



VESP

**VANUATU EDUCATION
SUPPORT PROGRAM**

VESP II – Six Monthly Progress Report

1 January – 30 June 2021

September 2021 - Reviewed November 2021

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



GOVERNMENT
OF THE REPUBLIC
OF VANUATU
MINISTRY OF EDUCATION
AND TRAINING



Vanuatu Education Support Program is managed by Tetra Tech International Development – Asia Pacific, on behalf of the Australian Government

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Acronyms

AAV	Australia Awards Vanuatu
AL	Ademap Lanwis
AP	Annual Plan
APTC	Australia Pacific Training Coalition
ARF	Adviser Remuneration Framework
CATs	Common Assessment Tasks
CBA	Classroom-Based Assessment
CDU	Curriculum Development Unit
COM	Council of Ministers
COVID-19	Coronavirus Disease of 2019
DFAT	Department of Foreign Affairs and Trade
EAU	Examination and Assessment Unit
ECCE	Early Childhood Care and Education
EOPO	End of Program Outcomes
ESD	Education Services Directorate
GEDSI	Gender, Equality, Disability and Social Inclusion
GPE	Global Partnership for Education
ICT	Information and Communications Technology
IO	Intermediate Outcome
ISU	In-Service Unit (VITE)
IT	Information Technology
LES	Locally Engaged Staff
M&E	Monitoring and Evaluation
MEO	Mobile ECCE Officers
MoET	Ministry of Education and Training
MFAT	New Zealand Ministry of Foreign Affairs and Trade
NSIDP	National School Infrastructure Development Plan
NTDP	National Teachers Development Plan
OVEMIS	Open VEMIS
PD	Professional Development
PEO	Provincial Education Officer
PFM	Public Finance Management
PFO	Provincial Finance Officer
PPU	Policy and Planning Unit

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PSIC	Provincial School Improvement Coordinator
PSP	Parent Support Program
PTC	Pacific Theologian College
PZN	Provincial zone network of schools
SBM	School Based Management
SIO	School Improvement Officer
SIP	School Improvement Plan
SMT	Senior Management Team of the MoET
STA	Short-term Technical Adviser
TA	Technical Assistance
TC	Tropical Cyclone
TSC	Teaching Service Commission
USP	University of the South Pacific
VANSTA	Vanuatu National Standardised Test of Achievement
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy
VITE	Vanuatu Institute of Teacher Education
WASH	Water, Sanitation and Hygiene

1 Executive Summary

The Vanuatu Education Support Program (VESP) Six monthly Progress Report January – July 2021 captures the progress and achievements of implementing VESP's 2021 Annual Plan (AP) during the first half of 2021. The 2021 AP includes the 2020 AP sub-activities that were deferred to 2021 due to the challenging implementation context experienced in 2020. The 2021 workplan focuses on key Ministry of Education and Training (MoET) initiatives for the Professional Development (PD) of principals, the activation of school level literacy initiatives through zone networks, and key capacity strengthening initiatives at MoET to improve its IT capacity, planning and financial management and reporting.

As of 30 June 2021, 61% of the 2021 AP (24 sub-activities) had been completed (sub-activity 1.1.4) or progressed on schedule. One sub-activity (sub-activity 2.4.2) was placed on hold for 2021. 34% of the sub-activities in the 2021 AP (13 sub-activities) are considered behind schedule relative to their June targets. Across the 2021 AP, 67% (24 sub-activities) of the 2021 AP achieved on time or exceeded their June targets. However, just about half of the sub-activities in the 2021 AP (56% or 20 activities) are considered on track to meet their December targets. The estimated budget for the 2021 AP equals AUD 3,382,721, including Australia Awards Vanuatu (AAV). At the end of the reporting period, 77% of the original forecast for the year had been spent.

At the program level, several sub-activities stand out in the reporting period:

- **The delivery of two critical PD training programs for school principals.** These included (i) an induction training for the 54 new school principals (15 females, 39 males) appointed by the Teaching Service Commission (TSC), and (ii) a training workshop on the *Operational Guidelines for School Principals* – formerly, the Principals Handbook – directed at principals and education officers in the provinces. The delivery of the training Operational Guidelines for School Principals in Sanma and Penama, scheduled for October, will make 2021 the first year MoET provided relevant and essential training on the same topics to all school leaders regardless of where they live or how long they have been on-the-job. This training included primary and secondary education principals and was led by the School Based Management (SBM) and Teaching Service Commission (TSC).
- **The continued support to the roll-out of the primary education curriculum (Years 1 – 6) and expansion of support to Year 7.** In 2020 and early 2021, VESP successfully supported MoET in the production and delivery of the Year 5 and Year 6 school materials nationwide. In the reporting period, VESP worked closely with the Curriculum Development Unit (CDU) to develop a Scope and Sequence for Year 7 to assist the transition of students completing Year 6 who were taught through the student-centred approach embedded in the new curriculum.
- **The launch of a new approach to support provincial education offices through ongoing, targeted support to PEOs and SIOs.** Support to the PEOs and SIOs uses a coaching model building on the strengths and expertise of MoET staff and Senior VESP officers to assist PEOs and SIOs to improve their communication and official engagement with the central office. The approach provides regular coaching to PEOs and SIOs on underpins the progress made in engaging provincial schools, zone networks, SIOs and PEOs, all around well-articulated literacy improvement strategies through evidence-based interventions.
- **The delivery of training and resource development workshops for the production of vernacular materials using the Bloom software.** The Summer Institute of Linguistics (SIL) delivered training sessions to CDU staff on how to use the Bloom book development software to develop vernacular readers and instructional materials. SIL also trained CDU on practical ways to use -and train- teachers and education officers in the provinces on the use of the software. This approach builds capacity of educators in the provinces to leverage technology to produce instructional materials locally, leaving quality assurance tasks to CDU staff, in accordance to MOET guidelines.
- **The delivery of Vanuatu's first National Symposium for Literacy (1-2 June, Port Vila).** The 2-day event brought together national and international educators to exchange ideas and

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perspectives on strategies to improve literacy outcomes for ni-Vanuatu students. This event also marked the launch of a concerted effort to focus school support efforts on the improvement of learning outcomes, especially literacy.

During the reporting period, the COVID-19 pandemic and its health and economic effects have been a significant risk to the program's continuous implementation. The pandemic has disrupted travel and caused public health issues. It has enforced travel restrictions that have affected the scale of support Short-term Technical Advisers (STAs) can provide in-country. VESP officers continue to engage regularly with STAs to guarantee effective collaboration with their local counterparts, ensuring value for money of their engagement.

Moving forward, ensuring VESP has a 3-year plan aligned with MoET's Corporate Plan remains a key implementation priority. A multi-year plan would assist VESP to provide more strategic support to the Ministry. The Ministry is also considering holding an Annual Joint Review early in 2022 to foster stronger cooperation between all education sector development partners around a shared set of outcomes.

VESP's future planning and monitoring and evaluation (M&E) framework will also incorporate the recommendations emerging from its mid-term review. The program is confident this combined evidence-driven approach will contribute to achieving the Ministry's goals, as listed in the Vanuatu Education and Training Sector Strategy (VETSS).

2 Introduction

2.1 Program overview

VESP is a long-term investment funded by the Australian Government and implemented in partnership with the Government of Vanuatu through MoET. The primary goal of VESP is to help ensure MoET achieves its goal of improving education access, quality and management, detailed in the VETSS and operationalised through MoET's Corporate Plan. In January 2019, VESP entered its second phase after successfully implementing Phase I (2013-2018). 2021 marks the mid-point of VESP II implementation, and this year, MoET and VESP will start strategic planning workshops to define the scope and depth of VESP support activities from 2022 onwards.

VESP's team comprises long and short-term technical advisers, experienced education officers and financial and administrative officers. The technical and administrative officers work with the Ministry staff to deliver all activities. VESP's governance arrangements centre around a steering committee that includes the Department of Foreign Affairs and Trade (DFAT), MoET, other Government of Vanuatu agencies, and other donor partners, if applicable in the future. The VESP Steering Committee holds a formal meeting every two months. The VESP Steering Committee fills the primary role in monitoring program implementation, planning, and progress towards outcome achievement. The VESP Steering Committee also approves VESP APs, six monthly reports and any other high-level decisions made on the program implementation, including, for example, the reallocation of resources as needed.

In May 2021, an Independent Education Specialist was brought on to conduct a mid-term review (MTR) to take stock of the program's progress against its end-of-program outputs, to learn lessons about what has worked and not worked well in the last three years, and to identify areas where improvements can enhance the program's relevance, effectiveness, efficiency in the coming years.

2.2 Changes in program context

2.2.1 Effects on the reporting period (January – June 2021)

From January 2021, critical sector initiatives previously paused in 2020 due to the onset of the COVID-19 and the aftermath of Tropical Cyclone (TC) Harold have successfully restarted. Some were delivered on schedule as of June 2021. In 2020, VESP's flexibility and adaptability were critical to ensuring continuity in the delivery of education services and was praised by MoET counterparts as essential support. In 2021, while COVID-19 conditions in Vanuatu appear to remain relatively stable, VESP's adaptability introduced sub-activities 3.2.1 and 3.2.2 to ensure MoET would be prepared to manage service continuity in emergency or disaster situations.

In addition, VESP's adaptability was tested in four instances. First, MoET's request in February to support 20 teachers enrolled in University of the South Pacific's (USP) Inclusive Education Diploma. Given the urgency of the request and the importance of developing educators who can cater to the needs of children and students with disabilities, the 2021 AP was modified to include sub-activity 1.2.3 Inclusive Education Diploma for teachers. Second, MoET's request to deliver Year 7 curricular materials significantly impacted the program, requiring considerable reorganisation of the 2021 AP and the reallocation of funds across activities from the 2021 schedule. VESP also assisted MoET in securing additional funding from the New Zealand government to cover the funding gap and provided a viable modality for executing these funds. And for the VESP team, confirming and organising program support to develop the Year 7 curriculum materials brought significant logistical and administrative efforts with no additional program support. Third, to avoid disruptions in the production of MoET's statistical digest, with the sudden departure of MoET's Statistics Officer, VESP's Team Leader directly engaged with the activity manager to ensure its progress. Finally, the mid-year change in the per diem policy had a significant impact on the cost of the activities support by VESP.

2.2.2 Anticipated effects on the next reporting period (July – December 2021)

Ongoing disruptions in international travel caused by COVID-19 will continue to affect VESP's implementation. Drawing on the lessons from 2020, the VESP team strengthened communications and coordination between in-country teams and overseas advisers to engage with activity coordinators and managers effectively. In addition, it is expected the program's mid-term review may bring with it the reallocation of program staff and engagement to support the mid-term review advisor. The Team Leader will work directly with DFAT and its advisor to understand how the program can best support the mid-term review schedule.

2.3 Program relevance

VESP's 2021 AP includes nine activities and 38 sub-activities. It is important to note that all VESP supported activities are aligned with VETSS. VESP support activities are identified and planned jointly with MoET during the program's life. VESP sub-activities respond to priorities in MoET's Corporate Plan and, as a result, have a more transient nature, some of which last only one calendar year. Any changes or adjustments in the scope of VESP activity areas and sub-activities are agreed with MoET and DFAT and endorsed by the VESP Steering Committee. While other development partners¹ also support the education sector, VESP is the largest development partner program supporting Vanuatu's education sector.

VESP's 2021 AP touches 65% (15 out of 23) of VETSS strategies and directly supports 33% (43 out of 130) of its key activities (Table 1).² VESP also plays a significant role in policy dialogue and planning, actively supporting a joint planning approach with MoET to ensure its support addresses VETSS identified priorities. Through its response to MoET's requests to share VESP's "ways of working" and other targeted inputs during ahead of the Education Joint Sector Review, VESP supports the MoET's convening role with development partners to bring together education investments within the scope of VETSS, with agreed outputs and outcomes that each development partner aligns.

¹ Other key partners in the Vanuatu education sector include the New Zealand Ministry of Foreign Affairs and Trade (MFAT), UNICEF and more recently, the Global Partnership for Education (GPE) through an implementation partnership with Save the Children.

² The numbering used to reference VETSS activity areas and key activities follows the structure presented in the 2020-2030 MoET Corporate Plan, which is based on the VETSS. The Corporate Plan groups the scope of the VETSS around 23 strategies, 34 activities, and 130 key activities.

Table 1: VESP II coverage of the VETSS

Goal	Stream of work	#	VESP Support Activity	VESP Sub-activity	VETSS Strategy	VETSS Activity	VETSS Key activity		
Access	Enhancing inclusion and strengthening school leadership and management	1.1	Principals Development & Support K-6	1.1.1	Women's leadership network	21	31	116	
				1.1.2	Principals handbook training	21	31	116	
				1.1.3	Principals Certificate Training	21	31	116	
				1.1.4	Principals Induction	21	31	116	
		1.2	Community Engagement & Inclusion	1.2.1	Early Childhood Care and Education (ECCE) Parent Support Program (PSP)	7	12	37	
				1.2.2	Inclusion Policy Review	4	9	26	
				1.2.3	Inclusive Education Diploma for teachers	4	9	26	
				1.2.4	Model Inclusion Schools and kits	4	9	26	
				1.2.5	School community communication	7	12	33, 37	
		1.3	Strengthening provincial support K-6	1.3.1	School Improvement Officer (SIO) and School Inspectors PD and support	20	29 30	102, 105, 106, 107 108	
1.3.2	Strengthening provincial coordination and support			21	31	112,114, 116			
Quality	Improving the quality of teaching	2.1	Curriculum Professional Learning for teachers K-6	2.1.1	Teaching English or French as an additional language (Years 4-6)	14	20	62	
				2.1.2	Classroom-based assessment (CBA) Professional learning program	14	19 20	58 62	
				2.1.3	ECCE Lesson planning	14	20	62	
				2.1.4	Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa) incl. provincial zone networks (PZNs) and vernacular development				
					2.1.4. A - Initiatives through PZNs	21	31	112,114, 116	
					2.1.4. B - Development of vernacular materials	14	20	62	
				2.1.4. C - Development of a literacy strategy	21	31	112,114, 116		
		2.2	Teacher training and qualifications	2.2.1	Teachers qualifications policy and the National Teachers Development Plan (NTDP)	17	24	80	
				2.2.2	Qualifications upgrading	17	24	81	
		2.3	Curriculum materials for primary schools	2.3.1	Year 7 Curriculum Syllabus Development - core subjects	14	20	62	
				2.3.2	Year 7 Teachers' Guide development - core subjects	14	20	62	
				2.3.3	Year 7 Teachers Professional curriculum training package	14	20	62	
				2.3.4	Finalisation, printing and distribution of Bislama dictionaries	14	20	62	
		2.4	Curriculum implementation monitoring evaluation K-6	2.4.1	Curriculum implementation monitoring study	14	20	63	
				2.4.2	Language policy review	11	16	47	
				2.4.3	Vanuatu National Standardised Test of Achievement (VANSTA)	2	4	8,9	
Management	Supporting enhanced school performance through evidence-based planning and management	3.1	Supporting Ministry; Planning, Human resources, Finance and Systems management	3.1.1	Creation and maintenance of a register of all teachers	17	25	82	
				3.1.2	Develop a research policy guideline for MoET	21	31	117	
				3.1.3	Quality data collected on all relevant groups (...).	2 18	4 27	7 93	
				3.1.4	Finalize and implement the national school infrastructure plan	6	11	30,31	
				3.1.5	Planning, Budgeting, Financing and Reporting are aligned	18	27	90, 91, 95	
				3.1.6	Strengthening management systems	1	1 3	1,2 4,6	
				3.1.7.A	Open VEMIS (OVEMIS) technical capacity building for developers	23	34	125, 126, 127, 129, 130	
				3.1.7.B	Review Information Technology (IT) Policies	13	18	52, 55, 56	
				3.1.7.C	Review MoET Website	23	34	127, 129	
				3.1.7.D	Improving digital literacy for MoET staff	23	34	124, 126	
		3.2	Supporting MoET's preparedness to manage continuity of learning in emergency or disaster situations	3.2.1	Ministry's communication support for COVID-19 response	8	13	38,39	
				3.2.2	Emergency Response Fund	8	13	39	
		VESP coverage of VETSS					15 out of 23	19 out of 34	43 out of 130
							65%	56%	33%

3 Activity Implementation Progress

During the reporting period, 61% (24 sub-activities) had been completed (sub-activity 1.1.4) or progressed on schedule. One sub-activity (sub-activity 2.4.2) was placed on hold for 2021. 34% of the sub-activities in the 2021 AP (13 sub-activities) are considered behind schedule relative to their June targets. Across the 2021 AP, 67% (24 sub-activities) of the 2021 AP achieved on time or exceeded their June targets. However, just about half of the sub-activities in the 2021 AP (56% or 20 activities) are considered on track to meet their December targets. Mid-year discussions with VESP Activity Coordinators identified and ranked by priority the main risk factors challenging the achievement of December targets, as Table 2 shows in alphabetical order.

Table 2: A snapshot of VESP's 2021 AP from January to June

	Completed	On schedule	Behind schedule	On hold
Sub-activities in the 2021 AP by mid-year progress status (n=38)	1	23	13	1
As a percentage of 2021 AP	2.6%	61%	34%	2.6%
Sub-activities that achieved their June targets (n=37)	1	23	13	-
Sub-activities on track to achieve their December targets (n=36)	-	19	1	-
Sub-activities likely to partly achieve their December targets (n=36)	-	0	5	-
Sub-activities at risk of not meeting their December targets (n=36)	-	4	7	-
risk factors				
Coordination with implementation partners		-	d	
Target indicators may need to be adjusted		a	e	
Approval or endorsement pending		c	b	
Insufficient time		b	a	
Insufficient budget		d	-	
Not prioritised / conflicting priorities at MoET		-	c	

This section presents an overview of the program's implementation progress to date. Sections 3.1, 3.2 and 3.3, present narrative updates by sub-activity, grouping them by activity areas (access, quality, management). Each narrative report presents an overview of the progress made during the reporting period. The overview includes achievements, pictures or testimonials linked to the conducted activities, and the observations made by MoET and VESP implementing teams around gender, disability inclusion, social inclusion, and disaster risk management aspects affecting the sub-activity. The summary also includes reflections on challenges experienced and lessons learned by the teams during implementation. It also includes key messages, decisions or principles that need to be followed in the next reporting cycle. Table 6 summarises the sub-activity progress against June and December targets and presents the sub-activity status as of 30 June 2021.

Section 3.4 provides an overview of VESP's regular communications support to MoET for the year. Section 3.5 introduces the table reporting program achievements against mid-year targets and the overall progress status by sub-activity. Section 3.6 presents a short update on the program's research milestones and M&E lessons learned during the reporting period. Table 7 presents the program's progress against its expected outputs and outcomes as of 30 June 2021.

3.1 Activity tracker for Area 1 – Access

Activity area	1.1 – Principals Development & Support K-6
Sub-activity	1.1.1. - Women's Leadership Networks
Sub-activity objectives	The sub-activity intends to empower women working in the education sector to become confident leaders of their schools and participate actively in the decision-making process in their school councils and community association meetings. This sub-activity also intends to promote more positive attitudes towards female education leaders to feel supported in their roles.
Alignment with VETSS	<p>Activity Area 31 - MoET organisational structure and formal roles and responsibilities documented</p> <p>Key activity 116 - Develop and implement continuous PD and capacity building with MoET</p>

Progress to date

- VESP is supporting MoET in drafting the concept note and the Terms of Reference for the Women's Leadership Networks.
- Four interim Women's Leadership Networks have been established in Shefa, Torba, Sanma and Penama, with a current enrolment of 98 female educators, school principals and Provincial Education Officers (PEOs) in Shefa (27 members), Torba (11 members), Sanma (31 members), and Penama (28 members). The networks will be formalised once the TORs are completed and approved by MoET.
- MoET reached a collaborative agreement with Balance of Power to facilitate awareness sessions on the relationship between conscious and unconscious bias in the perceptions of women in leadership positions. These sessions may occur in Tafea and Malampa alongside the gender analysis training for principals scheduled by VESP and MoET for the second half of 2021.

Cross-cutting issues

- **Gender:** Consultations with the Shefa and Torba Women's Leadership Networks stressed the importance of including men in discussions with women leaders in Vanuatu's education sector and the support women need to feel more empowered and respected in their roles. Currently, female teachers, school principals and PEOs in the provinces lack access to mentoring and training opportunities. Women's Leadership Networks members described the sessions as useful for meeting and exchanging experiences with other female education leaders.
- **Disability inclusion:** Consultations attendants had the opportunity to share experiences about how issues around disability inclusion are managed in their schools. The MoET and VESP activity coordinators took the opportunity to address general questions on the MoET's disability and inclusion policies
- **Social inclusion:** Most female participants who have joined the established Women's Leadership Networks live or work near the workshop venue. Thus, current membership to the Women's Leadership Networks does not include female education leaders living or working in more remote parts of the province. VESP and MoET are exploring options to assist potential female participants from remote areas in joining the Women's Leadership Networks in their provinces.
- **Disaster risk management:** No particular issues observed to date.

Challenges and Responses

- The establishment of the provincial Women's Leadership Networks attracted great interest from participants, even though the sub-activity's scope was not yet defined. To maintain momentum, MoET and VESP adopted a relatively broad scope during the socialisation of the Women's Leadership Network concept to explore the various needs and interests of the Women's Leadership Network members in the provinces covered by the program. As a result, the Penama Women's Leadership Network is interested in establishing a platform where women in the education sector can freely and safely share their knowledge, challenges, and experiences as school leaders. The rest of the Women's Leadership Networks expressed their interests in developing their AP;' however, these plans may be revised once MoET endorses the sub-activity's TORs.
- Engagement at the provincial level has progressed unevenly for various reasons. While the provincial trainer in Torba is keen to see the Women's Leadership Network gain further momentum, the Sanma Women's Leadership Network chose to replace the nominated MoET officer to lead the network, delaying the drafting of the Women's Leadership Network's AP. While progress is expected to be different across provinces, the activity coordinators will identify relevant lessons from establishing the interim Women's Leadership Networks in Shefa, Torba, Sanma and Penama -and their communication with the provincial education office, schools and school communities- to inform consultations in Malampa and Tafea planned for the second half of 2021.

Moving forward

- Once the TORs for the sub-activity have been endorsed, VESP and the MoET team will revise Women's Leadership Networks APs to ensure they align with the sub-activity's objectives and outputs and the provincial context.
- VESP and MoET will circulate the invitation to all provincial female school principals registered at the Education Services Unit in future provincial workshops. The sub-activity budget would need to accommodate participation by female participants from remote areas.
- VESP and MoET will inquire if staff from Balance of Power can deliver sessions on adaptive leadership to Women's Leadership Networks that have requested it.

Activity area	1.1 – Principals Development & Support K-6
Sub-activity	1.1.2. – Principals Handbook Training
Sub-activity objectives	The sub-activity supports nation-wide training workshops for school principals, deputy principals, PEOs, and other MoET officers responsible for school-based management to learn the fundamentals of managing school operations using the <i>Operational Guidelines for School Principals</i> (formerly Principals Handbook).
Alignment with VETSS	<p>Activity Area 31 - MoET organizational structure and formal roles and responsibilities documented</p> <p>Key activity 116 - Develop and implement continuous PD and capacity building with MoET</p>

Progress to date

- MoET's SBM Unit completed two sets of training materials: (i) the trainer's package for SIOs who will act as manual trainers to province participants, and (ii) the manual training materials for use during the workshops with school principals, deputy principals, PEOs and relevant MoET's officers.
- Following MoET's revisions and approval of the Principals Handbook (December 2020), VESP supported its translation into English and French and its distribution to all the provinces. VESP distributed 669 copies (442 in English, 227 in French) of the Operational Guidelines for School Principals to 323 schools (265 primary and 58 secondary schools) in Tafea, Sanma, Malampa and Torba provinces.
- While the original target population included only school principals, deputy principals, acting principals, PEOs, PFOs, SIOs, MoET and VESP decided to expand the eligibility of the participants beyond this group to MoET officers and ECCE head teachers would also benefit from this training.
- Between March and June 2021, MoET's SBM delivered three 5-day training workshops on the Operational Guidelines for School Principals in Tafea (2 workshops, 97 participants, 60 of which come from the original target group), Sanma (1 workshop, 97 participants, 85 of which come from the original target group), Torba (1 workshop, 33 participants 23 of which come from the original target group) and Malampa (2 workshops, 115 participants, 76 of which come from the original target group).
- The workshop's program covered the Operational Guidelines for School Principals, an overview of the 19 new harmonised standards, the recently developed Self-evaluation Framework and the drafting of a School Improvement Plans. The workshop provided budget templates, the inspection tracker and teacher observation forms. Participants included: school principals, deputy principals, and head teachers (96 female, 145 male); provincial education office staff, including PEOs, SIOs, Provincial Finance Officers (PFOs), Inspectors, and zone curriculum advisors (14 females, 35 male); and school teachers (14 female, 38 male).

Picture 1: SIO, Mr. Louis Klem, explaining concepts in the Operational Guidelines for School Principals to the Principals from Koro Bay Primary School and Vaget Primary School during the training workshop in Torba



Cross-cutting issues to date

- **Gender:** Provincial training sessions included all school principals (male and female) and provincial education office staff.
- **Disability inclusion:** There were no records of a person with a disability attending the training sessions.
- **Social inclusion:** Training workshops are delivered at the provincial level to ensure the attendance of all principals in the country. The workshop organisers emphasise full coverage to ensure all principals have access to the same information regardless of their location.
- **Disaster risk management:** The Operational Guidelines for School Principals include information on the school operations and management in the event of a natural disaster or emergency. MoET's SBM Unit maximised the disaster-free period to deliver the training to the provinces as school principals around Vanuatu were expected to start practising their learning and using the tools presented this year to improve their management in 2022.

Challenges and Responses

- Principals attending the training workshops identified regular communications and guidance regarding their learning at their schools as the most important area requiring mentoring and follow up support by MoET's provincial staff. Support to school principals through provincial school inspectors and SIOs is crucial for the sustainability of the training and to achieve MoET's objective of strengthening its school principals and school support staff in the provinces. VESP sub-activity 1.1.2 intersects VESP sub-activity 1.3.1 *SIO and School Inspectors and PD and support* designed to improve the capacity of school inspectors and SIOs to provide ongoing support and guidance to schools.
- Regular monitoring and communications with principals in the provinces to help them apply their learning was identified as the most important need for principals. MoET's support through the provincial offices' school inspectors and SIOs is crucial for the sustainability of the training to help MoET achieve its objective. VESP enhances assistance to schools by supporting the capacity building of inspectors and SIOs under sub-activity 1.3.1 *SIO and School Inspectors and PD and support*. VESP also organised separate provincial training for SIOs and school inspectors following the principals' handbook training. The Tafea SIO and school inspectors' training was held during quarter 4, 2020.

Moving forward

- VESP and SBM are finalising logistics to deliver the principals' training workshops and distribute the *Operational Guidelines for School Principals* to 203 schools (160 primary and 43 secondary schools) in Shefa and Penama province before September.
- The SBM Unit will monitor the training in the provinces in the second half of 2021 and provide VESP with an update at the end of the year. VESP will identify if its support will be required to conduct monitoring activities, and will discuss with SBM the specific support required.

