



**VAESP**

**VANUATU AUSTRALIA  
EDUCATION SUPPORT  
PROGRAM**

## **School Grant Case Studies**

June 2024



Vanuatu Australia Education Support Program is managed by Tetra Tech International Development, on behalf of the Australian Government.

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## Abbreviations

COVID-19	Coronavirus disease of 2019
DFAT	The Australian Department of Foreign Affairs and Trade
MoET	Ministry of Education and Training
OV	Open Vanuatu Education Management Information System
TC	Tropical Cyclone
VAESP	Vanuatu Australia Education Support Program



## 1 Background

Responding to a request from the Australian Department of Foreign Affairs and Trade (DFAT) and the Ministry of Education and Training (MoET), the Vanuatu Australia Education Support Program (VAESP) supported 10 case studies demonstrating utilisation of school grants in schools. These case studies document good stories from selected schools, showcasing ways in which schools have used their school grants to improve overall access, quality and management in education in Vanuatu. They focus on the period ranging from January 2022 through to July 2023.

The objectives of the school grant program developed by MoET are to increase access to education and training for all, reduce the financial burden on parents in sending their children to school and improve the quality of teaching and learning.

In **2022**, all eligible government and non-government assisted schools received the grants below:

- Early Childhood Education Grant for ages 4 and 5 at 9,000VT per student
- Primary School Grant for Years 1 to 6 at 8,900VT per student
- Secondary School Grant for Years 7 to 14 at 8,125VT per student
- Secondary School Tuition Fee Subsidy for Years 7 to 10 at 42,000VT per student

Furthermore, in response to the Coronavirus disease of 2019 (COVID-19) and tropical cyclone (TC) Harold, collaboration between MoET and the Government of Australia provided additional funding for school grants to all eligible government and non-government assisted primary schools. This funding consisted of the following:

- Contribution to Boarding Fees for Years 7 to 13/14 at 45,000VT per student
- Secondary School Tuition Fee Subsidy for Years 11 to 13/14 at 42,000VT per student
- Exam Fees for Years 12 to 13/14, depending on the subjects

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MoET also partnered with the Government of Australia in providing additional financial assistance to non-government schools for the first time, consisting of the following:

- Primary School Grant for Years 1 to 6 at 42,000VT per student
- Secondary School Grant for Years 7 to 13/14 at 42,000VT per student
- Registered Training Providers at 42,000VT per student

In **2023**, all eligible government and non-government assisted schools received the following grants:

- Early Childhood Education Grant for Ages 4 & 5 at 9,000VT per student
- Primary School Grant for Years 1 to 6 at 8,900VT per student
- Secondary School Grant for Years 7 to 14 at 8,125VT per student
- Secondary School Tuition Fee Subsidy for Years 7 to 13/14 at 42,000VT per student
- Exam Fees for Years 12 to 13/14, depending on the subjects
- Registered Training Providers at 42,000VT per student

As per MoET regulations, the school grants must be used only to cover expenditure that directly benefits students, as detailed in the Grant Code. The principal must consult with the School Council to develop the School Strategic Plan and the school budget. The School Strategic Plan and the school budget are to be approved by the School Council in consultation with the school community. The school community should consist of parents, teachers and students.

The case studies capture narratives on challenges schools face and how they used their school grants to address these challenges. The case studies highlight the following:

- The use of the school grants and their impact on improving teaching and learning
- The possible effects of school grants on school communities and how contributions to fees mitigated the economic impacts of the pandemic
- The potential for improving grant administration
- The commitment of the governments of Vanuatu and Australia to education

Hopefully, these good stories will inspire school leaders and other education stakeholders across the country in the efforts to improve education for all children across the country.



## 2 Methodology

The case studies focused on two areas:

- The impact of COVID-19 and TCs Judy and Kevin on school communities
- The impact of school grants on school communities

The 10 case studies cover the following schools selected by MoET's Directorate of Finance and Administration under their discretion. They wanted to include primary schools, secondary schools and vocational centres in both urban and rural areas.

### Efate

- Lycée Louis Antoine de Bougainville
- Malapoa College
- Pacific Vocational Training Centre
- Vanuatu Institute of Technology

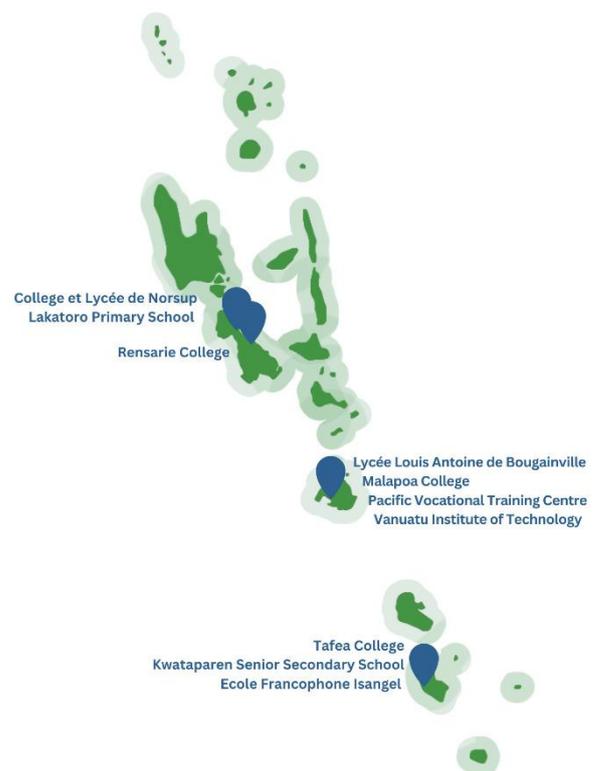
### Malekula

- College et Lycée de Norsup
- Rensarie College
- Lakatoro Primary School

### Tanna

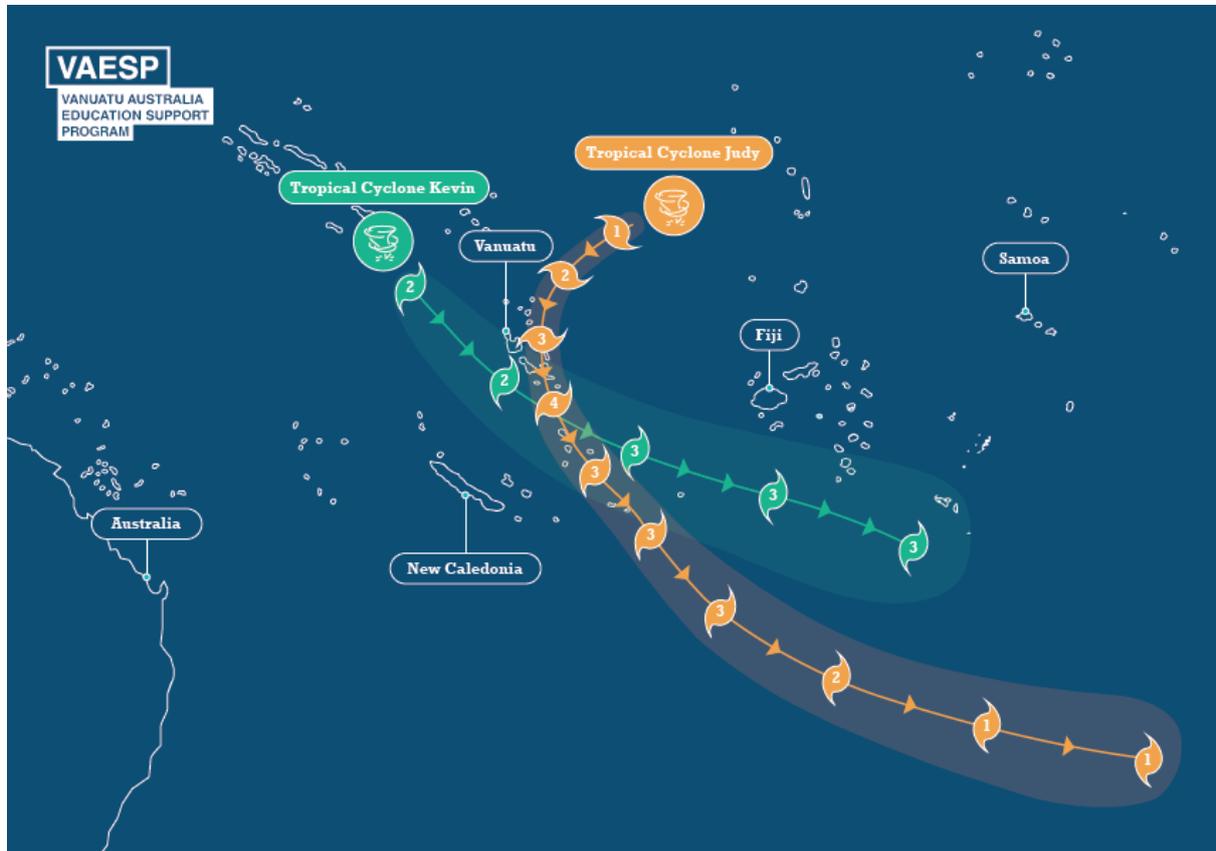
- Tafea College
- Kwataparen Senior Secondary School
- Ecole Francophone Isangel

Figure 1: Location of the schools selected



The figure below outlines the intersecting path of the ‘twin’ Tropical cyclones, Judy and Kevin (category 4-5) and the wide exposure across Vanuatu’s islands.

