



**VESP**

**VANUATU EDUCATION  
SUPPORT PROGRAM**

## **Quarter 1 and 2 Progress Reports**

September 2022

Revised in November 2022 (Version without comments)



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

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## Annexes

Annex 1	Quarter 1 of 2022
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## Acronyms

AL	Ademap Lanwis
APTC	Australia Pacific Training Coalition
ARTTLe	Assessment Resource Tool for Teaching and Learning
CAT	Common Assessment Tasks
CBA	Classroom Based Assessment
CDU	Curriculum Development Unit
COVID-19	Coronavirus Disease of 2019
DFAT	Department of Foreign Affairs and Trade
EAU	Examination and Assessment Unit
ECCE	Early Childhood Care and Education
ESD	Education Service Directorate
FAU	Finance and Administration Unit
GEDSI	Gender, Equity, Disability and Social Inclusion
ICT	Information and Communications Technology
IE	Inclusive Education
MEO	Mobile ECCE Officer
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Research, and Learning
MoET	Ministry of Education and Training
MQS	Minimum Quality Standards
NTDP	National Teacher Development Plan
NTDPO	National Teacher Development Plan Officer
NUV	National University of Vanuatu
OGCIO	Office of the Government Chief Information Officer
OV	Open VEMIS (Vanuatu Education Management Information System)
PCLF	Provincial Curriculum Learning Facilitator
PEO	Provincial Education Officer
PIEC	Provincial Inclusive Education Coordinator
PPU	Policy and Planning Unit
PSP	Parent Support Program
PTC	Pacific Theological College
PWLN	Provincial Women's Leadership Networks
SBM	School Based Management
SMT	Senior Management Team

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SOE	School of Education
TED	Tertiary Education Directorate
ToT	Training of Trainers
TQUP	Teacher Qualification Upgrading Policy
TSC	Teaching Service Commission
VANSTA	Vanuatu National Standardised Test of Achievement
VBTC	Vanuatu Broadcasting and Television Corporation
VESP	Vanuatu Education Support Program
VNSO	Vanuatu National Statistics Office

## Overview of the report

This report consolidates the first 2 quarterly reports of the Ministry of Education and Training (MoET) sub-activities supported by Vanuatu Education Support Program (VESP), covering the period from January to June 2022. 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) standards.

This consolidated report has 6 sections. The first section presents an overview of implementation progress in the first 2 quarters. The overview is organised by the 3 key pillars of support: Access, Quality and Management.

The following sections focus on:

1. Implementation progress to date
2. Key challenges and responses
3. Flexible approach
4. Gender, Equity, Disability and Social Inclusion (GEDSI) Observations and highlights
5. Budget progress
6. Next steps
7. Lessons Learned

The report also contains an annexe with 2 matrices, containing a detailed overview of VESP's progress, by sub-activity.

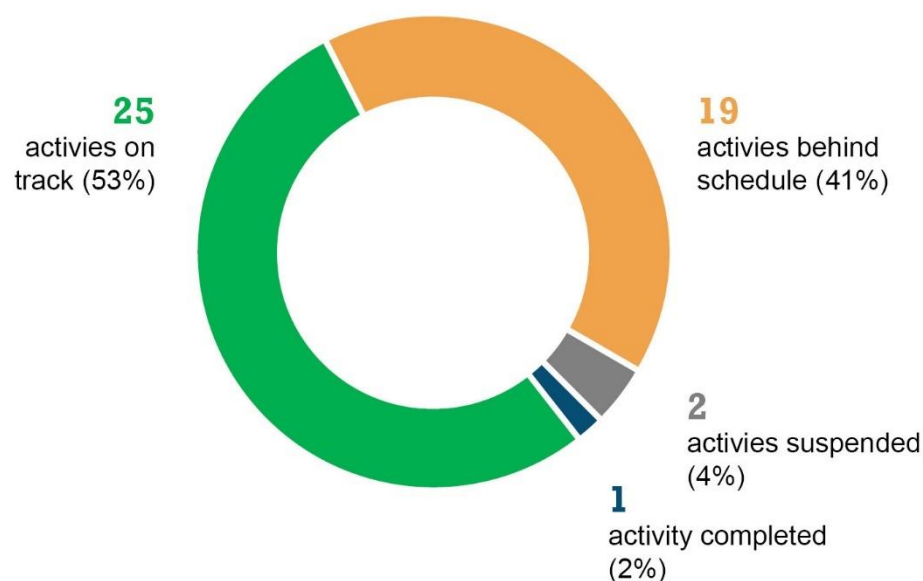
# 1 Implementation progress to date

Overall, the pace of implementation across sub-activities varied in the first 6 months of the year. By June 2022, VESP had progressed 96% of its sub-activities with MoET. However, sub-activities 2.2.1 Review of the Information Technology Policy and 3.1.4 Open Vanuatu Education Management Information System (OV) integrations, were suspended due to Coronavirus Disease of 2019 (COVID-19) related risks and remote working challenges. As a result, the sub-activities will resume in 2023.

During the reporting period, sub-activity 2.3.2 Teachers' Qualification Upgrading was completed. Overall, 53% of the activities are on track to meet annual targets. As a result of the COVID-19 lockdown, 41% of the program's sub-activities have been delayed, with 4% have been postponed until 2023. Despite the delays that occurred in the first half of 2022, VESP activity coordinators have worked closely with MoET activity managers to reschedule the implementation plans, as required.

Figure 1: Six-monthly progress against sub-activities 2022 from January to June 2022

Six-monthly progress against sub-activities  
2022 from January to June 2022



The first quarter of 2022 focused on adjusting and finalising planning for 2022 implementation in response to the COVID-19 situation in-country. The lockdown introduced on 5 March 2022 following community transmission, affected the roll out of the majority of sub-activities, deferring them to quarter 2. Given the context, the program's focus shifted to supporting MoET's response to COVID-19. VESP's Team Leader and Communication Manager collaborated with MoET and other sector stakeholders to change the status of schools to essential services and to develop specific operating protocols and associated communication materials. This effort is expected to have mitigated the lockdown's impact on education service delivery.

Before the lockdown, VESP conducted a masters training course for national trainers in Port Vila as part of the Parent Support Program (PSP). This was followed by a data collection exercise in Torba province to develop the province's PSP baseline. During quarter one, VESP also supported introductory training in Moodle<sup>1</sup> for teachers enrolled in the Diploma of Education (Primary In-service) under the National University of Vanuatu's (NUV) School of Education (SOE). Most other training activities were postponed until quarter 2 and focused on preparing training resources and logistics in

<sup>1</sup> Moodle is an open-source software package for producing Internet-based courses and web sites.

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quarter one. Information and Communications Technology (ICT) activities progressed in remote areas, with some support provided to schools in the provinces.

As lockdown restrictions eased across Vanuatu on 8 April 2022, sub-activities gradually progressed in quarter 2. During this period, VESP supported the development of vernacular materials, drafted the Year 8 curriculum syllabus, progressing the compulsory education study, and procurement guidelines for bulk purchasing of school supplies. Classroom Based Assessment (CBA) and Ademap Lanwis (AL). Years 4–6 monitoring activity preparations also began with provincial curriculum learning facilitators completing the first round of training on monitoring and supporting schools and provinces in the implementation of the curriculum.

Other monitoring activities being prepared include the Minimum Quality Standards (MQS) and the Internet Connectivity Survey. School trials are also in place to develop tools for both Curriculum Implementation Monitoring and Inclusive Education (IE). MoET staff also undertook introductory training in Monitoring, Evaluation, Research, and Learning (MERL) and gender analysis to build their awareness and skills. Discussions regarding the Primary School Infrastructure Guideline workshop, Joint Sector Review preparations, and MoET research policy awareness training also took place, identifying where MoET needed VESP support.

The following sections summarise VESP support according to VESP Support Activity Areas under 3 key areas during the first 6 months of 2022: Access, Quality and Management. For more detail on each of VESP's supported sub-activities, see Annexes 1 and 2.

## Access

### Strengthening community engagement

The key focus for community education during quarters one and 2 was to support MoET communications to communities and schools during the COVID-19 lockdown.

VESP supported MoET to redefine schools as essential services. This enabled MoET to determine the closure of selected schools, in specific areas designated as level 3, as opposed to blanket closures by province. VESP also supported MoET in drafting the Safe Schools Reopening Guidelines. VESP also worked closely with MoET to disseminate guidelines and communications during the COVID-19 lockdown to inform schools and communities of government procedures and provide critical information for managing the spread of COVID-19 in communities, including support for remote education and a safe transition back to schools.



*“MoET really appreciated the support provided by VESP during COVID-19 crisis to keep children in Vanuatu safe and ensure teaching and learning continuity”.*

**PEO Education Services and Chairman of MoET COVID-19 task force, Mr. Marcel Yamsiu**

In addition to the work related to COVID-19, VESP also collaborated with MoET's Early Childhood Care and Education (ECCE) Unit, the United Nations International Children's Emergency Fund and Save the Children to distribute PSP Facilitator Handbooks and provide training to Mobile Education Officers health workers and inclusion officers.

### Improving infrastructure

VESP worked with MoET to provide ICT assistance to primary schools in Torba, Sanma, Shefa and Tafea provinces. This support will enable these schools to maintain their ICT equipment and to access MoET's online systems, including email, conferencing systems and other productivity tools.

VESP has also been working with MoET's ICT Unit on a survey for schools to develop a baseline for internet connectivity in schools. The questionnaire has been translated into Bislama and is awaiting MoET's approval. The findings of the survey will inform MoET's ICT plan and policy.



### Strengthening school leaders

VESP and MoET worked together to adjust the training plan in response to the COVID-19 lockdown. The Principals' Handbook training was delivered to new principals in quarter 2.

Delivery of certificate training for the school leaders was postponed due to COVID-19 travel restrictions from March to May. However, principals have been selected and training is ready to be delivered in the second half of 2022. Arrangements are also underway with Australia Pacific Training Coalition (APTC) to conduct language, literacy and numeracy tests in Tafea province.

A monitoring survey will be rolled out during the implementation of the principals' leadership training to understand better what principals are learning and how they plan to use the knowledge they have gained. The survey's findings will inform the activity's evaluation.

**Picture 1:** Principal Induction Training delivered on 30 June 2022



### Supporting IE

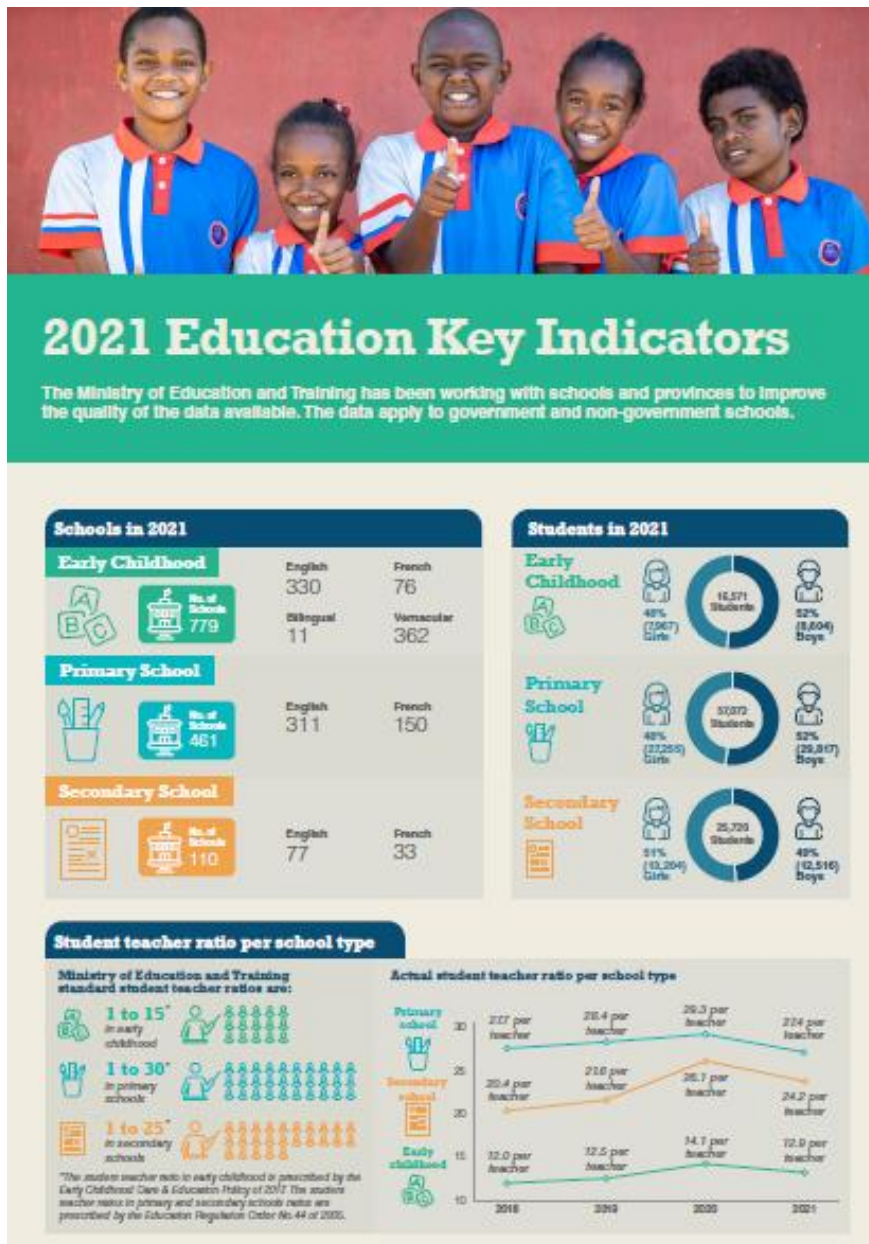
VESP worked with MoET's Education Services Directorate to develop an approach to monitoring the implementation of IE tools being piloted in the Model Inclusion Schools. This included the development of a baseline questionnaire to measure progress against indicators and outcomes. The baseline survey will be undertaken in August, before teachers are trained in using IE resources.

MoET is also drafting 3 inclusion policies (IE, Gender Equity and Child Safeguarding). The drafting process has included identifying a policy writing team composed of officers from MoET and other government agencies, representatives from development partners, members of non-government organisations, and parents. VESP supported MoET in preparing the terms of reference for the policy drafting team. It will work closely with the team in the second half of 2022 to facilitate the writing process based on data collected from policy consultation reports. The policies will be finalised in December 2022. MoET will work with provincial coordinators to socialise the inclusion policies in provinces and schools in 2023.