Activity area	1.1 – Principals Development & Support K-6
Sub-activity	1.1.3. – Principals Certificate Training
Sub-activity objectives	This sub-activity aims to support MoET's efforts to improve management at the school level through the upskilling of <i>school leaders</i> – classroom teachers, teacher leaders, department heads, activity and deputy principals, school principals, PEOs, SIOs, school inspectors and MoET officials - to upgrade their qualifications (either a certificate or Diploma) in Leadership and Management through the Pacific Theological College (PTC) or the Australia Pacific Training Coalition (APTC).
Alignment with VETSS	<p>Activity Area 31 - MoET organizational structure and formal roles and responsibilities documented</p> <p>Key activity 116 - Develop and implement continuous PD and capacity building with MoET</p>

Progress to date

- On April 2021, 46 out of 55 candidates to this year's APTC Certificate IV in Leadership and Management training sat the APTC Language, Literacy and Numeracy Test in Sanma province. 22 of the 46 candidates were selected into the program, commencing May 2021. The 22 participants (11 Females, 11 Males) include primary school teachers (9), secondary school teachers (9), and PEOs (4) from the Sanma Education Office. As of 30 June, the APTC participants had completed block 1 of 3.
- In May 2021, 33 school leaders (12 females, 21 males) were selected to enrol in the PTC's Social Analysis and Gender Voices for Dignity courses in Santo to upgrade their qualification from an undergraduate certificate to a Diploma in Mission. The 33 participants include primary teachers (14), secondary teachers (9), school principals (5), deputy principals (3), teaching principals (1), and a SIO (1). As of 30 June, the Pacific Theologian College (PTC) participants would be halfway into completing the Social Analysis course (1 of 2 blocks) and will commence the Gender Voices for Dignity Course (block 3) in November 2021.
- VESP presented EDS with a draft policy for participant selection eligibility, enrolment, and continuation requirements for the Leadership and Management training participants, including signing an obligation form confirming their commitment to attend and complete the programs. It is noted though, that some provinces would prefer to implement their own participants rather than to have the central office complete the selection. VESP and EDS would have to discuss what would be the best approach to the selection process that enables a certain degree of standardisation and transparency in the selection process while allowing the provinces to be more involved in the process to ensure their buy-in.

Cross-cutting issues to date

- Gender:** Enrolment in the two programs promotes the equal participation of female officers. While gender parity has been achieved in the incoming cohort of this year's APTC Certificate IV course, MoET and VESP will seek to promote equal representation in future PTC cohorts. Moreover, the training programs from PTC and APTC have specific content focusing on gender issues.
- Disability inclusion:** The two training programs welcome school leaders with disabilities, but none has applied to date. Furthermore, both APTC and PTC training programs have content focusing on disability inclusion.
- Social inclusion:** School leaders from rural schools enrolled in both programs face connectivity issues when classes need to be delivered remotely. MoET and VESP will work with APTC and PTC course administrators to explore options to ensure participants have adequate connectivity to attend to their lessons via Zoom. Both courses also have content highlighting social inclusion aspects.

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- **Disaster risk management:** The program's content includes units on implementing leadership in emergencies and natural disasters.

Pictures 2: Training session for participants in the PTC's Social Analysis course conducted via Zoom, Luganville, Santo island, Sanma Province, May 2021



Challenges and Responses

- Some participants continue to express concern about their ability to balance work and studies. While extensions to deadlines for submitting assignments have been previously granted, these decisions rest largely with the program administrators.
- MoET and VESP believe the 2021 cohort may experience fewer challenges in balancing work and study loads than the 2019 cohort for two reasons. First, some school leaders have already discussed balancing work and study responsibilities with their PEO, and in some cases, they even reached arrangements to reduce duties temporarily. VESP is examining if these arrangements have any impact on children's education. Second, the new program delivery model features a cluster approach where participants draft their assignments together and exchange ideas and experiences. This approach addresses an issue raised by 2019 participants around the difficulties of completing their assignments in isolation. VESP and MoET will continue to monitor how these two approaches ease work and study commitments among participants.
- However, the effectiveness of the cluster approach to support training participants in the drafting of their assignments is largely dependent on their ability to meet in person. This is a challenge for participants from remote schools in the provinces who face high costs to attend the cluster sessions. VESP and MoET estimate that the cost of attending one cluster session for 25 PTC participants in Luganville is approximately VUV 762,570 (AUD 9,240) or higher to cover transportation, accommodation, meals and communication data. The annual total cost of the three cluster sessions is estimated at VUV 2,300,000 (AUD 27,850) per program. The cost does not include local transport for participants living in Luganville or connectivity costs to undertake research and submit their assignments.

Moving forward

- VESP will revise the sub-activity's budget allocation and explore options with MoET's Director of Education Services Directorate (ESD) to meet the additional costs of the cluster modality for participants from remote schools. The next cluster sessions are scheduled for August and November/December (Blocks 2 and 3) for the APTC and PTC.
- VESP will continue to monitor the 2020 APTC and PTC cohorts as part of the follow-up study on the effectiveness and relevance of the training courses to enhance school leaders' capacity to lead and manage in their schools.
- VESP will discuss with MoET further work on the draft policy for eligibility for the leadership and management certificate training, which will be expanded to address all other third-party PD initiatives supported by MoET.

Activity area	1.1 – Principals Development & Support K-6
Sub-activity	1.1.4. – Principals Induction
Sub-activity objectives	This sub-activity provides a one-off induction training workshop for TSC newly appointed school principals. The training program will focus on the fundamentals of the Principal Standards and the Operational Guidelines for School Principals and supplement with content on operational principles to embed Gender, Equality, Disability and Social Inclusion (GEDSI) and child safeguarding strategies in school management.
Alignment with VETSS	Activity Area 31 - MoET organisational structure and formal roles and responsibilities documented Key activity 116 - Develop and implement continuous PD and capacity building with MoET

Progress to date

- In March 2021, VESP supported MoET's SBM Unit and TSC in delivering a 4-day induction training workshop in Port Vila for 54 newly appointed principals from the six provinces, consisting of 15 females and 39 males). The workshop introduced the Principals Standard and Operational Guidelines for School principals. The training participants included:
 - 25 participants (11 females, 14 males) from Shefa province
 - 8 participants (2 females, 6 males) from Tafea province
 - 3 participants (all male) from Penama province
 - 5 participants (all male) from Malampa province
 - 2 participants (1 female, 1 male) from Torba province
 - 11 participants (1 female, 10 males) from Sanma province

Cross-cutting issues to date

- Gender:** The main factors for selection are qualifications, experience, and interview performance, and most Women's Leadership Networks (sub-activity 1.1.1) integrate interview preparation as part of their activities. The induction included strategies to embed GEDSI principles, foster school community engagement, and establish child safeguarding strategies, alongside foundational knowledge for SBM compliance and reporting.
- Disability inclusion:** MoET does not exclude education officers from positions due to a disability condition. Disability inclusion principles are covered as part of the induction training. As indicated above, the content of the induction included GEDSI aspects.
- Social inclusion:** TSC welcomes applications from candidates in rural areas for school principal positions. Qualifications primarily determine the selection of a candidate for a principal's position. However, the number of candidates from rural areas with university degrees is generally far less than candidates from urban areas. Therefore, it may be worthwhile to consider candidates' experience and other factors to promote greater participation from rural areas.
- Disaster risk management:** The induction training now covers school operations and management fundamentals during a natural disaster or emergency. Mindful of the Vanuatu context, SBM included disaster risk management content in the induction training program and the principal's training workshop in 2021 to ensure school leaders receive this information early and act on it if needed. SBM will prepare a refresher module to be delivered in the provinces by experienced school principals or SIOs.

Pictures 3: The participants, facilitators, MoET and VESP staff at the opening of the Principals Induction workshop (Port Vila, Efate, Shefa Province, March 2021)



Challenges and Responses

- Although VESP was able to finance the induction training for newly appointed principals, neither TSC nor SBM included funding for mentoring newly appointed principals in their 2021 budgets, even though TSC set it up as a requirement.
- VESP will explore with SBM options to provide support to newly appointed principals during their first year on-the-job. One option is to leverage this year's principal appraisals and school visits by the SIOs, who can provide 'light touch' mentoring in the form of feedback during their school visits. VESP and SBM would have to identify a way to collect and analyse the feedback from the new principals to identify areas for support that need to be addressed by their SIO, VESP remote support, or both. Feedback from the school principals is also crucial in developing and improving induction training.

Moving forward

- VESP will follow up with SBM and TSC to identify the support arrangements for newly appointed principals in the second half of 2021. As SBM will commence appraisals of principals in September 2021, VESP and SBM will have only the month of August to identify if, how, and when newly appointed principals will be supported this year.
- SBM and TSC have expressed strong interest in establishing mechanisms to provide good initial support to newly appointed principals starting in 2022 through a combination of a solid initial induction and relationships with mentor principals who could provide just-in-time support. VESP is considering an option that includes developing a concise, first year survival manual for newly appointed principals that simplifies their key compliance and reporting requirements. MoET intends to discuss with VESP if the program could support the preparation of materials and running of the induction program each year, so SBM and TSC can focus on monitoring support to newly appointed principals.

Activity area	1.2 – Community Engagement and Inclusion
Sub-activity	1.2.1. - ECCE PSP
Sub-activity objectives	The ECCE PSP is a MoET initiative to conduct workshops through communities for all parents of children aged 0 - 5 years old to increase parent's knowledge and skills to support their child's development in positive ways.
Alignment with VETSS	<u>Activity Area 12</u> - Community engagement Key Activity 37- Raise awareness in schools and provinces of relevant policies

Progress to date

- VESP and MoET's ECCE completed the roll-out plan and budget for PSP implementation in 2021. In the plan, participating communities will establish a community task force³ whose members will be trained by Mobile ECCE Officers (MEOs) and ECCE Provincial Coordinators on the communications and engagement required to hold PSP training to parents and caregivers in their communities. The roll-out plan requires ECCE, MEOs and ECCE Provincial Coordinators to coordinate closely to ensure the timely sequencing and delivery of activities.
- Between April and May 2021, three communities in Shefa province were selected to trial the delivery approach using community task forces: Etas (13 participants), Lelepa (11 participants), and Nguna (13 participants). The trial results suggest that using the community task force is an effective model for coordinating, organising, and communicating the content and activities outlined in PSP in the community. The facilitators – MEO, a Year 1 teacher, and Kindy teacher – indicated they had adequate time to prepare and, during the sessions, to focus exclusively on the delivery of the workshop.
- VESP and MoET's ECCE unit completed and trialled the 11 modules of the PSP Facilitator Handbook and the facilitator training materials. A first version of the handbook was written in English and Bislama. The Bislama version was used to prepare the MEOs and ECCE Provincial Coordinators to train the three Community Task Forces in the PSP trial. Based on the trial's feedback, the ECCE Unit made the necessary adjustments. The Unit also inquired after the French translation of the revised PSP Facilitator Handbook, which was close to completion come June 30. Once the graphic design is completed for the PSP Handbook in English, French and Bislama, they will be ready for printing. VESP and the ECCE Unit estimate approximately 1,000 copies of the handbook will be needed across the three languages.
- In addition, the ECCE Unit completed the facilitator training program and support materials, which include: (i) the PSP Facilitator Handbook (English, French, Bislama), (ii) three handouts given to parents to promote early reading and writing, and knowledge of numbers during play at home, (iii) a series of six posters for the delivery of the modules available in English, French and Bislama and (iv) a set of five reading books suitable for children ages 0-5 to kickstart a mini-community library that parents can use to read stories to and with their children.

³ A key recommendation from the pilot in Penama (2019) was that a community task force be established to take responsibility over PSP implementation rather than delegating this task exclusively to the kindergarten teacher. The Community Task Force consists of the kindergarten teacher, the Year 1 teachers and one or two community representatives.

Cross-cutting issues to date

- **Gender:** Involving both parents in PSP activities is crucial to motivate change. However, most parents and caregivers who attend PSP sessions are female (mothers, aunties, and grandmothers) who frequently express that for change to occur, both male parents and caregivers need to be aware of the benefits, as they are the decision-makers in the household.⁴ Occasionally, among young families, male parents and caregivers are working overseas. For those living in the community, the community task force has been an effective model of engagement to secure the participation of more male parents and caregivers. When male parents and caregivers are present in the workshops, they are invited to participate actively and share their views. In Lelepa and Etas, the involvement of the chief, parent representatives and the community task force, helped increase the number of male parents and caregivers across sessions by up to 30% (Lelepa) and 40% (Etas) male participants at the end of the trial.
- **Disability inclusion:** PSP encourages the participation of children in the community, especially those with a disability. The team has used MoET's resources on disability inclusion that link well with PSP-promoted activities. VESP will review the sub-activity's budget to determine if the program can support the distribution of reprints in the PSP roll-out.
- **Social inclusion:** In rural areas, the community task force model will work well as community leaders will bring families together to attend the sessions and exchange experiences. This model will not be feasible in urban areas due to the dispersion of families. In urban areas, VESP and the ECCE Unit are exploring using the school community as the main representative of the PSP program and using the school council as a convener of families with children ages 0-5.
- **Disaster risk management:** The content of the PSP program includes key messages around disaster preparedness and responses for the family with a focus on the care of young children during and after a natural disaster or emergency. In terms of the program's operation, PSP administrators will follow the decision of the community task force to determine if and how the program will be delivered and monitored in the event of a natural disaster or emergency.

Challenges and Responses

- Coordination and communication across ECCE stakeholders have progressed; however, there is room for improvement. UNICEF offered to support the graphic design component of the PSP Handbooks, but unfortunately, this support is yet to materialise. The VESP communications team already developed the PSP handouts and facilitation posters but is unavailable to deliver on the scope of the graphic design for the PSP Handbook in the three languages. The VESP Technical Assistance will coordinate with UNICEF to seek confirmation of the estimated start date for this task. The PSP Handbook must be completed and printed by the end of July to avoid major delays to the training of MEOs and ECCE PEOs in Sanma, Shefa and Tafea, which start in August.

⁴ Participation of male parents and caregivers is a lesson learned from the implementation of Water, Sanitation and Hygiene (WASH) programs in Vanuatu, as fathers are often the ones ensuring toilets are in place and running water is available.

Moving forward

- At the next PSP implementing partners meeting, VESP will explore if Save the Children or MoET have a graphic designer to support the task. If this is not possible, VESP will seek agreement on a temporary solution for printing materials for the training of MEOs and ECCE PEOs in Sanma, Shefa and Tafea. This will allow time to complete the graphic design work.
- VESP will encourage implementation partners to review the PSP roll-out plan to understand better how printing delays may affect the program's roll-out in 2022. Save the Children, UNICEF, and the Australian government, through VESP, support MoET's PSP program. Broadly, VESP contributions to the sub-activity include developing training materials, training MEO and ECCE Provincial Coordinators to act as trainers of trainers in all six provinces, and a dedicated VESP TA to liaise with MoET. UNICEF and Save the Children will support PSP roll-out in the provinces. Understanding different delay scenarios will help prepare the 2022 schedule and budget for the training of MEOs and ECCE PEOs in Torba, Penama and Malampa, and the program roll-out in Tafea and Penama (with support from UNICEF), Torba, Shefa, Sanma, and Malampa (with support from Save the Children).

Activity area	1.2 – Community Engagement and Inclusion
Sub-activity	1.2.2. - Inclusion Policy Review
Sub-activity objectives	This sub-activity supports the review of three MoET inclusion policies for the education sector. The policies are (i) policy for gender equity in education, (ii) policy for inclusive education, and (iii) policy for child safeguarding. The sub-activity will support establishing a working committee, facilitating consultations with stakeholders in the six provinces, and producing recommendations to guide MoET's revision and implementation planning for the three policies.
Alignment with VETSS	Activity Area 9 – Children have equitable access to schools Key Activity 26- Inclusive Education Policy reviewed and implemented

Progress to date

- In 2020, MoET's Director General approved the guidelines for selecting the working group members that will undertake the policy reviews. The guidelines state that only representatives from organisations implementing initiatives in inclusive education, disability, and child protection in Vanuatu are eligible to participate. In January 2021, representatives from MoET, UNICEF, the Vanuatu Skills Partnerships, and VESP established the Inclusion Policy Review Working Group.
- The Inclusion Policy Review Working Group has agreed on a three-phase approach to complete the inclusion policy reviews this year:
 - Phase 1 (June – August): consultations at the provincial level will take place in June and July. Vanuatu Skills Partnership, VESP and UNICEF will share the cost of the consultation phase and fund the policies' review.
 - Phase 2 (August – September): the Inclusion Policy Review Working Group will map the programs, initiatives and organisations currently working in inclusive education, gender equity and child safeguarding in Vanuatu, with financial support from UNICEF.
 - Phase 3 (October – November): MoET's Policy and Planning Unit (PPU) will take the information and recommendations collected from phases 1 and 2 to review the three policies. MoET will request feedback from the Inclusion Policy Review Working Group on the early drafts before finalising, approving, and launching the reviewed policies.
- During the reporting period, the Inclusion Policy Review Working Group progressed key activities for each phase:
 - Phase 1: consultations in Sanma, Penama, Torba, Shefa were completed in June with funding and TA support from VESP (Sanma in May, Penama deferred to July) and the members of the Vanuatu Skills Partnership. Consultations in Tafea and Malampa will be completed between September and October.
 - Phase 2: The VESP TA and the Vanuatu Skills Partnership TA prepared the questionnaire used during the mapping exercise in March. The questionnaire is ready for administration in June.
 - Phase 3: MoET expects the mapping exercise will help identify the organisations and stakeholders most relevant to implementing the reviewed inclusion policies. MoET aims to have a final list of stakeholders involved in reviewing the three policies by the end of September. Once PPU completes the draft reviews and MoET endorses them, VESP will support the printing, formatting and launch of the reviewed policies.

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Cross-cutting issues to date

- **Gender:** The Gender Equality and Equity Policy applies a binary definition to gender and promotes equality and equity for girls and women in the education sector. Discussions on gender diversity in Vanuatu are still emerging. MoET is yet to advise how the revised policy will address gender diversity and whether the Gender Equality and Equity Policy will be merged with the disability inclusion policy or if it will be kept separate as it has happened to date.
- **Disability inclusion:** Consultations with stakeholders in the provinces showed that stakeholders and actors – and to a lesser extent, implementers – working in the area of disability are still uncertain about the meaning of the term "disability inclusion." Furthermore, confusion exists regarding the terms "disability inclusion" and "inclusive education" and how the two will be framed and turned into guidelines for the education sector.
- **Social inclusion:** Considering there is no universal definition of social inclusion, VESP applies the term's connotation of reducing disadvantage based on social identity.⁵ In this sub-activity, disadvantage due to gender or disability is covered in the items above. In the absence of a Social Inclusion Policy for education, the team has focused on better understanding the factors driving disadvantage and limited application of the child protection and safeguarding policy in schools and communities. Considering the sensitivity around issues observed to date, VESP will provide respectful and detailed feedback to MoET to help inform policy decisions that improve ability, opportunity, and dignity across social groups.
- **Disaster risk management:** Considering the evidence regarding the different ways disasters impact people with disabilities and different genders, VESP has secured technical advice to discuss with MoET during the drafting of the policy review.

Pictures 4: Participants from Sanma province participating in group work discussions during the Inclusion Policy consultation in Santo



⁵ Social identity could be defined in terms of gender, age, location, occupation, race, ethnicity, language, religion, citizenship status, and disability, among other factors.

Challenges and Responses

- Stakeholder consultations in Sanma, Penama, Torba and Shefa showed limited consensus on keeping the three policies separate or unifying them under an overarching inclusion-oriented policy. Differences in preferences appeared to be driven by a combination of factors. These include, among others, the strength of the PEO office in supporting the implementation of policies, the degree of community engagement, and how advanced provinces are in implementing the policies. MoET's PPU is tasked with collecting and consolidating different views and identifying questions for seeking guidance from the Inclusion Policy Review Working Group. VESP will provide technical advice to the review drafts to MoET, as required.

Moving forward

- VESP will support the Inclusion Policy Review Working Group in identifying ways to provide effective and efficient support to MoET during the review process. The review provides MoET with a golden opportunity to further embed inclusiveness in the education sector at the policy and implementation levels. Once each policy is reviewed and approved, it will be the first time they have their own implementation plans and budgets detailing MoET and relevant stakeholder roles and responsibilities. Thus, it is paramount that coordination and collaboration in the Inclusion Policy Review Working Group lead to policy coherence across the three policies, either as separate or as a unified policy.

Activity area	1.2 – Community Engagement and Inclusion
Sub-activity	1.2.3. - Inclusive Education Diploma for teachers
Sub-activity objectives	This sub-activity supports MoET efforts to build teacher knowledge and skills in special and inclusive education. VESP will partially fund (Semesters 1 and 2 2020 and Semester 1 2021 program fees) the student fees for 20 female teachers currently enrolled in the USP Diploma in Special and Inclusive Education. The teachers are expected to be assigned positions in model inclusion schools and provide technical support to inclusive education provincial resource centres.
Alignment with VETSS	Activity Area 9 – Children have equitable access to schools Key Activity 26- Inclusive Education Policy reviewed and implemented

Progress to date

- VESP paid the outstanding student fees of semester 1 and 2 and summer course (2020) and semester 1 (2021) for 20 teachers (all female) enrolled in the USP Diploma in Special and Inclusive Education program. MoET is expected to take over the payment of student fees starting on semester 1, 2022 and hopefully until all participants graduate.
- By the end of semester 2 – 2021, if students continue their studies as expected, progress to complete their program would look as follows:
 - Three students would have completed 8 of the 12 courses, and if enrolment is not interrupted, they will graduate in 2023.
 - Seven students would be approximately halfway into the program after completing 6 of the 12 courses.
 - Ten students would be approximately one-third into their program, completing 4 of the 12 courses.

Cross-cutting issues to date

- **Gender:** Student enrolment in the Diploma in Special and Inclusive Education is all female, despite eligibility being open to both male and female students. If male students were to enrol in the program in the future, it would be interesting to understand the factors motivating their enrolment.
- **Disability inclusion:** There is room to improve the practicum component of the program since some of the student teachers undertaking the program do not work directly with children with disabilities in their schools.
- **Social inclusion:** In the future, MoET could explore opening up opportunities for student teachers interested in completing the Diploma in Special and Inclusive Education program who live in the provinces. Currently, most of the student teachers in the program live in Shefa province, with minimal representation from provincial participants.
- **Disaster risk management:** Students have followed USP COVID-19 response guidelines, and to date, there are no reports of any participant pausing or leaving their studies.

Challenges and Responses

- Diploma in Special and Inclusive Education students have asked VESP if funding will become available for their summer 2021 (December 2021/January 2022), but MoET has been unable to confirm if they will also cover the fees for that semester. Seven students are ECCE teachers who do not have teaching certificates. As a result, they are not employed by the TSC or paid by MoET. Without clarity on the availability of support, many Diploma in Special and Inclusive Education students will suspend their studies or drop out of the program. VESP continues to engage with MoET to clarify student fees from semester 1 2022 onwards. In June, VESP conveyed a meeting between ESD and Finance and Administration Directorate to raise awareness about it.
- MoET's agreement to support these students was reached without sufficient planning. There is no agreed framework guiding each side's obligations and expectations. The decision to support these students has been reached mostly through verbal agreements. VESP hopes that the discussions to develop the leadership and management eligibility policy will lead to developing a policy to establish a framework to guide MoET's support for the PD of TSC and MoET staff delivered by third party organisations.

Moving forward

- VESP has advised MoET of the importance of budgeting for student fees for additional semesters. Hopefully, MoET will advise on the source of future funding for Diploma in Special and Inclusive Education students.
- VESP supported policy discussions in the scope of the sub-activity 1.1.3 will also bring clarity to this sub-activity.

Activity area	1.2 – Community Engagement and Inclusion
Sub-activity	1.2.4. - Model Inclusion Schools and Resource Kits
Sub-activity objectives	This sub-activity supports MoET's ESD Unit to build teacher capacity to cater to the classroom and learning needs of students with disabilities in ECCE and primary schools. The model seeks to establish 'lighthouse schools' in selected locations that can share successful practices with other ECCE and primary schools in their area.
Alignment with VETSS	Activity Area 9 – Children have equitable access to schools Key Activity 26 - Inclusive Education Policy reviewed and implemented

Progress to date

- As of December 2020, 15 schools in the Shefa province had established inclusive education committees as a first step in starting the Model Inclusion Education program in their schools. Six of those schools completed their work plans, and upon approval, five of the six schools received a one-off grant of VUV 30,000 as seed funding to initiate activities. While the remaining nine schools received training to prepare their work plans, they did not submit work plans for approval.
- VESP produced eight videos on the Model Inclusion Schools between March and April and submitted them to MoET for approval. The videos are part of training to help the new schools develop their inclusion activities. They document the journey of three schools to become Model Inclusion Schools. Once approved, they will be uploaded to MoET's website to increase awareness about the program in anticipation of the visits by MoET's inclusive education team and VESP to assist in establishing inclusive education committees.
- Between January and June 2021, MoET's inclusive education team continued its support to Model Inclusion Schools in Shefa and Penama to help them advance the implementation of their work plans:
 - February:** the inclusive education team and VESP supported the nine Shefa schools that had work plans.
 - March to August:** the inclusive education team and VESP aims to complete a 6-month pilot of the inclusive education resource kit ("resource kit") purchased with support from VESP. The pilot has two objectives. First, to test the use of the resource kit in the classroom and understand which resources are most relevant and easier to integrate into regular learning activities. Second, to understand the implementation challenges and opportunities teachers and school principals face as they implement their work plans. The pilot will have a rapid evaluation and its findings will inform the resource roll-out to the rest of the Model Inclusion Schools and schools nationwide.
 - April to May:** Two of the nine Shefa schools submitted their work plans for review and approval. One of the schools received its seed funding, while the other will receive it in early July. The inclusive education team and VESP have reiterated to schools that seed funding is a one-off and that activities included in the work plan should be selected on the understanding they can be implemented – and potentially scaled – with the resources that the school can secure and manage. The focus should not be placed on purchasing resources and one-off activities if these do not progressively integrate inclusion education activities, even if at a slow pace.
 - June:** Four schools in Shefa submitted their work plans, raising the number of schools with established inclusive education committees and preparing their plans to 11 out of the 15

selected. In Penama, the 30 schools selected to participate in the program established inclusive education committees and drafted their work plans. Once approved, the schools will receive their one-off grant between July and August. Inclusion education resource kits are scheduled to be distributed starting in September, followed by the completion of the resource evaluation report.

- Between May and June, the inclusive education team and VESP continued their support to the five schools in Shefa (Eratap, Manua, Centreville, Anabrou, and Eles) that have not completed their work plans. The inclusive education team and VESP reiterated the program goals and school activities schools expected to be completed if they are to remain in the program. The inclusive education team and VESP have agreed with the schools on a 30 July deadline for submitting work plans to avoid their status in the program being reconsidered.