Figure 2: Cyclone path of TCs Judy and Kevin



**Table 1: Numbers of teachers and students per school in 2024<sup>1</sup>**

<b>School</b>	<b>Language</b>	<b>Levels</b>	<b>Number of female teachers</b>	<b>Number of male teachers</b>	<b>Number of teachers</b>	<b>Number of boys</b>	<b>Number of girls</b>	<b>Total number of students</b>
Lycée Louis Antoine de Bougainville	French	Years 9-14	31	21	52	507	670	1,177
Malapoa College	English	Years 9-13	48	30	78	549	907	1,456
Pacific Vocational Training Centre	English	Post-School Education and Training	1	1	7	138	31	169
Vanuatu Institute of Technology	Bilingual	Post-School Education and Training	26	32	58	914	704	1,618
College et Lycée de Norsup	French	Years 7-13	12	16	28	318	371	689
Rensarie College	English	Years 7-13	15	15	30	344	398	742
Lakatoro Primary School	English	K-Year 10	15	9	24	371	343	714
Tafea College	Bilingual	Years 7-13	11	10	21	203	224	427
Kwataparen Senior Secondary School	English	Years 7-13	4	6	10	229	201	430
Ecole Francophone Isangel	French	K-Year 6	3	16	19	109	100	209

<sup>1</sup> The data in this table were collected from Open Vanuatu Education Management Information System (OV). Data in OV are constantly changing, as new students enrol or move from the schools and new teachers are hired or resign.

**Table 2: Numbers of students per school<sup>2</sup>**

<b>School</b>	<b>Number of students in 2022</b>	<b>Number of students in 2023</b>	<b>Number of students in 2024</b>
Lycée Louis Antoine de Bougainville	1,085	1,072	1,177
Malapoa College	1,371	1,367	1,456
Pacific Vocational Training Centre	117	151	169
Vanuatu Institute of Technology	1,099	2,059	1,618
College et Lycée de Norsup	318	383	689
Rensarie College	516	527	742
Lakatoro Primary School	382	400	714
Tafea College	351	396	427
Kwataparen Senior Secondary School	335	387	430
Ecole Francophone Isangel	89	100	209

Due to flight issues with Air Vanuatu, Losolava Junior Secondary School and Santa Maria Primary School in Gaua will be covered later in 2024 (pending flight availability).

Information was collected through semi-structured interviews with principals, teachers, parents and school communities. A photographer took pictures to illustrate the case studies.

The list of questions asked of the various interviewees is in Annex 2.

All questions were asked in the preferred languages of the interviewee – Bislama, English or French – and used terms and expressions familiar to interviewees.

All participants gave their signed consent to record and use their stories, words and images. In each school, except the Pacific Vocational Training Centre, the following people were interviewed:

- One female teacher
- One male teacher
- One mother
- One father
- One representative of the School Council

<sup>2</sup> The data in this table were collected from Open Vanuatu Education Management Information System (OV). Data in OV are constantly changing, as new students enrol or move from the schools and new teachers are hired or resign.

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In the Pacific Vocational Training Centre, there is no School Council, and the only female teacher is the principal. Consequently, only four interviews were conducted, with the principal, a male teacher, a mother and a father.

The list of all the participants is in Annex 1. The case studies included interviews with:

- Eight principals
- Two acting principals
- 19 teachers
- 10 female legal guardians
- 10 male legal guardians
- Nine School Council representatives

In total, 21 women and 37 men were interviewed.



### 3 Introduction

These case studies are presented in this consolidated report comprising school-focused narratives, pictures and quotes.

An overview of each school is provided in a double-sided factsheet that outlines the use of school grant funds, the impact on communities and future priorities, and includes testimonials and pictures.

Two thematic double-sided factsheets have also been developed focusing on the impact of COVID-19 and TCs Judy and Kevin.

The factsheets presented in the next pages reveal several common themes that highlight the impact and utilisation of school grants across various schools. These themes demonstrate how school leaders and their communities promoted the use of grants to enhance teaching and learning, improve infrastructure, and support digital transformation. The narratives in the factsheets illustrate the profound impact on community engagement and health preparedness. It is also possible to derive from the narratives how the regular and predictable income schools receive through the school grants program enables them to draft long-term plans, for continued improvement and resilience.

Each of these areas underscores the critical role that school grants play in supporting educational development, addressing challenges, and fostering a collaborative environment for students, teachers, and the broader community.



## 4 Executive summary

Responses from all interviewees were very positive about the utility of the school grants, completing schools.

**Table 3: Amounts of grants received per school**

<b>School</b>	<b>Amount of school grant received in 2022</b>	<b>Amount of school grant received in 2023</b>
Lycée Louis Antoine de Bougainville	VT 77,774,040	VT 66,144,164
Malapoa College	VT 105,759,644	VT 83,864,415
Pacific Vocational Training Centre	VT 6,720,000	VT 2,940,000
Vanuatu Institute of Technology	VT 39,564,000	VT 36,729,000
College et Lycée de Norsup	VT 21,653,960	VT 34,762,988
Rensarie College	VT 45,003,065	VT 34,762,988
Lakatoro Primary School	VT 21,385,425	VT 23,287,745
Tafea College	VT 41,507,023	VT 36,351,307
Kwataparen Senior Secondary School	VT 19,567,000	VT 15,788,473
Ecole Francophone Isangel	VT 15,291,875	VT 5,112,750

### **Access, quality and management**

Most of the respondents said that school grants significantly improved access by funding boarding facilities and covering fees, leading to higher enrolment and reduced dropout rates. They contributed to improving the quality of teaching provided by investments in professional development, additional staff, and better resources, ensuring teachers are well-equipped. Effective management was evident through strategic use of grants for operational costs, infrastructure improvements, and transparent fund allocation and timely financial reporting. Community involvement and crisis preparedness further underscored efficient management, demonstrating how grants supported educational resilience and excellence in Vanuatu.

### **Use of school grants**

Across the 10 case studies, schools mentioned using the grants to enhance teaching and learning by purchasing educational resources, improving infrastructure, and supporting digital transformation for remote learning despite challenges with inadequate internet connectivity and digital devices. The grants also covered operational costs, such as utilities and maintenance, and supported nutritional programs by providing healthy meals. Additionally, the funds helped hire temporary teachers to maintain student-teacher ratios and support students' holistic development.

### **Impact on communities of school grants**

Interviewees were clear on how school grants impacted communities by reducing the financial burden on families, enabling children to continue their education despite economic challenges and health crises. This financial relief led to reduced dropouts and increased enrolment, as education became more affordable. The grants also facilitated the speedy reopening of schools, provided health preparedness with necessary supplies, and boosted community solidarity, fostering strong motivation for rebuilding efforts. Enhanced engagement among parents, students, and school staff ensured better education continuity and infrastructure reliability during crises, despite difficulties in tracking student progress remotely and limited access to learning resources.

