



**VESP**

**VANUATU EDUCATION  
SUPPORT PROGRAM**

## **Quarter 3 Progress Report**

November 2022



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

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Annex 1: Progress by VESP Sub-activity

## Acronyms

|          |  |
|----------|--|
| ARTTLe   | Assessment Resources and Testing Tools for Learning  |
| CBA      | Classroom Based Assessment                           |
| CDU      | Curriculum Development Unit                          |
| COVID-19 | Coronavirus Disease of 2019                          |
| DFAT     | Department of Foreign Affairs and Trade              |
| EAU      | Examination and Assessment Unit                      |
| ECCE     | Early Childhood Care and Education                   |
| ICT      | Information and Communications Technology            |
| IT       | Information Technology                               |
| M&E      | Monitoring and Evaluation                            |
| MEO      | Mobile ECCE Officer                                  |
| MoET     | Ministry of Education and Training                   |
| MQS      | Minimum Quality Standards                            |
| NTDP     | National Teachers Development Plan                   |
| OV       | Open Vanuatu Education Management Information System |
| PCLF     | Provincial Curriculum Learning Facilitators          |
| PEO      | Provincial Education Office                          |
| PPU      | Policy and Planning Unit                             |
| PSP      | Parent Support Program                               |
| PTC      | Pacific Theological College                          |
| SBM      | School-Based Management                              |
| TQUP     | Teacher Qualification Upgrading Policy               |
| TSC      | Teaching Service Commission                          |
| VANSTA   | Vanuatu National Standardised Test of Achievement    |
| VESP     | Vanuatu Education Support Program                    |
| WASH     | WATER, Sanitation and Hygiene                        |

## Overview of the report

This report provides an overview of the Ministry of Education and Training (MoET) sub-activities supported by Vanuatu Education Support Program (VESP), covering the period from July to September 2022. The change to quarterly reporting represents a step forward in aligning VESP's support to MoET. The goal of this alignment is to ensure VESP's reporting follows MoET's schedules and process, while also complying to Department of Foreign Affairs and Trade's (DFAT) standards.

This report has five sections. The first section presents an overview of implementation progress quarter three. The following sections provide a summary of highlights, challenges, budget progress and next steps for quarter four.

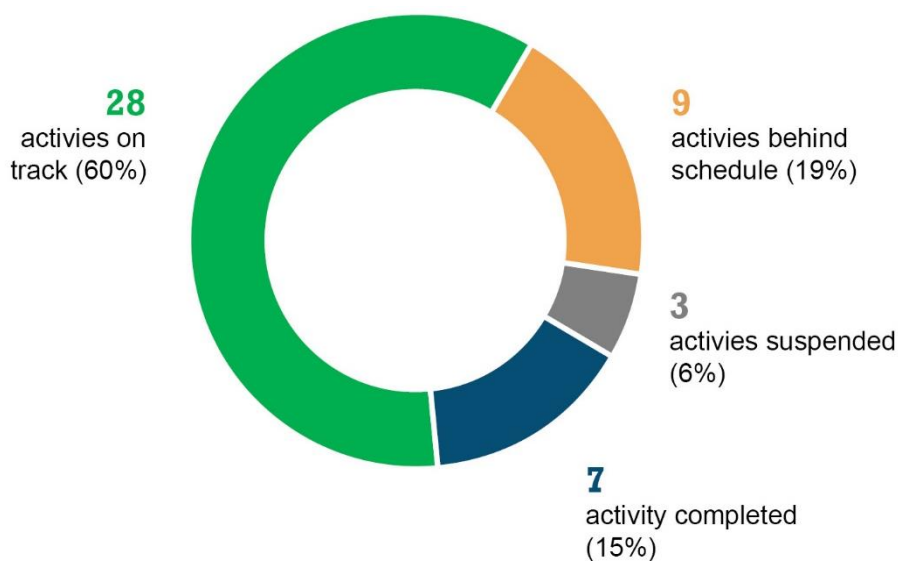
The report also contains an annex with one matrix, containing a detailed overview of VESP's progress, by sub-activity.

## Implementation progress to date

Overall, implementation progressed well during quarter 3, with the commencement of provincial travel and training delivery for most sub-activities. By 30 September 2022, VESP had completed 15% of its sub-activities with MoET.

During the reporting period, the number of sub-activities that were 'Behind schedule' reduced from 54% to 19%. This demonstrates VESP's ability to work flexibly with MoET and adapt to new training schedules and timeframes in response to Coronavirus Disease of 2019 (COVID-19) restrictions during the first six-months of 2022. By the end of quarter three, 75% of sub-activities are on track to meet annual targets, which includes those already completed (n=7). While 19% are behind schedule, most delays are minor and are due to the need for longer consultation time or pending MoET approvals. Three sub-activities have been postponed until 2023 due to other competing priorities. These are: 2.2.1 Review of the Information Technology (IT) policy, 2.4.4 Review of teacher guides for Years 1-3 and 3.1.4 Open Vanuatu Education Management Information System (OV) integrations. Figure 1 provides a visual overview of VESP's progress

Figure 1: Progress against sub-activities from January to September 2022



The below summaries provide a consolidated overview of the highlights and challenges of VESP support, budget progress and next steps.

## Highlights

During quarter 3, VESP worked with MoET to deliver training to teachers, principals, and provincial staff in areas including inclusive education, curriculum implementation, Information and Communications Technology (ICT) and the use of OV, and planning, monitoring and reporting. Seven of VESP's international technical advisers also travelled to Vanuatu for the first time in 2 years to work closely with MoET staff.

