



MINISTRY OF EDUCATION VANUATU



NATIONAL EFA 2015 REVIEW REPORT

**POLICY AND PLANNING UNIT
SEPTEMBER 2014**

MAP OF VANUATU

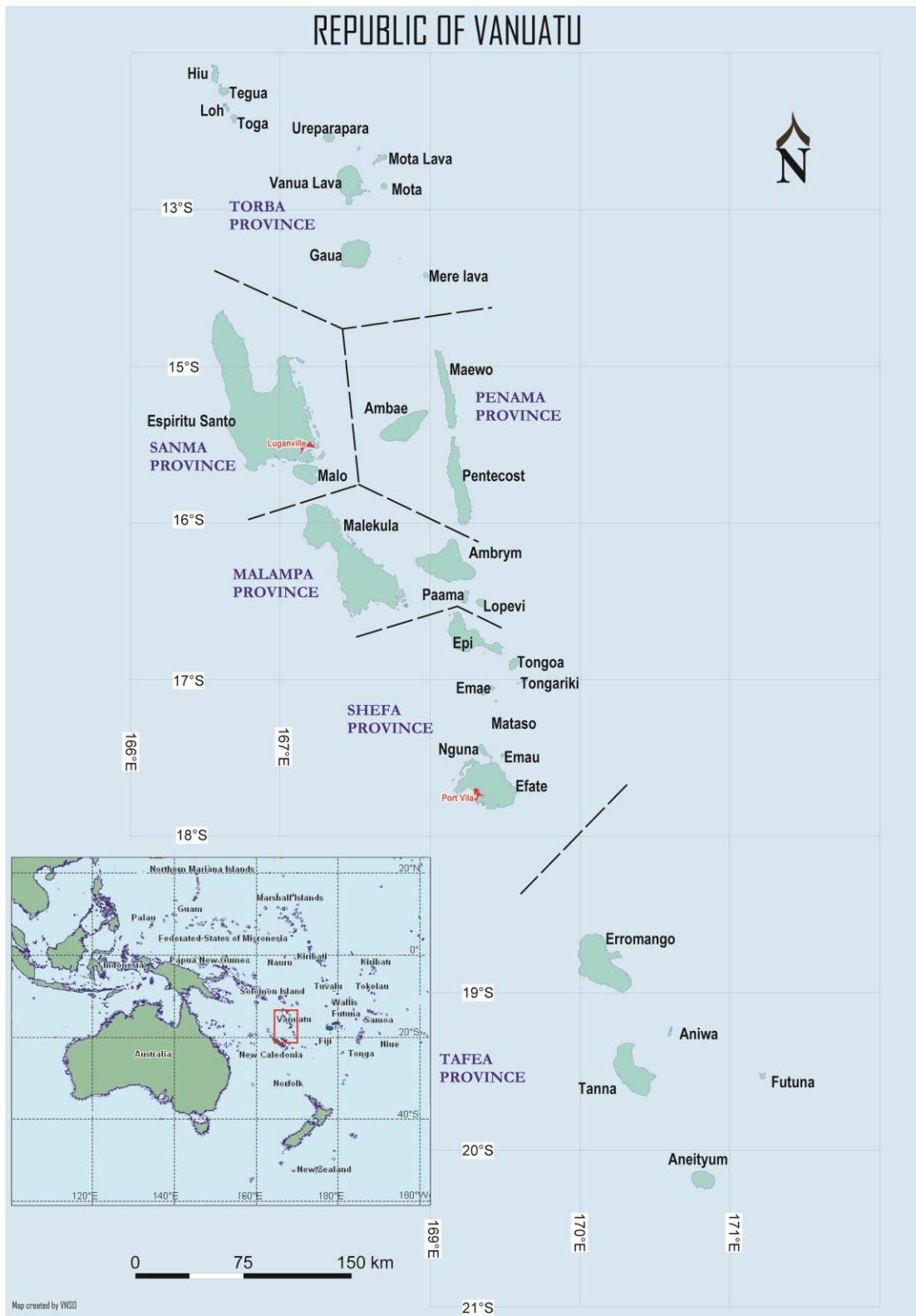


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EXECUTIVE SUMMARY

The world declaration on Education for all was adopted in Jomtien in 1990. Later on in Dakar in the year 2000, the global convention on Education adopted a framework of action that place EFA at its centre. Since then, Vanuatu has reaffirm that Education is the fundamental human right and has been at the centre of the governments' attention.

This report provides an analysis and evaluation of the current and prospective strategies to be address in the post 2015 era for this country. The Methods of analysis included the reviewing of existing literatures, horizontal and vertical trend analysis of data, graphs and tables. All data could be found in the list of tables under annex IV. Progress on all aspects of education has been reported, however, more is still needed to bring the system into the 2015 and beyond.

The analysis in the previous chapters suggested that progress on all aspects of education have been reported, however, more is still needed to bring the system into the 2015 and beyond. Progress at the ECCE level show increases in participation opportunities and overall improvements to these services, but still participation in and the quality of ECCE is very low. The percentage of certified teachers has decreased very slightly. As noted in various documents, the causes include the difficulties faced by local communities in supporting and managing the ECCE centres, which includes paying teachers' salaries and facility maintenance; lack of available and sufficient learning resources; and lack of parental support to the education of their children.

The analysis presented in this report revealed that Vanuatu's education system is still suffering from problems related to access to and completion of schooling for almost all children at all year levels. As such the achievement of UPE by 2015 is at risk of being met. Today, enrolment rates are still low with major differences in enrolment rates between provinces. Further, dropout and repetition rates are also unacceptable and vary among provinces. Overage enrolment is still a feature in primary schools which increase the demands on teachers in dealing for dealing with various age groups on one class or in the practice of multi-class teaching thereafter affecting quality. The persistent trend of overage enrolment at the primary level is an issue which the school system needs to address. Appropriate modifications to classrooms and pedagogy may be necessary to address the overage issue. There is also shortage of qualified and trained teachers and the employment of temporary unqualified teachers. The school grants meant increased responsibility for school heads. Gender imbalance at the primary school level is minor in most provinces, at least compared with secondary schools, although access for children with disability is a problem. The major problem facing primary education is the quality: well over half of all children are failing to adequately achieve the basic skills of reading, writing and numeracy.

It is also important to define learning opportunities and develop standards and indicators to monitor progress and to partner with relevant authorities and service providers to ensure relevant learning opportunities continue after formal schooling is completed. In this review, TVET indicators have been used as proxies to measure progress against this goal. The MoE may need to catalogue TVET service providers and establish monitoring processes to ensure accurate information on enrolments, teachers/instructors and learning outcomes. Given that the literacy rates are only available from census and are self-reported, this may represent an over and/or under estimate of the actual literacy in the community. The complexity also is doubled by the fact that the population reported literacy on more than one language (Bislama/English/French). As for the formal literacy and numeracy, standardized assessments suggest that students are failing in large numbers to achieve basic skills in both areas. It is important for the MoE to utilise census and survey data to track progress, to consider literacy from a functional, multi-lingual perspective. There is also a need to examine the standardized learning achievement data by province, as well as by sex.

At the secondary level, the data suggests that males are facing disadvantage in terms of equitable access to secondary education. At the provincial level, in primary education females are disadvantaged in most provinces. This is reversed at the secondary level. Hence, there is a need to strengthen males' participation and retention in schooling, particularly at the secondary level. There were no data by sex for repetition, dropout, survival, and transition rates by sex. Such data is essential for further analysis of gender equality. There is a need to ensure disaggregation of data whenever possible to monitor access, participation, and achievement for both males and females at all levels.

While the percentage of government budget to education is relatively high, there has been a steady decrease over the years suggesting a waning commitment by the government to the education sector. The wealth of data available on quality together with the 15 standards specified in the MQS framework, all should make it possible to fully assess quality of education. However, there is a need to make sure that the two are links, i.e., quality is defined in accordance with the standards (PTR, PCR, etc), accurate and meaningful measures of quality are planned and data collected accordingly. Moreover, it is essential to analyse the data against both the national and provincial standards for the various indicators of quality, such as students-teacher ratio, textbooks per students, and students per toilets and so on. Teacher quality seems to be an issue of concern. Moreover, there is a need to ensure budgetary commitments to education are prioritised.

Given this summary and the issue delineated here the following recommendations are made as a minimum for the improvement of the system.

- There is a need for the MoE to expand and strengthen the ECCE centres, through partnership with local communities and relevant authorities.
- There is a need to prioritise quality improvements with access to ensure children enter school, stay and learn.
- There is a need to conduct research on out of school and at risk children as little is known about these children.
- Though teacher training has been a priority, there is still a need to strengthen teacher training to address low certification rates.
- Quality in school performance is an integral issue for the MoE to address through studying the data on achievement and to devise interventions to tackle literacy improvement through schools.
- The expansion of SBM and the distribution of the school improvement officers should be examined; capacity development should be given a priority, including capacity of local communities and the engagement of the community in the process of SBM and in the management of schools.
- It is important to make education more efficient and relevant through the provision of locally relevant and efficient delivery of facilities and equipment.
- It is urgent that priority be given to the capacity development within the MoE to deliver an effective, well-managed education system in Vanuatu rather than the heavy reliance on technical assistance.
- There is a need to build monitoring efforts to ensure key EFA indicators are of good quality and use for planning, monitoring and evaluation. The VEMIS needs further support and development.

The report also highlighted the fact that the analysis conducted has limitations. Some of the limitations include: the reliability of the data used, lack of data provision on some aspects of the EFA goals

Chapter 1 Introduction

Development Context of the Country

The Republic of Vanuatu comprises a chain of more than 80 islands in a ‘Y’ shaped chain, of which 65 are permanently inhabited. The islands extend 1,300 km along a north—south axis, with an exclusive economic zone of 700,000 km². The volcanic and coral platform islands are young, small and highly disturbed as a result of frequent cyclone, seismic and volcanic activity. The country is one of the world’s most vulnerable countries to natural disasters in the form of seismic and volcanic activity, cyclones, drought, flooding and other weather events. Climate change impacts are evident in the changing habits of migratory fish species and changing patterns of rainfall in particular. Because of the rugged and mountainous terrain most of the population live on the narrow coastal strip.

