VESP

VANUATU EDUCATION SUPPORT PROGRAM

Urban School Study

December 2018

Vanuatu Education Support Program (VESP) is managed by Coffey, a Tetra Tech company, on behalf of the Australian Government and supported by the New Zealand Aid Programme.

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Abbreviations

CDU	Curriculum Development Unit
ECCE	Early Childhood Care and Education
MoET	Ministry of Education and Training
OV	Open VEMIS
PEO	Provincial Education Offices
PPU	Policy and Planning Unit
SIP	School Improvement Plan
VEMIS	Vanuatu Education Management Information System
VESP	Vanuatu Education Support Program

1. Introduction

This report documents the key results and findings of a recent census style survey of schools in the urban centres of Port Vila and Luganville. The survey was completed in April 2018.

The primary purpose of the evaluation was to complete a stocktake of available information through MoET (i.e. Open VEMIS - Vanuatu Education Management Information System) and to correlate this with a census approach on a given day to verify available and existing information. The outcome of this study was to assess the validity of data and to promote evidence-based decision making for MoET.

It remains a priority for MoET to clean and update education data, because of the influence Open VEMIS (OV) information has on a range of decisions including budgets and reporting. This report highlights that this is an issue with calculating correct numbers. A core purpose of this study was to collect data, on a given day, as a reflection to what is happening in urban schools.

A secondary objective of the evaluation is to determine the perceived overcrowding in schools.

The results of the study can be utilised by the MoET in informing its evidence-based decision-making around issues affecting its schools that are servicing the education needs of children in built up urban environments.

2. Background to the Evaluation

In November 2017 the possibility of completing a small study of urban schools to collect important information and data around current enrolment rates was discussed with MoET. The purpose was to analyse data to identify and address specific concerns of over-crowding and concerns around resources as a result of this over-crowding. This was part of a broader strategy of engagement with MoET around important data to feed into VEMIS involving school enrolments, teacher training, infrastructure, finance and the data required school grant information and decisions.

The study actively addressed both priorities and provided an opportunity for the MoET to ensure future decisions and strategic direction are based on sound data collection and analysis. The study also allowed the MoET to confirm the accuracy of data and information currently in OV and to provide a satisfactory level of confidence in that data by senior management and politicians alike.

The scope of the evaluation was essentially an initial stocktake of available information through OV which was then correlated through a census day approach to all urban primary schools in Port Vila and Luganville. The intention of the study was solely to confirm data and provide insights into the functioning of a school and the issue and challenges faced. It was not intended as a punitive tool or audit.

The evaluation utilised MoET and provincial education resources and staff and will ultimately lead to better decision-making by promoting the use of information and data that is aligned to strategic and corporate objectives.

3. Methodology and Key Limitations

For the purposes of this urban study the key evaluations questions included:

- To what extent does data from the urban study confirm the information available through OV?
- To what extent are urban schools constrained by issues of over-crowding and contained resources (teaching, infrastructure etc.)?

The two questions provided a structured framework around which the approach and methodology below was applied and also guided and supported the design and implementation of relevant survey questions.

The first step was the careful design of a survey instrument in consultation with MoET. The survey was implemented much like a census: the thirty-one (31) identified urban schools in Port Vila and Luganville would be covered at the same time on the same day. The intention was to gather information from each school in a “snapshot” fashion so as to avoid collecting inaccurate or “staged” data and information.

Prior to the implementation of the survey, the data collection team sought to collect, review and analyse all available current data and information that already exists within OV. Assessments were made on the adequacy and completeness of the data at that stage.

The focus areas for the survey were on child enrolments/numbers, teachers in the classroom and a rapid assessment of infrastructure and facilities. Selected questions used in the survey included:

- How many children are in the school (today)?
- Do all students in the class match the student records?
- Is there a teacher in each classroom? How many teachers are in the school in total?
- Do all teachers in the school match the teacher records?
- How many functioning classrooms does the school have?
- Are all WASH facilities available and in use?[1]
- Does the school have a School Improvement Plan (SIP)?
- Has the school received a grant in the last 12 months? What proportion of the grant for the current year has been spent?

A copy of the survey is included as Annex 1.

The training of the enumerators for Port-Vila was conducted on the 23 April 2018 at the Shefa conference room. A total of 36 enumerators were identified and invited. Only 23 enumerators for Port-Vila attended the training and 20 were fully involved in the survey on the 24 April 2018. The training in Luganville took place on 25 April 2018. A total of 20 enumerators were identified and invited although only 19 enumerators attended the training and fully involved in the survey on 26 April 2018.

All evaluations and reviews have limitations and constraints. The main constraints and limitations of the study include:

- ***Availability of MoET staff to act as enumerators –*** this was a large research study and relied heavily on the ability of enumerators to understand the expectations of the work and their role in collecting data. Not all enumerators attended the training, and this was reflected in some data being entered incorrectly.
- ***Urban schools are available –*** Even if the schools and the relevant MoET managers were informed prior to the "census" exercise, no preparation was required from them in order to capture a random school day.
- ***VEMIS data is relatively current and accurate –*** the initial desk review of OV data provided a simple baseline of information and data. Significant variations were evident, but the results of the survey and the study presented an opportunity rectify the OV data for the individual schools.
- ***Travel and transport logistics –*** the coverage of all urban primary schools in one day was challenging. The survey occurred over two days (one day in Luganville and one day in Port Vila).
- ***Logistics for the survey –*** All schools were surveyed despite the limited number of enumerators, one school (Sea Side community) had no class on the day of the survey so they were not included. Two surveys were incomplete due to limited enumerators, early departure of officers to attend to other commitment and lack of time to collect all the information (Fresh Wota and Vila East).

4. Key Findings and Results

The following sections highlight key findings from the data collection. It is important to note that the data collection occurred over two days (one day allocated for Port Vila and one day for Luganville).

It is intended to provide a snapshot of selected urban schools and it's not indicative of long-trends and actions. However, it does provide useful insights into a day in the life of an urban school in Vanuatu.

Table 1 below highlights the schools that participated in the study. There was a total of twelve schools from Port Vila and eleven schools from Luganville.

[1] While the Urban School snapshot is seeking to collect information on school WASH, the information received was incomplete and did not provide the basis for any analysis or inclusion in the report.