### Community engagement

VESP worked with the Early Childhood Care and Education (ECCE) Unit to strengthen provincial community engagement by delivering train the trainer workshops to Mobile ECCE Officers (MEOs). These workshops focused on preparing MEOs to deliver community parent support workshops for school communities.

### Strengthening teaching

This quarter, VESP continued to support the Curriculum Development Unit (CDU) strengthen teachers' ability to implement the curriculum through a range of activities. Good progress was made through provinces strengthening support to schools to implement the curriculum. In addition, support and follow up for Ademap Lanwis, Classroom Based Assessment (CBA) and strengthening literacy in the Early Years progressed as planned.

**Picture 1: Training on CBA in Lingarak Community, Malampa**



### Inclusive education

In partnership with the National Programs Unit, VESP undertook a baseline of all teachers from the Model Inclusion Schools in Shefa province. This baseline will be used to evaluate the inclusive education tools being piloted in the Model Inclusion Schools and inform their expansion to all Vanuatu schools. After the baseline, the teachers received training on how to use the six inclusive education tools.



## Strengthening school leaders

Under the guidance of the Principal Education Officer of Education Services, VESP supported the continuation of leadership and management training to school leaders through the Australian Pacific Training Coalition School Leaders Certificate and the Pacific Theological College (PTC) Diploma of Leadership and Management. Participants will complete their training in 2023.

VESP also worked with School-Based Management (SBM) to finalise the trial of the Minimum Quality Standards survey, and the ICT Unit provided technical support and training to SBM officers on how to administer the survey. SBM commenced the survey as a trial in one school in Shefa province and will continue in quarter 4.

**Picture 2: Launching of Vanuatu Harmonized School Standards), Home School Package, Parent Support Program (PSP) and Assessment Resources and Testing Tools for Learning (ARTTLLe)**



*The launching of Vanuatu Harmonized School Standards, Home School Package, Parental Support Program and Assessment Resources and Testing Tools for Learning shows the great commitments in the education sector of Vanuatu and the great support of a few non-government organizations like VESP.*

**Acting Director of Education Services, Mr. Marcel Yamsiu**

## Provincial coordination and support

Education Services and VESP undertook a survey with the 6 Provincial Education Offices (PEOs) to determine what support was needed in each province. The survey was implemented in 5 provinces online and one face-to-face.

## Information technology

VESP supported the Teaching Service Commission (TSC) and the ICT Unit to finalise OV designs and implementation plans for the teacher register system. The development of the register has now commenced and will continue into quarter 4.

The internet in schools survey has commenced, with data collected in 20% of primary and secondary schools in Shefa, Toba, Sanma, Penama and Malampa provinces. VESP also supported digital literacy training to Tafea and Sanma provinces, which included use of online communication tools and cyber security.

**Picture 3: Digital Literacy training of 123 staffs and principals in Sanma**



*It is essential for MoET to promote digital literacy so that staff are aware of new information and communications technologies and how these tools can be used for better quality education and management to support learning and teaching.*

**MoET Information & Communication Technology Unit Manager, Mr. Emory Tinning**



## Planning, monitoring and reporting

VESP worked with MoET's Policy and Planning Unit (PPU) to deliver training on planning, monitoring and reporting to MoET Directorates to strengthen the alignment of planning to the Corporate Plan and to improve data collection and reporting. VESP also supported PPU to deliver this training out in each province, to ensure provincial staff also had access to the planning, monitoring and reporting tools required.



*The trainings delivered to the six provinces are only a first step. We want to make sure that the provincial education officers feel confident in planning, monitoring and reporting and that ongoing support is provided.*

**PPU Principal Education Officer, Mr. Cobin Ngwero**

VESP worked with the MoET Monitoring and Evaluation (M&E) team to deliver a learning and reflection workshop with all MoET Directorates, to identify what they had been achieved in 2022, and what staff had learnt to support planning for 2023. In addition, VESP worked with The Vanuatu National Statistics Office to review and endorse the 2021 Statistical Digest.

