



Ninth Six Monthly Progress Report

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GOVERNEMENT
DE LA REPUBLIQUE
DE VANUATU

MINISTRE DE
L'EDUCATION ET DE LA
FORMATION



GOVERNMENT
OF THE REPUBLIC
OF VANUATU

MINISTRY OF EDUCATION
AND TRAINING



Vanuatu Education Support Program (VESP) is managed by Coffey, a Tetra Tech company, on behalf of the Australian Government and supported by the New Zealand Aid Programme.

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Abbreviations

ABC ID	Australian Broadcasting Corporation-International Development
ACR	Activity Completion Report
ACS	Awareness and Consultation Strategy
AIP	Annual Implementation Plan
CDU	Curriculum Development Unit
CIMS	Curriculum Implementation Monitoring Study
CoM	Council of Ministers
DFAT	Department of Foreign Affairs and Trade (Australian Aid)
DPP	Director Policy and Planning
EAU	Examinations and Assessment Unit
EOPO	End-of-Program Outcomes
ESD	Education Services Directorate
FY	Financial Year
GD&SI	Gender, Disability and Social Inclusion
GoV	Government of Vanuatu
IAU	Internal Audit Unit
ISU	In-Service Unit (within VITE)
M&E	Monitoring and Evaluation
MoFEM	Ministry of Finance and Economic Management
MoET	Ministry of Education and Training
MQS	Minimum Quality Standards (primary schools)
NLP	National Language Policy
NSIDP	National Schools Infrastructure Development Plan
NTDP	National Teacher Development Plan
OV	Open VEMIS
PEO	Principal Education Officer / Provincial Education Officer
PFO	Provincial Finance Officer
PPU	Policy and Planning Unit
PSC	Public Service Commission
SSC	School Support Centre (province)
SC	Steering Committee
SIO	School Improvement Officer
SIU	School Improvement Unit
SLP	School Leadership Program
ToR	Terms of Reference
VANSTA	Vanuatu Standardised Test of Achievement
VEMIS	Vanuatu Education Management Information System
VESP	Vanuatu Education Support Program
VETSS	Vanuatu Education and Training Sector Strategy
VITE	Vanuatu Institute of Teacher Education
WG	Working Group

Executive Summary

The Vanuatu Education Support Program (VESP) provides targeted support for the Ministry of Education and Training (MoET) to deliver its Corporate Plan that seeks to improve education quality, equity of access and organisational management. VESP is funded by Australia and New Zealand aid programs through a Delegated Cooperation Arrangement.

During the six months reported on, implementation went mostly as planned with some interruptions to activities resulting from the mass evacuation of Ambae in response to the Manaro volcano. This meant some students were unable to participate in the VANSTA and some VEMIS workshops were rescheduled.

During the reporting period, the VESP 2 design mission was undertaken by DFAT. At the request of the Ministry, senior VESP staff helped facilitate a process to assist MOET to better prioritise and identify their priorities to better inform the design for the next phase of VESP.

Achievement during October 2017 – March 2018

VESP is structured to provide support to MoET education reform through five interrelated strategies. The following summary identifies achievements made in the reporting period, October 2017 – March 2018 towards each of the key outputs for VESP Phase 1. Detailed descriptions of each output and associated activities are included in Annex 3)

Most activities for the final quarter of 2017 and first quarter of 2018 were completed on schedule. A status report describing progress for the final quarter of the 2017 Annual Plan was provided to the Steering Committee early in 2018. The VESP 2018 Annual Plan activities commenced in January and evidence of progress for VESP Phase I for the reporting period is provided in Section 2.

Output 1.1: New curriculum implemented for Years 1-3

Curriculum and Learning Materials

- Year 3 Language and Communication and Life Long Community Teacher Guides to all schools.
- Audio versions of 18 Year 1-3 readers completed and ready for distribution to all schools.
- Year 2 Ademap Lanwis (Language Transition) Guide for teachers completed and being printed.
- Vernacular reading materials produced: 54 languages with 9 books for Yr 2 and 9 books for Yr 3.
- First draft of Year 4 teacher guide for 5 learning areas developed in English and French.
- Assessment and Reporting external studies course 50 % developed.
- Procurement of publishing services for a Year 4 textbook underway.

Assessment and Reporting

- Curriculum, Assessment and Reporting Guidelines, grading scale and report templates complete.
- Class based assessment manual completed by CDU and provided to VITE In-service.
- 94% of Year 4 and 6 students in primary schools participated in VANSTA (247 English speaking and 131 French speaking schools).
- VANSTA school reports printed and VANSTA manual printed, ready for distribution.

Professional Development to support the curriculum implementation

- 90 Year 1 teachers received Professional Development in Ademap Lanwis.
- Training for 19 provincial trainers in instructional leadership development for principals.

Output 1.2: Training (pre-service and in-service) programs for primary teachers updated to meet quality standards

- The VITE trial external study course (Effective Teaching and Learning) for the Primary Diploma was completed by 114 teachers from 6 provinces and the trial independently evaluated.
- Process for Notice of Intent to Accredite B Ed (Primary) to VQA commenced and a Steering Committee established.

Output 2.1 Community engagement to support improved quality, access and participation in schooling

- Report of survey on MoET's Inclusive Education Policy complete.
- The three participating schools in the inclusive case study conducted a kindy for Year 1 transition event.
- The 6 Yia, Klas 1 (Right Age) campaign for the 2018 school year launched during 2017 Pacific Mini Games.
- Design of phase two of the community advocacy program, the Early Learning Advocacy Campaign (ELAC) completed.
- Gender Based Violence and Child Safeguarding awareness modules developed for MOET managers and school support personnel.

Output 3.1 School leadership to support improved learning in primary classrooms

- Primary schools implementing their School Improvement Plans.
- Induction provided for the SIOs in March.
- An MoU negotiated between the Ministry and Malampa provincial authorities for the operation of the trial School Support Centre at Orap.

Output 3.2 Infrastructure planning to support quality facilities and improved access to primary schooling.

- Tanna construction complete, 42 new classrooms officially launched by development partners.
- Warranty defects for 3 of the completed classrooms signed off.
- Asset survey data for Tanna schools updated in VEMIS.
- Plan for asset survey of all secondary schools completed.

Output 3.3 Provincial management to support service delivery at school level

- 2 school grants tranches disbursed.
- 2016 census data uploaded into OV, to generate NER, GER and other population data reports.
- French version of OV released, approximately 80% operating in two languages.

Gender Disability and Social Inclusion

The program's Gender, Disability and Social Inclusion Strategy is integrated across the five VESP funded strategies. A mainstreaming approach embeds gender, disability and socially inclusive elements into activities as opportunities arise. During the report period curriculum materials were reviewed throughout the development process by the Inclusion Officers to reduce gender bias or stereotyping of text and images. Support was also provided to MoET's human resource management for gender inclusive job descriptions, selection panels and processes.

Developments in Technical Assistance (TA)

DETAILS REMOVED

Program Management

The VESP Steering Committee (VSC) continues its strategic oversight on general policy development, implementation and progress towards agreed outcomes. Despite occasional change of meeting schedules, the governance arrangement remains strong, with meetings held regularly. The VSC is a key element in counterpart engagement and in encouraging ownership of the program across MoET.

The management of VESP remains responsive to changing circumstances, within the framework of the 2018 Annual Plan. Milestones were generally met during the reporting period. Regular program implementation updates and monthly reports were provided to the VSC Committee and stakeholders.

Financial Management

Expenditure has generally been in accordance with the Annual Plans and the capacity of MoET to absorb activities. Several activities were delayed including the final stages of construction of classrooms on Tanna, completion of the School Support Centre and training activities on Ambae. The expenditure rate and Financial Year vs Annual Plan targets are discussed with the AHC at regular intervals, with the aim of meeting both DFAT and program expectations and targets.

Conclusion

Through VESP support, the MoET continues to make progress toward achieving the goals of their Corporate Plan. Good progress was made towards the key outputs for VESP Phase 1. In some areas, important lessons were learned that led to refinements and improvement in practices for the program and the MoET. The VESP TAs built on their experiences to strengthen relationships and provide timely advice and guidance. The collaborative partnership between the MoET and VESP allows high-level support to the Ministry that can help inform decision making. Several achievements were also included in the distribution of VESP View (*the VESPViews from the 6 months reporting period are included as Annex 2*). An increasing school population, a limited budget and unpredictable impacts from natural disasters will continue to present challenges for the MoET to implement its ambitious education reforms. Alignment of VESP activities to support key MoET strategic directions remains central to enabling the MoET achieve its goals.

1 Introduction

1.1 Program overview

VESP commenced in September 2013 and will be completed in January 2019. The focus of VESP has been on supporting improved literacy and numeracy outcomes for children in Years 1-3. The VESP Steering Committee (VSC) provides oversight. On a day-to-day basis VESP activities are managed through the VESP Secretariat co-located at MoET, with additional staff at the Secretariat Annex in Vila Mall. The key outputs to be achieved through the five strategies are summarised in the Table 1.1.

Table 1.1: Program key outputs and focus of support

Key Output	Focus of VESP support to MoET
New curriculum implemented for Years 1-3	Teacher guides and learning materials for the new curriculum Professional development of teachers, principals and provincial support officers in the new curriculum
Training (pre-service and in-service) programs for primary teachers updated to meet quality standards	Revised Diploma of Primary Education in line with new curriculum and teacher standards Primary Diploma courses for delivery through external study mode to support upgrading of qualifications of existing teachers.
ECCE strengthened to support early years learning.	Support managed through a Direct Funding Arrangement (DFA)
Community engagement to support improved quality, access and participation in schooling.	Case study of school based initiatives for inclusive education. Community advocacy to improve enrolment and continuing participation of children in primary education at the right age
School leadership to support improved learning in primary classrooms	Awareness raising and baseline data collection for the Minimum Quality Standards (MQS) for primary schools School improvement planning support for provincial education authorities, principals and school committees Instructional leadership training for principals
Infrastructure planning to support quality facilities and improved access to primary schooling.	Asset survey of primary schools as basis for long-term asset management strategy and capital works planning for provinces New classrooms for 18 schools on Tanna affected by Cyclone Pam.
Provincial management to support service delivery at school level	<ul style="list-style-type: none"> National School Infrastructure Development Plan (including rationalisation) National Teacher Development Plan (includes teacher upgrade strategy) Devolution of school support services to provinces – Inspectorate and School Improvement

Key Output	Focus of VESP support to MoET
	<ul style="list-style-type: none">• Teacher recruitment, deployment and performance management processes.• School grant disbursement, management and acquittal processes.• M&E and data management system to support evidenced-based planning at central, provincial and school level

1.2 Maintaining Relevance

VESP activities align to the National Sustainable Development Plan 2016-2030 and the three goals of the Interim Vanuatu Education and Training Sector Strategy (VETSS 2017- 2018), which support an increase in equitable access at all levels of education, improved quality of education and strengthened management of the education system.

VESP also supports Vanuatu’s commitment to the UN Strategic Development Goal (SDG) on inclusive and equitable quality education, especially all girls and boys complete free, equitable and quality primary education leading to effective learning outcomes.

VESP aligns with DFAT’s Strategy for Australia’s Aid Investments in Education 2015-2020 and three strategic policies: participating in early childhood development, improving learning outcomes and the quality of education, and universal participation with a focus on girls and children with disabilities. VESP reflects DFAT’s broader aid policy, around promoting prosperity, reducing poverty and enhancing stability. Support to MoET is consistent with New Zealand Aid Programme Strategic Plan (2015-2019) and Investment Priority of Education to “improve knowledge, skills and basic education”.

1.3 Changes in context during the reporting period

During the six months, VESP implementation went largely as planned. Some delays to planned activities resulted from the evacuation of Ambae during the Manaro volcano crisis but most of these activities have now been completed. There is ongoing uncertainty regards the future of Ambae and its citizens and potential impacts on delivery of education in the region.

Ongoing delays in the Vanuatu Institute of Teacher Education (VITE) finalisation of the teacher qualification structure and pathways remains a constraint on scaling up the teacher qualification upgrade and linking courses and recognition of prior learning (RPL) into teacher professional development (PD). VESP continues to support pilot work for the qualifications upgrade, aiming to complete the VITE qualification structure and pathways when they are endorsed and operational, scheduled for later in 2018.

The VESP 2 design mission occurred during the report period. At the request of MoET, the VESP M&E Adviser and Secretariat Manager helped facilitate a participative process where MoET identified its priorities for consideration in the next phase of VESP. This enabled the MoET to contribute to the design process and an opportunity to consider VESP II as it aligns to Ministry forward planning.

