



**VAESP**

**VANUATU AUSTRALIA  
EDUCATION SUPPORT  
PROGRAM**

## **Annual Report**

January – December 2025



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

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## Acronyms

AAPMU	Assets Administration and Project Management Unit
CDU	Curriculum Development Unit
CIP	Curriculum Improvement Program
DFA	Direct Funding Arrangement
DFAT	Department of Foreign Affairs and Trade
ECE	Early Childhood Education
EOPPO	End of Program Outcome
ESD	Education Services Directorate
GEDSI	Gender, Equity, Disability and Social Inclusion
ICT	Information, Communication and Technology
IE	Inclusive Education
IET	Inclusive Education Training
IO	Intermediate Outcome
MEL	Monitoring, Evaluation and Learning
MERL	Monitoring, Evaluation, Reporting and Learning
MFAT	New Zealand Ministry of Foreign Affairs and Trade
MoET	Ministry of Education and Training
MTEF	Medium-Term Expenditure Framework
OpenVEMIS	Open Vanuatu Education Management Information System
OV	Open Vanuatu Education Management Information System
PCIO	Provincial Curriculum Improvement Officer
PCU	Pasifika Communities University
PLC	Professional Learning Community
PM	Performance Management
PMO	Provincial Maintenance Officer
PSP	Parent Support Program
PTC	Pacific Theological College
PWELN	Provincial Women in Education Leadership Network
SSP	School strategic plan
STA	Short-term adviser
TOT	Training-of-trainers
TSC	Teaching Services Commission
VAESP	Vanuatu Australia Education Support Program
VANSTA	Vanuatu National Standardised Test of Achievement
VTU	Vanuatu Teachers' Union

# Executive Summary

The Vanuatu Australia Education Support Program (VAESP) is a long-term Australian Government investment that supports the Ministry of Education and Training (MoET) to improve education access, quality, and management in line with the Vanuatu Education and Training Sector Strategy and Corporate Plan. Now in its eighth and final year, VAESP II (2019–2026) works towards achieving three End of Program Outcomes (EOPOs).

<b>EOPO 1 Access</b>	<b>EOPO 2 Quality</b>	<b>EOPO 3 Management</b>
More girls and boys, including those with a disability, enrol and attend the right year of primary school at the right age.	Improved student literacy and numeracy outcomes measured in Years 4, 6 and 8.	MoET achieves devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation, and decision-making.

VAESP's support is closely aligned with national priorities at multiple levels. The program directly supports 18 of 20 intermediate outcomes in the MoET Corporate Plan 2024–2028. When the Prime Minister's 100 Day Plan elevated education priorities in early 2025, four fell directly within VAESP's current program, enabling rapid response without redesign. VAESP's growing investment in provincial capacity building responds to the Government of Vanuatu's National Sustainable Development Plan's decentralisation acceleration priority. Vanuatu's Nationally Determined Contribution 3.0, submitted in September 2025, also cites curriculum development and teacher training funded by the Australian Department of Foreign Affairs and Trade (DFAT) as contributing to Vanuatu's climate-related commitments.

## What Defined 2025

**2025 was a year of strategic recalibration, shaped by DFAT's direction in response to the findings of the High-Level Review and the evolving education landscape.** The year began with significant disruption with staffing changes and earthquake recovery efforts that displaced MoET offices and disrupted schooling across Shefa Province, compounding the impacts of the ongoing teacher employment dispute and affecting teaching continuity. Against this backdrop, VAESP restructured its leadership and management approach in the first half of the year, with the appointment of a nationally respected ni-Vanuatu education reformist as Team Leader bringing fresh momentum, deeper political economy understanding, and stronger government relationships. Under this new leadership, the program refocused its strategic vision around improved literacy and numeracy outcomes, recentering delivery on the student as the ultimate measure of program success. With this sharper focus in place, midyear learning events provided space for critical reflection through an Outcome Harvest and group sensemaking workshop examining six years of change in the education system to which VAESP supported interventions contributed.

This midyear reflection sharpened the program's strategic focus, while new leadership of the program accelerated delivery and deepened 'thinking and working politically approaches' in the second half of the year. The **Curriculum Improvement Program (CIP)** emerged as MoET's flagship reform, generating momentum that spurred cross unit collaboration and international knowledge sharing. In parallel, system strengthening advanced across data, infrastructure, financial management and policy, with MoET launching key governance documents and establishing new capabilities in data analysis and evidence-based planning.

Previous independent reviews of the program identified significant monitoring, evaluation and learning gaps that limited VAESP's ability to demonstrate progress and use evidence for adaptive decision making. In response, the VAESP team strengthened its governance and delivery systems in 2025 by establishing dedicated monitoring, evaluation and learning, strategic communications, and systems and planning functions, which have consolidated into a program quality team to strengthen evidence use, improve coordination, and communicate results clearly. Technical capacity was further reinforced

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through the appointment of an embedded Infrastructure Adviser to accelerate recovery works and ensure disaster resilient reconstruction.

At the same time, the program restructured its approach to Gender, Equity, Disability and Social Inclusion (GEDSI), shifting from standalone activities to a crosscutting model that embeds gender, disability and safeguarding considerations within core delivery pathways, particularly curriculum implementation, leadership support and system strengthening.

In 2025, VAESP consolidated its position as MoET's partner supporting foundational learning in ECE to Year 3. The program supported MoET to establish the first National Curriculum Advisory Board approved diagnostic literacy assessment tool used in CIP Phase I in 40 focus schools, accelerate disaster resilient reconstruction, strengthen monitoring and learning systems, and build provincial leadership capacity, laying the foundation for measurable learning gains in 2026.

## Progress Towards End of Program Outcomes

Progress in 2025 is reflected across access, quality and system management. While persistent challenges remain, VAESP contributed to measurable improvements in system resilience, foundational learning data and institutional capacity, strengthening the conditions for sustained reform (see Annex 5 Indicator Tracking Table for detailed indicator updates).

ACCESS	Status
<p><b>EPOO 1 More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age:</b> National net enrolment remains stable at <b>97%</b> with reasonable gender parity, supported by school grants provided through MoET and VAESP. However, cohort analysis reveals that of every ten children entering Year 1, <b>fewer than five complete primary on time</b> (21% dropout, 35% repeated). Across all provinces, Year 6 dropout remains consistently the highest (14-42%), reflecting persistent transition barriers to secondary school.</p>	<p><b>Outcome on track</b></p>
<p><b>IO 1.1 Emergency Preparedness and Response</b></p> <p><b>OUTPUT: 162 buildings assessed</b> across 49 schools with technical support from VAESP; MoET's first earthquake damage assessment system established; embedded Infrastructure Adviser supported by VAESP commenced; and <b>90 staff</b> trained in digital literacy for learning continuity.</p> <p><b>EMERGING OUTCOMES:</b> MoET secured over <b>1 billion VUV in recovery funding</b>. Contract award time reduced from up to 12 months to <b>two months</b>. Early signs indicate schools use Google Workspace/Classroom for remote learning during disaster disruption.</p>	<p><b>Outputs achieved</b></p> <p><b>Outcomes partially achieved</b></p>
<p><b>IO 1.2 Parent and Caregiver Engagement</b></p> <p><b>OUTPUT: Eight national campaign</b> messages released (222,719+ subscribers) with support from VAESP; <b>100 home reading workshops</b> reaching <b>927 parents and 784 Early Childhood Education (ECCE) teachers</b> across all provinces; DFAT-supported school grants reached <b>28,897 secondary students</b>.</p> <p><b>EMERGING OUTCOMES: 67% of ECE teachers in Torba who implemented MoET and VAESP supported Parent Support Programs report improved attendance</b>, with positive changes in <b>89% of classes</b>. Torba ECE enrolment grew by <b>15.2%</b>, compared with 3.4% nationally. At six times the rate of demographic growth, this increase suggests PSP is a significant contributing factor.</p>	<p><b>Outputs achieved</b></p> <p><b>Outcomes achieved (3% short of target)</b></p>

QUALITY	Status
<p><b>EOPO 2 Students achieve improved literacy and numeracy outcomes:</b> The Curriculum Development Unit, with support from VAESP, established the <b>first comprehensive diagnostic literacy baseline</b> across CIP focus schools. Writing achievement is critically low (1–11% at age-appropriate level). Foundational reading varies from 10 - 40%. These baselines position MoET and VAESP to measure learning gains as CIP matures.</p>	<p><b>Baseline established, monitoring continues</b></p>
<p><b>IO 2.1 Inclusive Education</b></p> <p><b>OUTPUT: 148 education personnel</b> trained by VAESP across four provinces on the Inclusive Education Policy and Resource Book; diagnostic assessments in <b>40 CIP focus schools</b> to establish a learning baseline and early identification of students with learning difficulties.</p> <p><b>EMERGING OUTCOMES: Following MoET/VAESP supported training,</b> understanding of Individualised Education Plans rose from 64% to <b>86%</b> (+22 points). Teachers are using diagnostic data to reposition students and apply fine motor and early literacy strategies.</p>	<p><b>Outputs progressed</b></p> <p><b>Outcomes behind target</b></p>
<p><b>IO 2.2 Classroom Pedagogy and Practice</b></p> <p><b>OUTPUT: 264 teachers</b> trained in high impact teaching strategies with technical support from VAESP; <b>58 principals</b> trained in instructional leadership by CDU/VAESP; <b>80% of schools</b> established professional learning communities (PLC) following VAESP supported training; <b>73% receiving regular coaching; 100% of CIP schools received baseline diagnostic literacy assessment reports</b> with targeted intervention recommendations for teachers.</p> <p><b>EMERGING OUTCOMES: Following CDU/VAESP supported training, 69% of PLCs report improved student engagement; 54% report early literacy gains; 39% report improved attendance.</b> The Curriculum Development Unit now confidently driving cross unit/institution information sharing with the School Based Management Unit and the School of Education, while the Director for Education Services presented the results at a Development and Education Conference in Melbourne, indicating growing national ownership.</p>	<p><b>Outputs mostly achieved</b></p> <p><b>Outcomes progressed</b></p>
MANAGEMENT	Status
<p><b>EOPO 3 MoET achieves devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation and decision making to improve student learning outcomes:</b> VAESP-supported policy development contributed to <b>18 policies, plans and governance documents</b> being updated or progressed, and <b>seven launched</b>. School compliance recovered to 2022 levels, with 44% meeting all six criteria nationally. VAESP supported schools achieved <b>93% compliance compared with 44% nationally</b> – a 49-point gap. Enrolment data compliance rose from 47% to 61%.</p>	<p><b>Outcome on track</b></p>
<p><b>IO 3.1 Data Systems and Digital Infrastructure</b></p> <p><b>OUTPUT: MoET’s first Statistical Digest</b> produced internally via data automation using R coding language; the <b>Civil Registry Information Management (CRIM)-OpenVEMIS integration</b> was launched to make student enrolment more accurate and easier; <b>17 provincial officers</b> were trained on the new integration; <b>10 schools</b> connected to high-speed internet.</p> <p><b>EMERGING OUTCOMES: Analysis reduced from weeks to seconds at less than AUD1 per year.</b> MoET can now publish statistics within the year of collection. Active OpenVEMIS users <b>more than doubled since 2019</b> to approximately 25,000.</p>	<p><b>Outputs slightly behind target</b></p> <p><b>Outcomes progressed</b></p>

MANAGEMENT	Status
<b>IO 3.2 Infrastructure</b>	
<b>OUTPUT: Capital Works Plans for 43 schools</b> submitted with technical support from VAESP; <b>117 classrooms released for tender</b> ; 47 earthquake-affected schools submitted for the 2026–2028 budget; National Asset Management Policy finalised.	<b>Outputs achieved</b>
<b>EMERGING OUTCOMES: 22 classrooms completed</b> across five provinces with DFAT supporting <b>91% of donor funded construction for recovery</b> ); 80 classrooms in active build; all projects compliant with the 2025 Building Code.	<b>Outcomes achieved</b>
<b>IO 3.3 Financial Management and Accountability</b>	
<b>OUTPUT: Financial Management Manual</b> developed with technical support from VAESP approved; MoET/VAESP supported financial training delivered to <b>19 national staff</b> and provincial finance officers across three provinces; internal audit risk matrix and Risk and Audit Committee Charter developed with technical support from VAESP; <b>budget restructured to align with MoET’s Corporate Plan</b> .	<b>Outputs Progressed</b>
<b>EMERGING OUTCOMES:</b> Post training results indicate improved financial management: MoET national level staff scored <b>94% correct on procurement, 97% on asset management, 100% on grant reallocation</b> . The Audit Committee conducted <b>78% of planned school audits</b> . ECE report submissions in OpenVEMIS increased from <b>0% to 53%</b> .	<b>Outcomes progressed</b>
<b>IO 3.4 Leadership and Decentralisation</b>	
<b>OUTPUT: 40% of principals appointed by the Teaching Services Commission appraised; 58 principals and deputies trained</b> in instructional leadership; <b>24 provincial leaders trained</b> in data driven planning with support from VAESP; CDU’s <b>Friday Reflection model</b> established with all eight Provincial Curriculum Implementation Officers with support from VAESP to monitor progress and employ adaptive management during CIP’s early stages.	<b>Outputs mostly achieved</b>
<b>EMERGING OUTCOMES:</b> CDU now has <b>real time visibility</b> into coaching and school coverage across all provinces via VAESP supported data collection tools. Following CDU/VAESP supported training, one principal built a <b>dedicated Professional Learning Community building</b> .	<b>Outcomes progressed</b>

## Priorities for 2026

Priorities for 2026 have been shaped through evidence-based reflection on 2025 implementation, including Outcome Harvest findings, monitoring data and joint learning discussions with MoET counterparts during the annual planning workshop held at the end of 2025.

Guided by the CIP as the central hub for system strengthening, VAESP's final year will focus on four high-level areas:

**Consolidating CIP:** Sustained coaching on high-impact teaching strategies, connecting CIP schools to high-speed internet and supporting facilitated discussion across units, institutions and partners on sustainable Phase 2 expansion.

**Infrastructure:** Targeted disaster-resilient support to fast-track earthquake damaged school rebuilding through strengthened procurement systems.

**Decentralisation:** Building provincial capacity and capability in education planning, budgeting, coaching and data analysis for sustainability beyond VAESP.

**End of program MEL:** Completing data collection across all three EOPOs; documenting what works; measuring learning gains against the 2025 literacy baseline; and establishing a numeracy baseline.

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Support will also be provided to leverage the success of the Parent Support Program with support to the national ECE unit to formalise a MEL framework.

Other key activities include inducting school principals in administrative and instructional leadership through training and ongoing coaching and continuing to embed GEDSI through integrated, best practice based approaches. VAESP will also support the smooth transition of the program into the new DFAT investment, the Education Support Program, throughout 2026.



Image 1: MoET launch of morning routine as a key intervention as part of the Curriculum Improvement Program approach.

# 1 Overview of VAESP

## 1.1 VAESP Rationale

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

- Increase equitable access to education for all children (Access)
- Improve the quality of education in Vanuatu (Quality)
- Improve and strengthen management of the education system in Vanuatu (Management)

## 1.2 Supporting Government Priorities

Throughout 2025, VAESP provided close support to the Government of Vanuatu's education reform agenda across three strategic frameworks: the MoET Corporate Plan 2024–2028<sup>1</sup>, the Prime Minister's 100 Day Plan<sup>2</sup> released in February 2025, and the National Sustainable Development Plan Acceleration Priorities released in 2023 (Annex 1). At the end of 2025, the Ministry of Climate Change

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<sup>1</sup> Ministry of Education and Training (Vanuatu), MoET Corporate Plan 2024–2028, Government of Vanuatu, accessed 22 February 2026, [https://moet.gov.vu/docs/corporate-plans/MoET%20Corporate%20Plan\\_2024%20-%202028.pdf](https://moet.gov.vu/docs/corporate-plans/MoET%20Corporate%20Plan_2024%20-%202028.pdf)

<sup>2</sup> Prime Minister's Office (Vanuatu), Government's 100 Day Plan, Government of Vanuatu, accessed 22 February 2026, <https://pmo.gov.vu/images/Governments%20100%20Day%20Plan/Final%20100%20Day%20Plan.pdf>

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also released its third Nationally Determined Contribution (NDC 3.0),<sup>3</sup> which cites VAESP's contributions. This alignment ensures that the Australian Government's education investment directly reinforces national priorities during a year marked by significant challenges, including earthquake recovery and education sector workforce disruptions.

### Continuous Support of the MoET Corporate Plan

VAESP supports the Ministry of Education and Training (MoET) to achieve its goals as articulated in the MoET Corporate Plan 2024-2028. This plan, developed by the Policy and Planning Directorate in alignment with the VETSS and the National Sustainable Development Plan, establishes 20 intermediate outcomes across three pillars: Access, Quality, and Management. VAESP directly supports 18 of these intermediate outcomes (90% of the plan) through embedded technical assistance, capacity and capability building, and targeted investment (Table 1). VAESP's embedded approach, working alongside MoET counterparts, enabled rapid progress to support emerging government priorities while sustaining progress on longer term system strengthening.

Table 1: VAESP Support to MoET Corporate Plan Intermediate Outcomes (bolded/black text indicates VAESP-supported outcomes in the Corporate Plan)

ACCESS	QUALITY	MANAGEMENT
IO 1: Increased and equitable access opportunities for children to attend schools	IO 7: Curriculum implemented across schools	IO 11: Implementing policies and procedures teacher/trainers' management 7
IO 2: School infrastructure and associated assets meet relevant standards to support student access	IO 8: Teachers/Trainers and students/learners have sufficient instructional materials	IO 12: Implementing policies and procedures in place for principal management
IO 3: Enhanced community engagement to support schools/PSET Institutions.	IO 9: Principals effectively manage schools	IO 13: Prudent and sustainable financial management
IO 4: Schools are prepared for natural disasters	IO 10: Teachers/Trainers effectively teach the curriculum	IO 14: MoET capacity building
IO 5: Enhanced school preparation programs - ECCE&KG.		IO 15: MoET Governance, functions and Policies updated and aligned
IO 6: Increased access to PSET institutions		IO 16: Provincial offices adequately staffed
		IO 17: MoET using data and information to guide management and resource decisions
		IO 18: Evidence-based decision making
		IO 19: Planning and support for regular, clear, and easy reporting
		IO 20: Partners and stakeholders' coordination and collaboration.

### Responding to the Prime Minister's 100 Day Plan

In February 2025, the Prime Minister's 100 Day Plan elevated specific education priorities requiring accelerated government action. Four of these priorities fell directly within VAESP's existing program of support, enabling rapid response without requiring program redesign (Table 2).

<sup>3</sup> Government of Vanuatu, Nationally Determined Contribution 3.0 2025-2035, Government of Vanuatu, accessed 22 February 2026, <https://unfccc.int/sites/default/files/2025-09/Vanuatu%20NDC%203.0.pdf>

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Table 2: VAESP Support to 100 Day Plan

100 Day Plan Priority	VAESP Support
Repair Schools Damaged by Earthquake	Structural assessments; embedded Infrastructure Adviser in MoET Facilities Unit; disaster resilient standards integration; Facilities Unit recruitment support.
Online Learning and ICT Use in Schools	Support provided to the Finance and Administration Directorate to develop Google Workspace/Classroom structure and framework for primary schools; ICT policy launch; solar and Starlink procurement for school connectivity at 10 schools.
Financial Audit of Education	Direct support to the Finance and Administration Directorate; school financial management training; audit and review systems strengthening; provincial financial management capacity building.
Address the Shortage of Qualified Teachers	Through support to the Education Services Directorate, professional development under the CIP for newly placed and continuing teachers was delivered; instructional leadership training was provided to principals to enhance support to teachers; provincial offices were supported with additional staff to provide coaching to teachers in 40 selected schools.

### Progressing NSDP Acceleration Priorities – Decentralisation and Monitoring and Evaluation

The National Sustainable Development Plan Acceleration (NSDP) priorities set out in 2023 place significant emphasis on decentralising government services. This priority directly shapes VAESP's approach in supporting MoET's Corporate Plan initiatives, particularly in the Management pillar. It has also been a central crosscutting theme across access and quality support interventions.

In 2025, VAESP intensified support for provincial level capacity in response to this national priority.

Key investments included:

- **Education data analysis skills:** Building provincial capacity among OpenVEMIS and finance officers to analyse OpenVEMIS data and translate findings into planning decisions, reducing dependence on central level analysis.
- **Provincial education planning:** Supporting provincial education officers and education authorities to develop plans aligned with the Corporate Plan framework, connecting provincial priorities to national outcomes.
- **Curriculum support at the provincial level:** Supporting the integration of Provincial Curriculum Improvement Officers (PCIOs) into Provincial Education Offices, building local teacher coaching expertise to sustain CIP implementation beyond central level support.

This decentralisation focus reflects a strategic evolution in VAESP's approach, moving away from expensive one-off national trainings and top-down message delivery. National and provincial teams now work alongside each other, undertaking modelling, coaching and joint practising, so provincial teams build their skills and confidence to sustain activities independently.

### Alignment with Vanuatu's NDC 3.0 (2025–2035)

In September 2025, the Government of Vanuatu submitted NDC 3.0, setting out over 200 measurable targets across mitigation, adaptation and loss and damage for the period 2025 to 2035. The NDC includes a dedicated section on Children, Youth, and Education (Commitments A91 to A100) valued at approximately USD197 million. VAESP aligns not just to commitments across the education sector,

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but also the infrastructure and GEDSI sectors. Most significantly, the progress narrative for Commitment A94 explicitly cites DFAT funded curriculum development and teacher training under the CIP (Table 3), recognising this support as contributing to implementation of Vanuatu's climate-related commitments under the Paris Agreement.

Table 3: VAESP Alignment with NDC 3.0 Commitments

<b>NDC 3.0 Commitment</b>	<b>VAESP Contribution to NDC</b>
<b>A71, A72, A73: Climate-resilient public infrastructure, resilience assessment of government assets, and adherence to climate-proofed building codes</b>	Structural assessments of school infrastructure; embedded Infrastructure Adviser in MoET Facilities Unit; technical engineering support so that schools meet national building code standards, including disaster-resilient standards integration
<b>A79: Best-practice monitoring, evaluation and learning using gender analysis, sex-disaggregated data, and gender indicators</b>	Outcome Harvest methodology across 15 schools and 164 participants using sex-disaggregated data; regular use of MEL tools has improved disaggregation methods; Data automation coding coaching on disaggregation when building the MoET Statistical Digest
<b>A91: Equitable access to education regardless of climate or hazard/disaster conditions</b>	VAESP supports MoET to deliver training to principals on school grant management, strengthening schools' capacity to allocate resources equitably and reduce fee burdens for families; Technical engineering expertise provided to MoET to expand climate-resilient school facilities across provinces
<b>A94: Integration of climate, environmental, and disaster risk education into curriculum and teacher training</b>	Curriculum development and teacher training from ECE through to Year 6; 2025 curriculum and syllabus review with teacher training funded by DFAT, directly cited in NDC
<b>A95: Climate resilient infrastructure and preventive maintenance in 100% of schools, guided by Minimum Quality Standards, Asset Master Plan, and the National School Infrastructure Development Plan</b>	School compliance monitoring against Minimum Quality Standards; technical support to the Asset Master Plan development; infrastructure data collection through MoET systems gives evidence base for prioritising maintenance and capital investment
<b>A97: 100% access to broadband ICT and clean energy in schools for education continuity during emergencies</b>	ICT policy development; Google Workspace/Classroom framework for primary schools; solar and Starlink procurement for school connectivity to 10 schools
<b>A98: Child protection, safeguarding protocols, and counselling services addressing climate-related trauma and anxiety</b>	Development and implementation of the safeguarding policy and gender policy launched in 2025
<b>A100: 100% of schools equipped with climate resilient infrastructure, safe Water, Sanitation, and Hygiene (WASH), and low-carbon design standards</b>	Technical support to the Asset Master Plan across primary schools; capital works programming for climate-resilient school construction; DFAT supporting 91% of donor contribution school builds

# 2 The Year in Review

## VAESP 2025: Year in Review

A year of strategic recalibration amid recovery and reform

KEY:

- Context
- Activity
- Prog Mgmt
- Learning

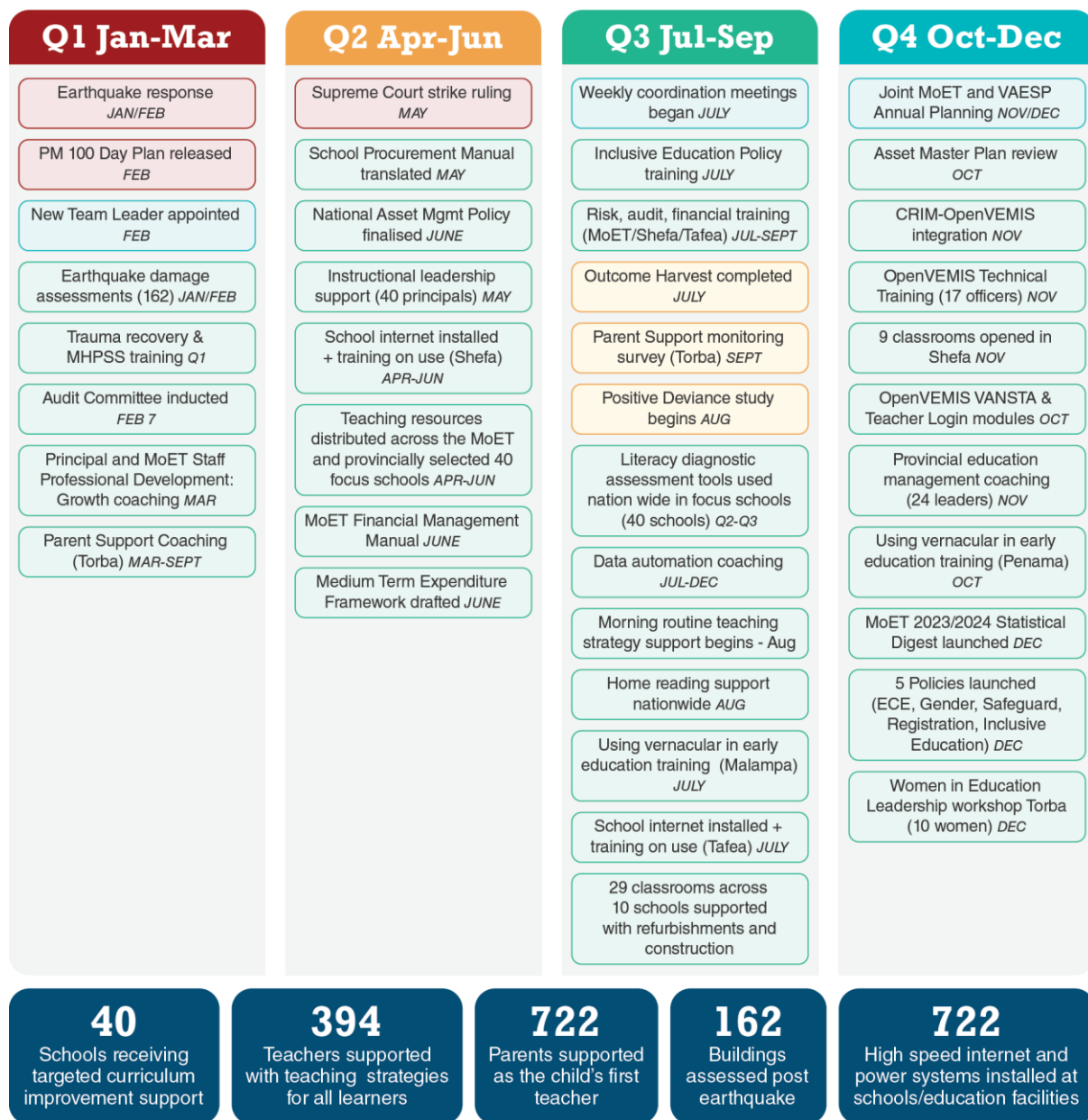


Figure 1: Summary of contextual changes, VAESP program management changes, VAESP/MoET-led activities and learning events in 2025

## 2.1 Operating Context

### System-Level Constraints Identified Through Review and Analysis

Findings from the high-level independent review,<sup>4</sup> together with the political economy analysis supported by DFAT, and reflection on monitoring data from the first half of 2025 highlighted system level constraints affecting reform traction despite significant efforts over the last five years. The review confirmed several strengths within VAESP, including its mixed-modality design, alignment with MoET priorities such as the foundational education reform (CIP), parent engagement and inclusion initiatives, valued Australia Awards programming, and a flexible direct funding arrangement (Direct Funding Arrangement (DFA) mechanism. However, it also identified structural issues limiting impact at scale.

These included over-centralisation of delivery, fragmented coordination, gaps in monitoring, evaluation and learning systems, under-utilisation of local institutional knowledge, uncertainty around the use of OpenVEMIS, and limited evidence of sustained GEDSI outcomes. The review further noted that program logic pathways had not been sufficiently revisited as the operating context evolved, contributing to a siloed program of work and reducing the program's ability to adapt.

Collectively, these findings shaped the operating environment in 2025 by underscoring the need for more politically informed approaches, stronger use of evidence for decision-making, and clearer prioritisation within a constrained and disrupted system. They provided an important backdrop to how reform support was subsequently framed, sequenced and focused during the year.

### Ongoing Effects of the December 2024 Earthquake

The aftermath of the December 2024 earthquake continued to affect the education system throughout the first half of 2025 (Figure 1). Significant damage to school infrastructure disrupted learning for thousands of students, with some schools operating split shifts. MoET offices were displaced, and essential services including water, power, and telecommunications were disrupted. National attention and resources were necessarily redirected towards emergency response and recovery to enable schools to reopen, resulting in delays to planned reform activities. While reconstruction and recovery planning accelerated in the second half of the year, the physical relocation of offices and teams within MoET and VAESP continued to affect coordination and operational continuity.



Image 2: Damage in schools on Efate after the 17 December 2025 earthquake.

