



**VESP**

**VANUATU EDUCATION  
SUPPORT PROGRAM**

## **Quarters 1 and 2 Progress Report**

August 2023



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

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## Annex

**Annex 1:** Sub-activity matrix Q1 & Q2: progress against annual targets

## Acronyms

ARTTLe	Assessment Resources and Testing Tools for Learning
CDU	Curriculum Development Unit
CIP	Curriculum Improvement Program
DFAT	Department of Foreign Affairs and Trade
ECCE	Early Childhood Care and Education
GEDSI	Gender Equality, Disability and Social Inclusion
ICT	Information and Communications Technology
IE	Inclusive Education
IT	Information Technology
M&E	Monitoring and Evaluation
MEO	Mobile Early Childhood Care and Education Officer
MIS	Model Inclusion School
MoET	Ministry of Education and Training
OV	Open Vanuatu Education Management Information System
PPD	Policy and Planning Unit
PSP	Parent Support Program
TC	Tropical Cyclone
TSC	Teaching Service Commission
VANSTA	Vanuatu National Standardised Test of Achievement
VESP	Vanuatu Education Support Program
VPSIG	Vanuatu Primary School Infrastructure Guidelines
WASH	Water, Sanitation and Hygiene

# 1 Overview of the report

This report consolidates the first two quarterly reports of the Ministry of Education and Training (MoET) sub-activities supported by the Vanuatu Education Support Program (VESP), covering the period from January to June 2023. The change to quarterly reporting represents a step forward in aligning VESP's support to MoET. This alignment aims to ensure VESP's reporting follows MoET's schedules and processes while complying with the Australian Department of Foreign Affairs and Trade's (DFAT) reporting requirements.

This consolidated report has six sections. The first section presents an overview of implementation progress in the first two quarters, organised by the three key support pillars: Access, Quality and Management. The following section focuses on progress towards outcomes, providing brief updates on progress towards VESP's short to intermediate outcomes. The remaining sections provide an overview of the key challenges and responses; contributions to gender equality, disability and social inclusion (GEDSI); VESP's mid-year budget update, and the program's next steps.

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

# 2 Implementation progress to date

Overall, the pace of implementation across sub-activities varied in the first six months of the year. By June 2023, 51 per cent of VESP's sub-activities with MoET were on track to completing targets, and sub-activity 2.2.3 Supporting Junior Secondary Curriculum Development was completed. The occurrence of Tropical Cyclones (TCs) Judy and Kevin led to the Government of Vanuatu (GoV) declaring a State of Emergency from March until June. This refocused MoET's priorities for three months to response and recovery efforts, which delayed 35 per cent of VESP's sub-activities and suspended or amalgamated 11 per cent.

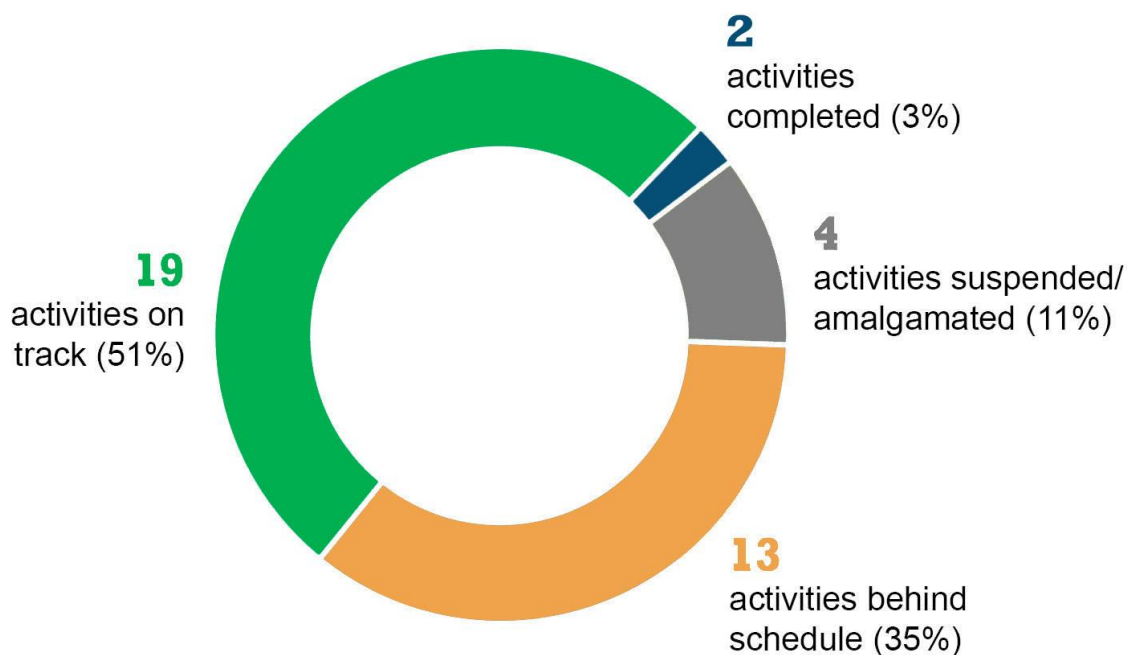
Suspensions and amalgamations were in response to the context in which MoET was operating and an identified overlap in two sub-activities. Sub-activities 2.1.2 Supporting the implementation of the teacher qualification upgrade policy and 2.1.4 Beginning teachers' induction program have been suspended.<sup>1</sup> In addition, sub-activities 2.2.2 Strengthening curriculum communication strategy and 2.2.5 Supporting vernacular instruction study budgets have been amalgamated with 2.2.6 Supporting Strategic approaches to strengthening literacy K-6.

Despite the delays in the first half of 2023, VESP activity coordinators have worked closely with MoET activity managers to reschedule the implementation plans where required. Table 1 summarises VESP's progress with MoET from January to June 2023.

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<sup>1</sup> More information on these suspensions on page 2, in the Annex

Figure 1: Six-monthly progress against targets from January 2023 to June 2023



## 2.1. Access

Under the Access pillar, there are 7 sub-activities, and 57% of these are on track (n=4), two are behind schedule and one is complete. As such, this pillar is tracking well to achieve all annual targets by December 2023.

### Strengthening inclusive education

VESP and MoET have focused on supporting Model Inclusion Schools (MIS) in Shefa and Penama to implement the six inclusive education (IE) tools. This support has involved working with the Provincial IE Coordinators to conduct monitoring visits to understand how teachers implement the six IE resources in MIS. Initial monitoring visits showed that some schools had not started using the tools because principals had not had the time to deliver training to teachers or promote awareness of the tools. In response, VESP supported MoET to deliver follow-up training to eight schools in Shefa to strengthen teacher awareness and application of the tools. Further follow-up training for Penama will be delivered in the year's second half, according to need.

To effectively monitor the implementation of the IE resources, VESP supported MoET to develop an observation tool for school monitoring, a focus group discussion guide, and a midpoint review survey.

The Disability Inclusive Education Policy has been under review since 2021 and a draft has been developed based on community consultation. VESP is part of the inclusive education review team and provided feedback on the draft policy to MoET and the external adviser coordinating the review. In July, a workshop will be held to finalise the policy and identify the process for developing an implementation plan.

### Increase involvement of school communities

VESP effectively collaborated with the Early Childhood Care and Education (ECCE) Unit to define the Parent Support Program (PSP) communications strategy approved and endorsed by MoET.

VESP travelled to Torba with MoET to deliver the Mama Literacy Training of Trainers. Eleven female trainers from Vanualava, Mota and Motalava participated in the workshop in June. In quarter three,

VESP will continue to roll out the PSP with MoET and administer a pre-post survey to better understand how parents use positive parenting approaches.

In addition, VESP supported implementing the PSP communications strategy by printing and disseminating communication materials throughout all provinces.

### Improve school infrastructure

VESP provided technical support to MoET to develop and finalise the Vanuatu Primary School Infrastructure Guidelines (VPSIG) and the provincial primary school infrastructure reports for Torba, Sanma, Penama, Malampa and Shefa. These guidelines have been finalised and submitted to the Director of Finance and Administration for approval. The reports will be presented to the six provincial education officers in a workshop in November to ensure all provinces are aware of the updated requirements for school infrastructure.

After TC Judy and Kevin, VESP also supported MoET in assessing 10 primary schools in Efate to determine whether the school infrastructure met cyclone standards. This assessment has been included in the Shefa Infrastructure report to inform schools of the minimum acceptable infrastructure standards.

### Strengthen response to disaster

VESP worked closely with MoET to support the response and recovery after TCs Judy and Kevin. This work included supporting MoET in Education Cluster meetings, and to monitor and collect real-time data on primary schools impacted during the cyclones to inform the development of the MoET Recovery Plan. It also included the Rapid Needs Assessment data collection in Mele and Ifira Area Council, organised by the National Disaster Management Office. In addition, VESP supported the design and delivery of MoET's communications to schools and communities following the cyclones, including developing one press release, radio ads and seven social media posts.

VESP also supported primary schools by working with the Water Cluster and the MoET Water, Sanitation and Hygiene (WASH) team to prepare WASH and psycho-social messaging for schools.

In addition, VESP developed two videos on the emergency response efforts implemented by MoET and DFAT following TCs Judy and Kevin – one on the Australian Defence Force efforts in schools and one on the efficiency of the data collection for assessing schools across the country.

## 2.2. Quality

Under the Quality pillar, there are 16 sub-activities, and 50% of these are on track (n=8), three are behind schedule and one is complete. Sub-activities 2.2.2 Strengthening curriculum communication strategy and 2.2.5 Supporting vernacular instruction study were amalgamated with 2.2.6 Supporting strategic approaches to strengthening literacy K-6 in response to the Prime Minister's messaging on the use of Bislama in schools and due to implementation delays following the cyclones. Sub-activities 2.1.2 Supporting the implementation of the teacher qualification upgrade policy and the development of the National Teacher Development Plan and 2.1.4 Beginning teachers induction program were suspended due to the transition of responsibility from SoE to TSC.

### Strengthen teachers' management

VESP supported discussions and planning between MoET and the Teaching Service Commission (TSC) on the design of the Teachers' Register System. The register upgrade has completed page upgrades for registration, qualification, professional development, placements, and staff lists.

VESP also assisted MoET in starting a review of critical policies to strengthen teachers' management. This review is undertaken jointly by the Education Services Directorate and the TSC. The review also includes teachers' and principals' job descriptions.

