

A black and white photograph of a classroom. In the foreground, a hand is raised with the index finger pointing upwards. In the background, several other students are visible, some with their hands raised, suggesting an interactive learning environment. The background is slightly blurred, focusing attention on the hand in the foreground.

VAESP

VANUATU AUSTRALIA EDUCATION SUPPORT PROGRAM

Mid Year Report

January - June 2025



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

Table of contents

Executive Summary	1
1 Overview of the year so far	1
2 Context Update	1
2.1 Critical analysis of VAESP approaches.....	2
2.2 Earthquake Recovery and Infrastructure Challenges.....	2
2.3 Teacher Employment Dispute and Policy Environment	3
2.4 Program Relevance	3
2.5 Implications for Program Implementation	3
3 Program Management	4
3.1 Personnel Changes	4
3.2 Overview of Outcome Harvest Findings	5
3.3 Risk Mitigation and Adaptive Management	7
3.4 Proposed Management Actions:	7
4 GEDSI Highlights	8
5 Progress towards outcomes	8
5.1 Access	9
5.2 Quality.....	14
5.3 Management.....	18
6 Budget progress	28
7 Next steps	28
Annex 1 – Program Logic Change Log	30
Annex 2 – Indicator Tracking Table	33
Annex 3 – Mid-year Progress towards Targets	37
Annex 4 – Provincial Impact Snapshot	42
Annex 5 – School Story Highlight	47

Annex 6 – Expenditure by Activity48

Annex 7 – Updated Organisational Chart50

Annexes

Annex 1 – Program Logic Change Log

Annex 2 – Indicator Tracking Table

Annex 3 – Mid-year Progress towards Targets

Annex 4 – Provincial Impact Snapshot

Annex 5 – Outcome Harvest Report Story Highlight

Annex 6 – Expenditure by Activity

Annex 7 – Updated Organisational Chart

Acronyms

CDU	Curriculum Development Unit
CIP	Curriculum Improvement Program
DFA	Direct Funding Arrangement
DFAT	Department of Foreign Affairs
ECCE	Early Childhood Care and Education
EOPO	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
MOET	Ministry of Education and Training
MTEFT	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
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 implemented in partnership with the Ministry of Education and Training (MoET). Its goal is to support MoET to improve education access, quality, and management in line with the Vanuatu Education and Training Sector Strategy (VETSS) and the Corporate Plan. VAESP entered its second phase in 2019, continuing through to 2026, with support focused on three key areas outlined below:

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

In the first half of 2025 (January-June), the Vanuatu Australia Education Support Program (VAESP) recorded substantial progress across all three End of Program Outcomes (EOPOs) and progressed against the annual plan. As of 30 June, 2025, VAESP has expensed 37% of the updated annual budget and forecasts an 88% utilisation rate by year-end. This expenditure pattern reflects strategic prioritisation, with 47% of resources directed toward program activities and deliberate sequencing of activities across the Access (42% expenditure progress), Quality (29% expenditure progress), and Management (7% expenditure progress) pillars, particularly emphasising support for MoET's flagship Curriculum Improvement Program while deferring lower-priority activities to optimise impact.

To best understand what investments have contributed to change in the education sector since VAESP began in 2019, an Outcome Harvest was conducted in May–June 2025 to capture evidence of actual changes across the education system over the past five years and assess VAESP's contribution to them. This qualitative, retrospective method is well suited to complex programs where outcomes emerge through multiple actors and pathways, providing a clear picture of how VAESP has influenced system performance and learning outcomes. Through outcome harvesting, **189 changes** were documented, with **81% (154 outcomes) directly or indirectly linked to VAESP** and 60% (114 outcomes) of those assessed as positive. The strongest gains were seen in the **Curriculum Improvement Program (CIP), financial transparency and planning initiatives, school-led infrastructure improvements, and data system enhancements** which all had positive outcome scores 85% and above.

In contrast, progress in **inclusive education** and **language policy implementation** was more uneven. Inclusive education (IO 2.1) was the weakest area, with evidence that while there was appetite and genuine interest from school staff in GEDSI modalities VAESP introduced, support strategies were not sustained. Challenges encountered in sustained GEDSI work, along with the challenges reported by teachers in language transition implementation, demonstrate an opportunity for strategic engagement to support genuine needs expressed by school teachers using new entry points through the Curriculum Improvement Program. These challenges underscore the need for deeper follow-up, training paired with coaching systems and building evidence and approaches on best practices with consideration of behavioural change strategies.

The operating environment was defined by two major disruptions:

- The **December 2024 earthquake**, which caused significant destruction to schools and services, prompted VAESP to pivot rapidly towards emergency assessments, recovery planning, and technical support to embed disaster-resilient standards into the Vanuatu Ministry of Education and Training (MoET) infrastructure plans.
- The **ongoing teacher employment dispute**, declared lawful by the Supreme Court in May 2025, disrupted classroom-level activities across six provinces and highlighted systemic challenges in teacher management.

Despite these challenges, VAESP maintained delivery momentum. The highlights achieved reflect the concerted efforts taken to address the weaknesses identified in the high-level independent review conducted in 2024. Highlights include:

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

- **Curriculum Improvement Program (CIP) rollout:** Baseline literacy assessments in 22 schools, distribution of new resources, instructional leadership training for 40 principals, and growth coaching for provincial officers.
- **Parental and community engagement:** Enrolment and early learning campaigns were distributed by SMS networks nationwide; Parent Support Program-trained teachers independently ran 17 workshops, engaging 383 parents in Torba.
- **Data system strengthening:** VAESP supported OpenVEMIS upgrades, the ICT policy launch, and the first automated statistical MoET Digest. Alongside new infrastructure and financial management policies, these changes are improving the flow of reliable data from schools to the national level and back.
- **Organisational capacity:** Strategic recruitment of key positions has strengthened VAESP's leadership and technical depth.
- **Evidence and learning:** A rigorous outcome harvest confirmed VAESP's strongest impacts emerge where reforms are underpinned by clear systems, tangible incentives and sustained follow-up support.
- **Monitoring and evaluation:** To respond to the evolving education context and recommendations from the high-level independent review, the program logic was revised through participatory processes with VAESP team members, with indicators refined to be more measurable, achievable, realistic, and time-bound. Staff contributed to indicator design and have begun integrating MEL into daily activities and meetings, ensuring the framework is actively applied rather than remaining a static document.
- **Strategic and politically informed programming:** Following the high-level independent review, VAESP leadership, supported by DFAT, guided the team through a political economy analysis to deepen understanding of power dynamics in the education sector and to better inform strategies that influence and incentivise reform momentum and stakeholder buy-in, and amplify local voices and insights within VAESP decision-making

Looking ahead, VAESP will think critically on program quality decisions to address key program pain points, ensuring that entry points and modalities are carefully chosen in a shifting education environment. VAESP will focus on embedding inclusion into everyday programming, aligning resources and partner support around MoET's flagship CIP initiative and leveraging technology and evidence to communicate impact and areas for strategic attention. Planned priorities include a **positive deviance study on high-performing schools according to the Vanuatu National Standardised Test of Achievement (VANSTA)** to identify success factors, strengthening inclusive education monitoring tools and establishing a **partner coordination platform** to reduce duplication and reinforce collective impact.

1 Overview of the year so far

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). VAESP II will continue until 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); and
- Improve and strengthen management of the education system in Vanuatu (Management).

The first half of 2025 has been marked by both significant achievements and complex challenges. VAESP's reinvigorated adaptive approach, responding to a high-level independent review and a changing political economy, allowed the program to remain responsive in a shifting operational landscape.

Key themes emerging:

- **Emergency Response and Resilience:** The December 2024 earthquake triggered large-scale recovery efforts, accelerating the integration of disaster-resilient standards into school infrastructure planning.
- **System Strengthening Amid Disruption:** The teacher employment dispute (commonly referred to as “the teachers’ strike”) disrupted classroom-level activities but reinforced the importance of robust systems that can sustain momentum despite personnel challenges.
- **Evidence-Driven Adaptation:** A rigorous outcome harvest¹, documenting change through a principled qualitative process, provided a validated picture of five years of change, guiding targeted adjustments in inclusive education, language policy implementation, and pedagogy, and demonstrating areas of high program effectiveness and indicating where effectiveness and efficiency are not being achieved. In addition to this, the harvest highlights where sustainability may be achieved, and which interventions will require strategic attention (See Program Management).
- **Local Leadership and Ownership:** Positive examples from provinces, such as Torba's independent delivery of Parent Support Program (PSP) workshops and improved financial management and reporting on school grants that enabled small scale infrastructure progress, illustrate growing decentralised capacity.

While infrastructure recovery (Intermediate Outcome 1.1 and 3.2), financial transparency (Intermediate Outcome 3.3) and data reliability (Intermediate Outcome 3.1) are on track, behaviour-dependent reforms, such as sustained inclusive education practices (Intermediate Outcome 2.1) and the uplift of the curriculum improvement support (Intermediate Outcome 2.2), require intensified, structured reinforcement. VAESP's strategic pivot in GEDSI, moving from siloed activity to cross-cutting integration, reflects an important cultural shift within the program and partner systems, as well as the additional human resourcing to best support CIP intervention training and coaching.

2 Context Update

¹ Outcome Harvesting is a qualitative, retrospective evaluation method that surfaces actual changes—whether intended or unintended—and explores the role a program may have played in supporting them.

The operating environment for VAESP has been significantly influenced by the findings of the high-level independent review and a political economy analysis and two emergencies during the first half of 2025: the aftermath of the devastating December 2024 earthquake and the ongoing teacher employment dispute (commonly referred to as the teachers' strike) that began in June 2024.

2.1 Critical analysis of VAESP approaches

The 2024 high-level modality independent review of VAESP² found that while there are five core strengths within the program — including its mixed modality design, alignment with MoET priorities, promising practices in curriculum, parent and inclusion initiatives, valued Australia Awards programming and flexible DFA mechanism — key issues were raised requiring strategic attention from VAESP, strengthening decentralisation, political economy analysis and adaptive approaches, MEL, coordination, utilisation of local expertise, certainty around OpenVEMIS, and GEDSI impact (expanded more under Program Management and Progress Towards Outcomes sections).

VAESP's new leadership, with DFAT Post support, has introduced mechanisms to embed political economy thinking into implementation, recognising that reform requires both technical and political navigation. A series of Political Economy Analysis workshops have since been launched, drawing on the lived experience of all team members to surface the “under the iceberg” blockers of reform and generate applied strategies for action. The analysis is designed as a living framework to guide ongoing adaptation, to be revisited throughout the year, to reflect and adapt to a changing context. Emerging insights from the analysis point to practical opportunities for strengthening reform momentum in Vanuatu's education system. These include directing support toward areas where there is strong local leadership and energy for change; using data more strategically to build awareness and commitment; modelling small-scale reforms that demonstrate tangible benefits; promoting positive attitudes toward early years' education; identifying and addressing drivers of absenteeism; fostering broad-based coalitions to support policy implementation; and using communications to reinforce ownership and demand for education improvement.

2.2 Earthquake Recovery and Infrastructure Challenges

On 17 December 2024 a devastating 7.3 magnitude earthquake struck Vanuatu, claiming 14 lives and injuring over 265 people³. The earthquake caused significant destruction to education infrastructure, disrupting learning for thousands of children, with schools in affected areas sustaining significant structural damage and resulted in some schools delivering split shift classes. The disaster affected approximately 80,000 people, necessitating an immediate shift in program focus on emergency response and infrastructure recovery.

The earthquake's impact extended beyond immediate infrastructure damage, which caused displacement of MoET offices, but also had a significant psychosocial effect on individual wellbeing. Critical essential services were disrupted; two major water reserves in the Ohlen area were destroyed, cutting off vital water supplies to Port Vila, while the disaster also disrupted power, telecommunications and access to emergency essential services. These disruptions have continued to affect program implementation, as national-level attention and resources were necessarily redirected toward emergency response to ensure schools reopened on time, creating delays to the VAESP workplan.

This natural disaster has reshaped some of VAESP's priorities, particularly around infrastructure support. VAESP responded by providing technical and operational support to MoET during this critical period, including conducting damage assessments of earthquake-affected classrooms and supporting the review of national building codes to incorporate disaster-resilient standards. At the same time, VAESP supported rapid recruitment of MoET's Facilities Unit to boost longer-term recovery capacity recruitment of four new personnel — a Project Coordinator, Procurement Officer, and two Building Supervisors — with roles spanning earthquake and broader cyclone recovery needs through the DFAT

² [Vanuatu Education and Skills Design Stage 1 High Level Modality Review](#)

³ <https://reliefweb.int/report/vanuatu/pacific-humanitarian-team-vanuatu-earthquake-situation-report-26-december-2024>

direct funding arrangement (DFA) and through DFAT's contract with Save the Children. (See Intermediate Outcome 1.1 School preparedness & response to emergencies are enhanced & disruption to learning is minimised).

2.3 Teacher Employment Dispute and Policy Environment

The education sector continues to be significantly affected by ongoing teacher employment dispute challenges stemming from a teachers' strike that began in June 2024. Following the Supreme Court's 30 May 2025 ruling that declared the strike lawful and quashed the Teaching Service Commission's (TSC) disciplinary actions⁴, the industrial action escalated substantially.

As of 18 June 2025, 91 schools are affected and 66 schools (16 in Malampa, 15 in Sanma, 24 in Shefa and 11 in Tafea) completely closed due to teacher participation in the strike. The attendance of 606 teachers has been recorded as impacted, distributed across Malampa (167 teachers), Penama (120 teachers), Sanma (108 teachers), Shefa (91 teachers) and Tafea (120 teachers). Torba province remained unaffected.

2.4 Program Relevance

MoET leads and guides the design and implementation of all VAESP activities and sub-activities while VAESP staff focus on providing financial, advisory and technical support where required, and amplify reformist drivers within the broader education system. Annual Plan activities for 2025 have also been informed by consultation with DFAT and the independent review team. This exercise has resulted in the prioritisation of four key themes for the remainder of VAESP (Infrastructure, Curriculum Improvement Plan, Decentralisation and Monitoring & Evaluation). The revised priorities have also considered additional support required to MoET in response to the disaster recovery efforts following the 17 December 2024 earthquake in Efate.

VAESP's 2025 Annual Plan includes ten support activities and 38 sub-activities aligned with the VETSS. Any changes or adjustments in the scope of VAESP activity areas and sub-activities are agreed with MoET and DFAT and endorsed by the VAESP Steering Committee. While other development partners⁵ support Vanuatu's education sector, VAESP is the largest development partner program operating in this space.

VAESP's primary focus this year has been on strengthening alignment with **MoET's Corporate Plan** led by the Policy and Planning Unit and the **Curriculum Improvement Program (CIP) plan** led by the Education Services Directorate. Joint planning processes, monitoring and evaluation planning and operationalisation, and regular technical engagement have helped ensure VAESP activities directly support MoET's operational priorities for curriculum implementation, teacher professional learning and school leadership. This includes working together to develop and refine monitoring tools, indicators and targets to strengthen the tracking and reporting of program activities and their outcomes. VAESP also contributes to broader sector coordination efforts by supporting MoET's engagement with the **Vanuatu Education and Training Sector Strategy (VETSS)**.

Additionally, VAESP has supported **research and learning**, including the completion of one major monitoring and evaluation activity (the Outcome Harvest – See Program Management) and the preparation of a positive deviance study to be finalised by year's end.

2.5 Implications for Program Implementation

These contextual factors have several implications for VAESP's implementation:

⁴ https://www.dailypost.vu/news/more-teachers-may-strike-in-vanuatu/article_98af1bc0-1135-5469-bc70-e27a64a78302.html

⁵ Other key partners in the Vanuatu education sector include MFAT, UNICEF and the Global Partnership for Education through an implementation partnership with Save the Children

Enhanced Focus on Emergency Preparedness: The earthquake has reinforced the importance of VAESP's disaster preparedness support to MoET and has accelerated integration of "build back better" principles into infrastructure planning and school preparedness initiatives as per the Port Vila, Efate Earthquake Recovery and Resilience Plan⁶.

Adapted Program Delivery: The teacher employment dispute has affected program implementation timelines, particularly activities requiring teacher participation, such as Corporate Plan baseline surveys, or classroom-based implementation through the CIP program, noting that some teachers have returned to attend CIP workshops showing dedication and interest in the initiative.

Strengthened Government Partnership: The earthquake response challenges underscored VAESP's role in providing targeted and fit for purpose technical support to MoET, particularly in infrastructure planning, emergency coordination and system strengthening.

