## Cover Note for COVID-19 Accelerated Funding Request

<table>
<thead>
<tr>
<th><strong>OVERVIEW</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Country:</td>
<td>Vanuatu</td>
</tr>
<tr>
<td>Grant agent(s):</td>
<td>Save the Children</td>
</tr>
<tr>
<td>Coordinating agency(ies):</td>
<td>DFAT</td>
</tr>
<tr>
<td>Program name:</td>
<td>COVID-19 Vanuatu Accelerated Response</td>
</tr>
<tr>
<td>COVID-19 Accelerated Funding amount requested:</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Agency fees amount (additional to COVID-19 Accelerated Funding amount requested):¹</td>
<td>US$70,000</td>
</tr>
<tr>
<td>Agency fees as % of total COVID-19 Accelerated Funding requested:</td>
<td>7%</td>
</tr>
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<td>COVID-19 Accelerated Funding application date:</td>
<td>5/11/2020</td>
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<tr>
<td>Estimated COVID-19 Accelerated Funding program start date:</td>
<td>7/1/2020</td>
</tr>
<tr>
<td>Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June 30, 2021):</td>
<td>6/30/2021</td>
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<tr>
<td>Expected submission date of completion report (At the latest 6 months after program closing date):</td>
<td>12/31/2021</td>
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<tr>
<th><strong>Grant modality</strong></th>
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| - (please enter ‘X’) | ![Sector Pooled](https://via.placeholder.com/15)
| ![Project Pooled/ Co-financed](https://via.placeholder.com/15) | X |
| ![Project/ Stand-alone](https://via.placeholder.com/15) |                                             |

¹ General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent’s own internal regulations. They are paid to the agency’s headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.
**Note to the user**

**Informing the Secretariat:**

➔ Prior to submitting a COVID-19 Accelerated Funding application, the Government or the Coordinating Agency informs the Secretariat of the country's intention to apply and provides a timeline for the submission of their application to the GPE Secretariat.

**COVID-19 Accelerated Funding Guidelines:**

➔ Applicants should read the [GPE Guidelines for COVID-19 Accelerated Funding Window](#), which explain the application development process, including timeline, and necessary steps. In case additional information is needed, the applicant can contact the Country Lead at the Secretariat.
Government of Vanuatu
Ministry of Education and Training

COVID-19 Accelerated Funding & Accelerated Funding Program Document

Program name/s
1. COVID-19 Vanuatu Accelerated Resilience Program
2. TC Harold Vanuatu Accelerated Recovery Program

Donor
Global Partnership for Education

Implementing agency
Ministry of Education and Training

Grant agent
Save the Children

Coordinating agency
Australian Department of Foreign Affairs and Trade

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Acronyms and abbreviations

CDU  Curriculum Development Unit
CTB  Central Tenders Board
DFAT Australia Department of Foreign Affairs and Trade
EC  Education Cluster
ECCE Early childhood care and education
EOC Emergency Operations Centre
GDP  Gross Domestic Product
GoV Government of Vanuatu
GPE Global Partnership for Education
LEG Local Education Group
MEAL Monitoring, evaluation, accountability and learning
MFAT New Zealand Ministry of Foreign Affairs and Trade
MoET Ministry of Education and Training
MFEM Ministry of Finance and Economic Management
OCHA United Nations Office for the Coordination of Humanitarian Affairs
PILNA Pacific Islands Literacy and Numeracy Assessment
PSU Program Support Unit
PSS Psycho-social support
RAP Response Action Plan
RFT Requests For Tender
SCA Save the Children Australia
SIO School Improvement Officer
SMT Senior Management Team
TLC Temporary Learning Centre
TWG Technical Working Group
VANSTA Vanuatu Standardised Test of Achievement
VESP Vanuatu Education Support Program
VETSS Vanuatu Education and Training Sector Strategic Plan
VITE Vanuatu Institute of Teacher Education
WASH Water, sanitation and hygiene
1.0 Introduction

Vanuatu is facing the twin emergencies of the COVID-19 pandemic and severe damage inflicted by Tropical Cyclone (TC) Harold. The threat of COVID-19 has led to the closure of 1,453 schools in six provinces to protect vulnerable populations which directly affects 92,644 students (48 percent female) and 4,230 teachers (67 percent female).\(^2\)

TC Harold inflicted substantial damage to Sanma, Malampa, Penama, Shefa and Torba Provinces\(^3\) after making landfall on 6\(^{th}\) April 2020 as a category 5 cyclone, the second most powerful to strike Vanuatu. Approximately 885 schools and potentially 2,400 teachers (67 percent female) and 50,688 students (48 percent female) were directly affected.

In response, the Ministry of Education and Training (MoET) activated the Education Cluster (EC) and Emergency Operations Centre (EOC) on 25\(^{th}\) March in line with the Education in Emergency Policy (2013-2017) and in coordination with the Vanuatu National Disaster Management Office. The MoET has published response plans and indicative budgets to both crisis and begun to implement response and recovery operations.

This program document is a joint application for the Global Partnership for Education’s (GPE) COVID-19 Accelerated Funding Window and Accelerated Support in Emergency and Early Recovery Situations. Save the Children was selected as Grant Agent by the Ministry of Education and Training and this was endorsed by the country EC (which includes key Local Education Group members) during the 5\(^{th}\) EC meeting on 9\(^{th}\) April 2020.

The COVID-19 Vanuatu Accelerated Resilience Program will support the procurement and pre-positioning of ECCE and primary home-schooling packages and development of guidance for parents and caregivers to be used in the event of further school closures due to disasters or COVID-19 outbreaks.

The TC Harold Vanuatu Accelerated Recovery Program will fund the procurement and distribution of Temporary Learning Centres and replacement of teaching and learning materials to damaged primary schools to support the continuity of learning.

The two programs are designed to be **flexible** to allow MoET to respond rapidly to the changing situation in Vanuatu (for example, if the national response coordination plans are updated). Timely technical support will be **embedded** in MoET to reduce the strain on personnel and systems from the dual emergencies. Additionally, the programs are designed to be **highly coordinated** through the EC and LEG with the national and international response, building upon other activities and aid to avoid duplication of effort. Finally, the programs are designed to be **complementary** with each other. Materials produced by the COVID program may be of immediate use in the TC Harold response. Shared technical support will reduce costs and ensure more resources reach those in need.

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\(^2\) 2019 data for early childhood care and education centres, primary and secondary schools including government, government-assisted, church, community and private schools.

\(^3\) Malampa, Penama and Sanma are categorized as Priority 1 for assistance. Torba and Shefa (Shepherd’s Group) are prioritized as Priority 2.
2.0 Vanuatu context

Socio-economic context

Vanuatu is comprised of more than 80 islands with a total population estimated at 272,459. Around 75 percent of the population live in rural areas, primarily living a subsistence lifestyle. The Gross Domestic Product (GDP) per capita is US$3,124 but Vanuatu suffers from high levels of poverty, with dramatic rural inequity in access to services. In 2010, 13.2 percent of the population were below the international poverty line\(^5\), with the rural poor particularly vulnerable to external shocks and isolated by rugged geography or ocean. The Government of Vanuatu (GoV) plans to address these inequities through the National Sustainable Plan 2016-2030.

Disaster risks and climate change

Vanuatu is highly exposed to different natural hazards and the impacts of climate change. Geographically, it is located on the “ring of fire” with frequent earthquakes and volcanic eruptions. It also faces severe climatic risks with an annual cyclone seasons and frequent droughts and floods. As economic development is dependent on relatively few commodities, primarily the local service sector and tourism (which are all vulnerable to natural hazards), Vanuatu is heavily reliant on overseas development assistance.

Education system

Vanuatu’s education system consists of two years of kindergarten (early childhood care and education for 4-5 year olds), six years of primary education, four years of junior secondary education, three (four for Francophone students) years of selected senior secondary education and selective tertiary education. The MoET is the overarching authority of the country’s education sector, supported by church education authorities. The early childhood care and education (ECCE) sub-sector has the largest number of private institutions.

Access and equity

A total of 92,644 students were enrolled in 2019 served by 4,230 teachers (67 percent female) at 1,453 schools. The student population is characterized by a high proportion of overage students leading to low Net Enrolment Rates. Markedly, a significant number of boys drop out of primary education. Children with disabilities represent a particularly vulnerable group, with low levels of enrolment. MoET recognizes that paying schools fees remains the largest barrier to achieving universal access to basic education.

Table 1 Enrolment by sub-sector and authority, 2019

<table>
<thead>
<tr>
<th>Education authority</th>
<th>ECCE</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>Government</td>
<td>1,168</td>
<td>1,036</td>
<td>2204</td>
</tr>
<tr>
<td>Church (government assisted)</td>
<td>501</td>
<td>566</td>
<td>1,067</td>
</tr>
<tr>
<td>Church</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Private</td>
<td>4,947</td>
<td>4,778</td>
<td>9,725</td>
</tr>
<tr>
<td>Community</td>
<td>1,732</td>
<td>1,717</td>
<td>3,449</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>8,348</th>
<th>8,097</th>
<th>16,445</th>
<th>29,988</th>
<th>25,832</th>
<th>54,820</th>
<th>10,427</th>
<th>10,952</th>
<th>21,379</th>
</tr>
</thead>
</table>

Learning outcomes

Primary learning outcomes are assessed through the Vanuatu Standardised Test of Achievement (VANSTA) every two years and Pacific Islands Literacy and Numeracy Assessment (PILNA). The proportion of students meeting the minimum standards in VANSTA has improved since 2009 but 35 percent of Year 4 students did not achieve the minimum literacy standard in English in 2017. Vanuatu ranks 108 out of 157 countries in the Human Capital Index\(^6\), lower than average for its income group: “a child born in Vanuatu today will be 47 percent as productive when she grows up as she could be if she enjoyed complete education and full health.”

Planning and policy

The new Vanuatu Education and Training Sector Strategic Plan 2020-2030 (VETSS) focuses a range of strategies on three pillars:

1. Increase equitable access to education for all people at all levels of education;
2. Improve the quality of education; and
3. Improve planning, fiscal and financial management.

Figure 1 Map of Vanuatu

3.0 COVID-19 Vanuatu Accelerated Response Program Design

3.1 Summary

Program name: COVID-19 Vanuatu Accelerated Resilience Program
Implementing agency: MoET
Grant agent: Save the Children
Duration: 12 months
Start date: 01 July 2020
Closing date: 30 June 2021

3.2 Background and consultations

At the time of writing, Vanuatu has been spared a COVID-19 outbreak due to the rapid closure of its air links and its geographic isolation. Precautionary social distancing measures have closed all schools from 16th March 2020. However, it is likely that there will be an outbreak in Vanuatu which, even if localised, will lead to extended school closures. Furthermore, recent disasters have emphasised the importance of being better prepared for short-term home-schooling. This GPE application responds to the need for better preparation to mitigate the risk of continued or further school closures.

