



**VESP**

**VANUATU EDUCATION  
SUPPORT PROGRAM**

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

**1 July – 31 December 2021**

11 March 2022

GOVERNEMENT  
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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Annex 1 – Staff Listing as of December 2021

Annex 2 – Financial Breakdown

Annex 3 – End of Year Context Analysis

## Acronyms

AAV	Australia Awards Vanuatu
AL	Ademap Lanwis
AP	Annual Plan
APTC	Australia Pacific Training Coalition
ARF	Adviser Remuneration Framework
ARTTLe	Assessment Resources and Testing Tools for Learning
AUD	Australian Dollar
CATs	Common Assessment Tasks
CBA	Classroom Based Assessment
CDU	Curriculum Development Unit
CIMS	Curriculum Implementation Monitoring Study
CMS	Content Management System
COM	Council of Ministers
COVID-19	Coronavirus Disease of 2019
DFAT	Department of Foreign Affairs and Trade
DSIE	Diploma in Special Inclusive Education
DRR	Disaster Risk Reduction
EAU	Examination and Assessment Unit
ECCE	Early Childhood Care and Education
EN	English
EoPO	End of Program Outcome
ESU	Education Service Unit
FR	French
GEDSI	Gender, Equality, Disability and Social Inclusion
ICT	Information and Communications Technology
IE	Inclusive Education
ISU	In-Service Unit (VITE)
IT	Information Technology
JSR	Joint Sector Review
LES	Locally Engaged Staff
M&E	Monitoring and Evaluation
MEO	Mobile ECCE Officers
MFEM	Ministry of Finance & Economic Management
MoET	Ministry of Education and Training
MFAT	New Zealand Ministry of Foreign Affairs and Trade
NSIDP	National School Infrastructure Development Plan
NTDP	National Teachers Development Plan
NTDPO	National Teacher Development Planning Officer

## Vanuatu Education Support Program Phase II

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NUV	National University of Vanuatu
NZD	New Zealand Dollar
OGCIO	Office of the Government Chief Information Officer
OV	Open Vanuatu Education Management Information System
PD	Professional Development
PEO	Provincial Education Officer
PPU	Policy and Planning Unit
PSC	Public Service Commission
PSET	Post School Education and Training
PSIC	Provincial School Improvement Coordinator
PSP	Parent Support Program
PTC	Pacific Theological College
PWLN	Provincial Women's Leadership Networks
PZN	Provincial zone network of schools
RPL	Recognition of Prior Learning
SBM	School-Based Management
SIL	Summer Institute of Linguistics
SIO	School Improvement Officer
SIP	School Improvement Plan
SMT	Senior Management Team of the MoET
SOE	School of Education
STA	Short-term Technical Adviser
TA	Technical Adviser
TC	Tropical Cyclone
TED	Teacher Education and Development
ToT	Training-of-Trainers
TQUP	Teacher Qualification Upgrading Policy
TSC	Teaching Service Commission
USP	University of the South Pacific
VANSTA	Vanuatu National Standardised Test of Achievement
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy
VITE	Vanuatu Institute of Teacher Education
VUV	Vatu
WLN	Women's Leadership Network

# 1 Executive Summary

## Program overview

The Vanuatu Education Support Program (VESP) Six-Monthly Progress Report July–December 2021 captures the progress and achievements of implementing VESP's 2021 Annual Plan (AP) during the second half of 2021. The 2021 AP includes the 2020 AP activities deferred to 2021 due to the challenging implementation context experienced in 2020. The 2021 work plan focuses on:

- key Ministry of Education and Training (MoET) initiatives for the Professional Development (PD) of principals
- the activation of school level literacy initiatives through zone networks
- key capacity strengthening initiatives at MoET to improve its Information Technology (IT) capacity, planning and financial management and reporting.

## Progress towards outputs

Overall, the pace of implementation across sub-activities has varied throughout 2021. By December 2021, 35% of sub-activities were fully achieved. There were 24% of sub-activities that progressed with some minor delays largely due to pending approval from MoET and coordination with key partners. Among the remainder, 33% were partly achieved, with the main risk factors being insufficient time, recruitment delays and remote working challenges. The remaining 8% of sub-activities are yet to be achieved due to insufficient budget, competing priorities within MoET and other risk factors. The sub-activity, 2.4.2 Language Policy Review, was suspended in 2021 due to a new language policy release. Consequently, this sub-activity has changed focus for 2022 and will now support the development of the Year 8 Curriculum.

## Program achievements

Despite a range of implementation challenges outlined below, VESP Phase II has achieved 58% of its planned outputs and is on track to finalise 32% of its sub-activities in early 2022. Consequently, a total of 90% of the planned outputs outlined in the 2021 AP will be achieved and completed by April 2022. This is a significant achievement given the restrictions and challenges that the Coronavirus Disease of 2019 (COVID-19) pandemic has imposed on travel and face-to-face work. Key delays in output delivery are outlined below, and the program will take these into account as they plan and design sub-activities for 2022.

## Implementation lessons

Working remotely due to COVID-19 restrictions has impacted the level of support short-term technical advisers (STAs) can provide in-country. This has put additional pressure on VESP activity coordinators and MoET staff to manage coordination and facilitate meetings and workshops. In addition, remote work also made it difficult to collect data and engage with stakeholders across remote and rural areas. Re-allocation of additional time and resources could be considered to mitigate these lessons from remote working.

## Human resourcing

Limited human resourcing within MoET and ongoing recruitment delays were identified as challenges to the timely delivery of sub-activities. At times, a lack of human resources within some MoET units, including Information and Communications Technology (ICT) and the

Curriculum Development Unit (CDU), impacted the ability to reach all provinces for PD and support. Staff recruitment was also a key factor in delaying sub-activities, as recruiting and training new staff takes time. Also, the recent decision to remove School Improvement Officers (SIOs) as focal points in the provinces poses risks to the future coordination and PD of principals, teachers and monitoring activities going forward.

### **Competing MoET priorities**

The Ministry has many competing priorities, as it manages 19 different strategies and policies in response to a range of key issues related to access and equity, quality and management<sup>1</sup>. In addition, the Ministry is required to liaise and manage different stakeholder relationships across urban, rural and remote areas, including but not limited to Provincial Education Offices, schools and school principals, the Ministry of Finance & Economic Management (MFEM) and international donors. VESP continues to strengthen and enhance its relationship with MoET, providing technical and financial support across 38 different sub-activities that demonstrate the program's strong working relationship with the Ministry. Despite this, it is not always possible to foresee and predict other competing priorities. To mitigate any risk that may emerge from this situation, VESP activity coordinators will continue to seek MoET's guidance and advice on how VESP can best provide relevant support aligned to MoET's Corporate Plan.

### **Insufficient budget**

In some cases, insufficient Ministry budget has impacted activity progress. During 2022 planning, VESP will review its budget in line with MoET's budget allocation to ensure sufficient funds are allocated to each sub-activity.

### **Policy and system changes**

VESP provided technical and financial support to review seven policy areas over the reporting period. This support included coordinating and facilitating community consultations, working closely with MoET to develop work plans for the review process, and providing subject matter expertise on specific policy issues, including inclusive education (IE), disability, child protection, ICT and management.

### **Monitoring and Evaluation (M&E)**

Strengthening activity alignment to the Vanuatu Education and Training Sector Strategy (VETSS) and the Corporate Plan: all VESP supported activities and sub-activities were reviewed to ensure they aligned with MoET strategic objectives. VESP staff held three workshops with all MoET units' staff to discuss current VESP support for the Ministry's activities and ensure it aligned with the Government's key priorities. Support included a review of indicators and targets to ensure consistency with the VETSS. Most activities and sub-activities are ongoing, and some were realigned to the more relevant pillar for 2022.

VESP's future planning and M&E framework has incorporated the recommendations emerging from the mid-term review. The program is confident this combined evidence-driven approach will contribute to achieving the Ministry's goals, as listed in the VETSS.

Increasing rigour in research processes: VESP provided support to develop the Ministry's official research policy guideline. This guideline has established a formal structure and process for MoET research in the education sector. VESP has also strengthened its internal research processes by introducing the three-layer bronze, silver and gold review process. Also, VESP

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<sup>1</sup> Ministry of Education and Training, 'Corporate Plan 2022-2026', Government of Vanuatu, p.11

provided financial and technical support to develop three research studies across all three priority areas: access, quality, and management.

### **Gender, Equality, Disability and Social Inclusion (GEDSI) mainstreaming**

There is scope for all sub-activities to incorporate GEDSI actions and indicators into their sub-activities. While many sub-activities identified how GEDSI was relevant to their activities, there remain gaps in materials and training that could be improved. Delivery of gender analysis training and integration of GEDSI mainstreaming indicators into activity design and monitoring would further enhance the program's response to GEDSI issues.

### **Forward planning**

The Ministry now has an approved five-year Corporate Plan and an annual Business Plan aligned to the VETSS. These plans provide stronger guidance for VESP to align its program activities to MoET's strategic priorities.

There will be changes in the VESP reporting period from January 2022 to align with Ministry reporting. Reporting requirements will focus on quarterly and annual reporting rather than bi-monthly and six-monthly reporting.

M&E Planning: The M&E Officer will continue to work closely with MoET Policy and Planning Unit (PPU) to develop the program logic for all sub-activities and harmonise routine monitoring templates across access, quality and management. This work will include enhancing systems and processes to collect data to improve quality control of quarterly and annual reporting. The M&E planning approach will ensure all VESP support is aligned with the VETSS and Corporate Plan.



## 2 Introduction

### 2.1 Program overview

VESP is a long-term investment funded by the Australian Government and implemented in partnership with the Government of Vanuatu through MoET. The primary goal of VESP is to help ensure MoET achieves its goal of improving education access, quality and management, as detailed in the VETSS and operationalised through MoET's Corporate Plan. In January 2019, VESP entered its second phase after successfully implementing Phase I (2013–18). 2021 marks the mid-point of VESP II implementation. In 2021, MoET and VESP started strategic planning workshops to define the scope and depth of VESP support activities from 2022 onwards.

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

### 2.2 Changes in program context

#### 2.2.1 Effects on the reporting period

VESP demonstrated its flexibility to undertake further additional activities in this reporting period. The most significant of these additional activities was VESP's focus on filling a gap in curriculum transition after developing the 2021 plan. This required VESP to adapt its resourcing, planning and reporting requirements to ensure it completed the additional activities in time for the new curriculum's implementation in 2022. While VESP achieved all of the activities' targets, the extra commitment impacted staff capacity and resourcing. Approaches that mitigate resourcing and staffing capacity risks should be considered when planning for future years. VESP also supported the Exams and Assessments Unit (EAU) to edit and format 13 books for the Assessment Resources and Testing Tools for Learning (ARTTLe). Finally, VESP also assisted School-Based Management (SBM) in delivering training to recently hired school principals.

Two STAs who oversee ongoing sub-activities left the program during this reporting period. The affected activities are 2.1.4: Provincial strategic approaches to improve literacy and 2.1.1: Teaching English or French as an additional language. VESP is currently recruiting replacements for these positions and does not anticipate any implementation delays or impacts on resourcing.

### **2.2.2 Anticipated effects on the next reporting period**

The Ministry now has an approved five-year Corporate Plan and an annual Business Plan aligned to the VETSS. The plan provides stronger guidance for VESP in aligning its support to MoET's strategic priorities.

DFAT has approved VESP to operate for an additional five years from January 2022 to December 2026. The new contract outlines different reporting requirements to ensure stronger alignment with MoET's strategic and corporate plans. As a result, there will be changes in the VESP reporting period from January 2022 to align with Ministry reporting. Reporting requirements will focus on quarterly and annual reporting rather than bi-monthly and six-monthly reporting.

All MoET directors will step down from their positions in early February 2022 in accordance with Public Service Commission (PSC) regulations. This will potentially affect how VESP staff coordinate and liaise with the Ministry during the transition period, as it will take time to establish new systems and processes to fill the gap in Ministry resourcing and leadership. This transition may delay or impact specific areas of VESP's work, especially if it requires Ministry decision-making.

An increase in funding of NZ\$2 million from the New Zealand Ministry of Foreign Affairs and Trade (MFAT) will allow the Ministry to develop the junior secondary curriculum with better resources and time, providing existing staff with longer contracts to continue the activity's implementation.

## **2.3 Program relevance**

MoET has led and guided the design and implementation of all VESP activities and sub-activities while VESP staff focus on providing financial, advisory and technical support where required.

VESP's 2021 AP includes nine activities and 38 sub-activities. It is important to note that all VESP supported activities are aligned with the VETSS. VESP supported activities are identified and planned jointly with MoET during the program's life. VESP sub-activities respond to priorities in MoET's Corporate Plan and, as a result, are of a more transient nature, some of which last only one calendar year. Any changes or adjustments in the scope of VESP activity areas and sub-activities are agreed with MoET and DFAT and endorsed by the VESP Steering Committee. While other development partners<sup>2</sup> support Vanuatu's education sector, VESP is the largest development partner program operating in this space.

MoET has been working closely with all VESP activity coordinators to design and plan what VESP support should look like to strengthen alignment with MoET's strategic goals in the VETSS and Corporate Plan. This has included working together to develop monitoring tools and identify indicators and targets to enhance the M&E of all activities.

VESP's 2021 AP touches 65% (15 out of 23) of VETSS' strategies and directly supports 33% (43 out of 130) of its key activities<sup>3</sup>. This demonstrates VESP's strong alignment to the VETSS, and VESP will continue to work closely with MoET to strengthen sub-activity alignment to the VETSS during 2022 planning. VESP also plays a significant role in policy dialogue and planning, actively supporting a joint planning approach with MoET to ensure its support

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<sup>2</sup> Other key partners in the Vanuatu education sector include MFAT, UNICEF and more recently, the Global Partnership for Education through an implementation partnership with Save the Children.

<sup>3</sup> The numbering used to reference the VETSS' activity areas and key activities follows the structure presented in the 2020-2030 MoET Corporate Plan, which is based on the VETSS. The Corporate Plan groups the scope of the VETSS around 23 strategies, 34 programs and 130 key activities.

addresses VETSS' identified priorities. Through its support to advance the Joint Sector Review (JSR) for the education sector, the program enhances MoET's convening role with development partners to bring together education investments within the scope of VETSS, with agreed outputs and outcomes that each development partner aligns.

VESP has also provided resources to support locally led research in the Vanuatu education sector. This support has included the delivery of one of the four planned research activities in the current reporting period: the Gender Study to better understand the access barriers for girls and boys in Vanuatu's primary education sector. The other three research activities include:

- (i) a Cost of Kindergarten and Primary Education Study
- (ii) a Teacher Policy Frameworks and Requirements Study
- (iii) a Curriculum Implementation and Monitoring Study.

Each of these studies is in the final stage of review and editing.

### 3 Activity Implementation Progress

Overall, the pace of implementation across sub-activities has varied during 2021. By December 2021, VESP fully achieved 35% of its sub-activities. However, sub-activity, 2.4.2 Language Policy Review, was suspended following the development of a new policy in 2021. As a result, this sub-activity will focus on developing the Year 8 Curriculum in 2022.

VESP delivered 24% of its sub-activities on schedule with minor delays. Due to insufficient time and remote working challenges, 33% were partly achieved, and 8% of sub-activities are yet to be achieved. End of year discussions with VESP activity coordinators identified and ranked by priority the main risk factors challenging the achievement of December targets, as Table 1 shows in numerical order.

Table 1: A snapshot of VESP's 2021 AP from July to December 2021

Status	Fully achieved	Achieved with minor delays	Partly achieved	Yet to be achieved	Suspended
End of year progress status on sub-activities in the AP (n=38)	13	9	12	3	1
Percentage of progress status up to December 2021 (n=37)	35%	24%	33%	8%	0
Risk factors	Weighting of risk per progress status category				
Coordination with implementation partners		2	5	6	
Recruitment delays/lack of human resourcing		6	2	3	
Approval or endorsement pending		1	6	7	
Insufficient time		3	1	5	
Insufficient MoET budget		7	7	2	
Not prioritised / conflicting priorities with MoET		5	4	1	
COVID19-related risks, including remote working		4	3	4	

This section presents an overview of the program's implementation progress to date. Sections 3.1, 3.2 and 3.3 present narrative updates by sub-activity, grouping them by activity areas (access, quality, management). Each narrative report presents an overview of the progress made during the reporting period. The overview includes achievements, pictures or testimonials linked to the conducted activities and the observations made by MoET and VESP implementing teams around gender, disability inclusion, social inclusion, and disaster risk

management aspects affecting the sub-activity. The summary also includes reflections on challenges experienced and lessons learned by the teams during implementation and key messages, decisions, or principles that need to be followed in the next reporting cycle. Table 6 summarises the sub-activity progress against July to December targets and presents the sub-activity status as of 31 December 2021.

Section 3.4 provides an overview of VESP's regular communications support to MoET for the year. Section 3.5 introduces the table reporting program achievements against mid-year targets and the overall progress status by sub-activity. Section 3.6 presents a short update on the program's research milestones and M&E lessons learned during the reporting period. Table 7 presents the program's progress against its expected outputs and outcomes as of 31 December 2021.

### 3.1 Activity tracker for Area 1 – Access

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

#### Progress to date

- In September, the last two interim Women's Leadership Networks (WLN) were established in Tafea and Malampa, comprising 62 members. The networks will be formalised once the design is completed and approved by MoET. This means six interim Provincial Women's Leadership Networks (PWLN) have now been established.
  - Tafea 32 members: two are from Aneityum, two from Erromango and 28 from Tanna.
  - Malampa 30 members: one member is from the University of the South Pacific (USP) sub-centre, one Early Childhood Care and Education (ECCE) Coordinator, one Provincial School Improvement Coordinator (PSIC), one Open Vanuatu Education Management Information System (OV) officer and 25 school educators.
- MoET reached a new collaboration agreement with Balance of Power and facilitated an awareness session on adaptive leadership alongside the gender analysis training in September for school educators and Provincial Education Officer (PEO) from the Tafea PWLN on Tanna island.
- VESP conducted interviews in October and November to collect insights from the six provinces to help inform the PWLN design. VESP interviewed PEOs (2 males) from Penama and Shefa; PWLN members (4 females) from Malampa, Shefa and Tafea; a PSIC from Tafea (1 male); a Supreme Court Justice (1 female); VESP staff (1 female, 2 males); and MoET staff (1 female).
- The review and design process confirmed the support and relevance of the activity, with all those consulted recognising the value added by women's leadership in education. The design is still awaiting approval from MoET.

#### Cross-cutting issues

**Gender Equality:** Those who participated in the PWLN interview stressed the importance of including male participants in the network. They said if men are not included, the WLN will continue to face the same struggles. As a result, the network decided that male participants would attend the network's training.

**Social inclusion:** Most female participants who joined the PWLN worked and lived in more remote areas of Tafea and Malampa provinces. However, participants from Malampa were from Malekula island only, while Ambrym and Paama islands were unrepresented.

## Testimonials

One female principal from Erromango highlighted that she was pleased with the gender analysis and adaptive leadership workshop. She had experienced resistance to her leadership from her male counterparts and planned to step down as principal. However, after the training, she said she now has a new perspective and is confident she will approach these challenges differently on her return.

## Challenges and Responses

Many WLN school principals highlighted that some school council chairmen continue to resist female leaders. Male counterparts and communities have continuously undermined a number of female school principals. A gender analysis training course delivered in Tanna has provided some support and guidance to female leaders navigating these challenges. One female participant reported that the skills and knowledge learned from the training empowered her to continue pursuing her leadership role despite the challenges.

With a new theory of change for the WLN, male professional educators and education officers will attend training organised by the network for external facilitators. Men will have opportunities to provide input and support for WLN where relevant. Some women may feel reluctant about allowing men to participate in the network's external activities.

## Moving forward

VESP and MoET will work with Balance of Power to plan the future delivery of adaptive leadership sessions for the PWLNs where there is a need and interest.

Male officers working in the education sector will be invited to join workshops and training delivered by the PWLN that promote women in leadership positions.

VESP will present the design of the WLN to MoET officers who are in positions to influence change. The presentation will seek comments and feedback from MoET officers and discuss how to integrate the activity into MoET strategic planning.

The PWLN committee will coordinate and support regular meetings at provincial levels.

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

### Progress to date

During the reporting period, MoET's SBM completed the final training workshops on the Operational Guidelines for School Principals in Shefa (three workshops, 74 participants) and Penama (two workshops, 80 participants). The workshop program covered the Operational Guidelines for school principals, an overview of the 19 new harmonised standards, the recently developed Self-evaluation Framework and the drafting of School Strategic Plans. Participants included: school principals and deputy principals (50 females, 78 males); provincial education staff, including PEOs, SIOs, PSICs, Inspectors, and ECCE Coordinators (7 females, 18 males).

### Cross-cutting issues to date

**Gender:** Cultural norms shape community perceptions of leadership. Leadership is a man's role in some provinces, and men are respected when appointed as principals. However, when women are appointed as principals, they are criticised and work harder to prove themselves to earn the community's trust.

**Disability inclusion:** Children with special needs should achieve the same goals as other children in education. This is addressed in the training sections on infrastructure, classroom lessons, and administration. For example, schools are encouraged to develop exercises and assessments based on individual student needs. Schools are also encouraged to exempt fees for children with special needs or those with a parent living with a disability.

**Social inclusion:** Whenever needed, the SBM adjusts its training schedule to ensure that all participants can attend training at the same time. School principals are also encouraged to engage with the community in management decisions.

**Disaster risk management:** The training covers topics on risks and encourages the principals to create disaster plans and drills aligned with the community plans to ensure better management during disaster periods.



## Pictures and/or testimonials

Figure 1: SBM conducts a session on school strategic plans during the Penama training in Ambae



Figure 2: A snapshot of Brenwei school's strategic plan for 2022 (example of a School Strategic Plan).

BRENWEI SCHOOL 2022 STRATEGIC PLAN (SSP)					
ACCESS AND EQUITY: School Strategic Objective 1					
STRATEGIC OBJECTIVE 1:	To review school inclusive policy and coordinate training to ensure at least 70% of our teachers master Teaching skills to meet the SEN learners by the end of June 2022				
Budget Amount in VT:	18,500vt				
Tactical objectives :					
1.	Facilitate PD on inclusivity by the end of February				
2.	Identify SEN students in all classes by the end of March				
3.	Implement teaching strategies to meet SEN needs from April				
Action	Deadline	COST ELEMENT	Person in charge	Success criteria	Current progress
1. Organize PD on Inclusivity	March 2022	Transport – 1,500vt Refreshments – 4,000vt Lunch – 5,000vt Allowances – 3,000vt	Principal, Inclusive teacher & academic	Display of approved annual academic plan in all classes by of End of Feb and Monthly progress report of academic plan implementation filed	
2. Distribute student observation template to all teachers to identify SEN students in each classes and list them.	March 2022	Papers- 1000vt Photocopies – 3000vt Folders – 1000vt	Principal, inclusive teacher and secretary	List of SEN learners and observation reports filed	
3. Plan and implement inclusive teaching strategies	April 2022		Class teachers	Termly Progressive report filed	

## Challenges and Responses

All training sessions were more intensive than originally planned. This is expected to affect the school principal uptake and implementation of learnings from the training. The SBM will assess the school plans and identify areas for improvement to inform future training.

## Moving forward

VESP will work with SBM to carry out a baseline of schools based on the principals' current management skills, review the monitoring tools, and conduct monitoring of those trained in 2022.

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

## Progress to date

By December, school leaders enrolled in the PTC and APTC completed Block Two and Block Three of their leadership and management programs. To save costs on travel and accommodation, five participants from the PTC course participated remotely via Zoom from several provinces, including Shefa (1 male), Malampa (1 female, 1 male), Sanma (1 female) and Tafea (1 male). Two teachers (1 males) from APTC and one participant (1 female) from PTC dropped out of the program due to competing priorities. This brings enrolment for APTC to 20 participants (11 females, 9 males) and PTC to 32 participants (11 females, 21 males).

## Cross-cutting issues to date

**Gender:** The course content covers topics that help participants identify cultural and social changes that support gender equality and condemn violence against women. Participants analyse gender as a cross-cutting issue and study the changing roles in society.

**Disability inclusion:** Although none of the participants reported having a disability, the training content covers disability inclusion to support principals in their work.

**Social inclusion:** Five school leaders who enrolled in the PTC program completed Block Two and Block Three modules remotely via Zoom. The APTC and PTC courses built rural leaders' professional learning and skills, helping them improve school management.

**Disaster risk management:** The school leaders completed their courses without any disaster interruptions. Course topics on globalisation help participants better prepare for disasters by covering some aspects of disaster management.

## Pictures and/or testimonials

**Figure 3: Group photo of APTC participants in Sanma province**



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*"The Leadership and Management training that I undertook through the Pacific Theological College's Institute of Mission and Research, enabled me to be a resource to the principal, who does not have the benefit of skills and knowledge I gained from the training. I assisted the principal to produce the school's budget, coached her to manage the teachers better and provide assistance in the overall management of the school. Through professional development activities, the school has been able to improve teaching and managing students' learning which resulted in more students progressing to higher levels than ever before. I must admit that without the training, I would have not been able to implement the knowledge and skills I learned, to begin to change the overall management of my school and become a better counterpart to the principal"*

**Jimnu Kwar, Deputy Principal, Pialulup School, Bigbay, Santo**

**PTC Leadership & Management Training**

## Challenges and Responses

The leadership and management program supported by VESP (20% tuition) is cost-shared with the participants (80%-part tuition, travel and accommodation). However, some participants were unaware of the cost-sharing arrangement prior to registration and requested compensation and financial assistance from VESP and MoET. As VESP could not provide this compensation, it was decided to make the course available remotely to allow PTC participants to complete their courses via Zoom, which reduced costs. Future course selection processes should ensure costs are transparent and known to all participants before selection.