Table 1: List of participant schools

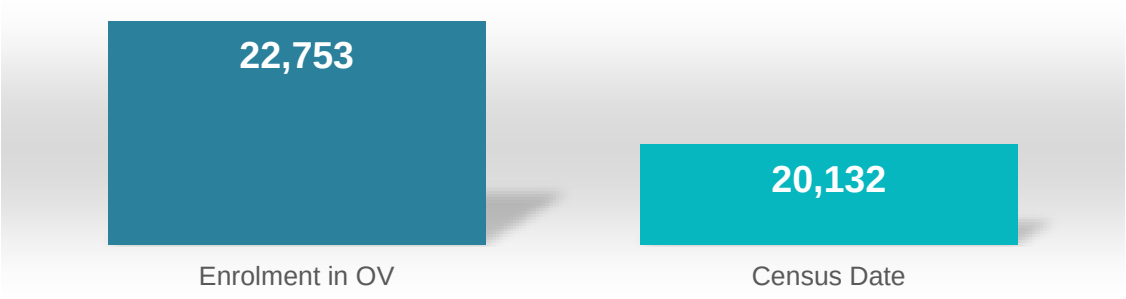
Port-Vila (12 Schools)	Luganville (11 Schools)
Anabrou	Santo East
Central Primary	Kamewa French
Ecole Centre Ville	Kamewa English
Fresh Wota English	Luganville East
Fresh Wota French	Sarakata Primary
Kawenu Ste Jeanne d'Arc Port Vila	Rowhani
NTCU Port-Vila	St Joseph Rowok
Malasitabu	St Michel
Sea Side Community School	St Therese Luganville
Vila No 2 SDA	NTM
Vila North	Luganville Adventist
Vila East	

4.1. School Enrolment

A critical component of the MoET's work is that children are enrolled (and hopefully remain) in school. It is about having children in school, commencing at the right age and then progress in their education through the normal process for advancement. The ideal is that the children stay at school and can complete their basic education.

Complementing this strategy is the need for relevant, accurate and timely information that informs MoET management decision-making and policy setting. The study provided an opportunity to complete a physical headcount of all students and compare the enrolment data in OV. Graph 1 below highlights the findings from the head count from OV, compared to the headcount across all schools on the survey collection day.

Graph 1: Overall school enrolment



It is evident that either more students were absent on the day than are officially recorded in OV, or alternately that the enrolment data in OV has not been updated. Both require attention, although it is more likely the OV data has not been updated in the system in a timely, reliable manner. The enrolment data collected represent 88.48% of the initial data in OV. Following up with MoET Policy and Planning Unit (PPU) the 11.51% difference was to be expected at the date of collection as OV data is yet to be cleaned up.

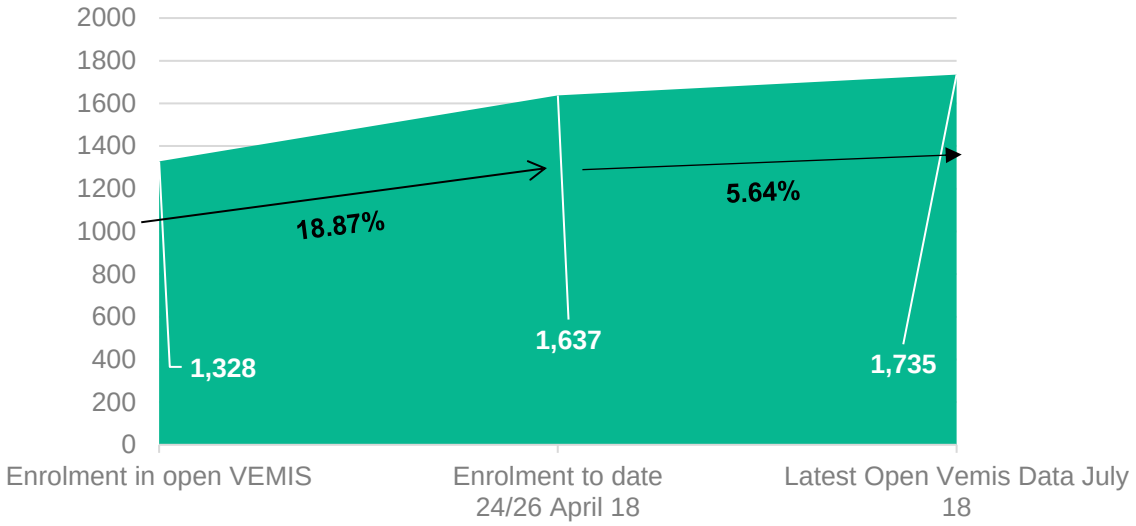
For example, some students' names were registered in two different schools, appearing twice in OV. It is expected that the difference in numbers will decrease as the OV data is updated. This will require careful management, while anticipating that after data clean up, the 11.51% difference will need to be reduced to verify the accuracy of the OV Data.

Of interest, the ECCE data continues to increase from the initial OV data. Graph 2 below highlights the increase in ECCE enrolment from 1,328 at the beginning of 2018 to 1,637 in April and then by another 5.64% to a total of 1,735 students in July.

Correct and accurate data collection from the very beginning (ECCE or early primary) is important to increase OV data reliability and accuracy.

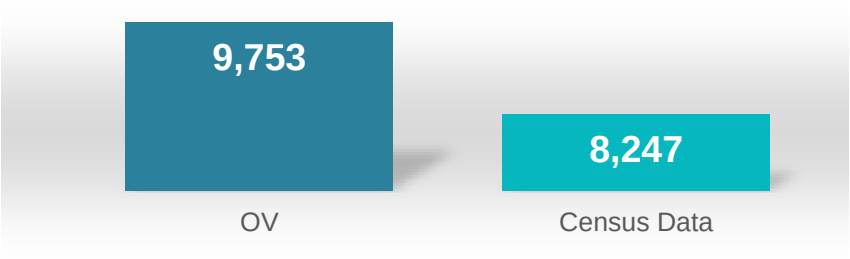
Some of OV key challenges are the needs to retrofit student attendance changes across all years (including when there is some form of disaster or movement of students) and include new data on an ongoing basis. This is part of repairing the inaccurate OV information and data. This task is a priority for MoET to consider, as many of its resource and planning decisions are dependent on having timely, accurate school level data.

Graph 2: ECCE enrolment



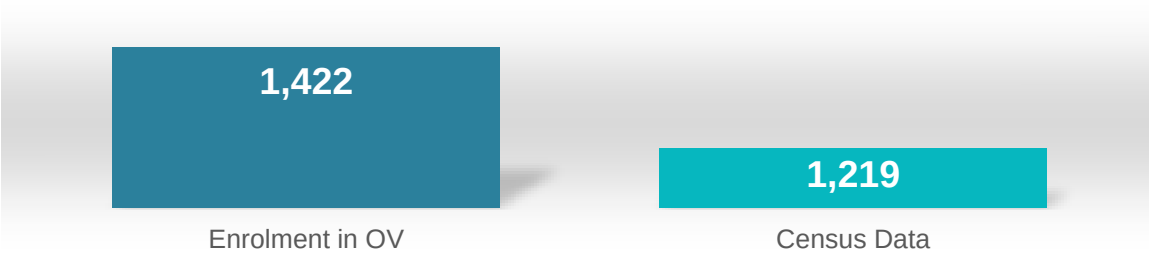
Graph 3 and 4 also highlight the differences between urban primary schools and secondary schools. The data confirms the variations between OV data and the reality in schools on the data collection day.

