



Republic of Vanuatu

Ministry of Education

Annual Statistical Report

2009

Policy and Planning Unit
Ministry of Education



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Abbreviations

DoE	Department of Education
ECE	Early Childhood Education /Pre-School
EFA	Education for All
FBEAP	Forum Basic Education Action Plan
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GoV	Government of Vanuatu
GPI	Gender Parity Index
JS	Junior Secondary
MDA	Millennium Development Agenda
MDG	Millennium Development Goals
MoE	Ministry of Education
NER	Net Enrolment Ratio
NIR	Net Intake Rate
NZ Aid	New Zealand Aid
PEO	Provincial Education Office
PTR	Pupil Teacher Ratio
SWAP	Sector Wide Approach Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
VEMIS	Vanuatu Education Management Information System
VESAP	Vanuatu Education Support Action Plan 2007 – 2009
VESS	Vanuatu Education Sector Strategy 2007 – 2016
VITE	Vanuatu Institute of Teacher Education
VMAC	VEMIS Monitoring and Advisory Committee

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Message from the Minister of Education

Education is a lifelong process, from the time a child enters the world his or her family are our young's first teachers. As children grow they enter the formal education system and the Ministry of Education is tasked with ensuring the skills development for a population of some 67,000 between 3 to 20 years of age; or almost 30% of the population of Vanuatu. This is a huge challenge in a country with extremely high costs of service delivery and limited human resources and the continuing efforts of the Ministry of Education to make the best use of its available financial and human resources.

The Government of Vanuatu endorsed in early 2006, the Sector Wide Approach Planning Strategy leading to the development of "Vanuatu Education Sector Strategy (VESS) 2007 – 2016". The Vanuatu Education Sector Strategy builds on the strengths of previous plans and moves into a new future where Ni-Vanuatu people take full responsibility in managing the development of education in the country.

The Ministry of Education Corporate Plan and the Vanuatu Education Support Action Plan (VESAP) for 2007-2009 was developed as a collective commitment to action, urging the Government to broad-based partnerships with civil society organizations and aid-donors, to provide the VESS the greatest political and fiscal support.

One of the biggest achievements in the VESS priority initiatives was the schools information update for 2007, 2008 and 2009. The Vanuatu Education Management Information System (VEMIS) has allowed education projects and sectoral programs to be implemented while education policy in 2010 moved to focus on the delivery of free primary education for Year 1 to 6. The VEMIS is being managed and coordinated by the Planning Unit through the VEMIS Taskforce named VMAC. The program has been jointly financed by the New-Zealand Government (NZAid) and the Vanuatu Government.

The 2009 schools information in VEMIS provides detailed information about schools throughout Vanuatu and is the baseline for monitoring and evaluating VESS progress over the next ten years. This report will be of great use to the Ministry of Education and especially to the decision-makers, policy makers, and researchers within government, the private sector and civil society. This report will be of great use for monitoring and evaluation of education development initiatives as progress towards achieving universal primary education in the Millennium Development Goals (MDGs), the UNESCO Education for All (EFA) initiative and Forum Basic Education Action Plan (FBEAP).

Therefore, I hereby publish this report recognizing that it is integral to progressing achievements in VESS; strongly believing that the key findings in this report are "everyone's business" and that we all need to continue to cooperate in our efforts to improve education in Vanuatu.

Hon. Marcellino Pipite
Minister of Education

Foreword by the Director General

The Vanuatu Education Sector Strategy (VESS) 2007 – 2016 is underpinned by evidence based policy implementation, monitoring and evaluation. Statistical information is central to the operations of the MoE. MoE staff undertook a comprehensive analysis of existing data and reports about the Vanuatu education system from early childhood to secondary school. VESS states that the education sector must aim at:

Alleviating poverty through achieving universal primary education for all young people and equipping them with the essential skills to fully participate in society and enjoy the benefits.

Developing the human resources of the nation to enable young Ni-Vanuatu to build sustainable self-reliant futures and to participate in the productive sectors in both rural and urban settings.

Supporting and teaching history, culture and traditional knowledge.

Opening up the door to the knowledge, new technologies, and opportunities of the world.

These are some principles that have contributed to the implementation of the key strategies of VESS and of the establishment and strengthening of the Vanuatu Education Management Information System (VEMIS) which is a main component of VESS. This has involved:

- Rationalization of data collection systems and templates
- More efficient data entry, analysis and reporting systems
- Completion of the annual school census to establish baseline and annual updates of the statistical indicators used to monitor the implementation of VESAP Activities.
- Adapting VEMIS to meet information needs across the education sector and to link with an expanded school-based system
- Strengthening the skill levels of VEMIS staff at MoE and PEO levels
- Networking all PEOs so that they all actively contribute to VEMIS
- Working with other GoV agencies to improve education statistics
- Integrate the MDGs and EFA/MDA indicators into regular reports
- Taking a considered and thorough approach to the mid-term review of Education for All in 2009

This Annual Statistical Report will be an essential tool to assess the progress towards achieving the milestones in VESS. We at the MoE strongly believe that this report will be the basis of future planning and decision making for the provision of education development, strong in our faith that VESS, EFA MDG and FBEAP Goals will be met by 2015.

The MoE would like to thank all the Schools that have submitted their school survey forms in 2009, the information that has been provided is important for the further growth and development of the education system.

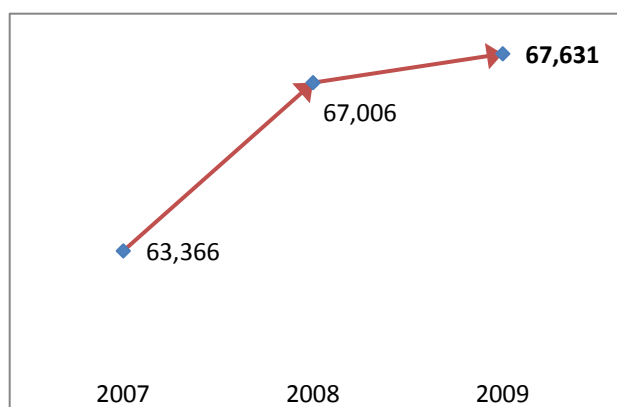
Jesse Dick
Director General
MINISTRY OF EDUCATION

Summary of 2009 education statistics

Enrollment continues to increase

Student enrolment in all levels of education in Vanuatu continued to increase in 2009, with a total of 67,631 girls and boys and young women and men enrolled from Early Child Education (ECE) to senior secondary level. In 2009 there were 10,992 students enrolled at ECE centers

Figure 1: Student enrolment in all levels of education continues to rise



throughout Vanuatu; 38,762 enrolled at primary schools in Year 1 to Year 6, 7,419 students enrolled in Year 7 to Year 8 and 10,548 enrolled at senior secondary school levels of Year 9 and above.

In 2009 there were 606 ECE centers, 454 primary schools and 79 secondary schools. The Government of Vanuatu directly manages 66% of primary schools and 53% of secondary schools and provides funding support to churches for 26% of primary schools and 34% of secondary schools.

The large majority of students in the education system are in rural schools; with 82% of students enrolled in rural primary schools and 69% of secondary students enrolled in rural secondary schools.

The Gross Enrollment Ratio (GER) for primary school was 110 which means that there were 110 children enrolled at primary school for every 100 children aged 6 to 11 years of age. At secondary level the GER was 40 which means that 40 out of every 100 young people aged 10 to 22 years of age were attending secondary school (Year 7 and above). There were no significant gender differences in the GER.

The Net Enrollment Ratio (NER) measures the enrolment of children of the correct age group for the level of schooling; for primary this is boys and girls aged 6 to 11 years of age and for secondary this is children aged 12 to 19 years. At primary level Year 1 to Year 6 87% of boys and 86% of girls aged 6 to 11 years were enrolled in primary school. At secondary level 44% of males and 42% of females aged 12 to 19 years were enrolled in school Years 7 and higher.

63% of children are enrolled in English speaking primary schools and 36% are in French speaking primary schools; and at secondary level 70% of students are in English speaking schools and 29% French.

The quality of education is improving

The number of teachers increased in 2009 by 5% compared to 2008. In 2009 there were 1,923 primary school teachers (55% of whom were female) and 715 secondary teachers (38% of whom were female). In 2009 19% of primary teachers, or close to 1 out of every 5 teachers, completed an in service training course compared with 16% in 2008.

Students at primary school have reasonable access to learning materials, as measured by the number of textbooks per child although there might not be enough materials for specialized classes like science. At secondary level access to learning materials is adequate but again there seem to be shortages for some subjects, such as English and French.

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In 2009 there were a total of 3,068 classrooms in Vanuatu: 632 at ECE level, 1,992 primary level classrooms and 444 secondary classrooms. Classroom conditions are improving slowly. In 2008 head teachers and school principals rated 31%, or almost one out of every three classrooms as being in poor condition. In 2009 this decreased to 24%, or about one out of every four classrooms as being in poor condition.

Most schools rely on roof tanks or piped supply for their water; although 15% of primary schools and 10% of secondary schools use streams or rivers for a water source. Of concern is that while schools are served by a number of different water supply methods (tank, well etc) 54% of these were considered to be in poor condition. Schools do not have enough toilets for boys and girls.

Strong partnerships exist with communities

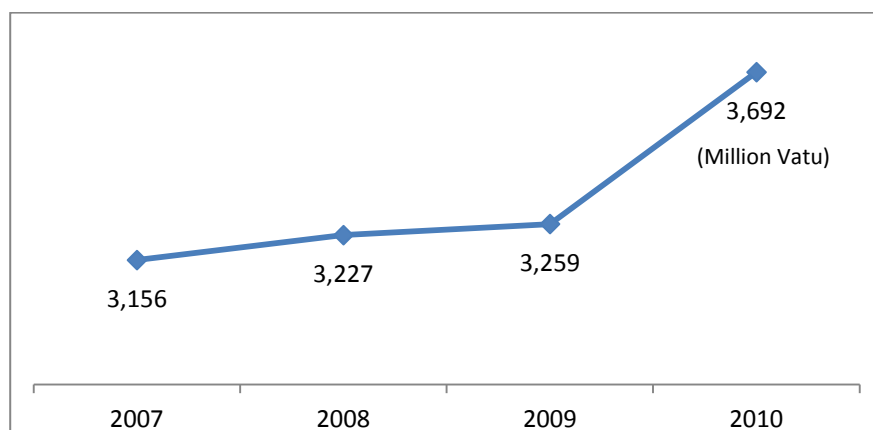
Most schools have active parent-teacher associations and 63% of primary and secondary school principals and head teachers rated the parent and community support they receive as satisfactory or higher showing that schools are working closely with the communities they serve.

Financing for education

The MoE receives strong financial support from Government and development partners. The Government budget allocation has increased to finance the roll-out of the 'fee free' policy in rural primary schools as well as scholarships and likewise development partners have increased their support, notably the governments of Australia and New Zealand.

In 2009 the MoE began implementing the Universal Primary Education policy. The most significant activity was government and development partners providing grants to primary schools to remove the need for schools to charge school fees for children in Year 1 to Year 6. This strong commitment from partners is reflected in the increased aid allocation to Education.

Figure 2: Ministry of Education total expenditure 2007 – 2009¹



In 2009 expenditure of the MoE accounted for 23% of total government expenditure. The MoE receives more funding than any other government ministry.

¹ Source: Treasury Monthly Budget Report March 2011.

Chapter 1: Introduction

Education in Vanuatu

The Government highlights the importance of education sector development in making it one of the strategic priorities in its national development plan, the Priorities and Action Agenda. The MoE is the first Government Ministry to engage in and lead a Sector-Wide Approach (SWAp). The GoV wants to see improvements in access to education (especially for rural people), to raise the quality and relevance of education, education attainment and standards, and to improve planning, fiscal, financial and results-based management in the sector. This wish has materialized by the definition of the Free Primary Education Policy for Year 1 to 6 of the primary school cycle. In order to achieve its objectives to provide a quality education, the MoE has signed in 2009 a Joint Partnership Agreement between the Government of Vanuatu and development partners (New Zealand and Australia).

Aims of Education

The first aim of an education system is to: offer access to all children to a free and quality primary education, in particular to children from ethnic minority and to disadvantage population and girls; to ensure that children achieve the six years of primary education; to operate the transition from a 'quantity based' to a quality based primary education associate with a high level of learning; to strengthen management at central and provincial level as well as at school level; to ensure that there is a complete development and reform of the sector, especially in terms of decentralization and the creation of a basic education level of eight years of quality learning. In order to achieve this, the goals the Vanuatu education system aspires towards are:

- Developing initiative and inquisitiveness and fostering analytical and creative thinking in young people.

- Raising the spirit of entrepreneurship and positive competitiveness.

- Maintaining community spirit and a sense of togetherness.

- Strengthening national cultural inheritance and cultural consciousness.

- Employability (improving opportunities for employment).

- Children learning to respect each other and adults in their various roles.

- Children learning to respect and protect their natural environment.

- Ensuring that every individual obtains a good level of literacy.

- Ensuring that every individual, besides knowing his/her mother tongue, will become bi-lingual in English and French.

- Supporting the children's spiritual growth.

VESS Achievements

One of VESS achievements has been the annual VEMIS survey carried out with VERM financial support and the participation of schools, provincial education officers and the continuous support from the MoE for the coordination of the 2009 VEMIS Survey. Completed VEMIS forms are checked twice, firstly by the Provincial Education Office and then by the VEMIS Team at the MoE. VEMIS has been programmed to inform the MoE and especially the Policy and Planning Unit on policy outcomes. The overall aim of VEMIS is to assist the MoE to achieve VESS milestones in collecting, validating, and analyzing essential and relevant data about the quality and efficiency of the Vanuatu education system.

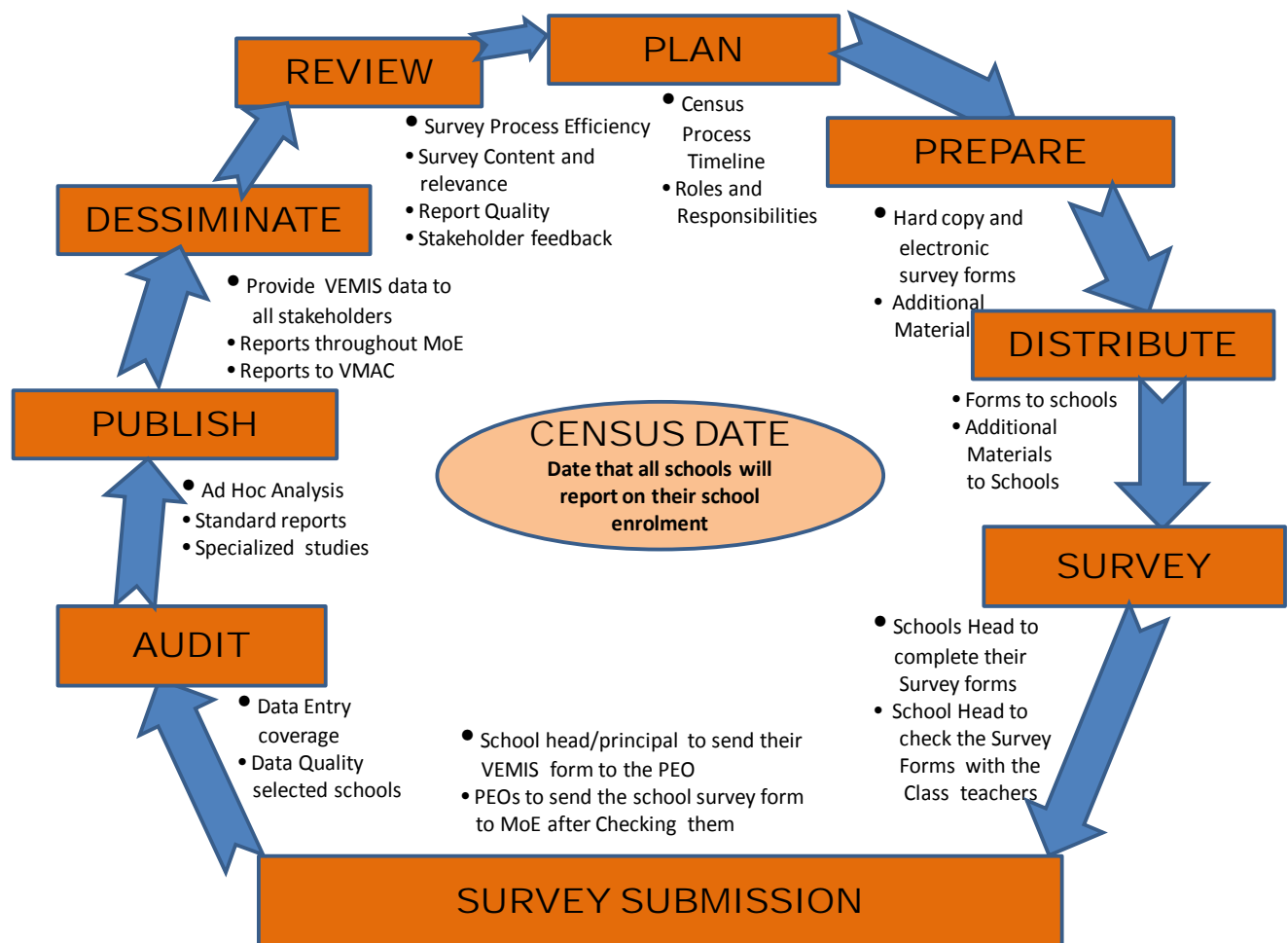
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Training sessions were organized in order for the schools to better complete the VEMIS questionnaire in 2009. Other training sessions were organized in 2007 and 2008 about management of school's stock and further training was carried out to improve the management of school's register.

The annual school survey was conducted in March 2009 in the six provinces. 97% of primary schools, 97% of early-childhood schools and 95% of secondary schools returned their questionnaire.

Annual School Survey

The data compiled in this Annual Statistical Report has been captured through an annual survey of early-childhood education (ECE) centers, primary and secondary schools throughout Vanuatu. The Annual VEMIS School Survey is a vital source of information for planning, policy making and budgeting. The School Census Process, which incorporates aspects of data collection, data validation and auditing, data analysis and reporting to stakeholders, has been carried out according to the steps illustrated in the following diagram:



The process is repeated each year to ensure all education sector stakeholders have access to good quality information about the education sector, and sector programs can be monitored for impact and positive outcomes of VESS.

The 2009 Annual Census was a successful data collection exercise, providing a wide range of essential data that will be used as a factual base for the planning, decision making and financial estimates. VEMIS can be used to facilitate the monitoring and evaluation of VESAP activities.

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The Planning and Policy Unit is mindful that there have been considerable delays in publishing the results of the annual school census and it has begun to review its systems to redress the delay issues. This will require the participation of all stakeholders including the Zone Curriculum Advisers, the Provincial Statistics Unit and the Provincial Education Office. In 2009, the VEMIS Project obtained 3.2 million Vatu for the VEMIS Survey, with part of the funding used to print the VEMIS questionnaires and to improve the survey coverage and quality.