### **Health and wellbeing**

Across the 10 case studies, psychosocial support and health preparedness were frequently emphasised by interviewees. Schools used grants to provide mental health resources, counselling services, and safe spaces for students and staff to address the psychological impacts of natural disasters and the COVID-19 pandemic. Health preparedness included purchasing thermometers, gloves, hand sanitisers, and masks to ensure safety during health crises and demonstrated adherence to MoET's policy guidance, regarding the conditions for reopening schools. These measures protected the school community and promoted a stable learning environment, highlighting the importance of wellbeing and readiness in maintaining educational continuity during emergencies.

### **Future priorities**

Across the 10 case studies, common future priorities were identified by schools and institutions including expanding and improving infrastructure, such as additional classrooms, cyclone-proof buildings, and better sanitation facilities. Enhancing digital infrastructure and internet connectivity to support continuous education during crises is also emphasised, addressing the ongoing challenge of inadequate internet access. Schools plan to focus on teacher support and professional development, particularly in digital skills and new teaching methodologies. Additionally, there is a strong emphasis on crisis preparedness and resilience, including disaster response strategies and health measures. Strengthening community engagement and parental involvement in education is also a key priority.

## Case Study

# Lycée Louis Antoine de Bougainville

## School grant use and impact

### Background

Located in Port Vila, Lycée Louis Antoine de Bougainville is a francophone secondary school operating since 1968. It has 1,178 students from Years 9 to 14, including 200 boarding students, with 55 government-paid teachers and three temporary teachers. Enrolment has risen by 400 students in recent years, including students from schools impacted by cyclones. School grants allow for more efficient school management, as the administration team spends less time following up payments with parents. The school council manages the budget and allocates the grant according to the school administration's recommendations.



### Future priorities

- **Develop online national home-school packages** for all year levels and subjects to maintain education continuity and reduce post-disaster printing costs.
- **Equip each teacher with a laptop and internet connection** to ensure uninterrupted teaching.
- **Build additional classrooms and renovate existing buildings** to accommodate the growing student population.
- **Provide psychological and mental health support** for students.

### Use of school grants



#### Teaching and learning

Lycée Louis Antoine de Bougainville uses school grants to purchase stationery, tables, chairs, internet subscriptions, and resources for students and teachers. The grants also fund activities and wages for additional temporary teachers.



#### Maintenance

Lycée Louis Antoine de Bougainville uses school grants for maintenance and operational costs like electricity and water. Grants also fund facility renovations and construction of new classrooms.



#### Healthy nutrition

Lycée Louis Antoine de Bougainville uses school grants to cover food costs for students, ensuring they eat healthy meals.

# ➤ Impact on communities



## Reduced financial burden on families

Education is more affordable, so more children attend school.



## Reduced dropouts

Children remain in school despite challenges, benefiting from tuition, boarding, and not incurring exam fees.



## Better education continuity

Fewer disruptions caused by unpaid school fees or dropouts.



*“Thanks to the school grants, we've significantly enhanced access to quality education for children in Vanuatu. These grants ensure that education remains continuous and seamless, cutting down the financial burdens on families and allowing every child to thrive academically without worry.”*

**Mr. Anthony Harry, Principal at Lycée Louis Antoine de Bougainville**



*“The school council allocates grants based on the recommendations from the school management on various projects. At the end of the academic year, the school presents a comprehensive report to all parents detailing the use of the funds throughout the year. It is fully transparent.”*

**Mr. Ben Boulekouran, Chairman of Lycée Louis Antoine de Bougainville school council**



*“These grants ensure that children can continue their education. School becomes a safe haven where students can express their anxieties and worries, and receive the mental and psychological support they so desperately needed. The psycho-social support provided at school has been crucial for their recovery and well-being.”*

**Mrs. Claire Luan, teacher of Civic and Citizenship Education**



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## Case Study

# Malapoa College

## School grant use and impact

### Background

Malapoa College, an anglophone secondary school in Port Vila, Efate, opened in 1966. With over 1,400 students from Years 7 to 13 and 90 government-paid teachers, it is Vanuatu's largest secondary school. The school has 600 boarding students from rural areas and islands (350 girls and 250 boys). The school faces challenges, such as increased enrolments, high operational costs and lack of a school garden. The School Council and school administration manage the College's budget, while a school community association involves parents in policy awareness, administration, fundraising, communication, and minor repairs.



### Future priorities

- **Seek additional funds** to meet higher operational costs incurred as a large urban school, to invest in teaching resources and learning infrastructures and respond to building damage.
- **Raise awareness on preparedness** and support for schools, students, and learning during crises.
- **Prepare online resources and internet connectivity** to ensure schooling continues following disasters.
- **Develop** and implement a practical, realistic **disaster response plan**.
- **Increase understanding among parents about operational costs** to build support for school fees.

### Use of school grants



#### Teaching and learning

Malapoa College uses school grants to enhance teaching and learning by purchasing books, furniture, and stationery. It has also invested in a computer lab, and covers wages for 12 additional temporary teachers to ensure quality education amid rising enrolments.



#### Maintenance

Thanks to the grants, Malapoa College is able to continue operating. The grants give the College a regular funding that pays for on-going maintenance and minor renovations of infrastructure, ensuring safe and comfortable learning environment.



#### Healthy nutrition

Malapoa College uses its school grants to support the school's canteen, financing healthy and balanced meals for students to ensure adequate nutrition and improve academic performance.



## Impact on communities



### Reduced financial burden on families

Education is more affordable, so more children attend school.



### Improved education

More teachers are hired, allowing teachers to better focus on their students.



*“School grants ensure Malapoa College can access better facilities, internet, and other learning resources. With 1,400 students, the budget is stretched thin, so these grants help immensely. They cover many expenses; they improve the well-being of our children.”*

**Mr. Wesley Obed, father of a student at Malapoa College and Vice-Chairman of the school community association**

“The school grants are invaluable in covering operational costs and easing the burden on families, especially following cyclones and COVID-19. They help us maintain learning conditions, provide essential resources like books, chairs, and tables, and hire additional teachers. However, for a school like Malapoa College, the high operational costs mean we still struggle to afford infrastructure development and sufficient teaching resources.”

**Mr. Agasten Tabi, Acting Principal at Malapoa College**



*“The grants help keep school fees manageable, easing the burden on parents. They ensure students can continue attending classes and support the school in maintaining operations even during crises or natural disasters.”*

**Mr. Fred Samuel, Chairman of Malapoa College school council**



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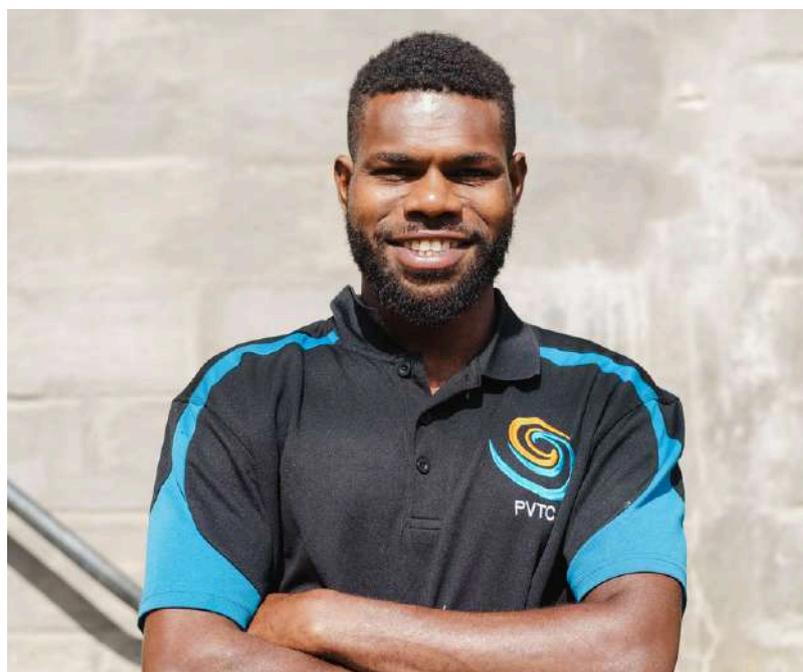
## Case Study

# The Pacific Vocational Training Centre

### School grant use and impact

## Background

The Pacific Vocational Training Centre, in Port Vila, Efate, is an anglophone institution offering post-school education and training. It has 169 students and seven teachers. Courses are accredited by the Vanuatu Qualification Authority and range from Certificate I to Certificate IV in fields such as electrical engineering, mechanical engineering, ICT, computing, plumbing, automotive, refrigeration and air-conditioning. The Centre aims to bolster Vanuatu's human resources as outlined in the National Human Resources Development Plan 2030. In 2022 and 2023, the Centre received one-off school grants through additional COVID-19 funding from the Ministry of Education and Training, with support from the Government of Australia. They enabled the Centre to continue to deliver its services. The Centre is still growing and does not have a school council yet.