MoET has developed and published a COVID-19 Contingency Plan 2020 (23rd March 2020) and convened a COVID-19 Technical Working Group to coordinate the strategies in the plan. The plan is aligned with the National COVID-19 Contingency Plan and has three priority strategies:

1. Communications and logistics strategy;
2. Health and hygiene strategy; and
3. Home-schooling strategy.

After consultation with the EC, MoET selected three activities from the recovery and mitigation phase of the home-schooling strategy from the Contingency Plan for the GPE COVID-19 accelerated funding window:

1. Printing and distribution of pre-positioned ECCE and primary home-school packages to provincial education offices in six provinces;
2. Development of rapidly deployable ECCE and primary radio home-schooling lessons; and

These activities are in line with the National Education in Emergencies Policy goal 1: To be better prepared for and to respond and recover after an emergency and form part of the VETSS Strengthen Disaster Risk Reduction Management program. The MoET aims to strengthen system resilience and speed of response to a future COVID-19 outbreak (or other disaster).

The selected activities were endorsed and developed into a Concept Note which was reviewed by the EC and refined by MoET. The proposal was reviewed, finalized and

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7 On 1st March 2020, the National Disaster Management Office issued the Directive (Clause 2 Sub-section 1 of the State of Emergency Regulation Order #35 of 2020) for all remaining opened schools in Vanuatu to suspend their operations until the end of the State of Emergency. On 20th April 2020, the schools in Tafea and Shefa provinces, except for the Kindergarten classes, have reopened upon the Decision of the Council of Ministers. As of the time of writing, schools in Sanma, Penama, Malampa and Torba remained closed due to the COVID-19 pandemic and the impacts of TC Harold.

endorsed by the EC. The MoET selected Save the Children as the accredited grant agent and this decision was endorsed on 9\textsuperscript{th} April 2020 by the Education Cluster (which includes all key LEG members).

3.3 Objective, outcome and outputs
The program implements key mitigation and resilience activities in Strategy 3 Home-schooling Strategy in the COVID-19 Contingency Plan for the ECCE and primary sub-sectors.

Table 2 COVID-19 Program objective, outcome and outputs

| National Education in Emergencies Policy Goal | 1. To increase access to education for all people at all levels in Vanuatu through disaster risk management interventions and through being better prepared for and to respond and recover after an emergency. |
| VETTS Strategy 8 Disaster Risk Reduction and Management Goal | Schools are better prepared to face climate change and natural disasters |
| COVID-19 Contingency Plan | Strategy 3: Home-schooling Strategy |
| Objective | Students continue to learn at home in the event of school closures during disasters or emergencies. |
| Outcome | ECCE and primary students have rapid access to inclusive home-schooling support in the event of school closures during disasters or emergencies. |
| Outputs | 1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures. |
| | 1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures. |
| | 1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures. |

3.4 Program beneficiaries
The program will be national in scope and will pre-position home-schooling materials for emergency response in all six provinces sufficient for half (50\%) the current total student population:

8,223 ECCE students\(^9\) (49 percent female) at up to 863 ECCE centres

27,410 primary students\(^10\) (47 percent female) at up to 479 primary schools

3.5 Vulnerable populations
MoET is sensitive to how home schooling may exacerbate inequity and disadvantage. For example, children from poorer families may be helping with subsistence agriculture, have less access to basic stationery or lack a suitable place for children to work. To mitigate this, home-schooling materials will need to be in different media (physical, radio and SMS) and in languages the parents and children understand. Guidance for parents needs to take into account literacy levels and the likely circumstances in a wide range of homes, including in rural areas.

\(^9\) 82 percent rural.
\(^10\) 81 percent rural.
The home-schooling packages, broadcasts and guides will be developed in all three national languages (Bislama, English and French) and, as children with disabilities are particularly vulnerable, may be adapted into accessible versions (e.g. sign language, large print and braille versions).\footnote{Vanuatu has 60 languages used in the first years of schooling so the MoET will discuss translation options for these grades with the EC and LEG.}

The most vulnerable are the children in the communities affected by TC Harold where there has been widespread destruction of homes, water supplies and food gardens. Pre-positioned home-schooling packages may be deployed immediately for students at schools closed by damage from TC Harold or if school closures due to COVID-19 continue. Approximately 885 schools are closed due to damage from TC Harold affecting approximately 50,688 students (48 percent female). Approximately 2,037 students with a disability (44 percent female)\footnote{Calculated as 8% male and 7% female students with a disability (UNICEF/VNSO. 2014. Children, Women and Men with Disabilities: What do the data say?)} will benefit if the pre-positioned packages are used during national school closures.

3.6 Results chain
The \textit{key problem} during the COVID-19 pandemic was the impact of school closures for social distancing on children’s learning. The \textit{root causes} for this problem were the abrupt school closures and the lack of appropriate standardised inclusive home-schooling materials, broadcast lessons or guidance to teachers, parents and caregivers.

\textit{Assuming} that home learning will sustain learning outcomes (or reduce loss of learning) and that caregivers are willing and able to provide a safe, supporting and conducive learning environment in the event of school closures, the rapid provision of home-schooling packages, guidance to caregivers and broadcasts will be necessary. These materials will need to be standardised across Vanuatu, appropriate for the children and families, aligned to the national curriculum, inclusive, and simple to use.

To establish this mechanism to respond, mitigate and rapidly recover from a COVID-19 outbreak, MoET and its schools have urgently implemented a series of \textit{activities} in the response plan. One of these is the development of home-schooling materials for each sub-sector (e.g. ECCE, primary) in the three national languages which will need to be printed and disseminated. To take advantage of different technologies, the packages can be adapted as broadcast lessons for different platforms which are in use in urban and rural communities (radio/podcast and SMS). Finally, an essential element is providing simple guidance to parents and caregivers to complement the packages and teacher guidance prepared by other development partners. All these materials will need pre-testing, production or printing and pre-positioning close to the schools for quick access during school closures. This will increase the ability of the education sector to maintain continuity of learning during disasters or other emergencies.

If children and caregivers have rapid access to inclusive home-schooling materials, broadcasts and guidance, they are more likely to be able to continue to learn at home during school closure, reducing learning loss and being better prepared to return to school once the emergency is over.
### Figure 2 COVID-19 results chain

#### National Education in Emergencies Policy 2013-2017
Goal 1: to increase access to education for all people at all levels in Vanuatu through disaster risk management interventions and through being better prepared for and to respond and recover after an emergency.

#### COVID-19 Contingency Plan Strategy 3: Home-schooling
**Objectives**
Students continue to learn at home in the event of school closures during disasters or emergencies.

#### Outcome (GPE)
1. ECCE and primary students have rapid access to inclusive home-schooling support in the event of school closures during disasters or emergencies.

#### Outputs (GPE only)

<table>
<thead>
<tr>
<th>1.1 MoET has ECCE and primary home-school packages pre-positioned for future school closures.</th>
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<tbody>
<tr>
<td>1.2 MoET has broadcast lessons developed, trialed and approved for use for future school closures.</td>
</tr>
<tr>
<td>1.3 MoET has home-schooling guidance for caregivers pre-positioned for future school closures.</td>
</tr>
</tbody>
</table>

#### Activities (GPE in blue)
- Develop home-schooling packages in core subjects in three languages and accessible formats.
- Trial home-schooling packages.
- Print and pre-position materials.
- Make available online.
- Train teachers and education officers in the use of packages.
- Distribute after school closures.
- Monitor usage and assess impact on student learning.
- Produce radio and SMS lesson banks in core subjects linked to home-schooling packages.
- Trial radio and SMS lessons.
- Make available online.
- Broadcast after school closures.
- Develop guidance for caregivers on home-schooling.
- Trial guidance.
- Print and pre-position materials.
- Make available online.
- Distribute after school closures.

#### Key problem
Children’s learning outcomes could suffer during school closures, leading to long-term impacts on learning, grade repetition and completion.

#### Root causes
Schools were closed suddenly. During school closures, MoET did not have any materials for home learning. Children had no learning materials at home and schools did not have any to give them. Caregivers had no guidance on how to support learning at home.

#### Assumptions
- Home learning will sustain or improve children’s learning
- Caregivers are able to prioritise and support home learning.
- The children’s home environment is conducive to home learning.
- MoET is able to produce and distribute relevant, age-appropriate home-schooling packages on time.
- Provincial education offices can quickly and effectively distribute home-schooling packages in the event of school closures.
3.7 Activities

Output 1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.

<table>
<thead>
<tr>
<th>Budget</th>
<th>US$ 402,125 (VUV 48,254,990)</th>
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<tr>
<td>Responsible MoET officer</td>
<td>Director Samuel Katipa, Education Services Directorate</td>
</tr>
<tr>
<td>Lead MoET division</td>
<td>Curriculum Development Unit</td>
</tr>
<tr>
<td>Location</td>
<td>National</td>
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</tbody>
</table>

Activities

Output 1 will fund the printing and pre-positioning of the Vanuatu Standardized Home-School Packages for ECCE and primary schools. The packages consisting of 10 weeks of activities are being developed by MoET with support from UNICEF and EC partners to ensure continuity of learning in the event of further extended school closures caused by COVID-19 or other emergencies. The packages - in three languages - will be trialed in areas where schools are closed and are expected to be available for approval and printing by August 2020.

Three packages of 10 weeks will be produced:

1. ECCE (Kindergarten I and II)
2. Junior Primary (Years 1-3)
3. Senior Primary (Years 4-6)

GPE accelerated financing will be used to adapt these packages for children with disabilities (e.g. Braille, large print and audio versions). The grant will then be used to print 8,223 copies of the ECCE package and 27,410 copies of the two primary packages (Y1-3 and Y3-6) and distribute these to the six provinces and relevant education authorities for storage in secure, hazard-resistant containers in each province. The GPE funding will also pay for two monitoring visits to the provinces to ensure safe storage. DFAT will support MoET and the Vanuatu Institute of Teacher Education (VITE) to provide distance-mode orientation training in the packages with principals and provincial education officers through the Vanuatu Education Support Program. In the event of school closures, these pre-positioned stocks will be used immediately.

GPE funding will also contribute to the operational cost of the Technical Working Group to ensure maximum ownership and participation of key stakeholders in the development of the packages.

Complementarity

The standardised home-schooling packages will be aligned with the existing national curriculum. MoET will be supported in the development of the packages by a UNICEF technical adviser funded by initial GPE COVID-19 funding working closely with the Curriculum Development Unit (CDU), School Improvement Unit and Policy and Planning Unit. The consultant will also support the development of a strategy to monitor and assess the effectiveness of the home-schooling packages which the program will adopt. Save the

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13 Alternatively, these may be held at a central location. The final arrangements will be agreed between MoET and EC.
Children and other EC members will provide technical input, particularly in ECCE, social and emotional learning, inclusion and early grade literacy and numeracy. Development of the accompanying home-schooling guidelines for teachers and orientation training on the new packages officers will be conducted by MoET and VITE with support from DFAT’s Vanuatu Education Support Program (VESP).

**Modality**

Procurement and distribution of the home-schooling packages will be managed by the MoET Procurement Unit under the Director General’s Office using GoV procurement systems. Printing and packing will be through the CDU or an open competitive tender. Monitoring of distribution to pre-positioned locations and checks to ensure secure storage will be conducted by School Improvement Officers (SIOs).