**Picture 4: Gaining expertise in Planning, M&E and Reporting through the workshop co-organised by MoET and VESP**

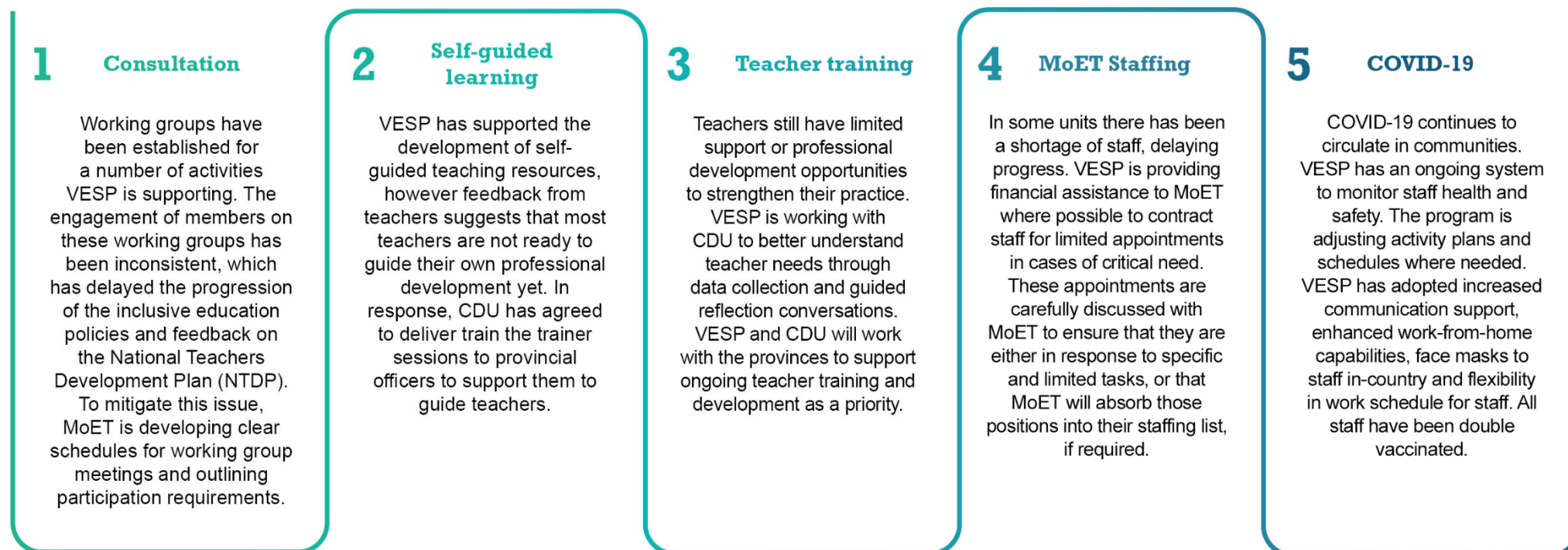


*It is the first time MoET has organised a monitoring and evaluation workshop that involves all the Ministry's key officers. The Vanuatu Education and Training Sector Strategy for 2020 to 2030 has been developed and provides a clear vision to MoET. To achieve the Vanuatu Education and Training Sector Strategy's objectives, we all must work and plan together while also monitoring and reporting on what we do so we can adjust, when necessary*

**PPU Officer, Mr. Hendricks Tabi**

# Key challenges and responses

Figure 2: key challenges and responses



## Budget progress

By quarter 3, 74% (n=47) of sub-activities had commenced project activity spending from the annual budget, and 26% (n=12) had not yet spent allocated funds. This is a result of 3 sub-activities being postponed to 2023, and 9 sub-activities running behind schedule. As such, some of these sub-activities will spend allocated project activity funds in quarter 4, while others will have no spending until 2023.

Figure 3: Budget expenditure from January to September 2022



Project activity budget expenditure from July to September 2022 was in line with the quarter forecast in the annual plan (102%). Major expenditure items included procurement of science books, grammar books and printing of dictionaries. Other areas of significant investment are: professional learning, teacher training in the provinces, OV data entry support, delivery of surveys, and staff travel. This quarter, VESP funded 19 trainings in Port Vila and across the provinces.

To date, 6 sub-activities have exceeded their indicative budget allocation for 2022. However, the program's implementation budget is flexible and responsive to the needs that arise during the year. Consequently, budget forecasts may not always be accurate during the planning stage. Underspends and lower spending in some sub-activities will supplement those sub-activities that have required additional funds.

## Next steps

In quarter 4, VESP will focus on working with MoET to finalise training in the provinces for sub-activities including the Women’s Leadership Network, ICT in Schools, Vanuatu National Standardised Test of Achievement (VANSTA) Principals’ data club, and the Inclusive Education tools pilot in Penama. Data collection will continue for the ICT and Minimum Quality Standards (MQS) survey, and VESP will working closely with MoET to finalise planning for 2023.