Vanuatu is classified one of the 49 Least Developed Countries (LDC’s) in the world. Still, the country has a reasonable natural resource base for achieving sustainable development. Around 76% of the population live in rural areas, mainly living by subsistence. The land area is about 12,281 km², and an estimated 41% only is suitable for cultivation, but these amounts vary considerably from island to island. Over 90% of the land is held in customary land tenure for use by family members while the remaining 10% is freehold and public land. The large sea area and many islands combined with rough island terrain often make travel and communication between and within islands very difficult and expensive. All of the main islands are linked by air but some remote ones can only be reached by boat.

At the 2009 census, Vanuatu’s population was 234,023 persons: the average annual growth rate in rural areas was 1.9% and in urban areas 3.6%. Around 37% of the population were in the age group 0-14 years old, 20.4% of the 15-24 age group, and 36.7% of the age group 24-59. There were more males than females in the overall population. These are major challenges for service delivery and urban infrastructure. With more than 50% of the population at the schooling age, the added challenge is for education to keep up with this change.

Despite its moderate gross national income per capita (US\$1737 in 2009), the country suffers from high levels of poverty and vulnerability. It has dramatic rural-urban income differences – over 80% of the population depends on agriculture for their livelihood, yet the rural sector contributes only 8% of Gross Domestic Product (GDP). Around 13% of people live below the national basic needs poverty line, and a further 22% are estimated to be vulnerable to experiencing poverty. Still, there is no poverty reduction strategy. Further, total subsistence employment makes up about 70% of total employment. It is possible that this indicator will continue to decrease if the labour market cannot absorb the relatively high annual number of new entrants as well as those who are unemployed and seeking work, along with an apparent movement away from subsistence agricultural work amongst the youth population (MDG, 2010). Employment ratios in rural areas are higher than in urban areas simply because most able people in rural areas perform some kind of work to produce food or goods for the household to consume. Again as per the 2009 census, women’s employment rates are lower than men’s in both rural and urban areas; and notably in the urban areas where women’s opportunities for employment are more limited than they are in the rural areas where subsistence activities can be combined with women’s other “caring and rearing” responsibilities.

Vanuatu is heavily reliant on Overseas Development Assistance (ODA) to supplement the Government’s budget, subsidies in the agricultural sector, infrastructure development and capacity building for the provision of basic social services, establishing and improving infrastructure and capacity building through the provision of technical assistance and expert advisors (linked to education). There is an increased focus on partnership agreements, coordination and harmonisation between the Government and development partners to avoid unnecessary project management duplication with limited local resources. Its largest bilateral aid partner is Australia; the majority of its development assistance, 60%, is dedicated to the partnership priority outcomes of improved education, health, infrastructure and economic governance.

In meeting ODAs reporting requirements and in linking its policies and available resources, the Government has developed a Medium Term Expenditure Framework (MTEF) which describes how policies are developed and subsequently implemented through the annual budget and development partner funded programmes. The MTEF also proposes how policy implementation can be monitored and the impact it is having on development outcomes. However the application of the MTEF has only began in 2012 and it presents a very large challenge for the limited monitoring and evaluation capacity the Government has in terms of both financial and policy outcome monitoring and evaluation. The Government has also taken on board the alignment of its policy activities, processes and outcomes indicators firstly through the sectoral plans and then into the Priority Action Agenda (PAA), which was developed in 2003 and is still being followed-revised as needed. In 2010, the PAA was converted into the “*Planning Long and Acting Short: Action Agenda for 2009-2012 (PLAS)*” which became the road map for national development.

Context of Education Development

Vanuatu has a dual English and French education system inherited from the confederation days. Primary education only has a unified curriculum for the two systems and begins at Years 1-6 with official entry age of 6. Junior secondary education runs from Years 7-10. At the end of Year 10 students sit a national examination to determine the best 40% who will accelerate to senior secondary cycle (Years 11 to 13/14). The English stream follows the Pacific Senior Secondary School Certificate programme and successful students at Year 13 either do the New Zealand Bursary or the University of South Pacific (USP) foundation programme. The French stream on the other hand do CFEB programme which is equivalent to the USP foundation programme. Those dropping out from the system may find places in the rural training centres (RTCs), the USP extension courses, and other vocational school or through short correspondence courses if they have ample funds to support them. Pre-school or early childhood care and education (ECCE) is community owned and run. It is available for children aged 4-6 years and lasts for three years¹.

In 2000, the system was suffering from serious challenges at all levels. These challenges were linked to each of the six EFA Goals. The challenges in (ECCE) included poor facilities or inadequately established schools, poor learning and teaching facilities, and lack of appropriate curriculum. As for primary and secondary education, the challenges included: a wide gap between male and female enrolments, high rate of temporary or unqualified teacher employment, poor telecommunication and transport services to some schools, lack of teaching and learning materials, no relevant curriculum material for Francophone, the curriculum for the Anglophone and Francophone is not unified beyond the primary level, poor academic results, lack of locally trained teachers. Major challenges for all levels of schools were lack of qualified teachers and teacher training facilities, and high rate of turnover of teachers.

As for Technical and Vocational Education and Training (TVET), the challenges included: lack of qualified trainers in the formal sector and as well as lack of qualified trainers in the non-formal RTCs, no proper curriculum for Non-Formal Education (NFE), poor management of RTCs, financial difficulty faced by training centres, duplication of training by the NFE providers, most NFE training is not accredited, inadequate carrying capacity of RTCs, not enough vocational schools in provinces, no special training for trainers of physically disabled people, and no training of trainers. Other set of challenges were related to management, and included: lack of funding to run or arrange training for teachers and staff, lack of financial resources to pay staff and teacher entitlement, poor Education and Management Information System (EMIS or VEMIS), centralised financial services, lack of office space and low management skills of senior staff.

All of these challenges were addressed in the EFA Plan of Action (2001-2004), and thereafter in the

¹ When UNESCO contacted MoE in March 2013, it was told that ECCE is for children aged 4-5 years, However according to the new ECCE Policy, kindergarten and pre-school centers provide a half day program 5 days per week for children 4-6 years.

governments's and MoE's efforts through the various strategic and development plans and strategies.

Major Policies and Strategies

The Government of Vanuatu embarked on a Comprehensive Reform Programme (CRP) in 1997 as a long term framework to achieve the goal of raising welfare. The Department of Economic and Sector Planning hosted an Economic Policy Forum in November 2002, attended by representatives of key stakeholders including the government, non-government organisations (NGOs), church groups, private sector and the civil society. Based on this consultation, the first Priorities and Action Agenda (PAA) was developed in 2003, which was reviewed and the first strategic directions for the country were published in the new Priorities & Action Agenda: 2006-2015 (PAA) with a main goal of achieving: An Educated, Healthy and Wealthy Nation. The vision for the national development read as such:

By 2015, Vanuatu will have achieved a significant increase in real per capita income, along with a steady growth in levels of employment. Within the region, Vanuatu will be among the leading countries in achieving the Millennium Development Goals in education, health, environmental management, and other key social indicators. Public sector reforms will have raised standards of governance, levels of productivity in the civil service, and will have resulted in higher standards of service and managerial accountability. Through continuing structural reform, Vanuatu will have established an effective, enabling environment to sustain the private sector growth, which it aims to achieve in output and employments (Draft PAA 2006-2010, as quoted in VESS, p.19).

Since then, a comprehensive education reform started as stipulated through its strategic long term development plan; the Vanuatu Education Sector Strategy 2007- 2016 (VESS). VESS recognised that the education sector must strike a balance between its role in: (a) alleviating poverty and achieving universal primary education completion for young people; (b) developing the human resources of the nation to enable young Ni-Vanuatu to build sustainable self-reliant futures and to participate in the productive sectors in urban and rural settings; (c) supporting and teaching history, culture and traditional knowledge; and (d) opening up the door to the knowledge, new technologies, and opportunities of the world (VESS, p. 15 & 19).

Still, the preparation of VESS highlighted the need for further policy work and amendment to legislation and regulations. In 2009, the PAA was reviewed and endorsed a new policy priority for education which to ensure quality of education for all with a focus on four strategies: (a) improve access to education and ensure gender and rural/urban balance; (b) raise the quality and relevance of education; (c) improve planning, fiscal and financial management in the sector; and (d) develop and implement a national human resource development strategy.

In June 2009 the Government reviewed its PAA and published the Planning Long and Acting Short: Action Agenda for 2009-2012 (PLAS). This document, again, endorsed a policy priority for Human Resource Development of which three main strategies were proposed for education: (i) improving the quality of education; (ii) phasing out compulsory primary school contributions and replacing them with increased grants direct to schools; and (iii) increasing human resource capacity in critical areas for Vanuatu's development. And again, through the MoE, the Government issued the "*Education Policy Statement 2010 – 2015*"; with intention of approving an official policy statement that will provide policy direction for the sector.

Out of these efforts came, again in 2009, the Vanuatu Education Road Map for 2010-2012 (VERM) which was developed to support the education system through three key strategic goals: (i) improved access; (ii) enhanced quality; and (iii) strengthened management at national, provincial and school levels. VERM is a more focused plan than VESS that provides a comprehensive strategic direction for the whole of the education sector, and specifically supports the MoE's progress towards the MDGs (specifically Goals 2 and 3) and the EFA Goals. The targets specified for the VERM program include:

- Increase the net primary enrolment rate to 100% by 2015, and reach 85% by 2011;
- Improve literacy and numeracy skills of school age children, tracked through national assessments;
- Strengthen financial management and accountability;
- Increase the proportion of certified primary school teachers; and
- Enrol higher numbers of technical and vocational trainees in order to promote effective skill development (Ministry of Education Annual Report, 2013; p. 12).

While VERM focuses on three key strategic goals, VESS remains the guiding document for the development of the education system over the period 2007-2016, and the umbrella document that sets the policy framework for the education sector. VERM incorporates the strategic vision for education, as was first set out in the VESS: *“built on partnership to achieve self-reliance through education”*, and focusing on a caring education system which *“provides every young person with the lifelong skills, values, and confidence to be self-reliant and to contribute to the development of Vanuatu, and which works in partnership with all stakeholders to provide well-managed schools”*. In addition to detailed implementation strategies to achieve its three strategic goals, VERM was accompanied by a detailed Performance Assessment Framework Report (PAFR) to monitor progress against priorities.

