

VESP

**VANUATU EDUCATION
SUPPORT PROGRAM**

VESP II – Six Monthly Progress Report

1 July – 31 December 2020

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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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Abbreviations

APTC	Australia Pacific Training Coalition
AAV	Australia Awards Vanuatu
CATs	Common Assessment Tasks
CDU	Curriculum Development Unit
COVID-19	Novel Coronavirus
DFA	Direct Funding Agreement
DFAT	Department of Foreign Affairs and Trade
DG	Director General
DSA	Daily Subsistence Allowance
EAU	Examination and Assessment Unit
ECCE	Early Childhood Care and Education
ELAC	Early Learning Advocacy Campaign
EoPo	End-of-Program Outcomes
ESD	Education Services Directorate
ETSA	Education and Training Sector Analysis
GDP	Gross Domestic Product
GEDSI	Gender, Equality, Disability and Social Inclusion
GoV	Government of Vanuatu
GPE	Global Partnership for Education
ICT	Information and Communications Technology
IE	Inclusive Education
IO	Intermediate Outcome
ISU	In-Service Unit (VITE)
LTA	Long-Term Advisers
MoET	Ministry of Education and Training
M&E	Monitoring and Evaluation
MELF	Monitoring, Evaluation and Learning Framework
MEO	Mobile ECCE Officers

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MFEM	Ministry of Finance and Economic Management
MQS	Minimum Quality Standards (primary schools)
MoH	Ministry of Health
NER	Net Enrolment Rate
NPPs	New Policy Proposals
NSDP	National Sustainable Development Plan
OV	Open VEMIS
PSIO	Provincial School Improvement Coordinator
PD	Professional Development
PSP	Parental Support Program
PT	Provincial Trainer
PTC	Pacific Theologian College
PEO	Provincial Education Office
PPU	Policy and Planning Unit
RME	Research, Monitoring & Evaluation
SBM	School Based Management
SIL	Summer Institute of Linguistics
SIO	School Improvement Officer
SIP	School Improvement Plan
SMPR	Six-Monthly Progress Report
SoE	State of Emergency
STA	Short-term Technical Adviser
TA	Technical Assistance
TC	Tropical Cyclone
TG	Teacher's Guide
ToR	Terms of Reference
TSC	Teaching Service commission
VANSTA	Vanuatu National Standardised Test of Achievement
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy

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VITE Vanuatu Institute of Teacher Education

VNSC Vanuatu National Curriculum Statement

VQA Vanuatu Qualifications Authority

1 Executive Summary

The VESP Six-monthly Progress Report July - December 2020 captures the progress and achievements made in the implementation of VESP support activities during the second half of 2020. Following significant disruptions to the regular delivery of education services by MoET and the almost exclusive focus - and support from VESP - on the Ministry's emergency responses to the COVID-19 pandemic and TC Harold, the effective period of implementation for the 2020 Annual Plan was reduced to only 7 months. These challenges required significant flexibility and adaptability from the program, in order to properly support MoET. Section #3. Activity Implementation Progress of this report details in greater depth the specific impact of the pandemic and TC Harold in their implementation.

This reduced period of implementation was not exempt from challenges resulting from the legacy of COVID-19 and TC Harold. In response, the program adapted its annual plan to align with the 2020 priorities of MoET and the Government of Australia. As a result, 2020 program activities were re-prioritised to reduce pressure on MoET. Some activities were reduced in scale or scope, while others were deferred to 2021 when it is hoped that MoET's capacity will have returned to a more regular level. The more compact, re-focused 2020 program of VESP support activities had a lower expenditure in program activity costs (A\$1.7M, including AAV, down from the budgeted A\$2.6M), relative to the original forecast for the year.

At the end of 2020, MoET recognised the significant contributions and extraordinary level of support VESP provided throughout the year, both in assisting their emergency response and in the second half of the year, to reactivate regular program activities across the provinces.

At the program level, three achievements from the reporting period stand out:

- the continued support to the roll-out of the primary education curriculum (Years 1 – 6), with the completion and printing of resources for classroom use and teacher training. Considering the significantly challenging context prevalent in 2020, the continuation and completion of these critical tasks is a significant achievement for MoET;
- the gradual shift of VESP's GEDSI support from assisting the Ministry's emergency response to COVID-19 and TC Harold crises (Jan - Jun 2020), to resuming its workplan for 2020 for both the dedicated GEDSI activities and the mainstreaming of GEDSI into all VESP support activities; and,
- consultations with MoET to finalise MoET's key strategy documents (e.g. VETSS) and to jointly develop a VESP plan for 2021 that reflects Ministry's priorities. This consultation process brought together other development partners towards a better-coordinated planning approach at MoET.

During the reporting period, the program's main implementation challenge resulted from the continuation of travel restrictions globally and the limitations imposed on the scale of support that short-term advisers (STAs) could provide in country. The coordination of STAs required significantly more effort from the VESP leadership team to guarantee effective collaboration with their local counterparts, ensuring value for money of their engagement.

In order to keep better track of the investment made in STAs, the VESP management team consolidated all STAs into the personnel category of the budget, as opposed to earlier practices of allocating them under the cost for the program activity they support. The locally engaged team increased marginally in number with the addition of VESP support staff to MoET's IT and CDU. The locally engaged personnel component was slightly higher in 2020 than forecasted in the annual plan because of the need to reinforce the CDU and IT units. STA inputs were lower than forecasted due to the refocus and rescaling of program activities, despite the recruitment of the Financial Management Advisers. Program staff grew in number effectively increasing personnel expenditure share when compared to 2019 levels, however, this increase is the result of consolidating all personnel into a single category. Overall, total personnel costs were stable during the reporting period. Program activity (including AAV) costs were significantly lower than planned because of COVID-19 and TC Harold related disruptions to the education sector, and the deferral, re-scaling and re-focusing of VESP activities in 2020.

Among VESP support activities for 2021, the distribution of school materials is the main priority. Domestic travel was viewed cautiously during 2020 while repatriations were underway. As repatriations continue - limited in volume to reduce risk of community contagion - new established protocols built on the lessons learned in 2020 give momentum to the planning of domestic travel to resume the delivery of MoET materials to schools and strengthening activities to provincial education offices across the country. MoET and VESP remain vigilant and will be ready to adjust distribution plans accordingly. Other 2020 VESP activities that had to be deferred to 2021 will resume in Q1 of 2021. At the program level, the main priority for 2021 is the review of the M&E framework originally scheduled for the Jan-Jun 2020 period but that was also seriously disrupted by COVID-19 and TC Harold crises and the resignation of the previous

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M&E adviser. A new M&E specialist was engaged for this task in December 2020 to lead this process with plans to complete this review by mid-April 2021.

2 Introduction

2.1 Program overview

The Vanuatu Education Support Program (VESP) entered its second phase on January 2019, after the successful implementation of Phase I between 2013-2018. VESP II is funded by the Australian Government and implemented in partnership with the Government of Vanuatu (GoV).

The primary goal of VESP is to support the Ministry of Education and Training (MoET) of Vanuatu to achieve the objectives detailed in the Vanuatu Education Training Sector Strategy (VETSS) and the supporting Corporate Plan. VESP activities align with MoET policies and plans to achieve the broader development goals in the 2016-2030 National Sustainable Development Plan (NSDP 2016-2030). VESP supports MoET in achieving its goal of improving education access, quality and management through targeted support to MoET strategies aimed at fostering effective and inclusive classroom learning environments; supporting the development of teachers and school principals; and strengthening the devolution of core education functions at provincial and school levels.

VESP's 2020 workplan includes nine activities and 23 sub-activities. These activities are aligned to MoET's strategic pillars of increasing access, improving quality, and improving management. To support the implementation of these activities, VESP has a team of Long-Term Advisers (LTA), short-term advisers (STA) and technical support officers working alongside Ministry staff in the delivery of all activities.

Governance arrangements for VESP centre around a steering committee that includes Department of Foreign Affairs and Trade (DFAT), MoET, other GoV agencies and - if applicable in the future - other donor partners. The VESP Steering Committee (VSC) meets every two months with a formal agenda. The VSC has the primary role in monitoring how the program is implemented, the focus of support activities in relation to MoET priorities, and progress towards intermediate and end of program outcomes. The VSC meets bimonthly and approves VESP Annual Plans, six-monthly reports and any other high-level decisions made on the program implementation, including for example the reallocation of resources to respond to a significant event.

2.2 Program relevance

The Vanuatu Education Support Program (VESP) is a long-term investment funded by the Australian Government and implemented in partnership with the GoV through MoET. VESP activities align and support MoET's sector goals in line with the strategic goals stated in the Vanuatu Education and Training Sector Strategy (VETSS) and operationalised in MoET's Corporate Plan. While other development partners also support the education sector, VESP is the largest development-partner program supporting the education sector in Vanuatu.¹ VESP's ongoing support focuses on improving education outcomes through a focus on school community partnerships (access), teaching and learning including school leadership (quality) and overall management (institutional and provincial support).

The COVID-19 pandemic and the aftermath of weather-related crises triggered a set of emerging needs outside of VESP's 2020 Annual Plan. For instance, in 2020, VESP's emergency response activities have supported the development and implementation of MoET's COVID-19 Contingency Plan² and emergency responses to the COVID-19 crisis and TC Harold that included the continued support to the broadcasting of the *Givehan* radio show, the completion of an impact analysis of TC Harold's effects on schools in the affected provinces, and the posting of a dedicated IT officer at MoET's IT Unit to strengthen capacity to respond to surge demands.³ VESP relied on the flexibility of its design to adjust the scale and sequencing of program activities to ensure the continuing delivery of education to children across all provinces; the efficient communication of emergency measures efficiently to program staff and their families; and the assessment deemed essential to the continuous operation of the program.

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 Published by MoET on 23 March 2020.

³ The deployment of the VESP-supported IT Officer will continue throughout 2021.

2.3 Changes in program context

Effects on the reporting period (July – December 2020)

This **Six-Monthly Progress Report (SMPR)** covers program implementation for the period of **July to December 2020**. VESP activities during the reporting period were affected by substantial disruptions mainly from TC Harold in April and the management of the COVID-19 pandemic, and changes in the state of emergency following a COVID-19 case detected in quarantine. These crises combined forced the program to enter into emergency-response mode for nearly all of the first half of 2020. This meant that MoET and program staff had to shift from planned activities to response activities. Furthermore, the COVID-19-related closures prevented the mobilisation of VESP's international STAs to Vanuatu. The resulting outcome was that VESP had about 7 months to implement its 12-month workplan for 2020.

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

Ongoing disruptions in international travel caused by COVID-19 will continue to affect VESP's implementation. A significant share of VESP's support to MoET's activities relies on the input of international advisers located overseas. VESP continues to work with MoET to adopt suitable management strategies. Drawing on the lessons from past emergency responses, the VESP team will use these management strategies in tandem with a set of collaboration tools to overcome the challenges of working with remotely located personnel. This approach will strengthen coordination and ensure overseas located advisers effectively engage with activities coordinators and managers.