Some principals do not make productive use of the participants following their leadership training. Several participants reported they did not get the opportunity to apply their newly gained skills and knowledge in supporting their principals to improve school management. VESP continues to encourage MoET and the Teaching Service Commission (TSC) to use the knowledge and skills gained by the rural leaders who graduated from the leadership and

management training, including engaging them in forums and other settings to transfer their skills onto other school leaders.

VESP produced a Leadership Policy to guide the leadership and management program and established an interim Coordinating Committee to select participants and organise training. These more formalised processes would ensure consistency in participant selection. MoET has yet to approve the policy and committee, which risks the timely selection of participants for the 2022 leadership program.

### Moving forward

VESP will meet with the PEOs of the Education Service Unit (ESU) and the interim Coordinating Committee to review the selection processes and plan the 2022 leadership training.

VESP will work with MoET Activity Manager (PEO ESU) to arrange training with APTC and PTC for 2022.

VESP will follow up with ESU on the Leadership Policy and approval of the Coordinating Committee.

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

### Progress to date

Budget limitations meant that MoET's SBM did not have the funds to visit all principals across the provinces to provide support and guidance to implement skills, knowledge and meet standards as required from the training received. However, some schools were visited during the rollout of sub-activity 1.1.2, enabling SBM staff to undertake brief monitoring of principal skills and progress. Monitoring is now rescheduled for 2022 and will be undertaken simultaneously as sub-activity 1.1.2 to save on provincial travel costs.



## Pictures and/or testimonials

Figure 4: Snapshot of spot-check report for Anabrou school

4.Results

School: Anabrou Province: Shefa Principal : Georgeline Malere Experiences in leadership Roles : 3 Number of Teachers: 23 Number of Auxiliary Staff: 8 Students total Enrolment: 756 Gender: M, F Contract 7 months	Observer: Olivier Tavi Assistance:  Photographer: Assistance: PSIC :				
Appointed Principal checklist					
Key performances Indicators	Specific Indicators	Level of Achievement			Recommendation and Comments
		Not done	In progress Achievements /partly achieved	Achieved	
Governance &Leadership					
School council (SC)	Formalities done			✓	5 meetings minutes in place  4Females and 5 males as SC Members
	Minute			✓	
	Gender			✓	
School Community Association (SCA)	Formalities Done			✓	2 meeting minutes done
	Minute			✓	
	Gender			✓	

Figure 5: A spot check interview with Sanlang school principal during Principal Handbook training to Torba province



## Challenges and Responses

Monitoring was not possible during the reporting period due to funding limitations within MoET. This affected SBM's ability to assess the principals' progress and provide timely assistance where needed. The reassignment of SIOs and PSICs within the education sector following the PSC's guidance could create challenges in monitoring school compliance with standards. SBM is considering recommending the appointment of provincial compliance

officers to the MoET Senior Management Team (SMT) to support its activities at the provincial level in 2022.

## Moving forward

VESP will follow up with SBM and TSC to identify the support arrangements for newly appointed principals in 2022. SBM will commence appraisals of principals in early 2022.

SBM and TSC have expressed strong interest in establishing mechanisms to provide good initial support to newly appointed principals starting in 2022. These mechanisms could include a combination of a solid initial induction process and fostering relationships with mentor principals who can provide just-in-time support. VESP is considering an option that includes developing a concise, first-year survival manual for newly appointed principals that simplifies their key compliance and reporting requirements. MoET intends to approach VESP to support the preparation of materials and run the induction program each year, to allow SBM and TSC can focus on monitoring support to newly appointed principals.

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

## Progress to date

VESP assisted the MoET ECCE Unit and partners in promoting awareness of the PSP using print, broadcast and social media materials. VESP's assistance included financial support to print books and support materials for the ECCE PSP facilitator training workshop.

VESP is working together with UNICEF and Save the Children to support the MoET ECCE Unit to launch PSP across all provinces, with VESP supporting Torba province. VESP started working with the Torba provincial ECCE Coordinator in November to develop the budgets for the training-of-trainers (ToT) workshop and PSP implementation rollout for 2022.

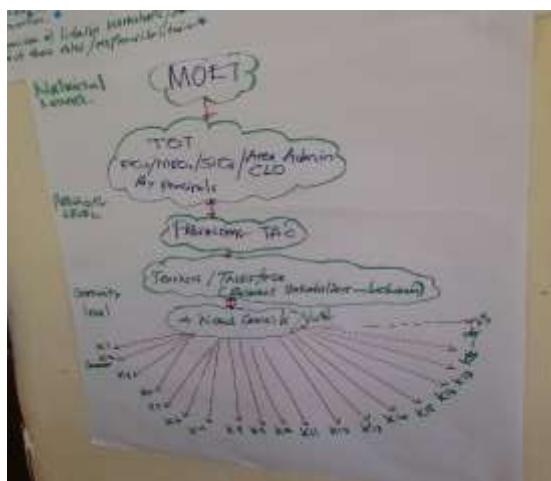
Between October and December 2021, VESP supported a nationwide consultation of the PSP implementation plan with partners. The consultation included discussions with partners and donors in Port Vila (37 participants: 16 females, 21 males) and the provinces of Sanma (22 participants: 7 females, 15 males), Penama (25 participants: 13 females, 12 males), and Tafea (34 participants: 14 females, 20 males). The partners and donors who participated in the consultation included DFAT, MFAT, UNICEF, Save the Children, Vanuatu Society for People with Disability, Ministry of Health, MFEM, Ministry of Internal Affairs, and Ministry of Justice and Community Service.

## Pictures and/or testimonials

**Figure 6: Group photo of partners and donors during the PSP Pre-Primary Sub-Sector Diagnostic & Planning workshop held on 30 September and 1 October 2021 at Moorings Hotel, Port Vila.**



**Figure 7: Maewo stakeholders' implementation plan mapping exercise during a consultation**



**Figure 8: Presentation on strategies to motivate parents**



## Cross-cutting issues to date

**Gender:** The PSP promotes equal participation of males and females in all aspects of the program to ensure inclusivity, reach and maximum benefits. The PSP handbook also highlights the importance of co-educational activities (e.g. not separating boys and girls) and involving both parents when raising a child.

**Disability inclusion:** PSP encourages the participation of parents and children with special needs. A chapter in the handbook provides guidance on working with parents and children living with a disability. Also, it draws on MoET resources on disability inclusion and aims to align them to the program.

**Social inclusion:** In rural areas, the task force comprises female and male representatives of groups within the communities, such as chiefs, youth, church, school and women. This motivates families to attend sessions and exchange experiences.

**Disaster risk management:** The content of the PSP program includes key messages around disaster preparedness and responses for the family with a focus on the care of young children during and after a natural disaster or emergency period.

## Challenges and Responses

The finalisation and printing of the PSP Facilitator Handbook have been postponed until 2022 due to UNICEF's delays in contracting a graphic designer to finalise the layout. VESP is continuing to follow up with UNICEF on the Handbook's status.

The PSP training has been delayed until 2022 due to competing priorities at the end of 2021. The training is planned for February 2022 and will follow the first ToT and practice sessions in Shefa province before rolling out the ToT in other provinces.

The updated advice on per diem rates received from the TSC will increase the PSP budget required for training. Per diems are now charged at VUV 5,000 per day instead of the previous VUV 5,000 per night. This change will potentially impact the length of training and the number of facilitators hired to deliver training. There is a risk that this change could impact training quality and time, which may adversely affect support and guidance for the PSP.

## Moving forward

VESP is supporting the MoET ECCE unit to undertake the following activities in 2022:

- Once the PSP handbook is complete, VESP will pay for and distribute all materials to print handbooks for all the provinces.
- Work with UNICEF and Save the Children to plan and prepare for the launch of the PSP implementation and tool (handbook) between January and February.
- Develop and distribute a detailed implementation budget for PSP to partners and Government ministries.
- Prepare and carry out the ToT and implementation of PSP in Torba province and conduct a baseline study for Torba province on the current operations and effectiveness of their PSP.

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

## Progress to date

MoET conducted two three-day consultations in Tafea and Malampa in October 2021 (the last two provinces) to review the three MoET Inclusion Policies: Gender Equity Policy, Child Safeguarding Policy and IE. UNICEF provided funding for these two workshops. VESP provided technical support and helped develop the discussion questions for the Gender Equity and Child Safeguarding consultations.



A three-day National Stakeholder Consultation was also held at Aquana Resort in November (funded by UNICEF) to understand what stakeholders are doing regarding inclusion and discuss which stakeholders MoET should work with to implement the three inclusion policies. The VESP GEDSI Officer facilitated the consultations for the Child Safeguarding and Gender Equality policies.

### Cross-cutting issues to date

**Gender:** The Gender Equity Policy applies a binary definition to gender and promotes equality and equity for girls and women in the education sector. Discussions on gender diversity in Vanuatu are still emerging. MoET has yet to advise how the revised policy will address gender diversity and whether the Gender Equality and Equity Policy will be merged with the disability inclusion policy or remain separate.

**Disability Inclusion:** Consultations with stakeholders in the provinces showed that stakeholders and actors – and to a lesser extent, implementers – working in disability are still uncertain about the meaning of the term "disability inclusion." Furthermore, confusion exists regarding the terms "disability inclusion" and "IE" and how the two will be framed and turned into guidelines for the education sector.

**Social inclusion:** Considering there is no universal definition of social inclusion, VESP uses the term's connotative meaning of reducing disadvantage based on social identity.<sup>4</sup> In this sub-activity, disadvantage due to gender or disability is covered in the items above. In the absence of a Social Inclusion Policy for education, the team has focused on better understanding the factors driving disadvantage and limited application of the child protection and safeguarding policy in schools and communities.

**Disaster risk management:** Considering the evidence regarding the different ways disasters impact people with disabilities and different genders, VESP has secured technical advice to discuss with MoET during the drafting of the policy review.

### Challenges and Responses

- PPU has not yet provided advice on specific standards to guide policy development due to competing priorities. These standards are required before policy drafting can commence.
- The provincial policy review consultations took longer than anticipated due to delays in donor partner funding. As a result, the data validation process to confirm policy revisions did not occur in 2021 as planned and will instead be held in February–March 2022.
- The inclusion policies are long and complex. Many stakeholders are not aware of these policies and how they can be implemented in practice. VESP will support MoET to develop implementation plans for the final inclusion policies, including costing required to support Government and community stakeholders to implement them.

### Moving forward

- VESP will work with MoET to undertake data validation of the policy review process across all three provinces before finalising the revised inclusion policies.
- PPU will meet with the Education Services Department and VESP to discuss the standard policy requirements to inform the inclusion policy review. Once the MoET has identified

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<sup>4</sup> Social identity could be defined in terms of gender, age, location, occupation, race, ethnicity, language, religion, citizenship status, and disability, among other factors.

these standards, VESP will work closely with MoET to review and update all three policies in 2022.

- A presentation of the gender study will be delivered to the MoET SMT in early 2022. This meeting will provide an opportunity for the SMT to deliver feedback and recommendations on the report before being endorsed and shared widely. The inclusion policies will incorporate the findings from the gender study.

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

### Progress to date

- VESP continued to pay students to attend the DSIE at USP. All students are current teachers; however, one student teaches at a non-Government supported private school. MoET and VESP discontinued support to this teacher. This reduced the number of teachers undertaking the studies from 20 to 19.
- Four out of 19 students under the DSIE program have been appointed to the Provincial IE Coordinators roles for 2022 in Penama, Sanma, Shefa and Tafea under the Global Partnership for Education project.

### Cross-cutting issues to date

**Gender:** All current DSIE students enrolled in the course are female. VESP should aim to support more awareness-raising of the Diploma, to encourage male teachers also to enrol.

**Disability inclusion:** No students with a disability were enrolled in this program. The IE Diploma provides a module on disability inclusion and education support for students with different learning needs.

**Social inclusion:** Most of the students under the DSIE program are based in Port Vila, with only one student from Penama and no participation from other provinces. For future teacher intakes, this education opportunity should be promoted across all provinces, and online learning options provided.

### Testimonials

*“One of the students said, “I am so happy I joined the DSIE program because I have been recruited as 1 of the Provincial IE Coordinators for 2022”. She thanked VESP for providing the funding support to complete some of the courses. She said the Diploma assisted her with obtaining the appointment.”*

**Fiona Asal, Inclusive teacher, Pangi School, South Pentecost**

## Challenges and Responses

One of the students had to withdraw from the program under VESP funding because MoET only supports Government schools and Government-assisted schools. The student was from a private school and therefore not entitled to VESP funding support. However, she is still enrolled in the program, receiving funding through other means.

## Moving forward

In 2022, MoET will take full financial responsibility to fund teachers to complete the DSIE. Therefore, VESP will cease financial support for the DSIE program's teachers. This decision was based on an agreement between DFAT, VESP and the Director of Education Services at MoET.

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

## Progress to date

In July 2021, the program completed the translation and editing of six inclusive resource training packages. These included Make Your Own Inclusive Resources Instruction Guide, Behaviour Support Plan, Parent Fact Sheet, Individual Education Plan, Inclusive Resource Kit Instruction Guide and a Quick Reference Disability Inclusion Guide.

The model inclusion school roll out is on track, with almost all schools (n= 14 out of 15) in Shefa and all schools in Penama (n=30) province submitting their School Inclusion work plans in 2021. To-date, 98% (n=44) of work plans have been submitted. The model inclusion schools in Penama and Shefa have started implementing inclusion work plans. The Shefa PEO replaced two schools as they delayed submitting plans despite numerous follow-ups. These are the Anabrou and Centreville schools, which were replaced with Pango Esnar and Mele Suango schools. One of the two new schools in Shefa experienced delays finalising its work plan because the PEO was recently replaced.

In October 2021, VESP provided one-off seed funding for 12 model inclusion schools in Shefa province upon approval of their work plans. These model inclusion schools received VUV 30,000 seed funding to commence IE practices. To date, 93% of schools in Shefa and 77% of schools in Penama have signed the seed funding agreement, ensuring principals report budgets annually to the MoET National Programs Coordinator.

VESP supported two workshops at Eles school on Nguna island in Shefa province focusing on IE and disability. These are outlined below:

- In August, the one-day IE workshop was delivered to 16 participants to enhance community understanding of IE. Participants who attended included the school council chairman, school community association chairman, primary and secondary teachers, and the school principal.
- The MoET inclusive team delivered a three-day training to 10 participants (9 females, 1 male) on identifying disability. The workshop's purpose was to provide knowledge and skills to the teachers on identifying and supporting children with disabilities.

An evaluation was conducted to understand how the IE resource kits supported students with learning disabilities to improve their education outcomes. Six schools across Shefa province piloted the resource kits. VESP funded a data analyst to undertake an exploratory statistical analysis using OV and Vanuatu National Standardised Test of Achievement (VANSTA) data to understand how these tools affected student learning profiles across the six pilot schools.

In August, a concept note and a study design were developed for the inclusion kit, and in October a concept note was prepared for the Quick Reference Disability Identification Tool.

Four Provincial IE Coordinators have been appointed to Penama, Sanma, Shefa and Tafea provinces to raise awareness and support schools and teachers in implementing changes in IE practices. This number may increase with the graduation of teachers from the Diploma of IE.

### **Cross-cutting issues to date**

**Gender:** MoET's IE team and VESP noted during their visits that stereotyping gender views (e.g. 'boys are restless, girls are quiet') continues in many ECCE and primary school classrooms. Such stereotyping limits student engagement and impacts the learning activities teachers assign to students. The IE team emphasises the importance of allowing boys and girls to engage in the same activities.

**Disability inclusion:** Many parents of children with disabilities continue to keep their children at home even though the model inclusion schools are nearby. Schools have identified the need to increase their awareness sessions with parents and explore new options to influence them to send their children to school.

**Social inclusion:** During school visits, teachers and school principals advised the IE team and VESP that more should be done to enrol all boys and girls of school age. Community engagement activities and awareness have partially reduced the number of out-of-school children in their catchment area.

**Disaster risk management:** The IE team and VESP will check that the model inclusion schools have support strategies for students with disabilities in their disaster response plans to ensure all students can continue learning during emergencies.

## Pictures and/or testimonials

**Figure 9: A group demonstrating simple hearing tests to identify children with hearing impairments**



## Challenges and Responses

Delays occurred in recruiting a MoET IE Coordinator, impacting the monitoring of the implementation of the model inclusion school's work plan. A MoET IE Coordinator has now been recruited; however, further training and support are required before the coordinator can deliver support to the model inclusion schools.

During COVID-19, there has been a drop in attendance rates for children with disabilities. As a result, the model inclusion schools in Shefa are experiencing a high rate of non-attendance. A reduction in parent employment opportunities during the pandemic is considered one of the causes of the decreasing attendance.

## Moving forward

The six IE packages will be piloted in the model inclusion schools in the first quarter of 2022. After the trial, the tools will be scaled up to other provinces in the last quarter of 2022.

Model inclusion schools will be trained in Shefa.

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

### Progress to date

As identified in the previous reporting period, the communications strategy is still on hold until 2022 due to limited human resourcing capacity within CDU.

The support provided in 2021 to the CDU largely follows on-demand communication support.

A 2022 School Calendar, including all relevant school dates and national holidays, has been designed and printed for 876 ECCE centres, 482 primary schools and 114 secondary schools and provincial offices.

### Cross-cutting issues to date

**Gender:** All communication products use a gender (and GEDSI in general) equity lens to promote non-stereotypical images and messages.

**Disability inclusion:** A series of videos promoting disability inclusion were produced and are used in training activities with school communities.

**Social inclusion:** All communication products adopt social inclusion perspectives to ensure no social group is excluded and avoids stereotypes and negative associations.

**Disaster risk management:** The communications unit supports disaster response efforts. See activities 3.2.1 and 3.2.2.

### Challenges and Responses

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

### Moving forward

The Curriculum Materials Fact Sheet is in progress and is pending approval from CDU PEO. The aim is also to inform families and caregivers about what students should expect from their schools and strengthen social accountability.

VESP will work with MoET to distribute the School Calendars in the first quarter of 2022.



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

### Progress to date

MoET's SBM completed the final training workshops on the SIO Operational Guideline and Inspectors Guide in Shefa (one workshop, 16 participants) and Penama (one workshop, 13 participants). Two SIOs from Malampa province joined the Shefa workshop, and two SIOs from Shefa province joined the Penama workshop. The training applied the Principals Standards and outlined SIO's roles and responsibilities under management, coordination and supervision functions. The training also provided an overview of all planning functions, including the inspection tracker, budget and annual planning, and teacher observations form. Participants included: SIOs (6 females, 15 males), PSICs (1 female, 1 male), inspectors (1 female, 1 males), teachers (2 females) and a Mobile ECCE Officers (MEO—1 female).

### Cross-cutting issues to date

**Gender:** There was no specific focus on gender; however, the Principals Standards included a focus on inclusion, which are aligned to the standards prescribed by MoET on education access, quality, and management for all.

**Disability inclusion:** Under the inclusion standard, schools are responsible for identifying students with special needs and developing lessons and assessment plans that suit their learning needs.

**Social inclusion:** Social inclusion is reflected in the inclusion standard under the Principals Standards.

**Disaster risk management:** Schools are expected to develop disaster plans and emergency drills aligned to community and national disaster plans to better prepare for disasters.

## Pictures and/or testimonials

**Figure 10: Shefa participants reviewing the 19 Harmonised Standards and tool using the laptop computer**



## Challenges and Responses

MoET has reassigned SIOs and PSICs to new positions within the education sector in December, and as such, the SBM will no longer be able to monitor progress and measure the impact of this sub-activity.

## Moving forward

SBM will discuss with MoET SMT the possibility of creating provincial compliance officer positions to fill the gap in the absence of SIO positions.

SBM will train provincial coordinators and advisers on specific content to facilitate school monitoring previously planned for SIOs.



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

### Progress to date

VESP and CDU developed a reporting template for the literacy improvement activity and shared it with the PEOs and PSICs for their reporting.

VESP and SBM coaches (5 males) worked with assigned provinces to finalise and implement the literacy plans. The coaches maintained weekly communication with the PEOs (6 males) and the PSICs (3 females, 3 males) and provided timely assistance as needed. The list of coaches to provinces are as follows:

- ✓ Herem Navat, Torba province –Reading—literacy improvement
- ✓ Jean Jacques Tari and Roy Obed, Sanma province – Strengthening Zones and Plans—Focusing on literacy improvements
- ✓ Pierre Gambetta, Malampa province – School Literacy
- ✓ Roy Obed, Penama province – Strengthening Management Systems of Zone Boards—Provincial Literacy Plan
- ✓ Roy Obed, Shefa province – Learn to Read
- ✓ John Niroa, Tafea province – Phonics

### Cross-cutting issues to date

**Gender:** Coaches worked with six PSICs (3 females, 3 males) in the six provinces. Through the coaching assistance, the PSICs raised awareness, ran consultations, and trained school principals, teachers, and provincial staff as reflected in their provincial literacy plans.

**Disability inclusion:** Despite being unable to capture disability data in the training records, the activities would also benefit those with special needs in the provinces as a response to MoET's Inclusive Policy.

**Social inclusion:** Coaches provided remote support to the provinces as needed during the reporting period. During planning and implementation, the coaches maintained a bottom-up approach to ensure that the activities were developed based on provincial needs and delivered at their pace. This approach would guarantee better literacy outcomes for the provinces.

## Pictures and/or testimonials

**Figure 11: Snapshot of the first page of Sanma province's literacy plan**

Application form

Funds to strengthen provincial supports for school improvement:

Province	SANMA
Activity Coordinator	Susan Balesa (Alina Paul and Bomwel Marcel)
Funding amount requested	2,100,000 Vatu (From original 723,200 Vt)

Priority Area(s) – what priority areas will this activity address?

EQI	ACTIVITY AREAS
✓	1.Supporting school principals to strengthen implementation and monitoring of their SIP and to embed what they learned at the Principals Handbooks Training
✓	2.Strengthen school improvement (focus areas: leadership, teacher quality, parent and community engagement and learning resources and materials)
	3.Strengthen school inspections
✓	4.Strengthening approaches to improve student literacy outcomes

What is the Problem or Challenge that you seek to address?

This plan will attempt to address the following issues:

- New School Councils need Training
- Weak Community Support
- Lack of Monitoring and reporting of Self-Evaluation Framework (SEF) and School Strategic Plans (SSPs)
- Poor monitoring of class teacher's performance
- Weak CIV reporting

**Figure 12: Phonics training on Tanna in September**



## Challenges and Responses

Communication was a challenge for remote coaching support to the provinces. During the reporting period, coaches found it difficult to acquire progress reports and provide timely support to PSICs. Coaches used all communication mediums necessary to reach out to the PSICs weekly to motivate them to implement the literacy plans.

In some provinces, activities were delayed due to competing priorities until quarter four. For example, Tafea province rescheduled its training four times to accommodate other provincial activities. Coaches employed a bottom-up approach and worked with them to defer the activities to more suitable dates as they understood the provincial offices faced considerable pressure.

The sub-activity was not included in MoET's 2022 Business and Corporate Plan. VESP raised this with the Activity Coordinator, PEO ESU, to request that PPU include it in the plan.

## Moving forward

Coaches will increase face-to-face engagements with PEOs, PSICs and school principals at the provincial level to provide timely support where needed and ensure activities are implemented as planned.

VESP will follow up with MoET Activity Coordinator, PEO ESU, on the progress of aligning the sub-activity to MoET's 2022 Business and Corporate Plan.

Further provincial support to improving literacy will be delivered by CDU, with support from VESP.

## 3.2 Activity tracker for Area 2 – Quality

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

## Progress to date

The Ademap Lanwis (AL) training for Year 4–6 was completed between July and August across the remaining five provinces, with Shefa training delivered in the June reporting period. In total, 115 participants attended. Attendees included PSICs (3 females, 2 males), SIOs (8 females, 16 males), key principals (16 females, 24 males) and key teachers (35 females, 9 males), primary coordinators (1 male), and supporting officers (1 female) in each province.

As per the rollout schedule, the zone curriculum team introduced the materials and resources to school principals and teachers in their zones to ensure schools could independently implement and use these materials.

### Cross-cutting issues to date

**Gender:** CDU carefully followed the curriculum development guidelines to design the Y1–Y6 curriculum, ensuring gender-sensitive language was integrated throughout the AL training. CDU also seeks to promote gender equity by ensuring a balance of female and male ‘train the trainer’ instructors across all zone networks.

**Disability inclusion:** CDU was careful to select illustrations that positively represent people with disabilities when designing all training materials.

**Social inclusion:** CDU and VESP seek to support ToT instructors to strengthen their awareness of the different contexts and challenges outside the main islands, as success in implementing the program will depend on the trainer’s ability to work with schools in all zones. For this reason, CDU and VESP are considering anglophone and francophone education officers who live in remote and rural areas in the preliminary selection of trainers.

**Disaster risk management:** The implementation of AL activities does not require travel from urban to remote areas to support schools or curricular zones. The local delivery of the program lowers the risk of training or supervision not occurring due to COVID-19 or disaster-related travel restrictions. AL training and teacher materials will be distributed both in hard and soft copy to allow the trainer to choose the approach that works best for specific circumstances.

### Pictures and/or testimonials

**Figure 13: Malampa trainers proudly hold their certificates of attendance after the closing of the AL workshop at Lingarak community**



### Challenges and Responses

CDU has limited human resources to deliver professional training to teachers across all provinces. In response, CDU and VESP have preliminarily identified the support zone curriculum teams (SIO, key principals and key teachers) to monitor the implementation of AL and inform CDU of learnings and adaptations for implementation in 2022 and 2023.



Communication between CDU and AL trainers in the provinces is a challenge. CDU aims to improve communication by providing increased support to provincial levels to guide the implementation of AL.

The training content is complex, and it can take time for participants to absorb all training materials within the timeframe. CDU is developing guidance material for provinces to refer to after the training to reduce bias and stereotyping between anglophone and francophones.