Despite the many achievements through VERM, its implementation was very slow. Hence it was important to review the implementation strategies and a new design document; Vanuatu Education Sector Programme Plan (VESP) was developed in October 2012. This design document covered the development partners’ support to the VERM from 2013 to 2017; though development partners acknowledged that results will only be realised over a longer term 10 year planning horizon to which partners are committed. VESP, as with VERM, is sector based approach. The programme’s long term goal is for Vanuatu to achieve an: improved education quality, more equitable access to education for all people, and the education system is well managed. The main focus of VESP was set on improving learning outcomes in literacy and numeracy in ECCE and the first 4 years of primary education and for achieving progress towards the three ends of programme outcomes by 2017.

VERM removed barriers to access education and a *fee free* policy to encourage all primary school-age children to enrol was adopted. To reduce or eliminate the financial burden placed on parents by school fees, a provision of school grants to all primary schools started in 2010. The grants were based on School Improvement Plans prepared by each school. A comprehensive teacher training programme and facilities development programme were initiated. To effectively monitor the school system, the Vanuatu Minimum Quality Standards (VMQS) for primary schools was also introduced and considered a priority by the MoE and development partners, and was included in the 2013 Business Plan of the MoE. The VMQS focuses on the three strategic goals of VERM, and covers a total of 6 inter-related dimensions which address the holistic development of a school including: (i) access to schooling, (ii) effective teaching and learning, (iii) healthy, safety and protective environment, (iv) gender sensitive, (v) community participation and partnership, and (vi) school management and leadership.

Besides informing School Improvement Planning and the School Grants Scheme, the VMQS for primary schools has been used as a basis for in-service training. Zone Curriculum Advisers (ZCAs) and School Improvement Officers (SIOs) use a set of standards developed under VMQS to help schools to implement these standards and support schools to move towards higher levels of progress. The MoE has assigned the ZCAs to monitor and provide feedback to classroom teachers on their performance. In its endeavour to move to School Based Management (SBM), the SIOs are tasked to monitor, evaluate and provide feedback to local stakeholders on the progress made by primary schools towards achieving these standards. For sustainability reasons, the standards have to be incorporated in the monitoring and evaluation tools. ZCAs and SIOs also provide feedback to MoE about the issues arising from their supportive monitoring such as identifying specific capacity building needs of local stakeholders in education. Standards related to infrastructure development have been developed for the MoE at national

level, and for local school committees responsible for the maintenance of schools.

Again, the MoE depends heavily on its donor partners for funding of its programs due to a larger consumption of its government budget share going towards its payroll. To implement the *VERM*, the Government through the MoE and the development partners signed a Joint Partnership Arrangement (JPA) which laid out specific instruction for the MoE and the donors on what and how things were to be done while implementing *VERM* programs.

The Relevance of EFA

As noted above, Vanuatu has adopted and is implementing strategies to achieve the EFA Goals within its own policies, plans and implementation strategies, such as *VESS-VERM-VESP* and the *PAA*s and its *PLAS* with specific focus on access to and quality of education, acquiring life skills from schools and improving on policy, programs and logistics management. *UPE* was placed as a priority for the country, as reflected in its development agenda of *PAA* (2006-2015). This agenda sets primary education as one of its three overarching goals; and within its overall goals sets the focus on the education *MDG* and *EFA* goals, which include the quality of education.

At the same time, Vanuatu is a member of the Pacific Islands Forum Secretariat (PIFS), the intergovernmental organisation of 16 independent nations of the Pacific. In 2000-2001, the PIFS deliberated on what they referred to as basic education, which they defined as all educational provisions for children and youth, both formal and non-formal, except for higher education. A Pacific vision for education was agreed to and to the goals and commitments under the *EFA* framework, as well as the endorsement by Ministers of Forum Basic Education Action Plan 2001 (*FBEAP*). The outcomes of subsequent Ministerial meetings were documented and updated or made additions to the original *FBEAP*. In this way the *FBEAP* became a living document (PIFS, 2001).

PIFS's vision was clearly specified: "Basic education as the fundamental building block for society should engender the broader life skills that lead to social cohesion and provide the foundations for vocational callings, higher education and lifelong learning" (PIFS, 2001). The goals were specified: to achieve universal and equitable educational participation and achievement; and to ensure access and equity and improve quality and outcomes. At the same time, the Forum members recognised that development of basic education takes place in the context of commitments to the world community and meeting the new demands of the global economy, which should be balanced with the enhancement of their own distinctive Pacific values, morals, social, political, economic and cultural heritages, and reflect the Pacific's unique geographical context (PIFS, 2001:1-2). A five-year project, called Pacific Regional Initiatives for the Delivery of basic Education (*PRIDE*), and managed by the USP on behalf of PIFS was designed to implement the Pacific's vision for education encapsulated in *FBEAP* (www.usp.ac.fj/pride). *PRIDE* was launched in 2004, and funded jointly by the European Union (EU) and the New Zealand Agency for International Development (NZAID), serving 16 nations in the Pacific region and focusing on improving the quality of basic education by helping each country to develop and implement strategic plans.

In 2009, the Ministers agreed to a new vision for education development, namely, "The Pacific Education Development Framework (*PEDF*), calling for "quality education for all in Pacific Island countries", and the mission "to enable each Pacific learner to develop all his/her talents and creativities to the full and thereby enabling each person to take responsibility for his/her own life and make a meaningful contribution to the social, cultural and economic development of Pacific society". Three strategic goals were specified under *PEDF*: to achieve universal and equitable participation and access to Pacific education and training, that is, access and equity; to improve quality and outcomes; that is, quality; and to achieve efficient and effective utilisation of resources ensuring balanced and sustained development of Pacific education systems, that is efficiency & effectiveness.

Vanuatu was party to all these developments of PIFS and followed the directions specified and benefited from the PRIDE and subsequent projects². It was also partly to the PEDF and followed its directions. For example, Vanuatu carried out an assessment of its education system in 2000 for the purpose of planning for implementation of the EFA. The 2001 EFA Assessment and the EFA National Plan of Action (2001-2015) are the only documents to-date that specifically focuses on EFA Goals. Though all national policy priorities and implementation strategies were and are in line with the EFA Goals and its proposed strategies, no other document exists which is directly related to the progress on EFA Goals; even the Mid-Decade Assessment was never completed. Hence, this 2015 Review is the first comprehensive look at progress to date.

² The following are some indicators compiled by PIFS: 76.8% of children reaches last grade of primary education in 2010; GER in primary was 119% in 2011 while GER secondary was 41%; NER for primary was 87.9% in 2011; literacy youth was 92.1% in 2009; GPI-Primary was 97 in 2011 and 110 for secondary; and P/T was 25.2 in 2011.

Chapter 2 Tracking Progress

Vanuatu developed an EFA Assessment in 2001 for its education system and highlighted the major problems it was facing, as well the plan of actions to tackle these problems. The 2001 EFA Assessment highlighted the features of education and the problems it was facing then. The purpose of this Chapter is to look at the position of Vanuatu on each of the six EFA Goals in 2000 and track progress to-date. Reporting on progress will very much depend on the availability as well as reliability and consistency of the data. The six EFA Goals for which this review is targeting are listed in red at the beginning of each sub-section to follow.

Early Childhood Education and Care (ECCE)

EFA Goal 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Children age 4 to 6 years old are expected to enrol in ECCE centres. Though the overwhelming majority of ECCE are community run, the number of ECCE centres varies from year to year as they are opened and closed by their owners: 44.2% of schools are on customary land, 27% are government owned, 12% are owned by other agencies, and no data is currently available for the remainder. Land disputes create problems for some schools. Some ECCE centres are also part of the primary schools. Further, the MoE reported that 64 ECCEs have to be closed in 2008. This was attributed to the increase of “model kindies”, particularly in the rural areas.

The 2001 Education Act was very much concerned with primary and secondary schools but has no mention of ECCE. The MoE developed an ECCE policy in 2010 and was launched early 2011; aiming to provide access, sound management and set appropriate standards for ECCE centres, however it is not as yet fully implemented. Still, recorded enrolment shows a constant number of pupils despite the changing number of ECCE schools, and a fast increasing school-aged population. In 2012, there was a significant increase in children enrolled at ECCE (from 10,398 in 2007 to 13,454 in 2012) but the proportion of children who were enrolled remained low at 30% of the official age group.

Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER)

The GER for ECCE varied over the years (2002-2014) and was increasing continuously from around 22% in 2002 to almost 61% in 2014. Higher values were recorded for 2005 and 2006 (73.2% and 64.7% respectively) and then reduced to 55.7% by 2007. In 2008, the GER increased dramatically then decreased in 2009 before steadily increasing to almost 66% in 2012, 63.1% in 2013 before resting on its current value (61%). The same pattern of fluctuation was recorded for both boys and girls attending ECCE. However, the GER for males was higher than that for females. The current values are almost equal, in 2014. The GER was around for the overall enrolments and for both males and females.

There are six provinces in Vanuatu. Though the GER was improving for all provinces, the pattern of variations between and within provinces was holding. Penama and Shefa provinces recorded the lowest GERs for all six years for which data was available (61% in 2009 improved to 83.1% in 2011 reaching 96% in 2014); while for Shefa (79% in 2009, 85.2% in 2010, and a decrease in 2011 to 67.5%; then rested on almost 70% in 2014). Shefa remained the worst performing province as far as the GER for ECCE enrolment (decreasing from 79% to 69.6%). The highest GER was recorded for Sanma (ranged from 124.6% in 2009 to 111.3% in 2014), and Torba; the second highest, with the GER fluctuating over the years to reach almost the 100% in 2014. High values of GER (over 100) indicate that overage and/or underage children were participating in ECCE programmes, while the low values (under 100) indicate that some children who of the ECCE age appropriate were not enrolling in ECCE, as the case for Shefa, Penama and Malampa. Still, there is pressure on the education system at the ECCE level where less

numbers of children of the correct age are enrolled, that is, more children are being enrolled in ECCE but too many of them are older than five years.

