



Republic of Vanuatu
Ministry of Education, Youth Development and
Training

Digest of Education Statistics 2008



Republic of Vanuatu Ministry of Education, Youth Development and Training Digest of Education Statistics 2008

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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.

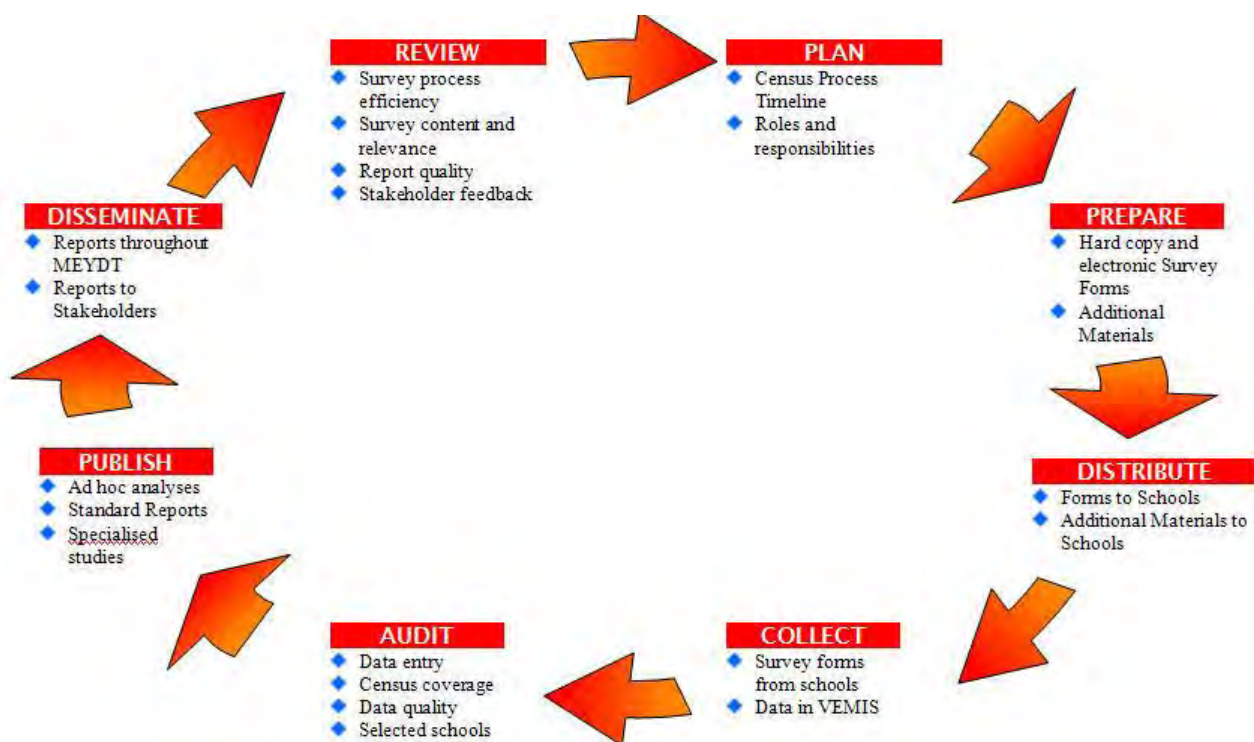
These began with the training of all primary ECE key teachers, school heads and principals on how to fill in the survey forms correctly. This was followed by the school stock

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:



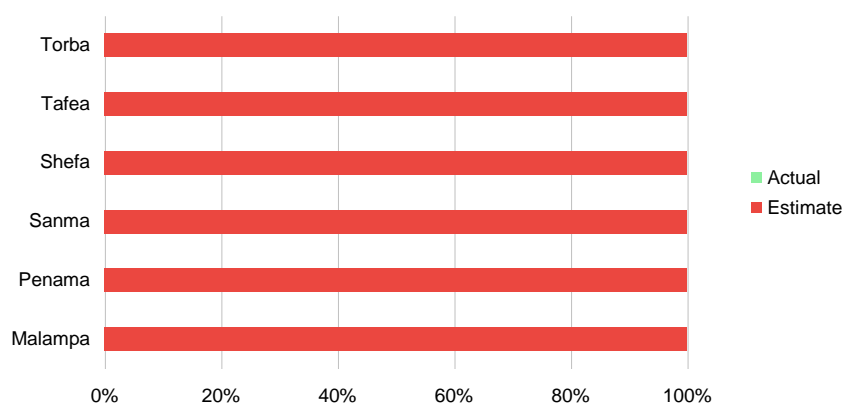
The process will be repeated each year to ensure all education sector stakeholders have access to good quality information about the education sector, and sector programs can be monitored for impact and positive outcomes.

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 2008.

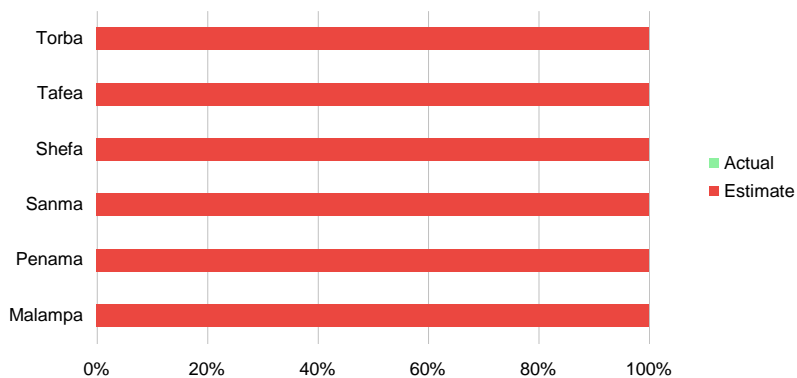
2011	ECE		PS		SS	
	No. Sent	% Received	No. Sent	% Received	No. Sent	% Received
Malampa	107	87%	89	100%	14	100%
Penama	78	73%	63	100%	12	100%
Sanma	146	90%	98	100%	15	100%
Shefa	76	89%	83	96%	25	88%
Tafea	99	99%	75	100%	13	100%
Torba	36	100%	25	100%	3	100%
Total	542	89%	433	99%	82	96%

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, 2008.

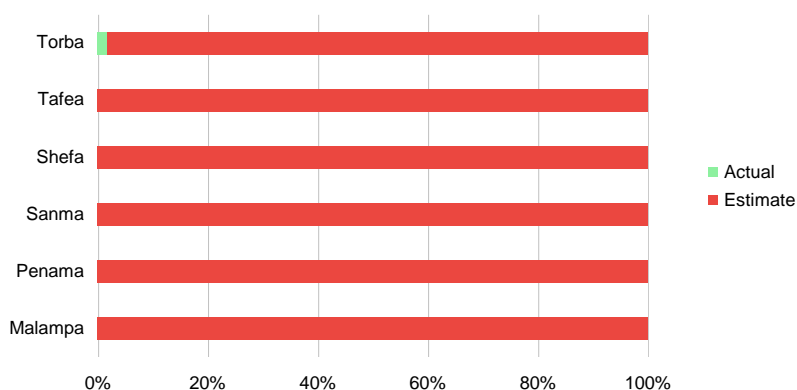
The graph indicates the extent to which past years data is being used to calculate 2007 ECE enrolment in the absence expected returns from schools. Over 30 percent of Penama ECE data is base on estimates followed by Shefa and Tafea province. Torba province ECE enrolment is base on data from census, followed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

Extent of Estimated ECE Teacher Data Used in Statistical Digest Production, 2008.



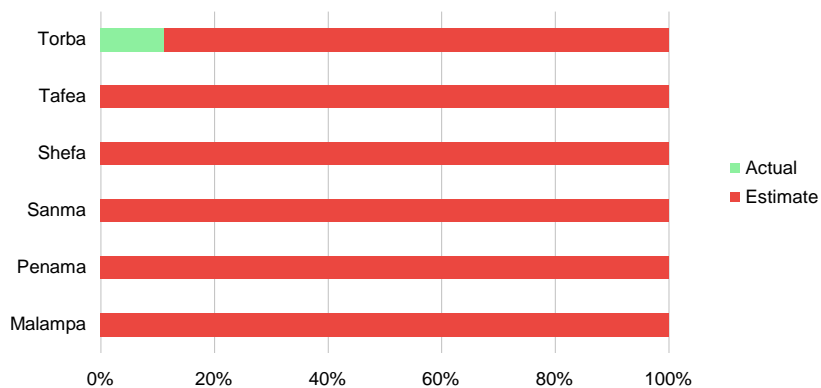
All ECE teacher data in 2007 is based on actual data.

Extent of Estimated Primary School Enrolment Data Used in Statistical Digest Production, 2008.



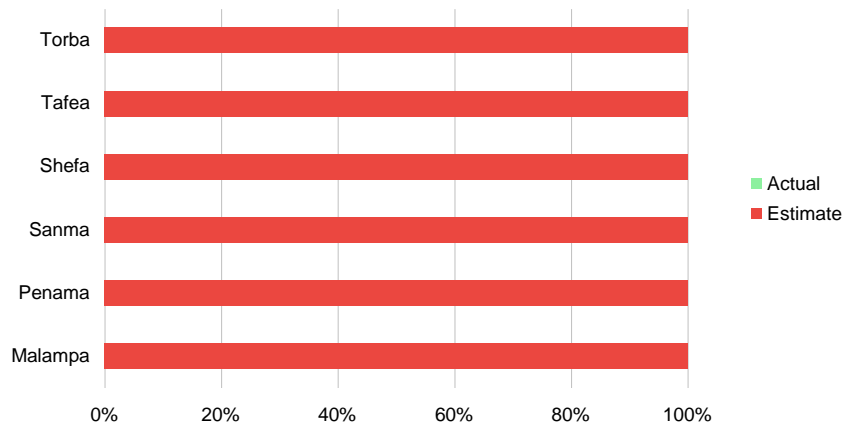
Torba and Tafea province enrolment this year are based entirely on actual data while the other three provinces have over 90 percent actual data except Shefa province where over 20 percent of its primary enrolment is estimated base on previous years data.