### Moving forward

- There will be a focus on following up the M&E of AL implementation across Year 4–6, including identifying any gaps or limitations
- Provincial trainers and CDU literacy specialists will provide ongoing support to teachers on an as needs basis

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

### Progress to date

CDU and VESP developed materials and delivered the ToT for the Classroom Based Assessment (CBA) professional learning program. Training was delivered to 136 (73 females, 63 males) Zone Curriculum Trainers<sup>5</sup> selected by each of the six provinces. Participants included the PSICs, SIOs, key principals, and teachers from each zone.

CDU coordinated the printing and distribution of the CBA workbook. There were 2,538 CBA workbooks printed (1,568 English, 970 French), and approximately 40% have been distributed across Tafea and Shefa provinces. The materials for the remaining provinces (Torba, Sanma Penama and Malampa) will be dispatched in January 2022.

<sup>5</sup> Zone Curriculum Trainers comprise of a key principal, key teacher and an SIO and replaces the Provincial Trainers.

## Cross-Cutting Issues to Date

**Gender:** CDU carefully followed the curriculum development guidelines in the Y1–Y6 curriculum to ensure gender-appropriate language was integrated throughout the CBA workbook. CDU also ensured a balance of females (51%) and males (49%) trainers who attended the training.

**Disability inclusion:** CDU was careful to select illustrations that positively represent people with disabilities. Samples used in the training materials promote differentiated learning and cater to students with different learning needs.

**Social inclusion:** CDU and VESP have engaged trainers from across all provinces and from different contexts to ensure the successful implementation of the program. Also, resource materials will be distributed to urban, rural, and remote areas providing an opportunity for all schools to participate in the school-based professional learning program. Materials were developed for both anglophone and francophone schools.

**Disaster risk management:** All schools receive hard and soft copies of CBA-developed materials, giving all schools access to school-based PD. This means restrictions on travel such as disaster-related travel disruptions or COVID-19 lockdowns will not restrict school access to this professional learning program.

## Pictures and/or testimonials

**Figure 14: CBA training participants at Loukotai Primary School**



## Challenges and Responses

The finalisation of the CBA workbook took longer than planned due to delays in finalising and shipping the materials to Port Vila from overseas. These delays adversely affected training schedules.

Unforeseen weather events meant that some participants were late or unable to attend the CBA training. Training was reduced from eight hours to four hours to accommodate these delays, which meant there was insufficient time to cover all training material. Consequently, staff may require further guidance and support.

CBA workshop distribution has been delayed due to poor weather, gaps in communication networks and a lack of human resources to distribute materials across provinces. In response,

CDU and VESP have paused further distribution until 2022 to allow for processes to be reviewed and refined.

CATs have been uploaded onto flash drives to provide soft copy access to all schools. However, there is a risk that schools in some rural and remote areas will not have the technology available to download materials from flash drives. Other distribution options should be provided for schools that cannot use flash drives.

A reduction in support and PD for schools due to several MoET organisational changes could pose a risk to the implementation of the CBA professional learning program. The In-Service Unit (ISU) has been disbanded, Provincial Trainers are no longer in place, and SIO positions will also be disbanded in 2022. It is currently unclear how provinces will continue to support the professional learning of teachers. This will need to be closely monitored by CDU in 2022 to ensure the absence of support does not limit the effectiveness of the CBA professional learning program.

### **Moving forward**

CDU will review and refine the process for delivering the CBA workbook to the four remaining provinces and support the delivery of the materials to all schools across these provinces.

CDU and VESP will support Zone Curriculum Trainers in implementing the CBA professional learning program at the school level and monitor its progress. This may require CDU to work collaboratively with each province to develop a strategy to support implementation.

CDU will develop a vodcast to support CBA modules, with technical support from VESP.

CDU will further develop and align CATs with year levels, subjects and the common grading scale.

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

### Progress to date

Between August and September, the ECCE Unit and VESP delivered two five-day ToT workshops on the new curriculum to MEOs in Penama (one workshop, 9 participants) and Torba (one workshop, 9 participants). A total of 18 MEOs (14 females, 4 males) participated in the workshops. The training focused on building their skills and confidence to deliver the new age 5 curriculum to ECCE teachers.

From October to November, the ECCE facilitators spent three days monitoring and providing on-site mentoring at two schools to observe two teachers (2 females) implement the age 5 revised curriculum in their classrooms. Seven students at Quatuaneala ECCE Centre (3 females, 4 males) and 11 students at Ambanga Child-Care (4 females, 7 males) were in the classroom.

Following the ToT in Torba, the MEOs carried out two simulation exercises with children from the community. One MEO (1 female) taught 16 Age-5 children (9 females, 7 males) and another MEO (1 female) taught 26 Age-4 and Age-5 children (14 females, 12 males).

From October to December, the ECCE Unit and VESP observed the MEO-to-teacher training in Penama and Torba provinces:

- Four MEOs (4 females) trained 44 ECCE teachers (44 females) in Penama. The ECCE Unit observed and provided mentoring assistance during the training conducted in Maewo (2 MEOs, 22 female teachers) and Ambae (2 MEOs, 22 female teachers).
- Two MEOs (2 females) trained 20 ECCE teachers (18 females, 3 males). The teachers trialled their learning with six Age-5 children (3 females, 3 males) from the community. Like in Penama province, the teachers performed well, and the students responded positively to the lessons.



## Photos and/or testimonials

**Figure 15: Children participate in a simulation exercise at Torba's learning centre**



**Figure 16: Children participate in a simulation exercise at Torba's learning centre**



**Figure 17: ECCE Unit facilitators and Torba MEOs pose with children who participated in the group 1 simulation exercise**



## Cross-cutting issues to date

**Gender:** Social and cultural norms may contribute to the low number of men in the ECCE sector in Vanuatu. The MoET ECCE Unit advocates for male participation in ECCE activities to better balance the program, including encouraging men to take up the profession.

**Disability inclusion:** The ECCE teachers are keen to support children living with a disability and encourage parents to enrol them in the ECCE centres. The MEOs continue to attend workshops to increase their knowledge and skills to support them better. There is an opportunity to build on disability inclusion in this sub-activity.

**Social inclusion:** The sub-activity builds on teacher knowledge and draws on available resources to address barriers to learning in rural areas. The MEOs received training on creating new teaching resources using locally available materials such as seeds, seashells, and coconut shells. This was trailed with a few teachers in Penama province who reported being satisfied with new skills gained that will help them prepare their materials for lesson planning.

**Disaster risk management:** ECCE teachers are trained on Disaster Risk Reduction (DRR) and Psychosocial Support, which aims to provide immediate support to parents and children

during disasters. They also develop plans and lessons on disasters for their classes, aligning with the communities' DRR approach. The MoET ECCE Unit developed a *Home School Package* for children to continue learning at home during disasters. However, this is yet to be taught to ECCE teachers and MEOs.

### **Challenges and Responses**

MEOs lack the necessary funds to conduct routine monitoring and training with teachers. The MEOs produce and submit monthly reports to the Provincial ECCE Coordinators, who report quarterly to the National ECCE Coordinators. Assistance is required to develop a clear M&E framework and tools and systems to reduce monitoring costs.

Teachers in rural areas do not have readily available visual learning materials for their classrooms. The new curriculum teaches them innovative ways to create and/or upgrade materials using resources available in the community. The MoET community school grants include some funding for basic resources to help them, such as paper, glue, string, paint, markers, laminating etc.

### **Moving forward**

MoET ECCE Unit and VESP will monitor MEOs and ECCE teachers' uptake and implementation of the ECCE Lesson Planning under the new curriculum in 2022. Mentoring will also take place during the visits where needed.

VESP will support the MoET ECCE Unit to complete training for Malampa, Sanma and Tafea provinces in 2022.

VESP will assist the MoET ECCE Unit in developing the age 4 curriculum.

Activity	<b>2.1 – Curriculum Professional Learning for teachers K-6</b>
Sub-activity	<b>2.1.4./ A - Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa), including Provincial zone network of schools (PZN) and vernacular resource development   <u>Zone Networks</u></b>
Sub-activity objectives	(This sub-activity has merged into sub-activity 1.3.2 as of mid-2021) This sub-activity helps zone networks (i.e., school clusters) identify problems affecting teaching and learning in their schools and together with PSICs and SIOs, select evidence-based solutions to help teachers improve classroom instruction as a precursor of better student learning. These solutions will be included in the SIPs, reflecting the school's choice to prioritise the activity; and should also be included in zone support plans so PSICs and SIOs can provide training and monitoring as needed.
Alignment with VETSS	<b>Activity Area 31</b> – MoET organisational structure and formal roles and responsibilities documented <b>Key Activity 112</b> – Establish school support centres in other provinces and develop a policy for school support centres; ensure appropriate budgetary and other logistical support for devolution activities in all sectors. <b>Key Activity 114</b> – Devolve relevant functions to the provinces; and review and strengthen existing Provincial Education Boards in each province. <b>Key Activity 116</b> – Develop and implement continuous PD and capacity building with MoET

Building on the coaching assistance provided to PEOs and PSICs in sub-activity 1.3.2, VESP worked with Torba, Sanma, Penama, Malampa, Shefa and Tafea provinces to implement their literacy plans during the reporting period. All six provinces received funding requested for their plans and completed their activities by December. Activities included workshops, consultations, and awareness sessions with school principals, teachers, and provincial education staff. Table 2 shows the number of participants reached by December.

**Table 2: Summary of schools and participants reached with training, consultation, and awareness through the provincial literacy improvement plans**

Province	Coach	Activity	Coordinator	Zone Area	Schools involved	Males	Females	Total
Torba	Herem Navat	Reading – literacy improvement	PSIC (1 male)	Zone 3 (3 zones)	12	45	92	137
Sanma	Jean Jacques Tari Roy Obed	Strengthening Zones and Plans – Focusing on literacy improvements	PSIC (1 female)	Zone 1-9 (9 zones)	104	118	434	552
Penama	Roy Obed	Strengthening Management Systems of Zone Boards – Provincial Literacy Plan	PSIC (1 female)	Zone 3-4 (7 zones)	24	25	45	70
Malampa	Pierre Gambetta	School Literacy	PSIC (1 female)	Zones (1-8)	237	134	127	261
Shefa	Roy Obed	Learn to Read	PSIC (1 male)	Zone 1 (10 zones)	5	9	21	30
Tafea	John Niroa	Phonics	PSIC (1 male)	Zone 2 & 4 (6 zones)	27	29	30	59
<b>Total</b>					<b>409</b>	<b>360</b>	<b>749</b>	<b>1,109</b>

### Cross-cutting issues to date

**Gender:** Women accounted for 50% of participants reached through the training workshops, consultations, and awareness sessions in the provinces, as depicted in Table 2. Participants are encouraged to engage all parents and community members in the activities in their respective schools.

**Disability inclusion:** Literacy activities implemented in the plans are inclusive, and learnings from the training could be adopted in schools and classrooms to help children with special needs.

**Social inclusion:** The PSICs, with the support of SIOs, conducted workshops, consultations and awareness sessions with participants in the provinces' remote rural areas. This allowed more teachers and principals to engage in the activities. The coordinators modified the training to suit the local context and resources available.

**Disaster risk management:** Bad weather affected travel and training during the reporting period. PSICs adjusted schedules and venues to complete activities by December.

## Pictures and/or testimonials



*“This activity is so interesting that the students want to continue through the English lesson. I have to manage this well so that the student can continue with their normal English lesson. It can be disturbing sometimes as well because we have students from other classes beeping through our classroom window to observe the interesting lesson. The students are eager to learn.”*

**Judy Tasso, Teacher, Pango Center School**

**Figure 18: Participants in phonics training on Tanna**



**Figure 19: Participants from West Ambae consultation presenting their discussions**



## Challenges and Responses

Reaching PSICs during implementation proved to be a challenge for coaches providing remote support. Maintaining frequent communication was important to ensure activities progressed as planned and challenges were addressed on time. Coaches used various communication mediums (phone, email, WhatsApp, PEOs, etc.) to reach out to the coordinators weekly. Frequent meetings between coaches and coordinators to evaluate progress and share strategies could improve provincial coordination and implementation of activities.

During the reporting period, the PEOs and PSICs faced some difficulty accessing the grants through MoET's financial processes. Although this delayed some activities, it helped the provinces and VESP stay updated with the financial processes. This, however, would need to be revisited and simplified to allow the provinces to begin their planned activities on time. VESP assisted the provinces through the processes to receive their funds.

The uncertainty in the PSIC and SIO positions makes it difficult to ascertain their support of the sub-activity in 2022, especially in training and monitoring. VESP waits to hear more from the MoET regarding this to help plan for future activities.

## Moving forward

VESP will work closely with PEOs, PSICs and MoET central managers (PEO Finance and PEO ESU) to strengthen collaboration and commitment to the sub-activity. This includes increasing planning and monitoring assistance to the activity managers at the provincial level.

VESP will continue to support the improvement of student literacy with CDU.



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

### Progress to date

In early October, 22 CDU staff (15 females, 7 males) undertook one day of Bloom Book Creation Software training. Two CDU staff (2 females) and one VESP staff (1 male) delivered the training. This training supports staff to create vernacular books in local languages.

From October to December, CDU and VESP worked together to deliver three workshops to communities in Torba and Penama provinces to support them in developing language primers and workshops. Workshop participants comprised Summer Institute of Linguistics' (SIL) translators, church leaders, school teachers and principals, provincial education staff, and parents. Details of the workshops are available below:

- In mid-October, a four-day workshop was conducted on Motalava island in Torba province to develop the Mwotlav and Mota language primers and keyword books. A total of 18 representatives (8 females, 10 males) from the community worked with the CDU Literacy Coordinator to create the primers and keyword books for Mwotlav language (n=32) and Mota Language (n=23).
- In November, a four-day workshop was conducted on Pentecost Island in Penama province. During the week workshop, CDU met with 17 community representatives (11 females, 7 males) to develop the Hano, Apma and Sa language primers and the accompanying keyword books.
- In December, a workshop was delivered in Saratamata on Ambae island, Penama province, to write the vernacular materials for West Ambae and North East Ambae. A total of 18 community representatives (11 females, 7 males) participated in the workshop.
- From October to December, CDU and VESP, in partnership with the SIL, edited and published the Nivhaar vernacular materials (primer and 28 keyword books) and Nafe vernacular materials (primer and 20 keyword books). These are two vernacular languages from Tanna island in Tafea province.



- In December, VESP reviewed and submitted a supplementary guide for the Year 1–3 Language and Communications Teachers Guide to CDU for approval.

### Cross-cutting issues to date

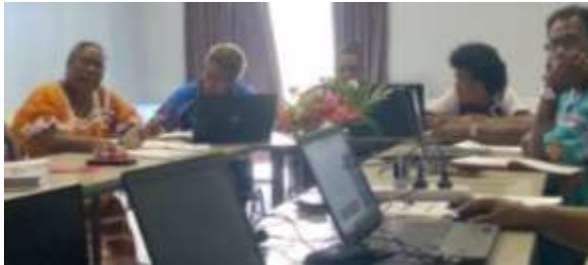
**Gender inclusion:** This sub-activity promotes gender inclusion by ensuring a balanced representation of female and male workshop participants in Torba and Penama provinces.

**Disability inclusion:** Although no participants with special needs attended the workshops, teachers could use the vernacular learnings to support students with special needs.

**Social inclusion:** The vernacular materials are developed based on the languages of different island communities in the provinces. A focus on local languages promotes social inclusion by ensuring a wider range of students has access to educational materials in their mother tongue during their first few years of education.

### Pictures and/or testimonials

**Figure 20: Officers attending a one-day Bloom workshop at CDU**



**Figure 21: A CDU staff member conducting the Bloom workshop**



**Figure 22: Mota Lava vernacular workshop participants in Torba province**



**Figure 23: Participants work together to develop vernacular material at Torley School in Pentecost Island, Penama province**



## Challenges and Responses

This sub-activity requires a dedicated Vernacular Officer to support the VESP Community Liaison Officer and CDU Literacy Officer with the development and implementation of vernacular activities. This matter will be discussed with MoET CDU to determine the support needed and the planning and budget requirements. VESP may need to initially fund the position while CDU prepares to absorb the position into its structure. This would allow for the continuation of activities and training of the staff.

The CDU Literacy Officer left the position in December. Recruitment will begin in early 2022, and VESP and CDU will invest additional time in the new officer to ensure timely and sufficient transfer of knowledge and skills.

Community representatives contribute towards the development of vernacular materials in the provinces. Despite requiring time off from their regular duties, they are currently not compensated for their contributions. If they continue to be uncompensated, it could risk future engagement and community contributions.

CDU and VESP have worked closely with SIOs to implement the sub-activity in the provinces and rely on them for monitoring. MoET's decision to reassign the SIOs to other positions within the education sector in the provinces will leave a significant gap in supporting and monitoring sub-activity progress. It will take time for CDU and VESP to identify and train other staff to provide ongoing monitoring support.

## Moving forward

In 2022, VESP will provide technical and financial support to the MoET CDU Unit for the following activities:

To deliver the Bloom Book Creation Software workshop in Tafea, Torba, Penama and Malampa provinces.

Conduct workshops in Tafea (Tanna) for Year 1 teachers on Nafe and Nivhaar vernacular language materials.

Organise the editing, formatting and illustration of vernacular materials for Torba (Mwotlav and Mota languages) and Penama (Pentecost: Hano, Apma and Sa languages; and Ambae: West Ambae and Northeast Ambae languages) provinces.

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

### Progress to date

VESP held a two-day literacy improvement workshop in Port Vila in December. The workshop brought together VESP and SBM coaches (5 males), PEOs (6 males), and PSICs ( 3 females, 3 males) to reflect on the outcome of their literacy activities under sub-activities 1.3.2 and 2.1.4.A and share lessons learned and considerations for 2022 plans. A total of 37 participants (15 females, 22 males) attended the workshop. This included representatives from VESP, SBM, CDU, Global Partnership for Education and the six PEOs.

### Cross-cutting issues to date

**Gender:** Through training, consultation and workshop initiatives, the literacy improvement program reached 749 females out of the 1,109 teachers, principals and provincial education staff who participated in the program.

**Disability inclusion:** While no disability data is provided, the activities implemented are disability friendly and could be implemented by teachers for students with special needs.

**Social inclusion:** The principals' and teachers' literacy initiatives reached out to parents and the community. Outcomes reported include positive feedback from parents and the community on student reading improvement.

**Disaster risk management:** Provinces reported that bad weather hindered travel and training. PSICs adjusted schedules and venues to complete activities by December 2021.

## Pictures and/or testimonials

**Figure 24: Community awareness on Malekula**



**Figure 25: Community consultation on West Ambae**



*"This activity gives the students a feeling of wanting to come to School every day. They are always punctual to start the lesson of sounds and phonics because they are interested and eager to learn. I have seen a lot of improvement in the students understanding of new words."*

**Prisilla Arudali, Teacher, Eratap Center School**

## Challenges and Responses

Although the literacy initiatives build interest and generate positive results, the provinces lack the necessary funding to continue and expand the program. Key resources such as reading books are also needed for classroom and/or school libraries and teaching resources to help classroom lessons. These were raised with VESP, CDU and SBM during the workshop in December with the hope of securing more funding for provincial literacy activities.

Provincial monitoring tools need to be strengthened with funded monitoring activities that follow up activity results. New staff would also need to be trained and assigned monitoring tasks given the reassignment of PSICs and SIOs to other positions within the education sector. The provinces suggested assigning monitoring tasks to school principals responsible for overseeing the literacy improvement of their schools. Mobile phones are an alternative but would require monitoring personnel in the absence of PSICs and SIOs.

Several teachers are finding it difficult to teach phonics in the classrooms. Literacy programs such as Vernacular, AL, PSP, and Teaching of English to Speakers of Other Languages are helping to address this. Nonetheless, teachers need resource materials and training to improve their teaching skills.

## Moving forward

VESP will liaise with the MoET's Literacy Education Advisory Committee to review the current approach undertaken in sub-activities 1.3.2, 2.1.4.A, and 2.1.4.C, and improve its design to align them better with the National Literacy Strategy.

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

## Progress to date

In June 2021, the Directorate of Tertiary Education filled the long-vacant position of Principal Education Officer (PEO) Teacher Education and Development (TED) to oversee the two key activities under 2.2.1:

- the finalisation of the Teacher Qualification Upgrading Policy (TQUP), and
- further development of the NTDP and supporting framework

The following activities were completed during the reporting period:

- In August, a working group was established to provide advice and support to the TED Unit to upgrade the TQUP and the NTDP. VESP provided support to develop terms of reference. Membership includes the TSC, policy and planning, human resources, and Vanuatu Qualifications Authority (3 females, 5 males).
- VESP financed the recruitment and appointment of a National Teacher Development Planning Officer (NTDPO) who commenced work in September 2021. In November, MoET appointed a National Teacher Development Coordinator to work with the NTDPO.
- From August to December 2021, the PEO TED, with VESP support, facilitated four working group meetings to review drafts of the TQUP and the NTPD framework and provided feedback and guidance to the TED Unit. Teacher qualification data from the ECCE, primary and secondary schools, was collated to inform the TQUP.
- The PEO TED and the NTDPO, with technical support from VESP, conducted a one-day workshop to re-introduce participants to the NTDP, to its framework and to commence a policy mapping exercise. A total of 21 representatives (9 females, 12 males) from across MoET, TSC, Vanuatu Qualifications Authority and National University of Vanuatu’s (NUV) School of Education (SOE) participated in the workshop. Stakeholder inputs from this workshop were used to revise the NTDP framework and will inform the ongoing work on the NTPD in 2022.



## Cross-cutting issues to date

**Gender:** Working group membership and workshop participants included women, men and anglophone and francophone speakers, ensuring the policy and implementation plan represented a diversity of voices.

**Disability:** Within the TQUP, reference to inclusion is identified to ensure teachers with disabilities and from rural/remote areas have the opportunity to upgrade their qualifications.

**Social inclusion:** The TQUP identifies the need to offer a range of different delivery modes to be inclusive, ensuring rural and remote teachers are provided with opportunities to upgrade their qualifications, e.g. intensive school holiday programs, self-study course handbooks.

**Disaster risk management:** By offering an online option for teachers to upgrade their qualifications, risks associated with travel and meeting in large groups during COVID-19 are minimised. The policy promotes adopting a range of modalities where teachers can still use course materials in the event of a disaster, e.g. using hardcopy course handbooks if there is no internet access.

## Pictures and/or testimonials

**Figure 26:**The TQUP working group meeting



**Figure 27:** Final meeting of the TQUP working group



## Challenges and Responses

Maintaining working group engagement has been a challenge. VESP will continue to support ongoing efforts to engage working group members and demonstrate the importance of revising the NTDP to strengthen the quality of teaching and learning.

In June 2021, the Directorate of Tertiary Education was appointed the leading coordinator of the NTPD upgrade; however, implementation still sits within other Government agencies, including MoET, TSC and NUV-SOE. Further clarification and agreement on roles and responsibilities between these stakeholders are required to confirm the progress of the review and upgrade of the NTDP.

The review of the TQUP and the NTDP focuses on policy upgrades for teachers from the ECCE, primary and secondary sectors. At the same time, there is also a need for similar reviews and upgrades to the Post School Education and Training (PSET) sector. MoET and TSC need to provide direction on how to address this need.



## Moving forward

The TQUP needs to be finalised by the working group with VESP support and submitted to senior management for endorsement in 2022.

Under the direction of the PEO/Director, the NTDP and the Coordinator will complete the policy mapping exercise in early 2022, with a focused one-to-one approach with each work unit. Outcomes from this activity will inform the development of the NTDP.

In 2022, ongoing consultations and workshops will be undertaken with stakeholders to finalise the NTDP. VESP will provide technical and financial support.

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

## Progress to date

In July 2021, the NUV-SOE dispatched a Support Team to all provinces to assist the 123 in-service teachers enrolled in the Diploma of Education (primary, in-service). The team provided the following support to all online students:

- A team leader from the TSC provided social, moral and welfare support to the teachers in the provinces.
- An IT officer provided IT support, including guiding teachers in using the Moodle Platform.
- Course content specialists, one–NUV-SOE English-speaking teaching staff, provided course content support and introduced the Semester II courses to the English-speaking teachers.
- Course content specialists, one –NUV-SOE French-speaking teaching staff provided course content support and introduced Semester II courses to the French-speaking teachers.

Translation of the new Diploma in Education (primary, in-service) from English to French started during the reporting period and will be finalised in 2022. The finalisation in 2022 is due to VITE continuing its transition to the NUV-SOE, leading to additional changes to the Diploma, pending NUV Senate Course Accreditation processes.

## Cross-cutting issues to date

**Gender:** Both women and men (51 females, 72 males) are enrolled in the Diploma in Education (primary, in-service).

**Disability inclusion:** None of the participants enrolled in the program reported any disability.

**Social inclusion:** Enrolment in the Diploma program encouraged the participation of teachers from urban, rural and remote locations across all provinces to reduce differences in qualifications across provinces. Online learning allows a diverse cohort to share lessons and approaches across geographic regions and anglophone and francophone schools.

**Disaster risk management:** In response to the COVID-19 pandemic, NUV pivoted the delivery mode of the courses to distance learning via Moodle. This change allowed the modules to continue as scheduled, allowing more students to enrol because travel and accommodation costs were no longer required.

## Pictures and/or testimonials

**Figure 28: The Support Team for the Diploma in Education (primary, in-service) travelling to provinces**



**Figure 29: Workshop/training with the Sanma teachers enrolled in the Diploma of Education (primary, in-service)**



## Challenges and Responses

Students are expected to complete a full-time course load while continuing their teaching responsibilities. This is proving quite challenging. NUV-SOE has recognised this and is reviewing its implementation strategy. In 2022, NUV-SOE will allow students to enrol in up to three courses a semester to manage their study load more effectively. NUV-SOE is also exploring other delivery modes, such as school holiday intensive programs.