**Risks and mitigation**

To reduce fiduciary risks involved in a large procurement, Save the Children will embed a Procurement and Compliance Specialist within MoET.
Output 1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures.

<table>
<thead>
<tr>
<th>Budget</th>
<th>US$128,552 (VUV 15,426,240)</th>
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</thead>
<tbody>
<tr>
<td>Responsible MoET officer</td>
<td>Director Samuel Katipa, Education Services Directorate</td>
</tr>
<tr>
<td>Lead MoET division</td>
<td>Curriculum Development Unit</td>
</tr>
<tr>
<td>Location</td>
<td>Port Vila</td>
</tr>
</tbody>
</table>

**Activities**

Outcome 2 will finance the production of accompanying radio and SMS lessons for the ECCE and primary home-schooling packages. These lessons will be in the three national languages and promote safe, inclusive and effective home learning practices aligned with international guidance, best practice and the local culture and context. Broadcasts will be designed to quickly adapt to changing response messaging but will emphasize inclusion, psycho-social support (PSS) and child protection. International and local best practice in radio\(^{14}\) and SMS lessons\(^{15}\) will be fundamental in the development process (for example, Interactive Radio Instruction). A total of 60 lessons will be produced for each package.

GPE accelerated financing will pay for the pre-testing (probably with families affected by TC Harold), review, finalization and approval of these broadcasts. These will be uploaded to the MoET website and stored securely for rapid use in future emergencies.

**Complementarity**

This activity will be delivered by MoET in collaboration with UNICEF and VESP to ensure strong complementarity with the physical packages and national learning outcome targets. The new broadcasts will complement the support VESP is providing including a full-time communications manager with MoET, radio shows (three times per week) and development and printing of COVID-19 information and communication materials. Orientation to teachers and education officers in the new broadcast capability will be conducted by distance mode supported by VESP.

**Modality**

MoET will lead the development of the radio broadcast scripts and SMS lesson content based on the standardised home-schooling packages described in Output 1. The MoET will be supported by a Save the Children Education Specialist who will provide technical support and guidance. Recording of the radio scripts will be sub-contracted to a national radio station through an open tender and broadcast in the three languages. An equal number of male and female actors/presenters will be used and all scripts will be checked for inclusivity, positive messages and cultural appropriateness before recording.

Trial of the scripts will be conducted by MoET supported by a short term Save the Children Monitoring, Evaluation, Accountability and Learning (MEAL) Specialist using a caregiver survey and easy-to-administer child learning assessment. The trial will include families of children with disabilities.

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\(^{14}\) For example, the Education Development Center.

\(^{15}\) For example, the EdTech Hub.
Risks and mitigation

To reduce the risk of the broadcasts not being available during a crisis, the program will take care to ensure digital audio files are stored securely and widely available.
Output 1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures.

<table>
<thead>
<tr>
<th>Budget</th>
<th>US$ 119,516 (VUV 14,341,864)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible MoET officer</td>
<td>Director Samuel Katipa, Education Services Directorate</td>
</tr>
<tr>
<td>Lead MoET division</td>
<td>Curriculum Development Unit</td>
</tr>
<tr>
<td>Location</td>
<td>National</td>
</tr>
</tbody>
</table>

**Activities**

Outcome 3 will finance the development, testing and printing of Home School Guidelines for Parents and Guardians. One edition will be produced for the parents of ECCE students and another for the parents of primary students to reflect the different learning needs of their children. The two sets of short Guidelines will be designed for a low literacy environment and will include concise, contextually and culturally relevant messages to caregivers on how to enable and support effective home-schooling (and play) for children, including those with disabilities. The Guidelines will be aligned (and refer to) the packages and broadcasts developed in Outcome 1 and 2. Broadcasts would, for example, include the same messages as the guidance to caregivers.

GPE accelerated financing will pay for the pre-testing (possibly with families affected by TC Harold), review, finalization and approval of the Guidelines. These will be uploaded to the MoET website, printed and packed with the home-schooling packages. The distribution and secure storage will be funded under Outcome 1.

**Complementarity**

Guidelines will be based on the latest international guidelines on home learning adapted for the Vanuatu context. For example, best practice examples from other similar countries will be used during the development process. Key messages will reinforce ECCE and parenting programs from the churches, Save the Children UNICEF and others. The home-schooling guidelines for parents and caregivers will be complementing the development of guidelines for teachers on the use of the standardized home-learning package, led by MoET with support from VESP.

**Modality**

MoET will lead the development of the Guidelines supported by a Save the Children Education Specialist who will provide technical assistance and guidance. The pilot testing of the Guidelines will be conducted at the same time as the broadcasts to reduce evaluation costs. Printing and distribution will follow the same process as Output 1 overseen by a Procurement and Compliance Specialist embedded in the MoET. Trial of the scripts will be conducted by MoET supported by the MEAL Specialist through a caregiver survey.

**Risks and mitigation**

To reduce the risk of rejection of the guidance by parents, care will be taken to field test and iterate messages with a diverse range of caregivers and stakeholders. MoET will pay particular attention to using inclusive and diverse images and ensure the language level is

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16 For example, [https://en.unesco.org/covid19/educationresponse/solutions](https://en.unesco.org/covid19/educationresponse/solutions)
appropriate for the audience. Save the Children will provide specialist review from their inclusion and child protection teams.

3.8 Budget
Please refer to Vanuatu COVID budget for further details.

Table 3 COVID-19 budget summary

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>ECCE and primary students have rapid access to inclusive home-schooling support in the event of school closures during disasters or emergencies.</th>
<th>VUV</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.</td>
<td>48,254,990</td>
<td>402,125</td>
<td></td>
</tr>
<tr>
<td>Output 1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use during future school closures.</td>
<td>15,426,240</td>
<td>128,552</td>
<td></td>
</tr>
<tr>
<td>Output 1.3 MoET has home-schooling guidance for parents and caregivers printed and pre-positioned for future school closures.</td>
<td>14,341,864</td>
<td>119,516</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program management and quality</th>
<th>VUV</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSU and Grant Agent support costs</td>
<td>41,948,320</td>
<td>349,569</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grand Total</th>
<th>119,971,414</th>
<th>999,762</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency fee (7%)</td>
<td>8,400,000</td>
<td>70,000</td>
</tr>
</tbody>
</table>

3.9 Monitoring, evaluation and learning from evidence

Responsibility

The MoET Policy and Planning Directorate with support from the School-based Management Unit will be responsible for monitoring the program supported by an embedded Save the Children MEAL Specialist. MoET and the MEAL Specialist will prepare a program MEAL Plan immediately following program effectiveness.

GPE Monitoring and Evaluation Guidance

The program will collect and report on relevant core GPE indicators and follow standardized program reporting as described in the GPE M&E Guidance for COVID-19 Accelerated Funding Grants.

Monitoring

The key monitoring activities to measure output-level targets will be:

1. Activity reports (e.g. meeting minutes, workshop reports, technical review reports);
2. Distribution reports (e.g. number of materials procured, shipped or distributed, number of broadcasts uploaded); and
3. Supervisory reports (e.g. to storage sites for pre-positioned materials).

In the event of school closures in a particular province which trigger distribution of the packages and broadcast of lessons, additional monitoring activities will be required:

4. Audience surveys (e.g. caregiver survey).

The program will develop and use a set of standard monitoring tools and maintain an intermediate beneficiary database to track involvement of MoET officers and stakeholder staff. The VEMIS will be used wherever possible to avoid duplication.

Evaluation
A Learning from Evidence Plan will be produced before program effectiveness as a part of the program’s MEAL Plan. MoET is committed to sharing learning across the EC and LEG and all reports and knowledge products will be publicly available, including the two evaluation reports.

a) Learning and adaptation

Both COVID-19 and TC Harold are fast-moving events where adaptation and rapid response may both be necessary to ensure continuity of learning. In line with GPE guidance, the grant will have two MEAL Plan evaluation and learning objectives:

1. Learn continually from evidence and apply that learning effectively to enhance program effectiveness; and

2. Generate knowledge and evidence on the relevance, effectiveness and efficiency of grants.

The Grant Agent and PSU will support MoET to efficiently collect evidence, make recommendations, coordinate with other development partners and iterate the program implementation. There will be a monthly learning meeting to course-correct and key learning will be summarized and reported to the EC. The program will utilize the GPE guidance questions for relevance, effectiveness and efficiency. Learning will be summarized in a final evaluation and learning report and disseminated to local stakeholders via the LEG.

b) Evaluation of draft materials

MoET, supported by Save the Children, will conduct one in-project evaluation to trial the draft home-schooling broadcasts and guidelines for caregivers. The trial of the new materials will generate learning in the usage and effectiveness of the draft home-schooling packages, broadcasts and caregiver guidance in the event of further school closures.

The trial of draft materials will involve supplying home-school packages and guidelines to a statistically valid sample of families in locations where schools are closed and conducting at least four weeks of radio and SMS broadcasts. The impact and usage of the materials will be measured through i) caregiver knowledge, attitudes and practices survey, and ii) child learning assessment. The key evaluation questions will be:

- How frequently were the materials used?
- What was the impact of the materials on children's learning, including children with disabilities?
- What was the impact of the materials on caregiver's knowledge, skills and attitudes, including caregivers of children with disabilities?
- What were the key external factors in the success (or otherwise) of the materials?
- How can the materials be improved?

Reporting

The embedded MEAL Specialist will support MoET to complete bi-monthly survey reports as per the GPE COVID-19 Accelerated Funding Guidelines. The program will produce Quarterly Reports summarizing outputs and implementation progress for the Senior Management Team (SMT), EC and LEG. The implementation completion report will use the standard GPE template.
3.10 Results framework

The results framework includes relevant core GPE indicators for COVID-19 accelerated funding.

**Table 4 COVID-19 results framework**

<table>
<thead>
<tr>
<th>Outcome/output</th>
<th>Indicator</th>
<th>Baseline</th>
<th>Target (30 June 2021)</th>
<th>Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ECCE and primary students have rapid access to inclusive home-schooling support in the event of school closures during disasters or emergencies.</td>
<td>Number and % of children supported with inclusive home-based learning programs by location, age-group, disability and sex</td>
<td>0 (0%)</td>
<td>If pre-positioned materials are used:¹⁷ Up to 6,578 (3,223 female) ECCE students (80%) Up to 21,928 (10,306 female) primary students (80%)</td>
<td>Distribution records Caregiver survey</td>
</tr>
<tr>
<td>1.1 MoET has ECCE and primary home-school packages printed and pre-positioned for future school closures.</td>
<td>Number of materials distributed (including materials adapted for children with disabilities)</td>
<td>0</td>
<td><strong>35,633 packages</strong> 8,223 ECCE 27,410 primary</td>
<td>Distribution records</td>
</tr>
<tr>
<td>1.2 MoET has home-school broadcast lessons developed, pre-tested and approved for rapid use</td>
<td>Number of broadcast lessons produced (developed, pre-tested and approved)</td>
<td>0</td>
<td>60 radio lessons 60 SMS messages</td>
<td>Activity reports</td>
</tr>
</tbody>
</table>

¹⁷ Assumes 80% of materials are distributed. In the event of no school closures, no data will be reported.
<table>
<thead>
<tr>
<th>Outcome/output</th>
<th>Indicator</th>
<th>Baseline</th>
<th>Target (30 June 2021)</th>
<th>Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>during future school closures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 MoET has homeschooling guidance for parents and caregivers printed and pre-positioned for future school closures.</td>
<td>Number of materials distributed</td>
<td>0</td>
<td>35,633 Guidelines 8,223 ECCE Guidelines 27,410 Primary Guidelines</td>
<td>Distribution records</td>
</tr>
</tbody>
</table>
3.11 Donor coordination and aid effectiveness
The program has been designed by the MoET in coordination with the EC which includes key development partners from the LEG. The cost of developing, translating, adapting and trialing the physical packages will be met by UNICEF (US$70,000). The cost of orientation training for teachers and education officers on the use of the package will be met by DFAT through the VESP. New Zealand Ministry of Foreign Affairs and Trade (MFAT) are providing hygiene kits to schools as they reopen (US$164,000).

