



ANNUAL STATISTICAL DIGEST

MINISTRY OF EDUCATION AND TRAINING (MOET), VANUATU

2015



Ministry of Education & Training
Government of Vanuatu

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FORWARD



On behalf of the Ministry of Education and Training (MoET), I am much honored to introduce to you all the 8th edition of the 2015 Annual Statistical Digest (ASD) for Vanuatu. This document was prepared by the Policy and Planning team with the technical support from the Statistics for Development Division, Pacific Community (SPC).

There is now a remarkable opportunity to provide a more inspirational vision for education in the post-2015 development agenda. The MoET in Vanuatu is cognizant that the proposed SDG 4, which calls for the international community to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, is aligned with the Vanuatu Education Sector Program (VESP), 2013–2017 strategic priorities which is coordinated by the Department of Foreign Affairs and Trade (DFAT) and the Ministry of Foreign Affairs and Trade (MFAT) and the Government of Vanuatu (GoV). Despite cyclone PAM in 2015, the VEMIS team was able to collect and analyze data for the 2015 ASD. The major damages caused by cyclone PAM has a significant impact on school enrolment in 2015. Many schools in Shefa and Tafea provinces have been damaged. In spite of the many challenges incurred at the time of the natural disasters the MoET continues to promote **Access, Quality and Management** of the education system in Vanuatu.

Funding initiatives were made available in the 2015 Ministry’s plans to improve data collection, and data storage. An online Management Information System called “Open VEMIS” has been established since 2013. The Open VEMIS is expected to grow substantially during 2015 and 2016, providing planning and management tools for the ministry, schools, regional offices and communities. For the purpose of this report, most of the indicators that

are included in this digest report were generated from VEMIS and from other data source.

While the development of Open VEMIS is in good progress, another area that needs further support is the data quality assurance. It is essential that clear mechanisms are in place to ensure that all schools data is closely verified and validate against the school records. A better statistical process needs to be developed in order to align the EMIS roles with the policies and laws of the MoET and of the National Statistics Office (NSO).

I would like to encourage all users of the Education Statistics to make use of the statistics information that are published in this digest. Our policy and planning team in the MoET will be delighted to assist you if you need further clarifications on the education indicators.

Lastly, thanks to all who have contributed to the development of this edition of digest.

Jesse Joe Dick
Jesse Joe Dick
Director General of MoET

A circular official stamp of the Ministry of Education and Training (MoET) in Vanuatu. The text around the perimeter reads "MINISTRY OF EDUCATION AND TRAINING" at the top and "REPUBLIC OF VANUATU" at the bottom. In the center, it says "DIRECTOR GENERAL" and "DIRECTEUR GÉNÉRAL" in two lines. There is a small star at the bottom right of the stamp.

ACKNOWLEDGMENT



In support to the forward remarks by the Director General of Education and Training, I would like to extend my sincere acknowledgment to my staffs at the Policy and Planning Unit in particular the EMIS team for producing the 2015 ASD. This document which encompasses recent education statistics provides actual facts on schools, enrolment and teachers for all levels of education in Vanuatu. I am very grateful to those who have involved in the whole process of compiling this Statistical Digest. I wish to extend my warmest acknowledgment to the following people:

- Policy and Planning Team for compiling the 2015 ASD;
- EMIS team in the province for entering data in VEMIS and Open VEMIS;
- All Early Childhood Education (ECCE) teachers, primary and secondary school heads and principals for completing and submitting their 2015 VEMIS survey questionnaires and;
- Principals of post-secondary education institutions for submitting their data;
- Directors of the Technical and Vocational Education and Training (TVET) centres for submitting their data;
- School Improvement officers and provincial education officers for following up on the VEMIS survey questionnaires.

I wish to thank all the stakeholders and other divisions in the MoET namely TVET, Vanuatu Rural Development and Training Centre Association (VRDTCA), Post-secondary institutions, University of South Pacific (USP), Agence Universitaire de la Francophonie (AUF), Finance division at MoET and National Assessment Unit for sharing their data with the VEMIS team.

Data is included in this digest determining different education pathways that are available in the current education system.

This statistical digest covers a wide range of education statistics which could be of interest to all level of users including schools, communities, government and non-government institutions and donor partners and our members of parliament.

To conclude, I would like to extend my gratitude to the Pacific Community for their technical support. The MoET Statistical digest continues to bring more evidence-based information to our policies, plans and decision-making, an innovative statistical output.

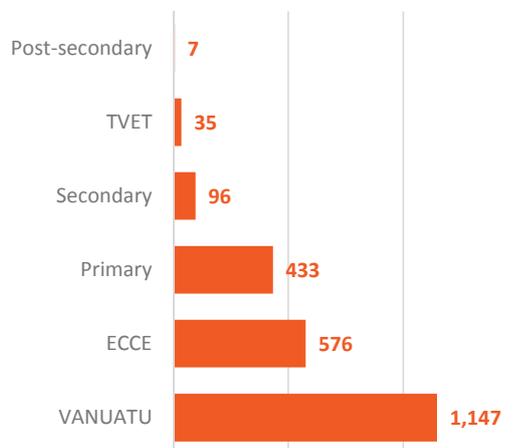
Lastly I would like to acknowledge those of you who proof-read the statistical digest, thank you for your time and support.

Serge Lewawa
Director of Policy and Planning Unit



SUMMARY STATISTICS – SCHOOLS ENROLMENT AND TEACHERS, 2015

Figure 1: Total number of schools or institutions, in Vanuatu, 2015



Vanuatu Education System records the total of 1,147 schools, 85,232 students and 4,043 teachers across all institutions in 2015. The system has English and French speaking primary and secondary schools with a harmonized curriculum program developed in 2012.

In terms of data source, all Early Childhood Care and Education (ECCE), primary and secondary school enrolment are stored in the Vanuatu Education Management Information System (VEMIS), however the number of students in rural training centres, TVET centres, Post-secondary institutions, examination data, finance and tertiary data were extracted from other data source.

Figure 2: Total enrolment, in Vanuatu, 2015

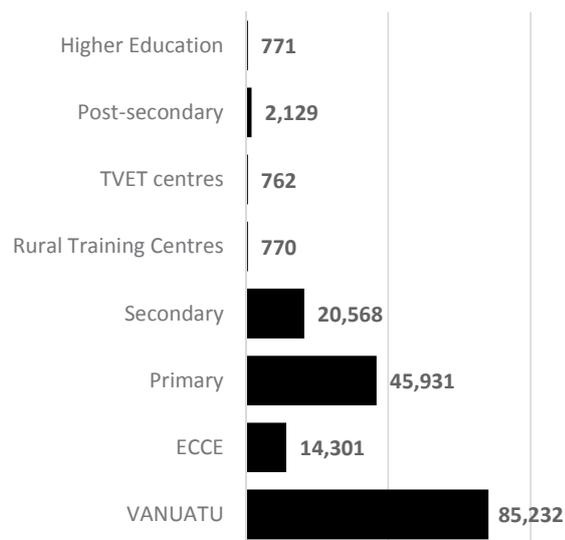
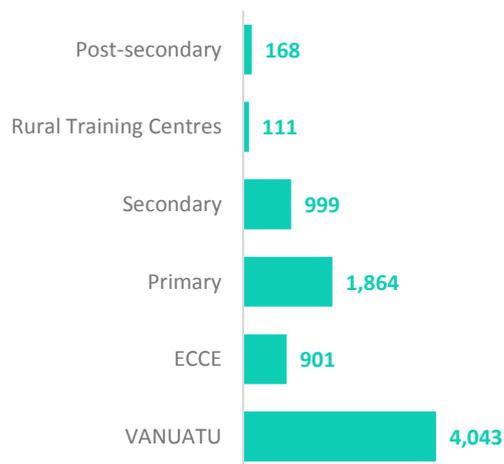


Figure 3: Total number of teachers, in Vanuatu, 2015



KEY RESULTS

INCREASING ACCESS AND PARTICIPATION IN EDUCATION

The overall enrolment in kindergarten, primary and secondary schools in Vanuatu is 80,800 students in 2015 of which 42,203 is male and 38,597 is female. The distribution of students by education authorities shows that the total enrolment in government schools has increased between 2012 and 2015. The VEMIS shows that the number of students enrolled in government primary schools has increased by 5.2% students in 2015. At secondary level, the number of students in government schools has increased by 11% between 2012 and 2015. This increase would emanate from the positive implementation of the universal primary education in Vanuatu.

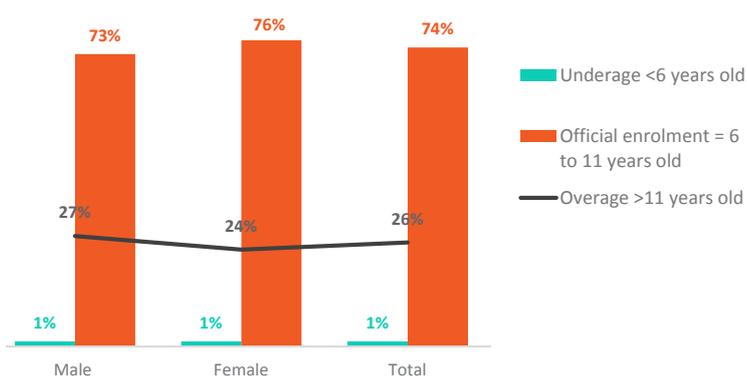
Vanuatu has witnessed an increase of 6% in pupils attending pre-primary Early Childhood Education (ECE) schooling since 2012. This is a considerable increase. All kindergarten schools are run by communities, however the Ministry of Education and Training (MoET) continues to engage bilateral help and funding support from the development partners in order to improve the quality of access and learning in pre-primary education each year. New policy initiatives were developed to increase access to ECCE since 2012, which include a national Interim ECCE Results and Monitoring Framework that details the expected results of the ECE project. However, the number of students in non-government schools has decreased gradually by 12% since 2012. Over the same period, at secondary level, school enrolment has significantly increased by 39%.

Policy and Planning Unit was able to collect data from TVET centers and post-secondary institutions in 2015. Additional information in terms of number of students, teachers or trainers and number of institutions is made available on [annex 5](#) of this digest.

Figure 4: Enrolment in government and non-government schools



Figure 5: Percentage of underage and overage students in primary schools, 2015



With **Sustainable Development Goal 4 (SDG)**, the world has pledged to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The percentage of underage and overage is a core indicator of SDG 4, it helps to measure access in primary schooling. About 1.2% students who enrolled in primary schools are underage and 25.8% students are overage. That represents an equivalent of 1,846 students.

It is essential to note that education in Vanuatu is not compulsory, however the MoET with donors funding support continues to allocate school grant money to all the registered primary schools in the country. The purpose of the school grant is to enable all children aged 6 to 11 years old to go to schools.

Universal primary education was the most prominent aspect of development at the MoET. The school grant initiative was jointly funded through both the donor funding intervention and from the recurrent budget of the Ministry of Education. In spite of all the efforts initiated by MoET to improve access to schools in 2015, the Net Enrolment Rate (NER) in primary education has declined by 1.7% points over the last five years to 86%. This NER means that 13% students aged 6 to 11 years old are out-of-school. While school entry and enrolment are continuous priorities for the MoET, efforts to address the issues of data quality, age appropriate entry and schooling costs have not matched the needs. As a result, significant problems persist in Vanuatu with the dropout, the low progression and completion rates at primary and secondary school levels.

Figure 6: Gross and Net Enrolment Ratio (GER and NER) in primary education, 2011–2015



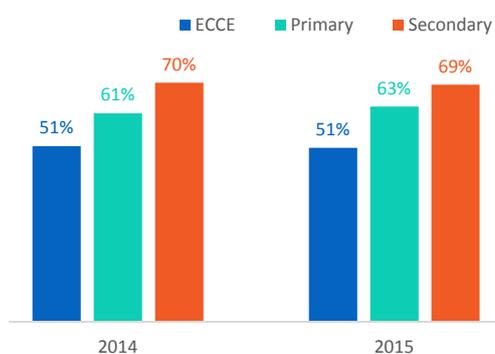
Another important fact is that there are children with disabilities who enrolled in formal primary schools. About 2.9% students in primary schools were identified as having disability problems in 2015. Some of these students are not able to adapt themselves with the normal teaching and learning development in the classrooms. These children may leave school and this is a complex issue that needs to be addressed.

In comparison to other pacific countries, Vanuatu has made substantial, albeit uneven, progress on improving several indicators of primary schooling such as reducing gender disparities in schools.

It is also important to recall that Vanuatu has experienced a big cyclone in April 2015. Many schools in Shefa and Tafea provinces were damaged, children in these two provinces did not go to school for a whole month. This can also describe why the gross enrolment in primary education has declined by 2.4% in 2015 as compared to 2014. The facility and asset management team kept a good recording system of all schools that were damaged during cyclone PAM in 2015. About 214 new classrooms were newly built and 162 classrooms were renovated after cyclone PAM. The new facility development as well as the renovation of the classrooms were funded by MFAT, DFAT, French Embassy, GGP and VESP funding programmes.

IMPROVE QUALITY OF EDUCATION FOR ALL STUDENTS IN VANUATU

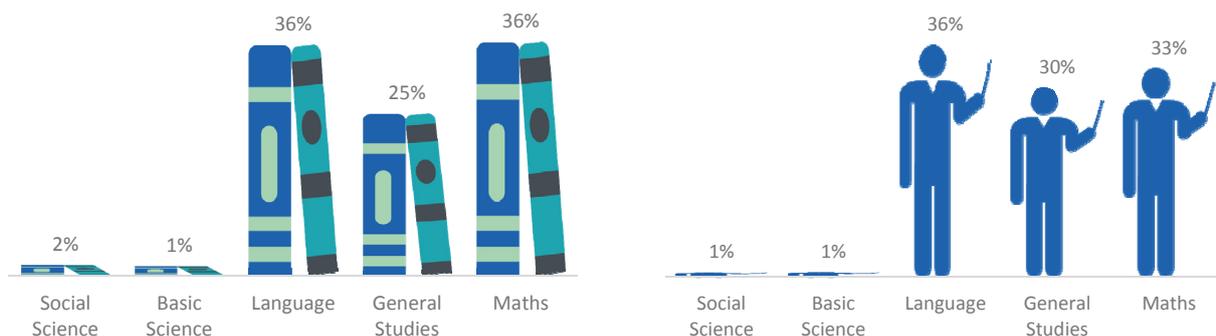
Figure 7: Percentage of Certified Teachers



Access to an education of good quality was the right of every child in Vanuatu, it affirmed that quality was the heart of education, fundamental factor of student enrolment, retention and achievement. MoET in Vanuatu was not only focussing its efforts on improving access to education but also on improving the quality of learning and teaching in schools since 2010. Improving the quantity of teachers will not be enough, VEMIS is able to report on the percentage of trained teachers in ECE, primary and secondary schools each year. In 2015, the percentage of certified teachers in primary schools has increased by 3.2% as compared to 2014.

However, the percentage of certified teachers in ECE and secondary schools shows a minor decrease of 1% average in 2015. Success to learning and teaching is also linked to available resources such as textbooks and other instructional materials and facilities. **The pupil** textbook ratio is a significant measure of textbook and teacher guide availability.

Figure 8: Percentage of available textbooks and available teacher's guide in primary schools, 2015

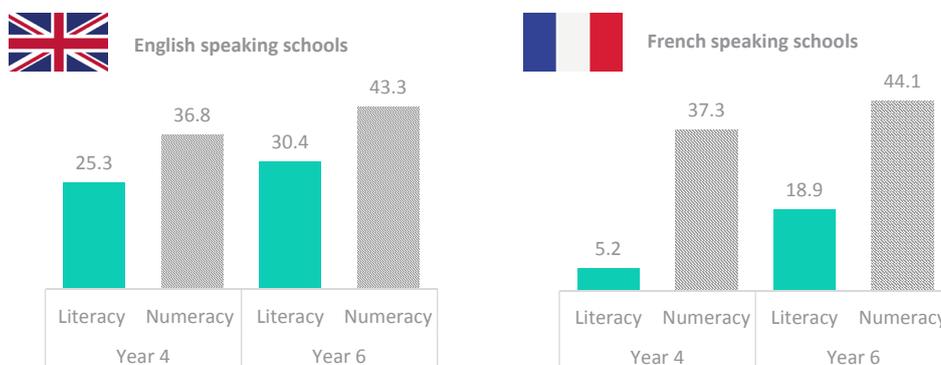


In 2015, the estimated number of textbooks and teachers guide in primary schools for instance is not adequate. Over 25% of textbooks and teachers guide in language, general studies and Maths are available in primary schools. However there are only 1% textbooks and teachers guide in Social Science (SOCS) and Basic Science (BAS) for all primary schools in the country. Further investigation is required to clarify the quality and number of textbooks and teacher's guide in schools.

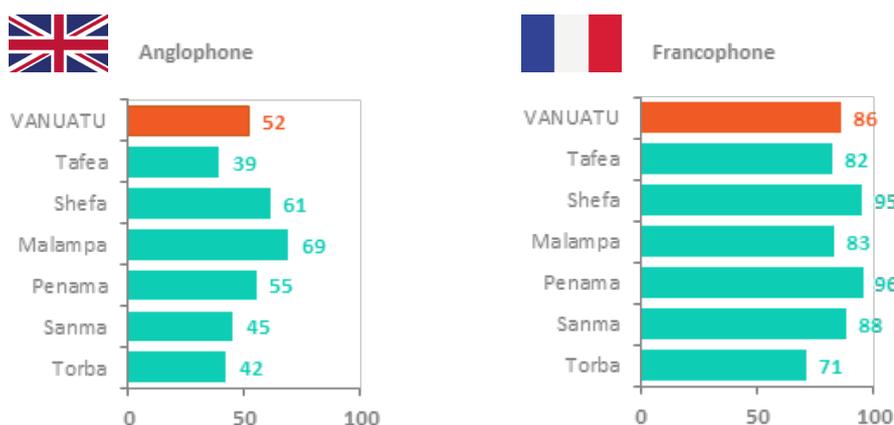
Another focus area to measure the quality education is the national literacy and numeracy assessments which are predominantly curriculum-based and subject oriented. Vanuatu was among the 14 countries in the region that administered the Pacific Islands Literacy and Numeracy Assessments (PILNA) to pupils in Year 4 and Year 6 at the end of 2012. The Literacy and Numeracy outcomes tested in PILNA were derived from the Pacific Islands Regional Benchmarks for Literacy and Numeracy at Years 4 and 6.

At national level, 63% of Year 10 students were selected to year 11 in 2015. There are 52% students in english speaking school and 86% students in french speaking schools out of 2,751 students who were placed in year 11 in 2016. Student selection varies from province to province. According to the National Assessment Unit in Vanuatu, the selection of Year 10 students is made according to the number of places available in Year 11 classes in each province.