Extent of Estimated Primary School Teacher Data Used in Statistical Digest Production, 2008.



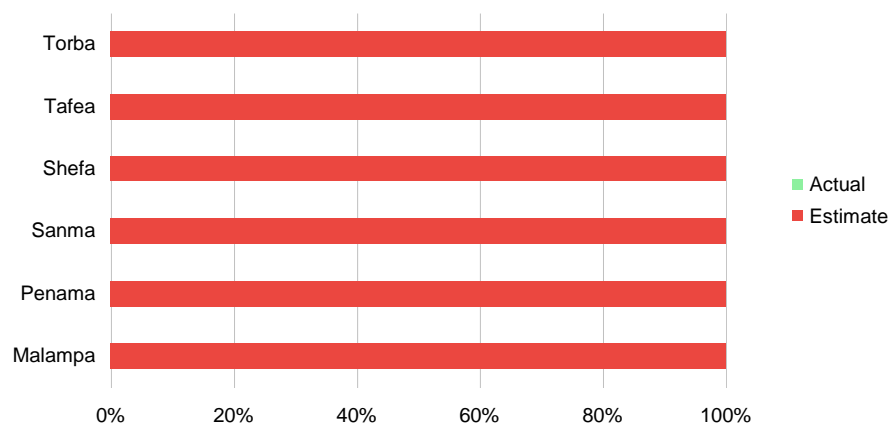
All primary school teachers data is based on actual data received in 2007.

Extent of Estimated Secondary School Enrolment Data Used in Statistical Digest Production, 2008.



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, 2008.



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 Assisted, Church non-Government Assisted, Community and Private Education Authorities.

Number of schools by level of Education, 2006 - 2008

	ECE	PS	SS
2005	806	460	81
2006	853	458	81
2007	644	436	81

Number of Schools level of Education and Province, 2008.

	ECE	PS	SS
Malampa	110	91	17
Penama	58	66	12
Sanma	206	95	16
Shefa	104	79	24
Tafea	132	89	12
Torba	35	23	1
Total	645	443	82

Number of Schools by Education Authority Type and level of Education, 2008.

	ECE	PS	SS
Church (Government Assisted)	50	86	21
Church (Not Government Assisted)	16	31	11
Community	273	7	1
Government of Vanuatu	44	303	42
Private	262	16	7
Total	645	443	82

Enrolments

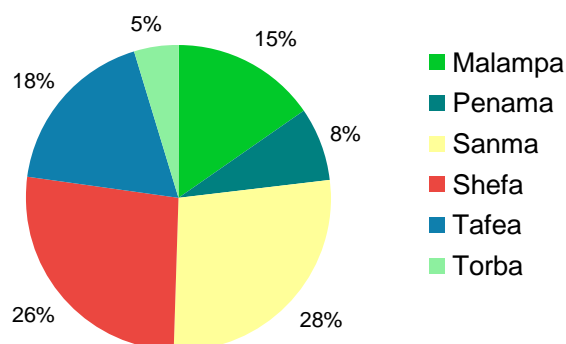
Early Childhood Education

The following table provides detail enrolments in ECE sector in 2008. 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, 2008.

	F	M	T
Malampa	795	911	1706
Penama	418	448	866
Sanma	1410	1679	3089
Shefa	1459	1501	2960
Tafea	966	1058	2024
Torba	266	272	538
Nation	5314	5869	11183

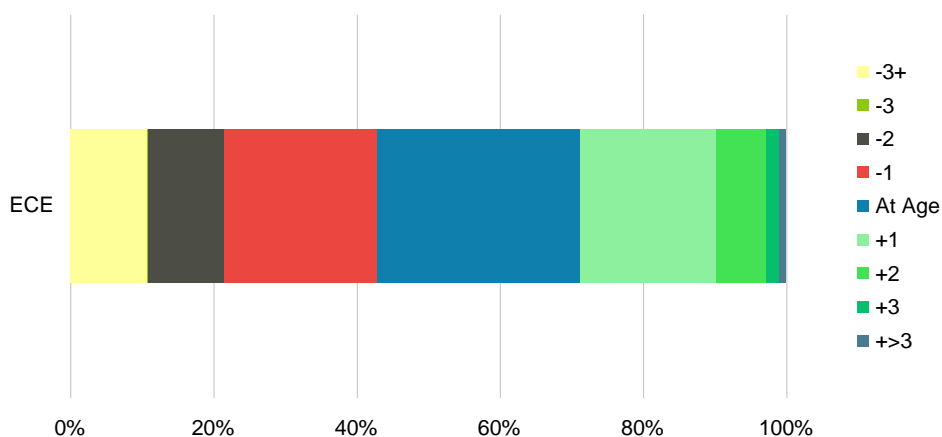
Percentage of ECE Enrolments in Each Province, 2008.



ECE Enrolments by Age and Gender, 2008.

Age	ECE		
	F	M	T
0	573	640	1213
1			0
2	5	4	9
3	590	592	1182
4	1156	1244	2400
5	1522	1651	3173
6	976	1140	2116
7	352	426	778
8	101	108	209
9	26	40	66
10	13	24	37
Total	5314	5869	11183

Proportion of Overage and Underage Enrolments in ECE, 2008.



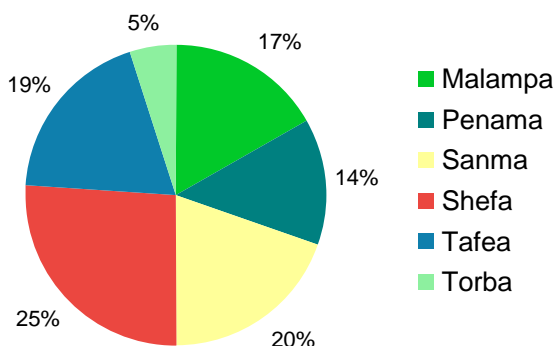
Primary School

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, 2008.

	F	M	T
Malampa	3016	3485	6501
Penama	2467	2799	5266
Sanma	3546	4009	7555
Shefa	5059	5109	10168
Tafea	3447	3835	7282
Torba	891	1024	1915
Nation	18426	20261	38687

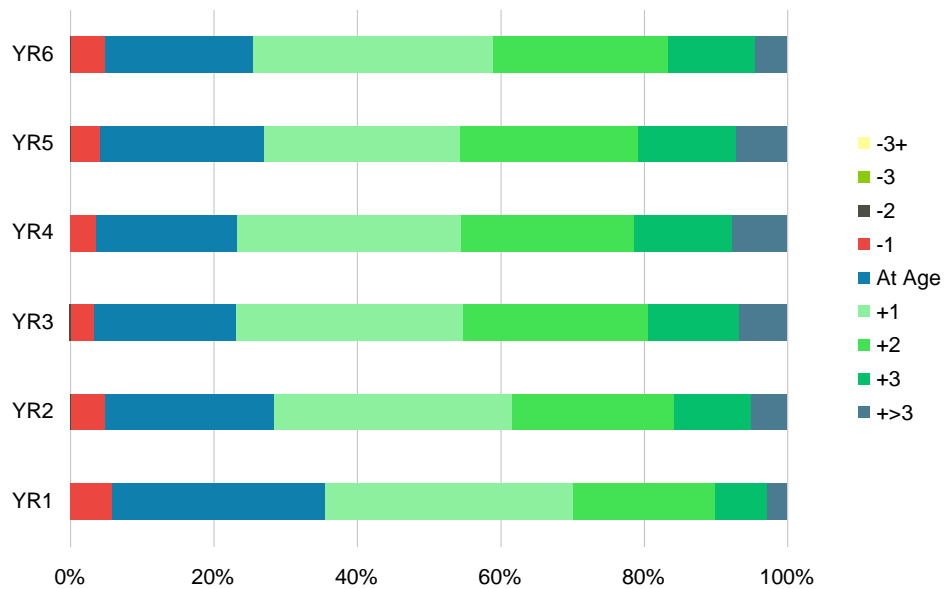
Percentage of Primary Enrolments by Province, 2008.



Primary Enrolments by Age, Level and Gender, 2008.