Cross-cutting issues to date

- **Gender:** MoET's inclusive education team and VESP noted during their visits that stereotyping gender views (e.g. 'boys are restless, girls are quiet') continues in many ECCE and primary school classrooms. Such stereotyping limits student engagement and impacts the type of learning activities teachers assign to students. The inclusive education team emphasises the importance of allowing both boys and girls to engage in the same activities.
- **Disability inclusion:** Many parents of children with disabilities continue to keep their children at home even though the Model Inclusion Schools are nearby. Schools have identified the need to increase their awareness sessions with parents and explore new options to influence them to send their children to school.
- **Social inclusion:** During school visits, teachers and school principals have shared with the inclusive education team and VESP that more needs to be done to enrol all boys and girls of school age. Community engagement activities and awareness have been partially effective in reducing out-of-school children in their catchment area. Still, teachers and school principals are hopeful the new programs and activities will improve parents and caregivers' perceptions of the benefits of schooling for their children.
- **Disaster risk management:** The inclusive education team and VESP will check that the Model Inclusion Schools have support strategies for students with disabilities in their disaster response plans to ensure all students can continue learning during emergencies.

Picture 5: A student with vision impairment reads with a dome magnifying glass dome



Challenges and Responses

- MoET's inclusive education team has experienced understaffing for months. The Ministry's Inclusive Education Coordinator position remains vacant. This causes delays in activity implementation.
- Schools in Shefa have integrated the program at a slower pace than those in Penama. Initial reports suggested model inclusion education schools were struggling to understand the program's requirements. VESP and the inclusive education team have continued their support, engaging with the schools directly. However, the program's roll-out in Penama – where it has moved at a better pace – suggests that when SIO and MEOs are part of the training workshops, the School Principals understood better what the program is about and who will be there to support them. VESP and the inclusive education team will aim to bring the SIOs and MEOs along to training activities when possible.
- MoET's inclusive education team and VESP learned that launching inclusive education activities in schools requires time. VESP and the inclusive education team present the inclusive education initiatives as "journeys in building a bridge." This approach calls for a program roll-out with a mid-term vision and regular support to schools to "walk with them," recognise the challenges, assist schools in their struggles, and celebrate their achievements. In practice, the approach calls for activity planning that balances ambition and realism. This is because teachers, school principals, MEOs, and SIOs need time to understand the necessary concepts and practices before committing to them. For instance, initial evidence from the application of inclusive education tools in Model Inclusion Schools shows that teachers in ECCE and primary schools continue to struggle to identify children with disabilities, even with the guidance and resources provided by the inclusive education team and VESP. Also, teachers continue to struggle in preparing and using Inclusive Education Plans. In this context, inclusive education activities need to be planned to deliver knowledge at a depth that enables action and guidance on how to put the program in place amid other inclusive education initiatives. While there are clear synergies across various initiatives, there is a need to consolidate how the different initiatives are expected to work together. Teachers and school principals need to understand what the initiatives are about and how they all come together.

Moving forward

- The VESP TA will work with the inclusive education team to complete the rapid evaluation of the Shefa pilot of the Inclusive Education Resource Kit tested in six Model Inclusion Schools (Melemaat, Freshwota, Vila North, Fokona, Ekiye, Matarisu). The pilot findings should inform the type and number of resources that are most relevant and easiest to blend in classroom activities. The final composition of the resource kit and user guidelines will be shared with Shefa and Penama Model Inclusion Schools that have already received their funding.
- VESP will re-engage with schools that need to finalise their work plans.
- VESP and the inclusive education team will discuss adjusting sub-activity targets considering the differences in progress and lessons learned to date in the Penama and Shefa rollouts.

Activity area	1.2 – Community Engagement and Inclusion
Sub-activity	1.2.5. - School community communication
Sub-activity objectives	This sub-activity supports CDU in implementing the curriculum and keeping education stakeholders informed about MoET's programs and policies that promote inclusive quality teaching and learning.
Alignment with VETSS	<p>Activity Area 12 – Community Engagement</p> <p>Key Activity 33- Protocols for use of emails and social media including Facebook and Websites, and process for the Right of Information are established and implemented</p> <p>Key Activity 37- Raise awareness in schools and provinces of relevant policies</p>

Progress to date

- CDU's action plan included support in preparing a communications strategy for the common grading scale and summative reporting templates developed as part of the 2020 Curriculum, Assessment and Reporting Guidelines. However, due to CDU's limited human resources, this activity was moved to 2022.
- The support provided in 2021 to the CDU mostly follows on-demand communication support.
- A 2021 School Calendar has been printed and distributed to all schools and provincial offices.
- VESP provided extensive communication support to the National Literacy Symposium in June. This support included the branding of the event and its promotion.
- Also, a series of curriculum good news stories were produced and shared through radio and Facebook.

Picture 6: Example of social media post encouraging CDU activities



Cross-cutting issues to date

- **Gender:** All communication products use a gender (and GEDSI in general) equity lens to promote non-stereotypical images and messages.
- **Disability inclusion:** A series of videos promoting disability inclusion were produced and are used in training activities with school communities.
- **Social inclusion:** All communication products adopt social inclusion perspectives to ensure no social group is excluded and avoids stereotypes and negative associations.
- **Disaster risk management:** The communications unit supports disaster response efforts. See activities 3.2.1 and 3.2.2.

Picture 7: Communications support for the Literacy Symposium



Challenges and Responses

- Due to CDU's limited human resources, it decided to postpone the CDU Communication Strategy. Consequently, the communication effort provided to CDU for 2021 is mostly driven by an on-demand basis.

Moving forward

- The Curriculum Materials Fact Sheet is in progress and is pending the approved list from CDU PEO. The aim is also to inform families and caregivers about what students should expect from their schools and strengthen social accountability.
- The discussions on 2022 calendars have started. The calendars will be designed and printed during the second semester of 2021.

Activity area	1.3 – Strengthening provincial support K-6
Sub-activity	1.3.1 - SIO and School Inspectors PD and support
Sub-activity objectives	This sub-activity supports MoET efforts to upskill SIOs and School Inspectors to better perform their roles and monitor school compliance of MoET guidelines. The sub-activity will support the drafting of the SIO Operational Guideline and Inspectors Guide, as well as the training workshops on their use.
Alignment with VETSS	<p>Activity Area 29 – School Improvement Unit Policy Implementation</p> <p>Key Activity 102 – Support schools to develop and implement their School Improvement Plans</p> <p>Key Activity 105 – Implementation and timely reporting of school improvement plans, with accountability of School Council into OVEMIS.</p> <p>Key Activity 106 – Strengthening and monitoring School Improvement Plan</p> <p>Key Activity 107 – Use OVEMIS in school planning</p> <p>Activity Area 30 – Develop School Inspector Guideline</p> <p>Key Activity 108 – Develop and implement School Inspector Guideline</p>

Progress to date

- In March, SBM completed the printing of 112 copies of the French version of the SIO Operations Guidelines (i.e. SIO Handbook) to be handed out to Francophone SIO, School Inspectors and PEOs during the provincial training workshops.
- In April, SBM delivered 5-day training workshops in Sanma for 13 SIOs (4 female, 9 male) and two School Inspectors (1 male, 1 female) from Sanma and Torba; and in June, a training workshop in Malampa for 10 SIOs (2 female, 8 male) and one School Inspector (male) from Malampa. These participants were already attending the Principals Handbook Training (sub-activity 1.1.2), thus allowing cost efficiencies in the delivery of this training for SBM.
- The training workshops covered SIO's roles and responsibilities for their management, coordination and supervision functions, and the differences and complementarities in the roles SIOs and the School Inspector play in supporting school education improvements. The content provided clarity about the reporting duties of schools and school principals as per the Principals Standards and the expectation that SIOs will support and guide schools. The training also reviewed planning functions of activities involving schools and school zones, which are essential to provincial education plans.
- SBM plans to deliver the 5-day training workshop for Shefa and Penama SIOs and School Inspectors between July and November (date to be confirmed). Training workshops for Tafea SIOs and School Inspectors took place in the second half of 2020.

Cross-cutting issues to date

- **Gender:** The training workshops are mandatory for all SIOs, School Inspectors and Provincial School Improvement Coordinators (PSIC). Currently, near gender parity exists among PSICs, with about 30% of SIOs and 40% of School Inspectors are females, highlighting increasing career opportunities for female teachers and officers in the education sector in Vanuatu. The training workshops also discuss Gender Equality and Equity Policy requirements and guidelines so that SIOs, School Inspectors and PSICs understand how these requirements connect with their roles and responsibilities.
- **Disability inclusion:** Facilitators to the training ensure the training is accessible to all participants, especially those with a disability. Also, the training materials emphasise the principles of inclusive education in the sector.
- **Social inclusion:** During the training workshops, participants can reflect on the challenges they will face in fulfilling their roles and responsibilities. The participants can share experiences with others supervising principals and schools in rural, urban, and remote areas in the central and outer-lying islands.
- **Disaster risk management:** The SIO and Inspector guides articulate their roles and responsibilities on disaster risk management and SBM is keen to provide additional remote support as needed. Programmatically, VESP and SBM remain flexible in their planning of workshops to ensure the most efficient scheduling in the provinces. For instance, the training on the SIO Operational Guideline in Malampa was conducted on the back of the school principals training. Weather conditions did not allow the training in Penama to occur and will be scheduled alongside the Shefa training in the second half of 2021.

Picture 8: Tafea Principals' Operational Guidelines training



Challenges and Responses

- Scheduling the SIO and School Inspectors training has been challenging due to the participant's competing priorities and job demands, especially on Shefa. This is a recurrent challenge in all provincial training activities since SIOs and School Inspectors have direct and indirect responsibilities over various key initiatives in the provinces. SBM and VESP collaborate closely in planning workshops and events to streamline SIOs and SIs attendance where and when it is most needed.

Moving forward

- As required by the SIO Operational Guideline, the monitoring the SIO performance will need an update to the existing SBM monitoring tools to integrate MQS criteria and other elements included in the SIO Operational Guideline. SBM and VESP are discussing how these forms and visits can be better integrated to collect data on both SIOs and school principals during the school principals' appraisal starting in September.

Activity	1.3 – Strengthening provincial support K-6
Sub-activity	1.3.2. - Strengthening provincial coordination and support
Sub-activity objectives	This sub-activity supports PEOs, PSCIs to lead school improvement initiatives through technical and financial support. This sub-activity complements sub-activities 2.1.4.A and 2.1.4.C.
Alignment with VETSS	<p>Activity Area 31 – MoET organisational structure and formal roles and responsibilities documented</p> <p>Key Activity 112– Establish school support centres in other provinces and develop a policy for school support centres; ensure appropriate budgetary and other logistical support for devolution activities in all sectors.</p> <p>Key Activity 114 – Devolve relevant functions to the provinces; and review and strengthen existing Provincial Education Boards in each province.</p> <p>Key Activity 116 – Develop and implement continuous PD and capacity building with MoET</p>

Progress to date

- In May, six MoET participants from ESD and five VESP team members completed the Introduction to Leadership Coaching course delivered by Growth Coaching International.⁶ MoET reconsidered its number of coaches for this training and reduced the number from seven (originally requested) to six. Upon completion of the course, the VESP coaches were assigned to PEOs⁷ to guide them in developing credible school improvement plans and applying for supporting grants.
- In May, all PEO submitted their provincial plans to improve their schools. Three provinces were invited to develop plans focusing on literacy improvements. The other three provinces were free to choose any aspect to focus their efforts on. All three chose literacy.
- In June, VESP worked closely with the Director of Education Services to determine the sub-activity guidelines PEOs will follow to participate in the initiative. The agreements were sent to all PEOs for their signatures.

⁶ MoET participants: Felicity Nilwo, Jean Jacques Tari, Marcel Yamsiu, Marie-Jonah, Jimmy Henry and Smith Anderson.

VESP Participants: John Niroa, Herem Navat, Roy Obed, Pierre Gambetta and Alan Swan.

⁷ Roy Obed is coach to the Shefa, Sanma and Penama PEOs; Herem Navat is coach to the Torba PEO; John Niroa is coach to the Tafea PEO, and Pierre Gambetta is coach to the Malampa PEO.

Table 3: Summary of the zones and school involved

Province	# Zones involved (total zones in province)	# schools involved	Budget (in VUV)	Coaches
Torba	1 zone (3 zones)	6 schools	600,000	Herem Navat
Sanma	2 zones (6 zones)	25 schools	723,200	Jean Jacques Tari & Roy Obed
Malampa	8 zones (8 zones)	81 schools	1,900,000	Pierre Gambetta
Penama	2 zones (7 zones)	26 schools	2,138,000	Roy Obed
Shefa	8 zones (10 zones)	16 schools*	1,955,495	Roy Obed & John Niroa
Tafea	2 zones (6 zones)	27 schools	3,250,000	John Niroa
23 out of 40 zones		181 schools (41% of primary and secondary schools)	10,566,695	

*Shefa chose to select two schools in each zone selected

Cross-cutting issues to date

- **Gender:** During coaching, VESP coaches stress the importance of developing strategies and zone network plans that benefit both girls and boys and involve more female officers, both in line with MoET's Gender Equality and Equity Policy.
- **Disability inclusion:** As above, the coaches work with PEOs, PSICs and SIOs to ensure their strategy and plans ensure children with disabilities have equal opportunity to participate and benefit from the initiatives. In practice, this will require closer support to PSICs, SIOs and school principals to ensure alignment of disability inclusion activities in the classrooms.
- **Social inclusion:** The coaches work with the PEOs, PSICs and SIOs to understand how their strategy and plans engage with the broader community in two-way communication exchanges. This includes discussions with MoET officers about the terms and scope of the activities in place and how the community can support them. And communication between the community and MoET, sharing information about the challenges those in vulnerable conditions would experience trying to participate in the initiative.
- **Disaster risk management:** The literacy strategies and plans focus on instructional activities to improve classroom improvements. In the current COVID-19 context, it will be important for PEOs to discuss how their literacy strategies and plans could continue if the prevalence of COVID-19 in Vanuatu changes, leading to temporary school closures. Provisions on how the initiative should continue in an emergency should align with the school's disaster policies and guidelines.

Challenges and Responses

- Communications with the provinces are often difficult due to poor connectivity and network interruptions. Whenever possible, the VESP coaches take advantage of other engagements or visits where PEOs will be present to set aside time to check on the status of initiatives and emerging challenges. This approach has worked well to date, but the coaches anticipate that the provincial officers will need more regular guidance once school activities commence.

Moving forward

- The VESP coaches will prepare letters of approval for the zone network plans and corresponding Funding Agreements in early July. The VESP team will follow up with them closely to ensure the signed Funded Agreement is returned before the end of the month to avoid implementation delays.
- The VESP coaches will work with the Literacy Specialist and VESP team members supporting sub-activity 2.1.4.C (Literacy Strategy), providing inputs on the strategies' implementation.
- The VESP coaches follow up regularly with PEOs to monitor the implementation of plans and the use of funds. Whenever feasible, VESP coaches will also assist the Senior Literacy Advisor to ensure her provincial visits are as efficient as possible.

3.2 Activity tracker for Area 2 – Quality

Activity	2.1 – Curriculum Professional Learning for teachers K-6
Sub-activity	2.1.1. – Teaching English or French as an additional language (Years 4-6)
Sub-activity objectives	This sub-activity assists CDU to train provincial educators in 6 provinces who will then roll out the Ademap Lanwis (AL) training to Year 4-6 teachers in their own zones. The AL program seeks to improve the quality of language instruction, as a precursor to positive impacts on language and literacy education outcomes.
Alignment with VETSS	Activity Area 20 – High-quality / Standard curriculum in place Key Activity 62 – Development and implementation of the reviewed national primary and secondary school curriculum to all schools.

Progress to date

- In January, CDU finalised printing the teacher training and teacher materials for the AL program. The training package includes a Teacher's Workbook, Trainer's Workbook, Trainer's Guide and PowerPoint presentations with audio to support remote training in the provinces.
- In May, CDU and the VESP TA were permitted to use the Vanuatu Teaching Services Commission official Facebook group to support the training of trainers.
- In May, the sub-activity plan and budget were adjusted to comply with CDU's decision to change the delivery mode for the training of trainers, from one workshop in a central location to provincial workshops. CDU's decision responded to the need to deliver the AL program and the CBA training to the same target group. The revised schedule has the CBA training taking place after the AL training program.
- Once the revised program and plan was approved, CDU coordinated with PEOs to select training participants. The participant list for Phase 1 (Training of Trainers) identifies SIOs, school principals and key teachers who will become provincial trainers of one or the two programs, training and providing regular support to teachers in schools. The participant list includes almost 110 education officers, roughly 20 candidates per province.
- The first AL train-the-trainer workshop occurred in the last week of June in Shefa province. The 30 workshop participants included 1 PSCI (male), 10 SIOs (9 male, 1 female), 10 school principals (4 male, 6 female), 3 key teachers (all female), and 6 CDU/VESP staff (3 male, 3 female).

Cross-cutting issues to date

- **Gender:** At times, female participants in workshops can be less willing to speak out than their male counterparts. However, the training workshops' learner-centred, hands-on approach uses pair and small group work to encourage equal engagement and participation. It achieves this by not requiring participants to speak out individually in front of the whole group to complete the activities. The approaches and methods taught in this workshop will allow teachers to create active learning opportunities that engage girls and boys alike.
- **Disability inclusion and social inclusion:** The pedagogical approaches and methods applied in AL 4 – 6 focus on teaching speaking, listening, reading and writing, rather than the traditional focus on only reading and writing. They are thus more inclusive of struggling readers, including students with print-related learning disabilities. The program also includes content supporting students' reading development, with approaches and techniques that benefit all learners. More

broadly, AL introduces teachers to learner-based methods for teaching language, which provide opportunities for learners to engage at their current level of proficiency, whatever that may be. These methods also ensure that teaching is broken down into achievable steps to assist learners in progressing. These methods are thus inclusive of children with disabilities and those who have had less access to prior language learning due to socioeconomic or geographical factors.

- **Disaster risk management:** Participants in the AL 4-6 training of trainers include 2 to 3 representatives from each zone in Vanuatu. After completing the training and the subsequent practice tasks, these trainers will work with teachers in their zones. Some of the trainers will work with teachers in their schools. This means that once trainers are prepared at their provincial workshops, they will not be required to travel outside their zones to deliver the training to teachers. This mitigates the risk of travel disruptions due to natural disasters or pandemics. The flexible training modality allows it to be delivered as one intensive workshop, four half-day workshops, or eight after school sessions. Again, this allows for flexibility in the case of disruption.

Picture 9: CDU Literacy Officer facilitating a session with participants of the AL 4-6 training



Challenges and Responses

- The decision to move Vanuatu Institute of Teacher Education (VITE) away from Education Services and integrate it into the National University of Vanuatu (NUV) caused significant challenges. VESP supported CDU to negotiate alternative implementation strategies with the PEOs.
- The selection of trainers to undertake this sub-activity continues to be a challenge because the officers with the most suitable profile and/or mandate over this area are not available due to competing priorities. In response, CDU has expanded the profile of the Ademap Lanwis (AL) provincial trainer to include provincial education office staff, SIOs, Head Teachers or selected teachers depending on their location, expertise, and availability in a school zone. In practice, the expanded approach called for a review of the approved participant list per province, introducing delays in the implementation timeline. Also, increasing the number of AL trainers from two to three per zone will have a knock-on effect on the overall number of participants to the train-the-trainer program, straining CDU's capacity to deliver the training and monitor the implementation of the AL program.

Moving forward

- CDU and VESP will continue to work together to monitor and evaluate the training of trainers, which has been carried out in 2021, with a particular focus on supporting participants to complete the classroom-based training tasks and consolidate their knowledge of the training content before delivering training to teachers.

Activity	2.1 – Curriculum Professional Learning for teachers K-6
Sub-activity	2.1.2. – Class-based assessment Professional learning program
Sub-activity objectives	This sub-activity supports teachers following the new guidelines in assessment and reporting practices articulated in the Vanuatu National Curriculum Statement. It includes two components: (1) developing, translating, printing and distribution Common Assessment Tasks (CATs) and samples of the Language, Communications and mathematics; and (2) training of provincial training teams to roll out the program in schools by training teachers.
Alignment with VETSS	<p>Activity Area 19 – Harmonise assessment practices</p> <p>Key Activity 58 – Review and implement the National Assessment and Reporting Policy</p> <p>Activity Area 20 – High-quality / Standard curriculum in place</p> <p>Key Activity 62– Development and implementation of the reviewed national primary and secondary school curriculum to all schools</p>

Progress to date

- CDU completed the final layout of the English and French versions of the CBA workbook. 140 copies of the CBA workbook in English and 50 copies of the CBA workbook in French have been printed and will be distributed as part of the training. Additionally, the two booklets comprising the Years 1-3 CATs for junior classes and Years 4-6 CATs for senior classes were approved by CDU. 20 copies of the booklets (10 in English and 10 in French) have been printed and are ready for distribution during the CBA training workshops.
- In March, CDU appointed the counterpart responsible for overseeing the planning and coordination of this sub-activity within CDU and MoET and its roll-out to the provinces.
- In May 2021, CDU adjusted the sub-activity's work plan to align with the roll-out of the AL program. AL/CBA trainer of trainers will be responsible for working with zone curriculum teams of SIOs, school principals and a key teacher from each school zone to roll out both programs in the provinces. As per the roll-out schedule, zone curriculum teams are expected to introduce the material to school principals and teachers in their zones so that schools independently complete these activities. SIOs will monitor the program using the AL/CBA monitoring template provided during the training.
- The first joint training of the AL- CBA Phase 1 started on the last week of June in Shefa province, with the CBA segment of the training scheduled to take place in early July. 24 education officers (14 male, 10 female) and 6 CDU/VESP officers are expected to attend the CBA sessions of the program immediately after the AL sessions end on 1 July. CDU and VESP plan to deliver the rest of the Phase 1 training workshops in the second half of 2021.

Cross-cutting issues to date

- **Gender:** CDU carefully followed the development guidelines of the Y1-Y6 curriculum to ensure gender equity language is integrated throughout the CBA content. CDU also seeks to promote gender equity in the selection of trainer of trainers in the zone networks.
- **Disability inclusion:** As above, CDU was careful to select illustrations that positively represent people with disabilities.
- **Social inclusion:** CDU and VESP seek to engage train-the-trainer instructors to understand the different contexts and challenges outside the main islands. Success in the program's implementation will depend on the train-the-trainer instructors' ability to work with schools in all zones. For this reason,

CDU and VESP are considering Anglophone and Francophone education officers who live in remote and rural areas in the preliminary selection of trainers.

- **Disaster risk management:** The implementation of CBA activities does not require travel from officers in Port Vila or the provinces to support schools' zones. The local delivery of the program lowers the risk of training or supervision not happening because of COVID-19 or disaster-related travel disruptions. CBA training and teacher materials will be distributed in hard and soft copy to support self-paced school-based learning, allowing the train-the-trainer instructors to choose the best approach for a particular circumstance.

Challenges and Responses

- Without In-Service Unit (ISU) or provincial trainers readily available to deliver training in the provinces, CDU and VESP had to find a way to roll out the CBA and AL programs at the provincial level. The AL/CBA implementation strategy requires provincial officers with the skills and mandate to train and monitor the implementation of the activities at the zone and school levels. However, given that some officers experience greater competing demands on their time than others, it is unclear if the programs will be rolled out at a similar rate across all provinces. CDU and VESP will need to follow the implementation strategy closely to ensure zone curriculum teams are consistently supported throughout the roll-out. Plans are underway at CDU to create a hotline to support zone curriculum teams during implementation.
- Considering the delays in implementation of the sub-activity, CDU and VESP will need to consider deferring the monitoring of the relevance and effectiveness of the CBA materials to inform classroom practice to later in 2022. The December targets for this sub-activity would need to be adjusted accordingly to recognise that the materials are unlikely to be fully introduced and used in classrooms as originally intended in the 2021 school year.

Moving forward

- CDU and VESP have preliminarily identified the support zone curriculum teams may require bringing the program to schools and classrooms across the provinces. As the program is implemented, these needs will become more evident. CDU and VESP plan to understand where and how the program is working in the classrooms by using data from 2022's SIO visits. In addition, CDU will need to communicate closely with zone curriculum teams to understand which aspects of the program they need support with and be ready to respond quickly. CDU has experience developing training videos and podcasts to assist teams in the provinces, which can be considered.
- CDU will also need to consider how to staff the support hotline and the hours it will operate. Understaffing at CDU has remained a challenging issue; operating a curricular hotline, while effective, will require reassigning workloads across the CDU team.

Activity	2.1 – Curriculum Professional Learning for teachers K-6
Sub-activity	2.1.3. – ECCE Lesson planning
Sub-activity objectives	This sub-activity focuses on building capacity of MEOs and ECCE teachers to set up and use learning centres into their teaching of young children. The learning centres -a.k.a. learning corners—provide important hands-on learning experience that allow children to understand the social world, develop communications skills, and build relationships.
Alignment with VETSS	Activity Area 20 – High-quality / Standard curriculum in place Key Activity 62 – Development and implementation of the reviewed national primary and secondary school curriculum to all schools.

Progress to date

- In late January, the ECCE Unit and VESP supported the training of 9 MEOs (8 females, 1 male) and 31 ECCE teachers (30 female, 1 male) from 31 ECCE Centres in Efate island. The training helped test the MEO and ECCE teacher training materials for MEOs and pre-identify the MEOs and ECCE centres participating in the June pilot in wider Shefa.
- Following the January training, the ECCE Unit and VESP focused on revising the ECCE curriculum, developing training packages for the MEOs. The revised training package will help MEOs work with ECCE teachers to revisit their approach to ECCE lesson planning so that their classes have more engaging activities that better address the curriculums' developmental outcomes. Training on the ECCE lesson plans is relevant to all ECCE teachers but especially urgent for those who have not been trained on the requirements of the ECCE curriculum to care for and support young children (5 years old).
- In May, the ECCE Curriculum Officer started working. He will be based at CDU to assist the CDU team in the curricular transition from ECCE to Year 1. The ECCE Unit prepared the logistics for the training of MEOs in three Provinces (Shefa, Torba and Penama), starting with Shefa in July.
- In June, the ECCE unit and VESP piloted the ECCE lesson plan materials in Shefa in 31 ECCE centres with 31 ECCE teachers (30 female, 1 male). Seven MEOs (6 female, 1 male) participated in the training and monitoring support pilot. The pilot results helped the ECCE team identify gaps in content between the training of MEOs and the application of the tools that will be included in the final revision of the materials ahead of the national rollout. The Shefa pilot also identified the need to develop charts in Bislama to assist ECCE teachers in teaching letters, numbers, colours, shapes, body parts, animals, and fruits and vegetables. Fortunately, CDU has funds from the Global Partnership for Education (GPE) support grant, enabling their in-house graphic designer to develop 10 visual charts on shapes, colours, numbers, alphabet, and animals. Six charts are ready for use in the July provincial training, and four more (vegetables, animals of the sea, birds and phonics) will be completed in late July.