Graph 3: Total primary enrolment



It is important to note that the variations between the school head count and OV data are not significant. In some cases, it is not just inaccurate data but other factors need to be considered – including some students may have been unwell, may have been away from school and attending to family or kastom events, or may have taken the day off without permission. It is important to place the results into context, but equally that the student numbers and information provided through OVshould provide an accurate reflection of the school's enrolment.

Graph 4: Total secondary enrolment



A key takeaway from the results overall is a need to ensure a commitment to cleaning and checking all enrolment data within OV and to correlate OV data and information with actual physical enrolment records.

The MoET also needs to prioritise cleaning of its data and verification of each school's enrolment records with the data contained within the OV system.

The student population at each school is used as the foundation for decision making and resource allocation. Student data needs to be timely and accurate to maintain the accountability and transparency of school financial allocations.

4.2. Catchment Areas

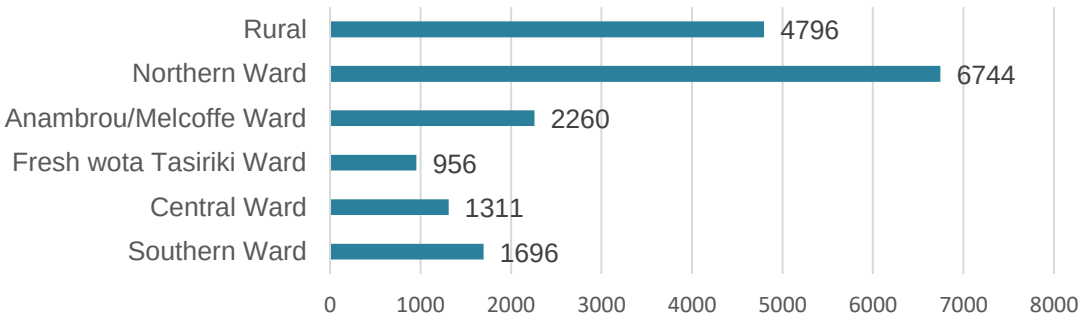
A key aspect of enrolement and the location of schools is the division of location into wards. Often the application of wards is overllooked but the issue was raised as part of the survey preparation process and included as the hypothesis is students are often attending schools outside the location of residence. This has implications for school overcrowding, resource allocation and school grant calculation.

Urban areas are divided into wards areas within a municipality. Therefore all information in regards to each of the school's catchment areas will be based at the ward level. In Luganville there are four urban wards and a rural ward while Port-Vila has five urban wards and a surrounding rural ward.

For Port Vila, Graph 5 highlights the breakdown of where students are located in terms of wards (i.e. where their principal place of residence is). Surprisingly many students still live in the surrounding rural ward which has implications for the student travelling to school and possibly attending schools outside their ward.

The simple explanation of why students living in the surrounding rural ward enrolled in urban schools is that they tend to attend schools closer to where parent's work and also perceptions about certain schools being "better than others". Ultimately it is a parental decision around the selection of school for their children and the relative difficulty in getting their children to the school. Graph 5 indicates that 68% of students are attending schools outside their catchment areas while 32% are attending schools in wards where their parents live.

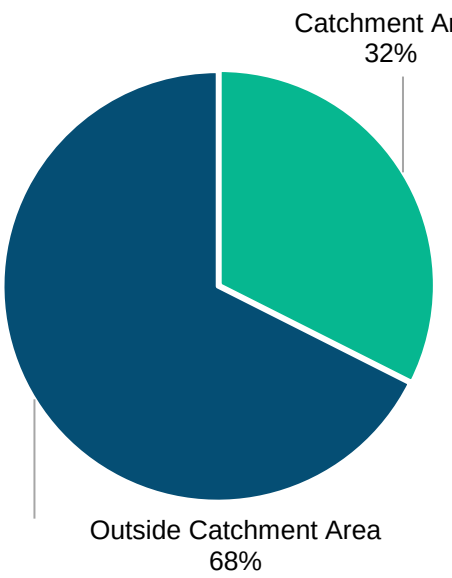
Graph 5: Student catchment areas – Port Vila



Closer analysis of the data in Graph 5 reveals that a significant number of students are travelling from outside of their catchment area to attend school.

While in Luganville, all schools are fairly distributed according to the wards, the number of large schools located in Port-Vila are concentrated in the Central ward, while the number of students living in this ward is very low. Therefore, children from other wards must travel to the Central ward, due to limited space or other reasons. This has significant implications for school planning, budgeting and for the cost of transportation, as children cross wards and locations to attend a select number of schools. The issue is heightened when student-teacher ratios and overcrowding of classrooms are considered.

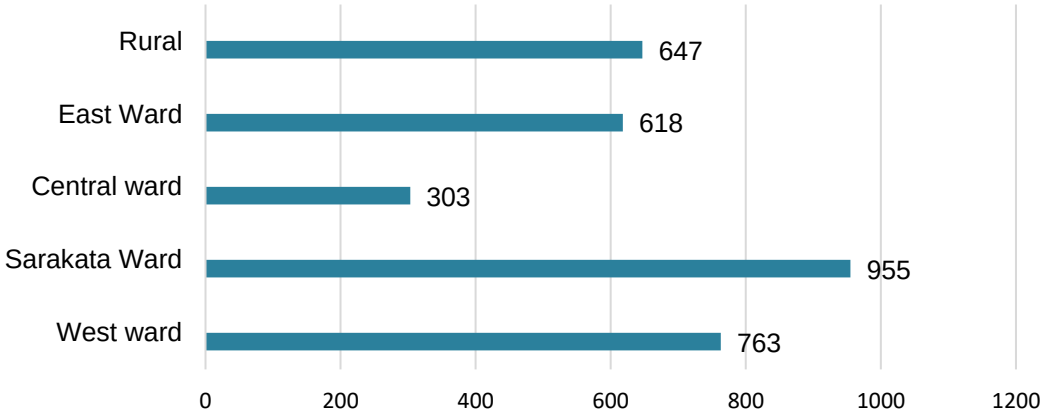
Graph 6: Percentage breakdown of student location – Port Vila



A similar situation is found in Luganville, however the student numbers tend to be more evenly spread across the wards. The data indicates that slightly more than half of all students are attending schools in wards where they do not live (52%).