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Picture 2: English version of the 2021 Education Key Indicators Fact Sheet



### Supporting monitoring

VESP worked with MoET's Policy and Planning Unit (PPU) to submit the final version of the Statistical Digest and education fact sheets to the Vanuatu National Statistics Office for their review and approval.

The Curriculum and Assessment Board approved the Assessment Resource Tool for Teaching and Learning (ARTTLe) documents for printing. Work to harmonise ARTTLe with the Common Assessment Tasks (CATs) is progressing. The Provincial Education Offices' Curriculum Development Units (CDUs) and Examination and Assessment Unit (EAU) are still discussing strategies to harmonise the common grading scale with the Structure of the Observed Learning Outcome Taxonomy used in ARTTLe guides. It is also noted that aligning the Year 7 ARTTLe with the new Year 7 syllabus requires more work because the two do not use the same approach to teaching and learning.

## Quality

### Strengthening teachers' management and professional development

VESP and the Teaching Service Commission (TSC) reviewed the design of the commission's OV module for the teacher registry. The Tertiary Education Directorate (TED) discussed the Teacher Qualification Upgrading Policy (TQUP) with the TSC to ensure its alignment with the commission's Teacher Registration and Licensing Policy. VESP supported TED by recruiting a National Teacher Development Plan Officer (NTDPO) to assist with progressing the TQUP and the National Teacher Development Plan (NTDP).

A TQUP workshop facilitated feedback from key stakeholders, including the TSC, Vanuatu Qualifications Authority, NUV-SOE, and the University of the South Pacific. A Working Group was also established to comment on the TQUP. TED will present the TQUP to the Working Group in quarter 3.

### Strengthening policy framework and compliance

The Information Technology policy review is postponed until 2023 due to COVID-19 and the challenges of remote working.

The language policy guideline for schools has also been delayed due to competing work demands during the reporting period. However, the policy's key messages have been incorporated into the curriculum communication strategy.

### Strengthening teaching

With VESP support, the NUV-SOE delivered introductory training in Moodle to teachers enrolled in the Diploma of Education (Primary In-Service). The development of vernacular resources continued at the CDU with Mwotlav resources finalised, and Mota and Hano resources in development. CDU also printed vernacular resources in preparation for the Nafe and Nivhaar training for teachers and Provincial Education Officers (PEOs) on Tanna in Tafea province.

With VESP's support, the CDU delivered training to Provincial Curriculum Learning Facilitators to support the implementation of sub-activities 2.3.3 Class Based Assessment, 2.3.4 Ademap Lanwis Years 4–6, and 2.3.7 Strengthen provincial based curriculum training and support. The Provincial Curriculum Learning Facilitators will begin monitoring and providing curriculum implementation support to schools and provinces in quarter 3. The CDU printed CBA workbooks for distribution during the Provincial Curriculum Learning Facilitators' visits to the provinces in quarter 3.

Workshop arrangements, and preparation of resources and materials have started for the Multilingual Classroom: Professional learning pilot sub-activity, and training is expected to begin in Torba, Shefa and Tafea provinces in the third quarter. This also includes training in all provinces for teachers in the Year 7 curriculum. Prior to the training, CDU shared the Year 7 curriculum training materials and 5 vodcasts to teachers via online channels to continue their learning and work during the lockdown. VESP also provided EAU with technical and financial assistance to assist with the design, print and distribution of the Vanuatu National Standardised Test of Achievement (VANSTA) report to schools that participated in VANSTA in 2021.

**Picture 3:** Providing required resources and training teachers to improve the quality of teaching and students' academic performance.



### **Strengthening curriculum resources and implementation**

VESP supported the ECCE Unit in preparing learning packages and resources for its curriculum lesson plan training in Sanma, Malampa, and Tafea provinces. During the reporting period, training began in Sanma province, where the local early childhood and education curriculum officer and their counterpart mobile officers received training in developing lesson plans. Logistics preparations were finalised for this training to be delivered in Tafea and Malampa provinces in quarter 3.

Also during the reporting period, VESP contracted writers, editors, reviewers and translators to support the CDU in developing the Year 8 syllabus and guides. The writers have completed the first draft of the syllabus, and the review of the teacher guides for Years 1–3 will commence in quarter 3. VESP and CDU completed the curriculum implementation monitoring tools for schools. This is ready to be piloted in the provinces through sub-activity 2.3.7 Strengthening provincial based curriculum training and support.

## **Management**

### **Strengthening MoET's strategic management processes**

#### **Management**

VESP and the MoET Finance and Administration Unit (FAU) planned the training for the Provincial School Finance Management Manual. They also supported the Procurement Unit in finalising the process maps for the procurement process, in line with MoET guidelines.

VESP assisted School Based Management (SBM) in reviewing the harmonised MQS. SBM developed an electronic MQS survey, to be piloted in selected areas. Discussions on integrating the MQS monitoring tool into OV started with the MoET ICT Unit.

#### **ICT**

The MoET ICT team is working with VESP to continue designing and developing the Finance and VANSTA OV modules. Several training workshops have also been prepared for the second half of 2022. These include (i) digital literacy training for MoET staff, school principals and teachers, (ii) OV technical capacity development sessions, and (iii) OV data entry training.

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The ICT Unit is also working on testing the new website prior to going live. The website has been converted to Joomla, making it easier for non-technical staff to edit webpages. In addition, the ICT Unit continues to investigate network architecture options that would allow MoET to switch over to an alternative data centre and an alternative network during a disaster.

### **Research**

VESP has been working with PPU to assist MoET in responding to the Council of Ministers' request for information on the costs of a Compulsory Education Policy. This included consultations with Provincial Education Offices, TSC, Facilities Unit, FAU, and MoET's secondary, primary and ECCE teams. VESP presented the consultations' findings in June to Government of Vanuatu, stakeholders and donors (DFAT and the New Zealand Ministry of Foreign Affairs and Trade). It is now working with MoET to begin developing the final paper.

VESP also designed the concept note for the Vanuatu Australia School Community Grant Impact research study. The study supports MoET and DFAT decision makers in better understanding how COVID-19 impacted school communities and how effectively the Vanuatu Australia School Community Grant scheme supported communities to continue participating in education. The research will commence in quarter 3.

### **Planning**

VESP is working with PPU to plan for the Joint Sector Review to be held in March 2023. A workshop to discuss the Joint Sector Review will be held in October with all MoET directorates. PPU is focusing on collecting data from all the directorates on their progress to date against the corporate plan, which they will present during the Joint Sector Review next year.

### **Monitoring, Evaluation, Reporting and Learning**

Since January, VESP's MERL team has delivered 4 workshops on program logic to identified VESP and MoET staff. The training will build their knowledge and skills in designing program logic and identifying annual targets and indicators.

VESP's MERL and GEDSI teams, supported by PPU and MoET's special programs unit delivered a gender analysis workshop in June. The workshop's purpose was to assist activity managers and coordinators in mainstreaming gender equity into the design of their activities. Additional workshops are planned with the Education Service Directorate (ESD) and PPU to support staff in identifying and monitoring gender indicators.

VESP also updated its MERL plan and has started to work closely with PPU to support the development of a MoET's MERL plan. This will guide MoET staff in integrating MERL into their roles and support them in implementing MERL approaches in practice.

## 2 Key challenges and responses

1

### COVID-19 Lockdown

The COVID-19 lockdown from March to April delayed the implementation of most activities in 2022 and prevented technical advisers from travelling into Vanuatu.

Despite this, VESP staff supported MoET during the outbreak to adopt a flexible and adaptive approach to reprioritise and update implementation plans for 2022. Where feasible MoET and VESP worked together to continue to provide remote assistance to progress activities during the lockdown period. One key area that was impacted was face-to-face training, with most training and workshops postponed until the second half of 2022.

2

### Delays in training

The backlog of MoET activities from quarter one as a result of the COVID-19 lockdown, impacted the opportunity for school principals and teachers to participate in some induction trainings and workshops. While some trainings were delivered towards the end of quarter two (May and June), the delayed delivery of training may have impacted the ability of principals and teachers to be prepared for the first six months of the school year. For example, new principals were not able to attend the Principals' Induction training until June, and workshops on the new curriculum were not delivered until June. As such, in some circumstances the COVID-19 lockdown limited opportunities for schools to prepare for the school year. New principals ventured into the new role without the guide on a daily practical requirement for school data which may have impacted the quality of teaching and positive learning outcomes for students. This also poses threat of uncertainties on new principals performance.

3

### Financial and human resourcing

Budget and staffing limitations affected some activity's ability to implement and achieve their targets during the first half of the year. Government funding processes and delays in recruitment for some activities, caused by slow contractual processes, have also postponed some activities.

For example, reduced staffing capacity at the MoET ICT Unit may affect the Unit's priorities for the 2022 period because low staff numbers may limit resources for the administration of the ICT survey in the provinces and budget limitations may also impact the sample size and method of data collection.

Limitations on staff capacity in some areas have increased workload on other staff, and at times left gaps in leadership or technical guidance. Hiring processes have been undertaken to mitigate low staffing challenges, however some resources limitations may limit the potential for some activities to achieve their annual targets.

4

### Shared understanding of new approaches

New approaches to teaching and the curriculum can take time to be introduced and learnt across provinces. VESP and CDU are working to provide support, mentoring and training for PEOs and teachers to build their awareness, knowledge and skills of the curriculum to increase implementation of the new curriculum. However, a lack of resources and the remote location of many schools limits access to training on the new curriculum. CDU have shared resources through online tools such as Moodle and Google Drive to ensure teachers have all the resources they need to implement the curriculum. CDU have also set up a support group using WhatsApp and Slack to provide ongoing guidance and support. Vodcasts have also been developed for Year 7 training materials and shared to continue training for the implementation of the new Year 7 syllabus.

The minimum policy requirement for registering primary school teachers is still unclear. This is because the diploma requirement in one document contradicts the bachelor requirement in another. Through this activity, clarification will be sought on the minimum policy requirements for primary school teachers, and the responsible entity for their employment, policy development, and performance management and development. Clarification on this area is important to ensure MoET and VESP can support teachers with appropriate professional development and training opportunities.

5

### Roles and responsibilities

In some areas of implementation, the roles and responsibilities of MoET staff have not been determined. For example, understanding who has responsibility for the TQUP and how MoET and TSC can collaboratively progress this work has been challenging. In drafting the policy, it has been difficult to navigate expectations set out in the TSC's Registration and Licensing policy, as well as with the capacity of Training providers (e.g., NUV-SOE) to support teacher qualification upgrading. In response, TED requested VESP's support to recruit a National Teacher Development Planning Officer (NTDPO) to progress the work on the TQUP. As a result, VESP and the new NTDPO have conducted workshops with relevant stakeholders to inform the development of the new policy.

### 3 Flexible approach

VESP recognises the importance of having a flexible approach in its planning. The below activities were developed in response to emerging needs and demonstrate VESP’s adaptive approach to new priorities. These activities vary in size and length, with some requiring both technical and financial support, while others required technical support only. The table below presents an overview of these activities.

Activity	VESP support
<b>Vanuatu Sign Language</b>	<ul style="list-style-type: none"> <li>VESP supported discussions regarding documentation for Penama province’s sign language which assists the local deaf community by providing signs for different categories such as letter words, body parts, emotions, nature and weather.</li> </ul>
<b>National Child Protection Working Group</b>	<ul style="list-style-type: none"> <li>VESP participated in discussions with the National Child Protection Working Group regarding the design of the National Children’s Day activity.</li> <li>The 2022 national event targeted all schools with one week of activities developed around the theme ‘Children are our future: Valuing and protecting our children at Home, within our Communities, our Provinces and at the National Level.’</li> <li>VESP also supported discussions on the drafting of the Child Protection Bill.</li> </ul>
<b>National Gender Protection Cluster Network</b>	<ul style="list-style-type: none"> <li>VESP joined the National Gender Protection Cluster Network during the COVID-19 lockdown to discuss specific support and response to challenges faced by women, men, girls and boys during pandemics.</li> </ul>
<b>Balance of Power</b>	<ul style="list-style-type: none"> <li>VESP contributed to discussions with a Pacific Island countries’ leadership initiative, Balance of Power, regarding a school debating activity targeting secondary schools on topics that may need highlighting for public knowledge.</li> </ul>
<b>Save the children steering committee</b>	<ul style="list-style-type: none"> <li>VESP supported discussions on Save the Children’s <i>Pikinini stap seif, filim seif</i> study. The study will explore the impact of children’s exposure to violence in Vanuatu.</li> </ul>
<b>Online Bislama Dictionary</b>	<ul style="list-style-type: none"> <li>VESP and the MoET CDU started working on an online Bislama dictionary. The prototype is completed.</li> <li>The idea of the online dictionary emerged during the COVID-19 pandemic. It aims to increase access to a Bislama–English French dictionary.</li> </ul>
<b>Bislama Upper Primary Dictionary</b>	<ul style="list-style-type: none"> <li>The MoET Curriculum and Assessment Board approved the printing of the Upper Primary Bislama Dictionary in April.</li> <li>VESP printed the dictionary for Years 4–6 and it is now ready for distribution.</li> </ul>
<b>Science Textbooks Year 6</b>	<ul style="list-style-type: none"> <li>VESP purchased English and French versions of the Science Start Right textbooks.</li> <li>The textbook complements the Year 6 Teacher Guide and builds on the current series in the Years 4–5 curriculum.</li> </ul>

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Activity	VESP support
<b>Grammar Books Years 4–6 in English and French</b>	<ul style="list-style-type: none"> <li>• VESP purchased French and English grammar/conventions of languages books for teachers to use in designing teaching and learning activities.</li> <li>• This is in response to the findings of the 2021 Curriculum Monitoring Study which indicated a need for more resources to complement AL materials and Lanwis &amp; Komunikesen Teacher Guides.</li> </ul>
<b>Collaborating with Global Partnership for Education to develop Years 1–3 Reading materials</b>	<ul style="list-style-type: none"> <li>• VESP is supporting MoET to identify and finalise early literacy resources. Global Partnership for Education will fund these resources.</li> </ul>
<b>Adobe Software licence for CDU Production Unit</b>	<ul style="list-style-type: none"> <li>• VESP supported the CDU in obtaining 5 Adobe Creative Suite licences.</li> <li>• CDU will use the software to create online literacy resources for Years 1–3. The team will also be able to collaborate with international designers using the software.</li> </ul>
<b>ARTTLe Layout</b>	<ul style="list-style-type: none"> <li>• VESP supported the EAU in completing the layout of the ARTTLe materials.</li> </ul>
<b>CDU Video Conference facility</b>	<ul style="list-style-type: none"> <li>• VESP supported CDU in establishing a video conferencing facility during the COVID-19 lockdown.</li> <li>• The facility is in response to CDU’s request to enable the Unit to conduct virtual training and meetings with education staff and schools in the provinces during the lockdown.</li> </ul>
<b>Logistical support Home School Packages and uploading of online curriculum materials</b>	<ul style="list-style-type: none"> <li>• VESP assisted the CDU in uploading the Year 7 curriculum materials to OV for schools to access during the COVID-19 lockdown.</li> <li>• VESP is supporting CDU to conduct MERL of the Home-Schooling Package.</li> <li>• The Year 7 materials will be distributed once the lockdown is lifted.</li> </ul>



## 4 GEDSI observations and highlights

VESP continues to support MoET in promoting and advocating for GEDSI in its activities.

