



VESP

**VANUATU EDUCATION
SUPPORT PROGRAM**

VESP II 2022 Annual Report

March 2023



Ministry of Education & Training
Government of Vanuatu



TETRA TECH
International Development

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

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Acronyms

APTC	Australia Pacific Training Coalition
ARTTLe	Assessment Resource Tool for Teaching and Learning
CDU	Curriculum Development Unit
COVID-19	Coronavirus Disease of 2019
DFAT	Australian Department of Foreign Affairs and Trade
ECCE	Early Childhood Care and Education
GEDSI	Gender, Equity, Disability and Social Inclusion
ICT	Information and Communications Technology
IO	Intermediate Outcome
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Research, and Learning
MFAT	New Zealand Ministry of Foreign Affairs and Trade
MoET	Ministry of Education and Training
MQS	Minimum Quality Standards
OV	Open VEMIS (Vanuatu Education Management Information System)
PEO	Provincial Education Officer
PPU	Policy and Planning Unit
SBM	School-Based Management
SMT	Senior Management Team
SO	Short-term Outcome
VANSTA	Vanuatu National Standardised Test of Achievement
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy

1 Executive summary

Program overview

Vanuatu Education Support Program (VESP) is a long-term investment funded by the Australian Government and implemented in partnership with the Government of Vanuatu through the Ministry of Education and Training (MoET). The primary goal of VESP is to help ensure MoET achieves its goal of improving education access, quality and management, as detailed in the Vanuatu Education and Training Sector Strategy (VETSS) and operationalised through MoET's Corporate Plan. In January 2019, VESP entered its second phase after successfully implementing Phase I (2013–18). VESP II will continue until 2026. VESP II's overarching goals are to provide support to the Education and Training Sector in three key areas outlined below:

- Increase **equitable access** to education for all children;
- Improve the **quality of education** in Vanuatu; and
- Improve and **strengthen management** of the education system in Vanuatu.

Overall planned program activity expenditure in 2022 is approximately AUD 2.3 million. Program Activity expenditure is distributed across the three goals:

- Access 32%
- Quality 46%
- Management 22%

Program context

VESP demonstrated its flexibility to respond to the Coronavirus Disease of 2019 (COVID-19) lockdown and undertake additional activities in response to emerging needs. In March 2022, the COVID-19 lockdown required VESP to adapt its resourcing, planning and implementation and work with MoET to respond to the new context. This included working closely with MoET to develop School Reopening Guidelines, and to change the status of education institutions (schools, training centres, universities, etc.) to essential services to ensure all education institutions were able to operate safely during the COVID-19 outbreak. This work allowed students to continue accessing education during the public health emergency. VESP also worked with MoET to develop a COVID-19 Contingency Plan, which revised the Ministry's priority activities, implementation timeframes and annual targets where needed.

In August 2022, Vanuatu's President dissolved Parliament and announced an unexpected election. This caused some delays to implementation during caretaker period, and changes in political and MoET leadership. This change may also have an impact on the review and passing of MoET's 2023 budget and Business Plan. Furthermore, the discontinuation of directors' contracts in February created a gap in leadership for approximately six months, until they were reinstated by the Public Service Commission in August. This gap in senior leadership contributed to some delays in approval and review of policies and activities.

In October, MoET also experienced a cyber attack on its system. This locked all MoET staff out of their emails and intranet, stopping them from accessing email communication, and key MoET work and documents. This impacted the ability of staff to operate efficiently and progress work as planned from October to December 2023.

VESP undertook 18 activities that were not initially in the 2022 Annual Plan. This demonstrates VESP's flexible approach to its planning and shows that it is responsive to the needs of MoET. Further

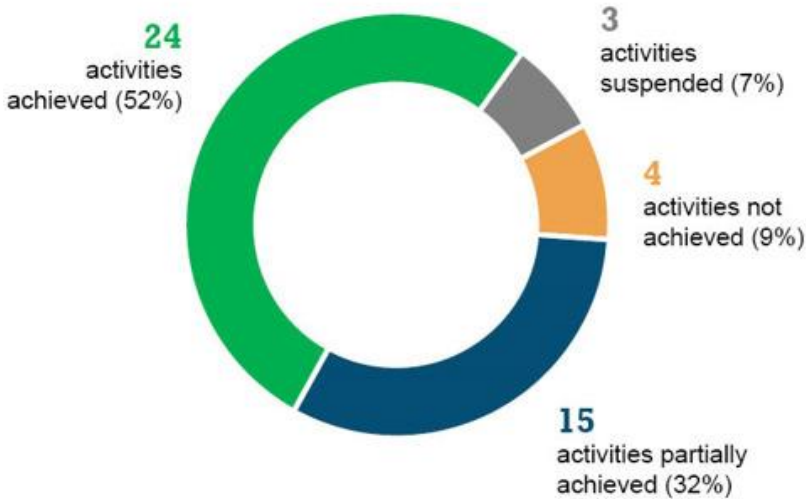
information on additional activities VESP supported in 2022 is outlined in **Annex V**. Despite these changes in program context, by June, VESP had still successfully progressed 96% of its planned support to MoET.

Program achievements

Overall, the pace of implementation across sub activities varied during 2022. VESP Phase II has achieved 54% of its planned targets, despite the range of implementation challenges outlined below, including COVID-19. **See Annex II: Results Matrix** for an overview of 2022 targets. Seven per cent of sub activities were suspended due to COVID-19-related risks, remote working challenges and pending MoET review and approval processes. These sub-activities were 2.2.1 IT Policy Review, 2.4.4 Review of Teachers’ Guide and 3.1.4 Open Vanuatu Education Management Information System (OV) Integrations, and they will be resumed in 2023.

The COVID-19 lockdown delayed the commencement of some activities, with just over a quarter of targets only partially achieved (32%). The achievement of some targets was also impacted by pending approval or endorsement from MoET senior management and insufficient time. Only four sub-activity targets were not achieved, which was a result of re-prioritisation of support to MoET, lack of human resourcing and delays from other implementation partners. These sub-activities will be prioritised and progressed in 2023.

Figure 1: Annual target achievement



Progress towards outcomes

VESP is progressing well towards outcomes identified in the program logic (See Section 5: Progress towards outcomes). Data collection across the three pillars indicated that VESP is working well with MoET to strengthen knowledge and skills in areas including inclusive education, community engagement, disaster response, curriculum implementation, teacher training, leadership and management of schools, data and Information and Communications Technology (ICT) use and planning and reporting. Data collection indicates that VESP is progressing well towards achieving its **short-term outcomes** (SOs), which look at changes in knowledge, understanding and skills across the three pillars. Early data collection on **intermediate outcomes** (IOs) also suggests that VESP’s contributions are strengthening the use of the national curriculum, enhancing school management, and encouraging devolution to the provinces through better coordination and collaboration. VESP will focus on continued monitoring using a variety of data collection methods in 2023, to determine how close the program is to achieving its IOs. The achievement of SOs across the program demonstrates that VESP is progressing well towards achieving its IOs.

Data from the OV administrative system shows steady progress towards the End of Program Outcome 1 (EoPO1): Access, with stable enrolment data for girls and boys since 2018. In contrast, data on EoPO2: Quality from Vanuatu National Standardised Test of Achievement (VANSTA) suggests that literacy and numeracy outcomes for students are declining. It is unclear how accurate these data are, and it is unlikely to tell the complete picture. Due to these data limitations, VESP will focus on identifying other data methods to monitor student literacy and numeracy outcomes over the course of the program. This will determine how VESP can work with MoET to strengthen teaching and learning. Data on EoPO3: Management shows that the Ministry is beginning to develop systems and processes to strengthen planning, monitoring, ICT and reporting systems. A further focus on training and resource development is required to strengthen this area.

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

VESP worked on GEDSI at multiple levels, including strengthening VESP and MoET capacity to mainstream GEDSI across their activities, working with MoET to develop a strategic approach to monitor GEDSI outcomes, and implementing GEDSI specific activities to ensure gender equality, disability and social inclusion are at the forefront of VESP's work. In 2022, VESP has provided technical and funding support to specific GEDSI activities to strengthen inclusive education across Vanuatu. This has included activities in the areas of provincial women's leadership, inclusive education tools for students with disabilities, teacher training and the development of vernacular resources for schools in remote areas and ICT systems to increase data collection and the accessibility of education resources.

VESP also focused on enhancing its GEDSI mainstreaming approaches in 2022. VESP's GEDSI Coordinator in collaboration with VESP's Monitoring and Evaluation (M&E) team worked together to strengthen GEDSI data and evidence. This included working with MoET to integrate GEDSI in the following three areas:

1. Key messaging in policy and planning
2. Enhancing access through integrating GEDSI language into training materials and the education curriculum
3. Providing training and awareness to staff on GEDSI mainstreaming and indicators.

Further details on VESP's GEDSI activities and mainstreaming approaches are outlined in **Annex IV**.

Challenges and responses

VESP experienced a range of challenges during the year, including responding to the COVID-19 lockdown, delays in training, cyber-attacks, flight accessibility, the dismissal of provincial school improvement officers and processes for data collection. The program responded by working closely with MoET to identify solutions, including delivering some activities remotely where in-person training was not possible. Due to flight limitations and the COVID-19 lockdown, training and data collection across provinces was not always possible. As such, some surveys and reports have been delayed, and VESP will continue working with MoET to finalise these in 2023. Further data collection processes and guidelines will also be developed to support MoET staff to monitor and report to the Policy and Planning Unit (PPU) in a timely way, to strengthen MoET's reporting process. In response of to the dismissal of school improvement officers, VESP worked with the Curriculum Development Unit (CDU) to identify suitable provincial curriculum learning facilitators.

Lessons learned

Through implementation in 2022, VESP learned the importance of flexibility and adaptability to respond to emerging needs and circumstances. In response to COVID-19, VESP adopted innovative tools and training approaches that made use of online videos and virtual modes, as well as undertaking several activities that were not outlined in the Annual Plan. In addition, the program will

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take a strong focus on monitoring risks and security threats in future, to mitigate cyber-attacks and barriers to implementation.

A learning and reflection session in September also emphasised the synergies and collaborative opportunities at national, provincial and school level. VESP will work with MoET units to strengthen collaboration and coordination where units are working towards the same Corporate Plan outcomes to make use of shared resources, knowledge and to empower leadership at the provincial level.

There is also a strong appetite for learning more about GEDSI mainstreaming and identifying monitoring and reporting processes that can enhance the collection and use of data. VESP will continue to focus on strengthening data and monitoring systems to enhance reporting at all levels of the education system.

2 Introduction

Program overview

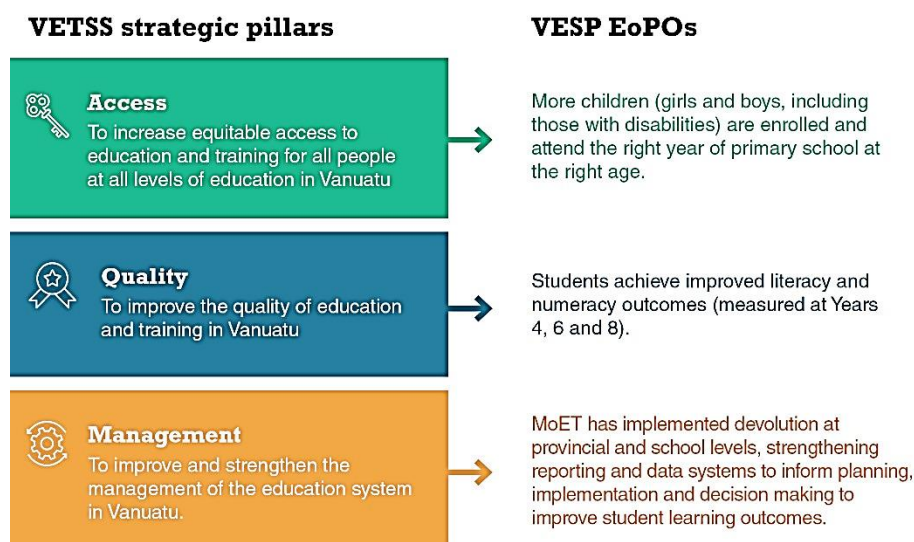
VESP is a long-term investment funded by the Australian Government and implemented in partnership with the Government of Vanuatu through MoET. The primary goal of VESP is to help ensure MoET achieves its goal of improving education access, quality and management, as detailed in VETSS and operationalised through MoET's Corporate Plan. In January 2019, VESP entered its second phase after successfully implementing Phase I (2013–18). VESP II will continue until 2026. VESP II's overarching goals are to provide support to the Education and Training Sector in three key areas outlined below:

- Increase **equitable access** to education for all children;
- Improve the **quality of education** in Vanuatu; and
- Improve and **strengthen management** of the education system in Vanuatu.



VESP's support to the MoET is aligned to these three strategic pillars of the VETSS and MoET's Corporate Plan. These plans are underpinned by Vanuatu's National Sustainable Development Plan goal to achieve 'An inclusive, equitable and quality education system with life-long learning for all.' Figure 2 outlines how VESP's EoPOs contribute to the VETSS strategic pillars of access, quality and management.

Figure 2: VESP alignment to the VETSS strategic pillars



Program context

Effects on the reporting period

VESP demonstrated its flexibility to respond to the COVID-19 lockdown and undertake additional activities in response to emerging needs. In March, the COVID-19 lockdown required VESP to adapt its resourcing, planning and implementation and work with MoET to respond to the new context. This included working closely with MoET to develop School Reopening Guidelines, and to change the status of schools to essential services to ensure all schools were able to operate safely during the COVID-19 outbreak. This work allowed students to continue accessing education during the public health emergency. VESP also worked with MoET to develop a COVID-19 Contingency plan, which revised the Ministry's priority activities, implementation timeframes and annual targets where needed.

In October, MoET also experienced a cyber attack on its system. This locked all MoET staff out of their emails and intranet, stopping them from accessing email communication, and key MoET work and documents. This impacted the ability of staff to operate efficiently and progress work as planned from October to December 2023.

VESP also undertook 18 activities that weren't initially in the 2022 Annual Plan. This demonstrates VESP's flexible approach to its planning and shows that it is responsive to the needs of MoET. Further information on additional activities VESP supported in 2022 is outlined in **Annex V**. Despite these changes in program context, by June, VESP had still successfully progressed 96% of its sub-activity support to MoET.

In August 2022, Vanuatu's President dissolved Parliament and announced an unexpected election. This caused some delays to implementation during caretaker period, and changes in political and MoET leadership. This change may also have an impact on the review and passing of MoET's 2023 budget and Business Plan. Furthermore, the discontinuation of directors' contracts in February created a gap in leadership for approximately six months, until they were reinstated by the Public Service Commission in August. This gap in senior leadership contributed to some delays in approval and review of policies and activities.

VESP worked closely with MoET to continue to strengthen VESP and MoET alignment to the five-year Corporate Plan, which has increased staff awareness of the plan and how it can be used to guide staff to implement, report and monitor against their activities. VESP also effectively aligned its reporting requirements to MoET's by adapting its reporting to quarterly and annual progress updates.

Anticipated effects on the next reporting period

Changes in Vanuatu's parliament are expected to impact the passing of 2023's budget. This could impact access to funding to begin implementation in quarter one, which may have an impact on planned targets. VESP will continue to work closely with MoET to mitigate any impact on activity implementation and provide financial assistance where appropriate.

In March, Vanuatu will hold its first Joint Sector Review of the education sector. This review will assess MoET's progress against the Corporate Plan and will inform recommendations to update the Corporate Plan if required. This may influence the Ministry's priorities and focus for 2023, and VESP should be prepared to respond to any additional needs or revised annual targets and indicators.

An increase in funding of NZ\$2 million from the New Zealand Ministry of Foreign Affairs and Trade (MFAT) will allow the Ministry to develop the junior secondary curriculum with better resources and time, providing existing staff with longer contracts to continue the activity's implementation. The additional funding, if granted, will also include support to printing and distribution of resources and training for teachers. This will alleviate financial pressures on VESP's budget.

Program relevance

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

VESP's 2022 Annual Plan includes **ten support activities** and **47 sub-activities**. It is important to note that all VESP **supported activities** are aligned with the VETSS. VESP supported activities are identified and planned jointly with MoET during the program's life. VESP **sub-activities** respond to priorities and key activities in MoET's Corporate Plan and, as a result, are of a more transient nature, some of which last only one calendar year. Any changes or adjustments in the scope of VESP activity areas and sub-activities are agreed with MoET and the Australian Department of Foreign Affairs and Trade (DFAT) and endorsed by the VESP Steering Committee. While other development partners¹ support Vanuatu's education sector, VESP is the largest development partner program operating in this space.

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

VESP's 2022 Annual Plan touches 65% (15 out of 23) of VETSS' strategies and directly supports 33% (43 out of 130) of its key activities². This demonstrates VESP's **strong alignment** to the VETSS and Corporate Plan. VESP continues to work closely with MoET to strengthen sub-activity alignment to the Corporate Plan during 2023 through joint planning and program logic sessions.

VESP also plays a significant role in **policy dialogue and planning**, actively supporting a joint planning approach with MoET to ensure its support addresses VETSS' identified priorities. Through its support to advance the Joint Sector Review for the education sector, the program enhances MoET's convening role with development partners to bring together education investments within the scope of VETSS, with agreed outputs and outcomes that each development partner aligns.

VESP has also provided resources to support **locally led research** in the Vanuatu education sector. This support has included the delivery of four planned research activities in the current reporting period, and two additional research activities to be finalised early 2023. These are outlined below:

- **a Cost of Kindergarten and Primary Education Study**
- **a Teacher Policy Frameworks and Requirements Study**
- **a Curriculum Implementation and Monitoring Study**
- **VANSTA Report: an analysis of the 2021 VANSTA data**
- **COVID-19 study (this study was delayed, and it was finished only in 2023)**
- **Internet in schools (this study has not been concluded yet)**

¹ Other key partners in the Vanuatu education sector include MFAT, UNICEF and more recently, the Global Partnership for Education through an implementation partnership with Save the Children.

² The numbering used to reference the VETSS' activity areas and key activities follows the structure presented in the 2020-2030 MoET Corporate Plan, which is based on the VETSS. The Corporate Plan groups the scope of the VETSS around 23 strategies, 34 programs and 130 key activities.

3 Implementation progress

This section presents an overview of the program's progress against the VESP Annual Plan in 2022. Section 3.1 presents an overview of implementation progress against annual targets, Section 3.2 outlines sub-activity budget expenditure, Section 3.3 outlines VESP's flexible approach to support, and Section 3.4 highlights key program achievements organised by pillars and activity areas. A detailed overview of sub-activity progress against all targets is outlined in **Annex I**.

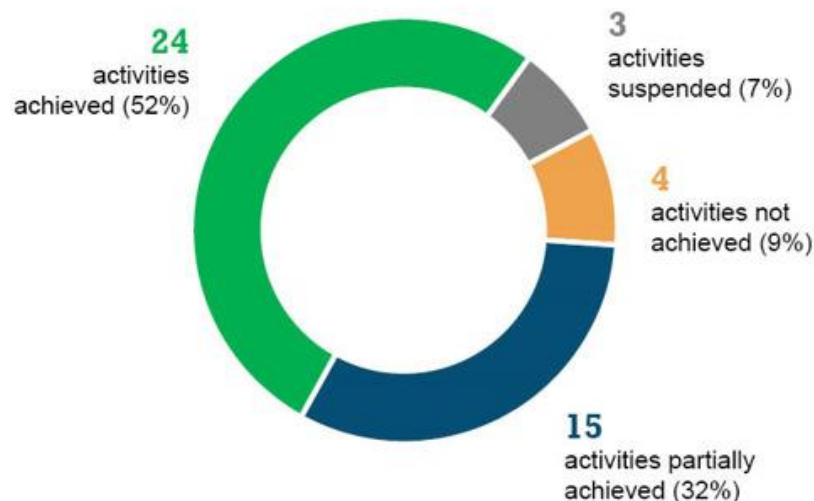
Key annual statistics are also presented as infographics at the end of Section 3 to highlight VESP's contribution to schools, the community and MoET.

