Program Document
For a GPE Education Sector Plan Implementation Grant and Multiplier
V6 for QAR III

Program name/s: Vanuatu GPE Program
Donor: Global Partnership for Education
Implementing agency: Ministry of Education and Training
Grant agent: Save the Children
Coordinating agency: Australian Department of Foreign Affairs and Trade
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<thead>
<tr>
<th>Acronyms and abbreviations</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTC</td>
<td>Australia Pacific Training Coalition</td>
</tr>
<tr>
<td>CDU</td>
<td>Curriculum Development Unit</td>
</tr>
<tr>
<td>CTB</td>
<td>Central Tender Board</td>
</tr>
<tr>
<td>DFAT</td>
<td>Australia Department of Foreign Affairs and Trade</td>
</tr>
<tr>
<td>ECCE</td>
<td>Early childhood care and education</td>
</tr>
<tr>
<td>EGMA</td>
<td>Early grade maths assessment</td>
</tr>
<tr>
<td>EGRA</td>
<td>Early grade reading assessment</td>
</tr>
<tr>
<td>ESPIG</td>
<td>Education Sector Plan Implementation Grant</td>
</tr>
<tr>
<td>ETSA</td>
<td>Vanuatu Education and Training Sector Analysis</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GoV</td>
<td>Government of Vanuatu</td>
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<tr>
<td>GPE</td>
<td>Global Partnership for Education</td>
</tr>
<tr>
<td>IERC</td>
<td>Inclusive Education Resource Centre</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual education plan</td>
</tr>
<tr>
<td>LEG</td>
<td>Local Education Group</td>
</tr>
<tr>
<td>LTA</td>
<td>Long term adviser</td>
</tr>
<tr>
<td>MEAL</td>
<td>Monitoring, evaluation, accountability and learning</td>
</tr>
<tr>
<td>MEO</td>
<td>Mobile ECCE Officer</td>
</tr>
<tr>
<td>MFAT</td>
<td>New Zealand Ministry of Foreign Affairs and Trade</td>
</tr>
<tr>
<td>MoET</td>
<td>Ministry of Education and Training</td>
</tr>
<tr>
<td>NTDP</td>
<td>National Teacher Development Plan</td>
</tr>
<tr>
<td>PILNA</td>
<td>Pacific Islands Literacy and Numeracy Assessment</td>
</tr>
<tr>
<td>PIM</td>
<td>Program Implementation Manual</td>
</tr>
<tr>
<td>PSC</td>
<td>Program Steering Committee</td>
</tr>
<tr>
<td>PSU</td>
<td>Program Support Unit</td>
</tr>
<tr>
<td>QAR</td>
<td>Quality assurance review</td>
</tr>
<tr>
<td>SCA</td>
<td>Save the Children Australia</td>
</tr>
<tr>
<td>SIO</td>
<td>School Improvement Officer</td>
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<tr>
<td>SNAP</td>
<td>Special needs action pack</td>
</tr>
<tr>
<td>STA</td>
<td>Short term adviser</td>
</tr>
<tr>
<td>USP</td>
<td>University of South Pacific</td>
</tr>
<tr>
<td>VANSBITT</td>
<td>Vanuatu School Based In-Service Teacher Training</td>
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<tr>
<td>VANSTA</td>
<td>Vanuatu Standardised Test of Achievement</td>
</tr>
<tr>
<td>VESP</td>
<td>Vanuatu Education Support Program</td>
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<tr>
<td>VETSS</td>
<td>Vanuatu Education and Training Sector Strategic Plan</td>
</tr>
<tr>
<td>VITE</td>
<td>Vanuatu Institute of Teacher Education</td>
</tr>
<tr>
<td>VQA</td>
<td>Vanuatu Qualifications Authority</td>
</tr>
<tr>
<td>WASH</td>
<td>Water, sanitation and hygiene</td>
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</tbody>
</table>
1.0 Introduction
The Government of Vanuatu (GoV) application package for an Education Sector Plan Implementation Grant (ESPIG) and Multiplier from the Global Partnership for Education (GPE) consists of the Program Document (including results framework, budget and implementation) and ESPIG Multiplier Application Form. The ESPIG and Multiplier will be implemented by the Ministry of Education and Training (MoET).

1.1 Maximum Country Allocation
Vanuatu is eligible for US$ 2.5 million\(^1\) (VUV 280 million) with an additional Multiplier envelope of US$ 1 million (VUV 112 million). An Expression of Interest for the Multiplier was submitted on August 7, 2020 with co-financing of US$6 million (VUV 673 million) from the Australian Department of Foreign Affairs and Trade (DFAT) which complements the ESPIG activities and is consistent with GPE’s Strategic Plan. As Vanuatu is categorised as a Small Island Developing State, it will not be utilising the Variable Part.

1.2 Accelerated Support Grant
The GoV was granted Accelerated Support in Emergency and Early Recovery Situations for the Tropical Cyclone Harold Vanuatu Accelerated Recovery Program on June 25, 2020. The value of this funding request was US$499,796 and the program will run from July 1, 2020 to June 30, 2021. The ESPIG envelope was reduced accordingly.

1.3 Education Sector Plan
The government, in consultation with its development partners, has selected relevant priorities from the Vanuatu Education and Training Sector Strategic Plan 2020-2030 (VETSS) for the ESPIG and Multiplier components. The VETSS is based on an education sector analysis completed in 2018, the Vanuatu Education and Training Sector Analysis (ETSA). After an independent appraisal and revisions, the VETSS has been approved by the Minister of Education, was endorsed by the Local Education Group (LEG) on June 4, 2020 and has been judged credible in Quality Assurance Review (QAR) 1.

1.4 Quality Assurance Review 1
The GPE Secretariat assessed that all three funding model requirements, including the proposed program, were met for QAR 1 on July 2, 2020.

1.5 Timeline for submission
The ESPIG and Multiplier timeline is summarised in Table 1:

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEG approval of VETSS and ESPIG Program Outline.</td>
<td>June 4, 2020</td>
</tr>
<tr>
<td>Submit program outline.</td>
<td>June 6, 2020</td>
</tr>
<tr>
<td>Submit requirement matrix, including Domestic Education Financing worksheet.</td>
<td>June 6, 2020</td>
</tr>
<tr>
<td>Quality assurance review (QAR) I.</td>
<td>June 9, 2020</td>
</tr>
<tr>
<td>QAR I approval.</td>
<td>July 2, 2020</td>
</tr>
<tr>
<td>Submit Multiplier Expression of Interest.</td>
<td>August 7, 2020</td>
</tr>
<tr>
<td>Submit draft program documents.</td>
<td>August 18, 2020</td>
</tr>
<tr>
<td>QAR II.</td>
<td>September 9, 2020</td>
</tr>
<tr>
<td>Submit final application.</td>
<td>October 15, 2020</td>
</tr>
<tr>
<td>GPE board decision</td>
<td>February, 2021</td>
</tr>
</tbody>
</table>

\(^1\) GPE letter to GoV, January 29, 2020.
1.6 Selection of grant agent
MoET selected Save the Children as the accredited grant agent for the ESPIG and Multiplier. This decision was approved by the LEG on February 24, 2020.

1.7 Modality
MoET has selected stand-alone project as the grant modality as there is currently no suitable pooled fund for government-implemented education projects.²

2.0 Vanuatu context
2.1 Socio-economic context³
Vanuatu is comprised of more than 80 islands with a total population estimated at 272,459, growing at approximately 2.3 percent per annum. The country has a young population; approximately 39 percent of the population are aged 0-14 years and 26 percent are between 15-29. This poses significant challenges for service delivery and education infrastructure.

Around 75 percent of the population live in rural areas, primarily living a subsistence lifestyle. The Gross Domestic Product (GDP) per capita is US$3,058⁴ but Vanuatu suffers from high levels of poverty, with dramatic rural inequity in access to services. It is highly likely there will be a severe fiscal contraction in 2020-2021 due to the combined impact of COVID-19 and Tropical Cyclone Harold and, although the education sector budget has been protected in the 2021-2022 budget estimates, there is a risk of increases in poverty levels.⁵ In 2010, 13.2 percent of the population were below the international poverty line⁶, with the rural poor particularly vulnerable to external shocks and isolated by rugged geography or ocean. Vanuatu ranks 108 out of 157 countries in the Human Capital Index, lower than average for its income group so “a child born in Vanuatu today will be 47 percent as productive when she grows up as she could be if she enjoyed complete education and full health.”⁷

The Government of Vanuatu (GoV) plans to address these inequities through the National Sustainable Plan 2016-2030 which sets “an inclusive, equitable and quality education system with life-long learning for all” as a core goal.⁸ However, as economic development is dependent on relatively few commodities, the local service sector and tourism, Vanuatu remains reliant on overseas development assistance for education, health and infrastructure.⁹ The impact of the COVID-19 pandemic on the tourism sector has led to a significant fiscal contraction.

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² DFAT and New Zealand have a pooled fund multi-donor financing mechanism with the GoV but do not have the financial procedures agreement with the GPE Trust Fund.
⁹ In 2019, bilateral aid for education was US$ 5.3 million or 14 percent of domestic education budget.
2.2 Disaster risks and climate change
Vanuatu is highly exposed to different natural hazards and the impacts of climate change. Geographically, it is located on the “ring of fire” with frequent earthquakes and volcanic eruptions. It also faces severe climatic risks with an annual cyclone seasons and frequent droughts and floods. Tropical Cyclone Pam (2015) and Tropical Cyclone Harold (2020) inflicted severe damage, destroying many schools and disrupting education.

2.3 Education system
Vanuatu’s education system consists of two years of kindergarten (early childhood care and education for four and five-year-old children), six years of primary education, four years of junior secondary education, three (four for Francophone students) years of selected senior secondary education and selective tertiary education. The MoET is the overarching authority of the country’s education sector, supported by church Education Authorities, which have a long history of partnership in the sector.

The regulatory framework between the authorities and the government is defined in the Education Act (No. 9 of 2014) and the Education Authority and School Registration Policy (2017). Each Authority operates under a Memorandum of Understanding which clearly defines state support to that Authority’s schools (for example, teachers’ salaries). The annual Education Statistics Report disaggregates schools by type. The early childhood care and education (ECCE) sub-sector has a large number of private institutions (51 percent of centres) which do not receive direct government support.

The Policy for the Regulation of Non-Government Organizations (2018) further provides continuity of government support to ensure efficient NGO service delivery (including supporting schools within the education sector), consistent with national development goals. It further regulates the establishment of NGOs so as to bring a measure of transparent oversight and accountable management to their presence and activities in Vanuatu.
2.4 Access and equity

A total of 92,644 students (48 percent female) were enrolled in 2019 served by 4,230 teachers (67 percent female) at 1,453 schools (Table 2).

### Table 2 Enrolment by sub-sector and authority, 2019

<table>
<thead>
<tr>
<th>Education authority</th>
<th>ECCE</th>
<th>Primary</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Government</td>
<td>1,168</td>
<td>1,036</td>
<td>2,204</td>
<td>19,145</td>
</tr>
<tr>
<td>Church (government assisted)</td>
<td>501</td>
<td>566</td>
<td>1,067</td>
<td>9,172</td>
</tr>
<tr>
<td>Church</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Private</td>
<td>4,947</td>
<td>4,778</td>
<td>9,725</td>
<td>475</td>
</tr>
<tr>
<td>Community</td>
<td>1,732</td>
<td>1,717</td>
<td>3,449</td>
<td>156</td>
</tr>
<tr>
<td>Total</td>
<td>8,348</td>
<td>8,097</td>
<td>16,445</td>
<td>28,988</td>
</tr>
</tbody>
</table>

The ETSA noted there are positive trends in access to education with rising intake\(^{10}\), enrolment\(^{11}\) and transition rates\(^{12}\). Female students have consistently higher Net Enrolment Rates in ECCE and secondary education (Table 3).

### Table 3 Gender Parity Index (Net Enrolment Rate), 2016-2019

<table>
<thead>
<tr>
<th></th>
<th>ECCE</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1.03</td>
<td>1</td>
<td>1.12</td>
</tr>
<tr>
<td>2017</td>
<td>0.99</td>
<td>1.04</td>
<td>1.15</td>
</tr>
<tr>
<td>2018</td>
<td>1.07</td>
<td>0.97</td>
<td>1.17</td>
</tr>
<tr>
<td>2019</td>
<td>1.06</td>
<td>0.99</td>
<td>1.17</td>
</tr>
</tbody>
</table>

The ETSA was also able to draw on a comprehensive Barriers to Education Study which identifies a number of persistent issues which the sector plan will address. Firstly, access to secondary school is much more limited (Figure 2). This is mainly caused by school fees and a lack of spaces. Secondly, the student population is characterized by a high proportion of overage students which is causing persistently low Net Enrolment Rates (Figure 3). The overage challenge is driven by several factors including: a) school is not compulsory; b) many remote communities; or c) developmental delays due to poor nutrition and health. Additionally, a significant number of boys drop out of secondary education (mostly due to economic pressures to work) so serious access problems remain at the secondary level despite an automatic promotion policy.

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\(^{10}\) Net intake rate to primary year 1: 45% (2016), 49% (2017), 60% (2018). VETSS p6.

\(^{11}\) 2017-2018: ECCE +4.9% (12.3% in urban schools); primary +7.7% (14.3% in urban schools); secondary +3.9%.

MoET recognizes that paying schools fees remains the largest barrier to achieving universal access to basic education and has been implementing a school grants scheme since 2010 to reduce the burden on families. The VETSS also includes strategies to reduce grade repetition and efforts to get more out-of-school students into school, although it is likely that the COVID-19 and Tropical Cyclone Harold emergencies may increase the risk of drop-out and overage enrolment.

To reduce geographical inequities, MoET uses an equitable school grant formula and prioritizes development activities in remote areas. As a high proportion of male students do not complete secondary school, the extension of grants to secondary education will, it is hoped, reduce the need for male students to drop-out for work or subsistence livelihoods.

Finally, children with disabilities represent a particularly vulnerable group, with low levels of enrolment and significant barriers to education, including cultural taboos and very limited inclusive education training and services. Estimates of the proportion of students with disability are limited and data collection has historically been problematic (for example, the latest statistical bulletin did not include disaggregated disability data). The last national study in 2014 estimated 8.10 percent of male students and 7 percent of female students had a disability. However, efforts are underway to improve disability disaggregation in VEMIS and the 2020 National Census will use Washington Group questions to better capture out-of-school children with disabilities.

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2.5 Teachers
Teachers in Vanuatu have low levels of qualifications with 40 percent of primary teachers have no qualifications beyond secondary education and a further 51 percent just have a certificate of education rather than a diploma (the minimum standard). 88 percent of secondary teachers have a diploma qualification rather than a degree. The ECCE teacher population is mostly unqualified: of the 812 ECCE teachers on the payroll in 2018, 12 percent (89) had a Certificate III in ECCE. The remaining teachers were qualified through Field Based Training (seven weeks) and length of service. Implementing the draft National Teacher Development Plan (NTDP) which has been developed to address these issues to improve the proportion of qualified teachers is a VETSS priority.

Vanuatu has a national Institute of Teacher Education (VITE) established by an Act (25/2001). The University of South Pacific (USP) also provides pre-service teacher training. Until 2020, VITE provided a three-year pre-service diploma qualification for primary and secondary teachers and graduated 122 teachers in 2017. Currently, VITE has suspended new cohort enrolments as it prepares to deliver a new Bachelor program for primary and secondary pre-service teachers and a new Certificate IV ECCE qualification for ECCE teachers (who are currently trained through USP or the Australia Pacific Training Coalition). VITE also has an In-Service Unit to upgrade teacher qualifications but the ETSA notes that VITE is not able to meet the demand for new qualified teachers and it will need technical assistance to prepare and implement the planned teacher training programs.

