



VESP

**VANUATU EDUCATION
SUPPORT PROGRAM**

Quarter 1 Progress Report

May 2023



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
CDU	Curriculum Development Unit
ECCE	Early Childhood Care and Education
ICT	Information and Communications Technology
IT	Information Technology
MEO	Mobile Early Childhood Care and Education Officer
MoET	Ministry of Education and Training
NTDP	National Teacher Development Plan
OV	Open Vanuatu Education Management Information System
PPU	Policy and Planning Unit
TC	Tropical Cyclones
TSC	Teaching Service Commission
VANSTA	Vanuatu National Standardised Test of Achievement
VESP	Vanuatu Education Support Program

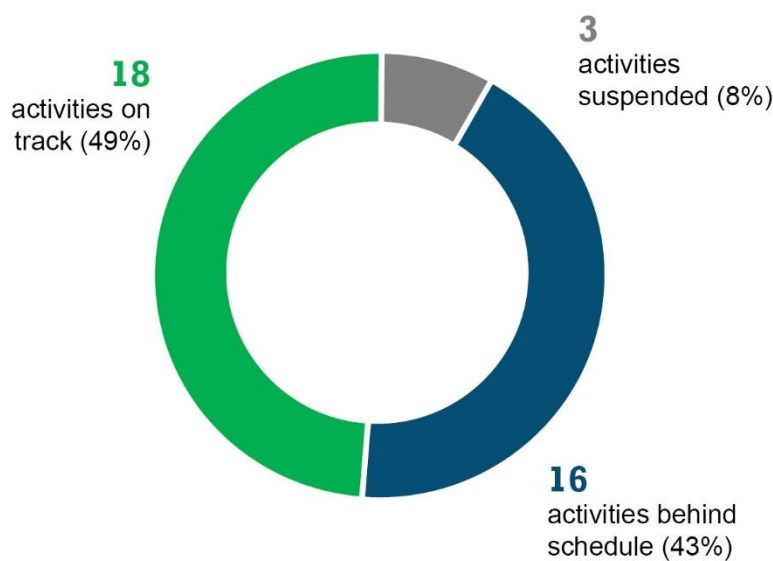
1 Implementation progress to date

Overall, Vanuatu Education Support Program (VESP) has performed well in this first quarter of 2023, with 49 per cent of sub-activities on track to achieve annual targets. Finalising planning in December 2022 enabled activity coordinators to commence implementation with the Ministry of Education and Training (MoET) efficiently in the new year. While most sub-activities were progressed, 43 per cent have been delayed due to Tropical Cyclones (TCs) Judy and Kevin. Despite this, VESP has worked closely with MoET to adjust the annual plan to progress implementation in quarters two and three. VESP also supported MoET's emergency response significantly, as outlined in the following report.

Three sub-activities (8 per cent) have been suspended until 2024 due to the reprioritisation of MoET's Business Plan. These sub-activities include 2.1.2 Supporting the National Teacher Development Plan (NTDP), 2.1.3 Supporting Teacher Qualification Upgrading and 2.3.1 Supporting Zone Data Clubs.

Figure 1 summarises VESP's progress towards annual targets in quarter one.

Figure 1: Progress against sub-activity targets from January to March 2023



2 Emergency response

During the reporting period, Vanuatu experienced TCs Judy and Kevin, causing extensive damage across 23 per cent of primary schools across Vanuatu. Figures 2 and 3 show how primary schools were impacted in Shefa and Tafea provinces, the two provinces hardest hit by the cyclone. In Shefa, 33 per cent of primary schools suffered damage, while 44 per cent suffered damage in Tafea province. VESP worked with MoET to collect real-time data on school operations across Vanuatu. In Shefa and Tafea, only 44 per cent of primary schools (n=140) were operating in the weeks following the cyclone.¹

