



## **VESP II – Second Six Monthly Progress Report**

1 July – 31 December 2019

February 2020



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

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## Acronyms

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

## Executive Summary

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

This report covers the period July-December 2019. The reporting period has witnessed relatively slow implementation coupled with a leadership change in November 2019. The remaining period of 2019 was spent reviewing systems and processes, including overall engagement with MoET. The intention was to rebalance the program and renew its focus to bring it back into line with expectations and requirements. This involved a series of consultations with MoET including a lessons learned session.

Annual Planning commenced in December 2019 which also coincided with a revision of the VESP results framework. The purpose is to bring the program back into line with the MoET's goals and objectives of access, quality and management. Therefore, this report reflects the current results framework and does not cover the revised targets and plans that will form part of the 2020 Annual Plan.

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

As Vanuatu approaches a national general election in March 2020, decision making is becoming increasingly politicised. A range of political decisions that have either been agreed to or are under consideration for 2020 have the potential to significantly impact on the education sector. The MoET has initiated an organisational restructure in the period which may have significant impacts upon not only VESP but also for the strategic focus and implementation of the education reform agenda going forward. VESP will continue to work with MoET and key counterparts to ensure all proposed changes are carefully planned, communicated and managed, particularly in areas where VESP has on-going activities and initiatives.

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

### Progress in reporting period (July-December 2019)

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

Annual Target	Progress
10,000 people reached through events	3,283 women, 2,912 men and 3,967 children reached with ELAC in the period.

**Output 2.1 Teachers and principals upgrade qualifications**

Annual Target	Progress
30 teachers seek to upgrade qualifications through RPL 60 Year K-3 teachers engaged in pilot	30 days TA assistance was provided to ISU during the period and good progress was made finalising the RPL process.
250 teachers and school leaders enrol in at least one module of B Ed through alternative modes of study	VITE made fair progress implementing an Action Plan to address requirements set by the VQA for accreditation of the Diploma of Education (Primary component of the B Ed via alternative modes of study In-service). An application was also made to the VQA for provisional approval of this component of the B Ed.

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

Annual Target	Progress
80% of Years 4-5 teachers	During the period all 46 planned workshops were completed across each of the 6 provinces. A total of 33 (22 male and 11 female) teachers participated in the training
60 Year K-3 teachers engaged in pilot	Although discussions between the SIU, CDU and SIU took place it was agreed that this activity should be suspended and reconceptualised for 2020.

**Output 3.2 Schools are resourced with materials to implement the curriculum**

Annual Target	Progress
80% of schools receive Year 5 Teacher Guides (TG) and support materials	<p>Good progress was made with procurement and development of materials for schools during the period, specifically:</p> <ul style="list-style-type: none"> <li>• 12 Year 5 TGs completed</li> <li>• Year 5 Social Science Textbook printed ready for distribution</li> <li>• Year 5 Science textbook and mathematics textbooks procured and distribution progress</li> <li>• Primary graded readers in English and French distributed to all primary schools</li> </ul> <p>Year 5 Novels to complement English and French L&amp;K TGs distributed to all Year 5 classes.</p>

**Output 3.5 Curriculum Assessment and Monitoring**

Annual Target	Progress
85% of students in Years 4, 6 and 8 sit VANSTA 2019 and 2021	Approximately 89% of students enrolled in government assisted schools across Vanuatu participated in the VANSTA test in 2019. The tests were quality assured, printed, distributed, administered, marked and results analysed during the period.

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**Output 4.1 Standards and Manuals developed and applied**

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Annual Target	Progress
Standards developed and applied by MoET	<p><u>MQS Manual</u>: Consultation workshop (funded by UNICEF and with VESP TA) was held in September for the MQS Harmonization. UNICEF is recruiting a TA to work with the MOET from Mid-February. Once the consultation and compilation of the MQS is completed, VESP will assist the MOET with training in the harmonized standards.</p> <p><u>Principal's Manual</u>: The Principal's Manual is completed, awaiting final quality check and to be printed and circulated to all schools. Training of Principals in use of the Manual to link with MQS is planned for 2020.</p> <p><u>SIO Manual</u>: SIO Manual has been finalized awaiting printing and to be circulated to all schools. Training for the Manual is planned for 2020.</p>

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**Output 4.3 Increased number of schools developing School Improvement Plans (SIP) aligned to revised school (K-6) Minimum Quality Standards (MQS)**

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Annual Target	Progress
30 K-6 principals, SIOs and school councils trained on how to link SIPs with MQS	Training has been held for all six provinces, School Improvement Officers (22) in four provinces were trained in 2019 Tafea, Shefa, Sanma and Torba. There is a total of 39 SIO's and coordinators, Malampa was Penama were completed in 2018. SIO's will provide training to Principals and council members in their zones.

Despite the challenges detailed above, the program has made some progress with regards to communities, teachers and leadership and institutional support.

**Communities**

The Early Learning Advocacy Campaign (ELAC) was launched by the MoET on 1 June 2018. Key messages have been communicated through daily radio messages, weekly radio interviews, posters, leaflets, the MoET website, and MoET events. During the reporting period, the awareness activities reached 3,283 women, 2,912 men and 3,967 children.

**Teachers and Leadership**

Several MoET activities were supported by the program to improve the quality of teaching and school leadership. These included actions to: (i) improve the qualifications and capability of teachers and school leaders, (ii) develop and supply curriculum materials, (iii) improve literacy teaching, and (iv) to improve the monitoring of curriculum implementation.

VITE-ISU set a target for 30 teachers to upgrade qualifications through Recognition of Prior Learning (RPL). During the reporting period, technical advisory support (30 days) was provided to progress development of the RPL processes for one module of the proposed new Bachelor of Education program. Unfortunately, the target could not be achieved because the new teacher education program was not endorsed by the VQA.

For Professional Development (PD) A target was set that 80 percent of Years 4 and 5 teachers would be trained through PD programs to implement the curriculum. In May of the previous reporting period, ISU trained 33 Trainers (22 males and 11 female) consisting of Provincial Trainers (PTs), SIOs and Provincial SIOs to roll out the PD program using a train the trainer approach. All 6 provinces

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participated in this 5-day training workshop to PD for Years 4 and 5 teachers and principals to support them to implement the new curriculum.

For school curriculum, previous studies (i.e. Curriculum Monitoring Study (Technical Report 19) have indicated that over 90 percent of schools are implementing the curriculum in years 1-4 but to a variable standard. Unfortunately, limited progress was achieved to formally monitor the extent to which the curriculum is implemented in Years 1-4. It was difficult to engage the PPU and CDU with the study due to numerous distractions such as restructuring, competing agendas and staff shortages

Teacher guides were also prepared during the period. During the reporting period, a total of 12 teacher guides were completed, and distribution commenced

In 2019, students in Years 4, 6 and 8 sat the 2019 Vanuatu Standardised Test of Achievement (VANSTA) on October 15 and 16. Each student sat a numeracy and literacy paper. The papers were set in the language of instruction (French or English). Support was provided by VESP to assist the EAU develop, administer, disseminate, mark and analyse the test results for every student in Years 4, 6 and 8. A total of 17,786 students participated in VANSTA in 2019. The Final Report and school reports will be available early in 2020.

### **Institutional Support**

The focus has been to support MoET harmonise the MQS K-13 and strengthen School Improvement Plan (SIP) processes and also to apply key Minimum Quality Standards (MQS). Work in the period has centred on finalising key manuals and standards (i.e. principals manual and SIO manual). The Principal's Manual has now been completed. MoET has requested further assistance for drafting the training package to allow the SIU to administer training of the manual to all school principals.

Training workshops were held for Torba, Sanma, Shefa and Tafea on how to link SIP to MQS for Lead Principals and SIOs. Penama and Malampa were done in 2018.

### **Lessons Learned**

A lessons learned and reflection workshop (involving DFAT, MoET and the program) was implemented in November 2019. The intention of the workshop was to identify areas for improvement and identify, where appropriate, good practices had been applied during the year. The workshop provided an opportunity for MoET staff and associated VESP advisers to discuss a range of issues that had influenced program implementation and management to date. Key lessons have been included in the report covering communication and engagement, alignment and working with advisers.

### **Staffing and Technical Assistance**

Technical assistance to MoET in 2019 has involved long-term personnel and a pool of STA to support the Ministry in specific activities and developments. There was a significant volume of short-term technical inputs into the program in the second half of the year. Almost 80 percent of the inputs from short term staff for the year, occurred within reporting period (79 percent).

An internal evaluation of i2i was also completed to provide guidance to both DFAT and Coffey on possible next steps going forward based on the evidence provided and completion of work to date.

### **Financial Management**

A new financial structure linked to the End of Program Outcomes has been developed to meet DFAT's financial reporting requirements. Further, as requested a range of theme categories are captured to assist with reporting requirements, including expenditure on gender, people with disabilities, provinces, and expenditure which is significant in contributing to the private sector. A tentative budget target of AUD6.3m has been set for the Australian Financial Year 2019-2020 and the program is on track with this expenditure. Over half of costs were expended on MoET support activities (54%). Around a third of the budget was expended on personnel (32%) plus adviser support costs totalled 5%. The program administration costs were 2% and the milestone and management fees made up 5%.

# 1 Introduction

## 1.1 Program overview

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

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

With a focus on influencing positive change at the school and institution levels, the program supports the MoET achieve its goal to improve education access, quality and management. It does this through targeted support to MoET strategies and activities designed to promote improvement in student learning outcomes: fostering effective and inclusive classroom learning environments; supporting the development of teachers and school principals; and strengthening the devolution of core education functions to provincial and school level.

The program witnessed changes in leadership and strategic direction in the latter part of 2019. This has resulted in a shift towards a more streamlined program focused on core deliverables and activities. As a result, the M&E Framework and associated results and targets will also change in 2020. This second six-monthly progress report outlines progress towards agreed end-of-program and intermediate outcomes and associated outputs contained in the current results framework. It outlines several key achievements to date within the last six months and for the year. A revised M&E framework (and subsequent SMPRs) will be developed and reported against going forward in 2020.

## 1.2 Program relevance

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

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

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

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

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



## **1.3 Changes in program context**

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

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

Vanuatu is more prone to natural disasters than any country in the world. Fortunately, there has not been a natural disaster of significance during 2019. This has meant minimal disruptions to MoET's delivery of education services across Vanuatu although the Ambae situation requires ongoing attention and monitoring.

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

Plans to move Years 7 and 8 (where 7 and 8 are part of Centre Schools within zones in each province), into secondary schools in 2020 has potential to impact the education system. Facilities in affected secondary schools will be under pressure when enrolments in Years 7 and 8 surpassed the capacity of the schools to accommodate the increase in numbers. There will also be some human resource implications for the system as teachers need to be relocated into the secondary system.

