



VESP

**VANUATU EDUCATION
SUPPORT PROGRAM**

**Monitoring, Evaluation, Reporting and
Learning Framework 2022-2026**

September 2022



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

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Acronyms

CDU	Curriculum Development Unit
COVID-19	Novel Coronavirus
DFAT	Department of Foreign Affairs and Trade
DRM	Disaster Risk Management
ECCE	Early Childhood Care and Education
EoPO	End of Program Outcome
GEDSI	Gender, Equity, Disability and Social Inclusion
GER	Gross Enrolment Rate
ICT	Information and Communication Technology
IO	Intermediate Outcome
KEQ	Key Evaluation Questions
LEG	Local Education Group
M&E	Monitoring and Evaluation
MEO	Mobile ECCE Officer
MERL	Monitoring, Evaluation, Reporting and Learning
MoET	Ministry of Education and Training
MQS	Minimum Quality Standards
MTR	Mid-Term Review
NSDP	National Sustainable Development Plan
NTDP	National Teachers Development Plan
OV	Open VEMIS
PD	Professional Development
PEO	Provincial Education Officer
PPU	Policy and Planning Unit
PSP	Parent Support Program
PWLN	Provincial Women's Leadership Networks
RACI Matrix	Responsible, Accountable, Consulted and Informed Matrix
SO	Short term outcome
ToC	Theory of Change
TSC	Teaching Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
VANSTA	Vanuatu National Standardised Test of Achievement
VESP II	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy

1 Introduction

1.1 Overview of the program

The Vanuatu Education Support Program II (VESP II) is a AUD6 million per year, multi-year program supporting the Government of Vanuatu to achieve equitable access to quality teaching for all children in primary schools. From 2009-13, Australia pooled funds with New Zealand (NZ) and UNICEF for two successive sector wide approaches (guided by the Vanuatu Education Sector Action Plan (VESAP) and Vanuatu Education Road Map (VERM)) to support MoET’s goals. VESP Phase I ran from September 2013 to December 2018. A Phase II (VESP) commenced in January 2019, and is expected to run until the end of 2026.

VESP II 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.

Access



Quality



Management



Support from VESP is aligned to these three strategic pillars of the Vanuatu Education and Training Strategy (VETSS) and Ministry of Education and Training’s (MoET) Corporate Plan. These plans are underpinned by Vanuatu’s National Sustainable Development Plan (NSDP) goal to achieve ‘An inclusive, equitable and quality education system with life-long learning for all.’ Table 1 outlines how VESP’s End of Program Outcomes (EoPOs) contribute to the VETSS strategic pillars of access, quality and management.

Table 1: VESP EoPOs

VETSS Strategic Pillars	VESP II EoPOs
Access: To increase equitable access to education and training for all people at all levels of education in Vanuatu	More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age.
Quality: To improve the quality of education and training in Vanuatu	Students achieve improved literacy and numeracy outcomes (measured at Years 4, 6 and 8).
Management: To improve and strengthen the management of the education system in Vanuatu.	MoET has implemented devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation and decision making to improve student learning outcomes.

2 MERL Overview

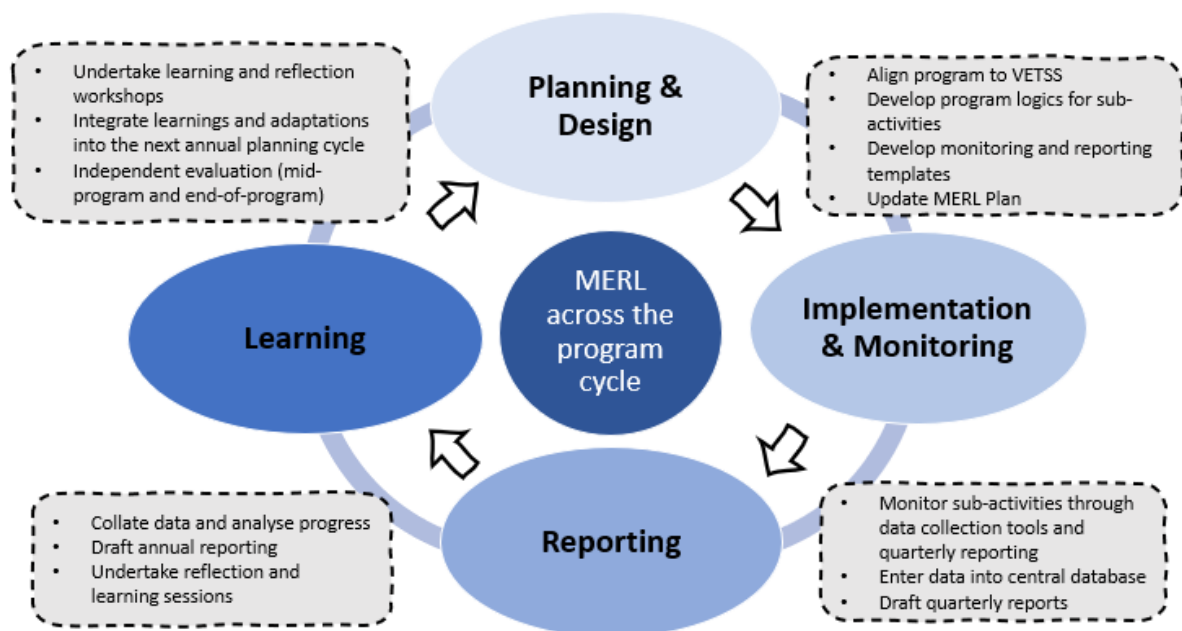
This section provides an overview of how Monitoring, Evaluation, Reporting and Learning (MERL) operates across VESP Phase II. This includes how MERL is integrated across the program cycle, how it follows Department of Foreign Affairs and Trade’s (DFAT) Monitoring and Evaluation (M&E) standards and how it aligned to the VETSS M&E approach. It also provides an overview of how VESP II interacts with other government and development partners to effectively implement the MERL, including an outline of key roles and responsibilities and stakeholder mapping.

2.1 MERL across the program cycle

VESP has established a MERL approach that operates across all stages of the program cycle to ensure that MERL generates the data needed for accountability and learning and is accessible and useful for all VESP and MoET stakeholders. This aligns with best practice and DFAT’s M&E standards. This MERL Framework will be reviewed in 2024.

Figure 1 provides an overview of how MERL will be integrated across planning, implementation, reporting and learning. This supports a results-based management approach¹, which ensures that MERL is being incorporated across the program to strengthen program implementation, effectiveness, efficiency and accountability. This streamlined approach supports VESP staff to use MERL in their everyday work, and report consistently against outputs and outcomes. The VESP MERL team, which comprises an M&E Officer and M&E Technical Adviser, is focusing on working closely with VESP and MoET stakeholders to strengthen their skills in planning, data collection, reporting and learning to empower them to incorporate MERL into their work.

Figure 1: How MERL contributes at all stages of the program cycle



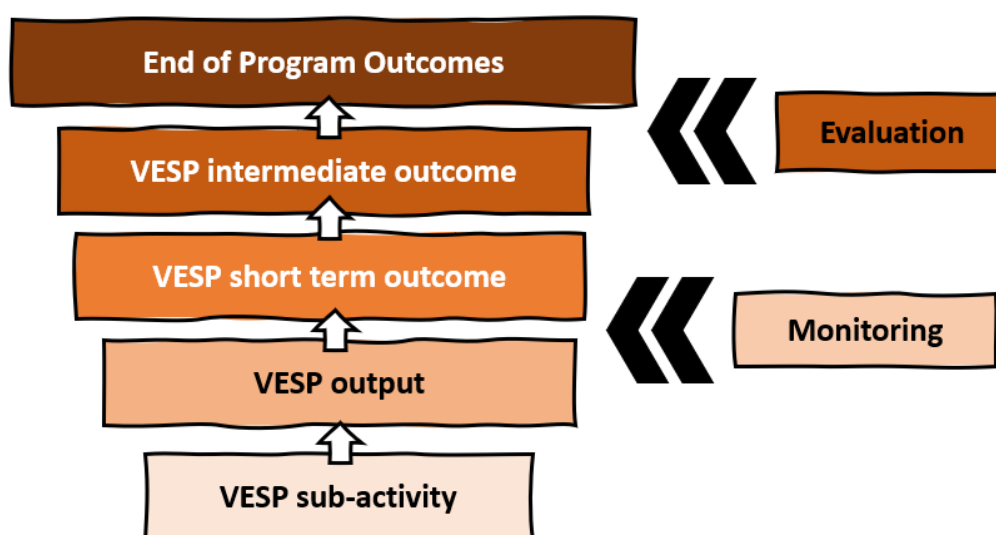
¹ **Results Based Management:** RBM is a management strategy by which all actors, contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the achievement of desired results (outputs, outcomes and higher level goals or impact). The actors in turn use information and evidence on actual results to inform decision making on the design, resourcing and delivery of programs and activities as well as for accountability and reporting - UNDP, “Results-based Management Handbook”, October 2011, p.2, <https://unsdg.un.org/sites/default/files/UNDG-RBM-Handbook-2012.pdf>

While the cycle shows learning as the last stage, learning is incorporated into all stages, which is consolidated at a formal learning stage after reporting. Learning and reflection sessions inform planning for the following year to collect information from staff to discuss what was learnt over the year.

VESP also applies an adaptive approach to its MERL by working closely with the team to identify different processes and data collection methods in response to unforeseen circumstances or disasters. Applying flexibility to our MERL approach ensures that we can respond to changes in context to maintain relevance and responsiveness to emerging needs.

The MERL Plan outlines how VESP monitors and evaluates different levels of its program. Figure 2 provides a breakdown of how M&E complement each other through undertaking data collection at different stages of implementation. VESP outputs are determined annually and reflect sub-activity targets (which change each year). Outputs are therefore not represented in the program logic, but instead feed into the SOs of the program logic. The Results Matrix (Annex I) provides an overview of the logical linkages between program outputs and outcomes, and further information is provided in Section 3.3 Measuring Change.

Figure 2: M&E of VESP



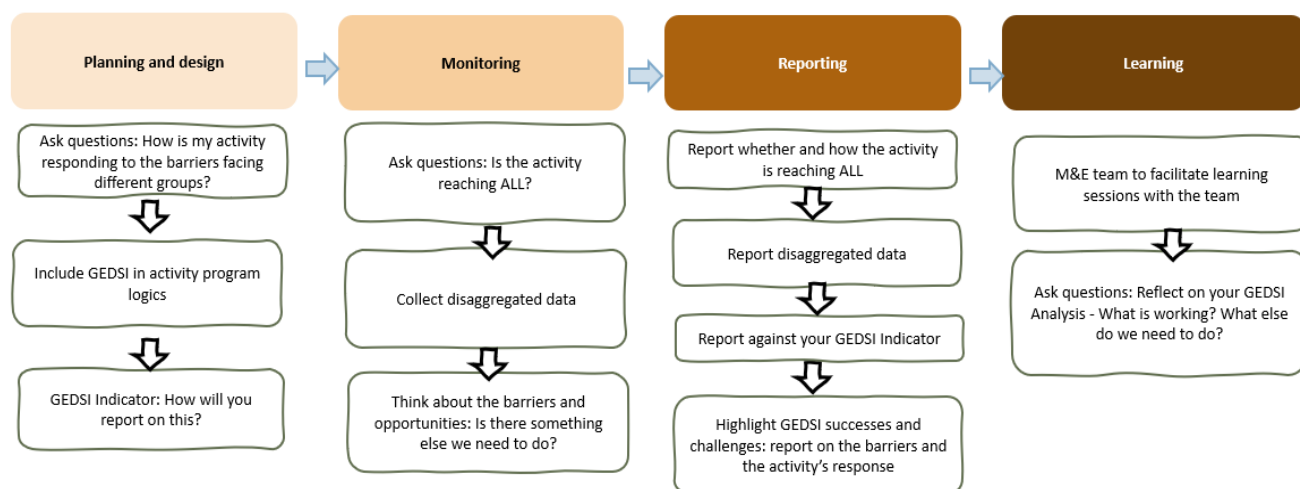
2.2 Mainstreaming Gender Equality, Disability and Social Inclusion (GEDSI)

The program will maintain a twin-track approach as specified in the VESP II GEDSI Strategy². This involves mainstreaming GEDSI in all program activities as well as supporting MoET to implement some specific GEDSI initiatives.

Activity coordinators are asked to integrate GEDSI mainstreaming into their sub-activity planning by identifying specific GEDSI targets and indicators. The VESP MERL team developed a GEDSI Guidance Note to support staff to integrate GEDSI into their planning, monitoring and reporting. The below diagram provides an overview of the process staff should use to ensure they are integrating GEDSI into the design, monitoring, reporting and learning of their work.

² Due for review.