3.1 Progress against targets

Overall, the pace of implementation across sub activities varied during 2022. By December 2022, VESP **achieved** 52% of its sub activities targets. Seven per cent of sub activities were suspended due to COVID-19 related risks, remote working challenges and pending MoET review and approval processes. These sub-activities were 2.2.1 Review of IT Policy, 2.4.4 Review of Teachers' Guide and 3.1.4 OV Integrations, and they will be resumed in 2023.

The COVID-19 lockdown delayed the commencement of some activities, and as result just over a quarter of targets were only **partially achieved** (32%). The achievement of some targets were also impacted by pending approval or endorsement from MoET senior management and insufficient time for implementation. Despite these significant barriers, VESP successfully **achieved or partially achieved** 84% of its sub-activities, showing strong progress against the Annual Plan. Only four sub-activity targets were not achieved, which was a result of re-prioritisation of support to MoET, lack of human resourcing and delays from other implementation partners. These sub-activities will be prioritised and progressed in 2023.

Figure 3: A snapshot of VESP's achievement of sub-activity targets in 2022



3.2 Budget progress

Over the year, 81% (n=38) of sub-activities used allocated funds from the annual budget, and 19% (n=9) did not spend any allocated funds. This is a result of three sub-activities being postponed to 2023, and 15 sub-activities running behind schedule. As such, these funds will be rolled over to 2023 to continue the completion of these sub-activities.

Figure 4: Budget expenditure from January to December 2022



Major expenditure items over the year included training, development of resources, travel to the provinces and systems infrastructure. Over the year, 13 sub-activities exceeded their indicative budget allocation for 2022. However, the program’s implementation budget is flexible and responsive to the needs that arise during the year. As such, underspends and savings in some sub-activities have been reallocated to those sub-activities that have required additional funds.

3.3 Flexibility and adaptability

VESP recognises the importance of having a flexible approach in its planning. As such, VESP supported and participated in a range of activities in response to emerging needs throughout the year, demonstrating VESP’s adaptive approach and collaboration with other education partners. These activities included supporting the development of an online Bislama dictionary; participation in the National Gender Protection Cluster Network to identify specific needs and responses for women, men, girls and boys during the COVID-19 lockdown; and input in the National Child Protection Working Group, including support to draft the Child Protection Bill. All additional activities VESP supported are outlined in **Annex V**.

3.4 Key achievements

This section provides a summary of key achievements and progress across the VESP Activity Areas outlined in the Annual Plan. A more detailed overview of sub-activity progress against all annual targets is outlined in **Annex I: Annual target progress**.

Access

Strengthening community engagement

VESP worked with the Early Childhood Care and Education (ECCE) Unit to deliver Parent Support Program training of trainers workshops to nine taskforces across Torba. These taskforces have successfully delivered Parent Support Program workshops to 46 communities across Torba, which engaged 545 parents. Feedback has been positive from community taskforces and parents, highlighting that this program has been needed for a long time and has provided parents with positive approaches to support their children’s wellbeing and education.

The Parent Support Program is the answer we’ve been looking for.

Taskforce participant of the Parent Support Program Training of Trainers

This program is so good, I will now help my grandchildren so they can have a better education, a better future.

Community participant of the Parent Support Program

Picture 1: Parent Support Program training in Torba



VESP also supported MoET to redefine schools as essential services. This was a significant achievement to ensure children could continue to access education during emergencies and disasters, if feasible. This included supporting MoET's communications to school communities through the development of the Safe School Reopening Guidelines, creation of the home-schooling Facebook pages for ECCE, primary schools and secondary schools to support home schooling and connect teachers with students and parents.

Improving school infrastructure

VESP supported the drafting of the Vanuatu Primary School Infrastructure Guideline. This guideline incorporated inputs from various stakeholders, including UNICEF and the Vanuatu Society for People with Disability. The document also incorporated the latest recommendations from the Vanuatu National Building Code. Infrastructure designs were also completed for Sanma and Torba primary schools, and drafting of the Asset Master plan has commenced. In 2023, VESP will work with MoET and Architecture and Engineer specialists to deliver the Asset Master Plan.

VESP also worked with MoET's IT Unit to undertake a survey to assess internet connectivity in schools. The survey received responses from approximately 52% of schools, and the data is being used to inform a final Feasibility Report, which will be used to test some technical solutions to make recommendations for schools. It will also be used for policy formulation and decision making within MoET. Survey data indicated that 74% of schools surveyed had internet access. VESP will work with MoET in 2023 to identify areas of support that schools require to access the internet for education purposes.

Strengthening school leaders

Despite COVID-19 delays during the first two quarters of 2022, the Australia Pacific Training Coalition (APTC) delivered Leadership and Management training to 60 principals. Training started with the delivery of language, literacy and numeracy tests in the provinces. 32 participants graduated from the training in Santo after completing the Pacific Theological College Leadership and Management training.



Ten years as a school Principal and a provincial leader did not guarantee me to understand what Leadership and Management is. The training increased my capacity and knowledge of a great leader and manager within the workplace. I learnt how to build effective relationships, teamwork, honesty and increasingly to be a trustworthy person so that my team can give me that same respect in the workplace. I learnt staff meeting techniques to enable effective shared learning and importantly being the role model to my team.

School Principal, Mrs. Susan Balesa

Strengthening inclusive education

Inclusive education workshops were delivered to 41 model inclusion schools in 2022. Prior to this training, a baseline survey was conducted with 98 teachers and principals to determine if and how schools were using inclusive education tools prior to delivery of the training. Data from the survey suggests that most schools had not been using inclusive education tools and were not familiar with inclusive education teaching methods. As such, the delivery of these workshops has introduced an

important new concept and approach into schools that will continue to be monitored and analysed to assess its effectiveness and impact.³

VESP worked with MoET to officially establish the Provincial Women in Education Leadership Network committee across five provinces to coordinate their provincial activities. Five women were elected to the committee from Penama, Torba, Sanma, Malampa and Shefa. The committee developed a three-year work plan for their provinces, and total of 149 females participated in trainings to strengthen female leadership in schools.



I now have the confidence and skills to confront and deal with my male colleagues for them to change their behaviours and attitudes.

School Principal, Mrs. Susan Balesa

Inclusion policies

VESP worked with UNICEF to support MoET to review its Inclusion Policies, the Gender Equality Policy, Inclusive Education Policy and Child Safeguarding Policy. However, the review of these policies has been delayed due to the COVID-19 lockdown and a focus on other MoET priorities in 2022. The review will now take place in 2023.

Supporting monitoring

VESP worked with MoET's 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 that was completed in the last quarter. Due to the issues with the government system, it has not been uploaded onto MoET's website. PPU is working with IT to launch an offline version of the statistical digest and the provincial fact sheet, which can be accessed on the MoET website. This version will not be interactive.

The Curriculum and Assessment Board approved the Assessment Resource Tool for Teaching and Learning (ARTTLe) documents. Work to harmonise ARTTLe with the cis progressing into 2023.

VESP supported the training of 67 principals in Tafea and Sanma in the ARTTLe materials. The Provincial Education Offices' CDUs and Examination and Assessment Unit are still discussing strategies to harmonise the common grading scale with the Structure of the Observed Learning Outcome Taxonomy used in ARTTLe guides. Aligning the Year 7 ARTTLe with the new Year 7 syllabus requires more discussion, as the ARTTLe materials were developed prior to the new curriculum and have a different focus.

Strengthening response to disaster

VESP worked with MoET to remove barriers preventing access to MoET's website during a disaster. This involved installing a zero-rating system, which allows schools to access MoET's website without paying for a data plan. This new technology will increase school and community access to critical MoET communication during a disaster.

VESP worked closely with MoET to disseminate guidelines and communications during the COVID-19 lockdown to inform schools and communities of government procedures and information to manage

³ Further analysis of baseline survey data and progress of this work can be found in Section 4: Progress towards outcomes.

the spread of COVID-19 in communities, including to support remote education and a safe transition back to schools.

VESP also supported the IT Unit to develop a disaster recovery plan. This will allow a faster resumption of online services, in emergency situations. The purchase of an additional server has been postponed to 2023.

Quality

Strengthen teachers' management and professional development

VESP worked with MoET to review the design of the Teaching Service Commission's OV module for the teacher registry, provided recommendations and advice and developed a proposed roadmap for the development of the Teacher Register System in 2023.

VESP and the Tertiary Education Directorate successfully updated and reviewed the Teacher Qualification Upgrading Policy and MoET took strong ownership of the Teacher Qualification Upgrading Policy to ensure efficient approval was made from senior management. While the Teacher Qualification Upgrading Policy has been finalized, some targets may be too ambitious including the focus on teacher training and teacher qualification. As such, targets for this activity may need to be revised in 2023. VESP also supported Tertiary Education Directorate to develop a draft National Development Teachers' Plan, which was approved by the working group in quarter four. It has been submitted to the Director Tertiary Education for consideration and ownership, as the Teachers Service division will oversee its implementation in 2023.

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 MoET work demands and ongoing discussions the use of vernacular in schools. However, the policy's key messages have been incorporated into the curriculum communication strategy. VESP will continue to support the implementation of the curriculum communication strategy, and to review it as circumstances evolve.

Strengthening teaching and learning

VESP supported CDU to develop teaching and learning materials during the year. This included developing Vernacular Language Instruction resource kits for Years 1-3 in three languages in Tanna. VESP also supported MoET to finalise the curriculum training program for Years 7-8 and delivered training to 371 teachers in Sanma, Penama and Torba provinces.

To strengthen provincial capacity, VESP worked with CDU to deliver training to provincial curriculum learning facilitators in curriculum implementation and trained 136 provincial staff and teachers across 30 schools to implement the Class Based Assessment manual.

VESP also supported CDU to monitor and support the Ademap Lanwis implementation in nine primary schools, supporting 136 teachers including principles and provincial staff within Shefa Province. CDU and VESP collaborated to undertake classroom observations of 15 Year 4-6 teachers during the monitoring visit to identify teachers' strengths and support needs after the Ademap Lanwis trainings. To support the review process of selected schools, VESP and CDU will develop a plan to strengthen implementation and support in 2023.

VESP delivered further training to teachers in the Multilingual Classroom: Professional Learning Pilot and worked with the Exams and Assessment Unit to train 166 principals in VANSTA analysis in Tafea, Sanma and Torba provinces. Further training for other provinces will be provided in 2023.

Picture 2: Training on Class Based Assessment in Lingarak Community, Malampa



Strengthening curriculum resources and implementation

VESP supported the ECCE Unit to complete curriculum lesson plan training in Tafea, Malampa and Sanma. Training was delivered to 897 primary teachers and 34 mobile ECCE officers. Follow up activities with mobile ECCE officers who were not trained are underway to determine what support is needed in 2023.

VESP worked with CDU to develop a monitoring tool to capture the use of teacher guides and school implementation of the national curriculum. Early data from the monitoring tool suggests that teachers are implementing the curriculum, however additional resources and training is requested to enhance confidence and understanding of the different approaches required to implement the national curriculum.

Picture 3: Strengthening provincial support for curriculum implementation



Management

Managing systems

VESP worked with School-Based Management (SBM) to finalise the trial of the Minimum Quality Standards (MQS) survey, and the IT Unit provided technical support and training to SBM officers on how to administer the survey. SBM commenced the survey as a trial in one school in Shefa province and will continue implementing the survey in other provinces in 2023.

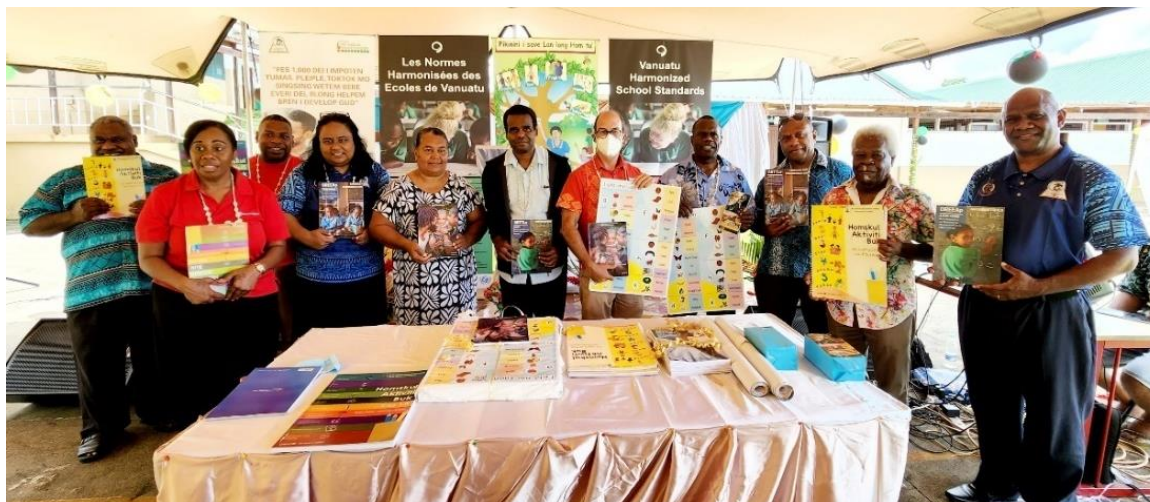
VESP worked with the Finance and Administration Unit to progress the School Finance Management Manual, in response to senior management feedback. Training for principals in financial management will be delivered in 2023 once the manual is complete.



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

Acting Director of Education Services, Mr. Marcel Yamsiu

Picture 4: Launching of Vanuatu Harmonized School Standards, Home School Package, Parent Support Program and Assessment Resources and Testing Tools for Learning (ARTTLe)



ICT

VESP focused on strengthening the IT skills of MoET staff, IT developers and principals during the year, to strengthen systems, data collection and data use. VESP provided technical support to the IT Unit to deliver digital literacy training to MoET staff in Shefa, Torba, Tafea and Sanma on how to use Zoom, TrueConf, government email, VOIP and Cyber Security. Training was also delivered to MoET's IT Development team, teaching staff the Internet in School Module on the OV system.

VESP and the IT Unit also completed the implementation and upgrade of the OV modules, which included the VANSTA module, Wash in Schools module, Internet in Schools module, and the upgrade of Finance module. These modules will provide guidance to support schools to enter data on VANSTA results, WASH, internet access and finance information into OV, which will improve the management of schools. The Finance Module includes the upgrade of the School Fee Structure module, Budget Structure Module, Petty Cash Module, Bank Reconciliation Module and reporting. The upgrades were requested by the MoET Finance Unit to improve the Finance Module in OV to improve school

management, including of school grants. VESP and PPU delivered OV training to 168 newly appointed principals across all provinces. As an important process, the IT Unit is working with the Teaching Service Commission to conduct OV training with new principals during their inductions in 2023 prior to their deployment.



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

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

VESP also supported the IT Unit to draft the OV Disaster Recovery Plan, which is being reviewed by senior management. Inspection of two data centres was undertaken, and based on available systems, a quote has been obtained and is being processed to purchase new server storage.

The new MoET website has been built but is still on hold due to issues with the government network. The continuation of the website will commence when the government network is 100% operational. Overall, 421 pages were updated on MoET's website.

Research

VESP supported PPU to deliver an awareness presentation to stakeholders on MoET's research policy. A total of 30 stakeholders participated in the awareness training. VESP also worked with PPU to prepare and disseminate the Compulsory Education options papers to several MoET Units for peer review and approval by MoET. The papers were presented to MoET's Senior Management Team (SMT), and a final submission will be made to the Council of Ministers in early 2023.



I am delighted to see that so many experts in education are here today to learn more about the findings of the Cost of Education Study and the Teacher Study. It shows that the education sector relies on those studies and the data collected to make better informed decisions to improve the education sector in Vanuatu. I would like to acknowledge the efforts of the Policy and Planning Unit in the Ministry of Education and Training and the support provided by Vanuatu Education Support Program.

Director of Finance and Administration and Acting Director General of MoET, Mr. John Gideon

Planning, monitoring and reporting

VESP has supported the PPU to build staff awareness of planning, monitoring and reporting approaches to strengthen the alignment of Business Plan activities to MoET's Corporate Plan, and to improve monitoring and reporting of these activities. This occurred through the delivery of planning, monitoring and reporting training across all six provinces and program logic workshops with activity managers and coordinators to strengthen their knowledge and awareness of how to use these tools. While this was the first time PPU delivered this type of training to MoET and the provinces, additional workshops and mentoring is required to support staff to implement these approaches in practice.

VESP and PPU also led a lessons learned workshop with MoET Provincial Education Officers (PEOs) in September, to identify what had been achieved and what was learnt from specific challenges that arose. The workshop asked MoET staff to identify how their work was progressing against the Corporate Plan sector outcomes, which encouraged staff to look beyond implementation and identify ways they could effectively reach their longer-term goals.



It is important to take the time to reflect on implementation so the Ministry of Education and Training can adapt its planning for 2023 and make better informed decisions.

PPU Officer, Mr. Hendricks Tabi

Picture 5: PPU and VESP delivering program logic training to MoET and VESP staff



4 Overview



18 teachers' guides and
20 syllabuses were developed for the Year 7 curriculum

VESP supported the delivery of 19 different types of training:



- 5 trainings were delivered to teachers
- 7 trainings were delivered to principals
- 1 training was delivered to parents and communities
- 3 trainings were delivered to provincial offices
- 4 trainings were delivered to MoET staff



Three language resource kits were developed in three different local languages in Tanna



1,178
females trained

806
males trained






Training was provided in the below areas:

- Teacher training to implement the national curriculum
- Management and leadership training for principals
- Women's leadership training
- Parent support training
- Digital literacy
- Multilingual classroom training
- Using VANSTA and OV
- Planning, monitoring and reporting



5 Progress towards outcomes

Table 1: VESP Program logic

Pillars	Activity areas	Short term outcomes (SOs) (1-2 yrs)	Intermediate outcomes (2-3 yrs)	EoPO (3-6 yrs)
 ACCESS	<ul style="list-style-type: none"> Strengthen inclusive education Increase involvement of school communities Improve school infrastructure Strengthen response to disaster 	<p>SO 1.1 Teachers in Model Inclusion Schools are aware of inclusive education practices</p> <p>SO 1.2 Parents and communities are aware of positive approaches to support their children’s education</p> <p>SO 1.3 Schools are informed to respond adequately to emergencies</p>	<p>IO 1.1 Schools and communities provide safe and inclusive learning environments for all students</p> <p>IO 1.2 MoET has strengthened capacity to provide services in circumstances of emergency or disaster</p>	<p>EoPO1 ACCESS More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age.</p>
 QUALITY	<ul style="list-style-type: none"> Strengthen teachers’ management Strengthen teaching and learning Strengthen assessment, monitoring and reporting Strengthen curriculum materials 	<p>SO 2.1 Teachers and principals are demonstrating increased confidence to implement the national curriculum</p> <p>SO 2.2 Teacher and principals have access to curriculum resources, training, and support</p>	<p>IO 2.1 Teachers are applying the curriculum and associated principles of teaching, learning and assessment</p>	<p>EoPO2 QUALITY Improved student literacy and numeracy outcomes (measured at Years 4, 6 and 8).</p>
 MANAGEMENT	<ul style="list-style-type: none"> Strengthen data, information and knowledge generation Strengthen policy direction, planning, management and accountability systems Strengthen school management and leadership 	<p>SO 3.1 MoET, including Provincial Education Offices, have improved capacity to manage system performance data for evidence-based decision making and planning and supporting schools</p> <p>SO 3.2 School principals have increased their awareness and knowledge of school-based management and leadership practices</p>	<p>IO 3.1 MoET is monitoring systems and school performance and using data to inform strategic planning and school improvement</p> <p>IO 3.2 PEOs can guide principals in developing effective School Strategic Plans</p>	<p>EoPO3 MANAGEMENT MoET achieves devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation and decision making to improve student learning outcomes</p>

Access

EoPO1 ACCESS

- **More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age.**

Net enrolment rate data from OV shows that from 2018 to 2021, enrolment for girls and boys remained steady at an overall average rate of 94% for girls and 95% for boys, however there is a notable overall decrease of 5% from 2020 to 2022 (96% to 91%) (See **Annex III**). These trends show that on average, Vanuatu's girls and boys have relatively good access to education but that more recently there has been a decline in NER.