This contention is further tested by examining the Net Enrolment Rate (NER), as this is a more precise measure of the extent of participation in all levels of education, for it relates directly to the official school age groups. The NERs indicate that over half of children of the correct age are not enrolled in ECCE. At a national level, there have been slight improvements in the overall NER in ECCE with averages increasing from a very low base of 15% in 2002 to 21.7% in 2005 to 44.4% in 2012, and the current national NER is 41.6% in 2014. This is quite an improvement. The NER for boys and girls were around the same for the period 2002-2014; the current rates are: 41% for males and 42% for females.

New Entrants to Primary Year 1 who have Attended Some Form of Organized ECCE Programme

The percentage of new entrants to Year 1 primary who has attended some form of organised ECCE programme was available for 2007-2014. Overall, the value of this indicator has fluctuated over the years, from 65.7% in 2007 to 73.8% in 2010 and then back to 61.8% in 2012. The current value is 66.8% in 2014. The same pattern of behaviour was observed for both males and females. As for boys entering Year 1 after being in ECCE programmes, the range extended from 62.4% to the current 64.2%, while for females the value was lower in earlier years but it finally reached 67.0%, that is a higher proportion of females who entered Year 1 in 2013 had been to an ECCE programme than that for males.

The variations in the percentage of new entrants to primary Year 1 who have attended some form of organised ECCE holds for all six provinces and for both males and females within each of these provinces and among them. The urban-like provinces, such as Port Villa and Loganville, recorded a higher percentage for both males and females than the rural provinces, with the highest rate recorded for Torba for both males and females (84.6% and 80.4% respectively); followed by Shefa (74.0% for males and 78.7% for females), though the GER of Shefa was lowest. The lowest percentages were recorded for Sanma (51.2% for males and 58.4% for females).

Enrolment in Private Pre-Primary or ECCE Programme

The majority of ECCE are privately run with almost two thirds of children enrolled in privately run ECCEs. However, this share has been gradually decreasing from a high of 83% in 2005 to the current 64.3%. The share of enrolments in the government-run ECCE has always been very small and now does not exist, and so is the share in the church-not-government-assisted ECCE. However, enrolments in the church-government assisted ECCE have remained around 5% of total enrolments from 2005-2013.

Trained Teachers in Pre-Primary or ECCE Programme

The government's programme has focused on increasing the skills of teachers by expanding the certification programme at Vanuatu Institute of Teacher Education (VITE) and strengthening pre- and in-service training. A scaled up in-service training activities have been offered throughout Vanuatu which were previously only possible in Port Vila. Investment in in-service training over the five years (2007-2012) resulted in 606 ECCE teachers and 1,420 primary teachers trained. The MoE distinguished between qualified and certified teachers. The proportion of qualified teachers ranged from 53% in 2010 to 49% in 2012; while the proportion of certified teachers was almost stable at 47%. Overall, the trained teachers were around 46-48% as a proportion of teachers in the year.

Public Expenditure on Pre-Primary Education and Other ECCE Programme

The share of ECCE expenditure as percentage of education expenditure has been around 2% of the overall expenditure over 2006-2012. Still, it is reported that the expenditure and per pupil expenditure increased steadily over the years 2006-2010 showing government commitments to the ECCE schools.

Pupil/Teacher Ratio (PTR) in pre-primary education (and/or Children-Caregiver Ratio in early childhood care programs)”

The PTR in ECCE has been maintained at a value of 14:1 (or 15:1) since 2007.

Universalization of Primary Education (UPE)

EFA Goal 2: Ensuring by 2015 that all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.

EFA Goal 2 is closely linked to the MDG2 which calls for “ensuring that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling”. The education policy statement stated that the official age group for children to enter primary education (Years 1–6) is ages 6 to 11 years old (inclusive), while for secondary education (Years 7–14) is ages 12 to 19 years (inclusive). The education system is supposedly now divided into Basic Education (Years 1-8) and Secondary Education (Years 9-13 for Anglophone schools, and Years 9-14 for Francophone schools). The costs of maintaining the dual education system with separate streams for English and French as the language of instruction and the need to achieve an integrated system of schools³ is quite costly.

Enrolment rates in primary education were declining – from 95% in 2005 to 80% in 2008. The government’s research for VESP highlighted the rising parental contributions as the main reasons why enrolments were falling. Hence, the government with assistance from development partners implemented a policy of fee free primary level education in both government and government—assisted schools. The policy began in some areas in 2009 and achieved full coverage in 2010; and made sure that compulsory primary school contributions were phased out and replaced by grants paid directly to the schools. The results of this policy are traced in this report (see Chapter 3 to follow) as well.

The analysis of progress on EFA Goal 2 is limited as allowed by the availability and reliability of the data, from 2000 to the present (2013). In the absence of relevant and/or reliable data no reporting is made on several indicators.

Gross Intake Rate (GIR) and the Net Intake Rate (NIR) in Primary Education.

The official school-entrance age as stated in the Education Act 2001 is six years old, while GIR is used for children enrolled in Year 1 regardless of age. From the available data, there were significant decreases in both the GIR and NIR in primary Year 1 since 2005. The low NIR shown for both males and females indicate that most children do not start primary school at age six years and that despite concerted efforts by the MoE in promoting the importance of entering children in primary school at age six years the NIR has been decreasing since 2005. The GIR increased from 93% in 2009 to 118% in 2012, showing a high degree of access to primary Year 1, though there were still a high proportion of overage children in primary education as indicated by the low values for NIR.

Though progress has been made to increase access to schooling through various policies, as seen by the increasing number of students enrolled at all levels of education, the overall NIR remained low at 36% in 2012 and again confirming that while children do get enrolled at Year 1 a high proportion are older than six years of age. There were not much gender differences in the values of NIRs. By 2009, however, NIR was higher for females than that for males.

Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) for Primary Education.

The GER measures all enrolments as a proportion of the primary school age group. GER has been high from as early as 2002 (95%), and it has been increasing from 2007 to 2012 (110% to 121%) each year due

³ The inclusion of Grades 7 & 8 into primary education is recent. Hence the data is still divided between primary (1-6) and secondary (7-12). Documents even say that MoE is still under pressure to fully define and implement basic education.

to high proportion of primary students who are not in the right year for their age. Further, schools are under pressure to enrol students without complying with MOE standards which contribute to shortages in facilities, learning material and pressures on teachers. [See the “National Education Surveying Pressure On Student Enrolment 2013” incomplete report]. Another contributing factor to the high GER is the high repetition rate in the primary year levels.

Female enrolments in primary school was increasing up to 2007 with a slight decline in 2008, although they were consistently lower than that for males, caused mostly by the sex structure of the primary school age population (that is, there are more boys than girls in the primary school age range). Given this, the NER becomes a better measure of enrolments in primary education as it represents the proportion of children of primary school age who are enrolled in primary schools. This is an important indicator for Vanuatu to diagnose the issue of demand on enrolment and/or lack of enrolment. For example in 2008, 36% of Year 1 primary students were at the right age of 6 years, while 74% of the Year 1 primary were not in the correct class for their age and most of these were older than they should be. Again, in 2011, the majority of students enrolled in Years 1-6 were overage from the official age for primary education, with small proportion underage. The proportion of underage increased by year level, while the proportions of overage increased by year level. For example, the proportion of overage in Year 1 was 65% and increased to 72% in Year 6. The majority were also overage by two years. This is caused both by children starting school aged over 6 years and also a high rate of repetition in primary schools.

Overall, the NER has been steady for the period 2007-2012 at around 87%, with minor fluctuations by one percentage point either up or down in the same period [a huge jump exists after 2008. It would be good to have this data by sex for both GER and NER]. The Performance Assessment Framework Report 2010-2012 (PAFR) gave the NER in Year 1 of primary education for 2008 (baseline year) to 2012. At baseline, the NER in Year 1 was only 36%. It has improved to 43% by 2010 and rested at 36% in 2012. In the interim, the government aims to increase this to 98% by 2015, and the NER for Years 1-6 to 95%; short 5% of UPE.

Though data for the GERs and NERs by gender was not available, there were some data showing the NER for urban and rural areas by gender for 2005-2009. The NER in the urban primary schools has been relatively high since 2005 (94% to 91%); while the NER for rural primary aged children has been consistently lower at (89% to 80%), indicating that among other issues access to primary education in rural areas could be a problem.

Student Flow Indicators

There are indicators related to several student flow rates tracked for EFA Goal 1. The first two for which data was available, though limited, are the “percentage of primary school repeaters (PR), by grade and sex”, and “repetition rate (RR) in primary school, by grade and sex”. The overall RR has been around the 14% during the period of 2009-2012 (it was 14.6% in 2011 and 15.4% in 2012). This high rate was true for both males and females, with males exhibiting a higher RR than females. The average for females in all primary grades was 12% and for males 15%. These averages held true for all RR in all grades, for both males and females.

The dropout rate (DR) from primary education was only available for years (2009-2012). DR has been increasing since 2007 it recorded a high rate of 8% in 2011, though it dropped in 2012 to 3.7%. The DR was not available by sex, however, number of dropouts by grade; which showed a lower number of females dropping out than males in all years for which the data was available. Clearly, the efficiency of primary schools is very compromised by the high RR and DR rates.

The third flow rate was the promotion rate (PR) in primary education by sex. Given the high RR and DR, the overall promotion rate ranged around 82.8% in 2007 to 81.7% in 2011 (see table 2). Again, this confirms that the primary education system is very low in efficiency.

With these observations, one would expect that the forth flow rate – survival rate to Year 6 – would be low. Indeed, the survival rate was only 83.4% in 2011, increasing from the baseline in 2007 of 78.7%. On passing, the survival rate to Year 13 was only 18.8% in 2007 and reached only 11.7% in 2012 (see the PAFR, as well). The government aims to increase the first rate to 90% by 2015 and the second to 20% by the same year. Data was also available from UIS for the survival rates to Years 4 and 5 by sex for 2006-2008. These rates were higher than the survival rate to Year 6 in the common years (2007 & 2008). The overall survival rate to Year 4 was around 83% in 2008 (lower for females 80% than males 85%); and the overall survival rate to Year 5 was around 76% in 2008 (again lower for females 74% than males 78%).

