



**Republic of Vanuatu  
Ministry of Education,  
Youth Development and Training**

**Digest of Education Statistics  
2007**



## **Digest of Education Statistics 2007**



# **Republic of Vanuatu Ministry of Education, Youth Development and Training Digest of Education Statistics 2007**

A publication of the MEYDT Planning and Policy Unit

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# Abbreviations

DoE	Department of Education
ECE	Early Childhood Education /Pre-School
EFA	Education for All
FBEAP	Forum Basic Education Action Plan
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GoV	Government of Vanuatu
GPI	Gender Parity Index
JS	Junior Secondary
MDA	Millennium Development Agenda
MDG	Millennium Development Goals
MEYDT	Ministry of Education, Youth Development and Training
MoE	Ministry of Education
NER	Net Enrolment Ratio
NIR	Net Intake Rate
NZ Aid	New Zealand Aid
PEO	Provincial Education Office
PS/PRI	Primary School
PSSC	Pacific Senior Secondary Certificate
PTR	Pupil Teacher Ratio
SS/SEC	Secondary School
SWAP	Sector Wide Approach Program
VEMIS	Vanuatu Education Management Information System
VESAP	Vanuat Education Support Action Plan
VESS	Vanuatu Education Sector Stratergy

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## Message from the Minister for Education

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

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

One of the biggest achievements in the 2007 VESS priority initiatives was the 2007 Schools information update and the development of the Vanuatu Education Management Information System (VEMIS), which is being managed and coordinated by the Planning Unit through the VEMIS Taskforce committee. The programme has been jointly financed by the New-Zealand Government Assistance Programme NZAid and the Vanuatu Government.

The 2007 School Digest provides disaggregated detail schools information to be use as baseline for monitoring and evaluating VESS progress in the next ten years. This report will be of a great use to the Ministry of Education and especially to the decision-making people, policy makers, researchers within the government departments and the private sectors. Monitoring and evaluation of other Education development initiatives as the MDG, EFA and FBEAP will benefit greatly from this document.

Therefore, I hereby publish this report as part of VESS progressing achievements strongly believing that issues flagged by the report is “everyone’s business” and that we all shall cooperate to address these needs by 2016.

Hon. Leinavau Thompson Tasso

MINISTER OF EDUCATION

## Foreword by the Director General

The Vanuatu Education Sector Strategy (VESS) 2007 – 2016, was developed through an intensive consultation process spearheaded by the National Education Summit for Education in 2006. This strategy has been approved by the Development Committee of Officials and by the council of Ministers.

The strategy is based on facts and research. DoE staff undertook a comprehensive analysis of existing data and reports about Vanuatu education. VESS recognizes that the education sector must aim at:

- Alleviating poverty and achieving universal primary education completion for all young people
- Developing the human resources of the nation to enable young ni-Vanuatu to build sustainable self-reliant futures and to participate in the productive sectors in both rural and urban settings.
- Supporting and teaching history, culture and traditional knowledge
- Opening up the door to the knowledge, new technologies, and opportunities of the world.

These are some principles that have contributed in the implementation of the key strategies of VESS which is the establishment and strengthening of the Vanuatu Education Management Information System. This has involved:

1. Rationalization of data collection systems and templates,
2. More rapid 2007 data entry, analysis and reporting
3. Complete the school census to establish 2006 as the baseline data year for VESS
4. Adapting VEMIS to meet information needs across the Education sector, able to monitor VESS indicators, and to link with an expanded school-based system
5. Strengthen VEMIS staff at DoE and PEO levels
6. Network all PEOs
7. Work with other GoV agencies to improve population data and projections
8. Integrate the MDG and EFA/MDA indicators
9. Take a thorough approach to the mid-term review of Education for All in 2007

This Statistics Digest will be an essential tool to assess the VESS progress. Therefore we strongly believe that this report will be the basis of future planning and decision making for the provision of education development, in faith that VESS, EFA MDA and FBEAP Goals are met by 2015.

The Ministry of Education would like to thank all the Schools that have submitted their school survey forms in 2007, the information that has been provided is important for the further growth and development of the education system.

Daniel Lamoureux

Director General of Education

MINISTRY OF EDUCATION,

# Chapter One: Introduction

## Education in Vanuatu

The Government puts education sector as one of the strategic priorities in its national development therefore it is the first Government Ministry to engage in and lead a Sector-Wide Approach (SWAp). The government wants to see improvements in access to education (especially for rural people), to raise the quality and relevance of education, education attainment and standards, and to improve planning, fiscal, financial and results-based managements in the sector.

## Aims of Education

The primary aim of the education system is to empower children and young people to exercise appropriate choices in their personal and work lives and to become proactive individuals and valuable members of the community. In order to achieve this, Education aims at:

- Developing initiative and inquisitiveness and fostering analytical and creative thinking in young people.
- Raising the spirit of entrepreneurship and positive competitiveness
- Maintaining community spirit and a sense of togetherness
- Strengthening national cultural inheritance and cultural consciousness
- Employability
- Children learning to respect each other and adults in their various roles.
- Children learning to respect and protect their natural environment.
- Ensuring that every individual obtains a good level of literacy and numeracy.
- Ensuring that every individual, besides knowing his/her mother tongue, will become bi-lingual in English and French.
- Supporting the children's spiritual growth.

## Achievement of VESS

One of the achievements of VESS this year was the establishment of the Vanuatu Education Management Information System (VEMIS). The overall objective of VEMIS is to assist the Ministry of Education to underpin its VESS by collecting, validating and analyzing essential reliable data regarding quality and effectiveness of education in Vanuatu.

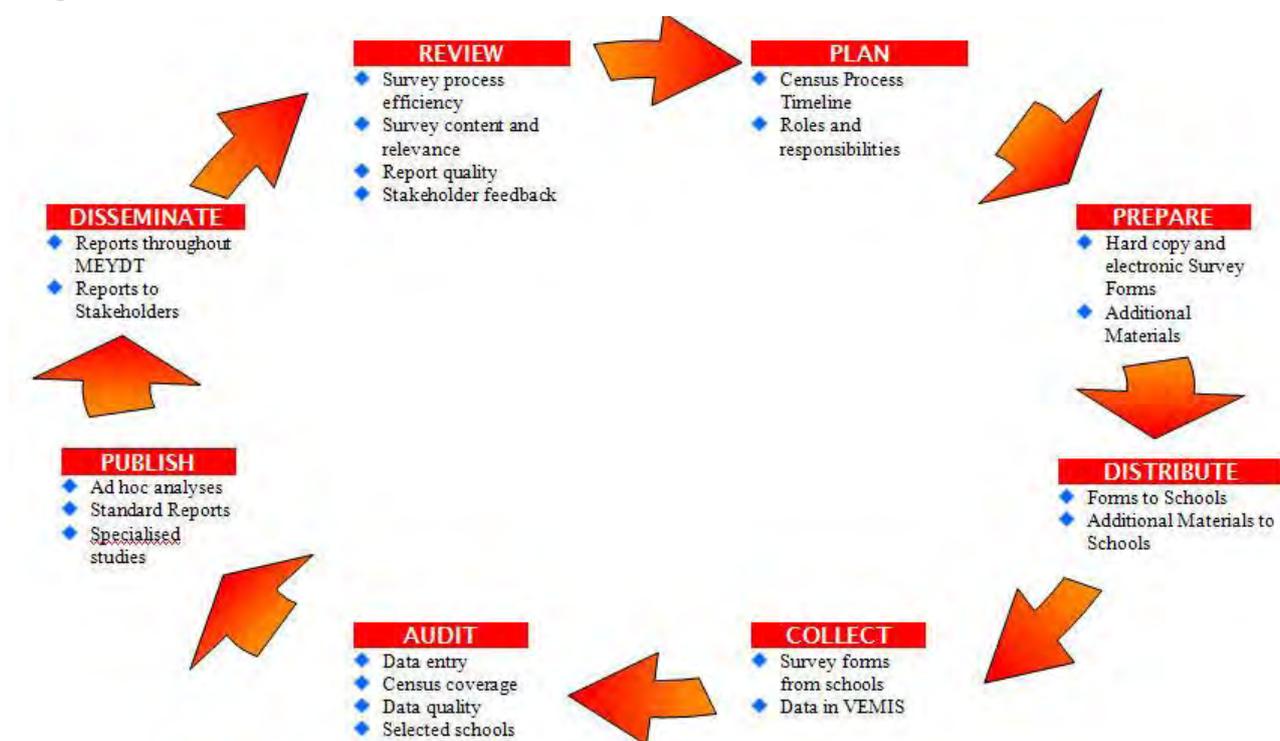
These began with the training of all primary ECE key teachers, school heads and principals on how to fill in the survey forms correctly. This was followed by the school stock

management training. Another set of training aimed at improving record keepings at the school level.

The 2007 schools census took place in July in the six provinces. According to the VEMIS school registration, 97% of the primary schools have sent in their survey forms as compared to 97% for pre-schools and 95% for the secondary schools. That's a big initiative done from the Ministry level to complement the Vanuatu Sector Strategy 2007–2016.

## The Annual School Census

The data compiled in this Digest has been captured through a national census of ECE, Primary and Secondary Schools. The Annual School Census is a vital source of information for planning, policy making and budgeting. The School Census Process, which incorporates aspects of data collection, data validation and auditing, data analysis and reporting to stakeholders, has been carried out according to the steps illustrated in the following diagram:



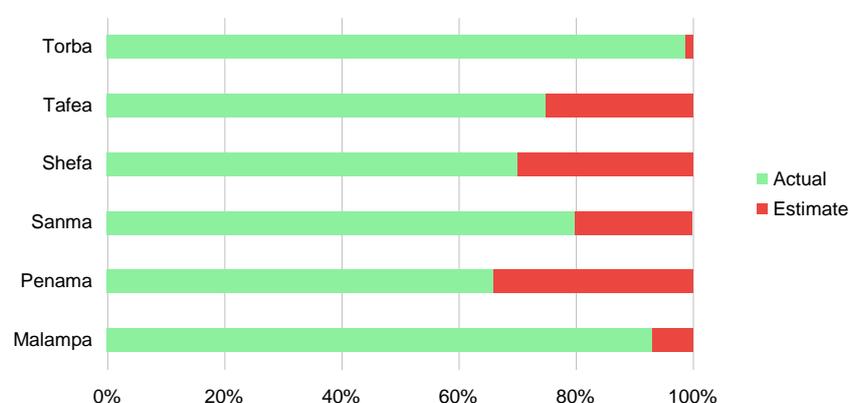
The process will be repeated each year to ensure all education sector stakeholders have access to good quality information about the education sector, and sector programs can be monitored for impact and positive outcomes.

The 2007 School Census has been a highly successful data collection exercise, which has produced a wealth of data for planning, policy making, budgeting, and monitoring and evaluation. The following tables and charts summarise the extent of census coverage in 2007.

*Survey Return Rates by School Type and Province 2007.*

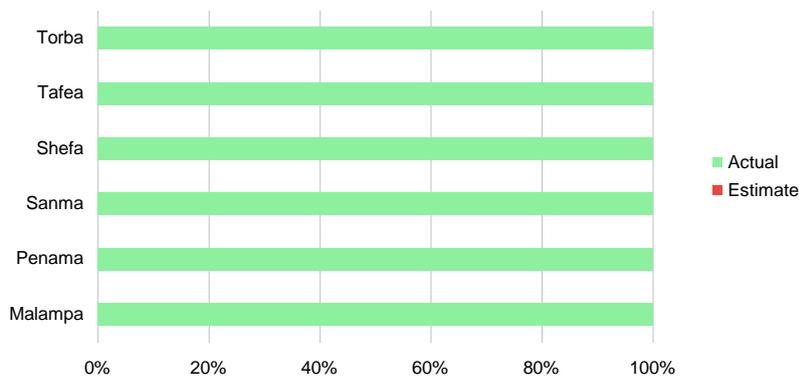
	ECE		PS		SS	
	No. Sent	% Received	No. Sent	% Received	No. Sent	% Received
<b>Malampa</b>	108	96%	90	96%	17	94%
<b>Penama</b>	39	100%	65	97%	12	92%
<b>Sanma</b>	191	82%	93	96%	15	100%
<b>Shefa</b>	77	88%	80	84%	25	80%
<b>Tafea</b>	111	77%	83	99%	13	100%
<b>Torba</b>	34	100%	23	100%	1	100%
<b>Total</b>	<b>560</b>	<b>87%</b>	<b>434</b>	<b>94%</b>	<b>83</b>	<b>92%</b>

The 2007 survey return rate is 91 percent which is one of the best records after MOE has put more emphasis both financially and in training for all school heads in the all the provinces. Torba Province, though the most remote and difficult areas in terms of transportation and telecommunication access, was the first to make sure all survey forms were submitted on time. Shefa province on the other hand was one of the most difficult provinces to submit their return on time. In particular the urban schools, and this was because of a number of reasons and one of which is that, most of the schools are privately operating.

*Extent of Estimated ECE Enrolment Data Used in Statistical Digest Production, 2007.*

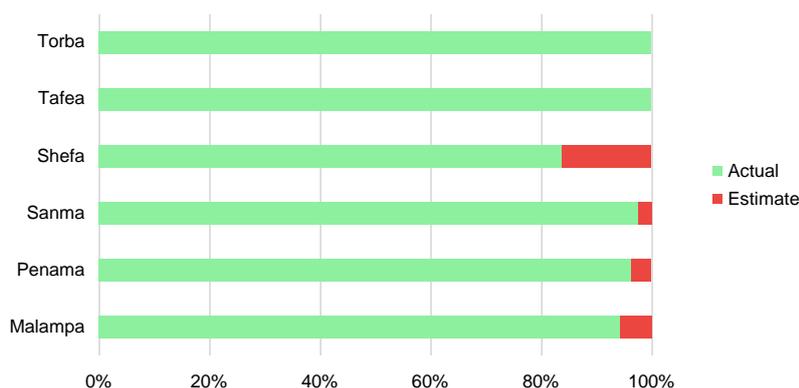
The graph indicates the extent to which past years data is being used to calculate 2007 ECE enrolment in the absence expected returns from schools. Over 30 percent of Penama ECE data is base on estimates followed by Shefa and Tafea province. Torba province ECE enrolment is base on data from census, followed by Malampa.

***Extent of Estimated ECE Teacher Data Used in Statistical Digest Production, 2007.***



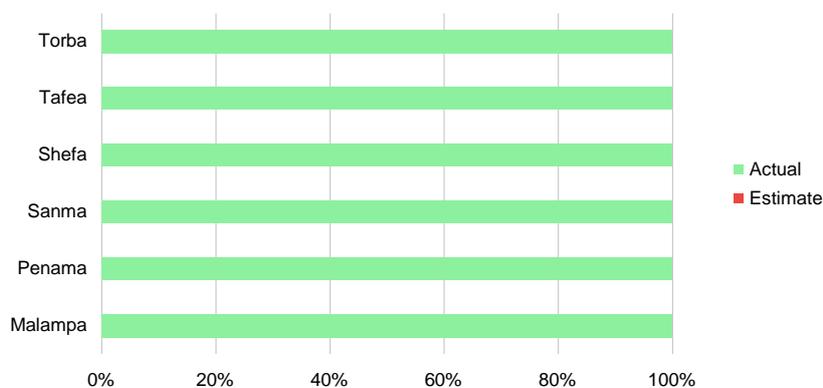
All ECE teacher data in 2007 is based on actual data.

***Extent of Estimated Primary School Enrolment Data Used in Statistical Digest Production, 2007.***

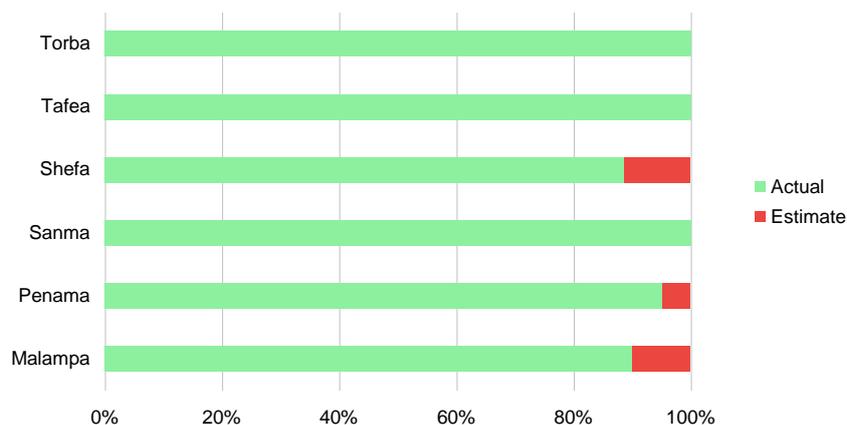


Torba and Tafea province enrolment this year are based entirely on actual data while the other three provinces have over 90 percent actual data except Shefa province where over 20 percent of its primary enrolment is estimated base on previous years data.

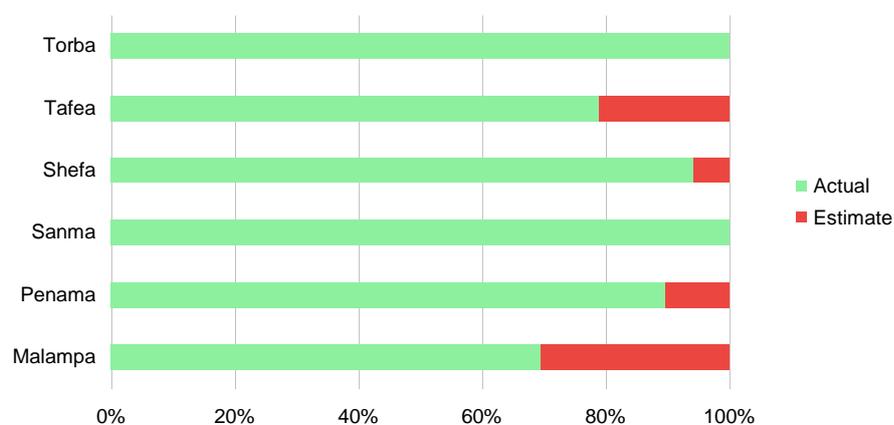
***Extent of Estimated Primary School Teacher Data Used in Statistical Digest Production, 2007.***



All primary school teachers data is based on actual data received in 2007.

***Extent of Estimated Secondary School Enrolment Data Used in Statistical Digest Production, 2007.***

The secondary schools in the provinces of Torba, Tafea and Sanma have all submitted their returns this year while Shefa and Malampa secondary school's submission are 90 percent response rate.

***Extent of Estimated Secondary School Teacher Data Used in Statistical Digest Production, 2007.***

Teacher's data this year is complete for the provinces of Torba and Sanma. Malampa has over 30 percent non response rate and Tafea has almost 20 percent non response rate.

# Chapter Two: National Summary Statistics

## Schools

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

Primary School starts at Year 1 in Vanuatu, and continues for 6 years, before pupils enter Junior Secondary schooling at Year 7. Some Primary Schools offer years 1 to 6, while others, known as Centre Schools, offer a complete basic education program from Years 1 to 8.

Secondary Schools usually offer years 7 to 13, with a small number of French institutions also offering Year 14 as a preparatory level for students hoping to go on to higher education.

Schools in Vanuatu are administered by five classified type Education Authorities namely; The Vanuatu Government, Church Government Asssited, Church non-Government Asssited, Community and Private Education Authorities.

