

# Vanuatu Education Sector Program

Design Document - Annexes

FINAL

15 October 2012

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# Annex 1: VESP Design Team

## Terms of Reference

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### 1. Introduction

These Terms of Reference provide guidelines on the objectives, scope of services, timeline, team deliverables and principles of engagement for the Vanuatu Education Support Program Design Team. Final design documents are expected to be completed by end of May with implementation on 1 January 2013. The attached Concept Note should be read in conjunction with these Terms of Reference (TORs), as it provides further detail on analysis and early thinking on the next phase of the Vanuatu Education Support Program. As the design progresses, there is scope to update the TORs subject to agreement from the Government of Vanuatu and Development Partners.

### 2. Background

The proposed activity is a revitalised program of support to the education sector in Vanuatu over 5 years, with scope to plan over a 10 year horizon. Following concerns with the outputs of the current three-year sector support for the Vanuatu Education Road Map (VERM), Government of Vanuatu and Development Partners (AusAID, MFAT and UNICEF) have agreed to design a future phase of support which is more focused on early wins and achievable medium term targets, while still supporting the long-term key goals of VERM: improvements in quality of education, access, and management.

The focus of the program will be narrowed to target early childhood education and improvements in reading and numeracy levels of children from grades 1 to 3. Improved teaching and learning materials, along with training of and ongoing support to teachers particularly in multi-grade settings, will be key to quality improvements. Refurbishment or building of new school infrastructure, strong local management of school grants to implement minimum quality service standards and measures to address class repetition will help to improve access to education. Support to improve core management capacity, practice, oversight and information systems at the central, provincial and school levels will be provided. Essential future research areas will be identified with a focus on improving the knowledge-to-policy cycle. Stimulating community demand for quality educational outcomes will place increased accountability on the Government of Vanuatu to deliver results.

The program will continue to use Government of Vanuatu systems where feasible – such as for provision of school grants, where the system has been established and works well. It is likely that a mix of delivery partners working with the Government of Vanuatu will be used, including community based organisations, direct sourcing (outsourcing) to the private sector, regional universities and links to regional/local donor initiatives.

Development Partners will provide approximately A\$50 million over 4 to 5 years (AusAID: A\$35 million; MFAT: A\$20 million; UNICEF: A\$2 million). France is also considering contributing to the program. Current Development Partner funding for the VERM is around A\$31 million.

### 3. Objectives of the Assignment

To prepare a draft consultation design document, which supports the development priorities of the Government of Vanuatu and its Development Partners. The focus of the program will be narrowed to target early childhood education and improvements in reading and numeracy levels of children from grades 1 to 3. Quality of teacher training and ongoing development support will be key to the approach. The purpose of the program will be to realise sustained gains in net enrolment rates, improved early grade reading and numeracy

capacity, and enhanced quality of and access to early childhood education. Interim targets for years 2015 and 2020 plus 10 year benchmarks will measure results.

In developing the design, the team will:

- a) Align the activity to match the education policy priorities of the Government of Vanuatu and its Development Partners (articulated in the Vanuatu Education Road Map).
- b) Confirm proposed goals, objectives, priorities, 10 year benchmarks, interim targets (2015 and 2020) and delivery approach with the Government of Vanuatu through in-country consultation.
- c) Develop a results framework.
- d) Develop an approach that includes civil society in the delivery of programs and encourages their greater involvement in better educational outcomes.
- e) Consider Development Partners' focus on achieving results (practical, national level outcomes underpinned by strong evidence analysis and data).
- f) Where relevant, address enabling program themes on gender, anti-corruption, environment, partnership, disability, and child protection.
- g) Take into account the limited achievements of the current program and any sensitivities to using a mix of Government of Vanuatu systems, delivery partners, direct sourcing and regional initiatives.

#### **4. Scope of Services**

The design team will provide the following services:

- a) Guided by the ideas presented in the Concept Note, available evidence, and extensive in-country consultations with education stakeholders, develop a design for the next phase of education support to Vanuatu. This should conform with Development Partner design guidelines and quality at entry requirements and will include:
  - A fully costed proposal that presents a strong justification for the investment in terms of its relevance to achieving the key objectives, including drafting an implementation schedule, a scope of services, basis of payments, and triggers for release of Government of Vanuatu and Development Partner tranches. Ensure a contingency fund is available for innovative approaches to delivery, essential research and/or technical support.
  - Appropriate goals, objectives, 10 year benchmarks, and interim targets (2015 and 2020) for the initiative which details the outcomes that Development Partners expect to achieve through their investment.
  - Identified areas where further essential evidence-based research is needed to support future policy directions.
  - A robust logic and theory of change that makes explicit the linkages between the proposed program and Government of Vanuatu and Development Partner goals; and links the interventions with immediate, intermediate and end-of-program outcomes.
- b) Outline an approach that stimulates and supports civil society's role in building community support for better education outcomes and family involvement in children's education. Key players within the education system could include Chiefs, School Councils, Parent and Teachers' Associations, faith-based organisations, and

Zone Curriculum Advisers. Groups not directly involved in education to this point could also be mobilised, such as current Development Partner programs in Vanuatu (for example, Vois Blong Yumi, Wan Smol Bag, VSO).

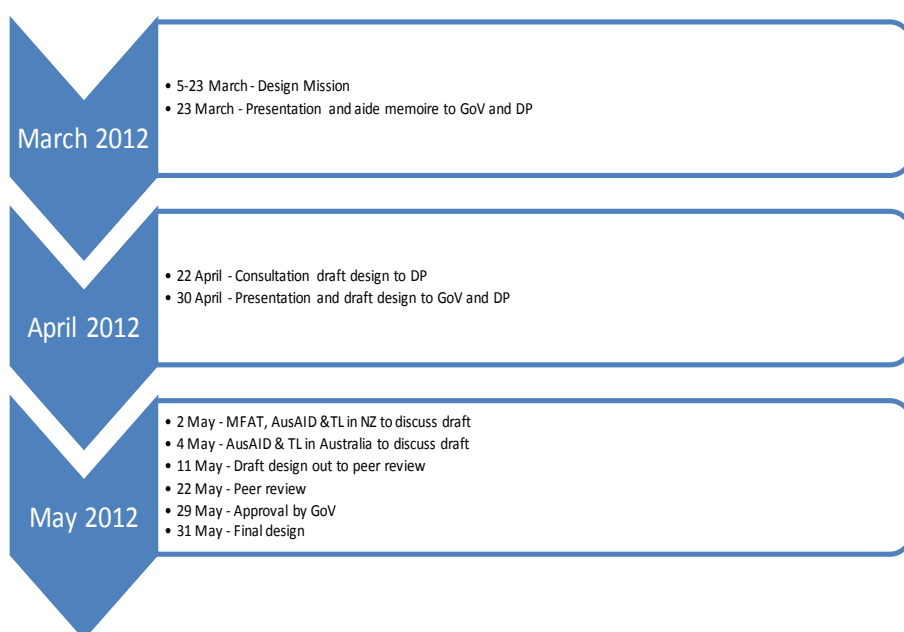
- c) Using the current Performance Assessment Framework and minimum quality service standards as a basis, work with GoV to provide 10 year benchmarks, associated interim targets (2015 and 2020), agree the monitoring and evaluation process and confirm or propose specific process and key performance indicators (which may need to be refined and finalised as implementation progresses). Ensure linkages to any regional education performance initiatives and results based frameworks.
- d) Propose a comprehensive risk assessment and develop a risk management strategy.
- e) Provide recommendations on essential research areas, and appropriate sequencing of research to assist in gaining a comprehensive overview of the systemic challenges facing the education sector in Vanuatu.
- f) Propose options for modes of delivery. The mix of support could include: continuing to work through Government of Vanuatu systems, delivery through partners, direct sourcing (outsourcing), and linkages to regional initiatives. Consider opportunities for building research capacity within the Ministry of Education (MoE) and the Vanuatu Institute of Teacher Education (VITE).
  - Any use of a managing contractor to strategically provide planned TA and/or secretariat support will be embedded within the MoE with designated counterparts and is not to be a not a stand-alone 'project'. Skills transfer, institutional strengthening and building MoE demand for better evidence to support policy is to be at the core of this approach.
  - Direct sourcing (outsourcing) of facilities rehabilitation and/ or construction is to be backed up by comprehensive school mapping, a Government of Vanuatu agreed approach to rationalisation and an assets management plan. Targets are to be set for the number of classrooms to be built/rehabilitated each year. A community-based approach with ownership of outcomes by GoV is to be built into any design.
  - Delivery of services through partnerships (e.g. Save the Children for Early Childhood Care and Education) is to have supporting evidence of a sound design, a strong results focus, equity, value for money and good procurement processes.
  - The design team is to work closely with the Development Partners' Pacific regional education advisers to ensure inclusion of regional approaches.

## 5. Timeframe

The design team will work over March – May 2012 to finalise the Design Document. A timeline for key milestone delivery is outlined below. The Design process will have the following activities:

Activity	Output	Dates
<b>In-country Mission</b> <ul style="list-style-type: none"> <li>• Post briefing</li> <li>• Consultations with MoE, Prime Minister's Office (PMO), Ministry of Finance and Economic Management (MFEM), civil society organisations, schools, communities, VITE,</li> </ul>	Aide memoire of no more than 10 pages.  Slide presentation to	5- 23 March 2012

<ul style="list-style-type: none"> <li>donors, other Development Partner programs</li> <li>Field visits</li> <li>Aide memoire and slide presentation to DP, MoE, PMO and MFEM officials (23 March 2012)</li> </ul>	key stakeholders.	
<b>Post In-country Mission</b> <ul style="list-style-type: none"> <li>Write/draft consultation Design Document in accordance with Development Partner Design requirements.</li> <li>The Design will include the Scope of Services and Basis of Payment for any contracted components. Work with Development Partner procurement services during drafting.</li> <li>The Design Document should contain enough data and detail to enable an appraisal to be made with limited reference to material in annexes.</li> <li>Consultation draft design to Development Partners by 26 April 2012.</li> <li>Return visit to Vanuatu by Team Leader and possibly other team members to seek Government of Vanuatu views on the design's progress (30 April 2012).</li> <li>Present the design and slide show for discussion with key stakeholders in country. Incorporate any changes.</li> </ul>	<p>Further discussion in-country with key stakeholders and presentation for broad consensus prior to peer review.</p> <p>Draft design document of no more than 40 pages, excluding annexes.</p>	April 2012
<ul style="list-style-type: none"> <li>Team Leader and MFAT Pacific regional adviser to seek internal review comments in Wellington on 2 May 2012. Incorporate any changes.</li> <li>Team Leader and AusAID Pacific regional adviser to seek internal review comments in Canberra 4 May 2012. Incorporate any changes.</li> <li>Final draft design to be distributed to appraisers/peer reviewers (11 May 2012).</li> <li>Attendance by Team Leader at joint (AusAID and MFAT) appraisal peer review/feedback on the draft Design Document (hosted by MFAT 22 May 2012). Incorporate any changes.</li> </ul>	<p>Internal AusAID comments to be included in the design prior to peer review.</p> <p>Response to comments of appraisers.</p>	May 2012
<ul style="list-style-type: none"> <li>Revise and finalise Design Document incorporating any changes/comments arising from the Appraisal Peer Review, assessment or other consultations.</li> <li>Ensure GoV approves draft design. Incorporate any final changes.</li> </ul>	Final consultation draft Design Document.	By 31 May 2012



An indicative timeline for the post-design procurement and contracting processes is outlined below:

Activity	Indicative Time
Appraisal of the Design Document	May 2012
Prepare Procurement and Implementation Documentation <ul style="list-style-type: none"> <li>• FMA 9 and FMA 10</li> <li>• Subsidiary Agreement</li> </ul>	June 2012
Tender process	July – October 2012
Discussions with recently elected GoV on approach	November 2012
Signing of revised Joint Partnership Arrangement	December 2012
Program Implementation	January 2012 <sup>1</sup>

## 6. Reporting Requirements

Development Partner Design Team Kits provide general guidelines and formats for documentation, including Quality at Entry requirements. Draft reports will be clearly marked as drafts and will have the revision date noted on the cover. All reports must be provided in the format and on the media approved or requested, and not incorporate any logos.

## 7. Design Team Composition and Responsibilities

The Design Team will comprise the following:

- a) Government of Vanuatu – representation from Ministry of Education, Prime Minister’s Office and Ministry of Finance and Economic Management
- b) Representation from Partners: AusAID, MFAT and UNICEF, as appropriate (possibly France)
- c) Design Specialist (Team Leader)

<sup>1</sup> Note: It is acknowledged that the caretaker government period of 3 months prior to elections, followed by installation of a new government could delay signing of the Joint Partnership Arrangement. However, the general directions outlined in the VERM will not be altered and any minor adjustments would be relatively easy to make. Unspent funds from current Development Partner contributions could carry over the program into 2013 if delays were unavoidable.

- d) Teacher Education/Literacy Specialist
- e) Education Monitoring and Evaluation Specialist
- f) Education Financing Specialist (currently contracted on Public Financial Management in Vanuatu)
- g) Facilities Construction Specialist

Given the large team composition, members will be allocated specific tasks and deliverables with staggered visit schedules so as not to burden stakeholders. There is not to be an en masse design team approach. Clear guidelines for rules of engagement, on visit schedules and for the calls placed on MoE Director General's time are to be established by the Team Leader. AusAID and the Team Leader will be responsible for the overall coordination of the design team. While there is a growing knowledge base in the Vanuatu education sector, there may be the need for further background research on specific issues such as the state of early childhood education and human resource management capacity development. The design team will ensure there is scope to factor in any further background research, if needed.