Political Economy Considerations: The teacher employment dispute underscores the complex institutional and policy dynamics shaping Vanuatu's education sector. Resource allocation constraints, the broader public service reform agenda and deeply rooted political, bureaucratic, and social norms all intersect to influence decision-making. In this context, VAESP is now more intentionally drawing on ongoing political economy analysis to adapt its strategies and ensure implementation remains politically informed and contextually responsive.

Despite these challenges, the context has also created opportunities for VAESP to demonstrate its value as a responsive, adaptive development partner. The program's ability to pivot quickly to earthquake response while maintaining core activities reflects the strength of its local partnerships and embedded approach to program delivery.

3 Program Management

3.1 Personnel Changes

Governance and management systems were strengthened through strategic recruitment decisions. A new **Team Leader** — a nationally recognised ni-Vanuatu education reform leader with deep knowledge of the Vanuatu education context and the local political economy — was appointed, bringing a strong track record of driving systemic change and building effective partnerships. This leadership transition has strengthened VAESP's ability to navigate the political and operational complexities of the sector while ensuring continuity in strategic vision.

The program also demonstrated adaptive management following the December 2024 earthquake by utilising short term expertise immediately after the earthquake with several in country visits, followed by the recruitment of a full-time **structural engineer**, who is projected to begin in July 2025. This role, embedded within MoET, has provided dedicated technical oversight for reconstruction, ensured compliance with disaster-resilient building standards and accelerated the pace of post-disaster recovery — directly addressing an urgent gap in MoET's long-term recovery capacity.

To reinforce local technical leadership and delivery, responding to the high-level review and increasing programming decisions based on local institutional knowledge and expertise, VAESP appointed two internal staff to Technical Managers — one for **Quality Education** and one for **Management and Access** — to provide specialised oversight, ensure cross-team integration and strengthen MoET's capacity to deliver on its three pillars. VAESP also recruited a **Curriculum Improvement Program (CIP) Coordinator** to drive planning and coordination, supporting the Curriculum Development Unit (CDU) and VAESP to reach all six provinces more efficiently. These appointments have broadened VAESP's technical depth and improved program-wide alignment to the MoET flagship CIP program, as well as strengthening local leadership within VAESP operations.

⁶ Efate Earthquake Recovery and Resilience Plan;
<https://recovery.preventionweb.net/media/103909/download?startDownload=20250823>

In direct response to the findings of the high-level independent review to strengthen monitoring and evaluation practices, VAESP recruited a full time **MEL Specialist** in Port Vila to ensure an elevated and sustained focus on MEL for the remainder of the program. Key MEL documents were collaboratively reviewed with VAESP team members, producing an updated program logic (Annex 1 – Program Logic Change Log) and revised monitoring matrix (Annex 2 – Indicator Tracking Table) to reflect plausible, measurable and meaningful change.

3.2 Overview of Outcome Harvest Findings

Findings from the high-level review also found that while a MEL plan existed, MEL systems within VAESP were not actively working thus creating gaps in demonstrating progress towards outcomes. While qualitative information had been collected by the program, information needed to be analysed and processed in a principled approach to better understand areas of high and lower performance linked directly and indirectly to VAESP supported interventions. To demonstrate outcome indicator progress, VAESP commissioned a comprehensive **outcome harvest** during May and June 2025 to capture evidence of actual changes across the education system from the last five years. Outcome Harvesting is a qualitative, retrospective evaluation method using a purposive sample that identifies intended and unintended changes and examines the program's contribution to them or how changes have occurred. It is particularly suited to complex, adaptive programs like VAESP, where outcomes emerge through multiple actors and pathways rather than linear plans across a long period of time. By collecting and analysing evidence of real changes across provincial, classroom and household levels, the harvest provides reliable heat map of how VAESP is influencing the education system and literacy and numeracy outcomes.

The harvest engaged 164 stakeholders across 56 interviews in 15 schools and four provincial offices, generating 189 documented outcome statements. These were rigorously validated through multiple data sources including program implementation records, OpenVEMIS administrative data and triangulated stakeholder perspectives. The extent to which VAESP contributed to identified outcomes was assessed and outcome statements were then categorised into three groups:

- **Direct** when stakeholders themselves identify VAESP activities (such as training, funding, materials, or events) as the clear cause of the change. This includes cases where people recall and use specific messages, tools, or language from VAESP-supported training or resources.
- **Indirect** when MoET or another actor leads and funds the work, and VAESP's role is to provide complementary or enabling support that strengthens implementation (such as technical advice, review of materials or systems support); and
- **Unrelated to VAESP** when the change came from other organisations or policies.

An expert panel of MoET and VAESP staff analysed the data, determining “*In [month/year], [who] at [location] [did what differently], which led to [result]*”, thus forming outcome statements to document change. The expert panel also sorted statements into domains and thematic areas, then marked outcome statements as positive or negative to prompt honest conversations about what is working well and what needs to change in program approaches. This was followed by systematic NVivo coding analysis to minimise researcher bias and ensure outcomes reflected genuine stakeholder experiences rather than externally assumed impacts. The outcome harvest report examined changes to which VAESP made a direct or indirect contribution, focusing on tangible shifts in practice, policy, infrastructure and service delivery. The number of contribution-linked outcomes varies across intermediate outcomes; therefore, percentages for areas with fewer documented outcomes should be interpreted with caution. At the same time, quantifying qualitative findings helps move beyond anecdote—by counting the frequency of similar changes or perspectives across multiple stakeholders, the analysis highlights patterns that indicate systemic shifts rather than isolated opinions.

INTERMEDIATE OUTCOME PERFORMANCE BREAKDOWN DIRECT & INDIRECT VAESP CONTRIBUTIONS

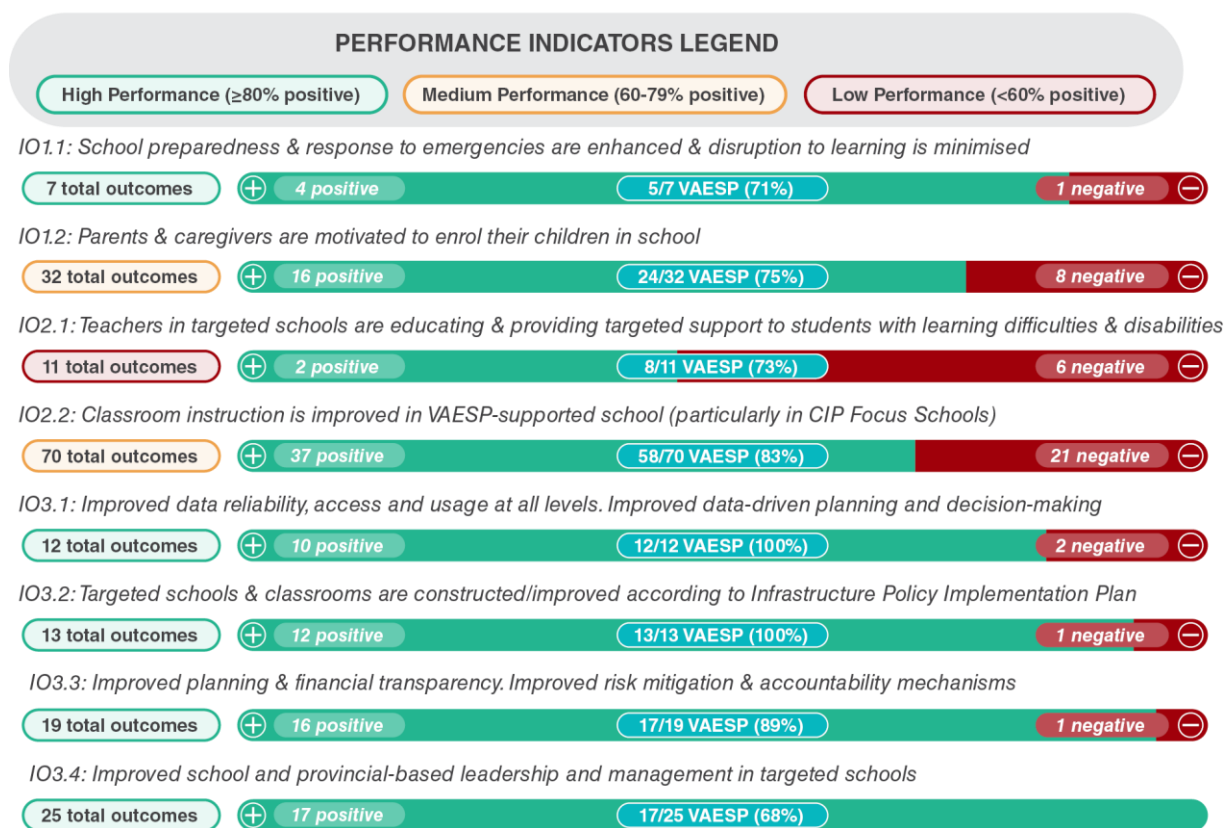


Figure 1 Intermediate Outcome Harvest Results by Contribution and Sentiment

The outcome harvest shows that VAESP performed strongly against most intermediate outcomes within the VAESP program logic, with five areas achieving **over 80% positive outcomes** in changes to which the program contributed (Figure 1). These included **school leadership (IO 3.4)**, where all VAESP-linked outcomes (17 outcome statements) were positive and reflected strengthened leadership capacity at provincial and school levels; **financial transparency and management (IO 3.3)** with 94% positive outcomes (16 out of 17 outcome statements) reported across 13 of 15 schools; **small-scale infrastructure (IO 3.2)** with 92% positive outcomes (12 out of 13 outcome statements), often through innovative school grant use; **data systems (IO 3.1)** with 83% positive changes (10 out of 12 positive outcome statements) linked to OpenVEMIS and Google Classroom; and **school preparedness (IO 1.1)** with 80% positive outcomes (4 out of 5 outcome statements).

Two additional areas showed **moderate performance (60–79%): enrolment and parent engagement (IO 1.2)** at 67% positive (16 out of 24 outcome statements), largely through the Parent Support Program, and **curriculum and pedagogy (IO 2.2)** at 64% positive (37 out of 58 outcome statements), reflecting progress under the Curriculum Improvement Program despite persistent literacy and language challenges.

Inclusive education (IO 2.1) emerged as the weakest area, with only 25% positive outcomes (2 out of 8 outcome statements), highlighting the need for stronger follow-up, coaching, and implementation support to sustain inclusive practices. Overall, these patterns show VAESP’s strongest contributions lie in leadership, financial management, systems, and infrastructure, while inclusive education and language policy require deeper strategic attention.

The findings are directly informing program adjustments for the remaining 18 months to support progress in high level end of program outcomes, particularly improvement in literacy and numeracy in primary students, as well as providing robust evidence for next-phase investment decisions, demonstrating VAESP’s commitment to accountability, learning, and evidence-based programming in line with DFAT evaluation standards.

Following the harvest, operational monitoring and evaluation tools were strengthened, including indicator tracking tables with integrated calendars, reference sheets for each activity team, and collaborative sensemaking and socialisation of the revised program logic and updated indicators.

3.3 Risk Mitigation and Adaptive Management

The current operating environment validates several key assumptions underlying VAESP's design, particularly the importance of:

- building resilient education systems capable of responding to emergencies and political instability
- strengthening provincial-level capacity for decentralised service delivery
- supporting evidence-based planning and resource allocation and
- maintaining flexible, adaptive, politically informed programming approaches.

In response to this and the high-level modality review findings on gaps in risk mitigation, VAESP has introduced monthly technical managers meetings to flag risk and strategise solutions using local expertise and institutional knowledge. Meetings and risks are documented and actions revisited in subsequent meetings. Technical managers are also tasked with holding weekly team meetings so that risks can be flagged and escalated in real time between technical managers meetings.

Moving forward, using a risk informed and adaptive management approach, VAESP will continue to balance immediate recovery needs with longer-term system strengthening objectives, ensuring that earthquake recovery efforts incorporate improved disaster preparedness and that approaches to influencing system reforms are politically informed and, specifically, address the underlying barriers teachers face in curriculum implementation in Curriculum Improvement Program focus schools to foster a supportive and positive work environment focused on professional development and growth.

3.4 Proposed Management Actions

- **Institutionalise evidence use:** Embed outcome harvest findings and monthly indicator tracking into quarterly and annual planning cycles, ensuring decisions remain student- and teacher-centred focused on demonstrating changes to children's learning outcomes.
- **Operationalise GEDSI across the team:** Use the new team structure with GEDSI sitting in a cross cutting function to embed approaches into planning, reporting, and staff performance, ensuring inclusion is mainstreamed rather than siloed.
- **Deepen policy dialogue:** Leverage the expertise of the new Team Leader to strengthen MoET's engagement with partners, improve provincial coordination, and align program priorities with governance reforms.
- **Flexible resourcing:** Maintain agility in staffing and resource allocation, as demonstrated through the recruitment of the structural engineer and new technical managers, to respond to emerging priority sector and disaster-related needs.
- **Enhance accountability systems:** Continue refining program logic, monitoring tools, and financial oversight frameworks to continually adapt and improve interventions based on evidence, strengthen transparency, risk management, and contribute to building sector-wide confidence in MoET systems and VAESP's contribution to the education reform agenda.
- **Strengthen strategic communications:** Position communications as a tool that supports MoET's leadership of system reform by building trust, credibility, and shared understanding, as well as incentivising ongoing reform efforts. Clear and balanced messaging — reporting both progress and ongoing challenges — reinforces transparency, demonstrates accountability and helps maintain demand from the public for improvement of education outcomes for children.
- **Deepen the use of political economy analysis across program implementation:** Utilising the local expertise and institutional knowledge within VAESP, team members will be actively engaged to apply their contextual understanding of the non-technical drivers and blockers of

change—such as power dynamics, institutional incentives, and cultural norms—to inform planning, adapt strategies and increase the relevance and effectiveness of implementation.

4 GEDSI Highlights

The high-level independent review, outcome harvest and program monitoring indicate that GEDSI evidence has not been systematically collected to demonstrate outcome level changes, and GEDSI approaches have been integrated unevenly across intermediate outcomes and lacked wider local GEDSI sector engagement. Interventions were concentrated in Intermediate Outcome 2.1 and 3.4, with fewer documented changes in areas such as inclusive education and gender-responsive school management overall. This reflects the program’s earlier structure, where GEDSI operated as a largely stand-alone function rather than as a shared responsibility.

In 2025, VAESP has begun a strategic shift to embed GEDSI as a cross-cutting priority across multiple pillars, which is reflected in the new VAESP organisational structure (Annex 7 – Updated Organisational Chart) enabling GEDSI specialists to support integration across pillars. The structural shift recognises that there is commitment to GEDSI principles, supporting coordinators and officers to operationalise GEDSI principles in day-to-day work. VAESP is focusing on practical integration points — small, low-friction changes to existing tools, processes, and conversations that make GEDSI a natural part of how work is done, rather than an “add-on” activity.

This approach builds on the *curb-cut effect* — the principle that designing for those at the margins creates benefits for everyone. For example, integrating disability-disaggregated data in OpenVEMIS not only improves planning for learners with disabilities but also strengthens overall data accuracy and responsiveness. Embedding inclusive prompts into CIP coaching tools improves learning access for marginalised students while also enhancing teaching practice for all.

Initial steps include:

- integrating GEDSI prompts and tracking into activity planning templates and reporting tools, so inclusion considerations are addressed automatically at the design stage and
- highlighting GEDSI elements within each intermediate outcome in reports developed from targeted reflection across technical managers meetings at least once a quarter.

By moving from a siloed, compliance-driven model to one that uses everyday program entry points and shared success stories, VAESP aims to make GEDSI a part of the program’s DNA.

5 Progress towards outcomes

The 2024 high level review reinforced the 2022 Mid-Term Review⁷ findings related to MEL, which highlighted a number of areas requiring strengthening. While the framework had a clear structure and well-articulated outcomes, it faced several foundational gaps: limitations of End of Program Outcomes focused on literacy and numeracy (not taking into consideration other aspects of learning, such as socio-emotional and physical development), limited methodological detail for data collection, inadequate indicators, a lack of documented risk monitoring, unclear accountability among MEL personnel, underdeveloped learning strategies for using MEL-generated data and insufficient resourcing for MEL. Collectively, these issues limited the program’s ability to generate timely, reliable, and actionable evidence to support adaptive management.