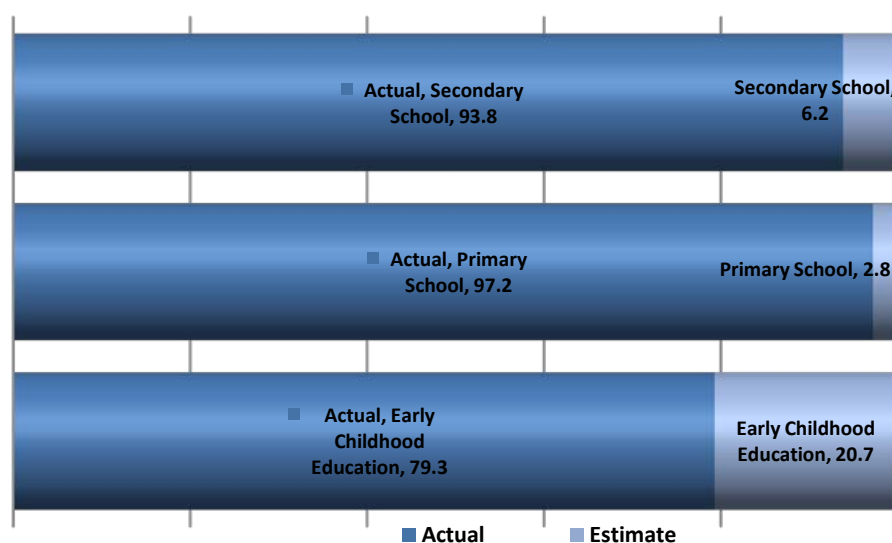
Table 1: Survey Return Rates by School Type and Province, 2009

Province	ECE		Primary*		Secondary#	
	No. sent	% received	No. sent	% received	No. sent	% received
Torba	40	77.5%	23	100.0%	1	100.0%
Sanma	186	66.7%	93	93.5%	15	93.3%
Penama	47	87.2%	63	100.0%	12	100.0%
Malampa	119	57.1%	86	93.0%	17	88.2%
Shefa	105	43.8%	78	92.3%	23	100.0%
Tafea	85	90.6%	76	100.0%	10	100.0%
Total	582	66.5%	419	95.7%	78	96.2%

Source: MoE VEMIS, 2009. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centers which offer courses from Year 11 level such as Lowanaton in Tanna.

The overall return rate for VEMIS survey in 2009 was 95% which is one of MoE best rates registered since VEMIS began in 2007. This reflects the additional resources that the MoE dedicated to the data collection and training of the school Head Teacher in all provinces. The VEMIS Survey for Tafea province has greatly improved, followed by Penama. The province in need of more support from the MoE is Malampa. This province has had difficulties in meeting delivery dates for multiple reasons, including that the province is comprised of three islands and that a lot of schools in Malampa are remote.

Figure 3: % of Actual and estimated schools in VEMIS, 2009



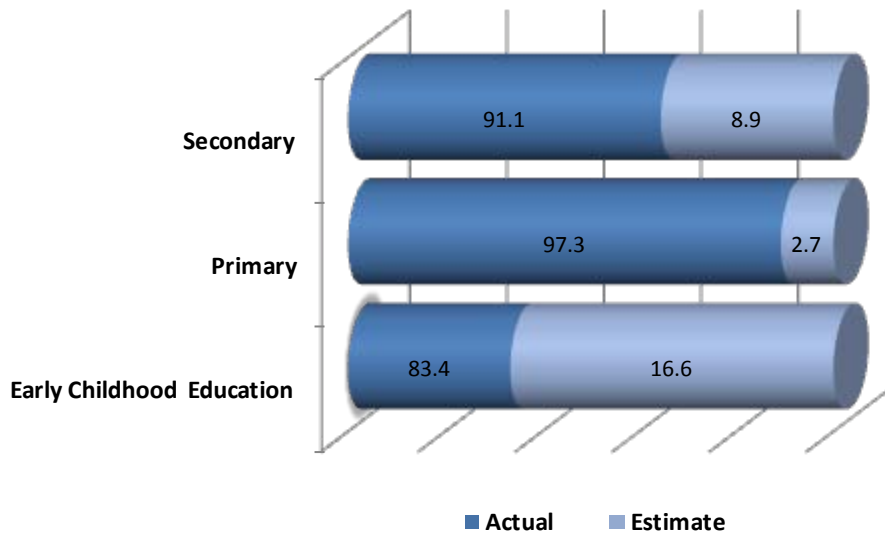
Source: MoE VEMIS, 2009

In 2009, the MoE registered 1,097 schools in the country of which 958 submitted their VEMIS forms and 139 did not. It is important to know the VEMIS school survey response rates to substantiate the important official national statistics derived about enrolment rates, ratios of students, teachers and materials as well as teacher

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characteristics in the pre-primary, primary and secondary parts of the education system. Where a school did not complete a return estimates were entered into VEMIS. This report takes into account all the estimated and actual data.

Figure 4: % of estimated and actual enrolment in VEMIS, 2009



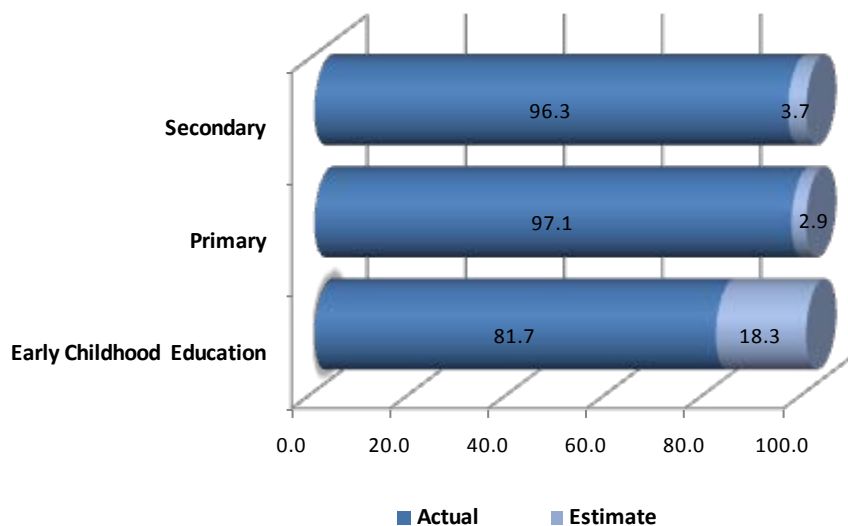
Source: MoE VEMIS, 2009

In 2009, 94% of school enrolment is actual figures and 6% of school enrolment is estimated. The above graph shows the actual and estimated enrolment by school type. The VEMIS system estimates data for schools that have not submitted their VEMIS survey forms each year.

Actual: Schools that have completed and submitted their VEMIS forms for the current year in time.

Estimate: Schools that have not submitted their VEMIS forms in the current year and VEMIS system is carrying forward the school data from the previous year.

Figure 5: % of estimated and actual Number of Teachers, 2009



Source: MoE VEMIS, 2009

In terms of teachers, 93% of data for 2009 in VEMIS is based on returns and 7% is estimated teacher data.

Chapter 2: Summary of Education Statistics

Schools

There are three main types of schools operating in the formal education sector of Vanuatu: Early Childhood Education (ECE) centers, or pre-schools; Primary Schools (PS); and Secondary Schools (SS). ECEs are generally operated by communities, to provide young children (usually aged 4 – 5 years) with introductory schooling before starting Primary School.

Primary School starts at Year 1 in Vanuatu, and continues to Year 6, before pupils enter Junior Secondary schooling at Year 7. Secondary schools usually offer Year 9 to 13, with one Francophone institution offering Year 14 as a preparatory level for pupils wanting to go on to higher education.

Schools in Vanuatu are administered by a number of Education Authorities which can be grouped into five main types: Vanuatu Government, Church Authorities receiving Government Assistance, Church Authorities not receiving Government assistance, community schools (mostly for ECE) and private education authorities.

Table 2: Number of schools by school type code, 2007 – 2009

Year	ECE	Primary, Year 1 – 6 only	Primary, all*	Secondary#	Total
2007	679	422	490	79	1248
2008	627	427	480	82	1189
2009	606	420	454	79	1139

Source: MoE VEMIS, 2009. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centers which offer courses from Year 11 level such as Lowanaton in Tanna.

In tables 2 and 3 primary schools include schools which offer Year 7 and Year 8, years which are now defined as part of secondary school. Because these schools started off teaching Year 1 to Year 6 and then expanded to include Year 7 and Year 8, these schools are defined as primary schools in VEMIS. In tables regarding school facilities and utilities or education authority the “primary, all” definition is used because the data is specific to that school. In tables about enrolment or other indicators which are calculated for primary school, the data used is for Year 1 to Year 6 only.

The total number of schools in Vanuatu in 2009 was 1,139, a decrease of 4% compared with 2008. The number of ECE centers decreased by 4% in 2009 compared to 2008; primary schools offering Year 1 – 6 only decreased by 2%, primary schools offering Year 1 – 8 decreased by 5%; and secondary schools decreased by 4%. The 2009 VEMIS Survey results show that a number of ECE are no longer functioning due to financial issues and lack of support from the communities.

Sanma province contains 33% of ECE centers, and 21% of primary (Year 1 – 6) and secondary schools. Tafea province has 18% of primary schools, and 13% of secondary schools. 19% of primary schools are in Shefa province which also accounts for 29% of secondary schools. Shefa and Sanma provinces have major urban centers which explains the highest density of schools in these two provinces.

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Table 3: Number of schools by province, 2009

Province	ECE	Primary		Secondary#	Total schools
		Year 1 – 6 only	Primary, all*		
Torba	36	23	24	2	62
Sanma	200	92	100	17	317
Penama	58	63	68	11	137
Malampa	117	86	90	15	222
Shefa	95	80	89	23	207
Tafea	100	76	83	11	194
Total	606	420	454	79	1139

Source: MoE VEMIS, 2009. *Includes primary schools which offer Year 1 to Year 8 but are classified as primary. #Secondary schools include some technical training centers which offer courses from Year 11 level.

The Government of Vanuatu is the Education Authority with the biggest number of primary and secondary schools, with the government directly managing and operating 31% of all schools. The government manages 486 primary and secondary schools directly or as government assisted schools. A number of religious denominations operate schools with the assistance of the Government in the form of teacher salaries and school grants. In 2009, a number of activities were completed to help meet the needs of primary schools based on implementation of VESAP policies, one of which was the facilities upgrade of 25 primary schools.

Table 4: Number of Schools by Education Authority Type and level of Education, 2009

Education authority	ECE	Primary, Year 1 – 6 only	Primary, all*	Secondary#	Total
Government	18	286	301	42	361
Community	279	7	8	1	288
Private	244	16	21	7	272
Church (Government Assisted)	51	103	116	27	194
Church (Not Government Assisted)	4	7	8	2	14
Not stated	10	1	0		10
Total	606	420	454	79	1139

Source: MoE VEMIS, 2009. *Includes primary schools which offer Year 1 to Year 8 but are classified as primary. #Secondary schools include some technical training centers which offer courses from Year 11 level.

Enrolment details

In theory, the official age of enrolment in ECE is between 4 and 5 years of age until the child progresses to primary school at age 6 years. After completing Year 1 – 6 of primary school the 12 year old child advances for two years of junior secondary school in Year 7 – 8 with 14 year olds entering Year 9 at secondary level. Secondary school is junior and senior secondary school combined.

The table and chart below show the enrolment trends from year 2007 to 2009. Enrolment in ECE level has fluctuated over the three years highlighting the struggles ECE centers go through to remain open. Primary enrollments for 2008 and 2009 are similar and there is a general trend for secondary enrolment to increase, by 7% between 2008 and 2009.

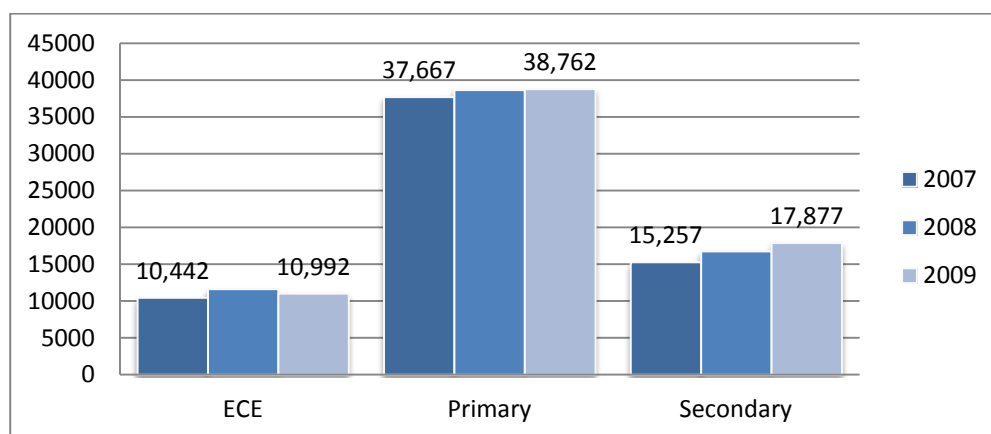
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Table 5: Enrolment by survey year and school type, 2007 – 2009

Year	Primary		Secondary	Total
	ECE	1-6	7-13/14	
2007	10442	37667	15257	63366
2008	11614	38658	16734	67006
2009	10992	38762	17877	67631

Source: MoE VEMIS, 2009. Primary is Year 1 – 6 only.

Figure 6: Enrolment trend by school level, 2007 – 2009



Source: MoE VEMIS, 2009.

Table 6: Total enrolment by school type and Province, 2009

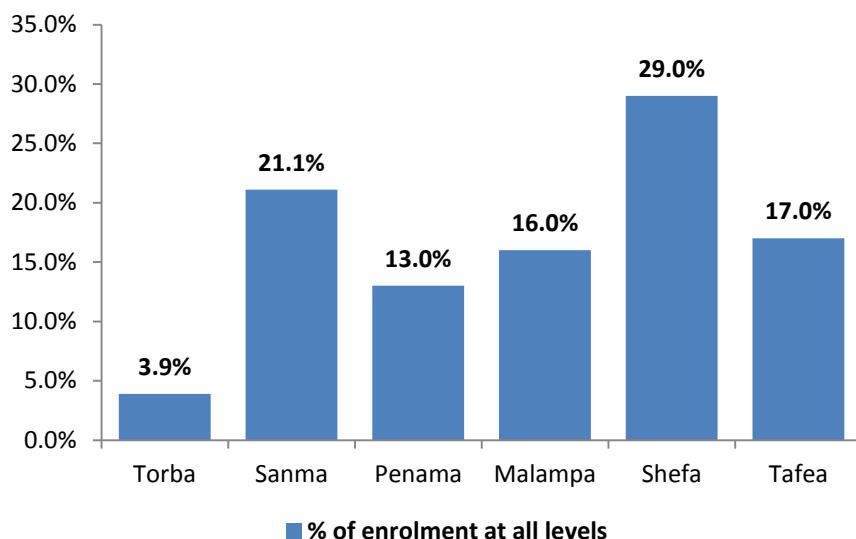
Province	ECE	Primary 1-6	Secondary 7-13/14	Total
Torba	561	1564	487	2612
Sanma	3052	7538	3695	14285
Penama	1023	5236	2527	8786
Malampa	1595	6789	2592	10976
Shefa	2763	10109	6613	19485
Tafea	1998	7526	1963	11487
Total	10992	38762	17877	67631

Source: MoE VEMIS, 2009. Primary enrollments are children enrolled in Year 1 to Year 6.

Sanma province accounted for 28% of ECE centers in 2009, followed by Shefa at 25%. At primary level the largest enrollment was in Shefa which represented 26% of enrollments followed by Tafea and Sanma 19% each of primary enrollments. At secondary level Shefa represented 37% of enrollments followed by Sanma with 21%.

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Figure 7: % of enrolment at all levels by province, 2009



Source: MoE VEMIS, 2009.

Shefa and Sanma provinces accommodated 50% of all students enrolled in 2009; half of total enrollment and most of these were in the urban areas with 43% if all students enrolled in the urban centers. The table below shows the distribution of students in percentage in urban and rural schools and highlights that most of the students in the education system are in rural areas at all levels of education.

Table 7: % students enrolled in urban and rural schools, 2009

Year	Urban/Rural	Preschool	Primary	Secondary
2007	Rural	69.6%	81.7%	68.5%
	Urban	16.3%	17.9%	31.5%
	Not Stated	14.1%	0.4%	0%
2008 Total		100%	100%	100%
2008	Rural	69%	81.9%	68.3%
	Urban	14.5%	17.9%	31.7%
	Not Stated	16.5%	0.3%	0%
2008 Total		100%	100%	100%
2009	Rural	70%	81.3%	69%
	Urban	15.1%	18.3%	31%
	Not Stated	14.9%	0.4%	0%
2009 Total		100%	100%	100%

Source: MoE VEMIS, 2009

The table below shows the importance of the access to the education system. The majority of education policy and *Education for All (EFA)* in particular, focuses on primary school level because it is the fundamental cycle in education and provides the foundation of the development of citizens and of their full and equal participation in society.

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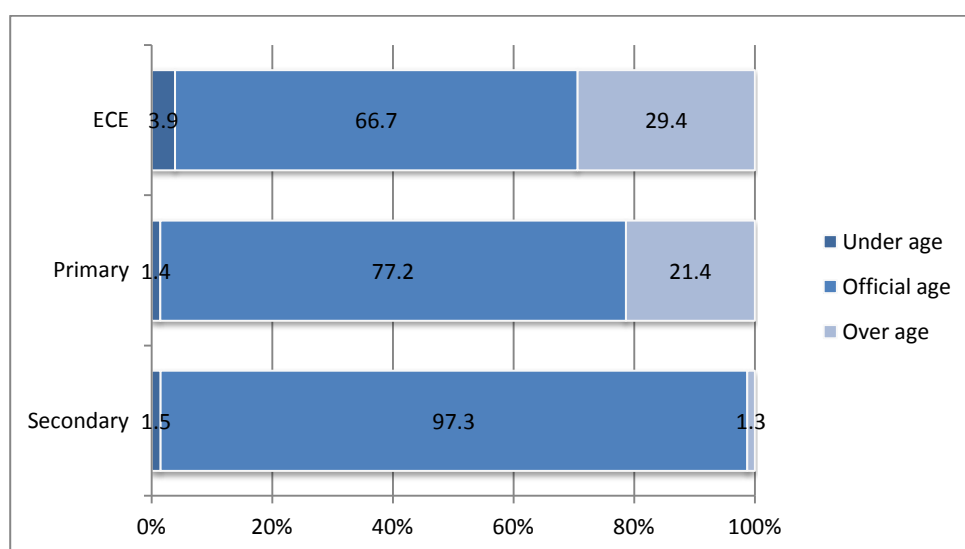
Table 8: Enrolment by school type and year level, 2009

Level	ECE	Primary	Secondary
ECE	10992		
Year 1		7851	
Year 2		7236	
Year 3		6722	
Year 4		6166	
Year 5		5590	
Year 6		5197	
Year 7			3859
Year 8			3560
Year 9			3261
Year 10			2756
Year 11			2127
Year 12			1481
Year 13			688
Year 14			145
Total	10992	38762	17877

Source: MoE VEMIS, 2009

In 2009 the government allocated grants to eliminate school fees in more than 75% of primary schools in Vanuatu, to promote full enrollment by removing school fees as a financial barrier to primary education. An extensive awareness campaign was conducted to encourage parents, care givers and community leaders to support the government's initiative to improve access in primary education and to achieve the Millennium Development Goal for universal primary education by 2015 and continuing progress towards Universal Primary Education.

Figure 8: Proportion of students by age and level of schooling, 2009



Source: MoE VEMIS, 2009.

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According to the national ECE policy, the official age of enrolment in ECE is 4 to 5 years of age. The graph above shows that 4% of the students were younger than this and enrolled in ECE while 29% were older. In primary education, 77% of the students were at the official age (6 to 11 years old) while 1% were younger than this and 21% were older. At secondary level, 97% of the students were in the age group defined for the school level (12 to 19 years old) while 2% were younger and 1% older.