## Moving forward

NUV-SOE will continue to upgrade teacher qualifications offering the Diploma of Education (primary, in-service) as a pathway towards the Bachelor of Education (primary, in-service). Budget support has been requested from VESP to fund a NUV-SOE officer to travel to the provinces to undertake the following:

- Train new teachers to use the Moodle Platform
- Register new teachers
- Introduce the program of contents
- Introduce the Recognition of Prior Learning (RPL) process to teachers

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

NUV-SOE plans to introduce its RPL processes to teachers in 2022, including developing communication materials to outline processes teachers should follow. NUV-SOE will

implement RPL processes with a small group of teachers to identify areas that require refining and associated implementation costs. It is likely RPL will be offered to more teachers in 2023. VESP will need to determine if this is an area it can provide budget support to in the future.

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

### Progress to date

All final English and French Year 7 syllabuses were developed, quality assured and graphically designed (print and digital-ready) within the reporting period. They have been delivered to CDU for printing and uploading on their website. Completing this activity ensured students would experience continuity of learning from primary to secondary based on the new curriculum. The Year 7 syllabuses developed include:

- French as a Foreign Language
- French as a Second Language
- English as a Second language
- English as a Foreign language
- Science in English and French
- Mathematics in English and French
- Social Science in English and French

The Ministry prepared syllabus documents which VESP advisers built on by developing a strong learning sequence aligned with the Year 6 syllabus. Advisers looked at the learning outcomes, consulted with curriculum development staff and primary and senior secondary schools to understand the key gaps in current student transition and identified approaches to bridge these gaps.

VESP advisers liaised with the Ministry and university lecturers to contextualise the syllabus as best as possible; however, there was no time to consult with teachers or students due to the short timeframe.

### Cross-cutting issues to date

**Gender:** The advisers ensured the text, illustrations and stories in all syllabuses did not promote gender stereotypes.

**Disability inclusion:** There was no focus on disability or social inclusion in the syllabuses, as the teacher will identify diverse learning options and approaches at the school and classroom levels.

**Disaster risk management:** Disaster risk management materials are available online to ensure teachers can download them in the event of a disaster (if internet access and computers are available).

### Challenges and Responses

The overall timeline to develop the Year 7 curriculum syllabus (five months) was too short. The project coordinator recruited experienced education sector advisers to write the curriculum, develop a clear design, create appropriate templates and workflows, and ensure timely completion of the task.

Opportunities for local consultation with a range of stakeholders were limited due to the short timeframe. However, draft materials were provided to CDU to coordinate feedback from the NUV, MoET, parent and community groups, church groups, and education organisations.

Due to the COVID-19 pandemic, advisers were unable to travel to Vanuatu (except for the three French advisers), resulting in communication challenges between advisers and the Ministry. These challenges put additional pressure on the program coordinator to respond and coordinate liaison and communication with the Ministry. In response, VESP is hiring a national officer to CDU to assist in coordinating the development of junior secondary curriculum resources.

### Moving forward

Teachers, school leaders and other stakeholders will be introduced to the syllabuses in February 2022 to increase teacher familiarity prior to implementing a professional learning program in April 2022. All syllabuses will be distributed to schools and universities in digital and print form in February 2022. VESP will fund the printing of materials and MoET will coordinate the distribution.

As part of the Year 7 syllabus implementation in schools, a program of ongoing M&E will be put in place to identify strengths and any areas that may require future strengthening. This will also be informed by further syllabus development (Years 8–10). VESP will also support the Ministry in developing a M&E plan.

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

### Progress to date

The Teacher Guides were developed to support Year 7 teachers to plan, teach and assess the new curriculum. From July to December 2021, the below teacher guides were developed and delivered to CDU in December 2021 for printing. All teacher guides have been designed and are ready for printing and distribution:

- French as a Foreign Language
- French as a Second Language
- English as a Second language
- English as a Foreign language
- Science in English and French
- Mathematics in English and French
- Social Science in English and French

VESP developed a teacher guide structure based on current primary and secondary teacher guides. MoET agreed to this approach and the teacher guides were informed by consultation with the Ministry, advisers and university lecturers. The Ministry has approved all Teacher Guides, and will be printed in January 2022.

The teacher guide material for each subject includes an introductory overview of the materials, a program of work for each term linked to learning outcomes and indicators, learning activities, assessments, and references to resources.

### Cross-cutting issues to date

**Gender:** All text and illustrations were reviewed to ensure gender stereotyping did not exist and curriculum materials reflected students' needs, backgrounds and perspectives

**Disability inclusion:** The guides support teachers to cater to different/diverse learning needs by modelling a range of teaching strategies, activities, assessments, and representations of student learning.

**Social inclusion:** The guides include strategies and resources and teacher notes that promote and facilitate social and cultural inclusion

**Disaster risk management:** The guides will be available in hardcopy and digital form, enabling schools to access and download the guides online in case of the loss of hard copies during a natural disaster.

## Challenges and Responses

The overall timeline, including the syllabus, teacher guide and professional learning program development (six months), was too short. To minimise risks, VESP hired experienced curriculum writers, instituted clear designs, templates, workflows and question and answer processes, and ensured ongoing monitoring, follow up and support to writing teams.

Ideally, VESP would have piloted and tested the guides to receive classroom feedback. While there is no scope for piloting in 2022, there are opportunities to pilot in 2023 and modify the guides if necessary. Teacher guides provide ideas for teaching and learning and can be adapted by teachers

Opportunities for local consultation with a range of stakeholders were limited in the timeframe. In addition, it was not always possible to receive feedback from the Ministry within the timeframe due to competing priorities. Draft materials were provided to CDU to coordinate feedback from some stakeholders.

## Moving forward

Year 7 teacher guides will be distributed to schools in February 2022. These will be delivered as digital copies (uploaded onto OV and to MoET's website) and hard copies (for teachers).

Teachers, school leaders and other stakeholders will undertake collaborative lesson planning as a part of a professional learning program in early 2022. MoET expects schools to begin using these guides in February 2022.

VESP will provide VUV 10 million in 2022 to support MoET in rolling out the professional learning program for the guides and the syllabus, including training teachers and using a ToT model (all junior and secondary schools). The VESP funded national coordinator based at CDU will support the roll out of the professional learning program.

As part of ongoing curriculum implementation, teachers will continue to develop their local resources, strategies and formative assessments to best suit their students, along with detailed teaching and assessment resources for sharing across schools. These can be distributed across schools through zone networks and the Ministry server.

As part of the Ministry's M&E framework, VESP is developing a self-monitoring tool to support schools to report on curriculum implementation

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



## Progress to date

During this period, the Year 7 professional learning program was developed. This included:

- Developing a three-part program that includes an overview of the new curriculum, syllabus and assessment awareness; subject-specific orientation; and training for planning and developing detailed lesson plans using local resources.
- Communicating with schools and principals to ensure they were aware of the PD program.
- Developing professional learning training materials and delivering them to CDU for approval in December 2021.

The materials have been designed for various audiences so they can be adapted to suit designated training requirements. For example, the materials can support a 'train the trainer' model or school-based cluster training.

## Cross-cutting issues to date

**Gender and social inclusion:** CDU has followed the GEDSI guidelines to develop the Year 7 Teachers Professional curriculum training package, ensuring all material is gender-sensitive and adaptable to different geographic and linguistic contexts.

**Disability inclusion:** There is no specific focus on lesson planning for children with a disability. Future training packages could cover this.

**Disaster risk management:** The training will be recorded and available online, providing opportunities for all schools to participate in the case of travel restrictions due to natural disasters or COVID-19 lockdowns.

## Challenges and Responses

The six-month timeframe to deliver this sub-activity limited opportunities to pilot the materials before the rollout in 2022. As a result, the program was designed to accommodate different training and delivery models. For example, it was written as a three-day program with three distinct parts that could be adapted, modified, mixed and matched depending on the needs of different stakeholders.

## Moving forward

VESP will support the rollout of training for the professional learning program to school-based facilitators in April 2022. It will monitor progress to determine if school-based facilitators have successfully trained school staff. VESP will produce a report that identifies necessary adaptations and lessons learned, which will inform the Year 8 training program.

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

### Progress to date

The Junior Primary School Picture Dictionary was finalised, with 14,500 copies printed and due to arrive in Vanuatu before the end of the year for distribution early in 2022.

The Upper Primary School Dictionary in French was edited and revised, with final proofing and checks underway. The final draft was submitted to CDU in December 2021 and will be printed in early 2022.

### Cross-cutting issues to date

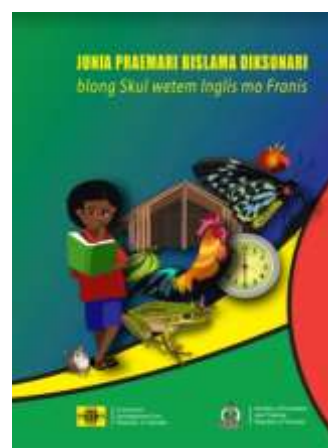
**Gender:** Many dictionary entries were reworded to provide gender balance and avoid gender-specific terminologies, especially the use of ‘man’ to refer to a ‘person.’

**Disability inclusion:** No specific disability inclusion components were added.

**Social inclusion:** Attempts were made to ensure that dictionary entries reflected the life experiences of both rural and urban children in Vanuatu.

**Disaster risk management:** Inclusion of more terminologies related to environmental disasters and risk management.

Figure 30: Cover of the Junior Primary School Picture Dictionary



### Challenges and Responses

The French dictionaries were not completed within the reporting period as the Dictionary Working Group put more emphasis on proofreading and verifying the materials to ensure their quality.

### Moving forward

The Junior Picture Dictionary and the French Upper Primary School Dictionary will be distributed to schools in February 2022.

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

### Progress to date

Data collection and analysis for the Curriculum Implementation Monitoring Study (CIMS) has been completed. VESP supported and trained national enumerators to collect and enter data into Microsoft Excel spreadsheets. An external consultant analysed data and reports were developed. The VESP Curriculum TA worked with staff at CDU to review and discuss the data. The final report is in development and will be finalised in early 2022.

The study used a mixed-methods approach involving surveys, interviews, focus group discussions, and teacher observations. Data collection tools included quantitative questionnaires, focus groups, interviews, and teacher observation.

The study planned to undertake interviews and focus group discussions with 15 schools from three provinces identified by the CIMS coordinating group. However, teacher observation and focus group targets were not met due to logistical and transport challenges. See Table 3 for a breakdown of data collection.

Table 3: Sample characteristics: number of schools who participated in data collection

Province	Schools					Teacher observation Focus groups		
	Total	A	F	P	T	All schools	SIO	PT
Shefa	7	5	2	8	14	17	1	0
Tafea	6	4	2	13	26	0	1	1
Torba	2	1	1	2	1	2	0	0
Total	15	10	5	23	41	19	2	1

A = anglophone; F = francophone; P = principals; T = teachers

CDU officers reported that this study was highly valuable. It was the first time they had been involved in all stages of a monitoring study, from design, administration and through to reporting. CDU officers reported they had developed a deeper understanding of the challenges associated with curriculum implementation and have applied this learning in their 2022 planning.

### Cross-cutting issues to date

**Gender:** Data were disaggregated by gender and geographic location

**Disability Inclusion:** Only 17% of principals believed teachers had made significant changes to support students with diverse learning needs, while 40% believed teachers had made moderate changes.

**Social inclusion:** Principals identified social inclusion as the least changed area. Teachers reported that when it comes to implementing the curriculum, they had limited knowledge and confidence in adapting their teaching to diverse learning needs and engaging parents in students' learning

### Pictures and/or testimonials

Figure 31: A small focus group discussion



## Challenges and Responses

Poor weather conditions impacted field data collection. Consequently, the original school sample needed to be modified. This meant that not all planned teacher observations and focus groups took place. In addition, some observation data was lost in the field. As a result, lessons learned and adaptations to curriculum implementation and training may not be relevant to all schools across provinces.

Enumerators are still developing their skills in qualitative data collection, resulting in some limitations in the quality of data collection. The development of data collection protocols and further training could strengthen the skills of enumerators for future monitoring studies.

Limited human resources in PPU and an absence of technical M&E support during data collection placed additional pressure on VESP to undertake all aspects of the study, including study design and reporting. However, CDUs engagement in the data collection meant they now have a strong understanding in determining and measuring curriculum implementation progress.

## Moving forward

A curriculum implementation self-reflection tool will be developed for schools and support officers in 2022.

VESP will support the design and implementation of a strategy to ensure schools receive stronger support for curriculum implementation in 2022. The study identified that many schools received limited and ineffective support for curriculum implementation. This support will see VESP working closely with the Education Services Directorate to strengthen school leadership support for teachers to implement the curriculum.

VESP will work with CDU to identify how to further integrate gender equality, disability and social inclusion into the curriculum to strengthen how teachers and principals adopt GEDSI approaches in their work.

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

## Progress to date

The Government of Vanuatu published a revised National Language Policy in 2021. Therefore, it is no longer a priority to review the 2010 Language Policy alignment to primary schools. MoET senior management reviewed the recommendations from the CDU PEO and approved the suspension of this activity until further notice.

## Moving forward

As a result of MoET's decision, this activity will not continue into 2022.

Activity	<b>2.4 – Curriculum implementation monitoring evaluation K-6</b>
Sub-activity	<b>2.4.3 – VANSTA</b>
Sub-activity objectives	<p>This sub-activity will support the development of the 2021 VANSTA literacy and numeracy tests for all Anglophone and Francophone Year 4, 6 &amp; 8 students. The assessment will analyse evidence of levels of, and change over time in, student literacy and numeracy. The sub-activity supports:</p> <ul style="list-style-type: none"> <li>(i) the development of VANSTA items, piloting, deployment, marking and processing tests, including the analysis and reporting of the results; and</li> <li>(ii) capacity building to EAU and CDU staff in analysing test items and designing valid tests, analytic and reporting techniques, and improved data interpretation skills of MoET professional officers and principals.</li> </ul>
Alignment with VETSS	<p><b>Activity Area 4</b> – Monitoring equitable access to quality education</p> <p><b>Key Activity 8</b> – Learning and teaching is informed by assessment data, explicitly attainment and progress of all pupil groups, with a particular focus on externally validated data, to ensure constant improvement of pupil learning, and the efficiency of the education system.</p> <p><b>Key Activity 9</b> – Representative sample based external benchmarking to be introduced to ensure that all pupil groups are making strong attainment and progress, with quality data informing interventions and pedagogy.</p> <p>Activity Area 19 – Assessments practices are harmonised</p> <p>Key Activity 60 – Use OV to improve and strengthen the management of examination and assessment database and improve reporting of assessment back to school and parents</p>

## Progress to date

VESP provided 100% of funding and technical assistance through a TA and a National VANSTA Coordinator to support the MoET EAU to implement VANSTA.

In August, the EAU approved the 12 test papers on literacy and numeracy for English and French schools. VESP, through the TA and the National VANSTA Coordinator, provided technical assistance in developing the test papers.

CDU and VESP conducted training on how to run VANSTA tests in all six provinces between September and early October 2021. The training involved bringing together principals (82 females, 100 males), deputy principals (12 females, 19 males), teachers (15 females, 13 males), and provincial education staff (2 females, 7 males) to train them on processes and protocols for VANSTA testing.



The national VANSTA report was drafted and approved by MoET at the end of December 2021. This report was based on an analysis of VANSTA test results, marked by 29 English and 10 French teachers from schools around Port Vila.

A total of 2,064 students from Year 4, 6 and 8 sat the VANSTA test in October 2021. Table 4 outlines the breakdown of students who undertook the VANSTA test by year level, province and language of instruction. Please note that current VANSTA data is unofficial.

An OV based VANSTA feature was reviewed and prepared for hosting exams' data and reporting.

**Table 4: Number of students who sat for the VANSTA test by year level, language of instruction, and province**

<b>Year Level</b>	<b>Shefa</b>	<b>Tafea</b>	<b>Penama</b>	<b>Malampa</b>	<b>Torba</b>	<b>Sanma</b>	<b>Total</b>
Y4 students (M) Francophone	327	335	196	313	53	464	<b>1,688</b>
Y4 students (F) Francophone	331	294	213	288	38	395	<b>1,559</b>
Y6 students (M) Francophone	293	238	127	166	29	248	<b>1,101</b>
Y6 students (F) Francophone	299	199	121	168	42	248	<b>1,077</b>
Y8 students (M) Francophone	245	82	44	120	12	112	<b>615</b>
Y8 students (F) francophone	296	79	46	141	10	137	<b>709</b>
Y4 students (M) Anglophone	1,204	729	399	517	121	875	<b>3,845</b>
Y4 students (F) Anglophone	1,074	574	389	458	132	794	<b>3,421</b>
Y6 students (M) Anglophone	887	495	327	408	127	568	<b>2,812</b>
Y6 students (F) Anglophone	917	417	319	407	145	548	<b>2,753</b>
Y8 students (M) Anglophone	729	321	212	267	74	427	<b>2,030</b>
Y8 students (F) Anglophone	703	293	241	306	89	432	<b>2,064</b>
<b>% across provinces</b>	<b>34%</b>	<b>14%</b>	<b>12%</b>	<b>15%</b>	<b>4%</b>	<b>21%</b>	<b>100%</b>

**F = Female; M = Male**

## Cross-cutting issues to date

**Gender:** The VANSTA report included disaggregation by gender.

**Disability inclusion:** The design of the 2021 VANSTA did not include guidance for students with diverse learning needs. Disability data was not recorded, and VANSTA testing has not yet started to collect disability data on students who sat the test. An opportunity exists to identify and collect disability data in future designs of VANSTA to gain a better understanding of literacy and numeracy levels of students with a disability.

**Social inclusion:** The combined extensive efforts of VESP, MoET EAU, provincial offices and schools supported students in rural and urban areas across Vanuatu to sit the VANSTA test on time. Only four schools did not participate. This is a significant improvement on the previous two years of testing (2017–19) when 24 and 16 schools did not participate, respectively.

**Disaster risk management:** Tests were conducted according to schedule and not interrupted by disaster during the reporting period. COVID-19 impacted capacity development because staff had to work remotely, which limited opportunities for TA to work closely with local staff.

## Pictures and/or testimonials

**Figure 32: Principals attending a training session on the running of VANSTA tests in Malekula in October 2021**



## Challenges and Responses

Quality issues with the printing of tests required all tests to be reprinted in early September 2021. This increased the planned printing budget. VESP negotiated with the commercial printing company to reprint the papers in time for distribution. To avoid this happening again, the EAU will conduct pilot printing before running large printing tasks.

Remote working due to COVID-19 was a challenge for the TA, as it limited opportunities for coordination and collaboration. This caused a greater reliance on the EAU officers' time. The EAU responded well to this challenge; however, financial support for teachers using personal phones for remote work-related communication could be considered in the future.

Due to competing priorities, it has been challenging to transition ownership of this sub-activity to the Ministry. It is unclear how sustainable the VANSTA testing would be if VESP ceased its funding.

National literacy and numeracy testing focuses on English and French, which are often a student's second or third language. This raises the question of whether VANSTA testing should also look at literacy and numeracy levels in Bislama, to develop a more accurate representation of student first language skills.

## Moving forward

The national VANSTA report will be released by MoET in early 2022, with VESP support for report distribution. VANSTA school reports will be distributed to schools, with VESP support for hard copy report distribution.

Student results will be loaded into OV, with financial and technical advice from VESP.

VESP will provide funding and technical advice to analyse item performance and common errors to inform curriculum resource developers.

VESP will continue to work with CDU to develop the VANSTA feature in OV to enable it to generate meaningful reports.

## 3.3 Activity tracker for Area 3 – Management

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

## Progress to date

VESP discussed relevant policy and processes with MoET to establish a plan to review the teacher register functions.

VESP and TSC undertook consultations to review the current teacher registration system to inform the review. This included:

- VESP supporting the design of an online questionnaire to gather feedback from internal stakeholders on the teacher registration system processes.
- TSC undertaking consultations with VESP's TAs (1 female, 1 male), the TSC IT officer (1 male) and two senior TSC officers (2 females) to discuss and review current business processes and requirements for the teacher registration system in OV. A workflow diagram was developed to map current business processes as a result of consultations.

TSC and VESP began designing the teacher register system framework, including documenting processes based on consultation advice on areas including IT, registration, licensing, recruitment, deployment and transfer, performance monitoring and finance.

VESP undertook a "Policy Mapping" exercise to review all TSC policies related to teacher management. TSC uses policy mapping to inform policy development and implementation,

including identifying policy gaps and reviewing specific areas. These areas include teacher appraisal, PD, and IT alignment to improve management.

### **Cross-cutting issues to date**

**Gender:** The current teacher register system captures gender-disaggregated data.

**Disability inclusion:** The current system does not disaggregate data on teacher disability. This will be explored as an option in the new teacher register.

**Social inclusion:** There is a risk that without continuous support for principals and provincial MoET staff in rural and remote areas, ICT equipment, access to ICT services, and digital literacy for teachers will not be supported. This support is important for ensuring the teacher registry system is maintained across all geographic regions.

**Disaster risk management:** The teacher registry system will need to be included in the MoET's disaster recovery policy and plans for its IT systems.

### **Challenges and Responses**

The new teacher registration system upgrade has been delayed. This is because the system relies on the outcome of the TSC policy mapping and review before it can be designed and implemented. The TSC policy review will be complete in February 2022.

Working remotely due to COVID-19 restrictions made it difficult for the VESP TAs to arrange and conduct consultation meetings and gather the required information, reducing the number of consultations to inform the teacher registry review.

TSC payroll data is captured in several locations across MoET, leading to inconsistent data and making it challenging to bring all the datasets together coherently. After installing the teacher registry system into OV, MoET will set up a more formalised system within OV and move away from ad hoc data collection. In addition, VESP is having discussions with TSC about improving the integration of the Government payroll system and OV.

### **Moving forward**

In 2022, VESP will work together with MoET's TSC, IT Unit and the ESU to provide financial and technical support on the following activities:

- Approve the requirements and designs for the development of the teacher register system.
- Identify potential financial resources to undertake the software development work.
- Finalise the teacher register framework and commence development of the new teacher register system.

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

### Progress to date

The new Research Policy Guideline for MoET was developed, with VESP supporting MoET PPU to revise and develop existing and new guidelines. PPU presented the new guidelines to the SMT within the Ministry and is awaiting their approval.

VESP undertook data collection for the two research studies: the Cost of Kindergarten and Primary Education, and Teacher Policy Frameworks and Requirements, from August-September 2021. Data were collected from a random sample of 68 schools (Government and Government-assisted primary) and 78 kindergartens (private, Government and Government-assisted) across three provinces. PEOs, inspectors, SIOs, and MEOs were interviewed across all six provinces.

In November, VESP began data analysis and drafting of the research findings for both studies. The analysis suggests that the information generated by these studies will be critical to inform how MoET can enhance quality education through policy and implementation mechanisms. These studies will be finalised in early February 2022.

### Cross-cutting issues to date

**Gender:** All data collected for the two studies were disaggregated by gender.

**Disability Inclusion:** All data collected for the two studies were disaggregated by disability.

**Social Inclusion:** Rural and urban voices were also represented through data collected across 68 schools and 78 kindergartens. Data analysis applies learning for girls and boys and children with disabilities.

**Disaster risk management:** The study assesses how disasters impact school functioning, including loss of teaching time and subject knowledge due to school closures. Approaches to respond to these challenges are outlined in the research studies.

## Challenges and Responses

Cleaning primary data collected from schools took longer than planned, as inconsistencies between school data and OV data had to be resolved. Initial data sets analysed in November were repeated several times to ensure coherence and appropriate connections with OV data. This additional workload delayed the completion of both studies, with the final analysis not commencing until late November 2021.

## Moving forward

The two final studies, the Cost of Kindergarten and Primary Education, and the Teacher Policy Frameworks and Requirements, will be submitted by early February 2022.

These studies will facilitate discussions on the connections between different dimensions of the education system and the challenges faced by schools and management at different levels of the system (national and provincial). In addition, these discussions will inform capacity strengthening for principals and provincial staff.

<b>Activity</b>	<b>3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management</b>
<b>Sub-activity</b>	<b>3.1.3. - Quality data collected on all relevant groups (relevant disaggregation)</b>
<b>Sub-activity objectives</b>	This sub-activity will assist MoET's PPU in providing data quality training to all provincial officers to guide them to collect and enter accurate data into OV to support good planning and decision-making at MoET. The sub-activity will also support the production of the 2021 Statistical Digest and the 2021 Key Education Indicators.
<b>Alignment with VETSS</b>	<p><b>Activity Area 4</b> – Monitoring equitable access to quality education</p> <p><b>Key Activity7</b> – Quality data collected on all relevant groups [...] and collated within OV, including data on attainment and progress ensuring equity is taken into consideration, drawing on disaggregated data on access, attainment, and progress, as gathered.</p> <p><b>Activity Area 27</b>– Planning, Budgeting, Financing, and Reporting processes are aligned</p> <p>Key Activity 93– Review and implement the M&amp;E Results Framework</p>

## Progress to date

This sub-activity has involved data collection at the school and classroom levels, focusing on how school grants are implemented, including how they are used for teaching and learning in the classroom. The key objective of this research is to assess whether the school grants are an appropriate financing mechanism to support the resourcing of teachers and principals.

VESP supported PPU to deliver formal OV training on Tanna 12 participants from Tafea province over two days in December 2021. Participants included school principals (2 females, 3 males), teacher (1 male), school IT staff (1 male) and provincial education staff (1 female, 4 males).



National and provincial factsheets on the key education indicators were printed in French and English and distributed to the provinces.

The Education Statistical Digest for the 2020–21 period was also completed and approved by the Ministry.

### **Cross-cutting issues to date**

**Gender:** The OV training held on Tanna included male and female participants from Tafea province.

**Disability inclusion:** Digital literacy becomes even more of a challenge for people with special needs. At the same time, technology can empower people with special needs. Such technology must be accessible to people with special needs. It is important to provide people with special needs adaptive technologies such as screen readers, the Job Access With Speech software and voice-to-text programs.