Figure 3: Integrating GEDSI in design, monitoring, reporting and learning



2.3 Purpose of the Monitoring, Evaluation, Reporting and Learning Plan

The purpose of this plan is to provide a step-by-step guide on how to implement VESP’s MERL over the course of Phase II (2022-2026). This plan was developed in consultation with VESP activity coordinators, technical advisers, and the Policy and Planning Unit (PPU) at MoET. The process of developing the plan focused on learning what data is already being collected, and building on what already exists, rather than creating something new. The approach sought to empower activity coordinators and technical advisers to guide and own their own monitoring and data collection approaches and has strengthened engagement and shared purpose through collaboration and discussions about outcomes and evidence with VESP and MoET staff. VESP’s MERL team will support the activity coordinators and TAs to sustain the data collection practices. This support will include guiding documents, support for the development of data collection tools, MERL workshops and learning sessions.

The plan should be used by VESP staff to support the practical application of MERL. The implementation of the plan is a collaborative effort coordinated and led by the VESP MERL team, who support staff to implement their responsibilities in the plan. The plan includes specific tools and approaches to support VESP staff to monitor program outputs and outcomes and ensure key lessons are learned to strengthen program design, implementation and program management. The plan also specifies key roles and responsibilities, processes and procedures, and timelines for measuring VESP’s performance. The MERL plan also supports monitoring against MoET’s Corporate Plan and seeks to align its MERL approach with the Ministry’s monitoring, reporting and learning processes.

The MERL serves several key purposes, including:

- To establish a MERL approach to strengthen VESP and MoET MERL to effectively track progress towards achievement of the Vanuatu Education and Training Sector Strategy (VETSS)
- To offer a guidance tool to support implementation of MERL activities in a consistent and coordinated way, and to create a clear space for dialogue and a shared understanding of VESPs approach with internal and external stakeholders
- To support program staff to identify how they can plan for MERL, design data collection tools to track progress against indicators, how monitoring data will be analysed and reported, and how the results of data collection will be used for learning and adaptation to inform future programming

- To serve as an accountability and management tool to support coordination and management of the MERL approach and how it is implemented over the course of the programme
- To formalise the approach to capture, generate and share lessons of what works well, what does not work for whom in which contexts to generate evidence that can be used for decision making and supporting continuous improvement to ensure effective program delivery.

The primary users of this MERL Plan are VESP staff and DFAT, and the approaches outlined will also be relevant to MoET staff and provincial focal points who work closely with VESP Activity coordinators. Table 2 in *Section 2.5: Stakeholder mapping* provides a full list of the roles and responsibilities of key stakeholders relevant to this MERL Plan.

Who	Role
VESP Activity coordinators	Use the MERL Plan as guidance to support the program’s monitoring, reporting and learning of sub-activities.
MoET	Use this Plan as a basis for discussions with VESP to develop appropriate monitoring, reporting and learning approaches for the Ministry
DFAT	Use this Plan to understand how VESP will measure progress towards its outputs and outcomes over the program period, including how it will show VESP’s contribution towards VETSS outcomes.

The MERL Plan will be reviewed and updated regularly as VESP II continue to work with MoET’s PPU team to support the implementation of the Corporate Plan, and as the education and training context evolves.³ The MERL Plan includes:

- An overview of VESP’s Theory of Change (ToC) and program logic
- A description of how VESP II’s MERL approach aligns to DFAT’s M&E standards (See Annex VI)
- An outline of VESP II’s MERL approach and its alignment to the VETSS
- An outline of roles and responsibilities including stakeholder mapping of all relevant stakeholders working across the education and training sector
- An overview of VESP’s monitoring approach, including what tools and processes that will be used to measure outputs and progress towards outputs and outcomes
- An overview of VESP’s approach to evaluation, including an outline of Key Evaluation Questions (KEQs) and evaluation timeframes
- An outline of VESP’s reporting approach
- An outline of VESP’s approach to learning
- An overview of how VESP aims to strengthen MERL knowledge, skills and capacity of VESP and MoET staff over the 5-year period
- A results matrix outlining how VESP will measure progress towards outputs, short term, intermediate and EoPOs.

³ This document has been prepared by the VESP II MERL team in consultation with VESP Activity coordinators and MoET staff

2.4 VESP MERL alignment to Vanuatu's key strategies

VESP's MERL Plan has been developed and informed by several sector strategies and plans. This includes the NSDP and the VETSS. Using these strategies as a foundation ensures that VESP adopts an integrated approach with MoET to create alignment with MoET's MERL processes. This also allows VESP to focus its MERL on strengthening support, shared ownership and effective joint programming with the Ministry. These sector strategies and plans are outlined below:

- **NSDP:** serves as the country's highest level policy framework. It is founded on the culture, traditional knowledge and Christian principles, that build on Vanuatu's continued development journey. The NSDP outlines the national sustainable development goals and policy objectives in order to translate the 2030 national vision of a stable, sustainable and prosperous Vanuatu into specific priorities that can be tracked, monitored and reported against. Society 2 pillar - *An inclusive and equitable education system with life-long learning for all is the main objective related to the education sector* is supported by a number of sub-objectives which are related to: (i) access and enrolment; (ii) teacher training and support; and (iii) learning outcomes – literacy and numeracy standards. The NSDP is also known as the People's Plan.
- **VETSS:** developed to align with and respond to the strategic directions of the NSDP, the VETSS is a critical step in MoET's planning. The objective of the VETSS is to improve education for all in an efficient and effective way. It responds to national strategic and policy directions in the Peoples Plan, it provides guidance and direction for a coordinated approach to MoET's Corporate Plan, and annual business plans, and it provides a focus for provinces and schools to see their work and priorities reflected at a national level. The VETSS provides the direction and set priorities, for key policy areas such as teacher quality, school subsidies, inclusive education, plurilingualism, infrastructure, curriculum, minimum standards, evidence-based policies, management systems, M&E, rationalization of resources, decentralisation, governance, partnerships and communication. The MERL Plan will ensure its approaches fit within the framework set out by the VETSS.
- **MoET Corporate Plan 2022 – 2026:** developed in accordance with the VETSS, Corporate Plans outline key objectives and guide MoET to achieve key tasks and deliverables. The Corporate Plan serves as the key document guiding the operationalisation of the VETSS until 2026. Aligning with VETSS, the Corporate Plan outlines strategies, programs, key activities, resourcing and associated indicators against the three key strategic pillars of (i) equitable access to education is improved; (ii) quality education delivery is improved; (iii) management is improved. The Corporate Plan is the key document guiding MoET activity, and by extension VESP II activities. As such, VESP II's MERL Plan monitoring framework uses SOs and indicators identified in the Corporate Plan.
- **United Nations Educational, Scientific and Cultural Organization (UNESCO) Global Education Indicators:** these education indicators are the official global indicators that provide an opportunity to collect internationally comparable data on education. These indicators are used by countries across the Asia Pacific, and UNESCO's Asia and Pacific Regional Bureau for Education monitors these regionally with the support of its Secretariat, the Network on Education Quality Monitoring in the Asia-Pacific. These indicators will be drawn on in the MERL Plan's monitoring framework to support measurement towards long term outcomes. This will allow VESP II and MoET to compare Vanuatu's education outcomes to those across the Asia Pacific region.

As mentioned above, key indicators and targets from these documents and strategies will be used where relevant to ensure measurement of outcomes is consistent with national government policy and global best practice standards for education. Further information about these indicators and targets are identified in Annex I.2.

All VESP sub-activities have been aligned to key activities in the Corporate Plan. This ensures that the support VESP provides to MoET is relevant and specific to the goals and objectives the Ministry want to achieve, and are working towards progressing education outcomes.

As VESP II works within both MoET and DFAT systems, it is important to clarify terminology to limit misinterpretations and strengthen collaboration. The following terms outline key terminology in the VETSS, which VESP is aligning to over the course of Phase II (2021-2026).

-
- **Key Pillar:** Refers to the MoET’s broad result areas to design and develop strategic interventions. There are three key pillars: *Access, Quality, and Management*.
 - **Strategy:** Refers to the MoET’s strategies to address the strategic objectives of the key pillars. There are 23 strategies in total, each aligned to the key pillars of access (n=10), quality (n=7) and management (n=6).
 - **Program:** Refers to the MoET-defined collections or areas of specific key activities designed to deliver the 23 strategies. Each strategy has anywhere from 1 to 4 Programs. Programs then each hold several “Key Activities”. There are 33 Programs in total.
 - **Key Activity:** Refers to the MoET-defined activities which are housed under each Program. Key Activities are the smallest unit of strategic planning in the VETSS and the Corporate Plan. There are 130 Key Activities. Each Program holds anywhere from 1 to 10 Key Activities.
 - **Sub Activity:** Refers to a VESP II-provided initiative explicitly supporting a MoET-defined Key Activity. Each of VESP II’s sub-activities are designed to be streamlined and aligned directly to MoET strategic planning.
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Figure 4: Structure of MoET’s Corporate Plan



In 2021 the office of the Vanuatu Public Service Commission (PSC) rolled out its planning and reporting guides for all line-ministries use, in an approach to standardize line ministries planning and reporting processes. One of the common terminologies used in the corporate plan and Business plan guide to structure planning is the use of “Programs”.

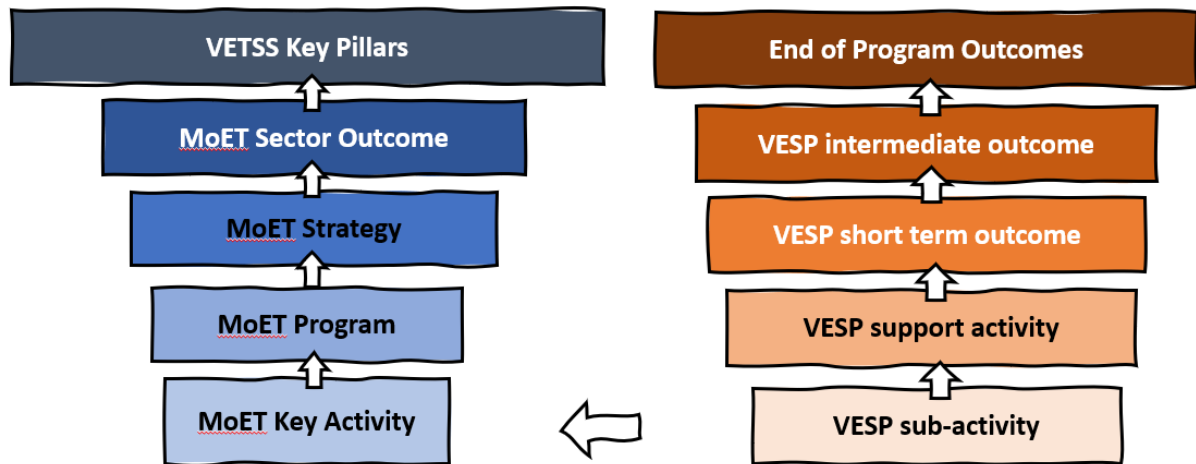
In the process of adapting and aligning the MoET plans to the PSC planning guide, an extra layer is created in program design for the MoET corporate Plan. This is to ensure that the corporate plan is compatible with the PSC corporate plan and the subsequent Business planning requirements. The newly introduced layer is was originally used in VETSS program design as the “activity area” – we simply reformulate it to become a program for this cause.

Figure 3: Corporate Plan Structure



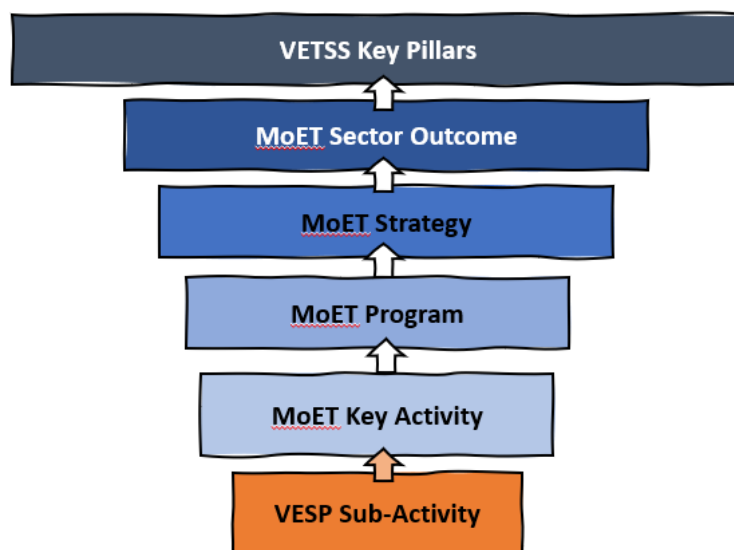
VESP sub-activities currently sit alongside the VETSS, as outlined in Figure 5. VESP is working closely with MoET to strengthen VESP's program integration to sit more neatly within the Corporate Plan's Key Activities, as shown in Figure 6. This will be achieved through ensuring that annual VESP planning, learning and adaptation is designed to respond to key activities, strategies and sector outcomes in the Corporate Plan.