## Vanuatu Education Support Program Phase 2

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VESP has been involved in initial discussions with the School of Education of the National University of Vanuatu to conduct a study tour with a Pacific tertiary institution to learn from their approach and inform an in-service teachers' upgrading program for Vanuatu. VESP has also supported the development of a draft survey to determine the focus for quarterly seminars between lecturers at the School of Education and MoET's Curriculum Development Unit (CDU) staff. Input from CDU is required before the survey can be administered. VESP also provided technical support for developing the terms of reference for contracting a specialist to review the in-service teacher upgrading program. The contracting process is under way, with expressions of interest for the position being called for.

### Strengthening teaching and learning

Following the Prime Minister's announcement on to ban Bislama in classrooms, VESP supported CDU in developing a survey instrument to better understand the use of language in classrooms in primary schools. The cyclones disrupted the survey's administration. In response to the pressing need to clarify the language policy for teachers after the Prime Minister's announcement, a language for learning forum was held to prepare a message to communicate to schools. The forum was attended by 33 MoET central office staff and drafted a statement saying Bislama can be used to assist teaching and learning in the classroom. The draft announcement is with the Acting Minister of Education and Training to consider ratifying.

VESP engaged with CDU to develop a draft National Literacy Strategy to identify approaches to improve student literacy outcomes. The strategy is ready for consultation. In addition, a draft progress map for learning an additional language has been developed, and a corresponding training program is under development.

VESP supported MoET in completing the Junior Secondary Curriculum Development sub-activity, delivering training to Year 7 teachers in Epi and Malampa Province. In addition, VESP is working with the Education Services Directorate to develop a three-year Curriculum Improvement Program (CIP), which aims to strengthen the implementation of curriculum in schools through the development of professional learning programs, training curriculum implementation officers, provincial workshops, coaching and mentoring and school learning communities. This includes finalising a concept plan for the consultation process with the provinces and the terms of reference for a national officer to support the program. An existing curriculum reflection tool is under review to obtain baseline data for the CIP pre-intervention.

VESP supported the facilitation of the curriculum training for all Mobile Early Childhood Care and Education Officers (MEO) and ECCE teachers throughout all provinces. VESP also supported provincial education offices to deliver training to 62 MEOs on the revised ECCE curriculum. To date, 75 per cent of ECCE teachers are now trained in the revised curriculum program.

### Strengthen assessment monitoring and reporting

VESP supported developing the VANSTA data club training program for principals. The training included instruction on how to analyse VANSTA data trends, target setting and planning for improvement.

In addition, VESP facilitated the creation of a class-based assessment training program to enhance teachers' classroom assessment practices. This training is aligned with the Class Based Assessment Guide provided to all primary school teachers. The training will be delivered to provincial curriculum teams in September. The Assessment Resources and Testing Tools (ARTTLe) for Learning will be embedded into this training.

### Strengthen curriculum materials

Following the Prime Minister's announcement, the Director of Education Services indicated that all Years 1-3 teaching guides be translated into English and French. Additionally, the CDU Principal Education Officer requested VESP's support in reviewing the Language and Communication teacher



guides to determine the extent to which adjustments were necessary. VESP supported CDU to create a plan and budget to redevelop the teaching guides.

VESP contributed to distributing the Global Partnership for Education K-3 literacy materials to schools. This activity includes contracting packers and funding a follow-up exercise to monitor whether the materials reached schools.

VESP is working with the ECCE Unit to develop a phonics program for kindergartens to support the implementation of the ECCE curriculum. This has included developing an ECCE training program for teachers.

### 2.3. Management

Under the Management pillar, there are 15 sub-activities, and 47% of these are on track (n=7) and 8 are behind schedule. Most of those behind schedule will undertake a large proportion of the work in Q3 and Q4 to reach their targets.

#### Strengthen data, information and knowledge generation

VESP has been working with the Policy and Planning Directorate (PPD) to design MoET's Monitoring and Evaluation (M&E) Plan. This collaboration has included developing a concept note outlining the plan's approach and terms of reference for an M&E Working Group. The M&E Plan aims to increase MoET staff and implementing partners' knowledge and skills to plan, monitor and report against the Ministry's Corporate Plan. The Director of PPD has endorsed the concept note. In Q3, VESP will work with PPD to finalise the working group and begin consultations with national and provincial staff to inform the development of the M&E Plan.

VESP also supported MoET's Information Technology (IT) Unit to deliver digital literacy training to school principals in Sanma and continued to support Open Vanuatu Education Management Information System (OV) integration by identifying an approach to link the Civil Registry System with OV weekly. This approach aims to strengthen the use of MoET's data and information management.

#### Strengthen policy direction, planning, management and accountability systems

In June, MoET delivered its first Joint Sector Review of the country's early childhood, primary, secondary, technical, vocational, and tertiary education. Over 100 education staff, partners and experts attended to discuss the review of the Ministry's performance against the 2022-2026 Corporate Plan. VESP provided technical, financial and logistics support for the three-day event. MoET Directors and Vanuatu education experts presented the Ministry's achievements and challenges over the past three years and assessed progress towards the outputs and outcomes in MoET's Corporate Plan. The National Sustainable Development Plan (NSDP) Summit recommended that MoET's Corporate Plan aligned to the NSDP indicators and results matrix. As such, the convening of JSR was timely to highlight the need for a review of the Corporate Plan, including the results matrix. Currently, VESP and MoET are writing the aid memoire for the Joint Sector Review to summarise the discussions, decisions, and recommendations to inform future directions.

VESP has also been working with PPD to support planning in the provinces to strengthen the development of business plans and ensure they reflect provincial priorities while aligning with the Corporate Plan. In September, VESP and PPD will deliver planning, monitoring, and reporting training to all provincial education officers.

A financial management capacity assessment was undertaken in six provinces in June to assess provincial education officers' knowledge and skills in financial administration. This assessment will inform MoET of current capacity bottlenecks and the additional support needed for the provinces.

## 3 Progress towards outcomes

### 3.1 Access

#### Strengthening inclusive education and community support

##### IO 1.1 Schools and communities provide safe and inclusive learning environments for all students

The mid-point review of the IE tools<sup>2</sup> showed that while initially there was slow uptake for the tools, over time the review showed that teachers have been using them to guide how they support students with a disability and behavioural issues. Qualitative data indicate that teachers using the IE tools create a safer and more inclusive learning environment for these students. The midpoint review highlighted numerous examples where teachers could identify whether a student had a disability, and the IE tools guided them to take appropriate action to support their specific learning needs in the classroom. This included using the disability identification tool to identify specific characteristics and applying the matching quick reference teaching strategies guide to identify the right approach to support the child. In another example, a teacher noticed a student could not sit still in class and recommended to the parents that the student go to the hospital, where they were diagnosed with a hearing impairment. This example indicates how teachers think more about why some students behave differently and how they use the tools to guide them. VESP and MoET are exploring how to add referral information into the tools to support teachers with the referral process. Two practice examples outlining how teachers have been using the tools are outlined below. VESP continues working with MoET to administer a midpoint survey to understand the differing experiences across all MIS in Shefa and Penama.



We have identified a student with Attention-Deficit/Hyperactivity Disorder, called ADHD in short. We called the parents. The **Quick Reference Disability Inclusive Teaching Guide** helped us, teachers as well as the principal, to identify characteristics and strategies to support the child. In addition, it provided the right language to talk with the child's parents. The parents confirmed that when the child was younger he had an illness that impacted his learning. The child is now improving with the use of strategies from the guide.

**Principal in one of the MIS**

At one of the Shefa province MIS, parent fact sheets were used to support parent-teacher interviews if children had been identified with a possible disability.

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<sup>2</sup> A mid-point review focus group discussion was undertaken with eight Model Inclusion Schools in Shefa Province.



Some parents were in tears because they had labelled their children with negative labels at home. The fact sheets were used in the interviews to help parents understand the reasons for their child's behaviour and strategies they could use to support their children at home. The parents are now using better support at home and are thankful for the information.

**Principal in one of the MIS**

Since 2018, MoET has been raising awareness of the importance of early learning and how parents can contribute positively to their children's learning through the PSP. Since the official rollout of the national program in 2022, there has been promising feedback from parents as they learn about how to enhance positive parenting behaviours in their homes. According to a Shefa teacher, the response from parents following the program has been positive and requests for awareness sessions have increased. In August, VESP will work with ECCE to collect further insights into how parents use positive parenting behaviours at home and within their communities.



I am very moved by the feedback from parents and community members. The Parent Support Program helps them to identify the areas where they can do better and how they can do it using what they already have. We keep receiving requests to run more and more awareness sessions with parents and communities.

**Teacher, Shefa**

### **SO 1.1 Teachers in Model Inclusion Schools are aware of inclusive education practices**

In September 2022, VESP and MoET trained 43 MIS to build awareness of six new IE tools. Schools were provided hard and soft copies of the tools in their preferred languages (Bislama, English or French). A midpoint review conducted with 12 MIS in Shefa (9 principals and 3 teachers) highlighted that the six IE tools increased teachers' awareness of how to communicate and support students with disability or with behavioural issues. The tools also helped teachers communicate student needs to parents, increasing the parents' knowledge of how to support their children at home.

### **SO 1.2 Parents and communities are aware of positive approaches to support their children's education**

In 2023, 62 PSP workshops were delivered in 24 different communities across Torba. The response from parents following the program has been positive, and requests for further awareness sessions have increased. According to one parent, the sessions enhanced their understanding of the role of early learning in a child's development. To date, 1,064 parents have benefited from this program in Torba, and there is a growing demand.



The sessions are very interesting. We did not realise as parents the importance of early learning for our children's future. There are a lot of various ways we can encourage children's learning and use available resources like coconuts, leaves and stones to teach counting for instance.

**Parent who took part in the Parent Support Program**

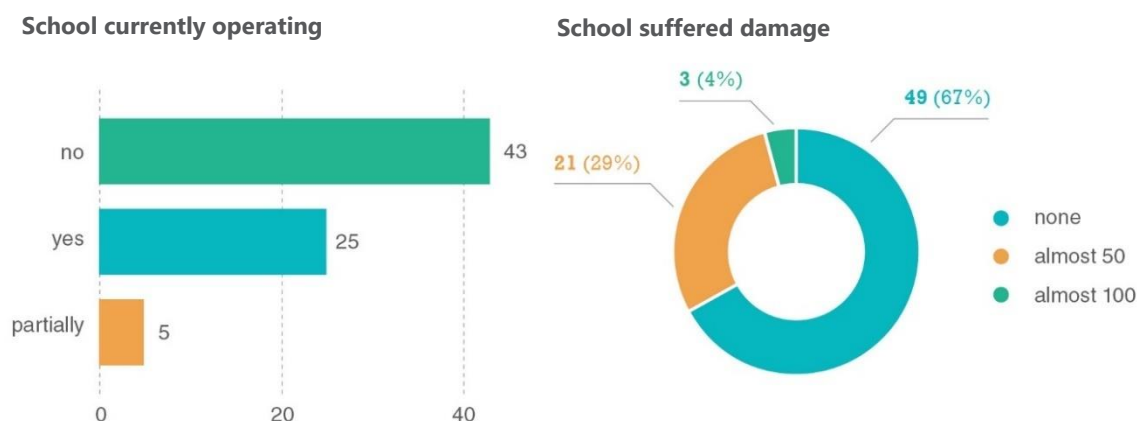
In June, VESP also supported MoET in delivering the Mama Literacy Program (in partnership with Peace Corps) to 12 mothers in Torba. This training program prepares mothers to teach other mothers to read in Bislama and English. Teaching more mothers in the community to read aims to encourage more reading and listening with their children. Evaluation feedback from May indicated that 70 per cent of participants felt they had more awareness of reading and writing skills after the workshop, including a better understanding of phonics and sounds, vowels and blending consonants. One hundred per cent of participants felt that the training would positively impact their daily work, and 70 per cent confirmed that they feel equipped to teach these approaches to other mothers. The broad reach of the PSP in Torba, combined with qualitative evidence, indicates that many parents understand the importance of positive parenting behaviours and how to adopt them in their family unit. In August, VESP will work with MoET to administer a survey to learn more about how parents use positive parenting behaviours with their children.