Picture 10: Teachers developed charts to use in a lesson on body parts



Cross-cutting issues to date

- **Gender:** Most ECCE teachers are female, but the ECCE providers encourage young men to join the ECCE teaching workforce, as MoET and stakeholders believe there is still much to be done to expand and strengthen ECCE in Vanuatu, and male teachers can do as well as female teachers.
- **Disability inclusion:** ECCE teachers are keen to support children with disabilities as well as slow learners. MEOs are encouraged to attend any workshops that help them build their knowledge and capacity to support schools in this area and work with ECCE teachers to engage and encourage parents of children with special needs/disabilities to enrol their children in the ECCE centres.
- **Social inclusion:** MEOs are trained to organise workshops where teachers use locally available materials to repair or develop new teaching resources.

These resource development strategies help ECCE teachers see the value in the materials they have available -e.g. seeds, seashells, coconut shells and others- and their usability to the activities and the developmental outcomes they seek to promote. Ensuring ECCE teachers can “see” beyond the lack of financial resources or availability of commercial teaching aids. The strategies are particularly relevant to ECCE centres in remote and rural areas where money is scarce but materials are abundant.

- **Disaster risk management:** As part of a school’s disaster risk reduction plans, teachers attend training sessions on the instructional and psychosocial aspects of an emergency response. The ECCE Unit already has a Home School Package that MEOs can be trained on to help parents in the communities where they work, support their children to study from home if required.

Picture 11: MEO demonstrating an activity emphasising the story telling as a key component in language development



Challenges and Responses

- Funding for ECCE centres has been limited and will likely continue until ECCE Centres are registered to receive the government grant. They will continue to struggle to secure the basic materials needed to organise their lessons.
- Funding issues at MoET to support MEOs deliver training in schools or monitor the teachers they have already trained has hindered progress in this sub-activity. In two communities in Efate, MEOs could not participate in the June pilot (7 MEOs) even though they had taken part in the January training (9 MEOs).
- Similarly, MEOs did not receive funds to conduct monitoring visits to the 31 ECCE teachers trained in January. However, VESP allowed the MEOs to use the budget allocated for the ECCE Curriculum to undertake monitoring visits. The visits confirmed that teachers who attended the January training went back to their schools and prepared their lesson plans integrating the learning centres into their daily planning, making it fun and engaging for the children. In contrast, teachers not trained during the first phase of the ECCE curriculum roll-out struggled (i) how to understand how the ECCE Curriculum worked (ii) how to develop an ECCE Lesson Plan centred on the four main subjects (Language, Science, Numbers and Life in the Community) and (iii) how to use a web plan. Data from the monitoring visits helped shape the teacher training materials and the ECCE monitoring tools used in the June pilot.

Moving forward

- The ECCE Unit and VESP will deliver the ECCE Lesson Plan training in Epi (Shefa Province) to MEOs from Epi and to MEOs from Tongoa Shepherds on the revised ECCE Curriculum.
- Plans are underway to deliver the ECCE Lesson Plan training in Penama (August) and Torba (September). Monitoring visits will start in October to check if the MEOs have trained their teachers and if teachers are using the revised curriculum more effectively.
- Considering the time available in the current school year and the share of the budget spent to date, the ECCE Unit and the VESP TA will revise the sub-activity's work plan to confirm how and when the training and monitoring roll-out could take place in 2022.

Activity	2.1 – Curriculum Professional Learning for teachers K-6
Sub-activity	2.1.4./ A - Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa), including PZN and vernacular resource development <u>Zone Networks</u>
Sub-activity objectives	This sub-activity helps zone networks (i.e., school clusters) identify problems affecting teaching and learning in their schools and together with PSCIs and SIOs, select evidence-based solutions to help teachers improve classroom instruction as a precursor of better student learning. These solutions will be included in the School Improvement Plans, reflecting the school's choice to prioritise the activity; and should also be included in zone support plans so PSICs and SIOs can provide training and monitoring as needed.
Alignment with VETSS	<p>Activity Area 31 – MoET organisational structure and formal roles and responsibilities documented</p> <p>Key Activity 112– Establish school support centres in other provinces and develop a policy for school support centres; ensure appropriate budgetary and other logistical support for devolution activities in all sectors.</p> <p>Key Activity 114 – Devolve relevant functions to the provinces; and review and strengthen existing Provincial Education Boards in each province.</p> <p>Key Activity 116 – Develop and implement continuous PD and capacity building with MoET</p>

Progress to date

- With VESP support, PEOs finalised provincial school improvement plans, focusing on literacy (see sub-activity 1.3.2).
- Lessons from the 2020 Tafea pilot identified aspects of the approach that needed to be maintained or redesigned. The pilot showed empowering schools to select and prioritise the type of training they need the most to improve classroom instruction was a strong motivator to many schools in the pilot. However, there were two aspects of the program that needed revision. First, PSCIs and SIOs require support to guide zone networks during the implementation and to manage up information and reporting to PEOs, which will now be provided under sub-activity 1.3.2. Second, just as schools and teachers need instructional guidance to contextualise innovations, they also need advice on how innovation can co-exist with other MoET initiatives to avoid confusion and duplication. To address this issue, VESP pivoted the objective of sub-activity 2.1.4.C towards tangible advice on instructional strategies and integrating them in their lesson plans.
- In June, all the PEOs submitted their literacy plans for approval. The Torba plan was approved first, and it is expected that the rest of the plans will be approved early in July.

Cross-cutting issues to date

- **Gender:** VESP coaches will work with PEOs, PSCIs and SIOs to ensure zone network plans benefit both girls and boys not only to comply with MoET's Gender Equality and Equity Policy but most importantly, in the way the activities are implemented in schools and classrooms.
- **Disability inclusion:** As above, the coaches work with PEOs, PSICs and SIOs to ensure their strategy and plans ensures children with disabilities have equal opportunity to participate and benefit from the initiatives.
- **Social inclusion:** The VESP coaches anticipate that PEOs, PSCIs and SIOs working with zones in remote and rural areas may experience greater challenges contacting schools to follow up on

implementation. In approving the plans, VESP may need to discuss with provincial officers how they plan to provide consistent support across zone networks.

- **Disaster risk management:** VESP coaches will work with PEOs, PSCIs and SIOs to understand how the initiatives will continue if the current COVID-19 situation changes in the country and forces the temporary closure of schools.

Challenges and Responses

- Competing priorities in the provinces remain the most significant challenge to advance this sub-activity. MoET has approved the Tafea literacy plans, but the official start of the activity has been postponed due to PEOs competing priorities. The Tafea PEO and PSIOC are yet to indicate the new start date. Although coaches (sub-activity 1.3.2) serve as a 'sounding board' for PEOs seeking advice on how to negotiate an always busy school year, in the end, PEOs and schools need to determine the sequencing of training and priorities in the school year.
- VESP engaged a Senior Literacy Advisor to ensure PEO can access expert advice to guide the design and implementation of their plans. If this sub-activity proves successful, VESP will work with MoET to seek an appropriate way of ensuring it continues providing technical expertise to PEOs.

Moving forward

- The main priority for July is to ensure the rest of the literacy strategies and zone network plans are approved, and the Funding Agreements are prepared, sent to the provinces, and returned countersigned to VESP.
- Mid-point into the second half of the year, it would be advisable that VESP coaches and PEOs take stock of their implementation progress of their plans to understand what is realistically achievable in 2021. Any changes to the expected outputs for 2021 would need to be reflected in the December targets. Similarly, it will be important that planning for 2022 is more realistic concerning what can be achieved during the year. Implementation milestones for 2022 must consider competing priorities in the provinces and recognise that the complexity and novelty of this approach may take longer to meet its operational expectations.

Activity	2.1 – Curriculum Professional Learning for teachers K-6
Sub-activity	2.1.4./ B - Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa), including PZN and vernacular resource development / <u>Vernacular Materials</u>
Sub-activity objectives	The sub-activity seeks to build the capacity of (1) teachers in ECCE and Years 1 – 3 to teach in vernacular language through the production of language primer (teacher guide – vernacular), developing a keyword book, and training teachers to use the teaching materials; (2) members of the school community at the local level to produce instructional materials in vernacular languages as well as supplementary reading materials; (3) CDU and PEO staff to train with communities in the production of vernacular stories; and (4) CDU staff to monitor production of vernacular materials by schools and community.
Alignment with VETSS	<u>Activity Area 20</u> – High-quality / Standard curriculum in place Key Activity 62 – Development and implementation of the reviewed national primary and secondary school curriculum to all schools.

Progress to date

- In March 2021, MoET organised a 5-day training workshop (via Zoom) for 5 CDU staff (2 males and 3 females) and 1 VESP officer (1 male) on the use of the Bloom book production software, delivered by the Summer Institute of Linguistics. CDU staff will run the same content in their training session for provincial education office staff and teachers in Tafea, Torba and Shefa to create vernacular books in local languages.
- In April 2021, CDU delivered an awareness session on the Education Language Policy to 15 community representatives during a teachers' workshop in Tanna.
- Between April and June 2021, the materials for three Tafea languages (Naka, Narak and Netwaar)⁸ were formatted for use in the teacher training workshops and are ready for printing:
 - Naka language: Training of eight teachers (8 schools) and PEO staff delivered in October 2020.
 - Narak language: Training of 12 teachers (12 schools) and PEO staff delivered on April 2021.
 - Netwaar language: Training to 27 teachers and PEO staff delivered on June 2021.
- The illustrations and formatting for the vernacular materials in Nafe and Nivhaar/Nivahaal (Tanna, Tafea) needs to be completed; thus, the remaining Tafea teacher training workshops need to be scheduled in the second half of the year.
 - Nafe language: date TBC for the teacher training workshop for nine teachers (9 schools).
 - Nivhaal/Nivhaar (dialects) language: date TBC for the teacher training workshop for six teachers (6 schools). In addition, the community needs to decide on the primer's dialect.

⁸ In 2020, CDU supported the development of primer and accompanying phonics storybooks in 5 Tafea languages (Naka, Narak and Netwaar, Nafe and Nivhaar/Nivahaal).

- PEOs and communities in Penama and Torba submitted plans for developing their materials in vernacular languages. CDU plans to initiate this support in the second half of 2021 for:
 - Tafea: Naka language
 - Torba: Mwotlav and Mota
 - Penama, Ndui (West Ambae), North and East Ambae, Hano (Pentecost), Apma (Pentecost), Sa (Pentecost)

Cross-cutting issues to date

- **Gender and disability inclusion:** CDU continues to follow its gender equity guidelines to ensure curricular material avoids stereotypes in representing gender roles. The guideline also applies to the representation of people with disabilities.
- **Social Inclusion:** Raising awareness about the importance of using vernacular languages in the education system, increases its social value and, by derivation, communities' sense of engagement in the education system.

Picture 12: Bloom Book Production Software training participants



Challenges and Responses

- While VESP covers funding for the teacher training, development and formatting of vernacular materials, a funding gap for the cost of printing emerged. CDU, with VESP support, are negotiating funding from GPE to allocate resources to print primers and phonics storybooks for ECCE and Year 1 classrooms. The total number of copies is to be determined as CDU aims to print 1:1 ratio for the materials completed in 2021.
- The new Government Daily Subsistence Allowance has significantly affected the budget allocation for training activities. This is an issue of significance for sub-activity 2.1.4.B because the community-based, hands-on approach to develop vernacular materials relies heavily on face-to-face training. CDU and VESP will need to revise the sub-activity's December targets to accommodate the reduction in the number of workshops and vernacular materials completed in 2021.
- CDU staff would need to prepare better for the delivery of book production training using Bloom software. In the reporting period, attempts to deliver the training remotely to Torba and Penama fell short because CDU staff were on leave or unable to run the Bloom software on their computers without the support of the IT unit to assist. It is advisable that before CDU staff train Provincial staff in the provinces, the team practices using the software and presenting the workshop activities to ensure the content and exercises presented will be clear and practical to the training participants.

Moving forward

- While connectivity and budget constraints complicate the delivery of this activity, the development of vernacular storybooks must remain driven by the community. The CDU may be attracted to centralising book development work to expedite the process and lower workshop costs. But the true knowledge about the language – how it is spoken and used – rests with the community. Moreover, because producing vernacular materials is an important activity at the local level, promoting and strengthening the community's engagement will be essential in supporting the community's plans to translate books from Bislama into local vernacular languages. CDU and PEOs are best positioned to

quality assure the formatting and editorial aspects of the story books produced by school communities using Bloom.

Activity	2.1 – Curriculum Professional Learning for teachers K-6
Sub-activity	2.1.4./ C - Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa), including PZN and vernacular resource development <u>Literacy Strategy</u>
Sub-activity objectives	This sub-activity supports establishing a Literacy Education Advisory Committee to assist CDU in identifying evidence-based literacy improvement strategies schools can include in their rollout of sub-activity 2.1.4A (Zone Networks), that PEOs, PSCIs and SIOs will support and monitor in sub-activity 1.3.2.
Alignment with VETSS	<p>Activity Area 31 – MoET organisational structure and formal roles and responsibilities documented</p> <p>Key Activity 112– Establish school support centres in other provinces and develop a policy for school support centres; ensure appropriate budgetary and other logistical support for devolution activities in all sectors.</p> <p>Key Activity 114 – Devolve relevant functions to the provinces; and review and strengthen existing Provincial Education Boards in each province.</p> <p>Key Activity 116 – Develop and implement continuous PD and capacity building with MoET</p>

Progress to date

- In March, MoET endorsed establishing a Literacy Education Advisory Committee comprising 20 members (12 female, 8 male). The Literacy Education Advisory Committee builds on the work of the National Schools Literacy Advisory Group. The TORs for the support that the Literacy Education Advisory Committee will provide were approved by MoET in May. In June, the position of National Literacy Specialist was fulfilled to oversee sub-activity 2.1.4.C, and support PEOs develop and implement their literacy plans to improve student learning outcomes.
- In June, VESP assisted MoET in hosting a 2-day Literacy Symposium in Port Vila to showcase classroom practices from schools across the country that support better literacy outcomes. The symposium helped MoET present the different initiatives currently in place for improving literacy outcomes, including the PZNs strategies (2.1.4.A) and the development of vernacular materials (2.1.4.B). On day 1, the symposium was attended by 292 participants (129 males and 163 females); day two recorded 202 participants (81 males and 121 females).

Cross-cutting issues to date

- **Gender:** To ensure that all boys and girls attend and participate in the activity supporting MoET's Gender Equity policy.
- **Disability inclusion:** Any child with special needs is allowed to benefit from MoET's Inclusion policy.
- **Social inclusion:** The symposium and associated communications stressed the message that parents need to support reading at home and awareness activities in the community.
- **Disaster risk management:** Ensuring that disaster risk reduction approaches are considered and resources have proper storage facilities.

Pictures 13: Literacy Symposium organised by MoET with the support of VESP



Challenges and Responses

- The sub-activity is expected to gather momentum in the second half of the year. The team anticipates many of the challenges faced by sub-activity 1.3.2 and 2.1.4.A will also be experienced in 2.1.4.C. It is important VESP teams supporting the three activities communicate regularly and keep each other updated on progress and challenges, to provide a unified set of messages and support to the officers in the provinces.

Moving forward

- With the approval of the provincial literacy strategies, the National Literacy Advisor will be busy working with the PSCIs, SIOs and schools to identify suitable evidence-based approaches to address their activity objectives. Early in the implementation period, it will be important to understand the true level of support required by each province to put the local initiatives in place. Understanding the level of effort required from her will help VESP coaches and PEOs understand if the annual targets for this sub-activity need to be adjusted.

Activity	2.2 – Teacher training and qualifications
Sub-activity	2.2.1. – Teacher’s qualifications policy and NTDP
Sub-activity objectives	The sub-activity seeks to support MoET to review the National Teacher Upgrading Qualification Policy (Primary) and National Teacher Development Plan. It will involve reactivating dialogue with key stakeholders, taking stock of implementation progress, and making recommendations for the development of a cost-effective delivery strategy, policy, and PD plan which identifies the resources and support needed to implement nationally.
Alignment with VETSS	Activity Area 17 – Develop and implement National Teacher Development Policy by 2030 Key Activity 49 – Develop and implement National Teacher Development Policy Framework and finalise and implement the NTDP

Progress to date

- VESP actively sought to re-engage with key stakeholders in MoET and relevant units to progress this work. VESP prepared a briefing paper for the Director of Tertiary Education to present to MoET senior management for discussion and guidance on the next steps for this sub-activity. It is likely that a working group will be established to assist in the development of the NTDP though information and decisions around it are still to be presented.
- In early June, MoET agreed to receive VESP support to finance an NTDP Planning Officer who would support the implementation of this activity. The VESP team is supporting MoET prepare the TORs for the position. Ideally, the consultant will be on board no later than the end of July since TORs list key deliverables to be completed by 30 December.

Cross-cutting issues to date

- Because the sub-activity has not yet started, the VESP team has no observations to report regarding GEDSI and DRM issues that have emerged in the reporting period. VESP anticipates that the proposed membership for the working group involved in the development of the NTDP will include men and women and educators from urban, rural and remote locations to ensure the NTDP responds to the different needs of schools and educators across the country.

Challenges and Responses

- The sub-activity has experienced fluctuations in support from MoET, partly due to the various competing priorities at MoET and staff shortages within the Directorate of Tertiary Education to manage this activity. VESP has responded to this issue by supporting the short-term employment of the NTDP Planning Officer to assist the Directorate move ahead with this activity.
- A separate yet related factor challenging the progress in implementing this sub-activity’s progress is the task’s inherent complexity and its dependency on other initiatives, which are at various degrees of progress. Examples include establishing the National University of Vanuatu, accrediting the Bachelor of Education program, and completing the teacher licensing and registration policy. To ensure collaboration and coordination, plans are underway to establish a working group consisting of representatives from key divisions and units.
- There is a high risk that the sub-activity will not achieve its December targets if the engagement of the designated MoET officer managing the activity does not start early in the second half of the year.

If this is the case, VESP would have to revisit the December targets to account for the potential delay of the sub-activity milestones to 2022.

Moving forward

- It is essential that senior management, through the leadership of the Director of Tertiary Education, prioritise work on this activity to ensure collaboration across Divisions.
- The appointment of the NTDP Planning Officer to support the sub-activity implementation plan and the establishment of the working group will be a priority.
- An assessment of the scope of work that can be delivered by 30 December 2021 will be completed, with the priority being to finalise the Teacher Qualification Upgrade Policy.

Activity	2.2 – Teacher training and qualifications
Sub-activity	2.2.2. – Qualifications upgrading
Sub-activity objectives	This sub-activity will provide financial support to cover the qualification upgrading of 123 primary school underqualified teachers. The teachers enrolled in the Diploma of Education (Primary In-Service) with National University of Vanuatu (previously known as VITE) at the beginning of 2021 and expected to complete nine courses over two years. Additional support will be given to the School of Education within the National University of Vanuatu to translate and print 20 student handbooks under the Bachelor of Education (Primary) program from English to French.
Alignment with VETSS	<p>Activity Area 17 – Develop and implement National Teacher Development Policy by 2030</p> <p>Key Activity 50 – Develop and implement a Bachelor in ECCE/Primary and Secondary education (VITE)</p>

Progress to date

- In January, a total of 123 (72 male, 51 female) underqualified teachers enrolled in courses as part of the Diploma in Education (Primary In-Service). This is slightly more than double the original target of 60 teachers originally discussed with MoET due to the changes in the delivery mode from face-to-face to virtual. In February, the 123 teachers attended workshops across the provinces conducted by the School of Education at the National University of Vanuatu, introducing the online Moodle platform.
- VESP continues supporting the National University of Vanuatu in translating the 20 student handbooks from English to French. The course handbooks are part of the Bachelor of Education (Primary) program. Translations are expected to be completed by November 2021. Following a decision by the National University of Vanuatu, the French translations will only be offered as soft copies, thus removing the need to print them.

Cross-cutting issues to date

- **Gender:** Both women and men will be enrolled in the course and receive support to complete their studies. VESP will also support MoET to present the findings of the gender study to the student teachers in the second half of 2021, once the study is completed.
- **Disability inclusion:** None of the participants enrolled in the program reported any disability. However, it is unclear if the program has previously enrolled students with disabilities and if adequate provisions were made to assist them.
- **Social inclusion:** Enrolment in the program encouraged the participation of teachers from urban, rural and remote locations across all provinces to reduce differences in qualifications across provinces.
- **Disaster risk management:** VESP has nothing presently to note regarding disaster risk management.

Challenges and Responses

- VESP has provided financial support for activities in support of the teacher qualification upgrading program. The implementation strategy requires teachers to complete courses online following the introductory workshop where the Moodle platform was introduced. Consideration is being given to providing additional face-to-face support in the provinces to assist students in completing courses. Teachers are expected to complete a full-time course load while continuing their teaching responsibilities; thus, reviewing the implementation strategy to inform future activities will be important.
- Given that the Diploma course is a two-year program and many participants would not have completed their degree by December 2021, VESP will need to determine if there is space in the budget for 2022 onwards to support the student cohorts.

Moving forward

- Since VESP provides no direct technical or coordination support, VESP will continue communicating with the National University of Vanuatu to receive updates on the students' progress.

Activity	2.3 – Curriculum materials for primary schools
Sub-activity	2.3.1 – Year 7 Curriculum Syllabus Development - core subjects
Sub-activity objectives	The sub-activity will support the development of a scope and sequence for Year 7 to ease the pedagogical requirements of students entering Year 7 who were trained with the new curriculum. It involves developing a syllabus in five core subjects for Anglophone and Francophone schools.
Alignment with VETSS	Activity Area 20 – High-quality / Standard curriculum in place Key Activity 62 – Development and implementation of the reviewed national primary and secondary school curriculum to all schools.

Progress to date

- This sub-activity's original goal was to provide English and French grammar resources for Years 4 – 6 of primary education to support language instruction in Upper Primary classrooms. Early in February, MoET requested VESP to pivot this activity to prepare curriculum materials for Year 7 students to support the transition of students completing Year 6 following the student-centred based curriculum.
- In March, CDU and VESP reoriented this sub-activity to develop a scope and sequence for Year 7. Despite the short time allocated to it within a month, CDU and VESP revised the scope of work and work plan. The three-stage production schedule includes:
 - Re-writing the seven core subjects in the Year 7 syllabus for Anglophone and Francophone schools.
 - Developing Teacher Guides for each of the five core subjects for Anglophone and Francophone schools (sub-activity 2.3.2)
 - Developing a teacher training package that helps teachers navigate the revised Y7 syllabus in English and French.
- In April, CDU completed the TOR for the international consultant that will act as lead reviewer coordinating the Year 7 curriculum materials and for the team of Anglophone and Francophone curriculum writers, reviewers and editors. The lead curriculum reviewer started his assignment in May. The recruitment of writers, reviewers and editors was completed in June, and their induction is scheduled in July.
- VESP, in collaboration with the consultant, has recruited writers, editors, and reviewers have been recruited in June and are expected to start work in early July. The consultant completed the Year 7 curriculum development work plan approved by CDU in June.

Cross-cutting issues to date

- Curriculum revisions have not started, so the VESP team has no observations on GEDSI issues to report at this stage. All curriculum materials to be developed under this sub-activity will incorporate DRM-related content as per MoET guidelines and will be produced in both soft and hard copies to ensure schools have them in one format or other at the beginning of the school year. Based on previous experience developing curriculum materials for primary education, CDU and VESP will follow the GEDSI guidelines used in developing curriculum materials for years 1-6.

Challenges and Responses

- The lead curriculum reviewer undertook a detailed review of the existing Y7 syllabus and provided a report with recommendations for a minor redesign of the Y7 syllabus to align it better with the Y6 curriculum. During the report review, CDU reconsidered the scope of the changes to the Y7 syllabus in light of the implications these changes would have on the Junior Secondary curriculum and its alignment with the Senior Secondary syllabus, updated by the Educational Quality and Assessment Programme between 2017-2020. Furthermore, CDU believes changes to the Year 7 curriculum could be premature, considering the New Zealand Ministry of Foreign Affairs and Trade (MFAT) is preparing a multi-year program of support to Secondary education in Vanuatu, which will likely include a curricular component. Thus, to avoid too many potential curriculum changes in the junior secondary school syllabus, CDU has requested a change in the depth of the review of the Year 7 curriculum towards the development of a scope and sequence for Year 7 that eases the administration of the syllabus across Junior and Senior secondary levels.
- The newly revised scope of the activity and the adjustments to the work plan have further reduced the time available to finalise this sub-activity and its dependencies (2.3.2 and 2.3.3). Mindful of the extremely short timeline, VESP and CDU agreed that the output of this sub-activity would be an interim syllabus that provides immediate guidance to Year 7 teachers in the 2022 school year. It is also expected that the interim syllabus would be reviewed as part of the MFAT-supported program for the secondary education sector.

Moving forward

- VESP will modify the contracts for the curriculum writers to increase the number of days allocated to writers from 5 to 25 days to expedite the Y7 interim syllabus.
- Cognisant of the extremely tight schedule for the production of Y7 materials, VESP and CDU have emphasised there is a very high risk that approval processes by MoET - taking between 10 to 12 weeks- could hamper the completion of the sub-activity targets for December. If the interim syllabus is not approved on time, this will hold up the development of the teacher guide (sub-activity 2.3.2.) and the teacher training materials (sub-activity 2.3.3). VESP and CDU should take a mid-point assessment of implementation progress on/around October to determine if the end-of-year targets for sub-activities 2.3.1, 2.3.2 and 2.3.3 need to be adjusted.

Activity	2.3 – Curriculum materials for primary schools
Sub-activity	2.3.2 – Year 7 Teachers' Guide development - core subjects
Sub-activity objectives	The sub-activity will support the development Teacher Guides for Year 7 to ease the transition of Y6 students entering Year 7, who were previously trained with the new curriculum.
Alignment with VETSS	Activity Area 20 – High-quality / Standard curriculum in place Key Activity 62 – Development and implementation of the reviewed national primary and secondary school curriculum to all schools.

Progress to date

- The second review of the work plan to produce the Y7 syllabus, teacher guide and teacher training package was completed in late June. Work on the Y7 Teacher Guide is expected to commence on/around September.
- Considering the reduction in the production timeline for the teacher guides from 30 to 10 days, due to changes in scope, CDU and VESP have agreed the teacher guide will combine the scope and sequence of Y7 with hyperlinks to content and sources so that teachers can locate the resources required. CDU approved the format and structure of the interim teacher guides for Year 7.

Cross-cutting issues to date

- Work on the teacher guide is yet to commence. CDU plans to follow the GEDSI guidelines used in developing curriculum materials for years 1-6 in the Y7 syllabus work to be produced in sub-activities 2.3.1., 2.3.2. and 2.3.3.

Challenges and Responses

- VESP would need to modify the writers' contracts as the original allocation of six days will not be enough to complete the interim teacher guide. However, an increase in the number of days for developing the teacher guide exceeds the budget allocated for curriculum work. This is due to the need to reallocate funds from this sub-activity to sub-activity 2.3.1. to pay for the increase in the curriculum writers' workdays. As a result of this limitation, the teacher guide will be short and not piloted before use in the classroom.

Moving forward

- The main priority for this sub-activity is to monitor progress in sub-activity 2.3.1 actively and approve its outputs. Any further delays in the implementation of sub-activity 2.3.2 and 2.3.3 will significantly impact the achievement of the sub-activity's targets for December.