2 Progress Against Outcomes

2.1 Data collection

Data for VESP outcomes is collected and reported annually, including analysis of progress towards intermediate outcomes (IO) towards End of Program Outcomes (EOPO). In the reporting period, data has been collected for key outputs that are supporting management, decision making and resource allocation. A number of evaluation studies are also underway that should provide insight into the suitability of these activities for scaling up, as well as to inform reporting against the EOPOs. Collection of VANSTA results has been a significant achievement for the MoET and details are contained in the full VANSTA report. The important principle is that all schools have the individual data provided to them, related to their student literacy and numeracy results. School base results, when compared to Provincial and national averages, also help individual schools identify areas that require more resources, leadership and support.

2.2 Progress against the 2018 Annual Plan

Most activities for the final quarter of 2017 and first quarter of 2018 were on schedule. An exception was delayed distribution of the final two Year 3 Teacher Guides to arrive at schools for the start of the 2018 school year. This delay is discussed in more detail in section 2.3 together with measures in place to avoid any repeat. A status report on the progress of all activities as at the end of the final quarter of the 2017 Annual Plan was provided to the Steering Committee and stakeholders in early 2018.

VESP 2018 Annual Plan activities commenced on schedule in January, with MoET activity managers and technical advisers scoping their work plans and budgets for the year. All teams took account of the impending VESP Phase 2 design and the re-development of the “Vanuatu Education and Training Strategic Strategy (VETSS). Work plans are based on realistic expectations and achievable targets. A revised monthly report format was developed to better track progress against specific targets with the first of these streamlined reports (for February) was circulated on 15th March. Monthly reports indicate progress is generally satisfactory with constraints, delays or other issues managed as they emerge. The progress of support to VITE is identified as one of the key constraints with delays to the work needed to revise the formal qualifications offered by VITE to reflect the new curriculum and facilitate the upgrade of current primary teachers.

Activity	Schedule	Budget	Issues	Risks
1.1 Curriculum Implementation	G	G	A	A
1.2 Language Policy Implementation	A	G	A	G
1.3 Training/PD for new curriculum	G	G	A	G
1.4 VITE Strengthening	R	G	R	R
1.5 Assessment, reporting & Monitoring	G	G	G	G
2.1 ECCE Strengthening	G	G	G	G
3.1 School Leadership Program	G	G	G	G
4.1 Primary School Construction	A	G	G	G
5.1 De-concentration of services	A	G	A	A
5.2 Evidence-based policy and planning	G	G	G	G

Legend:

Schedule

G - On schedule
 A - Behind schedule – low risk
 R - Behind schedule – high risk

Budget

G - Within Budget
 A - Over budget – low risk
 R - Over budget – high risk

Issues

G - No issues
 A - Issue under control
 R - Major issue

Overall Risks

G - No risk
 A - Risk under control
 R - Major risk

2.3 Program Outputs

The table below identifies the summary of achievement during the reporting period, together with the overall progress (in %) towards each of the end of Phase I targets. *Additional details in Annex 3.*

Intermediate Outcome 1: Increase in number of schools with teachers implementing the new curriculum for Years 1-3 using effective teaching and learning methodologies.

Output 1.1: New curriculum implemented in Years 1-3

KPI: # of schools receiving new curriculum (for Years 1-3 as rolled out); # of schools with teachers trained in new curriculum for Years 1-3

Targets (end Phase 1)	Status of progress towards targets
<p>All primary schools are using the new curriculum and materials for Year 1 -3</p> <p>Curriculum implementation impact monitoring Phases 1 and 2 completed.</p> <p>75%</p>	<ul style="list-style-type: none"> Curriculum implementation monitoring tool developed, ready to be trialled by SIO's in provinces. Materials monitored for inclusiveness. Writers trained, reviewed by consultation groups and Inclusivity Officer at CDU for any negative gender stereotyping or messages Audio readers (27 titles) for visually impaired Years 1-3 developed for distribution Final 2 Teacher Guides completed. All 12 Year 1-3 teacher's guides distributed to schools. National Literacy Strategy led by MoET ongoing. Vernacular reading materials completed in 54 languages (9 books for Year 2, 9 books for Year 3).

<p>Rollout of the Year 4-6 curriculum commenced.</p> <p>Teacher guides for Year 4 completed ready for distribution and training</p> <p>70%</p>	<ul style="list-style-type: none">• First draft teachers guide for 5 learning areas co-jointly developed in English and French. 1st draft Language and Communication.• Year 4- RFP to develop and print text book sent to service providers. Evaluated and contracted in April, May. To schools late 2018
<p>All schools are using students' first language (Bislama or a vernacular) as medium of instruction in Year 1-3</p> <p>40%</p>	<ul style="list-style-type: none">• Year 2 Ademap materials French and English versions developed, at print ready stage.• Year 3: English 2nd draft 50%; French 15% complete• Bislama dictionary for primary schools: Preliminary word list and entry commenced.
<p>Primary teachers are trained to use the new curriculum support materials for Years 1-3.</p> <p>Primary teachers have received professional development in: (i) Language Transition for Year 1-6; (ii) Multi-grade teaching; and (iii) Class based assessment.</p> <p>80%</p>	<ul style="list-style-type: none">• Training delivered to 19 provincial trainers in instructional leadership for principals.• Numeracy training workshop: 7 PTs trained• Principals training program developed, training to commence in April• Year 1 teachers trained in Ademap Lanwis in Sanma, Malampa and Torba.• Class based assessment for teachers Manual provided by CDU, training scheduled July.• End 2017 evaluation = 22 PTs• Monitoring embedded in training, review Nov 2018• Training monitored for inclusiveness, training to cater for adult learning styles, gender inclusive.
<p>Primary schools report that they are using assessment tools to monitor progress of Year 1-3 towards expected literacy and numeracy standards.</p> <p>70%</p>	<ul style="list-style-type: none">• Summative report template and grading scale for Years 1-3 developed, distributed in April.• Tools for literacy and numeracy class based assessment developed.• 247 Anglophone and 131 Francophone schools participated in VANSTA - 94% of primary schools• Final VANSTA report to MoET January 2018.• VANSTA Reporting template for Year 4 and 6 classes: for use by MoET. Distribution in April• VANSTA information brochure for schools ready for distribution in April (school level analysis of results).

Output 1.2: Training (pre-service and in-service) for primary teachers updated to meet quality standards

KPI # of primary teachers who have upgraded their qualifications to align with the quality standards

Targets (end Phase 1)	Status of progress towards targets
<p># of primary teachers who have upgraded their qualifications to align with the quality standards</p> <p>Course revision, VQA benchmarking & accreditation completed for all Year 1 and 2 Primary teacher training courses.</p> <p>60%</p>	<ul style="list-style-type: none"> • Leadership uncertainty continues at VITE, affecting developing courses for teacher training • Notice of intent to Accredite B Ed (Primary) to Vanuatu Qualifications Authority (VQA) in May • Steering Committee to oversee B ED (Primary) program • Partnership with USP and UNC established to support development of B Ed program • Lecturers working on B Ed structure, unit descriptors
<p>VITE is delivering courses by external study mode for teachers to upgrade their qualifications to meet teacher registration requirements.</p> <p>50%</p>	<ul style="list-style-type: none"> • “Effective Teaching and Learning” Pilot completed by 114 students from six provinces. • ETL Course evaluation completed, findings used to inform future course development and delivery • Preparations underway for external delivery of the “Assessment and Reporting” course in Semester 2 • Plans for piloting ELT Course, online modality using a VITE Computer Centres supported by AUF • TA from Australian Volunteer Program to support VITE in RPL • NTDP for MoET review. Pilot in one province Semester 2, 2018 • VQA process so courses delivered in line with B Ed (Primary) and can be accredited toward a qualification upgrade.

Intermediate Outcome 2: Students commencing at the right age and transitioning through Years 1-3

Output 2.1 Community engagement to support access and participation in early years of schooling.

KPI # of schools that engage with communities to enrol children at the right age into Year 1. # of schools that engage community support for accessible facilities

Targets (end Phase 1)	Status of progress towards targets
A school and community awareness package developed based on the outcomes from the case study on inclusive education 75%.	<ul style="list-style-type: none"> Inclusion case study proposed for next quarter (June 2018). Evaluation plan and study methodology prepared
Improved awareness of Child Protection and GBV among key education personnel. 80%	<ul style="list-style-type: none"> Report on the survey with education personnel and communities on MoET's Inclusive Education Policy. 3 schools participated in a kindy to Year 1 transition event Gender Based Violence and Child Safeguarding modules developed and pilot training conducted.
Community advocacy campaign Phase 1 (Right Age enrolment) complete and evaluated. Phase 2 (Early Learning) launched in 6 provinces. 80%	<ul style="list-style-type: none"> 6 Yia, Klas 1 (Right Age) Awareness campaign launched during Vanuatu 2017 Pacific Mini Games <i>Early Learning Advocacy Campaign (ELAC)</i>: Design of the next phase ELAC ready for first pilot in 2018
18 schools on Tanna received community contributions for new classroom construction. 80%	<ul style="list-style-type: none"> 18 schools with MoUs for community contributions to the classroom construction.

Intermediate outcome 3: Provincial officers providing necessary support to school leaders.

Output 3.1: Infrastructure planning to support quality facilities and improved access to primary schooling.

KPI # of primary schools completing an asset survey. #of schools with new classrooms built and occupied # of schools implementing maintenance plans.

Targets (end Phase 1)	Status of progress towards targets
42 new classrooms constructed in 18 schools in Tanna. 50%	<ul style="list-style-type: none"> Classroom construction work complete and warranty defects in 3 classrooms signed off. 8 more school inspections to be completed by May

Asset survey for primary schools completed and used to support the school development planning process. 100%

- *Primary asset survey:* Re-survey of Tanna schools completed.

18 schools in Tanna with new classrooms have a facilities maintenance plan in place. 80%

- Plan scheduled for completion in second half of 2018

Output 3.2: School leadership to support improved learning in classrooms

KPI # of schools with head teachers trained in new curriculum # schools with school improvement plans (SIPs)

Targets (end Phase 1)

Status of progress towards targets

All primary schools have conducted self-assessment against the MQS.

All primary schools are implementing a SIP based on MQS and linked to school grants. 100%

- Complete - Primary schools developed a SIP against the MQS

Provinces are using the MQS as the basis for planning support to schools.

Principals of primary schools have received professional development (training and support) for instructional leadership. 90%

- Provinces developing provincial work plan for support to schools based on challenges observed monitoring of SIP. Complete

- Primary school Principals received instructional leadership training for the Yr1 - 3 new curriculum
- School Support Centre Trial. The SSC at Orap to be completed and ready for operations in May.

Output 3.3 Provincial management to support service delivery at school level

of provinces with capacity for devolved responsibilities for the management of teachers and schools

Targets (end Phase 1)

Status of progress towards targets

Eligible schools receive and acquit school grants on time. Schools with internet are using OV tools for managing their school finances. 90%

- 2 School grants tranches disbursed
- 2017 ECCE grants for Term 3 to primary schools (290, 100%) with ECCE centres attached, 6,285 students.
- 2018 ECCE tranche paid to 598 ECCE centres 8,775 students
- Grants in response to Volcano disaster to Ambae schools: 28 primary, 7 secondary, 18 ECCE and 3 RTCs 4,467 students
- 139 (25%) primary and secondary schools using Financial Module to produce financial reports

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School improvement support services, inspection and compliance functions devolved to provinces. 20%	<ul style="list-style-type: none">• Inspectors' induction, training and school monitoring. Training prepared for Shefa scheduled for April 2018• No work on SSC Trial Evaluation: MOU agreed end March 2018
Teacher deployment policy implemented. 75% All teachers registered. Training provided to principals and teachers for school based performance management. 80%	<ul style="list-style-type: none">• School based performance management policies to be completed by MoET in April / May – trial in Shefa on devolution training• HR Unit preparing a submission to Teaching Service Commission regarding teacher registration in May
School registration policy implemented National School Infrastructure Development Strategy and Implementation Plan in place. 60%	<ul style="list-style-type: none">• Awareness material prepared to disseminate to Provincial Education Offices regarding school registration• Draft methodologies, approach submit to NSIDP working group• Recruitment of officer to assist NSIDP consultations in progress• Communication strategy developed
Open VEMIS is fully functional with school, teacher and student data maintained to meet all identified operational and reporting needs. 80%	<ul style="list-style-type: none">• Primary and Secondary data for students, reasonable accuracy.• VEMIS case study distributed via VESPView.• Open VEMIS data was presented to Minister.• 2016 census data uploaded into OV, generate NER, GER.• SPC new servers for use by OV. Being commissioned• Some MoET schools have multiple registration.• French version of OV released with approximately 80% operating in two languages.

2.4 Progress towards Program Outputs

In this final SMPR for VESP I, progress towards the achievement of targets and key outputs are described for the final quarter of the 2017 Annual Implementation Plan and the first quarter of the 2018 AIP, focusing on key results and elements in the lead up to the Activity Completion Report (ACR).