Figure 9: 2012 PILNA Results - English and French speaking schools

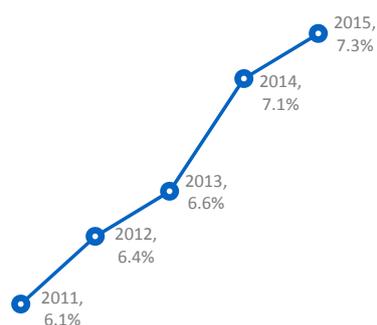


Percentage of Year 10 placement



STRENGTHEN EDUCATION MANAGEMENT

Figure 10: Total education expenditure as percentage of Gross Domestic Product (GDP), education sector, 2015



The total of education expenditure is defined as the total general (local, regional and central) government expenditures on education (current, capital, and transfers) and it includes expenditure funded by transfers from international sources to government as percentage of a GDP. The education expenditure has risen from 6.1% in 2011 to 7.3% in 2015. In comparison to other Pacific countries, the country has invested a higher percentage of its national budget to education sector in 2015. This indicates that the Vanuatu Government continues to set up for education sector development.

In 2015, the Ministry has been allocated an annual budget of 4,303,732,687VUV, approximately 24% of the total government appropriated recurrent budget of 17.773 billion Vatu. In comparison with the 2014 appropriated annual budget, there is an increase of 2.96% in 2015.

Chart 1: GER in ECCE, primary and secondary education, 2012–2015

GER can be above 100% if some enrolled students are older or younger than the age group that officially corresponds to that level of education.

In ECCE

ECCE	2012	2013	2014	2015
Total Population (ages 3–5)	20,333	21,124	21,748	22,177
TOTAL GER	101%	97%	96%	98%
FEMALE GER 	101%	96%	94%	96%
MALE GER 	101%	98%	97%	98%

In primary

Primary	2012	2013	2014	2015
Total Population (ages 6–11)	36,265	37,018	37,897	38,912
TOTAL GER	121%	119%	121%	118%
FEMALE GER 	120%	117%	118%	116%
MALE GER 	123%	121%	123%	119%

In secondary

Secondary	2012	2013	2014	2015
Total Population (ages 12–18)	38,821	39,111	39,484	39,950
TOTAL GER	40%	42%	50%	51%
FEMALE GER 	42%	44%	52%	52%
MALE GER 	38%	40%	48%	50%

Chart 2: NER in ECCE, primary and secondary education, 2012–2015

NER will reach 100% if all students are enrolling or entering each education level at the required official age of school enrolment.

In ECCE

ECCE	2012	2013	2014	2015
Total Population (ages 3–5)	20,333	21,124	21,748	22,177
TOTAL NER	44%	43%	43%	43%
FEMALE NER 	45%	43%	43%	43%
MALE NER 	44%	42%	43%	43%

In primary

Primary	2012	2013	2014	2015
Total Population (ages 6–11)	36,265	37,018	37,897	38,912
TOTAL NER	86%	86%	88%	86%
FEMALE NER 	87%	87%	89%	87%
MALE NER 	86%	86%	88%	86%

In secondary

Secondary	2012	2013	2014	2015
Total Population (ages 12–18)	38,821	39,111	39,484	39,950
TOTAL NER	31%	33%	35%	35%
FEMALE NER 	36%	36%	38%	38%
MALE NER 	30%	30%	32%	33%

INTRODUCTION

The Division of Policy and Planning Unit at the MoET is responsible to compile the ASD each year. A good community process has been established between Policy and Planning Unit, other divisions of the MoET and with the education stakeholders in order to build a good working environment. This digest covers a wide range of education statistics from ECE to tertiary education level.

The education statistics are presented via tables and graphs in this document. Most of the enrolment and teacher data are disaggregated by gender and aggregated by island, schools, and education authorities. The MoET has decided to keep the same format of its statistical digest in 2015. Most of the data are classified under the three main policy goals of the National Corporate plan of the MoET.

MOET POLICY GOALS



The proposed indicators for Monitoring and Evaluation (M&E) are linked with the Regional Education Development Framework (PEDF) and the indicators for the SDG, in particular to Goal 4. The indicators by time series can be useful to forecast the national targets in the performance assessment framework of the MoET sector programme and Government plans. Many indicators in this document are aligned with the draft Ministry of Education M&E matrix which is being developed. The MoET is very much concerned about the quality of learning and teaching at all levels. Therefore, in addition to the information that is collected through the VEMIS survey questionnaires, there are ad-hock surveys that were conducted in order to collect information for the new policy standards. These policy standards include the VQMS standards, ECCE standards, teacher standards, curriculum standards, Asset Management standards and Literacy and Numeracy standards.

Policy and Planning Unit is collecting and entering ECE, primary and secondary schools' data in VEMIS and Open VEMIS. Additional data on post-secondary institutions, TVET centres, Assessment data and finance data are collected from other data source.



1. Access to education

MEASURING ACCESS AND EQUITY

Indicators	2010	2011	2012	2013	2014	2015
Net Enrolment Rate (NER)						
ECE	40.5%	40.6%	44.4%	42.7%	42.8%	42.7%
Primary (Year 1–6)	88.1%	87.4%	86.7%	86.3%	88.0%	86.2%
Secondary (Year 7+)	31.8%	33.9%	33.1%	33.0%	34.9%	34.9%
Gross Enrolment rate (GER)						
ECE	58.2%	58.3%	66.3%	63.4%	63.4%	64.5%
Primary (Year 1–6)	117.4%	118.1%	121.0%	119.4%	120.6%	118.0%
Secondary (Year 7–13)	42.1%	46.8%	46.8%	48.1%	50.1%	51.0%
New Entrants in primary Year 1 who have attended Early Childhood Development Program	70.5%	76.1%	59.6%	65.5%	66.4%	41.9%
Male	70.2%	76.3%	59.5%	64.1%	65.7%	40.7%
Female		76.0%	59.6%	66.9%	67.2%	43.3%
% Under-age in primary schools, Year 1–6	1%	1%	1%	1%	1%	1%
% Over-age in primary schools, Year 1–6	24%	25%	27%	27%	26%	26%
NIR	39.7%	36.6%	36.0%	34.9%	35.5%	30.8%
GIR	123.2%	113.3%	118.2%	112.3%	119.3%	126.7%
Out-of-school children (6 to 11 years old)	11.8%	12.0%	12.9%	13.3%	11.7%	12.9%
Average Dropout rate						
Primary (Year 1–6)	6.0%	8.0%	3.7%	6.6%	5.0%	8.7%
Secondary (Year 7–13)	39.9%	44.2%	33.5%	33.2%	34.0%	27.5%
Average repetition rate						
Primary (Year 1–6)	15.1%	12.1%	14.6%	15.1%	14.4%	8.7%
Secondary (Year 7–13)	2.8%	3.0%	3.0%	3.6%	2.8%	1.7%
Average Promotion rate						
Primary (Year 1–6)	78.2%	75.6%	81.7%	78.3%	80.6%	82.7%
Secondary (Year 7+)	73.3%	69.3%	63.5%	63.2%	63.3%	70.7%
Survival rate to Year 6	74.6%	69.5%	83.6%	70.8%	81.2%	79.1%
Survival rate to Year 13	9.8%	7.3%	11.7%	9.5%	21.6%	20.1%
Transition rate from Year 6–7	87.4%	84.0%	86.4%	85.2%	86.7%	85.2%
Completion Rate to Year 8	66.4%	67.1%	67.6%	66.7%	77.2%	67.5%
Male	61.6%	63.4%	67.5%	65.4%	76.8%	64.6%
Female	72.2%	71.1%	67.7%	72.3%	77.7%	70.7%

Source: VEMIS, 2015. The percentage of under and over aged children in primary education refers to 5 years old and 12 to 18 years old students

The above summary table is giving an overview of relevant indicators for access by time series:

- The gross enrolment rate for ECE has increased by 2.3% in 2015 compared to 2014.
- However, the net enrolment rate in ECE remains steady at around 42% since 2013.
- At primary level, the gross enrolment rate has declined by 2% in 2015 and the net enrolment rate has also gone down from 88% in 2014 to 86.2% in 2015. About 346 students who were 10 and 11 years old in 2015 enrolled in lower secondary schools.

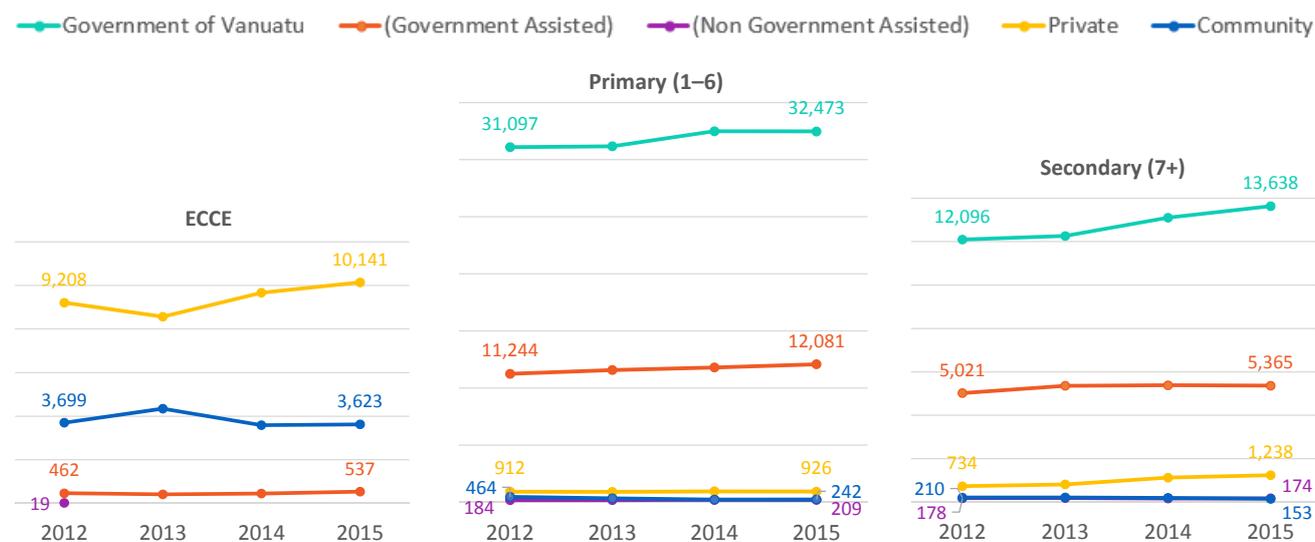
- Concerning secondary education, the gross enrolment rate has shown a slight increase of 1.7% in 2015 when the net enrolment rate remains steady at 34.9% in 2014 and 2015.

The gap between the GERs and NERs for primary and secondary education substantiates the high number of repeaters in the early year levels in primary schools. In 2015, 8.7% students repeat in primary schools and 1.7% of students repeat in secondary schools.

The gross intake ratio in first year of primary was at 126.7% in 2015, it indicates a high degree of access to primary education. It also indicates the capacity of the education system to provide access to year 1 for all official school-entrance age population. The net intake ratio on the other hand was at 30.8%, therefore the gap between the GIR and NIR indicates that 12.1% of students repeat in year 1 in 2015.

ENROLMENT BY EDUCATION AUTHORITY

Figure 11: Enrolment by education authority and school level, 2012–2015



Source: VEMIS, 2015

The education authorities are playing an important role in the education system in Vanuatu. Between 2014 and 2015, at early childhood education, the school enrolment increased from 9,208 children to 10,141 children in ECCE government assisted schools in Vanuatu. At primary level, the number of students has increased from 31,097 students in 2014 to 32,473 students in 2015.

At secondary level, school enrolments show a significant increase from 12,096 students in 2014 to 13,638 students in 2015.

Figure 12: New entrants in primary Year 1 with ECCE experience, 2012–2015

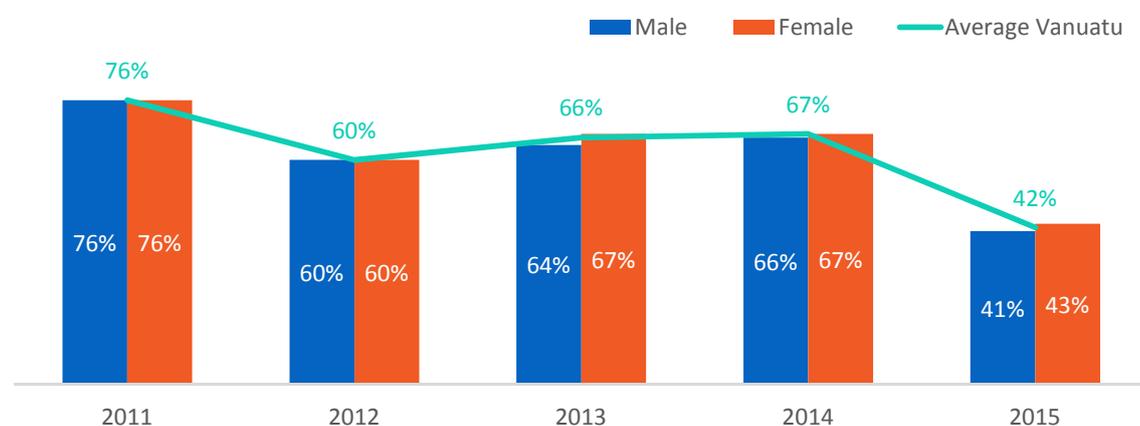


Table 1: Enrolment by education authority, sex and school level, 2014–2015

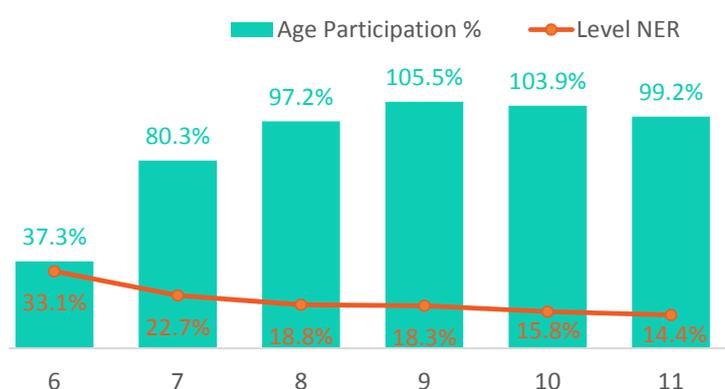
Year	Education Authority	ECE			Primary (1–6)			Secondary (7+)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2014	GoV				17,220	15,275	32,495	6,586	6,517	13,103
	Church									
	(Govt. Assisted)	249	203	452	6,216	5,593	11,809	2,621	2,706	5,387
	Subtotal Govt.	249	203	452	23,436	20,868	44,304	9,207	9,223	18,490
	Church				113	102	215	93	71	164
	Private	5,093	4,573	9,666	478	471	949	654	473	1,127
	Community	1,883	1,704	3,587	111	118	229	100	93	193
Total		7,225	6,480	13,705	24,138	21,559	45,697	10,054	9,860	19,974
2015	GoV				17,101	15,372	32,473	6,903	6,735	13,638
	Church									
	(Govt. Assisted)	281	256	537	6,387	5,694	12,081	2,694	2,671	5,365
	Subtotal Govt.	281	256	537	23,488	21,066	44,554	9,597	9,406	19,003
	Church				115	94	209	94	80	174
	Private	5,349	4,792	10,141	452	474	926	718	520	1,238
	Community	1,885	1,738	3,623	135	107	242	89	64	153
Total		7,515	6,786	14,301	24,190	21,741	45,931	10,498	10,070	20,568

Source: VEMIS, 2015

The number of children enrolled in the kindergarten schools has greatly increased by 4.3% since 2014. This increase shows a positive impact on all the efforts put forward by the MoET in partnership with other institutions including VESP, World Vision and Save the children to improve access in early childhood education. VEMIS is not able to generate information on disability, the questions on disability have not been taken into account in the VEMIS survey questionnaire for Kindergarten schools in 2015.

At the primary level, there was a slight increase on the number of students in Year 1 to 6 in 2015 by 0.6% compared to primary school enrolment in 2014. This slight increase has occurred mainly in government and government assisted schools.

Figure 13: Age participation 6 to 11 years old and level NER, 2015



Source: VEMIS, 2015

In general, the age participation rate is close to or has exceeded 100% for age 7 to 11. However, age 6 participation rate is low (37.3%) and the net enrolment rate for all 6 years old in Year 1 of primary was at 33.1%. The Gross Intake Rate (GIR) in primary Year 1 is at 126.5% in 2015, the difference between the GIR and the NER could reflect the high proportion of over-age students in primary Year 1 in 2015.

At secondary level, school enrolment has increased by 3% of students in 2015 as compared to 2014. This change had an impact in non-government secondary schools with an increase of 5.5% students in 2015 and 3% in government secondary schools.

ENROLMENT BY PROVINCE

School enrolment by province is a significant source of information not only for the MoET but also for the Provincial Education Offices (PEO) and the communities. According to Table 2 below, between 2014 and 2015, there is an increase of primary school enrolment in Torba, Sanma and Shefa provinces and a gradual decrease of 1% in Penama, Malampa and Tafea provinces.

At secondary level, school enrolment has increased in most of the provinces between 2014 and 2015 except in Torba and Tafea provinces where school enrolment has declined from 613 students in 2014 to 510 in 2015 for Torba province. In Tafea province, the school enrolment has reduced from 2,422 in 2014 to 2,391 students in 2015.