Activity	2.3 – Curriculum materials for primary schools
Sub-activity	2.3.3 – Year 7 Teachers Professional curriculum training package
Sub-activity objectives	The sub-activity will develop a teacher training module to guide Year 7 teachers on the use of the materials developed in sub-activities 2.3.1 and 2.3.2.
Alignment with VETSS	Activity Area 20 – High-quality / Standard curriculum in place Key Activity 62 – Development and implementation of the reviewed national primary and secondary school curriculum to all schools.

Progress to date

- The second review of the work plan to produce the Y7 syllabus, teacher guide and teacher training package was completed in late June. Work on the teacher training materials is expected to commence around mid to late September.
- This year's revisions to the Y7 curriculum will focus on aligning the structure of the junior secondary school syllabus to the senior secondary school syllabus. Therefore, Y7 teacher PD plans will introduce teachers at junior secondary school and senior secondary school levels to fundamental concepts regarding student-centred and outcomes-based curriculums. Guidelines will also be developed to help teachers navigate the delivery of the secondary syllabus as per the new structure. Consequently, the training modules and the training sessions will need to address the gap between content and administration.

Cross-cutting issues to date

- Work on the teacher training materials is yet to commence. CDU plans to follow the GEDSI , DRM guidelines used in developing curriculum materials for years 1-6 in the Y7 syllabus work to be produced in sub-activities 2.3.1., 2.3.2. and 2.3.3.

Challenges and Responses

- Due to the short implementation timeline for this sub-activity, teacher training materials will not be piloted before their use in the 2022 school year.
- Considering sub-activity 2.3.3 depends on the successful and timely completion of sub-activities 2.3.1 and 2.3.2, there is a significant risk that teacher training materials will not be ready by the start of the 2022 school year. CDU suggested considering a partial roll-out in only 90 secondary schools. However, a roll-out in fewer schools is also challenging because the interim syllabus and the interim teacher guides must be approved and endorsed by MoET before the teacher training materials can be completed.

Moving forward

- The main priority for this sub-activity is to monitor progress in sub-activity 2.3.1 and the approval of its outputs. Any further delays in the implementation of sub-activity 2.3.2 and 2.3.3 will significantly impact achieving the sub-activity's targets for December.

Activity	2.3 – Curriculum materials for primary schools
Sub-activity	2.3.4 – Finalisation, printing and distribution of Bislama dictionaries
Sub-activity objectives	The sub-activity supports CDU to finalise the Upper Primary School Bislama Dictionary development and print the Junior Primary School Picture Dictionary. The Bislama dictionaries (Pictionary for Junior Primary School; and reference dictionary for Upper Primary) and the English – Bislama and French – Bislama language dictionaries were endorsed by MoET in May 2021.
Alignment with VETSS	Activity Area 20 – High-quality / Standard curriculum in place Key Activity 62 – Development and implementation of the reviewed national primary and secondary school curriculum to all schools.

Progress to date

- CDU received quotes from national and international vendors to print the Junior Primary School Picture Dictionary (a.k.a. Junior Primary Pictionary). Plans are underway to print 10,000 copies of the Junior Primary Pictionary for distribution in ECCE and Year 1 classrooms starting in August 2021. VESP estimates the 10,000 copies of Pictionary will be enough to meet the target of 1:6 ratio (in smaller schools, 1:4) in ECCE and Years 1 – 3.
- Progress on the review of the Upper Primary Bislama Dictionary has been slower than for the Pictionary. VESP supported CDU to recruit a consultant in May who would carry out the final revisions of the dictionary. However, the review and recommendations made to improve the dictionary have not been approved by CDU.

Cross-cutting issues to date

- CDU followed the GEDSI guidelines used in developing curriculum materials for years 1-6 in the review of the Junior Primary Dictionary. The review of the Upper Primary Bislama Dictionary has also integrated these guidelines. However, a further review is possible if inclusive language is required in Bislama definitions.

Challenges and Responses

- Due to budget considerations and the pressing need to have Year 7 curricular materials ready for the 2022 school year, CDU and VESP have identified that the sub-activity can no longer finance the printing and distribution of the upper primary dictionary in schools. CDU and VESP are exploring a partnership with Save the Children to leverage GPE funds to distribute classroom resources. If funds are not available, printing the upper primary dictionary would have to be deferred to 2022, and the December targets of the sub-activity would need to be adjusted.

Moving forward

- CDU and VESP will need to closely oversee the timeline for printing and distributing the Junior Primary dictionary to ensure the activity is completed in Q3 2021.

Activity	2.4 – Curriculum implementation monitoring evaluation K-6
Sub-activity	2.4.1 – Curriculum implementation monitoring study
Sub-activity objectives	The sub-activity will collect evidence on the extent to which schools are implementing the new curriculum for primary education (Years 1-6). The study findings will inform future curriculum adaptations and practice.
Alignment with VETSS	Activity Area 20 – High-quality / Standard curriculum in place Key Activity 63 – Development of key curriculum reform indicators

Progress to date

- In March, CDU approved the study design, including the sampling frame and the data collection plan.
- In April, CDU drafted pre-test instruments for piloting in Efate. Post-test instruments were also approved in April. Data collection is scheduled to begin in late June.
- In May, the PEO CDU approved the TOR to hire a Research Officer to assist the CDU in undertaking this study. The Research Officer is expected to begin work in June.

Picture 14: CDU staff doing the final preparation for the first day of data collection at North Vila Primary in June 2021



Cross-cutting issues to date

- **Gender:** The study is gender-sensitive and adopts approaches to understand how gender interacts with the curriculum implementation.
- **Disability inclusion:** The study is sensitive to disability inclusion and adopts approaches to understand how it interacts with curriculum implementation.
- **Social inclusion:** The study design is sensitive to understanding how social inclusion interacts with curriculum implementation.
- **Disaster risk management:** The study design considers how national disasters interact with curriculum implementation.

Challenges and Responses

- A large body of data is being collected. The coding, analyses and interpretation of the data require expert support. VESP has hired a professional data analyst to support CDU to undertake this component of the activity.
- Engaging and managing the study enumerators is an on-going challenge. As the study has a national scope, this requires a significant amount of effort.

Moving forward

- The data will start to be entered in the second half of the year. The team will insert the data as it becomes available in an online database. This will allow VESP TA and the CDU team to start making inferences as the study progresses.

Activity	2.4 – Curriculum implementation monitoring evaluation K-6
Sub-activity	2.4.2 – Language policy review
Sub-activity objectives	This sub-activity aims to analyse the extent to which the 2010 National Language Policy is implemented as intended. This includes reviewing its alignment to the Language Policy Language Guidelines for Primary Schools and understanding factors influencing the implementation of the language policy.
Alignment with VETSS	<p>Activity Area 16 – Review and implement National Education Language Policy by 2030</p> <p>Key Activity 47 – Review the existing Vanuatu National Language Policy and implement the new Vanuatu National Education Language Policy.</p>

Progress to date

- In May, CDU reviewed the draft study design, the sampling frame and data collection instruments. CDU explored options for sub-contracting data collection and entry to a firm to ensure the sub-activity progressed on schedule.
- MoET senior management is reviewing recommendations from the CDU PEO to suspend this activity until further notice. This recommendation is based on the fact that in January 2021, the Vanuatu government has released a 2021 National Language Policy with expectations for education for schools.

Moving forward

- If MoET's senior management does not approve the change in the scope of the sub-activity, the review of the 2010 language policy will resume the original study plan.

Activity	2.4 – Curriculum implementation monitoring evaluation K-6
Sub-activity	2.4.3 – VANSTA
Sub-activity objectives	This sub-activity will support the development of the 2021 VANSTA literacy and numeracy tests for all Anglophone and Francophone Year 4, 6 & 8 students. The assessment will analyse evidence of levels of, and change over time in, student literacy and numeracy. The sub-activity supports (i) the development of VANSTA items, piloting, deployment, marking and processing tests, including the analysis and reporting of the results; and (ii) capacity building to Examination and Assessment Unit (EAU) and CDU staff in analysing test items and designing valid tests, analytic and reporting techniques, and improved data interpretation skills of MoET professional officers and principals.
Alignment with VETSS	<p>Activity Area 4 – Monitoring equitable access to quality education</p> <p>Key Activity 8 – Learning and teaching is informed by assessment data, explicitly attainment and progress of all pupil groups, with a particular focus on externally validated data, to ensure constant improvement of pupil learning, and the efficiency of the education system.</p> <p>Key Activity 9 – Representative sample based external benchmarking to be introduced to ensure that all pupil groups are making strong attainment and progress, with quality data informing interventions and pedagogy.</p>

Progress to date

- In April 2021, CDU and EAU completed the two layers of planning for developing the 2021 tests. The first layer covers the overall planning of the sub-activity from inception to data collection to analysis and report writing. The second layer includes detailed, phased planning at the task level of the test development.
- The item analysis of the 2019 data for all nine tests has been completed as of 30 April 2021. From this, decisions were made with CDU about which items to keep, replace or redevelop. About 45% of the items will be retained to ensure comparability and make inferences about change between periods.
- CDU developed 55% of replacement items as of 30 May 2021. These items were trialled in two schools in Port Vila in mid-June 2021 (see the trial sample breakdown in table 3). The Year 4 test was trialled with Year 5 students, Year 6 with Year 7 students and Year 8 with Year 9 students. Only the English version of the numeracy test was trialled. Final questions are directly translated. The results were analysed and a first draft of test papers was prepared by 30 June 2021.

Table 4: VESP sub-activity progress against June and December 2021 target outputs

English - Literacy	French - Literacy	English – Numeracy
Year 4: 21 males and 21 females	Year 4: 27 males and 8 females	Year 4: 20 males and 19 females
Year 6: 23 males and 18 females	Year 6: 19 males and 17 females	Year 6: 23 males and 17 females
Year 8: 32 males and 8 females	Year 8: 12 males and 10 females	Year 8: 31 males and 8 females

- The first draft of papers will undergo proofreading and formatting. The expectation is that the Principal Education Officer of EAU will sign off on the final version during the last week of July in time for printing to proceed.

Cross-cutting issues to date

- **Gender:** In developing test items, VESP support has been careful to ensure they do not reinforce negative gender stereotypes but proactively challenge them; for example, ensuring not all examples about doctors refer to males. Also, the test developers have been careful to ensure a balanced mix of question types that minimise gender effects among test takers, as globally, there is evidence that female and male students tend to do better in certain types of items.
- **Disability inclusion:** VANSTA does not have specific provisions for students with disabilities.
- **Social inclusion:** N/A.
- **Disaster risk management:** The probability of a natural disaster is always present, but the test schedule can be adjusted to accommodate this, depending on the nature of the natural disaster or emergency.

Picture 15: MoET advisers develop VANSTA items for Y4, Y6 and Y8 for a trial in June 2021



Challenges and Responses

- Capacity building is occurring remotely when it is possible.
- Staying on time is critical. All aspects need to be fully implemented because the test is scheduled for the last week of September.
- The process for data capture is finalised. The team is exploring options for making in-country support clearer over the next few months.

Moving forward

- The EAU stays in constant contact with VESP TA by email and video meetings (Zoom and Teams).

3.3 Activity tracker for Area 3 – Management

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.1. - Creation and maintenance of a register of all teachers
Sub-activity objectives	The sub-activity involves working with the TSC to review the current teacher registration system on OVEMIS and establish a plan to support the commission to implement and maintain the operation of the system functions. The teacher register is foundational to developing teachers' related policies and adequate budgeting as it will include all relevant information about teachers currently employed in the education system.
Alignment with VETSS	Activity Area 25 – Implement teacher registration and licensing policy 2030 Key Activity 82 – Creation and maintenance of a register of all teachers.

Progress to date

- VESP and MoET discussed the scope of support required for this sub-activity, the elements to be resourced, and the features of the operating systems enabling access to different users. These discussions informed the specifications of the registry that an Information and Communications Technology (ICT) Adviser will assist in developing.
- VESP recruited an ICT Adviser in June to progress this activity. Arrangements are underway to enable the ICT Adviser to commence work remotely in July while preparing for travel from Singapore to Port Vila in August.

Cross-cutting issues to date

- **Gender:** The current teacher register system captures gender information but integrating and reporting with other variables could be improved.
- **Disability inclusion:** The current teacher register system does not include teacher disability information.
- **Social inclusion:** It will be critical that principals and provincial MoET staff receive continuous support to improve their ICT equipment, access to ICT services, and digital literacy for teachers, to ensure the teacher registry is adequately maintained.
- **Disaster risk management:** The activity depends on the ICT Adviser's arrival on/around August; however, travel restrictions may delay the start of this activity further if travel restrictions are extended.

Challenges and Responses

- The recruitment of the ICT Advisor is a pre-requisite of this activity. Now recruited, the challenge is for the ICT Adviser to relocate to Port Vila safely by August. The ICT Adviser will start working remotely from July with support from the VESP team in-country to progress the activity.

Moving forward

- From July to September, VESP will work together with TSC, ICT and ESD on the following:
 - Finalise the timeframe for the development of the teacher register system.
 - Carry out a desk review of the current teacher information on OVEMIS and MoET sources.
 - Review documents and discuss policy and process with MoET on what information are needed in the teacher register system.
 - Conduct consultation with users, i.e. school leaders, and central and provincial MoET staff.
 - Workshop the approach, method and teacher register content.
 - Start designing the teacher register system framework (layout and content) and documenting its process.
- In Quarter 4, VESP plans to support the TSC, ICT and ESD to develop a teacher register system.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.2. - Develop a research Policy guideline for MoET
Sub-activity objectives	This sub-activity will assist MoET's PPU to carry out two complementary research studies to enhance their effort to make informed decisions. The studies are Cost of Kindergarten & Primary Education and Teacher Policy Frameworks and Requirements. The first study will assess the school grants for teaching and learning in kindergarten and primary schools, while the second one looks at the support these teachers need to improve students' performance.
Alignment with VETSS	Activity Area 31 – MoET organisational structure and formal roles and responsibilities documented Key Activity 117 – Establish Ministry staff (PSC) and teachers/trainers/lecturers/other staff succession plan with clear costing (PSC/TSC)

Progress to date

- The Cost of Education study will investigate the use of school grants and how they are used to pay for the delivery of education services. This will inform any review of how schools are funded.
- Teacher Policy Frameworks and Requirements study will investigate several key teacher management areas, such as demand and supply of teachers, support for teachers in the classroom, and appropriate teacher oversight.
- A concept note for the two studies was drafted in March and approved by the PPU in April.
- Questionnaires to provincial officials and schools (principals, teachers, and school councils) were developed in May ahead of the enumerator recruitment and training in June.
- VESP engaged a data scientist to assist with the development of the surveys and their statistical analyses.
- On 25 June, VESP secured a partnership agreement with the Vanuatu National Statistical Office to use 20 computer tablets to collect data for the two studies. These tablets were programmed by Vanuatu National Statistical Office and have all the studies surveys, allowing immediate uploading of the data into an online database. This minimises error by eliminating the data entry step and considerably reduces cost.

Cross-cutting issues to date

- **Gender and disability inclusion:** The questionnaire design for the two studies foresees that collected data will be disaggregated by gender and disability status.
- **Social inclusion:** The sampling strategy for the study includes representation of urban and rural locations.
- **Disaster risk management:** Provinces that are still recovering from the aftermath of TC Harold have been excluded from the scope of both studies due to the difficulties of conducting reliable data collection in the current context.

Pictures 16: Enumerators receive training in conducting instrument administration via tablets



Challenges and Responses

- Conflict in the schedule of activities in the provinces often forces the key stakeholders in this sub-activity to adjust the implementation of the two studies, particularly the start of the data collection.
- Enumerators bring prior experience and knowledge of the sector and add personal observations, putting the interviewee at ease and encourage useful responses. Both seemed to happen during the pilot. An extensive session is offered to make enumerators aware of their impact.
- The time taken for an interview will be shared. There will be a re-emphasis on adhering to data collection protocol to avoid deviation from the script.
- Tablets will be used for data collection. An agreement has been signed for 20 tablets to be used in the two studies; enumerators will receive training to operate the tablets. In case of any unforeseen contingency, enumerators will have paper copies of the survey. In addition, a person who knows how to operate tablets will accompany each team for a week.

Moving forward

- Currently, the plan aims to go to the field in July, but the timeline is tight considering national events and the upcoming start of the school holidays.
- Sharing the preliminary study findings with stakeholders (PEOs, PPU, TSC and Finance) and VESP senior management will be crucial before the team completes an initial draft.
- If the data becomes available by October, an initial draft will be available towards the end of the year.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.3. - Quality data collected on all relevant groups (relevant disaggregation)
Sub-activity objectives	This sub-activity will assist MoET's PPU in providing data quality training to all provincial officers to guide them to collect and enter accurate data into OVEMIS to support good planning and decision-making at MoET. The sub-activity will also support the production of the 2021 Statistical Digest and the 2021 Key Education Indicators.
Alignment with VETSS	<p>Activity Area 4 – Monitoring equitable access to quality education</p> <p>Key Activity 7 – Quality data collected on all relevant groups [...] and collated within OVEMIS, including data on attainment and progress ensuring equity is taken into consideration, drawing on disaggregated data on access, attainment, and progress, as gathered.</p> <p>Activity Area 27– Planning, Budgeting, Financing, and Reporting processes are aligned</p> <p>Key Activity 93– Review and implement the M&E Results Framework</p>

Progress to date

- In March, PPU and VESP initiated conversations to determine the layout design for the 2020 Key Education Indicators Factsheet and the Education Statistical Digest.
- In April, VESP supported MoET in revising the Education Statistical Digest indicators in line with the sustainable development goal 4 reporting. Next, VESP will support MoET in completing the analysis of education data in OVEMIS to calculate the full set of indicators.
- In May 2021, PPU delivered two 3-day training workshops on OVEMIS to school principals in Penama (2 workshops, 90 participants). The training sought to build their knowledge on using OVEMIS as they were not trained since 2017 due to natural disasters and funding constraints. The participants included:
 - School principals, deputy principals (Penama: 27 females; 36 males)
 - Provincial education office staff, including SIOs, PFOs, PSIC and OVEMIS Officer (Penama: 7 females; 6 males)
 - School teachers and bursars (Penama: 11 females; 3 males)
- In June 2021, MoET's PPU conducted an awareness session during the Principals Handbook training in Torba province to 33 participants (16 Females, 17 Males) on OVEMIS data issues. This was important for improving the accuracy and quality of data, which is needed to support calculations and the timely distribution of school grants across the country. The participants included school principals (22), deputy principal (1), primary teachers (3), secondary teacher (1) and provincial education office staff (6) the Principals Handbook training in Torba province.

Cross-cutting issues to date

- **Gender:** The training included male and female participants from Penama and Torba province.
- **Disability inclusion:** There was no record of a person with a disability attending the training.
- **Social inclusion:** The Penama and Torba training participants found the OVEMIS and finance training useful and requested more frequent training and user guides to continuously build their skills in data collection and entry into OVEMIS as required by MoET. The participants recommended that training be delivered before or at the beginning of school terms to help them provide timely data throughout the year.
- **Disaster risk management:** Disaster periods affect training delivery to provinces, as exemplified by the Ambae volcano disaster in 2017. Training did not happen in Penama as planned and affected the principals' ability to support MoET with data collection and entry. Training sessions for Tafea and Shefa are yet to be delivered.

Challenges and Responses

- The Statistical Digest book is delayed as the officer responsible resigned from PPU during the reporting period. PPU appointed an acting officer to carry-out the work. VESP's Team Leader is supporting the officer to improve his statistical literacy.

Moving forward

- VESP will continue to work with MoET's PPU to complete MoET's Education Key Indicators Fact Sheet data for 2020, and the Statistical Digest book.
- VESP will continue to support MoET's PPU to complete the OVEMIS training to school principals and data quality and validation training to SIOs for Shefa and Tafea provinces in the second half of the year.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.4. - Finalise and implement the national school infrastructure plan
Sub-activity objectives	This sub-activity responds to MoET's request to finance the review of the draft National School Infrastructure Development Plan (NSIDP) Action Plan (Phase 1) and develop an updated costed implementation plan.
Alignment with VETSS	<p>Activity Area 11– Rationalisation of existing schools and identify need for new schools</p> <p>Key Activity 30– Develop and implement the NSIDP Policy framework</p> <p>Key Activity 31– Finalise and implement the NSIDP</p>

Progress to date

- In February 2021, VESP engaged an NSIDP Project Officer and TA to support this activity.
- Although competing national priorities affected official approval of the NSIDP by the Council of Ministers (COM), some provinces have implemented Phase 1 of the draft NSIDP plan to some extent.
- In April, assessments by the NSIDP Project Officer started in the provinces, communities and schools that went ahead with Phase 1. The first province to undergo the assessment was Malampa.
- The exercise follows up on provincial offices' implementation progress of the first NSIDP plan developed in 2019 in preparation for its review in June.

Cross-cutting issues to date

- **Gender:** Toilets – sufficient toilets for boys and girls. If insufficient facilities for either, documented. If there aren't girls' toilets can prevent girls and young women from attending school regularly. VESP made considerable efforts to ensure women took part in the consultations. When they participated, women were keen to speak out about their concerns about the safety of children when travelling to a school that is farther away than the one they are currently attending. The safety of roads and the transport to get to schools was also raised in the consultations.
- **Disability inclusion:** On the infrastructure side, MoET's new standard classroom has been designed to ensure children with disabilities are not at a disadvantage (in line with DFAT's accessibility guidelines). Guidelines on how to address existing classrooms that are not accessible or advice on how to improve access if roads leading to the school are not accessible is lacking. Attendance in school in rural areas by students with disabilities remains a challenge. This challenge may be even harder if the school that the children needs to attend is farther away or not accessible.
- **Social inclusion:** The activity has focused on rural and remote schools, so decisions affect this group. A higher proportion of community teachers in rural schools; with rationalisation and provision of teacher housing, an objective is to identify trained teachers who can come to the rural communities. Another issue is to set up and boarding facilities so students can board and reduce the risk of students dropping out.
- **Disaster risk management:** In new schools, at least one building will be designed as a Cyclonic Category 5 building for use as a community shelter. Ideally, dormitories (teacher housing and/or boarding facilities) would need to withstand category 5 cyclones. This is quite expensive. Consequently, the goal is to have at least one building used as an emergency shelter. For the

existing schools, it's not so much about the infrastructure but about have a disaster management plan in place.

Challenges and Responses

- Many schools lack inadequate toilet facilities. The activity team is engaging with the UNICEF Water, Sanitation and Hygiene (WASH) team to better understand the plans to address it.
- Attendance by children with disabilities and rationalisation of schools in very remote areas remains a challenge. Create awareness with provincial officers about the issue to inform their decisions during implementation once the COM endorses the NSIDP.
- Although competing national priorities affected official approval of the NSIDP by the COM, some provinces have implemented Phase 1 of the draft NSDIP plan to some extent. The VESP team will continue to engage with MoET to learn about the progress made to approve the NSDIP by the COM.

Moving forward

- Amend the Action Plan Phase 1 to consider the survey outcomes collected in Phase 1; for example, some schools will be moved to a new location.
- Phase 2 – the team will assess schools that are currently being updated under the 2020 World Bank program.
- Phase 3 – new infrastructure and donor support are required. MoET and VESP will discuss the development of a capital development plan using quality financial information.
- These three changes can be done so that the updated Action Plan goes to the COM for approval.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.5. - Planning, Budgeting, Financing and Reporting are aligned
Sub-activity objectives	This sub-activity will assist MoET's PPU in revising VETSS, Corporate, and business plans; strengthening and enforcing timely planning, budgeting and reporting processes; improving the M&E result framework system; and conducting an annual joint review with stakeholders maintaining its practice to ensure timely development of draft business plans. This review aims to strengthen and improve the efficiency and efficacy of MoET's resource management. The activity also builds the capacity of senior provincial officers on planning, budgeting and reporting. PEOs, SIOs and principals are also included to acquire management skills needed to improve learning and teaching in schools. This activity covers six key areas in the 2021 Business Plan of the Policy and Planning directorate that are aligned to improve the management system at the central ministry to the provincial level.
Alignment with VETSS	<p>Activity Area 27– Planning, Budgeting, Financing, and Reporting processes are aligned</p> <p>Key Activity 90 – AP, budget and reporting cycle is implemented at central, provincial and school level.</p> <p>Key Activity 91 – Policies are considered in the planning and budgeting processes to be properly resourced.</p> <p>Key Activity 95 – Conduct capacity building on planning, budgeting and reporting at provincial level.</p>

Progress to date

- Global Partnership for Education, VETSS, and Corporate Plan. The Global Partnership for Education framework was used to develop the VETSS. A brief was put together for MoET's Policy, Planning Unit explaining how the GPE works, the background of the GPE, and the cycle of planning and monitoring of sector plans that can assist the Government in achieving the targets outlined. This paper was well received.
- A review of the draft Corporate Plan. The draft Corporate Plan was closely aligned to the VETSS with three pillars – access, quality, and management. The Plan included 23 strategies distributed across these three pillars. The VESP review of the Corporate Plan highlighted the need to re-organise the outputs, Intermediate Outcomes (IOs), and outcomes of the Plan. This advice is aligned with the requirements of the Public Service Commission. Organising the strategies with outputs, IOs, and overall plan outcomes will assist the Government in monitoring VETSS implementation and the Public Service Commission's expectations for reporting.
- Joint Sector Reviews. Joint Sector Reviews facilitates a country to undertake structured monitoring of sector plan implementation. The Joint Sector Review is a complex activity requiring much preparation. A note was put together on the Joint Sector Reviews. This note, summarising GPE documents on this topic, is intended to present MoET with the different available for carrying out Joint Sector Reviews. The note outlines specific decisions that needed to be made regarding the next Joint Sector Review. A list of preparation items to be attended to for the next Joint Sector Review was also provided. Based on this note, the Government is considering carrying out a two-day Joint Sector Review early next year.

Cross-cutting issues to date

- Gender, children with disability inclusion, and disaster risk reduction are substantially included in the plan's strategies. While gender is disaggregated in statistical data, disability is challenging due to limited data collection and entry. Disaster risk reduction is evident throughout the VETSS and the early drafts of the Corporate Plan.

Challenges and Responses

- There are delays in obtaining approval and input from different departments of the Ministry for the Corporate Plan.
- Availability of the PPU team has caused delays in obtaining responses for the feedback provided. VESP regularly engages with the PPU director to raise issues of delays.