## Use of school grants

### Teaching and learning

The Pacific Vocational Training Centre used its school grants to fund teachers' salaries and purchase materials and tools for courses.

### Maintenance

The 2022 and 2023 school grants covered operational expenses, such as electricity and water bills, as well as minor repairs to facilities.

### COVID-19 measures

The Centre used the school grants to purchase essential items like water taps, masks, hand sanitisers, and other equipment to keep students and staff safe during the pandemic.

## Future priorities

- **Expand facilities** to reach more students.
- **Establish a school council body** to help guide priorities and activities.
- **Develop more Certificate IV courses** to increase its capacity in upskilling Vanuatu's workforce.

# Impact on communities



## Reduced financial burden on families

More affordable vocational education, so more students enrolled and dropouts were reduced.



## More skilled labour in Vanuatu

Recognised qualifications making it easier for students to find work after completing their studies.



*“School grants make all the difference in enabling students to enrol and complete their courses. This support is crucial for developing the skills of Vanuatu youth, aligning with the goals of the Vanuatu National Human Resources Development Plan 2030. The certificates' recognition in Australia and New Zealand enhances work opportunities. The grants helped us in boosting the capacity of our institution.”*

**Mrs. Lisa Toa, Principal at Pacific Vocational Training Centre**



*“Receiving school grants annually would significantly reduce dropout rates and ensure better access to vocational education for young men and women in Vanuatu. This support is crucial for cultivating a skilled labour force that meets our country's evolving needs. Currently, most of the dropouts are due to financial reasons.”*

**Mr. Stephen Mataitini, Senior Electrical Engineering Trainer at Pacific Vocational Training Centre**



*“The school grants were a tremendous relief, especially after the financial challenges brought on by COVID-19. They were crucial in ensuring that children remain at schools.”*

**Mrs. Lucyana Natuoivi, mother of a student at Pacific Vocational Training Centre**



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## Case Study

# Vanuatu Institute of Technology

### School grant use and impact

## Background

The Vanuatu Institute of Technology (VIT) was established in 1970 and is located in Port Vila, Efate. It has over 1,600 students, with 42 government-paid teachers and 16 temporary trainers. The bilingual Post-School Education and Training institution offers courses accredited by the Vanuatu Qualification Authority to strengthen Vanuatu's human resources and meet the demand for skilled labour. VIT provides 25 programs, ranging from Certificate I to Certificate IV in areas such as hospitality, tourism, automotive engineering, building construction, finance, IT, carpentry, and climate change and disaster risk reduction. VIT is growing rapidly, with student enrolment increasing tenfold over the past four years. The principal, the administration, and the school council collaboratively manage VIT's budget and strategy. In 2022 and 2023, VIT received school grants through additional COVID-19 funding from the Ministry of Education and Training, supported by the Government of Australia .

## Future priorities

- **Expand facilities** to accommodate more students.
- **Enhance digital literacy and access for students**, starting in secondary school, and ensure students have both internet access and an appropriate digital device to maintain learning continuity after disasters or other interruptions.

## Use of school grants



### Teaching and learning

VIT used the 2022 and 2023 school grants to support enhancing access, quality and management of education and expanding to online delivery with a new digital learning platform. The grants ensured course delivery despite reduced fee payment during the COVID-19 pandemic and funded new learning resources and training materials across all fields.



### COVID-19 measures

VIT used the school grants to purchase essential items such as water taps, masks, hand sanitisers and other equipment for implementing the pandemic's Standard Operating Procedures.



# Impact on communities



## Increased access

Significantly improved access to education, resulting in higher enrolment rates.



## Reduced financial burden on families

Reducing dropout rates despite the ongoing economic challenges.



*“The stimulus packages greatly improved access, quality and management of education at VIT. We invested the funds in learning resources, including the online learning platform. The grants helped reduce expenses for parents.”*

**Mr. Wade Evans, Principal at VIT**



*“The school grants provided in 2022 and 2023 were crucial in ensuring the delivery of VIT's courses. The impact of COVID-19 severely affected fee collection, and this support was essential to continue providing quality education and developing the course offer.”*

**Mr. Fremden Shadrack, VIT's school council chairman**



*“The support provided was incredibly helpful. My daughter managed to complete her studies and has now secured a permanent position in a well-known business's accounting department. This achievement would not have been possible without the excellent work done by VIT and my daughter's determination.”*

**Mrs. Estella Ramram, mother of a student at VIT**





## Case Study

# Collège et Lycée de Norsup

School grant use and impact

## Background

College et Lycée de Norsup is located in Northern Malekula. The Francophone school has nearly 600 students, from early childhood education to secondary. School grants have been used to increase enrolments and enhance institutional capacity and resources.



## Future priorities

- **Increase parental involvement:** Encourage parents to support their children’s education by raising awareness about the importance of learning and what parents can do.
- **Enhance communication:** Establish a satellite connection for disaster response and to ensure learning continuity.
- **Crisis preparedness:** Better prepare parents, teachers, and staff for crisis situations.

## Use of school grants

### Improving quality education

College et Lycée de Norsup uses school grants to enhance educational resources, including video and mobile projectors, making learning more engaging and attractive for students. The grants also fund internet connectivity and additional teachers, improving education quality, especially for students with limited home internet. Additionally, they support teacher-proposed agriculture and gardening projects, contributing to food and nutrition security.

### Better facilities

The school uses school grants to repair and maintain school assets. It is currently using grants to construct a science laboratory with a storage room, an information technology room, and a permanent early childhood education classroom to replace the current one with a natangora roof. Previous grants were used to install seven handwashing stations, renovate toilets and replace 40-year-old furniture.



# ➤ Impact on communities



## Reduced financial burden on families

School grants cover most costs, so parents only pay a small fee, making education affordable for all families.



## Educational continuity during agricultural crises

Grants mean children can stay in school even if their family income is affected by disasters or crop problems.



## Greater focus on educational infrastructure

With the government covering costs and fewer outstanding fees, the school can use regular income to improve infrastructure.



*“The support from school grants is very important. These grants make a significant difference, as the government covers most of the costs, leaving parents to pay only a small fee. This ensures that even unemployed parents can afford to send their children to school.”*

**Mr. Xavio Sarsoum, school council member**



*“Computer labs are mandatory now so we can take full advantage of information technology (IT) progress; that’s why the schools invest in IT solutions to make teaching more efficient through e-learning and IT devices.”*

**Mr. Cyriaque Kalnpel, College et Lycée de Norsup Principal**



*“The Government supports parents and children’s education. Parents must take more responsibility for their children’s education. We need to raise awareness about the importance of parental support in children’s learning. They should teach valuable life skills and foster a love for learning.”*

**Mrs. Sylvie Malres, teacher**





# Case Study

## Rensarie College

School grant use and impact

### ▶ Background

Rensarie College in rural Central East Malekula is the only English-speaking senior secondary school on Malekula. It has 29 staff members and over 886 students, including secondary and primary students. Enrolments are growing, as the local population grows. Without access to grid power, the secondary school uses a generator during the day. It also has a satellite internet connection. The school has dormitories so students from distant areas can access education.



### ▶ Future priorities

- Increase transparency in allocation of the school grants to include communities, parents, school staff and teachers.
- Increase awareness on the importance of parents' engagement with, and support for, children's learning.
- Increase awareness on the importance of education for students to encourage commitment.

### ▶ Use of school grants

#### Improved teaching and learning

Rensarie College uses school grants to purchase stationery, textbooks, exercise books, and resources for the science laboratory and library. Rensarie College also uses the grants to improve teaching quality and departmental management, by contracting additional teachers, funding professional development.

#### Enhanced digital learning

Rensarie College used the school grants to purchase a generator and fuel. It also purchased 40 computers and funds satellite internet to improve cost-efficiency and ongoing school operations during crises.

#### Better infrastructure

Rensarie College has strong community connections and uses community labour to maintain and renovate buildings to ensure they are cyclone-proof. The College used the school grants to buy chairs, tables, and a water tank, and to upgrade ablution facilities, septic tanks, and dormitories.