Table 9 shows that the largest declines were in Shefa, Malampa and Sanma, with the overall net enrolment rate decreasing from 95% to 89% in Shefa, 99% to 95% in Malampa and 99% to 94% in Sanma. These reductions are notable and could be due to several reasons including but not limited to COVID-19 lockdowns, lack of transport or schools available in the area, or family financial circumstances during Vanuatu's border closures.

Net enrolment rate trends are shown in **Annex III** by province and gender. By province, the net enrolment rate data shows that Penama and Torba have achieved lower net enrolment rates than other provinces, and that girls have greater access to education than boys. This could be due to a range of factors including but not limited to the remoteness of communities from schools, cultural rituals, family financial status and data quality.

While Vanuatu is performing well in the access pillar, there are still groups who may face barriers to accessing education and learning once they are enrolled. VESP has been working with MoET to strengthen teaching approaches to inclusive education, enhance positive parenting attitudes and building effective disaster response skills to ensure all children can access learning once they are enrolled in school. Progress towards VESP's work with MoET in these areas is further outlined below under intermediate and SOs.

Strengthening inclusive education and community support

- **IO 1.1 Schools and communities provide safe and inclusive learning environments for all students**
- *# of Model Inclusion Schools using inclusive education practices*
- *Evidence of parents using positive parenting behaviours*

VESP is working towards this IO, with a focus on collecting data in 2023 to determine the use of inclusive education tools and monitoring positive parenting behaviours. Positive progress made against SOs 1.1 and 1.2 suggests that VESP's work with MoET in these areas is progressing well towards providing schools and communities with safe and inclusive learning environments for all students.

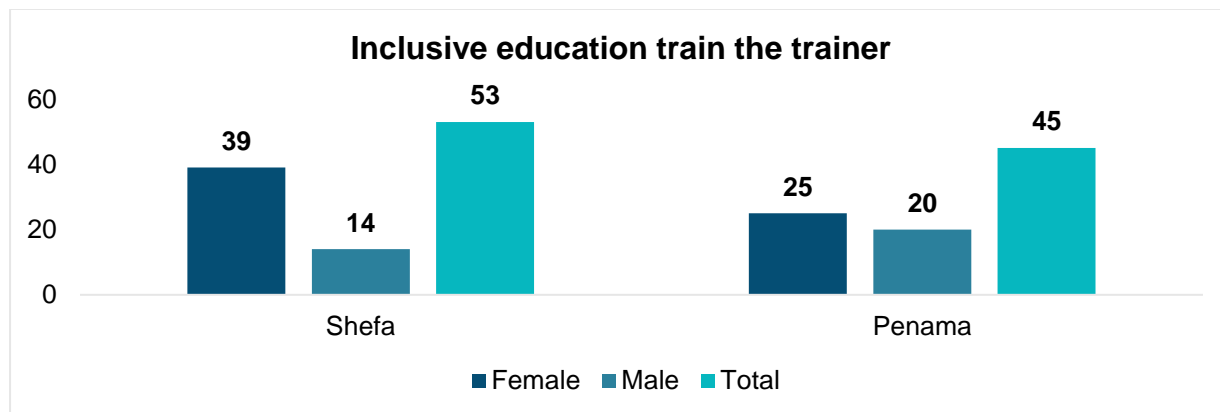
- **SO 1.1 Teachers in model inclusion schools are aware of inclusive education practices**
- *Teachers in model inclusion schools have awareness of strategies to support diverse learning needs in the classroom*

Data from the inclusive education baseline survey indicates that 100% of teachers and principals who received train the trainer training have increased their awareness of inclusive education strategies to support diverse learning needs in the classroom.

In 2022, VESP's target aimed to pilot and monitor inclusive education tools across 45 model inclusion schools in Penama and Shefa. VESP and MoET successfully designed and delivered an inclusive

education training of trainers’ model to 41 model inclusion schools (41 principals and 57 teachers). Four schools did not receive training due to poor network connectivity and temporary closures during the training period. The Figure 5 provides a gender breakdown of participants across both provinces.

Figure 5: Inclusive education training of trainers in 41 model inclusion schools



Baseline survey data was collected from all participants prior to the delivery of the training of trainers model to determine the extent to which staff were aware of and using inclusive education practices. Evidence showed that 82% of respondents rated that they had little to no awareness of disability inclusive teaching strategies, and 83% had limited ability to identify children with a disability. In addition, just 7% of teachers indicated that they were using the inclusive education plan in the classroom.

Since the delivery of the training of trainers model, evaluation feedback showed that 100% of participants are more aware of how to use inclusive education tools and are more confident in identifying children with a disability.

36
The resources are simple and easy to understand. It is a very useful training; I feel more confident after the training. I can now recognize the various types of disabilities.
Participant in Shefa

Another participant from Penama said that she has a student in her class who is smart but is always distracted and disturbing friends. Previously, the teacher would just give up on the student but can now see from this training that he likely has attention deficit hyperactivity disorder.

36
This training is very useful and has increased my confidence in helping this student when I go back to my school.
Participant in Penama

Feedback from workshop participants also indicates that participants feel confident to train other teachers in the use of inclusive education tools and practices.



The training has been very helpful and has taught me how to identify children with disabilities, which I had been finding challenging previously. I am confident to train my colleagues on how to use the resources when I go back.

Participant

The 98 educators trained are now preparing to train all teachers in their model inclusion schools, which will be delivered in quarter one, 2023. Follow up data will be collected in April 2023, to determine how teachers are using these tools and approaches in the classroom.

Success story

A small boy with multiple disability was enrolled at Fokona School. When his teacher joined the school three years ago, she identified him as having multiple disabilities and started supporting him. He is 15 but physically looks like a 10-year-old. He has poor fine motor skills. The teacher supported him by using the resources from the disability inclusion kit (piloted by VESP). The teacher said, “the Wiki Stiks helped him to hold a pencil firmly and finally he can write. He knows his alphabet and numbers. He is now at level 4 reading”.

- **SO 1.2 Parents and communities are aware of positive approaches to support their children’s education**
- **Evidence of parents that report they have increased their awareness of positive parenting behaviours**

Since 2018, VESP has been working with the ECCE Unit and SCA and Unicef to deliver the Parent Support Program in Penama, Shefa, Sanma, Tafea and Torba provinces to build an awareness of positive parenting approaches to support their children’s education. Positive feedback from the community and parents across these provinces suggests that there is a growing awareness of positive approaches to support children’s education.

In 2022, VESP supported MoET to roll out the Parent Support Program in Torba. VESP worked with the ECCE Unit to train 52 mobile ECCE Officers, principals and early childhood care and education officers to set up their parental programs. Training was delivered to nine community taskforces across 17 communities, including Motalava, Sola, Gaua, Merelava, Mota, Ureparapara, West Vanualava and Torres. The community taskforces facilitated the delivery of the Parent Support Program, which reached a total of 545 parents (225 male, 320 female) across 46 communities in Torba province. Evaluation feedback from the roll-out shows that parents are becoming more involved in their young children’s schooling following the workshops.



The participants in Torba showed improved knowledge and confidence after the training of trainers. They are now ready to work with parents, caregivers, and community leaders to nurture children’s learning and development.

MoET National Coordinator for ECCE, Mr. Smith Anderson

Feedback from the training suggests that community taskforces and parents in Torba have increased their awareness of positive parenting behaviours through skills and approaches learnt during the workshops. In 2023, VESP will undertake further data collection to determine how parents are learning and using the training to enhance positive parenting behaviours.



I believe if we put out whole heart in delivering the Parent Support Program we will make a change in our children and our community.

I will share what I have learnt with my church friends so that they can also support their children.

All this awareness is very important if we want to see changes in our home.

I regret not knowing all these wonderful things I am hearing today.

Participants to the Parent Support Program Training

Strengthening MoET's response to emergency and disaster

- **IO 1.2 MoET has strengthened capacity to provide services in circumstances of emergency or disaster**
- **MoET is effectively implementing contingency plans to respond to emergency and disasters.**
- **# of disaster contingency plans MoET has implemented**

VESP's support to the Ministry to develop plans and guidelines in response to disasters is contributing to strengthening MoET's capacity to provide services and respond adequately in circumstances of emergency or disaster. This is shown through MoET's successful implementation of the COVID-19 contingency plan, and PEO support to oversee the reopening of schools during the COVID-19 outbreak. MoET staff met fortnightly to monitor progress of the plan's implementation, and effectively implemented the Contingency plan. In addition, VESP worked closely with the Education taskforce to develop and disseminate the Safe School Reopening Guidelines.

VESP's continued support to MoET's disaster response throughout the COVID-19 pandemic has been a positive learning process. At the end of 2022, VESP also supported a communication session on emergency communications to enhance MoET's messaging during emergencies. Further details on VESP's disaster response support to MoET is outlined under SO 1.3.

- **SO 1.3 Schools are informed to respond adequately to emergencies**
- **Indicator: # of contingency plans VESP supports MoET to develop in response to emergencies and disasters**

VESP worked closely with MoET to provide support on the development of the MoET COVID-19 Contingency plan and the Schools' Reopening Guidelines. This included supporting MoET to redefine essential services, which enabled schools to reopen and maintain education services delivery during the pandemic. Through this support, schools had access to guidelines that informed them on how to adequately respond during the COVID-19 emergency.



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

As a result of these guidelines, feedback from schools indicated that they were more informed to respond adequately to emergencies by identifying actions and processes required to respond to the COVID-19 emergency.



The School Reopening Guidelines were very useful for our school. The School Management Team was able to quickly identify the actions required and adjust depending on the school needs and financial resources. The actions were then approved by the School Council.

Seaside Presbyterian Community School Principal, Mrs. Sophie Wilson

In addition, VESP worked with MoET's IT Unit to identify an alternative data centre and network architecture that could be used in case of disaster. This included supporting MoET to develop a Disaster Recovery plan and develop the processes to automatically switch over to an alternative data centre if required. The plan guides MoET to maintain its systems in the instance of a disaster, which will support schools to access emergency communications and directions from MoET and have access to administrative data such as OV. This work reinforces awareness and preparedness at all levels including across provinces and schools. In 2023, MoET will purchase additional infrastructure to provide an additional layer of redundancy and failover in case of a disaster.

Quality

EoP2 Quality

Improved student literacy and numeracy outcomes (measured at Years 4, 6 and 8)

VANSTA literacy and numeracy data from 2017, 2019 and 2021 shows mixed results for English and French literacy, and numeracy across Years 4, 6 and 8 (see **Annex III**). It is important to note that data quality is unclear and may be skewing these results. Therefore, further analyses of student achievement are required to understand accurate levels of student literacy and numeracy outcomes. This is an area VESP is working with MoET to strengthen under the management pillar.

Overall, VANSTA data shows that all six literacy exams saw a fall in the proportion of students achieving or exceeding at least 50% of the VANSTA test from 2017 to 2021. The largest falls were in Year 4 French and English literacy with a decline of 31% and 20% respectively. In addition, there was a fall of 15% in Year 6 and Year 8 French literacy, and a smaller decline of 11% and 10% in Year 6 and Year 8 English literacy respectively. Further analyses are required to determine the reasons behind this decline in overall literacy achievement.

Numeracy VANSTA results show more steady achievement across all year levels from 2017 to 2021. Year 4 and Year 8 numeracy results show a slight increase of 8% and 3% respectively across all provinces, while Year 6 results show a slight decline of 4%. VESP will continue to work closely with the MoET Exams and Assessment Unit to understand the trends and reasons behind these results.

Intermediate outcomes

- **IO 2.1 Teachers are applying the curriculum and associated principles of teaching, learning and assessment**
- *Evidence of teachers adopting principles of teaching, learning and assessment as described in the National Vanuatu Curriculum Statement*

Preliminary data collection through self-reported teacher surveys and teacher observation suggests that teachers are adopting principles of teaching, learning and assessment through the implementation of the national curriculum.

According to data from the Curriculum Implementation Monitoring Study, 93% of teachers surveyed indicated that they are using the new national curriculum. As a result of training delivered, 92% of teachers reported that they made slight to moderate changes to the teaching strategies they use, and 95% said they have made slight to moderate changes in how they conduct assessments.

Curriculum Implementation Monitoring Study data also showed that 76% of teachers indicated that while they are adopting approaches to implement the curriculum, they are not yet consistent or completely confident in doing so. Only 12% of teachers indicated that they were consistently implementing the curriculum into their practices and 6% said that they confidently used approaches consistent with curriculum reform.

In response, CDU, with support from VESP developed a long-term strategy to strengthen key provincial staff through training, coaching, and mentoring. They are the provincial curriculum learning facilitators. The model was designed for these officers to support clusters of schools in areas of need. This approach aims to empower provincial offices and school zones to lead and take responsibility for supporting curriculum implementation. In 2022, CDU and VESP developed the first three modules of the provincial training program and a guideline for provinces to use with their schools.

After these workshops, early monitoring of eight schools in Penama, Torba and Malampa using a curriculum reflection tool, indicated that teachers are always or often using teaching, learning and assessment practices outlined in the curriculum.

VESP are mindful that some of this data is self-reported and therefore may not show a full picture of teachers' approaches and skills. In response, VESP designed a teacher observation tool in 2022, which is used by provincial staff to monitor teacher performance. In 2023, VESP will continue monitoring teacher implementation through several data collection methods to understand where CDU and VESP can tailor further training and support.

Short-term outcomes

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

Evidence through the Curriculum Implementation Monitoring Study suggests that teachers feel confident to implement the national curriculum, however further training and support is required to strengthen understanding of the different components of the curriculum. Curriculum Implementation Monitoring Study data illustrates that on average 50 to 60% of teachers self-reported that they were confident in implementing various aspects of the national curriculum. However, when triangulated with teachers' responses on the degree to which they understood different components of the curriculum, teachers emphasised that they needed more support. Further monitoring of teacher confidence will be undertaken in 2023, through teacher observation and qualitative data collection, to better determine the support teachers need.

- **% of teachers trained to implement the Vanuatu curriculum**

VESP has worked with CDU since 2016 to train teachers on the new curriculum. From 2016 to 2022, curriculum training has been delivered to Year 1-7 teachers to strengthen awareness and implementation of the national curriculum. In 2022, VESP supported the provinces through CDU to deepen teachers' understanding of the new curriculum. Focus areas included literacy teaching in

Years 1-3, strengthening class-based assessment practices and training, and introducing Year 7 teachers to the new curriculum. In 2022, a total of 371 Year 7 teachers and principals were trained and at least 546 primary school principals and teachers were supported to strengthen curriculum implementation.

- ***Evidence of teachers using national curriculum resources***

VESP has supported MoET to develop a range of primary school curriculum resources. These have included a national curriculum policy, syllabus documents, teacher guides, novels and Year 4-6 student textbooks for Science, Social Science and Mathematics.

Curriculum Implementation Monitoring Study data indicates that 93% of teachers reported using the new syllabus and/or teacher guides to plan a scheme of work. In addition, over 90% of Year 1-6 teachers reported having access to teacher guides. The study also shows that 81-85% teachers found the Year 1-3 teacher guides useful or very useful and 76-83% of teachers found the Year 4-6 teacher guides useful or very useful.

This demonstrates that across Vanuatu, teachers are engaging in and using the new curriculum in their work. VESP will continue to work with CDU to strengthen the awareness and use of the new curriculum across primary and secondary teaching. In 2023, continued monitoring of how teacher training supports teachers will be undertaken through observation and self-assessment.

- **SO 2.2 Teacher and principals have access to curriculum resources, training, and support**

% of teachers that have access to curriculum resources

Since 2014, VESP has supported MoET to develop curriculum resources through the provision of technical and financial support. VESP has also funded the distribution of these resources throughout all provinces. Data from Curriculum Implementation Monitoring Study identified that 64% of Year 1-6 respondents had access to the syllabus documents for Years 1-6 in 2022. Teachers' observation of an additional eleven schools showed that most teachers had access to syllabus documents and teacher guides but that only some have access to subject textbooks. Despite schools having access to resources, respondents highlighted that accessing all the right materials for learning was a challenge. Some respondents highlighted those resources including class novels, textbooks, Ademap Lanwis, lessons plans and assessments were still limited and there often weren't enough resources for each individual student.

Curriculum Implementation Monitoring Study data illustrates that:

- 47-57% of teachers did not have access to key policy documents including the Vanuatu National Curriculum Statement, the assessment policy, the language policy, and the timetabling policy
- 34% of teachers did not have access to the Year 1-3 primary syllabus
- 38% of teachers did not have access to the Year 4-6 primary syllabus
- 33% of Year 5 classes did not have access to the Year 5 science textbook
- 25% of Year 5 and 6 classes did not have access to the mathematics textbooks

In 2022, VESP worked with CDU to develop curriculum resources including Year 1-3 vernacular materials, and Year 7 and 8 syllabuses. Funding has been provided for the distribution of curriculum materials, and further school monitoring in 2023 will be undertaken to inform how VESP can continue to support school access to all necessary resources.

Picture 6: Training Year 7 teachers in Tanna



Management

EoPO3 MANAGEMENT

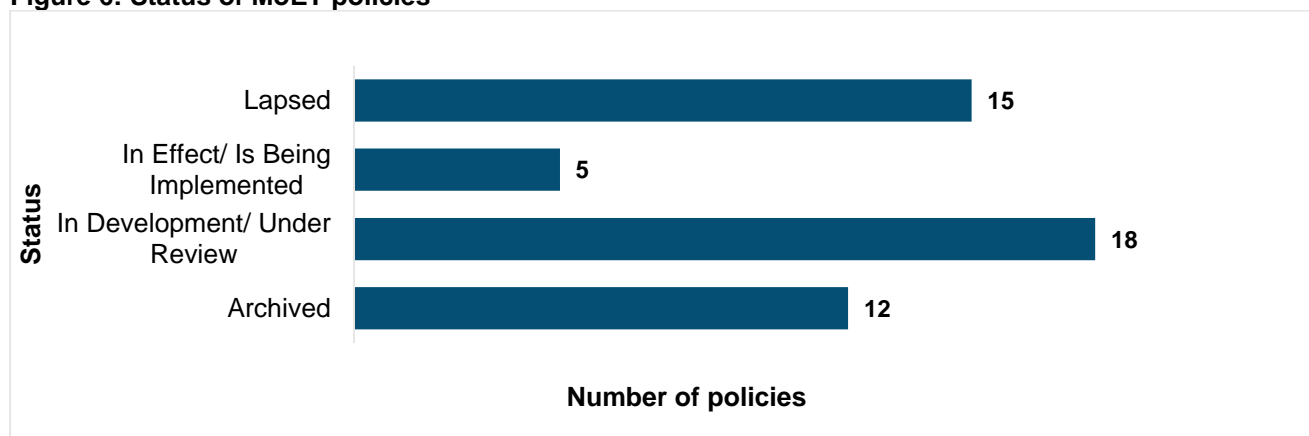
MoET achieves devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation and decision making to improve student learning outcomes

- *% of policies that are implemented*
- *% of schools using ICT systems*
- *% of MoET Directorates that use OV*

Since 2014, VESP has been working with MoET across the PPU, ICT and SBM units to strengthen provincial and school leadership and enhance the use of data to inform planning and decision making. While devolution to the provinces has not yet been fully achieved, VESP's support through provision of training, resources and funding has strengthened provincial ownership and coordination. VESP has also worked with MoET to strengthen staff capacity in the use of ICT systems, administrative data, and policy development.