Moving forward

- VESP will again review the Corporate Plan for outputs, IOs and outcomes targets, ensuring adherence to the PSC guidance.
- VESP will help to develop a preliminary draft Terms of Reference for the next Joint Sector Review by October 15, 2021, for review by the Government and partners. Preparation will begin this year so that the Joint Sector Review can take place early next year.
- VESP will provide any assistance needed for the Joint Sector Review –work with presenters, support logistics associated with the event and assist in preparing the aide-mémoire.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.6. - Strengthening management systems
Sub-activity objectives	This sub-activity will assist MoET's address three areas of improvement identified in the Public Finance Management Report: (i) strengthening MoET and school Public Finance Management (PFM) and procurement processes, manuals, regulations; (ii) improving PFM and procurement capacity of provincial education office staff; and (iii) reviewing the requirements by MoET's Internal Audit Committee to be in line with the PFM Act.
Alignment with VETSS	<p>Activity Area 1– Revised School Financial Management Manual</p> <p>Key Activity 1 – Revise the School Financial Management Manual to include new administrative functions</p> <p>Key Activity 2 – Provide support and training to improve capacity and performance.</p> <p>Activity Area 3– Revised School Grant Code</p> <p>Key Activity 4 – Revise the school grant formula to be equity-based.</p> <p>Key Activity 6 – Provide support and training to improve capacity and performance</p>

Progress to date

- Key priorities in the AP for this sub-activity include completing the School Financial Management Manual and MoET's Financial Management Manual and assessing PFM capacity of provincial education office staff.
- Draft versions of the School Financial Management Manual and the MoET Financial Manual submitted to PEO for review and approval. Draft procedures for school financial management and MoET financial management were also submitted for review and approval.
- VESP is planning to support MoET to train MoET central and provincial staff, undertake audit and compliance review of MoET committee, review and translate into French the school grant code, and school Financial Management Manual and MoET Financial Manual to strengthen MoET's financial management system.
- VESP provided technical assistance to the Audit and Compliance review by MoET's committee started in March and will include private and public sector aspects in response to the Public Finance Management Report commissioned by DFAT in 2020 and the revised 2019 Public Finance and Economic Management Act requirement.

Cross-cutting issues to date

- **Gender:** The use of gender-neutral language will include examples that challenge social norms. The PFM procedures draw attention and adhere to gender equity in education policy. The activity aims to have gender equity among training participants.
- **Disability inclusion:** The use of examples that challenge social norms. The PFM procedures draw attention and adhere to the inclusive education policy.
- **Social inclusion:** The procedures look at social inclusion in ensuring contracts are procured transparently from different ethnic/language groups. Also, the manuals make provisions in the procedures that look at non-financial payment and contributions to schools from parents that are unable to make fee payments.
- **Disaster risk management:** PFM manuals and procedures allow schools to set up savings accounts and/or access financing for disaster recovery efforts. Limited PFM manuals are printed to ensure PFM post-disaster recovery does not rely on access to electricity/internet.

Challenges and Responses

- Completion of the activity was delayed because of the late approval of the Public Financial Management Regulations, which only happened on 30 June 2021. Now that these documents have been released, VESP can:
 - Complete the manuals and submit them for final approval
 - Start the capacity assessment at the provinces since the assessment criteria is in the regulation released
 - Finalise the assessment of the requirements in the Internal Audit Committee to ensure they align with the regulation recently released
- The availability of key MoET staff in the Finance Unit has affected the implementation of this activity. The Finance Unit is critically understaffed for all of 2021, and the Head of the Finance Unit currently covering two additional positions. VESP remains flexible and responsive to the Head's request for support, understanding that some of these requests, although outside of the TAs TORs, are required to support capacity at MoET's Finance Unit. The team also seeks her help/guidance only when necessary.

Moving forward

- In finalising the PFM school and MoET manuals, it is important VESP assists MoET in ensuring OVEMIS meets the new regulation's requirements.
- VESP will follow up with MoET on their preference for distributing the school code (English and French) in paper and digital versions.
- VESP will circulate a concept note to MoET for approval by Directors to implement the provincial education office financial management capacity assessment, scheduled for completion by the end of November.
- The VESP TA will follow up closely with MoET counterparts to accelerate the review of the functions of the Internal Audit Committee.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.7.A - OVEMIS technical capacity building for developers
Sub-activity objectives	This sub-activity will assist MoET's efforts to regularly improve the capacity of the MoET ICT Unit to use and integrate technology-based tools to improve teaching and learning -including distance education-- , administrative records and data, and communications across the different levels of the education system. The activity involves training IT developers from MoET's IT Unit in the use and maintenance of OVEMIS and identifying the 'as is' and 'need be' requirements and evolving needs of the platform.
Alignment with VETSS	<p>Activity Area 34– OVEMIS data applied to all reporting and planning</p> <p>Key Activity 125 – Provide guides, materials, tools to support use of OVEMIS, and provide ongoing training support</p> <p>Key Activity 126 – Ensure all school principals and administrators are trained to use OVEMIS as the exclusive tool to manage school data</p> <p>Key Activity 127 – Improve MoET's archive storage systems; and respective units rationalizing and reviewing hard copy files to avoid duplication of what is already in OVEMIS and Ministry Website.</p> <p>Key Activity 129 – Develop specific offline version of the OVEMIS modules to includes and encourage use of OVEMIS</p> <p>Key Activity 130 – Further development, improvement, and upgrade of relevant OVEMIS modules which impact on payment of school grants and keep accurate and up-to-date scholarships /PSET data to be transparent and accessible for monitoring and decision making.</p>

Progress to date

- In February, the sub-activity's plan and budget were developed and approved.
- From January to June, three training workshops for MoET IT developers on OVEMIS took place.
- After the training, any new pages built in OVEMIS will implement more styles to improve the user experience on the system.

Cross-cutting issues to date

- **Gender:** There are no female MoET IT developers currently employed at the central MoET IT Unit. All the IT developers are male. Female candidates are welcome to apply for any IT Unit position if advertised. OVEMIS captures gender details of all individuals, allowing gender breakdown analyses of staff and students.
- **Disability inclusion:** Student disability information is not yet captured in the current OVEMIS. The best way to capture these data is currently being discussed.
- **Social inclusion:** There is no reliable measure of social inclusion in OVEMIS besides geolocation. This is a conversation to be held in the future.
- **Disaster risk management:** The draft MoET IT Disaster Recovery Policy provides for business continuity measures to ensure continuous OVEMIS data access during disaster periods.

Challenges and Responses

- The implementation of the OVEMIS learning by MoET's IT Unit developers is slow due to the low staffing capacity inside the MoET IT Unit and competing work priorities. The proposed revision of the operational structure of the IT Unit and OVEMIS Support Unit will increase the human resource capacity and provide dedicated support to OVEMIS.

Moving forward

- The fourth and fifth training for MoET's IT developers on OVEMIS is planned for August.
- MoET IT Manager will finalise the draft proposal of the revised operational structure of the IT Unit and OVEMIS Support Unit and submit it to MoET's Administration and Finance Director and PPU Director for review and consultation with senior management.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.7.B - Review IT Policies
Sub-activity objectives	This sub-activity seeks to support MoET develop a functional and accessible ICT policy that aligns with the Vanuatu Governments National ICT Policy. In addition to promoting access to ICT in schools, the policy will ensure access to information, safety, integrity and security of its users, data, ICT tools and services. Additionally, support will be given to MoET's IT unit to develop a new IT Disaster Recovery Policy and review the operational structure and OVEMIS Support Unit in April.
Alignment with VETSS	<p>Activity Area 18– IT Policy implemented by 2030</p> <p>Key Activity 52 – Review IT Policies</p> <p>Key Activity 55 – ICT support and infrastructure coordination provided from MoET's central level to provincial and school levels</p> <p>Key Activity 56 – Develop Minimum ICT Standard for MoET (central, provincial, and schools)</p>

Progress to date

- In February, the sub-activity's plan and budget were developed and approved.
- In June, VESP completed the recruitment of the ICT Advisor who will support this sub-activity.
- VESP supported MoET's IT Unit draft a new IT Disaster Recovery and Infrastructure Policy and submitted it to the IT Manager for review. The proposed policy is the first of its kind for MoET and contributes to the IT Policy in the plan.
- VESP supported MoET to review the operational structure of its IT Unit and OVEMIS Support Unit. The OVEMIS support unit structure was created in 2014 but has struggled to be operational. The review generated an action plan to improve capacity and the TORs for the support required. This was presented to MoET Administration and Finance Director and PPU Director for initial feedback and is now under final revision before resubmission to the Directors for review and approval by MoET senior management.
- VESP and MoET IT Unit facilitated a session with school principals on developing internal school ICT Policy at the Principals IT Conference held in Santo in June. This included advice and recommendations on guidelines and frameworks to align school ICT policies to MoET's IT Policy. ViewpX⁹ organised the Principals IT Conference with funding and facilitator support from private and government organisations, including MoET and VESP.

Cross-cutting issues to date

- **Gender:** Once the proposed revised operational structure of the IT Unit and OVEMIS Support Unit is approved and advertised, male and female candidates are welcome to apply for the vacancy positions.
- **Disability inclusion:** The revised ICT policy will consider accessibility for those with disabilities and include their voice in planning, development, and implementation.

⁹ ViewPX describes itself as Charitable Orgaization. It is supporting several Secondary Schools to use Learning Management Systems (Moodle) and has partnered with Oxfam to deliver a cash transfer program, to communities affected by tropical cyclone Harold and Covid-19.

- **Social inclusion:** The ICT policy will consider the needs of urban and rural schools and MoET offices and make provisions and guidelines for support. Rural and urban audiences will be included in planning, development, and implementation.
- **Disaster risk management:** MoET's draft IT Disaster Recovery and Infrastructure Policy provides business continuity measures to ensure continuous access to ICT tools, services, and data during disaster periods.

Challenges and Responses

- Delay in the recruitment of the ICT Advisor impeded the review of MoET's IT Policy. The ICT Advisor is now recruited to support this activity.

Moving forward

- VESP is working with MoET's IT Unit to arrange for the ICT Advisor to start working on this activity remotely from July, pending relocation to Port Vila in August.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.7.C - Review MoET Website
Sub-activity objectives	This sub-activity aims to strengthen MoET's website and improve its responsiveness and usefulness for internal (MoET, all levels) and external users.
Alignment with VETSS	<p>Activity Area 34– OVEMIS data applied to all reporting and planning</p> <p>Key Activity 127 – Improve MoET's archive storage systems; and respective units rationalizing and reviewing hard copy files to avoid duplication of what is already in OV and Ministry Website.</p> <p>Key Activity 129 – Develop specific offline version of the OVEMIS modules to includes and encourage use of OVEMIS</p>

Progress to date

- In February, the sub-activity's plan and budget were developed and approved.
- VESP assisted MoET to review the current website and submitted a report to the IT Manager.
- In June, VESP completed the recruitment of the ICT Advisor who will support this sub-activity.

Cross-cutting issues to date

- **Gender, Disability Inclusion and Social inclusion:** No observations recorded to date.
- **Disaster risk management:** MoET's website includes information on MoET's disaster response efforts. The draft IT Disaster Recovery and Infrastructure Policy provides for business continuity measures to ensure continuous information dissemination through MoET's website during disaster periods.

Challenges and Responses

- Although VESP supported MoET's IT Unit to carry out a preliminary review of MoET's website, the ICT Advisor is needed to progress this activity in detail. Arrangements are underway to enable the ICT Adviser to commence work remotely in July while preparing for travel from Singapore to Port Vila in August.
- Low staffing capacity in MoET's IT Unit hinders the Unit's ability to update the website routinely. The proposed revised operational structure of the IT Unit and OVEMIS Support Unit provides dedicated support to the website development and maintenance. Nevertheless, the IT Unit needs support from a communications officer to create and update the website content. MoET currently does not have a full-time communications officer. The position was advertised during the reporting period.

Moving forward

- VESP is working with MoET's IT Unit to arrange for the ICT Advisor to start working on this activity remotely from July, pending relocation to Port Vila in August. A copy of MoET's website review report will be shared with the IT Advisor once approved by the IT Unit Manager.

Activity	3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management
Sub-activity	3.1.7.D - Improving digital literacy for MoET staff
Sub-activity objectives	This sub-activity supports MoET's efforts to strengthen digital literacy in the workplace. The sub-activity will finance the development of training workshops, technical guides, and training and user manuals. Support will also be given to improve ICT facilities, the external MoET's website and internal portals, and train MoET staff in the provinces and central offices to improve their digital literacy.
Alignment with VETSS	<p>Activity Area 34– OVEMIS data applied to all reporting and planning</p> <p>Key Activity 124 – Introduce use of OVEMIS as part of the Management and Leadership course program at VITE</p> <p>Key Activity 126 – Ensure all school principals and administrators are trained to use OVEMIS as the exclusive tool to manage school data</p>

Progress to date

- In February, the sub-activity's plan and budget were developed and approved.
- Training started in March and will continue throughout the year.
- In March, VESP supported MoET to deliver training on Microsoft Outlook to 54 newly appointed principals from the six provinces during the Principals Induction workshop conducted by MoET in Port Vila. Another training on Microsoft Outlook was delivered to 16 participants from Efate in March.
- VESP supported MoET to develop Microsoft Outlook user guides for distribution to participants during the two training in March.
- In May, VESP provided financial support towards the Principal IT Conference held in Santo. The 4-day conference organised by ViewpX and approved by MoET was attended by 84 school principals and teachers from the 6 provinces of Vanuatu. VESP (1 male) assisted MoET IT Unit (3 male) in facilitating two sessions on MoET services and setting up internal IT policies for schools over 2-days. The services session included awareness on general IT support to schools, establishing and distributing school email addresses and OVEMIS user access to principals, and a refresher course on navigating OVEMIS.
- VESP recruited an ICT Advisor in June to support this activity. VESP also re-advertised the position of the IT Officer supporting MoET's IT Unit in June following receipt of the former IT Officer's resignation.

Cross-cutting issues to date

- **Gender:** Male and female participants took part in the training sessions facilitated by MoET's IT Unit. The sessions were open to both gender groups as long as they were part of the training organised by MoET and ViewpX.
- **Disability inclusion:** There was no record of participants with a disability attending the training.
- **Social inclusion:** Some of the Principals IT Conference participants acknowledged the importance of the conference and sessions held in May, however, requested more and frequent targeted training for different groups of participants. It should be specific for different groups with different capacity skills and work levels, such as principals, teachers, primary and secondary participants. This is mainly for those from rural areas with none-to-limited ICT knowledge who struggle to catch up during training. The use of technical language was also a challenge for rural

participants. Moreover, the ICT limitations in rural areas affect the practice of knowledge gained from one-off ICT capacity building during the year, therefore not sustainable as envisioned by MoET. It is hoped that MoET's IT Policy would guide improvement, accessibility, and resource allocation to schools around Vanuatu to address the ICT challenges.

- **Disaster risk management:** The encouragement of Moodle learning platform at the Principals IT Conference aims to help schools prepare and start practising teaching and learning through the platform in preparation for disaster periods. Since the COVID-19 pandemic emerged in 2020, Moodle was explored as an alternative for secondary schools to progress classes during the period. More training and ICT resources are required to promote its usage in rural and urban schools.



"My knowledge of computer is low. I don't have any. I didn't attend any training. On the first day, I thought I was just here as an observer. I heard about how they would go through the conference and felt that I would not be able to learn anything. It was until the facilitator put up some Apps, some resources, and some activities, then it started to grab my interest.

The most important thing to me is to know how to use a laptop and internet at school. I don't have any access. I learn it but the accessibility isn't there.

I think it would be good to have someone who works in IT. I can give ideas on Moodle, but I cannot create it. I need an IT officer to work with me. And I must also have resources, accessibility to internet, and things like that to run it. But it's an important idea that you came to conference especially since the country is facing disasters and this is the way forward to teach the children."

Bae Rickson, Teacher, West Coast Santo (Principals IT Conference)

Challenges and Responses

- Rural participants experienced more challenges during training compared to urban participants. This is mainly due to their low level of computer literacy and the ICT infrastructure challenges they face. Even though user guides were produced and some training was given, rural participants require more dedicated training sessions delivered at their pace and access to ICT resources.

Moving forward

- MoET's IT Unit recommends that training providers collaborate and align training plans with the IT Unit's to best support digital literacy capacity building for MoET and schools. It plans to meet with training providers to learn about their training plans and design, inform them of capacity gaps within the education sector that MoET plans to address, and remind them of MoET's IT Policy to incorporate in their training designs. Hopefully, this will align the training activities and collaboratively support MoET's IT Unit with capacity building within the education sector. VESP, through an IT Officer and ICT Advisor, will continue to support MoET with capacity building activities.
- The position of the IT Officer supporting MoET's IT Unit was vacated in June. VESP advertised the vacancy and aims to recruit personnel soon to resume support to MoET's IT Unit. The ICT Advisor was recruited and expected to start in Vanuatu in August 2021.

Activity	3.2 – Supporting emergency response
Sub-activity	3.2.1. - Ministry's communication support for COVID-19 response
Sub-activity objectives	This sub-activity supports MoET's COVID-19 response communication needs, focusing on key messages and campaigns during emergencies.
Alignment with VETSS	<p>Activity Area 13 – Strengthening Disaster Risk Reduction and Management</p> <p>Key Activity 38 – Review and implement Education in Emergency Policy</p> <p>Key Activity 39 – Implement the Ministry Contingency Plan by strengthening coordination amongst Ministry and other line ministries and stakeholders to better prepare to respond effectively to disasters.</p>

Progress to date

- VESP drafted 12 proposals for MoET press releases, which were shared with MoET for approval and use.
- In April, VESP supported the logistics and communication needs for the Vanuatu Australia School Community Grant to assist school communities in responding to the impacts of COVID-19 and TC Harold. The funds were paid in April 2021. The Vanuatu Australia School Community Grant video was shot in Ambae. The promotion and awareness the Vanuatu Australia School Community Grant was done using radio messages, radio interviews, press release, press ads, internal email, MoET's website and SMSs to all mobile users in Vanuatu.
- VESP drafted regular social media posts for MoET's and DFAT's social media. The drafts were shared with MoET and DFAT's for approval and use.

Cross-cutting issues to date

- **Gender:** All communication products are developed through a gender equity lens that promotes non-stereotypical images and messages in the calendar, good media stories and on social media.
- **Disability inclusion:** All communication products are developed through a disability inclusion lens that promotes non-stereotypical images and messages. The calendar and the good news stories are examples of this.
- **Social inclusion:** All communication products are developed through a social inclusion lens that promotes non-stereotypical images and messages.
- **Disaster risk management:** VESP's communications manager supports the disaster response efforts – see activities 3.2.1 and 3.2.2.

Moving forward

- VESP continues to monitor the status of COVID-19 across the country and is ready to respond to MoET communications requests as needed.

Activity	3.2 – Supporting emergency response
Sub-activity	3.2.2. - Emergency support fund
Sub-activity objectives	This sub-activity seeks to support emerging disaster needs to ensure continuity of MoET operations. Funding allocation remains available for VESP support if needed.
Alignment with VETSS	<p><u>Activity Area 13</u> – Strengthening Disaster Risk Reduction and Management</p> <p>Key Activity 39 – Implement the Ministry Contingency Plan by strengthening coordination amongst Ministry and other line ministries and stakeholders to better prepare to respond effectively to disasters.</p>

Progress to date

- In 2020 VESP demonstrated considerable flexibility responding to the combined crises of a category 5 TC and a pandemic. This sub-activity strengthens the programs' capability to respond promptly to emerging crises. The support provided may include assessments, replacement of resources and support to continuity of business.

Moving forward

- VESP continues to monitor the status of COVID-19 and weather-related events across the country and is ready to respond to MoET emergency response needs if requested. To date, funds remain unused. However, the allocation may be partially reduced to accommodate emerging demands from the implementation of other activities.

3.4 Communications support

The VESP Communications Manager provides critical support to the implementation of CDU's communication strategy (sub-activity 1.2.5), MoET's communications needs in emergencies (sub-activity 3.2.1), and across all VESP sub-activities. Table 5 summarises the communications support across VESP sub-activities during the reporting period.

Table 5: Communication Support January to June 2021

VESP Sub-activity	Communications support (January to June 2021)
1.1.2 Principals handbook training	<ul style="list-style-type: none"> Preparation and printing of 271 Principal Handbook Training Certificates for principals in Ambrym, Malampa, Torba, Tafea and Sanma.
1.2.1 ECCE PSP	<ul style="list-style-type: none"> Flyer for Yumi Raet Tugeta developed, approved and printed by MoET and DFAT. Flyer for Yumi Kaont Tugeta developed, approved and printed by MoET and DFAT. Nurturing Care series of six artworks developed and approved by MoET and DFAT. The artworks of the series have been created in Bislama, English and French. Photoshoot with the parents of a baby to build the ECCE library of pictures.
1.2.4 Model Inclusion Schools and kits	<ul style="list-style-type: none"> Series of eight videos finalised and submitted to MoET for approval.
1.2.5 School community communication	<ul style="list-style-type: none"> 2021 Calendars printed and distributed to all the primary schools along with CDU resources (686 ECCE centres, 409 primary schools and 93 secondary schools). 2021 Calendars distributed to all the provincial education offices. Photoshoot in one French primary school in Port Vila and three primary schools in Santo (1 French, 1 English and 1 bilingual) to keep building the library of pictures for MoET.
1.3.1 SIO and School Inspectors PD and support	<ul style="list-style-type: none"> Editing, formatting and printing of the French version of the SIO operational guidelines in French.

VESP Sub-activity	Communications support (January to June 2021)
2.1.4.B Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa) incl. PZN and vernacular development - literacy strategy	<ul style="list-style-type: none"> • Design of the Literacy Symposium artwork • Development and implementation of the communications strategy for the Literacy Symposium (radio interviews and messages, SMS, social media posts, street banners, pull up banners, ads in the newspapers, posters, programs, badges, internal emails, invitations and website banner).
3.1.3 Quality data collected on all relevant groups (...).	<ul style="list-style-type: none"> • Design of the first draft of 2021 Education Key Indicators Fact sheet - pending inputs from PPU.
3.1.5 Planning, Budgeting, Financing and Reporting are aligned	<ul style="list-style-type: none"> • Design of the School Grant Program artwork approved by MoET and DFAT. The artwork has been created in Bislama, English and French. • Development and implementation of the communications strategy for the School Grant program (radio interviews, social media posts and posters in three languages, pull up banners, press ads, website banner and page updates, internal email). • Ongoing support consolidating the minutes from the VESP Steering Committee meetings.
3.2.1 Ministry's communication support for COVID-19 response	<ul style="list-style-type: none"> • Shooting of the video on Vanuatu Australia School Grant submitted for approval • 12 wording proposals sent to MoET for press release • Regular wording collaterals -i.e. samples of text for various regular communications in the MoET's social channels- sent for MoET's social media

3.5 VESP's mid-year progress status

Table 6 presents the outputs achieved by each sub-activity as of 30 June 2021 (mid-year target). VESP and their MoET counterparts determined the June targets at the beginning of the year and when required. They are subject to adjustments.

The column "Achieved (as of 30 June 2021)" reports the actual outputs delivered by a sub-activity. For instance, the number of people trained, a work plan, or a study's scope. The geographical disaggregation applies only to those sub-activities whose targets are aimed at specific achievements per province. Gender disaggregation is reported in the narrative reports for each sub-activity (section 3.1 to 3.3).

The column "Total target group" represents the total number of individuals, studies or policies that make up the target group for a sub-activity. For example, the target group for sub-activity 1.1.1 Women's leadership network includes women in the education sector include school principals, teachers, female provincial officers, and MoET female staff in the central office. In Shefa province, as per the latest MoET and TSC records, 846 female officers comprise the target group.

The column "Coverage" shows the achieved figure as a percentage of the total target group. For example, the training of 27 female teachers and officers in Shefa (sub-activity 1.1.1) represents 3% of the province's target group (846).

The column "Progress against targets" rates the output achieved concerning the sub-activity's June target. In the example above, the training of 27 female officers in Shefa exceeded the June target of 20 female officers attending the women's network meeting (score of 1). The training in Torba fell short of the June target by province and is rated at level three. Overall, the sub-activity progressed well in three provinces, but delays in the overall activity implementation saw it fall short in meeting its targets for Torba and Tafea (hence it is reported as zero). For this reason, sub-activity 1.1.1 is "behind schedule" relative to its June targets (column "sub-activity status").

