



VAESP

VANUATU AUSTRALIA EDUCATION SUPPORT PROGRAM

Mid Year Report

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Ministry of Education & Training
Government of Vanuatu



**Australian
Aid** 

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Acronyms

ARTTLe	Assessment Resource Tool for Teaching and Learning
APTC	Australian Pacific Training Coalition
CDU	Curriculum Development Unit
CIP	Curriculum Improvement Program
DFAT	Department of Foreign Affairs and Trade
EAU	Examination and Assessment Unit
ECCE	Early Childhood Care and Education
ESD	Education Services Directorate
FAD	Finance and Administration Directorate
GEDSI	Gender Equality, Disability and Social Inclusion
ICT	Information and Communications Technology
IE	Inclusive Education
IT	Information Technology
IO	Intermediate Outcome
M&E	Monitoring and Evaluation
MoET	Ministry of Education and Training
OV	Open Vanuatu Education Management Information System
PEO	Provincial Education Office
PCIO	Provincial Curriculum Improvement Officer
PPD	Policy and Planning Directorate
PSP	Parent Support Program
PWELN	Provincial Women in Education Leadership Network
Q3	Third Quarter of 2024
Q4	Fourth Quarter of 2024
SO	Short-term Outcome
SSP	School Strategic Plans
TSC	Teaching Service Commission
VAESP	Vanuatu Australia Education Support Program
VANSTA	Vanuatu National Standardised Test of Achievement
VNCS	Vanuatu National Curriculum Statement
VSAT	Very Small Aperture Terminal

Introduction

This report consolidates the first two quarterly reports of the Ministry of Education and Training (MoET) sub-activities supported by the Vanuatu Australia Education Support Program (VAESP), covering the period from January to June 2024. VAESP produces quarterly reports to ensure VAESP's reporting follows MoET's schedules and processes while also complying with the Australian Department of Foreign Affairs and Trade (DFAT) standards.

This consolidated mid-year report has six sections. The first section presents an overview of the first two quarter's progress in implementing VAESP support to MoET's three pillars: Access, Quality and Management. The following section provides brief updates on the progress made towards VAESP's short to Intermediate Outcomes (IOs). The remaining sections cover (i) key challenges and responses, (ii) contributions to gender equality, disability and social inclusion (GEDSI), (iii) VAESP's mid-year budget update, and (iv) next steps.

The report also contains a detailed overview of VAESP's progress by sub-activity, shown in Annex 1 of the report.

1 Overview of the year so far

Overall progress towards VAESP program outcomes is positive for this reporting period despite variable pacing among sub-activities. Notable achievements include advances in VAESP activities supporting curriculum development and implementation, the rollout of Inclusive Education (IE) resources, and the execution of the Asset Master Plan.

Program staffing has grown with the addition of a new VAESP colleagues - the Curriculum Development and Implementation Specialist. The recent approval of the Curriculum Improvement Program (CIP) and the team's expansion have opened promising opportunities for innovative approaches. These include plan to recruit Provincial Curriculum Improvement Officers (PCIO) and strengthening the capacity of Provincial Education Office (PEO) staff to coordinate teacher networks. It is encouraging to see the VAESP team working with MoET's Curriculum Development Unit (CDU) and Information and Technology (IT) Unit to mainstream education technologies into these approaches. VAESP is supporting MoET to leverage its agreement with Google and use Google for Education to improve education outcomes.

Another highlight has been MoET's approval of the IE resources, which were developed with VAESP and Save the Children during the past two years. These resources were iteratively tested and developed in selected model inclusion schools and approved by the Ministry in May 2024. Plans are being finalised to roll out the resources to all schools across the country. The roll-out will start in Penama early in the second semester.

This report acknowledges the progress achieved in progressing the MoET Asset Master Plan. Following its approval, the team has collaborated with MoET's finance unit and VAESP Public Financial Management Adviser to ensure MoET's budget submission includes costs for renovating selected schools and to ensure that the plan's financial implications are captured in MoET's Medium Term Expenditure Framework (MTEF), currently being revised with support from VAESP.

These accomplishments have been achieved despite significant challenges affecting program activities. The liquidation of Air Vanuatu's assets and subsequent suspension of its activities has disrupted domestic and international travel, limiting MoET's and VAESP's reach across provinces. In the same period, MoET has also experienced several challenges that have had an impact on VAESP's activities as well. Firstly, the Vanuatu Teachers' Union called for a national teachers' strike. These events have particularly impacted activities involving direct engagement with school staff outside of Efate due to logistic challenges beyond VAESP's control. The strike also impacted the availability of MoET's managers, given the shift in priorities and the need to focus on solving the

underlying root causes of the strike, so classes can resume. Secondly, the change of minister in MoET in January as well as the suspension of key MoET staff and leaders. Program leadership is monitoring these events closely and responding flexibly to mitigate any negative impacts, working closely with MoET Directorates to support and ensure the continuation of initiatives.

VAESP's contributions to climate change and disaster resilience

Specialists are consistently warning that the growing pace of climate change is likely to intensify the frequency and the strength of extreme weather events. VAESP is supporting MoET to address this threat through the adoption of more resilient information and communication technologies (ICTs) and supporting a comprehensive review of MoET's infrastructure quantum of primary schools and its guidelines.

Primary School Infrastructure Guidelines have been developed under activity 1.3.1 Asset Master Plan. The guidelines require that all new primary school buildings are constructed in accordance with the Vanuatu National Building Code (VNBC) and *refurbished* buildings are refitted as closely as is practicable to meet the VNBC requirements. The goal of the VNBC is to ensure the design and delivery of construction in Vanuatu is to acceptable standards of structural sufficiency, fire & electrical safety, health and amenity, that resist the impacts of natural disasters and climate change and ensure value for money construction outcomes.

The latest edition of the VNBC was published in 2000. The VNBC is currently being reviewed and updated by the Ministry of Infrastructure and Public Utilities with support from the Pacific Region infrastructure Facility (with funding from 8 development partners including A-DFAT and NZ-MFAT). The review will address Vanuatu specific climate change data and ensure that the wind and earthquake loadings and design criteria set out in the updated VNBC are in accordance with the most recent hazard design parameters and climate change adaption/mitigation guidance. The VNBC 2025 edition is expected to be legislated mid-2025.

The installation of VSATs (internet via satellite) in remote areas and the creation of a Disaster Recovery plan are critical initiatives that significantly bolster the MoET's preparedness and resilience against climate change's disruptive impacts on the education sector.

VSAT technology provides reliable and high-speed internet connectivity to remote and underserved regions, ensuring continuous access to educational resources, online teaching and learning resources, and communication channels. This connectivity is crucial during climate-induced disasters such as cyclones, floods, and tsunamis, which can isolate communities and disrupt traditional education infrastructure. By facilitating uninterrupted access to digital education tools and remote learning opportunities, VSATs can ensure that students and teachers in affected areas can continue their educational activities even when physical schools are compromised.

In parallel, a comprehensive Disaster Recovery plan ensures that the Ministry has a robust framework for maintaining and restoring educational information systems during and after climate-related emergencies. This plan encompasses strategies for data protection, backup systems, and rapid deployment of temporary infrastructure, thereby minimizing educational disruption. It also includes instructions for staff on emergency procedures, ensuring a swift and organized response to crises.

Together, the deployment of VSATs and a well-structured Disaster Recovery plan provide a dual layer of resilience, ensuring that Vanuatu's education sector remains functional and adaptive in the face of climate change challenges. This proactive approach not only safeguards the continuity of education services but also reinforces the overall resilience of the community, so they are better prepared for a future shaped by climate variability.

In parallel to strengthening internet access, VAESP is also supporting the creation of an online education environment. The VAESP-facilitated agreement to enable MoET free access to all features of Google for Education and the associated training being rolled out to schools to enable school communities to use these features will also further increase their climate change and natural disaster resilience, contributing to faster resumptions of education services delivery, following a natural disaster event.

Finally, while not in the plan, demonstrating its flexibility and responsiveness, VAESP has supported MoET and its partners to launch the School-Based Disaster Risk Reduction Handbook and the Vanuatu Disaster Risk Reduction and Education in Emergency policy, 2024-2030, by designing the artwork for its posters, pull-up banners and promotional t-shirts.

2 Progress towards outcomes

More children are enrolled and attend school (Access)

VAESP's contribution to the End of Program Outcome 1, relating to increasing children's enrolment and attendance is achieved through a set of intermediate and short-term outcomes (SOs) as outlined in the Annual Results Framework (Annex 3). VAESP also acknowledges that achieving these overall outcomes depends on the contributions and collaboration of stakeholders, as well as several external factors beyond VAESP's control.

VAESP's IOs for the first six months of 2024 include:

- 1 Schools and communities provide safe and inclusive learning environments for all students.
- 2 MoET has strengthened capacity to provide services in circumstances of emergency and disaster.

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

VAESP's support to schools and communities in providing a safe and inclusive learning environment for all students has been significant. The IE resource book offers clear and accessible guidance for inclusive teaching to school communities, including teachers, principals, and the broader community, with a particular focus on ensuring the inclusion of children with disability. The resources also help improve the community's understanding of engaging with children with disability. VAESP has gained the recognition and support of MoET and other stakeholders to distribute the IE resource book to all teachers. The pilot last year demonstrated that teachers find the resource book easy to use and that it effectively helps them provide an enhanced inclusive learning environment for all children.

Additionally, school monitoring visits in Shefa revealed that teachers are applying their improved knowledge to care for learners with disability and easily identify students with different impairments. These results underscore the value this approach brings to the school community by increasing children's access to education. Further benefits are anticipated as the resource reaches teachers across all provinces. VAESP is working with MoET to develop a baseline assessment of current approaches and benchmark these approaches so the impact of this roll-out can be measured through regular monitoring.

The VAESP GEDSI Coordinator is working closely with MoET to continue reviewing the IE Policy, drawing insights from the 2021 Vanuatu Gendered Expectations Roles and Results study. This study has been condensed into a summary booklet and disseminated through relevant channels. These initiatives are expected to highlight traditional norms and gender differences within Vanuatu's education context and guide the direction of IE in the country. VAESP and MoET are leading the review of the Inclusive Education Policy in partnership with UNICEF and the Vanuatu Skills Partnership.

The Parent Support Program (PSP) is showing strong evidence of delivering a positive impact. PSP workshops complement and support parents' and caregivers' efforts, enhancing their understanding of early childhood experiences, which play a crucial role in the brain's development. VAESP and its implementing partners, UNICEF and Save the Children monitoring, and evaluation systems have shown that as a result of the workshops, there has been an increase in parental and caregiver engagement with children, leading to increased participation and communication. Additionally, healthy

eating habits have been observed among children in the schools since the workshops. Feedback from parents and teachers indicates clear positive changes in the communities, particularly in parenting and caring for children. VAESP is supporting MoET's planning to undertake a coordinated review of the program, involving all implementing partners.

In March 2024, the PSP Taskforce, comprising VAESP and MoET colleagues, conducted a monitoring visit to Torba. During the visit, they gathered feedback and stories of change attributable to the PSP workshops. The following examples illustrate the positive changes among parents and teachers in the communities:

- Three pregnant mothers from Torres reported that after the second workshop, their immediate families took extra and better care of them during their pregnancies.
- Two fathers mentioned that they now understand the importance of spending time with their children, especially through play and storytelling. They observed that their children looked happier when their fathers engaged with them in these activities.
- Two teachers reported that children who were previously very quiet in class have become more participative and talkative thanks to increased interaction with their parents at home.
- One teacher noted that children were bringing healthier snacks for morning tea and appeared healthier and happier.

Additionally, Early Childhood Care and Education (ECCE) teachers are also demonstrating their confidence in their roles as PSP facilitators by continuously building their capacity through the topics covered in the PSP training handbook.



My immediate families were taking good care of me when I was pregnant and making sure I had healthy meals.' One parent mentioned 'I now understand the importance of engaging with my children to play, tell stories and spend time with them. It makes them happy, and they look forward to spending more time with us. **Ini Rau, ECCE Provincial Coordinator, Torba Province.**

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

VAESP is working closely with MoET to enable and enhance inclusive learning practices in schools. For the reporting period, the VAESP team has contributed to four specific outputs. These comprise the Inclusive Education resource book, the implementation of the Inclusive Education Policy, the Vanuatu Gendered Expectations Roles and Results summary booklet and the formalisation of the Provincial Women in Education Leadership Network (PWELN) in Tafea. The IE Policy implementation reviews the policy in line with MoET's updated Policy Development Guidelines, published in 2023. This review is being conducted in collaboration with UNICEF and the Vanuatu Skills Partnership to ensure the policy is more relevant for implementers, school leaders and teachers. To complement these efforts, the VAESP team has developed a benchmarking tool for schools to self-assess and for MoET to review and rate schools on their inclusive learning practices. The benchmarking tool is aligned with the draft IE policy. The benchmarking tool will support monitoring of the policy's implementation and ensure continuous improvements and learning are embedded in the IE Policy process.