To address these gaps, Tetra Tech’s Research, Monitoring and Evaluation specialists led a comprehensive revision of the **program logic** in collaboration with VAESP team members and MoET’s Policy and Planning Unit (Annex 1 – Program Logic Change Log). This process strengthened the causal links between activities and outcomes and informed the development of a **revised MEL**

⁷ [Vanuatu Education Support Program Phase II – Mid-term Review | Australian Government Department of Foreign Affairs and Trade](#)

Plan aligned with OECD-DAC criteria. Newly recruited MEL staff and existing VAESP MEL experts played a key role in operationalising this plan: using participatory approaches, they updated indicators (Annex 2 – Indicator Tracking Table) to ensure they were specific, measurable, achievable, realistic, and time-bound (SMART), clarified responsibilities and timelines for data collection through a **MEL calendar**, and developed **quick reference guides** for both VAESP and MoET teams. In response to gaps identified in baseline data and the absence of mechanisms to capture unintended outcomes, the revised MEL Plan incorporated alternative methods—such as **Outcome Harvesting**—to generate qualitative evidence in the interim and **modified pause and reflect workshops** have introduced meaningful reflection on data to inform decision making.

As these MEL methods were recently embedded and are in the process of being applied consistently across the activities, they will take time to generate the robust trend data needed to assess progress towards End of Program Outcomes (EoPOs) and Intermediate Outcomes (IOs) within the next 6 months. In the meantime, the program is drawing on qualitative methods and newly introduced qualitative indicators within the MEL framework to capture evidence of change which were collected via the outcome harvest. Thus, this mid-year report draws on **two complementary evidence streams to present a fuller picture of VAESP’s progress. First, it summarises the outputs delivered between January and June 2025 across all intermediate outcomes within the VAESP program logic. Second, it incorporates insights from the recent outcome harvest.** By aligning these harvested outcomes to the program’s intermediate outcomes, the report connects recent activities with the longer-term shifts previous actions are contributing to — demonstrating where earlier investments are now yielding results, and where ongoing effort is needed to sustain or accelerate change. This approach ensures that reporting not only focuses on what was delivered in the past six months, but also on the tangible and verified differences those efforts are making in each intermediate outcome, collectively contributing to the VAESP End of Program Outcomes and providing a snapshot of progress per province (Annex 4 – Provincial Impact Snapshot).

5.1 Access

VAESP II End of Program Outcome 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 ten sub-activity areas, with four of these activities achieving targets and six progressing towards annual targets⁸ (Annex 3).

Intermediate Outcome 1.1 School preparedness & response to emergencies are enhanced & disruption to learning is minimised

Outputs Jan–Jun 2025:

- Damage assessment of earthquake-affected classrooms in 49 schools in Shefa Province.
- National building code review supported; full-time engineer recruited.
- 10+ press releases, 20+ articles, and targeted social media/radio coverage released to support earthquake recovery.
- Infographics and policy materials developed for education in emergencies.

Reporting Period Summary: Over the past six months, VAESP and MoET have continued to strengthen school-level readiness for disasters while at the same time responding to emergencies. The first half of 2025 was dominated by recovery from the December 2024 earthquake, which caused significant damage to school infrastructure across multiple provinces. VAESP provided targeted technical and operational support to MoET during this critical period, establishing MoET’s first earthquake damage assessment system and aligning assessment results with internationally recognised ranking criteria⁹. This included conducting detailed assessments of damaged classrooms at 49 schools in Shefa province, liaising with the Vanuatu Public Works Department and supporting the review of the national building code to incorporate disaster-resilient standards. To support long-

⁸ 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).

⁹ Assessments were based on post-Christchurch, New Zealand assessment criteria, adapted to suit the Vanuatu education infrastructure sector.

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

term recovery and contextually appropriate designs, VAESP recruited a full-time engineer to oversee reconstruction and ensure compliance with safer building practices, aimed to start in July 2025.

During a pivotal period for educational infrastructure, VAESP quickly mobilised technical expertise to support MoET to conduct rapid assessment across 162 buildings. Of the schools assessed, 58 classrooms were unsafe and 104 deemed safe but in need of repairs. This swift, large-scale assessment provided MoET with the critical data needed to prioritise resource allocation and develop an emergency response plan, enabling them to secure **1,080,200,000VT** for recovery funds from numerous partners¹⁰ to rebuild schools.

Alongside physical recovery, communications support was mobilised to provide essential information to schools, parents, and communities. Over 10 press releases and more than 20 articles provided clear messaging on school safety, psychosocial support services and coordination with WASH and Shelter Clusters. Infographics and policy materials were disseminated to guide education continuity during emergencies, ensuring consistency across channels.

A feature of the response that was distinctly different to previous disaster such as cyclones was the integration of GEDSI considerations, beginning with trauma recovery and capacity building in Q1 and transitioning into policy development and institutional strengthening in Q2. As part of joint working arrangements, VAESP's GEDSI Coordinator participated in a trauma recovery seminar with Inclusive Education (IE) and Gender Equity in Education counterparts over a three-day Training of Trainers on Mental Health and Psychosocial Support (MHPSS) facilitated by UNICEF. 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 — ensuring that mental health is not treated in isolation but as part of a broader effort to improve wellbeing and inclusion in schools and communities.

Emerging Outcomes from Prior Activities: While much of this work took place in the current reporting period, the outcome harvest also revealed unexpected positive impacts from earlier investments — particularly Google Classroom training delivered in 2023 and 2024 that translated across primary teachers to secondary school teachers. Originally designed to strengthen data systems and digital literacy (Intermediate Outcome 3.1 Improved data reliability, access and usage at all levels for data-driven planning and decision-making), these skills and tools have since become a vital component of school-level emergency preparedness. Two of the 11 schools within the outcome harvest sample which had received Google Classroom training supported by VAESP reported that they were able to maintain learning continuity during cyclones in previous years and other disruptions by using home-learning packages, digital platforms, and remote lesson delivery. In these two cases, Google Classroom was specifically adapted to support disaster preparedness, enabling schools to manage resources and home learning packages and continue instruction during closures. These findings have alerted VAESP to an important cross-over benefit, which has now been embedded in the VAESP Indicator Tracking Table (Annex 2 – Indicator Tracking Table

) for ongoing monitoring.

¹⁰ Including DFAT, MFAT, Japanese Government, US Embassy and the Government of Vanuatu

Key results and contributions:



Four MoET staff formed the first **education infrastructure rapid assessment team**, applying adapted New Zealand post-earthquake criteria and coordinating with Public Works – establishing a new system for education sector assessments.



MoET secured **1,080,200,000VT** in donor commitments and following strategic communications informed by VAESP's rapid assessment of 162 classrooms.



Emergency communications ensured families across **150+ educational institutions in Shefa Province** received critical information about school safety assessments, reconstruction timelines and support services during the post-earthquake recovery period.



GEDSI: Considering the wellbeing of all students, no matter their ability, was integrated into disaster preparedness and recovery through trauma recovery training, inclusive education engagement, and cross-sectoral psychosocial support initiatives.



Long-term impact: 2/4 schools within the outcome harvest sample that were impacted by tropical cyclones in recently years demonstrated improved capacity to maintain learning continuity during disasters, improved technical standards for reconstruction and stronger ICT-enabled preparedness systems.



Areas for strategic attention: With the high volume of school building contracts currently underway, information management with quick data analysis methods will be crucial in tracking progress and holding contractors accountable. Preparedness support was not explicitly described in many schools, indicating more attention in long term preparedness advice may be needed.

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 disaster. Cyclones and now this. There hasn't been a smooth year since then." – **Principal***

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

Outputs Jan–Jun 2025:

- Back-to-School, School Grant & ECCE campaigns launched reaching 250k+ mobile users and 350k+ Facebook users; 440 radio ads, 14 Facebook posts, 10 newspaper articles and SMS.

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

- Parent Support Program (PSP) rollout: new “borrowing books” initiative, durable PSP posters, Training of Trainers package for ECCE teachers to train parents.
- With VAESP support, the Torba provincial education office delivered two parent engagement and CIP communication workshops for 10 teachers, who in turn independently ran sessions reaching 383 parents across Torba.

Reporting Period Summary: VAESP’s work under IO 1.2 focused on engaging parents and caregivers as active partners in education and widespread promotion of the school grants to subsidise the cost of education per student. The Back-to-School campaign, school grant and ECCE 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 350,000 people nationwide (250,000 mobile users and 350,000 Facebook users) and were reinforced through 440 radio ads, 10 newspaper articles, SMS and 14 social media posts to ensure consistent messaging across communities.

The early childhood care and education (ECCE) Parent Support Program (PSP) continued to strengthen parental involvement in children’s education in primary years. In this period, a new initiative encouraged parents to borrow reading books from kindergarten teachers, supported by a Training of Trainers (TOT) package encouraging ECCE teachers to train parents on using the books effectively at home. Durable PSP posters were produced to withstand harsh weather, ensuring teachers can reuse them year after year.

VAESP supported two workshops in Vanua Lava and Mota Lava in Torba province with 10 teachers (5 women, 5 men) to reflect on methods to improve parent engagement including positive parenting and the continued socialisation of the Curriculum Improvement Program among parents to create a shared understanding of the high impact teaching strategy approach.

The training also provided a platform for other provincial experts to provide updates and refresher trainings (See Management Section). As a result of consistent coaching and oversight from the provincial office paired with specialised support from VAESP, 4 PSP trained teachers were able to jointly deliver multiple workshops in 10 villages on Gaua, 5 in West Vanua Lava, one in Mota Lava and one in Sola with each workshop ranging from 14-60 parents (383 parents in total; 234 women and 152 men) within the reporting period.

Emerging Outcomes from Prior Activities: Outcome harvest findings show that **67% (16 out of 24)** of outcome statements related to parental engagement and enrolment were positively linked to VAESP support, particularly through programs such as the Parent Support Program (PSP) delivered in Torba and national campaigns on school grant subsidies aimed at reducing household burden. Across the 15 schools interviewed, PSP had been delivered by different agencies; seven schools reported increased parental engagement overall. Notably, **all three Torba schools included in the outcome harvest where VAESP delivered PSP directly attributed these changes to the program**, underscoring PSP’s role as a key enabling factor in strengthening parental engagement. In Torba province, parents reported feeling more confident in supporting learning, working more closely with teachers and taking on a shared role in preparing children for school. They also reported higher trust in the education team at their child’s school, linked to financial reporting at school committee meetings (See Intermediate Outcome 3.3 Improved planning & financial transparency, risk mitigation & accountability mechanisms). PSP also contributed to outcomes demonstrating improved hygiene, more structured home routines and—where uptake was strong—better classroom readiness and behaviour, all of which were mentioned at 100% (3 out of 3) of schools interviewed in Torba province. Fathers also reported a greater understanding of their role in supporting their children to realise changes in learning outcomes. Due to the successful outcomes in Torba recorded during the harvest, additional information is being collected to better understand why changes were notably different in this province compared to others.

The school grant subsidy supported by the direct funding arrangement (DFA) and nationally promoted by VAESP through the three aforementioned campaigns also drove enrolment gains, particularly in rural and lower-income areas. Schools used increased funding to improve learning spaces, hire support staff, and strengthen school-based management. A third (5 out of 15) of interviewee groups, including parents, specifically referenced knowing about the school grants and its role in reducing financial barriers for families and ensuring equitable access to education, and all schools were verified in OpenVEMIS to have steady increased enrolment and school grant allocations. However there was

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

confusion on school grants versus school fees, indicating that more follow up is needed to clarify questions. Rapid enrolment growth in some urban schools has led to overcrowding and resource strain, underscoring the need to better align enrolment campaigns with infrastructure planning and teacher deployment. To support this, VAESP is assisting MoET with long-term infrastructure planning through the recruitment of additional staff, including a project coordinator and a long-term infrastructure adviser (See Intermediate Outcome 3.2 Targeted schools & classrooms are constructed/improved according to Infrastructure Policy Implementation Plan).

Key results and contributions:



67% (n=24) positive parental engagement outcomes; stronger involvement in **7 out of 15 schools.**



PSP-trained teachers independently delivered **over 17 workshops** across Torba, engaging **386 parents (152 men, 234 women)** – demonstrating stronger **teacher leadership and sustained parent engagement.**



100% of interviewed parents at all sampled schools in Torba demonstrated **improved understanding of early childhood education and enrolment.**



Among the **15 schools interviewed** (all school grant recipients), 5 schools specifically reported **increased affordability or removal of financial barriers to enrolment.**



GEDSI: A father in Torba province shared markedly improved self-awareness of the role that fathers have in child rearing and supporting their children's educational growth.



Long-term impact: PSP-trained teachers demonstrated program sustainability by independently delivering 34 workshops across Torba since initial training, with teachers providing regular progress reports to the provincial office and MoET/VAESP, showing the program's high value and local ownership for continued implementation without ongoing external support.



Areas for strategic attention: School grant success in increasing enrolment revealed critical infrastructure gaps, with **100% of urban schools interviewed** (n=6) reporting overcrowding attributed to the removal of school fees, contributing to teacher exhaustion and making long-term infrastructure planning increasingly critical.

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***

5.2 Quality

VAESP II End of Program Outcome 2 is aligned with MoET's quality pillar, where improved student literacy and numeracy outcomes are measured in Years 4, 6, and 8. VAESP collaborated with MoET during this period, to progress nine out of ten sub-activities, while one sub-activity is behind schedule due to its linkages with another.

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

Outputs Jan–Jun 2025:

- Active participation of VAESP GEDSI Officer in Inclusive Education and Training (IET) technical working group meetings to support policy implementation that will guide teachers in supporting students with disabilities.
- Terms of Reference prepared for finalizing the MoET Child Safeguarding Policy, with particular focus on protecting vulnerable students with disabilities.
- Coordinated production of branded materials for July 2025 MoET IET Policy launch to support teacher awareness and capacity building.

Reporting Period Summary: VAESP's inclusion work during this period focused on strategic preparation for teacher capacity building ahead of the major Inclusive Education and Training (IET) Policy rollout scheduled for July 2025. Through active participation in IET technical working group meetings, VAESP contributed to policy implementation planning that will directly guide how teachers educate and support students with learning difficulties and disabilities in targeted schools. Preparatory work included developing a terms of reference for support to draft the Child Safeguarding Policy, particularly important for protecting students with disabilities who may be more vulnerable, and coordinating branded materials to support the upcoming teacher awareness campaign. Recruitment is underway through the Vanuatu Qualifications Authority, with works due to begin next quarter.

In addition, VAESP supported teachers in CIP focus schools to use classroom diagnostic assessments tools for early identification of learning needs, including gaps in learning, so that targeted interventions can be provided. These diagnostic tools provide standardised assessment of the foundational areas of literacy, enabling teachers to map and track student progress in and across year levels. Preliminary analysis of the baseline diagnostics across the first 14 schools indicated that 54% (309 out of 571 students) of students have gaps in the foundational areas of literacy. Teachers are using these results to plan targeted interventions to support their students to improve in literacy across Kindy – Year 3.

Emerging Outcomes from Prior Activities: Inclusive education (IO 2.1) was the weakest area, with VAESP's approach unintentionally linked to six of the eleven negative outcomes recorded across the entire outcome harvest. VAESP's previous work in delivering inclusion guidelines and awareness training continues to shape school and provincial approaches to accessible learning. Training in past years reached multiple provinces, raising awareness among teachers, school leaders and provincial officers about the importance of ensuring education for all children, including those with disabilities.

The outcome harvest findings provide important insights into the sustainability of these efforts. Within the program logic, the thematic area of Inclusive Education (IE) generated the fewest outcome statements, indicating it was less frequently raised by stakeholders. In the instances where IE was discussed and there was a direct or indirect link to VAESP supported work (8 times), two outcome

statements described IE as progressing, indicating that while training sparked initial changes, many schools struggled to maintain inclusive practices without follow-up support, specialist staff or appropriate resources. In some cases, inclusive approaches introduced in earlier years were not embedded into standard school operations and physical resources distributed by VAESP were lost or unused.

However, the findings also show that systematic follow-up makes a difference. One teacher in an urban school interviewed shared they were tracking progress for each student with a disability through a dedicated inclusive education teacher in a dedicated classroom, with individual plans for each child to monitor weekly results showing positive change. Where provincial officers revisited schools after training, improvements in disability data reporting, classroom adaptations and teacher confidence were more evident. These examples suggest that embedding inclusive practices will require not only strong initial training, but also structured reinforcement, practical tools, ongoing provincial-level engagement and integration into daily school-based curriculum delivery systems such as the professional learning community (PLC) which will be established in CIP pilot schools.

Key results and contributions



Teachers identified that **54% of students** (309 of 571) **were at risk of learning challenges** and immediately began applying targeted high-impact teaching strategies to support them.



