Making Monitoring Evaluation and Learning Matter from Paper to People

Ethical, Community-Centred Approaches to Monitoring, Evaluation and Learning in the Vanuatu Education & Training Sector



Program Overview

- ni-Vanuatu-led co-investments between the Governments of Vanuatu and Australia.
- The **Vanuatu Australia Education Support Program** (VAESP) aims to improve literacy and numeracy outcomes for ni-Vanuatu children from K-6.
- The **Vanuatu Skills Partnership** is improving service delivery and increasing prosperity through the vector of the national **Post-School Education and Training (PSET)** system, in alignment with **Vanuatu's National Sustainable Development Plan 2030**.
- We are a coalition of ni-Vanuatu professionals and local actors working together to challenge the status quo within the system, with the shared goal of improving service delivery and strengthening nation-building efforts.
- Together, we partner to develop Vanuatu's future human resources, fostering prosperity, self-reliance, and sustainable national development.

Context- Power Dynamic Analysis

Improved literacy and numeracy for all ni-Vanuatu children & Improve service delivery through the vector of Skills.

Lack of technical skills **Lack of money**



Summarised the political, economic, and social factors interacting to influence systemic changes, policies, resource distribution, and power dynamics within the education and training sector.

People are not simply sources of numbers.
They are knowledge holders, interpreters of change and participants in deciding what should happen with the learning.

Grounding learning in relationships and place

Rigourous methodology



Relational accountability

- Who are we accountable to?
- What relationships are created through the process of gathering evidence?
- What responsibilities continue after someone has shared their knowledge with us?
- Who gets to interpret that knowledge?



The Vanuatu Institute of Technology (VIT), Malampa campus establishment and growth experience













1

We enter into a relationship

We build trust by spending time together and sharing what matters. We start with connection.

2

We listen and learn

We create safe spaces for everyone to share their experiences, ideas and what's important.

3

We make sense of what we are hearing together

We look at the insights together and identify key themes, opportunities and challenges.

4

We allow people to challenge it (and encourage them to)

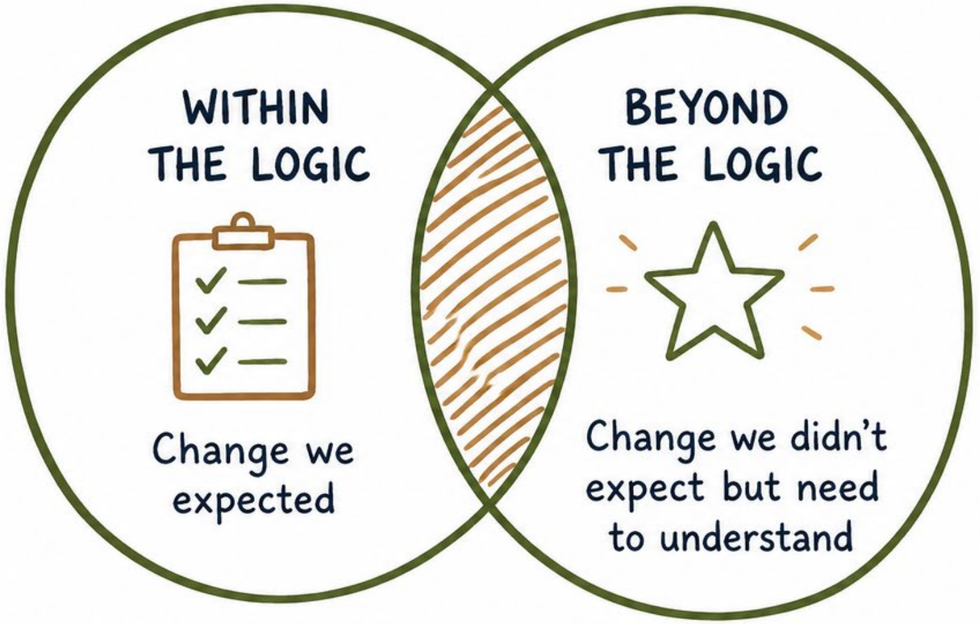
We invite feedback, questions and different perspectives to make sure we've got it right.

5

Together we decide what happens next

We agree on actions that reflect community priorities and lead to real change.

AN INDICATOR IS A STARTING POINT, NOT THE DEFINITION OF SUCCESS.



We see what fits, what doesn't,
and what else is influencing change.

Relational approaches to Pacific knowlege and learning



- Capturing change through relationships
- Learning as a collective process
- Supporting adaptive management
- Valuing local knowledge systems

Tok stori vā centred Storian Talanoa fa'afaletui

Respect, relevant, reciprocity & responsibility



> *If people contribute their time, experiences and knowledge to generate evidence, there should be some reciprocal benefit*

- What are we giving back?
- What changed because we listened?
- How do people need to receive information to connect with it?

Psychological safety, trust & adaptive/responsive design



It must be safe to fail, learn and adapt.

There must not be shame in failure.

At the same time, build trust by looking at not just the failures but where things are going well despite the odds.

Thank you