**Social inclusion:** Specific ICT training is required for different groups with different capacity skills and work levels, such as principals, teachers, primary and secondary participants. This is particularly true for people in rural areas with no or limited ICT knowledge.

### **Challenges and Responses**

The finalisation of the Education Statistical Digest report was delayed because the officer responsible resigned from PPU during the last six-monthly reporting period. PPU appointed an acting officer to continue the work and VESP supported the officer in improving his statistical literacy. Consequently, the report was not ready for uploading until December 2021.

Data quality training was not delivered to Shefa province due to limited resourcing, and a focus on finalising the Statistical Digest and education factsheets.

### **Moving forward**

The Education Statistical Digest will be uploaded onto the MoET website in early 2022 and the findings socialised among key Government stakeholders.

VESP will work with PPU to deliver data quality training to provincial officers in Shefa to guide them to collect and enter data into OV accurately to support good planning and decision-making at MoET.

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

### Progress to date

The third version of the NSIDP Assessment Report and Action Plan was completed in September, while the supporting Council of Ministers (COM) and Development Committee of Officials' papers were finalised in November. The COM agreed in principle to the Plan and will follow up with PPU in 2022 to confirm cost savings.

From September to October 2021, VESP and PPU delivered four awareness sessions on the NSIDP to stakeholders in Shefa province. Participants included primary school principals, PPU staff, senior managers, MoET directors and the Director General.

In preparation for the NSIDP rollout, VESP worked with PPU from October to November 2021 to prepare the NSIDP Implementation Guide for MoET staff. The guide outlines the roles and responsibilities of MoET units and personnel during implementation.

### Cross-cutting issues to date

**Gender:** Men and women in rural and urban areas had equal opportunities to participate in the nationwide consultation. The initial consultation targeted males as gain buy-in from community authorities. Women felt confident participating in the 2021 consultation and provided their views on the plan. For example, women raised concerns about the safety of children walking long distances to schools. This led to the plan including provisions for boarding schools for primary students.

**Disability inclusion:** Consultations saw a gradual increase in the participation of people with special needs, reflecting a growing understanding among communities of the importance of their participation in consultations. This could be due to various organisations' awareness and promotion activities conducted across the country. One key consideration the NSIDP consultation identified was that parents and children living with a disability in rural areas need special assistance to participate in community activities. For example, although classroom infrastructure is disability-inclusive, students with walking disabilities need wheelchairs to assist their mobility. There is still room for support that encourages their participation in community activities.

**Social inclusion:** The assessment allowed MoET to consult with communities across the country on the NSIDP again. This resulted in the acceptance of the plan by non-compliant schools and several adjustments to the plan for some schools based on new developments. A unified agreement is reached in the updated plan making it more inclusive and robust.

**Disaster risk management:** The NSIDP promotes the building of disaster-resilient classrooms to reduce the cost of rebuilding and serve as evacuation centres. It also provides an opportunity to relocate schools prone to disasters. The 2021 consultation identified the need to build disaster-resilient houses for principals and/or teachers to enable them to provide immediate support to the schools during disasters. The primary dormitories introduced would also need to be built to category 4–5 standards to keep boarders safe during cyclones.

### Pictures and/or testimonials

**Figure 33: VESP staff assisting an NSIDP awareness activity for primary school principals in North Efate**



**Figure 34: A classroom built through infrastructure assistance received by schools in 2020 under the World Bank funded Vanuatu Reconstruction and Improvement Project**



### Challenges and Responses

There was a lack of coordination in developing the NSIDP plan across selected schools and communities between April 2020 to February 2021. As a result, some political leaders did not accept the plan, several Provincial Education Offices lacked the confidence to implement community decisions, and several schools were abandoned. Many facilities are now covered with overgrown vegetation (such as Lamapruan). Also, several NSIDP targeted schools merged with non-targeted schools, and some teachers started moving away from schools due to the reallocation of teacher resources. The NSIDP Implementation Guide aims to address coordination challenges, and the recruitment of a national coordinator is crucial to support the activity.

MoET's Activity Manager, the School Mapping Officer supporting the NSIDP activity, resigned from the program to take on a new role towards the end of the year. This School Mapping Officer role is important to progress the plan once approved. VESP will follow up on MoET plans to recruit and train the new officer to support the plan's rollout.

### Moving forward

VESP is waiting for an official endorsement of the NSIDP from the COM before progressing this sub-activity. Once approval has been received, VESP will provide support to the MoET PPU on the following activities:

- Training MoET senior managers on the NSIDP Implementation Guide.
- Training the Provincial Education Boards and education authorities on aligning the NSIDP concept with planning for future schools.
- Workshopping and communicating the plans to the Provincial Education Offices and communities.
- Supporting Provincial Education Boards, education authorities and community leaders with the preparations for implementing Phase 1.

- Coordinating the implementation of Phase 2A: building new infrastructure on existing sites and 2B: building new infrastructure on new site. Phase 2B requires a formal agreement between the Government and the communities to build on selected land before proceeding.

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

## Progress to date

VESP, through TA support, provided an initial analysis of the draft Corporate Plan. The analysis content was aligned with the sector work goals that the National PSC requested. As a result, the Corporate Plan now has clear outputs and outcomes for each strategy outlined in the VETSS. The Corporate Plan was finalised and approved in December 2021.

The VESP TA coordinated regular meetings with the PPU to undertake the next JSR. An organising committee has been set up and a date has been confirmed to undertake the next JSR in March 2022. The JSR draft terms of reference and program were developed during this reporting period.

## Cross-cutting issues to date

The Corporate Plan identifies gender equality, disability inclusion and social inclusion as important focus areas for MoET. Disaster risk is recognised throughout the VETSS and the early drafts of the Corporate Plan.

## Challenges and Responses

There were slight delays in commencing the JSR; however, planning and preparation are currently on schedule. There is a risk that the organisation of the review could be adversely affected by possible changes to MoET leadership in early 2022.

## Moving forward

VESP will provide any assistance needed to develop the JSR, including working with presenters, supporting logistics associated with the event and assisting with the aide-memoire.

<b>Activity</b>	<b>3.1 – Supporting Ministry; Planning, Human resources, Finance and Systems management</b>
<b>Sub-activity</b>	<b>3.1.6. – Strengthening management systems</b>
<b>Sub-activity objectives</b>	<p>This sub-activity will assist MoET's address three areas of improvement identified in the Public Finance Management Report:</p> <ul style="list-style-type: none"> <li>(i) strengthening MoET and school Public Finance Management (PFM) and procurement processes, manuals, regulations;</li> <li>(ii) improving PFM and procurement capacity at the Provincial Education Offices; and</li> <li>(iii) reviewing the requirements by MoET's Internal Audit Committee to be in line with the Public Finance Management Act.</li> </ul>
<b>Alignment with VETSS</b>	<p><b>Activity Area 1</b>– Revised School Financial Management Manual</p> <p><b>Key Activity 1</b> – Revise the School Financial Management Manual to include new administrative functions</p> <p><b>Key Activity 2</b> – Provide support and training to improve capacity and performance.</p> <p><b>Activity Area 3</b>– Revised School Grant Code</p> <p><b>Key Activity 4</b> – Revise the school grant formula to be equity-based.</p> <p><b>Key Activity 6</b> – Provide support and training to improve capacity and performance</p>

## Progress to date

VESP continues to provide ongoing technical assistance to MoET to finalise the School Financial Management Manual. Assistance included delivering a training module for trainers and a self-teaching module on the manual for school administration in December.

VESP briefed MoET's Facilities Unit (4 males) on the new Government Contract and Tenders Regulation and the Public Finance and Economic Management Regulation.

VESP supported MoET in developing procurement process maps for infrastructure, goods and services. It also assisted in developing an Annual Procurement Plan template that meets the requirements of the new Government Contract and Tenders Regulation.

VESP continues to facilitate discussions between MoET's Internal Audit Unit and the MFEM's internal audit unit to review MoET's internal audit charter and audit committee charter against the new Public Finance and Economic Management Regulation. VESP also helped MoET draft a recruitment strategy in December for the 'independent' Risk and Audit Committee, which is aligned to regulatory requirements.

In October 2021, VESP assisted MoET's Finance & Administration Unit to develop a monthly reporting tool and presentation deck for the Unit's reporting to the VESP Steering Committee. The tool includes a set of PowerPoint slides and reports on MoET budget and expenditure, school grant distributions, and progress on key development partner funded projects. It automates the analysis of financial data extracted by the Unit from the Government Financial Management Information System for easier and quicker reporting to the Unit's Director and MoET partners.

Between July and December 2021, VESP provided training to the Unit's staff (1 female, 2 males) on extracting the required data and updating the reporting tool (and slides). The reports and presentation were used at the VESP Steering Committee meeting in December 2021 and are expected to be used in future meetings in 2022.

VESP drafted a research plan for the Financial Management Capacity Assessment and worked with MoET's Finance & Administration Unit to collate school compliance data. The Unit finalised the review of the key competencies of the finance officers and other staff against the MoET Financial Management Manual during the reporting period. This is the first stage of the Financial Management Capacity Assessment initiated by the Unit and was completed in December 2021.

### Cross-cutting issues to date

**Gender:** The draft school finance manual includes gender equity considerations and social inclusion. For example, spending requires the inclusion of all students regardless of gender.

**Disability inclusion:** The draft school finance policy/manual includes provisions for students with additional needs. For example, when to charge or exempt additional fees for students with special needs.

**Social inclusion:** Men, women and all other officers in the provinces will be consulted and involved when training is administered. Draft school finance policy includes all students in the allocation of resources.

**Disaster risk management:** The activity recognises the education in emergency and DRR practices. The School Finance Management Manual includes guidance on budget reserve components for disaster recovery and a template for creating a risk management plan.

### Challenges and responses

VESP retained a high degree of flexibility and responsiveness to MoET's Finance & Administration Unit during the reporting period. VESP acknowledges and understands the workload of the Unit's staff and adapted to their schedule to keep the activities progressing.

Training provincial staff and/or schools on the School Financial Management Manual requires time and human and financial resources. Progressive training is recommended to build staff capacity rather than a one-off annual training. Therefore, the self-teaching module is introduced to help those with limited access to training.



The contract term of the Director of MoET Finance & Administration Unit ends in February 2022, presenting a risk to the continuation and completion of 2021 activities. VESP will assist in completing the activities by continuing to work with the PEO Finance & Administration Unit.

## Moving forward

VESP will work closely with MoET to address some of the key recommendations in the Public Finance Management Assessment that the Australian Government carried out, such as implementing the MoET Finance Manual.

VESP will support MoET in new areas of need, including the National Asset Register, School Procurement guidelines, Provincial Capacity assessments, training in the Public Finance and Economic Management and Government Contract and Tenders Regulations requirements.

VESP will work with MoET on the school finance manual's adoption, implementation, and training progress and provide assistance where needed.

VESP will work closely with MoET to finalise the MoET Finance Manual and procedures

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

## Progress to date

From August to September 2021, VESP supported the delivery of the fourth and fifth OV training to four MoET IT developers. The training included how to use HTML, CSS and Java Script in OV to improve the user interface.

After the training, MoET IT developers applied their skills by running a report using Java Script for teacher registration and licensing.

In September 2021, a draft proposal was finalised on the operational structure of the IT Unit and OV Support Unit. It was submitted to MoET's Administration & Finance Unit Director and PPU Director for review and consultation with senior management.

## Cross-cutting issues to date

**Gender:** No female MoET IT developers are currently employed at the central MoET IT Unit. All the IT developers are male. Female candidates are encouraged to apply for any advertised IT Unit position. OV captures gender details of all individuals, allowing gender breakdown analyses of staff and students.

**Disability inclusion:** Student disability information is not yet captured in OV. VESP and the PPU are currently discussing the best way to capture these data.

**Social inclusion:** There is no reliable measure of social inclusion in OV besides geolocation. This is a conversation to be held in the future with MoET.

**Disaster risk management:** MoET's draft IT Disaster Recovery Policy outlines business continuity measures, including daily backups, to ensure continuous OV data access during disaster periods.

## Challenges and Responses

MoET's IT Unit developers use their skills obtained during OV training to enhance the database system. However, implementation is slow due to limited human resources in the MoET IT Unit. The proposed revision of the operational structure of the IT Unit and OV Support Unit will increase the human resource capacity and provide dedicated support to OV. The IT Unit needs to recruit three full-time seniors and one junior software developer.

All trainings were undertaken remotely, which limited the ability to undertake effective collaboration and capacity development for MoET IT staff.

Changes in IT Unit leadership may cause delays in the implementation of activities. VESP is mobilising the IT adviser to Vanuatu to mitigate this risk.

## Moving forward

In 2022, VESP will deliver further technical software development training on OV for MoET IT staff.

MoET plans to outsource some OV development to a software development organisation (ideally in Vanuatu). However, this will require very careful oversight to maintain the quality and support of the software.

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

### Progress to date

VESP supported MoET's IT Unit in drafting an IT Disaster Recovery Plan for submission to the IT Manager for review prior to August 2021.

VESP and MoET IT Unit followed up on the status of the current 2012 MoET ICT policy, which is yet to be endorsed.

VESP appointed an ICT adviser who commenced working on this activity remotely.

### Cross-cutting issues to date

**Gender:** The revised ICT policy will consider the issue of gender and how to promote more opportunities for women to learn to use technology.

**Disability inclusion:** The revised ICT policy will consider accessibility for those with disabilities and include their views in planning, development, and implementation.

**Social inclusion:** The ICT policy will consider the different needs of urban and rural schools and MoET offices and make provisions and guidelines for support. Rural and urban audiences will be included in planning, development, and implementation.

**Disaster risk management:** MoET's draft IT Disaster Recovery and Infrastructure Policy provides business continuity measures to ensure continuous access to ICT tools, services, and data during disaster periods.

### Challenges and Responses

Working remotely due to border closures made it difficult for the ICT adviser to fully understand Vanuatu's ICT landscape and how it operated in the Ministry, provinces and schools. To mitigate some of the challenges of remote working, VESP held regular meetings with the IT Manager and other staff to improve communication and effective working.

Changes in MoET's IT leadership may cause delays in this activity. VESP is mobilising the ICT adviser to Vanuatu to mitigate this risk.

## Moving forward

Over the next three-year planning period, VESP will provide further technical support to MoET by:

- Gathering feedback from key stakeholders across all provinces to inform the new ICT policy.
- Reviewing existing ICT policies to develop and update all ICT policies in 2022.
- Launching and promoting the ICT policy in 2023.
- Developing an ICT implementation plan in 2024.

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

## Progress to date

VESP assisted MoET in implementing the recommendations from the MoET website review. MoET approached the Office of the Government Chief Information Officer (OGCIO) to request recommendations for hosting the MoET website on a Content Management System (CMS). The OGCIO approved the use of Joomla CMS.

VESP transferred the existing MoET website to a Joomla CMS. The software change will allow non-technical staff such as communications officers to update and maintain the MoET website. The database and content of the converted website were shared with MoET's IT Manager.

## Cross-cutting issues to date

**Gender:** The MoET website will be sensitive to issues related to gender and include relevant information where applicable.

**Disability Inclusion:** The MoET website should ensure it adheres to international best practice and standards for people with special needs, including the use of appropriate fonts and the placement of text that adheres to specific software accessibility tools.

**Social inclusion:** The MoET website will be sensitive to issues related to social inclusion where applicable, such as ensuring that it is mobile responsive and has low bandwidth options.

**Disaster risk management:** MoET's website includes information on MoET's disaster response efforts. The draft IT Disaster Recovery and Infrastructure Policy outlines business continuity measures to ensure continuous information dissemination through MoET's website during disaster periods.

## Challenges and Responses

Low staffing resources in MoET's IT Unit and Communications Unit have limited the Unit's ability to update the website routinely.

IT staff will need to update the website using complex coding to ensure the new CMS provides communication support within the Ministry. VESP plans to deliver training to non-technical staff to learn and routinely update the website using the CMS.

## Moving forward

The MoET website will be transferred onto the Joomla CMS with OGCIO hosting the website. VESP will provide capacity building for the communications officer to use the new MoET website.

VESP ICT adviser will provide guidance and oversight of routine website management, and the VESP Communications Manager will review website content material.

Additional content will be added to the website, including resources from the curriculum department and OV statistical data.

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

## Progress to date

In December, VESP supported the setup of video conferencing in Tafea (e.g. Zoom, Teams, TrueConf).

VESP supported the review of video conferencing manuals and user guides to ensure their technical accuracy and usability. The program developed three video conferencing training manuals for Teams, Zoom and TrueConf.

## Cross-cutting issues to date

**Gender:** Technology and the internet can be a great enabler for women; however, a lack of skills may prevent many from using such technology. To achieve gender equality, women need equal access to technology and digital training.

**Disability inclusion:** Digital literacy becomes even more of a challenge for people with special needs. At the same time, technology can empower people with special needs. People with

special needs require screen readers and voice-to-text applications so they can access this technology.

**Social inclusion:** Specific ICT training is required for different groups with different capacity skills and work levels, such as principals, teachers, primary and secondary participants. This is particularly for those from rural areas with none-to-limited ICT knowledge.

**Disaster risk management:** With the onset of COVID-19 leading to school closures in many countries, there is heightened interest in Learning Management Systems. The ICT unit has been further evaluating and discussing Learning Management Systems use, including Google, Moodle, and Catalpa, in preparation and readiness to mitigate this risk. These platforms can be expensive and would require a financial agreement with service providers, including internet access. It is also important to ensure that MoET can create content with this new medium.

## Challenges and Responses

Rural participants experienced challenges during the training delivered due to lower levels of computer literacy and the lack of ICT infrastructure available in their schools. Consequently, rural participants require more dedicated training sessions delivered at an appropriate pace to enhance their ICT knowledge and skills.

Training on digital literacy and video conferencing was also planned for Penama province; however, this was cancelled due to no flight availability. Training is rescheduled for 2022.

## Moving forward

MoET's IT Unit will meet with training providers to collaborate and align all training materials to ensure digital literacy capacity building is consistent with MoET's education sector policy priorities.

VESP, through an IT Officer and ICT adviser, will continue to support MoET with capacity building activities. This will include delivering training sessions to 20 staff across each province. A VESP IT officer will be recruited to support MoET's IT Unit.

Over the next three-years, VESP will support MoET in exploring different education technologies to improve teaching, learning and system management.

<b>Activity</b>	<b>3.2 – Supporting emergency response</b>
<b>Sub-activity</b>	<b>3.2.1. - Ministry's communication support for COVID-19 response</b>
<b>Sub-activity objectives</b>	This sub-activity supports MoET's COVID-19 response communication needs, focusing on key messages and campaigns during emergencies.

## Progress to date

VESP drafted five proposals for MoET press releases and regular social media posts for MoET's and DFAT's social media. These were shared with MoET for approval and use.

DFAT provided an economic boost to the local community during COVID-19 through grants. These grants including the Vanuatu Australia School Community Grant, aimed to engage and support the community, meet the needs highlighted in SIP and encourage the use of local resources. The grants included:



- The finalisation of the communications strategy for the Vanuatu Australia School Community Grant Video in Ambae.
- A communications strategy and tools for the Vanuatu Australia School Community Grants.
- The launch of the Vanuatu Australia School Community Grant video.
- Renewal of the agreements on the toll-free number.
- The zero-rating of the MoET website.

The Vanuatu Australia School Community Grant video was finalised, approved and launched. The communications plan to promote the Vanuatu Australia School Community Grant video included radio messages, press releases, internal email, the MoET website and SMS to all mobile users in Vanuatu.

The Ministry's Contingency Plan was shared with 202 schools to support community awareness of emergency response requirements during the pandemic.

### Cross-cutting issues to date

**Gender:** All communication products were developed using a gender equity lens that promoted non-stereotypical images and messages in the calendar, good media stories and on social media.

**Disability inclusion:** All communication products were developed with an emphasis on disability inclusion using non-stereotypical images and messages.

**Social inclusion:** All communication products addressed social inclusion by promoting non-stereotypical images and messages.

### Pictures and/or testimonials

**Figure 35: Vanuatu Australia School Community Grant Video**



Figure 36: Press Release for the launch of the Vanuatu Australia School Community Grant Video



## Challenges and Responses

The approval of the video took longer than expected, requiring the team to adapt the communications angle to share good news stories instead of promoting the Vanuatu Australia School Community Grants.

Reaching some rural and remote communities can be difficult due to Vanuatu's topography. With an archipelago of 83 islands, some areas do not have access to radio, TV or newspaper due to their isolation. Therefore, delivering information and materials by sea and air and ensuring all schools have access to Government communications can be logistically challenging.

## Moving forward

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

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

## Progress to date

VESP will continue to support responses to potential crises like Tropical Cyclone (TC), ashfall, earthquakes or pandemics. This sub-activity strengthens the program's capacity to respond promptly to emerging crises. In 2021, the funds allocated to this activity were not required.

## Moving forward

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

## 3.4 Communications support

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

Table 5: Communication Support from July to December 2021

VESP Sub-activity		Communications support
1.1.2	Principals' handbook training	<ul style="list-style-type: none"> <li>179 Training certificates for Epi, Pentecost, Ambae and Efate</li> <li>Script, shooting and finalisation of the videos on school councils and school principals' roles and responsibilities</li> </ul>
1.2.1	ECCE PSP	<ul style="list-style-type: none"> <li>Finalisation and printing of Yumi Kaont Tugeta flyers</li> <li>Finalisation and printing of the PSP promotional materials</li> <li>Review of PSP communications strategy</li> </ul>
1.2.4	Model Inclusion Schools and kits	<ul style="list-style-type: none"> <li>GEDSI infographics</li> </ul>
1.2.5	School community communication	<ul style="list-style-type: none"> <li>Design and printing of 2022 calendars to be distributed to schools in early 2022 for 876 ECCE centres, 482 primary schools, 114 secondary schools and all the Provincial Education Offices</li> </ul>
3.1.3	Quality data collected on all relevant groups	<ul style="list-style-type: none"> <li>Design, printing, distribution and dissemination of 2020 national education key indicators factsheet in French and English</li> <li>Design and printing of pull up banners with national and provincial data</li> <li>Design, printing, distribution and dissemination of 2020 provincial education key indicators factsheet in French and English (one factsheet in French and one factsheet in English per province)</li> </ul>

VESP Sub-activity		Communications support
3.1.5	Planning, Budgeting, Financing and Reporting are aligned	<ul style="list-style-type: none"> <li>• Distribution and dissemination of the school grant posters and materials</li> <li>• Ongoing support consolidating the minutes from the VESP Steering Committee meetings</li> </ul>
3.2.1	Ministry's communication support for COVID-19 response	<ul style="list-style-type: none"> <li>• Finalisation of the communications strategy for the Vanuatu Australia School Community Grant Video in Ambae</li> <li>• communications strategy and tools for the Vanuatu Australia School Community Grants</li> <li>• Launch of the Vanuatu Australia School Community Grant video</li> <li>• Renewal of the agreements on the toll-free number and the zero-rating of the MoET website</li> </ul>
Additional Support	EAU	<ul style="list-style-type: none"> <li>• Formatting of ARTTLe books and design of the book covers</li> </ul>

### 3.5 VESP's end of year progress status

Table 6Table 7 presents the outputs achieved by each sub-activity as of 31 December 2021 (annual target). VESP and their MoET counterparts determined the December targets at the beginning of the year, and when required, they are subject to adjustments.

The column "Achieved (as of 31 December 2021)" reports the actual outputs delivered by a sub-activity. For instance, the number of people trained, a work plan, or a study's scope. The geographical disaggregation applies only to those sub-activities whose targets are aimed at specific achievements per province. Gender disaggregation is reported in the narrative reports for each sub-activity (section 3.1 to 3.3).

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

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

The column "Progress against targets" rates the output achieved concerning the sub-activity's June target. In the example above, the training of 27 female officers in Shefa exceeded the June target of 20 female officers attending the women's network meeting (score of one). The training in Torba fell short of the June target by province and is rated at level 3. Overall, the sub-activity progressed well in three provinces, but delays in the overall activity implementation saw it fall short in meeting its targets for Torba and Tafea (hence it is reported as zero). For this reason, sub-activity 1.1.1 is "behind schedule" relative to its June targets (column "sub-activity status").