	Year 1			Year 2			Year 3			Year 4			Year 5				
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	
5	267	223	490	7	9	16	0	0	0	0	0	0	0	0	0	0	0
6	1235	1193	2428	173	164	337	6	5	11	0	0	0	0	0	0	0	0
7	1302	1531	2833	833	827	1660	118	103	221	5	4	9	0	0	0	0	0
8	748	878	1626	1132	1212	2344	724	603	1327	115	105	220	6	2	8	0	0
9	274	313	587	706	892	1598	965	1157	2122	649	565	1214	130	107	237	7	7
10	58	86	144	332	420	752	753	983	1736	921	1017	1938	682	629	1311	124	124
11	20	28	48	90	153	243	394	460	854	674	816	1490	783	790	1573	549	549
12	6	6	12	34	42	76	100	166	266	348	500	848	675	753	1428	799	799
13	7	7	14	7	12	19	52	77	129	137	189	326	321	461	782	552	552
14	3	4	7	4	5	9	9	17	26	46	59	105	128	165	293	248	248
15	1	0	1	3	1	4	5	7	12	12	19	31	47	42	89	66	66
16	0	0	0	1	0	1	1	3	4	5	3	8	7	12	19	13	13
17	0	0	0	0	0	0	0	1	1	0	0	0	5	2	7	1	1
18	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Total	3921	4269	8190	3322	3737	7059	3128	3582	6710	2912	3277	6189	2784	2963	5747	2359	2359

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.

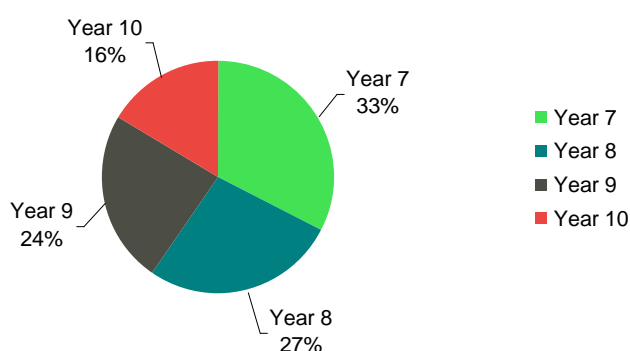
Proportion of Overage and Underage Enrolments in Primary School, 2008.

Junior Secondary School

Total Junior Secondary Enrolments by year level, 2008.

Junior/Sec	PS		SS		Total
	F	M	F	M	
Year 7	1530	1621	523	487	4161
Year 8	986	982	739	683	3390
Year 9	0	0	1504	1548	3052
Year 10	0	0	1035	1009	2044
Total	2516	2603	3801	3727	12647

Percentage of Junior Secondary Enrolments by Year Level, 2008.

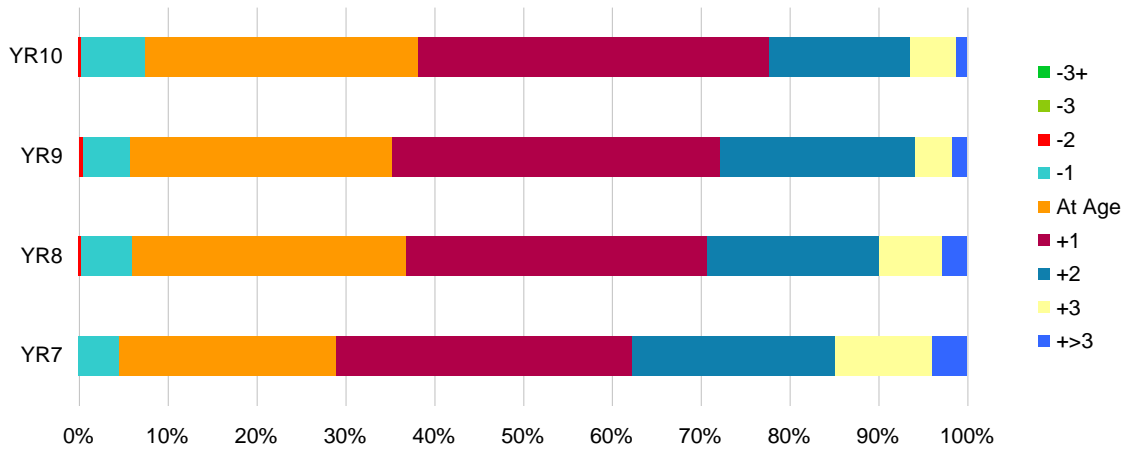


The following table provides detail enrolments in Junior Secondary schools in 2008. The number of pupils enrolled who are of the official age for each level of Junior Secondary is highlighted.

Junior Secondary Enrolments by Age, Level and Gender, 2008.

	YR7			YR8			YR9			YR10		
	F	M	T	F	M	T	F	M	T	F	M	T
7	0	0	0	2	0	2	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0
11	90	101	191	3	5	8	1	0	1	0	0	0
12	524	490	1014	110	88	198	7	9	16	0	0	0
13	706	680	1386	573	471	1044	86	74	160	3	3	6
14	456	498	954	581	566	1147	456	443	899	62	85	147
15	207	249	456	306	349	655	563	567	1130	347	281	628
16	59	69	128	113	130	243	314	353	667	391	415	806
17	8	14	22	27	36	63	58	71	129	162	164	326
18	3	6	9	9	18	27	19	22	41	62	44	106
19	0	0	0	0	1	1	0	5	5	7	15	22
20	0	1	1	0	0	0	0	3	3	0	0	0
21	0	0	0	0	1	1	0	0	0	0	1	1
22	0	0	0	0	0	0	0	1	1	0	1	1
Total	2053	2108	4161	1724	1665	3389	1504	1548	3052	1034	1009	2043

Proportion of Overage and Underage Enrolments in Junior Secondary School, 2008.

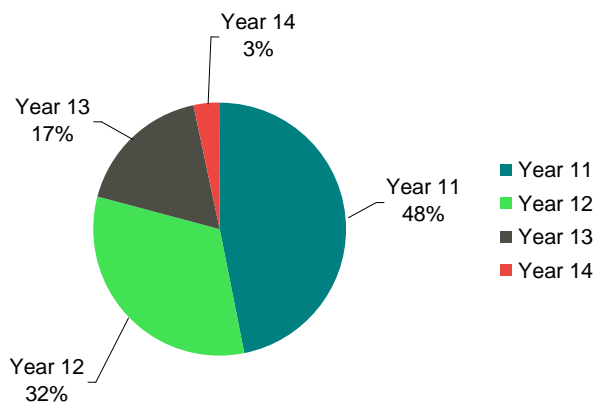


Senior Secondary School

Total Senior Secondary Enrolments by year level, 2008.

Senior/Sec	SS		Total
	F	M	
Year 11	862	891	1753
Year 12	593	758	1351
Year 13	318	304	622
Year 14	63	44	107
Total	1836	1997	3833

Percentage of Senior Secondary Enrolments in by Year Level, 2008.

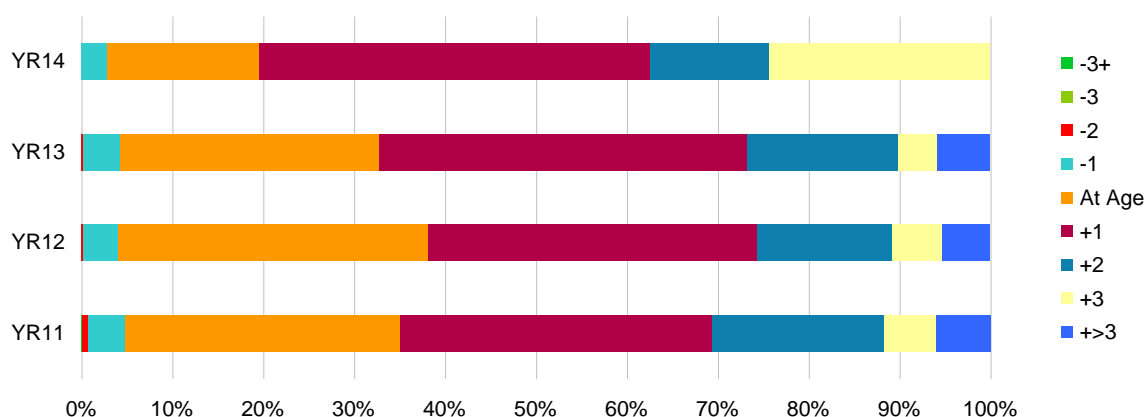


The following table provides detail enrolments in Senior Secondary schools in 2008. The number of pupils enrolled who are of the official age for each level of Senior Secondary is highlighted.

Senior Secondary Enrolments by Age, Level and Gender, 2008.

	YR11			YR12			YR13			YR14		
	F	M	T	F	M	T	F	M	T	F	M	T
12	0	1	1	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0
14	6	7	13	0	0	0	0	0	0	0	0	0
15	35	37	72	1	3	4	0	0	0	0	0	0
16	290	240	530	31	20	51	1	0	1	0	0	0
17	295	306	601	220	241	461	16	10	26	0	0	0
18	159	174	333	227	262	489	95	82	177	2	1	3
19	46	53	99	65	135	200	117	135	252	13	5	18
20	27	47	74	32	43	75	51	52	103	29	17	46
21	4	12	16	14	29	43	15	12	27	7	7	14
22	0	14	14	3	25	28	23	13	36	12	14	26
Total	862	891	1753	593	758	1351	318	304	622	63	44	107

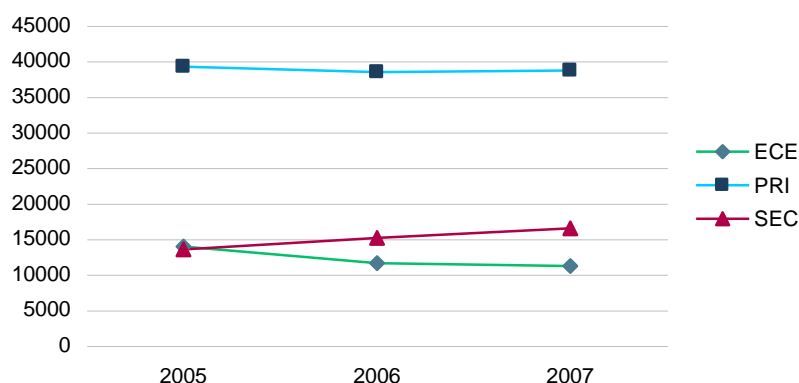
Proportion of Overage and Underage Enrolments in Senior Secondary, 2008.