Table 2: Enrolment in primary 1 to 6 by education authority and province, 2014–2015

Year	Education Authority	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2014	Govt.	1,735	5,929	4,577	5,155	8,973	6,126	32,495
	Church (Govt. assisted)	9	3,129	1,610	2,228	2,448	2,385	11,809
	Subtotal Govt.	1,744	9,058	6,187	7,383	11,421	8,511	44,304
	Church		94			121		215
	Private	34	33			818	64	949
	Community					206	23	229
	Total	1,778	9,185	6,187	7,383	12,566	8,598	45,697
2015	Govt.	1,788	5,735	4,497	5,164	9,264	6,025	32,473
	Church (Govt. assisted)	20	3,450	1,680	2,130	2,528	2,273	12,081
	Subtotal Govt.	1,808	9,185	6,177	7,294	11,792	8,298	44,554
	Church		83			126		209
	Private	19			27	830	50	926
	Community				32	134	76	242
	Total	1,827	9,268	6,177	7,353	12,882	8,424	45,931

Source: VEMIS, 2015

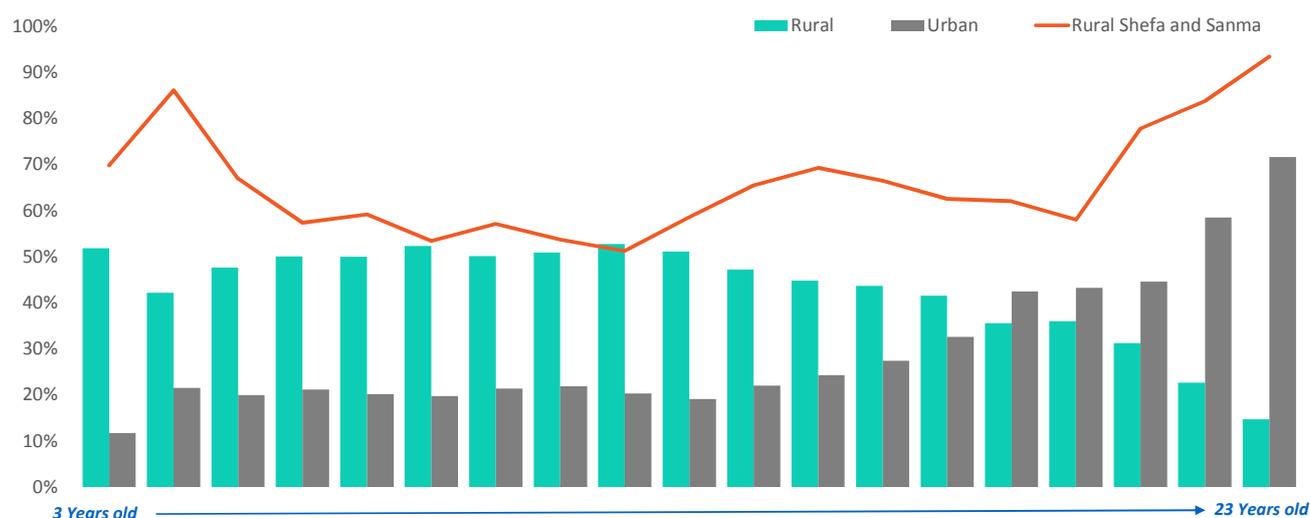
Table 3: Total enrolment in secondary (Year 7+) by education authority and province, 2014–2015

Year	Education Authority	Province						
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2014	Govt.	516	2,704	663	1,749	5,625	1,846	13,103
	Church (Govt. assisted)	97	1,098	1,414	617	1,613	548	5,387
	Subtotal Govt.	613	3,802	2,077	2,366	7,238	2,394	18,490
	Church		132			32		164
	Private		35			1,064	28	1,127
	Community					193		193
	Total	613	3,969	2,077	2,366	8,527	2,422	19,974
2015	Govt.	450	2,931	764	1,923	5,859	1,711	13,638
	Church (Govt. assisted)	60	1,163	1,369	594	1,634	545	5,365
	Subtotal Govt.	510	4,094	2,133	2,517	7,493	2,256	19,003
	Church		140			34		174
	Private		32			1,071	135	1,238
	Community					153		153
	Total	510	4,266	2,133	2,517	8,751	2,391	20,568

Source: VEMIS, 2015. Secondary school enrolment include all technical secondary schools data, there are three technical secondary schools, Lowanatom, Londua and Saint-Michel technical secondary schools

ENROLMENT BY URBAN AND RURAL

Figure 14: Total enrolment in Urban and Rural Schools by age, 2015



Source: Number of students in urban schools is only applied to Shefa and Sanma province. The geographical location of schools is not aligned with the National census standard classification of area councils. Urban schools on the other hand, are gathered by zone. The education zoning system has been established by the MoET in 2012

The above graph is showing the number of students in rural and urban schools by specific age. In general the number of students in percentage who enrolled in rural schools is tailored into two categories. Initially, the percentage of students who enrolled in Shefa and Sanma rural schools is 61% in 2015 followed by 47% students in Sanma Torba, Sanma, Malampa and Tafea rural schools. Indeed, VEMIS data has confirmed that 24% of the overall number of students in Vanuatu enrolled in urban schools which are only located in Shefa and Sanma provinces.

It is obvious that the percentage of students who enrolled in Sanma and Shefa province schools is high. Thus could put into question, the student-teacher ratio in urban schools.

Table 4: Enrolment by education authority and level, 2014–2015

Education Level						
Year	Education Authority	ECE	Primary (1–6)	Jnr Secondary (7–10)	Snr Secondary (11+)	Vanuatu
2014	Govt.		32,495	10,053	3,050	45,598
	Church (Govt. assisted)	452	11,809	4,039	1,348	17,648
	Subtotal Govt.	452	44,304	14,092	4,398	63,246
	Church		215	164		379
	Private	9,666	949	681	446	11,742
	Community	3,587	229	152	41	4,009
	Total	13,705	45,697	15,089	4,885	79,376
2015	Govt.		32,473	10,217	3,421	46,111
	Church (Govt. assisted)	537	12,081	3,935	1,430	17,983
	Subtotal Govt.	537	44,554	14,152	4,851	64,094
	Church		209	174	446	829
	Private	10,141	926	792	39	11,898
	Community	3,623	242	114		3,979
	Total	14,301	45,931	15,232	5,336	80,800

Source: VEMIS 2015

This table shows school enrolment by education level and education authority. School enrolment by level is aggregated by junior and senior secondary schools. The total enrolment in secondary schools is 20,568 students in 2015 of which 15,232 students are enrolled in junior secondary schools and 5,336 are enrolled in senior secondary schools.

MONO-LINGUAL, BI-LINGUAL AND DUAL LINGUAL

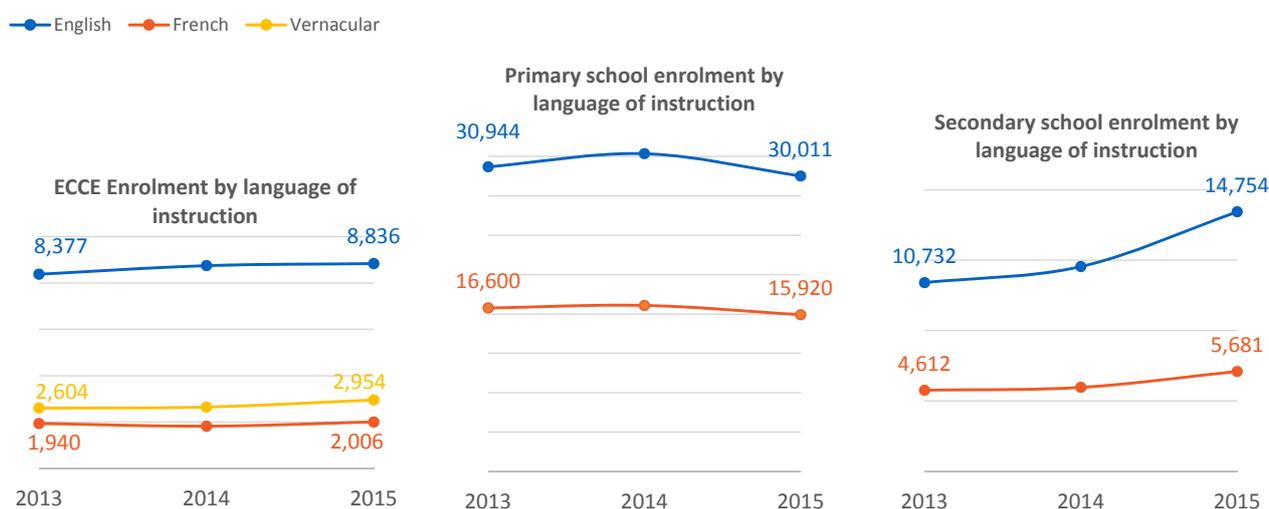
The education language policy encourages all children in the early year levels (K1 to Year 1) to start their education in their mother tongue. Primary schools however are using either English or French as the language of instruction from Year 2 onwards. All learning and teaching resources were also made available in either English or French language in the new curriculum.

Table 5: Total Enrolment by School level and language of instruction, 2013–2015

Language	ECE			Primary (1–6)			Secondary (7+)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Bilingual								113	133
Bislama		486	505						
English	8,377	8,746	8,836	30,944	32,275	30,011	10,732	11,643	14,754
French	1,940	1,824	2,006	16,600	16,866	15,920	4,612	4,774	5,681
Vernacular	2,604	2,649	2,954						
Vanuatu	12,921	13,705	14,301	47,544	49,141	45,931	15,344	16,530	20,568

Source: VEMIS, 2015

Figure 15: Total enrolment in English and French speaking schools in Vanuatu, 2013–2015



The language of instruction in primary and secondary schools in Vanuatu emanates from the education Act 2013 as well as from the national constitution of Vanuatu. The Vanuatu curriculum reform in 2012 has enabled all ECCE schools in the region to use vernacular languages or Bislama language in teaching and learning of small children from K1 to Year 1 of primary schooling. There are more than 100 vernacular languages in Vanuatu and three official languages which are English, French and Bislama.

At primary level, English and French language are the main languages of instruction. School enrolment in both English and French speaking schools is gradually decreasing by 6.5% in 2015 compared to year 2014. The number of students in primary English speaking schools has declined from 30,944 students in 2013 to 30,011 students in 2015. At French speaking schools the number of students was at 16,600 students in 2013 and has dropped to 15,920 students in 2015.

At secondary level, school enrolment has significantly increased in both English and French speaking schools. The number of students in English speaking schools has increased from 10,732 students in 2013 to 14,754 in 2015. At the French speaking schools, the total enrolment has increased from 4,612 students in 2014 to 5,681 in 2015.

OFFICIAL AGE GROUP



The diagram illustrates the school enrolment age structure. This structure is aligned with the new education Act 2013 and with the MoET policies. The same age group was used to calculate the enrolment rates for ECCE, primary and secondary education.

TOTAL ENROLMENT BY YEAR LEVEL AND BY AGE

Table 6: Total enrolment by school, age specific and year level, 2015

Age	Level														Total	
	ECE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13		Year 14
3	1,597															1,597
4	3,523															3,523
5	4,355	524	6				1									4,886
6	3,217	2,315	285	11												5,828
7	1,154	3,609	1,535	264	15	1	4									6,582
8	345	2,340	2,526	1,231	234	23	1									6,700
9	76	941	2,221	2,155	1,165	209	10									6,777
10	34	245	1,125	2,047	1,823	981	218	3								6,476
11		68	399	1,261	1,737	1,682	873	327	16							6,363
12		15	136	590	1,201	1,577	1,495	806	258	8	5	1	3			6,095
13		4	46	242	578	1,043	1,504	1,204	809	309	4	19	10			5,772
14		6	14	59	242	588	1,032	1,060	898	687	276	64	37			4,963
15		3	10	22	97	293	654	897	989	983	620	266	58			4,892
16				7	28	70	184	374	593	934	1,097	432	281	8	3	4,011
17			1	2	5	18	59	128	202	405	632	790	537	237	13	3,029
18					2	5	14	37	59	120	263	372	525	235	24	1,656
19								12	28	44	79	148	295	276	54	936
20								2	18	10	19	68	111	161	44	433
21								1		5	4	27	47	79	41	204
22										2			10	18		30
23								2		2	1	16	20	4	2	47
Total	14,301	10,070	8,304	7,891	7,127	6,490	6,049	4,853	3,870	3,509	3,000	2,203	1,934	1,018	181	80,800
	ECE	Primary Level						Secondary Level						Tertiary		
								Junior Secondary			Senior Secondary					

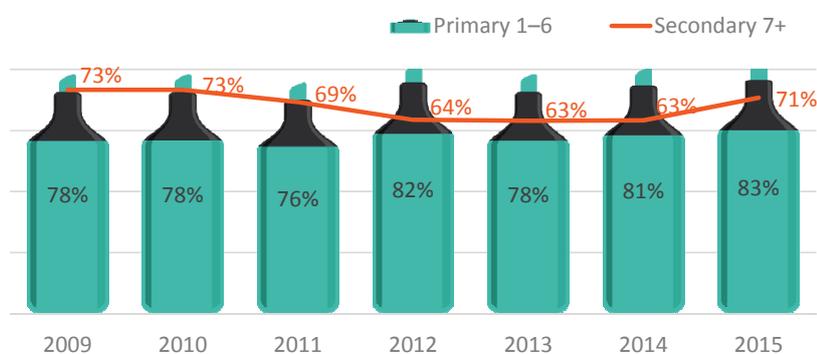
Source: Year 14 is only applied to French speaking high schools (eg. Lycée Louis Antoine de Bougainville, Lycée de Montmartre and Collège de Luganville). Secondary school enrolment includes students in general and technical secondary schools. There are three technical secondary schools; St. Michel technical schools, Lowanatom technical school and Londua technical school

Table 7: Population Estimates, 2010–2015

Age	2010	2011	2012	2013	2014	2015
3	6,563	6,779	7,011	7,355	7,403	7,441
4	6,594	6,555	6,772	7,003	7,347	7,395
5	6,214	6,579	6,550	6,766	6,998	7,341
6	6,201	6,206	6,362	6,546	6,762	6,993
7	5,939	6,195	6,207	6,359	6,542	6,758
8	5,621	5,934	6,077	6,204	6,356	6,539
9	5,440	5,618	5,968	6,075	6,202	6,353
10	6,448	5,438	5,871	5,966	6,072	6,199
11	5,952	6,446	5,780	5,868	5,963	6,070
12	5,560	5,949	5,696	5,778	5,866	5,961
13	5,486	5,557	5,618	5,694	5,777	5,865
14	5,205	5,483	5,554	5,617	5,692	5,775
15	5,696	5,203	5,509	5,552	5,614	5,690
16	5,248	5,693	5,488	5,507	5,549	5,612
17	5,467	5,479	5,480	5,486	5,504	5,546
18	5,422	5,463	5,476	5,477	5,482	5,501
19	5,340	5,419	5,460	5,473	5,474	5,478
20	5,224	5,336	5,416	5,456	5,469	5,469
21	5,106	5,220	5,332	5,411	5,452	5,465
22	4,981	5,102	5,215	5,327	5,407	5,448
23	4,811	4,976	5,097	5,211	5,324	5,403
Grand Total	118,518	120,630	121,939	124,131	126,255	128,302

Source: VEMIS, 2015

Figure 16: Percentage of promotion Rate, 2009–2015

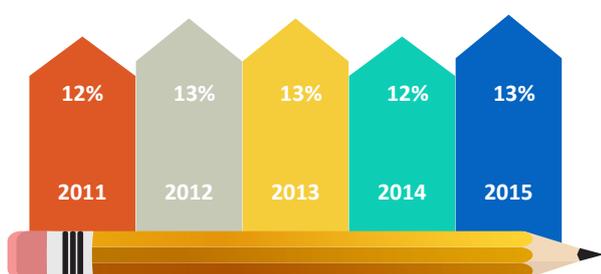


Source: VEMIS 2015

Ideally, the promotion rate should reach 100%; a high rate reflects high internal efficiency of the educational system. The total average promotion rate in primary education (1–6) has fluctuated over time. At primary level, the average promotion rate has increased by 3% between 2014 and 2015.

At secondary level, the average promotion rate has significantly increased from 63.3% in 2014 to 70.7% in 2015.

Infographic 1: Out-of-School children in primary education, 6 to 11 years old



Percentage of out-of-school children in primary education is one of the core indicators for SDG 4. This indicator varies between 12% children in 2012 to 13% in 2015. The purpose of this indicator is to identify the size of the population in the official primary school age range who are out of schools. This group of children should be targeted for policies and efforts in achieving universal primary education in Vanuatu.

There are several factors that could contribute to the out-of-school children in primary education. First of for most, education in Vanuatu is not compulsory. The actual out-of-school children in Shefa province is 13.7% in 2015.

SCHOOLS BY LANGUAGE OF INSTRUCTION AND SCHOOL TYPE

Table 8: Number of schools by language that the school is registered in, 2013–2015

Language	ECCE			Primary (1–6)			Secondary (7+)		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Bilingual							1	1	1
Bislama	26	25	26						
English	337	342	340	282	281	282	59	60	65
French	66	65	71	152	152	151	27	31	30
Vernacular	128	136	139						
Vanuatu	557	568	576	434	433	433	87	92	96

Source: VEMIS, 2015– *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna

The number of kindergarten schools has increased from 568 schools in 2014 to 576 in 2015. Both the ECCE centers and kindergarten school teachers are funded by communities. The MoET has developed a process to establish a new primary school, over 430 schools are officially registered since.

The number of secondary schools includes formal secondary schools and technical secondary schools. Among 96 secondary schools, 87 schools are officially registered with the MoET. The total number of secondary schools has increased from 92 schools in 2014 to 96 in 2015.

Table 9: Number of schools by province, 2015

School level	Language	Province						Total
ECE		Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total
	Bislama	1	13	1	4	1	6	26
	English	14	91	40	59	64	72	340
	French	1	21	4	27	9	9	71
	Vernacular - not specified	13	21	37	9	36	23	139
	Total	29	146	82	99	110	110	576
Primary school	English	18	62	42	52	65	43	282
	French	8	32	22	34	21	34	151
	Total	26	94	64	86	86	77	433
Secondary school	Bilingual		1					1
	English	2	11	11	11	19	11	65
	French	2	4	3	9	6	6	30
	Total	4	16	14	20	25	17	96
Vanuatu total		59	256	160	205	221	204	1,105

Source: VEMIS 2015. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna

There is no formal procedure to establish a new kindergarten school yet in Vanuatu. Most of the kindergarten schools are managed by communities.

At primary level, there are 433 primary schools and this has remained constant since 2014. The number of secondary schools however has increased from 92 in 2014 to 95 schools in 2015.

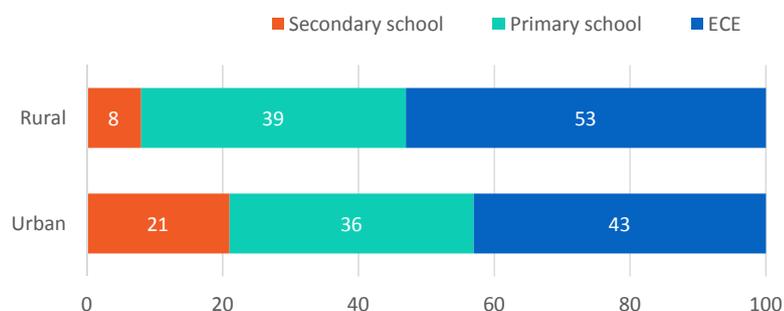
Table 10: Number of schools by education authority, 2015

Authority Type	School level			
	ECE	Primary school	Secondary school	Total
GoV		303	53	356
Church (Govt. assisted)	16	114	34	164
Church (Not Govt. Assisted)		3	3	6

Authority Type	School level			Total
	ECE	Primary school	Secondary school	
Community	175	5	1	181
Private	385	8	5	398
Total	576	433	96	1,105

Source: VEMIS 2015*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna

Figure 17: Percentage of rural and urban schools in Vanuatu, 2015



Source: VEMIS 2015*Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna.

Table 11: Number of schools with parent committees, 2015

School type	Total number of Schools	Parent Committee Support
ECE	576	349
Primary school	433	269
Secondary school	96	45
Total	1,105	663

Source: VEMIS 2015

There are 1,105 ECE, primary and secondary schools in the country of which 36% are managed by individuals and churches, 32.2% schools are managed by government, 16.4% by communities and 14.8% by churches assisted by government.