### *Number of schools by level of Education, 2005 - 2007*

	ECE	PS	SS
<b>2005</b>	808	463	78
<b>2006</b>	857	458	78
<b>2007</b>	644	435	81

### *Number of Schools level of Education and Province, 2007.*

	ECE	PS	SS
<b>Malampa</b>	110	90	17
<b>Penama</b>	58	65	12
<b>Sanma</b>	207	94	15
<b>Shefa</b>	105	80	23
<b>Tafea</b>	129	83	13
<b>Torba</b>	35	23	1
<b>Total</b>	<b>644</b>	<b>435</b>	<b>81</b>

### *Number of Schools by Education Authority Type and level of Education, 2007.*

	ECE	PS	SS
<b>Church (Government Assisted)</b>	50	84	21
<b>Church (Not Government Assisted)</b>	15	25	12
<b>Community</b>	272	7	1
<b>Government of Vanuatu</b>	44	303	40
<b>Private</b>	263	16	7
<b>Total</b>	<b>644</b>	<b>435</b>	<b>81</b>

## Enrolments

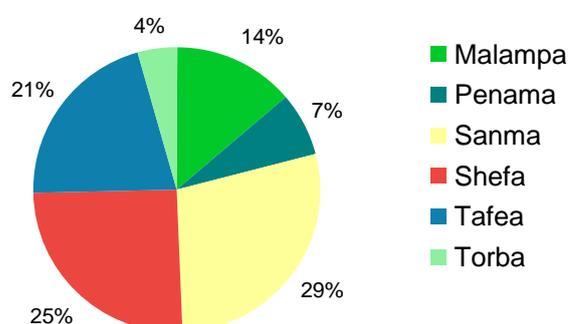
### Early Childhood Education

The following table provides detail enrolments in ECE sector in 2007. The number of pupils enrolled who are of the official age-range for ECE is highlighted. For some ECE enrolments the age of the pupils enrolled was not reported. These pupils have been counted against age 'zero' in the following table.

*Total ECE Enrolments by Province, 2007.*

	F	M	T
<b>Malampa</b>	730	827	1557
<b>Penama</b>	382	441	823
<b>Sanma</b>	1517	1723	3240
<b>Shefa</b>	1389	1485	2874
<b>Tafea</b>	1196	1162	2358
<b>Torba</b>	247	250	497
<b>Nation</b>	<b>5461</b>	<b>5888</b>	<b>11349</b>

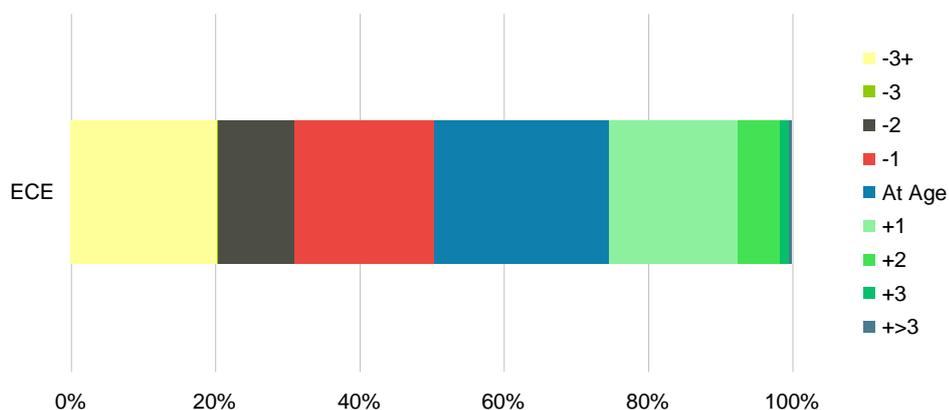
*Percentage of ECE Enrolments in Each Province, 2007.*



*ECE Enrolments by Age and Gender, 2007.*

Age	ECE		
	F	M	T
<b>0</b>	1097	1213	<b>2310</b>
<b>1</b>			<b>0</b>
<b>2</b>	5	4	<b>9</b>
<b>3</b>	610	592	<b>1202</b>
<b>4</b>	1081	1118	<b>2199</b>
<b>5</b>	<b>1341</b>	<b>1418</b>	<b>2759</b>
<b>6</b>	963	1064	<b>2027</b>
<b>7</b>	287	371	<b>658</b>
<b>8</b>	58	79	<b>137</b>
<b>9</b>	12	22	<b>34</b>
<b>10</b>	7	7	<b>14</b>
<b>Total</b>	<b>5461</b>	<b>5888</b>	<b>11349</b>

**Proportion of Overage and Underage Enrolments in ECE, 2007.**



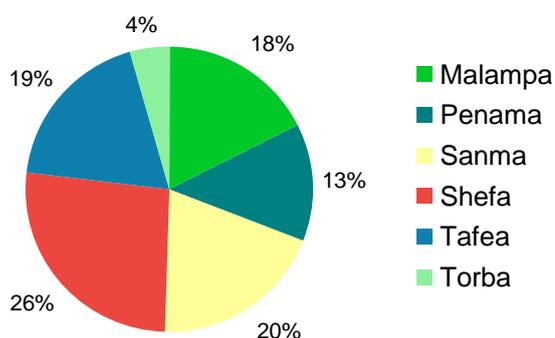
## Primary School

The following table shows the enrolments in Primary schools in 2007. The number of pupils enrolled who are of the official age for each level of Primary is highlighted.

**Total Primary Enrolments by Province, 2007.**

	F	M	T
Malampa	3138	3529	6667
Penama	2359	2623	4982
Sanma	3536	3966	7502
Shefa	4769	5171	9940
Tafea	3386	3759	7145
Torba	768	870	1638
<b>Nation</b>	<b>17956</b>	<b>19918</b>	<b>37874</b>

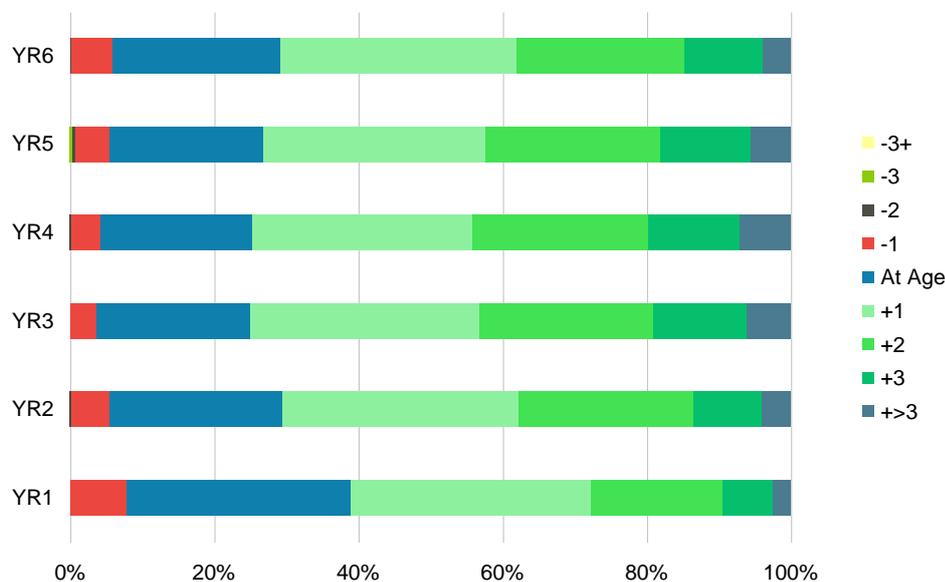
**Percentage of Primary Enrolments by Province, 2007.**



*Primary Enrolments by Age, Level and Gender, 2007.*

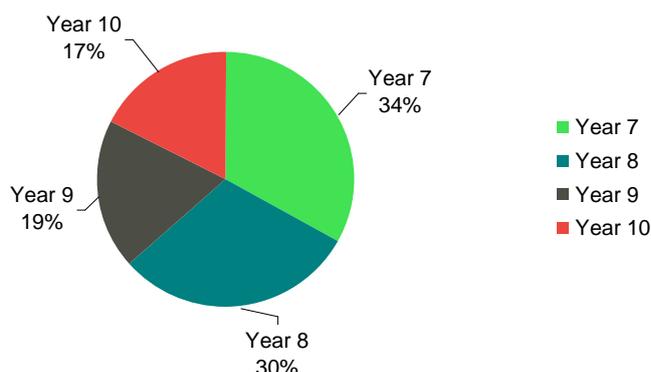
	YR1			YR2			YR3			YR4			YR5			YR6		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
5	345	299	644	7	5	12	0	0	0	0	0	0	0	0	0	0	0	0
6	1210	1330	2540	190	177	367	3	3	6	0	0	0	0	0	0	0	0	0
7	1297	1425	2722	830	853	1683	124	110	234	6	5	11	13	3	16	0	0	0
8	680	800	1480	1033	1253	2286	727	691	1418	131	122	253	11	16	27	0	0	0
9	236	338	574	793	888	1681	980	1121	2101	664	639	1303	130	111	241	5	5	10
10	50	81	131	290	375	665	758	836	1594	876	1004	1880	603	502	1105	142	134	276
11	19	20	39	53	109	162	347	499	846	689	810	1499	780	808	1588	610	518	1128
12	5	10	15	18	47	65	115	146	261	346	438	784	563	681	1244	762	818	1580
13	1	4	5	13	18	31	35	60	95	126	168	294	268	383	651	556	576	1132
14	0	0	0	3	6	9	15	18	33	44	44	88	89	118	207	225	294	519
15	0	0	0	0	4	4	6	4	10	10	19	29	23	31	54	52	87	139
16	0	0	0	1	0	1	4	1	5	13	4	17	3	3	6	17	24	41
17	0	0	0	0	0	0	0	0	0	1	2	3	2	5	7	2	5	7
18	0	0	0	0	0	0	0	1	1	4	1	5	2	7	9	0	1	1
<b>Total</b>	<b>3843</b>	<b>4307</b>	<b>8150</b>	<b>3231</b>	<b>3735</b>	<b>6966</b>	<b>3114</b>	<b>3490</b>	<b>6604</b>	<b>2910</b>	<b>3256</b>	<b>6166</b>	<b>2487</b>	<b>2668</b>	<b>5155</b>	<b>2371</b>	<b>2462</b>	<b>4833</b>

The table above show, the age range of pupils enrolled at each year level. The following chart illustrates the extent of underage and overage enrolment at each level of Primary School.

*Proportion of Overage and Underage Enrolments in Primary School, 2007.***Junior Secondary School***Total Junior Secondary Enrolments by year level, 2007.*

Junior/Sec	PS		SS		Total
	F	M	F	M	
Year 7	1036	1026	911	789	3762
Year 8	603	730	1182	1100	3615
Year 9	0	0	1120	1173	2293
Year 10	0	0	1027	1007	2034
<b>Total</b>	<b>1639</b>	<b>1756</b>	<b>4240</b>	<b>4069</b>	<b>11704</b>

**Percentage of Junior Secondary Enrolments by Year Level, 2007.**

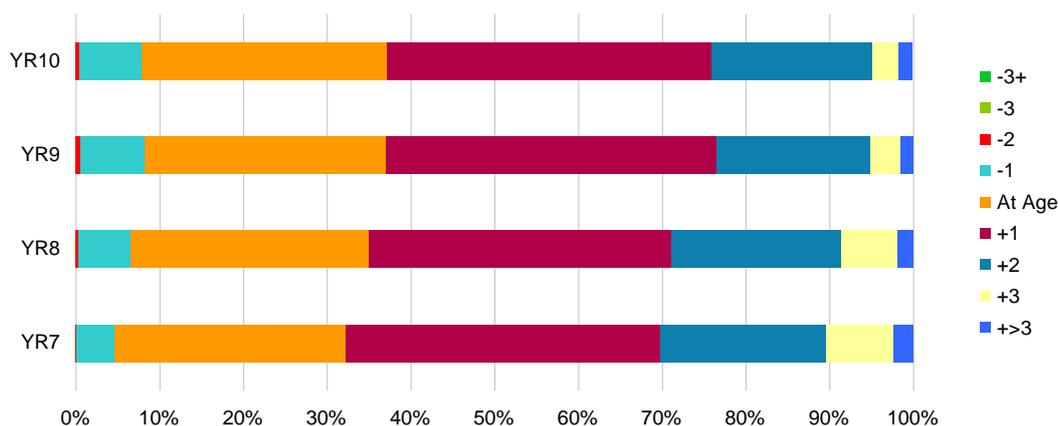


The following table provides detail enrolments in Junior Secondary schools in 2007. The number of pupils enrolled who are of the official age for each level of Junior Secondary is highlighted.

**Junior Secondary Enrolments by Age, Level and Gender, 2007.**

	YR7			YR8			YR9			YR10		
	F	M	T	F	M	T	F	M	T	F	M	T
7	0	1	1	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	1	0	1	0	0	0	0	0	0	0	0	0
10	2	2	4	0	0	0	0	0	0	0	0	0
11	107	65	172	8	5	13	0	0	0	0	0	0
12	556	483	1039	111	115	226	7	8	15	1	0	1
13	742	669	1411	560	467	1027	91	84	175	5	5	10
14	362	386	748	661	647	1308	331	331	662	74	75	149
15	141	159	300	305	430	735	459	444	903	322	276	598
16	32	41	73	113	126	239	179	244	423	396	391	787
17	3	8	11	21	31	52	39	42	81	187	203	390
18	1	0	1	3	6	9	9	14	23	29	36	65
19	0	0	0	1	2	3	5	1	6	12	15	27
20	0	1	1	2	0	2	0	2	2	1	2	3
21	0	0	0	0	1	1	0	2	2	0	2	2
22	0	0	0	0	0	0	0	1	1	0	2	2
<b>Total</b>	<b>1947</b>	<b>1815</b>	<b>3762</b>	<b>1785</b>	<b>1830</b>	<b>3615</b>	<b>1120</b>	<b>1173</b>	<b>2293</b>	<b>1027</b>	<b>1007</b>	<b>2034</b>

**Proportion of Overage and Underage Enrolments in Junior Secondary School, 2007.**

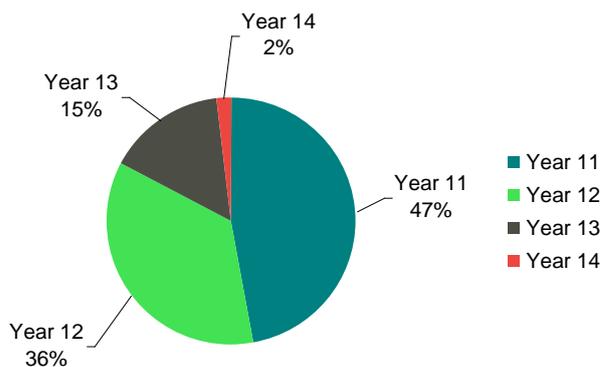


## Senior Secondary School

*Total Senior Secondary Enrolments by year level, 2007.*

Senior/Sec	SS		Total
	F	M	
Year 11	777	881	1658
Year 12	585	621	1206
Year 13	251	245	496
Year 14	31	37	68
<b>Total</b>	<b>1644</b>	<b>1784</b>	<b>3428</b>

*Percentage of Senior Secondary Enrolments in by Year Level, 2007.*

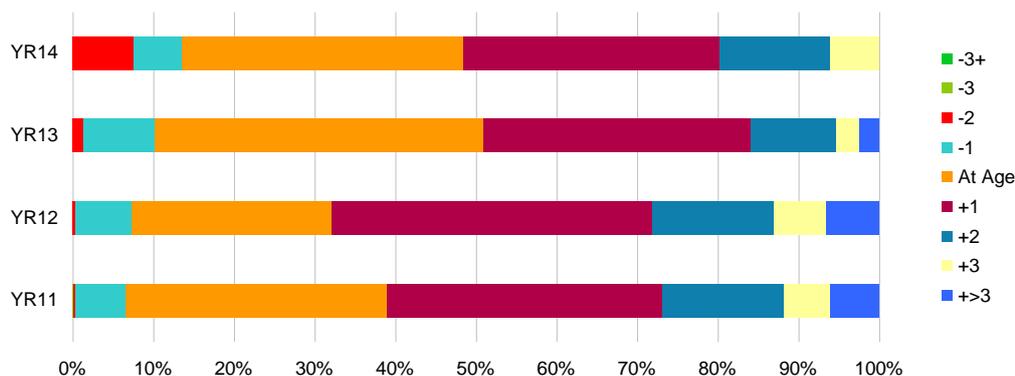


The following table provides detail enrolments in Senior Secondary schools in 2007. The number of pupils enrolled who are of the official age for each level of Senior Secondary is highlighted.

*Senior Secondary Enrolments by Age, Level and Gender, 2007.*

	YR11			YR12			YR13			YR14		
	F	M	T	F	M	T	F	M	T	F	M	T
12	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>
13	0	1	<b>1</b>	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>
14	5	1	<b>6</b>	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>
15	56	47	<b>103</b>	3	2	<b>5</b>	0	0	<b>0</b>	0	0	<b>0</b>
16	<b>266</b>	<b>271</b>	<b>537</b>	46	37	<b>83</b>	4	3	<b>7</b>	0	0	<b>0</b>
17	271	294	<b>565</b>	<b>151</b>	<b>149</b>	<b>300</b>	31	13	<b>44</b>	3	2	<b>5</b>
18	112	140	<b>252</b>	230	248	<b>478</b>	<b>104</b>	<b>98</b>	<b>202</b>	1	3	<b>4</b>
19	36	58	<b>94</b>	82	101	<b>183</b>	80	84	<b>164</b>	<b>13</b>	<b>10</b>	<b>23</b>
20	10	25	<b>35</b>	39	38	<b>77</b>	22	31	<b>53</b>	10	11	<b>21</b>
21	11	12	<b>23</b>	19	20	<b>39</b>	8	6	<b>14</b>	2	7	<b>9</b>
22	10	32	<b>42</b>	15	25	<b>40</b>	2	10	<b>12</b>	0	4	<b>4</b>
<b>Total</b>	<b>777</b>	<b>881</b>	<b>1658</b>	<b>585</b>	<b>620</b>	<b>1205</b>	<b>251</b>	<b>245</b>	<b>496</b>	<b>29</b>	<b>37</b>	<b>66</b>

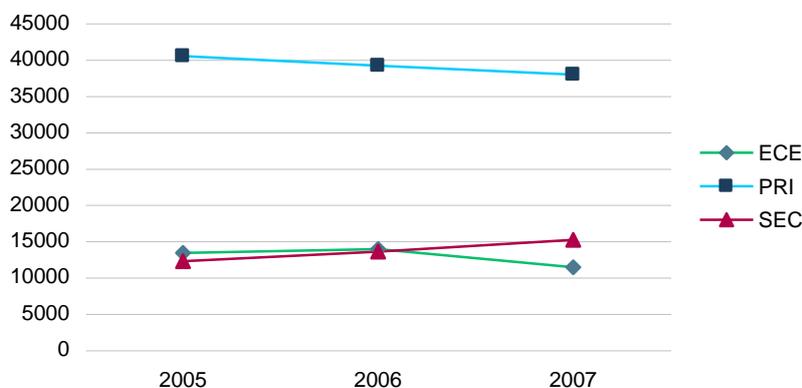
**Proportion of Overage and Underage Enrolments in Senior Secondary, 2007.**



**Enrolments by Sector and Percentage of Female Enrolments, 2005 - 2007.**

	2005		2006		2007	
	Total	%F	Total	% F	Total	% F
<b>ECE</b>	13346	48%	13895	48%	11349	48%
<b>PRI</b>	40447	48%	39138	48%	37874	47%
<b>SEC</b>	12201	49%	13502	49%	15132	50%
<b>Total</b>	<b>65994</b>	<b>48%</b>	<b>66535</b>	<b>48%</b>	<b>64355</b>	<b>48%</b>

**Chart of Trends in Enrolments by Sector 2005 - 2007.**



## Teachers

Note that the table below only shows the total number of teachers by medium of instruction; English, French, and vernacular. Quite a number of teachers also indicated to teach either in Bislama, Tannese, East Ambae and even Bilingual, are not captured in this table.