During the reporting period, VAESP assisted in reprinting and distributing IE resources to schools affected by the twin cyclones. This support included translating two IE resources, inclusive literacy and the parent factsheet, into French and English and supporting the Penama IE Coordinator in monitoring the trial of IE resources in Penama Model Inclusion Schools. The IE resource book provides planning tools that help teachers implement suggested strategies and positive behaviour support when collaborating with students with different impairments and learning needs.

Plans are under way for the Training of Trainers workshop on the IE resources book. Trainers will return to their provinces or zones to share this knowledge with teachers. The resources will be rolled out in September. These initiatives will provide teachers with the guidance they need to implement inclusive learning practices more effectively.

VAESP activities are actively shaping gender norms in education, which will indirectly enhance the demand for and supply of inclusive learning practices in schools. By overcoming gender-based obstacles, school communities can improve the quality of teaching and learning. VAESP has developed an advocacy booklet based on the 2023 Vanuatu Gendered Expectations Roles and Results study. The booklet will be available in French and English by the end of the third quarter. This summary of the VAESP 2021 gender study will be distributed and socialised through various channels, such as the PWELN and the teacher's training college. A further major achievement is the formalisation of the PWELN and the establishment of its Coordinating Committee. Reaching this significant milestone highlights the promise of many more future accomplishments through VAESP and MoET's continued support.

Since 2016, the PWELN in Tafea has been dedicated to supporting women, reducing barriers and encouraging their participation in leadership and decision-making roles within their school communities and the broader education sector. This activity aims to build awareness and the capacity of school principals, predominantly male, to foster a supportive environment that enables women to succeed in their school communities. In this reporting period, four school chairpersons attended the planning meeting for the Tafea PWELN, where they reviewed gender study findings and finalised discussions to establish the Coordinating Committee. With VAESP support, the Tafea PWELN has also begun planning GEDSI-targeted activities at the school and provincial levels. Meanwhile, preparations are under way for the Sanma PWELN, with a list of schools and the budget already received and work set to begin in August.

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

Raising awareness among parents across 13 communities in Torba province. The VAESP team and MoET ECCE Coordination Unit worked closely during the reporting period to implement the PSP. Thirteen women have completed the Mama's Literacy Class and now read and communicate more confidently with their children at home. Additionally, data collected from PSP Facilitators indicate that PSP workshops have reached 638 parents. These parents comprise 226 men, including two with disability, and 412 women across 13 communities in three islands: Ureparapara, West Vanualava, and East Vanualava. This achievement exceeds the planned target for 2024 by 100 per cent, as the goal was to reach 400 parents. VAESP is developing strategies to facilitate data collection and management using online applications. Notably, male participation, which was previously a challenge, reached approximately 55 per cent in these activities. These communities have completed the 11 PSP modules set out in the program, which builds their capacities in the following topics:

1. Nurturing care
2. Health and care of a pregnant mother
3. Brain development
4. Parental engagement with children
5. Language, storytelling, and reading
6. Learning through play
7. Health and nutrition
8. Water, sanitation and hygiene
9. Child protection
10. Values – building up a child to respect and develop positive values
11. Differences and disability.

VAESP and MoET have identified ways to address the under-representation of men in the PSP workshops. Although men comprised 55 per cent of the PSP workshop participants, this still indicates under-representation. Contributing factors include many fathers being overseas for seasonal work and some men lacking interest. VAESP has suggested relocating the workshop areas where the fathers are more likely to be present, such as local "nakamals" (traditional meeting places).

Another challenge during this reporting period has been the competing priorities within the communities. While parents have expressed their appreciation for the PSP workshops, there are numerous competing community activities and demands from chiefs and churches. VAESP and MoET have suggested the PSP Taskforce in Torba create a plan to continue the PSP workshops to encourage parents to complete all 11 sessions designed to enhance their ability to support their

children's development. Given that each community has its own priorities, the Taskforce is collaborating with them to schedule suitable dates to complete all 11 workshop modules. Torba's Provincial Coordinator in Sola will closely monitor progress and send PSP updates to VAESP and MoET.

MoET's corporate education communication has been enhanced through VAESP's support.

Evidence demonstrates that achieving desired behaviour change requires sustained communication efforts. VAESP supported corporate education communication with 42 general social media posts disseminated on the MoET Facebook page. VAESP supported the following campaigns:

- International Education Day: This campaign involved the production and distribution of four social media posts that generated 4,870 engagements¹ on social media and five press advertisements.
- Back-to-school Campaign: Launched in January 2024, this campaign included nine social media posts that generated 4,546 engagements on social media, three short-message service texts (SMS), 298 radio advertisements, 10 press advertisements
- International Women's Day: This campaign included five social media posts that generated 7,151 engagements on social media and five press advertisements

Education statistics show a reduction in class-age distortion in Year 1, which correlates with the right age enrolment campaign (*6 yia klas 1* campaign), initiated in 2016. While it is not yet clear if this trend will continue during the 2024 campaign round, VAESP notes that the primary education net enrolment rate is slowly increasing while the gross enrolment rate is decreasing. Additionally, VAESP created two generic pull-up banners printed for advocacy and educational purposes and supported the delivery of 23 social media posts on MoET's Facebook page, reaching almost 449,500 Facebook users.

Another notable achievement was the successful training workshop on writing press releases conducted in March 2024 and a social media skills training workshop conducted in June for MoET colleagues (three women and three men). These training workshops aimed at building the capacity of MoET counterparts to ensure the sustainability of outcomes.

¹ Engagements on social media refers to any account that may have liked, shared, or commented on a post.

Figure 1: High praise from a Parent Support Program participant, Toga Island, Torba Province.²

Changing fathers' behaviours towards spending quality time with their family

“Before attending the training, I neither understood nor was aware of the importance of supporting women during pregnancy, spending time with family, engaging in effective communication, especially with our children, showing love and care, and helping with household tasks.

When I attended the training with other fathers in the community, we recognized our shortcomings and realized how unfair we had been due to our previous lifestyles. We learned the importance of taking care of our wives and children, especially during pregnancy and after childbirth. Our wives need rest, love, care, and nutritious food. When mothers are happy, the children are happy, which makes a significant difference.

I learned the importance of spending quality time with my family, as it matters because our children start learning from birth. When we, as parents, take time to care, talk, explain things, show support, love, and care, children learn from what they hear and see. These basic and ongoing activities can have either a negative or positive impact, depending on the approach we choose as parents.

I have changed my attitudes and behaviour because I now understand the impact this can have on our family. I spend more time planning activities that involve my family and supporting my wife with household tasks. I also spend more time with my children to play and just hang around with them. I will pass on what I learned to the younger adults for them to engage in these workshops when conducted in the community.”

IO 1.2: MoET has greater capacity to provide services during emergency and disaster

The resilience of school infrastructure is particularly crucial given Vanuatu’s vulnerability to natural disasters. In many communities, schools are the most solid infrastructure assets available and serve as shelters during the tropical cyclone season. The Government of Vanuatu has acknowledged its limited financial and technical capacity to manage disaster risk adequately. MoET is a key agent through the schools in planning, supporting, preparing and educating school leaders about the importance of building structures according to these standards and guidelines. MoET and VAESP have continued to advance the development and implementation of activities to ensure all schools in Vanuatu comply with the Primary School Infrastructure Guidelines, developed and approved in 2023, with VAESP’s support. These guidelines set higher standards for primary schools’ infrastructure, strengthening their resilience. In the first half of 2024, VAESP worked with the Ministry to develop a clear policy to prioritise schools for renovation and to create a fiscal strategy that ensures funds are allocated to MoET for this purpose.

VAESP is supporting MoET in including fiscal estimates for capital works investments in its Medium-Term Expenditure Framework. This involves preparing the technical assessments, forecasting the amount of work required over the next 3 to 4 years to renovate the schools selected through the policy and submitting this information to the national budget process. The development of the Capital Works Plan has been completed and is awaiting endorsement from the Senior Management Team in MoET to be included in the 2025 implementation budget. Moreover, following approval from the

² Quotes from the community included in Figure 1 have been translated from Bislama to English

Australian Government, VAESP has advertised a new position for a long-term infrastructure adviser. The adviser will support MoET's increased effort to renovate schools. The adviser is anticipated to be mobilised later in 2024.

Late in 2023 and early 2024, VAESP supported three PEOs in gaining internet access via satellite using very small aperture terminals (VSAT). VAESP facilitated the purchase, installation and training of officers in using and maintaining the equipment. The selected equipment is easy to assemble and disassemble, allowing for a quick response to incoming tropical cyclones. This activity will ensure that MoET can resume communications promptly after a tropical cyclone.

SO 1.3 Schools are informed to respond adequately to emergencies

The Primary School Infrastructure Guidelines have been published and distributed to schools and Education Offices in the provinces during the reporting period. This will enable school leaders to understand their infrastructure requirements. School leaders play a critical role in ensuring that infrastructure interventions in their schools comply with these guidelines, thereby protecting schools and education assets from natural disasters.

Whenever possible, VAESP demonstrates flexibility by responding to MoET's requests outside the scope of the annual plan. VAESP supported MoET in finalising its School-Based Disaster Risk Reduction Handbook and the Vanuatu Disaster Risk Reduction and Education in Emergency policy, 2024-2030. It is important to note that VAESP's support was limited to designing all promotional material.

Picture 1: Students at D-Ocean ECCE School, Santo



Improved student literacy and numeracy outcomes (Quality)

VAESP is contributing to the desired overall outcome of improving student literacy and numeracy outcomes across Years 4, 6, and 8. This is achieved through one IO: teachers effectively applying the curriculum and associated principles of teaching, learning, and assessment.

Figure 2: Learning through Mother Tongue workshop case study story, Ambae Island, Penama Province.

“During the learning through Mother Tongue Workshop, I discovered the importance of adding languages to the curriculum. It is the cornerstone of communication and comprehension, playing a crucial role in every aspect of our lives. She wrote, 'I have never attended a training like this before.'

We had the teacher's guides in school but didn't make time to read through and use them. Now that we understand the guide's content and how to create samples of the Primer activities, we will use them and ensure we incorporate language into activities that help children learn and become competent readers. I felt sad to hear that the mother tongue is slowly fading away, and if we are not careful, we will lose it. Our children were born speaking our language, which means they will learn quickly and confidently if teachers translate instructions from Bislama for them.

Observing and learning the different sounds and orthography, and agreeing on sounds and letters through the training, assured me that I can teach vernacular in any part of Ambae Island, even if I don't speak the language of another community. I also learned the nineteen ways to pronounce the five vowel letters, including their long and short sounds, which will enhance my teaching abilities and lesson planning.

I look forward to putting this into practice when I return to the classroom. I would like to ensure that we consider language blending at the beginning of the year so we can track students' progress over time.”

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

During this reporting period, VAESP's activities are laying the groundwork to build a support system that ensures teachers are applying the curriculum and its associated teaching, learning, and assessment principles. The development of the CIP 2024-2026 is a key contributor to this effort as it will strengthen curriculum implementation in schools K-10. This will be achieved by building capacity at the system and provincial levels to provide consistent and long-term curriculum support to schools. Ultimately, the CIP aims to improve student learning through improved teaching and learning in classrooms. When the CIP Awareness and Training package begins in the third quarter of 2024 (Q3), each PEO will select 40 CIP Focus Schools as part of phase one, benefiting 600 teachers. In addition, teachers in ECCE, primary schools and junior secondary schools are benefiting from VAESP's efforts to review and distribute teachers' resources and guides. Participants from training workshops have expressed interest in purchasing more of the materials.

SO 2.1 Teachers and principals are demonstrating increased confidence in implementing the national curriculum

VAESP is building the foundations of a supportive environment to enable teachers and principals to implement the national curriculum effectively. During the reporting period, the VAESP team worked closely with MoET's CDU to advance the review and approval of the CIP 2024 –

2026. Key CIP priorities include establishing safe and inclusive classrooms, supported by initiatives such as the Safe School Program, Inclusive Classroom Professional Learning Program, and Behaviour Management strategies³. The VAESP team will work with the MoET CDU team to conduct a CIP stakeholder mapping to ensure all relevant partners included and aware of CIP activities relating to their respective programs. The Memorandum of Understanding for recruiting eight PCIOs has been signed by the Director-General of MoET and by VAESP. Recruitment will occur in Quarter 3 of 2024. The PCIOs will support teachers in implementing the national curriculum and receive ongoing training in high-impact strategies and pedagogies to improve literacy and numeracy. These curriculum specialists will train selected CIP Focus Schools in their respective provinces.

Principals will select School-Based Curriculum Champions⁴ who will work with the PCIOs to provide ongoing training and support at the school level. Additionally, with the support of the PCIO, principals will establish and sustain Professional Learning Communities in their schools, focusing on enhancing teaching, learning practices and pedagogies that are inclusive, research-based, and data-informed.

In the PEOs, 26 staff members have been selected to receive training in facilitating learning networks within their respective provinces, focusing on curriculum support, particularly for the 40 CIP-focused schools. The training package includes topics such as key curriculum concepts, theories, principles, and abilities that form the subject area foundation.