Figure 2: Shefa primary school update post-cyclones

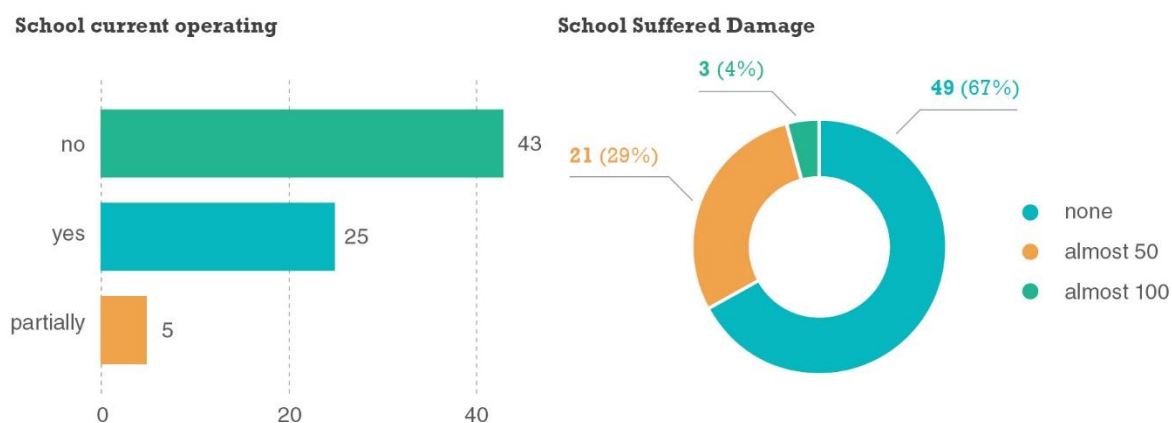
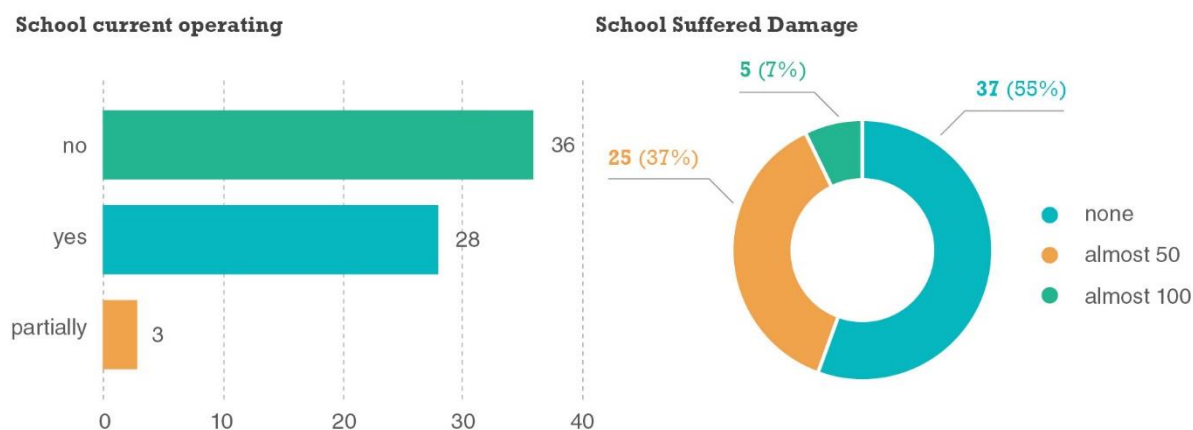


Figure 3: Tafea primary school update post-cyclones



¹ Ministry of Education and Training, "Dashboard: Rapid Assessment TC Judy and Kevin", MoET, 11 April 2023, <http://vanuatuschools.com/>

VESP extensively supported MoET's response to affected schools after TCs Judy and Kevin. This support included the following:

Providing support for emergency clusters

- VESP worked with MoET and the Education Emergency Cluster, including attending cluster meetings and preparing statistical reports using the data collected.
- VESP assisted MoET in communicating with the partners on the actions that should be taken during the emergency response for Water, Sanitation and Hygiene, shelters and food security using the data collected through Kobo Toolbox. The detailed assessment done by MoET encouraged MoET to share data with the Department of Strategic Planning, Policy and Aid Coordination, the National Disaster Management Office, the Department of Water and the Food Cluster. The data was also used to develop the MoET Recovery Plan.

Picture 1: Education Emergency Cluster Meeting



MoET's emergency response

- VESP provided advice and input into MoET's emergency response plan
- VESP produced three press releases, 160 radio ads, four SMS and 28 social media posts
- VESP supported the testing of free access to the MoET website for Digicel and Vodafone users
- VESP provided technical support for the reactivation and testing of the MoET toll-free line
- VESP supported MoET in undertaking the Rapid Needs Assessment Data Collection in Mele and Ifira Area Council, organised by the National Disaster Management Office.