Table 6: VESP sub-activity progress against 2021 targets

1 = achieved and surpassed
2 = achieved as planned
3 = partially achieved
4 = yet to be achieved

Sub-activity		Target group or MoET division	Annual target (December 2021)	Mid-year target (June 2021)	Achieved (as of 30 June 2021)		Total target group	Coverage	Progress against June targets	Sub-activity status
1.1.1	Women's leadership network	Women in the education sector include school principals, teachers, female provincial officers, and MoET female staff in the central office	60 women participate in women's network meeting per province	20 women participate in women's network meeting per province	Shefa	27	846	3%	1	Behind schedule
					Tafea	0	595	0%	4	
					Penama	28	448	6%	1	
					Malampa	0	582	0%	4	
					Torba	11	180	6%	3	
					Sanma	31	790	4%	1	
1.1.2	Principals handbook training	School Principals, Deputy Principals, Acting Principals, PEOs, PFOs, SIOs	410 principals participate in handbook training	160 principals participate in the handbook training	Shefa	0	112	0%		On schedule
					Tafea	60	77	78%		
					Penama	0	99	0%		
					Malampa	76	114	67%		
					Torba	23	28	82%		
					Sanma	85	156	54%		
					Principals	244	586	42%	1	
					Shefa	0	34	0%		
					Tafea	17	22	77%		
					Penama	0	25	0%		
					Malampa	14	31	45%		
					Torba	5	18	28%		
					Sanma	12	32	38%		
					MoET officers	48	162	30%	1	
					Shefa	0	229	0%		
					Tafea	20	251	8%		
					Penama	0	81	0%		
					Malampa	25	247	10%		
					Torba	5	63	8%		
					Sanma	0	282	0%		
					ECCE Head Teachers	50	1153	4%	1	
1.1.3	Principals Certificate Training	Teachers, Middle-Level Leaders, Senior Leaders, System Leaders (PEOs, SIOs, PEOs)	50 school leaders complete leadership certificate course	40 leaders enrolled in leadership certificate course	Shefa	2	2	100%	1	On schedule
					Tafea	2	2	100%	1	
					Penama	1	1	100%	1	
					Malampa	5	5	100%	1	
					Torba	-	-	-	n.a	
					Sanma	45	45	100%	1	
1.1.4	Principals Induction	Newly appointed principals by TSC	54 newly appointed principals participate in induction program	54 newly appointed principals participate in induction program	Shefa	25	25	100%	2	Completed
					Tafea	8	8	100%	2	
					Penama	3	3	100%	2	
					Malampa	5	5	100%	2	
					Torba	2	2	100%	2	
					Sanma	11	11	100%	2	

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 1 = achieved and surpassed
 2 = achieved as planned
 3 = partially achieved
 4 = yet to be achieved

Sub-activity		Target group or MoET division	Annual target (December 2021)	Mid-year target (June 2021)	Achieved (as of 30 June 2021)		Total target group	Coverage	Progress against June targets	Sub-activity status								
1.2.1	ECCE Parent Support Program (PSP)	1 = achieved and surpassed 2 = achieved as planned 3 = partially achieved 4 = yet to be achieved	6 Provincial ECCE Coordinators and 65 MEOs trained	3 Provincial ECCE Coordinators and 35 MEOs trained	Shefa	0	325	0%	4	Behind schedule								
					Tafea	0	327	0%	4									
					Penama	0	172	0%	4									
					Malampa	0	348	0%	4									
					Torba	0	99	0%	4									
					Sanma	0	429	0%	4									
					Communities selected to participate in PSP, by province						40 communities participate in PSP	20 task groups in communities trained	Shefa	0	6	0%	4	
					Tafea	0	6	0%	4									
					Penama	0	6	0%	4									
					Malampa	0	6	0%	4									
					Torba	0	6	0%	4									
					Sanma	0	6	0%	4									
		1.2.2	Inclusion Policy Review	Three MoET policies: gender equity in education, inclusive education, and child safeguarding	Inclusion Policy Review and Recommendations delivered to MoET's SMT.	Inclusion Policy Review consultations completed in 2 of the 6 provinces	Shefa	1	1		-	2	On schedule					
							Tafea	0	1		-	4						
							Penama	0	1		-	4						
							Malampa	0	1		-	4						
							Torba	1	1		-	2						
							Sanma	1	1		-	2						
1.2.3	Inclusive Education Diploma for teachers	Teachers (20 female): 2 ECCE, 17 Primary, 1 Secondary	20 teachers complete Year 2 of the Inclusive Education Diploma at USP	20 teacher complete semester 1 of the 2nd year of the Inclusive Education Diploma at USP	Shefa	18	18	100%	2	On schedule								
					Penama	1	1	100%	2									
					Sanma	1	1	100%	2									
1.2.4	Model Inclusion Schools and kits	45 model inclusion schools (30 in Penama and 15 in Shefa), supporting the teachers in these schools		Eligible schools with established inclusive education committees and workplans submitted	Eligible schools in Shefa	11	15	73%	3	Behind schedule								
					Eligible schools in Penama	30	30	100%	2									
					All teachers and principals in Model Inclusion Schools trained	Trainees from Shefa	63	95	66%		3							
					Trainees from Penama	211	211	100%	2									
				Inclusion kits report recommendations enacted	Inclusion Kits report delivered	Inclusion kits in Sanma schools	6	15	40%		3							
						Inclusion kits in Penama schools	0	30	0%		4							
					Six good news stories from Model Inclusion schools shared through social media	Three good news stories from Model Inclusion schools shared through social media	Good news stories from Sanma schools	0	3		0%	4						
							Good news stories from Penama schools	0	3		0%	4						
				1.2.5		School community communication	PPU, CDU, ECCE, SBM, Finance and Administration	Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-August 2021	Number of radio, posters, videos, and SMS campaigns agreed with MoET in Jan-Feb 2021		Meet monthly social media requirements for MoET and DFAT	variable	variable	-	2	On schedule		
				1.3.1	SIO and School Inspectors PD and support	SIOs and Inspectors	All SIOs trained in all (6) provinces	All SIOs trained in 3 provinces (Sanma, Torba, Malampa)	SIOs Sanma		9	9	100%	2	On schedule			
									SIOs Torba		2	2	100%	2				
SIOs Malapma	5	8	63%						3									
PSCIs Sanma	1	1	100%						2									
PSCIs Torba	1	1	100%						2									
PSCIs Malampa	1	1	100%						2									
School Inspectors Sanma	1	1	100%						2									

Sub-activity	Target group or MoET division	Annual target (December 2021)	Mid-year target (June 2021)	Achieved (as of 30 June 2021)	Total target group	Coverage	Progress against June targets	Sub-activity status		
				School Inspectors Torba	1	1	100%	2		
				School Inspectors Malampa	1	3	33%	3		
				SIOs Shefa	0	10	0%	4		
				SIOs Penama	0	6	0%	4		
				PSCIs Shefa	0	1	0%	4		
				PSCIs Penama	0	1	0%	4		
				School Inspectors Shefa	0	2	0%	4		
				School Inspectors Penama	0	1	0%	4		
1.3.2	Strengthening provincial coordination and support	Coaching staff (MoET + VESP) to support PEOs, PSCIs, SIOs	Provinces provide an end of year report for grants to provinces initiatives.	At least 7 MoET and 5 VESP staff complete growth coaching course	MoET staff	6	7	86%	2	On schedule
VESP staff	5	5	100%	2						
2.1.1	Teaching English or French as an additional language (Ademap Lanwis) for Years 4-6	65 trainers selected among PSIC, SIO, Provincial Trainer, Head Teachers, key teachers	By the end of the year, Ademap Lanwis (AL) trainers from each of the 6 provinces are trained	65 Ademap Lanwis (AL) trainers trained in Vanuatu.	Shefa	24	24	100%	2	Behind schedule
					Tafea	0	17	0%	4	
					Penama	0	20	0%	4	
					Malampa	0	39	0%	4	
					Torba	0	19	0%	4	
					Sanma	0	7	0%	4	
					CDU staff	6	6	100%	2	
					2.1.2	Classroom-based Assessment (CBA)	Primary school teachers (1,200 from Y1-Y6)	CBA trainers trained to support schools work through the training modules	Classroom Assessment and Reporting Workbook distributed to all Years 1-6 teachers	
Tafea	0	478	0%	4						
Penama	0	351	0%	4						
Malampa	0	491	0%	4						
Torba	0	137	0%	4						
Sanma	0	614	0%	4						
2.1.3	ECCE Lesson planning	MEOs, ECCE teachers, ECCE Centres	800 kindergarten teachers and 65 MEOs trained.	Lesson planning training package completed.	Shefa MEO	9	10	90%	2	On schedule
					Shefa ECCE Teachers	31	229	14%	2	
					Shefa ECCE Centres	31	123	25%	2	
2.1.4. A	Supporting provincial strategic approaches to improve literacy (Zone Networks)	MoET, zone networks, PEOs, PSICs, SIOs, Teachers (2-3 clusters)	4 PZN will provide end of year annual report from each of the provinces (report will talk about the number of teachers).	5 PZNs established	Shefa PZN	8	11 zones	73%	1	On schedule
					Tafea PZN	2	6 zones	33%	1	
					Penama PZN	2	7 zones	29%	1	
					Malampa PZN	8	8 zones	100%	1	
					Torba PZN	1	3 zones	33%	1	
					Sanma PZN	2	6 zones	33%	1	
2.1.4. B	Supporting provincial strategic approaches to improve literacy (Vernacular Materials)	PEOs and teachers of selected community schools in Tafea, Penama and Torba	CDU conducts Bloom software workshop for Torba and Penama staff	SIL delivers a training workshop on Bloom software to CDU; and CDU delivers training on Bloom to Tafea and Torba teachers	Bloom software training for CDU and VESP staff	6	6	100%	2	On schedule
					Tafea and Torba	0	2	0%	4	
			CDU works with Torba and Penama community to prepare a workplan for the development vernacular materials	CDU works with Tafea community to prepare a workplan for the development vernacular materials	Tafea plan prepared	1	1	100%	2	
					Penama plan prepared	1	1	100%	2	
					Torba plan prepared	1	1	100%	2	
			CDU conduct Tafea workshops to develop vernacular materials in Nafe & Nivhaar	CDU conduct Tafea workshops to develop vernacular materials in Naka and Netwaar	Training to teachers and PEO - materials in Naka language	12	12	100%	2	

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Sub-activity	Target group or MoET division	Annual target (December 2021)	Mid-year target (June 2021)	Achieved (as of 30 June 2021)	Total target group	Coverage	Progress against June targets	Sub-activity status		
				Training to teachers and PEO - materials in Netwaar language	27	27	100%	2		
		Printing and distribution Nafe, Nivhaar vernacular materials	Printing and distribution of Naka and Netwaar vernacular materials	Naka and Netwaar Phonics Story Books printed (1:1 ratio)	8	TBC	-	2		
		Development of 5 vernacular reading books by each school in Tafea (complete) and 50% in Penama.	CDU assist 4 community schools to develop vernacular materials	At-school training to develop books completed	0	4	0%	4		
2.1.4. C	Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa) - Literacy strategy	Torba, Shefa and Tafea PEOs	Three provinces supported to share successful practices.	3 provinces have developed plans to improve literacy.	Torba, Shefa and Tafea plans and grant requests submitted for approval	3	3	100%	2	On schedule
					Sanma, Penama, Malampa plans and grant requests submitted for approval	3	3	100%	2	
2.2.1	Teachers Qualification Upgrade Policy and National Teacher Development Plan (NTDP)	MoET and TSC	The Qualification Upgrade for In-Service Primary School Teachers Policy Statement and the National Teachers Development Plan (NTDP)	The Qualification Upgrade for In-Service Primary School Teachers Policy Statement finalised for endorsement	MoET counterpart leading this activity is appointed and starts engagement	1	1	100%	2	On schedule
					Initial workplan for this activity completed and submitted for approval	1	1	100%	2	
2.2.2	Qualifications upgrading	123 primary school teachers enrolled in the diploma in-service program	Teachers complete two courses within the NUV Diploma in Education (Primary In-Service)	Teachers complete one course within the NUV Diploma in Education (Primary In-Service)	Shefa	33	33	100%	2	On schedule
					Tafea	15	15	100%	2	
					Penama	8	8	100%	2	
					Malampa	20	20	100%	2	
					Torba	11	11	100%	2	
					Sanma	36	36	100%	2	
2.3.1.	Year 7 Curriculum Syllabus Development - Core Subjects	CDU	Syllabus for 5 subjects finalised in English and French	Syllabus for 5 subjects finalised for English versions	Recruitment of Lead Reviewer (Consultant), writer, editors and reviewers completed	18	18	100%	2	On schedule
					Year 7 curriculum development workplan completed	1	1	-	2	
2.3.2	Year 7 Teacher's Guide Development - Core Subjects	CDU	Teachers Guide printed for 5 core subjects in English and French	Teacher Guide templates finalised for writers Writers complete writing induction	Workplan and templates finalised	1	1	-	2	Behind schedule
					Writers recruited and trained	7	7	100%	3	
2.3.3	Year 7 Teachers Professional curriculum training package	CDU	PD program ready for roll out	Scope of the PD program endorsed	Outputs for Y7 PD program defined and workplan completed	1	1	-	3	Behind schedule
2.3.4	Finalisation, printing and distribution of Bislama dictionaries	CDU	Junior and upper Bislama Dictionaries distributed to all government and government supported primary schools	Final review of upper primary Bislama dictionary completed	Junior Bislama dictionary completed and ready for printing	1	2	50%	2	On schedule
2.4.1	Curriculum implementation monitoring study	CDU and EDS	CIMS final report and recommendations delivered to MoET's SMT	CIMS study design and instruments endorsed by MoET	Study design and instruments piloted	1	1	-	3	Behind schedule
2.4.2	Language policy review	CDU and EDS	Language Policy Review report and recommendations delivered to MoET's SMT	Language Policy study design and instruments endorsed by MoET	On hold					
2.4.3	VANSTA	EAU and CDRC staff	95% of Years 4, 6 and 8 students sit VANSTA	VANSTA Schedule finalised	Workplan and templates finalised	1	1	-	2	On schedule

Sub-activity		Target group or MoET division	Annual target (December 2021)	Mid-year target (June 2021)	Achieved (as of 30 June 2021)	Total target group	Coverage	Progress against June targets	Sub-activity status	
3.1.1	Creation and maintenance of a register of all teachers	IT Unit and OVEMIS	Teacher register system upgraded and ready for use.	Draft implementation plan for the teacher register completed	Draft plan completed and approved	1	1	-	2	On schedule
				Desk review of teacher documents of Open VEMIS completed	Desk review and Requirement analysis completed	1	1	-	3	
3.1.2	Develop a research Policy guideline for MoET	MoET EDS, Finance and other divisions	Cost of Education and Teacher Supply and Demand studies completed	Cost of Kindergarten and Primary Education, and Teacher Policy Framework and Requirements concept note finalized and approved	Joint concept note (two studies) completed and approved	1	1	-	2	On schedule
				Cost of Kindergarten and Primary Education, and Teacher Policy Framework and Requirements data collection started	Piloting of instruments and approval of data collection plan completed	1	1	-	2	
			Research guideline produced.	Review for MoET Research guideline started	Concept Note for the research guideline completed	0	1	-	4	
3.1.3	Quality data collected on all relevant groups (...).	SIOs, Inspectors and Provincial OVEMIS officers from the 6 provinces, and Penama School Principals	Key Education Indicators Factsheet developed.	Desk review for the Key Education Indicators Factsheet started	Desk review for the Key Education Indicators Factsheet completed	1	1	-	2	Behind schedule
			Education Statistical Digest layout reviewed.	Desk review for the Education Statistical Digest started	Review and selection of education indicators to be included completed	1	1	-	2	
					Revised layout for the Education Statistical Digest completed	1	1	-	2	
			Penama and Torba principals and SIOs in all provinces trained in OVEMIS.	Penama principals trained in Open VEMIS	Principals and provincial education officers - Shefa	0	146	0%	4	
					Principals and provincial education officers - Tafea	0	99	0%	4	
					Principals and provincial education officers - Penama	90	124	73%	1	
					Principals and provincial education officers - Malampa	0	145	0%	4	
					Principals and provincial education officers - Torba	33	46	72%	1	
					Principals and provincial education officers - Sanma	0	188	0%	4	
3.1.4	Finalize and implement the national school infrastructure plan (NSIDP)	PPU unit	NSIDP plan developed and endorsed by COM	NSIDP Plan reviewed	Provincial visits and drafting of the NSIDP Plan completed	1	1	-	2	On schedule
3.1.5	Planning, Budgeting, Financing and Reporting are aligned	PPU unit	Timely draft of MoET Business Plan	Draft Business Plan for 2022 produced	Comments to draft MoET Corporate Plan for 2022 submitted	1	1	-	3	Behind schedule
			Annual Joint Review held	Annual Joint Review concept drafted	Draft TORs for the Joint Annual Review started	1	1	-	3	
3.1.6	Strengthening management systems	MoET Directors, PEO Finance, key principals		School Financial Management Manual, Policies and procedures draft completed	Draft SFM manual, policies and procedures submitted for PEO approval	1	1	-	3	Behind schedule
				MoET Financial Management Manual, Policies and procedures draft completed	Draft FM manual, policies and procedures submitted for PEO approval	1	1	-	3	

Sub-activity	Target group or MoET division	Annual target (December 2021)	Mid-year target (June 2021)	Achieved (as of 30 June 2021)	Total target group	Coverage	Progress against June targets	Sub-activity status		
			Finance Management Training of MoET staff commenced (Central and Provincial)	Training workplan prepared	1	1	-	3		
			Review of Members of MoET Audit Committee completed	Technical support to the Audit and Compliance Review	1	1	-	3		
			New audit committee appointed	Requirements and functions of the Internal Audit Committee are clear, and facilitate the identification of members	0	1	-	4		
3.1.7.A	OVEMIS technical capacity building for developers	MoET IT Unit and education staff in the islands	5 training sessions for developers delivered	2 training sessions for developers delivered	Training session 1 - OVEMIS data model design and development, and OVEMIS webpage design and development	6	6	100%	2	On schedule
					Training session 2 and 3 - OVEMIS report design and development	6	6	100%	1	
				Enhanced OV modules developed and deployed						
				Technical user manual developed						
				System enhancements completed						
3.1.7.B	Review IT Policies	MoET IT Unit	IT Policy review finalized	IT Policy review commenced	ICT advisor hired	0	1	-	4	Behind schedule
			Awareness completed in provincial offices	Consultation in all provinces started	ICT advisor relocated to Port Vila and able to conduct consultations	0	6	-	4	
			MOET's revised IT policy launched	Revised and approved operational structure for the MoET IT and the OVEMIS Support Unit	0	1	-	4		
3.1.7.C	Review MoET Website	MoET IT Unit	New website plan designed	Website review initiated	Diagnostic report of MoET's website functionalities and future needs submitted for comments to the IT Unit Manager	0	1	-	3	Behind schedule
			New website launched	Working Committee established	Requirements and functions of the working group submitted for approval	0	1	-	4	
				Tender process initiated/approved	Technical requirements and RFQ issued to potential vendors	0	1	-	4	
3.1.7.D	Improving digital literacy for MoET staff	Senior and mid-level MOET (Central Office), School principals and Deputy Principals; PEOs, PFOs, and SIOs, all provinces	At least four training session to MoET staff delivered in all provinces	At least two training plans developed	Training to MoET staff on MS Outlook	16	16	100%	2	On schedule
					Training on MS Outlook to newly appointed principals (sub-activity 1.1.4)	54	54	100%	2	
					School principals attending the Principals IT Conference (PITCon) organised by ViewpX and MoET in Sanma	84	297	28%	1	
					At least four user manuals updated	At least two user manuals developed	Three guides developed: MS Outlook Fundamentals (reference guide), Navigating OVEMIS (reference guide) and MoET IT Policies manuals	3	3	

1 = achieved and surpassed
2 = achieved as planned
3 = partially achieved
4 = yet to be achieved

Sub-activity		Target group or MoET division	Annual target (December 2021)	Mid-year target (June 2021)	Achieved (as of 30 June 2021)	Total target group	Coverage	Progress against June targets	Sub-activity status	
3.2.1	Ministry's communication support for COVID-19 response	CDU, SBM, Finance and Administration, ESD, ECCE, PPU, etc	Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-Aug 2021	Number of radio, posters, videos, and SMS campaigns agreed with MoET in Jan-Feb 2021	At least 5 press releases request from MoET drafted and submitted for approval	8	8	-	1	On schedule
					Meet monthly social media requirements for MoET and DFAT	variable	variable	-	2	
3.2.2	Emergency Response Fund	MoET	Emergency disaster available for use if required	Emergency disaster available for use if required	Emergency disaster funds remain accessible to support continuity of services	1	1	-	2	On schedule

3.6 Program monitoring and research milestones

During the reporting period, VESP has put considerable effort into strengthening its activity reporting and monitoring capacity. Using the development of VESP's main monitoring and reporting documents -the bi-monthly and the six-monthly program reports- as the vehicle to review and streamline M&E processes across sub-activities, M&E efforts during the reporting period have focused on addressing three important M&E aspects:

- **Regular activity tracking and documentation.** Building on current practices and templates, the M&E team is working with VESP's activity coordinators to understand how activity documentation varies across sub-activities, how these practices can be reorganised to avoid duplication, and how implementation updates and decisions can be implemented put in place more efficiently.
- **Data recording and verification at the sub-activity level.** The M&E team started a review of the data recording and verification protocols used to store output-related data to report on sub-activity progress and achievements. So far, the team has identified shared practices and common challenges in recording and consolidating quantitative and qualitative data to understand progress at the sub-activity level depending on the level of complexity, intensity or coverage.
- Building up protocols and formats to ease the regular update of the program's result framework to monitor progress against program outputs and outcomes. VESP M&E advisors have been working on two fronts to address the pre-identified information gaps in the program's M&E results framework. On one side, the M&E Adviser works closely with MoET counterparts to improve the selection of sector indicators and targets in the VETSS and MoET's Corporate Plan 2030. On the other, the M&E officer (Port Vila) and the M&E specialist (Australia) work closely with activity coordinators to simplify documentation and recording processes, introduce data verification points, and reduce the need to duplicate reporting formats for different audiences. Work on the revisions of the program's result framework has helped introduce quarterly and mid-year feedback loops. In the context of the Six-Monthly Progress Report, the feedback loops helped identify the need to discuss implementation risks and refine target indicators for the mid-year and end-of-year output targets to reflect changes in the context.

In addition, as part of the programs feedback loop and reflection, the program has begun to document cross-cutting issues observed during implementation. These issues intend to reflect further embed GEDSI discussions in program implementation and help MoET and VESP coordinators to potential GEDSI impacts during activity implementation. The discussions held with activity implementers about drafting this report showed interesting reflections that had not been reflected or captured to date since activity implementation takes an overwhelming toll on the team's attention. The team appreciated these discussions, and there were initial signs of 'mind shifts' in how MoET and VESP teams perceive GEDSI elements in their activities.

From July to November, the M&E team will continue its support to activity coordinators to streamline data recording and documentation, in addition to preparing key inputs required for the program's mid-term review and the upcoming multi-year planning of the next program phase.

Research milestones

- Part 2 of the gender study (qualitative analysis) was completed, and the report was presented to the VESP team and MoET counterparts. The internal presentation of results generated insightful discussions that will serve as the basis to approach MoET to present the study's results. The team is working to finalise the consolidated Gender Study by 30 September 2021.
- Support to the revised evaluation approach to sub-activity 1.1.3 (Principals Certificate Training) was discussed with VESP Senior Program Officers and will be socialised with MoET counterparts. Once MoET endorses the revised outline (already discussed with DFAT), the VESP research team will adjust the study's questionnaire and prepare the methodological approach to be followed from 2021 onwards.

Table 7: Activity and sub-activity progress against program outputs and IOs (30 June 2021)

Activity		Outputs		Intermediate outcomes				End-of-program outcomes		
Sub-activity		Annual target output indicators (December 2021)		Will it be achieved? ¹⁰	Defined as	Measured as	Latest figures (2020)	Targets	Defined as	
1.1.1	Women's leadership network	Output 1.1 - Principals have increased ability to lead and manage school improvement, including engagement with the community	60 women in the education sector participate in women's network meeting per province	Unlikely	IO 1 - Schools provide safe and inclusive learning environments for all students	Primary education completion rate - Shefa	39% (all)	TBC	EOPO 1 - More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age	
1.1.2	Principals handbook training		410 principals participate in handbook training	Very likely			42% (female)			
1.1.3	Principals Certificate Training		50 school leaders complete leadership certificate course	Very likely			36% (male)			
1.1.4	Principals Induction		54 newly appointed principals participate in induction program	Achieved			20% (all)	TBC		
1.2.1	ECCE PSP		6 Provincial ECCE Coordinators and 65 MEOs trained	Unlikely			Primary education completion rate - Penama	27% (all)		TBC
1.2.2	Inclusion Policy Review		40 communities participate in PSP					32% (female)		
			Inclusion Policy Review and Recommendations delivered to SMT	Likely				23% (male)		
1.2.3	Inclusive Education Diploma for teachers		20 teachers complete Year 2 of the Inclusive Education Diploma at USP	Very likely			Primary education completion rate - Torba	43% (all)		TBC
1.2.4	Model Inclusion Schools		Inclusion kits report recommendations enacted	Possible				44% (female)		
			Six good news stories from Model Inclusion schools shared through social media					41% (male)		
1.2.5	School community communication	Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-August 2021	Very likely	Primary education completion rate - Malampa			42% (all)	TBC		
1.3.1	SIO and School Inspectors PD and support	All SIOs trained in all (6) provinces	Very likely				45% (female)			
							40% (male)			
1.3.2	Strengthening provincial coordination and support	Output 1.2 - Provincial office staff have increased capability and confidence to support school improvement	Provinces provide an end of year report for grants to provinces initiatives.	Likely	Primary education completion rate - Sanma	37% (all)	TBC			
						41% (female)				
					33% (male)					

¹⁰ Very likely>likely>possible>unlikely

Activity		Outputs		Intermediate outcomes				End-of-program outcomes		
Sub-activity		Annual target output indicators (December 2021)		Will it be achieved? ¹⁰		Defined as	Measured as	Latest figures (2020)	Targets	Defined as
2.1.1	Teaching English or French as an additional language (AL) for Y4 to Y6	Output 2.1 - Teachers and principals have increased capacity to implement the K-6 curriculum	By the end of the year, AL trainers from each of the 6 provinces are trained	Likely		IO 2 - Teachers implementing the new curriculum as intended in the classroom for K-6 (taking into account GEDSI)	Percentage of primary school teachers implementing the new curriculum for primary education (Years 1 - 6)	Unavailable	Available for reporting in 2022 (expected)	EOPO 2 - School principals, teachers, parents and communities collaborate to enable students to achieve improved literacy and numeracy outcomes (measured at Year 4 and Year 6)
2.1.2	CBA		CBA trainers trained to support schools work through the training modules	Likely						
2.1.3	ECCE Lesson planning		800 kindergarten teachers and 65 MEOs trained.	Unlikely						
2.1.4. A	Supporting provincial strategic approaches to improve literacy (Zone Networks)		4 PZN will provide end of year annual report from each of the provinces (report will talk about the number of teachers).	Possible						
2.1.4. B	Supporting provincial strategic approaches to improve literacy (Vernacular Materials)		CDU conducts Bloom software workshop for Torba and Penama staff	Likely						
			CDU works with Torba and Penama community to prepare a workplan for the development vernacular materials	Likely						
			CDU conduct Tafea workshops to develop vernacular materials in Nafe & Nivhaar	Likely						
			Printing and distribution Nafe, Nivhaar vernacular materials	Unlikely						
			Development of 5 vernacular reading books by each school in Tafea (complete) and 50% in Penama.	Unlikely						
2.1.4. C	Supporting provincial strategic approaches to improve literacy (Literacy strategy)		Three provinces supported to share successful practices.	Possible						
2.2.1	Teachers Qualification Upgrade Policy and National Teacher Development Plan (NTDP)		The Qualification Upgrade for In-Service Primary School Teachers Policy Statement and the NTDP	Possible						
2.2.2	Qualifications upgrading		Teachers complete two course within the VITE Diploma in Education (Primary In-Service)	Very likely						
2.3.1.	Year 7 Curriculum Syllabus Development - Core Subjects		Syllabus for 5 subjects finalised in English and French	Possible						
2.3.2	Year 7 Teacher's Guide Development - Core Subjects		Teachers Guide printed for 5 core subjects in English and French	Possible						
2.3.3	Year 7 Teachers Professional curriculum training package		PD program ready for roll out	Possible						
2.3.4	Finalisation, printing and distribution of Bislama dictionaries		Junior and upper Bislama Dictionaries distributed to all government and government supported primary schools	Likely						
2.4.1	Curriculum implementation monitoring study		Curriculum implementation monitoring study final report and recommendations delivered to SMT	Likely						
2.4.2	Language policy review		Language Policy Review report and recommendations delivered to SMT	Postponed						
2.4.3	VANSTA		95% of Years 4, 6 and 8 students sit VANSTA	Very likely						

Activity

Sub-activity	
3.1.1	Creation and maintenance of a register of all teachers
3.1.2	Develop a research Policy guideline for MoET
3.1.3	Quality data collected on all relevant groups (...).
3.1.4	Finalize and implement the NSIDP
3.1.5	Planning, Budgeting, Financing and Reporting are aligned
3.1.6	Strengthening management systems
3.1.7.A	OVEMIS technical capacity building for developers
3.1.7.B	Review IT Policies
3.1.7.C	Review MoET Website
3.1.7.D	Improving digital literacy for MoET staff
3.2.1	Ministry's communication support for COVID-19 response
3.2.2	Emergency Response Fund

Outputs

Annual target output indicators (December 2021)	Will it be achieved? ¹⁰
Teacher register system upgraded and ready for use.	Likely
Cost of Education and Teacher Supply and Demand studies completed	Very likely
Research guideline produced.	Unlikely
Key Education Indicators Factsheet developed	Very likely
Education Statistical Digest layout reviewed.	Likely
Penama principals and SIOs in all provinces trained in OVEMIS.	Possible
NSIDP plan developed and endorsed by COM	Likely
Annual Joint Review held	Unlikely
Timely draft of MoET Business Plan	Likely
School Financial Management Manual, Policies and procedures draft completed	Likely
MoET Financial Management Manual, Policies and procedures draft completed	Likely
Finance Management Training of MoET staff commenced (Central and Provincial)	Likely
Review of Members of MoET Audit Committee completed	Likely
New audit committee appointed	Unlikely
5 training sessions for developers delivered	Very likely
Enhanced OV modules developed and deployed	Likely
Technical user manual developed	Likely
Systems enhancements completed	Likely
IT Policy review finalized	Very likely
Awareness completed in provincial offices	Likely
MoET's revised IT policy launched	Possible
New website plan designed	Likely
New website launched	Possible
At least four training session to MoET staff delivered in all provinces	Very likely
At least four user manuals updated	Very likely
Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-Aug 2021	Very likely
Emergency disaster available for use if required	Very likely

Output 3.1 - MoET has improved capacity to manage system performance data for evidence-based decision making

Output 3.2 - The MoET is better prepared to manage continuity of learning in emergency or disaster situation

Intermediate outcomes

Defined as	Measured as	Latest figures (2020)	Targets
IO 3 - MoET is monitoring systems and school performance, and using data to inform strategic planning and school improvement	Number of eligible schools receiving and acquitting school grants in time - Shefa	108 (78%) ECCE 21 (26%) Primary 14 (34%) Secondary	TBC
	Number of eligible schools receiving and acquitting school grants in time (Tafea)	112 (83%) ECCE 71 (97%) Primary 19 (100%) Secondary	
	Number of eligible schools receiving and acquitting school grants in time (Penama)	90 (82%) ECCE 6 (9%) Primary 0 (0%) Secondary	
	Number of eligible schools receiving and acquitting school grants in time (Torba)	0 (0%) Primary 0 (0%) Secondary	
	Number of eligible schools receiving and acquitting school grants in time (Malampa)	113 (87%) ECCE 82 (94%) Primary 21 (91%) Secondary	
	Number of eligible schools receiving and acquitting school grants in time (Sanma)	130 (77%) ECCE 84 (92%) Primary 10 (31%) Secondary	
IO 4 - MoET is trialling and evaluating innovative approaches to strengthen support for continuity of services in circumstances of emergency or disaster	Number and type of innovative strategies to support continuity of learning	Unavailable	TBC

End-of-program outcomes

Defined as
EOPO 3 - MoET effectively plans, trials, implements and learns from devolution efforts, and uses evidence to inform affordable policies and budget decisions

4 Lessons learned and program risk management

4.1 Implementation lessons from the current period

During the reporting period, VESP support activity and sub-activity resumed implementation following a relative stabilisation of the COVID-19 conditions in Vanuatu. Flexibility and adaptability remain paramount to respond to the needs of MoET, and the VESP team continues to support MoET in the careful planning of activities to ensure activities restart and gather momentum.