Figure 4: VESP next steps

## Next Steps

### Finalise training



Women’s Leadership Network



ICT in Schools



VANSTA Principals’ data club



Inclusive Education tools pilot in Penama

### Data collection



ICT and MQS survey

### 2023 Planning



# Annex 1

Progress by VESP Sub-Activity

**Vanuatu Education Support Program Phase 2**

Q3 Progress Report | November 2022

| Sub-activity (2022) | Annual budget spent (%) | Annual target  | Progress (July to September 2022)   | Next steps   | Progress Rating |
|---------------------|-------------------------|--|---|--|-----------------|
| 1.1.1               | 73%                     | Deliver timely response (within one week) to MoET's requests for communication support | <p>During the reporting period, VESP achieved the following in its support to MoET:</p> <ul style="list-style-type: none"> <li>VESP worked with MoET to finalise the 6 case studies in Santo, collected the data required for the study analysis and completed the phone survey for the Vanuatu Australia school community grant study.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will continue to support MoET's Communications Unit and the Education task force in their COVID-19 response plan.</li> <li>VESP will finalise the Vanuatu Australia school community grant study.</li> </ul>   | On track        |
| 1.1.2               | 46%                     | N/A  | <ul style="list-style-type: none"> <li>VESP's reserve allocation supports MoET's needs emerging from natural disasters to ensure continuity of its operations.</li> <li>These funds have not needed to be used in 2022</li> </ul>   | <ul style="list-style-type: none"> <li>Funding will remain available to support MoET's needs emerging from natural disasters.</li> </ul>   | On track        |
| 1.1.3               | 86%                     | Deliver PSP workshops in 12 communities by December 2022                               | <ul style="list-style-type: none"> <li>VESP supported the ECCE Unit to deliver 7 Train the Trainer workshops to 35 people (13 males and 22 females in Torba province). Participants were trained to work with school communities to conduct community parent support workshops.</li> </ul>  | <ul style="list-style-type: none"> <li>The final three Parent community workshops will be delivered in Torba in Quarter 4</li> </ul>   | On track        |
| 1.1.4               | 30%                     | CDU provides 2 national communication products to schools and communities              | <ul style="list-style-type: none"> <li>VESP supported the CDU to develop one communication product, which is in the final stages of development. The second communication strategy, which is focused on the language of instruction, is under development but will be delayed until 2023.</li> </ul>  | <ul style="list-style-type: none"> <li>CDU will promote the first communications product on social media</li> <li>Consultations will be undertaken to inform the development of the second communications strategy</li> </ul>  | Behind schedule |
| 1.1.5               | 4%                      | 6 Communication products (press release, social media, radio, SMS)                     | <ul style="list-style-type: none"> <li>MoET Education Key Indicators Factsheets were approved, printed and distributed to MoET, DFAT and provinces. The factsheets are available on MoET's website and were disseminated electronically to the MoET network and newspapers.</li> <li>Bislama, English and French language versions of the school grant poster factsheets were approved, printed and distributed to MoET, DFAT and provinces. The posters are available on MoET website and were disseminated electronically to the MoET network.</li> <li>VESP delivered training on speech writing to MoET's key officers (3 females, 2 males).</li> <li>VESP delivered training on emergency communications to MoET's key officers (4 females, 5 males).</li> <li>A photoshoot was undertaken at Central School in Port-Vila.</li> <li>VESP supported the development of 13 social media posts including for literacy day, world clean-up day; the Vanuatu home school package, PSP and ARTTLe.</li> <li>VESP supported the development of 7 press releases on classroom openings in Santo; MoET planning, monitoring and reporting; M&amp;E reflection workshop; asset master plan training; launch of Vanuatu harmonised school standards, Vanuatu home school package, PSP and ARTTLe; and research findings to enhance Vanuatu schools and digital literacy.</li> </ul> | <ul style="list-style-type: none"> <li>VESP will support MoET to provide communications on the school grant program via radio, press, social media and SMS after the elections.</li> <li>VESP will organise one more photoshoot in a school to increase the library of pictures.</li> <li>VESP will develop, print and disseminate MoET 2023 calendars.</li> </ul> | On track        |
| 1.2.1               | 14%                     | Draft 50% of Asset Master Plan   | <ul style="list-style-type: none"> <li>The Architect and Engineering technician specialists commenced work in August to support the design of school infrastructure (including water, sanitation and hygiene – WASH – facilities) that will inform school enrolment projections.</li> </ul>   | <ul style="list-style-type: none"> <li>The architect and engineer specialists will complete the school design, which will inform the drafting of the National School Infrastructure Assessment Report.</li> </ul>  | On track        |
| 1.2.2               | 0%                      | 25 schools provided with ICT assistance  | <ul style="list-style-type: none"> <li>VESP worked with the ICT Unit to provide ICT assistance in 4 primary schools in Shefa province</li> <li>Supported the ICT Unit to install and train staff on the use of the FingerTEC machine for their attendance register.</li> <li>Supported the installation of Microsoft Office Software onto Post-School Education and Training laptops and assisted them with ICT queries.</li> <li>ICT Team conducted a school site survey at two schools to inform the schools' ICT needs. This was in response to a request for IT Assistance from the schools, as they required support to set up a school computer lab, wireless coverage, and FingerPrint access setup.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP's ICT Adviser will continue to support the ICT Unit in providing remote ICT assistance to schools. This includes desktop support and ICT advice as needed.</li> </ul>  | On track        |
| 1.2.3               | 50%                     | High-quality draft feasibility report  | <ul style="list-style-type: none"> <li>VESP contracted Temur Design Sign to support the ICT Unit to administer an internet in schools survey.</li> <li>Data collection has commenced in both primary and secondary schools in Shefa, Torba, Sanma, Penama and Malampa provinces.</li> <li>To date, 20% of schools in Vanuatu have completed the online survey, and data collection is complete in the Northern provinces.</li> </ul>  | <ul style="list-style-type: none"> <li>Survey data collection will commence in Tafea province.</li> <li>The survey will be completed by November, and a final report will be provided by December 2023.</li> </ul>   | On track        |
| 1.3.1               | 41%                     | 57 school leaders graduate from a certified course in                                  | <ul style="list-style-type: none"> <li>Australia Pacific Training Coalition language literacy and numeracy tests were administered, with 20 participants selected and approved for the Australia Pacific Training Coalition leadership training.</li> <li>The 20 participants commenced School Leadership from August to September (12 Males and 8 Females).</li> </ul>   | <ul style="list-style-type: none"> <li>Another 10 participants will join the PTC Diploma in Leadership and Management training in 2023 to complete the Social Analysis and Gender Voices courses.</li> <li>The PTC (Sanma) graduation is planned for early December 2022</li> </ul>  | Behind schedule |