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<sup>4</sup> Department of Foreign Affairs and Trade (DFAT), Vanuatu Education and Skills Design Stage 1: High-Level Modality Review, Australian Government, accessed 22 February 2026, <https://www.dfat.gov.au/sites/default/files/vanuatu-education-skills-design-stage-1-high-level-modality-review.pdf>

## Teacher Employment Dispute and Resolution

The teacher employment dispute that began in June 2024 remained a major constraint on education service delivery through the first half of 2025 (Figure 1). Following the Supreme Court’s May 2025 ruling declaring the strike lawful, industrial action intensified, leading to widespread school closures and significant disruption across multiple provinces. Legal proceedings and negotiations extended uncertainty for much of the year, affecting workforce availability and learning continuity. In the latter part of 2025, the government reached a multi-billion vatu collective bargaining agreement addressing verified claims and establishing a legally binding agreement for teachers to return to their substantive positions. This resolution stabilised the operating environment and set the conditions for a full return to classrooms in 2026, while also creating transitional challenges for schools as returning teachers were reintegrated alongside staff recruited during the period of industrial action.

## 2.2 Program Management



Image 3: VAESP Team Leader, Fremden Yanhambath, delivers opening remarks at the joint MoET and VAESP annual planning in December 2025 with MoET Director General.

### Revising Program Logic to Support Adaptive Management

In response to independent review findings and the evolving operating context, VAESP strengthened leadership, MERL, planning, communications and technical functions during 2025. The review strengthened causal pathways between activities and outcomes and informed the development of a revised MEL Plan aligned with DFAT Design and Monitoring, Evaluation and Learning Standards.

Table 4: VAEP End of Program and Intermediate Outcome Framework

<b>End of Program Outcome</b>	<b>Intermediate Outcomes</b>
<b>EOPO 1 Access</b>	<p><b>IO 1.1</b> School preparedness and response to emergencies are enhanced, and disruption to learning is minimised.</p> <p><b>IO 1.2</b> Parents and caregivers are motivated to enrol their children in school.</p>

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End of Program Outcome	Intermediate Outcomes
<b>Access and Quality</b>	<b>IO 2.1</b> Teachers in targeted schools are educating and providing targeted support to students with learning difficulties and disabilities.
<b>EOPO 2 Quality</b>	<b>IO 2.2</b> Classroom pedagogy and practice are improved in VAESP-supported schools, particularly in CIP focus schools.
<b>EOPO 3 Management</b>	<b>IO 3.1</b> Improved data reliability, access and usage at all levels. <b>IO 3.2</b> Targeted schools and classrooms are constructed/ improved according to the Infrastructure Policy Implementation Plan. <b>IO 3.3</b> Improved planning and financial transparency, risk mitigation and accountability mechanisms. <b>IO 3.4</b> Improved provincial and school-based leadership and management in targeted schools.

Importantly, the high-level review and internal assessment also found that while program activities were relevant, implementation had at times been organised along pillar lines, contributing to siloed delivery rather than recognising how individual activities could contribute to multiple outcomes across access, quality and management. Program logic workshops were therefore used not only to refine outcomes, but also with the support of the newly appointed Planning and Systems Coordinator, to reframe the logic as a results framework that supports greater integration across teams and more intentional use of the logic to organise results rather than organisational structures.

Additional operationalisation methods were introduced, such as Indicator Tracking Tables (Annex 5 – Indicator Tracking Table); reference guides on data collection clarifying roles, responsibilities, and timelines; the addition of a MEL calendar and adding indicator reflection into quarterly meetings. To address gaps in baseline data and the absence of mechanisms to capture unintended change, the revised MEL Plan also incorporated complementary qualitative approaches, most notably Outcome Harvesting, and restructured pause-and-reflect processes to support meaningful use of evidence in decision making.

While the MEL framework numbering shifted, activity numbers remained in the same format as previous years to support staff transition into thinking about activities as contributing to multiple pillars, while maintaining financial reporting under pillars to align with DFAT standards. A detailed record of activity/output progress against the Annual Plan and original program logic can be found in Annex 6 - Annual Progress towards Activity Targets, and spending against activities within pillars is detailed in Annex 8 – Expenditure by Activity.

VAESP continues to share and draw on lessons across Australian investments to strengthen its relevance and impact. MERL expertise was provided to an Australia Awards Vanuatu (AAV) alumni event reaching alumni across multiple investments, and the Outcome Harvest surfaced findings on principal education pathways that led to reflection on how AAV short course support to education leaders is delivered. The program shares MEL lessons learned and Outcome Harvest methodology through a Community of Practice with the Vanuatu Skills Partnership and has shared MEL methods for complex environments with the Vanuatu Australia Health Partnership and Australian High Commission Program Managers. VAESP has also engaged with Balance of Power on adaptive leadership approaches. Support to MoET's Finance Unit, which operates as an extension of the Ministry of Finance, complements Governance for Growth's public financial management work. These connections strengthen contextual relevance by enabling VAESP to learn from how other programs navigate similar challenges, while adapting and applying successful approaches across the Australian-Vanuatu investment portfolio.

## Using Outcome Harvest Findings to Inform Program Decisions

Since 2019, VAESP has worked in partnership with MoET, alongside other development partners, to support government led efforts to strengthen education policy, planning and service delivery. In this complex environment, understanding VAESP's contribution to observed changes required a principled, evidence-based approach that recognised MoET's leadership and accountability for reform. To support this, VAESP facilitated an Outcome Harvest<sup>5</sup> to identify tangible changes at school and provincial levels between 2019 and 2025 and to assess the extent to which these changes could reasonably be linked to MoET led initiatives supported by VAESP. The approach **focused on contribution rather than attribution**, recognising individual agency, the role of multiple education actors and natural staff attrition.

The Outcome Harvest examined changes across **15 schools** and **four Provincial Education Offices**, drawing on evidence from 56 interviews with **164 participants**, including principals, teachers, parents, and provincial education staff and leaders. Schools were purposively selected to reflect contexts where multiple MoET led, VAESP supported intervention pathways were in place, across anglophone and francophone settings in both urban and rural locations. To strengthen the credibility of findings and reduce bias, outcome statements were validated against multiple sources, including program records and administrative data in OpenVEMIS, and analysed collectively through structured sense-making processes, including an Outcome Harvest workshop with a panel of experts. Findings were linked to intermediate outcomes in the VAESP program logic, which mirrors the MoET Corporate Plan pillars, and analysed against the Organisation for Economic Co-operation and Development's criteria on effectiveness, efficiency, impact, and sustainability. Results are reflected in the progress report against outcomes below.

A key outcome of this process was a clearer articulation of what was realistically contributing to improved literacy and numeracy outcomes at the school level and consideration of behaviour change and social norms frameworks in the design of interventions. Collective reflection highlighted the need to reduce the overload in the *'teachers' and principals' baskets* (Figure 2), prioritising sustained instructional support, producing and communicating clearer teaching guidance to teachers, and providing reliable classroom level support over one-off activities or competing initiatives. These insights informed VAESP's program focus and sequencing, providing targeted technical support to refine CIP delivery, increase cross-coordination between VAESP teams, strengthen cross-unit communication and concentrate efforts on approaches most likely to translate into sustained classroom level change.

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<sup>5</sup> Outcome Harvesting is a qualitative methodology that uses purposive sampling to document evidence of change and assess contribution pathways and is not designed to measure statistical prevalence or generalisability.

## Outcome Harvest

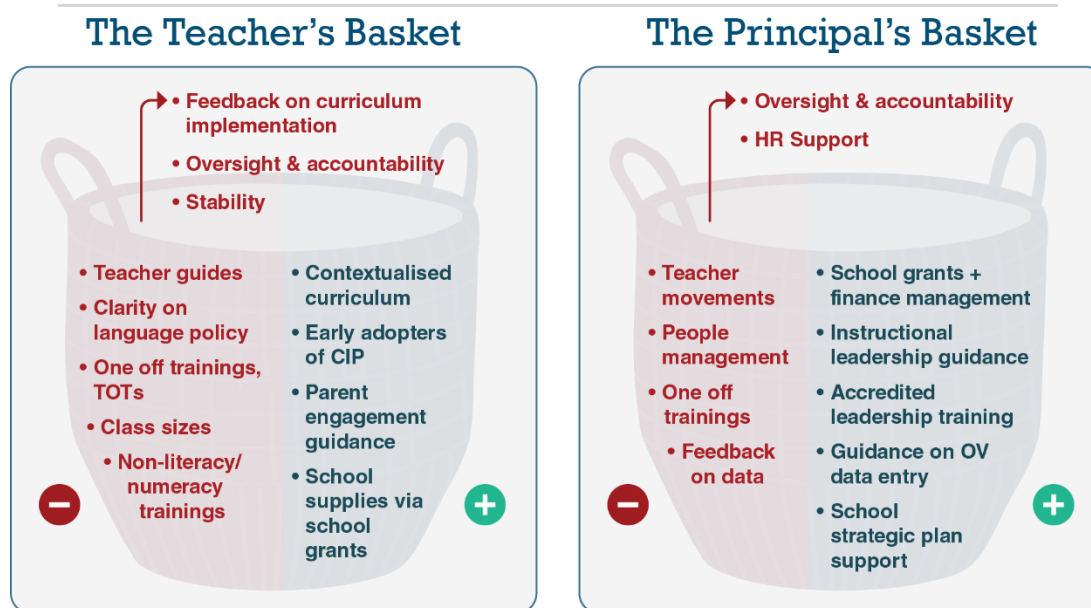


Figure 2 Summary of Outcome Harvest findings presented to the VAESP Steering Committee and Local Education Group, illustrating what teachers and principals reported as support or conditions that had been removed or drastically reduced (top), interventions or aspects of their roles they were experiencing negatively (minus), and interventions or aspects of their roles they were experiencing positively (plus).

Beyond generating evidence, the primary value of the Outcome Harvest lay in how findings were jointly validated, interpreted, and used through MoET led forums. Results were reviewed with the PPU, discussed through the VAESP Steering Committee with senior MoET leadership and partners, and, at the invitation of the Director General, shared with the Local Education Group in December 2025 to support broader sector reflection and alignment. Through these processes, the Outcome Harvest functioned not only as an evaluation exercise but as a core adaptive management tool, supporting MoET leadership, accountability, and evidence informed decision making across the education sector, with VAESP playing a facilitative and supportive role.



*Image 4: MoET Senior Management Team members, DFAT, Junior Secondary School and Global Partnership for Education partners participate in verification of Outcome Harvest findings at the VAESP steering committee December 2025.*

## **2.3 Strategic GEDSI Shifts**

The 2024 High-Level Modality Review and internal assessment identified limited sustained observable GEDSI outcomes as a significant gap, noting that gender and inclusion activities were often implemented as standalone initiatives associated with the Access and Management pillars, respectively, rather than systematically integrated into core program delivery. The 2025 Outcome Harvest reinforced this finding: across eight thematic areas examined, inclusive education generated fewer sustained changes than any other focus area, with only two of 15 schools interviewed describing sustained progress following multi-year investment and multiple schools voicing a noticeable shift backwards in sustained disability inclusive practices.

In response, VAESP restructured its GEDSI approach in 2025, repositioning GEDSI as a **crosscutting** function rather than a standalone workstream and reinvigorating a **twin-track approach**<sup>6</sup> to inclusion. Key shifts include:

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<sup>6</sup> A twin-tracked approach integrates GEDSI across all aspects of program delivery alongside targeted interventions designed to address the specific needs and barriers of disadvantaged groups.

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1. **Organisational restructuring:** The GEDSI role was repositioned from within the Access and Management pillars to a crosscutting function. GEDSI expertise is now built into coordination meetings across activity implementation providing targeted mainstreaming support to influence classroom practice and system strengthening rather than operating in parallel.
2. **Integration with the CIP:** Inclusive education is being integrated within CIP's coaching model to increase support to teachers through ongoing guidance on differentiated instruction as part of everyday practice. Diagnostic literacy assessments are used to identify students with learning challenges and inform targeted classroom interventions strengthening inclusion through pedagogy rather than standalone training.
3. **Reframing gender engagement:** VAESP reconsidered how both men and women are engaged in gender inclusive practices, including reframing men as a key demographic to support. This shift is reflected in program participation patterns that reinforce this philosophy, with men comprising 39% of Parent Support Program workshop participants in 2023 and 2024. Participating fathers reported a clearer understanding of their role in supporting children's learning and increased engagement in child rearing. These findings indicate movement beyond traditional gender norms and demonstrate the power of working with men to institutionalise more equitable caregiving and educational support.
4. **Data disaggregation in MEL tools:** MEL tools were reviewed and updated to improve data disaggregation capabilities. Tools that collected output level indicators, such as attendance forms, were made electronic and linked to the Teaching Services Commission database to improve gender and disability disaggregation questions. While gender disaggregation is now possible for most indicators in the Indicator Tracking Table, approaches to disability disaggregation remain under discussion. Washington Group questions were piloted; however, differing views emerged regarding how these would be received. Further consultation in 2026 will focus on agreeing on an appropriate method for disability data disaggregation.

While these shifts are still being embedded, early signals suggest the integrated approach is gaining traction. Teachers in CIP supported focus schools are applying reasonable accommodation concepts and trialling other practical classroom adaptations. Expanded efforts to collect gender and ability disaggregated data have been integrated into electronic attendance and post monitoring forms to allow for easier analysis. However, uptake of the new monitoring tools has been challenging as participants and team members adjust to using new technology as well as overcome connectivity barriers in rural areas. As the restructured approach has been in place for less than a year, sustained outcome level evidence will emerge through 2026 monitoring, with GEDSI outcomes now explicitly integrated into monitoring frameworks and reflected throughout this report.

## 2.4 Strategic Communication Shifts

In late 2025, VAESP repositioned communications as a core program management function with the recruitment of a Strategic Communications Coordinator starting in October, shifting away from content production towards thinking and working politically by leveraging communications to reinforce MoET leadership, align partners and support system reform. MoET and VAESP utilised strategic communications to signal priorities, for example, through the communication of Outcome Harvest findings.

Strategic communications also helped to clarify roles and expectations by creating more dialogue between partners and MoET. This approach strengthened coordination and relevance across the education system. Working with MoET, the GPE, the **MFAT supported Junior Secondary School** program, and VAESP contributed to clearer differentiation and complementarity across investments, while reducing the coordination burden on MoET through streamlined forums and shared messaging. Engagement through the **Local Education Group**, under the direction of the Director General enabled evidence and agreed shifts in approach to be communicated consistently to partners, supporting timely decision making and more coherent implementation.

In parallel with this strategic shift, VAESP continued to provide practical communications support requested by MoET to respond to the 2024 December earthquake, three promotional campaigns; and day-to-day operations (Annex 9 - Communications Support). This included emergency communications through SMS, Facebook and radio following the 2024 December earthquake and three national campaigns promoting back-to-school, school grants, and ECE enrolment. Across 2025,

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VAESP produced 108 Facebook posts for MoET's page, generating 15 million views, supported strategic messaging through six events and six speeches, and secured 32 articles in the Vanuatu Daily Post and three education features in Life and Style Magazine.

VAESP also supported the sustainability of creative content by providing access to a MoET Canva business account and shared use of communications equipment pending procurement of MoET owned equipment, enabling the production of editable templates, social media tiles and short videos. These arrangements supported MoET ownership of creative content, reduced reliance on external editing support and contributed to skills development through routine use which is particularly important given that a single officer currently manages the Communications Unit.

To support sustainability, VAESP will continue to advocate for stronger institutional support for the MoET Communications Unit. A MoET led communications strategy, including a communications plan and standard operating procedures for content approval and social media use, will be developed to further embed consistent ministry owned communications practices.

To ensure VAESP is well-positioned to support MoET effectively, a program level 2026 Strategic Communications Plan will be developed in alignment with the Annual Work Plan. This plan will identify high impact communications activities and ensure all teams apply a communications lens to their work while remaining adaptive and responsive to the political and operational context.

## 3 Progress Towards Outcomes

This section outlines actions taken during 2025 and the evidence of change emerging at school, provincial and system levels. It draws on MoET led monitoring practices, supported by VAESP, including routine administrative data and the newly released MoET 2024 Statistical Digest, alongside targeted learning approaches introduced during the year. Strengthened MEL practices are increasingly being taken up within MoET units, supporting more meaningful data collection focused on changes in practice and behaviour rather than outputs alone. Detailed data disaggregation can be found in Annex 5 – Indicator Tracking Table.

As strengthened MEL approaches were embedded progressively during 2025 and the 2025 MoET Statistical Digest is under review, trend data on longer-term outcomes are still emerging. In the interim, this section draws on three complementary evidence sources: routine monitoring information from MoET units and system data, qualitative evidence from the Outcome Harvest and the 2024 Digest. Together, these sources link actions delivered during the year to observed changes aligned to the Intermediate outcomes and the EOPOs below.

### 3.1 Access

VAESP II EOPO 1 is aligned with MoET's Access pillar, where more girls and boys, including those with a disability, enrol and attend the right year of primary school at the right age. In this reporting period, the VAESP team has implemented 10 sub-activity areas, with five of these activities achieving targets, four progressing towards targets,<sup>7</sup> and one was deferred (Annex 6 - Annual Progress towards Activity Targets).

#### End of Program Outcome 1 More children (girls and boys, including those with disabilities) are enrolled and attend the right year of primary school at the right age: National Access Indicators

The newly released 2024 MoET Statistical Digest provides national outcome data on national access indicators, while 2025 data is under final review and approval of the PPU. Thus, for this Annual Report, only 2024 data is publicly available.

These 2024 system level measurements reflect the cumulative efforts of the community, education staff, government and donor investments in education access. VAESP contributes to these trends through its work on parent engagement, emergency response, and education system strengthening. The data establishes a reference point for understanding how VAESP's Intermediate Outcome-level work sits within the broader national picture. In 2024, 104,451 students (52,900 male and 51,551 female) were enrolled across the education system, and of these, 71,583 students (37,197 male and 34,386 female) were enrolled in primary school and ECE – the central focus of VAESP support across the last two years.

**Net Enrolment Rate (NER)** measures children of official primary school age enrolled in primary school, using the 'right age, right level' indicator central to EOPO1. National NER was 97% in 2022, a marginal fluctuation to 95% in 2023, then 97% in 2024 (Figure 3). In 2024, there is a slight marginal difference in NER for girls versus boys (98% versus 96%). Provincial variation is notable. Coverage varies by province, with Sanma and Malampa exceeding 100%, and Torba at 86%. This variation warrants targeted review to identify drivers and support provincial planning, which may be uncovered to some degree in the Positive Deviance Study led by CDU and VAESP. Indicators show that there is only a marginal fraction of primary-aged children in Vanuatu who are not going to school from Year 1 to Year 6. However, the data does demonstrate a significant drop in NER in secondary school.

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<sup>7</sup> Note that the revised program logic in Annex 1 - Program Logic Change Log does not align with activity numbering outlined in the approved Annual Plan and progress towards the workplan (Annex 3). Three activities under Access are reported in Quality (IE related activities) and Management (PWELN).

Notably, when data was disaggregated to class year, positive trends were uncovered at the ECE level (Intermediate Outcome 1.2).

### Primary Net Enrolment Rate (NER) Trend

Comparing National and Provincial Performance by Sex (2022-2024)

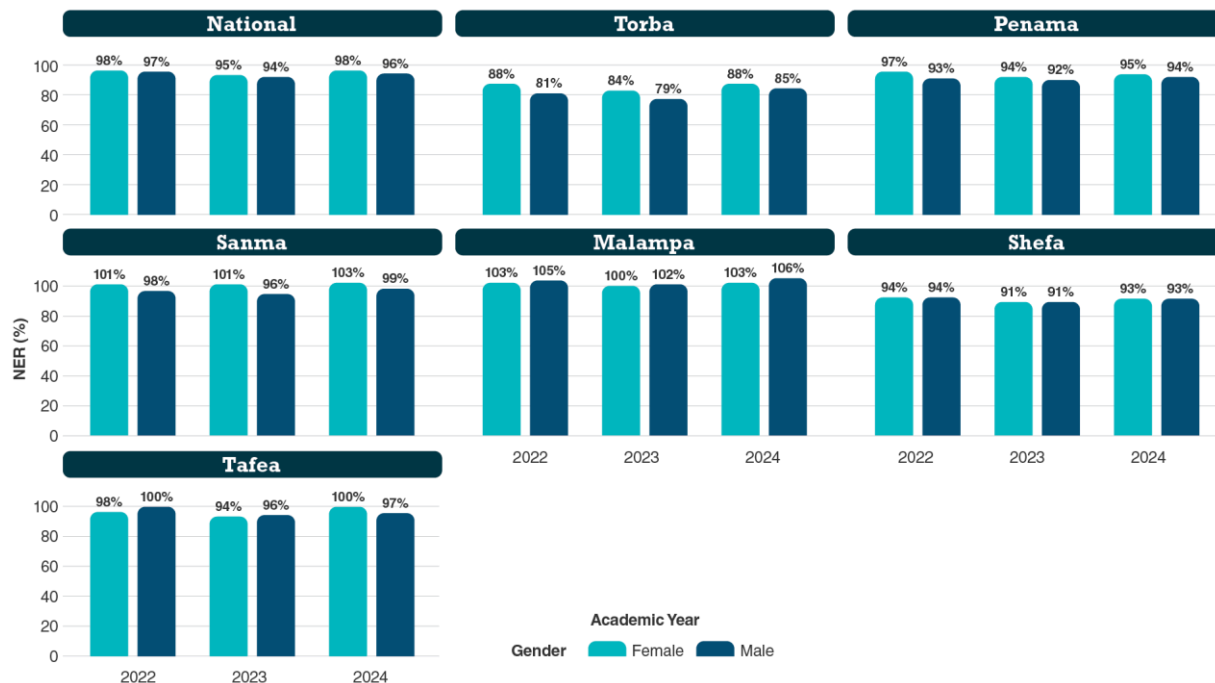


Figure 3: Primary NER from 2022 – 2024 by Province and Gender. Source: MoET 2024 Statistical Digest

**Gross Enrolment Rate (GER)** includes all enrolled children regardless of age, so rates above 100% indicate over age or underage enrolment. National GER declined from 121% (2022) to 117% (2024), which could indicate improved age-appropriate entry or warrant further investigation (Figure 4). This aligns with a gradual improvement in the share of right aged students, which increased from 79.9% (2022) to 81.5% (2024), while the share of overage students (those at least two years older than the official age for their year level) decreased from 20.1% to 18.5% over the same period. Gender differences in GER are generally marginal at the national level. However, Malampa shows a persistent gap, with male GER consistently 7 - 9 percentage points above female, suggesting province specific factors may be driving higher rates of overage enrolment among boys.

### Primary Gross Enrolment Rate (GER) Trend

Comparing National and Provincial Performance by Sex (2022-2024)

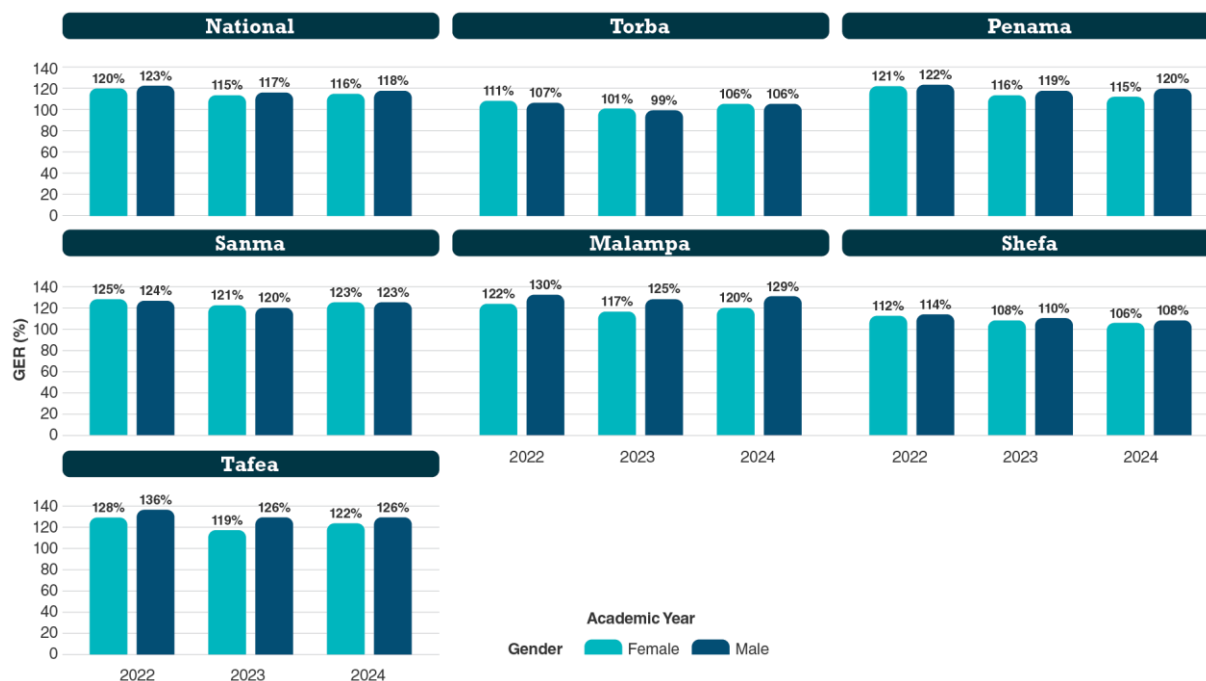


Figure 4: Primary GER from 2022 – 2024 by province and gender. Source: MoET 2024 Statistical Digest

While the trend is positive, nearly one in five students remains over age (Figure 4), suggesting that late entry, grade repetition, interrupted schooling, or other unknown reasons continue to affect a substantial portion of learners.

### Right Aged Student Share Evolution 2022-2024

(ECE to Year 14)

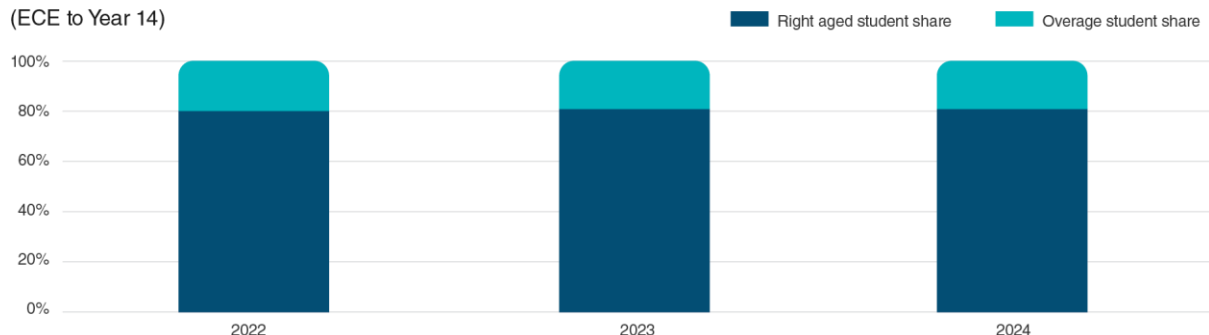


Figure 5: Right-aged students in ECE to Year 14 from 2022-2024. Data source: MoET 2024 Statistical Digest

**Repetition Rate** increased across most provinces from 2023 to 2024, a trend requiring attention, particularly in understanding practices in the classroom and student learning outcomes (which are being collected through diagnostic testing in the CIP approach). Year 1 has the highest repetition (11–18% depending on province), and boys repeat more than girls consistently (Figure 6). This figure could reflect tighter promotion standards following curriculum reforms or signal learning gaps that need addressing. The issue is of particular interest given various understandings of repetition policies within the education system which may require further clarification.

### Repetition Rate Evolution by Province and Sex

Comparing Repetition rates across year periods

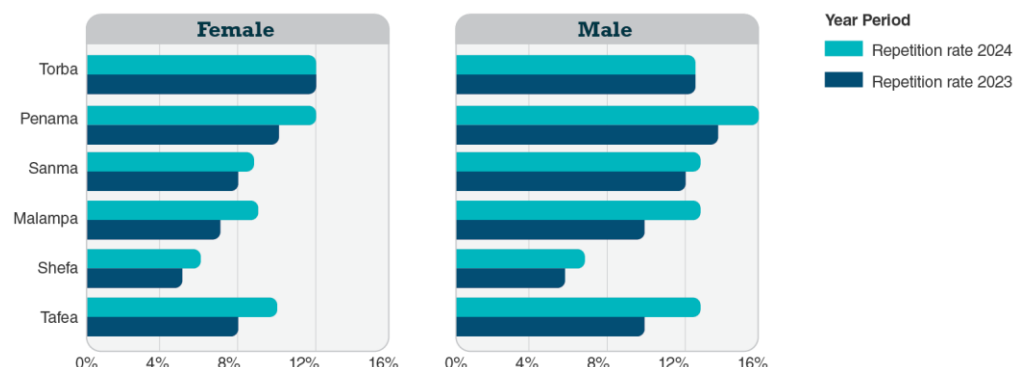


Figure 6: Repetition rate evolution from 2023 to 2024 by province and gender. Source: MoET 2024 Statistical Digest

**Dropout Rate** shows a mixed picture. Most provinces improved or held steady (Malampa dropped from 8% to 5%), but Tafea’s dropout rate worsened from 15% to 21% (Figure 7). Across all provinces, Year 6 dropout remains consistently the highest (14-42%), reflecting persistent transition barriers to secondary school. This figure for Year 6 means that, across the primary system, a substantial proportion of students are not progressing into secondary education. This is a trend MoET has been monitoring closely. It reinforces the need to strengthen foundational learning and improve visibility of what is happening inside classrooms, which are areas being supported through the CIP and complementary investments by VAESP and the GPE.

### Dropout Rate Evolution by Province and Sex

Comparing Dropout Rates across year periods

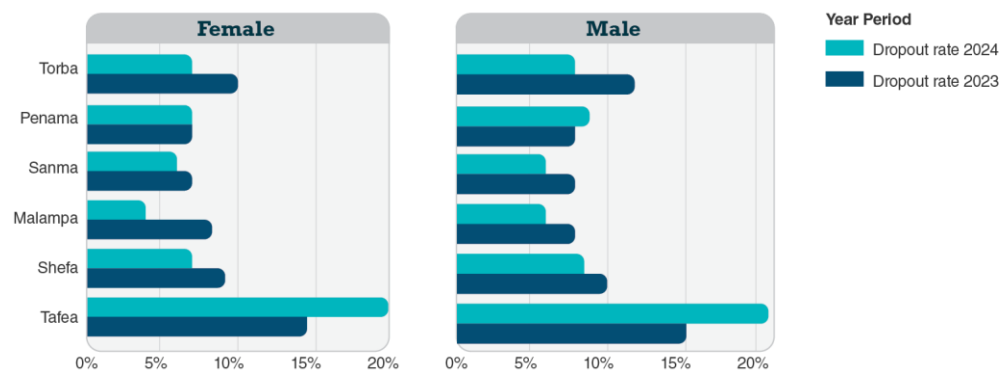


Figure 7: Dropout rate evolution from 2023 to 2024 by province and gender. Source: MoET 2024 Statistical Digest

A deeper dive into dropout and repetition was explored (Table 5).