Table 1 – VESP II Progress against 2020 Annual Plan

Goal	Activity area	Expected output	2020 Target	Sub-activity (focus of the VESP Support Activity)	Progress as of December 2020	Progress rating	Comments / VESP Response																								
Access	Enhancing inclusion and strengthening school leadership and management	1.1 Principals collaborate with their school community to improve access for all children to quality schooling	70% principals meet with their School Community Association	1.1.1 ECCE Parent Support Program (PSP)	<ul style="list-style-type: none"> Parent Support Program (PSP) Facilitators Handbook completed awaiting endorsement from UNICEF PSP rollout plan completed 	Behind schedule	The ECCE Unit will seek to secure the endorsement of the facilitator handbook by UNICEF and MoET. Once the endorsed, the ECCE Unit will trial the handbook in Efate (tentatively on Feb 2021).																								
				1.1.2 Provincial women's leadership networks to promote participation of women in school decision-making	<ul style="list-style-type: none"> 2 Provincial Women's Leadership Network established in Sanma and Torba 2 initiatives encouraging male officers to promote greater gender awareness in the community 	Behind schedule	Plans are underway to support women's leadership networks in Malampa, Penama, Shefa and Tafea. VESP will provide funding and coordination support to all networks to meet at least twice in 2021.																								
			20 schools implementing inclusion initiatives 284 students with disability enrolled in kindy	1.2.1 Creating Inclusive Schools (at provincial level)	<ul style="list-style-type: none"> 15 schools in Shefa province nominated to become model inclusion schools 6 schools established inclusion education committees, and 5 of these completed their inclusion plans and received seed funding 	Behind schedule	VESP and the IE team will support for the remaining nine schools that need assistance to complete their inclusion workplans to meet requirements. Once approved, these schools will be eligible to receive seed funding.																								
Quality	Effective teaching	2.1 Teachers and principals are trained to implement the K-6 curriculum for all students	400 teachers participate in at least 1 professional development activity related to implementing the new curriculum	2.1.1 Year 5 & 6 Curriculum PD	<ul style="list-style-type: none"> 694 teachers received the PD Y5&6 training 	Overachieved	In 2021, teacher professional learning to consolidate implementation of the new curriculum will continue with a focus on improve literacy teaching and class-based assessment.																								
				2.1.2 Class-based assessment PD	<ul style="list-style-type: none"> 48 Common Assessment Tasks (CATs for the Years 1-6 curriculum) for Language and Communication (4 CATs) and Mathematics (4 CATs); EN and FR versions 	On schedule	For 2021, a CATs publication will be made available to schools to complement the Class-based Assessment Manual.																								
				2.1.3 Inclusive Education Resources Kit: Teacher PD program Stage 1	<ul style="list-style-type: none"> Inclusion Education (IE) Instruction Guide developed in 2019, was successfully piloted in 4 schools 	On schedule	The IE and VESP teams as well as the Shefa PEO will monitor the effectiveness by checking and discussing the information reported by teachers in the template during their school visits.																								
					<ul style="list-style-type: none"> Six Inclusion Education (IE) Resource Kits (each with 20 items), were trialled in 6 schools in Efate Inclusion Education (IE) Identification Tool developed scheduled for trial (Feb-March 2021) with the assistance of 23 teachers from the IE network 																										
				2.1.4 Mobile ECCE Officers (MEO) Training	<ul style="list-style-type: none"> 66 MEOs training and continuing under contract for another year <table border="1"> <thead> <tr> <th>Province</th> <th>Males</th> <th>Females</th> </tr> </thead> <tbody> <tr> <td>Torba</td> <td>2</td> <td>8</td> </tr> <tr> <td>Sanma</td> <td>2</td> <td>11</td> </tr> <tr> <td>Penama</td> <td>2</td> <td>7</td> </tr> <tr> <td>Malampa</td> <td>1</td> <td>11</td> </tr> <tr> <td>Shefa</td> <td>1</td> <td>9</td> </tr> <tr> <td>Tafea</td> <td>1</td> <td>12</td> </tr> <tr> <td>Total</td> <td>8</td> <td>58</td> </tr> </tbody> </table>	Province	Males	Females	Torba	2	8	Sanma	2	11	Penama	2	7	Malampa	1	11	Shefa	1	9	Tafea	1	12	Total	8	58	On schedule	The ECCE Unit and VESP are considering organising provincial-level trainings in a central location to lessen the risk of workshop being delayed or rescheduled due to changes flight timetables or further travel restrictions.
				Province	Males	Females																									
Torba	2	8																													
Sanma	2	11																													
Penama	2	7																													
Malampa	1	11																													
Shefa	1	9																													
Tafea	1	12																													
Total	8	58																													
2.1.5 Primary Teacher Upgrade	<ul style="list-style-type: none"> VITE received endorsement for the Diploma component of the new Bachelor of Education in December 2020 	Behind schedule	News on the recently approved status of the Diploma and the potential for funding from GPE will provide impetus to start implementation for this sub-activity in 2021.																												
2.2 Teachers provided with resources to implement the curriculum	12 x Year 6 TGs (English and French versions of TG for 6 learning areas) are printed for dispatch	Year 6 Teacher Guide	<ul style="list-style-type: none"> 5 teacher guides for Y6 in EN and FR versions (5X2) ready for dispatched; Science TG in EN and FR (1X2) printing 	On schedule	The Science TG was finalised over the Christmas holiday and printed in early January 2021 thus avoiding delaying the delivery of teacher guides nationwide.																										
		Year 6 L&C Novels	<ul style="list-style-type: none"> 24,300 L&C novels procured to ensure a ratio of 1:1 student to reading materials 	On schedule	CDU prepares the distribution plan to begin as soon as materials arrive in Vanuatu																										

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Goal	Activity area	Expected output	2020 Target	Sub-activity (focus of the VESP Support Activity)	Progress as of December 2020	Progress rating	Comments / VESP Response				
Management	Evidence-based planning and management			2.2.2	Year 6 Social Science and Mathematics Textbooks	<ul style="list-style-type: none"> 8,200 copies of the Y6 Social Science and 8,200 copies of the Mathematics Textbooks ready for nationwide distribution 	Behind schedule	CDU received the textbooks from the printing company towards the end of the year, printing underway for distribution in Q1 2021.			
				2.2.3	Curriculum, Assessment and Reporting (CAR) Guidelines (2020 Edition)	<ul style="list-style-type: none"> Curriculum, Assessment and Reporting Guidelines developed and endorsed. Materials being printed. 	On schedule	Guidelines have been printed and will be disseminated as part of SIO and principal training in 2021.			
		2.3	Teachers with improved skills for developing literacy	300 teachers Years 4-6 receive PD	2.3.1	Professional development program: Teaching English and French as an additional language	<ul style="list-style-type: none"> Teacher Workbook, Trainer's Workbook and the Trainer's Guide (PowerPoint presentation) for the Ademap Lanwis Yia 4-6 completed and reviewed 	Behind schedule	It is expected that implementation will gather momentum once the training of trainers is completed and the program begins to roll out to the provinces.		
					2.3.2	Language policy implementation review	<ul style="list-style-type: none"> Study design still in draft 	Behind schedule	This activity will resume in 2021 taking into account released capacity in VESP teams and MoET to revise the sampling frame and the instruments for data collection.		
				5 school communities develop vernacular materials	2.3.3	Development of instructional materials in vernacular languages	<ul style="list-style-type: none"> Instructional materials produced in 5 vernaculars (6 dialects) in Tana, representing the languages spoken in the 56 school communities in Tanna 	On schedule	Plans are underway for CDU and VESP to support communities produce vernacular materials in five additional languages.		
		2.4	New primary curriculum implementation monitored and its impact on quality learning evaluated	20 schools pilot refined curriculum implementation self-reflection tool aligned to MQS 4, 5 and 6)	2.4.1	Curriculum Implementation self-reflection and monitoring tool for schools (Aligned to MQS 4, 5 and 6)	<ul style="list-style-type: none"> Completion of the Curriculum Implementation Self-Reflection and Monitoring Tool has been on hold, awaiting revisions to MQS 4,5 and 6 	Major issue	Approval of the tool awaits MoET revisions to the MQS to continue to pilot stage		
					2.4.2	Curriculum Implementation Evaluation (renamed - Curriculum Implementation Monitoring Study - CIMS)	<ul style="list-style-type: none"> Study design for the Curriculum Implementation Monitoring Study (CIMS) completed on November 2020 	Behind schedule	Evaluation TORs and scope of work scheduled for Q1 2021		
				Principals and SIO's participate in leadership professional learning and support initiatives	65 leaders trained	3.1.1	Management training for school leaders	<ul style="list-style-type: none"> 73 school leaders school leadership and management through APTC and PTC 18 in Semester 1/2020 and 55 in Semester 2/2020. 	Overachieved	An evaluation report has been prepared and in Q1, VESP is finalising a study proposal to learn how training participants are incorporating their new knowledge into their work	
					8 professional learning communities supported to complete action plans	3.1.2	Zone Network grants school improvement initiatives	<ul style="list-style-type: none"> A demonstration program on phonics instruction in Francophone and Anglophone schools was completed in 2 school zones in Tanna 	On schedule	VESP and MoET counterparts will work to identify how ongoing initiatives (e.g. Ademap, Formative Assessment) can also be integrated with existing SBM mechanisms.	
					200 Primary School Principals participate in principal handbook training	3.1.3	Principal Handbook Training – Phase 1	<ul style="list-style-type: none"> The review Principals Handbook (English and French versions) was completed on December 2020. The handbook, now titled "Operational Guidelines for School Principals", and its training package is ready for distribution. 	Behind schedule	Due to the delay in the development of the training package, the training of School principals in the Operational Guidelines for School Principals has moved to 2021.	
				3.2	Provincial Trainings	37 SIOs	3.2.1	Provincial SIO Training Program: Leading Curriculum Implementation	<ul style="list-style-type: none"> 10 participants (6 SIOs and 4 PEOs – 9 male and 1 female) trained in the first SIO training on December 2020 	Behind schedule	SIOs in the other five provinces will be trained in 2021 and VESP will provide ongoing support to PEOs to assist with management of provincial operations.
						12 inspectors	3.2.2	School inspectors – development and support	<ul style="list-style-type: none"> Review of the School Inspector Policy completed 	Behind schedule	In 2021, VESP will work with MoET to identify a set of priority needs that can be addressed through the year to strengthen the roles of school inspectors.
						60 schools	3.2.3	Inspection reports are uploaded into Open VEMIS and are used for improvement planning	<ul style="list-style-type: none"> This sub-activity has been deferred to 2021 	Major issue	The sudden resignation of the TA supporting this activity in July 2020 coupled with MoET's load and competing demands pushed this activity 2021
				3.3	Provinces and schools informed about education program initiatives with successful practices shared	3 x term curriculum newsletters	3.3.1	Informing school communities about programs, initiatives and successes to enhance classroom learning.	<ul style="list-style-type: none"> This sub-activity was adjusted to focus on the production of 1 newsletter and a suite of simpler, online messages focusing on the home-school program and emergency responses 	Behind schedule	The scale and formats of the support were adjusted early in the year to provide more flexible support to MoET. Lessons from the reporting period will inform targets for this activity for 2021

3 Activity Implementation Progress

This section gathers short narratives on the various activities implemented in the reporting period. **VESP Activity Areas** are jointly identified and planned with MoET and are expected to be implemented over the entire life of the program. Sub-Activities have a more transient nature and may remain for a calendar year unless changes in context demand adjustments. Any adjustments are agreed upon with MoET and DFAT. VESP Activity Areas are critical to the functioning of the education system and will contribute substantially to the three pillars of the VETSS, namely improving access, retention and reduction in out-of-school children; supporting quality education for all, and enhancing the technical managerial and administrative capacities at national and local levels.

3.1 Activity tracker for Area 1 - Access

Expected output 1.1	Principals collaborate with their school community to improve access for all children to quality schooling
Sub-activity 1.1.1	ECCE Parent Support Program (PSP)

Achievements

The ECCE Parent Support Program (PSP) is a MoET initiative to conduct workshops through communities for all parents of children aged 0 - 5 years old to increase their knowledge and skills to support their child's development in positive ways. During the July – December 2020 reporting period, VESP supported the ECCE Unit to complete two critical tasks:

1. Finalise the **Parent Support Program (PSP) Facilitators Handbook** comprising 11 modules,⁴ two more than the original number agreed at the end of 2019. While the materials are yet to be endorsed by MoET and UNICEF, this collaborative exercise between VESP, UNICEF and MoET has increased awareness in the ECCE Unit about how to select and prepare key messages for the different stakeholders involved in the program.
2. Develop a **plan for the roll-out of PSP**. The plan outlines an implementation model relying on a Community Task Force,⁵ which was a prominent recommendation at the workshop in Penama (2019) where the first pilot was completed. The plan outlines the way the program will operate and the training required for Mobile ECCE Officers (MEOs) and ECCE Provincial Coordinators to act as trainers-of-trainers to the members of the Community Task Force responsible for PSP implementation in communities throughout Vanuatu.

Challenges and Responses

PSP activities in this period experienced limited and sometimes untimely engagement from partners and stakeholders due to competing demands. The VESP team reacted by scheduling meetings with a tight agenda that maintained the focus on the support being provided to MoET.

MoET experienced difficulties in finding pictures and illustrations that were culturally appropriate for the Vanuatu context to include in the PSP Facilitator Handbook. The VESP Communications Officer assisted the ECCE Unit in the identification and selection of graphic material to bring the module production to completion. The teams believe that in the future, it would be advisable to engage an illustrator to develop images that would be reflective of the Vanuatu context in a more efficient way.

Moving forward

The ECCE Unit is waiting for the training materials from UNICEF - the main funder of PSP implementation. UNICEF has included this activity in their 2021 workplan and once it approves the final draft of the PSP Facilitators Handbook,

⁴ These are: (1) Healthy Brain Development; (2) Hygiene (WASH); (3) Engaging with Children; (4) Positive Discipline; (5) Food and Nutrition; (6) Early Stimulation; (7) Early Literacy (reading to children); (8) Supporting Children with Disabilities; (9) Safety in the Home; (10) Nurturing Care; and (11) Supporting the Pregnant Mothers.

⁵ A key recommendation was that rather than just the kindergarten teacher taking responsibility for training the community, a community task force is established. The Community Task Force will consist of the kindergarten teacher, the Year 1 teachers and one or two community representatives.

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the ECCE Unit will make a presentation to MoET and other stakeholders for their endorsement. The ECCE Unit plans to trial the implementation of PSP in a few communities in Efate to find out how well the community Task Force will accept and take ownership of the PSP before training of the trainers – i.e. training of MEOs and ECCE Coordinators - occurs Feb 2021.

Expected output 1.1	Principals collaborate with their school community to improve access for all children to quality schooling
Sub-activity 1.1.2	Provincial women's leadership networks to promote participation of women in school decision-making

Achievements

Following the introduction of the Women's Leadership Network in all six provinces, between June and December 2020, VESP helped MoET establish provincial women's network groups in Torba and Sanma provinces, comprising 12 (50% of all primary education principals in Torba and 100% of female principals) and 32 (76% of all female principals [42], and 36% of all principals in Sanma) female principals. All the female principals from Sanma (42) and 10 of the 12 principals in Torba attended training where they learned to interpret gender analyses. VESP also supported Shefa PEO to lead a Gender Analysis workshop for 12 male Principals (out of a total of 54 primary education male principals, and 14% of the total number of male and female principals in sheaf and 22% of the male principals) as part of Vanuatu's honouring of the UN's global 16 Days of Activism campaign against gender-based violence. MoET team has long recognised that more support to MoET initiatives that promote greater gender sensitivity among male principals in Vanuatu is a critical component underpinning the Women's Leadership Network initiative.

“This is the first time ever I attended such training on gender analysis. I found the training very useful because now I understand why women should participate in decision making too. Most times in meetings women are silent. I used to think that is normal for women to keep quiet but it's not. Our voices should be heard too. I will share what I learnt today with my teachers”
Female school principal in [Sanma province]

Challenges and Responses

COVID-19-related travel restrictions affected training activities for the gender analysis workshops in Torba, resulting in the rescheduling of the workshops until training materials arrived from Port Vila. The Gender and Inclusion Officer in Torba - who is also the provincial trainer for gender-related activities - has struggled to coordinate the expected program of GEDSI activities in Torba due to competing demands.