Table 6: Progress against annual targets to December 2021

Sub-activity	Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes		
ACCESS													
1.1.1	Women's leadership network	Women in the education sector include school principals, teachers, female provincial officers, and MoET female staff in the central office	20 women participate in women's network meeting per province	60 women participate in women's network meeting per province	Shefa Tafea Penama Malampa Torba Sanma	27 0 28 0 11 31	0 32 0 30 0 0	27 32 28 30 11 31	846 595 448 582 180 790	3% 5% 6% 5% 6% 4%	Partially achieved Partially achieved Partially achieved Partially achieved Partially achieved Partially achieved	The sub-activity delivered the network meetings in Tafea and Malampa scheduled for the second half of the year. While some provinces met their mid-year target of 20 female participants as of 30 June 2021, the end of year target for all provinces was only partially achieved. Implementation in 2021 brought many lessons, including that the membership size of a women's leadership network needed to maintain momentum is smaller than originally estimated. Building on these lessons and the continuous demand for these events, it is advisable that the MoET and the VESP team reassess their targets for 2022.	
1.1.2	Principals handbook training	School Principals, Deputy Principals, Acting Principals, PEOs, Provincial Finance Officers, SIOs	160 principals participate in the handbook training	410 principals participate in handbook training	Shefa	0	57	57	112	51%	Achieved and surpassed		The Shefa and Penama training workshops took place as scheduled. The original target group was expanded to include other education officers whose roles and responsibilities require knowledge of the Operational Guidelines for School Principals (i.e. Principals handbook). However, the original target for this sub-activity was not adjusted, maintaining its exclusive focus on school principals. Against this target, the sub-activity partially achieved its target (379 principals trained). Yet, considering the sub-activity managed to train a significant share of relevant trainees (40% of MoET officers), overall, the sub-activity can be considered to have exceeded its original intention to train 410 participants. It is advisable that MoET and VESP discuss how, in 2022, they can best train the 35% of school principals and 60% of the MoET officers in the provinces unable to attend the principal handbook training this year.
					Tafea	60	0	60	77	78%			
					Penama	0	72	72	99	73%			
					Malampa	76	0	76	114	67%			
					Torba	23	0	23	28	82%			
					Sanma	85	0	85	156	54%			
					Principals	244	129	373	586	64%			
					Shefa	0	17	17	34	50%			
					Tafea	17	0	17	22	77%			
					Penama	0	8	8	25	32%			
					Malampa	14	0	14	31	45%			
					Torba	5	0	5	18	28%			
					Sanma	12	0	12	32	38%			
					MoET officers	48	25	73	162	45%			
					Shefa	0	0	0	229	0%			
					Tafea	20	0	20	251	8%			
					Penama	0	0	0	81	0%			
					Malampa	25	0	25	247	10%			
					Torba	5	0	5	63	8%			
					Sanma	0	0	0	282	0%			
					Nominated teachers (ECCE to Secondary)	50	0	50	1153	4%			
1.1.3	Principals Certificate Training	Teachers, Middle-Level Leaders, Senior Leaders, System Leaders (PEOs, SIOs, PEOs)	40 school leaders complete leadership certificate course	50 school leaders complete leadership certificate course	Shefa	2	2	2	2	100%	Partially achieved	Most participants enrolled and reported in the during the second half of the year. Only two male participants (APTC, Sanma) and one female participant (PTC, Sanma) dropped out. This was due to competing priorities. At the end of the year, 42 of the 45 school leaders in the 2021 cohort completed their 2021 modules. The sub-activity maintained a low attrition rate (7%)	
					Tafea	2	2	2	2	100%	Partially achieved		
					Penama	1	1	1	1	100%	Partially achieved		
					Malampa	5	5	5	5	100%	Partially achieved		



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Sub-activity		Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
					Torba	-	0	0	-	-	N/A	and stayed above its December target of 50 enrolled participants. It is suggested that MoET evaluate if the 50 participant-a-year target is a better measure for 2022.
					Sanma	45	42	42	45	93%	Partially achieved	
1.1.4	Principals Induction	Newly appointed principals by TSC	54 newly appointed principals participate in an induction program	54 newly appointed principals participate in an induction program	Shefa	25	0	25	25	100%	Achieved as planned	The sub-activity was delivered as planned in the first half of the year. However, monitoring and follow up support by the SBM did not happen due to funding constraints. Moving forward, to improve its measurement, it is advisable that MoET and VESP refine their indicator for this sub-activity. The indicator needs to focus more on the specific school levels eligible for this training (e.g. primary, secondary).
					Tafea	8	0	8	8	100%	Achieved as planned	
					Penama	3	0	3	3	100%	Achieved as planned	
					Malampa	5	0	5	5	100%	Achieved as planned	
					Torba	2	0	2	2	100%	Achieved as planned	
					Sanma	11	0	11	11	100%	Achieved as planned	
1.2.1	ECCE PSP	PSP facilitators and taskforce	Three Provincial ECCE Coordinators and 35 MEOs trained	Six Provincial ECCE Coordinators and 63 MEOs trained	Shefa	0	0	0	1	0%	Yet to be achieved	In the second half of the year, VESP supported consultation workshops in Port Vila (37 participants: 16 females, 21 males), Sanma (22 participants: 7 females, 15 males), Penama (25 participants: 13 females, 12 males), and Tafea (34 participants: 14 females, 20 males) to gather community feedback on the PSP implementation plan. The consultation workshops identified potential challenges. It devised strategies to address these during implementation which, as of 30 December 2021, was under revision ahead of the 2022 rollout. The workshops are an important step prior to the training of PEOs and the selection of communities that will take part in the program. Because the consultations happened late in the second half of the year, the rollout activities planned for 2021 were not completed. The targets for the year are now planned for 2022.
					Tafea	0	0	0	1	0%	Yet to be achieved	
					Penama	0	0	0	1	0%	Yet to be achieved	
					Malampa	0	0	0	1	0%	Yet to be achieved	
					Torba	0	0	0	1	0%	Yet to be achieved	
					Sanma	0	0	0	1	0%	Yet to be achieved	
					Provincial ECCE Coordinators	0	0	0	6	0%		
					Shefa	0	0	0	10	0%	Yet to be achieved	
					Tafea	0	0	0	13	0%	Yet to be achieved	
					Penama	0	0	0	9	0%	Yet to be achieved	
					Malampa	0	0	0	10	0%	Yet to be achieved	
					Torba	0	0	0	9	0%	Yet to be achieved	
					Sanma	0	0	0	12	0%	Yet to be achieved	
					MEOs	0	0	0	63	0%		
		Communities across all provinces selected to participate in PSP	20 task groups in selected communities trained across all provinces	40 communities participate in PSP across all provinces	Shefa	0	0	0	7	0%	Yet to be achieved	In July 2021, a decision was reached by VESP, MoET ECCE unit, and VESP partners to focus on printing the PSP Handbooks and the rollout in Torba province according to the sub-activity's available budget. VESP will make the sub-activity indicator more specifically address the output and participants eligible for training in Torba province in 2022 (e.g. ECCE Coordinator, MEOs, ECCE teachers, ECCE principals).
					Tafea	0	0	0	6	0%	Yet to be achieved	
					Penama	0	0	0	7	0%	Yet to be achieved	
					Malampa	0	0	0	7	0%	Yet to be achieved	
					Torba	0	0	0	6	0%	Yet to be achieved	
					Sanma	0	0	0	7	0%	Yet to be achieved	
1.2.2	Inclusion Policy Review	Three MoET policies: gender equity in education, IE, and child safeguarding	Inclusion Policy Review consultations completed in two of the six provinces	Inclusion Policy Review and Recommendations delivered to MoET's SMT	Shefa	1	.	1	1	-	Yet to be achieved	Provincial consultations were completed as scheduled in the second half of 2021. The original target for this activity has been deferred to 2022 when the policy review work and approval by MoET is expected to take place.
					Tafea	0	1	1	1	-	Yet to be achieved	
					Penama	0	1	1	1	-	Yet to be achieved	
					Malampa	0	1	1	1	-	Yet to be achieved	
					Torba	0	1	1	1	-	Yet to be achieved	
					Sanma	1	.	1	1	-	Yet to be achieved	
1.2.3	IE Diploma for teachers	Teachers (20 females): two	20 teachers continued their	20 teachers continued their	Shefa	18	17	17	18	100%	Achieved as planned	VESP paid for semester II fees for 19 students under the DSIE program. The enrolled teachers



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Sub-activity		Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes			
		ECCE, 17 primary, one secondary	studies of the IE Diploma at USP in Semester 1	studies of the IE Diploma at USP in Semester 2	Penama	1	1	1	1	100%	Achieved as planned	continued their progression through the program as expected. VESP discontinued financial support for one primary teacher (1 female), who data confirmed was a teacher at a private school. Eligibility for financial support under VESP is limited to teachers from Government schools. VESP funding support is for tuition fees for the 2020 and 2021 periods only.			
					Sanma	1	1	1	1	100%	Achieved as planned				
1.2.4	Model Inclusion Schools and kits	45 model inclusion schools (30 in Penama and 15 in Shefa), supporting the teachers in these schools	Eligible schools with established IE committees and work plans submitted		Eligible schools in Shefa	11	3	14	15	93%	Partially achieved	The PEO Shefa replaced Anabrou school with Pango Esnar, and Centreville school with Mele Suango due to a delay in submitting plans despite numerous follow-ups. Fourteen schools submitted their plan. VESP continued to work with the 15th school (Pango Esnar) on their work plans.			
					Eligible schools in Penama	30	0	30	30	100%	Achieved as planned	The 30 model inclusion schools in Penama received their grant and continue implementing their work plans. In October, VESP provided one-off seed funding for 12 model inclusion schools in Shefa province upon approval of their work plans.			
			All teachers and principals in model inclusion schools trained		Trainees from Shefa	63	0	63	95	66%	Partially achieved	PEO changes during the year meant some of the model inclusion schools were unable to receive training. Training will continue in 2022 upon school request.			
					Trainees from Penama	211	0	211	211	100%	Achieved as planned	All school principals and the Y1–6 teachers in the 30 model inclusion schools were trained in the January-June period.			
			Inclusion Kits report delivered	Inclusion kits report recommendations enacted		Inclusion kits in Shefa schools	6	6	6	15	40%	Partially achieved	The pilot of the inclusion education resource kits (i.e. inclusion kits) took place for the whole year in the six schools piloting the resources (Melemaat, Freshwota, Vila North, Forkona, Ekipe, Matarisu). Evaluation happened during the reporting period to understand how the kits supported students with learning disabilities to improve their education outcomes.		
						Inclusion kits in Penama schools	0	0	0	30	0%	Yet to be achieved			
			Three good news stories from model inclusion schools shared through social media	Six good news stories from model inclusion schools shared through social media		Good news stories from Shefa schools	0	0	0	6	0%	Yet to be achieved	VESP is working on eight videos for the model inclusion schools. The videos document the journey of three schools in Shefa towards becoming model inclusion schools. They are part of the training to help the new schools develop their inclusion activities.		
						Good news stories from Penama schools	0	0	0	6	0%	Yet to be achieved	VESP drafted the GEDSI infographics for model inclusion schools reflecting the national results.		
			1.2.5	School community communication	PPU, CDU, ECCE, SBM, Finance and Administration	Number of radio, posters, videos, and SMS campaigns agreed with MoET in Jan to June 2021	Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-December 2021	Meet monthly social media requirements for MoET and DFAT	Variable	variable	-	variable	-	Achieved as planned	A full list of communications supports is presented in Table 5.
			1.3.1		SIOs and Inspectors	All SIOs trained in three provinces	All SIOs trained in all six provinces	SIOs Sanma	9	0	9	9	100%	Achieved as planned	

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Sub-activity	Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
SIO and School Inspectors PD and support	(Sanma, Torba, Malampa)			SIOs Torba	2	0	2	2	100%	Achieved and Surpassed	Tafea training took place in 2020. The training in Shefa, Penama, Torba, Sanma and Malampa proceeded during the year as scheduled.
				SIOs Malampa	5	2	7	8	88%	Partially achieved	
				SIOs Shefa	0	12	12	8	150%	Achieved and surpassed	
				SIOs Penama	0	7	7	6	117%	Achieved and surpassed	
				SIOs Tafea	.	.	.	.	-	-	
				PSICs Sanma	1	0	1	1	100%	Achieved as planned	
				PSICs Torba	1	0	1	1	100%	Achieved as planned	
				PSICs Malampa	1	0	1	1	100%	Achieved as planned	
				PSICs Shefa	0	0	0	1	0%	Yet to be achieved	
				PSICs Penama	0	1	1	1	100%	Achieved as planned	
				PSICs Tafea	.	.	.	.	-	-	The Shefa workshop was attended by 12 SIOs, including two SIOs from Malampa province (two males) who missed out on the Malampa workshop. The Penama workshop included a PSIC (1 female), a School Inspector (1 male), other provincial staffs (2 females), nine SIOs (3 females, 6 males). Two out of the nine SIOs that attended the Penama workshop are from Shefa province, who missed out on the Shefa workshop. The SIO numbers are added to respective provinces and reflected in the data. The SIOs trained during the reporting period totalled 12 for Shefa (3 females, 9 males), 2 for Malampa (2 males), and 7 for Penama (3 females, 4 males). Data for PSIC, School Inspectors and other provincial staff are also captured under Penama province.
				School Inspectors Sanma	1	0	1	1	100%	Achieved as planned	
				School Inspectors Torba	1	0	1	1	100%	Achieved as planned	
				School Inspectors Malampa	1	0	1	3	33%	Partially achieved	
				School Inspectors Shefa	0	2	0	2	100%	Achieved as planned	
				School Inspectors Penama	0	1	1	1	100%	Achieved as planned	
				School Inspectors Tafea	.	.	.	.	-	-	
				MEO Sanma	.	.	.	12	-	.	
				MEO Torba	.	.	.	9	-	.	
				MEO Malampa	.	.	.	10	-	.	
				MEO Shefa	.	1	1	10	10%	Partly achieved	
				MEO Penama	.	.	.	9	-	-	Shefa and Penama province showed an increase in SIO numbers, reflecting new appointments of SIOs during the reporting period. Shefa now has 12 SIOs, and Penama 7. The previous six-monthly report showed that Shefa had nine SIOs (1 female, 7 males), and Penama had six SIOs (2 females, 4 males). MoET may have also increased the number of SIOs in other provinces; however, this is not captured in this report
				MEO Tafea	.	.	.	13	-	-	
				Other Provincial Staff Sanma	.	.	.	19	-	-	
				Other Provincial Staff Torba	.	.	.	12	-	-	
				Other Provincial Staff Malampa	1	.	1	17	6%	Partly achieved	
				Other Provincial Staff Shefa	.	.	.	19	-	-	
				Other Provincial Staff Penama	.	2	2	15	13%	Partly achieved	
				Other Provincial Staff Tafea	.	.	.	.	-	-	
				MoET staff	6	0	6	7	86%	Partially achieved	

Sub-activity	Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes	
	Strengthening provincial coordination and support	Coaching staff (MoET + VESP) to support PEOs, PSICs, SIOs	At least seven MoET and five VESP staff complete growth coaching course	Provinces provide a summary of the activities supported through these sub-activity grants at the end of the year	VESP staff	5	0	5	5	100%	Achieved as planned	The MoET/VESP coaches (5 males) continue to support PEOs and PSIC. A template prepared by CDU and VESP captures all the information about the nature and scale of activities benefiting from the grant and coaching. The template guides provincial reporting to the program on the activities implemented with the grant and support received from the coaches.
					Provincial reporting completed	0	6	6	6	100%	Achieved as planned	
QUALITY												
2.1.1	Teaching English or French as an additional language (AL) for Years 4-6	65 trainers selected among PSIC, SIO, Provincial Trainer, Head Teachers, key teachers	AL trainers in Shefa trained	By the end of the year, AL trainers from each of the six provinces are trained	Shefa	24	0	24	22	92%	Achieved as planned	AL training workshops continued in the rest of the provinces during the second half of the year. In some cases, these were delivered back-to-back with the CBA training (sub-activity 2.1.2). Given the program's relevance to implementing provincial literacy strategies (sub-activities 2.1.4.A and 2.1.4.C), the training workshop allowed PSICs and other provincial staff to attend. As a result, it can be considered that the sub-activity achieved and surpassed its original provincial level targets.
					Tafea	0	24	24	17	141%	Achieved and surpassed	
					Penama	0	36	32	20	139%	Achieved and surpassed	
					Malampa	0	23	23	19	121%	Achieved and surpassed	
					Torba	0	8	8	7	114%	Achieved and surpassed	
					Sanma	0	24	24	22	109%	Achieved and surpassed	
2.1.2	CBA	Primary school teachers (1,200 from Y1-Y6)	Classroom Assessment and Reporting Workbook distributed to all Years 1-6 teachers	CBA trainers trained to support schools work through the training modules	Shefa trainees (EN and FR schools)	0	21	21	714	3%	Partially achieved	VESP continues to work with CDU to improve data collection and verification to help with reporting at the output level. Both teams are working to improve data gaps identified during the reporting period. In 2021, VESP and CDU focused on producing the CBA Workbook and ToT workshops hence the low percentage achievement rates reflected in the results. VESP and CDU completed the CBA ToT workshops during the year's second half. As they ran back-to-back with AL and given the program's relevance to implementing the provincial literacy strategy, all AL trainees attended the CBA training. It is advisable to review the output indicators for 2022 and focus on the key participants the program could train with the available budget instead of having a broader target.
					Tafea trainees (EN and FR schools)	0	24	24	543	4%	Partially achieved	
					Penama trainees (EN and FR schools)	0	36	36	436	8%	Partially achieved	
					Malampa trainees (EN and FR schools)	0	23	23	582	4%	Partially achieved	
					Torba trainees (EN and FR schools)	0	8	8	157	5%	Partially achieved	
					Sanma trainees (EN and FR schools)	0	24	24	739	3%	Partially achieved	
2.1.3	ECCE Lesson planning	MEOs, ECCE teachers, ECCE Centres	Lesson planning training package completed	800 kindergarten teachers and 63 MEOs trained	Shefa MEO	0	0	0	10	0%	Yet to be achieved	VESP and ECCE Unit completed training of MEOs in Penama (two females, seven males) and Torba (two females, seven males) provinces during the second half of the year. This followed a successful trial in Shefa province during the year's first half. MEOs (eight females, one male) who participated in the Shefa trial will be
					Tafea MEO	0	0	0	13	0%	Yet to be achieved	
					Penama MEO	0	9	9	9	100%	Achieved as planned	
					Malampa MEO	0	0	0	10	0%	Yet to be achieved	

Sub-activity	Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes		
				Torba MEO	0	9	9	9	100%	Achieved as planned	retrained in 2022 along with the MEOs in Malampa, Sanma and Tafea province.		
				Sanma MEO	0	0	0	12	0%	Yet to be achieved			
				MEOs	0	18	18	63	29%		VESP and ECCE Unit supported the first MEO training of teachers in Penama (44 females) and Torba (20 females) provinces. Teachers (31 females) who participated in the Shefa trial will be retrained in 2022 along with the MEOs in Malampa, Sanma and Tafea province.		
				Shefa ECCE teachers	0	0	0	229	0%	Yet to be achieved			
				Tafea ECCE teachers	0	0	0	251	0%	Partially achieved			
				Penama ECCE teachers	0	44	44	81	54%	Partially achieved			
				Malampa ECCE teachers	0	0	0	247	0%	Yet to be achieved			
				Torba ECCE teachers	0	20	20	63	32%	Partially achieved			
				Sanma ECCE teachers	0	0	64	282	23%	Partially achieved			
				ECCE teachers	0	64	128	1153	11%				
2.1.4. A	Supporting provincial strategic approaches to improve literacy (Zone Networks)	MoET, zone networks, PEOs, PSICs, SIOs, Teachers (2-3 clusters)	Five PZNs established	Four PZN will provide end of year annual report from each of the provinces (report will talk about the number of teachers)	PZN was established (June) and completed work (December)	23	23	23	43 zones	53%	Achieved and surpassed	All six provinces received funding from VESP for their plans and completed their activities by December. PZNs across all provinces were established and completed their activities. Activities included workshop training, consultations, awareness sessions with school principals, teachers and provincial education staff.	
2.1.4. B	Supporting provincial strategic approaches to improve literacy (Vernacular Materials)	PEOs and teachers of selected community schools in Tafea, Penama and Torba	SIL delivers a training workshop on Bloom software to CDU, and CDU delivers training on Bloom to Tafea and Torba teachers	CDU conducts Bloom software workshop for Torba and Penama staff	Bloom software training for CDU and VESP staff	1	1	2	2	100%	Achieved as planned		
					CDU training on Bloom (for Tafea and Torba teachers)	0	0	0	2	0%	Yet to be achieved		
					CDU training on Bloom (for Tafea and Torba staff)	0	0	0	2	0%	Yet to be achieved		
			CDU works with the Tafea community to prepare a work plan for the development of vernacular materials	CDU works with Torba and Penama community to prepare a work plan for the development of vernacular materials	Tafea plan prepared (June) and delivered (December)	1	0	0	1	100%	Achieved as planned		VESP and CDU worked with the Torba and Penama provinces to develop their language primers and key word books in preparation for training in 2022. The team worked with the Bible Society and translators, church leaders, school teachers and principals, provincial education staff, and parents in the two provinces. Language primers and key word
					Penama plan prepared (June) and delivered (December)	1	1	1	1	100%	Achieved as planned		

**Vanuatu Education Support Program Phase II**

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Sub-activity	Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
				Torba plan prepared (June) and delivered (December)	1	1	1	1	100%	Achieved as planned	books were used for the following languages: •Mwotlav language for Motalava island in Torba province •Mota language for Mota island in Torba province •Hano, Apma and Sa languages for Pentecost Island in Penama province •West Ambae and Northeast Ambae for Ambae island in Penama province.
		CDU conduct Tafea workshops to develop vernacular materials in Naka and Netwaar	CDU conduct Tafea workshops to develop vernacular materials in Nafe & Nivhaar	Training to teachers and PEO - materials in Narak language	12	0	12	12	100%	Achieved as planned	VESP and CDU completed training of teachers in Tafea province (Tanna island) on the Naka language primer and key word books in October 2020. Narak language primers and key word books in April 2021. Netwaar language primers and key word books in June 2021.
				Training to teachers and PEO - materials in Netwaar language	27	0	27	27	100%	Achieved as planned	
				Editing of vernacular materials in Nafe language (consultation in 2020)	0	1	1	1	100%	Achieved as planned	CDU and VESP, in partnership with the SIL, edited and published the Nivhaar vernacular materials (primer and 28 keyword books) and Nafe vernacular materials (primer and 20 keyword books). These are two vernacular languages from Tanna Island in Tafea province.
				Editing of vernacular materials in Nivhaar language (consultation in 2020)	0	1	1	1	100%	Achieved as planned	
		Printing and distribution of Naka and Netwaar vernacular materials	Printing and distribution Nafe, Nivhaar vernacular materials	Narak and Netwaar Phonics Story Books printed (1:1 ratio)	8	0	8	8	100%	Achieved as planned	With the help of SIL, CDU and VESP completed illustrating, editing and formatting the story books for Nafe and Nivhaar language primers. Printing and distribution for training will happen in 2022.
				Nafe and Nivhaar Phonics Story Books printed (1:1 ratio)	0	48	48	48	100%	Achieved as planned	
		CDU assist four community schools to develop vernacular materials	Development of five vernacular reading books by each school in Tafea (complete) and 50% in Penama	At-school training to develop books completed	0	0	0	4	0%	Yet to be achieved	Training of provincial officers is anticipated for 2022 and will include key principals. Those trained will then deliver the school level training; however, this is yet to be planned following the training at the provincial level.