Table 5: 2019 Year 1 dropout cohort study

Status	Repeats	Student Count	Percentage
Dropout	0	1744	17.23
Dropout	1	353	3.49
Dropout	2	49	0.48

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Status	Repeats	Student Count	Percentage
Dropout	3	5	0.05
In System	0	4473	44.19
In System	1	2574	25.43
In System	2	812	8.02
In System	3	108	1.07
In System	4	5	0.05

Cohort progression analysis reveals challenges within Vanuatu's primary education system. Of the 10,123 students enrolled in Year 1 in 2019, only 44.19% had progressed to Year 6 by 2024 - the expected trajectory for on-time completion of primary school. A further 34.56% remained enrolled but had repeated at least one grade during their time in primary school, while 21.25% had dropped out entirely.

This pattern indicates that more than half of primary students are either falling behind or leaving school before completing the primary cycle. High repetition rates, while often intended as a remedial measure are internationally associated with lower learning outcomes and increased likelihood of eventual dropout. Students who repeat grades become over-age for their cohort, face greater opportunity costs as they age, and are more likely to disengage from schooling altogether. The compounding effect of repetition and dropout means that for every 10 children entering Year 1, fewer than five are completing primary education on time. Addressing this will require a shift from repetition-based remediation towards early identification of struggling learners, targeted literacy and numeracy support in the foundational years, and strengthened attendance monitoring to intervene before students disengage, which is being addressed in the CIP with diagnostic assessments to provide teachers with immediate feedback on student progress.

In summary, national access data presents a complex picture. While NER remains stable at 97% and gender parity is reasonable, the cohort progression analysis reveals a more sobering reality: of every 10 children entering Year 1, less than half reach the end of primary school on time. High repetition (34.56% of the 2019 cohort) and dropout (21.25%) mean the system is losing or delaying most learners before Year 6. Vanuatu has largely addressed initial access, and the challenge has now shifted to keeping children progressing at the right pace. Areas requiring targeted attention include rising repetition rates, Tafea's sharp dropout increase, and Torba's persistently lower NER. VAESP's work on parent engagement, curriculum improvement and strengthened school-based management, and quick emergency response and recovery contributes to these system level efforts, as detailed in the following sections.

### Intermediate Outcome 1.1 School preparedness and response to emergencies are enhanced, and disruption to learning is minimised

<b>162</b> buildings assessed	<b>1</b> damage assessment system established	<b>1</b> emergency response plan supported	<b>1</b> Emergency surge support engineer provided to AAPMU	<b>90</b> staff trained (digital basics)
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**Reporting Period Summary (Actions and Outputs Delivered):** In the first half of 2025, MoET Infrastructure support from VAESP was focused on recovery from the December 2024 earthquake,

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which caused significant damage to school infrastructure, particularly in Shefa Province. VAESP provided targeted technical and operational support to MoET during this critical period, establishing MoET's first earthquake damage assessment system aligned with internationally recognised ranking criteria.

**Damage assessment and immediate response:** VAESP supported MoET to conduct rapid assessments across **162 education facility buildings at 49 schools** in Shefa Province. Of the schools assessed, 58 classrooms were deemed unsafe, and 104 were safe but requiring repairs. This swift, large-scale assessment provided MoET with critical data to prioritise resource allocation and develop an emergency response plan, enabling them to secure over **1 billion VUV in recovery funds from multiple partners**<sup>8</sup>. VAESP liaised with the Vanuatu Public Works Department and supported the national building code review on disaster resilient standards. To support long term recovery, VAESP recruited a full time Infrastructure Adviser in July 2025, to work alongside the Assets Administration and Project Management Unit (AAPMU) to provide dedicated oversight of reconstruction and strengthen compliance with safer building practices (Intermediate Outcome 3.2).

**Communications and coordination: 11 media releases, 14 social media posts and 20 articles** provided clear messaging on school safety, psychosocial support services to the public in the first quarter of the year with support from the VAESP Communications Coordinator, mostly concentrated on Efate. In addition to this support, VAESP supported MoET with the coordination of WASH and Shelter Clusters. Infographics and policy materials were disseminated to guide education continuity during emergencies. Plans to produce additional media on disaster preparedness for school staff, parents and communities have been deferred to 2026 with support from the new VAESP Strategic Communications Coordinator.

**GEDSI in emergency response:** A distinctive feature of this response was the early integration of GEDSI considerations, beginning with trauma recovery and capacity building in Q1 and transitioning into policy development and institutional strengthening in Q2. VAESP's GEDSI Coordinator participated in a three-day UNICEF facilitated Training-of-Trainers on Mental Health and Psychosocial Support with Inclusive Education and Gender Equity in Education counterparts. The training emphasised a multi-sectoral approach involving education, health, social protection and justice systems to create a holistic network of support for children and families.

**Continuity of learning:** As part of MoET led efforts to strengthen connectivity and learning management systems (Intermediate Outcome 3.1) through ICT school level support, **90 education staff** (teachers, school staff and board members from nine schools in Shefa and five schools in Tafea, as well as staff from two Provincial Education Offices) received foundational training in Google Workspace, including Google Classroom. Training focused on digital literacy, shared file storage, and basic organisation of learning materials. While not originally designed as an emergency response measure, Outcome Harvest data (see below) has indicated that this capability has improved schools' readiness to organise learning materials and undertake planning during periods of disruption.

### Emerging Outcomes (2025):


**Outcome Harvest Findings (2019-June 2025):** While most emergency response activity occurred during the current reporting period, the Outcome Harvest identified early behavioural shifts linked to earlier investments in education ICT support. Training delivered in 2023 and 2024 focused on building foundational digital literacy and familiarity with Google Workspace tools rather than online content delivery. Within the sample, **two of the eleven schools** that received this support demonstrated unprompted use of these skills for disaster preparedness and forward planning, including organising learning materials and preparing take-home learning packages. While not an intended outcome or a measure of uptake at scale, these cases illustrate early innovation in a low-maturity digital environment and demonstrate how foundational digital capabilities can be repurposed to support learning continuity during disruptions, informing how MoET and VAESP are positioning digital systems within emergency preparedness going forward and the investment in Google Classroom.

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<sup>8</sup> Including DFAT, MFAT, Japanese Government, US Embassy and the Government of Vanuatu. Source: Asset and Infrastructure Unit Project Tracker

At the system level, MoET’s capacity to respond more quickly to infrastructure and emergency needs has improved. The time between design submission and contract award has been significantly reduced; from an average of 6 - 12 months to approximately **two months** according to the AAPMU Project Tracker; enabling faster mobilisation of works following disasters and reducing disruption to learning. Improved financial planning at the national level also now allocates a 2% disaster appropriation.


**Key results and contributions:**




**Emerging outcomes:** MoET responded faster to the Shefa earthquake, using a new damage assessment system to prioritise repairs and funding.



**GEDSI Highlight:** GEDSI was built into response early through inclusive MHPSS training with education counterparts.



**Evidence of change:** 49 schools assessed (162 buildings); procurement timelines shortened (from 6–12 months to ~2 months).



**Areas for strategic attention:** School strategic plans could serve as an entry point for strengthening disaster preparedness at school level.

**Voices from the Field**

*‘After the digital literacy training, I am more confident to work and improve the school asset management listing... During pre- and post-disasters, I made sure to check that all computers are safe... Once disasters are over, I make sure to check on them... and install them back.’ – **Principal.***

*‘Because of the training in Google Classroom, we could post lessons and resources online when the cyclone came. It meant the children could keep working from home and we could keep track.’ – **Deputy Principal, rural primary school.***

*‘We still have two classrooms damaged [from the earthquake], and we need to fix them. During the first term of 2025, we had to do shift learning. Since the second term, we have been back to normal schooling times.’ – **Principal.***

*‘We have yet to have a good academic year. Since COVID-19, we keep having more disasters. Cyclones and now this. There hasn’t been a smooth year since then.’ – **Principal.***

**Intermediate Outcome 1.2 Parents and caregivers are motivated to enrol their children in school**

<p style="font-size: 2em; font-weight: bold;">8</p> <p>National messaging campaigns delivered</p>	<p style="font-size: 2em; font-weight: bold;">927</p> <p>Parents received targeted support</p>	<p style="font-size: 2em; font-weight: bold;">784</p> <p>Teachers learned new strategies</p>	<p style="font-size: 2em; font-weight: bold;">100</p> <p>Home reading workshops delivered</p>	<p style="font-size: 2em; font-weight: bold;">6</p> <p>Provinces reached with home reading support</p>
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**Reporting Period Summary (Actions and Outputs Delivered):** MoET led, VAESP supported interventions engaged parents and caregivers as active partners in education through (i) national awareness campaigns, (ii) direct parent engagement activities at school and community levels, and (iii) the promotion of school grants to mitigate education related costs.

**Communications and coordination:** The Back-to-School (3 SMS), school grant (3 SMS) and early childhood education (2 SMS) campaigns used a multi-platform approach to inform families about enrolment dates, correct year placement and the importance of early learning. These campaigns reached more than 222,719 Digicel mobile subscribers and Vodafone mobile subscribers (Vodafone numbers not available) and generated 3,266,700 Facebook views collectively. These were reinforced through 440 radio ads, 11 newspaper articles and 14 social media posts to ensure consistent messaging across communities.

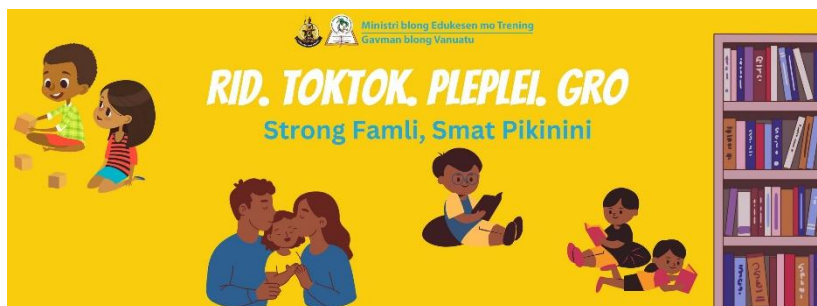


Image 5: ECE campaign

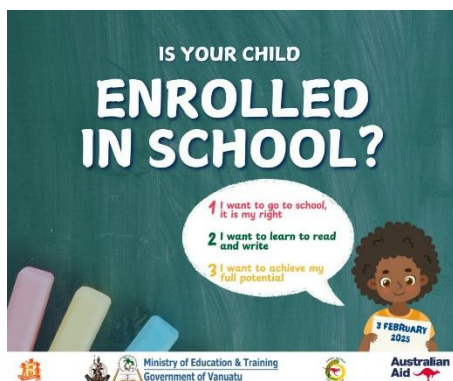


Image 6: Back to School campaign and School Grant campaign

**Parent support and home reading:** MoET's Early Childhood Education (ECE) Parent Support Program (PSP), supported by VAESP in Torba (and supported previously by Save the Children and UNICEF in other provinces), continued to strengthen parental involvement in children's early learning by linking positive parenting, curriculum understanding and practical home reading support. Following training of teachers in subsequent years, PSP implementation was reinforced through a combination of provincial coaching, refresher training-of-trainer approaches and the introduction of structured home reading activities that enabled parents to actively support learning at home. This was led by the ECE Coordinator in Torba and coached and supported by VAESP.

In 2025, Torba Province applied institutionalised parent support approaches via two reflection and skills building workshops for 10 ECE teachers (5 women, 5 men) from Vanua Lava and Mota Lava. Sessions focused on strengthening parent engagement, reinforcing positive parenting and sharing CIP elements with parents, while provincial specialists delivered refresher technical updates aligned to MoET priorities.

As a result of consistent provincial oversight combined with targeted VAESP technical support, PSP trained teachers jointly delivered **24 parent workshops** across **18 villages** on **four islands** during the reporting period, reaching **549 parents** (325 women, 224 men). Cumulatively, seven PSP

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training-of-trainer activities in Torba enabled teachers to deliver 64 workshops with 2,179 parents (789 men, 1,393 women).

Building on PSP, MoET, with VAESP's support introduced a complementary home reading initiative across **all six provinces**. A Training-of-Trainers package equipped ECE teachers to guide parents in borrowing and using reading books from kindergartens, supported by durable, weather resistant educational posters with workshop topics that are designed for repeated use. Within two weeks, **100 home reading support workshops** were delivered across all six provinces, including four in Torba, 36 in Sanma, 14 in Penama, two in Malampa, 18 in Shefa, and 26 in Tafea. The workshops reached **927 parents**, including mothers and fathers and **784 ECE teachers**, including 15 in Torba, 137 in Sanma, 103 in Penama, 238 in Malampa, 179 in Shefa, and 112 in Tafea. Workshop activities focused on practical, low-cost strategies to support early reading at home. Teachers and parents reported increased confidence in basic reading skills and a clearer understanding of their shared roles in supporting children's learning. Many teachers began implementing the approach immediately through parent orientation sessions, while others scheduled follow-up workshops in early 2026.

Implementation was uneven in some locations due to the ongoing teacher strike, high transport costs, limited activation of area branch associations and challenges engaging parents across dispersed communities. These constraints highlight the need for continued follow-up, alternative engagement pathways (such as churches and community networks) and sustained provincial support to ensure home reading and parent engagement efforts are consolidated in 2026.

**School grant support:** MoET continued to administer school grants funded through the Direct Funding Arrangement (DFA), reaching **28,897** (13,594 M/ 15,303 F) secondary students in 2025 across 120 schools. VAESP provided ongoing financial management technical support to strengthen grant administration and reporting. School grants remain the primary mechanism through which schools respond to local priorities guided by the school grant code. Within this cohort, 1,456 secondary students are enrolled but are not eligible for school grants for various issues such as missing birth registration numbers or other enrolment information, further highlighting the need for the CRIM–OpenVEMIS integration reported under Intermediate Outcome 3.1.

### Emerging Outcomes (2025):

**Outcome Harvest Findings (2019-June 2025):** Evidence from the Outcome Harvest indicates that parental engagement initiatives in Torba are contributing to positive changes in enrolment, attendance and early learning readiness though results varied by province and delivery approach.

VAESP supported MoET and the Torba provincial education office to deliver parent support programs across 50 schools. Of the three sampled in the harvest, all reported sustained behaviour changes among parents, with provincial staff describing the 'wholehearted support' provided by VAESP. Parents reported greater confidence in supporting learning at home, closer collaboration with teachers, and a stronger sense of shared responsibility for school readiness. Fathers reported a clearer understanding of their role in children's learning.

Beyond PSP, parents and school staff across multiple schools credited school grants with reducing financial barriers and motivating families to enrol their children. As one principal noted, *'If parents are only paying a small portion of their children's fees, then they can save money to enable their children to continue education at tertiary level.'*

While OpenVEMIS data shows steady increases in enrolment across schools included in the harvest, these trends likely align with population growth and cannot be attributed to subsidies alone; particularly given that the real term value of grants has declined significantly since their introduction over a decade ago, due to inflation. Grants may play a more significant role in retention than in driving new enrolments. This may be explored through other MoET led surveys planned for 2026.

Post-monitoring PSP survey data collected in September 2025 across a sample of 25 schools in Torba Province (of the 50 ECE centres and schools supported in Torba by MoET and VAESP<sup>9</sup>),

<sup>9</sup> A 50% sample (25 of 50 schools) was selected to balance data quality with the significant logistical costs of research in Torba's remote island geography. At a 95% confidence level, this sample size yields an approximate 14% margin of error. Findings should be interpreted as indicative rather than statistically generalisable to all supported schools.

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covering 27 classes (22 ECE and 5 Year 1) where approximately 480 children are enrolled in those surveyed classes.

Of the 27 teachers surveyed, **67% of teachers** reported improved attendance (close to the target of 70%), with one-third reporting significant improvement, reinforcing similar findings in the Outcome Harvest. Positive changes across attendance, hygiene, nutrition, and learning engagement were also observed in **89% of classes**.

At the same time, challenges remain: **67% of teachers** reported that few or no children were able to sustain attention for 10 minutes, highlighting areas requiring further instructional and parental support. Morning routine interventions and new resources (Intermediate Outcome 2.2) were introduced after the survey was taken, and the Kindergarten oral language syllabus and explicit instruction approaches planned for 2026 are expected to directly address attention and engagement gaps, with changes measured again in 2026 to track impact. To support these findings, upon further analysis from the newly released MoET Statistical Digest (Intermediate Outcome 3.1), Torba Province recorded the highest ECE enrolment growth nationally, with a 15.2% increase from 2023 to 2024 (Table 6). This significantly exceeds the national enrolment growth of 3.4%.

Table 6: Number of students enrolled in ECE 2023-2024

Province	2023	2024	% Change
Malampa	2225	2038	-8.4%
Penama	2050	2046	-0.2%
Sanma	3030	3281	8.3%
Shefa	4256	4705	10.5%
Tafea	3094	3024	-2.3%
Torba	533	614	15.2%
<b>Total</b>	<b>15188</b>	<b>15708</b>	<b>3.4%</b>

What makes Torba's ECE enrolment growth particularly striking is that it was 13 percentage points higher than the estimated demographic growth of 2.3%. This divergence, enrolment rising sharply while the eligible population contracted, indicates that factors beyond simple demographic change could be driving increased uptake.

Given that expected annual population growth is approximately 2.5%, yet Torba achieved enrolment growth six times higher, programmatic interventions appear to be a significant contributing factor. The PSP, which has been active in Torba, offers a plausible contribution towards this shift in community engagement with ECE. This trend warrants verification with 2025 MoET Statistical Digest data to determine whether the increase is sustained. Notably, the two other provinces showing above average ECE enrolment growth, Shefa (10.5%) and Sanma (8.3%), are provinces where Save the Children has been implementing the PSP.

Underpinning these gains is growing local ownership of the monitoring and evaluation of parent engagement. Strong MEL personnel within the Torba provincial ECE and MoET national ECE team are driving data collection and analysis of PSP outcomes at the provincial level. Building on this momentum, plans for 2026 include establishing a clearer program logic for parent engagement that brings together education partners around shared results, moving from fragmented delivery towards a coordinated approach where contributions from partners can be tracked against common outcomes.

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Campaigns around school grants in the first two quarters of the year generated positive engagement online. However, in the latter half of the year, questions around the distinction between school grants and school fees surfaced in multiple reflective workshop discussions. While schools continue to charge approved school fees, parents had also received messaging about school grants and fee subsidies intended to reduce household costs. In the absence of clear, consistent communication on how school grants interact with school fee requirements, some parents were uncertain about what costs should still be paid. This highlights the need for clearer guidance and follow-up at school and community level to ensure messages on grants, fees, and entitlements are well understood.

### Key results and contributions:



**Emerging outcomes:** Parent support is shifting from awareness to practical home learning support, including national home reading rollout.



**GEDSI Highlight:** Male engagement increased (39% of PSP participants were men); fathers reported clearer roles in learning support.



**Evidence of change:** 67% of teachers in surveyed Torba schools reported improved attendance, and Torba recorded the highest ECCE enrolment growth nationally at 15.2%, significantly exceeding the 3.4% national average and well beyond demographic growth alone.



**Areas for strategic attention:** Monitor feedback from ECE teachers following CIP support and clarify grants vs fees messaging to reduce confusion.

### Voices from the Field

*‘When the government brought in the grant to help pay for the school fees, many more children were able to come to school. Some of them hadn’t come to school before. Before the grant, we had classes that didn’t have many students. But since the grant has happened, a lot of children are coming to school. VAESP, through the grant, has increased enrolment and has affected the quality of learning at school.’ – **Principal***

*We have one family who attended PSP, and the mother has made an education corner at home. She comes to school and looks at everything that we’ve been doing in the classroom... and then she goes home and in a corner of their house she puts all of those activities there for her and her child to do together.’ – **Teacher.***

*The Parenting Support Program trained us fathers up in how to do all of those things. So now, if the mother wants to sleep in late, then the father can still do that and get the children to school. It was a big thing for me to learn that all these things weren’t just for the mother and that looking after the children is for both of us. What I realised is that it is the role of myself and my wife and everyone to look out for our children.’ – **Parent of child in primary school, Torba.***

*‘The grant has made life easy for parents. It’s helped children go to school. Before, parents would find it hard to pay for their school fees or stationery. But now parents can relax.’ – **Parent, Torba.***

## 3.2 Quality

VAESP II EOPO 2 is aligned with MoET’s Quality pillar, where improved student literacy and numeracy outcomes are measured through VANSTA<sup>10</sup> in Years 4, 6, and 8. VAESP collaborated with MoET during this period to deliver 10 sub-activities; seven activities achieved targets, one was progressed, one was deferred, and one is behind schedule due to its linkages with another<sup>11</sup> (Annex 6 - Annual Progress towards Activity Targets).

### End of Program Outcome 2 Students achieve improved literacy and numeracy outcomes: Diagnostic Literacy and Numeracy Baseline

In 2025, the Curriculum Development Unit (CDU), supported by VAESP, established the first comprehensive diagnostic baseline for literacy outcomes in CIP focus schools, with a numeracy baseline in development. Results reflect persistent gaps in learning outcomes, however the establishment of this diagnostic reading represents a significant measurement milestone: for the first time, teachers have usable data on student learning aligned with EOPO2 indicators (Table 7<sup>12</sup>). that capture learning in foundational years prior to VANSTA in Year 4. The baseline positions teachers, MoET, and VAESP to track learning gains as the school year progresses and the foundational learning reform matures.

Table 7: Per cent of students meeting age-appropriate benchmarks, Baseline assessment in CIP focus schools 2025. Margins of error are calculated at a 95% confidence level.

	Year 1		Year 2		Year 3	
	Anglo	Franco	Anglo	Franco	Anglo	Franco
Writing	1.0%	3.0%	5.5%	1.0%	5.5%	11.0%
Foundational Reading Skills	40.0%	10.0%	27.0%	26.3%	13.0%	10.7%
Reading Levels	—	—	—	—	8.8%	11.5%

Legend:	≤5%	6-15%	16-30%	>30%	Not tested
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**Writing Progress:** Achievement on age-appropriate writing levels remains critically low across both streams and all early primary year levels, ranging from 1% to 11%. A notable finding was that both teachers and students believed Year 1 and Year 2 students should not be expected to write in early years due to a misconception around the difference between “writing” and “handwriting” as learning outcomes in the syllabus. This deficit in attitudes and beliefs about early writing was endemic across the sample and requires targeted attention to support literacy development. As such, interventions through the CIP approach have included the use of resources like whiteboards in the Morning Routine to encourage writing at the start of the day, along with targeted coaching messages during baseline dissemination, encouraging teachers to view students as writers from an early age. Morning Routine is a structured, high-impact multilingual teaching strategy that supports students daily through consolidating learning across phonics, concepts of time, oral language,

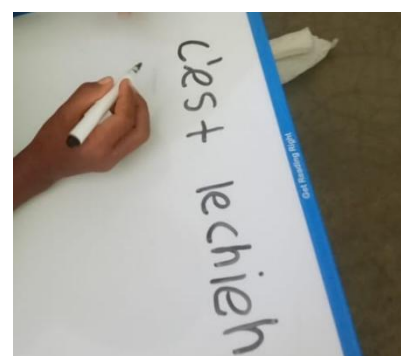


Image 7: Individual whiteboards for students encourage early writing in a CIP focus school.

10 Vanuatu Standardised Test of Achievement (VANSTA) is scheduled to be delivered every 2 years.

11 Note that the revised program logic in Annex 1 - Program Logic Change Log does not align with activity numbering outlined in the approved Annual Plan and progress towards the workplan (Annex 3). School leaders support is now reported under Management IO 3.4.

12 French assessments were administered slightly differently; thus direct comparisons should be interpreted with caution.

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mathematics and local geography, while building active retrieval practice through multiple exposures to curriculum content.

**Foundational Reading Skills:** Assessments administered in Anglophone schools measured concepts of print, initial sounds, rhyme, syllables, and oral comprehension. Year 1 students demonstrating age-appropriate foundational reading skills sat at 40%, declining to 27% in Year 2 and 13% in Year 3.

Two areas of consistent weakness emerged across all year levels:

- **Concepts of print**, which encompass foundational knowledge such as distinguishing between letters and numbers, understanding the direction of text, and identifying the front and back of a book, were low across all cohorts. This signals that many students are arriving at school without early exposure to being read to and that teachers have not previously been expected to explicitly teach these skills.
- **Rhyme**, a phonological awareness skill involving the ability to recognise that words can share similar ending sounds despite different starting sounds, was also weak, pointing to gaps in the foundational decoding skills that underpin learning to read.

Oral comprehension presented a more nuanced picture:

- In anglophone schools, oral comprehension was notably stronger because teachers were able to deliver assessment texts orally in the vernacular language appropriate to their student cohort.
- Francophone assessments, by contrast, used Repère tests measuring syllables, phonological awareness, and oral comprehension, with results ranging from 10% (Y1) to 26.3% (Y2) to 10.7% (Y3). Oral comprehension was notably lower in the francophone stream, where assessments were delivered in French only.

This contrast is notable. The difference in oral comprehension results across streams does not necessarily indicate that francophone students have weaker comprehension abilities but rather reflects the language in which the assessment was delivered. Where students were assessed in a language they understood, comprehension was strong, suggesting that oral comprehension may be an area of capability in children's mother tongue that current assessment approaches in the francophone stream are not yet capturing.

**Reading Levels: Of the Year 3 students sampled**, with 8.8% achieving age-appropriate reading levels in Anglophone schools and 11.5% in Francophone schools.

In anglophone schools, reading levels were assessed using the PM Benchmark tool, while Francophone Year 3 students were assessed using the GB+ kits which are the Francophone equivalent.

The PM Benchmark Literacy Assessment kit is a standardised reading assessment toolbox containing 60 levelled texts (Levels 1-30) that enables teachers to determine students' instructional and independent reading levels through structured reading records capturing fluency, retelling and comprehension. CDU selected PM Benchmark over alternative assessment tools because it provides a consistent, whole-school approach to literacy assessment with detailed procedural guidance, supporting standardised implementation across Vanuatu's diverse school contexts. The assessment methodology is also one that many teachers are already familiar with, as several schools in Vanuatu are currently using this resource. At the schools that received the benchmark, students in the class were randomly selected and given the various books to progress through. However, the administration of the GB+ Kits was run differently. GB+ is a standardised French-language reading assessment kit (Levels 1-30) used to assess students' reading levels through running records, retelling and comprehension questions in Francophone schools. CDU selected GB+ as the French-stream equivalent of the PM Benchmark kit. While there are slight differences in screening and administration compared to the PM Benchmark, the overall assessment methodology and levelling framework are equivalent. Students were first assessed to see if they could read 20 words within one minute. If they could, they were administered the GB tool. Thus, French results may be higher than anglophone results. While there are slight differences in screening and administration compared to the PM Benchmark, the overall assessment methodology and levelling framework are equivalent.

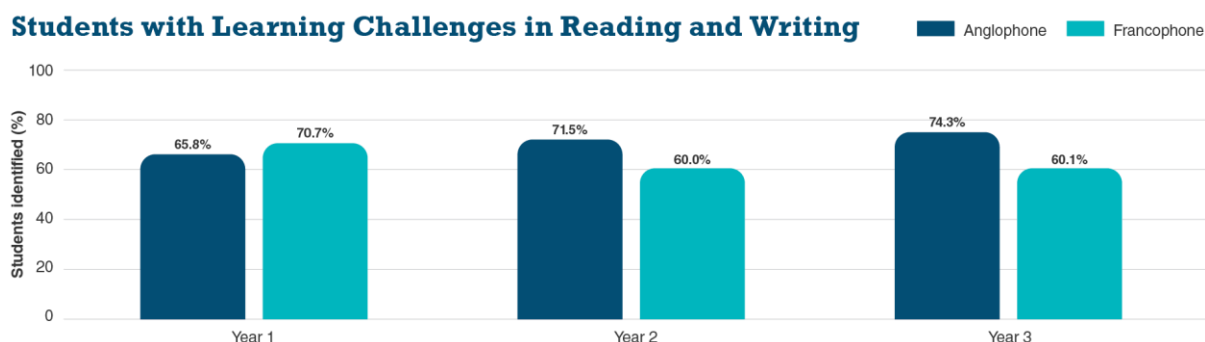
These baseline findings directly shaped CIP classroom support. Learning outcome gaps in students identified through the diagnostic assessment in concepts of print area signalled CDU to first develop a Concepts of Print Handbook for teachers and use the 'Daily Read to Students' intervention to emphasise the importance of this foundational reading skill. Rhyme and rhythm interventions were embedded into read-aloud selections and word work activities. PCIOs use diagnostic data to sequence teaching strategy support and prioritise foundational skills, such as Morning Routines and activities that help teach concepts of print, before introducing more complex instruction, including explicit instruction and guided reading (Intermediate Outcome 2.2).

**Intermediate Outcome 2.1: Teachers in targeted schools are educating and providing support to students with learning difficulties and disabilities**

<p><b>4</b></p> <p>Provincial inclusive education workshops delivered</p>	<p><b>148</b></p> <p>Education personnel trained</p>	<p><b>1</b></p> <p>Inclusive education resource book disseminated</p>	<p><b>1442</b></p> <p>Students undertook diagnostic literacy assessments at 40 CIP schools</p>	<p><b>40</b></p> <p>CIP schools coached in diagnostic literacy assessment for early identification of learning challenges</p>
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**Reporting Period Summary (Actions and Outputs Delivered):** Four provincial workshops led by MoET's National Education Programs, supported by VAESP, delivered training on MoET's Inclusive Education Policy and Inclusive Education Resource Book to **148 education personnel** across Sanma (60), Penama (47), Shefa (25), and Torba (16), including teachers from six CIP focus schools. One school in Sanma received follow-up support in the latter half of the year following training delivered in July, focused on mentoring teachers on inclusive practices, the use of the Inclusive Education Resource Book and action planning with teachers to implement tools within the book.

Alongside policy and practice training, the CDU, with support from VAESP, administered diagnostic literacy assessments across 40 CIP focus schools. These assessments serve a dual purpose in early identification of students with learning difficulties who may require additional support and establishing a learning baseline to inform targeted intervention. Baseline results indicate more than two-thirds of students (68%, n=1,414) assessed in the sample were identified as requiring targeted literacy support based on below-expected performance on foundational reading skills (Figure 8).