VESP developed a guidance note to support VESP and MoET staff in incorporating GEDSI into their planning, monitoring and reporting. The guidance note provides an overview of why GEDSI mainstreaming is important and guides staff in using different approaches for reporting GEDSI activities. Key approaches include identifying GEDSI barriers during planning and design, developing GEDSI indicators, using workshop registration, observation, photography and feedback. The guidance note was presented to staff to enhance GEDSI mainstreaming in their planning, monitoring and reporting.

In addition, VESP and MoET delivered a gender analysis workshop in June. The activity managers and coordinators who participated in the workshop were trained in identifying opportunities for mainstreaming gender equity into their activities. The overall feedback was positive. A workshop to assist staff in identifying GEDSI indicators will be delivered in 2023.

**Picture 4:** Mainstreaming gender equity into activities to encourage learning



## 5 Budget progress

During the first 6 months of implementation, 38% of sub-activities commenced spending their annual budgets. Budget expenditure from January to June 2022 included spending on resources, training and some travel. However, due to the COVID-19 lockdown from March to May 2022, opportunities for travel and training delivery were limited. As such, most spending will occur in the second half of 2022.

Figure 2: Budget expenditure from January to June 2022



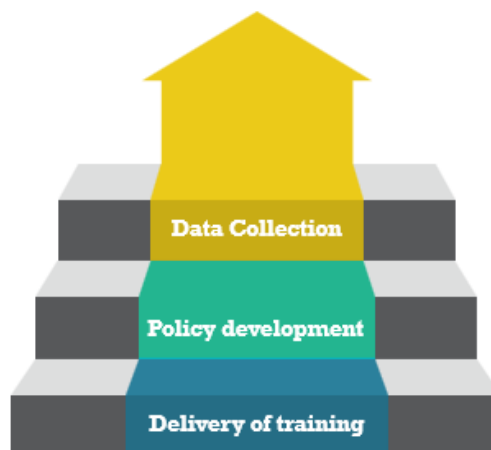
In addition, due to a focus on activity planning with MoET in quarter one and the COVID-19 lockdown, 62% of sub-activities have not yet commenced spending. These sub-activities have adapted their plans in response and will roll out their activities from July to December 2022.

2 sub-activities have overspent during the first 2 quarters of 2022. In sub-activity 1.1.1 Ministry's communication support for COVID-19, significant assistance was provided for the Ministry's communication to support the COVID-19 response. This was to ensure communities and schools were well informed and prepared to protect themselves from the virus while continuing to participate in remote learning. Sub-activity 2.3.6 VANSTA Principals' Data Club printed and distributed the 2021 VANSTA reports for the participant schools. The program's implementation budget is flexible and responsive to the needs that arise during the year. Consequently, budget forecasts may not always be accurate during the planning stage. Underspends and lower spending in some sub-activities will supplement those sub-activities that have exceeded their forecasted budget.

## 6 Next steps

Over the next 6 months, VESP will focus on working closely with MoET to deliver training and workshops, finalise guidelines and policies and undertake data collection to monitor the effectiveness of specific sub-activities. These activities will include implementing the new curriculum, piloting the IE tools in the 45 model inclusion schools, rolling out the MQS baseline survey in schools in the 6 provinces, and continuing to assist schools with internet connectivity.

Figure 3: Next steps



### 6.1 Delivery of training

Over the next 2 quarters, VESP will support the delivery of 21 training sessions in areas including principals' leadership, IE, ICT literacy, OV, parent support for early childhood, women's leadership, GEDSI and planning, monitoring, reporting and learning. The training objectives are to enhance awareness, knowledge and skills and encourage all participants to adopt positive learning outcomes for students.

### 6.2 Policy development

VESP is working with MoET to progress the development and review of several policy areas including teacher qualifications and upgrading, compulsory education, gender equity, child safeguarding and school procurement. VESP will assist in finalising these policies by facilitating consultation workshops, data collection, research and drafting through to the end of December 2022.

### 6.3 Data collection

For the next 2 quarters, VESP will work with several MoET directorates to support data collection. This includes conducting surveys in various areas to understand the outcomes of the work VESP is conducting across IE, the MQS, internet connectivity, parent support, principals' leadership and the delivery of grants to schools. The surveys will provide qualitative and quantitative data on how teachers, schools, principals, the community and students benefit from the support and training they receive. The data will inform the design and approach of VESP's future support to MoET, provinces and schools.

## 7 Lessons learned

### 7.1 Responding to changing circumstances

The COVID-19 lockdown emphasised the importance of integrating a flexible and adaptable approach into the annual planning of sub-activities. This includes ensuring that the program identifies key risks and mitigation strategies during the planning period and prepare for alternative implementation approaches in the case of a disaster.

### 7.2 Using innovative tools for learning

VESP has started developing different training models to cater for different contexts and circumstances. This includes delivering online training and creating vodcasts, audio guides, short video guides and training materials via Moodle. This assists VESP in reaching a broader number of schools and providing a range of learning options for different learning styles. Such diverse approaches are beneficial in the case of a pandemic or other disaster and provide sustainable options for on-the-job learning. VESP will continue to test and work with new technologies to develop innovative training and learning.

### 7.3 Planning, monitoring, reporting and learning

VESP's work with MoET staff to strengthen their knowledge and skills in planning, monitoring, reporting and learning supports a more coherent and collaborative approach to planning and data collection. MoET staff have responded positively to VESP's training and guidance and are motivated to identify indicators and data collection tools to monitor their activities' progress and outcomes. VESP and MoET MERL teams have learned that strengthening staff skills in these areas will take time and that ongoing workshops, mentoring and online tools are needed to enhance staff skills in effectively reporting against outputs and outcomes to inform progress and learning.

# Annex 1

Quarter 1 of 2022

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | September 2022

Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (January to March 2022)	Next steps	Progress Rating	
1.1.1	Ministry's communication support for COVID-19 response	61%	Deliver timely responses (within one week) to MoET's requests for communication support	<ul style="list-style-type: none"> <li>Deliver timely response (within one week) to MoET's requests for communication support</li> <li>Timely support provided to MoET for communications requests</li> </ul>	<p>During the reporting period, VESP's support to MoET achieved the following:</p> <ul style="list-style-type: none"> <li>Addressed issues regarding free access to MoET's website, OV website, and the 32 selected educational websites.</li> <li>Free access to 24 additional educational websites for all Digicel and Vodafone users.</li> <li>Broadcast 6 SMSs to all Digicel and Vodafone users with MoET updates.</li> <li>Translated all urgent official documents requested by MoET's Acting Director of Finance and Administration or the Education task force.</li> <li>Attended and contributed to the Education task force's meetings.</li> <li>Supported MoET in writing and disseminating urgent press releases — 3 press releases in March 2022.</li> <li>Created radio adverts to support key MoET messages — 4 radio messages daily on FM107, 2 radio messages daily on Radio Vanuatu and 2 radio messages on Paradise FM.</li> <li>Supported CDU school planning for a one-hour radio program supported by the Vanuatu Broadcasting and Television Corporation (VBTC).</li> <li>Kept MoET's website active and current by providing regular updates, documents and learning materials.</li> <li>Supported MoET's social media page, including 14 social media posts.</li> <li>Supported MoET in creating home-school package support pages (one for ECCE, one for primary school, and one for secondary school) to create communities and encourage experience sharing (parents, teachers, students and MoET officers).</li> <li>Supported the development of various artworks based on MoET's requests.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will support MoET in developing and disseminating the Safe School Reopening Guidelines in English, French and Bislama.</li> <li>VESP will work with MoET and its partners (UNICEF, DFAT, MFAT, Save the Children) to develop and implement the Safe School Reopening Communications Strategy.</li> <li>VESP will continue to support MoET's Communications Unit and the Education task force in their COVID-19 response plan.</li> </ul>	On track	
1.1.2	Emergency Response Fund	0%	TBC	TBC	TBC	<ul style="list-style-type: none"> <li>VESP's reserve allocation supports MoET's needs emerging from natural disasters to ensure continuity of its operations.</li> <li>Funding will remain available to support MoET's needs emerging from natural disasters.</li> </ul>	On track	
1.1.3	ECCE PSP	0%	Deliver PSP workshops in 12 communities by December 2022	<ul style="list-style-type: none"> <li>Collect PSP baseline data for Torba province</li> <li>Deliver the master training of national trainers</li> </ul>	<ul style="list-style-type: none"> <li>Torba baseline data collection started</li> <li>The master training of national trainers was delivered</li> </ul>	<ul style="list-style-type: none"> <li>Delivered PSP masters training of national trainers in Port Vila in February to 19 trainers (11 females, 8 males).</li> <li>Area Administrators from the Torba Provincial Government Council, VESP and the ECCE Unit started collecting data to support the Torba PSP baseline. Data collection is complete for Gaua, Motalava and East Vanuualava. Pandemic disrupted activity.</li> <li>VESP printed 1,000 copies of the English PSP Facilitators' Handbook. The Bislama versions of the Handbook will be printed in quarter 2.</li> <li>Lockdown prevented the packaging and distribution of handbooks and support materials as planned. All materials stored at the UNICEF warehouse will be repackaged and distributed by June.</li> <li>Training of Trainers (ToT) planned for Shefa and Sanma provinces were postponed until quarter 2, when the pandemic restrictions are likely to be lifted.</li> <li>6 scripts for a PSP radio program broadcasted by VBTC during the lockdown period. This aimed to help parents implement the home-school packages.</li> </ul>	<p>VESP will continue to work with MoET's ECCE unit and partners to:</p> <ul style="list-style-type: none"> <li>organise and deliver PSP ToT training for Mobile ECCE Officers (MEOs) and provincial coordinators from the provinces of Tafea, Malampa and Penama provinces in quarters 2 and 3</li> <li>package and deliver PSP handbooks and support materials for Tafea, Malampa, Penama and Torba province</li> <li>arrange the logistics for the ToT and task force training in Torba province</li> <li>develop scripts for more PSP radio programs</li> </ul>	On track
1.1.4	Curriculum communications strategy	0%	CDU provides 2 national communication products to schools and communities	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>Plans are under way to commence the sub-activity in the second half of 2022.</li> <li>CDU is prioritising this sub-activity following a recommendation of the 2021 curriculum implementation monitoring study to strengthen systematic communications to school communities regarding the curriculum reform and language policy to ensure a shared understanding.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will engage a communications consultant to work with CDU in the second half of the year to develop a 3-year communication strategy and implement 2 components of the strategy.</li> </ul>	Behind schedule	
1.1.5	Communicating education	1%	6 Communication products (press releases, social media, radio, SMS)	<ul style="list-style-type: none"> <li>Distribute 1,500 English calendars and 500 French calendars for the year 2022</li> <li>Develop and implement the 2022 back to school campaign to promote right-age enrolment</li> </ul>	<ul style="list-style-type: none"> <li>1,500 English calendars and 500 French calendars for the year 2022 distributed</li> <li>2022 back to school campaign to promote right age enrolment</li> </ul>	<p>During the reporting period, VESP's support to MoET achieved the following:</p> <ul style="list-style-type: none"> <li>Distributed 1,500 English and 500 French calendars for the year 2022 to all MoET Directorates, Cabinet, provincial education offices and schools.</li> <li>Developed and implemented the 2022 back to school campaign to promote right-age enrolment through newspapers, social media, radio and SMS.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will support MoET in developing its Education Key Indicators Factsheets (national and provincial)</li> <li>VESP will support MoET in developing its school grant posters</li> <li>VESP will support MoET in finalising the IE videos</li> <li>VESP will conduct training to build MoET's communications capacity</li> </ul>	On track