Moving forward

In 2021, MoET's Inclusive Education Office will work closely with the provinces to review the schedule of gender-related activities, including the gender analysis trainings for principals participating in the women's leadership network. Plans are underway to support the establishment of women's leadership networks in Malampa, Penama, Shefa and Tafea and to provide networks with funding and coordination support from VESP so that the six networks can meet at least twice in 2021. Next year, MoET plans to encourage the participation of men in the women's leadership networks to reinforce gender-sensitivity among male and female school principals in the country.

The VESP team is aware that competing demands on MoET officers and school principals has the potential to slow the rate of implementation for this activity and will identify appropriate mitigation strategies in the future. For instance, the VESP team will support MoET to test the option of engaging network participants through remote training options - e.g. Skype - to mentor and coach females in leadership positions.

Expected output 1.1	Improved opportunities and access to schooling for children living with disabilities and educational disadvantage
Sub-activity 1.2.1	Supporting Inclusive Schools (at provincial level)

Achievements

Building on a concept note supporting the Safe and Inclusive Schools Initiative, the Shefa Provincial Education Office nominated 15 schools in the province to become model inclusion schools. These safe and inclusive model schools

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cater to about 254 children with disabilities (144 boys and 110 girls). They will generate lessons that can inform the transformation of schools in other provinces in the future.

VESP supported MoET in the development of a guide to assist these schools to prepare their inclusion workplans. Six out of the 15 schools nominated received support to establish **inclusive education committees**. Out of these six schools, five schools completed their inclusion workplans and, as a result, received VUV\$30,000 each in seed funding to implement their workplans. The remaining 9 schools will receive support to establish their committees and prepare their inclusion plans so they can apply for seed funding in 2021.

“I am very happy that my school was chosen to participate in this program because I have a relative with special need but is kept at home. I will make sure he goes to school”

School principal in model inclusion school in Shefa Province

Challenges and Responses

The implementation of this activity encountered some difficulties during the roll-out. With VESP support MoET’s Inclusive Education (IE) team, visited each model school and found that in nine schools principals were still confused about the program and failed to understand the meaning and application of inclusive education principles and had difficulties implementing their school workplans. With support from VESP, MoET’s Inclusive Education team resolved these issues by explaining the concepts, and terms again to all teachers and principals in model schools. The Inclusive Education team learned that confusion among school staff arises when there is a change in principal and/or key teachers who participated in the original training. As a result, the Inclusive Education team will provide a whole-of-school approach to model inclusion training to lessen the risk of information being lost from staff changes.

“I am very pleased with this model school program. We had some plans to introduce some clubs in our school but did not know how to progress them. We will now include them in our inclusion workplans. Being a model inclusion school, the clubs will gather for all the different needs”

Deputy Principal from Shefa Province

Moving forward

In 2021, MoET’s IE team plans to visit the ten schools that are yet to produce their model inclusion workplans during the second half of February 2021 to provide direct support to staff to assist them to draft their workplans. The IE team will expedite workplan submission by taking the plans with them back to Port Vila. In the event that the school has experienced significant staff changeover since the last visit and training by the IE team, the team will use the opportunity to carry out whole-of-school awareness sessions and training to help incoming staff understand the scope, objectives and requirements of the model inclusion program.

In the event the IE team is unable to visit and provide direct support to the ten model inclusion schools that are yet to prepare workplans to become eligible for seed funding, MoET will work with the Shefa PEO to address their questions and ensure they can put together their inclusion workplans so they do not fall behind.

3.2 Activity tracker for Area 2 – Quality

Expected output 2.1	Teachers and principals are trained to implement the K-6 curriculum for all students
Sub-activity 2.1.1	Year 5 & 6 Curriculum PD

Achievements

The Curriculum Development Unit (CDU) collaborated with VITE-ISU to complete all scheduled 38 training workshops across all provinces, to support teachers and provincial trainers improve their knowledge and capability to implement the new Year 5 & 6 Curriculum using the corresponding syllabus and teacher guides developed. A total of 663 teachers and provincial trainers attended the 4-day training workshops focused on guiding teachers in the use of the teacher guides and resources available to plan a scheme of work for each of the six learning areas.

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Province	Trained teachers	# Female Teachers	Share trained
Malampa	59	181	33%
Penama	45	96	47%
Sanma	78	295	26%
Shefa	73	356	21%
Tafea	35	155	23%
Torba	19	46	41%
total	309	1129	27%

Province	Trained teachers	# Male teachers	Share trained
Malampa	97	156	62%
Penama	56	79	71%
Sanma	72	176	41%
Shefa	63	191	33%
Tafea	74	159	47%
Torba	23	38	61%
total	385	799	48%

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Challenges

Despite the significant challenges to the implementation of this activity brought about by COVID-19 travel restrictions and the aftermath of TC Harold, VESP supported VITE-ISU, CDU, VESP and provincial PTs reschedule the training workplan to ensure all trainings were completed in the second half of the year.

Moving forward

The training workshops for Y5 and Y6 curriculum completes the professional development cycle of the new curriculum materials for primary education. In 2021, teacher professional learning to consolidate implementation of the new curriculum will continue with a focus on improve literacy teaching and class-based assessment.

Expected output 2.1	Teachers and principals are trained to implement the K-6 curriculum for all students
Sub-activity 2.1.2	Class-based assessment PD

Achievements

MoET is keen to upskill the teachers to develop and use classroom assessments for formative purposes, also referred to as assessments for learning. In 2020, despite chronic understaffing at CDU, MoET made significant progress in the production of professional learning resources for classroom assessment with support from VESP. Key achievements in the reporting period include:

- A **class-based assessment manual** for teachers in English and French was finalised and is ready for layout and printing. This manual is divided into a series of modules and includes activities to promote teacher self-paced learning.
- A Power Point presentation with facilitator notes is being developed for principal's use during the induction to the class-based assessment materials and training at schools and school zones.
- A series of **common assessment tasks (CATs)** linked to the learning outcomes in the Language and Communication and Mathematics syllabus outcomes for Years 1 - 6. There are 4 CATs per learning area for each year level (4 for Language and Communication, and 4 for Mathematics), bringing the total number of CATs to 48 for the Years 1 - 6 curriculum.
- The full suite of CATs developed were piloted in six schools (three Anglophone and three Francophone schools) in Port Vila to assess the validity of the instruments.⁶ The pilots involved 72 teachers (59 female and 13 male teachers) and 648 students from Years 1 – 6.
- The post-pilot CATs were determined to be valid instruments and will be included in the training materials packet as exemplars of good assessment design. MoET considers the CATs can also be used to assist teachers in the application of the common grading scale.

Challenges and responses

The purpose of common assessment tasks is to illustrate good assessment design and provide assessments that can be used to moderate teacher judgments using the common grading scale. The common grading scale is described in the Curriculum Assessment and Reporting Guidelines. For 2020, VESP advised the CDU to develop two CATs for Years 3, 5 and 7 in the strands reading and writing for the Language and Communication learning area and the number and measurement standards for the Mathematics learning area. The logic was to correspond to the strands assessed in VANSTA and to be applied in the school year levels where VANSTA was not applied. Another reason was to keep the task manageable given the small team at CDU.

The PEO however wanted CATs developed for all strands in Mathematics and Language and Communication for Years 1 - 6. This meant that the scope of the work would increase significantly from what was originally planned. VESP agreed to support the process and extended the contacts of the Language and Communication and Mathematics teacher guide writers in English and French to develop the CATs. A template was developed between

⁶ Although all pilot schools were all located in Port Vila, the geographic location of the schools is not an issue because the pilot was aimed to testing the validity of the instruments -i.e. are the assessment measuring what they intend to measure?- as opposed to capture various levels of student achievement, which are already determined by the syllabus sub-strand outcomes.

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VESP and CDU to structure the development of the CATs and a training workshop on designing assessments delivered to writes with support from VESP.

Moving forward

CDU piloted the CATs and collected the samples of student work to inform CAT revisions. For 2021, a CATs publication will be made available to schools to complement the Class-based Assessment Manual. The purpose will be to illustrate good assessment design. The CATs will also provide a platform for commencing moderation of teacher judgments in the future. This type of activity is considered a good form of professional development for teachers who would come together to discuss students work and agree on a grade to be awarded using assessment rubric.

Expected output 2.1	Teachers and principals are trained to implement the K-6 curriculum for all students
Sub-activity 2.1.3	Inclusive Education Resources Kit: Teacher PD program Stage 1

Achievements

In 2020, MoET, with VESP support made significant progress in advancing the development and testing of the **Inclusion Education Resources Kit**. Key achievements included:

- Piloting an **Inclusion Education (IE) Instruction Guide** that was developed in 2019, was successfully piloted in four schools in the second half of 2020.
- Trialling the six **Inclusion Education (IE) Resource Kits** (each with 20 items), in six schools in Efate also in the second half of 2020, benefitting 254 children (110 girls and 144 boys)
- Developing the **Inclusion Education (IE) Identification Tool** to assist teachers match student behaviour characteristics with appropriate resources in the kit was finalised in December 2020 and is scheduled to undergo trial between Feb-March 2021 with the assistance of 23 teachers from the IE network

With VESP support, the IE Unit of MoET is preparing a report with recommendations to improve the use and efficacy of resource kit to enhance teaching and learning activities for students with disabilities. The draft report noted that the Inclusion Education Resource Kit provides teachers with a deeper understanding of how a range of inclusive education resources can positively influence children's learning. Teachers indicated that the IE Instruction Guide and the IE Identification Tool assisted them identify and apply relevant inclusive resources to support students with disabilities participation in learning.

From the voices of teachers

The piloting of the IE Resource Kits provided MoET with an opportunity to learn from the teachers themselves, about the different ways in which they incorporate the IE Resource Kit items to improve the learning experience of children with disability in their schools.

Fokona School (Efate): A teacher at Fokona used the **Wikki Stix** with a student in Class Two who was struggling to master fine motor skills, evident in his struggle holding a pencil and shaky handwriting. The teacher helped the student engage in kinaesthetic learning using the Wikki Stix to shape letters and numbers, activating his kinaesthetic memory of how number shapes are formed which in turn helped him gain confidence to attempt number writing on his own. To complement, the teacher encouraged the student to use a pencil to trace around the Wikki Stix to further develop fine motor skills, effectively improving his confidence and ability to move to the next stage of independent handwriting tasks

Ekipe school (East Efate): School staff at Ekipe used the **IE Identification Tool** to distinguish students that exhibited characteristics of dyslexia and Attention Deficit Hyperactivity Disorder (ADHD). One of the teachers at the school had already identified the need for inclusive resources to help students with ADHD relax and stay focused in class. Among the resources included in the **IE Resource Kit**, the teachers trialled the **weighted bag** asking the student to place the bag on her lap. As a result, the student was able to sit still, and remained more focus and quiet during story time in class.

Encouraged by the results obtained using the weighted bag, the teacher at Ekipe also tried the **left-handed scissors** next with a student who had struggled using the standard scissors in the classroom. As a result, the student gained confidence in handling scissors and was able to cut up paper more quickly than when using the regular classroom scissors. The teacher also trialled the **A4 writing guide** to help a student struggling to write within the lines of the guide. As a result, the student is more confident and has been able to produce neater written work that he is proud of and the teacher can read and mark easily. Lastly, the teacher used the **magnifying dome** to aid a left-handed student with vision impairment, to read letters and numbers better. The student has grown fond of this item to support his learning and the teacher is considering adding the Wikki Stix to the use of the magnifying dome to help this student improve his fine motor skills and recognise letter and number shapes, as precursor skills to early writing. Previously the student relied on his grandmother to help him in Kindy but now is looking forward to being more independent using the magnifying dome and the **talking calculator**.

Challenges and responses

The challenges experienced by MoET and the VESP teams during the piloting of the disability inclusion resources exposed critical aspects of the resource availability and use that will need to be incorporated in future roll-out plans:

- At large, COVID-19 and weather-related restrictions increased proportion of children with disabilities not attending school, effectively reducing demand for the IE Resource Kit items in the classroom on a regular basis.
- Some of the IE teachers were able to reach out to parents and encouraged them to send their children to school by explaining how the IE Resource Kit items resource kit would support their children's learning at school. While some parents brought their children back to school, others did not.
- Staff changes in the school include teachers who have already been trained in the use of the IE Resource Kit, and when they leave, their knowledge about how to use the resources in the classroom leaves with them.
- Trained teachers with IE resources in their classroom appear to need more time to make regular use of these items. Because of this lag in adoption of the resource during the scale up, MoET and VESP have agreed to coordinate with Save the Children to create "resource centres" in the provinces where the resources not yet utilised by the teachers can be store safely and with reasonable access as adoption increases.
- Identifying the students with specific learning difficulties at the school level remains a challenge.

Moving forward

Although significant progress has been made to finalise and trial the various components of the IE Resource Kit, including the establishment of the IE teacher network and the training of school staff on how to use these resources, the formal monitoring of resource use commenced late due to school closures in response to COVID-19 restrictions. To date, VESP produced a IE Resource Use guideline for teacher use in the classroom, with an easy-to-follow checklist structure for teachers to record the IE Resource items they use, the frequency, and the observed changes in student engagement in learning activities that follow the introduction of these resources. The IE and VESP teams as well as the Shefa PEO will monitor the effectiveness by checking and discussing the information reported by teachers in the template during their school visits.