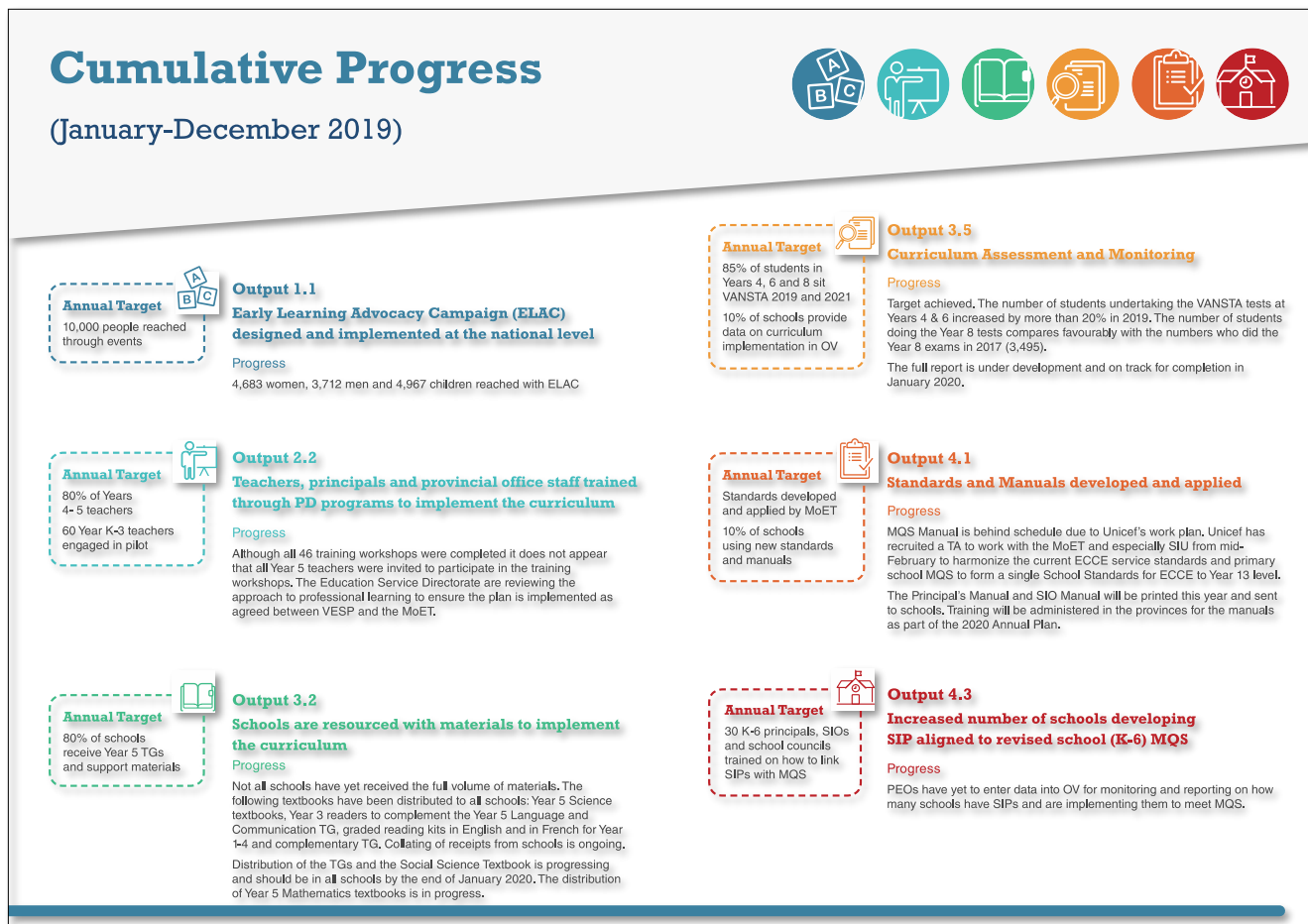
The passing of the Vanuatu National University Bill that will unite a range of education and training institutions under the umbrella of a bi-lingual National University has potential to further delay accreditation of VITE's Bachelor of Education program. In the immediate future, Vanuatu faces the prospect of not being able to offer a contemporary teacher education program through pre-service or in-service modes. This is because the proposed Vanuatu Institute of Teacher Education (VITE) four-year Bachelor of Education (B Ed) was not accredited by the Vanuatu Qualification Authority (VQA) in 2019 as expected. This will significantly impact on the supply of quality teachers trained in Vanuatu. An attempt by VITE to be granted provisional accreditation by VQA to deliver some courses during 2020 was unsuccessful.

At the immediate program level, a possible restructure of MoET (based on the draft devolution strategy) may influence how the program works with and supports the Ministry in provinces and schools. During the last few months of 2019, following a request from The Director General (DG), technical support was allocated to support MoET to restructure central functions. The restructure has not yet been agreed to and no action seems likely until after the 2020 elections.

The VESP sector analysis is currently being updated and will be available in February 2020.

## 2 Overall VESP II Progress

A summary of progress is contained in the following infographic



## 2.1 Key outputs

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

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

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**Table 1: Progress against key outputs<sup>1</sup>**

Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%	
<b>1.0 Outputs Communities</b>	1.1 Early Learning Advocacy Campaign (ELAC) designed and implemented at the national level	# males and females reached	30,000 people reached through events	10,000 people reached through events	3,283 women, 2,912 men and 3,967 children reached with ELAC	4,683 women, 3,712 men and 4,967 children reached with ELAC.	32%
	1.2 School communities supported through awareness raising activities on the importance of right age enrolment and parental support	# of partner provinces with an annual plan to promote right age enrolment and student retention	2 provinces with an annual plan to promote right age enrolment and student retention	Training content and 2020 annual planning completed	Training content has been prepared and is ready for use	Training content ready. 2020 annual plan to be done due to the delay in defining the schools involved with Innovation Funds.	10%
	1.3 Parents and communities engaged to actively support children's education – Indigenous to Indigenous (i2i)	# school communities reached	10 schools in 2 provinces engaged closely with their communities in balancing kastom and formal education	2 schools in a province engaged closely with their communities in balancing kastom and formal education	No progress in the period. Evaluation of i2i activity and engagement to be prepared in January 2020.	Activity has been suspended. Activity has been revised as part of 2020 Annual Plan.	10%
<b>2.0 Outputs Teachers and Leadership</b>	2.1 Teachers and principals upgrade qualifications	# of teachers and leaders who complete at least one module to upgraded qualifications	250 teachers seek to upgrade qualifications through Recognition of Prior Learning (RPL)	30 teachers seek to upgrade qualifications through RPL	30 days TA assistance was provided to ISU during the period and good progress was made finalising the RPL process. Key achievements during this reporting period include: (i) RPL teacher qualification upgrade project plan developed; (ii) VITE	The annual target was not achieved. No teachers were offered opportunity to upgrade qualifications because the revised teacher education qualifications program (B Ed) was not approved by the VQA.	60%

<sup>1</sup> Please note that some targets are currently being reviewed as they do not provide a sufficient level of robustness to demonstrate progress towards key outcomes. These indicators and targets are to be reviewed as part of the next annual planning process.

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Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%
				ISU updated RPL assessment question bank for VITE RPL assessors' toolkit updated; and (iii) VITE ISU updating the training package for VITE RPL assessors.		
			250 teachers and school leaders enrol in at least one module of B Ed through alternative modes of study	VITE made fair progress implementing an Action Plan to address requirements set by the VQA for accreditation of the Diploma of Education (Primary component of the B Ed via alternative modes of study In-service). An application was also made to the VQA for provisional approval of this component of the B Ed.	Although fair progress was made, VITE did not meet all the VQA recommendations for full accreditation of the new B.Ed. An application for provisional accreditation was also not approved by the VQA. This means that courses through alternative modes could not be offered to teachers to upgrade their qualifications	35%
2.2 Teachers, principals and provincial office staff trained through PD programs to implement the curriculum	# of teachers, principals and School Improvement Officers (SIOs) trained to support implementation of the new curriculum	85% of Years 1-6 teachers participate in curriculum implementation PD	80% of Years 4-5 teachers	During the period all 46 planned workshops were completed across each of the 6 provinces. A total of 928 teachers were trained from Year 4 but not Year 5 and planned.	Target not achieved. Based on data provided by MoET, a total of 1241 teachers, principals and SIOs and were trained. 928 (75%) of those trained were teachers from 390 schools. This number is very high. ISU explained teachers from Years 2 and 3 who were new or missed out on training in the past were also included in the count	60%

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Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%		
		85% of K-3 teachers complete curriculum PD	60 Year K-3 teachers engaged in pilot	Although discussions between the SIU, CDU and SIU took place it was agreed that this activity should be suspended and reconceptualised for 2020.	Limited progress due to competing demands on the time of staff in provinces and SIU.	15		
<b>3.0 Outputs Curriculum Materials and Literacy</b>	3.1 School curriculum implemented in K-6	% of schools implementing the new curriculum	90% of primary schools are implementing new curriculum in Years 1-6 by the end of 2021	90% of primary schools are implementing the new curriculum in Years 1-4	Although discussions about processes the MoET could use to monitor curriculum implementation were undertaken, limited progress was 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 in the future.	Anecdotal evidence suggests that at least 90% of schools are implementing the curriculum in Years 1-4. The quality of that implementation is unclear, and a formal impact evaluation will commence in 2020. In the meantime, a self-reflection monitoring tool that aligns with the curriculum MQS has been developed ready for trialling and use in schools in 2020.	50%	
				New curriculum in Years 1-6 by the end 2021		The curriculum continued to be implemented by schools during this period. Production of materials (see 3.2) to support implementation in Year 5 was completed during this period and distribution commenced. Training of mostly Year 4 teachers and 5 teachers also progressed during the period (see 2.2)	This is on track. Year 5 teachers have the materials and training to begin implementing the new curriculum in 2020.	75%
			3.2 Schools are resourced with	# of schools that receive teacher	80% of schools Years 1-6 are	80% of schools receive Year 5	Good progress was made with procurement and development	Not all schools have yet received the full volume

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Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%
materials to implement the curriculum	guides (TGs) and readers # fact sheet prepared and distributed	resourced to implement the new curriculum	TGs and support materials	of materials for schools during the period, specifically: <ul style="list-style-type: none"> <li>• 12 Year 5 TGs completed</li> <li>• Year 5 Social Science Textbook printed ready for distribution</li> <li>• Year 5 Science textbook and mathematics textbooks procured and distribution progress</li> <li>• Primary graded readers in English and French distributed to all primary schools</li> <li>• Year 5 Novels to complement English and French L&amp;K TGs distributed to all Year 5 classes.</li> </ul>	of materials. The following textbooks have been distributed <ul style="list-style-type: none"> <li>• Year 5 Science textbooks,</li> <li>• Readers for the Year 5 Language and Communication TG,</li> <li>• Graded reading kits and complementary TG in English and in French for Year 1-4</li> </ul> Distribution of the TGs and the Social Science Textbook on track to reach all schools by the end of January 2020. Year 5 Mathematics textbooks distribution has commenced.	
3.3 Teachers apply evidenced-based strategies for teaching foreign languages	# teachers trained and supported (including # of exposures)	90% of Years 4-6 teachers participate in PD to improve ability to teach English or French as a foreign language	50 teachers engaged in pilot of PD program	The Years 4-6 Ademap Lanwis program was designed and materials developed in English and French. Pilot locations, schools and teachers selected and logistical arrangements for delivery were finalised A pilot for the program was undertaken. This included face-to-face workshops for 62 teachers, SIOs and PTs in Shefa and Sanma. Eight weeks of guided classroom implementation was	The target was mostly achieved but the one-day review workshop following the pilot did not occur and the final report from the pilot is not yet complete. A review of the approach will be finalised in early 2020.	85%