According to the geographical location context of schools, 91% of schools are located in rural areas and 9% of schools are located in urban centres. With regards to the overall management of schools, 60% of schools have parent committee support. According to standard 13 of the Vanuatu Minimum Quality Standards (VMQS), the School Committee, School Head and Teachers encourage all Community Members to actively participate in school events and teaching activities.

Involving parents in the care and schooling of their children helps parents, teachers and children themselves. Most importantly, children have better academic and social outcomes when their parents and teachers work together.

The MoET therefore encourages school partnerships to be set up to consider the needs of both the school and the family in creating the best environment for the child. They are not set up to take responsibility from parents.

ENROLMENT RATES

Table 12: GER and Gender Parity Index (GPI), school level, 2011–2015

Year	ECE				Primary (1–6)				Secondary (7–13)			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2011	58.8%	57.9%	58.3%	0.98	119.9%	116.2%	118.1%	0.97	45.5%	49.3%	46.8%	1.08
2012	66.7%	65.8%	66.3%	0.99	122.5%	119.5%	121.0%	0.98	44.1%	49.7%	46.8%	1.13
2013	63.7%	63.0%	63.4%	0.99	121.2%	117.4%	119.4%	0.97	45.9%	50.6%	48.1%	1.10
2014	64.3%	62.3%	63.4%	0.97	122.7%	118.3%	120.6%	0.96	48.2%	52.3%	50.1%	1.09
2015	65%	64.0%	64.5%	0.98	119.9%	116.0%	118.0%	0.97	49.8%	52.4%	51.0%	1.05

Source: VEMIS, 2015

Table 13: NER by school type, 2011–2015

Year	ECCE				Primary (1–6)				Secondary (7–14)			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2011	40.4%	40.9%	40.6%	1.01	87.0%	88.1%	87.4%	0.97	31.6%	36.6%	33.9%	1.16
2012	44.2%	44.7%	44.4%	1.01	86.3%	87.2%	86.7%	0.98	30.4%	36.1%	33.1%	1.19
2013	42.4%	42.9%	42.7%	1.01	85.9%	86.9%	86.3%	0.97	30.4%	35.9%	33.0%	1.18
2014	43.0%	42.6%	42.8%	0.99	87.5%	88.6%	88.0%	0.96	32.3%	37.8%	34.9%	1.17
2015	42.7%	42.8%	42.7%	1.00	85.7%	86.8%	86.2%	0.97	32.7%	37.4%	34.9%	1.14

Source: VEMIS, 2015 (note that age 4 & 5 was filter in the population data to calculate NER in ECE)

In general the gross enrolment in ECCE and Secondary education remains steady in 2014 and 2015. The gross enrolment rate in Secondary is very low compare to 100 and this provides evidence that the country is not able to accommodate all its school-age population. At primary level, partly due to cyclone PAM, the GER has declined by 1.6% since 2014.

The gap between the GERs and NERs is significant in 2015 and thus indicates the extent of overage and underage enrolments. At ECCE level for instance, 34% of children are overage while their age ranges from 6 to 10 years old.

At primary level, 26% of students are overage, their age ranges from 12 to 18 years old. Although the registered schools at this level receive grants, the NER has declined by 2% in the last year. Therefore, the challenge remains to get the right population school age to go to school.

Table 14: GER and GPI by province, 2011–2015

Province	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
	GER	GPI	GER	GPI	GER	GPI	GER	GPI	GER	GPI	GER	GPI
ECCE												
2011	102.7%	0.97	111.9%	1.05	83.1%	0.83	95.3%	0.99	67.5%	1.09	100.2%	0.88
2012	108.3%	1.04	118.4%	1.02	88.9%	0.98	97.8%	0.97	83.5%	0.99	121.6%	0.99
2013	113.2%	1.06	119.9%	1.02	97.5%	0.97	90.9%	0.95	75.5%	1.06	113.4%	0.98
2014	90.5%	1.16	108.9%	1.00	89.6%	0.91	92.1%	0.96	80.0%	0.94	123.7%	0.92
2015	91.8%	1.12	110.3%	0.93	90.5%	0.98	102.0%	0.99	80.3%	0.99	121.4%	1.00
Primary (1–6)												
2011	106.0%	0.97	120.0%	0.96	119.9%	0.92	122.6%	1.02	113.8%	0.98	127.6%	0.96
2012	108.5%	0.99	123.5%	0.98	118.2%	0.95	125.2%	1.00	114.7%	1.01	130.4%	0.98
2013	90.7%	0.95	105.4%	0.98	102.8%	0.95	107.4%	0.97	96.4%	0.98	112.2%	0.99
2014	110.0%	1.00	120.5%	0.97	120.7%	0.93	125.1%	0.71	111.2%	0.99	136.0%	0.94
2015	112.5%	0.94	118.6%	0.94	117.5%	0.94	123.8%	0.96	107.3%	1.01	134.3%	0.98
Secondary (7+)												
2011	36.4%	1.24	46.4%	1.03	39.9%	1.17	39.4%	1.08	51.1%	1.08	39.9%	1.13
2012	28.70	1.07	41.2%	1.28	33.6%	1.09	32.4%	1.06	54.6%	1.06	34.5%	1.03
2013	33.7%	1.07	47.6%	1.03	38.9%	1.16	38.5%	1.07	66.8%	1.10	61.6%	1.03
2014	34.5%	1.12	49.6%	1.09	37.3%	1.10	36.5%	1.18	74.7%	1.02	37.5%	1.14
2015	28.4%	1.15	52.6%	1.05	38.2%	1.07	22.2%	1.02	75.7%	1.01	36.0%	1.07

Source: VEMIS, 2015 (note that Age 4 & 5 was filter from the population data for each province to calculate GER in ECE)

In an ideal situation, most children would enter Kindergarten, primary and secondary school at the official entrance age and graduate after the official duration of primary school. This would mean that both the NER and GER would be 100%.

However, as demonstrated by the province data, the NERs and GERs of 100% is not a necessary condition for universal primary education in Vanuatu. In a country, where children enter school before or after the official entrance age, universal primary education can exist even though the primary NER may be below 100%.

Improving access to the kindergarten and primary schools in Shefa province requires special attention. The gross enrolment in ECCE for instance remains stagnant at 80% between 2014 and 2015. At primary level, the GER has significantly decreased by 3.5% in 2015 as compared to 2014.

Table 15: NER and GPI by province, 2011–2015

Province	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
	NER	GPI	NER	GPI	NER	GPI	NER	GPI	NER	GPI	NER	GPI
ECE												
2011	52.8%	1.06	56.9%	1.10	49.0%	0.96	55.1%	0.92	44.5%	1.10	52.2%	1.04
2012	50.8%	1.07	48.2%	1.00	40.2%	1.00	45.0%	0.95	39.8%	0.45	49.9%	0.98
2013	54.5%	0.93	62.6%	0.99	54.0%	1.00	55.1%	0.92	48.8%	1.05	61.4%	0.97
2014	51.5%	1.15	56.6%	1.01	48.6%	0.91	54.3%	0.99	50.6%	0.99	57.5%	0.90
2015	45.5%	1.06	57.0%	0.92	46.6%	1.07	55.9%	0.97	52.2%	1.04	58.5%	0.99
Primary (1–6)												
2011	73.7%	1.06	87.4%	1.00	87.5%	0.98	89.0%	1.06	90.5%	1.02	90.0%	1.00
2012	76.0%	1.01	88.9%	1.00	83.3%	0.97	89.6%	1.02	88.2%	1.02	89.5%	0.99
2013	86.3%	1.00	96.2%	1.00	96.0%	1.04	99.3%	1.00	95.7%	1.00	98.1%	1.02
2014	74.2%	1.05	87.3%	1.03	86.6%	1.02	89.0%	1.01	88.4%	1.02	92.1%	0.97
2015	79.1%	0.99	81.6%	1.00	82.8%	1.00	91.7%	1.03	85.1%	1.03	93.5%	1.00
Secondary (7+)												
2011	36.1%	1.24	45.1%	1.00	39.4%	1.18	38.4%	1.09	47.0%	1.10	39.1%	1.14
2012	28.6%	1.07	39.9%	1.04	33.3%	1.09	31.5%	1.07	48.0%	1.07	33.4%	1.04
2013	44.9%	1.00	63.9%	1.03	55.6%	0.92	53.3%	1.07	70.0%	1.03	63.0%	0.94
2014	33.3%	1.12	44.3%	1.10	86.6%	1.02	33.8%	1.18	68.0%	1.04	34.5%	1.16
2015	27.0%	1.19	47.3%	1.05	35.7%	1.09	36.2%	1.10	68.6%	1.02	31.5%	1.09

Source: VEMIS, 2015 (For ECE NER the age range filter for population and enrolment data was age 4 & 5 only)

The net enrolment rate at each level of education is based on enrolment of the relevant age group in all types of schools and education institutions, including public, private and all other institutions that provide organized educational programmes.

In general, the net enrolment rate in primary education has declined in three other provinces except Torba, Malampa and Tafea province. Special attention is required for Sanma province where the net enrolment rate has decreased by 7% between 2014 and 2015 and for Shefa that encountered a drop of 4%. The out-of-school children however in Sanma province are at 18.2% in 2015.

INTERNAL EFFICIENCY DATA

Table 16: Repeater, dropout, leavers, not attending regularly, absences and transfer in and out from schools, 2015

Year level	Enrolment	Repeater	Dropout without reason	Leavers without reason	Not attending regularly	Absent at the census date	Transfer In	Transfer Out
ECE	14,301							
Year 1	10,070	1,211	51	95	102	12	280	49
Year 2	8,304	749	38	120	57	8	177	72
Year 3	7,891	746	47	113	58	6	166	79
Year 4	7,127	602	61	97	57	3	120	65
Year 5	6,490	401	49	97	40	6	120	52
Year 6	6,049	400	76	200	47	14	120	62
Year 7	4,853	113	78	95	92		355	36
Year 8	3,870	45	50	68	34	2	102	45
Year 9	3,509	73	35	83	54	2	212	69
Year 10	3,000	123	22	130	32		242	76
Year 11	2,203	31	17	42	27		100	14
Year 12	1,934	10	3	23	23		51	13

Year level	Enrolment	Repeater	Dropout without reason	Leavers without reason	Not attending regularly	Absent at the census date	Transfer In	Transfer Out
Year 13	1,018	2			3		37	8
Year 14	181							
Total	80,800	4,506	527	1,163	626	53	2,082	640

Source: VEMIS, 2015

The total number of repeaters by year level represents 5.6% of the total primary and secondary school enrolment in 2015. The MoET is able to collect data on students who leave school without giving any reason. The school leavers of primary and secondary schools represent 1.4% or the equivalent of 1,163 students in 2015.

The number of students who transfer in or out of their school of origin is significant. In Vanuatu, students are eligible to transfer in or to another school throughout the year. However, the process of transferring a student in/out of a school is not clearly articulated in the current policies of the MoET. The number of transferred students remains significant each year, hence it is important that a clear process of transfers is established by the MoET to avoid all confusions on recording of students in either VEMIS or in the Open VEMIS.

HIGHER EDUCATION

Higher education is encountering more enrolments and is thus a growing sector in Vanuatu. More and more students are showing interest in further studies and in working in the Vanuatu civil service. MoET has sponsored 67% of scholarships in 2015, the remaining scholarship awards were sponsored by other donor agencies such as AUSAID, NZAID, France and the Chinese Government.

Table 17: Total number of scholarship new awardees by sponsors, 2015

New Awardees, 2015 by sponsors	Male	Female	Total
New Zealand Regional Development Scholarship (NZRDS)	13	9	22
New Zealand Pacific Scholarship (NZPS)	11	3	14
France Government	16	17	33
Chinese Government	na	na	na
Vanuatu Government (Scholarship Unit)	61	80	141
Vanuatu Government (Licence AES)	21	34	
Australian Aid	10	8	18
Total	132	151	283

Source: Donor agencies data, 2015

Total number of scholarship on-going awardees by sponsors, 2015

On-going Awardees, 2015 by sponsors	Male	Female	Total
Vanuatu Government	224	153	377
Vanuatu Government (Licence AES)	20	20	40
France Government	5	4	9
Chinese Government	na	na	na
Australian Aid	37	46	83
New Zealand Regional Development Scholarship (NZRDS)	29	19	48
New Zealand Pacific Scholarship (NZPS)	18	8	26
Total	333	250	583

Source: Donor agencies data, 2015

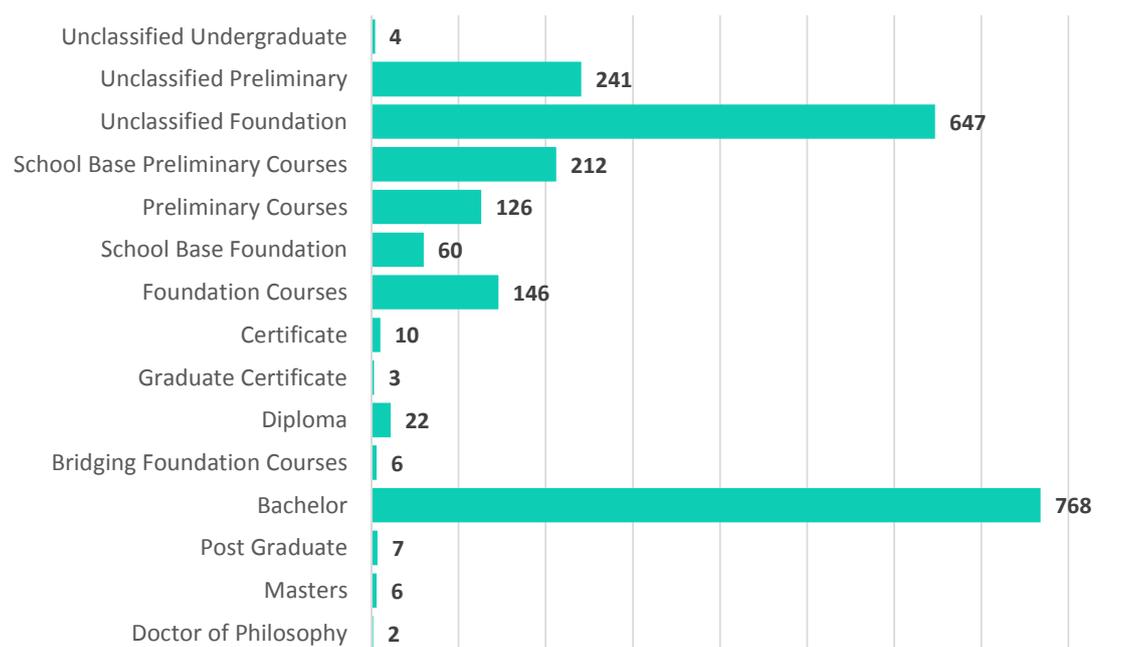
AUF is offering online certificate and diploma courses in school based sub-centres. They target primary and secondary school teachers but also school leavers who want to upskill their knowledge on specific areas. The degree in economic and social administration is only offered at AUF at Port-Vila. Since 2013, the Faculty of Administration and Communication of Toulouse 1 Capitol has introduced the first degree in Economic and Social Administration in Vanuatu. After three years, over 20 students have graduated in April 2016 in Port-Vila.

Table 18: Total numbers of students who enrolled in Pré-DAEU and DAEU course at AUF, 2015

AUF course	Total Enrolment			Enrolment by Province	
	Male	Female	Total	Sanma	Shefa
Diplôme d'Accès aux Études Universitaires (DAEU)	9	10	19	4	15
Certificat Informatique et Internet (C2i)	16	10	26	2	24
Brevet Informatique et Internet (B2i)	22	33	55	2	53
Pré-DAEU	65	71	65	na	na
Total	112	124	165	8	92

Source: AUF, 2015

Figure 18: Vanuatu students studying at USP by program of study and gender, 2015



Source: USP, 2015

The Campus hosts between 900 and 1,200 students per semester from the Pacific region, most of whom are studying law, and all over Vanuatu who are studying via Distance and Flexible Learning (DFL) mode. Students at the campus are studying certificate, diploma, degree or postgraduate level programs using either face-to-face mode of study or the University of the South Pacific's unique distance education program. In addition to the distance education program, four of the University of the South Pacific's teaching programs are based at Emalus: Law, Pacific Languages, Economics and more recently education. The campus also offers a varied community and continuing education program and has expanded its Francophone program to cater to students who have dropped out of the French secondary schools throughout Vanuatu and are planning on continuing their studies at the tertiary level.

Table 19: USP Emalus Campus Ni-Vanuatu student distribution of completion awards by program and gender, 2015

Program	Male	Female	Total
Certificate	0	1	1
Diploma	0	2	2
Bachelor of Degree	40	23	63
Graduate Certificate	-	-	-
Post Graduate Certificate	1	0	1
Post Graduate Diploma	1	2	3
Professional Diploma	0	1	1
Master	1	3	4
Doctorate	0	1	1
Total	43	33	76

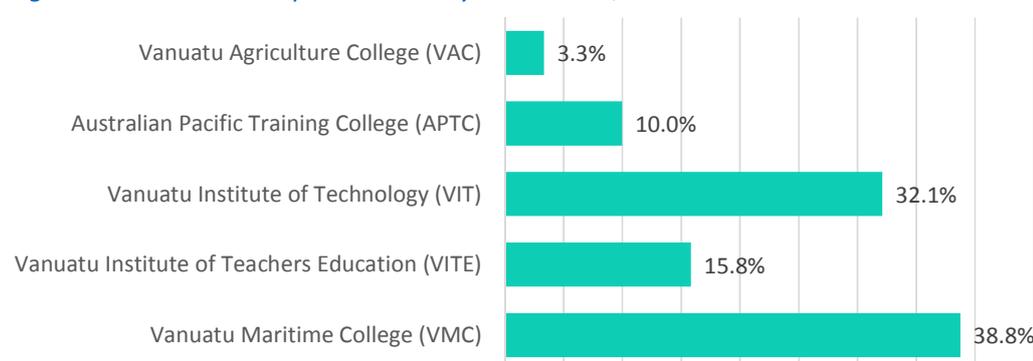
Source: USP, 2015

OTHER POST-SECONDARY EDUCATION, 2015

Table 20: Total enrolment in post-secondary institution in Vanuatu by sex, and institutions, 2015

Institutions	Male	Female	Total
Vanuatu Maritime College (VMC)	799	26	825
Vanuatu Institute of Teachers Education (VITE)	123	214	337
Vanuatu Institute of Technology (VIT)	328	356	684
Vanuatu Nursing College (VNC)	-	-	-
Australian Pacific Training College (APTC)	72	140	212
Vanuatu Agriculture College (VAC)	60	11	71
Vanuatu Police College (VPC)	-	-	-
Total	1,382	747	2,129

Figure 19: Enrolment in post-secondary institutions, 2015



Source: Post-secondary institutions, 2015 – both table and graph are showing the number of students in post-secondary institution in row and percentage values

According to the Nursing and Police school management, both institutions have not enrolled any new intake in 2015. According to the total number of students, 38.8% students enrolled in Maritime College in 2015 followed by 32.1% students in the Vanuatu Institute of Technology, 15.8% in Vanuatu Institute of Teacher Education (VITE), 10% in APTC and 3.3% in Vanuatu Agriculture College.