*Figure 8: Students with Learning Challenges in Reading and Writing. Proportion of students across 40 CIP focus schools identified as having learning challenges, defined as below-expected performance on a writing and reading assessment. Students had to meet both criteria to be identified, ensuring the measure captures broad literacy difficulty rather than isolated skill gaps. Margins of error are calculated at 95% confidence level.*

Teachers are using these results to differentiate instruction and plan interventions for students with identified learning gaps.

## Emerging Outcomes (2025):

**Outcome Harvest Findings (2019-June 2025):** The Outcome Harvest interviews found that teachers had a desire to continue to support students with disabilities; however, sustaining inclusive practices proved challenging in the absence of ongoing specialist support, particularly following the conclusion of donor and partner-funded programs, resulting in most disability support interventions ceasing implementation by June 2025 in the schools sampled.

Alongside broader education partner work on provincial structures that reached schools in all six provinces, VAESP supported MoET in delivering inclusion guidelines and awareness training in model schools. The multi-partner support raised awareness among teachers, school leaders and provincial officers about the importance of education for all children. The harvest found evidence that model inclusion schools sparked initial changes: increased teacher confidence, classroom adaptations, and improved disability data reporting in some provinces for a short period. Where donor funded provincial inclusion officers revisited schools after training, gains were more likely to persist for longer.

However, of the eight technical areas explored in the Harvest, findings on inclusive education generated fewer outcome statements than any other thematic area, indicating limited evidence of sustained change. Only two of 15 schools described sustained progress in inclusive education after multi-year investment. In most cases, initial momentum faded without follow-up support, specialist staff or replenishing or maintenance plans of practical resources.

One urban school offered a contrasting example: a dedicated inclusive education teacher who received specialist support was tracking individual student progress through learning plans and weekly monitoring. This model was producing visible improvements, but also highlights questions about scale, given most schools lack access to this level of specialist expertise.

**Post-training assessments in a sample<sup>13</sup> from the four provincial workshops on the Inclusive Education Policy and Resource Book indicate participants brought existing strong knowledge of inclusive education principles, with the training reinforcing and extending understanding in key areas.**

**Policy Understanding:** Participants surveyed demonstrated a strong grasp of the Inclusive Education and Training Policy's core intent prior to training, with 93% already correctly identifying the policy goal as ensuring all learners, including those with disabilities, learn together in schools with appropriate support. This strengthened slightly to **96% post-training**. Across all questions, 'I don't know' responses decreased in post-testing, suggesting increased confidence in policy content.

**Resource Book Knowledge:** Baseline results showed more than half of the participants surveyed already held some foundational knowledge; for example, two-thirds (64%) correctly understood Individualised Education Plans (IEP) prior to training. Post-training, this increased to 86%, a **22-percentage** point improvement in recognition that IEPs are personalised learning plans supporting the specific needs of learners with disabilities.

Recognition of collaborative IEP development also strengthened, with post-training respondents more likely to identify the involvement of parents/caregivers (**85%**, up from 58%), classroom teachers (**70%**, up from 46%), and school principals (**51%**, up from 28%).

Post training knowledge of appropriate classroom practices remained strong, with two-thirds endorsing differentiated teaching methods and 60% recognising the value of extra time for task completion. The selection of discouraged practices was low: only 3% endorsed allowing children with disabilities to stay home.

Results on attitudes towards separation were mixed across the two assessments. Policy training saw endorsement of separating learners into special schools drop from 13% to 8%, while Resource Book training saw endorsement of keeping children separated in the classroom increase from 8% to 18%.

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<sup>13</sup> Kobo pre-training (n=66) and post-training (n=62) assessments were administered across the four workshop locations. Response rates were approximately 45% of total attendees. Data quality issues were identified and are being addressed for future training cycles. Results should be interpreted as indicative of participant knowledge levels rather than definitive measures of training impact.

The difference may reflect the distinct framing of the questions, such as system level policy versus classroom practice, or data quality issues identified during the administration of the Resource Book survey. Regardless, the inconsistency signals that messaging on integration principles needs further consultation on content and delivery method of the materials in 2026.

**Reasonable Accommodation:** An emerging finding from the harvest was that **reasonable accommodation** concepts introduced through CIP awareness sessions in 2024 prompted discussions at several schools about student placement in the classroom to support learning, suggesting that embedding inclusive practices within curriculum delivery may offer a more sustainable pathway than standalone inclusive education training.

In the latter half of 2025, initial qualitative evidence from CDU's CIP approach indicated that teachers were using **diagnostic assessment results** to identify students with learning challenges and adjusting classroom arrangements to provide more targeted support. Teachers reported repositioning students closer to the teacher and applying practical strategies to support **fine motor skill development and early literacy**, such as sand and air tracing of letters and sounds.

### Key results and contributions



**Emerging outcomes:** Inclusive practices remain hard to sustain after standalone training; traction improves when linked to CIP diagnostics and coaching.



**GEDSI Highlight:** Reasonable accommodation is prompting practical classroom changes (seating, targeted strategies) in some CIP schools.



**Evidence of change:** 148 trained on IE policy/resource book; IEP understanding improved (64%→86%) in post-testing.



**Areas for strategic attention:** Sustaining gains will depend on greater consistency in training delivery and continued follow-up coaching and resourcing to prevent practice from fading over time.

### Voices from the Field

*'We have some students with special needs in the school. We now have a dedicated teacher in inclusive education. The teacher is taking time with students with special needs, and there is a dedicated room for the inclusive education teacher so she can work with students in this classroom. Now we have an Inclusive Education Plan for each student with special needs.'* – **Teacher.**

*'With the support received in terms of inclusive education, we prepared learning resources to support learning in the classroom of children with special needs. We used the knowledge shared by VAESP and the information in the guidebook. We need more guidance. Some support did not work, so we would like more guidance.'* – **Principal**

**Intermediate Outcome 2.2 Classroom pedagogy and practice are improved in VAESP-supported schools**

<b>21</b>	<b>80%</b>	<b>40</b>	<b>108</b>	<b>394</b>
National and provincial staff trained in coaching	Principals have established their PLCs	Schools baseline-assessed	Teacher coaching sessions delivered	Teachers supported post-training

**Reporting Period Summary (Actions and Outputs Delivered):** In 2025, the CDU, supported by VAESP, accelerated CIP implementation through PCIOs' coaching capacity building, baseline assessment, policy development, resource distribution, classroom support and research into what makes schools succeed. The Honourable Minister of Education, Simil Johnson, launched the foundational learning approach nationally in April.



*Image 8: Honourable Minister of Education and Training Simil Johnson Youse and Australia's Deputy High Commissioner to Vanuatu Emily Fisher cutting of cake to symbolise the strong partnership between Australian and Vanuatu Governments during the launch of the first teaching strategy intervention, 3 April 2025.*

**Building a coaching environment:** To support CIP implementation, VAESP first invested in building coaching capacity at provincial and school levels. **Growth coaching training**<sup>14</sup> was initially provided to **21 participants** (8 PCIOs and 13 MoET staff from various units), introducing a consistent approach to classroom observation and reflective feedback that PCIOs would use when supporting teachers in schools.

Following this, **instructional leadership support** was provided to **58 principals and deputy principals** across **all six provinces**, focused on classroom observation and feedback using the same coaching approach. The sessions aimed to familiarise principals with the methods PCIOs would use when visiting classrooms, and to equip them in coaching techniques to use in their own interactions with teachers to strengthen pedagogy. They also introduced school based professional learning

<sup>14</sup> Growth coaching is a structured approach that helps school leaders shift from telling teachers what to do toward guiding them through reflective conversations that improve practice.

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communities (PLCs),<sup>15</sup> giving principals a structured system for meeting teachers' professional development needs through regular teacher reflection sessions (fortnightly or monthly). PLCs support groups of teachers and the principal to share pedagogical practices, discuss classroom challenges, review what is working, and collectively build stronger practice. As part of this function, PLCs were encouraged to establish data walls to guide ongoing discussions about student performance and to identify and plan collective responses to student needs. Together, these activities established the foundation for consistent, coaching based support to teachers across CIP focus schools, contributing to MoET CIP Outcome 3 (Strengthened instructional implementation)<sup>16</sup>.

**Baseline diagnostic assessments:** VAESP supported CDU in developing and delivering a **literacy baseline assessment** focused on early skills from ECE to Year 3. Eight PCIOs were trained and coached to administer the assessments across all six provinces. The assessment covered oral language proficiency from kindergarten to Year 1; concepts of print, phonological and phonemic awareness, phonics and writing for Years 1 to Year 3; and vocabulary, fluency and comprehension in Year 3. Per CDU procedures, the National Curriculum Assessment Board and the Curriculum Implementation Advisory Group endorsed it. Results are reported at the End of Program Outcome level above. By year-end, **100% of CIP focus schools** had received a baseline assessment report from CDU (with support from VAESP) with suggested targeted interventions for specific students and whole class-based on the data, supporting MoET CIP Outcome 4 (Data-driven decisions) and establishing a baseline against MoET CIP Outcome 5 (Improved literacy and numeracy) and EOPO level outcomes within the VAESP MEL framework. A **numeracy diagnostic** baseline was also developed and administered among ECE students in 10 schools in Shefa Province, which will be analysed alongside the data collected in the wider implementation with Years 1-3 across all provinces planned for 2026. The literacy data and the approach were presented in November by the Director of Education Services, Nanise Lapi, at the Development and Education Conference in Melbourne through support from VAESP and well received internationally and nationally with recognition in local newspapers.

Diagnostic results, as discussed above, confirmed key areas requiring focused attention: phonics, concepts of print, writing and rhyme. These findings directly informed the resources and interventions prioritised for distribution and coaching support.

From these baselines, 40% of focus schools (17 schools; Penama 4, Shefa 4, Tafea 1, Torba 1, Sanma 3, Malampa 4) have received in-depth coaching specifically on data walls to track student reading progress.

To further support classroom data generation across the nation outside the focus schools, VANSTA<sup>17</sup> printing and coding of the exams was also supported by VAESP, facilitating the important national assessment take place as planned every two years.

**Policy and curriculum guidance:** The MoET ECE Unit, with VAESP support, advanced several curriculum and policy documents. The **Early Childhood Education Policy** was validated with CDU's ECE team in August and launched in December 2025, providing improved systems and guidance for establishing and maintaining early learners' programs. The kindergarten (4 and 5-year old) syllabus was completed and submitted for CDU final approval.

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<sup>15</sup> A PLC is a group of educators within a school who meet regularly to reflect on teaching practice, share strategies and support each other's professional growth.

<sup>16</sup> MoET CIP Outcome 3: Principals are instructional leaders, and teachers implement effective inclusive pedagogy.

<sup>17</sup> While VANSTA should be administered every two years, natural disasters and employment disputes delayed the exam, thus it was administered in 2025.



*Image 9: MoET Director General and the Early Childhood Education team and Communications Officer launch the ECE policy, December 2025.*

The **Gender Equity in Education and Training Policy** and **Child Safeguarding Policy** were also launched during the reporting period, after having been under review and development for a number of years. Both policies reinforce the importance of safe, inclusive, and supportive learning environments and provide a framework for strengthening teaching practice and learner wellbeing at the school level. The Gender Equity Policy addresses barriers affecting participation and learning for girls and boys and promotes gender-responsive approaches within everyday classroom practice. The Child Safeguarding Policy clarifies roles, responsibilities, and reporting procedures for education staff, strengthening awareness of safeguarding as a core element of professional practice. VAESP supported both policies from development through to launch, including provincial consultation workshops in Sanma and Penama in 2022. This support included guiding MoET officers on policy drafting, including structure and content expectations; providing key reference documents for scoping reviews on gender equity and child safeguarding; and providing substantial technical input on draft versions through feedback, editing and revisions. VAESP also supported formatting and finalisation through to printing of the English version for the official policy launch in December. In addition, VAESP engaged a Tetra Tech Child Protection Specialist to conduct a technical review of the draft Child Safeguarding Policy and contracted a local consultant to incorporate final feedback.

**Resources and classroom tools:** As part of MoET CIP Outcome 1, Resources, VAESP supported the distribution of Performance Management **Benchmark** (anglophone) and **GB+** (Francophone) **reading assessment kits to 40 schools** to support reading level assessments. **Morning Routine flipbooks** for ECE, Year 1 and Year 2 were printed and used to train **264 teachers and eight provincial and national staff** – 14 in Torba, 27 in Sanma, 18 in Penama, 14 in Malampa, 175 in Shefa, 23 in Tafea. Whiteboards and magnetic letter classroom kits were distributed to CIP schools across all provinces. To address low baseline results in concepts of print, a **Concepts of Print Teacher's Handbook** was drafted to support Intervention



*Image 10: Student practice phonics using magnetic letters as a high impact teaching strategy resource during their class morning routine.*

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2, Daily Read to Students. The National Curriculum Assessment Board approved the handbook, which is ready for printing and distribution in 2026.

**Curriculum Implementation support:** CDU (with support from VAESP) pioneered a blended delivery approach where national trainers delivered content remotely from Port Vila to all provinces simultaneously, while PCIOs provided in-person facilitation, and one national staff member travelled to each province as in-person support. This model was only possible because PCIOs were well supported through weekly coaching and were ready to reinforce learning on the ground.



Image 11: CDU pioneers a new modality of teacher training, with CDU and VAESP senior coaches facilitating online training of the first teaching strategy intervention in Port Vila, while the PCIO and a supporting team member from CDU provide in-person support to literacy champions at key schools across 6 provinces simultaneously, September 2025.

Following training on implementing the Morning Routine and daily reading to students, the first round of PCIO in-class modelling with teachers was launched to support the confidence of teachers in using the curriculum and principals in leading the curriculum improvements (MoET CIP Outcome 2). A total of 33 schools (**73% of CIP focus schools**) were receiving regular coaching by December 2025; **44 Morning Routine modelling sessions** were held through **108 coaching sessions** delivered to a total of **184 teachers** (28 Torba, 13 Sanma, 22 Penama, 34 Malampa, 83 Shefa, 4 Tafea). Nearly all CIP focus schools (80%) established PLCs, creating the foundation for sustained peer learning and instructional improvement (Figure 9 Summary of outputs with CIP schools delivered in September to December 2025).

### CIP Provincial Coverage

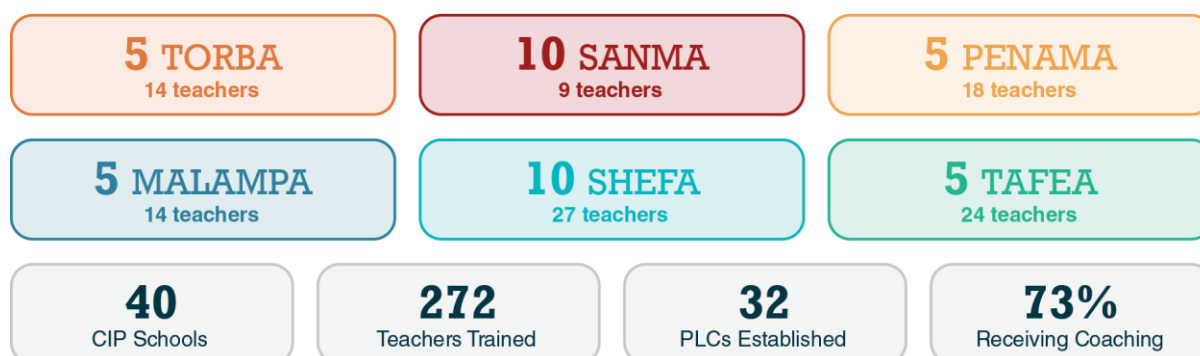


Figure 9 Summary of outputs with CIP schools delivered in September to December 2025.

**Use of vernacular in early learning:** As part of support to teachers under MoET CIP Outcome 2<sup>18</sup>, **27 teachers** from Malampa and Penama provinces also received specialised training in vernacular literacy transitions through two *Learning Through Mother Tongue* workshops (July and October 2025 respectively), covering language primer guides, phonological awareness, sentence construction in local languages, the *Ademap Lanwis* approach and use of Bloom Library digital reading resources, a tool introduced in 2020 by the Summer Institute of Linguistics with books for K-Year 3.

<sup>18</sup> MoET CIP Outcome 2: The confidence of teachers in using the curriculum and principals in leading the curriculum improves.

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**Learning from high-performing schools:** To better understand what contributes to strong student outcomes in Vanuatu's primary schools, ESD and VAESP collaboratively designed a **positive deviance study** (following prolonged delays, this was a Post request from Dec 2023 VAESP SCM). Consultations were led with the CDU Secondary Literacy Coordinator and provincial primary coordinators from five provinces. The study aimed to identify schools achieving strong learning outcomes despite the general low-performance context, and to surface practices that could inform broader system improvement.

Part 1 involved desk-based analysis of VANSTA and OpenVEMIS data from 2017 to 2023 to identify the top 36 performing schools nationally. Schools were ranked using a composite scoring system that weighted achievement levels (40%), achievement trends (15%), enrolment trends (10%), repetition and dropout rates, and data completeness. The longlist of 36 schools was refined to a shortlisted schools across Torba, Malampa, Penama, Sanma and Tafea provinces and in consideration of accessibility to the school, with a mix of government, private and church governed schools across urban and rural locations.

Part 2 involved school-based research to understand what practices contributed to these schools' results. A CDU staff member was trained on the research protocol and worked alongside VAESP in data collection across 5 provinces, interviewing principals and teachers at high performing schools. Findings will be finalised in 2026 and disseminated at the Ministerial and Senior Management Team level in the first quarter.

### Emerging Outcomes (2025)

**Outcome Harvest Findings (2019-June 2025):** VAESP's investment in developing teacher guides and *Ademap Lanwis* in partnership with MoET represented a significant step towards unified curriculum resources for Vanuatu's multilingual education system that emerged frequently in outcome harvest interviews. Teachers acknowledged the guides are detailed and helpful in theory. However, feedback across schools indicated challenges in practical application, particularly for francophone teachers working with Bislama-only guides who must translate content while teaching into their preferred language of instruction. There was significant feedback on the frustrations faced with the language and usability of teacher guides, which also highlighted gaps in understand each of the year levels in the curriculum. Some schools also reported resources arriving incomplete, misaligned with classroom needs or damaged. Notably, even teachers with adequate materials reported feeling unprepared to use them effectively.

Further analysis revealed a clear pattern: of the 15 schools consulted, the dominant request was for training, coaching, and mentoring, not more resources. Teachers consistently called for follow-up support, refresher training, and school visits, noting that one-off workshops were insufficient. As one teacher observed: 'I attended this training... but I still don't understand how to teach by this guide.' Another requested support 'more like a workshop where they will show us how to do it' rather than information-sharing sessions. Provincial staff echoed this, emphasising that coaching is essential to ensure teachers master curriculum implementation. The message was consistent: resources without sustained support do not translate into changed classroom practice, and the usability of resources such as the language used and navigation of the guides highly impact teacher uptake.

The CIP, launched by MoET in 2025, showed encouraging early uptake (noting the timing of the harvest occurred in June/July 2025 and outputs described above took place in schools from July onwards). Of the 14 CIP focus schools in the sample, 11 reported positive changes, particularly the adoption of structured morning routines, even prior to receiving coaching support in the latter half of the year.

These findings provided supporting documentation to CDU to reinforce their decision to anchor teacher support around CIP's coaching model rather than continuing standalone cascading training approaches and reinforced the sequencing of interventions: morning routine training was prioritised as the first intervention delivered at scale across all 40 CIP focus schools in the latter half of 2025 due to the nature of its relatively accessible uptake.

**CIP Information Sharing:** In November 2025, three MoET education leaders presented Vanuatu's reform agenda at the Development and Education Conference in Melbourne, supported by the Women Leading and Influencing initiative and VAESP. The Director of Education Services showcased

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the CIP approach and the work taking place in focus schools across all provinces, while two Australia Awards Alumni presented on utilising Vanuatu's linguistic and cultural heritage through stronger teacher training and language policies. This represents a significant marker of MoET ownership: national leaders confidently presenting their own reform story to an international audience, drawing directly on the evidence and approaches being generated through CIP implementation.



Image 12: Education Services Director, Nanise Lapi, present MoET-led foundational learning reform at the Development and Education Conference in Melbourne, November 2025.

Within MoET, CDU independently shared the CIP approach with the School Based Management Unit (SBMU), exploring how coaching and high impact teaching strategies could complement existing teacher support pathways. After receiving over two years of targeted support in coaching methodology and high impact teaching strategies, CDU initiated and delivered this presentation on their own, reflecting growing confidence and ownership of the approach. A similar presentation was also delivered by CDU to the School of Education, surfacing high impact teaching strategies with the next cohort of Vanuatu educators to raise awareness of methods being trialled in the field.

At the school level, the baseline reports were essential in grounding the agenda and discussion of the PLC, ensuring discussions were centred around data instead of administration. Teachers, for the first time, were included in rich discussions on their student scores, specific to the context of the school and their students. Of the schools regularly visited (33), 23 PLC groups (**69%**) reported improved **student behaviour and engagement**, 18 (**54%**) reported **early gains in reading and writing**, and 13 (**39%**) reported **improved student attendance**, with teachers noting a change in behaviour with students arriving early specifically for the Morning Routine. Teachers described students beginning to blend words, self-correct sentences and show increased focus during lessons. Following coaching, **13 PLCs** are actively using **data walls** to track student progress. Challenges remain around resource shortages, particularly whiteboards and magnetic letters, and overcrowded classrooms, which PCIOs are addressing through creative alternatives and ongoing coaching support.

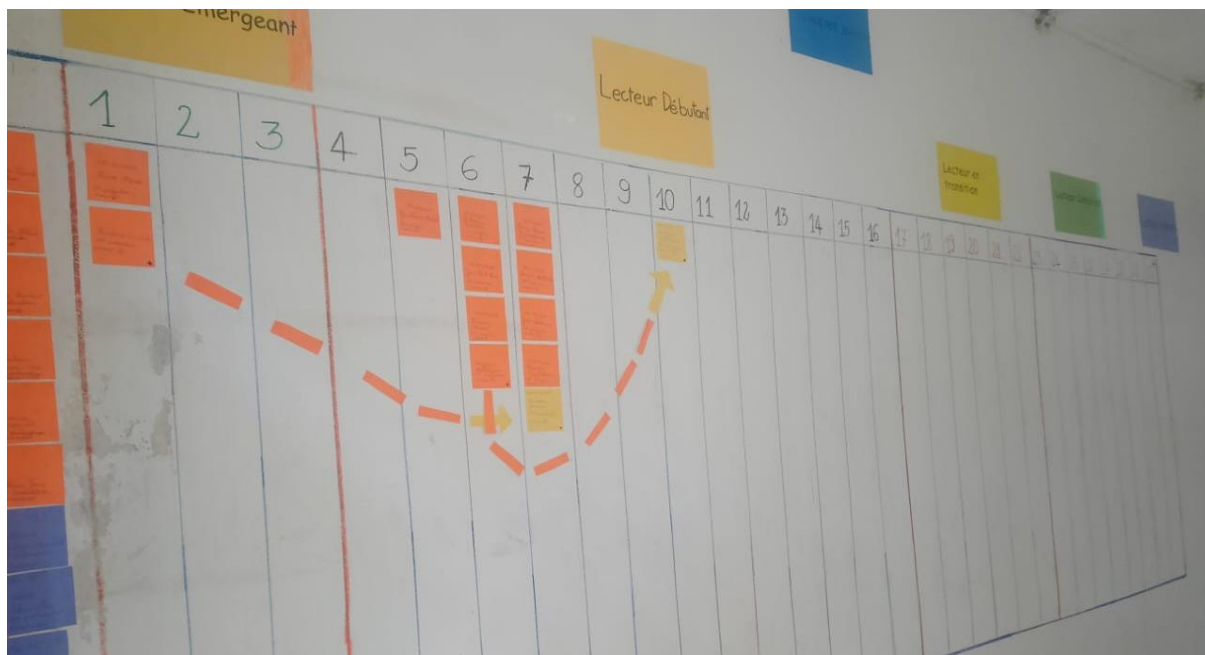


Image 83: A data wall in use at a CIP school, showing student progress in reading.

From a behavioural perspective, the teacher uptake pattern aligns with evidence on effective practice change. Morning Routines are low-complexity, high-visibility practices that reduce cognitive load for teachers while delivering quick, observable results in student engagement. Starting with a structured 'quick win' builds teacher confidence and creates momentum for adopting more complex pedagogical shifts later. The coaching model further reduces friction by providing in-class support at the point of practice, addressing the well-documented gap between workshop knowledge and classroom application. Detailed school level vignettes illustrating these emerging classroom shifts, triangulated with PCIO coaching data from CDU's Friday Reflection reporting system, are provided in Annex 10 - Classroom Vignettes from CIP Focus Schools.

**Vernacular transitions in the classroom:** Post-training surveys<sup>19</sup> from the two vernacular literacy workshops (n=27) show strong endorsement: all participants plan to apply what they learned, would recommend the workshop, and reported gaining new knowledge.

In the July workshop in Malampa, 53% of skill ratings (across 11 teaching areas, n=15 participants) indicated teachers could implement independently, while 33% would need coaching or a refresher, and 5% indicated they did not understand. These results prompted collective sense-making among facilitators, leading to deliberate adjustments for subsequent training.

The October workshop in Penama placed greater focus on building teacher confidence to implement after the training, and the results reflected this shift: 100% (n=12) of participants indicated they felt confident to teach in their local language. On Bloom Library, a key resource for vernacular reading materials, 92% of October participants understood how to use it, compared to only 40% of July participants who felt confident they would use it weekly in their classrooms. While these questions were framed differently across the two surveys, the overall pattern suggests that iterative facilitation improvements contributed to stronger participant readiness.

Teachers highlighted key takeaways, including the importance of vernacular as a foundation for literacy and practical strategies for Morning Routines. Challenges remain around translating English and French terms into vernacular and standardising written forms of local languages, issues that teachers indicated they would address through community research and collaboration with elders.

<sup>19</sup> Kobo post training results are based on all 27 workshop participants. With small sample sizes (15 and 12 per workshop), findings are indicative rather than statistically representative, and percentage differences of less than 20 points should be interpreted with caution.

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One teacher from Penama noted: *'Knowing that my vernacular is rich... it can upgrade reading and writing in my school.'*

These results suggest that vernacular transition training support builds awareness and intent, but sustained coaching will be needed to translate confidence into consistent classroom practice.

### Key results and contributions



**Emerging outcomes:** The coaching system is starting to take hold. 73% of CIP focus schools receiving regular coaching by December 2025; 108 coaching sessions delivered to 184 teachers; 80% of focus schools established PLCs; iterative improvements between training rounds lifted teacher confidence in vernacular literacy delivery from 53% to 100%.



**GEDSI Highlight:** Safeguarding and gender equity policies launched in 2025 will provide a formal framework for safe, inclusive learning environments as a foundation for quality teaching practice.



**Evidence of change:** Teachers in CIP focus schools are demonstrating early shifts in practice, with 69% of PLC groups reporting improved student behaviour and engagement, 54% reporting early gains in reading and writing, and teachers describing students beginning to blend words and self-correct. CDU is independently sharing the CIP approach with other MoET units, signalling growing ownership of the reform.



**Areas for strategic attention:** Sustaining coaching intensity will be critical as CIP moves from foundational routines into more complex pedagogical practices, and will depend on reliable financial and operational support from MoET systems. Though foundational learning interventions have been developed to cater for multi-language learning environments, future language of resources will be explored with CDU and the MoET Senior Management Team before progressing any large scale curriculum resources.

### Voices from the Field

*'Parents have commented that their children are rushing to be on time in the morning for classes as they will be writing on whiteboards and learning a lot at the start of each morning.'* - **PCIO.**

*'I support CIP 1000%, not 100% but 1000%. It will lift back up literacy and numeracy. I don't know if they are conscious that traditional methods are better than modern methods. It will change how instructions are given in class. CIP will help identify the level of each single student, so that the teacher can address issues to find a solution. Consecutive teachers will have data on the progress of the child. And with CIP, I as a principal, will have an obligation to check the work of the teacher. It is one of the best programs that Australia has funded. It provides materials that are needed for education.'* - **Principal**

*'The Primary Principal had been on strike. Upon hearing of the trainings and the implementation of the Morning Routines in the classroom, she decided to resume classes.'* - **PCIO.**

*'The PLC room has become a central meeting space where teachers regularly discuss students' reading levels displayed on the data wall. Visitors to the school are also invited to view the data wall, with a teacher providing explanations.'* - **PCIO.**

## 3.3 Management

VAESP II End of Program Outcome 3 is aligned with MoET's management pillar, whereby MoET achieves devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation, and decision-making to improve student learning outcomes.

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Together with MoET, VAESP achieved 10 of the 15 sub-activities, progressed implementation of four, and one sub-activity is pending commencement.

### End of Program Outcome 3 MoET achieves devolution at provincial and school levels, strengthening reporting and data systems to inform planning, implementation and decision making to improve student learning outcomes: System Strengthening Indicators

EOPO 3 tracks system level changes in devolution, data systems and ICT integration. Progress against these indicators has been mixed, reflecting both genuine achievements in policy and data systems and measurement challenges with ICT indicators that were designed for activities that evolved differently than originally envisaged.

**Policies Up to Date:** VAESP supported policy development contributed to 19 policies, plans, and governance documents being updated or advanced in 2025. Of these, seven, representing 37 per cent, were launched: the ICT Policy; School Council and School Registration Policy; ECE Policy; Gender Equity in Education and Training Policy; Child Safeguarding Policy; the OpenVEMIS-CRIM Integration Memorandum of Understanding and Terms of Reference; and the National Asset Management Policy.

Four documents (21%) were completed or approved: the OpenVEMIS Policy (final draft), New Policy Proposal for Capital Works Plans for Penama and Malampa, Infrastructure Guidelines and policy, and the MoET Financial Management Manual.

A further eight governance documents (42%) were drafted, in final stages or progressed: the ICT Policy Implementation Plan, Google for Education Strategy, Learning Management System Implementation Plan, Internal Audit Risk and Control Matrix, MoET Risk Management Framework, Risk and Audit Committee Charter, MoET budget structure aligned to the Corporate Plan, and 2026-2028 Medium Term Expenditure Framework.