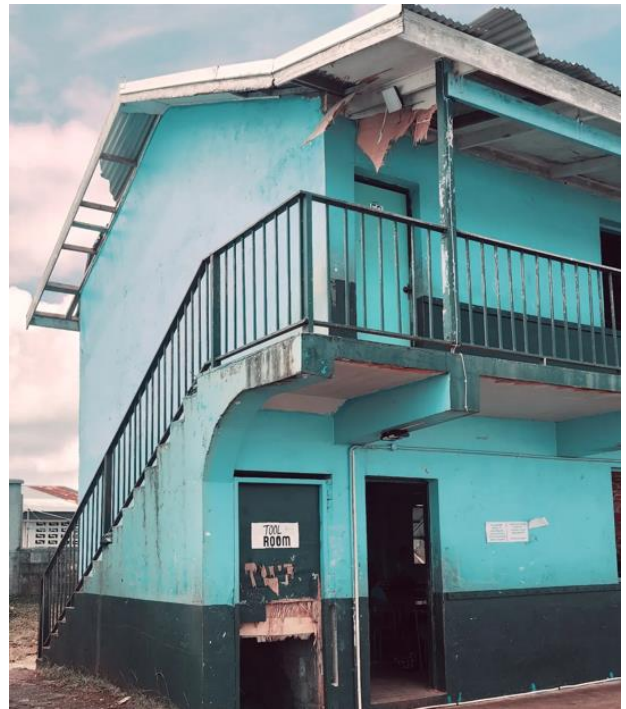
Picture 2: Example of content on the MoET Facebook page



Support for schools

- VESP supported partnerships with the Water Cluster and the MoET Water, Sanitation and Hygiene team to prepare the Water and Sanitation messages for schools
- VESP partnered with Save the Children and the MoET National Program Manager to prepare the psycho-social messages for schools
- Video and photo shooting in schools on Efate affected by TCs Judy and Kevin that received support from the Australian Defence Force

Pictures 3: Schools damaged by TCs Judy and Kevin



Logistics and communication support

- VESP organised the handover ceremony of the 19 classrooms rehabilitated by the Australian Defence Force in Etas and documented the Australian Defence Force's efforts in Vanuatu in a short video

Key challenges and responses

Figure 4 presents all the key challenges as well as the responses to those challenges.

Figure 4: Key challenges and responses

Tropical Cyclones Judy and Kevin



Tropical cyclone Judy and Kevin suspended the implementation of VESP's sub-activities with MoET. Staff at MoET redirected their work to focus on response, and the original 2023 Business Plan is due to be updated with new targets. As such, most activities have been delayed or deferred to next year. This means that 43 per cent of VESP's sub-activities with MoET were delayed in Q1, and 8 per cent have been suspended.

Response

VESP focused their resources on supporting MoET's emergency response during Q1. In addition, due to VESP's efficient planning process last year, activity coordinators began progressing sub-activities in January, which means 49 per cent are still "On track." VESP is working closely with MoET counterparts to adapt annual plans for this year to discuss what targets can be achieved.

Unreliable air travel



Air Vanuatu is still experiencing issues with aircraft availability and staffing, which has contributed to the unreliability of travel within Vanuatu. In quarter one, this impacted some training in the provinces and has been postponed to quarter two.

Response

VESP has postponed travel to Q2 and is identifying alternative remote training options if travel falls through again.

Bislama ban in schools



The Government of Vanuatu announced its intention to review the use of Bislama in the education system. This has disrupted several MoET activities that VESP supports.