Table 21: Total numbers of trainers/instructors in post-secondary institutions, 2015

Trainers/Instructor	Male	Female	Total
VMC	10	0	10
VITE	21	18	39
VIT	44	31	75
VNC	1	7	8
APTC	1	6	7
VAC	15	4	19
VPC	8	2	10
Total	100	68	168

Source: Post-secondary institutions, 2015

The total number of students enrolled in existing post-secondary schools is 2,129 students in 2015. 1,590 students out of those 2,129 students in post-secondary institutions were graduated. Most of these institutions are registered with the Vanuatu Qualification Authority (VQA).

Post-secondary schooling helps Vanuatu students to develop their skills and expertise for later professional carriers.

There are several post-secondary institutions for students who wish to continue their studies in Vanuatu. Tables 19 and 20 give an insight into some of the institutions available. Among them we can name the Vanuatu

Maritime College, the Vanuatu Nursing College and the Vanuatu Agriculture College. But these two tables also summarize the total enrolment and the number of trainers in Post-secondary institutions in Vanuatu in 2015.

The post-secondary that has the highest enrolment rate is the VMC with 825 students enrolled in 2015, including only 26 female students. But female students are more present in institutions like VITE, VIT or APTC as shown in Table 20. But if we look at the female enrolment total, it is significantly lower than that of male students. This is thus a subtle form of gender inequality.

As for Table 20, it shows that there is a total of 168 trainers/instructors in post-secondary institutions in 2015 and that female instructors are less represented than their male counterparts.

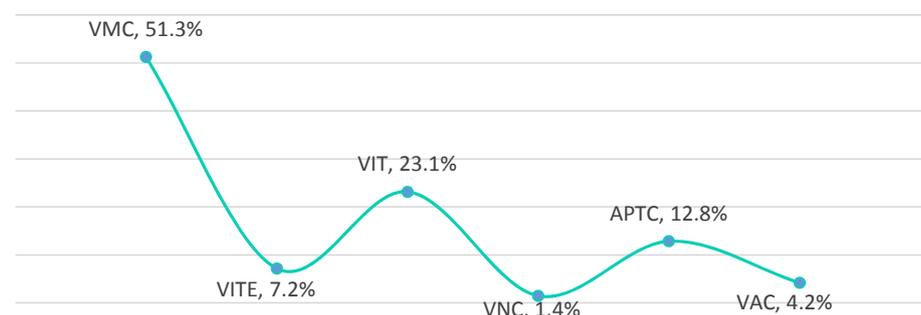
Table 22: Total graduates by gender 2015

Institutions	Male	Female	Total
VMC	789	26	815
VITE	45	69	114
VIT	196	172	368
VNC	4	19	23
APTC	69	135	204
VAC	57	9	66
Total	1,160	430	1,590

Source: Post-secondary institutions, 2015

The graph below is showing the percent of graduates from the post-secondary institution in 2015.

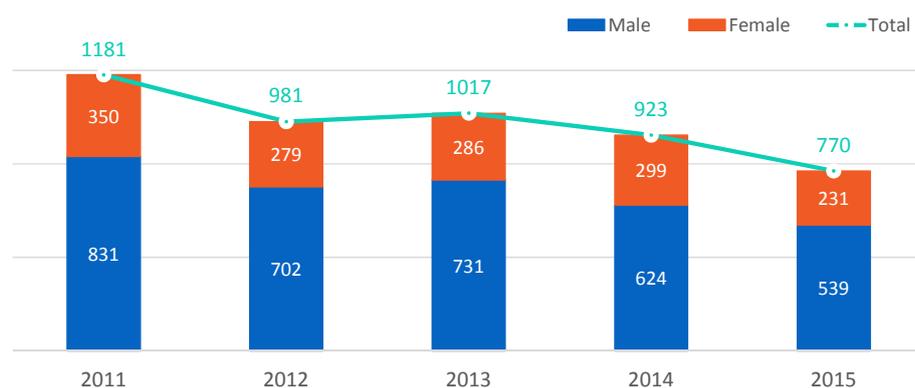
Figure 20: Total graduates by gender, 2015



VANUATU RURAL DEVELOPMENT TRAINING CENTERS ASSOCIATION (VRDTCA), 2014

VRDTCA is a network of vocational based schools designed for young people who have been pushed out of the formal educational system and it provides them with specific training skills to improve the quality of life in rural areas. VRDTCA's vision is Improved economy, leading to less poverty and malnutrition, better standard of living, improved status for women, better access to vocational training and improved governance and leadership in communities.

Figure 21: Number of trainees in Rural Training Centres by gender, 2010–2015



Source: VRDTCA's data, 2015

770
trainees in Rural
Training Centers in
2015



Table 23: Number of trainees in rural training centres by province and gender, 2015

Provinces	Males	Females	Total
Torba	37	7	44
Sanma	93	80	173
Penama	171	70	241
Malampa	29	10	39
Shefa	103	5	108
Tafea	106	59	165
Total	539	231	770

Source: RTC's data, 2015

Table 24: Number of trainers by province and gender, 2015

Provinces	Male	Female	Total
Torba	3	1	4
Sanma	17	7	24
Penama	20	7	27
Malampa	14	9	23
Shefa	5	2	7
Tafea	19	7	26
Total	78	33	111

Source: RTC's data, 2015

The number of trainees in the existing rural training centres continues to decrease each year. The total number of students enrolled in 2010 was at 1,065 students and has dropped to 770 students in 2015.

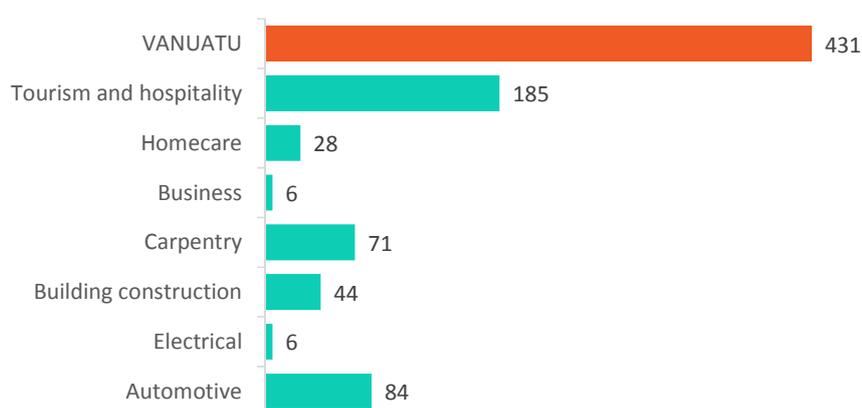
The female to male ratio is another indicator to analyze. Gender disparity is highly reflected on 2015 enrolment data. More men are receiving training at rural training centres than women. The female to male ratio is 43% in 2015.

The female to male ratio is an essential indicator to measure disparities between female and male trainees in rural training centres. Among the 2015 number of trainees, 43% are female. The number of trainees in Shefa and Tafea province is very small. The proportion of dropout in secondary schools however, varies from 1% to 2% each year.

In addition to the dropout rate in secondary education, there are dropouts after the year 10, Year 12 and Year 13 national exams.

There are 31 rural training centres in Vanuatu and 109 trainers. The VQA has already started implementing one of its main objectives, and recently issued licenses to few institutions including Rural Training Centre (RTC) and provides accredited courses to offer in respective institutions.

Figure 22: Number of graduates by province and training fields, 2015



Source: RTC's data, 2015

In 2015, there were 431 students who graduated from RTCs. The number of students in these centers is decreasing each year. Therefore, special attention is required to increase access to rural training centres and also to encourage more girls/women to enroll in RTCs.

TECHNICAL VOCATIONAL EDUCATIONAL AND TRAINING (TVET), 2015

The TVET centres were made available in Sanma, Malampa, Torba and Tafea province. The TVET Sector Strengthening Program is an Australian Government funded Program which aim is to support the economic development through targeted skill development services. The Program encourages a more responsive and better quality training system that is able to meet the skill demands of the productive sectors in provincial communities.

Table 25: Number of TVET Skills development activities conducted by province, 2015

Skill Development Activities	Sanma	Malampa	Torba	Tafea	Total
Agriculture	4	6	1	0	11
Business	6	5	2	1	14
Fisheries	1	1	2	0	4
Forestry	2	2	2	1	7
Information Technology	1	1	0	0	2
Livestock	1	2	5	0	8
Manufacturing	4	4	1	0	9
Others	1	2	1	0	4
Tourism	12	11	15	1	39
Trades & Services	4	1	0	2	7
Total	36	35	29	5	105

Source: 2015 TVET data

Table 26: Number of TVET participants by province and year, 2011–2015

Survey Year	Torba			Sanma			Malampa			Tafea			TOTAL
	M	F	MD	M	F	MD	M	F	MD	M	F	MD	Total
2011	0	0	0	655	624	6	747	442	7	0	0	0	2,481
2012	0	0	0	577	309	1	508	327	3	0	0	0	1,725
2013	0	0	0	352	156	3	255	83	3	0	0	0	852
2014	129	89	0	259	186	12	142	231	14	0	0	0	1,062
2015	142	86	0	110	144	0	188	48	0	65	9	0	792

Source: VEMIS, 2015

The total number of participants in the Vanuatu TVET has declined by 25% in 2015 as compared to 2014. Female to male ratio is at 0.57 in 2015, meaning that female participants is low, it represent around 50% of the total number of male trainees in TVET centres.

Efforts were initiated to strengthen the national and provincial structures within the TVET sector and to build the capacity of local training providers in order to deliver courses focused on employment and income-generation outcomes within a nationally recognized framework.



2. Quality of education

RELEVANT INDICATORS FOR MOET MONITORING AND EVALUATION

Indicator	2009	2010	2011	2012	2013	2014	2015
Pupil: teacher ratio - ECCE	13.5	13.8	14.4	14.7	15.2	14.7	15.9
Pupil: teacher ratio - primary	23.4	24.2	24.1	24.7	24.5	25.5	24.6
Student: teacher ratio - secondary	16.7	17.3	17.4	17.5	18.2	19.9	20.6
PTR—urban ECCE schools	21.9	24.0	24.3	24.2	26.1	25.6	25.1
PTR—rural ECCE schools	12.1	12.5	13.2	13.5	13.9	13.5	14.6
PTR—urban primary schools	32.9	33.3	30.6	31.5	30.6	32.1	32.2
PRTR—rural primary schools	21.8	22.8	22.9	23.5	23.4	23.5	25.1
PTR—urban secondary schools	16.5	20.9	15.9	13.6	14.7	15.9	16.8
PTR—rural secondary schools	16.7	15.7	16.7	16.7	17.2	17.6	17.7
Government primary* school teachers certified (%)	56.0%	58.9%	58.7%	58.5%	62.3%	63.7%	64.7%
Government secondary* school teachers certified (%)	60.6%	59.9%	58.8%	58.4%	63.2%	69.7%	76.1%
Student textbook ratio - primary - government	2.9	2.5	2.7	3.3	3.1	3.2	3.0
Primary school learning resources (%)	87%	86%	86%	88%	88%	89%	91%
Secondary school learning resources (%)	13%	14%	14%	12%	12%	11%	9%
Student classroom ratio - primary - government	22.6	23	22.9	23.4	22.7	23.3	24.7
Pupil toilet ratio - primary	32.2	37.5	40.9	43.5	43.3	41.8	42.1
Male	33.1	39.0	45.3	47.2	47.0	45.8	41.2
Female	31.2	36	36.9	40.1	39.9	38.2	42.8
Student toilet ratio (secondary)	13.6	14.3	15.3	15.2	15.3	20.9	21.5
Male	14.3	15.1	16.0	15.5	15.5	21.6	22.5
Female	13.0	13.6	14.6	15.0	15.1	20.2	20.5
GPI: GIR - primary education	1.06	1.23	1.13	1.18	1.12	1.19	1.26
GPI: NIR - primary education	0.36	0.40	0.37	0.36	0.35	0.35	0.30
GPI: GER - primary (1–6)	1.00	0.99	0.98	0.99	0.99	1.00	0.96
GPI :NER - primary (1–6)	1.01	1.01	1.01	1.01	1.01	1.01	1.01
GPI: GER - secondary (7+)	1.04	1.04	1.05	1.06	1.05	1.05	1.05
GPI: NER - secondary (7+)	1.06	1.06	1.08	1.09	1.09	1.10	1.14
School Life expectancy - primary (1–6)	8.2	8.4	8.7	8.7	9.2	9.0	9.2

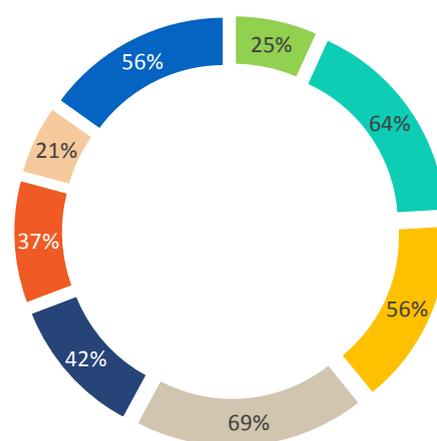
Source: VEMIS, 2014 – The calculation of the pupil: toilet ratio in primary is based on estimated number of toilets in 2014 and 2015. Data collection on school facilities only occur every two years. There are more indicators associated to the EFA which are not included in the above summary table. However some of these indicators are made available on tables below

EARLY CHILDHOOD CARE AND EDUCATION (ECCE) – SCHOOL READINESS

ECCE is a recognized key driver to improving learning outcomes and is a new focus of the Ministry of Education and its development partners. With support from an implementing partner (World Vision), the Vanuatu Ministry of Education undertook a 3 year pilot project **to increase the number of kindergarten children that are ready for primary school as a result of accessing quality ECCE learning** and thereby improve the achievement of literacy and numeracy at primary level (SECCE Design Document, 2013).

Figure 23: Child Readiness (3 to 5 years old) – Parent’s opinions, 2015

- Children knew their age
- Could use the toilet properly
- Know their shapes
- Are able to count to 10
- Know quantities to 10
- Knew the colours shown to them
- Could read the number they were asked
- Parents could not think of a talent or something their child likes to do



Source: Readiness research by World Vision in 2014

This graph is showing parents’ views on small children learning at home. The survey has been carried out by teachers: there were 41 questions for parents to answer basically on general development, physical development, language, social development and mathematics of the child. There were also two practical activities, the children were asked to read 12 numbers and to identify 8 colors. From the parents’ results, 46% of children in average met the child readiness requirements. In Vanuatu, parental engagement in a child’s education and development has been limited mostly to occasional fundraising activities. The new pilot activity has focused on establishing a relationship between the Kindergartens and parents, an approach that hasn’t previously been implemented.

PACIFIC ISLAND LITERACY AND NUMERACY ASSESSMENT (PILNA), 2012

Vanuatu was among the 14 countries in the region that administered the Pacific Islands Literacy and Numeracy Assessments (PILNA) to pupils in Year 4 and 6 at the end of 2012. The Literacy and Numeracy outcomes tested in PILNA were derived from the Pacific Islands Regional Benchmarks for Literacy and Numeracy at Years 4 and 6. PILNA was administered in both Anglophone and Francophone schools. The Vanuatu PILNA 2012 report discusses in detail about the performances of Anglophone and Francophone schools in Literacy and Numeracy. Table 27 and Table 28 briefly highlight some of these results.

Table 27: Performance of Anglophone schools in Literacy and Numeracy in Year 4 and Year 6⁽¹⁾

Level	Domain	Performing at expected level ¹	Working towards expected level	Not yet working towards expected level
Year 4	Literacy	25.3	54.8	19.9
	Numeracy	36.8	48.5	14.7
Year 6	Literacy	30.4	43.1	26.4
	Numeracy	43.3	25.0	31.6

Source: Educational Quality and Assessment Programme (EQAP), SPC Fiji

Table 28: Performance of Francophone schools in Literacy and Numeracy in Year 4 and Year 6

Level	Domain	Performing at expected level	Working towards expected level	Not yet working towards expected level
Year 4	Literacy	5.2	67.6	27.2
	Numeracy	37.3	47.7	15.0
Year 6	Literacy	18.9	40.1	40.9
	Numeracy	44.1	18.4	37.5

¹ See the glossary section (Annex 4) at the end of this digest

Figure 24: PILNA, literacy and numeracy performance results by year and by gender, 2012