GEDSI: VAESP's participation in MoET Child Safeguarding Policy development and MoET IET technical working groups contributed to discussions on protecting vulnerable students with disabilities and addressing intersectional barriers faced by girls with disabilities.



Long-term impact: Previous inclusion training continues to serve as foundational reference for teachers, with evidence showing that systematic follow-up engagement is essential for embedding inclusive teaching practices into standard classroom operations.



Areas for strategic attention: 75% (n=8) of harvested outcome statements related to VAESP supported work in inclusive education showed limited teacher sustainability without ongoing support, highlighting the need for structured coaching mechanisms, specialist resource provision, and systematic provincial-level reinforcement to maintain inclusive teaching practices beyond initial training phases.

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 is improved in VAESP-supported schools

Outputs Jan–Jun 2025:

- CIP diagnostic baseline assessments conducted in 2 provinces covering 22 schools (12 schools in Shefa, 12 schools in Sanma) using literacy focused assessments focused on oral language, concepts of print and phonological and phonemic awareness.

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

- 8 provincial curriculum improvement officers trained and coached to run baseline assessments.
- Preliminary analysis report for a sample of 5 schools presented to MoET leadership.
- 14 diagnostic school-based reports completed within the reporting period.
- Performance Management (PM) Benchmark and additional reading resources distributed to 40 focus schools.
- Growth Coaching training delivered to 21 provincial officers.
- Instructional Leadership training delivered to 40 principals and deputy principals in CIP focus schools.
- Google Classroom and digital literacy training strengthened 10 PCIOs and teacher capacity at 14 schools to run CIP baseline assessments.

Reporting Period Summary: In the first half of 2025, VAESP supported MoET and the CDU to lay the groundwork for Curriculum Improvement Program (CIP) implementation by providing growth coaching training to 21 participants (8 Provincial Curriculum Improvement Officers (PCIOs) and 13 MoET staff from various units). Following this, instructional leadership training supported 40 principals across all 6 provinces to move beyond administration toward leading teaching and learning — observing classrooms, giving feedback, and ensuring professional learning communities are in place in their schools (See Intermediate Outcome 3.4 Improved provincial and school-based leadership and management in targeted schools).

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. Principals and officers trained in this approach are now better equipped to support teachers through modelling and feedback. This coaching culture is central to establishing school-based professional learning communities (PLCs) — dedicated fortnightly sessions where teachers meet to share, reflect, and mentor each other on high-impact teaching strategies and a crucial element of the CIP approach. By embedding PLCs in every CIP focus school, MoET is creating the conditions for continuous classroom improvement that is driven from within schools rather than through one-off training events.

Alongside building PCIO and principal capacity to drive CIP through PLCs, VAESP supported the tools and assessments needed to generate evidence on student learning, distributing PM Benchmark reading kits to 40 schools. VAESP supported CDU in the development and delivery of a baseline assessment focused on early literacy skills from ECCE to Year 3, training and coaching 8 PCIOs to deliver the assessments across all 6 provinces. This assessment, informed by the MoET CIP plan, was endorsed by the National Curriculum Assessment Board and the Curriculum Implementation Advisory Group (CIAG). CIP baseline diagnostic assessments focussed on oral language, concepts of print, phonological and phonemic awareness, phonics in Kindy – Year 3, Writing in Year 1 – 3, and a further reading assessment including vocabulary, fluency and comprehension in Year 3 only.

Assessments were conducted in two provinces across 22 schools (10 schools in Shefa plus 2 control schools, 10 schools in Sanma plus 2 control schools), supported through a joint planning process involving all provincial education offices. While overall analysis is still underway, early patterns show that nearly all ECCE to Year 3 classes in the 14 schools analysed so far are performing significantly below grade-level expectations, with Year 3 students achieving at similar levels to Year 1 students. This indicates that, at this stage, consistent interventions are needed across all early grades to build foundational skills, rather than separate interventions by year level

To strengthen data collection methods, Google Classroom and Google workspace training was conducted with all 8 PCIOs and 19 school teams in Shefa and Tafea (See Section 4 Intermediate Outcome 3.1 Improved data reliability, access and usage at all levels for data-driven planning and decision-making). The training improved confidence in using key tools such as Google Sheets for baseline diagnostic assessments. By using online live sheets, data was received in a timely manner, enabling data cleaning, analysis and reporting for Shefa to be completed by late June and 14 baseline reports completed within the reporting period covering 571 students.

The evidence-based high impact teaching strategies for improving literacy in Vanuatu include explicit instruction, multiple exposures, feedback, worked examples, talk for learning, collaborative learning, differentiated and inclusive learning, structures lessons, student and teacher questioning, and open-ended questions. These strategies are culturally responsive and relevant to a multilingual setting. The

phase 1 interventions, morning routine and read to students, are practices that encompass several of these high impact teaching strategies. A particularly encouraging sign for scale-up is the uptake of morning routines. In CIP focus schools, teachers are already implementing some high impact teaching strategies and holding informal professional learning community meetings; one school dedicated a building for their PLC after the CIP awareness so that they could host PLC sessions in the new year. Even with only initial awareness activities delivered in 2024, teachers in multiple schools have already adopted and embedded structured morning routines to improve classroom readiness and behaviour in both French and English schools. This suggests that certain high impact CIP practices — when clearly explained and easy to implement — can spread without intensive support, reinforcing the case for a “minimum viable” delivery model.

Emerging Outcomes from Prior Activities: The outcome harvest, reflecting on VAESP’s five years of support in curriculum revision and the *Ademap Lanwis* (translating to ‘add up languages’) approach as well as recent approaches like CIP found mixed results. Language policy implementation confusion was raised at all 15 schools interviewed (recording a total of 14 negative outcomes out of 17 under this thematic area), which was also linked to the Bislama teacher guides that VAESP supported MoET to develop and distribute. In contrast, out of the 14 CIP focus schools interviewed in the outcome harvest, CIP was linked to positive changes already at 11 schools, with teachers, principals, parents, and provincial officers highlighting tangible early days improvements in literacy, numeracy and teaching practice. These tangible improvements linked to CIP methods introduced in 2024, particularly the adoption of structured morning routines demonstrating scalability for wider rollout.

At the same time, teachers expressed feeling overwhelmed by rapid curriculum changes and the need to “*stop and really focus on just helping the curriculum to make it better for students’ learning*” with suggestions to allow teachers an undisturbed period to allow for the high impact teaching strategies and professional learning communities to become embedded in the instructional reflective practices at each focus school.

Teachers interviewed in the harvest repeatedly referred to challenges with language of instruction and language transition methods, which continue to cause confusion for teachers, particularly in Francophone schools where Bislama-only resources are being translated back into French by teachers. A positive deviance study, focused on high performing schools bucking the trend of decreasing literacy/numeracy rates, is planned for the latter half of 2025, with language as a line in inquiry in the key research questions.

In the meantime, in the context of confusion related to language of learning and instruction, the CIP interventions have proven to be an excellent tool, as its structured routines and practical teaching strategies suit multilingual learning environments. To scale effectively, however, CIP will need to be embedded through consistent coaching at the school level, timely resource delivery (door to door) and demonstration of practical tools such as data walls and peer observation, supported by technology and sustainable provincial structures.

Key results and contributions



Across **14 schools**, baseline assessments captured real-time data on **571 students'** learning levels.



Structured morning routines spread independently across multiple schools following initial 2024 awareness, demonstrating potential for **low-cost, rapid scale-up of high-impact teaching practices**.



GEDSI: CIP resources and training incorporated inclusive teaching strategies and addressed language of instruction barriers, with particular focus on supporting equitable access for Francophone schools and learners with additional needs.



Long-term impact: Over two thirds of documented changes across 15 schools showed positive outcomes in support and resources provided to teachers, namely through support via the MoET Curriculum Improvement Program approach.



Areas for strategic attention: Interviewed schools raised alert on implementation barriers of Bislama-only resources requiring extensive translation and practice erosion occurs without consistent follow-up support, highlighting needs for sustainable coaching structures.

Voices from the Field

“We no longer just train principals and tell them to go do it. We now observe teaching and learning to ensure changes happen inside classrooms.” – Provincial Officer

“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

5.3 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. Together with MoET, VAESP progressed implementation of twelve out of the fifteen sub-activities, one sub-activity achieving their intended target while two sub-activities are pending commencement.

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

Outputs Jan–Jun 2025

- Collaboratively developed a Corporate Plan baseline tool with all MoET units.
- Completed 2023 and 2024 Statistical Digests analysis structure and planned for Q3 release (pending publication approval from MoET) to support reporting to DSPPAC.
- Provided support to 2 MoET policies and 1 strategy (OpenVEMIS Policy updated, ICT policy launched, ICT Policy Implementation Plan drafted).
- Delivered OpenVEMIS training to 20 schools in Sanma and Malampa & refresher training for provincial officers.

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

- Successfully completed the integration of a live Teacher Payslip Notification System, including 4 additional enhancements, within the OpenVEMIS platform.
- High speed internet connections have been successfully established at two primary schools in Tafea and Shefa province, with an average connection speed of 150 Mbps (180 minimum Mbps, maximum 300 Mbps).
- Google Classroom, Digital Literacy, and Internet Awareness Workshops delivered to 8 PCIOs (9 schools in Shefa and 5 schools in Tafea Province).

Reporting Period Summary: Improving the reliability, accessibility, and use of education data remained a central focus in the first half of 2025 to strengthen accountability and support evidence-based decision making to national and provincial level. VAESP's work with MoET has targeted both the systems that generate data and the policies that guide their use. VAESP continues to support MoET in supporting school leaders and teachers to provide timely data to MoET, with training delivered to 20 schools in Sanma and Malampa along with their provincial officers during the reporting period.

To better prepare CIP focus schools to utilise Google Classroom to access the professional learning materials and update assessment data, there has been concerted efforts to improve confidence of literacy champions, other teachers and principals in using laptops, schools.edu.vu emails and teacher connectivity to internet. VAESP has supported all 8 PCIOs across the provinces in building improved digital tool use. VAESP and MoET delivered digital literacy workshops in Shefa (9 schools) and Tafea (5 schools) to 61 school staff (8 women & 13 men in Shefa; 15 women & 25 men in Tafea), resulting in a marked improvement in confidence and knowledge - the average of post-test scores doubled and laptop troubleshooting skills improved by 70%, with Shefa now ready for advanced topics. Teachers in Tafea indicated the need for further follow-up coaching, reinforcing the need for sustainable coaching and localised support for quick trouble shooting. High speed internet connections have also been successfully established at two primary schools in Tafea and Shefa province, with an average connection speed of 150 Mbps (180 minimum Mbps, maximum 300 Mbps), to support continuous use and practice of digital teaching and education tools.

Significant progress was made on the development of the Corporate Plan baseline data collection tools, which will support MoET to establish a reference point for decision making as well as verify data in OpenVEMIS. Through three multi-unit consultation meetings, 165 education indicators were reviewed — 123 already captured in the Statistical Digest and 42 that require new data modules. Although piloting was delayed due to the teachers' strike, the design phase created a clear roadmap for comprehensive data collection when the teachers' strike is resolved.

Work on the MoET Statistical Digest has undergone a significant transformation through the introduction of R script coding for automated analysis. In the past, MoET relied heavily on external support to process education data, often resulting in delays before statistical publications were released. Now, through targeted coaching and skills transfer provided by VAESP's statistician (4 hours per week), MoET's Policy and Planning Unit (PPU) is learning to write and maintain R scripts that automate year-to-year calculations and analyses. Importantly, the focus is not just on building a one-off tool, but on ensuring PPU staff understand how to adapt and fix the code themselves in future years. As a result, by the end of 2025, MoET will be able to publish statistical data within the same year, marking a major shift from externally dependent, delayed reporting to a nationally owned, automated, and timely analysis system.

Building on these data and reporting improvements, the OpenVEMIS Policy was reviewed and is ready for Ministry and stakeholder consultation. The ICT Policy was updated and launched, accompanied by a draft implementation plan to guide integration of technology into teaching and learning, including steps to improve online learning access and ICT asset availability in schools. VAESP supported the successful completion of the integration of a live Teacher Payslip Notification System within the OpenVEMIS platform.

In parallel, proposed OpenVEMIS system additions — including new data disaggregation capabilities and the VANSTA web application — were presented to directors and education partners for endorsement. Development of additional enhancements, such as the disability data module in OpenVEMIS, is underway and will be completed once the national disability data collection tool is finalised.

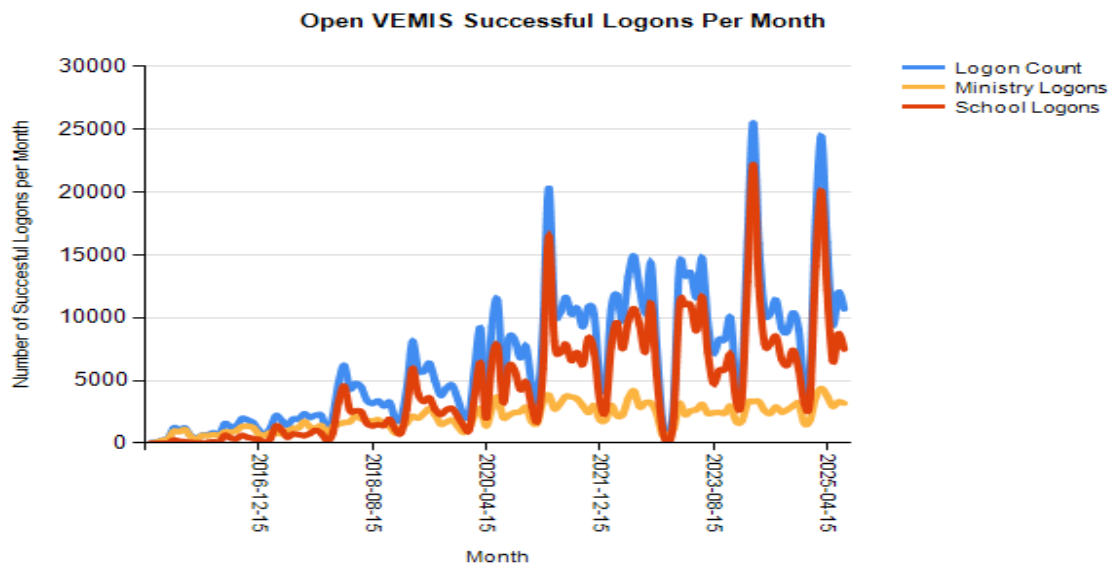
Emerging Outcomes from Prior Activities: The outcome harvest shows exceptionally strong results in data recording improvements, particularly at the provincial office level, with 10 out of 12

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

recorded outcome statements showing positive progress in data reliability from OpenVEMIS. All four provincial offices interviewed shared positive changes in collecting information in a timely manner through OpenVEMIS following continued reinforcement of its use in financial management and leadership trainings supported by VAESP. Provincial officers noted that more accurate and timely data has reduced the need for repeated follow-ups and enabled earlier, more targeted interventions. This progress was further illustrated in June 2025, when the Torba Provincial Education Office leveraged VAESP funding to deliver a Parent Support Program refresher for 10 teachers, integrating OpenVEMIS activities that modelled effective planning and resource use. Two days were dedicated to data reporting, led by the Provincial Finance Officer, demonstrating how strengthened provincial leadership is driving consistent data entry and more efficient coordination of resources. At the school level, there is still progress to be made. Just under a third of the surveyed schools (4/14) reported improvements using OpenVEMIS not only to meet grant eligibility requirements but also to inform planning and prioritisation, suggesting that the enhancements to OpenVEMIS may still not be clearly understood to the remaining two thirds of the outcome harvest sample or perhaps that data analysis capabilities within OpenVEMIS could further be expanded to enable quick feedback to schools.

Figure 2: This graph shows the number of times that school and ministry staff have successfully logged on each month.



By embedding OpenVEMIS into trainings and activities across multiple units, VAESP has 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 2). In comparison, Google Classroom — the newest platform — currently has 3,100 users, with average engagement of just under two minutes. As more content is added, particularly to support professional learning communities in CIP focus schools, engagement time is expected to increase.

Key results and contributions



OpenVEMIS logons per month have **doubled in the last four years.**



Statistical Digest production accelerated through automation, enabling same-year publication compared to previous multi-year delays, with 2023 and 2024 editions finalized and 2025 Digest in development.



Torba **PSP workshop successfully integrated OpenVEMIS refresher** training led by Provincial Finance Officer, showcasing sustainable knowledge transfer and efficient resource coordination at provincial level.