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | September 2022

Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (January to March 2022)	Next steps	Progress Rating	
				<ul style="list-style-type: none"> <li>At least one post on social media and one press release sent each month</li> </ul>	<ul style="list-style-type: none"> <li>developed and implemented</li> <li>Support provided for developing 7 social media posts and 4 press releases</li> </ul>	<ul style="list-style-type: none"> <li>Provided support for developing 7 social media posts for observance days such as the International Day of Education, back to school messages and reminders, International Day of Women &amp; Girls in Science, Zero Discrimination Day and Custom's Chief Day.</li> <li>Provided support for developing 4 press releases.</li> <li>Provided communications support to MoET's EAU on the ARTTLe Books - 8 books printed, one book to be printed, 2 books to be amended and 3 books to be checked/finalised.</li> <li>Created a gender infographic.</li> </ul>		
1.2.1	Asset master plan	0%	Draft 50% of Asset Master Plan	<ul style="list-style-type: none"> <li>Finalise and submit the sub-activity plan to MoET for approval</li> </ul>	<ul style="list-style-type: none"> <li>The sub-activity plan was completed and approved by MoET</li> </ul>	<ul style="list-style-type: none"> <li>VESP completed the sub-activity plan and program logic with MoET's Asset Unit for the sub-activity. This plan is approved for MoET's implementation.</li> <li>The Activity Coordinator reviewed and provided feedback on the sub-activity's entry in the VESP's annual plan as needed.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and MoET's Asset Unit will finalise the recruitment of an Architect Technician and an Engineer Technician to support the sub-activity.</li> <li>Once recruited, VESP will arrange required meetings with MoET's Asset Unit, PEOs, and STA to update the 2 specialists and to prepare for the Primary School Infrastructure Guidelines workshop.</li> <li>VESP and MoET will discuss with the PEO PPU and ECCE National Coordinator and update the ECCE data on the OV required by the sub-activity.</li> </ul>	On track
1.2.2	ICT in schools	0%	25 schools provided with ICT assistance	<ul style="list-style-type: none"> <li>Provide 10 schools with ICT assistance</li> </ul>	<ul style="list-style-type: none"> <li>15 schools provided with ICT assistance</li> </ul>	<p>MoET's ICT Unit and VESP provided the following ICT assistance to 11 schools in Torba province and 4 schools in Sanma province:</p> <ul style="list-style-type: none"> <li>set up school government email accounts</li> <li>supported the installation and configuration of video conferencing tools</li> <li>supported school networking</li> <li>responded to desktop support queries, including installation of software applications</li> <li>configured fingerprint devices for staff attendance</li> </ul>	<ul style="list-style-type: none"> <li>VESP, through its ICT adviser, will continue to support MoET's ICT Unit to provide remote ICT assistance to schools during the lockdown period. This includes desktop support and ICT advice as needed.</li> </ul>	On track
1.2.3	Internet in schools	0%	High-quality draft feasibility report	<ul style="list-style-type: none"> <li>Develop the questionnaire for the internet connectivity survey</li> </ul>	<ul style="list-style-type: none"> <li>Internet connectivity survey questionnaire developed</li> </ul>	<ul style="list-style-type: none"> <li>MoET's ICT Unit and the VESP ICT Adviser developed questions for the internet connectivity survey.</li> <li>The VESP ICT Adviser discussed the options for conducting the survey with MoET's ICT Unit, i.e. by disseminating printed surveys through provincial offices, creating online surveys, or outsourcing data collection.</li> <li>The team designed an online internet connectivity survey form.</li> </ul>	<ul style="list-style-type: none"> <li>The VESP ICT Adviser will continue to work with MoET's ICT Unit to finalise and administer the connectivity survey.</li> </ul>	On track
1.3.1	School leaders certificate training	0%	57 school leaders graduate from a certified course in leadership and management training	<ul style="list-style-type: none"> <li>Complete and submit the leadership and management certificate training plans for Tafea province to MoET for approval</li> </ul>	<ul style="list-style-type: none"> <li>Training plans for Tafea province completed and approved by MoET</li> </ul>	<ul style="list-style-type: none"> <li>VESP and MoET's ESD worked with the Tafea PEO, APTC and the Pacific Theological College (PTC) to finalise the school leaders' certificate training plan for Tafea province.</li> <li>The plan is shared and approved by MoET during quarter one. 57 principals and deputy principals in Tafea province will undertake leadership and management certificate training with APTC and PTC in 2022.</li> <li>Due to the evolving COVID-19 restrictions in-country, trainings are deferred until August 2022. VESP maintains contact with MoET's ESD, Tafea PEO, APTC and PTC to monitor the progress of the trainings.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue working with MoET's ESD, APTC, PTC and Tafea PEO to monitor the progress of COVID-19 in-country and prepare for the certificate trainings in August.</li> </ul>	On track
1.3.2	Principals' induction and handbook training	0%	38 principals participate in handbook training	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>VESP and MoET collaborated with the TSC to finalise the plan and budget for the principals' induction and handbook training.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with MoET to adjust the induction plan to meet the COVID-19 restrictions. The team also considered delivering the training via Zoom to principals in the provinces.</li> </ul>	On track
1.4.1	Creating inclusive education schools at the provincial level	0%	Pilot and monitor IE tools in 45 schools in Penama and Shefa	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>VESP and ESD finalised the activity plan and budget for the sub-activity.</li> <li>VESP assisted the ESD complete the formatting of the inclusive resource kit report.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with MoET and the newly appointed Provincial Inclusive Education Coordinator (PIEC) for Shefa and Penama on logistics for trialling the IE tools in Shefa and Penama.</li> <li>VESP will work with the 2 PIECs to monitor and report on the progress of the IE tools trial and provide support as needed to the teachers during the trial phase.</li> </ul>	On track
1.4.2	Inclusion policy review	0%	Finalise the 3 IE policies and submit to the Senior Management Team (SMT) for approval	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the ESD finalised the activity plan and budget following discussions with partners, i.e. UNICEF and Vanuatu Skills Partnership.</li> <li>VESP, MoET and partners commenced preparations towards validating the data in quarter 2.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with MoET and partners to review the terms of reference for the drafting team in quarter 2.</li> </ul>	On track
1.5.1	Statistical digest and key education factsheets	0%	Final version of the statistical digest submitted to Vanuatu National	<ul style="list-style-type: none"> <li>Submit the final version of the statistical digest and key education factsheets to VNSO for review and endorsement</li> </ul>	<ul style="list-style-type: none"> <li>Final version of the Statistical digest and key education factsheets submitted</li> </ul>	<ul style="list-style-type: none"> <li>PPU submitted the final version of the statistical digest and education factsheets to the VNSO for their review and approval.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will follow up with PPU on updates from the VNSO on the statistical digest and key education factsheets.</li> </ul>	On track

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Q1 and Q2 Progress Reports | September 2022

Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (January to March 2022)	Next steps	Progress Rating	
		Statistics Office (VNSO)		to VNSO for review and endorsement				
1.5.2	CATs and ARTTLe harmonisation	0%	60 schools participate Professional Learning Program	<ul style="list-style-type: none"> <li>Finalise activity plan</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan started</li> </ul>	<ul style="list-style-type: none"> <li>Plans are under way between CDU and EAU to harmonise the CATs developed in 2021 with the ARTTLe resources.</li> <li>VESP will follow up with CDU and EAU on the progress of the sub-activity and provide support as needed towards harmonising the ARTTLe and the CBA CATs developed by CDU in 2020–21. This will ensure the efficacy of the materials aligned with the CBA training program.</li> </ul>	Behind schedule	
2.1.1	Creating and maintaining a teachers' register system	0%	Progress on a plan for the review of the teacher register system.	<ul style="list-style-type: none"> <li>Gather detailed requirements for the TSC OV module from TSC</li> </ul>	<ul style="list-style-type: none"> <li>Assembling of detailed requirements for the TSC OV module from TSC started</li> </ul>	<ul style="list-style-type: none"> <li>The VESP ICT Adviser held several virtual meetings with TSC staff to discuss the detailed requirements for the TSC OV module.</li> <li>The VESP ICT Adviser will continue to meet virtually with the TSC team to finalise the requirements and develop the designs.</li> </ul>	On track	
2.1.2	Developing a national teacher qualification policy	0%	Deliver first draft teacher qualification upgrading policy to Director Tertiary Division	<ul style="list-style-type: none"> <li>Conduct 2 working group meetings</li> <li>Develop a revised draft of TQUP</li> </ul>	<ul style="list-style-type: none"> <li>No working group meetings conducted</li> <li>Revised draft of TQUP not started</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the TED unit updated and reviewed the TQUP in March in preparation for the working group meeting to further progress the policy. The meeting did not happen because of the COVID-19 restrictions.</li> <li>TED began discussions with the TSC to assure alignment between the TQUP and TSC's Teacher Registration and Licensing policy.</li> <li>TED requested VESP's support in recruiting an NTDP to progress the work on the TQUP.</li> </ul>	<p>VESP will work with the TED team to:</p> <ul style="list-style-type: none"> <li>Recruit a NTDP to support TQUP development.</li> <li>Develop a revised plan and budget outlining strategy for finalising the TQUP.</li> <li>Conduct 2 working group meetings to progress the TQUP.</li> <li>Circulate draft TQUP for feedback.</li> <li>Continue collaborating with TSC on aligning TQUP and the Teacher Registration and Licensing policy.</li> </ul>	Behind schedule
2.1.3	Developing a NTDP	0%	Draft a NTDP and submit to SMT for approval	<ul style="list-style-type: none"> <li>Conduct 2 working group meetings</li> </ul>	<ul style="list-style-type: none"> <li>No working group meetings conducted</li> </ul>	<ul style="list-style-type: none"> <li>The VESP and TED drafted the sub-activity plan and budget for 2022.</li> <li>The Working Group could not meet to progress the (NTDP during the reporting period due to the COVID-19 restrictions.</li> <li>Given the secondment of the Activity Manager to the Acting Director of Tertiary Education role, TED requested VESP's support towards the recruitment of an NTDP to progress the work on the TQUP.</li> </ul>	<p>VESP will work with the TED team to:</p> <ul style="list-style-type: none"> <li>Recruit a NTDP to support TQUP development.</li> <li>Develop a revised plan and budget outlining the strategy for finalising the TQUP.</li> <li>Conduct 2 Working Group Meetings to progress the NTDP.</li> <li>Build on consultations started in 2021 with MoET's Divisions and Units regarding the NTDP.</li> </ul>	Behind schedule
2.2.1	Review IT policy	0%	Review the ICT policy and ensure it is ready for submission to SMT by December 2022	<ul style="list-style-type: none"> <li>Conduct national and provincial assessments on the IT Policy</li> </ul>	<ul style="list-style-type: none"> <li>The IT policy is postponed until 2023</li> </ul>	<ul style="list-style-type: none"> <li>IT policy is postponed until 2023.</li> <li>VESP will progress the travel of the ICT Manager in 2022.</li> </ul>	Suspended	
2.2.2	Language policy guidelines for schools	0%	Develop a poster on the Language Policy Guidelines to deliver to 437 schools (print ready)	<ul style="list-style-type: none"> <li>No target set for the period</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>The sub-activity could not begin in quarter one as the competing work priorities of CDU staff affected their availability to implement work on the language policy guidelines for schools.</li> <li>VESP will continue to follow up and provide support as needed by MoET's CDU to progress the sub-activity.</li> </ul>	Behind schedule	
2.3.1	Vernacular materials development	0%	Develop vernacular resources for 10 languages by December 2022	<ul style="list-style-type: none"> <li>Develop vernacular books for Mwotlav (1 primer book, 32 key word books) language</li> </ul>	<ul style="list-style-type: none"> <li>Mwotlav vernacular resources developed (1 primer book, 32 key word books)</li> </ul>	<ul style="list-style-type: none"> <li>CDU and VESP adjusted the sub-activity's plan and focused on editing vernacular materials during the COVID-19 restrictions period.</li> <li>Training activities are postponed until quarter 2, when travel restrictions are likely to be lifted.</li> <li>The Mwotlav vernacular resources are completed (1 primer book, 32 key word books). VESP and CDU worked with translators from Torba province (1 female, 1 male) via email and telephone during the lockdown period to edit and illustrate the resources.</li> <li>The CDU and VESP developed a contingency plan to continue learning during the pandemic for the remainder of the year. This involves adapting the face-to-face training mode to an online training mode and using relevant materials and resources for the virtual training.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU will complete the training guide for the Nafe and Nivhaar training of teachers' workshops. These will be printed and distributed to the Tafea Provincial Education Office, which will work with the schools and the communities to conduct the training of teachers on Nafe and Nivhaar in quarter 2 after the pandemic protocols are relaxed.</li> <li>VESP and CDU will recruit a graphic artist to illustrate the key word story books for Mota and Hano languages.</li> </ul>	On track
2.3.2	Teachers' qualification upgrading	0%	100% of teachers trained in how to use Moodle	Train 100% of teachers enrolled in the Diploma of Education (Primary In-Service) on how to use Moodle	100% of teachers trained	<ul style="list-style-type: none"> <li>Between February and March, VESP supported the NUV-SOE in training teachers enrolled in the Diploma of Education (Primary In-Service) on how to use Moodle. 95 teachers (54 females, 41 males) across the 6 provinces participated in the introductory workshop on how to use the Moodle platform to support the online delivery of the Diploma of Education (Primary In-service).</li> <li>NUV-SOE will monitor teachers' use of Moodle and identify if any additional support is required.</li> <li>VESP will follow up with the NUV-SOE to verify the participant records, including gender and disability data.</li> </ul>	Completed	
2.3.3	CBA professional development	0%	40 schools provided with professional learning support to implement the CBA training programs	<ul style="list-style-type: none"> <li>Develop, print and distribute CBA monitoring tools, 200 additional CBA books, and CATs resource books</li> <li>Monitor and support 10 schools in Shefa</li> </ul>	<ul style="list-style-type: none"> <li>CBA monitoring tools developed and translated into French</li> <li>No schools monitored and supported in Shefa province</li> </ul>	<ul style="list-style-type: none"> <li>CDU and VESP prepared and translated the CBA monitoring tools into French. The tools will be printed together with the 200 additional CBA books and CATs resource books in quarter 2.</li> <li>CDU and VESP could not commence monitoring and support to schools in Shefa province in quarter one as planned because of COVID-19 restrictions.</li> </ul>	<p>In quarter 2, VESP will work with the CDU to:</p> <ul style="list-style-type: none"> <li>Complete the printing of monitoring tools and CBA books and CATs resources.</li> <li>Monitor and support selected schools on Efate Island in Shefa province.</li> <li>Train the PCLF and support them to complete monitoring for the other school in Shefa province and the other 5 provinces.</li> <li>Analyse monitoring data collected to identify issues in implementing CBA and devise a plan to provide targeted teacher training in all 6 provinces.</li> </ul>	Behind schedule