The Design Team members will have the following responsibilities (note that the required skills/experience need not be exclusive to any position, as long as the overall team possesses the relevant mix of skills/experience):

Designation	Roles and Responsibilities	Skills/Experience
Government of Vanuatu	<ul style="list-style-type: none"> <li>Participate in the design mission</li> <li>Identify key priorities for donor assistance</li> <li>Ensure linkages across GoV departments</li> <li>Provide direction to the design process</li> <li>Identify strengths and barriers to implementation</li> </ul>	<ul style="list-style-type: none"> <li>Significant GoV public service experience and knowledge</li> <li>Officially representing: MoE (nominated in writing by the DG), MFEM and PMO</li> </ul>
Development Partners	<ul style="list-style-type: none"> <li>Participate in the design mission</li> <li>Provide input on the political and historical context of the education program funded by DP in Vanuatu</li> <li>Give policy input to the design</li> <li>Ensure overall quality of the final design</li> </ul> <p>AusAID has overall responsibility for the contracted design team:</p> <ul style="list-style-type: none"> <li>to direct the team's overall focus</li> <li>give guidance to contracted team members on GoV and DP expectations</li> <li>ensure contracted team members meet delivery milestones</li> </ul>	<ul style="list-style-type: none"> <li>Significant knowledge of the education sector in Vanuatu</li> <li>Officially representing: AusAID, NZAID and UNICEF (and possibly France)</li> </ul>
Design Specialist (Team Leader)	<ul style="list-style-type: none"> <li>Overall responsibility, management and direction of the design team's activities</li> <li>Represent the Design Team and lead consultations with government officials and other agencies</li> <li>Ensure the quality and timely presentation and submission of all outputs of team members</li> </ul>	<ul style="list-style-type: none"> <li>Program design and practical Team Leader implementation experience, particularly with AusAID</li> <li>Experience working with partner government systems and of donor governance</li> </ul>



	<ul style="list-style-type: none"> <li>Produce a Design Document that conforms to DP quality at entry requirements</li> </ul>	<ul style="list-style-type: none"> <li>arrangements</li> <li>Equity and quality issues in Education</li> <li>Experience working in politically sensitive contexts</li> </ul>
Teacher Education/Literacy Specialist	<ul style="list-style-type: none"> <li>Participate in the design mission</li> <li>Using available studies on students learning, provide a strategy for addressing underlying systemic issues effecting teacher training (including in-service), management and quality</li> <li>Outline a process necessary for a cost-effective approach to teacher utilisation (including rationalisation of management processes, deployment, allocation, qualification and certification issues)</li> <li>Ensure linkages to regional initiatives in teacher training</li> <li>Review and provide input to approaches for delivery of early childhood education and children's literacy</li> <li>Produce a plan that outlines long-term assistance needed to ensure institutional support to VITE and provincial offices</li> <li>Produce interim targets (2015 and 2020) and 10 year benchmarks agreed with MoE for teacher outcomes (working closely with the Education Monitoring and Evaluation Specialist)</li> </ul>	<ul style="list-style-type: none"> <li>Experience in providing policy advice on teacher quality</li> <li>Previous experience in analysing cost-effectiveness of teacher utilisation</li> <li>Ability to identify and provide advice on capacity development needs of teachers and teacher training colleges</li> <li>Experience of working in politically sensitive contexts</li> </ul>
Education Monitoring and Evaluation (M&E) Specialist	<ul style="list-style-type: none"> <li>Participate in the design mission</li> <li>Assess the current M&amp;E framework and where necessary give advice on developing an easy to implement system that provides only necessary information with a focus on impacts</li> <li>Analyse and provide advice on GoV M&amp;E systems and capacity of MoE to deliver quality information to provide an evidence-base for decision making (including VEMIS, learning assessment, sectoral performance)</li> <li>Provide advice on developing the knowledge-to-policy feedback loop in the education sector (including to civil society. Ensure M&amp;E aligns with GoV systems, and DP broader results framework</li> <li>Ensure linkages to regional initiatives in M&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>Expertise in education sector monitoring systems, performance indicators and data analysis</li> <li>Ability to identify and provide advice on M&amp;E capacity development needs within public sector education</li> <li>Previous experience in results-based management systems</li> <li>A practical and uncomplicated approach to M&amp;E</li> <li>Experience of working in politically sensitive contexts</li> </ul>

	<ul style="list-style-type: none"> <li>• Produce a robust logic and theory of change with key stakeholders to make explicit the linkages between the proposed program and sectoral/DP goals; and links the interventions with immediate, intermediate and end-of-program outcomes</li> <li>• Produce interim targets(2015 and 2020) and 10 year benchmarks for language and literacy outcomes (working closely with the Teacher Education/Literacy Specialist)</li> </ul>	
Education Financing Specialist	<ul style="list-style-type: none"> <li>• Participate in the design mission</li> <li>• Provide advice regarding costing of the program, broader public finance management systems, cost-effectiveness of school grants and school based management, financial management capacity development needs within MoE, performance based funding systems and workings of MFEM budget systems</li> <li>• Produce 'full-ingredient' costing and basis of payments for any contracting, and triggers for release of GoV and DP tranches. Ensure a contingency fund is available for innovative approaches to delivery, research and/or technical support.</li> </ul>	<ul style="list-style-type: none"> <li>• Education public sector financing experience</li> <li>• Use of government financial systems in Vanuatu</li> <li>• Experience working in politically sensitive contexts</li> </ul>
Facilities Construction Specialist	<ul style="list-style-type: none"> <li>• Participate in the design mission</li> <li>• Establish progress already made on mapping; identify an agreed GoV approach to rationalisation and an assets management plan for school facility needs. Provide a plan for this to be finalised prior to 2012.</li> <li>• Provide a strategy for scheduling school construction/rehabilitation (including toilets, administration blocks etc.), maintenance and asset management for the next 10 years based on these needs</li> <li>• Ensure AusAID's policies on climate change, use of sustainable timber products, WASH, build back better approaches and access for children with disabilities are incorporated into construction design</li> <li>• Produce a community- based plan for direct sourcing of school construction over 5 years that can be used in final tender design documents with set</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise in facilities planning, design and asset management</li> <li>• Experience in costing of construction designs ready for tender</li> <li>• Previous use of community-based construction delivery models</li> <li>• Knowledge of AusAID policies regarding construction</li> <li>• Experience of working in politically sensitive contexts</li> </ul>

	targets for number of classrooms to be constructed/rehabilitated per year	
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## 8. Draft principles of engagement

Drawing on both experience in the sector and sustainability concerns, and being guided by the core principles contained in the OECD/DAC guidelines for engaging in fragile states, GoV and DP will seek to employ a set of principles of engagement in respect to the proposed program. These draft principles of engagement should be agreed by the Government of Vanuatu and Development Partners early in the design process.

**Focusing on systemic reform** necessary to support real change and lasting gains in enrolment and student achievement. While short term wins are necessary (see below) we will set longer term targets for systemic change in attitudes and actions towards substantial service delivery improvement across the primary subsector.

**Building on strengths and what has been working, addressing weaknesses and exploring new opportunities.** We will build on what has been positive about working through Government of Vanuatu systems while seeking new ways to address weaknesses. However, Government of Vanuatu and MoE in particular will need to revitalise its management and support systems if it is achieve the level of systemic change necessary to put momentum behind intended reforms and to gain sustainable gains in student achievement.

**Managing for results, mutual accountability and measuring performance will underpin the future approach.** Development Partner and Government of Vanuatu will need to agree on an M&E effort that far outperforms any we have experienced in the sector thus far.

**Where practical, in terms of having a real chance of producing results, supporting use of or alignment with Government of Vanuatu systems.** Development Partner recognise the legitimacy of Government of Vanuatu institutions and will work with them as appropriate.

**Reaching early agreement on quick but critical wins.** Options for exercising this principle include school construction (including WASH, sustainable use of materials and recognition of climate change concerns), in-service training of teachers and school based management.

**Enhancing family, community and private sector participation** in the education sector.

**Focusing on long-term human resource management** and taking a broad perspective on capacity development at the central and provincial levels.

## Annex 2: Theory of Change

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Two theory of change workshops were held for the Ministry of Education and design team to jointly clarify the way forward for VESP and to assist in the development of appropriate interim targets, benchmarks and key indicators. The first workshop, with approximately 15 participants, agreed development outcomes and the key implementation strategies needed to achieve these. The second workshop, with over 24 participants, established the necessary foundation work for VESP, a stakeholder analysis, and the key assumptions underlying the Theory of Change. The process started with discussion and agreement on the key contextual issues and the scope of VESP in terms of which areas of the VERM were to be included and which were not.

### 1. Context

- 8 out of 10 children cannot read by grade 3.
- Vanuatu is a multilingual country with more than 100 vernacular languages and two languages of education: English and French
- The majority of schools buildings (62%) are non-permanent and of deteriorating condition – which is non-conducive to quality education
- There is insufficient supply and relevance of learning material
- There are large numbers of uncertified/unqualified teachers (40%)
- More than 90% of schools have multigrade classes
- There is a lack of management training for school heads
- There is little investment/resource spent on preparing children for school
- There is inadequate capacity of provincial officers to manage schools
- There is a lack of communication infrastructure (between Govt. rural, and remote areas)
- There is a lack on investment or support to school level capacity
- There is political interference
- There is a lack of quality data for decision making
- In MOE only 50% of staff are permanent and vacancies are very high
- Over 79% of the budget goes to salaries
- A national curriculum has been completed for grade 1-3 and for grade 11-16. Curriculum for grades 4-7 and 8-11 are scheduled to be completed in Dec 2013. While the focus of the new program is on grades 1-3, it makes sense to continue supporting the development of the whole curriculum, as it is already in train.

### 2. Scope

#### Included:

- 5 years of funding with a 10 year planning horizon
- Primary education including school grants and school-based management
- Early childhood care and education
- Review of national examinations
- Use of vernacular language
- Curriculum development
- Facilities and school construction
- Planning school location and school registration
- Improving the collection of data and M&E generally
- Zone Curriculum Advisers and Provincial Education Offices

**Not included:**

- Technical and Vocational Education and Training
- Tertiary education
- Secondary education, including teacher training and school grants for secondary schools
- Rural training centres
- School grants to privately administered schools (Church schools are not considered private)

**Not clear whether or not to include:**

- Upgrading of secondary school facilities if this frees up space for primary classrooms
- Training concerning using the curriculum for years 4-6 and above
- Pre-school grants

### 3. Change map

The change map for VESP was created with input from over 20 participants. This has been revised slightly following the workshop to reflect the final design (see the following page). A simpler version has been used to define the program (see Figure 3 of the main document). The program's M&E systems adviser will review the change map in the first six months of implementation to ensure that end of program outcomes are realistic, and to further define the causal links between these outcomes and the program's activities.

VESP will continue to contribute to the Vision of Vanuatu's 'Priorities and Action Plan 2006-2015' Country Goal through the VERM goals namely:

- Improved *quality* of education in Vanuatu;
- More equitable *access* to education for all people at all levels of education in Vanuatu;
- Improved *management* of the education system in Vanuatu.

VESP will focus upon five key program outcomes that are expected to show significant improvements over the next 5 years (by 2017). The 'Intermediate Outcomes' are the preconditions to achieve the program outcomes. Key Implementation Strategies to achieve the Intermediate Outcomes include:

1. Train and support teachers to implement the new curriculum;
2. Strengthen early childhood care and education delivery;
3. Engage the community through school based management;
4. Provide locally relevant and efficient delivery of school facilities and equipment;
5. Develop capacity within Ministry of Education (MoE) to deliver an effective, well-managed and de-concentrated education system in Vanuatu.

## Change Map for VESP

Vision

### An Educated, Healthy and Wealthy Vanuatu

Long-term goal

Improved quality of education

More equitable access to education for all people

The education system is well-managed

Program outcomes

1. literacy & numeracy levels of children in early years of education reach national standards

2. All girls, boys, (including those with disabilities) are able to access school

3. More children enrol at primary school

4. Children stay at primary school for longer (without repeating) k-6

05: MoE management at all levels implements policies in key outcome areas

Intermediate outcomes

1. Teachers are qualified, capable and in attendance

2. Children are ready for school

3. Communities value and demand quality education

4. Children with special needs are able to access & engage in early years education

5. The cost of schooling does not restrict attendance

6. School facilities & equipment are adequate and secure

7. There are sufficient schools, classrooms in the right places

8. MoE Exec. develops policies in key outcome areas

9. PEOs and ZCAs support schools effectively

10. Principals and communities empowered to manage schools effectively

Teachers know and use the new curriculum (mainly k-3 but including some aspects of k4-6)

More pre-school & primary school teachers k-6 are certified

Teachers are able to teach in a multigrade (k-6)

Early childhood education & care is accessible

Children begin learning in their home language

Community are engaged with early years education

Communities value school attendance

Catch up programs for primary children who are behind after grade 3

phase out school fees in govt/ assisted schools

Existing schools are maintained / upgraded

Sufficient places in urban schools

Improved information and data for sector management

School principals & committees are equipped with skills to manage schools

MoE staff at all levels have required skills to manage education sector well

Teachers are included as part of curriculum development

Teachers continue to learn K-6

More primary school teachers get specialist training in early lit/ numeracy

Adult literacy – especially for mothers

Communities are aware of policies and how they can be involved

Second chance program in place

Equipment & resources provided to meet special needs

new classrooms/ schools are built where needed

The title of school land is secure

ZCA and PEOs are adequately resourced

Implementation strategies

1. Train and support teachers to implement the new curriculum

Train teachers in using vernacular

full roll out for years K-3

Assessment of early maths

Implement in vernacular where codified

Teachers receive adequate resources for curriculum roll out

Specialist training provided in key areas

In service training is provided

Effective pre-service training for teachers

Logistical support for teaching & learning materials

2. Strengthen early childhood care & education delivery

Alternative approaches to kindy

Home based starter kits provided

Recruit & retain quality ECCE teachers

Resources provided

Parenting programs: children readiness for school, parental readiness, school readiness

ECCE Policy communicated

ECCE teacher trained to minimum standards

3. Engage the community through School-Based Management

Engagement between government and civil society for social inclusion

Build community awareness about school grants and ECCE

Provide communities with knowledge to advocate for quality education

Encourage schools to democratically elect school councillors

4. Provide locally relevant & efficient delivery of facilities, equipment & services

New program of outsourced school infrastructure

Land titling agreements in place before school rebuilding/refurbishment

WASH and physical access for disabled children to attend to school included in designs

5. Develop capacity within MoE to deliver an effective, well managed and de-concentrated education system in Vanuatu

Public Expenditure Review conducted

School principals & committees trained in SBM

Professional development and mentoring for MoE at central and provincial levels in key outcome areas

Strategic monitoring and evaluation strengthened

Teachers Service Commission database updated

Financial situation of Provincial Education Offices reviewed

Resources provided to Zone Curriculum Advisers

## 4. Key assumptions<sup>2</sup>

### **Assumptions linking Long-term goals to the *Priorities and Action Plan 2006-2015* Country Goal vision**

- The vision of the Vanuatu Government will be contributed to by many other Initiatives in addition to the Education Program

### **Assumptions linking the 5 year program outcomes to long-term goals**

- Development Partners will continue to fund curriculum development from ECCE to the end of secondary education
- A focus on early years literacy and numeracy will contribute to improved educational outcomes at later grade levels
- Focusing on early years will not lead to negative outcomes for children who are currently in grades above 3
- Training in the use of the newly completed curriculum for grade 11-13 will be supported elsewhere (perhaps by a regional donor program) that the curriculum will be successfully implemented at all levels using other sources of support?
- The Ministry of Education will continue to work towards quality education for grades above 3 even this is outside of the primary focus of this program (possibly through the regional program).
- Development Partners will continue to provide funding support to the MoE over the next five years.
- The MoE will provide competent counterpart staff on a permanent basis to fill all agreed and necessary positions required to successfully implement the program.
- Schools are open every day of the school year
- Teachers are in the classrooms every day for the legislated amount of time

### **Assumptions linking strategies to outcomes**

- The rollout of the curriculum for grade 4 and above will be picked up by other means than this program<sup>3</sup> (although some aspects may be addressed by this program such as provision of materials.)
- By decentralising decision making to those closer to the school itself (such as the heads, school boards and provincial governments) better more locally relevant decisions will be made
- If communities are more engaged in early years education then schools will be better governed and managed
- Using more outsourcing of services will accelerate rate at which services such as new school facilities and procurement will occur
- It is possible to adequately safeguard/secure pool funds in a more decentralised model
- Sufficient capable contractors will be available to take on local contracts
- Provincial government will be willing a capable of taking a more central and responsible role in the education system
- Headmasters will be willing to improve their skills
- Teachers will embrace the new curriculum and use it
- MoE (Facilities Unit) staff at the national and provincial level will be willing to improve their skills
- Partnerships with civil society groups may help fill the gaps in service delivery.