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Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%
				scheduled to follow but the extent to which this occurred is unclear.		
3.4 Parents engaged to support children's learning	# community multi-lingual storytelling and reading program	200 parents	40 parents and their children in a community participate in a multi-lingual storytelling / reading pilot	During the last 6 months the pilot program was established in two school communities on Efate. 15 community reading activities were conducted in each community. They were held once a week.	The annual target was exceeded. A total of 63 parents and caregivers participated in the community reading pilot. Males: 8 grandfathers attended workshops Females: 55 mothers	100%
3.5 Curriculum Assessment and Monitoring	Vanuatu Standardised Test of Achievement (VANSTA) administered  Monitoring curriculum and assessment implementation	85% of students in Years 4, 6 and 8 sit VANSTA 2019 and 2021	85% of students in Years 4, 6 and 8 sit VANSTA 2019 and 2021	Approximately 89% of students enrolled in government assisted schools across Vanuatu participated in the VANSTA test in 2019. VANSTA tests were quality assured, printed, distributed, administered, marked and results analysed during the period.	Target achieved.  The number of students undertaking the VANSTA tests at Years 4 & 6 increased by more than 20% in 2019. The number of students doing the Year 8 tests compares favourably with the numbers who did the Year 8 exams in 2017 (3495).  The full report is under development and on track for completion in January 2020.	100%
		60% of schools provide data on curriculum implementation in OV	10% of schools provide data on curriculum implementation in OV	No progress	Limited progress beyond a conceptual framework agreed to by CDU and SIU. No curriculum implementation data in OV to date Implementation in OV in year to date.	10%



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Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%	
	3.6 Early Childhood Care and Education (ECCE) incorporated a core stream of education support	ECCE advocacy campaign and Parental Support Program endorsed and delivered Starter kits provided to ECCE centres and used	70% of primary schools develop a K-6 School Improvement Plan (SIP) using harmonized Minimum Quality Standards (MQS)	100 starter kits supplied to ECCE centres	80 starter kits were sent to ECCE centres  70 playgroup starter kits are currently being shipped to provinces	ECCE kits have been scoped and tendered. The kits will be distributed to ECCE in August 2019.	80%
<b>4.0 Outputs – Institutional Support</b>	4.1 Standards and Manuals developed and applied	% of schools who receive principal, SIO and MQS manual packages	>90% of primary schools receive packages	Standards developed and applied by MoET  10% of schools using new standards and manuals	<u>MQS Manual:</u> Consultation workshop (funded by UNICEF and with VESP TA) was held in September for the MQS Harmonization. UNICEF is recruiting a TA to work with the MOET from Mid-February. Once the consultation and compilation of the MQS is completed, VESP will assist the MOET with training in the harmonized standards.  <u>Principal's Manual:</u> The Principal's Manual is completed, awaiting final quality check and to be printed and circulated to all schools. Training of Principals in use of the Manual to link with MQS is planned for 2020.  <u>SIO Manual:</u> SIO Manual has been finalized awaiting printing and to be circulated to all schools. Training for the Manual is planned for 2020.	MQS Manual is behind schedule due to UNICEF's work plan. UNICEF has recruited a technical Advisor to begin work with the MOET and especially School Improvement Unit (SIU) from mid-February to harmonize the current ECCE Service Standards and Primary School MQS to form a single School Standards for ECCE to Year 13 Level.  The Principal's Manual and SIO Manual will be printed this year and send to schools. Training will be administered in the provinces for the Manuals as part of the 2020 AP.	10%

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Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%
4.2 Improve capability of principals to manage daily school operations	# principals trained in leadership (male and female)	Up to 40 school leaders commence accredited qualification	0 in year 1	19 School Principals and MOET managers have started the Certificate IV in Leadership and Management at APTC. Out of this number, six (6) are females.	Fair progress. VESP continues to help MoET explore options for education leaders to upgrade their skills and qualifications	20%
	% of principals reporting application of knowledge and skills in schools	75% of schools submit annual census in OV			Discussions with USP are ongoing. Following consultations between SIU and USP, the USP have indicated that they need to conduct an environmental scan so they can determine modes of study for delivering their accredited School Leadership Program to MoET leaders.	
			50% of schools submit annual census in OV	Module for inserting SIP and MQS into Open VEMIS is completed and awaiting MOET IT Unit to finalise it before schools could start inserting SIP and MQS information into OV. Most school Principals have received training and beginning to implement SIP as part of the overall annual school management program.		30%
4.3 Increased number of schools developing SIP	# manual prepared and distributed to schools	60% K-6 principals, SIOs and school councils trained	30 K-6 principals, SIOs and school councils trained	Training has been held for all six provinces, School Improvement Officers (22) in four provinces were trained in 2019 Tafea, Shefa, Sanma and Torba. There	SIO's are responsible to train principals within their zones. All primary schools have been made aware of their	50%

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Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%	
	aligned to revised school (K-6) MQS	% reports from School Based Management (SBM) indicating MQS included	on how to link SIPs with MQS	on how to link SIPs with MQS	is a total of 39 SIO's and coordinators, Malampa was Penama were completed in 2018. SIO's will provide training to Principals and council members in their zones.	responsibilities in developing their SIP. This is being achieved through on-going consultation with PEOs and school principals based on the relationships established under VESP I. SIOs and school inspectors to confirm the number of schools linking to SIP to MQS.	
	4.4 School improvement practices shared through partner schools	# school communities sharing successful practices	50 schools	0 school	Integrated into SIP's and training rolled out to SIO's in four provinces.	Strategy approved by DFAT, MoET and will be developed further and implemented in 2020. Training delivered to all SIOs and selected principals in Tafea and two Zones (3 and 6) were selected for the pilot. Schools in selected zones have drafted their plans to be approved by the Tafea PEO.	10%
<b>5.0 Cross-Cutting Themes</b>	5.1 MoET Communication Unit supported	# tools and guidelines developed to support MoET communications # appearances in media	50 tools created 4 guidelines developed Minimum of monthly appearance	20 tools created 2 guidelines developed Minimum of monthly appearance on media	7 tools created Daily radio messages and weekly radio interviews continue 8 press appearances	32 tools created Daily radio messages and weekly radio interviews 13 press appearances Communications guidelines for partner	50%

## Vanuatu Education Support Program

VESP II – Second Six Monthly Progress Report | February 2020

Objective	Indicator	Target overall	Annual target 2019	Six-Month Progress (July-December 2019)	Cumulative Progress 2019	%
				VESP Communications brand guidelines submitted to DFAT NSIDP Communications guidelines	Innovation Schools created VESP Communications brand guidelines submitted to DFAT NSIDP Communications guidelines.	
5.2 Partnerships established with other institutions in support of education	# partnerships established with private sector and civil society	6 partnerships established	4 partnerships	Signature and launch of the free access to Open VEMIS for TVL users	4 partnerships – 2 with the private sector, 2 with civil societies (TVL, Digicel, UNICEF and Vanuatu Society for Disabled People.	40%
5.3 GEDSI action plan implemented in accordance with strategy and workplan	Action plan implemented according to agreed schedule	Targets are set within the GEDSI strategy	Refer to GEDSI action plan	GEDSI activities were implemented in line with the action Plan in areas including Gender Analysis training for officers, Disability training and support to three Model Inclusion Schools and workshops on Gender with MOET female staff. A coordinating committee for the Women's Leadership Network was established and Women in Education Leadership and Decision-Making Committee has been appointed. The policy on sexual harassment and discrimination is in review.	ToR for Women in Leadership has been developed and consultation with the WILNET have been held. The ToR has been submitted to the DG for endorsement. The Women in Leadership Network Committee and the Women in Education Leadership and Decision-Making Committee have been appointed. The policy on sexual harassment and discrimination is being developed.	40%

## **2.2 Achievements, challenges and responses**

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

### **2.2.1 Communities**

The Early Learning Advocacy Campaign (ELAC) was launched by the MoET on 1 June 2018. Key messages have been communicated through daily radio messages, weekly radio interviews, posters, leaflets, the MoET website, and MoET events.

The VESP communications team has worked closely with the MoET to support them in using key events as awareness opportunities. Support provided in the reporting period included: (i) awareness raising and display set up for Children's Day celebration in Mele organised by the Ministry of Justice; (ii) Children's Day celebration in Korman organised by the MoET; (iii) Independence celebrations in six communities as well as the main celebration organised by the Ministry of Internal Affairs; (iv) the Youth Conference in Matevulu College coordinated by the Ministry of Youth and Sports Development; and (v) school closing events and International Day of People with Disabilities. During the reporting period, the awareness activities reached 3,283 women, 2,912 men and 3,967 children.

The MoET Minister launched five new ELAC videos developed by the Ministry and based on real stories to encourage support to children's learning during the opening ceremony of the Literacy Week. The short videos will help raising awareness on the importance of early learning and promote ELAC key messages.

The ELAC PowerPoint presentation has been updated to ensure acceptance and application by key partners. It will be the starting point of discussions in 2020 with the Early Childhood Development program to look at optimising awareness raising efforts from the Ministry of Justice, the Ministry of Health and the MoET.

### **2.2.2 Teachers and leadership**

Several MoET activities were supported by the program to improve the quality of teaching and school leadership. These included actions to: (i) improve the qualifications and capability of teachers and school leaders, (ii) develop and supply curriculum materials, (iii) improve literacy teaching, and (iv) to improve the monitoring of curriculum implementation. Brief descriptions of the achievements, challenges and responses against each of the outputs related to these four areas are described below.

#### **Output 2.1 Teachers and principals upgrade qualifications**

VITE-ISU set a target for 30 teachers to upgrade qualifications through Recognition of Prior Learning (RPL). During the reporting period, technical advisory support (30 days) was provided to progress development of the RPL processes for one module of the proposed new Bachelor of Education program. Unfortunately, the target could not be achieved because the new teacher education program was not endorsed by the VQA. Nevertheless, the VITE-ISU have developed good general processes for RPL should the Bachelor of Education be endorsed.

To assist VITE meet VQA for accreditation, VESP provided an upgrade to their IT infrastructure and delivered textbooks to replace the outdated materials at the campus. In addition, and on request from the Director of Tertiary, technical support was provided to undertake a situational analysis of course development at the institution. The final report and recommendations were delivered to the Director for consideration.