Given the current COVID-19 context and the persistence of natural disasters, MoET and VESP implementation and monitoring plans will factor in strategies to reduce the risk that children with disabilities may not return to school. The IE and VESP teams will continue to appeal to school principals and teachers to encourage parents and caregivers to keep children with disabilities in school particularly now that IE Resources are available. Similarly, the regular transfer of teachers and principals threatens the continuity of trained teaching support to children with disabilities. In such situations, the IE team will go to the school and provide training again to the whole school so that there is continuity and sustainability on how to use the resources.

“The children liked the resources and they kept coming to school because they knew that they have a resource item that is supporting their learning unlike before the introduction of the kit”

Teacher at Freshwota School in Shefa

Expected output 2.1	Teachers and principals are trained to implement the K-6 curriculum for all students
Sub-activity 2.1.4	Mobile ECCE Officers (MEO) Training

Achievements

In 2018, the government employed 64 Mobile ECCE Officers (MEOs) to support ECCE teachers improve their teaching skills. MEOs play a critical role to ensure that the ECCE teachers provide a positive and enriching ECCE experience for the approximately 16,445 children (4 and 5 yrs old, 8097 girls and 8348 boys) attending 863 ECCE Centres; while contributing to improve the teaching practice of 1,314 ECCE teachers (1264 female and 50 male. 70% of these teachers are untrained having done basic field-based trainings).⁷

⁷ OpenVEMIS data for the 2020 school year.

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Picture 1 – Participants to the MEO training in Sola, Torba Province, 5th August 2020

With VESP support, building on the pilot training program delivered on July 2020 by APTC this year, the ECCE Unit introduced the lessons from the pilot and finalised the development of the MEO Training Program in early October 2020.

The MEO Training Program has two key objectives: first, to strengthen the capability of MEOs across Vanuatu to establish stronger working relationships between teachers, principals, parents and stakeholders; and second, to help teachers develop the confidence in their skills and their practice to provide a positive learning environment and experiences for their students.

During 2020, all MEOs across the six provinces of Vanuatu participated in the training program. A total of 6 MEOs participated in the training (55 females, 9 males; 51 Anglophone and 13 Francophones). This represents a wonderful achievement given the competing demands on staff in the ECCE Unit and challenges associated with travel during a very uncertain year.

Province	Males	Females
Torba	2	8
Sanma	2	11
Penama	2	7
Malampa	1	11
Shefa	1	9
Tafea	1	12
Total	9	58

Challenges and responses

Careful and flexible planning helped the different teams involved in this activity to come together despite competing demands and travel restrictions. The French and English language capability of MEOs was variable as is their level of education. This meant some key concepts were difficult to explain but the trainers used Bislama and other facilitation strategies during workshops to guide peer-assisted learning.

Moving forward

The ECCE Unit and VESP are considering organising provincial-level trainings in a central location⁸ to lessen the risk of workshop being delayed or rescheduled due to changes flight timetables or further travel restrictions.

In terms of staffing, the ECCE Unit has identified the need to investigate the contractual arrangements of MEOs to ensure their continuation in the role. Currently, MEOs are contracted for a year and during that year, resources and training are provided to improve their work. The risk is that without further contractual assurances - e.g. made permanent- the ECCE Unit will lose them. In the past some have left teaching and gone fruit picking where they can make more money to support their family. Also, on staffing, the ECCE Unit identified the need to contract more Francophone MEOs in some of the Provinces - e.g. currently, Torba does not have a Francophone MEO.

Expected output 2.1	Teachers and principals are trained to implement the K-6 curriculum for all students
Sub-activity 2.1.5	Primary Teacher Upgrade

⁸ For instance, the Penama MEO training could take place in Santo to bring together participants from Pentecost, Maewo and Ambae. Similarly, the Malekula MEO training could take place in Santo to bring participants from Ambrym, Penama and Malekula can travel easily to and from Santo.

Status Update

This activity remained on stand-by during the reporting period because the VITE was unable to secure endorsement for the Diploma component of the new Bachelor of Education until December 2020. News on the recently approved status of the Diploma and the potential for funding from GPE will provide impetus to start implementation for this sub-activity in 2021.

Expected output 2.2	Teachers provided with resources to implement the curriculum
Sub-activity 2.2.1	Year 6 Teacher Guide
	Year 6 L&C Novels

Achievements

Despite chronic understaffing at CDU and extenuating circumstances affecting the development of the **Year 6 Teacher Guides**, 10 teacher guides (5 English and 5 French) representing five learning areas were printed by the end of the reporting period and ready for distribution (see Table 2). The Science Teacher Guide (English and French versions) has been finalised and is being printed.

Table 2 - Teacher Guides Produced in 2020

Learning Areas	Language and Page Numbers	
	English	French
i. Language and Communication	244	352
ii. Mathematics	184	204
iii. Science	217	239
iv. Social Science	104	104
v. Physical and Health Education	200	192
vi. Arts and Craft	84	88

The adaptation of the three selected **Year 6 novels for the Language and Communication learning area** was completed during the reporting period. More than 40,000 copies of the three novels⁹ in English and French versions, were procured and are ready for distribution along with the Year 6 textbooks. The number of copies procured is intended to maintain a ratio of 1:1 student to instructional materials.¹⁰ The number was based on the 2019 estimates for the total student population in Year 5 that would go to Year 6.

Challenges and responses

Despite the progress observed in the production of Teacher Guides during the first half of the year, these were not available for distribution until December 2020, effectively introducing a one-month delay to the distribution schedule.

Reasons for the delays in production are described below. These provide important lessons that need to be reviewed and addressed so that CDU can run a more efficient and effective process in the future:

- **Writing and illustrating:** The writing stage showed the quality of writing among curriculum writers was not to standard. Vanuatu continues to experience a shortage of teachers with experience writing contemporary curriculum activities for teaching and learning and assessment. Although VESP provided intensive training to

⁹ The selected novels are “Kidnapped” (Robert Louis Stevenson), “Around the World in 80-days” (Jules Verne) and “Oliver Twist” (Charles Dickens). The adaptation of Oliver Twist for Vanuatu will have Olivia (as opposed to Oliver) as the female leading character.

¹⁰ The purchase of L&C novels includes three novels for 2,700 students in Francophone schools (8,700 copies) and three novels for 5,500 students in Anglophone schools.

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curriculum writers, more work needs to be done to support curriculum writers to produce quality curriculum materials.

- **Content editing and copy editing:** Although curriculum writers are trained in the processes of writing to match specific pre-established guidelines, the writer's content knowledge of subject matter remains a concern. Even when a Task Group including VITE lecturers and teachers is called in by CDU to review the content of the teachers guides, attention to detail is lacking. This means that CDU endorsed teacher guides with content and significant grammatical errors. In anticipation to address this, VESP included in the contract with the publishing company the requirement that editors were to act as content and copy editors of the materials. In the future, CDU will continue to face the challenge of engaging curriculum writers who have the language skills and the subject matter knowledge to produce high-quality materials. To address this, CDU is exploring the option of outsourcing curriculum writing to an international publishing company.
- **Layout and printing:** CDU approval of the edited teacher guides for layout and the laid-out teacher guides for printing caused significant delays in the production process, stalling the printing of the ready-to-print teacher guides. For example, the edited version of the Social Science Teacher Guide took 12 weeks to get approval for layout. The laid-out Social Science Teacher Guide then took almost as many weeks to be approved. Printing approvals and printing supplies were also delayed. Altogether, the delays introduced in the process deferred the completion of the teacher guides due to the chronic staff shortages and difficulties in filling critical positions at CDU are partly responsible for these delays in approval, lack of confidence of those in appointed decisions to make final approvals was also identified as contributing factor.
- **Distribution:** Due to Covid-19, global shipping schedules have been disrupted adding to reasons why the teacher guides arrived late. Given the substantial delays introduced in the production schedule, the persistent understaffing at CDU and the continuous travel restrictions, the PEO managing communication to schools has proposed that teacher guides become available online through MoET website¹¹ to ensure teachers have access to this guide while they await for the arrival of the print resource.

Moving forward

Amid a context of significant disruptions, understaffing and delays in the curriculum development process, the completion of the Year 6 Teacher Guides marks a significant milestone in the roll out of the new curriculum for ECCE and primary grades. The completion of the Year 6 Teacher Guides builds on the continuous learning process at CDU experienced in the development of Teacher Guides for ECCE and Years 1 - 4 under VESP. The completion of this phase also refocuses VESP support efforts in 2021 to strengthen the capacity of teachers, school leaders and others to support schools to implement the new curriculum.

In 2021, with support from VESP, CDU will conduct an evaluation of the curriculum development process to better understand the opportunities and operational efficiencies brought about by the different models used, and to identify areas where operational and process improvements can be considered.

Expected output 2.2	Teachers provided with resources to implement the curriculum
Sub-activity 2.2.2	Year 6 Social Science and Mathematics Textbooks

Achievements

VESP supported CDU in the outsourcing of the writing and publishing of the **Year 6 Social Science Textbook** to a private publishing company. The decision was made by MoET in recognition that the limited staff at CDU would be best utilised in the development of the Year 6 teacher guides. CDU staff provided inputs during the writing and approval process and the Year 6 Social Science Textbook was delivered to CDU with minor delays. Also, in the reporting period, CDU received the **Year 6 Mathematics Textbook** from the company hired to contextualise and create English and French adaptations of the off-the-shelf mathematics textbook selected by CDU.

The textbooks were printed, and distribution commenced in January 2021 to all provinces. To ensure quick access to these materials, MoET also uploaded the textbooks to the ministry's website for free access where teachers have reception and appropriate devices.

¹¹ VESP negotiated with MoET and mobile network providers the free access and free download of the curriculum documents in PDF and Word format.

Table 3: Complementary curriculum materials for Year 6

Item	Copies for French-speaking schools	Copies for English-speaking schools
Year 6 Social Science Textbook	2,700	5,500
Year 6 Mathematics Textbook	2,700	5,500

Challenges and responses

CDU was chronically understaffed in 2020. Two lead staff were charged with responsibility for approving curriculum materials for layout by graphic designers and then approving publications for printing. This was not a significant issue with off the shelf purchases because adaptations were minor. It was, however, a bigger challenge with regard to the Social Science Textbook and the teacher guides as described earlier. Because the Social Science textbook was written by a contracted company, CDU had to quality assure and endorse the content. The use of images also required endorsement and approvals through CDU. These approval processes caused some delays for production of the Social Science textbook. In addition, it was discovered by CDU that translation of the Social Science textbook was not to the expected standard, and some revisions had to be made, causing minor delays. Respecting the pressure CDU was under, VESP provided assistance where necessary. This included guiding CDU officers through materials review in a structured way.

Moving forward

While the processes adopted reflect sound practice in publication, the execution of those processes proved challenging due to excessive strain on an understaffed work unit in small country that has to produce materials in two and sometimes three languages. VESP will be supporting CDU to undertake a structured review of curriculum materials production processes in 2021. A paper and set of recommendations describing lessons learned with materials production over the last 5 years will be developed for MoET consideration.

Expected output 2.2	Teachers provided with resources to implement the curriculum
Sub-activity 2.2.4	Curriculum, Assessment and Reporting (CAR) Guidelines (2020 Edition)

Achievements

The Curriculum Assessment and Reporting Guidelines (English and French versions) provide advice and direction for schools regarding the implementation of the Years 1 - 6 curriculum. The Guidelines incorporate essential information from key curriculum documents.¹² They outline what principals and teachers are expected to do to ensure quality teaching and learning is taking place in terms of instruction, language of instruction and assessment and reporting. They include a description of a common grading scale and a sample summative student report template. The guidelines are also relevant for the professional development of School Improvement Officers (SIOs) as they provide useful information for their work with schools. The final version of the guidelines was approved by MoET and has been printed.

Challenges and responses

During the three years of development of the guidelines, various challenges arose, primarily around engaging all stakeholders to review and input into the document. VESP supported collaborative processes across ESD in 2020 including consultation with SIOs in Tafea (November 2020) and principals in Malekula (August 2020).

Moving forward

The Guidelines will be distributed for the SIO training program (sub-activity 3.2.1) and for the Principal Handbook Training (sub-activity 3.1.3) delivered by SIU and CDU.

¹² These are: the Vanuatu National Curriculum Statement (2010); Vanuatu National Syllabuses Primary Years 1-3 (2013); Vanuatu National Syllabuses Primary Years 4-6 (2013); Vanuatu National Timetabling Policy for Primary Years 1-6 (2013); Vanuatu National Assessment and Reporting Policy (2015), and the Vanuatu National Language Policy (2015).

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Expected output 2.3	Teachers with improved skills for developing literacy
Sub-activity 2.3.1	Professional development program: Teaching English and French as an additional language

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Achievements

Although the evaluation of the 2019 TESOL/FLE (Ademap Lanwis) Years 4-6 pilot program was impacted by ongoing MoET commitments in late 2019 and travel restrictions in 2020, CDU and the VESP STA used survey data and trainer reports to complete the program evaluation and to inform the review and redesign of the program. This program is now called **Ademap Lanwis Yia 4-6**. In the second half of 2020, the English and French versions of the program's Teacher Workbook, Trainer's Workbook, Trainer's Guide and PowerPoint presentations were completed and reviewed by a task group including teachers and trainers. Revisions were made and materials were formatted and prepared for printing.

During the reporting period, MoET has been working to confirm training dates and logistical planning to roll out the program, including the delivery of the training of trainers, amid competing demands due to the ongoing COVID-19 crisis and the aftermath of TC Harold. MoET with support from the TA prepared a video plan and transcripts and is establishing an online learning community to support the training of trainers while the VESP STA is unable to provide support in-situ. The TA will also provide real-time support for trainer-training workshops.