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

	2006		2007		2008	
	Total	%F	Total	% F	Total	% F
ECE	13905	48%	11581	48%	11183	48%
PRI	39215	48%	38422	47%	38687	48%
SEC	13508	49%	15146	50%	16480	49%
Total	66628	48%	65149	48%	66350	48%

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, 2008

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Chart showing number of teachers by medium of instruction

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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

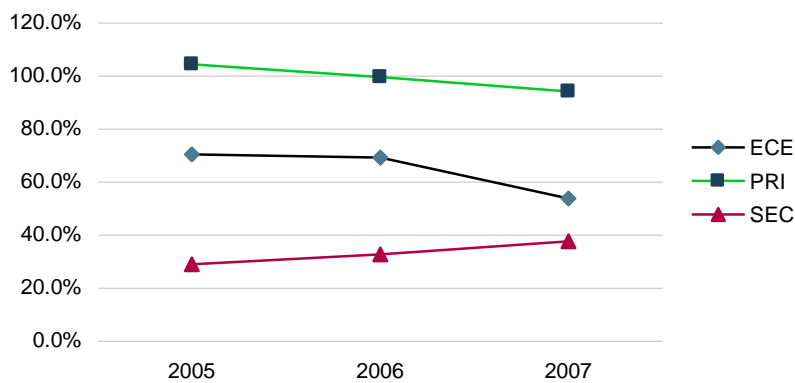
indicators such as Gross Enrolment Ratios (GER) and Net Enrolment Ratios (NER). GER and NER can be defined as follows:

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.

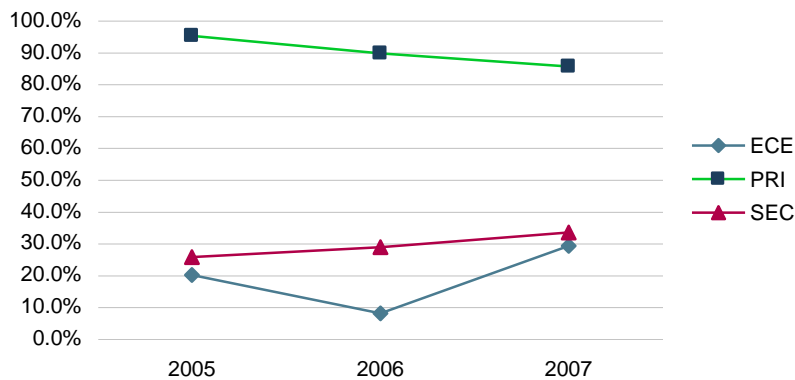
NER: Total enrolment of pupils of the official age group for ECE, Primary or Secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.

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).

The purpose of a Gender Parity Index (GPI) is to assess gender differences. The GPI is calculated as the ratio of the selected indicator value for girls divided by the indicator value for boys. Therefore a value of less than one indicates a difference in favor of boys; a value above one indicates a difference in favor of girls; and a value close to one indicates gender parity.

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
2006	73.8	72.2	73.1	0.98	8.4	8.7	8.5	1.04
2007	57.8	57.0	57.5	0.99	30.2	31.2	30.7	1.03
2008	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

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
2006	101.9	99.8	100.9	0.98	91.5	90.6	91.1	0.99
2007	98.8	96.1	97.5	0.97	88.5	86.7	87.6	0.98
2008	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

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

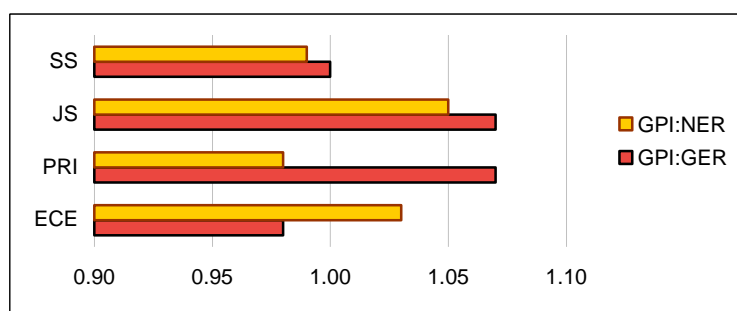
Junior Secondary	GER				NER			
	M	F	T	GPI	M	F	T	GPI
2006	47.2	49.3	48.2	1.04	41.3	42.3	41.8	1.02
2007	52.2	55.6	53.8	1.07	46.0	48.1	47.0	1.05
2008	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

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
2006	16.5	16.7	16.6	1.01	11.9	12.3	12.1	1.03
2007	17.1	17.3	17.2	1.01	12.5	12.6	12.6	1.00
2008	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

Secondary, (Yr 7-14) Gross and Net Enrolment by Gender, and Gender Parity Index, 2006 - 2008. Year 7-14 (Age 13-20)

Secondary	GER				NER			
	M	F	T	GPI	M	F	T	GPI
2006	31.3	32.4	31.8	1.04	27.8	28.5	28.2	1.02
2007	35.3	37.4	36.4	1.06	31.6	33.2	32.4	1.05
2008	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

GER and NER Gender Parity Index by Education Level, 2008.

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
2006	94%	92%	93%	0.98	31%	33%	32%	1.05
2007	98%	94%	96%	0.97	33%	31%	32%	0.95
2008	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!

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	Total
YR1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
YR2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	86.7%	84.1%	85.5%
YR3	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	81.0%	81.0%	81.0%
YR4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	75.6%	75.7%	75.7%
YR5	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	61.9%	64.7%	63.3%
YR6	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	57.2%	61.7%	59.3%
YR7	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	42.1%	50.7%	46.2%
YR8	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	42.5%	46.4%	44.4%
YR9	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	27.2%	29.1%	28.1%
YR10	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	24.4%	26.7%	25.0%
YR11	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	20.5%	20.2%	20.3%
YR12	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	14.4%	15.2%	14.8%
YR13	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	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 the National Year 6 Examination 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. However the pupil dropout does not only look at the failure of year 6 examination, but also to do with finance and parents choice of choosing which child should attend school and which should not.

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	#DIV/0!	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 pupils though may have not gone through a proper disability test; however teachers assess their pupils through physical appearance, inside classroom learning assessment; their academic performance and records of pupils' medical reports.

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, 2008

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Percentage of ECE disability type, 2008

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Number of PS pupil with a disability who are enrolled in school, by Gender, 2008

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Percentage of PS disability type, 2008

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Number of SS pupil with a disability who are enrolled in school, by Gender, 2008

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Number of SS pupil with a disability who are enrolled in school, by Gender, 2008

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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
Malampa	0%	0%	0%	#DIV/0!
Penama	1%	1%	1%	0.73
Sanma	0%	1%	1%	0.54
Shefa	1%	2%	1%	0.47
Tafea	1%	1%	1%	0.89
Torba	2%	2%	2%	1.07
Nation	63.5	63.6	63.5	1.00

Goal Two

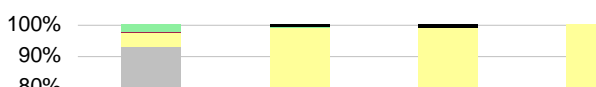
Goal 2: Continue to expand and improve affordable bi-lingual secondary, technical and higher education which meet national and international standards.

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.

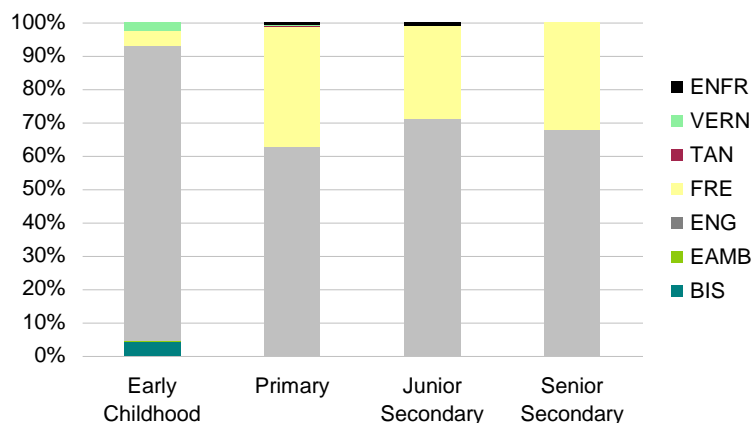
Enrolments by Education Level and Medium of Instruction, 2008.

	BIS	EAMB	ENG	FRE	TAN	VERN	ENFR	Total
Early Childhood	486	8	10030	496	13	289		11322
Primary	45		23685	13744	125	30	345	37974
Junior Secondary			6793	2675	8		93	9569
Senior Secondary			3562	1700				5262
Total	531	8	44070	18615	146	319	438	64127

BIS: Bislama
ENG: English
FRE: French
TAN: Tannese
VERN: Vernacular
ENFR: Billigual



Proportion of Pupils Studying in English, French and Vernacular Languages at Each Education Level, 2008.



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, 2008.

