of training programs in the second half of the year. The Year 5&6 curriculum implementation Professional Development (PD) program materials are finalised and the first train the trainer workshop was completed for 32 Provincial Trainers (PTs). Development of a class-based assessment training manual for teachers is well advanced and complementary common assessment task development has been initiated. In addition, a training program and associated resources for developing the capability of Year 5&6 teachers to teach English and French is progressing well.

VESP also supports the adoption of the National language Policy directions. VESP is also assisting the CDU to explore sustainable approaches that involve supporting local communities to take responsibility for developing their own vernacular materials for Years 1-3. Several communities have already been engaged in Tanna to develop their own reading materials.

Actions to improve Management

Eighteen leaders have completed a Leadership and Management course at the Australian Pacific Training Coalition (APTC) and another 37 principals are attending a Leadership and Management course being delivered by the Pacific Theologian College (PTC). These courses are accredited by the

Vanuatu Qualifications Authority (VQA). VESP is assisting the MoET to assess the impact of these courses.

Two professional learning communities were established in Tafea province as part of the zone network school improvement initiatives. The selection of the zones was led by the Ministry, by the senior School Improvement Officer (SIO) with the Tafea provincial education officers and inspectors.

Crises' Response

In response to COVID-19 and TC Harold, VESP was requested to provide additional support to the MoET across functions that were not included in the 2020 Annual Plan.

VESP worked with the MoET to support continuity of learning through:

- home schooling radio shows;
- supporting damage assessments;
- assisting education staff and students' families' welfare with psycho-social support;
- establishing a toll-free phone line to the Ministry, to answer questions related to COVID-19 and TC Harold;
- communication campaigns to raise school community awareness about COVID-19 prevention actions and Ministry related programs; and,
- an inclusive education home-schooling package was also developed by the MoET's Inclusive Education Unit. This is a first ever package for Vanuatu and assists parents to support their children's daily learning whilst at home due to COVID-19 restrictions and TC Harold.

Although VESP experienced unavoidable implementation delays to planned activities, additional achievements and progress were made in other areas. These include:

- supporting MoET to continue to deliver education to the children of Vanuatu through the period of crises;
- liaising with Ministry officials and facilitating meetings and consultations with international experts using technology for service delivery and business continuity;
- developing and revising a workplan to align with MoET objectives detailed in the 10-year Vanuatu Education and Training Sector Strategy (VETSS) and the supporting of the Ministry's Business and Corporate Plan as well as the broader development indicators within the National Sustainable Development Plan 2016-2030 (NSDP);
- supporting MoET to hold a joint planning event, bringing together development partners and executive level Ministry officials to decide sector priorities for 2021.

Communications

During this reporting period, the MoET Communications Officer resigned, and the position remains vacant, however at the end of this reporting period, an intern was deployed. Despite this ongoing gap, VESP has continued to support MoET communications with right age enrolment campaigns, calendars, promotional materials, operational guidelines for school principals and, more recently, COVID-19 awareness campaigns.

Gender, Equality, Disability and Social Inclusion (GEDSI)

VESP supports the Ministry to mainstream GEDSI across activities and on specific initiatives. The program continues to support the implementation of the Inclusive Education policy to all provinces. At this stage fifteen schools in Shefa have been nominated to participate in the piloting of inclusion strategies.

The Ministry continues to pilot and test inclusive education kits in selected schools, initial feedback from teachers, parents and children is positive.



Watch the Inclusive Education Kit video

A comprehensive gender-oriented analysis of the Ministry data sets was undertaken by VESP to better understand gender issues affecting the education of children. This study will inform the scheduled review of the Ministry's gender policy postponed to later this year.

Program Management

Coffey management system has provided consistent and reliable support to the program through the challenging environment in this reporting period.

The impact of COVID-19 and TC Harold diverted attention from planned activities with the closure of schools and restrictions in movement – internationally and nationally – leading to changes in the level of engagement of the STAs and in how their inputs were provided. In total 186.6 input days were utilised during this period. VESP facilitated the delivery of their inputs remotely by using technology platforms, such as Office 365, Skype, Trello and Slack.

Compliance to commonwealth regulations is ensured through regularly reviews of the financial systems. In consultation with the Department of Foreign Affairs and Trade (DFAT) post, the agreed reimbursable expenditure budget for the 2019-20 Australian Financial Year was AUD5,162,802 and the program has met this target.

Program activity costs made up 38 percent of total costs, with administration costs (personnel, adviser support and office management), 41 percent. Management fees were 20 percent of total contract value for this Financial Year.

1 Introduction

1.1 Program overview

VESP Phase II started in January 2019, building on Phase I (2013-2018). The Program funding is provided by the Australian Government in partnership with the Government of Vanuatu (GoV).

VESP works together with the MoET to achieve its objectives, as detailed in the draft VETSS and the supporting Corporate Plan. In addition to providing direct support to institutional activities, the program aligns with MoET policies and plans to achieve the broader development goals in the NSDP (2016-2030).

The VESP program supports the MoET to achieve its goal of improving education access, quality and management. It does this through targeted support to MoET strategies and activities designed to promote improvement in student learning outcomes by:

- fostering effective and inclusive classroom learning environments;
- supporting the development of teachers and school principals; and
- strengthening the devolution of core education functions at provincial and school levels.

This Six-Monthly Progress Report (SMPR) covers the period January to June 2020. This has been an extraordinary period, with a national general election, natural disasters including a category 5 tropical cyclone¹ and two level 2 on-going volcanic eruptions² further compounded by a health pandemic caused by COVID-19. While there are still no cases of COVID-19, the GoV declared a State of Emergency (SoE), adopting precautionary measures restricting movements and closing schools. At first the GoV imposed international and national movement restrictions and school closures which were then relaxed following the Tropical Cyclone. International ports of entry are still closed. These events have significantly affected the implementation of the program.

The most affected areas by the cyclone were the provinces of Sanma, Malampa and Penama (in particular the islands of Espiritu Santo, Maewo, Pentecost and Ambae), where the strong winds and heavy rains caused extensive damage to standing and harvested crops. Initial assessments show that, in the province of Sanma, about 80 to 90 percent of the population is displaced and 60 percent of the schools and almost 70 percent of the health centres are damaged. Furthermore, the cyclone severely damaged about 70 percent of the buildings in Luganville, the second-largest city in the country³.

VESP's 2020 workplan includes nine activities and 23 sub-activities. These activities are aligned to the MoET's strategic pillars of increasing access, improving quality and improving management. In order to support the implementation of these activities, VESP has a team of Long-Term Advisers (LTA) and short-term advisers (STA) and technical support officers. These events restricted the program's ability to conduct meetings, travel to provincial locations and deploy international STAs. Eight STAs had planned inputs into almost half of the programs sub-activities.

On the positive side, this situation has been a catalyst for innovation using Information and Communications Technology (ICT). The program had to seek alternative strategies to continue to deliver its objectives and to respond to emerging demands, in a timely manner. To overcome international TAs travel restrictions, the program has been using teleconferences to ensure these inputs still take place. All staff received training to use these platforms and additional equipment was purchased so that staff could hold multi-party conference calls, remotely access shared documents stored on a cloud-based server and simultaneously work on shared documents. The Ministry activity

¹ Tropical Cyclone Harold: https://en.wikipedia.org/wiki/Cyclone_Harold

² There are actually three current level 2 volcanic eruptions, in Tanna, Gaua and Lopevi. But While Tanna and Gaua have significant populations (approximately 30,000 and 3,000, respectively), Lopevi has only one family residing there. <https://www.vmgd.gov.vu/vmgd/index.php/geohazards/volcano/volcano-info/current-volcanic-activity>

³ Pacific Humanitarian Response, April 2020

(https://reliefweb.int/sites/reliefweb.int/files/resources/PHT%20Sitrep%207_TC%20Harold_14042020.pdf)

managers were also provided with portable routers to continue key activities and were supported to use Skype.

The combined crises triggered a set of emerging needs outside VESP's 2020 Annual Plan. The program has been flexible to meet these needs, which included:

- ensuring the continued delivery of education to children;
- communicating emergency measures efficiently to staff and their families;
- replacing resources.

In response, this report now includes a new section describing our joint response to these extraordinary challenges.

In parallel, the program is undertaking a review of its Monitoring, Evaluation and Learning Framework (MELF). This review is ensuring that the program is aligned to the recently approved VETSS 2020-2030. It will establish a stronger coherence between the current workplan outputs and the End-of-Program Outcomes (EoPO), while also including the new activities we are working together with the MoET to ensure the continuity of education services.

1.2 Program relevance

While circumstances have changed significantly as a result of the pandemic and the combined effect of TC Harold and the volcano, investing in education remains a priority for the GoV. The impact of school closures and stress on family life is felt more acutely by children in disadvantaged contexts. Recovering the educational deficit is likely to take years and will demand significant resources and support by the Ministry to plan and deliver it adequately⁴.

The program is supporting the Ministry's emergency plan and working with its relevant units to implement its strategies as well as to design its future business and corporate plans for the coming years, aligning them to the recently approved VETSS 2020-2030.

The program continues to work with the Ministry to strengthen the partnership between the Australian and Vanuatu Governments, mitigating the economic impacts of the combined crises. This includes working with the Ministry and development partners to strengthen the Ministry's resilience to external shocks. This work aims at contributing to the Ministry's ability to continue to deliver services, even in times of crises, such as in the eventuality of a lockdown from COVID-19.

The approval of the new 10-year VETSS has been a significant achievement, endorsed by the development partners and by the Global Partnership for Education (GPE). VESP is supporting the MoET to conduct its first VETSS joint planning exercise in July. This exercise will include all directorates and partners to align their activities to the 23 VETSS' strategies and to contribute to the 2021 Business Plan, which will inform VESP's 2021 planning.

⁴ COVID-19 School Shutdowns: What will they do to our children education?, LSE, London, (2020)

1.3 Changes in program context

It is estimated that TC Harold and COVID-19 will have a financial impact on Vanuatu with an expected decline in Gross Domestic Product (GDP) growth in 2020 to 0.6 (down from a forecast of 3.4 percent).⁵

These crises have added significant pressures on the education sector. MoET resources have been diverted to new activities related to the crises, and schools were closed for approximately two months, from the first COVID-19 SoE in late March 2020 until their partial re-opening in mid-May 2020.

While TC Harold was devastating for many islanders, COVID-19 is something previously unknown and of a different nature. The threat of COVID-19 in Vanuatu has been experienced by Ni-Vanuatu through the suspension of classes and the uncertainty amongst families and education-based staff about their wellbeing and their safety to go to school and to their place of work.

While Vanuatu is relatively accustomed to natural disasters, combining it with an unprecedented health pandemic has crippled the economy and recovery efforts have been severely restricted. The restrictions to global movement and the fact that the COVID-19 pandemic is affecting every country, has limited the ability of the international community to assist Vanuatu.

Surprisingly, these crises have not impeded the holding of National Elections. The elections were held on 19 March 2020 but it is believed that COVID-19 impacted negatively on voter turnout with only 51 percent, a decline of six percentage points from the 2016 National Elections⁶.

In parallel to the crises indicated above, Vanuatu is progressing its GPE application. Currently the Ministry is developing its program design in order to apply for the Education Sector Program Implementation Grant. This grant is estimated to be valued at VUV300,000,000 (approximately AUD 3.5 million), plus a multiplier grant of up to VUV120,000,000⁷ (approximately AUD 1.5 million). The Ministry has already been awarded two accelerated grants from GPE to support its TC Harold (approximately VUV57,000,000, or AUD700,000) response and to strengthen its preparations against the eventual arrival of COVID-19 (approximately VUV85,500,000, or AUD1,050,000)⁸.

The GoV's current budget ceiling for education in 2021 is VUV7,102,776,414 (approximately AUD 88.2 Million)⁹. This figure is before the submission of the New Policy Proposals (NPPs). In 2020, the initial budget ceiling was VUV6,497,244,565 (AUD 80.7 million), but that amount was raised to VUV7,298,515,792 (approximately AUD 90.1 million), after the budget appropriation included the NPPs. That represents an increase of more than 12 percent from the initial amount. There was a slight decline in the fiscal effort for education¹⁰ from 2019 to 2020, with the share of education from the total budget declining from 20.8 percent to 20.2 percent.

⁵ Economic Impact Assessment of COVID-19, Yasur ash fall and TC Harold (<https://doft.gov.vu/index.php/economy/covid-19-tc-harold-ash-fall>)

⁶ https://en.wikipedia.org/wiki/2020_Vanuatuan_general_election

⁷ <https://www.globalpartnership.org/content/factsheet-gpe-multiplier>

⁸ The figures may vary as they are estimated in US dollars. The Maximum Country Allocation is USD2,500,000 (plus additional USD1,000,000 for the multiplier). The TC Harold funds of USD500,000 will be deducted from the MCA allocation.

⁹ Ministry's 2020 Budget Overview & Budget Preparation document, 22/05/2020.

¹⁰ Fiscal Effort for Education measures the share of the education budget from the total government budget.

2 Overall VESP Progress

2.1 2020 Outputs overview

This infographic in the next page provides an overview of how VESP's outputs are structured around the three pillars: Access, Quality and Management. These outputs are the result of specific activities VESP is working with the Ministry. In Annex 1 there is a table summarizing how outputs and activities are aligned. The references to the activities' titles are made in bold in the following section, describing VESP's progress towards 2020 outputs.

Overview of Vanuatu Education Support Program Phase II

The central focus is supporting the Ministry of Education and Training to improve education delivery in schools.

With increased community and parental engagement and strengthening devolved management in provinces, schools can provide accessible, quality education for children (K-6).



End of Program Outcome 1 - Access

More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age.

Outputs to achieve the EOPO1:

- Principals collaborate with their school community to improve access for all children to quality schooling
- Improved opportunities and access to schooling for children living with disabilities and educational disadvantage



End of Program Outcome 2 - Quality

School principals, teachers, parents and communities collaborate to enable students to achieve improved literacy and numeracy outcomes (Years 4 and 6).

Outputs to achieve the EOPO2:

- Teachers and principals are trained to implement the K-6 curriculum for all students
- Teachers provided with resources to implement the curriculum
- Teachers with improved skills for developing literacy
- New primary curriculum implementation monitored and its impact on quality learning evaluated



End of Program Outcome 3 - Management

MoET effectively plans, trials/implements and learns from devolution efforts and use evidence to inform decisions.

Outputs to achieve the EOPO3:

- Principals and SIO's participate in leadership professional learning and support initiatives
- MoET, provinces and schools use data to inform planning and reporting against MQS

Cross cutting outputs

MoET
Communication Unit
supported

Cooperation with NGOs
and private sector

Support provided
across the program in
accordance with GEDSI
strategy and workplan

Lessons learned and
reflection feeds into
annual planning
process

2.2 Achievements, challenges and responses

This section of the report 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 a short narrative on progress in the three Ministry goals that the program is supporting. These include: (i) Access; (ii) Quality and (iii) Management.

A common theme across all the components is the impact of COVID-19 and TC Harold. A key outcome of these events is that VESP has had to drastically change the way it works and engages with the MoET and key counterparts. Travel restrictions have meant that no STA has been able to travel to Vanuatu. Nonetheless, the majority of STAs have remained engaged with the program and are working remotely. The advisers and team members that have remained in Vanuatu, continue to work with counterparts and coordinate the efforts of STAs as well. References are made in the following text to where on-going remote support is being provided to key activities.

Access

Getting children into schools in Vanuatu is a challenge. With more than 80 islands, a fragmented population, limited resources and arguably being the most disaster-prone country in the world, the GoV has made remarkable progress of late. The primary education Net Enrolment Rate (NER) has increased from 90.4 percent in 2017, to 96.1 percent, in 2019. VESP is working with the Ministry to achieve its first pillar, “*Increase equitable access to education for all people at all levels of education of Vanuatu*”, as stated in the 2020-2030 VETTS. This section of the report summarises progress to achieve the three outputs across the two activities we are working with the Ministry on, as agreed in our 2020 workplan.

Output 1.1: Principals collaborate with their school community to improve access for all children to quality schooling

Annual Target:

70% of principals meet at least once a term with their School Community Association



This output and target are under review. At the time of writing this report, no data had been collated on how often principals meet with their School Community Association. VESP supports two MoET activities which contribute to this outcome: **the ECCE PSP** and the **Provincial Woman’s Leadership Program**.

Parents and school communities play an important role to support schools achieve the student learning outcomes they seek. They do this by encouraging their children to attend school, collaborating to encourage learning, and showing an interest in their child’s experiences at school.

VESP agreed to support a MoET commitment to assist families to ensure that their children get the best start possible in the first five years of their life. The **ECCE PSP** will conduct workshops throughout Vanuatu for all parents of children aged 0-5 as a means of increasing their knowledge and skills to support their child’s development in positive ways.

In 2019, the ECCE Unit is developing, in collaboration with VESP and UNICEF, nine program modules and a facilitators handbook for kindy teachers and provincial staff to work with parents. The modules are: (i) Healthy Brain Development; (ii) Hygiene (WASH); (iii) Engaging with Children; (iv) Positive Discipline; (v) Food and Nutrition; (vi) Early Stimulation; (vii) Early Literacy (reading to children); (viii) Supporting Children with Disabilities; and (ix) Safety in the Home. The writing of these modules, although close to completion, have been delayed due to COVID-19, which affected engagement with UNICEF.

Some key achievements during the current reporting period include:

- VESP, in partnership with UNICEF, supported ECCE to develop a report providing recommendations for refinement of the PSP. The report was developed following a VESP supported workshop at the end of 2019. The workshop was held in Penama Province where the program was piloted.
- VESP is now supporting MoET to factor these recommendations in when finalising the development of the modules and training approach. A key recommendation was that rather than just the kindergarten teacher taking responsibility for training the community, a community task force is established. The task force consists of the kindergarten teacher, the Year 1 teachers and one or two community representatives. The task force will ensure the PSP is implemented in the community by monitoring workshops and documentation.
- A national workshop presenting the findings and recommendations was conducted. The following findings resulted from the national workshop.
 - Mostly mothers attended the PSP workshops and not fathers
 - Parents do not seem to know how to interact with their child at an early age to promote learning;
 - Although parents appear to understand the importance of reading to their children, there are limited suitable books that they can borrow for young children.
- UNICEF Fiji, in collaboration with VESP, agreed to contract a consultant to support the implementation of the recommendations from the review into the PSP. It is expected that the printing of the materials and training of PSP facilitators will happen before the end of 2020

VESP is supporting the MoET's Coordinating Committee for Women in Education Leadership and Decision Making to establish a **provincial women's leadership network**. The committee was established to promote greater involvement of women in decision-making at all levels of the education system. The women's leadership network, with support from VESP, has been introduced in all six provinces. Planning discussions commenced with three provinces namely Torba, Malampa and Shefa. Due to COVID-19 and TC Harold restrictions, progress has been delayed. Only Shefa province has provided their activity workplan for 2020.