Sub-activity		Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
2.1.4.C	Supporting provincial strategic approaches to improve literacy (Tafea/Torba /Shefa) -- <b>Literacy strategy</b>	Torba, Shefa and Tafea PEOs	Three provinces have developed plans to improve literacy.	Three provinces supported sharing successful practices.	Literacy symposium delivered	1	0	1	1	-	Achieved as planned	This sub-activity focused on providing TA support for the PZN to draft and implement their literacy plans and the space to share knowledge around literacy issues (e.g. symposium and workshop).  In December, VESP held a two-day literacy improvement workshop in Port Vila. The workshop brought together PEOs and PSICs under sub-activity 2.1.4.A, with coaches assisting under sub-activity 1.3.2. Other MoET stakeholders provided an update on the outcome of the literacy activities, shared successful practices and lessons learned and reviewed important considerations for 2022 plans.
					TA support to provinces to develop their literacy improvement plans	6	0	6	6	100%	Achieved as planned	
					Provinces shared successful practices (Port Vila workshop)	0	6	6	6	100%	Achieved as planned	
2.2.1	Teachers Qualification Upgrade Policy and NTDP	MoET and TSC	The Qualification Upgrade for In-Service Primary School Teachers Policy Statement and the NTDP finalised for endorsement	Draft versions of the Qualification Upgrade for In-Service Primary School and NTPD ready for review	MoET counterpart leading this activity is appointed and starts engagement	1	-	1	1	-	Achieved as planned	The NTDPDPO and National Teacher Development Coordinator commenced work in September and November 2021. With support from VESP, PEO TED facilitated four technical working group meetings (6 August, 2 September, 12 October, 2 December 2021) to review drafts of the TQUP and the NTPD framework and the direction to the TED unit on progressing the development of the TQUP and NTPD The critical milestones in the implementation of this sub-activity were completed as planned. However, as a whole, it did not manage to complete the documents for endorsement due to delays earlier in the year in securing the officers to lead this activity.
					Initial work plan for this activity completed and submitted for approval	1	-	1	1	-	Achieved as planned	
					Drafts of the TQUP and the NTPD framework reviewed by MoET	0	1	1	1	-	Achieved as planned	
2.2.2	Qualifications upgrading	123 primary school teachers enrolled in the diploma in-service program	Teachers continue their studies in the NUV Diploma in Education (Primary In-Service)	Teachers continue their studies in the NUV Diploma in Education (Primary In-Service)	Shefa	33	33	33	33	100%	Achieved as planned	The 123 primary school teachers enrolled in the diploma in-service program continued their studies during the year’s second half. In July 2021, a Support Team was dispatched by the NUV-SOE to all provinces to assist the 123 In-service teachers who enrolled in the Diploma of Education (Primary, In-service). This team provided the following support to all online students:  • A team leader from the TSC provided social, moral and welfare support to the teachers in the provinces.  • An IT officer provided IT support, including guiding teachers to use the Moodle Platform.  • Course content specialists and one – NUV-SOE English-speaking teaching staff provided course content support
					Tafea	15	15	15	15	100%	Achieved as planned	
					Penama	8	8	8	8	100%	Achieved as planned	
					Malampa	20	20	20	20	100%	Achieved as planned	
					Torba	11	11	11	11	100%	Achieved as planned	
					Sanma	36	36	36	36	100%	Achieved as planned	



Sub-activity	Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes	
											and introduced the Semester II courses to the English-speaking teachers. <ul style="list-style-type: none"><li>Course content specialists, and one – NUV-SOE French-speaking teaching staff provided course content support and introduced Semester II courses to the French-speaking teachers.</li></ul>	
2.3.1.	Year 7 Curriculum Syllabus Development - Core Subjects	CDU	Work plan Syllabus for 5 subjects finalised in English and French	Syllabus for 5 subjects finalised in English and French	Recruitment of Lead Reviewer (Consultant), writer, editors and reviewers completed	18	0	18	18	100%	Achieved as planned	With the help of VESP and MoET Advisers, CDU and VESP completed all the English and French Year 7 syllabuses (10 Syllabus - five FRE and five ENG) within the reporting period. The CDU plans to print and introduce the syllabus to schools in February 2022 prior to the professional learning program in April 2022. VESP will fund the printing of materials and MoET will coordinate the distribution. M&E will also occur in 2022 to identify strengths and areas that may require future strengthening.
					Year 7 curriculum development workplan completed	1	0	1	1	-	Achieved as planned	
					Year 7 syllabus reviewed and finalised	0	1	1	1	-	Achieved as planned	
2.3.2	Year 7 Teacher's Guide Development - Core Subjects	CDU	Teacher Guide templates finalised for writers; writers complete writing induction	Teachers Guide printed for five core subjects in English and French	Work plan and templates finalised	1			1	-	Achieved as planned	All the English and French Year 7 teacher guides (10 Syllabus - five English and five French) were completed and submitted to CDU for printing within the reporting period. These will be printed in January 2022 and distributed with digital copies by the CDU in February 2022. This will be in time for schools to use at the start of the school year. Teachers, school leaders and other stakeholders will undertake collaborative lesson planning as a part of a professional learning program in early 2022. VESP is developing a self-monitoring tool to help schools report on curriculum implementation.
					Writers recruited and trained	7			7	-	Achieved as planned	
					Teacher Guides printed (five subjects) ready for distribution	0	0	0	1	-	Yet to be achieved	
2.3.3	Year 7 Teachers Professional curriculum training package	CDU	Scope of the PD program endorsed	PD program ready for rollout	Outputs for Y7 PD program defined and work plan completed	1	0	1	1	-	Achieved as planned	The Year 7 professional learning program is ready to start. VESP will provide VUV10 million in 2022 to support MoET's April rollout of the professional learning program for the guides and the syllabus. VESP recruited a national coordinator to work with CDU to rollout the professional learning program.
					PD program ready for roll out	0	1	1	1	-	Achieved as planned	
2.3.4	Finalisation, printing and distribution of Bislama dictionaries	CDU	Final review of Upper Primary Bislama dictionary completed	Junior and upper Bislama Dictionaries distributed to all Government and	Junior Bislama dictionary completed and ready for printing	1	0	1	1	-	Achieved as planned	14,500 printed copies of the Junior Primary Picture Dictionary will arrive in Vanuatu in December. The CDU received the final draft of the Upper Primary School Dictionary in French in December. Both

Sub-activity		Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
				Government-supported primary schools	Lower Primary Bislama dictionary ready for printing	0	1	1	1	-	Achieved as planned	dictionaries will be distributed to schools in 2022.
2.4.1	Curriculum implementation monitoring study	CDU and EDS	CIMS design and instruments endorsed by MoET	CIMS final report and recommendations delivered to MoET's SMT	Study design and instruments piloted	1	0	1	1	-	Achieved as planned	Data collection and analysis were completed, but the report is currently being finalised. It is expected to be presented to MoET for comments in early 2022.
					CIMS final report completed	0	0	0	1	-	Yet to be achieved	
2.4.2	Language policy review	CDU and EDS	Language Policy Review report and recommendations delivered to MoET's SMT	Language Policy Review report and recommendations delivered to MoET's SMT								
2.4.3	VANSTA	EAU and CDU staff	VANSTA schedule finalised	95% of Years 4, 6 and 8 students sit VANSTA	Work plan and templates finalised	1	0	1	1	-	Achieved as planned	Data has been collected and analysed. The national VANSTA report was drafted and approved by MoET at the end of December.
					VANSTA assessment delivered in schools, covering 95% of Y4, 6 and 8 students	0	1	1	1	-	Achieved as planned	
MANAGEMENT												
3.1.1	Creation and maintenance of a register of all teachers	IT Unit and OV	Draft implementation plan for the teacher register completed	Teacher register system upgraded and ready for use	Desk review and Requirement analysis completed	1	0	1	1	-	Achieved as planned	VESP and TSC undertook consultations to review the teacher registration system, and started designing the teacher register system framework. VESP undertook a policy mapping exercise to review all TSC policies related to teacher management to inform policy development and implementation.
			Desk review of teacher documents of OV completed		Teacher register system upgrade completed	0	0	0	1	-	Yet to be achieved	
3.1.2	Develop a research policy guideline for MoET	MoET EDS, Finance and other divisions	Cost of Kindergarten and Primary Education, and Teacher Policy Framework and Requirements concept note finalised and approved	Cost of Education and Teacher Supply and Demand studies completed	Piloting of instruments and approval of data collection plan completed	1	0	1	1	-	Achieved as planned	Data cleaning and validation took longer than originally expected, thus delaying the completion of the drafting of the reports. Data is currently being analysed. A report will be ready to be shared with MoET in early 2022.
					Report for both studies completed	0	0	0	1	-	Yet to be achieved	

Sub-activity	Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
3.1.3	Quality data collected on all relevant groups (...).  SIOs, Inspectors and Provincial OV officers from the six provinces, and Penama School Principals	Review for MoET Research guideline started	Research guideline produced	Concept Note for the research guideline completed	0	1	1	1	-	Achieved as planned	The new Research Policy Guideline for MoET is complete. VESP assisted MoET PPU to revise the existing for updating according to current needs and context. After completing the revisions, MoET reviewed the guidelines. VESP prepared a PowerPoint presentation that PPU staff will use to present the Research Policy Guideline to senior management in the Ministry.
				Research guideline produced	0	1	1	1	-	Achieved as planned	
		Desk review for the Key Education Indicators Factsheet started	Key Education Indicators Factsheet developed	Key Education Indicators Factsheet (national and provincial) developed	0	7	7	7	-	Achieved as planned	The national and provincial factsheets were printed in French and English prior to distribution to the provinces.
				Review and selection of education indicators to be included completed	1	0	1	1	-	Achieved as planned	
		Desk review for the Education Statistical Digest started	Education Statistical Digest layout reviewed	Revised layout for the Education Statistical Digest completed	1	0	1	1	-	Achieved as planned	The Education Statistical Digest for 2020–21 was completed and approved by the Ministry in December. Because the Digest is more than 100 pages long, the MoET plans to upload the Digest on its website instead of printing it.
				Education Statistical Digest produced	0	1	0	1	100%	Achieved as planned	
		Penama and Torba principals and SIOs in all provinces trained in OV	Penama and Torba principals and SIOs in all provinces trained in OV	Principals and PEOs - Shefa	0	0	0	146	0%	Yet to be achieved	VESP supported PPU to deliver OV training to 12 participants in Tafea province in December. VESP will work with PPU to deliver more data quality training to provincial officers and school principals in 2022 to guide them to collect and enter accurate data into OV to support good planning and decision-making at MoET.
				Principals and PEOs - Tafea	0	12	12	99	12%	Partially achieved	
				Principals and PEOs - Penama	90	0	90	124	73%	Partially achieved	
				Principals and PEOs - Malampa	0	0	0	145	0%	Yet to be achieved	

Sub-activity	Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes	
				Principals and PEOs - Torba	33	0	33	46	72%	Partially achieved		
				Principals and PEOs – Sanma	0	0	0	188	0%	Yet to be achieved		
3.1.4	Finalise and implement the national school infrastructure plan (NSIDP)	PPU unit	NSIDP Plan reviewed	NSIDP plan developed and endorsed by COM	NSIDP Plan completed and submitted for endorsement	0	1	1	1	-	Achieved as planned	The NSIDP revised plan was developed and approved in principle by the COM. The COM requested another meeting with MoET in 2022 to clarify several questions around costing-savings before formally endorsing the NSIDP.
3.1.5	Planning, Budgeting, Financing and Reporting are aligned	PPU unit	Draft Business Plan for 2022 produced	Timely draft of MoET Business Plan	MoET Corporate Plan for 2022 submitted	0	1	1	1	-	Achieved as planned	The Corporate Plan was finalised and approved in December 2021. Regarding the Joint Annual Review, MoET and its partners agreed to hold this meeting in March 2022. The JSR draft Terms of Reference and program were developed in 2021.
			Annual Joint Review concept drafted	Annual Joint Review held	Joint Annual Review held	0	0	0	1	-	Partially achieved	
3.1.6	Strengthening management systems	MoET Directors, PEO Finance, key principals	School Financial Management Manual, Policies and procedures draft completed	School Financial Management Manual, Policies and procedures completed	Draft School Financial manual, policies and procedures submitted for PEO approved	1	0	0	1	-	Partially achieved	The School Financial Manual is with the PEO Finance and Administration to review and complete the approval process. VESP helped develop a training module for trainers and a self-teaching module on the manual for school administrators to help with training once it starts. The documents are likely to be approved in 2022, followed by training for MoET staff at central and provincial offices. VESP continues to facilitate discussions with the MoET Internal Audit Unit and the MFEM Internal Audit Unit to review MoET's Internal Audit Charter and Audit Committee Charter against the new Public Finance and Economic Management Regulations. A draft recruitment strategy for the ‘independent’ Risk and Audit committee will be developed according to regulatory requirements.
			MoET Financial Management Manual, Policies and procedures draft completed	MoET Financial Management Manual, Policies and procedures completed	Draft FM manual, policies and procedures submitted for PEO approved	1	0	0	1	-	Partially achieved	
			Plan for Finance Management Training of MoET staff prepared (Central and Provincial)	Finance Management Training of MoET staff commenced (Central and Provincial)	Training work plan prepared and training commenced	1	0	0	1	-	Partially achieved	
			Review of Members of MoET Audit committee completed	Review of Members of MoET Audit committee completed	Technical support to the Audit and Compliance Review completed	1	0	0	1	-	Yet to be achieved	
				New audit committee appointed	Requirements and functions of the Internal Audit	0	0	0	1	-	Yet to be achieved	

Sub-activity		Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
					Committee are clear and facilitate the identification of members							
3.1.7.A	OV technical capacity building for developers	MoET IT Unit and education staff in the islands	Five training sessions for developers delivered	Five training sessions for developers delivered	Training session four and five - on HTML, CSS and JavaScript for OV	3	2	5	5	-	Achieved as planned	From August to September 2021, VESP supported the delivery of the fourth and fifth OV training to four MoET IT developers. The training included how to use HTML, CSS and Java Script in OV to improve the user interface
					Draft proposal for the operational structure of the MoET IT Unit	0	1	1	1	-	Achieved as planned	In September 2021, a draft proposal was finalised on the operational structure of the IT Unit and OV Support unit and submitted to MoET's Administration and Finance Director and PPU Director for review and consultation with senior management.
				Enhanced OV modules developed and deployed	Enhanced OV modules developed and deployed	0	0	0	0	-	Yet to be achieved	The limited progress in this sub-activity is due to the challenges of working remotely with an understaffed IT unit. This sub-activity has been deferred to 2022, pending the arrival of the IT adviser in Port Vila.
				Technical user manual developed	Technical user manual developed	0	0	0	0	-	Yet to be achieved	
				System enhancements completed	System enhancements completed	0	0	0	0	-	Yet to be achieved	
3.1.7.B	Review IT Policies	MoET IT Unit	IT Policy review finalised	IT Policy review finalised	ICT adviser relocated to Port Vila and able conduct consultations	0	0	0	1	-	Yet to be achieved	The ICT adviser started reviewing the MoET IT Policy. The review discovered that the 2012 MoET Policy had never been endorsed. In August, VESP submitted a draft IT Disaster Recovery Plan as part of its support to the IT Unit under the draft IT Disaster Policy developed in the first half of the year.
			Awareness completed in provincial offices	Awareness completed in provincial offices	ICT adviser completed the schedule of awareness sessions for provincial offices	0	0	0	6	-	Yet to be achieved	
			MOET's revised IT policy launched	MOET's revised IT policy launched	Draft IT Policy completed ready for approval	0	0	0	1	-	Yet to be achieved	

Sub-activity		Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
3.1.7.C	Review MoET Website	MoET IT Unit	Website review initiated	New website plan designed	Diagnostic report of MoET's website functionalities and future needs submitted for comments to the IT Unit Manager	0	1	1	1	-	Achieved as planned	VESP assisted MoET in implementing the recommendations from the MoET website review. Initial tasks involved transferring the existing MoET website to a Joomla CMS that is easier to update and maintain by non-technical staff such as communications officers. The MoET secured approval from the OGCIO to host the MoET website on Joomla CMS.
			Tender process initiated/approved	New website launched	Requirements and functions of the working group submitted for approval	0	0	0	1	-	Yet to be achieved	
					Technical requirements and request for quote issued to potential vendors	0	0	0	1	-	Yet to be achieved	
3.1.7.D	Improving digital literacy for MoET staff	Senior and mid-level MoET (Central Office), School principals and Deputy Principals; PEOs, Provincial Finance Officers, and SIOs, all provinces	At least two training plans developed	At least four training sessions for MoET staff were delivered in all provinces	Training to MoET staff on MS Outlook	16	0	16	16	100%	Achieved as planned	No training took place from July-December 2022. Training is expected to continue in 2022.
					Training on MS Outlook to newly appointed principals (sub-activity 1.1.4)	54	0	54	54	100%	Achieved as planned	
					School principals attending the Principals IT Conference (PITCon) organised by ViewpX and MoET in Sanma	84	0	84	297	28%	Achieved and surpassed	
			At least two user manuals developed	At least four user manuals updated	Three guides were developed: MS Outlook Fundamentals (reference	3	3	6	4	150%	Achieved and surpassed	VESP supported the review of video conferencing manuals and user guides to update them for technical accuracy and usability. Three video conferencing training manuals were developed for using Teams, Zoom and TrueConf.



Sub-activity		Target group or MoET division	Mid-year target (June 2021)	Annual target (December 2021)	Outputs	Achieved (30 June 2021)	Achieved (30 Dec 2021)	Cumulative progress (2021)	Total target group	Coverage	Status (30 Dec 2021)	End of year implementation notes
					guide), Navigating OV (reference guide), and MoET IT Policies manuals							
3.2.1	Ministry's communication support for COVID-19 response	CDU, SBM, Finance and Administration, Education Services Directorate, ECCE, PPU, etc	Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-Aug 2021	Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-Aug 2021	Meet monthly social media requirements for MoET and DFAT	variable	variable	variable	-	-	Achieved as planned	The Vanuatu Australia School Community Grant video was launched. VESP continued to support MoET to develop print and social media releases, secure agreement for a toll-free number and a zero-rating of the MoET website and disseminate the MoET Contingency Plan. VESP also developed the communications strategy and tools for the Vanuatu Australia School Community Grant during the period.
3.2.2	Emergency Response Fund	MoET	Emergency disaster available for use if required	Emergency disaster available for use if required	Emergency disaster funds remain accessible to support continuity of services	1	1	1	-	-	Achieved as planned	Funding remains available for VESP response to a potential crisis like TC, ash fall, earthquakes or pandemics.

### 3.6 Program monitoring and research milestones

VESP has put considerable effort into strengthening its activity reporting and monitoring capacity during the reporting period. VESPs new reporting approach was used as a vehicle to review and streamline M&E processes across sub-activities, M&E efforts during the reporting period have focused on addressing four important M&E areas:

**Regular activity tracking:** VESP tracks its activities, and sub-activities bi-monthly using an activity matrix, convenes regular weekly stand-up meetings with VESP activity coordinators and holds a monthly technical meeting with both VESP activity coordinators and MoET activity managers. These different methods ensure progress is monitored, and issues are responded to in a timely way. The activity matrix is used to produce the bi-monthly progress reports that highlight achievements, challenges and next steps.

**Strengthening activity alignment to the VETSS and Corporate Plan:** All VESP supported activities and sub-activities were reviewed to ensure they aligned with MoET strategic objectives. VESP staff held three workshops with MoET PPU staff to discuss current VESP support to the Ministry's activities and ensure it aligns with the Government's key priorities. This included a review of indicators and targets to ensure they were consistent with the VETSS. Most activities and sub-activities are ongoing, and some were realigned to the more relevant pillar for 2022.

**Harmonising M&E protocols:** The VESP M&E Officer has been working closely with MoET PPU and VESP activity coordinators to review the current monitoring systems, processes and protocols, including administrative databases such as OV and VANSTA. This process is expected to be finalised in early 2022 to align with the renewed activities and sub-activities.

**Increasing rigour in research processes:** VESP provided support to develop the Ministry's official research policy guideline. This guideline has established a formal structure and process for MoET research in the education sector. VESP has also strengthened its internal research processes by introducing the three-layer bronze, silver, and gold review process. In addition, VESP provided financial and technical support for the development of three research studies across all three priority areas access, quality and management:

- **Access:** A qualitative gender study that assessed barriers to access for girls and boys in Vanuatu's primary school sector
- **Quality:** A CIMS that assessed the extent to which schools are implementing the new curriculum for primary education (Years 1–6)
- **Management:** Two studies, the Cost of Kindergarten and Primary Education Study, and the Teacher Policy Frameworks and Study, will inform how MoET can enhance quality education through policy and implementation mechanisms. These studies will facilitate discussions on the connections between different dimensions of the education system and the challenges faced by schools and management at different levels of the system (national and provincial).

Table 7: Activity and sub-activity progress against program outputs and IOs (31 December 2021)

Activity		Outputs		Intermediate outcomes				End of program outcomes	
Sub-activity		Annual target output indicators (December 2021)		Has it been achieved?	Defined as	Measured as	Latest figures	Targets	Defined as
1.1.1	Women's leadership network	Output 1.1 - Principals have increased ability to lead and manage school improvement, including engagement with the community	60 women in the education sector participate in women's network meeting per province	Partially achieved	IO 1 - Schools provide safe and inclusive learning environments for all students (Data from 2021)	Primary education completion rate - Shefa	92% (all)	TBC	EoPO 1 - More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age
1.1.2	Principals handbook training		410 principals participate in handbook training	Achieved			93% (female)		
1.1.3	Principals Certificate Training		50 school leaders complete leadership certificate course	Partially achieved		Primary education completion rate - Tafea	90% (all)	TBC	
1.1.4	Principals Induction		54 newly appointed principals participate in an induction program	Achieved			88% (female)		
1.2.1	ECCE PSP		6 Provincial ECCE Coordinators and 65 MEOs trained	Not yet achieved		Primary education completion rate - Penama	88% (all)	TBC	
			40 communities participate in PSP				89% (female)		
1.2.2	Inclusion Policy Review		Inclusion Policy Review and Recommendations delivered to SMT	Partially achieved		Primary education completion rate - Torba	86% (male)	TBC	
1.2.3	IE Diploma for teachers		20 teachers complete Year 2 of the IE Diploma at USP	Achieved			105% (all)		
1.2.4	Model Inclusion Schools		Inclusion kits report recommendations enacted	Partially achieved		Primary education completion rate - Malampa	118% (female)	TBC	
			Six good news stories from model inclusion schools shared through social media				93% (male)		
1.2.5	School community communication		Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-August 2021	Achieved		Primary education completion rate - Sanma	94% (all)	TBC	
1.3.1	SIO and School Inspectors PD and support	Output 1.2 - Provincial office staff have increased capability and confidence to support school improvement	All SIOs trained in all (6) provinces	Achieved			93% (female)		
1.3.2	Strengthening provincial coordination and support		Provinces provide an end of year report for grants to provinces initiatives.	Achieved			95% (male)		
							99% (all)		
							102% (female)		
							96% (male)		

Activity		Outputs		Intermediate outcomes				End of program outcomes	
Sub-activity		Annual target output indicators (December 2021)		Has it been achieved?	Defined as	Measured as	Latest figures	Targets	Defined as
2.1.1	Teaching English or French as an additional language (AL) for Y4 to Y6	Output 2.1 - Teachers and principals have increased capacity to implement the K-6 curriculum	By the end of the year, AL trainers from each of the six provinces trained	Achieved	IO 2 - Teachers implementing the new curriculum as intended in the classroom for K-6 (taking into account GEDSI)	Percentage of primary school teachers implementing the new curriculum for primary education (Years 1 - 6)	Unavailable	Available for reporting in 2022 (expected)	EoPO 2 - School principals, teachers, parents and communities collaborate to enable students to achieve improved literacy and numeracy outcomes (measured at Year 4 and Year 6)
2.1.2	CBA		CBA trainers trained to support schools work through the training modules	Partially achieved					
2.1.3	ECCE Lesson planning		800 kindergarten teachers and 65 MEOs trained.	Partially achieved					
2.1.4. A	Supporting provincial strategic approaches to improve literacy (Zone Networks)		Four PZN will provide end of year annual report from each of the provinces (report will talk about the number of teachers).	Achieved					
2.1.4. B	Supporting provincial strategic approaches to improve literacy (Vernacular Materials)		CDU conducts Bloom software workshop for Torba and Penama staff	Achieved					
			CDU works with Torba and Penama community to prepare a work plan for the development of vernacular materials	Achieved					
			CDU conduct Tafea workshops to develop vernacular materials in Nafe & Nivhaar	Achieved					
			Printing and distribution Nafe, Nivhaar vernacular materials	Achieved					
			Development of five vernacular reading books by each school in Tafea (complete) and 50% in Penama.	Not yet achieved					
	Three provinces supported sharing successful practices.		Achieved						
2.1.4. C	Supporting provincial strategic approaches to improve literacy (Literacy strategy)		The Qualification Upgrade for In-Service Primary School Teachers Policy Statement and the NTDP	Achieved					
2.2.1	Teachers Qualification Upgrade Policy and NTDP		Teachers complete two courses within the VITE Diploma in Education (Primary In-Service)	Achieved					
2.2.2	Qualifications upgrading		Syllabus for five subjects finalised in English and French	Achieved					
2.3.1.	Year 7 Curriculum Syllabus Development - Core Subjects		Teachers Guide printed for five core subjects in English and French	Achieved					
2.3.2	Year 7 Teacher's Guide Development - Core Subjects		PD program ready for roll out	Partially achieved					
2.3.3	Year 7 Teachers Professional curriculum training package		Junior and upper Bislama Dictionaries distributed to all Government and Government-supported primary schools	Achieved					
2.3.4	Finalisation, printing and distribution of Bislama dictionaries		CIMS final report and recommendations delivered to SMT	Achieved					
2.4.1	CIMS	Language Policy Review report and recommendations delivered to SMT	Cancelled						
2.4.2	Language policy review	95% of Years 4, 6 and 8 students sit VANSTA	Achieved						
2.4.3	VANSTA								
3.1.1	Creation and maintenance of a register of all teachers	Output 3.1 - MoET has improved	Teacher register system upgraded and ready for use.	Partially achieved	IO 3 - MoET is monitoring systems	Number of eligible schools receiving	73 (46%) ECCE	TBC	EoPO 3 - MoET effectively plans, trials,

Activity		Outputs		Intermediate outcomes				End of program outcomes	
Sub-activity		Annual target output indicators (December 2021)		Has it been achieved?	Defined as	Measured as	Latest figures	Targets	Defined as
3.1.2	Develop a research policy guideline for MoET	capacity to manage system performance data for evidence-based decision-making	Cost of Education and Teacher Supply and Demand studies completed	Achieved	and school performance and using data to inform strategic planning and school improvement (Most recent data from 2020)	school grants - Shefa	80 (83%) Primary	implements and learns from devolution efforts and uses evidence to inform affordable policies and budget decisions	
3.1.3	Quality data collected on all relevant groups (...).		Research guideline produced.	Achieve			28 (97%) Secondary		
			Key Education Indicators Factsheet developed	Achieved					
			Education Statistical Digest layout reviewed.	Achieved					
			Penama principals and SIOs in all provinces trained in OV.	Partially achieved					
3.1.4	Finalise and implement the NSIDP		NSIDP plan developed and endorsed by COM	Achieved		Number of eligible schools receiving school grants (Tafea)	71 (40%) ECCE		73 (92%) Primary
3.1.5	Planning, Budgeting, Financing and Reporting are aligned		Annual Joint Review held	Partially achieved			5 (24%) Secondary		
			Timely draft of MoET Business Plan	Achieved					
3.1.6	Strengthening management systems		School Financial Management Manual, Policies and procedures draft completed	Partially achieved			Number of eligible schools receiving school grants (Penama)		58 (40%) ECCE
			MoET Financial Management Manual, Policies and procedures draft completed	Partially achieved		3 (17%) Secondary			
		Finance Management Training of MoET staff commenced (Central and Provincial)	Not yet achieved						
		Review of Members of MoET Audit Committee completed	Not yet achieved	Number of eligible schools receiving school grants (Torba)		23 (50%) ECCE	24 (92%) Primary		
		New audit committee appointed	Not yet achieved				2 (40%) Secondary		
		Five training sessions for developers delivered	Achieved						
		3.1.7.A	OV technical capacity building for developers	Enhanced OV modules developed and deployed		Not yet achieved	Number of eligible schools receiving school grants (Malampa)		78 (61%) ECCE
Technical user manual developed	Not yet achieved			4 (14%) Secondary					
Systems enhancements completed	Not yet achieved								
IT Policy review finalised	Not yet achieved								
3.1.7.B	Review IT Policies	Awareness completed in provincial offices	Not yet achieved	79 (36%) ECCE					
		MoET's revised IT policy launched	Not yet achieved						
		New website plan designed	Achieved						
3.1.7.C	Review MoET Website	New website launched	Achieved	Number of eligible schools receiving school grants (Sanma)		87 (76%) Primary			
		At least four training sessions for MoET staff delivered in all provinces	Achieved				17 (85%) Secondary		
3.1.7.D	Improving digital literacy for MoET staff	At least four user manuals updated	Partially achieved						

Activity		Outputs		Intermediate outcomes				End of program outcomes	
Sub-activity		Annual target output indicators (December 2021)		Has it been achieved?	Defined as	Measured as	Latest figures	Targets	Defined as
3.2.1	Ministry's communication support for COVID-19 response	Output 3.2 - The MoET is better prepared to manage continuity of learning in emergency or disaster situation	Number of radio, posters, videos, and SMS campaigns agreed with MoET in July-Aug 2021	Achieved	IO 4 - MoET is trialling and evaluating innovative approaches to strengthen support for continuity of services in circumstances of emergency or disaster	Number and type of innovative strategies to support continuity of learning	An online learning management system is being rolled out across all provinces	TBC	
3.2.2	Emergency Response Fund		Emergency disaster available for use if required	Achieved					



## 4 Lessons learned and program risk management

### 4.1 Implementation lessons from the current period

The mid-term review was completed during the reporting period and the subsequent contract extension. The focus on teacher management and PD should be addressed.