**Vanuatu Education Support Program Phase 2**

Q3 Progress Report | November 2022

| Sub-activity (2022) | Annual budget spent (%) | Annual target   | Progress (July to September 2022)   | Next steps  | Progress Rating |
|---------------------|-------------------------|---|---|---|-----------------|
|                     |                         | leadership and management training  | <ul style="list-style-type: none"> <li>The PTC also delivered the Diploma of Leadership and Management to 40 participants in September (28 Males and 12 Females)</li> <li>A total of 60 principals commenced trained in leadership and management training exceeding the annual target</li> </ul>   | <ul style="list-style-type: none"> <li>Leadership and management training cohorts will complete their studies in 2023, due to the delay in course commencement as a result of COVID-19 border closures in early 2022.</li> </ul>  |                 |
| 1.3.2               | 93%                     | 38 principals participate in handbook training  | <ul style="list-style-type: none"> <li>This sub-activity was completed in June where 35 principals were inducted and trained in using the Principals' Handbook</li> </ul>   | <ul style="list-style-type: none"> <li>VESP will follow up with SBM on continuing support for principals to develop their plans and expectations for 2023.</li> <li>Follow up monitoring, appraisals and assessments to understand principals' performance will be delivered in 2023 by SBM with VESP support.</li> </ul> | Complete        |
| 1.4.1               | 87%                     | Pilot and monitor inclusive education tools in 45 schools in Penama and Shefa                     | <ul style="list-style-type: none"> <li>VESP worked with the National Programs Unit to deliver train-the-trainer workshops on 6 inclusive education tools (Quick Reference Disability Identification Tool, Quick Reference Disability Inclusion Guide, Inclusive Education Policy, Inclusive Literacy Resource, Behaviour Support Plan, Parent Fact Sheet) to principals and teachers in Shefa Model Inclusion Schools (Total 53; female: 39, male: 14).</li> <li>A baseline was completed by all teachers from Shefa model inclusion schools.</li> <li>The 6 inclusive education tools were piloted in Shefa Model Inclusion Schools</li> </ul> | <ul style="list-style-type: none"> <li>Inclusive education train the trainer workshop with 30 model schools in Penama will be delivered next quarter.</li> </ul>  | On track        |
| 1.4.2               | 0%                      | Finalise the 3 inclusive education policies and submit to the senior management team for approval | <ul style="list-style-type: none"> <li>MoET developed the terms of reference for the policy writing groups to complete the first drafts of the inclusive education policies.</li> <li>Discussions commenced to develop the terms of reference for technical advisers to support the drafting and review of the new Gender Equity and Child Safeguarding policy.</li> </ul>  | <ul style="list-style-type: none"> <li>The technical adviser will work with the drafting team to review the 3 inclusive education policies.</li> <li>National Programs Unit will provide an updated review schedule in the next quarter.</li> </ul>   | Behind schedule |
| 1.5.1               | 85%                     | Final version of the statistical digest submitted to Vanuatu National Statistics Office           | <ul style="list-style-type: none"> <li>The Vanuatu National Statistics Office reviewed and endorsed the 2021 Statistical Digest</li> </ul>  | <ul style="list-style-type: none"> <li>The ICT Unit will upload the 2021 Statistical Digest onto the MoET website.</li> </ul>   | Complete        |
| 1.5.2               | 49%                     | 60 schools participate in Professional Learning Program   | <ul style="list-style-type: none"> <li>The harmonization of the Common Assessment Tasks and ARTTLe has been postponed because the Examination and Assessment Unit (EAU) was focused on delivering the ARTTLe documents to schools.</li> <li>The ARTTLe books were laid out with VESP support. ARTTLe training was delivered to 67 principals (during the VANSTA analysis training with VESP support).</li> </ul>  | <ul style="list-style-type: none"> <li>ARTTLe resources will be uploaded to OV for access by schools.</li> </ul>  | Behind schedule |
| 2.1.1               | 1%                      | Progress on a plan for the review of the teacher register system.                                 | <ul style="list-style-type: none"> <li>The TSC and ICT Unit finalised OV designs and implementation plans</li> <li>VESP presented the project plan and designs to TSC, and updated these based on their feedback</li> <li>Revised designs were signed off by TSC, and planning for the development of the teacher register system has commenced</li> </ul>  | <ul style="list-style-type: none"> <li>The development of the new teachers' register system will commence</li> </ul>  | Complete        |
| 2.1.2               | 4%                      | Teacher Qualification Upgrading Policy (TQUP) submitted for approval to Senior management         | <ul style="list-style-type: none"> <li>The In-Service Teacher Qualification Adviser travelled to Vanuatu to work with National Teacher Development Planning Officer and the Teacher Education and Development Unit to progress the TQUP</li> <li>VESP supported the Tertiary Education Directorate to deliver a one-day workshop to review and discuss the TQUP and presented the revised TQUP to the Working Group for endorsement.</li> <li>The TQUP was updated based on workshop recommendations in preparation for stakeholder consultations</li> </ul>  | <ul style="list-style-type: none"> <li>Stakeholder consultations will be held in quarter 4 to receive feedback on the new TQUP</li> <li>TQUP submitted to Senior Management for endorsement</li> </ul>  | On track        |
| 2.1.3               | 13%                     | Draft of the NTDP and submitted to MoET Senior Management Team for comment                        | <ul style="list-style-type: none"> <li>VESP and Tertiary Education Directorate reviewed the NTDP with the assigned working group to discuss and build on the NTDP Framework and consider the elements to be included in the plan (3 females, 9 males).</li> <li>The NTDP Framework was updated to include recommendations from the working group.</li> <li>VESP and the Tertiary Education Directorate developed a draft NTDP template in preparation for the next consultation with the working group in Quarter 4.</li> </ul>   | <ul style="list-style-type: none"> <li>Follow up consultations will be held in quarter 4 to inform the drafting of the NTDP</li> </ul>  | On track        |
| 2.2.1               | 0%                      | Review the IT policy and ensure it is ready for submission to MoET Senior Management              | <ul style="list-style-type: none"> <li>The ICT Unit postponed to 2023 the review of the ICT policy.</li> </ul>  | <ul style="list-style-type: none"> <li>N/A</li> </ul>   | Suspended       |