### Strengthening MoET’s response to emergency and disaster

#### IO 1.2 MoET has strengthened capacity to provide services in circumstances of emergency or disaster

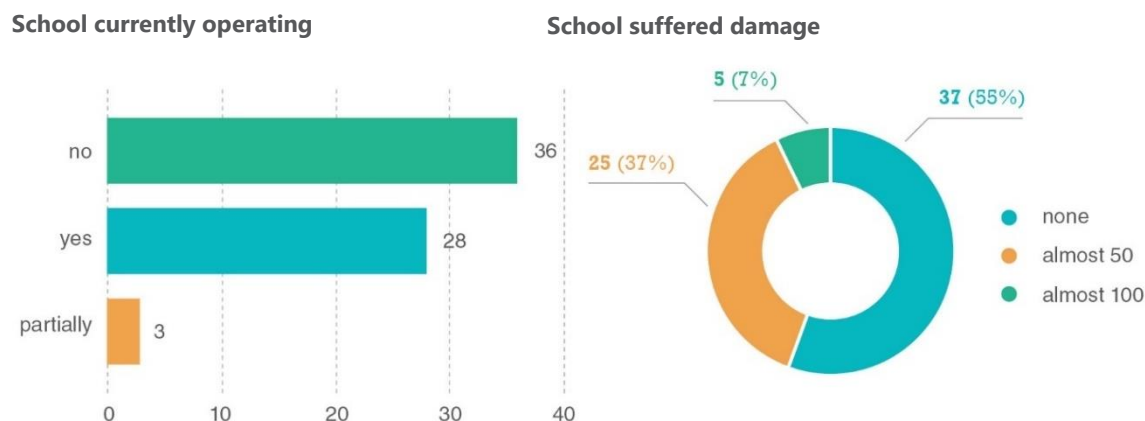
MoET has continued to strengthen its capacity to provide services in circumstances of emergency and disaster. This has included strengthening coordination with all emergency response clusters. VESP supported all education cluster meetings in the wake of TCs Judy and Kevin and worked closely with MoET to support its emergency needs. VESP also worked with MoET to develop a rapid assessment of the operational status of schools after TCs Judy and Kevin, which included the development of a dashboard. Figures 2 and 3 show that only 44 per cent of primary schools (n=140) in Shefa and Tafea were operating in the weeks following the cyclone.<sup>3</sup> In addition, the dashboard showed MoET the extent of damage to schools. In Shefa, 33 per cent of primary schools suffered damage, while 44 per cent suffered damage in Tafea province. This work in real-time data collection has supported MoET’s capacity to provide services following disasters.

**Figure 2: Shefa primary school update post-cyclones**



<sup>3</sup> Ministry of Education and Training, “Dashboard: Rapid Assessment TCs Judy and Kevin”, MoET, 11 April 2023, <http://vanuatuschools.com/>

Figure 3: Tafea primary school update post-cyclones



MoET also effectively delivered its contingency plan in collaboration with other government ministries and cluster groups, with VESP support. This involved MoET collecting and processing data, supporting schools to reopen, addressing school damage and infrastructure requirements, and supporting emergency messaging to school communities.

**SO 1.3 Schools are informed to respond adequately to emergencies**

VESP worked closely with MoET to support the development of MoET’s TCs Judy and Kevin’s Contingency plan and define the budget associated with the disaster response. This included the reactivation of the toll-free emergency line to facilitate the assessment of the schools.

VESP’s communications support also provided critical information to schools to ensure they were adequately informed to respond to emergencies. This support included producing and disseminating one press release, several radio announcements and seven social media posts. VESP also worked with the Water Cluster to support WASH messaging for schools and MoET’s National Program Manager to prepare psycho-social messages for schools. This work ensured that schools were supported to respond adequately during the emergencies.

## 2.4. Quality

### Intermediate outcomes

#### **IO 2.1 Teachers are applying the curriculum and associated principles of teaching, learning and assessment**

Over the past six months, VESP has continued working with MoET to identify the best approach to monitor curriculum implementation. VESP's collaboration with CDU has focused on the importance of data collection and its role in institutionalising the understanding what happens at school level. The Bislama announcement means that survey questions looking at Bislama and vernacular have been removed, and the focus is understanding how teachers apply the English and French curricula.

The curriculum reflection monitoring tool piloted last year with VESP support will be used this year to determine whether teachers are applying the curriculum and associated principles of teacher, learning and assessment. VESP's long term curriculum specialist is working with CDU and VESP's M&E team to assist in the implementation of the tool. This tool will allow CDU to monitor how confident teachers are in applying the curriculum, the extent to which they are implementing it and what resources they have available to support teaching, learning and assessment.

VESP also collaborated with Save the Children/GPE to develop an online dashboard showing which schools have received curriculum resources.

### Short-term outcomes

#### **SO 2.1 Teachers and principals are demonstrating increased confidence to implement the national curriculum**

All 62 MEOs have now been trained in the revised ECCE curriculum, and 75 per cent of the ECCE teachers have been trained and are using the revised curriculum program. Feedback from these training sessions indicates that MEOs and ECCE teachers are more aware of the ECCE curriculum.

VESP also worked with the Education Services Directorate to develop a three-year CIP to strengthen teaching and learning throughout the provinces. The CIP aims to ensure teachers and principals have the skills to implement the national curriculum. To date, Year 1-7 teachers have received training from MoET in areas including teaching and learning, literacy and class-based assessment. To complement the CIP, VESP and CDU have developed a training program to enhance teachers' classroom assessment practices.

VESP has also supported CDU in designing a program for teaching and learning foreign languages, with an emphasis on French and English. This tool will be implemented in the second half of the year to determine its potential to increase teachers' abilities to monitor student literacy development.

#### **SO 2.2 Teachers and principals have access to curriculum resources, training, and support**

VESP, in collaboration with the Global Partnership for Education, has supported the development and distribution of literacy resources for Kindergarten to Year 3 (K-3) classes to ensure they have the materials they need to deliver the curriculum, training and support in schools.

VESP provided financial and logistical support to deliver K-3 literacy materials to schools in Sanma and Malampa. These resources included K-3 Radio Reading Programs, picture dictionaries for Years 1-3 classrooms, and support for distributing replacement school materials following cyclones.

VESP is also supporting the update of Years 1-3 teacher guides. A budget and plan to upgrade teacher guides have been developed, and a survey was designed to gain insights into how to structure the content of the revised teacher guides. This will ensure the new teacher guides are relevant and accessible for teachers. These guides are likely to be distributed in 2024. VESP also supported CDU to coordinate and deliver Junior Picture Dictionaries to more than 400 schools across Vanuatu.



## 2.5. Management

### Intermediate outcomes

#### **IO 3.1 MoET is monitoring systems and school performance and using data to inform strategic planning and school improvement**

Every year, VESP supports MoET to analyse raw administrative data to develop MoET's Statistical Digest. This work provides a summarised report that MoET staff can use to inform strategic planning and school improvement. VESP will continue to work with MoET to identify ways they can support staff to use data in their daily work to inform future planning.

MoET held its first Joint Sector Review in June to further support monitoring systems. This event allowed all Directorates to present their work and progress towards achieving their Corporate Plan outcomes. The Joint Sector Review showed that MoET's administrative data through VANSTA and OV provided some insights into school performance and system monitoring. But it also showed that further resourcing for data collection is required to inform and enhance strategic planning and school improvement.

Recommendations from the Joint Sector Review included reviewing MoET's results framework to align with indicators in the NSDP and motivating data owners to improve data quality. One strategy that will support this is the development of MoET's own M&E Plan. The M&E Plan will include an overview of administrative data and other data collection approaches required for reporting. A MoET M&E Working Group will be established to support units in developing their monitoring plans. It will also include an approach to resource M&E capacity strengthening. This approach will help ensure MoET staff and provincial education officers have the skills to monitor and report against MoET's Business Plan, provincial plans and school strategic plans.

#### **IO 3.2 Principal Education Officers can guide principals in developing effective School Strategic Plans**

In 2022, VESP worked with the School Based Management Unit to administer a survey to understand why schools do not monitor school strategic plan targets. Data showed that provinces are finding it challenging to visit and engage with all schools since the dissolution of the school inspector officers in 2021. As such, there are limited resources to support schools to monitor school strategic plans, and where there is resourcing, it is centralised. In 2023, VESP supported the School Based Management Unit to continue designing a series of professional development workshops to upskill provincial education officers in response to the needs outlined in the survey responses. This upskilling includes strengthening the coordination of provincial education officers with area councils and other levels of governance across the provinces. These workshops were delayed due to TCs Judy and Kevin, and the first two workshops are planned for July 2023.

### Short-term outcomes

#### **SO 3.1 MoET, including Provincial Education Offices, have improved capacity to manage system performance data for evidence-based decision-making and planning and supporting schools**

VESP is working with PPD to prepare training materials for planning and M&E workshops with all provincial education officers in September. These training sessions will build on the first workshops delivered to the provinces in October 2022. VESP and PPD will travel to all provinces to work with provincial education officers to strengthen their capacity to manage system performance data.

Digital Literacy Training for Sanma School Principals was delivered in June to support principals in using OV to manage system performance, including entering enrolment data. However, due to the two cyclones in March, there have been delays in entering school enrolment data in 2023. VESP is working with MoET to develop a data club training program for principals, including how to look at VANSTA trends, target setting and planning for improvement. In addition, School Finance

Management Manual training was delivered for Torba, Penama, Sanma, and Malampa schools. As such, VESP is working with the provinces and schools in various areas to strengthen data for evidence-based decision-making.