Figure 5: Current alignment of VESPs support to the VETSS



Instead of VESP II operating alongside MoET's Corporate Plan, the program support to MoET is now aligned to its Corporate Plan's key activities and the annual business plans. This ensures that the work VESP is undertaking is directly reportable against MoET's Business and Corporate Plans, enhancing collaboration and strengthen MoET's leadership across all areas VESP provides support.

Figure 6: Goal to strengthen alignment of VESPs support to the VETSS



2.5 Stakeholder mapping

A wide range of different stakeholders contribute to and use VESP MERL. It is useful to understand how these stakeholders relate to one another. The below stakeholder map demonstrates how VESP staff will work with MoET to coordinate MERL at the national and provincial levels through the introduction of two MERL governance mechanisms; a MoET led MERL Advisory Group at the national level to guide consistent approaches to MERL, and a MERL Implementation Working Group led by Provincial Education Officers (PEOs).

Figure 7: MERL Stakeholder map

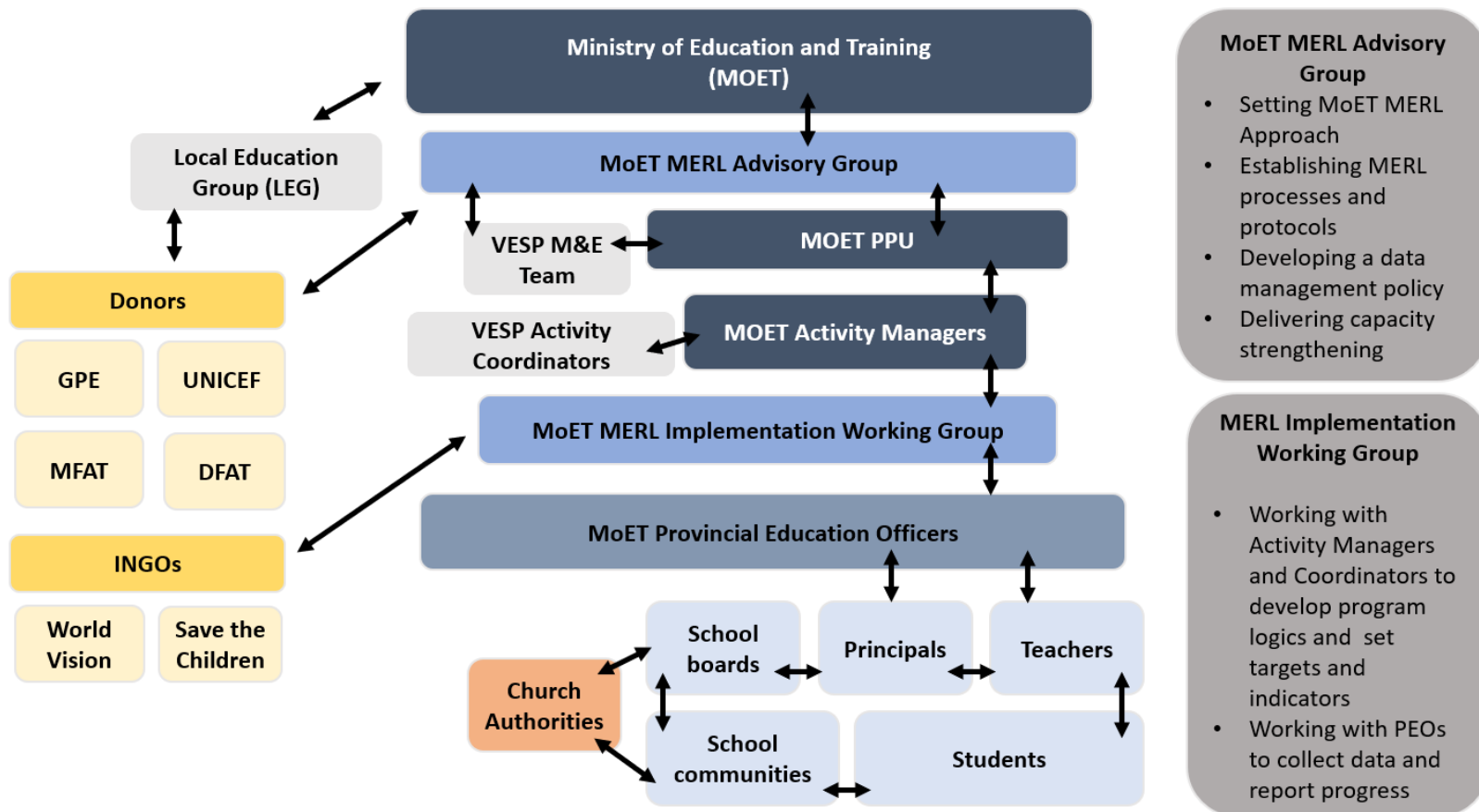


Table 2 outlines the roles and responsibilities of the key stakeholders identified in the MERL stakeholder mapping. These roles were agreed and discussed with MoET and VESP and provide guidance on how stakeholders should work with each other to achieve effective implementation of the MERL Plan.

Table 2: MERL Roles and responsibilities

Stakeholder	Responsibility
MoET PPU	Establish the standard MERL approach for MoET, including revising and confirming activities, targets and indicators in the Corporate Plan, setting up protocols and processes for data collecting and reporting, leading the MERL Advisory Group, overseeing data collection and providing MERL training and support to PEOs and MoET Activity Managers.
VESP MERL Team	Work closely with MoET PPU to establish a standard MERL approach for MoET, and ensure that VESP’s MERL approach is in line with MoETs, support PPU to finalise activities, targets and indicators in the Corporate Plan and set up data processes and protocols, contribute to the MERL Advisory Group, provide technical support for the delivery of MERL capacity strengthening and training to VESP and MoET staff, support VESP Activity coordinators to collect and report progress and learning, draft VESP quarterly and annual reports, and facilitate learning sessions with VESP and MoET staff.
VESP Activity coordinators	Oversee the data collection and reporting of VESP sub-activities, work with PEOs and school stakeholders to collect data and ensure accurate and quality data entry, participate in MERL training and workshops to strengthen knowledge and skills of MERL responsibilities, integrate MERL into the planning of sub-activities through the development of program logics, targets, indicators and data collection plans, deliver quarterly and annual report updates to the VESP MERL team.
MoET Activity Managers	Oversee the data collection and reporting of MoET activities, work with PEOs and school stakeholders to collect data and ensure accurate and quality data entry, participate in MERL training and workshops to strengthen knowledge and skills of MERL responsibilities, integrate MERL into the planning of MoET activities through the development of program logics, targets, indicators and data collection plans, deliver quarterly and annual report updates to MoET PPU.
PEOs	Coordinate data collection in provinces and schools to ensure all data required at national, provincial and school level is being collected, support principals and teachers to collect quality and timely data in the classroom and identify areas for training and development, communicate frequently with MoET Activity Managers and VESP Activity coordinators on MERL activities, participate in MERL workshops and training to strengthen data collection and reporting skills
Principals/Teachers	Work closely with PEOs to collect data and provide progress reporting where required, identify gaps in data or issues with specific activities, participate in training and workshops on data collection and reporting including how to use Open VEMIS (OV) and Vanuatu National Standardised Test of Achievement (VANSTA).

3 VESP II Program

3.1 Theory of Change

This section provides an overview of VESP's Theory of Change (ToC), which is a conceptual representation of how VESP will contribute to change within Vanuatu's education sector. The ToC identifies the key areas VESP are investing in across access, quality and management, and how they work together to achieve VESP's and the VETSS outcomes⁴. The key components of the ToC are organised by the three pillars, and are aligned to the VETSS strategies and sector outcomes that VESP work with MoET to achieve. This ensures VESP's approach to change is in line with MoET's key objectives and priority areas.

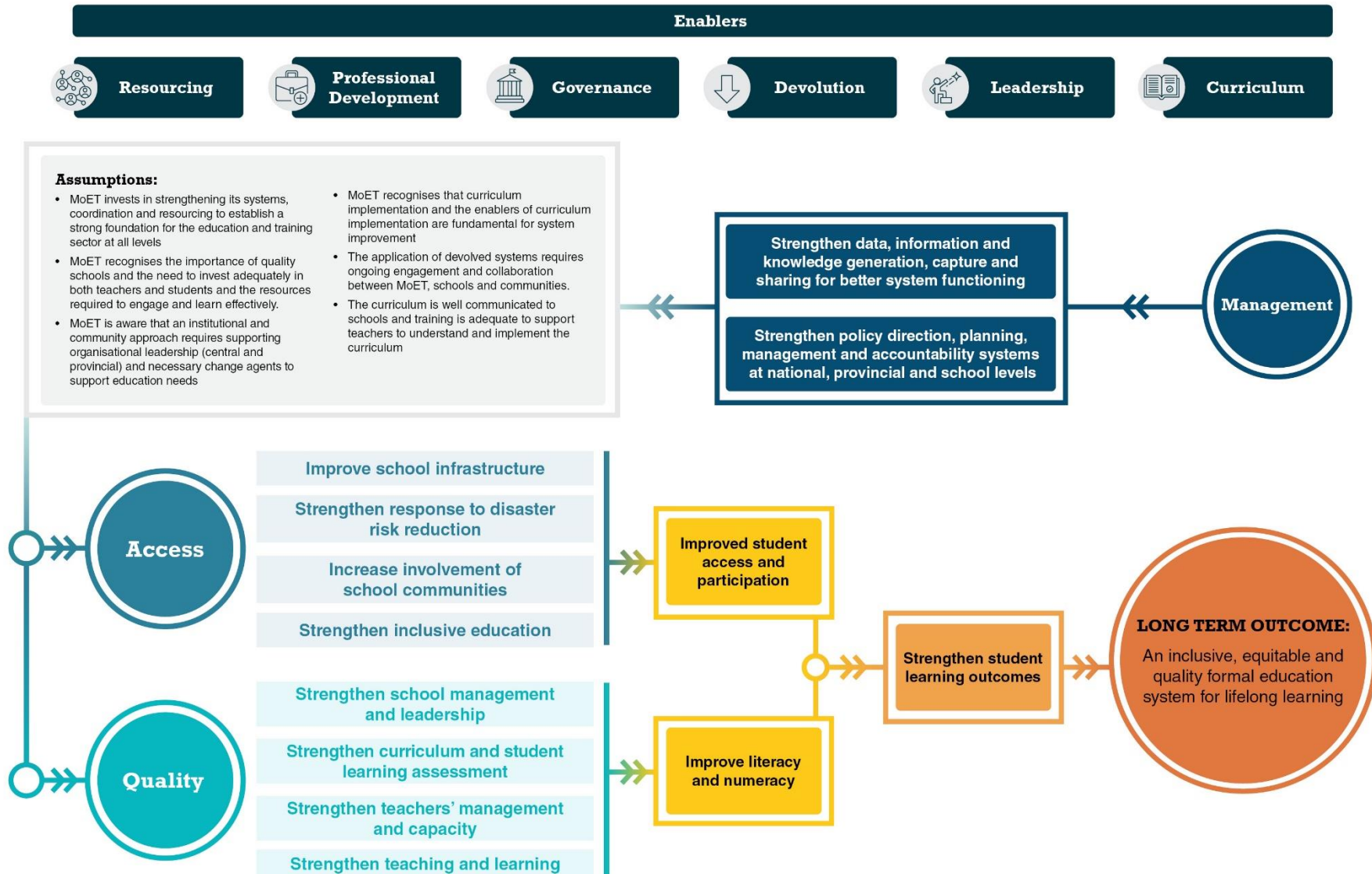
The colours in the ToC represent the three pillars and short, intermediate and long term outcomes. VESP's support to the management pillar is represented in navy blue, while access and quality pillars are highlighted in blue and teal. VESP's outcomes are represented in yellow and light orange, with the overarching VETSS outcome highlighted in dark orange.

The ToC suggests that there are key enablers that MoET need to invest in to support the achievement of key outcomes in management, access and quality. The enablers suggest that change will only occur if the system is supported by strong resources and coordination. Several key assumptions also underpin the program's ToC, and are outlined below.

- Strong system governance will impact on improved students' schooling attainment and learning outcomes
- The Government of Vanuatu will continue to prioritise education expenditure and priority reforms
- Sufficient technical capacity and resource allocation is required to deliver effective education services
- The achievement of the MoET's Minimum Quality Standards (MQS) will ultimately strengthen student learning outcomes
- Improved school principal leadership and teacher Professional Development (PD) to implement the curriculum will support improved learning outcomes
- Improvements in teacher capacity to teach in the vernacular and transition to English or French will contribute to improved literacy and learning outcomes for students
- Increased focus and support at the provincial level, specifically PEOs and schools, will lead to improved teaching and learning
- Community engagement will support education reforms and have a positive impact on student access, participation, retention and learning
- Increased awareness and resourcing of inclusive education will support increased enrolment and retention and fewer out-of-school children, including those with disabilities
- Natural disasters will occur regularly, with the potential to disrupt schooling
- Strengthening communications at all levels will support improved education management and learning outcomes.