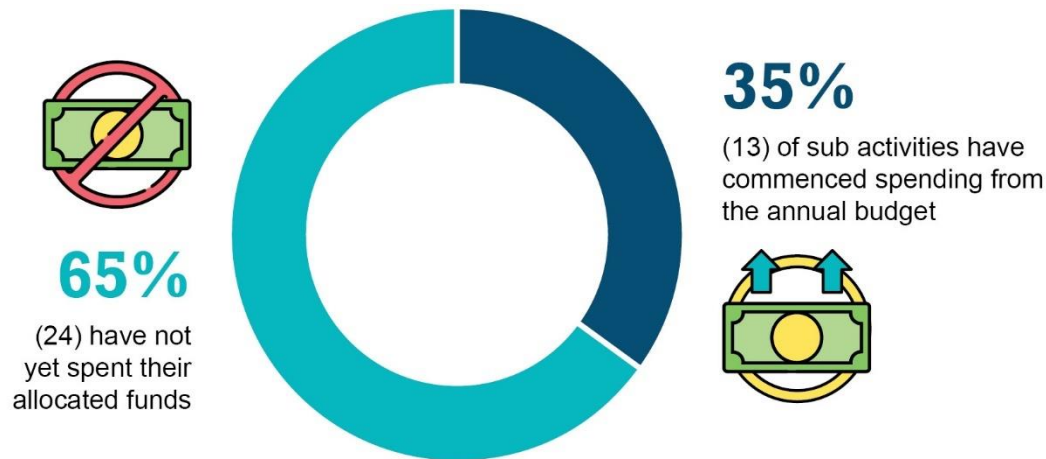
Response

VESP is supporting CDU to explore processes for translating teacher guides from Bislama to English and French. VESP literacy activities are on hold while the program waits on directions from the Ministry.

Budget progress

By quarter 1, 35 per cent (13) of sub activities have commenced spending from the annual budget, and 65 per cent (24) have not yet spent their allocated funds. This is a result of 43 per cent of sub activities being delayed due to the impact of TCs Judy and Kevin.

Figure 5: Budget expenditure from January to March 2023



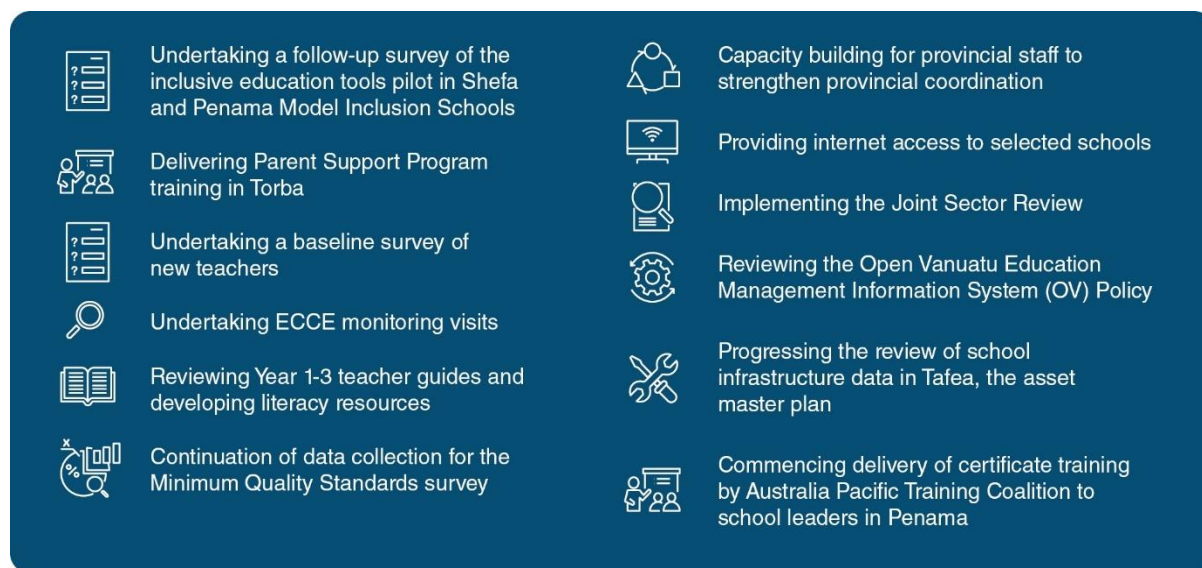
The project activity budget expenditure from January to March 2023 was in line with the quarter forecast in the annual plan. Major expenditure items included support to corporate education communication and emergency response communications products and materials, the asset master plan report delivery, and strengthening Early Childhood Care and Education (ECCE) curriculum activities.

To date, one sub-activity has almost exceeded its budget allocation. This is 2.2.3 Supporting Junior Secondary Curriculum Development, which has spent 94 per cent of its budget successfully delivering training to 170 Year 7 teachers. This sub-activity has now achieved its annual target.

Next steps

In Quarter 2, VESP will focus on progressing the work that could not be completed during Quarter 1. This includes undertaking surveys to monitor the implementation of inclusive education tools and the Minimum Quality Standards, delivering training for the Parent Support Program, the school leaders' certificate and undertaking ECCE monitoring visits. It also includes reviewing Year 1-3 teacher guides and developing literacy resources, implementing the Joint Sector Review, providing internet access to selected schools and progressing the review of school infrastructure data in Tafea. The complete list of items is in Figure 5.