GEDSI: Improved data disaggregation capacity for gender, disability, and location in OpenVEMIS and Digest systems, supporting more equitable planning and resource allocation.



Long-term impact: 83% (n=12) of data-related outcomes associated with direct and indirect contribution from VAESP were positive, with schools now using OpenVEMIS beyond grant eligibility requirements for planning and prioritization, while 75% of surveyed provinces (n=4) report that improved data accuracy has reduced follow-up needs and enabled earlier, more targeted interventions.



Areas for strategic attention: Digital literacy gains require sustained coaching support, particularly in Tafea where teachers indicated need for ongoing technical troubleshooting assistance, highlighting the importance of localised support systems to maintain and build on technical capacity improvements.

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

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

Outputs Jan–Jun 2025

- Finalised **Capital Works Plan** for 23 schools in Penama and 20 in Malampa for inclusion in the 2025 budget.
- Submitted additional plans for Sanma, Torba, Shefa, and Tafea for inclusion in the **Medium-Term Expenditure Framework (MTEF) 2026 onward.**
- Recruitment underway for key project roles in Penama and Malampa.
- National Asset Management Policy finalised; training materials developed.
- Infrastructure grants provided to 12 schools for urgent upgrades (e.g., fencing, water tanks, solar panels).

Reporting Period Summary: The first half of 2025 saw VAESP's infrastructure work focus on two fronts: immediate recovery from the December 2024 earthquake (discussed in Section Intermediate Outcome 1.1 School preparedness & response to emergencies are enhanced & disruption to learning is minimised), and the integration of long-term asset planning into MoET's budget and policy frameworks.

Long-term building plans included the finalisation of the Capital Works Plan for 23 schools in Penama and 20 schools in Malampa, all of which are now budgeted for in 2025. Through the DFA, new positions were created — a Project Coordinator and Procurement Officer and two Building Supervisors (contracts being finalised) — to support both earthquake reconstruction and ongoing post tropical cyclone-related infrastructure needs as well as short term advisor support during the reporting period and long-term engineering support from VAESP from July 2025. These roles complement MoET's long-term infrastructure planning, including the Capital Works Plans for Penama and Malampa schools and additional upgrades submitted for the 2026–2028 Medium-Term Expenditure Framework (MTEF). Plans for additional upgrades in Sanma, Torba, Shefa and Tafea have been submitted for inclusion in the 2026–2028 MTEF, with 47 additional earthquake affected schools to be included pending MoET Senior Management approval. In the meantime, infrastructure grants were provided to 12 schools for urgent upgrades (e.g., fencing, water tanks, solar panels).

At the policy level, the National Asset Management Policy was finalised, and training materials were developed to build MoET and school capacity for ongoing infrastructure management. This aligns with VAESP's goal of shifting from reactive repairs toward strategic asset planning.

Emerging Outcomes from Prior Activities: While substantial effort has been provided to the MoET Infrastructure Unit on longer term planning, smaller scale infrastructure projects were recorded in the outcome harvest associated with the school grants in the meantime while larger national plans take hold. Outcome harvest data shows that all recorded infrastructure related progress (13 changes recorded) was not related to nationally contracted building works but instead attributed to small scale infrastructure enabled by MoET school grants, particularly in locations where VAESP contributed via financial planning and school grants training. All but one of the document changes were positive. School grants enabled 11 out of 15 schools sampled to plan and lead small infrastructure improvements at their school. Principals highlighted the flexibility and autonomy these grants provide, enabling quick locally driven solutions. One rural school used grant funding to install solar power, eliminating reliance on costly generators and enabling evening community classes and another installed a prefabricated unit and a wheelchair ramp.

However, rapid enrolment growth — especially in urban centres— risks outpacing even improved facilities. Overcrowding, split shift classes and the use of temporary classrooms are now common in some schools, underscoring the need to match infrastructure investment with enrolment trends and forward planning, making the long-term infrastructure planning work that VAESP is supporting even more urgent.

Key results and contributions



Earthquake recovery planning has secured the **inclusion of 43 priority schools** in the 2026-2028 Medium-Term Expenditure Framework, **ensuring systematic resource allocation for reconstruction and upgrades.**



National Asset Management Policy finalised with **training materials developed**, creating a **strategic framework for preventative infrastructure management** rather than reactive repairs.



Locally led, school-based projects have **strengthened leadership autonomy** and decision-making, empowering principals to **directly address their schools' most pressing infrastructure challenges.**



GEDSI: Following training and guidance, one school in Port Vila installed a ramp at their school using the school grants, enabling students with different mobility needs greater access to the other areas of the school grounds.



Long-term impact: Flexible school grants paired with financial management training enabled 11 of 15 sampled schools to achieve 92% (n=13) positive small-scale infrastructure outcomes, delivering locally driven solutions from solar installation to accessible water systems that enhance safety, learning conditions, and community facility use, while strengthening leadership autonomy and shifting MoET from reactive repairs toward comprehensive strategic asset planning and management.



Areas for strategic attention: Rapid enrolment growth, particularly in urban centres, risks outpacing infrastructure improvements, with overcrowding and temporary classrooms becoming common, highlighting the urgent need to align infrastructure investment with enrolment trends and forward planning capacity.

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 photocopy 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 that can be completed quicker than expected. I have received support from the principal, school team, provincial financial staff who has 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.” - Principal

Intermediate Outcome 3.3 Improved planning & financial transparency, risk mitigation & accountability mechanisms

Outputs Jan–Jun 2025

- Procurement Manual completed and approved by MoET Senior Management; submitted for translation to ensure accessibility across implementing units.

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

- Draft Financial Management Manual prepared and submitted for Senior Management approval to formalize financial controls and reporting processes.
- Technical assistance provided to Finance Analyst Unit (FAU) supporting New Policy Proposal submissions for 2025 budget
- 2025 Annual Audit Plan reviewed and updated to include two Risk Audits for enhanced oversight.
- Audit Committee inducted (7 February 2025) with revised Audit Manual and Audit Risk Charter submitted for approval.

Reporting Period Summary: Strengthening MoET's financial and procurement systems remained a priority for VAESP in the first half of 2025, with a focus on embedding clear guidelines, improving transparency and ensuring that budgeting processes align with strategic priorities. While procurement training in Shefa and Tafea deferred due to earthquake disaster response and workload prioritisation, a number of items were progressed during the reporting period.

The completion and approval of the Procurement Manual represents a significant milestone, providing a consistent framework for procurement decisions that will reduce delays and ensure compliance with national standards once translation is complete. Parallel development of the Financial Management Manual will formalise financial controls, reporting processes and budget management practices across the Ministry, improving accountability and efficiency pending Senior Management approval.

VAESP's targeted technical assistance to the Finance Analyst Unit (FAU) supported the development of New Policy Proposal (NPP) submissions for the 2025 budget — including the Capital Works Plan for Penama and Malampa — which have now been integrated into MoET's Medium-Term Expenditure Framework.

Audit oversight was strengthened through the February induction of the newly appointed Audit Committee and updates to the Annual Audit Plan incorporating two risk audits, while the revised Audit Manual and Risk Charter await final approval, which the Audit Committee was inducted to on 7 February 2025. Although procurement training in Shefa and Tafea was necessarily deferred due to earthquake response priorities, the foundational policy framework is now in place to support systematic rollout once capacity allows.

Emerging Outcomes from Prior Activities: These system-level changes are translating into measurable outcomes at the school level. The outcome harvest found that 16 of the 17 changes in financial management and planning linked to VAESP and MoET supported capacity building and policy work were positive (94%). Ten of the 15 schools interviewed reported improved planning and financial management, some with multiple positive changes in different areas of financial management or planning at a school, crediting the support received in creating school strategic plans and undertaking financial management training and 3 out of 4 provincial education offices interviewed shared improved capacity and oversight of planning and financial reporting in their provinces. In several cases, stronger financial planning also enabled schools to budget for teaching assistant wages, ensuring continuity of learning during teacher absences linked to the employment disputes. Many principals have introduced community financial reporting, which has improved parental trust and confidence in how school resources are managed. In some schools, parents have become more willing to contribute labour or resources to school projects, knowing exactly how funds are spent.

This alignment between national policy frameworks and local-level practice is critical for sustaining trust, reducing financial risk, and ensuring resources are used where they have the most impact.

Key results and contributions



Improved financial planning in 10 of 15 schools has increased their ability to adapt resources to local challenges and priorities.



Capital Works Plans for **43 schools successfully integrated into Medium-Term Expenditure Framework**, providing a long-term solution for schools in need of infrastructure upgrades.



GEDSI: Financial transparency systems support more equitable community participation in school decision-making and better tracking of gender-sensitive resource allocations.



Long-term impact: 94% (n=17) of financial transparency outcome statements documented positive changes, with 10 of the 15 schools showing strengthening financial management.



Areas for strategic attention: Emergency response priorities disrupted planned capacity building, highlighting need for adaptive implementation that maintains momentum during crisis response.

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 huge change after they attended the VAESP support financial management manual trainings. They are more confident to manage the school funds effectively. They also have good finance monitoring systems in place and 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. Compare 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 cheque, can operate vouchers which is neat and can also contribute positively to having great reports. This will link well to 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 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

Outputs Jan–Jun 2025

- Instructional leadership coaching delivered to 40 principals in across all 6 provinces in CIP focus schools.
- Principal appraisals were completed for 40% Teaching Services Commission appointed principals in SHEFA (35/88 principals).
- Administrative leadership skills support delivered to 18 principals in Torba and Malampa.

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

- Supported MoET and training providers (APTC/PCU) with planning and consultation to seek approval on the proposed leadership training dates and participants number for Malampa and Penama province.
- Leadership study for Shefa and Tafea provinces approved by MoET Senior Management; draft consultation plan in development.
- VAESP supported the MoET School Based Management Unit (SBM) to update and refine the protocol for the School Leaders Survey, which received approval by MoET Senior Management.

Reporting Period Summary: VAESP supported the School Based Management unit in conducting school appraisals to improve teaching quality, guide professional development, ensure accountability, and support student learning. The appraisal process helps principals recognise performance, inform planning and align with education goals, making them essential for a strong and effective education system. The appraisal results are discussed, documented, followed by development planning, goal setting and ongoing support for performance growth. At the end of 2024, 35 out of 88 principals (15 in Shefa, 6 Sanma, 5 Malampa, 2 Penama and 7 Tafea) appointed by the Teaching Services Commission underwent performance appraisals conducted by the School-Based Management unit, representing 40% of the targeted cohort. The focus of the appraisal is assessing the contracted school principals' performances against the Vanuatu Harmonized Standards (VHSS) Indicators Checklist, addressing the MOET Pillars on Access, Equity and Management.

To further support improved leadership outcomes, ultimately supporting principals to perform better on the appraisal, VAESP continued to invest in leadership capacity this period, with a dual focus on practical leadership development in the field and research to inform long-term leadership strategies. Administrative leadership support in Torba and Malampa equipped 18 principals and provincial officers with practical tools to manage resources strategically and strengthen community engagement. Instructional leadership coaching also provided principals with methods and foundational platforms such as the professional learning community (PLC) to drive teaching and learning through the CIP approach, supporting 40 principals (10 in Shefa, 10 in Sanma, 5 in Tafea, 5 in Penama, 5 in Malampa, 5 in Torba).

Work also progressed on broader leadership initiatives. Planning is underway for the Pacific Theological College (PTC)/Pasifika Communities University (PCU) month long leadership training in Malampa and Penama province, designed to provide accredited, contextually relevant professional development for school leaders. To further document outcomes from leadership support to education leaders, the School Leaders Survey championed by the School Based Management Unit and supported by VAESP for Shefa and Tafea provinces received MoET Senior Management approval, with refinements and updates to the research protocol that was developed in 2024. A research focal person (one female) and technical team (3 male) have been appointed to lead the work and the terms of reference has been approved.

Emerging Outcomes from Prior Activities: VAESP supported 255 school leaders (116 women and 139 men) to undergo accredited leadership training in the last two years. Seventeen outcome statements that directly or indirectly linked to VAESP and MoET support were all positive, recording progressive leadership changes at both the school and provincial office level. Ten out of fifteen principal interviewed in total demonstrated changes in leadership. There were 8 out of 15 principals interviewed that credited APTC training program to their changed leadership practices, and 7 principals are now implementing school strategic plans (SSPs) after guidance from the provincial office which VAESP supported. In addition to this, following the 2024 Provincial Women in Education Leadership network (PWELN) training focused on supporting women school staff (previously reaching 98 women across three provinces), one principal described behaviour change in a participant, attributing a 60% increase in productivity to participation in training delivered through the PWELN. However, a third of schools interviewed (5) reported challenges with people management issues, particularly in managing morale during the national teachers' strike and in managing new teachers who had recently graduated.

In addition to this, 3 out of 4 provincial office teams reported changes in their own leadership roles in the province. The challenge now is to institutionalise these behaviours, ensuring they are embedded in systems rather than dependent on individual champions.

Key results and contributions



8 out of 15 principals interviewed in VAESP supported schools in Malampa, Torba, Shefa and Sanma are now **more confident and effective in leading teaching and learning**, with stronger links between strategic planning and classroom practice.



3 out of 4 Provincial offices have **improved their capacity to plan, coordinate, and respond to school needs** in a timely and targeted way.



Positive leadership culture is emerging, where role modelling and visibility **drive sustained improvement** even during staff turnover.



GEDSI: Leadership training included modules on gender-responsive school management and inclusive decision-making, ensuring school planning and resource allocation consider the needs of all learners.



Long-term impact: Of the surveyed sample 100% (n=17) of leadership-related outcomes were positive highlighting appreciation for and progress from accredited training, creating marked leadership changes in schools. value and local ownership for continued implementation without ongoing external support.



Areas for strategic attention: In the context of the teachers' strike and ongoing employment disputes, school and education leaders require targeted support to manage staff effectively and build positive, high-performing teams in a complex and challenging environment.

Voices from the Field

*“I sent our deputy principal to [the training on women’s leadership]. She has changed after that training. Our culture sometime 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 percent. 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 (SBM) 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***

6 Budget progress

Figure 3: Estimated proportions of proposed program expenditure for 2025

As at mid-year, VAESP expenditure was tracking below the full-year forecast due to sequencing of activities, contextual disruptions and planned deferral of selected activities into 2026. Resources continued to be prioritised toward program activities, particularly support to MoET’s Curriculum Improvement Program and earthquake recovery priorities. Budget monitoring will continue through established DFAT and MoET governance processes.

7 Next steps

Immediate Priorities (July 2025 – December 2026)

The outcome harvest confirmed that VAESP’s strongest results are in areas with clear guidelines on processes to follow, resulting in tangible outputs and delivered within an enabling environment — such as infrastructure upgrades, financial transparency, and OpenVEMIS-driven data systems. These successes were characterised by simple cause–effect links, minimal behaviour-change burden, and clear incentives that enabled change.

By contrast, gains in more complex or behaviour-dependent areas — including sustained pedagogy change, inclusive education, and integration of vernacular instruction and transition methods— remain uneven. Evidence suggests that these require embedded behavioural change and political economy analysis alongside technical inputs, as demonstrated by the Curriculum Improvement Program (CIP).

In the next six months, VAESP will address persistent gaps by:

- **Continuing to analyse the political economy to inform implementation:** Dedicated time will be embedded in team meetings to review, update and revise plans based on the political economy analysis, to ensure that all interventions are not just informed by program quality data (outputs and outcomes) but also changing contextual and relational dynamics within the education system.
- **Follow-up on outcome harvest:** Work with MoET and partners to finalise present-back sessions from the May–June harvest, support continued sensemaking workshops, and co-develop practical action points that address gaps identified in inclusive education, language policy, and pedagogy.
- **Positioning interventions within the MoET’s flagship pedagogy initiative - CIP:** Ensuring CIP becomes the central hub for professional learning communities, inclusive education teaching practices, adoption of ICT tools, principal support and parent engagement, supporting the Curriculum Development Unit to work more intentionally with other MoET units so that provincial education officers, principals and teachers receive a streamlined schedule of supportive activities.
- **Conduct a positive deviance study:** Investigate the key factors in high performing schools in Vanuatu, including areas of inquiry on language of instruction. This study will also allow for MoET and VAESP to capture student perspectives, community teacher and principal experiences, provincial education officer perspectives and data on experience of children with disabilities in education to inform system-wide reform efforts.
- **Embedding inclusion into systems:** Build on outcome harvest findings by moving from reliance on individual champions to institutionalising inclusive practices, exploring entry points such as the professional learning community and the professional development sessions and monitoring network that will accompany it. This includes integrating prompts into planning tools, using peer learning within the school to normalise inclusive teaching, and linking data (e.g. disability reporting) into OpenVEMIS and school planning processes with the School Based Management (SBM) Unit so inclusion becomes part of everyday practice.