Challenges and Responses

The planning of the roll-out of the professional learning program identified the need to define who would comprise the 36 zone-level trainers responsible for delivering the program in the provinces. While the SIOs had originally been identified for this role, their role has changed to support principals to implement their SIP. Staff from VITE -ISU and PTs have also been considered for the role but their level of engagement remains uncertain. In 2021, CDU Master Trainers will deliver the revised program to 32 key education staff, one from each education zone in the country. Participants of this trainer training will include a combination of Provincial Education Office staff, SIOs, Head Teachers and key teachers, depending on availability and suitability. Provincial Education Offices will be involved in the selection of participants. The roll-out plans for the Ademap Lanwis Yia 4-6 have been adjusted to accommodate that trainers can include PEO staff, SIOs, Head Teachers or teachers depending on conditions & availability in each zone.

Moving forward

Despite improvements in the pace of implementation, this sub-activity remains behind schedule and it is unlikely that the target for this year will be met. It is expected that implementation will gather momentum once the training of trainers is completed and the program begins to roll out to the provinces.

Expected output 2.3	Teachers with improved skills for developing literacy
Sub-activity 2.3.2	Language policy implementation review

Status update

There was limited progress finalising the study design for a review of the implementation of the Language Policy, with the study design remaining in draft form. The sampling frame and data collection instruments will be reviewed.

Expected output 2.3	Resource development and training on resources
Sub-activity 2.3.3	Development of instructional materials in vernacular languages

Achievements

During the reporting period, vernacular materials in two additional languages (three dialects) spoken in Tanna were completed, bringing the total number of languages with vernacular instructional materials to five vernaculars (six dialects) representing all the languages spoken by the 56 school communities in Tanna. The vernacular instructional materials include a primer and a wordbook for each of the six dialects.

Additionally, VESP worked with MoET to develop and provide guidelines to school communities about how to develop vernacular readers. So far 10 reading books have been developed by school communities in Tanna. Follow up support will be provided in 2021.

*“When I know how to write and read in my vernacular language,
I feel that I am a complete person”*
Principal of Lenakel School

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Challenges and responses

The motivation at the provincial level to coordinate and support development of vernacular materials remains low despite CDU and VESP support and incentives for officers to support the sub-activity. It appears that provincial staff and teachers hold different levels of understanding about the rationale for the use of the vernacular as a language of instruction, and there is evidence of confusing messages from PEOs about how to utilise languages for instruction in schools.

The commitment of school communities to adopt vernaculars as the language of instruction remains variable across and within the provinces. For instance, in Tanna, the National Community Advocacy Officer (Vernacular Languages) observed that only a few areas seem to value the vernacular for instruction as many in these communities were schooled in a system that focused all instruction in English and French and forbade the use of the vernacular or Bislama in the classroom. CDU has identified ways in which the messages will be clarified in its communications to the schools and PEOs in 2021. The review of the national language policy, including school implementation, will also shed light on this issue and contribute to plans for further addressing it.

“The teaching of literacy in our mother tongue is a way forward for our children to improve and master English and French languages”
The Principal of Launalang School (Tanna Island)

Moving forward

In 2021, CDU will undertake the production of primers and workbooks in the Netvaar, Nafe, Nivhaar and Nivhaal languages. CDU will also organise with the Tafea Provincial Education Office workshops for Year 1 teachers to help them develop vernacular readers in the Narak, Netvaar, Nafe, Nivhaar and Nivhaal languages. This sub-activity will continue to engage SIOs in monitoring. VESP is also exploring a partnership with Save the Children to print these books and support the establishment of classroom libraries, under the GPE funded program.

With support from VESP, MoET will continue to support communications to advocate for the use of vernacular in Years 1-3 as an evidence-based platform for learning English and French.

Expected output 2.4	New primary curriculum implementation monitored and its impact on quality learning evaluated
Sub-activity 2.4.1	Curriculum Implementation self-reflection and monitoring tool for schools (Aligned to MQS 4, 5 and 6)
Sub-activity 2.4.2	Curriculum Implementation Evaluation (renamed - Curriculum Implementation Monitoring Study - CIMS)

Achievements

Progress to refine the primary school **Curriculum Implementation Self-reflection and Monitoring tool** developed and piloted in 2018 stalled in 2020 due to MoET's decision to revise the MQS. Since the self-reflection and monitoring tool aligns with MQS 4,5, and 6, CDU decided to postpone this sub-activity until the MQS review is completed.

A draft of the design for the **Curriculum Implementation Monitoring Study (CIMS)** was completed with VESP support and reviewed by CDU and PPU in November 2020. CDU and PPU agreed to separate the component evaluating the implementation of the language policy from the curriculum implementation evaluation in order to allow for greater depth of analysis and to create a high profile for the Language Policy review in 2021, as requested by MoET's Director General.

Challenges and Responses

Competing demands at CDU and PPU, as well as the resignation of the VESP M&E Officer who was coordinating the curriculum implementation evaluation have led to sub-activity 2.4.2 falling behind schedule. In recognition of staff limitations at MoET to administer the curriculum implementation monitoring study, starting in 2021, a dedicated VESP

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M&E Officer will provide intensive support for the study design. Administration of the monitoring instruments will be outsourced with VESP support to relieve pressure on overstretched MoET staff.

Moving forward

The scope of the curriculum implementation evaluation has been adjusted to balance MoET's request to understand areas where curriculum implementation support will be needed. The evaluation will focus on the implementation of the Years 1-5 curriculum. The evaluation will not include a section on the implementation of the language policy, which will be treated as an independent, discrete evaluation piece. CDU, PPU and VESP expect that the onboarding of the dedicated VESP M&E Officer will provide momentum to this sub-activity, which is scheduled to be completed by December 2021.

3.3 Activity tracker for Area 3 - Management

Expected output 3.1	Principals and SIO's participate in leadership professional learning and support initiatives
Sub-activity 3.1.1	Management training for school leaders

Achievements

The purpose of this sub-activity was to provide training to school principals to manage school operations.

A total of 73 school leaders have enrolled in studies supported by VESP to upgrade their qualifications in school leadership and management through APTC and PTC:

- 18 School Leaders (11 males and 7 females) from Shefa completed APTC training entitled 'Leadership and Management Certificate 4'. They are expected to graduate in early 2021.
- 35 school leaders (23 females and 12 males) completed the diploma training program in Mission Studies with the Pacific Theological College (PTC). They are expected to complete the course in December 2020 and graduate in May 2021.
- A 2nd cohort to the APTC training started in July 2020, in Malampa, with 20 School Leaders (11 males and 9 females), who will complete APTC training in April 2021 and are expected to graduate in May 2021.

An evaluation of these two programs is underway, with report due at the end of February 2021.

“With the acquired knowledge, skills and experience I obtained from the Leadership and Management training, it is my personal and professional desire to advocate and mentor other teachers who are willing and passionate and others under my care to gain the same skills, knowledge and experiences.”

Ms Elina Jaywelson Gilu, Vila North School Principal 2020

Challenges and Responses

Participants in the training programs appeared to struggle with the timely submission of assignments. About 8 participants in the first cohort failed to complete their assignments on time despite significant follow up from the VESP Leadership Coordinator and assistance from the training institutions. Teachers who are filling in as acting deputy principals and regular school principals found balancing professional and study responsibilities challenging. In the APTC program, four participants dropped out of the first cohort followed by two in the second. The VESP team and the training providers are considering providing additional support to the training participants during the school holidays, as well as tutoring to help participants complete the course requirements.

Moving forward

APTC and PTC will continue offering their programs in 2021, following the same course structure (three training blocks over a six-month period). The first two blocks will occur over a two-week period and the third block is a one-week course on classroom instruction. Face-to-face training will be held during school holidays to minimize the risk that teachers and principals may leave their work site. Additional support is considered through virtual platforms such as Skype or Zoom to help the participants manage the course demands.

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A draft policy to guide the selection of participants has been produced. The Ministry is still reviewing the document. This draft policy considers the lessons from other formal courses supported by VESP. It will support the Ministry by having a clear policy guiding the selection, defining the support to students and the accountability expected from students supported by the Ministry..

Expected output 3.1	Principals and SIO's participate in leadership professional learning and support initiatives
Sub-activity 3.1.2	Zone Network grants school improvement initiatives

Achievements

In line with the devolution of services to provinces, the ESD explored adoption of an alternative, bottom-up approach for professional development and learning where schools identify their professional learning needs and then work collaboratively using an action and reflection approach to improve professional practice.

In its 2020 Annual Plan, VESP planned to provide technical assistance and funding to establish and trial the grants mechanism in up to four zones in at least two provinces. During the reporting period, 2 Zones were selected by PEOs to participate in a demonstration of how this professional learning approach, coupled with a grant mechanism, could operate in Vanuatu using the existing professional learning network (school zones). The two zones selected included one zone in Erromango and one zone in Tanna.

Implementation of the demonstration program started with conversations between the Tanna SIO and the schools on their school zone, where school communities identified literacy strategies – particularly, in phonics – as the focus for learning. SIOs had already identified this need in the corresponding zone plan submitted to the PEO. PEOs and SIOs got together to submit a proposal to VESP to become the demonstration program. VESP support focused on providing coordination support so they could access the technical assistance required and a grant to finance the activities associated with the demonstration program. The grant provided by VESP to implement the demonstration program was transferred to the PEO, as per MoET's financial management guidelines, and the PFO was responsible for releasing the funds to the schools. Consistent with their functions, SIOs took responsibility for monitoring the implementation of the demonstration program and documented the feedback from the school community in their monitoring reports.

SIOs worked with VITE trainers to develop a custom-made phonics program for Francophone and Anglophone teachers in their zones. The demonstration program started with an initial workshop from 6-10 July 2020 in the Erromango and Tanna zones, with the participation of 24 teachers (15 male,9 female; 11 Anglophone and 13 Francophone) many of which had no prior training or qualification. After the training, teachers implemented an 8 – 10 week (approx.) phonics program. A total of 364 students (Anglophone - 118 Male,106 Female; Francophone - 68 Male, 72 Female) were involved in the pilot.

Zone	Number of participating schools
Erromango	4 English +3 French = 7
Tanna	5 English + 8 French = 13

The program covered 20 units and was planned to be completed over a period of three months. Teachers introduced fortnightly formative assessment, involving parents in reading activities. The VITE trainers provided ongoing technical support to schools through Facebook chat groups and the SIOs provided general assistance through visits or group meetings. The demonstration program was evaluated using a pre/post design and the results were shared with schools and the PEOs.

Early evidence from this trial suggests this new approach to professional learning shows potential to encourage strong engagement of teachers and parents with the program. It appears that the structured focus and ongoing support and collaboration contributed to increase teacher motivation to improve their practice.

Results from the Professional Learning Network Trial in Tanna

Results from the intervention implemented through a professional learning network are modest but promising.

Francophone students showed an average improvement of 20% on pre and post test scores, reflecting increased ability to pronounce French sounds. Improvements varied greatly across participating schools. Whilst the boys have performed less well than the girls on the pre-intervention test, the difference is not statistically significant. The post-intervention test shows almost no difference in the average performance of the boys and girls. Ipikel and Yenumakel schools stand out as having the greatest improvements but reasons are unclear.

Among **Anglophone** students, girls performed better in pre and post testing. 80% percent of students showed some improvement as a result of the intervention. Weaker students (those originally assessed as scoring 2 correct words) tended to only improve to the next level (4 correct words) whereas stronger students tended to improve by a greater amount. Girls appear to improve to a greater degree than boys, although more boys than girls made large improvements.

A limitation in the interpretation of pre/post results is that the pilot did not include a control group, so it is difficult to know how much of the improvement was due to the intervention or to regular learning. Also, differences in results between the two language streams need to be understood in relation to the differences in the scope of the activities included in the Anglophone and Francophone programs.

The large variation in results across schools shows that some schools/teachers were better able to implement the intervention than others. Some teachers required more support than others (particularly with pronunciation) and some had previous experience with phonics. The Professional Learning Networks proposed for 2021 will aim to address this through ongoing teacher professional development.

“Many school principals commented that they could see a change in the students reading ability. They wanted to know more about the approach so they could help teachers. Teachers and also parents were excited to see children’s reading improve over a short period, this motivated teachers to work harder for their students.”

School Improvement Officer, Tafea Province

Challenges and Responses

The demonstration program ran into logistical issues because of the newness of the approach to integrate more seamlessly to existing school-based management processes. For instance, funds to support SIOs monitor the demonstration program were not scheduled to arrive at the time of the initial training. In the future, it would be advisable to plan for the transfer of funds better, to ensure the resources not only arrive on time but they also follow MoET guidelines.

In addition, the school’s grant was unable to contribute to support the demonstration’s initial workshop and running costs (e.g. stationary and photocopying) because the demonstration program was approved late and started in the second half of the school year when the school budgets were nearly or fully exhausted. In the future, it would be advisable that the SIOs start the need identification process early in the previous year, to allow schools to determine how to allocate their annual budget according to their priorities.

Lastly, the implementation of the demonstration program generated important lessons about the effectiveness of implementing an instructional intervention through the activation of school-based learning in zone schools. Teachers found it difficult to get through the planned 20 units of the phonics intervention in the expected three months as there were many interruptions during the school year, but they continued with the program after the post-test. More importantly, SIOs and VESP officers are concerned about the potential risk of separate MoET initiatives changing the focus of schools to implement foundational education policies. For instance, the phonics initiative implemented in the demonstration program, without adequate communication about the differences in the results observed between English and French speaking schools, may have the unintended effect of reinforcing the views of teachers inclined to

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introduce English/French earlier to help improve student performance in VANSTA. Moving forward, VESP will work with MoET to coordinate the activities more carefully to align these with the key awareness messages sent to the provinces.