Recognising that accreditation of the new Bachelor of Education program is not looking likely in the near future, VESP worked with the Director of Tertiary Education to explore new directions for teacher training. TA support was provided to finalise the Vanuatu Teacher Qualifications Policy and to sketch out a road map for upskilling teachers. The Policy has not been endorsed and there is still no agreed plan in place for training of teachers into the future. Discussions with MoET are continuing.

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

A target was set that 80% of Years 4 and 5 teachers would be trained through PD programs to implement the curriculum.

In May of the previous reporting period, ISU trained 33 Trainers (22 males and 11 female) consisting of Provincial Trainers (PTs), SIOs and Provincial SIOs to roll out the PD program using a train the trainer approach. All 6 provinces participated in this 5-day training workshop to PD for Years 4 and 5 teachers and principals to support them to implement the new curriculum. It was however not until mid-July that PTs commenced the role out workshops. A factor that contributed to the delay was a revision of processes to manage, acquit and report on funding for PTs to conduct workshops in the provinces. This change of practice was not well received by ISU. At times, funding requests were not provided in time that meant several workshops had to be rescheduled. These issues were eventually resolved in collaboration with key stakeholders and it is agreed that in the future funds for similar professional learning will be directed to the MoET to manage with VESP support and clearly articulated funding arrangement that align with MoET practices.

In the end, all 46 scheduled workshops were completed by the end of November. It however became apparent in late October that not all Year 5 teachers were invited to the workshops. While the reasons are not fully understood, the PEO CDU was dismayed at learning that the plan and allocation of funds were not expended as agreed. One possible explanation is that ISU made a unilateral decision because the Year 5 TGs were not available not to train Year 5 teachers. The outcome has been a review and refinement to coordination of professional learning in 2020. This will include stronger involvement of the PEO CDU coordinating all aspects of this professional learning program and taking accountability for the management of funds with support from the VESP TA. It will be the responsibility of CDU to outsource the PD to VITE-ISU rather than an arrangement where VESP delegates funds and responsibility to ISU. A short descriptive analysis of the data from the workshops is presented below.

A total of 1242 teachers, principals and SIOs participated in curriculum implementation training for Year 4. This was the first year that SIOs and principals have been included in the training. It strengthens the capacity of principals to support their teachers to implement the curriculum and SIOs to support schools. A breakdown of participants by gender, language, and role is provided in the table below.

**Year 4 Teachers Guide Training Summary 2019**

Province	Schools	Males	Females	Anglophone	Francophone	Certified	Uncertified	Principals	SIOs	Inspectors	Total
TORBA	23	24	24	34	14	37	11	21	3	0	72
SANMA	91	94	134	158	70	156	72	76	4	0	308
PENAMA	45	55	50	64	41	85	20	20	2	2	129
MALAMPA	82	113	76	126	63	121	68	79	5	1	274
SHEFA	76	78	120	149	49	161	37	38	2	2	240
TAFEA	73	92	68	94	66	109	51	56	3	0	219
<b>Total</b>	<b>390</b>	<b>456</b>	<b>472</b>	<b>625</b>	<b>303</b>	<b>669</b>	<b>259</b>	<b>290</b>	<b>19</b>	<b>5</b>	<b>1242</b>

To explore new ways of conducting PD and to respond to a need identified by MoET that teachers in K-3 need ongoing PD to consolidate curriculum implementation, a refresher PD pilot was proposed. A target of 60 Year K-3 teachers were to be engaged in pilot. Competing demands on work units, the risk to teacher PD overload and the fact that several key positions in CDU remain unfilled meant this activity did not proceed.

Some positives however came out of discussions through the Curriculum Implementation Advisory Group regarding the content and approach for professional development in the future. This included discussing new ways of professional learning for whole school staff that could be self-paced, managed and supported through provinces using various ICT approaches and training manuals for principals and teachers. It was acknowledged by the MoET that greater ongoing support for curriculum implementation through the provinces is necessary and that SIO's need more training to do this. This has potential as a focus for 2020.

### **Output 3.1 School curriculum implemented in K-6**

An annual target was set that 90% of primary schools will be implementing the new curriculum in Years 1-4. No specific activity was designed to facilitate this to happen. Rather, this output and the associated target is a product of the sum of activities supported through the program. These include teacher professional development and materials provision. The emphasis of this activity was to work with the MoET to undertake a monitoring study to determine the extent to which the curriculum is implemented in Years 1-4.

Anecdotal evidence from field trips by MoET staff and liaison with provincial education staff suggests that most (at least 90%) of schools are implementing the curriculum in Years 1-4 but to a variable extent and standard. Unfortunately, limited progress was achieved to formally monitor the extent to which the curriculum is implemented in Years 1-4. It was difficult to engage the PPU and CDU with the study due to numerous distractions such as restructuring, competing agendas and staff shortages. Some progress was however made to develop an evaluation design to follow from the monitoring study conducted in 2017. It has been agreed that an impact evaluation of the new curriculum implementation will be outsourced in 2020 with VESP support.

**Output 3.2 Schools are resourced with materials to implement the curriculum**

One of the enablers of curriculum reform is ensuring schools are provided with appropriate resources to support curriculum implementation. To this end, VESP worked closely with the MoET to ensure all government and government assisted schools are provide with materials related to the phase of implementation. In 2019, VESP supported the CDU procure and develop a large volume of curriculum materials. These materials are listed in Table 1.

**Table 1: Materials procured or developed for Government and Government Assisted Schools 2019**

	<b>French Kits</b>	<b>English Kits</b>	<b>Number of boxes per kit</b>	<b>Number books per box</b>	<b>Procured (P) or Developed (D)</b>
Year 5 Novels x3 per student	180	300	1	29 x 3 = 87	P
Year 5 Science Textbook	180	300	1	30	P
Graded Readers (80 titles x 7 copies of each) Primary schools	180	300	2	560 total bks ½ each bin	P
Year 5 Mathematics Textbook	180	300	1	30	P
Year 5 Social Science Textbook	180	300	1	30	D
Year 5 Teacher Guides (x6 in English: x6 in French)	180	300	1	6	D

**2.2.3 Teacher guides produced in 2019**

In the second half of the year, the writing stage, quality assurance processes, layout and printing of 12 teacher guides was completed, and distribution commenced. This is a significant achievement for the small team at the CDU. Table 2 below lists the teachers guides that were completed for Year 5 and the number of pages per guide in English and French.

**Table 2: Teacher Guides produced in 2019**

<b>Learning Area</b>	<b>English</b>	<b>French</b>
Arts and Craft	✓43	✓43
Physical and Health Education	✓123	✓122
Language and Communication	✓202	✓201
Mathematics	✓177	✓210
Science	✓146	✓153
Social Science	✓104	✓82



Although the writing and editing was outsourced by the CDU, the quality assurance aspects and layout were done internally. The use of payments linked to targets proved to be an effective approach to ensuring writing and targets were delivered on time for most writers and editors. It was however challenging to manage situations when writers did not deliver on time. This is something that will need to be addressed when planning for writing in 2020. The appointment of two lead writers, an Anglophone and Francophone, proved effective although more work needs to be done to ensure adherence to the agreed book chain processes in the future. For instance, there were occasions where after writing and editing, lead writers added more content or decided to rewrite a section of the TG. In 2020 it is agreed that more time at the start of the year will be provided to training and developing the lead writers to understand and adhere to CDU agreed processes. This is important because getting buy-in from CDU to take stronger leadership of the TG development process continues to be challenging due of staffing issues and heavy work demands on a few.

Lack of attention to detail during the quality assurance processes led to delays to TG layout. This was because the Quality Assurance (QA) groups did not always do a thorough job reviewing the materials. In some instances, members of the graphic design team picked up errors in the layout processes and changes needed to be made. There were also instances when after TGs were laid out, lead writers or members of CDU spotted errors meaning changes needed to be made. This was frustrating for the graphic designers and lead to delays. This highlights issues executing agreed processes and strategies but also the quality of QA. Strategies will be put in place in 2020 to address attention to detail when undertaking ongoing QA.

#### **2.2.4 Year 5 Social Science textbook developed**

The development of a **Year 5 Social Studies textbook** to complement the Year 5 Social Studies teacher guides was completed slightly behind schedule. A revised approach for developing a Social Science textbook was adopted based on lesson learned in VESP Phase I rather than outsource all aspects of textbook development, the CDU opted for a hybrid approach that uses a blend of local and external expertise. Key aspects of the book chain that were chain locally managed by CDU included writing, editing and final stage quality assurances. Graphic design services including layout, illustrations and printing and managed externally. Managing local writers and editors and relations between the private company contracted to undertake the graphic design elements and printing, proved to be challenging for CDU. It is agreed in 2020, to revert to outsourcing all elements of the book chain to a private company.

#### **2.2.5 Textbooks, novels and readers procured and delivered**

Following a public tender, a private company (Read Pacific) was contracted to provide English and French versions of a Year 5 Science textbook and a Year 5 Mathematics textbook, as well as three Year 5 term readers (to strengthen Language and Communication learning area). The CDU was fully involved in selection of textbooks and reading materials and were part of the procurement evaluation. The CDU, with VESP support, distributed the novels and the science textbook to primary schools. Distribution of the mathematics books is ongoing.

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

Distributing this volume of materials to schools across Vanuatu is unprecedented for the MoET. The program worked closely with CDU to support a local process for managing distribution of materials. To date, CDU has made good progress ensuring distribution to nominated provincial sites. Unfortunately, the distribution officer funded through VESP, resigned in December. Distribution is ongoing and processes are in place to communicate through the processes to sustain the momentum. Follow up will occur in 2020 to ensure materials are reaching schools.

### **Output 3.3 Teachers apply evidenced-based strategies for teaching foreign languages**

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

A teacher PD program for teaching English or French as an additional language was designed in collaboration with CDU and ISU. The face to face component of the PD was piloted in October 2019 in Sanma and Shefa with 62 participants. Each participant was provided with a workbook including independent learning resources and activities to guide them in the implementation of the strategies in their own classrooms over an eight-week period. It was intended that over that period, each participating teacher would receive support from a School Improvement Officer, and at the end of the eight weeks, local one-day concluding workshops would be held for the purposes of review and end-point evaluation data collection.

The pilot PD was to be evaluated through baseline and endpoint self-reported teacher competency, post-workshop and end-point surveys, and at least one observation of each participating teacher during the independent learning period. The evaluation data was to be used to inform the development of the final PD for consideration on national roll-out in 2020. However, the decision was taken by CDU to delay the follow up 1-day workshops until early 2020 due to other commitments. Thus, while an interim evaluation meeting has been held to analyse the post-workshop survey data, the end-point evaluation data has not yet been collected and the review is scheduled for the first quarter of 2020.