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
Total	VUV 438,200	VUV 244,497	VUV 5,238,934	VUV 8,777,798

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 pupil to textbook ratio is defined as the average number of pupils per textbook at a specific level of education in a given school-year. Textbooks are defined as national standard curriculum in all core subjects taught in any institutions within the country. This indicator is used to measure the resources input in terms of number of textbooks in relation to the size of the pupil population. 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, 2008.

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Chart of Primary Pupil-to-Textbook Ratios by Core Subject Area, 2008.

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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, 2008

2007	ECE	ECE	PS	PS	SS	SS	Total
	F	M	F	M	F	M	
Malampa	141	3	175	182	34	84	619
Penama	58	6	162	129	51	76	482
Sanma	213	18	212	174	55	106	778
Shefa	99	6	250	158	111	140	764
Tafea	116	16	142	178	22	47	521
Torba	38	14	51	47	2	8	160
Total	665	63	992	868	275	461	3324

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, 2008

2007	ECE	ECE	PS	PS	SS	SS
	F	M	F	M	F	M
Malampa	21%	5%	18%	21%	12%	18%
Penama	9%	10%	16%	15%	19%	16%
Sanma	32%	29%	21%	20%	20%	23%
Shefa	15%	10%	25%	18%	40%	30%
Tafea	17%	25%	14%	21%	8%	10%
Torba	6%	22%	5%	5%	1%	2%
Total	100%	100%	100%	100%	100%	100%

Number of teachers by medium of English and French, in Primary and Secondary, and by Province, 2008

	PS ENG	PS FRE	SS ENG	SS FRE	Total
Malampa	230	128	54	64	476
Penama	226	65	98	29	418
Sanma	275	111	93	68	547
Shefa	302	106	226	25	659
Tafea	183	129	44	25	381
Torba	50	24	10	0	84
Totals	1266	563	525	211	2565

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, 2008

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

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, 2008

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

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, 2008

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
National Ratio	16	27	23

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, 2008

	G	N	U	V	R
Malampa	19	9	10	19	13
Torba	3	3	10	18	11
Penama	18	14	8	18	32
Shefa	20	32	18	24	46
Sanma	20	12	11	19	21
Tafea	26	18	12	22	37

G	Church (Government Assisted)
N	Church (Not Government Assisted)
U	Community
V	Government of Vanuatu
R	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, 2008

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
National Ratio	16	34	32

PS Pupil Teacher Ratio, Pupil Certified Ratio, and Pupil Qualified Ratio, by Authority type, 2008

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
National Ratio	23	43	38

SS Pupil Teacher Ratio, Pupil Certified Ratio, and Pupil Qualified Ratio, by Authority type, 2008

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
National Ratio	16	26	23

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, 2008

ECE	N	Y	Total
Malampa	59	85	144
Penama	21	43	64
Sanma	114	117	231
Shefa	79	26	105
Tafea	94	38	132
Torba	9	43	52
Total	376	352	728

Percentage of qualified and not qualified ECE teacher, by Province, 2008

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Primary School (PS)

Total number of PS Teachers, numbers not qualified, numbers qualified, by Province, 2008

PS	N	Y	Total
Malampa	143	215	358
Penama	128	163	291
Sanma	148	238	386
Shefa	185	223	408
Tafea	123	198	321
Torba	50	48	98
Total	777	1085	1862

Percentage of qualified and not qualified PS teacher by province, 2008

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Total number of government PS teachers, numbers qualified, number not qualified, by Province, 2008

PS	N	Y	Total
Malampa	95	156	251
Penama	103	139	242
Sanma	78	169	247
Shefa	149	197	346
Tafea	84	166	250
Torba	37	44	81
Total	546	871	1417

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, 2008

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*Secondary School (SS)**Total number of SS Teachers, numbers not qualified, numbers qualified, by Province, 2008*

SS	N	Y	Total
Malampa	42	76	118
Penama	54	73	127
Sanma	16	145	161
Shefa	92	159	251
Tafea	27	42	69
Torba	1	9	10
Total	232	504	736

Percentage of qualified and not qualified SS teacher by Province, 2008

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Number of government teachers, numbers qualified (Y), numbers not qualified (N), by Province, 2008

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
Total	109	309	418

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, 2008

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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, 2008

ECE	N	Y	Total
Malampa	65	79	144
Penama	21	43	64
Sanma	118	113	231
Shefa	81	24	105
Tafea	94	38	132
Torba	11	41	52
Total	390	338	728

Percentage of certified and not certified ECE teachers, by province, 2008

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Primary School (PS)

Total PS Teachers, numbers not certified, numbers certified, by Province, 2008

PS	N	Y	Total
Malampa	169	189	358
Penama	159	132	291
Sanma	175	211	386
Shefa	208	200	408
Tafea	140	181	321
Torba	53	45	98
Total	904	958	1862

Percentage of certified and not certified PS teachers, by province, 2008

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Total Primary government teachers, numbers not certified, numbers certified, by Province, 2008

PS	N	Y	Total
Malampa	117	134	251
Penama	127	115	242
Sanma	95	152	247
Shefa	165	181	346
Tafea	101	149	250
Torba	39	42	81
Total	644	773	1417

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, 2008

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Secondary School (SS)

Total SS Teachers, numbers not certified, numbers certified, by Province, 2008

SS	N	Y	Total
Malampa	45	73	118
Penama	68	59	127
Sanma	41	120	161
Shefa	104	147	251
Tafea	33	36	69
Torba	2	8	10
Total	293	443	736

Percentage of certified and not certified SS teachers, by Province, 2008

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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, 2008

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
Total	134	284	418

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, 2008

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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, 2008

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Overall percentage of PS qualified and certified teachers, by Province, 2008

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Overall percentage of SS qualified and certified teachers, by Province, 2008

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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, 2008

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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, 2008

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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, 2008.

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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, 2008.

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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, 2008.

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Number and Percentage of Classrooms Reported to be in Good, Fair or Poor Condition, by Sector, 2008.

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Percentage of classroom reported to be in Good, Fair or Poor Condition, by Sector, 2008

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Number and Percentage of Primary and Secondary Schools that have a Library by Province, 2008.

	No of PS	PS	%	No of SS	SS	%
		with Library	with Library		with library	with Library
Malampa	91	27	30	17	9	53
Penama	66	24	36	12	11	92
Sanma	95	34	36	16	9	56
Shefa	79	46	58	24	15	63
Tafea	89	32	36	12	10	83
Torba	23	14	61	1	1	100
Total	443	177	40	82	55	67

Number and Percentage of Schools with Access to a Reliable Water Supply, by Water Supply Type and School Type, 2008.

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Pupil to Toilet Ratios by School Type and Province, 2008.

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Pupil to Toilet Ratios by School Type and Province, 2008.

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Common Toilet Types in Vanuatu Schools, by School Type 2008.

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Number and Percentage of Schools with Access to Communications Resources, by Resource Type and School Type, 2008.

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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, 2008.

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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).

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Goal Six

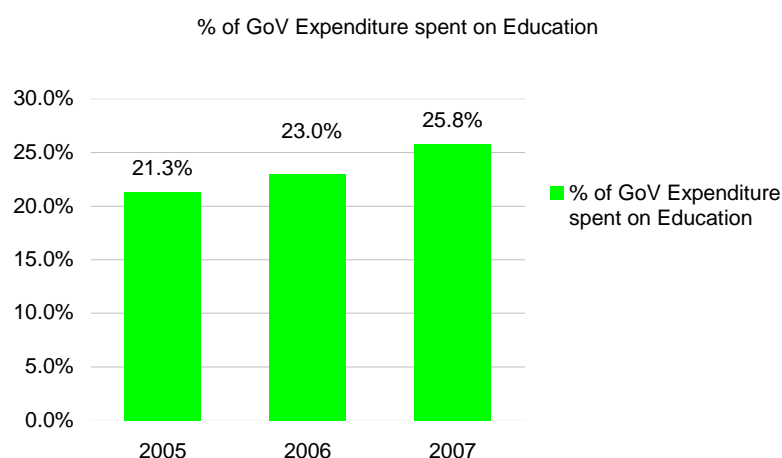
Goal 6: Strengthen the effectiveness, productivity, accountability, transparency, governance, and decentralization of the education system and build capacities for results-based management at all levels.

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

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.