Graph 7 highlights the student population breakdown by ward.

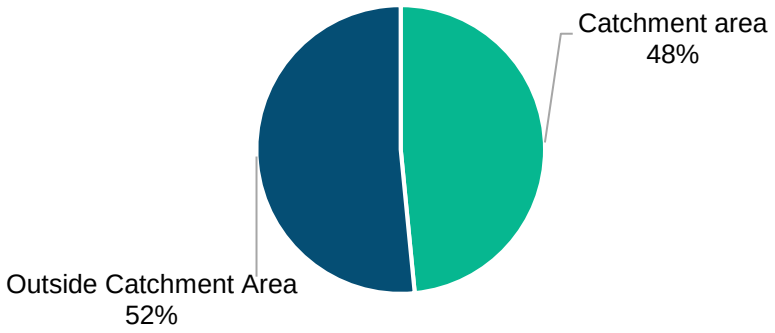
Graph 7: Student catchment areas – Luganville



As in Port Vila, there are a high number of students in Luganville who reside outside the urban areas, living in areas classified as “rural”. This not to say that the school overcrowding and congestion problems are a result of students residing in rural areas, but it does have some implications for MoET forward planning and how wards are categorised and structured in relation to school access.

The differential between students inside and outside of the catchment are detailed in Graph 8 below.

Graph 8: Percentage breakdown of student location - Luganville



4.3. Teachers

A key aspect to the survey was to consider the impact that teaching has upon student's ability to learn. A core hypothesis is that the learning outcomes are reduced and badly affected by a lack of teachers in the classrooms, as well as a high level of teacher absenteeism.

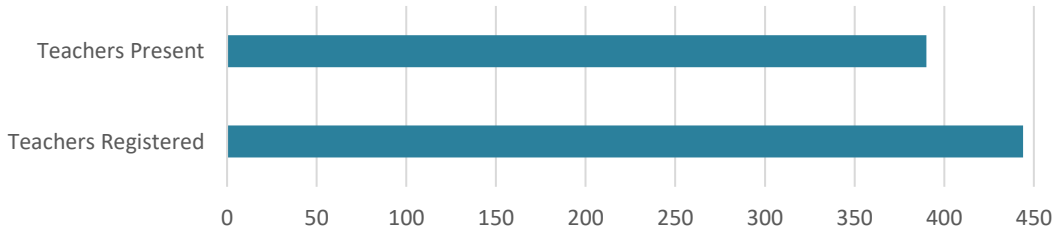
Evidence confirms that if teachers are not teaching in their schools then, students are unable to learn and are often free to do other things, leading to increased student absenteeism from schools. Teacher absenteeism is an OV statistical issue (as well as a school management issue) that needs to be tracked and then responded to.

The evidence from the survey indicates that on the day of data collection, approximately 50 teachers were absent from their classroom. A possible explanation is that the teacher registration data in MoET has not been updated and teachers registered in a school may no longer be teaching and may have retired or moved on. Inaccurate data in the system is a likely explanation as opposed to teachers not being present on the day. This anomaly requires attention from MoET and in OV.

Given this study is an urban study, teacher absenteeism levels in rural areas could be similar if not higher. However, comparisons cannot be drawn due to the differing context and the pressures on teaching staff to be involved in other activities.

Graph 9 indicates the differential between teachers who are registered in OV and those who were counted as attending their school on the day of data collection.

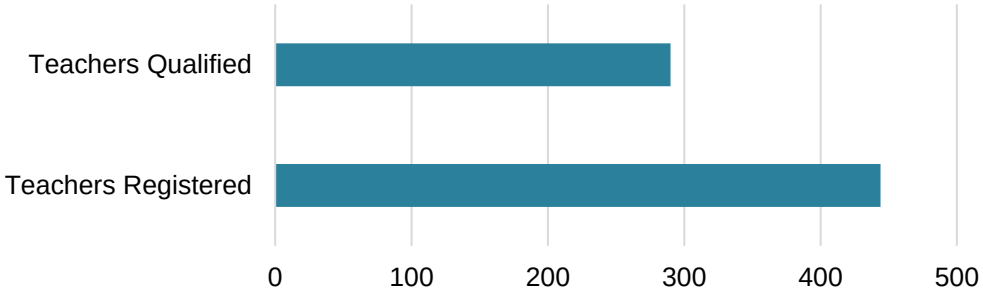
Graph 9: Teachers present versus registered teachers



This assessment also enabled the data collectors to determine the number of teachers who held the relevant qualifications to teach. The findings indicate that around 32.5% of teachers do not hold the required qualifications to teach (as defined by the Ministry) and so will need opportunity to increase the qualification as well as their professional development.

There is considerable scope through MoET to focus its attention on improving teaching skills and professional capacity of its teachers. Qualifications do not automatically make a teacher a better teacher, but there is evidence to suggest that targeted and quality professional development (including mentoring and on-the-job training support) has the potential to have a positive impact on teachers' performance and capacity. Graph 10 (below) provides a summary.

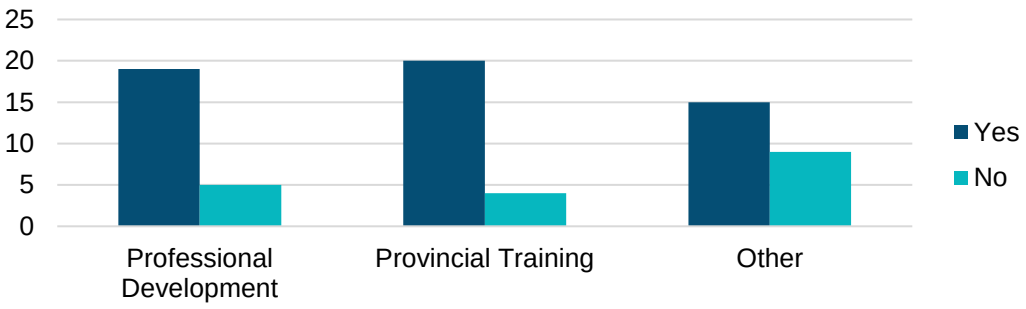
Graph 10: Qualified teachers versus registered teachers



Despite some questions around the importance teacher professional development and qualification, it appears that teachers in schools have received some form of professional development and/or training support over the past 12-months. Most of these events have been held in the provinces.