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

- **Leveraging technology for efficiency:** Use OpenVEMIS to target support, integrate Google Classroom into CIP phases, and maintain updated, accessible resource libraries.
- **Brokered coordination:** Establish a regular partner coordination group with not just MoET units but also other educator actors such as GPE and MFAT to develop a shared implementation calendar linked to CIP interventions and monitoring to reduce duplication.

Annex 1 – Program Logic Change Log

Table 1: Change log of program logic statements

Pillar	Original Description	Updated Description	Explanation
Access; moved to Quality	SO 1.1 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	<i>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.</i>
		SO2.1.2 Targeted schools are accessible for students with a disability or learning difficulties	
Access	SO 1.2 Parents and communities are aware of positive approaches to support their children’s education	SO1.2.1 Enhanced enrolment awareness and incentives	<i>Additional element added to provide attention on universal education and importance of enrolment</i>
		SO1.2.2 Workshops are conducted to address enrolment barriers	<i>Reworded original statement to address enrolment more intentionally</i>
Access	SO 1.3 Schools are informed to respond adequately to emergencies	SO1.1.1 Schools implement disaster preparedness strategies	<i>Divided into three explicit areas reflecting the high number of disasters that are occurring in Vanuatu and as one of the top risks rated countries in terms of disasters.</i>
		SO1.1.2 School infrastructure assessment reports are completed in timely manner post-disaster	
		SO1.1.3 Enhanced mass communications on disaster preparedness and response	
Access; moved to Quality	IO 1.1 Model Inclusion Schools provide safe and inclusive learning environments for all students	IO 2.1 Teachers in targeted schools are educating & providing targeted support to students with learning difficulties & disabilities	<i>Moved to the quality pillar to reflect the importance of addressing gaps in pedagogy of inclusive education into everyday teaching to address a wider range of needs with children with both physical disabilities and learning challenges.</i>
Access	IO 1.2 MoET has strengthened 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	<i>Reworded to emphasis school centred approach and support decentralisation of emergency preparedness and response</i>
Access	No dedicated intermediate outcome	IO 1.2 Parents & caregivers are motivated to enrol their children in school	<i>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</i>

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025


Pillar	Original Description	Updated Description	Explanation
Quality; split between Quality and Management	SO 2.1 Teachers and principals are demonstrating increased confidence to implement the national curriculum	SO2.2.1 Teachers & principals in CIP schools have increased capacity to strengthen curriculum delivery	<i>Reworded slightly to focus on delivery of existing resources in the national curriculum and the support that needs to be given to teachers to operationalise the curriculum</i>
Quality	SO 2.2 Teacher and principals have access to curriculum resources, training, and support	SO2.2.2 Curriculum and higher-impact strategy is used in planning & practice in CIP Focus Schools SO2.2.3 Systems for improved curriculum delivery and on ongoing professional learning is supported at 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	IO 2.1 Teachers are applying the curriculum and associated principles of teaching, learning and assessment	IO 2.2 Classroom instruction is improved in VAESP- supported schools (particularly in CIP Focus Schools)	<i>Reworded to be more concise.</i>
Management	SO 3.1 MoET, including Provincial Education Offices, have improved capacity to manage system performance data for evidence-based decision making and planning and supporting schools	SO3.1.1 OV policy & functionality at the MoET central level is strengthened SO3.1.2 Staff & student ICT capacity in schools is strengthened SO3.1.3 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	SO 3.2 School principals have increased their awareness and knowledge of school-based management and leadership practices	SO3.4.1 Provincial support for school management is strengthened SO3.4.2 School principal leadership & management capacity is built SO3.4.3 Quality of school principal leadership & 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>

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025


Pillar	Original Description	Updated Description	Explanation
Management	No dedicated intermediate outcome	SO3.2.1 Contracts are awarded & managed according to 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 flow on effect to Access.</i>
Management	IO 3.1 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	IO 3.2 PEOs 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 & financial transparency. Improved risk mitigation & accountability mechanisms	<i>To reflect ongoing work to better support schools to be fiscally strong in order to continue to access small grants.</i>
Management	No dedicated intermediate outcome	IO 3.2 Targeted schools & classrooms are constructed/ improved according to 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 flow on effect to Access.</i>

Annex 2 – Indicator Tracking Table

EOPO	Output Indicators	Status/Target	Short-Term Outcome Indicators	Status/Target	Intermediate Outcomes	Status/Target
 1 Access	Output 1 Emergency preparedness assessments & concept briefs: # and description of emergency preparedness communications documents developed	10 press releases, 20 articles / n/a	SO1.1.1 Schools implement disaster preparedness strategies: # and % of targeted teachers trained to deliver learning during emergencies (via google classroom)	61 CIP focus school teachers trained in 2 provinces / 6 provinces	IO1.1 School preparedness & response to emergencies are enhanced & disruption to learning is minimised: # and % of targeted classrooms receiving VAESP infrastructure support after an emergency % of relevant MoET staff reporting improved emergency preparedness and response as a result of VAESP support:	Technical support for 60 classrooms or buildings (all assessed schools received engineering advice) / 100% To be measured in December
	Output 2 Emergency impact assessment on school infrastructure: # of assessments supported post emergency	49 schools, 162 buildings/ n/a	SO1.1.2 School infrastructure assessment reports are completed in timely manner post-disaster: # of days from emergency onset to assessment report submission	49 reports completed within 2 weeks / Lag time reduces by next disaster		
	Output 3 Emergency Response & support mobilised: # and value of reconstruction grants provided	50% of total budget provided through DFAT/ n/a	SO1.1.3 Enhanced mass communications on disaster preparedness and response: # of people reached through awareness campaign	Data disaggregation capabilities to be reviewed and reported in December / 3,000 people		
	Output 4 Public awareness campaigns supported: # and description of awareness products or educational modules released	To be measured in December/2 products				
	Output 1 Public awareness campaigns supported: # of enrolment campaigns developed	3 campaigns (Back to School, School Grant, ECCE Campaign) / 3 campaigns	SO1.2.1 Enhanced enrolment awareness and incentives: # students benefitting from grant	Data disaggregation capabilities to be reviewed and reported in December	IO1.2 Parents & caregivers are motivated to enrol their children in school: Qualitative indicator: Parent or teacher perceptions of increased motivation for enrolment in school as a result of VAESP support	67% (n=24) of parent groups report increased motivation/ 70% target To be measured in December
	Output 2 Provision of grants to encourage enrolment: # schools receiving school grants	Data disaggregation capabilities to be reviewed and reported in December				
	Output 3 Training of trainers with teachers and principals: # of facilitators trained on how to run enrolment support workshops	None in this reporting period/ 53 teachers				
	Output 4 PSP strategy review and revision: # PSP strategy consultations supported	None in reporting period/ 1 consultation				


Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

EOPO	Output Indicators	Status/Target	Short-Term Outcome Indicators	Status/Target	Intermediate Outcomes	Status/Target
 2 Quality	Output 1 Training/ awareness-raising: # of people trained/coached in teaching methods	10 PCIOs received coaching on identifying children with learning challenges / 200 people	SO2.1.1 Targeted schools are equipped to care for and educate students with a disability or learning difficulties: % and # of trained teachers that can identify children who require more learning support	56 teachers trained in the diagnostic assessment at 40 CIP focus schools / 40 CIP focus schools	IO 2.1 Teachers in targeted schools are educating & providing support to students with learning difficulties & disabilities:	29% (n=7) of teachers or parents reported increased support / 20 target stories To be measured in December
	Output 2 Development & distribution of tools & guidance: # and description of inclusive education tools/guidance materials developed	1 inclusive education book training in preparation / 1 book	SO2.1.2 Targeted schools are accessible for students with a disability or learning difficulties: % and # of targeted schools that have learning challenge or disability assessment resources	14 schools have diagnostic assessment baseline results / 40 CIP focus schools	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	
	Output 3 Support to develop & distribute policy: # and description of inclusive education policies developed or supported	1 policy book training in preparation / 40 CIP focus schools				
	Output 1 Training/ coaching at national, provincial & school levels: # of people trained/coached in curriculum improvement methods	8 PCIOs trained in diagnostic assessment delivery/ 8 PCIO and 18 PCLF, CIP teachers	SO2.2.1 Teachers & principals in CIP schools have increased capacity to strengthen curriculum delivery: # and % of teachers demonstrating improved knowledge of core training content after training completion	To be measured in December	IO 2.2 Classroom pedagogy and practice is improved in VAESP- supported schools	10/14 (71%) CIP schools reporting positive impact of CIP in early stages/ 90% target To be measured in December
	Output 2 Development & distribution of resources and tools: # and description of curriculum improvement tools/resource materials provided by recipient institution	40 CIP focus schools received 1 set of PM Benchmark tools and the literacy diagnostic assessment / 6 tools	SO2.2.2 Curriculum and higher-impact strategy is used in planning & practice in CIP Focus Schools: % of teachers utilising data to inform teaching strategies	56 teachers utilised diagnostic assessments to plan lessons in 14 schools / 40 CIP focus schools	Qualitative indicator: Perception of teachers and school leaders on the impact of the CIP approach	
	Output 3 Curriculum review & improvement: # and description of curricula revised or developed	1 literacy diagnostic assessment developed/ 3-year levels	SO2.2.3 Systems for improved curriculum delivery and on ongoing professional learning is supported at school level: # and % of teachers demonstrating improved knowledge of core training content after training completion	7/10 (70%) CIP schools interviewed implementing basic morning routine/ 90% target	# and % of principals providing leadership of curriculum improvement in their classrooms	
	Output 4 Curriculum Implementation Monitoring: # professional learning communities established	None in reporting period/ 40 CIP focus schools				

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

EOPO	Output Indicators	Status/Target	Short-Term Outcome Indicators	Status/Target	Intermediate Outcomes	Status/Target	
 3 Management	Output 1 Data system enhancement: # and description of data management system improvements	5 enhancements / 20 data system enhancements	SO3.1.1 OV policy & functionality at the MoET central level is strengthened: # education information system plans or policies approved # relevant MoET staff using Digest data analysis tools	1 ICT Policy launched (50%) approved/ 100% target 6 MoET staff using R Script/ 4 target staff	IO 3.1 Improved data reliability, access and usage at all levels. Qualitative indicator: Perception of MoET national, provincial, teachers or principals on the impact of data management tools	7 stories collected: 3/4 provincial education offices and 4/15 schools report improved data reliability and usage / 20 target stories 25,000 school logons in April 2025 (50% increase from 2020) / 20% target increase	
	Output 2 Policy & plan development support: # and description of ICT policies/plans developed or supported	2 MoET policies and 1 strategy (OpenVEMIS Policy updated, ICT policy launched, ICT Policy Implementation Plan drafted)/ 2	SO3.1.2 Staff & student ICT capacity in schools is strengthened: % of trained teachers with improved knowledge of using ICT systems	70% (n=61) improved knowledge / 90% target			
	Output 3 Training/ awareness raising: # of people trained/coached in ICT systems	76 people; DL/GC: 61 teachers (8 women & 13 men in Shefa; 15 women & 25 men in Tafea) R Script: 6 MoET staff (1 woman, 5 men) OV: 10 teachers / 80 target teachers	SO3.1.3 ICT functional capabilities in schools are strengthened: # of schools with new/improved internet connectivity	2 high speed connections at primary schools (1 Tafea, 1 Shefa) / 20 CIP focus schools			# of users/logins per month in MoET education ICT systems # of statistical analysis modules produced in annual MoET Digest report
	Output 4 ICT equipment/ connectivity installed: # and description of IT systems installed	2 internet systems installed at primary schools (1 Tafea, 1 Shefa)/ 20 CIP focus schools					
	Output 1 ToR & recruitment support: # and description of positions recruited with VAESP support	1 national structural engineer recruited, 2 provincial recruitments underway/ 4 planned recruitments	SO3.2.1 Contracts are awarded & managed according to Infrastructure Policy Implementation Plan: # of weeks between design submission and contracts awarded for infrastructure improvements	None in reporting period	IO3.2 Targeted schools & classrooms are constructed/improved according to Infrastructure Policy Implementation Plan: # of classrooms constructed/improved according to Infrastructure Policy Implementation Plan	None in reporting period	
	Output 2 Development & distribution of tools & guidance: # and description of tools/guidance materials distributed	None in reporting period/ 2 tool					
	Output 3 Policy development support: # and description of infrastructure related policies developed or supported	1 National Asset Management Policy finalised/ 1 target policy					
	Output 4 Strategy, plan development and management support: # and description of infrastructure related plans/strategies developed	Capital works plan for 23 schools in Penama and 20 in Malampa approved; plans for Sanma, Torba, Shefa, and Tafea have been submitted/ 1 capital works plan					
	Output 1 Corporate Plan & Business Plan MEL support: # and description of overarching plans/strategies developed	1 baseline tool drafted / 1 measurement tool	SO3.3.1 MoET processes in planning, risk, & financial management are strengthened # and % of school finance reports submitted via OpenVEMIS # of risk and audit reports submitted via OpenVEMIS	Data disaggregation capabilities to be reviewed and reported in December / 90% target To be measured in December	IO3.3 Improved planning & financial transparency, risk mitigation & accountability mechanisms: % of relevant MoET staff reporting improved financial planning and risk management	None in reporting period; noting 10/15 schools and ¾ provincial education offices report improved financial management/ SSP alignment None in reporting period; noting	
	Output 2 Training/ awareness-raising: # of people trained/coached on planning, risk and financial management	None in reporting period					
Output 3 Development & distribution of tools & guidance: # and description of financial, planning, risk or management tools/guidance materials distributed	1 Procurement Manual completed, Financial Management Manual in development, 1 Annual Audit Plan updated: Audit Manual & Risk Charter awaiting approval/ 4 target tools						
Output 4 Policy development support: # and description of planning, risk, management policies developed or supported	1 New Policy Proposal supported / 2 target policies						

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

EOP	Output Indicators	Status/Target	Short-Term Outcome Indicators	Status/Target	Intermediate Outcomes	Status/Target
	Output 5 Strategy & plan development support: # and description of directorate plans/strategies developed	1 Medium Term Expenditure Framework updated/ 1 target plan				
	Output 1 Training/ coaching & awareness-raising: # of education leaders trained/coached in leadership	Instructional Leadership: 40 principals Leadership Coaching: 18 Principals Torba/Malampa / 226 target	SO3.4.1 Provincial support for school management is strengthened: # of provincial and zone level networks established or supported	None in reporting period / 18 networks	IO3.4 Improved provincial and school-based leadership and management in targeted schools: Qualitative Indicator: principals and provincial leaders reporting improved leadership and coordination practices # and % of principals applying leadership and management skills	10/15 school principals (66%) interviewed demonstrated positive leadership changes/ 70% target To be measured in December
	Output 2 Development & distribution of tools & guidance: # and description of leadership and school management tools/guidance materials distributed	None in reporting period / 4 tools	SO3.4.2 School principal leadership & management capacity is built: # of school leaders completing accredited leadership program	None in reporting period / 50 school leaders		
	Output 3 Principal and teacher appraisals and schools' standards monitoring: # of principal induction trainings held	None in reporting period / 9 target	SO3.4.3 Quality of school principal leadership & management is monitored: # of principals' appraisals completed by provincial authority in targeted schools	35/88 appraisals conducted (15 in Shefa, 6 Sanma, 5 Malampa, 2 Penama and 7 Tafea / Target of 20 appraisals		

Annex 3 – Mid-year Progress towards Targets

Program Logic #	Annual Plan	Target	Activity Status	Progress rating
1.1	Support roll-out of IE resource book	Education resource book to 172 schools	Progress of activity will be reported in the next quarter	Progressed
1.1	Support roll-out of IE policy	100% of teachers & principals in targeted schools Penama (50) Sanma (50) Shefa (50) and Torba (50) trained/coached on inclusive education.	As part of a joint effort, VAESP through regular collaboration with the MoET, draft and review the Gender Equity in Education Policy, support the Gender Gap Analysis Workshop, including preparation of materials and feedback on findings and contribution to the finalization of the Child Safeguarding Policy through development of Terms of Reference	Progressed
1.1	Women's leadership network	53 PWELN	Progress of activity will be reported in the next quarter	Progressed
1.2	Parent Support Program	150 caregivers and parents (near 42 kindergartens by end of 2025)	VAESP supported the delivery of 34 PSP workshops to 383 (152 men & 234 women) parents and caregivers in Torba province.	Achieved
	Back to School Campaign	3 campaigns reaching 3000 people	Over 250,000 mobile users & 350,000 FB users reached through the campaign. Campaign used: Press release ads, radio ads, TV ads, social media, SMS, MoET website, Email signatures and email information to MoET network.	Achieved
	Sharing VAESP / GoA success stories	20 stories (folktale & Outcome harvest)	3 stories and 1 folktale	Progressed
	Communications training	0	VAESP supported two half day sessions on Writing Social Media Posts with MoET staff (7 male and 2 female)	Achieved