### **SO 3.2 School principals have increased their awareness and knowledge of school based management and leadership practices**

In Tafea, 55 school principals attended the social analysis course of the VESP supported school leadership and management training. According to one participant, the workshops addressed many issues principals often face in school, such as managing financial challenges and working with parents. Feedback from principals indicates that they are applying their learning in practical ways. VESP will support further data collection of stories over the next six months to further understand how the training is supporting an increase in knowledge of school-based management and leadership practices.



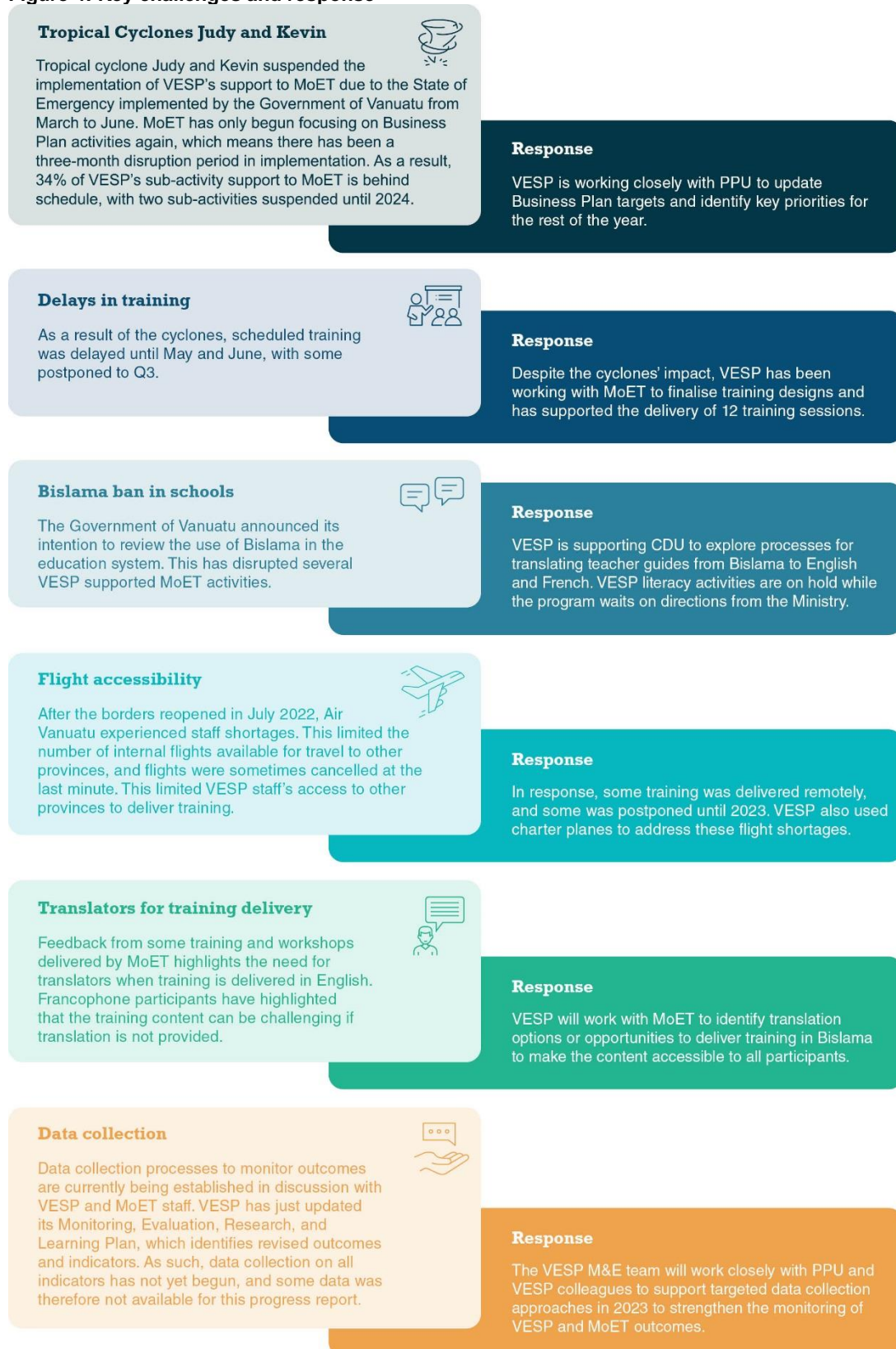
We can apply what we are learning in a very practical way and identify the solutions for our very own challenges, like education disparities in terms of access, financial resources, parental support and so forth.

**Principal who took part in the Leadership and Management Training**



## 4 Key challenges and responses

Figure 4: Key challenges and response



## 5 GEDSI Highlights

VESP and MoET continued to promote and advocate for gender, disability and social inclusion across its activities. This was achieved through collaboration and effective participation of diverse stakeholders to support females in training, incorporate GEDSI into guidelines and teaching resources, translate IE resources, deliver refresher training to teachers in MIS and participate in reviewing the draft disability inclusion policy.

Figure 5: GEDSI highlights



### **Support to review IT policy**

- The IT Policy includes provisions addressing GEDSI considerations

### **Supporting school leaders' certificate training**

- As much as possible, selecting participants follows the provision for an equal number of males and females in the draft policy's selection criteria.

### **Statistical digest**

- A discussion on disability data was conducted during the 2022 education statistical digest data collection. The inclusion of disability data will cover only the MIS initially.

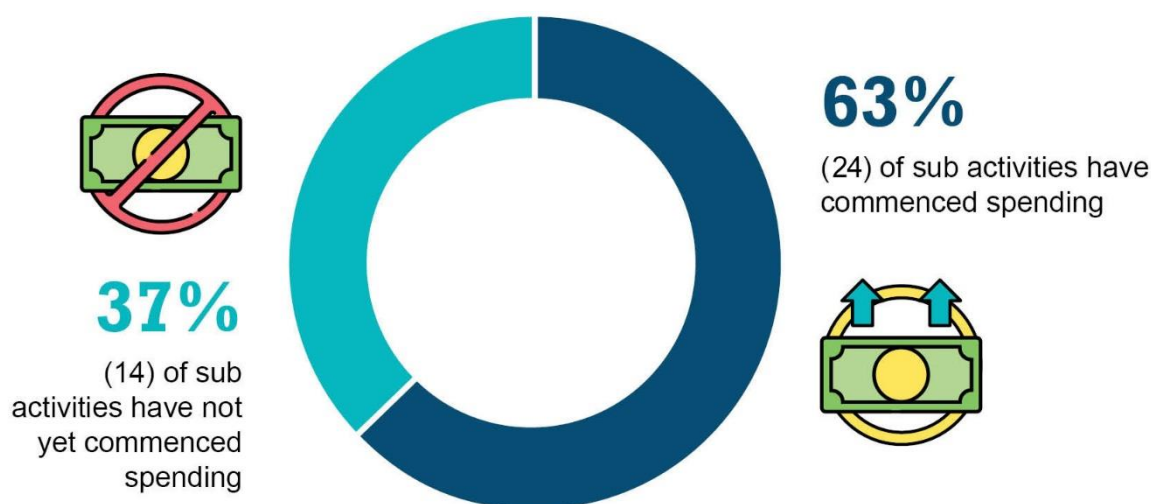
### **OV integration**

- Inclusive design and accessibility features were considered when designing and developing these features.

## 6 Budget progress

During the first six months of the year, 63 per cent (n=24) of sub-activities used allocated funds from the annual budget, and 37 per cent (n=14) have not spent any allocated funds to date. The delay in sub-activity spending and implementation is due to TCs Judy and Kevin, which postponed many planned work activities until Q3.

Figure 6: Budget expenditure from January to June 2023



Key expenditure items over the first six months included:

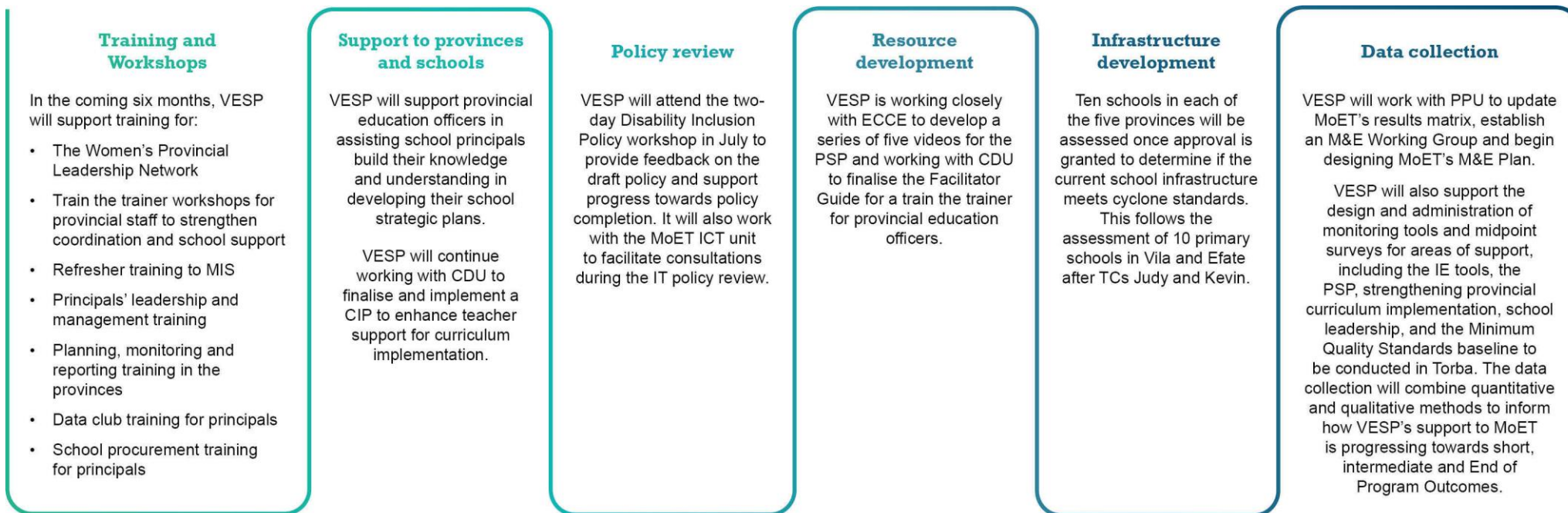
- training in PSP in Torba
- implementing the Asset Master Plan
- contributing to the emergency response fund
- supporting Junior Secondary Curriculum Development
- supporting the creation of a teachers' register system
- supporting literacy resources for schools
- strengthening management systems
- supporting the Joint Sector Review

To date, one sub-activity has exceeded its indicative budget allocation for 2023. This was to conduct school monitoring visits to assess the quality of school infrastructure post-cyclones. The program's implementation budget is flexible and responsive to the needs that arise during the year. As such, underspends and savings in some sub-activities have been reallocated to those requiring additional funds.