2.6 Learning outcomes
Primary learning outcomes are assessed through the Vanuatu Standardised Test of Achievement (VANSTA) every two years and Pacific Islands Literacy and Numeracy Assessment (PILNA). The proportion of students meeting the minimum standards in VANSTA has improved since 2009 but almost half of Year 4 students did not achieve the minimum literacy standard in English in 2019 (Table 4). French language results for Year 6 were particularly concerning. Female students and students from urban schools were more likely to meet national standards. Torba and Tafea provinces performed particularly poorly. MoET has a national network of School Improvement Officers and an

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in-service unit at VITE to support schools and teachers to implement the new national curriculum and improve teaching and learning.

Figure 4 VANSTA results, 2019

2.7 Education sector financing

Actual education sector expenditure has averaged 21.3 percent of total public expenditure between 2017-2019 (5.5 percent of GDP) and is projected to be 20 percent for 2020 and 25 percent for 2021 and 2022. Education expenditure has been protected despite the significant fiscal contraction due to COVID-19. Government investment in ECCE and inclusive education remains very low, with little scope for improving access or quality from domestic resources (Table 4). The VETSS identifies a significant funding gap, driven by priority policies to increase secondary access (through grants) and teacher qualifications.

Table 4 Proportion of education financing by sector, 2013-2017

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>0.09%</td>
<td>0.49%</td>
<td>0.10%</td>
<td>0.10%</td>
<td>0.09%</td>
</tr>
<tr>
<td>Primary</td>
<td>40%</td>
<td>31%</td>
<td>47%</td>
<td>47%</td>
<td>44%</td>
</tr>
<tr>
<td>Secondary</td>
<td>28%</td>
<td>11%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>PSET</td>
<td>16%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Higher Ed</td>
<td>15%</td>
<td>53%</td>
<td>15%</td>
<td>15%</td>
<td>17%</td>
</tr>
</tbody>
</table>

2.8 Planning, data and policy

The national legislation includes the Education Act (09/2014) and Teaching Service Act (38/2013). Vanuatu has established a National Qualifications Authority (VQA) to regulate vocational and tertiary education (01/2014). The VETSS sets the strategic direction for the sector through three pillars:

1. Increase equitable access to education for all people at all levels of education;
2. Improve the quality of education; and
3. Improve planning, fiscal and financial management.
The pillars will be achieved through 130 strategies, organised into programs which will be delivered by the MoET directorates. The MoET Corporate Plan (2021-2023) is the medium-term plan and contains the expected outputs and activities, and is expected to include international education indicators. These activities are costed in the national budget cycle through the MoET Annual Business Plan. MoET has established a range of policies and regulations including a National Education Language Policy (which includes vernacular education for early grades and use of all three national languages), Inclusive Education Policy (2010-2020), Education in Emergencies Policy, Child Safeguarding Policy (2017 – 2020), National ECCE Policy (2017) and national standards. The ECCE and primary curriculum have been recently updated, but there are shortages of reading materials.

Significant efforts have been made to strengthen the Vanuatu Education Management and Information System (VEMIS). MoET last published its education statistics in 2019, although the annual school census has been delayed by COVID-19. The VETSS identifies the next steps for improving the data collection and utilisation system.

2.9 Critical challenges
The ETSA identified these persistent challenges which the VETSS aims to address:

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Key challenges identified in ETSA</th>
<th>ESPIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Lack of parental support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overcrowding in urban and semi-urban schools.</td>
<td></td>
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<tr>
<td></td>
<td>Limited inclusive education for children with disabilities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Limited water, sanitation and hygiene facilities.</td>
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<tr>
<td></td>
<td>Out-of-school children and children not enrolling at the right age.</td>
<td></td>
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<tr>
<td></td>
<td>Susceptibility to climate change and natural disasters.</td>
<td></td>
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<td></td>
<td>Poor school infrastructure.</td>
<td></td>
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<tr>
<td></td>
<td>Lower education outcomes, with achievement distributed inequitably.</td>
<td></td>
</tr>
<tr>
<td>Quality</td>
<td>Lack of implementation of the National Education Language Policy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Untrained and unqualified teachers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenges of supporting a dual education system (English/French)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weak management of teacher welfare and discipline.</td>
<td></td>
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<tr>
<td></td>
<td>Fragmentation of Post School Education Training (PSET).</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Varying management, administration and implementation of educational policies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inadequate management of assets.</td>
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<tr>
<td></td>
<td>Issues aligning planning, budgeting, financing and reporting.</td>
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<tr>
<td></td>
<td>Inefficient use of data to inform planning and decision making</td>
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<tr>
<td></td>
<td>Less functional structure for delivering quality services to schools.</td>
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<tr>
<td></td>
<td>Less compliance to targets.</td>
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<tr>
<td></td>
<td>Frail leadership and creativity at the school level.</td>
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</tbody>
</table>
2.10 Priorities

Based on an analysis of current and planned investments by GoV and bilateral development partners, the MoET identified the following VETTS areas for the program development:

1. **Improve access to classroom libraries of early grade reading books to improve Year 4 literacy standards**

   The rationale for selecting this component was that the ETSA and VETSS identified that particular attention should be paid to literacy in English and French, especially in provinces outside of Shefa Provinces. Just 65 percent of Year 4 students met the minimum standard for literacy in the VANSTA in 2017 compared to 86 percent meeting the numeracy standards. The foundations for this performance are laid in ECCE and primary Year 1-3.

   The component falls under VETSS Strategic Pillar 2 *Improve the quality of education* and the VETSS outcome *Improved learning outcomes across all year groups*. It is a sub-activity within Key Activity 72 *Provision of relevant and appropriate National Curriculum to all schools*. It is an appropriate activity under the GPE priorities.

   Development and distribution of the new ECCE curriculum and primary Teacher Guides (Year 1-3), and related in-service training, has been completed by MoET with the support of the Vanuatu Education Support Program and UNICEF. As part of the development of the language teacher guides, nine readers for Year 1, Year 2 and Year 3 in Bislama have been produced and distributed. None have been produced for ECCE. These have been popular but there remains a critical lack of reading books for ECCE and junior primary. During consultations on the program design, this persistent issue was repeatedly identified as a major impediment to improving reading outcomes.

   This component would build on the development of the first 27 readers and increase the number and quality of reading books in ECCE and primary to provide students with culturally relevant, engaging books in their mother tongue and the three national languages, and provide materials to help teachers implement the new Teacher Guides.

2. **Improve access to quality inclusive education for children with disabilities**

   The rationale for selecting this component was to meet the needs of the most disadvantaged children as identified in the ETSA and Barriers to Education Study. The study found that disability was seen as a significant determinant to education access in Vanuatu, with study participants naming disability-specific barriers such as access to school facilities, teaching inclusion, curriculum inclusion, discrimination and limited access to income (to meet school fees) as the fourth highest barrier to education. The VETSS recommended that MoET must strengthen the Inclusive Education Policy and its implementation in order to guide the national government to provide appropriate materials, equipment and tools for children with special needs; continue to train primary and secondary schools teachers with technical teaching methods and skills to identify and assist children with special needs; and include Washington questions in the Open VEMIS.

   The component falls under VETSS Strategic Pillar 1 *Increase equitable access to education for all people at all levels of education in Vanuatu* and the VETSS outcome *Increased and equitable access opportunities for children to attend school*. The component will implement Key Activity 26 *Inclusive Education Policy reviewed and implemented*.

   Consultations with Disabled Person Organisations, NGOs, parents and teachers found that civil society organisations and DFAT have supported some pilot work in inclusive education (for example, establishing pilot schools). MoET has a small Inclusive Education Unit and included a mandatory
course on *Educating for Inclusion and Diversity* in the Diploma of Education. However, there are no specialist services available for School Improvement Officers, teachers or children with disabilities, little coordination with the Ministry of Health on early intervention, no outreach or screening, limited access to assistive devices and limited expertise at VITE. Data collection remains a challenge. The foundations for an inclusive education system need to be established, including specialist staff at the teacher education and provincial level.

3. Improving the quality of pre-service teacher education

The rationale for this component is that VITE has been struggling to meet the demand for qualified ECCE, primary and secondary teachers. The ETSA, VETSS, NTDP and recent situational analysis has found an urgent need for technical assistance to a) strengthen pre-service course content, delivery and assessment so the new courses are VQA approved; b) establish a pre-service ECCE training unit; and c) improve the management of the institution to prepare it to better meet the needs of the expanding education system.

The component falls under VETSS Strategic Pillar 2 *Improve the quality of education* and the VETSS outcome *Teachers and school leaders engaged and support learning in schools*. The component will implement Key Activity 50 *Develop and implement Bachelor in ECCE/primary and secondary education (VITE)*.

The components would build on previous investments by MoET and DFAT in VITE and provide the foundation for a better quality pre-service education system. The establishment of a VITE ECCE unit would diversify access to pre-service training and provide a hub for ECCE expertise for Mobile ECCE Officers and School Improvement Officers. During consultations with VITE, teachers and officers, there was strong support for better quality courses at VITE and a more established pathway for ECCE qualifications. Teachers raised a number of issues about their training at VITE including limited time in the classroom and irrelevant materials: the program will conduct a tracer study of recent graduates to quantify these issues.

The ESPIG and Multiplier is relatively modest compared to the size of the education sector budget (5 percent of the 2020 education budget excluding development partner contributions). As such, MoET allocated component 1 as a short-term, one-off intervention which will reach the maximum number of students. Component 2 includes short-term (outreach visits) and longer-term interventions (establishing a foundational national inclusive education system, with staff and related processes). Component 3 is focused on longer-term improvements in VITE course quality and scope. Each selected component complements and builds on current and known investments by other partners and avoids duplication, especially with the major DFAT-funded Vanuatu Education Support Program (VESP).

Other critical challenges identified in the ETSA are already being addressed by the government or development partners. These include:

- Out-of-school children, overage students and secondary education expansion through the School Grants Program and grade repetition policy (supported by GoV, DFAT, UNICEF and MFAT);

• Improving learning outcomes through new ECCE and primary curriculum, sample-based student assessments, in-service teacher and principal training, qualification upgrading, scholarships and technical advice (GoV, DFAT and UNICEF);
• Improved infrastructure (GoV, World Bank, DFAT and others);
• Vanuatu Education Management and Information System upgrading (UNICEF); and
• Secondary curriculum and materials (GoV, DFAT and MFAT).

3.0 Consultations
Extensive consultations have been conducted at the national and provincial level, including focus groups with beneficiaries in disadvantaged provinces including Tafea, Torba and Shefa. Almost 400 people have been consulted (Table 6) through focus group discussions and key informant interviews. During the development of the program outline, agreement on program priorities was confirmed with all major development partners through bilateral discussions and the LEG forum. The consultations with provincial education officers, civil society, parents and teachers (including people with disabilities) confirmed the selection and elicited feedback on implementation arrangements.

Table 6 Number of people consulted on program design

<table>
<thead>
<tr>
<th></th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>28</td>
<td>26</td>
<td>54</td>
</tr>
<tr>
<td>Teachers</td>
<td>25</td>
<td>43</td>
<td>68</td>
</tr>
<tr>
<td>Principals</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Parents</td>
<td>58</td>
<td>126</td>
<td>184</td>
</tr>
<tr>
<td>Provincial officers</td>
<td>11</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Education Authorities</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>MoET</td>
<td>10</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Local Education Group</td>
<td>14</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>157</strong></td>
<td><strong>233</strong></td>
<td><strong>390</strong></td>
</tr>
</tbody>
</table>

Consultations have included one Disabled Persons’ Organisation (DPO), three local civil society organisations, the Vanuatu Teachers’ Union, three international non-government organisations, the Vanuatu Institute of Teacher Education (VITE) and all major development partners including the Australian Department of Foreign Affairs and Trade (DFAT), New Zealand Ministry of Foreign Affairs and Trade (MFAT) and UNICEF.

The key findings from the provincial consultations reinforced the need for more modern culturally relevant early grade reading books which complement the national curriculum and the recent small batch of Bislama readers for Years 1-3. Almost all schools visited had inadequate libraries and students were not able to practice daily reading in class or borrow books to read at home, preventing teachers from implementing the new Teacher Guides. The books viewed were old and often not relevant to students. VEMIS was not collecting systematic data on “textbooks” (including reading books). The lack of reading books in the children’s mother tongue, especially in ECCE, was confirmed as a major barrier to improving literacy skills. No accessible versions were available.

The urgent need for inclusive education services was very apparent and confirmed the findings of the Barriers to Education study: very few teachers had any training and parental attitudes need changing. Teachers showed a strong preference for regular screening and training visits to their schools, rather than one-off training workshops for principals which led to a revision of the program activities.
The weaknesses in pre-service teacher education were clear. New primary teacher graduates interviewed had received too little classroom experience during practicum. Almost all ECCE teachers in focus groups had no formal qualification. Teachers, VITE lecturers and education officers confirmed that pre-service training courses needed to be more practical and inclusive, with a focus on how to deliver the new curriculum, literacy, numeracy and classroom management for multi-grade classes in remote areas.
4.0 Lessons learned from past programs

Save the Children is the Grant Agent for the ESPIG in Papua New Guinea (PNG) and has learnt valuable lessons in how to support the government to implement the grant as part of their sector plan. These include establishing a clear governance structure, strong communication strategies and timely deployment of technical assistance. In Papua New Guinea, the Grant Agent was able to facilitate the design process to include a wider group of stakeholders, provinces and implementing divisions with a focus on improving on learning outcomes and access for the most disadvantaged students. In Vanuatu, the Grant Agent has used this experience and our learning from similar projects and contexts, combined with the global Common Approaches and Pacific experience in literacy, inclusion and teacher professional development to inform MoET and the LEG decision making. Pacific projects with pertinent lessons for the program include:

- Production, translation, distribution and monitoring of early grade readers to over 750 schools in PNG in multiple languages, accessible formats and on digital apps (RISE and Library for All);
- Support for establishing personnel and systems at government inclusive education resource centres to conduct regular outreach and screening services to over 600 schools in PNG; and
- Development and implementation of high quality ECCE and primary teacher training packages aligned with the national curriculum and polices, with a strong emphasis on practice teaching and continuing professional development.

The program can also draw on extensive experience from MoET and LEG members in Vanuatu. Between 2013-2021, Australia (DFAT) and New Zealand (MFAT) are co-funding the Vanuatu Education Support Program (VESP, AUD$33 million (US$22 million)). Phase 1 focused on early years of learning (K-Year 3), mainly in literacy and numeracy and provide valuable lessons for all three components and program management, including:

- An efficient process for development of mother tongue reading materials to complement the new Teacher Guides;
- Piloting inclusive education practices at six pilot primary schools, establishing draft protocols for screening, teacher training and community awareness;
- Supporting the initial situational analysis and development of the new Bachelor of Education program at VITE, and initiating professional development to upgrade the qualifications of in-service teachers, which provides a valuable foundation for the ESPIG;
- Establishing technical advisers in the CDU and other key parts of MoET providing a strong model and protocols for further short-term and long-term technical assistance in the proposed program; and
- Funding the training of mobile ECCE officers to support ECCE centres in each province, which provides a strong basis for the pre-service Certificate IV course in component 3 (and a pool of trainers).

DFAT, in its role as Coordinating Agency on the LEG, has also been instrumental in improving the efficiency of the LEG, evidenced by the timely review and endorsement of key program documents.