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<sup>2</sup> Some of these assumptions were agreed during preliminary design discussions and are not consistent with the final design document. The final theory of change will be agreed in the first 6 months of mobilisation.

<sup>3</sup> This was later revised to say that basic rollout of curriculum from K to 13 will be supported by the program but additional resources will be provided for K to 3

## Annex 3: Draft Results Framework

This results framework was drafted in a consultative process during May 2012 and will be finalised during the first 6 months of implementation to ensure that it is owned by those who will be implementing the program. Some of the baseline data will need to be captured after the program has started to fit the school timetable. The framework is designed to be outcomes-focused and is aligned to the Theory of Change.

Matter for target (aligns with outcomes)	Verifiable indicator	Adequacy of base line for Dec 30 2012	Dec 2010	Dec 2011	Base line in Dec 2012	by Dec 2015 (3 yrs)	By Dec 2017 (5 yrs)	by Dec 2022 (10 yrs)
Program outcomes								
1. literacy and numeracy levels of children in early years of education reach national standards	<ul style="list-style-type: none"> <li>Proportion of children meeting literacy standards at the end of Grade 3 – [Standard is to achieve minimum 45 words/min in reading].</li> </ul>	2010 VanEgra sample survey for English/French (n=428) provides a baseline for 2010. Need to investigate the implications of introducing the vernacular for future testing.	29%  (124/428 equivalent to 2096 of 7228 children)		TBD  (insert actual no. of children here)	35%  (insert actual no. of children here)	45%  (insert actual no. of children here)	55%  (insert actual no. of children here)
	<ul style="list-style-type: none"> <li>Proportion of children meeting numeracy standards in grade 3 [<i>relies on a standard –apparently there is one in the Pacific - this needs checking</i>]</li> </ul>	Vansta survey is conducted in 2007, 2009, but not in 2011 as the VanEgra replaced it. This is a teacher run test conducted in all schools & includes numeracy.	24%	-	-	35%	?	?
2. Children complete school	<ul style="list-style-type: none"> <li>Survival rate to year 4</li> </ul>	The data is good – this is the number of ‘right aged children’ at the end of grade 3 as a proportion of the NIR from 3 years prior.		76.8	?%	?%	?%	?%
	<ul style="list-style-type: none"> <li>Survival rate to year 6</li> </ul>	The data is good – this is the number of ‘right aged children’ at the end of grade 5 as a proportion of the NIR from 5 years prior.		82.5	85%	90%	95%	95%



3. All girls & boys, including those with disabilities, are equally able to access early years of school	<ul style="list-style-type: none"> <li>Gender parity: Ratio of number of Girls enrolling at correct age in year 1 versus number of Boys enrolling at correct age in year 1 (net intake rate)</li> </ul>	Good		0.88	?	1.00	1.00	1.00
4. More children enrol at primary school	<ul style="list-style-type: none"> <li>Net Intake Rate (NIR). The proportion of the total population of children in Vanuatu who enrol at the correct age in year 1 (net intake rate)</li> </ul>	Good base line	36%	41.2	Approx 45% (53,055)	60% (insert actual no. of children here)	80% (insert actual no. of children here)	94% (insert actual no. of children here)
	<ul style="list-style-type: none"> <li>Net Enrolment Rate (NER). The proportion of the total population of children who enrol in year 1 to 6. (Will include older entrants)</li> </ul>	Good	88%  7228 children	87.0%	[90]	95% <sup>4</sup>	100%	100% <sup>5</sup>
5. MoE management at all levels implements policies in key outcome areas	<ul style="list-style-type: none"> <li><i>This will be measured by way of an effectiveness scale – the scale will be a composite indicator* this will be a self-assessed scale.</i></li> </ul>	<i>Needs work – the criteria will be established and base line set in a consultative way as part of the institutional assessment.</i>			To be scored Via institutional assessment	10% improvement	20% improvement	50% improvement

<sup>4</sup> This is a commitment made previously to achieve the MDG – and agreed at a political level by the Government of Vanuatu

<sup>5</sup> GoV want this to be 100% so that it is consistent with MDG2, which is a GoV goal; realise that this is ambitious.

Matter for target (aligns with theory of change outcomes)	Verifiable indicator	Adequacy of base line	Dec 2010	Dec2011	Base line in Dec 2012	by Dec 2015 (3 yrs)	By Dec 2017 (5 yrs)	by Dec 2022 (10 yrs)
Intermediate outcomes								
1. Teachers are qualified, capable and in attendance	<ul style="list-style-type: none"> <li>Proportion of primary teachers who are certified (grade 1-6)</li> </ul>	From VEMIS	58%	59.6	[TBD]	70%	90%	90%
2. Children are ready for school	<ul style="list-style-type: none"> <li>Proportion of children who enrol in primary school at the right age in grade 1 who have attended kindergarten</li> </ul>	From VEMIS	21.2 %  (11272/ 53055)		22%	35%	50%	69%
	<ul style="list-style-type: none"> <li>% of ECCE teachers who reach minimum standards</li> </ul>	Needs work: standards need to be set	48%?			50%	55%	60%
3. Communities value education and demand quality	<ul style="list-style-type: none"> <li>Proportion of female community members on School Committees</li> </ul>	No currently available but could be added to school survey	?			25%	30%	40%
	<ul style="list-style-type: none"> <li>Average (mean) number of community members on School Committees</li> </ul>		?			?	?	?
	<ul style="list-style-type: none"> <li>Proportion of primary schools with School Committees</li> </ul>		?			?	?	?
4. Children with special needs are able to access and engage in early years education	<ul style="list-style-type: none"> <li>Proportion of children with disabilities enrolling at primary</li> </ul>	Data on disability is collected as part of the school survey. Categories of disability are overlapping and confusing. Revise categories in school survey	?			Base line to be established and targets set	?	?

5. The cost of schooling does not restrict attendance								
6. School facilities and equipment are adequate and secure	<ul style="list-style-type: none"> <li>The proportion of classrooms that are made of permanent material and of 'good standard' – [Standards are according to the Ministry of Education, Vanuatu Minimum Quality Standards for Primary Schools (VMQS)]</li> </ul>	Needs work – suggest done by the rapid review as proposed in this design	37% in good			43% in good condition	50% in good condition	80% in good condition
	<ul style="list-style-type: none"> <li>Proportion of ECCE facilities that have adequate materials</li> </ul>	No base line	?			?	?	?
	<ul style="list-style-type: none"> <li>Proportion of schools with secure tenure on land title (e.g. 75 year lease in place)</li> </ul>	This could be added to the VEMIS system						
	<ul style="list-style-type: none"> <li>Proportion of Schools with toilets for staff and students at required ratio with hand washing facilities. [Suggest 1 toilet for every 30 female students and 30 male students. One separate toilet for staff]</li> </ul>	Needs work						
	<ul style="list-style-type: none"> <li>Proportion of schools with potable water supply of required quantity.</li> </ul>	Needs work						
	<ul style="list-style-type: none"> <li>Proportion of Schools with ramps and toilets for physically disabled students.</li> </ul>	Needs work						

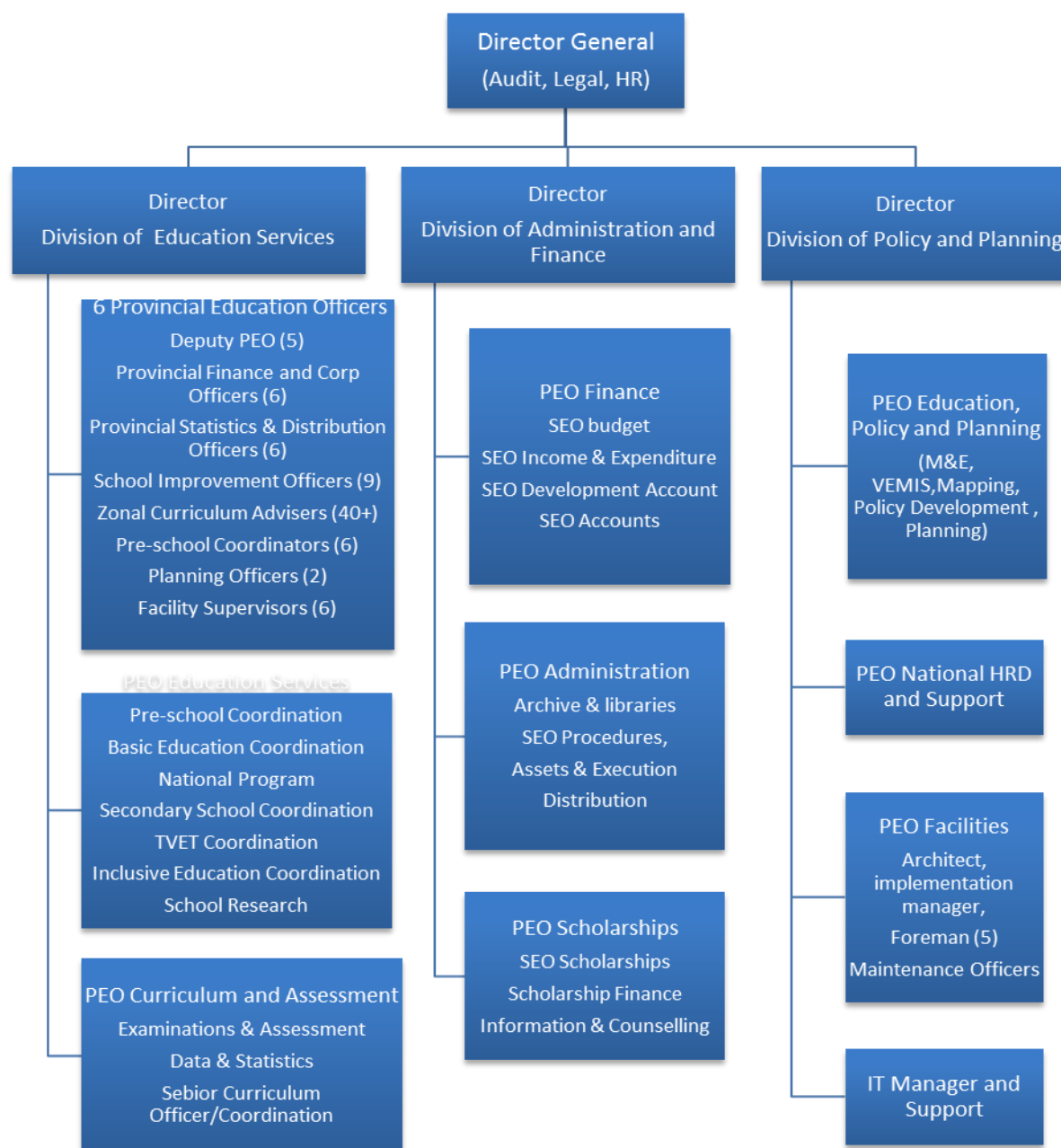
7. There are sufficient schools/ classrooms in the right places	<ul style="list-style-type: none"> <li>Proportion of schools with the 'right' number of primary classrooms per population of primary school-aged children. [Right could be between 15 and 35 children per classroom?]</li> </ul>	Need to agree what constitutes the 'right' size. The Atlas and the school mapping work can help with this.	Could be done for Dec 2010			?	?	?
8. MoE Executive develops policies in key outcome areas	<i>To be developed in first six months of implementation and informed by organisational assessment of MoE.</i>							
9. Provincial Education Officials and Zone Curriculum Advisers are adequately resourced	<i>To be developed in first six months of implementation and informed by the program's planned review of the financial situation of provincial education offices.</i>							
10. Principals and communities empowered to manage schools effectively	<i>To be developed during the first six months of implementation.</i>							

## Annex 4: Stakeholder analysis

An initial stakeholder analysis was conducted through a workshop with Ministry of Education (MoE) and VITE staff and the design team. The key stakeholders are described below in terms of:

- Staff of the MoE at Central and Provincial Levels (responsible for implementing VESP);
- Other Stakeholders who can support MoE's implementation of VESP

### Vanuatu Ministry of Education staff at Central and Provincial Levels<sup>6</sup>



Note: PEO in this table stands for Principal Education Officer, and SEO for Senior Education Officer

<sup>6</sup> MoE has drafted a new structure but as at August 2012, DPs are yet to be consulted on the detail