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

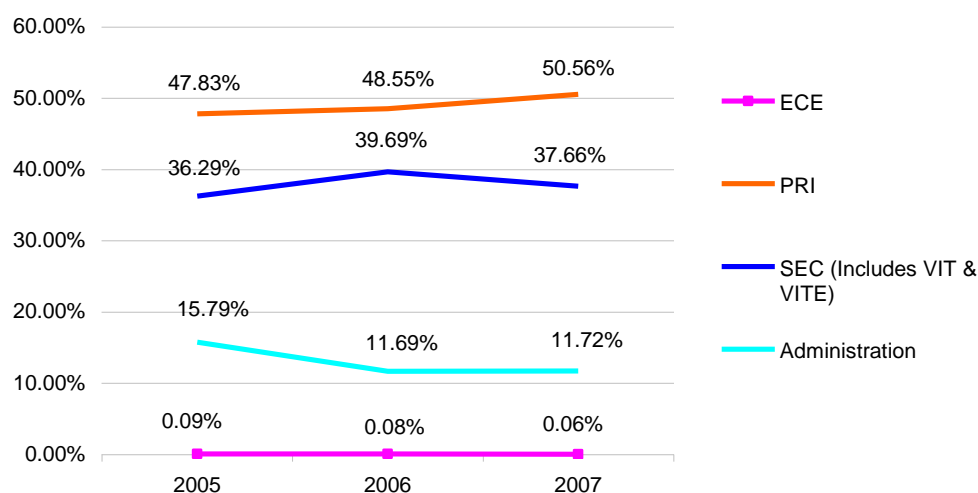
	2005	2006	2007
Vanuatu GDP	40,387,000,000	45,901,000,000	52,653,000,000
Total MOE Expenditure	1,941,227,259	2,399,603,626	3,139,276,272
Education Expenditure as % of GDP	4.8%	5.2%	6.0%

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
MOE Total	1,941,227,259	2,399,603,626	3,139,276,272

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
Expenditure per Pupil	VUV 4,523	VUV 25,104	VUV 73,560

2006	ECE	PRI	SEC
Sector Expenditure	1,800,000	1,164,897,829	952,367,640
Total Enrolment	439	37,145	9,577
Expenditure per Pupil	VUV 4,100	VUV 31,361	VUV 99,443

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
Expenditure per Pupil	VUV 875	VUV 41,076	VUV 121,421

Goal Seven

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

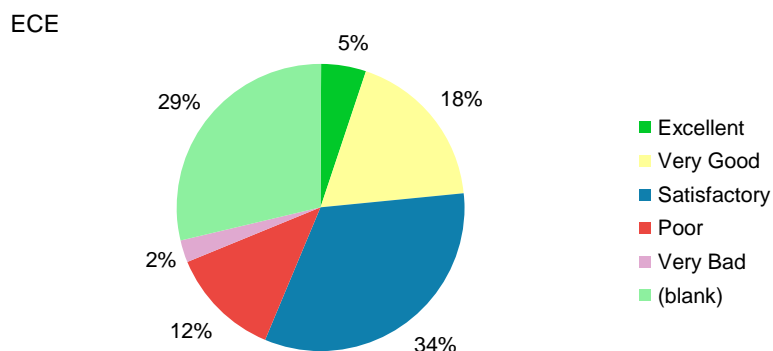
The Government of Vanuatu works in partnership with families, communities, Education Authorities, and Donor partners to deliver education services. The following tables and charts provide some indication of the strength and effectiveness of the partnership with Communities and Education Authorities in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

Community Support Ratings As Reported by School Principals and Head Teachers, 2008.

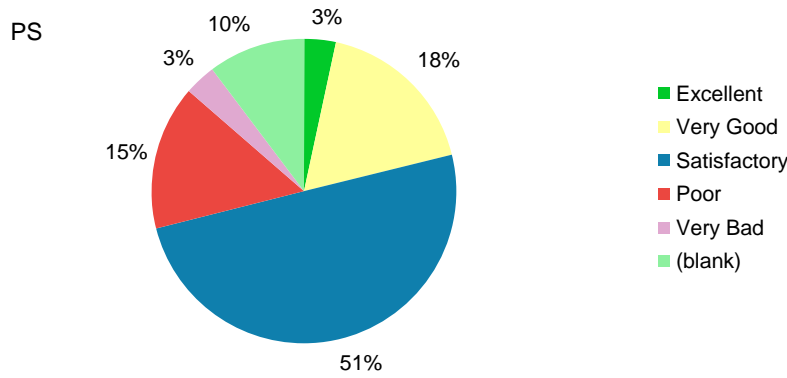
2007	ECE	PS	SS
Excellent	33	15	0
Very Good	117	77	15
Satisfactory	214	217	33
Poor	80	67	17
Very Bad	15	14	2
(blank)	185	45	14
Total	644	435	81

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.

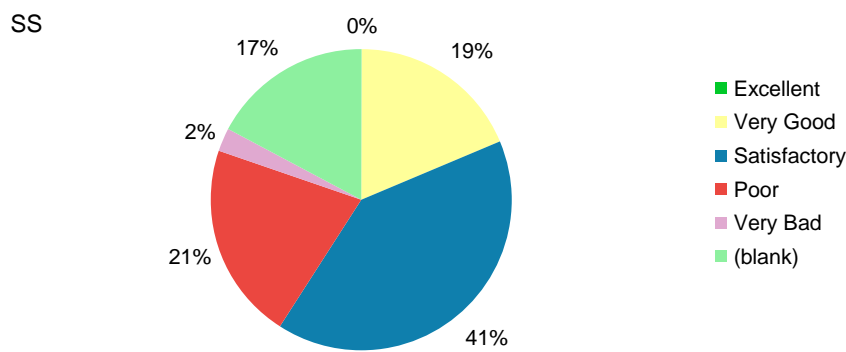
Rating of Community Support to ECEs, as reported by ECE Head Teachers, 2008.



Rating of Community Support to Primary Schools, As Reported by Primary Head Teachers, 2008.



Rating of Community Support to Secondary Schools, As Reported by Secondary Principals, 2008.



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.

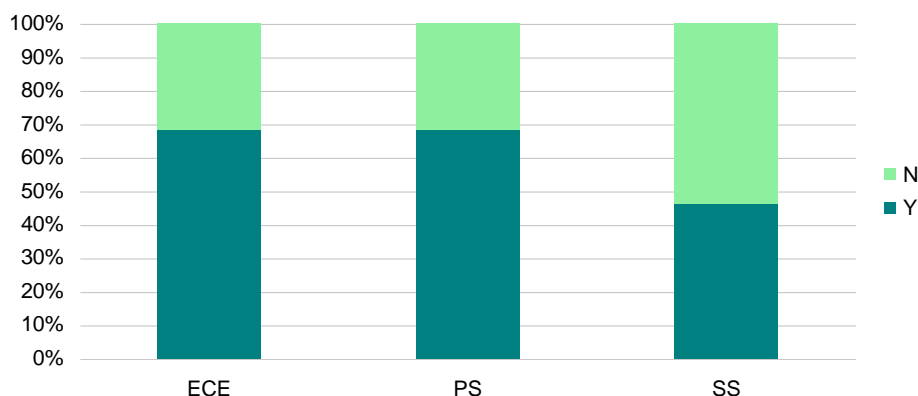
Number and Percentage of Schools with a Parents Teacher Association¹ by School Type, 2008.

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

Y	Yes
N	No

¹ 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.

Percentage of Schools with a Parents Teacher Association, 2008.



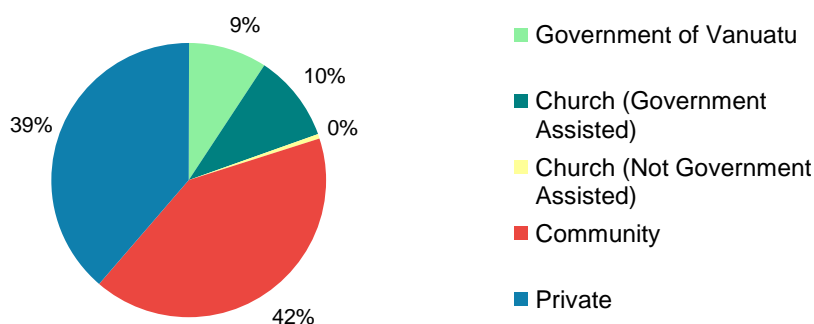
The Government of Vanuatu manages and provides funding to most schools throughout Vanuatu. In addition there are also a number of other Education Authorities as Churches, private individuals, and communities, running schools. Some of these are provided with assistance by the Government, in the form of 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.

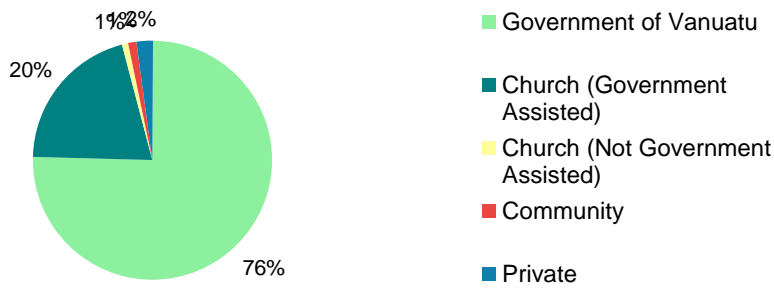
Number of Enrolments by Education Authority Type and School Type, 2008.

	ECE	PS	SS	Total
Government of Vanuatu	1025	33063	6557	40645
Church (Government Assisted)	1148	8937	3752	13837
Church (Not Government Assisted)	52	333	100	485
Community	4650	439	98	5187
Private	4308	1034	854	6196
Total	11183	43806	11361	66350

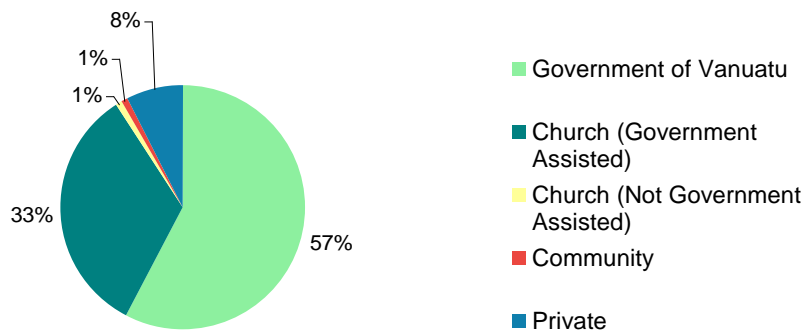
Proportion of Enrolments in ECEs According to Education Authority Type, 2008.