*Number of Teachers by Sector and Medium of Instruction, 2007*

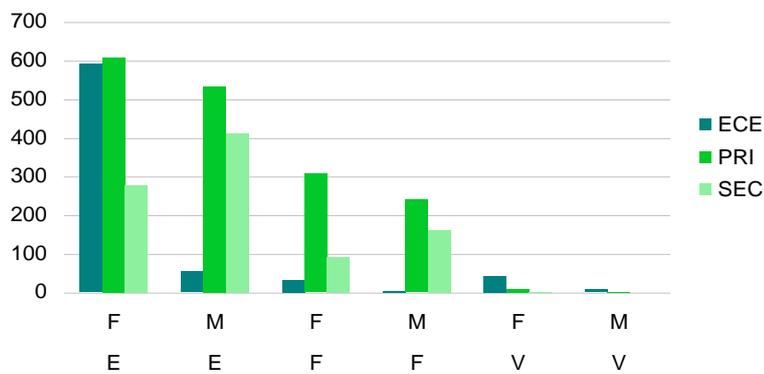
	E F	E M	F F	F M	V F	V M
<b>ECE</b>	591	53	31	3	42	7
<b>PRI</b>	607	532	307	239	9	1
<b>SEC</b>	276	411	91	160	1	0
<b>Total</b>	<b>1474</b>	<b>996</b>	<b>429</b>	<b>402</b>	<b>52</b>	<b>8</b>

E = English

F = French

V = Venacular

*Chart showing number of teachers by medium of instruction*



# Chapter Three: Vanuatu Education Sector Strategy

## Vision

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

## Mission

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

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

## Goals

Based on these vision and mission statements, 7 core goals for education sector expansion and development have been identified. The tables and charts that have been compiled in the following section help to illustrate recent trends and current status of several key indicators of achievement in respect of the VESS goals. Monitoring these indicators over time will enable MEYDT to monitor progress towards the achievement of VESS goals, and assess the impact of VESS programs on these highlighted areas for investment and reform.

### Goal One

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

#### Access to School and Universal Primary Completion

A starting point for the achievement of this goal is to ensure that all children in Vanuatu have access to school. The Ministry of Education monitors access to education using

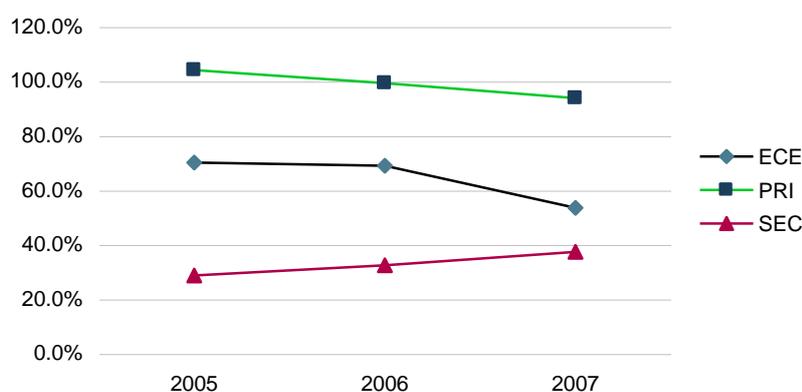
indicators such as Gross Enrolment Ratios (GER) and Net Enrolment Ratios (NER). GER and NER can be defined as follows:

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

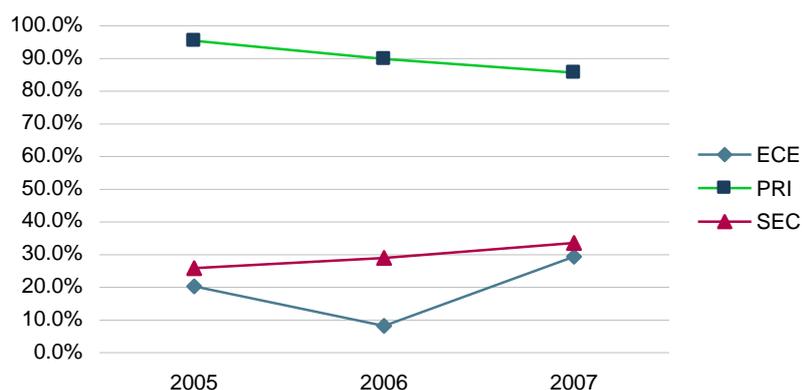
*NER: Total enrolment of pupils of the official age group for ECE, Primary or Secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.*

The following tables show the GER and NER over the past three years at the ECE, Primary, Junior Secondary and Senior Secondary education levels.

***Gross Enrolment Ratio (GER) Trend, 2005 - 2007 by Education Level.***



***Net Enrolment Ratio (NER) Trend, 2005 - 2007 by Education Level***



GER and NER can also be disaggregated by sex to the proportion of girls and boys who enrolled at school. Taking the GER and/or NER for girls and dividing it by the GER and/or NER for boys gives a Gender Parity Index (GPI).

A GPI can be used as an indicator of equality – for any given indicator if the ratio of results for girls to results for boys is equal to one, then perfect parity exists. If the GPI is greater than one, then the result for girls must be higher than for boys. In most case this indicates that girls are favoured or are in more positive position than boys for that scenario. If the GPI is less than one, then the results for boys must be higher than for girls. This would generally indicate that boys are favoured or in a more positive position than girls for that particular indicator or scenario.

The following tables show recent trends in the GER, NER and GPI at each level of education from 2005 to 2007.

*Early Childhood Education Gross and Net Enrolment Ratios by Gender, and Gender Parity Index 2005 - 2007. (Age 3-5)*

Early Childhood	GER				NER			
	M	F	T	GPI	M	F	T	GPI
2005	70.5	69.7	70.1	0.99	19.8	20.2	20.0	1.02
2006	69.9	67.9	68.9	0.97	7.8	8.1	7.9	1.04
2007	54.0	53.1	53.5	0.98	28.7	29.5	29.1	1.03

*Primary Gross and Net Enrolment Ratios by Gender, and Gender Parity Index 2005 - 2007. Year 1-6 (Age 6-12)*

PS	GER				NER			
	M	F	T	GPI	M	F	T	GPI
2005	105.0	103.1	104.1	0.98	95.6	94.5	95.1	0.99
2006	100.1	98.4	99.3	0.98	89.9	89.3	89.6	0.99
2007	95.0	92.5	93.8	0.97	86.2	84.5	85.4	0.98

*Junior Secondary Gross and Net Enrolment Ratios by Gender, and Gender Parity Index, 2005 - 2007. Year 7-10 (Age 13-16)*

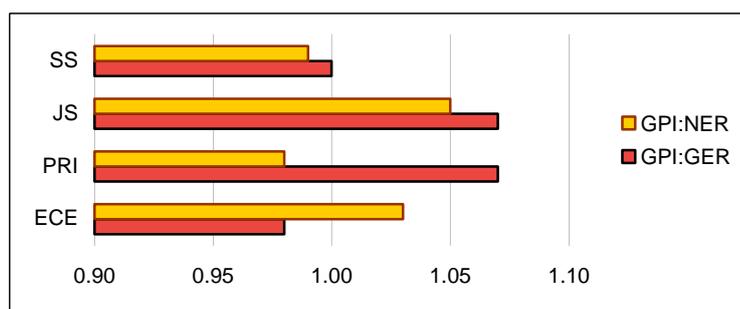
Junior Secondary	GER				NER			
	M	F	T	GPI	M	F	T	GPI
2005	42.2	43.7	42.9	1.04	37.1	38.0	37.5	1.02
2006	46.6	48.5	47.5	1.04	40.8	41.5	41.1	1.02
2007	51.6	55.1	53.3	1.07	45.5	47.7	46.6	1.05

*Senior Secondary Gross and Net Enrolment Ratios by Gender, and Gender Parity Index, 2005 - 2007. Year 11-14 (Age 17-20)*

Senior Secondary	GER				NER			
	M	F	T	GPI	M	F	T	GPI
2005	15.7	15.6	15.7	0.99	11.3	11.5	11.4	1.02
2006	15.8	15.9	15.8	1.01	11.4	11.8	11.6	1.03
2007	16.7	16.7	16.7	1.00	12.2	12.1	12.2	0.99

*Secondary, (Yr 7-14) Gross and Net Enrolment by Gender, and Gender Parity Index, 2005 - 2007. Year 7-14 (Age 13-20)*

Secondary	GER				NER			
	M	F	T	GPI	M	F	T	GPI
2005	28.4	29.1	28.7	1.02	25.4	25.9	25.6	1.02
2006	31.8	33.1	32.4	1.04	28.3	29.1	28.7	1.03
2007	36.2	38.6	37.4	1.06	32.4	34.2	33.3	1.05

**GER and NER Gender Parity Index by Education Level, 2007.**

A further useful indicator of access to education is the Gross and Net Intake rates into Primary School.

**Gross and Net Intake Rates into Primary School by Gender, 2005 - 2007.**

PRI	GIR				NIR			
	M	F	T	GPI	M	F	T	GPI
2005	120%	120%	120%	1.00	57%	58%	58%	1.03
2006	94%	92%	93%	0.98	31%	33%	32%	1.05
2007	98%	95%	96%	0.97	33%	31%	32%	0.95

Gross and Net Intake Rates measure the extent to which children are accessing the first year of Primary School.

*GIR: Total number of new entrants into Primary Year One expressed as a percentage of the total number of children who are of the official start age for Primary School.*

*NIR: Total number of new entrants into Primary Year One who are of the official age for Primary School, expressed as a percentage of total number of children who are of the official start age for Primary School.*

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

Monitoring pupil access to schooling, and their successful progression through the school system, is also done through repetition, promotion, drop out and survival rates. The following table summarises these rates by year level in 2006. These rates can only be known at the end of a school year, and so the 2007 report can not be produced until 2008.

*Repetition, Promotion, Drop Out and Cumulative Survival Rates by Year Level, 2006.*

2007	RepeatRate			PromotionRate			DropoutRate			Survival Rate (Yr1-14)		
	M	F	T	M	F	T	M	F	T	M	F	T
YR1	19.2%	18.5%	18.8%	72.3%	73.4%	72.8%	8.5%	8.1%	8.3%	100.0%	100.0%	100.0%
YR2	17.5%	13.5%	15.6%	80.4%	84.3%	82.2%	2.1%	2.2%	2.2%	86.7%	84.1%	85.5%
YR3	14.5%	13.1%	13.9%	79.2%	83.2%	81.1%	6.3%	3.6%	5.1%	81.0%	81.0%	81.0%
YR4	15.4%	11.3%	13.5%	73.8%	79.2%	76.3%	10.7%	9.6%	10.2%	75.6%	75.7%	75.7%
YR5	9.9%	7.4%	8.7%	84.5%	88.7%	86.6%	5.5%	3.9%	4.8%	61.9%	64.7%	63.3%
YR6	8.4%	6.9%	7.7%	71.7%	80.6%	76.1%	19.9%	12.4%	16.2%	57.2%	61.7%	59.3%
YR7	3.5%	2.0%	2.7%	99.2%	90.3%	94.6%	-2.6%	7.7%	2.7%	42.1%	50.7%	46.2%
YR8	2.2%	1.8%	2.0%	61.5%	60.8%	61.2%	36.3%	37.3%	36.8%	42.5%	46.4%	44.4%
YR9	4.1%	3.2%	3.7%	83.6%	89.5%	86.5%	12.3%	7.3%	9.9%	27.2%	29.1%	28.1%
YR10	3.1%	2.5%	2.8%	86.0%	74.8%	80.3%	10.9%	22.7%	16.9%	24.4%	26.7%	25.0%
YR11	1.7%	1.2%	1.4%	69.5%	74.3%	71.7%	28.8%	24.6%	26.8%	20.5%	20.2%	20.3%
YR12	1.4%	1.4%	1.4%	39.1%	42.9%	41.0%	59.4%	55.7%	57.6%	14.4%	15.2%	14.8%
YR13	0.8%	0.0%	0.4%	15.1%	12.4%	13.7%	84.1%	87.6%	85.9%	5.7%	6.5%	6.1%
YR14	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	0.9%	0.8%	0.8%

The rates shown in the table above are the main indicator of our progress towards achieving the goal of universal Primary completion. In 2006, the survival rate to year 6 was approximately 59%. In other words, currently only 59% of pupils progress to year 6 in primary education. After year 6 there is a significant decrease in the survival rate. Currently only 46.2% of pupils survive to start year 7. This indicates that many of those pupils who reach year 6 are not progressing to year 7.

The following table shows the GPI for repetition, promotion, drop out and cumulative survival rates by year level.

*GPI for Repetition, Promotion, Drop Out and Cumulative Survival Rates, by Year Level, 2006.*

GPI 2006	Repetition Rate	Promotion Rate	Dropout Rate	Survival Rate
YR1	0.96%	1.01%	0.95%	100.00%
YR2	0.77%	1.04%	1.02%	0.97%
YR3	0.91%	1.05%	0.57%	1.00%
YR4	0.73%	1.07%	0.88%	1.00%
YR5	0.74%	1.04%	0.70%	1.04%
YR6	0.82%	1.12%	0.62%	1.07%
YR7	0.58%	0.91%	-2.91%	1.20%
YR8	0.85%	0.98%	1.02%	1.09%
YR9	0.79%	1.06%	0.59%	1.06%
YR10	0.82%	0.86%	2.07%	1.09%
YR11	0.68%	1.06%	0.85%	0.98%
YR12	0.94%	1.09%	0.93%	1.05%
YR13	0.00%	0.81%	1.04%	1.14%
YR14			1.00%	0.88%

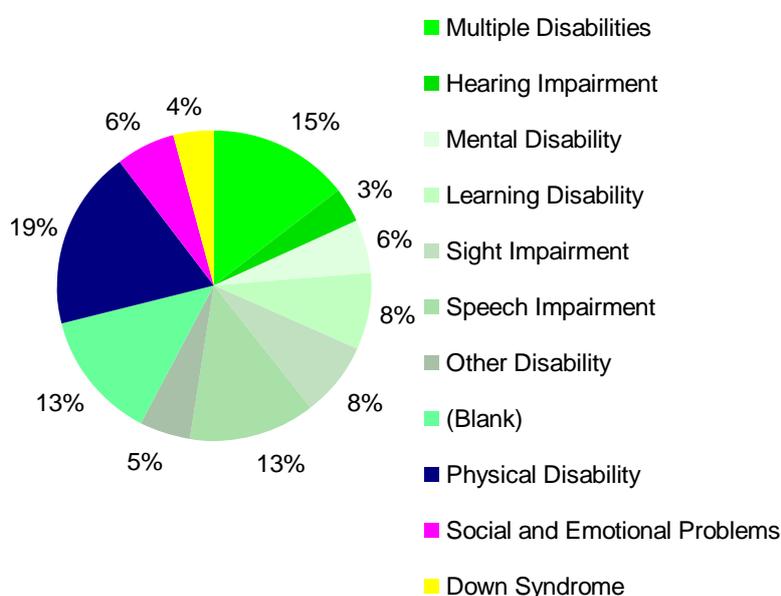
Access and equity in school are key cross cutting issues therefore inclusive education programs are being developed to ensure pupils with disabilities are able to access education. The following tables show the number of pupils with disabilities who are in school.

The following tables below shows the number of pupil enrolled, by disability type, gender and by sector.

*Number of ECE pupil with a disability who are enrolled in school, by Gender, 2007*

Disability	F	M	Grand Total
Multiple Disabilities	10	15	25
Hearing Impairment	3	3	6
Mental Disability	6	4	10
Learning Disability	8	6	14
Sight Impairment	7	6	13
Speech Impairment	10	13	23
Other Disability	4	5	9
(Blank)	13	10	23
Physical Disability	11	21	32
Social and Emotional Problems	6	5	11
Down Syndrome	5	2	7
<b>Grand Total</b>	<b>83</b>	<b>90</b>	<b>173</b>

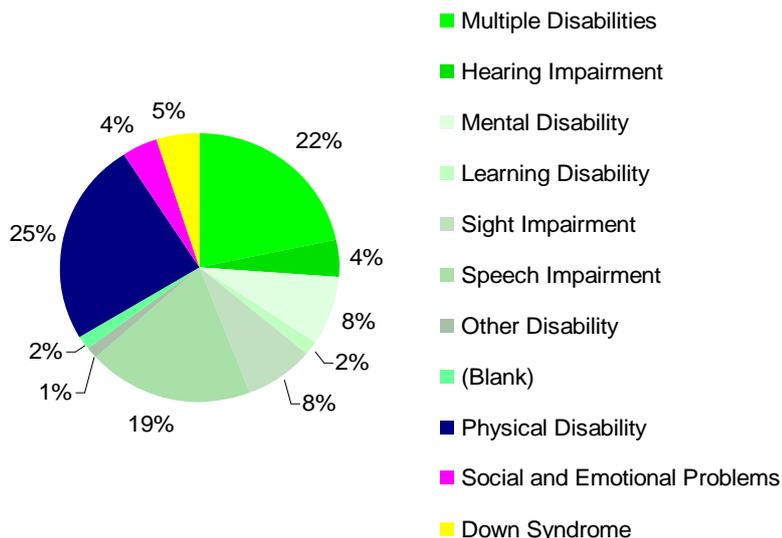
*Percentage of ECE disability type, 2007*



*Number of PS pupil with a disability who are enrolled in school, by Gender, 2007*

Disability	F	M	Grand Total
Multiple Disabilities	25	39	64
Hearing Impairment	8	5	13
Mental Disability	14	10	24
Learning Disability	0	5	5
Sight Impairment	10	14	24
Speech Impairment	25	31	56
Other Disability	3	1	4
(Blank)	1	4	5
Physical Disability	32	40	72
Social and Emotional Problems	4	8	12
Down Syndrome	6	9	15
<b>Grand Total</b>	<b>128</b>	<b>166</b>	<b>294</b>

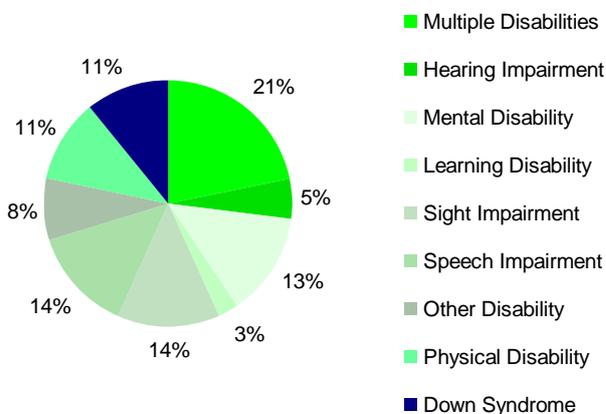
**Percentage of PS disability type, 2007**



**Number of SS pupil with a disability who are enrolled in school, by Gender, 2007**

Disability	F	M	Grand Total
Multiple Disabilities	3	5	8
Hearing Impairment	2	0	2
Mental Disability	3	2	5
Learning Disability	0	1	1
Sight Impairment	2	3	5
Speech Impairment	1	4	5
Other Disability	2	1	3
Physical Disability	0	4	4
Down Syndrome	3	1	4
<b>Grand Total</b>	<b>16</b>	<b>21</b>	<b>37</b>

**Number of SS pupil with a disability who are enrolled in school, by Gender, 2007**



## National Pre-School Curriculum and Training Program

The table below gives a proxy indication of the extend of coverage by ECE programmes measured by the number of new intakes in year 1 primary schools who have attended pre-school

*Percentage of Year One Students who have attended ECE, by Gender and by Province.*

	F	M	T	GPI
<b>Malampa</b>	63%	62%	62%	1.02
<b>Penama</b>	54%	62%	58%	0.88
<b>Sanma</b>	70%	74%	72%	0.95
<b>Shefa</b>	41%	41%	41%	1.00
<b>Tafea</b>	57%	74%	66%	0.77
<b>Torba</b>	96%	69%	82%	1.38
<b>Nation</b>	<b>63.5</b>	<b>63.6</b>	<b>63.5</b>	<b>1.00</b>

## Goal Two

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

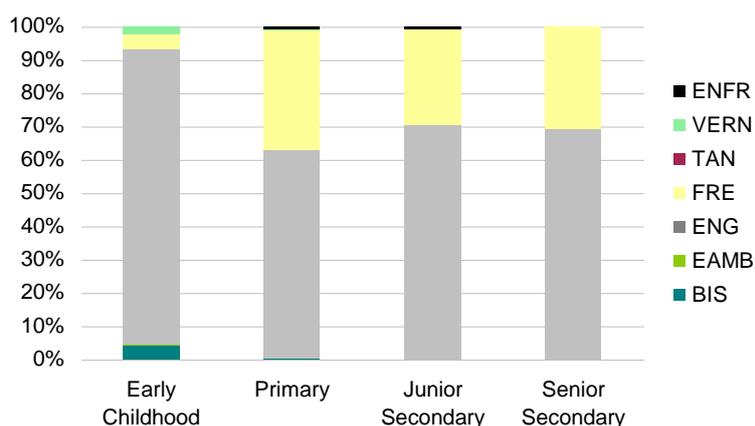
Bi-lingual schooling is available at all levels in the Vanuatu education system. Expanding and improving bi-lingual education is a core goal of the VESS. The following tables and charts illustrate the current scope of bi-lingual education in Vanuatu.