Picture 2: ECCE Students and Teacher at Erakor Primary School, Port Vila.



There are clear indications that the lens for GEDSI is being integrated across the VAESP's activities under the Quality Pillar. The following examples illustrate how GEDSI has been mainstreamed under this pillar:

- The review of the CIP 2024 – 2026 by the CDU Quality Team, Monitoring and Evaluation (M&E), and CDU includes all CDU VAESP staff, CDU coordinators K-13, and the Inclusive CDU Coordinator.

³ The Safe School Program is supported by Save the Children while the Inclusive Classroom Professional Learning is supported by VAESP (formerly Save the Children under GPE funding). Behaviour Management will be supported by VAESP in strategies VAESP are recommending.

⁴ School-based Curriculum Champions are existing teachers in the schools that are identified as change-makers and have the experience/capacity to support learning within the school environment with the support of the PCIOs

- CIP Priority Area 3.3 focuses on creating safe and inclusive classrooms through initiatives such as the Safe School Program, the Inclusive Classroom Professional Learning Program, and behaviour management strategies.
- The selection criteria for the 40 CIP Focus Schools considered accessibility, inclusive quality, and management. The Awareness Training Package was developed and reviewed by the CDU, incorporating feedback from the Inclusive CDU Coordinator. Monitoring this training will gather data on the attendance of male and female participants in accessible spaces.
- Assessments for the 40 CIP Focus Schools will be developed with recommendations for appropriate adjustments for students with disability, such as large print, extended time for answering, the use of a scribe, and having questions read aloud to the student. The CDU Inclusive Coordinator and the VAESP GEDSI Coordinator will review these assessments.
- The procurement of literacy resources that support GEDSI in education includes items like magnetised foam letters to support hand/brain learning and assist students with vision impairments.

In Q3 and the fourth quarter of 2024 (Q4), training packages will be implemented to support teachers and principals in applying the national curriculum. During the first six months of 2024, the VAESP Quality team worked on developing the CIP Awareness and Training Package. The package targets provincial office staff, provincial government representatives, and key principals. It includes the selection criteria for the 40 CIP Focus Schools, which will guide MoET provincial offices in their selection process in early Q3. Subsequently, 40 school principals will be identified to receive Instructional Leadership training and learn effective teaching and learning strategies in Q3 and Q4.

Additionally, the ECCE Coordination Unit and VAESP have developed the Beginning Literacy Skills training package for teachers and children, focusing on phonological awareness and print knowledge. This will be rolled out in Q3 to help key ECCE teachers implement the ECCE curriculum.

The teacher register system, currently being developed by VAESP and MoET's IT Unit, will enable the ministry and the Teaching Services Commission (TSC) to maintain a comprehensive register for all teachers. This register will include details such as registration, qualifications, professional development, placements, student information, documents, finance, employment history, online applications, transfers, payroll, leave and attendance. The teacher registration system will support the oversight of teachers, thus helping to ensure the national curriculum is implemented more effectively by enhancing teaching strategies and outcomes through improved data management and tracking capabilities.

Additionally, VAESP has been involved in developing and compiling Year 1 criteria for Listening and Speaking, Reading, and Writing for Class-Based Assessments. Preparations are under way for workshop logistics, resource preparation, and slide presentations for the Classroom Assessment Techniques and Assessment Resource Tool for Teaching and Learning (ARTTLe) training.

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

Teachers and principals are finding value in the literacy resources being distributed to schools. VAESP and MoET's CDU worked together to collate picture cards for ECCE and primary schools in Port Vila, along with booklets for teachers in English and French. Feedback from the recipient schools indicates the resources have been well received. Questions about where more books and materials can be ordered indicate they could experience greater demand.

Secondary resource distribution has begun in Sanma and Penama Province, facilitated by an Inventory Management application to aid in tracking and restocking materials. Flashcards and sequential posters have almost been completed, with only finalisation by the Graphic Designer remaining.

In May, VAESP provided digital literacy training for teachers, introducing them to Google's Learning Management System and its associated resources. The training builds teachers' capacity to access an online repository of curriculum resources and relevant MoET policies. As the work expands to secondary resources for Sanma and Penama, as well as accessible online resources via the Google Learning Management System, it is expected to provide schools with much needed resources to support effective learning.

In addition to literacy resources, VAESP is also supporting the development of oral resources.

Vocabulary cards, stimulation posters, and sequential stories have been developed and are in the final stages of production. The ECCE team plans to print and pilot these resources in kindergartens in Efate. Schools are also being provided with resources on vernacular learning through mother tongue-based instruction.

VAESP worked with the CDU to select schools in Penama Province that would receive support for teaching and learning in the vernacular. This effort finalised the identification of schools on Ambae Island and established workshop training content, which was rolled out in July 2024. Significant progress was made with the Language Primer initiative, focusing on four languages from Ambae, supported by the Summer Institute of Linguistics. During this reporting period, a teaching guideline was developed for instructing the Ambae language following an assessment. Moreover, six short videos were produced and approved for presentation, highlighting the importance of vernacular languages through student perspectives across different provinces. Interviews with a diverse group of school and community leaders documented positive changes in students' lives.



The first language is the tool that softens the soil of the brain. Once the brain is receptive and ready, a child can effectively learn in a second language. This emphasizes the importance of linguistic preparation in the learning process. It suggests that laying the groundwork with a child's native language creates a fertile foundation for learning a second language.

Chief in Tanna (translated from Bislama to English)

Strengthening provincial systems (Management)

VAESP is contributing to the desired overall outcome of achieving devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation, and decision-making to improve student learning outcomes. This is achieved through a set of intermediate and SOs as outlined in the Results Framework.

The IOs that VAESP focused on in the first six months of 2024 include:

- 1 MoET monitoring of systems and school performance and use of data to inform strategic planning and school improvement
- 2 PEOs guiding school principals in developing effective School Strategic Plans (SSP).

Figure 3: Google Classroom & Digital Literacy workshop case study story, Santo Island, Sanma Province.

Enhancing teachers' capability in digital literacy and classroom management

Before the Digital Literacy and Google Education Classroom Training happened in Sanma Province, Rex knew about digital tools in a positive aspect, anticipating that it would be an innovative tool that would push and transform teaching and learning to another higher level. When he learned that he was going to participate in the training, he was excited because he would test his assumptions.

After the training, Rex increased his understanding and learned that digital literacy allows users to maintain their ability to communicate with learners via various digital tools. When asked about his opinions, he said 'The Google classrooms allow spontaneous collaboration between students and teachers without time limits, creating and scheduling assessments in preferred timeframes and interventions that allow more interactions between teachers and students. Additionally, a space for students and parents to access information and understand the different Syllabus that the school is teaching their children. Moreover, it allows evaluation results to be reported to students promptly.'

Rex felt that the training would allow the teachers, students, and the school community to plan and adapt to this new teaching and learning environment. He also felt that this workshop would set pathways and creation of school policies for digital and Google classroom use.

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

VAESP activities under this IO contribute clearly to enhancing and expanding MoET's monitoring systems and evidence-driven decision making. They are producing positive outcomes for MoET, including improving Information and Communications Technology (ICT) knowledge and skills at the school and provincial levels and ensuring that policies reflect the developing Vanuatu education context, including its opportunities and needs. While there is still a gap to bridge between Vanuatu's education ICT landscape and that of the developed world, VAESP's contributions towards this outcome will be instrumental in amplifying MoET's management systems and ni-Vanuatu children's access to education.

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

VAESP's support to MoET's Information and Technology Unit and Policy and Planning Directorate (PPD) is advancing a series of initiatives that will enhance education data management and planning capacity. During this reporting period, VAESP worked with the Information and Technology Unit on a series of sub-activities, including developing the OV Policy, reviewing and revising the ICT Policy, conducting data collection through an ICT in Schools survey, and producing a yearly statistical digest through Open Vanuatu Education Management Information System (OV). In addition, VAESP's partnership with MoET is expanding the functionality, data collection and management of OV. These efforts have already benefited MoET's planning and budgeting systems, with further opportunities to leverage OV's potential. Here are a few examples:

- VAESP's work in OV involves creating key modules for monitoring and tracking teachers' performance, such as the teacher register system. This system gives MoET and TSC an updated view of teacher distribution and performance, aiding in effective resource allocation and identifying areas needing support. Collecting and verifying community teachers' data in OV helps TSC and

MoET promote these teachers for training opportunities. The Vanuatu National Standardised Test of Achievement (VANSTA) module, with its standardised assessment tool, gives MoET clear insights into student and school performance, enabling informed resource allocation to enhance teaching and learning outcomes.

- The ICT Policy aims to establish a robust ICT governance framework within the Ministry and schools. Setting requirements for the number of computer labs, machine specifications, and compulsory computer subjects ensures consistency and quality in ICT education. This framework helps MoET plan infrastructure investments, curriculum development, and teacher training programs, ensuring students receive quality education with essential ICT skills.
- The ICT in Schools Survey collects data on computer labs, computer teachers, and the types of devices used by students and teachers. Cleaning and integrating this data into OV and the Vanuatu Schools website provide MoET management with clear insights. This comprehensive view supports informed decision-making and strategic planning, ensuring optimal allocation of ICT resources and equipping schools to offer the best learning environments.
- The MoET IT Unit and VAESP are advancing the commencement justification process for vendors to install VSAT at Analgauat School in Aneityum (Tafea province) and Akama Primary School (Shefa Province) to improve internet connectivity.

There is a growing demand among teachers and principals for digital literacy training. While there is still a need for greater capacity in resourcing and ICT skills, VAESP's support remains aligned with the needs and priorities of the Vanuatu education sector in enhancing MoET's data management. VAESP and the Information and Technology Unit worked together during the reporting period to provide digital literacy training in Sanma Province and Malekula Island. Thirty-four schools benefited from this training, which included an introduction to the Google Classroom platform.

The training was attended by 39 teachers and two PEO staff, comprising 16 women and 25 men. It aimed to provide teachers with a comprehensive understanding of the importance of digital literacy in modern teaching practices and equip them with the skills to effectively use these tools to enhance their teaching and students' learning. Thirty-seven out of 40 participants agreed or strongly agreed that the training improved their knowledge of ICT, and 39 of 40 participants agreed or strongly agreed that the training would assist them in their work.

Progress is still needed in transitioning Vanuatu's education system into a blended learning model integrating the usage of Google Classroom with traditional face-to-face teaching. The digital literacy training found that 17 out of 22 schools in Sanma did not have an ICT teacher, reflecting the trainees' observations regarding the importance of hiring an ICT teacher in all schools. Additionally, 10 out of 14 schools in Malekula lack a stable VSAT connection. Through collaboration with the Information and Technology Unit, VAESP has developed an IT Helpdesk within MoET and is reviewing the ICT Policy to ensure its priorities are fit for purpose. These initiatives will significantly enhance the ICT landscape in the education sector.

VAESP mainstreams GEDSI into its Pillar 3 activities through a variety of targeted initiatives aimed at ensuring equitable access and participation for all. Male and female teachers will receive training in digital literacy, fostering equal opportunities for professional development. Additionally, Google for Education tools will be introduced to all teachers and students, promoting inclusivity in digital learning. The pay slip notification system will be available to every teacher across Vanuatu to support accessibility, regardless of gender or minority status. Furthermore, MoET systems and OV will integrate data from the Civil Registry Information Management System, ensuring comprehensive data sharing for all genders, age groups, and minority communities. VAESP will track and monitor participation in activities to support opportunities being available and taken up by women as well as men.

The program also aligns its disaster recovery plans with MoET Inclusion and GEDSI guidelines, reinforcing a commitment to inclusivity in all educational initiatives. The ICT in Schools survey, the new MoET website, and the ICT Policy review are all designed to uphold these guidelines, ensuring that digital infrastructure and policies support an inclusive environment. Moreover, a centralised helpdesk ticketing system will be accessible to all schools throughout Vanuatu, providing consistent support and addressing the needs of diverse educational communities.

The SSP support emphasises monitoring inclusivity standards, particularly in physical structures and learning environments, to accommodate disability and learning impairments. Additionally, the development of indicators for the Disability Module in OV, including modifications for use in Post-Secondary Education and Training, demonstrates a dedicated approach to enhancing educational resources and support for students with disability. VAESP is also developing a feature within OV to include disability data collection. VAESP and MoET have formulated a strategy and activity to develop this feature in 2025.

IO 3.2: PEOs can guide principals in developing effective SSPs

VAESP has contributed significantly to building the capacity and capability of the PEOs to support school principals in their respective provinces. School principals have submitted 284 (Primary) and 82 (Secondary) SSPs to the School-Based Management Unit, which is currently being compiled. Most of VAESP's efforts towards IO 3.2 for the period focused on preparation and discussion, with sub-activities commencing in Q3 and Q4.