Figure 5: VESP next steps



Annex 1: Quarterly progress against 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"> 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 & Kevin. 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. Soft copies of the six inclusive education resources were sent out again to the model inclusion schools to ensure they could access the resources to trial them. 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. 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. 	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"> MoET's policies drafting team reviewed the priorities and procedures for the Disability and Inclusive Education Policy. 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. 	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"> Activities have moved to the second quarter due to unreliable Air Vanuatu flights to the rural provinces. Planning and discussions were undertaken to present the Gender Study findings to the Senior Management Team in the second quarter. 	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"> VESP assisted MoET in ensuring 2023 calendars were designed, approved and printed – 1,500 in English and 500 in French. 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. Promotion of the new school in Beverly Hills: two press releases, two social media posts and one radio interview. 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. Support the communications unit with ongoing activities: three press releases, seven social media posts to highlight MoET achievements or observance days. VESP supported the formatting of the 2022 Quarter 4 Report, 2023 Annual Plan, 2022 Annual Report and Vanuatu Australia School Community Report VESP supported the format and layout of MoET Q3 and Q4 Reports. 	On track

Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating	
			<ul style="list-style-type: none"> VESP supported the VESP Steering Committee Meeting. 		
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"> 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. Planning and logistical arrangements on flights are under way for the Mama English Literacy Classes. Training is now confirmed to resume in early June 2023. 	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"> During this reporting period, VESP through the Education Infrastructure Specialist presented Torba and Sanma primary school infrastructure reports to the VESP steering committee. 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. VESP supported a rapid review of the impacts of TCs Judy and Kevin by assessing the damage to 10 primary schools in Efate. 	On track
1.4.1	Emergency response fund	0%	n/a	<ul style="list-style-type: none"> VESP supported MoET with contributions to the Education Emergency Cluster and attendance at the Education Cluster meetings. VESP worked closely with MoET by providing input into MoET's Response Plan. VESP assisted MoET in producing three press releases, 160 radio ads, four SMS and 28 social media posts. VESP supported testing of free access to the MoET website with Digicel and Vodafone. VESP supported the reactivation and testing of the MoET toll-free line. VESP partnered with the Water Cluster and the MoET water, sanitation and hygiene team to prepare the water and sanitation messages targeting schools. VESP partnered with Save the Children and the MoET National Program Manager to prepare the psychosocial messages targeting schools. 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. VESP supported the preparations for handing over 19 classrooms repaired by the Australian Defence Force in Etas – program, photographer, and logistics. VESP filmed videos in affected schools. VESP took photographs in affected schools. 	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"> 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. 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"> (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. 	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"> 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. 	Suspended

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Sub-activity (2023)		Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating
2.1.3	Supporting teacher qualification upgrading	0%	100 teachers complete two modules of the Diploma of Education	<ul style="list-style-type: none"> MoET has suspended this activity for 2023. 	Suspended
2.1.4	Beginning teachers' induction program	6%	60 beginning teachers participate in the survey	<ul style="list-style-type: none"> This activity has not commenced within this quarter as planned. However, VESP and MoET have agreed to ensure the survey with targeted teachers is undertaken in the coming months. 	Behind schedule
2.2.1	Strengthening provincial curriculum implementation	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"> The training programs have not been finalised as the hiring for Curriculum Officer positions in the provinces was paused, pending classification and re-advertising 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. To date, no progress has been made towards achieving the targets. 	Behind schedule
2.2.2	Strengthening curriculum communication strategy	0%	Develop and implement two strategic communications tools	<ul style="list-style-type: none"> VESP and MoET have developed a message 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. 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. A Communications Volunteer will be recruited through the Australian Volunteer Program to support this activity. 	Behind schedule
2.2.3	Supporting Junior Secondary Curriculum Development	94%	170 Year 7 teachers trained	<ul style="list-style-type: none"> VESP and MoET worked together to facilitate and finalise the training of Year 7 teachers. This occurred in Epi (23 males and 28 females) and in the province of Malampa (70 males and 53 females). The training of Year 7 teachers has been completed. 	On track
2.2.4	Strengthening ECCE curriculum	19%	<p>400 lesson plans reviewed across all six provinces</p> <p>Review the ECCE curriculum and provide recommendations</p>	<ul style="list-style-type: none"> 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. 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. In Q2, the ECCE team will visit these areas with trained MEOs to determine how many teachers have not completed their curriculum training. 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. 	On track
2.2.5	Supporting vernacular instruction study	0%	Finalise vernacular study design and begin monitoring six communities in the longitudinal study	<ul style="list-style-type: none"> 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. 	Behind schedule
2.3.1	Supporting zone data clubs	0%	12 zones participate in at least one data club pilot activity	<ul style="list-style-type: none"> This activity is on hold and deferred to 2024. 	Suspended