*Enrolments by Education Level and Medium of Instruction, 2007.*

	BIS	EAMB	ENG	FRE	TAN	VERN	ENFR	Total
<b>Early Childhood</b>	486	8	10082	496	13	264		11349
<b>Primary</b>	30		23830	13555	84	30	345	37874
<b>Junior Secondary</b>			8265	3338	8		93	11704
<b>Senior Secondary</b>			2372	1056				3428
<b>Total</b>	<b>516</b>	<b>8</b>	<b>44549</b>	<b>18445</b>	<b>105</b>	<b>294</b>	<b>438</b>	<b>64355</b>

<b>BIS: Bislama</b>	<b>TAN: Tannese</b>
<b>ENG: English</b>	<b>VERN: Vernacular</b>
<b>FRE: French</b>	<b>ENFR: Billigual</b>

**Proportion of Pupils Studying in English, French and Vernacular Languages at Each Education Level, 2007.**



The majority of pupils in Vanuatu attend Anglophone schools. Anglophone students study French as compulsory subject from junior secondary and vis versa for Francophone students.

**Parential Contributions**

**Average Total Annual Funds Received at Anglophone and Francophone Primary and Secondary Schools, 2007.**

2007	PS		SS	
	E	F	E	F
Boarding	13,985	3,621	115,063	443,588
Cash	199,495	119,337	4,504,672	5,685,197
Caustion	2,674	1,462	21,375	84,938
Insurance	2,738	2,449	4,836	57,710
Materials	3,284	3,407	554	7,609
Meals	4,330	3,225	3,473	278,580
Noncash	3,451	3,957	94,134	161,566
Other1	6,705	6,694	6,727	12,260
Other2	1,688	183	14,272	10,820
PCont	172,353	91,859	69,080	1,462,408
Stationery	5,518	2,245	19,198	10,920
Texts	368	224	536	0
Tuition	16,721	4,783	384,503	562,034
Uniform	4,890	1,051	511	168
<b>Total</b>	<b>VUV 438,200</b>	<b>VUV 244,497</b>	<b>VUV 5,238,934</b>	<b>VUV 8,777,798</b>

In the table above, the total reported parent contributions received by Anglophone and Francophone schools have been divided by the total number of schools of each type and instruction medium to obtain an average. The table indicates that on average Anglophone Primary Schools collect greater contributions from parents than do Francophone Primary Schools.

## Goal Three

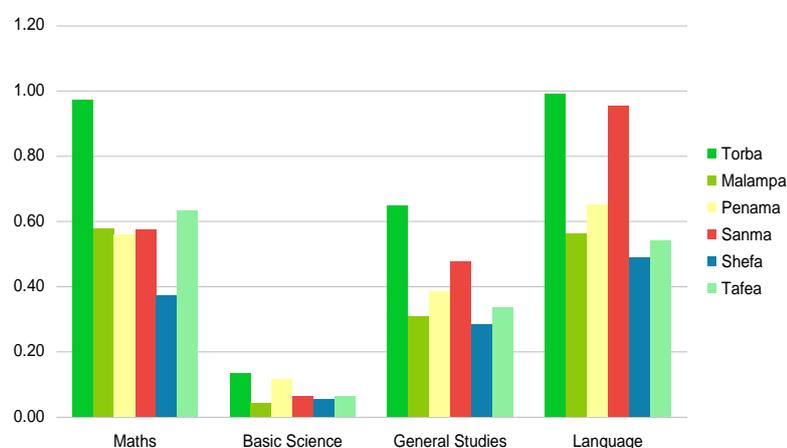
***Goal 3: Provide more relevant and accessible curriculum, materials and assessment systems.***

The quality or relevance of curriculum, materials and assessment systems is a priority under VESS. In addition, ensuring that schools are provided with sufficient quantities of curriculum resources is an important part of achieving this goal. The following table and chart show the current Pupil-to-Textbook ratios by core subject area in Primary Schools around Vanuatu.

***Primary School Pupil-to-Textbook Ratios by Core Subject Area, 2007.***

	Maths	Basic Science	General Studies	Language
<b>Torba</b>	0.97	0.13	0.65	0.99
<b>Malampa</b>	0.58	0.04	0.31	0.56
<b>Penama</b>	0.56	0.12	0.38	0.65
<b>Sanma</b>	0.57	0.06	0.48	0.95
<b>Shefa</b>	0.37	0.05	0.28	0.49
<b>Tafea</b>	0.63	0.06	0.34	0.54
<b>Vanuatu</b>	<b>0.55</b>	<b>0.07</b>	<b>0.36</b>	<b>0.65</b>

***Chart of Primary Pupil-to-Textbook Ratios by Core Subject Area, 2007.***



## Goal Four

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

The contribution that teachers make each year to the society, by educating and caring for our children, is important. Training and supporting teachers in this important role is a main priority of the VESS. The following series of tables and charts show the key indicators being used to monitor teaching conditions and the support being given to teachers at each level of the education system.

*Number of teachers in each sector, by Gender and Province, 2007*

2007	ECE	ECE	PS	PS	SS	SS	Total
	F	M	F	M	F	M	
Malampa	141	3	174	181	34	84	617
Penama	58	6	160	131	51	76	482
Sanma	213	18	230	183	55	106	805
Shefa	99	6	266	163	107	139	780
Tafea	115	15	140	181	23	48	522
Torba	38	14	49	45	2	8	156
<b>Total</b>	<b>664</b>	<b>62</b>	<b>1019</b>	<b>884</b>	<b>272</b>	<b>461</b>	<b>3362</b>

The above table shows the total number of male and female teachers in each sector by Gender, by Province. For example, out of the total 664 female ECE teacher, 141 were teaching in Malampa. Note that the total number of teacher is less by 1 in the above table, because the gender identity of one teacher has not been specified.

The table below shows the above table in percentage. For example, out of the total female PS teachers of 884, 17 % of them are teaching in Malampa Primary schools.

*Percentage of teachers in each sector, by Gender, Province, 2007*

2007	ECE	ECE	PS	PS	SS	SS
	F	M	F	M	F	M
Malampa	21%	5%	17%	20%	13%	18%
Penama	9%	10%	16%	15%	19%	16%
Sanma	32%	29%	23%	21%	20%	23%
Shefa	15%	10%	26%	18%	39%	30%
Tafea	17%	24%	14%	20%	8%	10%
Torba	6%	23%	5%	5%	1%	2%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

*Number of teachers by medium of English and French, in Primary and Secondary, and by Province, 2007*

	PS	PS	SS	SS	Total
	ENG	FRE	ENG	FRE	
Malampa	230	126	54	64	474
Penama	224	67	98	29	418
Sanma	282	131	93	68	574
Shefa	317	112	221	25	675
Tafea	185	129	44	25	383
Torba	48	22	10	0	80
<b>Totals</b>	<b>1286</b>	<b>587</b>	<b>520</b>	<b>211</b>	<b>2604</b>

ENG: English  
FRE: French

The above table shows the number of teachers by the language of instruction, particularly in the Primary and the secondary sector, by Province. For example, in Torba Province, there are 48 primary school teachers who are anglophones and 22 who are francophones. Note that ECE teacher figures are not included, however in most cases, ECE teachers either uses vernacular or Bislama.

## Teaching Loads

Small class sizes means that teachers are teaching less than the required number of students in a classroom. The standard pupil to teacher ratio in Early Childhood Education is at 1:15, in Primary Schools is 1:30 and in Secondary Schools is at 1:25 meaning for example in ECE a standard number of pupils to best handle by one teacher is 15. The standard ratios outlined are those used by MOE for teacher posting to each school. The following tables and charts show Pupil Teacher Ratios in various configurations for each level of schooling.

### Early Childhood Education (ECE)

*Early Childhood Pupil to Teacher Ratio, Pupil to Certified Teacher Ratio, Pupil to Qualified Teacher Ratio by Province, 2007*

ECE	PupilTeacherRatio	PupilCertifiedRatio	PupilQualifiedRatio
<b>Malampa</b>	11	20	18
<b>Torba</b>	10	12	12
<b>Penama</b>	13	19	19
<b>Shefa</b>	27	119	110
<b>Sanma</b>	14	29	28
<b>Tafea</b>	19	64	64
<b>National Ratio</b>	<b>16</b>	<b>34</b>	<b>32</b>

The table above shows the ECE pupil teacher ratio, pupil certified ratio and pupil qualified ratio, by Province. For example in Sanma, the overall ECE pupil teacher ratio is 1:14, the pupil certified teacher ratio is 1:29, and the pupil qualified teacher ratio is 1:28.

### Primary School (PS)

*Primary School Pupil to Teacher Ratio, Pupil to Certified Teacher Ratio, Pupil to Qualified Teacher Ratio by Province, 2007*

PS	PupilTeacherRatio	PupilCertifiedRatio	PupilQualifiedRatio
<b>Malampa</b>	22	55	47
<b>Torba</b>	26	86	79
<b>Penama</b>	21	68	55
<b>Shefa</b>	27	56	50
<b>Sanma</b>	21	45	40
<b>Tafea</b>	23	40	37
<b>National Ratio</b>	<b>23</b>	<b>52</b>	<b>46</b>

The above table shows the PS pupil teacher ratio, pupil certified teacher ratio and the pupil qualified teacher ratio, by Province. For example in PENAMA, the PS pupil teacher ratio is 1:19, the pupil certified teacher ratio is 1:40, and the pupil qualified teacher ratio is 1:32.

### Secondary School (SS)

*Secondary School Pupil to Teacher Ratio, Pupil to Certified Teacher Ratio, Pupil to Qualified Teacher Ratio by Province, 2007*

SS	PupilTeacherRatio	PupilCertifiedRatio	PupilQualifiedRatio
Malampa	13	21	21
Torba	10	13	11
Penama	16	34	27
Shefa	21	32	30
Sanma	13	18	15
Tafea	18	35	30
<b>National Ratio</b>	<b>16</b>	<b>27</b>	<b>23</b>

The table shows the SS pupil teacher ratio, pupil certified ratio and the pupil qualified ratio, by Province. For example in SHEFA, SS pupil teacher ratio is 1:19, pupil certified teacher ratio is 1:30, and pupil qualified teacher ratio is 1:28. The total at the bottom of the table shows national average ratios.

*Pupil Teacher Ratio by Authority in each Province, 2007*

	G	N	U	V	R
Malampa	19	9	10	19	13
Torba	3	4	10	19	11
Penama	18	14	8	18	32
Shefa	25	21	18	24	46
Sanma	20	12	11	19	21
Tafea	25	15	12	22	37

<b>G</b>	Church (Government Assisted)
<b>N</b>	Church (Not Government Assisted)
<b>U</b>	Community
<b>V</b>	Government of Vanuatu
<b>R</b>	Private

The above table shows the overall pupil teacher ratio for each authority type, by province. Note that the community schools have the lowest Pupil Teacher Ratios in all provinces except for Shefa.

*ECE Pupil Teacher Ratio, Pupil Certified Ratio and Pupil Qualified Ratio, by Authority type, 2007*

ECE	PupilTeacherRatio	PupilCertifiedRatio	PupilQualifiedRatio
Church (Government Assisted)	16	35	31
Church (Not Government Assisted)	14	52	43
Community	11	23	22
Government of Vanuatu	14	25	25
Private	28	63	62
<b>National Ratio</b>	<b>16</b>	<b>34</b>	<b>32</b>

*PS Pupil Teacher Ratio, Pupil Certified Ratio, and Pupil Qualified Ratio, by Authority type, 2007*

PS	PupilTeacherRatio	PupilCertifiedRatio	PupilQualifiedRatio
Church (Government Assisted)	25	53	49
Church (Not Government Assisted)	17	50	37
Community	31	92	51
Government of Vanuatu	22	40	36
Private	31	89	59
<b>National Ratio</b>	<b>23</b>	<b>43</b>	<b>38</b>

*SS Pupil Teacher Ratio, Pupil Certified Ratio, and Pupil Qualified Ratio, by Authority type, 2007*

SS	PupilTeacherRatio	PupilCertifiedRatio	PupilQualifiedRatio
Church (Government Assisted)	15	28	24
Church (Not Government Assisted)	13	23	20
Community	14	110	28
Government of Vanuatu	16	23	21
Private	31	64	37
<b>National Ratio</b>	<b>16</b>	<b>26</b>	<b>23</b>

## Teacher Training and Qualifications

Various programs are currently in place to train teachers. For monitoring purposes it is useful to distinguish between Qualified and Certified teachers, as follows:

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

*Certified: A certified teacher has undertaken teacher training as their post school qualification.*

Based on this distinction, teacher training standards have been defined for each sector of education, to help with identifying qualified and certified staff, and preparing in-service training programs.

For ECEs, the minimum required academic qualification to become a teacher is completion of the Pacific Senior Secondary Certificate (PSSC). An ECE teacher who has completed studies at this level or higher is considered 'qualified' to teach a pre-school class. In order to become a 'certified' ECE teacher, however, teachers need to have also completed ECE teacher training, such as an Early Childhood Teaching Certificate.

At the Primary School level once again the minimum required academic qualification for becoming a teacher is completion of the PSSC. In order to be considered a certified teacher, a Primary School Teaching Certificate is required.

At the Secondary School level the minimum required academic qualification for becoming a teacher is a post-secondary qualification of at least 2 years in length. Once again a formal teaching qualification is required in order to become a certified teacher at this level.

The following tables and graphs below shows the total of teachers, numbers not qualified (N) and numbers qualified (Y) in each sector, by Province. These tables include teachers who are paid by the Government, as well as teachers who are recruited and paid by Education Authorities and communities. Later tables focus solely on those teachers whose salaries are paid by the Government of Vanuatu.

Note that the number of teachers qualified and teachers certified may overlap. This is because most teachers that are qualified are also certified and vice versa.

## Qualified Teachers

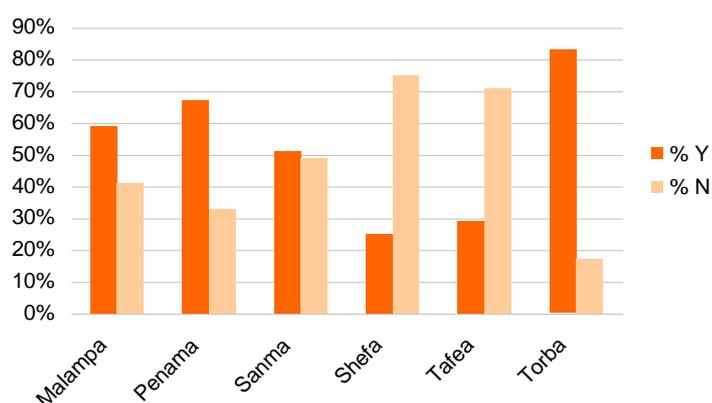
The 'N' value represented teacher data that are not qualified and the 'Y' value indicates the number of teachers that are qualified.

### *Early Childhood Education (ECE)*

*Total number of ECE Teachers, numbers not qualified, and numbers qualified, by Province, 2007*

ECE	N	Y	Total
Malampa	59	85	144
Penama	21	43	64
Sanma	114	117	231
Shefa	79	26	105
Tafea	92	38	130
Torba	9	43	52
<b>Total</b>	<b>374</b>	<b>352</b>	<b>726</b>

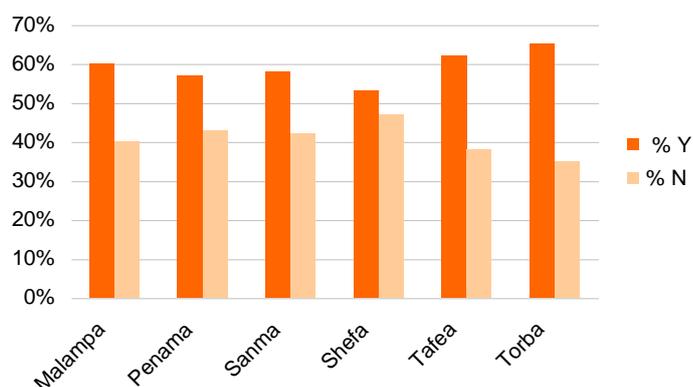
*Percentage of qualified and not qualified ECE teacher, by Province, 2007*



### *Primary School (PS)*

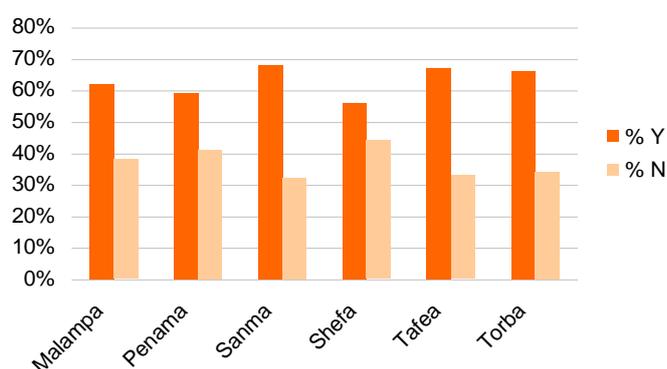
*Total number of PS Teachers, numbers not qualified, numbers qualified, by Province, 2007*

PS	N	Y	Total
Malampa	143	213	356
Penama	126	165	291
Sanma	175	238	413
Shefa	200	229	429
Tafea	121	200	321
Torba	33	61	94
<b>Total</b>	<b>798</b>	<b>1106</b>	<b>1904</b>

*Percentage of qualified and not qualified PS teacher by province, 2007**Total number of government PS teachers, numbers qualified, number not qualified, by Province, 2007*

PS	N	Y	Total
Malampa	95	156	251
Penama	99	141	240
Sanma	79	169	248
Shefa	153	197	350
Tafea	82	168	250
Torba	30	58	88
<b>Total</b>	<b>538</b>	<b>889</b>	<b>1427</b>

The above table shows the total number of primary government teachers, numbers qualified, numbers not qualified, by province.