UNICEF has also played a crucial role in the development of the education sector in Vanuatu. With funds of US $2million per year (estimated to be US$4 million from 2025) their contributions have been significant in the ECCE sector and more recently in the quality leadership and management area. UNICEF were the Grant Agent for the VETSS development and have shared valuable lessons in how to effectively engage with MoET during activity implementation. Projects currently underway include:
• Assisting in the review of ECCE teacher modules designed to guide teachers to prepare children for the primary years, which can be immediately used in the new ECCE pre-service unit at VITE under component 3; and
• Development and implementation of the Vanuatu School Based In-Service Teacher Training (VANSBITT), a document of literacy activities designed to improve student engagement and classroom management for ECCE and primary grades, which the component 3 technical advisers will be able to adapt.

These two stakeholders are the main investors in the education sector in Vanuatu at present, with MFAT also potentially injecting assistance for secondary education initiatives. The common threads among successful education development programs in Vanuatu are strong leadership from MoET, full involvement from government agencies and a focus on sustainable results. Vanuatu’s development partners have a long history of effective coordination to avoid duplication and MoET has had an aid coordination group since 2006 for sector wide multi-stakeholder, multi sector coordination and consultation and the Grant Agent has had a pivotal role in co-chairing the Education Cluster and supporting safe schools and education-in-emergencies.
5.0 Scope of work

5.1 Summary

Program name: Vanuatu GPE Program
Implementing agency: MoET
Grant agent: Save the Children
Duration: 33 months
Start date: 01 April 2021
Closing date: 31 December 2023
Value: US$ 3,000,204 million (VUV 336,022,848)

5.2 Program objective, outcomes and outputs

<table>
<thead>
<tr>
<th>NSDP Goal</th>
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<tbody>
<tr>
<td>2. An inclusive, equitable and quality education system with life-long learning for all.</td>
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</table>

<table>
<thead>
<tr>
<th>VETTS Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1.1 Increased and equitable access opportunities for children to attend schools.</td>
</tr>
<tr>
<td>2.1 Improved learning outcomes across all age groups.</td>
</tr>
<tr>
<td>2.2 Teachers and school leaders engaged and support learning in schools.</td>
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<table>
<thead>
<tr>
<th>ESPIG</th>
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<tbody>
<tr>
<td><strong>Program objective</strong></td>
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<tr>
<td><strong>Outcome</strong></td>
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<td><strong>Outputs</strong></td>
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<td><strong>Outcome</strong></td>
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<td><strong>Outputs</strong></td>
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<td><strong>Outcome</strong></td>
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<td><strong>Outputs</strong></td>
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5.3 Program scope

The ESPIG program will be national in scope. All government and government-supported church and community schools in all provinces will receive classroom libraries and inclusive education support visits and the national teacher training institution (VITE) is the focus for outcome 3.

Private ECCE centres and schools (15 percent of total ECCE and primary students) are excluded from the program as per GPE instructions. However, they may download and print the new reading books and published materials from the program.
5.4 Beneficiaries

Beneficiary estimates are based on 2019 enrolment reported in the MoET Statistical Bulletin unless otherwise stated.

Outcome 1 will benefit approximately 37,708 students who will benefit from the new classroom libraries:

- 6,817 ECCE students (49 percent female) in KG1 and KG2 (41 percent of total ECCE student population)
- 30,891 junior primary students (47 percent female) in Year 1-3 (98 percent of the total junior primary school population)

1,643 teachers will benefit from improved teaching and learning material:

- 544 ECCE teachers (96 percent female)
- 1,099 junior primary teachers (59 percent female)

886 schools will receive classroom libraries:

- 420 government or government-assisted church or community ECCE centres
- 466 government or government-assisted church or community primary schools

Outcome 2 will benefit approximately 4,593\(^{16}\) children with disabilities through improved inclusive education services, teaching and support:

- 508 ECCE students (46 percent female)
- 4,085 primary students (43 percent female)

Up to 1,643 teachers will benefit from professional development from inclusive education support visits:

- 544 ECCE teachers (96 percent female)
- 1,099 junior primary teachers (59 percent female)

At least 8 (50 percent female) inclusive education officers will benefit from professional development and coaching.

Outcome 3 will benefit approximately 100 primary pre-service teachers (55 percent female), 50 ECCE pre-service teachers (at least 50 percent female) and 32 academic staff (41 percent female).

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\(^{16}\) Calculated as 8.1% of male students and 7% of female students at eligible schools. Source: VSNO/UNICEF 2014 study.
## 5.5 Link with NSDP and VETTS

The proposed program outline implements national priorities in pre-primary and primary education.

*Table 7 Program linkages to NSDP and VETTS*

<table>
<thead>
<tr>
<th>NSDP</th>
<th>VETTS Pillar</th>
<th>VETSS Strategy</th>
<th>VETTS Goal/Activity</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society Pillar 2.2 Build trust in the education system through improved performance management systems, teacher training, and the reliable delivery of quality services.</td>
<td>Improve the quality of education</td>
<td>11. Support curriculum reform and harmonization of assessment practices.</td>
<td>All Government and Government assisted schools are implementing the national curriculum at all levels.</td>
<td>Outcome 1 ECCE and primary students have improved access to appropriate reading books for the national curriculum.</td>
</tr>
<tr>
<td>Society Pillar 2.1 Ensure every child, regardless of gender, location, educational needs or circumstances has access to the education system. Society Pillar 4.3 Empower and support people with disabilities.</td>
<td>Increased equitable access to education for all people at all levels of education in Vanuatu</td>
<td>3. Promote and mainstream inclusive education.</td>
<td>All schools implement inclusive education.</td>
<td>Outcome 2 ECCE and primary students with disabilities have improved access to inclusive education support.</td>
</tr>
<tr>
<td>Society Pillar 2.2 Build trust in the education system through improved performance management systems, teacher training, and the reliable delivery of quality services. Society Pillar 2.3 Formalise early childhood education and life-long learning opportunities within the education system.</td>
<td>Improve the quality of education</td>
<td>13. Teachers and school leaders equipped with relevant skills and knowledge to support learning outcomes</td>
<td>All schools have suitably qualified and skilled teachers in the classroom.</td>
<td>Outcome 3 Pre-service teacher education services are strengthened.</td>
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</tbody>
</table>

22
5.6 Link with emergency response action plans and accelerated funding
Vanuatu currently faces an unprecedented period of disruption to education services due to the COVID-19 pandemic and damage from Tropical Cyclone Harold. Precautionary social distancing measures to prevent COVID-19 closed all schools from 16th March 2020 and, although these have reopened, it is likely that there will be an outbreak in Vanuatu which, even if localised, will lead to extended school closures.

TC Harold is the second-most powerful cyclone to strike Vanuatu in recorded history and the impact on the country’s economy and people’s health, education and livelihood has been severe. The GoV and its Education Cluster partners are implementing the TC Harold Response Plan and COVID-19 Contingency Plan. Two GPE grants are supporting these response plans and implementation is underway:

1. COVID-19 Vanuatu Accelerated Resilience Program (US$750,000; approved by GPE on June 24, 2020)
2. TC Harold Vanuatu Accelerated Recovery Program (US$ 499,796; approved by GPE on June 25, 2020).

Related activities from the ESPIG include:

- Production and distribution of physical and accessible digital reading books (to complement home school packages developed with the COVID-19 grant and teaching and learning materials distributed by the TC Harold grant);
- New reading books will include titles on hygiene and disaster preparedness;
- Communication campaign on the new books to promote book borrowing, home reading and daily usage of the new books can also include key COVID-19 messages;
- Outreach for children with disabilities which complements psycho-social support in both response plans;
- Inclusion of the home-schooling packages in pre-service teacher training (VES will be supporting in-service teacher training on the new COVID-19 home schooling packages); and
- Use of Program Support Unit equipment.

5.7 Alignment with GPE’s strategic goals and objectives
The program outline aligns with GPE’s Goals 1 and 2:

- Improved and more equitable learning outcomes; and
- Increased equity, gender equality and inclusion.
## 5.8 Results chain

*Figure 5 Program results chain*

### VETTS Outcome
- 2.1 Improved learning outcomes across all age groups.
- 1.1 Increased and equitable access opportunities for children to attend schools

### Program objectives
- Improved quality ECCE and primary education through strengthened teacher education, inclusive education and effective teaching and learning materials.

### Outcome 1
**ECCE and primary students have improved access to appropriate reading books for the national curriculum.**

**Outputs**
- 1.1 New reading books developed and approved.
- 1.2 Classroom libraries distributed to schools.

**Activities (GPE in blue)**
- Develop and distribute ECCE and primary curriculum and materials (MoET and DFAT).
- Train and mentor teachers (MoET and VESP) in early grade literacy.
- Develop additional reading materials for KG1-2 and P1-3 in print and digital format.
- Develop classroom library guidelines.
- Translate into multiple languages.
- Procure and distribute.
- Monitor usage.
- Assess impact of reading books using VANSTA (MoET)

**Critical challenges**
- Lower literacy outcomes, with achievement distributed inequitably.

**Root causes**
- Large numbers of remote and inaccessible schools which are hard to supply with materials.
- Limited resources for early grade reading.
- Linguistic diversity.

**Assumptions**
- Provision of levelled, culturally relevant reading materials (combined with the new curriculum) are sufficient to improve literacy outcomes, and teachers know how to use them effectively.
- Teachers attitudes to the involvement of children with disabilities can be changed and schools are willing to screen children and implement Individual Education Plans.
- Parents support children with disabilities to attend school.
- Further reforms to teacher education (e.g. amalgamation into new university) do not disrupt activities at VITE.

### Outcome 2
**ECCE and primary students with disabilities have improved access to inclusive education support.**

**Outputs**
- 2.1 ECCE and primary schools supported to improve inclusive education.
- 2.2 Inclusive education resource centre is operational.

**Activities (GPE in blue)**
- Update Inclusive Education Policy (MoET).
- Reduce school fee barriers (MoET).
- Include IE in ECCE, primary and secondary Bachelor's and in-service certificates and diploma (UNICEF/DFAT).
- Scholarships for IE teachers (MoET/DFAT).
- Hire IE Coordinators & provide outreach, awareness, training and screening services to schools.
- Develop and disseminate screening and individual education plan materials to schools.
- Establish Inclusive Education Resource Centre at VITE to provide specialist services and training.

**Critical challenges**
- Limited inclusive education for children with disabilities.

**Root causes**
- Cultural stigma towards children with disabilities.
- Limited numbers of specialist teachers.
- Limited access to support services such as specialist teachers, screening and referral and outreach.

### Outcome 3
**Pre-service teacher education services are strengthened.**

**Outputs**
- 3.1 Pre-service teacher training modules updated and approved.
- 3.2 Pre-service teacher trainers trained and mentored in literacy, numeracy, inclusion and ECCE.
- 3.3 ECCE pre-service teacher training unit operational.

**Activities (GPE in blue)**
- Develop ECCE standards and National Curriculum (MoET, UNICEF & DFAT).
- Implement primary upgrade program (DFAT). Implement ECCE upgrade program (DFAT, APTC and USP).
- Develop ECCE and primary pre-service modules (VITE, DFAT and UNICEF).
- Embed technical support at VITE to train and coach teacher trainers and managers.
- Improve delivery of ECCE and primary pre-service modules in line with VQA requirements and best practice.
- Establish ECCE pre-service unit at VITE.

**Critical challenges**
- Untrained and unqualified teachers.

**Root causes**
- Limited output of qualified teachers from VITE.
- Lack of Certificate IV ECCE qualification.
6.0 Program components

Component 1 Produce and distribute reading books

<table>
<thead>
<tr>
<th>Outcome</th>
<th>1. ECCE and primary students have improved access to appropriate reading books.</th>
</tr>
</thead>
</table>
| Outputs                              | 1.1 Additional reading books developed and approved.  
                                      | 1.2 Classroom libraries distributed to schools. |
| Budget                               | VUV 105,388,561  
                                      | US$ 940,969 |
| Responsible MoET office              | CDU |
| Location                             | National |

Challenge

Literacy learning outcomes are a high priority in the VETTS as the latest VANSTA results identified a number of provinces which were underperforming and a troubling gap between literacy and numeracy outcomes (Figure 6).

Figure 6 Proportion of students at each level of achievement, by subject, VANSTA 2019

2019 VANSTA
Proportion of students at each level of achievement

To address this issue, MoET (with the support of DFAT’s VESP program and UNICEF) has updated the national curriculum syllabuses and teacher guides, produced a small initial set of Bislama reading books, conducted in-service professional development for teachers and encouraged schools to purchase reading books using the school grants scheme. However, the ESTA noted an ongoing shortage of appropriate reading materials was a persistent issue and - to date - no ECCE reading materials have been produced. During consultations on the program design in three provinces, teachers reported that they had few reading books, the books were old and not interesting to the children, and most students were not reading at home (and unable to borrow the few books at school). The ESPIG will build on these literacy program foundations by expanding equitable access to culturally-relevant, levelled reading books.

Evidence

International evidence suggests a strong link between regular reading and improved early grade literacy.\(^{17}\) Reading regularly in class improves students’ reading fluency and comprehension. There is

\(^{17}\) For example, see [www.globalreadingnetwork.net](http://www.globalreadingnetwork.net) for comprehensive research and analysis on early grade literacy. For examples of Pacific evidence, see the World Bank’s Pacific Early Grade Readiness & Learning Program ([PEARL](http://PEARL)).
further evidence on the effectiveness of decodable and culturally-appropriate readers, especially those in the children’s own language. Similar book floods in Vanuatu and similar contexts have been highly effective, particularly when linked to guidelines and training for teachers (which during this ESPIG will be provided via existing MoET curriculum and VESP and UNICEF-supported in-service training). Save the Children’s Literacy Boost Common Approach identifies access to reading books as a key pillar along with teacher professional development, coaching and assessment. Finally, there is a strong correlation between reading regularly at home and improved learning outcomes.

**Intervention**

Each of the approximately 1,643 ECCE and primary classrooms will receive two copies of at least 30 new levelled, inclusive and culturally-appropriate titles in the appropriate languages (at least 60 reading books per classroom, of which some will be multi-text readers), an SD-card with digital accessible copies on a reading app, and a classroom library guide. The average ECCE centre will receive at least 120 new books; the average primary school will receive at least 180 new books.

Once the ESPIG is operational, the four pillars of the Literacy Boost Common Approach are being covered by MoET and its partners:

1. More and better books (ESPIG);
2. Better teacher and literacy instruction (VESP, UNICEF and, for pre-service, ESPIG component 3);
3. Supportive parents and community supporting reading routines outside of school (COVID); and
4. Assessment (VANSTA and PILNA).

### 1.1 New reading books developed and approved.

The grant will initially finance the development of additional early grade readers for ECCE (KG1-2) and junior primary (Y1-3) to complement the new national ECCE and primary curriculum teacher guides and expand classroom libraries beyond the small number (27) of existing Bislama primary readers developed through VESP.

Supported by an international short-term adviser (STA), the CDU will commission at least 150 new, levelled, inclusive and cultural-appropriate reading books (at least 30 new texts per level). To reduce development costs, texts may be adapted from international open-source reading books or relevant Pacific reading books. The new texts will be made available in Bislama, English and French, will include decodable, fiction, non-fiction and song texts, and relevant texts will have a page of comprehension questions. ECCE readers will be translated into local vernaculars. A number of the books will address COVID-19, disaster risk reduction and preparedness, climate change and other health-related issues in a child-friendly way. Wherever appropriate, readers will be produced which contain a number of different genres/stories as these are more economical to print. Children, teachers and Disabled Persons’ Organisations (DPOs) will review draft texts.