PPU have recently developed a policy registry, which identifies the implementation status of all MoET policies. Findings demonstrated that only 10% of policies are being implemented, and 36% were under review or development, with 54% lapsed or archived. PPU highlighted that one of the key barriers to policy implementation was the absence of implementation action plans for each policy. Currently only 46% of policies have an implementation action plan. PPU suggested that more investment and support is needed to ensure implementation plans are developed for new policies, and that training and support is required for staff to guide MoET on how to budget, interpret and implement both internal policies and public policies. VESP worked closely with PPU to understand what is working well and what the challenges are for policy development and implementation in MoET.

Figure 6: Status of MoET policies



While data is still being collected to determine the percentage of schools using ICT systems, 90% of MoET units indicated that they are currently using OV. This suggests that training delivered to MoET staff has strengthened the use of data to inform planning and reporting. Further data and analysis of VESP’s contribution towards management program outcomes is outlined below under intermediate and SOs.

Intermediate outcomes

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

- *% of planned MoET activities implemented successfully*
- *# of quarterly and annual reports produced*

VESP has been working closely with PPU to strengthen the Ministry’s planning, monitoring and reporting processes. Delivery of training and workshops to MoET staff has contributed to strengthening awareness of data systems and how to use it for reporting and planning purposes.

In 2022, VESP supported MoET to identify new strategies to strengthen monitoring of the Business and Corporate plans in the Ministry. This included working with PPU to deliver three trainings to MoET staff and six two-day trainings across all provinces to enhance planning, monitoring and reporting of activities.



The Ministry of Education and Training is committed to planning its activities in line with achieving its corporate outcomes. Critical to achieving outcomes in 2023 will be implementing effective monitoring by undertaking targeted data collection to ensure activities are heading in the right direction and progressing towards desired outcomes.

PPU Senior M&E Officer, Mrs. Marie Keiruan

Currently PPU does not have a formal M&E system in place, and therefore it is not known the degree to which MoET business plans are effectively being implemented annually. In 2022, 50% of MoET quarterly reports were produced, demonstrating that a more streamlined approach to data collection is required. In 2023, VESP will support MoET to develop its own M&E Plan to establish processes and guidance for staff to enhance monitoring towards outcomes. In addition, PPU will lead Vanuatu’s first Joint Sector Review in 2023, which will include a review of MoET’s progress against Corporate Plan sector outcomes. This event will further strengthen staff awareness of the importance of monitoring their activities to demonstrate progression towards the Ministry’s outcomes.

While MoET are still establishing system monitoring, VESP have supported the ministry to monitor school performance through the annual production of MoET's statistical digest and data factsheets. These documents showcase key student performance statistics that help inform provincial offices and schools how their students are performing.

IO 3.2 PEOs can guide principals in developing effective School Strategic Plans

- *Evidence of PEOs supporting schools to develop School Strategic Plans and Annual Implementation Plans*
- *% Primary schools with valid School Strategic plans*

VESP is supporting MoET to strengthen provincial coordination and support to schools. In 2022, SBM and MoET undertook a survey across all provinces to better understand the capacity and needs of provincial staff and PEOs. The survey was implemented across five provinces online and one face-to-face. Findings showed that schools often do not have the experience or knowledge of how to monitor school strategic plan targets. SBM with support from VESP have designed a series of professional development workshops to upskill PEOs in response to the needs outlined in survey responses. This includes strengthening PEOs coordination with area councils and other levels of governance across the provinces. These workshops will be delivered in 2023.

VESP has also been working with SBM in design and administer the MQS survey, which will provide support to provinces and schools to manage strategic planning and school performance. The administration and revision of this survey will continue in 2023, and will provide a more formalised monitoring approach to understand how PEOs are supporting schools to develop School Strategic Plans and Annual Implementation Plans. The results of the MQS survey will provide data on progress towards this IO in 2023, and will be further monitored over the course of the program.

Short-term outcomes

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

- *% of schools in OV with updated data in the past 12 months*
- *% of schools in OV with updated student data in the past 12 months*

VESP has been supporting MoET to deliver a range of training and support to improve staff capacity to manage system performance data and use this for evidence-based decision making and planning. This included delivering key training to ministry and provincial staff, and schools in areas including digital literacy, OV technical capacity building for developers, OV data entry support, and VANSTA analysis training. In 2022, VESP supported MoET to conduct ICT trainings for school principals and provincial staff on how to access government emails and utilize video conferencing tools such as Zoom and TrueConf. These efforts were aimed at sustaining teaching in schools during the ongoing pandemic. One of the key factors that led to this improvement was the implementation of e-administration via OV. This system allowed schools and MoET to efficiently record student attendance, teacher statistics, teacher-student ratio, and number of classrooms per school, which in turn enabled them to make informed decisions on how to enhance student learning outcomes. VANSTA analysis training was also provided and strengthened school leadership's ability to identify the key literacy and numeracy strengths and gaps in their schools. This contributed to a consistent level of educational achievement among students. This suggests that the delivery of training has contributed to improved capacity for schools to manage system performance data to support schools.



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

MoET IT Unit Manager, Mr. Emory Tinning

While monitoring data against key indicators or on the impact of these trainings is not yet available, feedback from training participants suggests that strengthening data and digital literacy has enhanced provincial and school staffs' ability to use management and performance systems in their daily work to inform what support and resources are needed to strengthen school planning and performance.

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

- ***% of principals who are trained in school-based management***

Since 2017, VESP has supported MoET to deliver leadership and management training to school principals. OV data shows that 62% of principals and deputy principals attended one or two workshops on leadership or management within the last five years. To better understand whether principals benefited from these trainings, a research study was undertaken in 2020. Survey data showed that 100% of respondents thought the workshop opened new opportunities to manage knowledge and information and provided strategies and guidance on how to disseminate information to teachers, students, parents and a total of 92% of respondents believed they had better skills to identify and manage talents among their students and teachers. This data suggests that principals are increasing their awareness and knowledge of school-based management and leadership practices.

As such, VESP is progressing well against SO 3.2. An evaluation of the training will be undertaken in 2023, to determine the impact that this training has had on principals' leadership and management of schools overtime.

6 Gender, Disability and Social Inclusion outcomes

VESP is working on GEDSI at multiple levels, including strengthening VESP and MoET capacity to mainstream GEDSI across their activities, working with MoET to develop a strategic approach to monitor GEDSI outcomes, and implementing GEDSI specific activities to ensure gender equality, disability and social inclusion are at the forefront of VESP's work. In 2022, VESP's has also provided technical and funding support to specific GEDSI activities to strengthen inclusive education across Vanuatu.

Gender equality: VESP has worked with MoET to strengthen female leadership skills at the provincial and school levels through the establishment of a Provincial Women's Leadership Network, and the facilitation of leadership training and discussion with female leaders to support them to enhance their leadership skills including managing challenges and barriers to leadership in their community.

Disability inclusion: VESP worked with MoET to deliver training of trainers to teachers and principals in 41 model inclusion schools. The training of trainer workshops taught participants how to use six inclusive education tools developed by MoET with VESP technical support. These tools include a disability identification tool, and an inclusive education toolkit. Workshop feedback showed that participants were strengthening their understanding and confidence to use these inclusive education tools.

Social inclusion: VESP works with MoET to ensure national support and training is not just delivered at the central level but also at the provincial level. In 2022, 84% of training and workshops were delivered to provincial staff, teachers and principals, while just 16% of training was provided at the national level, that is Ministry's staff. This approach supports social inclusion by ensuring those based in remote areas are receiving the resources and knowledge required to deliver a quality education system. Working with remote areas also informs MoET of the diverse needs across the six provinces. VESP is also working with MoET to revise MoET's Language Policy and develop vernacular materials to improve the accessibility of education for children at younger year levels. VESP's work with the IT unit has also focused on improving accessibility those based in remote areas. The internet in schools survey undertaken in 2022 will inform MoET's policy response to strengthen school internet accessibility and online resources to increase access to learning materials for remote schools. Further details on VESP's GEDSI achievements is outlined in **Annex IV**.

VESP also focused on enhancing its GEDSI mainstreaming approaches in 2022. VESP's GEDSI Coordinator in collaboration with VESP's M&E team worked together to strengthen GEDSI data and evidence. This included working with MoET to integrate GEDSI in the following three areas:

1. Key messaging in policy and planning;
 2. Enhancing access through integrating GEDSI language into training materials and the education curriculum; and,
 3. Providing training and awareness to staff on GEDSI mainstreaming and indicators.
- Mainstreaming examples implemented are outlined in **Annex IV**.

The VESP M&E Team also developed a GEDSI guidance note to support VESP and MoET staff to integrate GEDSI into their planning, monitoring and reporting. This guidance note focused on identifying the gender equality gaps in activity implementation to support staff to consider how they could incorporate GEDSI into their work. The guidance note provides an overview of why GEDSI mainstreaming is important and guides staff to use 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 M&E team delivered an introductory training to the guidance note, to show staff how they could integrate GEDSI mainstreaming into 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, and staff requested follow up workshops to support them to implement GEDSI mainstreaming in their work. A workshop to identify GEDSI indicators will be delivered in 2023.

The M&E team also delivered program logic trainings to VESP and MoET staff, which included identifying GEDSI indicators to support them to monitor GEDSI progress annually. The M&E team will continue to work with VESP and MoET staff to develop a formal process to collect sex disaggregated data from workshops using online survey tools, and further supporting staff to develop GEDSI specific indicators to monitor outcomes. This work will be part of a formal GEDSI strategy, which will be finalised in July 2023. Table 2 outlines the key approaches VESP plans to work with MoET on to strengthen GEDSI mainstreaming in 2023.

Table 2: Formalising GEDSI mainstreaming

Link to key barrier	GEDSI Mainstreaming approach	Mainstream across Access, Quality and Management
Policy development and implementation	Mainstream GEDSI into policy design and implementation	Ensure that all MoET policies identify GEDSI mainstreaming approaches in policy design, and develop an action plan to outline how these should be implemented
	Investing resources	Allocating sufficient resources to support progress and achieve results at scale
	Equal access to the utilisation of services	Support all activities to promote the inclusive utilisation and access to all participants
	Strategic partnerships	Identify collaborative opportunities and gaps where partners can work together to achieve stronger results
Knowledge and Skills	Staff diversity	Increase diversity of staff through hiring mechanisms ensuring more diverse representation at leadership levels
	GEDSI sensitive language	Incorporate inclusive language into resources, materials, teaching and program documents to ensure all have access to knowledge and information
	Enhancing capacity	Develop capacity of GEDSI focal points and specialists to promote knowledge of GEDSI concepts
Monitoring and Evaluation	Accountability	Develop systems and processes that promote strong leadership, monitoring and oversight of GEDSI mainstreaming
	Data and evidence	Utilise high quality data and evidence to analyse barriers and bottlenecks for GEDSI responsive programs

VESP funds a GEDSI Senior Officer, a Disability Inclusion Adviser, an M&E Officer and Specialist and Tetra Tech GEDSI Corporate staff to support the advancement of GEDSI work across the program and MoET. VESP spent AUD\$180,000 in 2022 on GEDSI specific investments including two salaries (GEDSI Coordinator and Disability Inclusion Adviser) and two specific GEDSI activities. This total investment does not include work undertaken by other VESP staff, the M&E team, and Corporate technical inputs in mainstreaming GEDSI. As such, this figure is an estimate and the overall investment for GEDSI would exceed this amount.

7 Challenges and responses

Table 3: Challenges and responses VESP experienced during 2022

Challenges	Responses
COVID-19 Lockdown	There were significant disruptions due to COVID-19 lockdown in March 2022. MoET closed for over one month, and therefore VESP support was limited and stalled for many activities. VESP responded by identifying opportunities to run remote meetings and workshops where possible. VESP worked with MoET to develop a COVID-19 Contingency Plan and Reopening of Schools Guidelines to support flexibility and responsiveness to immediate needs. Despite this challenge, VESP commenced 96% of its sub-activities by June 2022. VESP prioritised an adaptable and flexible approach during this time to ensure it responded to arising needs.
Delays in training	As a result of the COVID-19 lockdown, scheduled training was delayed across the 2022 sub-activities. This resulted in a 52% achievement rate of planned targets. Despite this setback, VESP achieved or partially achieved 84% of its targets, which is not far behind the 92% target achievement rate in 2021.
Government network system hacked	In October, MoET’s government network system was hacked. MoET staff were unable to access emails or internal documents for over two months, which significantly impacted business as usual operations. This impacted the upgrading of the website and uploading of online documents such as the Statistical Digest. VESP supported the provision of an offline version of the Statistical Digest on the MoET website in the interim. MoET’s OV was fortunately not impacted by the hacking, which demonstrates that the system support is well built to withstand external cyber-attacks.
Flight accessibility	After the borders reopened in July 2022, Air Vanuatu experienced staff shortages. This limited the number of internal flights available for travel to other provinces and flights were sometimes cancelled at the last minute. This limited VESP staff’s access to other provinces to deliver training. In response, some training was delivered remotely, and some was postponed until 2023. VESP also used charter flights companies to address these flight shortages.
Data collection	Data collection processes to monitor outcomes are currently being established in discussion with VESP and MoET staff. VESP has just updated its Monitoring, Evaluation, Research, and Learning (MERL) Plan, which identifies revised outcomes and indicators. As such, data collection on all indicators has not yet begun and some data was therefore not available for this annual report. The VESP M&E team will work closely with PPU and VESP to support targeted data collection approaches in 2023 to strengthen the monitoring of VESP and MoET outcomes.

Removal of MoET Directors	The discontinuation of directors' contracts in February created a gap in leadership for approximately six months, until they were reinstated by the Public Service Commission in August. This gap in senior leadership contributed to some delays in approval and review of policies and activities. VESP worked closely with MoET to provide support to the teams to progress activities as planned.
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8 Communications

VESP provides ongoing communications support to MoET across key areas. The support provided by VESP ranges from developing communication products to leverage VESP supported sub-activities to MoET's corporate needs, DFAT's public diplomacy and emergency responses. The communication channels and products include social media platforms, communications guides and contingency plans, and emergency response alerts and communication. VESP communication support to MoET also includes dedicated structured trainings, to strengthen institutional capacity.

Below is an overview of the key areas VESP supported MoET's communications. See **Annex V** for more detailed breakdown of the communication support.

Table 4: VESP Communications support to MoET⁴

Communications

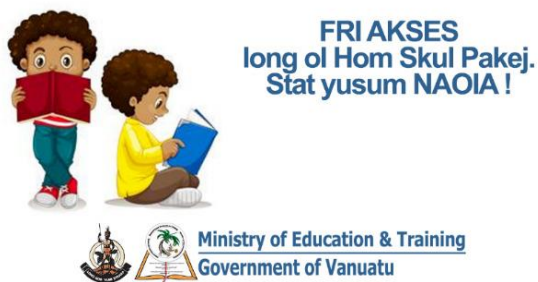
- Strengthened access to online education resources, including the maintenance of the free access to MoET website, OV and selected education websites
- Supported MoET's response to COVID-19, including the development of social communication campaigns (posters, radio spots, SMS broadcasts and Facebook)
- Assisted the development of the Safe School Reopening Guidelines, in response to the COVID-19 community transmissions
- Represented VESP in the Education Taskforce during the lockdown
- Supported the creation and delivery of a series of education radio shows
- Assisted in the updating of MoET and VESP websites
- Supported the drafting of press releases and their publications in local medias
- Supported the design and delivery of structured trainings to MoET key officers on emergency communications, speech writing and press release.

⁴ See Annex V for a detailed list of activities supported by VESP communication.

Communications

- Creating inclusive education videos
-
- Supported the development and implementation of the communication strategy for various education programs such as school grants and the back-to-school campaign
-
- Producing and distributing education communication products, such as the annual school calendars, national and provincial education factsheets
-
- Supported various critical education programs, such as the revision and formatting of 13 ARTTLe manuals
-
- Supported the development of the Parent Support Program communication strategy
-

Pictures 7: Examples of artworks created during the lockdown



9 Capacity strengthening with MoET

The examples provided below have been referenced in **Section 3 Implementation progress** and **Section 5 Progress towards outcomes**. The following section provides brief snap shots of success stories across the program to demonstrate how VESP is working with MoET to strengthen its capacity.

Emergency response

During this reporting period, VESP worked with MoET to deliver Emergency communications training. The training was considered fundamental to enable MoET key Communications staff to strengthen their skills and capacity for emergency preparedness. This initiative was very well-received by MoET, given Vanuatu's high level of exposure to natural disasters.

Picture 8: Emergency Communications training session done by a senior communications consultant and key officers from the MoET



Planning, reporting and monitoring

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

VESP worked with the MoET M&E team to deliver a learning and reflection workshop with all MoET directorates to celebrate achievements for 2022 and improve plannings for 2023. In addition, VESP worked with The Vanuatu National Statistics Office to review and endorse the 2021 Statistical Digest.

Picture 9: Gaining expertise in Planning, M&E and Reporting through a co-organised MoET and VESP workshop



The training was very useful. We will be able to strengthen our planning approach by using the program logic model and align our work with the Ministry of Education and Training's Corporate Plan, to improve education for our students.

Penama Provincial Education Officer, Mr. John Tari

Innovative approaches to training to build learning communities

VESP continued to support CDU to strengthen strategic and annual planning, improving communications between provinces and CDU using online chat medium. CDU now have the capability to develop podcasts and vodcasts, benefiting from equipment and training supplied by VESP. This work is reforming the way professional learning is taking place, and there is evidence that in some contexts provinces and schools are beginning to function as learning communities.

Digital Literacy Training

Under a digital literacy initiative supported by VESP, MoET has been working closely with schools to promote the use of technologies. A joint project between MoET and the Office of Government Chief Information Officer has provided all schools in Vanuatu with access to official government email addresses, and training on how to use it effectively. Encouraging the use of digital tools means staff can more effectively communicate and share information and ideas. In the long term, these digital tools will help reduce barriers and encourage more efficient management of schools and Vanuatu's education system.

Picture 10: Digital Literacy training in Sanma



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

MoET IT Unit Manager, Mr. Emory Tinning

Provincial coordination and support

Education Services and VESP undertook a survey with six Provincial Education Offices (PEOs) to determine provincial staff capacity to support schools to implement school strategic plans. The survey was implemented across five provinces online and one face-to-face, and summary findings were provided to SBM. Findings showed that schools often do not have the experience or knowledge of how to monitor school strategic plan targets. SBM with support from VESP have designed a series of professional development workshops to upskill PEOs in response to the needs outlined in survey responses. This includes strengthening PEOs coordination with area councils and other levels of governance across the provinces. These workshops will be delivered in 2023.

Improving management with technology

Research supported by VESP indicated that a significant share of teachers are not registered in the Teachers Register System, housed in OV and managed by Teaching Service Commission. VESP supported the Teaching Service Commission and the IT Unit to finalise OV designs and implementation plans for the teacher register system. The development of the register has now commenced and will continue into 2023.

10 Devolution in the provinces

The examples provided below have been referenced in **Section 3 Implementation progress** and **Section 5 Progress towards outcomes**. The following section provides brief snap shots of success stories across the program to demonstrate how VESP is working with MoET and provinces to transition leadership and knowledge to the provinces.

Strengthening school leadership and management

School leadership and management training supports principals to develop and enhance their skills in school administration, school management, finance, leadership, implementation of the curriculum and community connection. VESP worked with APTC and the Pacific Theological College to deliver training to 60 school leaders in 2022. This training supports principals to develop their confidence and skills to effectively manage and lead schools in Vanuatu.

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I am so blessed to be one of the selected candidates for the VESP sponsored APTC Training for Leadership and Management. It has really excelled my knowledge of being a leader in the workplace related to my job as a Provincial School Improvement Coordinator and now Provincial Sanma Education Advisor. The training was extremely interesting and useful. Many of the participants remarked how helpful the training was to them.