## ➤ Impact on communities



Less financial burden on families, ensuring fewer children out of school and lower dropout rates, even amid economic challenges



Improve quality of education, with better resources and teacher capacity



Significantly improved access to education, resulting in higher enrolment rates



Boarding fees crucial as many students are boarders coming from distant areas



*“The school grants have been instrumental in enhancing our educational resources and infrastructure. We’ve equipped our science lab, stocked the library with new books, and upgraded our digital learning capabilities with 40 new computers. This has significantly improved the learning environment for our students.”*

**Mr. Elson Jack, Rensarie College Principal**

*“Ensuring our school buildings are cyclone-proof is crucial for the safety and continuity of education. The school grants have allowed us to maintain our facilities. We need further investment to make the building more resilient to extreme weather and protect our students and staff, ensuring that learning can continue uninterrupted.”*

**Mrs. Shirley Grinvelle, school council member**



*“The school grants greatly reduce my financial burden. By covering the school fees as well as some costs like stationery, textbooks, and access to internet resources, I can now focus on other essential needs for my family. It's a relief knowing my children have the resources they need for their education.”*

**Mr. Japeheth Rohen, a student's father**



## Case Study

# Lakatoro Primary School

### School grant use and impact

## Background

Lakatoro Primary School, located in urban Northern Malekula, has over 700 students from early childhood to junior secondary level. Enrolments have risen due to its central location, strong academic results and collaboration with local feeder schools. While the number of teachers has increased, there is still a shortage of teachers. The school council allocates grants based on recommendations from the principal and heads of departments, teacher needs, and the School Strategic Plan.



## Future priorities

- **Crisis management awareness:** Increase awareness so the school can better respond to crises.
- **More funds for building improvements** to accommodate increased enrolments.

## Use of school grants

### Improved teaching and learning

Lakatoro Primary School uses school grants to enhance teaching and learning by purchasing items, such as printers, stationery, tables, chairs, fibre and satellite internet connections, and other educational resources. Additionally, grants fund activities like professional development workshops for teachers to maintain high teaching standards, and hiring of additional teachers.

### Better infrastructure

The school uses school grants for maintenance and infrastructure improvements. This includes new water, sanitation and hygiene stations, toilets, water tanks, building two new classrooms, and upgrading primary classrooms and the dining hall. Post-COVID-19 pandemic, grants covered hand sanitisers, face masks, and cleaning products.

### Community engagement

The school uses the grants to raise awareness among parents and communities about the right to education, the importance of right age enrolment for all children, including those with disability, and school attendance. The school also hosts open days to encourage parental engagement and support to improve students' learning.



## ▶ Impact on communities



### Reduced financial burden on families

Education is more affordable so more children can attend school



### Boosted engagement

Parents, students, teachers, and school staff feel supported and engaged in education



### Mitigate disaster impacts

Better and more reliable infrastructure so education can continue during crises



*“The school grants transform education for our children. They improve access to schooling, but they also enhance the quality of education. With better resources and equipped teachers, our children have more chances to excel. Lakatoro Primary School's impressive academic results speak volumes about the positive impact of these grants on our children's education.”*

*Our school community is committed to supporting the school. Our school community association provides parental support in various ways, from organising clean-ups after cyclones to fundraising for school development projects. Together, we ensure a better learning environment for our children.”*

**Mr. Dansen Uran, father of student in Lakatoro Primary School**



*“Waiving the school fees has been incredibly helpful for families, ensuring that kids stay in school despite the increasing frequency of disasters. Parents are very grateful, and we've seen a positive impact on education even in challenging times. This support is crucial for maintaining our students' learning continuity.”*

**Mr. Quensy Tasongi, school council member**



*“We put a lot of effort into ensuring access to quality education, fostering parental support, and maintaining high attendance. This is why we continuously strengthen relationships with parents and communities, as their involvement is crucial to our students' success.”*

**Mr. John Kampai, Lakatoro Primary School Principal**





# Case Study Tafea College

School grant use and impact

## Background

Established in 1986 in Northern Tanna, Tafea College is a bilingual secondary school serving students from Years 7 to 13/14. It has over 430 students, including boarders from remote communities, and 21 government-paid teachers. Rising enrolment required an increase in teaching staff. Parents and the community are deeply engaged with the school, conducting repairs, clean-ups and other activities. The School Council determines allocation of school grants, incorporating input from the principal and parents.



## Future priorities

- Engage communities in school activities
- Access support to **enhance facilities**, including building additional dormitories and classrooms to accommodate the growing population's needs.

## Use of school grants

### Teaching and learning

Tafea College uses school grants to enhance teaching and learning, funding temporary teacher wages, professional development workshops for teachers, academic initiatives, and enriching activities, such as field trips and fun learning activities. It also invests in educational resources, such as textbooks, books, new computers, sports equipment, as well as a computer lab and science lab. Tafea College has also invested in internet access and introduced online learning options.

### Better infrastructure

Tafea College also uses grants to enhance infrastructure, including maintaining and renovating buildings and staff houses, building additional classrooms to accommodate the rising student population, improving water facilities and buying furniture like chairs and tables. It has funded improvements to access roads to the school and transportation for students. Plans are in place to construct a school fence for child safety and address attendance issues.

### Healthy nutrition

Tafea College uses school grants to fund student meals in the canteen, ensuring adequate nutrition for students.

# Impact on communities



## Increased access

All children can go to school



## Reduced financial burden on families

Children are more likely to attend and stay in school



*“As a principal, I am grateful for the additional school grants. They reduce the burden on families, and despite the challenges, they ensure our students remain in the school and receive the education they deserve. It is a game changer.”*

**Mr. Iaka Maimai, Principal at Tafea College**



*“In the past, many parents in our community faced the difficult choice of selecting which of their children could attend school due to the high costs of education. Fortunately, the introduction of school grants has significantly eased families’ finances. Consequently, we have seen a remarkable increase in enrolment at Tafea College, even through numerous challenges and disasters.”*

**Mrs. Letin Abel Willie, English teacher and Academic Principal at Tafea College**



*“As a father, I appreciate that school financial reports are shared openly with us. Through the school and community association, we, parents, have representation on the school council. This ensures we know how grants are being used and that we have a voice in the decision-making process.”*

**Mr. Timothy Waffers, father of a student at Tafea College**



## Case Study

# Kwataparen Adventist Secondary School

## School grant use and impact

### Background

Kwataparen Secondary School, situated in a rural area on the west coast of Tanna, is a Seventh-day Adventist boarding school. It has over 430 students from five islands in Tafea Province and only five teachers on government payroll. Communities, churches, individuals, and students provide food and equipment donations, cleaning and maintenance, grass cutting, cooking, and academic activities to support the smooth functioning of the school's operations and facilities.



### Future priorities

- **Expansion to accommodate growth:** Expand facilities to meet growing population demands.
- **Integrate online learning:** Apply a dual learning model to address educational needs, teacher shortages and disaster impacts combining face-to-face learning and remote learning.

### Use of school grants



#### Improving quality education

Kwataparen Adventist Secondary School uses school grants for stationary and daily costs, as well as contracting teachers, which is crucial in rural areas where teacher recruitment is challenging. The school prioritises academic excellence, rigorously selecting and recruiting qualified and committed contract teachers to ensure educational standards. Teacher needs are considered through assessments, evaluations, and professional development initiatives.



#### Maintenance

The costs of hiring teachers leave limited funds for infrastructure and facilities. However, the school uses some of the grant funds for essential maintenance and minor repairs.