It is recognised that more support is needed to encourage and support MoET initiatives that encourage male officers to be more gender-sensitised and promote women's leadership and decision-making opportunities.

Output 1.2: Improved opportunities and access to schooling for children living with disabilities and educational disadvantage

Annual target:

50 schools implement inclusion strategies.

284 students with disabilities are enrolled in kindergarten



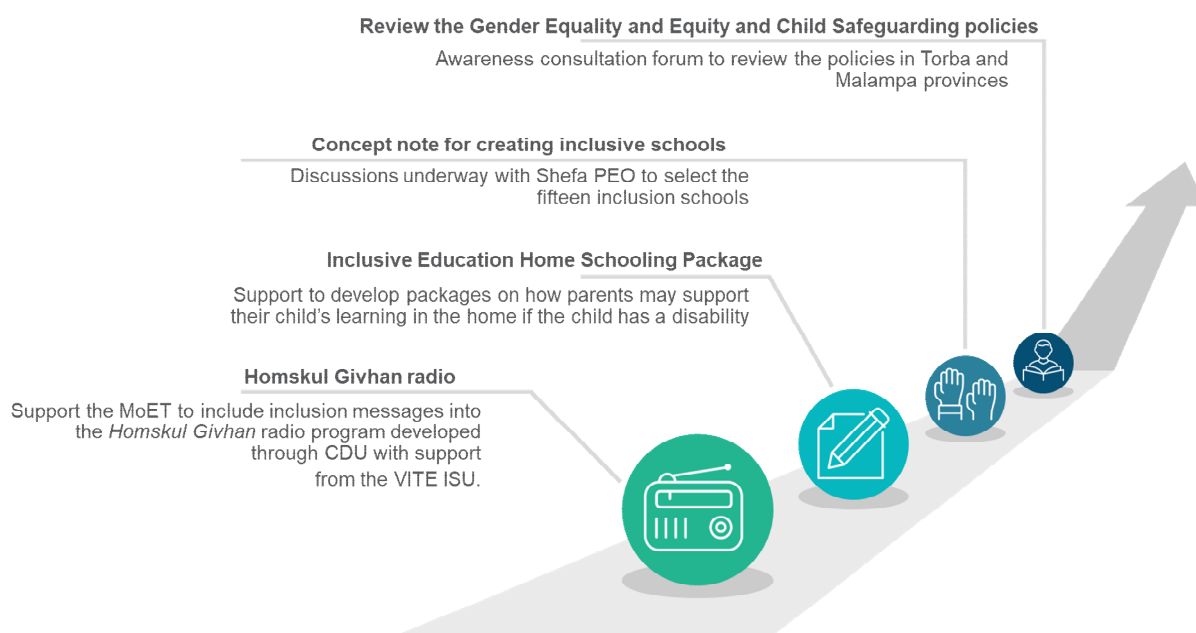
The number of schools involved in the **safe and inclusive school initiative** that started in 2016 remains at three. Shefa PEO plans to expand the model, so eventually all schools in the province will provide safe and inclusive learning environments. Due to COVID-19 restrictions, schools were closed for a significant period and the Shefa PEO found it challenging to progress the initiative. Other key achievements associated with supporting the MoET implement inclusion strategies during this period are briefly described below:

- With support from VESP, MoET embedded inclusion messages into the *Homskul Givhan* radio programs developed through CDU with support from the Vanuatu Institute of Teacher Education (VITE) In-Service Unit (ISU). Messages to promote awareness about inclusion and how parents as teachers might support their children's learning whilst at home or school were incorporated. These key messages are also being delivered through social media.

- The Inclusive Education Unit at MoET was supported by VESP to develop the Inclusive Education Home Schooling Package. This package focuses on how parents may support their child's learning in the home if the child has a disability. A timetable of weekly activities was included.
- A concept note for strengthening principles of inclusive education in schools was developed and shared with Shefa PEO. Discussions are underway for Shefa PEO and his team to select fifteen inclusion schools. The lessons learned from Shefa province will then assist other provinces.
- In addition, VESP have supported the MoET Gender and Child Safeguarding responsible officer in an awareness consultation forum to review the Gender Equality and Equity and Child Safeguarding Policies that are due for review this year in Torba and Malampa provinces. The review and consultations were put on hold for two other provinces due to COVID-19.

Data are currently being entered into OVEMIS. To date over 400 children in Kindergartens have been registered in OVEMIS as having disabilities. The GEDSI officer and the Inclusive Education technical adviser are working with the Ministry to strengthen data collection systems, including the identification of children with disability at the schools' level.

Figure 1: Dedicated GEDSI activities



Quality

Getting students into the classroom is the first step, but not an end in itself. Ultimately the goal is to ensure students are receiving a good education, as prescribed by Vanuatu's curriculum documents. VESP is closely working with the Ministry to ensure its students receive a quality education, in line with the country's aspirations, as described in its Mission Statement, from the 2020-2030 VETTS: "A quality, equitable, pre-school and basic education to Year 10, including literacy, numeracy, life skills, and livelihood skills, respect for our history and culture, and respect for human rights". In order to support the Ministry, VESP is partnering with MoET to implement four activities. Below is a report of our progress to date, against the outputs of those activities.

Output 2.1: Teachers and principals are trained to implement the K-6 curriculum for all students

Annual Target:

400 teachers participate in at least 1 PD activity related to implementing the new curriculum



Good progress has been made developing the training materials required and training trainers. VESP is on track to achieving this target in 2020. To date, a total of 32 trainers have been trained to deliver the Year 5 and 6 curriculum PD program. They will roll out the professional learning to teachers in their respective provinces between July and November 2020. The context for these professional learning programs is associated with the rollout of the new primary school curriculum for Years 1-6. As part of the phased rollout, the curriculum to date has been rolled out up to Year 5. The figure below shows the focus of VESP in supporting professional learning activities in 2020.

Figure 2: VESP Supported Primary Teachers Professional Learning 2020

Teachers and principals are trained to implement the K-6 curriculum for all students

- ◆ Mobile ECCE Officers Training Program
- ◆ Developing the capability of teachers to strengthen class-based assessment practices (K-6)
- ◆ Year 5 and 6 curriculum professional development program for teachers, principals and SIOs
- ◆ Disability Inclusion Resource Kits



This year, VESP is supporting MoET's development and rollout of a **curriculum PD program** for all Year 6 teachers and those Year 5 teachers who did not participate in 2019 (approximately 750 teachers – close to 70 percent of them female). To date the following has been achieved regarding the **Year 5 and 6 curriculum PD program**:

- Training materials have been finalised.
- The first train the trainer's workshop was conducted on 22-26 June in Port Vila for Shefa and Tafea PTs, SIOs and School Inspectors.
- A professional learning schedule for Tafea and Shefa has been developed.
- Training for Torba, Sanma, Penama and Malampa trainers is taking place from 29th June to 3rd July 2020.

A contingency plan is in place to ensure those teachers who cannot access training this year are provided with a training program in 2021.

Fair progress has been achieved supporting CDU to develop resources for **developing the capability of teachers to strengthen class-based assessment practices**. The Education Services Directorate (ESD) is committed to developing the capability of teachers to adopt new directions in assessment as articulated in the Vanuatu National Curriculum Statement (VNCS). This requires an increasing

emphasis on using assessment for formative purposes. This places greater focus on the role of the teacher to design valid assessments and make reliable judgments about student learning. A key shift for the teacher is that they should use information from assessments to improve learning, rather than to simply provide a mark for ranking students or awarding certification.

During this reporting period, VESP is supporting CDU develop a class-based assessment workbook for teachers. Teachers will be able to work through the activities in the workbook at their own pace or in collaboration with other teachers in their clusters or schools. Principals and SIOs will be trained to conduct workshops with whole school staff or clusters of schools. The first draft of the teacher notes for the class-based assessment workbook are 80 percent written and the module activities 20 percent completed. The plan is to complement the workbook with a series of podcasts that will be available from the MoET website.

CDU is developing a series of Common Assessment Tasks (**CATs**) for Language and Communication (reading and writing) and Mathematics (Number and measurement) for Years 1-6. CATs are externally developed assessments to be administered by teachers, to their students. Teachers' Guides (TG) writers and a core team of experienced teachers will be supported through VESP to develop two CATs for each learning area for Years 1-6. A template has been developed and agreed to by CDU for the development of CATs. A panel of experienced teachers will pilot the CATs in their classes and then bring samples of marked students work for moderation consensus. The validity of the CATs will also be reviewed, piloting them in selected schools and reviewing the process with the CAT group. These CATs will be made available in the class-based assessment workbook for teachers to administer to their students. This process will also provide an opportunity for SIO's to facilitate moderation exercises so teachers can moderate the grades awarded by their colleagues. This deepens the teacher's understanding of the relevant syllabus outcomes and builds teachers confidence to make reliable judgments using the common grading scale.

Picture 1: A child using materials from the inclusive education resources kit



VESP has provided technical assistance (TA) and operational funds to assist CDU to trial the use of **Inclusive Education Resource Kits**, develop a user manual and conduct training. In 2019, the MoET Inclusive Education Unit were supported to procure six **Inclusive Education kits** comprising 20 items for trialling and training in selected schools on Efate. VESP supports the training of teachers to use the kits and monitor how effective they were in engaging children with learning disabilities or who find themselves excluded for some other reason.

Although training has been provided to the inclusive teacher's network on how to use items in the kits, the formal monitoring has commenced late, due to school closures. Early signs are that the kit has been well received.



"This resource kit is helping the students because they follow correctly the instructions for the resources. For example, students were able to write in straight lines when they used the A4 writing guide and thick lined paper that improved handwriting for students with low vision."

Teacher, Freshwota School Shefa Province

There are currently 64 **Mobile Education Officers (MEO)**s based in provincial office sites, most of these teachers are untrained. Their job is to provide support to more than 850 kindergarten centres throughout Vanuatu. We are progressing with this activity and delivering **a training program for MEOs**, despite the general delays. Collaboration with APTC has meant that plans to pilot the training program in the second half of the year are still on track.

In 2018-19 the ECCE Unit of MoET identified key areas where MEOs need upskilling to provide support to teachers. With TAs provided through VESP, the unit is now developing a training program to upskill MEOs.

A technical expert linked to APTC will train the Shefa MEOs via Zoom. The Shefa training pilot will then be reviewed by the ECCE Unit, with support from VESP, later this year. The lessons from this pilot will inform eventual reviews of the training program and its national expansion.

There has been limited progress to determine VESP's support to VITE to ensure **primary teacher qualifications upgrading**. Although some discussions and options have been discussed, VITE does not yet have a teacher training program or modules accredited through VQA. Although a new principal has been appointed to VITE, there is still uncertainty regarding proposals to restructure the work units within MoET. Also, the GPE funded program has included support to this area.

Output 2.2 Teachers provided with resources to implement the curriculum

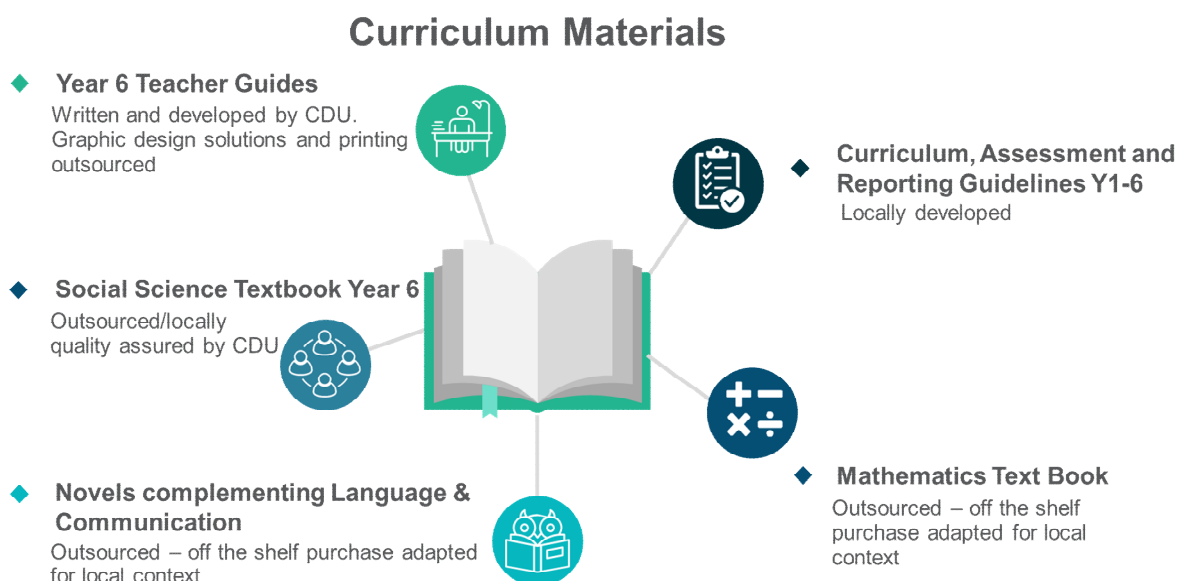
Annual Target:

Year 6 TGs for year 6 learning (English and French versions) are printed for dispatching to all primary schools



A key enabler of curriculum reform is ensuring schools are provided with appropriate resources to support curriculum implementation. VESP continues to work closely with MoET to ensure all government and government-assisted schools are provided with materials related to this phase of curriculum implementation. MoET is developing and procuring curriculum materials. The materials are to support curriculum implementation in Year 6. The diagram below illustrates the key materials VESP is supporting the MoET to develop or procure.

Figure 3: MoET Materials in development with VESP support under CDU management



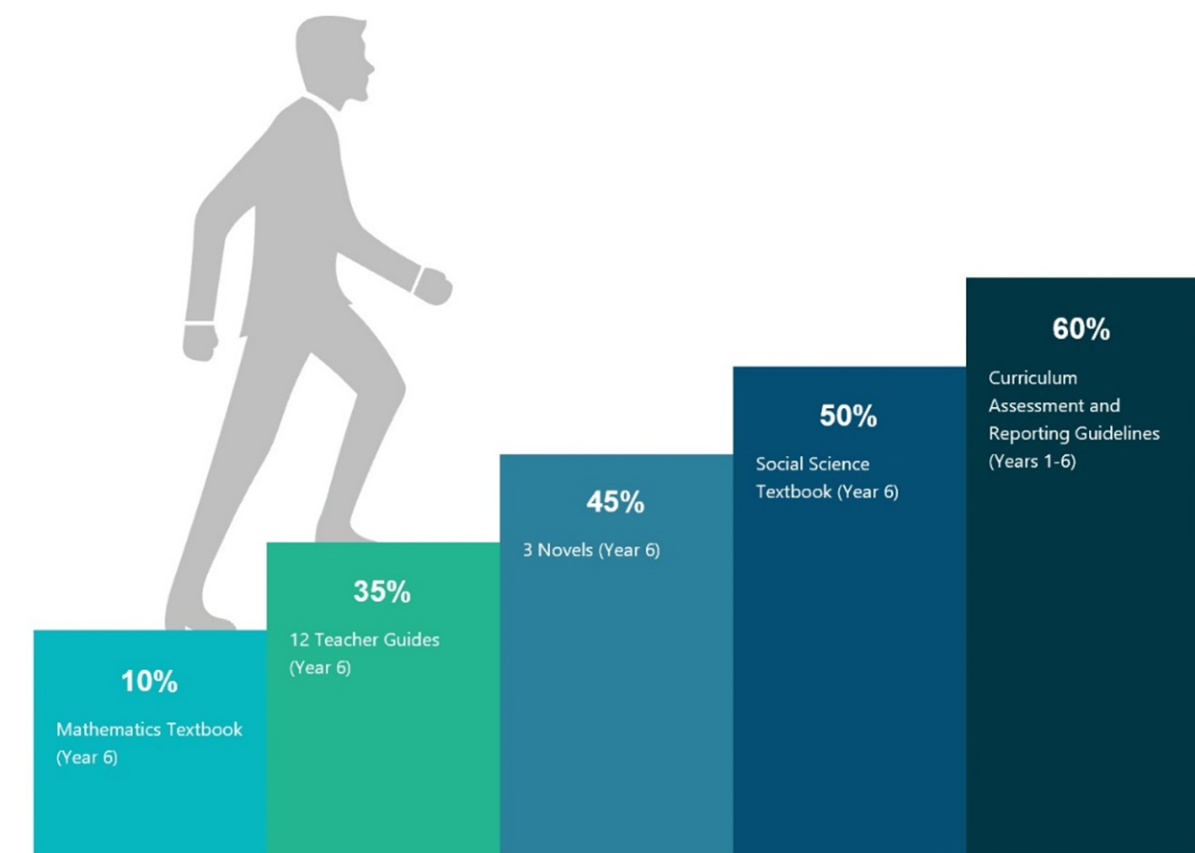
The declaration of a SoE and national elections in March 2020 has meant that progress developing materials, although good, is slightly delayed. Due to many unfulfilled CDU vacancies, existing staff are stretched and working on multiple assignments, this has slowed processes. The entire CDU team, for the first six months of 2020, comprised only three full-time staff and one of them took three months maternity leave. This left one person to fill the roles of Principal Education Officer, Secondary Education Officer and National Primary Coordinator.

Picture 2: Mr. Simon David George: Acting PEO CDU, acting SEO CDU and Acting National Primary Coordinator



Despite the challenging circumstances, working in close collaboration with VESP, CDU was able to maintain momentum developing and procuring the curriculum materials listed above. The figure below illustrates materials development progress estimations at the time of writing this report.

Figure 4: Teacher materials' development and progress of procurement (% towards completion)



Below is a brief description of key achievements associated with the development or procurement of the different curriculum materials outlined in Figure 4 above during the last 6 months.

Teacher Guides

CDU is supported to develop and distribute Year 6 TGs for six learning areas in English and French. The learning areas are: (i) Language and Communication; (ii) Mathematics; (iii) Science; (iv) Social Science; (v) Art and Craft; and (vi) Physical and Health Education. VESP's Curriculum TA provides on-going support, mainly in the form of coaching and mentoring for key staff engaged in production of the TGs. VESP's Curriculum Advisers and the Materials' Officer are supporting the development of CDU staff to manage the book chain logistics including operational planning, adherence to timelines, quality assurance processes, liaison with private providers and so forth.

Table 1 below illustrates the key stages in the TG's development process as described by the CDU with support from VESP. For 2020, the Curriculum TA supported CDU to establish efficient processes to reduce the impact on already stretched resources at CDU. This included outsourcing aspects of editing, layout and illustrations for TGs, to a private publishing company. The table below illustrates the aspects of the TG publication process and indicates whether the process is outsourced or completed in-house.