In the event of school closure (including remote communities affected by TC Harold), the MoET and education authorities will distribute to parents in the affected provinces and broadcast the home-schooling lessons. The GPE contribution will add these essential rapid response learning materials to pre-positioned supply hubs at the provincial education offices.

Table 5 Development partner contributions to COVID-19 Contingency Plan

<table>
<thead>
<tr>
<th>Development partner</th>
<th>Contribution</th>
<th>Value (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase/Strategy: 1. Response</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| DFAT/ VESP II                                | • Communication manager full time with MoET  
• National radio shows on COVID-19 (information and awareness, 3 times per week)  
• Development and printing of COVID19 information and communication material  
• Online assessments deployment and analysis capabilities                                                                                     | $130,000    |
| DFAT/ Vanuatu Skills Partnership (VSP) TVET Program | • Reprioritisation of activities in the Annual Plan to focus on agribusiness and economic stimulus  
• Purchase of seeds and agriculture equipment                                                                                                 | TBC         |
| DFAT Canberra                                | • In discussion with MoET to have AUD4 million for school grants to assist with economic recovery (discussion started with Dir. John Gedeon and DG)                                                         | $2,600,000  |
| MFAT                                         | • VT 35.4M for Health  
• VT 20m for Education (for the Hygiene strategy of MoET COVID-19 Contingency Plan)  
• VT 20m for WASH – WASH facilities of vulnerable communities                                                                                | $290,000    |            | $164,000 | $164,000 | $618,000 |
| UNICEF                                       | • Printing of existing home school packages  
• Technical Consultant to support MoET in the 1) development of policy and procedures for Learning Continuity in Vanuatu, 2) Development of standardized home-school packages for K-3, 4-6 and 7-10; 3) and monitoring the effectiveness of the home-school package | $70,000     |

3.12 Implementation arrangements

MoET
The overall responsibility for the grant is Director, Education Services Directorate at MoET reporting to the Senior Management Team (SMT). The SMT will provide oversight of achievement of program activities.
Output 1 will be managed by Curriculum Development Unit (CDU) supported by the Procurement Unit. Monitoring of distribution to secure sites will be the responsibility of the CDU. Provincial education offices are responsible for selecting and maintaining secure and dry pre-position locations.

Output 2 and 3 will be managed by CDU. The trial of the materials will be managed by CDU under the Education Services Unit.

MoET COVID-19 Technical Working Group

The MoET COVID-19 Technical Working Group (TWG) will ensure effective implementation of the GPE activities as part of their overall responsibility to implement the Contingency Plan. This will include technical input on material design. The TWG is made up of:

- Director General (EOC Manager)
- Director ESD/Director TED (Alternate EOC Manager)
- Director PPU, PEO-PPU, EO (Deputy EOC Manager)
- (Education and Emergencies) National Program Coordinator EIE
- (Planning, Monitoring and Reporting) PPU Officers
- (Admin and Finance) Director, Finance and Admin
- (Teaching and Learning) Director ESD/Director TED/ VQA CEO

Program Support Unit (PSU)

The Grant Agent will embed a small short-term PSU into MoET to provide additional technical advice and fiduciary support due to the high demands on the Ministry during the COVID-19 and TC Harold emergencies. PSU staff will be hired by Save the Children and have dual-reporting lines to the MoET responsible officers and the Save the Children Director of Programs. The PSU staff will have nominated counterparts and a skills transfer mandate to increase sustainability. The PSU will support the MoET to develop and implement quarterly implementation plans and ensure that activities, financial management and procurement are conducted efficiently. The PSU roles are:

- Program Manager
- Procurement and Compliance Specialist
- Finance Specialist
- MEAL Specialist

The PSU will be strengthened by two short-term Education Specialist technical advisers during development of key materials. Save the Children will provide oversight, performance management and technical support to the PSU as necessary.

Education Cluster (EC) and Local Education Group (LEG)

Chaired by the MoET and co-led by Save the Children, the EC will provide coordination, support and advice to the MoET TWT, particularly in regards to the response plan. The EC and LEG will approve any changes to modality caused by the rapidly changing situation. Program progress will be reported at least monthly to the EC by MoET supported by the Grant Agent. The EC will respond to any further school closures. The membership of the EC is:

- Ministry of Education and Training
- Save the Children
• UNICEF
• First Secretary (Education and Safer Communities), Australian High Commission
• Second Secretary (Development), New Zealand High Commission
• Conseilleere de Cooperation et d’Action Culturelle, French Embassy
• World Vision
• Live and Learn
• DSPPAC, PMO

In the event the EC is deactivated, coordination, technical support and oversight of the grant will be provided by the LEG. The LEG will receive and give feedback on draft reports, approve any changes to program implementation or modalities and ensure coordination with other development partner activities. The GPE grant will be a standing agenda item. The LEG members are:

• Minister, MoET (Chair)
• Director General, MoET (Alternate Chair)
• MoET Directorates (Policy and Planning, Education Services, Finance & Budget, Tertiary)
• Chairman, National Education Advisory Committee
• Chief Executive Officer, Vanuatu Qualifications Authority
• Education Policy Analyst, DSPPAC, PMO
• Expenditure Analyst (Education), MFEM
• Director General, Ministry of Internal Affairs
• Director General, Ministry of Foreign Affairs
• Director General, Ministry of Health
• Director, Department of Women’s Affairs
• Director, Office of the Registrar of Cooperative and Business Development
• Director, Department of Youth and Sports
• Director, NDMO
• Commissioner of Labour, Department of Labour
• Chief Executive Officer, Malvatumauri Council of Chiefs
• Chief Executive Officer, OGCIO
• Vanuatu Teachers Union
• General Manager, VBTC
• First Secretary (Education and Safer Communities), Australian High Commission
• Second Secretary (Development), New Zealand High Commission
• Conseilleere de Cooperation et d’Action Culturelle, French Embassy
• Third Secretary, Chinese Embassy
• The Consulate of Papua New Guinea
• The Consulate of Sweden
• The Consulate of Spain
• The Consulate of Italy
• The Consulate of India
• The Consulate of the Philippines
• The Consulate of the Republic of Fiji
• The Consulate of the Republic of Korea
• The Consulate of the Federal Republic of Germany and Consulate of Austria
• The Consulate of Finland
• JICA
Save the Children UK, Save the Children Australia and Save the Children in Vanuatu

Save the Children UK – a member of the Save the Children Alliance – holds an existing Financial Procedures Agreement with GPE and will be responsible for executing the agreement in relation to funding received for the program. Save the Children UK will subsequently enter into a member-to-member agreement with Save the Children Australia (SCA), that will define the responsibilities of each entity with regard to financing and flow of funds; administration, reporting and compliance.

Save the Children in Vanuatu is a locally registered entity that is wholly controlled by Save the Children Australia (SCA), an entity that provides risk and financial management oversight, operational support and funding subsidies for work undertaken in Vanuatu.

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

Disbursement

The grant will be transferred through Save the Children UK to SCA and onto the Save the Children in Vanuatu as grant income. Funds will be disbursed into the GoV Development Fund Account held with the Reserve Bank of Vanuatu in Vanuatu Vatu (VUV). MoET will request disbursement via a Disbursement Letter contingent on expenditure to date and the next activities in the implementation plan agreed with the Grant Agent and EC (or LEG).

Financial management

Financial management will use GoV processes, templates and rules as described in Public Finance Management and Economic Act Consolidated 2009 and relevant Ministry of Finance and Economic Management (MFEM) Financial Circulars. A recent fiduciary assessment by DFAT will be available shortly to inform development of the final processes. To mitigate risks, high value activities will require a No Objection from the Grant Agent before expenditure and a project transaction ledger will be maintained. A PSU Finance Specialist will be embedded to provide direct support. Income and expenses from the program will be managed through the GoV SmartStream accounting system in the national
Financial Management Information System. Program income and expenses will be reported in the national budget and quarterly budget reviews. The PSU will support monthly budget and actual expenditure reports and the Save the Children office will conduct spot-checks to reduce over or under-expenditure and risk of fraudulent activities.

**Procurement**

Procurement will use GoV processes, templates and rules as described in Government Contracts and Tenders (Amendment) Act of 2019, Central Tenders Board (CTB) guidelines and MFEM Financial Circulars. Low-value procurements (VUV10m [US$83,000] or lower) are currently operating under special rules for the COVID-19 emergency and no longer require MFEM approval to expedite implementation. High-value procurements (VUV10m [US$83,000] or greater) will require CTB approval and will use standard open Requests For Tender (RFT) or (in the case of exceptional circumstances) Limited Tender. As per the Grant Agreement, a representative of the Grant Agent will be on tender panels for contracts above a specified limit and a contract ledger will be maintained and updated. A Procurement and Compliance Specialist will be embedded in the MoET to assist with large procurement activities (TLCs and teaching and learning materials).

**Audit**

The MoET Internal Audit Unit will provide an audit report as per the Expenditure Review and Audit (Amendment) Act 2019. A full program audit at the end of the program will be conducted by an external auditor hired by Save the Children. Audit reports and resulting action will be shared with the LEG.

**Program Operations Manual (POM)**

Detailed implementation arrangements will be described in the POM. These will include financial management and procurement processes, flow charts, checklists and templates. The POM will include the MEAL Plan and planning, budget and reporting templates. MoET, supported by the PSU, is responsible for the writing and updating of the POM.

**3.13 Risks and mitigation**

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

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

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

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20 [https://ctb.gov.vu/procedures/high-value-procurement](https://ctb.gov.vu/procedures/high-value-procurement)
21 [Global Facility for Disaster Reduction and Recovery.](https://asiapacific.unwomen.org/en/countries/fij/co/vanuatu)
22 [https://asiapacific.unwomen.org/en/countries/fij/co/vanuatu](https://asiapacific.unwomen.org/en/countries/fij/co/vanuatu)
To mitigate these risks, Save the Children adheres to a strict Security and Safety Policy and regularly reviews current and emerging risks in discussion with the GoV and LEG members.