The survival rate to Year 8 has been affected by the education policy when the examination for progression to Year 8 was phased out in 2007 and when the definition of primary level schooling was changed to include Year 8. This means that it is difficult to analyse trends. Still, the school grants and fee relief program may improve survival rate to Year 5, as planned for it to reach 85% by 2015.

In terms of access to and completion of primary education, there remains a gap in achievement of high NERs at the national level and in all provinces. Data indicates a large number of students are studying at levels outside the official age of enrolment. While it is positive that these children are receiving education, this can be problematic in several ways, including age-appropriate learning content, mixed aged classrooms (6 year olds with 16 year olds for example) and a chronic condition, in which students ready to start primary school may not have seats available to begin learning on time.

Another flow indicator is the transition rate from Year 6 in primary into Year 7 in secondary. The transition rate in earlier years (2000-2005) reached a maximum of only 53% in 2004. However, the rate was 90% in 2008 and declined to low 76.7% in 2011. The government aims to increase this to 98% by 2015 (see the PAFR).

Teachers in Primary Education

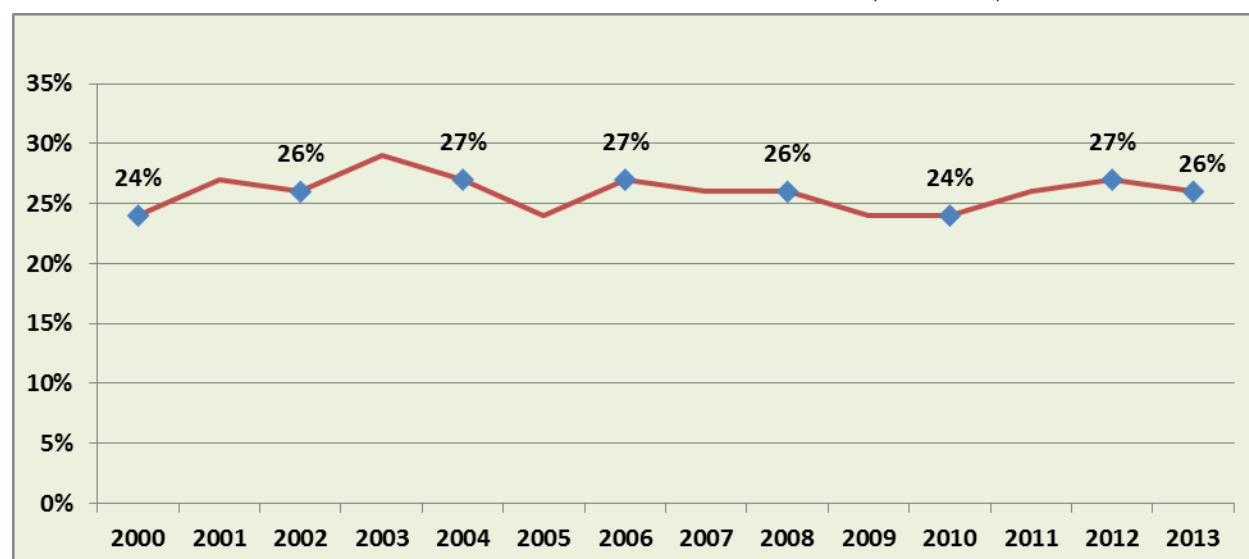
The number of teachers in primary education increased from 1,785 teachers in 2007 to 1,862 in 2011 (an increase of around 4% in the number of teachers). The percentage of certified teachers has also increased by 6 per cent point; from 54% to 60%, irrespective of primary school authority. The 60% certified teachers indicates that there are still teachers in the primary sector who have not been certified to teach, a problem which was identified as early as 2000 of the high proportion of unqualified teachers teaching in schools. Still, higher proportions of certified teachers were in government schools (66%) and church government-assisted (49%) than in the private sector or community primary schools.

Expenditure on Primary Education

Data to actually calculate expenditure indicators was not available. Various reports indicated that the government allocates around 5.78% to 6% of GDP to education. The 2012 Annual Statistical Report has some presentations on budgeting and expenditure on education, as shown in Figure I below. The total budget appropriation for the MoE has increased in recent years. As a proportion of total Government recurrent expenditure, it decreased slightly in 2009 to 23% from 26% in 2007. This has then increased and currently it stands at 27% (2012). Still, primary education received the largest share of the education expenditure amounting to almost 61% and was increasing over time, however. Secondary education received on average 34% of the education expenditure.

Development partners also make significant contributions towards education in Vanuatu. The MoE received donor partner funding from Australia, New Zealand, and the UNICEF most of this funding earmarked for VERM activities. Japan also supports numerous projects to improve the standard of primary schools and facilities. The combined government and donor budget of the MoE represented 6.4% of the projected GDP for 2012.

FIGURE 1: MINISTRY OF EDUCATION BUDGET AS A PERCENTAGE OF VANUATU BUDGET (RECURRENT)



Source: VEMIS, 2012

Primary Schools

The “percentage of primary/basic schools offering complete primary/basic education” and “percentage of primary schools offering instruction in local language(s)/mother tongue” are the last two indicators for tracking progress for the EFA Goal2. As noted earlier, Vanuatu has a dual English and French education system inherited from the confominium days. Primary education has a unified curriculum and begins at Years 1-6 with official entry age of 6, students sat a national examination (abolished in 2007) to determine the best 40% who continue in the few junior secondary schools (JSS), which runs from Years 7-10. The MoE is trying to transfer JSS into basic education to be joined with Years 1-6 of primary education. Currently, the data on primary schools show that there are some primary schools which have Years 7 and 8 as well as Years 1-6, The MoE is under pressure to finalise the process, and more importantly to give a proper definition to basic education. Still, the decision or the action regarding this policy has not made clear. With the dual system of education – English and French, there are a number of schools that offer instruction only in English and others in French. Both types offer instruction in other languages including English in the French school and French in the English schools. The proportion of primary schools registered as English schools was around 65%; while 35% were registered as French schools⁴. In 2012, however, there were no primary schools offering bilingual education and no primary schools offering teaching in Bismala or in Vernacular.

Learning and Life Skills for Young People and Adults

EFA Goal 3: Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

In Vanuatu, young people are defined using a broad age grouping of 10-30 years. They accounted for about two-in-five people (39%) of Vanuatu’s total population (Census 2009). The age group of 12-30 years is used in official youth policy and accounted for 80,132 young people, or over one third of Vanuatu’s total population; while young people in the narrower age group of 15-24 years numbered almost one-in-five in the total population (19%); that is they accounted for just over one-third (34%) of the working age population. Again and the time of the 2009 census, most young people aged 12-30 years

⁴ The data indicated that some primary schools had also Years 7 & 8 as well as Years 1-6.

in Vanuatu reported that they have been to school (94%), and many young people were staying on in school in their teenage years, with half of 17 year-olds still in school at the census time. However, it was noted that the age at which a young person leaves school differed for urban and rural areas.

The 2009 census highlighted that by age 17, nine-out-of-ten young women are single, 6% are in de-facto relationships and only 3% are legally married. By age 30, only just over one-in-ten women (13%) are single, nearly two-thirds legally married, one-in-five are in a de-facto relationship and 3% are divorced, separated or widowed. Young women living in urban areas were more likely to delay getting married or entering a de-facto relationship. These data have implications for the education of women into further education, as their engagement in marriage or de-facto relationship prevents them from furthering their education. Still, young people were moving from rural to urban areas to take advantage of better education and employment opportunities. Migration from one rural area to another rural area was also common, especially for young women moving to the home island of their spouse.

More specifically and as related to EFA Goal 3, the census reported that most young people in the 15-19 year age group in November 2009 were still students. Nearly a third of the 15-19 year-old students were still in primary school (31%), another 62% in secondary schools, and 7% attending vocational education or tertiary studies.

In addition to the data presented above, which came out of the 2009 census, several indicators were important to track progress on the EFA Goal 3. However, the reporting concentrates only on three indicators for which data was available, as for the majority of indicators, there was no data available.

Youth (15-24 years old) Literacy Rate

Literacy rates in Vanuatu are obtained through the ten—yearly population census based on respondent reported abilities to read and write a simple sentence. Though the overall rates of literacy rates were slightly higher for males than females irrespective of age, the literacy rate for the 15–24 years old was 92% and 93% for males and females, respectively, as reported by the 2009 census⁵. The national literacy rate was over 90% for the population aged 10-34, then it gradually declined as the age of the population increased, and were less than 70% of the population at age 65 years and older. There were differences between urban and rural literacy rates: almost everyone (98%) older than 5 years of age living in the urban areas was literate, in comparison with 80% of the same population group in rural areas in the provinces of Torba and Tafea had significantly lower literacy rates than the national average. Literacy for the population 15-24 in Bislama was 74%; the highest; followed by English (64%) and French (37%). Half of this population is also literate in one more language other than Bislama, English or French. Literacy was measured by a respondent's ability to read and write a simple sentence in any language. The census indicated that the main language spoken in private households was a local language (63%), 34% spoke Bislama, 2% English, and 1% French.

Education Attainment of Youth (aged 15-24) and Adults (aged 15+)

The 2009 census data was not broken down for the youths and adults groups, but rather for the population aged 15 years and older. Of the population 15 years and older 26% of males and 24% of females listed secondary education as the highest level of education they had completed. About 48% of the population 15 years and older completed only primary level; 16% had never been to school (14% of males and 18% of females). Only 4% males and 3% of females of the 15 years and older had tertiary education.

As can be expected, educational levels were much higher in the urban than the rural areas. The proportion of the population 15 years and older living in the urban areas that completed secondary education was 43% compared to only 18% in rural areas. On the other hand, the proportion of the population with no education (never been to school) was 20% in the rural areas compared to 5% in the urban areas. The

⁵ Youth (15-24 years) literacy rate (%) 2008-2012*, male 94.4 and female 94.8 (UNICEF's website). Another document by the Statistical Office indicate that the adult literacy for 15 years and older was 89% for males and 86% for females.

proportion of the 15 years and older population with no education was particularly high in Tafea (39%), followed by Torba (25%). Shefa with the urban centre of Port Vila had the highest proportion of the population (35%) with secondary education, followed by Sanma with 24%.