A key highlight that contributes to progress towards this IO is the training workshop conducted for PEOs and the Education Authority. The training started with a one-day session for Education Authority participants to update them on calculating education outcomes and reviewing SSP strategies. Each team presented their assignments, analysing retention, dropout and completion rates in five schools for the first time. Discussions emphasized calculating Student Teacher Ratios and the impact of repetition, highlighting the need to avoid overbuilding schools in specific areas and its effect on teacher recruitment.

The next session focused on administration and management, emphasising the importance of Acts, policies, regulations, manuals, and notes for guiding education implementation and expenditure. Participants worked on a draft results framework and developed a provincial framework. The training revisited administrative documents with an exercise on creating provincial regulations for school-recruited teachers. Rich discussions occurred throughout, especially between Education Authority and provincial staff.

Findings from the training workshop indicate that VAESP is contributing to the Government of Vanuatu's priorities to devolve decision-making to the provincial level by building the policy, planning, and management capacity of the PEOs. In Q2, VAESP and MoET conducted a PEO and Education Authority workshop, attended by 21 Provincial Education Officers, comprising 16 men and five women and Education Authority representatives. Out of the 21 respondents, 15 provided concrete examples of how they will use what they had learned in their daily responsibilities. Seven respondents indicated they would review their monitoring tools to collect better quality data for reporting and planning purposes. Six respondents said they intend to share their newfound knowledge to build the capacity of school principals and teachers. Finally, two respondents indicated they would align their existing strategies to MoET's policies and regulations and utilise the template for Community Teacher employment in their Education Act documentation. Participants have been tasked with getting feedback on regulations for school-recruited teachers, improving SSPs, constructing key indicators, estimated baselines and targets for relevant outputs. The key findings will be shared in the next workshop.

Picture 3: Capacity building workshop for Provincial Education Office staff and Education Advisers, Port Vila.



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

School principals' capabilities in school-based management and leadership practice are increasing through VAESP training workshops, with more expected in Q3. The outcomes of support provided to PEOs in 2023 are bearing fruit in 2024. PEO reports indicate they have supported school principals in their respective provinces in developing their SSP. VAESP will continue to build on these results with further support to PEOs. Additionally, training conducted in partnership with MoET's Finance and Administration Directorate (FAD) has been held for Shefa school principals. VAESP worked with the Australian Pacific Training Coalition (APTC) to finalise training for school principals in Torba Province and with the Pacific Theological College for training with school principals from Shefa Province.

The workshop followed the School Finance Manual Training, attended by school principals and the Provincial Finance Officer. The revised School Finance Management Manual now includes Public Finance Regulations requirements. The Ministry of Finance and Economic Management Act, updated and gazetted in 2019, mandates compliance from all government-funded agencies.

APTC conducted the first block of training during the Term One school holidays with 22 participants. The training aims to equip participants with leadership and school management skills. The second block will occur during the Term Two holidays, and the third block will occur during the Term Three holidays.

For the Pacific Theological College, Block One on Leadership and Resilience took place in May. The second and final block on Project Management will occur during the Term Two holidays, split into a week before and a week after the holidays. The training aims to develop participants' skills in leading and managing schools and other organisations, fostering resilience and encouraging a change of mindset.

VAESP is investing in a research study to enhance leadership and management at the school level. The study aims to evaluate the impact of leadership and management training in schools, focusing on implementing the national curriculum. It will assess evidence-based results following school leaders' training. The study team will interview principals, teachers, students, School Council members, and School Council Association members to gather supporting evidence. Consideration is being given to combining the study with the MoET's Corporate Plan Baseline. Discussions are ongoing about sharing data on the selected school principals and draft questions before consulting the PPD and the Education Services Directorate (ESD) teams to decide on the next steps.

3 Key challenges and responses

This section highlights six specific challenges that had a significant impact on VAESP activities and the adopted responses.

Figure 4: Key challenges and responses



4 GEDSI Highlights

ECCE GEDSI Highlights: Most of the Mobile ECCE Officers who attended the curriculum training were female. They will return to their respective Provinces and share the revised curriculum with local teachers. The officers work closely with the communities to encourage mothers and fathers to participate in their children's learning.

VAESP continues to support MoET in promoting and advocating for GEDSI in its activities. The 2023 VAESP GEDSI strategy aims to build on existing approaches and activities that VAESP is implementing while also identifying ways to enhance the program to address current gaps, ensuring greater inclusivity and gender equality. This strategy uses a twin-track approach, combining targeted and mainstreaming activities for gender, disability, and social inclusion. This combined approach is the most effective strategy for achieving inclusion and development outcomes. Planned activities during the project period include specific initiatives focused on disability and gender equality, as well as GEDSI principles across all aspects of the program to achieve the planned outcomes.

National Roll Out of Inclusion Schools: The Acting Director of the ESD has approved the national rollout of the IE Resources book. The translations of the IE resource book are complete, and preparations are under way for its dissemination. A Training of Trainers course is scheduled to take place in Penama Province in the third quarter of 2024. In addition, there are ongoing plans and discussions regarding the new Benchmarking Tool for schools to self-evaluate their progress towards IE and assess their inclusive practices. The Benchmarking Tool will enhance the already familiar three-star approach promoted by UNICEF and MoET for water, sanitation and hygiene in schools.

ECCE GEDSI highlights: During the provincial workshops, ECCE facilitators are trained to incorporate GEDSI in their provincial workshops. To support this effort, GEDSI approaches are embedded in the key teacher's induction and training briefings. The GEDSI team conducted a review of the PSP Communication Strategy and ensured consistency of key messages across all communication channels in alignment with the ministry's goal. Additionally, ECCE teachers were trained in integrating GEDSI into their curriculum planning and review processes. This approach ensures that GEDSI considerations are embedded in provincial activities, enhancing teacher and community understanding of effectively engaging with people of all genders, ethnicities, and backgrounds in the PSP workshops.

Quality Pillar GEDSI highlights: The CIP 2024-2026 review adopted an intersectional approach involving the whole team, including the Inclusive Coordinator. A key priority in the plan is to create safe and inclusive classrooms. This includes strategies such as the Safe School Program, the Inclusive Classroom Professional Learning and Program, and Behaviour Management. These initiatives aim to promote a comprehensive spectrum of GEDSI and inclusive learning in classrooms. The selection criteria for the 40 CIP focus schools considered factors such as accessibility, inclusive quality, and management aspects.

The Examination and Assessment Unit (EAU) has received recommendations on making appropriate adjustments for students with disability. These adjustments include offering large print materials, providing materials with background colours other than white, making more time available to answer questions, allowing more time to write, and permitting questions to be read aloud to students. To address students with special learning needs, principals need to submit the names of students and the type of disability. This would allow the EAU team to make reasonable adjustments for the VANSTA tests, ensuring equity is maintained. This process is pending EAU approval.

Curriculum resources were also designed to include GEDSI precepts. New literacy teaching flashcards align with gender equality principles and are respectful of gender roles. For example, flashcards depict both women and men as doctors, pilots, carers, nurses, police officers and firefighters.

In addition, the monitoring of training will gather data on the gender ratio of participants. Interviews will be conducted in environments that facilitate effective participation, ensuring all voices are heard.

Management GEDSI highlights: Forty-one teachers, comprising 25 men and 16 women, have participated in the Digital Literacy and Google Classroom training. They will bring this knowledge back to their schools, eventually ensuring a uniform level of understanding across classrooms. During the installation of the satellite Internet connection, MoET engaged with school administrators and agreed the Internet would serve students, teachers and the school community. Schools will issue a voucher for public use at an affordable price.

Synchronisation and integration efforts will ensure that teacher and student data, encompassing all age groups, genders and vulnerable groups, is included in OV. Additionally, the development of the six modules in the OV implementation plan will adhere to the GEDSI guidelines, especially regarding gender disaggregated data where applicable. VAESP is also coordinating conversations between the Information and Technology Unit and PPD to ensure that OV can effectively collect disability data.

5 VAESP Operations

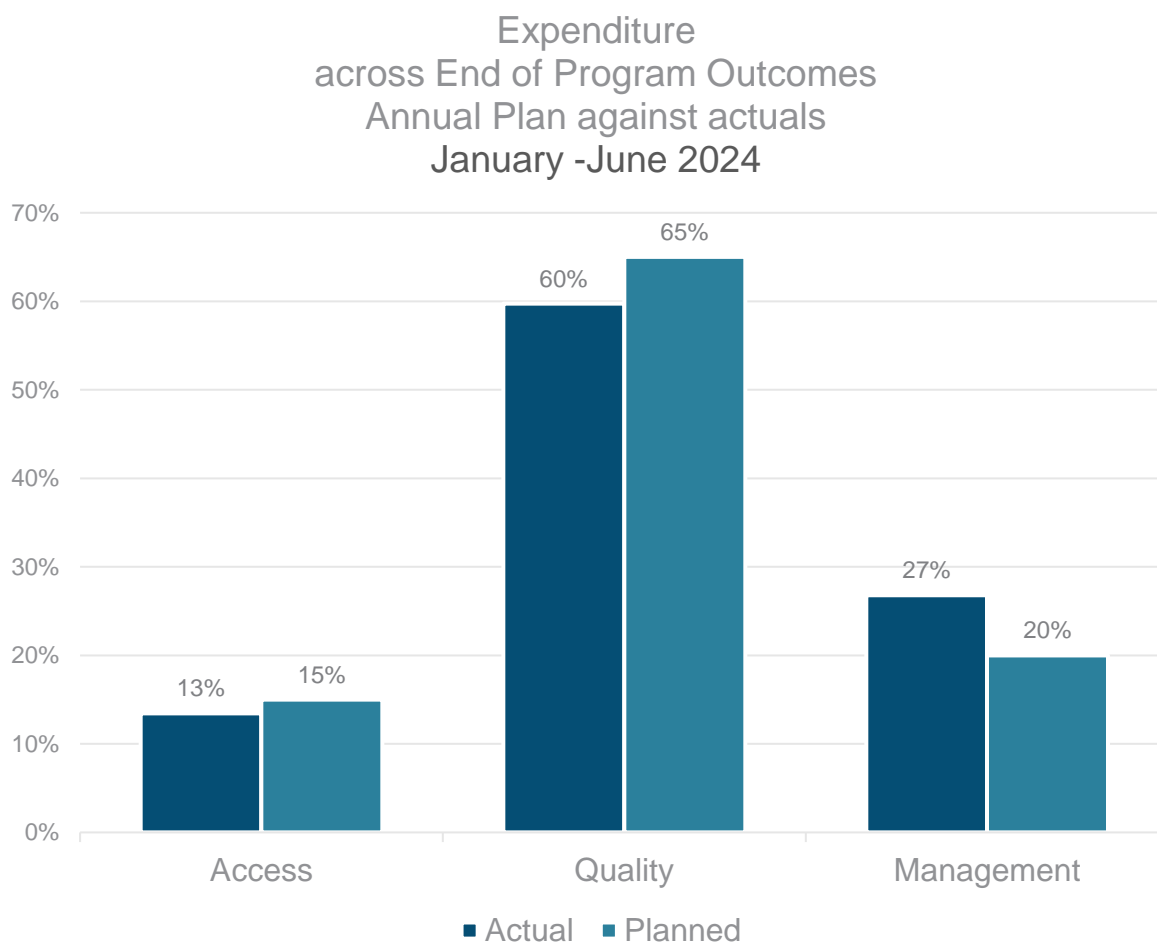
5.1 Budget progress

Overall, expenditure was under the approved annual budget for the first six months of the year, representing 87 per cent (this includes milestones and excludes a number of milestones which fell into the next reporting period). Project activity costs were slightly lower than budget, at 79 per cent (excluding Australia Awards Vanuatu which was slightly higher than budget for the reporting period, representing 109%). The liquidation of Air Vanuatu affected over a third of activities, necessitating adjustments or delays in implementation. The teacher strike in June also delayed several activities, resulting in lower-than-expected expenditures for the month.

With Air Vanuatu grounded, approval was sought and received from DFAT twice to charter planes to ensure certain activities could proceed, increasing their expected cost. In addition, Daily Subsistence Allowance has risen to 7,000 vatu per night, representing a significant increase in cost for activities.

Despite these challenges, the expenditure across End of Program Outcomes for the first six months closely aligned with the proportional spend designated in the annual plan. See Figure 5 below.

Figure 5: Expenditure across End of Program Outcomes Annual Plan against actuals January – June 2024



The significant expenditure on the Quality pillar represents the catchup of delayed activities recognised in previous reporting cycles. A quarterly review was conducted that reviewed all activities

with the relevant coordinators, and adjustments were made where necessary. This process encourages reviewing the budget, adjusting forecasts and highlighting any risks, including identifying opportunities for synergies across activities. Any significant changes were shared with DFAT.

5.2 Monitoring, Evaluation, and Learning (MEL)

In this reporting period, the VAESP MEL team worked together to develop the Concept Note for the first ever Pause and Reflection (PAR) workshop in Port Vila with VAESP team members as well as counterparts in the MoET. This workshop was held over 1.5 days and included the participation of 29 VAESP team members (19 female and 10 male) and 14 MoET colleagues (6 female and 8 male). In this workshop, VAESP Activity Coordinators presented on progress as a whole by pillar as well as the challenges faced. Participants were then divided into groups consisting of VAESP and MoET colleagues to collaboratively brainstorm ways of addressing these challenges. The PAR workshop was a success with all parties appreciating the opportunity to put some time aside to celebrate the successes and to work together to address challenges. The VAESP MEL team consolidated the findings of the workshop, and are planned to be share with DFAT and senior MoET officials at the next VESP Steering committee scheduled in July 2024.