Another important lesson raised in the previous Six-Monthly Progress Report is the importance of horizontal coordination across VESP activity areas and sub-activities. In the context of the M&E framework review, VESP management and activity officers have started reviewing the logical connections across the various elements of the program to identify and map efficiencies in implementation planning, delivery, monitoring, and reporting. VESP teams have also identified the sub-activities where coordinated messages are needed to lessen the likelihood of confusion among participants or beneficiaries.

4.2 Program risk and mitigation strategies

Below are the main program issues and risks faced during the reporting period. For this report, an issue is an event that occurred while a risk is a potential event.

Table 8: Main issues and risks affecting VESP II during the reporting period

Risk	Risk level	Mitigation strategy
COVID-19 pandemic	High	Ongoing monitoring of the situation, communication support monitoring of domestic travel, enhanced work-from-home capabilities, face masks to staff in-country and flexibility in work schedule for staff attending their vaccination appointments.
Natural disasters	High	Ongoing monitoring through official channels, emergency preparedness plan up-to-date, emergency call-free numbers tested and functioning, and general communication support in Port Vila and travelling team members.
Restricted international travelling	Moderate	Revised work and management practices with STAs, including increased communication with VESP activity coordinators
Unaddressed MoET vacancies	High	Raising any issues and potential options to resolve with appropriate Directors Planning and implementation flexibility

5 Program management

The bi-monthly VESP Steering Committee met twice during this reporting period. VESP management had the opportunity to present the July to December 2020 Six Monthly Progress Report at the 24th March meeting. On 26 May meeting, the bi-monthly report and a briefing on the cost of education and teacher policy framework requirements were shared. The program holds regular weekly meetings with the Australian High Commission and MoET's Directorate of Policy and Planning. These weekly meetings are part of the program's governance architecture, and they help ensure transparency, accountability, and responsiveness to MoET needs.

In terms of program management, VESP holds weekly team-wide stand-up meetings and monthly team-wide meetings. These meetings build cohesion, keep team members up-to-date with sub-activity progress, serve as a safe space to share questions and concerns around implementation issues, and strengthen our team's sense of shared purpose. VESP management and program leadership also hold regular meetings with Tetra Tech International Development corporate support teams.

5.1 VESP reporting and deliverables

The table below provides information on the milestones completed in the reporting period.

Table 9: Reporting deliverables under VESP II

Deliverable	Due Date	Status
Program Deliverable 2: School participation Gender Audit Strategy.	End of November 2020 (as discussed with DFAT)	*Final report is due 30 September 2021
Part 1 - Revised quantitative report submitted December 2020		
Part 2 – Final draft of the qualitative report to be submitted for comments August		
M8 – VESP II 2021 AP (with revisions)	30 November 2020	Approved
M9 - VESP II six Monthly Progress Report and Sector Update (Jul-Dec 2020)	31 January 2021	Approved
Program Deliverable 4: Year 7 Curriculum Resources Implementation plan (forecast on 8,9,10)	30 June 2021	Submitted

5.2 Staffing

TA in the reporting period has involved long term personnel and a pool of STAs supporting MoET in specific activities and developments. The annual cycle of STA input on the program increases after the AP is approved and activities ramp up. This year, activities have got underway quicker than last year, given the pandemic became the 'new normal' and without a TC affecting the country. The level of STA inputs was 303.05, which is higher than the previous Jan-June 2019 and 2020 periods in the current phase. However, these days were lower than the anticipated 475 in the AP. The level of STA input has remained restricted due to COVID-19 restrictions, predominantly provided remotely. Particularly low levels of inputs were observed from the Teaching Additional Language Specialist and the Provincial partnerships and innovation fund specialist and the delay of the mobilisation of the newly recruited ICT Adviser. The current situation where Vanuatu borders are closed has increased the importance of the localisation strategy, a strong in-country management team, and regular support and guidance from the management contractor's corporate teams. During this reporting period, the following positions (Table 10) commenced with the team.

Table 10: Positions that commenced between January – June 2021

Position	Type	Start date
M&E Officer	Locally engaged (full-time)	19 April 2021
Literacy Specialist	Locally engaged (part time)	24 May 2021
ICT Trainer / Developer	International - unallocated (casual basis)	March 2021
A pool of data analysts	Local and international (casual basis)	June 2021
Communication reviewers	International (casual basis)	February 2021

The recruitment of the M&E Officer has strengthened the program's M&E approach, acting as the focal point for in-country quality assurance of M&E processes and systems. Tetra Tech's Research, Monitoring & Evaluation (RME) team in Australia will continue supporting the agreed M&E activities, ensuring consistent, high-quality deliverables that align with DFAT's M&E Standards.

In the reporting period, VESP has also strengthened its data analytics team with a pool of short-term analysts who provide just-in-time support to the program. Team members are utilised as needed to ensure VESP access to appropriate, relevant skills and knowledge promptly, to respond to data requests from MoET, DFAT and VESP Activity Managers. Table 11 outlines the level of technical inputs provided in supporting the Ministry's priorities and plans during the reporting period.

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Table 11: Short-Term Adviser inputs January – June 2021

Technical Assistance	Jan	Feb	Mar	Apr	May	Jun
Monitoring & Evaluation Specialist -RME at Tetra Tech International Development	24.75	31.00	16.20	11.90	12.60	13.00
Monitoring & Evaluation Adviser (STA)	30.00	10.00	4.00	8.00	10.00	
Disability Inclusion Adviser	4.00	3.00		2.00	4.00	2.00
VANSTA Support Specialist	0.20	0.50	1.10	5.00	7.70	6.40
Finance Management Advisers	3.00	5.00	7.75	4.50	6.50	
Teaching Additional Language Specialist	1.00	2.30	3.00	3.90	5.00	
Awards Manager Vanuatu – In-Australia Manager*			3.00	4.0	4.0	5.00
AAV Assessor				8.5	9.5	
In-Service Teacher Qualification Upgrade Specialist	1.00	1.50	5.50	6.50		5.5
Provincial partnerships and innovation fund specialist	1.5	1.3	1	1	1.4	3.3
Total	65.45	54.60	41.55	55.30	60.70	35.2

A range of casual short-term contracts supplemented the team with support for specific project activities, such as curriculum writing, translation and research enumerators.

5.3 Financial management and budget

The financial management of the program continues to be sound. Tetra Tech's strong internal systems and processes also continue to support the program's financial management. Throughout the reporting period, the project accountant regularly reviewed financial systems and monitored integrity in the face of existing and emerging risks (remotely). To supplement this, an independent audit was also carried out successfully by a local accounting firm, confirming effective systems are in place to control expenditure on the program. Risk and fraud mitigation remains a high priority and is the responsibility of all program staff. Tetra Tech will provide ongoing fraud awareness and risk management training.

5.4 Program resourcing

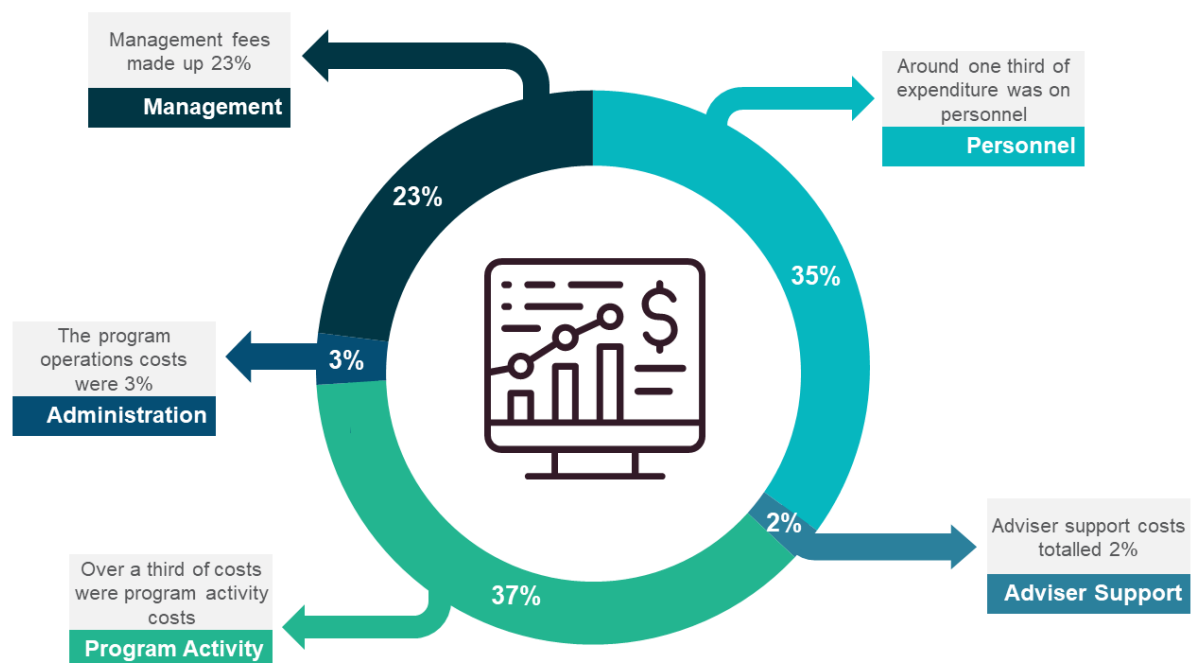
Figure 1 below outlines the proportion of program expenditure lines for the first half of 2021. A\$2,601,410.21 was expended in the reporting period, 77% of the AP budget (A\$3,382,721).

Project Activity expenditure represents 37% of expenditure. The proportion of expenditure on personnel was similar, at around one third (35%). Adviser support and program administration costs were 5% in total. The milestone and management fees made up 23% (the latter is just a product of timing, given several milestones were due for submission or payment during the reporting period).

Most areas were underspent compared to the AP budget. There were three main areas of variance were:

- Short-term adviser costs (more than a third of the variance was allocated to specific activities in project activity costs)
- Project Activity (around a third of the variance was intentionally held over until July invoicing)
- Management milestone fees (product of delays with milestone acceptance and payment M7 Cost of Education and Program Deliverable 4 - Y7 Curriculum Resources)

Figure 1: Expenditure line proportions of expenditure January - June 2021



5.5 Annual Expenditure Analysis

When comparing the budget included in the 2021 AP and the actual expenditure for the reporting period, program expenditure was less than budgeted. This was mainly due to some delays with program planning taking longer before activities got underway, timing and control of reimbursable expenditure associated with the Australian end of the financial year, and some delays with milestones.

Overall, expenditure was at approximately 77% of what was forecast in the 2021 AP. Table 12 provides a breakdown of the expenditure across each category and the percentage expenditure compared to the AP budget.

Table 12: 2021 AP budget expenditure by category

Cost Item	Jan - Jun (A\$)	Jan – Jun (A\$ planned)	% of the budget (as per approved AP)
Long-term Personnel	351,899	356,423	99%
Short-Term Adviser Costs + Pool (Adviser Remuneration Framework – ARF)	223,916	371,512	60%
Long-term Personnel (non-ARF)	288,635	305,045	95%
Short-Term Personnel (non-ARF)	36,697	35,378	104%
Adviser Support Costs	56,931	69,613	82%
In-Country Operational Recurring Costs	85,906	98,004	88%
In-Country Operational Recurring Costs (Motor Vehicle Deduction)	-7,200	-7,200	100%
Program Activities – VESP II	910,284	1,292,008	70%
Program Activities – AAV	62,734	67,500	93%
Management Fee + Milestone	591,608	794,438	74%
Total Invoice	2,601,410.21	3,382,720.66	77%

6 Moving forward: July to December 2021

6.1 Challenges and mitigation strategies

VESP will continue to monitor in-country conditions resulting from the COVID-19 pandemic. At the program level, the pandemic's biggest impact remains the restrictions imposed on international travel, which challenges the mobilisation of internationally located advisers. Natural disasters – earthquakes, cyclones, and volcanic eruptions – are always a possibility in Vanuatu. VESP relies on the Government's National Disaster Management Office for early warnings and Tetra Tech's risk mitigation strategies included in our Safety and Security Manual.

6.2 Program elements to monitor

Program resourcing: The upcoming end of the current contract for long term advisers and LES and STAs (local and international) will require an assessment of staff needs and careful succession planning for a seamless transition to 2022 onwards.

Mobilisation of international TA (Karl Turnbull). Currently, the program's ability to mobilise the international advisor to Vanuatu in August is at risk mainly due to travel and quarantine restrictions in many countries, including Vanuatu and its response to the COVID-19 Delta variant. The risk of repatriation flights to Vanuatu is higher than before, and the likelihood of cessation or reduction of these flights is high. Air Vanuatu has currently paused inbound flights until 12 September. The program management team will continue to monitor the situation to facilitate the TA's relocation as soon as possible.

6.3 Mid-Term Review (MTR)

It is expected that VESP will undergo an MTR in the second semester. This MTR has been delayed, as it was meant to have been carried out in 2020. The delay was caused by the COVID-19 pandemic. The MTR will inform DFAT decision about extending VESP beyond 2021.

Annex 1

Staff Listing (30 June 2021)

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
1. Alan Swan	Curriculum Adviser	LTA	Felicity Nilwo	CDU	David Letichevsky
2. Angela Cincotta-Segi	Teaching English and French as an Additional Language Specialist	STA	Myriam Ware Wia	Overseas	Alan Swan
3. Belynda McNaughton	Provincial Partnerships	STA	Marcel Yamsiu Jean Jacques	Overseas	Roy Obed
4. Bruce Trief	Finance and IT Support	LES – full-time	NA	Vila Mall	Sani Bebe
5. Trisha Aruhuri	M&E Officer	LES – full-time	(MoET position being refilled)	MoET Office	David Letichevsky
6. Florence Bellon	Communications and Strategic Reporting Manager	LES – full-time	Julia Whippy	MoET Office	David Letichevsky
7. Herem Navat	Senior Education Officer	LES – full-time	Jean Jacques Marcel Yamsiu Dick Hopkins	SBM	David Letichevsky
8. Jennifer James	ECCE Specialist	LES - part-time	Smith Anderson	MoET	Alan Swan
9. Joanne Webber	Disability Inclusion Adviser	STA	Marie Jonah	Overseas	Alan Swan
10. Johnny Ishmael	Driver	LES – full-time	NA	Vila Mall	Sani Bebe
11. John Niroa	Senior Education Officer	LES – full-time	Jean Jacques Marcel Yamsiu Cobin Ngwero	MoET Office	Herem Navat
12. Leanah Tambe	Teacher Training and PD	LES – full-time	Felicity Nilwo	CDU	Alan Swan
13. Louise Quinn	In-Service Teacher Qualification Upgrade Specialist	STA	John Kaltau	Overseas	Alan Swan
14. Michael Bracher	Australia Awards Vanuatu Manager	STA	NA	Overseas	Alan Swan
15. Mayna Pandat	Administration and Finance Officer	LES	NA	Vila Mall	Rebecca Pryor

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
16. Phil Geeves	OVEMIS & VANSTA Support Specialist	STA	Henry Jimmy	Overseas	Alan Swan
17. Pierre Gambetta	Community Advocacy officer	LES – full-time	Myriam Ware Wia	CDU	Alan Swan
18. Rebecca Pryor	Operations Manager	LTA	NA	Vila Mall	David Letichevsky
19. Roline Guila	Senior Finance and Administration Officer	LES – full-time	NA	Vila Mall	Rebecca Pryor
20. Roy Obed	Senior Education Officer	LES – full-time	Marcel Yamsiu Julia Whippy	Vila Mall	Herem Navat
21. Sani Bebe	Operations Coordinator	LES – full-time	NA	Vila Mall	Rebecca Pryor
22. Sonia Wasi	Gender & Inclusion Strategy Officer	LES – full-time	Marie Jonah	MoET Office	David Letichevsky
23. Telstar Jimmy	AAV Alumni and Award Promotions Officer	LES – full-time	NA	Vila Mall	Vanessa Dick
24. Vanessa Dick	AAV Scholarships Coordinator	LES – full-time	NA	Vila Mall	Rebecca Pryor
25. Grace Nicholas	M&E Specialist	STA	NA	Overseas	David Letichevsky
26. Myrna Machuca Sierra	M&E Specialist	STA	NA	Overseas	David Letichevsky
27. Prema Clarke	M&E Adviser	Sub-contractor	Cobin Ngwero Serge Lewawa	Overseas	David Letichevsky
28. Helen Tamtam	Literacy Advisor	LES – part-time	NA	Vila Mall	Alan Swan
29. Marc Delrieu	Data Analyst	Sub-contractor	NA	Vanuatu	David Letichevsky

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
30. Wanda Sawalha	Data analyst	Sub-contractor	NA	Overseas	David Letichevsky
31. Alper Agir	Data analyst	Sub-contractor	NA	Overseas	David Letichevsky
32. Paul Green	Data analyst	Sub-contractor	NA	Overseas	David Letichevsky

Annex 2

Financial Breakdown

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Table 13: Cost categories for reporting period compared to the same period in 2020

Cost Item	January -June 2020 (A\$)	January -June 2021 (A\$)	Decrease or increase from previous year
Personnel	835,019	905,012	▲
Adviser Support Costs	118,573	56,931	▼
In-Country Operational Recurring Costs	75,265	78,706	▲
Program Activities – VESP II	964,593	910,284	▼
Program Activities – AAV	26,908	62,734	▲
Management Fee + Milestone	522,421	591,608	▲
Total	2,542,779	2,605,275	▲

Table 14: Financial breakdown over 2021

Cost Item	Jan - Jun (A\$)	Jul - Dec (A\$ forecast)	2021 AP Total	% of budget (as per approved AP)
Long-term Personnel	351,899	371,620.91	712,847	101%
Short-Term Adviser Costs + Pool (ARF)	227,781	371,493.90	606,832	99%
Long-term Personnel (non-ARF)	288,635	473,358.58	784,526	97%
Short-term Personnel (non-ARF)	36,697	64,230.56	71,378	141%
Adviser Support Costs	56,931	116,601.17	281,531	62%
In-Country Operational Recurring Costs	85,906	111,387.79	187,671	105%
In-Country Operational Recurring Costs (Motor Vehicle Deduction)	7,200	(7,200.00)	(14,400)	100%
Program Activities – VESP II	910,284	1,992,585.92	2,380,410	122%
Program Activities – AAV	62,734	84,548.76	140,000	105%
Management Fee + Milestone	591,608	736,064.00	1,327,670	100%
Total	2,605,275.21	4,314,691.58	6,478,464	107%

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The table below outlines the program activity disaggregated by the End of Program Outcomes (EOPO). Table 15 shows that the EOPO2, which is largely associated with the quality of education, is where the biggest expenditure lies (65%).

Table 15: End of program expenditure breakdown

Program Outcomes	Total 2019 (A\$)	Total 2020 (A\$)	January-June 2021 (A\$)	Forecasted 2021	Estimated 3 year %
EOPO1	115,693.00	14,233	331,447.85	801,527.75	12%
EOPO2	2,758,886.00	1,231,646	403,278.31	1,313,259.33	65%
EOPO3	615,917.00	228,971	175,527.47	692,527.47	19%
VESP II Cross-Cutting Program*	155,328.00	170,605			4%
Program Activity Costs	3,645,824.00	1,645,455	910,284	2,957,315	100%

*Traditional cross-cutting costs are embedded: however, a breakdown exists for thematic areas, see Table 16. Costs in 2020 related to COVID-19 and TC Harold.

Key expenditure across end of program outcomes included:

EOPO1: Expenditure on 'More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age.'

Key areas of expenditure related to:

- Principals' induction training and Principal's handbook training and support and Principal's certificate training (Leadership and management training)
- Inclusion Policy review
- SIO and School Inspectors PD and support

EOPO2: Expenditure on 'Improved student literacy and numeracy outcomes (measured at Year 4 and Year 6).'

Last payments for Y6 curriculum materials were made during the reporting period. This includes the Y6 maths textbook, social science student book, teacher guides and their distribution.

Other significant expenditures, including

- Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa) incl. PZN and Vernacular development; and
- Teaching English and French as a second language (and CBA).

EOPO3: Expenditure on 'MoET effectively plans, trials/implements and learns from devolution efforts and uses evidence to inform decisions.'

Key expenditures were made on the two activities:

- Quality data collected on all relevant groups; and
- Finalise and implement the national school infrastructure plan

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Table 16: Expenditure relating to themed categories

Expenditure categories	Total 2019 (A\$)	2020 Total (A\$)	January-June 2021 (A\$)	Cumulative 2019-2021 total (A\$)
COVID-19*	-	127,280.95	0	127,281
TC Harold*	-	39,945.85	0	39,946
Expenditure on gender-focused activities	59,687.83	32,942.78	2,328	94,959
Expenditure focused on people with disabilities	16,634.48	4,194.42	4,374	25,203
Climate Change	-	-	-	-
Torba Province	53,734.63	18,631.10	36,518	108,884
Sanma Province	166,610.85	70,678.81	121,374	358,663
Penama Province	70,457.69	47,483.95	112,005	229,946
Malampa Province	99,922.05	81,647.82	77,240	258,810
Shefa Province	139,583.82	149,881.91	108,291	397,756
Tafea Province	84,486.46	88,634.38	82,220	255,341
Private Sector/ Sub-contracts	43,653.16	8,494.21	-	52,147
Total	734,770.96	669,816.18	544,350	1,948,938

*COVID-19 costs were intertwined with many of the response strategies also aimed at recovery and support following TC Harold (such as communication costs and radio podcasts).

Table 17 presents the approximate spending across each program activity in the reporting period. It provides the activity breakdown by budget, actuals and forecast in AUD. Please note that reporting of the figures below involves multiple sets of data and can, in some instances, have differing timing compared to invoices, billing adjustments, and currency fluctuations across months. Thus, the summary below should be viewed as indicative only.

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Table 17: Expenditure by sub-activity

Activities/Sub Activities	2021 AP Revised Budget (A\$)	Expenditure Jan-Jun* 2021 (A\$)	Remaining Balance (A\$)
1.1.1 Women's leadership network	31,250	12,751	18,499
1.1.2 Principals handbook training	325,000	263,213	61,787
1.1.3 Principals Certificate Training	56,250	36,692	19,558
1.1.4 Principals Induction	49,277	49,277	-
1.2.1 ECCE PSP	50,000	5,103	44,897
1.2.2 Inclusion Policy Review	43,226	43,226	-
1.2.3 Inclusive Education Diploma for teachers	25,000	19,506	5,494
1.2.4 Model Inclusion Schools and kits	59,354	19,495	39,859
1.2.5 School community communication	43,750	17,394	26,356
1.3.1 SIO and School Inspectors PD and support	38,066	38,066	-
1.3.2 Strengthening provincial coordination and support	87,259	11,834	75,425
2.1.1 Teaching English or French as an additional language (Years 4-6)	30,000	29,239	761
2.1.2 CBA Professional learning program	75,000	46,508	28,492
2.1.3 ECCE Lesson planning	56,250	22,739	33,511

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Activities/Sub Activities		2021 AP Revised Budget (A\$)	Expenditure Jan-Jun* 2021 (A\$)	Remaining Balance (A\$)
2.1.4	Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa) incl. PZN and vernacular development	181,250	178,917	2,333
2.2.1	Teachers' qualifications policy and NTDP	21,250	1,125	20,125
2.2.2	Qualifications upgrading	37,500	-	37,500
2.3.1	Year 7 Curriculum Syllabus Development - core subjects	-	7,555	(7,555)
2.3.2	Year 7 Teachers' Guide development - core subjects	325,000	-	325,000
2.3.3	Year 7 Teachers Professional curriculum training package	-	-	-
2.3.4	Finalisation, printing and distribution of Bislama dictionaries	107,807	10,436	97,372
2.4.1	Curriculum implementation monitoring study	56,250	25,140	31,110
2.4.2	Language policy review	25,000	-	25,000
2.4.3	VANSTA	127,500	9,089	118,411
3.1.1	Creation and maintenance of a register of all teachers	30,000	-	30,000
3.1.2	Develop a research policy guideline for MoET	113,532	14,507	99,025
3.1.3	Quality data collected on all relevant groups (...).	74,326	30,301	44,024
3.1.4	Finalise and implement the national school infrastructure plan	52,541	20,837	31,703
3.1.5	Planning, Budgeting, Financing and Reporting are aligned	43,513	8,801	34,713

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Activities/Sub Activities		2021 AP Revised Budget (A\$)	Expenditure Jan-Jun* 2021 (A\$)	Remaining Balance (A\$)
3.1.6	Strengthening management systems	151,250	2,500	148,750
3.1.7	3.1.7a OVEMIS technical capacity building for developers	22,500	1,399	21,101
	3.1.7b Review IT Policies	22,500	1,854	20,646
	3.1.7c Review MoET Website	12,500	-	12,500
	3.1.7d Improving digital literacy for MoET staff	28,340	18,878	9,462
3.2.1	Ministry's communication support for COVID-19 response	58,000	5,863	52,138
3.2.2	Emergency Response Fund	62,500	2,500	60,000
	Total	2,716,491	954,746	1,567,995