The proportion of young people aged 25-29 years with at least upper secondary education or a vocational certificate was 19%; and another one-in-ten young people have not gone to school, the overall rate for 15-29 year-olds was 9%. The main activity of the largest group of urban 15-19 year-olds was being a student (55% for males and 58% for females). For 20-24 year-olds, only 16% of young men and 13% of young women were still engaged in education. By age 25-29 years, few were still in education (3% and 2% respectively).

Gross Enrolment Ratio (GER) in Secondary Education

The GER for secondary education is a little problematic because it is very difficult to set the upper age limit as currently the French stream has one extra year compared to the English stream. There is also no minimum school leaving age which makes deriving the upper age limit of the GER difficult; here the secondary school age group has been defined as 14–19 years of age.

Further, GER in the secondary education reflects a large number of students who are over the normal age in secondary schools and the high number of secondary school age students who no longer attend school. This is partly due to the late ages of enrolment in Year 1 of primary school, the high repetition rates in primary as well as in secondary (around 2.5% in secondary per year), the burden imposed on families by the high cost of secondary education, and the delay in enrolment that poor parents may impose on their children. However, the examinations at the end of years 6 and 8 and the relative high dropout rates from each year level limits the number of students who may continue into secondary schools, thus impacting on the overall GER for secondary schools.

Irrespective, enrolment numbers in secondary education has been increasing from over 4000 students across Vanuatu in 2001, to more than 10,000 students in 2010. This trend was strongest in 2006-2009, but in 2010 there has been a stop to that growth. The ratio of female students in the secondary schools largely exceeds their weight in the population aged 12 to 19 years old. According to the MoE, student enrolment in the secondary level is limited by the number of available classrooms, places in secondary schools and specialised facilities and equipment for example science laboratories.

The GER in secondary education (Year 7-13) has always been consistency low. It decreases gradually from 42.8 % in 2009 to 41.2 % in 2012 and then it rises to 42.4 % in 2013. Notwithstanding the remarks above, the NER for (Year 7-13) ranged from only 25.9% in 2007 to 29.1% in 2013. Though there were no recent data by sex, earlier data for 2005-2009, showed that the GER for females was higher than that for males (females increased from 23% in 2005 to 33% in 2009; while for males it started at 23% in 2005 and reached 31% in 2009). At secondary level the number of girls has been steadily improving and this is evident in the sex ratios since 2001, which while showing some variability have generally been increasing.

The efficiency of secondary schools is very low, as the DR has always been extremely high (27.8% in 2007 to 33.5% in 2012). The RR was very low around the 3% in most years, while the PR was around 72% in 2007 and reached only 64% in 2012. The cost of educating a child in secondary is quite high and many parents/caretakers couldn't afford to support a child to repeat.

Technical and Vocational Education and Training (TVET)

Several indicators are important to assess progress on the participation of youth and adults in formal and non-formal education through TVET. These are the “number and percentage distribution of technical/vocational education and skills training (TVET) centres and/or programmes for young people and adults by type (formal and/or non-formal)”; the “number and percentage distribution of young people

and adults enrolled in different types of technical/vocational education and skills training (TVET) centres and/or programmes, by sex”, and “number and percentage distribution of young people and adults completing different types of technical/vocational education and skills training (TVET) programmes, by sex”. There were limited data available to enable tracking of these indicators. However, qualitative analysis with some quantitative measures would be used here.

There are a number of training programmes targeting youth, particularly those who have left the formal education system at a relatively young age, to enable them to acquire the skills needed to find formal employment or assist them to establish small business entrepreneurial opportunities. Further, there are several types of TVET programmes – both at the formal and non-formal level; a mention of these will be made here.

The Vanuatu Institute of Technology (VIT) is the largest TVET provider in Vanuatu. The VIT has a large main campus in Port Vila and two smaller provincial training centres in Sanma and Tafea provinces. Courses are offered, mainly at certificate level, in accounting, art, automotive, building, computing, electrical, joinery, journalism, mechanical, office administration and tourism and hospitality as well as a range of short courses which are components of the other fields of study. Scholarships are available for VIT study, however these are for tuition only and do not support transport, accommodation or other food and basic needs costs. No data was available on VIT’s students and/or trainers.

In general post-secondary technical and professional vocational training available in Vanuatu follows traditional gender roles: females tend to pursue training through the nursing school or through the teachers college. Training opportunities are based around typical traditional professions or occupations so fundamental sex stereotyping is continued through training opportunities such as the Maritime College and College of Agriculture in Luganville, Espiritu Santo. There is a nursing school which operates on an intake quota system to meet the needs the Ministry of Health so intakes are not open but managed. Again, no data was available from these colleges or the nursing school.

The Vanuatu Institute of Teacher Education (VITE) does not offer training for the 15-19 years old, however it has an annual intake of 100 students with programmes designed for the education system in Vanuatu so qualifications are not transferrable to other countries. After completing the three years at the college, the successful teacher students will acquire the diploma qualification. Data for VITE compiled by the writer showed that there were 204 and 292 trainees in 2011 and 2012 respectively being trained in teacher training programmes. More females than males were trained (64% or 114 females’ vs. only 90 males), in 2011 and (64% or 160 females vs. 132 males) in 2012. VITE employed 29 and 30 facilitators in these two years respectively. However, there were more male facilitators than females in both years.

VITE is the main apparatus for pre-service and the In-service Unit (ISU) for in-service. There are 1,668 teacher trained since 2010 to 2014. Teacher are trained on formative assessment, learner centred instructions, multiclass teaching and the effective learning and teaching. The ISU is under staffed and, whilst more rooted in the realities of the teaching environment, intends to undertake too many tasks, some of which should be the domain of other organisations, such as CDU (Curriculum Development Unit) or VITE.

Again, there is limited access for young women compared with young men to education based on the opportunities which exist for education and training and the gender roles. In addition to VITE, the type of post-secondary education available includes the network of community managed RTCs, an agricultural college, a fisheries training centre, various denominations for theology training, a nursing school and the technology institute as well as other private sector training institutions for IT and business management training.

The RTCs are community run with an accredited learning programme initiated by the Vanuatu National Training Council (VNTC). In 2009 there were 50 small, privately operated RTCs established and

managed by communities, church groups and private interests; of which 24 had full membership, 15 were associate members and 11 were new or non—active members of the Vanuatu Rural Development Training Centre’s Association (VRDTCA); a local NGO with its office based in Port Vila. The VRDTCA is the umbrella organization for all RTCs (in urban and rural areas) in Vanuatu; and it is a resource centre that provides technical assistance and advice to RTCs. VRDTCA is a registered training provider with the VNTC since 2009. The organisation now has a total of 30 active RTCs in 2012 which are scattered throughout the country from South to North.

There is ongoing reform in the vocational training centre to improve the quality of training and RTC management: RTCs now must meet accreditation standards for their courses. This involves a formal application to the VNTC and payment of fees set by the VNTC. This is one of the reasons for the decrease in numbers of official RTCs in 2009 from 50 to 30 by 2012. The VNTC itself has established a Consultative Committee to provide advice to the Council. The shared vision statement for VRDTCA and RTCs is “to empower VRDTCA and RTCs, and others through skills training and non-formal education to facilitate improved life chances.”; and its mission is “to empower school push-outs, youth and interested public through provision of training in trade and vocational skills enabling self-reliance, self-improvement, self-employment, entry into the workforce, development of active leaders and citizens, and create pathways for progress in life”; and “to promote, through non-formal education and training, the MDG and EFA in particular the following: eradicate extreme poverty and hunger, promote gender equality and empower women, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability and develop a global partnership for development”. The main funding partner is NZAID which has been providing core funding since 2009 to-date. Other supporting partners that support VRDTCA and RTCs through grants and projects are: Vanuatu Government, Oxfam New Zealand, Oxfam Japan, AusAID, Canadian Fund and French Embassy.

The RTCs offer TVET programmes to young people, mostly men, who leave the school system after completing basic education, with the objective of imparting skills that will lead to employment in the rural environment. The training cements gender roles with men pursuing courses in more technical fields such as basic carpentry mechanics training while courses for women are based around basic tailoring, handicrafts and food preparation. Small business training is also offered. In 2006 33% of RTC trainees were female, which has gradually declined to 23% in 2009 and then increased to 28% in 2011. It is however difficult to assess any trends due to the high variability in the overall enrolment numbers.

The courses offered at RTCs include both accredited and non-accredited courses in Carpentry and Building Construction, General Motor Mechanics, Business Management, Tourism & Hospitality, Agriculture, Community Education, Literacy and Numeracy, Legal Rights (Good Governance), Basic health Education and other short courses. Total graduate from 2005-2009 was 3501 (2,592 males and 906 females).

TVET centres have been established by The Department of Youth Development, Sport and Training (DYDST) with the support for the Australian Government in Sanma and Malampa provinces to enable access to skills training that is flexible, modular, and in line with provincial economic development priorities. It is expected that TVET centres will be progressively rolled out to all provinces dependent on the DYDST budget allocations and on-going donor support. Enrolments in these two centres reached 1,067 trainees (644 males and 423 females) in 2012. The TVET centres contract training providers which are registered with the VNTC to provide accredited training units on-the-job – in the communities and small business settings where people work.

As all training modules delivered through the TVET centres are recognised within the national TVET qualifications framework, participants are able to build towards a full qualification over time as well as access pathways back into further education within the formal system. This is significant in contexts where large proportions of the population have not completed secondary schooling. In addition to accredited training (AT) units, the TVET centres coordinate the conduct of Business Development Support (BDS) workshops and coaching. These services are provided as a complement to training, with a

specific focus on small business support in priority growth areas.