Provincial Leader, Mrs. Susan Balesa

Picture 11: Principals' Leadership and Management training



Strengthening implementation of the new curriculum

MoET, with VESP's support, delivered training to teachers from Efate in Shefa Province on the new Year 7 curriculum that seeks to improve the quality of education. Over four days, participants learnt about the new curriculum and resources available from MoET, as well as how to apply the curriculum in classrooms.

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The four days were intensive but very enriching for the teachers. Day by day, they became more and more confident about the implementation of the new curriculum. It was also a unique opportunity for them to learn from each other and create innovative approaches based on experience. The training developed their knowledge as well as their practical skills.

CDU Officer, Mr. Fabrice Visi

The participants were also supported to learn how to share their new knowledge with colleagues in their schools and encouraged to build a strong network with other participants in the training.

CDU and VESP also trained provincial curriculum learning facilitators to support schools to implement the curriculum. VESP coordinated a WhatsApp feedback mechanism to provide the opportunity for provincial curriculum learning facilitators to ask questions and share learnings across provinces.

Picture 12: Participants after the weeklong revision and planning workshop



Safe school reopening guidelines

The Safe School Reopening Guidelines gave a high degree of control to the provincial education offices to manage the re-opening of the schools across Vanuatu.

The Safe School reopening guidelines have been developed by MoET in collaboration with the Ministry of Health, supported through VESP and UNICEF.

The guidelines outline protocols to school administrators to ensure schools have COVID-19 safety measures in place prior to reopening. The application of the guidelines will ensure the safety of students, staff and families.

OV

A pre-condition for good management is access to data. Provincial and school officers are responsible for collecting and entering sound data into OV. VESP supported MoET to train 68 officers, from school, provincial and central levels. The training program focused on the specific needs of OV, such as collecting and entering data and using OV to manage school operations.

Picture 13: Participants during Shefa OV training



Empowering women leaders in Vanuatu

VESP is working with MoET to support provincial female leaders in schools. This included supporting women to share their lived experiences in leadership roles to discuss approaches to barriers and challenges women were facing as principals in schools.

A wide range of these women leaders appreciate the virtue of networking to enable cross learning and approaches that they can take to challenge different situations and issues that they face within the school community.



A few acting school principals reported that some male colleagues were giving them a hard time in their schools. They were showing disrespectful behaviour towards the female leaders and do not do their lesson planning. After the training, the women said that they now have the confidence and skills to confront the challenging behaviour of their male colleagues.

GEDSI Senior Officer, Mrs. Sonia Wasi

11 Program management

11.1 Governance

The late nomination of directors and the beginning of COVID-19 community transmissions disrupted the regularity of the VESP Steering Committee Meetings in this period. Nonetheless, the committee met three times in this period. On 19 December 2022, the Team Leader shared the draft 2023 Annual Plan for DFAT and MoET review and feedback.

The participation of UNICEF and Save the Children as observers in the VESP Steering Committee Meetings was continued and a standing agenda item was included, giving them time to present program updates.

Coordination with DFAT is ensured by weekly meetings between DFAT’s program manager and senior program manager and the deputy team leader and the team leader. They are a key element in enabling accountability and transparency with DFAT, given the program’s flexibility to respond to the Ministry’s emerging needs.

The Team Leader maintains regular meetings with all MoET’s directors and the Director General. meetings with the Director General are held on a weekly basis and with other directors on as needed basis. The Team Leader also maintains monthly meetings with other key development partners (Save the Children and UNICEF).

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

11.2 VESP reporting and deliverables

Table 5 below provides information on the milestones and deliverables during 2022.

Table 5: VESP reporting and deliverables⁵

Deliverable	Due Date	Status
Program Deliverable 5 Teacher Policy Frameworks and Requirements for Effective Teaching and Learning Cost of Schooling	May	Approved
Program Deliverable 6 Curriculum Implementation Monitoring Study	September	Approved
Milestone 7 COVID-19 Impact Study	January/2023	Pending
Milestone 19 VESP II Three-year Summary Plan (2022-2024)	January	Approved

⁵ Milestone 7 COVID-19 Impact Study has been delivered to DFAT and MoET in January 2023. VESP is waiting for their feedback. Milestone 21 VESP Monitoring, Evaluation and Learning Framework has been accepted by DFAT in February 2023.

Deliverable	Due Date	Status
Milestone 20 VESP II 2022 Plan	March	Approved
Milestone 21 VESP II Monitoring, Evaluation and Learning Framework	September	Approved
Milestone 22 VESP II Quarter 1 & 2 Reports and Context Analysis	July	Approved
Milestone 23 VESP II 2023 Annual Plan	December	Approved

11.3 Financial management and budget

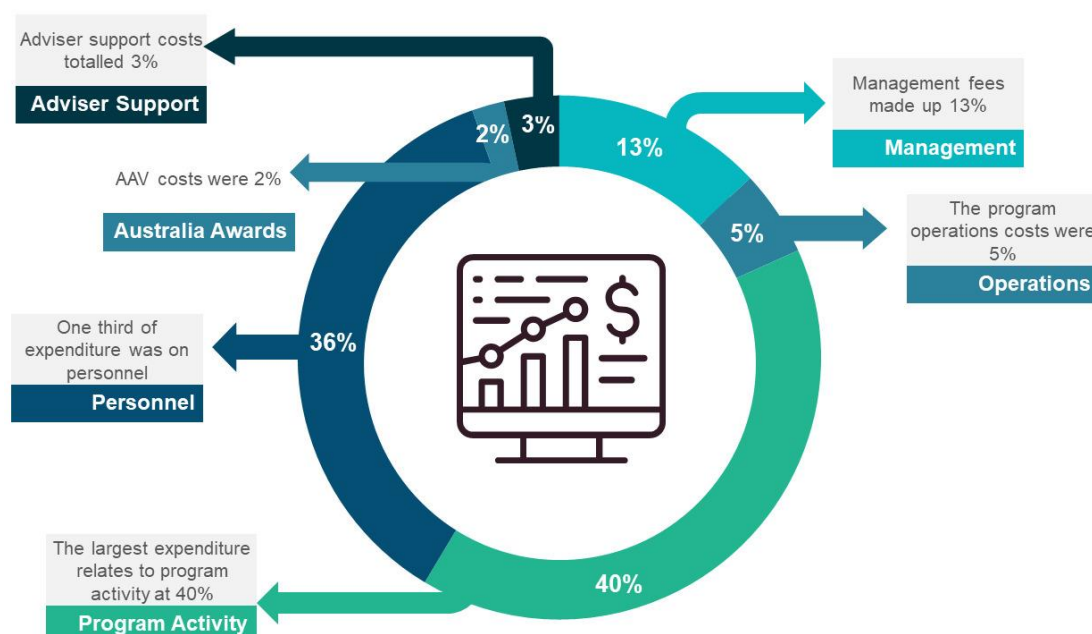
The financial management of the program continues to be sound. Tetra Tech's strong internal systems and processes also support the program's financial management. Throughout the reporting period, the project accountant regularly reviewed financial systems and monitored integrity in the face of existing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

11.4 Program resourcing

Figure 10 below outlines the proportion of program expenditure lines for 2022. AUD 5,799,299.53 was expended during the reporting period.

Project Activity expenditure represents 42% of all expenditure (Australia Awards Vanuatu comprising 2%). The proportion of expenditure on personnel was more than one third (36%). Adviser support and program administration costs were 9%, and the milestone and management fees made up 13%. Please note due to rounding, it appears that the total sums only 99%.

Figure 7: Annual program expenditure



11.5 Staffing

Technical assistance in period has involved long-term personnel and a pool of short-term technical assistances in supporting MoET in specific activities and developments. The annual cycle of short-term technical assistance input on the program increases after the Annual Plan is approved, and activities ramp up. The level of short-term technical assistance inputs was approximately 664 days, compared to 691 days estimated in the Annual Plan (excluding data analyst days).

The Teaching Additional Language specialist was recruited. The role includes an Anglophone and a Francophone, however, due to visa issues this work was postponed to 2023.

There were relatively few changes in 2022. Changes that did occur include:

- An IT Officer was recruited however, during the probation period the agreement was terminated. The Promotions and Alumni Officer was recruited; however, the recruit was not compatible with the program. Both positions were readvertised and have been filled with appropriate personnel. The M&E Officer finished, to commence an Australia Awards scholarship, and the position was filled.
- A range of casual short-term contracts supplemented the team, with support for specific project activities, such as curriculum writing, translation, research enumerators, data analysis and communication reviewers.

The program suffered the loss of Pierre Gambetta. Pierre contributed for many years on the program as the Community Engagement Officer. CDU are planning on engaging a person on a short term basis to capture lessons on the utilisation of vernacular in education.

Technical assistance days and Staff listing can be viewed in **Annexes VI** and **VII**, and an Organisational Chart is in **Annex VIII**.

11.6 Annual Expenditure Analysis

Annual expenditure was at around 94% of 2022 Annual Plan forecast. Table 6 provides a breakdown across each category and the percentage expenditure compared to the Annual Plan budget.

Table 6: 2022 Annual expenditure

Cost Items	Annual Plan (A\$)	Actuals (A\$)	% of the budget (per approved Annual Plan)
Long-term Personnel	774,017	657,455	85%
Short-Term Adviser Costs + Pool (Adviser Remuneration Framework – ARF)	358,021	466,325	130%
Long-term Personnel (non-ARF)	757,114	834,507	110%
Short-Term Personnel (non-ARF)	160,734	127,488	79%
Adviser Support Costs	243,074	199,471	82%
In-Country Operational Recurring Costs	285,556	307,258	108%
Program Activities – VESP II	2,177,598	2,339,255	107%
Program Activities – Australia Awards Vanuatu	115,153	114,114	99%

Cost Items	Annual Plan (A\$)	Actuals (A\$)	% of the budget (per approved Annual Plan)
Management Fee + Milestone	1,322,478	753,426	57%
Total Invoice	6,193,745	5,799,300	94%

11.7 Tetra Tech Corporate Support

IT Support

In May 2022 VESP suffered a ransomware attack. This attack was quickly reported to local authorities and DFAT. The programs cloud file management system was infected with a virus, which changed the file format so that the files were not openable. The system could not be accessed until the issue was resolved. Tetra Tech mobilized its IT resources globally to assist VESP to remove the virus from the file management system by doing a system restore and regain safe online access to program files. In addition, almost half of the program’s computers had to be cleaned of the virus. The virus caused approximately a two-week outage, and a small number of files were lost during this time. Following the attack, Tetra Tech strengthened its corporate cyber security systems, with downstream benefits to VESP.

Human Resource Support

VESP is an human resource intensive program, due to its flexible nature. Tetra Tech provides corporate support to assist the program’s human resource demands, ensuring it can deliver on its promise to be flexible and responsive to the needs of the Ministry. The programs’ human resource Partner meets with key personnel responsible for human resource matters on a weekly basis and provides appropriate support and guidance to the team. All employment agreements, corporate policies and processes. This includes international adviser recruitment, onboarding, offboarding etc.

In December the program had the programs’ human resource Partner Prisca Lorenza visit in-country to meet the team and meet with all the supervisors to check the progress on staff performance appraisal process.

Finance

Late in 2022, the program transitioned to a new finance system. The corporate team supported VESP to transition from Reckon Accounts to Quickbooks, which included provided guidance and training. This system provides greater reporting and monitoring functionality. Further, it will enable more systematic tracking of expenditures relating to key themes and will reduce the number of recodes made in the corporate finance system and is required to align cost categories correctly for accurate invoicing. The team also receive monthly support from finance particularly around invoicing.

Legal Support

Contractual systems and legal support as required. New tools include Ethix base, a screening tool for suppliers to assess their ability to meet Tetra Tech and DFAT policies and requirements.

Research, M&E Support

VESP draws on Tetra Tech’s team of 13 research and M&E specialists to support the development of quality M&E deliverables including the M&E framework, reporting and specific research on aspects of the programme. The Research M&E practice works together with the dedicated VESP M&E team to advise on best practice, support local capacity development and quality assure deliverables to DFAT. VESP Research M&E Associate Director and M&E and Learning Adviser, Grace Nicholas, meets with the team weekly to provide strategic and technical advice on monitoring, evaluation and reporting, as

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well as GEDSI. She also provides additional support as identified in the VESP M&E workplan. VESP can draw on other Research M&E team members who offer high level skills to meet VESP needs. This is an efficient approach to identifying additional technical skills to complement VESP team capacity.

12 Risk management

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

Table 7: Main issues and risks affecting VESP II during the reporting period

Risk	Risk level	Mitigation strategy
COVID-19 pandemic	High	Ongoing monitoring of the situation, communication support monitoring of domestic travel, enhanced work-from-home capabilities, face masks to staff in-country and flexibility in work schedule for staff attending their vaccination appointments. All staff have been double vaccinated.
Natural disasters	High	Ongoing monitoring through official channels, emergency preparedness plan up-to-date, emergency call-free numbers tested and functioning, and general communication support in Port Vila and travelling team members.
Restricted international travelling	Moderate	Revised work and management practices with STAs, including increased communication with VESP activity coordinators
Restricted national travelling	Moderate	Utilisation of local charter flights companies to enable staff mobility and implementation of activities at provincial level
Unaddressed MoET vacancies	High	Raising any issues and potential options to resolve with appropriate directors Planning and implementation flexibility
MoET new Directors	High	Working with new Directors so that they understand the scope and support VESP provide.
New Minister	Moderate	Potential for different directions on issues such as language policy

13 Lessons learned and moving forward

MoET and VESP held a lessons learned workshop in September and identified the current challenges and approaches to resolve specific challenges and barriers. Below is a summary of some of the lessons MoET and VESP identified during 2022.

Flexibility and adaptability

The COVID-19 pandemic and the occurrence of natural disasters in Vanuatu emphasise the importance of adapting to changing contexts and ensuring flexibility in the implementation of annual plans. In 2022, VESP and MoET responded to emerging needs and adapted previous priorities in response to the COVID-19 lockdown through supporting the continued operation of schools and implementation of activities remotely. While undertaking future planning, VESP and MoET could benefit from identifying alternative implementation approaches or activities in case of disasters and closely monitoring risks to better understand the barriers to implementation and how these could be mitigated.

GEDSI

VESP and MoET staff have a strong interest in how to better integrate GEDSI across their activities. Through the delivery of the gender analysis workshop in June, MoET leaders highlighted that it was an important area that requires more training and guidance. Through the delivery of this workshop, VESP GEDSI and M&E teams identified that additional work was required in strengthening gender awareness at national, provincial and school levels through providing more training, resources and support. One practical approach to support GEDSI mainstreaming is by supporting staff to develop their own GEDSI indicators relevant to their work. Guidance to develop and monitor GEDSI indicators, including providing support on data collection methods, will support staff to include GEDSI in their reporting and increase the awareness of the value of GEDSI approaches.

Innovative tools for remote training and support

VESP has started developing different approaches to provide support to school and provincial staff. This includes creating peer groups on social media platforms and creating a studio to produce podcasts. The goal is to create a variety of channels to provide support and eventually training to school and provincial office staff across the nation.

Monitoring security

This year, both VESP and MoET experienced external cyber-attacks, impacting daily work operations and security and confidentiality of data and reports. VESP will provide a greater focus on cyber-security threats, through the delivery of refresher trainings and ongoing messaging about cyber threats. This will include encouraging quick reporting to flag potential viruses or emails to ensure immediate responses. Tetra Tech has also strengthened its systems, adopting more robust online cyber-security protocols.

Coordination at national, provincial and school levels

VESP supports MoET's work at national, provincial, and school levels. During the learning and reflection workshop in September, PEOs and Ministry staff discussed how their work contributed towards MoET's Corporate Plan outcomes. Participants saw how their work was supporting the same outcome, despite operation at different levels. VESP will work with MoET in 2023, to identify the synergies of work across different units to strengthen coordination and collaboration. This includes supporting stronger working links between the Teaching Service Commission, SBM and PPU to

strengthen monitoring of activities and operations at school and provincial levels, to ensure provinces have data that represents school needs. This will enhance each PEOs ability to advocate for and communicate the school progress and unique barriers across their province, which will help to inform MoET policy and funding responses to strengthen education outcomes.

Planning, monitoring and reporting

VESP has worked closely with PPU to strengthen VESP and Ministry staffs' understanding and skills of planning, monitoring, and reporting processes. This included the delivery of several workshops to show staff their role and provide guidance on how to use different tools to undertake the work. Through engagement with staff, it is evident that continuous collaboration and revision of planning and monitoring processes is required to ensure tools are relevant and can be updated to fit specific contexts. Staff also feel that this process must be led by each directorate and processes must be precise, understood and have regular joint sessions to enable effective contribution to planning, monitoring and reporting. This is important feedback as PPU commences the development of MoET's M&E Plan in 2023. A focus on consultation and collaboration will be vital during the development phase, to ensure the plan is both relevant and understood by MoET staff.

VESP data collection processes were revised in 2022, and further work is required to ensure monitoring and reporting on outcomes over the program's lifecycle. As such, VESP will focus on delivering data collection workshops in 2023, and providing ongoing mentoring and advice on monitoring and reporting processes including gathering feedback from the team on approaches that work well for them.