⁴ Sustainable Development Goal 4: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Figure 8: Theory of Change



3.2 Program logic

VESP II's revised program logic operationalises the program's ToC outlined above. While the ToC provides a high-level snapshot of the key areas VESP are working in to support MoET, the program logic represents the anticipated cause-and-effect relationships between program activities and desired outcomes at short term, intermediate and long-term time scales. Indicators and data collection tools for these outcomes are outlined in the subsequent section, measuring change, which zooms in on key sections of the program logic.

The program logic described below has been developed in consultation with VESP and MoET staff and identifies the area outcomes the program will contribute to. It has evolved over the life of the program, and was updated in 2022 to reflect the next four years of VESP Phase II. Outputs are not represented in the program logic because these are measured against the annual targets of each sub-activity. Achievement of outputs will feed into progress towards SOs represented in the program logic below. Further information on program outputs is described in Section 4: Monitoring and Annex I.3.

The following are definitions of the key components of the program logic:

- **Key pillar:** identifies the three pillars of access, quality and management
- **Inputs:** describe the investment, human resources, and governance of the program
- **Activities areas:** describe the high-level investment VESP is implementing across each key pillar
- **SO:** describe how the implementation of activity areas will contribute to short term change (1-2 years)
- **Intermediate outcome:** (IOs) describe change the program expects to see in the intermediate term (2-5 years), among other contributing factors
- **EoPOs:** describe the higher-level objectives that the project is expected to contribute to over the long term (5-10 years).

The original investment design document proposed nine IOs. It became apparent through the first year of program implementation, and particularly in light of the updated VETSS, that there was a need to reorganise, simplify and restate these outcomes, to better reflect the focus areas for activities that would lead to intended outcomes, in line with Ministry activities and priorities. The program logic now includes five intermediate outcomes and seven SOs to better reflect VESPs contribution to key strategies and sector outcomes in the Corporate Plan, and has also refined the three EoPos.

Table 3: VESP II Program Logic

Pillars	Activity areas	Short term outcomes (SOs) (1-2 yrs)	Intermediate outcomes (2-3 yrs)	EoPO (3-6 yrs)
ACCESS	Strengthen inclusive education	SO 1.1 Teachers in Model Inclusion Schools are aware of inclusive education practices SO 1.2 Parents and communities are aware of positive approaches to support their children’s education SO 1.3 Schools are informed to respond adequately to emergencies	IO 1.1 Schools and communities provide safe and inclusive learning environments for all students IO 1.2 MoET has strengthened capacity to provide services in circumstances of emergency or disaster	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.
	Increase involvement of school communities			
	Improve school infrastructure			
	Strengthen response to disaster			
QUALITY	Strengthen teachers’ management	SO 2.1 Teachers and principals are demonstrating increased confidence to implement the national curriculum SO 2.2 Teacher and principals have access to curriculum resources, training, and support	IO 2.1 Teachers are applying the curriculum and associated principles of teaching, learning and assessment	EoPO2 QUALITY Improved student literacy and numeracy outcomes (measured at Years 4, 6 and 8).
	Strengthen teaching and learning			
	Strengthen assessment, monitoring and reporting			
	Strengthen curriculum materials			
MANAGEMENT	Strengthen data, information and knowledge generation	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 SO 3.2 School principals have increased their awareness and knowledge of school-based management and leadership practices	IO 3.1 MoET is monitoring systems and school performance and using data to inform strategic planning and school improvement IO 3.2 PEOs can guide principals in developing effective School Strategic Plans	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
	Strengthen policy direction, planning, management and accountability systems			
	Strengthen school management and leadership			

Activity areas

In line with the program logic, activity areas supported by VESP are jointly identified and planned with MoET and will be the focus for Phase II of the program. These areas are critical to a well-functioning education system and will contribute substantially to the three pillars of the VETSS, namely improving access, retention and reduction in out-of-school children; supporting quality education for all; and enhancing the technical, managerial and administrative capacities at national and local levels. Each activity area includes a range of sub-activities. These sub-activities have been selected based on MoET's priorities within the VETSS and are reviewed annually with MoET to ensure they support current work in the Ministry's annual business plan.

Targets and outputs are identified annually at the sub-activity level and are therefore not included in VESP's four year program logic. Targets and output indicators are measured annually (See Annex xx), and support measurement of progress towards short term and intermediate outcomes, which are outlined in the following Section 3.3. Measuring change. The Results Matrix (Annex I) demonstrates the logical linkages between outputs, SOs, IOs and EoPOs.

Figure 9 provides an overview of the 10 VESP Key activity areas that the program will be supporting over the next four years.

Figure 9: VESP support across Access, Quality and Management pillars



3.3 Measuring change

This section provides an overview of how the program logic outcomes should be measured to determine VESP's progress towards change. The infographic below identifies key qualitative and quantitative indicators that will be used to determine progress towards short term, intermediate and EoPOs. These indicators have been developed in consultation with VESP and MoET staff, and align to the sector outcomes in the Corporate Plan. VESP is working annually with MoET to identify relevant data collection methods to inform progress against these indicators and outcomes. The indicators focus on measuring both quantitative and qualitative results, to enable the program to triangulate both quantitative and qualitative information when analysing the program's results.

A more detailed overview of how indicators will be measured is provided in Annexes I: Results Framework and Annex III: Data collection matrix, which includes an overview of what data sources will be used and who is responsible to collect the data. Annex III is a key tool used with VESP staff to support the implementation of outcomes measurement.

All indicators collect gender disaggregated data where relevant to inform how the program is engaging both women and men, girls and boys. Gender disaggregated data will be used to report on how the program is mainstreaming GEDSI across its activities. While annual reporting will document progress towards all outcomes, it will focus on how SOs have been achieved across each pillar. While achievement of IOs and EoPOs will be measured through the Mid-Term Review (MTR) in 2024 and end of program evaluation in 2026.

The SOs represent what the program seeks to achieve under the activity areas within the next 1-2 years. They relate to the attainment of awareness, knowledge and skills from training and professional development at national and local levels; the establishment or development of data collection and testing systems; the provision of materials; strengthening inclusion and work with communities; and MoET's preparedness for disaster preparedness.

The IOs represent what is to be achieved over the next 2-3 years. These outcomes focus on measuring whether key education actors are using new approaches and skills to support increased access, quality education and strengthened management. These IOs align with MoET's Corporate Plan sector outcomes, and aim to help strengthen MoET's technical capacity, provincial leadership, teacher quality and principal management.

The program is driven by three EoPOs that align to the VETSS key pillars of access, quality and management. EoPO's are expected to emerge towards the end of program, and progress towards these outcomes will be tracked through OV and VANSTA data over the course of the program. However, VESP also recognises that some specific data requirements will need to be addressed by the program to bridge gaps when missing data or quality of data is an issue within existing MoET systems.

The program's indicators will be measured by a range of different data collection methods including progress reporting, surveys, research studies, stories of change, observation and administrative data.



Access

Short Term Outcomes

SO 1.1 Teachers in model inclusion schools are aware of inclusive learning practices

- Teachers in Model Inclusion Schools have awareness of strategies to support diverse learning needs in the classroom

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

- % of parents that report they have increased their awareness of positive parenting behaviours

SO 1.3 Schools are informed to respond adequately to emergencies

- # of contingency plans VESP supports MoET to develop in response to emergencies and disasters

Intermediate Term Outcomes

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

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

- MoET is effectively implementing contingency plans to respond to emergency and disasters
- # of emergency recovery plans MoET has implemented

End of Program Outcomes

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

- Gross Enrolment Rate (GER) of girls and boys enrolled in primary school at the right age
- NER Enrolment rate of girls and boys enrolled in primary school at the right age
- Primary repetition rate



Quality

Short Term Outcomes

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

- % of teachers trained to implement the Vanuatu curriculum
- Evidence of teachers using national curriculum resources
- Evidence that teachers are increasing their understanding of learning approaches
- Evidence that teachers are increasing their understanding of assessment for learning purposes

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

- # of curriculum resources distributed to schools

Intermediate Term 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 (NVCS)

End of Program Outcomes

EoPO2 Students achieve improved literacy and numeracy outcomes (measured at Years 4, 6 and 8).

- % Yr 4 achieving the minimum literacy standards (French)
- % Yr 4 achieving the minimum literacy standards (English)
- % Yr 6 achieving the minimum literacy standards (French)
- % Yr 6 achieving the minimum literacy standards (English)
- % Yr 8 achieving the minimum literacy standards (French)
- % Yr 8 achieving the minimum literacy standards (English)
- % Yr 4 achieving the minimum numeracy standards
- % Yr 6 achieving the minimum numeracy standards
- % Yr 8 achieving the minimum numeracy standards



Management

Short Term Outcomes

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

- PPU deliver # trainings to each directorate to plan, monitor and report against their activities
- Progress of MoET's MERL Plan
- % of schools in VEMIS with updated data in the past 12 months
- % of schools in VEMIS with updated student data in the past 12 months

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
- % of principals who are trained in leadership
- Evidence of principals supporting schools to implement the national curriculum

Intermediate Term 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 operational budget spent
- # of quarterly and annual reports produced

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

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

End of Program Outcomes

EoPO3 MoET has implemented 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 ITC systems
- % of MoET Directorates that use OV

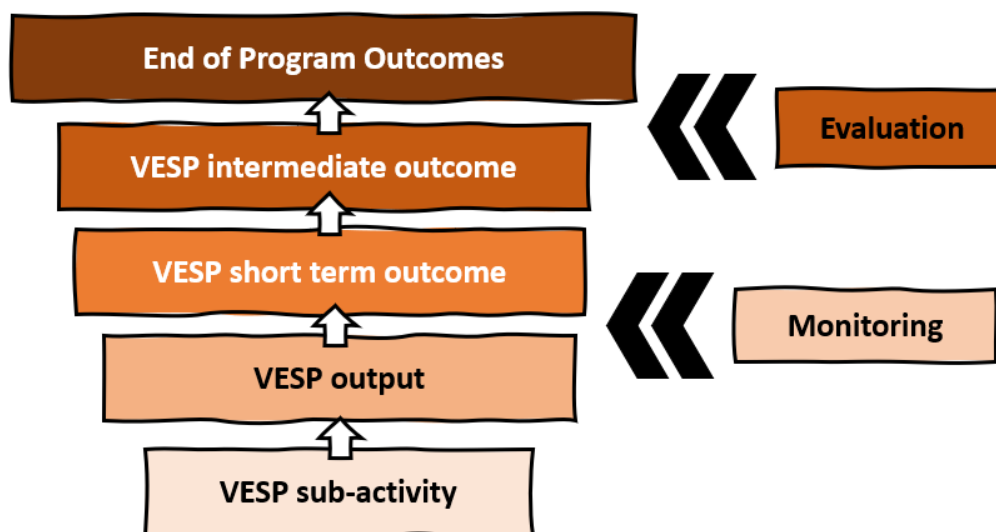
4 Monitoring

A formal approach to monitoring has been developed to support VESP activity coordinators to incorporate MERL into their annual planning and monitoring. This section provides an overview of the monitoring tools and data collection methods the program uses to effectively monitor annual sub-activity targets and progress towards SOs.

It is important to note that monitoring tools and data collection methods for monitoring are focused at the output and SO level. While VESP will report on progress towards outcomes annually using monitoring data an assessment of whether IOs and EoPOs have been achieved will require more extensive data collection and analysis. As such, the MTR and the end of program evaluation will focus on reporting against these areas, while annual reporting focuses on reporting against outputs and SOs. Figure 6 provides a breakdown a visual of where M&E data will assess results achieved by the different outcomes in the program logic.

VESP II works in alignment with the MoET and works within the Public Service Commission's data reporting systems, utilising OV and VANSTA databases where relevant for reporting. It is important to highlight that, due to the collaborative nature of this engagement, outcomes in the VETSS cannot be exclusively attributed to VESP II. Rather, VESP II contributes to achievement of the outcomes outlined in the VETSS and the Corporate Plan.