# Impact on communities



## Reduced financial burden on families

Education is more affordable so more children can attend, and stay in school



## Assistance with exam fees

Ensures all students are able to sit exams



*“Our school community and council play vital roles in ensuring the well-being of our students. Together, we replant gardens to secure food sources, fostering a strong bond within our community. We prioritise building relationships by keeping everyone informed through letters and updates on our Facebook page. We encourage active participation in school projects, open days, and career events. These efforts strengthen our connection with parents and the community, ensuring the success of our students.”*

**Mr. Jack Massing, Principal**



*“The principal drafts the School Strategic Plan and teachers contribute with their ideas, ensuring that all perspectives are taken into consideration. The school council is a signatory. Its approval is required before any spending takes place, ensuring accountability and transparency in this collaborative decision-making process.”*

**Mrs. Selvina Natyman, teacher at Kwataparen Adventist Secondary School**



*“School grants are so valuable in reducing our financial burden, allowing more children to access education. This support is crucial and must continue. Parents are grateful. We actively support the school in cleanup and maintenance efforts.”*

**Mr. Jack Nuak, father of a student at Kwataparen Adventist Secondary School**





# Case Study

## Ecole d'Isangel

School grant use and impact

### Background

Ecole d'Isangel in Northern Tanna has over 270 primary and secondary students and 18 government paid teachers. The francophone school faces a range of challenges, including unsafe buildings which have caused some students to leave.



### Future priorities

- **New buildings and renovations:** The school wants to address the lack of infrastructure development over the past three years, by constructing new cyclone-proof buildings and renovating existing outdated buildings to ensure a safe learning environment.
- **Water access:** Ensure access to clean and drinkable water for the school.

### Use of school grants



#### Facilities and security

Ecole d'Isangel uses school grants to conduct minor maintenance, clean the school, and upgrade six toilet facilities. With community support, it also used the grants to build fencing around the school to ensure student security and create a safe learning environment. Post-COVID-19 pandemic, grants were used to purchase thermometers, gloves, hand sanitisers, and masks, to prepare for any future health crises.



#### Learning and teaching

After cyclones damaged school resources, extra school grants allowed Ecole d'Isangel to replace affected materials, which has been appreciated by teachers and students and enhanced the overall teaching and learning experience.





## ▶ Impact on communities



### Increased enrolment

More children can attend school due to reduced financial burden for their families



### Health preparedness

Availability of thermometers, gloves, hand sanitisers, and masks ensures readiness for health crises



*“The school grants are used for stationery, cleaning the school, and making minor repairs.”*

**Mrs. Loretta David, Year 5 teacher in Ecole d’Isangel**

*“We are facing challenges...despite these difficulties, our school community steps up, coming together for cleanups, supporting the fencing, digging bush toilets, gardening, and assisting with water needs, following the guidance from the school council.”*

**Mr. Nelson Niras, school council member for Ecole d’Isangel**



*“As parents, it is important for us to have clear information on the school's progress and the use of resources. It is also important to support the school. We help for cleanups, gardening and providing access to clean water for the students.”*

**Mr. Fred Nalpini, father of a student in Ecole d’Isangel**



# Case Study

## School Grants

### Mitigating the impact of COVID-19 on education

## Background

The COVID-19 pandemic emerged in late 2019 and quickly spread globally. The Government of Vanuatu suspended all international flights from 23 March 2020 until 30 June 2022. Schools were closed from 23 March 2020 to 17 May 2020 and again from 7 March 2022 to 22 May 2022.

Vanuatu schools developed home school packages and many also offered online learning opportunities for students.

To support schools respond to the impacts of COVID-19 and Tropical Cyclone Harold in 2020, the Ministry of Education and Training, supported by Australia, provided additional funding for school grants in 2022 and 2023.

All eligible government and non-government assisted schools received:

- A contribution to boarding fees for Years 7 to 13/14 of 45,000VT per student
- A secondary school tuition fee subsidy for Years 11 to 13/14 of 42,000VT per student
- Payment for exam fees for Years 12 to 13/14, depending on the subjects

All non-government assisted schools also received grants, for the first time:

- A primary school grant for Years 1 to 6 of 42,000VT per student
- A secondary school grant for Years 7 to 13/14 of 42,000VT per student
- A grant to registered training providers of 42,000VT per student.

## Challenges due to COVID-19 in Education



**Transition to online learning:** Many schools had inadequate internet connectivity, equipment, digital skills, or educational support to introduce or manage digital learning.



**Difficulties with remote learning:** Schools were unable to sustain learning. This caused graduation delays and learning gaps, affecting students on-going learning capacity and their post school opportunities.

**Student morale and motivation declined:** Negative impact on mental health and learning outcomes for students.



**Printing costs and challenges:** Printing and distribution of home school packages was difficult and costly. Some schools requested area council support.



**Difficult to track education outcomes:** Schools faced challenges in tracking remote students' progress and understanding.



**Difficulties in delivering competency-based training:** Vocational centres struggled to organise practical training sessions in compliance with social distancing.



**Increased costs and pressures:** Despite COVID-19, enrolment increased due to the grant's impact and population growth.

# Impact of additional school grants on communities

1

## Reduced financial burden on families

Communities impacted by the economic slowdown and the decline of self-sufficiency were still able to send children to school.

2

## Reduced dropouts

Children remained in school despite challenges, benefiting from tuition, boarding, and exam fee support.

3

## Accelerated reopening of schools

Schools could implement COVID-19 safe procedures, purchase materials, raise community awareness and improve water, sanitation and hygiene facilities.

4

## Digital transformation accelerated

The government provided robust support, including communications assistance, enabling schools to adapt to digital learning with free online access, equipment, and skills advice.

## Lessons learnt

✓ The additional funds were essential to support both government and non-government assisted schools.

✓ The dedication of teachers and principals was essential in swiftly preparing home school packages, implementing Standard Operating Procedures, and working extra hours to catch up on the curriculum.

✓ Schools need more practical guidance to ensure education continuity and to support practical training for handling post emergency education.

✓ National home school packages were useful and effective and should be prepared for all levels and subjects.

✓ Mobile teachers, travelling between multiple locations, can support and supplement online learning for students.



*“Vanuatu needs its partners more than ever to overcome these new challenges of COVID-19 and destruction from TC Harold, but also ash fall in Tanna. [...] I am proud the strong school grant system is recognised as a useful mechanism for economic stimulus for communities across Vanuatu. This system has been used since 2010 and has proven to be equitable and will be a great complement to the Government of Vanuatu’s existing stimulus.”*

**Hon. Simeon Seoule, MoET Minister in 2020**



*“Australia is committed to our ongoing partnership with Vanuatu to help children access quality education. We are pleased to stand with the people of Vanuatu in responding to the challenges they are facing from TC Harold and COVID-19. The signing of an additional direct funding agreement is also a symbol of the trust and partnership between our countries.”*

**H.E Sarah de Zoeten, Australia’s High Commissioner to Vanuatu in 2020**



*“The exceptional school grants provided in 2022 and 2023 following COVID-19 economic crisis made all the difference in enabling students to enrol and complete their courses. This support was crucial in order to continue developing the skills of Vanuatu youth, aligning with the goals of the Vanuatu National Human Resources Development Plan 2030. Thanks to those grants, the enrolment was not impacted. It reduced the dropouts.”*

**Mrs. Lisa Toa, Principal at Pacific Vocational Training Centre, Efate**



*“The COVID-19 grants eased parental burdens and anxiety, helping communities realise the priority of student learning, the significance of education, and the crucial role of parental support, despite pandemic fears.”*

**Mrs. Shirley Grinvelle, member of the school council at Rensarie College, Malekula**



*“The additional grants eased financial pressure on families, funded home-school packages, facilitated teacher training for online learning, and ensured schools reopened safely by following Standard Operating Procedures. The support provided by the Ministry of Education and Training was invaluable during the pandemic.”*

**Mr. Alex Jacob, Vice-Chairman of the school council at Kwataparen School, Tanna**

# Case Study

## School Grants

Mitigating the impact of tropical cyclones Judy and Kevin on education

### Background

In March 2023, Vanuatu was struck by tropical cyclones Judy and Kevin, causing extensive damage to its education sector. Education was disrupted for thousands of students as schools nationwide suffered severe structural damage. Many classrooms were rendered unusable, and educational resources were destroyed, including textbooks, furniture, and digital equipment. The widespread devastation exacerbated existing challenges, particularly in remote and rural areas, and demanded urgent interventions to rebuild infrastructure, replace lost materials, and provide psychological support to affected students and staff. Recovery efforts are ongoing to restore normalcy and strengthen the resilience of Vanuatu's education system.



### Challenges due to cyclones in Education



**Disruption of regular academic activities** due to extensive structural damage to school buildings and classrooms, and loss of educational resources, including textbooks, furniture, and digital equipment.



Increased difficulty in **maintaining a safe and conducive learning environment.**



**Increased operational costs** due to the need for emergency repairs and rebuilding efforts, causing strain on already limited financial and logistical resources.