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					<ul style="list-style-type: none"> <li>The team contacted, emailed and telephoned PEOs to identify and make arrangements with the schools to be monitored and supported by the CBA.</li> <li>The team adjusted its monitoring plan and budget and postponed the monitoring and support to Shefa schools to quarter 2, when schools are likely to resume classes.</li> <li>Due to COVID-19 travel restrictions, plans are in place to conduct online training with all the Provincial Curriculum Learning Facilitators (PCLFs) to continue monitoring the 6 provinces. The team in Port Vila will monitor the schools on Efate island in Shefa province after the schools open.</li> </ul>			
2.3.4	Teaching English and French as an additional language. Years 4–6	0%	Train 130 provincial curriculum support officers in AL	<ul style="list-style-type: none"> <li>Develop, print, and distribute AL Years 4–6 monitoring tools</li> <li>Monitor and support 20 schools in Shefa province</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring tools developed, translated into French, and formatted</li> <li>No schools monitored and supported in Shefa province</li> </ul>	<ul style="list-style-type: none"> <li>CDU and VESP prepared and translated the AL Years 4–6 monitoring tools into French. The tools will be printed together with the 200 additional AL books and CATs resource books in quarter 2.</li> <li>CDU and VESP could not begin monitoring schools in Shefa province to assess the progress of AL in Years 4–6 during quarter one due to the COVID-19 restrictions in-country.</li> <li>The team contacted the PEOs through email and telephone to identify and arrange with the schools to be monitored.</li> <li>The team adjusted its monitoring plan and budget and postponed the monitoring planned for selected schools in Shefa province to quarter 2, when schools are likely to resume classes.</li> <li>Plans are in place to conduct online training with all the PCLF to continue monitoring and mentoring support in the 6 provinces, given the pandemic travel restrictions. VESP and CDU will monitor the schools on Efate Island in Shefa province once the schools start again.</li> </ul>	<p>In quarter 2, VESP will work with the CDU to:</p> <ul style="list-style-type: none"> <li>Complete the printing of AL Years 4–6 monitoring tools and AL books.</li> <li>Monitor selected schools on Efate island in Shefa province.</li> <li>Train the PCLF and support them to complete monitoring and mentoring for the other school in Shefa province and the other 5 provinces.</li> <li>Analyse monitoring data collected to identify issues in implementing AL in Years 4–6 and formulate a plan for targeted training for the teachers in all 6 provinces.</li> </ul>	Behind schedule
2.3.5	Multilingual Classroom: Professional learning pilot	0%	Deliver training to 40 teachers across 3 provinces	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>VESP worked with CDU to finalise the activity plan and budget for the sub-activity.</li> <li>VESP and CDU worked with the PEOs in Tafea, Shefa and Torba provinces to prepare workshop arrangements and identify the list of participating schools.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU will work with Tafea, Shefa and Torba PEOs to finalise workshop arrangements, resources and materials.</li> </ul>	On track
2.3.6	VANSTA principals' data club	0%	Train 120 principals in VANSTA analysis training	<ul style="list-style-type: none"> <li>Develop a training program for school principals</li> </ul>	<ul style="list-style-type: none"> <li>Training program development started</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the EAU started developing the training program for principals.</li> <li>VESP and the EAU began working on a VANSTA handbook for principals for the training.</li> <li>VESP assisted MoET in finalising the VANSTA 2021 Report.</li> <li>The EAU uploaded the VANSTA School Reports to the school sites.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the EAU will work with the SBM and CDU to finalise the training materials and key messages and roll out the training to school principals in the 6 provinces.</li> <li>VESP and MoET will continue to explore options to include children with diverse learning needs in a national literacy and numeracy assessment.</li> </ul>	On track
2.3.7	Strengthening provincial based curriculum training and support	0%	Train 18 PCLF in 4 modules to deliver professional learning support to 24 schools	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the CDU adjusted the training program and delivery mode in response to the COVID-19 restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>The CDU will provide the first 3 modules to the provincial facilitators to begin work at their own pace.</li> <li>VESP will support MoET with funding grants to the PEOs to progress support through schools.</li> </ul>	On track
2.3.8	Professional Year 7–8 curriculum development	0%	Train 400 Year 7 teachers to implement the Year 7 & 8 curriculum	<ul style="list-style-type: none"> <li>Develop training schedule</li> </ul>	<ul style="list-style-type: none"> <li>Training schedule developed</li> </ul>	<ul style="list-style-type: none"> <li>The CDU uploaded the Year 7 curriculum training materials on Google Drive for schools to access.</li> <li>The VESP and CDU developed 5 vodcasts to guide teachers through the training resources. Another 5 are not yet produced.</li> <li>The team produced a schedule to introduce the teachers to the resources and vodcasts developed.</li> </ul>	<ul style="list-style-type: none"> <li>The CDU uploaded the Year 7 curriculum training materials on Google Drive for schools to access.</li> <li>The VESP and CDU developed 5 vodcasts to guide teachers through the training resources. Another 5 are yet to be produced.</li> </ul>	Behind schedule
2.4.1	ECCE curriculum support	0%	Train 39 MEOs and 736 ECCE teachers from Tafea, Malampa and Sanma	<ul style="list-style-type: none"> <li>Develop a training package on the ECCE curriculum for Tafea, Sanma, and Malampa provinces</li> <li>Prepare logistics for the 3 provincial training programs on the ECCE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>ECCE curriculum training package developed</li> <li>Logistics prepared for the 3 provincial training programs</li> </ul>	<ul style="list-style-type: none"> <li>VESP worked with the ECCE Unit to prepare the training package and resources for the MEO and ECCE teachers' training in Tafea province.</li> <li>All the MEO and ECCE teacher trainings planned for Sanma, Malampa and Tafea provinces in quarter one are postponed until quarter 2 due to the pandemic lockdown.</li> </ul>	<p>In quarter 2, VESP will work with MoET's ECCE Unit to:</p> <ul style="list-style-type: none"> <li>Distribute the training resources and materials for Sanma, Malampa and Tafea provinces.</li> <li>Deliver the MEO and teacher training in Sanma province.</li> <li>Organise and finalise logistics for the Tafea and Malampa trainings.</li> <li>Support the ECCE Monitoring and Evaluation (M&amp;E) Officer with the monitoring and mentoring visits to Penama, Torba and Shefa ECCE centres.</li> </ul>	On track
2.4.2	Year 8 curriculum development	0%	Develop syllabus and teacher guides for the 5 core subjects in English and French	<ul style="list-style-type: none"> <li>Contract advisers to develop the Years 1–10 syllabus</li> </ul>	<ul style="list-style-type: none"> <li>Advisers contracted to develop the Years 1–10 syllabus</li> </ul>	<ul style="list-style-type: none"> <li>VESP contracted the advisers for the sub-activity. These are writers, editors, reviewers and translators.</li> <li>Together with the writers and editors, VESP and CDU developed a scope and sequence for the Years 1–10 syllabus development.</li> <li>The writers began work on the Years 1–10 syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU will continue to work with the advisers to finalise the Year 1–10 syllabus.</li> </ul>	On track

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | September 2022

Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (January to March 2022)	Next steps	Progress Rating
2.4.3	0%	Trial curriculum implementation monitoring in 10 schools	• Finalise activity plan	• Activity plan finalised	• VESP and CDU finalised the activity plan and incorporated the activity into sub-activity 2.3.7.	• VESP will continue to work with the CDU to complete the monitoring resources required for the trial.	On track
2.4.4	0%	Deliver report to the Director ESD	• Finalise activity plan	• Finalise activity plan	• VESP and CDU formalised the sub-activity plan.	• VESP will continue to work with the CDU to progress the review of the Year 1–3 teacher guides.	On track
3.1.1	0%	Conduct a survey in the provinces and develop a draft report	• Finalise activity plan and budget	• Activity plan and budget yet to be finalised	• VESP continued to discuss the purpose and rationale of the activity and budget with ESD. • This year, the sub-activity intends to conduct a provincial survey to understand and improve the planning process from schools to PEOs and MoET central. And most importantly, ensure the school plans are captured as submitted in MoET's central's plans.	• VESP will work with MoET to discuss and finalise the sub-activity plan and budget, draft the questionnaires for the provincial survey and develop a concept note for the activity.	Behind schedule
3.1.2	0%	Conduct MQS baseline survey for schools in Efate, Santo, Tanna, Ambae, Malekula, Vanua Lava	• Finalise activity plan and budget	• Activity plan and budget yet to be finalised	• VESP worked with MoET to finalise the plan and budget for the sub-activity. • VESP and MoET began discussions on the development of MQS monitoring tools.	VESP will work with MoET to: • Adjust the sub-activity plan and budget according to the COVID-19 restrictions and inform MoET officers of the revised plan and budget. • Develop the MQS monitoring tools.	On track
3.1.3	0%	Train MoET staff and principals in finance management	• Develop and submit the sub-activity plan to MoET for approval	• Sub-activity plan developed and approved by MoET	• VESP developed a plan for the sub-activity with MoET's FAU. This plan is now approved for MoET implementation. • VESP and MoET's FAU engaged translators to begin translating the School Finance Management Manual into French during the reporting period.	• VESP and MoET's FAU will continue to follow up with translators on the progress of the School Finance Management Manual translation. • VESP and MoET's FAU will organise the first training on the Manual for Shefa and Sanma PEOs, and school principals once the Manual is approved. • VESP and MoET's FAU will explore cost-effective and efficient training arrangements for other provinces in light of the pandemic developments in-country.	On track
3.1.4	0%	Upgrade and implement OV integration	• N/A	• N/A	• The OV integration is postponed until 2023	• N/A	Suspended
3.1.5	0%	20 MoET staff attend digital literacy training	• 5 MoET staff attend digital literacy training	• No MoET staff attended digital literacy training	• Although the VESP ICT Adviser and MoET's ICT Unit met virtually to discuss the activity, they could not proceed with the planning or training due to COVID-19.	• The VESP ICT Adviser and MoET's ICT Unit will develop a plan to roll out the digital literacy training in Efate province after the lockdowns have been lifted.	Behind schedule
3.1.6	0%	Upgrade and implement OV modules	• Design and develop 2 OV modules	• Finance and VANSTA OV designs modules started	• MoET's ICT Unit began designing and developing the OV Finance module to capture financial data in OV. • MoET's ICT Unit and the VESP ICT Adviser began redesigning the OV VANSTA module to capture the VANSTA testing data in OV. The new module captures the final results and the responses to each question.	• VESP will continue to support MoET's ICT Unit in completing the software development of the Finance and VANSTA modules.	On track
3.1.7	0%	Deliver 5 capacity building sessions to ICT developers	• Finalise training plan with MoET's ICT Unit	• Finalise training plan with MoET's ICT Unit	• MoET's ICT Unit and the VESP ICT Adviser discussed and agreed on possible dates, agenda and logistics for the OV technical capacity development sessions to be held in quarters 3 and 4. • The ICT Adviser contacted the previous OV software developer trainer to coordinate dates for the upcoming OV software development training sessions.	• The ICT Adviser will confirm dates and topics for the OV technical capacity building sessions with the ICT Unit and the OV software development trainer.	On track
3.1.8	0%	Update 50 webpages	• Test new website	• New website testing started	• MoET's ICT Unit started pre-launch testing of the new Joomla-converted website to ensure there are no issues MoET's ICT Unit started researching JoomlaShaper, a tool that will make it easier for non-technical staff to edit Joomla-based webpages	• MoET's ICT Unit needs to follow up with the Office of the Government Chief Information Officer (OGCIO) regarding the process for transferring the current static MoET website to OGCIO's servers using Joomla. • MoET's ICT Unit will continue researching and testing Joomla editors such as JoomlaShaper and decide if they should purchase them.	On track
3.1.9	0%	Develop, implement and test disaster recovery plan	• Investigate options for an alternative data centre and network architecture to include in the recovery plan	• Commenced investigating options for an alternative data centre and network architecture	• MoET's ICT Unit began investigating options for an alternative data centre and network architecture that MoET can switch to in the case of a disaster. • MoET's ICT team drafted the first version of the Disaster Recovery Plan with a specific focus on the network architecture.	• VESP will continue to work with MoET's ICT Unit on MoET's network architecture options and the first version of the Disaster Recovery Plan.	On track
3.1.10	0%	Deliver school procurement manual training to 40 officers in central MoET and Shefa province	• Develop and submit the sub-activity plan to MoET for approval	• The sub-activity plan was developed, submitted and approved by MoET	• VESP completed a plan and program logic with Procurement Unit for the sub-activity. This plan is approved for MoET implementation. • VESP is currently assisting the Procurement Unit in updating the Procurement Manual and Policy to cover the school sector. • The manual is a useful tool that will guide school principals in complying with MoET's policies and Public Finance Regulation requirements in procurement.	• VESP will work with the Procurement Unit to complete and translate the Procurement Manual and Policy and finalise the training package for central MoET staff in Sanma and Shefa provinces and schools in Shefa province.	On track

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Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (January to March 2022)	Next steps	Progress Rating
					<ul style="list-style-type: none"> <li>The teams are working together to develop a content requirement for schools to allow them to procure large quantities individually or in partnership with other schools.</li> </ul>		
3.1.11	0%	Train 20 women from Provincial Women's Leadership Networks (PWLN) committees in 3 provinces to develop a 3-year workplan	<ul style="list-style-type: none"> <li>Deliver one training to the Shefa PWLN</li> </ul>	<ul style="list-style-type: none"> <li>No training was delivered to the Shefa PWLN</li> </ul>	<ul style="list-style-type: none"> <li>VESP and MoET's ESD could not deliver training to the Shefa PWLN in quarter one because of the COVID-19 restrictions in-country. The training is rescheduled to quarter 2.</li> <li>VESP shared the PWLN concept note with MoET colleagues for their review and approval. MoET's National Programs Coordinator approved the concept note. Preparations are under way to present the concept note to MoET's monitoring tools.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with MoET to deliver training to Shefa PWLN in quarter 2.</li> </ul>	Behind schedule
3.1.12	0%	Deliver policy awareness training to # stakeholders at the central level	<ul style="list-style-type: none"> <li>Deliver one awareness training to # stakeholders in Shefa province</li> </ul>	<ul style="list-style-type: none"> <li>No awareness training delivered</li> </ul>	<ul style="list-style-type: none"> <li>VESP finalised the activity plan and budget with MoET's PPU.</li> <li>The Minister of Education and Training approved the research policy. VESP assisted MoET's PPU in developing the policy in 2021.</li> <li>The policy awareness training is scheduled to begin in quarter 2 when the COVID-19 restrictions are lifted.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with MoET's PPU to organise and deliver the awareness training.</li> </ul>	Behind schedule
3.1.13	0%	Policy Options Paper submitted for peer review and approved by MoET	<ul style="list-style-type: none"> <li>Prepare draft policy options</li> </ul>	<ul style="list-style-type: none"> <li>Draft policy options prepared</li> </ul>	<ul style="list-style-type: none"> <li>VESP assisted MoET's PPU in preparing draft policy options with an understanding of the type of resource commitments required.</li> </ul>	<p>VESP will work with MoET's PPU to:</p> <ul style="list-style-type: none"> <li>Carry out a stakeholder workshop to consult the draft policy options.</li> <li>Collate feedback from the PEOs on the draft policy options.</li> <li>Prepare costing of options and timeframes and identify benefits.</li> </ul>	On track
3.1.14	0%	Deliver training to 38 principals	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>VESP finalised the activity plan and budget with MoET's PPU.</li> <li>Trainings are scheduled to begin in quarter 2 when the COVID-19 restrictions are lifted.</li> </ul>	<p>VESP will work with MoET's PPU to:</p> <ul style="list-style-type: none"> <li>Finalise training arrangements and logistics for the provincial trainings.</li> <li>Deliver first training to school principals in Torba province.</li> </ul>	On track
3.1.15	69%	Deliver one planning workshop/session with central and provincial stakeholders	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>VESP and MoET's PPU finalised the activity plan and budget.</li> <li>MoET's PPU distributed planning forms to the 6 PEOs to complete and provide feedback to the PPU before consolidating them into MoET's central plan. The PEOs are reminded to align the provincial plans to MoET's plans.</li> <li>VESP supported MoET's PPU to translate MoET's Business Plan, Corporate Plan, and Research Plan into French.</li> </ul>	<p>MoET's PPU will follow up with the 6 PEOs regarding completing and submitting their plans.</p>	On track
3.1.16	0%	Formalised M&E function is developed in MoET	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> </ul>	<ul style="list-style-type: none"> <li>VESP and MoET's PPU formulated the activity plan and budget.</li> <li>VESP conducted 3 introductory workshops on developing program logics for sub-activities with VESP Activity Coordinators (5 females, 4 males). The workshops helped the coordinators understand basic MERL terms and their development in program logics, i.e. inputs, tasks, targets, and outputs.</li> <li>VESP started drafting a guide to help VESP and MoET staff report on GEDSI.</li> </ul>	<p>VESP will work with MoET's PPU to:</p> <ul style="list-style-type: none"> <li>Review and update the sub-activity plan when the COVID-19 restrictions allow.</li> <li>Carry out program logic workshops with MoET's Activity Managers.</li> <li>Finalise and share the GEDSI reporting guide.</li> </ul>	On track