Moving forward

In 2021, the focus on the professional learning approach through zones networks will first reflect on the implementation lessons from the demonstration program to improve the planning and delivery of any future programs in other zone schools. VESP and MoET counterparts will work to identify how ongoing initiatives (e.g. *Ademap*, Formative Assessment) can also be integrated with existing SBM mechanisms.

In reviewing the findings from the demonstration program, the VESP and MoET teams will need to explore how to improve guidelines governing the grant component of the learning initiatives in zone schools. While the school grants provide a lifeline to address many of school needs, it would be difficult for them to finance the activities of the learning initiatives from the same budget. We know, anecdotally, that school grants are not enough to fund some of the basic functions of schools. MoET, with VESP support, will undertake a cost of education study which will inform a future review of the school grants and other school funding modalities.

Expected output 3.1	Principals and SIO's participate in leadership professional learning and support initiatives
Sub-activity 3.1.3	Principal Handbook Training – Phase 1

Achievements

MoET has for some years seen the need to develop a handbook and training program to provide guidance for school principals regards fundamentals about managing school operations including teaching and learning. At the end of 2019, VESP and MoET agreed that a first version of the handbook needed to undergo a further quality assurance check and that VESP would provide the technical assistance to undertake this task. It was also agreed that VESP would support SBM to develop a training package for the manual before training is undertaken.

Principal handbook training was delayed in 2020 because the revisions to the document took longer than expected and the SIO training needed to precede the principal training as the SIOs are needed to train the principals.

A final review of the **Principals Handbook** – English and French versions – was completed with VESP support in December 2020. The handbook is now titled “**Operational Guidelines for School Principals**”. The English version has been printed and is ready for distribution, while printing of the French version is underway. The SIO training package to facilitate the training of principals on the Operational Guidelines for School Principals was also completed in December 2020, with support from VESP.

Challenges and Responses

Due to COVID-19 travel restrictions, the appointed STA had to provide support remotely and SBM officers in turn had to adapt to the new training approach via Zoom and Skype. Skype meetings were scheduled to fit the availability of SBM officers, however, officers found it difficult to manage their time to engage with this activity due to other work responsibilities.

Moving forward

Due to the delay in the development of the training package, the training of School principals in the Operational Guidelines for School Principals has moved to 2021. The VESP team is working on enabling Skype and Zoom as training platforms for training school principals if participants cannot meet face to face.

Expected output 3.2	Provincial Trainings
Sub-activity 3.2.1	Provincial SIO Training Program: Leading Curriculum Implementation

Achievements

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MoET identified the need to upskill SIOs to support principals to implement their SIP and manage curriculum implementation. In 2020, VESP supported the SIU to finalise development of the SIO Operational Guideline and develop a corresponding training package for SBM to roll out by the end of July 2021.

The first training was conducted in Tafea province to all six provincial SIOs (five male and one female) SIOs and four (all male) provincial education officers. A final report on the training was delivered.

Due to delay in completion of the training package and date for training as scheduled, training in other provinces is planned for 2021.

Challenges and Responses

The SIO Operational Guidelines needed to be revised to align with the revised MQS. This meant that training was delayed. VESP provided STA support to assist MOET to make the revisions.



Picture 2 - Participants in the first SIO training (Tafea Province, December 2020)

Moving forward

SIOs in the other five provinces will be trained in 2021 and VESP will provide ongoing support to PEOs to assist with management of provincial operations.

Expected output 3.2	Provincial Trainings
Sub-activity 3.2.2	School inspectors – development and support

Achievements

VESP provided support to SBM to review the School Inspection Policy that describes the procedures for school inspection. SBM, however, prioritised development of training materials for school principals and SIOs in 2020. UNICEF was able to support MoET to produce a harmonised MQS, leading to the new MQS and school reporting guidelines (ECCE and Primary) by December 2020.

Challenges and Responses

MoET is yet to formalise its advice on the School Inspection Policy to determine where the school inspectors will be placed under MoET's structure. Without this decision, progress will be limited.

Moving forward

In 2021, VESP will work with MoET to identify a set of priority needs that can be addressed through the year to strengthen the roles of school inspectors.

Expected output 3.2	Provincial Trainings
Sub-activity 3.2.3	Inspection reports are uploaded into Open VEMIS and are used for improvement planning

Status update

MoET did not initiate the sub-activity because the TA assigned resigned suddenly in July 2020. Amid constant and competing demands in 2020, the IT Unit was overwhelmed with work. A decision was made to adjust this sub-activity and start implementation in 2021. It is expected that the revised scope of this sub-activity may include the following:

- Work with the PPU Director to develop a better planning processes that enables improved reporting and align these findings with the budget.

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- Work with the PPU Director to improve data collection, analysis and reporting of education statistics, such as disability data.
- Work with MoET's IT Unit to improve OpenVEMIS reporting capabilities and accessibility.

Expected output 3.3	Provinces and schools informed about education program initiatives with successful practices shared
Sub-activity 3.3.1	Informing school communities about programs, initiatives and successes to enhance classroom learning.

Achievements

For 2020, VESP sought to support the ESD to enhance communications in order to share information that promotes quality teaching and learning in classrooms. The plan was to develop newsletters to schools and share good news stories through the media, online or electronically to provincial teams. ESD also sought support to develop a simple but effective internal communication strategy for schools to guide school principals and teachers on how to report on students' performances.

The COVID-19 pandemic and aftermath of TC-Harold shifted MoET's communications to focus on other issues. VESP supported the development of MoET's COVID-19 communication plan and its implementation. That included the establishment of a home-school radio show, enabling online access to curriculum materials, COVID-19 awareness communication materials and broadcasting through SMSs and social media messages.

One school newsletter was developed and provided to all schools through the provinces.

Challenges and Responses

The Communications Branch of MoET is small and CDU is understaffed. This meant that MoET struggled with multiple demands to manage internal communications and communications to its multiple stakeholders. MoET also lacks a communications strategy. VESP provided support to establish a radio program and communicate information following TC- Harold and the COVID-19 crisis which resulted in schools closing for a period. VESP STA and TAs also assisted the ESD to prepare its first newsletter to schools.

Moving forward

In 2021, VESP will assist the development and implementation of communications products specifically related to keeping stakeholders informed about programs, policies and initiatives that promote inclusive, quality teaching and learning. This will include finalising the development of ESD and provincial communications action plans that clearly specify the purpose, intended audiences, means and methods for these communications. Communication methods may include term newsletters to schools, good news stories through the media, provision of resources and information online or electronically, information brochures to provincial teams and so forth. The CDU will be supported to develop a simple but effective activity based communication strategy regarding the common grading scale and summative reporting templates that were developed with VESP support as part of the Curriculum, Assessment and Reporting Guidelines 2020.

3.4 Activity tracker for Cross-Cutting Issues

During the reporting period, several GEDSI activities gathered momentum and achieved important milestones in sub-activities 1.1.2 (Provincial women's leadership networks to promote participation of women in school decision-making), 1.2.1 (supporting Inclusive Schools -at provincial level), and 2.1.3 (Inclusive Education Resources Kit: Teacher PD program Stage 1). The GEDSI VESP coordinator and her counterparts are working to finalise the GEDSI work plan to mainstream activities across the VESP support activities for implementation in 2021.

VESP Communications supported technical teams and MoET activity leaders to generate social media posts, videos, infographics, bulletins, and visual aids to be used in the implementation of sub-activities. Some social media and press release pieces as well as videos were sent to DFAT on a regular basis to promote the support provided by the Government of Australia (GoA). Additional communications tools were also created to promote the GoA for their support to MoET emergency responses (Refer to section 3.5 Activity tracker for Emergency Responses). Lastly, the VESP website was refreshed and aligned with the new VESP brand guidelines. Table 4 summarises the communications support provided during the reporting period.

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Picture 3 – School Grant Announcement for MoET’s Facebook presence



Picture 4 – Social Media post for MoET’s Homskul Givhan Radio show

Table 4 - Communication Support July - December 2020

Activity	Cross-cutting initiatives
A1.1 School community and parent engagement in children’s learning	
1.1.1 Parent Support Program ECCE.	<ul style="list-style-type: none"> • Design and printing of a poster on healthy brain development in Bislama to be used by the MEOs • Photoshoot to create a library of pictures for ECCE • Printing of Yumi Rid Tugeta leaflets to encourage literacy for children under 4 years old • Creation of a video for Literacy Day sharing the innovative approach of Malasi Tabu school involving community members in a reading program for young children
1.1.2 Provincial women’s leadership networks	<ul style="list-style-type: none"> • Press Releases and social media posts to promote the Provincial Women’s Leadership Network workshop for Shefa Provincial Education and MoET actions to mark the International Day for the Elimination of Violence against Women
A1.2 Safe and Inclusive Schooling	
1.2.1 Supporting Inclusive Schools	<ul style="list-style-type: none"> • Creation of a video, a social media post and a press release to mark International Day of Persons with Disabilities sharing the feedback from Freshwota school on the new Inclusive Resource Kit piloted in six primary schools in Shefa.
A3.3 Communication with schools about programs, initiatives, and successes to enhance learning	
3.3.1 Informing school communities about programs, initiatives, and successes to enhance learning	<ul style="list-style-type: none"> • Support to MoET to disseminate messages for observance days like Literacy Day, International Day for Universal Access to Information, World Teachers’ Day, International Day for Disaster Risk Reduction, Global Handwashing Day, International Day for the Elimination of Violence Against Women, International Day of Persons with a Disability, etc. • Support to MoET communications needs for events – i.e. Sea Front exposition • Partnership with MoET, Vanuatu Volleyball Association, UNICEF, and schools to mark Global Handwashing Day. • Creation of video to promote good hygiene practice on Handwashing Day. • Layout, formatting, and printing of the SIO Guidelines in English.
Total Press releases published	<ul style="list-style-type: none"> • 10
Total social media posts	<ul style="list-style-type: none"> • 29

3.5 Activity tracker for Emergency Responses

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

Table 5 - Emergency response activities

Key Activities	Progress Description
Management Emergency communication and awareness	<ul style="list-style-type: none"> • COVID-19, TC Harold, and Tanna ashfall Emergency Communication • Implementation of the communications strategy led by MoET in line with COVID-19 and TC Harold Contingency Plans 2020 • Homskul Givhan Radio program to support home schooling until mid-July • Promotion of the Homskul Givhan Radio program on media • Development of Vanuatu Australia School Community Grant communication campaign and budget • Creation of the Vanuatu Australia School Community Grant poster in three languages (Bislama, English, and French) • Distribution of the Vanuatu Australia School Community Grant poster to the schools • Updates on MoET website, MoET network, newspaper, radio and social media • Press Conference on the Vanuatu Australia School Community Grant • Press Release on the Vanuatu Australia School Community Grant to all the media in Vanuatu • Finalisation and announcement of the zero rating of MoET and 34 additional educational websites for Vodafone users • Coordination with the Ministry of Health (MoH) to align the messages and link MoET website on Vanuatu dedicated COVID-19 website • Extension of the toll-free number allocated to MoET, 160 for all Digicel and Vodafone users to provide support with home school packages and report damages on schools following TC Harold

4 Lessons learned and program risk management

4.1 Implementation lessons from the current period

During the reporting period, activity and sub-activity implementation experienced a positive stabilization as a result of an intense 6-month period focused on program adjustment in the face of the COVID-19 pandemic and the aftermath of TC Harold. 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 emerging from this period is the need to coordinate horizontally across activity areas and sub-activities to introduce logistical efficiencies. Careful communication at the sub-activity level must include the identification of coordinated messages about how a given sub-activity aligns with others supported by the program to lessen the likelihood of confusion among participants or beneficiaries.

4.2 Program risk and mitigation strategies

The table below outlines the main issues and risks the program faced during the reporting period. For the purposes of this report, an issue is an event that occurred while a risk is a potential event.

Table 6 - Main risks and issues affecting VESP II during the reporting period

Risk	Risk level	Mitigation strategy
COVID-19 pandemic	High	On-going monitoring; enhanced work-from-home capabilities; masks; communication support, monitoring of domestic travel
Natural disasters	High	On-going monitoring; emergency preparedness plan up-to-date, emergency call-free and testing, communication support
Restricted international traveling	Moderate	Revised work and management practices with STAs
Unaddressed MoET vacancies	High	Additional HR to complement MoET where gaps exist Planning and implementation flexibility

5 Program management

5.1 Governance

The bi-monthly VESP Steering Committee met three times during this reporting period. The program had the opportunity to present the January to June 2020 six-month report at the August meeting, the bi-monthly report in October and the essence of the Annual Plan 2021 in December 2020. Representatives from the New Zealand High Commission have re-joined the forum. It has been discussed that GPE funded programs may be included in future to ensure alignment with VESP supported activities. The Program holds regular weekly meetings with the Australian High Commission and with the Directorate of Policy and Planning. These weekly meetings are part of the program's governance architecture and they help to ensure transparency, accountability, and responsiveness to partner needs.

In terms of internal governance, the program holds weekly team-wide stand-up meetings and monthly team-wide meetings. These meetings help build cohesion and the strengthening of our team's sense of shared purpose. Program leadership also hold regular meetings with Tetra Tech International Development corporate support teams.

5.2 VESP reporting and deliverables

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

Table 7 - Reporting deliverables under VESP II

Deliverable	Due Date	Status
Program Deliverable 2: School participation Gender Audit Strategy. Part 1 - Revised quantitative report submitted December 2020	End of November 2020 (as discussed with DFAT)	*This deliverable was split into three products. **All payments have been completed ***Final report is due 30 March 2021
M6 - VESP II 6 Monthly Progress Report and Sector Update (Jan-Jun 2020)	15 July	Approved
M15 - AAV 6 monthly Progress Report (Jan-Jun 2020)	15 July	Approved
M8 - VESP II 2021 Annual Plan	1 December	Submitted to DFAT, comments received
M16 - AAV 2021 Annual Plan	Mid-December as agreed with DFAT	Submitted to DFAT, comments received

5.3 Staffing

TA in the reporting period has involved long-term personnel and a pool of STAs to support MoET in specific activities and developments. The annual cycle of STA input on the program increases as activities ramp up, predominantly in the second half of the year.