**Vanuatu Education Support Program Phase 2**

Q3 Progress Report | November 2022

| Sub-activity (2022) | Annual budget spent (%) | Annual target   | Progress (July to September 2022)   | Next steps   | Progress Rating |
|---------------------|-------------------------|---|---|--|-----------------|
|                     |                         | Team by December 2022   |   |  |                 |
| 2.2.2               | 0%                      | Develop a poster on the Language Policy Guidelines to deliver to 437 schools (print ready)                                      | <ul style="list-style-type: none"> <li>This sub-activity has been incorporated into sub-activity 1.1.4 as part of the Curriculum communication strategy.</li> <li>VESP and CDU started working on a communications strategy for the Language of Instruction Guidelines', which will be released when the Bislama dictionaries are distributed to schools.</li> </ul>  | <ul style="list-style-type: none"> <li>Work will continue in quarter 4 to support CDU to develop key messages for primary schools about language(s) of instruction.</li> </ul>   | Behind schedule |
| 2.3.1               | 168%                    | Develop vernacular resources for 10 languages by December 2022  | <ul style="list-style-type: none"> <li>Language resource kits were developed for three languages in Tanna. Each kit contains:                             <ul style="list-style-type: none"> <li>Teacher resource book primer (12 copies)</li> <li>Teacher resource A3 word books</li> <li>A5 readers (26 titles)</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>Materials will be distributed to schools and a follow up visit to each school will be undertaken to monitor the use of these materials.</li> </ul>  | On track        |
| 2.3.2               | 94%                     | 100% of teachers trained in how to use Moodle   | <ul style="list-style-type: none"> <li>This sub-activity was completed in June 2022</li> </ul>  | <ul style="list-style-type: none"> <li>N/A</li> </ul>  | Completed       |
| 2.3.3               | 93%                     | 40 schools provided with professional learning support to implement the CBA training programs                                   | <ul style="list-style-type: none"> <li>VESP and CDU monitored and supported implementation of the CBA manual in 9 primary schools in Shefa province (5 Anglophone, 4 Francophone; 130 participants).</li> <li>An additional, 82 Year 1–6 teachers (51 females, 31 males) have received a CBA monitoring tool that they will submit to CDU and are required to complete the tool to send CDU as part of the monitoring exercise.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will support the review of progress in selected schools.</li> <li>As a result of the progress, VESP and CDU will develop a plan to strengthen implementation and support in 2023.</li> </ul> | On track        |
| 2.3.4               | 152%                    | Train 130 provincial curriculum support officers in Ademap Lanwis   | <ul style="list-style-type: none"> <li>VESP and CDU monitored and supported Ademap Lanwis implementation in 9 primary schools (Shefa province: 5 Anglophone, 4 Francophone schools) to 136 provincial staff including principals, teachers and provincial officers.</li> <li>The CDU and VESP undertook classroom observations of 15 Year 4–6 teachers (9 females, 6 males) during the monitoring visit to the 9 schools.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will support the review of progress in selected schools.</li> <li>As a result of the progress, VESP and CDU will develop a plan to strengthen implementation and support in 2023.</li> </ul> | On track        |
| 2.3.5               | 5%                      | Deliver training to 40 teachers across 3 provinces  | <ul style="list-style-type: none"> <li>VESP and CDU trained 54 teachers (45 females, 9 males) in the Multilingual classroom: Professional learning pilot in Shefa province.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will provide ongoing support to strengthen teacher literacy skills and collaboration between schools</li> </ul>  | Complete        |
| 2.3.6               | 105%                    | Train 120 principals in VANSTA analysis training  | <ul style="list-style-type: none"> <li>VESP worked with the EAU to develop a training package for school leaders.</li> <li>VESP supported the EAU to develop and maintain a VANSTA prototype dashboard and provided training and mentoring assistance to the EAU on the administration of the dashboard.</li> <li>VESP presented and discussed the paper on the principals' data clubs with the EAU Principal Education Officer in preparation for rollout next year.</li> <li>VESP supported the EAU to train 67 principals (14 females, 53 males) in Tafea province.</li> </ul> | <ul style="list-style-type: none"> <li>VESP will support the delivery of principal training in Sanma and Torba provinces</li> </ul>  | On track        |
| 2.3.7               | 68%                     | Train 18 Provincial Curriculum Learning Facilitators (PCLF) in 4 modules to deliver professional learning support to 24 schools | <ul style="list-style-type: none"> <li>CDU and VESP completed the first training of 20 PCLF (9 females, 11 males).</li> <li>VESP and MoET disbursed grants to the provinces to support PEOs</li> <li>VESP and CDU strengthened communications with the PCLF through developing a WhatsApp chat group to support timely communication.</li> <li>To-date, the PCLF has supported a total of 6 schools in Tafea and Shefa provinces and a total of 56 teachers. (Tafea: 2 schools, 16 females, 20 males; Shefa: 4 schools, 14 females, 6 males).</li> </ul>                          | <ul style="list-style-type: none"> <li>VESP will support CDU to deliver the second round of training for PCLFs in Port Vila</li> </ul>   | On track        |
| 2.3.8               | 0%                      | Train 400 Year 7 teachers to implement the Year 7 & 8 curriculum  | <ul style="list-style-type: none"> <li>CDU and VESP finalised the training program and schedule.</li> <li>CDU and VESP trained 170 Year 7 teachers in Sanma, Torba, and Penama (100 females, 70 males) Sanma: 67 teachers; Torba 25 teachers; Penama 78 teachers.</li> </ul>  | <ul style="list-style-type: none"> <li>CDU will continue to train Year 7 teachers to implement the Year 7 and 8 Curriculum</li> </ul>  | Behind schedule |
| 2.4.1               | 102%                    | Train 39 MEOs and 736 ECCE teachers from Tafea, Malampa and Sanma   | <ul style="list-style-type: none"> <li>The ECCE Unit and VESP trained 24 Mobile Education Officers (MEOs) in Tafea (12 females, 1 male) and Malampa (10 females, 1 male) provinces.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will cross-check with MoET to determine how many teachers have been trained by MEOs.</li> <li>VESP will continue supporting the compilation of the ECCE curriculum book</li> </ul>           | On track        |