Table 1: Key stages and responsibilities for Year 6 TG development 2020







Elements	TGs Development	TG Quality Assurance
Writing	In-house contract writers	
Illustration	Outsourced	
Content editing	In-house & Outsourced	Task Group Lead writers Task Group Outsourced editing
Copy editing	Outsourced	
Layout	Outsourced	
Printing	Outsourced	CDU
Distribution	In-house	CDU

Key achievements over the last 6 months include:

- The reappointment of the Anglophone and Francophone lead writers and on-going coaching and mentoring provided to them by the Curriculum TA. This includes engagement with the selection and recruitment of writers, development of a publication workflow, overseeing that contracted writers work to schedule, providing updates to CDU leadership, compiling the TGs for editing, quality assurance processes and layout, and communicating with key stakeholders.
- Support provided to MoET from VESP to recruit eight writers of TGs with key deliverables tied to payments in their contracts.
- A training workshop delivered to writers by the lead writers. The focus of the workshop was to ensure writers adhered to writing guidelines and quality assurance processes for TG development. This included a workshop on applying GEDSI principles when writing and selecting images to ensure no bias and promotion of the idea that all students can learn.
- The CDU production team were supported through VESP to develop and provide writers with locked templates. These provide a consistent structure and layout for writing the guides.
- CDU were supported through VESP to develop a request for tender document to secure the services of a private publishing company to edit and provide graphic design solutions and printing of the TGs.
- Fair progress was achieved in the writing of teachers guides in both English and French, across the six learning areas. A summary of progress to date is provided in Table 2 below, showing the different stages of resources' production¹¹.

¹¹ "1st draft completed" is more advanced than "edited"

Table 2: Teacher Guide Development Progress

Teacher Guides	Term 1		Term 2		Term 3	
	French Version	English Version	French Version	English Version	French Version	English Version
Language and Communication	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓		
Science	✓	✓	✓	✓	✓	✓
Social Science						
Art and Craft	✓	✓	✓	✓	✓	✓
Physical and Health Education	✓	✓	✓	✓	✓	✓



First draft complete



Edited

Although progress in writing the TGs has been good, the quality assurance processes are delayed. While all term 1 units were written some time ago, the lead writers have been waiting for five weeks for the task group to review the content. Due to the delays, CDU agreed to permit the fully completed Social Science versions to be sent to the private provider for editing to expedite the process.

Curriculum Assessment and Reporting Guidelines

Good progress has been achieved revising the Curriculum, Assessment and Reporting Guidelines. This review benefited from feedback from a group of SIOs and teachers tasked with reviewing the document in 2018.

The Curriculum, Assessment and Reporting Guidelines brings together elements from the VNCS, Vanuatu National Primary Syllabus (Years 1-6) documents the Vanuatu National Timetabling Policy for Years 1-6 and the Vanuatu National Assessment and Reporting Policy and sets out the expectations for all schools. It also describes the common grading scale, helping teachers to grade and report the achievement of their students.

The document is now ready for review by a teacher consultation group before presentation to the MoET Senior Management Team for endorsement. This will include discussion about the best way to provide training to ensure school principals and key provincial office staff understand the guidelines in the document. At this stage, it is likely that the training will be embedded in the SIO training program (activity 3.2.1) and the Principal Handbook Training (Activity 3.1.2) in collaboration with SIU and CDU.

Textbooks and Novels

Following a direct sourcing arrangement, a private company (Read Pacific) was contracted to develop and provide a range of curriculum materials to CDU. These include:

- Develop the Social Studies Year 6 textbook (quality assurance by CDU);
- Providing the English and French versions of the Year 6 Mathematics textbook selected by CDU off the shelf; and
- Adapting three Year 6 novels to align to the Year 6 TG for Language and Communication.

Based on lessons learned in 2019, the CDU agreed to outsource the Year 6 Social Science textbook. CDU was fully involved in the procurement process. CDU will engage with the private provider to provide the complementary TG and review draft versions of the textbook and provide feedback along the production process and make the final endorsement.

The Year 6 Social Sciences TGs is on track for completion by late October 2020. To date, the English Social Science textbook is 50 percent completed, but the French version is only 30 percent complete.

Progress adapting the three novels and a complementary TG is also on track for completion by October 2020. The novel *"Kidnapped"* is printed and ready in both English and French versions. *"Around the World in 80-days"* is written and edited in English and the French version is being written. After some discussion, it was decided by the CDU, with encouragement from the curriculum TA from VESP, to change the main character in *"Oliver Twist"* to *"Olivia Twist"*.

Case Study

In Vanuatu, approximately two thirds of paid jobs in the government and private sector are occupied by men. Although women's general qualifications' level is higher than that of men, they normally hold lower positions in these sectors than men.

Globally there is a growing understanding about the confidence gap between men and women. Even when women often have higher qualifications than men, they are more reluctant to step forward into more senior roles.

Changing old stereotypes about what women can do is an effort being undertaken globally. When VESP's curriculum adviser noticed that all the leading characters in the novels being purchased this year for Year 6 were all men, he sensed an opportunity.

He engaged his colleagues at the Ministry regarding this, and together they agreed that something should be done.

They reached out to the publisher selected to provide the novels with this question. The company suggested changing the gender of the leading character from Charles Dickens' *Oliver Twist* to *Olivia Twist*. It is hoped that this will help girls and boys have a more accepting view of women who take the lead and innovate.

Output 2.3: Teachers with improved skills for developing literacy

Annual Target:

300 teachers Years 4-6 trained



The Vanuatu National Language Policy (2010) recognises the right and benefits for every child to have access to learning in their first language. The Policy advocates the adoption of children's first language in the first three years of school, before gradually progress instruction through Years 4-6 into English or French.

MoET recognises that developing the capability of teachers to implement the National Language Policy (2010) is fundamental for improving literacy outcomes. The challenges are compounded by the fact that few teachers have qualifications above a certificate level or qualifications in teaching English or French language.

Progress has been made developing the relevant training programs, but it appears unlikely that the target will be achieved. The VESP literacy and language TA has been unable to provide in-country support given the travel restrictions and stressors on the CDU during this period has meant some delays. The CDU staff expected to engage in this task have been involved in the emergency response.

Building on work undertaken for Years 1-3, VESP continues to support MoET efforts to improve the capabilities of teachers to teach English and French as an additional language in Years 4-6. In 2019, MoET with VESP support, piloted a Teaching English to Speakers of Other Languages/Français Langue Etrangère (TESOL/FLE) program as an extension of *Ademap Lanwis*. This program improved the skills of teachers to teach English and French.

The development and roll out of a **PD Program: Teaching English and French as an Additional language Phase 1** has fallen behind schedule. An evaluation of the 2019 TESOL/FLE (*Ademap Lanwis*) Years 4-6 pilot program was impacted by ongoing MoET commitments to other activities in late 2019 and by travel restrictions in 2020. Despite these challenges, survey data and trainer reports were used to complete the program evaluation and to inform the review and redesign of the program. This program is now called "*Ademap Lanwis Yia 4-6*".

Although the TA has been unable to travel to Vanuatu for in-country inputs, she and her CDU counterpart have worked together by distance to complete the redesign of the *Ademap Lanwis 4-6* program. The revised program includes changes to content and format to ensure that the content is relevant and accessible to teachers. The training will be delivered through a train-the-trainer approach, with explicit training directions and support materials. It maximises participant engagement and support for trainers increasing the flexibility of delivery, based on local circumstances.

At present, the challenge is for MoET to confirm training dates, participate in logistical planning, and deliver trainer-training while resources are stretched due to the COVID-19 and TC Harold responses. Independent delivery of trainer-training (i.e. without in-situ TA support) may also pose a technical challenge to MoET staff. To address these challenges, VESP is supporting CDU, and MoET more broadly, to move the planning process forward while monitoring practicalities. VESP has produced additional resources to support master trainers and teacher-trainers with content understanding and delivery methods and will also hold online master-trainer development sessions prior to any trainer-training. The TA will be present online during training to support the event.



Annual Target:

5 school communities develop vernacular materials

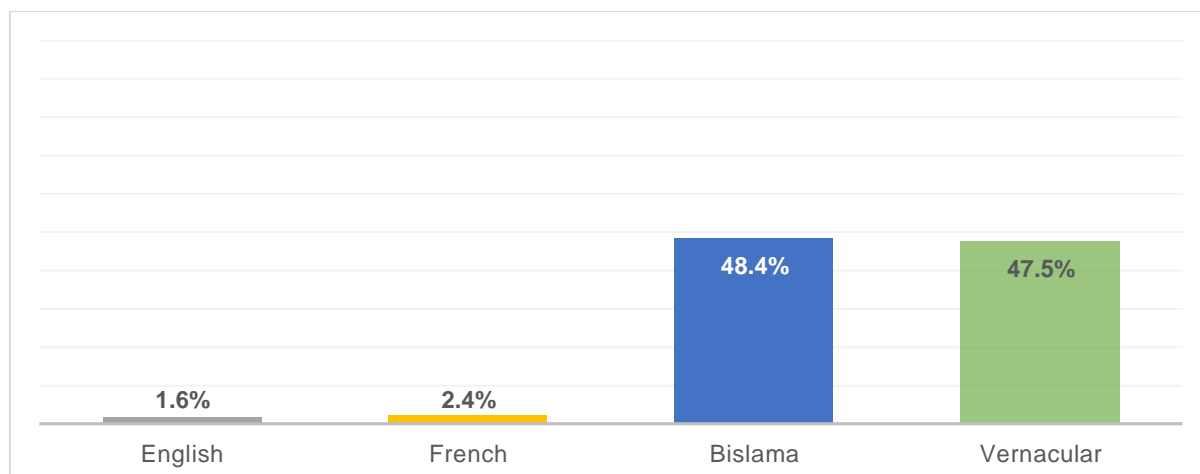
In 2017, **vernacular reading materials** were developed for the 59 local languages that had over 1,000 speakers or more. This, however, meant that close to 70 language groups received no reading materials at all. VESP are supporting the CDU to explore sustainable approaches to support local communities to take responsibility for developing their own vernacular materials for students and teachers in Years 1-3. To achieve this, CDU have been supported by VESP to partner with local organisations to undertake demonstrations and document processes for developing vernacular materials in collaboration with school communities. The raising of awareness and understanding of the language policy is an additional benefit of this activity.

The development of vernacular language materials in a linguistically diverse country such as Vanuatu is a challenge, particularly because most vernacular languages are oral with no written forms. VESP is also assisting the CDU to produce resources with communities. This work builds upon the communities' knowledge and participation.

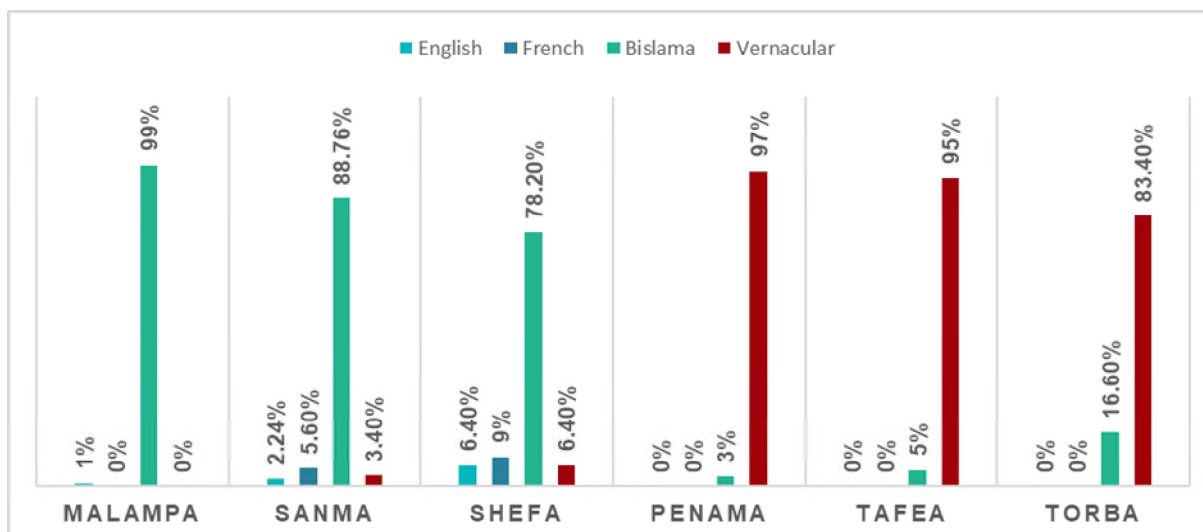
Key achievements exploring approaches for development of vernacular materials are described below:

- **Establishment of partnerships** – CDU established a working partnership with SIL and the Vanuatu Cultural Centre. SIL is providing expertise in writing of sound in the languages and training teachers to use the languages' phonemes and graphemes to teach literacy in Years 1, 2 and 3. They are also assisting school communities to write reading books for students. The Vanuatu Cultural Centre networking reaches every community in Vanuatu through field workers. These field workers assist in the development of these vernacular materials and the shared cultural meaning of the words used. Work is also progressing to establish a partnership with the Language Unit at the USP
- **Collection and analysis of information on the implementation of the National language policy** – During March 2020, CDU was supported by VESP to collect information from the Provincial Education Offices (PEOs) on the use of languages in schools. This exercise covers schools using vernacular languages, Bislama, English or French in Years 1, 2 and 3. The analysis of the information collected provided the following information that is illustrated in the graphs below. These data inform the scope of the work to be undertaken by CDU.

Graph 1: Language of instruction in schools, in Years 1, 2 and 3 in Vanuatu



Graph 2: Language of instruction for years 1-3 in schools (disaggregated by province)



Vernacular languages are the most commonly applied from Years 1-3 in Penama, Tafea and Torba. Most schools in Sanma, Malampa and Shefa use Bislama.

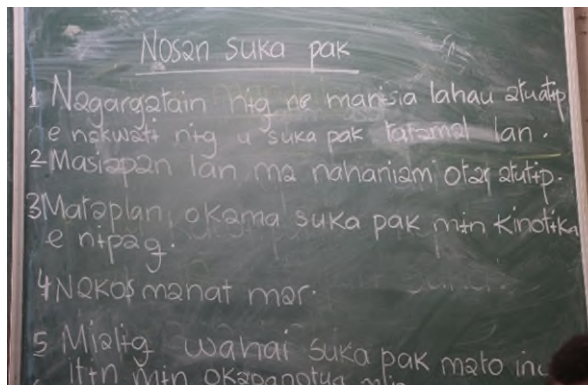
- CDU Document Vernacular languages in Vanuatu** – During March and April 2020, CDU was supported to undertake a desktop study using data from CDU and SIL. The purpose of this study is to use data to analyse the situation of vernacular languages in Vanuatu. A draft report has been prepared to guide the development of vernacular materials going forward and to provide information to CDU staff for planning and support purposes. The report provides the list of existing vernacular material in different languages, suggestions on how communities may develop vernacular materials, and action plans to work with communities.
- School visits and vernacular material development** – COVID-19 has delayed the development of vernacular material. SIL staff could not come to Vanuatu and CDU staff had other pressing priorities. Despite the challenges, the CDU literacy officer and the VESP officer visited school communities in north Tanna; a total of eight school communities in north Tanna were visited. To date, the following vernacular materials have been developed and are ready to be submitted to CDU for printing: (i) a language primer; (ii) a key words book; and (iii) reading books in North Tanna Language

In June 2020, translation of these books into White Sands, Lenakel and Uripiv language have commenced. There is a strong emphasis on transferring essential skills to CDU, so that it can develop resources in other vernaculars. Because graphemes vary from one language to another, it has been challenging to support communities to develop written materials in the vernacular. This is exacerbated by the fact that many Ni-Vanuatu speak three or four languages. The MoET still needs to approve a common grapheme for all sounds. This would provide a standardised approach going forward. It is important to collect the names of teachers who participated in the first translation of readers into the vernacular languages to advise them of the revised process.

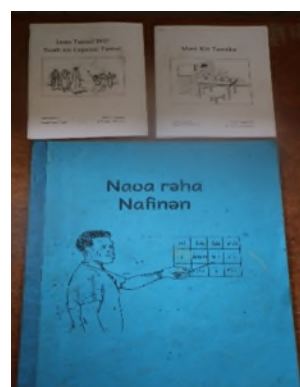
Pictures 3: Meeting with the SIO at the Tafea Education Office Meeting with teachers at Launalang School



Pictures 4: Lesson demonstration in using vernacular language and classroom display



Pictures 5: Examples of materials developed



Output 2.4 New primary curriculum implementation monitored and its impact on quality learning evaluated

Annual Target:

20 schools' pilot refined curriculum implementation self-reflection tool aligned to MQS 4, 5 and 6



A key enabler of curriculum reform is monitoring how well implementation is progressing. This enables policy and decision makers to identify where support needs to be strengthened so that the new curriculum impacts positively on teaching and learning. Currently, the MoET doesn't have processes to inform the extent to which the new curriculum is being implemented. This makes it difficult for CDU to describe an association between student learning outcomes and curriculum implementation.

It is likely that the target will be achieved in 2020 as progress refining the school curriculum implementation internal monitoring tool is nearly finalised. The monitoring tool, that was piloted with selected schools in 2018 has been refined based on feedback from SIOs. The document is presently undergoing a final peer review and edit. It will be rolled out through a SIO forum later in 2020. It will also be provided to schools for adoption.

Limited progress was achieved to design an external **curriculum implementation monitoring study** in collaborating between the CDU and the Policy and Planning Unit (PPU). A first draft study design has been developed building on the curriculum implementation monitoring undertaken in 2017.

This year, due to the global pandemic and TC Harold recovery in Vanuatu, there have been significant delays in providing schools with their 2019 Vanuatu National Standardised Test of Achievement (VANSTA) data. The 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. Given the high-end goals of the MoET are to improve literacy and numeracy, VESP continued to support this activity.

In 2019, students in Years 4, 6 and 8 sat the 2019 VANSTA on October 15 and 16. Each student sat a numeracy and literacy paper. The papers were written in the language of instruction (French or English). Support was provided by VESP to assist the Examination and Assessment Unit (EAU) throughout the process.

A total of 17,786 students participated in VANSTA in 2019, which is approximately 89 percent of all students enrolled in government-assisted schools across Vanuatu. VESP supported the EAU to develop a report providing an analysis of the results of the Literacy and Numeracy tests including a comparative analysis against data from previous assessments. The final report was provided to the MoET in January. It was approved by the MoET's senior executive in June this year.

VESP supported the CDU to print the reports for dispatch to schools. VESP also supported MoET to develop a VANSTA handbook for schools that will be dispatched with the reports. The handbook describes the purpose of VANSTA, how to read the reports and use the information for planning for improvement. The results will also be loaded onto school OV sites. During this period, VESP provided significant support to CDU and the EAU to prepare presentations for senior management and cabinet. There were significant expressions of appreciation for that work.

Management

The Ministry's commitment to improve its management is reflected in its Values Statement, from its 2020-2030 VETSS: "*Professionalism and accountability focused on results and good performance*" and its third pillar: "*Improve Planning and Financial Management*". Based on our VESP 2020 Workplan it was agreed we will work with the Ministry in three activities to ensure its management goals and strategies are delivered and implemented. Below is our progress towards the outputs for these activities during this period.