Of the launched policies, several have entered implementation: financial management and school grant code training was delivered across three provinces (19 MoET staff), the National Asset Management Policy was disseminated to 28 MoET staff from all six provinces, and the School Registration Policy was consulted on with provincial Principle Education Officers and provincial Education Advisers from all provinces prior to launch (see below).

**Schools Entering Data into OpenVEMIS:** The Outcome Harvest interviewed and analysed compliance data from 15 schools which received targeted support from VAESP and MoET with training on developing and submitting school financial reports that also pass audit reviews, school improvement plans, providing evidence of an active school council, entering enrolment data into OpenVEMIS, and reporting on whether or not they offer the national curriculum. Of these schools, 14 out of 15 met all six core compliance metrics with submissions and approvals recorded in OpenVEMIS (Intermediate Outcome 3.3).

Nationally, 44% of schools (578 of 1,317 including ECEs) met all six core school grant compliance criteria in 2025, a recovery to 2022 levels after a dip to 36% in 2024 (Figure 10). Enrolment data showed the most significant improvement of any criterion, rising from 47% in 2022 to 61% in 2025. Financial reporting compliance, while still the weakest criterion at 50%, improved markedly from its 2024 low of 37%. Compliance rates vary significantly by province, ranging from 91% in Penama to 27% in Tafea. ECE report submissions in OpenVEMIS increased from 0% nationally across 2022-2024 to 53% in 2025, though uptake is uneven, ranging from 85% in Malampa to 5% in Torba. This shift is likely driven by the school grant eligibility criteria, which require updated financial reports and school improvement plans for both attached and feeder ECE centres before grants can be disbursed. Financial management training delivered to principals in 2024 and 2025 reinforced these requirements, building understanding of the administrative responsibilities associated with grant eligibility.

### Schools Meeting ALL Compliance Criteria

2022-2025

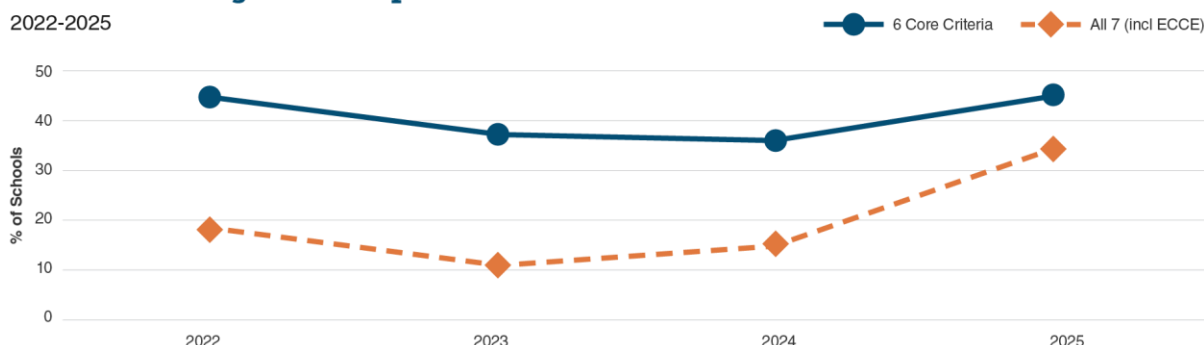


Figure 10: Schools meeting all six compliance criteria in OpenVemis, including approved financial reports, approved School Improvement Plan reports, active school councils, audit cleared, enrolment cleared, and registered as offering the national curriculum.

Ninety-three per cent of schools in the Outcome Harvest sample achieved 100% OpenVEMIS compliance, compared to 44% nationally, a **49-percentage** point gap. While this was a small purposive sample and the difference cannot be attributed solely to VAESP intervention, the consistency across criteria suggests that hands-on support for school governance, financial reporting, and data entry translates into measurable improvements in system compliance. The one non-compliant school had gaps in financial reporting and audit, the two criteria that also perform worst nationally, reinforcing that these remain the hardest areas to shift.

**ICT Use by Students and Teachers:** The original program design included indicators measuring the percentage of students using ICT and teachers not using ICT at primary and secondary levels. These indicators require population level survey data (the ICT in Schools Survey), which was not feasible within the program's resources and timeline. VAESP's ICT activities evolved towards targeted connectivity infrastructure (10 schools supported with high-speed internet or improved connectivity) and digital literacy training for specific purposes such as emergency preparedness and learning continuity, rather than system wide ICT roll out. VAESP is exploring whether proxy questions on school level ICT access can be incorporated into MoET's Corporate Plan baseline data collection, which would provide end of program data while building sustainable measurement capacity within MoET systems.

The Intermediate Outcome sections below detail how VAESP's work on data systems, infrastructure, planning, and school leadership has contributed to system strengthening at provincial and school levels.

### Intermediate Outcome 3.1 Improved data reliability, access and usage at all levels for data-driven planning and decision-making

<b>2024</b>	<b>70+</b>	<b>17</b>	<b>10</b>	<b>5,505</b>
MoET Statistical Digest released	R-automation indicators developed	Provincial officers trained (OV/CRIM)	Internet systems installed	Schools.edu.vu accounts created

**Reporting Period Summary (Actions and Outputs Delivered):** Improving the reliability, accessibility and use of education data remained a central focus of national systems support in 2025. VAESP's work with MoET's Policy and Planning Directorate, and the Information and Technology (IT) Unit has targeted both the systems that generate data and the capacity to analyse and use it, recognising that even high-quality data has limited value if the tools and time to interpret it are not in place.

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**Data analysis automations:** Historically, MoET relied on external consultants to process education data for the annual Statistical Digest, creating bottlenecks and delays in publication. To address this, VAESP provided weekly coaching through a data scientist to four MoET PPU staff, supporting the team to build their own indicator codes in an open-source program (RStudio). The coding approach automates year-to-year calculations using national census data from the Vanuatu Bureau of Statistics, allows reuse of the code across years with minimal modification, and equips the team to develop additional indicators as new analysis needs arise. In December 2025, MoET officially launched the 2023 and 2024 MoET Statistical Digest<sup>20</sup>, which provides education data at national, provincial and school levels and is now publicly available.

**Digital literacy for schools:** VAESP and MoET delivered digital literacy workshops in Shefa (9 schools) and Tafea (5 schools) to 90 education staff (8 women and 13 men in Shefa; 27 women and 42 men in Tafea), supporting educators learn to navigate their devices with more confidence, create schools.edu.vu accounts and navigate Google Workspace and Classroom for the first time.

**Policy development:** The third and final draft of the **OpenVEMIS Policy** was completed following three consultations supported by VAESP and is now ready for approval by MoET Senior Management. The **School Council and School Registration Policy** final draft was also completed after two consultation meetings and launched in December 2025. VAESP contributed to additional policies and strategies during the period, including the **Google for Education Strategy** and **Learning Management System (LMS) Implementation Plan**, supported across 5 consultations.

**System enhancements:** Four OpenVEMIS enhancements were developed: the **VANSTA system** (now in use for processing the 2025 VANSTA Assessment), a **teacher login module** enabling teachers to manage class information and attendance, and a **payroll data view** allowing teachers to access their government payroll information.

A significant integration was the linking of **OpenVEMIS with the CRIM database**, formalised through a Memorandum of Understanding between MoET and the Ministry of Internal Affairs. The CRIM–OV integration was launched in November 2025, enabling verification of student identity against civil registry records. This supports improved accuracy in student enrolment data, more reliable school grant allocations and strengthens the data feeding into the MoET Statistical Digest.

Google logins for the schools.edu.vu domain were also designed during the reporting period with VAESP support, enabling easier login assignment and wider distribution to be integrated into future digital literacy training at schools, and within six months, 5,505 active users within the Vanuatu education sector have logged into their Google schools.edu.vu accounts, showing rapid uptake of the technology following awareness through the CIP approach and digital literacy training. However, most activity is concentrated on using the new schools.edu.vu. Gmail systems, and Google Classroom remain low, given that curriculum material has not been developed within the classroom. Individual MoET units, such as CDU, are putting all teacher training material on high impact teaching strategies in a classroom for principals and teachers to use. User access to these materials was not available at the time of writing this report.

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<sup>20</sup> [MoET Statistical Digest](#)

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Image 14: The Honourable Minister of MoET, Director General of Ministry of Internal Affairs and Director General of MoET launch OpenVEMIS and CRIM integrated system, with support from VAESP.

**Provincial OpenVEMIS training:** MoET led a 9-day OpenVEMIS Technical Training in November 2025 for 17 provincial officers (6 OV Officers, 6 Finance Officers, 5 Education Advisers) from all six provinces, supported by VAESP. Training covered standard operating procedures, data cleaning and analysis, and the new **CRIM–OpenVEMIS data integration** for improved student enrolment verification. A significant component focused on **practical data analysis skills**, including Excel functions, pivot tables, and calculating indicators such as repetition and over-age rates.

**Internet Connectivity:** In 2025, **10 high-speed internet connections** were established or improved at schools (9 in Shefa, 1 in Tafea), some of which are using Starlink. Six schools received full connectivity setups, while a further four schools had existing connections upgraded through boosted capacity. These connections support reliable access to digital teaching, learning and education management tools, and support the school to connect their PLC to CDU experts and professional development delivered via remote training.

### Emerging Outcomes (2025):

**Outcome Harvest Findings (2019-June 2025):** Vanuatu's 83 islands present significant infrastructure challenges for digital systems: internet connectivity remains limited and costly in outer islands, power supply is unreliable in many areas, and schools often operate with minimal ICT equipment. Against this backdrop, progress in education data systems represents meaningful change.

The Outcome Harvest shows strong progress in data recording at the **provincial level**. **All four provincial offices sampled** (out of 6 nationally) reported improvements in collecting timely data through OpenVEMIS, with officers noting that more accurate information has reduced repeated follow-ups and enabled early interventions. However, data use at the school level remains limited. Schools primarily engage with OpenVEMIS to meet grant eligibility requirements, uploading financial reports and enrolment data to receive funding tranches. While this has created a clear incentive to input data, few schools reported using the data from system to inform their own planning or decision-making. This suggests a one-way data flow. Strengthening a return pathway, through accessible school-level reports or analysis tools, will be important to realising the full potential of data driven improvement at the school level. These findings reinforced the need for support in two areas: strengthening data analysis and communication of findings at the provincial level and supporting national teams to present information in formats that are accessible and actionable for schools.

Training and system investments during 2025 are showing early results across all levels (national, provincial and school), although sustained follow-up will be needed to consolidate gains.

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**Data analysis capacity:** Results from the R Studio automation work have been significant. Analysis that previously took weeks can now be completed in seconds. Importantly, the focus has been on building internal capability rather than a one-off tool, ensuring staff from the PPU understand how to adapt and maintain the code themselves in future years. This marks a major shift: for the first time, MoET can publish statistical data within the same calendar year it is collected, moving from externally dependent, delayed reporting to a nationally owned, automated and timely analysis system. Aside from staff input time on indicator building in R Studio and data cleaning, the cost of producing the Digest is now less than AUD\$1 a year for platform processing costs, making it efficient in both staff time and operational costs thus allowing PPU to focus their attention on strategic areas emerging from the data and crafting actionable, bespoke data for Provincial Education Offices.

**School-based digital literacy:** Post training assessments following the Digital Literacy and Google Workspace/Classroom trainings showed marked improvement, average scores doubled and laptop troubleshooting skills improved by 70%. Participants in Shefa are now ready for advanced topics, while teachers in Tafea indicated the need for follow-up coaching, reinforcing the importance of ongoing, localised support.

**Provincial OpenVEMIS/CRIM use and data analysis:**

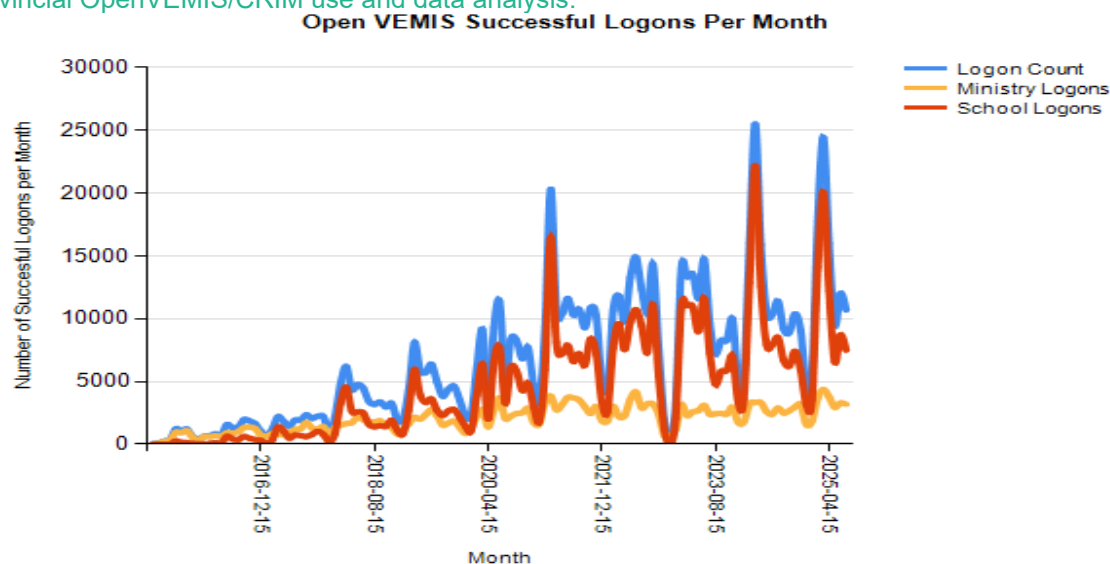


Figure 11 Logins on OpenVEMIS from 2016-2025

When reviewing login trends over the years, there is an increasing uptake in using OpenVEMIS. By embedding OpenVEMIS into trainings and activities across multiple units, MoET and VAESP have created stronger incentives for schools and officers to use the system. As a result, active OpenVEMIS users have more than doubled since 2019, with around 25,000 users now regularly accessing the platform (Figure 11).

Recent post training assessments from the November 2025 OpenVEMIS training (n=17) show improvements in knowledge alongside areas requiring further support. Participants identified data analysis and data cleaning as the most useful sessions and rated the new CRIM–OpenVEMIS data integration features positively. On knowledge questions, 88% correctly identified how to access data quality reports for common issues, and 82% understood procedures for handling missing birth registration numbers (BRNs). However, only 41% correctly identified the process for resolving BRN/name mismatches, a critical gap given the recent CRIM integration, and 59% understood teacher login account management responsibilities.

When asked about ongoing support needs, participants most frequently cited data cleaning, data analysis, and help interpreting results for decision-making and reporting. Several requested weekly coaching and clearer step-by-step guidance. These findings will inform targeted provincial coaching in 2026.

**Key results and contributions**



**Emerging outcomes:** MoET is moving toward nationally owned, timely education reporting and stronger use of digital systems.



**GEDSI Highlight:** Better data systems strengthen the basis for identifying and supporting learners at risk of exclusion.



**Evidence of change:** Statistical Digest launched by MoET; nine Starlink school connections in Shefa (6 full setups, 3 boosted), one system improved.



**Areas for strategic attention:** Build school-friendly data reports and strengthen provincial coaching on data cleaning and interpretation.

**Voices from the Field**

*‘Before, input into OpenVEMIS wasn’t very clear. But when VAESP came in, and we rolled out the training to the principals, we all had a stronger understanding, and this is why OV is much better now, and we are able to judge the management of a school by looking at the information in OV. VAESP’s support for this has made a significant change in this area.’ – Provincial Officer*

*‘It’s easy for me to use OV. The only thing is that it uses data. It needs to be online. So sometimes the network isn’t clear, like now the network is down a bit, so it’s hard for me to connect and make the records.’ – Bursar, primary school*

*‘I will need a stable internet connection, time in my weekly schedule to practice, clear instructions and follow-up materials, support from PEO office to apply the skills, access to the tools or resources required, someone I can contact for questions or guidance; with this support, I can implement what I have learned effectively.’ – Provincial Officer*

**Intermediate Outcome 3.2 Targeted schools and classrooms are constructed/improved according to the Infrastructure Policy Implementation Plan**

<b>43</b>	<b>47</b>	<b>100+</b>	<b>1</b>	<b>ALL</b>
Schools accounted for in the Capital Works Plan	School construction integrated into the Medium-Term Expenditure Framework	Tenders issued for school construction	Contractor briefing held	MoET projects managed code compliant

**Reporting Period Summary (Actions and Outputs Delivered):** While emergency infrastructure assessment work is addressed under Intermediate Outcome 1.1, VAESP support to MoET’s AAPMU also focused on integrating recovered and long-term asset planning into MoET’s budget and policy frameworks and strengthening systems for future delivery. Following multiple disasters and the need to expand school infrastructure to meet the demand from a growing population, MoET has a number of classroom support projects it undertook in 2025 (Figure 12).

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### Progression by Status

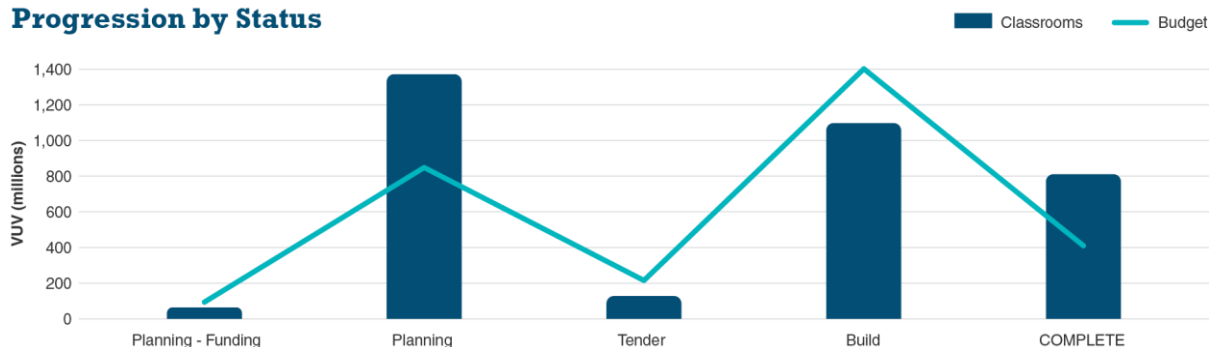


Figure 12 Progression by status of all MoET-led infrastructure projects

**Planning and budgeting:** Capital Works Plans were finalised for **43 schools** across Penama (23) and Malampa (20), with all projects now budgeted for 2026 implementation. Plans for additional upgrades in Sanma, Torba, Shefa and Tafea were submitted for inclusion in the **2026–2028 Medium-Term Expenditure Framework**, with **47 additional earthquake-affected schools** pending MoET Senior Management approval.

**Personnel and coordination:** Through the DFA, new positions were established within the AAPMU, including a Project Coordinator, Procurement Officer and two Building Supervisors, with recruitment underway, to support earthquake reconstruction and ongoing cyclone-related infrastructure needs. While STA adviser support was provided during the earthquake response, a **long term VAESP Infrastructure Adviser** commenced from mid-year. **Weekly coordination meetings** were introduced within the Facilities section in July, strengthening internal communication and project tracking.

**Procurement readiness:** In September, AAPMU, with support from VAESP, held a contractor awareness session in Port Vila to prepare the local construction sector for upcoming works. The session outlined recovery programs and expected project volumes, explained Request for Quotation and Request for Tender processes and documentation requirements, and provided guidance on completing tender forms and bills of quantities. MoET, supported by VAESP, also led design briefs and consultations for the new build for the School Based Management Unit as well as the Exams Unit, with Request for Quotation **procurement documentation** completed and the 100+ tenders released in December. In addition to this, as part of VAESP's long term engineering support, all standard building designs were reviewed, with all MoET-managed infrastructure projects confirmed to be **compliant with the 2025 National Building Code**.

**Policy and capacity building:** The **National Asset Management Policy** was finalised, with a dissemination and orientation meeting held with 28 MoET staff (8 female and 20 male), including provincial Principle Education Officers, Education Advisers and MoET national staff, from all six provinces (3 Torba, 7 Sanma, 3 Penama, 4 Malampa, 6 Shefa, 3 Tafea, 2 National).

**One-on-one coaching and support** from VAESP has been provided to project managers on construction cost estimates. In addition to this, training materials were developed to build MoET and school-level capacity for ongoing infrastructure management, supporting the shift from reactive repairs towards strategic asset planning.

### Emerging Outcomes (2025):

**Outcome Harvest Findings (2019-June 2025):** While none of the 15 sampled schools spoke significantly about large scale infrastructure support (considering very few tenders were released in previous years to 2025), school grants enabled 10 school principals to plan and lead small scale improvements at their own initiative. Principals highlighted the flexibility and autonomy these grants provide, enabling locally driven solutions that respond to immediate needs.

One rural school used grant funding to install solar power, eliminating reliance on costly generators and enabling evening community classes. Another installed a wheelchair ramp to improve accessibility. Other improvements included classroom expansions, ceiling fans, water tanks, cyclone repairs, and gender segregated toilets.

However, rapid enrolment growth, particularly in urban centres, risks outpacing even improved facilities. Three urban schools in the sample reported that rising enrolment has produced overcrowding, split-shift classes, and reliance on temporary classrooms, underscoring the need to match infrastructure investment with enrolment trends. In these scenarios, school grants were focused on ensuring space to accommodate students over resource support. This makes the long-term infrastructure planning work that VAESP is supporting even more urgent and highlights thoughts for future thinking regarding school grant allocations.

Progress was made on both fronts, supporting local contractors to engage in school level works and advancing national level procurement.

**Supporting localisation of contracting:** The Outcome Harvest identified that small scale, locally led infrastructure was occurring across schools using grant funds, but without consistent alignment to MoET design standards. Since July 2025, standardised MoET infrastructure plans have been made available to contractors and builders across the country. This lowers barriers for local contractors to submit compliant bids for school construction and repairs, while also guiding school-led projects to better align with national standards.

**Contracting to Completion:** Prior to July 2025, no tenders for larger capital works had been released. Following the support provided to AAPMU, several projects progressed rapidly. All 117 classrooms in planning were released for tender, signalling that processes have improved and are beginning to translate into contracted works. In 2025, 69 donor-supported schools were completed, 20 of which were supported by DFAT through the DFA. Nuakwanabu Primary School and École Publique Centre Ville were completed and launched at the end of the year. Notably, one of these was the final remaining school to be rebuilt after Tropical Cyclone Pam in 2015, marking the close of a decade-long recovery effort. Other classrooms were completed at Melsisi Primary School and École Primaire de Baie Berrier in Penama, Unmet Primary School in Malampa, Avuntari School in Sanma, and Yenumakel School in Tafea, alongside the CDU MoET national building in Port Vila. Overall, along with these completions, 86 per cent of classrooms, are currently in the building phase with DFAT support.<sup>21</sup> A further 11 classrooms and one national-level education office are in the tender phase, and 24 classrooms are in the planning phase. Recovery efforts are ongoing, with DFAT supporting 91 per cent of donor-funded classrooms,<sup>22</sup> comprising 62 classrooms and one education building across 13 schools.

Infrastructure MEL systems are continuously being upgraded, therefore total results and numbers may shift over the coming months as errors and improved ways of collecting data are employed.

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<sup>21</sup> Noting four of these in building phase are also co-supported by MFAT.

<sup>22</sup> Note that 22 of these 62 completed classrooms in 2025 were co-supported by MFAT.

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*Image 9: The Honourable Minister of MoET and development partners at the opening of a school in Tanna.*



*Image 10: First Political Advisor to the Office of the Honourable Minister of Education and Training and Australian High Commission representatives at the launch of a climate resilient school in Port Vila.*



*Image 11: The Honourable Minister of MoET, Honourable Minister of Climate Change, Honourable Minister of Health, Honourable Minister of Justice and Community Services, First Speaker of Parliament, members of Parliament and the Australian High Commissioner at the opening of Yenkal Tanna Primary School.*

## VAESP Support to MoET Earthquake Recovery Response

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The Vanuatu Australia Education Support Program (VAESP) has played a critical support role to the Ministry of Education and Training (MoET), particularly in response to the December 2024 earthquake and the subsequent education infrastructure recovery program.

Following the earthquake, MoET faced a significant increase in workload related to rapid assessments, coordination, design reviews, procurement support, and implementation oversight across affected provinces. Existing staffing levels were insufficient to manage both normal operations and the scale of the recovery response. This created a clear operational gap.

VAESP responded by providing direct financial support for the recruitment of additional technical and program staff within MoET. These additional personnel strengthened MoET's capacity to plan, coordinate, and implement the earthquake recovery program in a timely and effective manner. The recruited staff supported key functions, including damage assessment consolidation, recovery planning, contractor coordination, reporting, and donor engagement.

This support ensured that the earthquake recovery program was rolled out efficiently, reduced delays in decision-making, and improved overall program management and accountability. By embedding additional capacity within MoET rather than operating externally, VAESP reinforced government systems and supported national ownership of the recovery process.

In summary, VAESP's contribution through targeted staffing support was a practical and high-impact intervention. It enabled MoET to respond effectively to an emergency while maintaining continuity of core education services. This approach aligns with long-term capacity strengthening and demonstrates a forward-looking partnership model suited to Vanuatu's disaster-prone context.

MoET PEO Assets, Administration and Project Management Unit (AAPMU)

### Key results and contributions



**Emerging outcomes:** Infrastructure delivery shifted from planning to action, with 117 classrooms released for tender. Alongside these changes, 69 classrooms have been completed, including the last Cyclone Pam rebuild, closing a decade-long recovery effort.



**GEDSI Highlight:** Standardised designs aligned with the 2025 National Building Code create a pathway to embed accessibility more consistently across school builds.



**Evidence of change:** 100+ tenders released; 86% of DFAT-supported classrooms in building phase; DFAT supporting 91% of donor-funded builds nationally.



**Areas for strategic attention:** Translating procurement momentum into completed builds will depend on sustained AIU coordination capacity alongside ongoing disaster recovery demands.

**Voices from the Field**

*‘We can see the difference in schools. It built the confidence of principals to develop project proposals, handle project planning, identify risks, define communications processes, ensure they get the support from communities and all parties. They lead with their values too – including ethics.’ – Deputy PEO.*

*‘The facilities of the schools have been developed to be able to offer Years 9 and 10 and meet the requirements. So, since the beginning of this academic year, we have a storage room, a science lab and a photocopier machine.’ – Principal.*

*‘Previously, school projects such as classroom development and others would often take time to complete, but thanks to the school grant that contributed positively and quickly to these school needs they can be completed quicker than expected. I have received support from the principal, school team, provincial financial staff, who have also supported us to make sure the school accounts are kept open and kept an open communication with us so that we adhere to the financial procedures and submit reports on time.’ - Bursar.*

**Intermediate Outcome 3.3: Improved planning and financial transparency, risk mitigation and accountability mechanisms**

<p><b>1</b></p> <p>Procurement manual drafted</p>	<p><b>1</b></p> <p>Financial manual drafted</p>	<p><b>6</b></p> <p>Provincial finance trainings delivered</p>	<p><b>1</b></p> <p>Risk and Audit committee inducted</p>	<p><b>1</b></p> <p>MTEF submissions supported</p>
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**Reporting Period Summary (Actions and Outputs Delivered):** During 2025, MoET, supported by VAESP, continued to strengthen financial management, procurement, and risk oversight systems, with a focus on embedding clear operational guidance, improving transparency, and aligning budgeting processes with strategic priorities.

**Financial management strengthening:** Following support from previous years, the MoET Finance Unit completed the MoET **Financial Management Manual**, which formalises financial controls, reporting processes and budget management practices across the ministry and was approved by the Senior Management Team. Other key outputs included the drafting of the **Procurement Manual**, establishing a consistent framework to guide procurement decisions, which will require some revisions in 2026 due to changes in the Contracts and Tenders Regulation, which have been flagged with MoET.

To support the implementation of financial management practices, MoET national finance staff, supported by VAESP, delivered **financial management and school grant code refresher training** across three provinces between August and September 2025, reaching 19 MoET staff (7 males and 12 females), and the provincial finance officers stationed in Shefa Provincial Education Office, Tafea Provincial Education Office, and Torba Provincial Education Office.

**Risk and audit oversight:** A MoET **Internal Audit risk and control matrix** and **Risk and Audit Committee Charter** were developed to strengthen information tracking at both school and central MoET levels within the Risk and Audit Committee (RAC). The internal audit risk and control matrix tool was developed to improve auditing practices, such as identifying low and high-risk levels, so resources can be concentrated on areas of high audit risk. In addition, a **risk management framework** evolved from the risk matrix for consideration by the RAC, which is a legal requirement under the Vanuatu Public Finance Economic Management Regulations. Risk and audit training was delivered to **7 MoET staff** (5 women, 2 men) to continue strengthening oversight and accountability in the use of public funds within the education sector, flagging risks such as mounting debts and liabilities at both the national and school levels that could be included in mechanisms such as the New Policy Proposals (see below). Following this, the committee sat twice in 2025.

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**Forward planning:** Targeted technical support to the Finance and Administration Directorate supported the development of **New Policy Proposal** submissions, including **Capital Works Plans for Penama and Malampa**, which capture additional budget line items outside normal business operations and beyond the approved annual budget. These provisions enable adaptive management and a timely response to a changing context and are subsequently incorporated into MoET's Medium-Term Expenditure Framework (MTEF). The MTEF calculation for 2026, covering a four-year forecast period, was also drafted during the reporting period. However, progress towards completing it was paused so that the Ministry could focus on resolving the employment dispute with teachers. Alongside these developments, MoET, with support from VAESP, developed a **new budget structure** to reflect the Corporate Plan so that planning drives budgeting rather than the reverse. The revised budget structure also allows for disaggregation by unit, allowing activities with cross-pillar impacts to be better reflected in budget allocations.

**School registration:** MoET's PPU, supported by VAESP, led a consultation on the Education Authority and School Registration Policy with Principal Education Officers and Education Advisers from all six provinces in November 2025. The policy was launched in December.

**National monitoring support:** Progress was made on **Corporate Plan baseline** data collection tools, which will support MoET to establish a reference point for decision-making and verify data in OpenVEMIS. A total of 165 education indicators were reviewed, 123 already captured in the Statistical Digest and 42 requiring new data modules. Although piloting was delayed due to the teachers' strike, the design phase established a roadmap for data collection.

### Emerging Outcomes (2025):

**Outcome Harvest Findings (2019-June 2025):** Financial management support at national level, developing manuals, strengthening procurement systems, and building MoET capacity and capability, was explored through the Outcome Harvest to understand how these reforms are being experienced at school and provincial level.