Annex I: Progress towards annual targets

Table 8: Annual progress against sub-activity targets

Sub-activity (2022)	Annual budget spent (%)	Annual target	Progress (October to December 2022)	Progress Rating
1.1.1	73%	Ministry's communication support for COVID-19 response	<ul style="list-style-type: none"> Deliver timely response (within one week) to MoET's requests for communication support This target was achieved through VESP support for MoET communication during the COVID-19 response. This included the drafting of social media and news articles, and the development of the COVID-19 Contingency Plan and Schools Reopening Guidelines. VESP also worked with MoET to finalise the Vanuatu Australia School Community Grant Study Report, which demonstrated how school community grants supported schools during the COVID-19 Pandemic. 	Target achieved
1.1.2	46%	Emergency Response Fund	<ul style="list-style-type: none"> N/A VESP allocated its emergency response funds to meet MoET emergency needs and ensure the continuity of its operations during COVID-19 lockdown. 	Not applicable
1.1.3	134%	ECCE Parent Support Program	<ul style="list-style-type: none"> Deliver Parent Support Program workshops in 12 communities by December 2022 VESP supported ECCE to deliver ToT trainings to 9 taskforces in 17 communities. The Task Forces then delivered PSP trainings to an additional 46 communities in Torba Province. A total of 545 parents attended (320 females and 225 males). 	Target achieved
1.1.4	80%	Curriculum communications strategy	<ul style="list-style-type: none"> CDU provides two national communication products to schools and communities This target was not achieved due to competing agendas for an understaffed CDU. Only one communication resource explaining why the curriculum changed was developed. This has been used in workshops as a prompt for discussion. A curriculum communication plan was co-developed with CDU, but it requires further consultation and development. This will be a focus for 2023. 	Target not achieved
1.1.5	6%	Communicating education	<ul style="list-style-type: none"> 6 Communication products (press release, social media, radio, SMS) The sub activity target was achieved through the development and implementation of 2,000 annual calendars, fact sheet posters and the back-to-school campaign through different media outlets including SMS. Social media metrics saw great engagement through this platform from over 50 social media posts. Over 25 press releases were also drafted showcasing how MoET and VESP worked together to support access, quality and management outcomes. Speech writing and emergency communications training were also delivered to MoET key staff. 	Target achieved
1.2.1	185%	Asset master plan	<ul style="list-style-type: none"> Draft 50% of Asset Master Plan This target is partially achieved, with VESP supporting MoET to commence drafting of the Asset Master Plan. VESP supported the drafting of the Vanuatu Primary School Infrastructure Guideline, which provides guidance for the Primary School Infrastructure Reports. VESP contracted an architect and engineer specialist to complete the infrastructure design for Sanma and Torba Primary Schools. The presentation of the infrastructure design will be presented to MoET in early 2023 to inform the completion of the Asset Master Plan. 	Target partially achieved
1.2.2	0%	ICT in schools	<ul style="list-style-type: none"> 25 schools provided with ICT assistance This target was achieved as VESP worked with the IT Unit to provide ICT assistance for four primary schools in Shefa province, 11 schools in Torba and four schools in Sanma province. VESP supported the IT Unit to install and train staff on the use of FingerTec machine for attendance register, installation of Microsoft Office software's and other applications, configuration of video conferencing tools and supported school networking. VESP and the IT Unit also provided continued assistance to 25 schools on ICT advice, training, and technical issues. 	Target achieved
1.2.3	100%	Internet in schools	<ul style="list-style-type: none"> High-quality draft feasibility report The Internet in Schools Survey was completed (n=744) and a Feasibility Report was drafted and submitted in December 2022. Survey results showed that 74% of schools surveyed had internet access. 	Target achieved
1.3.1	51%	School leaders certificate training	<ul style="list-style-type: none"> 57 school leaders participate in leadership and management training This target was exceeded with 60 principals (20 females and 40 males) commencing leadership and management training through APTC and the Pacific Theological College training programs. A total of 32 participants (20 males and 12 females) graduated in Santo after completing the Pacific Theological College Leadership and Management training, and the remaining principals will graduate mid-2023 due to delays in commencing the course due to COVID-19 lockdowns. 	Target achieved
1.3.2	93%	Principals' induction and handbook training	<ul style="list-style-type: none"> 35 principals participate in handbook training VESP supported the MoET to induct and train 35 principals (10 females, 25 males) on the Principals' Handbook. Follow up monitoring, appraisals, and assessments to understand principals' performance will be delivered in 2023 by SBM with VESP support. 	Target achieved

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Sub-activity (2022)	Annual budget spent (%)	Annual target	Progress (October to December 2022)	Progress Rating
1.4.1	89%	Pilot and monitor inclusive education tools in 45 schools in Penama and Shefa	<ul style="list-style-type: none"> Inclusive education training of trainer workshop completed for 41 model inclusion schools in Penama (n=28) and Shefa (n=13). Teachers and principals commenced piloting of 6 inclusive education tools (Quick Reference Disability Identification, Quick Reference Disability Inclusion Guide, individual education plan, Student Behaviour Support Plan, Inclusive Literacy, Parent Fact Sheet) in Penama and Shefa. Baseline (to determine whether teachers are using the 6 inclusive education tools that were developed) monitoring survey was conducted in Penama and Shefa with 99 teachers and principals. 	Target partially achieved
1.4.2	0%	Finalise the three inclusive education policies and submit to the SMT for approval	<ul style="list-style-type: none"> Consultation with the community was undertaken, and insights from these consultations were presented back to MoET. An Inclusive Education policy review and drafting team was established, and a workshop was held to develop and agree on a TOR. The ToR has been finalised and confirms roles and responsibilities across MoET and education partner support. Drafting of the three policies has commenced and first draft reviews will occur in early 2023. 	Target partially achieved
1.5.1	154%	Final version of the statistical digest submitted to Vanuatu National Statistics Office	<ul style="list-style-type: none"> Statistical Digest and key education fact sheet was completed. However, due to the issues with the government system it has not been uploaded onto MoET's website. In response, PPU is working with IT to launch an offline version of the statistical digest and the provincial fact sheet, which will be available on MoET's offline website. This version will not be interactive, but it will provide a summary of VANSTA statistics. 	Target achieved
1.5.2	130%	60 schools participate in Professional Learning Program	<ul style="list-style-type: none"> The target was not achieved as planned because the Examination and Assessment Unit prioritised training of the ARTTLe materials. VESP supported the training of 67 principals in Tafea and Sanma in the ARTTLe materials, as work had not been undertaken to harmonise the Common Assessment Tasks with ARTTLe. Since the ARTTLe materials were developed 12 years ago, it has been difficult to align them to the curriculum. Training on the Common Assessment Tasks will be undertaken in 2023. 	Target not achieved
2.1.1	1%	Progress on a plan for the review of the teacher register system.	<ul style="list-style-type: none"> VESP supported the development of a proposed roadmap for the Teacher Register System. VESP held several virtual meetings with Teaching Services Commission staff to discuss the detailed requirement for the Teaching Services Commission OV module. During the second quarter, the Tertiary Education Directorate discussed the Teacher Qualification Upgrading Policy with the Teaching Services Commission to ensure there was alignment to the commissions Teacher Registration Licensing Policy. After these consultations, the OV module for the teacher registry design was approved, and development of the Teacher Register System will commence in early 2023. 	Target achieved
2.1.2	4%	Teacher Qualification Upgrading Policy submitted for approval to Senior management	<ul style="list-style-type: none"> The MoET took strong ownership of the Teacher Qualification Upgrading Policy which ensured efficient approval from the senior management. While the Teacher Qualification Upgrading Policy has been finalized,. 	Target achieved
2.1.3	45%	Draft of the National Teacher Development Plan and submitted to SMT for comment	<ul style="list-style-type: none"> A draft of the National Teacher Development Plan has been developed based on discussions with the Working Group in the fourth quarter. It has been submitted to the Director Tertiary Education, for consideration and ownership of the Plan which will be moved over to the Teachers' Services Division in 2023. Feedback and comments from the SMT will be progress in January 2023. 	Target achieved
2.2.1	0%	Review the IT policy and ensure it is ready for submission to SMT by December 2022	<ul style="list-style-type: none"> This activity was suspended due to other MoET priorities and has been rescheduled for 2023. 	Suspended
2.2.2	0%	Develop a poster on the Language Policy Guidelines to deliver to 437 schools (print ready)	<ul style="list-style-type: none"> Target for this activity was not fully achieved, because the language policy guidelines have not yet been finalised by MoET. Instead, VESP supported CDU to finalise a draft guideline for schools providing an overview of the language of instruction. This document will provide the content for a national advocacy strategy to be rolled out to school communities next year. The guidance will look at what languages students should learn to read and write in. VESP supported MoET to write interim guidelines to give certainty to schools and developed a draft prototype. In 2023, VESP will work with CDU to develop a survey to find out what language's teachers are using to teach children and how children best learn in a multilingual society. 	Target partially achieved
2.3.1	170%	Develop vernacular resources for 10 languages by December 2022	<ul style="list-style-type: none"> Significant progress was made working with communities and developing reading materials to support vernacular language instruction in the Years 1-3. Language resource kits were developed for three languages in Tanna and ready for distribution. The passing of a VESP colleague meant that additional resources were not developed to meet the target. Vernacular resources will not be further developed until the language policy is confirmed and finalised. 	Target partially achieved
2.3.2	94%	100% of teachers trained in how to use Moodle	<ul style="list-style-type: none"> VESP worked with the School of Education in the National University of Vanuatu to train teachers enrolled in the Diploma of Education (Primary In-Service) on Moodle. A total of 95 teachers (54 females, 41 males) across the six 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). 	Target achieved

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Sub-activity (2022)	Annual budget spent (%)	Annual target	Progress (October to December 2022)	Progress Rating	
2.3.3	Class Based Assessment professional development	93%	40 schools provided with professional learning support to implement the Class Based Assessment training programs	<ul style="list-style-type: none"> A total of 136 teachers and provincial staff (71 females and 65 males) across 30 schools were provided with support to implement the Class Based Assessment manual. The target was only partially achieved due to travel restrictions and staffing challenges at CDU. The consultations however provided CDU with valuable data to inform support needs for 2023. 	Target partially achieved
2.3.4	Teaching English and French as an additional language. Years 4–6	153%	Train 130 Teachers in Ademap Lanwis	<ul style="list-style-type: none"> A total of 136 teachers and provincial staff (71 females and 65 males) across 30 schools were provided with support to implement the Ademap Lanwis training materials. 	Target achieved
2.3.5	Multilingual Classroom: Professional learning pilot	25%	Deliver training to 40 teachers across 3 provinces	<ul style="list-style-type: none"> A total of 54 teachers (45 females and 9 males) received ongoing training and support. These teachers were from 6 schools in Shefa Province. Due to COVID-19 restrictions and flight issues, Tafea and Torba were not included in these trainings. 	Target partially achieved
2.3.6	VANSTA principals' data club	113%	Train 120 principals in VANSTA analysis training	<ul style="list-style-type: none"> Examination and Assessment Unit provided training to a total of 166 principals (54 females and 103 males) from Tafea (76), Sanma (68) and Torba (22) Provinces. Further training for other provinces and remaining schools in Tafea to be provided in 2023. 	Target achieved
2.3.7	Strengthening provincial based curriculum training and support	77%	Train 18 provincial curriculum learning facilitators in four modules to deliver professional learning support to 24 schools	<ul style="list-style-type: none"> There were significant disruptions due to COVID-19 and the issues with flights meant the target was not fully achieved. 18 provincial curriculum learning facilitators (11 females and 20 males) were trained on 2 modules. Although data from the provinces was not provided as requested, it does appear that well over 24 schools across the six provinces benefited from provincial support. Results were shared through the WhatsApp feedback mechanism. Monitoring support provided in the provinces will be strengthened in 2023. 	Target partially achieved
2.3.8	Professional Year 7–8 curriculum development	106%	Train 400 Year 7 teachers to implement the Year 7 & 8 curriculum	<ul style="list-style-type: none"> VESP supported MoET to deliver training to 371 teachers (202 females and 169 males). This target was only partially achieved because training did not take place in Malampa and outer Islands of Efate due to flight issues. 	Target partially achieved
2.4.1	ECCE curriculum support	104%	Train 39 mobile ECCE officers and 736 ECCE teachers from Tafea, Malampa and Sanma	<ul style="list-style-type: none"> A total of 34 mobile ECCE officers from Tafea, Malampa and Sanma trained (five males and 29 females). A total of 897 primary teachers were supported (853 females and 44 males). This is less than planned due to travel restrictions. Follow up with mobile ECCE officers who have not been trained and plans are underway to determine what support is needed. 	Target partially achieved
2.4.2	Year 8 curriculum development	16%	Develop syllabus and teacher guides for the 5 core subjects in English and French	<ul style="list-style-type: none"> 18 Teachers Guide (English & French as Second Language, English and French as Foreign Language, English Version of Mathematics, Social Science and Science and the French Version of Social Science) while two learning rates from the Teachers Guide are in the final stages of completion to print ready stage (French Version of Mathematics and Science). 20 Syllabus (all the above versions in Foreign, English and French Languages and subjects) have been finalised to print ready stages. Please note: The activity was funded by MFAT but received VESP (DFAT) in kind support. 	Target partially achieved
2.4.3	Internal schools' curriculum implementation monitoring	62%	Trial curriculum implementation monitoring tool in 10 schools	<ul style="list-style-type: none"> A draft school curriculum implementation reflection tool was developed and is available online through Google Forms. Provincial curriculum learning facilitators were provided access to the forms to use when undertaking school support visits. Only three provincial curriculum learning facilitators completed the forms and were engaged in training in December to better understand the process. The tools were sent to the provinces for use. Provincial curriculum learning facilitator role was to pilot it in the schools. 11 responses have been received so far through the Google Forms (three French, eight English). Provinces will be using it to understand how schools are tracking the implementation of the curriculum (looking at how confident they believe other teachers are in implementing the curriculum, accessible to school principals). 	Target achieved
2.4.4	Review of teacher guides for Years 1–3	103%	Deliver report to the Director of Education Services	<ul style="list-style-type: none"> This sub-activity was suspended. A monitoring tool has been developed to capture teachers' use of the teacher guides. 	Suspended
3.1.1	Strengthening provincial coordination and support	101%	Conduct a survey in the provinces and develop a draft report	<ul style="list-style-type: none"> Survey results from five provinces were delivered via a presentation of the summary findings to SBM PEO in October 2022, and also shared with VESP and PEO Education Services. SBM had discussions with the VESP Technical Adviser on the Provincial Financial Capacity Assessment design for 2023. 	Target partially achieved
3.1.2	Support the implementation of MQS	6%	Conduct MQS baseline survey for schools in Efate, Santo, Tanna, Ambae, Malekula, Vanua Lava	<ul style="list-style-type: none"> The MQS baseline survey was designed and approved by SBM, with VESP technical support. The survey was piloted in one school in Shefa using the Teacher Observation Form. After the development and testing of the MQS tool, VESP supported SBM to finalise the MQS survey with the IT Unit. After an initial training was delivered, a refresher or overview of the monitoring tool around the MQS was presented to the coordinators while the practical details of the tools will be delivered in 2023. Due to COVID-19, the team could not undertake data collection across all planned areas. 	Target partially achieved

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Sub-activity (2022)	Annual budget spent (%)	Annual target	Progress (October to December 2022)	Progress Rating
3.1.3	80%	Train MoET staff and principals in finance management	<ul style="list-style-type: none"> VESP worked with the Finance and Administration Unit on the progress of the School Finance Management Manual. MoET senior management provided feedback to inform further development of the financial manual. The Risk and Audit Charter Committee will provide governance oversight and feedback to the finance manual in early 2023. Once the manual is finalised, MoET staff will be briefed and trained on how to use the manual. 	Target not achieved
3.1.4	0%	Upgrade and implement OV integration	<ul style="list-style-type: none"> Activity has been rescheduled to 2023. 	Suspended
3.1.5	43%	20 MoET staff attend digital literacy training	<ul style="list-style-type: none"> Training for MoET central offices and other offices in Port Vila has been delivered to a total of 67 staff (24 females and 43 males). Trainings were delivered to four staff (one female and three males) from Torba Provincial Education Office, a total of 14 staff (5 females and 9 males) from Tafea Provincial Education Office, and total of six staff (two females and four males) from Sanma Provincial Education Office, while Penama and Malampa trainings are yet to be conducted. 	Target achieved
3.1.6	0%	Upgrade and implement OV modules	<ul style="list-style-type: none"> VANSTA modules have been developed Wash in Schools module has been developed Internet in schools module has been developed Upgrade of finance module has been done 	Target achieved
3.1.7	65%	Deliver capacity building sessions to ICT developers	<ul style="list-style-type: none"> Training has been delivered successfully to four officers in the MoET IT Development team (four males), with a hand on practical of Internet in School Module on OV 	Target achieved
3.1.8	0%	Update 50 webpages	<ul style="list-style-type: none"> The review of MoET website has been completed and recommendations have been made to move MoET Websites to a content management system. The new MoET content management system website has been built but is still on hold because of the Issue with the government network. The continuation of the website will commence when the government network is 100% operational. Overall, 421 pages were updated on MoET's website, however MoET was not able to publish these due to security issues with the government network. 	Target achieved
3.1.9	0%	Develop, implement and test disaster recovery plan	<ul style="list-style-type: none"> The Disaster Recovery plan has been written and is currently being reviewed and approved by MoET's OV unit. Meetings were conducted with the Office of the Government Chief Information Officer to inspect the two data centres in Port Vila and discuss the proposed Disaster Recovery architecture that will include processes to automatically switch over to an alternative data centre in the case of a disaster. Based on this architecture, a quotation was obtained and is currently being processed to purchase new server storage. 	Target achieved
3.1.10	0%	Deliver school procurement manual training to 40 officers in central MoET and Shefa province	<ul style="list-style-type: none"> The school procurement manual has been completed and is awaiting approval from MoET's SMT to happen in February 2023. The Procurement Manual training package has been developed but training has not yet been completed because the manual is pending approved by MoET. Training has now been rescheduled to May 2023. 	Target not achieved
3.1.11	82%	Train 20 women from Provincial Women Leadership Network committees in 3 provinces to develop a 3-year workplan	<ul style="list-style-type: none"> Provincial Women in Education Leadership Network committee was officially established in five provinces (Penama, Torba, Sanma, Malampa and Shefa) to coordinate their provincial activities. Five women were elected as the committee (one from each province – Penama, Torba, Sanma, Malampa and Shefa) Training on how to develop a 3-year workplan was conducted with the five Provincial Women in Education Leadership Network committee (Penama, Torba, Sanma, Malampa and Shefa). A new Concept Note for the Provincial Women in Education Leadership Network was introduced and discussed with the committee. The three-year workplan was developed by each provincial women in the Provincial Women in Education Leadership Network A total of 149 females participated in trainings in this reporting period. 	Target partially achieved
3.1.12	3%	Deliver policy awareness training to # stakeholders at the central level	<ul style="list-style-type: none"> VESP supported the PPU to deliver an awareness presentation to stakeholders on the research policy. A total of 30 (14 females, 16 males) stakeholders participated in the awareness training. 	Target achieved
3.1.13	2%	Policy Options Paper submitted for peer review and approved by MoET	<ul style="list-style-type: none"> The Compulsory Education Options paper was presented to the MoET SMT and the DG requested that Directors think through carefully before making a final submission to the Council of Ministers. 	Target achieved
3.1.14	116%	Deliver training to 38 principals	<ul style="list-style-type: none"> VESP supported PPU to deliver OV training to 168 newly appointed principals throughout the six provinces in Vanuatu. As an important process, The IT Unit is working with the Teaching Service Commission to conduct OV training with new principals during their inductions in 2023 prior to their deployment to schools that they will be managing. 	Target achieved
3.1.15	169%	Deliver one planning workshop/session with	<ul style="list-style-type: none"> Target was achieved. VESP supported PPU to deliver planning, monitoring and reporting training to the six provincial education offices. A total of 68 provincial staff were trained (30 females and 38 males). 	Target achieved

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Sub-activity (2022)	Annual budget spent (%)	Annual target	Progress (October to December 2022)	Progress Rating
		central and provincial stakeholders	<ul style="list-style-type: none"> In Quarter 4, VESP supported MoET to do plannings and budget for 2023. 	
3.1.16	89%	Develop a formal M&E approach in MoET	<ul style="list-style-type: none"> This target was partially achieved, with VESP supporting MoET to develop a consistent planning, monitoring and reporting approach. In 2023, VESP will support MoET to develop an M&E Plan and guidelines for the Ministry, to complete target. In Q4, VESP supported MoET to deliver program logic workshops to MoET and VESP managers and coordinators to finalise their activity plans, indicators and targets ready for implementation and monitoring in 2023. 	Target partially achieved

Please note that the budget expenditure rate and target progress rating will not necessarily align, as not all sub-activities require the budget forecasted to achieve the target.