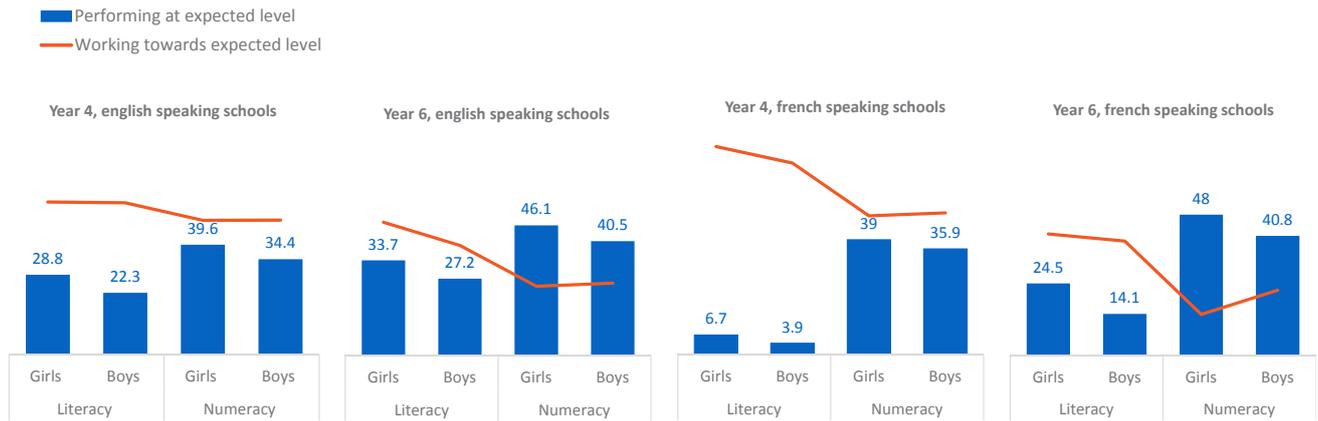
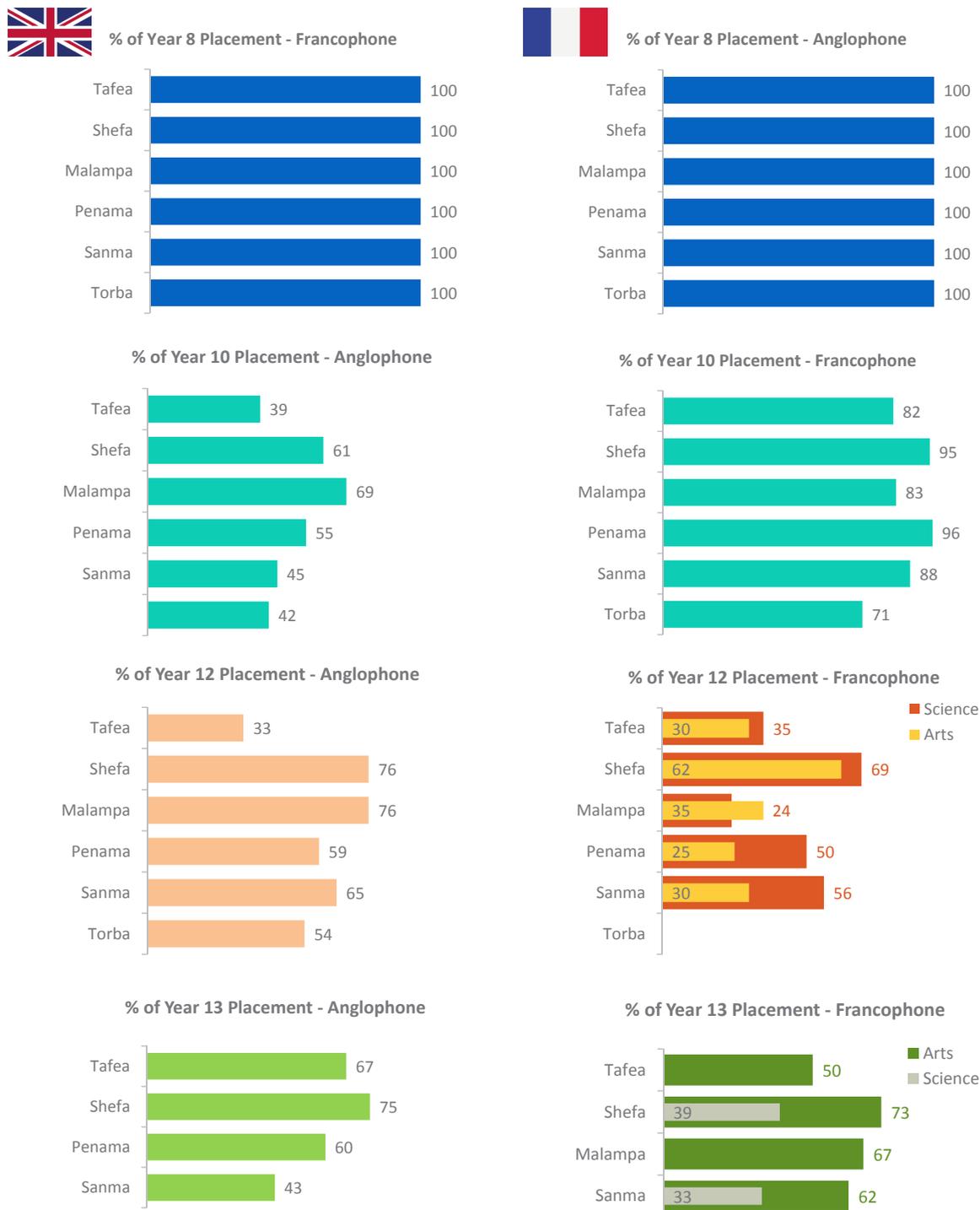


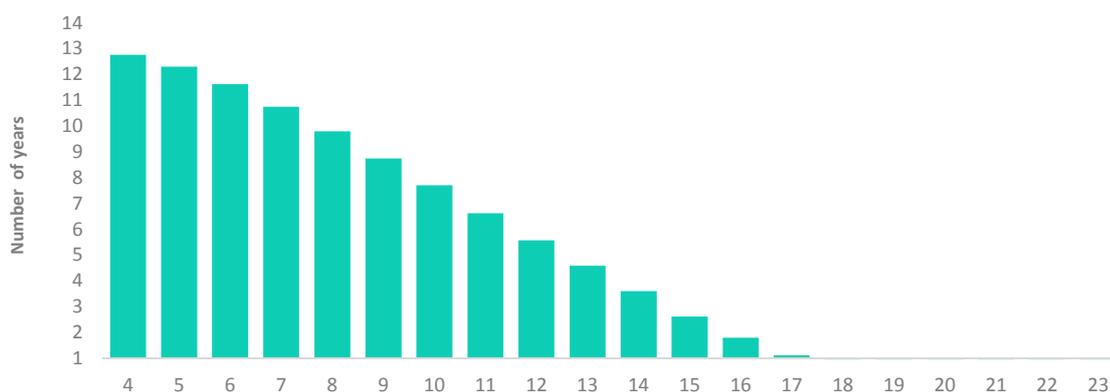
Chart 3: Percentage of students placed by the National Exam's Unit after having sat the National Exams, 2015



Note: Data on the national exams passing rate is provided by the National Assessment Unit.

SCHOOL LIFE EXPECTANCY

Figure 25: School life expectancy in the education system from 4 to 18 years old, 2015



Source: VEMIS, 2015

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

The actual school life expectancy in ECE, primary and secondary education is 12.8 years. It should be noted that the expected number of years does not necessarily match with the expected number of year levels of education completed because of the high repetition rate in primary schools.

INTERNAL EFFICIENCY INDICATORS

Table 29: Dropout, repeater and promotion rate in primary and secondary schools, 2011–2015

Year	Primary Year (1–6, % Average)				Secondary Year (7+, % Average)			
	Drop-out rate	Repeater Rate	Promotion Rate	Survival Rate to year 6	Drop-out rate	Repeater Rate	Promotion Rate	Survival Rate to year 13
2011	5.5%	15.2%	79.3%	83.5%	31.8%	3.1%	65.1%	11.7%
2012	3.8%	14.6%	81.7%	74.6%	33.5%	3.0%	63.5%	13.6%
2013	5.1%	12.7%	82.2%	77.5%	39.9%	1.5%	58.6%	12.2%
2014	5.3%	12.9%	84.3%	79.2%	39.1%	1.8%	63.2%	12.8%
2015	8.7%	8.7%	82.7%	64.6%	36.6%	1.5%	61.9%	14.3%

Source: VEMIS, 2015

TEACHER'S INFORMATION

The classification of teacher's number is done based on different levels. The number of teachers from the previous year's remains the same as published in the previous digest.

Table 30: Total number of teachers by School level, 2010–2015

Gender	School Level	2010	2011	2012	2013	2014	2015
Male	ECE	53	45	45	42	39	41
	Primary school (1–6)	673	713	758	742	786	821
	Secondary school (7+)	454	481	539	575	598	584
	Male Total	1,180	1,239	1,342	1,359	1,423	1,446
Female	ECE	757	760	868	834	891	860
	Primary school (1–6)	955	973	974	974	1,008	1,043
	Secondary school (7+)	327	356	400	397	406	414
	Female Total	2,039	2,089	2,242	2,205	2,305	2,317
Not Stated	Secondary school (7+)					1	1
Total		3,219	3,328	3,584	3,564	3,729	3,764

Source: VEMIS, 2015 – Not stated means that school level has been determined in the VEMIS survey questionnaire

TEACHER'S BY EDUCATION AUTHORITIES

Table 31: Total number of teachers by authority type, 2015

Authority Type	ECE	Primary (1–6)	Secondary (7+)	Total
GoV		1,326	596	1,922
Church (Govt. Assisted)	21	478	335	834
Church (Not Govt. Assisted)		9	11	20
Community	260	11	10	281
Private	620	40	47	707
Total	901	1,864	999	3,764

Source: VEMIS, 2015 – Private means teachers that are teaching in Private schools and are not paid by Government

TEACHER'S BY PROVINCE

Table 32: Total number of teachers by school type and by province, 2013–2015

School Type	Province	2013			2014			2015		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE	Torba	10	38	48	7	36	43	5	32	37
	Sanma	9	218	227	6	213	219	8	219	227
	Penama	4	145	149	5	143	148	5	143	148
	Malampa	2	160	162	3	173	176	5	159	164
	Shefa	10	156	166	11	184	195	12	170	182
	Tafea	7	117	124	7	142	149	6	137	143
	Total		42	834	876	39	891	930	41	860
Primary (1–6)	Torba	36	33	69	41	35	76	46	34	80
	Sanma	142	241	383	151	259	410	151	260	411
	Penama	111	139	250	121	145	266	121	161	282
	Malampa	133	146	279	152	162	314	161	157	318
	Shefa	153	276	429	155	283	438	180	319	499
	Tafea	167	139	306	166	124	290	162	112	274
	Total		742	974	1,716	786	1,008	1,794	821	1,043
Secondary (7+)	Torba	16	10	26	18	8	26	11	8	19
	Sanma	132	90	222	129	91	220	119	80	199
	Penama	78	44	122	83	55	138	82	55	137
	Malampa	85	39	124	82	48	130	75	51	126
	Shefa	198	169	367	222	174	397	248	187	435
	Tafea	66	45	111	64	30	94	49	33	82
Not Stated	Shefa						1			1
	Total	575	397	972	598	406	1,005	584	414	999

Source: VEMIS, 2015

The number of primary school teachers has increased in all provinces in 2015 as compared to 2014. The total number of teachers in primary and secondary includes permanent as well as temporary teachers. The EMIS team was not able to determine how many teachers are paid either by government, by non-government authorities or either by individuals.

TEACHERS BY LANGUAGE OF INSTRUCTION

Table 33: Number of teachers by language, 2013–2015

School Level	Language	2013	2014	2015
ECE	English	543	579	546
	French	101	103	107
	Vernacular	232	248	211
	Bislama			37
	Total	876	930	901

School Level	Language	2013	2014	2015
Primary (1–6)	English	1,109	1,178	1,232
	French	607	616	632
	Vernacular			
	Total	1,716	1,794	1,864
Secondary (7+)	English	605	629	663
	French	360	369	327
	Bilingual	7	7	9
	Total	972	1,005	999

Source: VEMIS, 2015

STUDENT: TEACHER RATIOS

Table 34: Students, teachers and student teacher ratio (STR), by authority type, 2014–2015

Year	Authority Type	ECE			Primary (1–6)			Secondary (7+)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2014	GoV				32,495	1,258	25.8	13,103	587	22.3
	Church (Govt. Assisted)	452	22	20.5	11,809	481	24.6	5,387	337	16.0
	Govt. Subtotal	452	22	20.5	44,304	1,739	25.5	18,490	924	20.0
	Church (Not Govt. Assisted)				215	9	23.9	164	15	10.9
	Private	9,666	613	15.8	949	38	25.0	1,127	50	22.5
	Community	3,587	295	12.2	229	8	28.6	193	16	12.1
	Total		13,705	930	14.7	45,697	1,794	25.5	19,974	1,005
2015	GoV				32,473	1,326	24.5	13,638	596	22.9
	Church (Govt. Assisted)	537	21		12,081	478	25.3	5,365	335	16.0
	Govt. Subtotal	537	21		44,554	1,804	24.7	19,003	931	20.4
	Church				209	9	23.2	174	11	15.8
	Private	10,141	620		926	40	23.2	1,238	47	26.3
	Community	3,623	260		242	11	22.0	153	10	15.3
	Total		14,301	901		45,931	1,864	24.6	20,568	999

Table 35: Students, teachers and STR, by province, 2014–2015

Year	Province	ECE			Primary (1–6)			Secondary (7+)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2014	Torba	524	43	12.2	1,778	76	23.4	613	26	23.6
	Sanma	3,144	219	14.4	9,185	410	22.4	3,969	220	18.0
	Penama	1,695	148	11.5	6,187	266	23.3	2,077	138	15.1
	Malampa	1,906	176	10.8	7,383	314	23.5	2,366	130	18.2
	Shefa	3,819	195	19.6	12,566	438	28.7	8,527	397	21.5
	Tafea	2,617	149	17.6	8,598	290	29.6	2,422	94	25.8
	2014 Total		13,705	930	14.7	45,697	1,794	25.5	19,974	1,005
2015	Torba	563	37	15.2	1,827	80	22.8	510	19	26.8
	Sanma	3,283	227	14.5	9,268	411	22.5	4,266	199	21.4
	Penama	1,707	148	11.5	6,177	282	21.9	2,133	137	15.6
	Malampa	2,148	164	13.1	7,353	318	23.1	2,517	126	20.0
	Shefa	3,926	182	21.6	12,882	499	25.8	8,751	436	20.1
	Tafea	2,674	143	18.7	8,424	274	30.7	2,391	82	29.2
	2015 Total		14,301	901	15.9	45,931	1,864	24.6	20,568	999

Source: VEMIS, 2015

TEACHER CERTIFICATION AND QUALIFICATION

Table 36: Number of certified teachers by school level and by gender, 2014–2015

Year	Teachers	ECE			Primary (1–6)			Secondary (7+)			
		Male	Female	Total	Male	Female	Total	Male	Female	Not Stated	Total
2014	No. Certified	23	458	481	489	606	1,095	409	294	1	704
	Total Teachers	39	891	930	786	1,008	1,794	598	406	1	1,005
	% Certified	59.0%	51.4%	51.7%	62.2%	60.1%	61.0%	68.4%	72.4%	100%	70.0%
2015	No. Certified	22	437	459	528	647	1,175	396	296	1	693
	Total Teachers	41	860	901	821	1,043	1,864	584	414	1	999
	% Certified	53.7%	50.8%	50.9%	64.3%	62.0%	63.0%	67.8%	71.5%	100.0%	69.4%

Table 37: Number of certified teachers by authority and by school level, 2015

Authority Type	Teachers	ECCE	Primary (1–6)	Secondary (7+)
GoV	No. Certified		859	454
	Total of teachers		1,326	596
	% Certified		64.8%	76.2%
Church (Govt. Assisted)	No. Certified	5	308	226
	Total of teachers	21	478	335
	% Certified	23.8%	64.4%	67.5%
Church	No. Certified		3	7
	Total of teachers		9	11
	% Certified		33.3%	63.6
Private	No. Certified	344	4	6
	Total of teachers	620	40	47
	% Certified	55.5%	10.0%	12.8%
Community	No. Certified	110	1	0
	Total of teachers	260	11	10
	% Certified	42.3%	9.1%	0%
Total	No. Certified	459	1,175	693
	Total of teachers	901	1,864	999
	% Certified	50.9%	63.0%	69.4%

Source: VEMIS, 2015

Table 38: Number of certified teachers by province and by school level, 2015

Province	Teachers	ECE	Primary (1–6)	Secondary (7+)
Torba	No. Certified	26	45	16
	Total of Teachers	37	80	19
	% Certified	70.3%	56.3%	84.2%
Sanma	No. Certified	148	279	164
	Total of Teachers	227	411	199
	% Certified	65.2%	67.9%	82.4%
Penama	No. Certified	65	164	96
	Total of Teachers	148	282	137
	% Certified	43.9%	58.2%	70.1%
Malampa	No. Certified	121	218	115
	Total of Teachers	164	318	126
	% Certified	73.8%	68.6%	91.3%
Shefa	No. Certified	64	334	264
	Total of Teachers	182	499	436
	% Certified	35.2%	66.9%	60.6%
Tafea	No. Certified	35	135	38

Province	Teachers	ECE	Primary (1–6)	Secondary (7+)
	Total of Teachers	143	274	82
	% Certified	24.5%	49.3%	46.3%
Total	No. Certified	459	1,175	693
	Total of Teachers	901	1,864	999
	% Certified	50.9%	63.0%	69.4%

Source: VEMIS, 2015

Table 39: Percentage of certified and qualified teachers by school level, 2013–2015

School Level	Teachers certified, qualified	2013	2014	2015
ECE	% Certified	48.20%	51.70%	50.9%
	% Qualified	51.80%	48.30%	49.1%
Primary (1–6)	% Certified	60.00%	61.00%	63.0%
	% Qualified	40.00%	39.00%	37.0%
Secondary (7+)	% Certified	64.60%	70.00%	69.4%
	% Qualified	35.40%	30.00%	30.6%

Source: VEMIS, 2015

Table 40: Number of teachers attending in-service training by school level and by gender, 2011–2015

Survey Year	ECE		Primary (1–6)			Secondary (7+)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2011	18	236	254	186	172	358	74	60	134
2012	17	294	311	153	153	306	48	28	76
2013	11	253	264	83	112	195	29	18	47
2014	9	249	258	47	47	94	11	6	17
2015	8	207	215	37	33	70	1	3	4
Total	63	1,239	1,302	506	517	1,023	163	115	278

Source: VEMIS, 2015

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

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

CLASSROOMS

Table 41: Classrooms, enrolment and student classroom ratio, by school level, 2014–2015

Year	School Level	Classroom	Enrolment	Student Classroom Ratio
2014	ECE	706	13,705	19.4
	Primary school	2,100	45,697	21.8
	Secondary school	581	19,974	34.4
	Total	3,387	79,376	23.4
2015	ECE	705	14,301	20.3
	Primary school	2,062	45,931	22.3
	Secondary school	578	20,568	35.6
	Total	3,345	80,800	24.2

Source: VEMIS, 2015

WATER SUPPLY

Table 42: Number of types of water supplies in schools by school level, 2014–2015

Year	Water Supply Type	ECE	Primary (1–6)	Secondary (7+)	Total
2014	Roof Tank	335	319	64	718
	Well (non-drinkable)	56	51	20	127
	Well (drinkable)	120	110	17	247
	Stream/River	131	104	17	252
	Piped	287	207	58	552
	Total	929	791	176	1,896
2015	Roof Tank	336	316	62	714
	Well (non-drinkable)	56	49	20	125
	Well (drinkable)	104	110	18	232
	Stream/River	133	99	17	249
	Piped	286	204	57	547
	Total	915	778	174	1,867

Source: VEMIS, 2015

Table 43: Number of types of clean safe water supplies in schools by school level, 2014–2015

Survey Year	School Level	Clean Safe	Number of Schools	Clean Safe (%)
2014	ECE	199	568	35.0%
	Primary school	214	433	49.4%
	Secondary school	39	92	42.4%
	Total	452	1,093	41.4%
2015	ECE	204	563	36.2%
	Primary school	207	417	49.6%
	Secondary school	38	81	46.9%
	Total	449	1,061	42.3%

Source: VEMIS, 2015

Definition:

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

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

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

SANITATION

Table 44: Number of toilets for females and males in schools, by school level, 2014–2015

Survey Year	School Level	Enrolment			Toilets			Pupil Toilet Ratio (PTR)			GPI: PTR
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
2014	ECE	7,225	6,480	13,705	426	340	766	17.0	19.1	17.9	1.12
	Primary school	25,834	23,307	49,141	579	581	1160	44.6	40.1	42.4	0.90
	Secondary school	8,382	8,148	16,530	433	468	901	19.4	17.4	18.3	0.90
	Total	41,441	37,935	79,376	1,438	1,389	2,827	28.8	27.3	28.1	0.95
2015	ECE	7,515	6,786	14,301	437	349	786	17.2	19.4	18.2	1.13
	Primary school	24,190	21,741	45,931	568	564	1132	42.6	38.5	40.6	0.91
	Secondary school	10,498	10,070	20,568	431	466	897	24.4	21.6	22.9	0.89
	Total	42,203	38,597	80,800	1,436	1,379	2,815	29.4	28.0	28.7	0.95