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19 For example, the Vanuatu Literacy Education Programme (VANLEP) between 2005-2010.
20 For example, from the previous Vanuatu Early Grade Reading Assessment (2010) or from Save the Children’s DFAT-funded RISE project in Papua New Guinea.
21 For example, from the Global Digital Library [www.digitallibrary.io](http://www.digitallibrary.io) or from Save the Children’s RISE project in Papua New Guinea [www.mytalkinglibrary.org](http://www.mytalkinglibrary.org) (60 texts) or from [Library for All](http://www.libraryforall.org) from Save the Children Australia (500 texts of which 100 are from the Pacific collection).
The new texts will challenge gender and disability stereotypes (for example, promoting boys’ and girls’ education, highlighting women in traditional and non-traditional roles, and showing children and adults with disabilities contributing to their school and community). The texts will also promote Vanuatu traditions of reciprocity and community spirit. Half of the texts will have a female main character. Save the Children will provide short-term technical assistance on child rights, inclusion and health as necessary and draw upon Library for All’s Pacific-focused disaster preparedness titles. Book adaptation, illustration and translation will include writing skills development and sensitisation for local writers and illustrators.

All texts will be produced in accessible versions of the new texts and existing readers in large print, audio, Braille file versions and, if possible, sign language translations signed by male and female Vanuatuan narrators. These will be used by the new inclusive education officers hired under component 2 and produced and used at the IERC under component 3.

The use of smartphones is increasing rapidly in Vanuatu, so a low-cost activity to increase sustainability and make progress towards Pillar 3 of the Literacy Boost Common Approach will be the provision of digital versions of the libraries on the MoET website or VEMIS and distributed with a suitable free reading app to all teachers and pre-service teachers (component 3) on an SD-card, who can promote and share the digital books to promoted to parents and other teachers. A similar project in Papua New Guinea has shown the cost-effective impact of free reading app in improving literacy outcomes, and the program will include new national curriculum teacher guides and other materials from MoET on the SD card.

1.2 Classroom libraries distributed to schools.

The component will procure and distribute classroom library sets of these readers to 886 government, church and community ECCE centre and primary school in all provinces. Private ECCE and primary schools will not receive the physical classroom libraries but could freely download the materials from the MoET website. CDU will also produce and distribute a classroom library guide with explicit instructions on how to teach reading using the new books. MoET will also conduct a national media campaign to encourage effective daily use of the new reading books, including promotion of daily home reading. The grant will also fund at least one post-distribution monitoring and support visit to each school in addition to the regular visits from school improvement officers (and the planned inclusive education outreach visits in component 2). To support the procurement activities, a short-term adviser (STA) Procurement Specialist will be embedded in the MoET Procurement Unit.

The program will support the distribution of accessible versions of the texts to children with disabilities through the IERC and outreach visits in component 2. The digital copies of the new texts will be shared with all the student teachers at VITE in component 3, and the program will ensure the VITE courses are updated to promote effective daily usage of the new books. Teacher training in implementing the new national curriculum teacher guides and assessing the impact on learning outcomes with VANSTA is the responsibility of MoET supported by VESP. DFAT are also funding the

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22 Especially boys’ attendance and completion of secondary school, a major concern in the VETTS.
23 Facebook users increased from 28.8 percent to 35.7 percent of the population (49 percent female) between July 2019 and July 2020. https://napoleoncat.com/stats/social-media-users-in-vanuatu/2020/07
24 For example, Bloom Reader from SIL International or Library for All from Save the Children. This is currently being implemented in PNG by Save the Children.
production of common assessment tasks to support teachers assessing literacy. The standard school census forms will be updated to continue to improve monitoring of student textbook ratios.

Save the Children has strong evidence for the impact of classroom libraries and reading books on literacy outcomes in the Pacific from RISE and Library for All, and, if used daily (and for book borrowing), in combination with teacher training and assessment, will improve early grade literacy outcomes.

Activities

1.1 New reading books developed and approved.
   1.1.1 STA Early grade reading book specialist
   1.1.2 Production of new primary reading books in English, Bislama and French
   1.1.3 Production of new ECCE reading & picture books in vernacular and accessible versions
   1.1.4 Convert to digital books with audio & sign language
   1.1.5 Distribute digital reading books and app on SD card
   1.1.6 Promote Vanuatu version of reading app
   1.1.7 Develop classroom library guide
   1.1.8 Graphic design of classroom library guide
   1.1.9 Child protection TA (inclusion & CP content)
   1.1.10 Health promotion TA (COVID19 & health content)

1.1.11 Classroom libraries distributed to schools.
   1.1.12 STA Procurement specialist
   1.1.13 Printing reading books
   1.1.14 Printing classroom library guide
   1.1.15 Procure storage box
   1.1.16 Distribution
   1.1.17 Media campaign to promote daily use of classroom libraries
   1.1.18 Communications specialist TA
   1.1.19 Classroom library and distribution training for PEOs, SIOs and ECCE mobile officers
   1.1.20 Post-distribution monitoring visits to schools by SIOs/MEOs
   1.1.21 Post-distribution monitoring by MoET
   1.1.22 National MEAL Adviser TA
   1.1.23 Provincial field operations support

Modality

The Director, Education Services will be the responsible senior officer. The component will be implemented by the CDU supported by the appropriate MoET units for procurement and monitoring. The modalities will be goods and services, consultancy and procurement through a request for tender (RFT).

Beneficiaries

37,708 students (6,817 ECCE and 30,891 junior primary Year 1-3) at 420 ECCE centres and 466 primary schools.
Complementarity

The component builds on (and is coordinated with) support for national curriculum development (DFAT and UNICEF), in-service training for literacy under VESP, previous reading book development, and literacy in-service training through the Vanuatu School Based In-service Teacher Training (VANSBITT) and ECE in-service supported by UNICEF. Learning from EGRA (World Bank), PILNA (Pacific Community) and VANSTA (GoV/DFAT) will be key to development of new reading materials. The component complements the ongoing school grants funded by GoV and DFAT and emergency replenishment grants and home-based schooling packages from the COVID-19 GPE financing. Finally, the ESPIG component 4 will target pre-service literacy teacher training through technical assistance and improving the literacy instructional training in ECE and primary grades. The new reading books will be integrated fully into the VITE curriculum and made available to all student teachers digitally.
Component 2 Strengthen inclusive education

| Outcome | 2. ECCE and primary students are supported by strengthened inclusive education services. |
| Outputs | 2.1 ECCE and primary schools supported in inclusive education.  
2.2 Inclusive education resource centre is operational. |
| Budget | VUV 75,125,400  
US$ 670,763 |
| Responsible MoET office | Inclusive Education Unit |
| Location | National |

Challenge

The ETSA and Barriers to Education study note that children with disabilities do not attend school and, as a consequence, are the most vulnerable students in Vanuatu. Furthermore, the most reliable analysis found around 8 percent of enrolled primary students had some impairment (VSNO/UNICEF). The root causes for this exclusion are community stigma towards disability, lack of screening and inclusive pedagogy, limited teacher skills and knowledge, poverty and lack of specialist support services. The ESPIG will attempt to remove some of these barriers: inclusive pedagogy; improved screening and support services and better teacher skills.

The MoET and its development partners have developed an Inclusive Education Policy (2011), provided technical assistance and scholarships for inclusive education teachers, included inclusive education in pre- and in-service teacher training courses and supported six pilot inclusive education schools. The expanding school grants program aims to reduce financial strain on parents. Currently, most inclusive education training is done in Fiji or trainers travel from Fiji – there is a lack of local training capacity in this critical area. The next priorities in the VETSS and Inclusive Education Policy are to build on these foundations to strengthen quality, teacher training and screening, referral and support services and implement the Policy, in partnership with civil society and the Ministry of Health (Figure 7).

Figure 7 Vanuatu Spotlight Report on Education, 2019

Accurate data on and understanding of the special learning needs of children with disabilities throughout Vanuatu is limited. As a result, specific teaching materials and aids have not been developed or distributed to schools. It is therefore unknown how much children with disabilities currently enrolled and participating in schools are actually learning or achieving compared to their peers. Only a limited number of inclusive education initiatives have been established, and on a small scale, and the Government and its donors are not currently directing enough budgetary support to address and mainstream inclusivity. As common in many countries, civil society is particularly active in this space, and partnerships with them will likely be critical in improving outcomes for children with disabilities.

Evidence

Learning and data from the inclusive education pilot schools, the Barriers to Education Study (2018) and VSNO/UNICEF disability report (2015) are incorporated in the proposed intervention. Development or revision of pre-service and in-service teacher training modules will draw on experiences implementing the Save the Children Special Needs Action Pack (SNAP) and similar school-based interventions in neighbouring Papua New Guinea, which has a more developed inclusive education system. For example, the Save the Children RISE program in PNG has screened thousands
of children and supported teachers through the government’s Inclusive Education Resource Centres (IERCs). During consultation with parents, teachers, students and Disabled Persons’ Organisations (DPOs), there were demands for regular outreach support services to schools to train and support teachers, screen students, help with referrals to specialist services and provide specialist advice, and strengthen pre-service training (rather than one-off training). Consultations found almost no children with disabilities had Individual Education Plans (IEPs) and there were no referral specialist services.26

Intervention

886 ECCE centres and primary schools will receive at least two outreach visits from six new provincial inclusive education coordinators who will join the provincial school improvement teams. Specialist services and teacher training will be provided by a new Inclusive Education Resource Centre (IERC) staffed by two new specialist teacher trainers and established at VITE. The new provincial coordinators and specialist teacher trainers will be mentored by a long-term technical adviser (LTA) embedded by the program. The program will also strengthen coordination and services with the Ministry of Health, DPOs and disability NGOs. These interventions build the foundations for a more effective inclusive education system providing government-led services for schools and students with disabilities.

2.1 ECCE and primary schools supported to improve inclusive education.

The program will embed an LTA within the MoET Inclusive Education Unit to build the capacity of six new provincial inclusive education coordinators who will initially be hired by the program. The Grant Agent will provide support in the drafting of job descriptions and recruitment of these new coordinators who will be transferred to the MoET payroll in January 2024. The LTA will train, mentor and coach the new coordinators and MoET staff, and help develop the screening, referral, outreach, training, and support protocols and systems needed to implement Vanuatu’s inclusive education support system. Support will be provided for revisions of the Inclusive Education Policy and, if necessary, for standard classroom and WASH facility designs. The LTA will also work closely with the new specialists at the new Inclusive Education Resource Centre established at VITE under sub-component 2.2 to establish these new specialist support and teacher training services and contribute to improving the courses on inclusive education at VITE under component 3. Capacity building and “on-the-job” mentoring will follow the approach outlined in Section 12.

The new inclusive education coordinators will join the provincial School Improvement Officers (SIOs) and Mobile ECCE Officers (MEOs) to regularly visit schools (at least once per school per year) to provide screening, collect data, train teachers in inclusive pedagogy, adapting the curriculum and classroom, train schools to conduct awareness with parents and communities to encourage children with disabilities to attend school and address stigma, and support schools to write and implement IEPs for children with disabilities. The grant will cover the school visit costs for the first two years, and MoET will include these in the 2024 budget. The new coordinators will extend regular inclusive education services beyond the capital for the first time and be able to provide professional development and tools to the SIOs and MEOs to expand their capabilities, and will be able to help schools to identify and engage with families whose children with disabilities do not attend school.

The screening tools and IEP template from SNAP will be adapted for Vanuatu and rolled out to all government, church and community ECCE centres and primary schools through these annual

26 Beneficiaries also noted the urgent need to finalise Vanuatu Sign Language, and support for this activity will be considered during program implementation after further consultation with the Deaf community and disability NGOs.
outreach visits to each school. The new coordinators will receive biannual refresher training and regular coaching from the LTA (remotely and from quarterly visits) and their work will be closely supported by the new national IERC established in sub-component 2.2.

The Inclusive Education Unit and LTA will work closely with VEMIS to update the annual school census forms to better collect and analyse data on children with disabilities and establish a robust data and reporting system for the work of the new coordinators and national IERC. Finally, regular coordination with the Ministry of Health, DPOs and disability NGOs will be strengthened through regular meetings, joint school visits and knowledge sharing.

2.2 Inclusive education resource centre is operational.

To strengthen specialist referral services for inclusive education, MoET will utilise the grant to establish Vanuatu’s first national Inclusive Education Resource Centre (IERC) at VITE. This will include construction of an accessible building with an assessment room and teacher training classroom complete with the necessary specialist materials and equipment. The LTA will support the Inclusive Education Unit and VITE to establish the IERC’s systems, processes, protocols and policies, and then coach and mentor the new IERC staff.

The program will recruit two new inclusive education specialist teacher trainers who will be transferred to the MoET payroll in January 2024. These specialist teachers will provide pre-service and in-service teacher training (including the teaching of the mandatory pre-service course on inclusive education), support the new provincial inclusive education coordinators with specialist advice, coordinate with the Ministry of Health, disability NGOs and DPOs, and provide specialist outreach, screening, assessment and advisory services to schools and parents of children with disability. The specialists’ skills will include:

1. Movement impairment support (including physiotherapy, occupational therapy and use of mobility and fine motor control assistive devices);
2. Hearing impairment support (including sign language development and use of hearing aids);
3. Visual impairment support (including use of glasses and Braille technology); and
4. Speech and language impairment and learning disability support.

The LTA Inclusive Education Specialist will be embedded part-time within the new IERC when it is established and will support the new team to update and teach the primary and secondary Bachelors and ECCE Certificate IV inclusive education units at VITE (component 3) to ensure teacher education aligns with the revised Inclusive Education Policy, IEP template and screening tools.

One of the positions will be as Director of the IERC and this individual will receive capacity development in the management of quality inclusive education services (for example, by virtual networking and sharing learning with experienced inclusive education managers and practitioners in

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27 The neighbouring Pacific country of Papua New Guinea also uses provincial IERCs as specialist inclusive education hubs to support schools and children with disabilities so Vanuatu would be able to draw on their experience, designs and processes. MoET’s long-term goal is to establish IERCs in all provinces.

28 The cost of the building is shared with the new ECCE classroom. An accessible double classroom with office space, specialist equipment and furniture are costed at VUV 18 million by MoET. This cost was confirmed by the World Bank who are currently constructing similar educational buildings.

29 The IERC will not be special education school with enrolled children with disabilities; teacher training programs will utilise demonstration schools and inclusive pilot schools in the area. The revised Inclusive Education Policy will address a sustainable approach to special education services for students whose impairment mean they will require specialised teaching skills (for example. Deaf students).
Papua New Guinea and Fiji). The IERC will receive start-up funding to conduct specialist referral and training visits, closely coordinated with the outreach visits to schools by the aforementioned provincial coordinators.

At the end of the program, the IERC, specialist teachers and provincial inclusive education coordinators and their activities will be fully funded by GoV30, providing a sustainable model for establishment of further support services and IERCs in the remaining provinces. Finally, building on previous efforts, MoET and disability non-government organisations will conduct a national campaign to encourage enrolment in ECCE and junior primary and raise awareness of the new IERC, coordinators, screening and IEPs. These measures will improve the quality of inclusive education services and, as quality and service barriers are tackled and better data is available from the National Census and VEMIS, MoET aims to reduce the proportion of children with disabilities out of school.