Table 9: Enrolment by age and year level for children aged 5 – 18 years, 2009

Age	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Total
5	550	5							555
6	2322	324	11						2657
7	2608	1723	275	8					4614
8	1471	2394	1438	232	8				5543
9	682	1625	1955	1194	248	12	1		5717
10	152	830	1695	1834	1235	229	19		5994
11	49	209	888	1603	1527	1147	241	4	5668
12	9	82	298	858	1342	1570	751	277	5187
13	6	28	117	275	841	1291	1238	1012	4808
14		13	33	105	266	702	964	1135	3218
15	2	3	7	37	85	179	474	751	1538
16			5	14	26	44	128	297	514
17				5	8	17	40	75	145
18				1	4	6	3	9	23
Total	7851	7236	6722	6166	5590	5197	3859	3560	46181

Source: MoE VEMIS, 2009. Grey shading shows a child entering at age 6 years progressing through primary school without repeating.

The table above shows the number of students by year level for what is called 'basic education' or Year 1 to Year 8. It shows the challenge that the MoE faces with the large proportion of students who are outside the

official age range for basic education and a gradual decrease in the number enrolled as the school Year increases. The table highlights the high proportion of students who enter Year 1 of primary school who are aged 6 over years: 63% of students in Year 1 in 2009 were aged over 6 years of age.

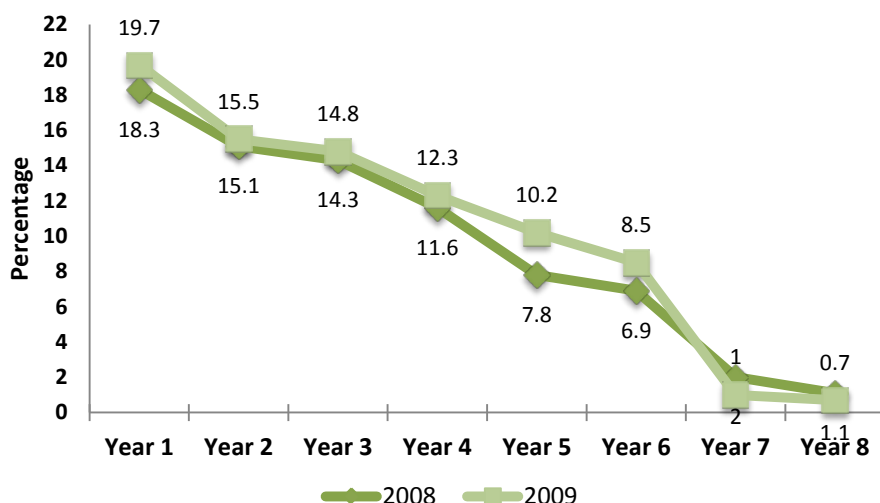
The drop-out rate in primary schools was 2% (Year 1 – 6) in 2009 or 2 out of every 100 students at primary school did not complete the full year in 2009. This was consistent with that of 2008 which was also 2%. It would seem that the contribution the Government is making towards the cost of primary education is stabilizing enrollment numbers.

The promotion rate is the percentage of students at a given level which are promoted to the next (higher) level the following year. In 2009 the promotion rate for children attending Year 1 to Year 8 was 82%.

Another commonly used indicator is the internal efficiency rate. It is a measure of the proportion of students who enter the school system in a given year at Year 1 who proceed to the next successive level and do not drop out or repeat a year. In 2009 the internal efficiency rate was 69% for the primary and secondary education from Year 1 to Year 13. This means that 31% or one out of every three students, repeat or drop out of the school system between Year 1 to Year 13.

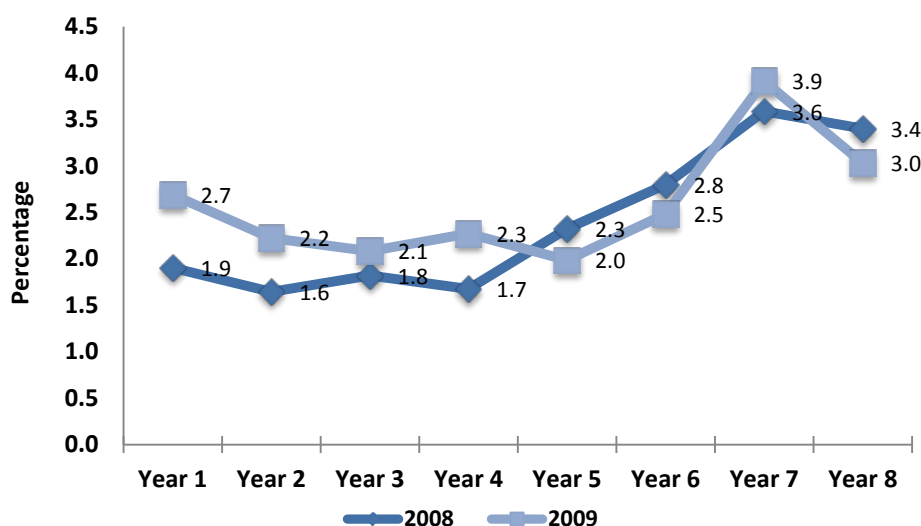
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Figure 9: Repeater rate by school year, 2008 – 2009



Source: MoE VEMIS, 2009.

Figure 10: Dropout rate by school year, 2008 – 2009



Source: MoE VEMIS, 2009.

The two graphs above shows quite a consistent pattern between 2009 and 2008 for both dropout and repeater rates. For repeaters the rates are highest in the early years of schooling and then decline while the opposite happens with drop outs where the rates are consistent in the early years and then increase at Junior Secondary (Year 7), and to a lesser extent in Year 8.

The following table shows that the high rate of repeaters, particularly in Year 1, is the major contribution to inefficiency in the primary level of education. In 2009 on average in Vanuatu 1 out of every 5 students in Year 1 were repeating Year 1. The MoE needs to address these high rates of repeating the first years of the education cycle.

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Table 10: Drop out and repeater rates by Year, 2008 – 2009

Level	2008			2009		
	Repeater rate	Dropout rate	Promotion rate	Repeater rate	Dropout rate	Promotion rate
Year 1	18.8	1.9	79.3	19.7	2.6	77.7
Year 2	15.7	1.6	82.7	15.5	2.2	82.3
Year 3	14.8	1.8	83.4	14.8	2.0	83.2
Year 4	12.2	1.6	86.2	12.3	2.2	85.5
Year 5	10.1	2.3	87.6	10.2	1.9	87.9
Year 6	9.3	2.7	88	8.5	2.4	89.1
Year 7	3.7	3.5	92.8	3.0	3.9	93.1
Year 8	0.7	3.5	95.8	2.7	3.0	94.3
Total	12.1	2.2	85.7	12.4	2.4	85.2

Source: MoE VEMIS, 2009.

The average repeater rate in 2009 was 12% for Year 1 to Year 8; for Year 1 to Year 6 it was 14%. The table and charts above confirms the inefficiency of the education system due to the high level of repeaters and drop-outs with the repeater rate making the most significant impact on the inefficiency of the education system. The repeater rate should in theory be around zero for Year 1 to Year 8 as the only reason why a student would repeat is based on the teacher's assessment of the student's performance that the student should not be promoted: there are no examinations or any barriers to promotion apart from teacher's recommendations.

Information on the number of students enrolled under different educational authorities provides an indication of society's general assessment of the quality of education based on the assumption that if given a choice parents will enroll their child at the school which would give their child the best education possible.

At ECE level, the number of students in ECE centers under church administration and assisted by Government decreased significantly by 23% in 2009 compared with 2007; while ECE centers run by the church with no government support increased as did private ECE centers.

Enrolment in ECE centers administered by communities remained relatively constant between 2008 and 2009 at around 5,000 children; with the number of ECE centers administered by communities decreasing by seven between 2008 and 2009.

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Table 11: Enrolment by school type and by education authority, 2007 – 2009

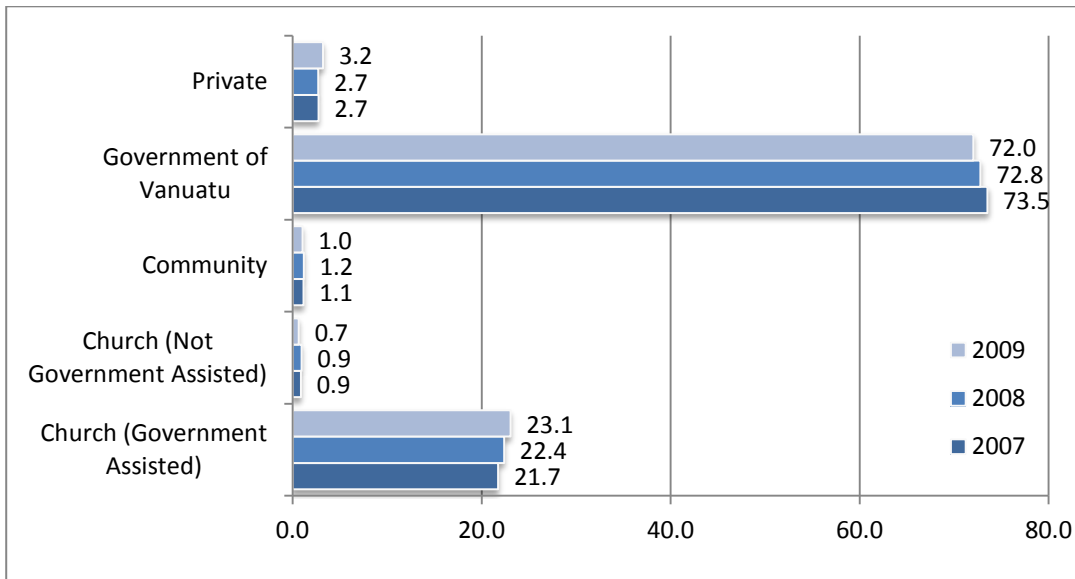
School level	Education authority	2007	2008	2009
ECE	Government	584		461
	Community	4399	4957	4918
	Private	4190	5425	4525
	Church (Government Assisted)	1128	1087	869
	Church (Not Government Assisted)	54	52	97
	Not stated	87	93	122
	Total		10442	11614
Primary Year 1 to 6	Government	27687	28137	27915
	Community	433	457	407
	Private	1030	1049	1250
	Church (Government Assisted)	8188	8648	8937
	Church (Not Government Assisted)	329	367	253
	Total		37667	38658
Basic Year 1 to 8	Government	33018	33812	33647
	Community	496	528	466
	Private	1367	1348	1552
	Church (Government Assisted)	9814	10176	10226
	Church (Not Government Assisted)	393	413	290
	Total		45088	46277
Secondary Year 9-13/14	Government	4420	5452	6087
	Community	73	73	76
	Private	716	709	861
	Church (Government Assisted)	2562	2795	3325
	Church (Not Government Assisted)	65	86	109
	Total		7836	9115

Source: MoE VEMIS, 2009. Government ECE centers are ECE centers attached to Government funded primary schools.

From the graph over at primary level Year 1 to Year 6 the proportion of students attending Government funded primary schools was around 73% from 2007 to 2009 while there is a slight increase in the proportion of students attending church schools with government funding and private primary schools. It is anticipated that more students will join government primary schools in 2010 due to the Free Primary Education Policy.

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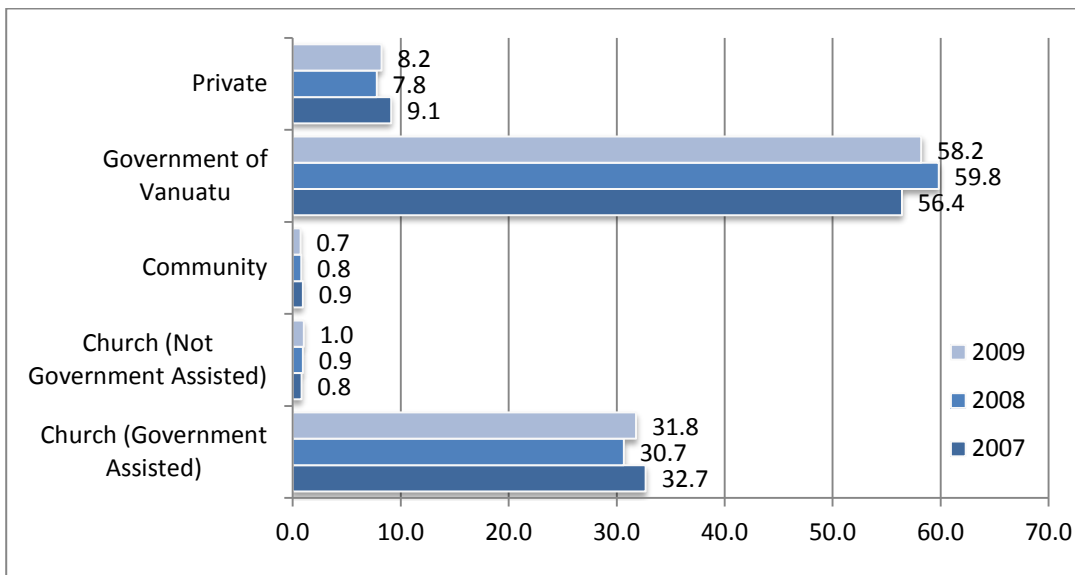
Figure 11: Proportion of students enrolled under different education authorities at primary level Year 1 – Year 6, 2007 – 2009



Source: MoE VEMIS, 2009.

At the higher secondary level, Year 9 and higher, the proportion of students enrolled in fully funded government schools and church schools with government funding assistance account for over 80% of student enrollments. There seems to be some student movement between these two school types on an annual basis, with the proportion of government assisted church school enrollment decreasing in 2008 while the proportion of government enrollment increased in the same year.

Figure 12: Proportion of students enrolled under different education authorities at higher secondary level, Year 9-13/14, 2007 – 2009



Source: MoE VEMIS, 2009.

Chapter 3: Vanuatu Education Sector Strategy

Vision

The MoE's vision is for a caring education system which provides every young person with the lifelong skills, values, and confidence to be self-reliant and to contribute to the development of Vanuatu, and which works in partnership with all stakeholders to provide well-managed schools.

Mission

Our mission is to provide pupil-centered education that is accessible, relevant, sustainable, responsive, and of good quality, to guarantee every young person:

- Pre-school and basic education to Year 8, including literacy, numeracy, life skills, and livelihood skills, respect for our history and culture, and respect for human rights;
- Expanded opportunities for secondary, technical, tertiary and higher education;
- Support for parents and communities to participate in and manage their schools;
- A well-managed and accountable education system which focuses on building the human resources of Vanuatu, improving learning, living, and working opportunities, and enabling young people to contribute to the productive sectors in both rural and urban areas.

Goals

Based on these vision and mission statements, seven core goals for education sector expansion and development have been identified. The tables and charts that have been compiled in the following section help to illustrate recent trends and current status of several key indicators of achievement in respect of the VESS goals. Monitoring these indicators over time will enable MoE to monitor progress towards the achievement of VESS goals, and assess the impact of VESS programs on these highlighted areas for investment and reform.

Vanuatu, as a least developed country (LDC), recognizes there is a risk that the Millennium Development Goals (MDGs) related to education might not be reached before 2015. In order to achieve the MDGs, the government is mobilizing resources with assistance from development partners to sustain and accelerate the implementation of the reform program.

Goal One

Objective 1: Achieve universal Primary Education completions, strengthen literacy, languages and numeracy, and develop a national pre-school curriculum and pre-school training program.

A starting point for the achievement of this goal is to ensure that all children in Vanuatu have access to school. The MoE monitors access to education using indicators such as Gross Enrolment Ratios (GER) and Net Enrolment Ratios (NER). GER and NER can be defined as follows:

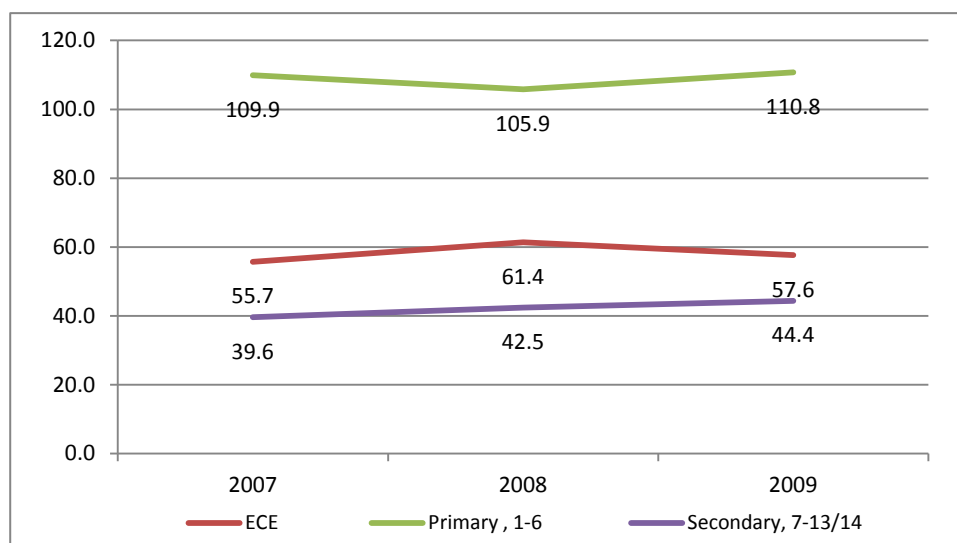
GER: Total enrolment in ECE, Primary or Secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.

NER: Total enrolment of pupils of the official age group for ECE, Primary or Secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.

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The following graphs and tables show the GER and NER over the past three years at the ECE, Primary and Secondary level (which includes Junior Secondary and Senior Secondary education levels).

Figure 13: Gross Enrolment Ratio (GER) trend by school level, 2007 – 2009



Source: MoE VEMIS, 2009.

In 2009 the GER for primary education was 110.8 which means that for every 100 children of the official school age (6-11 years) there were 110 attending primary school – reflecting the number of children enrolled at primary who are older than the official age. At secondary level in 2009 45 children out of every 100 of secondary school age were attending school.

At the primary school level (Year 1 to Year 6), the 2009 GER (110.8) was an increase of 3.8% from 2008. In 2009 government began the implementation of the Universal Education policy as one of the priorities of the Road Map to remove barriers to primary school attendance from 2010. In 2009 school grant payments were made to 325 primary schools in Vanuatu (Year 1 to 6) based on VEMIS data.

In 2009 the ECE GER decreased by 9.3% from that of 2008, mostly because of the closing of 21 ECE centers in 2009. The future of ECE education remains a major concern. It seems that some communities have difficulties managing these ECE centers combined with other factors such as parents not being able to afford to pay the ECE fees.

The GER at secondary school level trend has been increasing since 2007 for both male and female enrolments. In 2007 the GER at secondary was 39.6, or 40 young people out of every 100 of secondary school age were attending secondary school. By 2009 this figure increased to 45 out of every 100 young people of secondary school age were attending school. There is a very slight difference in girls and boys enrolled at secondary school level where there is a slightly higher proportion of girls enrolled at secondary school than boys.

Table 12: GER Trends by level of education, 2007 – 2009

Year	ECE				Primary 1-6				Secondary 7-13/14			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2007	56.4	55.1	55.7	0.95	109.8	110.1	109.9	1.00	39.0	40.2	39.6	1.03
2008	62.9	59.9	61.4	0.96	110.9	112.5	111.6	1.01	42.1	42.9	42.5	1.02
2009	58.7	56.5	57.6	0.96	110.7	110.8	110.8	1.00	43.1	45.8	44.4	1.06

Source: MoE VEMIS, 2009.