Of the 15 schools sampled, **10 reported strengthened financial reporting** and improved alignment between School Strategic Plans and budgeting processes. Three of four Provincial Education Offices also reported improvements. Schools described clearer planning, stronger financial oversight, and greater confidence in managing resources. In several cases, improved financial planning enabled schools to budget for teaching assistant wages, helping maintain learning continuity during periods of teacher absence linked to the employment dispute. Claims of improved reporting were verified in OpenVEMIS by examining submission frequency; however, because schools upload reports as PDF documents and the OV system does not support cross-document data analysis, the quality and content of reports could not be assessed.

Stronger financial transparency has also contributed to **improved trust** between schools and communities. Several principals introduced community level financial reporting at parent school meetings, increasing parental confidence in how school resources are managed and, in some cases, encouraging families to contribute labour or resources to school initiatives. Notably, these improvements were consistent across provinces, language streams and rural/urban settings, suggesting that national level reforms are filtering through systematically rather than in isolated pockets.

School grants remained instrumental in enabling schools to respond to local needs, from learning materials and classroom furniture to small scale infrastructure and, during the teachers' strike, hiring temporary staff to maintain continuity of learning. However, the Harvest also identified confusion among schools about **permissible uses of school grant funds** for infrastructure, suggesting that clearer communication on the school grant code may be needed.

Early evidence suggests system level investments are beginning to translate into improved practice.

**Provincial and school levels:** Following financial management refresher training delivered to 22 people (19 MoET staff, three provincial finance officers) across Shefa, Tafea, Penama and Port Vila headquarters, post-training assessments showed strong understanding of key financial procedures. On scenario-based questions, **94% correctly identified procurement steps** for small operational purchases, **97% correctly identified asset management procedures**, and **100% correctly identified travel acquittal and school grant reallocation requirements**.

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However, participants identified barriers to applying this knowledge in practice: 39% cited limited system access (including SmartStream<sup>23</sup> logins and connectivity), 36% cited workload constraints, and 36% cited insufficient confidence. When asked what support would help, 64% requested refresher training and 56% requested mentoring or coaching. As one participant noted: *'Working in a public office, all staff are required to be informed on use of public funds as misuse is a serious offence. Although it may seem easy to request for funds, it also requires accountability and proper reporting.'* Another commented that the training *'shed a light on a lot of things I did not know.'*

At the same time, increased field activity by PCIOs has generated greater demand for timely access to operational funds. While provincial knowledge and confidence are improving, delays in accessing funds risk disrupting coaching schedules and reducing continuity of support to teachers and principals. Strengthening practical support to identify bottlenecks and navigate approval processes would enable PCIOs to sustain activity levels and maintain consistent engagement with schools has been flagged with the MoET Finance Unit.

Additional monitoring exercises will be conducted in 2026 to better understand the decentralised operations and uses of grants from the program, such as the Provincial Literacy Grant, and how officers are experiencing access, planning and acquitting of these funds.

**Risk and audit oversight:** As a result of training, the RAC met once in 2025 with plans to meet more regularly in 2026 with a scheduled agenda. The establishment of a functioning RAC has enhanced MoET's ability to identify, prioritise, and monitor financial and operational risks, with the Audit Committee conducting 41 out of a planned 50 school audits (78%) (noting staff were also engaged in disaster recovery for the first half of the year). While these changes have not yet translated into measurable impact at the school level, they represent an important shift towards preventive risk management, reducing the likelihood of financial irregularities and crises.

**Medium-term planning:** Integration of New Policy Proposals into MoET's MTEF has improved visibility of medium-term resourcing needs and strengthened short term fiscal planning. The MTEF is increasingly being used as an internal planning and advocacy tool, enabling clearer justification for additional resources when engaging central finance agencies.

**Financial planning and school grant program:** As agreed between DFAT and MoET's joint partnership agreement, MoET's increasing financial contribution to the school grants program mirrors MoET's increasing capacity to plan, budget, and manage the school grants program independently (Figure 13).

### School Grants

ECE - Year 14

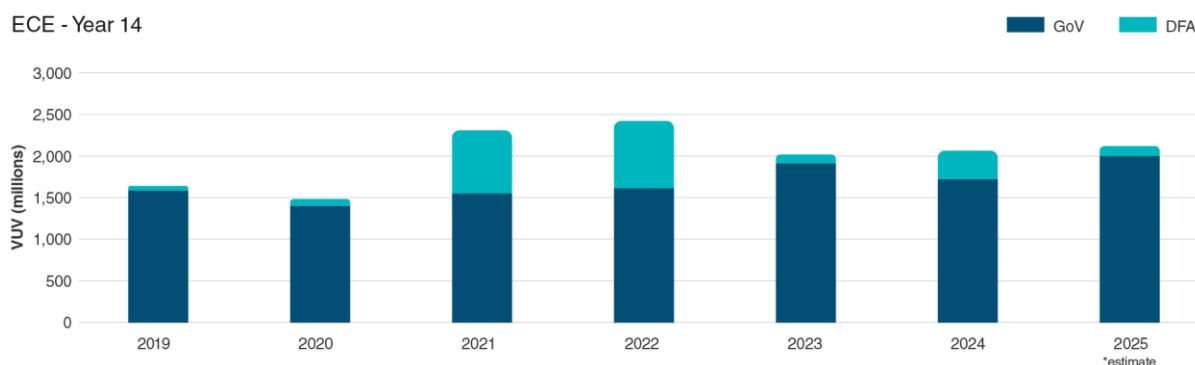


Figure 13: School grants contributions from DFAT and the Government of Vanuatu

In addition to these emerging outcomes, the Finance Unit, with support from VAESP, has also strengthened forecasting systems such as the MTEF and tools to assess school eligibility, enabling early identification of schools requiring administrative corrections before grant disbursement.

However, as spending and support have been tracked over the course of the last six years, Vanuatu has experienced a cycle of recurrent disasters that has placed sustained pressure on the DFA's

<sup>23</sup> Government financial system

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spending capacity. In 2020 alone, COVID-19, Tropical Cyclone Harold and the push to address overcrowding generated over VUV 850 million in new disaster contributions. This was followed by Tropical Cyclones Judy and Kevin in 2023, Tropical Cyclone Lola in 2024, and the December 2024 earthquake, with funds being received in 2025 (Figure 14). Each new disaster or government infrastructure priority event adds to the DFA balance. At the same time, the same corporate services unit within MoET is responsible for facilitating the tendering, procurement and financial oversight required to spend these funds alongside planned program support. This creates a compounding bottleneck as unspent disaster funds accumulate, rising from VUV 240 million in 2019 to over VUV 1 billion by the end of 2025. The administrative demands of each successive response further stretch the capacity to process new expenditure.

### DFA Expenditure and Year-end Funds Remaining



Figure 14 Cumulative disaster contributions to the DFA balance (2019–2025), showing the compounding effect of successive disaster events on unspent funds against MoET’s procurement and spending capacity.

In 2025, targeted interventions began addressing this constraint through the recruitment of a fulltime Infrastructure Adviser to the AAPMU complimented by additional recruitments supported by the DFA and Save the Children (see below), and as reported above, over 100 tenders were released for school construction and reconstruction. In addition to this, procurement data tracking support was introduced through partners, including support from DFAT implemented by Save the Children under the earthquake recovery funds to support procurement. These measures are expected to support increased spending against the accumulated disaster balance. They are being closely monitored into 2026 to assess whether the spending trajectory shifts in response to the strengthened procurement and oversight capacity.

### Key results and contributions



**Emerging outcomes:** Financial management systems are maturing, with MoET increasingly using the MTEF as an internal planning and advocacy tool and DFAT’s decreasing grant contribution mirroring MoET’s growing capacity to manage the school grants program independently.



**GEDSI Highlight:** Stronger financial controls and audit oversight reduce the risk of inequitable resourcing and leakage that disproportionately affects disadvantaged learners.



**Evidence of change:** Post-training assessments showed 94–100% accuracy on key financial scenarios; Risk & Audit Committee conducted 39 of 50 planned school audits (78%); Financial Management Manual approved by Senior Management.



**Areas for strategic attention:** Recurrent disasters and rising recovery funding may require commensurate HR capacity in procurement, finance and contract management to ensure timely, accountable use of disaster and program funds.

**Voices from the Field**

*‘Principals are trained and moved out from using manual entries and other financial procedures but are more confident in softcopies and or electronic forms and procedures, which is good because this is a huge change after they attended the VAESP supported financial management manual trainings. They are more confident to manage the school funds effectively. They also have good finance monitoring systems in place, allowing principals to work on their monthly reports effectively and in a timely manner. They can summarise their expenditures well and can also print copies so that others who are supporting the school council can also have access to the reports. Compared with before, situations where it takes time for principals to sit and write their reports manually, everything is done electronically. They have improved systems like cheques, can operate vouchers, which is neat, and can also contribute positively to having great reports. This will link well to the OV system, where they enter data well into OV and their uploads too are made confidently. Grand code is a positive policy that supported principals to work smarter around their school financial management.’ – **Provincial Officer.***

*‘I increased my knowledge as the provincial finance person after the financial management training that was delivered here in the province. I then used these increased skills and knowledge to support the school bursar and school finance staff. The manual was rolled out starting in 2023, which enabled the finance systems within the schools to work well and supported finance staff to know what to do.’ – **Provincial Officer.***

**Intermediate Outcome 3.4: Improved provincial and school-based leadership and management in targeted schools**

<p><b>35</b></p> <p>principal appraisals conducted</p>	<p><b>40</b></p> <p>Principals are instructional leaders</p>	<p><b>24</b></p> <p>provincial staff supported with administration skills</p>	<p><b>50</b></p> <p>PCIO reports submitted</p>	<p><b>1</b></p> <p>PWELN workshop delivered</p>
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**Reporting Period Summary (Actions and Outputs Delivered):** In 2025, VAESP continued to invest in leadership capacity through practical support in the field, research to inform long-term strategy, and strengthened coordination with provincial staff.

**Leadership support to principals:** VAESP supported the SBMU in conducting principal appraisals to guide professional development, ensure accountability and align with education goals. In the first half of 2025, a principal appraisal report was produced and circulated by the SBMU showing that 35 of 88 Teaching Services Commission-appointed principals (40%) had undergone performance appraisals in 2024 against the Vanuatu Harmonised School Standards indicators, covering Shefa (15), Sanma (6), Malampa (5), Penama (2) and Tafea (7), with support from VAESP.

To support improved leadership practice, VAESP supported complementary strands of leadership development. **Administrative leadership** support in Torba and Malampa equipped **18 principals** and provincial officers with practical tools for resource management and community engagement. **Instructional leadership** support was provided to **40 principals and 18 deputy principals** across all six provinces, focused on classroom observation, feedback and methods to lead teaching improvement. VAESP and CDU teams subsequently deployed to all six provinces to support principals in establishing PLCs as a structure for ongoing instructional reflection within their schools.

**Leadership research:** Initial data collection for the School Leaders Survey to understand how accredited leadership courses impacted principals was completed across 80 school principals in Shefa/Efate (40) and Tanna (40), with half of interviews conducted via remote software, demonstrating a more cost-efficient approach to qualitative data collection across dispersed island

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contexts. Given the number of monitoring and survey activities currently underway across MoET, VAESP is supporting relevant units to identify opportunities to integrate leadership data collection into existing or planned instruments, reducing duplication and the burden on schools. Recommendations for how this information can be captured more efficiently will be incorporated into monitoring guidance for the next investment design.

**Women in education leadership:** **Ten women** in Torba attended the Provincial Women in Education Leadership Network (PWELN) workshop, which introduced the PWELN framework and theory of change and presented findings from the national gender study on barriers to education. Participants engaged in group discussions on challenges women face in leadership and identified actions to support change in their schools.

**Leadership support to provincial staff:** **Twenty-four** Provincial Principal Education Officers and leaders from all six provinces (3 Torba, 9 Sanma, 6 Penama, 3 Malampa, 4 Shefa, 2 Tafea) met in Port Vila for a concluding reflection session after three years of provincial management mentoring support (previously reported as 'PEO Capacity Building') focused on understanding education outcomes. Discussions centred on interpreting the MoET Statistical Digest, applying data to provincial decision-making, clarifying job roles, and strengthening alignment between provincial plans and the MoET Corporate Plan.

In addition to this support for decentralisation, all eight PCIOs, supported by VAESP across all provinces, continued to implement MoET's CIP program through growth coaching and weekly mentoring from CDU. To strengthen coordination and real time learning, CDU introduced a Friday Reflection model: every Friday, CDU leads a virtual meeting with all eight PCIOs to reflect on the week's delivery, discuss what is working, surface challenges, and share observations from school visits. PCIOs also submit weekly reports via KoBo Toolbox documenting schools visited, coaching activities and stories of change. **By year's end, 50 reports had been submitted across 14 weeks of implementation.** Self-reflection tools and diagnostic apps were also drafted to prepare for outcome-level data collection in 2026.

### Emerging Outcomes:

**Outcome Harvest Findings (2019-June 2025):** The outcome harvest documented leadership changes at both school and provincial levels, all positive. Of the 15 principals interviewed, 10 demonstrated changes in their leadership practice. Eight specifically credited the APTC or Pacific Theological College training program with shifting their approach, and seven are now implementing school strategic plans following guidance from VAESP-supported provincial offices.

Leadership support also extended to women in education. Following the 2024 PWELN sessions, which reached 98 women across three provinces, only one principal described observable behaviour change in a participant, attributing a 60% increase in her productivity to the training.

At provincial level, three of four office teams reported changes in their own leadership roles. Over the past two years, VAESP has supported 255 school leaders (116 women, 139 men) to complete accredited leadership training.

However, a third of schools interviewed reported challenges with people management, particularly maintaining staff morale during the national teachers' strike and supporting newly graduated teachers. The challenge now is to institutionalise these leadership behaviours, ensuring they are embedded in systems rather than dependent on individual champions.

Signs of uptake are emerging across school level instructional leadership, provincial coordination systems, administrative capacity and women's leadership networks.

**School level investment in instructional leadership:** While PLCs are still in early stages of implementation, there is a clear commitment to the concept from many schools. The Principal at CIP focus school Primary School has constructed a dedicated building for the school's professional learning community providing a permanent space to drive instructional leadership and for teachers to maintain data walls tracking student reading progress.

**Decentralised coordination through the Friday Reflection model:** At the national and provincial levels, the Friday Reflection model has shifted how CDU manages provincial staff, from periodic check-ins to

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continuous, structured oversight. CDU now has real time visibility of coaching frequency, school coverage and implementation blockers across all six provinces through a draft reporting dashboard linked to Kobo surveys, reducing reporting delays from weeks to near real-time. The model has also created a peer learning culture among PCIOs, who hear what is working in other provinces and adapt approaches accordingly. The model is replicable: other MoET units working with distributed provincial staff could adopt the same combination of weekly virtual reflections and digital reporting to strengthen coordination without requiring travel.

**Provincial administrative coaching outcomes:** Administrative leadership post-workshop feedback from 24 provincial leaders across four provinces indicated improved confidence in using MoET data for planning. Participants identified specific applications, including aligning provincial business plans to the Corporate Plan, calculating indicators, and strengthening teacher and principal management processes. These are early indicators; evidence of application will emerge as provinces move into 2026 planning cycles.

**Women's experiences in leadership:** Pre-training and post-training data<sup>24</sup> from the PWELN workshop captured shifts in awareness and intention. At baseline, five of six respondents were not part of any education network, and four reported that existing networks provided little or no support for their professional growth. Following the workshop, all post-test respondents indicated intention to join or start a women's education network, and three of four reported a moderate increase in their sense of empowerment to mentor other female educators. However, confidence in applying new skills was mixed. Some participants felt ready to apply their learning independently, others indicated they would need mentoring support, and one felt unable to apply the content in her daily work. These findings suggest the workshop succeeded in raising awareness and building commitment to network participation, but that a single introductory session is insufficient to build transferable leadership skills without follow-up support through a coaching model.

Importantly, this evidence, alongside Outcome Harvest data, also highlights a broader GEDSI learning: while PWELN appropriately centres women's leadership, men continue to occupy many formal leadership positions within the education system. Strengthening gender equitable leadership outcomes will therefore require complementary strategies that engage men as allies and champions, alongside continued investment in women focused networks to shift leadership culture and decision-making practices more systemically. Strategies will be explored with local partners and development programs such as the Balance of Power initiative supported by DFAT.

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<sup>24</sup> Based on unmatched pre-post responses (6 pre-test, 4 post-test). Small sample limits generalisability.

## Key results and contributions



**Emerging outcomes:** The Friday Reflection model has shifted CDU's management of provincial staff from periodic check-ins to continuous, structured oversight with real-time visibility across all six provinces. At school level, commitment to PLCs is translating into physical investment, with one principal constructing a dedicated PLC building for instructional leadership and data walls.



**GEDSI Highlight:** PWELN is building awareness and commitment to women's leadership networks, but single sessions are insufficient without follow-up coaching. Complementary strategies engaging men as allies will be needed to shift leadership culture more systemically.



**Evidence of change:** 40% of TSC-appointed principals appraised against Harmonised School Standards; 50 weekly PCIO reports submitted via KoBoToolbox across 14 weeks; all PWELN participants indicated intention to join or start a women's education network post-workshop.



**Areas for strategic attention:** Leadership gains remain concentrated among early adopters and champions; institutionalising leadership behaviours more broadly, particularly people management during periods of disruption, will be critical for sustainability.

## Voices from the Field

*'I sent our deputy principal to [the training on women's leadership]. She has changed after that training. Our culture sometimes makes women uncomfortable, but she can now speak up. It has built her up. She is now confident and more competent. It has removed some cultural barriers that have held her back. Her work performance used to be around 40 per cent. Now she is performing almost up to her full potential. Almost a 100%' – **Principal***

*'The contributing action from VAESP and partner relationship with MoET through the School Based Management Unit enabled the schools to develop, implement and use their School Strategic Plan (SSP) as a planning tool. Now the schools know that all their planning, implementation and reporting back to MoET is through the SSP document.'*  
– **Provincial Officer**



Image 12: VAESP annual planning

## 4 Annual Planning for 2026

### 4.1 Rationale for 2026 Annual Plan

Planning for 2026 followed a multi-phased approach designed to ensure the final year of VAESP is grounded in evidence and aligned with government priorities.

**Pre-Planning & Evidence Review:** VAESP staff undertook a structured review of available evidence to identify priority areas for the final year. The evidence included analysis of the Outcome Harvest findings and other monitoring data; independent reviews on MEL, CIP, and post-earthquake infrastructure needs; political economy considerations affecting program delivery; and NSDP Acceleration Plan priorities, particularly decentralisation and monitoring and evaluation. This evidence base informed the strategic parameters for joint planning discussions.

**Joint Planning with MoET:** VAESP convened joint planning sessions with MoET counterparts to co-design the 2026 work plan. Participating units included the Director General's office, School-Based Management, Early Childhood Care and Education, Information Technology, CDU, and Communications. Finance, Asset and Infrastructure, National Programs, and the PPU were unable to attend but were consulted separately. Discussions focused on maximising value for money and impact, consolidating gains and preparing systems for sustainability beyond VAESP.

**Strategic Shift from Pillars to Cross-Cutting Impact:** A key shift emerging from the planning process is a move away from siloed activity planning by pillar – Access, Quality and Management – towards recognising that individual activities contribute to outcomes across multiple pillars. This shift reflects the complexity of the education landscape and understanding that ripple effects from targeted interventions can stretch across the program framework. For example, parent engagement activities under Access influence student learning outcomes under Quality; data system strengthening under Management enables evidence-based curriculum decisions under Quality; and emergency response infrastructure under Access and Management supports learning continuity under Quality. The 2026 plan is structured to make these cross-pillar contributions visible and to leverage synergies between activity areas.

## 4.2 2026 Priorities

### VAESP 2026: Foundational Learning Reform

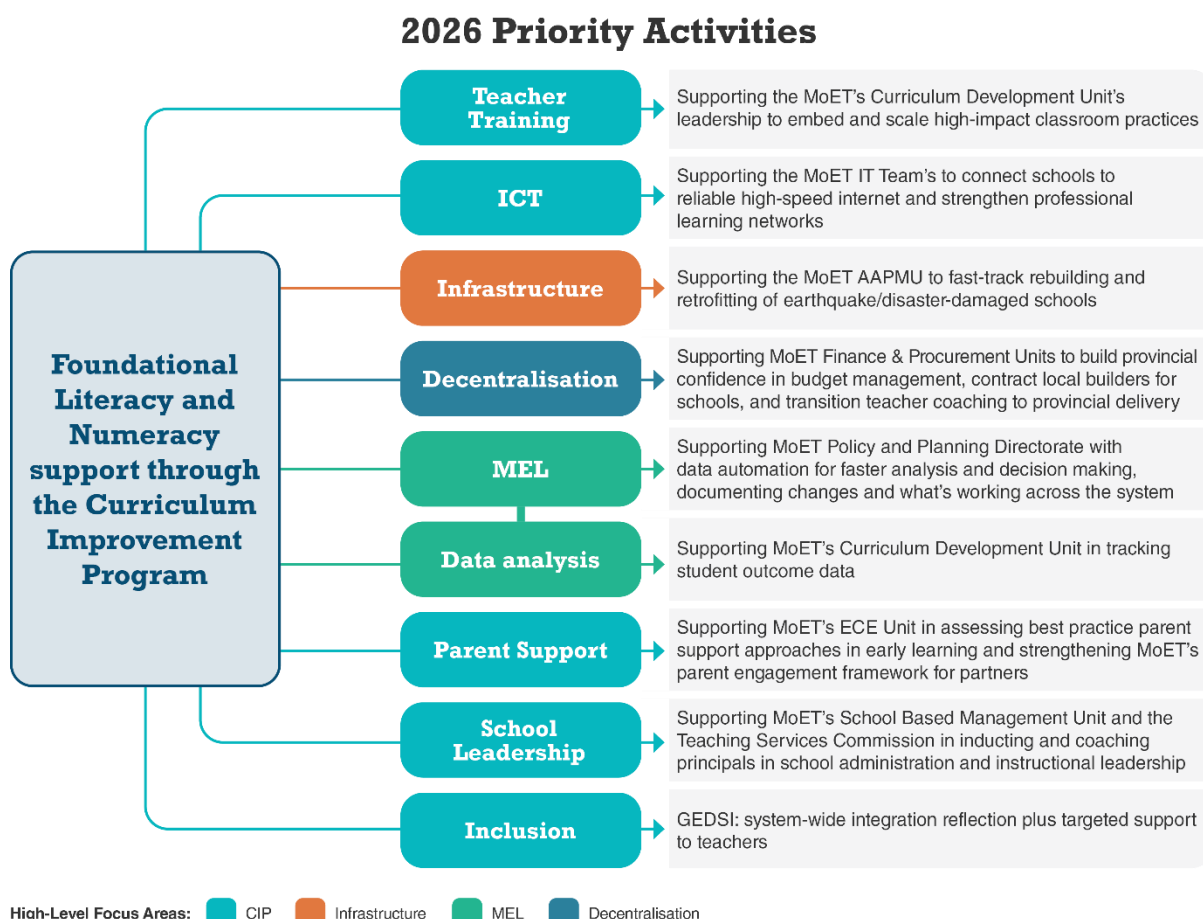


Figure 15 Summary of key activities aligned to key areas of focus (MEL, Decentralisation, CIP, Infrastructure)

The resolution of the teachers' strike has stabilised the program environment and created the conditions for a full return to classrooms in 2026. At the same time, schools are managing a period of transition as returning teachers are reintegrated alongside staff recruited during the period of industrial action.

In this context, VAESP's work continues to be guided by the CIP as the central hub driving systemwide change alongside three other high-level focus areas that shape our 2026 priorities (Figure 16):

**CIP:** Consolidating gains through sustained coaching on high impact teaching strategies, including Morning Routines and explicit instruction. This includes formalising PLCs at the school level, connecting CIP schools to high-speed internet, supporting the principal induction and following coaching and mentoring of school leaders, strengthening MoET's parent engagement approach based on evidence of what worked, and implementing a clearer GEDSI twin-track approach that strengthens both system-wide integration and targeted support for groups facing barriers.

**Infrastructure:** Fast tracking contracts to rebuild earthquake damaged schools, building on the structural assessments and disaster resilient standards work delivered in 2025.

**Monitoring, Evaluation and Learning:** Documenting changes and what is working across the system and collecting evidence of teaching practice shifts, student outcome data and student access to education for end of program evaluation across all three EOPOs.

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**Decentralisation:** Supporting provinces to manage education budgets, engaging local contractors and vocational skills in school infrastructure, and taking the coaching approach at the provincial level to build sustainable capacity beyond the program.

These priorities directly support the Prime Minister's 100 Day Plan and the NSDP Acceleration focus on decentralisation as well as the NDC 3.0, positioning VAESP's final year to both consolidate program outcomes and support MoET-led transition planning for the period ahead, including transition into DFAT's new education and training investment.



*Image 13: MoET and VAESP collaboratively prioritising and strategizing on key actions for 2026.*

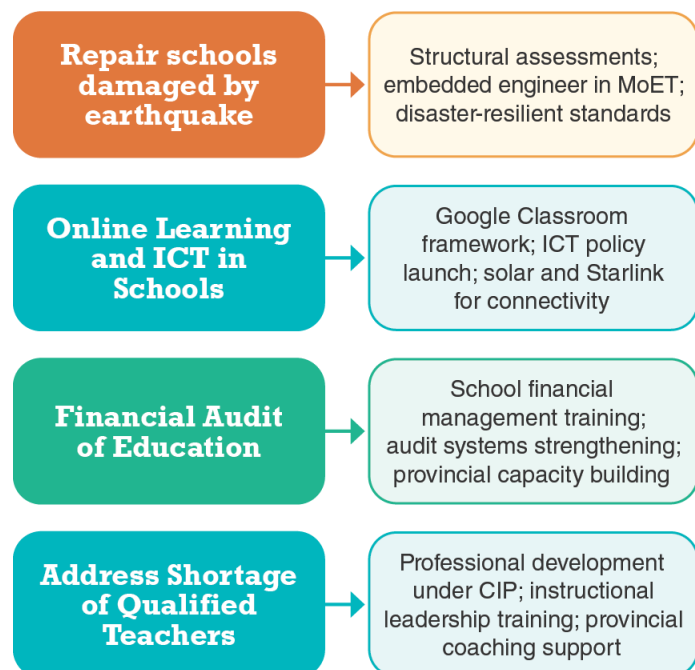
# **Annex 1 - IMR Evidence Mapping**

Annex removed intentionally due to confidential nature

# Annex 2 - VAESP Support for Government of Vanuatu Priorities

## Alignment with Government Priorities

### Prime Minister's 100 Day Plan



### NSDP Acceleration: Decentralisation

*Shifting from central-level delivery toward building sustainable provincial capacity*

- 1 Education Data Analysis Skills**  
Supported the data automation of the MoET Statistical Digest, reducing need for external expertise and to increase the speed in which data is analysed and made public for decision making in education, particularly for provincial offices
- 2 Provincial Education Planning**  
Supported 30 provincial education staff (PEOs, EAs, PFOs) across all 6 provinces to develop plans aligned with Corporate Plan framework, strengthen data management and analysis using locally built systems like OpenVEMIS and strengthening financial management practices (in 3 provinces)
- 3 Curriculum Support at Provincial Level**  
Integrated 8 Provincial Curriculum Improvement Officers in provincial education structure, established the coaching and mentoring system within CDU, supported 40 school based professional learning communities led by principals for sustained curriculum improvement implementation

*These responses align directly with VAESP's four high-level focus areas: CIP, Infrastructure, MEL, and Decentralisation*

## Annex 3 - Program Logic Change Log

Table 8: Change log of program logic statements

Pillar	Original Description	Updated Description	Explanation
Access; moved to Quality	<b>SO 1.1</b> Teachers in Model Inclusion Schools are using inclusive education practices.	SO2.1.1 Targeted schools are equipped to care for and educate students with a disability or learning difficulties. SO2.1.2 Targeted schools are accessible for students with a disability or learning difficulties.	Moved to Quality pillar to reflect streamlined efforts to ensure inclusive education practices are built into everyday teaching pedagogy. Focus on access is still maintained through an additional focus on improved physical learning environments, either through infrastructure or additional classroom-based tools.
Access	<b>SO 1.2</b> Parents and communities are aware of positive approaches to support their children's education.	SO1.2.1 Enhanced enrolment awareness and incentives. SO1.2.2 Workshops are conducted to address enrolment barriers.	An additional element was added to provide attention to universal education and the importance of enrolment. Reworded the original statement to address enrolment more intentionally
Access	<b>SO 1.3</b> Schools are informed to respond adequately to emergencies.	SO1.1.1 Schools implement disaster preparedness strategies. SO1.1.2 School infrastructure assessment reports are completed in a timely manner post-disaster. SO1.1.3 Enhanced mass communications on disaster preparedness and response.	Divided into three explicit areas reflecting the high number of disasters that are occurring in Vanuatu, and as one of the top-risk countries in terms of disasters.
Access; moved to Quality	<b>IO 1.1</b> Model Inclusion Schools provide safe and inclusive learning environments for all students.	IO 2.1 Teachers in targeted schools are educating and providing targeted support to students with learning difficulties and disabilities.	Moved to the Quality pillar to reflect the importance of addressing gaps in the pedagogy of inclusive education into everyday teaching to address a wider range of needs with children with both physical disabilities and learning challenges.
Access	<b>IO 1.2</b> MoET has strengthened its capacity to provide services in circumstances of emergency or disaster.	IO 1.1 School preparedness and response to emergencies are enhanced, and disruption to learning is minimised.	Reworded to emphasise a school-centred approach and support decentralisation of emergency preparedness and response
Access	No dedicated Intermediate Outcome.	IO 1.2 Parents and caregivers are motivated to enrol their children in school.	Establishment of a dedicated Intermediate Outcome related to parental engagement, reflecting emerging high emphasis on parental support and children's improved engagement at the school