# Annex 2

Quarter 2 of 2022

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | September 2022

Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (April to June 2022)	Next steps		
1.1.1	Ministry's communication support for COVID-19 response	125%	Deliver timely response (within one week) to MoET's requests for communication support	<ul style="list-style-type: none"> <li>Deliver timely response (within one week) to MoET's requests for communication support</li> </ul>	<ul style="list-style-type: none"> <li>VESP delivered timely responses to MoET's requests for communications support</li> </ul>	<p>During the reporting period, VESP achieved the following in its support to MoET:</p> <ul style="list-style-type: none"> <li>Supported the development of the Safe School Reopening Guidelines in English, French and Bislama and disseminated them.</li> <li>Assisted MoET and its partners (UNICEF, DFAT, MFAT, Save the Children) in developing and implementing the Safe School Reopening Communications Strategy.</li> <li>Broadcast 9 MoET updates via SMS to all Digicel and Vodafone users.</li> <li>Translated all urgent official documents requested by MoET's Acting Director of FAU or the Education task force.</li> <li>Attended and contributed to the Education task force's meetings.</li> <li>Facilitated the dissemination of urgent press releases on behalf of MoET — joint press release and school reopening press release.</li> <li>Created radio adverts to support key MoET messages — 4 radio messages a day on FM107, 2 radio messages a day on Radio Vanuatu, and 2 radio messages a day on Paradise FM.</li> <li>Supported the CDU and ECCE with the daily radio program — a one-hour radio program for ECCE and a one-hour radio program for primary schools supported by VBTC.</li> <li>Assisted MoET in keeping its website active and current with its updates, documents and learning materials.</li> <li>Supported MoET with the management of its social media page, assisting with 14 social media posts.</li> <li>Supported MoET in promoting 3 of its home-school support pages (1 for ECCE, 1 for primary school and 1 for secondary school) to create communities and encourage experience sharing among parents, teachers, students and MoET officers. MoET officers provide page content and management.</li> <li>Supported the development of various artworks based on MoET's requests.</li> <li>Working with MoET, VESP finalised and approved the Vanuatu Australia School Community Grants study design.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue to support MoET's Communications Unit and the Education task force in their COVID-19 response plan.</li> </ul>	On track
1.1.2	Emergency Response Fund	0%	TBC	TBC	TBC	<ul style="list-style-type: none"> <li>Allocation remains available for VESP to support MoET's needs emerging from natural disasters to ensure continuity of its operations.</li> </ul>	<ul style="list-style-type: none"> <li>Funding will remain available to support MoET's needs emerging from natural disasters.</li> </ul>	On track
1.1.3	ECCE PSP	2%	Deliver PSP workshops in 12 communities	<ul style="list-style-type: none"> <li>Provide mentoring and technical assistance to MoET's ECCE Unit and Save the Children for the ToT workshop in Shefa and Sanma provinces</li> <li>Assist MoET's ECCE Unit and PSP partners package the PSP Facilitators' Handbook and support materials for Tafea, Malampa and Penama</li> </ul>	<ul style="list-style-type: none"> <li>VESP provided mentoring and technical assistance to MoET's ECCE Unit and Save the Children for the ToT workshops in Shefa and Sanma provinces as needed</li> <li>VESP packaged the PSP Facilitators' Handbook and support materials for Tafea, Malampa and Penama provinces</li> </ul>	<ul style="list-style-type: none"> <li>VESP worked with ECCE Unit, UNICEF and Save the Children to package and disseminate the PSP Facilitators' Handbook and support materials for Shefa and Sanma provinces. The handbook and materials were distributed to trainers, teachers and task force members. Each province received 150 PSP Handbooks and the required workshop support materials.</li> <li>VESP and the PSP partners finished packaging the PSP Facilitators' Handbook and support materials for Tafea, Malampa, Penama and Torba provinces. Delivery is under way.</li> <li>The PSP baseline data collection is yet to be completed as the Area Administrators continue to support the COVID-19 response efforts in Torba province.</li> <li>VESP provided mentoring and technical assistance to ECCE Unit and Save the Children for the ToT workshops in Shefa (2 workshops, 18 participants) and Sanma (1 workshop, 17 participants). The participants included MEOs (19 females, 4 males), health workers (6 females, 5 males) and an Inclusion Officer (1 female).</li> </ul>	<p>VESP will work with ECCE Unit, Save the Children and UNICEF to:</p> <ul style="list-style-type: none"> <li>Address the PSP activities interrupted in quarter one.</li> <li>Reflect on the Shefa and Sanma ToTs and adapt necessary ways to improve the training for other provinces.</li> <li>Complete the logistics for the Torba province trainers', teachers' and task force's training.</li> <li>Distribute the PSP Facilitators' Handbook and support materials for Tafea, Malampa, Torba and Penama provinces.</li> <li>Finalise and print the Bislama version of the PSP Facilitators' Handbook.</li> </ul>	On track
1.1.4	Curriculum communications strategy	0%	CDU provides 2 national communication products to schools and communities	<ul style="list-style-type: none"> <li>Contract a communications consultant to support CDU in developing a curriculum communication plan for the 2022–24 period</li> </ul>	<ul style="list-style-type: none"> <li>Communications consultant contracted</li> </ul>	<ul style="list-style-type: none"> <li>VESP supported the CDU to contract a communications consultant to assist with developing a curriculum communications plan for 2022–24 that complements the curriculum rollout.</li> <li>VESP and the CDU worked with the consultant to plan the first communications workshop and draft the key messages.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU will work with the communications consultant to finalise the communication plan and key methods for communicating messages.</li> </ul>	On track
1.1.5	Communicating education	3%	6 Communication products (press release, social media, radio, SMS)	<ul style="list-style-type: none"> <li>At least one post on social media and one press release sent monthly</li> <li>Deliver one communications training to MoET staff</li> </ul>	<ul style="list-style-type: none"> <li>Support provided for developing 9 social media posts and 4 press releases</li> <li>One communications training session conducted for MoET staff</li> </ul>	<p>During the reporting period, VESP and MoET accomplished the following:</p> <ul style="list-style-type: none"> <li>Developed the national and provincial MoET Education Key Indicators Factsheets. The factsheets are currently being approved.</li> <li>Developed the English language versions of the school grant posters.</li> <li>Finalised the IE videos. These are currently being approved.</li> <li>Delivered training in press release writing to MoET's key officers (3 females, 4 males).</li> <li>Finalised the IE videos.</li> <li>Support provided for developing 9 social media post contents for observance days such as English Language Day, Labour Day and classroom openings.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will support MoET in finalising, printing and distributing its Education Key Indicators Factsheets — national and provincial.</li> <li>VESP will support MoET to finalise, print and distribute its school grant posters.</li> <li>VESP will provide communications training to build MoET's capacity.</li> <li>VESP will organise a photoshoot in a school to increase the library of pictures.</li> </ul>	On track

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | September 2022

Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (April to June 2022)	Next steps	
					<ul style="list-style-type: none"> <li>Support provided for developing 4 press releases.</li> <li>Support provided for formatting and printing support to EAU for the ARTTLe books (13 books formatted and printed).</li> </ul>		
1.2.1	Asset master plan	0%	Draft 50% of Asset Master Plan	<ul style="list-style-type: none"> <li>Recruit an architectural technician and engineering technician</li> </ul>	<ul style="list-style-type: none"> <li>VESP advertised the architectural and engineering technician positions</li> <li>VESP advertised the architectural and engineering technician positions.</li> <li>VESP, Facilities, Education Services, and ICT Units met to introduce the Infrastructure Specialist and better understand the sub-activity, clarify roles and plan for the Primary School Infrastructure Guidelines workshop in August.</li> <li>The team prepared logistics for the workshops and disseminated invitations to the PEOs and Deputy PEOs.</li> <li>The team drafted guidelines for MoET's role in helping officers implement the activity.</li> <li>The team reviewed and contributed to discussions regarding the proposed Compulsory Education Policy and the final report.</li> </ul>	<p>VESP will continue to work with MoET in quarter 3 to:</p> <ul style="list-style-type: none"> <li>Finalise recruitment and contracting of the architectural and engineering technicians.</li> <li>Finalise logistics and arrangements for the workshop in August.</li> <li>Meet and plan with relevant MoET officials regarding their engagement in the activity.</li> </ul>	On track
1.2.2	ICT in schools	0%	25 schools provided with ICT assistance	<ul style="list-style-type: none"> <li>Provide 10 schools with ICT assistance</li> </ul>	<ul style="list-style-type: none"> <li>5 schools provided with ICT assistance</li> <li>ICT Unit provided the following ICT remote assistance to 5 primary schools in Shefa and Tafea provinces: <ul style="list-style-type: none"> <li>Advised on setting up their government provided email accounts.</li> <li>Advised on installation and configuration of video conferencing tools.</li> <li>Assisted with remote desktop support queries.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>VESP's ICT Adviser will continue to support the ICT Unit in providing remote ICT assistance to schools during the COVID-19 restrictions. This includes desktop support and ICT advice as needed.</li> </ul>	Behind schedule
1.2.3	Internet in schools	0%	High-quality draft feasibility report	<ul style="list-style-type: none"> <li>Establish the survey dissemination and data collection tool</li> </ul>	<ul style="list-style-type: none"> <li>2 survey dissemination and data collection tools were drafted for MoET's ICT review</li> <li>VESP continued discussions with MoET's ICT Unit regarding the survey dissemination and data collection tool to be used with schools in the provinces. Options discussed included Microsoft forms, Google forms and printed forms.</li> <li>VESP's ICT Adviser converted the internet connectivity survey questionnaire to a Microsoft form for review by MoET's ICT Unit.</li> <li>VESP's ICT Officer translated the survey questionnaire into Bislama and converted this to a Google Form for review by MoET's ICT Unit.</li> </ul>	<ul style="list-style-type: none"> <li>The VESP ICT Adviser will continue to work with MoET's ICT Unit to finalise and administer the connectivity survey.</li> </ul>	On track
1.3.1	School leaders certificate training	0%	57 school leaders graduate from a certified course in leadership and management training	<ul style="list-style-type: none"> <li>Finalise the list of participants for the school leaders certificate training</li> </ul>	<ul style="list-style-type: none"> <li>Participant list received for approval</li> <li>The ESD received the final list of participants from the Tafea PEO.</li> <li>Arrangements are under way with APTC and Tafea PEO to conduct the Language, Literacy and Numeracy Test.</li> <li>COVID-19 travel restrictions are now lifted for all provinces, permitting travel to Tafea province.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue working with the ESD, APTC, PTC and Tafea PEO to ensure Block 1 training starts in August as planned.</li> </ul>	On track
1.3.2	Principals' induction and handbook training	44%	38 principals participate in handbook training	<ul style="list-style-type: none"> <li>Induct and train 38 principals in how to use the Principals' Handbook</li> </ul>	<ul style="list-style-type: none"> <li>36 principals were inducted and trained in using the Principals' Handbook</li> <li>VESP and MoET adjusted the training plan to accommodate the COVID-19 restrictions.</li> <li>VESP supported MoET in inducting and training 35 principals (10 females, 25 males) in how to use the Principals' Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will follow up with MoET on continuing support for principals in developing their plans and expectations and the activity training report.</li> </ul>	On track
1.4.1	Creating inclusive education at provincial level schools	0%	Pilot and monitor IE tools in 45 schools in Penama and Shefa	<ul style="list-style-type: none"> <li>Organise arrangements for ToT</li> </ul>	<ul style="list-style-type: none"> <li>ToT arrangements started</li> <li>VESP worked with MoET's ESD to develop the M&amp;E data collection template for the IE tools trial. The team also developed a set of baseline survey questions to assess the effectiveness of monitoring IE tools.</li> <li>VESP and ESD met with Shefa PEO to discuss arrangements for ToT. Fifteen school principals and 3 teachers from IE schools will participate in the training in August.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the ESD will work with Shefa PEO to finalise the participant list and accommodation arrangements for the training in August.</li> <li>VESP will work with the ESD and Shefa and Penama PIECs on the logistics for the IE tools trial in Shefa and Penama IE schools.</li> <li>VESP will work with the 2 PIECs to monitor and report on the progress of the IE tools trial.</li> </ul>	On track
1.4.2	Inclusion policy review	0%	Finalise the 3 IE Policies and submit to SMT for approval	<ul style="list-style-type: none"> <li>Develop terms of reference for the policy drafting team</li> </ul>	<ul style="list-style-type: none"> <li>Terms of reference for the policy drafting team developed</li> <li>VESP assisted MoET and partners in developing a term of reference for the policy drafting team.</li> <li>MoET selected the drafting team, which comprised representatives from MoET, other government agencies, development partners, non-government organisations and parents. The team's role is to draft the 3 MoET inclusion policies based on the data collected in the previous year from the 6 provincial consultations.</li> </ul>	<ul style="list-style-type: none"> <li>MoET's PPU will share the gender study report with MoET's Director General for his endorsement at the next MoET SMT meeting. VESP will follow up on its progress.</li> </ul>	On track
1.5.1	Statistical digest and key education factsheets	25%	Final version of the Statistical digest submitted to VNSO	<ul style="list-style-type: none"> <li>Update and finalise the Statistical digest and key education factsheets according to the VNSO feedback</li> </ul>	<ul style="list-style-type: none"> <li>VNSO has yet to provide feedback and endorsement of the Statistical digest and key education factsheets</li> <li>VESP and PPU followed up with the VNSO on the progress of their review and endorsement of the Statistical digest and key education factsheets.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and PPU will continue to follow up with VNSO on the progress of the review and endorsement of the Statistical digest and key education factsheets.</li> </ul>	Behind schedule
1.5.2	CATs and ARTTLe harmonisation	0%	60 schools participate in Professional Learning Program	<ul style="list-style-type: none"> <li>Train 4 literacy and numeracy assessment writers</li> </ul>	<ul style="list-style-type: none"> <li>No assessment writers trained</li> <li>The EAU is developing plans to launch the ARTTLe book. This affects the harmonisation of the CATs and ARTTLe in this sub-activity following a VESP commitment to support ARTTLe.</li> <li>CDU proposed to develop an instructional guide to be inserted into the ARTTLe book. The guide will help teachers apply the Common Grading Scale when adopting assessment tasks from the ARTTLe resource.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with the EAU to print the ARTTLe books for launch by the Vanuatu Minister of Education and Training.</li> <li>VESP will follow up with the EAU to confirm the activities in the scope of work.</li> <li>VESP is working with CDU and EAU to socialise and align the ARTTLe and the new curriculum.</li> </ul>	Behind schedule
2.1.1	Creating and maintaining a	0%	Progress on a plan for the	<ul style="list-style-type: none"> <li>Review TSC OV module designs</li> </ul>	<ul style="list-style-type: none"> <li>Started reviewing the TSC OV module designs</li> <li>The VESP ICT adviser held several virtual meetings with TSC staff to review the designs for the TSC OV module.</li> </ul>	<ul style="list-style-type: none"> <li>The VESP ICT Adviser will continue to meet virtually with TSC to finalise the designs. Once the designs are complete,</li> </ul>	On track