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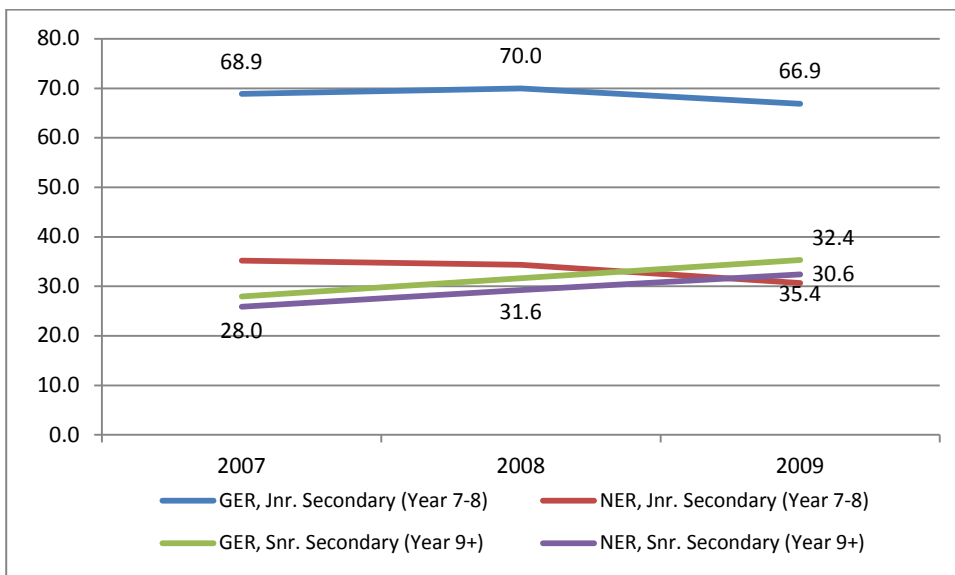
Most statistical indicators which are disaggregated by sex and can be analyzed to show the proportion of girls and boys or men and women with the attribute or statistic. Taking the GER for girls and dividing it by the ratio for boys gives a Gender Parity Index (GPI). A GPI value of less than one indicates a difference in favor of boys; a value above one indicates a difference in favor of girls; and a value close to one indicates gender parity.

At ECE level the GPI indicates that there are more boys than girls enrolled; although gender parity was very close to 100 in 2009. This is despite the fact that in the official age group for ECE (3 to 5 years of age) there are 5% more boys than girls (VNSO Census of Population and Housing, 2009). At primary school level there is gender parity with the GPI at 1.00 in 2009. At secondary level enrollment is almost at gender parity with a very small difference in the GPI.

The NER for primary education continues a trend of a slight annual decrease, from a rate of 86.7 in 2007 to 85.5 in 2009. This means that 86 children aged 6 – 11 years were enrolled in primary school Year 1 – Year 6 per 100 children aged 6 – 11 years. The NER was used to establish the Universal Education policy and is used to monitor its implementation.

Meanwhile, NER for ECE centers and secondary schools has increased since 2007. This shows that for these two levels of education, the number of students having the official age has improved over the years.

Figure 14: NER and GER for Junior and Senior Secondary school levels, 2007 - 2009



Source: MoE VEMIS, 2009.

At secondary level there are divergent trends between junior secondary school (Year 7 – Year 8) and senior secondary school (Year 9 and higher): the proportion of young people aged 14 – 19 years of age attending senior secondary school is increasing while the proportion of young people aged 12 – 13 years of age attending junior secondary school (Year 7 – Year 8) is decreasing.

Another complementary and more precise indicator is the percentage of enrolment by specific age: the age participation rate. This indicator can be used to present the level of participation by specific age. This indicator shows that in Year 1 30 out of every 100 children enrolled in Year 1 were aged 6 years old in 2009. From Year 9 and higher the percent of pupils at the right age for the level participating varies from 29% of students were aged 15 years in Year 10 (NER of 15.1) to 35% of young people enrolled in Year 9 were aged 14 years of age (NER 19.8).

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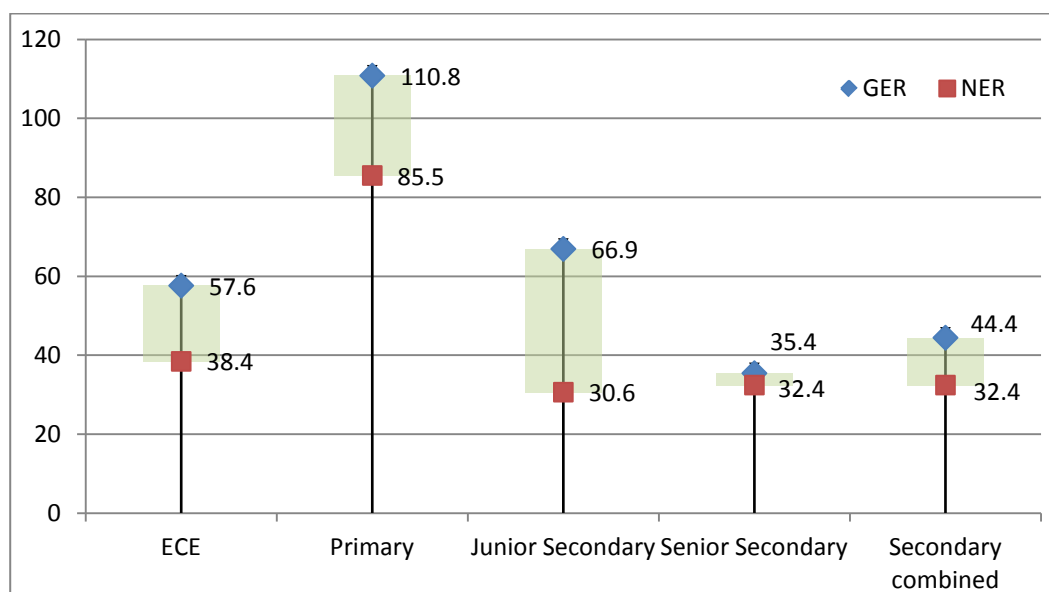
Table 13: GER and NER by sex with GPI for school levels, 2007-2009

School level	Year	GER				NER			
		Male	Female	Total	GPI	Male	Female	Total	GPI
ECE Age 3 – 5 years	2007	56.4	55.1	55.7	0.95	33.0	33.5	33.3	1.01
	2008	62.9	59.9	61.4	0.96	38.2	37.6	37.9	0.98
	2009	58.7	56.5	57.6	0.96	38.3	38.5	38.4	1.01
Primary (Yr 1- 6) Age 6 – 11 years	2007	109.8	110.1	109.9	1.00	85.9	87.6	86.7	1.02
	2008	110.9	112.5	111.6	1.01	85.6	88.7	87.1	1.04
	2009	110.7	110.8	110.8	1.00	84.6	86.6	85.5	1.02
Junior Secondary (Yr 7 – 8) Age 12 – 13 years	2007	66.4	71.5	68.9	1.08	31.9	38.6	35.2	1.21
	2008	67.6	72.6	70.0	1.07	31.8	37.1	34.3	1.17
	2009	64.0	69.9	66.9	1.09	27.7	33.8	30.6	1.22
Senior Secondary (Yr 9+) Age 14 – 19 years	2007	28.1	27.8	28.0	0.99	25.8	25.9	25.9	1.01
	2008	31.8	31.5	31.6	0.99	29.2	29.2	29.2	1.00
	2009	34.5	36.3	35.4	1.05	31.3	33.6	32.4	1.07
Secondary combined (Yr 7+) Age 12 – 19 years	2007	39.0	40.2	39.6	1.03	25.8	25.9	25.9	1.01
	2008	42.1	42.9	42.5	1.02	29.2	29.2	29.2	1.00
	2009	43.1	45.8	44.4	1.06	31.3	33.6	32.4	1.07

Source: MoE VEMIS, 2009.

The following table and chart show the recent trends for GER, NER and GPI at each level of schooling from 2007 to 2009.

Figure 15: GER and NER for the four levels of education, 2009



Source: MoE VEMIS, 2009.

The differences between the GER and the NER in 2009 for ECE and junior secondary level highlight the low level of participation of children in these levels of education in Vanuatu. Presenting the GER alongside the NER shows the proportion of students who are not in the official age group for each level of schooling, with the difference the largest at Junior Secondary School level where 36% of students enrolled are not in the official

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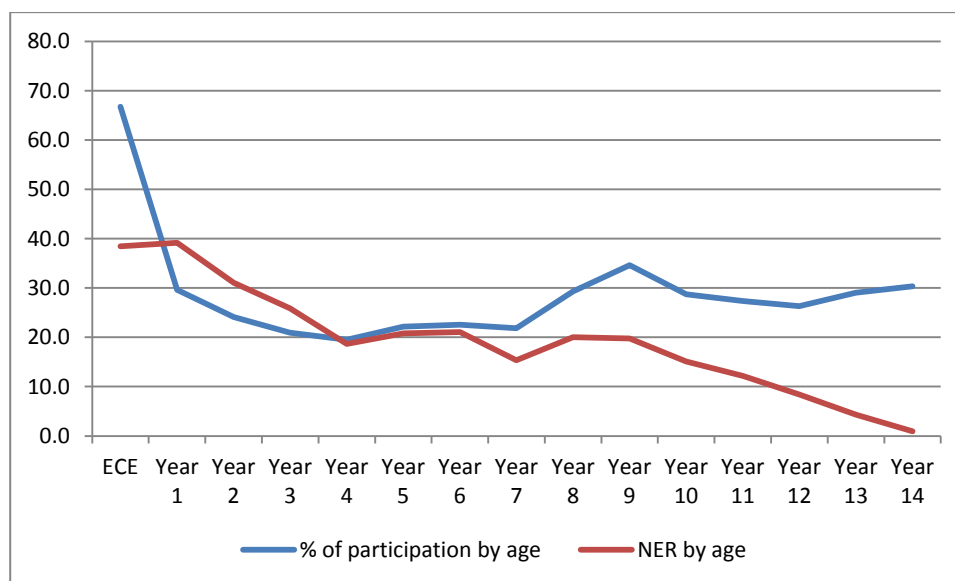
age group. At senior secondary level the GER and NER are almost the same, with only a 3% difference in the age participation.

Table 14: Participation by school level and specific age (in percentage), 2009

Level	Total Enrolment	Official Age Enrolment	% of participation by age	NER by Year
ECE	10992	7335	66.7%	38.5
Year 1	7851	2328	29.7%	39.1
Year 2	7236	1746	24.1%	31.0
Year 3	6722	1408	20.9%	25.9
Year 4	6166	1204	19.5%	18.7
Year 5	5590	1240	22.2%	20.8
Year 6	5197	1172	22.6%	21.1
Year 7	3859	842	21.8%	15.3
Year 8	3560	1044	29.3%	20.0
Year 9	3261	1128	34.6%	19.8
Year 10	2756	792	28.7%	15.1
Year 11	2127	582	27.4%	12.2
Year 12	1481	390	26.3%	8.4
Year 13	688	200	29.1%	4.3
Year 14	145	44	30.3%	1.0
Total	67631	21455	31.7%	22.7

Source: MoE VEMIS, 2009.

Figure 16: Age participation rate (%) and NER by school level, 2009



Source: MoE VEMIS, 2009.

This graph shows the age participation in percentage and the NER by Year of schooling. The graph shows that while almost 70% of ECE pupils enrolled are the right age for ECE (4 – 5 years of age); this in fact was only about 40% of all children aged 4 – 5 years in 2009.

Table 15: Number of students enrolled in urban and rural schools, 2009

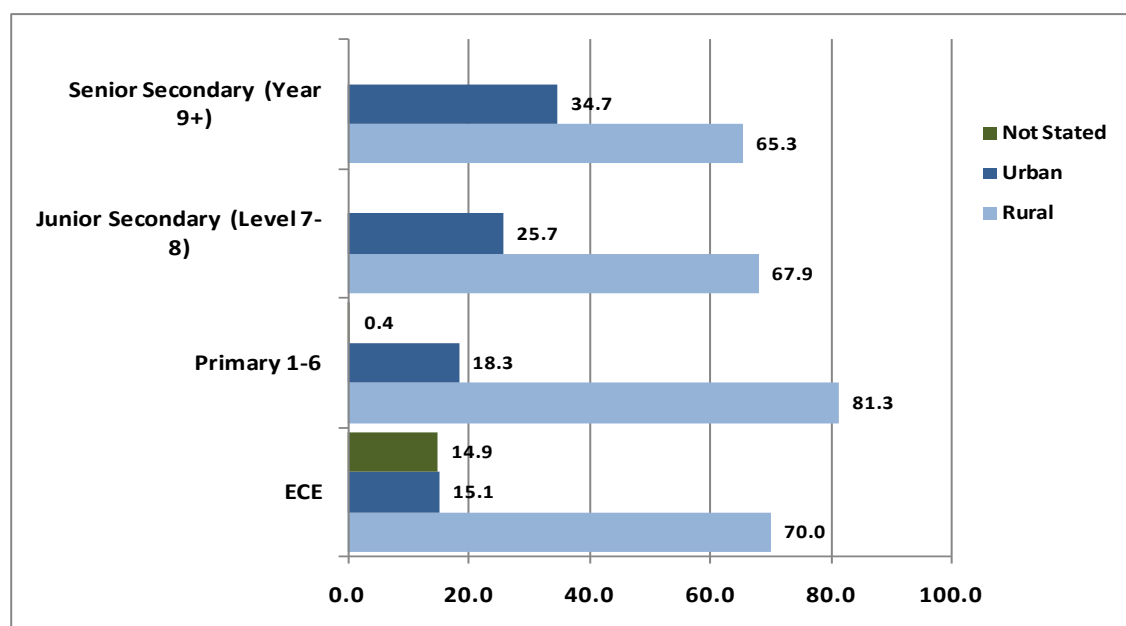
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School level	Year	Rural	Urban	Not stated	Total	
ECE		7691	1664	1637	10992	
Primary	Yr 1	6473	1347	31	7851	
	Yr 2	5895	1311	30	7236	
	Yr 3	5457	1239	26	6722	
	Yr 4	5033	1096	37	6166	
	Yr 5	4535	1034	21	5590	
	Yr 6	4111	1084	2	5197	
	Total		31504	7111	147	38762
Secondary	Yr 7	2900	959		3859	
	Yr 8	2611	949		3560	
	Yr 9	2429	832		3261	
	Yr 10	1990	766		2756	
	Yr 11	1309	818		2127	
	Yr 12	792	689		1481	
	Yr 13	311	377		688	
	Yr 14		145		145	
	Total		12342	5535		17877
	Total		51537	14310	1784	67631

Source: MoE VEMIS, 2009.

It is also important to know the distribution of students by urban and rural schools. In 2009 at primary level 81% of students live in rural areas compared with an overall level of 69% of students are in rural areas. At Junior Secondary 74% of students are in rural schools, and for Senior Secondary 65% of students enrolled are in rural secondary schools while 35% are in urban areas.

Figure 17: Percent of enrolment in urban and rural locations, broad level, 2009



Source: MoE VEMIS, 2009.

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An intake refers to the children of the correct age to attend a specific level of schooling. Intake measures are useful to show the proportion of children entering a school year, usually the first year of primary education.

GIR: Total enrolment in ECE, Primary or Secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.

NIR: Total enrolment of pupils of the official age group for ECE, Primary or Secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.

Table 16: Gross and Net Intake Ratio in Year 1, GPI or the ratios, 2007 - 2009

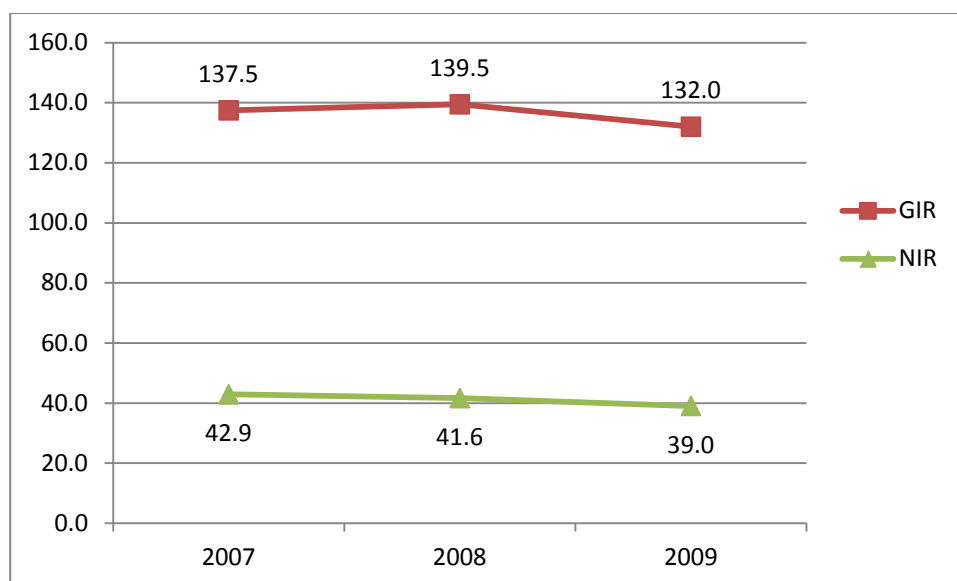
GER	GIR		NIR		Gender Parity Index	
	Male	Female	Male	Female	GPI: GIR	GPI: NIR
2007	140.2	134.6	43.6	42.2	0.96	0.97
2008	140.7	138.2	39.8	43.6	0.98	1.09
2009	132.6	131.4	37.4	40.9	0.99	1.09

Source: MoE VEMIS, 2009.

In Vanuatu the official primary school entrance age is 6 years of age. The table above shows the number of students enrolled in Year 1 of primary school as a percentage of the total population of 6 year olds in Vanuatu (GIR), and the total number of 6 year old new entrants into primary school as a percentage of the total population of 6 year olds in Vanuatu (NIR). The large difference between the GIR and NIR indicates that 93% of students enrolled in year 1 are not of the official start age for Primary of 6 years.

The graph below shows clearly the decrease of enrolment at Year 1 as measured by the NIR of the primary since 2007.

Figure 18: Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) in year 1 of primary, 2007-2009



Source: MoE VEMIS, 2009.

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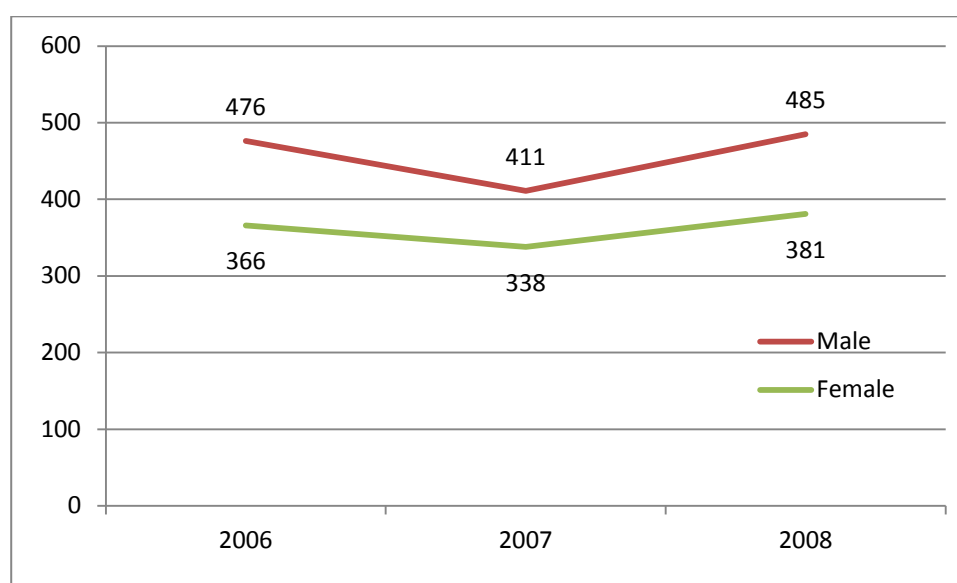
Table 17: Number of repeaters, drop outs and promotion rates by sex and year level, 2008

Level	Repeaters		Dropouts		Promotion rate	
	Male	Female	Male	Female	Male	Female
Year 1	830	716	114	94	78%	79%
Year 2	651	468	78	75	81%	84%
Year 3	600	395	70	66	81%	85%
Year 4	448	310	80	57	84%	88%
Year 5	321	250	66	41	87%	89%
Year 6	261	181	77	48	86%	90%
Year 7	85	71	74	72	93%	93%
Year 8	12	12	57	48	96%	97%
Year 9	41	42	29	41	96%	95%
Year 10	14	11	28	26	96%	97%
Year 11	18	20	33	18	94%	96%
Year 12	15	12	10	19	97%	95%
Year 13	2	1	4	0	98%	100%

Source: MoE VEMIS, 2009.