Output 3.1 Principals and SIO's participate in leadership training

A key challenge in the Vanuatu education context is the capacity to lead effectively and to guide teachers and students to deliver what is required. VESP is working with MoET to strengthen leadership and management. We also encourage school leaders to strengthen support networks and promote a culture of learning through the establishment of zone network grants, to support learning needs of local school communities. In addition to these, the program is assisting the School Improvement Unit (SIU, also interchangeably called the School Based Management Unit, or SBM) to design and deliver a training package to school principals based on the revised School Principal's Handbook.

Annual Target:
65 leaders trained



Two organizations have been engaged to deliver accredited **leadership and management courses for school principals**. The APTC and the PTC will deliver VQA accredited courses. Despite a delay, caused by the COVID-19 and TC Harold, the first 18-persons cohort finished their Management and Leadership course with APTC. The cohort included four MoET officers and 14 principals from Efate. An international trainer remotely supported the training in May, delivered by a recognised national trainer (due to COVID-19 restrictions).

A leadership and management training at PTC has commenced in the reporting period with 37 registered participants.

A baseline study and broader follow-up evaluation study is currently being prepared by Ministry with VESP's support. The study will evaluate the impact of the course and model to the Ministry's Monitoring and Evaluation (M&E) approaches to evaluate their interventions. The study – still under design – is proposing a quasi-experimental design, with treatment and control groups and a longitudinal data collection process. This study will commence in late July 2020 and run through until the end of the year.

Picture 6: Picture of APTC training participants



Anecdotal evidence at the completion of the course indicated that all participants were happy and pleased with the outcome. All participants acknowledged and thanked VESP for the opportunity to actively participate in the training.



"I would like to Thank VESP for providing for me to gain this set of skills to have another approach and perspective in how I should be a leader to manage my school, I have truly learnt a lot."

Mr Andrew John, Acting Principal of Vila SDA Primary School

The next phase of the leadership and management training course for school principals and education leaders is scheduled to be held in Malampa province and the same course structure will apply. The group will undertake three training blocks over a six-month period. The first two blocks will occur over a two-week period and the third block is a one-week course on classroom instruction.

The period in between the training blocks will be devoted to individual work to complete relevant reading and assessment tasks. Participants are expected to devote approximately 10 hours a week to these tasks. Participants will also be required to implement an individual project in their school/workplace as well. A training plan is currently being prepared.

Picture 7: Leadership and Management Course Certificate IV at APTC Mr. Jean Jacques Tari Senior SIO



“

“As a former principal, this course enables me to have a deep understanding of the skills required for a principal to manage a school in areas of proper planning, managing staff performance, management of issues, acquire new skills on risk management, establishment of new policies and project development. Currently in my work unit at SBM, our core focus is supporting and empowering school Principals in their management roles. I have been empowered and enriched by this course and the knowledge I have acquired is helping me to develop a project on Home School Package Policy. I would highly recommend this course to any person wanting to become a School Principal in the future.”

Mr Jean Jacques Tari, Senior SIO

Case Study

Ms Jenifer Atison, the Principal for Efate Macses Presbyterian Mission School shared with VESP that the APTC leadership and management course she attended has a significant impact on her work. She informed us that, after she returned to her school, she organized a community fund raising event and a school garden. Her training gave her the confidence to approach and engage the community to persuade them to donate their time and money to improve the school space for their children. Some photos of implementation at Efate Macses Presbyterian Mission School are attached below in Picture 8.

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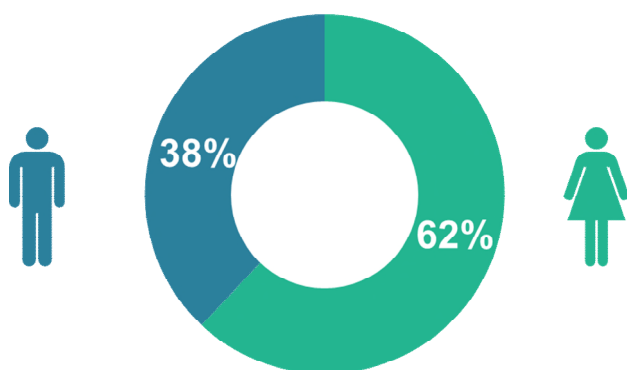
“I enjoyed such training in a relaxed and organised classroom to access Wi-Fi and other resources. The training tutors were excellent. Training is not dense compared to the previous Leader Management course by PTC. The current training is more about building capacity and competence rather than a pass or a failure mark I salute APTC training.”

Mrs Jennifer Atison, Principal of Efate Macses Presbyterian Mission School

Pictures 8: Community Support to Efate Macses Presbyterian Mission School



Graph 3: APTC Training participants (disaggregated by gender) out of 17



Annual Target:

8 professional learning communities supported to complete action plans



Two professional learning communities (zones) have been established in Tafea province to participate in a trial of the school **zone network grants activity**. The selection of the participating zone networks was led by the Ministry and was supported by officers from the Tafea Education Office and VESP. The selection was done using a participatory approach, involving the Ministry's central units, provincial officials and school communities.

The professional learning community's selection process also used VANSTA results to determine zone networks that are weak in literacy.

Annual Target:

200 primary school principals participate in handbook training



Picture 9: Mr. Willie Santhy Senior, inspector, checking the final layout of the Principal's Handbook



The 2020 VESP Work Plan anticipated the engagement of an overseas' TA to facilitate the development of the **Principal's Handbook Training**. Due to COVID-19 movement restrictions, this TA is delivering her support remotely. The Principal's Handbook has been updated and includes the latest guidelines and sector developments and it is now called "*Operational Guidelines for School Principals*". Its content will inform the development of the training package. While the activity is progressing, it has been delayed due to the combined effects of TC Harold and the COVID-19 crises.

Output 3.2 MoET, Provinces and Schools use data to inform planning and reporting against Minimum Quality Standards (MQS)

Annual Target:

37 SIOs trained



The Ministry's goal of adopting evidence-informed policy development at all levels, depends on having a robust system to collect data and to enable decision makers to access it. SBM is working with VESP to ensure this system is in place.

VESP is assisting the Ministry to review the SIO Manual. The Manual is being reviewed by a TA located overseas who is unable to come to Vanuatu due to the movement restrictions. This review is expected to be finalized by the end of July. The planning schedule for the proposed **SIO training** (two workshops) has been adjusted to reflect that change in schedule, the **SIO training** will likely be deferred to 2021. The **principal's training** is now planned to be conducted only in Shefa province.

Training through online forums such as (Skype and Zoom) are currently being considered as options to support the training but there has been poor internet connection in some provinces. Instead, VESP and the Ministry are considering a cascading training approach. Training will be delivered to SBM officers in the central office, with support from the TA, and then they will deliver further training in the provinces.

Annual Target:

12 school inspectors trained



The **training of the of school inspectors** is under progress. The content of the training packages will be determined after close consultations with the TSC and the ESD.

An initial training document has been scoped based on the inspection approaches under the devolution structure.

Progression to the training document is awaiting further discussion between the ESD and TSC so that training will cater for and incorporate any adjustments made on the operational structure of the inspection as a unit.

Annual Target:

60 school inspections against MQS completed



The **MQS school inspections** were significantly affected due to the crises. School closures, movement restrictions and competing activities drove this initiative to a lower priority level. Also, due to movement restrictions, the required improvements in the Open VEMIS (OV) system to allow the uploading of MQS forms and extracting of its reports was also delayed. The program is hiring a new local IT officer to work with the STA, located overseas, to progress this initiative and support the IT unit. There are also policy decisions to be made, such as how will the MQS forms be completed and who will be in charge of completing them.

3 Progress towards program outcomes

This section addresses the two level of outcomes determined by VESP's M&E on framework. The two levels are EoPos and Intermediate Outcomes (IO). The reporting of progress against the EoPos and IOs for activity area #3 was negatively impacted by the pandemic. The progress indicators required interviews with schools to collect data. However, the lockdown and the pandemic disrupted the process. In addition to that, it was felt that the indicators needed further discussion. The program is undertaking a review of its M&E framework. This review will bring clearer and more objective indicators, especially for activity area #3.

3.1 Highlights of progress towards outcomes

EoPO 1: More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school, at the right age

The challenge with analysing NER is the requirement to have solid baseline data. Primary NER is the ratio of 6-11-year-olds enrolled in primary school to the people of that age in the population.

Using the official data from the 2020 MoET Statistical Digest we obtain that primary education NER has gone up by 8.9 percentage points and 4.9 percentage points for boys and girls, respectively, from 2017 to 2019 (see table below).

Table 3: Kindy and Primary NER

	2017		2018		2019	
	Boys	Girls	Boys	Girls	Boys	Girls
Kindy (ECCE)	66.4	65.4	75.5	80.5	84.0	89.4
Primary (1-6)	87.6	90.8	92.9	90.4	96.5	95.7

Using the latest data from OV ¹² we can not only estimate the current NER for 2020, but we also obtain different figures for the different years.

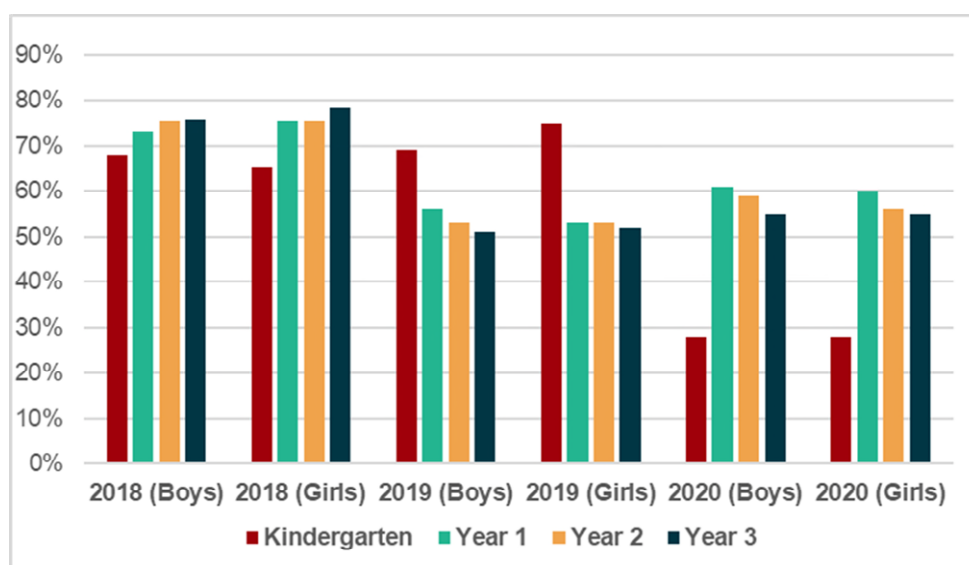
Table 4: Revised Primary and Kindy NER, using the Vanuatu 2016 Mini-Census

	2017		2018		2019		2020	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Kindy (ECCE)	57.3	54.8	65.4	65.5	68.7	71.4	68.6	66.9
Primary (1-6)	86.1	84.8	90.2	87.7	92.2	89.8	94.0	92.8

There are large differences between the two estimates. The VESP will engage PPU to conduct a joint review of the statistical models in use, in order to strengthen the accuracy of the education information available.

Graph 4 below summarises the key information for both boys and girls from Kindergarten to Year 3.

Graph 4: EoPO primary NER¹³



Enrolments for kindergarten have increased and children (on average) are entering school at the right age. This correlates with 6 Year Klas 1 campaign which has been run by the MoET since 2018. The evidence indicates that children are commencing school at the right age.

The 2020 data is provisional at this stage as only half a year is counted. However, it is provided as a guide to demonstrate that the MoET is collecting data in a timely manner. Timely data entry is incentivized by the need to submit this data in order to receive the school grants payments. It is possible to theorize that kindergarten data lags compared to primary school data since pre-schools

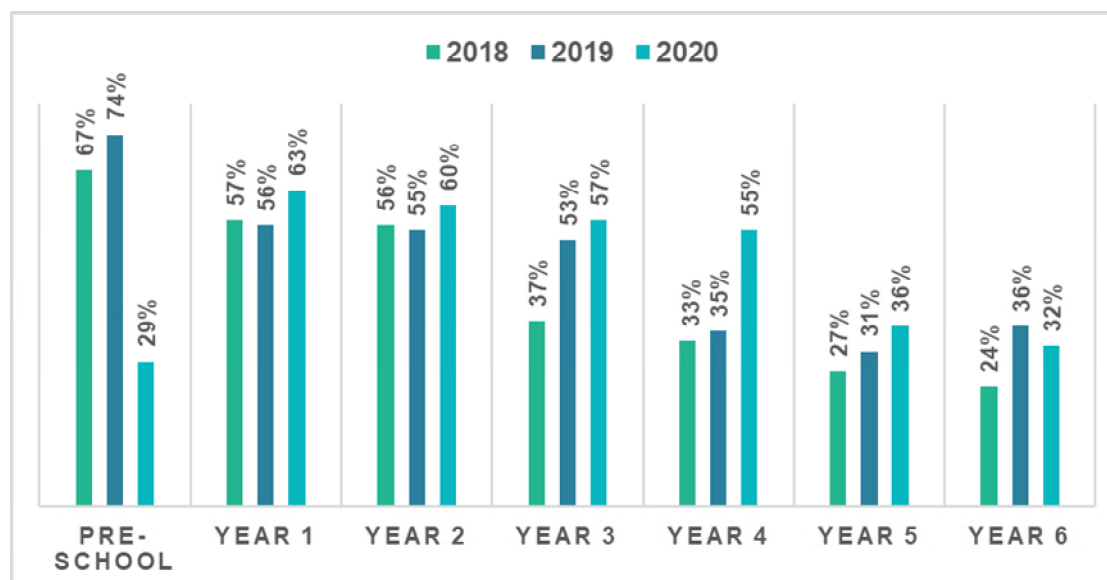
¹² These data were available at the time of the review of this report, in October, 2020.

¹³ 2020 data are provisional

are not bound by the grant requirements. In other words, Kindergartens are not required to submit School Grants' reports.

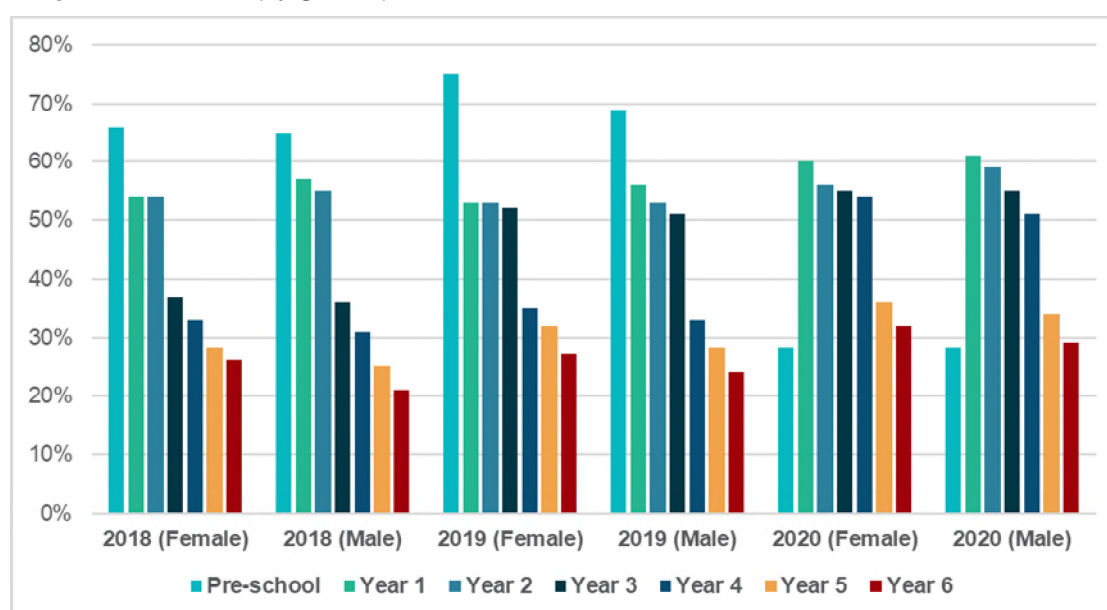
The graph below shows the NER for pre-school and the six years of primary education.

Graph 5: EoPO 1: Year NER (by school year)



The results indicated that NER rates are improving by school years. Year 4 shows an improvement in NER from 2019 to 2020 of 20 percentage points. The 2020 data needs to be treated as provisional as it is incomplete, but the general trend is upwards. Overall, NER trends downwards. The positive takeaway is that more children are now starting school at the right age and this is having a significant impact on the NER rates (by year) which will ultimately have better influence over the primary NER number going forward. Graph 6 below summarises the data in Graph 5 but disaggregates it by gender.

Graph 6: Year NER (by gender)

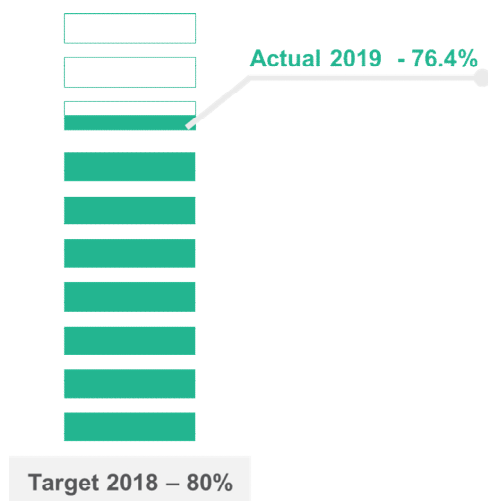


A key result is that since 2019, young girls are entering pre-school at a relatively high rate. Boys' rates continue to decline slightly from year 1-3. Further analysis is required as these numbers may indicate some boys dropping out or repeating years. The current methodology that has been set should provide a consistent approach to calculating data. The raw data and approach will be shared with the PPU.

Intermediate Outcome 1.1: School communities collaborate for improved student enrolment and transition from K to Year 1, at the right age

The data outlined in Figure 5 indicates that the MoET is tracking well to meet the target of having at least 80 percent of students transitioning from Kindergarten to Year 1. A total of 76.4 percent of students transitioned from Kindy to Year 1 in 2019. The general trend is increasing as students are enrolled and commence school at the right age.