### Other stakeholders who can support MoE's implementation of VESP

Implementation Strategy	Stakeholders and roles
1) Train and support teachers to implement the new curriculum	<ul style="list-style-type: none"> <li>- VITE and ISU: teacher training providers</li> <li>- Education material suppliers: providing literacy and numeracy materials to schools either through the project or the market</li> <li>- Other development partners: providing parallel, complementary support to teacher training and provision of educational materials</li> <li>- civil society, Universities</li> </ul>
2) Strengthen early childhood care and education delivery	<ul style="list-style-type: none"> <li>- NGOs (e.g. World Vision, Save the Children, Vanuatu Eli Jaelhud Asosiesen (VEJA): providing parallel complementary support to ECCE.</li> <li>- VITE: potential to provide ECCE teacher training</li> <li>- Parents, Schools, Communities: providing ECCE centres or otherwise supporting ECCE</li> <li>- Other development partners: providing parallel, complementary support to ECCE</li> </ul>
3) Engage the community through school based management	<ul style="list-style-type: none"> <li>- Churches, Chiefs, Members of Parliament, other community leaders and civil society groups such as women's groups, media (including Wan Smol Bag theatre): able to provide advocacy for community involvement in education and support community-based monitoring and oversight, working alongside and facilitating VESP efforts</li> </ul>
4) Provide locally relevant and efficient delivery of facilities and equipment	<ul style="list-style-type: none"> <li>- MFEM: able to encourage greater transparency in delivery of facilities and equipment</li> <li>- Parents teachers Associations, School committees, Women's group, NGOs, chiefs, Pastor, other members of the local community: potential to monitor relevance and efficiency of provision, and able to advocate for or provide community-based support including the maintenance of school buildings.</li> <li>- Local contractors, Tradespersons, Suppliers, Utilities: able to support more relevant, local equipment and materials; need to deliver on time and to required standards</li> <li>- TVET providers: potential to support school construction, maintenance and materials</li> </ul>
5) Develop capacity within Ministry of Education to deliver an effective, well-managed and de-concentrated education system in Vanuatu	<ul style="list-style-type: none"> <li>- Cabinet, Members of Parliament, PMO, MFEM and other development partners: able to press for improvements in education sector management and ensure resources for this:</li> <li>- NGO's, Churches, GAEA, communities: able to advocate for improved sector management</li> <li>- MFEM, External auditors, Head of Schools: able to monitor and encourage greater financial management and accountability.</li> <li>- Teachers' Service Commission: ability to improve teacher placement and support</li> <li>- School communities, Parents, Heads of Schools, Teachers, Chiefs, GAEA- churches, councils, NGOs: able to encourage or support improved leadership and management at school level</li> </ul>

## Annex 5: Implementation Strategies and Key Beneficiaries

Implementation Strategy 1: Train and support teachers to implement the new curriculum		
Level	Intended end of program results (2017)	Brief description of the approach
School	<p>Teachers of primary years 1-3 are competent in teaching literacy and numeracy according to the curriculum; use the mother-tongue to scaffold learning; are able to teach in a multi-grade setting; and remain up to date on education approaches.</p> <p>Principals use a pedagogical leadership approach to support teachers.</p>	<p>Use TA and VITE to train teachers and principals in the new curriculum, and in approaches to literacy and numeracy in the early years, including use of the mother-tongue (pre and in-service).</p> <p>Provide teachers and principals with continuing professional development and opportunities to upgrade their skills through existing schemes (eg. scholarships, fellowships, short term training arrangements).</p> <p>Train all principals in pedagogical leadership.</p> <p>Support the Curriculum Development Unit to provide adequate resources for the new curriculum.</p> <p>Administer Early Grade Reading and Mathematics Assessments in 2013 and 2016 including workshops to train local trainers</p>
Province	<p>Zone curriculum advisers (ZCAs) are better able to support teachers and offer follow-up training (and have sufficient resources to carry out their role)</p> <p>Provincial education officers are able to better support principals, schools, teachers and ZCAs</p>	<p>Train ZCAs through VITE (ISU) (with VESP technical support) to support teachers in delivering the new curriculum.</p> <p>Provide adequate funding and resources to ZCAs (through VESP and/or MoE).</p> <p>Train and support provincial education officers through VITE (with VESP technical support) to support the school based management community engagement approach.</p>
National	<p>Trainers at VITE are able to deliver better quality pre and in service training.</p> <p>Management at VITE offer quality teacher training which is well managed and supported</p> <p>Director Education Services will coordinate stronger delivery of provincial/local services at primary level</p>	<p>Facilitate a twinning arrangement between VITE and an overseas university.</p> <p>Provide technical and management support to VITE.</p> <p>Provide secretariat support and management consultancy support to the Director of Education Services, VITE and CDU</p>
Enabling Systems	<p>Teachers Service Commission have a satisfactory database to perform their function</p> <p>School committees and communities</p>	<p>Provide TA support to the Teachers Service Commission, following passage of legislation.</p> <p>Support School Committees and communities to understand importance of education through the school based management community engagement.</p>

Implementation Strategy 2: Strengthen early childhood care and education delivery		
Level	Intended end of program results	Brief description of the approach
ECCE	<p>ECCE teachers are trained to a minimum standard and are up to date with education approaches; and have basic resources</p> <p>Children will be able to access ECCE</p>	<p>Procure an implementing partner to deliver alternative approaches to kindergarten.</p> <p>Develop and deliver flexible modes of ECCE teacher training, and address barriers to access for children and teacher retention through VESP TA working with VITE, APTC and the implementing partner.</p> <p>Procure basic resources, home-based kits and start-up kits.</p>
Province	<p>ECCE provincial co-ordinators are able to better support ECCE teachers and offer follow-up training (and have sufficient resources to carry out their role)</p> <p>Provincial education officers (PEOs) are able to better support ECCE co-ordinators, teachers and ZCAs</p>	<p>Train ECCE teachers through VITE (with VESP technical support) and provide with adequate funding and resources (from VESP and/or MoE).</p> <p>Train and support for PEOs/ZCAs through VITE and SBM community engagement approach.</p>
National	<p>Trainers at VITE are able to work with an Implementing Partner to offer flexible modes of ECCE teacher training</p> <p>Director Education Services coordinate stronger delivery of provincial/local services at ECCE level and communicate ECCE policy</p>	<p>Arrange for VESP TA, VITE and an Implementing Partner to work together to design and deliver programs.</p> <p>Provide secretariat support and management consultancy support to the Director of Education Services.</p>
Enabling Systems	Communities understand the importance of ECCE and advocate for improvements	Support communities through the school based management community engagement Implementing Partner.



Implementation Strategy 3: Engage the community through school based management		
Level	Intended end of program results	Brief description of the approach
School	Teachers, principals and school committees engage more in school based management	Procure an implementing partner to develop and implement community engagement strategies and deliver SBM modules  Implement an incentive scheme linked to school based management with support from MoE and MFEM
Province	ZCAs and PEOs are more involved in community engagement	Arrange for ZCAs and PEOs to work with the implementing partner and school committees for greater community involvement in schools.
National	Director Education Services support and communicate the importance of community engagement in children's education  MFEM and MoE administer and report on school grants	Provide secretariat support and management consultancy support to the Director of Education Services.  Review the impact of school grants on the overall education budget and continue the current approach to distributing grants.
Enabling Systems	Communities understand the importance of a quality education, have greater involvement in the school grants system/SBM and be able to advocate for improvements  DPs' civil society programs better support and align with the education sector	Support communities through the school based management community engagement.  Undertake a review to develop strategies for development partner-funded civil society programs.

Implementation Strategy 4: Provide locally relevant and efficient delivery of facilities and equipment		
Level	Intended end of program results	Brief description of the approach
School	Teachers, Principals and children are satisfied with the land tenure arrangements, school buildings, disability access and Water, Sanitation and Hygiene facilities	Procure an outsourced program of school construction and maintenance using local construction companies.  Basic school maintenance manuals will be available in all schools.
Province	Provincial education officers and provincial maintenance officers (PMOs) provide maintenance support and advice to schools	Arrange for PMOs to work with VESP TA to develop maintenance manuals and provide basic training to schools.  Train PMOs to provide more complex maintenance.
National	PEO facilities officers maintain assets registers and oversee rolling maintenance plans; and understand the design process.	Provide technical assistance to support and train PEO facilities officers in asset management and site supervision practices
Enabling Systems	Local contractors have developed capacity and increased confidence in procurement transparency  School Committees and communities are more aware of maintenance needs	Ensure value for money in all VESP procurements.  Provide basic school maintenance manuals to school committees and communities.

Implementation Strategy 5: Develop the capacity of MoE to deliver an effective, well-managed and deconcentrated education system		
Level	Intended end of program results	Brief description of the approach
School	<p>Teachers are able to advocate for better use of school grants to improve teaching practice</p> <p>School Principals are able to manage school grants using a School Based Management approach and offer pedagogical leadership to teachers</p>	Provide technical assistance for School Based Management.
Province	Provincial education officers and ZCAs have clear job descriptions and have the resources to carry out their roles	<p>Procure a local management consultancy to work with provinces on an organisational review and change management.</p> <p>Provide resources to PEOs and ZCAs using MoE and/or VESP funds.</p>
National	<p>MFEM, PMO and MoE Director General are better placed to provide evidence-based advice to Government of Vanuatu decision makers on all aspects of education policy, funding and service delivery</p> <p>Director Administration and Finance better plan, manage, and report on expenditure</p> <p>Director Policy and Planning produce quality statistics to support policy and planning development; ensure clear roles and responsibilities with better HR management</p> <p>Director Education Services better coordinate national and provincial services for ECCE and primary schools</p>	<p>Provide Technical assistance to carry out and support implementation of findings of a Public Expenditure Review.</p> <p>Provide secretariat support to the MoE Director General, Directors and the VERM Steering Committee for oversight and day-to-day management of VESP.</p> <p>Procure a local management consultancy to work with MoE on an organisational review and change management.</p> <p>Provide strategic M&amp;E advice, VEMIS information support and budget and planning assistance to work with MoE to improve the evidence base.</p> <p>Provide all VESP procurement services.</p>
Enabling Systems	<p>MFEM, PMO, MoE Director General and DPs are better able to strategically plan for the education sector</p> <p>Teachers' Service Commission is able to carry out its mandate</p>	<p>Provide a Senior Education Specialist and pool of potential advisers for strategic oversight and advice on sector strategy.</p> <p>Provide technical support to the Teachers Service Commission, following passage of legislation.</p>

# Annex 6: Further Information on Training and Supporting Teachers (Implementation Strategy 1)

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## 1. Holistic Approach to the Teaching of Reading

The current approach taken to reading appears to differ slightly between Francophone and Anglophone streams. Anglophone teachers tend to use a blended approach focusing on phonics and whole word. The Francophone materials use a somewhat complex competency based approach, although classroom observation appeared to show that teachers were frequently still using a traditional syllabic approach possibly due to its familiarity. However, there is now ample research that in any language children need systematic, explicit instruction in the five domains of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency (NICHD, 2001 in Wiener 2011). **Our approach will therefore not focus on a single approach to reading but adopt a holistic systematic approach and in particular the teaching of the alphabetic code along with a focus on both mechanics and meaning.**

There is considerable evidence that children learn to read in a language they know well and then transfer that skill over into other languages. Learning to read is like learning to ride a bike - it is learned only once. **Initially learning to read will take place through a language in which children already have oral proficiency.**

Trained teachers are also clearly important in helping children to learn to read. **Teachers will therefore be trained not only in best instructional practice in terms of learning to read but also in how to use the vernacular. They will also be provided with opportunities to gain proficiency in the official languages of instruction themselves if they do not already possess it.**

International research has long demonstrated that the provision of teaching and learning materials particularly in developing countries where schools are deprived of the most rudimentary resources (Pennycuik, 1998; Fuller and Clarke, 1994; and Hanushek, 1995). Thus, provision of reading materials in terms of Book Floods and other initiatives have proved popular in a number of countries. **We will help to ensure that the literacy curriculum is appropriately resourced in terms of class materials, readers and other resources such as big books and flashcards.**

While student assessments measure levels of reading, they can also have an impact on learning outcomes. Making both teachers and parents aware of how their children are doing in terms of reading has been shown to be a powerful way of improving literacy levels. Assessments can also point the way to improved national policies as well as providing diagnostic information at the level of the province or school. Assessment can also motivate children. **We will continue with standardized assessments of reading on a regular basis and share results with educators throughout the system.**

While teacher training and adequate resources are clear prerequisites, they are unfortunately in themselves insufficient<sup>7</sup>. We also need to ensure that a teacher is present, that they have the support to teach, and that students have the time to learn. **The program will also focus on giving children the opportunity to learn.**

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<sup>7</sup> Research indicates that factors other than improving instructional methods have been shown to be most cost-effective. Source: (Schiefelbein, Wolff, and Schiefelbein, 1998)

While exact foundational interventions in terms of policy and systems have not been specified in the design, a great deal can be learned from current approaches to the teaching of reading which aim to ensure that all aspects of the system are in alignment in terms of helping children to read.

Table 1. Most Cost-Effective Educational Interventions
1. Assign best teachers to first grade
2. Enforce regulations on official length of school year
3. Policy not to switch classroom teachers during school year
4. Test 10% of 4 <sup>th</sup> graders and distribute results to teachers
5. Decentralization
6. Media campaigns for parents to read to children
7. MIS for identifying low performing schools
8. Vision test by school and referral
9. Grant program to improve pre-service teacher training
10. Test 10% of 4th graders and provide remedial strategies
Wiener (2011)

Sector Component	Example Standard
<b>Policy &amp; Systems</b>	Best teachers in First Grade
<b>Standards, Curriculum &amp; Assessment</b>	Clear standards for reading and writing
<b>Accountability &amp; Reporting</b>	Easy to read report cards for parents to track progress
<b>Educator Professional Development</b>	Specific instruction for teaching reading
<b>Instruction</b>	Deliberate approaches to teaching the alphabetic code are included in the curriculum
<b>Materials, &amp; ICT</b>	Materials & ICT make teaching more efficient and effective not more overwhelming
<b>Parents &amp; Community</b>	Parents support reading at home

A recent model shown in Figure 1 below was presented at the 2012 CIES conference by FHI 360. It illustrates all of the aspects of a system being aligned to enable children to learn to read.



**Figure 1.** The FHI 360 *Literacy 360° Framework*

The Research Triangle Institute which was responsible for the development of the Early Grade Reading Assessments likewise adopts a holistic approach to the teaching of reading which they call the 5Ts

1. More time devoted to teaching;
2. Better techniques for teaching;
3. More texts in the hands of students;
4. Teaching children in the mother tongue; and
5. Testing or measurement of results.