Figure 10: M&E of VESP



4.1 Monitoring tools

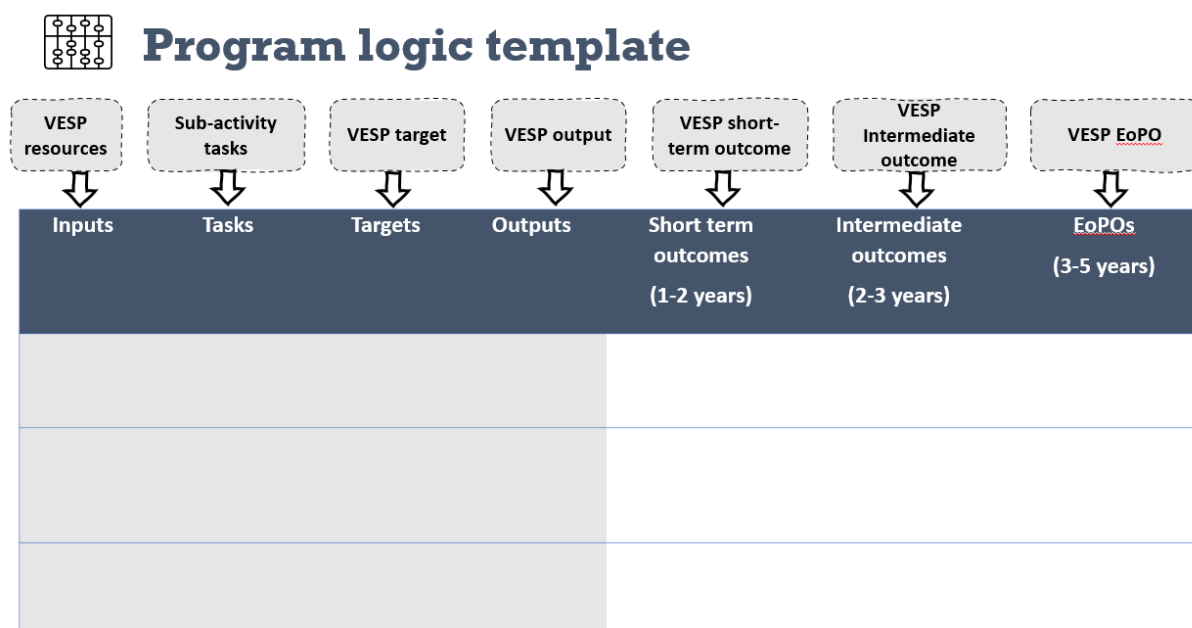
To empower VESP staff to engage in the monitoring of sub-activities, the VESP MERL team has introduced two planning tools to support a consistent approach to activity design and data collection to effectively monitor outputs and SOs. These tools are a program logic (Figure 8) and a data collection matrix (Figure 9). The MERL team are also working with VESP’s data analyst to design an online participant registry to support the collection of training data including participant numbers and gender disaggregated data.

The program logic tool is used by VESP activity coordinators during annual planning to design or update each sub-activity under the program. All program logics should be developed in partnership with MoET counterparts, to ensure the support VESP provides is relevant and aligned to MoET’s annual business plan. While the objectives of most sub-activities remain the same, the nature of implementation and annual targets may change depending on MoET’s needs and requirements. Therefore, updating sub-activity program logics annually is required to determine annual targets and indicators for reporting purposes.

The program logic supports staff to plan, implement and monitor sub-activities by outlining all relevant resources, tasks and outputs required to achieve each sub-activity’s outcomes. The template requires staff to identify quarterly and annual targets and indicators, including GEDSI indicators. This aligns with MoET reporting quarterly reporting requirements and prepares staff to monitor VESP contributions over the course of the program in a consistent and transparent way.

The tool also supports VESP staff to see how they fit within MoET’s Corporate Plan and identify the key strategies and sector outcomes they are working towards. The program logic ensures VESP support remains on track to achieve the outcomes identified by MoET and the VETSS. Annex IV provides an overview of the program logic template that VESP activity coordinators use to complete annual sub-activity planning.

Figure 11: Sub-activity program logic template



The data collection matrix outlined in Figure 8 supports activity coordinators to plan how data will be collected. It allows staff to identify what specific data collection methods are needed, how often data needs to be collected, and who should collect it. The role of VESP activity coordinators is to oversee this data collection and work closely with the PEOs and other data focal points to ensure it is collected.

Figure 12: Data collection plan

Activity target	Activity indicator	Data source	Data collection frequency	By whom

4.2 Data collection methods

To monitor outputs and SOs, VESP uses a range of quantitative and qualitative data collection methods. This ensures VESP measures its impact beyond outputs to understand how the program is supporting change towards its desired outcomes. A range of data collection methods are outlined below. The administrative data is collected and entered by MoET staff, and VESP program data is coordinated and collected by activity coordinators.

Table 4: Process of triangulation

Method	How it will be used
OV	OV data are used to track VESP sub-activities that support PD training for a range of stakeholders working in the education sector including MoET staff, PEOs, Mobile ECCE Officers (MEOs), principals, teachers. OV provides information on how many participants attend trainings. These data show whether full uptake of trainings is occurring, and the percentage of teachers and principals who have access to PD opportunities from MoET and donors.
VANSTA	VANSTA data provide an indication of how students are performing at Year 4, 6 and 8 allowing VESP to view trends of student literacy and numeracy rates overtime. A dashboard of nine VANSTA test papers provides data on national, provincial and school level results, which will help inform VESP and MoET where student learning outcomes are strong and where support for teacher training and support might be needed.
VESP Progress reporting	VESP Activity coordinators provide monthly updates on the progress of each sub-activity. These include identifying achievements, challenges, approaches to GEDSI mainstreaming and responses to Disaster Risk Management (DRM). Progress reporting will provide context and qualitative data on achievement towards each sub-activities targets and SOs.
School reflection tool	The school reflection tool supports provincial officers to gather quantitative and qualitative data from teachers on their experiences implementing the new curriculum

Method How it will be used

Evaluation of training

Activity coordinators run pre-post test surveys during each training or PD session to receive feedback on the approaches used in the training. This will support VESP to adapt and tailor training to additional needs of participants.

Surveys

Some sub-activities are undertaking baseline and follow up surveys to inform how interventions are supporting progress towards VESP outcomes. Activity coordinators will collect quantitative and qualitative insights from stakeholders to determine how VESP interventions are contributing to short and intermediate program outcomes.

Research studies

Research studies provide a deep dive into specific areas of VESP support, to identify the broader context, what the key issues are, and how VESP is contributing to specific investments in MoET. Research studies are identified in response to specific needs from DFAT or MoET, and will provide valuable data on the overall evaluation of VESP in 2026.

4.3 Data analysis

Data analysis of all sub-activity outputs is undertaken by the VESP MERL team through collation of all progress monitoring data in a centralised Excel database. The MERL Officer ensures all quarterly progress data is entered and validated into the Excel, detailing progress against targets, key achievements, key challenges and GEDSI and DRM updates. A participant registration survey will be developed in Kobo Toolbox to streamline how participant data at training and workshops is collected. This data will be entered by provincial focal points, with support from VESP Coordinators. The MERL Officer will validate and clean this data.

Survey data, stories, research reports, photographs and administrative data is analysed using approaches including thematic and statistical analysis and data dashboards. All data is triangulated with quarterly monitoring data to add context on progress towards outcomes. Data analysis and visualisation tools such as R, SPSS, Tableau, Nvivo and Power BI are used to synthesise data in a simple and concise format that focuses on reporting on progress towards targets, outcomes and lessons learned.

Monitoring data will be used to evaluate progress towards the program’s outcomes on a continual basis.

5 Evaluation

To understand VESP's contribution to intermediate and long-term outcomes, a mid-term review (MTR) and end of program evaluation will be undertaken. The MTR will be conducted in 2024 and focus on VESPs progress towards intermediate outcomes in the VESP program logic. The end of program evaluation will be undertaken in 2026, building on the MTR, and will report on progress achieved across the whole program assessing progress towards EoPOs.

Data collection methods for the MTR and evaluation will be determined at the time of each evaluation and will complement the monitoring data that is collected quarterly. The data collection methods will be used to answer the evaluation questions outlined below and determine progress towards outcomes.

5.1 Key evaluation questions

To guide the evaluation of VESP's support and contributions to the Corporate Plan, four high-level evaluation questions are presented below to demonstrate the focus of data collection. The KEQs are guided by the below objectives:

- Ensure the program remains on track (accountability)
- Presents credible evidence on achievement of key outputs and progress toward outcomes (effectiveness and efficiency)
- Fills any missing performance information gaps, particularly GEDSI aspects (inclusion)
- Provides MoET and DFAT with sufficient information to make timely, evidence-based decisions associated with the program and mid-course corrections if needed.

Six KEQs have been identified to support the above goals:

KEQ 1: To what extent has the program assisted MoET to implement targeted aspects of its education reform agenda? (Relevance)

KEQ 2: To what extent has the program supported teachers, principals and provincial education leaders to strengthen their understanding, knowledge, and skills to support improved learning outcomes? (Education Quality)

KEQ 3: To what extent has VESP support contributed to increasing students' access to education, including supporting the MoET's inclusive education agenda? (Access)

KEQ 4: To what extent has the program supported MoET to use data for decision making (Management)

KEQ 5: To what extent has the program's strengthened provincial coordination of the education and training sector? (Management)

KEQ 6: To what extent have GEDSI approaches been incorporated and mainstreamed across the program? (Cross-cutting)

6 Reporting

VESP's MERL reporting is simple, practical and fit-for-purpose. The VESP MERL team under the guidance of the Team Leader will support all aspects of MERL and reporting, allocating the necessary budget and staffing resources. The MERL Adviser will work with the MERL team to coordinate and support data collection, analysis and report writing.

Reporting aims to strike a balance between providing performance information that is relevant, timely and meets management, technical and policy making needs, and being resource sensitive and providing information in a succinct and easily digestible way. The report content focuses on reporting against program outcomes using quantitative and qualitative approaches through words, images and data visualisations.

Below is a brief outline of all the reports VESP produce annually. VESP has aligned its reporting requirements with MoET reporting cycles, which include quarterly and annual reporting. The below summary does not include internal management reporting, evaluation reports and research studies.

6.1 Quarterly Reporting

Each quarter, the program prepares a summary of how sub-activities are progressing against annual targets and indicators. These reports identify key achievements, any challenges and risks that may impact the achievement of annual targets, budget expenditure, lessons learned and next steps. Data for quarterly reporting is collected by activity coordinators monthly, and is sent to the MERL team to collate, analysis and write the report. Quarterly reports also include updates on how the program is mainstreaming GEDSI and DRM into its sub-activities.

The MERL Team is responsible for the preparation of the quarterly report under the guidance of the Team Leader and through liaison and ongoing dialogue with VESP's activity coordinators.

6.2 Annual Report

The program's annual report focuses on progress towards annual targets and SOs. The report draws on mixed methods through triangulation of quantitative and qualitative data sources identified in the Monitoring section of the MERL Plan. Workshops on lessons learned will be held with the team to inform how program approaches could be adapted in response to what is working and changes in local context. Data from these workshops is synthesised and incorporated into the annual report to outline recommendations for future planning and design.

The annual report will be coordinated by the MERL Adviser, and the MERL Officer will enter and organise all data collection in consultation with the technical team. The MERL Workplan (Annex II) provides clear guidance as to the schedule and process of data collection and activities associated with the preparation of reporting requirements.

6.3 Context Analysis

The MoET has continued to implement a reform agenda that strengthens its institutional context and supports a broader enabling environment to underpin movements in improving education services at both the provincial and school level.

In partnership with the MoET, VESP will monitor, evaluate and report on the specific education landscape, beyond its activities, every six months. The goal of this report is to assist senior system

managers and DFAT to gain an understanding of the background of the VESP's activities and how they can be affected by it.

The monitoring will focus on fiscal issues, highlighting aspects of efficiency, equity and consistency as well as the issues associated with policy design, review and implementation. The Context Analysis has four guiding questions, which will inform the fiscal analyses addressed in MoET's financial periodic reporting.

- How does the present year budget compare with the previous year's budget?
- How does the MoET budgetary execution compare with the previous year?
- What are the expected budget changes?
- What are the key developments in MoET, including policy and legislation, which may impact the education sector?

6.4 Targeted studies

VESP supports MoET to implement a range of research studies to investigate specific questions and themes under access, quality and management. These studies have strengthened the program's understanding of Vanuatu's education sector and have informed how the program can contribute to specific areas. These studies are designed in partnership with the Ministry, following its research policy. They may be outsourced or undertaken by MoET and VESP staff.

In addition to these VESP supported studies, the program also benefits from DFAT commissioned studies to inform its activities and progress.

Studies have included:

- Teacher Development Multi-Year Study Series
- PFM Assessment of the Ministry of Education and Training (MOET)
- Gendered Experiences in Primary Education in Vanuatu
- Curriculum Implementation Monitoring study
- Cost of education
- Teacher Management Practices
- Impact of COVID-19 on Education in Vanuatu

6.5 Dissemination and utilisation of MERL reports

The MERL team works closely with program and MoET staff to ensure reporting and data is shared widely to different audiences. The format of quarterly and annual reports uses a combination of narrative, graphs and visualisations to ensure that progress towards outcomes is clear and accessible to a range of audiences including DFAT, MoET staff, provincial coordinators and schools.

The following approaches to effectively share MERL data with stakeholders are outlined below:

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- Short executive summaries are provided for all reports to deliver high level updates of VESP's contribution to MoET activities and programs
- Data dashboards will be developed for specific areas of the program to inform progress towards program outcomes and the three pillars
- The MERL team will deliver annual updates/presentations in partnership with MoET PPU to inform key stakeholders of progress towards specific Corporate Plan outcomes
- Reports will identify recommendations and lessons learned to inform planning and adaptation of programming each year through the facilitation of learning sessions. These recommendations will be used when Activity coordinators work together with MoET to plan their activities annually.