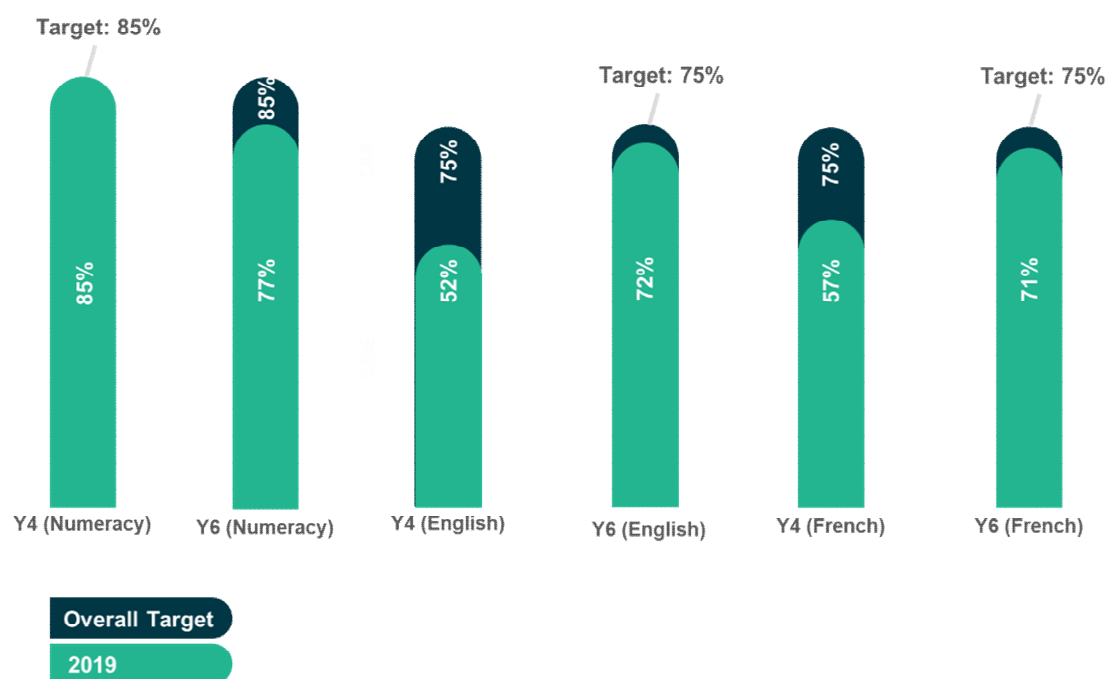
Figure 5: Intermediate Outcome 1.1 Students transitioning from Kindy-Year 1 (2018-2019)



EoPO 2: Improved students' literacy and numeracy outcomes

A VANSTA baseline was established in 2017 and the last results were recorded in 2019. Graph 7 below highlights how VANSTA is progressing towards the targets. The data indicates the children are tracking well in numeracy across years 4 and 6 however literacy rates (English and French) are somewhat lagging at present.

Graph 7: EoPO 2: VANSTA results (2019) against MoET targets



Below is the Table 5 displaying VANSTA results for 2017 and 2019, for numeracy, French and English. The table shows the share of students achieving or exceeding the minimum standards in literacy and numeracy.

Table 5: Share of students achieving or exceeding the minimum learning standards

	2017		2019	
	Boys	Girls	Boys	Girls
French – Year 4	59%	71%	51%	64%
French – Year 6	34%	46%	66%	75%
English – Year 4	58%	73%	45%	64%
English – Year 6	67%	80%	64%	81%
Numeracy – Year 4	84%	88%	83%	87%
Numeracy – Year 6	71%	77%	74%	81%

The Table 5 indicates that while the observed improvement Year 6 French students showed from 2017 to 2019 was nearly matched by a decline in Year 4 English students. Also, we can observe that the gender gap in academic performance between boys and girls, favouring girls over boys, not only persisted, but it grew, from on average a difference of 10 percentage points in 2017 to 12 percentage points in 2019.

Intermediate Outcome 2.1: Teachers are provided with materials that support improved classroom learning

As detailed in the narrative section, Year 5 TGs have been prepared and distributed. All TGs were dispatched to provincial sites for distribution to schools. CDU is still working with provinces to confirm receipt of materials. A proposed curriculum monitoring study will capture data about the extent to which they find the materials useful.

Intermediate Outcome 2.2: Teachers are effectively implementing the new curriculum as intended in the classroom for Years 1 to 6

A core focus in 2018 was supporting the MoET to distribute the new curriculum and ensure that all schools had access to the curriculum and are applying it. A curriculum study in Phase I indicated that approximately 96 percent 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 percentage of teachers aware of the curriculum, including use and application of teachers' materials.

EoPO 3: MoET effectively plans, trials/implements and learns from devolutions efforts and use evidence to inform decisions

Collection of data and evidence to inform progress against this end of program outcome, as well as its intermediate outcomes, was hindered by the pandemic. The progress indicators required the collection of reports from schools regarding the level of support they received from devolved services. However, the lockdown which affected a large part of this reporting period made data collection not possible.

4 Emergency Responses

In light of the impact of COVID-19 and TC Harold, VESP has been requested to provide additional support to the MoET across functions that were not envisaged in the 2020 Annual Plan. Two activities have been added. The first is on curriculum implementation and additional communication support with regards to communications and awareness. A summary of progress against the activities is included below.

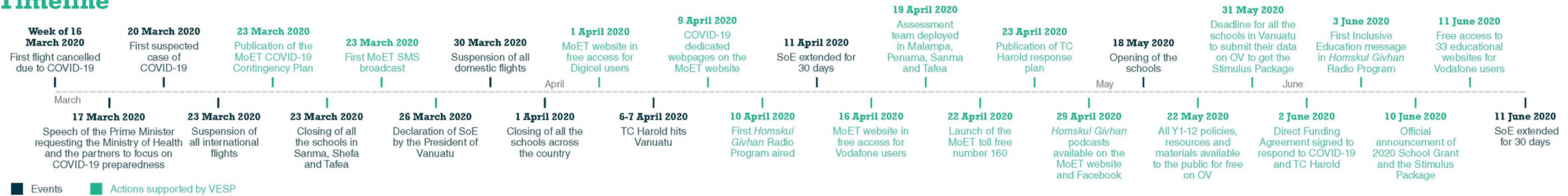
Table 6: Emergency response activities

Key Activities	Progress Description
Access (Curriculum Implementation) and Curriculum Mathematics Textbook Year 6	<ul style="list-style-type: none"> • Home schooling: in response to school closures VESP has allocated funding and technical support to MoET to assist with development and broadcast of a series of radio shows. To date 9 shows have been broadcast and more are under production for Kindy, Years 1-3 and Years 4-6. • CDU have been provided a range of textbooks for considerations. A decision will be made soon • CDU have selected a Year 5 Mathematics textbook that will be adapted into English and French. • A contract has been issued to a publishing company to procure their services for supply of the Mathematics Year 5 textbook in English and French
Management Emergency communication and awareness	<p>COVID-19, TC Harold and Tanna ashfall Emergency Communication</p> <ul style="list-style-type: none"> • IT input to support the MoET operations. • Work with the MoET to define the communications strategy and its associated budget included in the MoET COVID-19 and TC Harold Contingency Plans 2020 • Implementation of the communications strategy led by the MoET • Development of COVID-19 posters in three languages (Bislama, English and French) and TC Harold artworks. • Creation of a memo in three languages for all the school principals • SMS on the last updates from the MoET, the <i>Homskul Givhan</i> radio program and the deadline for data inputs in OV required for the Stimulus packages • Management on the MoET Facebook page, promotion of the <i>Homskul Givhan</i> radio program and the last decisions from the MoET • Updates of the MoET website with a COVID-19 section and a TC Harold section • Press releases to all the media in Vanuatu • Dissemination of the progress reports on COVID-19 MoET contingency plan and dissemination of the situation report on TC Harold • Zero rating of the MoET website for both Digicel and Vodafone users, Zero rating of 34 additional educational websites for Vodafone user¹⁴ • Coordination with the Ministry of Health (MoH) to align the messages and link the MoET website on Vanuatu dedicated COVID-19 website • Set up of a toll-free number 160 for all Digicel and Vodafone users to provide support with home school packages and report damages on schools following TC Harold • Impact assessment of schools in Malampa, Sanma and Torba – 33 MoET officers deployed on ground

¹⁴ <https://moet.gov.vu/index.php?id=general>

Emergency Communications Support

Timeline



Reducing barriers and encouraging learning



"We thank principals of schools affected by TC Harold for calling 160 to report the damages in their schools. Those calls allowed the Ministry to save some precious time in doing the assessment of the schools following TC Harold. The links with parents and communities was strengthened to provide support on the home school packages."

Mr Joses Seth, MoET Executive Officer



Toll Free Number 160



Over 4,000 calls received on 160



Free access to the MoET website



Free access to 33 educational websites for Vodafone users



22 radio programs broadcasted



+76,700 people in Vanuatu reached through social media about the radio program



5 SMS sent to all mobile users to promote Homskul Givhan radio program



"It is essential to provide support to parents and communities across Vanuatu to ensure the delivery of the home schooling packages to the children. Children must keep learning no matter of the situation with COVID-19 and the TC Harold. The Ministry of Education and Training would like to thank the Government of Australia who made this initiative possible."

Mr Dick Hopkins,
Education Services
Principal Education Officer

Supporting in difficult times



"Vanuatu needs its partners more than ever to overcome these new challenges of COVID-19 and destruction from TC Harold, but also ash fall in Tanna. [...] I am proud the strong school grant system is recognised as a useful mechanism for economic stimulus for communities across Vanuatu. This system has been used since 2010 and has proven to be equitable and will be a great complement to the Government of Vanuatu's existing stimulus."

Hon Simeon Seoule, MoET Minister

"Australia is committed to our ongoing partnership with Vanuatu to help children access quality education. We are pleased to stand with the people of Vanuatu in responding to the challenges they are facing from TC Harold and COVID-19. Today's signing is also a symbol of the trust and partnership between our countries."

H.E Sarah deZoeten, Australia's High Commissioner to Vanuatu



+25,000 people in Vanuatu reached through social media about the announcement of the school grant and stimulus package programs



+40,900 people in Vanuatu reached through social media about the signing of the Direct Funding Agreement

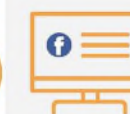


+28,100 people in Vanuatu reached through social media about the deadline for data submission on Open VEMIS

Working closely with the Ministry

We really would like to thank VESP and Mrs Florence Bellon for the tremendous communications support provided to the MoET in the development and the implementation of the MoET emergency responses. We would look forward to continue working closely over the next months."

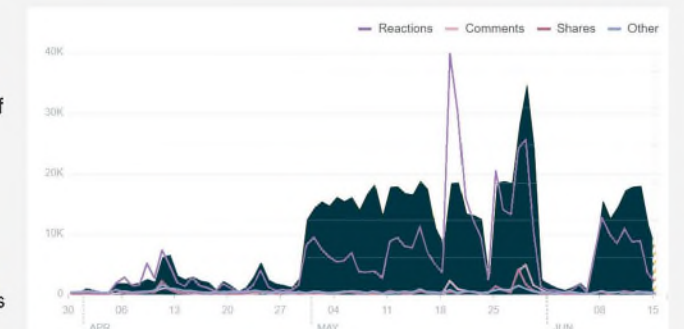
Mr Samuel Katipa,
Director of Education
Services and Chairman
of the Education Cluster



103 posts up to the end of June 2020



21 SMS broadcasts to all mobile users



Additional Request: Responding to MoET request to supporting continuity of learning

Vanuatu reacted quickly to the threat of COVID-19 by locking its borders and closing schools for a period. During that time TC Harold struck the northern provinces causing destruction more widespread than TC Pam in 2015. Added to this, Mount Yasur on Tanna island became active and ashfall destroyed many of the island's crops.

Picture 10: TC Harold Destruction¹⁵



In response to the crisis, and during the locally managed humanitarian response efforts, the MoET remained committed to ensuring continuity of learning for children. They requested assistance from VESP in several areas to ensure this. Although not part of the formal VESP Plan for 2020, the activities described below demonstrate the capability of the program to be responsive and provide targeted and timely support to the MoET.

Home schooling radio shows

Building on early advice provided by VESP, MoET sought to produce and broadcast a series of radio shows. The purpose of these broadcasts was to inform parents and school communities how they can assist with learning in the home. The radio shows were to complement home school packages that were prepared by teachers for their students to take home and work on during school closures.

VESP supported the MoET's plan, produce and broadcast the shows. Support was also provided to identify appropriate content and scripts for the podcasts which were uploaded to the MoET website in addition to the regular broadcasting, every Monday, Wednesday and Friday on VBTC, a national radio station. The target audience for the podcasts were parents and caregivers with students in Kindergarten, and for parents and students in Years 1-3 and Years 4-6. The content focus of the broadcasts was literacy and numeracy. Content to promote inclusive education were embedded within the podcasts.

Entitled the *Homskul Givhan radio program*, a total of 27 podcasts were broadcast with VESP support between Friday 10 April 2020 through to June 2020. This was a very successful result, not only for MoET to learn new skills but because of the volume of radio shows also. Figure 6 below illustrates the audience and focus of these broadcasts.

Figure 6: Total radio show broadcasts per content focus



¹⁵ Source: <https://www.sprep.org/news/prospects-and-challenges-for-reconstruction-after-tropical-cyclone-harold-in-vanuatu>

The team engaged to develop the radio shows acknowledge that they can see the potential for adopting vodcasts in the future for teacher and school leadership PD programs. This is because Vanuatu is an island nation with teachers spread out over vast distances and accessibility to training is often limited. MoET staff are now confident to produce their own programs and are working with VESP support to build a permanent studio at the CDU for pod and vodcast development. Already, discussions and planning are underway to produce vodcasts to support some of the current MoET professional learning programs.

Picture 11: *Homskul Givhan* radio program with Technical Adviser supporting the process



While there has been a global drive to use radio to promote access to education during Covid-19 (a UNESCO review indicated that 70 percent of African countries were doing so), there has been limited formal monitoring and reporting about the effectiveness of the radio shows to date. This is because the turn-around time has been short, and the focus has been on production. There is anecdotal evidence that those who hear the shows are impressed and benefit from the broadcasts. Unfortunately, MoET staff realised that the national broadcaster does not reach all communities throughout the islands of Vanuatu and that is why broadcasts were also made available on the MoET website. It has also been noted from anecdotal evidence gathered during the Team Leader's trip to Tanna in May this year, that radio ownership seemed lower than smartphones, amongst school staff. Furthermore, all 13 schools visited, but one, had access to internet through one of the two telecom operators. These findings will support future conversations about the potential utilization of ed-techs.

TC Harold damage assessment in the affected provinces of Penama, Sanma and Malampa

After TC Harold, DFAT allocated funds to the MoET to assist in the response efforts. Since many schools were affected by TC Harold and lost vital curriculum materials, MoET agreed that some of the funds should be allocated to their replacement. VESP provided funding assistance to the MoET to assess the cyclone damage to schools in the provinces of Penama, Sanma and Malampa.

The MoET undertook an assessment of materials lost and replacement kits ensured that schools could continue curriculum implementation and teaching and learning activities as quickly as possible.

The school curriculum materials assessment information from the MoET came through slowly and in different formats, making it difficult to determine requirements. VESP considers this a learning opportunity, to support the MoET ensure all schools are asked standard questions relating to curriculum resources and are provided with a standard template. The end result was achieved and VESP did provide MoET with a costing estimate for the replacement of materials damaged during the cyclone. Further support is now being offered assisting the MoET with procurement of the materials to be replaced. In addition, VESP has recruited a Curriculum Support Officer to assist MoET procure,

distribute and confirm supply with provinces and schools. This includes ensuring the proper storage of learning and teaching materials when not in use to protect them from future damage.

To further ensure all school that lost key curriculum materials, have them replaced, VESP supported the MoET to re-organize components of OV and upload these publications. Suggestions were provided to better catalogue the materials on OV and an officer recruited to upload the documents.

Provide support to MoET to negotiate support with other agencies

In response to the crisis in Vanuatu and challenges providing continuity of learning during school closures, the MoET negotiated with UNICEF¹⁶ to procure the services of a consultant to develop a home-schooling package. The VESP Curriculum TA, on request from MoET, assisted to develop a literature review on home schooling in similar development contexts and Terms of Reference (ToR) describing the scope of the work for a consultant. This collaboration indicates the high level of cooperation and trust developing between consultants on the program and key staff in the MoET. On 27 April 2020, the ESD PEO wrote to VESP thanking the program for providing responsive support to the MoET to develop this home-schooling package.

5 Lessons learned and risk management

Lessons learned sessions have been conducted for some activity areas, such as curriculum. Additional lessons learned sessions are scheduled and will be reported on in the next reporting period. A program wide lessons learned workshop will again be conducted in November, with feedback being considered and incorporated for the 2021 annual plan. All key stakeholders will be involved to comprehensively assess overall progress and identify areas for improvement.

Risk Management

The program continues to actively monitor risks to activities operations.

There has been significant risks and issues within the environment in the reporting period, such as the change of government and TC Harold (Category 5). COVID-19 remains a legitimate risk; and there have been many changes to operations to prepare the team and consider how this may impact on program operations and support required by the program to the Ministry. The staffing section (6) details how the situation has impacted on personnel availability. Only business critical travel is being approved and only when the likelihood of an inter-island lock-down under a state of emergency is not foreseeable. The SoE has been extended until the end of the year.

There has been one successful phase of repatriation of Ni-Vanuatu residents, and the second phase is planned to commence on 1 August. This remains a significant risk to Vanuatu, which has limited health facilities, and high incidences of communicable disease within the community. With the borders closed, Vanuatu is experiencing a contracting economy, with tourism largely obliterated, economic shocks with higher unemployment, loss of income and less money circulating in the economy may result in higher inflation rates. This economic situation is likely to lead to a higher risk of theft, as desperation increases within the community.

Some of the measures taken to protect staff include the flu vaccination. All staff have trialled working from home, and the program has acquired the appropriate equipment and trained staff for this. The program has developed a crisis management plan and purchased personal protective equipment and amended the cleaning regimes in the office. The emergency tree has been tested and was utilised during TC Harold. Some staff received temporary accommodation during the cyclone, and staff have

¹⁶ GPE funded but managed by Unicef.

been supported where they have been impacted. The program organised Red Cross to provide a first aid training, to increase staff understanding and ability to respond to health incidences.

The 40th year Independence of Vanuatu celebrations, has now been declared as a series of public holidays including Thursday 23 July, until the end of the month (returning Monday 3 August). This will mean Ministry counterparts are not available during this time, and activities will again need to be postponed. Additional security is expected to be required at this time, to ensure facilities and staff are safe (if they are working during this time. Any staff wishing to work from home will be supported to do so).

One issue that is constraining to the program, is the high number of vacancies across the Ministry, particularly in provincial areas. The impact has been that existing provincial staff are overburdened and this is hampering the capacity development, ownership and progress of some activities. One such position is the Junior Secondary School 7-10 Curriculum Coordinator. Currently the year 10 exams are based on old curriculum, and hence there is a disconnect between primary and exams for JSS students to progress to SS. There are plans to recruit a significant number of positions across the Ministry, which would address many of these issues. Teaching resourcing is another area requiring monitoring while another issue in the scope of the program, relates to per diems.

VESP continues to explore ways to better align itself with MoET policies and procedures regards funding allowances for their staff. In consultation with the Ministry's Finance Unit, the daily allowance for officers' workshops and training programs have been adjusted to reflect local rates specifically, the Daily Subsistence Allowance (DSA) for GoV Public Service Commission. This has two main benefits, 1) it is more sustainable, and 2) it is more equitable for all Ministry staff. In other words, regardless of who funds the activity, staff receive the same DSA.