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

Program Logic #	Annual Plan	Target	Activity Status	Progress rating
1.3	Training of Provincial Maintenance Officers (PMO)	4 PMO	While preparations are underway, training will happen in quarter 4 of 2025	Progressed
1.4	Supporting Recovery rebuilds		VAESP supported the damage assessment of 49 schools in Shefa province of which 162 buildings were assessed. The recovery efforts included 10+ press releases, 20+ articles targeting social media/ radio coverage for earthquake recovery.	Achieved
	School-based Disaster Risk Reduction Handbook	1 campaign and 1 educational resource book	Emergency communications through 5 press releases, 5 Facebook posts, 35 radio advertisements, 4 SMS. 6 social media posts and 1 press release article distributed on Mental Health and Psychological support.	Progressed
2.1	CIP and Provincial Literacy Strategy	20 CIP schools	VAESP collaborated with MoET to launch the CIP and Provincial Literacy Strategy in March 2025.	Progressed
	Strengthening ECCE curriculum	K-3 teachers + principals - 100% 8 PCIOs, 18 PCLF	ECCE curriculum materials finalized and preparations underway for ECCE policy validation workshop in August 2025.	Progressed
	Learning through mother tongue - vernacular	0	VAESP consulted and communicated with the Malampa Education Office, including 5 schools principals in preparations for the Vernacular workshop in July 2025. The workshop outcome will be reported in the next quarter.	Progressed
	Instructional and literacy leadership	K-3 teachers + principals -100% 8 PCIO, 18 PCL	Instructional leadership training was delivered to 40 principals and deputy principals in CIP focused schools.	Progressed
	Effective teaching professional learning program	K-3 teachers + principals -100% 8 PCIO, 18 PCL	Growth Coaching training delivered to 21 participants (8 PCIO's and 13 MoET staff).	Progressed
	Class-based assessment / ARTTLe	K-3 teachers + principals -100% 8 PCIO, 18 PCL	CIP diagnostic assessment conducted in 2 provinces (Shefa and Sanma) covering 22 schools using literacy focused assessment. 8 provincial curriculum improvement officers (PCIO) trained and coached to run baseline assessments	Progressed

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

Program Logic #	Annual Plan	Target	Activity Status	Progress rating
	Supporting review of teacher guides for Y1-3	K-3 teachers + principals -100% 8 PCIO, 18 PCL	This activity was planned for implementation during this quarter but could not continue due to pending VNCS work.	Behind schedule
2.2	School Leaders Certificate Training	Graduate list	The School Leaders Certificate Training is Paused for evaluation. 44 leaders graduated in 2025.	Progressed
2.3	Support to VANSTA	0	Administration, printing of VANSTA tests to all primary and secondary schools and consultation in preparation for the tests in August 2025 completed.	Progressed
	Review of VNCS	0	Recruitment for VNCS coordinator pending.	Progressed
3.1	Strengthening ICT in schools	80 members of school community	10 CIP Schools (Shefa) received Digital Literacy, Google Classroom Training including internet awareness while waiting for potential suppliers for the instalment of Internet connectivity to the schools. Nofo School (Emae) and Analgauhat (Aneityum) internet connection were completed.	Progressed
	Automating statistical digest	0	2023 and 2024 digest completed, pending publishing and dissemination during the second quarter. The 2025 digest is fully automated and should be disseminated by the third quarter.	Progressed
	Supporting OV data entry	e-learning accessible in 20 CIP schools	VAESP worked with MoET through the IT Unit reviewed the OV policy and is ready for Ministry and stakeholders' consultation.	Progressed
	Supporting OV and MoET information systems	0	Delivered OpenVEMIS training to 20 schools in Sanma and Malampa provinces including refresher training to the provincial education officers.	Progressed
	Supporting ICT policies, procedures and infrastructure	Implementation plans for 20 CIP schools	MoET, with support from VAESP reviewed, updated and launched its ICT policy to keep up with modern technology used in teaching and learning. This new policy includes ways to improve how students learn online and make technology, like computers, more accessible in schools. The process of reviewing the policy had some challenges, such as finding time for MoET staff and schools to meet and work on it. Despite this, the review was successfully completed. Furthermore, the Implementation Plan for the ICT Policy was drafted and is under review.	Progressed

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

Program Logic #	Annual Plan	Target	Activity Status	Progress rating
3.2	Development of School Procurement Guidelines	0	VAESP worked with MoET on the Procurement Manual that has been approved by the MoET and submitted for translation.	Progressed
	Strengthening financial management systems	0	VAESP is following up with PEO on the Financial Management Manual training plan for the MoET Senior management team. A draft Finance Management Manual is submitted for review and pending submission to Senior Management for approval. In addition, meetings are held with FAU to confirm VAESP technical advisor's support for the MoET Finance Analyst including the assistance with NPP submissions for 2025 budget (Capital Works Plan for Penama and Malampa, submitted and incorporated into the MoET MTEF as part 2025 Budget submission.)	Progressed
	Supporting budgeting systems	0	VAESP provided technical assistance with the NPP submissions for the 2025 budget (Penama and Malampa Capital works Plan submitted and incorporated into MoET MTEF as part of the 2025 submission)	Progressed
	Strengthening audit and review systems	0	VAESP supported MoET through the FAU to review the 2025 Annual Audit Plan to include two (2) Risk Audits and organize the induction of the Audit Committee on 7th February 2025. VAESP supported the revision of the Audit Manual and Audit Risk Charter for MoET Senior Management approval, including recommendations to DG for the Committee appointment.	Achieved
	Supporting DFA monitoring and reporting	0	The M&E team worked hard during this period to strengthen VAESP and MoET MEL tracking progress, collection and analysis of data, reporting to DFAT and facilitating learning.	Progressed
3.3	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. The Tafea, Sanma and Penama principal appraisals will be reported in the next quarter	Progressed
	Strengthening Provincial coordination and support	0		Not started

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

Program Logic #	Annual Plan	Target	Activity Status	Progress rating
	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.	Progressed
	Review of education authority and school registration policy	Implementation plans for 20 CIP schools	Draft policy is ready for the ministry consultation. The registration guideline is with TA for review.	Progressed
	Supporting MoET Directors in planning & management	0		Not started

Annex 4 – Provincial Impact Snapshot

VAESP PROVINCIAL SCOREBOARD MALAMPA PROVINCE

Systems Excellence • Rural Focus • Crisis Resilience Champion



31 INTERMEDIATE
OUTCOME CHANGES

84%

SUCCESS RATE



291* TEACHERS REACHED



\$32AUD/STUDENT
INVESTMENT

VAESP Investment Timeline

2019-
2020
\$181K

- Foundation building and system establishment
- 274 teachers and MoET staff across 82 schools trained in Year 4 Teacher Guide
- 12 Mobile ECCE Officers trained in curriculum
- 156 teachers trained in the Year 5 & 6 curriculum
- Financial systems standardization initiated
- Electronic reporting framework development
- ECCE teacher pipeline: 247 teachers prepared for training
- Provincial coordination systems established

2021
\$111K

- Curriculum implementation focus
- 5 school leaders completed a leadership certificate course
- 2 participants trained with the School Based Management Unit on SIO Operational Guidelines
- 261 teachers across 237 schools trained in the School Literacy program
- Supported the delivery of VANSTA to 3,559 Year 4,6 and 8 students
- 76 principals trained in the Principal's Handbook
- 30 female officers trained in the women's leadership network
- 5 principals completed an induction program
- 7 School Improvement Officers trained
- 23 teachers trained on Ademap Lanwis
- 23 people trained in class based assessments
- 20 teachers supported in Diploma programs at NUV

2022-
2023
\$112K

- Systems strengthening and crisis resilience
- Provincial Women in Education Leadership Network established
- 97.7% primary schools developed a school strategic plan as a result of training
- Financial Management training delivered to school principals

2024
\$99K

- Operational excellence and digital innovation
- 5 Curriculum Improvement Program focus schools selected
- Digital literacy breakthrough: over 15 schools trained
- 50 women reached through Provincial Women in Education Leadership network
- Capital Works Plan developed for the province
- Google Classroom introduced to over 15 schools
- VSAT installation at the provincial education office and Amelvet primary school
- 5 Literacy and numeracy champions trained

VAESP's Contribution Patterns

DIRECT ATTRIBUTION

12 OUTCOMES

Excellent execution of targeted VAESP interventions including financial training and curriculum support



100% OF CHANGES POSITIVE

INDIRECT INFLUENCE

20 OUTCOMES

Strong spillover effects from integrated systems - financial, ICT, and curriculum working together



74% OF CHANGES POSITIVE

SYSTEM CONTEXT

3 OUTCOMES

Favorable rural education environment enabling sustained implementation



67% OF CHANGES POSITIVE

Intermediate Outcomes Performance

IO 1.1 - Disaster Prep

¼ schools are more prepared for a disaster.

IO 2.1 - Inclusive Education

¼ utilised improved inclusive education teaching methods

IO 3.1 - Data Reliability

¼ schools reporting improved data tracking

IO 3.3 - Financial Planning

¼ schools reporting improved financial planning

IO 1.2 - Enrolment

½ schools reported noticeable reduced barriers to enrolment

IO 2.2 - Curriculum & Pedagogy

¼ schools reported improved pedagogy or curriculum implementation

IO 3.2 - Infrastructure

¾ schools reporting improved small scale infrastructure

IO 3.4 - School Leadership

½ of school principals reporting improved school leadership

Rural School: CURRICULUM EXCELLENCE CHAMPION

This rural school represents Malampa's early adaption of the Curriculum Improvement Program and cumulative results from years of school administration training. Through sustained VAESP support, the school transformed from struggling with basic assessments to becoming a model for curriculum implementation and teacher confidence building across rural contexts.

Evidence of Transformation:

- Teachers gained confidence delivering content to diverse ability levels
- CIP training enabled early identification of literacy gaps
- Parents report visible improvements in reading and maths performance
- Monthly financial reporting replaced quarterly/annual systems
- Infrastructure: classroom ceilings, dining hall, proper furniture installed

"I thank the government through its partners that this literacy and curriculum are foundation and must be strengthened. The students can sit comfortably and concentrate on learning."

Broader Impact:

Crisis Resilience: During 2023 teacher strikes, school maintained operations using grant funds for community teachers, preventing enrollment decline and demonstrating adaptive program flexibility.



Ministry of Education & Training
Government of Vanuatu

VAESP
VANUATU AUSTRALIA
EDUCATION SUPPORT
PROGRAM

VAESP PROVINCIAL SCOREBOARD SANMA PROVINCE

Digital Innovation • CIP Early Adapted • Infrastructure Focus Needed



24 INTERMEDIATE
OUTCOME CHANGES

58%

SUCCESS RATE



316* TEACHERS REACHED



\$29AUD/STUDENT
INVESTMENT

VAESP Investment Timeline

2019-
2020
\$237K

- Early investment and foundation building
- 31 Ademap Lanwis trainers (100% of target - highest provincial achievement)
- 308 teachers and MoET staff across 91 schools trained in Year 4 Teacher Guide
- 13 Mobile ECCE Officers trained in curriculum
- 150 teachers trained in the Year 5 & 6 curriculum
- 32 women joined the provincial women's network

2021
\$183K

- Peak curriculum implementation year
- 4 schools received ICT system support
- 32 school leaders graduated from a leadership and management course
- 68 principals trained on VANSTA analysis
- Provincial Women in Education Leadership Network established
- 79.3% primary schools developed a school strategic plan as a result of training
- Financial Management training delivered to school principals

2022-
2023
\$208K

- Infrastructure and rapid enrollment growth
- Urban growth challenge: Largest school reached 2,123 students
- CIP implementation: Adapted for large class sizes and urban context
- Infrastructure pressure responses: Rapid facility expansion needed
- Curriculum communications strategy: Urban-appropriate materials developed
- School leadership capacity: Advanced management training for growth
- Digital infrastructure preparation & Google classroom introduced in key schools

2024
\$63K

- Digital transformation and operational optimization
- Over 40 boxes of resource books distributed to 10 primary schools
- Capital Works Plan developed for the province
- 4 provincial curriculum support roles hired
- 10 Curriculum Improvement Program focus schools selected
- Digital literacy breakthrough: over 15 schools trained
- Google Classroom introduced to over 15 schools
- 29 women and 5 men reached through GEDSI workshops
- 4 Secondary Schools received literacy resources
- 10 Literacy and numeracy champions trained

VAESP's Contribution Patterns

DIRECT ATTRIBUTION

12 OUTCOMES

Strong execution of targeted VAESP interventions



83% OF CHANGES POSITIVE

INDIRECT INFLUENCE

12 OUTCOMES

Policy implementation challenges affected spillovers



33% OF CHANGES POSITIVE

SYSTEM CONTEXT

10 OUTCOMES

Language policy complications in urban context



30% OF CHANGES POSITIVE

Intermediate Outcomes Performance

IO 1.1 - Disaster Prep

¼ schools are more prepared for a disaster.

IO 2.1 - Inclusive Education

¼ utilised improved inclusive education teaching methods

IO 3.1 - Data Reliability

½ schools reporting improved data tracking

IO 3.3 - Financial Planning

¼ schools reporting improved financial planning

IO 1.2 - Enrolment

½ schools reported noticeable reduced barriers to enrolment

IO 2.2 - Curriculum & Pedagogy

¼ schools reported improved pedagogy or curriculum implementation

IO 3.2 - Infrastructure

¼ schools reporting improved small scale infrastructure

IO 3.4 - School Leadership

½ of school principals reporting improved school leadership

Urban School: DIGITAL TRANSFORMATION LEADER

This urban school exemplifies Sanma's digital innovation focus. Comprehensive OpenVEMIS integration transformed all school functions, establishing automated systems and full transparency with MoET. The school became a model for digital transformation in the province.

Digital Excellence Achieved:

- All reporting, planning, and strategic documents uploaded to OpenVEMIS
- Automated systems reduced administrative burden significantly
- Full transparency with MoET through digital platforms
- Smart classroom technology enhancing teaching and learning
- Digital literacy improvements among teachers and students

"All reports, strategic plans, annual workplans are uploaded into OpenVemis. When I submit information, it has to be transparent."

Growth Challenge:

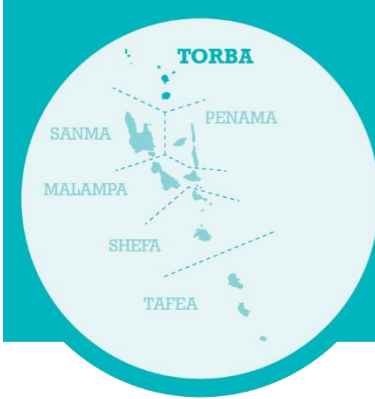
Success-driven enrollment growth created significant overcrowding challenges, requiring adaptive infrastructure solutions and demonstrating the need for balanced growth management.