ELECTRICITY AND SCHOOL EQUIPMENT

Table 45: Schools by power supply type, 2014–2015

Survey Year	School level	Generator	Mains	Solar/Wind/Water	Total
2014	ECE	31	18	23	72
	Primary school	114	20	182	316
	Secondary school	39	17	30	86
	Total	184	55	235	474
2015	ECE	29	13	18	60
	Primary school	100	19	160	279
	Secondary school	33	15	16	64
	Total	162	47	194	403

Source: VEMIS, 2015

ICT AND COMMUNICATION LEARNING RESOURCES

Table 46: Percentage of schools that have access to communication resources and ICT equipment, 2015

Resource	Resource	Primary (1–6)			Secondary (7+)		
		No. of Schools	No. of Resource	% of Schools	No. of Schools	No. of Resources	% of Schools
Communications	Telephone	184	124	67.4	68	50	73.5
	Radio telephone	10	5	50.0	2	0.0	0.0
	Fax	22	13	59.1	21	12	57.1
	Internet	38	19	50.0	34	12	35.3
	Email	36	17	47.2	36	11	30.6
	Communications Total	290	178	61.4	161	85	52.8
Equipment	Duplicator	26	14	53.8	6	2	33.3
	Cassette/CD player	72	42	58.3	40	28	70.0
	Photocopier	220	126	57.3	71	47	66.2
	Television	33	21	63.6	39	26	66.7
	Video player/recorder	42	22	52.4	26	13	50.0
	Typewriter	6	5	83.3	8	4	50.0
	Computer	130	73	56.2	71	42	59.2
	Computer printer	116	65	56.0	70	44	62.9
	DVD player	66	38	57.6	52	32	61.5
	Scanner	56	34	60.7	44	26	59.1
	Digital camera	27	17	63.0	32	17	53.1
		Equipment Total	794	457	57.6	459	281

Source: VEMIS, 2015. The above table only shows the percentage of schools that have available communication resources and ICT equipments. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna. Electricity and School Equipments

SCHOOL RESOURCES

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

Table 47: Number of student textbooks and teachers' guides in primary, 2011–2015

Resource Type	Resource	2011	2012	2013	2014	2015	Total
Teachers' Guides	SOCS	75	70	73	49	46	313
	BAS	104	91	75	41	48	359
	Language	2,078	2,149	2,144	2,121	2,098	10,590
	General studies	1,459	1,707	1,697	1,672	1,709	8,244
	Maths	1,741	1,949	1,952	1,900	1,882	9,424
	Teachers' Guides Total	5,457	5,966	5,941	5,783	5,783	28,930
Text Books	SOCS	186	136	126	95	92	635
	BAS	187	150	130	88	86	641
	Language	2,081	2,093	2,136	2,173	2,111	10,594
	General studies	1,401	1,386	1,477	1,503	1,476	7,243
	Maths	2,094	2,105	2,184	2,177	2,133	10,693
	Text Books Total	5,949	5,870	6,053	6,036	5,898	29,806

Source: VEMIS, 2015. The above table only shows the available number of textbooks and teacher guides in the existing primary schools. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school.

Table 48: ECE Learning and play resources, 2015

Resource Type	Resource	Not tated	Poor	Fair	Good	Total
Learning and Play (ECE)	Children's books	271	85	376	1,361	2,093
	Manufactured resources	69	3	98	171	341
	Preschool curriculum					
	Kindybuk					
	Free play approach					
	Manufactured toys	106	149	259	1,262	1,776
	Locally made toys	453	22	928	1,881	3,284
	Tools for toy making	126		55	61	242
	Locally made/natural learning resources	106	1	71	303	481
	Total	1,131	260	1,787	5,039	8,217

Source: VEMIS, 2015. The above table only reflects the learning resources for the kindergarten schools.

3. Management and Planning

This section has collated all budget and expenditure activities for overhead and payroll under the ministry which comprises of the following programs: Cabinet Services (510), Department of Education (540) and Teaching Service Commission and other Education Commissions and Councils (550) for the financial year of 2015.

RELEVANT INDICATORS FOR MOET MONITORING AND EVALUATION

Indicator	2011	2012	2013	2014	2015
% education expenditure from total govt. recurrent budget	26%	27%	26%	24%	24%
Government costs per level of education (VUV per year)					
ECCE	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000
Primary	1,804,610,452	1,765,738,345	1,715,321,656	252,890,663	1,843,199,001
Secondary	1,094,319,856	1,143,479,996	1,185,048,593	92,486,852	1,282,690,949
Post-Secondary (VIT, VITE)	176,288,054	178,342,797	697,217,351	31,780,000	190,841,767
Scholarships	357,016,786	431,693,922	634,500,000	433,633,027	608,124,738
PEB				24,214,000	23,605,193
ZCA				8,596,000	6,660,000
USP Fencing & Security				7,000,000	7,022,514

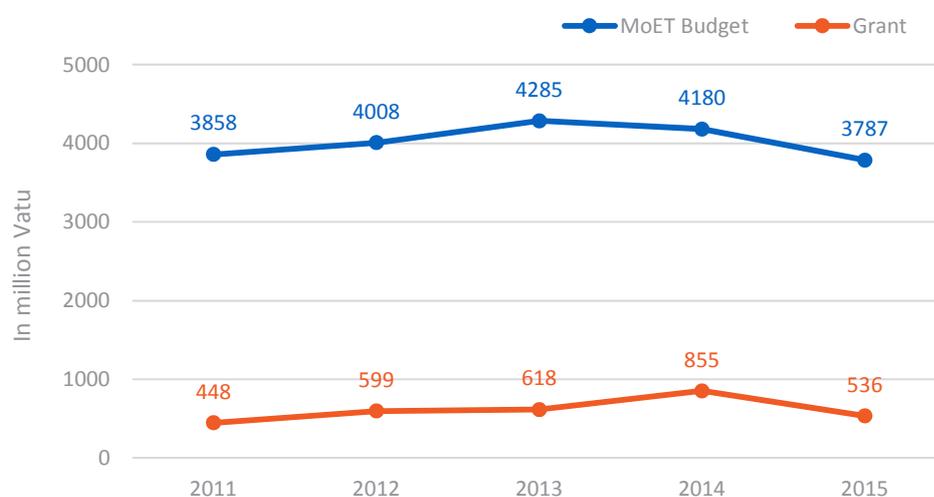
Source: 2015 MoET Annual Report

In 2015, the MoET was allocated an annual budget of 4,303,732,687VUV. This represented approximately 24% of the total government appropriated recurrent budget of 17.773 billion Vatu. In comparison with the 2014 appropriated annual budget, this is an increase in budget of 2.96%.

However, the original budget ceiling that was approved and allocated by Council of Ministers (COM) for the MoET for the 2015 financial year was 4,197,924,503VUV. However this amount increased to 4,303,732,687VUV and remained as the final appropriated budget for the ministry.

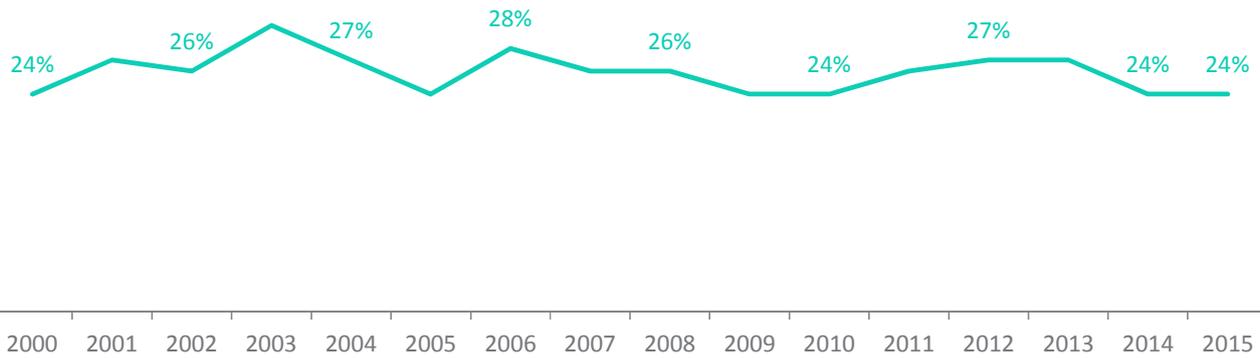
SOURCE OF FUNDING FOR MINISTRY OF EDUCATION AND TRAINING

Figure 26: MoET recurrent Government budget and grants in million Vatu, 2011–2015



Source: 2015 MoET Annual Report

Figure 27: MoET budget as a proportion of total Government budget (recurrent expenditure), 2000–2015

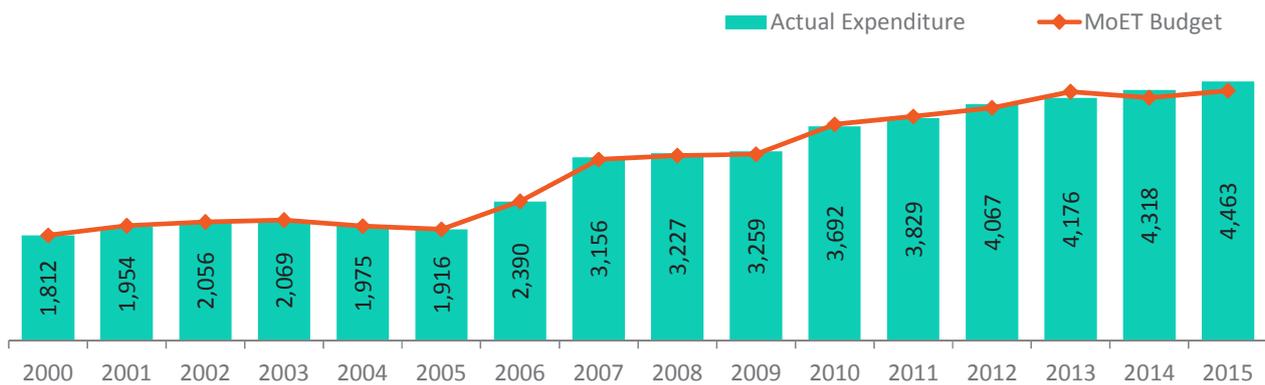


Source: 2015 MoET Annual Report

The recurrent budget increased by 105,808,184VUV. The three items (these were New Policy Proposal/Projects that were submitted by MoET and picked and approved by COM as additional to the allocated budget ceiling) that allowed this budget increase were 1) Severance/Termination Payment: 28,768,818VUV; 2) Secondary Schools Grant: 13,816,700VUV and 3) Primary Schools Grant: 63,222,666VUV.

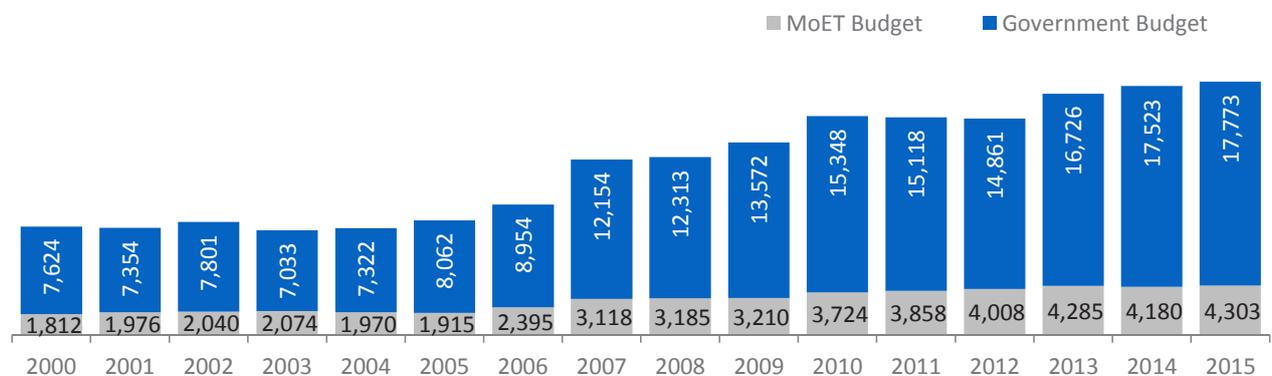
GOVERNMENT BUDGETARY ALLOCATION

Figure 28: MoET recurrent expenditure; budget and actual (million Vatu), 2000–2015



Source: MoET, Government Finance System Budget Appropriation, 2015

Figure 29: MoET expenditure and total Government expenditure (recurrent, million Vatu), 2000–2015



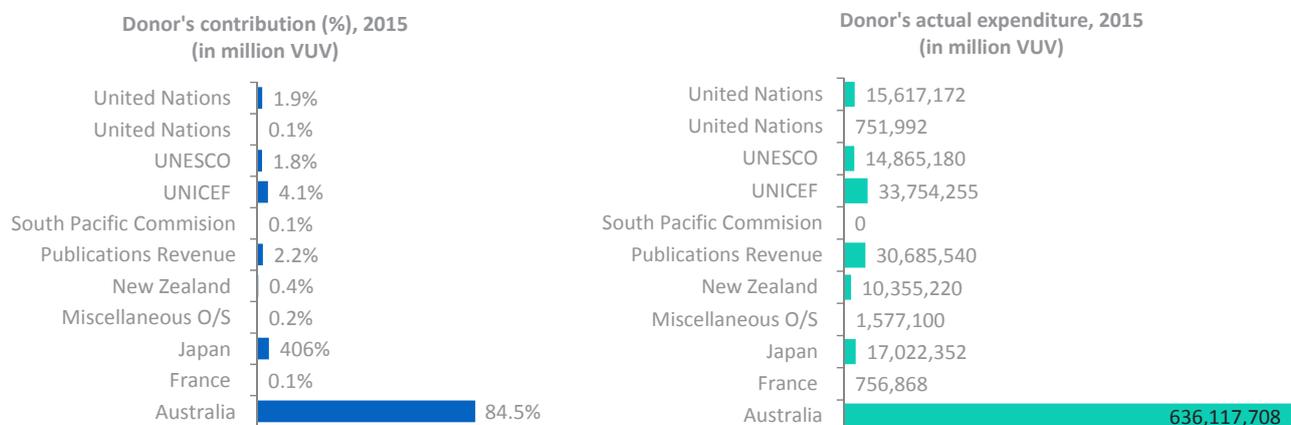
Source: MoET, Government Finance System Budget Appropriation, 2015

Overall, the Ministry had an unfavorable variance of 159 million Vatu. The unfavorable balance was caused by, overspending in the payroll budget especially the Acting allowances, Responsibility allowance and leave expense that were not budgeted. The Ministry was overspent in its annual payroll budget by 176,284,185VUV on staff personnel entitlements, including salaries, family allowances, housing allowances, and superannuation.

The payroll accounts that were overspent include budgeted accounts like permanent wages. It simply implies that the number of actual people paid by the Ministry exceeded the payroll budget for the year.

DONORS CONTRIBUTIONS TOWARDS THE EDUCATION SECTOR DEVELOPMENTS

Figure 30: Donor contributions towards the education sector development



Donors play a significant role in the development of the education system in Vanuatu. In 2015, the Ministry received financial and technical support from donor partners to fund activities contained within the VESP and the Grass Root Projects (GRP). Other funding support was provided through the New Zealand Small Basket projects, the French Embassy, United Nations, United Kingdom, UNICEF, UNESCO and the Commonwealth of Learning through the University of the South Pacific.

The 2015 development budget extracted from the annual report shows a total revenue received by donors of 896.6 million Vatu, with actual expenditure of 763.5 million Vatu with a remaining balance as at 31st December 2015 of 133.1 million Vatu.

UNIT COSTS OF EDUCATION

Table 49: Expenditure, enrolment and expenditure per student in government schools, 2015

School level	Actual Expenditure	Enrolment	Expenditure per Student
ECE	4,000,000	14,301	280
Primary	1,843,199,001	45,931	40,130
Secondary	1,282,690,949	20,568	62,363
Post-Secondary (VIT, VITE)	190,841,767	1,021	186,917
Scholarships	608,124,738.000	518	1,173,986

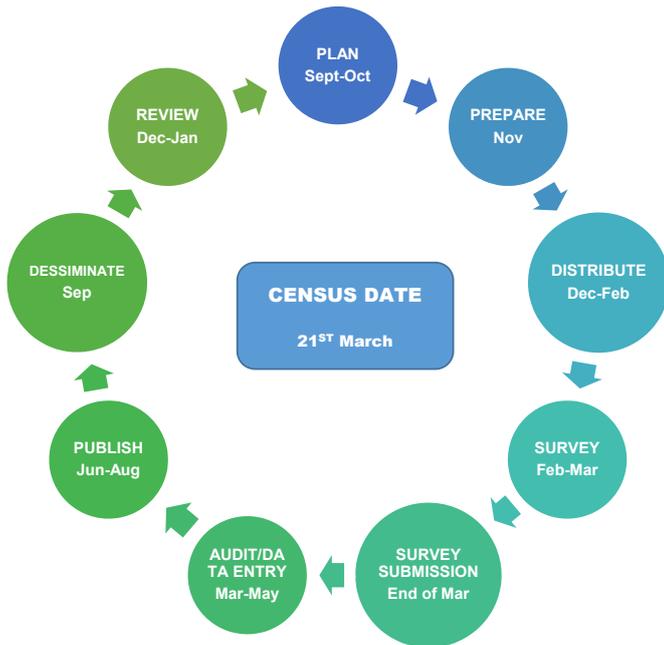
Source: MoET. Note *Enrolment is in Government funded/assisted schools only and grouped by school level not level. Post-secondary includes VMC, VITE, VIT, VNC and Australian Pacific Training College (APTC). Scholarship includes New Intake and Ongoing awards in 2015

Annex 1

2015 ANNUAL SCHOOL SURVEY

1.1 Annual School Survey Process

Infographic 2: Annual School Survey process



2015 VEMIS survey is based on a transitional phase development of Open VEMIS. The enrolment data that is collected on the VEMIS survey questionnaire is also stored in the Open VEMIS in 2015. The duration of VEMIS data collection is five months, it began in January and ends in end of May 2015.

1.2 Data Quality Measures and Data Entry

Data entry began in March throughout April 2015. The VEMIS questionnaires were completed by school heads and principals. The questionnaires were then submitted to the PEOs around 30th March. The census data was set aside by the MoET on 21st March 2015. Many schools do not respect this date and therefore have submitted their VEMIS questionnaires very late. The main factors are schools are located in remote villages or new school heads and principals were not trained to complete the VEMIS survey questionnaire.