It has since become apparent that the DSA was a significant incentive for staff to attend VESP supported activities. This has impacted the facilitators who travel regularly to train school staff. Catering costs have remained unchanged and transport costs that were not previously provided for participants based in the same location, are now provided to assist with meeting the expenses of participants to attend workshops. This decision was in response to feedback from facilitators who indicated that some participants have stopped coming to training scheduled on consecutive days.

The program remains responsive to feedback from the MoET and further discussions will continue to monitor the situation and ensure activities proceed as planned and participation by school staff is maximised.

For further information on risks, see Annex 4.

6 Staffing and TA

TA in the reporting period has involved long-term personnel and a pool of STAs to support MoET in specific activities and developments. The annual cycle of STA input on the program increases as activities ramp up predominantly in the second half of the year. The level of STA inputs in the reporting period are comparable for the first six months in 2019. The level of STA input has however, been lower than planned due to COVID-19 restrictions, which has meant support was predominantly provided remotely. Both COVID-19 and TC Harold have been significant factors in the development of new activities, reshaping and re-prioritisation of some existing activities and the postponement of others. The current situation where Vanuatu borders are closed has increased the importance of the localisation strategy. During this reporting period, the following positions (Table 7) are being recruited.

Table 7: Positions currently being recruited

Position	Type	Status
Curriculum Support Officer	Locally engaged	Recruited
Financial Adviser	TBC	Advertised
GEDSI Manager	Locally engaged	ToR to be approved
IT Officer	Locally engaged	Advertised

The Curriculum Support Officer will assist with the replacement of materials and equipment following TC Harold. In addition, the position coordinates the distribution of materials developed and procured this year with CDU.

The Finance Management Adviser will restore the school grants and rationalisation support role. This role is now required due to the increased usage of the Direct Funding Agreement (DFA) between the Ministry and DFAT, following TC Harold and COVID-19 and any other emergency support. The role will assist in addressing key areas highlighted by the independent financial assessment report completed early in 2020 and ensuring appropriate fiduciary risk controls are in place.

The GEDSI Manager will have a strategic focus on GEDSI across the program and engagement with MoET.

The IT Officer is to supplement the IT unit at the Ministry, providing more support to a unit requiring significant outputs including service delivery continuity for the Ministry and schools and website support, as well facilitating OVEMIS improvement.

Support by the existing team, will be responsive to feedback from the Ministry and DFAT. The Finance Manager exited the program to contest the election in March 2019. Following the recruitment of a Senior Finance Officer in November 2019, there is currently strong financial management resources within the team.

One area identified in need of additional support, is education planning, and the nature of that role will be further discussed with the Ministry and DFAT prior to progressing to recruitment. Table 8 below outlines the level of technical inputs provided in support of the Ministry's priorities and plans during the reporting period.

Table 8: TA (days per adviser)

Technical Assistance	Jan	Feb	Mar	Apr	May	Jun
Monitoring & Evaluation Adviser	21.0	3.0	5.0	3.0	4.00	
Disability Inclusion Adviser	2.00		4.00	5.00	13.00	
VANSTA Support Specialist				5.90	8.50	0.6
OV Support Specialist		19.00		6.50		
Teaching Additional Language Specialist	0.60	-	0.80	7.30	12.00	1.2
Awards Manager Vanuatu – In-Australia Manager					3.00	
Australia Awards M&E Adviser	5.0				2.0	
Short Term Unallocated Technical Pool (Interim Program Support Officer)	11.0	10.0				1.7
In-Service Teacher Qualification Upgrade Specialist			4.0	5.0	4.0	7.5
Total	39.6	32	13.8	32.7	46.5	32

7 Cross cutting issues

7.1 Communications support

During the reporting period, the MoET Communications Officer resigned, and the position remains vacant. Despite this on-going gap, VESP has continued support for MoET communications. The COVID-19 pandemic and the TC Harold placed extraordinary demands on the support VESP provides to the Ministry's communication. This specific crisis support is described in greater detail in section 4.

At the beginning of the year, the team worked closely with the MoET to promote right age enrolment for the new back-to-school period for all students, including those with disabilities. The campaign was supported through press ads, press releases, social media messages, on-going radio and SMS broadcasts.

The MoET 2020 calendar, created in French and English, was finalised in partnership with the MoET and distributed to all schools. The calendar includes key dates and observance days as well as awareness raising messages on the school grant program and Early Learning Advocacy Campaign (ELAC) key messages.

Promotional items used for awareness raising campaigns were received including school bags, water bottles, pens with pen cases, caps, bunting and sarongs. These items will be used during the year for on-going awareness raising activities.

Communications support to the MoET during this period was redirected from supporting the curriculum implementation to supporting emergency response.

Promoting MoET achievements through VESP II

VESP has been working closely with the MoET to develop a school grant and economic stimulus package poster. The poster recently approved by the MoET will also be developed in French and English before distribution to all schools. VESP's refreshed brand guidelines have also been approved. The VESP website has been revised and it will be live during the next reporting period.

7.2 Mutual accountability

The program and the Ministry have agreed on mutual accountabilities for the implementation of the program. The following indicators were proposed as part of the initial 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 last reporting period. A summary of key results against the indicators is provided in Table 9 below.

Table 9: Mutual accountability indicators and targets

Partnership Indicator	Target	Achievement
MoET appoints competent staff to all counterpart positions so that long-term adviser 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 Annex 3 provides a breakdown of VESP TA and associated counterparts.
MoET allocates competent staff to actively participate in both MoET and program supported evaluation studies, and to lead preparation and presentations for Steering Committee meetings	>5 studies for 2020/2021	1 st study – Year 5 curriculum materials developed – submitted 2 nd Study – School enrolment and gender and retention study- Receiving feedback
MoET submits relevant documents for machinery of government (e.g. budget proposals and Department of Strategic Policy Planning and Aid Coordination's reporting) on time and according to GoV requirement	# submissions completed on time	Submission of MoET's inputs towards the Voluntary National Review of the Sustainable Development Goal 4 to the National M&E Unit at the Prime Minister's Office. Despite the delay, the MoET's 2019 Annual Report was completed and approval by the DG. The 2019 annual report will be submitted to the Public Service Commission and the office of the Parliament Clerk and uploaded on the MoET website for all to access.
MoET perception of the quality and relevance of VESP II TA, including for Operational Plan to support the VETSS and Corporate Plan	Positive perceptions recorded (85%) 1 Business plan	Perception survey to be developed for key counterparts. VETSS approved and endorsed in the period. The process to prepare the VETSS informed MoET's 2021 Business Plan started in early May and will conclude in mid-August.
VESP II 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	VESP supports MoET technically (designing surveys uploading into electronic devices) and financially during emergencies like COVID-19 and TC Harold impact assessment.

7.3 Mainstreaming GEDSI

In line with the program strategy, GEDSI is supported by a combination of dedicated activities as well as supporting all relevant activities to ensure they have GEDSI considerations applied to them. During this reporting period the program has achieved the following:

The program continued to support the MoET in the roll-out of the inclusive schools' concept across provinces. A total of fifteen schools in Shefa have been nominated and are awaiting confirmation of acceptance from the school principals to be included. A concept note was developed and shared.

The program collaborated with MoET's Inclusive Education Unit in developing key disability awareness and inclusion messages. These messages focused on parents and teachers nationwide on how to support children and students with disabilities during COVID-19 restrictions and TC Harold. Key messages included an overview of different types of disabilities, what the disabilities look like, and strategies to engage and support.

The MoET's Inclusive Education Unit continued to work closely with VESP's disability adviser to develop fourteen radio scripts for the *Homskul Givhan* radio show. This was an opportunity to provide awareness raising on fourteen different types of disabilities.

VESP supported the development of an inclusive education home-schooling package. This is a first ever package developed so far. The package is intended to assist parents to support their children's learning on a daily basis whilst at home due to COVID-19 restrictions and TC Harold.

A quick reference guide to the mainstream inclusion of children with disabilities or medical condition has been developed by VESP based on a request from the MoET inclusive education unit last year. This simple quick guide provides details on how to quickly identify children with disabilities or medical condition and identifies the types of resources required to support children's learning.

The Ministry started the evaluation of the Inclusive Education kits. In 2019 VESP supported the MoET in purchasing disability resources. A TG was developed and trialled with the inclusive teacher's network. A total of twenty items were divided into six kits to be piloted in six schools (Freshwota, Ekipe, Vila North, Melemaat, Fokona and Matarisu) in term one 2020. An evaluation form was designed to evaluate the disability resource kit. Due to COVID-19 restrictions, evaluation of the kits by teachers has commenced in only two schools to date.



Watch the Inclusive Education Kit video

An inclusive education teacher who used the disability resource kits with her students stated.



"I am very impressed with two of my students. Then, I tried the big lined paper with another student. Last year it was difficult for this student to write in a straight line. I kept rubbing off his writing because he couldn't write in a straight line. it was difficult but this resource had helped him to improve his writing."

Ms Alice Aissav, Vila North School, Port Vila, Shefa Province

VESP continued to provide support to the MoET women's leadership network. This year, the women's leadership network was rolled out to the six provinces. The women's leadership network aims to strengthen women's participation in leadership roles. Due to COVID-19 restrictions and TC Harold only three provinces (Torba, Malampa, Shefa) were consulted regarding the activity output and expected outcomes. Shefa provincial gender and inclusion officer has provided her workplan for 2020

and a workshop was held on 19th June to establish the first provincial women's leadership network in Shefa province. A provincial gender and inclusion officer stated.

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"I saw a vehicle stopped outside the provincial education office with some men. I asked who they were and someone said they are representatives of a school council. I was so surprised to see only men. I said to a colleague but ...where are the women? why aren't they included?"

Mrs Dania Rety, Gender Inclusion Officer, Shefa Province

Picture 12: First Women's Leadership Network workshop for Shefa Provincial Education



Support was also provided to MoET to conduct an awareness consultation to review policies on Gender Equality and Equity and Child Safeguarding in Torba and Malampa provinces. Support was also provided to VITE to conduct a stakeholder's consultation to contribute towards the development of one of their courses on Education for Inclusion and Diversity. This 15-point course, 8 weeks long course (19 hours per week, contact: 10 hours and non-contact 9 hours) will be offered in semester 1, 2022.

8 Governance arrangements

The bi-monthly VESP Steering Committee met twice in this reporting period. In each of these meetings the Program had the opportunity to present a written bi-monthly report and discuss general progress and challenges with the Ministry and the Australian High Commission. These meetings are chaired by the DG, and are attended by all Ministry's directors, the Australian High Commission program managers and by VESP's Team Leader and the Program Manager – representatives from the New Zealand High Commission were also invited to attend. VESP's report is presented by the Director of the PPU.

In addition to this, the Program holds regular weekly meetings with the Australian High Commission and with the Directorate of Policy and Planning. These weekly meetings are part of the program's governance architecture, and they help us to ensure transparency, accountability and timely responsiveness to our partners.

In terms of internal governance, the program holds weekly team-wide stand-up meetings and monthly team-wide meetings. These meetings help build team's cohesion and the strengthening of our team's sense of shared purpose. Also, the program holds regular meetings with Coffey headquarters. These

meetings follow an alternating focus, with one meeting dedicated to operational matters and the other to programmatic themes.

9 Reporting and deliverables

The milestones and deliverables are detailed in the contract. Table 10 provides information on the Milestones completed in reporting period. The additional program deliverables that relate to the current financial year, as per the contract 75045 are currently under discussion, these as well as those proposed in the 2020-2021 Australian Financial year, to be delivered in 2021 is outlined in the Annual Plan 2020.

Table 10: VESP Milestone and Program Deliverables

Deliverable	Due Date	Status
Program Deliverable 1: Year 5 Curriculum Materials (Teachers Guides) Production and Distribution	31 st March 2020	Approved
Program Deliverable 2: School participation Gender Audit Strategy.	30 th of June (first phase – data analysis)	This deliverable was split into three products. The first product, a data analysis report of MoET data sets has been delivered for review to DFAT and Ministry.
Milestone 3: Third VESP II SMPR and Sector Update (Jan-Jun 2020)	15 July	Submitted

10 Financial management and budget

The financial management of the program continues to be sound. Coffey's strong internal and external controls support the program in financial management. Throughout the reporting period the Project Accountant regularly reviewed the financial systems and monitored their integrity in the face of existing and emerging risks (remotely).

Risk and fraud mitigation remain a high priority and is the responsibility of all program staff. Coffey will provide ongoing fraud awareness and risk management training.

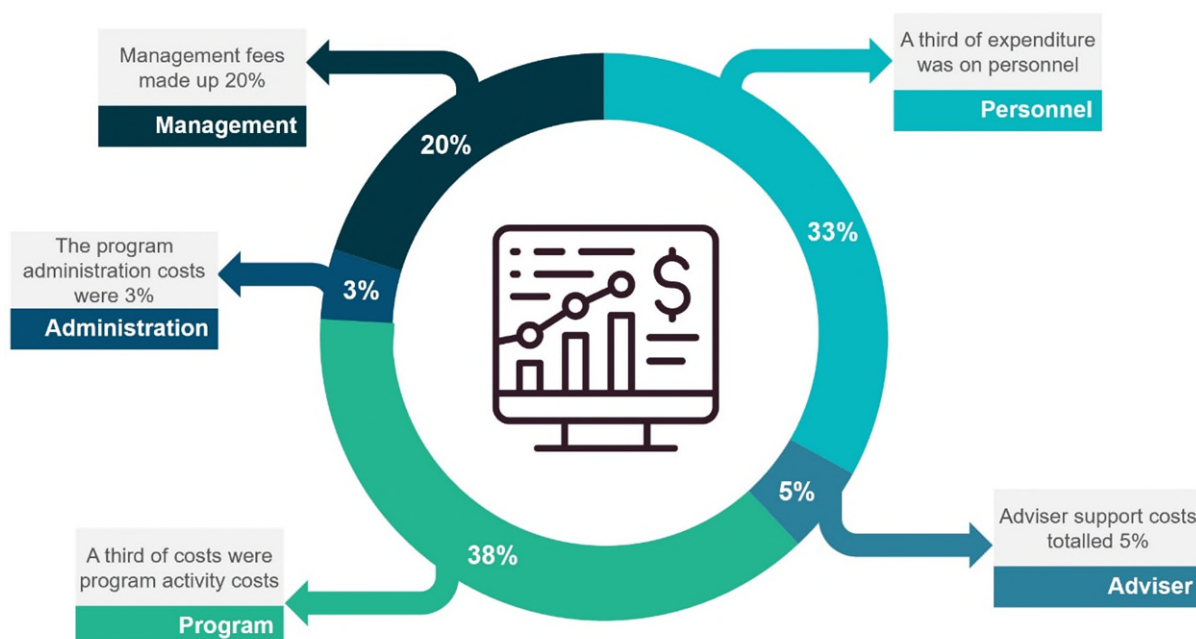
An independent audit was carried out in February 2020 and found no significant issues. A final report was submitted in March 2020. Program activities drive the budget and the budget approach is to be flexible to provide value for money for the program. This year the budget supported the annual plan program activities and resourcing as planned. The program was very cognisant of the fast developing COVID-19 situation, which was then compounded by TC Harold early April. This paused many program activities and, restricted inputs from advisers outside of Vanuatu. Key resources at the Ministry were drawn out of usual operations to assist with a locally driven response to the aftermath of the devastating tropical cyclone.

In consultation with DFAT post, the agreed reimbursable expenditure budget for the Australian Financial Year 2019-2020 was \$5,162,802 and the program has met this, for additional information refer to Annex 5.

10.1 Program resourcing

Figure 7 below outlines the proportion of program expenditure lines for the first half of 2020. More than a third of costs were program activity costs (38%). A third of expenditure was on personnel (33%) plus adviser support costs totalled 5%. The program administration costs were 3% and the milestone and management fees made up 20%.

Figure 7: Expenditure line proportions of expenditure January– June 2020



When comparing the budget included in the 2020 Annual Plan and the actual expenditure for the reporting period, program expenditure for the reporting period was overall lower than budgeted. Some areas costs increased in relation to COVID-19 such as operational costs, while program activity and short-term adviser and support costs were reduced.

Overall, expenditure was at approximately 80 percent of what was forecast in the annual plan.

Major variances included:

1. management and milestone fees (38%)
2. program activity costs (33%)
3. adviser support costs (15%)
4. personnel costs (14%).

As directed by DFAT post, funds were provided to the Ministry to assist with airfares for the initial assessment following the cyclone, which affected three provinces (approximate cost AUD40,000). Additional support for the psycho- social and mental health training has been committed from program funds to the Ministry (estimated at around AUD100,000) we expect this to be completed and reimbursed by the program in August.

11 Conclusion

The impact of COVID-19 and TC Harold has had a significant effect on the program and VESP's ability to maintain the momentum that was building towards the end of 2019 and into the early part of current reporting period. Despite the challenges it is important to recognise that progress continues to be made across key components of the program.

The results derived during this period are also a credit to a smaller team of individuals given the current travel restrictions in place which has meant key STAs have had to adjust their working arrangements to support the program and counterparts remotely. The process has been well managed, and the program has taken great effort to maintain connectivity and engagement both within Vanuatu and with those team members based in locations around the world.

A key result during the work period was MoET's completion of the VETSS. This is an important milestone as it provides structure and guidance for VESP to ensure components and workstreams are aligned and fully support the objectives of the MoET and associated strategic priorities. OV continues to be a main source of information and data and the MoET has made significant progress to ensure information is uploaded on a more regular basis. This is evidenced by the ability to provide 2020 provisional data with regards to primary NER and year NER.

Progress continues to be realised with contributions to enrolment rates and academic results through VANSTA. The key point is that when looking at year NER, it is evident that children commencing school at the right age (6 Year Klas 1 campaign) has had a significant impact and will continue to improve the quality of data going forward in terms of providing an accurate assessment of real rates by year.

Working relationships with the MoET continue to improve. Consultations with key counterparts are more in-depth and anecdotal evidence suggests that the MoET is pleased with the current processes for engagement and alignment of the program.

Engagement with schools and communities, including the implementation of inclusion strategies has been significantly impacted by travel restrictions and TC Harold. Work has progressed but the achievement of targets is behind schedule.

Work continues to progress in supporting the curriculum reform agenda. Training materials have been prepared and TGs have been distributed. Preparations are also underway for implementation of a PD program for year 5 and 6 curriculum professionals. The vernacular materials activity, encouraging communities to develop learning materials in vernacular (aligned with the MoET's language policy) continues to be reviewed and a recent site visit to Tanna delivered some findings and recommendations to MoET to develop standardised approaches. A curriculum evaluation is currently being prepared to assess the quality of implementation of the new curriculum.

Support to MoET management and associated institutional strengthening is progressing slowly. School leadership training is continuing but the ability to work and train in schools has been limited. An evaluation of the leadership and training program is underway with initial baseline information being collected and a broader study on the impact of training on school implementation is being designed.