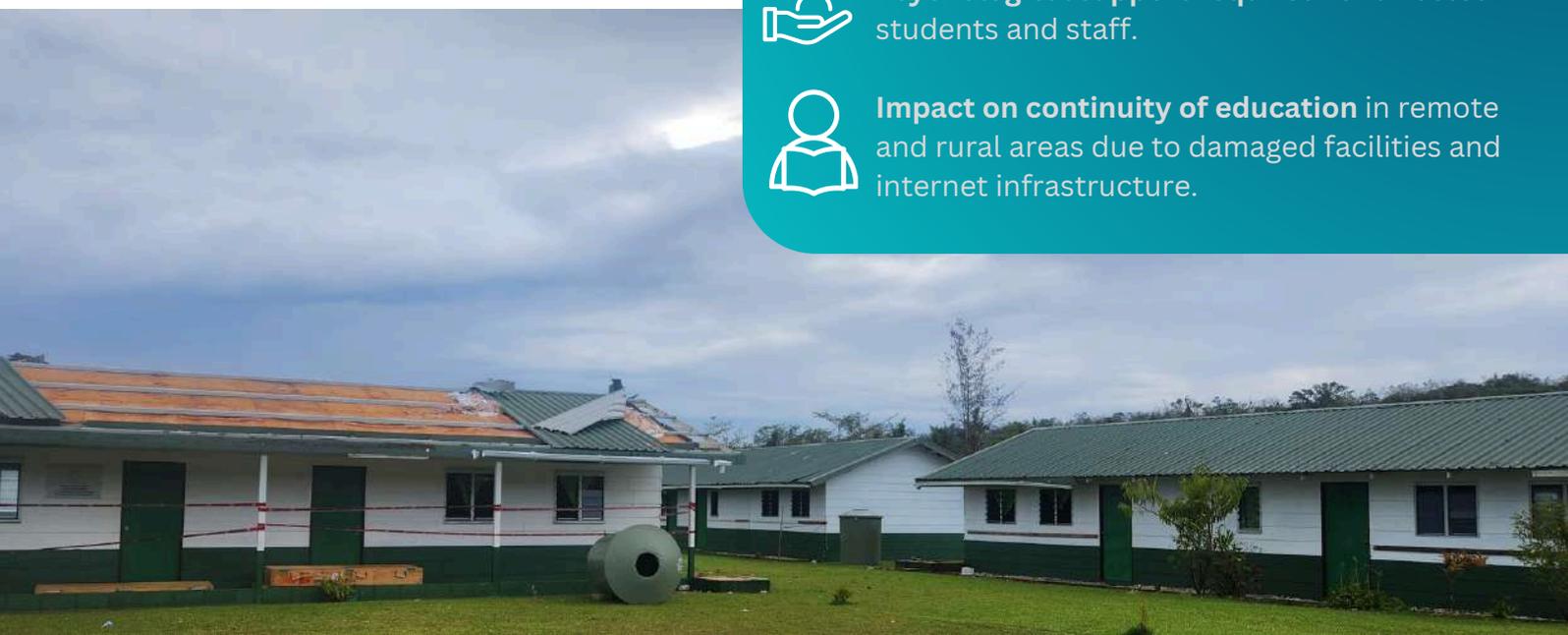
**Urgent rebuilding and repairs** required for infrastructure.



**Psychological support** required for affected students and staff.



**Impact on continuity of education** in remote and rural areas due to damaged facilities and internet infrastructure.



# Impact of cyclones on communities

1

Displacement of students and teachers due to school closures affecting wellbeing of students and teachers.

2

Increased financial burden on families and school communities for rebuilding and recovery.

3

Psychological trauma and stress among students, teachers, and families.

4

Increased community solidarity, leading to strong motivation and support for rebuilding efforts.

## Lessons learnt



**Establish dedicated budget item for emergency response** to ensure the Ministry of Education and Training (MoET) can react quickly.



**Provide additional support for all schools in the affected area** so they can rebuild infrastructure while schools with minor damage take on students from more affected schools.



**Provide additional financial support through school grants**, to enable education continuity and reduce dropouts, including for Post-School Education and Training institutions, which only received grants in 2022 and 2023.



**Prepare National Home School Packages** for all levels and subjects for use immediately after disasters.



**Continue adoption of digital learning** accelerated by the COVID-19 pandemic, and ensure MoET supports schools with free online access and IT support.



**Ensure all schools have an online learning platform** with appropriate resources that can provide alternative learning methods after disasters.



**Acknowledge the dedication of teachers and principals** for supporting cleanup of the school and working extra hours to catch up on the curriculum.



*“The school grants provided in 2023 were crucial in ensuring our schools could continue operating and providing access to education. After tropical cyclones Judy and Kevin, the grants reduced the financial burden on affected families and significantly reduced dropout rates.”*

**Mr. Anthony Harry, Principal at Lycée Louis Antoine de Bougainville, Efate**



*“The school grants disbursed in 2023 played a crucial role in ensuring education continuity. They also ensured our school could maintain operations even during crises or natural disasters. While Malapoa College's buildings escaped damage from the twin cyclones, the school saw an influx of students from affected schools, adding significant pressure on the restricted resources.”*

**Mr. Fred Samuel, Chairman of Malapoa College School Council, Efate**



*“Disasters like cyclones can severely impact students and parents' motivation, increase stress, and disrupt learning continuity for weeks. By lightening the financial pressure on parents, these grants help prevent student dropouts and support a stable and uninterrupted educational journey for our children.”*

**Mrs. Natacha Orren Kombé, mother of a student at Lycée Louis Antoine de Bougainville, Efate**



## 5 Limitations

This section lists the limitations of this report.

Firstly, the sampling of schools was purposefully done, covering three out of the six provinces and involving only 58 interviewees. The case studies are not intended to represent a statistically significant portrait of Vanuatu's education sector.

Because early childhood care and education centres have limited oversight of their grants as they are often paid to the primary school account, they were not included in these case studies.

The case studies team relied on information provided by the interviewees. The accuracy of the information provided was implicitly trusted with no attempts to attest to its veracity.

The Directorate of Finance and Administration provided the financial information on school grant amounts. The Ministry calculates grants based on enrolment data, and amounts can vary from previous years. Grants are now paid in three tranches so that grants can be adjusted according to enrolment data. Finally, one unintended limitation of the school grant case studies was the exclusion of isolated areas, such as schools in Gaua. This exclusion was due to logistical challenges stemming from the uncertainty surrounding Air Vanuatu's operations. These areas will be covered later, once transportation issues are resolved.



## 6 Conclusion

The school grant case studies have gathered valuable stories from 10 schools, offering insights that can be shared with principals, teachers, school communities, and the general public. These stories showcase how schools have utilised their grants to enhance access, quality, and management in education across Vanuatu.

According to the respondents, the grants improved access to education by expanding and renovating school infrastructure, making it safer and more inclusive for boys and girls. Improved management practices were also adopted, ensuring greater transparency in managing school funds in the pursuit of better educational outcomes.

Respondents indicated that school grants reduced the financial burden on parents, and improved teaching and learning quality. They have also played a crucial role in mitigating the impact on Vanuatu's education system from disasters, such as COVID-19, TC Harold, ashfall, and TCs Judy and Kevin.

Overall, respondents are very positive about the school grants.

Finally, respondents indicated a shared view of future imperatives. They indicated that it is essential to continue addressing challenges related to digital infrastructure and to encourage digital transformation to cover more regions, especially isolated areas. Interviewees shared the focus on the need to continue enhancing teacher support, professional development, and crisis preparedness. By building on the successes documented in these case studies, Vanuatu can further strengthen its education system, ensuring resilience and inclusivity for all students.