The POM will contain a full risk matrix and mitigation strategies but the highest risks are summarized below:

Figure 3 High risks matrix

<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk rating</th>
<th>Mitigation strategies</th>
<th>Risk rating after mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major disaster in one or more target provinces resulting in suspension or restriction of activities and/or reprioritisation of resources/staff.</td>
<td>High</td>
<td>2. All program staff inducted in Plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>3. Pre-position equipment and medical supplies in vehicles and provincial offices.</td>
<td></td>
</tr>
<tr>
<td>Vehicle accident involving program staff, education staff or beneficiaries during program activity leading to injuries or loss of life.</td>
<td>High</td>
<td>1. Safety and Security Management Plan in place.</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2. Safety and Security Manager in place and journey management plans for all activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>3. First aid equipment, GPS trackers and life jackets and emergency beacons in all program vehicles and dinghies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4. All program staff inducted in Plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>5. Regular review of security situation in provinces.</td>
<td></td>
</tr>
<tr>
<td>COVID-19 outbreak leading to suspension of activities and travel and/or widespread unrest and/or illness.</td>
<td>High</td>
<td>1. Emergency Preparedness Plan in place.</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2. All program staff inducted in Plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>3. Pre-position equipment and medical supplies in vehicles and provincial offices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4. Medical evacuation of sick staff.</td>
<td></td>
</tr>
<tr>
<td>Child protection or gender-based violence incident involving program or partner staff leading to harm to beneficiaries, conflict or reputational damage</td>
<td>High</td>
<td>1. Child protection, gender equity and safe guarding questions during selection, and training for all program staff.</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2. Safeguarding plan and checklist for all workshops and activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>3. Child safeguarding policy and code of conduct.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>5. Program monitoring data and reporting disaggregated by sex and disability.</td>
<td></td>
</tr>
<tr>
<td>Political, economic and governance</td>
<td>High</td>
<td>1. Participatory program design including MoET SMT, LEG and EC.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Change in leadership at GoV/MoET leading to instability, change of priorities and lack of engagement.</td>
<td>High</td>
<td>2. Embedded specialists.</td>
<td></td>
</tr>
<tr>
<td>Dispute over program activities or direction.</td>
<td>High</td>
<td>3. Active TWT.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>4. Alignment of program with VETTS.</td>
<td></td>
</tr>
</tbody>
</table>
### Operational and fiduciary

<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk rating</th>
<th>Mitigation strategies</th>
<th>Risk rating after mitigation</th>
</tr>
</thead>
</table>
| Difficulty recruiting key personnel or high turnover of personnel. Lack of capacity in program and/or MoET staff. Overreliance on PSU. | High        | 1. Robust recruitment process including technical assessments.  
2. Competitive remuneration packages.  
4. Professional development opportunities and targeted training.  
5. Rapid capacity needs assessment and plan.  
6. Skills transfer from embedded PSU and technical advisers. | Moderate      |
| Fraud or theft of program materials            | High        | 1. Use and strengthen GoV financial management and procurement processes.  
2. Financial management and procurement assessment conducted during effectiveness/start up and regularly afterwards.  
3. Regular audits and spot checks.  
4. Monthly budget v actual expenditure reports.  
5. Rigorous background checks on program staff.  
6. Electronic transfer of funds where applicable. | Moderate      |

### 3.14 Safeguards

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

**Personnel**

All PSU staff and technical advisers will be vetted prior to recruitment, receive mandatory induction training in child protection and gender, and will sign the Save the Children Code of Conduct. All program staff and MoET officers with access to schools and families (for example, during the evaluation of the draft materials) will abide by Vanuatu Teachers’ Code of Conduct (Teaching Service Act 39, of 2013) and the Vanuatu Teaching Service Staff Rule. All personnel involved in the program will receive training in safeguarding and child protection.

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

Support from SCA includes technical assistance from Child Protection and Safeguarding and Gender Advisers.

**Activities**
Workshops, meetings and visits outside of Port Vila will have a risk assessment prior to implementation using an inclusion and safety checklist to ensure staff and beneficiaries are safe and healthy during travel and the activity. This may include as assessment of the security and weather situation, water and sanitation and consultation with provincial education officers, EC members and the police.

The checklist will include essential elements for inclusion and safety such as reducing the risk of sexual violence, provision of baby sitters, taking account different modes of transport, and ensuring the venue has adequate hygiene and sanitation.

*Child safeguarding*

Specific safeguarding activities include:

- Complaints’ response mechanism overseen by the Country Director;
- Research ethical approval for materials trial;
- Anonymisation of data;
- Consent for photographs and video;
- Consent for data collection and student assessment;
- All program staff terms of reference will include safeguarding and gender responsibilities;
- Enumerators trained in safeguarding;
- Review of all materials and textbooks for gender and disability inclusion;
- Sufficient operational budget for safeguarding activities; and
- Coordination and reporting with EC and LEG members.
3.15 Implementation plan

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity</th>
<th>Description</th>
<th>Budget Cost</th>
<th>% Inv.</th>
<th>Frequency/Proportion</th>
<th>Total (PAF)</th>
<th>Total (PAF)</th>
<th>Share Inv.</th>
<th>Location</th>
<th>Action</th>
<th>Approval</th>
</tr>
</thead>
</table>

**3.16 Program management and quality**

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity</th>
<th>Description</th>
<th>Budget Cost</th>
<th>% Inv.</th>
<th>Frequency/Proportion</th>
<th>Total (PAF)</th>
<th>Total (PAF)</th>
<th>Share Inv.</th>
<th>Location</th>
<th>Action</th>
<th>Approval</th>
</tr>
</thead>
</table>

**3.17 Timelines for progress**

- Integrate with School and Department.
- Develop timeline for implementation.
- Timeline: June 1, 2023.
4.0 Harold Vanuatu Accelerated Response Program Design

4.1 Summary

<table>
<thead>
<tr>
<th>Program name</th>
<th>TC Harold Vanuatu Accelerated Recovery Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing agency</td>
<td>MoET</td>
</tr>
<tr>
<td>Grant agent</td>
<td>Save the Children</td>
</tr>
<tr>
<td>Duration</td>
<td>12 months</td>
</tr>
<tr>
<td>Start date</td>
<td>01 July 2020</td>
</tr>
<tr>
<td>Closing date</td>
<td>30 June 2021</td>
</tr>
</tbody>
</table>

4.2 Background and consultations

TC Harold is the second-most powerful cyclone to strike Vanuatu in recorded history and impact on the country’s economy and people’s health, education and livelihood will be severe.\(^{23}\)

*Figure 4 TC Harold track map*

Rapid assessments from TC Harold in Priority 1 provinces\(^ {24}\) (including Vanuatu’s second largest city, Luganville) have found an urgent need for shelter, food and water\(^ {25}\) and extensive damage to school infrastructure.\(^ {26}\) Many schools are used as evacuation centres and may be required for shelter and sanitation until homes can be rebuilt. A policy brief and guidelines for limiting the use of schools as temporary evacuation centers during emergencies for Pacific Nations was developed by the Asia Pacific Coalition on School

\(^{23}\) TC Pam in March 2015 cost an estimated US$450m, or 60 percent of GDP.

\(^{24}\) Malampa, Penama and Sanma are categorized as Priority 1 for assistance. Torba and Shefa (Shepherd’s Group) are prioritized as Priority 2.


Safety and Save the Children together with the government of Fiji, Solomon Islands, Tonga and Vanuatu. This policy brief will be guiding the practice of MoET in on the use of schools as temporary community shelter and process in returning schools for their intended use.

In Penama Province, MoET assessment teams found major damage to 30 percent of schools, particularly on Pentecost which suffered severe damage. An estimated 313 tents for temporary learning centres are required for this province (along with replacement teaching and learning materials. There is an urgent need to repair water and sanitation infrastructure. Damage assessments from the next two Priority 1 provinces are forthcoming.

<table>
<thead>
<tr>
<th>Type</th>
<th>ECCE</th>
<th>Primary</th>
<th>Secondary</th>
<th>Training Centre</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>134</td>
<td>75</td>
<td>15</td>
<td>4</td>
<td>228</td>
</tr>
<tr>
<td>Major damage</td>
<td>38</td>
<td>25</td>
<td>5</td>
<td>0</td>
<td>68</td>
</tr>
<tr>
<td>%</td>
<td>28%</td>
<td>33%</td>
<td>30%</td>
<td>0%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Based on immediate reports from the affected provinces and aerial surveillance assessments, MoET with the support of the EC developed the Tropical Cyclone Harold Education Emergency Response Action Plan (approved by the National Disaster Management Office on 21st April 2020)27, convened a TC Harold Task Force and established a forward Emergency Operations Centre (EOC) in Sanma Province, closer to the affected provinces. Rapid assessment teams were dispatched to the most affected provinces on 17th April 2020 (Sanma team) and 20th April 2020 (Malampa and Penama teams). The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) released US$2.5m from the Central Emergency Response Fund on 13 April 2020 for immediate humanitarian relief.28

The TC Harold Education Emergency Response Plan has five objectives:

1. Rehabilitation of damaged classroom buildings;
2. Improvement of water, sanitation and hygiene (WASH) facilities;
3. Psycho-social support (PSS);
4. Home-schooling support; and,
5. Proper monitoring and evaluation.

After consultations with the EC and key LEG members and based on learning from TC Pam29, the GoV made the decision to request accelerated support from GPE and appointed Save the Children as the Grant Agent. This was endorsed by the EC on 9th April 2020. Due to the ongoing COVID-19 emergency, the GoV will make a joint application for accelerated support pending finalization of the TC Harold National Response Plan and launch of an OCHA flash appeal. This has the benefit of reducing transaction costs and speeding urgently needed aid.

After consultation with the EC and in coordination with other development partner contributions, MoET selected two activities from emergency phase of the Response Plan for support from GPE:

1. Provision of Temporary Learning Centres (TLCs); and

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27 Available at [here](https://reliefweb.int/disaster/tc-2020-000049-vut) on the MoET website.

28 [https://reliefweb.int/disaster/tc-2020-000049-vut](https://reliefweb.int/disaster/tc-2020-000049-vut)

2. Provide replacement of teaching and learning materials.

These activities are in line with the National Education in Emergencies Policy goal 1: To be better prepared for and to respond and recover after an emergency and form part of the VETSS Strengthen Disaster Risk Reduction Management program.

The selected activities were endorsed and developed into a Concept Note which was reviewed by the EC and refined by MoET. The proposal was reviewed, finalized and endorsed by the EC.

4.3 Objective, outcome and outputs

The program implements key emergency activities in the TC Harold RAP for the ECCE and primary sub-sector.