A concerted effort has been made to present information and data in a more utilisation-focused manner. This work was supported by a concerted effort in January 2020 to establish quantifiable targets across the program and to align the program closely to the strategic documents of the MoET. The M&E review process commissioned during this reporting period was an opportunity to include the perspectives of the new Team Leader and sector development, as well as identify possible areas of improvement and refinement.

The program is well positioned to continue its range of support to MoET. Once restrictions are lifted, it is anticipated that the program can accelerate its support to drive implementation and generate improved progress towards defined indicators and targets.

Annex 1

Progress against key outputs

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The table below demonstrates progress towards the program outputs. This program outputs are defined in the 2020 Annual Plan.

The progress scale rates progress towards achieving annual targets for outputs in the Annual Plan. The key activities contribute to achieving outputs.

Progress Scale	Progress Description
Green	Good progress Very likely the target will be achieved within the agreed timeframe.
Yellow	Fair progress requires monitoring. Likely the target will still be achieved.
Red	Limited progress Unlikely the target will be achieved.

Progress against key outputs¹⁷

1.0 Outputs Access

Outputs	Overall VESP Target (2019-2021)	Annual Target 2020	Focus of Activity in 2020	Six-Monthly Progress January-June 2020	Cumulative Progress towards Overall VESP Target (2019-2021)
1.1 Principals collaborate with their school community to improve access for all children to quality schooling	80% of schools have records and evidence of community participation	70% of principals meet at least once a term with their school community association	1.1.1 PSP ECCE	<ul style="list-style-type: none">Due to COVID-19 and TC Harold progress has been delayed. UNICEF, the implementing partner, has been focused on other issues and have not been able to fully engage with this activity.No data is currently available against the target. The target is under review. Key achievements during this last six months include:<ul style="list-style-type: none">✓ A desktop review report of the PSP pilot program in Penama that was conducted in 2018-19.✓ A national reflection workshop on the PSP pilot presented to the Penama provincial office.✓ A redesign of the PSP Facilitators Handbook. Training of PSP facilitators is scheduled for Oct/Nov 2020.	<ul style="list-style-type: none">This target was revised for 2020 so no cumulative progress. In 2018-19 a pilot of the PSP program conducted in Penama. Review undertaken in 2019 and a report released in May 2020.Rollout of the PSP program scheduled for early 2021.
			1.1.2 Provincial women's leadership networks to promote participation of women in school decision-making	<ul style="list-style-type: none">The alignment of this activity against the target is under review.Planning meetings were held with three provincial gender and inclusion officers in Shefa province. The purpose of the meetings was to establish a shared understanding and agreed outcomes for the activity (i.e. to ensure women are represented in decision making at the school council and school community association).Support provided to MoET to conduct a review of the gender equality and equity policy and child safeguarding policy in Torba and Malampa provinces.	
1.2 Improved opportunities and access to schooling for children living with disabilities and educational disadvantage	100 schools are implementing inclusion strategy as part of their school improvement planning	50 schools implement inclusion strategies. 284 students with disabilities are enrolled in Kindergarten ¹⁸	1.2.1 Creating Inclusive Schools (at provincial level)	<ul style="list-style-type: none">OVEMIS data indicate that there over 400 children with disabilities registered in Kindergartens. Key achievements during the period include:<ul style="list-style-type: none">✓ VESP supported MoET to develop concept notes on creating inclusive schools that were shared with Shefa PEO for review. A selection of 15 schools from Shefa to participate in the creating inclusive school's initiative is underway.✓ Support provided to assist MoET develop and deliver key disability awareness and inclusion messages.✓ Radio scripts on inclusion embedded into the <i>Homskul Givhan</i> Radio show.Supported MoET develop an IE home schooling package focusing on parents and teachers to support students with disabilities.	<ul style="list-style-type: none">This target was revised for 2020 so no cumulative progress

¹⁷ Please note that some targets are currently being reviewed as they do not provide a enough level of robustness to demonstrate progress towards key outcomes. These indicators and targets will be reviewed as part of the next annual planning process.

¹⁸ This figure came from 2019 reports from Provincial Coordinators reports.

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2.0 Outputs Quality

Outputs	Overall VESP Target (2019-2021)	Annual Target	Focus of Activity in 2020	Six-Monthly Progress January-June 2020	Cumulative Progress towards Overall VESP Target (2019-2021)
2.1 Teachers and principals are trained to implement the K-6 curriculum for all students	600 teachers participate in at least 2 PD to implement the new curriculum	400 teachers participate in at least 1 PD activity related to implementing the new curriculum	2.1.1 Years 5 & 6 curriculum PD	<ul style="list-style-type: none"> Training program and materials were developed by the ISU in collaboration with CDU Train the trainer workshops completed by ISU in June 2020 for Shefa and Tafea officers Training for trainers in northern provinces is scheduled for July 2020 A total of 32 provincial office staff comprising PTs, SIOs and School Inspectors have been trained by VITE-ISU. Schedule for teacher provincial workshops finalised for July to December 2020. 	<ul style="list-style-type: none"> The annual target is on track to being achieved. The overall project target is exceeded. This is based on training data for 2019 indicating that a total of 1,241 teachers, principals and SIOs were trained. A total of 928 (75%) of those trained were teachers from 390 schools. The writing builds on work that was undertaken in 2019 to develop content for a class-based assessment training program. Six kits were piloted. An evaluation form has been designed and used with two schools. The Inclusive Education (IE) teachers are identifying which items they have used, which items they need more of, which item they need but is not include in the kit and which items they did not use at all. VITE still have not met all of the VQA recommendations for full accreditation of the new Bachelor of Education. An application for provisional accreditation was also not approved by the VQA. This means that courses through alternative modes still cannot be offered to teachers to upgrade their qualifications
			2.1.2 Class based assessment PD	<ul style="list-style-type: none"> Content for modules are 70% written Module activities first draft 30% complete CATs Template completed. Writing of CATs to commence semester 2. 	
			2.1.3 Disability resources kit: teacher PD program stage 1	<ul style="list-style-type: none"> MoET supported to use disability resource kits in six primary schools (Ekiye, Freshwota, Vila North, Melemaat, Matarisu and Fokona). M&E of the kit application commenced in two schools (Freshwota & Vila North). 	
			2.1.4 Mobile ECCE Officers (MEO) Training	<ul style="list-style-type: none"> Support provided to ECCE Unit to develop a training package for the MEO training. Training will be undertaken from July-Sept 2020 in all 6 provinces. Partnerships established between VESP, ECCE and APTC to develop the training program. Shefa province training completed via an online platform (Zoom). 	
			2.1.5 Primary teacher upgrade	<ul style="list-style-type: none"> No progress due to competing agenda's for MoET. Support provided to Save the Children to scope work required regarding teacher training. 	
2.2 Teachers provided with resources to implement the curriculum	Teacher's Guide (TGs) for Years 4-6 are dispatched to all primary schools	Year 6 TGs for 6 learning are (English/ French versions) are printed for dispatchment to all primary schools	2.2.1 Year 6 TGs	<ul style="list-style-type: none"> Writers and Lead recruited to CDU Writers training completed and delivery targets finalised QA processes established and WA group convened Outsourcing for editing and graphic design solutions completed. First draft of 5 teacher guides written in English and French completed. Maths first two terms are written. Social Science teacher guide editing completed. 	<ul style="list-style-type: none"> This target was revised for 2020 so no cumulative progress All Year 4 and 5 TGs have been dispatched. Year 5 Social Science, Mathematics and Science textbooks dispatched. Early years graded reading kits dispatched Year 5 Social Science textbook provided to all government and government funded schools in 2019. Builds on work started during VESP Phase I Builds on work started during VESP Phase I
			2.2.2 Year 6 Social Science textbook	<ul style="list-style-type: none"> Textbook outsourced to private publishing company. A contract has been issued and work is underway. A total of 5 out of 9 units aligned to the Year 6 Social Science TG are written and undergoing editing. 	
			2.2.3 Year 6 Novels	<ul style="list-style-type: none"> Novels Year 6 for Language and Communication Learning Area ✓ Procurement processes completed and private provider contract signed. Work commenced on adaptation of 3 novels for Year 6. ✓ First novel, "Kidnapped" is complete and at the printers. The second novel, "Around the Worlds in Eighty Days", is written in English and a French version is near completion. A third novel, "Oliver Twist" is under development. This novel will be adapted and rewritten as Olivia Twist to ensure females heroes are represented. 	
			2.2.4 Curriculum, assessment and reporting guidelines (2020 edition)	<ul style="list-style-type: none"> A redraft of this document is complete and ready for layout and MoET endorsement. To be embedded in principal training (Activity 3.1.3) and SIO Training (Activity 3.2.1) programs. 	
2.3 Teachers with improved skills for developing literacy	600 teachers Years 4-6 trained	300 teachers Years 4-6 trained	2.3.1 PD program: teaching English and French as an additional language phase 1.	<ul style="list-style-type: none"> The program has been revised based on the pilot evaluation. New trainer and teacher training packages have been produced, with English materials ready for printing/uploading. There has been no confirmation from MoET regarding trainer-training dates and as yet MoET has not delegated anyone to translate the materials into French. CDU is now checking on layout and translation of these materials and training of trainers is schedule for two weeks school holiday in August 2020 this year. 	<ul style="list-style-type: none"> In 2019, a pilot for teaching English and French as an additional language was undertaken. This included face-to-face workshops for 62 teachers plus SIOs and PTs in Shefa and Sanma. The following deliverables have been produced: Ademap 4-6 trainers guide complete Ademap 4-6 trainer's workbook complete Ademap 4-6 workbook complete PowerPoint slides for 8 training modules The design for the review of the Language Policy and its implementation was developed in 2019. Vernacular material for North Tanna Language developed for 8 school communities Training of trainers on the process for developing vernacular materials. Trainers for developing vernacular material in Narak, Netvaar and Uripiv.
	20 school communities develop vernacular materials	5 school communities develop vernacular materials	2.3.2 Language policy implementation Years 1-4 review (as part of 2.4.2)	<ul style="list-style-type: none"> Limited progress due to competing agendas for the MoET during the reporting period. PEO CDU keen to see this focused on during the second half of the year. Piloting of language policy review questionnaire at North Pentecost. 	
2.4 New primary curriculum implementation monitored and its impact on quality learning evaluated	100 schools use the curriculum implementation self-reflection tool aligned to MQS 4, 5 and 6	20 schools' pilot refined curriculum implementation self-reflection tool aligned to MQS 4, 5 and 6	2.3.3 Community Vernacular materials development demonstration	<ul style="list-style-type: none"> Working partnership established between MoET, the Summer Institute of Linguistics (SIL) and the Vanuatu Cultural Centre. Information collected and analysed from number of schools about adopting vernacular languages or Bislama in Years 1-3. A presentation was delivered to CDU. A draft report on processes for developing vernacular material including a proposed action plan developed in collaboration with CDU. 8 Community school visits and awareness on the importance of children learning in their first language and development. Awareness was conducted to 107 members of the communities and mini survey completed with 60 teachers. Vernacular material development in North Tanna Language. Material developed: (i) 1 language primer, (ii) 35 key word books printed in A5 and blown up in A3 and (iii) 32 readers. Training of trainers in developing vernacular material & development of material in Narak and Netvaar languages. 	<ul style="list-style-type: none"> Processes that the MoET could use to monitor curriculum implementation have been undertaken. To date, limited progress has been made using formal processes to monitor curriculum implementation. It is agreed by MoET that monitoring progress against the curriculum relevant MQS is the job of the inspectorate and that their reports should be shared with CDU. A formal monitoring study will be undertaken in 2021. A self-reflection tool for schools will be piloted in 2020 for full application in 2021. The evaluation is scheduled to commence in July 2020.
			2.4.1 Curriculum Implementation self-reflection and monitoring tool for schools (aligned to MQS 4, 5 and 6).	<ul style="list-style-type: none"> CDU have been supported to make updates to the reflection tool based on feedback from a pilot in late 2017. The document has been edited and is ready for review by CDU for piloting in selected schools in the second half of the year. 	
			2.4.2 Curriculum implementation evaluation	<ul style="list-style-type: none"> A draft study design is under development. 	

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3.0 Outputs Management

Outputs	Overall VESP Target (2019-2021)	Annual Target	Focus of Activity in 2020	Six-Monthly Progress January-June 2020	Cumulative Progress towards Overall VESP Target (2019-2021)
3.1 Principals and SIO's participate in leadership professional learning and support initiatives	77 education leaders	65 leaders trained	3.1.1 Management training for school leaders	<ul style="list-style-type: none"> Total of 19 (12 male and 7 female) participants were selected to participate in the APTC course. However, only 18 participants attended training. 1 participant missed the training due to illness. A total of 4 participants are MoET officers from the Teaching Service commission (TSC) and Shefa Education office. Another 14 other participants are principals from Efate and a principal from Epi school. An additional 37 participants commenced social analysis training with PTC. 	<ul style="list-style-type: none"> 18 (11 male and 7 female) participants to graduate in Leadership and Management from APTC Target is likely to be achieved. A total of 55 out of 77 leaders have already been trained on leadership and management. 2 professional learning communities out 8 have been established. Development of principal handbook completed.
	8 professional learning communities submit final report against agreed targets	8 professional learning communities supported to complete action plans	3.1.2 Zone Network grants school improvement initiatives (including partner innovation schools)	<ul style="list-style-type: none"> School Improvement Plan (SIP) plans have been collected from 2 professional learning communities (zone 3 and zone 6) in Tafea Province. Training in logistics is complete. 	
	400 primary school principals participate in principal handbook training	200 primary school principals participate in principal handbook training	3.1.3 Principal Handbook Training – Phase 1	<ul style="list-style-type: none"> The development of the principal handbook training package is delayed due to COVID-19 and scheduled for July and August 2020. The training for Shefa principals is planned for September 2020. 	
3.2 MoET, provinces and schools use data to inform planning and reporting against MQS	37 SIOs and Provincial School Improvement Coordinators (PSIC) participate in following up training	37 SIOs and PSICs complete training	3.2.1 Provincial SIO training program: leading curriculum implementation	<ul style="list-style-type: none"> Progress on the development of the SIO manual by MoET continues slowly. The focus of work in the period has been on editing and quality checks by VESP TA to support logical flow and alignment with other SIO documents. There also has been on-going progress on the development of the training package of the SIO manual and alignment with the draft SIO manual which remain in draft form. 	<ul style="list-style-type: none"> The target is likely to be achieved through cascaded mode of training and through zoom. The target is likely to be achieved. Training is planned for September 2020 and training document will be progressed when understanding is established between ESD and TSC. The target is unlikely to be achieved due to inspectors focus on school alternative operational approach in respond to COVID-19 and TC Harold. Monitoring of home school package will be continued, but later this year some inspection reports are expected to be received.
	12 school inspectors engage in follow up training and mentoring support	12 school inspectors trained	3.2.2 School inspectors – development and support	<ul style="list-style-type: none"> An initial training document has been scoped based on the inspection approaches under the devolution structure. Progression to the training document is awaiting further discussion between the ESD and TSC so that training will cater for and incorporate any adjustments made on the operational structure of the inspection as a unit. 	
	180 school inspections against MQS completed	60 school inspections against MQS completed	3.2.3 Inspection reports are uploaded into OV and are used for improvement planning	<ul style="list-style-type: none"> No progress has been made on school inspection reports. Provincial inspectors' attention was diverted to support SIOs to focus on providing assistance and support to enable schools to respond to COVID-19 and later TC Harold It is expected that a small percentage of the inspection reports should be received by provincial office by September 2020. Inspection documents require further screening and analysing before being uploaded in OV so that accessibility is given to the right people. 	

Annex 2

Progress against end of program outcomes

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This section focuses on the program's progress towards Intermediate and EoPOs. The table below summarizes the progress, while the following section highlights selected aspects of progress.

Overall, progress towards outcomes is on schedule. As indicated before, COVID-19 and TC Harold caused significant delays and impediments in our activities but despite these challenges, the program not only maintained its momentum on all activities, it also responded in a timely manner to emerging demands.

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	<p>Baseline established based on data available from Phase I completion report and data contained in the Education and Training Sector Analysis (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%)</p> <p>The data for 2019 is: Kindergarten 71% (F 75% M69%), Year 1 55% (F:53% M56%), Year 2 53% (F 53% M 53%), Year 3 52% (F 52% M51%)</p> <p>The data for 2020 is provisional at this stage (Jan-June): Kindergarten 28% (F28% M28%), Year 1 61% (F60%, M61%), Year 2 58% (F56% M58%) Year 3 55% (F 55% M55%).</p> <p><i>Please refer to Graph 4 for more analysis and detail.</i></p>
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	Overall Target: Literacy Year 4 (English and French 75%) Year 6 (English and French 75%) Numeracy Year 4 (85%) and Year 6 (85%)	Annual Target: Literacy Year 4 (English and French 70%) Year 6 (English and French 70%) Numeracy Year 4 (85%) and Year 6 (75%)	<p>Data from VANSTA 2017 sets the baseline for the proportion of students for achieving or exceeding minimum standards in literacy and numeracy.</p> <p>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).</p> <p>VANSTA 2019: Numeracy: 85% (Year 4) and 77% (Year 6), Literacy; English - 52% (Year 4) and 72% (Year 6), French – 57% (Year 4) and 71% (Year 6)</p> <p><i>Please refer to Graph 7 for more analysis and detail.</i></p>

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End of Program Outcome 3: MoET effectively plans, trials/implements and learns from devolution efforts and uses evidence to inform decisions.	% of primary schools that report increased levels of support for school improvement from devolved services	>85% of schools report increased levels of support	3 Inspectors pilot inspectorate reports into OV	No data has been collected on this EoPO. It is likely that the target will be revised based on the recent M&E review process.
Intermediate Outcome 1¹⁹: Schools and their communities collaborate to support student learning.	% of students enrolled at the right age K & Year 1 ²⁰ % of students that transition from K-1 % of primary schools that collaborate with the community to improve participation and retention	85% of students are enrolled in K&1 at the right age 82% of students transition from K-1 85% of schools report that they work with their community to improve participation and retention K&1	80% of students are enrolled in K&1 at the right age 80% of students transition from K-1 80% of schools have plans for parents/community involvement in school events and teaching activities in their SIP	The year NER data indicates that as of 2019 74% of students are enrolled at the right age for Kindergarten At present a total of 76.40% of all students are transitioning from kindergarten to year 1. Please refer to Figure 5 below for more analysis. VESP is working on the data now, this will be part of the curriculum monitoring study, an update will be provided in the next SMPR.
Intermediate Outcome 2.1: Teachers are provided with materials and resources that support improved classroom teaching	% of teachers that report the materials enhance their teaching and learning	85% of teachers report that the materials provided by CDU are useful	80% of schools report they have received Year 5 TGs (sample study)	Curriculum materials for Year 4 and 5 have been dispatched from CDU to all schools. The curriculum monitoring study will capture data about the extent to which they find the materials useful. An update will be provided in the next SMPR.
Intermediate Outcome 2.2: Teachers are effectively implementing the new curriculum as intended in the classroom for Years 1-6	% of teachers implementing the new curriculum % of teachers whose practices reflect the intentions of the new curriculum and associated policies	>90% of teachers K-6 are implementing the curriculum 70% of teacher's pedagogy is aligned to the curriculum i.e.: student centred teaching and formative assessment practices.	>80% of teachers develop a scheme of work aligned to the new curriculum 60% of teachers report they have adjusted practices to reflect the new curriculum Year 1-4	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. This study will commence in July 2020.