Five areas were identified as priority areas:

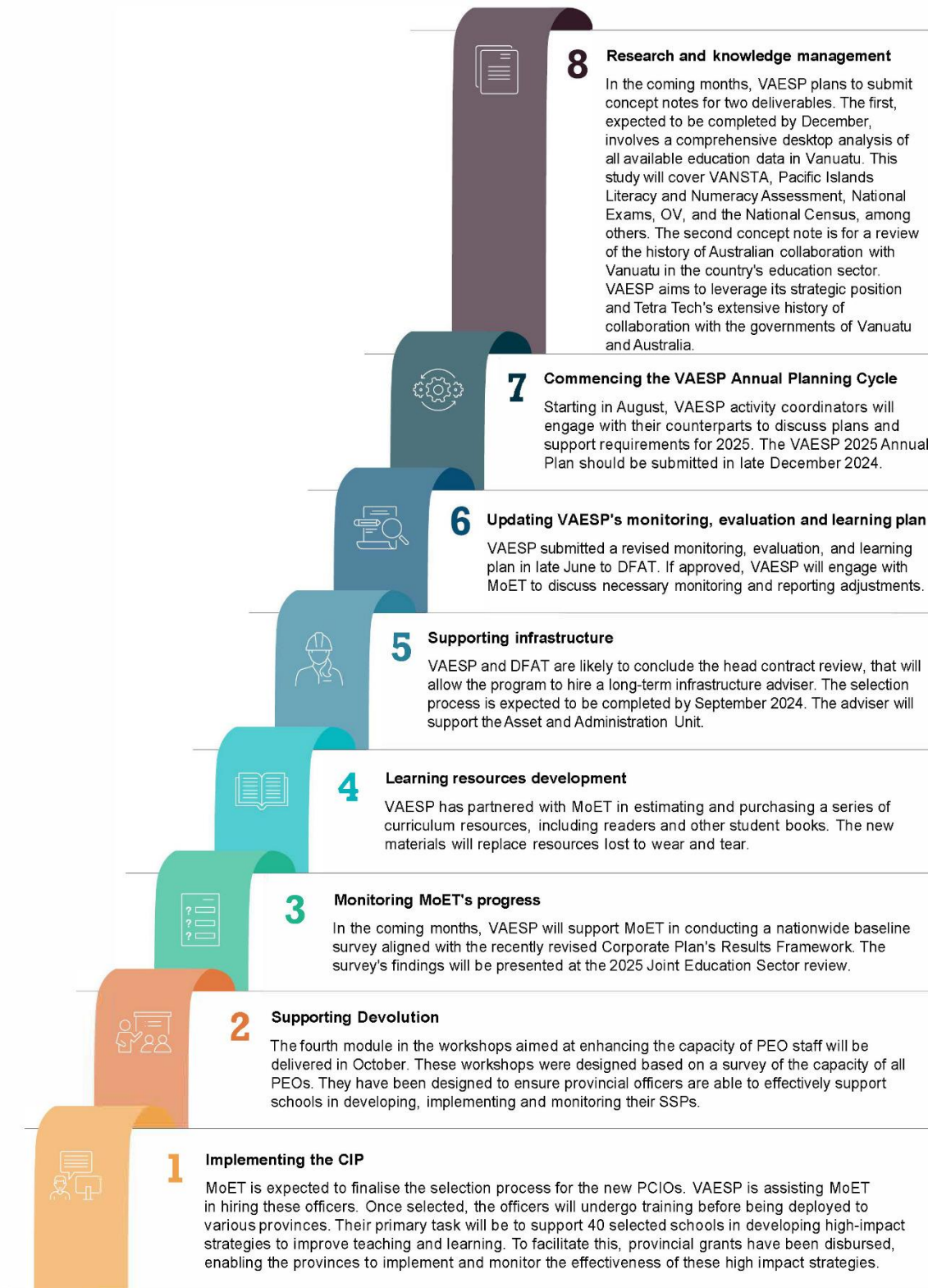
1. Effective M&E Systems
2. Improving MoET engagement and coordination with key stakeholders, including enforcement of systems and process
3. Building qualifications and capabilities of teachers
4. Strengthening the implementation of training workshops and planning
5. **Emerging Cross-cutting Priorities/Themes:** Resources and Sustainability

In addition to this, the VAESP MEL team has also consulted with VAESP Activity Coordinators to review and revise the VAESP MEL Plan and Results Framework with the objective to reflect lessons learned. This is the second review of the MEL Framework since the start of VAESP II in 2019 and seeks to align to MoET's new M&E Framework. While the objectives have remained the same, the changes in the MEL Plan and Results Framework revolve mostly around the indicators, data collection tools, and clarity of the MEL processes. The deliverables have been drafted and is currently undergoing a review by DFAT. Once this is approved, the VAESP MEL team will facilitate a MEL workshop with the VAESP Activity Coordinators to socialise the revised MEL Plan and Results Framework. This is expected to be conduct in Q3 or Q4 of this year.

VAESP continues to also participate in discussions with DFAT on Tier 2 impact of the program and indicators. The DFAT Education Canberra team, had an in-country visit to Vanuatu to improve their understanding of the program more fully. The team provided feedback on how to enhance reporting to more accurately reflect the programs depth of impact and contributions to the Ministry of Education and Training.

6 Next steps

Figure 6: Next steps



Annex 1

Quarter 1 and Quarter 2 Progress Matrices

Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
1.1.1	National rollout of Inclusive Schools	20 new inclusive schools in Penama province implementing the IE resources book	<ul style="list-style-type: none"> VAESP worked with MoET collaboratively and prepared for the National roll-out of the inclusive schools in Penama The new IE resource book is ready for implementation work in targeted schools 	<ul style="list-style-type: none"> Approval received for the roll-out of the IE resource book IE resource book French translation completed Planning preparations for the roll-out of the IE Resource book in Penama in September
1.1.2	Support for Inclusive Education and Training Policy	<p>50 teachers/principals within the new inclusive schools implementing the revised IE policy</p> <p>50 teachers/principals within the new inclusive schools trained in the revised IE policy (male/female)</p>	<ul style="list-style-type: none"> VAESP and MoET, through the National Programs Unit, held a first discussion meeting on the review of the Child Protection Policy during this reporting period. The meeting happened with Education partner representatives from Save the Children, UNICEF, and VAESP. 	<ul style="list-style-type: none"> IE policy review continued this quarter Child Safeguarding Policy Review planning preparations this quarter Formatting and printing of the A5 leaflet Primary school in Vanuatu – Gendered expectations, roles and results in French
1.1.3	Provincial Women in Education in Leadership Network (PWELN)	Five male participants/teachers (in each workshop) trained in professional development training to support PWELN in three provinces	<ul style="list-style-type: none"> VAESP assisted the National Programs Unit in hosting a planning meeting for the Tafea PWELN to formalise their Coordinating Committee and disseminate gender study findings and training on the PSP in April Proofreading and formatting of the Primary School in Vanuatu Gendered Expectations Roles and Results summary booklet is completed and ready for printing and dissemination 	<ul style="list-style-type: none"> Formalised Tafea PWELN PSP was introduced to Tafea PWELN Planning preparations towards Sanma PWELN in August Received school listing and budget from the Sanma Education Office for the upcoming Sanma PWELN workshop in August

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
1.2.1	Support to corporate education communication	24 Communication products created, such as press releases, posters, social media, radio, SMS	<ul style="list-style-type: none"> • Printing of 1,000 copies of the Vanuatu Gendered Expectations Roles and Results summary booklet in English version is completed • French translation of the summary booklet on Vanuatu Gendered Expectations Roles and Results is completed and ready for printing <ul style="list-style-type: none"> • VAESP, through MoET's communication team, supported the corporate education communication with 42 general social media posts disseminated on the MoET Facebook page. • VAESP supported one campaign for International Education Day with the production and distribution of four social media posts that generated 4,870 engagements in social media and five press advertisements. One back-to-school campaign rolled out starting on 23 January 2024 with nine social media posts that generated 4,546 engagements in social media, three SMS, 298 radio advertisements, and 10 press advertisements. In addition, one International Women's Day campaign disseminated five social media posts that generated 7,151 engagements in social media and five press advertisements. • VAESP delivered 1,760 English calendars and 760 French calendars that were printed and distributed. • VAESP delivered two communications training delivered on press release. 	<ul style="list-style-type: none"> • 23 social media posts on the MoET Facebook page, reaching almost 449,500 Facebook users • Two social media posts on the Vanuatu Facebook page of the Australian High Commission • Nine articles in the newspaper • One communications training delivered on social media skills • Four photoshoots conducted in Malekula • Finalisation of VAESP Brand Guidelines – pending approval from the Australian High Commission • Finalisation of VAESP Factsheet – pending Australian High Commission's approval • Formatting and proof-reading of VAESP Quarter 1 Report, VAESP MERL Plan and MoET Quarter 1 Summary

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
1.2.2	ECCE PSP	400 parents and carers (male/female) participate in community forums in Torba Province (including 12 parents in the Mamma's Literacy activity)	<ul style="list-style-type: none"> Three photoshoots were taken in different provincial locations, one in Ambae and two in Tanna. VAESP created and developed two generic pull-up banners that were printed for advocacy and educational purposes. VAESP was present and provided communications support for the opening of 29 classrooms, three dormitories, four administrative buildings, and two ablution blocks across 12 schools in Sanma Province. <ul style="list-style-type: none"> VAESP and MoET, through ECCE coordination, facilitated five PSP workshops in Torba Province in this quarter (77 males and 126 females, including two males with disability) through community forums. During this period, 13 women who have gone through the Mama Literacy Class training graduated. 	<ul style="list-style-type: none"> Design of the PSP communications campaign – pending the Australian High Commission's approval. Support to mark Kindy Day – SMS, social media post, press, radio interview. Launch of the PSP weekly radio program. In Torba Province, the team reached its target of 400 parents. Reports received this quarter confirm some islands have completed the 11 modules – Ureparapara, West Vanualava, and East Vanualava. This quarter, data from 13 communities indicates they have reached 638 parents, of whom 226 were male and 412 females, including two with disability. VAESP team have been supporting MoET to prepare PSP Taskforce & Facilitators training materials for Pentecost – five Area Councils, and 22 participants will be trained to implement PSP in all five Area Councils. PSP workshops will contribute to SO 2.1 through more kindergarten teachers demonstrating confidence in their role as PSP

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
1.3.1	Asset Master Plan	One Primary School Infrastructure Policy	<ul style="list-style-type: none"> VAESP, through the FAD, completed the Asset Master Plan and submitted it for the 	<p>Facilitators as they build their capacity in 1) Nurturing Care, 2) Health & Care of a Pregnant mother, 3) Brain Development, 4) Parental Engagement with children, 5) Language, Storytelling & Reading, 6) Learning through Play, 7) Health and Nutrition, 8) Water, sanitation and hygiene, 9) Child Protection, 10) Values -Building up a child to respect and develop positive values, and 11) Differences and Disability.</p> <ul style="list-style-type: none"> Positive feedback- (i) three pregnant mothers from Torres indicated that after workshop 2, their immediate families took extra care and looked after them well during their pregnancy, (ii) two fathers indicated they now understand why it is important to engage with their children, and when they spend time playing or telling stories, their children are very happy and look forward to their time together with their fathers, and (iii) two teachers have indicated that they have noticed children who have been very quiet in class have suddenly bloomed and are talking and participating in conversations – because their parents have been spending time with them at home, playing and talking more with them. iv) one teacher commented that children were bringing healthy snacks for morning tea, and children seemed to be much healthier and happier. These are some general observations from parents and teachers after attending some PSP workshops.

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
		approval by the Senior Management Team One Capital Work Plan endorsement by the Senior Management Team	Senior Management Team's approval. Follow-ups were done to check on the approval progress. The Primary School Infrastructure Policy is to guide the development of the Provincial Capital Works Plan that will commence in May. • Plans are under way for the Capital Works Plan implementation of activities to begin within the second quarter.	approval process by the Senior Management team. • Capital Works Plan for Penama and Malampa were submitted to MoET to be included in the 2025 Budget submission. • Capital Works Plan for Sanma, Torba, Shefa and Tafea were submitted to MoET (Facilities Principal Education Officer). This will be included in the Medium-Term Expenditure Framework for 2026 onward by Director of FAD.
1.4.1	Emergency response fund	N/A	• This sub-activity was not executed due to no natural disasters in this reporting period.	• Design of A2 poster, pull-up banner and T-shirt for the launch of School-Based Disaster Risk Reduction Handbook and Vanuatu Disaster Risk Reduction and Education in Emergency Policy 2024 – 2030 – pending the MoET approval
2.1.1	Supporting the creation and Maintenance of a teacher's register system	100% of non-TSC teacher data was collected in Torba Province and Ambrym Island.	<ul style="list-style-type: none"> VAESP worked closely with MoET to compile a list of schools in Ambrym Island and Torba Province to start the data collection process. Two meetings were held with TSC to request TSC support for the survey rollout in the targeted Province and Island including updating on the survey procedure details. Budget expenditure claim requests have been drafted. 	<ul style="list-style-type: none"> Discussed with TSC the delay in implementing the activity due to the flight issues with Air Vanuatu. Liaising with TSC to discuss alternative approaches to conducting the data collection. Teacher strikes has been the a major impediment.