Annex II: Results Matrix 2022

Key pillar	VESP support activity	Sub-activity in 2022	Annual Target	Indicator	Data source
ACCESS	Strengthening community engagement	1.1.1 Ministry's communication support for COVID-19 response	Deliver timely response (within one week) to MoET's requests for communication support	VESP supports MoET's requests for communication support (within one week)	VESP progress reporting
		1.1.2 Emergency response fund	n/a	n/a	VESP progress reporting
		1.1.3 ECCE Parent support program	Deliver Parent Support Program workshops in 12 communities	Parent Support Program workshops delivered in 12 communities	Participant Registry
		1.1.4 Curriculum communication strategy	CDU provides two national communication products to schools and communities	CDU provides # national communication products to schools and communities	VESP progress reporting
		1.1.5 Communicating education	6 Communication products (press release, social media, radio, SMS)	# of MoET communications products	VESP progress reporting
	Improving infrastructure	1.2.1 Asset master plan	Draft 50% of Asset Master Plan	Progress of Asset Master Plan	VESP progress reporting
		1.2.2 ICT in schools	25 schools provided with ICT assistance	# of schools provided with ICT assistance	VESP progress reporting
		1.2.3 Internet in schools	High-quality draft feasibility report	Progress on feasibility report	VESP progress reporting
	Strengthening school leaders	1.3.1 School leaders certificate training	57 school leaders participate in leadership and management training	# of school leaders participate in leadership and management training	Participant Registry
		1.3.2 Principals' induction and handbook training	35 principals participate in handbook training	# principals participate in handbook training	Participant Registry
	Supporting inclusive education	1.4.1 Creating inclusive education schools at the provincial level	Pilot and monitor inclusive education tools in 45 schools in Penama and Shefa	# of inclusive education tools piloted and monitored in MIS	Inclusive Education baseline survey
		1.4.2 Inclusion policy review	Finalise the three inclusive education policies and submit to the SMT for approval	All three inclusive education policies are submitted for approval	VESP progress reporting
	Supporting monitoring	1.5.1 Statistical digest and key education factsheets	Final version of the statistical digest submitted to Vanuatu National Statistics Office	Progress of statistical digest	VESP progress reporting
		1.5.2 Common assessment tasks and ARTTLe harmonisation	60 schools participate in Professional Learning Program	# of schools participate in Professional Learning Program	Participant Registry
	QUALITY	Strengthening teachers' management and professional development system	2.1.1 Creating and maintaining a teachers' register system	Develop a plan for the review of the teacher register system	Progress on a plan for the review of the teacher register system
2.1.2 Developing a national teacher qualification policy			Teacher Qualification Upgrading Policy submitted for approval to Senior management	Progress of Teacher Qualification Upgrading Policy submitted for approval to Senior management	VESP progress reporting
2.1.3 Developing a National Teacher Development Plan			Draft of the National Teacher Development Plan and submitted to SMT for comment	Progress of the National Teacher Development Plan to SMT for comment	VESP progress reporting
Strengthening policy framework and compliance		2.2.1 Review IT policy	Review the IT policy and ensure it is ready for submission to SMT by December 2022	Progress of the IT policy review	VESP progress reporting
		2.2.2 Language policy guidelines for schools	Develop a poster on the Language Policy Guidelines to deliver to 437 schools (print ready)	Posters on the Language Policy Guidelines delivered to # schools	VESP progress reporting
Strengthening teaching		2.3.1 Vernacular materials development	Develop vernacular resources for 10 languages by December 2022	Vernacular resources developed for # languages	VESP progress reporting
		2.3.2 Teachers' qualification upgrading	100% of teachers trained in how to use Moodle	Xx% of teachers trained in how to use Moodle	Participant registry
		2.3.3 Class based assessment professional development	40 schools provided with professional learning support to implement the Class Based Assessment training programs	# schools provided with professional learning support to implement the Class Based Assessment training programs	Participant registry

Key pillar	VESP support activity	Sub-activity in 2022	Annual Target	Indicator	Data source	
		2.3.4 Teaching English and French as an additional language. Years 1-6	Train 130 Teachers in Ademap Lanwis	# of teachers trained in Ademap Lanwis	Participant registry	
		2.3.5 Multilingual Classroom: Professional learning pilot	Deliver training to 40 teachers across 3 provinces	# of teachers trained across 3 provinces	Participant registry	
		2.3.6 VANSTA principals' data club	Train 120 principals in VANSTA analysis training	# of principals trained in VANSTA analysis training	Participant registry	
		2.3.7 Strengthening provincial based curriculum training and support	Train 18 provincial curriculum learning facilitators in four modules to deliver professional learning support to 24 schools	# of provincial curriculum learning facilitators trained in four modules to deliver professional learning support to 24 schools	Participant registry	
		2.3.8 Professional Year 7-8 curriculum development	Train 400 Year 7 teachers to implement the Year 7 & 8 curriculum	# of Year 7 teachers trained to implement the curriculum	Participant registry	
		2.4.1 ECCE curriculum support	Train 39 mobile ECCE officers and 736 ECCE teachers from Tafea, Malampa and Sanma	# of ECCE officers and ECCE teachers trained from Tafea, Malampa and Sanma	Participant registry	
		2.4.2 Year 8 curriculum development	Develop syllabus and teacher guides for the 5 core subjects in English and French	Progress of syllabus and teacher guides for the 5 core subjects in English and French	VESP progress reporting	
		2.4.3 Internal schools' curriculum implementation monitoring	Trial curriculum implementation monitoring tool in 10 schools	Curriculum implementation monitoring tool is trialled in # schools	Participant registry	
	2.4.4 Review of teacher guides for Years 1-3	Deliver report to the Director of Education Services	Progress of report delivered to Director of Education Services	VESP progress reporting		
	MANAGEMENT	3.1 Strengthening MoET's strategic management processes	3.1.1 Strengthening provincial coordination and support	Conduct a survey in the provinces and develop a draft report	Progress of survey in the provinces	VESP progress reporting
			3.1.2 Support the implementation of MQS	Conduct MQS baseline survey for schools in Efate, Santo, Tanna, Ambae, Malekula, Vanua Lava	Progress of MQS baseline survey	VESP progress reporting
			3.1.3 Strengthening management systems	Train MoET staff and principals in finance management	# of MoET staff and principals trained in finance management	VESP progress reporting
			3.1.4 OV integrations	Upgrade and implement OV integration	Progress of OV integrations	VESP progress reporting
			3.1.5 Improving digital literacy of MoET staff	20 MoET staff attend digital literacy training	# of MoET staff who are trained in digital literacy	Participant registry
			3.1.6 OV modules	Upgrade and implement OV modules	Progress of OV module upgrades	VESP progress reporting
3.1.7 OV technical capacity building for developers			Deliver capacity building sessions to ICT developers	# of capacity building session delivered to ICT developers	Participant registry	
3.1.8 Review MoET website	Update 50 webpages		# of webpages updated	VESP progress reporting		
3.1.9 OV disaster recovery	Develop, implement and test disaster recovery plan		Progress of development and implementation of disaster recovery plan	VESP progress reporting		
3.1.10 Development of school procurement guidelines	Deliver school procurement manual training to 40 officers in central MoET and Shefa province		School procurement manual training delivered to # officers	Participant registry		
3.1.11 Women's leadership network	Train 20 women from Provincial Women Leadership Network committees in 3 provinces to develop a 3-year workplan		# of women trained from Provincial Women Leadership Network committees in 3 provinces to develop a 3-year workplan	Participant registry		
3.1.12 Develop and implement research policy	Deliver policy awareness training to 30 stakeholders at the central level		# of stakeholders who attended policy awareness training	Participant registry		
3.1.13 Compulsory education study	Policy Options Paper submitted for peer review and approved by MoET		Progress of the Policy Options Paper	VESP progress reporting		
3.1.14 OV data entry support	Deliver training to 38 principals for OV data entry support		# of principals trained in OV data entry support	Participant registry		
3.1.15 Supporting MoET's planning	Deliver one planning workshop/session with central and provincial		# of planning workshops delivered	Participant registry		

Key pillar	VESP support activity	Sub-activity in 2022	Annual Target	Indicator	Data source
		3.1.16 Supporting the alignment of the M&E system	stakeholders Develop a formal M&E approach in MoET	Progress of development of MoET's M&E approach	VESP progress reporting

Annex III: Progress towards End of Program Outcomes

EoPO 1: Primary Net Enrolment Rate by gender and province (2018, 2019, 2020, 2021)

Figure 8: Primary Net Enrolment Rate trends by gender and province from 2018 to 2021



EoPO 2: VANSTA Literacy and Numeracy achievement (2017, 2019, 2021)

Figure 9: Trends of % of student obtaining at least 50% at the VANSTA test per gender per Province over the period 2017 to 2021 per type of test



Figure 10: Share of Year 4, 6 and 8 students meeting or exceeding French Literacy minimum achievement levels, by province and by gender

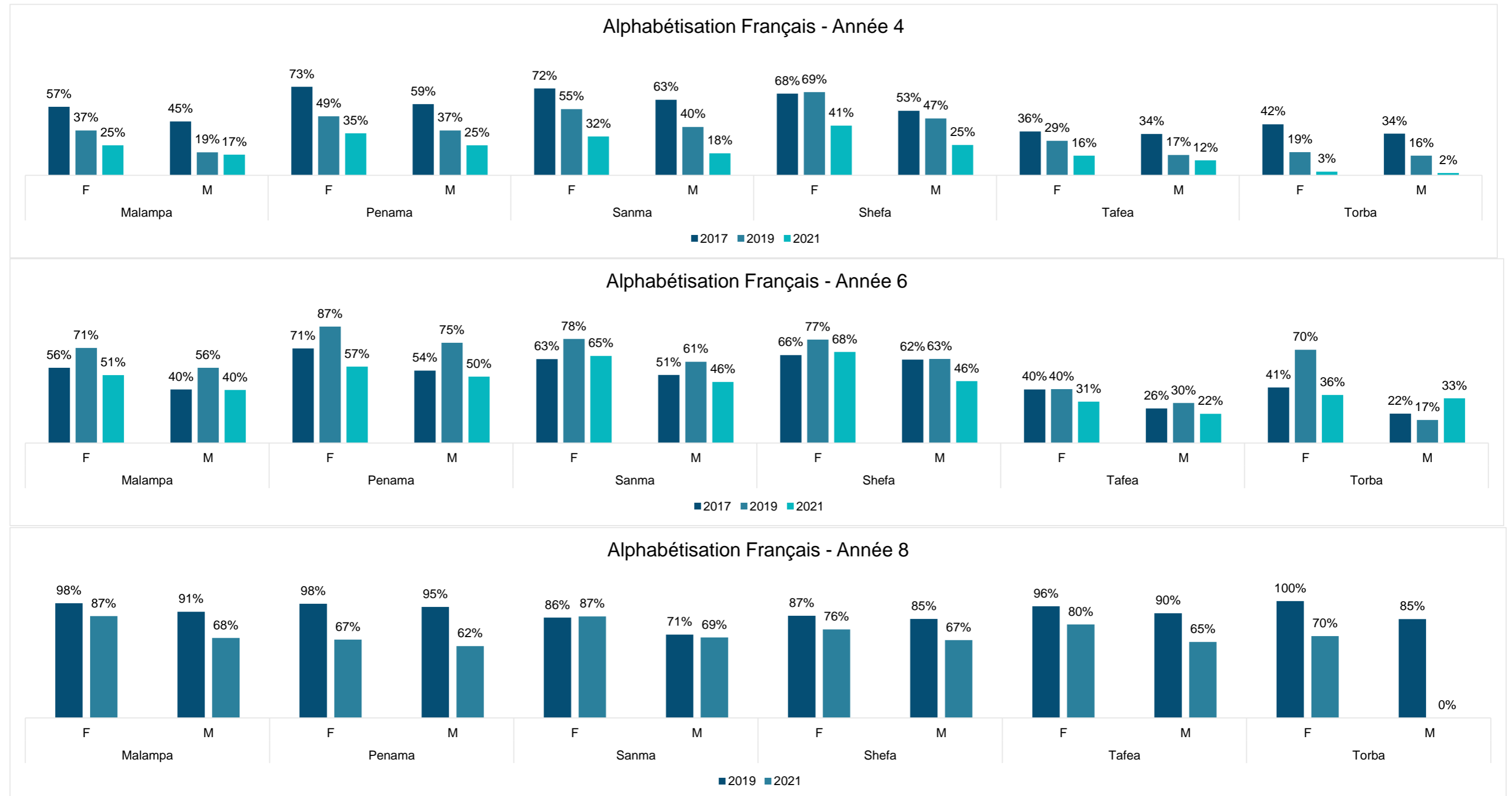
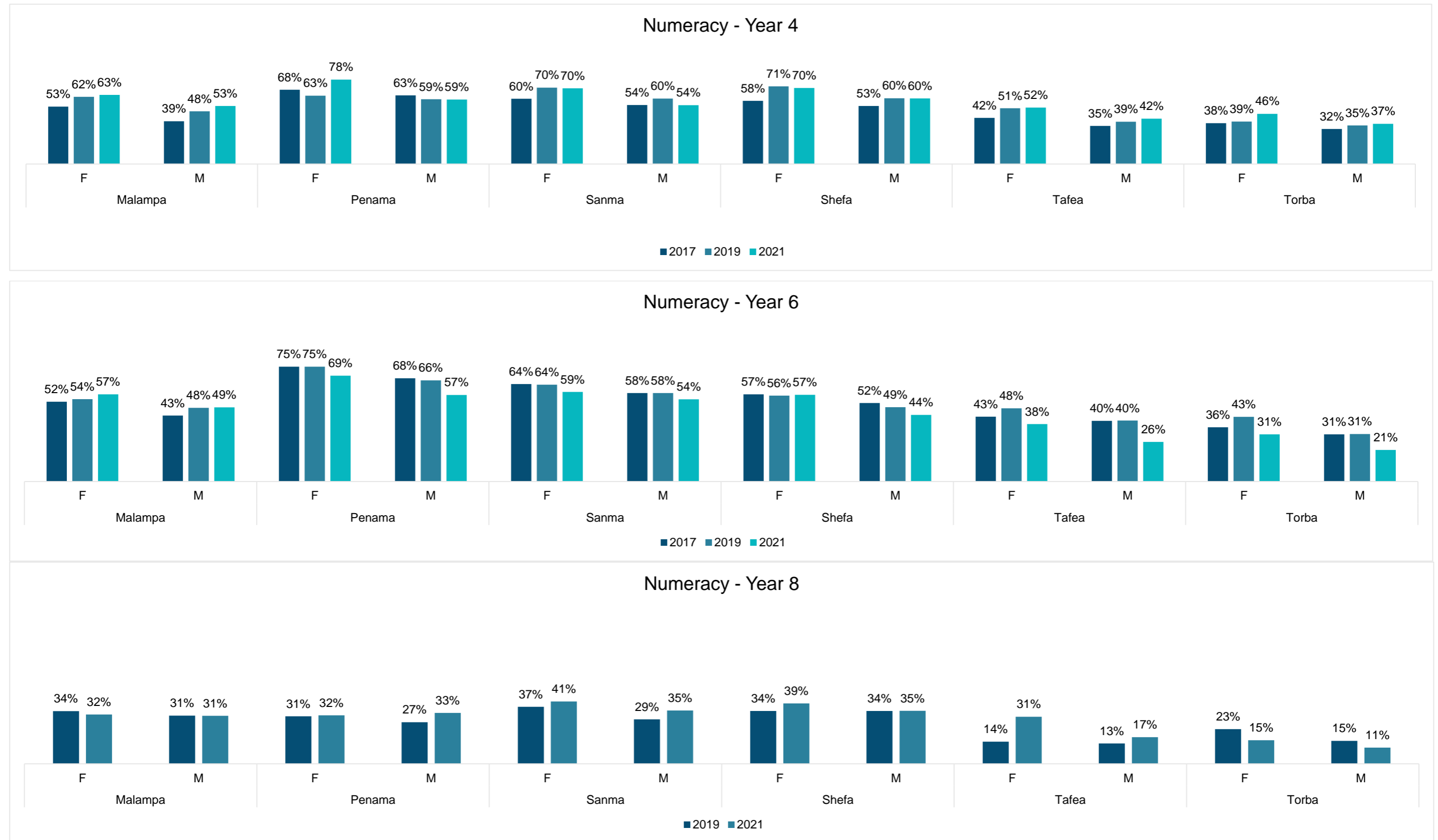


Figure 11: Share of Year 4, 6, and 8 students meeting or exceeding Numeracy minimum achievement levels, by province and by gender



Annex IV: GEDSI achievements

GEDSI Activities

Women's Provincial Leadership Network

In 2022, a Women Provincial Leadership network was established. The aim of this network is to build the capability and confidence of women in senior management roles across schools in all provinces. In 2022, with support from VESP, the network provided training to women on how to respond to gendered barriers and challenges in leadership roles in schools. The activity is also including men in some of their activities, to support men willing to become change agents in their communities.

Model inclusion schools

VESP is supporting MoET to trial inclusive education tools in 45 model inclusion schools Shefa and Penama provinces to test the effectiveness of GEDSI inclusive practices in the Education sector. The intent is to scale up this initiative based on the learnings gathered during the pilot phase. Activities have included training on disability-inclusive teaching strategies, teachers and school leadership in inclusive education approaches, child safeguarding and training on equitable inclusion of girls and boys in education. An effective communication strategy to share lessons across other provinces will be critical to the success of this activity.

These resources include inclusive education strategies, literacy strategies and a reference guide to support identification of disability to support OV in national disability data collection. The long-term objective of this activity is to enhance teacher awareness and knowledge of how to meet the diverse learning needs of students with a disability, to increase education access and retention for these students. Forty-one schools were selected to pilot the resources kits in 2022.

Inclusive education resource kit

From 2022 to 2023, VESP is supporting MoET to design and trial a range of disability-specific educational resources to improve inclusion in the classroom. These resources include a range of specialist low cost and free assistive devices designed to support the mainstream inclusion of children from a range of disability groups.

Revision of MoET policies

The MoET policies on Gender Equity, Inclusive Education and Child Safeguarding were reviewed in 2022, gathering community input. Drafting of the revised policies has commenced and will be finalised in 2023. The new policies aim to include specific, measurable and achievable GEDSI objectives as identified by key stakeholders throughout Vanuatu. The revision of these policies will also be reflected in the MoET Corporate Plan to ensure GEDSI approaches are consistent with the Ministry's strategic objectives and sector outcomes. National and international GEDSI specialists will work closely with MoET to support finalise the drafting and review of these policies.

GEDSI Mainstreaming approaches

This year VESP provided support to MoET to integrate GEDSI across a range of areas outlined below:

- VESP works with CDU to integrate GEDSI into teacher support materials. In 2022, this included developing training programs that included disability inclusion with a focus on diversity, equity and fairness and healthy and respectful relationships with a focus on prevention of family / gender-based violence.
- VESP staff highlighted that learnings from the GEDSI Analysis training will be used to inform the Teacher Qualification Upgrading Policy prior to its finalisation. The Tertiary Education Directorate will review the draft policy to identify any barriers which would impact on teachers'

opportunities to upgrade their qualifications (e.g., barriers to women, teachers in rural and remote areas, Anglophone/ Francophone teachers) and consider what principles/procedures need to be incorporated to the policy to mitigate these.

- A recent review of the ECCE classroom infrastructure resulted in the development of a new standard classroom design guideline that is in line with the Australian Government's accessibility guidelines. This will ensure that classrooms are designed and built to cater for children with diverse learning needs.
- Policy consultation and review processes promote the equitable participation of women and people with a disability and active involvement of civil society organizations that represent diverse groups from remote, rural and urban areas.
- The Asset Master Plan guidelines prescribe infrastructure standards for the needs of students, teachers and community members with disabilities. These are encouraged to be applied in the design and construction of schools to ensure they have disability-friendly buildings and facilities.
- Data reported from the infrastructure survey will include gender-disaggregated data, as well as disability data. These data will inform the planning and design of school infrastructures and/or facilities in the future such as classrooms, WASH facilities, dormitories, etc.
- The APTC and the Pacific Theological College training program certificates include training on gender equality, equity and sensitivity, and provide an opportunity to reflect on these in their own context. An example is the Pacific Theological College's Gender Voices for Dignity course.
- The training of the school principals guides them in addressing inclusion in the schools. Inclusion covers students, teachers, and communities to ensure that everyone is included in all aspects of relating to the institution.
- The revised ICT policy will consider the issue of gender and accessibility and how to promote more opportunities for women and those with a disability to include their views in planning, development, and implementation.
- Vernacular story books are gender-sensitive and include a good combination of male and female characters in the illustrations.
- The ECCE lesson planning training involves hands-on-practical and simulation activities that are contextualized to the provinces and best suited for the teachers' intake of the training. Teachers are encouraged to use local resources and skills to develop materials for their lessons such as local artists for drawings, weavers for toys, and carpenters for playground.
- The provincial survey will identify the role PEOs will undertake to ensure that gender is considered in all areas of planning from the school to the MoET central level. Discussions will focus on the overall coordination with the GEDSI officer in the provincial level to ensure gender policy is applied.
- Considerations on gender balance are incorporated in the MQS. This is outlined in the balance of gender in the school councils and daily school programs. Gender balance and equity were emphasized to school principals and MoET staff during the principals' and school improvement officer training conducted by the MoET SBM.
- One of the MQS standards encourages school principals and teachers to support students with diverse learning needs, and to include them in all aspects of the community. This was emphasized during principal trainings in 2022 and will be inspected by the SBM during its monitoring activities to schools in the latter 2023 period.
- The draft School Finance Management Manual and MoET Finance Management Manual includes gender equality considerations and ensure that disability is addressed in line with relevant MoET policies.

Annex V: Communications and flexible activities

The VESP Communications Manager provides critical support to VESP activity areas. Table 8 summarises the communications support across VESP sub-activities during the reporting period.