# 7 Next steps

Figure 7: Next steps



## Annex 1: Quarterly progress against annual targets

Table 1: Quarter 1 progress against targets by sub-activity

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating
1.1.1 Supporting Model Inclusion Schools	0%	10 Model Inclusion Schools participate in the evaluation of six inclusive education resources  45 MIS are using six inclusive education resources	<ul style="list-style-type: none"> <li>VESP assisted MoET in reprinting and distributing more copies of the six inclusive education resources to two Shefa model inclusion schools that lost their copies during TCs Judy &amp; Kevin.</li> <li>VESP worked closely with MoET to translate and adapt two of the six inclusive education resources (inclusive literacy resource and parent fact sheets) into French and Bislama.</li> <li>VESP collaborated with MoET through the Penama Inclusive Education Coordinator to monitor the trial of the six inclusive education resources in Penama model inclusion schools.</li> <li>VESP supported MoET with land and sea transport to bring the Vanuatu Society for People with Disability officer to Eles school to assess a child with reduced mobility. The assessment resulted in requesting the child's mother to bring him to Vila Central Hospital for further medical assessment regarding his talipes equinovarus (known as clubfoot) and undertake surgery. The Vanuatu Society for People with Disability Officer advised that they would provide the child with a walking frame instead of a wheelchair because it would support his mobility better.</li> </ul>	On track
1.1.2 Support for inclusive education policy review	0%	inclusive education policies are drafted and submitted	<ul style="list-style-type: none"> <li>MoET's policies drafting team reviewed the priorities and procedures for the Disability and Inclusive Education Policy.</li> <li>The Child Safeguarding Policy and Gender Equality Policy have been postponed until 2024. However, the Inclusive Education Policy review is still on track for this year.</li> </ul>	On track
1.1.3 Women leadership in education provincial network	15%	10 male principals or teachers participate in professional development training at the provincial level	<ul style="list-style-type: none"> <li>Activities have moved to the second quarter due to unreliable Air Vanuatu flights to the rural provinces.</li> <li>Planning and discussions were undertaken to present the 2021 Gender Study findings to the Senior Management Team in the second quarter.</li> </ul>	Behind schedule
1.2.1 Support to corporate education communication	38%	24 Communication products (press releases, posters, social media, radio, SMS) created	<ul style="list-style-type: none"> <li>VESP assisted MoET in ensuring 2023 calendars were designed, approved and printed – 1,500 in English and 500 in French.</li> <li>VESP supported MoET's back-to-school campaign, including 168 radio ads, one radio interview of the Education Services Director, six ads in the newspaper, a banner on the MoET website, 10 Facebook posts on the MoET page, three SMS to all mobile users, internal email, email signatures and three press releases.</li> <li>Promotion of the new school in Beverly Hills: two press releases, two social media posts and one radio interview.</li> <li>VESP worked with MoET to celebrate the International Day of Education on 24 February 2023, including a Facebook event, branding support, logistic support, one press release and eight Facebook posts.</li> <li>Support the communications unit with ongoing activities: three press releases, seven social media posts to highlight MoET achievements or observance days.</li> <li>VESP supported the formatting of the 2022 Quarter 4 Report, 2023 Annual Plan, 2022 Annual Report and Vanuatu Australia School Community Report</li> <li>VESP supported the format and layout of MoET Q3 and Q4 Reports.</li> <li>VESP supported the VESP Steering Committee Meeting.</li> </ul>	On track

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating	
1.2.2	ECCE Parent Support Program	1%	400 parents participate in community forums in Torba Province (incl. 12 parents in the Mamma's Literacy activity)	<ul style="list-style-type: none"> <li>VESP and MoET, through the Curriculum Development Unit (CDU), could not travel to Torba to monitor the task force and determine the progress of the rollout of the Parent Support Program. The monitoring visit has been postponed until May 2023 due to the two cyclones.</li> <li>Planning and logistical arrangements on flights are under way for the Mama English Literacy Classes. Training is confirmed to resume in early June 2023.</li> </ul>	Behind schedule
1.3.1	Asset master plan	40%	Asset Master Plan ready to be submitted to the Senior Management Team	<ul style="list-style-type: none"> <li>During this reporting period, VESP through the Education Infrastructure Specialist presented Torba and Sanma primary school infrastructure reports to the VESP steering committee.</li> <li>VESP supported MoET in completing the Penama and Shefa Primary School Infrastructure reports and submitted them to the Principal Education Officer of the Facilities Unit.</li> <li>VESP supported a rapid review of the impacts of TCs Judy and Kevin by assessing the damage to 10 primary schools in Efate.</li> </ul>	On track
1.4.1	Emergency response fund	0%	n/a	<ul style="list-style-type: none"> <li>VESP supported MoET with contributions to the Education Cluster, including attending meetings.</li> <li>VESP worked closely with MoET by providing input into MoET's Response Plan.</li> <li>VESP assisted MoET in producing three press releases, 160 radio ads, four SMS and 28 social media posts.</li> <li>VESP supported testing of free access to the MoET website with Digicel and Vodafone.</li> <li>VESP supported the reactivation and testing of the MoET toll-free line.</li> <li>VESP partnered with the Water Cluster and the MoET water, sanitation and hygiene team to prepare the water and sanitation messages targeting schools.</li> <li>VESP partnered with Save the Children and the MoET National Program Manager to prepare the psychosocial messages targeting schools.</li> <li>VESP assisted MoET in communicating with partners on the emergency actions to be taken – including extracting the data from Kobo for the National Disaster Management Office, Department of Water and the Food Cluster.</li> <li>VESP supported the preparations for handing over 19 classrooms repaired by the Australian Defence Force in Etas – program, photographer, and logistics.</li> <li>VESP filmed videos in affected schools.</li> <li>VESP took photographs in affected schools.</li> </ul>	On track
2.1.1	Supporting the creation and maintenance of a teachers' register system	0%	Design the teachers' register system and register all teachers' information in a comprehensive database	<ul style="list-style-type: none"> <li>VESP supported discussions and planning between MoET and the Teaching Service Commission (TSC) on the design of the Teachers' Register System. TSC was briefed on the importance of coordination, and their role was clarified for the development of the registry. The following pages were upgraded through the registry during the reporting period: staff details page, staff registration page and the staff qualification page.</li> <li>The following activities are currently in progress in the registry and will be detailed in the next reporting period:                             <ul style="list-style-type: none"> <li>(i) Registry page upgrade for Children/Student records from each teacher, (ii) Teachers' employment records including school employer details and appointment data confirmation, (iii) Upgrade of teachers' finance records, including entitlements as accommodations, location and salary grade, (iv) Page upgrade for the teacher's professional development, (v) Upgrade page for teachers' professional development and the teacher's placement records.</li> </ul> </li> </ul>	On track
2.1.2	Supporting the implementation of the teacher qualification upgrade policy and the development of the NTDP	0%	Draft NTDP finalised for Consultation	<ul style="list-style-type: none"> <li>MoET approved the NTDP in 2022 with no costings and no implementation plan. Further work in this activity is on hold pending clarification of responsibilities between MoET and TSC.</li> </ul>	Suspended
2.1.3	Supporting teacher qualification upgrading	0%	MoET reviews teachers' upgrading program	<ul style="list-style-type: none"> <li>This activity has been adjusted. VESP is supporting SoE to review its teacher upgrading strategy and program.</li> </ul>	Behind schedule

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Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating
2.1.4	6%	60 beginning teachers participate in the survey	<ul style="list-style-type: none"> <li>This activity has not commenced within this quarter as planned.</li> <li>However, VESP and MoET have agreed to ensure the survey with targeted teachers is undertaken in the coming months.</li> </ul>	Behind schedule
2.2.1	1%	<p>18 provincial facilitators participate in 6 weeks of training</p> <p>A total of 120 schools benefit from provincial support to improve their practices</p> <p>60 principals receive training and support to implement the curriculum</p>	<ul style="list-style-type: none"> <li>The training program was not finalised as the hiring for Curriculum Officer positions in the provinces was paused, pending classification and readvertising by the Public Service Commission. The CDU will not be able to train the same Provincial Curriculum Officers as last year and must review the engagement approach. Currently, work is ongoing with the provinces to identify appropriate people to train who can support school zones.</li> <li>To date, no progress has been made towards achieving these targets due to the State of Emergency from March until June.</li> </ul>	Behind schedule
2.2.2	0%	Develop and implement two strategic communications tools	<ul style="list-style-type: none"> <li>VESP and MoET developed a messages for all schools about using language for learning. VESP supported the Director of Education Services in administering a language survey to all primary schools in Vanuatu. After the two cyclones, the effort has been shifted to response work, delaying the survey implementation. The survey will be followed up in Q2.</li> <li>The Government announcement for Bislama not to be used in schools delayed the development of strategic communication tools regarding the language of instruction. VESP is supporting MoET to clarify the situation.</li> <li>A Curriculum Production Volunteer will be recruited through the Australian Volunteer Program to support this activity.</li> </ul>	Behind schedule
2.2.3	94%	170 Year 7 teachers trained	<ul style="list-style-type: none"> <li>VESP and MoET worked together to facilitate and finalise the training of Year 7 teachers. This training covered 24% of schools (8 junior schools on Epi and 25 junior schools in Malampa). The training was delivered to 23 males and 28 females in Epi and 70 males and 53 females in Malampa. The training of Year 7 teachers has been completed.</li> </ul>	Complete
2.2.4	19%	<p>Deliver training to 62 MEOs</p> <p>Conduct monitoring visits in all six provinces</p>	<ul style="list-style-type: none"> <li>VESP worked closely with MoET facilitating the curriculum training for all Mobile Early Childhood Care and Education Officers (MEO) and ECCE teachers throughout all provinces except for Ureparapara in Torba province and some areas in Shefa Province.</li> <li>The trained MEO for Ureparapara Island has not yet delivered training to others as required. VESP has found an MEO in Vanualava to provide the support needed.</li> <li>In Q2, the ECCE team will visit these areas with trained MEOs to determine how many teachers have not completed their curriculum training.</li> <li>VESP will support MoET in identifying risks or issues during the monitoring visits in Q2, including how many ECCE centres lost their teacher resources during the cyclone and the resources and support they require.</li> </ul>	On track
2.2.5	0%	Finalise vernacular study design and begin monitoring six communities in the longitudinal study	<ul style="list-style-type: none"> <li>VESP is supporting CDU to research the extent to which schools adopt the use of vernacular and how this impacts student engagement and learning in English and French. The goal is to capture and share good news stories through the communication strategy. However, the two cyclones interrupted progress, as did an announcement from the Prime Minister about the language of instruction. This activity is on hold.</li> </ul>	Behind schedule
2.2.6	0%	Finalise the vernacular study design and begin monitoring 6 communities in the longitudinal study.	<ul style="list-style-type: none"> <li>VESP supported CDU in developing a draft National Literacy Strategy identifying what can be done to improve student literacy outcomes. This is now ready for consultation with the provinces.</li> <li>VESP supported the development of a draft progress map for teachers to monitor student progress when learning an additional language. A corresponding training program will be finalised so teachers can identify where children are up to and what needs improvement.</li> </ul>	Behind Schedule