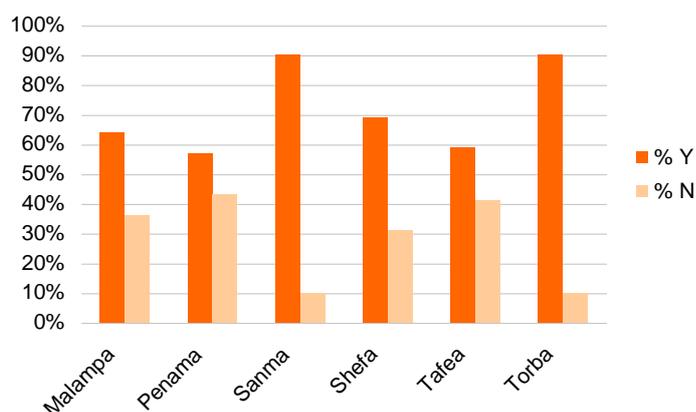
*Percentage of qualified and not qualified Government PS teachers by Province, 2007*

### *Secondary School (SS)*

*Total number of SS Teachers, numbers not qualified, numbers qualified, by Province, 2007*

SS	N	Y	Total
Malampa	42	76	118
Penama	54	73	127
Sanma	16	145	161
Shefa	77	169	246
Tafea	29	42	71
Torba	1	9	10
<b>Total</b>	<b>219</b>	<b>514</b>	<b>733</b>

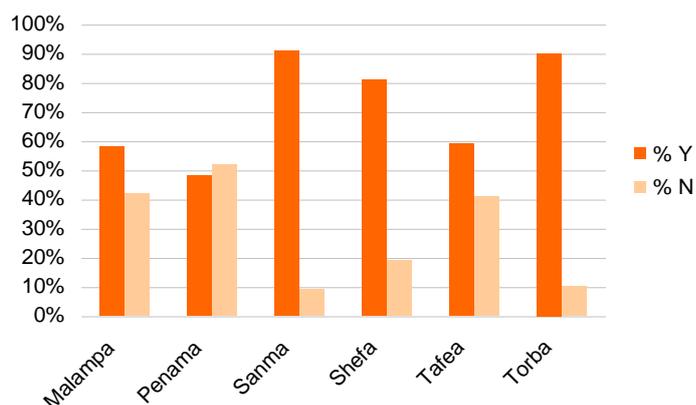
*Percentage of qualified and not qualified SS teacher by Province, 2007*



*Number of government teachers, numbers qualified (Y), numbers not qualified (N), by Province, 2007*

SS	N	Y	Total
Malampa	33	46	79
Penama	14	13	27
Sanma	8	80	88
Shefa	31	129	160
Tafea	22	32	54
Torba	1	9	10
<b>Total</b>	<b>109</b>	<b>309</b>	<b>418</b>

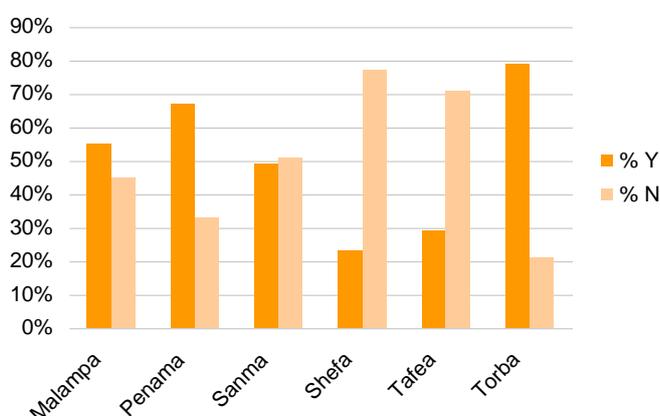
The above table shows the total number of government SS teachers, numbers qualified and numbers not qualified, by Province.

**Percentage of qualified and not qualified SS government teachers by Province, 2007****Certified Teachers**

The following tables and graphs below shows the total of teachers, numbers not certified (N) and numbers certified (Y) in each sector, by Province. These tables include teachers who are employed by the Government, and other non- Government Education Authorities.

**Early Childhood Education (ECE)****Total ECE Teachers, numbers not certified, numbers certified, by province, 2007**

ECE	N	Y	Total
Malampa	65	79	144
Penama	21	43	64
Sanma	118	113	231
Shefa	81	24	105
Tafea	92	38	130
Torba	11	41	52
<b>Total</b>	<b>388</b>	<b>338</b>	<b>726</b>

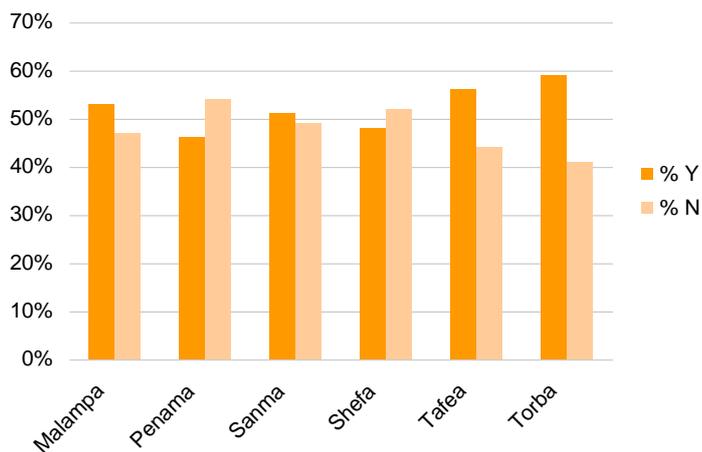
**Percentage of certified and not certified ECE teachers, by province, 2007**

**Primary School (PS)**

*Total PS Teachers, numbers not certified, numbers certified, by Province, 2007*

PS	N	Y	Total
Malampa	169	187	356
Penama	157	134	291
Sanma	202	211	413
Shefa	223	206	429
Tafea	140	181	321
Torba	39	55	94
<b>Total</b>	<b>930</b>	<b>974</b>	<b>1904</b>

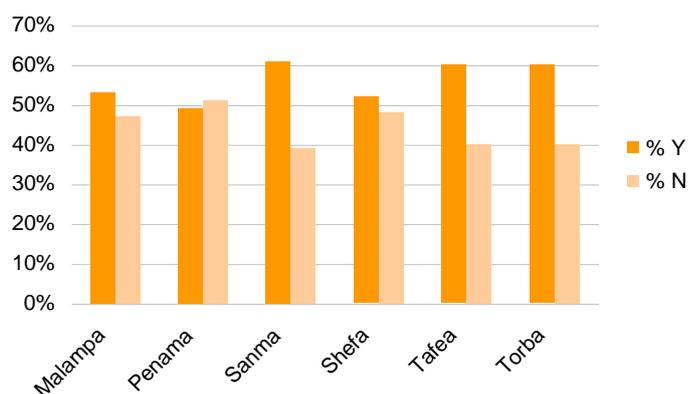
*Percentage of certified and not certified PS teachers, by province, 2007*



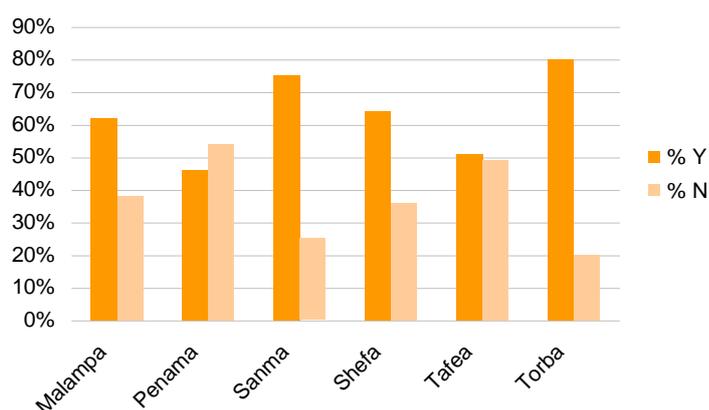
*Total Primary government teachers, numbers not certified, numbers certified, by Province, 2007*

PS	N	Y	Total
Malampa	117	134	251
Penama	123	117	240
Sanma	96	152	248
Shefa	169	181	350
Tafea	101	149	250
Torba	35	53	88
<b>Total</b>	<b>641</b>	<b>786</b>	<b>1427</b>

The above table shows the total number of primary government teachers, numbers not certified and numbers certified.

*Percentage of certified and not certified, government PS teachers, by Province, 2007**Secondary School (SS)**Total SS Teachers, numbers not certified, numbers certified, by Province, 2007*

SS	N	Y	Total
Malampa	45	73	118
Penama	68	59	127
Sanma	41	120	161
Shefa	89	157	246
Tafea	35	36	71
Torba	2	8	10
<b>Total</b>	<b>280</b>	<b>453</b>	<b>733</b>

*Percentage of certified and not certified SS teachers, by Province, 2007*

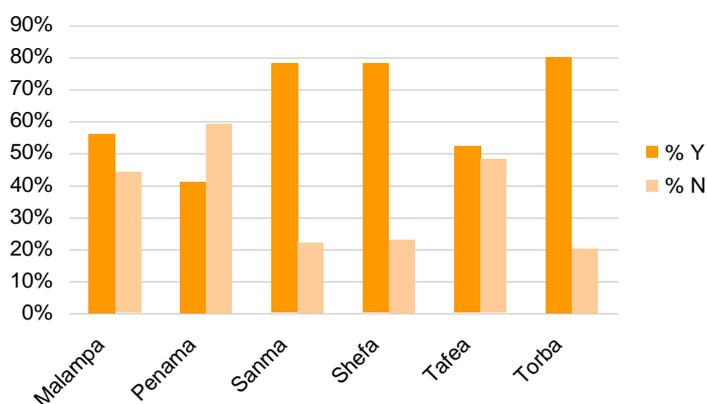
The table below only shows the total number of secondary government teachers, numbers certified, numbers not certified, by Province.

*Number of Secondary government teachers, numbers certified (Y), and numbers not certified (N), by Province, 2007*

SS	N	Y	Total
Malampa	35	44	79
Penama	16	11	27
Sanma	19	69	88
Shefa	36	124	160
Tafea	26	28	54
Torba	2	8	10
<b>Total</b>	<b>134</b>	<b>284</b>	<b>418</b>

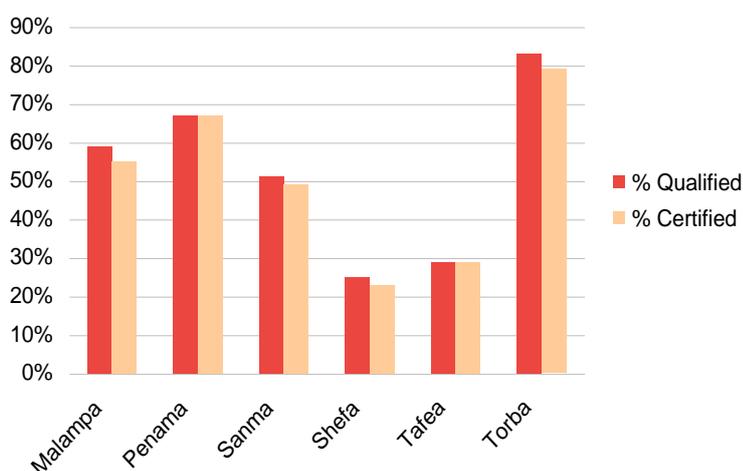
The pie chart below represents only the percentage of the certified government teachers in each Province.

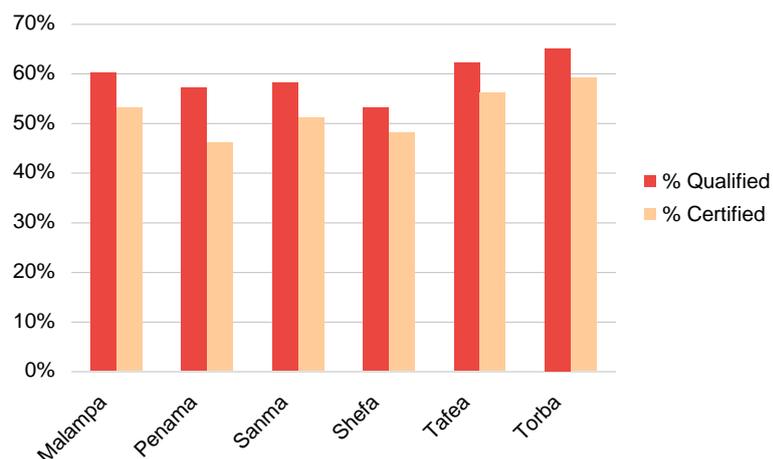
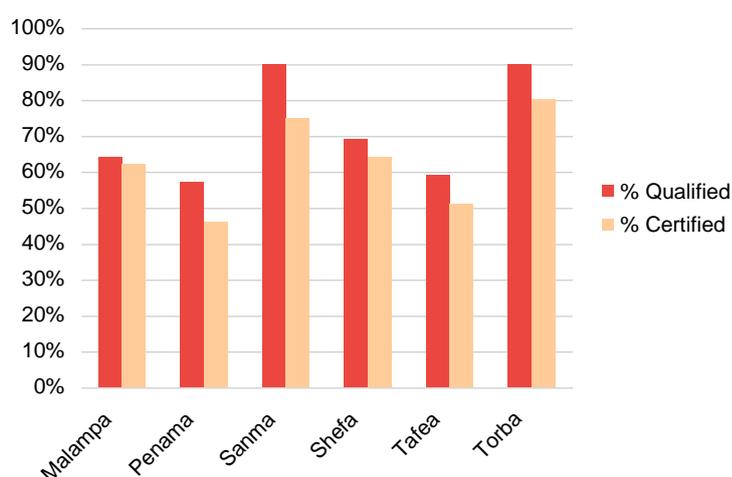
*Percentage of certified and not certified Government SS teachers, by Province, 2007*



Note that the following graph shows the overall percentage of teachers, regardless of their authority type, that are qualified and certified in each sector and by province.

*Overall percentage of ECE qualified and certified teachers, by Province, 2007*



**Overall percentage of PS qualified and certified teachers, by Province, 2007****Overall percentage of SS qualified and certified teachers, by Province, 2007****In-service Training**

There are quite a number of teachers that are out in the field whether trained or untrained, still have access to in-service teacher training.

**Number of teachers who have had In-service Training within the last five years by Sector and Province, 2007**

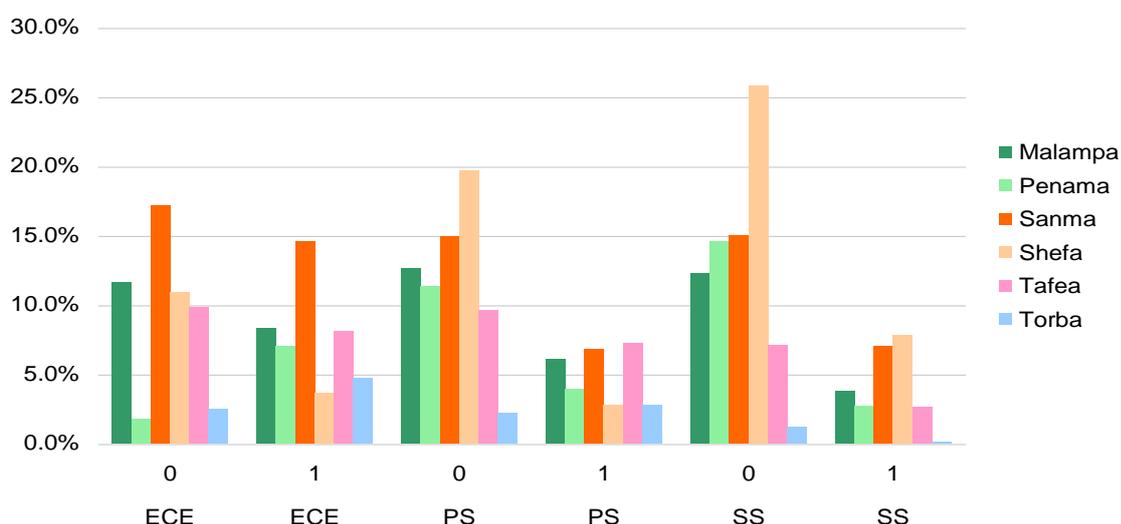
	ECE 0	ECE 1	PS 0	PS 1	SS 0	SS 1	Total
Malampa	84	60	240	116	90	28	618
Penama	13	51	216	75	107	20	482
Sanma	125	106	284	129	110	51	805
Shefa	79	26	375	54	189	57	780
Tafea	71	59	183	138	52	19	522
Torba	18	34	41	53	9	1	156
<b>Total</b>	<b>390</b>	<b>336</b>	<b>1339</b>	<b>565</b>	<b>557</b>	<b>176</b>	<b>3363</b>

**0** No Training at all  
**1** Had Training

The previous table shows the total of number teachers who have had In-service training in the past five years, by sector and Province. The '0' value represent teachers with no in-service training and the '1' value indicated teachers with in-service teacher training. Note that the number of teachers who have not received any in-service training for the last five years is quite large across all sectors and Provinces.

The graph below shows the percentage of teachers who have had in-service training (1) in the last 5 years and those that have not had any (0). The graph shows the percentage by each sector across all Provinces.

*Percentage of teacher who have had in-service training in the last 5 years, by sector, by Province, 2007*



### Staff Facilities

Supporting teachers means ensuring they have the space and resources they need to carry out their roles. One way in which the Ministry of Education is monitoring this kind of support is through data collection about staff rooms and teacher housing.

*Number of Schools with a Staff Room by Building Materials Type and School Type, 2007.*

2007	ECE		PS		SS	
	No.	% of Total	No.	% of Total	No.	% of Total
Traditional	0		9	9%	1	2%
Semi-permanent	0		21	21%	7	12%
Permanent	0		63	63%	48	84%
(blank)	0		7	7%	1	2%
<b>Total</b>	<b>0</b>	<b>0%</b>	<b>100</b>	<b>100%</b>	<b>57</b>	<b>100%</b>
<b>Total Schools</b>	<b>643</b>	<b>0.00%</b>	<b>437</b>	<b>22.88%</b>	<b>82</b>	<b>69.51%</b>

The following tables and charts show the quality and quantity of staff rooms and staff housing available for teachers in our schools. The table above suggests, no ECEs and few Primary Schools (22.88%) have staff rooms for their teachers. Of the Primary Schools that do have a staff room, however, 64% reported that their staff room is built from permanent materials. Nearly 70% of Secondary Schools report that they have a staff room and of these 84% are built from permanent materials.

*Number and Percentage of Schools with a Staff Room, by Condition of Building and School Type, 2007.*

2007	ECE		PS		SS	
	No.	% of Total	No.	% of Total	No.	% of Total
Good	0	0%	50	50%	35	61%
Fair	0	0%	33	33%	17	30%
Poor	0	0%	10	10%	4	7%
(blank)	0	0%	7	7%	1	2%
<b>Total</b>	<b>0</b>	<b>0%</b>	<b>100</b>	<b>100%</b>	<b>57</b>	<b>100%</b>
<b>Total Schools</b>	<b>643</b>	<b>0.00%</b>	<b>437</b>	<b>22.88%</b>	<b>82</b>	<b>69.51%</b>

Provided in School Census forms, School Heads are asked to report the condition of their staff room building. As the table above indicates, the majority of staff rooms (50% of Primary School staff rooms and 61% of Secondary School staff rooms) have been reported as being in 'good' condition. Note that it is likely that most schools have not filled in or completed this section of survey forms.

## Goal Five

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

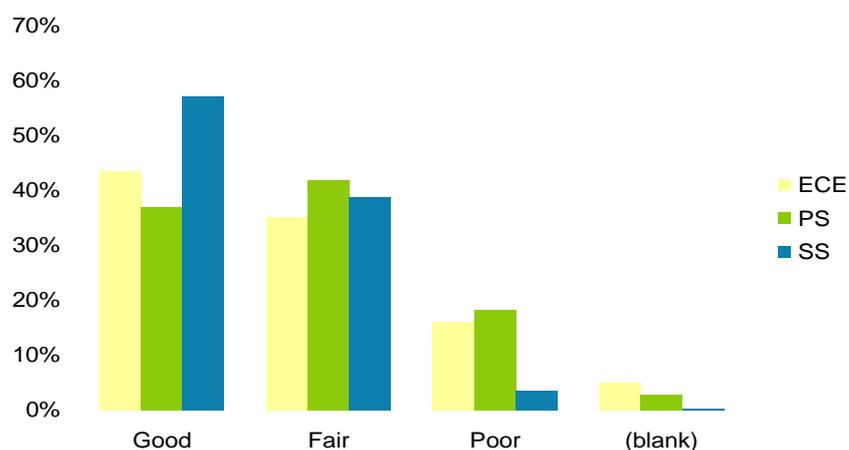
Minimum infrastructure standards are currently being developed for our schools. Once in place these standards will be used to monitor existing facilities, and plan and budget for maintenance as required. The following tables and charts give a preliminary indication of the condition of key school facilities (classrooms, libraries, water source, electricity, communication source, toilet type etc.) in Vanuatu.