RTI also point out that “Alongside the 5 Ts, there must be an explicit focus on outcomes, a culture of accountability both inside and outside of the classroom, and sufficient communication and social mobilisation to sustain progress made.” (RTI, 2011). **Our approach will thus also take into account these factors as well as the policy and social context in which learning to read takes place.**

## 2. Illustrative Implementation Plan for Mother-tongue Languages

**Approach:** pedagogy rather than linguistics

### **Focus of the program:**

- Support in the school and community including
  - Training for teachers, school principals, ZCAs
  - Resources in support of the delivery of the literacy and numeracy curricula including community, school, teacher and student resources
- Sharing of best practices in the teaching of the vernacular
- Support to the curriculum unit in the roll-out of the early years program in the areas of language and communication

The following are not seen as forming part of the program

- Codification and standardization of languages
- Provision of textbooks in specific languages for social studies, science etc

### **Year 1**

1. Support the Curriculum Development Unit in the following tasks (already under way)
  - a. Identification of written vernaculars
  - b. Identification of main vernaculars by province
  - c. Calculations of the numbers of Years 1 – 3 teachers in each vernacular area and need for volunteer teaching aides
  - d. Stock-take of teacher resources in the written vernaculars
2. Develop short modules for practical teaching in the use of the vernacular for Grades 1, 2 and 3 for mixed mode delivery (see below for sample content).
3. Source basic literacy and numeracy materials (language-independent)
4. Conduct awareness-raising campaign for parents, educators and communities.
5. Train trainers (Zone Curriculum Advisers) to deliver and follow-up modular training
6. Explore feasibility of using teaching aides

### **Year 2**

1. Train teachers and school principals in modules.
2. Distribute materials
3. Follow-up and monitor in schools

4. Identify need for further training
5. Implement EGRA in vernaculars, English and French /EGMA
6. Develop training modules in support of the transition to a) spoken b) written English / French
7. Train trainers → teachers → follow-up

### **Year 3**

1. Establish vernacular “resource centre”
2. Share / celebrate good practice
3. Transition to English and French implemented
4. Training materials revised and reviewed
5. Update training provided
6. Provide additional support in low-performing schools as identified by EGRA

### **Year 4**

1. Follow up and evaluation
2. Early Grade Reading and Mathematics Assessments administered on bi-annual basis
3. Explore possibilities to continue with vernaculars as subjects in their own right in selected areas
4. Provide text writing workshops in areas of need

## **3. Possible Modules for Vernacular Language Teacher Training (for illustrative purposes only)**

**Objectives:** Teachers will:

- have command of a particular vernacular language in spoken and written forms and be able to adopt standardised speech patterns and consistent spelling of that language
- understand the basic principles of child language acquisition and how they can help children learn language
- be able to help children develop in their mother tongue and later transition to English or French
- be able to make up / adapt songs, rhymes, etc. for literacy (and numeracy) in the language;
- be able to make and use teaching and learning materials;
- be able to use classroom helpers when they do not have full command of the local vernacular or for children who do not speak the major local vernacular; and
- to help children transition to English or French

### **Module 1      *Helping children learn language***

- Advantages of Mother-tongue based multi-lingual education
- Functions of language
- The importance of the community
- Using classroom helpers (including training of teaching aides)
- Developing oral skills
- Learning lexical sets
- Teacher talk
- Creating a language-rich environment

- Using the vernacular as a medium of instruction: specialist terms and rubrics

## **Module 2      *Developing oral skills in the vernacular***

- The importance of teacher talk
- The importance of story reading
- Oracy<sup>8</sup>: the importance of talking to learn
- Giving children opportunities to practice language for expressing ideas, information, feelings and cultural values
- Storytelling, drama and role-play
- Language and numbers
- Language and shapes

As part of this module, teachers will collect, develop and share the following among the teacher group:

- Vernacular Songs
- Stories
- Rhymes
- Vocabulary sets (e.g. animals, fruit, people) for songs and short stories
- Pictures to inspire stories
- Numbers

## **Module 3 *Resources for teaching early literacy and numeracy skills in the vernacular***

- Approaches to orthography:
- Using familiar letters and letter-sound correspondence
- Transliterating simple stories
- Making and using low-tech teaching aids
  - Making letter and word cards
  - Making pocket charts, big books
  - Creating numeracy resources
- Using the laminated resources provided by CDU
- Setting up a reading corner / class library
- Care and repair of books
- Other resources needed for implementing the Language and Communication and Mathematics curriculum.

## **Module 4 *Teaching early reading*<sup>9</sup>**

- Letter sound versus letter name
- Letter sound recognition activities e.g. sorting words
- Letter recognition activities e.g. matching
- Approaches to teaching of reading: syllabic versus letter by letter
- Combining letters
- Whole word and phonics activities
- Reading and understanding
- Creating a print –rich environment

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<sup>8</sup> Oracy is different to oral skills in that it involves “the complex ways in which language skills, interpersonal skills and thinking skills work together and affect each other in the social context of school.” (Read, 2011)

<sup>9</sup> A further module on pre-reading and reading readiness will be necessary for ECCE teachers. Aspects of this will also need to be incorporated into modules for P1 -3.



**Module 5 Teaching early writing**

- Fine motor skills practice
- Letter shapes
- Sand drawing / air drawing
- Songs and games in writing
- Writing individual letters
- Writing words and sentences

**Module 6 Transition to English and French**

- Sequential versus parallel models
- Identifying similarities and differences between vernacular and English / French
- Building on similarities between vernacular and main language of instruction
- Early listening activities
- Early speaking activities
- The role of mistakes
- Transition to literacy and numeracy
- The importance of scaffolding
  - Teacher talk
  - Continued use of vernacular to support learning in Year 3 and beyond
  - Using knowledge of the vernacular to aid in efficient acquisition of French / English

**As part of these modules, teachers will:**

- Develop lessons and schemes of lessons to inform their teaching
- Create resources for the teaching of oracy, literacy and numeracy
- Learn how to use the resources supplied simple lesson plans for introduction to literacy lessons – 20-30 minutes in length

#### 4. Indicative Literacy and Numeracy Kits

Unifix blocks (1000 pieces)	1 set
Coloured pop sticks (1000)	1 set
Double-sided (different colour each side) counters (200)	1 set
Dice – with dots	4
Dice - with numbers	4
Pair giant foam Dice - with numbers	2
Laminated, plastic-surfaced number chart 1-120	6
Mini laminated 100s boards	30
Clear (see-thru) coloured disc counters (500)	1 set
Tape measures	6
Hundreds chart (large)	1
1 metre ruler	1
Magnetic whiteboard	1
Large number bead	1
Magnetic letters and numbers	1 set each
Number bead strips and toothpicks	20
Magnetic coloured discs (50)	1 set
Book rack	1
Fruit counters (200)	1 tub
Small blackboards	20
Wooden bead frame	1
Bead strings (100 beads)	1
Bead strings (40)	11
Tape measures (set of 10)	1 set
Laminated number lines, 1 - 20 and matchsticks	20
Letter flashcards	4 sets
Small letter flashcards for pair / group work	15
Alphabet spread for wall	1
Number Bingo	1 set
Number flash cards	1 set
Coloured chalk	4
White chalk	1
Masking tape	2
Rafia roll	1
Crayons	30 pkts
Paper clips	5
Bean bags (6 X4 colours)	1 set
Skipping rope (3 metres)	6
Skipping rope (5 metres)	2
Pump with 3 needles	1
Volley ball	1
Soccer ball	1
Pocket chart	1
Book stand	1
Attribute blocks (concepts of shape, colour, size)	1 set

## Annex 7: Draft Implementation Schedule

Note: Some activities from the previous phase of support will continue into the first half of 2013 to avoid a programming gap.

		2013				2014				2015				2016				2017			
		Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20
<b>Implementation Strategy 1: Train and support teachers to implement the new curriculum</b>																					
Teacher training	Produce training modules in support of literacy and numeracy																				
Teacher training	Select and train trainers																				
Teacher training	Implement training for all 1 - 3 teachers and school principals																				
Teacher training	Monitor and follow up class performance (VITE, ZCA's)																				
Teacher training	Provide further localised training as necessary																				
Curriculum Res	Existing curriculum resources identified																				
Curriculum Res	Materials writers, illustrators, designers and layout specialists trained																				
Curriculum Res	Write or adapt other student materials in alignment with curriculum																				
Curriculum Res	Illustrate and layout books																				
Curriculum Res	Procure or publish text books																				
Curriculum Res	Write teachers guides																				
Curriculum Res	Distribute books to schools																				
Literacy resources	Identify basic literacy kit for teachers																				
Literacy resources	Procure and distribute additional literacy resources																				
Literacy resources	Distribute literacy resources to schools																				
Num resources	Identify basic numeracy kit for teachers																				

Num resources	Procure numeracy resources																			
Num resources	Distribute numeracy resources to schools																			
Lit & Num	Identify illustrators																			
Lit & Num	Write/design resources																			
Lit & Num	Distribute to teachers / schools																			
Libraries	Set up book corners/libraries																			
Libraries	Train specialist teachers/community members in basic library skills																			
EGRA	Identify sample of vernaculars (N=8) to use for EGRA																			
EGRA	Identify EGRA working group																			
EGRA	Conduct 1-week workshop to adapt EGRA to vernaculars																			
EGRA	Training																			
EGRA	Administer EGRA																			
EGMA	Identify EGMA working group																			
EGMA	Training																			
EGMA	Administer EGMA																			
ZCAs	Provide resources to ZCA's																			
ZCAs	Design modules in mentoring, observation and giving feedback																			
ZCAs	Train ZCA's																			
USP/Uni twinning	Conduct needs assessment in the context of a broader situation analysis																			
USP/Uni twinning	Select institution/s who will offer training																			
USP/Uni twinning	Invite applications																			
USP/Uni twinning	Offer training																			
Prof Devl	Examine modalities which might be used to offer continuous PD																			
Vernacular	See detailed Plan Annex 6																			

2013				2014				2015				2016				2017			
Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q17	Q18	Q19	Q20

#### Implementation Strategy 2: Strengthen early childhood care and education delivery

Access	Assess and design activities to implement interventions identified in barriers to access study																		
ECCE awareness	Media based awareness-raising activities planned and implemented																		
ECCE awareness	Community -based awareness -raising activities planned and implemented																		
Implement Partner	Develop tender docs, advertise and procure ECCE Implementing Partner																		
Implement Partner	Appoint Implementing Partner																		
Teacher training	Offer 7 week certificate																		
Teacher training	Existing Certificate 2 courses are aligned to standards																		
Teacher training	New providers including VITE offer Certificate 2 courses																		
Prof Devl	Identify appropriate opportunities e.g. USP																		
Prof Devl	Canvas applications																		
Prof Devl	Offer grants to those from hard to staff areas																		
Teacher retention	Conduct study into reasons for lack of retention																		
Teacher retention	Implement measures on retention																		
Teacher retention	Local recruitment of teachers																		
Teacher retention	Incentives for newly qualified teachers are provided																		
ECCE resources	Provision of kindergarten starter kits for new providers, basic resources for others																		
Alternative app	Alternative approaches piloted e.g. playgroup-type, home-based, accelerated prep																		

2013				2014				2015				2016				2017			
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		Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q17	Q18	Q19	Q20
<b>Implementation Strategy 3: Engage the community through school based management</b>																					
Implement Partner	Develop tender docs, advertise and procure community engagement Implementing Partner																				
Implement Partner	Appoint Implementing Partner																				
Engagement Strat	Strengths based community engagement strategy developed with communities																				
Comm awareness	Community awareness raising of education importance (workshops, media-based, notice boards, SC)																				
Comm awareness	Raise awareness of school grants and SBM																				
School Commts	Build capacity of School Committees and potential new members (especially women)																				
School Commts	Encourage democratic elections to School Committees																				
School Commts	Identify children with specific needs																				
School Commts	Use grants to engage CBO or private sector for specialist equip (e.g. sight and hearing aids)																				
Advocacy	Advocacy tools and support for communities to increase accountability																				
Infrastructure	Identify communities for kindergarten slabs																				
Infrastructure	Provide communities with cement and mesh for kindergarten slabs (community: labour, sand and aggregate)																				
Incentive Scheme	Design incentives schemes for schools and communities																				
Incentive Scheme	Socialise incentives schemes with schools and communities																				
Incentive Scheme	Implement incentives scheme																				
DP review	DP review of civil society organisations links to education sector																				
DP review	Implementation of findings of DP review																				

<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
-------------	-------------	-------------	-------------	-------------

		Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q17	Q18	Q19	Q20
<b>Implementation Strategy 4: Provide locally relevant and efficient delivery of school facilities and equipment</b>																					
Preparation	Update sites selection manual																				
Preparation	Representative survey of teachers and students to inform functional layout of classrooms																				
Preparation	Prioritise schools and types of school maintenance																				
Preparation	Socialisation with schools and communities of building approach, costs, timing etc																				
Preparation	Ensure land titling in place																				
Preparation	Revision of designs of classrooms																				
Preparation	Develop tender docs, advertise and procure construction & refurbishment Implementing Partner																				
Preparation	Develop tender docs, advertise and procure supervisory construction Implementing Partner																				
Review	Takara model review																				
Review	Cost effectiveness of prefabricated models review																				
Building	Build new classrooms to meet backlog																				
Building	Additional classrooms for enrolment growth																				
Refurb	Refurbishment of schools																				
Maint	Maintenance backlog																				
Maint	Updating of assets register, maintenance schedules and management policies																				
Maint	Issue standard maintenance manual to schools																				
Maint	Provincial Technical Officers to socialise maintenance manuals																				
Maint	Routine ongoing maintenance by schools																				
Community constr	Assess possibility of community based construction																				

		2013				2014				2015				2016				2017			
		Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q17	Q18	Q19	Q20
<b>Implementation Strategy 5: Develop capacity within Ministry of Education (MoE) to deliver an effective, well-managed and de-concentrated education system in Vanuatu</b>																					
Mgt Consult	Develop tender docs, advertise and procure management consultancy																				
Mgt Consult	Management consultancy and MoE to carry out organisational review (incl provinces)																				
Mgt Consult	Management consultancy and MoE to implement review findings																				
Mgt Consult	Professional development and mentoring of MoE central and provincial staff																				
PER	Support MOE and MFEM with PER																				
PER	Implement findings of PER																				
TA	Necessary TA in place (Secretariat with support from MOE)																				
Grants	Implement findings of independent study of impacts of school grants (rev carried out in 2012)																				
SBM	Continue roll out of SBM - focus on financial and pedagogical leadership																				
Teacher Mgt	TSC legislation passed and support TSC to fulfil its mandate (out of MoE and Program control)																				
Prov ZCA	Audit review of PEOs																				
Prov ZCA	Implement findings of audit																				
Prov ZCA	Provide resources to ZCA's for travel																				
Budget & Planning	Support MOE with budget planning and reporting																				
M&E	See detailed Plan Annex 4																				
Research	Identify appropriate opportunities for research and innovation																				
Research	Work with VITE to develop research proposals																				



# Annex 8: Monitoring and Evaluation System

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## 1. M&E approach

Monitoring and evaluation (M&E) is emphasised in this design and will play a significant role in the implementation of the VESP. The program's M&E system adviser will lead work to develop an M&E system for the program. This system will be consistent with AusAID's Vanuatu Evaluation Capacity Building Standards 1 and 2.<sup>10</sup> Quality and ethical standards will apply to M&E during implementation. Quality standards to be followed include the Joint Committee on Standards for Educational Evaluation – Program Evaluation Standards.<sup>11</sup> Ethical standards could be those used by the Australasian Evaluation Society.<sup>12</sup>

VESP's M&E system will focus on the user, providing the information needed for the Ministry of Education and development partners to make evidence-based decisions for the management of the program. All M&E tools will be developed and considered with reference to how they will be used and this will be supported by an utilisation strategy, to be included in the M&E plan. The M&E system will be developed in a participatory manner to ensure it is useful and meaningful to the key stakeholders.