**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating
		Develop and implement 2 strategic communications tools		
2.3.1	0%	12 zones participate in at least one data club pilot activity	<ul style="list-style-type: none"> <li>An online data tool for schools has been developed and a training program is 70% complete. It will be piloted in Shefa in October.</li> </ul>	Behind schedule
2.3.2	0%	Train 200 principals in ARTTLe awareness	<ul style="list-style-type: none"> <li>No training has commenced yet. Following the cyclones, VESP is waiting to hear from the Examination and Assessment Unit whether the training will go as planned.</li> </ul>	Behind schedule
2.3.3	12%	Finalise VANSTA Test for Years 4, 6 and 8	<ul style="list-style-type: none"> <li>Awaiting approval from the Director ESD regarding scheduling a pilot in 2023 and rollout in 2024.</li> </ul>	On track
2.4.1	0%	Complete a report and recommendations to guide a review of the Vanuatu National Curriculum Statement	<ul style="list-style-type: none"> <li>VESP supported MoET in developing the first draft of the terms of reference for the external consultant to support the review of the Vanuatu National Curriculum Statement.</li> </ul>	On track
2.4.2	0%	Complete a report and recommendations to advise a review of the Years 1-3 teachers guides	<ul style="list-style-type: none"> <li>Following the Prime Minister's announcement, the Director indicated that all Years 1-3 teacher guides must be in English and French. CDU Principal Education Officer has requested VESP support to review the Language and Communication teachers guides and scope the level of effort to translate and adapt them. VESP will commence the review work with CDU in Q2. VESP lacks the budget to do all this work and will focus on the review.</li> </ul>	Behind schedule
2.4.3	1%	Develop literacy resources, including ECCE Bislama phonics resource, 30 K-3 radio reading program, 27 words of the week publications	<ul style="list-style-type: none"> <li>VESP contributed to the distribution of Global Partnership for Education K-3 literacy materials to schools. This includes contracting packers and funding a follow-up exercise to monitor whether the materials have reached schools.</li> <li>VESP supported ECCE curriculum to develop a phonics program for kindergartens to strengthen the relationship between letters of written language and individual sounds of spoken language in English and French. Good progress has been made in developing this training program for teachers. It will be rolled out in Q3 and Q4.</li> <li>The radio reading program and literacy resources are on hold, as they have been affected by the Prime Minister's announcement.</li> </ul>	On track
3.1.1	0%	Implementation of Internet connectivity to 30 targeted schools	<ul style="list-style-type: none"> <li>VESP supported a needs assessment analysis to determine where schools could be supported for internet connectivity. This needs assessment was based on last year's internet in school survey results. A total of 754 schools were surveyed in 2022 for this process.</li> <li>One school in Malekula, Malampa, was selected this quarter to receive internet connectivity.</li> </ul>	On track
3.1.2	0%	2022 Statistical Digest published	<ul style="list-style-type: none"> <li>VESP worked with MoET to enable discussions and planning of provincial and national fact sheets.</li> <li>Work on uploading the statistical digest to Open Vanuatu Education Management Information System (OV) is pending due to MoET's current focus on the emergency responses after the two cyclones, which redirected the Information Technology (IT) Unit's work focus.</li> </ul>	Behind schedule

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating	
			<ul style="list-style-type: none"> <li>The team is also discussing a review of the concept of the statistical digest. The Policy and Planning Unit (PPD) is reluctant to publish the statistical digest online with a feature allowing raw data download.</li> </ul>		
3.1.3	Supporting OV data entry	7%	<p>OV Policy reviewed</p> <p>Schools are entering enrolment data into OV</p>	<p>Training on the OV data entry for MoET staff and principals has been delayed. PPD and VESP are discussing the focus of the training. The discussion also involves National Programs Unit under ESD, as PPD wants to deliver training on the disability module. However, National Programs, responsible for rolling out the Disability Inclusive Education Identification, has not yet rolled it out to all schools.</p>	Behind schedule
3.1.4	Supporting the compulsory education study	0%	<p>Implementation plan for the compulsory education study developed (based on Council of Ministers' decision – yet to be made)</p>	<ul style="list-style-type: none"> <li>The Compulsory Education Options paper was prepared for presentation to the Minister of Education and Training. Options covered xxxx</li> </ul>	On track
3.1.5	Supporting OV software	3%	<p>Integration of OV with Civil Registry, Immigration, SmartStream, and Pac-SIMs is successfully implemented</p>	<ul style="list-style-type: none"> <li>VESP worked with MoET to draft a policy to enable the integration of the OV and Civil Registry database. The MoET Programmer Analyst is yet to approve the integration. The policy will assist the Civil Registry in integrating its database with OV.</li> </ul>	On track
3.2.1	Supporting the development of school procurement guidelines	0%	<p>Deliver school procurement manual training to 40 officers in central MoET and Shefa provincial staff and principals</p>	<ul style="list-style-type: none"> <li>VESP supported MoET in planning the work schedule for the procurement manual with VESP's Public Financial Management Adviser. Continued conversations will occur with the Procurement Principal Education Officer to confirm tasks and budgets after MoET's Senior Management Team endorses the manual submission. A planning meeting was held with MoET managers to provide awareness of how to use the procurement manual.</li> <li>The Public Financial Management Adviser will develop the training package in Q2. The processes need to be reviewed to ensure bulk procurement meets the different needs of provinces.</li> <li>The Annual Procurement Plan is yet to be developed. Consultations on this will happen with the Principal Education Officers and the Director of Finance and Administration for the practical implementations of the plan.</li> </ul>	On track
3.2.2	Strengthening management systems	0%	<p>Train 12 MoET staff and 20 key principals in finance management training</p>	<ul style="list-style-type: none"> <li>VESP supported the MoET to continue planning and discussions with the Finance Principal Education Officer to confirm tasks and budget associated with the Finance management training for school principals in 2023. An information session was held for MoET managers around the finance manual.</li> </ul>	On track
3.2.3	Supporting planning	0%	<p>6 provinces supported to develop business plans</p>	<ul style="list-style-type: none"> <li>VESP supported MoET in completing the discussions on the purpose of the activity and finalised the planning document to enable the progress of this activity.</li> </ul>	On track
3.2.4	Supporting the alignment of monitoring and evaluation systems	0%	<p>Develop MoET monitoring and evaluation plan</p>	<ul style="list-style-type: none"> <li>VESP engaged with PPD to confirm a timeframe for this activity, but due to TCs Judy and Kevin, the proposed date for this activity has been rescheduled.</li> <li>VESP will work with PPD in Q2 to develop a concept note for MoET's monitoring and evaluation plan.</li> </ul>	On track
3.2.5	Supporting the Joint Sector Review	0%	<p>Deliver Joint Sector Review Aid Memoire with PPD</p>	<ul style="list-style-type: none"> <li>VESP worked with MoET to support staff in developing presentations and preparing logistics for this quarter's implementation of the Joint Sector Review.</li> <li>The Joint Sector Review has been rescheduled to the end of June.</li> </ul>	Behind schedule

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating
3.2.6	0%	MoET's IT Policy is updated and reviewed with a costed plan	<ul style="list-style-type: none"> <li>VESP supported MoET in identifying the objective and scope for the review of the IT policy, including the involvement of all relevant stakeholders.</li> </ul>	Behind schedule
3.3.1	0%	57 school leaders graduate from a certified course in leadership and management training	<ul style="list-style-type: none"> <li>VESP and MoET supported the conversations between Tafea and Penama Provincial Education Officers and the Australia Pacific Training Coalition to confirm Block 3 Leadership and Management training dates for Tanna and Block 1 training for Penama Province. Furthermore, the Pacific Theological College and the Presbyterian Church Vanuatu Education Authority discussed and confirmed dates for the Block 2 training on 'Social Analysis' and 'Gender Voices of Dignity' in Tanna.</li> <li>A planning meeting was conducted with MoET Managers to inform them of the upcoming trainings.</li> <li>As a result of TCs Judy and Kevin, the MoET Annual Plan review will likely delay the Pacific Theological College training in Tanna.</li> </ul>	Behind schedule
3.3.2	0%	Appointed principals inducted and appraised	<ul style="list-style-type: none"> <li>The principals' induction training is postponed due to the reprioritisation of TCs Judy and Kevin's response work, and a date is yet to be confirmed.</li> </ul>	Behind schedule
3.3.3	9%	Provincial Education Officers attend two capacity building workshops (March/October)	<ul style="list-style-type: none"> <li>VESP supported MoET to ensure the planning, training documents and logistical arrangements were coordinated and finalised for this activity. The first two days of the training were planned for 16 and 17 of March 2023 but were postponed due to TCs Judy and Kevin. The training has been rescheduled to June 2023.</li> </ul>	Behind schedule
3.3.4	0%	All schools in Shefa, Malampa and Tafea are surveyed for Minimum Quality Standards baseline	<ul style="list-style-type: none"> <li>VESP supported MoET in discussing and planning for the survey to commence in Shefa schools in quarter 1, but due to TCs Judy and Kevin, the activity was suspended, and adjustments have not yet been made.</li> </ul>	Behind schedule