The level of STA inputs¹³ in the reporting period are less than half compared to the same period in 2019 (276.6 days in 2020 compared to 653.95 days in 2019). The relatively low level of STA input has been due to COVID-19 restrictions, predominantly provided remotely. The current situation where Vanuatu borders are closed has increased the importance of the localisation strategy. During this reporting period, the following positions (Table 7) commenced with the team.

¹³ 74.5 days were costed to project activity in 2019 (due to the contract available budget lines)

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Table 8 - Positions that commenced during the reporting period

Position	Type
Curriculum Support Officer	Locally engaged
Financial Management Advisers (x2)	International (locally based)
IT Officer	Locally engaged

The M&E Officer (LES) resigned during the reporting period and the position is currently being recruited.

The IT Officer (LES) was a new position for the team, to support the IT unit at the Ministry, to provide IT guidance, infrastructure, system development (OVEMIS and website), data security, training in learning and productivity tools. The need for support was further compounded by the Manager working remotely from Australia for several months.

The previous program M&E Adviser has completed his inputs to the program. The program has adopted a new M&E approach. During the reporting period, Alison Inglis and Grace Nicholas provided M&E inputs and, in 2021, after Alison's resignation, Myrna Machuca Sierra will be taking over as the lead for the corporate Research, Monitoring & Evaluation (RME) team. The RME team will be responsible for managing and implementing the agreed M&E activities and ensuring consistent, high quality deliverables that align with DFAT's M&E Standards. Team members are utilised as needed, to ensure VESP II can access appropriate, specific, and relevant experience, skills, and knowledge in a timely manner. Table 9 outlines the level of technical inputs provided in support of the Ministry's priorities and plans during the reporting period.

Table 9 – Short Term Adviser inputs July-December

Technical Assistance	Jul	Aug	Sept	Oct	Nov	Dec
Monitoring & Evaluation Adviser	10.0	9.0	14.0	10.2	16.6	8.0
Disability Inclusion Adviser	8.0	10.0	14.0	7.0	8.0	.
VANSTA Support Specialist	2.4	-	3.6	1.3	3.1	0.9
Finance Management Advisers		-	9.0	13.0	15.0	8.0
Teaching Additional Language Specialist	1.0	0.5	1.5	2.9	6.1	2.1
Awards Manager Vanuatu – In-Australia Manager* Includes Assessor	4.9	6.8	1.5	1.0	1.6	5.9
In-Service Teacher Qualification Upgrade Specialist	9.0	10.0	13.0	12.0	13.0	1.0
Provincial partnerships and innovation fund specialist	1.5	1.4	2.6	2.1	2.4	2.0
Total	36.8	37.7	59.2	49.5	65.8	27.9

5.4 Financial management and budget

The financial management of the program continues to be sound. Tetra Tech’s strong internal and external controls 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).

Risk and fraud mitigation remain a high priority and is the responsibility of all program staff. Tetra Tech will provide ongoing fraud awareness and risk management training. For additional information refer to Annex 2.

5.5 Program resourcing

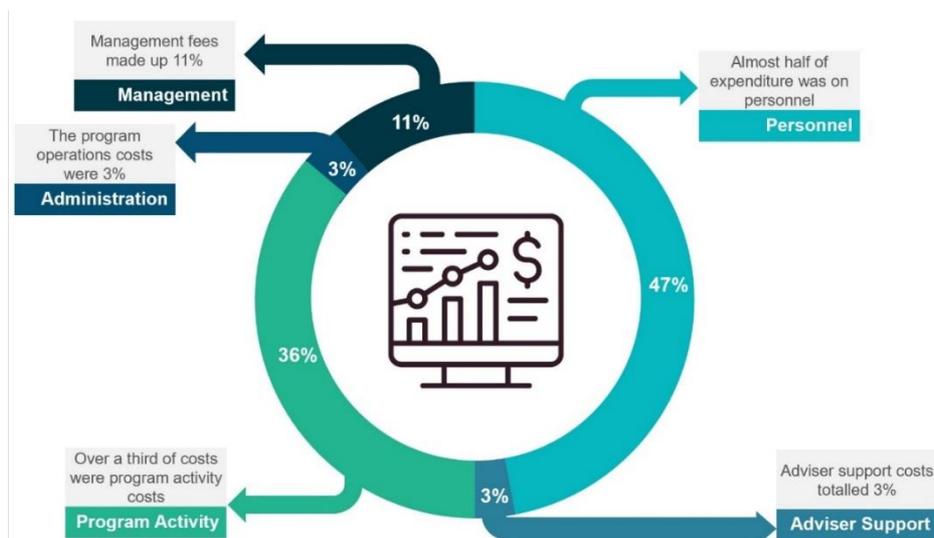
Figure 5 below outlines the proportion of program expenditure lines for the latter half of 2020 when most of the activity occurred for the year. Just over A\$2 million was expended for the six months (A\$2,032,491) which was more than a million under the Annual Plan budget (A\$3,161,912).

Most areas were underspent compared to the Annual Plan budget:

- Program activity costs A\$737k
- Management and milestone fees A\$291k
- Adviser support costs A\$154k (approx.)
- Administration/ operational costs A\$7k (approx.)

The one area that was above budget for the period was personnel costs, which were almost A\$60k above budget. This was due to A\$60k billing adjustments associated with personnel in July following end of the 2019/2020 financial year, A\$49k for LES, A\$9k for STA and A\$2k for STA non-ARF (Jennifer James). Given, most expenditure areas were reduced, the proportion of expenditure on personnel increased to almost half (47%), despite the expenditure in this area being stable and on budget. More than a third of expenditure was program activity cost (35%). Adviser support costs and program administration costs were both 3% and the milestone and management fees made up 11%.

Figure 5 - Expenditure line proportions of expenditure July– December 2020



5.6 Annual Expenditure Analysis

When comparing the budget included in the 2020 Annual Plan and the actual expenditure for the reporting period, program expenditure was lower than budgeted.

Early year disruptions of TC Harold and COVID-19 meant some activities were not finalised in 2020, such as final payments for curriculum materials arriving from overseas in January and February 2021 (approximately A\$220k). The budget underspend in program activities was anticipated and has been reallocated in the 2021 Annual Plan (to be approved). Overall, expenditure was at approximately three quarters (74%) of what was forecast in the annual plan. Table 10 provides a breakdown of the expenditure across each category and the percentage expenditure compared to the Annual Plan budget.

Table 10 – Annual Plan 2020 budget expenditure by category

Cost Item	Jan - Jun (A\$)	Jul - Dec (A\$)	2020 Total	% of budget (as per approved Annual Plan)
Long Term Personnel	\$ 327,439	\$ 359,948	\$ 687,387	99%
Short Term Adviser Costs + Pool (ARF)	\$ 242,657	\$ 269,691	\$ 512,347	107%
Long Term Personnel (non-ARF)	\$ 249,854	\$ 295,200	\$ 545,054	96%
Short Term Personnel (non-ARF)	\$ 15,069	\$ 34,507	\$ 49,576	82%
Adviser Support Costs	\$ 118,573	\$ 63,003	\$ 181,576	45%
In-Country Operational Recurring Costs	\$ 82,465	\$ 77,799	\$ 160,264	95%
In-Country Operational Recurring Costs (MV Deduction)	-\$ 7,200	-\$ 7,200	-\$ 14,400	100%
Program Activities - VESP II	\$ 964,593	\$ 680,862	\$ 1,645,455	67%
Program Activities - AAV	\$ 26,908	\$ 32,063	\$ 58,971	40%
Management Fee + Milestone	\$ 522,421	\$ 226,618	\$ 749,039	62%
Total Invoice	\$ 2,542,779	\$ 2,032,491	\$ 4,575,270	74%

Additional support for psycho- social and mental health training was committed from program funds to the Ministry (estimated at around A\$100k), however, this training did not eventuate.

6 Moving forward: January – July 2021

6.1 Challenges and mitigation strategies

For the upcoming reporting period (January to June 2021), VESP will continue to monitor developments associated with the COVID-19 pandemic. In programmatic terms, its biggest impact has been on the restrictions to international movements, which poses challenges in the mobilisation and engagement 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 own Safety and Security Manual.

6.2 Program elements to monitor

New activities with new MoET units: In 2021 VESP and MoET increased the number of supported activities with the Directorates of Policy and Planning and Finance and Administration. This reflects the decision to include systems strengthening to MoET. Monitoring and evaluating the impact of these activities is covered by the revised program's monitoring, evaluation and reporting framework¹⁴.

Late in 2020 MoET indicated that it required assistance to review and prepare Year 7 curriculum resources. Presently, the Ministry is still finalising a detailed scope of what is necessary to ensure that Year 6 students moving to Year 7 in 2022 will have resources aligned to the reviewed curriculum. The Government of New Zealand has indicated its willingness to support this work, given it will start to co-design a program to support secondary education in 2021. While VESP will continue to focus its support on K-6, it will include Secondary principals and teachers in its training activities, whenever suitable.

Revised M&E structure: The review of the MER framework extended to a review of overall M&E support to the program. M&E services are now provided to the program by a team of experts, expanding VESP's ability to respond to emerging demands and allowing it to deploy targeted skills to the diverse set of tasks grouped under M&E, such as program reporting, specific studies, and support to MoET.

The review of MoET's strategic plan (VETSS and Corporate Plan) will inform the development of VESP's results framework. VESP will support the Directorate of Policy and Planning to review these plans, ensuring they respond to GPE's independent appraiser's report. This review will start in early February 2021 and it is expected to be concluded by June 2021.

¹⁴ VESP II Monitoring, Evaluation and Reporting Framework – shared to stakeholders in December 2020.

Annex 1 - Staff Listing as at June 2020

Name	Position	Staff Type	MoET Counterpart	Location	Supervisor	Sub-activity number
Alan Swan	Curriculum Adviser	Long-term international adviser	Felicity Nilwo Simon George	CDU	David Letichevsky	1.1.1 – 2.4.2 & 3.3.1
Angela Cincotta-Segi	Teaching English and French as an Additional Language Specialist	Short-term international adviser	Myriam Ware Wia	MoET / CDU/ ISU	Alan Swan	2.3.1
Belynda McNaughton	Provincial Partnerships	Short-term international adviser	Marcel Yamsiu Jean Jacques	MoET	Roy Obed	3.1.2
Bruce Trief	Finance and IT Support	Full-time, locally engaged	Felicity Nilwo Simon George (CDU) Adrian Banga and Emory Tinning (MoET IT)	Vila Mall/ CDU	Sani Bebe	
Colin Reynolds*	AAV M&E Adviser	Part-time, Short-term Adviser	NA	Vila Mall	Rebecca Pryor	
Edith Lingmal*	Monitoring and Evaluation Officer	Full-time, locally engaged	Jeffry Tari	MoET Office	David Letichevsky	
Florence Bellon	Communications and Strategic Reporting Manager	Full-time, locally engaged	Julia Whippy PEO Finance	MoET Office	David Letichevsky	1.1.1, 1.1.2, 1.2.1, 3.3
Geoff Colmer*	AAV In-Australia Manager	Part-time, Short-term Adviser	NA	Vila Mall	Rebecca Pryor	
Herem Navat	School Review and Improvement Adviser	Full-time, locally engaged	Jean Jacques Marcel Yamsiu PEO Hopkins	SBM	David Letichevsky	3.1.1 – 3.2.3
Jennifer James	ECCE Specialist	Short-term locally engaged	Smith Anderson	MoET	Alan Swan	1.1.1 & 2.1.4
Joanne Webber	Disability Inclusion Adviser	Short-term international adviser	Marie Jonah Sylvia	MoET Office	Alan Swan	1.2.1 & 2.1.3
Johnny Ishmael	Driver	Full-time, locally engaged	NA	Vila Mall	Sani Bebe	
John Niroa	Provincial Education Quality and Access Officer	Full-time, locally engaged	Jean Jacques Marcel Yamsiu	MoET Office	Herem Navat	3.1.2 & 3.2.3

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor	Sub-activity number
Leanah Tambe	Teacher Training and Professional Development	Full-time, locally engaged	Elvie Tamata Simon George	CDU	Alan Swan	2.1.2 & 2.2.4
Louise Quinn	In –Service Teacher Qualification Upgrade Specialist	Short-term international adviser	Elvie Tamata	MoET VITE- ISU	Alan Swan	3.1.3 & 3.1.2
Mayna Pandat	Administration and Finance Officer	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor	
Phil Geeves	VEMIS & VANSTA Support Specialist	Short-term international adviser	Nora Wells Adrian Banga	MoET / EAU	David Letichevsky	3.1.2, 3.2.3 & Deliverable #2.
Pierre Gambetta	Community Advocacy officer	Full-time, locally engaged	Myriam Ware Wia	CDU	Alan Swan	2.3.3
Rebecca Pryor	Operations Manager	Long-term adviser	NA	Vila Mall	David Letichevsky	
Roline Guila	Senior Finance and Administration Officer	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor	
Roy Obed	Devolution Provincial Education Manager	Full-time, locally engaged	Marcel Yamsiu	Vila Mall	Herem Navat	3.1.1, 3.1.2 & 3.2.2
Samantha Long*	OV Support Specialist	Short-term international adviser	Adrian Banga	MoET	David Letichevsky	3.2.3
Sani Bebe	Operations Coordinator	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor	
Sonia Wasi	Gender & Inclusion Strategy Officer	Full-time, locally engaged	Marie Jonah National Programs Coordinator	MoET Office	David Letichevsky	Dedicated: 1.1.2, 1.2. & 2.1.3 Cross-cutting: 1.1.1, 2.1.1, 2.1.2, 2.1.4, 2.2.1, 2.2.2, 2.3.3, 2.4.1, 3.1.1, 3.1.2, 3.1.3, 3.2.1, 3.2.2 & 3.2.3
Telstar Jimmy	AAV Alumni and Award Promotions Officer	Full-time, locally engaged	NA	Vila Mall	Vanessa Dick	
Ty Morrissey*	Monitoring and Evaluation Specialist	Short-term international adviser	Jeffrey Tari Director Serge Lewawa	MoET Office	David Letichevsky	Leadership & Management report, 2020 Workplan, Jan-Jun SMPR, Gender Audit