7 Learning and Adaptation

As part of the VESP MERL approach, the VESP MERL team has established a formal learning and adaptation approach. This will ensure learning uses findings from implementation progress, challenges and cross-cutting issues to strengthen and adapt future program design and implementation. The process of learning and adaptation involves planners, implementers, beneficiaries and governance mechanisms.

This formal function will include a feedback loop mechanism and routine learning and reflection sessions.

7.1 Reflection and learning sessions

The VESP MERL Team will work with MoET PPU to facilitate bi-annual reflection and learning sessions with Activity coordinators and MoET Managers. The 'Most Significant Change' methodology⁵ will be used with VESP and MoET staff to support collection of stories on implementation, GEDSI, DRM, challenges and lessons learned. A 'Storian' process will support staff to collect stories that made an impact during implementation. Staff will use this process to document stories, and come prepared to present their stories at the bi-annual reflection and learning workshops. The aim of these workshops is to draw out key success stories and highlight lessons learned to inform program progress and planning for the following year. This qualitative data is collected, synthesized and triangulated with monitoring data and represented in annual reporting.

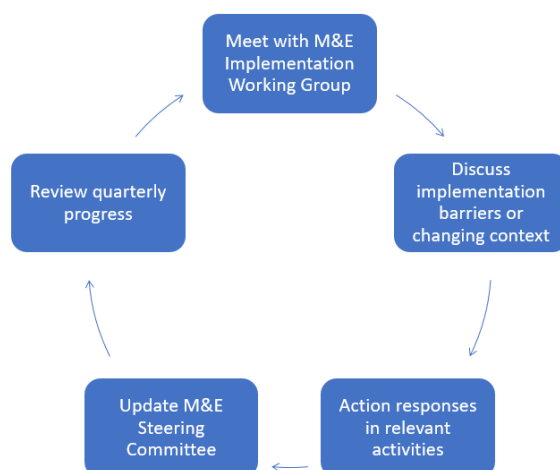
Reflection and learning workshops are held annually in August (Q1 and Q2) and December (Q3 and Q4) to provide updates on what staff are learning from implementation.

7.2 Feedback loops

The MERL team will use quarterly progress reporting as 'checkpoints' to monitor how implementation is going and will work with Activity coordinators to identify if any adaptations that need to be made throughout the year in response to changing contexts or approaches that become unfeasible.

Quarterly report summaries will be presented to the MERL Advisory Group and Implementation Working Group to gather feedback on how implementation is going, and whether adaptations are needed throughout the year. These routine meetings will support the MERL team to work with MoET PPU and VESP to facilitate responses to any arising challenges or risks that need to be managed, and negotiate mitigation strategies in a timely way, rather than waiting until end of year reporting.

⁵ Most Significant Change is a qualitative and participatory form of monitoring and evaluation based on the collection and systematic selection of stories of reported changes from development activities, <https://www.betterevaluation.org/methods-approaches/approaches/most-significant-change>



7.3 Using learning to inform planning and adaptation

Summaries provided in quarterly reports and recommendations highlighted in learning and reflection sessions will be used during annual planning to support VESP Activity coordinators and MoET Managers to design activities for the following year. An annual planning session jointly facilitated by PPU with the VESP MERL team, will synthesize and share learnings from the previous year to support focused and strategic investment for the following year.

The planning session will also use the program logic tool to support the team in designing their activities, identifying targets and indicators and data collection plans. This approach ensures the team are integrating learnings and recommendations into new activity designs and focusing on activities that are most relevant in supporting MoET’s strategic priorities.

8 Knowledge sharing

The VESP MERL team is working closely with MoET PPU to strengthen MERL knowledge and skills at the national and provincial levels. The focus of the knowledge sharing approach is to empower implementing staff to integrate MERL into their daily work by strengthening their planning, monitoring, data collection and reporting skills.

The MERL team use a strengths-based approach, building on what has already been done, and guided by what stakeholders would like to learn. Knowledge sharing includes the delivery of workshops, learning sessions, one-on-one mentoring and working together as a team.

8.1 Workshops

The MERL team delivers a range of different workshops outlined below to empower program staff to use MERL across the program cycle:

- Planning - Program logic sessions:** This session provides an overview of how to develop a program logic to design, implement and monitor a specific activity. The workshop involves defining the MERL terms including inputs, tasks, output, targets, outcomes and indicators, and providing concrete examples for participants to build on. The workshop applies a participatory approach, focusing on empowering participants to apply the new concepts to their own activity by creating their own program logic. The objective of the session is to support stakeholders to use the program logic tool in their annual planning.

- **Gender analysis training:** This training focuses on developing stakeholders' awareness of gender inequality to strengthen how gender equality is represented in activity planning and reporting. The training encourages participants to reflect on their activities, and how their activity may be responding to the barriers faced by different groups. It provides an overview of how participants can ensure gender equality issues are addressed when they design and plan their activities, and identifies examples on how participants can collect data and report on gender equality progress.
- **Monitoring, data collection and reporting:** This session provides an overview of how participants can monitor activities through the use of different data collection methods and how to use this data to report against targets and indicators outlined in their program logics. It provides guidance on developing indicators against targets, how to use and plan for different data collection methods and how to analyse and present data during reporting.
- **Learning sessions:** The MERL team facilitate learning and reflection sessions to draw out key achievements, lessons learned and challenges during program implementation. This session aims to provide an opportunity to VESP and MoET staff to share their experiences of implementation and present key stories of most significant change in their activity.

8.2 Professional learning approach

The VESP MERL Team are using a professional learning approach that incorporates coaching and ongoing support to strengthen the knowledge and skills of MERL in MoET's PPU. This working closely with PPU staff to guide them in delivering deliver training and workshops to national and provincial MoET staff, on planning, program logic, monitoring, data collection, reporting and learning.

8.3 MERL guides and online learning resources

The VESP MERL team are working with PPU to design simple and user-friendly MERL guides and online learning resources. These guides will provide step-by-step learning for MoET Activity Managers, senior officers and provincial staff to support their planning, data collection and reporting. The guides will include:

- Definitions and examples of program logic terms
- Examples on how to develop targets and indicators
- Data collection tools and planning approaches
- How to report against targets and indicators

Annex I.1: End of Program and Intermediate Outcomes Results Matrix

Outcomes	Indicators	Baseline (2019)	Overall Target (2026)	Source of information	VETSS linkage
EoPO1: More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age	1. Gross Enrolment Rate (GER) and Net Enrolment Rate of girls and boys enrolled in primary school at the right age 2. NER Enrolment rate of girls and boys enrolled in primary school at the right age 3. Primary repetition rate	Total GER primary 127.3% M: 129.5%, F: 124.8% Total NER Primary 2019 :94% F: 93% M: 95% Primary repetition rate M: 8.7% F: 7.2%	Reduction of primary gross enrolment rate to 100% by 2030 4% repetition rate by 2026 (Zero repetition in primary schools by 2030)	OV	VETSS Outcome 1, 2 and Outcome 3 ⁶
Intermediate Outcome: 1.1 Schools and communities provide safe and inclusive learning environments for all students	4. # of Model Inclusion Schools using inclusive education practices 5. Evidence of parents using positive parenting behaviours	Baseline being undertaken August 2022 45 schools (Shefa and Penama)	100% of teachers from the model inclusion schools are using inclusive education practices in the classroom 45 Model Inclusion Schools are using inclusive education practices	Inclusive education research	VETSS Strategy 4 ⁷
Intermediate Outcome 1.2 MoET has strengthened capacity to provide services in circumstances of emergency and disaster	6. MoET is effectively implementing contingency plans to respond to emergency and disasters. 7. # of emergency recovery plans MoET has implemented	N/A	MoET implements 80% of contingency plans in response to a disaster		VETSS Strategy 3 ⁸
EoPO2: Students achieve improved literacy and numeracy outcomes (measured at Years 4, 6 and 8).	8. % Yr 4 students achieving minimum literacy standards (French) 9. % Yr 4 students achieving minimum literacy standards (English) 10. % Yr 6 students achieving minimum literacy standards (French) 11. % Yr 6 students achieving minimum literacy standards (English) 12. % Yr 4 students achieving minimum numeracy standards	Yr 4 Literacy (French) 26% Yr 4 Literacy (English) 29% Yr 6 Literacy (French) 38% Yr 6 Literacy (English) 40% Yr 4 Numeracy 45% Yr 6 Numeracy 41% (2019)	Yr 4 Literacy (French and English) increased to 70% by 2030 Yr 6 Literacy (French and English) increased to 80% by 2030 Yr 4 and 6 Numeracy increased to 90% by 2030	VANSTA results	VETSS Outcome 5 ⁹

⁶ VETSS Sector Outcome 1: Increased and equitable access opportunities for children to attend school; Sector Outcome 2: School infrastructure and associated assets meet relevant standards to support students access; Sector Outcome 3: Enhanced community engagement to support school access and disaster mitigation

⁷ VETSS Strategy 4: Promote and mainstream Inclusive Education so that all children have equitable access to school (within O1)

⁸ VETSS Strategy 3: Plan and implement quality school-based infrastructure

⁹ Sector Outcome 5: Improved learning outcomes across all year groups

Outcomes	Indicators	Baseline (2019)	Overall Target (2026)	Source of information	VETSS linkage
	13. % Yr students achieving minimum numeracy standards				
Intermediate Outcome 2.1 Teachers are applying the curriculum and associated principles of teaching, learning and assessment	14. Evidence of teachers adopting principles of teaching, learning and assessment as described in the National Vanuatu Curriculum Statement (NVCS)	Engagement ¹⁰	The curriculum is Embedded in the system.	PEO Teacher observation	VETSS Strategy 14 ¹¹
EoPO3: MoET has implemented devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation and decision making to improve student learning outcomes	15. % of policies that are updated 16. % of schools using ITC systems 17. % of MoET Directorates that use OV	80% of policies are out of date, 13% in draft format and 7% up-to-date (2020) 75% of schools have access to the internet (n=774) 95.8% of MoET Directorates that use OV	100% of policies up to date by 2026 100% of schools using the internet by 2026 100% of MoET units using OV by 2026	MoET Policy Registry Internet in schools survey OV	VETSS Outcome 7 Outcome 10 ¹²
Intermediate Outcome 3.1 MoET is monitoring systems and school performance, and using data to inform strategic planning and school improvement	18. % of planned MoET activities implemented successfully 19. % of operational budget spent 20. # of quarterly and annual reports produced	51% of overall activities implemented successfully 53% of office operational budget spent 3 x quarterly reports and 1 x annual report delivered	100% of planned activities and budget implemented successfully 90% of operational budget spent Quarterly reports produced on a timely basis	MoET quarterly progress/ annual report	VETSS strategy 18 ¹³
Intermediate Outcome 3.2 PEOs can guide principals in developing effective School Strategic Plans	21. % Primary schools with valid School Strategic plans 22. Evidence of PEOs supporting schools to develop School Strategic Plans and Annual Implementation Plans	14.25 % of Primary Schools have uploaded School Strategic Plans (OV 2021) No involvement of PEOs in supporting schools develop effective School Strategic Plans	100% of schools have uploaded School Strategic Plans PEOs from all six provinces demonstrate support to schools	OV	VETSS strategy 21 ¹⁴

¹⁰ CDU uses a scale with four levels to assess progress in the implementation of the curriculum. The four stages, in ascending order are: Awareness, Engagement, Refining and Embedding.