Table 2: Quarter 2 progress against targets by sub-activity

Sub-activity (2023)		Annual budget spent (%)	Annual target	Progress (April to June 2023)	Progress Rating
1.1.1	Supporting MIS	10%	10 MIS participate in the evaluation of 6 IE resources  45 MIS are using 6 IE resources	<ul style="list-style-type: none"> <li>VESP has continued supporting ongoing monitoring visits with the Shefa and Penama Provincial IE Coordinators to understand how the pilot of the 6 IE resources in MIS is progressing.</li> <li>VESP worked with MoET to develop an observation tool, a focus group discussion guide and a midpoint review survey to understand how staff in MIS were implementing the IE resources. These tools will be used in July to document the implementation progress of the IE resources.</li> <li>All principals from the 45 MIS were sent the midpoint review survey to provide feedback on all six IE resources.</li> <li>Refresher training was provided to teachers in Shefa MIS on the IE resource tools trialled in the 45 MIS in Shefa and Penama in June. 8 schools (Melemaat, Roau, Pango English, Saint Joseph, MUCESS, Club Hippique, Manua and Eratap School) participated in the training to date with 58 participants (41 females and 17 males).</li> <li>Two IE resources (Parent factsheet and Inclusive Literacy) were translated into French and Bislama.</li> </ul>	On Track
1.1.2	Support to IE policy review	0%	IE policies are drafted and submitted	<ul style="list-style-type: none"> <li>VESP attended the first MoET-led Disability Inclusive Education and Post-School Education and Training policy review meeting to review draft policies.</li> <li>VESP will attend a two-day disability inclusion policy workshop in July to provide feedback on the draft Inclusive Education Policy and support progress towards policy completion.</li> </ul>	On Track
1.1.3	Women leadership in education provincial network	10%	10 male principals or teachers participate in professional development training at the provincial level	<ul style="list-style-type: none"> <li>VESP coordinated planning with the provincial education officers in June to consolidate preparations for implementing this activity in Q3.</li> </ul>	Behind Schedule
1.2.1	Support to corporate education communication	22%	24 Communication products created (press releases, posters, social media, radio, SMS)	<ul style="list-style-type: none"> <li>24 communication products were created and distributed widely, including press releases, posters, social media posts, radio messages, and SMS.</li> <li>VESP supported the communications unit with ongoing activities: 4 press releases, 13 social media posts highlighting MoET achievements and observance days, including Girls in ICT Day. World telecommunication and information society day, World Oceans Day and Kindy Day.</li> <li>VESP worked closely with MoET to enable photoshoots in Erakor School and Beverly Hills Primary School.</li> <li>VESP supported the formatting and layout of VPSIG and MoET Joint Sector Review presentations.</li> <li>VESP supported the MoET Steering Committee Meeting.</li> <li>VESP collaborated with MoET to deliver staff training on basic photography skills with 8 staff (3 females and 5 males).</li> </ul>	Complete
1.2.2	ECCE PSP	34%	400 parents participate in community forums in Torba Province (incl. 12 parents in the Mamma's Literacy activity)	<ul style="list-style-type: none"> <li>VESP worked closely with ECCE to define the PSP communications strategy approved and endorsed by the MoET.</li> <li>VESP also supported the implementation of the PSP communications strategy. 600 posters and 7 pull-up banners were printed and sent to the provinces. Facebook posts, press releases, radio messages, radio interviews and one SMS were shared widely.</li> <li>VESP and MoET supported the provincial education officers who conducted 62 PSP workshops in 24 communities. To date, 1,064 parents have benefited from the PSP in Torba (419 males and 645 females).</li> <li>The Mama Literacy Training of Trainers was delivered in June, benefitting 11 female trainers from Vanualava, Mota and Motalava.</li> </ul>	Behind Schedule
1.3.1	Asset master plan	113%	Asset Master Plan ready to be submitted to Senior Management Team	<ul style="list-style-type: none"> <li>The formatted version of the VPSIG has been forwarded to the Director of Finance and Administration Unit to receive the Director General's approval. The VPSIG will be printed and formally presented to the MoET for circulation.</li> </ul>	On Track

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Sub-activity (2023)		Annual budget spent (%)	Annual target	Progress (April to June 2023)	Progress Rating
				<ul style="list-style-type: none"> <li>10 schools in each of the 5 provinces will be assessed once approval is granted to determine if the current school infrastructure meets cyclone standards. This follows the assessment of 10 primary schools in Vila and Efate after TCs Judy and Kevin.</li> </ul>	
1.4.1	Emergency response fund	78%	N/A	<ul style="list-style-type: none"> <li>VESP organised the Vanuatu Australia School Community Grant study presentation for the Senior Management Team and development partners.</li> <li>VESP supported MoET with contributions to the Education Cluster, including Education Cluster meetings.</li> <li>VESP worked closely with MoET by providing input into MoET's Response Plan.</li> <li>VESP assisted MoET in producing 1 press release, radio advertisements and 7 social media posts.</li> <li>VESP partnered with the Water Cluster and the WASH team to prepare the water and sanitation messages targeting schools.</li> <li>VESP partnered with Save the Children and the MoET National Program Manager to prepare the psychosocial messages targeting schools.</li> <li>VESP assisted MoET in communicating with partners on the emergency actions to be taken, including extracting the data from KOBO software for the National Disaster Management Office, Department of Water and the Food Cluster.</li> <li>VESP supported the preparations and coverage of the official handing over in Etas of 19 classrooms repaired by the Australian Defence Force. Specific support was provided to the overall program, including photography and logistics.</li> <li>VESP developed 2 videos on the emergency response efforts implemented by the MoET and DFAT following TCs Judy and Kevin – 1 on the Australian Defence Force efforts in schools and 1 on the efficiency of the data collection to assess the schools across the country.</li> </ul>	On Track
2.1.1	Supporting the Creation and maintenance of a teachers' register system	39%	Design the teachers' register system and register all teachers' information in a comprehensive database	<ul style="list-style-type: none"> <li>Work on the Teacher register system is progressing well. VESP supported the development of different pages, including registration, qualification, professional development, placements, staff list and detail pages were completed during this reporting period.</li> </ul>	On Track
2.1.2	Supporting the implementation of the teacher qualification upgrade policy and the development of the National Teacher Development Plan	0%	Draft National Teacher Development Plan finalized for Consultation	<ul style="list-style-type: none"> <li>This sub-activity was suspended by the Director of Tertiary Education Services due to pending changes in the Directorate structure. It is likely the responsibility for this sub-activity will shift to the Teachers' Service Commission.</li> </ul>	Suspended
2.1.3	Supporting teacher qualification upgrading	0%	MoET reviews teachers' upgrading program	<ul style="list-style-type: none"> <li>Terms of reference have been developed to contract a specialist to review the in-service teacher upgrading program. The recruitment process is currently calling for expressions of interest.</li> <li>Initial discussions regarding a study tour to a tertiary institution in the Pacific that offer an in-service teacher upgrading program have taken place. Possible institutions have been contacted and negotiations are ongoing.</li> <li>A draft survey has been developed to identify the focus for the quarterly seminar program involving lecturers from the School of Education and CDU staff. Input from CDU is required before the survey can be conducted.</li> </ul>	On Track
2.1.4	Beginning teachers' induction program	6%	60 beginning teachers participate in a survey	<ul style="list-style-type: none"> <li>Meetings were held with the Director of Tertiary Education and staff from the Teacher Education Division to discuss the proposed activity. As a result of these discussions, it was recognised that the Education Services Directorate is currently undertaking activities related to Teacher Induction and that the TSC has concerns about MoET's involvement in issues concerning teachers. The Director requested that this activity be suspended.</li> </ul>	Suspended



**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (April to June 2023)	Progress Rating
2.2.1	1%	18 provincial facilitators participate in 6 weeks of training  A total of 120 schools benefit from provincial support to improve their practices  60 principals receive training and support to implement the curriculum	<ul style="list-style-type: none"> <li>VESP conducted consultations with CDU to discuss the training proposal and focus areas for 2023.</li> <li>The classroom assessment and reporting workbook were reviewed to identify key concepts to inform training and the development of vodcasts.</li> <li>VESP supported the development of a draft facilitator guide for training of trainers of provincial trainers.</li> <li>The Education Services Directorate was supported to develop a three-year CIP to strengthen teaching and learning through the provinces. A concept plan from the consultation was finalised, and terms of reference were developed for a national adviser to support the program.</li> </ul>	Behind Schedule
2.2.2	3%	Develop and implement 2 strategic communications tools	<p>This budget has been amalgamated with activities 2.2.5 Supporting vernacular instruction pilot into the new activity 2.2.6 Supporting strategic approaches to strengthening literacy K-6. The PEO CDU identified the need to amalgamate these sub-activities under one budget in response to the PMs message on the use of Bislama in schools and the need for flexibility to respond to the evolving situation. Delays in implementation following the two cyclones, also contributed to the decision.</p> <ul style="list-style-type: none"> <li></li> </ul>	Amalgamated
2.2.3	91%	Train 170 Year 7 teachers	<ul style="list-style-type: none"> <li>This sub-activity was completed in Q1.</li> </ul>	Completed
2.2.4	32%	Deliver training to 62 MEOs  Conduct monitoring visits in all six provinces	<ul style="list-style-type: none"> <li>All 62 MEOs (52 females and 10 males) have been trained in the revised ECCE curriculum.</li> <li>MEOs have trained 75% of the ECCE teachers using the revised curriculum program.</li> <li>The next stage involves developing a phonics training resource for ECCE teachers.</li> </ul>	On Track
2.2.5	4%	Finalise vernacular study design and begin monitoring 6 communities in the longitudinal study	<p>This budget has been amalgamated with activities 2.2.2 Strengthening curriculum communication strategy into the new activity 2.2.6 Supporting strategic approaches to strengthening literacy K-6. The PEO CDU identified the need to amalgamate these sub-activities under one budget in response to the PMs message on the use of Bislama in schools and the need for flexibility to respond to the evolving situation. Delays in implementation following the two cyclones, also contributed to the decision.</p>	Amalgamated
2.2.6	0%	Finalise the vernacular study design and begin monitoring 6 communities in the longitudinal study.  Develop and implement 2 strategic communications tools	<ul style="list-style-type: none"> <li>A Language for Learning Forum identified an agreed message to communicate to schools clarifying the Prime Minister's ban on using Bislama for teaching and learning in primary schools. The forum was attended by 33 MoET central office staff (19 males and 14 females).</li> <li>An essential literacy learning plan for K-3 is under development to determine minimum expectations for literacy development K-3.</li> <li>A contract has been issued to develop 6 videos to showcase culture, customs and language in the classroom. These will be hosted on the MoET website for schools to access.</li> </ul>	Behind Schedule
2.3.1	0%	12 zones participate in at least 1 data club pilot activity	<ul style="list-style-type: none"> <li>The more accessible school VANSTA data analysis tool is nearly finalised.</li> <li>The data club training program for principals is under development. This includes guidance to look at VANSTA data trends, approaches to understanding the trends, target setting and planning for improvement.</li> </ul>	Behind Schedule