Additional information and analysis are required to break down the specific topics covered in training and professional development. However, the evidence suggests that teachers are participating in appropriate training events. Graph 11 provides a breakdown of the training data collected.

Graph 11: Teacher training participation

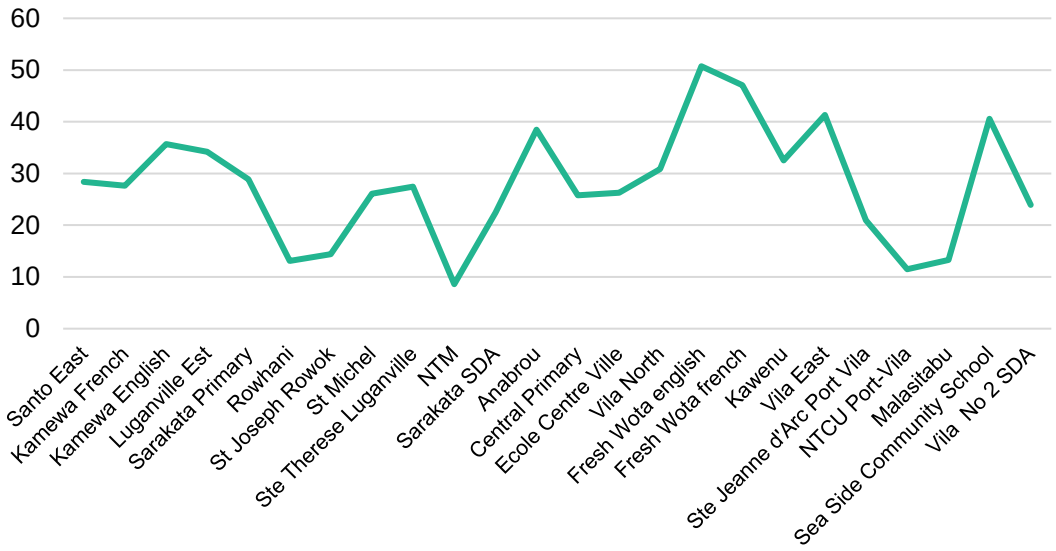


4.4. Student Teacher Ratio

The combination of enrolments, teacher placements and school attendance, against the available school infrastructure, provides an indication of the student teacher ratios. There are no real definitive international best practice ratios or targets with regards to the ratio as many of the targets are context specific and dependent upon teaching and learning styles. For Vanuatu, the national average target for primary schools is 30:1 and for (Early Childhood Care and Education – ECCE) it is 15:1 and secondary is 25:1.

Graph 10 below indicates the student ratio of the participating schools. It is clear that the schools are tracking near the average. However, some schools, particularly in Port Vila (e.g. Fresh Wota, Vila North etc.) were well above the staff student ratio and can be upwards of 50 students per class. Further analysis is required to consider individual school records. However, a lack of teachers at the appropriate Year levels, combined with many students moving between wards, is causing overcrowding in some schools.

Graph 12: Student /teacher ratios – urban schools

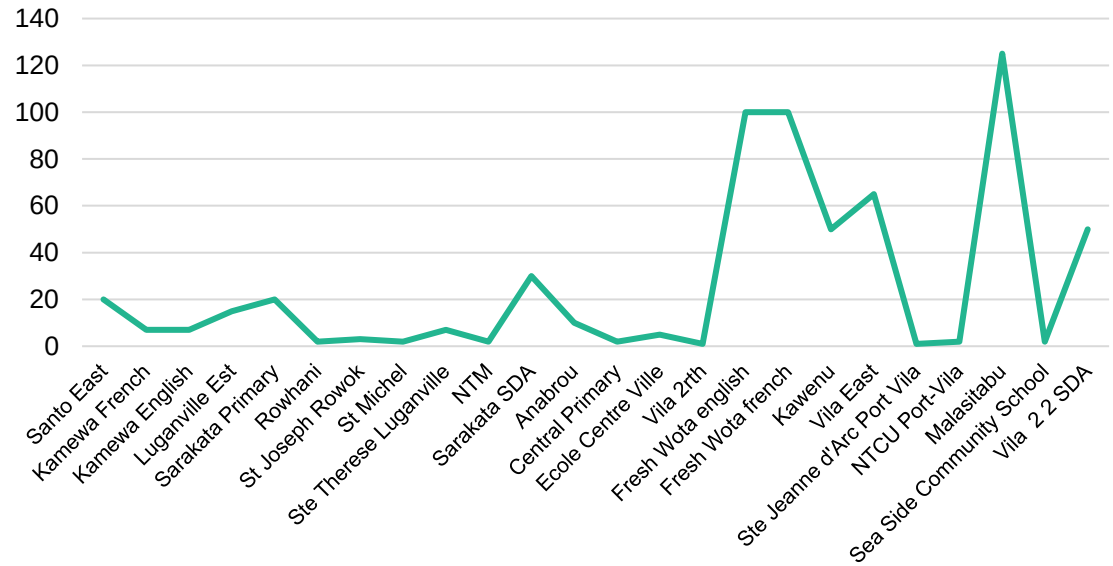


Another consideration is that some classrooms may be shared (i.e. multi-year classes) through not having enough space to hold all students who attend the school. Graph 13 below indicates the numbers of students who have been turned away from schools due to capacity and overcrowding issues.

Some schools in Port Vila are turning away more than 100-150 students each year as a result of their staffing and classroom capacity constraints (Graph 13). It appears that most schools are operating at either full capacity or over capacity. There is a priority for other schools to be able to pick up the additional students; educate parents so that their children attend schools in the correct wards; and also ensure that rural schools are better resourced to take and maintain students.

There is in Vanuatu, as in many countries, a general trend to migrate towards the urban centres or have parents send children to urban centres to attend school while they remain at home.

Graph 13: Students turned away from school



It can be inferred that as schools continue to be over-crowded without additional classroom infrastructure being provided, more students will continue to be turned away. This will lead to the enrolment and retention rates to continue to decline. Classrooms and support infrastructure are required to support the growing student population at schools.

4.5. School Infrastructure

According to MoET standards, a student is allocated a space of 1.5 square metres in their classroom. The total space available in all classrooms in Luganville and Port-Vila (except for NTM Luganville, NTM and Malasitabu Port-Vila) is 15,217 square metres.

The current total enrolment numbers would require students to be occupying a classroom space of 18,754.5 square metres. There is a serious shortfall of classroom space.