In the table above the enrolment information for 2008 is used because the VEMIS information on repeaters applies to the previous year, so repeaters information captured in VEMIS in 2009 applies to the full year of 2008. It shows that there are some concerns about the promotion rates of boys which are slightly lower than that for girls from Year 2 to Year 6.

Figure 19: Number of drop outs and sex, year 1 – year 6, 2006-2008

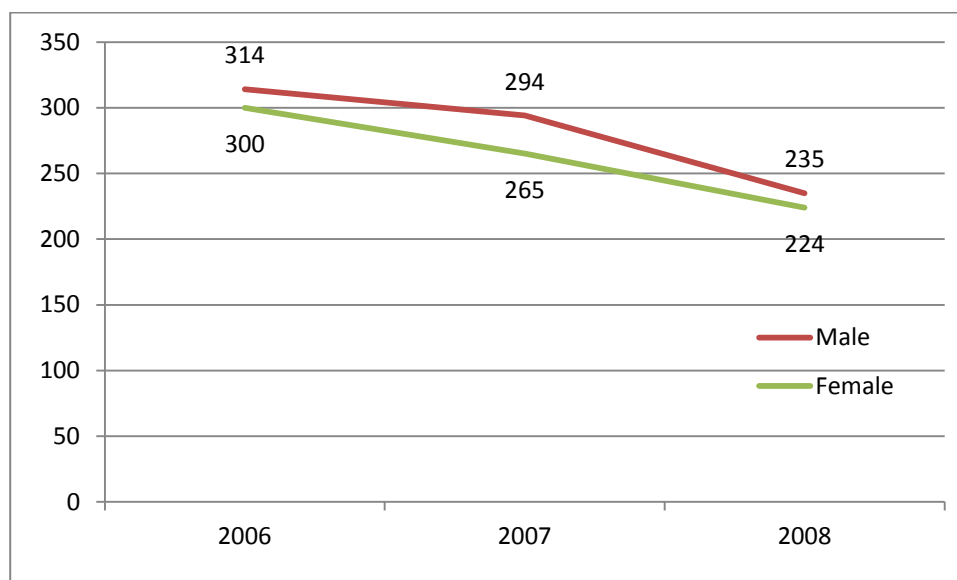


Source: MoE VEMIS, 2009.

The graph above shows that the number of male drop outs from Year 1 to Year 6 has been higher than that for females since 2006; although there has been a 4% increase in the number of female drop outs compared with 2% for males between 2006 and 2008.

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Figure 20: Number of drop outs and sex, Year 7 – Year 14, 2006-2008



Source: MoE VEMIS, 2009.

The graph above shows at higher levels of education, from Year 7 and above, the trend has been for a general decrease in the number of drop outs. Between 2006 and 2008 there was a 25% decrease in drop outs for both males and females.

Access to education for all is a priority area for the MoE and inclusive education programs are being developed to ensure all children, regardless of ability, are able to access education. The Ministry is working to ensure that all children, regardless of location, physical or mental difficulties, have a place in the classroom. In 2008 an Inclusive Education Policy was developed to improve the learning outcomes of disabled students and resources allocated for disabled students in VESAP and VERM.

In the VEMIS system pupils classified as disabled might have a medically diagnosed disability; but it must be noted that VEMIS statistics are based on teacher's judgments of their pupils through physical appearance and ability, inside classroom learning assessment, their academic performance and records of pupils' medical reports if available.

Table 18: Number of pupils with a disability, by school level and location, 2007 – 2009

Year	School level	Students enrolled with a disability				Not stated	Total
		Rural	% students	Urban	% students		
2007	Primary*	4649	15.1	776	11.5	6	5431
	Secondary	348	3.3	215	4.5		563
	Total	4997	12.1	991	8.6	6	5994
2008	Primary*	3388	10.7	595	8.6	5	3988
	Secondary	485	4.2	167	3.1		652
	Total	3873	9.0	762	6.2	5	4640
2009	Primary*	2889	9.2	602	8.5	7	3498
	Secondary	302	2.4	626	11.3		328
	Total	3191	7.3	628	5.0	7	3826

Source: MoE VEMIS, 2009. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school.

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The table above shows the number of students with a disability in primary and secondary for both rural and urban schools. The table shows that in 2009 9% of rural primary students were disabled as a percent of total enrollment, compared with 2% at secondary level: overall 7% of all students enrolled in primary and secondary school were assessed as having a disability by their teacher.

Since 2007 the total number of disabled students in primary and secondary school has decreased by 36%. In 2008 there was an increase in disabled students in secondary level education compared with 2007 but this decreased in 2009. It is difficult to analyze the disability statistics because there are a number of possible causes for the annual changes including students moving out of the school system, a teacher in one year making a different assessment than the previous year's teacher, a student moving to another school; and so on.

Table 19: Type of disability and sex in primary and secondary level, 2009

Type of disability	Primary (Year 1-6)			Secondary (Year 7+)		
	Male	Female	Total	Male	Female	Total
Down Syndrome	9	15	24	6	2	8
Hearing Impairment	183	148	331	36	34	70
Learning Disability	1084	751	1835	203	130	333
Mental Disability	109	69	178	23	20	43
Multiple Disabilities	66	26	92	14	3	17
Other Disability	29	27	56	9	7	16
Physical Disability	59	43	102	24	16	40
Sight Impairment	81	67	148	38	57	95
Social and Emotional problems	111	80	191	58	64	122
Speech Impairment	66	38	104	15	6	21
Total	1797	1264	3061	426	339	765

Source: MoE VEMIS, 2009.

National Curriculum and Training Program for Early Childhood Education

VEMIS does not directly collect information related to the goal for ECE to “develop a national pre-school curriculum and pre-school training program” but VEMIS can be used to measure the outcomes of ECE through the educational background of students entering Year 1 of primary. The Year 1 curriculum is based on the assumption that children entering Year 1 are ‘school ready’ and have come through ECE training to Year 1.

Table 20: Percent of Year 1 students who have come from an ECE program, 2009

Province	Percent of sex from an ECE program in Year 1		
	Male	Female	Total
Torba	75%	61%	68%
Sanma	82%	92%	87%
Penama	76%	78%	77%
Malampa	81%	77%	79%
Shefa	69%	75%	63%
Tafea	65%	61%	63%
Total	74%	76%	75%

Source: MoE VEMIS, 2009.

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The table shows the number of new entrants in Year 1 of primary having come through an ECE program equivalent to a minimum of 200 hours, expressed in percentage of the total number of new entrants in the first year of primary education.

From the table above in 2009 75% of students enrolled in Year 1 of the Primary had attended ECE. The lowest rates were in Shefa and Tafea where 63% of primary new entrants had come through an ECE program.

Progress through school, especially in the early years, depends on the cognitive skills acquired and developed at an early age. It is generally accepted participation in early childhood education programs plays an important role in children's future studies because these programs create and foster positive attitudes to learning and also importantly help develop children's social basic skills.

Goal Two:

Goal 2: Continue to expand and improve affordable bi-lingual secondary, technical and higher education which meet national and international standards.

Bi-lingual schooling is available at all levels in the Vanuatu education system. Expanding and improving bi-lingual education is a core goal of the VESS. The following table illustrates the current scope of bi-lingual education in Vanuatu.

Table 21: Total enrolment by language of instruction and by school level, 2009

Province	Enrolment by language of instruction			
	ECE	Primary	Secondary	Total
Bilingual (English and French)	0.0%	0.8%	0.8%	0.7%
Bislama	4.8%	0.0%	0.0%	0.8%
English	82.1%	63.3%	69.9%	68.1%
French	4.3%	35.8%	29.3%	28.9%
Tanneese	0.1%	0.2%	0.0%	0.1%
Other indigenous language	8.7%	0.0%	0.0%	1.4%
Total	100.0%	100.0%	100.0%	100.0%

Source: MoE VEMIS, 2009.

The table above shows that 68% of students are enrolled in English speaking schools in Vanuatu while 29% are enrolled in French speaking schools and ECE centers. Only 9% of the students enrolled in ECE use vernacular languages (Tanneese and other indigenous language) as language of instruction.

English and French are the two main languages in most schools in Vanuatu. This information is important for monitoring and developing language of instruction bearing in mind that there are three official languages in Vanuatu (Bislama, English and French) and that the MoE is tasked with implementing bilingual instruction in English and French at secondary school level. The information could be used for the development of the Education Language Policy, the distribution of school materials, teacher training and so on. It is important to bear in mind that the choices parents and families make play an important role in the distribution of students by language of instruction.

There has been increased emphasis placed on using vernacular languages in the early years of education especially at ECE level where children might not yet speak any other language. However according to VEMIS instruction in vernacular is not happening. It could be that parents have a preference for children to start speaking one of the official languages as part of their education.

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The distribution of the pupils by language of instruction reflects the structure of the current education system. The Ministry for Education actively promotes the use of all languages in schools. At the ECE level, the use of French and vernacular languages is low.

Table 22: Enrolment by language of instruction and school level, 2007-2009

Level and Language	% of students enrolled by language of instruction								
	2007			2008			2009		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE									
Bislama	4.5%	4.1%	4.3%	4.8%	5.3%	5.1%	5.1%	4.4%	4.8%
English	88.5%	88.9%	88.7%	86.7%	85.6%	86.2%	82.0%	82.1%	82.1%
French	4.5%	5.0%	4.8%	3.7%	4.1%	3.9%	4.4%	4.2%	4.3%
Vernacular	2.5%	2.0%	2.3%	4.7%	5.0%	4.8%	8.5%	9.2%	8.9%
Primary									
Bilingual	0.9%	0.6%	0.8%	0.0%	0.0%	0.0%	0.9%	0.7%	0.8%
Bislama	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%
English	63.5%	64.0%	63.7%	63.8%	64.3%	64.1%	63.3%	63.3%	63.3%
French	35.2%	35.1%	35.1%	35.8%	35.3%	35.6%	35.7%	35.8%	35.8%
Vernacular	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.1%	0.2%	0.2%
Secondary									
Bilingual	0.4%	0.4%	0.4%	0.3%	0.4%	0.3%	0.8%	0.8%	0.8%
English	70.0%	69.8%	69.9%	70.8%	70.9%	70.9%	69.5%	70.4%	69.9%
French	29.6%	29.7%	29.7%	28.8%	28.7%	28.7%	29.7%	28.9%	29.3%
Vernacular	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%			

Source: MoE VEMIS, 2009.

In the primary, on average 63% of students are enrolled in school in 2007 to 2009 in the English-speaking schools, followed by 36% in Francophone schools and less than 1% in the primary schools using the vernacular. In secondary, on average over the three years 70% of students were enrolled in English schools and 29% in French schools. This represents a large challenge to implement bilingualism in secondary schools.

Managing a multi-lingual educational system is a monumental challenge. It involves making sure that adequate resources in the appropriate language are available for all schools; teachers need to be fluent in both English and French and this required considerable investment in terms of financial and administrative support.

To reduce such costs and overheads in the education system of Vanuatu, having bilingual schools is a priority for the MoE. The vision of the government is that by 2015, all students should be bilingual. In April 2009, the Minister of Education has appointed a team with the mission to produce an education language policy. The team began by assessing the different options for such a system and conducted consultations in the provinces. The baseline information for the development of the language policy was sourced from VEMIS.

Goal Three:

Goal 3: Provide more relevant and accessible curriculum, materials and assessment systems.

Improving the quality and relevance of curriculum, materials and assessment systems is a priority under VESS and ensuring that schools are provided with sufficient quantities of curriculum resources is an important part of achieving this goal.

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VEMIS contains information about the textbook to pupil ratio. This ratio is defined as the average number of textbooks per student at a specific level of education in a given school year. This indicator is used to measure the resources provided in terms of the number of textbooks in relation to the size of the pupil population. Textbooks are defined as national standard curriculum materials in all core subjects taught in any institution within the country. The following table and graph show the current Pupil-to-Textbook ratios in core subject

area in primary schools based on the textbooks required for basic science, general studies, languages, mathematics and social science.

Table 23: Basic education textbook:pupil ratio for core subject areas, 2009

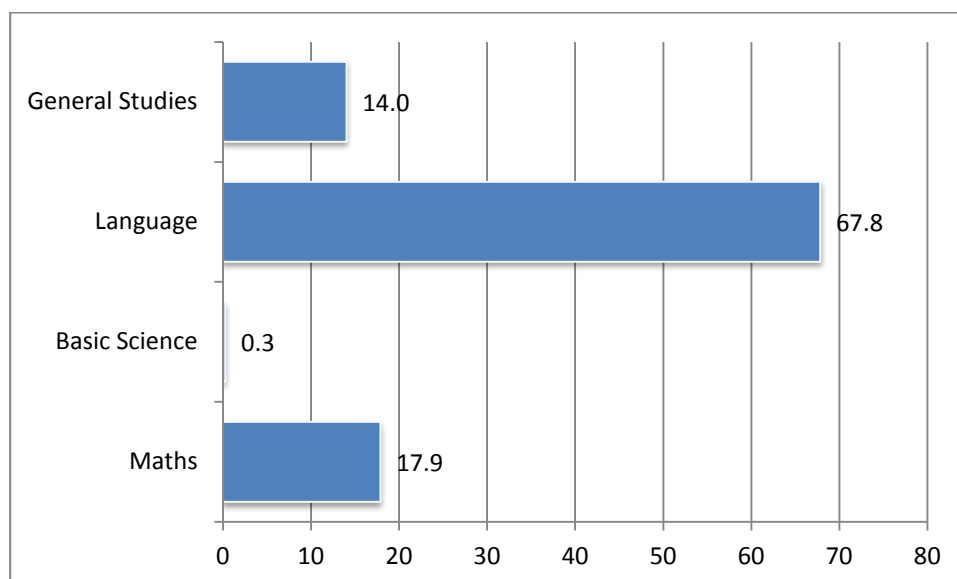
Enrolment and textbooks	Level of basic education								Total
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	
Enrolment	7851	7236	6722	6166	5590	5197	3859	3560	46181
Textbooks	22963	20262	17546	18061	18258	15981	27100	8156	148227
Textbook to pupil ratio	3:1	3:1	3:1	3:1	3:1	3:1	7:1	2:1	3:1

Source: MoE VEMIS, 2009.

In principle, the official standard used for distribution by class is a ratio 0.5:1 or one textbook for every two students. The above table indicates that there is enough pedagogical material available in the basic education schools with all ratios above 2 textbooks per student. In year 7, for example, the student to textbook ratio was a very satisfying 7 textbooks per student in 2009.

It is equally important that textbooks are distributed in adequate numbers for each of the core subjects. The following graph shows the distribution of educational textbooks by subject in 2009 and it would seem that schools have sufficient language books but lack science texts. In schools offering Year 1 to Year 6 in 2009 68% of the textbooks distributed were for "languages" followed by 18% "mathematics", 14% for "general studies" while only 0.3% were for "basic science". If the MoE wants to have more students pursuing advanced studies in scientific fields more textbooks are required.

Figure 21: Percent distribution of primary school (Year 1 – 6) textbooks for main subjects, 2009



Source: MoE VEMIS, 2009.

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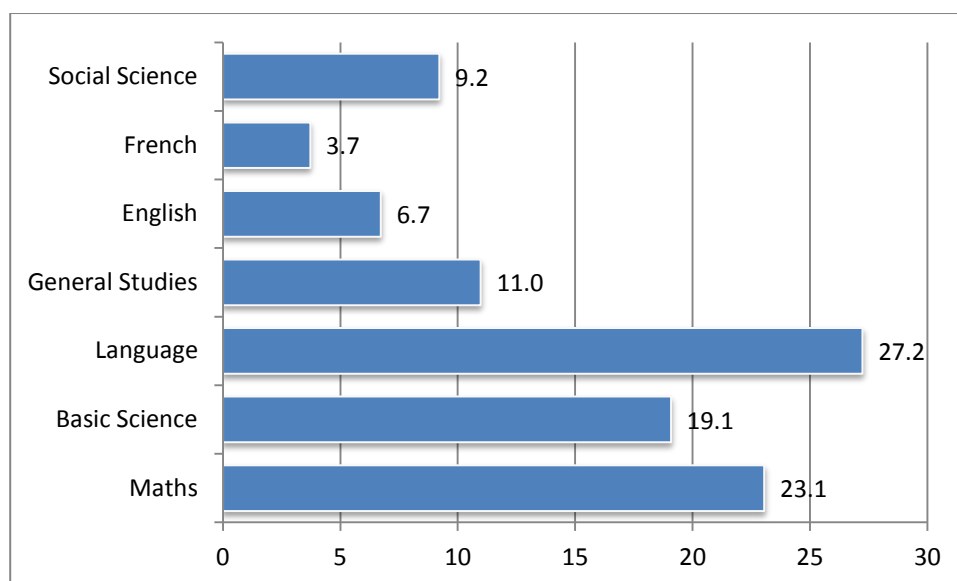
Table 24: Secondary school (Year 7 +) textbook: pupil ratio for core subject areas, 2009

Enrolment and textbooks	Level of secondary education								Total
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	
Enrolment	3859	3560	3261	2756	2127	1481	688	145	17877
Textbooks	27100	8156	8590	6451	3819	3859	817	28	58820
Textbook to pupil ratio	7:1	2:1	3:1	2:1	2:1	3:1	1:1	<1:1	3:1

Source: MoE VEMIS, 2009.

The table above shows that there are enough textbooks available in all levels of secondary education with the possible exception of Year 14 in Francophone schools. In 2009 in years 10 and 11 there was an overall textbook to pupil ratio of 2:1 or two textbooks per student.

Figure 22: Percent distribution of secondary school (Year 7 +) textbooks for main subjects, 2009



Source: MoE VEMIS, 2009.

At secondary level (Year 7 and higher) 27% of textbooks for core subject areas are for “language”, followed by 23% for maths and 19% for basic science. The VEMIS data raises serious questions about whether the number of French and English language textbooks is sufficient for the number of pupils in secondary schools.

Goal Four:

Objective 4: Provide qualified, productive and well-supported teachers for every school and strengthen the professional competence of teachers.

Quality and relevance

Various programs are in place to ensure teachers are trained to a high standard to deliver the best possible quality of education and learning outcomes. VEMIS contains a wide range of information about teachers including sex, age, and qualifications of teaching staff which can be analyzed according to school level, enrollment, location and administration.

Curriculum reform is a lengthy process involving consultation, discussion and debate with a wide range of stakeholders, including parents; with translation of the curriculum into the detailed syllabus and teacher work

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plans. It is accompanied by constant evaluation of the quality and range of anticipated outcomes. The effectiveness of the new curriculum for primary and secondary schools requires a teaching staff with the capacity to deliver the learning outcomes stated in the curriculum and robust and responsive support services and management systems.

A key measure used is the ratio of the number of teachers to the number of students enrolled. The average national teacher:student ratio is around 1:30, or one teacher per 30 students, in the first years of the primary, but there are significant variations based on province, school administration and the numbers fluctuate from year to year. The following table gives an overview of the evolution of teaching staff in the schools of Vanuatu since the year 2007.