¹⁹Please note that all intermediate outcomes will be revised as part of the 2020 Annual Plan. Basic information is provided here but little progress has been realised against the current outcomes as the system and process for data collection is being revised.

²⁰ BaselineK 84.1% Year 1: 78.5%

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Intermediate Outcome 3.1: Schools are monitored, managed and supported to use data improve learning	% of school leaders who are supported by provincial office. # of school communities that report progress of professional learning community action plans % of schools with inspectorate report data against MQS uploaded to OV	>90% of primary school leaders report satisfactory or above levels of support from Provincial Offices 8 Zone Networks achieve targets set in action plans 60 school Inspection reports against MQS uploaded to OV	> % SIOs report visiting their schools 8 Zone Networks Commence implementation of action plans. Template uploaded to OV and ready for inspectors to use	This data is currently being collected as part of a school leadership and management baseline study which will be rolled out in July 2020. A total of 33% of the proposed learning communities have identified learning needs and plans had been made to progress initiatives. Inspectors have agreed to complete MQS school inspection reports by September 2020.
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Annex 3

Staff Listing as at June 2020

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
Alan Swan	Curriculum Adviser	Long-term international adviser	Felicity Nilwo Simon George	CDU	David Letichevsky
Alison Inglis	Monitoring and Evaluation Specialist	Short term international adviser	NA	Remote	David Letichevsky
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 Katipa / Marcel Yamsiu	MoET	Roy Obed
Bruce Trief	Finance and IT Support	Full-time, locally engaged	Felicity Nilwo Simon George (CDU) Adrian Banga and Emory Tinning (MoET IT)	Vila Mall/ CDU	Sani Bebe
Colin Reynolds	AAV M&E Adviser	Part-time, Short-term Adviser	NA	Vila Mall	Rebecca Pryor
Edith Lingmal	Monitoring and Evaluation Officer	Full-time, locally engaged	Jeffery Tari	MoET Office	Ty Morrissey
Florence Bellon	Communications and Strategic Reporting Manager	Full-time, locally engaged	Julia Whippy PEO Finance	MoET Office	David Letichevsky
Geoff Colmer	AAV In-Australia Manager	Part-time, Short-term Adviser	NA	Vila Mall	Rebecca Pryor
Herem Navat	VESP School Leadership Program Coordinator	Full-time, locally engaged	Marcel Yamsiu PEO Hopkins	SBM	David Letichevsky
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 Office	Alan Swan

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
Johnny Ishmael	Driver	Full-time, locally engaged	NA	Vila Mall	Sani Bebe
John Niroa	Provincial Education Quality and Access Officer	Full-time, locally engaged	Marcel Yamsiu	MoET Office	Herem Navat
Leanah Tambe	Teacher Training and Professional Development	Full-time, locally engaged	Elvie Tamata	CDU	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
Phil Geeves	VEMIS & VANSTA Support Specialist	Short-term international adviser	Nora Wells Adrian Banga	MoET / EAU	David Letichevsky
Pierre Gambetta	Community Advocacy officer	Full-time, locally engaged	Director Samuel Katipa Patrick Esecher	CDU	Alan Swan
Rebecca Pryor	Operations Manager	Long-term adviser	NA	Vila Mall	David Letichevsky
Roline Guila	Senior Finance and Administration Officer	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor
Roy Obed	Devolution Provincial Education Manager	Full-time, locally engaged	Director Samuel Katipa Marcel Yamsiu	Vila Mall	Herem Navat
Samantha Long	OV Support Specialist	Short-term international adviser	Adrian Banga	MoET	David Letichevsky
Sani Bebe	Operations Coordinator	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor
Sonia Wasi	Gender & Inclusion Strategy Officer	Full-time, locally engaged	Marie Jonah National Programs Coordinator	MoET Office	Alan Swan

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
Telstar Jimmy	AAV Alumni and Award Promotions Officer	Full-time, locally engaged	NA	Vila Mall	Vanessa Dick
Ty Morrissey	Monitoring and Evaluation Specialist	Short-term international adviser	Jeffrey Tari Director Serge Lewawa	MoET Office	David Letichevsky
Vanessa Dick	AAV Scholarships Coordinator	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor

Annex 4

Risk Management

Risks				Service Line:	INTERNATIONAL DEVELOPMENT				<div>coffey</div>						
Function/Project				Completed by:	VESP				As at:	01-July-2020					
1. Risk Assessment (1st Stage / Section)									2. Risk Management (Treatment & Mitigation) (2nd Stage / Section)				3. Risk Reporting, Monitoring & Review (3rd Stage / Section)		4. Close
Risk Identification				Risk Evaluation & Prioritisation				Track Change in Risk Level					Risk Review Date		
Ref	Risk Description (Re: the risk event)			Coffey Risk Category	Likelihood Rating (L)	Consequence Rating (C)	Initial Risk Rating	Proximity	Risk Mitigating Action/Treatment Strategies		Risk Treatment Owner	Residual Risk Rating after Treatment (L x C)	Risk Trend Indicator: ► Unchanged; ▼ Reduction; ▲ Increase (Choose from dropdown)	For follow-up assessment/ review	Has this risk been closed?
		Event	Effect												
Function & next available number [PROG] or [OPERATIONS]	As a result of...	There is a threat/opportunity of...	Which could lead to...	Select the appropriate risk category from the drop down. For definitions and examples see Consequence Guidance tab	Likelihood of risk occurring as per Likelihood Ratings Table	Severity of impact once risk occurs as per consequence ratings for various incidents	L x C	When the risk is likely to occur	Action (Choose from dropdown)	Describe the treatment strategy	Person responsible for implementing & delivering risk mitigation / treatment actions	To be agreed with the Team Leader			
Environmental															
1	COVID-19	Health and well-being of staff, families and community impacted	Illness, loss of life	Health and Safety	5	5	25	Already an issue	Reduce	Response team established, information channels monitored. Training provided to staff for awareness and how to protect themselves and their family. All staff have the ability to work from home. Flu shot provided, Employee Assistance Program provided (for mental health wellness), face masks purchased and the office has adjusted cleaning schedules and put in place measures to increase hygiene and reduce the chance of transmission. Avoid intransland travel during and straight after repatriation stages.	OM/TL	20	► Unchanged	Weekly	N
2	COVID-19	Schools are closed and social distance measures in place	Program support not useful	Professional	5	3	15	Already an issue	Reduce	Team to work through with counterparts, what adjustments are to be made to plans, and identify alternative activities to support ongoing education delivery. Support provided to counterparts, and social distance rules to be followed in working to minimise large groups and close contact. Program to be flexible and adaptive.	Leadership team	12	▲ Increase	Weekly	N
4	Limited health facilities	Staff or their family needing hospital facilities during pandemic	Illness, loss of life	Health and Safety	5	5	25	Already an issue	Reduce	Ensure staff are familiar with health insurance provided, ensure staff keep communicating through pandemic so issues can be raised and services requested. Support team can hopefully provide some assistance.	OM/TL	20	► Unchanged	Weekly	N
5	Volcanic activity/ ash fall	Environment not being safe	Temporary disruption to schools	Health and Safety	5	5	25	Already an issue on Tanna	Reduce	Monitor	TL	20	▲ Increase	Weekly	N
6	Natural hazard, earthquake, cyclone, health pandemic	Staff being injured and facilities damaged	Injury, illness, loss of life	Health and Safety	3	5	15	Cyclone season November-April	Reduce	Track any severe weather forecasts Safety and Security Manual referenced regularly Emergency Tree updated and tested Movement list shared and up to date	Leadership Team	10	▼ Reduction	01-12-20	N
Institutional and Political														N	
1	40th anniversary independence celebrations	Reduced capacity for Program to engage with counterparts for strategic planning, implementation, and areas of cooperation	Progress slows or ceases. Attention and resources not available for progressing objectives	Commercial and Operational	4	3	12	Now an issue	Reduce	Do as much as possible when stakeholders are available. Plan some activities not requiring significant consultation or engagement quarter 2 2020 Postpone activities in provinces late July early August. Encourage staff to take leave in line with Ministry plans.	TL and Management team	9	▲ Increase	No	N
2	MoET proposed restructure and devolution strategy	MoET changing leadership structures, staff and operational focus.	VESP alignment and funding priorities	Strategic and Economic	4	4	16	Within next 6 months	Reduce	Continued engagement with MoET to discuss restructure considerations. Planning of activities in accordance with revised structures.	TL/DFAT	12	► Unchanged	01-12-20	N
3	MoET do not have ownership of direction and support to the program	MoET having other commitments, challenging to have regular support available	Underperformance of program	Strategic and Economic	4	4	16	Anytime	Reduce	Open discussions and presentations to Steering Committee. Maintain support with MoET staff and provide regular briefs and updates on progress. Ensure VESP activities are embedded and aligned to MoET business and corporate plans.	VESP	12	▲ Increase	01-12-20	N
Technical															
1	Alignment of the VESP DSA with the GRT DSA	Ministry staff being demotivated, feeling undervalued and reducing incentive to do their jobs effectively.	less travel occurring to schools outside of 'home base' for training and school visits.	Professional	5	3	15	Already an issue	Reduce	Monitor feedback, discuss with the Ministry, options for the program to provide additional financial support to bridge the gap.	TL/OM	12	▲ Increase	Weekly	N
7	Junior Secondary School 7-10 Curriculum Coordinator position vacant	Exams for year 10 based on old curriculum	Disconnect between primary and exams for JSS students to progress to SS	Professional	5	4	20	Issue exists	Avoid	Filling this key position	MOET	16	▲ Increase	01-12-20	N
9	Open VEMIS data not updated on time (or regularly)	Lack of updated data leads to poor decision-making	Poor decisions by MoET and lack of guidance to VESP on strategic priorities	Professional	4	3	12	Annually	Reduce	PEO's and provincial data entry offices to monitor data from schools. Processes established to discipline schools that fail to update data and information. Standards are enforced.	MoET/VESP	9	► Unchanged	01-12-20	N
Operational															
11	Poor collection and processing of training data	Lack of data to support progress and evidence to inform decision-making	Poor reporting and lack of progress against outputs and outcomes	Professional	4	3	12	Anytime	Reduce	Communicate with Activity Managers to follow-up on registration forms for trainings and for the tracking tool to be applied. Share data back to activity managers. Update information as part of the SMPR process.	ME Officer	9	► Unchanged	01-12-20	N
III. Program Risks														N	
1	Under-performance	Unsatisfactory result of DFAT Partner Performance Assessment, loss of contract with DFAT	Reduction in payment to MC and or potentially Termination of Agreement 75045 with DFAT	Commercial and Operational	2	5	10	Any time	Reduce	Performance management : EMT, SMT, oversight and response, Coffey internal Health Checks and quality auditing. Strong communication with DFAT management team at all levels.	IDEV General Manager Leadership Team	10	▼ Reduction	01-09-20	N

Annex 5

Financial Breakdown

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The table below outlines the program activity disaggregated by the EoPO. The Table shows that the EoPO2, which is largely associated with the quality of education, is where the biggest expenditure lies (70%).

Program Outcomes	Total 2019 AUD	Jan-June 2020 AUD	Cumulative total AUD	Percentage
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.	115,693	7,128	122,820	1%
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).	2,758,886	679,555	3,438,441	70%
End of Program Outcome 3: MoET effectively plans, trials/implements and learns from devolution efforts and use evidence to inform decisions.	615,917	157,226	773,142	16%
VESP II Cross Cutting Program	155,328	137,857	293,185	14%
Program Activity Costs	3,645,823	964,593	4,610,416	100%

Key expenditures across the end of program outcomes included:

EoPO1: Access including support to Gender Equality, Inclusive Education and children with disabilities.

EoPO2: Key procurements for EoPO2 during the reporting period include 50% of the cost allocated for the following (totalling around 80% of the expenditure in EoPO2):

- Year 6 Social Sciences textbook layout including illustrations, photos, printing, packing and shipping English 6000, French 3000 (30 books in each kit)
- Maths Year 6 Textbooks English 6000 and French 3000, packed in classroom kits of 30 and shipped to Port Vila
- Year 6 Novels 30 copies of each of the three titles, kit totals 90 books, English (5400 each title) and French (2700 each title), packed and shipped to Vanuatu (possibly increasing to quantities as above)

The final payment (10%) for the procurement of books for last year, was also included in the reporting period.

EoPO3: APTC Leadership and Management course, made up more than 50% of the costs in this category.

Further, costs are disaggregated below over various categories that are being tracked, including provincial expenditure, gender, people with disabilities and local private sector (note it includes AAV

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program activity costs) and this year, the tracking of expenditure relating to COVID-19 and TC Harold have been added.

As the table outlines, over AUD270k has been spent on program activities relating to the theme categories. Note, this breakdown does not include operational administration costs. The categorisation is manual and subjective, so data should be viewed as indicative only.

The highest cost across the categories was expenditures relating to COVID-19, following, expenditure relating to the Shefa province, mainly related to the leadership and management course provided to Principals and Officers based in Shefa.

Over 130,000 was on cross cutting expenditure (from program activity) that related to TC Harold and COVID-19. If operational costs including PPE equipment and ICT is included, the figure increases to approximately 150,000.

The initial assessment following TC Harold completed by the Ministry, the program funded the airfares, the total was approximately 40,000. The program is supporting the Ministry to complete psycho-social and mental training; (DSA, catering, land transport miscellaneous) this cost is expected to be over 100,000 and will come through in the next reporting period.

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 CDU (based in Shefa). Their final payment for work completed in 2019 occurred in January 2020. Currently there has been no opportunity for expenditure on climate change initiatives.

Expenditure categories	Total 2019 AUD	Jan-June 2020 AUD	Cumulative Total AUD
TC Harold		94,357	94,357
COVID-19		39,946	39,946
Expenditure on gender-focussed activities	88,239	2,785	91,024
Expenditure focussed on people with disabilities	16,827	255	17,082
Climate Change	-	-	-
Torba Province ¹	67,475	-846	66,629
Sanma Province	228,030	5,507	233,537
Penama Province	97,037	5,445	102,482
Malampa Province	123,183	1,896	125,079
Shefa Province	146,141	93,592	239,733
Tafea Province	94,930	18,620	113,549
Private Sector/ Sub-contracts	87,306	8,494	95,801
Total	949,166	270,052	1,219,218

¹ Acquittals from advances are deposited back to the VESP operational bank account, which are displayed as negatives

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The table below, provides the activity breakdown, by budget, actuals and remaining balance (VUV has been converted to AUD at the rate of 80 VUV for 1 AUD). Please note activities not included in this include activities from 2019, such as curriculum materials final payments and costs associated with VANSTA. Budgets that have decreased are in blue, and new or increased budgets are in green.

Activities/Sub Activities	Budget Approximate AUD	Expenditure Jan-June AUD	Remaining Balance AUD
1.1.1 School community and parent engagement in children's learning	80,000.00	-	80,000.00
1.1.2 Provincial women's leadership networks to promote participation of women in school decision-making (through School Committees – using MOET Women's network for support)	22,500.00	213.75	22,286.25
1.1.3 Radio Access	27,000.00	5,432.34	21,567.66
1.2.1 Creating Inclusive Schools (work at provincial level to expand on experience in the three schools supported through VESP to implement inclusive practices)	35,000.00	687.50	34,312.50
2.1.1 Years 5 & 6 Curriculum Implementation Professional development	200,000.00	22,854.23	177,145.78
2.1.2 Class based assessment –PD program phase 1	100,000.00	1,321.38	98,678.63
2.1.3 Disability Classroom Resources Kit: teacher PD program Stage 1	37,500.00	-	37,500.00
2.1.4 Mobile ECCE Officers Training Program	37,500.00	10,672.16	26,827.84
2.1.5 Primary Teacher Qualifications Upgrade	43,750.00	-	43,750.00
2.2.1 Year 6 Teacher Guides (including complementary materials e.g. novels for L&K)	203,544.76	35,116.85	168,427.91
2.2.2 Year 6 Social Science Textbook Development	229,211.49	18,375.00	210,836.49
2.2.3 Year 6 L&K Novels	200,000.00	88,388.00	200,000.00
2.2.4 Revise Curriculum, Assessment and Reporting Guidelines (2020 Edition)	25,000.00	-	25,000.00
2.2.5 Home Schooling Package	77,500.00	6,000.00	71,500.00
2.2.6 Mathematics Textbook Year 6	349,800.00	174,800.00	175,000.00

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Activities/Sub Activities	Budget Approximate AUD	Expenditure Jan-June AUD	Remaining Balance AUD
2.3.1 Professional Development Program: Teaching English and French as an additional language – Gradual release approach Phase 1.	70,000.00	-	70,000.00
2. 3.2 Language Policy Implementation Year 1-4 Review (outsourced as part of Curriculum Evaluation Activity 1.4.2)	6,250.00	2,342.50	3,907.50
2.3.3 Community Vernacular materials development demonstration	30,000.00	7,387.19	22,612.81
2.4.1 Curriculum Implementation self-reflection and monitoring tool for schools (Aligned to MQS 4, 5 and 6).	24,717.86	3,210.80	23,724.93
2.4.2 Curriculum Implementation Evaluation	53,750.00	3,092.46	50,657.54
3.1.1 Management training for school principals	135,000.00	80,000.00	55,000.00
3.1.2 Zone Network grants for self-directed professional learning and school improvement initiatives (including Partner Innovation Schools)	37,500.00	12,672.50	24,827.50
3.1.3 Principal Handbook Training – Phase 1	100,000.00	-	100,000.00
3.2.1 Provincial SIO Training Program: Leading Curriculum Implementation	56,250.00	-	56,250.00
3.2.2 School inspectors – development and support	31,250.00	-	31,250.00
3.2.3 Using data for improvement planning	25,000.00	175.00	24,825.00
3.3.1 Informing school communities about programs, initiatives and successes to enhance classroom learning.	43,750.00	4,625.00	39,125.00
3.3.2 MOET Communication Support_COVID 19 Response	46,875.00	34,582.25	12,292.75
3.3.3 TC Harold Communication Support	31,250.00	5,126.55	26,123.45
3.3.4 TC Harold initial assessment	39,152.09	39,152.09	-
3.3.5 TC Harold Psychosocial and mental health training	114,232.99	-	114,232.99
TOTAL	1,955,000.00	556,227.54	1,933,429.53