Activities

2.1 ECCE and primary schools supported in inclusive education.
   2.1.1 LTA Inclusive Education Specialist
   2.1.2 Write Introduction to Inclusive Education in-service module and screening tools
   2.1.3 Hire provincial IE Coordinators
       Biannual national professional development workshops for IE provincial coordinators & IERC resource teachers @ National IERC
   2.1.4 Annual outreach visits to schools for screening, training and awareness
   2.1.5 Update Certificate IV, Diploma and Bachelor courses at VITE
   2.1.7 Update VEMIS forms

2.2 Inclusive Education Resource Centre is operational.
   2.2.1 Construct IERC
   2.2.2 Hire specialist IE teacher trainers at IERC
       Operational costs, support services to Provincial IE Coordinators & outreach to schools
   2.2.4 Behaviour change campaign for parents
   2.2.5 Coordination meetings

Modality

The Director, Education Services will be the responsible senior officer. The component will be implemented by the Inclusive Education Unit and the modalities will be goods and services, construction and consultancy. The establishment of the new IERC will be supported by the Director, Technical and Higher Education and Principal, VITE.

The construction of the double classroom (shared by sub-components 2.2 and 3.3) will be supervised by the Director, Administration and Finance.

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30 At an estimated VUV14,880,000 (US$ 132,857) annually for salary costs.
**Beneficiaries**

Up to 1,643 teachers will benefit from professional development from inclusive education support visits (544 ECCE teachers (96 percent female) and 1,099 junior primary teachers (59 percent female))

Approximately 4,593 children with disabilities (508 ECCE and 4,085 primary) will benefit from better trained teachers and inclusive education services.

**Complementarity**

DFAT has supported inclusive education through a national campaign, technical assistance, scholarships for inclusive education specialists (including Certificate III in Education Support at APTC) and resource kits for pilot schools. The Pacific Community has supported the Regional Rights Resource Team to train teachers in the Social Citizenship Education teacher’s guides. The proposed component has strong complementarity with UNICEF’s work on improving school management through the VANSBITT and principal induction training. Save the Children will draw on its work with the IERCs in Papua New Guinea and global work on special and inclusive education. The component will have a strong link with DPOs and disability NGOs and draw on the experiences of the inclusion pilot schools.
Component 3 Strengthen pre-service teacher training

<table>
<thead>
<tr>
<th>Outcome</th>
<th>3. Pre-service teacher education services are strengthened.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outputs</td>
<td>3.1 Primary pre-service teacher training modules updated.</td>
</tr>
<tr>
<td></td>
<td>3.2 Pre-service teacher trainers trained and mentored.</td>
</tr>
<tr>
<td></td>
<td>3.3 ECCE pre-service teacher training unit operational.</td>
</tr>
<tr>
<td>Budget</td>
<td>VUV 71,402,122</td>
</tr>
<tr>
<td></td>
<td>US$ 637,519</td>
</tr>
<tr>
<td>Responsible MoET officer</td>
<td>Director, Technical and Higher Education Principal, VITE</td>
</tr>
<tr>
<td>Location</td>
<td>National</td>
</tr>
</tbody>
</table>

Challenge

A very high proportion of ECCE and primary teachers do not have the minimum qualification for their position. According to the draft NTDP, 40 percent of primary teachers do not have any teaching qualification and a further 51 percent are classed as underqualified as they only have a Certificate of Education. Only 13 percent of ECCE teachers have a qualification (Certificate III). The VETSS highlights the low proportion of qualified teachers as a critical challenge.

VITE is primarily responsible for training new teachers but has faced a number of challenges producing sufficient numbers of effective teachers including lecturer qualifications, consistent management and outdated courses (Figure 8). VITE does not have the capacity to train ECCE teachers yet but has drafted a Certificate IV course. The VETSS prioritises the establishment of primary (Bachelors) and ECCE qualifications (Certificate IV) which meet the accreditation standards of the Vanuatu Qualifications Authority (VQA).

Newly qualified teachers often lack classroom experience and their studies had not prepared them to teach the new curriculum, or deal with multi-grade classroom in remote areas. Consultations in three provinces for this program found an acute lack of qualified ECCE teachers which had a serious impact on the implementation of the play-based curriculum. ECCE teachers can receive pre-service training at an expensive local college (but only to Certificate III) or via the University of the South Pacific (which is expensive), so a lower cost, nationally-managed alternative is important for diversification.

Figure 8 VITE enrolment, by subject, 2019

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Teaching (French)</td>
<td>13</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>Primary Teaching (English)</td>
<td>25</td>
<td>26</td>
<td>51</td>
</tr>
<tr>
<td>Secondary Math/Science (French)</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Secondary Math/Science (English)</td>
<td>5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Secondary Social Science/Language Second (French)</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Secondary Social Science/Language Second (English)</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Secondary Language Second/Language Foreign (French)</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Secondary Language Second/Language Foreign (English)</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>66</td>
<td>120</td>
</tr>
</tbody>
</table>

Source: VITE, 2019
Evidence

The NTDP and VITE Situational Analysis (2019) provide learning and baseline for the proposed intervention. There is strong international evidence for the effectiveness of reforms in pre-service teacher education, particularly models which increase the amount of time that student teachers spend teaching and being observed.\(^{31}\) VESP has supported the establishment of the VITE In-Service Unit (ISU) and the school-based management unit (SBMU) in the Education Services Directorate to train in-service teachers which provides a rich source of learning for the program.

To better understand the experiences and recommendations of newly qualified teachers, the program would support VITE to conduct a tracer study to better understand the demands of teaching in Vanuatu schools in relation to VQA standards and teacher competencies, and inform teacher trainer mentoring and revisions to materials. Lecturers would receive observations and assessments to analyse their professional development needs. During consultations with principals, teachers, education officers, it was clear that the lack of qualified teachers was a major barrier to improving learning outcomes.

Proposed intervention

Technical advisers will coach, train and mentor VITE teacher trainers to improve, update and deliver the new courses for ECCE and primary pre-service teachers (prioritising literacy, numeracy, professional studies and inclusion). Working closely with UNICEF, the program will fund the establishment of a national ECCE teacher training unit with specialist lecturers to diversify and expand access to ECCE pre-service qualifications. VESP will continue to focus on in-service teacher training and qualification upgrades and there will be strong synergies.

3.1 Pre-service teacher training modules updated and approved and 3.2 Pre-service teacher trainers trained and mentored in literacy, numeracy, inclusion and ECCE.

The component would finance long-term and short-term technical advisors at VITE to strengthen the quality of course modules, teaching, assessment and practicum based on a comprehensive needs’ analysis and student tracer study. Two international STAs (90 days) and three local LTAs (24 months) would support the revision, teaching and assessment of the literacy, maths and professional studies units in the new primary Bachelors program.\(^{32}\) The LTA for inclusive education (sub-component 2.1) will support the new IERC specialists to update the inclusive education course. A further international STA would support VITE’s management to guide the strategic development and administration of the institution, supporting accreditation of courses by VQA and, potentially, preparing for amalgamation or affiliation with the new Vanuatu National University. VITE and MoET will work with the Grant Agent to draft the terms of reference and select the STAs and LTAs, to address key issues in the VETSS (for example, early grade literacy, French literacy, inclusion).

The technical advisers would work alongside VITE lecturers, conducting co-lecturing and lesson observations, feedback, reflection and coaching building their skills and knowledge in core areas. They would conduct regular professional development and course editing workshops and ensure materials developed by other programs (for example, the new National Curriculum from MoET, new reading books from component 1 or the home learning materials from the COVID-19 grant) are immediately integrated into the teacher training curriculum. Another important role will be knowledge sharing.


\(^{32}\) In the event of further COVID-19 restrictions to international travel, the program will pivot to remote support and increase the scope of local LTAs.
with data and analysis from VANSTA, PILNA and research such as the Barriers to Education study and VITE graduate tracer study.

### 3.3 ECCE pre-service teacher training unit operational

To support a more sustainable approach to ECCE pre-service, a new ECCE training unit will be established at VITE to train graduates in Certificate IV (the minimum qualification for ECCE teachers and the first year of a future Diploma of ECCE). This would require construction of a new accessible ECCE training classroom at VITE. MoET would fund the salary of two additional specialist ECCE lecturers who will receive on-the-job coaching and training from an LTA ECCE Teacher Training Specialist (24 months) from the program.

The program will provide modest funds to establish the new qualification for course development, play materials, capacity building activities and supporting demonstration ECCE classes for practicum. The LTA will co-lecture, conduct lesson observations and coaching and provide professional development and mentoring for the new ECCE lecturers and mobile ECCE officers who would need upgrading.

The LTA would support the ECCE team at MoET and the new staff at the ECCE training unit to coordinate with the UNICEF-supported field-based training and NGOs working in this area, and ensure that the ECCE national curriculum materials are being used, VQA standards are met and the new ECCE reading books from component 1 and inclusion materials from component 2.1 are included.

As with the Diploma of Primary, the technical assistance will lay the foundation for future higher qualifications and enable VITE to produce high quality qualified ECCE teachers for the national workforce.

#### Activities

| 3.1 Pre-service teacher training modules implemented and updated. |
| --- | --- |
| 3.1.1 STA Primary Teacher Education Specialists (Literacy, Maths, Management) |
| 3.1.2 STA visits |
| 3.1.3 Tracer study and lecturer need assessment |

| 3.2 Pre-service teacher trainers trained and mentored. |
| --- | --- |
| 3.2.1 LTA Primary Teacher Education Specialists (Literacy, Maths, Professional Studies) |
| 3.2.2 Capacity assessment baseline and endline |
| 3.2.3 Capacity building (meetings, workshops, visits) |

| 3.3 ECCE pre-service teacher training unit operational. |
| --- | --- |
| 3.3.1 LTA ECCE Teacher Training Specialist |
| 3.3.2 Construct ECCE training classrooms at VITE |
| 3.3.3 ECCE teacher trainers x2 |
| 3.3.4 Capacity building (meetings, workshops, visits) |

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33 Construction costs would be shared with the new IERC funded under component 2. One half of the double classroom will be allocated for ECCE, the other half for the new IERC. The new double classroom will use Universal Design Principles by following the DFAT Accessibility Guidelines.

34 Valued at VUV 4,080,000 (US$ 36,429) annually in salary costs.
Modality

The Director, Technical and Higher Education will be the responsible senior officer. The component will be implemented by the Governing Council and Principal of VITE. The modalities will be goods and services, construction and consultancy.

Beneficiaries

Approximately 100 primary pre-service students (55 percent female) and 50 ECCE pre-service students (at least 50 percent female).

Approximately 32 academic staff (41 percent female).

Complementarity

The proposed intervention builds upon (and is coordinated with) substantial investments from development partners in teacher education. VITE has received technical support, infrastructure and analysis from DFAT funded programs, including support to draft the new Bachelors in Primary Education. The core ECCE modules for the diploma were drafted with the support of UNICEF. VITE’s In-service Unit (ISU) has received funding from VESP and UNICEF for curriculum implementation training and principal induction training and the institution has previously had embedded international volunteers funded by the Australian Volunteer Program. The component complements the large-scale teacher qualification upgrade program supported by VESP and revised modules would include new inclusive education and reading materials developed by other program components and the home-schooling materials supported by the COVID-19 GPE grant. VITE would also be the site for the new IERC and specialist inclusive education staff funded by Component 2.
Component 4 Program management, monitoring, evaluation and learning

| Budget          | VUV 84,106,765 | USS 750,953 |

Component 4 will fund monitoring, evaluation, accountability and learning (MEAL) activities for the grant. These include a program steering committee for coordination and review, quarterly reflection and learning workshops and quarterly monitoring visits for MoET to visit schools and consult with sub-national Education Authorities. Learning from the component MEAL activities (for example, the graduate tracer study, VITE capacity assessment and disability screening programs) will be made publicly available through biannual knowledge sharing events and products (such as evidence summaries and information, education and communication materials). The program will also embed a full-time MEAL Specialist in MoET to build the skills of counterparts and ensure the MEAL Plan, data collection and reporting is executed to Save the Children and GPE standards. Component 4 will also fund two external audits.

To support program implementation, a Program Support Unit (PSU) will be embedded at MoET. As this is the first ESPIG for Vanuatu, this small full-time team will work alongside the respective MoET officer to transfer skills and provide additional project management capacity to ensure the grant activities are delivered on budget and time. The PSU staff will be recruited by Save the Children in consultation with MoET. The Program Manager will have dual reporting responsibilities. Program implementation will be guided by a detailed Program Implementation Manual (PIM), developed from the PIM for the accelerated grants. High performing PSU staff will be rolled over from the COVID-19 grant to reduce administration and equipment costs.

Finally, the Grant Agent support costs for quality assurance, risk management and other grant-related matters are included in this component.

Activities

4.1 PSU: Program Manager
4.2 PSU: MEAL Specialist
4.3 PSU: Finance Manager
4.4 PSU operational costs
4.5 External audits
4.6 Program steering committee
4.7 Quarterly reflection and learning workshops
4.8 Quarterly monitoring visits
4.9 Knowledge sharing events
4.10 Knowledge products
4.11 Grant Agent Support Costs (Country Office management and fixed costs)
4.12 SCA costs (quality assurance and risk management)
7.0 Monitoring, evaluation, accountability and learning

Responsibility

Monitoring, evaluation, accountability and learning (MEAL) will be the responsibility of MoET Policy and Planning Directorate supported by an embedded MEAL Specialist in the PSU and specific technical advice from the Save the Children MEAL team.

MEAL Plan

Immediately on project effectiveness, the MoET and Grant Agent will complete a MEAL Plan to guide monitoring and evaluation activities, data collection and analysis, reporting and communication and knowledge sharing. The MEAL Plan will include beneficiary databases, tools and protocols for disaggregated data collection and a summary of expected outputs, reports and products. Wherever applicable, existing data collection systems (such as the school monitoring visits and annual school census will be used). All knowledge products and component outputs will be stored on VEMIS (openvemis.gov.vu).

Monitoring

Monitoring activities will track the performance of each output using standard tools and protocols. Monitoring data will be recorded in a database and linked to VEMIS as necessary. Brief progress monitoring reports will be reviewed by the Director, Education Services and Grant Agent monthly. A more detailed quarterly report will be discussed at the quarterly steering committees and reflection workshops.

Component 1 monitoring activities include:

- Book production reports;
- Reading app analytic reports (e.g. number of pages read; number of devices with the app);
- Distribution reports;
- Post-distribution monitoring visits to a sample of schools; and
- Regular school improvement visit reports, including collecting students’ experiences.

Component 2 monitoring activities include:

- Reports of training and coaching of inclusive education provincial coordinators, SIOs, MEOs and IERC specialist staff;
- Outreach visit reports (screening, training for teachers, awareness with parents, writing IEPs, referrals to specialist services or IERC, distribution of accessible materials and assistive devices etc.);
- Annual school census including number of children with disabilities and type of disability as per the functional approach recommended by the Washington Group/UNICEF Child Functioning Module;
- Sample-based interviews with children with disabilities, their parents and teachers;
- Media campaign reports;
- Construction completion reports; and
- IERC activity reports (for example, pre-service teachers trained; students supported; outreach conducted).

Component 3 monitoring activities include:

- Student teacher attendance and training records;
• Training and coaching reports for lecturers;
• Practicum lesson observations of a sample of student teachers;
• Feedback from student teachers;
• Module review and revision reports; and
• Construction reports.

Overall, program monitoring will include spot-checks by MoET national officers to project schools, project activities (for example, workshops, IERC, ECCE training centre or book writing sessions) and consultation with provincial agencies.

**Evaluation**

The program will have a number of evaluation activities which will assess the achievement of the program outcomes and answer the following questions:

1. What impact has the program had on children, teachers and education officers? Has the quality of ECCE and primary education improved?
2. Were there any unintended consequences of the program?
3. What factors helped or hindered program effectiveness?
4. What were the strengths and limitations of the interventions and modalities chosen?
5. Which aspects of the program are likely to be sustained?