¹¹ VETSS Strategy 14 : Support Quality Curriculum reform (within O7)

¹² VETSS Outcome 7: MoET strategic management processes implemented at the central and school level; VETSS 10: MoET using data and information to guide management and resource decisions

¹³ VETSS strategy 18: Strengthen centralized planning, budgeting and reporting to improve MoETs efficiency and effectiveness

¹⁴ VETSS strategy 21: plan and deliver the devolution of MoET functions to improve service delivery in schools

Annex I.2: Short Term Outcomes Results Matrix

Short term outcomes	Indicators	Target (2024)	Source of information
1.1 Teachers in Model Inclusion Schools are aware of inclusive learning practices	23. Teachers in Model Inclusion Schools have awareness of strategies to support diverse learning needs in the classroom	70% of teachers are using inclusive education practices in the Model Inclusion schools	Inclusive education baseline and follow up survey
1.2 Parents and communities are aware of positive approaches to support their children’s education	24. % of parents that report they have increased their awareness of positive parenting behaviours	70% of parents indicate increased awareness of positive behaviours to support their children’s education	PSP survey
1.3 Schools are informed to respond adequately to emergencies	25. # of contingency plans VESP supports MoET to develop in response to emergencies and disasters	N/A	Progress reporting

Short term outcomes	Indicators	Target (2024)	Source of information
2.1 Teachers and principals are demonstrating increased confidence to implement the national curriculum	26. Evidence of teachers using national curriculum resources	70% of teachers are using national curriculum resources	Provincial Officer Self-Reflection tool
	27. % of teachers trained to implement the Vanuatu curriculum		
	28. Evidence that teachers are increasing their understanding of learning approaches		
	30. Evidence that teachers and principals are increasing their understanding of assessment for learning purposes		
2.2 Teacher and principals have access to curriculum resources, training, and support	29. # of curriculum resources distributed to schools	100% of teachers have access to teacher guides for each subject	OV
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	30. PPU deliver # trainings to each directorate to plan, monitor and report against their activities	PPU deliver 4 trainings to each directorate to strengthen M&E	Progress reporting
	31. Progress of MoET's M&E Plan		OV
	32. % of schools in VEMIS with updated data in the past 12 months	M&E Plan is complete	Joint Sector Review planning
	33. % of schools in VEMIS with updated student data in the past 12 months		
3.2 School principals have increased their awareness and knowledge of school-based management and leadership practices	34. % of principals who are trained in school-based management	70% of principals who are trained in school-based management	OV
	35. % of principals who are trained in leadership		School-based management survey
	36. Evidence of principals supporting schools to implement the national curriculum	70% of principals who are trained in leadership	

Annex I.3: Output Monitoring Matrix 2022

Key pillar	Sub-activity in 2022	Annual target	Indicator	Data source
ACCESS	Ministry's communication support for COVID-19 response	Deliver timely response (within one week) to MoETs requests for communication support	% of communication tools produced within one week of MoETs request	VESP progress reporting
	Emergency response fund	n/a	n/a	VESP progress reporting
	Curriculum communication strategy	Curriculum Development Unit (CDU) provides 2 national communications for schools and communities	# of national communications disseminated	VESP progress reporting
	Statistical digest and key education factsheets	Final version of the Statistical digest submitted to VNSO	% of 2022 statistical digest complete	VESP progress reporting
	Common assessment tasks and Assessment Resource Tool for Teaching and Learning harmonisation	60 schools participate Professional Learning Program	# of schools that participate in Professional Learning Program	VESP progress reporting
	ECCE PSP	Deliver PSP workshops in 12 communities	PSP workshops delivered in 12 communities	OV
	Communicating education	6 Communication products (press release, social media, radio, SMS)	# of MoET communications products	VESP progress reporting
	Asset master plan	Draft 50% of Asset Master Plan	%of Asset Master Plan complete	VESP progress reporting
	ICT in schools	5 schools provided with ICT assistance	# of schools provided with ICT assistance	VESP progress reporting

Key pillar	Sub-activity in 2022	Annual target	Indicator	Data source
	Internet in schools	High-quality draft feasibility report	Progress on feasibility report	VESP progress reporting
	School leaders certificate training	57 school leaders graduate from a certified course in leadership and management training	# of enrolled school leaders who complete leadership and management training	OV
	Principals' induction and handbook training	38 principals participate in handbook training	# principals participate in handbook training	OV
	Creating inclusive education schools at the provincial level	Pilot and monitor inclusive education tools in 45 schools in Penama and Shefa	# of schools with inclusive education tools piloted	VESP progress reporting
	Inclusion policy review	Finalise the three Inclusive Education Policies and submit to SMT for approval	% of the three Inclusive Education Policies complete	VESP progress reporting
QUALITY	Creating and maintaining a teachers' register system	Pilot Teacher register system and recommendations delivered to the Teaching Service Commission (TSC)	% of the plan for the review of the teacher register system complete.	VESP progress reporting
	Vernacular materials development	Develop vernacular materials for 10 languages	Vernacular resources developed for # languages	VESP progress reporting
	Teachers' qualification upgrading	100% teachers trained how to use Moodle	% teachers enrolled in Diploma of Education (primary in-service) who have completed Moodle Training (IT Platform for course delivery)	OV

Key pillar	Sub-activity in 2022	Annual target	Indicator	Data source
	Developing a national teacher qualification policy	Deliver first draft teacher qualification upgrading policy to Director Tertiary Division	% of Teacher Qualification Upgrading policy complete	VESP progress reporting
	Support for TSC policy development	Review and comment on TSC policies developed by TSC	% of TSC policy development complete	VESP progress reporting
	Developing a National Teacher Development Plan	Draft a National Teachers Development Plan (NTDP) and submit to SMT for approval	% of NTDP complete	VESP progress reporting
	Review IT policy	Complete ICT Policy Review and recommendations	Progress on ICT policy review	VESP progress reporting
	Language policy guidelines for schools	Develop a poster on the Language Policy Guidelines to deliver to 437 schools (print ready)	# of posters delivered to schools	VESP progress reporting
	Class based assessment PD	40 schools provided with professional learning support to implement the class based assessment training programs	# of schools provided with professional learning support to implement the class-based assessment training programs	OV
	Teaching English and French as an additional language. Years 1-6	Train 130 provincial curriculum support officers in Ademap lanwis	# of provincial curriculum support officers trained in Ademap Lanwis Year 4-6	OV
	Multilingual Classroom: Professional learning pilot	Deliver training to 40 teachers across three provinces	# of schools that participate in training programs	OV

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Key pillar	Sub-activity in 2022	Annual target	Indicator	Data source
	VANSTA principals' data club	Train 120 principals in VANSTA analysis training	# Principals who attend VANSTA analysis training	OV
	Strengthening provincial based curriculum training and support	Train 18 provincial curriculum learning facilitators in 4 modules to deliver professional learning support to 24 schools	# provincial curriculum learning facilitators trained # schools that received professional learning support	OV
	Professional Year 7-8 curriculum development	Train 400 Year 7 teachers trained	# of teachers trained to implement the Year 7 & 8 curriculum	OV
	ECCE curriculum support		# of MEOs and # of ECCE teachers trained	OV
	Year 8 curriculum development	Develop syllabus and teacher guides for the 5 core subjects in English and French	# and type of syllabus and teacher guides developed	VESP Progress reporting
	Internal schools' curriculum implementation monitoring	Trial curriculum implementation monitoring in 10 schools	# of schools where curriculum implementation monitoring is developed	VESP Progress reporting
	Review of teacher guides for Years 1-3	Deliver report to the Director Education Services Directorate	% of review and recommendations complete	VESP Progress reporting

Key pillar	Sub-activity in 2022	Annual target	Indicator	Data source
MANAGEMENT	Strengthening provincial coordination and support	Conduct provincial survey and draft report developed	% of provincial survey and report complete	VESP Progress reporting
	Support the implementation of MQS	Conduct MQS Baseline Survey for schools in Efate, Santo, Tanna, Ambae, Malekula, Vanua Lava	%of MQS baseline survey in Efate, Santo, Tanna, Ambae, Malekula, Vanua Lava complete	Baseline survey
	Improving digital literacy of MoET staff	20 MoET staff attend digital literacy training	# of MoET staff who attended digital literacy training	VESP progress reporting
	Review MoET website	Update 50 webpages	# of webpages updated	VESP progress reporting
	Women's leadership network	Train 20 women from Provincial Women's Leadership Networks (PWLN) committees in 3 provinces to develop a 3-year workplan	# of PWLN members trained	VESP progress reporting
	Strengthening management systems	Train MoET staff and principals in finance management training	# Finance Management Training delivered to MoET staff and principals	OV
	Development of school procurement guidelines	Deliver school procurement manual training to 40 officers in central MoET and Shefa province	# of staff officers trained	VESP progress reporting
	Supporting MoET's planning (Joint Sector Review)	Deliver one planning workshops/sessions with central and provincial stakeholders planning	# Planning sessions for the Joint sector review conducted.	OV

Key pillar	Sub-activity in 2022	Annual target	Indicator	Data source
	Supporting the alignment of the MERL system	Formalised MERL function is developed in MoET	% of MERL Plan complete	VESP progress reporting
	OV modules	Upgrade and implement OV modules	# of OV modules upgraded / implemented	VESP progress reporting
	OV technical capacity building for developers	Deliver 5 capacity building sessions to ICT developers	# of ICT staff trained	VESP progress reporting
	OV disaster recovery	Develop, implement and test disaster recovery plan	Disaster recovery plan developed, implemented and tested	VESP progress reporting
	OV data entry support	Deliver training to 38 principals	# of training delivered to principals	OV
	Develop and implement research policy	Deliver policy awareness training to # stakeholders at central level	# of policy awareness training delivered	VESP progress reporting
	Compulsory education study	Policy Options Paper submitted for peer review and approved by MoET	% of Policy Options Paper completed	VESP progress reporting

Annex II: Data collection methods

Further information on the surveys being undertaken over the course of the program are outlined below:

- **Inclusive Education Survey** – the inclusive education team is undertaking a survey to determine the effectiveness of the 6 inclusive education tools developed for the 45 Model Inclusion Schools. This baseline and follow up survey will provide qualitative and quantitative data on how teachers, parents and inclusive education officers view the usefulness of the tools for classroom learning.
- **Minimum Quality Standards survey** – a survey is being conducted using Kobo Toolbox across all schools to determine whether schools are meeting the MQS. This baseline and follow up survey will inform where VESP should provide further support to schools and provinces. An Inspector tracker will also be used by School Based Management to monitor the progress of each school to determine their status on the achievement of the MQS.
- **School Internet Connectivity Survey** – the ICT team is undertaking a survey to determine how many schools have access to the internet and hence online resources. This study will collect data on the type of connection, reliability and target audience (ie. staff and / or students). In parallel the ICT team is working on adding a new feature to store this information in OV where it can be updated. This data can then be used for planning and policy decisions regarding strategies for access to online learning and resources in Vanuatu.
- **Parent Support Program survey:** the PSP is undertaking a survey of all parents who attended the PSP training program to understand how parents are engaging with their children at home, and what they have learnt and plan to do differently in the home. Follow-up surveys will be undertaken at 3-months and 6-months to understand changing practices of parents in the home, which will inform the effectiveness of VESP support for PSP trainers.

Further information on current and upcoming research studies are outlined below:

- **Curriculum Monitoring Study:** this study provides an overview on progress of curriculum implementation, receptivity toward the curriculum, understanding of the curriculum, and support provided for curriculum implementation to identify the key strengths and limitations contributing to effective curriculum implementation, and how VESP can provide further support.
- **Vanuatu Australia School Community Grants Study Design:** This study is an assessment of the utilization of the Vanuatu Australia School Community Grant. The study will help DFAT and MoET gain a better understand of the impact COVID-19 had on school communities, the utilization of Vanuatu Australia School Community Grants, and any possible effects the Vanuatu Australia School Community Grants and the contributions to boarding fees and exam fees may have had in mitigating the impact of the pandemic
- **School-Based Management evaluation:** this survey will use qualitative questions to gather insights on how school principals are using skills and knowledge gained in trainings to improve school management and leadership and in doing so support their schools and teachers to implement the national curriculum.

Annex III: Data collection matrix

ACCESS

Outcome	Indicator	Frequency	Mode of collection	Responsibility for collection
SO 1.1 Teachers in model inclusion schools are aware of inclusive learning practices	Teachers in Model Inclusion Schools have awareness of strategies to support diverse learning needs in the classroom	6-monthly	Inclusive education baseline survey Focus group discussions	Marie-Jonah – supported by Sonia Wasi and Jo Mosen
SO 1.2 Parents and communities are aware of positive approaches to support their children’s education	% of parents that report they have increased their awareness of positive parenting behaviours	At the end of each PSP workshop	Parent Support Program participant survey form	Jennifer James with Serah Vurobaravu (National ECCE Coordinator)
SO 1.3 Schools are informed to respond adequately to emergencies	# of contingency plans VESP supports MoET to develop in response to emergencies and disasters	Annually	Progress reporting	Florence Bellon with MoET
IO 1.1 Schools and communities provide safe and inclusive learning environments for all students	# of Model Inclusion Schools using inclusive education practices	Annually	Inclusive education baseline survey Focus group discussions	Marie-Jonah – supported by Sonia Wasi and Jo Mosen
	Evidence of parents using positive parenting behaviours	Annually	PSP survey and stories from the provinces	Jennifer James with Serah Vurobaravu (National ECCE Coordinator)

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Outcome	Indicator	Frequency	Mode of collection	Responsibility for collection
IO 1.2 MoET has strengthened capacity to provide services in circumstances of emergency and disaster	MoET is effectively implementing contingency plans to respond to emergency and disasters	Annually	Progress reporting	MERL Team (Jill Wai/Ellie McDonald)
	# of emergency recovery plans MoET has implemented	Annually	OV	MERL Team (Jill Wai/Ellie McDonald)
EoPO1 More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age.	Gross Enrolment Rate (GER) of girls and boys enrolled in primary school at the right age	Annually	OV	MERL Team (Jill Wai/Ellie McDonald)
	NER Enrolment rate of girls and boys enrolled in primary school at the right age			
	Primary repetition rate	Annually	OV	MERL Team (Jill Wai/Ellie McDonald)