Preparation of the ACR will commence mid-year and draw on experiences, lessons, achievement and challenges experienced by both VESP and MoET. The ACR is an opportunity to share the “VESP story” including evolution of the strong working relationship and partnership that has been established with MoET. The ACR will also identify linkages between key outputs and outcomes, drawing on work undertaken to collect data and information through evaluation studies.

3 Priorities being addressed by MoET

The MoET continues to face policy, resource and delivery constraints as it delivers on its education reform agenda. The changes and improvements to quality and access are ambitious, requiring ongoing change to management, behaviours and service delivery. Alignment of VESP in support of these key MoET initiatives remains central to program activities and priorities.

3.1 Capacity development for devolution

Devolution is complex and takes time to plan, manage and resolve potential duplication or identify gaps. The MoET has consolidated the design and structural specifications for organizational changes to support the devolution planned for all provinces by the end 2018. Progress was affected by the whole of government priority for the Government Remuneration Tribunal (GRT) that required MoET to commit significant resources on providing information to the GRT on staffing and remuneration levels.

MoET has determined that changes to the organization, jobs and structure will be compiled into one submission for approval by the Minister, leading to a final presentation to the PSC. A design for the central MoET Teacher Management Unit has also been added to the PSC submission. Subject to the PSC, a number of devolution “enablers” have also been identified by MoET. Work is underway on:

- Progression of the registration of teachers by the Teaching Service Commission (TSC)
- Drafting of the teacher management policy and manual for use by provinces
- Preparation of a training program to support devolution to provinces. Planning is being finalised for a trial of training in Shefa in April, focusing on devolution related to School Improvement, School Inspectors, Internal Audit and Teacher Management
- Induction with staff on job descriptions for key management and supervisory roles in the province (Shefa trial)

The longer time taken to complete Phase 1 of devolution (partly through the GRT) provided an opportunity for wider consultations and assessment of options to progress components of the proposed Phase 2 of devolution, especially with Education Services, Finance and Administration and the Office of the Director – General. The focus is on streamlining supervision, administrative processes and role clarity.

The Director General also established a Devolution Taskforce to guide the devolution strategy. Taskforce Members include 2 Directors and 3 senior managers, assisted by the VESP Capacity Development Specialist. Decisions by the Taskforce have resulted in additional support to teams in the School Improvement Unit (SIU) and the School Inspection and Compliance Unit (SICU), with attention to operational policies and tools for assessing development and compliance status of schools.

Work has commenced on training and development plan for the establishment of SIO's and Inspectors at the province level. For SIOs the expectations and role have been clearly identified and a needs based plan for their development is underway. For the Inspectors there is still work to be done to clarify the expectations around their role. PPU appears to have some expectation that Inspectors will review every school for compliance to registration policy – this presents a high risk for the work of inspectors and implementation of the devolution reform agenda. The strategy for school registration compliance may benefit from a self-survey approach to collect baseline data and inspectors can prioritise initial inspections of schools based on risk. Which ever way the PPU chooses to approach the task of re-registration of all its schools, it is long-term process given the range of compliance activities that inspectors will need to perform

3.2 National Teacher Development Plan (NTDP)

The level of qualification for teachers represents an ongoing constraint to improving the quality of teaching and learning. Of the 2,790 ECCE, Primary and Secondary teachers in Vanuatu, 2,135 (77%) of them have either a Certificate of Education from VITE or no teaching qualification. These include 99% (634) of the ECCE teachers, 91% (1,318) of primary and 26% (82) of secondary teachers. To address teacher quality, the MOET approved the 'workplace model' as one of the modalities for upskilling teachers over the next ten years to a level comparable to a Diploma of Education.

Little progress was made in recent months on the development of the pre-service courses despite plans and processes in place. This has much to do with the ongoing uncertainty of VITE administration around leadership of the institution. Without clear direction and leadership to manage competing priorities (including a move to Bachelor level programs; development of new areas of training; preparation for delivery of programs for upgrading of existing teachers; accrediting according to Vanuatu Qualifications Authority (VQA) processes) progress in each area has been slow. VITE has had difficulty in keeping the pre-service course development process moving, with little progress made between TA visits.

VITE management efforts are currently focused on implementing VQA guidelines to inform development of teacher education programs and identify courses which need to be revised or developed. Until decisions are made there seems little opportunity for progress on course writing.

VITE has progressed its piloting of a course - part of Diploma of Teaching Primary (in-service) - aimed at supporting upgrading teacher qualification. The external evaluation will help inform the future development and delivery of the in-service program.

Success for the new "workplace" modality depends on MoET Divisions taking ownership of the NTDP through leadership and resources that can support teacher qualification. To date this has not happened, especially for those directly responsible for trialling and delivery of the NTDP including the VITE, the VQA, the TSC, the School Based Management (SBM) and the TED. Appropriate systems allow the prior learning of teachers to be recognised and should be addressed as part of the VITE development of a single pathway and accredited course structure for the new B Ed.

To finance NTDP, MoET is requesting a supplementary allocation to cover the cost of a pilot in Malampa. This could form the basis scale up activities as part of VESP II (in 2019). The MOET is working on a strategy for launching the NTDP (by the DG) followed by awareness raising at high level to promote ownership, followed by awareness consultation with stakeholders in teacher development. The purpose is for MoET to take ownership of the NTDP and a commitment to make it successful.

Following a MoET request for assistance to support the 2018 pilot VESP advised that resources were limited and suggested reconsideration of the pilot province so the cost is within the budget. This resulted in reviewing the location of the pilot from Malampa to a pool of 120 teachers in the Port Vila area. The aim is for the 1st pilot cycle to be completed by the end of 2018 and the remaining cycles completed (potentially through VESP II) by early 2020. Other key result areas for the NTDP involve setting the teacher competency baseline, and the development of a 10-year NTDP strategy (with implementation plan and costing) by the end of 2018.

Ongoing delays in the VITE finalisation of the teacher qualification structure and pathways remains a constraint on scaling up the in-service program and linking courses and recognition of prior learning (RPL) into teacher professional development (PD). VESP continues to support in-service teacher PD pilot work.

3.3 Curriculum materials distribution

Two key challenges face MoET in the supply and provision of curriculum materials to schools. The first is ensuring curriculum materials reach their destination in a timely manner; the second is replacement for damaged or lost materials in the schools.

A review of curriculum distribution processes identified CDU was under the impression all materials must be delivered to provincial offices. These offices are in turn responsible for the delivery to schools and informing CDU that the classroom materials had in fact been received. While this model sounds workable, a review by CDU identified several flaws. Provincial education officers are struggling to deliver materials to so many schools and their follow up has been poor. Some islands are a long distance from the provincial office, so it makes sense to distribute materials to the islands, then arrange distribution to schools. The follow-through by the CDU and provincial office staff to confirm materials have been received by the schools was inadequate in 2017-18.

Following several meetings with CDU to review materials distribution and replacement it was decided to raise this with provincial staff at a curriculum implementation forum scheduled for April. Adopting the mantra local solutions for local challenges each Province will be challenged to provide the CDU with the best way that the Province considers will help get the materials distributed to the schools. This nominated way, as identified by each province, will be trialled in 2018. A litmus test for this process will be how all schools receive their 2018 VANSTA reports (including a covering letter from the Director of Education Services and a brochure explaining how to read the report).

Ways to improve the replacement of school curriculum materials is ongoing. At present schools are directed to MoET's website if they require replacement curriculum materials. There is limited support from the CDU to coordinate printing on behalf of schools.

The curriculum implementation monitoring tool (to be piloted in the next months) will provide insight to the extent to which schools have materials necessary for their successful curriculum delivery.

There is support for each school being provided annually with a list of all curriculum materials they should have, so teachers are equipped to deliver the curriculum. This list will include the cost and process for replacing lost or damaged material. Discussions are continuing on how each school's inventory of materials can be maintained on OV. Discussion are ongoing on MoET having a service delivery agreement with printers, to print on demand replacement materials at a cost to the school.

3.4 School Registration and Open VEMIS

During the report period school registration issues were highlighted when finalising the school grants calculator which identified the problem of schools with shared bank accounts. The current registration codes for schools in VEMIS meant that dealing with "shared" bank accounts required sophisticated calculations based on unrealistic scenarios. The problem was not, in fact, shared bank accounts but the same school registered more than once. Old VEMIS used multiple registration IDs to meet various UNESCO requirements. Bilingual schools received two registration codes, one for each language. Some schools have up to three different registration IDs. While the approach solved external obligations, it generated problems when MoET required accurate data for internal business processes.

The most efficient solution is to remove redundant school registration IDs and have one registration ID for each school. However, deleting a registration ID is the equivalent to de-registering the school. De-registering schools is a process governed by the Education Act. It is anticipated approval by the DG to merge approximately 55 school registration IDs could be received in future. Once these school registrations are merged, MoET will assign a school type from the list of available school types used by MoET and VESP will continue to support MoET resolve this.

3.5 Delays to the School Support Centre (SSC)

There were delays to the refurbishment needed to establish the SSC at Orap in Malampa Province. VESP directed additional resources and effort, with TA assisting the Director of Education Services and the Director of Finance to help prepare a draft MOU between MoET and the Malampa Provincial Government. This MoU guides the agreement and protocols for the use of the Centre and is expected to be signed by early April.

A Concept Paper to describe the operations of the Centre (including a Centre Manager) was completed with the Education Services Directorate. This will guide the set-up and services for Orap and includes the role and responsibilities of the Centre Manager and others using the Centre.

It has been agreed that the Malampa Provincial Education Office will locate 2 School Improvement Officers at the SSC, with one being Centre Manager to administer operations. The Centre will support a cluster of 26 schools. Additional VESP support was provided to assist the Ministry complete the refurbishment of SSC, aimed for completion by end of May 2018.

3.6 Strengthening the School Grants

Significant reforms were made to the school grants system. MoET extended the reach of school grants to ECCE and increased the amount to Year 7 for Term 3 of 2017. In the 2018 school grants first tranche, this support was increased to all ECCE centres, regardless of being not attached to Primary Schools. The Grants amounts also increased to Year 7 and 8 students.

The extended grant system increases demand for quality enrolment data (accurate, timely and completeness). Even with the availability of ECCE students' enrolment data, the school grants working group (staff from Education and Services, Policy and Planning and Administration and Finance), identified that Open VEMIS ECCE enrolment data was not complete enough to allow for a smooth, correct disbursement of funds.

A team of provincial and ECCE unit staff was put together and a working plan devised to improve the quality of ECCE data. The VESP Planning and Budgeting and Data Management advisers provided assistance to the team. Grants criteria and check lists for grants disbursement were updated. Additionally, Open VEMIS tools were improved, including classification of ECCE centres (feeder) to distinguish schools' eligibility for the third term 2017 tranche payment.

During the period, improvements were also made to school grants calculator reports for all levels of grant. Manuals and materials for training were updated, and training delivered in 4 of 6 provinces for principals and bursars of schools with Internet. Since this training, the number of schools recording transactions and using the financial module to produce reports on school expenditure has increased significantly.

4 Update on activities that may carry over into 2019

The following is a brief summary of current activities that may carry over into the next stage of VESP support to the MoET: While most Phase I deliverables will be completed, changes to education delivery (teaching and learning; language development; materials; leadership; ongoing monitoring of results and impact) will continue to develop. Over the remainder of Phase I, further updates will be provided on progress against the following initiatives, as part of the on-going meetings with DFAT.

- Continued professional development will be needed for teachers, principals and school support personnel to both consolidate the skills needed for the Year 1- 3 curriculum and to support the full roll-out to Year 6. Implementation of the language policy will continue to require extensive support, particularly in respect of teachers' capacity to operate in the dual language classroom.
- *Evaluation of Classroom Learning Materials* – the Year 4 text book learning materials will be delivered to schools by December and start to be used in classrooms during February. The evaluation of their value and use in classrooms and their benefits (or otherwise) would need to occur over 2019;
- *Digital learning materials*- The MoET is still looking at options. The outcome of the Kiribati Tablet trial could assist through informing decision making and setting a direction (similar to the situation existing in Fiji);
- *National Teacher Development Plan* - The VITE need to be part of the teacher development plan, including the qualification pathway for in-service teachers to complete the Diploma. The external studies Pilot will not be held in isolation and be within the MoET and VITE Diploma framework. With the VITE delays, the external studies pilot (second phase) cannot commence in time to be fully complete in 2018. It is anticipated that this activity in support of the NTDP will continue into VESP II.
- *School Support Centre Trial* - Delays to establishing the SSC leads to a completion date in May 2018 and operational from June. (Delays were due to time taken for the MoU agreement, then damage by storm). With around 6 months left in 2018 from SSC completion, a better understanding of the effectiveness of the SCC model (on how it has affected or supported local schools and their teachers) will be available at the end of 2019
- *Teacher Service Commission* - There has been slow progress on implementing their new policies and structure. This affects the operation of the Teacher Management Unit including registration of teachers on VEMIS. An extended delay in MoE formalising arrangements affects when VESP can provide support so this is likely to still be underway in 2019
- *Open VEMIS development* - This is ongoing and the MoET staff responsible will continue to need support as the various modules (Finance, Staff) are developed and used

5 Lessons Learned and Risk Management

The identification and management of existing and emerging risks is constantly monitored by the VESP Team, working closely with MoET counterparts. Regular team meetings identify constraints and external circumstances that can impact on activities and on the overall objectives of VESP. Weekly VESP management meetings also consider risks and constraints, the response are then integrated into decision making and VESP management.