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
2.2.1	Provincial Curriculum Support	26 Provincial office staff (male/female) trained to facilitate learning networks. 40 School-based Literacy and Numeracy Champions trained	<ul style="list-style-type: none"> VAESP coordinated with MoET through the CDU to unpack this sub-activity through quality planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> Review of the CIP 2024 – 2026 was completed by the CDU Quality Team, M&E and CDU GEDSI coordinator The Operationalisation of the CIP 2024 – 2026 has been approved by the Office of the Director of the ESD Terms of reference for the Curriculum Implementation Advisory Group and the PCIO The CIP Awareness and Training package for the 26 Provincial Office Staff has been developed to be administrated in early Q3 The CIP Focus Schools criteria have been finalised for presentation to the provinces for the final selection process of the 40 CIP Focus Schools The Memorandum of Understanding for the Provincial Curriculum Financial Grant has been signed by the Director General and VAESP, and the grant has been transferred to the MoET Development Account
2.2.2	CIP: Provincial Literacy Program	280 teachers from K-3 in the CIP focus schools are trained in high-impact teaching strategies 1,750 students participated in baseline, midline, and end-line assessments from the 40 CIP focus schools	<ul style="list-style-type: none"> VAESP coordinated with MoET through the CDU to unpack this sub-activity through quality planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> CDU Literacy Strategy 2024 – 2026 has been reviewed by the CDU Quality Team The Memorandum of Understanding for the recruitment of the eight PCIOs has been signed by the Director General of MoET and VAESP, and the recruitment strategy is in progress TORs and the PCIOs Recruitment Information package have been developed and presented to MoET’s Human Resources Unit to be advertised in early Q3

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
2.2.3	Supporting Junior Secondary Curriculum Development	<p>400 Year 8 teachers trained on Junior Secondary Curriculum.</p> <p>English and French versions of the Syllabus for five core subjects were printed</p> <p>English and French versions of the teacher guide for five core subjects were printed</p>	<ul style="list-style-type: none"> VAESP is assisting discussions with the CDU through the Curriculum and Assessment Board for their approval on the Year 9 Syllabus and the Teachers Guides. 	<ul style="list-style-type: none"> The PCIOs recruitment fund for Activity 2.2.2 has been transferred into the MoET Development Account, and the recruitment strategy is in progress Assessments are in the process of being codeveloped Procured literacy resources have been received and are being utilised in training
2.2.4	Strengthening ECCE Curriculum	40 ECCE – Kindergarten Teachers trained in the CIP Focus schools	<ul style="list-style-type: none"> VAESP under the ECCE Unit Coordination, has progressed this activity by developing curriculum resources for teachers and children to use. 1] Oral Language Resource Development - includes story books, picture cards, 2] Essential Learning Resources, and 3] A training Package on Beginning Literacy Skills (includes phonological awareness). Training of the Key Teachers will begin in June on the Harmonised Standards. 	<ul style="list-style-type: none"> Work in progress- logistics being finalised with CDU staff to go to the provinces (team leaving on Sunday 7/7/24) to finalise with Principals names of schools to be selected according to a criteria list. Development of Oral language Resources - Vocab cards, stimulation posters and sequential stories – in its final stages with John Joseph who has been contracted to do artistic work for the posters and stories. The Beginning Literacy Skills Training Package has been developed in oral

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
2.2.5	CIP: Learning through mother tongue - vernacular	Six short videos published on social media	<ul style="list-style-type: none"> VAESP, through the ECCE Unit, conducted monitoring in Torba Province. The monitoring visit to the four kindergartens in Torres, three in Motalava, one in Sola, and 15 in Gaua indicated that all were using the curriculum program. However, kindergarten representatives mentioned the need for continued mentoring and regular follow-up from key teachers. 	<p>language, vocabulary phonological awareness and print knowledge.</p> <ul style="list-style-type: none"> Once the resources have been completed, a few will be printed to trial the use of the resources in Kindergartens in Efate – so it will be easy to access and monitor and mentor the teachers and children using the resources. Teachers can always be consulted for feedback. If the results are satisfactory, training with the teachers from the 40 CIP schools will be conducted before doing a large print run for the whole country (2025). ECCE Policy Workshops – Planning and facilitating workshops to collaborate in revising the ECCE Policy. <ul style="list-style-type: none"> Five schools identified on Ambae for training Workshop content finalised Language primers for four languages on Ambae were retrieved with the support from the Summer Institute of Linguistics. A guideline for teaching the Ambae primer is completed Language assessments completed A Memorandum of Understanding was signed by CDU for the Summer Institute of Linguistics to upload the Ambae Vanua Readers Nine main Vanua Readers translated to the four languages of Ambae uploaded to Bloom online library

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
2.2.6	Instructional Leadership	One Instructional Leadership program implemented in the 40 CIP focus schools	<ul style="list-style-type: none"> VAESP with CDU focused on planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> Penama Vernacular Adviser's contract is finalised Mota language pictures uploaded to Bloom to match Mota text with the support from Summer Institute of Linguistics. Six short videos approved for presentation <ul style="list-style-type: none"> An instructional leadership module has been developed in the CIP Awareness and Training package for the provinces CIP Awareness and Training package includes the selection criteria for the 40 CIP Focus Schools to be selected by the provinces in early Q3, by which 40 school principals will be identified to receive Instructional leadership training in Q3 and Q4.
2.2.7	CIP: Effective teaching and learning professional learning program	<p>100% of the teachers in the CIP focus schools received training on effective teaching and learning</p> <p>80% of the teachers in the CIP focus schools implementing effective teaching and learning strategies in their classrooms</p>	<ul style="list-style-type: none"> VAESP with CDU focused on planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> Effective teaching and learning strategy modules have been developed in the CIP Awareness and Training package for the 26 Provincial Office Staff, including the Provincial Government Representatives and Key principals, to be delivered in early Q3

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
2.3.1	Supporting Zone Data Clubs	40 Principals are trained in reading, analysing and discussing VANSTA data	<ul style="list-style-type: none"> VAESP, with the CDU and the EAU, focused on planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> Development of Session 1 to expose participants to opportunities to discuss and analyse data in a safe space Discussions with EAU to clarify the activity.
2.3.2	Class-based assessment	<p>26 (18) Provincial Curriculum Learning Facilitators and eight PCIOs trained in class-based assessment</p> <p>40 school-based facilitators (male and female) trained in Class-based assessment</p>	<ul style="list-style-type: none"> VAESP, with the CDU and EAU, focused on planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> Compiling the different Year 1, Listening and Speaking, Reading and Writing. Reviewing the classroom-based assessment's common assessment techniques for the training of Provincial Curriculum Learning Facilitators and PCIOs. Prepare a slide to present the training on common assessment techniques. Prepare a slide to present the ARTTLe.
2.3.3	Support to VANSTA	100% of VANSTA papers are printed and ready for distribution by the end of each year.	<ul style="list-style-type: none"> VAESP with Exams and Assessments Unit (EAU) focused on planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> Initial meetings with EAU and the Educational Quality and Assessment Programme were held to clarify requirements and roles in supporting VANSTA, specifically regarding who is responsible for the reporting of results Discussed VANSTA updates with EAU Primary Coordinator VANSTA English Numeracy test is completed and ready to print, but the French version is yet to be completed Literacy drafts are completed but are yet to be sent to Educational Quality and Assessment Programme to check and finalise

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
2.4.1	Review of the Vanuatu National Curriculum Statement (VNCS)	40% of VNCS Review and Recommendations submitted to MoET by November	<ul style="list-style-type: none"> VAESP with CDU focused on planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> The initial proposal has been shared and reviewed with full CDU representation Revised proposal according to feedback currently in draft for further review and feedback Discussions between VAESP and the Australian High Commission's Independent Education Specialist, on the process for methodology and revision
2.4.2	Supporting the review of K-3 teacher guides	K-3 teacher guides are reviewed, revised, and ready for printing	<ul style="list-style-type: none"> VAESP with CDU focused on planning and budgeting for effective implementation in the second quarter. 	<ul style="list-style-type: none"> Commencement of brainstorming and discussions with the ECCE team and CDU about the purpose of the guides and how to meet the needs of teachers in the field at various levels of training
2.4.3	Distribution of literacy resources for schools	100% of schools that have received flashcards and sequential stories	<ul style="list-style-type: none"> VAESP and CDU collaborated to develop oral language resources for ECCE and Primary schools including teachers' booklets, in French and English. A procurement plan for the literacy resources is underway. 	<ul style="list-style-type: none"> Packaging, distribution and delivery of approximately 90 boxes of resources in English and French to primary schools in Port Vila and Efate completed in April. Materials were well received by schools, who queried where they could order more books and materials. 36 boxes remaining. Work has now commenced on the secondary resources, with four boxes sent to Sanma and four to Penama. VAESP and CDU collaborated to create an online Inventory Management application to assist with restocking materials. Contracts with packers were renewed in May and subsequently renewed until September.

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
3.1.1	Strengthen ICT in schools	<p>50 Schools receive digital literacy training.</p> <p>One school in Tafea and Shefa with installed VSAT and internet connections.</p> <p>50 schools introduced Google Classroom.</p> <p>100% completion of the Teacher pay slip notification system 'plan and design' phase.</p>	<ul style="list-style-type: none"> VAESP, through the support of the Information and Technology Unit, finalised the selection of schools in Sanma Province and Malekula Island to receive training on digital literacy. VAESP worked closely with the Information and Technology Unit to select two primary schools (Analgauhat Primary School in Aneityum and Akama Primary School in Epi) to install VSAT internet connectivity. VAESP, through the Information and Technology Unit, held a meeting with the CDU to discuss the combination of Google Classroom with Digital Literacy Training. A selection of MoET staff was selected to facilitate the combined training. VAESP and MoET, through the Information and Technology Unit, have not progressed with this activity. However, they managed to have a conversation with the Vanuatu Financial Management Information System officer under the Ministry of Finance, who suggested distributing the payslip via OV rather than email or SMS. 	<ul style="list-style-type: none"> Flashcards and sequential posters are finalised and are currently with a graphic designer. Thirty-four schools in Sanma and Malampa received Digital Literacy Training Commenced justification process for vendors to install VSAT in Ahnalgauhat Primary School in Erromango (Tafea) and Akama (Shefa) Primary School in Epi Thirty-four schools in Sanma and Malampa provinces were introduced to Google Classroom. The Pay Slip Notification Plan and Design have not started yet
3.1.2	Supporting statistical digest and key education factsheets.	2023 Digest and fact sheets produced and disseminated virtually by September 2024.	<ul style="list-style-type: none"> VAESP and the PPD held a first meeting to discuss the inclusion of the key indicators into the digest that will determine which data to capture in the statistical table. 	<ul style="list-style-type: none"> The work on the automation of the table and the production of the digest is progressing well, with 40 modules for 160 indicators now Completed

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
3.1.3	Supporting OV data entry	Review of OV Policy completed	<ul style="list-style-type: none"> VAESP, through the Information and Technology Unit, progressed this sub-activity by hosting a meeting to discuss their contributions to the first draft of the OV Policy. 	<ul style="list-style-type: none"> Collecting materials for the five sections of the policy document is finalised. The draft policy is now being developed.
3.1.4	Supporting the Compulsory Education Study	Implementation plan for the compulsory Education study developed	<ul style="list-style-type: none"> This activity is pending approval as the Senior Management Team has not approved the drafted Council of Ministers paper before its submission to the Minister, who will present it to the Council of Ministers. 	<ul style="list-style-type: none"> The Council of Ministers paper has been resubmitted to the Director for his comments. He will then seek Senior Management approval before the minister presents it to the Council of Ministers.
3.1.5	Supporting OV software and MoET information systems	<p>Synchronisation of Civil Registry and OV database developed</p> <p>The two existing dashboards are updated (Statistical Digest & OV).</p> <p>Six modules in the OV implementation plan are developed.</p>	<ul style="list-style-type: none"> VAESP facilitated planning meetings with the PPD and FAD to decide the best way to progress this activity. VAESP and the Information and Technology Unit planned a visual refresh of the Real-time Dashboard under the schools.edu.vu. domain with new visual themes. VAESP supported MoET through the coordination of the Information and Technology Unit to modify the migration tool in the OV of the School-Based Management Teacher and School performance data. This includes the establishment of data migration from OV to a Data warehouse on student data. In addition, assistance was provided to the PPD in the OV evaluation activity conducted by UNESCO. 	<ul style="list-style-type: none"> The PPD and the Information and Technology Unit had discussions and decided that an integration plan would be developed and submitted to the Civil Registry for further discussion. It is anticipated these discussions will lead to a Memorandum of Understanding between Vanuatu Department of Civil Registration and Identity Management and OV. Commenced development of the ICT in schools survey dashboard and report on the Vanuatu Schools website and OV platform. Development of Indicators for Disability Module in OV - Modification of the Student Disability Module to be used in Post Secondary Education and Training. Changes deployed to the OV Training System for testing.