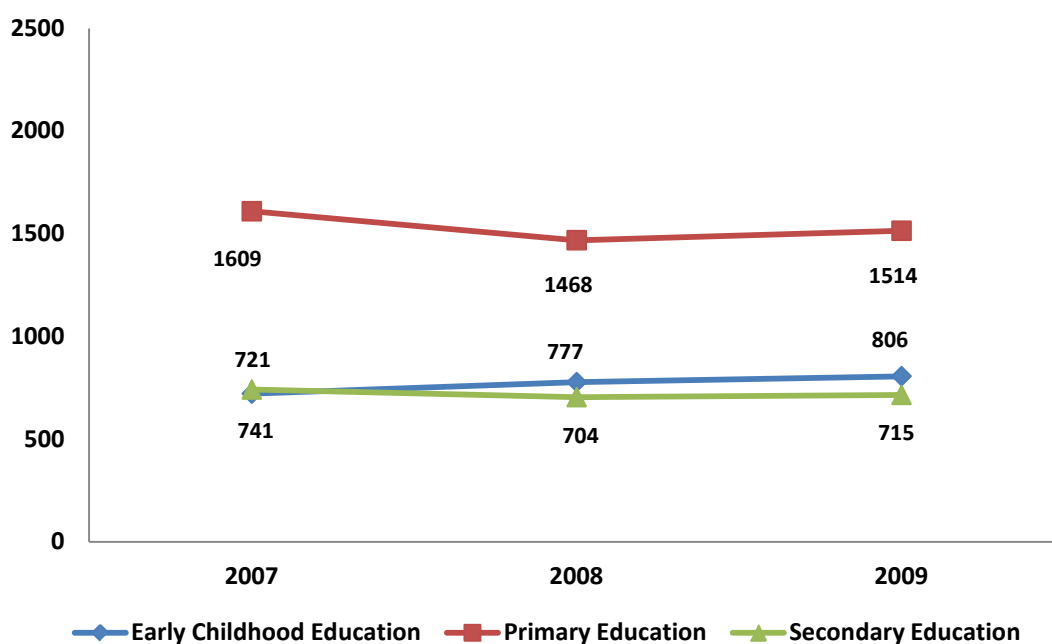
Table 25: Number of teachers in each sector and by sex, 2007-2009

School level	2007			2008			2009			Average 2007-09
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
ECE	62	659	721	66	711	777	69	737	806	768
Primary (Year 1 – 6)	724	885	1609	634	834	1468	644	870	1514	1530
Secondary (Year 7+)	464	277	741	439	265	704	445	270	715	720
Total	1250	1821	3071	1139	1810	2949	1158	1877	3035	3018

Source: MoE VEMIS, 2009.

One of the strategic priorities of the MoE is to improve the quality of the teaching. This is a large challenge considering that in 2009 there were a total of 3,035 teachers from ECE level to upper secondary school. The teachers in government schools work with management direction from the MoE, the Teaching Service Commission, the provincial offices and the communities in which they serve.

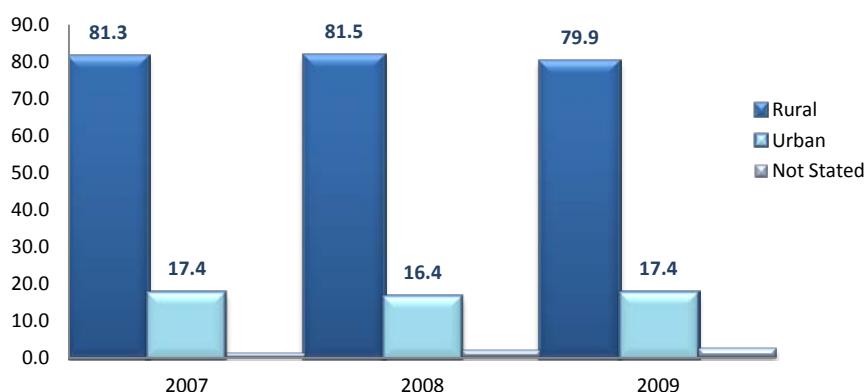
Figure 23: Trends in teacher numbers, 2007-2009



Source: MoE VEMIS, 2009.

This graph shows the changing number of teachers for three years, with the percentage of the teachers in the primary and secondary schools remaining relatively stable. At the ECE level, there was an increase of 12% in teachers in 2009 compared to 2007.

Figure 24: Distribution of Teachers in urban and rural schools (%), 2009



Source: MoE VEMIS, 2009.

This graph shows a similar distribution to the number of students with more teachers in rural areas than in urban areas. On average, 80% of the teachers teach in rural schools and 17% in the urban schools and 3% are in schools which have not been coded as urban or rural.

Student: teacher ratio

Various programs are in place to train teachers to ensure a high overall quality of education and learning outcomes, one of which is the regulation regarding student: teacher ratios for level of schooling. At ECE level the regulation states that there should be 15 students per teacher, or a student: teacher ratio of 15:1. At primary level it is 30:1 and at secondary 25:1.

The regulation is based on international best practice. A class of small size means that the teachers teach to a number of students less than the number required in a class. The tables and graphs below indicate student: teacher ratios and also compare the number of students with the number of certified and qualified teaching staff. There is considerable variation between the provinces in Vanuatu and while overall student:teacher ratios might be close to the regulations there is concern when ratios are derived using the qualifications of teaching staff (for definitions of certified and qualified see page 45).

Table 26: Student: teacher ratios in ECE centers by province, 2009

Province	Student:Teacher ratio	Students per certified teacher	Students per qualified teacher
Torba	9.8	13.7	13.0
Sanma	12.6	25.9	24.9
Penama	9.6	18.3	17.9
Malampa	11.1	19.1	18.2
Shefa	20.8	44.6	43.2
Tafea	15.7	66.6	62.4
Total	13.6	28.2	27.0

Source: MoE VEMIS, 2009. Ratios are derived based on enrollment and number of teachers not the actual class sizes reported in VEMIS.

Improving the standard and the professionalism of teaching staff requires a set of measures to monitor and evaluate the progress of skill and career progression and working conditions. The table above shows the student: teacher ratio, the certified student:teacher ratio and the qualified student:teacher ratio, by province for ECE level of education. In Shefa and Tafea the number of students per qualified and certified teachers is

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very high. This suggests that interventions to improve the quality of teaching at ECE level such as training and recruitment should concentrate in these two provinces to make the most impact. The certified student: teacher ratio is 28:1, and the qualified student: teacher ratio is 27:1. At ECE level the overall average student: teacher ratio was 14:1 in 2009.

Table 27: Student:teacher ratio in primary schools* by province, 2009

Province	Student: Teacher ratio	Students per certified teacher	Students per qualified teacher
Torba	23.2	33.8	31.0
Sanma	21.0	41.3	33.8
Penama	18.4	35.7	29.2
Malampa	21.1	35.8	30.5
Shefa	28.3	41.8	38.0
Tafea	28.2	64.1	54.2
Total	23.4	41.8	35.8

Source: MoE VEMIS, 2009. *Note that this table is presented by school type so some primary schools will be offering classes for Year 7 and Year 8.

The table above shows the student: teacher ratio at primary level, the certified student: teacher ratio and the qualified student: teacher ratio, by province. The overall average ratio student: teacher for the primary is 23:1.

However, the certified student: teacher ratio is 42:1 and the qualified student: teacher ratio is 36:1 with the provinces in the most need of certified primary school teachers being Tafea and Shefa.

Table 28: Student: Teacher ratio in secondary schools* by province, 2009

Province	Student: Teacher ratio	Students per certified teacher	Students per qualified teacher
Torba	14.8	17.5	16.1
Sanma	14.5	30.0	25.0
Penama	19.9	37.6	34.7
Malampa	14.6	18.0	17.3
Shefa	17.1	25.1	22.0
Tafea	15.5	49.4	43.4
Total	16.3	27.2	24.1

Source: MoE VEMIS, 2009. *Note that this table is presented by school type so some secondary schools begin at Year 7 or Year 9.

The student: teacher ratio at secondary overall was 24:1 in 2009 with the overall certified student: teacher ratio at 27:1 with Penama and Tafea province having the lowest rates of certified and qualified teachers as shown by the high student: teacher ratios for certified and qualified teachers.

Table 29: Student: Teacher ratios in urban and rural schools, 2009

Level of schooling	Location	Student: Teacher ratio	Students per certified teacher	Students per qualified teacher
ECE	Rural	11.9	25.2	24.3
	Urban	21.9	32.0	30.3
	Not stated	19.4	48.5	47.1
Primary	Rural	21.9	40.3	33.8

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	Urban	33.0	49.5	47.8
	Not stated	16.3	49.0	29.4
Secondary	Rural	16.8	28.0	24.9
	Urban	15.4	25.6	22.8

Source: MoE VEMIS, 2009. Ratios are derived based on enrollment and number of teachers not the actual class sizes reported in VEMIS.

The table above shows the student: teacher ratio in urban and Rural Schools in 2009. Note that the student: teacher trained and certified at the primary level is very high in the urban schools.

The table below shows the trend for generally higher numbers of pupils per teacher in urban areas and overall private secondary schools having the highest average number of students per teacher at 38 students per teacher. This information is useful to provide information on the overall quality of education, with cases where the student: teacher ratio exceeds that stated in the regulations requiring further investigation by the MoE.

Table 30 Student: teacher Ratio by Education Authority, 2009

School level and education authority	Student: teacher ratio			
	Rural	Urban	Not stated	Total
ECE				
Church (Govt assisted)	11.9	18.2	18.0	13.2
Church (not Govt assisted)	15.0	22.3		19.4
Community	11.8	17.3	12.9	12.0
Government of Vanuatu	11.1	33.3	3.5	19.1
Private	11.9	20.4	21.5	15.2
<i>ECE Total</i>	14.4	60.0		19.0
Primary				
Church (Govt assisted)	22.9	25.2	12.0	23.2
Church (not Govt assisted)	18.4	19.7		19.3
Community	8.9	43.5		16.6
Government of Vanuatu	22.1	38.3	21.0	23.7
Private	14.3	30.0	19.0	21.6
<i>Primary Total</i>	21.9	33.0	16.3	23.4
Secondary				
Church (Govt assisted)	17.0	7.9		15.5
Church (not Govt assisted)		11.0		11.0
Community	11.8			11.8
Government of Vanuatu	16.2	14.8		15.6
Private	25.3	54.1		38.1
<i>Secondary Total</i>	16.8	15.4		16.3
TOTAL	18.7	24.0	19.1	19.6

Source: MoE VEMIS, 2009. *Note that this table is presented by school type so some primary schools will be offering classes for Year 7 and Year 8; likewise secondary schools can begin at Year 7 or Year 9. Ratios are derived based on enrollment and number of teachers not the actual class sizes reported in VEMIS.

This information should be used to assist decision making and financial planning in areas like the preparation of the budget and time frame for up skilling teachers, or the requirements for schools receiving funding assistance from the government to meet certain minimum criteria for funding.

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Teacher training, certification and qualifications

VEMIS information can be used to show the outcomes of initiatives to improve the overall qualification levels of teachers, the main distinction being between a teacher being qualified and/or certified. The MoE has a policy to improve the proportion of teachers who are certified to teach, regardless of any other qualifications they might have obtained.

Certified: A *certified teacher* has undertaken specialized post-secondary teacher training and met the course requirements, with or without other post-secondary qualifications and is qualified to teach.

Qualified: A *qualified teacher* has undertaken some training and/or post-secondary studies but they have not undertaken any specialized teacher training, so although they have a qualification, they have not been trained to teach.

Table 31: Distribution of qualified and certified by school level and location, 2009

Teachers	Location	% of certified and qualified teachers		
		ECE	Primary*	Secondary*
% Certified	Rural	47.0%	54.4%	59.9%
	Urban	68.4%	66.7%	60.2%
	Not stated	40.0%	33.3%	
% Qualified	Rural	48.8%	64.8%	67.5%
	Urban	72.4%	68.9%	67.6%
	Not stated	41.2%	55.6%	
% Not certified or qualified	Rural	83%	75%	82%
	Urban	5%	19%	6%
	Not stated	12%	6%	12%
Total certified		48.3%	56.0%	60.0%
Total qualified		50.2%	65.4%	67.6%

Source: MoE VEMIS, 2009. *Note that this table is presented by school type so some primary schools will be offering classes for Year 7 and Year 8; likewise secondary schools can begin at Year 7 or Year 9.

At primary school level in 2009 54% of rural teachers were certified to teach; while at secondary level 65% of rural teachers were certified to teach. This compares with 65% of rural primary teachers who had a qualification but not a teaching certificate and 68% of rural secondary teachers qualified but not certified to teach. In 2009 83% of ECE teachers who were neither certified or qualified were in rural areas; 75% of the 666 primary teachers without a certificate or qualification were in rural areas and 82% of the 232 secondary teachers without certification or qualifications were in rural areas.

The Vanuatu Institute of Teacher Education (VITE) is providing in its program of ongoing training projects to consolidate and strengthen the skills of the teachers so they can play a decisive role in the modernization of the teaching in addition to increasing the proportion of teaching staff who are certified to teach. A major initiative is to move the in-service training of teachers to VITE from 2012 so they can obtain teaching certificates. Up to 2012 in-service training was conducted at school level with apparent mixed results based on the VEMIS statistics.

One of the visions of government is that by 2015 all schools should be bilingual with dual language of instruction in English and French. In order to achieve this goal, the MoE has appointed a team which is working

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with stakeholders to produce a language policy of Education with consultations in the provinces beginning in 2009. The MoE supports the use of vernacular languages at ECE level and also in Year 1 of primary school however the VEMIS data suggests that schools prefer to use English or French.

The following table shows the number of teachers teaching in all schools of Vanuatu by language of instruction and the distribution is very similar to the main language of instruction for schools shown in Table 21. The MoE has a challenge to implement its bilingual policy given that about 30% of primary teachers and secondary school teachers are teaching in French and it seems unlikely that dual language of instruction will be implemented by 2015 because there aren't enough French language teachers available.

Table 32: Number of teachers by language of instruction and by province, 2009

School level	Province	Number of teachers and language of instruction			Total
		English	French	Vernacular	
ECE	Torba	43		14	53
	Sanma	197	11	35	243
	Penama	96	3	8	107
	Malampa	121	8	15	144
	Shefa	103	5	24	132
	Tafea	104	1	22	127
<i>ECE total</i>		664	28	118	810
Primary 1-6	Torba	55	25		80
	Sanma	290	130		420
	Penama	237	88		325
	Malampa	252	126		378
	Shefa	292	130		422
	Tafea	162	132	4	298
<i>Primary total</i>		1128	631	4	1923
Secondary 7-13/14	Torba	13			13
	Sanma	92	74		166
	Penama	70	19		89
	Malampa	44	52		96
	Shefa	214	67		281
	Tafea	41	29		70
<i>Secondary total</i>		474	241		715
Total		2266	900	122	3448

Source: MoE VEMIS, 2009. *Note that this table is presented by school type as schools are classified by language so some primary schools will be offering classes for Year 7 and Year 8; likewise secondary schools can begin at Year 7 or Year 9.

In-service training

From 2012 in-service training will be conducted at VITE, in years prior to this it was conducted at the school level with assistance from development partners particularly at the ECE level. One of the reasons for centralizing in-service training was the difficulties some schools, especially those in remote locations, have accessing the training.

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The table following shows the proportion of teachers who have completed in-service training. In 2009 at ECE level 11 teachers out of every 100 attended in-service training, compared with 19 out of every 100 primary school teachers and only 3 out of every 100 secondary school teachers.

VEMIS has additional information about in-service training with details about the number of teachers having attended an in-service training by language of instruction, education authority and by province.

Table 33: Percentage of teachers completing in-service training course, 2007-2009

Year	School type	Total number of teachers	% teachers completing in-service training
2007	ECE	720	11.3%
	Primary*	1909	18.0%
	Secondary*	741	6.1%
	Total	3370	35.4%
2008	ECE	785	11.7%
	Primary*	1869	16.0%
	Secondary*	704	3.4%
	Total	3358	31.0%
2009	ECE	812	11.3%
	Primary*	1923	19.0%
	Secondary*	715	3.3%
	Total	3450	33.6%

Source: MoE VEMIS, 2009. *Note that this table is presented by school type as training is delivered by school so some primary schools will be offering classes for Year 7 and Year 8.

Goal Five:

Goal 5: Bring the education, management and facilities of every school up to a sustainable minimum standard, able to provide a safe and caring learning environment and continuously improving its services.

Minimum infrastructure standards are currently being developed for all schools in Vanuatu. Once in place these standards will be used to monitor existing facilities, and plan and budget for maintenance and upgrading as required.

The following tables and charts give an overview of the status of key school facilities (classrooms, libraries, water supply, electricity supply, communication source, toilet type etc.) in Vanuatu. The information is presented by type of school so primary schools include those schools offering Year 1 – Year 8.

Table 34: Classrooms, enrolments and student: classroom ratio by school level, 2009

School type	Classrooms	Enrolment	Student: Classroom ratio
ECE	632	11036	17.5
Primary*	1992	44990	22.6
Secondary*	444	11649	26.2
Total	3068	67675	22.1

Source: MoE VEMIS, 2009. *Note that this table is presented by school type as training is delivered by school so some primary schools will be offering classes for Year 7 and Year 8.

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In 2009 there were a total of 3,068 classrooms in all schools in Vanuatu and the overall student: classroom ratio was 22:1. Since 2007 the MoE has implemented a program to increase the number of classrooms and the VEMIS data suggests that this should be complemented by a maintenance program to upgrade the condition of existing classrooms involving communities and other key stakeholders. In 2009 head teachers or principals assessed that 27% of classrooms, or just over one quarter of all classrooms, were in poor condition.

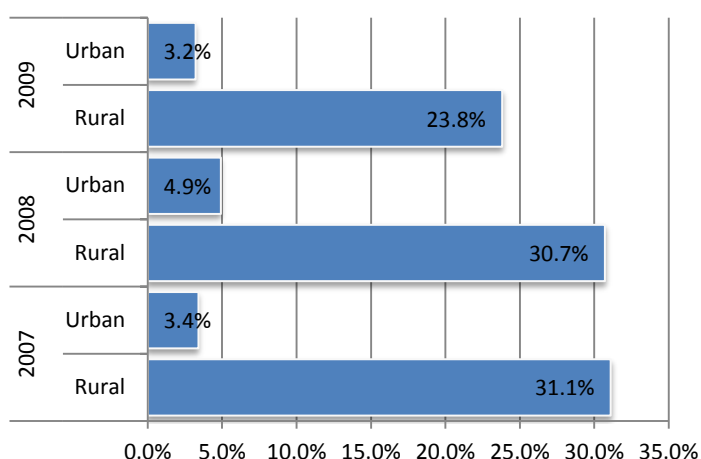
Table 35: Condition of classrooms in all urban and rural schools, 2007-2009

Year	Location	Classroom condition			
		Good	Fair	Poor	Not stated
2007	Rural	25.2%	31.9%	31.1%	33.7%
	Urban	6.2%	3.3%	3.4%	4.4%
	Not stated	0.1%	0.3%	0.0%	0.0%
	Total	31.6%	35.5%	37.4%	38.1%
2008	Rural	27.7%	25.4%	30.7%	26.7%
	Urban	5.6%	4.4%	4.9%	4.3%
	Not stated	0.0%	0.5%	0.0%	0.0%
	Total	33.3%	30.3%	35.6%	30.9%
2009	Rural	29.7%	29.5%	23.8%	25.5%
	Urban	5.4%	4.4%	3.2%	5.5%
	Not stated	0.1%	0.3%	0.0%	0.0%
	Total	35.1%	34.3%	27.0%	31.0%

Source: MoE VEMIS, 2009.