A weekly meeting with the senior AHC staff managing VESP provides an opportunity to discuss any risks and to outline the proposed management response. If the risk is significant, briefings are then provided, especially where the AHC may need to enter into dialogue at a higher level to help resolve.

Lessons learned are identified and incorporated into planning and management processes, in a way that aligns with MoET priorities and make best use of available resources and opportunities. A detailed lessons learned session involving VESP advisers and MoET staff will be facilitated as part of the Activity Completion Report. Lessons learned will feed into guidance and recommendations for the next phase of VESP support to basic education reform.

Activity delays due to the evacuation of Ambae crisis presented a risk, but most have been completed. However there is ongoing uncertainty about the future of Ambae and its citizens, with a significant potential impact on the delivery of education to the children in the region.

The risk management plans and responses will be further considered and documented in light of the overall VESP achievements and impact and how these have influenced VESP I results. This information will also inform and support the planning and delivery of VESP Phase II. *The VESP Risk Management Plan is included as Annex 1.*

6 Technical Assistance

DETAILS REMOVED

7 Cross-cutting issues

7.1 Mainstreaming Gender, Disability and Social Inclusion

The program's *Gender, Disability and Social Inclusion Strategy* is integrated into plans and activities via a mainstreaming approach to embedding gender, disability and socially inclusion. On-going work on GD&SI continued across the 5 VESP supported activities. In curriculum, all materials developed are drafted in a way that reduces gender bias or stereotyping in texts and images. The inclusion officer at CDU engages on a regular basis to review materials throughout development. Support is provided to MoET's human resource management for gender inclusive job descriptions, selection

panels and processes. Discussions are in progress with the gender focal point to have documents, stories and best practice uploaded and available on MoET's website.

The VESP GD&SI Adviser led an internal review of implementation of the strategy and outputs to date for a report (Milestone 17), provided to DFAT on 30 June 2017. Following feedback and suggestions from DFAT, the report was revised and a second (final) version submitted in October 2017.

Discussions are underway to strengthen the disability data collection and analysis within VEMIS at the primary, secondary and post-secondary education training levels.

Training at ISU includes asking provincial trainers or teachers to identify the most useful approaches to adapt training activities and resources to include every student or participant. A revised checklist for monitoring gender and inclusivity in curriculum and training was developed and trialed by the inclusion officer at CDU (in collaboration with VITE, ISU, SBM and ECCE). The revised checklist is being used by ISU to plan training courses; used by VITE to plan new courses and check existing courses; and used by CDU to plan and check every resource developed.

The MoET Facilities Unit are recording disaggregated data in Open VEMIS, including on school toilets. The schools repaired on Tanna each have ramps to accommodate students on wheelchairs. The VESP GD&SI Adviser led a session on Gender Mainstreaming with VESP TA to highlight what it means in VESP context, and jointly demonstrate how to best establish, monitor and measure achievable GD&SI targets across support to MoET.

7.2 Inclusive Education Case Study

Three schools involved in the inclusive case study have continued to implement inclusion plans and document their progress. Through the schools' community awareness and outreach efforts, they have identified many children not going to school. The Kindy transition to Year 1 event was organised in November 2017. It targeted children who will be in Year 1 in 2018 (but have not been to Kindy School) as well as those already 6 years old but have never been to Kindy School.

The concept was to bring the boys and girls together to view the Kindy and Year 1 to provide a taste of what the Kindy and the classroom environment and work was like. Schools identified their own activities and organised small competitions for individuals and groups, with prizes awarded. A school community awareness package for the case study has been mapped out and comprise a book and a video. The narrative in the video will link to the book, for further explanation of key messages to be captured in the short video. Planning is complete and the package in development.

7.3 Inclusive Education Policy Survey

The initial case study in three schools was the catalyst for conducting another in-depth survey, to continue with selected schools in all six provinces. Results from a previous short focus survey of schools and their communities about the Inclusive Education Policy (in place since 2011) revealed across all participants - educators or members of the community – that the majority did not know what the concept "inclusive education" means or had heard about the Inclusive Education policy.

An evaluation plan is in development for a similar survey but with a wider number of schools, to be conducted in all six provinces targeting participants who were not in the previous survey. It aims to assess lessons and recommendations that can inform and shape future investments in MoET's inclusive education policies. The field survey will be conducted in May 2018.

7.4 Awareness raising and training for “enablers” in targeted GD&SI policy areas

Gender Based Violence (GBV) and Child Safeguarding modules were developed and piloted, with the GD&SI Specialist conducting the pilot of the GBV module with the GBV reference group. Save the Children conducted the pilot of the Child Safeguarding module with the Child Safeguarding reference group. The packages are in review for finalisation.

In February 2018, the VESP Inclusion Strategy Coordinator and the MoET Gender Focal Point tested the draft awareness modules in a workshop for twelve officers with key roles in the devolution rollout for the six provinces. - SIOs, School Inspectors, the PEO Shefa and the PEO Education Services.

Following finalisation of the packages, both modules will be delivered to other MoET and provincial personnel during the next report period. Initial discussions are underway on the option of incorporating the Washington Group questions (on disability and access) into the VEMIS. This would be a significant undertaking and progress will be included in the VESP ACR.

7.5 Providing learning materials in accessible format

The digital audiobooks covering 27 books that have been professionally read in spoken Bislama were launched in December 2017. Distribution to all schools is currently being planned and expected to be completed to all schools by the end of April 2018.

7.6 Strengthening engagement of women in decision-making

The MoET Women’s Leadership Network team attended a seminar to strengthen their confidence to participate in decision-making at work and in their communities. The participants spoke about what they have been doing in their work places, reported about themselves to others and shared what they had been doing which would be relevant to participants at the seminar. Some had received promotions and commendations at their work places. These were discussed from the point of view of the benefits to be gained through the network to change the expectations they have of themselves.

A primary school Principal told how her male staff now provide her with more respect than she experienced before she had participated in the network. Another spoke of how the network has boosted her confidence to speak up louder than before, as well as how her school enforced gender equality enrolment. Workshop participants also discussed how they could better engage with their own communities, local school communities and local professional educators in disseminating greater awareness of MoET policies about inclusive education at school and community levels.

At a follow-up seminar the participants were asked to talk about how they were attempting to model participation in their own communities and continue to strengthen the participation of women in decision-making in their workplace. Participants gave feedback on progress on leading in the community, including how families were brought together to discuss the Child Safeguarding policy, emphasising it is not right to abuse or hurt any individual in any way. Other examples concerned parents talking to sons on the importance of gender equality and appropriate behaviour in male relationships with girls and women. Others included speaking to family members regarding an unplanned pregnancy of a child still at school. This included the importance for girls to have choice to have a better and not to have babies before completing education, while another talked about achieving gender balance in school enrolment.

At this workshop the participants were also provided with awareness about gender mainstreaming so they were able to define what is meant by gender mainstreaming, identifying international and national conventions and legislative frameworks that underpin gender mainstreaming in Vanuatu. The women participated in the use of a gender checklist activity for use in future planning, for policy and for course development. They shared ideas on how and where they could use this checklist and will take to planned meetings at MoET to ensure a gender perspective is part of discussions, including tools and strategies to maintain and promote the role of women in decision making.

8 VESP Communication

The major focus of support for the MoET Communications Committee was the national rollout of the “Right Age Enrolment” campaign in preparation of the 2018 school year and the design of the second phase focusing with the Early Learning Advocacy Campaign (ELAC). The campaign ran from 1st December 2017 until 18th February 2018 to promote “Right Age Enrolment” using existing materials from the “6 Yia Klas 1” campaign. The VESP Secretariat assisted the MoET communication officer to work in partnership with Vanuatu 2017 Pacific Mini Games.

During the Pacific Mini Games, audio and video messages were broadcast in all venues. MoET experts raised awareness about early learning and the importance of right age enrolment. The children were continually involved through quizzes, games and reading competition in Bislama and vernacular languages. For the last two days of the Games, boys and girls (including those with special needs) wore the 6 Yia Klas 1 shirts. They entered the fields with football players to encourage parents in Vanuatu to enrol their children in Year 1 (when they turn 6) and to promote more inclusive education. In addition to the partnership with Vanuatu 2017 Pacific Mini Games, the campaign also included radio ads, press releases, shirts and other promotional items, SMS broadcasts, community awareness and social media.

With support from the VESP communication team, the ELAC Working Group has completed the design of the second phase of “Right Age Enrolment” aimed at developing a deeper understanding in the community about the benefits of right age enrolment and how their involvement can contribute to improved education outcomes for their children. Results and recommendations of 6 Yia Klas 1 evaluation were used to define and structure this second phase. Key messages and content of the campaign will be tested with pilot communities before launching in May 2018.

The communications team has continued to update VESP staff and stakeholders through the monthly VESPView and assists the MoET communication officer and committee with updates for MoET’s Facebook page and web site. *The last six editions of VESP View are provided in Annex 2.*

With 2018 the final full year of VESP Phase I, an online survey was conducted to identify achievement to date in supporting MoET provide better quality, access and management for basic education. The survey involved VESP Technical Advisers, the MoET Activity Managers and the development partners. The objective was to develop an overview of MoET / VESP success as part of a foundation for future improvement and will be included in a proposed VESP “Legacy Book” during the second half of 2018.

The communication team was active in helping MoET raise awareness through the International Ribbon Day, transition days in schools, summer schools, International Women’s Day and the World Water Day. The MoET is yet to commit the level of resources for an effective communication strategy for its key reforms. To support MoET, VESP resources will be applied as opportunities arise for mentoring and coaching, as well as documenting program activities and MoET achievement.

The Right Age campaign has been a valuable practical experience for MoET, particularly lessons learned about the difference between information dissemination and communicating to change people’s behaviour. The devolution and language policy work is providing other opportunities to build further MoET capacity in “communicating for change” effectively.

9 Monitoring and Evaluation

VESP continues to monitor efficacy of the program and uses targeted evaluation studies (see Table 1.2 below) to inform reporting of progress. A key aspect of monitoring is to ensure engagement of counterparts and work units in MoET to take lead roles in the design, delivery and then dissemination of evaluation results. The table below summarizes VESP approaches to monitoring and evaluation.

Table 1.2: Program monitoring summary

Type	Frequency	Purpose	Current status
Activity Monitoring	Monthly	Track progress of program activities in annual plan	Monthly activity monitoring update provided to MoET, DFAT and MFAT
Output Monitoring	Six monthly	Report on reach, coverage and quality of key program outputs	Section 2 provides assessment of progress towards key outputs for 6 months and cumulative result
Outcome Monitoring	Annual	Tracking the progress towards the achievement of the end of program outcomes.	Section 3 discusses progress towards end of program and intermediate outcomes.
Monitoring Studies	Ongoing	Monitoring whether the expected changes are occurring in key program areas	Section 6.3 provides a breakdown and explanation of key evaluation studies being implemented.

As indicated previously, a number of evaluation studies have commenced and continue through into completion. The purpose of the studies is to consolidate gains made in key areas of VESP and to continue supporting MoET's attempt to better utilise information and data to inform their decision making and resource allocation. There are five evaluations studies currently being prepared for implementation:

- Urban School Studies – attempt to capture a “snapshot” of information to test reliability of data in open VEMIS and also to identify issues related to enrolment, teacher quality, infrastructure and application of the new curriculum
- Inclusive Education Policy – this was discussed above but does continue a study of previous schools in an expanded evaluation across a larger sample of schools.
- Open VEMIS Study – this study seeks to assess perceptions of the OV system, how it is used and applied and what else is required to strengthen its profile and application.
- School Support Centre Trial – this evaluation is proposed to assess the lessons learned from the completion of the SSC trial.
- VITE Study – this is a short study to follow-up an earlier cohort of teachers to determine if they are still using the materials and modules provided through the cohort training.

These evaluations are scheduled for implementation over the next 6-months. As they are completed and the outcomes known, both MoET and DFAT will be updated.