QUALITY

Outcome	Indicator	Frequency	Mode of collection	Responsibility for collection
SO 2.1 Teachers and principals are demonstrating increased confidence to implement the national curriculum	% of teachers trained to implement the Vanuatu curriculum	6-monthly	Provincial Officer Self-Reflection Tool	Curriculum Development Unit
	Evidence of teachers using national curriculum resources			
	Evidence that teachers are increasing their understanding of learning approaches			
	Evidence that teachers are increasing their understanding of assessment for learning purposes			
SO 2.2 Teacher and principals have access to curriculum resources, training, and support	# of curriculum resources distributed to schools	Annually	CDU monitoring Teacher survey/observation OV	Schools/ Curriculum Development Unit
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 (NVCS)	Annually	Provincial Officer Self-Reflection Tool Teacher survey/observation OV	Curriculum Development Unit
EoPO2 Students achieve improved literacy and numeracy outcomes	<ul style="list-style-type: none"> % Yr 4 literacy achieving the minimum standards (French) 	Every two years	VANSTA Results	VESP MERL Team (Jill)

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Outcome	Indicator	Frequency	Mode of collection	Responsibility for collection
(measured at Years 4, 6 and 8).	<ul style="list-style-type: none">• % Yr 4 literacy achieving the minimum standards (English)• % Yr 6 literacy achieving the minimum standards (French)• % Yr 6 literacy achieving the minimum standards (English)• % Yr 4 numeracy achieving the minimum standards• % Yr 6 numeracy achieving the minimum standards			Wai/Ellie McDonald)

MANAGEMENT

Outcome	Indicator	Frequency	Mode of collection	Responsibility for collection
SO 3.1 MoET, including Provincial Education Offices, have improved capacity to manage data for evidence-based decision making and planning to support schools	<ul style="list-style-type: none"> PPU deliver # trainings to each directorate to plan, monitor and report against their activities 	Quarterly	MoET Progress reporting	MoET M&E Team
	<ul style="list-style-type: none"> Progress of MoET's MERL Plan 		MoET Progress reporting	
	<ul style="list-style-type: none"> % of schools in VEMIS with updated data in the past 12 months % of schools in VEMIS with updated student data in the past 12 months 	Annually	OV	VESP MERL Team
SO 3.2 School principals have increased their awareness and knowledge of school-based management and leadership practices	<ul style="list-style-type: none"> % of principals who are trained in school based management 	Annually	OV	VESP MERL Team
	<ul style="list-style-type: none"> % of principals who are trained in leadership 			
	<ul style="list-style-type: none"> Evidence of principals supporting schools to implement the national curriculum 	Annually	School-based management survey	School Based Management
IO 3.1 MoET is monitoring systems and school performance and using data to inform	<ul style="list-style-type: none"> % of planned MoET activities implemented successfully 	Annually	MoET Quarterly and Annual reports	MoET M&E Team (Hendricks Tabi)
	<ul style="list-style-type: none"> % of operational budget spent 	Quarterly	MoET Financial data	MoET Finance Directorate

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Outcome	Indicator	Frequency	Mode of collection	Responsibility for collection
strategic planning and school improvement	<ul style="list-style-type: none"> # of quarterly and annual reports produced 		MoET Quarterly and Annual reports	MoET M&E Team (Hendricks Tabi)
IO 3.2 PEOs can guide principals in developing effective School Strategic Plans	<ul style="list-style-type: none"> % Primary schools with valid School Strategic plans 	Annually	OV	MERL Team (Jill Wai/Ellie McDonald)
	<ul style="list-style-type: none"> Evidence of PEOs supporting schools to develop School Strategic Plans and Annual Implementation Plans 	6-monthly	SBM observation/survey	SBM
EoPO3 MoET has implemented devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation and decision making to improve student learning outcomes.	<ul style="list-style-type: none"> % of policies that are implemented % of schools using ITC systems % of MoET Directorates that use OV 	Annually	MoET Policy Registry Internet in schools survey OV	PPU IT Unit

Annex IV: MERL Annual Workplan

MERL Task	Responsible	Support	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Align VESP sub-activities to MoET's Corporate Plan	MERL Specialist with MoET PPU	MoET PPU Director and VESP Team Leader				
Planning: Develop program logic for each sub-activity	VESP Activity coordinators with MoET Activity Managers	VESP and MoET MERL Team				
Develop data collection plans	VESP Activity coordinators with MoET Activity Managers	VESP and MoET MERL Team				
Collect data against quarterly and annual targets	VESP Activity coordinators with MoET Activity Managers	VESP and MoET MERL Team				
Provide quarterly progress reports to MERL team	VESP Activity coordinators with MoET Activity Managers	VESP and MoET MERL Team				
Collate program data into Excel database and draft quarterly reports	MERL Officer	MERL Specialist				
Collect data for annual report	VESP Activity coordinators with MoET Activity Managers	VESP and MoET MERL Team				
Deliver learning and reflection workshops	VESP and MoET MERL Team	MoET PPU Director and VESP Team Leader				
Collate and analyse data for annual report	MERL Officer with MERL Specialist	MoET MERL Team				
Use annual report findings and recommendations to inform next annual planning process	VESP and MoET MERL Team	MoET PPU Director and VESP Team Leader				

Annex III: MERL Annual Workshop Schedule & Reporting

MERL Workshop	Responsible	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Program logic workshop (planning)	VESP MERL Team and MoET PPU				
Data collection workshops	VESP MERL Team and MoET PPU				
Reporting (monthly data collection)	VESP MERL Team and MoET PPU				
Learning and reflection sessions	VESP MERL Team and MoET PPU				
GEDSI planning, monitoring and reporting	VESP MERL Team and MoET PPU				
Provincial planning, monitoring and reporting workshops	MoET PPU				

Annex IV: Risk matrix

Table 6 summarises risks affecting the MERL Plan, and mitigation strategies VESP will use in response to risks.

Table 5: Risk management

Risk	Likelihood	Consequence	Risk	Mitigation	Likelihood	Consequence	Residual Risk
Planning is not aligned to MoET priorities	Unlikely	Minor	Low	VESP Activity Coordinators will work closely with MoET Activity Managers during annual planning to ensure VESP planning reflects MoET priorities	Possible	Minor	Low
Implementation of activities is delayed due to unforeseen circumstances	Possible	Moderate	Medium	VESP will work closely with MoET to identify alternative approaches to implementation, such as the use of remote methods if feasible	Unlikely	Minor	Low
Data cannot be collected due to remote location	Possible	Moderate	Medium	VESP will work with PEOs to identify how data can be collected locally using paper forms or survey tools that do not require internet	Unlikely	Minor	Low
Data cannot be collected due to the occurrence of an emergency of disaster	Possible	Minor	Medium	VESP will identify proxy data from administrative data sources such as OV or VANSTA or identify different methods of data collection for activities where possible	Possible	Minor	Low
Data quality is low	Possible	Moderate	Medium	VESP will work with data enumerators to verify and validate the data	Unlikely	Minor	Low

Annex V: Program logic template

Name of sub-activity	Insert name of sub-activity
Purpose of sub-activity	Identify the reason why this sub-activity is being implemented
MoET strategy	Identify MoET strategy from the 2022 Corporate Plan
MoET program	Identify MoET program from the 2022 Corporate Plan
MoET key activity	Identify MoET key activity from the 2022 Corporate Plan
VESP Key support activity	Identify VESP key support activity
Risks	Identify key risks to achieving the sub-activity
GEDSI Indicators	Identify GEDSI indicators to track GEDSI mainstreaming inputs

Annual target	Insert target	Annual indicator	Insert indicator
Quarter 1 (March 2022)	Quarter 2 (June 2022)	Quarter 3 (September 2022)	Quarter 4 (December 2022)
Insert target for quarter 1	Insert target for quarter 2	Insert target for quarter 3	Insert target for quarter 4

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Inputs	Tasks	Targets	Outputs	Short term outcomes (x year)	Intermediate outcomes (x years)	End of Program (xx years)
<p>What resources are required to implement the activity?</p> <ul style="list-style-type: none"> • Funding • Staffing • Materials • Infrastructure 	<p><i>What tasks are required to effectively implement the sub-activity? E.g. what will the activity do?</i></p>	<p>Identify what the desired goal, objective or aim is to be achieved for this sub-activity within a specific period of time.</p> <p><i>E.g. Train 45 teachers in Torba Province</i></p>	<p>Identify what the targets expect to achieve</p> <p><i>E.g. xx training delivered to teachers in Torba Province</i></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> <hr/> <p>EoPO2 QUALITY Improved student literacy and numeracy outcomes (measured at Years 4, 6 and 8).</p> <hr/> <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>

Annex VI: Alignment to DFAT M&E Standards

This MERL Framework is aligned to DFATs M&E standards to ensure that data collected through the MERL process has a credible basis and can be used to make important programming decisions. This aims to strengthen the program’s accountability, effectiveness, efficiency and sustainability.

The development of the new MERL Framework focuses on alignment to DFAT M&E Standard 2: Investment M&E Systems and Standard 3: Investment Progress Reporting. In addition, the Plan responds to DFATs feedback in the draft 2021 MTR, by adopting a range of approaches to strengthen VESPs MERL alignment to DFATs M&E Standards. These approaches are outlined in below.

Table 6: Strengthening VESP’s alignment to DFAT’s M&E Standards

DFAT M&E Standard	Approach	Purpose
Standard 2.11 Relevant aspects of the context and key risks are monitored	Developing program logics for all VESP sub-activities to strengthen monitoring and alignment to the VETSS strategic outcomes	The VESP MERL team are working with activity coordinators to build their knowledge and skills in program logic development. Program logic provides a space for relevant risks, activity coordinators are required to identify these risks for each of their sub-activities. These risks will be monitored by Activity Coordinators quarterly through progress reporting. This approach will enhance VESP staff understanding of how MERL fits into the sub-activities and how VESP contributes to the VETSS sector outcomes. Each year, VESP Activity coordinators will develop annual program logics for all sub-activities to identify annual targets and indicators for reporting, and plan data collection for measuring these targets. The program logics will identify how each sub-activity aligns to the VETSS, through identification of relevant strategies and sector outcomes in the Corporate Plan. Further information on the program logic approach is outlined in Section 3: Monitoring
Standard 2.12 Methods are fully described for sampling, data collection, management, analysis and processing.	Establish consistent approaches and processes for data collection to measure outputs and outcomes	VESP will work closely with MoET’s M&E team to understand current monitoring and data collection processes at the national, provincial and community levels. VESP will work with MoET to undertake a data audit and establish agreed processes and protocols that can be represented in a data management policy. This approach will enhance awareness of how existing data systems and processes are operating, and create a more coordinated approach to monitoring, reporting and learning across the education sector. Further information on developing consistent data collection processes and protocols is outlined under Section 3: Monitoring
Standard 2.15 Mutual	Alignment to MoET systems and processes	VESP has strengthened its alignment to MoET’s Corporate Plan, which reflects the overarching VETSS. In addition, VESP’s MERL team will work closely with MoET PPU to develop consistent planning,

DFAT M&E Standard	Approach	Purpose
accountability and joint assessment by local partners is provided for (using partner systems where appropriate)		<p>monitoring, reporting and learning approaches. This includes co-development of a MoET MERL Plan, co-delivery of MERL training sessions and ensuring planning and reporting templates align to reflect MoET’s needs.</p> <p><i>Further information on VESP’s alignment to MoET is outlined in Section 2.4 VESP’s MERL alignment to Vanuatu’s key strategies</i></p>
Standard 2.17 A strategy for the use of information is described	Outline how data will be used for reporting and dissemination of evidence to inform program planning and adaptation	<p>The MERL Framework maps out processes for how data and reports will be disseminated and communicated, to ensure that evidence is shared and used to inform planning and adaptation across the education sector.</p> <p><i>Further information on strengthening reporting is outlined in Section 5: Reporting</i></p>
3.1.4: Learning generation through MERL processes	Establish a new learning function to formalise learning processes across the program	<p>The VESP MERL team will establish a formal learning function and strategy, to ensure that learnings are integrated into future planning and design processes. The MERL Framework will identify a range of approaches that will outline how learning and results will feed into future programming.</p> <p><i>Further information on developing a learning function is outlined in Section 6: Learning</i></p>
3.1.6: MERL capacity within the ministry	M&E team to deliver training and learning sessions to strengthen the team’s knowledge and use of MERL	<p>VESP’s MERL team will work closely with VESP Activity Coordinators and MoET Activity Managers to empower them to take ownership of MERL across their planning, monitoring, evaluation and learning. This approach will strengthen staff skills in coordinating planning, data collection and reporting to ensure VESP collects and receives useful and accurate data.</p> <p><i>Further information on strengthening MERL skills is outlined in Section 7: Knowledge sharing</i></p>