*Number and Percentage of Classrooms Made out of Permanent, Semi-permanent and Traditional Building Materials by Sector, 2007.*

2007	ECE		PS		SS	
	No.	% of Total	No.	% of Total	No.	% of Total
Traditional	297	63%	313	22%	3	1%
Semi-permanent	106	22%	354	25%	29	8%
Permanent	50	11%	752	52%	328	90%
(blank)	19	4%	25	2%	3	1%
<b>Total</b>	<b>472</b>	<b>100%</b>	<b>1444</b>	<b>100%</b>	<b>363</b>	<b>100%</b>

*Number and Percentage of Classrooms Reported to be in Good, Fair or Poor Condition, by Sector, 2007.*

2007	ECE		PS		SS	
	No.	% of Total	No.	% of Total	No.	% of Total
Good	206	44%	535	37%	208	57%
Fair	166	35%	606	42%	141	39%
Poor	76	16%	263	18%	13	4%
(blank)	24	5%	40	3%	1	0%
<b>Total</b>	<b>472</b>	<b>100%</b>	<b>1444</b>	<b>100%</b>	<b>363</b>	<b>100%</b>

*Percentage of classroom reported to be in Good, Fair or Poor Condition, by Sector, 2007**Number and Percentage of Primary and Secondary Schools that have a Library by Province, 2007.*

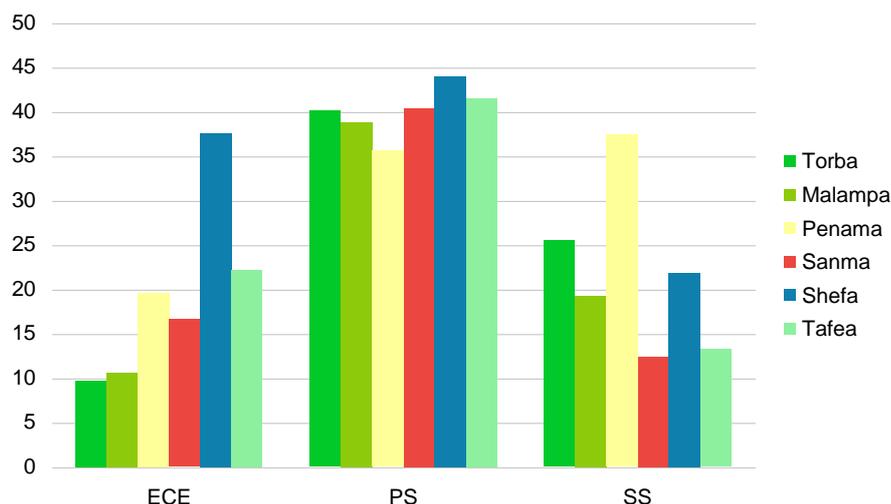
	No of PS	PS with Library	% with Library	No of SS	SS with library	% with Library
Malampa	90	27	30	17	9	53
Penama	65	24	37	12	11	92
Sanma	94	34	36	15	9	60
Shefa	80	46	58	23	15	65
Tafea	83	32	39	13	10	77
Torba	23	14	61	1	1	100
<b>Total</b>	<b>435</b>	<b>177</b>	<b>41</b>	<b>81</b>	<b>55</b>	<b>68</b>

*Number and Percentage of Schools with Access to a Reliable Water Supply, by Water Supply Type and School Type, 2007.*

2007	ECE		PS		SS	
	No.	% of ECEs	No.	% of PSs	No.	% of SSs
Piped	161	25%	204	47%	47	57%
Roof Tank	131	20%	236	54%	59	72%
Stream/River	86	13%	116	27%	17	21%
Well (drinkable)	76	12%	74	17%	21	26%
Well (non-drinkable)	32	5%	49	11%	21	26%

*Pupil to Toilet Ratios by School Type and Province, 2007.*

	ECE	PS	SS
Torba	10	40	26
Malampa	11	39	19
Penama	20	36	37
Sanma	17	40	12
Shefa	38	44	22
Tafea	22	41	13
<b>Vanuatu</b>	<b>18.37</b>	<b>40.42</b>	<b>19.01</b>

*Pupil to Toilet Ratios by School Type and Province, 2007.**Common Toilet Types in Vanuatu Schools, by School Type 2007.*

2007	ECE		PS		SS	
	No.	% of Total	No.	% of Total	No.	% of Total
Bush Toilet	406	65%	449	44%	101	16%
Flush	82	13%	241	24%	441	69%
Pit Latrine	132	21%	325	32%	93	15%
(blank)	0	0%	0	0%	0	0%
	<b>620</b>	<b>100%</b>	<b>1015</b>	<b>100%</b>	<b>635</b>	<b>100%</b>

*Number and Percentage of Schools with Access to Communications Resources, by Resource Type and School Type, 2007.*

2007	ECE		PS		SS	
	No.	% of ECEs	No.	% of PSs	No.	% of SSs
Email	8	1%	19	4%	31	38%
Fax	7	1%	20	5%	46	56%
Internet	5	1%	13	3%	29	35%
Radio Telephone	9	1%	12	3%	2	2%
Telephone	109	17%	112	26%	60	73%

There is no doubt that all rural schools especially ECE and Primary schools have access to telephones to which they own. However they do have access to the nearest which is either a public or belonged to an upper level school such as Secondary school or commercial centers. Note that one secondary school could have more than one type of communication source.

*Number and Percentage of Schools with Access to Power, by Power Supply Type and School Type, 2007.*

2007	ECE		PS		SS	
	No.	% of ECEs	No.	% of PSs	No.	% of SSs
Generator	11	2%	53	12%	43	52%
Mains	24	4%	60	14%	25	30%
Solar/Wind/Water	10	2%	55	13%	14	17%

It is very rare to find rural ECE and Primary schools in Vanuatu with regular supply of electricity. Again the figures from the previous table are compiled from the return survey

forms and depend a lot on schools completing this section of the form. However, most schools rely on generators especially the secondary schools. Schools that indicated using main supply of electricity source are those that are located within or near urban areas (Port Vila and Luganiville) and peri-urban areas (Lakatoro, Norsup, Saratamata, Lenakel, Sola).

## Goal Six

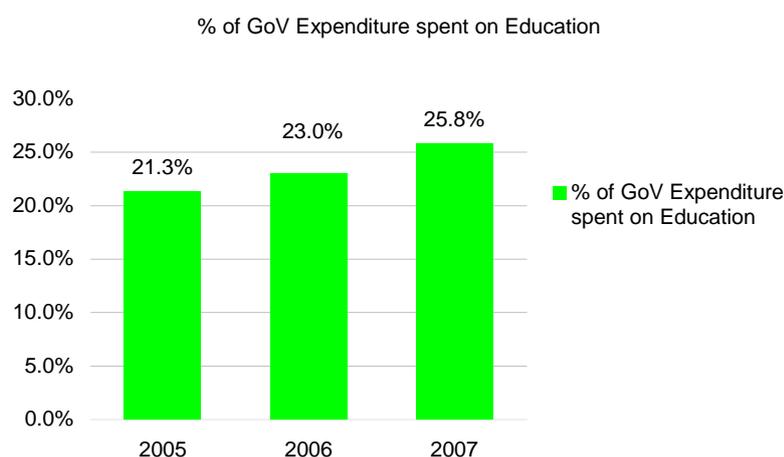
***Goal 6: Strengthen the effectiveness, productivity, accountability, transparency, governance, and decentralization of the education system and build capacities for results-based management at all levels.***

Every year the Government of Vanuatu commits significant resources to the Education Sector. Over the past three years Education's share of the National budget has been gradually increasing, as illustrated by the following table.

*Percentage of Public Expenditure that is spent on Education, 2005 - 2007.*

	2005	2006	2007
<b>Total GoV Budget</b>	9,109,409,638	10,454,581,606	12,153,901,675
<b>Total MoE Appropriation</b>	1,941,227,259	2,399,603,626	3,139,276,272
<b>% of GoV Expenditure spent on Education</b>	<b>21.3%</b>	<b>23.0%</b>	<b>25.8%</b>

This gradual increase in funding for Education over the past three years reflects the high priority placed on Education by the Government of Vanuatu.



Education sector expenditure can also be considered as a percentage of the Gross Domestic Product (GDP), in order to show the relative share of the National wealth which is spent on Education. Final GDP figures for 2006 and 2007 were not available at the time of writing, and so the GDP from 2005 has been used in the following table.

*Education Sector Expenditure as a Percentage of GDP, 2005 - 2007.*

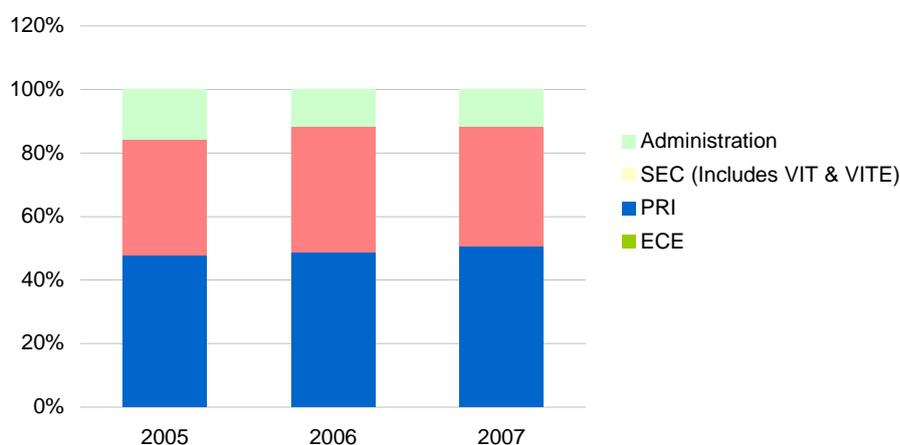
	2005	2006	2007
<b>Vanuatu GDP</b>	40,178,000,000	40,178,000,000	40,178,000,000
<b>Total MoE Expenditure</b>	1,992,304,406	2,483,944,149	3,177,245,158
<b>Education Expenditure as % of GDP</b>	<b>5.0%</b>	<b>6.2%</b>	<b>7.9%</b>

The Ministry of Education allocates funds to the ECE, Primary and Secondary sectors based on areas of greatest need and strategic priority. The following table shows the percentage of total Education expenditure that has been allocated to these sectors over the past three years. Figures for the current year are based on budget projections, as actual expenditure figures will not be available until the end of the year.

*Expenditure on ECE, Primary and Secondary Sectors, as a Percentage of Total Education Sector Expenditure, 2005 - 2007.*

Sector Expenditure	2005	2006	2007
	VUV Total	VUV Total	VUV Total
ECE	1,800,000	1,800,000	1,800,000
PRI	928,496,995	1,164,897,829	1,587,071,271
SEC (Includes VIT & VITE)	704,480,221	952,367,640	1,182,393,076
Administration	306,450,043	280,538,157	368,011,925
<b>MOE Total</b>	<b>1,941,227,259</b>	<b>2,399,603,626</b>	<b>3,139,276,272</b>

*Expenditure on ECE, Primary and Secondary Sectors, as a Percentage of Total Education Sector Expenditure, 2005 - 2007.*



Taking the total budget allocated to the ECE, Primary and Secondary level of education and dividing this figure by the total enrolment in each level gives an indication of the public per-pupil cost of one year of education in each level. The following table shows the public per-pupil cost of education over the past three years. Note that the Ministry of Education budget only allocates to GoV and Government Assisted Education Authorities (GAEA) schools. Therefore the total enrolment shown in the table only reflects government and government assisted schools, thus excluding private schools.

*Public(Government) Cost per Pupil of Education by Sector, 2005 - 2007.*

2005	ECE	PRI	SEC
Sector Expenditure	1,800,000	928,496,995	704,480,221
Total Enrolment	398	36,986	9,577
<b>Expenditure per Pupil</b>	<b>VUV 4,523</b>	<b>VUV 25,104</b>	<b>VUV 73,560</b>
2006	ECE	PRI	SEC
Sector Expenditure	1,800,000	1,164,897,829	952,367,640
Total Enrolment	439	37,145	9,577
<b>Expenditure per Pupil</b>	<b>VUV 4,100</b>	<b>VUV 31,361</b>	<b>VUV 99,443</b>
2007	ECE	PRI	SEC
Sector Expenditure	1,800,000	1,587,071,271	1,182,393,076
Total Enrolment	2,056	38,637	9,738
<b>Expenditure per Pupil</b>	<b>VUV 875</b>	<b>VUV 41,076</b>	<b>VUV 121,421</b>

## Goal Seven

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

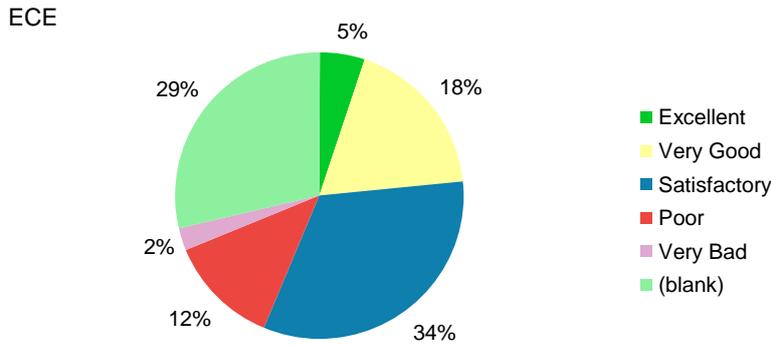
The Government of Vanuatu works in partnership with families, communities, Education Authorities, and Donor partners to deliver education services. The following tables and charts provide some indication of the strength and effectiveness of the partnership with Communities and Education Authorities in particular.

#### *Community Support Ratings As Reported by School Principals and Head Teachers, 2007.*

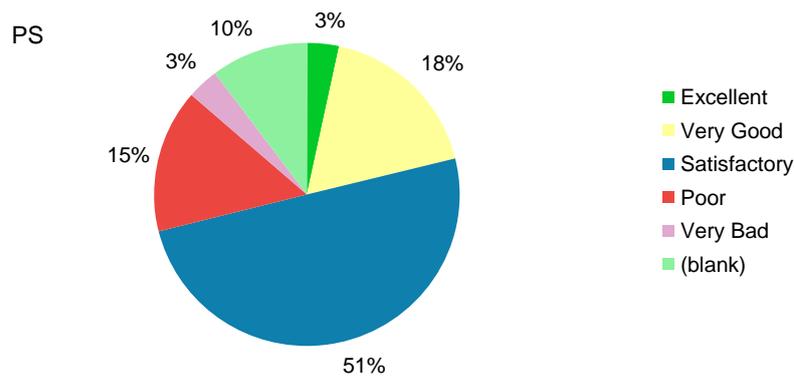
2007	ECE	PS	SS
Excellent	33	15	0
Very Good	117	77	15
Satisfactory	214	217	33
Poor	80	67	17
Very Bad	15	14	2
(blank)	185	45	14
<b>Total</b>	<b>644</b>	<b>435</b>	<b>81</b>

It is important to note that the community support ratings data presented above has been captured via the School Surveys, and therefore represent the rating given by school principals about their local communities. This is a subjective assessment, but nonetheless gives an idea of how closely schools and communities are working together to provide the best possible schooling for their children.

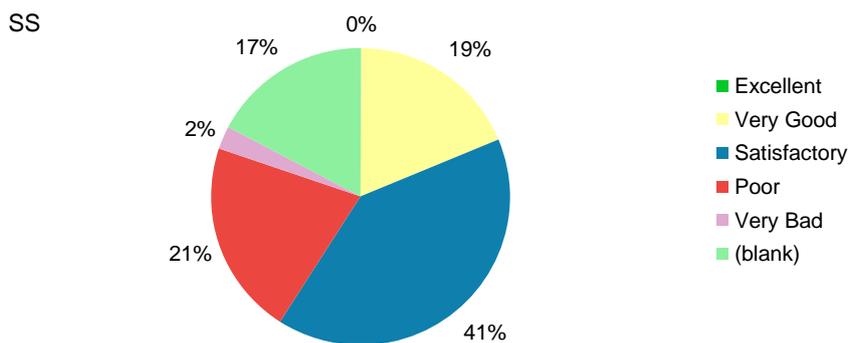
**Rating of Community Support to ECEs, as reported by ECE Head Teachers, 2007.**



**Rating of Community Support to Primary Schools, As Reported by Primary Head Teachers, 2007.**



**Rating of Community Support to Secondary Schools, As Reported by Secondary Principals, 2007.**



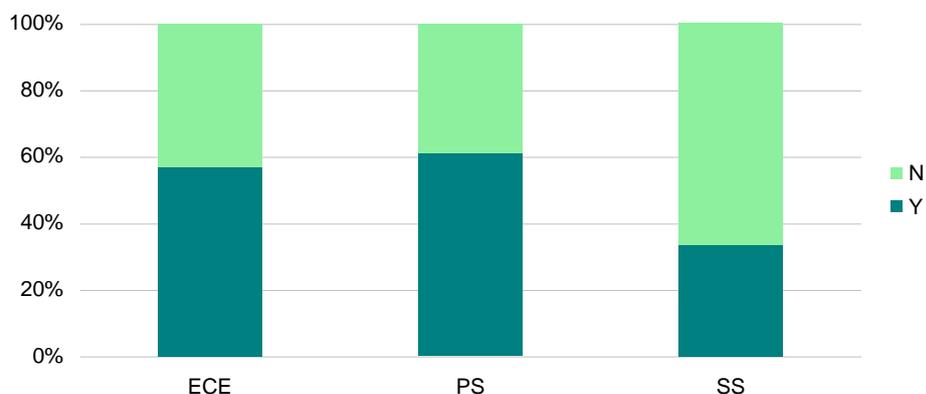
Parents Teachers Associations (PTA) are an important vehicle for decision making, planning and fundraising for school growth and development. The following tables and charts illustrate the extent to which the schools of Vanuatu are supported by active Parents Teachers Associations.

*Number and Percentage of Schools with a Parents Teacher Association<sup>1</sup> by School Type, 2007.*

2007	ECE	PS	SS
Y	380	236	30
N	264	199	51
<b>Total</b>	<b>644</b>	<b>435</b>	<b>81</b>
<b>% Y</b>	<b>59%</b>	<b>54%</b>	<b>37%</b>

Y Yes  
N No

*Percentage of Schools with a Parents Teacher Association, 2007.*



The Government of Vanuatu manages and provides funding to most schools throughout Vanuatu. In addition there are also a number of other Education Authorities as Churches, private individuals, and communities, running schools. Some of these are provided with assistance by the Government, in the form of teacher salaries and grant funding. The following tables and charts illustrate the relative size and geographic distribution of Education Authorities in Vanuatu.

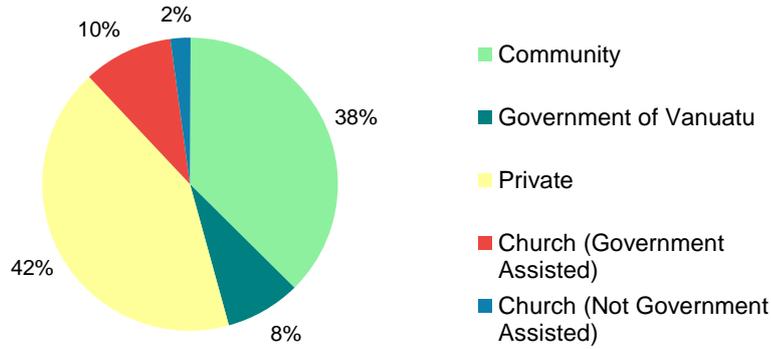
Note that the total of primary enrolment in the table below is larger than the figure used in the previous table, because the figures for years 7 and 8 in secondary schools are included.

*Number of Enrolments by Education Authority Type and School Type, 2007.*

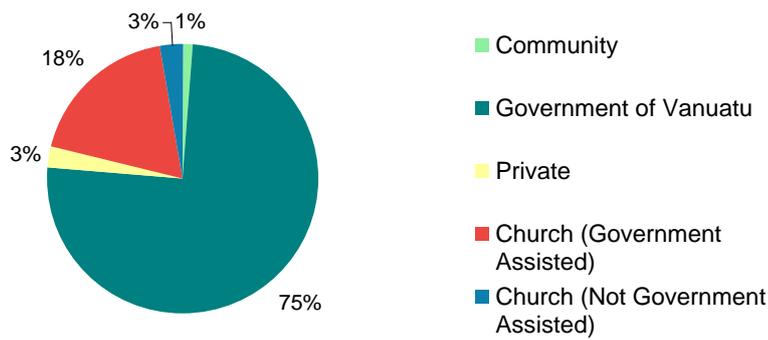
	ECE	PS	SS	Total
Community	4288	459	110	4857
Government of Vanuatu	938	31040	6600	38578
Private	4846	1069	1053	6968
Church (Government Assisted)	1018	7597	3138	11753
Church (Not Government Assisted)	259	1104	836	2199
<b>Total</b>	<b>11349</b>	<b>41269</b>	<b>11737</b>	<b>64355</b>

<sup>1</sup> Schools that did not respond to the survey or did not provide any indication of whether or not they have a parent's committee are counted amongst those with no parents' teacher association.