Outcome 1 will be evaluated through an additional question in the annual school census (reading book/student ratio), verified through post-distribution school visits to a representative sample of schools and ECCE centres. During the school visits, a sample of students will be asked to verify whether they used the reading books and read at home the day before. The evaluation will examine stakeholders, especially children’s, perceptions of the books (were some better than others and why). The baseline will be collected from a sample of schools in Year 1. The impact of the digital books will be measured by app and download analytics. Ultimately, the various VETSS interventions to improve learning outcomes (teacher training, assessment, provision of national curriculum materials) are evaluated by VANSTA and PILNA.

Outcome 2 will be evaluated using the revised disability questions in annual school census and compared with a baseline for a sample of schools in Year 1 to measure the proportion of children with disabilities who are enrolled in school who receive appropriate services and support. Data will be triangulated against interviews with children with disabilities (for example, using the World Health Organisation’s Community Based Rehabilitation assessment module) and a knowledge, attitudes and practices survey of a representative sample of teachers and parents.

Outcome 3 will be evaluated by a formal capacity assessment at the individual lecturer level including knowledge tests, student teacher feedback and lecture observations against the competency framework. To measure the impact of lecturer capacity development and course revision, there will be a sample-based assessment of student teachers which includes post-module knowledge tests and lesson observations during practicum. There will be baseline and endline evaluations of course materials against the national curriculum and VQA metrics. As per best practice in capacity assessment, VITE and VQA will be involved in drawing up the metrics and there will be a mixture of formal assessment and observation. The baseline will be informed by lecturer and student teacher focus group discussions and a low-cost tracer study of previous VITE graduates.

Evaluation reports will be made available on VEMIS and MoET’s website and shared with the LEG.
**Accountability**

The main accountability activities will be:

- Inclusion of mandatory feedback questions in monitoring tools;
- Regular reports to the Senior Management Team and LEG;
- Quarterly steering committee meetings with key stakeholders;
- Biannual focus groups with a representative sample of beneficiaries, including, where relevant, children and their parents;
- Accountability, child safeguarding and fraud reporting helpline at Save the Children (Complaints Response Mechanism);
- Media campaigns to inform schools and communities of book distribution;
- Regular knowledge sharing events and communication with key stakeholders, supported a communications specialist at Save the Children;
- Internal (MoET) and external audit; and
- Inclusion of the project budget, financial statements and reporting in GoV systems.

Reporting will be monthly to MoET and Save the Children, quarterly to the LEG and annually to GPE. Reports will be in standard formats, publicly available and include interim financial statements and cash flows against a quarterly implementation plan and budget. The implementation completion report will be in the standard GPE format.

**Learning**

MoET will develop a learning agenda as part of the PIM development. This will list the key areas for knowledge acquisition, sharing strategies and a detailed list of knowledge products and their audience (for example, communicating learning back to schools and parents). The project will have biannual knowledge sharing events with stakeholders, and report into the LEG. All reports, materials and knowledge products will be shared publicly via the MoET website. Key learning products will include:

- Annual lessons-learned reports;
- Case studies and significant change stories;
- Evaluation reports; and
- Communication products (e.g. leaflets).
## 8.0 Results framework

Table 8 Program results framework

<table>
<thead>
<tr>
<th>Outcome/output</th>
<th>Indicator</th>
<th>Baseline</th>
<th>Target (31 December 2023)</th>
<th>Data source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ECCE and primary students have improved access to appropriate reading books.</td>
<td>Student book ratio</td>
<td>Established during preparation</td>
<td>1:1</td>
<td>Updated annual school census</td>
<td>Annual</td>
</tr>
<tr>
<td>1.1 New reading books developed and approved.</td>
<td>% of students who read the previous school day, by grade, sex</td>
<td>0</td>
<td>65%</td>
<td>Student interview</td>
<td>Baseline + endline During monitoring visits</td>
</tr>
<tr>
<td>1.2 Classroom libraries distributed to schools.</td>
<td>Number of reading books approved, by grade, language, accessibility</td>
<td>0</td>
<td>150</td>
<td>Activity reports</td>
<td>Cumulative</td>
</tr>
<tr>
<td>2. ECCE and primary students with disabilities have improved access to inclusive education support.</td>
<td>% of children with disabilities enrolled in school who receive support, by sex, grade, disability and type of support</td>
<td>Established during preparations</td>
<td>25%</td>
<td>Teacher interview</td>
<td>Baseline + endline</td>
</tr>
<tr>
<td>2.1 ECCE and primary schools supported to improve inclusive education.</td>
<td>Number of ECCE centres receiving at least one outreach visit per year</td>
<td>0</td>
<td>336 ECCE centres</td>
<td>School support visit reports</td>
<td>Cumulative</td>
</tr>
<tr>
<td></td>
<td>Number of primary schools receiving at least one outreach visit per year</td>
<td>0</td>
<td>373 primary schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

35 GPE indicator: Number of textbooks purchased and distributed
36 Support defined as screening, IEP, assistive technology, physiotherapy, occupational therapy, adapted curriculum or classroom.
37 80% of total eligible schools (420 ECCE centres and 466 primary schools).
<table>
<thead>
<tr>
<th>Outcome/output</th>
<th>Indicator</th>
<th>Baseline</th>
<th>Target (31 December 2023)</th>
<th>Data source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of teachers trained in inclusive education, by sex and sub-sector&lt;sup&gt;38&lt;/sup&gt;</td>
<td>0</td>
<td>326 ECCE teachers 660 primary teachers&lt;sup&gt;39&lt;/sup&gt;</td>
<td>School support visit reports</td>
<td>Cumulative</td>
</tr>
<tr>
<td></td>
<td>Number of inclusive education coordinators and specialists trained and mentored, by sex</td>
<td>0</td>
<td>8</td>
<td>Training reports</td>
<td>Cumulative</td>
</tr>
<tr>
<td>2.2 Inclusive Education Resource Centre is operational.</td>
<td>Number of IERCs operational&lt;sup&gt;40&lt;/sup&gt;</td>
<td>0</td>
<td>1</td>
<td>Activity reports</td>
<td>Annual</td>
</tr>
<tr>
<td>3. Pre-service teacher education services are strengthened.</td>
<td>% of teacher trainers meeting minimum standards of knowledge and skills</td>
<td>Knowledge and skills baseline established during preparations&lt;sup&gt;42&lt;/sup&gt;</td>
<td>65%&lt;sup&gt;43&lt;/sup&gt;</td>
<td>Lecture observations Individual knowledge test Student teacher evaluations</td>
<td>Baseline + endline</td>
</tr>
<tr>
<td></td>
<td>% of student teachers meeting minimum standards of knowledge and skills</td>
<td>Knowledge and skills baseline established during preparations</td>
<td>65%</td>
<td>Lesson observations Module knowledge tests</td>
<td>Baseline + endline</td>
</tr>
<tr>
<td>3.1 Pre-service teacher training modules updated and approved.</td>
<td>Number of modules/courses approved by VQA</td>
<td>0</td>
<td>20</td>
<td>VQA reports</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td>Number of student teachers trained by sex, sub-sector, qualification and module</td>
<td>0</td>
<td>100 primary teachers 50 ECCE teachers</td>
<td>VITE enrolment records</td>
<td>Annual</td>
</tr>
<tr>
<td>3.2 Pre-service teacher trainers trained and mentored in literacy, numeracy, inclusion and ECCE.</td>
<td>Number of teacher trainers trained and mentored by sex&lt;sup&gt;44&lt;/sup&gt;</td>
<td>0</td>
<td>30</td>
<td>Training reports</td>
<td>Cumulative</td>
</tr>
</tbody>
</table>

<sup>38</sup> GPE indicator: Number of teachers trained.
<sup>39</sup> 60% of total eligible teachers (544 ECCE and 1,099 junior primary teachers).
<sup>40</sup> GPE indicator: Number of classrooms built or rehabilitated.
<sup>41</sup> Operational defined as adequate staffing, active training and support services and accessible infrastructure.
<sup>42</sup> For example, against teacher competency standards and national curriculum.
<sup>43</sup> Revised after baseline if necessary.
<sup>44</sup> GPE indicator: Number of teachers trained.
<table>
<thead>
<tr>
<th>Outcome/output</th>
<th>Indicator</th>
<th>Baseline</th>
<th>Target (31 December 2023)</th>
<th>Data source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 ECCE pre-service teacher training unit operational.</td>
<td>ECCE unit operational(^{45,46})</td>
<td>No</td>
<td>Yes</td>
<td>Monitoring reports</td>
<td>Cumulative</td>
</tr>
</tbody>
</table>

\(^{45}\) GPE indicator: Number of classrooms built or rehabilitated.

\(^{46}\) Operational defined as adequate staffing, approved courses, adequate materials and students enrolled.
9.0 Budget

Table 9 Budget envelope

<table>
<thead>
<tr>
<th>Grant</th>
<th>VUV(^{47})</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCA ESPIG</td>
<td>280,000,000</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Multiplier</td>
<td>112,000,000</td>
<td>1,000,000</td>
</tr>
<tr>
<td><strong>GPE contribution</strong></td>
<td><strong>392,000,000</strong></td>
<td><strong>3,500,000</strong></td>
</tr>
<tr>
<td>Minimum co-financing for Multiplier (Australian and New Zealand)(^{48})</td>
<td>336,000,000</td>
<td>3,000,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>728,000,000</strong></td>
<td><strong>6,500,000</strong></td>
</tr>
<tr>
<td>Tropical Cyclone Harold Vanuatu Accelerated Recovery Program</td>
<td>55,977,152</td>
<td>499,796</td>
</tr>
<tr>
<td><strong>ESPIG budget envelope</strong></td>
<td><strong>336,022,848</strong></td>
<td><strong>3,000,204</strong></td>
</tr>
</tbody>
</table>

Table 10 Program budget

<table>
<thead>
<tr>
<th>Improved quality ECCE and primary education through strengthened teacher education, inclusive education and effective teaching and learning materials.</th>
<th>VUV</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Funding for TC Harold Response</td>
<td>55,977,152</td>
<td>499,796</td>
</tr>
<tr>
<td>1. ECCE and primary students have improved access to appropriate reading books for the national curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 New reading books developed and approved.</td>
<td>30,917,292</td>
<td>276,047</td>
</tr>
<tr>
<td>1.2 Classroom libraries distributed to schools.</td>
<td>74,471,269</td>
<td>664,922</td>
</tr>
<tr>
<td></td>
<td><strong>105,388,561</strong></td>
<td><strong>940,969</strong></td>
</tr>
<tr>
<td>2. ECCE and primary students with disabilities have improved access to inclusive education support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 ECCE and primary schools supported to improve inclusive education.</td>
<td>49,613,400</td>
<td>442,977</td>
</tr>
<tr>
<td>2.2 Inclusive Education Resource Centre is operational.</td>
<td>25,512,000</td>
<td>227,786</td>
</tr>
<tr>
<td></td>
<td><strong>75,125,400</strong></td>
<td><strong>670,763</strong></td>
</tr>
<tr>
<td>3. Pre-service teacher education services are strengthened.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Pre-service teacher training modules updated and approved.</td>
<td>23,914,122</td>
<td>213,519</td>
</tr>
<tr>
<td>3.2 Pre-service teacher trainers trained and mentored in literacy, numeracy, inclusion and ECCE</td>
<td>25,992,000</td>
<td>232,071</td>
</tr>
<tr>
<td>3.3 ECCE pre-service teacher training unit operational.</td>
<td>21,496,000</td>
<td>191,929</td>
</tr>
<tr>
<td></td>
<td><strong>71,402,122</strong></td>
<td><strong>637,519</strong></td>
</tr>
<tr>
<td>4. Program management, monitoring, evaluation and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>84,106,765</td>
<td>750,953</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>336,022,848</strong></td>
<td><strong>3,000,204</strong></td>
</tr>
<tr>
<td>Agency fee Regular ESPIG (7%)</td>
<td>15,681,599</td>
<td>140,014</td>
</tr>
<tr>
<td>Agency fee Multiplier ESPIG (7%)</td>
<td>7,840,000</td>
<td>70,000</td>
</tr>
<tr>
<td><strong>Total agency fee</strong></td>
<td><strong>23,521,599</strong></td>
<td><strong>210,014</strong></td>
</tr>
</tbody>
</table>

\(^{47}\) 112 to 1 UD$  
\(^{48}\) Actual co-financing is approximately US$ 6,649,900. The maximum required to trigger the Multiplier is US$3,000,000.
### Table 11 Program budget by calendar year

<table>
<thead>
<tr>
<th>Calendar year (US$)</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ECCE and primary students have improved access to appropriate reading books for the national curriculum.</td>
<td>273,369</td>
<td>2,679</td>
<td>-</td>
<td>276,047</td>
</tr>
<tr>
<td></td>
<td>576,398</td>
<td>88,524</td>
<td>-</td>
<td>664,922</td>
</tr>
<tr>
<td></td>
<td>849,767</td>
<td>91,203</td>
<td>-</td>
<td>940,969</td>
</tr>
<tr>
<td>2. ECCE and primary students with disabilities have improved access to inclusive education support.</td>
<td>122,798</td>
<td>213,453</td>
<td>106,726</td>
<td>442,977</td>
</tr>
<tr>
<td></td>
<td>62,375</td>
<td>122,821</td>
<td>42,589</td>
<td>227,786</td>
</tr>
<tr>
<td></td>
<td>185,173</td>
<td>336,274</td>
<td>149,316</td>
<td>670,763</td>
</tr>
<tr>
<td>3. Pre-service teacher education services are strengthened.</td>
<td>77,233</td>
<td>68,143</td>
<td>68,143</td>
<td>213,519</td>
</tr>
<tr>
<td></td>
<td>58,018</td>
<td>116,036</td>
<td>58,018</td>
<td>232,071</td>
</tr>
<tr>
<td></td>
<td>108,304</td>
<td>47,786</td>
<td>35,839</td>
<td>191,929</td>
</tr>
<tr>
<td></td>
<td>243,555</td>
<td>231,964</td>
<td>162,000</td>
<td>637,519</td>
</tr>
<tr>
<td>4. Program management, monitoring, evaluation and learning</td>
<td>209,796</td>
<td>288,788</td>
<td>252,370</td>
<td>750,953</td>
</tr>
<tr>
<td></td>
<td>1,488,290</td>
<td>948,229</td>
<td>563,685</td>
<td>3,000,204</td>
</tr>
<tr>
<td></td>
<td>38,186</td>
<td>50,914</td>
<td>50,914</td>
<td>140,014</td>
</tr>
<tr>
<td></td>
<td>19,091</td>
<td>25,455</td>
<td>25,455</td>
<td>70,000</td>
</tr>
<tr>
<td></td>
<td>57,277</td>
<td>76,369</td>
<td>76,369</td>
<td>210,014</td>
</tr>
</tbody>
</table>

### Table 12 Program budget by GPE implementation year

<table>
<thead>
<tr>
<th>GPE implementation year (US$)</th>
<th>Year 1 April 2021-March 2022</th>
<th>Year 2 April 2022 - March 2023</th>
<th>Year 3 April 2023-Dec 2023</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ECCE and primary students have improved access to appropriate reading books for the national curriculum.</td>
<td>276,047</td>
<td>-</td>
<td>-</td>
<td>276,047</td>
</tr>
<tr>
<td></td>
<td>664,922</td>
<td>-</td>
<td>-</td>
<td>664,922</td>
</tr>
<tr>
<td></td>
<td>940,969</td>
<td>-</td>
<td>-</td>
<td>940,969</td>
</tr>
<tr>
<td>2. ECCE and primary students with disabilities have improved access to inclusive education support.</td>
<td>183,661</td>
<td>213,453</td>
<td>45,863</td>
<td>442,977</td>
</tr>
<tr>
<td></td>
<td>133,679</td>
<td>65,714</td>
<td>28,393</td>
<td>227,786</td>
</tr>
<tr>
<td></td>
<td>317,340</td>
<td>279,167</td>
<td>74,256</td>
<td>670,763</td>
</tr>
<tr>
<td>3. Pre-service teacher education services are strengthened.</td>
<td>145,376</td>
<td>68,143</td>
<td>-</td>
<td>213,519</td>
</tr>
<tr>
<td></td>
<td>187,027</td>
<td>116,036</td>
<td>29,009</td>
<td>232,071</td>
</tr>
<tr>
<td></td>
<td>120,250</td>
<td>47,786</td>
<td>23,893</td>
<td>191,929</td>
</tr>
<tr>
<td></td>
<td>352,653</td>
<td>231,964</td>
<td>52,902</td>
<td>637,519</td>
</tr>
<tr>
<td>4. Program management, monitoring, evaluation and learning</td>
<td>288,788</td>
<td>280,752</td>
<td>181,414</td>
<td>750,953</td>
</tr>
<tr>
<td></td>
<td>1,899,749</td>
<td>791,883</td>
<td>308,572</td>
<td>3,000,204</td>
</tr>
<tr>
<td></td>
<td>57,277</td>
<td>76,369</td>
<td>76,369</td>
<td>210,014</td>
</tr>
</tbody>
</table>
10.0 Implementation arrangements

10.1 MoET

The overall responsibility for the grant is Director, Education Services Directorate at MoET reporting to the Senior Management Team (SMT). The SMT will provide oversight of achievement of program activities. The Policy and Planning Directorate will support MEAL activities. The Procurement Unit will support procurement activities. The Administration and Finance Directorate will manage construction of the shared double classroom at VITE (components 2.2 and 3.3). Financial management arrangements will utilise MoET’s existing structure, Finance Unit and Internal Audit Unit.