### **Output 3.4 Parents engaged to support children's learning**

In response to a wealth of research evidence about the benefits reading books to children during the early years, VESP supported a collaborative activity between CDU and ECCE to implement a Parent and community storytelling and reading demonstration project (*Yumi Rid Togeta*). The goal was to increase the number of children who are read to before they go to school. A plan involving two communities that targets parents and children between 0-5 years was developed. The leader of the *Early Literacy-Let's Read Project* was engaged to collaborate in the design and work with communities to determine the language to read in and to identify appropriate reading materials. CDU and ECCE identified two schools, Ekiye and Malasitabu, to be involved in the demonstration program. The focus was to create momentum and build on success so that eventually, all school communities are adopting approaches shared though this initiate to read to their children.

A total of 63 parents participated in a structured program that ran over a period of 12 weeks on one day of each week. An extract from a report provided from the ECCE unit stated the following.

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*"The program was a success because we could see the enthusiasm of those who attended weekly activities and they were happy to report how they were coping at home with reading to their children. Each week we gave parents the opportunity to share what changes they could see happening in the home as they take back what new activity, we did with them and encouraged them to use these activities with their children. The parents came back with positive reports and were eager to share their experience with the other mothers. At the end of the program some of the mothers said they would take what they have learnt and share with mothers in their communities or in their church groups. They have also asked if we could continue with the program in 2020. Some other communities have asked if we take the program to their communities".*

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*A parent reading to their child*



*SEO, Simon George addressing parents*



*VESP TA Alan handing out certificates to participants*

Some quotes from parents who were surveyed at the end of the program are provided below.

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*“I am very happy that I can see my child enjoys our reading time. I also appreciate it because I get to spend some time with my child. My child asks a lot of questions and can also relate the story to real life like we have beans like these too in our garden. He also can retell the story, and this helps his thinking skills.”*

*(Parent Ekipe School Community)*

*“I don’t usually spend time with my children but now after the awareness I have decided to come home and spend time with my 2 girls – my 4-year-old grabs the stories and retells to her 2-year-old sister.”*

*(Parent, Malasitabu School Community)*

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*“I can honestly see a difference this reading program, is having in the children attending my kindy. They are more confident, and they can ask questions. They even want to tell the story because they have heard it from home. Even my own baby can now listen and is talking a lot because I am telling stories from books to her.”*

*(Parent, Malasitabu School Community)*

*“My child retells stories that I read to him to other children in the bus.”*

*(Parent, Malasitabu School Community)*

*“I am very happy because I can spend small time with my child, and he enjoys listening to the stories I read. He always look forward to time to change the books.”*

*(Parent Ekipe School Community)*

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### **Output 3.5 Curriculum Assessment and Monitoring**

A key enabler of curriculum reform is monitoring process that provide information that can be used to refine and improve practice. Currently, the MoET does not have an inbuilt feedback loop to inform them regards how well the curriculum reform agenda is progressing. This makes it difficult for CDU to demonstrate their accountabilities for this reform.

Working across various work units such as CDU and the SIU, in-principle agreement was achieved regards processes that may be used for gathering feedback on curriculum implementation. This involves analysing inspectorate reports against the curriculum related MQS that will be uploaded to OV. This will allow CDU to generate reports that describe the extent to which the curriculum is being implemented. The information will also be useful for SIOs so they may tailor support to schools based on evidence.

Competing work demands for both units meant however that limited progress was made to progress this work. It is agreed that in 2020, criteria (a checklist) linked to three curriculum MQS will be revised and piloted. This will be incorporated into inspectorate visits and the data ideally loaded onto OV.

Limited progress was achieved to design a **curriculum implementation monitoring study** in collaborating between CDU and PPU. A first draft study design has been developed building on the Curriculum Implementation Monitoring undertaken in 2017. This initiative will be incorporated into the 2020 VESP Annual Plan.

### **VANSTA**

Given the high-end goals of the MoET are to improve literacy and numeracy, VESP continued to support MoET develop and harvest data from a national testing regime. 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. The tests provide schools with information about:

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

In 2019, students in Years 4, 6 and 8 sat the 2019 Vanuatu Standardised Test of Achievement (VANSTA) on October 15 and 16. Each student sat a numeracy and literacy paper. The papers were set in the language of instruction (French or English). Support was provided by VESP to assist the EAU develop, administer, disseminate, mark and analyse the test results for every student in Years 4, 6 and 8. A total of 17,786 students participated in VANSTA in 2019, which is approximately 89% of students enrolled in government assisted schools across Vanuatu. VESP supported the EAU develop a report that provides an analysis of the results of the Literacy and Numeracy tests including a comparative analysis against data from previous assessments. The Report has been provided to the MoET and is undergoing review before the final and endorsed copy is available.

### **Output 3.6 Early Childhood Care and Education (ECCE) incorporated a core stream of education support**

The importance of learning in the early years is fundamental for success in later years, is acknowledged by MoET. For this reason, VESP continued to support the ECCE Unit with two activities in 2019. To achieve this an Early Childhood Education TA (O.6 FTE) was based at the ECCE Unit supporting leadership with reform to mainstream early childhood education (Kindergarten).

The first activity involved providing starter kits to 100 ECCE centres and playgroups. Eighty Kindy Starter kits were sent in October to those ECCE Centres that did not receive a government grants. Seventy playgroup kits are still in storage and ECCE plans to distribute these in early 2020.

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

The Parental Support Program (PSP) has been ongoing in PENAMA Province only. A reflection workshop was held in October in all three islands of the province. The lessons learned from the reflections workshop are currently being synthesised into a report to inform development of a facilitator's handbook for delivery of the PSP. The handbook is currently being developed.

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

## **2.3 Institutional support**

Continued progress was realised during the reporting period in supporting the MoET strengthen institutional support for school improvement. The focus has been to support MoET harmonise the MQS K-13 and strengthen School Improvement Plan (SIP) processes. The focus on strengthening SIP linked to the MQS is to provide a platform for MoET to make evidence-based decisions about where to focus support for school improvement. This is important to ensure quality education provision and will be the focus for the SIU to address to further strengthen performance in schools.

The MQS are standards to guide schools in areas such as the learning environment, partnerships and community engagement, resources, teaching and learning, and leadership. The MoET's goal is to harmonise the ECCE, primary and secondary MQS standards while recognising different indicators specific to different phases of schooling. This is so MoET can use a common language when discussing school improvement. Through school reporting and inspections against the MQS, the MoET hope to strengthen the ability to make informed decisions about where to focus support for improving learning. This work is being supported by UNICEF.

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

Key achievements noted during the reporting period include:

**Standards and manuals developed and applied**

On-going support has been provided to the MoET to finalise development and implementation of a principal's manual and SIO manual. The principal's manual is linked to the Principal Standards while the SIO manual linked to their roles and responsibilities. A steering committee was formed in early 2019 to finalise development of the manuals. VESP is supporting this work including development of the manuals and a professional learning so principals and SIOs can apply their use these resources to guide and improve their practice. The Principal's Manual has now been completed. MoET has requested further assistance for drafting the training package to allow the SIU to administer training of the manual to all school principals. This will be further defined in the 2020 Annual Plan.

UNICEF is assisting MoET to harmonise the primary school MQS. The stakeholders' workshop was held, and the contributions will be the basis towards the harmonized standards. The MoET consulted with UNICEF for a STA to assist MOET complete the harmonized MQS. The STA to begin this task in mid-February 2019.

**Improve capability of principals to manage daily school operations**

Initial progress has been made supporting MoET explore a range of alternative options for education leaders to upgrade their skills and qualifications. Liaison has been ongoing with the Australia Pacific Training Coalition (APTC) to identify and scope an accredited leadership training course. Nineteen education leaders, mostly school principals commenced the Certificate IV in Leadership and Management on the 2<sup>nd</sup> December and are expected to complete the program in June 2020. Most of the candidates are from Port Vila due to the proximity and timing to start the program. Consultation for the second cohort will commence soon for 2020 training.

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

Another option that has been discussed and has been considered by the MoET in its School Leadership Training Plan (SLTP) is to assist school principals who have completed the Pacific Theological College's undergraduate certificate program to complete its Pacific Theological College Diploma of Applied Mission Studies on School Leadership and Management. The program is administered by the PTC's Social Analysis Unit and coordinated by the Presbyterian Church of Vanuatu Education Authority (PCVEA) in Port Vila. This will allow principals to acquire the Diploma in School Leadership and Management once they complete the two (2) required courses to acquire the diploma qualification.

**Increased number of schools developing SIPs aligned to revised school (K-6) MQS**

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

Training workshops were held for Torba, Sanma, Shefa and Tafea on how to link SIP to MQS for SIOs. These workshops were for the above provinces that were not engaged during the previous phase of VESP in 2018. The purpose is to strengthen the capability of principals to develop a SIP linked to the Ministry's MQS. The SIOs are then responsible for sharing what they learned with principals in their zones. VESP provide support for these workshops and monitoring follow up visits in provinces in the coming year.

**School improvement practices shared through partner schools**

Progress has been made developing an approach to support the MoET take ownership of approaches that improve teaching and learning. It was proposed to MoET, that a partner innovation school concept will be piloted. Tafea Province was identified by the MoET for the pilot. The strategy has been developed and approved by DFAT and the MoET. VESP supported the MoET to administer training to all SIOs and selected principals in Tafea and two Zones (3 and 6) were selected for the pilot. The schools in the selected zones have drafted their plans to be approved by the Tafea PEO for 2020. With the selected Zone Plans, VESP will continue to work with MoET to refine activities. The SIO and school principals for the schools in the two zones will be provided opportunity to share experiences to other school principals and teachers in provincial forums. VESP will monitor progress to identify and deliver support needs to cluster of schools rather than individual schools. The aim is to promote collaborative learning.

### 3 Progress towards program outcomes

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

**Table 3: Progress against end of program outcomes**

<b>Objectives (what you want to achieve)</b>	<b>Indicators (how to measure change)</b>	<b>Overall Target (2019-2021)</b>	<b>Annual Target (2019-2020)</b>	<b>Progress to date</b>
<b>End of Program Outcome 1:</b> More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at right age.	% improvement in NER K-6 at the right age	5%	1% increase across year groups	Baseline established based on data available from Phase I completion report and data contained in the ETSA. The baseline is: Kindergarten 67% (F:65% and M: 68%), Year 1 – 75% (F:73.32% M: 75.57%), Year 2 – 77% (F: 75.46% M:78.16%), Year 3 – 77% (F:75.93% M:78.45%)  The data will be updated once Open VEMIS data is updated. Reported as part of the 2020 Annual Plan.
<b>End of Program Outcome 2:</b> School principals, teachers, parents and communities collaborate to enable students to achieve improved literacy and numeracy outcomes (Year 4 and Year 6).	% of Year 4 and 6 students that meet or exceed minimum standards for literacy and numeracy	See Footnote <sup>2</sup>	See Footnote <sup>3</sup>	Data from VANSTA 2017 sets the baseline for the proportion of students for achieving or exceeding minimum standards in literacy as measured by VANSTA for 2019 will administered in September – October.  The baseline from 2017 is: Numeracy: 85% (Year 4) and 75% (Year 6). Literacy: English – 65% (Year 4) and 73% (Year 6), French – 64% (Year 4) and 41% (Year 6).
<b>End of Program Outcome 3:</b> MoET effectively plans, trials/implements and learns from devolution efforts and uses evidence to inform decisions.	% of partner schools that report improved support for school improvement	>85%	0	This outcome is to be revised as part of the 2020 Annual Plan. Indicators and targets will change and a revised approach to data collection.