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Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (April to June 2022)	Next steps	
teachers' register system		review of the teacher register system.				the software development process can commence. MoE's ICT Unit and VESP are still deciding if the software development process can be done in-house or should be outsourced.	
2.1.2 Developing a national teacher qualification policy	0%	Deliver first draft teacher qualification upgrading policy to Director Tertiary Division	<ul style="list-style-type: none"> <li>Conduct 2 Working Group meetings</li> <li>Develop a revised draft of TQUP</li> </ul>	<ul style="list-style-type: none"> <li>No Working Group meetings conducted</li> <li>Revised draft of TQUP developed</li> </ul>	<ul style="list-style-type: none"> <li>VESP and TED recruited an NTDP in May to support TED in moving the TQUP forward.</li> <li>VESP and TED brought NTDP into the work associated with this sub-activity. This involved a detailed discussion of the draft TQUP and the additional information required to progress it.</li> <li>VESP and TED adjourned the working group meetings to allow the team to collate additional information to inform the policy.</li> <li>The NTDP and TED conducted consultations with key stakeholders to inform the policy. Those consulted included the TSC, Vanuatu Qualifications Authority, NUV-SOE, and the University of the South Pacific.</li> <li>The TED and the NTDP reviewed and updated the draft TQUP to include information from the consultations. The policy will be finalised and presented to the Working Group in quarter 3.</li> </ul>	<p>VESP will work with the TED team to:</p> <ul style="list-style-type: none"> <li>Finalise the draft Teacher Qualification Upgrading Policy and circulate it to key stakeholders for review and discussion.</li> <li>Collate feedback from stakeholders in preparation for submitting the policy to senior management.</li> <li>Conduct 2 working group meetings to progress the TQUP.</li> <li>Review the working group membership and its use as a strategy for finalising the TQUP to validate this approach.</li> </ul>	On track
2.1.3 Developing a NTDP	0%	Draft an NTDP and submit it to SMT for approval	<ul style="list-style-type: none"> <li>Conduct 2 working group meetings</li> </ul>	<ul style="list-style-type: none"> <li>No working group meetings conducted</li> </ul>	<ul style="list-style-type: none"> <li>VESP and TED recruited an NTDP in May to support TED in implementing the NTDP.</li> <li>VESP and TED inducted NTDP into the work associated with this sub-activity, including a detailed discussion of the NTDP.</li> <li>TED decided to focus its efforts on finalising the TQUP before progressing the NTDP.</li> <li>VESP and the TED discussed the relationship between the TQUP and NTDP.</li> </ul>	<p>VESP will work with the TED team to:</p> <ul style="list-style-type: none"> <li>Review previous work completed on the NTDP and further develop their conceptual understanding of the NTDP.</li> <li>Revise the activity plan and budget to progress the NTDP.</li> <li>Conduct 2 working group meetings to progress the NTDP.</li> <li>Draft an outline of the components to be included in the NTDP.</li> </ul>	Behind schedule
2.2.1 Review IT policy	0%	Review the ICT policy and ensure it is ready for submission to the SMT	<ul style="list-style-type: none"> <li>Review and update the IT policy by June 2022</li> </ul>	<ul style="list-style-type: none"> <li>The IT policy review is postponed until 2023</li> </ul>	<ul style="list-style-type: none"> <li>IT policy is postponed until 2023</li> </ul>	<ul style="list-style-type: none"> <li>VESP will progress the travel of the ICT Manager in 2022</li> </ul>	Suspended
2.2.2 Language policy guidelines for schools	0%	Develop a poster on the Language Policy Guidelines to deliver to 437 schools (print ready)	<ul style="list-style-type: none"> <li>Complete desktop review of relevant Vanuatu language policies</li> </ul>	<ul style="list-style-type: none"> <li>The desktop review has not started</li> </ul>	<ul style="list-style-type: none"> <li>No activity was implemented during the reporting period. Key messages are incorporated into the curriculum communication strategy (sub-activity 1.1.4).</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue to follow up and provide support as needed by MoE's CDU to progress the sub-activity.</li> </ul>	Behind schedule
2.3.1 Vernacular materials development	0%	Develop vernacular resources for 10 languages	<ul style="list-style-type: none"> <li>Develop vernacular resources for Mota (1 primer book, 28 key word books) and Hano (1 primer book, 24 key word books) languages</li> <li>Train 14 Year One teachers and PEOs on Nivhaa and Nafe vernacular materials in Tafea province</li> </ul>	<ul style="list-style-type: none"> <li>Mota vernacular resources partially developed (7/28 key word books translated)</li> <li>Hano vernacular resources partially developed (12/24 key word books translated, edited and illustrated)</li> <li>Drafted 90% of the training guide and printed 9464 vernacular resources in preparation for the Nivhaa and Nafe workshops</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU worked with teachers and translators (one female, 5 males) from Torba province to translate 7 key word books and develop 21 new key word books in the Mota language. There are 28 key word books and one primer book to be developed for the Mota language.</li> <li>With the assistance of teachers and translators (4 females, 2 males) from Penama province, VESP and CDU translated 12 key word books and developed 12 new key word books for the Hano language. There are 24 key word books and one primer book to be developed for the Hano language.</li> <li>VESP and CDU drafted a training guide to help the Tafea Education Officers deliver the Nafe and Nivhaa training to Year One teachers and Provincial staff on Tanna in quarter 3.</li> <li>VESP and CDU printed 8 primer books (A4) and 264 key word books (A3), and 4,290 key word books (A5) for the Nafe language training.</li> <li>VESP and CDU printed 6 primer books (A4) and 192 key word books (A3), and 4,704 key word books (A5) for the Nivhaa language training.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with CDU to support Year One teachers and PEOs on Tanna Island in Tafea province to learn the languages of Nafe and Nivhaa.</li> <li>VESP and CDU will finalise the training guide and distribution of the Nafe and Nivhaa vernacular materials.</li> <li>VESP will progress the recruitment of a graphic artist to support the illustration of the vernacular resources.</li> </ul>	Behind schedule
2.3.2 Teachers' qualification upgrading	72%	100% of teachers trained in how to use Moodle	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the NUV-SOE completed the sub-activity in quarter one</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue to follow up with the NUV-SOE to verify the participant records, including gender and disability data.</li> </ul>	Completed
2.3.3 CBA professional development	85%	40 schools provided with professional learning support to implement CBA training programs	<ul style="list-style-type: none"> <li>Develop, print and distribute CBA monitoring tools, 200 additional CBA books, and CATS resource books</li> <li>Monitor and support 10 schools in Shefa</li> </ul>	<ul style="list-style-type: none"> <li>CBA monitoring tools developed and translated into French</li> <li>No schools monitored and supported in Shefa province</li> </ul>	<ul style="list-style-type: none"> <li>CDU and VESP postponed the monitoring and support to schools in Shefa province until quarter 3 as schools only started to reopen following the lifting of COVID-19 restrictions.</li> <li>CDU and VESP contacted the Shefa PEO to inform them of the revised monitoring schedule and to prepare arrangements with the schools to be monitored and supported on CBA.</li> <li>VESP and CDU printed 1,500 CBA workbooks (1,000 English, 500 French) to distribute to the provinces during CBA monitoring and support visits.</li> <li>VESP and CDU started training 18 Provincial Curriculum Learning Facilitators (6 females, 12 males) on the CBA monitoring tools.</li> </ul>	<p>In quarter 3, VESP will work with the CDU to:</p> <ul style="list-style-type: none"> <li>Complete the printing of monitoring tools and CBA books and CATS resources.</li> <li>Monitor and support selected schools on Efate and off-Islands in Shefa province.</li> <li>Conduct the next round of training for the PCLF and support them in completing their monitoring of other schools in Shefa and the other 5 provinces.</li> <li>Analyse monitoring data collected to identify issues in implementing CBA and devise a plan for targeted training for the teachers in all 6 provinces.</li> </ul>	Behind schedule

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Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (April to June 2022)	Next steps		
2.3.4	Teaching English and French as an additional language. Years 1–6	1%	Train 130 provincial curriculum support officers in AL	<ul style="list-style-type: none"> <li>Print and distribute AL Years 4–6 monitoring tools</li> <li>Monitor and support 20 schools in Shefa province</li> </ul>	<ul style="list-style-type: none"> <li>Print and distribute AL Years 4–6 monitoring tools</li> <li>Zero schools monitored in Shefa province</li> </ul>	<ul style="list-style-type: none"> <li>The printing of monitoring tools and the 200 additional AL books is deferred until quarter 3.</li> <li>CDU and VESP postponed the monitoring and support to schools in Shefa province to quarter 3 due to the COVID-19 restrictions in-country.</li> <li>CDU and VESP contacted the Shefa PEO to inform them of the revised monitoring schedule and prepare arrangements with the schools to be monitored and supported on CBA.</li> <li>VESP and CDU started training 18 Provincial Curriculum Learning Facilitators (6 females, 12 males) on the AL monitoring tools.</li> </ul>	<p>In quarter 3, VESP will work with the CDU to:</p> <ul style="list-style-type: none"> <li>Complete the printing of AL Years 4–6 monitoring tools, observation form and extra 200 AL books for English schools.</li> <li>Monitor selected schools on Efate and offshore Islands in Shefa province.</li> <li>Train the PCLF and support them to complete monitoring and mentoring for the other school in Shefa province and the schools in the other 5 provinces.</li> <li>Analyse monitoring data collected to identify issues in implementing AL in Years 4–6 and formulate a plan for targeted training for the teachers in all 6 provinces.</li> </ul>	Behind schedule
2.3.5	Multilingual Classroom: Professional learning pilot	0%	Deliver training to 40 teachers across 3 provinces	<ul style="list-style-type: none"> <li>Prepare workshop materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>Workshop materials and resources prepared</li> </ul>	<p>During the reporting period, VESP worked with CDU to:</p> <ul style="list-style-type: none"> <li>Finalise workshop arrangements and logistics with the PEOs. The PEOs distributed letters of invitation to the nominated schools.</li> <li>Prepare the workshop resources and materials. These included copies of presentations, guidelines, templates and samples covering the Early Years of Literacy in the First Language, AL, and Early Years Balance Literacy for Years 1–3.</li> <li>Develop a baseline test in English, French and Bislama for Years 1–3 with supporting guiding notes and a measurement rubric for invigilators.</li> <li>Draft a paper based on Literacy Development Plans for a school to support a relevant language environment for the learning of all languages.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU will work with Tafea, Shefa and Torba PEOs to deliver the workshop to the school principals and teachers of the nominated schools.</li> </ul>	On track
2.3.6	VANSTA principals' data club	163%	Train 120 principals in VANSTA analysis training	<ul style="list-style-type: none"> <li>Develop a tool for principals to analyse school performance against test items</li> </ul>	<ul style="list-style-type: none"> <li>Principals' performance analysis tool developed</li> </ul>	<ul style="list-style-type: none"> <li>Training program and schedule are nearly finalised.</li> <li>VESP financed the printing and distributing the VANSTA 2021 reports for 480 schools that participated in the VANSTA test.</li> <li>VESP assisted the EAU in building a tool for principals to analyse school performance against test items to help them plan appropriate interventions.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with the EAU to train principals on how to analyse their school data and determine what ongoing support they may require.</li> <li>VESP and MoET will continue to explore options to include children with diverse learning needs in a national literacy and numeracy assessment.</li> </ul>	On track
2.3.7	Strengthening provincial based curriculum training and support	38%	Train 18 PCLF in 4 modules to deliver professional learning support to 24 schools	<ul style="list-style-type: none"> <li>Train 18 PCLF in 3 modules to deliver professional learning support to 24 schools</li> </ul>	<ul style="list-style-type: none"> <li>18 PCLF trained in 3 modules to deliver professional learning support to 24 schools</li> </ul>	<ul style="list-style-type: none"> <li>VESP supported CDU in delivering the first round of training to 18 PCLF (6 females, 12 males). The team completed 3 out of the 4 planned modules. Each module completed comprised 5 units.</li> <li>The PCLF started developing plans to support a small group of schools.</li> <li>VESP and CDU developed MT to collect feedback on the school visits.</li> <li>VESP and CDU finalised the funding mechanism for provinces to implement the activity.</li> </ul>	<ul style="list-style-type: none"> <li>CDU will review and approve the provinces' plans submitted for implementation by the PCLF.</li> <li>VESP will provide funding support to the PCLF to implement its provincial plans.</li> <li>VESP and CDU will organise and prepare for the second round of training in September.</li> </ul>	On track
2.3.8	Professional Year 7–8 curriculum development	9%	Train 400 Year 7 teachers to implement the Year 7 & 8 curriculum	<ul style="list-style-type: none"> <li>Train 150 Year 7 teachers on the new Year 7 curriculum in the 6 provinces</li> </ul>	<ul style="list-style-type: none"> <li>Zero Year 7 teachers on the new Year 7 curriculum in the 6 provinces</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU postponed the training activities during the reporting period due to the COVID-19 restrictions in-country.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with the CDU to roll out the training to Year 7 teachers.</li> </ul>	Behind schedule
2.4.1	ECCE curriculum support	40%	Train 39 MEOs and 736 ECCE teachers from Tafea, Malampa and Sanma	<ul style="list-style-type: none"> <li>Prepare 736 ECCE curriculum training packages for Tafea, Malampa and Sanma</li> <li>Provide training in the ECCE curriculum to 3 ECCE Curriculum Officers and 39 MEOs from Tafea, Malampa and Sanma</li> </ul>	<ul style="list-style-type: none"> <li>Materials prepared and ready for distribution</li> <li>13 MEOs and one ECCE Curriculum Officer trained in Sanma province</li> </ul>	<ul style="list-style-type: none"> <li>VESP worked with MoET's ECCE Unit and CDU to prepare the resources and materials for lesson plans.</li> <li>VESP and MoET's ECCE Unit provided training in the ECCE Curriculum for one ECCE Curriculum Officer (1 female) and 13 MEOs (9 females, 4 males) in Sanma province.</li> <li>VESP, MoET's ECCE Unit and partners prepared the logistics for Tafea and Malampa Provincial ECCE Coordinators.</li> </ul>	<p>In quarter 3, VESP will work with MoET's ECCE Unit and partners to:</p> <ul style="list-style-type: none"> <li>Complete the teacher training plans for MEOs in 3 provinces and deliver training materials in time.</li> <li>Finalise and support the monitoring and mentoring plan with the ECCE monitoring and 27valuation officer.</li> <li>Prepare the plan and logistics for MEOs training in Tafea and Malampa.</li> </ul>	Behind schedule
2.4.2	Year 8 curriculum development	TBA	Develop syllabus and teacher guides for the 5 core subjects taught in English and French	<ul style="list-style-type: none"> <li>Draft the syllabus for the 5 core subjects taught in English and French</li> </ul>	<ul style="list-style-type: none"> <li>Developed the first draft of the syllabus for the 5 core subjects taught in English and French</li> </ul>	<ul style="list-style-type: none"> <li>VESP's contracted writers developed the first draft of the syllabus for the 7 core subjects taught in English and French. The subjects are:                             <ul style="list-style-type: none"> <li>French as a second language.</li> <li>English as a second language.</li> <li>French as a foreign language.</li> <li>English as a foreign language.</li> <li>Science (English and French).</li> <li>Mathematics (English and French).</li> <li>Social Science (English and French).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU will commence work on the teacher guides.</li> </ul>	On track
2.4.3	Internal schools' curriculum	0%	Trial curriculum implementation	<ul style="list-style-type: none"> <li>Develop a curriculum implementation</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum implementation monitoring tool developed</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU developed the curriculum implementation monitoring tool. This is ready to be piloted in the provinces.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and CDU will pilot the monitoring tool in the provinces.</li> </ul>	On track