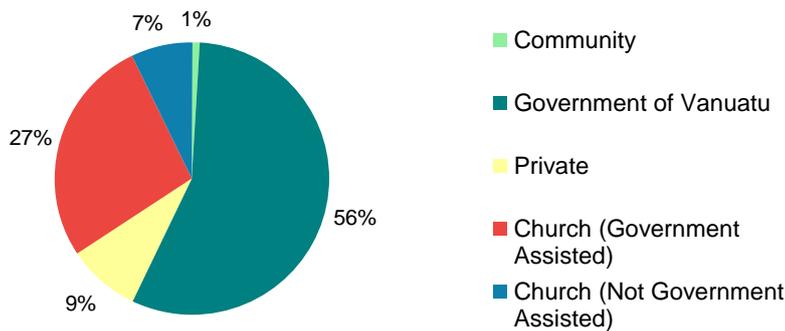
***Proportion of Enrolments in ECEs According to Education Authority Type, 2007.***



***Proportion of Enrolments in Primary Schools According to Education Authority Type, 2007.***



***Proportion of Enrolments in Secondary Schools According to Education Authority Type, 2007.***



# Chapter Four: Provincial Statistics

This Chapter looks at key school, enrolment and teacher statistics for each Province. Detailed information about schools in each Province are available from the Policy and Planning Unit of the Ministry of Education.

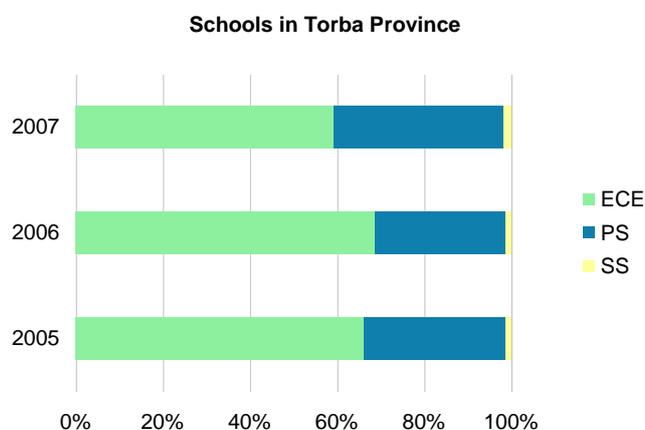
## Torba

### Schools

*Number of Schools by School Type, 2005 - 2007.*

	2005	2006	2007
<b>ECE</b>	55	60	34
<b>PS</b>	24	24	23
<b>SS</b>	1	1	1
<b>Total</b>	<b>80</b>	<b>85</b>	<b>58</b>

*Chart of Schools by School Type, 2005 - 2007.*



### Enrolments

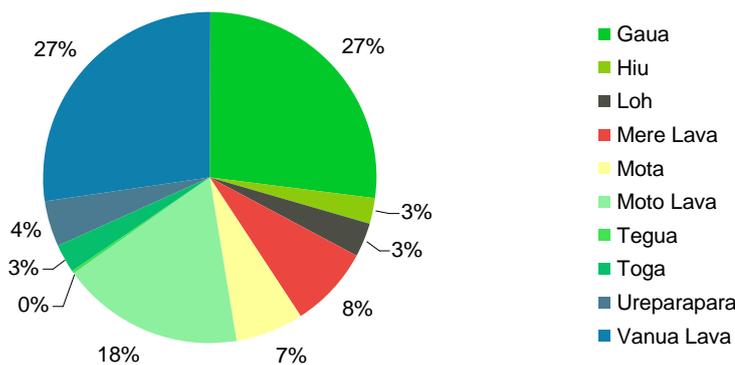
*Enrolments by Sector and Gender, 2005 - 2007.*

	2005			2006			2007		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	294	307	601	334	325	659	250	247	497
<b>PRI</b>	981	915	1896	922	829	1751	870	768	1638
<b>SEC</b>	81	58	139	126	108	234	152	157	309
<b>Total</b>	<b>1356</b>	<b>1280</b>	<b>2636</b>	<b>1382</b>	<b>1262</b>	<b>2644</b>	<b>1272</b>	<b>1172</b>	<b>2444</b>

*Enrolments by Island, 2007.*

	ECE	PRI	SEC	Total
Gaua	147	459	53	659
Hiu	13	51		64
Loh	0	45	35	80
Mere Lava	33	161		194
Mota	12	117	38	167
Moto Lava	74	302	57	433
Tegua	6			6
Toga	16	53		69
Ureparapara	43	62		105
Vanua Lava	153	388	126	667
<b>Total</b>	<b>497</b>	<b>1638</b>	<b>309</b>	<b>2444</b>

*Proportion of Enrolments by Island, 2007.*

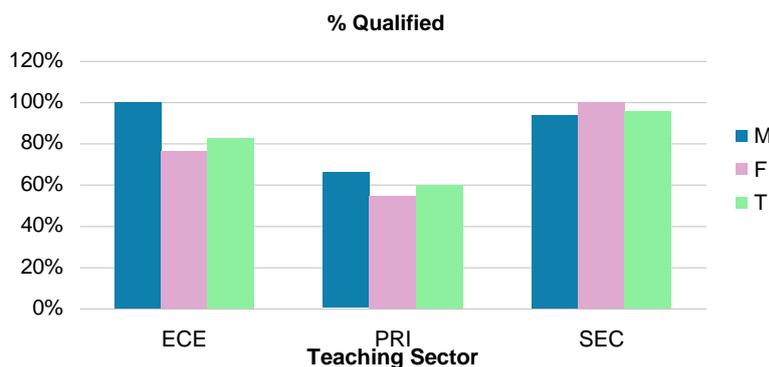


## Teachers

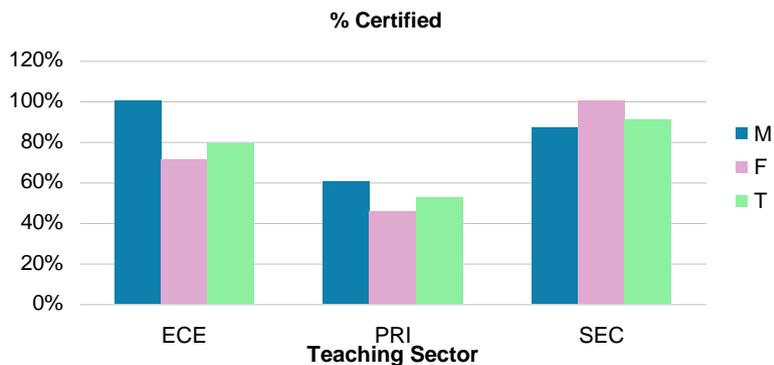
*Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2007.*

	No. of Teachers			No. Qualified			No. Certified		
	M	F	T	M	F	T	M	F	T
ECE	14	38	52	14	29	43	14	27	41
PRI	38	44	82	25	24	49	23	20	43
SEC	15	7	22	14	7	21	13	7	20
<b>Total</b>	<b>67</b>	<b>89</b>	<b>156</b>	<b>53</b>	<b>60</b>	<b>113</b>	<b>50</b>	<b>54</b>	<b>104</b>

*Percentage of Qualified Teachers, by Teaching Sector and Gender, 2007.*



**Percentage of Certified Teachers by Teaching Sector and Gender, 2007.**



**Pupil to Teacher Ratios by Island and Sector, 2007.**

	ECE	PRI	SEC
Gaua	7	20	27
Hiu	7	26	
Loh		15	18
Mere Lava	11	20	
Mota	12	20	19
Moto Lava	11	18	14
Tegua			
Toga	16	18	
Ureparapara	6	12	
Vanua Lava	14	26	11
<b>Total</b>	<b>9.56</b>	<b>19.98</b>	<b>14.05</b>

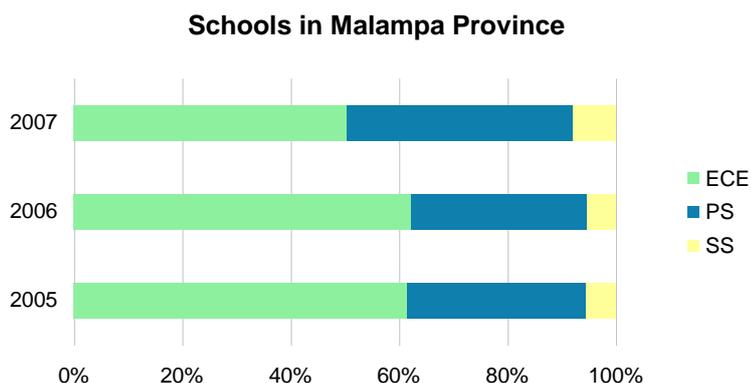
## Malampa

### Schools

**Number of Schools By School Type, 2005 - 2007.**

	2005	2006	2007
ECE	187	191	107
PS	99	98	92
SS	16	16	17
<b>Total</b>	<b>302</b>	<b>305</b>	<b>216</b>

**Chart of Schools by School Type, 2005 - 2007.**



## Enrolments

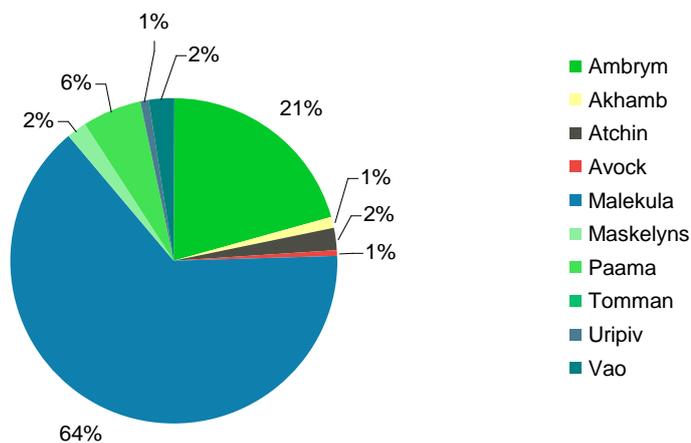
*Enrolments by Sector and Gender, 2005 - 2007.*

	2005			2006			2007		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	1372	1226	2598	1353	1197	2550	827	730	1557
<b>PRI</b>	3937	3638	7575	3883	3555	7438	3539	3150	6689
<b>SEC</b>	825	846	1671	1012	998	2010	1011	1002	2013
<b>Total</b>	<b>6134</b>	<b>5710</b>	<b>11844</b>	<b>6248</b>	<b>5750</b>	<b>11998</b>	<b>5377</b>	<b>4882</b>	<b>10259</b>

*Enrolments by Island, 2007.*

	ECE	PRI	SEC	Total
<b>Ambrym</b>	291	1520	293	2104
<b>Akhamb</b>			108	108
<b>Atchin</b>	34	206	0	240
<b>Avock</b>		60		60
<b>Malekula</b>	1174	4035	1388	6597
<b>Maskelyns</b>		167	38	205
<b>Paama</b>	49	364	186	599
<b>Tomman</b>	9			9
<b>Uripiv</b>		82		82
<b>Vao</b>		255		255
<b>Total</b>	<b>1557</b>	<b>6689</b>	<b>2013</b>	<b>10259</b>

*Proportion of Enrolments by Island, 2007.*

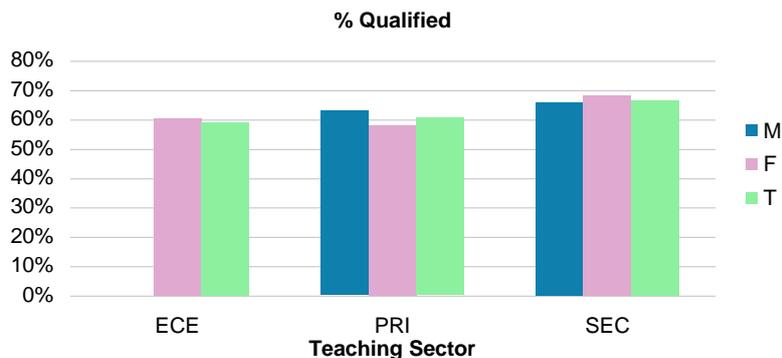


## Teachers

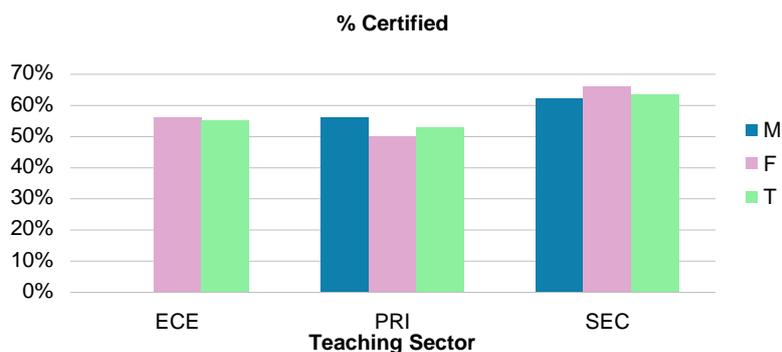
*Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2007.*

	No. of Teachers			No. Qualified			No. Certified		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	3	141	144	0	85	85	0	79	79
<b>PRI</b>	156	157	313	98	91	189	87	78	165
<b>SEC</b>	105	47	152	69	32	101	65	31	96
<b>Total</b>	<b>264</b>	<b>345</b>	<b>609</b>	<b>167</b>	<b>208</b>	<b>375</b>	<b>152</b>	<b>188</b>	<b>340</b>

*Percentage of Qualified Teachers, by Teaching Sector and Gender, 2007.*



*Percentage of Certified Teachers by Teaching Sector and Gender, 2007.*



*Pupil to Teacher Ratios by Island and Sector, 2007.*

	ECE	PRI	SEC
Ambrym	9	21	12
Akhamb			18
Atchin	11	23	
Avock		20	
Malekula	12	21	13
Maskelyns		21	19
Paama	7	19	19
Tomman	9		
Uripiv		27	
Vao		28	
<b>Total</b>	<b>10.81</b>	<b>21.30</b>	<b>13.24</b>

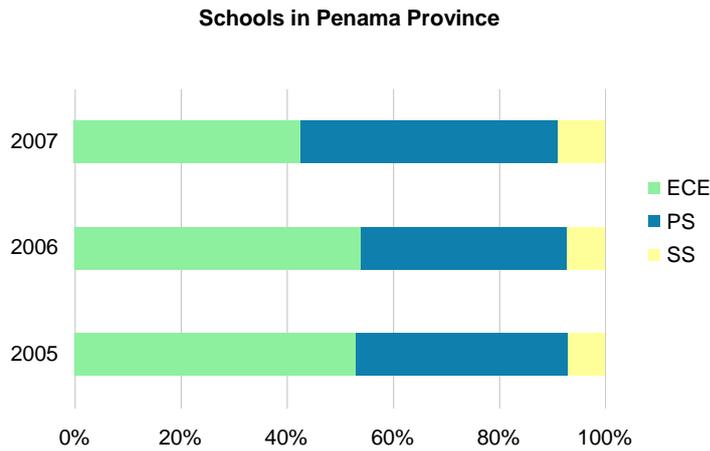
## Penama

### Schools

*Number of Schools By School Type, 2005 - 2007.*

	2005	2006	2007
ECE	98	96	39
PS	68	65	65
SS	12	12	12
<b>Total</b>	<b>178</b>	<b>173</b>	<b>116</b>

*Chart of Schools by School Type, 2005 - 2007.*



## Enrolments

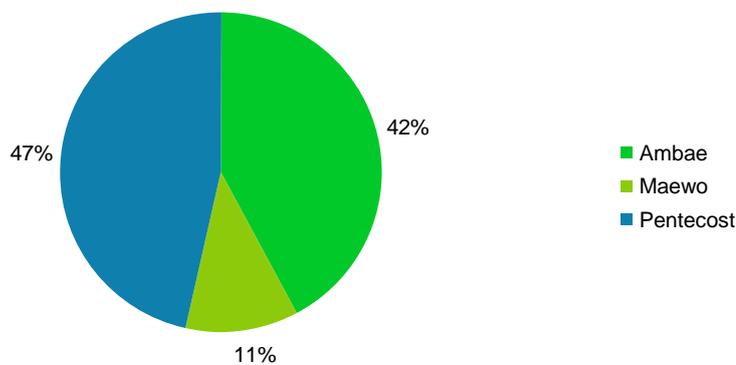
*Enrolments by Sector and Gender, 2005 - 2007.*

	2005			2006			2007		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	784	654	1438	734	635	1369	441	382	823
<b>PRI</b>	2871	2579	5450	2730	2404	5134	2644	2394	5038
<b>SEC</b>	1071	1033	2104	1173	1134	2307	1198	1158	2356
<b>Total</b>	<b>4726</b>	<b>4266</b>	<b>8992</b>	<b>4637</b>	<b>4173</b>	<b>8810</b>	<b>4283</b>	<b>3934</b>	<b>8217</b>

*Enrolments by Island, 2007.*

	ECE	PRI	SEC	Total
<b>Ambae</b>	276	1926	1267	3469
<b>Maewo</b>	195	623	111	929
<b>Pentecost</b>	352	2489	978	3819
<b>Total</b>	<b>823</b>	<b>5038</b>	<b>2356</b>	<b>8217</b>

*Proportion of Enrolments by Island, 2007.*

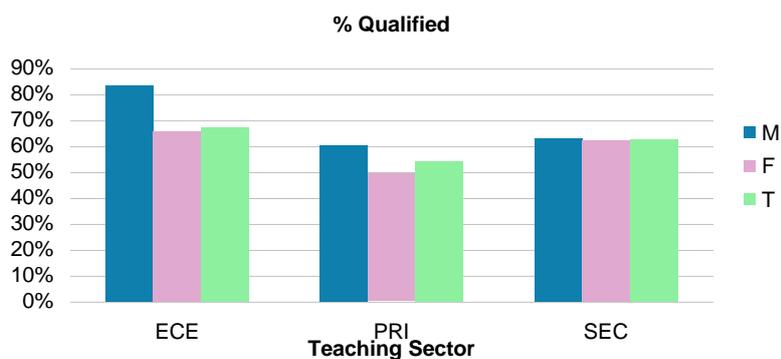


## Teachers

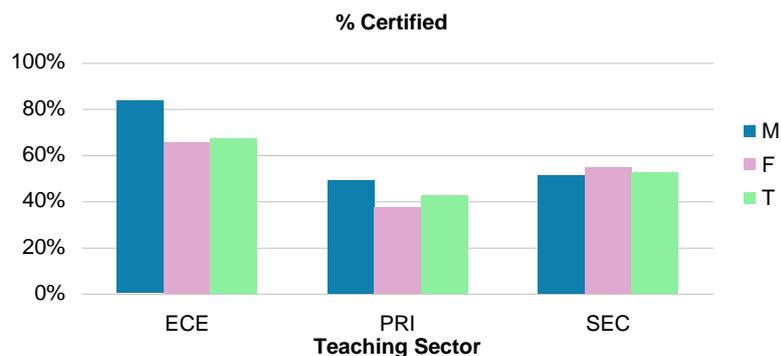
*Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2007.*

	No. of Teachers			No. Qualified			No. Certified		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	6	58	64	5	38	43	5	38	43
<b>PRI</b>	118	142	260	71	70	141	58	53	111
<b>SEC</b>	86	66	152	54	41	95	44	36	80
<b>Total</b>	<b>210</b>	<b>266</b>	<b>476</b>	<b>130</b>	<b>149</b>	<b>279</b>	<b>107</b>	<b>127</b>	<b>234</b>