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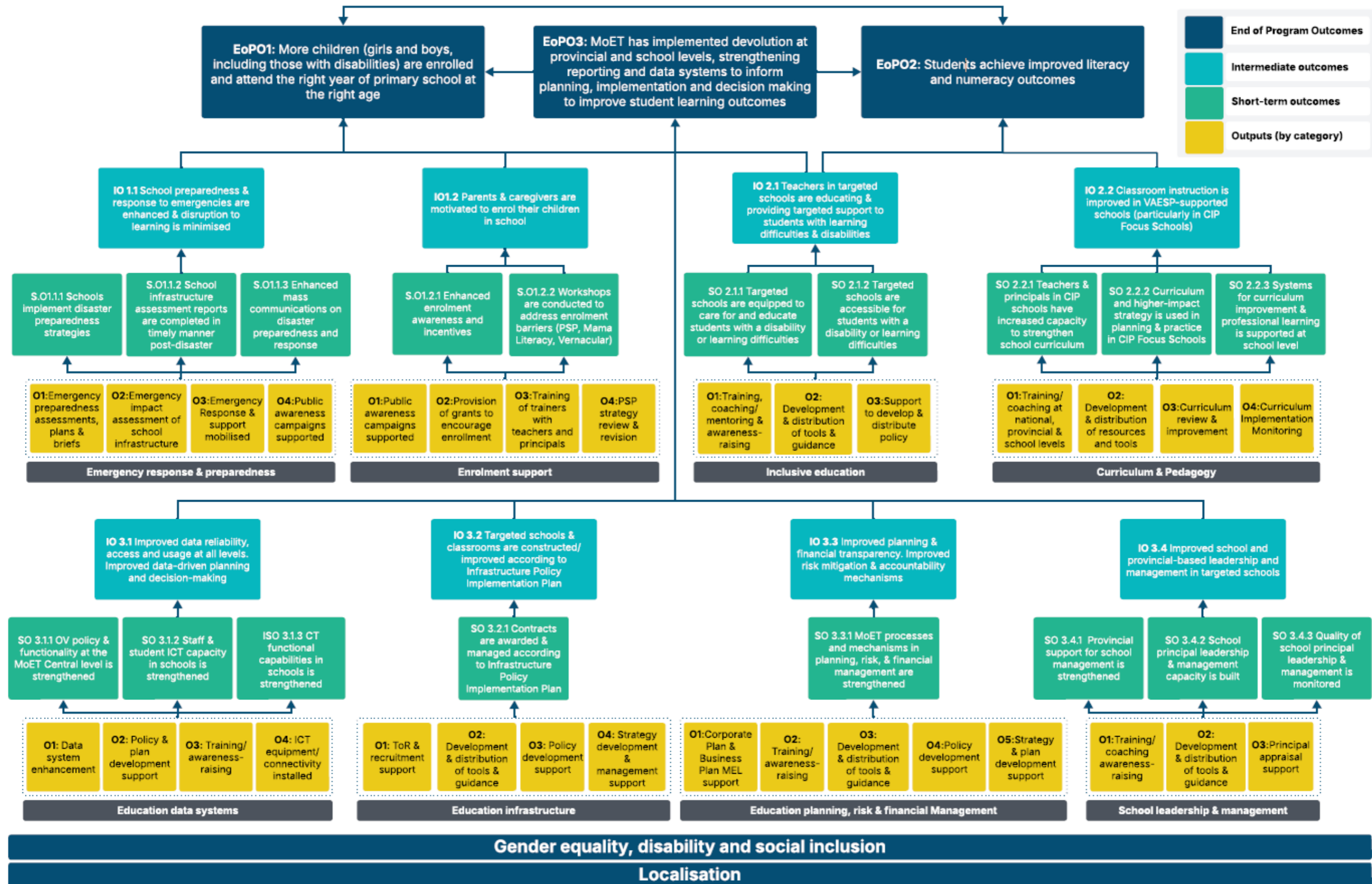
Pillar	Original Description	Updated Description	Explanation
Quality: split between Quality and Management	<b>SO 2.1</b> Teachers and principals are demonstrating increased confidence to implement the national curriculum.	<b>SO2.2.1</b> Teachers and principals in CIP schools have increased capacity to strengthen curriculum delivery.	<i>Reworded slightly to focus on the delivery of existing resources in the national curriculum and the support that needs to be given to teachers to operationalise the curriculum</i>
Quality	<b>SO 2.2</b> Teacher and principals have access to curriculum resources, training, and support.	<b>SO2.2.2</b> Curriculum and higher-impact strategy are used in planning and practice in CIP focus schools. <b>SO2.2.3</b> Systems for improved curriculum delivery and ongoing professional learning are supported at the school level.	<i>Split in two to emphasise the deliberate focus on the establishment of a sustainable system of curriculum support beyond project life.</i>
Quality	<b>IO 2.1</b> Teachers are applying the curriculum and associated principles of teaching, learning and assessment.	<b>IO 2.2</b> Classroom instruction is improved in VAESP- supported schools, particularly in CIP focus schools.	<i>Reworded to be more concise.</i>
Management	<b>SO 3.1</b> MoET, including Provincial Education Offices, have improved capacity to manage system performance data for evidence-based decision-making, planning and supporting schools.	<b>SO3.1.1</b> OV policy and functionality at the MoET central level is strengthened. <b>SO3.1.2</b> Staff and student ICT capacity in schools is strengthened. <b>SO3.1.3</b> ICT functional capabilities in schools are strengthened.	<i>Explicitly divided to create more focus on school-centred support, parallel to national systems support.</i>
Management	<b>SO 3.2</b> School principals have increased their awareness and knowledge of school-based management and leadership practices.	<b>SO3.4.1</b> Provincial support for school management is strengthened. <b>SO3.4.2</b> School principal leadership and management capacity is built. <b>SO3.4.3</b> Quality of school principal leadership and management is monitored.	<i>Explicitly divided to reflect school-centred support in instructional leadership and improved administrative management of the school, as well as support to the provincial education office in providing oversight and guidance to schools.</i>

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Pillar	Original Description	Updated Description	Explanation
Management	No dedicated Intermediate Outcome	SO3.2.1 Contracts are awarded and managed according to the Infrastructure Policy Implementation Plan.	<i>Dedicated outcome to support long-term planning and process strengthening to support faster operationalisation of both long-term and response-based infrastructure projects. Continues to have a flow-on effect on Access.</i>
Management	<b>IO 3.1</b> MoET is monitoring systems and school performance and using data to inform strategic planning and school improvement.	IO 3.1 Improved data reliability, access and usage at all levels. Improved data-driven planning and decision-making.	<i>Reworded to encompass improved reporting not just nationally, but school-centred</i>
Management	<b>IO 3.2</b> Provincial education officers can guide principals in developing effective School Strategic Plans.	IO 3.4 Improved school and provincial-based leadership and management in targeted schools.	<i>Provides for more emphasis on leadership within the school and the provincial support provided, both through instructional leadership and administrative management support</i>
Management	No dedicated Intermediate Outcome	IO 3.3 Improved planning and financial transparency. Improved risk mitigation and accountability mechanisms.	<i>To reflect ongoing work to better support schools to be fiscally strong to continue to access small grants.</i>
Management	No dedicated Intermediate Outcome	IO 3.2 Targeted schools and classrooms are constructed/ improved according to the Infrastructure Policy Implementation Plan.	<i>Dedicated outcome to support long-term planning and process strengthening to support faster operationalisation of both long-term and response-based infrastructure projects. Continues to have a flow-on effect on Access.</i>


# Annex 4 - Updated Program Logic



## Annex 5 - Indicator Tracking Table

EPO	Output Indicators	Achieved/Target	Short-Term Outcome Indicators	Achieved/Target	Intermediate Outcomes	Achieved/Target
 <p><b>1 Access</b></p>	<p><b>Output 1: Emergency preparedness assessments and concept briefs:</b></p> <p># and description of emergency preparedness communications documents developed</p>	<p><b>31</b> communication pieces (11 press releases, 20 articles) / <i>n/a</i></p>	<p><b>SO1.1.1 Schools implement disaster preparedness strategies:</b></p> <p># and % of targeted teachers trained to deliver learning during emergencies (via Google Workspace/classroom)</p>	<p><b>90</b> education staff in <b>2 provinces</b> (8 women and 13 men in Shefa; 27 women and 42 men in Tafea) / <b>6 provinces</b></p>	<p><b>IO1.1 School preparedness and response to emergencies are enhanced, and disruption to learning is minimised:</b></p> <p># and % of targeted classrooms receiving VAESP infrastructure support after an emergency</p> <p>% of relevant MoET staff reporting improved emergency preparedness and response as a result of VAESP support:</p>	<p><b>100%</b> (162 classrooms or buildings received technical support with engineering advice) / <b>100%</b></p> <p>Effective survey tools being trialled</p>
	<p><b>Output 2: Emergency impact assessment on school infrastructure:</b></p> <p># of assessments supported post-emergency</p>	<p><b>162</b> buildings at 49 schools / <i>n/a</i></p>	<p><b>SO1.1.2 School infrastructure assessment reports are completed in a timely manner post-disaster:</b></p> <p># of days from emergency onset to assessment report submission</p>	<p><b>14 days</b> (49 reports completed within 2 weeks) / <b>Lag time reduces by the next disaster</b></p>		
	<p><b>Output 3: Emergency Response and support mobilised:</b></p> <p># and the value of reconstruction grants provided</p>	<p><b>91%</b> of the total budget provided through DFAT/ <i>n/a</i></p>	<p><b>SO1.1.3 Enhanced mass communications on disaster preparedness and response:</b></p> <p># of people reached through awareness campaign</p>	<p><b>Back-to-school: 2,698,400 views</b></p> <p><b>School Grant: 467,300 views</b></p> <p><b>ECE: 101,000 views</b></p> <p><b>/ 3,000 people</b></p>		
	<p><b>Output 4: Public awareness campaigns supported:</b></p> <p># and description of awareness products or educational modules released</p>	<p><b>0</b> – disaster awareness campaign support deferred to 2026 / <b>2 products</b></p>				
	<p><b>Output 1: Public awareness campaigns supported:</b></p> <p># of enrolment campaigns developed</p>	<p><b>3 campaigns</b> (Back-to-School, School Grant, ECE Campaign) / <b>3 campaigns</b></p>	<p><b>SO1.2.1 Enhanced enrolment awareness and incentives:</b></p> <p># students benefiting from the grant</p>	<p><b>28,897</b> Y7-14 students (13,594 M/ 15,303 F) benefiting from support from DFAT school grants contributions (790 Torba, 6239 Sanma, 3181 Penama, 4577 Malampa, 9161 Shefa, 4845 Tafea; 104 students with unspecified province – gender disaggregation capabilities not enabled in system)</p>	<p><b>IO1.2 Parents and caregivers are motivated to enrol their children in school:</b></p> <p>Qualitative indicator: Parent or teacher perceptions of increased motivation for enrolment in school as a result of VAESP support</p>	<p><b>67%</b> (n=24) of parent groups report increased motivation/ <b>70% target</b></p>
	<p><b>Output 2: Provision of grants to encourage enrolment:</b></p> <p># schools receiving school grants</p>	<p><b>120 schools</b> received support from the DFAT school grants contributions (6 Torba, 18 Sanma, 15 Penama, 22 Malampa, 36 Shefa, 23 Tafea)</p>				
	<p><b>Output 3: Training-of-trainers with teachers and principals:</b></p> <p># of facilitators trained on how to run enrolment support workshops</p>	<p>None in this reporting period/ <b>53 teachers</b></p>				
	<p><b>Output 4:PSP strategy review and revision:</b></p> <p># PSP strategy consultations supported</p>	<p><b>1</b> ECE Coordinators Meeting supported/ <b>1 consultation</b></p>	<p><b>SO1.2.2 Workshops are conducted to address enrolment barriers:</b></p> <p># parents and caregivers who attend enrolment support workshops run by trained teachers in targeted provinces</p>	<p><b>PSP: 549</b> parents in Torba (325 women, 224 men) / <b>150 parents.</b></p> <p><b>Home reading: 784 ECE teachers</b> (7M/8F Torba, 2M/135F Sanma, 2M/101F Penama, 15M/70F/153 no gender collected Malampa, 12M/167F Shefa, 3M/109F Tafea); <b>927 parents</b> (25M/24F Torba, 38M/226F Sanma, 15M/92F Penama, 238 Malampa, 17M/103F Shefa, 27M/122F Tafea)</p>	<p>% of teachers reporting improved school attendance following teacher-parent engagement initiatives</p>	<p><b>67%</b> of teachers reported improved attendance in ECE and Y1 in Torba sampled schools/ <b>70% target</b></p>

EOP	Output Indicators	Achieved/Target	Short-Term Outcome Indicators	Achieved/Target	Intermediate Outcomes	Achieved/Target
 <b>2 Quality</b>	<b>Output 1: Training and awareness raising:</b> # of people trained/coached in teaching methods	<b>158 people;</b> 10 PCIOs received coaching on identifying children with learning challenges, 148 education personnel across Sanma (60), Penama (47), Shefa (25), and Torba (16) / <b>200 people</b>	<b>SO2.1.1 Targeted schools are equipped to care for and educate students with a disability or learning difficulties:</b> % and # of trained teachers that can identify children who require more learning support	<b>40 CIP focus schools</b> with 272 teachers were trained in the diagnostic assessment 6 CIP schools with 148 teachers trained in the IE Resource Book / <b>40 CIP focus schools</b>	<b>IO 2.1 Teachers in targeted schools are educating and providing support to students with learning difficulties and disabilities:</b>  Qualitative indicator: Teacher perceptions of increased support to children with disabilities in the classroom  # of trained teachers employing support methods to children with learning difficulties	29% (n=7) of teachers or parents reported increased support/ 20 target stories  A tool was tested and will be implemented across CIP schools in 2026
	<b>Output 2: Development and distribution of tools and guidance:</b> # and description of inclusive education tools/guidance materials developed	<b>1 Inclusive Education Resource Book / 1 book</b>	<b>SO2.1.2 Targeted schools are accessible for students with a disability or learning difficulties:</b> % and # of targeted schools that have learning challenge or disability assessment resources	<b>40 CIP focus schools</b> have diagnostic assessment baseline results / <b>40 CIP focus schools</b>		
	<b>Output 3: Support to develop and distribute policy:</b> # and description of inclusive education policies developed or supported	<b>1 policy book training in preparation / 1 policy</b>				
	<b>Output 1: Training/ coaching at national, provincial and school levels:</b> # of people trained/coached in curriculum improvement methods	<b>272 people</b> 8 PCIOs trained in diagnostic assessment delivery; 264* teachers and 8 provincial and national staff trained (14 Torba, 27 Sanma, 18 Penama, 14 Malampa, 175 Shefa, 23 Tafea); *Of these, 184 teachers coached (28 Torba, 13 Sanma, 22 Penama, 34 Malampa, 83 Shefa, 4 Tafea)  <b>/ 8 PCIO and 18 PCLF, 120 CIP teachers</b>	<b>SO2.2.1 Teachers and principals in CIP schools have increased capacity to strengthen curriculum delivery:</b> # and % of teachers demonstrating improved knowledge of core training content after training completion	<b>Vernacular: 74%</b> (20 of 27) indicated confidence to implement independently (53% Malampa, 100% Penama - vernacular). <b>90%</b>	<b>IO 2.2 Classroom pedagogy and practice are improved in VAESP- supported schools.</b>  Qualitative indicator: Perception of teachers and school leaders on the impact of the CIP approach  # and % of principals providing leadership of curriculum improvement in their classrooms	10/14 (71%) CIP schools reporting positive impact of CIP in early stages/ <b>90% target</b>  A tool was tested and will be implemented across CIP schools in 2026
	<b>Output 2: Development and distribution of resources and tools</b> # and description of curriculum improvement tools/resource materials provided by the recipient institution	<b>7 tools</b> 40 CIP focus schools received 1 set of Performance Management Benchmark tools and the literacy diagnostic assessment; 1 Morning Routine flip book developed, whiteboards and letters procured and distributed; picture cards developed, concepts of print teacher handbook drafted, ECE posters / <b>6 tools</b>	<b>SO2.2.2 Curriculum and higher-impact strategy are used in planning and practice in CIP focus schools:</b> % of teachers utilising data to inform teaching strategies	<b>56 teachers</b> utilised diagnostic assessments to plan lessons in 14 schools / <b>120 teachers at 40 CIP focus schools</b>		
	<b>Output 3: Curriculum review and improvement:</b> # and description of curricula revised or developed	<b>3 yr levels</b> (1 literacy diagnostic assessment developed for ECE – Y3, 1 Kindy syllabus completed) / <b>3-year levels</b>	<b>SO2.2.3 Systems for improved curriculum delivery and ongoing professional learning are supported at the school level:</b> # and % of teachers demonstrating improved knowledge of core training content after training completion	<b>7/10 (70%) CIP schools</b> interviewed implementing basic Morning Routine/ <b>90% target</b>		
	<b>Output 4: Curriculum Implementation Monitoring:</b> # PLC established	<b>32 PLCs established/ 40 CIP focus schools</b>				

EOP	Output Indicators	Achieved/Target	Short-Term Outcome Indicators	Achieved/Target	Intermediate Outcomes	Achieved/Target	
 <p><b>3 Management</b></p>	<p><b>Output 1: Data system enhancement:</b> # and description of data management system improvements</p>	<p><b>6 enhancements</b> VANSTA system Teacher Login module payroll data view CRIM Google Classroom architecture Google Classroom logins <b>/ 20 data system enhancements</b></p>	<p><b>SO3.1.1 OV policy and functionality at the MoET central level is strengthened:</b> # education information system plans or policies approved  # relevant MoET staff using Digest data analysis tools</p>	<p><b>2</b> (ICT Policy launched, OpenVEMIS Policy finalised) / <b>1 ICT Policy</b>  <b>6</b> MoET staff using R Script/ <b>4 target staff</b></p>	<p><b>IO 3.1 Improved data reliability, access and usage at all levels.</b>  Qualitative indicator: Perception of MoET national, provincial, teachers or principals on the impact of data management tools</p>	<p><b>7 stories collected: 3/4 Provincial Education Offices and 4/15 schools report improved data reliability and usage / 20 target stories</b></p>	
	<p><b>Output 2: Policy and plan development support:</b> # and description of ICT policies/plans developed or supported</p>	<p><b>6 MoET policies</b> (ICT Policy launched, OpenVEMIS Policy finalised), 1 integration framework (OpenVEMIS-CRIM MOU and TOR), and 3 strategies/plans drafted (ICT Policy Implementation Plan, Google for Education Strategy, LMS Implementation Plan) / <b>2</b></p>	<p><b>SO3.1.2 Staff and student ICT capacity in schools is strengthened:</b> % of trained teachers with improved knowledge of using ICT systems</p>	<p><b>70%</b> (n=61) improved knowledge / <b>90% target</b></p>			
	<p><b>Output 3: Training/ awareness raising:</b> # of people trained/coached in ICT systems</p>	<p><b>76 people;</b> DL/GC: 90 education staff (8 women and 13 men in Shefa; 27 women and 42 men in Tafea)  R Script: 6 MoET staff (1 woman, 5 men)  OV: 27 education staff 10 teachers, 17 provincial staff (6 OV Officers, 6 Finance Officers, 5 Education Advisers) / <b>80 target teachers</b></p>	<p><b>SO3.1.3 ICT functional capabilities in schools are strengthened:</b> # of schools with new/improved internet connectivity</p>	<p><b>10</b> high-speed connections at primary schools (1 Tafea, 9 Shefa) / <b>20 CIP focus schools</b></p>			<p># of users/logins per month in MoET education ICT systems</p> <p># of statistical analysis modules produced in the annual MoET Digest report</p>
	<p><b>Output 4: ICT equipment/ connectivity installed:</b> # and description of IT systems installed</p>	<p><b>10 internet</b> systems supported at primary schools (1 Tafea, 9 Shefa) / <b>20 CIP focus schools</b></p>					
	<p><b>Output 1: ToR and recruitment support:</b> # and description of positions recruited with VAESP support</p>	<p><b>1 Infrastructure Adviser recruited</b> (A Project Coordinator, a Procurement Officer and two Building Supervisors are underway) / <b>4 planned recruitments</b></p>	<p><b>SO3.2.1 Contracts are awarded and managed according to the Infrastructure Policy Implementation Plan:</b></p>			<p><b>IO3.2 Targeted schools and classrooms are constructed/improved according to the Infrastructure Policy Implementation Plan:</b> # of classrooms constructed/improved according to the Infrastructure Policy Implementation Plan</p>	<p><b>22 classrooms constructed or improved in 2025 -</b> Melsisi (5) &amp; Baie Barrier (2) schools (Penama)  Unmet Primary School (2) (Malampa)  Nuakwanabu (3) &amp; Ecole Publique Centre Ville (6) schools (Shefa)  Yenumakel School (2) (Tafea) Avunatari school (2) (Sanma) CDU, MoET national building (Port Vila, Shefa)</p> <p>86% (80 classrooms) are now in the building phase with DFAT support, 11 are in the tender phase (along with 1 national-level education office), and 24 are in the planning phase.</p>
	<p><b>Output 2: Development and distribution of tools and guidance:</b> # and description of tools/guidance materials distributed</p>	<p><b>2 tools</b> (Bill of Quantity, Cost Estimation Sheet) / <b>2 tools</b></p>	<p># of weeks between design submission and contracts awarded for infrastructure improvements</p>	<p><b>8-9 weeks / Below 6 months</b></p>			
	<p><b>Output 3: Policy development support:</b> # and description of infrastructure-related policies developed or supported</p>	<p><b>1 National Asset Management Policy finalised / 1 target policy</b></p>					
	<p><b>Output 4: Strategy, plan development and management support:</b> # and description of infrastructure-related plans/strategies developed</p>	<p><b>1 Capital works plan</b> for 43 schools (23 schools in Penama and 20 in Malampa approved. Plans for Sanma, Torba, Shefa, and Tafea have been submitted) / <b>1 capital works plan</b></p>					
	<p><b>Output 1: Corporate Plan and Business Plan MEL support:</b> # and description of overarching plans/strategies developed</p>	<p><b>1 baseline tool drafted / 1 measurement tool</b></p>	<p><b>SO3.3.1 MoET processes in planning, risk, and financial management are strengthened</b></p>			<p><b>IO3.3 Improved planning and financial transparency, risk mitigation and accountability mechanisms:</b></p>	<p>National Level: 94% correctly identified procurement steps for small operational</p>

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<b>EPO</b>	<b>Output Indicators</b>	<b>Achieved/Target</b>	<b>Short-Term Outcome Indicators</b>	<b>Achieved/Target</b>	<b>Intermediate Outcomes</b>	<b>Achieved/Target</b>					
	<b>Output 2: Training and awareness raising:</b> # of people trained/coached on planning, risk and financial management	<b>22 people</b> 19 MoET staff (12 women, 7 men), 3 provincial finance officers	# and % of school finance reports submitted via OpenVEMIS	<b>14/15 schools (93%) of harvest meet all 6 core OV compliance items</b> Compared to 44% of schools (578 of 1,317 including ECEs) met all six core school grant compliance criteria in 2025 / <b>90% target.</b>	% of relevant MoE I staff reporting improved financial planning and risk management	purchases, 97% correctly identified asset management procedures, and 100% correctly identified travel acquittal and school grant reallocation requirements					
	<b>Output 3: Development and distribution of tools and guidance:</b> # and description of financial, planning, risk or management tools/guidance materials distributed	<b>4 documents</b> (MoET Financial Management Manual completed, Internal Audit risk and control matrix drafted, MoET risk management framework drafted, RAC Charter drafted) / 1 Procurement Manual drafted, Financial Management Manual in development, 1 Annual Audit Plan updated; internal audit risk matrix, Audit Manual and Risk Charter awaiting approval / <b>4 target tools</b>					# of risk and audit reports submitted via OpenVEMIS	<b>41 out of 50 planned audits were conducted</b>	At the school level, 10/15 schools and ¼ Provincial Education Offices report improved financial management and School Strategic Plan alignment/		
	<b>Output 4: Policy development support:</b> # and description of planning, risk, and management policies developed or supported	<b>1 policy proposal</b> (New Policy Proposal for Capital Works Plans for Penama and Malampa completed) / <b>2 target policies</b>								Number of Program Steering Committee reports that include current MoET Digest Data.	<b>2 Statistical Digest</b> released (2023 and 2024); <b>no Public Service Commission report due</b>
	<b>Output 5: Strategy and plan development support</b> # and description of directorate plans/strategies developed	<b>2 plans</b> (MoET budget structure aligned to Corporate Plan drafted, 2026-2028 MTEF updated) / <b>1 target plan</b>									
	<b>Output 1: Training/ coaching and awareness raising:</b> # of education leaders trained/coached in leadership	<b>131 leaders</b> Instructional Leadership: 58 principals + deputy and 21 PCIO and MoET staff; Administrative skills training: 18 Principals Torba/Malampa; PWELN: 10 Provincial; PEO administrative support workshop: 24 provincial officers (3 Torba, 9 Sanma, 6 Penama, 3 Malampa, 4 Shefa, 2 Tafea)  <b>/ 226 target</b>	<b>SO3.4.1 Provincial support for school management is strengthened:</b> # of provincial and zone-level networks established or supported	<b>2</b> 1 PWELN cohort in Torba, 32 PLCs established with 1 school beginning organic PLNs / <b>18 networks</b>	<b>IO3.4 Improved provincial and school-based leadership and management in targeted schools.</b>	Qualitative Indicator: principals and provincial leaders reporting improved leadership and coordination practices	<b>10/15 school principals (66%) interviewed demonstrated positive leadership changes/ 70% target</b>				
	<b>Output 2: Development and distribution of tools and guidance:</b> # and description of leadership and school management tools/guidance materials distributed	<b>1 multi-module course</b> (Growth Coaching International Course Access) / <b>4 tools</b>	<b>SO3.4.2 School principal leadership and management capacity is built:</b> # of school leaders completing accredited leadership program					None in the reporting period – activity paused / <b>50 school leaders</b>			
	<b>Output 3: Principal and teacher appraisals and schools' standards monitoring:</b> # of principal induction trainings held	None in the reporting period / <b>9 target</b>	<b>SO3.4.3 Quality of school principal leadership and management is monitored:</b> # of principals' appraisals completed by the provincial authority in targeted schools					<b>35/88 appraisals conducted, 15 Shefa, 6 / Target of 20 appraisals</b>	# and % of principals applying leadership and management skills	<b>A tool was tested and will be implemented across CIP schools in 2026</b>	

## Annex 6 - Annual Progress towards Activity Targets

Program Logic #	Annual Plan	Target	Activity Status	Progress rating
1.1	Support the roll-out of the IE Resource Book	Education Resource Book for 172 schools		Progressed
1.1	Support the roll-out of the IE policy	100% of teachers and principals in targeted schools, Penama (50), Sanma (50), Shefa (50), and Torba (50), were trained/coached on inclusive education.	148 education personnel across Sanma (60), Penama (47), Shefa (25), and Torba (16) were trained on MoET's Inclusive Education Resource Book and Inclusive Education Policy, with both training delivered concurrently within the same workshop sessions. The workshops were implemented to strengthen participants' understanding of inclusive education principles and support effective implementation at schools and system levels.	Progressed
1.1	Women's leadership network	53 PWELN	10 women in Torba participated in the PWELN	Progressed
1.2	Parent Support Program	150 caregivers and parents (near 42 kindergartens by the end of 2025)	PSP-trained teachers jointly delivered 24 parent workshops across 18 villages on four islands during the reporting period, reaching 549 parents (325 women, 224 men).	Achieved
	Back-to-School Campaign	3 campaigns reaching 3000 people	The Back-to-School (3 SMS), school grant (3 SMS) and ECE (2 SMS) campaigns reached more than 222,719 Digicel mobile subscribers and Vodafone mobile subscribers (Vodafone numbers not available) and generated 3,266,700 views on Facebook. These were reinforced through 440 radio ads, 11 newspaper articles and 14 social media posts to ensure consistent messaging across communities. Additional items included press release ads, radio ads, TV ads, social media, SMS, MoET website, Email signatures and email information to MoET network.	Achieved
	Sharing VAESP / Government of Vanuatu success stories	20 stories (folktale and Outcome Harvest)	20 people were interviewed via the software, Folktale, which collected content and consent that can be used to develop reels and other promotional material.	Achieved
	Communications training	0	VAESP supported two half-day sessions on Writing Social Media Posts with MoET staff (7 male and 2 female)	Achieved
1.3	Training of Provincial Maintenance Officers (PMO)	4 PMO	The activity shifted with the recruitment of new staff. AAPMU, with support from VAESP, held a contractor awareness session in Port Vila to prepare the local construction sector for upcoming works. The session outlined recovery programs and expected project volumes, explained Request for Quotation and Request for Tender processes and documentation requirements.	Progressed
1.4	Supporting Recovery rebuilds		162 education facility buildings at 49 schools in Shefa Province were assessed with VAESP support post-earthquake. These classrooms are at various stages, including damage assessment following ongoing construction works, development of recovery and improvement plans, and progression through the planning and tender phases to enable the timely implementation of required works. The recovery efforts included 10+ press releases, 20+ articles targeting social media/ radio coverage for earthquake recovery. Capital Works Plans were finalised for 43 schools across Penama (23) and Malampa (20), with all projects now budgeted for 2025. 86% (80 classrooms) are now in the building phase with DFAT support, <sup>25</sup> 11 are in the tender phase (along with one national-level education office), and 24 are in the planning phase. <sup>47</sup> additional earthquake-affected schools are pending MoET Senior Management approval.	Achieved
	School-based Disaster Risk Reduction Handbook	1 campaign and 1 educational resource book	With a shift in focus from communications to strategic communications and a gap in staffing, this activity was deferred to 2026	Deferred

<sup>25</sup> Noting four of these in building phase are also co-supported by MFAT.