<sup>2</sup> Literacy Year 4 (English and French 75%) Year 6 (English and French 75%) Numeracy Year 4 (85%) and Year 6 (85%)

<sup>3</sup> Literacy Year 4 (English and French 70%) Year 6 (English and French 70%) Numeracy Year 4 (85%) and Year 6 (75%)



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Objectives (what you want to achieve)	Indicators (how to measure change)	Overall Target (2019-2021)	Annual Target (2019-2020)	Progress to date
<b>Intermediate Outcome 14: (Parents)</b> Schools and their communities collaborate to support student learning.	% of parents in pilot locations are engaged with their child's school	>80%	>80%	No progress on this as the IO will be adjusted as part of the 2020 Annual Plan.
<b>Intermediate Outcome 2: (Teachers)</b> Teachers are supported by school leaders and provincial education officers to improve classroom learning	% of schools supported by SIOs and provincial offices % of teachers that report support for teaching and learning	>85%	0	A study will commence in 2020 as part of the curriculum evaluation (see below). The indicator and associated target will also change and will be reflected in the 2020 Annual Plan.
<b>Intermediate Outcome 3: (Teachers)</b> Teachers are motivated to use skills and resources to support improved classroom learning, including for children with disabilities.	% of schools that are implementing the new curriculum (Y1-6) % of primary teachers using apply new learning and relevant teaching resources and guides to support learning	>85% >85%	>85% >85%	A curriculum study in Phase I indicated that approximately 96% of schools in Years 1-3 were applying the new curriculum. An evaluation study is currently being designed through CDU to assess the level of implementation from Years 1-5. The study will also cover the % of teachers aware of the curriculum, including use and application of teachers' materials. This study will commence in July 2020.
<b>Intermediate Outcome 4: (Institutional)</b> School leaders engaged and supported to implement SIPs and working with teachers and communities to strengthen education service delivery.	% of partner schools that are implementing an annual SIP % of partner/pilot schools that are showing improved progress against MQS (Primary)	>85% >85%	>85% >85%	A component of the devolution strategy is how schools and school principals engage with PEOs. The indicator and associated strategy for data collection is being revised as part of the 2020 Annual Planning process.

<sup>4</sup> Please 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.

## 4 Lessons learned and risk management

A lesson learned and reflection workshop (involving DFAT, MoET and the program) was implemented in November 2019. The intention of the workshop was to identify areas for improvement and identify, where appropriate, good practices had been applied during the year. The workshop provided an opportunity for MoET staff and associated VESP advisers to discuss a range of issues that had influenced program implementation and management to date.

Key lessons identified were grouped into themes. These included communication and engagement, alignment to MoET priorities and plans and working with VESP advisers. The intention was to establish a base to commence planning and scoping work for inclusion into the 2020 Annual Plan. Some key lessons identified included:

<b>Key Lessons Learned</b>	<b>VESP Proposes Actions to Address Lesson</b>
<b>Communication and Engagement</b>	
VESP to continue maintaining good practices and approaches to engage with MoET staff (i.e. circulate monthly reports, regular meetings with counterparts, integration of TA into work units)	VESP to maintain high -level engagement and look for additional opportunities to engage and support as required
VESP would have benefited from an opportunity to provide a clear transition statement and outline of approach at the commencement of the phase. This was a missed opportunity	No further action required on this but a presentation on the 2020 Annual Plan to be scheduled for senior MoET management (i.e. directors)
Induction processes are critical and provide an opportunity to define parameters of engagement, develop strategies to work and to identify opportunities for on-going communication	VESP to ensure all new advisers are inducted using a standardised approach that also involves the MoET
A key partnership approach is to schedule an annual symposium where different stakeholders can come together to review achievements for the year and provide input into plans	VESP to build in an annual event that seeks to promote an opportunity for engagement and partnership. This would sit outside the normal Steering Committee meetings
<b>Alignment</b>	
Engage MoET in all VESP planning events to ensure activities remain aligned to MoET policy. Also provides an opportunity to discuss new and emerging ideas	MoET to be invited to 2021 Annual Planning preparations to ensure that activities are aligned. Linked to the symposium event proposed above
Important for MoET to also reflect on how it will assess its own VETSS and corporate plan and communicate information requirements to provinces and schools	VESP to continue to provide support to MoET to operationalise communication and reporting processes to ensure information and data is shared and received to inform decision-making
The MoET should consider a “strengths-based” approach to planning working from schools, to provinces and then to MoET central office	VESP to explore opportunities to support MoET with more decentralised planning, particularly considering proposed organisational restructures

**Key Lessons Learned**

**VESP Proposes Actions to Address Lesson**

**Working with Advisers**

ToRs and Adviser Inputs should be agreed with MoET prior to the adviser being engaged. This assists the MoET to ensure that the respective advisory support is relevant, appropriate and supports defined needs linked to broader objectives.

VESP to work directly with MoET directors to prioritise TA needs. Respective ToRs and schedules will be presented to the MoET and input received prior to the engagement of advisory support. The relevant MoET manager will be involved where feasible in the selection and performance review of advisers.

Preference remains for long-term advisers over short term advisers. Long-term advisers provide continuity and provide opportunities for more lasting working relationships

VESP to consider its TA portfolio and look to engage and provide more long-term support rather than short-term advisory support

The lessons will continue to be monitored as part of the 2020 implementation and reporting process. A risk management process is scheduled for January 2020. The current risk management matrix has been reviewed. The intention is to hold a risk workshop with the entire VESP team to discuss and consider risks that influence all aspects of the program. An updated risk management matrix will be included as part of the 2020 Annual Plan.

## 5 Staffing and technical assistance

Technical assistance to MoET in 2019 has involved long-term personnel and a pool of STA to support the Ministry in specific activities and developments. There was a significant volume of short-term technical inputs into the program in the second half of the year. Almost 80% of the inputs from short term staff, occurred within reporting period (79%).

In addition to this there was also the i2i team, the contract largely commenced and concluded during the reporting period. A key aspect of the Australian Government development assistance programs seeks to promote the skills and knowledge of indigenous Australians, especially in terms of technical assistance that may promote indigenous concepts and processes able to be replicated in alternative contexts, such as Vanuatu and the region more broadly. The concept of i2i involvement in the VESP program was proposed as a potential means to assist in such efforts.

Being a new type of activity, there was limited precedence set on which to draw evidence of effectiveness and the expectations among stakeholders was varied. The general concept was that i2i would work with MoET and the VESP program in 2019, to determine if there was benefit providing support to an activity that supported integration of customary values and practices across the education system. The aim being to promote custom and culture as being something to be valued, preserved and integrated in schools' practices, rather than segregated from them. The focus of i2i was to work in collaboration with the MoET to explore school community approaches that might increase student participation in school and manage reduction absences due to custom events. The aim being to improve student achievements.

The National Curriculum Statement emphasizes what the Preamble to the National Constitution states with reference to kastom and traditions. This can be viewed particularly in the social sciences, which has learning outcomes focused on learning about kastom and culture in the basic years of education. Further, the MoET has previously implemented various strategies to involve and engage kastom influences as part of school and community engagement. The MoET's Minimum Quality Standards (MQS) are used to direct these efforts, and these also link to broader strategies, such as the Vanuatu Education and Training Sector Strategy (VETSS) and the associated Corporate Plan. MQS Standard 4 and Standard 13 have been at the core of the MoET's efforts in recent years to promote context specific education (including kastom) and to engage with communities. Schools across Vanuatu are therefore already implicitly working along these lines and Vanuatu's rich tapestry of culture across the many islands and differing cultural practices and kastom are being routinely celebrated and preserved. How Ni-Vanuatu communities engage with their schools is unique, with these interactions often based

on Melanesian oral traditions and culture, with over one hundred local vernaculars spoken across the country.

Given this existing situation, it was agreed with the Ministry that while some level of exchange and engagement was welcomed, any sustained or heavily structured interaction between schools and Australian indigenous culture may cause some loss of focus on existing local efforts. The i2i activity was therefore meant to be relatively ‘exploratory’. At this level, engagement by i2i with local educators and administrators proved productive, with several areas for potential innovation identified through discussions. This included a recognition that each community would be able to identify key kastom events, that the school would ideally accommodate so that students’ academic progress is not adversely affected. These could be expressed in School Improvement Plans. Another key issue identified was that interaction between local communities and schools was sometimes adversely affected by the fact that some teachers and principals were unfamiliar with the culture of the specific island or location where they worked.

While the external perspectives of i2i were useful regarding identifying these potential issues, there remained a strong view that any solution needed to be locally designed, owned and driven. While this pride in Vanuatu’s own indigenous culture is both understandable and commendable, it impacts the scope for any future role of i2i in this type of activity, as attempts to push further work along these lines may result in negative perceptions of VESP, with local stakeholders viewing this type of activity as intrusive.

An internal evaluation of the activity therefore found that, there were a number of challenges encountered and while the activity has been able to deliver some benefits to date, any further work along these lines is likely to have only marginal future returns and would run undesirable perception risks with local stakeholders. It is therefore not considered to be a positive value for money proposition for continuation. The evaluation also found that the plan for 2020 proposed by i2i, which focuses on two schools and proposes the equivalent of 5 full time international teaching staff, would be difficult to integrate into the agreed protocols for communications and approvals established between VESP, Ministry staff and other local stakeholders.

Further work by VESP in the field of school community and cultural engagement will focus on cooperation with local stakeholders to ensure local ownership of solutions. It is possible this could be supported through the grants mechanism that is being established to encourage local solutions to local challenges. This is expected to offer a much better value for money option, and be more sustainable, with local ownership, delivered in local language and with local pride.

The table 4 below outlines the level of technical inputs provided in support of the Ministry priorities and plans during the reporting period.