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
3.2.1	Supporting the development of school procurement guidelines	School procurement guideline is drafted and ready for submission to the Senior Management Team for approval	<ul style="list-style-type: none"> VAESP assisted FAD in facilitating the final editing of the guideline before the draft was submitted for translation into French Planning is finalised for Shefa Principals training in the second quarter 	<ul style="list-style-type: none"> Development of the Teacher Login Module in OV will be tested through the OV training system in July 2024. Development of the Minimum Quality Standards module for Modification of the Kobo forms is finalised, with the forms changed. Minor changes to the migration tool, reports, and OV dashboards are required. Development of VANSTA module – requirements analysis was done, and development has commenced. OV Database Management System Update (Structured Query Language) – A quotation was sourced and provided to the Principal Officer of the Information and Technology Unit to pay for the licence.
3.2.2	Strengthening Financial Management Systems	MoET Financial Management Manual is developed and submitted to the Senior Management Team for approval.	<ul style="list-style-type: none"> VAESP through the Finance and Administration Unit, is communicating on the progress of this activity. Work could not have progressed in this quarter due to MoET staff workloads. 	<ul style="list-style-type: none"> One school grant campaign rolled out starting on 29 February 2024 – three pull-up banners, 2,150 posters in Bislama, 1,650 posters in English, 500 posters in French, 488 radio advertisements, one press advertisement, and seven social media posts reaching over 107,700 Facebook users on social media. Interviews were conducted in three schools in Malekula and three in Efate for the school grant case studies.

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
3.2.3	Supporting planning	<p>Two provincial trainings to support the development of Business Plans and Reporting</p> <p>One Corporate Plan review completed</p> <p>One MoET M&E Plan developed</p> <p>One Joint Planning event held to present reviewed CP</p>	<ul style="list-style-type: none"> VAESP and the PPD team will be coordinating the provincial training and supporting the development of Business Plans and Reporting in the third quarter. VAESP is working closely with the PPD team to complete the review of the Corporate Plan through consultations with MoET Unit Directors and staff. Directorates are providing their inputs and detailing their activity and outputs to be measurable and easily tracked against progress over time for ease of reporting. This activity will be implemented after the amendment of the format of the Corporate Plan. VAESP is assisting the PPD to continue discussing and planning for the event date and side reflections leading to the joint planning event. This activity links with the provincial 	<ul style="list-style-type: none"> Finalisation and submission of the School Grant Case Studies Report. Consultations with MoET and the Ministry of Finance and Economic Management teams have been conducted. The proposed alignment of the budget with the Corporate Plan has been presented to MoET for finalisation. Discussion held with the short-term adviser Prema as she is helping in reviewing the MoET Corporate Plan.

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
			training and the current review of the Corporate Plan.	
3.2.4	Supporting Budget Systems	Medium-term expenditure framework for the MoET is completed and submitted to the Senior Management Team for approval	<ul style="list-style-type: none"> • VAESP worked closely with MoET through the Ministry of Finance and Economic Management • Teams to complete the consultations on the Medium-Term Expenditure Framework and proposed alignment of the budget with the Corporate Plan presented to Senior Management. Discussions were also held with VAESP's Teacher Management Adviser, who is working with the PPD in reviewing the Corporate Plan. 	<ul style="list-style-type: none"> • VAESP's School Infrastructure Specialist and Financial Management Adviser assisted with New Policy Proposal submissions for the 2025 budget. The Capital Works Plan for Penama and Malampa were submitted and incorporated into the MoET Medium Term Expenditure Framework as part 2025 Budget submission. • Discussions were held with the Teacher Management Adviser who is helping with the review of the MoET Corporate Plan.
3.2.5	Strengthen audit and review systems	100% of members of the Audit and Risk Committee are appointed	<ul style="list-style-type: none"> • VAESP is working closely with FAD in consulting with the Director General to appoint the Audit and Risk Committee. The draft audit manual is being finalised, and the charter is being reviewed. 	<ul style="list-style-type: none"> • The Audit Manual has been revised and submitted to Acting Principal Education Officer for MoET Senior Management approval. • Recommendations to the Director General for appointment of the Committee through the Acting Principal Education Officer has been made. • Audit and Risk Charter has been revised and submitted to Acting Principal Education Officer for MoET Senior Management for approval. The Audit Manual has been revised and submitted to Acting Principal Education Officer for MoET Senior Management approval. • Recommendations to the Director General for appointment of the Committee through the Acting Principal Education Officer. • Audit and Risk Charter has been revised and submitted to Acting Principal Education Officer for MoET Senior Management for approval.

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
3.2.6	Support review of Education Authority and school registration policy	100% of MoET's Education Authority and School registration policy reviewed	<ul style="list-style-type: none"> VAESP and MoET, through the PPD, will start discussions in the second quarter after waiting for the return of the relevant staff members from maternity leave. 	<ul style="list-style-type: none"> Documents have been collected for review, and the plan documented for developing the draft review of the policy. The draft will be completed in August 2024 with the commencement of consultation.
3.2.7	Support for ICT policies, procedures and infrastructure	<p>One ICT disaster recovery plan was revised.</p> <p>One ICT in schools survey conducted</p> <p>100% completion of a new MoET website plan and design with relevant stakeholders</p> <p>One new ICT policy for education developed.</p> <p>A helpdesk ticketing system is developed for schools</p>	<ul style="list-style-type: none"> VAESP is discussing suitable dates with the Information and Technology Unit for the Technical Adviser to arrive in Vanuatu in May to commence the review of the education ICT policy and revise the disaster recovery plan. VAESP collaborated with the Information and Technology Unit to complete the ICT in-school survey with the Pacific Consulting Limited team. Pacific Consulting Limited and VAESP are discussing a contract variation to extend the number of days. VAESP worked closely with Information and Technology Unit in undertaking work on a new website using a modern Microsoft .Net framework. This is due to some website misconfigurations and misplacement of the Joomla website files on the Office of the Government Chief Information Officer's servers. VAESP is discussing suitable dates with the Information and Technology Unit for the technical adviser to arrive in Vanuatu in May to commence the review of the education ICT policy and revise the disaster recovery plan. VAESP supported the Information and Technology Unit in advancing the development of the helpdesk system which is 	<ul style="list-style-type: none"> A discussion on the revision of the Disaster Recovery Plan has been held, but no major work has been done The ICT in Schools survey conducted by Pacific Consulting Limited has been completed and submitted to the Information and Technology Unit and VAESP The new MoET website has been completed and is undergoing testing before launch in Q4 The ICT policy first consultation was completed and is waiting for a second consultation in September A centralised helpdesk ticketing system for schools has been fully developed

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Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
			now developed and fully functioning within MoET.	
3.3.1	Supporting School Leaders Certificate Training	<p>57 School leaders graduated from a certified course in leadership and management training.</p> <p>One study to support the School of Education consider options to deliver Leadership and Management training.</p> <p>One Study on school principals who have completed Leadership and Management Training.</p>	<ul style="list-style-type: none"> VAESP worked with the ESD to finalise the APTC training in Torba Province and the Pacific Theological College training arrangements for Shefa Province. VAESP is assisting the Tertiary Education Department and ESD and working closely with the School of Education to progress the planning of the Leadership and Management survey study. Consultations are happening in the second quarter. VAESP, through the School-Based Management Unit, are preparing to finalise the study dates. September is the proposed month, but a date is not yet confirmed. The study questionnaires have been developed and VAESP is proposing to have data for other activities collected during this study, including data related to curriculum, school grants and infrastructure. 	<ul style="list-style-type: none"> The Research Study paper has been approved by Senior Management Terms of Reference for the study have been approved by Senior Management
3.3.2	Supporting principals' handbook training	100% of newly appointed principals inducted and appraised	<ul style="list-style-type: none"> VAESP is supporting the School-Based Management Unit in planning preparations for the implementation of the SSP for principals to ensure this support is effective in schools and monitored. 	<ul style="list-style-type: none"> Principal SSP support has been conducted in all provinces with provincial reports submitted. The compilation of provincial reports is yet to be done by the School-Based Management Unit. Principal appraisal to be conducted in quarter 3
3.3.3	Strengthening provincial	PEOs and Education Authority attend two capacity building	<ul style="list-style-type: none"> VAESP and the PPD worked together to plan, communicate, and prepare for the first capacity-building workshop with the Provincial 	<ul style="list-style-type: none"> Participants are working on assignments to be presented in the next workshop in October.

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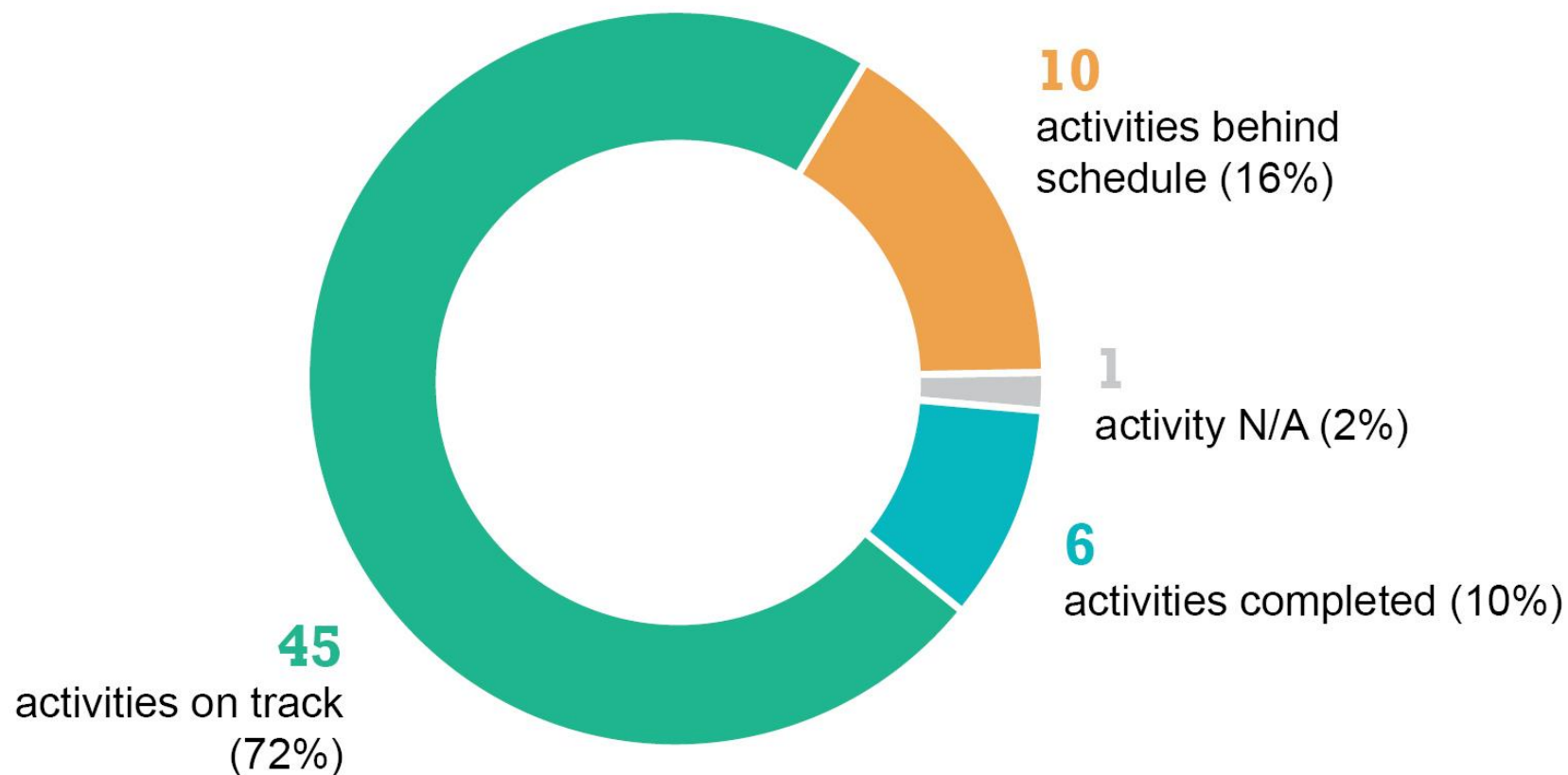
Sub-activity #	Sub-activity Name	Annual Target	Quarter 1 updates	Quarter 2 updates
	coordination and support	workshops (April/October)	Education Officers and Education Authority to happen in the second quarter. Logistics and communication to the provinces are effective and executed according to plans.	
3.3.4	Piloting Monitoring Tools	One SSP monitoring tool is developed. One school, teacher, and Principal monitoring tool (one for each) is developed.	<ul style="list-style-type: none"> VAESP, through the School-Based Management Unit's coordination, are collaborating to ensure this activity will be implemented in quarter 3 of this year. 	<ul style="list-style-type: none"> No direct progress has been made with this activity. However, the importance of school monitoring has been incorporated as a concept into the revised corporate plan
3.3.5	Supporting the implementation of the Minimum Quality Standards	All schools in Tafea are surveyed for school standards baseline	<ul style="list-style-type: none"> This sub-activity has not started the implementation. 	<ul style="list-style-type: none"> This activity is planned to be implemented in quarter 3. A further discussion is to be done on budget.