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor	Sub-activity number
Vanessa Dick	AAV Scholarships Coordinator	Full-time, locally engaged	NA	Vila Mall	Rebecca Pryor	
Alison Inglis*	Monitoring and Evaluation Specialist	Short term international adviser	NA	Overseas	David Letichevsky	MEL review, gender audit, Bimonthly report template review
Grace Nicholas	Monitoring and Evaluation Specialist	Short term international adviser	NA	Overseas	David Letichevsky	Gender audit
Myrna Machuca Sierra	Monitoring and Evaluation Specialist	Short term international adviser	NA	Overseas	David Letichevsky	Jul-Dec 2020 SMPR, Leadership & Management Report, gender audit
Prema Clarke	Monitoring and Evaluation Adviser	Sub-contractor	NA	Overseas	David Letichevsky	2021 MER

List of staff engaged as of 30 December 2020. Personnel marked as * have now finished their assignment:

- Alison Inglis
- Edith Lingmal
- Ty Morrissey
- Samantha Long
- Colin Reynolds
- Geoff Colmer

Annex 2 - Financial Breakdown

Table 11 – Cost categories for reporting period compared to the same period in 2019

Cost Item	July-December 2019 (A\$)	July-December 2020 (A\$)	Decrease or increase from previous year
Personnel	\$ 1,044,948.00	\$ 959,346.00	▼
Adviser Support Costs	\$ 175,177.00	\$ 63,003.00	▼
In-Country Operational Recurring Costs	\$ 71,554.00	\$ 77,799.00	▲
In-Country Operational Recurring Costs (MV Deduction)	-\$ 7,200.00	-\$ 7,200.00	
Program Activities - VESP II	\$ 1,794,571.00	\$ 680,862.00	▼
Program Activities - AAV	\$ 63,394.00	\$ 32,063.00	▼
Management Fee + Milestone	\$ 157,434.00	\$ 226,618.00	▲
Total	\$ 3,299,878.00	\$ 2,032,490.51	▼

Table 12 – Financial breakdown over 2020

Cost Item	Jan - Jun (A\$)	Jul - Dec (A\$)	2020 Total	% of budget (as per approved Annual Plan)
Long Term Personnel	\$ 327,439	\$ 359,948	\$ 687,387	99%
Short Term Adviser Costs + Pool (ARF)	\$ 242,657	\$ 269,691	\$ 512,347	107%
Long Term Personnel (non-ARF)	\$ 249,854	\$ 295,200	\$ 545,054	96%
Short Term Personnel (non-ARF)	\$ 15,069	\$ 34,507	\$ 49,576	82%
Adviser Support Costs	\$ 118,573	\$ 63,003	\$ 181,576	45%
In-Country Operational Recurring Costs	\$ 82,465	\$ 77,799	\$ 160,264	95%
In-Country Operational Recurring Costs (MV Deduction)	-\$ 7,200	-\$ 7,200	-\$ 14,400	100%
Program Activities - VESP II	\$ 964,593	\$ 680,862	\$ 1,645,455	67%
Program Activities - AAV	\$ 26,908	\$ 32,063	\$ 58,971	40%
Management Fee + Milestone	\$ 522,421	\$ 226,618	\$ 749,039	62%
Total	\$ 2,542,779	\$ 2,032,491	\$ 4,575,270	74%

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The table below outlines the program activity disaggregated by the EoPO. Table 13 shows that the EoPO2, which is largely associated with the quality of education, is where the biggest expenditure lies (75%).

Table 13 – End of program expenditure breakdown

Program Outcomes	Total 2019 (A\$)	Jan-Jun 2020 (A\$)	Jul-Dec 2020 (A\$)	2020 Total (A\$)	Percentage of expenditure in 2020
End of Program Outcome 1:	\$ 115,693.00	\$ 7,128.00	\$ 7,105.00	\$ 14,233.00	1%
End of Program Outcome 2:	\$2,758,886.00	\$679,555.00	\$569,263.00	\$1,231,646.00	75%
End of Program Outcome 3:	\$ 615,917.00	\$157,226.00	\$ 71,745.00	\$ 228,971.00	14%
VESP II Cross Cutting Program	\$ 155,328.00	\$137,857.00	\$ 32,749.00	\$ 170,605.00	10%
Program Activity Costs	\$3,645,824.00	\$981,766.00	\$680,862.00	\$1,645,455.00	100%

Key expenditure across end of program outcomes included¹⁵:

EoPO1: Access including support to Gender Equality, Inclusive Education and children with disabilities. This included expanding the number of inclusive schools and provincial leadership networks focused on increasing leadership capacity of women leaders

EoPO2: Almost half (approximately 49% related to teacher training in curriculum implementation, years 5 and 6). Following, key procurements for EoPO2 during the reporting period include 24% of the cost allocated for the following (totalling around 32% of the expenditure in EoPO2):

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

The final payment expenditure for the resources, will be made in January and February 2021.

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

¹⁵ It must be noted that categorization of activities in terms of their contribution to each one of the three program pillars (Access, Quality and Management) is challenging. Activities attributions to the pillars is not clear cut, with expected spill-overs to other pillars. For example, activities to support greater inclusion in schools, measured in enrolment rates, may also drive improvements in learning outcomes, as teachers become more knowledgeable about effective practices to engage previously disengaged children.

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Further, costs are disaggregated below over various categories including provincial expenditure, gender, people with disabilities and local private sector – including AAV program activity costs - and this year, the tracking of expenditure relating to COVID-19 and TC Harold have been added.

As the table outlines, close to A\$400k has been spent on program activities relating to the theme categories. Note, this breakdown does not include operational administration costs. The categorisation is manual and subjective, so data should be viewed as indicative only.

Provincial expenditure was high, mainly due to years 5 & 6 curriculum implementation professional development. The highest provincial expenditure was Malampa province. This included expenditure relating to the leadership and management course provided to principals and officers based in Norsup. Tafea was the second highest, which also included several activities relating to the professional zone networks.

Table 14 - Expenditure relating to themed categories

Expenditure categories	Total 2019 (A\$)	Jan-Jun 2020 (A\$)	Jul-Dec 2020 (A\$)	2020 Total (A\$)	Cumulative total (A\$)
COVID-19*	-	\$ 94,357.00	\$ 32,923.52	\$ 127,280.95	\$ 127,280.95
TC Harold*	-	\$ 39,946.00		\$ 39,945.85	\$ 39,945.85
Expenditure on gender-focussed activities	\$ 59,687.83	\$ 2,785.00	\$ 30,157.44	\$ 32,942.78	\$ 92,630.61
Expenditure focussed on people with disabilities	\$ 16,634.48	\$ 255.00	\$ 3,939.35	\$ 4,194.42	\$ 20,828.90
Climate Change	-	-		-	-
Torba Province	\$ 53,734.63	-\$ 846.00	\$ 19,476.92	\$ 18,631.10	\$ 72,365.73
Sanma Province	\$ 166,610.85	\$ 5,507.00	\$ 65,171.37	\$ 70,678.81	\$ 237,289.66
Penama Province	\$ 70,457.69	\$ 5,445.00	\$ 42,039.06	\$ 47,483.95	\$ 117,941.64
Malampa Province	\$ 99,922.05	\$ 1,896.00	\$ 79,751.38	\$ 81,647.82	\$ 181,569.87
Shefa Province	\$ 139,583.82	\$ 93,592.00	\$ 56,290.07	\$ 149,881.91	\$ 289,465.73
Tafea Province	\$ 84,486.46	\$ 18,620.00	\$ 70,014.72	\$ 88,634.38	\$ 173,120.84
Private Sector/ Sub-contracts	\$ 43,653.16	\$ 8,494.00		\$ 8,494.21	\$ 52,147.37
Total	\$ 734,770.96	\$ 270,052.00	\$ 399,763.83	\$ 669,816.18	\$ 1,404,587.14

*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 15 is a guide to approximate spending across each program activity in 2020. It provides the activity breakdown, by budget, actuals and forecast in AUD. Several the curriculum resources final payments will be made in January, and distribution costs will continue throughout January, February, and March. Please note this reporting involves combining multiple sets of data, and can have differing timing compared to invoices, and billing adjustments and currency fluctuations across months, mean the summary below should be viewed as indicative only.

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Table 15 – Expenditure by sub-activity

Activities/Sub Activities	Budget (A\$)	Expenditure Jan-Jun (A\$)	Expenditure Jul-Dec (A\$)	Annual Expenditure 2020 (A\$)
1.1.1 School community and parent engagement in children's learning	\$ 80,000.00	-	1,691	1,691
1.1.2 Provincial women's leadership networks to promote participation of women in school decision-making (through School Committees – using MOET Women's network for support)	\$ 22,500.00	214	8,760	8,974
1.1.3 Radio Access	\$ 27,000.00	5,701	18,097	23,798
1.2.1 Supporting Inclusive Schools (work at provincial level to expand on experience in the three schools supported through VESP to implement inclusive practices)	\$ 35,000.00	688	3,714	4,401
2.1 Years 5 & 6 Curriculum Implementation Professional development				
2.1.1 Years 5 & 6 Curriculum Implementation Professional development	\$ 200,000.00	22,854	269,876	292,730
2.1.2 Class-based assessment –PD program phase 1	\$ 100,000.00	1,321	25,903	27,224
2.1.3 Inclusion Education Resources Kit: teacher PD program Stage 1	\$ 37,500.00	-	561	561
2.1.4 Mobile ECCE Officers Training Program	\$ 37,500.00	10,672	34,229	44,901
2.1.5 Primary Teacher Qualifications Upgrade	\$ 43,750.00	-	-	-
2.2.1 Year 6 Teacher Guides (including complementary materials e.g. novels for L&C)	\$ 203,545.00	123,702	65,784	189,487
2.2.2 Year 6 Social Science Textbook Development	\$ 229,211.00	39,505	18,976	58,481
2.2.3 Year 6 L&C Novels	\$ 200,000.00	90,598	102,838	193,436
2.2.4 Revise Curriculum, Assessment and Reporting Guidelines (2020 Edition)	\$ 25,000.00	-	644	644

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Activities/Sub Activities	Budget (A\$)	Expenditure Jan-Jun (A\$)	Expenditure Jul-Dec (A\$)	Annual Expenditure 2020 (A\$)
2.2.5 Home Schooling Package	\$ 77,500.00	6,000	14,618	20,618
2.2.6 Mathematics Textbook Year 6	\$ 349,800.00	179,170	3,659	182,829
2.3.1 Professional Development Program: Teaching English and French as an additional language – Gradual release approach Phase 1.	\$ 70,000	-	7,895	7,895
2.3.2 Language Policy Implementation Year 1-4 Review (outsourced as part of Curriculum Evaluation Activity 1.4.2)	\$ 6,250	2,343	-	2,343
2.3.3 Community Vernacular materials development demonstration	\$ 30,000	7,387	18,185	25,573
2.4.1 Curriculum Implementation self-reflection and monitoring tool for schools (Aligned to MQS 4, 5 and 6).	\$ 24,718	993	5,403	6,395
2.4.2 Curriculum Implementation Evaluation	\$ 53,750	3,092	388	3,480
3.1.1 Management training for school principals	\$ 135,000	79,360	56,480	135,840
3.1.2 Zone Network grants for self-directed professional learning and school improvement initiatives (including Partner Innovation Schools)	\$ 37,500	12,673	6,880	19,553
3.1.3 Principal Handbook Training – Phase 1	\$ 100,000	-	8,557	8,557
3.1.4 TSC Staff Manual Provincial Consultancy	\$ 11,250	-	5,830	5,830
3.2.1 Provincial SIO Training Program: Leading Curriculum Implementation	\$ 56,250	-	59	59
3.2.2 School inspectors – development and support	\$ 31,250	-	-	-
3.2.3 Using data for improvement planning	\$ 25,000	175	3,006	3,181
3.3.1 Informing school communities about programs, initiatives, and successes to enhance classroom learning.	\$ 43,750	4,625	2,262	6,887
3.3.2 MOET Communication Support to COVID-19 Response	\$ 46,875	34,664	1,748	36,412

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Activities/Sub Activities	Budget (A\$)	Expenditure Jan-Jun (A\$)	Expenditure Jul-Dec (A\$)	Annual Expenditure 2020 (A\$)
3.3.3 TC Harold Communication Support	\$ 31,250	5,127	-	5,127
3.3.4 TC Harold initial assessment	\$ 39,152	39,152		39,152
3.3.5 TC Harold Psychosocial and mental health training	\$ 114,233			
2019 Activities (including final 2019 curriculum purchases expenditure)	\$ -	256,467	11,060	267,527
TOTAL	\$ 2,524,534	926,483	697,102	1,623,585