**Vanuatu Education Support Program Phase 2**

Q3 Progress Report | November 2022

| Sub-activity (2022) | Annual budget spent (%)                                | Annual target | Progress (July to September 2022)   | Next steps  | Progress Rating   |                 |
|---------------------|--|---------------|---|---|---|-----------------|
| 2.4.2               | Year 8 curriculum development                          | 0%            | Develop syllabus and teacher guides for the 5 core subjects in English and French           | <ul style="list-style-type: none"> <li>VESP supported CDU to complete syllabuses for all 5 core subjects in English and French, these have been designed and formatted by a graphic designer.</li> <li>VESP worked with CDU to continue writing the teacher guides.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will finalise the teacher guides to print by December 2022.</li> </ul>  | On track        |
| 2.4.3               | Internal schools' curriculum implementation monitoring | 62%           | Trial curriculum implementation monitoring tool in 10 schools                               | <ul style="list-style-type: none"> <li>A draft school curriculum implementation reflection tool was developed and is available online through Google Forms.</li> <li>PCLFs were provided access to the forms to use when undertaking school support visits.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will provide tablets to PCLFs and deliver additional training on using Google Forms</li> </ul>  | On track        |
| 2.4.4               | Review of teacher guides for Years 1–3                 | 108%          | Deliver report to the Director of Education Services  | <ul style="list-style-type: none"> <li>This sub-activity has been suspended. A monitoring tool has been developed to capture teachers' use of the teacher guides.</li> </ul>  | <ul style="list-style-type: none"> <li>No further steps for 2023.</li> </ul>  | Suspended       |
| 3.1.1               | Strengthening provincial coordination and support      | 71%           | Conduct a survey in the provinces and develop a draft report                                | <ul style="list-style-type: none"> <li>VESP and Education Services carried out online and face-to-face surveys with the 6 PEOs to determine what support they needed.</li> <li>VESP worked with Education Services to finalise the assessment survey questionnaires and finalised the logistics for the survey rollout. The survey was implemented in 5 provinces remotely and one face to face.</li> </ul>   | <ul style="list-style-type: none"> <li>VESP will support MoET to develop training and a capacity building approach for PEOs in 2023 based on the survey results.</li> </ul>   | On track        |
| 3.1.2               | Support the implementation of MQS                      | 6%            | Conduct MQS baseline survey for schools in Efate, Santo, Tanna, Ambae, Malekula, Vanua Lava | <ul style="list-style-type: none"> <li>VESP supported SBM to finalise the MQS survey with the ICT Unit.</li> <li>The ICT Unit trained the SBM Officers on how to access and upload information using the tablets and Kobo Toolbox.</li> <li>SBM commenced the MQS survey in Shefa province (one school) using the Teacher Observation Form.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will support the rollout of the survey in other provinces in 2023</li> </ul>  | On track        |
| 3.1.3               | Strengthening management systems                       | 60%           | Train MoET staff and principals in finance management                                       | <ul style="list-style-type: none"> <li>VESP finalised and submitted the School Finance Management Manual to the Finance and Administration Unit.</li> <li>VESP and the ICT Unit continue to work on the Finance OV modules.</li> <li>The VESP Technical Finance Adviser travelled to Vanuatu to progress the School Finance Manual, the MoET Finance Manual and Policy as well as the school procurement guideline</li> </ul>                                     | <ul style="list-style-type: none"> <li>Planning for the delivery of training in quarter 4.</li> <li>VESP will begin work on the second part of the MoET finance manual in November</li> </ul>   | On track        |
| 3.1.4               | OV integrations  | 0%            | Upgrade and implement OV integration  | <ul style="list-style-type: none"> <li>This sub-activity is deferred to 2023</li> </ul>   | <ul style="list-style-type: none"> <li>This sub-activity is deferred to 2023</li> </ul>   | Suspended       |
| 3.1.5               | Improving digital literacy for MoET staff              | 43%           | 20 MoET staff attend digital literacy training  | <ul style="list-style-type: none"> <li>The ICT Unit delivered digital literacy training in Tafea and Sanma provinces. To date, 71 MoET staff in Efate and 123 staff and principals in Santo were trained, with more training scheduled for quarter 4.</li> <li>The training provided guidance on using Zoom, TrueConf, government email, VOIP, cyber security.</li> </ul>   | <ul style="list-style-type: none"> <li>VESP is supporting the ICT Unit to prepare for training in Penama and Malampa in quarter 4</li> </ul>  | Behind schedule |
| 3.1.6               | OV modules   | 0%            | Upgrade and implement OV modules  | <ul style="list-style-type: none"> <li>The ICT Unit completed the VANSTA OV modules, and continued working on the Finance OV modules with VESP.</li> <li>VESP worked with the ICT Unit to develop the WASH OV modules.</li> </ul>   | <ul style="list-style-type: none"> <li>VESP and MoET will complete the WASH Module by December 2022</li> </ul>  | On track        |
| 3.1.7               | OV technical capacity building for developers          | 51%           | Deliver 5 capacity building sessions to ICT developers                                      | <ul style="list-style-type: none"> <li>This sub-activity is postponed to quarter 4.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will support MoET to deliver capacity building sessions to ICT developers in quarter 4.</li> </ul>  | Behind schedule |
| 3.1.8               | Review MoET's website                                  | 0%            | Update 50 webpages  | <ul style="list-style-type: none"> <li>VESP and the ICT Unit completed the review of MoET website, and purchased the EastDNN template to develop MoET intranet, so that all MoET staff and provincial offices can access the template on the intranet.</li> <li>The ICT Unit and VESP are working with the Office of the Government Chief Information Officer set up a development server to install the new version of the MoET website using Joomla.</li> </ul> | <ul style="list-style-type: none"> <li>VESP will develop a training for MoET staff and PEOs on how to use the intranet.</li> <li>VESP and MoET will work on updates to the webpages</li> </ul>  | On track        |
| 3.1.9               | OV disaster recovery                                   | 0%            | Develop, implement and test disaster recovery plan  | <ul style="list-style-type: none"> <li>The ICT Unit reached an agreement with the Office of the Government Chief Information Officer to host the OV server at the government data centre.</li> <li>The ICT Unit provided a final quote to VESP to approve and purchase relevant server.</li> </ul>  | <ul style="list-style-type: none"> <li>VESP will purchase the equipment's (server) and License before proceeding with the setup and configurations of the server.</li> <li>Migration of OV to new server at the government data centre will be done once the server is setup and configured.</li> </ul> | On track        |
| 3.1.10              | Development of school procurement guidelines           | 0%            | Deliver school procurement manual training to 40 officers in                                | <ul style="list-style-type: none"> <li>VESP returned the draft School Procurement manual to PEO Procurement for further consultation with MoET officers before finalising the document.</li> </ul>  | <ul style="list-style-type: none"> <li>Once the draft guideline is approved by senior management, VESP will support the development of the training package</li> </ul>  | On track        |