Tertiary level education is limited to the USP campus in Port Vila for a law degree or other entry level courses in the faculty of arts, commerce and science. USP trains a large number of students (2526 and 2760 in 2011 and 2012 respectively), in several training programmes. The majority are youth ages (15-19 years old). There were 1361 in 2011 and 1446 in 2012 of this age group enrolled. It is not clear what programmes these youths are enrolled in (how many completing preliminary courses and foundation courses). For other age groups and apart from the Basic Programme, training was also offered for the Bachelor of Education. USP also employs a number of facilitators (55 in 2011 and 49 in 2012), with almost equal number of males and females

Revans University operates in Port Vila specialising in management and marketing graduate and post graduate degree programmes. Recently internet—based tertiary education has been promoted although uptake is limited by lack of internet access. The prospect of travel for tertiary study, or the need to stay away from home for extended periods, seems to be a major factor inhibiting women from pursuing formal tertiary level studies. Vanuatu students have access to tertiary institutions in Fiji, Samoa, Papua New Guinea, New Zealand, Australia, and throughout the Asia-Pacific region as well as internationally. Information from the scholarships office shows that females have received 40% of scholarships; despite the policies of major sponsors such as New Zealand and Australia having a 50% gender quota. Because of the low proportion of females applying for overseas study, scholarships are granted based on the proportions of each sex applying for a scholarship.

Adult literacy

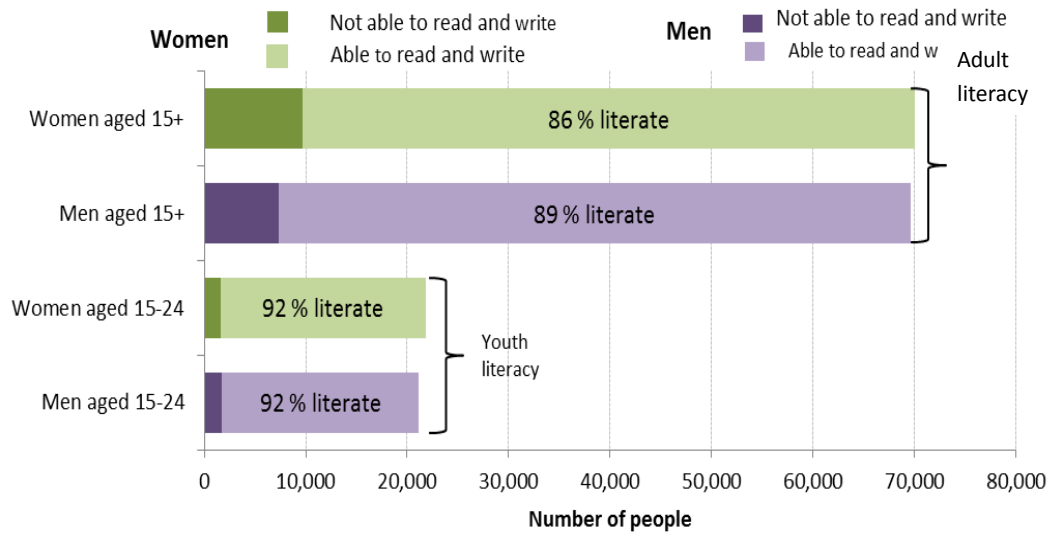
EFA Goal 4: Achieving a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Literacy is very difficult to ascertain in a country with a strong oral tradition and over 100 local languages, most of which do not have a written form. The concept of literacy in Vanuatu is also complicated by the fact that: the usage and spelling of Bislama varies throughout Vanuatu; English and French, the languages of instruction in the formal education system, are usually not applied in everyday conversations or outside the school environment, particularly in rural areas; the majority of communities use their local vernacular, and not one of the three official languages, on a daily basis.

There are a number of indicators associated with EFA Goal 4. It was, however difficult to trace data on any of these indicators, apart from what is available in census and/or research documents. Hence, the presentation relies, in the first instance, on census figures, and in the second on reported qualitative information from research reports. Still, a comprehensive coverage of most of the youth and adult training programmes has been given under EFA Goal 3 above.

The 2009 census results suggest that literacy rates for the adult population (aged 15 and over), 89% of men and 86% of women are literate. The youth literacy rate (age 15-24) is higher still: 92% and 93% for males and females respectively.

FIGURE 2: ADULT AND YOUTH LITERACY BY SEX, VANUATU: 2009



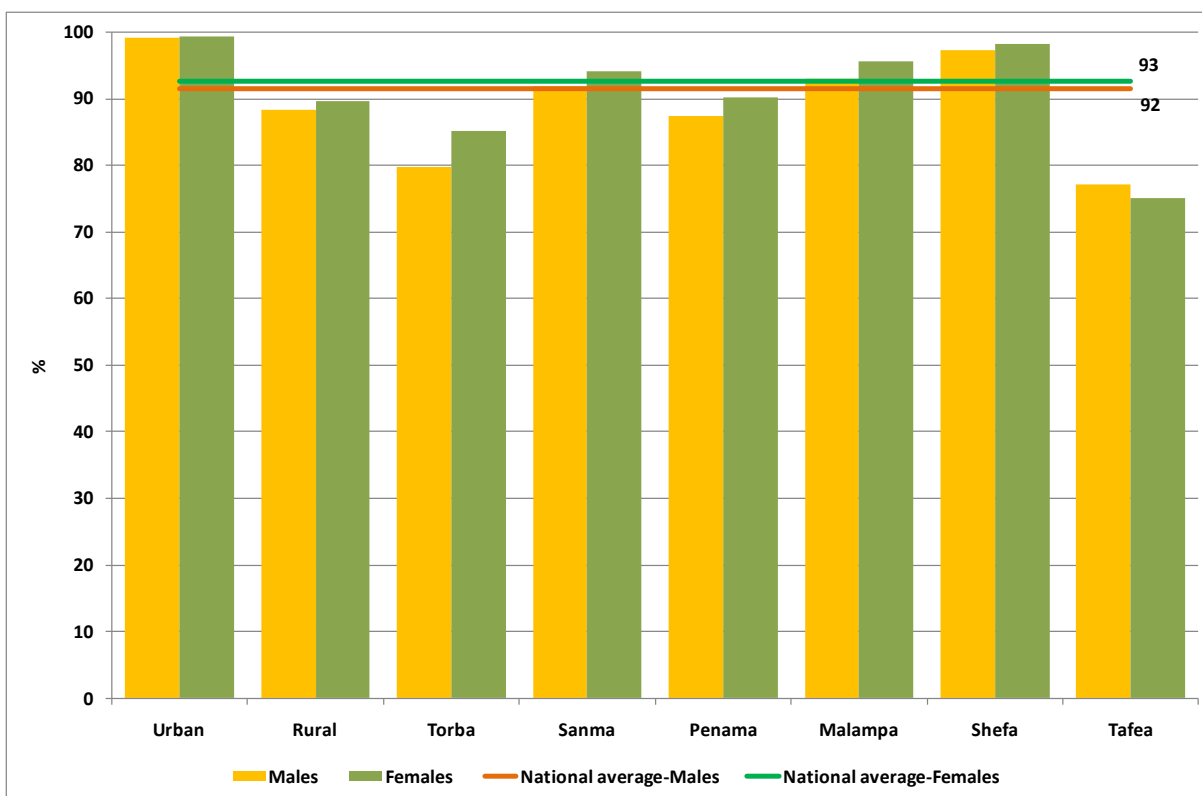
Source: Gender Monograph, p.37, 2011.

Literacy was measured by a respondent's ability to read and write a simple sentence in one or more of the following languages: English, French, Bislama, or any other language including local languages. Between ages 10-34 years, slightly more than 90% of the population was literate. From the age of 35, literacy rates gradually decline with increasing age of the population. While only 80% of the population aged 55-59 were literate, it was only 60% of the population 70 years and older. The literacy rate of 15-24 year-olds was 92% and 93% for males and females, respectively. While almost everybody of the 15-24 year olds in the urban areas was literate, it was less than 90% in the rural areas. The provinces of Torba and especially Tafea had significantly lower literacy rates than the national average.

Literacy in terms of language abilities are shown in Figures 90-94. Not surprisingly Bislama was most widely spoken by 74% of the population 5 years and older; it was followed by English with 64%, other (local) languages (50%), and French with 37%. Language abilities varied extensively by place of residence. Language abilities in any language were much higher in the urban than the rural areas. Otherwise Bislama was most widely spoken in Shefa, Malampa and Sanma. English was also popular in Shefa, followed by Sanma and Penama, local languages were common in Shefa and Penama, and French speakers were proportionately more widespread in Shefa and Malampa than in other provinces.

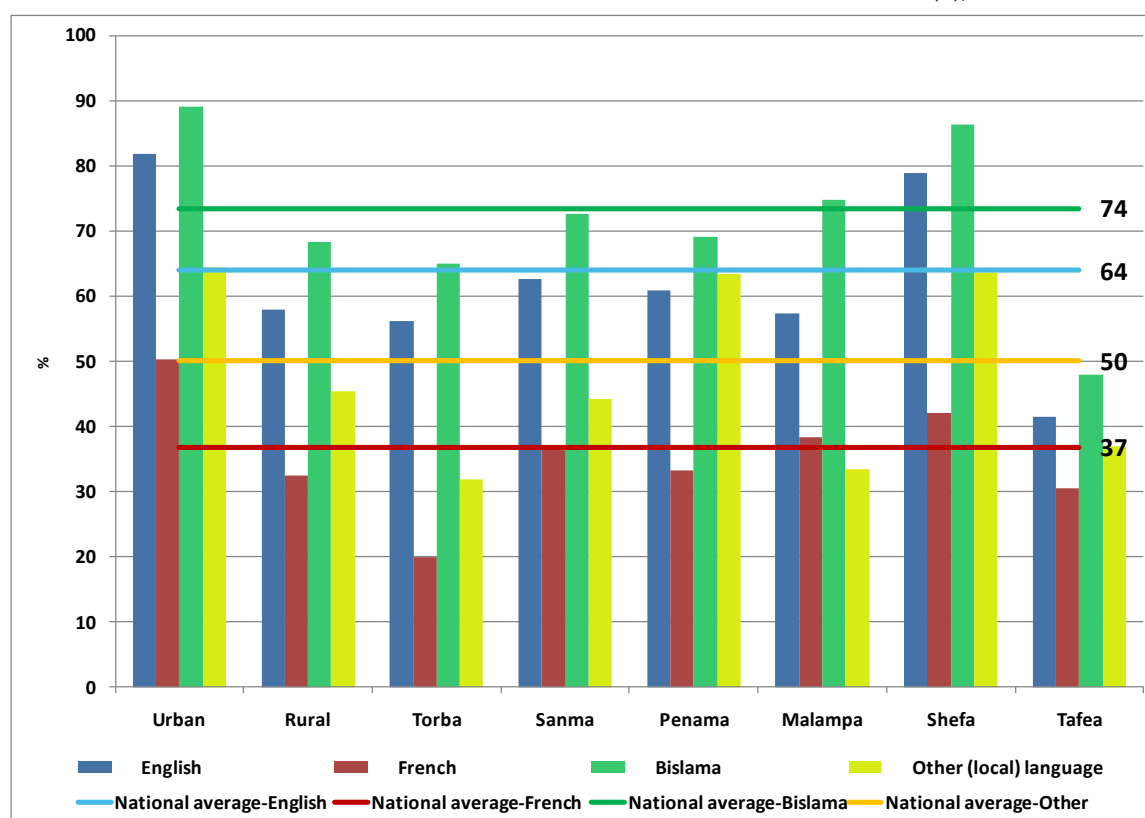
All languages shared a common feature which is that the proportion of young speakers aged 5-14 was relatively low, the ability to speak any language decreased sharply after the age of 50 years, and language abilities of males – especially older males – was higher than that of females.