Annex 2

Mid-year Progress towards Targets

Figure 7 below presents the progress status of the planned sub-activities in 2024 in this reporting period. The VAESP team is on track to achieve 73 per cent of its targets, but 16 per cent remains behind schedule.

Figure 7: Six-monthly progress against targets from January to June 2024



Annex 3

Annual Results Framework

The sub-activity results framework annual targets have been established in collaboration with DFAT and MoET.

EoPO	Activity areas	Sub-activity in 2024	Annual Target	Indicator	Data source
ACCESS	1.1 Strengthen IE	1.1.1 National rollout of Inclusive Schools	20 new inclusive schools in Penama province implementing the IE resources book	# of new inclusive schools in Penama province implementing the IE resources book	IE resource book monitoring VAESP progress reporting
		1.1.2 Support for the Inclusive Education and Training Policy	50 teachers/principals within the new inclusive schools implementing the revised IE policy 50 teachers/principals within the new inclusive schools trained in the revised IE policy (male/female)	# of teachers/principals within the new inclusive schools implementing the revised IE Policy # of teachers/principals within the new inclusive schools trained in the revised IE policy (male/female)	School monitoring visit reports
		1.1.3 Provincial Women in Education in Leadership Network (PWELN)	Five male participants or teachers in each workshop trained in professional development training to support PWELN in three provinces	# of male participants/teachers (in each workshop) trained in professional development training to support PWELN in three provinces	Workshop attendance registration
	1.2 Increase involvement of school communities	1.2.1 Support to corporate education communication	24 Communication products (press releases, posters, social media, radio, SMS) created	# of communication products (press releases, posters, social media, radio, SMS) created	Communications quarterly reporting

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EoPO	Activity areas	Sub-activity in 2024	Annual Target	Indicator	Data source
		1.2.2 ECCE Parent Support Program	400 parents and carers (male/female) participate in community forums in Torba Province (including 12 parents in the Mamma's Literacy activity)	# of parents and carers (male/female) participate in community forums in Torba Province (including 12 parents in the Mamma's Literacy activity)	Workshop Registration
	1.3 Improve school infrastructure	1.3.1 Asset master plan	One Primary School Infrastructure Policy approval by the Senior Management Team One Capital Work Plan endorsement by the Senior Management Team	One Primary School Infrastructure policy approval by the Senior Management Team One Capital Work Plan endorsement by the Senior Management Team	Primary School Infrastructure Policy Report Capital Works Plan endorsement report
	1.4 Strengthen response to disaster	1.4.1 Emergency response fund	N/A	# of emergency communications products created # of MoET contingency plan developed after a disaster.	Communications quarterly reporting
QUALITY	2.1 Strengthening teachers' management	2.1.1 Supporting the creation and Maintenance of a teacher's register system	100% of non-TSC teacher data was collected in Torba Province and Ambrym Island.	% of non-TSC teacher data was collected in Torba province and Ambrym Island.	TSC Records & Teacher Registration in OV
	2.2 Strengthen teaching and learning	2.2.1 Provincial Curriculum Support	26 Provincial office staff (male/female) trained to facilitate learning networks. 40 School-based Literacy and Numeracy Champions trained	# of provincial staff (male/female) trained to facilitate learning networks. # of School-based Literacy and Numeracy Champions trained	Workshop registrations Workshop registrations

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EoPO	Activity areas	Sub-activity in 2024	Annual Target	Indicator	Data source
		2.2.2 CIP: Provincial Literacy Program	280 teachers from K-3 in the CIP focus schools are trained in high-impact teaching strategies 1750 students participated in baseline, midline, and end-line assessments from the 40 CIP focus schools	# of teachers from K-3 in the CIP focus schools are trained in high-impact teaching strategies # of students participated in baseline, midline, and end-line assessments from the 40 CIP focus schools	Training records Baseline, midline, and end-line assessment records
		2.2.3 Supporting Junior Secondary Curriculum Development	400 Year 8 teachers trained on Junior Secondary Curriculum. English and French versions of the Syllabus for five core subjects printed English and French versions of the teacher guide for five core subjects were printed	# of year 8 teachers trained on Junior Secondary Curriculum # of English and French versions of the Syllabus for five core subjects printed # of English and French teacher guides for five core subjects	Workshop Registration Teacher monitoring questionnaires Teacher monitoring questionnaires
		2.2.4 Strengthening ECCE Curriculum	40 ECCE – Kindergarten Teachers trained in the CIP Focus schools	# of ECCE – Kindergarten Teachers trained in the CIP Focus schools	Workshop Registration
		2.2.5 CIP: Learning through mother tongue - vernacular	Six short videos published on social media	# of short videos published on social media	Evidence of engagement, uploading, and sharing
		2.2.6 CIP: Instructional Leadership	One Instructional Leadership program implemented in the 40 CIP focus schools.	One Instructional Leadership program implemented in the 40 CIP focus schools	Instructional Leadership Program report

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EoPO	Activity areas	Sub-activity in 2024	Annual Target	Indicator	Data source
		2.2.7 CIP: Effective teaching and learning professional learning program	100% of the teachers in the CIP focus schools received training on effective teaching and learning 80% of the teachers in the CIP focus schools implementing effective teaching and learning strategies in their classrooms	% of teachers in the CIP focus schools received training on effective teaching and learning % of the teachers in the CIP focus schools implementing effective teaching and learning strategies in their classrooms	Teacher survey Coaches' observation Workshop Registration Access to Google Classrooms
		2.3.1 Supporting Zone Data Clubs	40 Principals are trained in reading, analysing and discussing VANSTA data	# of principals are trained in reading, analysing and discussing VANSTA data	Workshop Registration
	2.3 Strengthen assessment, monitoring, and reporting	2.3.2 Class-based assessment	26 (18) Provincial Curriculum Learning Facilitators and eight PCIOs trained in class-based assessment 40 male and female school-based facilitators trained in class-based assessment	# of Provincial Curriculum Learning Facilitators and PCIOs # of school-based facilitators (male and female) trained in Class-based assessment	Workshop Registration
		2.3.3 Support to VANSTA	100% of VANSTA papers are printed and ready for distribution by the end of each year.	% of VANSTA papers printed and ready for distribution by the end of each year.	Distribution list

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EoPO	Activity areas	Sub-activity in 2024	Annual Target	Indicator	Data source
		2.4.1 Review VNCS	40% of VNCS Review and Recommendations submitted to MoET by November	% of VNCS Review and Recommendations to MoET by November.	VNCS Review Report
	2.4 Strengthening Curriculum Materials	2.4.2 Supporting review of K-3 teachers guides	K-3 teacher guides are reviewed, revised, and ready for printing	K-3 teacher guides reviewed, revised, and ready for printing	Teachers guide Review report
		2.4.3 Distribution of literacy resources for schools	100% of schools that have received flashcards and sequential stories	% of Schools that have received flashcards and sequential stories	Literacy resources distribution list
MANAGEMENT	3.1 Strengthen data, information, and knowledge generation	3.1.1 Strengthen ICT in schools	50 Schools receive digital literacy training.	# Schools receive digital literacy training	Workshop Registration
			One school in Tafea and Shefa with installed VSAT and internet connections.	One school in Tafea and Shefa with installed VSAT and internet connections	VSAT and Internet connection IT report
			50 schools introduced Google Classroom.	# of schools introduced to Google Classroom.	School workshop Registration on Google Classroom sessions
			100% completion of the Teacher pay slip notification system plan and design phase.	% completion of the Teacher pay slip notification system plan and design phase	Teacher pays slip notification completion report
		3.1.2 Supporting statistical digest and key education factsheets.	2023 Digest and fact sheets produced and disseminated virtually by September 2024.	2023 Digest and factsheets produced and disseminated virtually by September 2024	MoET Website
		3.1.3 Supporting OV data entry	Review of OV Policy completed	Review of OV Policy completed	OV review Policy report

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EoPO	Activity areas	Sub-activity in 2024	Annual Target	Indicator	Data source
		3.1.4 Supporting the Compulsory Education Study	Implementation plan for the compulsory Education study developed	Implementation plan for the compulsory education study developed	Compulsory Education Study Report
		3.1.5 Supporting OV software and MoET information systems	Synchronisation of Civil Registry and OV database developed The two existing dashboards are updated (Statistical Digest & OV). Six modules in the OV implementation plan are updated / developed.	Synchronisation of Civil Registry and OV database developed # of existing dashboards updated # of modules in OV implementation plan developed	Synchronisation completion report OV and MoET Data platform.
3.2. Strengthen policy direction, planning, management, and accountability systems		3.2.1 Supporting the development of school procurement guidelines	School procurement guideline is drafted and ready for submission to the Senior Management Team for approval	School Procurement guideline is drafted and ready for submission to the Senior Management Team for approval	Procurement guideline report
		3.2.2 Strengthening Financial Management Systems	MoET Financial Management Manual is developed and submitted to the Senior Management Team for approval.	# of MoET Financial Management Manual developed and submitted to the Senior Management Team for approval	Financial Management Manual
		3.2.3 Supporting planning	Two provincial trainings to support the development of Business Plans and Reporting One Corporate Plan review completed. One MoET M&E Plan developed One Joint Planning event held to present reviewed CP	# of provincial training conducted to support the development of Business Plans and Reporting One Corporate Plan review completed One MoET M&E Plan developed # of Joint planning event held to present reviewed Corporate Plan	Workshop Registration Corporate Plan completion report M&E plan Workshop Registration

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EoPO	Activity areas	Sub-activity in 2024	Annual Target	Indicator	Data source
		3.2.4 Supporting Budget Systems	Medium-term expenditure framework for the MoET is completed and submitted to the Senior Management Team for approval	The medium-term expenditure framework for the MoET is completed and submitted to the Senior Management Team for approval	The medium-term expenditure framework report
		3.2.5 Strengthen audit and review systems	100% of members of the Audit and Risk Committee are appointed	% of members of the Audit and Risk Committee appointed	Audit and Risk Committee member listing
		3.2.6 Support review of the Education Authority and school registration policy	100% of MoET’s Education Authority and school registration policy reviewed	% of MoET Education Authority and school registration policy reviewed	Policy review report
		3.2.7 Support for ICT policies, procedures and infrastructure	One ICT disaster recovery plan was revised.	# of ICT disaster recovery plans revised.	ICT Disaster Recovery Plan review report
			One ICT in schools survey conducted	# of ICT in schools survey conducted	Survey report
			100% completion of a new MoET website plan and design with relevant stakeholders	% Completion of a new MoET website plan and design with relevant stakeholders	Website Plan report ICT Policy for Education report
			One new ICT policy for education developed	# New ICT Policy for education developed	Schools ticketing records
			One new centralised helpdesk ticketing system is developed for schools	# of new centralised help desk system is developed	

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EoPO	Activity areas	Sub-activity in 2024	Annual Target	Indicator	Data source
3.3 Strengthen school management and leadership		3.3.1 Supporting School Leaders Certificate Training	57 School leaders graduated from a certified course in leadership and management training One study to support the School of Education consider options to deliver Leadership and Management Training conducted. One study on school principals who have completed the Leadership and Management Training.	# of school leaders graduated from a certified course in leadership and management training # of study to support the School of Education considers options to deliver the Leadership and Management Training conducted # of study on school principals who have completed Leadership and Management Training.	OV attendance register School leaders block training registration Study report
		3.3.2 Supporting principals' handbook training	100% of newly appointed principals inducted and appraised	% of newly appointed principals inducted and appraised	Induction report
		3.3.3 Strengthening provincial coordination and support	Provincial Education Officers and Education Authority attend two capacity building workshops (April/October)	# of Provincial Education Officers and Education Authority present at two capacity building workshops (April/October)	Workshop Registration
		3.3.4 Piloting Monitoring Tools	One SSP monitoring tool developed. One school, teacher, and Principal monitoring tool (one for each) is developed.	# of SSP Monitoring tool completed. # of Schools, teachers, and principals monitoring tool (one for each) developed	SSP support report
		3.3.5 Supporting the implementation of the Minimum Quality Standards	All schools in Tafea are surveyed for school standards baseline	# of schools surveyed for school standards baseline	Baseline Survey report