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		implementation monitoring	monitoring in 10 schools	monitoring tool for 10 schools				
2.4.4	0%	Review of teacher guides for Years 1–3	Deliver report to the Director ESD	<ul style="list-style-type: none"> <li>Conduct desk review of the Years 1–3 teacher guides</li> </ul>	<ul style="list-style-type: none"> <li>Desk review of the Years 1–3 teacher guides not started</li> </ul>	<ul style="list-style-type: none"> <li>No activity was conducted during the reporting period.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with the CDU to review the Years 1–3 teacher guides.</li> </ul>	Behind schedule
3.1.1	3%	Strengthening provincial coordination and support	Conduct a survey in the provinces and develop a draft report	<ul style="list-style-type: none"> <li>Develop the provincial survey</li> </ul>	<ul style="list-style-type: none"> <li>Developed questionnaires for the provincial survey</li> </ul>	<ul style="list-style-type: none"> <li>VESP and MoET are discussing the possibility of merging the sub-activity with other sub-activities connected to capacity and support in the provinces. This would allow the surveys to be carried out alongside the other activities.</li> <li>VESP worked with MoET to develop the questionnaires for the provincial survey.</li> </ul>	<p>VESP will work with MoET to:</p> <ul style="list-style-type: none"> <li>Finalise the questionnaires for the provincial assessment.</li> <li>Confirm the approach and method to implement the assessment.</li> <li>Arrange logistics and communications with the provinces regarding the assessment.</li> <li>Conduct the provincial assessments.</li> </ul>	On track
3.1.2	2%	Support the implementation of MQS	Train MoET staff and principals in finance management	<ul style="list-style-type: none"> <li>Develop the MQS verification tool</li> </ul>	<ul style="list-style-type: none"> <li>MQS verification tool developed</li> </ul>	<ul style="list-style-type: none"> <li>SBM developed and tested the MQS verification tool.</li> <li>VESP and SBM discussed the MQS monitoring method and tools with MoET's ICT Unit. The ICT Unit will assist with developing the MQS monitoring methodology and integrating the survey and verification tool into OV.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will follow up with SBM on the finalised verification tool for MQS monitoring.</li> <li>VESP and SBM will follow up with the ICT Unit regarding the MQS monitoring methodology and integration of the survey and verification tool into OV.</li> </ul>	On track
3.1.3	0%	Strengthening management systems	Train MoET staff and principals in finance management	<ul style="list-style-type: none"> <li>Complete the School Finance Management Manual and the Annual Procurement Plan</li> </ul>	<ul style="list-style-type: none"> <li>School Finance Management Manual is being translated</li> <li>Annual Procurement Plan completed</li> </ul>	<ul style="list-style-type: none"> <li>VESP worked with FAU to plan the Provincial School Finance Management Manual training.</li> <li>VESP and the Procurement Unit drafted a process for bulk purchasing school supplies.</li> <li>VESP assisted the Procurement Unit in creating a school procurement insert in the draft MoET Procurement Guide to help School Principals.</li> <li>VESP and the Procurement Unit edited and formatted MoET's Procurement Guide.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and FAU will continue to follow up with translators on the progress of the School Finance Management Manual translation.</li> <li>VESP and FAU will organise the first training in the Manual for Shefa and Sanma PEOs and school principals once the Manual is approved.</li> <li>VESP and FAU will explore cost-effective and efficient training arrangements for other provinces considering Vanuatu's COVID-19 restrictions.</li> </ul>	Behind schedule
3.1.4	0%	OV integrations	Upgrade and implement OV integration	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>The OV integration is postponed until 2023</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	Suspended
3.1.5	0%	Improving digital literacy for MoET staff	20 MoET staff attend digital literacy training	<ul style="list-style-type: none"> <li>5 MoET staff attend digital literacy training</li> </ul>	<ul style="list-style-type: none"> <li>No MoET staff attended digital literacy training</li> </ul>	<p>VESP's ICT Adviser and MoET's ICT Unit met virtually and planned the digital literacy training for MoET staff, including school principals and teachers in Shefa province. The team discussed:</p> <ul style="list-style-type: none"> <li>ICT training content (agenda and manuals).</li> <li>Venues and logistics i.e. schools in Port Vila and schools outside of Port Vila.</li> <li>Laptop rentals verse the use of existing laptops and school computer labs.</li> <li>Targeted audience i.e. prioritise principals and teachers over MoET staff.</li> </ul>	<ul style="list-style-type: none"> <li>The ICT Adviser will work with the ICT Unit to finalise logistics for the digital literacy training and notify targeted audiences of the training plan.</li> </ul>	Behind schedule
3.1.6	0%	OV modules	Upgrade and implement OV modules	<ul style="list-style-type: none"> <li>Design and develop 2 OV modules</li> </ul>	<ul style="list-style-type: none"> <li>Finance and VANSTA OV modules development started</li> </ul>	<ul style="list-style-type: none"> <li>The MoET's ICT team continued designing and developing the Finance and VANSTA OV modules.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue supporting the ICT Unit as needed to complete the software development of the Finance and VANSTA modules.</li> </ul>	On track
3.1.7	32%	OV technical capacity building for developers	Deliver 5 capacity building sessions to ICT developers	<ul style="list-style-type: none"> <li>Finalise training logistics with ICT Unit and trainer</li> </ul>	<ul style="list-style-type: none"> <li>Training dates, agenda and logistics confirmed with MoET's ICT Unit and trainer</li> </ul>	<ul style="list-style-type: none"> <li>ICT Unit confirmed dates, agenda and logistics for the OV technical capacity development sessions.</li> <li>The OV software developer trainer confirmed the dates, agenda and logistics for the OV technical capacity development sessions.</li> </ul>	<ul style="list-style-type: none"> <li>The ICT Adviser will coordinate with the VESP team to make the necessary logistical arrangements for the OV technical capacity building sessions.</li> </ul>	On track
3.1.8	0%	Review MoET's website	Update 50 webpages	<ul style="list-style-type: none"> <li>Test new website</li> </ul>	<ul style="list-style-type: none"> <li>New website testing started</li> </ul>	<ul style="list-style-type: none"> <li>ICT Unit continued pre-launch testing of the new Joomla-converted website to ensure there are no issues.</li> <li>ICT Unit continued researching JoomlaShaper, a tool that will make it easier for non-technical staff to be able to edit Joomla-based webpages.</li> </ul>	<ul style="list-style-type: none"> <li>The ICT Unit needs to liaise with OGCIO regarding the process for transferring the current static MoET website to OGCIO servers using Joomla.</li> <li>The ICT Unit will continue researching and testing Joomla editors such as JoomlaShaper and decide whether to purchase such software.</li> </ul>	On track
3.1.9	0%	OV disaster recovery	Develop, implement and test disaster recovery plan	<ul style="list-style-type: none"> <li>Investigate options for alternative data centre and network architecture to include in the recovery plan</li> </ul>	<ul style="list-style-type: none"> <li>Continued investigating options for an alternative data centre and network architecture</li> </ul>	<ul style="list-style-type: none"> <li>MoET's ICT Unit continued investigating options for an alternative data centre and a network architecture that MoET can switch to in the case of a disaster.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue to work with the ICT Unit on MoET's network architecture options and the first version of a disaster recovery plan.</li> </ul>	On track
3.1.10	0%	Development of school procurement guidelines	Deliver school procurement manual training to 40 officers in central MoET and Shefa province	<ul style="list-style-type: none"> <li>Finalise, translate and print the School/MoET Procurement Manual and Policy</li> </ul>	<ul style="list-style-type: none"> <li>School Procurement Guideline is being completed with flow charts.</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the Procurement Unit finalised simple and understandable process maps for single and bulk procurements.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue to work with the Procurement Unit to finalise, translate and print the Manual.</li> <li>VESP and the Procurement Unit will finalise the plan and organise logistics for the training of school principals in Shefa province.</li> </ul>	Behind schedule
3.1.11	0%	Women's leadership network	Train 20 women from PWLN	<ul style="list-style-type: none"> <li>Deliver one training to the Shefa PWLN</li> </ul>	<ul style="list-style-type: none"> <li>No training was delivered to the Shefa PWLN</li> </ul>	<ul style="list-style-type: none"> <li>VESP and the ESD shared the concept note with the Shefa PEO. They worked with the PEO to inform Shefa PWLN members of the upcoming training in July.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will continue to work with MoET to provide training to Shefa PWLN in July.</li> </ul>	Behind schedule

**Vanuatu Education Support Program Phase 2**

Q1 and Q2 Progress Reports | September 2022

Sub-activity (2022)	Annual budget spent (%)	Annual target	Quarterly target (Planned)	Quarterly target (Achieved)	Progress (April to June 2022)	Next steps	
		committees in 3 provinces to develop a 3-year workplan			<ul style="list-style-type: none"> <li>VESP and ESD prepared the workshop contents, invitation letters and logistic arrangements.</li> </ul>		
3.1.12	0%	Develop and implement research policy	Deliver policy awareness training to # stakeholders at the central level	Deliver policy awareness training to # stakeholders at the central level	<ul style="list-style-type: none"> <li>PPU deferred the policy awareness training. Discussions are under way to conduct another policy consultation before the awareness training.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will follow up with PPU on the decision to reconsult policy and/or carry out the policy awareness training.</li> </ul>	Behind schedule
3.1.13	0%	Compulsory education study	Policy Options Paper submitted for peer review and approved by MoET	<ul style="list-style-type: none"> <li>Consult stakeholders on the policy development</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders consulted on the policy development</li> <li>With VESP's assistance, PPU prepared and disseminated consultation papers to several MoET units. The participating units included 6 PEOs, TSC, Facilities, Finance, ESD-ECCE, ESD-Primary and ESD-Secondary.</li> <li>VESP and PPU collated and presented the consultation findings at the first stakeholders' workshop held in June. A total of 25 stakeholders (10 females, 15 males) representing MoET, VESP, DFAT, MFAT, Department of Strategic Policy, Planning and Aid Coordination, Ministry of Internal Affairs and Department of Finance &amp; Treasury attended the workshop.</li> <li>Following consultations, VESP and MoET determined the resource requirements and the associated policies to be considered in the policy development.</li> <li>VESP and the PPU commenced work on the final paper and a costing and/or resource model.</li> </ul>	<ul style="list-style-type: none"> <li>VESP to assist the PPU to finalise the costings, determine the benefits and complete the draft paper for review.</li> </ul>	On track
3.1.14	0%	OV data entry support	Deliver training to 38 principals	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> <li>VESP worked with the PPU to organise the workshop logistics for the first training to be held in Torba in July.</li> </ul>	<p>VESP will work with PPU to:</p> <ul style="list-style-type: none"> <li>Finalise arrangements and logistics for the training in Torba province in July.</li> <li>Deliver the first training to school principals in Torba province.</li> </ul>	Behind schedule
3.1.15	69%	Support MoET's planning	Deliver one planning workshop/session with central and provincial stakeholders	<ul style="list-style-type: none"> <li>Review and consolidate the provincial plans</li> </ul>	<ul style="list-style-type: none"> <li>Review and consolidation of provincial plans started</li> <li>VESP and PPU discussed the support needed from VESP regarding the Joint Sector Review.</li> </ul>	<ul style="list-style-type: none"> <li>PPU will follow up with PEOs on the outstanding plans.</li> </ul>	Behind schedule
3.1.16	3%	Supporting the alignment of the M&E system	Formalised M&E function is developed in MoET	<ul style="list-style-type: none"> <li>Finalise activity plan and budget</li> </ul>	<ul style="list-style-type: none"> <li>Activity plan and budget finalised</li> <li>VESP and the PPU presented the program logic approach and contributed to MoET's quarterly reporting template with MoET's Principal Education Officers (2 females, 8 males).</li> <li>VESP, the ESD, and PPU conducted an introductory workshop on gender analysis training for VESP Activity Coordinators and MoET's Activity Managers in June in Port Vila. A total of 29 participants (10 females, 19 males) attended.</li> <li>VESP and the PPU discussed support for the GPE recommendations, MERL consolidation, and a kick-start series of workshops for the remainder of 2022.</li> <li>VESP completed and shared the GEDSI reporting guide with the Activity Coordinators and Managers.</li> <li>VESP have also updated the MERL Plan for the next 4 years and is working closely with PPU to support the development of a MoET MERL Plan.</li> </ul>	<ul style="list-style-type: none"> <li>VESP will work with MoET to organise the follow-up training and develop a learning plan for MoET officers.</li> </ul>	On track