Interventions under implementation strategy 5 (improved management) will address capacity constraints in the Ministry of Education's M&E. This work will be led by the program's M&E capacity building adviser.

## 2. M&E deliverables

At the program's outset, the M&E system adviser will conduct an *evaluability assessment* in accordance with ECB Standard 2.4. This will involve reviewing the current M&E system and products developed for the design. The M&E system adviser also will conduct *consultations* to determine what is currently working in M&E, and to ascertain how information can be provided in the most accessible, useful format.

The *results framework* will be reviewed to ensure that the targets are achievable and useful. Annual progress markers will be developed for each outcome target per year. This will be used to monitor progress against key outcomes. The *theory of change* will be reviewed to ensure the causal mechanisms linking goals, program outcomes and interventions are clear and achievable. Annex 5 includes more information on the beneficiaries from the proposed interventions.

Following the evaluability assessment and consultations, the M&E system adviser will develop an *M&E plan* for the program in line with ECB Standard 2 in the first six months of implementation. This plan will fully document the revised M&E system, building on the tools and practices already in place, and will:

- provide an overarching description of the M&E system;
- clearly articulate the goals and end-of-program outcomes to be assessed;
- pose evaluation questions to be addressed in implementation of the system;
- explain how the quality, reach and coverage of key outputs will be monitored and evaluated;
- explain how relevant aspects of the context will be monitored;
- elaborate methods to be used in the M&E system;

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<sup>10</sup> AusAID Post Vanuatu has adopted the Evaluation Capacity Building Standards by Susan Dawson. These are currently be implemented in several programs across AusAID.

<sup>11</sup> <http://www.jcsee.org/program-evaluation-standards>

<sup>12</sup> [http://www.ode.usaid.gov.au/publications/pdf/guidelines\\_for\\_the\\_ethical\\_conduct\\_of\\_evaluations.pdf](http://www.ode.usaid.gov.au/publications/pdf/guidelines_for_the_ethical_conduct_of_evaluations.pdf)

- document each data collection tool/ testing instrument and how it will inform decision-making;
- consider the use of baseline data;
- allocate roles and responsibilities for operating the M&E system to specific individuals;
- provide for mutual accountability and joint assessment by the Ministry of Education and AusAID;
- describe the key audiences for the system and their requirements, as well as which reports are needed (and for whom);
- establish an annual “traffic light” reporting system against the outcome indicators to inform the joint annual review;
- include an utilisation strategy which describes how information generated from the M&E system will be used to inform policy and program improvement;
- set out a schedule of M&E activities to be implemented, including a schedule of evaluations;
- set out the resources and costs required to operate the M&E system;
- be presented in a way that can be easily understood by key ni-Vanuatu and AusAID stakeholders;
- include the final results framework and program logic for VESP.

*Baseline data* will be assembled for all of the results framework indicators; this will be the focus of the first year of program implementation. The program is currently able to assess base line data for January 2013 for 6 of the 8 outcome indicators, but only two of the 14 intermediate outcome indicators. In order to collect this base line data, VEMIS will be revised, building on AusAID’s new strategy for improving the use of statistics in the region<sup>13</sup> and NZAID’s 6 month technical input<sup>14</sup> to ensure that there is a more refined understanding of what VEMIS is actually for. This will involve a review of how the VEMIS works and the development of a policy on how information can be gained from VEMIS and when the historical data is to be ‘locked off’. At the same time, the school survey will be consolidated and revised to ensure that it collects data to inform the new results framework. This will include new categories to describe disability; and a description of members of the school committee.

### 3. Schedule of M&E Activities

M&E deliverables	2013	2014	2015	2016	2017
Consultations and evaluability assessment	Strategic M&E adviser in place Jan 2013 Consultations & evaluability assessment conducted				
M&E plan	Full M&E plan developed and documented				
Baseline data	Work with VEMIS unit to complete				

<sup>13</sup> At the time of the design AusAID was drafting a strategy around improving the use of statistics in the Pacific Region.

<sup>14</sup> At the time of the design consultation NZAID were in the process of contracting for a 6 month input to revise VEMIS: to map and evaluate the existing data management business processes and propose system improvements.

Revise existing monitoring tools and develop new ones where needed	VEMIS reviewed to ensure it meets the needs of the results framework	Develop any new monitoring tools needed	
Revise reporting formats/schedule	Review report functions, and develop options for useable reporting	Creation of useable reports	
Utilisation strategy	Develop a strategy to facilitate the utilisation of results to feed into the policy cycle	Facilitate results utilisation and foster capacity in others for same	
Evaluation	Develop evaluation schedule with Development Partners		Mid-term participatory evaluation
			Final external evaluation

## Annex 9: Technical Assistance

### Terms of Reference

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**N.B All positions require the following competencies in addition to the respective post-specific competencies:**

- Demonstrated ability to work collaboratively and effectively at a range of administrative levels in a cross-cultural setting;
- Understanding of and ability to design and implement capacity development and skills transfer activities;
- Strong oral and written communication skills;
- Good interpersonal skills;
- Understanding of gender and development issues (desirable);
- English fluency essential; working knowledge of Bislama and/or French desirable
- Previous experience working in Melanesian culture (desirable)
- Eligibility to obtain Vanuatu and Australian visas essential. Drivers license (desirable)
- Demonstrated experience and capacity to provide colleagues with supportive advice and strengthening through mentoring and modelling; and commitment to participatory ways of working

#### Independent Education Specialist

**Part time** (90 days per year for 3 years)

**ARF Classification:** C4

**Objective:** to provide independent, high level advice to development partners and the Ministry of Education on VESP and the education system in Vanuatu more broadly.

#### Responsibilities

- Provide technical advice on policy development and implementation in the sector; progress of the program towards intended outcomes; and the longer term design of VESP;
- Work with Ministry of Education directors and the program's M&E systems and capacity building adviser/s to assess progress of VESP against intended outcomes as articulated in the VESP results framework.
- Foster respectful and professional relationships with MOE, DPs, MFEM, PMO, TA, Secretariat Management Team, which facilitate progress in VESP.

#### Outputs

- Annual work plans for the Independent Education Specialist, agreed with MOE Director General and development partners; and
- Quarterly reports assessing VESP progress towards outcomes.

#### Reporting

- Report on a day-to-day basis to the Ministry of Education Director General.
- Report on all management and contractual issues to Development partners.

#### Post-specific competencies

- PhD (or at least Masters level) in education field
- Strong knowledge of the development education sector in small island countries
- In-depth knowledge of DPs education programming approaches
- Broad up-to-date technical knowledge and experience that is education sector wide, and in particular knowledge of early years education and mother tongue based multilingual education
- Demonstrated ability to work collaboratively and respectfully in a cross cultural setting.
- Demonstrated high level strategic oversight of DP programs
- Demonstrated senior strategic leadership experience in a development context
- Proven ability to conceptualize technical assignments and provide advice on quality control of deliverables
- Experience of issues in early years education, language and literacy
- Experience of collaborating with a range of government officials, educational institutions, international donors, and technical advisors
- Previous experience working in Melanesian culture (highly desirable)

## SECRETARIAT MANAGEMENT TEAM

### Secretariat Manager

**Full-Time** (3 years with possible 2 years extension)      **ARF Classification:** C4

**Objectives:** To oversee the implementation of the program, day to day reporting to MoE Director General on the Programs' administration and program management.

#### Responsibilities

- Provide high level strategic support to the MoE Directors, MoE Director General and DPs to implement and to coordinate the Program in early years' education
- Provide secretariat support to the Chair of the VERM Steering Committee (MoE Director General)
- Establish and supervise operations of the Program, including the set-up of appropriate management, financial and administrative systems
- Ensure that the Program operates efficiently and effectively and within budgets and specified timeframes; and is effectively embedded in the MoE
- Prepare and ensure the timely delivery of all reports, financial information and other data required under the contract
- Quality control of all selection processes and contract management of technical assistance and implementing partners (procurement support will be provided)
- Establish and take a leading role to ensure the maintenance of sound working relationships with MoE, Development Partner and other stakeholder agencies

#### Outputs

- Well-serviced and timely VERM Steering Committee meetings
- Transparent and accountable Program operations and reporting systems in place
- Quality assurance and performance procedures carried out for sourcing of all service provider

- Timely and accurate advice provided to direct reports
- Effective team management

### **Reporting**

- Report to MoE Director General.
- Frequent contact with MoE Directors, Development Partners, Managing Contractor and Independent Education Specialist.
- Regular contact with MFEM, PMO and other development partner initiatives and program staff.

### **Post-specific Competencies**

- Higher degree in a related field such as education, international development, or public administration.
- Demonstrated high-level leadership in development project/program management, planning, budgeting and financial management, and of senior management training, institutional leadership or equivalent experience.
- Ability to oversee the work of other professional advisors
- Strong understanding of education and development issues
- Understanding of inclusive education issues

## **Monitoring and evaluation (system) adviser**

**Part time** (100 days in the first year, 60 days subsequently, 3 year position)

**ARF Classification:** B4

**Objectives:** To oversee monitoring and evaluation of VSEP implementation. Day to day reporting to MoE Policy and Planning

### **Responsibilities**

- Ensure that the Program M&E System meets the M&E needs of MoE and DPs relating to VESP.
- Ensure that the M&E system established and implemented is useful to key VSEP stakeholders (MoE and AusAID) and delivers robust information to inform decision making

### **Outputs**

- Building on the review written during the design, conduct an evaluability assessment (ECB Standard 2.4) that includes a comprehensive review of the current MoE M&E system. As part of this conduct consultation to find out what is currently working regarding M&E, and to determine how information can be provided in the most accessible, useful format.
- Prepare an M&E plan in consultation with key stakeholders. This should be consistent with ECB Standard 2 and include:
  - An assessment of MoE readiness to contribute to M&E for implementation of VSEP;
  - A summary of the overarching M&E design including the scope and purpose of the M&E system as well as a description of the key audiences for the system and their requirements;
  - A description of the quality and ethical standards that apply to VSEP M&E;

- Clear description of VSEP goal and end-of-program outcomes;
- Overarching evaluation questions;
- Monitoring of the quality, reach and coverage of key outputs;
- Monitoring key factors in the context relevant to VSEP;
- Detailed description of methods to be used and resources required for their use;
- A consideration of baselines, and if not used a reason for that decision;
- Allocation of M&E responsibilities to specific individuals with the capacity to undertake those tasks;
- Provisions for mutual accountability between AusAID and MoE;
- An utilisation strategy including a description of what reports are needed by whom and when is documented and put in place to foster information use to inform policy and program improvement;
- A complete schedule of M&E activities including a schedule for evaluation studies and a set of evaluation questions to guide these studies; and
- Resource allocation to M&E of VSEP implementation.

### **Reporting**

- Report to Secretariat Manager.
- Frequent contact with MoE Finance Manager and Planning Manager, Development Partners, Managing Contractor and Senior Education Specialist.
- Occasional contact with other MoE staff and MFEM

### **Post-specific Competencies**

- Post graduate degree that has included a research dissertation component with relevance to monitoring and evaluation. Or evidence of training in advanced research or evaluation design, conduct and management. Short professional development courses in M&E are not considered advanced training.
- Where a post graduate degree in research or evaluation methods has not been completed, evidence of the quality of research or evaluation activities previously designed and conducted should be sought.
- Experience developing M&E systems for programs in resource constrained settings (domestic or international).
- Demonstrated practical experience in M&E design and its implementation. This experience should reflect expertise in developing a fully elaborated design of an M&E system which includes the design approach, articulation of M&E questions, development of sound methods and tools, conduct of data collection and analysis (or supervision of such), interpretation and dissemination of results and report preparation. It is not considered adequate experience to have designed an M&E framework or plan without having completed the implementation of the evaluation activity cycle.

## **Monitoring and Evaluation (capacity development) adviser**

**Part time** (100 days)

**ARF Classification:** B4

**Objectives:** To develop MoE capacity of MoE staff to collect and use data in decision-making

### **Responsibilities**

- Provide support to members of the MoE Monitoring and Evaluation Unit and anyone else with an M&E role in MoE to meet MoE and DP reporting requirements
- Provide high level strategic support to the MoE Director Policy and Planning on how to use M&E information in decision-making.
- Capacity building for M&E staff through a suite of methods including use of counterparts, training, mentoring and learning by doing.

#### **Outputs**

- Create a 5 year plan for capacity development in monitoring and evaluation. This include:
  - an analysis of stakeholder needs
  - a tailored program of capacity building inputs for the 5 year program

#### **Reporting:**

- Report to Director, Policy and Planning, Ministry of Education
- Frequent contact with DG, Development Partners, Secretariat Manager and Independent Education Specialist.
- Frequent contact with other MoE staff using VEMIS and MFEM

#### **Post-specific Competencies:**

- Experience in capacity building staff in M&E systems development in a resource constrained environment

### **Procurement Officer**

**Full-Time** (3 years with possible 2 years extension)

**ARF Classification:** C3 or C4

**Objectives:** To ensure that all Program procurement and contract management of milestones are carried out in accordance with the utmost integrity in line with Australia's Commonwealth Procurement Rules and /or Vanuatu Government systems and processes.

#### **Responsibilities:**

- Lead all procurement processes on behalf of the Program;
- Clear contracts, amendments and other agreements;
- Provide for amendments to existing agreements, including negotiating and drafting amendments to agreements;
- Ensure all procurement processes for outsourcing are implemented on accordance with approved procurement guidelines
- Provide capacity building to relevant counterparts within MoE as appropriate

#### **Outputs:**

- VESP procurements are shown by audits to be in accordance with Government of Vanuatu and Development Partner procurement guidelines

#### **Reporting:**

- Report to MoE Director General.
- Frequent contact with MoE staff, Development Partners, Managing Contractor.