In terms of data verification and validation, mechanisms were built in 2009 to verify and validate data once it was entered in VEMIS. The data audit chain has been documented and needs to be reviewed in order to comply with the new Open VEMIS development. The school record keeping and stock management need to be reviewed in order to comply with the new changes in Open VEMIS questionnaires. Better mechanisms and training are required for school heads and principals to learn how to verify and validation enrolment, teacher and school resources changes.

1.3 Data Entry

Data entry process is done at the PEOs. The province statistics officers were trained to enter data in VEMIS as well as in the Open VEMIS. Data is entered in VEMIS from the end of March to May 2015.

The annual school survey timeline starts in November of the previous year and finishes in March of the current year.

Infographic 3: Data collection process



Annex 2

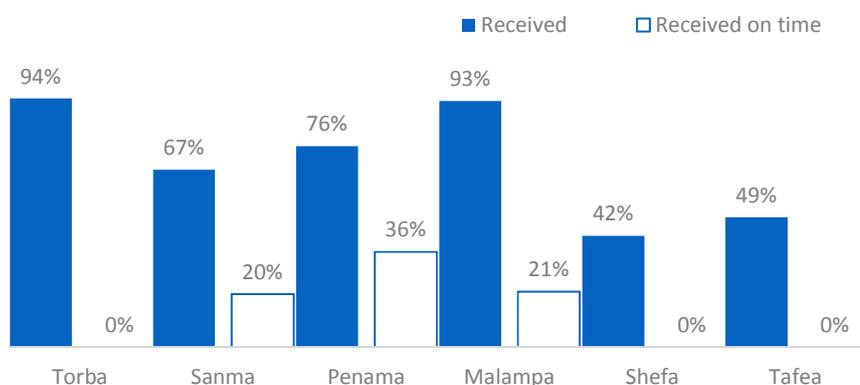
2015 VEMIS SURVEY RESPONSE RATE

Table 50: Survey return rates by school type and province, 2014–2015

Year	Province	ECCE		Primary (1–6)		Secondary (7+)	
		No. Sent	% Received	No. Sent	%Received	No. Sent	% Received
2014	Torba	32	100%	25	100%	4	100%
	Sanma	158	84%	102	100%	16	100%
	Penama	82	77%	63	100%	14	100%
	Malampa	103	62%	86	98%	22	96%
	Shefa	115	58%	84	100%	24	100%
	Tafea	110	89%	77	95%	17	94%
	2014 Total		600	76%	437	99%	97
2015	Torba	32	94%	26	100%	4	100%
	Sanma	158	67%	100	100%	16	100%
	Penama	82	76%	64	100%	14	100%
	Malampa	104	93%	86	99%	20	100%
	Shefa	115	42%	90	92%	26	81%
	Tafea	118	49%	77	94%	17	94%
	2015 Total		609	66%	443	97%	97

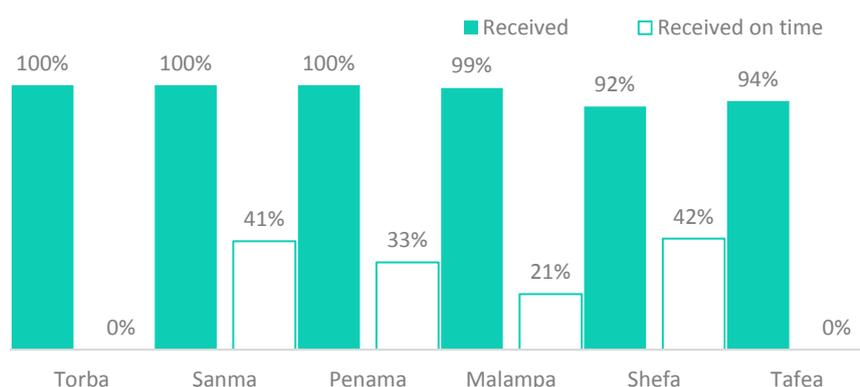
Source: VEMIS, 2015

Figure 31: Survey return rates for ECE schools by province, 2015



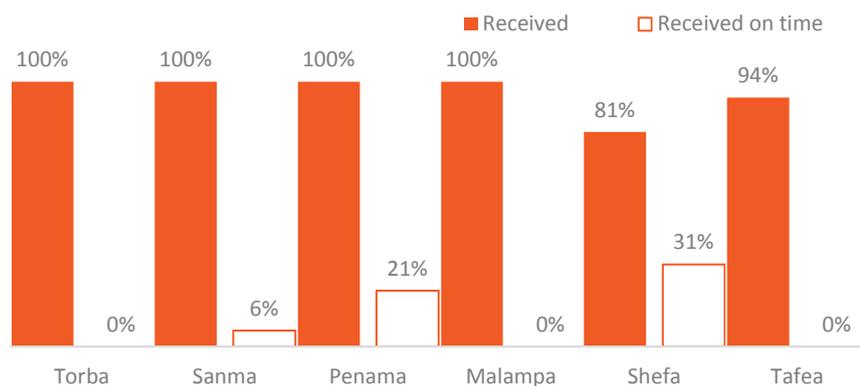
Source: VEMIS, 2015

Figure 32: Survey return rates for Primary schools by province, 2015



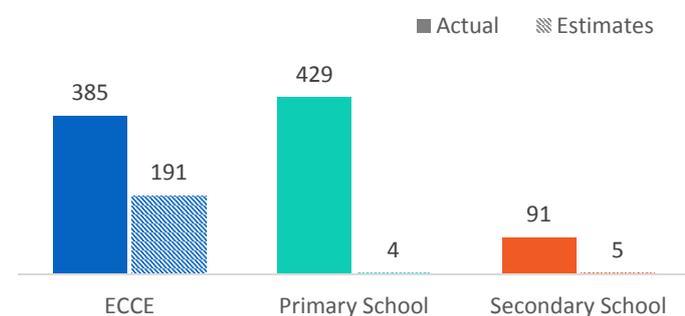
Source: VEMIS, 2015

Figure 33: Survey return rates for secondary schools by province, 2015



Source: VEMIS, 2015

Figure 34: Number of actual and estimated schools in VEMIS, 2015



Source: VEMIS, 2015

Table 51: Enrolment response rates by school level and province, 2014–2015

2014						2015					
ECE		Primary*		Secondary*		ECE		Primary*		Secondary*	
Student	% est'd	Student	% est'd	Student	% est'd	Student	% est'd	Student	% est'd	Student	% est'd
524	0	2,093	0	298	0	563	0	1,827	0	510	0
3,144	2	10,986	0	2,168	0	3,283	4	9,268	0	4,266	0
1,695	2	7,096	0	1,168	0	1,707	3	6,177	0	2,133	0
1,906	4	8,583	0	1,166	0	2,148	1	7,353	0	2,517	0
3,819	8	15,819	0	5,274	0	3,926	15	12,882	3	8,751	7
2,617	2	9,755	0	1,265	0	2,674	9	8,424	0	2,391	0
13,705	19	54,332	0	11,339	0	14,301	32	45,931	3	20,568	8

Source: VEMIS, 2015

Table 52: Teacher response rates by school level and province, 2014–2015

2014						2015					
ECE		Primary*		Secondary*		ECE		Primary*		Secondary*	
Teacher	% est'd	Teacher	% est'd	Teacher	% est'd	Teacher	% est'd	Teacher	% est'd	Teacher	% est'd
43	0	76	0	26	0	37	0	80	0	19	0
219	3	410	0	220	0	227	7	411	1	199	0
148	3	266	0	138	0	148	4	282	0	137	0
176	6	314	0	130	0	164	1	318	0	126	0
195	7	438	0	397	1	182	12	499	1	436	14
149	1	290	0	94	1	143	13	274	5	82	6
930	21	1,794	1	1,005	2	901	38	1,864	8	999	20

Source: VEMIS, 2015

Table 53: Number of absentees in government and government assisted schools on School Census Day, 2014–2015

Year	School Type	Enrolled		Absent		Total Enrolment	Total Absent
		Male	Female	Male	Female		
2014	ECE	7,225	6,480			13,705	
	Primary school	25,834	23,307	88	57	45,697	145
	Secondary school	8,382	8,148	15	20	19,974	35
	Total	41,441	37,935	103	77	79,376	180
2015	ECE	7,515	6,786			14,301	
	Primary school	24,190	21,741	28	21	45,931	49
	Secondary school	10,498	10,070	2	2	20,568	4
	Total	42,203	38,597	30	23	80,800	53

Source: VEMIS, 2015

Table 54: Total enrolment by urban and rural areas, 2015

Urban/Rural	School level	Male	Female	Total
Rural	ECE	6,191	5,559	11,750
	Primary	20,576	18,490	39,066
	Secondary	5,482	5,280	10,762
	Rural Total	32,249	29,329	61,578
Urban	ECE	1,277	1,189	2,466
	Primary	5,203	4,866	10,069
	Secondary	3,427	3,175	6,602
	Urban Total	9,907	9,230	19,137
Not Stated	ECE	47	38	85
Vanuatu Total		42,203	38,597	80,800

Source: VEMIS, 2015

Annex 3

ABBREVIATIONS

ASD	Annual Statistical Digest
AUF	Agence Universitaire de la Francophonie
BAS	Basic Science
DFAT	Department of Foreign Affairs and Trade
ECE	Early Childhood Education (Pre-School)
ECCE	Early Childhood Care and Education
EFA	Education for All
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
Govt.	Government
GoV	Government of Vanuatu
GPI	Gender Parity Index
M&E	Monitoring and Evaluation
MFAT	Ministry of Foreign Affairs and Trade
MoET	Ministry of Education and Training
NER	Net Enrolment Ratio
PILNA	Pacific Island Literacy and Numeracy Assessment
PEO	Provincial Education Office
SDG	Sustainable Development Goal
SOCS	Social Science
STR	Student Teacher Ratio
TVET	Technical and Vocational Education and Training
VEMIS	Vanuatu Education Management Information System
VESP	Vanuatu Education Sector Program
VIT	Vanuatu Institute of Technology
VITE	Vanuatu Institute of Teacher Education
VMQS	Vanuatu Minimum Quality Standards
VNTC	Vanuatu National Training Council
VRDTCA	Vanuatu Rural Development and Training Centre Association

Annex 4

GLOSSARY

Actual: Refer to actual enrolment and teacher data. See also <i>Estimated</i> .
Age participation rate: The percentage of enrolments at a specific level for children of a specific age, usually the official age for that level of schooling.
Basic education Year 1–Year 8: The MoE defines the basic cycle of education as consisting of Year 1 to Year 8.
Bi-lingual school: A school where students are divided into an English speaking stream and a French speaking stream.
Certified: A teacher is certified if she or he has met the requirements for a formal qualification to teach. See also <i>Qualified</i> .

<p>Coefficient of efficiency: The ideal (optimal) number of pupil-years required (i.e. without repetition and dropout) to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates.</p>
<p>Dropout rate: Proportion of pupils from a cohort enrolled in a given grade at given school years that are no longer enrolled in the following school year.</p> <p>Leavers: Students that have enrolled in 2014 and for unknown reasons they left schools in 2015</p> <p>Dropout: Students that have dropout in 2015 for unknown reasons</p> <p>Absent: Number of students who were absent at 21st March 2015, cut-off date of the VEMIS survey completion</p> <p>Transfer in: Number of students who transferred in a school from another school within the country or from another country.</p> <p>Transfer out: Number of students who transferred out to another school whether within the country or to another country.</p> <p>Not attending school regularly: Students that have enrolled in the beginning of 2015 but were not attending school regularly for unspecified reasons</p>
<p>Dual language school: A school where students have a set minimum of classroom hours in the English language and the French language.</p>
<p>ECE: Educational programs and strategies for children before they enter Year 1 at age 6 years.</p>
<p>Education authority: The kind of entity under which the school is registered. There are four kinds: GoV; Church, Private and Community. Of these the schools registered under Church management are further categorized as those which receive Government funding and those which do not.</p>
<p>Estimated: Where data is not available, data is replaced by previous year data.</p>
<p>Gross Enrolment Rate (GER): Total enrolment in ECE, primary or secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.</p>
<p>GIR: Total enrolment in a defined school level (for example Year 1) as a percentage of the total population of children who are of the official age group for that level of education (for example aged 6 years)</p>
<p>Gender Parity Index (GPI): The female value for any indicator is divided by the male value to show the gender parity of the indicator with a value of 100 or very close to it indicating gender parity; a value over 100 indicating a difference in favor of females and a value less than 100 a difference in favor of males.</p>
<p>Junior secondary Year 7–Year 10: The MoET defines the junior secondary cycle of education as consisting of Year 7 to Year 10.</p>
<p>NER: Total enrolment of pupils of the official school age group as a percentage of the total population of children who are official age group for that level of schooling.</p>
<p>NIR: Total enrolment of pupils of the official age in a defined school level (for example Year 1) as a percentage of the total population of children who are of the official age group for that level of education (for example aged 6 years)</p>
<p>Primary education Year 1–Year 6: The MoE defines the primary cycle of education as consisting of Year 1 to Year 6.</p>
<p>Primary school: The type of school as identified by the registration of the school under the education Act and as it is commonly known. Some primary schools, the so called ‘centre schools’ include classes up to Year 8 while others include classes to Year 6.</p>
<p>Province: Vanuatu is divided into six provinces which have provincial administration with some functions decentralized to the province. Three provinces contain municipal areas: the nation’s capital Port-Vila is in Shefa province; Luganville municipality is in Sanma and Lenakel is in Tafea.</p>
<p>Qualified: A teacher is qualified if she or he has met the requirements for a formal tertiary qualification. See also <i>Certified</i>.</p>
<p>Repeater rate: Total number of pupils who are enrolled in the same grade as in a previous year, expressed as a percentage of the total enrolment to the specified grade.</p>
<p>Student-Textbook ratio: The average number of usable textbooks per pupil/student in primary or secondary level in a given school year</p>
<p>Basic education textbooks: These are textbooks used for the instruction of language, general science, mathematics and general studies in Year 1 to Year 6.</p>

Annex 5

EDUCATION SUMMARY STATISTICS

	2010	2011	2012	2013	2014	2015
TOTAL SCHOOLS/INSTITUTIONS IN VANUATU	1072	1065	1131	1118	1133	1147
ECCE	563	543	571	557	568	576
PRIMARY	425	432	433	434	432	433
English speaking	276	282	281	282	281	282
French speaking	149	150	152	152	151	151
SECONDARY	83	82	85	87	92	96
English speaking	57	55	58	60	61	66
French speaking	26	27	27	27	31	30
TVET	1	2	32	33	34	35
Rural training centres	na	na	30	31	31	31
TVET centres	1	2	2	2	3	4
POST-SECONDARY INSTITUTION	na	6	10	7	7	7
TOTAL ENROLMENT-VANUATU	73,366	78,081	81,572	82,700	84,458	85,232
ECCE	11,799	11,074	13,388	13,324	13,780	14,301
Male	5,779	5,493	6,978	6,940	7,266	7,515
Female	6,020	5,581	6,410	6,384	6,514	6,786
PRIMARY	41,781	42,352	43,897	44,181	45,697	45,931
<i>English speaking</i>	<i>26,625</i>	<i>27,202</i>	<i>28,092</i>	<i>28,427</i>	<i>29,655</i>	<i>30,011</i>
Male	14,026	14,367	14,765	15,009	15,701	15,922
Female	12,599	12,835	13,327	13,418	13,954	14,089
<i>French speaking</i>	<i>15,156</i>	<i>15,150</i>	<i>15,805</i>	<i>15,754</i>	<i>16,042</i>	<i>15,920</i>
Male	7,970	8,006	8,311	8,288	8,437	8,268
Female	7,186	7,144	7,494	7,466	7,605	7,652
SECONDARY	18,298	18,064	18,239	18,915	19,974	20,568
<i>English speaking</i>	<i>12,980</i>	<i>12,766</i>	<i>12,898</i>	<i>13,385</i>	<i>14,376</i>	<i>14,887</i>
Male	6,507	6,397	6,410	6,750	7,296	7,665
Female	6,473	6,369	6,488	6,635	7,080	7,222
<i>French speaking</i>	<i>5,318</i>	<i>5,298</i>	<i>5,341</i>	<i>5,530</i>	<i>5,598</i>	<i>5,681</i>
Male	2,663	2,621	2,656	2,747	2,782	2,833
Female	2,655	2,677	2,685	2,783	2,816	2,848
TVET	1,065	3,662	2,048	1,863	1,959	1,532
<i>Rural Training Centres</i>	<i>1,065</i>	<i>1,181</i>	<i>981</i>	<i>1,017</i>	<i>923</i>	<i>770</i>
Male	856	831	702	731	624	539
Female	209	350	279	286	299	231
<i>TVET centres</i>	<i>na</i>	<i>2,481</i>	<i>1,067</i>	<i>846</i>	<i>1,036</i>	<i>762</i>
Male	na	1,412	644	607	530	505
Female	na	1,069	423	239	506	257
POST-SECONDARY	na	2,336	3,599	3,586	2,216	2,129
Male	na	1,550	2,149	2,129	1,500	1,382
Female	na	786	1,450	1,457	716	747
HIGHER EDUCATION	423	593	401	831	832	771
Male	238	323	242	481	487	424
Female	185	278	159	350	345	347

TOTAL NUMBER OF TEACHERS/TRAINERS IN VANUATU	3,738	3,808	4,017	4,014	4,150	4,043
ECCE	813	806	917	876	928	901
Male	53	44	44	41	39	41
Female	760	762	873	835	889	860
PRIMARY	1,922	1,944	1,917	1,936	1,977	1,864
<i>English speaking</i>	<i>1,321</i>	<i>1,331</i>	<i>1,275</i>	<i>1,261</i>	<i>1,300</i>	<i>1,232</i>
Male	614	610	588	583	602	555
Female	707	721	687	678	698	677
<i>French speaking</i>	<i>601</i>	<i>613</i>	<i>642</i>	<i>675</i>	<i>677</i>	<i>632</i>
Male	264	268	275	276	290	266
Female	337	345	367	399	387	366
SECONDARY	783	838	941	955	972	999
<i>English speaking</i>	<i>505</i>	<i>523</i>	<i>612</i>	<i>641</i>	<i>648</i>	<i>672</i>
Male	295	318	370	373	386	397
Female	210	205	242	268	262	275
<i>French speaking</i>	<i>278</i>	<i>315</i>	<i>329</i>	<i>314</i>	<i>324</i>	<i>327</i>
Male	178	190	205	190	194	187
Female	100	125	124	124	130	140
TVET	107	107	113	109	111	111
<i>Rural Training Centres</i>	<i>107</i>	<i>107</i>	<i>113</i>	<i>109</i>	<i>111</i>	<i>111</i>
Male	77	77	79	85	78	78
Female	30	30	34	24	33	33
POST-SECONDARY	113	113	129	138	162	168
Male	79	79	86	89	93	100
Female	34	34	43	49	69	68



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Government of Vanuatu