**Table 4: Technical Assistance; days per Adviser**

<b>Technical Assistance</b>	<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
Monitoring & Evaluation Adviser	10.00	4.00	3.00		5.00	12.00
Disability Inclusion Adviser	9.00	6.00	12.00	14.00	15.00	8.00
VANSTA Support Specialist					15.00	15.00
School Grants Support	26.00		25.00	16.00	23.00	10.00
Open VEMIS Support Specialist			7.50	4.00	20.50	9.80
Teaching Additional Language Specialist	22.00	12.00	2.00	14.50	1.00	
Awards Manager Vanuatu – In-Australia Manager	11.00	5.00	5.00	5.00	5.00	5.00
Short Term Unallocated Technical Pool		20.00	10.00			

<b>Technical Assistance</b>		<b>Jul</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>
<b>Project Activity Costs</b>	GEDSI Mentor	2.00	2.00	9.60	2.00	9.25	
	National Sustainable Infrastructure Development Plan Documentation Support Specialist	6.60	2.00	13.30	3.50	1.00	
	Short Term Unallocated Technical Pool					8.00	7.00
	MoET Monitoring & Evaluation Adviser	7.00			10.00	12.00	
	In-Service Teacher Qualification Upgrade Specialist		17.00	6.00			
	MoET National Teacher Development Plan & Policy Support				11.00	17.00	7.00

## 6 Cross cutting issues

### 6.1 Communications support

VESP continued to support the MoET for their weekly interviews, giving the opportunity to MoET senior staff to update parents and communities on the on-going efforts from the MoET. With support from the VESP communication team, further support was provided towards NSIDP with the creation of a leaflet to prepare the follow-up visits in the 89 school communities. In addition, the team has worked closely with VESP Inclusive Education advisers, the MoET Inclusive Education Officer and the Gender and Child-Safeguarding focal point to create a Child-Safeguarding poster.

Support was also provided to SBM to format and edit the Operation Guidelines for School Principals in French and English and develop a video and a fact sheet promoting the School Innovation Fund and its approach. The support to PPU during the reporting period contributed to the signature of the agreement with TVL to provide free access to OV for TVL users. A fact sheet with 2018 education KPIs was also developed and printed in English and French. The communications team worked closely with the MoET to contribute to the first ever Children’s Day event organised by the MoET at Korman. The support included logistics and branding but also communication push through social media, SMS, newspaper, radio and print.

Support was also provided to the Literacy Officer from CDU to mark International Literacy Day, observed on 8 September. Following the directive from the MoET organising committee, the celebration was done over a week at Chief’s Nakamal and included book display, literacy activities, visits from schools, conferences and the special visit from Chris Tamwoy, an emerging Australian Indigenous musician. The Minister officially opened the Literacy Week in presence of the Deputy Australian High Commissioner and the New Zealand High Commissioner. The event was successfully received by the schools, the children, educational stakeholders and media. Good visibility in press, radio and TV has been given to the efforts put by the MoET to highlight the importance of literacy in Vanuatu. Over the week, the PEO of Education Services promoted the curriculum and explained further the Language Policy through radio and TV interviews.

**Promoting MoET achievements through VESP II**

The MoET and the communications team have been working closely to celebrate the MoET key achievements through VESP. Some of those highlights are the Data Subregional Workshop, the official announcement of free access to OV for TVL users, the gender equality and model inclusion efforts and achievements. In addition, VESP brand guidelines have been refreshed to better meet expectations from both the MoET and DFAT. The document is still pending approval from both parties.

**6.2 Mutual accountability**

An important part of the program approach is promotion of mutual accountability between the program and MoET for engagement and involvement. The following indicators were proposed as part of the 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. It is likely that these indicators and targets will be updated in the 2020 Annual Plan. Further consultation is required with DFAT to refine and shape these.

The program and MoET continue to build on positive relationships and engagements established during the last reporting period. A key aspect of engagement has been VESP support to develop the final VETSS and associated reporting frameworks. The PPU has been quite slow to date in updating the strategy and applying the appropriate reporting frameworks. A summary of key results against the indicators is provided in the Table 5 below.

**Table 5: Mutual accountability indicators and targets**

<b>Partnership Indicator</b>	<b>Target</b>	<b>Achievement</b>
MoET appoints competent staff to all counterpart positions so that LTA and STA have a person to work with and mentor/coach	All positions filled	MoET continues to take the leading role, with logistical and organisation support from the program
MoET allocates competent staff to actively participate in both MoET and program supported evaluation studies, and to lead preparation and presentations for Steering Committee meetings	>3 studies for 2019/2020	Work to commence in the next reporting period. Results framework and associated studies currently being reviewed and updated. Studies to be refined and discussed in next Annual Plan
MoET submits relevant documents for machinery of government (e.g. budget proposals and DSPPAC reporting) on time and according to GoV requirement	# submissions completed on time	No submissions prepared in the reporting period for MoET
MoET perception of the quality and relevance of VESP II technical assistance, including for Operational Plan to support the VETSS and Corporate Plan	Positive perceptions recorded (85%) 1 operational plan	Perception survey to be developed for key counterparts M&E support provided to draft the VETSS. VESP M&E Specialist assisted in drafting. Still awaiting final feedback and comments in draft
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	MoET has received a range of technical assistance. Adviser completion reports indicate that all work has been delivered on time and within schedule

## **6.3 Mainstreaming Gender, Equality, Disability and Social Inclusion**

The program's Gender, Equality, Disability and Social Inclusion (GEDSI) Strategy (2019-2021) is being implemented using a mainstreaming approach across priority policies, strategic planning and activities. The strategy includes entry points for support to MoET and a checklist to assist program staff identify how their work with MoET can contribute to the achievement of GEDSI outcomes.

VESP is supporting continuation of the model inclusion school's initiative that was started by MoET in 2016 with support from VESP. Ekipe, Fokona and Matarisu schools, have continued to receive support through the program to implement their inclusion plans for 2019 and documenting their progress. An evaluation was conducted with the three schools to support them with their implementation plans.

A training in inclusive education was requested by the three model inclusion schools and delivered by MoET inclusive team as a refresher training to the new and ongoing teachers. The three model principals recommended the training for all their teachers to maintain the inclusive education practices in their schools. Discussions and planning have commenced to support the MoET inclusive education teachers' network with training on 'how to teach children with learning disabilities and so forth'. The VESP disability specialist, in collaboration with MoET, has conducted a brief consultation at Vila North school during the IE parent awareness video shooting where learning disabilities have been reported to be on the rise. Discussions have commenced with Vila North School to consider the development of national exams to cater for disability inclusion.

Six Disability Inclusion Kits for the model inclusion schools have been purchased. A photoshoot was conducted of the twenty items. A teacher's guide was developed for use with the inclusion kit. The kit was piloted with the MoET inclusive education teachers' network. Six schools (Ekipe, Matarisu, Fokona, Freshwota, Vila East, Vila North) were selected to pilot the inclusion kits in Term 1, 2020 academic year.

A workshop on gender equality and disability was held with SIOCs, PEOs, Church Education Authorities, Inclusion Focal Officers, and ECCE Coordinators (with 59 participants attending – 34 males and 25 females). The training was provided to support MoET build teachers' practices to accommodate the needs of students with disability and foster gender equality. The focus is to ensure, through demonstration programs, that efforts are scaled up and mainstreamed for all schools nationwide. VESP will continue to work with MoET to roll out the inclusive education concept and practices with other schools. Support was provided in training of MoET disability questionnaire to teachers and principals of six schools (with 42 participants, 14 males and 28 females) in North Efate (Ekipe, Matarisu, Epao, Takara, Manua, Malatia). Disability data from the six schools were entered on VEMIS.

Support was provided to MoET to produce an inclusive education parent awareness video. The video was produced with principals, teachers and parents of three schools (Vila East, Freshwota, Vila North) and members of a Disability Promotion Organisation (DPO). A draft disability identification tool was developed and reviewed by MoET inclusive team. This simplified version will assist teachers to better identify students with disabilities. A disability inclusion workshop was held with APTC Education Support students, APTC Alumni, some APTC staff and a government representative (27 participants, 24 females and 3 males).

Support was provided to MoET to produce a child safeguarding poster for parents and school community awareness raising. The focus is to ensure that children are always safeguarded, and that abuse is reported and dealt with accordingly and appropriately. Support was provided to eight teachers from the three model inclusion schools (Ekipe, Matarisu, Fokona) to attend a workshop to pilot the behaviour management course at APTC. The teachers had acquired better strategies in managing student's behaviours.

Support provided to the MoET Women's Leadership Network is ongoing. In this reporting period, the network members have acquired leadership skills and writing of good CVs. A gender analysis workshop was held at VITE for the lectures and tutors (with 32 participants, 14 males and 20 females) in support of GEDSI-sensitive curriculum development. A gender analysis training was held with APTC

Education Support students (18 participants from five regional countries, 2 males and 16 females). The focus was to ensure that the Certificate III graduates apply a gender lens when implementing inclusive education practices at their schools.

The Australia Awards Vanuatu pre-departure presentation on 'prevention of exploitation, sexual harassment and abuse and child protection' for nineteen new scholarship awardees (14 females and 5 males). There is ongoing cooperation with APTC, Skills Partnership and Australia Awards Vanuatu.

## 7 Governance arrangements

Governance arrangements centre around a formal Steering Committee process, which meets every two months with a set agenda. The Steering Committee has the primary role in monitoring how the program is implemented, the focus of support provided to MoET priorities and in monitoring progress towards both intermediate and end of program outcomes.

The Steering Committee is chaired by the DG and includes the four MoET Directors, DFAT and MFAT as donor partners as well as (invited) representatives of other government agencies. During the reporting period, the VESP Steering Committee Meeting (VSCM) has met just once (12 September 2019), unfortunately due to significant travel, it wasn't possible to schedule in December as planned.

Given the lack of a VSCM meeting late in the year, senior management were briefed on the 2020 VESP II Annual Plan, as well as provided with other information relevant to the direction of the program. Regular management meetings with the DFAT staff responsible for the program are organised and deal with strategic and operational aspects. The meetings also cover any emerging risks, budget and expenditures.

In the final quarter of 2019, with the departure of the Team Leader on 1 November, an interim arrangement was put place, while a new Team Leader was recruited. David Letichevsky was recruited into this key role and will commence with the program in February 2020.

In the interim, during the reporting period, the leadership team focussed heavily on rebuilding relationships with senior Ministry management, focussing on uniting the team and making sure program foundations were sound. The team has developed a good understanding between the program and the Ministry, and this continues to grow with further investment and commitment by both sides. DFAT provided additional flexibility and guidance during this time, providing room for the team to review and rebuild. The lessons learned and reflection workshop provided a good point in time to recognise that there had been a diversion between stakeholders, and the workshop reconfirmed that we are one team that must work together for the benefit of delivering the best education system for Vanuatu's children and their future.



## 8 Reporting and deliverables

The milestones and deliverables are detailed in the contract. The table 6 provides information on the Milestones completed in 2019. 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 2020 will be outlined in the Annual Plan 2020.

**Table 6: Deliverables**

<b>Deliverable</b>	<b>Due Date</b>	<b>Submission</b>
Milestone 1: 2019 VESP II Annual Plan	30 April	Submitted
Milestone 2: Strategy for VESP II Provincial Pilots and the Innovation Fund	30 June	Submitted
Milestone 3: Six-Monthly Progress Report and Sector Update (Jan-Jun 2019)	31 July	Submitted
Milestone 4: VESP II 2020 Annual Plan	Revised date: 7 February 2020	Submitted
Milestone 5: VESP II 6 monthly Progress Report and Sector Update (July - December 2019)	Revised date: 7 February 2020	Submitted

## 9 Financial management and budget

The program has transitioned to ‘online’ banking utilising ANZ Vanuatu transactive. This is expected to increase efficiency and flexibility, while complying with established financial processes and enabling the easy verification of expenditure. Coffey’s strong internal and external controls will maintain sound 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.