*Percentage of Qualified Teachers, by Teaching Sector and Gender, 2007.*



*Percentage of Certified Teachers by Teaching Sector and Gender, 2007.*



*Pupil to Teacher Ratios by Island and Sector, 2007.*

	ECE	PRI	SEC
<b>Ambae</b>	11	18	15
<b>Maewo</b>	10	19	14
<b>Pentecost</b>	19	21	17
<b>Total</b>	<b>12.86</b>	<b>19.38</b>	<b>15.50</b>

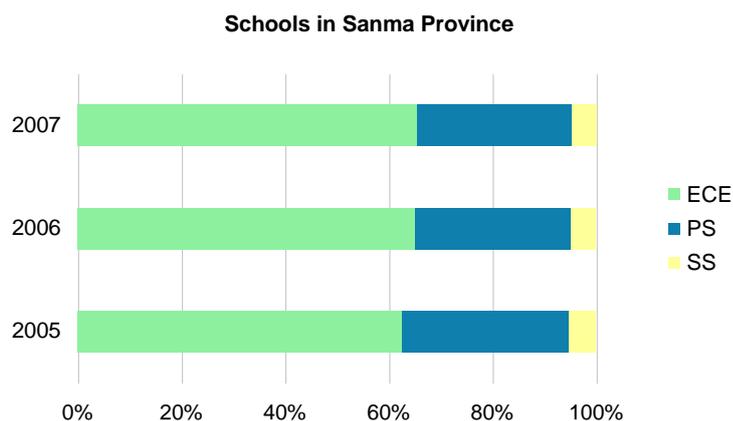
# Sanma

## Schools

*Number of Schools By School Type, 2005 - 2007.*

	2005	2006	2007
<b>ECE</b>	201	224	171
<b>PS</b>	99	99	94
<b>SS</b>	16	16	15
<b>Total</b>	<b>316</b>	<b>339</b>	<b>280</b>

*Chart of Schools by School Type, 2005 - 2007.*



## Enrolments

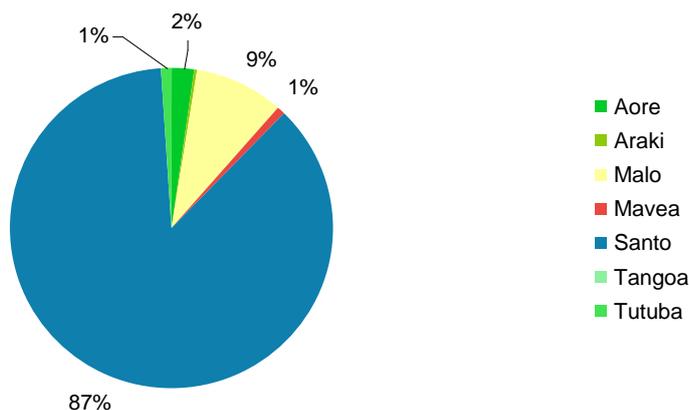
*Enrolments by Sector and Gender, 2005 - 2007.*

	2005			2006			2007		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	1619	1399	3018	1774	1556	3330	1723	1517	3240
<b>PRI</b>	4084	3725	7809	4048	3749	7797	3966	3536	7502
<b>SEC</b>	1171	1132	2303	1340	1331	2671	1471	1514	2985
<b>Total</b>	<b>6874</b>	<b>6256</b>	<b>13130</b>	<b>7162</b>	<b>6636</b>	<b>13798</b>	<b>7160</b>	<b>6567</b>	<b>13727</b>

*Enrolments by Island, 2007.*

	ECE	PRI	SEC	Total
<b>Aore</b>	31	69	217	317
<b>Araki</b>		24		24
<b>Malo</b>	415	677	141	1233
<b>Mavea</b>	23	33	31	87
<b>Santo</b>	2722	6577	2596	11895
<b>Tangoa</b>	15			15
<b>Tutuba</b>	34	122		156
<b>Total</b>	<b>3240</b>	<b>7502</b>	<b>2985</b>	<b>13727</b>

*Proportion of Enrolments by Island, 2007.*

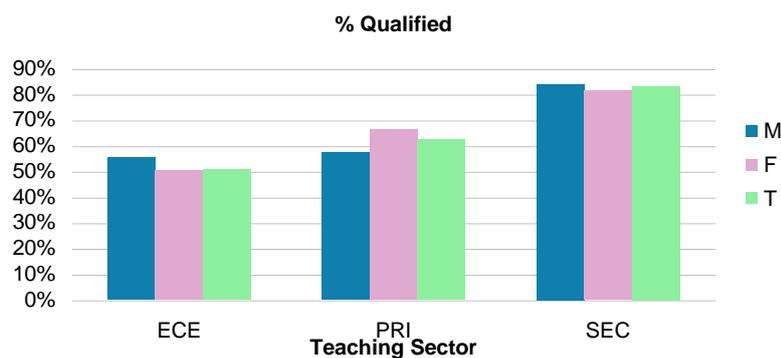


## Teachers

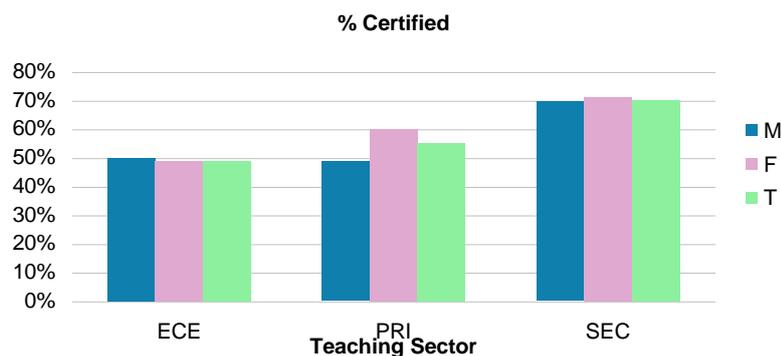
*Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2007.*

	No. of Teachers			No. Qualified			No. Certified		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	18	213	231	10	107	117	9	104	113
<b>PRI</b>	148	190	338	85	126	211	72	114	186
<b>SEC</b>	131	76	207	110	62	172	91	54	145
<b>Total</b>	<b>297</b>	<b>479</b>	<b>776</b>	<b>205</b>	<b>295</b>	<b>500</b>	<b>172</b>	<b>272</b>	<b>444</b>

*Percentage of Qualified Teachers, by Teaching Sector and Gender, 2007.*



*Percentage of Certified Teachers by Teaching Sector and Gender, 2007.*



*Pupil to Teacher Ratios by Island and Sector, 2007.*

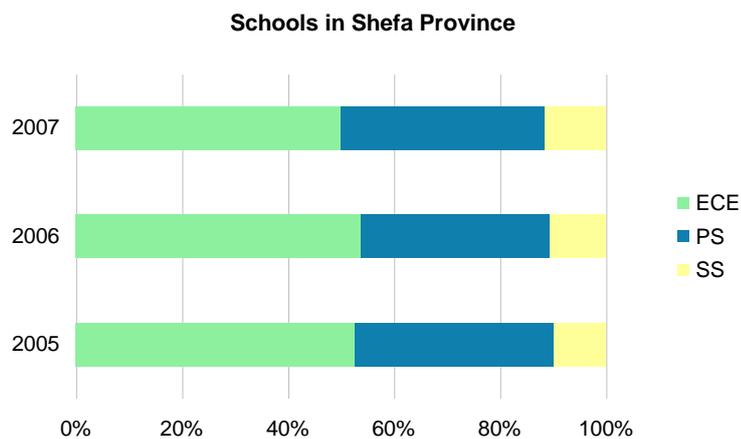
	ECE	PRI	SEC
Aore	31	12	13
Araki		12	
Malo	9	16	10
Mavea	12	11	4
Santo	15	23	15
Tangoa	5		
Tutuba	34	41	
<b>Total</b>	<b>14.03</b>	<b>22.20</b>	<b>14.42</b>

## Shefa

## Schools

*Number of Schools by School Type, 2005 - 2007.*

	2005	2006	2007
ECE	120	125	70
PS	83	81	80
SS	22	24	24
<b>Total</b>	<b>225</b>	<b>230</b>	<b>174</b>

*Chart of Schools by School Type, 2005 - 2007.*

## Enrolments

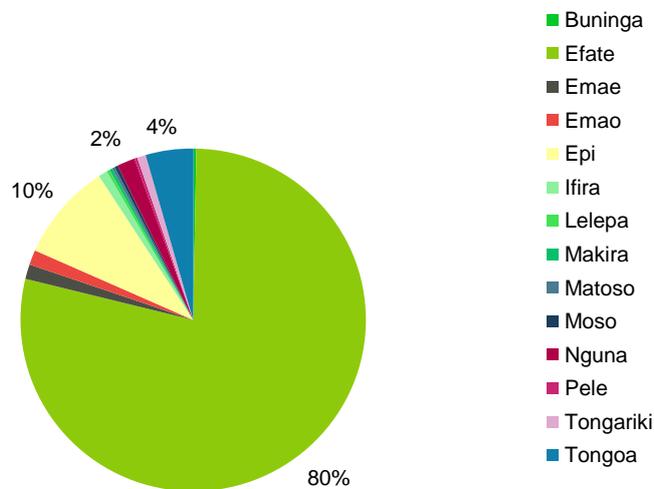
*Enrolments by Sector and Gender, 2005 - 2007.*

	2005			2006			2007		
	M	F	T	M	F	T	M	F	T
ECE	1425	1391	2816	1522	1410	2932	1485	1389	2874
PRI	5483	4984	10467	5316	4879	10195	5171	4769	9940
SEC	2340	2288	4628	2475	2428	4903	2875	2902	5777
<b>Total</b>	<b>9248</b>	<b>8663</b>	<b>17911</b>	<b>9313</b>	<b>8717</b>	<b>18030</b>	<b>9531</b>	<b>9060</b>	<b>18591</b>

*Enrolments by Island, 2007.*

	ECE	PRI	SEC	Total
Buninga	12	23		35
Efate	2253	7272	5118	14643
Emae	47	160	41	248
Emao	16	192	33	241
Epi	262	1047	415	1724
Ifira		125	25	150
Lelepa		51		51
Makira	27	30		57
Matoso	14	35		49
Moso		55		55
Nguna	34	279		313
Pele		66		66
Tongariki	20	77	31	128
Tongoa	189	528	114	831
<b>Total</b>	<b>2874</b>	<b>9940</b>	<b>5777</b>	<b>18591</b>

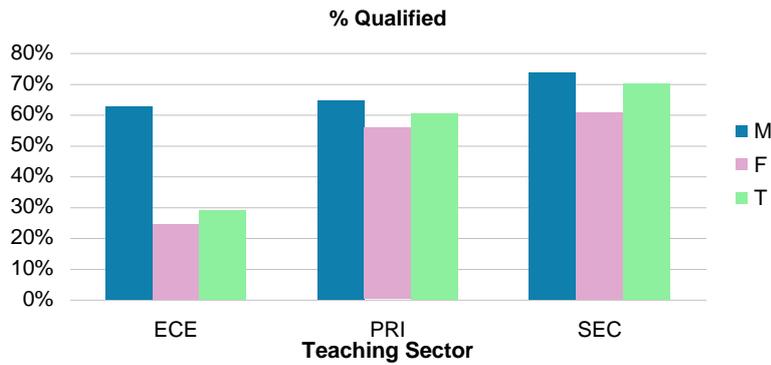
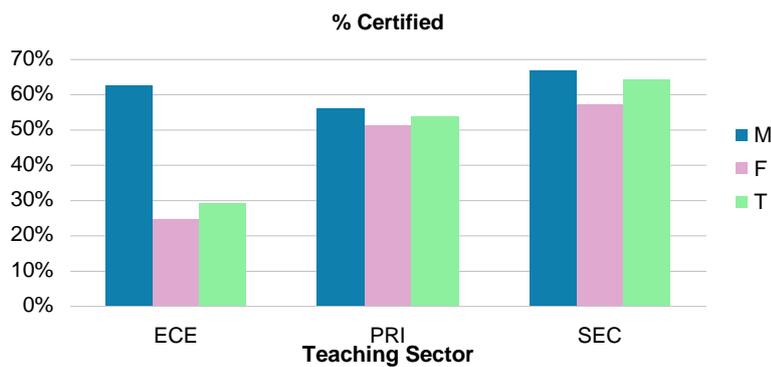
*Proportion of Enrolments by Island, 2007.*



## Teachers

*Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2007.*

	No. of Teachers			No. Qualified			No. Certified		
	M	F	T	M	F	T	M	F	T
ECE	6	99	105	0	26	26	0	24	24
PRI	130	204	334	67	105	172	54	98	152
SEC	158	141	299	101	101	202	95	92	187
<b>Total</b>	<b>294</b>	<b>444</b>	<b>738</b>	<b>168</b>	<b>232</b>	<b>400</b>	<b>149</b>	<b>214</b>	<b>363</b>

*Percentage of Qualified Teachers, by Teaching Sector and Gender, 2007.**Percentage of Certified Teachers by Teaching Sector and Gender, 2007.**Pupil to Teacher Ratios by Island and Sector, 2007.*

	ECE	PRI	SEC
Buninga	12	12	
Efate	35	35	20
Emae	9	18	14
Emao	16	15	17
Epi	15	24	23
Ifira		42	13
Lelepa		26	
Makira	27	15	
Matoso	14	12	
Moso		18	
Nguna	34	56	
Pele		22	
Tongariki	10	19	10
Tongoa	17	17	11
<b>Total</b>	<b>27.37</b>	<b>29.76</b>	<b>19.32</b>

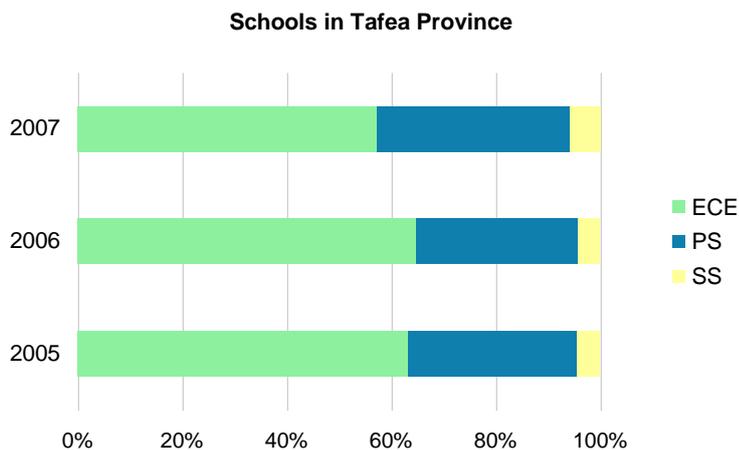
## Tafea

### Schools

*Number of Schools By School Type, 2005 - 2007.*

	2005	2006	2007
<b>ECE</b>	174	185	129
<b>PS</b>	89	89	83
<b>SS</b>	12	12	13
<b>Total</b>	<b>275</b>	<b>286</b>	<b>225</b>

*Chart of Schools by School Type, 2005 - 2007.*



*Number of Schools by School Type and Island, 2007.*

### Enrolments

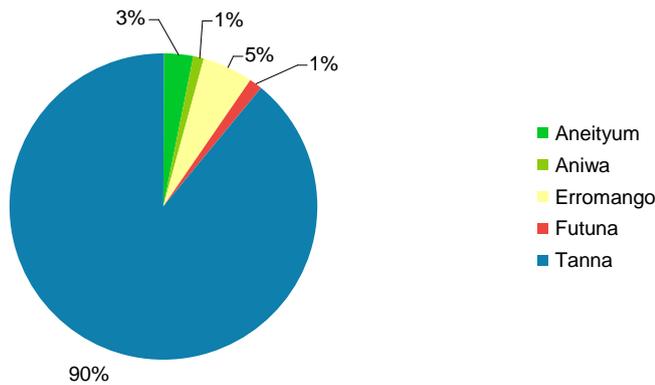
*Enrolments by Sector and Gender, 2005 - 2007.*

	2005			2006			2007		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	1459	1416	2875	1552	1503	3055	1152	1188	2340
<b>PRI</b>	3735	3395	7130	3629	3268	6897	3810	3409	7219
<b>SEC</b>	655	572	1227	828	722	1550	902	790	1692
<b>Total</b>	<b>5849</b>	<b>5383</b>	<b>11232</b>	<b>6009</b>	<b>5493</b>	<b>11502</b>	<b>5864</b>	<b>5387</b>	<b>11251</b>

*Enrolments by Island, 2007.*

	ECE	PRI	SEC	Total
<b>Aneityum</b>	90	176	83	349
<b>Aniwa</b>	47	70		117
<b>Erromango</b>	102	442	65	609
<b>Futuna</b>	40	86	30	156
<b>Tanna</b>	2061	6445	1514	10020
<b>Total</b>	<b>2340</b>	<b>7219</b>	<b>1692</b>	<b>11251</b>

*Proportion of Enrolments by Island, 2007.*

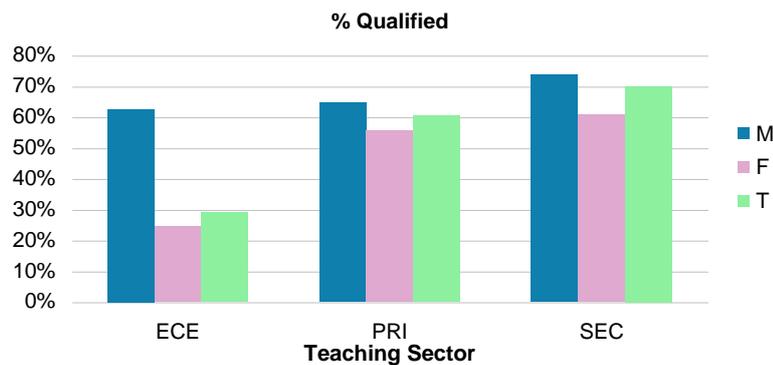


## Teachers

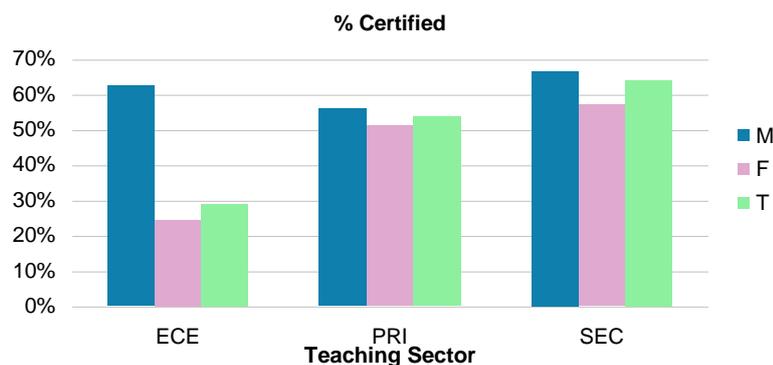
*Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2007.*

	No. of Teachers			No. Qualified			No. Certified		
	M	F	T	M	F	T	M	F	T
<b>ECE</b>	16	115	131	10	28	38	10	28	38
<b>PRI</b>	152	133	285	98	74	172	85	68	153
<b>SEC</b>	72	28	100	53	17	70	48	16	64
<b>Total</b>	<b>240</b>	<b>276</b>	<b>516</b>	<b>161</b>	<b>119</b>	<b>280</b>	<b>143</b>	<b>112</b>	<b>255</b>

*Percentage of Qualified Teachers, by Teaching Sector and Gender, 2007.*



*Percentage of Certified Teachers by Teaching Sector and Gender, 2007.*



*Pupil to Teacher Ratios by Island and Sector, 2007.*

	<b>ECE</b>	<b>PRI</b>	<b>SEC</b>
<b>Aneityum</b>	11	20	17
<b>Aniwa</b>	16	23	
<b>Erromango</b>	34	22	11
<b>Futuna</b>	20	17	15
<b>Tanna</b>	18	26	17
<b>Total</b>	<b>17.86</b>	<b>25.33</b>	<b>16.92</b>