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2.1	CIP and Provincial Literacy Strategy	20 CIP schools	VAESP collaborated with MoET through CDU to deliver the Morning Routine and Daily Read to Students as targeted literacy interventions aimed at strengthening classroom teaching practices and improving student learning outcomes to 264 teachers and 8 provincial and national staff trained from CIP schools across all the provinces.	Achieved
	Strengthening ECE curriculum	K-3 teachers + principals - 100% 8 PCIOs, 18 PCLF	The Early Childhood Education (ECE) policy has been completed and launched. Printing of Morning Routine resources for ECE, Year 1, and Year 2 has also distributed, along with whiteboards and magnetic letters. The first draft of the kindy syllabus has been validated. In addition, drafting of the ECE stimulation posters and the accompanying teachers' guide has been completed.	Achieved
	Learning through mother tongue - vernacular	0	In Penama and Malampa provinces, vernacular training was provided to 27 teachers. Post-training surveys showed 74% (20 of 27) indicated confidence to implement independently (53% Malampa, 100% Penama), highlighting the importance of mother tongue instruction in promoting student engagement and learning in the classroom.	Achieved
	Instructional and literacy leadership	K-3 teachers + principals -100% 8 PCIO, 18 PCL	Instructional leadership training was delivered to 58 principals and deputy principals in CIP-focused schools.	Achieved
	Effective teaching professional learning program	K-3 teachers + principals -100% 8 PCIO, 18 PCL	Growth coaching training was conducted for 21 participants, comprising 8 PCIOs and 13 MoET staff, to strengthen coaching and support practices.	Achieved
	Class-based assessment / ARTTLe	K-3 teachers + principals -100% 8 PCIO, 18 PCL	The CIP diagnostic assessment was conducted in all 6 provinces, covering all 40 CIP schools and 10 control schools, using literacy-focused assessment tools. Provincial Curriculum Officers, along with Provincial ECE and Program Coordinators and Education Advisers, were trained and coached to administer the baseline assessments in the schools.	Achieved
	Supporting review of teacher guides for Y1-3	K-3 teachers + principals -100% 8 PCIO, 18 PCL	This activity was scheduled for the current quarter but is on hold pending the completion of the Vanuatu National Curriculum Standards.	Behind schedule
2.2	School Leaders Certificate Training	Graduate list	The School Leaders Certificate Training is paused for evaluation. 44 leaders graduated in 2025.	Deferred
2.3	Support for VANSTA	0	Administration, printing of VANSTA tests to all primary (Yr 4, 6 and 8) schools and consultation in preparation for the tests in September 2025 were completed. VANSTA was delivered and will be scored in 2026.	Achieved
	Review of Vanuatu National Curriculum Statement	0	Recruitment for the Vanuatu National Curriculum Statement coordinator is pending.	Progressed
3.1	Strengthening ICT in schools	80 members of the school community	During this reporting period, Digital Literacy, Google Workspace/Classroom and Internet Awareness training were successfully delivered to 20 CIP schools in Shefa, Sanma and Tafea to strengthen teachers' and students' capacity to use digital tools safely and effectively, reaching 90 education staff (8 women and 13 men in Shefa; 27 women and 42 men in Tafea).	Achieved
	Automating Statistical Digest	0	The 2023 and 2024 Statistical Digests were completed and successfully launched in December.	Achieved
	Supporting OV data entry	e-learning accessible in 20 CIP schools	A total of 17 central and provincial officers undertook a weeklong OpenVemis training, enhancing their competencies in data entry, validation and reporting. The training contributes to improved data quality and more informed education planning at both national and provincial levels.	Progressed
	Supporting OV and MoET information systems	0	Four enhancements were made to the OV VANSTA system: the teacher login module, the payroll data view, and CRIM. Google Workspace/classroom infrastructure in the system and Google logins were created.	Achieved
	Supporting ICT policies, procedures and infrastructure	Implementation plans for 20 CIP schools	ICT Policy launched, OpenVEMIS Policy finalised. 10 schools received support to improve high-speed internet connection (nine in Shefa and 1 in Tafea).	Achieved
3.2	Development of School Procurement Guidelines	0	MoET and VAESP completed the Procurement Manual. However, the manual will need to be updated due to changes in the Contracts and Tenders Regulation.	Achieved
	Strengthening financial management systems	0	A total of reaching 19 MoET staff (12 women, 7 men), and the provincial finance officers (stationed in Shefa Provincial Education Office, Tafea Provincial Education office and Torba Provincial Education Office) were trained on the Financial Management Manual to strengthen their understanding of financial procedures, enhance compliance, and improve their capacity to effectively support and oversee their officers at departmental and provincial levels.	Achieved

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	Supporting budgeting systems	0	VAESP provided technical assistance with the New Policy Prospectus submissions for the 2024 and 2025 budgets. The Penama and Malampa Capital Works Plan was submitted and incorporated into the MoET MTEF as part of the 2025 submission.	<b>Progressed</b>
	Strengthening audit and review systems	0	VAESP supported MoET through the Finance and Administration Unit to review the 2025 Annual Audit Plan to include two (2) Risk Audits and organise the induction of the Audit Committee on 7th February 2025. The Audit Committee conducted 41 out of a planned 50 school audits (noting staff were also engaged in disaster recovery for the first half of the year). VAESP supported the revision of the Audit Manual and Audit Risk Charter for MoET Senior Management approval, including recommendations to the Director General for the Committee appointment.	<b>Achieved</b>
	Supporting DFA monitoring and reporting	0	A brief analysis was conducted that demonstrated that while the DFA contributions are rising mainly towards infrastructure, the ability of MoET to keep up with demand reached a bottleneck. The addition of an Infrastructure Adviser to the AAPMU may help reduce the bottleneck. The DFAT contribution towards school grants is decreasing, demonstrating that MoET is taking over more of the budget.	<b>Achieved</b>
<b>3.3</b>	Funding support for principal and teacher appraisal	88 school principals	35 out of 88 principals appraised through SBM. 15 in Shefa, 6 Sanma, 5 Malampa, 2 Penama and 7 Tafea.	<b>Progressed</b>
	Strengthening Provincial coordination and support	2	Remote support was provided in the first half of the year, while a summative workshop was held in October to conclude three years of mentoring support to provincial education leaders and the SBMU.	<b>Achieved</b>
	Supporting corporate planning	MEL framework	VAESP supported the development of the baseline data collection questionnaires, which were developed and reviewed in June, but could not be piloted due to the teachers' strike.	<b>Progressed</b>
	Review of the Education Authority and School Registration Policy	Implementation plans for 20 CIP schools	Policy was launched in December.	<b>Achieved</b>
	Supporting MoET Directors in planning and management	0	Following the Outcome Harvest, the MERL Specialist and the PEO of PPU have discussed priorities for 2026, including the development of an MEL Plan for MoET.	<b>Not started</b>

## **Annex 7 - Annual Budget Summary**

Annex removed intentionally due to confidential nature

## **Annex 8 - Expenditure by Activity**

Annex removed intentionally due to confidential nature

# Annex 9 - Communications Support


## Communications Support to MoET 2025

### 3 National Communications Campaigns




- School grants
- Back to School
- Early Childhood and care Education

### 2024 December Earthquake Response



- Emergency communications support through SMS, Facebook and radio
- VBTC radio ads about resource assessment
- Rollout WASH activities in schools with MoET Asset & Infrastructure team
- Support to develop MoET MHPSS plan and messages

### 108 FB posts for MoET FB page



### 15M views

### Strategic messages delivered through

- 6 events
- 6 speeches



### Support professional development



- Two half-day training sessions on writing social media posts with MoET officers
- Provide Canva Business Account to develop FB tiles and reels
- On-the-job training with communications officer

### Vanuatu media leading news



- 32 articles
- 3 education focus in Life & Style magazine (4 pages)



## Annex 10 - Classroom Vignettes from CIP Focus Schools

The following vignettes capture early signs of practice change emerging from CIP focus schools during the first year of implementation. **They are drawn from PCIO field reports and coaching observations that reflect the experiences of individual teachers and principals as they adopt the Morning Routine, phonics instruction, and daily reading to students.** These accounts are illustrative rather than evaluative; they offer a window into how foundational literacy interventions are being taken up at the classroom level and the kinds of shifts in teacher confidence, student engagement, and instructional practice that are beginning to emerge across provinces.

Each vignette is accompanied by a Coaching Journey data box drawn from the PCIO Friday Report system, which tracks school visits, coaching sessions, and implementation progress in real-time across all six provinces. This pairing of qualitative accounts with system-level monitoring data provides triangulation, grounding teacher and principal voices in the documented pattern of support received. Even at schools with fewer visits, the responsiveness of teachers to coaching support suggests a strong foundation for deeper engagement in 2026. The progression from model lessons through team teaching and eventually to independent observation, tracked through the reporting system, provides a structured pathway that builds confidence incrementally rather than expecting immediate independence.

Across these accounts from four provinces, several consistent patterns emerge. The Morning Routine provides a low-complexity, high-visibility entry point that builds teacher confidence quickly. When teachers see students responding within weeks, it creates momentum for sustained engagement with more complex pedagogical practices. The coaching model, delivered through PCIOs at the point of practice rather than through one-off workshops, is central to this uptake. Principal leadership, when present, accelerates and deepens implementation, as demonstrated by a teacher at School in Sanma and another at Malampa, both of whom have created the institutional conditions for CIP to take hold.

These are early and illustrative signs of change in the first year of CIP delivery. Whether they translate into sustained improvements in literacy outcomes will depend on maintaining coaching intensity, addressing resource gaps, and continuing to build the instructional leadership of principals as CIP moves into its second year.

### Penama Province

#### Students Arriving Early for Morning Routine

Year 3, CIP focus school Penama Province

#### Coaching Journey PCIO Friday Report Data, Sep–Nov 2025

<b>4</b> PCIO visit	<b>6</b> Teachers coached	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
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**PCIO observation:** *‘Teachers are creative in using other materials to do their displays and resources when schools can’t provide proper materials like colour printouts. They make good use of the whiteboards and whiteboard markers as well as the phonics toolkit. They are testifying to the changes they observe because of their new teaching method.’*

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When the PCIO first introduced the Morning Routine to this Year 3 class in Term 1 2025, the teacher described it as transformative for student learning. Within weeks, students began arriving early specifically so they would not miss Morning Routine sessions and took on responsibility for collecting daily attendance and weather data, eagerly volunteering to look outside to collect the information and bring it back to the class.

Phonics for Fun quickly became the most engaging teaching strategy, with students using whiteboards and magnetic letters to blend and read words. The teacher also observed improvements in handwriting, in students' ability to answer questions in complete sentences across all subjects, and in-class behaviour through the weekly virtues component. By the third week of implementation, most students could blend and read consonant-vowel-consonant (CVC) words.

*'It is like a sharp scissor cutting open a thick velvet that has hindered children's learning for ages. Without hesitation, I want to confirm that Morning Routine is a powerful tool that has produced some successful stories in my students' learning. The majority of my students can now blend and read the CVC words, and it's still week 3!'*

— Year 3 Teacher

### Experienced Teachers Finding New Effectiveness

Penama Province

#### Coaching Journey PCIO Friday Report Data, Sep–Nov 2025

<b>1</b> PCIO visit	<b>6</b> Teachers coached	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<b>PCIO observation:</b> <i>'... is at an early stage of CIP implementation with initial team teaching underway. The school's early responsiveness to coaching, despite limited visits to date, suggests strong teacher receptiveness to the approach.'</i>			

Two experienced educators at CIP focus school describe how the CIP Morning Routine approach has shifted their teaching practice. A long-serving teacher's aide who has participated in multiple training programs throughout her career, found that the Morning Routine made her teaching significantly more effective. Parents of her students have expressed gratitude, telling Flora that their children love her teaching approach.

An experienced classroom teacher at the school similarly reports that the Morning Routine has made her lessons clearer and more productive. She observes students progressing faster than with her previous methods and credits phonics instruction for helping them become stronger readers. Both teachers' experiences illustrate how structured, coaching-supported approaches can reinvigorate the practice of educators at all experience levels.

*'Her teaching became significantly more effective after adopting the Morning Routine teaching method. Her students' parents expressed their gratitude to her for her teaching method, which they say their children love.'*

— PCIO reflection on CIP focus school

## Sanma Province

### A Role Model for Morning Routine

CIP focus school, Year 3, Sanma Province

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### Coaching Journey PCIO Friday Report Data, Sep–Nov 2025

<b>6</b> PCIO visits	<b>4</b> Teachers coached	<b>1</b> Principal coached	<b>Team Teaching</b> coaching stage reached
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**PCIO observation:** *‘The class 3 students’ attendance improved when the Morning Routine started. The Teacher was surprised to hear a little girl reading. She was in tears because the girl improved by the phonics fun done every day in the MR.’*

A class 3 teacher at CIP focus school who has become a role model for the Morning Routine implementation, encouraging other teachers to adopt the approach and sharing what she learned from training and PCIO coaching sessions. Her Year 3 students’ attendance improved when the Morning Routine started, and she has seen measurable changes in their academic results by the end of the year.

The impact on struggling learners has been particularly striking. Students who previously faced learning challenges with reading and writing improved significantly through daily phonics practice. One student who could not read words at the start of the year began sounding out letters and reading after doing the Morning Routine every day. When her teacher heard her reading during a Performance Management Benchmark assessment, she was moved to tears. The student read to level 3, a breakthrough that the teacher attributes directly to the daily phonics work embedded in the Morning Routine.

*‘I see improvement in my students’ results at the end of the year and my students can read. Thank you to CIP through Morning Routine.’*

**—Year 3 Teacher, CIP focus school**

### A Principal Championing CIP Across the School

CIP focus school, Sanma Province

### Coaching Journey PCIO Friday Report Data, Sep–Nov 2025

<b>6</b> PCIO visits	<b>3</b> Teachers coached	<b>1</b> Principal coached	<b>Team Teaching</b> coaching stage reached
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**PCIO observation:** *‘Teachers were interested to use the MR in their classrooms when the program was delivered in their schools’*

The acting principal at CIP focus school in 2025 is described as one of the most supportive principals in the CIP network. She ensures all her teachers implement the Morning Routine every morning, provides them with the materials they need for their classrooms, and encourages them during PLC meetings. She has allocated a dedicated room for CIP where the school’s data wall is displayed and has actively supported the PCIO in whatever was needed during school visits.

The impact on student behaviour has been visible across the school. Teachers report that students who previously did not engage in in-class work, particularly in writing, are now participating during Morning Routine. One student who had never written in class wrote on the whiteboard during a Morning Routine session, a moment that brought great satisfaction to the teacher.

*‘CIP made a big change in students’ absences and lateness to school. Every morning I observed students coming to school earlier than before morning routine.’*

**—Principal**

## A Principal Leading from Within the Classroom

CIP focus school, Sanma Province

### Coaching Journey PCIO Friday Report Data, Sep–Nov 2025

<b>2</b> PCIO visits	<b>3</b> Teachers coached	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<p><b>PCIO observation:</b> <i>‘Most teachers are interested in the program. Their ways of teaching changes. There is an improvement in their preparation and resources. Teacher punctuality improves. Class control and classroom management improves.’</i></p>			

The principal of CIP focus school describes a leadership shift that sits at the heart of what CIP seeks to achieve: a move from managing daily operations to actively leading instruction. After participating in instructional leadership training and receiving coaching support, she began joining teachers during lesson observations across year levels, not as a supervisor but as a coaching partner. Rather than simply offering feedback, she used reflective questioning to prompt teachers to examine their own practice, asking them to notice how students were responding and what that meant for their teaching.

This coaching approach extended into how the school engaged with data. When one teacher felt overwhelmed by diagnostic assessment results, the principal sat with her to break student work samples into manageable patterns. The teacher later reflected that the experience had shifted data from something she felt buried by into something she could use to inform her planning. These one-on-one interactions built trust within the CIP team and created the conditions for deeper engagement with the program.

Under the principal's leadership, CIP focus school's PLC evolved from polite exchanges into genuinely collaborative professional learning. Teachers now bring student work to PLC meetings and openly discuss instructional strategies. In one session, a group of teachers analysing errors in student problem-solving moved from a technical review into a rich dialogue about questioning techniques and scaffolding, leaving with both strategies and a renewed sense of collective responsibility.

The impact on student outcomes has been visible. Teachers who adjusted their instruction based on PLC discussions and data analysis reported that students who could barely read or write at the start of the year were now writing fluently and reading independently. For Mrs Bakeo, those moments confirmed that every meeting and every coaching conversation ultimately leads to children discovering new confidence and joy in learning.

*‘So far last year 2025, under my coaching, we managed to go through every classe from kindy to year 5. The class teacher teaches her / his morning routine lesson while others sit and observe. After 30 mins lesson we have 15 mins discussion on observers’ feedback to the lesson. Find out the teachers’ strengths and weaknesses and help give constructive ideas of how teachers can build on to what they already know.’ —*  
**Principal, CIP focus school.**

## Torba Province

### Structured Routines Improving Concentration and Behaviour

CIP focus school, Torba Province

Coaching Journey PCIO Friday Report Data, Sep–Nov 2025			
<b>7</b> PCIO visits	<b>4</b> Teachers coached	<b>3</b> Principal coaching sessions	<b>Modelling</b> coaching stage reached
<p><b>PCIO observation:</b> <i>‘Principals have been visiting teachers, checking on their displays of Morning Routine and providing feedback to teachers.’</i></p>			

A Year 3 teacher at CIP focus school demonstrated significant growth in her teaching practice through consistent use of the Morning Routine. She observed improved student concentration, better attendance, and reduced disruptive behaviour. The structured start to the day helped students remain focused during subsequent lessons, with flow-on effects for both classroom management and learning outcomes.

The shift was not confined to individual classrooms. PCIO coaching records document that teachers who had initially joined the national strike action decided to resume teaching after CIP training was implemented in their school, and that the principal, upon hearing about the training, also chose to return.

*‘My students are now more engaged and excited to learn. I believe the Morning Routine has had a positive impact on both classroom management and student learning outcomes.’*

—**Year 3 Teacher, CIP focus school**

## Malampa Province

### From Assessment Data to Reading Progress

CIP focus school, Malampa Province

Coaching Journey PCIO Friday Report Data, Sep–Nov 2025			
<b>4</b> PCIO visits	<b>6</b> Teachers coached	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<p><b>PCIO observation:</b> <i>‘The most significant achievement was students meeting curriculum learning outcomes, with progress on the data wall showing students moving from one reading level to the next, which demonstrates achievement of reading outcomes. This was supported by well-structured Morning Routines, Daily Read, and reading assessments, as well as improved student and teacher attendance and punctuality, which helped create consistent learning time and opportunities for students to succeed.’</i></p>			

The impact of the Morning Routine and sustained coaching support is visible in the progress of individual students at CIP focus school. Since the coaching plan began, students have been reading better, joining class activities, and showing greater confidence. One student improved her Performance Management Benchmark reading level from 5 to 10. She can now write sentences with correct punctuation and tenses, spell words correctly, and use vocabulary from Talking for Learning activities.

This assessment was independently conducted by the PCIO in a different classroom, providing external verification of progress. The experience also demonstrates the power of data visibility: the school’s PLC room has become a central meeting space where teachers regularly discuss students’ reading levels displayed on the data wall, and visitors to the school are invited to view progress.

*‘Since the Coaching Plan began, students are reading better, joining class activities, and feeling more confident. This example shows how the Morning Routine and coaching help students make real progress in reading, writing, and classroom engagement.’*

— **PCIO on CIP focus school**

### A Teacher’s Shift in Belief About What Students Can Achieve

*CIP focus school, Year 3, Malampa Province*

Coaching Journey <i>PCIO Friday Report Data, Sep–Nov 2025</i>			
<b>5</b> PCIO visits	<b>4</b> Teacher coaching sessions	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<p><b>PCIO observation:</b> <i>‘The Year 3 teacher confirmed that the morning routine and daily reading have had a significant impact in his class. Students have shown noticeable improvement in their knowledge of sounds and are now able to decode words more confidently. They can read simple texts, discuss ideas, and write simple sentences on their own. This represents a major improvement in their literacy skills. In addition, students’ attitude and attendance have greatly improved since the introduction of the morning routine. They are eager to stay in the classroom, even during break times, and their interest in learning has increased remarkably. The students now genuinely enjoy being at school’</i></p>			

A Year 3 teacher’s students initially struggled to read and write. Through the Morning Routine, they developed phonemic awareness and began blending sounds to read words and segmenting sounds to write. These improvements were visible enough that the Year 2 teacher and principal both observed and were surprised at students’ progress after just one month of implementation.

The change extended beyond student outcomes to teacher behaviour and belief. The teacher is now punctual, starts Morning Routine on time, and actively implements lesson management strategies. His experience reflects a broader pattern observed across CIP schools. When teachers see rapid, tangible results from a structured approach, it shifts what they believe is possible for their students and builds the motivation to sustain and deepen practice.

*‘At first, my students could hardly read or write, and I honestly didn’t know how to support them. Now, I am truly convinced that students can improve. The Morning Routine is the most effective strategy for developing their reading and writing skills.’*

—**Year 3 Teacher, CIP focus school**

### A Principal Leading Curriculum Improvement

*CIP focus school, Malampa Province*

Coaching Journey <i>PCIO Friday Report Data, Sep–Nov 2025</i>			
<b>4</b> PCIO visits	<b>4</b> Teacher coaching sessions	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<p><b>PCIO observation:</b> <i>‘Teachers are coming early to school; kids are early and at 8:00am you can hear the Morning Routines in classes.’</i></p>			

A principal of CIP focus school exemplifies the instructional leadership role that CIP seeks to develop. She models the Morning Routine and daily reading to students, observes teachers in the classroom, and

coaches them in setting up Morning Routine corners and implementing routines effectively. She leads PLC meetings, using student data to plan targeted interventions with her teaching team.

Her leadership extends to monitoring the broader impact of Morning Routine on student attendance, attitudes, and teacher engagement. Under her leadership, CIP focus school has become a model CIP focus school in Malampa Province, demonstrating how principal ownership of the approach creates the conditions for consistent implementation and sustained teacher support.

*‘I believe that when teachers are supported and routines are implemented consistently, students’ learning and engagement improve. The Morning Routine has been a key strategy for achieving this.’*

**—Principal, CIP focus school**

## Shefa Province

### Morning Routine Taking Hold Across the School

*CIP focus school, Shefa Province*

#### Coaching Journey *PCIO Friday Report Data, Sep–Nov 2025*

<b>3</b> PCIO visits	<b>9</b> Teacher coaching sessions	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<p><b>PCIO observation:</b> <i>‘Students are beginning to use phonemes to create words and sentences. They are able to identify their own errors and make corrections. The teacher has observed great improvement in writing, especially with the front row students.’</i></p>			

CIP focus school is one of the largest primary schools in Shefa and, like many urban schools in Vanuatu, its teachers have navigated significant pressures from high enrolment, stretched resources, and limited access to ongoing professional support. When CIP coaching began in late 2025, teachers were eager for the kind of structured, in-classroom support the program provides.

The principal of CIP focus school participated in the instructional leadership induction at Iririki in 2025 and returned to CIP focus school with a clear plan. She held a session with her teachers on Morning Routine, and the response was immediate. A junior secondary teacher trialed Morning Routine in her own class and reported changes in student behaviour, extending the reach of an intervention designed for early years into the broader school culture. She noted that across the classes where the Morning Routine had begun, student engagement and participation had visibly increased, and students in lower primary were beginning to blend sounds and write out sentences.

In classrooms where coaching support has been most concentrated, the changes have been tangible. During an informal PCIO observation of a Year 2 sentence-of-the-day session, students were seated in differentiated rows and writing out sentences read by the teacher. Students blended sounds to spell words and identified their own errors, making corrections on the spot in response to immediate teacher feedback. This capacity for self-correction, emerging just weeks into implementation, reflects the kind of early literacy skill development that CIP’s structured approach is designed to build.

Under the principal’s leadership, the school administration has committed to equipping all classrooms with projectors and flipchart stands for Morning Routine sessions. This practical investment signals institutional ownership of the approach and creates the conditions for consistent implementation across the school. For teachers who had long sought more structured support in the classroom, the arrival of

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coaching-based professional development through CIP has provided both the tools and the confidence to shift their practice.

*‘Setting up of MR motivates students to learn and participate and show a lot of interest in learning. Morning Routine allows us to make connections to other subject areas.’*

— **Kindy teacher**

### Resourcefulness and Routine

CIP focus school, Shefa Province

Coaching Journey PCIO Friday Report Data, Sep–Nov 2025			
<b>4</b> PCIO visits	<b>7</b> Teacher coaching sessions	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<b>PCIO observation:</b> <i>‘Teachers have noticed that students with fine motor skill issues were starting to participate. The literacy key teacher was able to do her own research and get students to sand and air trace letters and sound them, which contributed to the changes seen.’</i>			

At CIP focus school, the principal encouraged teachers to supplement CIP classroom kits with locally made materials so that every student could participate in the Morning Routine from day one. The Year 1 teacher took this on, cutting cartons into individual slates and writing vowels and consonant letters on bottle tops. These low-cost, locally sourced tools meant that phonics activities could run across the whole class, with each student having something to hold, manipulate, and learn with.

The principal's active engagement matched this resourcefulness with the program. She checked classrooms each morning to ensure the Morning Routine was being delivered within its 30-minute window, and PCIO coaching records note that she began conducting her own walk-and-talks with teachers, providing feedback and encouraging them to problem-solve rather than wait for external support. This kind of principal-led monitoring reflects exactly the instructional leadership behaviour that CIP's coaching model aims to develop.

The classroom-level effects have been visible across year levels. PCIO observations documented that the literacy key teacher independently researched strategies to support students with fine motor skill challenges, introducing sand and air tracing of letters and sounds. Students who had previously not participated began engaging in Morning Routine activities. By the time the PLC was established in November, teachers reported that the Morning Routine had helped them improve their teaching skills and that students were reading sounds and responding to structured phonics instruction.

The Eles experience illustrates a pattern emerging across CIP focus schools. When teachers are given a clear, structured approach and supported through coaching, they do not simply implement what they are shown. They adapt, create, and extend, building ownership of the approach in ways that fit their context.

*‘The year one teacher created her own slate and magnetic letters by using the carton slate and she wrote vowels and consonant letters on the bottle tops.’*

— **PCIO reflection on observations at CIP focus school**

## Tafea Province

### A Newfound Love for Reading

CIP focus school, Tafea Province

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Coaching Journey PCIO Friday Report Data, Sep–Nov 2025			
<b>5</b> PCIO visits	<b>4</b> Teacher coaching sessions	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<p><b>PCIO observation:</b> <i>‘Parents and communities are very happy with the CIP program, especially the Morning Routine. They have seen change in their children’s reading.’</i></p>			

A Year 2 student who had shown no interest in reading began to engage through the structured Morning Routine sessions. Over the weeks that followed, he progressed from reluctance to reading simple words independently. His teacher observed that the phonics fun component in particular was driving improvement across her Year 2 class, with students building reading skills faster than she had seen before.

The shift in student engagement has been visible beyond the classroom. Parents have reported noticeable changes in attendance, with students showing more interest in coming to school than before. In one case, a Year 2 student from a nearby school transferred to Green Hill specifically because the Morning Routine was not happening at his previous school. When a family chooses to move their child to access a teaching approach, it signals something meaningful about the perceived value of what is happening in the classroom.

The principal has responded to this momentum with practical investment, placing orders for three laptops and three projectors to support CIP classroom delivery. The school’s PLC has taken ownership of its own planning, with each day of the week assigned to one of Tafea’s five focus schools for structured professional learning, a system the PCIO helped establish but that the schools now manage independently.

*‘Through the phonics fun component the students are improving a lot in their reading-  
— Teacher, CIP focus school*

### Principal Who Leads with Data

*CIP focus school, Tafea Province*

Coaching Journey PCIO Friday Report Data, Sep–Nov 2025			
<b>12</b> PCIO visits	<b>4</b> Teacher coaching sessions	<b>1</b> Principal coached	<b>Modelling</b> coaching stage reached
<p><b>PCIO observation:</b> <i>Students improved in the concept of print. All students’ participation was very big and very good.</i></p>			

At CIP focus school, the principal has taken CIP and made it the organising framework for how the school thinks about teaching and learning. He decided that all classes from Year 2 to Year 6 would conduct reading assessments and ensured the school’s data wall is displayed with target classes clearly identified. For the principal and his team, data is not an administrative exercise but a tool that measures student learning and drives changes in how teachers teach.

This commitment to evidence-informed practice extends into how the school invests its time. The principal runs professional development sessions for all teachers every Friday, using the 24/7 training resources provided through CIP. The PLC meets every Monday after class to update on CIP progress, and by November, the PCIO observed that this regularity had translated into classroom-level change, with students showing strong improvement in the concept of print and high levels of participation across Morning Routine sessions.

## Vanuatu Australia Education Support Program Phase 2

Annual Report: January - December 2025

What makes the school's story distinctive is the speed at which the principal moved from training to action. Following the instructional leadership induction, the principal did not wait for further direction. He drew up plans, established routines, and created the conditions for teachers to engage with CIP as a whole-school approach rather than an add-on for selected classrooms.

*“The data shows for the whole school [that] the level of academic is at the emergent level. We can see we need an urgent response plan. We can focus on specific areas as if [for example] plenty of children in Year 3 are in emergent. There is the teacher guide in year 3 or 4, but we need to focus more on word recognition and phonics and then we climb up. We can't force a syllabus, if the reading ability is low for a student. The PM Benchmark helps us capture student reading and makes sure we make the right decisions of the support we give to that student”.*

— **Principal**

# **Annex 11 - Updated Organisational Chart 2025**

Annex removed intentionally due to confidential nature

## Annex 12 - Program Deliverables

<b>FY</b>	<b>Milestone</b>	<b>Deliverable</b>	<b>Date due</b>
FY1	Program Deliverable 1	Year 5 Curriculum Materials (Teachers' Guides) Production and Distribution	31 March 2020
	Program Deliverable 2	School Participation Gender Audit	1 June
		<ol style="list-style-type: none"> <li>1. Desktop research</li> <li>2. Gender Study Plan</li> <li>3. Qualitative Research Plan</li> </ol>	1 September 30 September
FY2	Program Deliverable 3	Leadership and Management Course (Australia Pacific Training Coalition and PTC) evaluation	15 March 2021
	Program Deliverable 4	Year 7-10 Curriculum Resources Development and Implementation Plan	June 2021
FY3	Program Deliverable 5	Research Reports on Cost of Schooling; ECE and primary and Primary School Teacher Demand and Supply	May 2022
	Curriculum Implementation and Monitoring Study	Report on survey on teachers and school leaders' perceptions on curriculum implementation	May 2022
FY4	Program Deliverable 7	COVID-19 Impact Case Study	October 2022
	Program Deliverable 8	Statistical Digest on MoET website	October 2022
FY5	Program Deliverable 9	OpenVEMIS Options paper	October 2023
	Program Deliverable 10	COVID-19 Impact Case Study Round 2 – Case studies	June 2024
FY6	Program Deliverable 11	Positive deviance study	June 2025 – April 2026
	Program Deliverable 12	Outcome Harvest	December 2025
FY7	Program Deliverable 13		