10 Program Management

10.1 Financial Management

DETAILS REMOVED

10.2 Procurement during October 2017 – March 2018

All program procurement is carried out in accordance with the VESP Program Operations and Procurement Manual, compliant with Commonwealth Procurement Rules (CPR), and overlain where practical by the Government of Vanuatu Contracts and Tenders Act. These principles include: value for money, open and effective competition, ethics and fair dealing, accountability and reporting, and national competitiveness and industry development.

The last independent audit of VESP finances in August 2017 confirmed that expenditure was in accordance with these principles and with the approved Operations and Procurement Manuals. The options available to VESP have been a mix of subcontracting and other forms of procurement in accordance with the provisions of the CPRs and Government of Vanuatu Contracts and Tenders Act. Over the reporting period, the main procurement activities included:

- Strategy 1 – Curriculum and leadership monitoring studies;
- Strategy 1 – Professional development workshops in Penama and Tafea;
- Strategy 1 – Development and printing of language transition and teacher guides;
- Strategy 3 – Conduct of leadership training in all six provinces;
- Strategy 4 – Classroom construction at Eniou, Imafen and Lowenata primary schools;
- Strategy 4 – Manufacture and procurement of classroom furniture for all 42 classrooms; and
- Strategy 5 – Conduct of provincial devolution workshops.

10.3 Progress against budget

The expenditure profile and rate has generally been in accordance with the Annual Plans and the capacity of the MoET to absorb activities and TA. There were several activities that were delayed, including the construction of classrooms in Tanna, the training of teachers through VITE, and as a result of natural disasters and other weather events (delaying the School Support Centre completion and training activities involving Ambae. The VITE delays affected the volume of teacher training that could be supported in the past 6 months.

The expenditure rate and Financial Year vs Annual Plan targets are discussed with the AHC at regular intervals, with the aim of meeting both DFAT and program expectations and targets. A more detailed breakdown of expenditure and projections is included in the VESP Ninth 6 Monthly Financial Report, which has been submitted to DFAT separately to this 6 Monthly Progress Report.

10.4 Independent program audit

The last independent audit of program finances took place in August of 2017. The audit found VESP financial systems and established procedures enable transparent and effective financial management of support to MoET. The audit also found that financial systems, procedures and controls in place for the ongoing management of VESP are sufficient to facilitate transparent and effective management of program implementation. The final (annual) independent audit of VESP finances for this phase is scheduled for August 2018.

10.5 Working with GoV systems

A variety of risk mitigating approaches are applied when using GoV systems. Support for material writers was provided through the MoET CDU and the Education Services Directorate. To minimise potential for any fund reallocation, VESP worked with MoET and Reserve Bank of Vanuatu to create a special project account to which the pre-determined salaries for the curriculum writers was transferred.

The contracting of the writers and payments were wholly managed by the MoET. Initially, a percentage of the calculated salary was transferred to the nominated Reserve Bank account. Additional tranche payments were then made as needed to pay the writers.

In the provinces, funding is provided to selected and vetted MoET PTs and PFOs via the Provincial Education Board bank accounts for provincial training activities. The PTs and PFOs are responsible for acquitting all funds received prior to the next tranche disbursement. This approach has been effective in getting funds to the provinces for all VESP-supported activities. The VESP Finance Officer monitors the disbursement and acquittals for any emerging issues.

10.6 Fraud Detection, Investigation and Reporting

There were no issues requiring follow up from the independent audit in August 2017. In No issues were detected and reported as a result of ongoing and regular sampling of expenditure. Coffey fully supports DFAT's 'zero-tolerance' policy on fraud and corruption in any investment delivered through Australian Aid. VESP policies and practice continue to minimise potential for fraud, through clear procedures and verifiable processes, as included in the Operations Manual. With significant funds expended in support of MoET, continual vigilance and checking is part of VESP program and financial management. Regular provincial monitoring visits by the Finance Officer, combined with internal audits conducted by the Managing Contractor, support effective monitoring and compliance / expenditure review. Over the reporting period, one internal audit (MC VESP Project Accountant) and

one monitoring visit (Epi, Shefa Province - Program Finance Officer) were conducted. The Finance Officer also provided training on the VESP acquittal processes to new SIOs.

11 Human Resource Management

The Managing Contractor's human resource management systems continue to recruit, manage and monitor the work of short and long term staff. Detailed procedures are outlined in the VESP Operations Manual under the Human Resource Management section. These systems enable effective management of personnel, including completing the annual TA performance reviews. To date there have been no major issues with staff performance.

Locally engaged administrative staff continue to support VESP activities to the MoET in Port Vila and in the Provinces. Coffey uses multiple networks and sources to maintain awareness of the local political, economic and technical context and adapts activities and their timing as required. This includes support and strategies for local and international staff in their work within and across MoET.

12 Governance

The VESP Steering Committee (VSC) maintains strategic oversight of the program for general policy development, implementation and VESP progress towards specified outcomes. Despite occasional change to meeting schedules, the governance arrangement remains strong. Meetings were held regularly, with the VSC a key element in counterpart engagement and the encouragement of ownership across MoET.

The VSC is also a vehicle for highlighting progress against MoET corporate plan targets, with an ongoing alignment between MoET and VESP activity planning. Proposed VESP activities are presented to the VSC for discussion and endorsement prior to implementation. The VSC actively monitors VESP implementation through regular presentations of progress across the five strategies, enabling adjustment and better planning of activities in response to emerging priorities or risks.

Through the VSC, there has been collaboration between VESP and other MoET activities, in particular the ongoing development of Open VEMIS. The VESP TA continue to support oversight the process and probity in the allocation of the MoET School Grants program, managed via a Direct Funding Agreement between MoET and the governments of Australia and New Zealand. The last meeting of the VSC was on 8th February 2018 with the next scheduled for 9th April.

13 Reporting

Reporting schedules were mainly met. One milestone (Milestone 22 – Discussion Paper on Access and Participation Issues) was renamed “VESP Phase 1 Infrastructure Report” and exchanged with Milestone 24 (School Leadership Monitoring Report). The changed reporting and resource allocation was made to avoid any duplication of effort that could arise through a similar support activity to be

provided to MoET. This Sector Analysis commissioned by the UNICEF GPE fund, negated the need for a VESP report on Access and Participation.

The revised Milestone 22 was submitted as scheduled in March 2018.

Apart from this report, the three remaining milestones for the remaining VESP I are:

Milestone 24 – VESP Phase 1 Infrastructure Report – Due 31 July 2018

Milestone 25 – Capacity Development for Devolution Report – Due 31 August 2018

Milestone 26 – Program Completion Report – Due 1 December 2018

Regular VESP implementation updates and monthly reports are provided to the VSC and VESP stakeholders. Reports have been commended as being informative and well written. The VESP communication / reporting methods promote accountability and participation and have been utilised by program managers and for the relevant training. The focus will be to embed the new MoET policies and strategies across the various levels of the organisation, being particularly important in the areas of devolution, language policy, teaching and learning materials and the certification of teachers.

14 Conclusion

The program has continued to deliver on key outputs and has prioritised outcome level reporting through using existing information and data sources (VEMIS) as well as evaluation and monitoring studies. Outputs and outcome tables reveal the progress in key areas with many outputs moving towards conclusion.

There are a small number of activities that will not be complete by the end of 2018 and may need to be considered by MoET and DFAT for carry over into the next phase. The five evaluation studies have been scheduled to support data collection over the remaining 8-months and their outcomes reporting will be a central focus of the ACR.

VESP has continued to support MoET in critical areas of curriculum, school leadership, devolution, teacher training and in cross-cutting areas such as gender and communications. DFAT initiated a new design process earlier in the year to make preparations for the next phase. VESP welcomed an opportunity to review and support the design process and a series of consultations were initiated with MoET to assist them contribute to the design process. This was fruitful in terms of engagement, supporting new ideas and approaches and prioritising key strategies and interventions.

The MoET continues to work as an effective partner in engaging support to promote its reform agenda. VESP will continue to work in accordance with the 2018 Annual Plan to focus on the priorities and while remaining flexible to respond to emerging priorities and requests from MoET.

Annex 1

Risk Management Plan

Vanuatu Education Support Program

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LEGEND	L = Likelihood:	A Almost certain	B Likely	C Possible	D Unlikely	E Very Unlikely
	C = Consequences:	1 Insignificant	2 Minor	3 Moderate	4 Major	5 Severe
	R = Resulting Level of Risk:	L Low	M Medium	H High		

Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
Government and partner commitment						
Development Partners and/or Government of Vanuatu are unable to meet their commitments under the DFA for the education sector in Vanuatu	Delayed improvement in educational outcomes for Vanuatu's children	C	4	L	<ul style="list-style-type: none"> Ensure continued commitment of Development Partners and Government of Vanuatu to education in Vanuatu as a priority sector for support. Completion of regular annual reviews and assessments 	Development Partners and Government of Vanuatu
Direct personnel changes in the MoET and indirectly in Cabinet resulting from political changes	Policy changes leading to changes in the direction of reform/support and bilateral agreements	C	3	M	<ul style="list-style-type: none"> Ensure shared understanding of program objectives through regular information sharing between partner governments and implementing organisations and regular communication on the changes 	Development Partners and Government of Vanuatu
Natural disasters						
Tsunami, earthquake, cyclone	Loss of life and livelihoods, injuries, damage/isolation of schools, teachers, pupils Education delivery is disrupted Damage to school buildings	B ¹	5	H	<ul style="list-style-type: none"> Establish a communication strategy on school and community disaster preparedness Put in place disaster management plans Conduct rapid assessment of school facilities Re-focus technical assistance to disaster recovery needs of MoET Monitoring of absorptive capacity of MoET Develop framework for early recovery response and reconstruction program. Discuss use of OpenVEMIS as information management tool with all first responders 	Development Partners and Government of Vanuatu

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
El Nino Climate Change #	School closures due to lack of water and food Disruption to program activities due to school closures Spread of sickness within schools.	A	4	H	<ul style="list-style-type: none"> Disaster response planning (water and food distribution) Data systems developed for capture data on impacts of El Nino on schools and community Flexibility of activity planning in training teachers to implement new curriculum Delaying construction works to after El Nino event Use of OpenVEMIS as data source and record keeping. 	Development Partners and Government of Vanuatu MoET, Program Secretariat
Development Partners						
Poor coordination of development partner support or inappropriate support (education sector as a whole)	Development Partner investments will be less effective	C	3	M	<ul style="list-style-type: none"> Provide secretariat support to MoET Director General and Directors to ensure VESP SC meetings are appropriately focused Engagement with other donors and implementing partners working in the education sector. Oversight and monitor coordination of key implementation strategies 	Development Partners, SM, IES, TA
Internal/education sector						
MoET does not have ownership/leadership of the Program	VESP supported program may achieve less than anticipated. MoET will not provide necessary resources, time and effort	C	4	H	<ul style="list-style-type: none"> Continue commitment to Program being on policy, on plan, on budget (in kind) Support MoET Director General in role as Chair of VESP Steering Committee Engage MFEM and PMO in monitoring outcomes Ensure program outputs and outcomes are aligned into MoET M&E systems Engage advisers who clearly understand and deliver on mentoring/capacity development role Ensure regular dialogue between TA or implementing partners and MoET counterparts Ensure information and communication on achievements are highlighted to stakeholders and public at large. 	MoET, MFEM, PMO, Development Partners, SM, IES, TA

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
Slow flow of information / decision making between VESP and MoET senior management. #	Lack of coordination and planning limits progress	C	3	M	<ul style="list-style-type: none"> Ensure VESP Steering Committee fully functioning. Regular briefing meetings between VESP Secretariat Manager, Director P&P and DG Achievement of VESP activities are shared. 	MoET, SM
Internal/education sector						
Lack of skills/capacity of key MoET personnel Lack of key personnel in MoET posts	MoET unable to deliver on the Program	C	3	M	<ul style="list-style-type: none"> Jointly review organisational needs and implement necessary changes Provide opportunities for professional development and up-skilling On-going MoET monitoring of implementation capacity and absorptive capacity reported through regular briefing meetings between the SM and MoET DG Program reporting will identify and raise issues regarding progress towards annual targets against implementation schedules Program M&E framework and reporting will ensure setting of realistic benchmarks/targets aligned with MoET's M&E Framework Annual planning process will include program review and identification of any capacity-related issues Focus will be on groups, not individuals, to mentor and transfer skills 	MoET, SM, TA
Implementation Strategy 1: Train and support teachers to implement the new curriculum						