Outcome 1 will be managed by Curriculum Development Unit (CDU) supported by the Procurement Unit. Monitoring of distribution to secure sites will be the responsibility of the CDU. Provincial education officers and the CDU will be responsible for post-distribution visits. VEMIS will add a reading book ratio question to the annual school census.

Outcome 2 will be managed by the Inclusive Education Unit with support from VITE and the Procurement Unit and Director, Finance and Administration for output 2.2 (construction of IERC). Provincial education offices will host the new inclusive education coordinators and VITE will host the first IERC. VEMIS will add new disability questions to the annual school census.

Outcome 3 will be managed by the Director, Technical and Higher Education and VITE, which will host the new ECCE training unit. The Director, Finance and Administration will oversee construction of the new ECCE training classroom.

10.2 Program Steering Committee

The MoET Program Steering Committee (PSC) will ensure effective implementation and coordination of the GPE activities. It will meet at least quarterly and will consist of senior officers responsible for different components. The PSC will be established by a Terms of Reference and will be represented by senior officers from these organisations:

- Director, Education Services
- Director, Technical and Higher Education
- Director, Finance and Administration
- CDU
- Inclusive Education Unit
- PSU Program Manager
- Policy and Planning Directorate
- Procurement Unit
- Grant Agent
- VITE Principal
- Disabled Persons’ Organisation
- One representative from a province (rotating)
- VESP

10.3 Program Support Unit (PSU)

The Grant Agent will embed a small PSU into MoET to provide additional technical advice and fiduciary support due to the high demands on the Ministry during grant activities. The PSU will be hired by Save the Children in consultation with MoET and the Program Manager will have dual-reporting lines to the MoET responsible officers and the Save the Children Director of Programs. The
PSU staff will have nominated counterparts and a skills transfer mandate to increase sustainability. The PSU will support the MoET to develop and implement quarterly implementation plans and budgets, cash forecasts, quarterly financial reports and ensure that activities, financial management, procurement and MEAL activities are conducted efficiently. The PSU roles are:

- Program Manager
- Finance Specialist
- MEAL Specialist

The PSU will be strengthened by short-term support from Save the Children’s Vanuatu office specialists for procurement, MEAL, health promotion and child protection.

There are a number of STA and LTA positions for component implementation who will be hired by the program on a consultancy basis and managed by Save the Children in close consultation with MoET and other development partners, coordinated via the LEG:

1. STA Early grade reading book specialist (international)
2. STA Procurement Specialist (local)
3. LTA Inclusive Education Specialist (local)
4. STA Primary Teacher Training Specialist Literacy (international)
5. STA Primary Teacher Training Specialist Numeracy (international)
6. STA Primary Teacher Training Specialist Management (international)
7. LTA ECCE Teacher Training Specialist (local)

10.4 Local Education Group (LEG)

Chaired by the MoET with DFAT as the Coordinating Agency, the LEG will provide coordination, support and advice to the program, particularly in regards to the aid effectiveness. The core LEG group of major development partners and civil society organisations will approve any changes to modality, budget or results framework as per GPE Policy. Program progress will be reported at least quarterly to the LEG by MoET supported by the Grant Agent. The LEG will receive and give feedback on draft reports, approve any changes to program implementation or modalities and ensure coordination with other development partner activities. The GPE ESPIG Multiplier grant will be a standing agenda item. The full LEG members are:

- Minister, MoET (Chair)
- Director General, MoET (Alternate Chair)
- MoET Directorates (Policy and Planning, Education Services, Finance & Budget, Tertiary)
- Chairman, National Education Advisory Committee
- Chief Executive Officer, Vanuatu Qualifications Authority
- Education Policy Analyst, DSPPAC, PMO
- Expenditure Analyst (Education), MFEM
- Director General, Ministry of Internal Affairs
- Director General, Ministry of Foreign Affairs
- Director General, Ministry of Health
- Director, Department of Women’s Affairs
- Director, Office of the Registrar of Cooperative and Business Development
- Director, Department of Youth and Sports
- Director, NDMO
- Commissioner of Labour, Department of Labour
Chief Executive Officer, Malvatumauri Council of Chiefs
Chief Executive Officer, OGCIO
Vanuatu Teachers Union
General Manager, VBTC
First Secretary (Education and Safer Communities), Australian High Commission
Second Secretary (Development), New Zealand High Commission
Conseilleere de Cooperation et d’Action Culturelle, French Embassy
Third Secretary, Chinese Embassy
The Consulate of Papua New Guinea
The Consulate of Sweden
The Consulate of Spain
The Consulate of Italy
The Consulate of India
The Consulate of the Philippines
The Consulate of the Republic of Fiji
The Consulate of the Republic of Korea
The Consulate of the Federal Republic of Germany and Consulate of Austria
The Consulate of Finland
JICA
Peace Corps
UNICEF
Save the Children
Vanuatu Education Policy Advocacy Coalition
Commonwealth of Learning
Organisation Internationale de la Franchophonie (OIF)
World Vision
Oxfam
Care International
Live and Learn
Vanuatu Christian Council
World Bank
Red Cross Society
Responsible de L’Agence Universitaire de la Francophonie
USP (Emalus Campus)
Child Care Port Vila
La DEC

10.5 Grant Agent (Save the Children Australia and Save the Children in Vanuatu)
Save the Children Australia (SCA) – a member of the Save the Children Alliance – is applying for a Financial Procedures Agreement with GPE and will be responsible for executing the agreement in relation to funding received for the program. In event, the Agreement is not complete by project effectiveness, Save the Children Australia will enter into a member-to-member agreement with Save the Children UK (which already has an agreement with GPE) that will define the responsibilities of each entity with regard to financing and flow of funds; administration, reporting and compliance.
Save the Children in Vanuatu is a locally registered entity that is wholly controlled by SCA, an entity that provides risk and financial management oversight, operational support and funding subsidies for work undertaken in Vanuatu.

The GoV will sign a Finance Agreement with Save the Children Australia (SCA) which defines the responsibilities, scope of work, fiduciary and procurement arrangements and dispute mechanism.

A condition applied to SCA’s pending accreditation as Grant Agent was to:

*Complete an assessment of the capacity of the Vanuatu country office, including examining the adequacy of technical expertise (education advisors / MEAL leads) available at the country level and/or through support from HQ. Develop an action plan to address any capacity gaps that are noted. The program document for the Vanuatu ESPIG application should include, if applicable, a summary of the key measures that will be implemented by SC Australia to address observed capacity gaps.*

SCA is committed to a broad-based Vanuatu Country Office audit by Save the Children International’s Global Assurance (GA) function. This independent internal audit will assess the effectiveness of both the design and implementation of internal controls and oversight mechanisms to manage key risks within the country office environment. Noting the current restrictions on international travel and difficulty entering Vanuatu in particular, this audit is expected to be carried out as early as possible in 2021.

In the interim, SCA has conducted a remote capacity assessment of the Vanuatu Country Office’s (and available HQ support) technical and MEAL capacity to inform program design. The review found the following:

- A detailed technical competency framework exists that covers specialist education, and MEAL competencies, which then informs the recruitment and practice of all technical advisors at country, regional, and global levels;
- The SCA HQ Office has a sufficient number of personnel with the requisite technical expertise who meet the criteria to be considered ‘accomplished’ or ‘leading edge’ as per Save the Children’s technical competency framework; and
- While regional and country office-level technical and MEAL staff are in place, additional positions will need to be recruited as part of the ESPIG mobilisation phase; and where additional recruitment is required for specialists under Vanuatu’s ESPIG, SCA has robust recruitment procedures in place to identify and recruit suitably qualified candidates.

To ensure SCA as Grant Agent is able to sustain the required level of technical and program quality support across the Vanuatu ESPIG’s lifecycle, SCA will do the following:

- Include potential technical and program quality challenges in the Risks and Mitigation;
- Ensure recruitment of qualified staff through development of detailed terms of reference in line with Save the Children’s competency framework;
- Include within the PIM detailed requirements of expected technical and quality assurance support needs (including at HQ level) by program component; and
- Further assess organisational technical capacity through a targeted survey. Based on the results, co-develop Annual Learning Agendas with country office and regional teams, supported by senior technical experts within SCA.
10.6 Disbursement
The grant will be transferred through SCA into the GoV Development Fund Account held with the Reserve Bank of Vanuatu in Vanuatu Vatu (VUV). MoET will request quarterly disbursement via a Disbursement Letter contingent on expenditure to date and the next activities and cash projection in the implementation plan and budget which will be reviewed by the LEG and given No Objection by the Grant Agent.

10.7 Financial management
Financial management will use GoV processes, templates and rules as described in Public Finance Management and Economic Act Consolidated 2009 and relevant Ministry of Finance and Economic Management (MFEM) Financial Circulars. A recent fiduciary assessment by DFAT\textsuperscript{49} has informed development of the processes and highlights areas which require additional support. After mitigation, these areas are rated as moderate risks: accounting, reporting and external audit. The PSU and SCA will provide additional safeguards and support in these areas.

To further mitigate fiduciary risks, high value activities will require a No Objection from the Grant Agent before expenditure. A PSU Finance Specialist will be embedded to provide direct support, particularly for expenditure tracking and reporting in the and a project transaction ledger. Income and expenses from the program will be managed through the GoV SmartStream accounting system in the national Financial Management Information System. Program income and expenses will be reported in the national budget and quarterly budget reviews. The PSU will support monthly budget and actual expenditure reports and quarterly financial reports and cash forecasts. SCA and MoET Internal Audit unit will conduct spot-checks to reduce over or under-expenditure and risk of fraudulent activities.

10.8 Procurement
Procurement will use GoV processes, templates and rules as described in Government Contracts and Tenders (Amendment) Act of 2019, Central Tender Board (CTB) guidelines and MFEM Financial Circulars\textsuperscript{50}. The Grant Agent will have to grant a No Objection for low and high value procurements above an agreed level. Furthermore, high-value procurements (VUV10m [US$83,000] or greater) will require CTB approval and will use standard open Requests For Tender (RFT) or (in the case of exceptional circumstances) Limited Tender.\textsuperscript{51} As per the Funding Agreement, a representative of the Grant Agent will be on tender panels for contracts above a specified limit and a contract ledger will be maintained and updated. A short-term Procurement Specialist will be embedded in the MoET to assist with the reading book and classroom construction procurement.

10.9 Audit
The MoET Internal Audit Unit will provide an annual audit report as per the Expenditure Review and Audit (Amendment) Act 2019. An annual external program audit will be conducted by an external auditor hired by SCA. Audit reports and any resulting actions will be shared with the LEG.

10.10 Program Implementation Manual (PIM)
Detailed implementation arrangements will be described in the PIM. These will include financial management and procurement processes, flow charts, checklists and templates, safeguarding arrangements and the program MEAL Plan. The PIM will include the planning, budget and reporting templates and job descriptions for STAs and LTAs. MoET, supported by the PSU, is responsible for the

\textsuperscript{50} https://ctb.gov.vu/legislation/tender-regulation
\textsuperscript{51} https://ctb.gov.vu/procedures/high-value-procurement
writing and updating of the PIM, which will be based on the PIM used for the accelerated COVID and TC Harold programs.

10.11 Preparatory steps and program effectiveness
In advance of program effectiveness, the MoET and Grant Agent will:

- Sign the Finance Agreement;
- Complete the PIM and MEAL Plan (adapted from the accelerated PIM);
- Update the Job Descriptions of relevant personnel from the accelerated PSU and STA team;
- Extend the contracts of PSU staff and STAs, subject to performance review;
- Prepare the Implementation Plan and Budget and Disbursement Letter for the first quarter’s activity;
- Collect missing baseline data through an updated annual school census form;
- Complete Vanuatu Country Office capacity assessment and put plans in place;
- Add new national positions to 2021, 2022 and 2023 budget preparation and get explicit DoFT agreement;
- Orientate all MoET and VITE activity managers on the Program Document, PIM and targets; and
- Convene a meeting of inclusive education and ECCE stakeholders to jointly draft Job Descriptions and identify ni-Vanuatu personnel (e.g. from recent DFAT scholarships) with the necessary skills for the new MoET and VITE roles and STA positions.
11.0 Risks and mitigation

Vanuatu is considered to be one of the world’s most vulnerable countries to natural hazards.\textsuperscript{52} Annual losses from disasters is estimated at 6.6 percent of Gross Domestic Product. TC Pam in March 2015 caused damage equivalent to 64 percent of GDP (US$450m).

Violence against women and girls is common; around half of Vanuatu women have experienced non-partner physical or sexual violence or both since they turned 15 (often from male family members).\textsuperscript{53} Health outcomes for Vanuatu’s people are further harmed by tropical infectious diseases, often caused by poor water and sanitation in rural areas. The country has very limited capacity to deal with large numbers of COVID-19 infections.

Finally, travel is difficult and arduous. Frequent bad weather affects sea travel and the country is prone to extreme weather leading to landslides.