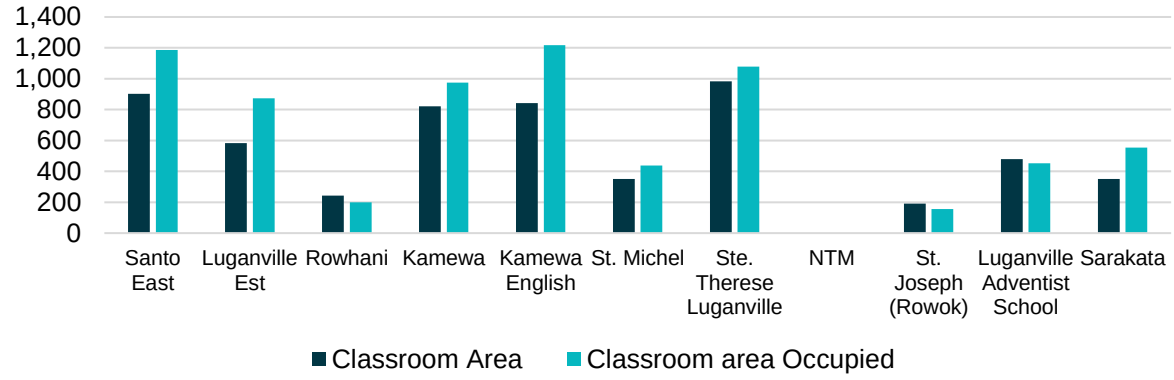
Graph 14 shows urban schools in Luganville and Port-Vila are overcrowded by an approximate of 2,358 students who would require extra space of 3,537 square metres (or another 13 full primary schools) to meet the ideal space allocation.

Graph 14: Total classroom areas (excluding three schools)

Graphs 15 and 16 show the overcrowding in urban areas in terms of classroom space broken down by urban centre. The graphs indicate that schools in both Luganvulle and Port Vila are operatting at near or full capacity. In some cases the school capacity levels are being well exceeded.

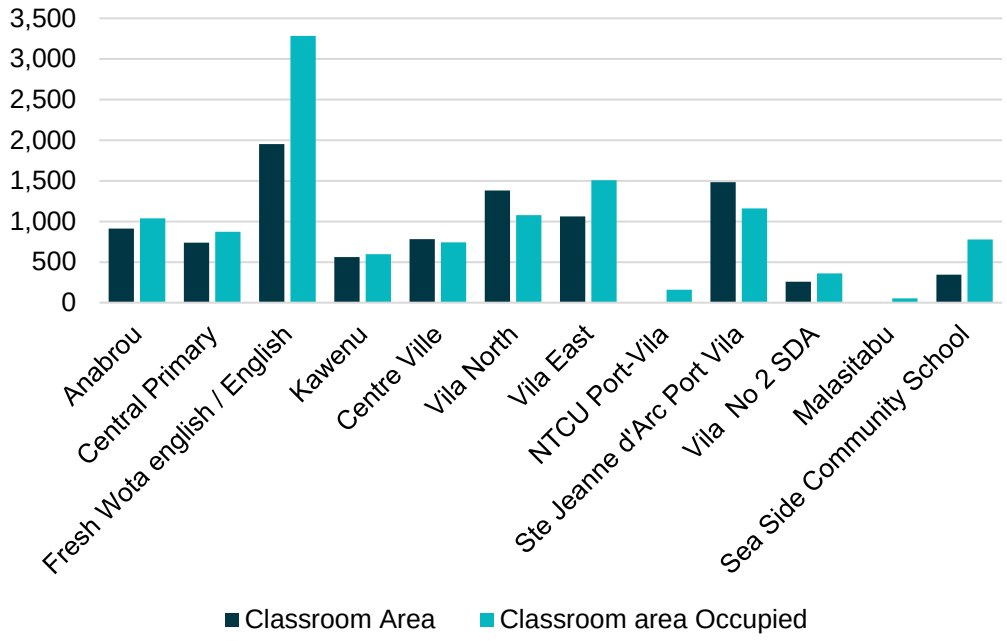
The issue appears to be more acute in Luganville in Santo East, Luganville East, Kamewa English, St Michael, St Therese and Sarakata appearing to be heavily over-crowded. It is noted the recent evacuation of students from Ambae may be a key factor in the crowding of several schools in the short-term. This is caused by the displacement of thousands of people, including school aged children. External shocks and localised, contexualised factors go some way in explaining the data below.

Graph 15: Schools in Luganville



For Port Vila, the Fresh Wota English school has signifiant student capacity contraints, confirmed in the earlier graph where the school turns away approximately 100 students per year (Graph 13). The evidence for Port Vila and Luganville indicates a need to increase school infrastructure and to ensure buildings and classooms are better aligned to MoET's Minimum Quality Standards (Standard 15) in providing adequate classrrrom space and teachers.

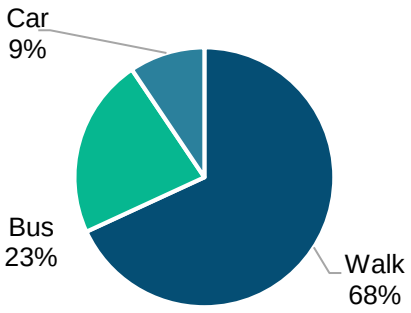
Graph 16: Port Vila schools



4.6. Transportation to schools

Given the number of students who appear to attend schools outside their own catchment area, the number of students who can still walk to school is notable. Also of interest is the growing number of students who use public transport, potentially a contributing cause to the level of congestion in Port Vila and Luganville in public buses. However, this evidence is primarily based on anecdote and opinions. Approximately 9% of students use a private vehicle to attend school.

Graph 17: Mode of transport to school



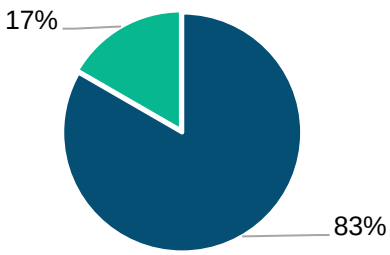
This aspect of attending schools presents some equity issues, given that students who come from relatively wealthy families (i.e. those that can access private vehicles) may have more choice and options when it comes to attending and selecting their schools. Some students who are forced to attend a school outside their wards may face constraints and barriers to their education by having to walk longer distances.

Further analysis and research are required in these areas. There are implications in terms of access to schools, but also for local transport policy, congestion and overall socio-economic reforms with regards to having equal access to services.

4.7. Curriculum awareness and use

Through previous reports and surveys, 96% of schools have a copy of the new MoET curriculum and are aware of it. In terms of accessing additional teaching and learning materials, it appears 83% of schools are using additional classroom materials to support children's learning.

Graph 18: New materials in classroom



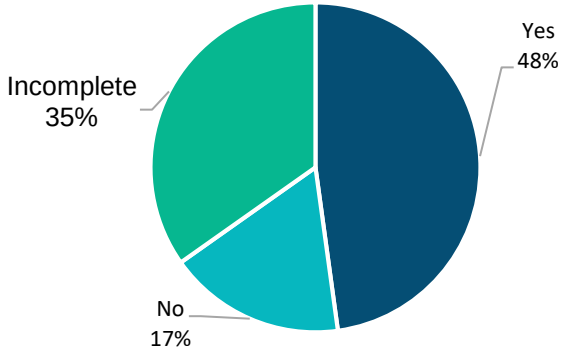
It is unclear what exactly these new materials comprise, as the assessment was purely observational. However, it is anticipated that these are the teaching and learning materials currently being developed and distributed through the MoET's Curriculum Development Unit (CDU).

It is anticipated that additional materials will be distributed to all schools into 2019 as the new curriculum materials are approved, printed and distributed through the MoET network.

Equity issues will also need to be carefully monitored, particularly providing access to teaching and learning materials for both urban and remote rural schools.

4.8. Teacher guides

Graph 19: Teacher guides



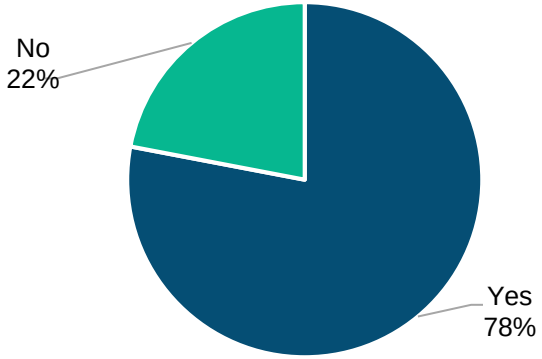
A key area of the new curriculum has been the development and distribution of teacher guides. Just under half of urban schools (48%) currently have access to teacher guides and are using them.

A key message is that while teachers have access, 35% indicate that these guides remain incomplete, while 17% indicate they have not received the guides. The high percentage of urban schools not receiving teacher guides is somewhat concerning, as teacher guides should be relatively easy to distribute to schools in urban centres. The distribution of teacher guides and materials will require attention from the Ministry and those Provincial staff responsible.

Feedback and consultations with CDU indicate that there have been some logistical issues and that several teacher guides are still being finalised for distribution in later 2018.

The distribution of materials and guides to schools will be an ongoing focus in 2019 with additional support being provided to MoET. While there will be more professional development and support to teachers, it is also important that schools (and their principals) are also accountable to follow up and make sure that the right materials are in their school to support teaching and learning.

Graph 20: Teacher guides used to prepare a lesson



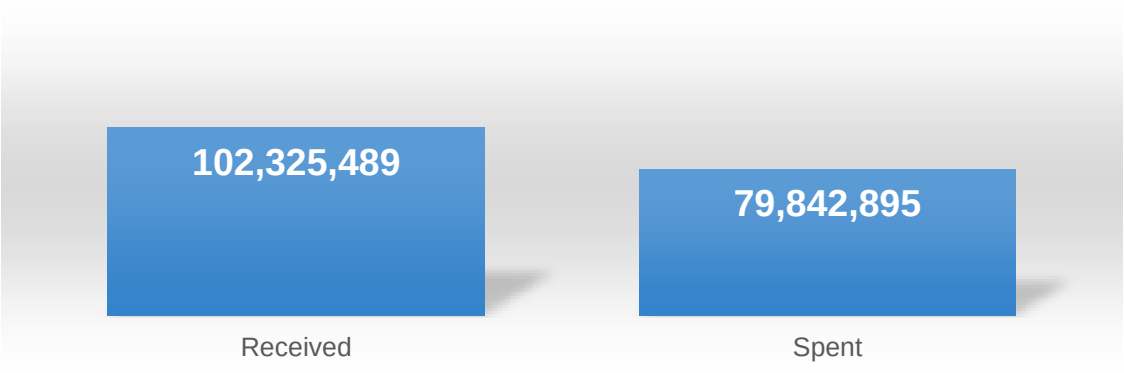
Of the teachers who received teacher guides, a high proportion report using them to prepare lessons (78%). Continuing work is required across Vanuatu to support MoET to ensure all teachers continue to use the guides once they have been distributed by CDU.

The guides are important to support all classrooms and teachers in both Anglophone and Francophone primary schools.

4.9. School Grants received and spent

One of the key reasons for the discrepancies between data in OV and overall headcounts is that there is limited incentive to update relevant enrolment information. Much of the grant funds sent to schools are dependent upon the "number of students enrolled". There is limited incentive at the school level to clean and improve enrolment data so that the evidence used to determine the level of school grant is accurate and timely.

Graph 21: Grant funds received and utilised (in Vatu)



Despite the challenges with data, the evidence suggests that urban schools are on average spending grants in accordance with the agreed schedules and school workplans. There are some schools that have overspent and others that are well behind, but the general average is on schedule.

5. Conclusions

The first "census" type data collection has revealed some interesting findings and provides useful insights for the MoET into the functioning of their schools on any given day. The MoET should be encouraged to undertake similar stocktakes in the future as art of monitoring how effectively the system is working and as part of maintaining accountabilities. The purpose and intention of this study were to provide and establish a basis for future comparisons. The study is also to reinforce the importance of collecting current and relevant data and information which can then be used to inform and support MoET decision-making and resource allocation.

The census has revealed several issues with the data and information stored within OV compared with what is occurring in the urban schools. This is not to suggest that things are overly bad or negative. But the activity highlights some gaps in both strategy and process on how OV data is used and that needs to be rectified to provide a clearer picture of what is happening in schools. Data at school level has implications for policy setting, the school grants, the school leadership and reporting.

A key area for MoET is for school enrolment records and data is to be cleaned and verified. This is happening with primary school data and this is where priorities should be set. If data is incorrect at commencement, it is difficult to adjust and change at a later stage. The data at primary and secondary stages remains unclear and the suspicion is that much of the data refers to "ghost" students and to students who have been double counted (i.e. registered in a rural school and have moved to an urban centre).

Teacher data also needs to be cleaned and checked. The high number of teachers who were absent on the day is concerning. This reveals that many students and classes are under-served by absent or unqualified teachers. Additional work is required by school leadership level to ensure teachers are assigned to their class and turn up to work.

In the data it is evident there are some issues in urban schools that require MoET's attention. There is over-crowding, there are students attending schools outside the recognised catchment areas. There is also a need to ensure teachers are at their schools and are suitably qualified. These issues would require MoET policy directives – they have a significant influence over the Ministry's budget and resource allocations.

On a positive note, the delivery of the new curriculum and the associated teacher guides appears to be well underway, with teachers using new resources to prepare lessons, as well as using teaching and learning materials in classrooms.

There is scope for MoET to improve the data provided through OV as part of its planning and management decisions. It remains important that MoET builds upon its management, accountability and planning information, including a culture of data and information collection, analysis and use.

6. Recommendations

The following recommendations are provided for the MoET consideration:

Recommendation 1: The school level OVE data on students be cleaned and checked in an ongoing manner, so student numbers can continue to be used as an accurate indication of school enrolment for planning and school grant / resource allocation. This would involve both the school and provincial commitment to regular updating and sampling of enrolment and other school data.

Recommendation 2: The absenteeism of teachers from their schools and classrooms receive increased attention and response from school leadership. This could include a MoET and community campaign to stress the importance of all teachers being present in their classes wherever possible, so the children's education is not compromised.

Recommendation 3: The provision of CDU teaching and learning materials to every school is a priority, in order that both teachers and children have access to the latest materials at the beginning (and for new materials during) the school year.

Annex 1: Survey Instrument

URBAN SCHOOL SURVEY

School:_____ **Municipality:**_____

Principal_____ **Phone**_____

Email:_____

Data Collection Officer:_____ **Date** _____

Signature_____
Location of the school within Port-Vila *(Thick the appropriate box)*
Northern ward Southern ward Central ward

Fresh wota /Tassiriki Anabrou/Melcoffe

Student

1. The school roll for 2018 as recorded in the Open VEMIS is _____ students. What is the normal school enrolment to date _____
2. Number of children present today and where do they live? (headcount of each individual student) *Ask students to show hands*
   - *Southern Ward: Ex Esnar school, Hotel lagoon, Warf, No 3, No 2*
   - *Central Ward: Sea Side, Independence Park, Join Court, Town, George Pompidou, Stade, Vatumauri Bay*
   - *Fresh Wota/Tassirki ward: Fresh wota, Epauto, USP, Tassiriki, Korman, Star Fish Hotel*
   - *Anabrou/Melcoffe Ward: Anabrou, Holen, 7 stars, Melcoffe*
   - *Northern Wards: Malapoa College, VITE, Kawenu, Tebakor, Agathis, Tagabe, Good will school, Agriculture, Airport and Peps*

Year	Stream	Total students present	Southern Ward	Central Ward	Fresh wota Tasiriki Ward	Anabrou Melcoffe Ward	Northern Ward	Rural
K1	1							
	2							
	3							
	4							
K2	1							
	2							
	3							
	4							
Year 1	1							
	2							
	3							
	4							
Year 2	1							
	2							
	3							
	4							
Year 3	1							
	2							
	3							
	4							
Year 4	1							
	2							

	3							
	4							
Year 5	1							
	2							
	3							
	4							
Year 6	1							
	2							
	3							
	4							
Year 7	1							
	2							
	3							
	4							
Year 8	1							
	2							
	3							
	4							

3. Why do you choose to attend this school? *(Question to be asked to Year 1 and Year 4)*

	Year 1				Year 4			
Stream	1	2	3	4	1	2	3	4
Closer to home								
Closer to parents work								
No space in other schools								
Others								

1. What is the main mean of Transport to and from school?
Walk Bus Private vehicle, others

New curriculum

1. Are teachers aware of the new school curriculum? YES NO

2. Are the new materials for Year 1-3 evident in the classroom? YES NO

3. Do teachers have copies of the relevant Teacher Guides? YES NO INCOMPLETE

4. Are they being used to prepare and teach classes? YES NO

Teachers

1. How many teachers are registered and employed to teach at the school? (Kindy and untrained included)

2. Number of teachers present today

3. Number of certified

4. TSC teacher

5. Untrained Teachers (Teacher Aid)

6. Student teacher ratio in each classroom?

Year	Stream	Student teacher ratio
K1	1	
	2	
	3	
	4	
K2	1	
	2	
	3	
	4	
Year 1	1	
	2	
	3	
	4	
Year 2	1	
	2	
	3	
	4	
Year3	1	
	2	
	3	
	4	

Year	Stream	Student teacher ratio
Year 4	1	
	2	
	3	
	4	
Year 5	1	
	2	
	3	
	4	
Year 6	1	
	2	
	3	
	4	
	2	
	3	
	4	
Year 7	1	
	2	
	3	
	4	
Year 8	1	
	2	
	3	
	4	

Buildings/Infrastructure/Hygiene

1. How many classrooms?

2. How many functioning classrooms does the school have? *(classroom with 30 to 35 children, enough table and chairs, enough space with sufficient light and ventilation, enough teaching and learning material)*

3. Is there any plan to address overcrowding in the school? Yes ☐ No ☐

4. What is the Plan?

_____
_____

Planning and Finance

1. Does the school have a School Improvement Plan (SIP)? YES NO

2. Value of Government grant received in 2017? (Value)

3. Value of 1st tranche of 2018 Government grant?

4. Amount of school grant spend to date? (Value)

(Including monies collected at school

Administration

1. Does the school have a gender balance School Committee and SCA? YES NO
(Accepted 3 females to 4 Males or vice versa)

2. Does the school have an enrolment policy? YES NO

3. Does the school have new building project? YES NO

4. Does the school have any staff training program?

    a. Teacher professional development

    b. National and provincial Workshops

    c. Other training program

5. Does the school has plan for improving water, sanitation and school health?

    a. Proper and clean toilet

    b. Washing basin

    c. Soap and towel

    d. Proper bathroom and sanitation/hygiene for girls

Other questions

1. Does the School have access to OPEN VEMIS? YES NO

    a. If No, why? No internet access No computer access OTHERS
    b. If Yes, is there a responsible officer for entering data? YES NO

2. Any school staff attending Open VEMIS training? YES NO

3. Has anyone accessed the VEMIS database in the past month? YES NO

    the last 6months YES NO

4. Have there been any children who have been refused enrolment because of space shortage?
    YES NO Estimate number

5. Are there any children who is repeating Kindy due to space shortage in Year 1? YES NO

6. Are there still children older than 6 years in Year 1? YES NO

    a. If Yes, why? Enrol late in school repeat

    b. How many children in year 1 who are over 6 years?

7. Is there a person responsible for building inspection? YES NO

    If Yes, termly quarterly twice a year annually

8. Has any children with special needs been refused enrolment?
    YES NO Estimate