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
Limited CDU capacity to manage a quality process for curriculum implementation #	Curriculum implementation process is delayed	C	3	M	<ul style="list-style-type: none"> Focus capacity improvement support on building skills and confidence in implementing quality processes for all stages of curriculum development – writing, production, graphic design, distribution, communication and monitoring. Embed quality assurance and coordination processes as “normal” practice’ 	CDU
Teachers unwilling to undergo in-service training or change behaviour	Teachers do not improve teaching skills Children’s literacy and numeracy does not improve	C	3	M	<ul style="list-style-type: none"> ISU and VITE to raise awareness amongst students and teachers of the importance of training and ongoing professional development Implement mixed delivery modes of teacher training and use of teacher support groups for greater flexibility Provide School Principals pedagogical leadership training Ensure SIOs are fully resourced to support teachers in the classroom Assist the Ministry to explore approaches to building incentives into the system that foster desire to become better teachers 	VITE, ISU, MoET, SIOs, school principals, teachers, School Committees, DPs
VITE not willing to adapt teaching and in-service approaches	Teachers not provided necessary skills to deliver a quality education	C	3	M	<ul style="list-style-type: none"> Support VITE to revitalise training efforts Assist VITE to explore approaches that will encourage involvement in new in-service training approach. Support VITE with strategies to introduce more recent classroom teaching experience and high level expertise into the teacher educators 	VITE, ISU, TA, MoET
SIO not supported to carry out their role	Teachers are not given follow-up practical classroom support to deliver numeracy and literacy education	C	3	M	<ul style="list-style-type: none"> SIOs are trained, mentored and fully resourced (including travel allowances) Innovative use of SIO support implemented (e.g. mobile phone regular follow up) Provide ongoing work-based support to SIOs to develop capacity to cope with new roles 	VITE, MoET, Development Partners, SMT, PEO

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
Use of the vernacular as the language of instruction in the primary years divides community opinion and/or proves difficult to implement	Community unrest Many children do not gain literacy and numeracy skills. Teachers are not comfortable using the vernacular.	C	4	H	<ul style="list-style-type: none"> Socialise the benefits of using vernacular in the early years with communities (e.g. through PEO, SIOs, Radio Vanuatu, VSA and Churches Partnership) Encourage political socialisation for use of vernacular (in line with GoV Language Policy) Publish and share results of successful vernacular literacy programs with communities Approach through pedagogy rather than linguistics Encourage TSC placement of teachers in their home-towns where they know the vernacular Ensure classrooms have adequate resources Regular and consistent messaging on GoV Language Policy Monitor implementation rigorously 	Politicians, civil society programs, PEO, SIOs, VITE, TSC, TA
Implementation strategy 2: Strengthen early childhood care and education delivery						
Parents do not see the value of ECCE	Children do not benefit from ECCE, further disadvantaging their future education	C	3	M	<ul style="list-style-type: none"> Raise community and political awareness of importance of ECCE 6 Yia, Klas 1 campaign should incorporate the importance of ECCE Ensure achievements and the importance of ECCE is communicated through the different mediums. 	Politicians, MoET (ECCE Unit), civil society programs, IP (ECCE)
Once trained, ECCE teachers expect higher salaries	Parents are unable to afford ECCE fees	C	3	M	<ul style="list-style-type: none"> Provide opportunities for teachers to engage in professional development as compensation for low salary 	MoET, VITE
Implementation Strategy 3: Engage the community through school based management						
Lack of an integrated, manageable and fully MoET-owned approach to school based management #	MoET uncertainty around roles and responsibilities for SBM	C	3	M	<ul style="list-style-type: none"> Development of a more coherent approach to SBM through SIP, devolution and HR initiatives and associated capacity development of school leaders Regular community advocacy/engagement initiatives that focus on the role of the community in school improvement 	School leaders, SBM Unit, Education Services, Provincial Offices

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
Changed communication needs as the ZCA posts convert to SIO posts in a devolved school support context.					<ul style="list-style-type: none"> communication protocols for use of SIOs to deliver services support other units of MoET to prepare by ensuring communications are channeled through agreed MOET communication processes. . 	
Implementation Strategy 4: Provide locally relevant and efficient delivery of school facilities and equipment						
School construction and maintenance of poor quality	<p>Lack of value for money in DP's investments</p> <p>Possible building safety concerns</p> <p>Avoidable access barriers exclude girls and boys and children with disabilities and Program falls short of relevant equity of access targets and end of program outcomes</p>	C	3	M	<ul style="list-style-type: none"> International Engineering firm – Kramer's employed as Implementing Partner to supervise all construction works using 2 officers based full time in Tanna to assure quality and ensure the classrooms meet relevant construction codes.. Construction materials have been procured direct from suppliers to a specification agreed with the TA and the MoET to assure quality of inputs. Approved design complies with MoET minimum quality standards, Vanuatu building code and relevant Australian cyclone an NZ earth quake codes for Vanuatu school infrastructure. Construction sites in school compounds will be fully fenced and school communities actively engaged in management of safety on site. Relevant and Vanuatu appropriate sections of the 'Accessibility Design Guide: Universal Design Principles for Australia's Aid Program' included in approved classroom design. Design for toilet blocks fully accessible as per "Accessibility design guide ", with separate toilets for girls and boys Construction will also be closely supervised and monitored by both the TA, MoET staff, the community and full-time in Tanna by the implementing partner – Kramer's. Implement assets management plan 	Schools Infrastructure Adviser, Procurement Manager, Implementing Partners (design and construction companies), MoET, PEO, schools, school committees

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
Lack of consensus between and MoET and Development Partners on classroom designs and standards	Classroom rehabilitation targets unable to be achieved	C	3	M	<ul style="list-style-type: none"> Schools Infrastructure Adviser and SM to maintain regular and ongoing dialogue with MoET and VESP SC about classroom designs and standards Mount community awareness campaigns to advertise approved classroom designs and standards Ensure community awareness campaigns do not promote unrealistic expectations Ongoing community awareness campaigns extolling the benefits of education Regular dialogue with school communities to reinforce program message and engender involvement in the ongoing management of schools. Working with Department of Lands to confirm land gazetting and status 	Schools Infrastructure Adviser, SM, MoET, Development Partners, Implementation Partner, communities GoV, MoET
Land issues (leases, etc.) on selected school sites	Program targets relating to literacy and numeracy levels not achieved					
	Communities disengage from Program due to apparently unfulfilled promises	B	4	H		
	Capital works plan unable to be implemented as planned and approved by MoET and donor partners					
Implementation Strategy 5: Develop capacity within Ministry of Education to deliver an effective, well-managed and locally managed education system in Vanuatu						
Collection of student enrolment not timely and accurately collected	Delay of other strategy 5 program activities such as disbursement of school grants and teacher's allocation	B	3	M	<ul style="list-style-type: none"> Interim measures such as provide manpower support to VEMIS officers (data collection), more resources, training, until management capacity increases. 	MOET, PPU, Finance Unit, Provincial Officers
Appetite for change is influenced/affected/impacted by competing agendas/priorities	The effective roll out of the program	C	4	H	<ul style="list-style-type: none"> Support MoET Director General's leadership role Provide Teachers Service Commission with adequate resources to carry out their mandate Develop and implement an effective MoET human resource development plan Seek PMO and MFEM buy-in to monitoring outcomes 	MoET, TSC, IP, TA, SM Development Partners, MFEM, PMO

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
Financial Risks: VESP funds are defrauded	Planned activities are not able to be delivered.	C	3	M	<ul style="list-style-type: none"> Transition slowly to full of use partner systems (continued use of school grants 'on budget') Undertake annual assessment of possible earmarked budget support that could be provided Regularly review funds disbursement processes to minimise opportunities for fraud Budget in-kind support managed by MC Undertake annual mandatory external audit of MC 	Development Partners, MoET, MFEM, PMO, Secretariat Manager
School grant acquittals rate does not continue to improve	Potential risk to implementing effective school improvement planning.	C	3	M	<ul style="list-style-type: none"> Improve processes for each successive tranche disbursement Early follow up of schools failing to acquit so not to be excluded from the next tranche. Reduce the number of schools being excluded from the initial tranche payout for failing to acquit. 	MOET, PPU, Finance Unit, Provincial Officers, development partners
Alignment of VESP and MoET Planning based on results	Potential for disconnect between VESP plans and MoET priorities	C	3	M	<ul style="list-style-type: none"> Participatory approach to revision of M&E Establish M&E base lines to measure results Develop and implement M&E capacity development plan for MoET staff Support VEMIS Unit along with M&E strategic advice Report results to VESP Steering Committee Publish national educational results at the village level (e.g. through Radio, Churches Partnership, notice boards) Support MoET through regional Development Partner initiatives on EMIS 	MoET, MFEM, PMO, Development Partners Secretariat Manager, TA (M&E)

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
Focus on disability inclusion and gender equality by VESP is not embraced within MoET planning.	Disability inclusion, and gender equality is not internalised in MoET policies, action and implementation. Children with disabilities continue to be marginalised from early learning pathways and Program falls short of relevant equity of access targets and end of program outcomes Gender barriers to early learning are not addressed and harmful gender stereotypes continue to negatively impact on learning pathways and outcomes for girls and boys	C	3	M	<ul style="list-style-type: none"> Implement VESP Gender and Social Inclusion Strategy, ensuring key targets in strategy are closely integrated with the 5 program implementation strategies Integration of key disability, gender and social inclusion targets into mainstream program planning documents Conduct awareness raising and training for critical 'enablers' in targeted GD&SI policy areas 	MoET, Secretariat Manager, GD&SI Adviser
Results and work are not clearly communicated with key stakeholders.	The MOET reform agenda does not receive support of key stakeholders with potential reduction in program impact.	C	3	M	<ul style="list-style-type: none"> Support MoET efforts to establish a functional communications plan and implementing unit through mentoring and coaching. Develop specific communications strategies for key areas being supported through the program (curriculum, devolution, access and participation) and provide specialist assistance where needed. 	MoET, SM, VESP Communications Strategy Coordinator, VESP TA
Uninformed data management undermining development of Open VEMIS	Not using data available to plan, implement and monitor progress of program outputs and outcomes	C	3	M	<ul style="list-style-type: none"> Conduct a comprehensive data quality assessment to assess the accuracy, completeness, reliability, timeliness, confidentiality, precision, integrity of all data sources from the government, NGOs, private sectors, community based organisations etc Work with the PM's Officer and MoET to ensure sound processes are in place to collect, integrate, manage and use robust data from a variety of different sources Use the baseline research exercise as a basis for quasi-experimental evaluation design which will provide evidence of what would have happened without program intervention Use updated theory of change process as a basis for contribution analysis to assess the contribution that the Program is making to broader change 	Donor partners, Prime Minister's Office, MoET M&E Adviser,

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Major Risk	Potential Impact	L	C	R	Risk Minimisation	Responsibility
OV transition focused on activities in central level, disregarding activities and resource needs at provincial and remote areas	OV implementation jeopardised	B	4	M	<ul style="list-style-type: none"> Improve OV automated reports to monitor and demonstrate adherence at school level Involve more actors (JICA, Peace Corps, French volontaires, Australian and NZ volunteers) already based at school level to support OV implementation and training 	
Unrealistic expectations of time needed to embed a culture of evidence-based decision making into MoET systems [#]	Decision making hindered by lack of use of robust and relevant evidence for policy development	C	3	M	<ul style="list-style-type: none"> Capacity building in use of evidence for policy and planning Reviewing policies and plan to ensure evidence is used in their formation and development. 	M&E Adviser, Planning and Budget Adviser, MoET
Ministry and/or schools procure software that does not integrate with existing systems.	<p>Primary systems are undermined as duplicate data is collected.</p> <p>Scarce resources enter data into parallel/redundant systems at the cost of updating the primary system.</p> <p>Impact varies with systems procured.</p>	A	3	M	<ul style="list-style-type: none"> Policy to prevent spontaneous procurement of software at schools and within the ministry. Strict software evaluation process that includes approval by MoET IT Unit. 	MoET

[#] Additional identified risk based on lessons learned

¹ Change in likelihood of this event based on recent events and weather forecasts for 2017-18.

Annex 2

VESPView provided to DFAT and Stakeholders

Annex 3

Progress against key outputs

End of Program Outcome: Improved literacy and numeracy of Year 1-3 students (male and female)

Intermediate Outcome 1: Increase in number of schools with teachers implementing the new curriculum for Years 1-3 using effective teaching and learning methodologies.

Output 1.1: New curriculum implemented in Years 1-3

KPI: # of schools receiving new curriculum (for Years 1-3 as rolled out); # of schools with teachers trained in new curriculum for Years 1-3

Targets (end Phase 1)	Status of progress towards targets	Quality	%
All primary schools are using the new curriculum and materials for Year 1 -3 Curriculum implementation impact monitoring Phases 1 and 2 completed.	<ul style="list-style-type: none"> Curriculum implementation monitoring - monitoring tool developed, ready to be trialled by SIO's in provinces. Materials monitored for inclusiveness - Writers trained in inclusivity when developing materials. Reviewed by consultation groups and Inclusivity Officer at CDU for any negative gender stereotyping or messages about children with specific and physical learning difficulties. Audio readers (27 titles) for visually impaired Years 1-3 developed for distribution in April. Teacher Guides: Final 2 Teacher Guides completed so that now all 12 Year 1-3 teacher's guides distributed to schools. CDU is following up to ensure all TGs are actually in the schools. National Literacy Strategy, led by MoET ongoing. Vernacular Reading materials- Vernacular reading materials completed in 54 languages (9 books for Year 2 and 9 books for Year 3). 	<p>Although print ready versions of the Year 3 L&K and LLC teachers Guides were finalized by late December 2017 they were printed and distributed too late for the start of the school year.</p> <p>A review of MoET processes has been undertaken to highlight this gap in the distribution of materials and to reduce the risk of any reoccurrence.</p> <p>CDU has not consistently applied its own processes for replacing damaged or lost materials. CDU advice to schools regards replacement of lost or damaged curriculum materials needs to be strengthened.</p> <p>Distribution of vernacular reading materials and matching languages with schools presented CDU with challenges. Database that aligns languages with schools has been updated but also needs to be incorporated into Open VEIMIS.</p>	75%
Rollout of the Year 4-6 curriculum commenced. Teacher guides for Year 4 completed ready for distribution and training	<ul style="list-style-type: none"> Teacher Guides - First draft teachers guide for 5 learning areas co-jointly developed in English and French. First draft of Language and Communication 60% complete. Text book for Year 4- Scope for a prototype text book finalized. RFP to develop and print the text book sent to potential service providers to work with MoET. To be evaluated and contracted in April – May for delivery to schools in late 2018 	<p>CDU processes to review and validate quality of materials and the language quality and presentation (in Bislama, English and French) to be confirmed</p> <p>Full time reviewers have been engaged to check content of final draft versions of each teacher guide.</p> <p>Editors will be engaged to do the final stage check before endorsement.</p>	70%

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<p>All schools are using students' first language (Bislama or a vernacular) as medium of instruction in Year 1-3</p>	<ul style="list-style-type: none"> • Year 2-3 Ademap Lanwis support documents: The Year 2 Ademap materials French and English versions developed and laid out at print ready stage. • Year 3: English 2nd draft 50% complete; French 15% complete • Bislama dictionary for primary schools: Preliminary word list. Entry into dictionary builder commenced. 	<p>Care is being taken to make sure that the quality and level of language and translations is consistent across the materials.</p>	<p>20%</p>
<p>Primary teachers are trained to use the new curriculum support materials for Years 1-3. Primary teachers have received professional development in: (i) Language Transition for Year 1-6; (ii) Multi-grade teaching; and (iii) Class based assessment.</p>	<ul style="list-style-type: none"> • Training for Provincial Trainers: Training delivered to 19 provincial trainers in instructional leadership for principals. • Numeracy specialist training workshop: 7 PTs trained • Language transition training: Year 1 teachers trained in Ademap Lanwis - 4 training sessions in Sanma, Malampa and Torba. Total 90 participants trained in Year 1. Malampa – 26, Torba – 31, and Sanma - 33 • Class based assessment PD for teachers: Manual developed and provided by CDU: being adapted for training. Scheduled for July. • Monitoring process are implicitly embedded into their training programs with a formal review scheduled at November 2018. The formal evaluation process is under development. • Training monitored for inclusiveness - PTs trained to cater for adult learning styles and are gender inclusive. 	<p>All training is delivered by appropriate presenters and with MoET staff taking the leading role wherever possible.</p> <p>Ongoing follow up with Provincial Trainers on any constraints and difficulties caused through school isolation</p>	<p>80%</p>
<p>Primary schools report that they are using assessment tools to monitor progress of Year 1-3 towards expected literacy and numeracy standards.</p>	<ul style="list-style-type: none"> • Common report and grading scale: Summative report template and grading scale for Years 1-3 that aligns with learning areas developed, distributed in April. • Tools for literacy and numeracy class based assessment developed. • 247 Anglophone and 131 Francophone schools participated in VANSTA - 94% of primary schools (volcano disrupted some school participation) 	<p>VANSTA data for schools and students did not neatly align with the data contained on Open VEMIS. A data cleaning exercise will be undertaken during May to maintain accuracy of school data.</p> <p>In the next reporting period, proposed to align the 2017 VANSTA results with the latest data on Open</p>	<p>70%</p>

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- Final report of VANSTA presented to MoET in January 2018.
- VANSTA Reporting template for each Year 4 and 6 class in Vanuatu developed for use by MoET ready for distribution in April
- VANSTA information brochure for schools developed ready for distribution in April (to support school level analysis of VANSTA results).

VEMIS, so that the school level results are readily available.

Output 1.2: Training (pre-service and in-service) for primary teachers updated to meet quality standards

KPI # of primary teachers who have upgraded their qualifications to aligned with the quality standards

Targets (end Phase 1)	Status of progress towards targets	Quality	%
<p># of primary teachers who have upgraded their qualifications to align with the quality standards</p> <p>Course revision, VQA benchmarking and accreditation completed for all year 1 and 2 Primary teacher training courses</p>	<ul style="list-style-type: none"> • Leadership uncertainty continues at VITE, this affecting developing courses for teacher training • Notice of intent to Accredite B Ed (Primary) to Vanuatu Qualifications Authority (VQA) • Steering Committee established to oversee development of B ED (Primary) program • Partnership with USP and UNC established to support development of B Ed program • Lecturers working on B Ed structure, unit descriptors, expected to be submitted to VQA for approval in May 	<p>VITE Administration is working with (VQA) to implement quality assurance processes as set out in the Vanuatu Quality Assurance Framework (VQAF)</p> <p>Steering Committee with representation from various stakeholder groups has been established to oversee the development of the teacher education programs</p> <p>USP and UNC are assisting in quality assuring development of the program</p>	60%
<p>VITE is delivering courses by external study mode for teachers to upgrade their qualifications to meet teacher registration requirements.</p>	<ul style="list-style-type: none"> • “Effective Teaching and Learning” Pilot completed by 114 students from six provinces. • ETL Course evaluation completed, findings used to inform future course development and delivery • Preparations underway for external delivery of the “Assessment and Reporting” course in Semester 2 • Plans underway for piloting delivery of the ELT Course through online modality using a VITE Computer Centres which are supported by AUF 	<p>VITE has appointed a member of its Leadership Team, supported by a Working Group, to oversee management and external delivery of courses.</p> <p>AVP Technical Adviser with experience in program accreditation recruited to support VITE in development and implementation of the RPL process.</p> <p>Pilots and their summary evaluation planned for the delivery of the online, self-study and NTDP Workplace in-service teacher training programs.</p>	50%

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- TA recruited from the Australian Volunteer Program (AVP) to support VITE in accreditation, development and application of RPL processes
- NTDP is ready for MoET review. Piloting in one province planned for Semester 2, 2018
- VQA process underway so courses delivered external are in line with B Ed (Primary) pre-service program and can be accredited toward a qualification upgrade.

End of Program Outcome: Children (girls and boys) including those with special needs have access to kindergarten and years 1-3

Intermediate Outcome 2: Students commencing at the right age and transitioning through Years 1-3

Output 2.1 Community engagement to support access and participation in early years of schooling.

KPI # of schools that engage with communities to enrol children at the right age into Year 1. # of schools that engage community support for accessible facilities

Targets (end Phase 1)	Status of progress towards targets	Quality	%
A school and community awareness package developed based on the outcomes from the case study on inclusive education.	<ul style="list-style-type: none"> • Inclusion case study proposed for next quarter (June 2018). An evaluation plan and study methodology has been prepared 	The study has followed DFAT's M&E standards and the Australasian Evaluation Guidelines for evaluations	75%
Improved awareness of Child Protection and GBV among key education personnel.	<ul style="list-style-type: none"> • Report on the survey conducted with education personnel and communities on MoET's Inclusive Education Policy completed. • Three schools participated in a kindy to Year 1 transition event, targeting children who should be in Year 1 in 2018. Children with disabilities also took part in the event. • The Gender Based Violence and Child Safeguarding modules developed and pilot training conducted. 		80%
Community advocacy campaign Phase 1 (Right Age enrolment) complete	<ul style="list-style-type: none"> • 6 Yia, Klas 1 (Right Age) Awareness campaign launched during Vanuatu 2017 Pacific Mini Games 	Results of the Phase 1 to be used by the working group to design the second phase ELAC.	80%

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and evaluated. Phase 2 (Early Learning) launched in 6 provinces.	<ul style="list-style-type: none"> • <i>Early Learning Advocacy Campaign (ELAC):</i> Design of the next phase of the community advocacy program – ELAC ready for first pilot in 2018 	The pilot will enable learning and improvement before launching across the country.	
18 schools on Tanna received community contributions for new classroom construction	<ul style="list-style-type: none"> • 18 schools with MoUs for community contributions to the classroom construction. 	Aligned to MoET MQS Standard 9	100%

End of Program Outcome: Effective education service delivery for kindergarten and Years 1-3 at central provincial and school level.

Intermediate outcome 3: Provincial officers providing necessary support to school leaders.

Output 3.1: Infrastructure planning to support quality facilities and improved access to primary schooling.

KPI # of primary schools completing an asset survey. #of schools with new classrooms built and occupied # of schools implementing maintenance plans.

Targets (end Phase 1)	Status of progress towards targets	Quality	%
42 new classrooms constructed in 18 schools in Tanna.	<ul style="list-style-type: none"> • <i>Classroom construction:</i> School work complete and warranty defects in 3 classrooms signed off. 8 more school inspections to be completed by May 	Followed MOET MQS Standard 9 for Infrastructure. Using accredited staff from Kramer to review and sign off the work.	50%
Asset survey for primary schools completed and used to support the school development planning process.	<ul style="list-style-type: none"> • <i>Primary asset survey:</i> Re-survey of Tanna schools completed. 	Completed.	100%
18 schools in Tanna with new classrooms have a facilities maintenance plan in place.	<ul style="list-style-type: none"> • Plan scheduled for completion in second half of 2018 		

Output 3.2: School leadership to support improved learning in classrooms

KPI # of schools with head teachers trained in new curriculum # schools with school improvement plans (SIPs)

Targets (end Phase 1)	Status of progress towards targets	Quality	%
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<p>All primary schools have conducted self-assessment against the MQS.</p> <p>All primary schools are implementing a SIP based on MQS and linked to school grants.</p>	<ul style="list-style-type: none"> • Complete - Primary schools developed a SIP against the MQS 	<p>SIOs continue to make support visits to schools, principals and teachers for implementation of SIP</p>	<p>100%</p>
<p>Provinces are using the MQS as the basis for planning support to schools.</p> <p>Principals of primary schools have received professional development (training and support) for instructional leadership.</p>	<ul style="list-style-type: none"> • Provinces developing provincial work plan for support to schools based on challenges observed monitoring of SIP. Complete • Primary school Principals received instructional leadership training for the Yr1 - 3 new curriculum • School Support Centre Trial. The SSC at Orap to be completed and ready for operations in May. 	<p>Provincial offices are coordinating support visits to schools</p> <p>Principals will continue to receive training as the new curriculum Yr3 rolls out this year</p>	<p>90%</p>

Output 3.3 Provincial management to support service delivery at school level

of provinces with capacity for devolved responsibilities for the management of teachers and schools

Targets (end Phase 1)	Status of progress towards targets	Quality	%
<p>Eligible schools receive and acquit school grants on time.</p> <p>Schools with internet are using OV tools for managing their school finances.</p>	<ul style="list-style-type: none"> • 2 School grants tranches disbursed (8 of 9 school grants tranches, DFA DFAT co funded, distributed since 2014) • 2nd tranche 2017 (199,300,285 VT) was paid in 5 parts. 1st tranche 2018 (256,560,300 VT) paid to all (100%) eligible schools (417), representing 48,235 primary students. • 2017 ECCE grants (15,727,500 VT) paid in 2 parts for Term 3 to primary schools (290, 100%) with ECCE centres attached, representing 6,285 students. 	<p>Principals and Bursars training delivered in financial management for 4 of 6 provinces. Santo and Penama, affected by volcano disaster, will have training in 2nd Quarter 2018</p> <p>Grants criteria and check list to DFAT DFA, reviewed to represents reforms and improvements in process of disbursement of grants</p>	<p>90%</p>

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	<ul style="list-style-type: none"> 2018 ECCE tranche 1 (47,385,000 VT, 40% of annual rate per student) were paid to 598 ECCE centres (attached and feeder) representing 8,775 students. Grants (28,844,213 VT) in response to Volcano disaster were paid to Ambae schools (28 primary, 7 secondary, 18 ECCE and 3 Rural Training Centres) 4,467 students 139 (25%) of primary and secondary schools are using Financial Module to produce financial reports 			
School improvement support services, inspection and compliance functions devolved to provinces.	<ul style="list-style-type: none"> <i>Capacity development of Provincial Management Teams.</i> Inspectors' induction, training and school monitoring. Training prepared for Shefa scheduled for April 2018 <i>SSC Trial Evaluation:</i> No work on evaluation, building delayed. MOU agreed with MPG by end March 2018 	Quality of the SSC refurbishment being monitored and using skilled contractors. Should be completed for a formal opening by the end of May.	20%	
Teacher deployment policy implemented. All teachers registered. Training provided to principals and teachers for school based performance management.	<ul style="list-style-type: none"> School based performance management policies to be completed by MoET in April / May – trial in Shefa on devolution training HR Unit preparing a submission to Teaching Service Commission regarding teacher registration in May 	Teaching Service Commission and VITE standards taken into account in structuring support	75%	
			80%	
School registration policy implemented National School Infrastructure Development Strategy and Implementation Plan in place.	<ul style="list-style-type: none"> School registration committee met twice Awareness material prepared to disseminate to Provincial Education Offices regarding school registration Draft of methodologies and approaches draft to submission to NSIDP working group Recruitment of officer to assist the NSIDP consultations in progress Communication strategy developed 	Need to monitor that: <ul style="list-style-type: none"> there is an implementation plan of the policy Roles of SIO and Inspectors on policy are understood and training provided. support to School Registration Committee to decide matters in a reasonable timeframe The NSIDP completion will be enhanced by the appointment of a project officer to assist the PPD to complete the plan 	60%	

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<p>Open VEMIS is fully functional with school, teacher and student data maintained to meet all identified operational and reporting needs</p>	<ul style="list-style-type: none">• Primary and Secondary data for students achieved with reasonable accuracy. MoET to address longitudinal student tracking to identify student attendance, retention, repeat and transfer rate.• Staffing allocation formula refined over the six months but yet to be finalised.• VEMIS case study distributed via VESPView.• Open VEMIS data was presented to Minister.• Iterations to document gather data on teacher qualifications agreed but not actioned yet by MoET.• ECCE data regularly updated into OV.• 2016 census data uploaded into OV, allowing OV to generate NER, GER and other population data reports.• SPC new servers for use by OV. Being commissioned• Some MoET schools have multiple registration.• The French version of OV was released with approximately 80% operating in two languages.	<p>OV implementation plan and reporting mechanisms in place 80%</p> <p>SIO's facilitate and support schools on maintaining Open VEMIS with updated data</p> <p>The OV Annual Plan was endorsed by DG in February.</p>
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Annex 4

Data collection for VESP outcomes

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Outcome	Indicator	Baseline	Progress to Date	Narrative																												
EPO 1: Improved literacy and numeracy of Year 1-3 students (girls and boys)	% of Y4 students meeting literacy standards	VANSTA 2009: 25% at expected standard	VANSTA was administered in October 2017. The % of students that met or exceed minimum standards for literacy and numeracy are as follows	Although VANSTA 2009 was a different test reflecting a different curriculum, the data for 2017 shows that there has been an increase in the % of students meeting standards for literacy and numeracy. Notable is the increase in proportion of students in Year 4 that have achieved or exceed the minimum standards for literacy. The VANSTA results closely reflect the data from the Vanuatu PILNA sample for literacy and numeracy																												
	% of Y4 students meeting numeracy standards	VANSTA 2009: 50% at expected standard																														
			<table border="1"> <thead> <tr> <th></th> <th>Literacy (English)</th> <th>Literacy (French)</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>65%</td> <td>64%</td> <td>85%</td> </tr> <tr> <td>Year 6</td> <td>73%</td> <td>41%</td> <td>75%</td> </tr> </tbody> </table>		Literacy (English)	Literacy (French)	Numeracy	Year 4	65%	64%	85%	Year 6	73%	41%	75%																	
	Literacy (English)	Literacy (French)	Numeracy																													
Year 4	65%	64%	85%																													
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IO 1: Schools implementing new curriculum in Years 1-3	% of schools effectively implementing Year 1-3 curriculum	0%	Total: 98% of school's survey as part of the CIMS reported they are implementing the curriculum in Year 1 Perceptions of PEOs from provincial offices and Coordinators Curriculum Improvement Officers about the extent to which the curriculum is being implemented in schools is summarized in the table below.	Findings from the curriculum implementation monitoring study (CIMS) conducted in 2016-7, suggest that there is progress typical of what you would expect in this early stage of a curriculum reform agenda. While teachers and principals do not yet fully understand the theoretical underpinnings of an outcomes-based approach they are nevertheless experimenting with the new learning areas and designing teaching and learning programs to ensure students achieve the outcomes. The decline in the extent teachers are implementing the curriculum from Years 1-3 reflected in the table on the left reflects the stages teachers typically go through when implementing the various aspects of a new curriculum. These typically include awareness, engagement, refining and embedding. An additional study is not planned for 2018 but a follow up study in VESP Phase II is proposed to look closely at uptake of the curriculum.																												
			<table border="1"> <thead> <tr> <th>Province</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> </tr> </thead> <tbody> <tr> <td>Tafea</td> <td>100%</td> <td>75%</td> <td>75%</td> </tr> <tr> <td>Shefa</td> <td>99%</td> <td>80%</td> <td>70%</td> </tr> <tr> <td>Malampa</td> <td>100%</td> <td>90%</td> <td>75%</td> </tr> <tr> <td>Sanma</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Penama</td> <td>100%</td> <td>95%</td> <td>80%</td> </tr> <tr> <td>Torba</td> <td>99%</td> <td>80%</td> <td>70%</td> </tr> </tbody> </table> <p><i>*% implies full implementation of all aspects of the new curriculum</i></p>	Province	Year 1	Year 2	Year 3	Tafea	100%	75%	75%	Shefa	99%	80%	70%	Malampa	100%	90%	75%	Sanma	100%	100%	88%	Penama	100%	95%	80%	Torba	99%	80%	70%	
Province	Year 1	Year 2	Year 3																													
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Sanma	100%	100%	88%																													
Penama	100%	95%	80%																													
Torba	99%	80%	70%																													
EPO 2: Children (girls and boys) including those with special need, have	Enrolment Rate for Y1 -3 (NER)	2010: Y1: 37.5% 2010: Y2: 24.2% 2010: Y3: 21.8%	2014 Year 1: 50% 2014: Year 2: 40% 2014: Year 3: 35%	2016 Year 1: 33.05% 2016 Year 2: 30.12% 2016 Year 3: 24.27%	Population data Mini census 2016 Date for calculation of age 31 May																											

1 The introduction of individual student records in 2015 saw a 7% drop in the general student population over the previous year due to improved accuracy. The census approach used before Open VEMIS required schools to aggregate the student roll when reporting to the ministry. The general understanding is schools would inflate the aggregated figure to attract additional per capita grant funding. The aggregated and slightly exaggerated figures were typically not audited. The newer approach requires individual names and dates of birth of individual students and is subsequently more difficult for schools to artificially inflate enrolment numbers. Grant payments were calculated based on the newer reduced individual student rolls after verification by provincial officers. The newer approach also places substantially less work on the schools to report student and teacher data. Schools need only record the student class lists, generally carrying an existing class forward. All aggregation for reporting purposes is performed by the database (Open VEMIS) not the schools, also improving accuracy. Although the individual student record approach has increased student roll accuracy, the approach has introduced the next level of required accuracy – tracking student dropouts and transfers mid-year.

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Outcome	Indicator	Baseline	Progress to Date	Narrative																																			
access to kindergarten and years 1-3	% of children with special needs attending kindergarten and Y 1-3	2010: Kindy 2.5% 2010: Y1-3: 5.7%	2014: Kindy: 10% 2014: Year 1-3: 10%	Children with disability data is not currently available. MoET does not want to collect or present such data at this time. Discussions are underway at time of writing to introduce the Washington questions in OV. This will require specialised TA training of teachers and modifying the questions in to fit Vanuatu. This will likely take a year or more.																																			
IO 2: Children (girls and boys) commencing at right age and transitioning through year 1-3	% of children age 6 in Y1 who attended kindergarten	2010: 53%	K-Year 1: TBC	ECCE student counts nearly doubled between 2016 and 2017 increasing from 8799 to 14673 with a corresponding increase in classes from 447 to 752. This would seem to indicate not an increase in attendance but more a volatility in reporting compliance as ECCE data begins to flow. As such a determination of age 6 in Y1 that attended ECCE with reasonable accuracy is not possible at present. However Open VEMIS uses two methods to monitor (and cross check) the accuracy of this statistic: 1) Analysing student IDs in Y1 that were in ECCE the previous year and 2) Analysing a specific flag that schools are requested to apply to students that attended ECCE. This statistic is considered accurate when both analyses return the same result. 2016 data quality reports indicate 6820 students marked as attending ECCE where no corresponding ECCE class was found. Simultaneously 1524 students were recorded in OV ECCE classes but the primary schools did not indicate these children as having attended ECCE. Until both data quality reports return zero errors, this statistic is not deemed accurate. TA are working with counterparts to use the data quality reports to improve the quality of this statistic.																																			
	Retention rates for Y1 to Y42	2010: Total: 82.2% (girls 81.1% and boys 83.5%)	Year 4 Total: TBC	Retention Rates Y1 to Y4 (2013 to 2016). Due to the introduction of Open VEMIS individual student records in 2015 the gross student count was reduced by 7% in 2015 not a result of students dropping out but as a result of increased accuracy. This increase in accuracy (decreased overall student count) has the effect of decreasing the retention rate over 4 years. Does not take into account repetition. Open VEMIS is now returning reasonably accurate gross student data for Primary and Secondary with ECCE improving year on year. The ministry will now tackle the next level of data complexity - longitudinal (multi-year) student data. Multi-year analysis is required to determine accurate drop outs, repeaters, ECCE in Y1, mid-year transfers, etc.																																			
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EPO 3: Effective education service delivery for kindergarten and years 1-3	% of schools that demonstrate improved school management	2013: 0% were able to demonstrate their performance in relation to the MQS.	2016: 100% of primary schools have undertaken an MQS baseline assessment.	To date 234 (57%) schools and submitted the data to provincial offices. The baseline assessment exercise has enabled schools to focus on school improvement that links to the standards and helps set priorities for use of school grants. This more focused approach to planning represents a significant shift in the overall approach to school management. A full analysis of the baseline data from all six provinces is currently underway and will be the basis for the development of a School Leaders Development Plan. Attendance data has not been routinely collected and analysed by the Ministry. The current work on entering individual student records into Open VEMIS is intended to lead to establishment of a baseline.																																			

2 The only way to achieve a reliable retention statistic is to ignore old VEMIS data from 2014. A revised version of the previous retention table with two new calculations has been included.

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IO 3: Schools better managing themselves with support from provincial authorities	% of schools demonstrating effective management of school grants	2014: Total: 66% of eligible schools submitted financial returns	2016: Total: 96% of eligible schools submitted financial returns for Tranche 1 2017: Total: 87% of eligible primary schools submitted financial returns for Tranche 2	In spite of improvements in the quality and timeliness of the financial reports from schools, as a result of improved processes, a considerable number of schools have been recurrently excluded from grants for no provision of financial report. Senior management decided to pay to those schools but, at same time, committed to increase the support by the Finance Unit, PFO, now assisted by SIOs to assist schools that struggled with meeting school grants requirements. Internal Audit and Education Services are now more involved in the grant disbursement processes.
	% of schools that meet Quality Minimum Standards for community engagement	2013: 0% schools assessed against Standard 13	2016: 37% of schools assessed as meeting MQS 13	Community advocacy to support to schools has been positive through MQS 13 as a result of SIP training. This is observed in the ratio of male and female in the school councils. School councils understand their roles and start to demand better performance from the school The involvement of community in the SIP training is continuing to have positive impact in schools' management - communities understand their roles in support to schools. More school councils are demanding correct processes and procedures to be followed and this makes school administration to be more transparent and become accountable to the community about how the school is performing. The case study in the SLMS indicated practical implications in schools in regards to SIP implementation. It shows that school leaders who involved the community in decision-making and keep them well informed received much support from the community. The study also indicated that creating an environment of teamwork with the community increases leadership capacity.
	% schools implementing school improvement planning	2014: 2% of primary schools with a School Improvement Plan (SIP)	SIPs submitted to the provincial offices: 2016: 57% of primary schools. 2017: 77% of primary schools	The improved rate of "take" up of SIP following the training has potentially been the result of improved interaction between provincial offices and schools on SIP implementation. A 20% increase in SIP submission shows positive shift in focus from the traditional school management to a more planned and focus direction towards the 15 MQS. School leaders are more aware that a good SIP plan will only be implemented if there is a strong leadership that connects the school with the community. The School Leadership monitoring study indicates that school leadership need continuous support from the council as well as the community and the provincial office to lead on with the new initiatives as the SIP in schools.

Annex 5

VESP technical assistance:

October 2017 – March 2018

DETAILS REMOVED