To mitigate these risks, SCA adheres to a strict Security and Safety Policy and regularly reviews current and emerging risks in discussion with the GoV and LEG members. The PIM will contain a full risk matrix and mitigation strategies but the highest risks are summarized below:

\textit{Table 13 High risks matrix}

<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk rating</th>
<th>Mitigation strategies</th>
<th>Risk rating after mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and security</td>
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<tr>
<td>Major disaster in one or more target provinces resulting in suspension or restriction of activities and/or reprioritisation of resources/staff.</td>
<td>High</td>
<td>1. SCV Emergency Preparedness Plan in place. 2. All program staff inducted in Plan. 3. Pre-position equipment and medical supplies in vehicles and provincial offices. 4. Familiarisation with MoE disaster response plans.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Vehicle accident involving program staff, education staff or beneficiaries during program activity leading to injuries or loss of life.</td>
<td>High</td>
<td>1. Safety and Security Management Plan in place in the PIM. 2. Safety and Security Manager in place and journey management plans for all activities. 3. First aid equipment, GPS trackers and life jackets and emergency beacons in all program vehicles and dinghies. 4. All program staff inducted in Plan. 5. Regular review of security situation in provinces.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

\textsuperscript{52} Global Facility for Disaster Reduction and Recovery.
\textsuperscript{53} https://asiapacific.unwomen.org/en/countries/fiji/co/vanuatu
<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk rating</th>
<th>Mitigation strategies</th>
<th>Risk rating after mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVID-19 outbreak leading to suspension of activities and travel and/or widespread unrest and/or illness (for example, not being able to deploy international STAs to VITE)</td>
<td>High</td>
<td>1. Emergency Preparedness Plan in place. 2. All program staff inducted in Plan. 3. Pre-position equipment and medical supplies in vehicles and provincial offices. 4. Medical evacuation of sick SCV staff, PSU and consultants to Port Vila. 5. Pivot to remote support for children with disabilities. 6. Reprogram the grant as needed in consultation with LEG. 7. Ensure robust remote working systems are in place (e.g. video conference facilities at MoET and VITE).</td>
<td>Moderate</td>
</tr>
<tr>
<td>Child safeguarding, protection or gender-based violence incident involving program or partner staff leading to harm to beneficiaries, conflict or reputational damage</td>
<td>High</td>
<td>1. Child protection, gender equity and safeguarding questions during selection, and training for all program staff. 2. Safeguarding plan and checklist for all workshops and activities. 3. Child safeguarding policy and code of conduct. 4. Complaints Response Mechanism operational. 5. Program monitoring data and reporting disaggregated by sex and disability. 6. Use of the mandatory Safeguarding Procedure and Bullying, Harassment, Discrimination and Exploitation Policy and MoET’s Gender and Child Safeguarding Policies.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Political, economic and governance</td>
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<tr>
<td>Change in leadership at GoV/MoET leading to instability, change of priorities and lack of engagement. Dispute over program activities or direction.</td>
<td>High</td>
<td>1. Participatory program design including MoET SMT and LEG. 2. Embedded PSU specialists. 3. Active PSC. 4. Alignment of program with VETTS.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Risk</td>
<td>Risk rating</td>
<td>Mitigation strategies</td>
<td>Risk rating after mitigation</td>
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</tr>
<tr>
<td>GoV unable or unwilling to fund new ECCE and inclusive education positions established under the program.</td>
<td>Moderate</td>
<td>1. Include explicit written agreement from DoFT, MoET and ViTE in Finance Agreement and noted in LEG minutes. 2. Ensure positions are added to 2021 and 2024 budgets respectively. 3. Identify ViTE lecturers and MEOs who could be deployed/seconded in the lecturing roles if necessary.</td>
<td>Low</td>
</tr>
<tr>
<td>Operational and fiduciary</td>
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<tr>
<td>Difficulty recruiting key personnel or high turnover of personnel.</td>
<td>High</td>
<td>1. Robust recruitment process including technical assessments. 2. Competitive remuneration packages. 3. Performance-based contracts. 4. Professional development opportunities and targeted training. 5. Rapid capacity needs assessment and plan. 6. Skills transfer from embedded PSU and technical advisers.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Lack of capacity in program and/or MoET staff.</td>
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<tr>
<td>Lack of staff or specific skill-sets.</td>
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<tr>
<td>Overreliance on PSU.</td>
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</tr>
<tr>
<td>Difficulty finding high quality PMU staff, LTAs, STAs and new Ministry and ViTE expert staff (inclusive education and ECCE).</td>
<td>High</td>
<td>PMU, LTAs and STAs 1. Convene a meeting of inclusive and ECCE stakeholders during program preparation (e.g. MoET/MoH/NGOs/DPOs/pilot schools/APTC/DFAT scholarships and disability NGOs) to jointly draft Job Descriptions and identify ni-Vanuatu personnel. Start recruitment early. 2. Advertise in Fiji and PNG. 3. Search recent DFAT and national scholarship programs for the required skills. 4. In necessary, recruit for soft skills/attitude and a lower set of technical skills and assign LEO time from STAs and SCA advisers for mentoring. 5. Sub-contract to specialist NGOs (e.g. Callan Services or CBM), Australian/New Zealand international volunteers or academic institutions (e.g. USP).</td>
<td>Moderate</td>
</tr>
<tr>
<td>Risk</td>
<td>Risk rating</td>
<td>Mitigation strategies</td>
<td>Risk rating after mitigation</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Challenges providing high quality support from Country Office and HQ. | Moderate    | **Country Office**  
1. Ensure recruitment of qualified staff through development of detailed terms of reference in line with Save the Children’s competency framework;  
2. Include within the PIM detailed requirements of expected technical and quality assurance support needs (including at HQ level) by program component; and  
3. Further assess organisational technical capacity through a targeted survey in 2021. Based on the results, co-develop Annual Learning Agendas with country office and regional teams, supported by senior technical experts within SCA. | Low                        |
| Challenges coordinating the program TA with existing or planned TA from other development partners/projects. | Moderate    | 1. Use the LEG as a coordination mechanism and ask for partner input on the Job Descriptions of planned TA.  
2. Regular review meetings with VESP and DFAT to ensure TA is harmonized.  
3. Clear communication with GoV and VITE on role and tasks of TA.  
4. If necessary, joint working arrangements and allocated deliverables/tasks to ensure no duplication of roles. | Low                        |
| Fraud or theft of program materials                                  | High        | 1. Use and strengthen GoV financial management and procurement processes.  
2. Financial management and procurement assessment conducted during effectiveness/start up and regularly afterwards.  
3. Regular audits, post-distribution school visits and spot checks.  
4. Monthly budget v actual expenditure reports.  
5. Rigorous background checks on program staff.  
6. Electronic transfer of funds where applicable.  
7. Payment of school visits and DSA by reimbursement.  
8. Close supervision of construction by MoET and Grant Agent. | Moderate       |
<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk rating</th>
<th>Mitigation strategies</th>
<th>Risk rating after mitigation</th>
</tr>
</thead>
</table>
| Legal and donor compliance | Medium      | 1. Training on GPE policies.  
2. Inclusion of key rules in the PIM.  
3. Clear procedures for No Objection/approval in the PIM.  
4. Regular review of processes by SCV. | Low                         |
12.0 Sustainability, capacity building and aid effectiveness

Component 1 is partly sustainable by producing low-cost books with appropriate copyright in digital versions. The lifespan of the physical libraries is five years and schools can continue to purchase more from MoET or print their own copies. Digital copies can continue to be used, downloaded, translated and distributed. The reading apps under consideration will be free to the end user (i.e. parent or teacher) and must be able to be used and shared beyond the lifespan of the project.

Component 2 is sustainable as MoET has formally committed to funding the salary and operational costs of the IERC, new VITE inclusive education teacher trainers and new provincial inclusive education coordinators from 2024. Integrating inclusive education tools into in-service and pre-service modules for teachers is a sustainable approach. MoET and Ministry of Health (with the support of disability NGOs) will fund assistive devices beyond the IERC operating budget.

Component 3 is sustainable as MoET has committed to funding the salary of the two new ECCE lecturers from 2022 and the operational costs of the ECCE training unit from 2024. The training of ECCE teachers will no longer be solely outsourced to private or international providers, lowering the cost of entry to ECCE qualifications for prospective teachers.

The proposal follows the principles of aid effectiveness, building on previous investment by development partners, learning from national and international evidence, and strongly aligned to the national plans and priorities. These include:

- VESP (DFAT and MFAT) which supports curriculum development, in-service and pre-service training, capacity building and school grants;
- ECCE curriculum, inclusive education teacher training and school health support from UNICEF;
- Pilot inclusive education schools and services supported by DFAT, international and local NGOs and the Pacific Community; and
- Investments in teacher education and school development by the GoV.

All PSU and STA Job Descriptions have mandatory skills transfer and capacity building elements and nominated counterparts. Components 1, 2 and 3 have budget allocations for capacity building activities and professional development (for example, bi-annual national workshops for inclusive education officers). All PSU staff and TAs will be full-time embedded at MoET or VITE.

The mentoring approach for counterparts will be structured consistently across the technical assistance activities in each component. This will involve mentees (for example, inclusive education coordinators) developing their own Individual Development Plan including “on-the-job” coaching, shadowing, professional development workshops, reflective journals, self-study and job rotation. Implementation of the Plan will be a key performance indicator of TA and PMU staff.
13.0 Safeguards and gender

MoET and Save the Children will put in place a range of safeguards for children and vulnerable adults. All data will be disaggregated by gender and, where applicable, by disability.

**Gender**

The program is cognisant of the gender inequalities in Vanuatu, particularly gender-based violence against women and girls and high drop-out rates for boys in secondary education. Data in the program will be gender-disaggregated and care will be taken to ensure female teachers and staff can work and travel safely and contribute meaningfully.

New materials and knowledge products will challenge gender stereotypes, promote the completion of school for boys and girls and address health and behaviour issues.

**Disability**

The program will collect disability-disaggregated data. Reading books will challenge cultural taboos and stereotypes, and promote inclusion. Training will be provided to all staff and officers on disability and inclusive education principles. The new IERC and coordinators will have awareness and communication as a core mandate of their work, challenging the barriers to children attending school. There will be close coordination with health and community development services.

**Personnel**

All PSU staff, STA and LTSs will be vetted prior to recruitment, receive mandatory induction training in child rights, disability inclusion, child protection and gender, and will sign the Save the Children Code of Conduct. All program staff and MoET officers with access to schools and children with disabilities (for example, during the outreach or school monitoring visits) will abide by Vanuatu Teachers’ Code of Conduct (Teaching Service Act 39, of 2013) and the Vanuatu Teaching Service Staff Rule. All personnel involved in the program will receive training in safeguarding and child protection.

Travel risk assessments will be conducted for all program travel and mitigation protocols followed at all times. Particular care will be taken for female staff or education officers travelling to isolated areas. Counselling, debriefing and support will be made available for any personnel involved in safety incidents. If necessary, Personal Protective Equipment will be provided for staff traveling during a COVID-19 outbreak.

Support from SCA includes technical assistance from Child Protection and Safeguarding and Gender Advisers.
## 14.0 Implementation plan

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity</th>
<th>2021 Calendar Year</th>
<th>2022 Calendar Year</th>
<th>2023 Calendar Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ECCE and primary students have improved access to appropriate reading books for the national curriculum.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.1</td>
<td>New reading books developed and approved.</td>
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<tr>
<td>1.1.1</td>
<td>STA Early grade reading books specialist.</td>
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<tr>
<td>1.1.2</td>
<td>Production of new primary reading books in English, Bislama and French.</td>
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<tr>
<td>1.1.3</td>
<td>Production of new ECCE reading &amp; picture books in vernacular and accessible versions.</td>
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<tr>
<td>1.1.4</td>
<td>Convert to digital books with audio &amp; sign language.</td>
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<tr>
<td>1.1.5</td>
<td>Distribute digital reading books and app on SD card</td>
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<td>1.1.6</td>
<td>Promote Vanuatu version of reading app</td>
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<td>1.1.7</td>
<td>Develop classroom library guide</td>
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<tr>
<td>1.1.8</td>
<td>Graphic design of classroom library guide</td>
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<tr>
<td>1.1.9</td>
<td>Child protection TA (inclusion &amp; CP content)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.10</td>
<td>Health promotion TA (COVID19 &amp; health content)</td>
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<tr>
<td>1.2</td>
<td>Classroom libraries distributed to schools.</td>
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<td></td>
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<tr>
<td>1.2.1</td>
<td>STA Procurement specialist</td>
<td></td>
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<tr>
<td>1.2.2</td>
<td>Printing reading books</td>
<td></td>
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<tr>
<td>1.2.3</td>
<td>Printing classroom library guide</td>
<td></td>
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<tr>
<td>1.2.4</td>
<td>Purchase storage box</td>
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<tr>
<td>1.2.5</td>
<td>Distribution</td>
<td></td>
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<tr>
<td>1.2.6</td>
<td>Media campaign to promote daily use of classroom libraries</td>
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<tr>
<td>1.2.7</td>
<td>Communications specialist TA</td>
<td></td>
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<tr>
<td>1.2.8</td>
<td>Classroom library and distribution training for PEOs, SIOs and ECCE mobile officers</td>
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<tr>
<td>1.2.9</td>
<td>Post-distribution monitoring visits to schools by SIOs/MEOs</td>
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<tr>
<td>1.2.10</td>
<td>Post-distribution monitoring by MoEFT</td>
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<tr>
<td>1.2.11</td>
<td>National MEAL Adviser TA</td>
<td></td>
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<tr>
<td>1.2.12</td>
<td>Provincial field operations support</td>
<td></td>
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</tbody>
</table>

### 2. ECCE and primary students with disabilities have improved access to inclusive education support.

#### 2.1 ECCE and primary schools supported to improve inclusive education.

##### 2.1.1 LTA Inclusive Education Specialist

- Write Introduction to Inclusive Education in-service module and screening tools

##### 2.1.2 LTA in Inclusive Education

- Hire provincial IE Coordinators
  - MoET after this point

- Biannual national professional development workshops for IE provincial coordinators & IERC resource teachers @ National IERC
  - MoET after this point

- Annual outreach visits to schools for screening, training and awareness
  - MoET after this point

- Update Certificate IV, Diploma and Bachelor courses at VITE

- Update VEMIS forms

#### 2.1.6 Annual outreach visits to schools for screening, training and awareness

- MoET after this point

- Behaviour change campaign for parents

#### 2.2 Inclusive education resource centre is operational.

##### 2.2.1 Construct IERC

- MoET after this point

- Operational costs, support services to Provincial IE Coordinators & outreach to schools

- Behaviour change campaign for parents

- Coordination meetings

### 3. Pre-service teacher education services are strengthened.

#### 3.1 Pre-service teacher training modules updated and approved.

##### 3.1.1 STA Primary Teacher Education Specialists (Literacy, Maths, Management)

- MoET after this point

- STA visits

#### 3.2 Pre-service teacher trainers trained and mentored in literacy, numeracy, inclusion and ECCE
3.2.1 LTA Primary Teacher Education Specialists (Literacy, Maths, Professional Studies)

3.2.2 Capacity assessment baseline and endline

3.2.3 Capacity building (meetings, workshops, visits)

3.3 ECCE pre-service teacher training unit operational

3.1.1 LTA ECCE Teacher Training Specialist

3.1.2 Construct ECCE training classroom at VITE

3.1.3 ECCE teacher trainers x2

3.1.4 Capacity building (meetings, workshops, visits)

4. Program management, monitoring, evaluation and learning

   PSU

   4.1 PSU: Program Manager

   4.2 PSU: MEAL Specialist

   4.3 PSU: Finance Manager

   4.4 PSU operational costs and HQA

   4.5 External audit

   4.6 Program steering committee

   4.7 Quarterly reflection and learning workshops

   4.8 Quarterly monitoring visits

   4.9 Knowledge sharing events

   4.10 Knowledge products

   4.11 Grant Agent support costs (Country Office management and fixed costs)

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4.11 SCA costs (quality assurance and risk management)