An internal audit was completed during the reporting period which found minor areas for improvement, these have been actioned. The next audit of the financial management processes will be an independent audit and is scheduled for February 2020. 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.

### 9.1 Financial reporting

A new financial structure linked to the End of Program Outcomes has been developed to meet DFAT’s financial reporting requirements. Further, as requested a range of theme categories are captured to assist with reporting requirements, including expenditure on gender, people with disabilities, provinces, and expenditure which is significant in contributing to the private sector. A tentative budget target of AUD6.3m has been set for the Australian Financial Year 2019-2020 and the program is on track with this expenditure

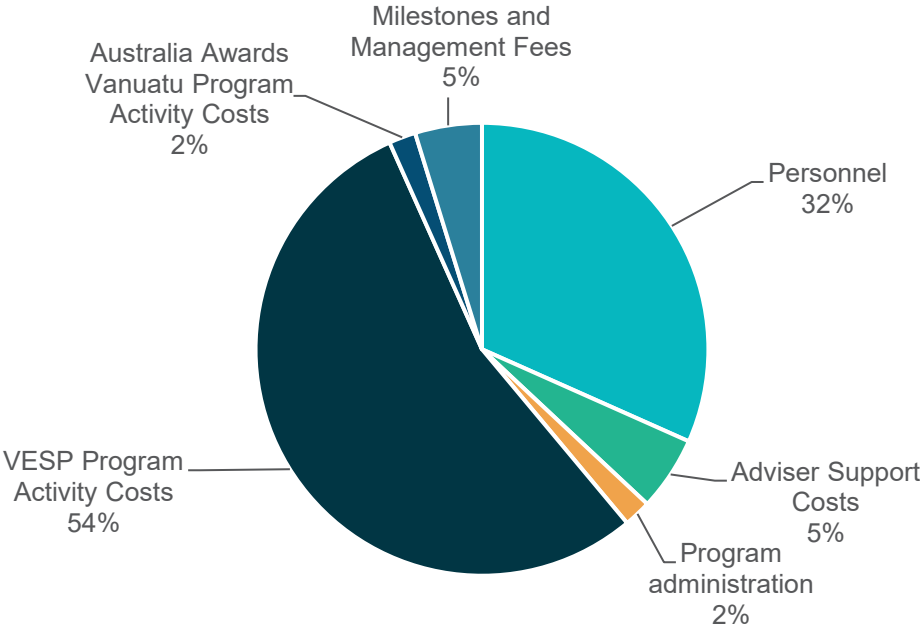
### 9.2 Program resourcing

Figure 1 outlines the proportion of program expenditure lines for the second half of 2019. Over half of costs were expended on MoET support activities (54%). Around a third of the budget was expended on personnel (32%) plus adviser support costs totalled 5%. The program administration costs were 2% and the milestone and management fees made up 5%.

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**Figure 1: Expenditure line proportions of expenditure July – December 2019**



When comparing the budget included in the 2019 Annual Plan and the actual expenditure for the reporting period, program expenditure for the reporting period was overall lower than budget. However, several costs associated with December are invoiced in arrears in January. While locally engaged staff costs were higher in December, covering the final month, and the holiday period into January 2020.

Disaggregating the expenditure categories, program activity costs was proportionally 1% lower, while personnel costs were proportionally 5% higher, and the management and milestone fees was proportionately 3% lower than anticipated for the reporting period.

## 10 Conclusion

The program faced several headwinds in the reporting period with a change in leadership and overall strategic direction VESP faced criticism from MoET and DFAT around perceived levels of engagement during the year. However, a series of consultation, lessons learned, and annual planning workshops sought to re-balance the relationship and by the end of the reporting period, a closer working relationship has been restored.

However, the challenges faced in leadership did have a material impact upon the ability of the program to progress key activities in priority areas. The program fell into a trap of providing a series of ad hoc and disparate technical support which were not aligned to the priorities or needs of the MoET as a whole. Through the annual planning and consultation process, VESP took steps to simplify processes and focus on the core mandates of both the program and MoET. The 2020 Annual Plan is currently being prepared.

The change in strategic direction has also meant that the overall M&E Framework is likely to change which is a positive result as it enables a review of alignment and to ensure that program outcomes and outputs are clear and tangible and most importantly, focused on the MoET information and data needs as well.

Progress has been made with regards to working with communities and promoting ELAC. However, this component is unlikely to proceed in 2020 with a return to focusing on schools and the classroom and how school leaders and principals engage with communities. This refocus enables more resources to be centred on curriculum reform, teacher development and broader institutional support to better manage school and classroom activities.

Curriculum work has progressed and professional development with teachers continues to remain a challenge which will require further consultation and engagement with MoET to prioritise actions going forward. Institutional support is somewhat slow and there is a need to shift focus away from general updates and revisions to manuals to focus on direct technical and training support.

Considering the changes, there is also a need to review some indicators and targets as they do not fully reflect the strategic intent of the program and align to broader outcomes and result areas. Intermediate and EoPOs have not been assessed. A series of smaller, more focused evaluation studies are proposed for the next reporting period and more details will be provided at that time.

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

The next Steering Committee meeting will provide an opportunity to finalise the current reporting period and to present the new approach going forward as detailed in the draft 2020 Annual Plan.

# Annex 1

## Staff Listing as at December 2019

<b>Name</b>	<b>Position</b>	<b>Staff Type</b>	<b>MoET Counterpart</b>	<b>Location</b>	<b>Supervisor</b>
<b>Alan Swan</b>	Curriculum Adviser	Long-term international adviser	Felicity Nilwo Simon George	MoET / CDU	Paul Tippet
<b>Angela Cincotta-Segi</b>	Teaching English and French as an Additional Language Specialist	Short-term international adviser	Myriam Ware Wia	MoET / CDU/ ISU	Alan Swan
<b>Belynda McNaughton</b>	Provincial Partnerships	Short-term international adviser	Director Samuel / Marcel Yamsiu	MoET	Roy Obed
<b>Bruce Trief</b>	Finance and IT Support	Full-time, locally engaged	Felicity Nilwa, Simon George	Vila Mall/ CDU	Hannah Liunakwalau
<b>Carlos Noronha</b>	School Grants and NSIDP support	Short-term international adviser	Julia Whippy Patrick Esecher	MoET / Finance	Paul Tippet
<b>Colin Reynolds</b>	AAV M&E Adviser	Part-time, Short-term Adviser	NA	Vila Mall	Rebecca Pryor
<b>Edith Lingmal</b>	Monitoring and Evaluation Officer	Full-time, locally engaged	Jeffery Tari	PPU	Florence Bellon
<b>Florence Bellon</b>	Communications and Strategic Reporting Manager	Full-time, locally engaged	Director Serge MoET Communications	MoET Office	Paul Tippet
<b>Geoff Colmer</b>	AAV In-Australia Manager	Part-time, Short-term Adviser	NA	Vila Mall	Rebecca Pryor
<b>Geraldine Farr</b>	Policy and Planning Specialist - National Teacher Development Plan	Short-term international adviser	Director Anne Rose	MoET Office	Alan Swan
<b>Glenn Davies</b>	GEDSI Mentor	Short-term international adviser	Marie Jonah	MoET	Roy Obed
<b>Hannah Liunakwalau</b>	Finance Manager	Full-time, locally engaged	Provincial Finance staff	Annex	Rebecca Pryor
<b>Herem Navat</b>	VESP School Leadership	Full-time, locally engaged	Marcel Yamsiu PEO Hopkins	SBM	Roy Obed

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
	Program Coordinator				
Jennifer James	ECCE Specialist	Short-term locally engaged	Smith Anderson	MoET	Alan Swan
Joanne Webber	Disability Inclusion Adviser	Short-term international adviser	Marcel Yamsiu Felicity Nilwo Elvie Tamata	MoET	Roy Obed
Johnny Ishmael	Driver	Full-time, locally engaged	NA	Vila Mall	Sani Bebe
John Niroa	Provincial Education Quality and Access Officer	Full-time, locally engaged	Marcel Yamsiu	SIU	Roy Obed
Leannah Tambe	Teacher Training and Professional Development	Full-time, locally engaged	Elvie Tamata	MoET VITE- ISU	Alan Swan
Libby Hegerty	VESP Interim Program Support Officer	Short-term international adviser		Vila Mall	Interim TL's
Louise Quinn	In –Service Teacher Qualification Upgrade Specialist	Short-term international adviser	Elvie Tamata	MoET VITE- ISU	Alan Swan
Mayna Pandat	Administration and Finance Officer	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor
Paul Tippett	Team Leader (Finished end of October November)	Long-term international adviser	MoET Directors	MoET Office	Peter Deacon
Peter Deacon	Contractor Representative (finished in December and replaced by Amy Gildea)	Part-time corporate support	NA	Vila Mall	Amy Gildea
Phil Geeves	VEMIS & VANSTA Support Specialist	Short-term international adviser	Nora Wells Adrian Banga	MoET / EAU	Alan Swan
Pierre Gambetta	Community Advocacy officer	Full-time, locally engaged	Director Samuel Patrick Esecher	MoET Office	Florence Bellon
Rebecca Pryor	Operations Manager	Long-term adviser	NA	Vila Mall	Paul Tippett
Rhys Gwilliams	NSIDP Documentation Specialist	Short-term international adviser	Director Serge Patrick Esecher	MoET / PPU	Paul Tippett

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<b>Name</b>	<b>Position</b>	<b>Staff Type</b>	<b>MoET Counterpart</b>	<b>Location</b>	<b>Supervisor</b>
<b>Roline Guila</b>	Senior Finance and Administration Officer	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor
<b>Roy Obed</b>	Devolution Provincial Education Manager	Full-time, locally engaged	Director Samuel Marcel Yamsiu	MoET Office	Paul Tippett
<b>Samantha Long</b>	OVEMIS Support Specialist	Short-term international adviser	Adrian Banga	MoET	TL
<b>Sani Bebe</b>	Program Management & Logistics Officer	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor
<b>Sonia Wasi</b>	Gender & Inclusion Strategy Officer	Full-time, locally engaged	GEDSI Focal Point	MoET Office	Roy Obed
<b>Telstar Jimmy</b>	AAV Alumni and Award Promotions Officer	Full-time, locally engaged	NA	Vila Mall	Vanessa Dick
<b>Ty Morrissey</b>	Monitoring and Evaluation Specialist	Short-term international adviser	Jeffrey Tari Director Serge	MoET Office	Florence Bellon
<b>Vanessa Dick</b>	AAV Scholarships Coordinator	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor