



# 2013 ANNUAL STATISTICAL DIGEST (ASD) MINISTRY OF EDUCATION & TRAINING



*Caring for the Quality of learning and teaching of our children in Vanuatu and reducing dropouts in the Secondary education.*



# Republic of Vanuatu

## Ministry of Education and Training

### Annual Statistical Report

### 2013

Published by the Policy and Planning Unit, MoET

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# Foreword

## Director General of Education and Training



It is an honor to present the 6<sup>th</sup> edition of the 2013 Annual Statistical Digest (ADS) for the Ministry of Education and Training (MoET). The statistical annual digest highlights most of the recent statistical data and indicators on the Education sector. The calculation of most indicators relevant for policy development, planning, monitoring and evaluation can be generated in the Vanuatu Education Management information System (VEMIS). Most of the indicators and administrative data that are included in the digest could be used as evidence-based information to support our national development strategies and the monitoring and evaluation progresses against the national strategic goals and international commitments such as the Education For All (EFA) and the Millennium Development (MDG) goals by 2015.

While data becomes more and more relevant in all aspects of policy and planning developments in the education sector, the Vanuatu MoET among other countries in the Asia-Pacific region is committed in producing the 2015 EFA review. The national EFA review aimed to review progress and to identify gaps, problems, issues, policies and strategies for further education reform especially in ensuring that the education in Vanuatu would also reach the unreached groups. The review report is also using the same statistics data and indicator that is published in this 2013 Annual Statistical Digest.

As the MoET is responsible for its policies and actions, including that of ensuring the attainment of national and international goals, the effort to develop a Monitoring and Evaluation (M&E) framework is very critical and essential for the accountability of our government resources. The M&E development process will require input and outcome indicators as variables to measure progress against our targets and achievements. In raising the importance over the use of education statistics, it is important to highlight how data becomes very much significant in the planning and implementation process of the ministry's annual work plans, budget preparations and other specific activities and projects that are funded under the government recurrent budget and Vanuatu Education Support Programme (VESP) funding agreement. The MoET one of the biggest portfolio in the government sectors is getting the highest portion of the national government budget and receives over 1 billion Vatu in 2013 from our main development partners in Vanuatu which are Australia and New Zealand and from the non-pool-partners.

I congratulate the Policy and Planning Unit for producing this annual statistical digest (ASD) and for the great efforts in undertaking continuous review of the VEMIS system in order to address the data needs that the MoET require in order to assess the impact of access, quality and management in the education sector.

I am pleased to see that there are promising efforts in terms of funding and resources that were set aside to support the review of the Vanuatu Education Management information system, however I strongly encouraged sustainable interactions between the New VEMIS in the MoET and other information systems within the MoET and other line Ministries that keep records of schools and all the other training institutions in the country.

The 6<sup>th</sup> edition of the Annual Statistical Report is a public document therefore I hope that all readers will make great use of the data and indicators that are published in this report for the continuous benefits of our education development.

  
Jesse Joe Dick  
Director General of Education and Training

# Acknowledgement

## Director of Policy and Planning Unit



In support to the forward remarks of the Director General, I would like to acknowledge all the efforts put together in compiling the 6<sup>th</sup> edition of the 2013 Annual Statistical Digest. This Annual Statistical Digest would not have been complete without the help and the hard work of the staff and associated institutions of the MoET.

First and for most, I would like to thank all the kindergarten teachers for their time and support in completing and submitting their 2013 VEMIS survey forms. As the director of Policy and Planning Unit, I acknowledge your efforts and participation in providing your data on time to our six provincial education offices.

Secondly, I would like to thank all the primary school heads who have submitted their 2013 VEMIS survey forms. Without your interventions, the MoET would not be able to produce this digest. The MoET highly appreciated your hard work and would like to thank you and all the school managements for the assistance in helping out in this process.

Thirdly, this report covers data on secondary education as well. Therefore I would like to extend my thank you to all the school principals in the country who took time to complete and submit their 2013 VEMIS survey forms. All the school data were stored in VEMIS and 85% of the data is published in the 6<sup>th</sup> edition of the 2013 Annual Statistical Digest of the MoET.

Lastly, I would like to extend my gratitude to all the principals and Directors of the Post-Secondary Institutions in Vanuatu, the Head of USP and AUF in Port Vila, the Director of the Vanuatu Rural Development and Training Centre's Association (VRDTCA), the Acting Director of TVET sector, the Head of the Scholarship's unit and the Principal Officer of the National Exam's unit, the Director of the National Statistics Office in Port Vila and the Director of Finance Unit within the MoET for their input in this annual statistical digest.

May I take this opportunity to congratulate my team within the Policy and Planning Unit especially the VEMIS team for the job well done in compiling the 6<sup>th</sup> edition of the Annual Statistics Digest (ASD) and a special thank you to the Education Services for the efficient work efforts done by the Provincial Statistics and Distribution Officers who have recorded all the school information in VEMIS on time despite the challenges faced especially with the slow access of internet to the Provinces.

I also would like to acknowledge the participation of all key officials of the MoET, the Education experts, our development partners and all the stakeholders who have proof-read this report. I take this opportunity to encourage all the users of this digest to consider this report as a source of information to all your reports in the future.

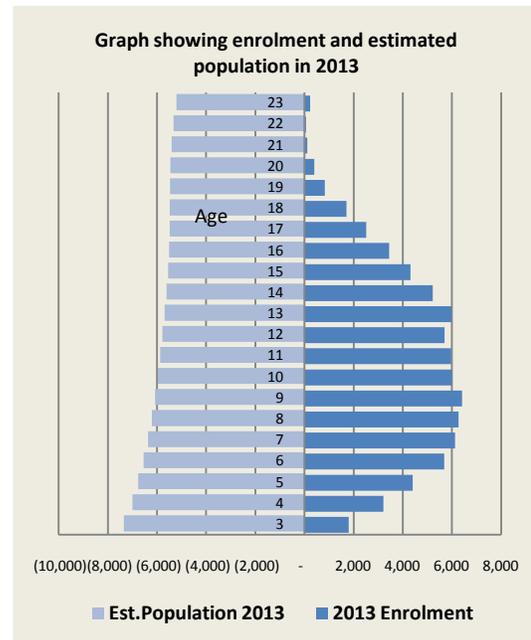
  
**John Niroa**  
Director of Policy and Planning Unit



## Key results

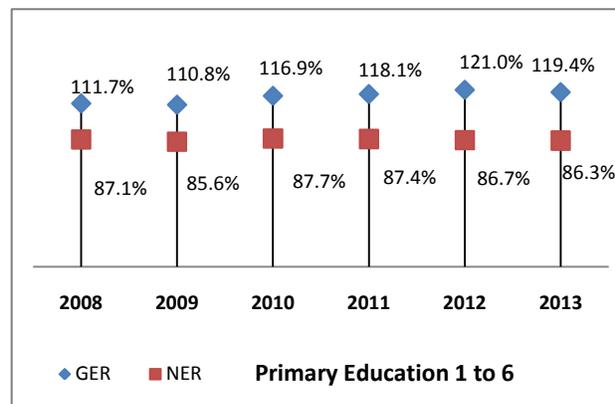
### 1. Increasing Access to education

There are policies and programme developed to improve access to education at all levels. School enrolment represents 28.2 percent out of the estimated total population of Vanuatu in 2013. There are new aspirations and resource integrations to improve access to education in Vanuatu. One of the major incentives back in 2010 was the earmark of the primary school grants. The enrolment change in primary education has shown a large increase in primary school enrolment from 38,762 in 2009 to 41,783 in 2010. There was an increase of more than 1 percent a year on primary school enrolment between 2010 and 2013. This increase also showed that there is no gender inequality in terms of access to education which is in line with the Universal Primary Education (UPE) policy objectives for gender equality, seeing that the gender parity is well represented in primary education.



More incentives are given in terms of finance and technical inputs towards increasing the access in the early childhood development since 2009. The gross enrolment rate is an indicator to monitor progress against smaller children's participation in the kindergarten schools; however the GER in ECCE was 66.1% in 2012 and decreased by 3% in 2013. The gross enrolment rate (GER) in primary education 1 to 6 has fluctuated over time since 2009; the GER was 119.4% in 2013 as compared to 110.9% in 2009. The Net Enrolment Rate (NER) in primary has increased by 1% between 2009 and 2013; however the average NER was at 86.8% between 2011 and 2013.

The average gross enrolment rate in secondary education (Years 7 - 13) is at 42.1% between 2009 and 2013. On the other hand, the gross enrolment rate (GER) in Secondary education was at 48.1% in 2013 which is way below 100%. A difference of 51% of students aged 13 to 18 years old are not enrolled in secondary schools or would have enrolled in TVET schools and other non-formal institutions.



NER in primary education remains steady at 86.3% as compared to 86.7% in 2012.

Progression to formal tertiary studies is another important field within the education sector which absorbs over 16% of the MoET recurrent budget. In 2013, there are more than 200 new student awardees of which more than 40% of those awardees are degree program students.

Progress from formal education to post-secondary institutions and rural training centers varies according to the contexts and the schooling structure of non-formal tertiary and informal institutions in the country. VEMIS has recorded over 3,000 students who enrolled in the existing post-secondary schools in the country namely the Vanuatu Maritime College, VITE, VIT, Vanuatu Agriculture College and Vanuatu Nursing College and the Australian Pacific Training College (APTC) in Vanuatu. The actual VEMIS system does store data on formal and non-formal tertiary education.

## 2. Improve Quality of Education

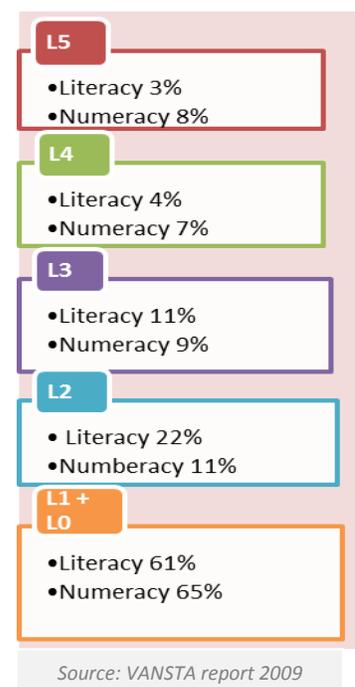
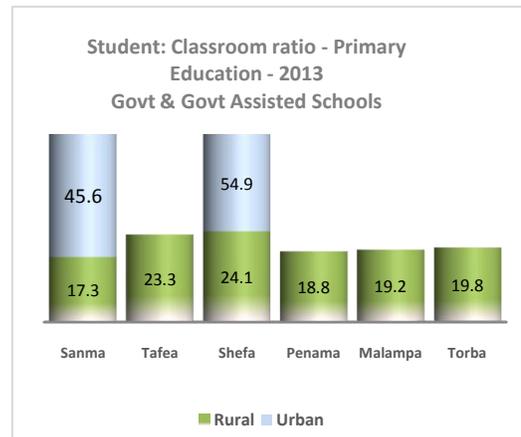
Goal one for the Education For All (EFA) is looking at “expanding and improving comprehensive Early Childhood Care and Education”, especially for the most vulnerable and disadvantaged children. The Vanuatu Government 2020 vision also looks at improving the quality of the Early Childhood in terms of introducing and providing standard professional practices for the service providers.

Moreover, in providing for universal Early Childhood Care and Education, many disparities of opportunity and attainment at the primary and later levels might thereby be eliminated.

Between 2013 and 2014, the MoET has set up some policy priorities to improve the quality of teaching and learning in schools. The student-classroom ratio is also used as an indicator of quality and is showing a big gap in urban and rural schools. In average, the student-classroom ratio (SCR) is at 52.1 in urban schools and 20.6 in rural schools. By focusing on primary schools only, the gap on the SCR between the government and government assisted urban and rural schools is an important area to closely monitor.

Another important indicator which is relevant to measure progress against the quality of learning and teaching in our schools is the percentage of trained teachers. VEMIS shows that there are 3,738 teachers in the existing kindergarten, primary and secondary schools in the country. However, 57.6% of these teachers are certified to teach. There are 2,404 qualified teachers in Vanuatu in 2013, however the term “qualified” is defined as teachers that are not trained at VITE but has some other academic qualifications. Certified teachers are those with either an academic qualification and have been trained at VITE. The 2013 VEMIS data showed that there are 1,334 unqualified teachers that are currently teaching on temporary and contract basis.

The development of the new curriculum is another milestone in the MoET. Lots of efforts were set aside to improve the learning outcomes at the school level. There was a major distribution of textbooks in 2011 and resulting with the student-textbook ratio is of 3.1 in primary and 3.3 at secondary education.



However, some textbooks need to be replaced as they are currently old and in poor condition. VEMIS recorded a total of 2,742 textbooks that required immediate reprinting of which a total 2,421 textbooks in primary schools and 321 in secondary schools.

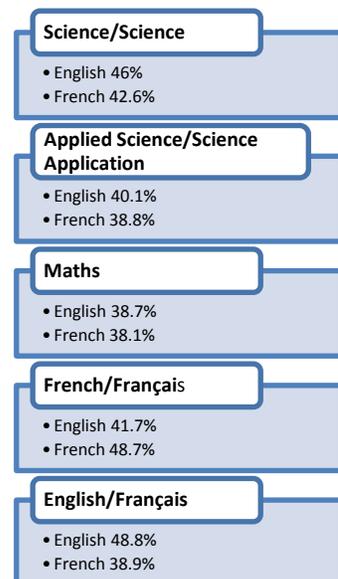
Another important area that needs to be considered is providing proper equipment and resources for our school libraries. Moreover, 399 primary schools have library resources as well as in 83 secondary schools.

Improving literacy and numeracy is one of the Vanuatu MoET priority outcomes. There are researches and studies that confirmed that the level of literacy and Numeracy at the early grades of primary remain low. However two VANSTA reports have been released in 2007 and 2009.

Since 2007, the Vanuatu MoET has administered the Vanuatu Standardized Test of Achievement (VANSTA), a national assessment to monitor literacy and numeracy skills of students in grade 4 and 6 of primary education. VANSTA's 2007 and 2009 have revealed that a large percentage of students are failing to achieve the standard reading comprehension and writing outcomes expected at the regional level (SPBEA 2009). While VANSTA provides an indication that many students are not reading at levels thought to be appropriate for grade 4 and 6, it does not provide detailed findings around the issues and problems in primary schools that could lead to poor reading performance in grades 1 to 3. These levels of achievements are derived from the curriculum outcomes at Year 4 in English and Math subjects. Six levels are used to describe the learning outcomes in primary, ranging from L5, the highest through L4, L3, L2, L1, to L0, the lowest.

The assessment results of the year 8 examination are based on the standard means and scores as set by the MoET. The actual means by subject are categorized out of the average score range (31-69). The highest mean out of 100 was 48.8 in the English subject for the year 8 English speaking schools and 48.7 in the French subject for the French speaking schools.

**Year 8 Exam result - Total average Mean**



Between 2009 and 2013, the transition rate to year 9 in average was 83.9%, where VEMIS recorded a gradual increase at 79.1% in 2009 to 89.2% in 2013. Out of the 100% of students who sat the national year 8 examinations, less than 100% were selected to year 9; it is likely that the difference of 89.2% out of 100% transition rate to year 9 could repeat year 8 in 2014. However there is a need for a more in-depth analysis to actually track where these students are.

Since 2009, the transition rate to year 11 and to year 12 has fluctuated; there is a decrease of 4% difference in 2013 from 85.9% in 2012 to 81.6% in 2013. However the transition rate to year 13 showed a big decrease over years from 28.8% in 2009 to 11.6% in 2013. The big gap in the transition rate between the years 11 and 13 is significant; it could be defined by the high drop out after the year 10 and year 12 exams or a high percentage of students who carry on at VIT or into any formal and non-formal tertiary institutions in Vanuatu.

### 3. Improve planning, fiscal and financial management

The Vanuatu Education Sector Strategy (VESS) 2007-2016 focuses on better educational outcomes through long-term strategies and the implementation of annual initiatives to achieve the short-term results.

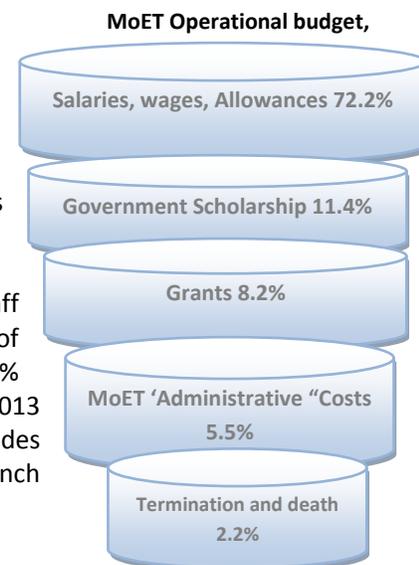
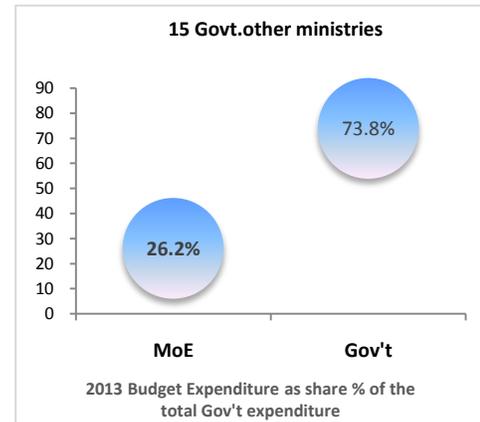
The Vanuatu Education Sector Plan (VESP) jointly funded by Australia and New-Zealand government outlined the agenda for the development of education sector over the medium term. It is based on the Millennium Development Goals (MDGs), basically on the second MDG to achieve the universal primary education. It does incorporate the strategic vision outlined in VESS, which sets the framework.

The Government of Vanuatu is considering the Education sector as the priority area for development in its budget distribution in 2013. The share of the education budget that has been allocated was 26.2 % of which 71.9% was spent on the teacher's salaries.

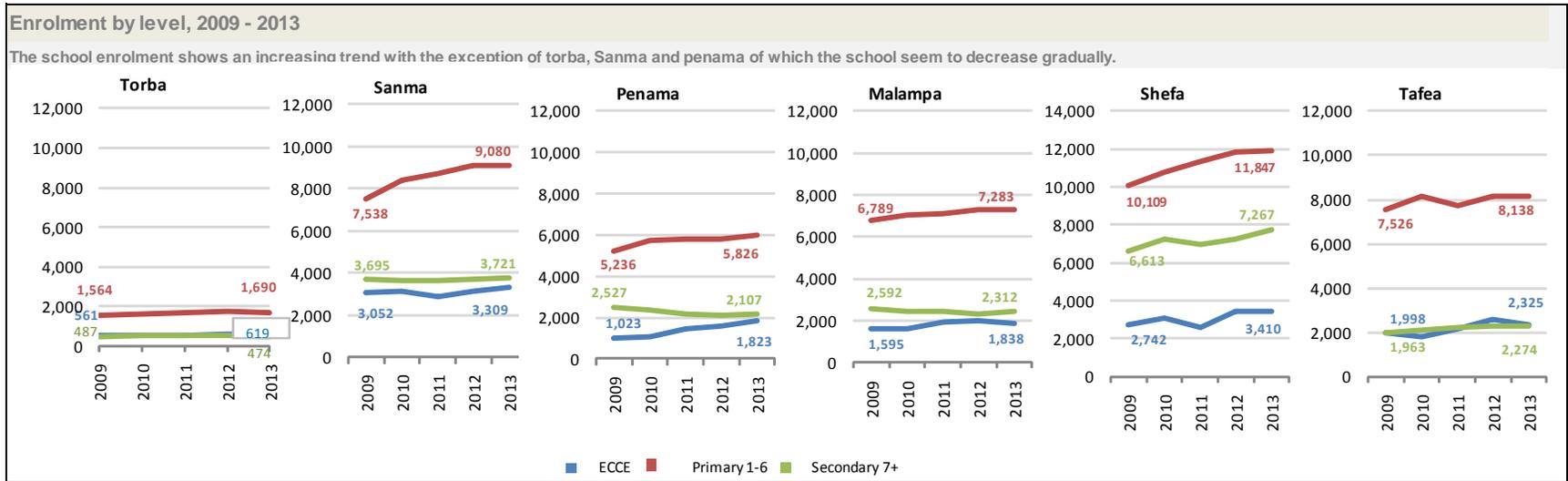
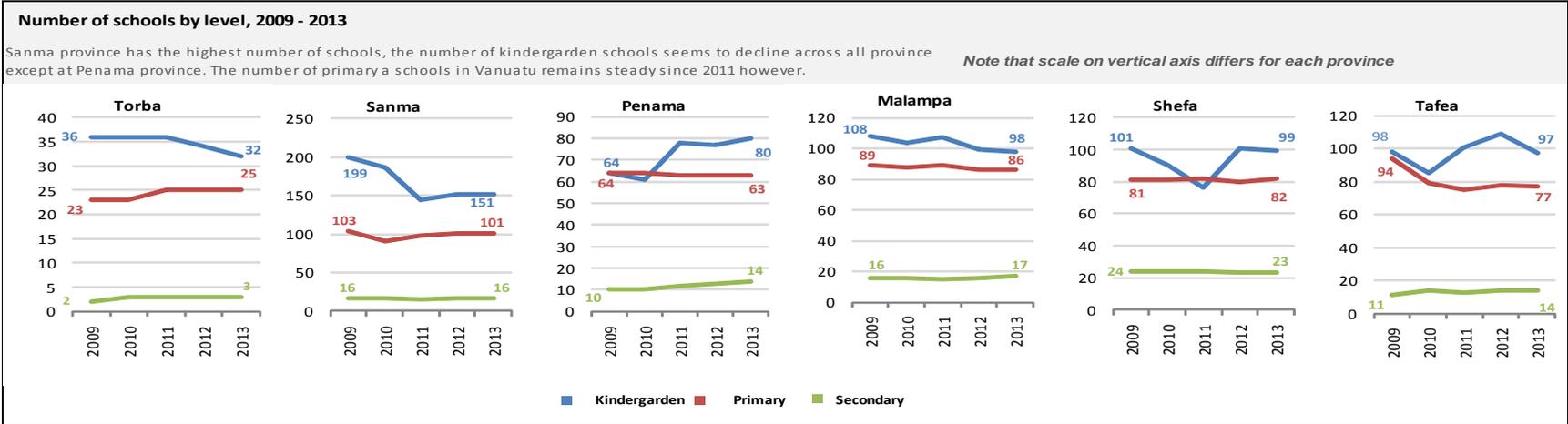
In 2013 the sharing of the 28.1% the MoET operational budget is defined as the actual expenditure to each subsector priority activities set aside in the 2013 annual work plan.

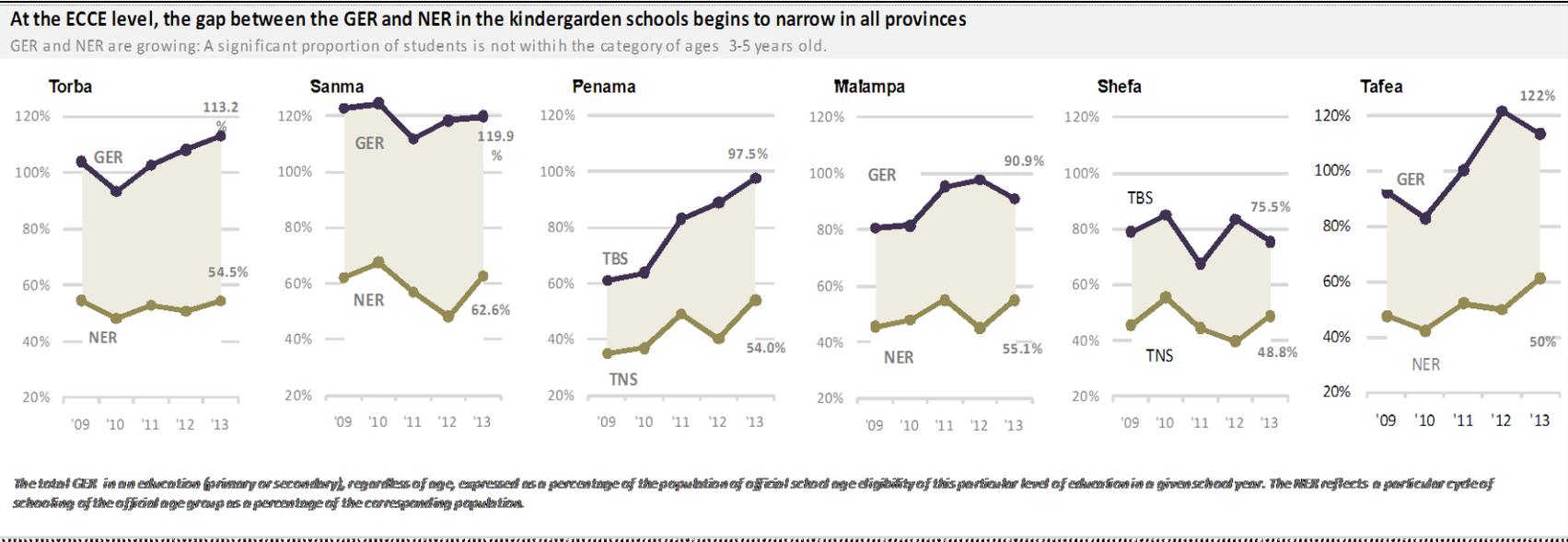
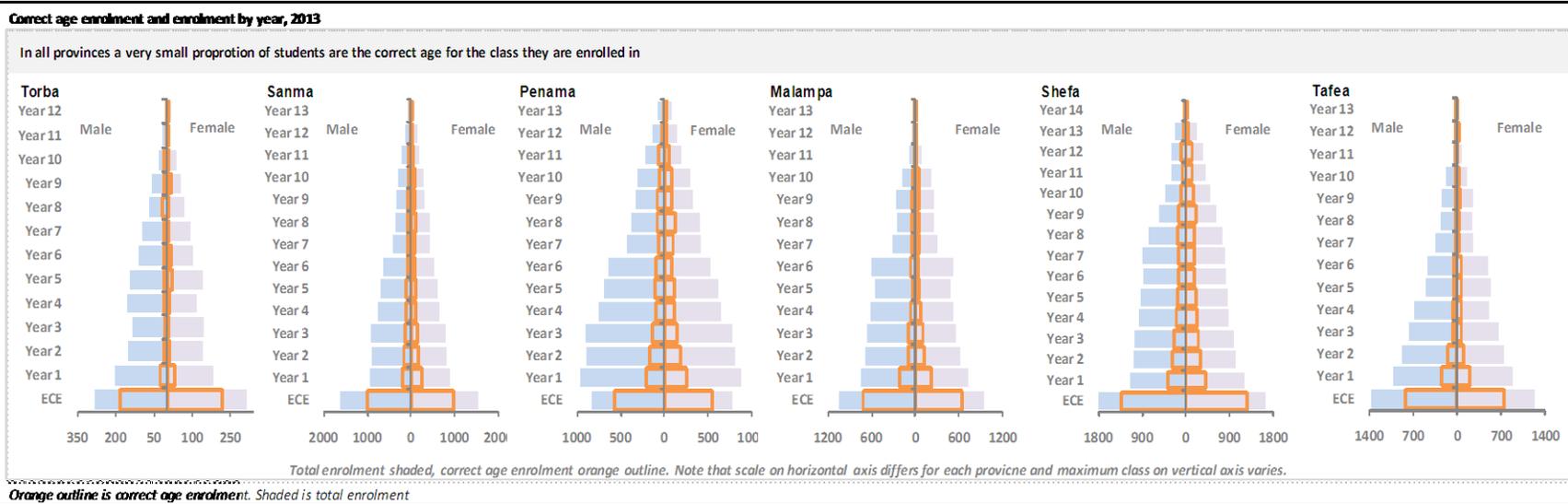
The biggest share to MoET budget is 72.2%, allocated to the MOE staff and teachers' salaries, allowances and VNPF contributions, 11.4% of that budget allocated to the government scholarships followed by 8.2% was allocated for the school grants. The MoET, has received in 2013 further VT 470,192,769 from the development partners that includes AUSAID and NZAid and other development partners such as French government, Japanese government, UNICEF and the United nation contributions.

In 2012 the combined Government grants for the education was about 6.6% of the value of all goods and services produced in Vanuatu as measured by the Gross Domestic Product (GDP). The MoET is currently strengthening the Monitoring and Evaluation Unit to better monitor the use of funding and resources against the 2013 Ministry's annual work plan and the VESP strategy outputs. The disbursement of the budget initiatives in 2013 has gradually given more focus on the quality of Education and therefore 60% of the MoET budget is oriented towards a more proactive attempt in terms of a realistic and coherent implementation of the actual plans and policies of the MoET.



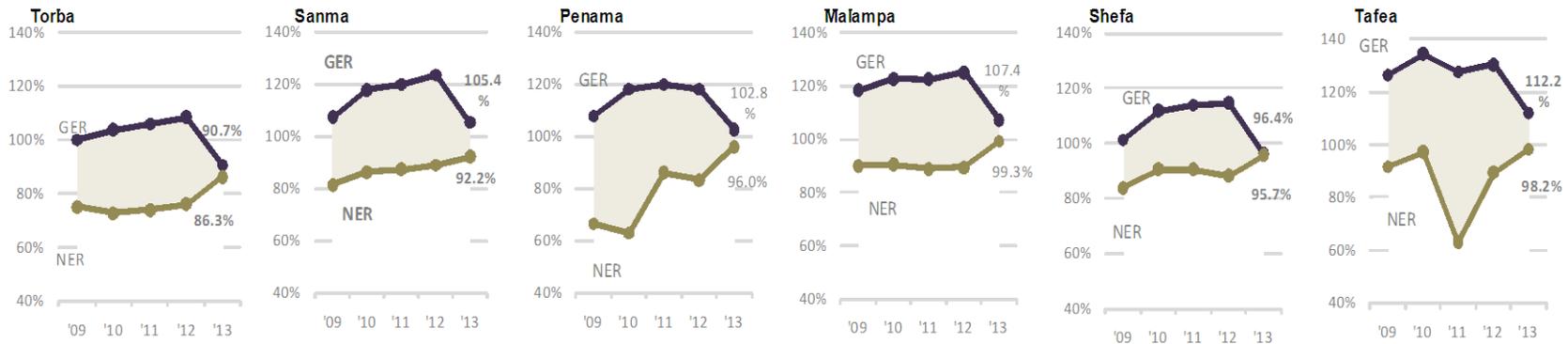
### 4. Province Key results





**Primary level (Years 1 to 6) GER is higher than 100 in all the provinces**

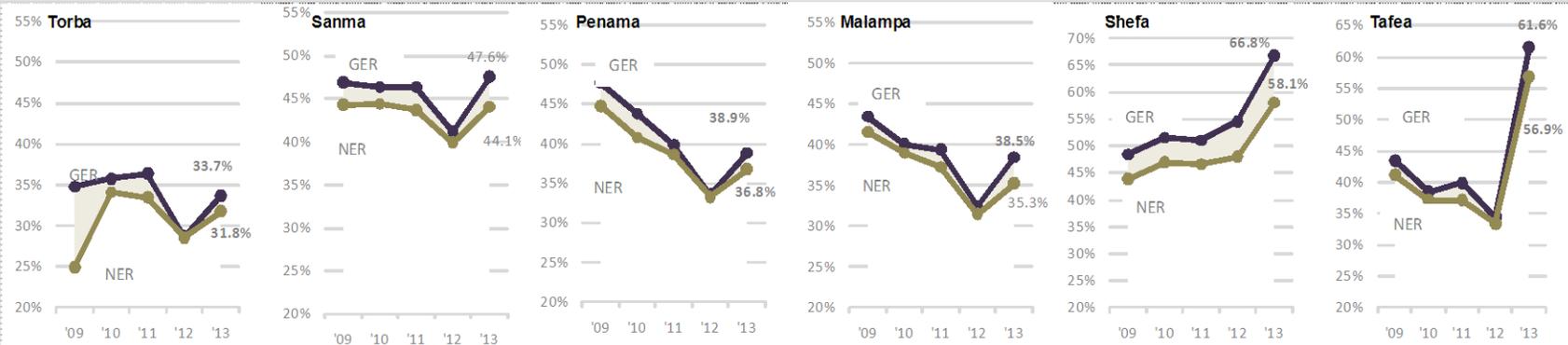
There is a general tendency for the GER to decline while NER is increasing gradually



In All the provinces, there is still a gap between the GER and NER in primary except for Torba and Shefa province where the GER and NER is narrowing.

**At the high school level (7+) the gap between the GER and NER is obviously significant in all the provinces**

The gap between the GER and NER in Shefa province remains high compared the other provinces



The total GER in an education (primary or secondary), regardless of age, expressed as a percentage of the population of official school age eligibility of this particular level of education in a given school year. The NER reflects a particular cycle of schooling of the official age group as a percentage of the corresponding population.

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## Introduction

The quality of the education system in Vanuatu is a continuing concern and a major challenge at the education decision level and for policy makers. The low literacy and numeracy remains a challenge in the education system therefore the MoET are focusing all its resources to strengthen and improve the quality of education in Vanuatu. This report covers a large number of statistics of education in ECCE and Education as well as primary, secondary and tertiary education.

It is always important to keep remind ourselves of the Vanuatu's vision which is to provide a "healthy and wealthy education for all Ni-Vanuatu citizens". The primary objective of the MOET is to improve the level of literacy and numeracy across all schools and institutions in Vanuatu. Important resources were made available to the MoET to support the implementation of the of the key priority strategies set under VERM and the Vanuatu government recurrent budget in 2013. This statistical annual report includes key performance indicators relevant to measure and monitor progress against the major development framework of the MoET and Training as well as progress against the Millennium Development (MD) and Education For All (EFA) goals by 2015.

### MoET – Vanuatu Education Sector Plan (VESP) Priorities



This report provides some facts and figures on Vocational and Technical institutions in the country. MoET is also concern about the high dropout rate in secondary schools; therefore it decided to sustain its working relationship with all the stakeholders and other government line ministries to create pathways in order to accommodate the dropouts from the formal education stream into the non-formal education. The MoET has decided at the end of 2013 to include training in its new organizational structure.

The MoET has a second major concern in regards to the poor examination results in Vanuatu. This report publishes for the first time the exam's results using tables and graphs. It is obvious that the proportion of push outs after the year 10, 12 and 13 exams is very high. Most of the data and indicators were disaggregated by province, gender and by subjects of study; they could be used as evidence based information to everyone including the education planners and practical information for all level of studies and researches.

Another important section in this report brings in the actual expenditures of the MOET recurrent budget and the development support budget from the development partners which is approximately around six (6) billion Vatu. This section shows basically the share of expenditure as the percentage of the overall government budget and as the percentage of the gross domestic product in 2013.

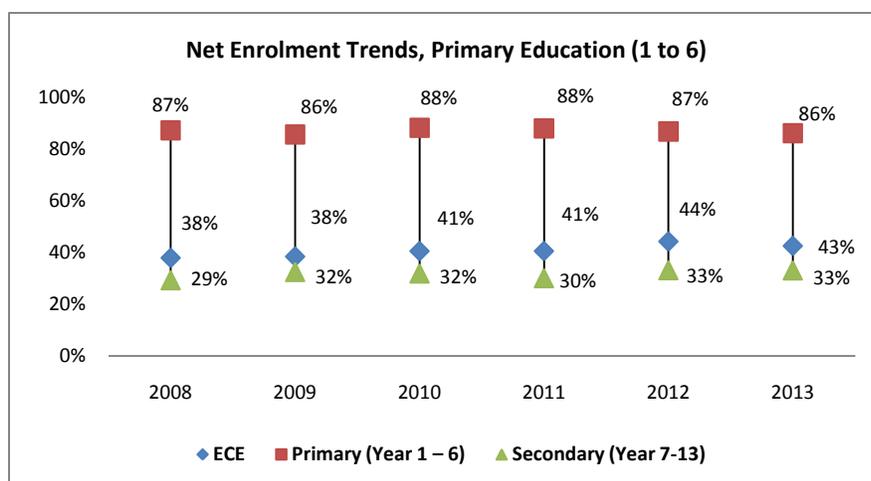
Finally, the previous VEMIS surveys and data are currently used as evidence source of information in supporting the implementation progress of the emerging plans and the policy priorities of the MoET. This report is only digesting all valuable facts and figures which are relevant to better plan and manages the education system in Vanuatu.

## 1. Access to Education

### Relevant Indicators for MoET Monitoring and Evaluation

Indicator	2008	2009	2010	2011	2012	2013
<b>NER</b>						
ECE	37.9%	38.4%	40.5%	40.5%	44.2%	42.5%
Primary (Year 1 – 6)	87.1%	85.5%	88.1%	87.9%	86.7%	86.3%
Secondary (Year 7-13)	29.2%	32.4%	31.8%	30.0%	33.1%	33.0%
<b>GER</b>						
ECE	61.4%	57.6%	58.2%	58.3%	65.8%	63.1%
Primary (Year 1 – 6)	111.6%	110.8%	117.4%	118.6%	121.0%	119.4%
Secondary (Year 7-13)	42.5%	44.4%	42.1%	40.9%	46.8%	48.1%
<b>GIR and NIR in primary year 1</b>						
NIR	39.7%	35.7%	39.7%	36.6%	36.0%	34.9%
GIR	119.4%	106.1%	123.2%	113.3%	118.2%	112.3%
<b>Average Dropout rate</b>						
Primary (Year 1 – 6)	6.8%	2.1%	6.0%	8.0%	3.7%	6.6%
Secondary (Year 7-13)	27.0%	37.9%	39.9%	44.2%	33.5%	33.2%
<b>Average Repetition rate</b>						
Primary (Year 1 – 6)	13.5%	14.4%	15.1%	12.1%	14.6%	15.1%
Secondary (Year 7-13)	1.8%	1.9%	2.8%	3.0%	3.0%	3.6%
<b>Average Promotion rate</b>						
Primary (Year 1 – 6)	82.8%	80.5%	78.2%	75.6%	81.7%	78.3%
Secondary (Year 7-13)	79.7%	76.8%	73.3%	69.3%	63.5%	63.2%
<b>Survival rate to Year 6*</b>	71.2%	96.7%	74.6%	69.5%	83.6%	70.8%
<b>Transition rate from Year 6 – 7</b>	94.8%	89.8%	87.4%	84%	86.4%	85.2%
<b>Survival rate to Year 13</b>	19.6%	16.0%	9.8%	7.3%	11.7%	9.5%

Source: VEMIS 2013



### Increase on GER and NER in Primary Education overtime, 2008-2013

The NER in Primary education has declined by 1% in 2013 as compared to 2012 due to the high number of under-age and over-age enrolment in 2013. The number of children in the Kindergarten schools has increased from 11,272 in 2010 to 13,388 in 2013. Lots of efforts and resources in terms

of ECCE teacher training on the new curriculum, researches or studies on identifying issues of poor education on 0-5 years of children's learning, improving literacy and numeracy at early years of education have been concentrated on ECCE activities in order to support access of small children's' participation in the kindergarten schools and to address the level of quality teaching and learning.

## 1.1 School Enrolment

### 1.1 Enrolment by education authority

**Table 1-1: Enrolment by education authority and school level, 2010 – 2013**

Education Authority	ECE				Primary Year 1 -6				Secondary 7 +			
	2010	2011	2012	2013	2010	2011	2012	2013	2010	2011	2012	2013
Government of Vanuatu	225				30,101	30,062	31,097	31,173	12,310	12,256	12,096	12,266
Church (Government Assisted)	327	399	462	413	9,699	10,266	11,244	11,579	4,574	4,763	5,021	5,362
Not Stated		149										
<b>Subtotal</b>	<b>552</b>	<b>548</b>	<b>462</b>	<b>413</b>	<b>39,800</b>	<b>40,328</b>	<b>42,341</b>	<b>42,752</b>	<b>16,884</b>	<b>17,019</b>	<b>17,117</b>	<b>17,628</b>
Government Church (Not Government Assisted)	67	14	19		230	187	184	191	139	135	178	190
Private	7,417	9,151	9,208	8,565	1,313	1,278	912	905	1,099	711	734	813
Community	3,236	1,888	3,699	4,346	440	559	464	334	176	199	210	212
<b>Total</b>	<b>11,272</b>	<b>11,601</b>	<b>13,388</b>	<b>13,324</b>	<b>41,783</b>	<b>42,352</b>	<b>43,901</b>	<b>44,182</b>	<b>18,298</b>	<b>18,064</b>	<b>18,239</b>	<b>18,843</b>

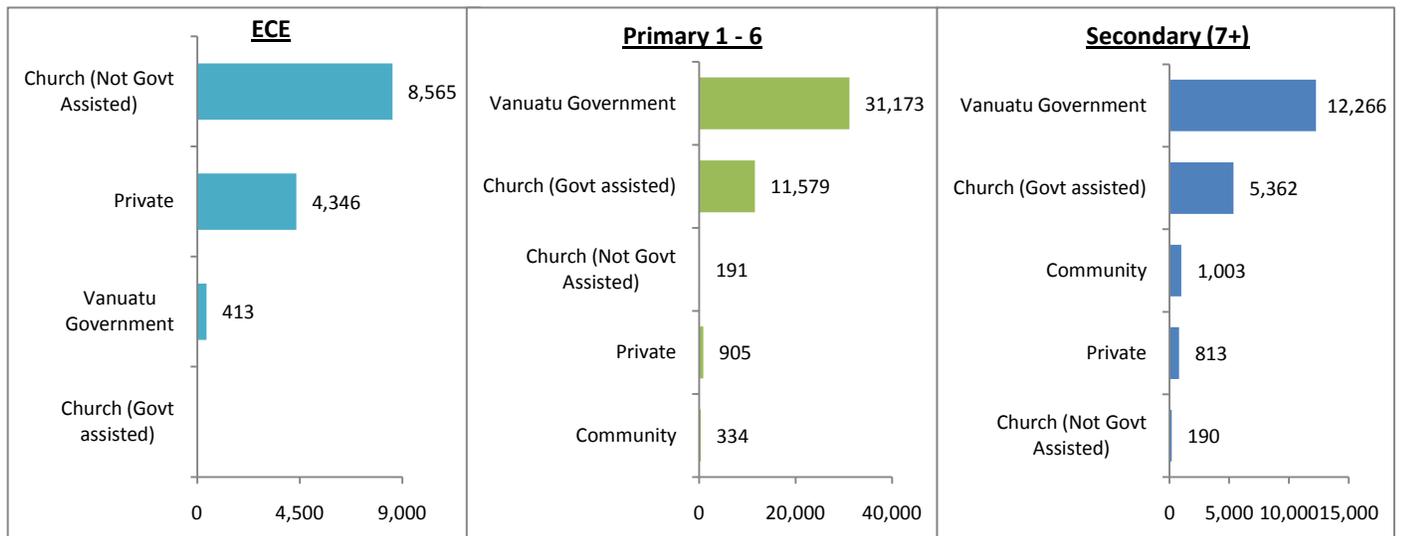
Source: VEMIS (Vanuatu Education Management Information System), 2013

**Table 1-2: Enrolment by education authority, sex and school level, 2012 – 2013**

Year	Education Authority	ECE			Primary 1- 6			Secondary 7+		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2012	Government of Vanuatu				16,311	14,675	30,986	5,989	6,107	12,096
	Church (Government Assisted)	242	220	462	5,994	5,415	11,409	2,491	2,530	5,021
	<b>Subtotal Government</b>	<b>242</b>	<b>220</b>	<b>462</b>	<b>22,305</b>	<b>20,090</b>	<b>42,395</b>	<b>8,480</b>	<b>8,637</b>	<b>17,117</b>
	Church (Not Government Assisted)	9	10	19	96	88	184	101	77	178
	Private	4,815	4,393	9,208	445	409	854	359	375	734
	Community	1,942	1,823	3,765	230	234	464	126	84	210
	<b>Total</b>	<b>7,008</b>	<b>6,446</b>	<b>13,454</b>	<b>23,076</b>	<b>20,821</b>	<b>43,897</b>	<b>9,066</b>	<b>9,173</b>	<b>18,239</b>
2013	Government of Vanuatu				16,434	14,739	31,173	6,195	6,071	12,266
	Church (Government Assisted)	212	201	413	6,122	5,457	11,579	2,639	2,723	5,362
	<b>Subtotal Government</b>	<b>212</b>	<b>201</b>	<b>413</b>	<b>22,556</b>	<b>20,196</b>	<b>42,752</b>	<b>8,834</b>	<b>8,794</b>	<b>17,628</b>
	Church (Not Government Assisted)				103	88	191	108	82	190
	Private	4,392	4,173	8,565	473	432	905	393	420	813
	Community	2,336	2,010	4,346	167	167	334	126	86	212
	<b>Total</b>	<b>6,940</b>	<b>6,384</b>	<b>13,324</b>	<b>23,299</b>	<b>20,883</b>	<b>44,182</b>	<b>9,461</b>	<b>9,382</b>	<b>18,843</b>

Source: VEMIS, 2013

Figure 1-1: Total enrolment by education authority, 2013



Source: VEMIS 2013

Table 1-3: Enrolment in primary 1 to 6 by education authority and province, 2012 – 2013

Year	Education Authority	Province						Vanuatu
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	
2012	Government	1,690	5,922	4,366	5,956	8,292	5,871	31,097
	Church (Govt. assisted)	14	3,050	1,460	2,302	2,294	2,124	11,244
	<b>Subtotal Government</b>	<b>1,704</b>	<b>8,972</b>	<b>5,826</b>	<b>8,258</b>	<b>10,586</b>	<b>7,995</b>	<b>42,341</b>
	Church		86			98		184
	Private	23	22		25	746	96	912
	Community					417	47	464
	<b>Total</b>	<b>1,727</b>	<b>9,080</b>	<b>5,826</b>	<b>8,283</b>	<b>11,847</b>	<b>8,138</b>	<b>43,901</b>
2013	Government	1,608	5,786	4,455	5,040	8,478	5,806	31,173
	Church (Govt. assisted)	14	3,150	1,518	2,267	2,357	2,273	11,579
	<b>Subtotal Government</b>	<b>1,622</b>	<b>8,936</b>	<b>5,973</b>	<b>7,307</b>	<b>10,835</b>	<b>8,079</b>	<b>42,752</b>
	Church		82			109		191
	Private	68	57			728	52	905
	Community		42			244	48	334
	<b>Total</b>	<b>1,690</b>	<b>9,117</b>	<b>5,973</b>	<b>7,307</b>	<b>11,916</b>	<b>8,179</b>	<b>44,182</b>

Source: VEMIS, 2013

Table 1-4: Total enrolment in secondary (Year 7+) by education authority and province, 2012 – 2013

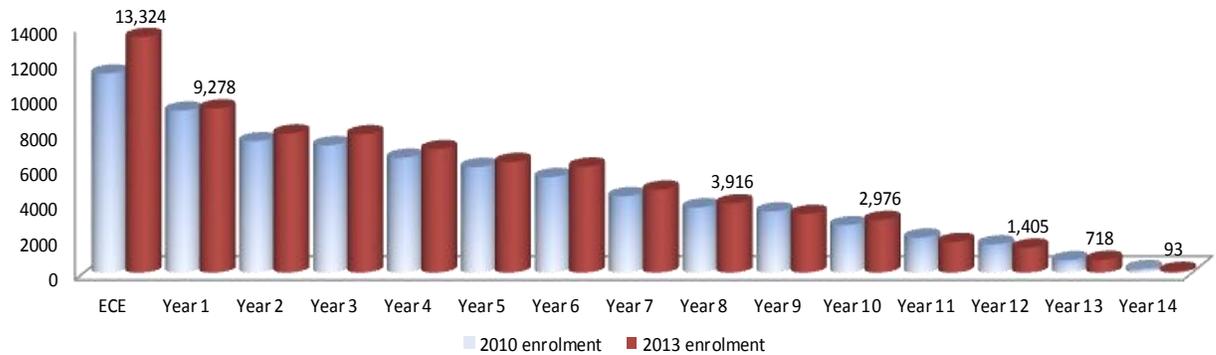
Year	Education Authority	Province						Vanuatu
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	
2012	Government	455	2,423	831	1,725	4,951	1,711	12,096
	Church (Govt. assisted)	103	1,119	1,276	587	1,373	563	5,021
	<b>Subtotal Government</b>	<b>558</b>	<b>3,542</b>	<b>2,107</b>	<b>2,312</b>	<b>6,324</b>	<b>2,274</b>	<b>17,117</b>
	Church		162			16		178
	Private		17			717		734
	Community					210		210
	<b>Total</b>	<b>558</b>	<b>3,721</b>	<b>2,107</b>	<b>2,312</b>	<b>7,267</b>	<b>2,274</b>	<b>18,239</b>
2013	Government	386	2,383	660	1,827	5,288	1,722	12,266
	Church (Govt. assisted)	88	1,149	1,480	596	1,492	557	5,362
	<b>Subtotal Government</b>	<b>474</b>	<b>3,532</b>	<b>2,140</b>	<b>2,423</b>	<b>6,780</b>	<b>2,279</b>	<b>17,628</b>
	Church		158			32		190
	Private		41			754	18	813
	Community		17			195		212
	<b>Total</b>	<b>474</b>	<b>3,748</b>	<b>2,140</b>	<b>2,423</b>	<b>7,761</b>	<b>2,297</b>	<b>18,843</b>

Source: VEMIS, 2013

Table 1-5: Enrolment by education authority and level, 2012 – 2013

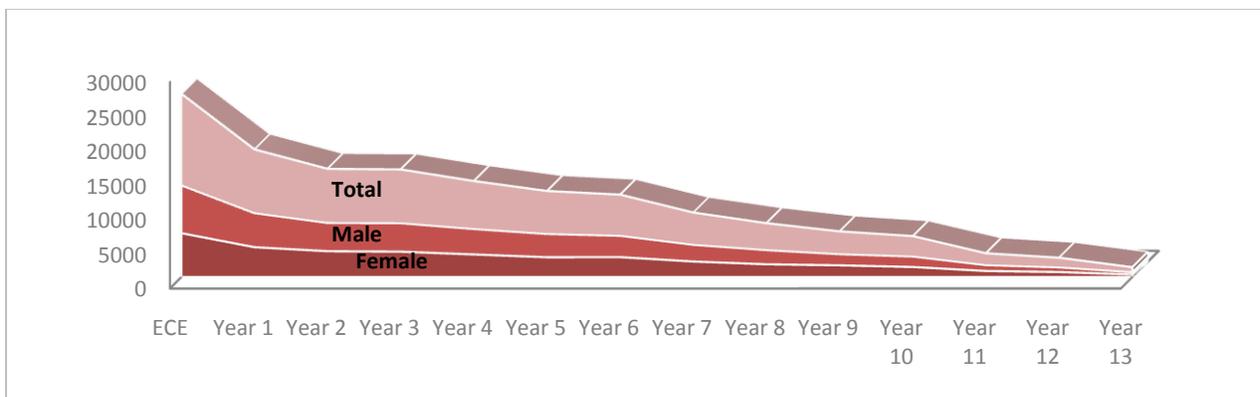
Year	Education Authority	Education Level				Vanuatu
		ECE	Primary (1 - 6)	Jnr Secondary (7 - 10)	Snr Secondary (11+)	
2012	Government		31,097	9,946	2,150	43,193
	Church (Govt. assisted)	462	11,244	3,763	1,258	16,727
	<b>Subtotal Government</b>	<b>462</b>	<b>42,341</b>	<b>13,709</b>	<b>3,408</b>	<b>59,920</b>
	Church	19	184	178	-	381
	Private	9,208	912	373	361	10,854
	Community	3,699	464	184	26	4,373
	<b>Total</b>	<b>13,388</b>	<b>43,901</b>	<b>14,444</b>	<b>3,795</b>	<b>75,528</b>
2013	Government		31,173	10,057	2,209	43,439
	Church (Govt. assisted)	413	11,579	4,005	1,357	17,354
	<b>Subtotal Government</b>	<b>413</b>	<b>42,752</b>	<b>14,062</b>	<b>3,566</b>	<b>60,793</b>
	Church		191	190		381
	Private	8,565	905	489	324	10,283
	Community	4,346	334	156	56	4,892
	<b>Total</b>	<b>13,324</b>	<b>44,182</b>	<b>14,897</b>	<b>3,946</b>	<b>76,349</b>

Source: VEMIS, 2013

**Figure 1-2: Total Enrolment by year level, 2010 and 2013**

Source: VEMIS, 2013

The above graph (Fig 1-2) is showing the actual enrolment figures in ECCE to year 13/14 level, which is derived from the 2013 VEMIS survey. The actual enrolment figure is decreasing gradually in each year level; where seeing more than 9,000 students were enrolled in year 1 and approximately 4,000 students enrolled in year 6 in the academic school year. Therefore it is very important to take note of the enrolment difference between these two year levels.

**Figure 1-3: Total enrolment by gender and by year level, 2013**

Source: VEMIS, 2013

Student's distribution by gender is well represented throughout all levels except in ECCE to year 3; VEMIS data is showing that there are more boys than girls in enrolling in the early years of education.

## 1.2 Enrolment by province

Table 1-6: Enrolment by province, school type and sex, 2012 – 2013

Year	Province	ECE		Primary (1 - 6)		Secondary (7+)	
		Male	Female	Male	Female	Male	Female
<b>2012</b>	Torba	283	314	896	831	282	276
	Sanma	1,620	1,529	4,841	4,239	1,868	1,853
	Penama	838	778	3,097	2,729	1,020	1,087
	Malampa	1,045	931	3,876	3,407	1,160	1,152
	Shefa	1,826	1,633	6,068	5,779	3,559	3,708
	Tafea	1,366	1,225	4,298	3,840	1,177	1,097
	<b>Vanuatu</b>	<b>6,978</b>	<b>6,410</b>	<b>23,076</b>	<b>20,825</b>	<b>9,066</b>	<b>9,173</b>
<b>2013</b>	Torba	299	320	886	804	253	221
	Sanma	1,669	1,640	4,873	4,244	1,913	1,835
	Penama	950	873	3,178	2,795	1,065	1,075
	Malampa	1,005	833	3,893	3,414	1,216	1,207
	Shefa	1,796	1,614	6,178	5,738	3,834	3,927
	Tafea	1,221	1,104	4,291	3,888	1,180	1,117
	<b>Vanuatu</b>	<b>6,940</b>	<b>6,384</b>	<b>23,299</b>	<b>20,883</b>	<b>9,461</b>	<b>9,382</b>

Source: VEMIS, 2013

Table 1-7: Enrolment by province and school level, 2011 – 2013

Province	ECE			Primary (1-6)			Jnr Secondary (7-10)			Snr Secondary (11+)		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Torba</b>	564	597	619	1,668	1,727	1,690	493	508	428	57	50	46
<b>Sanma</b>	2,889	3,149	3,309	8,702	9,080	9,117	2,891	2,870	2,919	767	851	829
<b>Penama</b>	1,465	1,616	1,823	5,790	5,826	5,973	1,704	1,713	1,761	486	394	379
<b>Malampa</b>	1,914	1,976	1,838	7,086	7,283	7,307	2,174	2,013	2,084	286	299	339
<b>Shefa</b>	2,598	3,459	3,410	11,369	11,847	11,916	4,578	5,372	5,763	2,378	1,895	1,998
<b>Tafea</b>	2,171	2,591	2,325	7,737	8,138	8,179	1,938	1,968	1,942	312	306	355
<b>Vanuatu</b>	<b>11,601</b>	<b>13,388</b>	<b>13,324</b>	<b>42,352</b>	<b>43,901</b>	<b>44,182</b>	<b>13,778</b>	<b>14,444</b>	<b>14,897</b>	<b>4,286</b>	<b>3,795</b>	<b>3,946</b>

Source: VEMIS, 2013

### 1.3 Mono-lingual, bi-lingual and dual lingual

The Education language policy encourages all children in the early years of schooling to start their education in their mother tongue, while most of the primary schools used either English or French language as a medium of instruction. All learning and teaching resources were also made available in either English or French language. The review of the new curriculum was done using both languages and also done in bislama for the kindergarten schools.

**Table 1-8: Number of schools by language that the school is registered in, 2010 – 2013**

Language	ECE			Primary			Secondary		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>Bilingual</b>				1			1		1
<b>Bislama</b>	24	25	26						
<b>English</b>	359	359	337	281	281	282	54	58	59
<b>French</b>	68	68	66	150	152	152	27	27	27
<b>Vernacular</b>	92	119	128						
<b>Vanuatu</b>	<b>543</b>	<b>571</b>	<b>557</b>	<b>432</b>	<b>433</b>	<b>434</b>	<b>82</b>	<b>85</b>	<b>87</b>

*Source: : VEMIS, 2013 \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna.*

**Table 1-9: Number of student enrolled by language that the school is registered in, 2011 – 2013**

Language	ECE			Primary			Secondary		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
<b>English</b>	7,751	8,727	8,377	27,202	28,079	30,944	12,766	12,898	10,732
<b>French</b>	1,770	2,018	1,940	15,150	15,822	16,600	5,298	5,341	4,612
<b>Vernacular</b>	2,080	2,643	2,604						
<b>Vanuatu</b>	<b>11,601</b>	<b>13,388</b>	<b>12,921</b>	<b>42,352</b>	<b>43,901</b>	<b>47,544</b>	<b>18,064</b>	<b>18,239</b>	<b>15,344</b>

*Source: VEMIS, 2013*

**Table 1-10: Number of ECE centres by language that the school is registered in, 2012 – 2013**

Year	Language	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
<b>2012</b>	English	2	14	1	2	1	5	25
	French	19	92	52	64	63	69	359
	Bislama	1	21	5	25	8	8	68
	Vernacular	12	24	19	8	29	27	119
	<b>Total 2012</b>	<b>34</b>	<b>151</b>	<b>77</b>	<b>99</b>	<b>101</b>	<b>109</b>	<b>571</b>
<b>2013</b>	English	2	15	1	2	1	5	26
	French	15	95	39	63	62	63	337
	Bislama	1	19	5	25	8	8	66
	Vernacular	14	22	35	8	28	21	128
	<b>Total 2013</b>	<b>32</b>	<b>151</b>	<b>80</b>	<b>98</b>	<b>99</b>	<b>97</b>	<b>557</b>

*Source: VEMIS, 2013*

**Table 1-11: ECE enrolment, language school is registered in and province, 2012 – 2013**

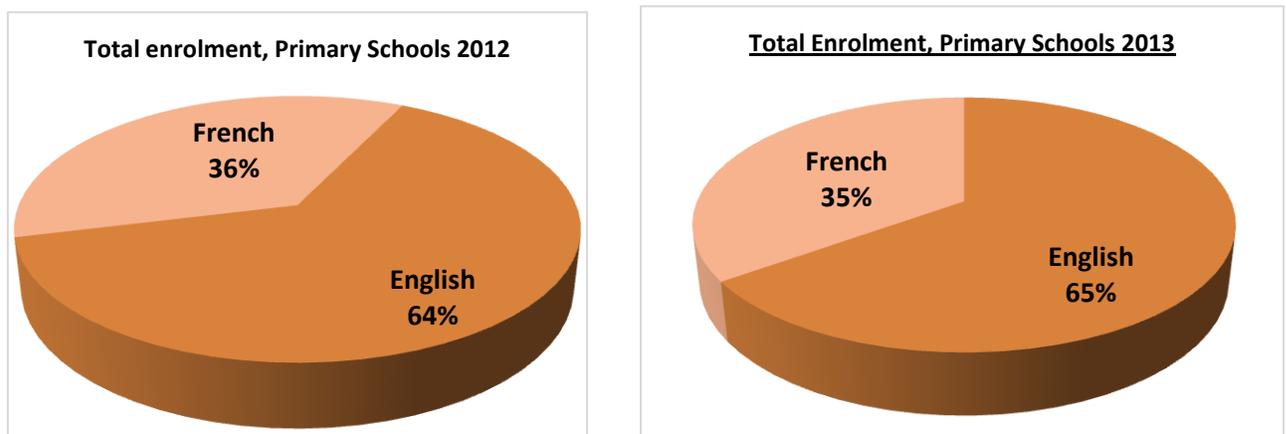
Year	Language	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
<b>2012</b>	English	326	1,951	1,081	1,243	2,420	1,706	8,727
	French	30	579	161	549	498	201	2,018
	Bislama	44	224	15	41	45	74	443
	Vernacular	197	395	359	143	496	610	2,200
	<b>Total 2012</b>	<b>597</b>	<b>3,149</b>	<b>1,616</b>	<b>1,976</b>	<b>3,459</b>	<b>2,591</b>	<b>13,388</b>
<b>2013</b>	English	278	2,111	917	1,183	2,332	1,556	8,377
	French	23	607	156	473	464	217	1,940
	Bislama	34	228	20	26	51	44	403
	Vernacular	284	363	730	156	563	508	2,604
	<b>Total 2013</b>	<b>619</b>	<b>3,309</b>	<b>1,823</b>	<b>1,838</b>	<b>3,410</b>	<b>2,325</b>	<b>13,324</b>

Source: VEMIS, 2013 \* Vernacular defines all the mother tongue languages that are used in the existing kindergarten schools.

**Table 1-12: Number of primary schools, language school is registered in and by province, 2012 – 2013**

Year	Language	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
<b>2012</b>	English	17	68	41	52	59	44	281
	French	8	33	22	34	21	34	152
	<b>Total 2012</b>	<b>25</b>	<b>101</b>	<b>63</b>	<b>86</b>	<b>80</b>	<b>78</b>	<b>433</b>
<b>2013</b>	English	17	68	41	52	61	43	282
	French	8	33	22	34	21	34	152
	<b>Total 2013</b>	<b>25</b>	<b>101</b>	<b>63</b>	<b>86</b>	<b>82</b>	<b>77</b>	<b>434</b>

Source: VEMIS, 2013 \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna.

**Figure 1-4: % of primary school enrolment, 2012 – 2013**

Source: VEMIS, 2013

**Table 1-13: Number of Secondary school, language school is registered in and by province, 2012 – 2013**

Year	Language	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2012	Bilingual	0	0	0	0	0	0	0
	English	2	12	10	8	17	9	58
	French	1	4	3	8	6	5	27
	<b>Total 2012</b>	<b>3</b>	<b>16</b>	<b>13</b>	<b>16</b>	<b>23</b>	<b>14</b>	<b>85</b>
2013	Bilingual	0	1	0	0	0	0	1
	English	2	11	11	9	17	9	59
	French	1	4	3	8	6	5	27
	<b>Total 2013</b>	<b>3</b>	<b>16</b>	<b>14</b>	<b>17</b>	<b>23</b>	<b>14</b>	<b>87</b>

Source: VEMIS, 2013

### 1.4 Gross Enrolment Rate (GER)

**Table 1-14: Gross Enrolment Ratio (GER), school type, 2009 – 2013**

Year	ECE				Primary, 1-6				Secondary, 7+			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
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
2010	58.0%	58.4%	58.2%	1.01	118.2%	116.5%	117.4%	0.99	40.7%	43.7%	42.1%	1.07
2011	58.7%	57.8%	58.3%	0.98	120.4%	116.7%	118.6%	0.97	39.1%	42.8%	40.9%	1.10
2012	63.3%	65.3%	65.8%	1.03	122.5%	119.5%	121.1%	0.98	38.2%	41.9%	40.0%	1.10
2013	63.4%	62.7%	63.1%	0.97	121.2%	117.3%	119.4%	0.97	45.9%	50.6%	48.1%	1.10

Source: VEMIS, 2013

**Official age definitions:**

ECE official age group: The official age group used by the MoET for ECE is children aged between 4 and 5 years old (inclusive). Primary 1 – 6 official age group: The official age group used by the MoET for primary Year 1 – 6 is children aged between six and eleven years old (inclusive). Secondary 7+ official age group: The official age group used by the MoET for secondary Year 7 – 14 is 12 and 19 years old (inclusive).

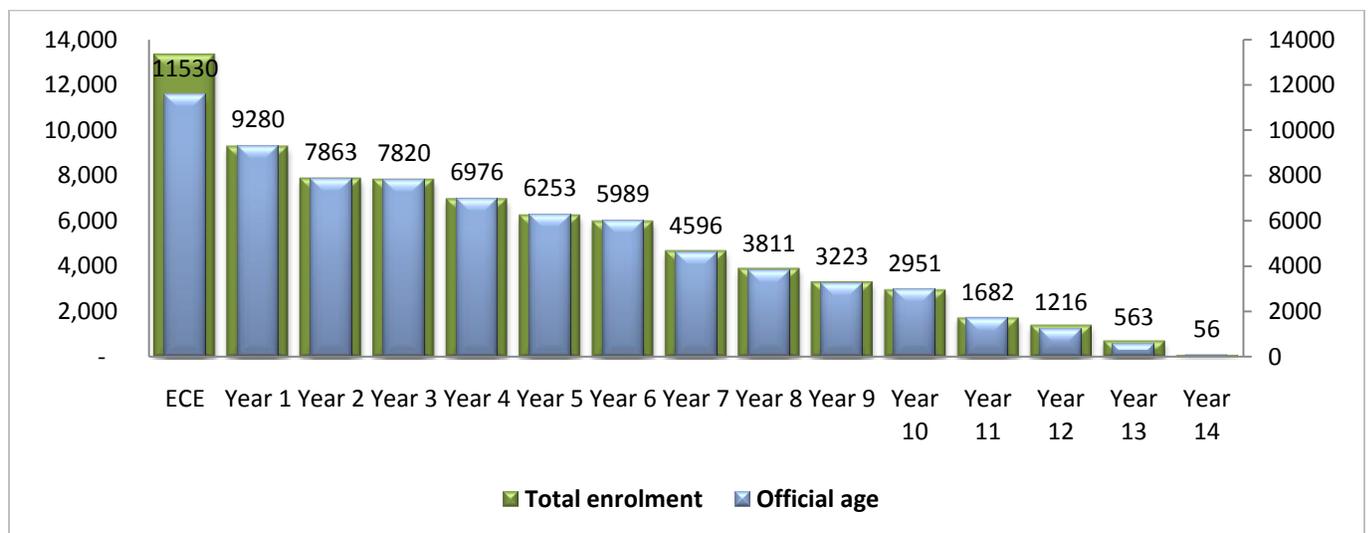
**Table 1-15: Total Enrolment, level and sex, 2010 – 2013**

Level	2010			2011			2012			2013		
	Male	Female	Total									
<b>ECE</b>	5,779	5,493	11,272	6,020	5,581	11,601	6,978	6,410	13,388	6,940	6,384	13,324
<b>Year 1</b>	4,764	4,424	9,188	4,740	4,217	8,957	4,771	4,483	9,254	4,931	4,347	9,278
<b>Year 2</b>	3,947	3,515	7,462	4,133	3,778	7,911	4,226	3,817	8,043	4,099	3,765	7,864
<b>Year 3</b>	3,833	3,395	7,228	3,926	3,281	7,207	4,023	3,573	7,596	4,124	3,698	7,822
<b>Year 4</b>	3,455	3,068	6,523	3,457	3,281	6,738	3,686	3,052	6,738	3,688	3,288	6,976
<b>Year 5</b>	3,199	2,788	5,987	3,182	2,855	6,037	3,226	3,023	6,249	3,370	2,883	6,253
<b>Year 6</b>	2,805	2,590	5,395	2,941	2,561	5,502	3,144	2,877	6,021	3,087	2,902	5,989
<b>Year 7</b>	2,205	2,009	4,214	2,131	2,093	4,224	2,341	2,143	4,484	2,423	2,263	4,686

<b>Year 8</b>	1,759	1,825	3,584	1,858	1,787	3,645	1,912	1,914	3,826	2,053	1,863	3,916
<b>Year 9</b>	1,701	1,661	3,362	1,537	1,640	3,177	1,665	1,721	3,386	1,608	1,711	3,319
<b>Year 10</b>	1,297	1,380	2,677	1,363	1,369	2,732	1,316	1,432	2,748	1,505	1,471	2,976
<b>Year 11</b>	1,014	963	1,977	927	938	1,865	771	875	1646	833	897	1,730
<b>Year 12</b>	804	786	1,590	844	745	1,589	609	664	1273	661	744	1,405
<b>Year 13</b>	309	388	697	298	379	677	402	388	790	331	387	718
<b>Year 14</b>	95	102	197	73	82	155	50	36	86	47	46	93
<b>Total</b>	<b>36,966</b>	<b>34,387</b>	<b>71,353</b>	<b>37,430</b>	<b>34,587</b>	<b>72,017</b>	<b>39,120</b>	<b>36,408</b>	<b>75,528</b>	<b>39,700</b>	<b>36,649</b>	<b>76,349</b>

Source: VEMIS, 2013

Figure 1-5: Total enrolment vs Official age enrolment (4-19 years old), 2013



Source: VEMIS, 2013

Table 1-16: Population for each year level, age for year and by gender, 2010 – 2013

Level	Age	2010			2011			2012			2013		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE	4-5	9,972	9,399	19,371	10,256	9,657	19,913	10,524	9,809	20,333	10,949	10,175	21,124
Year 1	6	3,215	2,986	6,201	3,219	2,987	6,206	3,309	3,053	6,362	3,402	3,144	6,546
Year 2	7	3,096	2,843	5,939	3,213	2,982	6,195	3,225	2,982	6,207	3,307	3,052	6,359
Year 3	8	2,946	2,675	5,621	3,094	2,840	5,934	3,153	2,924	6,077	3,223	2,981	6,204
Year 4	9	2,864	2,576	5,440	2,945	2,673	5,618	3,094	2,874	5,968	3,152	2,923	6,075
Year 5	10	3,316	3,132	6,448	2,863	2,575	5,438	3,047	2,824	5,871	3,093	2,873	5,966
Year 6	11	3,180	2,772	5,952	3,315	3,131	6,446	3,010	2,770	5,780	3,045	2,823	5,868
Year 7	12	3,047	2,513	5,560	3,178	2,771	5,949	2,984	2,712	5,696	3,009	2,769	5,778
Year 8	13	2,904	2,582	5,486	3,045	2,512	5,557	2,963	2,655	5,618	2,982	2,712	5,694
Year 9	14	2,630	2,575	5,205	2,902	2,581	5,483	2,945	2,609	5,554	2,962	2,655	5,617

<b>Year 10</b>	15	2,988	2,708	5,696	2,629	2,574	5,203	2,925	2,584	5,509	2,944	2,608	5,552
<b>Year 11</b>	16	2,681	2,567	5,248	2,986	2,707	5,693	2,900	2,588	5,488	2,924	2,583	5,507
<b>Year 12</b>	17	2,806	2,661	5,467	2,839	2,640	5,479	2,871	2,609	5,480	2,899	2,587	5,486
<b>Year 13</b>	18	2,769	2,653	5,422	2,804	2,659	5,463	2,837	2,639	5,476	2,869	2,608	5,477
<b>Year 14</b>	19	2,731	2,609	5,340	2,767	2,652	5,419	2,802	2,658	5,460	2,835	2,638	5,473
<b>Total</b>		<b>51,145</b>	<b>47,251</b>	<b>98,396</b>	<b>52,055</b>	<b>47,941</b>	<b>99,996</b>	<b>52,589</b>	<b>48,290</b>	<b>100,879</b>	<b>53,595</b>	<b>49,131</b>	<b>102,726</b>

Source: VEMIS, 2013

**Table 1-17: Gross Enrolment Rate (GER) and the GPI of the GER, level and province 2010 –2013**

Level and Year	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
	GER	GPI										
<b>ECE</b>												
<b>2010</b>	93.30%	1.09	124.60%	1.01	63.90%	1.01	81.50%	0.94	85.20%	1.00	82.90%	1.04
<b>2011</b>	102.70%	0.97	111.90%	1.05	83.10%	0.83	95.30%	0.99	67.50%	1.09	100.20%	0.88
<b>2012</b>	108.30%	1.04	118.40%	1.02	88.90%	0.98	97.80%	0.97	83.50%	0.99	121.60%	0.99
<b>2013</b>	113.2%	1.06	119.9%	1.02	97.5%	0.97	90.9%	0.95	75.5%	1.06	113.4%	0.98
<b>Primary 1 – 6</b>												
<b>2010</b>	103.70%	0.95	118.00%	0.97	118.20%	0.93	122.70%	1.00	111.70%	1.01	134.40%	0.98
<b>2011</b>	106.00%	0.97	120.00%	0.96	119.90%	0.92	122.60%	1.02	113.80%	0.98	127.60%	0.96
<b>2012</b>	108.50%	0.99	123.50%	0.98	118.20%	0.95	125.20%	1.00	114.70%	1.01	130.40%	0.98
<b>2013</b>	90.7%	0.95	105.4%	0.98	102.8%	0.95	107.4%	0.97	96.4%	0.98	112.2%	0.99
<b>Secondary 7+</b>												
<b>2010</b>	35.80%	1.33	46.40%	1.06	43.80%	1.14	40.10%	1.06	51.60%	1.07	38.50%	1.03
<b>2011</b>	36.40%	1.24	46.40%	1.03	39.90%	1.17	39.40%	1.08	51.10%	1.08	39.90%	1.13
<b>2012</b>	28.70%	1.07	41.20%	1.28	33.60%	1.09	32.40%	1.06	54.60%	1.06	34.50%	1.03
<b>2013</b>	33.7%	1.07	47.6%	1.03	38.9%	1.16	38.5%	1.07	66.8%	1.10	61.6%	1.03

Source: VEMIS, 2013

The age specific as stated in table 1-16 is align with the identified age for schooling in the Education Policy statement and also in the Education Act no. 9 of 2014.

### 1.5 Net Enrolment Rate (NER)

Net Enrolment Rate (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.

**Table 1-18: Net Enrolment Ratio (NER), school type, 2009 – 2013**

Year	ECE				Primary, 1-6				Secondary, 7-13/14			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2009	38.3%	38.5%	38.4%	1.01	84.6%	86.6%	85.5%	1.02	31.3%	33.6%	32.4%	1.07
2010	39.5%	41.6%	40.5%	1.05	87.5%	88.7%	88.1%	1.01	30.0%	33.7%	31.8%	1.12
2011	40.3%	40.8%	40.5%	1.01	87.0%	88.7%	87.9%	1.02	28.0%	32.2%	30.0%	1.15
2012	44.0%	44.4%	44.2%	1.00	86.3%	87.2%	86.7%	1.01	26.8%	31.6%	29.1%	1.09
2013	42.2%	42.8%	41.2%	1.01	96.1%	96.4%	96.2%	1.00	30.4%	35.9%	33.0%	1.18

Source: VEMIS, 2013

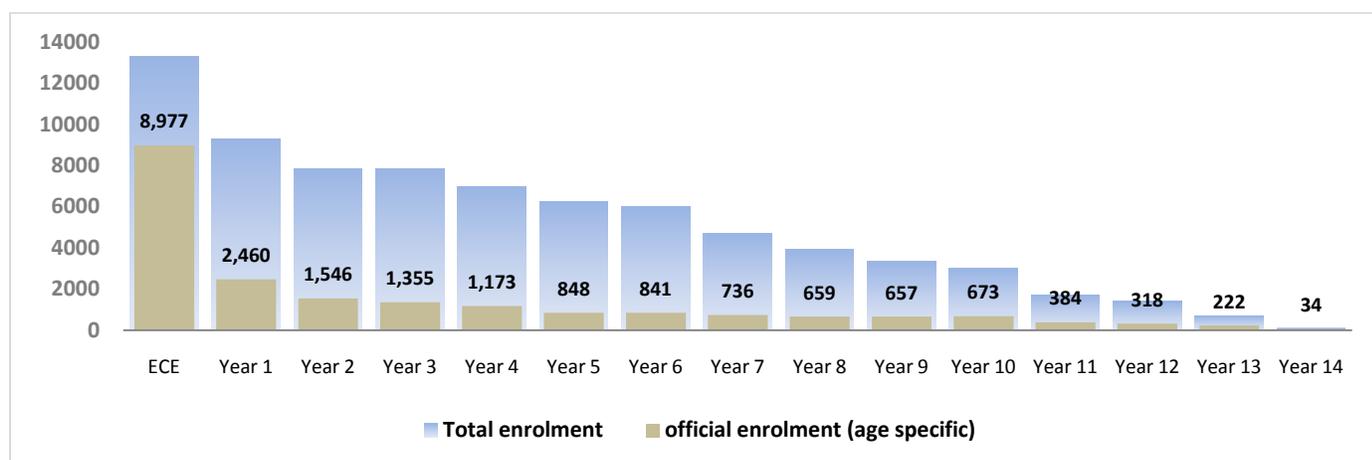
**Table 1-19: Official age enrolment, level and sex, 2011 – 2013**

Level	Official Age	2011			2012			2013		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE	3– 5	4,139	3,946	8,085	4,632	4,358	8,990	4,625	4,352	8,977
Year 1	6	1,261	1,230	2,491	1222	1256	2,478	1197	1263	2,460
Year 2	7	744	816	1,560	768	799	1,567	743	803	1,546
Year 3	8	581	636	1,217	611	602	1,213	637	718	1,355
Year 4	9	477	565	1,042	517	527	1,044	548	625	1,173
Year 5	10	445	461	906	412	504	916	390	458	848
Year 6	11	396	440	836	407	427	834	355	486	841
Year 7	12	459	483	942	370	427	797	355	381	736
Year 8	13	380	427	807	379	440	819	291	368	659
Year 9	14	288	376	664	379	440	819	281	376	657
Year 10	15	289	393	682	266	390	656	311	362	673
Year 11	16	213	283	496	208	255	463	147	237	384
Year 12	17	206	254	460	182	224	406	139	179	318
Year 13	18	111	129	240	94	104	198	95	127	222
Year 14	19	16	18	34	17	16	33	16	18	34
<b>Total</b>		<b>10,005</b>	<b>10,457</b>	<b>20,462</b>	<b>10,464</b>	<b>10,769</b>	<b>21,233</b>	<b>10,130</b>	<b>10,753</b>	<b>20,883</b>

Source: VEMIS, 2013

The above table 1.19 is only showing the enrolment by year level and by age specific. The identified enrolment does not include the under and over age students within the same year level.

Figure 1-6: Total enrolment vs. specific age enrolment (4-19 years old), 2013



Source: VEMIS, 2013

At ECCE level, 8,977 (enrolment) covers age 3 to 5 years old, at year 1 the official entry age is 6 years old, 7 years old in year 2, 8 years old in year 3, 9 years old in year 4, 10 years old in year 5, 11 years old in year 6, 12 years old in year 7, 13 years old in year 8, 14 years old in year 9, 15 years old in year 10, 16 years old in year 11, 17 years old in year 12, 18 years old in year 13 and 19 years old in year 14 francophone.

Tables 1-16 and 1-19 enable you to calculate the percentage of students by age specific for each year level. These tables also indicate the high number of under- and over-age students who enrolled in all year levels of education.

Table 1-20: Net Enrolment Rate (NER) and the GPI of the NER, level and province, 2010 – 2013

Level and Year	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
	NER	GPI	NER	GPI	NER	GPI	NER	GPI	NER	GPI	NER	GPI
<b>ECE</b>												
2010	48.3%	1.06	67.6%	1.10	36.9%	1.02	48.0%	1.09	55.4%	1.11	42.3%	1.10
2011	52.8%	1.06	56.9%	1.10	49.0%	0.96	55.1%	0.92	44.5%	1.10	52.2%	1.04
2012	50.8%	1.07	48.2%	1.00	40.2%	1.00	45.0%	0.95	39.8%	0.45	49.9%	0.98
2013	54.5%	0.93	62.6%	0.99	54.0%	1.00	55.1%	0.92	48.8%	1.05	61.4%	0.97
<b>Primary 1 – 6</b>												
2010	72.8%	0.99	86.3%	1.00	86.5%	0.96	90.5%	1.03	90.6%	1.02	97.3%	1.01
2011	73.7%	1.06	87.4%	1.00	87.5%	0.98	89.0%	1.06	90.5%	1.02	90.0%	1.00
2012	76.0%	1.01	88.9%	1.00	83.3%	0.97	89.6%	1.02	88.2%	1.02	89.5%	0.99
2013	86.3%	1.00	96.2%	1.00	96.0%	1.04	99.3%	1.00	95.7%	1.00	98.1%	1.02
<b>Secondary 7+</b>												
2010	35.6%	1.32	45.4%	1.10	42.8%	1.17	39.8%	1.07	47.0%	1.10	37.9%	1.04
2011	36.1%	1.24	45.1%	1.00	39.4%	1.18	38.4%	1.09	47.0%	1.10	39.1%	1.14
2012	28.6%	1.07	39.9%	1.04	33.3%	1.09	31.5%	1.07	48.0%	1.07	33.4%	1.04
2013	44.9%	1.00	63.9%	1.03	55.6%	0.92	53.3%	1.07	70.0%	1.03	63.0%	0.94

Source: VEMIS (Vanuatu Education Management Information System) and Provincial estimate data was provided by VNSO, 2013

## 1.6 Dropout, Repeater, Absences, Leavers and Transfer in and out from schools

**Table 1-21: Student's movement in 2013**

Level	Enrolment	Leavers without reason	Dropout without reason	Student not attending regularly	Absent	Transfer in from schools overseas	transfer in within the country	Transfer out to another school overseas	Transfer out to another school within the country
<b>ECE</b>	<b>13,324</b>								
<b>Year 1</b>	<b>9,280</b>	126	87	334	1	5	466	5	118
<b>Year 2</b>	<b>7,863</b>	112	84	204	5	8	280	8	149
<b>Year 3</b>	<b>7,820</b>	115	69	182	3	4	324	4	141
<b>Year 4</b>	<b>6,976</b>	115	73	137	1	6	268	6	181
<b>Year 5</b>	<b>6,253</b>	123	70	136		6	320	3	210
<b>Year 6</b>	<b>5,989</b>	201	107	157	6	3	324	6	152
<b>Year 7</b>	<b>4,705</b>	168	87	93		7	652	4	130
<b>Year 8</b>	<b>3,934</b>	189	75	75	8	3	690	3	172
<b>Year 9</b>	<b>3,332</b>	101	75	40		4	915	7	139
<b>Year 10</b>	<b>2,998</b>	180	92	53		3	514	3	115
<b>Year 11</b>	<b>1,730</b>	70	28	25			466		85
<b>Year 12</b>	<b>1,405</b>	151	14	15		1	177	3	43
<b>Year 13</b>	<b>718</b>	47	7	12		3	311	1	70
<b>Year 14</b>	<b>93</b>	44		25			93		
<b>Grand Total</b>	<b>76,420</b>	<b>1,742</b>	<b>868</b>	<b>1,488</b>	<b>24</b>	<b>53</b>	<b>5,800</b>	<b>53</b>	<b>1,705</b>

Source: VEMIS, 2013

The figures as shown in the above table are captured in the VEMIS survey and recorded in VEMIS. The data around school leavers, dropout, and absentees referred to the previous year's data. It enables the MoET to obtain from all schools more reliable and solid information on students who left school for unknown reasons and who were not able to complete their schooling in 2012. On the other hand, the number of students who transferred in or out in 2012 represents 10% of the total enrolment in 2013.

## 1.7 Information about School

Most schools that are recorded in the VEMIS are registered in the 2012 school registry. The process of registering a new school in VEMIS is done in consultation with the provincial education officers and the Education Services in the MoET.

**Table 1-22: Number of schools by enrolment range, 2013**

School Type	Number of schools				Total
	0 - 50	51 -100	101+	Not stated	
Early Childhood Education	523	19	12	3	557
Primary School	116	139	179		434
Secondary School	6	27	54		87
<b>Total School in VANUATU</b>	<b>645</b>	<b>185</b>	<b>245</b>	<b>3</b>	<b>1078</b>

Source: VEMIS, 2013

Table 1-23: Total number of School by Education Authority and by province, 2013

School Type	Authority Type	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Grand Total
ECE	Church (Government Assisted)		5	3	1	2	5	16
	Community	14	40	59	44	38	18	213
	Private	18	106	18	53	59	74	328
<b>ECE Total</b>		<b>32</b>	<b>151</b>	<b>80</b>	<b>98</b>	<b>99</b>	<b>97</b>	<b>557</b>
Primary School	Church (Government Assisted)	1	39	14	29	13	24	120
	Church (Not Government Assisted)		2			1		3
	Community		1			2	1	4
	Government of Vanuatu	22	56	49	57	62	51	297
	Private	2	3			4	1	10
<b>Primary Total</b>		<b>25</b>	<b>101</b>	<b>63</b>	<b>86</b>	<b>82</b>	<b>77</b>	<b>434</b>
Secondary School	Church (Government Assisted)	1	6	9	7	6	4	33
	Church (Not Government Assisted)		2					2
	Community					1		1
	Government of Vanuatu	2	7	5	10	13	10	47
	Private		1			3		4
<b>Secondary Total</b>		<b>3</b>	<b>16</b>	<b>14</b>	<b>17</b>	<b>23</b>	<b>14</b>	<b>87</b>
<b>VANUATU</b>		<b>60</b>	<b>268</b>	<b>157</b>	<b>201</b>	<b>204</b>	<b>188</b>	<b>1078</b>

Source: VEMIS, 2013

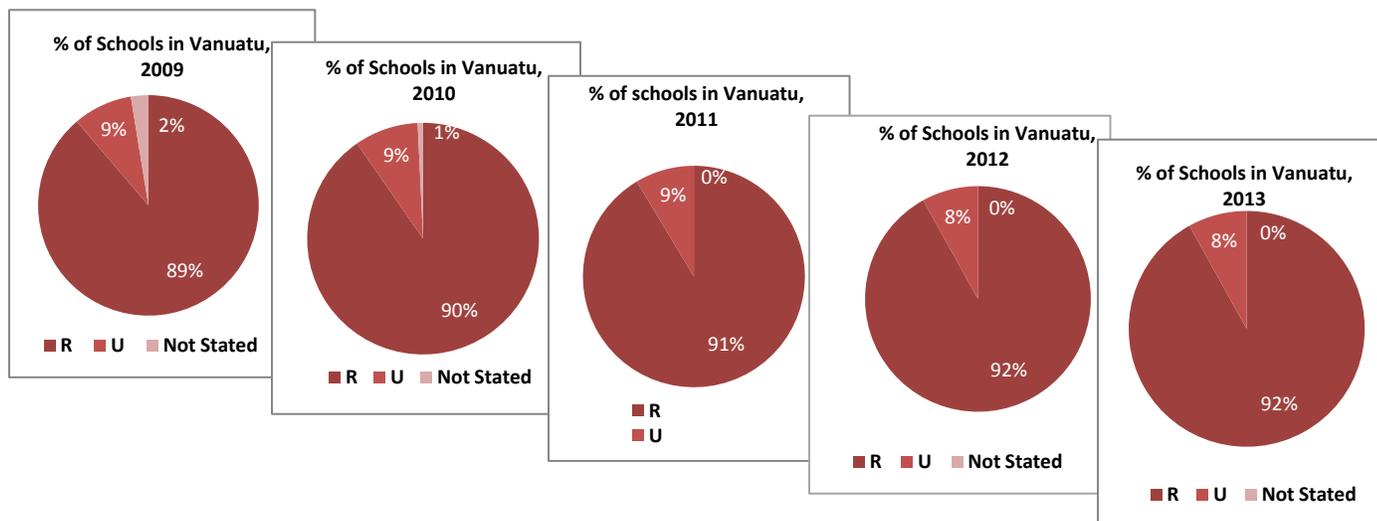
Table 1-24: Total number of schools in Vanuatu by language over years, 2009- 2013

School Type		2009	2010	2011	2012	2013
Early Childhood Education	English	470	407	356	360	337
	French	23	59	68	68	66
	Vernacular	92	94	118	145	154
<b>Early Childhood Education Total</b>		<b>585</b>	<b>560</b>	<b>542</b>	<b>573</b>	<b>557</b>
Primary School	English	276	272	282	281	282
	French	148	148	150	152	152
	Vernacular	3	2			
<b>Primary School Total</b>		<b>427</b>	<b>422</b>	<b>432</b>	<b>433</b>	<b>434</b>
Secondary School	English	57	58	56	58	60
	French	25	26	26	27	27
<b>Secondary School Total</b>		<b>82</b>	<b>84</b>	<b>82</b>	<b>85</b>	<b>87</b>
<b>VANUATU</b>		<b>1094</b>	<b>1066</b>	<b>1056</b>	<b>1091</b>	<b>1078</b>

Source: VEMIS, 2013

Since 2010-2013, over 87% of primary schools had access to a school grant. Around 413 primary schools are officially registered with the MoET (*source: 2013 school registry by Policy and Planning Unit*).

**Figure 1-7: % of Schools in Urban (U) and Rural (R) communities, 2009-2013**



## 1.8 Higher Education

Ni-Vanuatu students benefited from the Vanuatu government scholarships and from other development countries scholarships. A number of Ni-Vanuatu student's scholarships are managed and funded through the Australian and the New-Zealand Assistances. Other scholarships are funded by other development field partners especially for students who are currently pursuing their studies in a more specific and research study field.

Among the on-going scholarship awards, 93.9% are made up of students, 2.5% are made up of employed private sector staff, and 2.2% are employed under the public service commission (PSC) while 2.2% are employed under the teaching service commission (TSC) and 0.3% representing the statutory bodies.

As for the 2013 new awardees, 97.4% are students, 1.9% are employed by the private sector and 0.6% are employed by the PSC. The total number of graduate students whose scholarships are funded by the Government of Vanuatu does not appear in the above table. This information can be requested at the Training and Scholarship Coordination Unit.

### 1.8.1 2013 Scholarships

**Table 1-25: 2013 Total number of scholarships awards by countries, 2013**

New Awardees, 2013 by sponsors	Male	Female	Total
New Zealand Regional Development Scholarship (NZRDS)	15	10	25
New Zealand Pacific Scholarship (NZPS)	10	7	17
France Government	6	3	9
France (University of Toulouse 1 Capitole)	15	25	40
Chinese Government	2	3	5
Vanuatu Government	101	55	156

Australian Aid	41	32	73
<b>Total</b>	<b>159</b>	<b>112</b>	<b>271</b>
<b>On-going Awardees 2013 by sponsors</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Vanuatu Government	197	117	314
France Government	7	5	12
France (University of Toulouse 1 Capitole)	13	10	23
Chinese Government	2	3	5
Australian Aid	52	59	111
New Zealand Regional Development Scholarship (NZRDS)	9	14	23
New Zealand Pacific Scholarship (NZPS)	11	5	16
<b>Total</b>	<b>322</b>	<b>238</b>	<b>560</b>

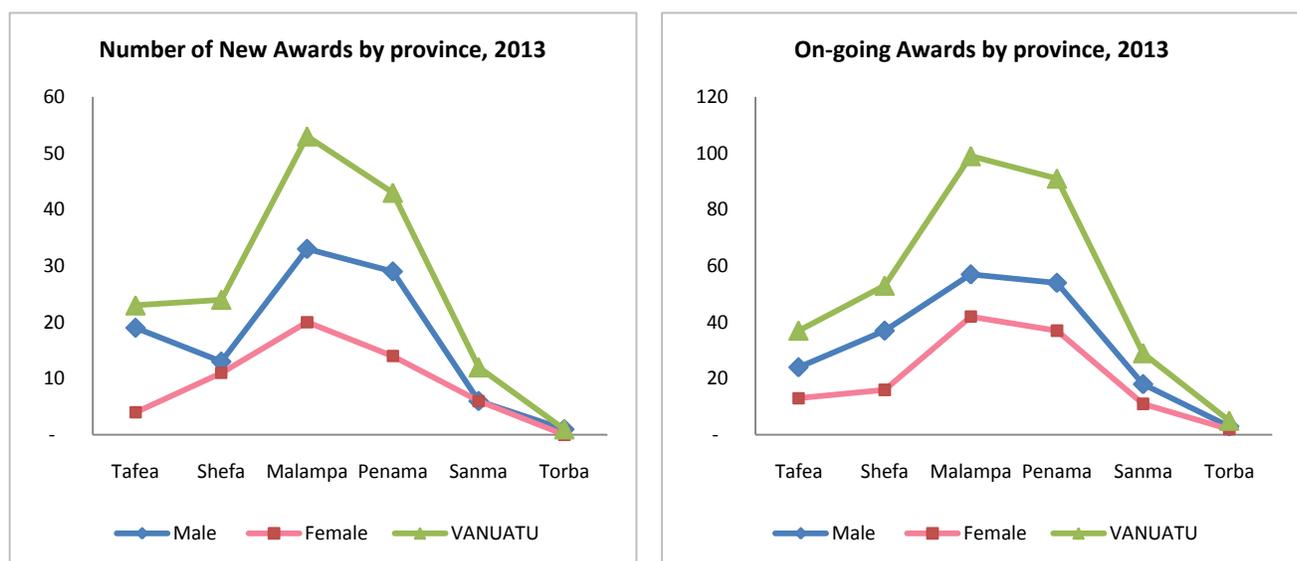
Source: Data is provided by donor agencies, 2013

**Table 1-26: Number of graduates by sponsors, 2013**

Number of graduates by sponsors, 2013	Male	Female	Total
France Government	2	5	7
New Zealand Aid	20	12	32
Australian Aid	22	28	50
Chinese Government	2	3	5
<b>Total</b>	<b>46</b>	<b>48</b>	<b>94</b>

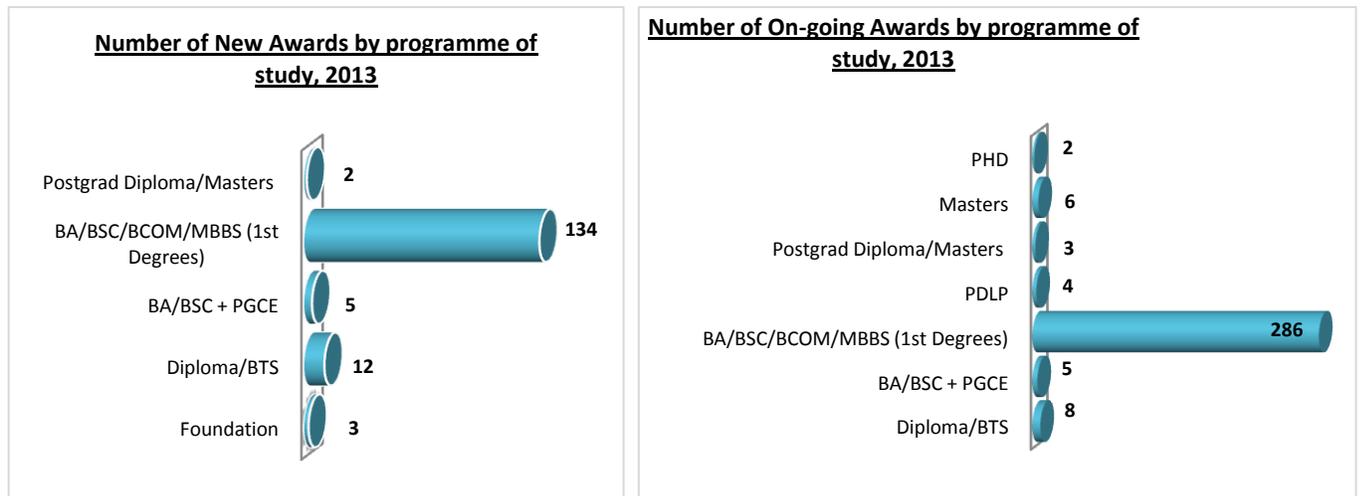
Source: Data is provided by donor agencies, 2013

**Figure 1-8: Number of New and On-going awards by province funded by Government of Vanuatu, 2013**



Source: Scholarship office, 2013

Figure 1-9: New and On-going awards by programme of study funded by Government of Vanuatu, 2013



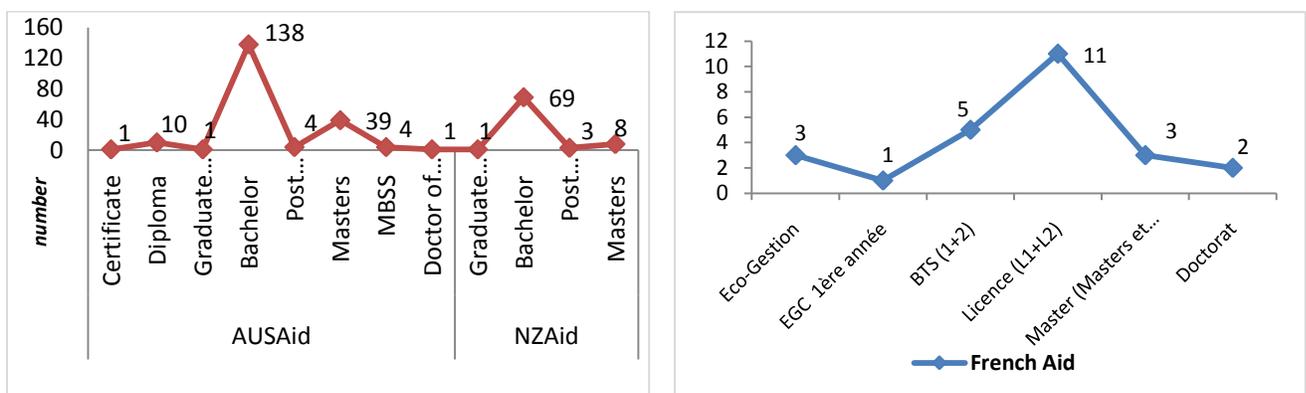
Source: Scholarship office, 2013

The Policy and Planning Unit is not able to provide data on government students who have graduated in 2013, information can be requested at the scholarship unit.

The award processes for the Vanuatu Government scholarships were highly coordinated by the Training and Scholarship Coordination Unit. The scholarship awards by province is not gender balance except in Sanma and Torba province where there is equitable share of scholarship awards; otherwise more male students were awarded scholarship through the Vanuatu Government scholarship in 2013, seeing female to male ratio is at 0.58 in favor of boys.

The scholarship applicant's selection process was done by the two technical committees before it gets to the National Education Commission (NEC) for final selection and approval. NEC is a statutory body which is mandated to oversee and coordinate the well management of the scholarship Unit. In 2013, the scholarship awardees were sent to more than 25 different Universities and Institutions in the Pacific Region and few students were sent to the Philippines Institutions for further studies.

Figure 1.10: Number of New and On-going awards by programme of study, 2013.



Source: Data from donor agencies, 2013

**Table 1-27: Number of student enrolled by program of study and by gender at Emalus Campus (USP), 2013**

Program of study	Male	Female	Total
Preliminary	483	431	914
Certificate	4	10	14
Diploma	11	13	24
Foundation	396	355	751
Bachelor Programs	386	359	745
Undergraduate	3	6	9
Post Graduate	2	3	5
Masters	0	4	4
Doctor in Philosophy	0	2	2
<b>Total</b>	<b>1,285</b>	<b>1,183</b>	<b>2,468</b>

Source: Emalus Campus (USP) data, 2013.

**Table 1-28: Number of Ni-Vanuatu graduates by programme of study, USP 2013**

Program Level	Male	Female	Total
Certificate Programs	0	1	1
Diploma Programs	1	2	3
Bachelor Programs	46	44	90
Graduate Certificate Program	0	1	1
Postgraduate Certificate Programs	1	2	3
Postgraduate Diploma Programs	4	6	10
Professional Diploma Programs	3	0	3
Master's Program	4	1	5
Doctorate Programs	1	0	1
<b>Total</b>	<b>60</b>	<b>57</b>	<b>117</b>

Source: Emalus Campus (USP) Data, 2013.

Ni-Vanuatu students who have graduated in each of the USP campuses indicated that there are 4 students who have graduated at Alafua campus, 38 students graduated at the Emalus Campus and 75 students have graduated at the Laucala Campus in 2013. Table 1-35 shows that 2,251 student's scholarships are funded by various sponsors including parents.

**Table 1-29: Total Number of Student who enrolled in Pré-DAEU and DAEU courses in Port Vila, 2013**

	Male	Female	Total
AUF_DAEU	8	10	18
Lycée LAB_Pré DAEU	39	39	78
<b>Total</b>	<b>47</b>	<b>49</b>	<b>96</b>

Source: 2013 data - These data are obtained directly from the respective institutions.

More than 800 students are currently taking up foundation and DAEU studies in the country. VEMIS is not able to obtain the 2013 end of year examination results of those students; however VEMIS identifies that around 80% of these students were awarded scholarships at the end of 2013. All courses in these two programmes are offered through distance and flexible learning. The successful completion of the Foundation and DAEU studies provide

students with an opportunity to enter the degree programme at either the USP or at the University of Toulouse 1 Capitole in Port Vila or in other Universities.

## 1.8.2 Other Post-secondary Institutions, 2013

**Table 1-30: Total Enrolment in Post-secondary institution in Vanuatu by sex and Institutions, 2013**

Enrolment	Male	Female	Total
Vanuatu Maritime College (VMC)	644	37	681
Vanuatu Institute of Teachers Education (VITE)	133	183	316
Vanuatu Institute of Technology (VIT)	316	199	515
Vanuatu Nursing College (VNC)	7	16	23
Australian Pacific Training College (APTC)	967	1,013	1,980
Agriculture College	49	13	62
Vanuatu Police College	20	12	33
<b>Total</b>	<b>2,129</b>	<b>1,457</b>	<b>3,587</b>

*Source: Heads/principals of post-secondary institution. \*APTC & VIT are using the same data for 2012. VNC had no new intake in 2013*

**Table 1-31: Total Trainers in the selected Post-secondary institution, 2013**

Trainers/Instructor	Male	Female	Total
Vanuatu Maritime College (VMC)	10	0	10
Vanuatu Institute of Teachers Education (VITE)	16	16	32
Vanuatu Institute of Technology (VIT)	30	22	52
Vanuatu Nursing College (VNC)	7	2	9
Australian Pacific Training College (APTC)	9	2	11
Vanuatu Agriculture College	6	5	11
Vanuatu Police College	11	2	13
<b>Total VANUATU</b>	<b>89</b>	<b>49</b>	<b>138</b>

*Source: Heads/principals of post-secondary institution. \*Agriculture College, VIT & APTC are using Trainers data for 2012"*

## 1.9 Technical Vocational Education and Training (TVET), 2013

### 1.9.1 Rural Training Center (RTC)

VRDCTA is a network of vocational based schools designed curriculum for young people who have been pushed out of the formal educational system and provides them with specific training skills to improve the quality of life in rural areas.

VRDTCA's vision is "Improved economy, leading to less poverty and malnutrition, better standard of living, improved status for women, better access to vocational training and improved governance and leadership in communities.

**Table 1-32: Number of Rural Training Centres in Vanuatu by province, 2011-2013**

Province	2011	2012	2013
Tafea	6	6	6
Shefa	4	6	6
Malampa	7	7	7
Penama	7	7	7
Sanma	4	3	3
Torba	2	1	2
<b>Total</b>	<b>30</b>	<b>30</b>	<b>31</b>

Source: VRDTCA and RTCs, 2013

**Table 1-33: Number of trainees in Rural Training Centres, 2009-2013**

Year	Male	Female	Total
2009-2010	856	209	1,065
2010-2011	831	350	1,181
2011-2012	702	279	981
2012-2013	731	286	1,017

Source: VRDTCA and RTCs, 2013

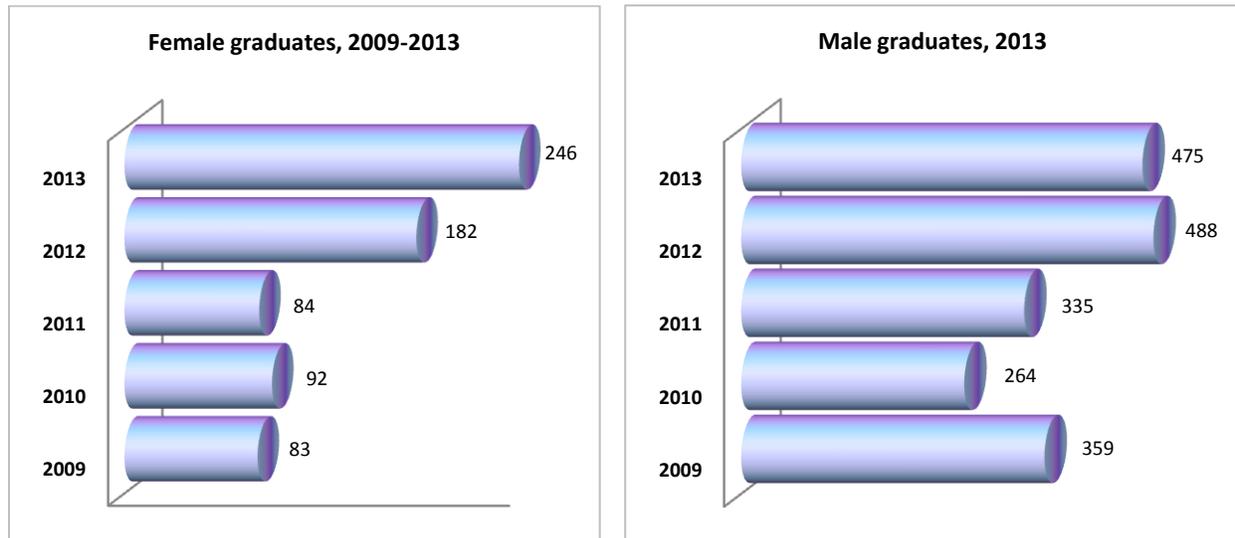
Over the past 19 years, VRDTCA has grown from 12 to 31 Rural Training Centres (RTCs) in Vanuatu. This institution was first established under the Foundation for the People of the South Pacific (FSP). It became independent of FSP since 2003 and is now in charge of 31 rural training centres (RTC) across the six provinces in Vanuatu.

One of the organization's goals is to deliver trainings that could lead to opportunities for generating income and self-reliance. The role of the Vanuatu Rural Development and Training Centres (VRDTCA) is to take part in the design of suitable courses such as building construction, general motor mechanic, joinery and wood work, small business management, tourism and hospitality and many more.

**Table 1-34: Number of trainers in Rural Training Centres, 2013**

Province	Male	Female	Total
Torba	3	1	4
Sanma	11	5	16
Penama	23	4	27
Malampa	20	6	26
Shefa	4	1	5
Tafea	24	7	31
<b>Total</b>	<b>85</b>	<b>24</b>	<b>109</b>

Source: VRDTCA and RTCs, 2013

**Figure 1-11: Number of graduates in RTCs, 2009-2013**

Source: VRDTCA and RTCs, 2013

### 1.9.2 Vanuatu Technical and Vocational Education & Training (TVET), 2013-2014

The Vanuatu Technical and Vocational Education and Training (TVET) Sector Strengthening Program is an Australian Government funded Program which aims to support provincial economic development through targeted skill development services. The Program encourages a more responsive and better quality training system that is able to meet the skill demands of the productive sectors within our provincial communities. The Program operates within existing structures and works with local training providers to deliver focused courses on employment and income-generation outcomes within a nationally recognized framework.

TVET Centres have been established in Sanma, Malampa and Torba provinces which coordinate a range of integrated training and business development support services. Through a tracer study in 2012 up to 90% of sampled self-employed trainees report increases in profit attributable to skills acquired, 82% reported 'some' or 'large' business improvements, and 50% have employed more staff. Over 50% of the trainees have gained improved employment since TVET trainings were initiated and 70% of all sampled trainees reported increased income level attributable to trainings.

Table 1-35: Number of TVET Centre activities by province and year, 2009 – 2014 (Jan – May)

<b>ACCREDITED TRAINING ACTIVITIES</b>	<b>2009-2011</b>	<b>2012</b>	<b>2013</b>	<b>2014 (Jan-May)</b>
Sanma	81		17	2
Malampa	72		18	
Province not recorded		40		
<b>Total</b>	153	40	35	2
<b>Total</b>	<b>230</b>			

Source: 2013 TVET data

<b>BUSINESS DEVELOPMENT SUPPORT ACTIVITIES</b>	<b>2009-2011</b>	<b>2012</b>	<b>2013</b>	<b>2014 (Jan-May)</b>
Sanma		26	24	8
Malampa		28	26	6
Province not known	172			
Torba				4
<b>Total</b>	172	54	50	18
<b>Total Phase 2</b>	<b>226</b>			
<b>Total</b>	<b>294</b>			

	2010			2011			2012			2013			2014			Year/Sex not recorded
	M	F	Total	M	F	Total										
Sanma	252	367	619	168	372	540	147	115	262	148	87	235	157	8	165	8
Malampa	182	81	263	266	124	390	308	69	377	87	34	121	39	17	56	20
Torba													35	32	67	
<b>Total</b>	<b>434</b>	<b>448</b>	<b>882</b>	<b>434</b>	<b>496</b>	<b>930</b>	<b>455</b>	<b>184</b>	<b>639</b>	<b>235</b>	<b>121</b>	<b>356</b>	<b>231</b>	<b>57</b>	<b>288</b>	<b>28</b>

Source: 2013 TVET data

<b>ACCREDITED TRAINING PARTICIPANTS</b>																		
Province	2010			2011			2012			2013			2014 (Jan-May)			Details not recorded		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Sanma	325	254	579	487	252	739	430	194	624	204	69	273	25	15	40			4
Malampa	255	223	478	481	318	799	200	258	458	168	49	217						7
Province Not known																270	174	444
<b>Total</b>	<b>580</b>	<b>477</b>	<b>1057</b>	<b>968</b>	<b>570</b>	<b>1538</b>	<b>630</b>	<b>452</b>	<b>1082</b>	<b>372</b>	<b>118</b>	<b>490</b>	<b>25</b>	<b>15</b>	<b>40</b>	<b>270</b>	<b>174</b>	<b>455</b>

Source: 2013 TVET data

## 2. Quality of education

### 2.1 Exam's Assessment Results

#### *Relevant Indicators for MoET Monitoring and Evaluation*

Indicator		2013				
Exam results (% Mean out of 100)						
Year 8 (English speaking schools)		% Mean	Year 10 (English speaking schools)		% Mean	
- English		48.8	- English	49.2	- Français	45.5
- French		41.7	- French	51.2	- Anglais	46.6
- Maths		38.7	- Maths	19.6	- Maths	18
- Applied Science		40.1	- Basic Science	49.1	- Science Fondamentale	48
- General Science		46	- Social Science	49.4	- Science Sociale	51.3
Année 8 (French speaking schools)			- Agriculture	50.8	- Agriculture	44.1
- Français		47.5	- Religious Education	49.8	- Education Religieuse	46
- Anglais		37.8	- Technologie	36.9	Technologie	38.4
- Maths		37.6				
- Science Appliquée		38				
- Science Générale		41.9				

Source: National Exam's Unit, 2013

VEMIS is not able to obtain data on year 12 and 13 exam results, however should you require more detail information, data could be obtain at the National Examination and Assessment Unit.

### 2.2 Literacy and Numeracy

This summary is based on the four reports outlining the Francophone and Anglophone samples taken from the National Year 4 and Year 6 survey in 2004-05 and 2009. Each report contains extensive data for numeracy and literacy broken down by curriculum stand, gender and province. The lack of data from tests for statistical significance reduce confidence when evaluating changes from 2004-05 to 2009. The major change from 2004-05 to 2009 is for more "Decline" than "Improves" in performance at both Lc and L3+.

### Relevant Indicators for MoET Monitoring and Evaluation

	Francophone	Anglophone
<b>Literacy (2009)</b>	Y4 – <b>Improve</b> by Avg. 6%	Y4 – <b>Decline</b> by Avg. 1%
	Y6 – <b>Decline</b> by Avg. 7%	Y6 – <b>Decline</b> by Avg. 13%
<b>Numeracy (2009)</b>	Y4 – <b>Decline</b> by Avg. 1.5%	Y4 – <b>Improve</b> by Avg. 13%
	Y6 – <b>Decline</b> by Avg. 27%	Y6 – <b>Decline</b> by Avg. 17%

Source: Cedric Croft report, 2012

These figures are derived from the 2004-05 baselines which are low to moderate to start with. Keeping in mind the predominance of “Declines”: a) Year 4 has done better than Year 6; b) Girls have done better than boys; c) Francophone and Anglophones are about the same.

### Other relevant Indicators for MoET Monitoring and Evaluation

Indicator	2008	2009	2010	2011	2012	2013
<b>Government Primary* school teachers certified (%)</b>	50.9%	56.0%	58.9%	58.7%	58.5%	62.3%
<b>Government Secondary*school teachers certified (%)</b>	57.5%	60.6%	59.9%	58.8%	58.4%	63.2%
<b>Student: textbook ratio (primary) Govt</b>	2.7	2.9	2.5	2.7	3.3	3.1
<b>Classroom: student ratio (primary) Govt</b>	22.6	22.6	23	22.9	23.4	22.7
<b>GPI:GIR - Primary Education</b>	1.19	1.06	1.23	1.13	1.18	1.12
<b>GPI:NIR - Primary education</b>	0.40	0.36	0.40	0.37	0.36	0.35
<b>GPI:GER - Primary 1-6</b>	1.01	1.00	0.99	0.98	0.99	0.99
<b>GPI:NER - Primary 1-6</b>	1.02	1.01	1.01	1.01	1.01	1.01
<b>GPI:GER - Secondary 7-13</b>	1.01	1.04	1.04	1.05	1.06	1.05
<b>GPI:NER - Secondary 7-13</b>	1.03	1.06	1.06	1.08	1.09	1.09
<b>School Life expectancy, Primary 1 to 6</b>	6	6	6	6	6	6

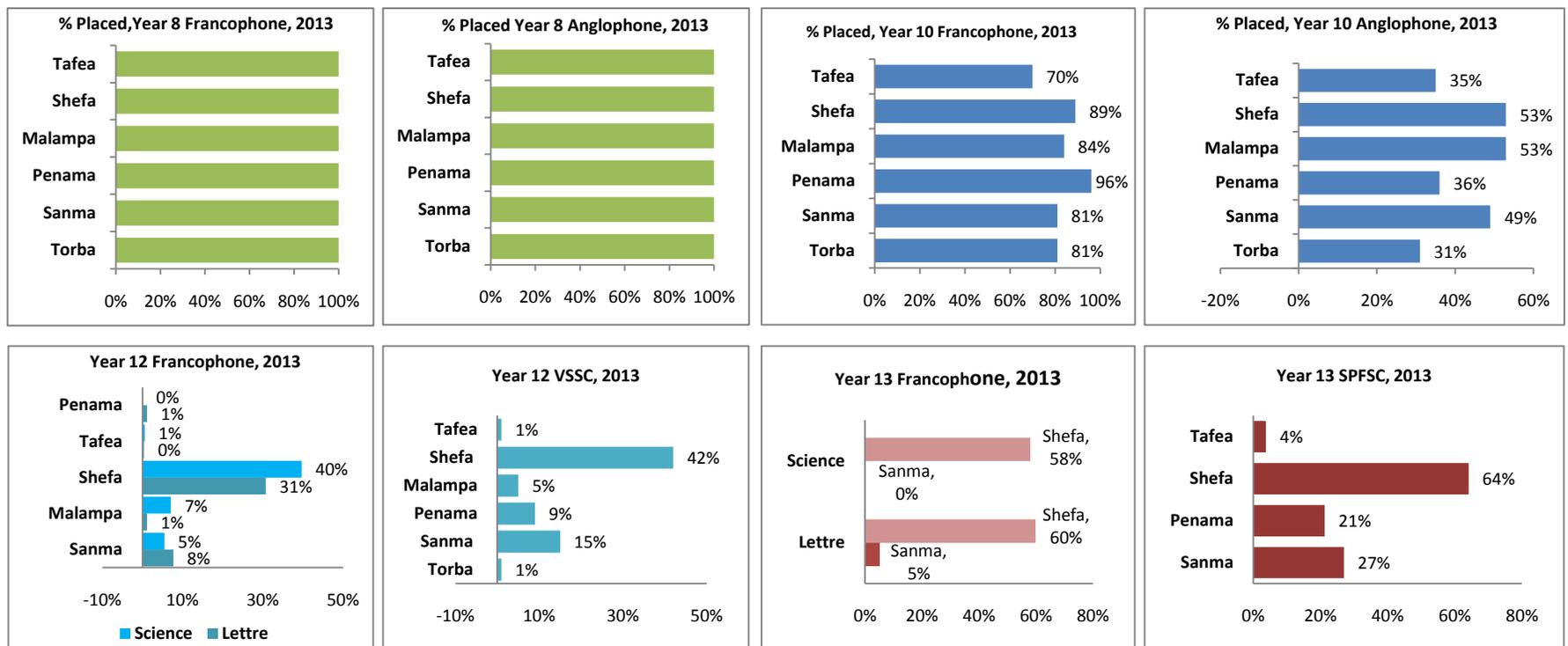
Source: VEMIS, 2013

The MoET undergoes several major tasks this year, the review of the existing Minimum Quality Standards (VMQS) which is currently ongoing, the ECCE and Education standard and baseline is developed, progress on the Monitoring and Evaluation standards is ongoing and the Vanuatu Qualification standards was developed this year.

### 2.1.1 Percentage of students placed after having sat or passed the 2013 Exam

In November 2013, 127 primary schools took part in the Year 8 examination. At the secondary level, 77 junior secondary schools took part in the year 10 national exams while 36 schools took part in the Vanuatu Senior Secondary Certificate and the national exam for the francophone speaking schools at year 12. At Year 13 level, a total of 17 senior secondary schools took part in the South Pacific Form Seven Certificate (SPFSC) exam and year 13 exam for the French speaking student.

Figure 2-1: Percent of students placed after having sat the 2013 Exam

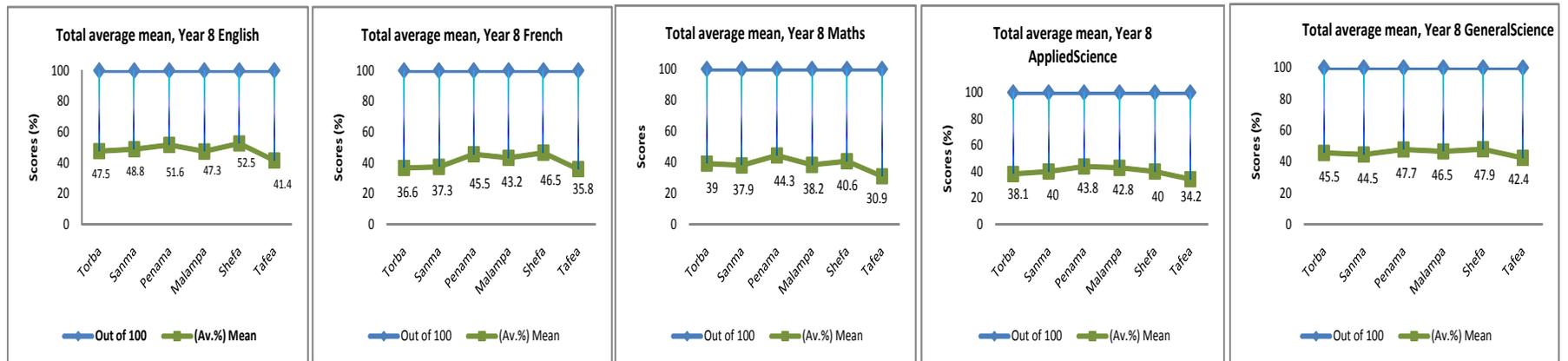


Source: National Exam's Unit, 2013

There are more students in year 13 SPFSC in Shefa province in 2013 than in year 12 VSSC level in 2012. There are only few schools that have year 13 classes throughout Vanuatu, for these provinces that do not have a year 13 school their students passed to the year 13 schools in Vila.

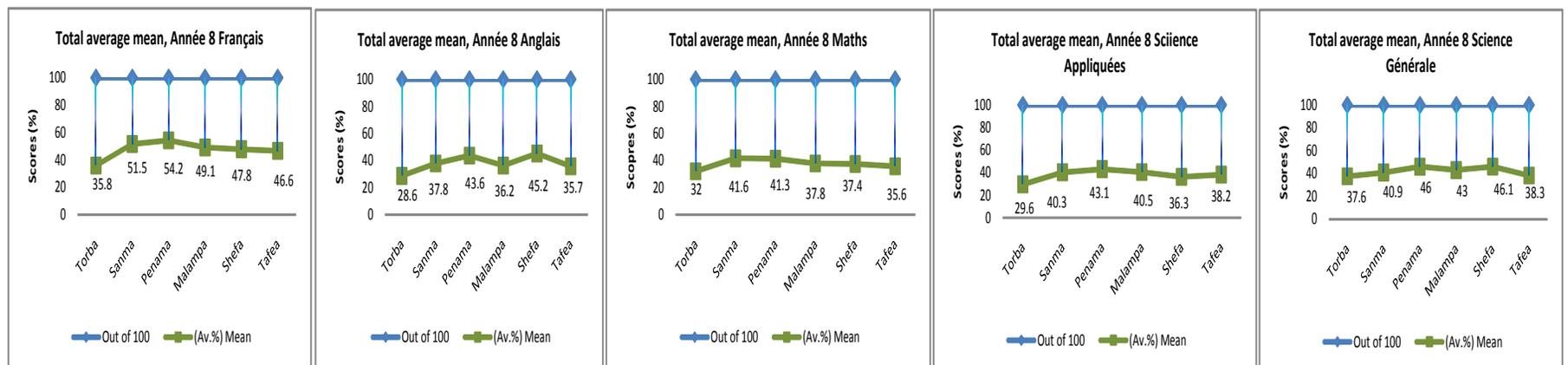
## 2.1.2 Exam results, 2013

Figure 2-2: Total average mean by subject and province, Year 8 English speaking - 2013



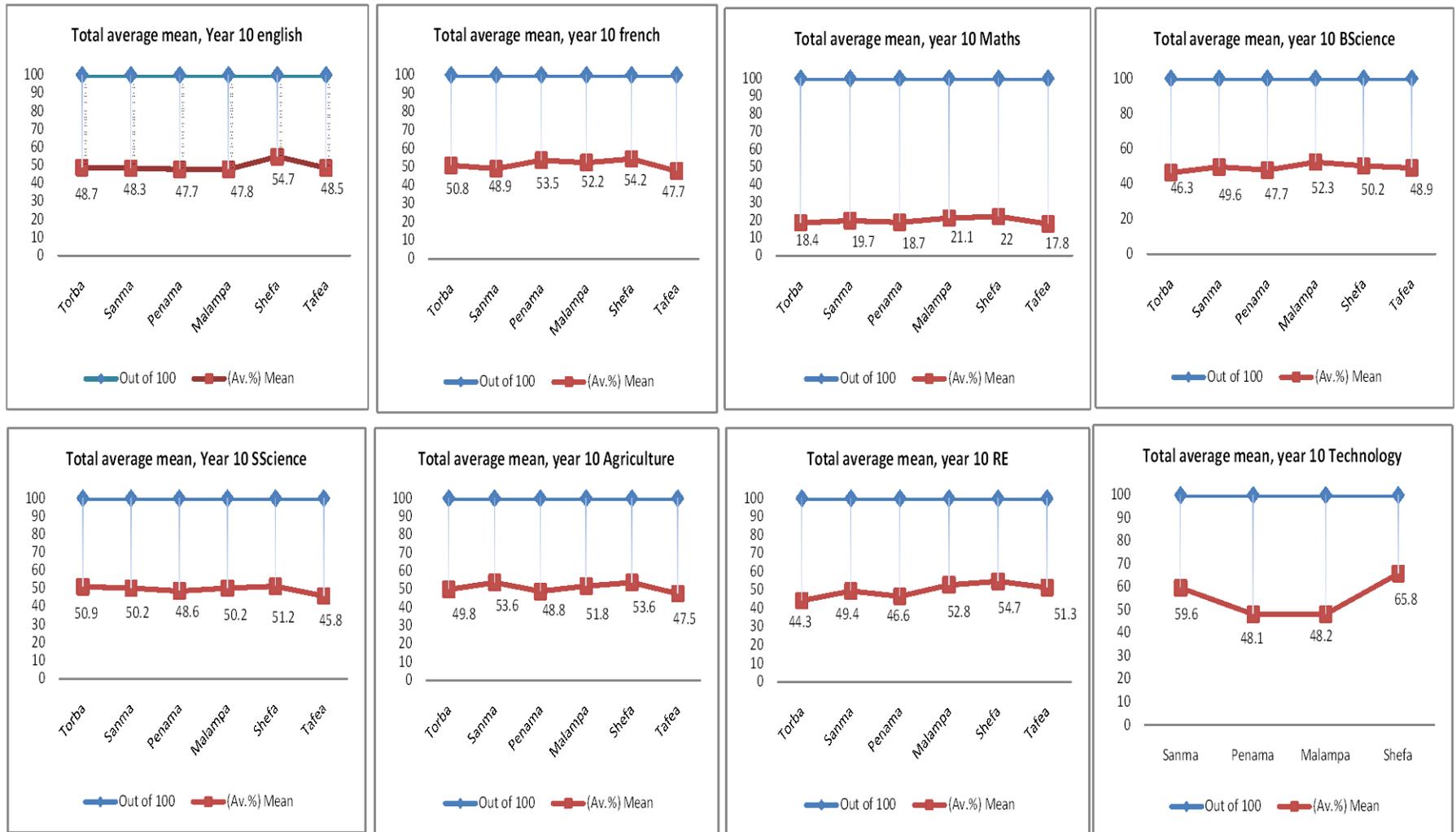
Source: National Exam's Unit, 2013

Figure 2-3: Total average mean by subject and province, Year 8 French speaking - 2013



Source: National Exam's Unit, 2013

Figure 2-4: Total average mean by subject and province, Year 10 English speaking - 2013



Source: National Exam's Unit, 2013

Figure 2-5: Total average mean by subject and province, Year 10 French speaking - 2013



Source: National Exam's Unit, 2013

### 2.1.3 Exam Marking Benchmark, 2013

Table 2-1: Exam Marking Range (VSSC)

<i>Exam results marking range for Year 8, 10 and for VSSC (Year 12)</i>		<i>Exam results marking range for Year 13 SPFSC</i>	
<b>Grade</b>	<b>Mark range (scaled)</b>	<b>Grade</b>	<b>Mark range (scaled)</b>
1	80-100	A+	80-100
2	71-79	A	66-79
3	62-70	B	56-65
4	54-64	C	45-55
5	43-53	D	30-44
6	31-42	E	1-29
7	19-30		
8	14-18		
9	0-13		

*Source: Rules and Procedures document – Examination, Assessment and Certification – Secretariat of the Pacific Board for Education Assessment by SPC and SPBEA, 2003*

The placement process of years 8 and 10 students who sat the national exams is done based on the availability of spaces in the existing year 9 and 11 classes in all secondary schools in Vanuatu. As for Year 12 VSSC and year 12 francophone students their placement is done based on their external and internal assessment results:

Table 2-2: Marking benchmark, External and Internal assessment, Year 12 (VSSC)

<b>Vanuatu senior secondary certificate (VSSC)</b>	<b>Weighting of externally assessed component (%)</b>	<b>Weighting of internally assessed component (%)</b>
Accounting	60	40
Agriculture	50	50
Biology	60	40
Chemistry	60	40
Computer Studies	30	70
Design Technology	40	60
Development studies	60	40
Economics	60	40
English	50	50
French (second language)	50	50
Geography	70	30
History	60	40
Mathematics	70	30
Physics	60	40

*Source: Rules and Procedures document – Examination, Assessment and Certification – Secretariat of the Pacific Board for Education Assessment by SPC and SPBEA, 2003*

**Definition:** External Assessment (EA) means a component of the assessment that involves the submission of materials (including written examination paper) to an external assessor. Internal Assessment (IA) means a component of the assessment for external award for which teachers are responsible.

<b>South Pacific Form Seven Certificate (SPFSC)</b>	<b>Weighting of externally assessed component (%)</b>	<b>Weighting of internally assessed component (%)</b>
<b>Accounting</b>	100	0
<b>Biology</b>	75	25
<b>Chemistry</b>	80	20
<b>Economics</b>	80	20
<b>English</b>	60	40
<b>French (second language)</b>	75	25
<b>Geography</b>	60	40
<b>History</b>	60	40
<b>Information Technology</b>	40	60
<b>Mathematics (Calculus)</b>	70	30
<b>Mathematics (Statistics)</b>	75	25
<b>Physics</b>	80	20
<b>Tourism and Hospitality</b>	50	50

*Source: Rules and Procedures document – Examination, Assessment and Certification – Secretariat of the Pacific Board for Education Assessment by SPC and SPBEA, 2003*

South Pacific Board Examination and Assessment is responsible to develop the Pacific Register of Qualifications and Standards (PRQS) in 2013. Over the coming years the PRQS is expected to play an important role in the quality assurance of both national and regional qualifications, professional standards, and indigenous skills. This quality assurance will open up the opportunities for labour mobility, and provide a link between regional and international qualifications.

SPBEA has been providing technical assistance through Assessment and Examinations Unit; it has also facilitated the capacity building and upgrading of skills within the Examination and Assessment Unit and directly with classroom teachers on the assessment through teaching and impacts on the students' learning.

The Pacific Senior Secondary Certificate (PSSC) in short, is an examination that used to be awarded by the Secretariat of the Pacific Board for Educational Assessment to the students in the Pacific. As of 2013, PSSC examination has been nationalized and it is now called VSSC for Vanuatu.

As a way forward to improve the VSSC examination in Vanuatu, New Zealand High Commission in Vanuatu is providing support in terms of technical assistance where an expert from the New Zealand Qualification Authority (NZQA) has been appointed to work with the National Examination Unit on the training aspect of the Examinations and Assessment including training of chief examiners and moderators of the national examinations.

A regional form seven qualification (SPFSC) is administered by SPBEA and was introduced in Vanuatu since 2004. The main objective of the SPFSC is for the region is to have a qualification that is recognized and have acceptable standard both regionally and internationally.

### 2.1.4 School Life expectancy

**Table 2-4: School life expectancy in the Education System, 2013**

Age specific	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
<b>2013</b>	12.7	12.5	12	11.4	10.5	9.5	8.5	7.5	6.5	5.4	4.5	3.4	2.5	1.7	1.1	0.6	0.3	0.2	0.1	0.1	0

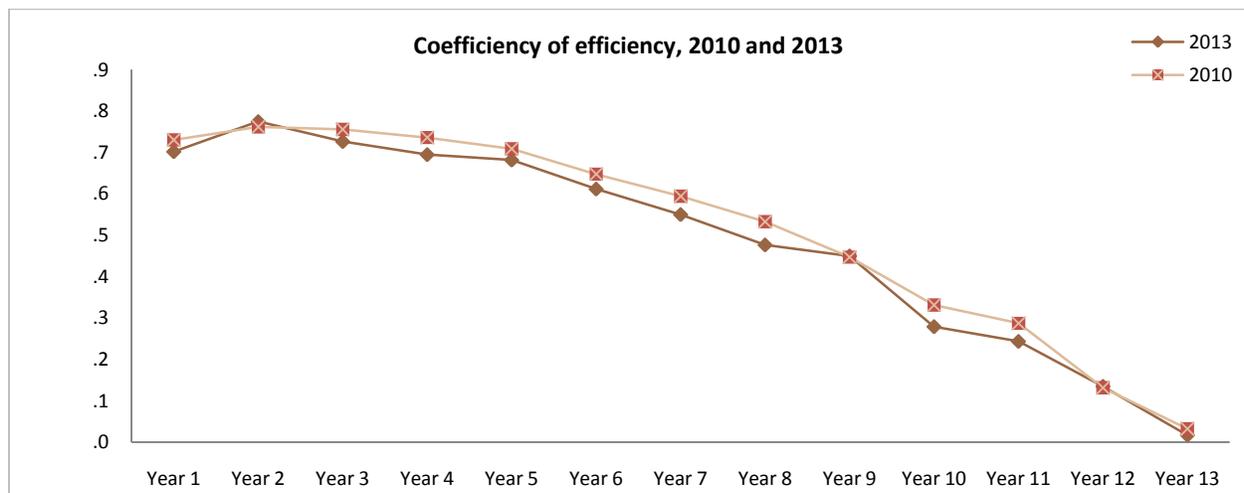
*Source: Vanuatu Education Management Information system (VEMIS)*

This indicator shows the overall level of development of the education system in Vanuatu in terms of the number of years of education that a child of a certain age can expect to achieve.

A relatively higher school life expectancy indicates a greater probability for children to spend more years in education and higher overall retention within the education system. It is noted that the expected number of years does not necessarily match with the expected number of year levels of education completed, because of high repetition rate.

### 2.2 Co efficiency of Efficiency the Education System

**Figure 2-6: Completion Rate to Year 8, Primary Education (2009-2013)**



*Source: VEMIS, 2013*

Results approaching to a 100% indicated a high overall level of internal efficiency in producing graduates and no wastage due to repetition and dropout rates. The Vanuatu Coefficients is below 100% which it reflects the impact of repetition and dropout on the efficiency of the educational process in producing graduates.

## 2.3 Primary cycle completion

**Table 2-5: Completion Rate to Year 8, Primary Education (2009-2013)**

Gender	2009	2010	2011	2012	2013	Total
Male	69.2%	61.7%	61.6%	63.4%	67.5%	64.6%
Female	70.5%	72.2%	72.2%	71.1%	67.7%	70.7%
<b>VANUATU</b>	<b>69.8%</b>	<b>66.6%</b>	<b>66.4%</b>	<b>67.1%</b>	<b>67.6%</b>	<b>67.5%</b>

Source: VEMIS, 2013

### 2.3.1 Internal Efficiency Indicators

**Table 2-6: Dropout, Repeater and Promotion Rate in Primary and Secondary Schools, 2009 - 2013**

Year	Primary Year 1 – 6 (% Average)				Secondary Year 7+ (% Average)			
	Drop-out rate	Repeater Rate	Promotion Rate	Survival Rate to year 6	Drop-out rate	Repeater Rate	Promotion Rate	Survival Rate to year 13
<b>2009</b>	6.4%	14.0%	80.1%	94.8%	23.2%	1.9%	75.0%	15.7%
<b>2010</b>	1.9%	14.0%	84.1%	76.5%	29.4%	2.2%	68.4%	9.9%
<b>2011</b>	5.5%	15.2%	79.3%	83.5%	31.8%	3.1%	65.1%	11.7%
<b>2012</b>	3.8%	14.6%	81.7%	74.6%	33.5%	3.0%	63.5%	13.6%
<b>2013</b>	5.1%	12.7%	82.2%	77.5%	39.9%	1.5%	58.6%	12.2%

Source: Vanuatu Education Management Information System (VEMIS)

## 2.4 Teacher's Information

The classification of the number of teachers is done based on levels. The numbers of teachers for the previous years remain the same as they were published in the previous digest.

**Table 2-7: Total number of teachers by School type, 2008 - 2013**

Gender	School Type	2008	2009	2010	2011	2012	2013
Male	Early Childhood Education	64	67	53	45	45	42
	Primary, 1-6	632	642	673	713	758	742
	Secondary 7+	204	256	454	481	539	575
	<b>Male Total</b>	<b>888</b>	<b>956</b>	<b>1,180</b>	<b>1,239</b>	<b>1,342</b>	<b>1,359</b>
Female	Early Childhood Education	718	739	757	760	868	834
	Primary, 1-6	837	875	955	973	974	974
	Secondary 7+	148	187	327	356	400	397
	<b>Female Total</b>	<b>1,582</b>	<b>1,734</b>	<b>2,039</b>	<b>2,089</b>	<b>2,245</b>	<b>2,205</b>
<b>Grand Total</b>		<b>2,470</b>	<b>2,690</b>	<b>3,219</b>	<b>3,328</b>	<b>3,587</b>	<b>3,564</b>

Source: VEMIS, 2013

### 2.4.1 Teacher's by Education Authorities

Table 2-8: Total number of teachers by Authority type, 2013

Authority Type	Early Childhood Education	Primary, 1-6	Secondary, 7+	Total
Church (Government Assisted)	22	472	319	813
Church (Not Government Assisted)		10	9	19
Community	340	16	11	367
Government of Vanuatu		1,183	578	1,761
Private	514	35	55	604
<b>Grand Total</b>	<b>876</b>	<b>1,716</b>	<b>972</b>	<b>3,564</b>

Source: VEMIS, 2013

### 2.4.2 Teacher's by Province

Table 2-9: Total number of teachers by School type and by province, 2011-2013

School Type	Province	2011			2012			2013		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE	Torba	10	42	52	11	42	53	10	38	48
	Sanma	13	198	211	11	225	236	9	218	227
	Penama	6	134	140	6	141	147	4	145	149
	Malampa	1	165	166	1	166	167	2	160	162
	Shefa	7	117	124	9	160	169	10	156	166
	Tafea	8	113	121	7	134	141	7	117	124
	<b>ECE Total</b>		<b>45</b>	<b>769</b>	<b>814</b>	<b>45</b>	<b>868</b>	<b>913</b>	<b>42</b>	<b>834</b>
Primary, 1-6	Torba	36	40	76	26	34	60	36	33	69
	Sanma	117	215	332	158	245	403	142	241	383
	Penama	110	141	251	107	133	240	111	139	250
	Malampa	151	166	317	155	173	328	133	146	279
	Shefa	139	277	416	149	246	395	153	276	429
	Tafea	160	134	294	163	146	309	167	139	306
	<b>Primary Total</b>		<b>713</b>	<b>973</b>	<b>1,686</b>	<b>758</b>	<b>977</b>	<b>1,735</b>	<b>742</b>	<b>974</b>
Secondary, 7+	Torba	6	9	15	6	8	14	16	10	26
	Sanma	98	57	155	103	87	190	132	90	222
	Penama	59	48	107	58	50	108	78	44	122
	Malampa	63	45	108	70	40	110	85	39	124
	Shefa	198	155	353	240	175	415	198	169	367
	Tafea	57	42	99	62	40	102	66	45	111
	<b>Secondary Total</b>		<b>481</b>	<b>356</b>	<b>837</b>	<b>539</b>	<b>400</b>	<b>939</b>	<b>575</b>	<b>397</b>

Source: VEMIS, 2013

## 2.5 Mono-lingual, bi-lingual and dual lingual

Table 2-10: Number of teachers by language, 2011 – 2013

School Type	Language	2011	2012	2013
ECE	English	554	593	543
	French	91	111	101
	Vernacular	160	209	232
	<b>Total ECE</b>	<b>805</b>	<b>913</b>	<b>876</b>
Primary, 1-6	English	1,127	1,138	1,109
	French	559	597	607
	Vernacular			
	<b>Total Year 1 – 6</b>	<b>1,686</b>	<b>1,735</b>	<b>1,716</b>
Secondary, 7+	English	522	610	605
	French	315	329	360
	Bilingual			7
	<b>Total Year 7 +</b>	<b>837</b>	<b>939</b>	<b>972</b>

Source: VEMIS, 2013

## 2.6 Student: teacher ratios

Table 2-11: Students, teachers and student teacher ratio (STR), by Authority type 2012 – 2013

Year	Authority	ECE			Primary, 1-6			Secondary, 7+		
		Students	Teachers	STR	Students	Teachers	STR	Students	Teachers	STR
2012	Government of Vanuatu				31,097	1,194	26	12,096	562	21.5
	Church (Government Assisted)	462	28	16.5	11,244	485	23.2	5,021	304	16.5
	<b>Subtotal Government</b>	<b>462</b>	<b>28</b>	<b>16.5</b>	<b>42,341</b>	<b>1,679</b>	<b>25.2</b>	<b>17,117</b>	<b>866</b>	<b>19.8</b>
	Church	19	2	9.5	184	11	16.7	178	8	22.3
	Private	9,208	599	15.4	912	35	26.1	734	56	13.1
	Community	3,699	284	13	464	10	46.4	210	9	23.3
	<b>Total 2012</b>	<b>13,388</b>	<b>913</b>	<b>14.7</b>	<b>43,901</b>	<b>1,735</b>	<b>25.3</b>	<b>18,239</b>	<b>939</b>	<b>19.4</b>
2013	Government of Vanuatu				31,173	1,183	26.4	12,266	578	21.2
	Church (Government Assisted)	413	22	18.8	11,579	472	24.5	5,362	319	16.8
	<b>Subtotal Government</b>	<b>413</b>	<b>22</b>	<b>18.8</b>	<b>42,752</b>	<b>1,655</b>	<b>25.8</b>	<b>17,628</b>	<b>897</b>	<b>19.7</b>
	Church				191	10	19.1	190	9	21.1
	Private	8,565	514	16.7	905	35	25.9	813	55	14.8
	Community	4,346	340	12.8	334	16	20.9	212	11	19.3
	<b>Total 2013</b>	<b>13,324</b>	<b>876</b>	<b>15.2</b>	<b>44,182</b>	<b>1,716</b>	<b>25.7</b>	<b>18,843</b>	<b>972</b>	<b>19.4</b>

Source: VEMIS, 2013

Table 2-12: Students, teachers and student: teacher ratio (STR), province, 2012 – 2013

Year	Province	ECE			Primary, 1-6			Secondary, 7-13/14		
		Enrol	Teacher	STR	Enrol	Teacher	STR	Enrol	Teacher	STR
2012	Torba	597	53	11.3	1,727	60	28.8	558	14	39.9
	Sanma	3,149	236	13.4	9,080	405	22.4	3,721	190	19.6
	Penama	1,616	147	11.2	5,826	240	24.3	2,107	108	19.5
	Malampa	1,976	167	12.1	7,283	328	22.2	2,312	110	21
	Shefa	3,459	169	20.5	11,847	395	30	7267	415	17.5
	Tafea	2,591	141	18.4	8,138	307	26.5	2,274	102	22.3
	<b>Vanuatu</b>	<b>13,388</b>	<b>913</b>	<b>14.8</b>	<b>43,901</b>	<b>1,735</b>	<b>25.3</b>	<b>18,239</b>	<b>939</b>	<b>19.4</b>
2013	Torba	619	48	12.9	1,690	69	24.5	474	26	18.2
	Sanma	3,309	227	14.6	9,117	383	23.8	3,748	222	16.9
	Penama	1,823	149	12.2	5,973	250	23.9	2,140	122	17.5
	Malampa	1,838	162	11.3	7,307	279	26.2	2,423	124	19.5
	Shefa	3,410	166	20.5	11,916	429	27.8	7,761	367	21.1
	Tafea	2,325	124	18.8	8,179	306	26.7	2,297	111	20.7
	<b>Vanuatu</b>	<b>13,324</b>	<b>876</b>	<b>15.2</b>	<b>44,182</b>	<b>1,716</b>	<b>25.7</b>	<b>18,843</b>	<b>972</b>	<b>19.4</b>

Source: VEMIS, 2013

## 2.7 Teacher certification and qualification

Table 2-13: Number of teachers, number and per cent certified, school level, 2012 – 2013

Year	Teachers	ECE			Primary 1-6			Secondary 7-13/14		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2012	No. certified	24	395	419	458	537	995	335	238	573
	Total teachers	45	868	913	758	977	1,735	539	400	939
	<b>% certified</b>	<b>53.3%</b>	<b>45.5%</b>	<b>45.9%</b>	<b>60.4%</b>	<b>55.0%</b>	<b>57.3%</b>	<b>62.2%</b>	<b>59.5%</b>	<b>61.0%</b>
2013	No. certified	23	399	422	457	573	1030	364	264	628
	Total teachers	42	834	876	742	974	1716	575	397	972
	<b>% certified</b>	<b>54.8%</b>	<b>47.8%</b>	<b>48.2%</b>	<b>61.6%</b>	<b>58.8%</b>	<b>60.0%</b>	<b>63.3%</b>	<b>66.5%</b>	<b>64.6%</b>

Source: VEMIS, 2013

**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 that they have a qualification, they have not been trained to teach.

Table 2-14: Number of teachers, authority, number and percent certified, 2013

Authority	Teachers	ECE	Primary, 1-6	Secondary 7-13/14
Government of Vanuatu	No. certified		757	419
	Total teachers		1,183	578
	% certified		64.0%	72.5%
Church (Government Assisted)	No. certified	6	264	194
	Total teachers	22	472	319
	% certified	27.3%	55.9%	60.8%
Church	No. certified		3	3
	Total teachers		10	9
	% certified		30.0%	33.3%
Private	No. certified	268	4	12
	Total teachers	514	35	55
	% certified	52.1%	11.4%	22%
Community	No. certified	148	2	0
	Total teachers	340	16	11
	% certified	43.5%	12.5%	0.0%
Total	No. certified	422	1030	628
	Total teachers	876	1,716	972
	% certified	48.2%	60.0%	64.6%

Source: VEMIS, 2013. Note: The blank cells mean field is not applicable.

Table 2-15: Number of teachers, province, number and per cent certified, 2013

Authority	Teachers	ECE	Primary, 1-6	Secondary 7-13/14
Torba	No. certified	29	38	22
	Total teachers	48	69	26
	% certified	60.4%	55.1%	84.6%
Sanma	No. certified	123	203	141
	Total teachers	227	383	222
	% certified	54.2%	53.0%	63.5%
Penama	No. certified	67	156	81
	Total teachers	149	250	122
	% certified	45.0%	62.4%	66.4%
Malampa	No. certified	110	210	105
	Total teachers	162	279	124
	% certified	67.9%	75.3%	84.7%
Shefa	No. certified	61	290	227
	Total teachers	166	429	367
	% certified	36.7%	67.6%	61.9%
Tafea	No. certified	32	133	52
	Total teachers	124	306	111
	% certified	25.8%	43.5%	46.8%
Total	No. certified	422	1030	628
	Total teachers	876	1,716	972

	% certified	48.2%	60.0%	64.6%
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Source: VEMIS, 2013

**Table 2-16: Per cent of teachers Certified and Qualified by school type, 2011 - 2013**

School Type	Teachers certified, qualified	2011	2012	2013
ECE	% Certified	<b>43.7%</b>	<b>46.0%</b>	<b>48.2%</b>
	% Qualified	56.3%	54.0%	51.8%
Primary, 1-6	% Certified	<b>57.8%</b>	<b>57.5%</b>	<b>60.0%</b>
	% Qualified	42.2%	42.5%	40.0%
Secondary, 7-13/14	% Certified	<b>58.5%</b>	<b>57.8%</b>	<b>64.6%</b>
	% Qualified	41.5%	42.2%	35.4%

Source: VEMIS, 2013. This table is modified for the three survey years, showing the percentage of certified and qualified ratio by level taught. The percentage of certified and qualified is now total up to 100% for each school type.

## 2.8 In-service training of teachers

**Table 2-17: Number of teachers attending in-service training, by gender and school level, 2009 – 2013**

Survey Year	ECE			Primary 1-6			Secondary 7-13/14		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>2009</b>	33	294	327	180	229	409	76	72	148
<b>2010</b>	26	281	307	189	193	382	84	84	168
<b>2011</b>	18	236	254	186	172	358	74	60	134
<b>2012</b>	17	294	311	153	153	306	48	28	76
<b>2013</b>	11	253	264	83	112	195	29	18	47
<b>Total</b>	<b>105</b>	<b>1358</b>	<b>1463</b>	<b>791</b>	<b>859</b>	<b>1650</b>	<b>311</b>	<b>262</b>	<b>573</b>

Source: VEMIS, 2013. The figures in the above table were modified with the assistance of in-service Unit this year. Some comparison tasks were done in early this year to confirm the actual number of teachers who went through in-service training in the last 5 years.

## 2.9 School facilities

The school facility development aims to improve the educational opportunities and also for disadvantaged children. The Facility Unit at the Ministry of Education and Training is working in partnership with the Japanese government funding, has coordinated and built 72 double classrooms under the GGP school projects since 2006.

Under the VESP program, the school facility unit has conducted preliminary survey in some of the urban schools in Port Vila and Luganville to meet the demand of building more new classrooms. At the secondary level, funding is made available to build Malapoa College new facilities, and the new classrooms to be completed by 2017.

Two major achievements that took place at Lycée LAB and Arep Junior Secondary school in 2013/014 seeing new classrooms funded under EU programs constructed and completed. The school Minimum Quality Standard is under review. There are 15 Standards altogether and Standard 9 emphasis that all school buildings meet the MoET infrastructure standards. The Facilities Unit from the MoET is in the process of developing minimum infrastructure standards for classrooms, toilets, water facilities etc. Once completed, these standards will help school committees to decide how to upgrade and maintain their school infrastructures.

## 2.10 Classrooms

**Table 2-18: Classrooms, enrolment and student: classroom ratio, school level, 2012-2013**

Year	School Level	Classrooms	Enrolment	Student: Classroom ratio
<b>2012</b>	ECE	749	13,388	17.9
	Primary#	1,998	43,901	22.0
	Secondary#	540	18,239	33.8
	<b>Total 2012</b>	<b>3,287</b>	<b>75,528</b>	<b>23.0</b>
<b>2013</b>	ECE	719	13,324	18.5
	Primary#	2,107	44,182	21.0
	Secondary#	582	18,843	32.4
	<b>Total 2013</b>	<b>3,408</b>	<b>76,349</b>	<b>22.4</b>

**Source:** VEMIS, 2013 - \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna.

## 2.11 Water supply

In the Minimum Quality Standard (MQS), the Standard 10 indicates that all teachers and students have access to at least two liters of potable water on a daily basis. It is important that all schools comply with the safety measures to treating water.

**Table 2-19: Number by types of water supplies in schools, school level, 2012 – 2013**

Year	Type of Water supply	ECE	Primary School	Secondary School	Total
<b>2012</b>	Roof Tank	292	317	72	681
	Well (non-drinkable)	47	44	24	115
	Well (drinkable)	116	122	23	261
	Stream/River	142	107	17	266
	Piped	284	205	52	541
	<b>Total 2012</b>	<b>881</b>	<b>795</b>	<b>188</b>	<b>1,864</b>
<b>2013</b>	Roof Tank	312	322	65	699
	Well (non-drinkable)	56	51	20	127
	Well (drinkable)	117	111	19	247
	Stream/River	141	104	17	262
	Piped	274	209	57	540
	<b>Total 2013</b>	<b>900</b>	<b>797</b>	<b>178</b>	<b>1,875</b>

**Source:** VEMIS, 2013. The above table only shows the number type of water supplies that is available in schools. \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna.

**Table 2-20: Number by types of water supplies in schools, school level, 2012 – 2013**

Survey Year	School Type	Clean Safe	Number Of Schools	Clean Safe (%)
2012	Early Childhood Education	219	561	39.0%
	Primary School	228	428	53.3%
	Secondary School	49	83	59.0%
	<b>2012 Total</b>	<b>496</b>	<b>1072</b>	<b>46.3%</b>
2013	Early Childhood Education	199	553	36.0%
	Primary School	215	429	50.1%
	Secondary School	38	84	45.2%
	<b>2013 Total</b>	<b>452</b>	<b>1066</b>	<b>42.4%</b>

*Source: VEMIS, 2013. The above table only shows the percentage of schools that have safe and clean water supplies. \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna.*

**Definition:**

**Clean water** is suitable for drinking and is fresh and clear when seen, it can be in many forms, distilled, mineral or even tap water.

**Water Source:** These include rain, wells, rivers, springs and the water network. The quality of water needs to be tested before using the water from these sources. In case water sources cannot be used throughout the year, schools must purchase water tanks to collect and store water.

**Potable Water:** Water that is safe to drink without any further processing.

**2.12 Sanitation**

According to the regulations, all schools must have access to at least two separate toilets respectively for both sexes. The standard Pupil: Toilet ratio as stated in Standard 9 of the MQS is 1:20 for girls and 1:20 for boys. The school facility unit is in the process of developing minimum infrastructure standards for classrooms, toilets and water facilities.

**Table 2-21: Number of toilets for females and males in schools, school level, 2012 – 2013**

Survey Year	School Type	Enrolment		Toilets		Pupil: Toilet Ratio			GPI:PTR
		Male	Female	Male	Female	Male	Female	Total	
2012	Early Childhood Education	6,978	6,410	442	339	15.8	18.9	17.1	1.1
	Primary School	23,076	20,825	527	564	47.2	40.1	43.5	0.92
	Secondary School	9,066	9,173	468	491	15.5	15	15.3	0.98
<b>2012 Total</b>		<b>39,120</b>	<b>36,408</b>	<b>1,437</b>	<b>1,394</b>	<b>27.2</b>	<b>26.1</b>	<b>26.7</b>	<b>0.98</b>
2013	Early Childhood Education	6,940	6,384	406	326	17.09	19.58	18.2	1.15
	Primary School	24,996	22,548	583	584	42.87	38.61	40.74	0.90

	Secondary School	7,764	7,717	433	469	17.93	16.45	17.16	0.92
<b>2013 Total</b>		<b>39,700</b>	<b>36,649</b>	<b>1,422</b>	<b>1,379</b>	<b>27.92</b>	<b>26.58</b>	<b>27.26</b>	<b>0.95</b>

*Source: VEMIS, 2013. The above table only shows the number of toilets that is available. \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna. Electricity and School Equipments*

### 2.13 Electricity and School Equipment

School Heads conduct monthly safety audits of their school buildings and a maintenance plan is to be implemented. The Facilities Department from the MoET is in the process of developing minimum infrastructure standards for classrooms, toilets, water facilities and buildings which are well-ventilated, well lit by natural and/or artificial lighting, free from excessive noise, water proof, accessible for disabled persons and have tables and chairs for all teachers and students.

**Table 2-22 (a): Schools by Power Supply Type, 2012-2013**

Survey Year	School Type	Generator	Mains	Solar/Wind/Water	Total
<b>2012</b>	ECE	32	20	23	75
	Primary School	147	62	88	297
	Secondary School	53	30	15	98
<b>2012 Total</b>		<b>232</b>	<b>112</b>	<b>126</b>	<b>470</b>
<b>2013</b>	ECE	36	20	26	82
	Primary School	116	23	183	322
	Secondary School	39	17	31	87
<b>2013 Total</b>		<b>191</b>	<b>60</b>	<b>240</b>	<b>491</b>

*Source: VEMIS, 2013. The above table only shows the number of power supply types that are available. \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna. Electricity and School Equipments*

There are 491 power supplies in the actual ECCE, primary and secondary schools in the country and only 44.2% of schools have access to power electricity.

#### 2.13.1 ICT and Communication learning resources

**Table 2-22(b): Percent of schools that have access to communication resources and ICT equipments, 2013**

Resource Type	Resource	Primary#			Secondary#		
		Number Of Schools	Number of resources	% School	Number Of Schools	Number of resources	% School
<b>Communications</b>	Telephone	207	143	69.1%	73	55	75.3%
	Radio Telephone	25	12	48.0%	3	1	33.3%
	Fax	23	13	56.5%	25	16	64.0%
	Internet	38	19	50.0%	35	13	37.1%
	Email	39	18	46.2%	37	12	32.4%
<b>Communications Total</b>		<b>332</b>	<b>205</b>	<b>61.7%</b>	<b>173</b>	<b>97</b>	<b>56.1%</b>
<b>Equipment</b>	Duplicator	31	19	61.3%	6	2	33.3%

	<b>Cassette/CD Player</b>	77	46	59.7%	42	30	71.4%
	<b>Photocopier</b>	224	130	58.0%	73	48	65.8%
	<b>Television</b>	35	22	62.9%	41	28	68.3%
	<b>Video Player/Recorder</b>	44	24	54.5%	28	15	53.6%
	<b>Typewriter</b>	7	6	85.7%	9	5	55.6%
	<b>Computer</b>	252	144	57.1%	146	90	61.6%
	<b>DVD Player</b>	68	39	57.4%	53	33	62.3%
	<b>Scanner</b>	58	35	60.3%	45	27	60.0%
	<b>Digital Camera</b>	27	17	63.0%	33	18	54.5%
	<b>Equipment Total</b>	<b>823</b>	<b>482</b>	<b>58.6%</b>	<b>476</b>	<b>296</b>	<b>62.2%</b>

Source: VEMIS, 2013. The above table only shows the percentage of schools that have available communication resources and ICT equipments. \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna. Electricity and School Equipments

## 2.14 School resources

According to Standard 6 of the Vanuatu Minimum Quality Standards (VMQS), all teachers use the current syllabus from their respective level for each subject and develop good lesson plan using the teaching and learning materials in their lessons. Standard 7 of VMQS stress that all students to have access to text books and stationery for all subjects

**Table 2-23: Number of student textbooks and teacher guides in primary, 2009-2013**

School Type	Resource Type	Resource	Survey Year					Total
			2009	2010	2011	2012	2013	
	Teacher Guides							
		SOCS	22	89	75	70	73	329
		BAS	81	118	104	91	75	469
		LANG	1,904	2,006	2,078	2,149	2,144	10,281
		GEN	1,433	1,479	1,459	1,707	1,697	7,775
		MAT	1,711	1,687	1,741	1,949	1,952	9,040
	<b>Teacher Guides Total</b>		<b>5,151</b>	<b>5,379</b>	<b>5,457</b>	<b>5,966</b>	<b>5,941</b>	<b>27,894</b>
	Text Books							
		SOCS	68	205	186	136	126	721
		BAS	148	212	187	150	130	827
		LANG	2,096	2,046	2,081	2,093	2,136	10,452
		GEN	1,514	1,310	1,401	1,386	1,477	7,088
		MAT	2,198	2,134	2,094	2,105	2,184	10,715
	<b>Text Books Total</b>		<b>6,024</b>	<b>5,907</b>	<b>5,949</b>	<b>5,870</b>	<b>6,053</b>	<b>29,803</b>

Source: VEMIS, 2013. The above table only shows the available number of textbooks and teacher guides in the existing primary schools. \*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school.

Table 2-24: ECE, Learning and Play learning resources, 2013

Available Resource Type	Resource	Condition				Total
		Not stated	Fair	Good	Poor	
Learning and Play (ECE)	Children's books	388	827	1,057	234	2,506
	Manufactured resources	465	937	1,165	220	2,787
	Preschool Curriculum	1,923	309	166	24	2,422
	Kindabuk	2,184	324	232	19	2,759
	Free play approach	827	126	82	20	1,055
	Manufactured toys	203	733	752	234	1,922
	Locally made toys	424	1,245	1,129	339	3,137
	Tools for toy making	290	367	412	83	1,152
	Locally made/natural learning resources	494	929	1,057	278	2,758
<b>Learning and Play (ECE) Total</b>		<b>7,198</b>	<b>5,797</b>	<b>6,052</b>	<b>1,451</b>	<b>20,498</b>

Source: Vanuatu Education Management Information System (VEMIS) 2013 – The above table only reflects the learning resources for the kindergarten schools.

There is high number of learning resources that are available in the existing kindergarten schools of which 7.1% of these resources are in poor condition.

### 3. Management and Planning

#### Relevant Indicators for MoET Monitoring and Evaluation

Indicator	2009	2010	2011	2012	2013
% education expenditure from Government recurrent budget	24%	24%	26%	27%	26%
<b>Government Costs per level of Education (Vt. per year)</b>					
ECE	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000
Primary	1,462,888,998	1,790,624,118	1,804,610,452	1,765,738,345	1,715,321,656
Secondary	1,015,171,482	1,039,938,029	1,094,319,856	1,143,479,996	1,185,048,593
Post-Secondary (VIT, VITE)	181,662,504	174,723,023	176,288,054	178,342,797	697,217,351
Scholarships	64682478	226,165,837	357,016,786	431,693,922	634,500,000

Source: Smart stream, Vanuatu FMIS, 2013

### 3.1 Source of Funding for Ministry of Education and Training

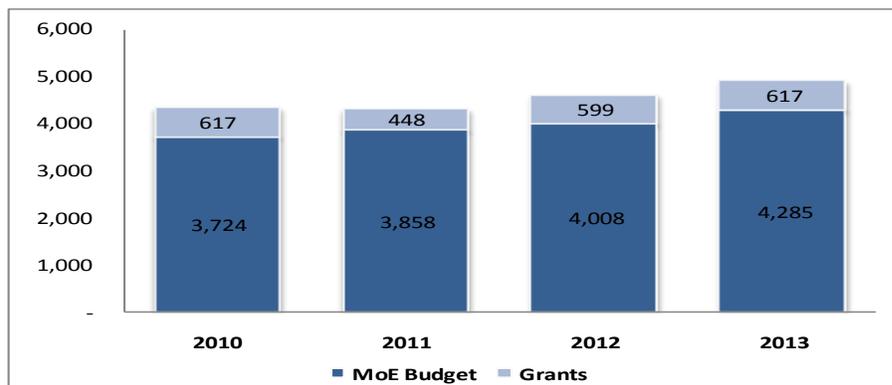
In 2013 the MoET received over one quarter or 26.2% of the government recurrent budget and received additional 634.5 million Vatu through bilateral funding agreements with Australia, New Zealand, Japan, UNICEF and the United Nations. The combined government and donor budget allocated to MoET represented 6.4% of the projected Gross Domestic Product (GDP) for 2013. The remaining resources under the development funds in 2012 was rolled out to 2013 for Vanuatu education Road Map to ensure quality service and resources is well embedded in the use of the learning resources and ensure that effective outcomes around literacy and numeracy is prevailed.

In 2013 the largest VERM expenditure was for the school grants paid to the primary schools to replace parental contributions – This represented 41% of VERM expenditure. About (16.1%) of VERM expenditure was for building repair and maintenance work.

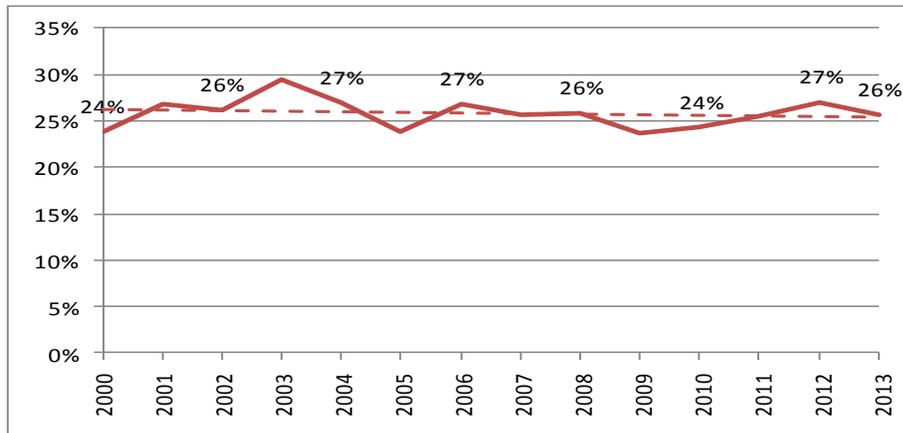
Three years in a row, Vanuatu has seen its scholarship spending more than triple without any explicit change in policy. The rapid increase on scholarships intake for bachelor degree studies must somehow set some meanings on how the MoET is going to transfer it into a more proactive human resource development (HRD) plan for the government as a whole. The available data on scholarships and the huge increase on tertiary studies should be considered as baseline to the HRD forecast plan and the availability of jobs in Vanuatu.

In 2013, Vanuatu government has increased its budget towards scholarships from Vt 479.2 million in 2012 to Vt 634.5 million in 2013. The increase on scholarships in 2013 has unintentionally transformed the face of the government budget, creating a rapidly increasing area of overspend that Treasury officials struggle to contain. VERM activities are funded by Government and donor partners.

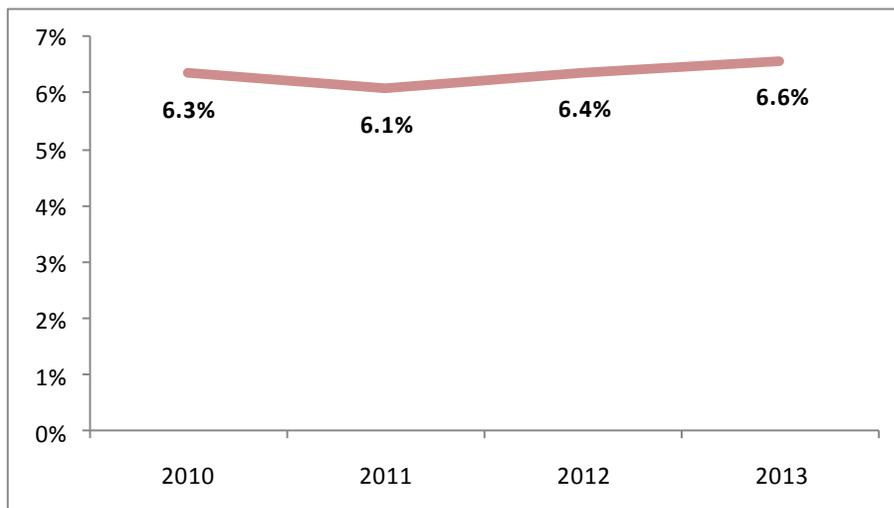
**Figure 3-1 MoET recurrent Government budget and grants, in million Vatu, 2010 - 2013**



Source: Smartstream, Vanuatu FMIS 2013.

**Figure 3-2: MoET budget as a proportion of Vanuatu budget (recurrent expenditure), 2000 – 2013**

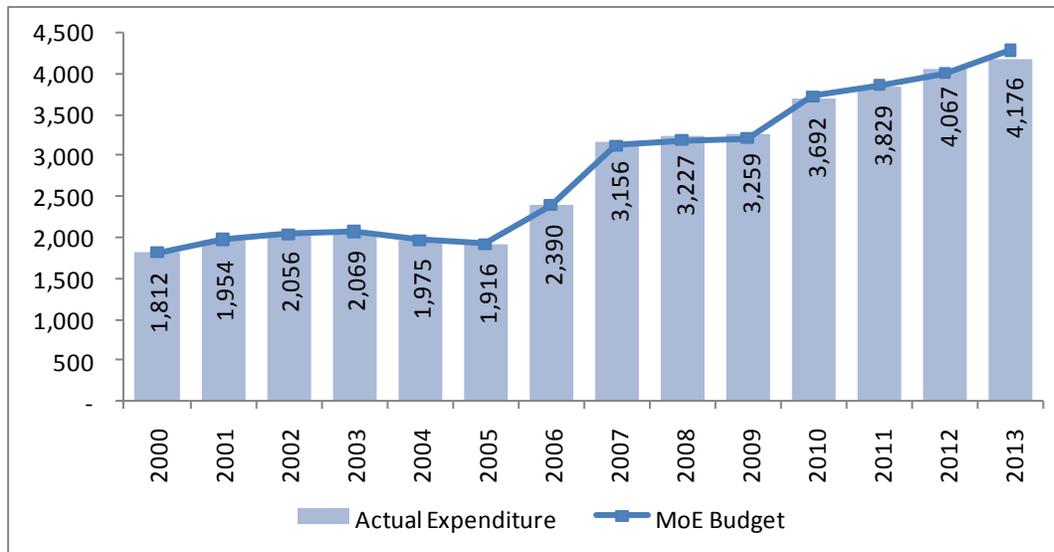
Source: Smart stream, Vanuatu FMIS 2013

**Figure 3-3: Total education expenditure (Government and Grants) as a percent of GDP, 2010 – 2013**

Source: MoET, VNSO. Note that VNSO revised GDP estimates in 2013 which differ than those used previously. 2013 GDP estimate is based on growth forecast agreed to by the Macroeconomic Committee.

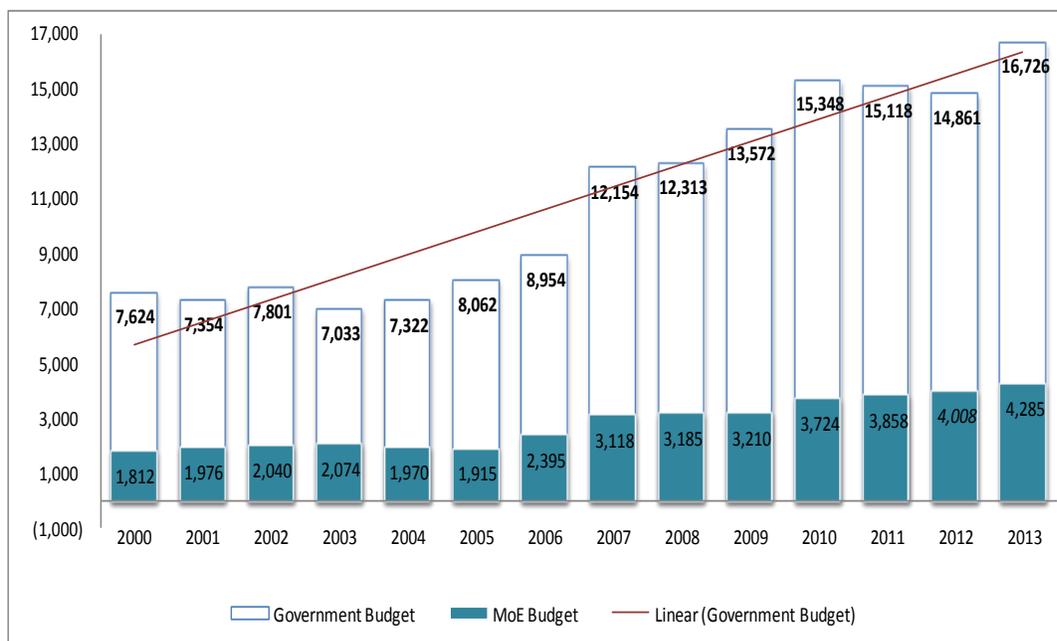
### 3.2 Government budgetary allocation

Figure 3-4: MoET recurrent expenditure: budget and actual (million Vatu), 2000 – 2013



Source: MoET, Government Finance System Budget Appropriation, 2013

Figure 3-5: MoET expenditure and total government expenditure (recurrent, million Vatu), 2000 - 2013

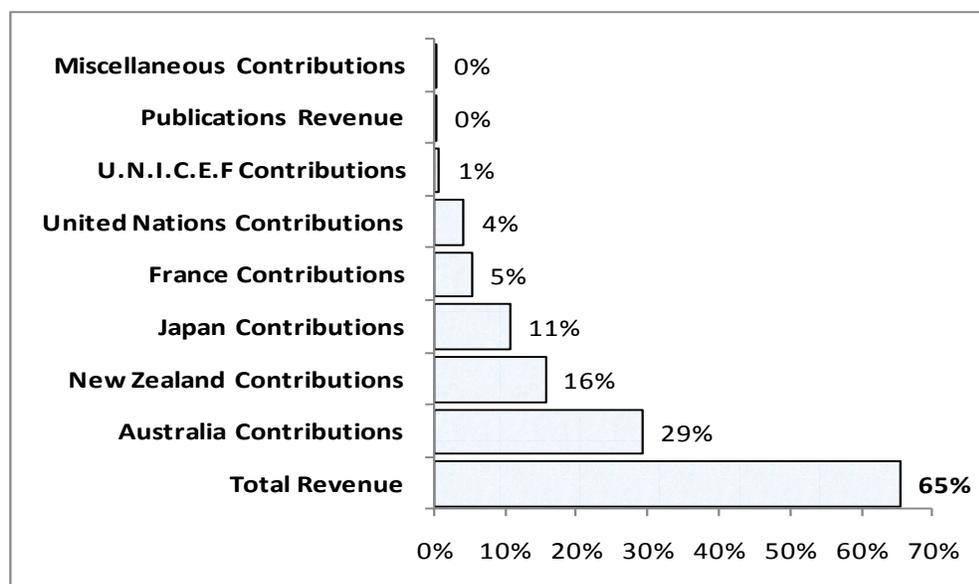


Source: Budget appropriation, Vision Report, Vanuatu FMIS, 2013.

### 3.3 Donor partner allocation

In 2013, MoET has received approximately Vt. 489,688,165 million from the development partners such as AUSAID, NZAID, Japan, UNICEF, French Government and the United Nations. The Ministry of Education and Training has managed to spend about VT 319,477,897 in 2013 of which 45.1% of this budget was allocated for the school grants.

**Figure 3.6: VERM expenditure grouped by funding agencies, 2013**



Source: Smart stream, Vanuatu FMIS, 2013

### 3.4 Unit costs of education

**Table 3-1: Expenditure, enrolment and expenditure per student in government all schools, 2013**

School Level	2013 Actual Expenditure	Enrolment (Govt & Govt Assisted Schools)	Expenditure per Student
ECE	4,000,000	13,324	300
Primary ( 1 - 6)	1,715,321,656	42,752	40,123
Secondary ( 7 +	1,185,048,593	17,628	67,225
Post-secondary	697,217,351	5,001	139,416
Scholarship	634,500,000	470	1,350,000

Source: Smart stream, Vanuatu FMIS 2013. Post-Secondary includes Vanuatu Institute of Teacher Education (VITE); Vanuatu Institute of Technology (VIT). The operational grant for ECCE covers all kindergarten school. At the primary and secondary level, the operational grants is only limited to government and government assisted schools.

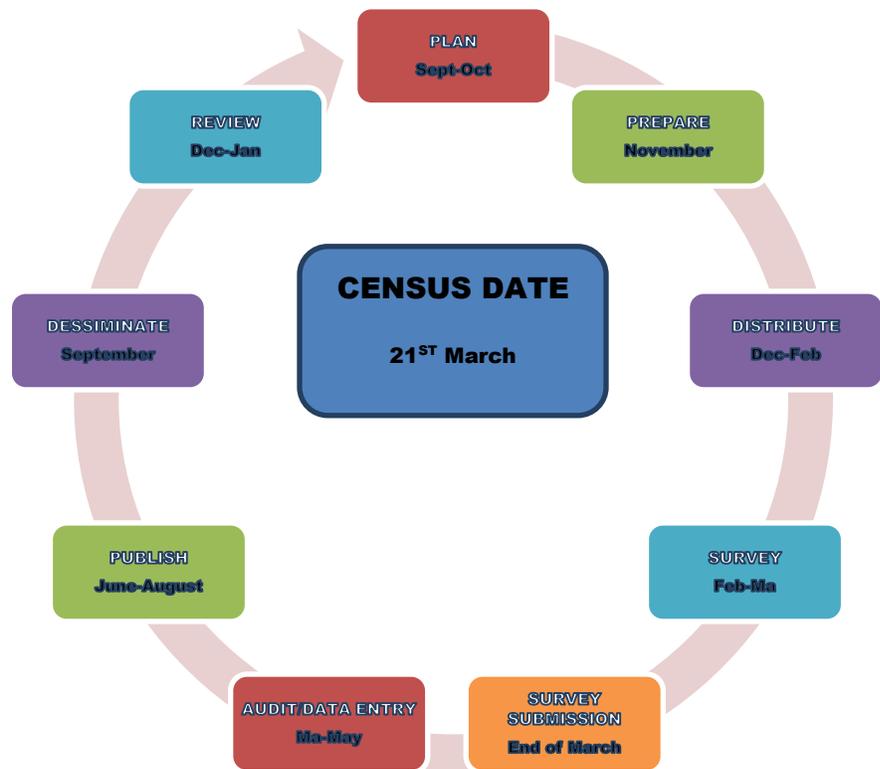
## Annex 1:

### 2013 Annual School Survey and VEMIS data

#### 1.1 Annual School Survey Process

The channel of communication between schools and the MoET around VEMIS data collection has improved a lot. The disbursement of school grants is strength in the virtuous improvement of VEMIS data collection since 2010. Each year, a detail plan and budget for the VEMIS survey is prepared and submitted by the VEMIS team. The review and update of the VEMIS survey is done by the VEMIS team and printed in Vila. All the forms are then air freighted to the six provincial offices in December each year. The statistics officers in the provinces are then responsible to enclose all the VEMIS forms in the school envelop. The process to distribute the VEMIS school envelops to each school varies from a province to another. Most of the time, all the VEMIS forms are safely put in the school lockers in the provincial education offices and ready to be collected by the school principals and the head of the primary schools in the first week of February.

Annex 1, Figure 1: Annual School Survey Process



Despite of the geographical locations of the schools in Vanuatu, most head of schools are now aware of the VEMIS survey process and the timeline set for data collection. Most of the VEMIS survey forms are collected or send to the respective schools in February each year but it happens that less than five schools will not receive their VEMIS survey forms for unknown reasons. Under these conditions, the statistics officers in the provinces will immediately assist these schools and provide them with a new copy of the VEMIS survey form.

## 1.2 Data Quality Measures and Data Entry

Data integrity is the most important aspect of analysis around statistics management. In addition to the setting up of the existing Vanuatu Education Management Information System (VEMIS), relevant resources were made available to support the process of verification and validation of VEMIS data.

There are different stages of verification points; first of all, the VEMIS survey is checked by another member of the school management beside of the school head or principal who completed the VEMIS form. The questionnaire is then submitted to the provincial education office and checked for the second time by the respective ZCA before it reaches the statistics officer. The statistics officer will check the survey form for the last time before the PEO sign it.

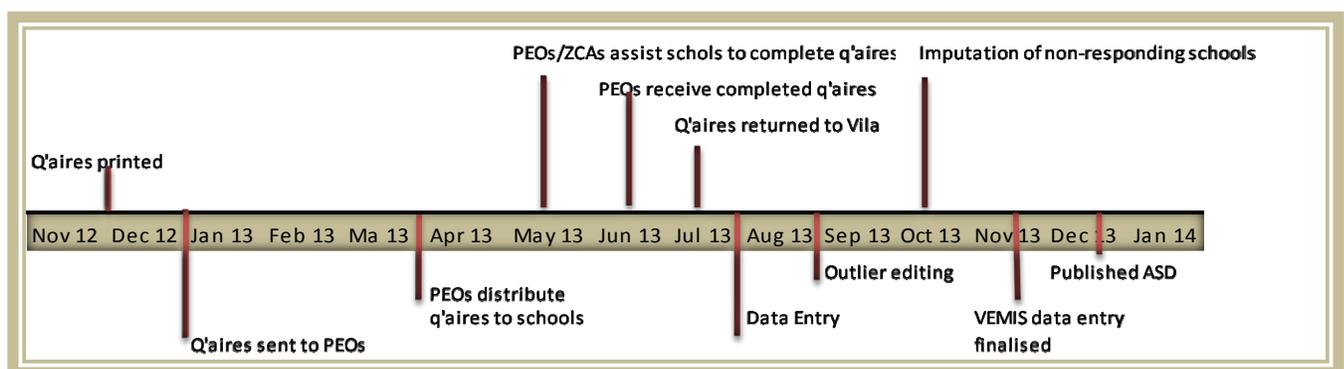
The X-Y Chart analysis is a system process to control the impact of changes overtime. It basically detect if there is a major change on the school enrolment, teacher data or on other indicators such as the pupil: classroom ratio, pupil: teacher ratio or student: textbook ratio and so on. A list of schools is identified after this analysis and enabled the provincial education officers to visit some schools to validate the data.

## 1.3 Data Entry

The six statistics and distribution officers are now located in the five provincial education offices since 2012. Their main responsibility is to record schools data into the Vanuatu Education Management System (VEMIS). Access to internet has recently improved in 2014; however our VEMIS team in the provinces did faced some difficulties in 2013 to record the schools data in time due to slow internet access.

The 2013 school surveys with successful data collections, by providing a wide range of essential data that will be used as a factual base for the planning, decision making and financial estimates within the MoET and for stakeholders. VEMIS can be used to facilitate the monitoring and evaluation of VERM activities and progress towards VESS and the Government Priority Action Agenda (PAA) targets. The annual school survey timeline starts in November of the previous year and finishes in March of the current year.

**Annex 1, Figure 2: Annual School Survey Timeline (end dates for each major activity)**



## Annual School Survey Response Rates

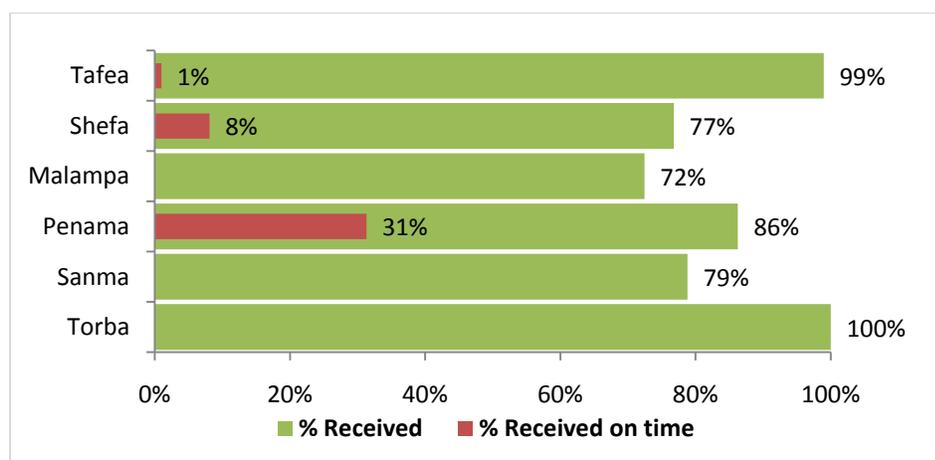
The response rates show a drastic change in 2013 as compared to the 2012 VEMIS survey. The sound knowledge around the importance of data and how statistics become essential for all the aspects of planning and decision-making has drastically contributed too to improve the VEMIS survey returns rate. The analysis of the survey response rate is routinely generated in VEMIS; it is a tracking system that allows you to monitor progress against the recording of VEMIS data and at the same time the percentage of the VEMIS questionnaires that have been received and entered on time.

**Annex 1, Table 1: Survey Return Rates by School Type and Province, 2012 – 2013**

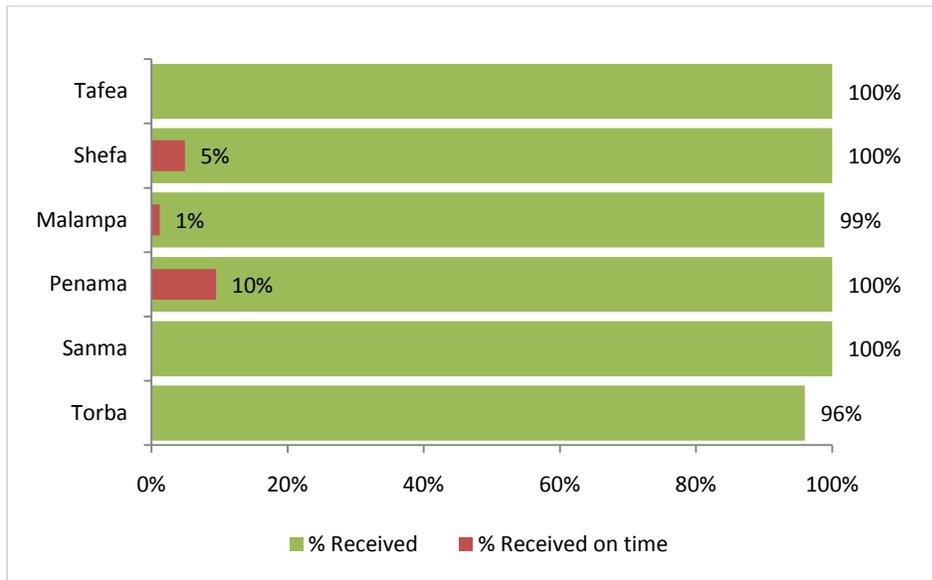
Year	Province	Early Childhood Education		Primary School		Secondary School	
		No. Sent	% Received	No. Sent	%Received	No. Sent	% Received
<b>2012</b>	Torba	36	78%	25	100%	3	100.0%
	Sanma	151	90%	103	96%	16	100.0%
	Penama	78	73%	63	100%	13	100.0%
	Malampa	99	82%	86	100%	16	100.0%
	Shefa	97	93%	80	100%	23	100.0%
	Tafea	109	100%	78	100%	14	100.0%
	<b>2012 Total</b>		<b>570</b>	<b>88%</b>	<b>434</b>	<b>99%</b>	<b>85</b>
<b>2013</b>	Torba	32	100%	25	96%	4	75%
	Sanma	151	79%	102	100%	16	100%
	Penama	80	86%	63	100%	14	100%
	Malampa	98	72%	86	99%	17	94%
	Shefa	99	77%	82	100%	23	96%
	Tafea	97	99%	77	100%	14	93%
	<b>2013 Total</b>		<b>557</b>	<b>83%</b>	<b>435</b>	<b>99.5%</b>	<b>88</b>

Source: VEMIS, 2013

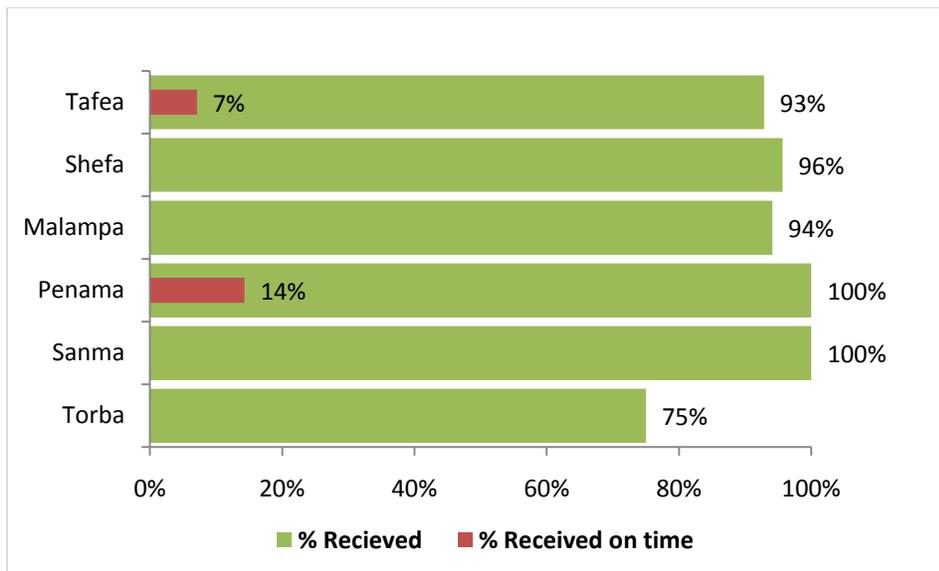
**Annex 1, Figure 3: Survey Return Rates for ECE Schools by province, 2012**



Source: VEMIS, 2013

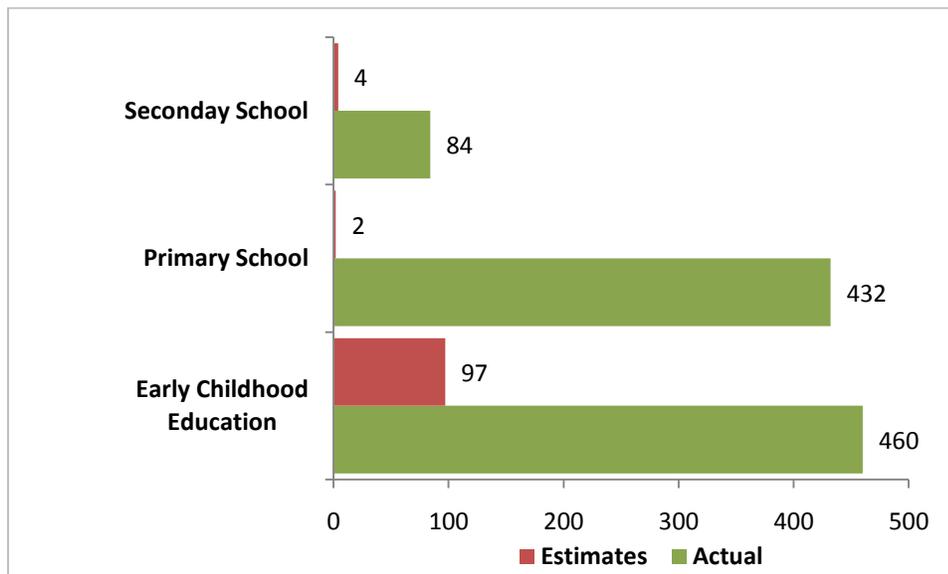
**Annex 1, Figure 4: Survey Return Rates for Primary Schools by province, 2013**

Source: VEMIS 2013

**Annex 1, Figure 5: Survey Return Rates for Secondary Schools by province, 2013**

Source: VEMIS, 2013

Annex 1, Figure 6: Number of Actual and Estimated schools in VEMIS, 2013



Source: VEMIS, 2013

Annex 1, Table 2: Enrolment Response Rates by School Type and Province, 2012 – 2013

Province	2012						2013					
	ECE		Primary*		Secondary*		ECE		Primary*		Secondary*	
	Student	% est'd	Student	% est'd	Student	% est'd	Student	% est'd	Student	% est'd	Student	% est'd
Torba	597	1%		0%		0%	619	0%	2,025	0%	211	0%
Sanma	3,149	2%	1,727	0%	558	0%	3,309	4%	10,811	0%	2053	0%
Penama	1,616	2%	9,080	0%	3,721	0%	1,823	2%	6,911	0%	1202	0%
Malampa	1,976	2%	5,826	0%	2,107	0%	1,838	4%	8,489	0%	1241	0%
Shefa	3,459	2%	7,283	0%	2,312	0%	3,410	3%	15,334	0%	4343	1%
Tafea	2,591	0%	11,847	0%	7,267	0%	2,325	0%	9,250	0%	1226	0%
<b>Total</b>	<b>13,388</b>	<b>10%</b>	<b>43,901</b>	<b>0%</b>	<b>18,239</b>	<b>0%</b>	<b>13,324</b>	<b>13%</b>	<b>52,820</b>	<b>1%</b>	<b>10276</b>	<b>2%</b>

Source: VEMIS, 2013

Annex 1, Table 3: Teacher Response Rates by School Type and Province, 2012 - 2013

Province	2012						2013					
	ECE		Primary*		Secondary*		ECE		Primary*		Secondary*	
	Teachers	% est'd	Teachers	% est'd	Teachers	% est'd	Teachers	% est'd	Teachers	% est'd	Teachers	% est'd
Torba	53	1%	60	0%	29	0%	48	0%	80	0%	15	0%
Sanma	235	3%	404	0%	230	0%	227	4%	458	0%	192	0%
Penama	144	5%	240	0%	118	0%	149	2%	262	0%	126	0%
Malampa	163	3%	328	0%	123	1%	162	5%	297	0%	109	0%
Shefa	169	2%	396	0%	371	0%	166	4%	501	0%	417	3%
Tafea	141	0%	304	0%	119	0%	124	0%	330	0%	96	0%
<b>Total</b>	<b>905</b>	<b>14%</b>	<b>1732</b>	<b>0%</b>	<b>990</b>	<b>0%</b>	<b>876</b>	<b>16%</b>	<b>1,928</b>	<b>1%</b>	<b>955</b>	<b>4%</b>

Source: VEMIS, 2013

Annex 1, Table 4: Number of absentees in Government and Government Assisted schools on School Census Day, 2007-2009

Year	School Type	Enrolled		Absent		Total Enrolment	Total Absent
		Male	Female	Male	Female		
<b>2012</b>	Early Childhood Education	6,978	6,410			13,388	
	Primary School	23,076	20,825			43,901	
	Secondary School	9,062	9,170	4	3	18,232	7
	<b>Total</b>	<b>39,116</b>	<b>36,405</b>	<b>4</b>	<b>3</b>	<b>75,521</b>	<b>7</b>
<b>2013</b>	Early Childhood Education	6,940	6,384			13,324	
	Primary School	23,299	20,883	11	5	44,182	16
	Secondary School	9,461	9,382	6	2	18,843	8
	<b>Total</b>	<b>39,700</b>	<b>36,649</b>	<b>17</b>	<b>7</b>	<b>76,349</b>	<b>24</b>

Source: VEMIS, 2013

**Annex 2:****Provincial enrolment by name and school type, 2013****2.1 Total Enrolment, Vanuatu**

Urban/Rural	School Type	Male	Female	Total
Rural	Early Childhood Education	5,684	5,128	10,812
	Primary School	20,117	18,098	38,215
	Secondary School	5,096	4,980	10,076
<b>Total Rural</b>		<b>30,897</b>	<b>28,206</b>	<b>59,103</b>
Urban	Early Childhood Education	1,256	1,256	2,512
	Primary School	4,879	4,450	9,329
	Secondary School	2,668	2,737	5,405
<b>Total Urban</b>		<b>8,803</b>	<b>8,443</b>	<b>17,246</b>
<b>Total</b>		<b>39,700</b>	<b>36,649</b>	<b>76,349</b>

Source: VEMIS, 2013

**2.2 Torba Province**

Torba Province		Early Childhood Education		
School Name	Male	Female	Total	
Arep Kindy	13	12	25	
Doma	7	7	14	
Island Rock Christian Kindy	8	14	22	
Kerebeta	7	5	12	
Leara Model Kindy	23	19	42	
Leonqe Kindy	9	7	16	
Lewes	8	6	14	
Litaw	11	20	31	
Martin	9	14	23	
Nergar	16	11	27	
Pasalele Kindy	9	9	18	
Ruruw	4	9	13	
Sarantar	8	9	17	
Simon Esuva	11	8	19	
Singerlap	22	17	39	
Taimaley	1	3	4	
Tasvare	5	8	13	
Telvet	3	8	11	
Toutamwat Home Base	12	11	23	
Vaes	10	9	19	
Ventow	2	6	8	
Wongyeskei	6	15	21	
Johnter first	9	2	11	

Atkor	7	4	11
Robin	14	9	23
Vaget Kindy	6	7	13
Dolap	5	7	12
Telhei Kindy	21	28	49
Losalava Kindy	14	18	32
Nelson Kindy	8	2	10
Santa-Maria	8	15	23
Mahi	3	1	4
<b>TOTAL ECE</b>	<b>299</b>	<b>320</b>	<b>619</b>

<b>Torba Province</b>		<b>Primary Education</b>		
Arep	66	38	104	
Bagavegug	29	41	70	
Ecole Primaire D'Arep	34	25	59	
Island Rock Christian	14	12	26	
Losalava	58	52	110	
Martin	38	37	75	
Nergar	23	25	48	
Pasalele	65	66	131	
Robin Memorial	37	26	63	
Sanlang	87	93	180	
Santa Maria	68	71	139	
Sarantar	31	18	49	
Shelil	27	11	38	
Shem Rolley	22	24	46	
Tasvare	22	20	42	
Telhei	80	90	170	
Telvet	18	12	30	
Vaget	76	75	151	
Wongyeskei	35	36	71	
Wosok	25	23	48	
Silva Memorial (Vales)	66	55	121	
Vaes (Lequel)	23	12	35	
Ecole de Nelson (Vatop)	16	16	32	
Gneretuvuro	24	18	42	
N-T-C-U	8	6	14	
<b>TOTAL Primary</b>	<b>992</b>	<b>902</b>	<b>1894</b>	

<b>Torba Province</b>		<b>Secondary Education</b>		
Arep	68	44	112	
College d'Arep	32	38	70	

Losolava Junior Secondary School	47	41	88
<b>TOTAL Secondary</b>	<b>147</b>	<b>123</b>	<b>270</b>
<b>TOTAL TORBA</b>	<b>1,438</b>	<b>1,345</b>	<b>2,783</b>

### 2.3 Sanma Province

Sanma Province		Early Childhood Education		
School Name	Male	Female	Total	
Urotano	4	4	8	
Akirio	8	2	10	
Alowaru Kindy	12	4	16	
Anne Marie Kindy	12	12	24	
Antioch Kindy	2	1	3	
Araki Komuniti	5	8	13	
Asula	7	2	9	
Avunamalai	15	16	31	
Avunatari	10	11	21	
B.P. Bon	18	22	40	
Balon	10	16	26	
Ban Ban	20	21	41	
Banaviti	13	19	32	
Bernier Bay	6	4	10	
Bunuas	5	7	12	
Butmas	3	2	5	
Dambulu	2	4	6	
De Quiros	7	9	16	
Foria Kindy	6	9	15	
Hokua	4	3	7	
Jaranvuvus	7	12	19	
Jardin d'enforts de Pessena	11	8	19	
Jorden Valley	1	3	4	
Kaliro	12	11	23	
Kamewa - Franis	25	104	129	
Kamewa -Inglis	23	19	42	
Kitacu	5	8	13	
Kom'ese(Namoru)	10	13	23	
Lape Pre-school	11		11	
Lathi	6	8	14	
Lolorai	15	6	21	
Lorethiakarkar	5	11	16	
Lorevulko	20	12	32	
Malapo	3	3	6	
Malsie	52	75	127	
Maltape Kindy	14	11	25	
Mango	9	14	23	
Matafanga	27	20	47	
Mataloi	4	3	7	
Maurie	9	9	18	

Maval	11	9	20
Mbae Misio Loloran	9	15	24
Merap St Augustin	12	8	20
MolBoe	2	2	4
Najaraiwelu	9	10	19
Nalvucai Vanua	4	2	6
Nanuhu	4	7	11
Nasulesule	4	10	14
Natawa Side River	11	15	26
Natchara	7	9	16
Naviaru	9	9	18
Nogugu	6	3	9
Nothinsi	14	13	27
NTM	3	2	5
Parisa Private Kindy	4	5	9
Pelvus	7	3	10
Petawata	4	4	8
Piasele	3	3	6
Pipinis	20	10	30
Porema	8	4	12
Pump Station	32	25	57
Reveles	4	4	8
Rowhani	13	15	28
Saint Jacques	8	6	14
Saint Pierre	9	13	22
Sainte-Anne	44	36	80
Sakao	3	4	7
Santo Christian Kindy	4	6	10
Santo East - English	61	60	121
Santo East - French	31	29	60
Santo Kindergarten Pre-School	63	44	107
Serah Articutu	15	9	24
Silaevae	10	6	16
St Pierre et st paul	20	12	32
St. Paul	5	4	9
Ste Therese Kindy	53	29	82
Sunshine	14	14	28
Talua	11	6	17
Tangoa Komuniti	15	18	33
Tarjal	4	7	11
Tasmalum	16	5	21
Tawiville	7	8	15
Tiasia	8	8	16
Toa Lui	18	10	28
Tolomako	15	5	20
Torap Pre-School	22	17	39
U.T.S	2	1	3
Vanco	10	20	30
Venie	14	13	27
Vetetuvsiv	2	5	7
Visio		6	6

Vovlei	14	16	30
Vunabulu	11	11	22
Vunakariakara	4	7	11
Vunavosi	9	13	22
Vusfongo Model Kindy	7	7	14
Vusiroro	7	5	12
Vuthe- Ev	37	23	60
Werles	7	8	15
Winsau	12	6	18
Wunpuko	11	5	16
Zion Echo	9	12	21
Jarati Kindy	8	7	15
Taluere Kindy	6	2	8
Parker Kindy	5	10	15
Elisa's Kindy	21	21	42
Fimele Community Kindy	12	12	24
Kerr Family	4	7	11
Belmol Kindy	11	9	20
Navae Kindy	10	6	16
Vanvatavui Kindy	5	4	9
Tovotovo	11	12	23
Vesalea Kindy	1		1
Sara Kindy	14	16	30
Lovenu Kindy	3	3	6
Pianarae Kindy	6	7	13
Piamatsina Kindy	8	5	13
Riro Kindy	5	9	14
Velei Kindy	14	9	23
Vanarei Kindy	6	2	8
Coolidge Kindy	32	28	60
Bethesda Kindy	17	13	30
Piavot kindy	6	4	10
Mackenzei	5	10	15
Taudumania	6	7	13
Ureipo	7	6	13
Buluiana (Bueli) Kindy	7	15	22
Amnie ( Malao) Kindy	3	8	11
Osten Kindy	3	2	5
Valbei	6	9	15
N.T.M. Lokalee	3	5	8
Saint Joseph/Rowok	18	7	25
Bosahe Aseturu Kindy	11	10	21
Notre Dame de Lourde Vilvil	6	13	19
Baemisio Loloran Kindy	10	14	24
Bakapoda Kindy	2	10	12
Tabunversake kindy	3	7	10
Buavoko Kindy	11	9	20
Narango	15	15	30
Nabanga	8	2	10
Noka Kindy	7	12	19
Tuhalai Kindy	13	14	27

Ravlepa Kindy	6	1	7
Bareo NTCU	2	3	5
Tapun Tavotavo Kindy	6	7	13
Sacre Coeur Fanafo	18	13	31
Notatutuen Kindy	11	9	20
Sejana Kindy	11	5	16
Perao kindy	7	5	12
Natapoa Kindy	7	4	11
Lotoken	2	5	7
<b>TOTAL ECE</b>	<b>1,669</b>	<b>1,640</b>	<b>3,309</b>

Sanma Province	Primary Education		
Alowaru	29	21	50
Avunatari	64	55	119
Balon	43	36	79
Ban Ban	171	167	338
Banaviti	32	26	58
Belmol	24	21	45
Bernier Bay	31	31	62
Butmas	27	18	45
Dambulu	8	12	20
Day Spring School	71	55	126
Dombulu	72	73	145
Ebenezer	128	122	250
Hog Harbour	64	70	134
Ian Livo	30	31	61
Iethvekar	45	42	87
Ipayato	58	52	110
Jinaure	61	41	102
John Noble Mackenzie	32	31	63
Jordan Valley	13	11	24
Kamewa	197	192	389
Kamewa English	321	210	531
Kitacu	24	19	43
Lathi	10	14	24
Lehilehina	25	13	38
Lorethiakarkar	24	25	49
Lorovuilko Anglican Community	36	36	72

Luganville Covenant Community	7	3	10
Luganville Est	128	114	242
Malao	27	27	54
Malores	50	36	86
Marua	18	19	37
Mataevura	9	12	21
Mataloi	33	26	59
Menevula	83	62	145
Merap St Augustin	20	18	38
Mwast	49	47	96
Najaraiwelu	40	34	74
Namoru	47	48	95
Nandiutu	19	9	28
Nasalanvunmoli	70	73	143
Natawa	87	76	163
Naviaru	17	14	31
Neil Thomas Christian University Luganville	17	20	37
Parker	9	11	20
Pialulup	74	86	160
Piamatsina	15	24	39
Rowhani	35	37	72
Sakau Primary School	11	6	17
Saletui	89	57	146
Santo Christian School	20	16	36
Santo East	267	242	509
Sara	36	35	71
Sarakata	146	140	286
Sarakata SDA	101	74	175
Selusia	42	42	84
St. Jacques	52	39	91
Ste Therese Luganville	284	256	540
Sulemauri	25	26	51
Taharo	27	18	45
Tarvalapa	13	10	23
Tasmalum	72	68	140

Tata	129	106	235
Tavumae	47	27	74
Tcharanavusvus	22	24	46
Tiasia	39	27	66
Tovotovo Forestry Primary	42	34	76
Valabei	34	34	68
Venie Mataipevu	25	24	49
Visio N.T.C.U	3	3	6
Vovlei	51	70	121
Vunabulu	22	15	37
Vunakariakara	21	23	44
Vusfongo Junior M.School	16	15	31
Vusiroro	40	33	73
Winsao	14	16	30
St Banabas (Turtel Bay)	53	37	90
St. Joseph (Rowok)	52	49	101
St. Joseph (Pesena)	16	21	37
Limarua	77	54	131
St. Michel	71	56	127
Fanafo	140	149	289
Puama (Porema)	26	6	32
Notre Dame de Lourdes (Tolomako)	44	47	91
St Paul	43	43	86
Paireve (Nasulesule)	26	17	43
Ste. Anne (Port Olry)	142	103	245
Nanuhu (Randasi)	61	43	104
Amapelau/Mati	49	41	90
St. Pierre (Okoro)	63	56	119
De Quiros(matantas)	32	27	59
Lemesie (Iape/Paparama)	13	17	30
Antioch	18	7	25
Zion	26	28	54
Notre dame de lourde ( Vilvil)	39	39	78
Ambakura	18	11	29
Pareo NTCU	5	7	12

Ebenezer french	31	18	49
Bokissa primary	5	1	6
Mataipevu French	25	25	50
UIUa	7	6	13
Merei (Mamara)	98	83	181
<b>TOTAL Primary</b>	<b>5,364</b>	<b>4,691</b>	<b>10,055</b>

<b>Sanma Province</b>		<b>Secondary Education</b>		
Aore Adventist Academy	157	114	271	
Bombua	18	23	41	
Collège de Luganville	134	169	303	
College de St. Michel	113	118	231	
Hog Harbour	75	84	159	
Luganville Covenant Community College	4		4	
Matevulu College	194	214	408	
Moli Valivu	63	51	114	
Navele	49	48	97	
Rowhani	92	62	154	
Santo Christian School	10	17	27	
Santo East	182	200	382	
Tata Secondary School	94	99	193	
Nandiutu English	85	52	137	
Menevula Junior Secondary	32	49	81	
Ste. Anne (Port Olry)	120	88	208	
<b>Total Secondary</b>	<b>1,422</b>	<b>1,388</b>	<b>2,810</b>	
<b>TOTAL SANMA</b>	<b>8,455</b>	<b>7,719</b>	<b>16,174</b>	

#### 2.4 Penama Province

<b>Penama Province</b>		<b>Early Childhood Education</b>		
<b>Penama Province</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	
Abanga	6	4	10	
Agabe	11	10	21	
Aligu	12	4	16	
Atagurua	5	5	10	
Aulu	18	9	27	
Autabulu	23	11	34	
Babutata	7	8	15	
Daligao	7	10	17	

Gamalmaua	20	16	36
Heren-Hala	6	6	12
Lalzadeth	12	13	25
Latano	16	18	34
Lenok	21	17	38
Limma Bulu	21	22	43
Lolkasai	8	11	19
Lolopuepue	11	10	21
Lolovange	13	15	28
Lo-one	4	8	12
Magauwa Kindy	10	10	20
Melsisi	22	25	47
Naleleo	5	3	8
Ndui Ndui	11	12	23
Ngwalona Kindy	9	15	24
Nonda	23	11	34
Pointcross	8	11	19
Ranbutor	9	5	14
Rangusoksu	22	15	37
Ranwas	5	5	10
Rogrere	10	11	21
Roronda	13	7	20
Saranagwelu	25	23	48
Saratamata	11	9	20
Susui	8	4	12
Tamua	16	10	26
Tarimule	20	16	36
Ubiku	13	16	29
Vanue-Marama	6	14	20
Vatbarai Kindy	17	8	25
Vatuanga	7	7	14
Vatuhangele	22	21	43
Vatukabani	14	20	34
Vilakalaka	8	8	16
Volovuhu	16	17	33
Wai Bulu	6	4	10
Walaha	14	17	31
Lovatugato	14	11	25
Nambulu	6	4	10

Ala Memorial	19	15	34
Ponra Model Kindy	7	3	10
Vanmamla Model Kindy	11	13	24
Ranmawot Kindy	7	5	12
Saint Henri Kindy	8	6	14
Wali Kindy	5	10	15
Lon Gron Ske	6	3	9
Vansemakul kindy	2	6	8
Wanur Kindy	9	5	14
Londar	11	11	22
Guguhi Community Kindy	16	9	25
Rantengteng Private Kindy	6	2	8
Lonfis Kindy	15	15	30
Saint Pierre Chanel Kindy	3	8	11
Wujunmel Kindy	14	11	25
Saint Martin de Porres Kindy	16	10	26
Saint Michel Laringmat Kindy	24	26	50
Maram Kindy	9	10	19
Wanbugelan Kindy	3	8	11
Lihalkau Kindy	4	10	14
Bonoe Kindy	11	6	17
Talwa Kindy	22	11	33
Walun Butuana Kindy	16	16	32
Sara Leo Kindy	13	8	21
St. Joseph Kindy	17	21	38
Onneyn Tahi Memorial Kindy	6	5	11
Lemalda Kindy	8	7	15
Anwalu Kindy	15	17	32
Abwantuntora	10	8	18
Bahai Kindy	13	21	34
Quatuneala Kindy	15	9	24
Naruah Kindy	11	14	25
Level Kindy	7	8	15
<b>Total ECE</b>	<b>950</b>	<b>873</b>	<b>1,823</b>

Penama Province	Primary Education		
Abanga	42	37	79
Abuanga	74	50	124
Aligu	76	54	130
Ambaebulu	83	78	161