- Occasional contact with MFEM, Tender Board, PMO

**Post-specific Competencies:**

- A minimum of 10 years international experience gained through practical work experiences in public procurement in developing countries
- Experience in practical procurement of goods, works and services, with specific experience in infrastructure/construction projects and procurement of consultancy services
- Experience in preparation of procurement plans
- Experience and knowledge of all aspects of procurement cycle management, including knowledge of internationally recognised best practice procurement processes
- In-depth knowledge of procurement systems and documents, ideally including knowledge of the Australian Commonwealth Procurement Guidelines
- Excellent interpersonal skills
- Excellent written and verbal communications skills in the English language
- Higher degree in a related field is desirable

## Budget and Planning Adviser

**Full-Time** (2 years)

**ARF Classification:** B4

**Objectives:** To improve Ministry of Education (MoE) policy development, planning and public financial management capacity to effectively implement the Vanuatu Education Road Map (VERM).

**Responsibilities:**

- Assist GoV to undertake reviews and studies to inform a policy development, planning and budget preparation;
- Support MoE to prepare quality annual budget submissions that take on board VERM priorities; conduct effective budget preparation workshops;
- Provide advice to MoE to enable improved budget implementation; identify process improvements, build capacity in MoE staff, and assist development of VERM annual work plan and budget;
- Assist MoE Finance Team to regularly report to MoE executive on budget status and to development partners on implementation progress and expenditure;
- Assist MoE to use financial and VEMIS information to monitor progress against the VERM Performance Assessment Framework, and report on and analyse achievement in the MoE Annual Report;
- Assist MoE to coordinate donor support through the Development Budget process, using VERM Joint Partnership Arrangement governance practices, including conducting effective annual Education Budget and VERM Annual Joint Review Meetings

**Outputs:**

- Reviews and studies to inform policy development;
- Improved annual planning, budgeting and budget implementation taking on board VERM priorities;
- Improved coordination and monitoring of development partner support to VERM

**Reporting:**

- Report to MoE Director General.
- Frequent contact with MoE Finance Manager and Planning Manager, Development Partners, Managing Contractor and Senior Education Specialist.
- Occasional contact with other MoE staff and MFEM

**Post-specific Competencies:**

- Higher degree in a related field;
- Demonstrated experience in public policy and budget development in the education sector;
- Well developed analytical skills and policy costing;
- Public sector management experience at a senior level;
- Understanding of law and development issues (desirable)

## **Finance and Administration Officer**

**Full-Time** (3 years with possible 2 years extension) **ARF Classification:** N/A local appointment

**Objectives:** In consultation with the Secretariat Manager, the Finance and Administration Officer will assist with the financial management, monitoring and reporting of VESP activities.

**Responsibilities**

- Establishing and maintaining a financial management and accounting system, subject to VESP requirements;
- Administration of all VESP accounts, as well as salary payments to locally engaged staff;
- Ensuring Program financial management complies with AusAID requirements and meets audit standards;
- Provision of timely and accurate reporting of expenditures and forward estimates;
- Development and maintenance of record and filing systems, including a staff movements register of locally engaged staff, appointments register, assets register, leave register, timesheet register, and other systems as needed;
- Ensuring Program record management complies with AusAID requirements, working within AusAID policy and guidelines in gender, poverty, the environment, human rights and governance;
- Support for and quality assurance of the work of the Administration Assistant; and
- Assist MoE to ensure that offices housing VESP staff (including the Secretariat Management Team) are established and equipped for the day to day running and support of the Program team, including communication and IT systems;

### **Reporting**

- Report to The Secretariat Manager
- Frequent contact with MoE Finance Unit, and audit unit

### **Post-specific Competencies**

- Tertiary qualification in financial administration and accounting or related discipline
- Proven experience in financial administration, accounting and reporting for least 5 years
- Proven experience in general office administration, including filing
- Strong computer skills especially in Word, Excel and use of the Internet
- Good written and oral communication skills in English and Bislama, knowledge of French
- Ability to work as part of team in an evolving work environment
- Willingness to learn and accept new challenges

### **Administration Assistant**

**Full-Time** (3 years with possible 2 years extension) **ARF Classification:** N/A local appointment

**Objectives:** In consultation with the Finance and Administration Officer, the administration assistant will be responsible for day to day running of the Secretariat Management Team office; providing administration support to staff; reporting all administrative issues; and assisting with the financial management, monitoring and reporting of VESP activities.

### **Responsibilities**

- Assist with the administration of all accounts, maintenance of financial records;
- Ensure program record management complies with AusAID requirements and guidelines.
- Provide administrative and logistical support to VESP staff (including technical advisers) travelling to other locations;
- Ensure record and filing systems are developed and maintained;
- Ensure the office is equipped for the day to day operations; and
- Ensure in liaison with MoE IT that the office communications and IT systems are operational and maintained.

### **Post specific Competencies**

- Proven administrative experience
- Strong computer skills
- Good written and oral communication skills (English/French and Bislama)

- Ability to work as part of team in an evolving work environment
- Willingness to learn and accept new challenges

## IMPLEMENTATION STRATEGIES

### Curriculum Implementation Adviser

**Full-time** (2 years with possible 2 year extension)

**ARF Classification:** C4

**Objective:** to support an integrated approach to the development and implementation of curriculum for K to 13 with a particular focus on the early grades.

#### Responsibilities:

- input into the finalisation of the curriculum and teacher training strategy as outlined in the design document that enables the effective roll out and implementation of the new curriculum
- Work closely with senior management and local staff within the Curriculum Development Unit to plan, design, develop and publish curriculum materials including syllabuses and teacher guides for students from Year 1 to Year 13 as per the agreed timelines in the strategy. (Note: Materials at Year 1 and 2 will need to link closely with the Kindergarten Curriculum Standards)
- Consult regularly with VITE management and in-service unit on the development of the curriculum to promote ownership and enable on-going revisions to teacher training approaches to complement and reflect the introduction of the new curriculum
- Work with in-service unit to develop and revise additional supporting materials for teachers with a particular focus on literacy and numeracy in the early grades (K to 3)
- Work closely with senior management within the Curriculum Development Unit, VITE and the in-service unit to support the implementation of the new curriculum and assessment approaches including input into teacher training modules and approaches to introduce the new curriculum at the classroom level.
- Provide advice to Examinations and Assessment Unit on an appropriate examinations policy in line with the new curriculum and to support improved learning outcomes for students.

#### Outputs

- A work plan and timeline to support the implementation strategy for curriculum and teacher training.
- Curriculum Syllabus and teacher guides for K to 13.

#### Reporting

- Director of Education Services

#### Post-specific competencies

- relevant post graduate qualification and extensive experience in designing education curriculum and/or assessment for various levels of schooling.
- Evidence of a substantial theoretical background in curriculum and assessment theory and practice, of current curriculum and assessment approaches including competency based or outcomes based approaches for learning and assessment.

- Demonstrated experience in planning, designing, developing and implementing curriculum at a school, tertiary or system level in a developing country context.
- Experience in adapting curriculum to ensure local content and to meet local student needs of those in remote and isolated schools and in multiclass situations.
- Experience conducting training for adult learners at a school, tertiary or system level.
- Established experience in supporting and facilitating other advisers and counterparts, assuring their productivity and effectiveness.
- Capable also of providing advice about desk-top publishing processes for: preparing, publishing and distributing print and non-print materials to support learning and teaching.
- Able and experienced with supporting the development MoE policies for curriculum and assessment.

## Teacher Training Specialist

**Full-Time** (2 years from late 2013 onwards with possibility for extension)

**ARF Classification:** C3

**Objective:** To advise on the training of teachers, school principals and teacher educators.

### Responsibilities

- Supporting CDU and In-service Training Unit (ISU) management and technical staff to better coordinate ongoing programs on teacher training, provision of texts and education materials, and curriculum implementation;
- To assist ISU with programs for school principals, ZCAs and others to enable them to support and mentor teachers in schools
- To facilitate dialogue and collaboration across CDU departments and between CDU, VITE, ISU and Education Assessment Unit (EAU);
- To assist with the design and implementation of alternative approaches to training and development including field-based models of training
- To assist in conducting a needs assessment of priorities for teachers particularly in terms of literacy and language proficiency and on the basis plan roll-out of training
- To assist in making recommendations for the professional development of teacher educators including staff at VITE

### Outputs

- Analysis of needs of teachers
- Improved coordination between all those concerned with teacher training and CDU and ISU in particular
- Programs for educators in mentoring, observation and constructive feedback at school level
- Recommendations for alternative modalities of training
- Recommendations for professional development of teacher educators

### Reporting

- Report to Principal VITE and Coordinator ISU.

- Frequent contact with CDU and Independent Education Specialist.
- Occasional contact with other MoE staff and MFEM

#### **Post-specific Competencies**

- Higher degree in education or related relevant field;
- High level training and facilitation skills;
- Experience of training materials development;
- Experience of supervision and mentoring;
- Understanding of language issues in education

### **ECCE Specialist**

**Full-Time** (3 years with possible 2 years extension)

**ARF Classification:** C3

**Objective:** To provide ongoing technical advice and support to the ECCE Unit in order to inform future priorities in the sub-sector

#### **Responsibilities**

- Drawing on findings from field visits, analysis already completed (e.g. Macquarie University's 'mapping' of ECE), and working with the ECE directorate and other relevant ME staff, assist with the preparation a suggested list of priorities for ECCE in the short-term and medium term taking into account: the policy framework, ECCE curriculum, school readiness, materials, teacher training and qualification, infrastructure, and community contributions
- Drawing on analyses already completed assist with the design of interventions that would increase access to ECCE for disadvantaged children
- Advise on alternative approaches to early years education e.g. home-based play groups, accelerated kindergarten programs, child-to-child programs and oversee small pilot programs as appropriate;
- Explore ways to recruit and retain high quality teachers for ECCE;
- In conjunction with the ISU design and develop training pathways for teachers linked to certification making use of alternative modalities of training
- In conjunction with ISU explore options to provide continuing professional development opportunities to key teachers and pre-school coordinators
- Building on the quality standards for ECCE already developed, assist in the development of a quality assurance framework for ECCE

#### **Outputs**

- Training programs and professional development opportunities for ECCE professionals
- Quality standards for ECCE
- New alternative programs for ECCE which involve more disadvantaged children

#### **Reporting**

- Report to MoE Director General.
- Frequent contact with MoE Directors, Development Partners, INGO, APTC, Managing Contractor and Independent Education Specialist.
- Occasional contact with MFEM, PMO and other development partners.

### Post-specific Competencies

- Higher degree in Education or a related field;
- Previous experience of working in complex multilingual education settings;
- Successful practical and policy experience in early childhood care and education including ECCE policy framework, ECE curriculum, school readiness, , teacher training and certification, infrastructure, non-formal ECCE and community contributions and support;
- Experience of materials development;
- Ability to facilitate workshops and discussions productively;
- Understanding of inclusive education issues.

### Schools Infrastructure Adviser

**Full-Time** (2 years followed by 3 years Part-Time)

**ARF Classification:** C4

**Objective:** To provide technical leadership of the implementation of the access component of VESP

#### Responsibilities

- Ensure, with MoE staff, that the approved infrastructure activities managed by the Facilities Unit are implemented transparently, efficiently and effectively and within budgets and specified timeframes, are appropriately quality assured, and are coordinated with all relevant sections of the MoE;
- Provide training and mentoring support to the management and staff of the Facilities Unit;
- Work with MoE staff to prepare and ensure the timely delivery of all reports, financial information and other data on facilities required under the contract;
- Supervise and manage local support staff/TA and Design, Supervision and construction contractors;
- Ensure, with MoE, that all staff selections and procurement processes for outsourced construction are implemented on accordance with approved procurement guidelines;
- Manage the outsourcing, with MoE, of a complete and comprehensive Asset register, consistent and complementary with VEMIS, and maintenance program and management plan for all existing schools and all new schools constructed from 2013;
- Update and finalise: the MoE Asset Management Strategic Plan; the MoE Draft School Maintenance Policy / Charter (July 2003); the MoE Draft School Maintenance Guidelines (April 2002);
- In consultation with the Budget and Planning Section prepare annual classroom construction, rehabilitation and maintenance plans;
- Revise and update the school sites selection manual to take cognisance of ;
  - Climatic factors associated with climate change such as vulnerability to increased flooding and or storm surges;
  - The need for security of tenure of the land upon which all schools are to be constructed;
  - The outcomes of the school mapping and rationalisation initiative being undertaken by the Ministry;

- Revise and update all standard school designs and specifications including functional layout, taking into consideration all relevant factors;
- Prepare an appraisal and review of the Takara Model School after one full year of operation;
- Investigate and report on the cost-effectiveness of prefabricated classroom buildings for remote, inaccessible, or materials constrained sites.
- Pilot the introduction of a Community Based Construction delivery model for new classroom construction;
- Undertake a comparative assessment and prepare a report on all feasible implementation delivery mechanisms or approaches, including the following;
  - Managing contractor model;
  - Traditional commercial construction contractor model, utilising paid available local community labour;
  - Central material supply using local contractors to construct;
  - Community Based Contracting (CBC) model with procured technical support from an engineer or foreman;
  - Hybrid models, including combinations of the above;
- Provide management of the procurement, technical, financial, time and quality assurance aspects of the approved annual classroom construction, rehabilitation and maintenance program;
- Train and mentor MOE National and Provincial staff in the monitoring of construction, rehabilitation and maintenance activities, for the various delivery models.

### **Outputs**

- Timely, effective implementation of the access component of VESP.

### **Reporting**

- Report to MoE Director General.
- Frequent contact with MoE Directors, Managing Contractor, Development Partners, MoE Facilities Unit Staff (National and Provincial); MoE Procurement and Asset Management Staff; MoE Budget and Planning Staff; Construction Contractors; Consulting Engineers and Architects; Village School Committees
- Occasional contact with MFEM, PMO and other development partners.

### **Post-specific Competencies**

- Higher degree in Engineering, Architecture or Project Management;
- At least 10 years' experience, including experience in in-country, with demonstrated career progression, in the management of infrastructure projects and staff, including technical staff, in a development context;
- Strong technical skills related to construction and relevant experience on a range of delivery models, in project planning, budgeting, procurement, contract administration and management, construction quality assurance, including associated computer software, of infrastructure projects;
- Experience with the design and implementation of field surveys related to the preparation of asset inventories and condition reports. Experience with the development of asset management and maintenance plans, policies and guidelines and the implementation of maintenance activities;



- In-depth understanding and at least 5 years' experience with Community Based Construction models related to school construction;
- Understanding of education and development issues (desirable).