Proportion of Enrolments in Primary Schools According to Education Authority Type, 2008.



Proportion of Enrolments in Secondary Schools According to Education Authority Type, 2008.



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.

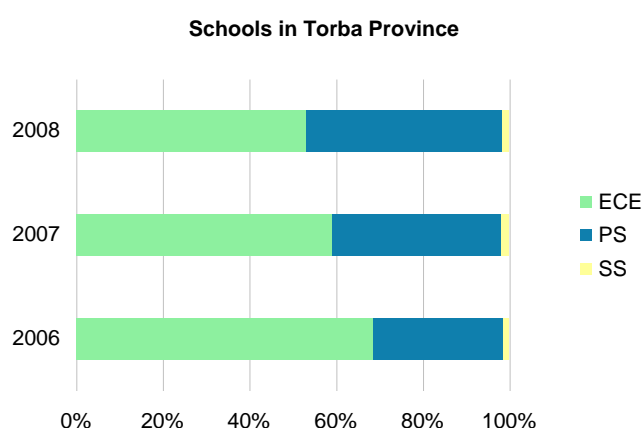
Torba

Schools

Number of Schools by School Type, 2005 - 2007.

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Chart of Schools by School Type, 2005 - 2007.



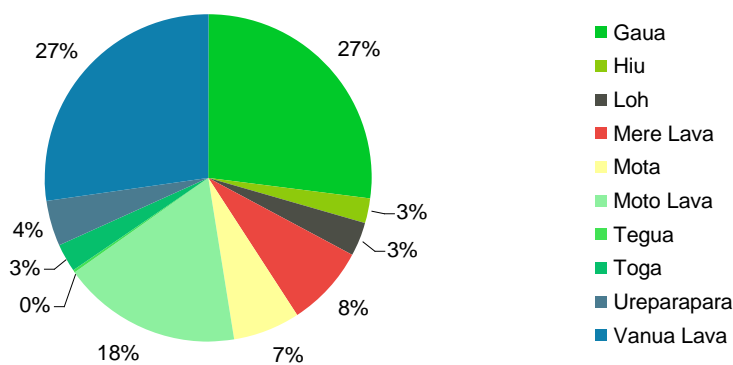
Enrolments

Enrolments by Sector and Gender, 2005 - 2007.

	2006			2007			2008		
	M	F	T	M	F	T	M	F	T
ECE	334	325	659	250	247	497	250	247	497
PRI	922	829	1751	870	768	1638	870	768	1638
SEC	126	108	234	152	157	309	152	157	309
Total	1382	1262	2644	1272	1172	2444	1272	1172	2444

Enrolments by Island, 2008.

	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
Total	497	1638	309	2444

Proportion of Enrolments by Island, 2008.

Teachers

Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2008.

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Percentage of Qualified Teachers, by Teaching Sector and Gender, 2008.

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Percentage of Certified Teachers by Teaching Sector and Gender, 2008.

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Pupil to Teacher Ratios by Island and Sector, 2008.

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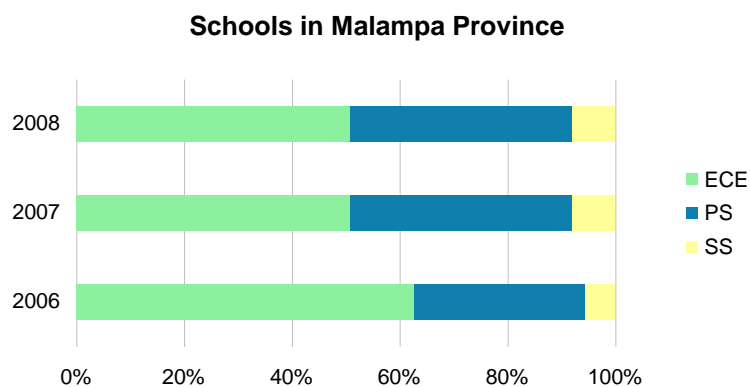
Malampa

Schools

Number of Schools By School Type, 2005 - 2007.

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Chart of Schools by School Type, 2005 - 2007.



Enrolments

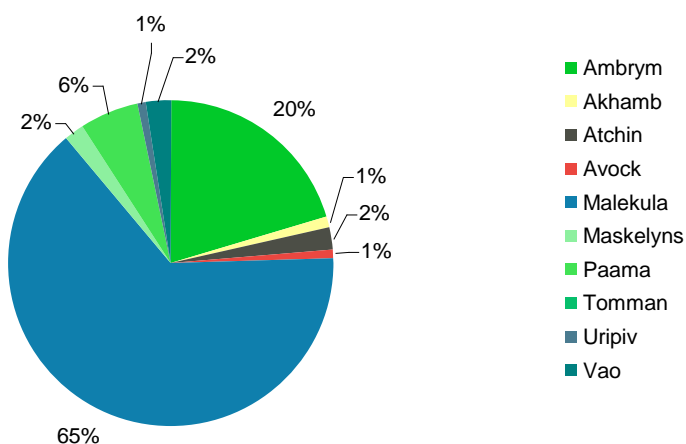
Enrolments by Sector and Gender, 2005 - 2007.

	2006			2007			2008		
	M	F	T	M	F	T	M	F	T
ECE	1353	1197	2550	827	730	1557	827	730	1557
PRI	3869	3544	7413	3529	3138	6667	3529	3138	6667
SEC	930	937	1867	1011	1002	2013	1011	1002	2013
Total	6152	5678	11830	5367	4870	10237	5367	4870	10237

Enrolments by Island, 2008.

	ECE	PRI	SEC	Total
Ambrym	291	1498	293	2082
Akhamb			108	108
Atchin	34	206	0	240
Avock		60		60
Malekula	1174	4035	1388	6597
Maskelyns		167	38	205
Paama	49	364	186	599
Tomman	9			9
Uripiv		82		82
Vao		255		255
Total	1557	6667	2013	10237

Proportion of Enrolments by Island, 2008.



Teachers

Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2008.

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Percentage of Qualified Teachers, by Teaching Sector and Gender, 2008.

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Percentage of Certified Teachers by Teaching Sector and Gender, 2008.

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Pupil to Teacher Ratios by Island and Sector, 2008.

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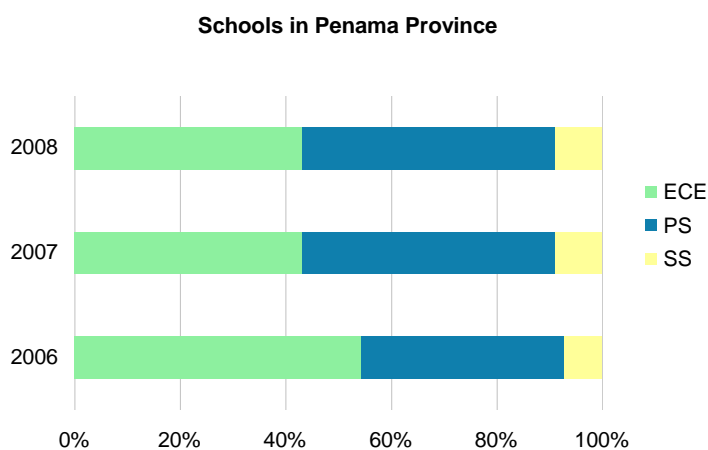
Penama

Schools

Number of Schools By School Type, 2005 - 2007.

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Chart of Schools by School Type, 2005 - 2007.



Enrolments

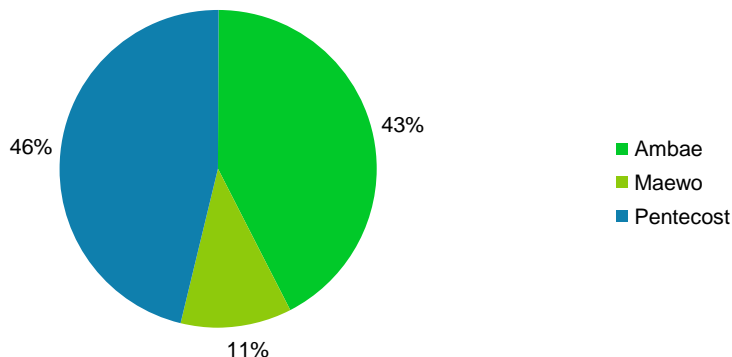
Enrolments by Sector and Gender, 2005 - 2007.

	2006			2007			2008		
	M	F	T	M	F	T	M	F	T
ECE	734	635	1369	441	382	823	441	382	823
PRI	2703	2381	5084	2623	2359	4982	2623	2359	4982
SEC	1173	1134	2307	1198	1158	2356	1198	1158	2356
Total	4610	4150	8760	4262	3899	8161	4262	3899	8161

Enrolments by Island, 2008.

	ECE	PRI	SEC	Total
Ambae	276	1926	1267	3469
Maewo	195	623	111	929
Pentecost	352	2433	978	3763
Total	823	4982	2356	8161

Proportion of Enrolments by Island, 2008.



Teachers

Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2008.

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Percentage of Qualified Teachers, by Teaching Sector and Gender, 2008.

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Percentage of Certified Teachers by Teaching Sector and Gender, 2008.

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Pupil to Teacher Ratios by Island and Sector, 2008.