Table 7 TC Harold Program objective, outcome and outputs

<table>
<thead>
<tr>
<th>National Education in Emergencies Policy Goal</th>
<th>1. To increase access to education for all people at all levels in Vanuatu through disaster risk management interventions and through being better prepared for and to respond and recover after an emergency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VETTS Strategy 8 Disaster Risk Reduction and Management Goal</td>
<td>Schools are better prepared to face climate change and natural disasters.</td>
</tr>
<tr>
<td>TC Harold Response Action Plan</td>
<td>Phases: Response and early recovery</td>
</tr>
<tr>
<td>Objective (RAP #2)</td>
<td>To ensure education and training continuity during and after disaster by providing support to schools, students, teachers/trainers and their families in the affected areas/islands/provinces and by providing safe schooling environment.</td>
</tr>
<tr>
<td>Outcome</td>
<td>Primary school students in communities affected by TC Harold have access to safe, inclusive and resourced Temporary Learning Centres.</td>
</tr>
<tr>
<td>Outputs</td>
<td>1.1 TLCs are established at damaged schools.</td>
</tr>
<tr>
<td></td>
<td>1.2 TLCs are equipped with teaching and learning materials.</td>
</tr>
</tbody>
</table>

4.4 Program beneficiaries

The emergency financing will fund TLCs for 90 damaged classrooms in three provinces: Malampa, Penama and Sanma.

Approximately 2,775 primary students (47 percent female) at 125 schools will benefit from a safe, dry learning space and teaching and learning materials.

At least 125 primary teachers (57 percent female) will benefit from teacher’s guides and temporary classrooms.

4.5 Vulnerable populations

TLCs will be erected at the worst affected schools where learning cannot resume due to damage to school infrastructure or the use of the school as temporary shelter for families who has lost their homes. Female students and those with disabilities are identified as the most vulnerable. Female students are at risk of dropping out to support their families or at risk of gender-based violence. Children with a disability are vulnerable due to physical difficulties accessing the TLCs and the lack of adaptive technology or adapted teaching and
learning materials. An estimated 512 children with disabilities (239 female) will be supported through the grant.\(^{30}\)

### 4.6 Results chain

The *key problem* after TC Harold is the lack of safe learning spaces and teaching and learning materials for primary students and teachers. The *root cause* was severe damage to classrooms and materials by the cyclone.

*Assuming* that MoET can quickly get WASH infrastructure operational and teachers and students are able to attend school again (i.e. not focused on immediate needs such as shelter, food, water or medical care), the rapid provision of TLCs and teaching and learning materials will enable learning to resume while classrooms are reconstructed.

To establish TLCs quickly to mitigate and recover from TC Harold, MoET and the EC need to urgently implement a series of *activities* to procure and distribute TLCs and teaching and learning materials (including accessible versions for children with disabilities). They also need to monitor the temporary education provision and coordinate with reconstruction efforts.

If children and caregivers have rapid access TLCs they are more likely to be able to continue to learn at school which will sustain enrollment and provide a foundation for recovery.

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\(^{30}\) Calculated as 8% male and 7% female students with a disability (UNICEF/VNSO. 2014. Children, Women and Men with Disabilities: What do the data say?)
## Figure 5 TC Harold results chain

<table>
<thead>
<tr>
<th>National Education in Emergencies Policy 2013-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: to increase access to education for all people at all levels in Vanuatu through disaster risk management interventions and through being better prepared for and to respond and recover after an emergency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TC Harold Response Action Plan Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure education and training continuity during and after disaster by providing support to schools, students, teachers/trainers and their families in the affected areas/islands/provinces and by providing safe schooling environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome (GPE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primary school students in communities affected by TC Harold have access to safe, inclusive and resourced Temporary Learning Centres.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outputs (GPE only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 TLCs are established at damaged schools.</td>
</tr>
<tr>
<td>1.2 TLCs are equipped with teaching and learning materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities (GPE in blue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Conduct rapid impact assessment in schools affected by TC Harold.</td>
</tr>
<tr>
<td>• Provide temporary shelters for teachers.</td>
</tr>
<tr>
<td>• Provide PSS for teachers and students.</td>
</tr>
<tr>
<td>• Rehabilitation of WASH facilities.</td>
</tr>
<tr>
<td>• Provide communications to provincial and school levels.</td>
</tr>
<tr>
<td>• Provide TLCs for students.</td>
</tr>
<tr>
<td>• Provide replacement of teaching and learning materials.</td>
</tr>
<tr>
<td>• Monitor TLCs.</td>
</tr>
<tr>
<td>• Provide financial assistance to schools and students.</td>
</tr>
<tr>
<td>• Rehabilitation of damaged classrooms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children and teachers need safe, dry places to learn whilst their schools are repaired.</td>
</tr>
<tr>
<td>Children and teachers need replacement teaching and learning materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Root causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major damage to classrooms caused by TC Harold.</td>
</tr>
<tr>
<td>Major loss of teaching and learning materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caregivers are able to send their children to attend school at TLCs.</td>
</tr>
<tr>
<td>Teachers are able to attend TLCs to teach and support children.</td>
</tr>
<tr>
<td>MoE/T, the WASH-cluster and development partners are able to rapidly rehabilitate WASH infrastructure to provide clean water and toilets for teachers and children.</td>
</tr>
<tr>
<td>The GoV, NEC and Department of Strategic Policy Planning and Aid Coordination can rapidly repair damaged classrooms.</td>
</tr>
<tr>
<td>The GoV and Shelter Cluster can quickly support families to repair their homes and move out of schools used as evacuation centres.</td>
</tr>
</tbody>
</table>
4.7 Activities

Output 1.1 TLCs are established at damaged schools.

<table>
<thead>
<tr>
<th>Budget</th>
<th>US$ 259,797 (VUV 31,175,600)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible MoET officer</td>
<td>Dir. Samuel Katipa, Education Services Directorate</td>
</tr>
<tr>
<td>Lead GoV unit</td>
<td>Vanuatu Mobile Force of the NDMO</td>
</tr>
<tr>
<td>Location</td>
<td>Malampa, Penama and Sanma</td>
</tr>
</tbody>
</table>

Activities

To achieve output 1, GPE accelerated funding will be used to procure and distribute 125 classroom tents to provide temporary learning centres (TLCs) for primary schools which are severely damaged or in use as emergency shelters. These will complement tents being distributed by UNICEF and Save the Children.

Each tent is at least 42m² which will adequate to accommodate at least 30 students as the primary student classroom ratios for the three provinces were 22.3 (Malampa), 18.9 (Penama) and 25.4 (Sanma). It may be necessary for schools to operate shift classes or double-up classes to maximise learning opportunities. Guidelines for safe use, maintenance, ownership and branding of tents will be agreed between the MoET and Grant Agent (and, if necessary, with the EC) prior to deployment and these will be communicated clearly to the Vanuatu Mobile Force of the National Disaster Management Office (who will lead erection of the TLCs), schools and communities.

ECCE centres will not receive TLCs during this phase as the national ECCE curriculum is play-based, uses improvised materials and can be delivered in community settings such as community spaces, churches, under trees or shaded by temporary bush material shelters. In urban settings, ECCE students may be accommodated in TLCs at the discretion of provincial education officers.

TLC placement will take into account WASH and safety needs of students and will pay attention to the specific needs of vulnerable students, including those with disabilities. For example, the location will be a place which will not be affected by future flooding or landslides and where children and teachers can safely access the TLC without increased risk of gender-based violence. TLC placement and construction will in compliance with the government’s safe learning facilities construction guidelines/policies and be in consultation with the local community and teachers. Sites for TLCs will have a WASH assessment prior to placement to ensure hygienic conditions when students resume learning. Regular monitoring and spot-checks from SIOs under the authority of provincial education officers will be conducted and this will include rapid training in the aforementioned guidelines for safe use.

The GPE grant will also fund a proportion of the TC Harold Task Force and EOC operations and monitoring.

Complementarity

TLC tent provision is coordinated with other development partner contributions such as non-food items and tents donated by UNICEF and Save the Children and support to the Sanma EOC from the DFAT Vanuatu Support Program. The MoET has developed a psycho-social

---

31 Primary school pupil toilet ratios in impacted provinces were 24.6 (Malampa), 21.5 (Penama) and 26.2 (Sanma) in 2019.
and mental health support response plan and MFAT will support implementation of these activities.

**Table 8 TLC procurement by partner**

<table>
<thead>
<tr>
<th>EC member</th>
<th>Number of TLCs procured/to be procured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian DFAT via SCA</td>
<td>100&lt;sup&gt;32&lt;/sup&gt;</td>
</tr>
<tr>
<td>GoV</td>
<td>To be determined</td>
</tr>
<tr>
<td>GPE</td>
<td>125</td>
</tr>
<tr>
<td>Save the Children</td>
<td>11 +</td>
</tr>
<tr>
<td>UNICEF</td>
<td>13 +</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>249</strong></td>
</tr>
<tr>
<td><strong>Assessed need (as of 05 May 2020 SitRep)</strong></td>
<td><strong>1000</strong> (approx.)</td>
</tr>
</tbody>
</table>

**Modality**

Procurement and distribution will be managed by the MoET Procurement Unit using GoV procurement systems supported by a Save the Children Procurement and Compliance Specialist in the PSU (position funded by the COVID-19 program). Purchase of the TLCs will be through an open competitive tender. Erection of the tents will be led by the Vanuatu Mobile Force. Monitoring of distribution to school sites and checks to ensure safe, inclusive and hygienic operation will be conducted by provincial education officers and SIOs supported by the MEAL Specialist (position funded by the COVID-19 program).

**Risks and mitigation**

To reduce fiduciary risks involved in a large procurement, Save the Children will embed a Procurement and Compliance Specialist at MoET. To reduce the risk of gender-based violence and geo-hazards TLC site selection will follow a checklist agreed by the MoET and EC and involve community discussions. As children with disabilities are a vulnerable group, site selection and construction of tents will take into account physical needs. The LEG and Grant Agent will join with MoET to advocate for rapid reconstruction of schools to shorten the length of time the TLCs will be needed.

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<sup>32</sup> Estimated from AUD$300,000 indicative commitment.
Output 1.2 TLCs are equipped with teaching and learning materials.

<table>
<thead>
<tr>
<th>Budget</th>
<th>US$ 143,500 (VUV 17,220,000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible MoET officer</td>
<td>Dir. Samuel Katipa, Education Services Directorate</td>
</tr>
<tr>
<td>Lead MoET division</td>
<td>Provincial Education and Education Authority</td>
</tr>
<tr>
<td>Location</td>
<td>Malampa, Penama and Sanma</td>
</tr>
</tbody>
</table>

**Activities**

GPE accelerated financing will also be utilized to complement DFAT financing to MoET to replace primary grade teaching and learning materials damaged in the cyclone. This will scale up the supply of essential learning resources for the TLCs and rebuilt schools. The materials will include:

- Year 1-3 Teacher Guides (1 set per school)
- Year 4-6 syllabus (1 set per school)
- Adema Lanwis Yia 1 and 2 (1 set per TLC)
- Year 1-3 Bislama Readers (100 books per TLC)
- Stationery (one per TLC)
- Waterproof box
- Chalkboard materials (one per TLC)

Reading books and stationery will be distributed on a per capita basis based on the last annual school census and coordinated by the CDU. Adapted versions will be made available for children with disability (for example, large text, Braille and audio versions).

**Complementarity**

Teaching and learning material procurement and distribution is coordinated with other development partner contributions such as DFAT’s support to the Sanma EOC, procurement of replacement teaching and learning materials. UNICEF has distributed school-in-a-box and school bags. The GoV is transferring school grants to affected primary schools to assist with reopening. In the event that learning cannot resume in a location, the MoET can distribute home-schooling packages and broadcasts funded from the COVID-19 grant.