## **ADVISORY POOL (indicative only)**

### **Early Numeracy and Literacy Specialist**

**Short-term** (1 year over first 3 years of program with possible extension)

**ARF Classification:** C3

**Objectives:** To oversee the implementation of the numeracy and literacy curriculum including training of teachers

#### **Responsibilities:**

- Advise the CDU on implementation of the communication and mathematics curriculum for Years 1 – 3
- Work with the Multilingual Education specialist to develop / procure literacy materials especially in the change over from vernacular to official languages
- Provide technical advice on the content of training modules in support of literacy
- Design a training course to ensure all teachers and Zone curriculum advisors are trained in the use of the vernacular to support reading and writing
- Oversee the production of training modules for teachers in using the vernacular to support learning
- Assist the Curriculum Development Unit with the selection of materials for literacy and numeracy including kits for teachers
- Assist with the monitoring and evaluation of the implementation of literacy and numeracy in the field

#### **Outputs**

- Training modules in the teaching of numeracy and literacy;
- Training carried out for all primary 1 – 3 teachers, school principals;
- Literacy and numeracy packs delivered to schools and teachers and school principals trained in their use.

#### **Reporting**

- Report Director Education Services;
- Frequent contact with MoE Directors (especially Director of the Curriculum Development Unit), Development Partners, Managing Contractor and Senior Education Specialist;
- Occasional contact with MFEM, PMO and other development partners.

#### **Post-specific Competencies**

- Higher degree in education or a related field;
- Previous experience of working in complex multilingual education settings;

- Specialist expertise in approaches to teaching literacy and numeracy through mother tongue;
- Experience of materials development;
- High level training skills;
- Understanding of inclusive education issues.

## **Mother tongue based multilingual education specialist**

### **Short term -Time**

#### **ARF Classification: C3**

**Objective:** To oversee the implementation of the vernacular policy in schools in Vanuatu for Primary 1 - 3 leading to effective and efficient use of local languages in schools to support learning

### **Responsibilities**

- Advise the CDU on implementation of vernaculars in the early years;
- Advise the ECE unit on maximising use of vernaculars at pre-school level;
- Advise the Ministry on transition from vernacular to official languages particularly in relation to reading and writing (French and English);
- Design a training course to ensure all teachers, and Zone curriculum advisors are trained in the use of the vernacular to support reading and writing;
- Oversee the production of training modules for teachers in using the vernacular to support learning;
- Assist the CDU with selection of materials to support the use of the vernacular to support reading and writing;
- Assist with the monitoring and evaluation of the implementation of Government policy on use of the vernacular

### **Outputs**

- Training modules in using the vernacular to support learning;
- Training carried out for all primary 1 – 3 teachers, school principals.

### **Reporting**

- Report to MoE Director General.
- Frequent contact with MoE Directors, Development Partners, Managing Contractor and Senior Education Specialist.
- Occasional contact with MFEM, PMO and other development partners.

### **Post-specific Competencies**

- Higher degree in Education or a related field;
- Previous experience of working in complex multilingual education settings;
- Specialist expertise in approaches to teaching literacy and numeracy through mother tongue;
- Experience of materials development;
- High level training skills;
- Understanding of inclusive education issues.

## Annex 10: Risk Matrix

*The timing of the risks is ongoing throughout the Program from 2013-2017, unless otherwise indicated.*

**LEGEND:**      **L = Likelihood:**      A Almost certain;      B Likely;      C Possible;      D Unlikely;      E Very Unlikely

**C = Consequences:**      1 Insignificant;      2 Minor      3 Moderate      4 Major      5 Severe

**R = Resulting Level of Risk assessed on the basis of the above:**      L Low,      M Medium      H High

Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
<b>External (Economic)</b> The global financial context worsens significantly, resulting in Development Partners and Government of Vanuatu being unable to meet their commitments to the education sector in Vanuatu	Would negatively impact educational outcomes for Vanuatu's children	D	5	L	Ensure continued commitment of Development Partners and Government of Vanuatu to education in Vanuatu as a priority sector for support	DP Development Partners and Government of Vanuatu
<b>Political</b> National elections could delay the start of the Program or change the political commitment to educational funding	Without continued ownership and buy-in by GoV, educational outcomes will not improve	C	3	M	Seek early commitment from an incoming GoV that the general directions outlined in the VERM remain unchanged  Make minor adjustments to the design, if necessary  Provide Development Partner bridging funding through early 2013 if any delay in contractual negotiation	Development Partners and Government of Vanuatu, MoE (*timing – late 2012 through early 2013)
<b>Natural disasters</b> Tsunami, Earthquake, Cyclone, climate change impacts	Loss of life & livelihoods, injuries, damage/isolation of schools, teachers, pupils  Education delivery is disrupted	B	5	VH	Put in place disaster management plans  Carry out emergency schooling plans	Development Partners and Government of Vanuatu

Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
<b>Security</b> Civil Unrest	Disruption to school routines and attendance  Security and possible child safety issues	D	4	M	Put in place security management plans	Development Partners and Government of Vanuatu, Program Secretariat
<b>Internal/education sector</b> MoE does not have ownership/leadership of the Program	Program will not be sustainable  MoE will not provide necessary resources, time and effort	C	5	H	Continue commitment to the Program being on policy, on plan, on budget (in kind) by Development Partners  Support MoE Director General in role as Chair of VERM  Engage MFEM and PMO in monitoring outcomes  Embed delivery of outcomes into MoE M&E systems  Engage TA (selected jointly by MoE and Development Partner representatives) who clearly understands and delivers on mentoring/capacity development role  Ensure regular dialogue between TA or implementing partners and their MoE counterparts Engage an Independent Educational Specialist; plus establish an available pool of education sector advisers to oversight coordination of key implementation strategies	MoE, MFEM, PMO, Development Partners, Program Secretariat, TA

Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
<b>Development Partners</b> Poor Development Partner coordination of support or inappropriate support	Development Partner investments will not be fully effective	C	3	H	Revitalise/update the Joint Planning Agreement and Grant Funding Arrangements in line with the new Program  Provide secretariat support to MoE Director General and Directors to ensure VERM SC meetings are focused  Robust ToR for all support, then selected jointly by MoE and DPs  Engage a Senior Educational Specialist; plus establish an available pool of education sector advisers to oversight coordination of key implementation strategies	MoE, Development Partners, MFEM, PMO, Program Secretariat, TA
<b>Implementation Strategy 1: Train and support teachers to implement the new curriculum</b>						
Teachers unwilling to undergo in-service training or change behaviour	Teachers do not improve teaching skills  Children's literacy and numeracy does not improve	C	3	H	ISU and VITE to raise awareness amongst students and teachers of the importance of training and ongoing professional development  Implement mixed delivery modes of teacher training and use of teacher support groups for greater flexibility  Provide School Principals pedagogical leadership training  Ensure ZCAs are fully resourced to support teachers in the classroom  Make communities and School Committees aware of the need to ensure teachers ongoing	VITE, ISU, MoE, ZCAs, school principals, teachers, School Committees, IP (community engagement), DPs

Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
					professional development	
ISU not resourced with sufficient trainers and assistance to deliver teachers' support	Teachers remain inadequately supported and unable to deliver the new curriculum	C	3	H	Provide support and technical assistance to ISU  Support VITE to implement restructuring ISU as a Department of VITE	VITE, ISU, MoE, Development Partners, Program Secretariat, TA
VITE not willing to adapt teaching and in-service approaches	Teachers not provided necessary skills to deliver a quality education	C	3	H	Support VITE to revitalise training efforts	VITE, ISU, TA, MoE, Development Partners
ZCAs not supported to carry out their role	Teachers are not given follow-up practical classroom support to deliver numeracy and literacy education	C	3	H	ZCAs to be trained, mentored and fully resourced (including travel allowances)  Innovative use of ZCA support implemented (eg mobile phone regular follow up)	VITE, MoE, Development Partners, PEO, TA
Use of the vernacular becomes divisive in communities or proves difficult to implement	Community unrest  Many children remain unable to read and count	C	3	H	Socialise with communities the benefits of using vernacular in the early years (eg through PEO, ZCAs, Radio Vanuatu, VSA and Churches Partnership)  Encourage political socialisation for use of vernacular (in line with language GoV policy)  Publish and share results of Early Grade Reading and Mathematics Assessments with communities  Approach through pedagogy rather	Politicians, Development Partners, civil society programs, PEO, ZCA, VITE, TSC, TA

Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
					<p>than linguistics</p> <p>Use local teacher aides/helpers (funded through school grants) to work with teachers</p> <p>Encourage Teachers Service Commission placement of teachers in their home-towns where they know the vernacular</p>	
<b>Implementation strategy 2: Strengthen early childhood care and education delivery</b>						
Parents do not see the value of ECCE or there are other barriers to access	Children do not benefit from ECCE, further disadvantaging their future education	C	3	H	<p>Raise community and political awareness of importance of ECCE (similar to use of vernacular)</p> <p>Implement strategies identified under the barriers to access study</p>	Politicians, MoE, Development Partners, civil society programs, IP (ECCE), TA
Once trained, ECCE teachers expect higher salaries	Parents are unable to afford ECCE fees	C	3	H	Provide opportunities for talented teachers professional development as compensation for low salary	VITE, USP
<b>Implementation Strategy 3: Engage the community through school based management</b>						
Implementing Partners not available or unable to get buy-in at local level with School Committees or communities	Families and communities do not take an active interest in children's education	D	3	H	<p>Seek tender applications from a wide variety of third party providers (eg International NGO, private sector)</p> <p>Ensure a rigorous selection process of Implementing Partner with a proven track record of community engagement in similar situations</p> <p>Employ a strengths-based approach to developing community engagement strategies</p> <p>Use provincial Implementing Partner</p>	Procurement Manager, MoE, Development Partners, Implementing Partner (community engagement)

Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
					staff (particularly women) to work with communities	
DPs civil society programs unwilling to work with Implementing Partner on education sector	Community engagement is not fully effective  Possible competing messages from Development Partners, civil society programs and Implementing Partner on education sector	D	3	M	Review of Development Partners civil society programs and links to education sector  Coordinate and harmonise Development Partners' civil society programs and Implementing Partner community engagement approaches	Development Partners, Implementing Partner (community engagement), Development Partners civil society programs
Incentives program is difficult to administer and monitor	Communities and schools do not benefit from incentives  Women remain under-represented on School Committees  Potential misuse of funds	C	3	H	Write clear guidelines for the incentives program  Communicate the approach with School Committees, communities and schools  Support School Committees to apply for the incentives program  Monitor, report and spot audit use of incentives (also engage MFEM in the process)	Implementing Partner (community engagement), School Committees, communities, schools, MoE, MFEM, Development Partners
<b>Implementation Strategy 4: Provide locally relevant and efficient delivery of school facilities and equipment</b>						
Poor engagement with communities	Lack of ownership	C	3	H	Build robust relationships with school communities in development of design  Ensure communities are aware of costs and timing of works (eg community notice boards)  Use of local labour and materials, where possible  Incorporate a secure, independent,	Construction manager, Implementing Partner (design and construction companies), MoE, Development Partners



Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
					community feedback mechanism for all program activities Move to community-based construction over time	
School construction and maintenance of poor quality	Lack of value for money in DPs investments  Possible building safety concerns	C	3	H	Procure Implementing Partner (construction companies) with a record of quality construction  Design to at least to local building standards  Construction to be closely supervised and monitored by both MoE staff and the community  Implementation of assets management plan	Procurement Manager, Construction manager, Implementing Partners (design and construction companies), MoE, PEO, schools, School Committees
<b>Implementation Strategy 5: Develop capacity within Ministry of Education to deliver an effective, well-managed and de-concentrated education system in Vanuatu</b>						
MoE staff not committed to organisational change, including Teachers' Service Commission	Major impact on the effective roll out of the program	C	4	H	Support MoE Director General's leadership role  Provide Teachers Service Commission with adequate resources to carry out their mandate  Develop and implement an effective MoE human resource development plan  Seek PMO and MFEM buy-in to monitoring outcomes	MoE, TSC, Implementing Partner (management consultancy), TA, Secretariat Manager, Development Partners, MFEM, PMO
Program substitutes for the VERM rather than <i>supports</i> it	Other aspects of the Vanuatu education system do not receive adequate funding	C	4	H	Transparent reporting of MoE, Development Partner and other expenditure on education (through	MFEM, PMO, MoE, Development Partners Implementing Partner (community engagement)

Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
					<p>MoE Annual Work Plan program)</p> <p>Proportion of MoE budget allocated to non-salary expenditure does not decrease</p> <p>Carry out and implement findings of Public Expenditure Review</p> <p>Engage communities to demand quality education and influence policy makers</p>	
<p>MoE lack of skills/capacity of key personnel</p> <p>Lack of key personnel in MoE posts</p>	MoE unable to deliver on VERM	C	4	H	<p>Review organisational needs and implement necessary changes</p> <p>Provide opportunities for professional development and up-skilling</p>	MoE, Implementing Partner (management consultancy), TA
Evidence of fraud in procurement processes	<p>Waste of Development Partner tax payer funds</p> <p>Negative publicity and damage to Development Partners' reputation</p>	C	4	H	<p>Slower transition to full of use partner systems (continued use of school grants 'on budget')</p> <p>Annual assessment of possible earmarked budget support that could be provided</p> <p>Budget in-kind support managed by a commercial contractor</p> <p>Annual mandatory external audit of commercial contractor</p>	Development Partners, MoE, MFEM, PMO, Secretariat Manager
School Based Management not implemented and monitored	<p>School grants are not used to improve educational quality</p> <p>School grants are misappropriated at the school level</p>	C	4	H	<p>School based management training implemented progressively across the provinces with a focus on financial training and pedagogical leadership</p> <p>Implement transparent local level reporting on use of grants</p>	MoE, TA, Development Partners, MoE audit, School Committees, Implementing Partner (community engagement)

Major Risk	Potential Impact	Assessment			Risk Minimisation	Responsible
		L	C	R		
					Independently review effectiveness and use of school grants (2012) Continue with an annual rolling schedule (100-110 schools) of MoE internal audits of school grants; and where necessary implement actions and penalties	
Unwillingness of MoE to focus on results	Improvement of educational results are not realized  DPs funds are used ineffectively	C	4	H	Participatory approach to revision of M&E Establish M&E base lines to measure results  Develop and implement a 5 year M&E capacity development plan for MoE staff  Support provided to VEMIS Unit along with M&E strategic advice  Results to be reported to VERM Steering Committee  Publish national educational results at the village level (eg through Radio, Churches Partnership, notice boards)  Support MoE through regional Development Partner initiatives on EMIS  Encourage use of the knowledge-to-policy cycle for decision making	MoE, MFEM, PMO, Development Partners Secretariat Manager, TA, Implementing Partner (community engagement), Development Partners' civil society programs, Development Partners' regional initiatives on EMIS