Table 9: Communication Support in 2022

VESP Sub-activity	Communications support
<p>1.1.1 Ministry's communication support for COVID-19 response</p>	<ul style="list-style-type: none"> • Addressed issues regarding free access to MoET's website, OV website, and the 32 selected educational websites. • Free access to 24 additional educational websites for all Digicel and Vodafone users. • Development of the Safe School Reopening Guidelines in English, French and Bislama and dissemination • Assisted MoET and its partners (UNICEF, DFAT, MFAT, Save the Children) in developing and implementing the Safe School Reopening Communications Strategy. • Broadcast 15 MoET updates via SMS to all Digicel and Vodafone users. • Translations of all urgent official documents requested by MoET's Acting Director of Finance and Administration or the Education task force. • Attendance and contribution to the Education task force's meetings. • Facilitated the dissemination of urgent press releases on behalf of MoET – four press releases • Created radio adverts to support key MoET messages – four radio messages a day on FM107, two radio messages a day on Radio Vanuatu, and two radio messages a day on Paradise FM. • 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 Vanuatu Broadcasting and Television Corporation. • Website updates including documents and learning materials. • Supporting MoET to manage its social media page, assisting with 28 social media posts. • Creation of 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). • Promotion of the home-school support pages (one for ECCE, one for primary school and one for secondary school) to create communities and encourage experience sharing among parents, teachers, students and MoET officers. MoET officers provide page content and management. • Development of various artworks based on MoET's requests. • Vanuatu Australia School Community Grants Study

VESP Sub-activity	Communications support
1.1.3 Parent support program	<ul style="list-style-type: none"> • Draft of Parent Support Program communications strategy
1.1.5 Communicating education	<ul style="list-style-type: none"> • Distribution of 1,500 English and 500 French calendars for the year 2022 to all MoET Directorates, Cabinet, provincial education offices and schools. • Development and implementation of the 2022 back to school campaign to promote right-age enrolment through newspapers, social media, radio and SMS. • Three training sessions of MoET's key officers on press release writing, speech writing and emergency communications • 56 social media posts for observance days and other events • 21 press releases • Photoshoots in six schools to feed the MoET picture library • Photoshoot of the new Minister • Infographics for MoET Q2 report. • Editing and formatting of all VESP reports • Draft of 2023 calendar • Design of VESP Factsheet in English and French
1.4.1 Creating inclusive education schools at provincial level	<ul style="list-style-type: none"> • Inclusive Education videos finalised
1.4.2 Inclusion Policy Review	<ul style="list-style-type: none"> • Gender infographics created
1.5.1 Statistical digest and key education factsheets	<ul style="list-style-type: none"> • Design, printing, distribution of 2021 National Education Key Indicator Factsheet in English and French • Design, printing, distribution of 2021 Provincial Education Key Indicator Factsheet in English and French (one factsheet in English and one factsheet in French per province) • Design, printing, distribution of pull up banners with national education data • Design, printing, distribution of pull up banners with provincial education data (one per province)
1.5.2 ARTTLe/Common tasks	<ul style="list-style-type: none"> • Formatting and printing of the 13 ARTTLe books.
3.1.3 Strengthening management systems	<ul style="list-style-type: none"> • Design, printing, distribution and dissemination of the school grant posters and materials in Bislama, English and French • Radio messages, press ads, social media posts and SMS to promote the school grant program • Minutes of VESP Steering Committee meetings

VESP recognizes the importance of having a flexible approach in its planning. The activities outlined below are not in VESP's 2002 Annual plan, but were activities undertaken in response to an emerging need. Some required technical and financial support, while others required only technical inputs. The table below presents an overview of these activities.

Table 10: Activities VESP support not outlined in the Annual Plan

Activity	VESP support
Vanuatu Sign Language	<ul style="list-style-type: none"> VESP supported discussions for the provincial sign language documentation from Penama province targeting the deaf community to provide signs for different categories such as, letter words, body parts, emotions and feelings, nature and weather.
National Child Protection Working Group	<ul style="list-style-type: none"> VESP participated in the National Children's Day activity design discussions with the National Child Protection Working Group. The 2022 national event targeted all schools with one-week of school 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. VESP also supported the discussions on the drafting of the Child Protection Bill.
National Gender Protection Cluster Network	<ul style="list-style-type: none"> 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 COVID-19 situations.
Balance of Power	<ul style="list-style-type: none"> VESP contributed to discussions with the Balance of Power on a school debate activity targeting secondary schools on topics that may need to be highlighted for public knowledge.
Save the children steering committee	<ul style="list-style-type: none"> VESP supported discussions on Save the Children's Pikinini stap seif, filim seif study. The study will explore the impact of children's exposure to violence in Vanuatu.
Online Bislama Dictionary	<ul style="list-style-type: none"> VESP and the MoET CDU started working on an online Bislama dictionary. The first prototype is completed. The idea of the online dictionary emerged during the COVID-19 pandemic, with the aim to increase access to a Bislama–English – French dictionary.
Bislama Upper Primary Dictionary	<ul style="list-style-type: none"> The MoET Curriculum and Assessment Board approved the printing of the Upper Primary Bislama Dictionary in April. VESP printed the Upper Primary Bislama Dictionary for Years 4-6. Printing is completed and materials are ready for distribution.
Science Textbooks Year 6	<ul style="list-style-type: none"> VESP purchased English and French versions of the Science Start Right textbooks. The textbook complements the Year 6 Teacher Guide and builds on the current series being used in Years 4-5 curriculum.

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Activity	VESP support
Grammar Books Years 4–6 in English and French	<ul style="list-style-type: none">• VESP purchased French and English grammar/conventions of languages books for teachers to use to design teaching and learning activities.• This is in response to the findings to the 2021 Curriculum Monitoring Study indicating need for more resources to compliment Ademap Lanwis materials and Lanwis & Komunikesen Teacher Guides.
Collaborating with Global Partnership for Education to develop Years 1-3 Reading materials	<ul style="list-style-type: none">• VESP is supporting MoET to identify and finalize early literacy resources. These resources will be funded by the Global Partnership for Education.
Adobe Software licence for CDU Production Unit	<ul style="list-style-type: none">• VESP supported the CDU to obtain five Adobe Software licences.• CDU will use it to create online literacy resources for Years 1-3. The team will also be able to collaborate with international designers using the software.
ARTTLe Layout	<ul style="list-style-type: none">• VESP supported the Examination and Assessment Unit to complete the layout of the ARTTLe materials.
CDU Video Conference facility	<ul style="list-style-type: none">• VESP supported CDU to establish a video conference facility during the COVID-19 lockdown period.• The facility is in response to CDU's request to enable the Unit to progress training and meetings virtually with the education staff and schools in the provinces during the lockdown.
Logistical support HSP and uploading of online curriculum materials	<ul style="list-style-type: none">• Materials on OV for schools to access during the COVID-19 lockdown period.• VESP is supporting CDU to undertake the M&E for the Home School Package.
Support to Junior Secondary curriculum	<ul style="list-style-type: none">• VESP assisted the CDU to upload the Year 7 curriculum• Distribution of Year 7 materials
Preparation for the Transforming Education Summit, in New-York	<ul style="list-style-type: none">• VESP supported a national consultation workshop to draft a national Transforming Education Summit statement• VESP supported the drafting of the Transforming Education Summit statement
Reviewing Global Partnership for Education progress report of Vanuatu	<ul style="list-style-type: none">• VESP supported the review of the report and produced a short set of recommendations for the Ministry for further engagement with MoET
Reporting of Direct Funding Arrangement support to schools renovation and reconstruction contracts	<ul style="list-style-type: none">• VESP supported MoET to produce a concise and high-quality Direct Funding Arrangement report for presentation in the VESP Steering Committee Meetings

Annex VI: Technical inputs

- The below table outlines the level of technical inputs that supported the Ministry's priorities and plans during the reporting period.

Table 11: Short-Term Adviser inputs January–December 2022

Technical Assistance	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22
Monitoring & Evaluation Adviser	12	12	6	6	15.9	17.2	22	22	6	14	15	10
Disability Inclusion Adviser		4	6.00		4.00	4.00			7	10	16	12
School Grants & Rationalisation Support	1.5	5.5	8.3	6	6	9.8	8.3	5.3	22.5	0	0	0
PFM Adviser	5	3.25	5	1	1	2.5	3	2.25	7	3.75	2	
ICT Adviser	3	3.3	6	3.5	6.5	3.3	0	3	16.6	2.9	2.8	1.5
Corporate M&E	0.33	0.6	1.27	0.4	1	3.33	0	1.2	0.2	0.4	0	0.47
Australia Awards Adviser	4	6	5	5.5	4	4	5	4	8	4	5	3
National Sustainable Infrastructure Development Specialist	1		2	2	2.3	2.1	3.1	2.5	9	3.3	3.3	5
In-Service Teacher Qualification Upgrade Specialist	2	3	3.5	1.5	4	4	12	3	2.5	4	6	2
Teacher Registration and Standards Adviser	15	20	7	15	0	12	5	11.5	22	5	10	8
Unallocated (including Neville)	1.2						15			3.5		
Total	44	58	50	41	45	45	73	55	101	51	60	42

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

Annex VII: Staffing

Table 12: VESP Staff List 2022

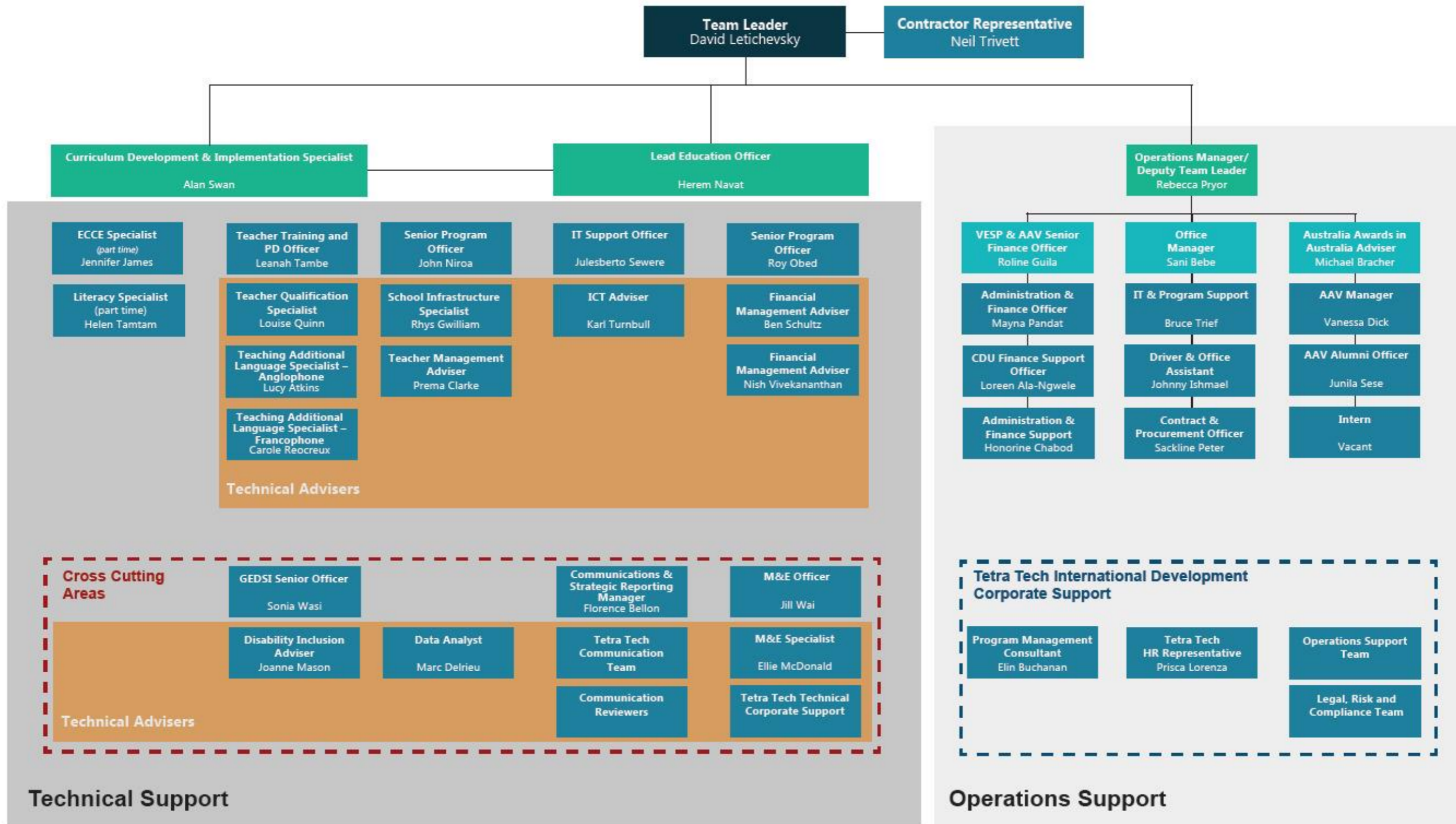
Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
1. Alan Swan	Curriculum Adviser	LTA	Felicity Nilwo	CDU	David Letichevsky
2. Ben Schultz	Financial Management Adviser	STA	Julia Whippy	MoET	David Letichevsky
3. Bruce Trief	Finance and IT Support	LES – full-time	NA	Vila Mall	Sani Bebe
4. Trisha Aruhuri	M&E Officer	LES – full-time	Marie Keiruan	MoET Office	David Letichevsky
5. Florence Bellon	Communications and Strategic Reporting Manager	LES – full-time	Julia Whippy	MoET Office	David Letichevsky
6. Herem Navat	Senior Education Officer	LES – full-time	Jean Jacques/Marcel Yamsiu/Dick Hopkins	Malapoa Office	David Letichevsky
7. Jennifer James	ECCE Specialist	LES – full-time	Serah Vuroburavo	MoET	Alan Swan
8. Joanne Mosen	Disability Inclusion Adviser	STA	Marie Jonah	Overseas	David Letichevsky
9. Johnny Ishmael	Driver	LES – full-time	N/A	Vila Mall	Sani Bebe
10. John Niroa	Senior Education Officer	LES – full-time	Cobin Ngwero	MoET Office	Herem Navat
11. Julesberto Sewere	IT Officer	LES – full-time	Emory Tinning	MoET Office	Herem Navat
12. Junila Sese	Australia Awards Vanuatu Alumni and Promotions Officer	LES – full-time	N/A	Vila Mall	Vanessa Dick
13. Leanah Tambe	Teacher Training and PD	LES – full-time	Felicity Nilwo	CDU	Alan Swan
14. Karl Turnbull	ICT Adviser	STA	Emory Tinning	MoET	David Letichevsky
15. Louise Quinn	In-Service Teacher Qualification Upgrade Specialist	STA	John Kaltau	Overseas	Alan Swan
16. Michael Bracher	Australia Awards Vanuatu Manager	STA	N/A	Overseas	David Letichevsky
17. Mayna Pandat	Administration and Finance Officer	LES	N/A	Vila Mall	Rebecca Pryor
18. Late, Pierre Gambetta	Community Advocacy officer	LES – full-time	Felicity Nilwo	CDU	Alan Swan
19. Rebecca Pryor	Deputy Team Leader, Operations	LTA	N/A	Vila Mall	David Letichevsky
20. Roline Guila	Senior Finance & Administration Officer	LES – full-time	N/A	Vila Mall	Rebecca Pryor
21. Roy Obed	Senior Education Officer	LES – full-time	Julia Whippy/Marcel Yamsiu	MoET Office	Herem Navat
22. Sackline Peter	Contract and Procurement Officer	(Funded by MFAT)	N/A	Vila Mall	Sani Bebe
23. Sani Bebe	Operations Coordinator	LES – full-time	N/A	Vila Mall	Rebecca Pryor
24. Sonia Wasi	Gender & Inclusion Strategy Officer	LES – full-time	Marie Jonah	MoET Office	David Letichevsky

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Name	Position	Staff Type	MoET Counterpart	Location	Supervisor
25.Suhalia Sizali (replaced by Junila Sese)	Australia Awards Vanuatu Alumni and Award Promotions Officer	LES – full-time	N/A	Vila Mall	Vanessa Dick
26.Vanessa Dick	Australia Awards Vanuatu Scholarships Coordinator	LES – full-time	N/A	Vila Mall	David Letichevsky
27.Grace Nicholas	M&E Specialist	STA	N/A	Overseas	David Letichevsky
28.Ellie McDonald	M&E Specialist	STA	Marie Keiruan	Overseas	David Letichevsky
29.Prema Clarke	M&E Adviser	Sub-contractor	Cobin Ngwero/Dick Hopkins/Jean Jacques	Overseas	David Letichevsky
30.Helen Tamtam	Literacy Adviser	LES – part-time	Felicity Nilwo	CDU Office	Alan Swan

Annex VIII: VESP Organisational Chart



Annex IX: Financial Breakdown

Table 12 below outlines the program activity disaggregated by the EoPO. The table shows that the EoPO2, which is largely associated with the quality of education, is where the biggest expenditure lies.

Table 13: End of program expenditure breakdown

Program Outcomes	Total 2019 (A\$)	Total 2020 (A\$)	Total 2021 (A\$)	2022	Four-year %
EoPO1	115,693	14,233	652,400	426,330	12%
EoPO2	2,758,886	1,231,646	1,487,967	1,493,019	68%
EoPO3	615,917	228,971	440,746	419,905	17%
VESP II Cross-Cutting Program	155,328	170,605			3%
Program Activity Costs	3,645,824	1,645,455	2,581,114	2,339,255	100%

Key expenditure across EoPOs for the reporting period included:

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

Key areas of expenditure related to:

- Parent Support Program
- Principals’ induction training and Principals’ handbook training
- Principals certificate training (leadership and management training)
- COVID-19 emergency response
- Asset Master Plan
- Creating Inclusive education schools
- Common assessment

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

Other significant expenditures included:

- English Grammar Books Sets
- French Grammar Books Sets
- Science textbooks
- Vernacular books printing
- Year 7 Curriculum teacher training
- Strengthening Provincial based curriculum training and support
- Printing of the upper primary dictionary
- VANSTA data literacy for school leaders
- ECCE curriculum support

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

Key expenditures included:

- Women’s leadership network
- Quality data collection and analysis, including statistical digest and research activities
- OV data entry and capacity building.

Table 14: Expenditure relating to themed categories

Expenditure categories	Total 2019 (A\$)	Total 2020 (A\$)	Total 2021 (A\$)	Total 2022	Total Cumulative 2019–22 (A\$)
COVID-19*	-	127,281		52721.83	180002.83
TC Harold*	-	39,946			39946
Expenditure on gender-focused activities	59,687.83	32,943	-1,448	14.69	91197.52
Expenditure focused on people with disabilities	16,634.48	4,194	25,440	54687.74	100956.22
Climate Change	-	-	-		0
Torba Province	53,734.63	18,631	101,786	135588.71	309740.34
Sanma Province	166,610.85	70,679	182,594	162667.53	582551.38
Penama Province	70,457.69	47,484	242,830	80056.29	440827.98
Malampa Province	99,922.05	81,648	111,241	62026.5	354837.55
Shefa Province	139,583.82	149,882	335,640	101654.35	726760.17

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Expenditure categories	Total 2019 (A\$)	Total 2020 (A\$)	Total 2021 (A\$)	Total 2022	Total Cumulative 2019–22 (A\$)
Tafea Province	84,486.46	88,634	179,609	116365.19	469094.65
Private Sector/ Sub-contracts	43,653.16	8,494			52147.16
Total	734,770.96	669,816	1,177,692	765,783	3348061.79

*COVID-19 costs were intertwined with many of the response strategies also aimed at recovery and support following TC Harold (such as communication costs and radio podcasts).

** Gender expenditure is understated, as the costs for provincial workshops have been allocated to the provinces, the women's leadership activity expenditure was approximately: \$39,580.