**Table 9 Teaching and learning material procurement by partner**

<table>
<thead>
<tr>
<th>EC member</th>
<th>Number of classroom sets procured/to be procured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian DFAT</td>
<td>To be determined</td>
</tr>
<tr>
<td>GoV</td>
<td>To be determined</td>
</tr>
<tr>
<td>GPE</td>
<td>To be determined</td>
</tr>
<tr>
<td>Save the Children</td>
<td>18 +</td>
</tr>
<tr>
<td>UNICEF</td>
<td>52 +</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
</tr>
<tr>
<td><strong>Assessed need (as of 05 May 2020 SitRep)</strong></td>
<td>To be determined</td>
</tr>
</tbody>
</table>

**Modality**

Digital copies of essential teaching and learning materials are available on the MoET website and will be collated by the CDU. Final teacher and students numbers will be

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33 For example, School in a Box.
estimated from the Vanuatu Education Management Information System (VEMIS). Procurement of the teaching and learning materials will be managed by the CDU using GoV procurement systems supported by a Save the Children Procurement and Compliance Specialist in the PSU (funded by the COVID-19 program). Purchase of the materials will be through an open competitive tender. Monitoring of distribution to school sites and checks to ensure effective use will be conducted by SIOs.

**Risks and mitigation**

To reduce fiduciary risks, Save the Children will embed a Procurement and Compliance Specialist at MoET. Distribution of materials will be transparent and included in media communications to reduce the risk of misappropriation. Adapted materials for children with disabilities will be provided (large print, audio and Braille books) where needed.

**4.8 Budget**

Please refer to TC Harold COVID budget for further details.

*Table 10 TC Harold budget summary*

<table>
<thead>
<tr>
<th>Outcome 1 Primary school students in communities affected by TC Harold have access to safe, inclusive and resourced Temporary Learning Centres.</th>
<th>VUV</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 1.1 TLCs are established at damaged schools.</td>
<td>31,175,600</td>
<td>259,797</td>
</tr>
<tr>
<td>Output 1.2 TLCs are equipped with teaching and learning materials.</td>
<td>17,220,000</td>
<td>143,500</td>
</tr>
<tr>
<td><strong>Program management and quality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSU and Grant Agent support costs</td>
<td>11,560,000</td>
<td>196,333</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>59,995,600</td>
<td>499,630</td>
</tr>
<tr>
<td><strong>Agency fee (7%)</strong></td>
<td>4,200,000</td>
<td>35,000</td>
</tr>
</tbody>
</table>
4.9 Monitoring, evaluation and learning from evidence

Responsibility

The MoET Education Services Directorate will be responsible for monitoring the program supported by an embedded Save the Children MEAL Specialist. MoET and the MEAL Specialist will prepare a program MEAL Plan immediately following program effectiveness.

Monitoring

The key monitoring activities to measure output-level targets will be:

1. Activity reports (e.g. meeting minutes, workshop reports, technical review reports);
2. Distribution reports (e.g. number of TLC and materials procured, shipped or distributed);
3. Monitoring reports (e.g. to TLC sites); and
4. Attendance records (e.g. teacher and student attendance).

The program will develop and use a set of standard monitoring tools and maintain an intermediate beneficiary database to track involvement of MoET officers, schools and teachers.

Evaluation

MoET will conduct a VANSTA in 2021 supported by DFAT VESP which will track primary learning outcomes at the provincial level. This will evaluate the impact of the temporary learning provision on student literacy and numeracy outcomes at Y4 and Y6.

The key evaluation questions will be:

- What was the impact of TC Harold and COVID-19 closures on student’s learning, including children with disabilities?
- What is the change (if any) since the last VANSTA and PILNA?
- What are the students’ literacy and numeracy strengths and weaknesses?
- Are there any gender, age, location, disability or other factors influencing learning outcomes?
- What are recommendations for policy change, teacher education, curriculum development and school improvement?
- How can the VANSTA be improved?

Save the Children will also commission an external evaluation by an external evaluator to examine the program’s achievements against its planned outputs and outcomes using the revised DAC criteria (relevance, coherence, impact, effectiveness, sustainability and value-for-money) which will highlight lessons learned and best practice for knowledge sharing to GPE, GoV, EC and LEG.

Reporting

The embedded MEAL Specialist will support MoET to complete internal monthly progress reports. The program will produce Quarterly Reports summarizing outputs and implementation progress for the Senior Management Team (SMT), EC and LEG. The implementation completion report will use the standard GPE template.
### 4.10 Results framework

**Table 11 TC Harold results framework**

<table>
<thead>
<tr>
<th>Outcome/output</th>
<th>Indicator</th>
<th>Baseline</th>
<th>Target (30 June 2021)</th>
<th>Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primary school students in communities affected by TC Harold have access to safe, inclusive and resourced Temporary Learning Centres.</td>
<td>Number and % of children attending TLCs, by location, sex, age and disability.</td>
<td>0 (0%)</td>
<td>2,498 students&lt;sup&gt;34&lt;/sup&gt; 1,174 female 90% attendance</td>
<td>Attendance records</td>
</tr>
<tr>
<td></td>
<td>Number and % of teachers attending TLCs by sex</td>
<td>0 (0%)</td>
<td>125 teachers 71 female 100% attendance</td>
<td>Attendance records</td>
</tr>
<tr>
<td>1.1 TLCs are established at damaged schools.</td>
<td>Number of TLCs operational</td>
<td>0</td>
<td>119&lt;sup&gt;35&lt;/sup&gt;</td>
<td>Distribution records Monitoring reports</td>
</tr>
<tr>
<td>1.2 TLCs are equipped with teaching and learning materials.</td>
<td>Number of teaching and learning material sets distributed</td>
<td>0</td>
<td>125 sets 12,500 student reading books</td>
<td>Distribution records Monitoring reports</td>
</tr>
</tbody>
</table>

<sup>34</sup> Estimated as 90% of original enrollment based on student classroom ratio and assuming 30 TLCs per province.

<sup>35</sup> Estimated at 95% operational rate.
4.11 Donor coordination and aid effectiveness

The program has been designed in coordination with the EC including key development partners from the LEG. Consultations were held with the WASH and Shelter Clusters. Provision of TLCs and teaching and learning materials will be a shared responsibility between the GoV, DFAT, Save the Children, GPE and UNICEF.

Continuity of education is also reliant on clean water and sanitation. WASH in schools programs were already underway prior to the cyclone supported by MFAT (US$500,000) and Dubai Cares (US$40,000). VESP will be providing teacher training, communications and technical support to the forward EOC. MFAT have committed US$0.56m via VESP for infrastructure rehabilitation in addition to relief supplies and funding to the response plan. The GoV will be providing infrastructure reconstruction and school grants, and continues to pay the teachers’ salaries.

In the event of TLCs cannot be provided, the MoET and education authorities will distribute home-schooling packages developed under GPE COVID-19 program to caregivers and broadcast the home-schooling lessons.

Table 12 Development partner contributions to TC Harold response plan

<table>
<thead>
<tr>
<th>Development partner</th>
<th>Contribution</th>
<th>Value (US$)</th>
</tr>
</thead>
</table>
| DFAT/VESP           | • Airfare for 33 people for assessment in provinces  
  • IT support  
  • IT extra personnel  
  • CDU extra personnel  
  • *Awaiting assessment report for next phase of support* | TBC |
| DFAT/ Vanuatu Skills Partnership (VSP) | • Full Sanma team in EOC  
  • Director VSP relocated in Santo to assist with response since 13 April 20. He is playing a critical role in supporting the Secretary General of Sanma province to lead a coordinated and action-focused response.  
  • VSP Provincial Service Delivery Manager has been relocated within the Provincial EOC to lead the secretariat function  
  • Sanma Centre Manager is leading the logistics response.  
  • Other staff have been supporting the rapid assessment in Penama and Malampa provinces.  
  • Agriculture: recruitment of extra personnel  
  • Procurement of material, seedlings and seeds in cooperation with Dept of agriculture (food safety cluster) | Full activity budget and some personnel costs reallocated to TC Harold from April to June 2020 |
| DFAT Canberra       | • Up to AUD500,000 for curriculum material reprinting and purchase of tents with SCA  
  • Another AUD2 million through the DFA for TC Harold to be confirmed (will include UNICEF replenishment) | $325,000  
  $1,300,000  
  $1,625,000 |
| MFAT                | • Distribution of relief supplies to support shelter, livelihoods and hygiene concerns  
  • VT 33.4M (Logistics for NDMO – 10M; ADRA Pre-positioned supplies – 11.4M; Remaining to respond to other requests) | $274,000  
  $550,000  
  $550,000  
  $13,000  
  $1,387,000 |
4.12 Implementation arrangements

MoET

The overall responsibility for the grant is Mr. Samuel Katipa, Education Services Directorate at the MoET, reporting to the Director General and the SMT. The setting up of the TLCs will be led by the Vanuatu Mobile Force. The SMT will provide oversight of achievement of program activities.

Output 1 will be managed by the Procurement Unit and Output 2 will be managed by CDU. Monitoring of distribution to damaged schools will be the responsibility of the SIOs.

MoET TC Harold Task Force

The MoET TC Harold Task Force consists of national officers and leads effective implementation of the GPE activities as part of their overall responsibility to implement the Response Action Plan. The membership of the Task Force is:

- Director General (EOC Manager)
- Director ESD/Director TED (Alternate EOC Manager)
- Director PPU, PEO-PPU, EO (Deputy EOC Manager)
- (Education and Emergencies) National Program Coordinator EIE
- (Planning, Monitoring and Reporting) PPU Officers
- (Admin and Finance) Director, Finance and Admin
- (Teaching and Learning) Director ESD/Director TED/ VQA CEO

Program Support Unit (PSU)

To support both GPE programs, the Grant Agent will embed a small PSU into MoET to provide additional technical advice and fiduciary support due to the high demands on the Ministry during the COVID-19 and TC Harold emergencies. All PSU costs are covered by the COVID-19 grant. PSU staff will be hired by Save the Children and have dual-reporting lines to the MoET responsible officers and the Save the Children Director of Programs. The PSU staff will have nominated counterparts and a skills transfer mandate to increase sustainability. The PSU will support the MoET to develop and implement quarterly implementation plans and ensure that activities, financial management and procurement are conducted efficiently. The PSU roles are:

- Program Manager
- Procurement and Compliance Specialist
- Finance Specialist
• MEAL Specialist

The PSU will be strengthened by a short-term Education in Emergencies Specialist technical adviser. Save the Children will provide oversight, performance management and technical support to the PSU as necessary.