Since 2007 the overall percent of classrooms assessed as being in good condition has increased while the percent of classrooms in poor condition decreased. This shows the positive impact of the classroom infrastructure development since 2007. However these results must be analyzed with caution due to the high proportion of classrooms for which the head teacher or principal was not able to report on condition. The VEMIS team will need to work closely with the facility team to review and revise the information in VEMIS about the number and condition of classrooms. This information is important to assist planners and the school infrastructure development team in the MoE to design an effective school rehabilitation plan.

Figure 25: Percent of classrooms in poor condition in urban and rural schools, 2007-2009



Source: MoE VEMIS, 2009.

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This graph illustrates the status of the classrooms in the rural and urban schools from 2007 to 2009. The gap is obvious with a much higher proportion of rural schools being considered in poor condition compared to urban schools. This suggests that investment for the renovation of the classrooms of the rural schools is a priority in the rehabilitation program. It could also be that parents and communities are more active in urban schools in fund raising or providing labor and materials for the maintenance of classrooms and some of these initiatives

could be replicated in rural areas. In urban areas there is also better access to materials for maintenance which can be very hard to get in rural areas.

An important factor in the quality of learning is the availability of libraries in the schools. There were 454 primary schools in Vanuatu in 2009 and 63% of these had a library. It is very important for every primary school to have a library to encourage reading and literacy and foster these skills in all children.

The MoE needs to make the resource and financial cost estimates of building more libraries and equipping all libraries to a high standard to encourage students to read and learn. Costs should be included for IT equipment such as computers, printers and have Internet access so that the primary students can make research to meet their educational ambitions and satisfy their curiosity. Costs also must incorporate administrative systems within libraries. Libraries are not currently equipped with the necessary computer hardware and software to assist to improve the reading and knowledge level of students. The MoE must consider establishing long-term projects to spark and maintain children's interest in reading.

Table 36: Percentage of reading, reference books and libraries by province, 2009

School level and province	Reading books	Reference books	Library	Number of schools
Primary school*				
Torba	5.1%	5.6%	69.6%	89
Sanma	17.0%	14.9%	60.9%	92
Penama	11.6%	10.3%	60.9%	64
Malampa	11.3%	9.2%	47.2%	89
Shefa	19.3%	21.5%	81.5%	81
Tafea	15.4%	11.3%	65.4%	78
Total	79.7%	72.8%	63.2%	427
Secondary school*				
Torba	0.3%	0.5%	50.0%	2
Sanma	3.9%	5.1%	70.6%	17
Penama	3.5%	4.6%	91.7%	12
Malampa	3.5%	4.6%	81.3%	16
Shefa	6.4%	9.2%	100.0%	23
Tafea	2.6%	3.1%	81.8%	11
Total	20.3%	27.2%	85.2%	81

Source: MoE VEMIS, 2009. *Note that this table is presented by school type as books belong to each school so some primary schools will be offering classes for Year 7 and Year 8.

The table above shows that 19% of the reading books in schools in Vanuatu are in Shefa province, which has a further 6% of the reading books at secondary school level. Shefa also has the largest proportion of reference books in Vanuatu. In Shefa 82% of primary schools have a library and 100% of secondary schools have one. This compares with 47% of primary schools in Malampa having a library which has 11% of the reading books in Vanuatu.

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Access to information in libraries and self learning is essential to student's educational outcomes. The overall ratio of reading book: student indicates that there are not enough reading books in schools as shown in the following table: in Torba there are 3.5 reading books per student but there should be many more than this if a student is to develop reading ability over the full school year.

Reading books (readers): is a novel, a story, a book for fun, to escape (but can learn things of course) - and then a book in which the child learns to read.

Reference Book: is a book that we consult to find specific information: a dictionary, a grammar, etc. It is characterized by its usefulness.

Table 37: Reading Book: Student ratio, 2009

School level and province	Number of reading books	Enrolment	Reading book: student ratio
Primary school*			
Torba	6411	1858	3.5
Sanma	19933	8832	2.3
Penama	8799	5995	1.5
Malampa	16782	7979	2.1
Shefa	15801	11923	1.3
Tafea	6627	8403	0.8
Total	74353	44990	1.7
Secondary school*			
Torba	310	193	1.6
Sanma	1210	2401	0.5
Penama	1305	1768	0.7
Malampa	2034	1402	1.5
Shefa	6387	4799	1.3
Tafea	1620	1086	1.5
Total	12866	11649	1.1

*Source: MoE VEMIS, 2009. *Note that this table is presented by school type as books belong to each school so some primary schools will be offering classes for Year 7 and Year 8.*

In primary, the reading book: student ratio is an important indicator used to measure student's access to reading books. The very low reading book: student ratio in primary schools in Tafea province is of concern and raises the possibility that incorrect information was provided to VEMIS. There is need to verify the number of reading resources in Tafea to ensure that VEMIS has accurate information on primary school reading books for all of Vanuatu.

In secondary schools, the reading book: student ratio is particularly low in Sanma and Penama provinces. Secondary schools have well structured libraries compared to primary schools. The MoE should consider a survey or other means of verification to confirm that the VEMIS data on reading books is accurate in secondary schools of Penama and Sanma and whether or not there are enough reading books for every student.

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Table 38: Type of water supply in schools, 2009

Type of water supply	ECE	Primary*	Secondary*	Total
Roof tank	222	249	60	531
Well (not drinkable)	60	51	19	130
Well (drinkable)	98	90	24	212
Stream/river	149	102	17	268
Piped	234	205	54	493
Total	763	697	174	1634

Source: MoE VEMIS, 2009. *Note that this table is presented by school type so some primary schools will be offering classes for Year 7 and Year 8. A school can have more than one water supply so the total is the number of different water supply types not schools.

A student has the right to go to a school which has sufficient learning materials as well as services essential to enhance learning such as safe drinking water and sanitation. VEMIS collects information on the different types of water supply each school uses but not the quality or condition of the water supply or the amount of water available per student. More follow up research is required to do a full stock take of school water supply.

Table 39: Condition of water supplies, by type, 2009

Type of water supply	Condition				Total
	Fair	Good	Poor	Not stated	
Roof tank	150	30	325	26	531
Well (not drinkable)	41	38	41	10	130
Well (drinkable)	69	12	116	15	212
Stream/river	106	20	125	17	268
Piped	139	46	281	27	493
Total	505	146	888	95	1634

Source: MoE VEMIS, 2009. A school can have more than one water supply so the total is the number of different water supply types not schools.

In 2009 there were 1634 different types of water supplies in all of the schools in Vanuatu from ECE to secondary. Of these 54% were rated as being in poor condition. This is a potential health risk to children and it should be a priority for the MoE to improve the drinking water in schools. The MoE needs to work with other stakeholders including the Ministry of Health and the Department of Water and Hydrology to map a plan to upgrade school water supply facilities.

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Table 40: Pupil: toilet ratio by type of schools and province, 2009

School type	Sex	Enrolment	Toilets	Pupil: toilet ratio	GPI PTR
ECE					
	Male	5776	472	12.2:1	1.00
	Female	5260	355	14.8:1	1.21
	Total	11036	827	13.3:1	
Primary*					
	Male	23541	710	33.2:1	0.94
	Female	21449	687	31.2:1	0.94
	Total	44990	1397	32.2:1	
Secondary*					
	Male	5762	410	14.1:1	1.00
	Female	5887	463	12.7:1	0.90
	Total	11649	873	13.3:1	

Source: MoE VEMIS, 2009. *Note that this table is presented by school type so some primary schools will be offering classes for Year 7 and Year 8.

According to the regulations, all schools in Vanuatu must have at least two toilets, one for boys and another for girls. The VEMIS data shows that overall just over 30 students use one toilet in primary schools indicating that there are not enough toilets. However more information is needed to verify the VEMIS information and assessments at the school level need to be made about the number and quality (working order, cleanliness and so on) of toilets.

Table 41: Types of toilets in Vanuatu schools, by type of school, 2009

Type of school	Type of toilet			Total
	Bush toilet	Pit latrine	Flush toilet	
ECE	402	205	220	827
Primary*	584	440	373	1397
Secondary*	126	143	604	873
Total	1112	788	1197	3097

Source: MoE VEMIS, 2009. *Note that this table is presented by school type so some primary schools will be offering classes for Year 7 and Year 8.

Over half or 53% of bush toilets are in primary schools and another 36% are in ECE schools. As bush toilets have the highest risk of health related problems the MoE should make it a priority to verify the condition of these toilets and make a plan to upgrade them. The MoE needs to work with other stakeholders including the Ministry of Health and the Department of Water and Hydrology to map a plan to upgrade school toilet facilities. Within the MoE financial analysis should be conducted about including toilet upgrades when other school facilities such as classrooms are upgraded or constructed: for every new classroom there should be separate toilets for girls and boys constructed.

VEMIS contains a wide range of data about school facilities, equipment and utilities and the condition of these and this information should be available upon request to the MoE.

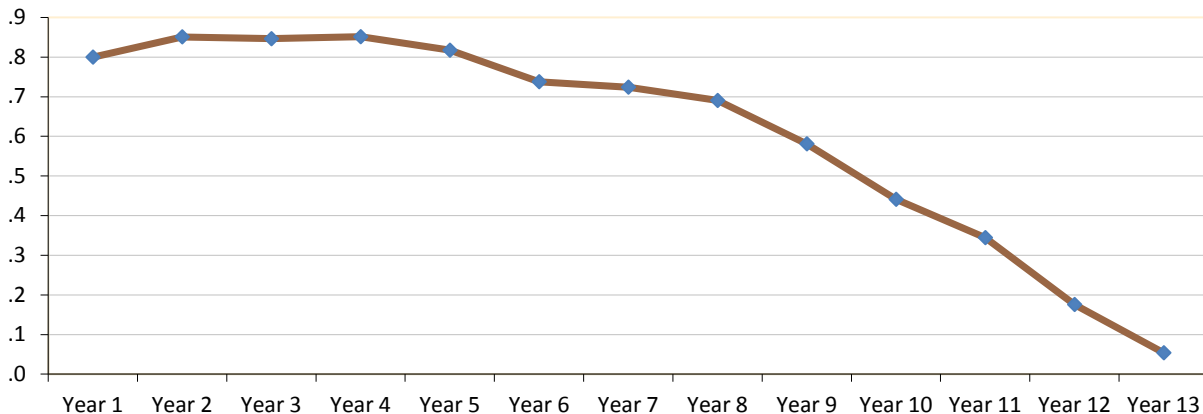
Goal Six:

Goal 6: Strengthen the effectiveness, productivity, accountability, transparency, governance, and decentralization of the education system and build capacities for results-based management at all levels.

The effectiveness of the education system is very difficult to measure and the MoE is in the process of defining what effectiveness in education means and how to measure it in consultation with stakeholders. This MoE's structure and management provide the foundation for the education system and programs are being implemented to strengthen professional and technical skills of management at central and provincial level. It is a necessary pre-condition for the success of the modernization of the management of the education sector.

The internal coefficient of efficiency is widely used to measure the internal efficiency of an educational system. It is derived from the recommended number of years a cohort (or group) of students starting a defined level of schooling will complete or achieve a cycle of learning divided by the actual number of years a cohort (or group) of students starting a defined level of schooling take to complete or achieve a cycle of learning.

Figure 26: Internal efficiency ratio, 2009



Source: MoE VEMIS, 2009.

When the ratio is close to 100% it means that there is a high level of internal efficiency and students are progressing through the education system with annual advancement to the next level of schooling. When the ratio is less than 100% there is inefficiency in the system caused by things like pupils dropping out, students repeating years. Ideally a student should not have to repeat a year and special teaching and supplementary classes should be offered to those students who are not demonstrated the required learning gains or outcomes within a school level.

Another important indicator of the education system is its budgetary allocation both from the Government and development partners. If the system demonstrates financial accountability, sound management, transparency in decision making and other key aspects of good governance this will be reflected in the resources provided to the MoE. In 2009 23% of the government budget was allocated for the MoE which was an increase from the previous year. Likewise development partners are increasing funding in the education sector.

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Table 42: Government budget allocation for the MoE, 2007 – 2009

Year	Total National GoV Budget	Actual expenditure Education	% of budget
2007	12,153,901,675	3,155,668,724	26%
2008	13,876,170,957	3,226,878,707	23%
2009	13,906,214,832	3,258,674,777	23%

Source: Treasury Department Monthly Expenditure Report, April 2011.

The management of the education sector is a challenge both for the MoE and education authorities at the provincial level and at the local level. Every year the Government of Vanuatu allocates considerable resources for the different levels of education in Vanuatu as shown in the following table.

Table 43: Education budget and recurrent expenditure per students by school level, 2006-2009

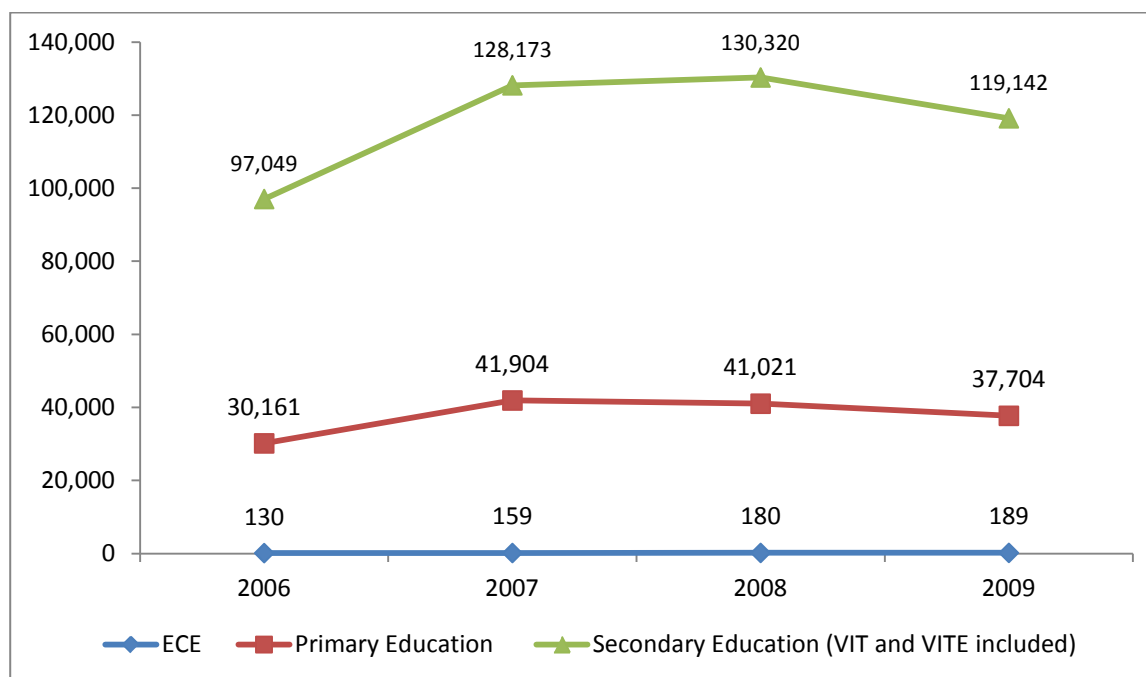
Level	Year	Recurrent Expenditure (Budget) (VT)	Total Enrollment	Expenditure per students (VT)
ECE	2006	1,800,000	13,895	130
	2007	1,800,000	11,349	159
	2008	2,000,000	11,141	180
	2009	2,000,000	10,632	189
Primary Education	2006	1,164,897,829	38,623	30,161
	2007	1,587,071,271	37,874	41,904
	2008	1,663,676,422	40,557	41,021
	2009	1,595,248,291	42,309	37,704
Secondary Education (VIT and VITE included)	2006	952,367,640	9,777	97,049
	2007	1,182,393,076	9,225	128,173
	2008	1,146,420,806	8,797	130,320
	2009	1,159,246,460	9,730	119,142

Source: Information provided by MoE for Annual Development Report, 2010

Between 2008 and 2009, the share allocated to primary decreased slightly because some activities were moved from recurrent expenditure budget and funded through the development budget.

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Figure 27: Education expenditure per student, 2006 – 2009



Source: Information provided by MoE for Annual Development Report, 2010

Expenditure on education is also often shown as a proportion of the value economy, as measured by the Gross Domestic Product (GDP). GDP is an estimate of the total value of all the goods and services produced and consumed in Vanuatu. This is used to show whether or not the nation is investing highly in education; bearing in mind that the financial resources of Government are also linked to the value of the economy in terms of revenue sources. It must be noted that the overall Government share of GDP was 25% in 2009 and the proportion of education expenditure has been around 6% since 2007.

Table 44: Education Sector Expenditure as a Percentage of GDP, 2007 - 2009

	2007	2008	2009
Vanuatu GDP	52,653,000,000	54,602,000,000	58,739,000,000
Actual Expended-Education Sector	3,155,668,724	3,226,878,707	3,258,674,777
Education expenditure as % of GDP	6.0%	5.9%	5.5%

Source: Parliamentary appropriation, Vanuatu National Statistics Office.

Goal Seven:

Goal 7: Strengthen partnerships at national, provincial and local levels and empower school communities.

An effective education system involves more stakeholders than just the MoE. It involves all sectors of Government to a greater or lesser extent as well as development partners, NGOs and communities. The MoE has been implementing reforms to decentralize the management of schools to the community level. This has involved new approaches to service delivery, resource allocation and management and administration systems as well as lines of financial accountability and control.

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The Government works in partnership with families, communities, education authorities, and development partners to deliver education services. A number of initiatives are underway based on discussions with stakeholders at community level:

- the construction of new primary school classrooms
- the revised National Curriculum Statement
- the harmonization of the VITE Curriculum
- the mass distribution of reading books
- the distribution of school supplies
- the distribution of school materials for ECE
- the 2009 VEMIS Survey
- the school fees grant system in 325 primary schools

The government has partnerships with different Education Authorities to deliver education to the children of Vanuatu. The government manages and provides funds to most of the schools in the country either directly in Government schools or indirectly through the education authorities. Some schools are receiving government assistance for teacher's salaries and school grants for pupils enrolled. Tables and graph below show the number of students enrolled by School Authority in Vanuatu.

Table 45: Enrolment by Education authorities and by schools, 2009

School authority	Type of school			Total
	ECE	Primary 1-6	Secondary 7-13/14	
Government of Vanuatu	461	27915	11819	40195
Church (assisted by GoV)	869	8937	4614	14420
Church (no GoV assistance)	97	253	146	496
Community	4918	407	135	5460
Private	4525	1250	1163	6938
Not stated	122	0	0	122
Total	10992	38762	17877	67631

Source: MoE VEMIS, 2009.

Every education institution from ECE to senior secondary has a committee tasked with managing the schools resources and developing and implementing policies specific for the school. At primary and secondary level the School Management Committees (Boards) have many initiatives such as predetermined values for items accepted as payment in kind for school fees. Many of these kinds of initiatives are made at the direction of or based on lobbying by parent-teacher associations (PTAs). An increasing number of schools have active parent-teacher associations which have representatives on the School Management Committee and can influence the school policy decisions made by the board and.

Table 46: Number of Parents Teacher's Associations by school type, 2009

Parent-Teacher Association	Primary*	Secondary*	Total
No	101	14	115
Yes	338	110	448
Total	439	124	563

Source: MoE VEMIS, 2009. *Note that this table is presented by school type so some primary schools will be offering classes for Year 7 and Year 8.

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PTA associations ensure that parents participate in the development of the school, make some contribution to school policy and make other contributions towards the school such as organizing fund raising or other social events. Over 70% of primary schools have PTAs which increases to 80% of secondary schools. It seems that most school principals and head teachers value the PTA and other community support, as shown in the table below.

Table 47: Community support ratings as reported by school principal and head teachers, 2009

Parents and community support	ECE	Primary	Secondary	Total
Very Excellent	107	141	14	262
Excellent	12	23	0	35
Satisfactory	243	107	37	387
Poor	110	101	19	230
Very poor	42	37	3	82
Not stated	77	18	8	103
Total	591	427	81	1099

Source: MoE VEMIS, 2009.