### 4.2 Program risk and mitigation strategies

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

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

Risk	Risk level	Mitigation strategy
COVID-19 pandemic	High	Ongoing monitoring of the situation, communication support monitoring of domestic travel, enhanced work-from-home capabilities, face masks to staff in-country and flexibility in work schedule for staff attending their vaccination appointments.  All staff have been double vaccinated.
Natural disasters	High	Ongoing monitoring through official channels, emergency preparedness plan up-to-date, emergency call-free numbers tested and functioning, and general communication support in Port Vila and travelling team members.
Restricted international travelling	Moderate	Revised work and management practices with STAs, including increased communication with VESP activity coordinators
Unaddressed MoET vacancies	High	Raising any issues and potential options to resolve with appropriate Directors  Planning and implementation flexibility
MoET Directors	High	Contracts for all Director positions end in February 2022.  Working with PEO's who will likely become acting Directors until positions are re-filled.

## 5 Program management

### 5.1 Governance

The bi-monthly VESP Steering Committee met twice during the reporting period, in October and December. In the December meeting, the team had the opportunity to share the VESP high-level three-year summary plan. The program holds regular weekly meetings with the Australian High Commission and MoET's Directorate of Policy and Planning. These weekly meetings are part of the program's governance architecture, and they help ensure transparency, accountability, and responsiveness to MoET needs.

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

### 5.2 VESP reporting and deliverables

Table 9 below provides information on the milestones completed in the reporting period.

**Table 9: Reporting deliverables under VESP II**

Deliverable	Due Date	Status
Program Deliverable 2	June	Approved
School Participation Gender Audit	September	
Desktop research	September	
Gender Study Plan		
Qualitative Research Plan		
Program Deliverable 4	July	Approved
Year 7-10 Curriculum Resources Development and Implementation plan		
Milestone 10	August	Approved
VESP II 6 monthly Progress Report and Sector Update (January–June 2021)		
Milestone 19	December	Approved
VESP II three-year Summary Plan		

## 5.3 Staffing

Technical adviser in the reporting period has involved long term personnel and a pool of STAs in supporting MoET in specific activities and developments. The annual cycle of STA input on the program increases after the AP is approved and activities ramp up. The level of STA inputs was 329 days, up from 303 days in the previous six-month period. Overall, this was around 100 days less than the forecast in the AP. STA input days have remained constrained due to COVID-19 restrictions, with support predominantly provided remotely. Particularly low input levels were received from the Teaching Additional Language Specialist and the Provincial Partnerships and Innovation Fund Specialist. Both specialists finished their work on the program during the reporting period, and both cited difficulties in progressing activities without being able to visit Vanuatu. The delay in mobilising the ICT adviser was another factor. The following positions left or commenced with the team during this reporting period.

Table 10: Changes to team profile July–December 2021

	Position	Type	Date
Joined	ICT Adviser	STA	September 2021
Joined	CDU Finance Support Officer	Locally Engaged Staff (LES) part-time during the reporting period	July 2021
Joined	Activity Finance & Administration Support Officer	LES casual during the reporting period	July 2021
Left the program	Teaching Additional Language Specialist	STA	October 2021
Left the program	Provincial partnerships and innovation fund specialist	STA	August 2021
Left the program	Australia Awards Alumni and Promotions Officer	LES	December 2021
Left the program	Learning measurement adviser	STA	December 2021

Table 11 outlines the level of technical inputs that supported the Ministry's priorities and plans during the reporting period.

**Table 11: Short-Term Adviser inputs July–December 2021**

<b>Technical Assistance</b>	<b>July</b>	<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
Monitoring & Evaluation Specialist - TT	16.05	16.20	8.90	14.65	8.40	9.00
Monitoring & Evaluation Adviser - PC		6.00	8.00	8.00	21.00	10.00
Disability Inclusion Adviser	5.0			3.0	3.0	3.0
VANSTA Support Specialist	9.60	9.60	3.90	2.60	7.20	12.50
Finance Management Advisers	5.00	2.00	1.50	1.75	12.00	14.00
ICT Adviser			1.75	6.40	8.50	3.40
Teaching Additional Language Specialist	3.80	3.80	1.30	1.80		
Awards Manager Vanuatu – In-Australia Manager* Includes Assessor	4.00	4.00	4.00	4.00	4.00	4.00
In-Service Teacher Qualification Upgrade Specialist	4.00	4.10	10.00	4.00	9.00	4.00
Provincial partnerships and innovation fund specialist	1.5	1.5				
<b>Total</b>	<b>53.05</b>	<b>47.20</b>	<b>45.35</b>	<b>49.20</b>	<b>73.90</b>	<b>60.40</b>

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

## 5.4 Financial management and budget

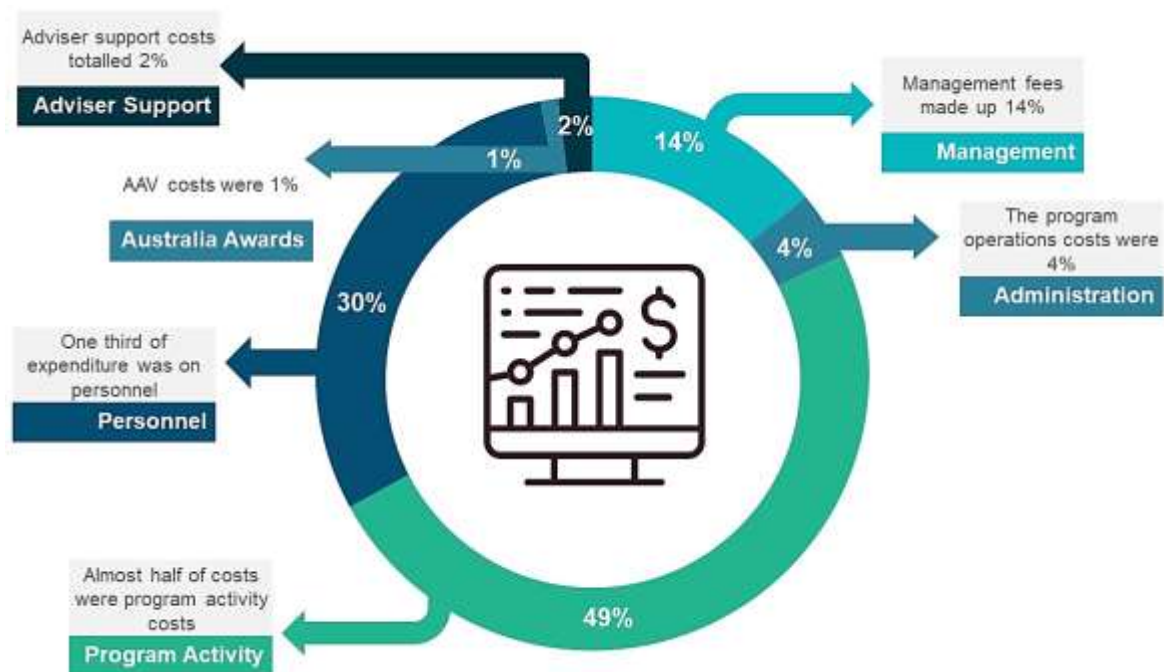
The financial management of the program continues to be sound. Tetra Tech's strong internal systems and processes also support the program's financial management. Throughout the reporting period, the project accountant regularly reviewed financial systems and monitored integrity in the face of existing and emerging risks (remotely). Risk and fraud mitigation remains a high priority and is the responsibility of all program staff. Tetra Tech will provide ongoing fraud awareness and risk management training.

## 5.5 Program resourcing

Figure 37 below outlines the proportion of program expenditure lines for the second half of 2021. AUD 3,406,463.69 was expended during the reporting period.

Project Activity expenditure represents half (49%) of all expenditure. The proportion of expenditure on personnel was less than one third (30%). Adviser support and program administration costs were 6%, and the milestone and management fees made up 13%.

Figure 37: Expenditure line proportions of expenditure July–December 2021



## 5.6 Annual Expenditure Analysis

When comparing the budget included in the 2021 AP and the actual expenditure for the reporting period, program expenditure was more than budgeted (110%). Overall, annual expenditure was at approximately 93% of what was forecast in the 2021 AP. Table 12 provides a breakdown of the expenditure across each category and the percentage expenditure compared to the AP budget.

**Table 12: 2021 AP budget expenditure by category**

Cost Item	January– June (A\$)	July– December (A\$)	% of the budget (as per approved AP)
Long-term Personnel	353,099	358,288	100%
Short-Term Adviser Costs + Pool (Adviser Remuneration Framework – ARF)	223,916	218,662	73%
Long-term Personnel (non-ARF)	288,635	382,750	86%
Short-Term Personnel (non-ARF)	36,697	56,075	130%
Adviser Support Costs	56,931	82,854	50%
In-Country Operational Recurring Costs	84,229	141,089	120%
In-Country Operational Recurring Costs (Motor Vehicle Deduction)	-7,200	-7,200	100%
Program Activities - VESP II	910,701	1,670,413	108%
Program Activities - Australia Awards Vanuatu (AAV)	62,794	44,204	76%
Management Fee + Milestone	591,608	459,326	79%
Total Invoice	2,601,410.21	3,406,464	93%



## **6 Moving forward: 2022**

### **6.1 Challenges and mitigation strategies**

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

#### **Program elements to monitor**

The ICT advisers ability to mobilise to Vanuatu in March 2022 is at risk. This is due to various factors, including relevant countries' response to the COVID-19 omicron variant, that has been causing havoc in the region. The risk of repatriation flight cancellations to Vanuatu at this time is higher than before, and the likelihood of cessation or reduction of these flights is high. In addition, the Ministry's commitment to IT is important, and the IT Manager is currently moving to a part-time position. This has not yet been confirmed. Building the unit rather than one individual is the program's strategy.

The Ministry now has an approved five-year Corporate Plan and an annual Business Plan aligned to the VETSS. They provide VESP with stronger guidance in aligning its program activities with MoET's strategic priorities.

There will be changes in the VESP reporting period from January 2022 to align with Ministry reporting. Reporting requirements will focus on quarterly and annual reporting rather than bi-monthly and six-monthly reporting.

**M&E Planning:** The M&E Officer will continue to work closely with MoET PPU to develop program logics for all sub-activities and harmonise routine monitoring templates across access, quality and management. This will include enhancing systems and processes to collect data to improve quality control of quarterly and annual reporting. The M&E planning approach will ensure all VESP support is aligned with the VETSS and Corporate Plan.

**Changes in MoET leadership.** All Ministry directors will leave their roles by the end of February 2022. Acting officers will be appointed to these vacancies. This is likely to cause delays in all VESP support activities. VESP's Team Leader has intensified his engagement with the Director General and the PEOs likely to be the appointed officers-in-charge. VESP is also ready to support a review of the delegation of authority for signing the local purchase orders to include the new acting officers. This will avoid overloading the Director General.

## Annex 1: Staff Listing

Table 13: Staff List July to December 2021

Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
1. Alan Swan	Curriculum Adviser	LTA	Felicity Nilwo	CDU	David Letichevsky
2. Angela Cincotta-Segi	Teaching English and French as an Additional Language Specialist	STA	Myriam Ware Wia	Overseas	Alan Swan
3. Belynda McNaughton	Provincial Partnerships	STA	Marcel Yamsiu Jean Jacques	Overseas	Roy Obed
4. Bruce Trief	Finance and IT Support	LES – full-time	NA	Vila Mall	Sani Bebe
5. Trisha Aruhuri	M&E Officer	LES – full-time	Marie Keirua	MoET Office	David Letichevsky
6. Florence Bellon	Communications and Strategic Reporting Manager	LES – full-time	Julia Whippy	MoET Office	David Letichevsky
7. Herem Navat	Senior Education Officer	LES – full-time	Jean Jacques Marcel Yamsiu Dick Hopkins	SBM	David Letichevsky
8. Jennifer James	ECCE Specialist	LES - part-time	Smith Anderson	MoET	Alan Swan
9. Joanne Webber	Disability Inclusion Adviser	STA	Marie Jonah	Overseas	Alan Swan

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
<b>10.Johnny Ishmael</b>	Driver	LES – full-time	NA	Vila Mall	Sani Bebe
<b>11.John Niroa</b>	Senior Education Officer	LES – full-time	Jean Jacques Marcel Yamsiu	MoET Office	Herem Navat
<b>12.Leanah Tambe</b>	Teacher Training and PD	LES – full-time	Myriam Ware Wia	CDU	Alan Swan
<b>13.Louise Quinn</b>	In-Service Teacher Qualification Upgrade Specialist	STA	John Kaltau	Overseas	Alan Swan
<b>14.Michael Bracher</b>	Australia Awards Vanuatu Manager	STA	NA	Overseas	David Letichevsky
<b>15.Mayna Pandat</b>	Administration and Finance Officer	LES	NA	Vila Mall	Rebecca Pryor
<b>16.Phil Geeves</b>	Learning Measurement Adviser	STA	Henry Jimmy	Overseas	Alan Swan
<b>17.Pierre Gambetta</b>	Community Advocacy officer	LES – full-time	Myriam Ware Wia	CDU	Alan Swan
<b>18.Rebecca Pryor</b>	Deputy Team Leader, Operations	LTA	NA	Vila Mall	David Letichevsky
<b>19.Roline Guila</b>	Senior Finance & Administration Officer	LES – full-time	NA	Vila Mall	Rebecca Pryor
<b>20.Roy Obed</b>	Senior Education Officer	LES – full-time	Marcel Yamsiu	MoET	Herem Navat
<b>21.Sani Bebe</b>	Operations Coordinator	LES – full-time	NA	Vila Mall	Rebecca Pryor
<b>22.Sonia Wasi</b>	Gender & Inclusion Strategy Officer	LES – full-time	Marie Jonah	MoET	David Letichevsky
<b>23.Telstar Jimmy</b>	AAV Alumni and Award Promotions Officer	LES – full-time	NA	Vila Mall	Vanessa Dick
<b>24.Vanessa Dick</b>	AAV Scholarships Coordinator	LES – full-time	NA	Vila Mall	David Letichevsky

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<b>Name</b>	<b>Position</b>	<b>Staff Type</b>	<b>MoET Counterpart</b>	<b>Location</b>	<b>Supervisor</b>
<b>25.Grace Nicholas</b>	M&E Specialist	STA	NA	Overseas	David Letichevsky
<b>26.Myrna Machuca Sierra</b>	M&E Specialist	STA	NA	Overseas	David Letichevsky
<b>27.Prema Clarke</b>	M&E Adviser	Sub-contractor	NA	Overseas	David Letichevsky
<b>28.Helen Tamtam</b>	Literacy Adviser	LES – part-time	NA	Vila Mall	Alan Swan

## Annex 2: Financial Breakdown

Table 14 below outlines the program activity disaggregated by the End of Program Outcome (EoPO). The table shows that the EoPO2, which is largely associated with the quality of education, is where the biggest expenditure lies.

Table 14: End of program expenditure breakdown

Program Outcomes	Total 2019 (A\$)	Total 2020 (A\$)	January–June 2021 (A\$)	July–December 2021	Three-year %
EoP1	115,693.00	14,233	331,447.85	320,922	70%
EoP2	2,758,886.00	1,231,646	403,278.31	203,022.59	10%
EoP3	615,917.00	228,971	175,527.47	57,907.29	16%
VESP II Cross-Cutting Program	155,328.00	170,605	*	*	4%
<b>Program Activity Costs</b>	<b>3,645,824.00</b>	<b>1,645,455</b>	<b>910,284</b>	<b>1,670,413</b>	<b>100%</b>

\*Traditional cross-cutting costs are embedded; however, a breakdown exists for thematic areas, see Table 10 Costs in 2020 related to COVID-19 and TC Harold.

Key expenditure across end of program outcomes for the reporting period included:

**EoPO1: Expenditure on ‘More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age.’**

**Key areas of expenditure related to:**

- Printing of PSP training materials
- Principals’ induction training and Principals’ handbook training
- Principals certificate training (leadership and management training)

**EoPO2: Expenditure on ‘Improved student literacy and numeracy outcomes (measured at Year 4 and Year 6).’**

Final payments for Year 6 curriculum materials were made during the reporting period. This includes the Year 6 maths textbook, social science student book, teacher guides, and distribution.

Other significant expenditures included:

- Year 7 Curriculum development and resources
- VANSTA
- Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa) incl. PZN and Vernacular development
- Printing of the junior picture dictionary

**EoPO3: Expenditure on ‘MoET effectively plans, trials/implements and learns from devolution efforts and uses evidence to inform decisions.’**

Key expenditures included:

- Quality data collection and analysis, including statistical digest and research activities
- OV investment and capacity building.

**Table 15: Expenditure relating to themed categories**

<b>Expenditure categories</b>	<b>Total 2019 (A\$)</b>	<b>Total 2020(A\$)</b>	<b>Total January–December 2021 (A\$)</b>	<b>Total July–December 2021 (A\$)</b>	<b>Total Cumulative 2019–21 (A\$)</b>
COVID-19*	-	127,281		0	127,281
TC Harold*	-	39,946		0	39,946
Expenditure on gender-focused activities	59,687.83	32,943	-1,448	-3,776	91,183
Expenditure focused on people with disabilities	16,634.48	4,194	25,440	21,065	46,269
Climate Change	-	-	-	-	-
Torba Province	53,734.63	18,631	101,786	65,268	174,152
Sanma Province	166,610.85	70,679	182,594	61,220	419,883
Penama Province	70,457.69	47,484	242,830	130,826	360,772
Malampa Province	99,922.05	81,648	111,241	34,001	292,811
Shefa Province	139,583.82	149,882	335,640	227,349	625,106
Tafea Province	84,486.46	88,634	179,609	97,389	352,730
Private Sector/ Sub-contracts	43,653.16	8,494			52,147
<b>Total</b>	<b>734,770.96</b>	<b>669,816</b>	<b>1,177,692</b>	<b>633,342</b>	<b>2,582,280</b>

\*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).



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

**Table 16: Expenditure by sub-activity**

Activities/Sub-Activities		2021 AP Revised Budget (A\$)	Expenditure 2021 (A\$)	Variance from Budget (A\$)
1.1.1	Women's leadership network	31,250	23,963	7,287
1.1.2	Principals' handbook training	325,000	371,846	-46,846
1.1.3	Principals' Certificate Training	56,250	53,187	3,063
1.1.4	Principals Induction	49,277	48,459	818
1.2.1	ECCE PSP	50,000	51,159	-1,159
1.2.2	Inclusion Policy Review	43,226	54,368	-11,142
1.2.3	Inclusive Education Diploma for teachers	25,000	29,921	4,921
1.2.4	Model Inclusion Schools and kits	59,354	41,891	17,463
1.2.5	School community communication	43,750	17,157	26,593
1.3.1	SIO and School Inspectors PD and support	38,066	39,641	-1,575
1.3.2	Strengthening provincial coordination and support	87,259	67,967	19,292
2.1.1	Teaching English or French as an additional language (Years 4-6)	30,000	48,256	-18,256
2.1.2	Class-based assessment Professional learning program	75,000	54,570	20,430
2.1.3	ECCE Lesson planning	56,250	48,899	7,351
2.1.4	Supporting provincial strategic approaches to improve literacy (Tafea/Torba/Shefa) incl. PZN and vernacular development	181,250	205,184	-23,934
2.2.1	Teachers' qualifications policy and NTDP	21,250	12,066	9,184

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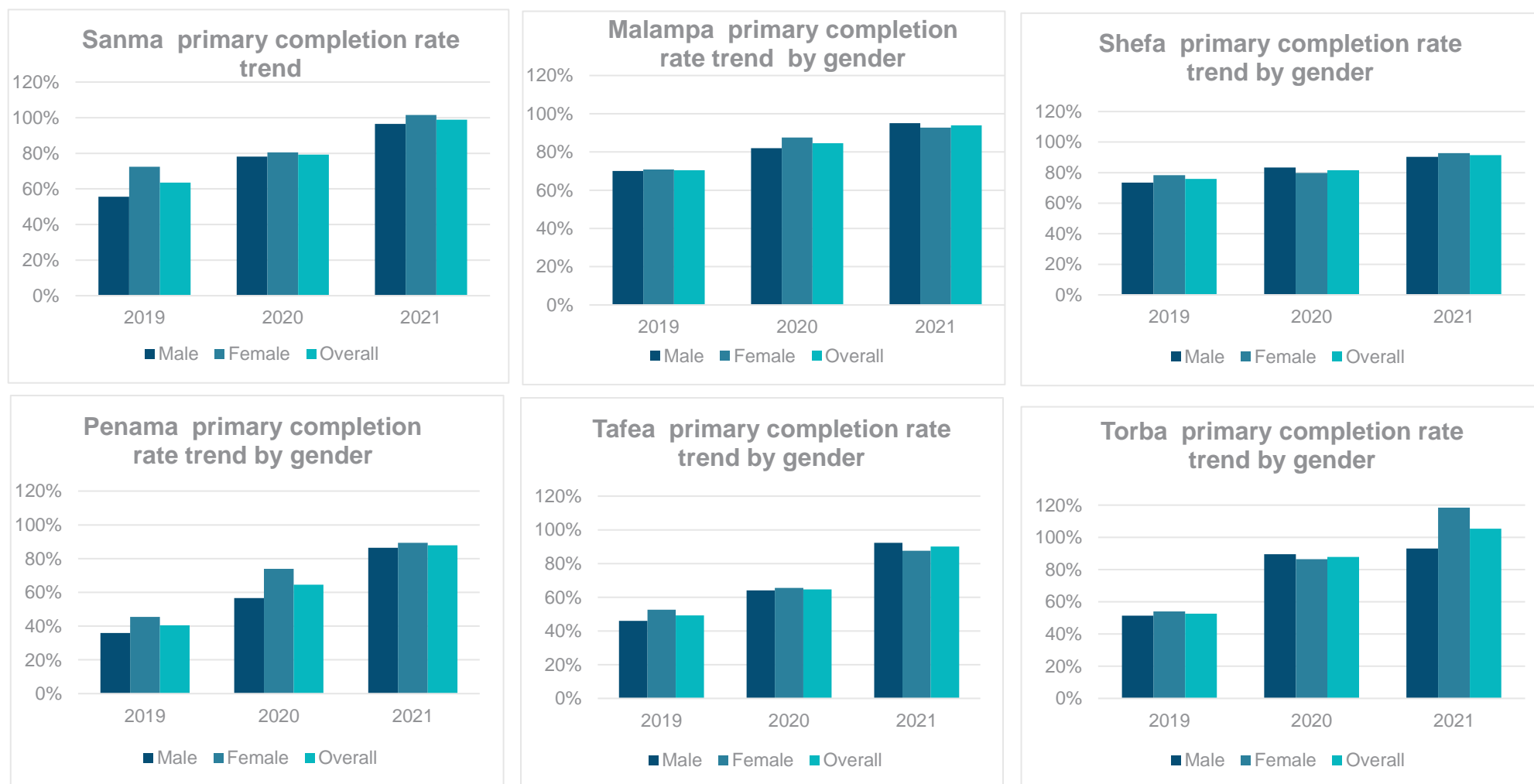
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Activities/Sub-Activities		2021 AP Revised Budget (A\$)	Expenditure 2021 (A\$)	Variance from Budget (A\$)
2.2.2	Qualifications upgrading	37,500	36,520	980
2.3.1	Year 7 Curriculum Syllabus Development - core subjects	-	83,423	
2.3.2	Year 7 Teachers' Guide development - core subjects	325,000	385,122	-352,622
2.3.3	Year 7 Teachers Professional curriculum training package	-	759	-
2.3.4	Finalisation, printing and distribution of Bislama dictionaries	107,807	93,467	14,340
2.4.1	CIMS	56,250	57,358	-1,108
2.4.2	Language policy review	25,000	1,312	23,688
2.4.3	VANSTA	127,500	184,836	-57,336
3.1.1	Creation and maintenance of a register of all teachers	30,000	1,352	28,648
3.1.2	Develop a research policy guideline for MoET	113,532	134,205	-20,673
3.1.3	Quality data collected on all relevant groups (...).	74,326	37,877	36,449
3.1.4	Finalise and implement the national school infrastructure plan	52,541	35,892	16,649
3.1.5	Planning, Budgeting, Financing and Reporting are aligned	43,513	27,783	15,730
3.1.6	Strengthening management systems	151,250	2,459	148,791
3.1.7	3.1.7a OV technical capacity building for developers	22,500	9,678	12,822
	3.1.7b Review IT Policies	22,500	1,824	20,676
	3.1.7c Review MoET Website	12,500	3,932	8,568
	3.1.7d Improving digital literacy for MoET staff	28,340	28,814	-474
3.2.1	Ministry's communication support for COVID-19 response	58,000	12,720	45,280
3.2.2	Emergency Response Fund	62,500	2,459	60,041
<b>Total</b>		<b>2,716,491</b>	<b>2,310,326</b>	<b>352,091</b>

## Annex 3: Analysis of primary completion rate

OVEMIS is continuously undergoing monitoring system improvements, with quality and reliable data improving overtime. As such, the increases in student completion rate are a combination of data quality improvements and increases in student retention.

Figure 38: Primary school completion rate by gender and province (2019–21)



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Figure 39: Trend comparison of primary completion by province (2019–21)