Ministry of Education & Training
Government of Vanuatu

VAESP

VANUATU AUSTRALIA
EDUCATION SUPPORT
PROGRAM



VAESP PROVINCIAL SCOREBOARD TORBA PROVINCE

Parent Support Program Success • CIP Early Adoption • Adaptive Budgeting



31 INTERMEDIATE
OUTCOME CHANGES



SUCCESS RATE
81%



1,955* TEACHERS REACHED



\$164AUD/STUDENT
INVESTMENT

VAESP Investment Timeline

2019-
2020
\$12K

- Foundation investment and remote area preparation
- 72 teachers and MoET staff across 23 schools trained in Year 4 Teacher Guide
- 10 MEOs trained (100% of target achieved - perfect execution)
- 42 teachers trained in the Year 5 & 6 curriculum
- 20 ECCE teachers trained and certified in remote island context
- 12 women joined the provincial women's network

2021
\$102K

- Curriculum excellence and network completion
- 137 teachers across 12 schools trained in the zone plans for literacy improvements
- 2 schools participated in the Curriculum Implementation Monitoring Study (CIMS)
- Supported the delivery of VANSTA to 872 Year 4, 6 and 8 students
- 11 female officers trained in the women's leadership network
- 23 principals trained in the Principal's Handbook
- 2 principals completed an induction program
- 2 School Improvement Officers trained
- 8 teachers trained on Ademap Lanwis
- 8 people trained in class based assessments
- 11 teachers supported in Diploma programs at NUV
- Vernacular materials breakthrough: Bloom software training for local languages

2022-
2023
\$214K

- PSP implementation and community transformation
- 545 parents reached in the Parent Support Program across 46 communities
- 11 schools received ICT system support
- 22 principals trained on VANSTA analysis
- 30 women supported in the newly established Provincial Women in Education Leadership Network
- Financial Management training delivered to school principals

2024
\$179K

- PSP excellence and sustainable impact
- 22 school leaders trained in developing school strategic plans
- Capital Works Plan developed for the province
- 5 Curriculum Improvement Program focus schools selected
- 1,955 parents reached across 55 communities via the Parent Support Program
- Parents of 17 children with disabilities received training in supporting their children
- 13 parents completed Mama's Literacy program
- 5 Literacy and numeracy champions trained
- Behavioral change evidence: Home "education corners" created island-wide
- Impact evaluation: Positive changes in child hygiene, study habits documented
- Sustainable model: PSP framework ready for replication in other remote areas

VAESP's Contribution Patterns

DIRECT ATTRIBUTION

16 OUTCOMES

Strong targeted community intervention success, crediting PSP as a life altering approach



88% OF CHANGES POSITIVE

INDIRECT INFLUENCE

15 OUTCOMES

Consistent spillover effects from community programs in children's learning outcomes and health



73% OF CHANGES POSITIVE

SYSTEM CONTEXT

0 OUTCOMES

Perseverance in remote island education environment

N/A

Intermediate Outcomes Performance

IO 1.1 - Disaster Prep

1/3 schools are more prepared for a disaster.



IO 2.1 - Inclusive Education

2/3 utilised improved inclusive education teaching methods



IO 3.1 - Data Reliability

1/3 schools reporting improved data tracking



IO 3.3 - Financial Planning

2/3 schools reporting improved financial planning



IO 1.2 - Enrolment

2/3 schools reported noticeable reduced barriers to enrolment



IO 2.2 - Curriculum & Pedagogy

2/3 schools reported improved pedagogy or curriculum implementation



IO 3.2 - Infrastructure

2/3 schools reporting improved small scale infrastructure



IO 3.4 - School Leadership

2/3 of school principals reporting improved school leadership



Urban School: DIGITAL TRANSFORMATION LEADER

This rural school exemplifies Torba's community excellence approach. The PSP transformed parent understanding and engagement, with 99% of parents correctly identifying that attention and affection supports brain development. This cultural shift created lasting improvements in educational outcomes.

Community Transformation Evidence:

- 99% of parents correctly identify brain development factors in post training assessments
- Parents actively creating "education corners" at home
- Improved child hygiene habits reported across communities
- Teachers observing positive changes in student attitudes
- Sustained parent engagement in classroom activities

Growth Challenge:

PSP created lasting cultural change in parent-school relationships. The remote island setting enabled deep community engagement and provided a model for replication across other isolated education contexts.

"Before PSP I would never have gone inside the classroom. I stood outside. It wasn't my place. Now I understand that my involvement helps my child's brain development."



Ministry of Education & Training
Government of Vanuatu

VAESP
VANUATU AUSTRALIA
EDUCATION SUPPORT
PROGRAM



VAESP PROVINCIAL SCOREBOARD SHEFA PROVINCE

CIP Early Adoption • Innovation Trial Center • Infrastructure Focus Needed

33 INTERMEDIATE OUTCOME CHANGES

55% SUCCESS RATE

326* TEACHERS REACHED

\$40AUD/STUDENT INVESTMENT

VAESP Investment Timeline

- 2019 \$140K**
 - Foundation phase with infrastructure development
 - 31 Ademap Lanwis trainers trained (100% target achieved)
 - Provincial coordination establishment
 - Initial teacher training programs launched
 - Early curriculum implementation support
- 2020 \$150K**
 - Sustained investment in teacher development
 - School Improvement Officers workshops
 - 10 Mobile ECCE Officers trained in curriculum
 - 136 teachers trained in Year 5 & 6 curriculum
 - Leadership development programs initiated
- 2021 \$336K**
 - Peak investment year - innovation trials
 - 74 principals trained in Operational Guidelines
 - 14 model inclusive education schools established
 - 30 teachers across 5 schools trained in Learn to Read
 - Supported VANSTA to 7,305 students
 - 57 principals trained in Principal's Handbook
- 2022 \$102K**
 - Curriculum and inclusion focus
 - 4 schools received ICT system support
 - 13 model inclusion schools supported
 - Financial Management training programs
 - School-based management strengthening
- 2023 \$55K**
 - Consolidation phase activities
 - 6 schools supported with multilingual teaching
 - Provincial Women in Education Leadership Network
 - Continued financial management support
 - Leadership training refinement
- 2024 \$526K**
 - Major infrastructure and technology transformation
 - Over 40 boxes of resource books to 10 schools
 - 44 school leaders trained in strategic plans
 - Capital Works Plan developed for province
 - 1 VSAT connection installed at primary school
 - 10 Literacy and numeracy champions trained

VAESP's Contribution Patterns

DIRECT ATTRIBUTION 12 OUTCOMES Early scalability of CIP, positive changes in planning and financial management, signs of changing leadership practices 67% OF CHANGES POSITIVE	INDIRECT INFLUENCE 21 OUTCOMES Innovation trials and infrastructure development where VAESP provided sustained, targeted support 48% OF CHANGES POSITIVE	SYSTEM CONTEXT 13 OUTCOMES Teacher instability, slow response to disasters, overloaded by NGO and sports partners, concerns about changing ICT context and child safety 23% OF CHANGES POSITIVE
---	---	--

Intermediate Outcomes Performance

IO 1.1 - Disaster Prep ¼ schools are more prepared for a disaster.	IO 2.1 - Inclusive Education ¼ utilised improved inclusive education teaching methods	IO 3.1 - Data Reliability ¼ schools reporting improved data tracking	IO 3.3 - Financial Planning ¼ schools reporting improved financial planning
IO 1.2 - Enrolment ¾ schools reported noticeable reduced barriers to enrolment	IO 2.2 - Curriculum & Pedagogy ¼ schools reported improved pedagogy or curriculum implementation	IO 3.2 - Infrastructure ¾ schools reporting improved small scale infrastructure	IO 3.4 - School Leadership ¾ of school principals reporting improved school leadership

Rural School: LEADERSHIP TRANSFORMATION & COMMUNITY TRUST

This rural school demonstrates how targeted leadership training can transform entire school communities. Following comprehensive VAESP leadership development, the principal applied new management strategies that strengthened staff coordination, improved student management, and enhanced community trust.

"In 2023, I attended the Leadership and Management training and it really helped me to find confidence and be a better principal. I can now stand strongly in front of teachers and students to handle complicated situations."

Evidence of Transformation:

- Principal completed MoET, SBM, and VAESP leadership training in 2023
- Enhanced school planning and classroom support systems
- Increased teacher accountability through structured management
- Rising student enrollment due to improved school reputation
- Strengthened relationships with community and staff

Broader Impact:

Leadership transformation created a collaborative school culture with shared responsibilities across ECCE, primary, and secondary levels. The school became a model for effective management practices that other Shefa schools are now adopting.



Annex 5 – School Story Highlight

Curriculum Improvement Program in Motion:

Emerging results

A large francophone primary in SANMA province with over 600 students and about 30 teachers, became one of five Curriculum Improvement Program (CIP) focus schools in Santo in 2024. The CIP, delivered by the Ministry of Education and Training (MoET) with support from the Vanuatu Australia Education Support Program (VAESP), aims to lift literacy and numeracy outcomes in the foundation years through high-impact teaching strategies, targeted teacher coaching and modelling by establishing a professional learning community within each school, and regular classroom diagnostic assessments.

MoET Provincial Curriculum Improvement Officers, recruited with VAESP support, began by running awareness sessions with the school and conducting baseline literacy assessments for kindergarten to Class 3. As one officer explained: *“The assessments have given us a snapshot of the literacy levels... these baselines assessments are giving us a clearer picture... and will help principals and the teachers of these classes to work to improve the teaching and learning taking place in the classroom.”*

Teachers and the principal also attended curriculum training designed to align practice across the school. The principal recalled: *“Before the training, the new curriculum came in... the teachers took it even though they were not sure how to use it... they were breaking the bush... with this training, all the teachers are now on the same line... they all understand what to do.”*

Provincial officers observed that CIP support was not just about classroom teaching – it also strengthened instructional leadership. As one said: *“Principals have so much opportunity to learn nowadays; they do not have an excuse – they should be able to make changes.”* The principal confirmed the importance of training in his role: *“Our role is to observe and monitor the implementation in classrooms... these trainings are important for professional development... when we get training that addresses our weaknesses, it improves us... it strengthens us.”*


The professional learning community concept is not a new concept; some CIP focus schools reported previously having a form of school-based meetings that included instructional reflection, but many times additional discussion on administrative management detracted from this intent. The establishment of the new professional learning community (PLC) will formalise and institutionalise a dedicated meeting time every two weeks with an explicit agenda driven by the school principal and literacy champions. This forum will encourage reflection on high impact teaching strategies employed in the classroom – a missing cog in the education system that will finally provide teachers with real time feedback on their application of pedagogy with students.

However, progress has been challenged by the ongoing national teacher strike, which has the potential to undermine teacher support efforts through the PLC. The principal reported: *“We are paying ten teachers... we could exhaust the school grant before the end of the year.”* Rising enrolment has also put pressure on space and resources: *“The more enrolments we get, the more teachers we need and more classrooms are needed... paying teachers is disabling us from working on our infrastructure to accommodate the rising number.”* He also noted language transition issues, with some students struggling to master French after early Bislama instruction.

Even with these hurdles, the early experience with CIP shows the value of coordinated curriculum support, teacher training, and leadership development.


Annex 6 – Expenditure by Activity

MoET Goals	Activity Areas	Sub-Activity	2025 Annual Plan Budget (VUV)	Expenditure (at June 2025) VUV	2025 Annual Plan Budget (AUD)	Expenditure (at June 2025) AUD	Progress variance	Status Comments
 ACCESS	1.1 Strengthen Inclusive Education	1.1.1. National Roll-out of Inclusion Schools	5,000,000	5,495,616	64,935	71,372	110%	Penama & Sanma workshops complete. Shefa scheduled for Sept. Anticipated overspend. Savings from Activity 1.2.1 to be absorbed.
		1.1.2. Support to IE policy review	3,000,000	31,393	38,961	408	1%	Penama & Sanma workshops complete. Monitoring of IE Resource book (Sept). Activity & budget on track.
		1.1.3. Provincial women in education leadership network	5,000,000	0	64,935	0	0%	Penama & Torba workshops scheduled for October 2025
	1.2 Increase Involvement of School Communities	1.2.1. Support to corporate education communication	8,000,000	4,231,059	103,896	54,949	53%	Anticipated 2,000,000 saving redirected to Activity 1.1.1
		1.2.2. ECCE Parent Support Program	5,000,000	785,349	64,935	10,199	16%	Torba workshops scheduled for Q3. Redirect anticipated 1,000,000 saving to 1.4.1
	1.3 Improve School Infrastructure	1.3.1 Asset Master Plan	2,000,000	6,684	25,974	87	0%	Activities scheduled for Q3. TBC by MoET.
	1.4 Strengthen Response to Disaster	1.4.1 Emergency Response Fund	2,000,000	2,195,600	25,974	28,514	110%	
TOTAL ACCESS			30,000,000	12,745,702	389,610	165,529	42%	

MoET Goals	Activity Areas	Sub-Activity	2025 Annual Plan Budget (VUV)	Expenditure (at June 2025) VUV	2025 Annual Plan Budget (AUD)	Expenditure (at June 2025) AUD	Progress variance	Status Comments
 QUALITY	2.2. Strengthen teaching and learning	2.2.1 Curriculum Improvement Program	90,000,000	39,673,700	1,168,831	515,243	44%	On track. CIP will absorb underspends on PCIO interventions.
		2.2.2 Provincial literacy strategy			combined with CIP			
		2.2.4 Strengthening ECCE curriculum	15,000,000	-148,625	194,805	-1,930	-1%	Resources printed Q4. On track.
		2.2.5. Learning through mother tongue - vernacular	5,000,000	0	64,935	0	0%	Workshop scheduled October. On track.
		2.2.6 CIP: Instructional and literacy leadership			combined with CIP			
		2.2.7 CIP: Effective teaching and professional learning			combined with CIP			
		2.3. Strengthen assessment monitoring and reporting	2.3.2 Class-based assessment/ARTTLe			combined with CIP		
	2.3.3 Support to VANSTA		13,000,000	0	168,831	0	0%	Anticipate full expenditure in Q3.
	2.4. Strengthening curriculum materials	2.4.1 Review of VNCS	8,000,000	604,450	103,896	7,850	8%	Anticipated underspend due to delayed VNCS. Redirect to CIP.
		2.4.2 Supporting review of teachers guides for Years 1-3	8,000,000	0	103,896	0	0%	Savings of 6,000,0000 anticipated. Redirect to CIP.
2.4.3 Distribution literacy resources for schools				combined with CIP				
TOTAL QUALITY			139,000,000	40,129,525	1,805,194	521,162	29%	

Vanuatu Australia Education Support Program Phase 2

Mid - Year Report-January- June 2025

MoET Goals	Activity Areas	Sub-Activity	2025 Annual Plan Budget (VUV)	Expenditure (at July 2025) VUV	2025 Annual Plan Budget (AUD)	Expenditure (at July 2025) AUD	Progress variance	Status Comments	
 MANAGEMENT	3.1 Strengthening Data Information and Knowledge Generation	3.1.1 Strengthening ICT in schools	13,000,000	577,303	168,831	7,497	4%	Estimated overspend 2,000,000 (solar & Starlink procurement)	
		3.1.2 Statistical Digest and Key Education Factsheets	2,500,000	0	32,468	0	0%	Activity scheduled Q3. Anticipated underspend 1,500,000 redirected to MEL.	
		3.1.3 Supporting OV data entry	500,000	0	6,494	0	0%	Consultations scheduled for Q3	
		3.1.5 Supporting OV software and MoET information systems	2,000,000	0	25,974	0	0%	Activities scheduled for Q3 & Q4	
	3.2 Strengthen Policy Direction, Planning, Management and Accountability Systems	3.2.2. Strengthening financial management systems	2,500,000	1,286,076	32,468	16,702	51%	Training commenced. On track.	
		3.2.3 Supporting planning	12,000,000	45,371	155,844	589	0.4%	Corporate baseline will be deferred to 2026	
		3.2.4 Supporting budgeting systems	2,500,000	0	32,468	0	0%	Unlikely to progress. Redirect 2,000,000 to Activity 3.1.1	
		3.2.5 Strengthen audit and review systems	500,000	0	6,494	0	0%	Workshop scheduled Q4	
		3.2.6. Review of education authority and school registration	500,000	0	6,494	0	0%	Workshop scheduled Q4	
		3.2.7 Support for ICT Policies, Procedures and Infrastructure	5,000,000	748,870	64,935	9,726	15%		
	3.3 Strengthen School Management and Leadership	3.3.1 Supporting School Leaders Certificate Training	Activity paused to evaluate	127,148	-	1,651		Funding allocated for graduation & MEL survey.	
		3.3.2 Supporting Principals' Handbook Training	5,000,000	1,009,927	64,935	13,116	20%	Principal assessments complete. Anticipated underspend. Redirect savings.	
		3.3.3 Strengthening Provincial Coordination and Support	6,000,000	0	77,922	0	0%	PEO & EA capacity building training scheduled for Oct 2025. Anticipated underspend. Redirect savings.	
	TOTAL MANAGEMENT			52,000,000	3,794,695	675,327	49,282	7%	

Notes:

- Budgets do not include personnel costs.
- Vatu is approximate based on exchange rate 77

Annex 7 – Updated Organisational Chart

VAESP is delivered through an integrated team structure supporting Access, Quality, Management, GEDSI, MEL, operations and corporate functions. The structure combines locally engaged personnel, technical advisers and corporate support to provide technical, operational and strategic assistance to MoET.

Annex removed intentionally due to confidential nature