# Annex 1

## List of Interviewees

## Vanuatu Australia Education Support Program

School Grant Case Studies | June 2024

Island	School	Name	Position	Gender
Shefa	Lycée Louis Antoine de Bougainville	Anthony Harry	Principal	Male
Shefa	Lycée Louis Antoine de Bougainville	Claire Luan	Teacher	Female
Shefa	Lycée Louis Antoine de Bougainville	Jonah Harrione	Teacher	Male
Shefa	Lycée Louis Antoine de Bougainville	Ben Boulekouran	School Council Chairman	Male
Shefa	Lycée Louis Antoine de Bougainville	Natacha Orren Kombe	Mother	Female
Shefa	Lycée Louis Antoine de Bougainville	Paul Tokone	Father	Male
Shefa	Malapoa College	Agasten Tabi	Acting Principal	Male
Shefa	Malapoa College	Vitalina Niroa	Teacher	Female
Shefa	Malapoa College	David Tamata	Teacher	Male
Shefa	Malapoa College	Fred Samuel	School Council Chairman	Male
Shefa	Malapoa College	Yvonne Lenis	Mother	Female
Shefa	Malapoa College	Wesley Obed	Father & School Association Vice-Chairman	Male
Shefa	Pacific Vocational Training Centre	Lisa Toa	Principal	Female
Shefa	Pacific Vocational Training Centre	Stephen Mataitini	Teacher	Male
Shefa	Pacific Vocational Training Centre	Lucyana Natuoivi	Mother	Female
Shefa	Pacific Vocational Training Centre	Len Tarivonda	Father	Male
Shefa	Vanuatu Institute of Technology	Wade Evans	Principal	Male
Shefa	Vanuatu Institute of Technology	Steline Jek	Teacher	Female

## Vanuatu Australia Education Support Program

School Grant Case Studies | June 2024

Island	School	Name	Position	Gender
Shefa	Vanuatu Institute of Technology	Sergio Matal	Teacher	Male
Shefa	Vanuatu Institute of Technology	Fremden Shadrack	School Council Chairman	Male
Shefa	Vanuatu Institute of Technology	Estella Ramram	Mother	Female
Shefa	Vanuatu Institute of Technology	Stanley John Fred	Father	Male
Malekula	College et Lycée de Norsup	Cyriaque Kalnpel	Principal	Male
Malekula	College et Lycée de Norsup	Sylvie Malres	Teacher	Female
Malekula	College et Lycée de Norsup	Edrico Malterong	Teacher	Male
Malekula	College et Lycée de Norsup	Xavio Sarsoum	School Council Chairman	Male
Malekula	College et Lycée de Norsup	Marietta Lingsare	Mother	Female
Malekula	College et Lycée de Norsup	Sylvain Serake	Father	Male
Malekula	Rensarie College	Elsou Jack	Principal	Male
Malekula	Rensarie College	Lizzie Rose Young	Teacher	Female
Malekula	Rensarie College	Shem Childson	Teacher	Male
Malekula	Rensarie College	Shirley Grinvelle	School Council Member	Female
Malekula	Rensarie College	Janine James	Mother	Female
Malekula	Rensarie College	Rohen Japheth	Father	Male
Malekula	Lakatoro Primary School	John Kampai	Principal	Male
Malekula	Lakatoro Primary School	Leiwia Sarvance	Teacher	Female
Malekula	Lakatoro Primary School	Jack Boas	Teacher	Male

## Vanuatu Australia Education Support Program

School Grant Case Studies | June 2024

Island	School	Name	Position	Gender
Malekula	Lakatoro Primary School	Quensy Tasonsi	School Council Vice-Chairman	Male
Malekula	Lakatoro Primary School	Floriwa Wilson	Mother	Female
Malekula	Lakatoro Primary School	Dansen Uran	Father	Male
Tanna	Tafea College	Iaka Maimai	Principal	Male
Tanna	Tafea College	Letin Abel Willie	Teacher	Female
Tanna	Tafea College	Joel Nirua	Teacher	Male
Tanna	Tafea College	David Toungap	School Council Chairman	Male
Tanna	Tafea College	Nettie Wilson	Mother	Female
Tanna	Tafea College	Timothy Waffers	Father	Male
Tanna	Kwataparen Senior Secondary School	Jack Massing	Principal	Male
Tanna	Kwataparen Senior Secondary School	Selvina Natuman	Teacher	Female
Tanna	Kwataparen Senior Secondary School	Roger Kahu	Teacher	Male
Tanna	Kwataparen Senior Secondary School	Alex Jacob	School Council Vice-Chairman	Male
Tanna	Kwataparen Senior Secondary School	Marie Katawa	Mother	Female
Tanna	Kwataparen Senior Secondary School	Jack Nuak	Father	Male
Tanna	Ecole Francophone Isangel	Peter Jaonlow	Acting Principal	Male
Tanna	Ecole Francophone Isangel	Loretta David	Teacher	Female
Tanna	Ecole Francophone Isangel	Kevin Saaly	Teacher	Male
Tanna	Ecole Francophone Isangel	Nelson Niras	School Council Chairman	Male

## Vanuatu Australia Education Support Program

School Grant Case Studies | June 2024

Island	School	Name	Position	Gender
Tanna	Ecole Francophone Isangel	Jacklyne	Mother	Female
Tanna	Ecole Francophone Isangel	Fred Nalpini	Father	Male

## **Annex 2**

List of the questions asked

**Principals were asked the following questions:**

- How do the school grants help you to improve access, quality and management in your school?
- Are there differences in the number of teachers, especially community-paid teachers, pre and post-pandemic?
- Are there changes in enrolment trends, pre- and post-pandemic or due to the TCs Kevin and Judy?
- How did COVID-19 and/or the TCs impact education in your school?
- What are your impressions about the MoET's response to COVID-19 and/or the TCs?
- What other policy measures could MoET take during a similar economic crisis or following a natural disaster to support school communities, including maintaining access to education and education outcomes for students?
- How are the school grants spent? Suggested trending factors: improving classrooms, improving administration buildings, improving water, sanitation and hygiene facilities, improving boarding buildings, additional curriculum materials...
- Is there evidence of the school grant contributions to tuition fees, boarding fees and exam fees mitigating/ limiting the impact of the pandemic and/or the TCs? If so, how?
- How did these grants support financial hardship during COVID-19 and/or the TCs?
- How did these funds help you resume your classes after the pandemic and the TCs?

**Teachers were asked the following questions:**

- What other policy measures could MoET take during a similar economic crisis to support school communities, including maintaining access to education and education outcomes for students?
- How did COVID-19 and/or the TCs impact education in your school?
- What are your impressions about the MoET's response to COVID-19 and/or the TCs?
- What other policy measures could MoET take during a similar economic crisis to support school communities, including maintaining access to education and education outcomes for students?
- How are the school grants spent? Suggested trending factors: improving classrooms, improving administration buildings, improving water, sanitation and hygiene facilities, improving boarding buildings, additional curriculum materials...
- How do you work with your principal to make decisions about the use of the grants?
- Is there evidence of the school grant contributions to tuition fees, boarding fees and exam fees mitigating/ limiting the impact of the pandemic? If so, how?
- How did these grants support financial hardship during COVID-19 and/or the TCs?
- How did these grants help you resume your classes after the pandemic and the TCs?

**School council members were asked the following questions:**

- Are there differences in the number of teachers, especially community-paid teachers, pre and post-pandemic?
- Are there changes in enrolment trends, pre and post-pandemic or due to the TCs Kevin and Judy?
- How did COVID-19 and/or the TCs impact education in your school?
- What are your impressions about the MoET's response to COVID-19 and/or the TCs?
- What other policy measures could MoET take during a similar economic crisis or following a natural disaster to support school communities, including maintaining access to education and education outcomes for students?
- How are the school grants spent?
- Is there evidence of the school grant contributions to tuition fees, boarding fees and exam fees mitigating/limiting the impact of the pandemic and/or the TCs? If so, how?
- How did these grants help you resume your classes after the pandemic and the TCs?
- How did these grants support financial hardship during COVID-19 and/or the TCs?

**Parents or school community members were asked the following questions:**

- Do you know that your school received school grants in 2022 and 2023?
- Do you know how the school grants were used?
- How do you work with principals to use grants to improve the quality of education?
- How did COVID-19 and/or the TCs impact the education of your children / in your school?
- What are your impressions about the MoET's response to COVID-19 and/or the TCs?
- What other policy measures could MoET take during a similar economic crisis to support you?
- Is there evidence of the school grant contributions to tuition fees, boarding fees and exam fees mitigating/ limiting the impact of the pandemic? If so, how?
- How did school grants support financial hardship during COVID-19 and/or the TCs?
- How did the school community support hardship during COVID-19 and/or the TCs?

# Annex 3

## 2020 COVID-19 Crisis Timeline

## Timeline