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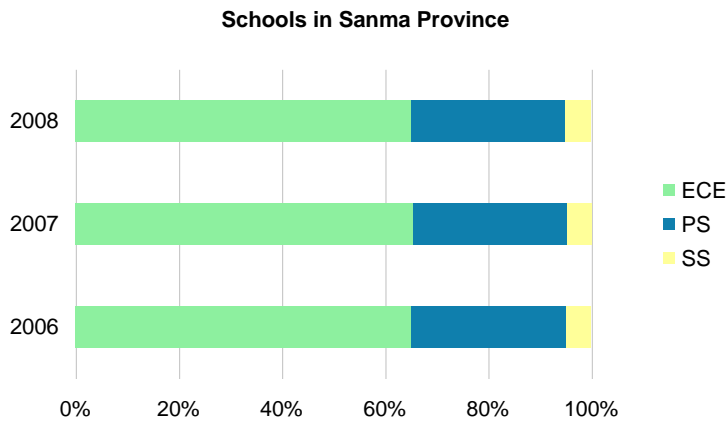
Sanma

Schools

Number of Schools By School Type, 2005 - 2007.

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Chart of Schools by School Type, 2005 - 2007.



Enrolments

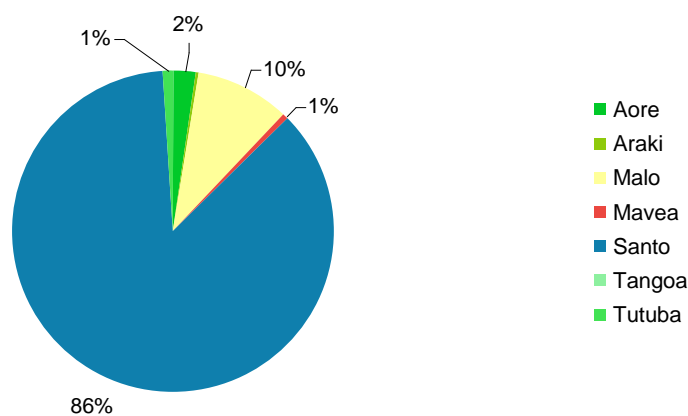
Enrolments by Sector and Gender, 2005 - 2007.

	2006			2007			2008		
	M	F	T	M	F	T	M	F	T
ECE	1774	1556	3330	1723	1517	3240	1723	1517	3240
PRI	4048	3749	7797	3966	3536	7502	4005	3579	7584
SEC	1340	1331	2671	1471	1514	2985	1479	1518	2997
Total	7162	6636	13798	7160	6567	13727	7207	6614	13821

Enrolments by Island, 2008.

	ECE	PRI	SEC	Total
Aore	31	69	217	317
Araki		24		24
Malo	415	759	141	1315
Mavea	23	33	31	87
Santo	2722	6577	2608	11907
Tangoa	15			15
Tutuba	34	122		156
Total	3240	7584	2997	13821

Proportion of Enrolments by Island, 2008.



Teachers

Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2008.

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Percentage of Qualified Teachers, by Teaching Sector and Gender, 2008.

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Percentage of Certified Teachers by Teaching Sector and Gender, 2008.

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Pupil to Teacher Ratios by Island and Sector, 2008.

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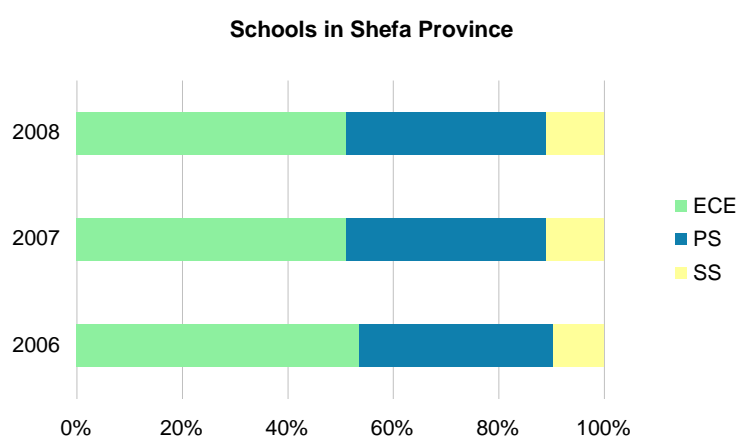
Shefa

Schools

Number of Schools by School Type, 2005 - 2007.

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Chart of Schools by School Type, 2005 - 2007.



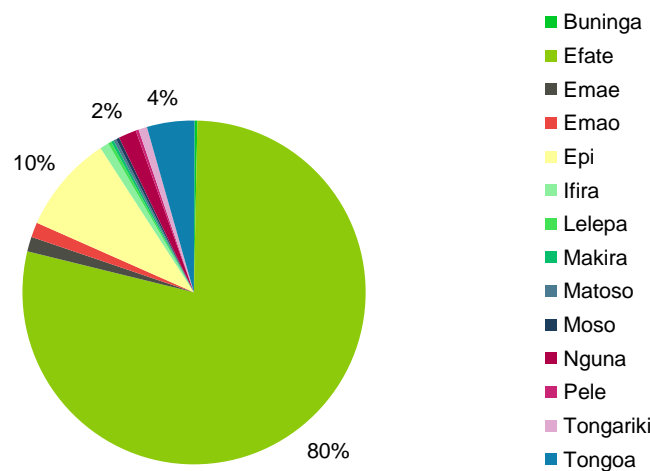
Enrolments

Enrolments by Sector and Gender, 2005 - 2007.

	2006			2007			2008		
	M	F	T	M	F	T	M	F	T
ECE	1522	1410	2932	1485	1389	2874	1485	1389	2874
PRI	5316	4879	10195	5171	4769	9940	5171	4769	9940
SEC	2475	2428	4903	2875	2902	5777	2875	2902	5777
Total	9313	8717	18030	9531	9060	18591	9531	9060	18591

Enrolments by Island, 2008.

	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
Total	2874	9940	5777	18591

Proportion of Enrolments by Island, 2008.

Teachers

Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2008.

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Percentage of Qualified Teachers, by Teaching Sector and Gender, 2008.

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Percentage of Certified Teachers by Teaching Sector and Gender, 2008.

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Pupil to Teacher Ratios by Island and Sector, 2008.

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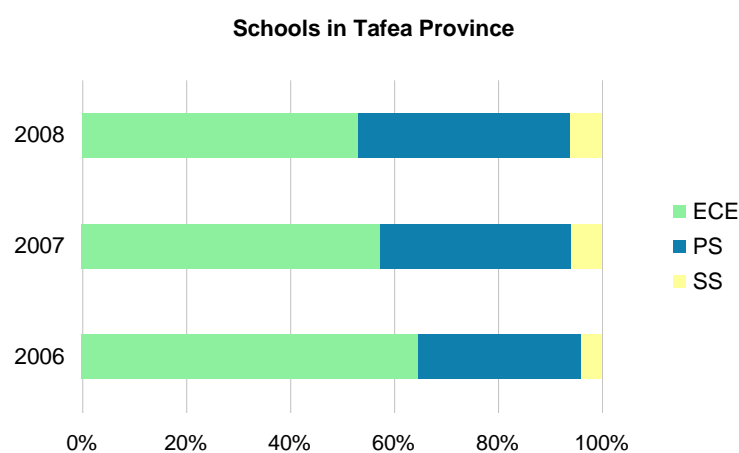
Tafea

Schools

Number of Schools By School Type, 2005 - 2007.

	2006	2007	2008
ECE	185	129	116
PS	90	83	89
SS	11	13	13
Total	286	225	218

Chart of Schools by School Type, 2005 - 2007.



Number of Schools by School Type and Island, 2008.

Enrolments

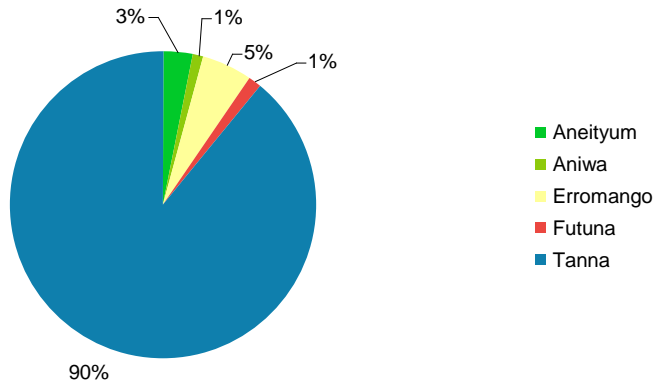
Enrolments by Sector and Gender, 2005 - 2007.

	2006			2007			2008		
	M	F	T	M	F	T	M	F	T
ECE	1552	1503	3055	1152	1188	2340	1169	1196	2365
PRI	3632	3266	6898	3810	3409	7219	3872	3464	7336
SEC	814	706	1520	902	790	1692	924	799	1723
Total	5998	5475	11473	5864	5387	11251	5965	5459	11424

Enrolments by Island, 2008.

	ECE	PRI	SEC	Total
Aneityum	90	176	83	349
Aniwa	47	70		117
Erromango	102	442	65	609
Futuna	40	86	30	156
Tanna	2086	6562	1545	10193
Total	2365	7336	1723	11424

Proportion of Enrolments by Island, 2008.



Teachers

Number of Teachers, Number Qualified, and Number Certified, by Teaching Sector and Gender, 2008.

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Percentage of Qualified Teachers, by Teaching Sector and Gender, 2008.

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Percentage of Certified Teachers by Teaching Sector and Gender, 2008.

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Pupil to Teacher Ratios by Island and Sector, 2008.

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