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (April to June 2023)	Progress Rating	
2.3.2	Supporting ARTTLe	1%	Train 200 principals in ARTTLe awareness	<ul style="list-style-type: none"> <li>The Examination and Assessment Unit has finalised the development of the ARTTLe booklets developed for school assessment tasks with VESP support. These are available online to schools.</li> <li>The Examination and Assessment Unit is working with VESP to train principals to support their staff in using assessment criteria to monitor students' literacy in Years 3, 5 and 7.</li> </ul>	On Track
2.3.3	Support to VANSTA	9%	Finalise VANSTA test for Years 4, 6 and 8	<ul style="list-style-type: none"> <li>Following Director ESD approval ESP supported planning to roll out the VANSTA pilot in September 2023.</li> <li>Item bank scales were shown to the Examination and Assessment Unit.</li> <li>Work has commenced to develop VANSTA tests for piloting.</li> </ul>	On Track
2.4.1	Supporting the review of the Vanuatu National Curriculum Statement (stage 1)	0%	Complete a report and recommendations to guide a review of the Vanuatu National Curriculum Statement	<ul style="list-style-type: none"> <li>Terms of reference was developed and approve by MoET to review the Vanuatu National Curriculum Statement. Expressions of interest have been sought from suitable candidates.</li> </ul>	On Track
2.4.2	Supporting the review of teacher guides for Years 1-3	0%	Complete a report and recommendations to advise a review of the Years 1-3 teacher guides	<ul style="list-style-type: none"> <li>VESP supported the development of a budget and a plan to redevelop teacher guides for Years 1-3.</li> <li>VESP supported the development of a school survey to inform the new teacher guide's structure.</li> </ul>	On Track
2.4.3	Supporting literacy resources for schools	72%	Develop literacy resources, including ECCE Bislama Phonics resource, 30 K-3 Radio Reading Program, 27 'words of the week' publications	<ul style="list-style-type: none"> <li>VESP supported funding for distributing and coordinating picture dictionaries to all Year 1-3.</li> <li>VESP also supported MoET to manage aspects of the cyclone recovery by providing technical support to distribute replacement materials to all schools affected by the cyclones.</li> <li>ECCE Bislama phonics resource is not going ahead due to the GoV's announcement banning Bislama, the phonics materials are focused on English and French.</li> </ul>	On Track
3.1.1	Strengthening ICT in schools	17%	Implementation of Internet connectivity to 30 targeted schools	<ul style="list-style-type: none"> <li>Digital Literacy Training for Sanma School Principals was conducted in early June with 84 principals (38 female and 46 males).</li> <li>Sanma school principal email activation session was held (hands-on) during the training.</li> <li>Only a few schools have successfully restored their email post-cyclones. Most schools have changed phone numbers making it difficult for the multi-factor authentication. Or they were not registered in the government email system due to a shortage of Microsoft licences. This issue needs to be addressed as soon as possible. VESP is discussing the next steps with MoET's IT Unit.</li> <li>Three school thumbprint clock-in systems were fixed and updated with new staff members' profiles.</li> </ul>	On Track
3.1.2	Supporting statistical digest and key education factsheets	0%	2022 Statistical Digest published	<ul style="list-style-type: none"> <li>VESP supported work to analyse existing data and generate indicators for the Statistical Digest.</li> <li>VESP and the IT Unit have begun developing a statistical indicator data warehouse. This has included testing the idea of developing scripts to generate indicators from OV directly into the statistical indicator data warehouse. The main goal is to provide a single repository for all statistical indicator data for different stakeholders to use for reports, analysis and dashboards.</li> </ul>	On Track
3.1.3	Supporting OV data entry	7%	Open OV policy reviewed  Schools are entering enrolment data into OV	<ul style="list-style-type: none"> <li>A review team has been established, and work is being undertaken to identify the challenges and issues encountered while implementing the first OV policy. This information will inform the review of the OV policy.</li> <li>This is an ongoing issue, as the cyclones have hindered schools from entering the needed data.</li> </ul>	Behind Schedule

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (April to June 2023)	Progress Rating
3.1.4	0%	Implementation plan for the compulsory education study developed <i>(based on the as yet unfinalised Council of Minister's decision)</i>	<ul style="list-style-type: none"> <li>The Senior Management Team approved the options presented in the Council of Ministers paper. These options are waiting approval from the Council of Ministers. Once approved, the implementation plan will begin.</li> </ul>	Behind Schedule
3.1.5	3%	Integration of OV with the civil registry, immigration, SmartStream, and Pac-SIMs is successfully implemented	<p>VESP supported the integration processes through the following:</p> <p><b>OV with civil registry MIS</b></p> <ul style="list-style-type: none"> <li>A requirement analysis is under way to identify what data is needed from the civil registry system.</li> <li>An integration approach has been identified, and it will be a database integration which will link the 2 databases and set up migration rules to migrate data from the civil registry weekly to OV.</li> </ul> <p><b>Disaster assessment module in OV:</b></p> <ul style="list-style-type: none"> <li>Migration of existing data from TCs Judy and Kevin in Kobo to OV is in progress. VESP and the IT Unit are currently designing the data model in OV for the migrated data to be stored.</li> <li>The next phase will be building a tool in OV for users to get the Excel data in Kobo and upload it to OV without needing manual migration by IT.</li> </ul> <p><b>Finance modules upgrade as listed below:</b></p> <ul style="list-style-type: none"> <li>Upgrade of petty cash, school fee structure module, payment module and bank statement module.</li> </ul> <p><b>Upgrade of financial reports:</b></p> <ul style="list-style-type: none"> <li>Cash flow report and payment summary report.</li> </ul> <p><b>And new report builds which are:</b></p> <ul style="list-style-type: none"> <li>Student boarding record reports, student national ID reports, and the school lands records.</li> </ul>	Behind schedule
3.2.1	0%	Deliver school procurement manual training to 40 officers in central MoET and Shefa provincial staff and principals	<ul style="list-style-type: none"> <li>The Principal Education Officer will submit the manual to the MoET Senior Management for approval.</li> <li>The training for Shefa school principals is now planned for August.</li> </ul>	On Track
3.2.2	30%	Train 12 MoET staff and 20 key principals in finance management training	<ul style="list-style-type: none"> <li>VESP met with the Director of Finance and Administration and the Finance Principal Officer on the provincial finance capacity assessment paper. The Director has endorsed the study to proceed.</li> <li>VESP supported visits to the provinces for the financial management capacity assessment.</li> <li>The provincial financial management capacity assessment started in Shefa from 14 to 15 June, Sanma assessment from 19 to 20 June, Malampa assessment from 21 to 23 June, Penama from 30 June to 3 July and Tafea from 5 to 7 July. Torba province interviews will be conducted via phone in July, as dates clashed with the Joint Sector Review.</li> <li>School Finance Management Manual training has been completed for Torba, Penama, Sanma, and Malampa schools. Plans for Shefa and Tafea training will be conducted before the end of the year.</li> <li>VESP supported the design, approval, printing, and distribution of the school grant program posters.</li> <li>VESP enabled the implementation of the communications on the school grant program through radio messages, 3 SMS and 4 Facebook posts that were shared widely.</li> </ul>	On Track



**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | August 2023

Sub-activity (2023)		Annual budget spent (%)	Annual target	Progress (April to June 2023)	Progress Rating
3.2.3	Supporting planning	0%	Six provinces supported to develop business plans	<ul style="list-style-type: none"> <li>VESP supports planning preparations to deliver planning, monitoring, and reporting training in Quarter 3. Dates have been set with provincial education officers, and training materials are now being prepared.</li> </ul>	Behind Schedule
3.2.4	Supporting the alignment of M&E systems	14%	Develop MoET M&E Plan	<ul style="list-style-type: none"> <li>VESP worked with PPD to develop a concept note for the M&amp;E Plan and terms of reference for an M&amp;E Working Group.</li> <li>VESP delivered a joint M&amp;E workshop for both MoET and VESP staff on developing data collection plans and identifying methodologies. 10 staff (6 female and 4 male) actively participated in the day-long workshop.</li> </ul>	On Track
3.2.5	Supporting the Joint Sector Review	40%	Deliver Joint Sector Review aid memoir with PPD	<ul style="list-style-type: none"> <li>Despite the twin cyclones' challenges earlier this year, preparations to conduct the Joint Sector Review were well coordinated, and participants were informed about its purpose.</li> <li>VESP collaborated closely with MoET to officially deliver the Joint Sector Review event from 27 to 29 June. The 121 participants, consisting of 71 males and 50 females, included 18 officers from the provinces, all MoET Directors, the MoET Director General, development partners, other stakeholders and authorities in the education sector.</li> </ul>	On Track
3.2.6	Support to review IT policy	0%	MoET's IT policy is updated and reviewed with a costed plan	<ul style="list-style-type: none"> <li>The MoET IT policy review is being discussed with the program analyst in the IT unit.</li> <li>VESP supported work on a detailed information collection tool, collaboration with the IT support teams, and a plan to set up school focus groups to inform the new IT policy.</li> </ul>	Behind Schedule
3.3.1	Supporting school leaders' certificate training	20%	57 school leaders graduate from a certified course in leadership and management training	<ul style="list-style-type: none"> <li>VESP supported 43 participants (15 females and 30 males) who attended the social analysis training through the Pacific Theological College in Tanna from 1 May to 26 May. 12 participants withdrew from the course for various reasons. A key reason was the need to return to school commitments in response to the impacts and changes from TCs July and Kevin.</li> <li>19 participants (15 females and 6 males) are undertaking block 1 of school leader training on Saratamata in Ambae. The participants come from Ambae and Maewo schools. The training was conducted from 8 to 19 May.</li> <li>13 participants (3 females and 10 males) are attending the block 3 leadership and management training on Tanna, which ran from 22 May to 2 June.</li> </ul>	On Track
3.3.2	Supporting principals' handbook training	0%	Appointed principals inducted and appraised	<ul style="list-style-type: none"> <li>The induction of all 5 newly appointed school principals was scheduled for Q2, but due to other training involving 2 of the appointed principals in Tafea, the induction process was rescheduled for July. Principals' appraisal is yet to be conducted and a date is yet to be set for this forecasting quarter, September, and October.</li> </ul>	Behind Schedule
3.3.3	Strengthening provincial coordination and support	24%	Provincial education officers attend two capacity building workshops (March/October)	<ul style="list-style-type: none"> <li>The preparation for the first training in March was delayed due to the 2 cyclones and was rescheduled for 4 and 5 July. Preparations are progressing well, and participants are well informed. 18 participants signed up for this training, led by the Provincial Education Officer of each province, and included 2 other officers selected by the Provincial Education Officer.</li> </ul>	Behind Schedule
3.3.4	Supporting the implementation of Minimum Quality Standards	0%	All schools in Shefa, Malampa and Tafea are surveyed for Minimum Quality Standards baseline	<ul style="list-style-type: none"> <li>This activity target has changed. The Minimum Quality Standards baseline was initially planned to be conducted in 3 provinces but was not possible due to the cyclones and the subsequent re-prioritising of MoET activities. For the remainder of the year the baseline will only be undertaken in Torba province from 11 to 22 September.</li> </ul>	Behind Schedule