Overall 63% of primary and secondary school principals or head teachers rated the parent and community support they receive as satisfactory or higher. This is a subjective assessment, but nonetheless gives an idea of how closely schools and communities are working together to provide the best possible schooling for their children. However in secondary schools the rating was more likely to be “satisfactory” than “very excellent”. Secondary schools might need some assistance from government and provincial education officers to foster and encourage the parents and communities to actively participate in and support school activities.

Chapter Four: Provincial Statistics

This Chapter presents the statistic for each province. Data presented in the tables below are relevant to all the decisions which intend to implement and improve education projects in the each province.

Torba province

Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
Gaua	Losalava			153	153
	Santa Maria			107	107
	Sarantar		61		61
	Vaget			124	124
	Silva Memorial		65		65
	Total		126	384	510
Hiu	Martin		58		58
Loh	Robin Memorial		55		55
Mere Lava	Nergar		88		88
	Tasvare	43			43
	Vaes	39			39
	Total	82	88		170
Mota	Pasalele			151	151
Moto Lava	Island Rock Christian	27			27
	Telhei			161	161
	Telvet	36			36
	Wongyeskei		76		76
	Total	63	76	161	300
Toga	Bagavegug		69		69
Ureparapara	Shelil	39			39
	Shem Rolley	48			48
	Total	87			87
Vanua Lava	Arep		62		62
	Ecole de Nelson	31			31
	Ecole Primaire D'Arep			125	125
	Sanlang			179	179
	Wosok		61		61
	Total	31	123	304	458
TOTAL		263	595	1000	1858

Source: MoE VEMIS, 2009.

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Sanma Province

Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
Aore	Bernier Bay		69		69
	Parker	20			20
	Total	20	69		89
Araki	Lehilehina	23			23
Malo	Alowaru		68		68
	Amabelau/Mati		62		62
	Avunatari			174	174
	Banaviti		69		69
	Jinaure			144	144
	Kitacu	35			35
	Nandiotu			107	107
	Nanuhu		88		88
	Naviaru		52		52
	New Life Chritian School	32			32
	Taharo	33			33
	Total	100	339	425	864
Mavea	Dambulu	36			36
Santo	Balon		55		55
	Ban Ban			197	197
	Belmol	50			50
	Butmas	38			38
	Day Spring School		60		60
	De Quiros	21			21
	Ebenezer			279	279
	Hog Harbour			208	208
	Ian Livo	31			31
	Iethvekar		86		86
	Ipayato		98		98
	John Noble Mackenzie		98		98
	Jordan Valley	5			5
	Kamewa			287	287
	Kamewa English			388	388
	Lathi	32			32
	Limakua		55		55
	Lorethiakarkar	43			43
Lorovuilko Anglican Community		66		66	

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Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
	Luganville Adventist			142	142
	Luganville Covernant Community	19			19
	Luganville Est			215	215
	Malao	49			49
	Malores	2			2
	Marua	23			23
	Mataevura	15			15
	Mataloi		76		76
	Menevula			139	139
	Merap St Augustin		56		56
	Merei			192	192
	Mwast	26			26
	Namoru		97		97
	Nasalanvunmoli		100		100
	Natawa			136	136
	Navele		85		85
	Neil Thomas Christian University Luganville		65		65
	Okoro/St. Pierre		81		81
	Paireve Primary School	29			29
	Pesena/St. Joseph		100		100
	Pialulup			159	159
	Piamatsina	41			41
	Porema	24			24
	Port Olry/St. Anne			295	295
	Ronle		90		90
	Rowhani			112	112
	Rowok/St. Joseph		98		98
	Sacre Coeur de Fanafo			233	233
	Sakau Primary School	22			22
	Saletui			157	157
	Santo Christian School	23			23
	Santo East			433	433
	Sara		90		90
	Sarakata			289	289
	Selusia		75		75
	St. Jacques		60		60
	St. Michel Luganville			120	120
	Ste Therese Luganville			472	472
	Sulemauri	40			40

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Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
	Tasmalum			190	190
	Tata			180	180
	Tavumae		88		88
	Tcharanavusvus	42			42
	Tiasia		66		66
	Tiqutug	20			20
	Tolomako Primaire		91		91
	Tovotovo Forestry Primary		62		62
	Valabei	27			27
	Venie Mataipevu		53		53
	Visio N.T.C.U	9			9
	Vovlei			105	105
	Vunabulu	43			43
	Vunakariakara	13			13
	Vusfongo Junior M.School	19			19
	Vusiroro		56		56
	Winsao	27			27
	Akei Karia	22			22
	Total	755	2007	4928	7690
Tutuba	Dombulu			130	130
TOTAL		934	2415	5483	8832

Source: MoE VEMIS, 2009.

Malampa Province

Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
Ambrym	Baiap Church School	21			21
	Bulemap	44			44
	Craig Cove	34			34
	Fanla		68		68
	Fonteng	44			44
	Lalinda	34			34
	Leleut Primary School		62		62
	Linbul	39			39
	Lolibulo	41			41
	Magam			151	151
	Maranata	32			32
	Mbossung			124	124
	Megamone		51		51

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Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
	Melwe	26			26
	Olal			163	163
	Paamal	31			31
	Port Vato	40		114	154
	Ranon			109	109
	Roromai	42			42
	Sanesup SDA	12			12
	Senai			153	153
	Sessivi			126	126
	Tobol		64		64
	Wuro			106	106
	Total	440	245	1046	1731
Atchin	Atchin/St. Louis			109	109
	Chenard		67		67
	Topaen Community	45			45
	Total	45	67	109	221
Avock	Namaru		65		65
Malekula	Amelvet			159	159
	Aulua	35		189	224
	Baie Caroline	50			50
	Benenaveth	37			37
	Brenwei			203	203
	Daodobo	58			58
	Dixon	42			42
	Faralo	39			39
	Jehovah Nissi	15			15
	Kalwai			150	150
	Kamai		55		55
	Laindua			154	154
	Lakatoro			160	160
	Lalkoko			102	102
	Lamap/St. Pierre Chanel			233	233
	Lambumbu Bay			144	144
	Lavalsal	49			49
	Lerawo		57		57
	Leviamp		100		100
	Lingarak			140	140
	Luwoi		89		89
	Malua Bay		72		72

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Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
	Matanvat		95		95
	Melworbank	50			50
	Metune		62		62
	Neramb			184	184
	Norsup			233	233
	Orap			114	114
	Pikayer	24			24
	Pinapow		77		77
	Rambeck	20			20
	Ransarie (Tembibi)		95		95
	Sainte Therese de Mae		66		66
	Sanesup			122	122
	South West Bay		85		85
	Tautu			205	205
	Tisman			198	198
	Unmet			176	176
	Vanruru Primary School		63		63
	Vellow		63		63
	Vinmavis	25			25
	Walarano/Notre Dame			309	309
	Wiaru	20			20
	Wilak	18			18
	Winn SDA Primary School	43			43
	Womul (Wemone)	38			38
	Wora	40			40
	Benbon			140	140
	Ransarie		91		91
	Total	603	1070	3315	4988
Maskelyns	Sangalai			226	226
Paama	Lehili	46			46
	Liro			122	122
	Luvil	42			42
	Selusa	35			35
	Vauleli		81		81
	Vutekai	29			29
	Total	152	81	122	355
Uripiv	Uripiv		68		68
Vao	Vao Ilot			325	325

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Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
TOTAL		1240	1596	5143	7979

Source: MoE VEMIS, 2009.

Penama Province

Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
Ambae	Ambaebulu	43		145	188
	Autabulu	48			48
	Bangabulu			108	108
	Gadue Garea	47			47
	Lolopuepue			108	108
	Lolovoli		82		82
	Loone		72		72
	Naleleo		66		66
	Nangire/St. J. Baptiste		58		58
	Nanivele	17			17
	Nataluhangele (Vatuhangele)		71		71
	Nduindui			115	115
	Ngwalona	45			45
	Qatuneala			106	106
	Quatui			122	122
	Quirutaro		80		80
	Raynold Memorial School			98	98
	Sarabulu		63		63
	Simon		97		97
	Talai Roroi Leleo	45			45
	Vanue Marama		76		76
	Vilakalaka		74		74
	Volovuhu		82		82
Vuingalato		74		74	
Waisine	33			33	
Walaha			109	109	
Ala Memorial			160	160	
Total		278	993	973	2244
Maewo	Abanga		75		75
	Baitora	28			28
	Bakanao			113	113
	Gambule			199	199
	Naone	46			46

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Island	Name of School	Enrolment by School			Total
		0 - 50	51 -100	101+	
	Nasawa			119	119
	Sulua			126	126
	Total	74	75	557	706
Pentecost	Abuanga			179	179
	Aligu	49			49
	Atavtabanga			214	214
	Baie-Barrier		65		65
	Bwatnapni			118	118
	Enkul		77		77
	Gamalmaua			149	149
	Herenhala			125	125
	Labultamata (Tamua)		56		56
	Lalzedeth		57		57
	Latano		86		86
	Lesasanemal		62		62
	Lini Memorial			202	202
	Londar (Baie-Martelli)		73		73
	Melsisi			180	180
	Namaram		98		98
	Naruah		67		67
	Pangi			165	165
	PointCross		73		73
	Rangsuksuk		74		74
	Ranmawot			105	105
	Ranwas	20			20
	Saint Henri	37			37
	Sori Mauri			115	115
	Tanbok			106	106
	Torlie			165	165
	Tsimbwege			117	117
	Ubiku			147	147
	Vanmanla		64		64
	Total	106	852	2087	3045
TOTAL		458	1920	3617	5995

Source: MoE VEMIS, 2009.

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Shefa Province

Island	School Name	Enrolment by School			Total
		0 - 50	51 -100	101+	
Buninga	Senecol	30			30
Efate	Anabrou				422
	Central Primary			358	358
	Centre Ville			398	398
	Child Care Centre			243	243
	Ecole Francaise			203	203
	Ekonak		77		77
	El Shaddai	50			50
	Erakor			339	339
	Eratap			140	140
	Esnar			162	162
	Eton			165	165
	Fresh Wota english			602	602
	Fresh Wota french			274	274
	Grace Baptist Primary School		66		66
	Jehovah Jirej	30			30
	Kawenu			344	344
	Lagon II/St. Joseph			130	130
	Malatia	23			23
	Manua			263	263
	Matarisu		54		54
	Melemaat			374	374
	Neil Thomas Christian University			111	111
	Olwie SDA Community		90		90
	Pango			243	243
	Peter Pan Grammar			121	121
	Port Vila International			230	230
	Roau	49			49
	Sorovanga		84		84
	Ste Jeanne d'Arc Port Vila			562	562
	Suango			268	268
	Survival Community School			261	261
	Takara		53		53
	Tanoliu		62		62
	Teoma Christian School		73		73
	Vila No 2 SDA			259	259
	Vila City College		74		74

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Island	School Name	Enrolment by School			Total
		0 - 50	51 -100	101+	
	Vila East			600	600
	Vila North			662	662
	Ekipe			175	175
	Sea Side Community School		68		68
	Lonest (st Jean Marie Vianey Primaire)			104	104
	Fokona SDA Primary			102	102
	Total	152	701	7693	8968
Emae	Nofo			119	119
	Worarana	48			48
	Total	48		119	167
Emao	Lausake		69		69
	Mangarongo			123	123
	Total		69	123	192
Epi	Akama			147	147
	Bonkovio			104	104
	Burumba		69		69
	Lamenu		93		93
	Lokopue		54		54
	Mafilau		82		82
	Maganua		90		90
	Mobarawa				44
	Nalema (Amarana)	23			23
	Nikaura			145	145
	Nulnesa		72		72
	Sara		51		51
	Sikembo			118	118
	Susana Mate	21			21
	Yevali			134	134
	Total	44	511	648	1247
Ifira	Ifira		95		95
	Ifira (Frn)	44			44
	Total	44	95		139
Lelepa	Amoro	43			43
Makira	Makira	32			32
Matoso	Mataso	19			19
Moso	Tasiriki		70		70
Nguna	Eles			164	164
	Noaiwia		95		95

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Island	School Name	Enrolment by School			Total
		0 - 50	51 -100	101+	
	Total		95	164	259
Pele	Tangovawia		70		70
Tongariki	Coconak		81		81
Tongoa	Ere			146	146
	Hiwelo	42			42
	Katundaula		73		73
	Malawia	40			40
	Naworaone				97
	Nottage		63		63
	Tumaropa/Lakalaka	29			29
	Itakuma			116	116
	Total	111	136	262	606
TOTAL		523	1828	9009	11923

Source: MoE VEMIS, 2009.

Tafea Province

Island	School Name	Enrolment by School			Total
		0 - 50	51 -100	0 - 50	
Aneityum	Analgauhat			160	160
	Port Patrick	30			30
	Umej	44			44
	Total	74		160	234
Aniwa	Irumori		84		84
Erromango	Dillon's Bay	45			45
	Dillon's Bay Primary School		88		88
	Port Melou		76		76
	Port Narvin			143	143
	Tapisi	46			46
	Umponielogi		65		65
	Total	91	229	143	463
Futuna	Ishia			146	146
Tanna	Benet Marc Iau Baptis	33			33
	Day Spring			130	130
	Dip Point Divine			165	165
	Eniou			135	135
	Enkatalei		86		86
	Fetukai			200	200
	Green Hill			212	212

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Island	School Name	Enrolment by School			
		0 - 50	51 -100	0 - 50	Total
	Ielkis	32			32
	Ietap			169	169
	Ikakahak		75		75
	Ikiti			158	158
	Imafen		85		85
	Imaki			180	180
	Imanaka		65		65
	Imaru			229	229
	Ipekel		61		61
	Iquaramanu			108	108
	Isaka			160	160
	Isangel Francais			373	373
	Isangel English			224	224
	Isla	47			47
	Itaku	41			41
	Iwunmet	24			24
	Iwunmit			132	132
	Kamahau		72		72
	Karimasanga Baptis	8			8
	King's Cross			122	122
	Kwamera			170	170
	Labongtaoua	40			40
	Lamanaruan		90		90
	Lamapruan	41			41
	Lamenaoura		81		81
	Lamkail			159	159
	Lamlu			203	203
	Lamnatou		84		84
	Lapkit		71		71
	Latun West			113	113
	Launalang			174	174
	Lautapunga	29			29
	Lenakel			179	179
	Lenakel Community Christian School	26			26
	Lenaken English			134	134
	Lenaken Francais		68		68
	Loono			141	141
	Louanuialu	39			39
	Loukaru			108	108

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Island	School Name	Enrolment by School			Total
		0 - 50	51 -100	0 - 50	
	Loukatai			135	135
	Lounabil		60		60
	Lounahunu		91		91
	Lounapkiko		54		54
	Lounipayeu		65		65
	Lousula	20			20
	Lowanatom			168	168
	Lowiepeng		64		64
	Lowieru			200	200
	Manuapen		95		95
	North Gate Christian		71		71
	Petros			122	122
	Port Resolution			142	142
	Tabakao Baptis School	19			19
	Tuhu			252	252
	Yanavateing		75		75
	Yapilmai			129	129
	Yavenkula			150	150
	Yenumakel			120	120
	Entan-Vui Adventist School		81		81
	Kapalpal Christadelphian Primary School		87		87
	Total	399	1581	5496	7476
TOTAL		564	1894	5945	8403

Source: MoE VEMIS, 2009.

The table below shows the number of children and young people in each province. These demographic projections have been revised based on the results of the 2009 Census of Population and Housing and differ from those published previously. The projections highlight the challenge for the MoE to cater for an increasing number of children in the higher secondary school age group.

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Table 48: Population Projection by Age and Gender, 2006 - 2010

Age	2007		2008		2009		2010		2011	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2	3,272	3,098	3,343	3,165	3603	3208	3652	3270	3702	3331
3	3,200	3,030	3,264	3,090	3346	3285	3435	3331	3524	3377
4	3,138	2,971	3,195	3,025	3227	3004	3332	3093	3437	3182
5	3,085	2,921	3,135	2,969	3220	2992	3322	3079	3423	3165
6	3,034	2,874	3,082	2,918	3100	2848	3184	2939	3267	3029
7	2,984	2,826	3,032	2,872	2949	2677	3041	2774	3133	2870
8	2,681	2,432	2,981	2,824	2867	2578	2956	2672	3044	2766
9	2,830	2,593	2,680	2,430	3319	3135	3316	3121	3314	3106
10	2,898	2,683	2,828	2,592	3184	2773	3190	2807	3196	2842
11	2,915	2,722	2,896	2,682	3050	2516	3067	2584	3083	2651
12	2,897	2,724	2,913	2,721	2905	2583	2936	2631	2967	2679
13	2,857	2,700	2,895	2,723	2633	2577	2701	2618	2770	2659
14	2,808	2,660	2,855	2,699	2990	2710	2993	2720	2996	2729
15	2,761	2,614	2,806	2,659	2682	2569	2732	2592	2781	2616
16	2,724	2,568	2,759	2,613	2355	2428	2456	2465	2556	2503
17	2,696	2,522	2,722	2,566	2322	2323	2425	2370	2528	2417
18	2,666	2,473	2,693	2,521	2356	2250	2450	2305	2544	2360
19	2,619	2,409	2,664	2,471	2312	2285	2409	2335	2506	2385
20	2,532	2,318	2,616	2,407	2281	2403	2378	2437	2475	2470
21	2,395	2,193	2,529	2,316	1928	2087	2078	2178	2229	2270
22	2,224	2,048	2,392	2,191	2114	2304	2227	2362	2341	2421
Total 3 – 20	51,326	48,040	52,017	48,782	51098	47936	52321	48871	53545	49807
Total 2 - 22	59,217	55,379	60,281	56,455	58743	55535	60280	56682	61816	57828

Source: VNSO, 2009 Census of Population and Housing and population projections based on a medium growth scenario.

Many of the rates used in this report are based on population, such as the proportion of children of a certain age who are enrolled at school. The sex composition of the population shows that the education system has to cater for a larger number of females than males in the overall population.

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Table 49: Total enrolment by age and school type, 2009

Age	ECE	Primary	Secondary	Total	Population*	ERSA
<3	430			430	6811	6.3
3	1383			1383	6631	20.9
4	2656			2656	6231	42.6
5	3296	555		3851	6212	62.0
6	2122	2657		4779	5948	80.3
7	738	4614		5352	5626	95.1
8	201	5543		5744	5445	105.5
9	118	5716		5834	6454	90.4
10	48	5975	20	6043	5957	101.4
11		5423	245	5668	5566	101.8
12		4159	1049	5208	5488	94.9
13		2558	2452	5010	5210	96.2
14		1119	3272	4391	5700	77.0
15		313	3289	3602	5251	68.6
16		89	2692	2781	4783	58.1
17		30	2168	2198	4645	47.3
18		11	1294	1305	4606	28.3
19			755	755	4597	16.4
20			415	415	4684	8.9
21			118	118	4015	2.9
22			108	108	4418	2.4
Total	10992	38762	17877	67631	114278	59.2

Source: MoE VEMIS, 2009. * Population from the 2009 Census of Population and Housing, November 2009.

The table above contains the enrolment rate by specific age (ERSA) which is a more precise indicator to show the level of participation in education compare to a specific group of age in the population. Where the ERSA value is larger than 100 it means that the enrollment numbers from VEMIS are larger than those from the 2009 Census of Population and Housing for the age. This is not an unusual occurrence and it simply means that there could have been errors in reporting age in both data sources by respondents, the timing of the Census in November of 2009 and the VEMIS data collection in March resulting in children having different ages in the two data sources, an undercount of these aged children in the 2009 Census or that there was over counting in the VEMIS system.