**Education Cluster (EC) and Local Education Group (LEG)**

Chaired by the Ministry of Education and Training (MoET), the EC will provide coordination, support and advice to the MoET Task Force and will continue to advocate for further humanitarian aid and reconstruction investment. The program will be flexible and respond to emerging needs if the situation changes. Any modifications to the modalities, implementation arrangements or budget will be approved by the LEG as per GPE Policy. Program progress will be reported at least monthly to the EC by MoET supported by the Grant Agent. The membership of the EC is:

- Ministry of Education and Training
- Save the Children
- UNICEF
- First Secretary (Education and Safer Communities), Australian High Commission
- Second Secretary (Development), New Zealand High Commission
- Conseilleere de Cooperation et d’Action Culturelle, French Embassy
- World Vision
- Live and Learn
- DSPPAC, PMO

In the event the EC is deactivated, coordination, technical support and oversight of the grant will be provided by the LEG. The LEG will receive and give feedback on draft reports, approve any changes to program implementation or modalities and ensure coordination with other development partner activities. The GPE grant will be a standing agenda item. The LEG members are:

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

Save the Children UK, Save the Children Australia and Save the Children in Vanuatu

Save the Children UK – a member of the Save the Children Alliance – holds an existing Financial Procedures Agreement with GPE and will be responsible for executing the agreement in relation to funding received for the program. Save the Children UK will subsequently enter into a member-to-member agreement with Save the Children Australia (SCA), that will define the responsibilities of each entity with regard to financing and flow of funds; administration, reporting and compliance.

Save the Children in Vanuatu is a locally registered entity that is wholly controlled by Save the Children Australia (SCA), an entity that provides risk and financial management oversight, operational support and funding subsidies for work undertaken in Vanuatu.

The GoV will sign a Grant Agreement (or equivalent) with SCA which defines the responsibilities, scope of work, fiduciary and procurement arrangements and dispute mechanism.

Disbursement
The grant will be transferred through Save the Children UK to SCA and onto the Save the Children in Vanuatu as grant income. Funds will be disbursed into the GoV Development Fund Account held with the Reserve Bank of Vanuatu in Vanuatu Vatu (VUV). MoET will request disbursement via a Disbursement Letter contingent on the next activities in the implementation plan agreed with the EC (or LEG) and Grant Agent and expenditure to date.

Financial management

Financial management will use GoV processes, templates and rules as described in Public Finance Management and Economic Act Consolidated 2009 and relevant Ministry of Finance and Economic Management (MFEM) Financial Circulars. To mitigate risks, high value activities will require a No Objection from the Grant Agent before expenditure and a project transaction ledger will be maintained. A PSU Finance Specialist will be embedded to provide direct support. Income and expenses from the program will be managed through the GoV SmartStream accounting system in the national Financial Management Information System. Program income and expenses will be reported in the national budget and quarterly budget reviews. The PSU will support monthly budget v actual expenditure reports and the Save the Children office will conduct spot-checks to reduce over or under-expenditure and risk of fraudulent activities.

Procurement

Procurement will use GoV processes, templates and rules as described in Government Contracts and Tenders (Amendment) Act of 2019, Central Tender Board (CTB) guidelines and MFEM Financial Circulars. Low-value procurements (VUV10m [US$83,000] or lower) are currently operating under special rules for the COVID-19 emergency and no longer require MFEM approval to expedite implementation. High-value procurements (VUV10m [US$83,000] or greater) will require CTB approval and will use standard open Requests For Tender (RFT) or (in the case of exceptional circumstances) Limited Tender. As per the Grant Agreement, a representative of the Grant Agent will be on tender panels for contracts above a specified limit and a contract ledger will be maintained and updated. A Procurement and Compliance Specialist will be embedded in the MoET to assist with large procurement activities (TLCs and teaching and learning materials).

Audit

The MoET Internal Audit Unit will provide an audit report as per the Expenditure Review and Audit (Amendment) Act 2019. A full program audit at the end of the program will be conducted by an external auditor hired by Save the Children. Audit reports and resulting action will be shared with the LEG.

Program Operations Manual (POM)

Detailed implementation arrangements will be described in the POM. These will include financial management and procurement processes, flow charts, checklists and templates. The POM will include the MEAL Plan and planning, budget and reporting templates. MoET, supported by the PSU, is responsible for the writing and updating of the POM.

36 https://ctb.gov.vu/legislation/tender-regulation
38 https://ctb.gov.vu/procedures/high-value-procurement
4.13 Risks and mitigation

Vanuatu is considered to be one of the world’s most vulnerable countries to natural hazards.\(^3^9\) Annual losses from disasters is estimated at 6.6 percent of Gross Domestic Product. TC Pam in March 2015 caused damage equivalent to 64 percent of GDP (US$450m).

Violence against women and girls is common; around half of Vanuatu women have experienced non-partner physical or sexual violence or both since they turned 15 (often from male family members).\(^4^0\) Health outcomes for Vanuatu’s people are further harmed by tropical infectious diseases, often caused by poor water and sanitation in rural areas. The country has very limited capacity to deal with large numbers of COVID-19 infections.

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

To mitigate these risks, Save the Children adheres to a strict Security and Safety Policy and regularly reviews current and emerging risks in discussion with the GoV and LEG members.

The POM will contain a full risk matrix and mitigation strategies but the highest risks are summarized below:

*Figure 6 High risks matrix*

<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk rating</th>
<th>Mitigation strategies</th>
<th>Risk rating after mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety and security</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major disaster in one or more target provinces resulting in suspension or restriction of activities and/or reprioritisation of resources/staff.</td>
<td>High</td>
<td>1. Emergency Preparedness Plan in place. 2. All program staff inducted in Plan. 3. Pre-position equipment and medical supplies in vehicles and provincial offices.</td>
<td>Moderate</td>
</tr>
<tr>
<td>Vehicle accident involving program staff, education staff or beneficiaries during program activity leading to injuries or loss of life.</td>
<td>High</td>
<td>1. Safety and Security Management Plan in place. 2. Safety and Security Manager in place and journey management plans for all activities 3. First aid equipment, GPS trackers and life jackets and emergency beacons in all program vehicles and dinghies. 4. All program staff inducted in Plan. 5. Regular review of security situation in provinces.</td>
<td>Moderate</td>
</tr>
<tr>
<td>COVID-19 outbreak leading to suspension of activities and travel and/or widespread unrest and/or illness.</td>
<td>High</td>
<td>1. Emergency Preparedness Plan in place. 2. All program staff inducted in Plan. 3. Pre-position equipment and medical supplies in vehicles and provincial offices. 4. Medical evacuation of sick staff.</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

\(^3^9\) Global Facility for Disaster Reduction and Recovery.  
\(^4^0\) [https://asiapacific.unwomen.org/en/countries/fiji/co/vanuatu](https://asiapacific.unwomen.org/en/countries/fiji/co/vanuatu)
<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk rating</th>
<th>Mitigation strategies</th>
<th>Risk rating after mitigation</th>
</tr>
</thead>
</table>
| Child protection or gender-based violence incident involving program or partner staff leading to harm to beneficiaries, conflict or reputational damage | High        | 1. Child protection, gender equity and safe guarding questions during selection, and training for all program staff.  
2. Safeguarding plan and checklist for all workshops and activities.  
3. Child safeguarding policy and code of conduct.  
5. Program monitoring data and reporting disaggregated by sex and disability. | Moderate      |
| **Political, economic and governance**                               |             |                                                                                                           |                             |
| Change in leadership at GoV/MoET leading to instability, change of priorities and lack of engagement. Dispute over program activities or direction. | High        | 1. Participatory program design including MoET SMT, LEG and EC.  
2. Embedded specialists.  
3. Active TWT.  
4. Alignment of program with VETTS. | Moderate      |
| **Operational and fiduciary**                                        |             |                                                                                                           |                             |
| Difficulty recruiting key personnel or high turnover of personnel. Lack of capacity in program and/or MoET staff. Overreliance on PSU. | High        | 1. Robust recruitment process including technical assessments.  
2. Competitive remuneration packages.  
4. Professional development opportunities and targeted training.  
5. Rapid capacity needs assessment and plan.  
6. Skills transfer from embedded PSU and technical advisers. | Moderate      |
| Fraud or theft of program materials                                 | High        | 1. Use and strengthen GoV financial management and procurement processes.  
2. Financial management and procurement assessment conducted during effectiveness/start up and regularly afterwards.  
3. Regular audits and spot checks.  
4. Monthly budget v actual expenditure reports.  
5. Rigorous background checks on program staff.  
6. Electronic transfer of funds where applicable. | Moderate      |
| **Technical**                                                       |             |                                                                                                           |                             |
| Production of home-school materials is not timely and an outbreak/school closures occur before they are ready | High        | 1. Additional technical advisor support if required.  
2. Close monitoring of production/development timelines by EC and LEG.  
3. Close coordination with UNICEF through technical working groups. | Moderate      |
4.14 Safeguards

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

**Personnel**

All PSU staff and technical advisers will be vetted prior to recruitment, receive mandatory induction training in child protection and gender, and will sign the Save the Children Code of Conduct. All program staff and MoET officers with access to schools and families (for example, during the evaluation of the draft materials) will abide by Vanuatu Teachers’ Code of Conduct (Teaching Service Act 39, of 2013) and the Vanuatu Teaching Service Staff Rule. All personnel involved in the program will receive training in safeguarding and child protection.

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

Support from SCA includes technical assistance from Child Protection and Safeguarding and Gender Advisers.

**Activities**

Workshops, meetings and visits outside of Port Vila will have a risk assessment prior to implementation using an inclusion and safety checklist to ensure staff and beneficiaries are safe and healthy during travel and the activity. This may include assessment of the security and weather situation, water and sanitation and consultation with provincial education officers, EC members and the police.

The checklist will include essential elements for inclusion and safety such as reducing the risk of sexual violence, provision of baby sitters, taking account different modes of transport, and ensuring the venue has adequate hygiene and sanitation.

**Child safeguarding**

Specific safeguarding activities include:

- Complaints’ response mechanism overseen by the Country Director;
- Research ethical approval for materials trial;
- Anonymisation of data;
- Consent for photographs and video;
- Consent for data collection and student assessment;
- All program staff terms of reference will include safeguarding and gender responsibilities;
- SIOs trained in safeguarding;
- Review of all materials and textbooks for gender and disability inclusion;
- Sufficient operational budget for safeguarding activities; and
- Coordination and reporting with EC and LEG members.
## 4.15 Implementation plan

<table>
<thead>
<tr>
<th>Code</th>
<th>Activity</th>
<th>Description</th>
<th>Unit cost</th>
<th>Frequency</th>
<th>Period</th>
<th>Total (AV)</th>
<th>Total (USD)</th>
<th>Duration</th>
<th>Implementation Location</th>
</tr>
</thead>
</table>
| O1   | EFMT      | Health staff to conduct VHIs | 16,000 | 36  | 6 months | 576,000 | 57,600 | 6 months | Port Vila
| O2   | Training for teachers | Funded by OZAT | 200 | 5 | 500 | 0 | 0 | 500 | Port Vila
| O3   | Procurement Specialist | Funded by GoI | 200 | 2 | 400 | 0 | 0 | 400 | Port Vila
| O4   | Internal audit | Funded under OZAT | 1,000 | 100 | 100 | 0 | 0 | 100 | Port Vila
| O5   | External audit | Funded under OZAT | 1,000 | 100 | 100 | 0 | 0 | 100 | Port Vila

**Total: $75,300 (495,000)**