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Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating
2.3.2	0%	Train 200 principals in ARTTLe awareness	<ul style="list-style-type: none"> 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. 	Behind schedule
2.3.3	12%	Finalise VANSTA Test for Years 4, 6 and 8	<ul style="list-style-type: none"> Awaiting approval from the Director regarding scheduling a pilot in 2023 and rollout in 2024. 	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"> 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. 	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"> 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. 	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"> 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. VESP supported ECCE curriculum to develop a phonics program for kindergartens. Good progress has been made in developing this training program for teachers. It will be rolled out after June. 	On track
3.1.1	0%	Implementation of Internet connectivity to 30 targeted schools	<ul style="list-style-type: none"> 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. One school in Malekula, Malampa, was selected this quarter to receive internet connectivity. 	On track
3.1.2	0%	2022 Statistical Digest published	<ul style="list-style-type: none"> VESP worked with MoET to enable discussions and planning of provincial and national fact sheets. 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. The team is also discussing a review of the concept of the statistical digest. The Policy and Planning Unit (PPU) is reluctant to publish the statistical digest online with a feature allowing raw data download. 	Behind schedule
3.1.3	7%	OV Policy reviewed	<ul style="list-style-type: none"> Training on the OV data entry for MoET staff and principals has been delayed. PPU and VESP are discussing the focus of the training. The discussion also involves National Programs, as PPU 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. 	Behind schedule

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Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating
		Schools are entering enrolment data into OV		
3.1.4	0%	Implementation plan for the compulsory education study developed (based on Council of Ministers' decision – yet to be made)	<ul style="list-style-type: none"> The Compulsory Education Options paper is ready for presentation to the Minister of Education and Training. 	On track
3.1.5	3%	Integration of OV with Civil Registry, Immigration, SmartStream, and Pac-SIMs is successfully implemented	<ul style="list-style-type: none"> 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. 	On track
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"> 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. 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. 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. 	On track
3.2.2	0%	Train 12 MoET staff and 20 key principals in finance management training	<ul style="list-style-type: none"> 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. MoET is now reviewing the 2023 Annual Plan, so many planned tasks will be deferred and focus on emergency response work. 	On track
3.2.3	0%	6 provinces supported to develop business plans	<ul style="list-style-type: none"> 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. 	On track
3.2.4	0%	Develop MoET monitoring and evaluation plan	<ul style="list-style-type: none"> VESP engaged with PPU to confirm a timeframe for this activity, but due to TCs Judy and Kevin, the proposed date for this activity has been rescheduled. VESP will work with PPU in Q2 to develop a concept note for MoET's monitoring and evaluation plan. 	On track
3.2.5	0%	Deliver Joint Sector Review Aid Memoire with PPU	<ul style="list-style-type: none"> VESP worked with MoET to support staff in developing presentations and preparing logistics for this quarter's implementation of the Joint Sector Review. The Joint Sector Review has been rescheduled to the end of June. 	Behind schedule
3.2.6	0%	MoET's IT Policy is updated and reviewed with a costed plan	<ul style="list-style-type: none"> VESP supported MoET in identifying the objective and scope for the review of the IT policy, including the involvement of all relevant stakeholders. 	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"> 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. 	Behind schedule

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Sub-activity (2023)	Annual budget spent (%)	Annual target	Progress (January to March 2023)	Progress Rating
			<ul style="list-style-type: none"> A planning meeting was conducted with MoET Managers to inform them of the upcoming trainings. As a result of TCs Judy and Kevin, the MoET Annual Plan review will likely delay the Pacific Theological College training in Tanna. 	
3.3.2	0%	Appointed principals inducted and appraised	<ul style="list-style-type: none"> 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. 	Behind schedule
3.3.3	9%	Provincial Education Officers attend two capacity building workshops (March/October)	<ul style="list-style-type: none"> 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. 	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"> 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. 	Behind schedule