Atavtabanga	136	126	262
Autabulu	43	32	75
Baie-Barrier	57	45	102
Bangabulu	61	48	109
Bwatnapni	55	68	123
Enkul	27	29	56
Gadue Garea	9	22	31
Gamalmaua	61	51	112
Gambule	103	86	189
Herenhala	87	91	178
Labultamata (Tamua)	35	31	66
Lesasanemal	27	23	50
Lini Memorial	87	80	167
Lolopuepue	52	63	115
Lolovoli	32	30	62
Londar (Baie-Martelli)	50	48	98
Loone	40	36	76
Loquirutaro	29	20	49
Melsisi	101	100	201
Naleleo	18	9	27
Namaram	63	46	109
Naone	41	28	69
Naruah	45	27	72
Nasawa	48	41	89
Nataluhangele	36	36	72
Nduindui	62	45	107
Ngwalona	26	32	58
Pangi	59	57	116
Qatuneala	64	66	130
Quatui	60	47	107
Ranmawot	81	60	141
Ranwas	21	21	42
Sarabulu	23	19	42
Simon	51	27	78
Sulua	57	62	119
Talai Roroi Leleo	29	14	43
Tanbok	49	45	94
Torlie	103	59	162
Tsimbwege	54	72	126
Ubiku	111	87	198
Vanue Marama	48	45	93
Vilakalaka	30	27	57
Volovuhu	31	26	57
Vuingalato	49	42	91

Waisine	32	30	62
Walaha	48	41	89
Baitora	13	9	22
Ala Memorial	63	45	108
Vanmamla	39	53	92
PointCross (Benmotri)	29	25	54
Rangusuksu	61	48	109
Latano (Loltong)	65	66	131
Bakanao (Naviso)	60	69	129
Raynold Memorial (Nagole)	40	42	82
St Henri (Lonfis)	28	40	68
Lalzado	56	39	95
Sori Mauri (Lolkasai)	67	60	127
St. Jean Baptiste (Nangire)	30	30	60
<b>Total Primary</b>	<b>3,257</b>	<b>2,885</b>	<b>6,142</b>

Penama Province		Secondary Education		
Ambaebulu	64	43	107	
Atavtabanga	9	7	16	
Bwatnapni Secondary	95	96	191	
Gambule	64	55	119	
Lini Memorial College	55	45	100	
Londua	37	32	69	
Melsisi	104	126	230	
Navutiriki	80	92	172	
Ranwadi High School	177	157	334	
St. Patrick's College	172	204	376	
Tagaga	38	30	68	
Penama Adventist Junior secondary School	28	29	57	
Apostolic College	63	69	132	
<b>Total Secondary</b>	<b>986</b>	<b>985</b>	<b>1,971</b>	
<b>TOTAL PENAMA</b>	<b>5,193</b>	<b>4,743</b>	<b>9,936</b>	

## 2.5 Malampa Province

Malampa Province		Early Childhood Education		
	Male	Female	Total	
Amelatin	9	6	15	
Amelveth	9	5	14	
Benapo	11	6	17	
Bonvor SDA	15	14	29	

Bulemap	19	7	26
Calvary	12	5	17
Caroline bay	7	14	21
Chenard	12	8	20
Dixon	10	4	14
Endu	12	10	22
Fanrereo	2	3	5
Gallilee	7	6	13
Kamai	17	16	33
Lakatoro	12	14	26
Lalinda	10	2	12
L'auberge	9	14	23
Lavalsal	4	6	10
Lavi Kindy	12	5	17
Linbul	8	6	14
Lingarak	9	12	21
Liro Venekula	11	13	24
Lolibulo	6	3	9
Lonvert NTM University	2	3	5
Lutes	6	12	18
Matanvat 2	13	5	18
Metoune	3	3	6
Millip	7	9	16
Molin	7	5	12
Nal	16	14	30
Navai	5	8	13
Neramb	14	13	27
Norsup	14	12	26
Notre Dame	17	13	30
Olal	10	6	16
Orap	18	8	26
Paamal	7	3	10
Palu	7	7	14
Pam's Play Group (Moru)	12	13	25
Pao	4	3	7
Port Vato	2	3	5
Pretty Face	12	6	18
Ransarie Kindy	10	3	13
Richard	10	6	16
Roromai	16	7	23
Rory Komuniti	13	11	24
Rose de Lima	7	2	9
Saint Louise	14	17	31
Sainte Patrick	2	7	9

Sainte Paul	16	9	25
Sainte Rosaire	5	6	11
Sanesup	18	14	32
Selusa	8	7	15
Sessivi	13	8	21
St Therese	17	12	29
Ste Jeanne D'arc	16	9	25
Tautu	10	4	14
Tembibi	10	14	24
Tobol	6	13	19
Tokvanu	12	15	27
Travol	2		2
Uripiv	12	18	30
Vauleli	17	8	25
Velese	6	6	12
Vellow	12	12	24
Vinmavis	7	5	12
Vutekai	7	10	17
Wiaru	7	13	20
Willit	7	4	11
Winn	7	9	16
wintua	16	10	26
Wora	10	15	25
Wuro	16	5	21
Vartavo	10	5	15
Lulep Kindy	9	8	17
Sum Beam kindy	11	6	17
Leleut	12	15	27
Womul	14	10	24
Netormolov	10	4	14
Mene (Lonmel)	30	15	45
Prekha	9	8	17
Malvakal	16	17	33
Lembinwen	16	6	22
Sahuwot	1	2	3
Vali crai-cove Kindy	5	9	14
(Raliwel) Fanto	15	11	26
Mbossung kindy	18	8	26
Luly		4	4
Moslim (Laindua)	16	17	33
Vinian/ Toman	5	4	9
Lorlow	9	5	14
Lelawa	3	3	6
Ahamb	27	22	49

Lapo	5	6	11
Pelanck	6	8	14
Lebunehatur	3	5	8
Naon met	2	6	8
Peskarus	21	21	42
Walla	4	4	8
<b>Total ECE</b>	<b>1,005</b>	<b>833</b>	<b>1,838</b>

<b>Malampa Province</b>		<b>Primary Education</b>		
Amelveth	78	76	154	
Atchin/St. Louis	49	46	95	
Aulua	97	104	201	
Baie Caroline	46	35	81	
Benbon	58	44	102	
Benenaveth	14	13	27	
Brenwei	136	100	236	
Bulemap	25	14	39	
Chenard	20	26	46	
Craig Cove	17	21	38	
Daodobo	45	44	89	
Dixon	26	12	38	
Fanla	29	33	62	
Fonteng	24	22	46	
Kamai	63	62	125	
Laindua	68	63	131	
Lakatoro	79	81	160	
Lalinda	18	22	40	
Lavalsal	19	17	36	
Lehili	25	24	49	
Lerawo	39	25	64	
Leviamp	61	51	112	
Linbul	28	25	53	
Lingarak	75	67	142	
Liro	39	37	76	
Lolibulo	23	19	42	
Luvil	27	27	54	
Luwoi	61	56	117	
Magam	68	44	112	
Malua Bay	33	24	57	
Matanvat	48	55	103	
Mbossung	35	24	59	
Megamone	22	30	52	
Melworbank	23	25	48	

Metune	9	13	22
Namaru	40	49	89
Neramb	85	78	163
Norsup	83	81	164
Olal	69	76	145
Orap	49	62	111
Paamal	23	18	41
Pikayer	9	11	20
Pinapow	56	34	90
Port Vato	76	56	132
Rambeck	17	5	22
Ranon	40	49	89
Roromai	32	22	54
Sanesup	45	41	86
Sanesup SDA	4	4	8
Sangalai	126	120	246
Selusa	31	18	49
Senai	115	91	206
Sessivi	50	53	103
South West Bay	66	47	113
Tautu	76	67	143
Tisman	99	81	180
Tobol	33	30	63
Unmet	139	122	261
Uripiv	31	36	67
Vao Ilot	158	110	268
Vauleli	31	25	56
Vinmavis	19	13	32
Vutekai	13	14	27
Wiaru	14	8	22
Wilak	4	9	13
Winn	17	12	29
Wora	31	25	56
Wuro	56	58	114
Leleut	30	20	50
Womul	26	18	44
Rensarie (Tembibi)	59	74	133
Notre Dame de Walarano	159	139	298
Faralao	19	6	25
Vanruru	39	35	74
Velow	46	42	88
Ste Therese de Mae	57	43	100
Farun (Kalwai)	65	49	114

St. Pierre Chanel (Lamap)	137	101	238
Lambubu	61	62	123
Lalkoko (Mae Sirbulbul)	48	39	87
Topaen	50	47	97
Lekan SDA	5	6	11
Galilee	15	28	43
<b>Total Primary</b>	<b>4,080</b>	<b>3,615</b>	<b>7,695</b>

<b>Malampa Province</b>		<b>Secondary Education</b>		
Amelvet	49	41	90	
Jehovah Nissi	3	7	10	
Lakatoro	107	128	235	
Norsup	90	103	193	
Orap	28	37	65	
Ranon	36	34	70	
Rensarie	257	234	491	
Sessivi	47	38	85	
South West Bay	69	70	139	
South Malekula (Lonvat)	65	50	115	
Jean Vidil (Vao)	46	37	83	
Olal (Tobol)	32	29	61	
Vaum	53	50	103	
Lamap	44	57	101	
Walarano	46	49	95	
Maranatha	57	42	99	
<b>Total Secondary</b>	<b>1,029</b>	<b>1,006</b>	<b>2,035</b>	
<b>TOTAL MALAMPA</b>	<b>6,114</b>	<b>5,454</b>	<b>11,568</b>	

## 2.6 Shefa Province

<b>Shefa Province</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Aim Yee	8	16	24
Akama	11	12	23
Amaronea	9	7	16
Annex Sacre Coeur	60	56	116
Bethany	8	1	9
Bonkovio Presby	6	3	9
Cathedral-Sacre coeur	61	60	121

Central Kindy	60	62	122
Centre Ville	41	35	76
Child Care Centre	76	94	170
Ecole Maternelle d'Anabrou	72	63	135
Emua	13	11	24
Eratap School Kindy	27	29	56
Ere english	11	8	19
Eton	23	9	32
Fokona	20	30	50
Freshwota	54	41	95
Freshwota French Kindy	32	12	44
Iasiru	6	9	15
Ifira Bilingual Kindy	25	30	55
Iraro	7	10	17
Kawenu	35	36	71
Kikilik kindergarten	13	13	26
Lonest	8	5	13
Lupalea	5	6	11
Lykuky	19	31	50
Mafilau	9	9	18
Mangarisu	5	6	11
Mangarongo	6	4	10
Marouwia	18	10	28
Matakitaki Kindy	10	4	14
Matangi	21	4	25
Mele Community	36	41	77
Nikaura	9	8	17
Noaiwia	10	10	20
Ntaf	22	20	42
Nul Nessa	6	9	15
Olwi	17	23	40
Pango	24	22	46
Peter Pan	58	70	128
Saama	8	7	15
Sara	5	5	10
Senecol	5	2	7
Sikembo	17	10	27
Sorovanga	9	4	13
St Josephs	23	23	46
Sunrise	15	9	24
Survival Kindy	34	23	57
Susana	9	11	20

Takara	14	10	24
Tasiriki	15	11	26
Toatau	7	7	14
Tongariki	7	8	15
Utanlang	10	6	16
Vila East	47	55	102
Vila North	75	57	132
Vutivuti	15	8	23
Wahone	14	9	23
Euta Kindy	10	7	17
Samasama Rainbow Kindy	25	26	51
Onesua Kindy	1	4	5
Resilla Pre-School & Childcare	6	6	12
Reggies Day Care	4	8	12
Mataso	7	3	10
Seaside Community Kindy	39	35	74
Lamenu Kindy	18	19	37
Port Vila International Kindy	17	18	35
Tanoliu Kindy	19	9	28
Grace Baptist Kindy	25	21	46
Nawiana Kindy	12	9	21
Nalema Kindy	12	4	16
Sunae Kindy	10	7	17
Unakap Community Nguna Island	12		12
Tangovawia Kindy	10	2	12
Mele NTM (Zion Kindy)	33	29	62
Mapua	6	4	10
Votlo	13	6	19
Wianna	5	8	13
Siviri	6	8	14
Port-Vila Community Christian	11	16	27
Rongdal	1	5	6
NTCU	7	4	11
Amaro	6	13	19
Timaira	5	6	11
Siliatae	4	6	10
MHKN Kindy	11	8	19
Sangava	10	8	18
Taloa	12	8	20
Apai	18	10	28
Teouma	7	7	14
AEFJ	19	12	31

Magaliliu	10	5	15
Sesake	5	1	6
Ngala	14	9	23
Pikinini Playtime	36	36	72
Forestri	13	12	25
Nivenue Communiti Kindy	10	6	16
Falimorruno	7	9	16
MHKN	10	6	16
<b>Total ECE</b>	<b>1,796</b>	<b>1,614</b>	<b>3,410</b>

<b>Shefa Province</b>		<b>Primary Education</b>		
Akama	93	91	184	
Amoro	25	17	42	
Anabrou	258	264	522	
Bonkovio	51	54	105	
Burumba	23	41	64	
Central Primary	189	182	371	
Centre Ville	193	177	370	
Child Care Centre	128	138	266	
Coconak	44	36	80	
Ecole Francaise	94	94	188	
Ekonak	46	42	88	
Eles	95	97	192	
Erakor	238	262	500	
Eratap	118	133	251	
Ere	57	44	101	
Eton	93	98	191	
Fresh Wota english	349	349	698	
Fresh Wota french	171	139	310	
Green Hill	26	32	58	
Hiwelo	20	17	37	
Ifira	79	58	137	
Katundaula	18	32	50	
Kawenu	163	181	344	
Lagon II/St. Joseph	167	147	314	
Lamenu	39	47	86	
Lausake	34	38	72	
Lokopue	26	31	57	
Maganua	33	23	56	
Makira	16	9	25	
Malatia	18	11	29	
Malawia	14	15	29	

Mangarongo	82	54	136
Manua	145	127	272
Matarisu	22	29	51
Mataso	9	13	22
Melemaat	169	191	360
Nalema (Amarana)	28	25	53
Naworaone	87	76	163
Nikaura	43	46	89
Noaiwia	54	44	98
Nofo	57	45	102
Nottage	22	29	51
Pango	122	119	241
Port Vila International	101	84	185
Roau	41	29	70
Sara	28	21	49
Senecol	16	14	30
Sikembo	65	58	123
Sorovanga	24	17	41
Ste Jeanne d'Arc Port Vila	343	284	627
Suango	215	171	386
Susana	45	50	95
Takara	40	27	67
Tangovawia	31	41	72
Tanoliu	50	41	91
Tasiriki	34	45	79
Tumaropa/Lakalaka	10	7	17
Vila No 2 SDA	127	94	221
Vila East	349	311	660
Vila North	290	280	570
Worarana	29	24	53
Yeali	38	35	73
Ekipe	117	106	223
Sea Side Community School	113	104	217
Grace Baptist Primary School	73	68	141
Lonest (st Jean Marie Vianey Primaire)	67	69	136
Fokona SDA Primary	79	73	152
Ifira (Frn)	32	25	57
Itakuma	81	54	135
NTCU Port-Vila	38	46	84
Mabfilau	26	29	55
Survival	121	124	245
Peter Pan International	73	62	135

Olwie SDA	112	109	221
Nulnessa	48	41	89
Bethany Community Christian	16	20	36
Votlo	19	19	38
Port Vila Community Christian	82	71	153
Maumau	75	64	139
Esnaar	77	44	121
Nuakwanabu Primary School	25	16	41
<b>Total Primary</b>	<b>6,908</b>	<b>6,474</b>	<b>13,382</b>

<b>Shefa Province</b>		<b>Secondary Education</b>		
Burumba	25	35	60	
Central Secondary	188	227	415	
Ecole Centre Ville	121	146	267	
Ecole Francaise	97	111	208	
Ifira	40	23	63	
Lycée Louis Antoine de Bougainville	372	375	747	
Napangasale	73	48	121	
Nofo	44	26	70	
Onesua Presbyterian College	182	247	429	
Port Vila International	40	44	84	
Sorovanga	93	60	153	
Vanuatu Institute of Technology	485	311	796	
Vila North	122	109	231	
Lycee de Montmartre	77	96	173	
College de Montmartre	157	165	322	
Port Quimie	35	25	60	
Epauto	154	200	354	
NTCU Port Vila Christian College	45	54	99	
Ulei	85	71	156	
Malapoa	237	320	557	
Tebakor	210	206	416	
Epi	87	129	216	
Vanuatu Institute of Teacher's Education (VITE)	135	163	298	
<b>Total Secondary</b>	<b>3,104</b>	<b>3,191</b>	<b>6,295</b>	
<b>TOTAL SHEFA</b>	<b>11,808</b>	<b>11,279</b>	<b>23,087</b>	

## 2.7 Tafea Province

<b>Tafea Province</b>		<b>Early Childhood Education</b>		

<b>Tafea Province</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
ALM Port Narvin	16	14	30
Bethel 2	15	7	22
Day Sprink	11	4	15
Dillons Bay	17	22	39
Enfitanna	19	17	36
Eniu	23	18	41
Enkatalei	16	10	26
Fetukai	14	8	22
Hapina	13	6	19
Harbour View	16	14	30
Ianawasu	19	4	23
Ianmarei	15	8	23
Iatap	11	7	18
Iatukei	10	11	21
Ieruareng	5	5	10
Ikakahak	8	12	20
Ikurup	14	18	32
Imaki Kindy	13	11	24
Imanaka	10	7	17
Imaru Kindy	10	19	29
Irukuan	10	11	21
Ishia Kindy	18	16	34
Isla	15	11	26
Iwinmit	8	7	15
Jamin	13	7	20
Kamahau 1	10	17	27
Karunanen Kindy	2	1	3
Lama Kaun Kindy	18	16	34
Lamanaruan	7	4	11
Lamapruan Kindy school	10	10	20
Lamkail Kindy	10	9	19
Lamlu	17	26	43
Lamnatou	19	15	34
Lapangnuo	3	3	6
Lapatua	12	7	19
Latun Midle Bush Kindy	13	8	21
Latun West Tanna	10	11	21
Launarei	19	15	34
Lautapunga Kindy	21	11	32
Lawithal	20	26	46

Leaur	9	16	25
Lenakel sea side kindy	10	14	24
Lenaken	23	23	46
Lenang Komuniti	15	7	22
Lenasiliang Kindy	12	8	20
Letoupam	3	2	5
Loanialu	15	15	30
Lonaluilu	11	14	25
Loono	5	3	8
Loukaru	9	8	17
Lounabil	8	11	19
Lounahunu	25	22	47
Lounapayou	6	6	12
Lounaula	8	5	13
Loupukas Community	9	13	22
Lousula	12	10	22
Lowanatom	17	22	39
Makarah	9	7	16
Monuapun	8	14	22
Nongariri	9	8	17
Nowanagei	12	18	30
Port Resolution	20	13	33
Saint Pitres	5	4	9
Simeona	18	13	31
Tomosa	21	6	27
Tuhu	40	32	72
Umetch	9	9	18
Yanavateig	7	5	12
Yanumakel	14	17	31
Yapilmai	16	23	39
Yavenkula	10	10	20
Yenouhap	6	8	14
Enikis Kindy	12	14	26
Dick Comminuty Kindy	10	10	20
Tennis Futuna Kindy	7	4	11
Sivnu Kindy	5	4	9
South River Kindy	5	2	7
Port Rausak Kindy	3	4	7
Iquaramanu Kindy	18	8	26
Inapkasu Kindy	5	8	13
Lownapekruan	4	12	16

Alofa Community christian school	11	17	28
Leneai	10	7	17
Green Land	12	8	20
Imafen Kindy	14	24	38
Ipekel Kindi	14	15	29
Lowenata	14	13	27
Kwansiwi Kindy	8	9	17
Entan-Nui	12	5	17
Living Wota Kindy	16	20	36
Tana wi Kindy	12	5	17
Clark Memorial Kindy	11	20	31
Lapkit Kindy	8	5	13
Waisisi Kasali	12	8	20
Ielkis Kindy	44	30	74
Blue Water Kindy	17	8	25
Ramema	6	5	11
<b>Total ECE</b>	<b>1,221</b>	<b>1,104</b>	<b>2,325</b>

<b>Tafea Province</b>	<b>Primary Education</b>		
Analgauhat	66	42	108
Day Spring	46	38	84
Dillon's Bay	90	90	180
Eniou	66	45	111
Fetukai	101	76	177
Green Hill	94	85	179
Ietap	99	89	188
Ikiti	70	66	136
Imafen	49	62	111
Imaki	61	56	117
Imanaka	28	17	45
Imaru	124	126	250
Ipekel	29	37	66
Iquaramanu	45	49	94
Irumori	39	42	81
Isaka	67	85	152
Isangel Francais	126	138	264
Isangel English	95	71	166
Ishia	76	57	133
Isla	46	50	96
Itaku	30	25	55
Iwunmit	64	69	133
King's Cross	71	59	130

Kwamera	62	46	108
Labongtaoua	28	27	55
Lamanaruan	51	51	102
Lamapruan	24	14	38
Lamenaoura	63	71	134
Lamkail	70	81	151
Lamlu	77	78	155
Lamnatou	69	68	137
Lapkit	49	40	89
Launalang	31	43	74
Lautapunga	22	25	47
Lenakel	116	104	220
Lenaken English	64	71	135
Lenaken Francais	49	32	81
Loono	79	68	147
Louanuialu	49	36	85
Loukatai	68	64	132
Lounabil	52	42	94
Lounahunu	81	87	168
Lounapayou	29	22	51
Lounapkiko	66	69	135
Lousula	16	18	34
Lowanatom	84	83	167
Manuapen	52	40	92
Petros	60	50	110
Port Melou	40	31	71
Port Narvin	52	57	109
Port Patrick	25	25	50
Port Resolution	43	42	85
Tapisi	28	17	45
Tuhu	126	105	231
Umej	31	22	53
Umponielogi	37	37	74
Yapilmai	107	66	173
Yenumakel	32	42	74
Lowieru	132	94	226
Ilvu alam	14	16	30
Entan-Vui (Hebron)	39	29	68
Ikahakahak	68	64	132
Dip Point	59	61	120
Latun	46	35	81
Enkataley	47	34	81

Kapalpal Christadelphian	39	31	70
Yevenkula	91	72	163
Alofa Primary	23	20	43
Loukaru (Lounalou)	64	39	103
Tafea (Lenakel) Christian	19	23	42
Yenavaten	56	46	102
Kamahau (Karimasanga)	24	21	45
Lowenata	29	36	65
Enekis	89	75	164
Leauer	19	12	31
Enam	23	25	48
<b>Total Primary</b>	<b>4,395</b>	<b>3,981</b>	<b>8,376</b>

<b>Tafea Province</b>	<b>Secondary Education</b>		
Collège de Tafea/ Lycee De Tafea	77	85	162
Ienaula	72	66	138
Imaki	53	47	100
Ipota Junior High School	46	45	91
Isangel	83	78	161
Kwataparen	97	64	161
Lenakel	180	201	381
Lowanatom	96	92	188
Tafea College	132	139	271
Teruja	43	31	74
Ishia Secondary School	57	56	113
Lowiepeng JS	78	54	132
Tafea (Lenakel) Christian	16	21	37
Kwamera Junior.S.S	46	45	91
<b>Total Secondary</b>	<b>1,076</b>	<b>1,024</b>	<b>2,100</b>
<b>TOTAL TAFEA</b>	<b>6,692</b>	<b>6,109</b>	<b>12,801</b>
<b>TOTAL VANUATU</b>	<b>39,700</b>	<b>36,649</b>	<b>76,349</b>

Source: VEMIS, 2013

## Abbreviations

<b>ADS</b>	Annual Statistics Digest
<b>BAS</b>	Basic Science
<b>EA</b>	Internal Assessment
<b>ECE</b>	Early Childhood Education (Pre-School)
<b>EFA</b>	Education for All
<b>FBEAP</b>	Forum Basic Education Action Plan
<b>GDP</b>	Gross Domestic Product
<b>GEN</b>	General
<b>GER</b>	Gross Enrolment Ratio
<b>GoV</b>	Government of Vanuatu
<b>GPI</b>	Gender Parity Index
<b>IA</b>	Internal Assessment
<b>LANG</b>	Language
<b>MAT</b>	Maths
<b>MDG</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>MQS</b>	Minimum Quality Standards
<b>NER</b>	Net Enrolment Ratio
<b>PEO</b>	Provincial Education Office
<b>PRQS</b>	Pacific Register of Qualifications and Standards
<b>PSSC</b>	Pacific Senior Secondary Certificate
<b>PTR</b>	Pupil Teacher Ratio
<b>SOCS</b>	Social Science
<b>SPFSC</b>	South Pacific Form Seven Certificate

<b>SR</b>	Survival Rate
<b>STR</b>	Student Teacher Ratio
<b>TR</b>	Transition Rate
<b>TVET</b>	Technical and Vocational Education and Training
<b>VEMIS</b>	Vanuatu Education Management Information System
<b>VERM</b>	Vanuatu Education Road Map
<b>VESAP</b>	Vanuatu Education Support Action Plan 2007 – 2009
<b>VESP</b>	Vanuatu Education Support Program
<b>VESS</b>	Vanuatu Education Sector Strategy 2007 – 2016
<b>VIT</b>	Vanuatu Institute of Technology
<b>VITE</b>	Vanuatu Institute of Teacher Education
<b>VNTC</b>	Vanuatu National Training Council
<b>VRDTCA</b>	Vanuatu Rural Development and Training Centre Association
<b>VSSC</b>	Vanuatu Senior Secondary School Certificate

## Glossary

**Actual:** Where actual data provided by the school head teacher or principal has been provided in VEMIS. See also *Estimated*.

**Age participation rate:** The percentage of enrolments at a specific level for children of a specific age, usually the official age for that level of schooling.

**Basic Education Year 1 – Year 8:** The MoE defines the basic cycle of education as consisting of Year 1 to Year 8.

**Bi-lingual school:** A school where students are divided into an English speaking stream and a French speaking stream.

**Certified:** A teacher is certified if she or he has met the requirements for a formal qualification to teach. See also *Qualified*.

**Coefficient of efficiency:** The ideal (optimal) number of pupil-years required (i.e. without repetition and dropout) to produce a number of graduates from a given school-cohort for a cycle or level of education

expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates.

**Dropout rate:** Proportion of pupils from a cohort enrolled in a given grade at given school years that are no longer enrolled in the following school year.

**Leavers:** Students that have enrolled in 2011 and for unknown reasons they left schools in 2012

**Dropout:** Students that have dropout in 2012 for unknown reasons

**Absent:** Number of students who were absent at 21<sup>st</sup> March 2012, cut-off date of the VEMIS survey completion

**Transfer in:** Number of students who transferred in a school from another school within the country or from another country.

**Transfer out:** Number of students who transferred out to another school whether within the country or to another country.

**Not attending school regularly:** Students that have enrolled in the beginning of 2013 but were not attending school regularly for unspecified reasons

**Dual language school:** A school where students have a set minimum of classroom hours in the English language and the French language.

**ECE:** Educational programs and strategies for children before they enter Year 1 at age 6 years.

**Education Authority:** The kind of entity under which the school is registered. There are four kinds: Government of Vanuatu; Church, Private and Community. Of these the schools registered under Church management are further categorised as those which receive Government funding and those which do not.

**Estimated:** Where VEMIS has estimated the response to a question using the previous year's data.

**Gross Enrolment Rate (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.

**GIR:** Total enrolment in a defined school level (for example Year 1) as a percentage of the total population of children who are of the official age group for that level of education (for example aged 6 years)

**GPI:** The female value for any indicator is divided by the male value to show the gender parity of the indicator with a value of 100 or very close to it indicating gender parity; a value over 100 indicating a difference in favour of females and a value less than 100 a difference in favour of males.

**Junior Secondary Year 7 – Year 10:** The Moe defines the junior secondary cycle of education as consisting of

Year 7 to Year 10.

**NER:** Total enrolment of pupils of the official school age group as a percentage of the total population of children who are official age group for that level of schooling.

**NIR:** Total enrolment of pupils of the official age in a defined school level (for example Year 1) as a percentage of the total population of children who are of the official age group for that level of education (for example aged 6 years)

**Primary Education Year 1 – Year 6:** The MoE defines the primary cycle of education as consisting of Year 1 to Year 6.

**Primary School:** The type of school as identified by the registration of the school under the Education Act and as it is commonly known. Some primary schools, the so called ‘centre schools’ include classes up to Year 8 while others include classes to Year 6.

**Promotion rate:** Proportion of pupils from a cohort enrolled in a given grade at a given school year who studies in the next grade in the following school year.

**Survival rate:** Proportion of a cohort of pupils/students who reached year 6, 8 or 13 expressed as percentage of pupils/students enrolled in the first grade of a given cycle in a given school year. This indicator is used to show the extent to which the school system can retain pupils, with or without repetition, and indicates the dropout rate.

**Province:** Vanuatu is divided into six provinces which have provincial administration with some functions decentralised to the province. Three provinces contain municipal areas: the nation’s capital Port Vila is in Shefa province; Luganville municipality is in Sanma and Lenakel is in Tafea.

**Qualified:** A teacher is qualified if she or he has met the requirements for a formal tertiary qualification. See also *Certified*.

**Repeater rate:** Total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade.

**Student-Textbook ratio:** The average number of usable textbooks per pupil/student in primary or secondary level in a given school year

**Secondary School:** The type of school as identified by the registration of the school under the Education Act and as it is commonly known. Some secondary schools start from Year 7 while others start from Year 11.

**Senior Secondary Year 11 – Year 13 (14):** The MoE defines the senior secondary cycle of education as consisting of Year 11 to Year 13 in English language schools and Year 11 – Year 14 in some French language schools.

**VEMIS:** The Vanuatu Education Management Information System (VEMIS) includes statistical data from 3 main data sources: the Annual School Survey, the results of Examinations and school financial information from the school cash flow statements.

Bislama: one of the three official languages of Vanuatu (the others being English and French) which is a pigeon English (with some French influence).

**Basic education textbooks:** These are textbooks used for the instruction of language, general science, mathematics and general studies in Year 1 to Year 6.