**Vanuatu Education Support Program Phase 2**

Q3 Progress Report | November 2022

| Sub-activity (2022) | Annual budget spent (%) | Annual target   | Progress (July to September 2022)   | Next steps   | Progress Rating |
|---------------------|-------------------------|---|---|--|-----------------|
|                     |                         | central MoET and Shefa province   |   |  |                 |
| 3.1.11              | 0%                      | Train 20 women from Provincial Women's Leadership Networks committees in 3 provinces to develop a 3-year workplan | <ul style="list-style-type: none"> <li>This sub-activity is postponed to quarter 4</li> </ul>   | <ul style="list-style-type: none"> <li>VESP and National Programs Unit will deliver training to the Provincial Women in Education Leadership Network in quarter 4.</li> </ul>  | Behind schedule |
| 3.1.12              | 3%                      | Deliver policy awareness training to # stakeholders at the central level  | <ul style="list-style-type: none"> <li>VESP supported PPU to deliver an awareness presentation to stakeholders on the research policy.</li> <li>A total of 30 stakeholders (14 females, 16 males) participated in the awareness training.</li> </ul>  |  | Completed       |
| 3.1.13              | 2%                      | Policy Options Paper submitted for peer review and approved by MoET   | <ul style="list-style-type: none"> <li>VESP and PPU presented the Policy Options Paper and tool to the PPU and Finance officers.</li> <li>Preparations are underway to present the finalised paper and tool to the MoET senior management team</li> </ul>   | <ul style="list-style-type: none"> <li>VESP and PPU will present the options and tools to senior management.</li> </ul>  | On track        |
| 3.1.14              | 115%                    | Deliver training to 38 principals   | <ul style="list-style-type: none"> <li>VESP supported PPU to deliver OV training to 168 newly appointed principals (83 females, 85 males) in Torba (5 females, 8 males), Malampa (27 females, 24 males), Tafea (3 females, 8 males) Sanma (15 females, 25 males), and Penama (17 females, 9 males), Shefa (16 females, 11 males) provinces.</li> </ul>  | <ul style="list-style-type: none"> <li>The ICT Unit is working with TSC to conduct OV training with new principals during induction in 2023, prior to their deployment.</li> </ul>   | Complete        |
| 3.1.15              | 169%                    | Deliver one planning workshop/session with central and provincial stakeholders                                    | <ul style="list-style-type: none"> <li>VESP supported PPU to deliver planning, monitoring and reporting training to the 6 PEOs.</li> <li>A total of 68 provincial staff were trained (30 females, 38 males)</li> </ul>  | <ul style="list-style-type: none"> <li>Program logic workshops will be delivered in November to support planning for 2023</li> </ul>   | On track        |
| 3.1.16              | 85%                     | Formalised M&E function is developed in MoET  | <ul style="list-style-type: none"> <li>VESP's Monitoring, Evaluation, Reporting, and Learning Framework was finalised and submitted to DFAT</li> <li>Training for MoET senior officers was delivered on planning and M&amp;E.</li> <li>VESP delivered a reflection and learning workshop to collect insights on key progress and challenges experienced during the first half of 2022 to inform the MoET 2023 Business Plan activities. A total of 35 representatives (12 females, 23 males) from MoET and VESP participated in the workshop.)</li> <li>PPU delivered provincial training for planning, monitoring and reporting was delivered in all provinces for the first time. A total of 68 provincial staff were trained (30 females, 38 males)</li> </ul> | <ul style="list-style-type: none"> <li>VESP will work with PPU to begin the MoET Monitoring, Evaluation, Reporting, and Learning Plan and provide continued M&amp;E support to the provinces</li> <li>The 2023 M&amp;E Results Matrix will be finalised</li> </ul> | On track        |