FIGURE 3: LITERARY RATE OF THE POPULATIN AGED 15-24 YEARS BY SEX AND PLACE OF RESIDENCE (%), VANUATU: 2009



Source: Figure 89 from census 2009.

FIGURE 4: LANGUAGE ABILITY OF THE POPULATION 5 YEARS AND OLDER BY SEX (%), VANUATU: 2009

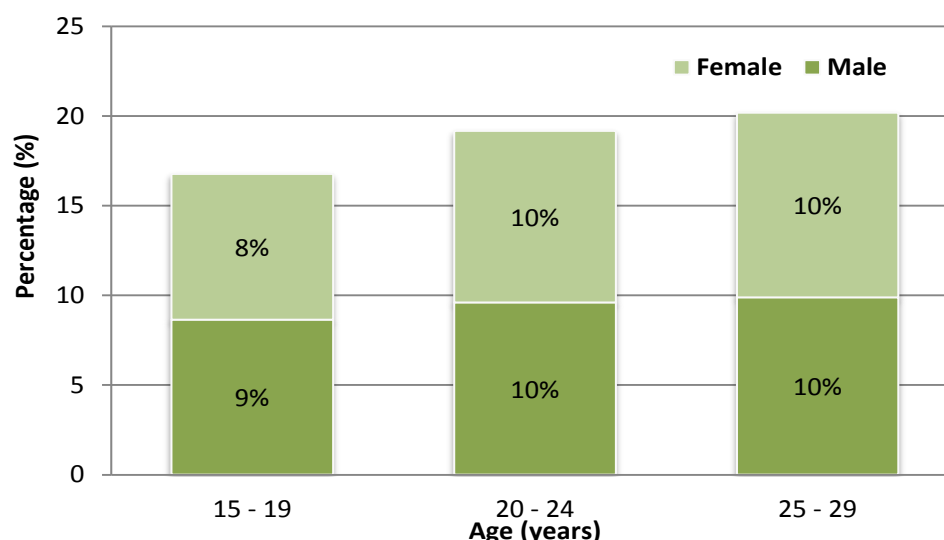


Source: Figure 90 from Census 2009

However, more direct evidence indicates that actual literacy levels of young people may be much lower. Survey-based evidence from rural Shefa province shows that many respondents could not read a simple sentence in an official language. While 85% of respondents said they were literate, only 28% could pass a simple literacy test. Of the survey respondents who had attended primary school, only 20% were assessed to be literate, 47% were assessed to be semi-literate and 33% were assessed to be non-literate. Assuming the evidence from Shefa province is consistent across the rest of the country, this evidence suggests that young people with less than primary (Year 6) (including those who have not been to school) are at high risk of not being literate. The proportion of young people in this high-risk group of being illiterate is near to three-in-ten (29%) of 15-24 year olds. Young males are more likely to be at high-risk of illiteracy: 30% of males compared to 27% young females aged 15-24 years.

As important indicator of the status of males and females is shown in Figure 2 which shows that 9% of males vs. 8% of females 15-19 years old have never been to school in 2009, in comparison with 10% of both males and females aged 20-24 and the 25-29 aged groups.

FIGURE 5: YOUNG PEOPLE 15-29 YEARS THAT HAVE NEVER BEEN TO SCHOOL BY SEX AND PERCENTAGE, VANUATU: 2009



Source: Census 2009.

EFA Goal 4 is often interpreted to cover both literacy and numeracy. Formal, in-school learning assessments suggest that students are failing in large numbers to achieve basic skills in both areas (as will be discussed under EFA Goal 6). In 2007 the MICS (UNICEF, 2007) measured literacy in two ways, a literate person had either attended secondary school for more than one year or they were able to read a simple and short statement. The MICS found that 77% of women aged 15—24 years were literate based on these two criteria. The MICS rate is significantly lower than the respondent reported rate from the census and is probably a more accurate measure of real literacy (see Annex IV for results from UNICEF website).

NGOs are the main key players in promoting adult literacy education, particularly the World Vision. A recent literacy programme managed by World Vision with assistance from the AusAID aimed mainly at women in the rural villages, who have missed the opportunity of schools. No data was available on this programme.

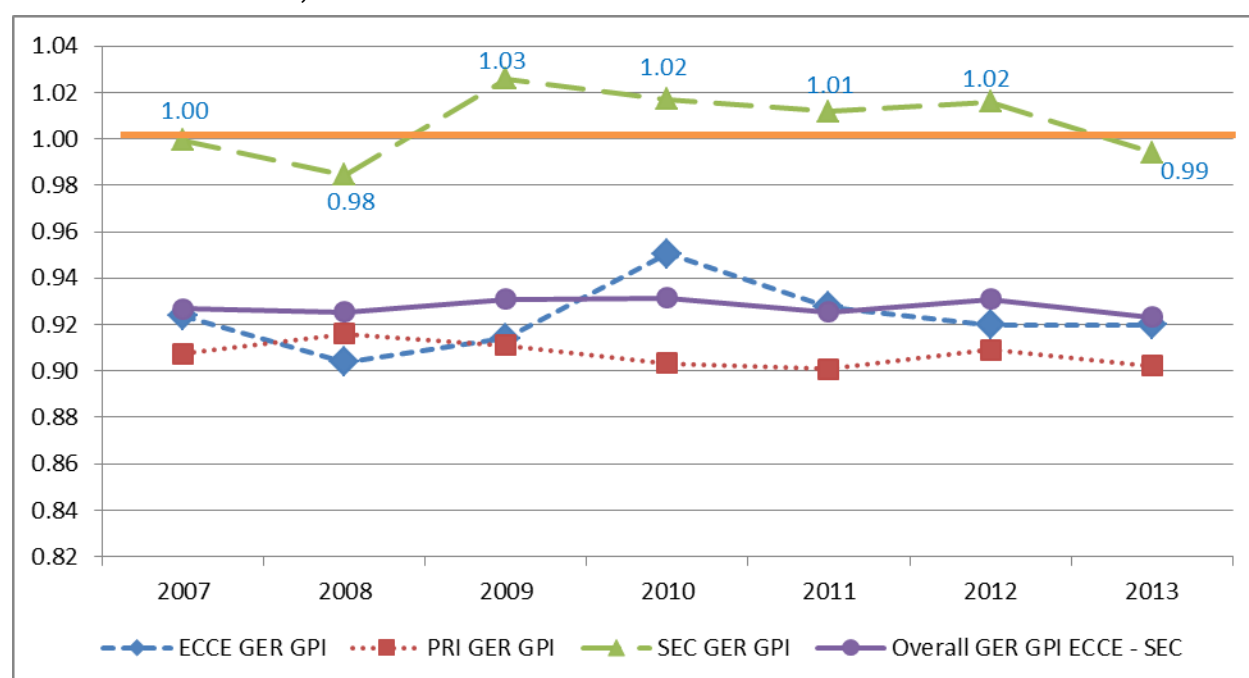
Gender Parity and Equality

EFA Goal 5 - Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

GPIs for Various Indicators

Data from VEMIS indicates that at the national level, the overall GER GPI (total enrolment) is still in favour of boys. The sectoral GPI trend shows that there are relatively more males attending ECCE and Primary than females. Interestingly GPI data for secondary shows that a much higher proportion of females are making it to secondary than males over the coming years (refer to tables in appendix IV)

FIGURE 6: GER GPI FOR ECCE, PRIMARY AND SECONDARY ENROLMENT: 2007-2013



Source: MoE VEMIS 2014

Gender Parity Index (GPI) is used to assess the gender parity and equality. The GPI for GER in ECCE was between 92 in 2007 to 95 in 2010 then back to 92 in 2013 while the GPIs for NER were close to 100. The GPI for GER in primary education ranged from (91 in 2007) and (90 in 2012), indicating that there is significant difference in enrolments for females and males for primary school. The GPI for GER in primary education were widely varied by province. In Malampa, the GPI was around 102; while in Torba (97) and Shefa (98) indicate that gender parity almost achieved, while in Sanma and Penama boys were disadvantaged.

Still, the GPI for GER in secondary education ranged from 1.00 in 2007 to 1.01 in 2011, then decreases to 0.99 in 2013 indicating that females were not disadvantaged at secondary education. The GPI for GER in secondary education were widely varied by province, but still were over 100 for all provinces. The GPI ranged from 124 for Torba to 103 for Sanma; other values were 117 for Penama, 108 for each of Shefa and Malampa, and 113 for Tafea. These values make the girls significantly advantaged over boys, that is, enrolments in secondary education disadvantaged boys over girls.

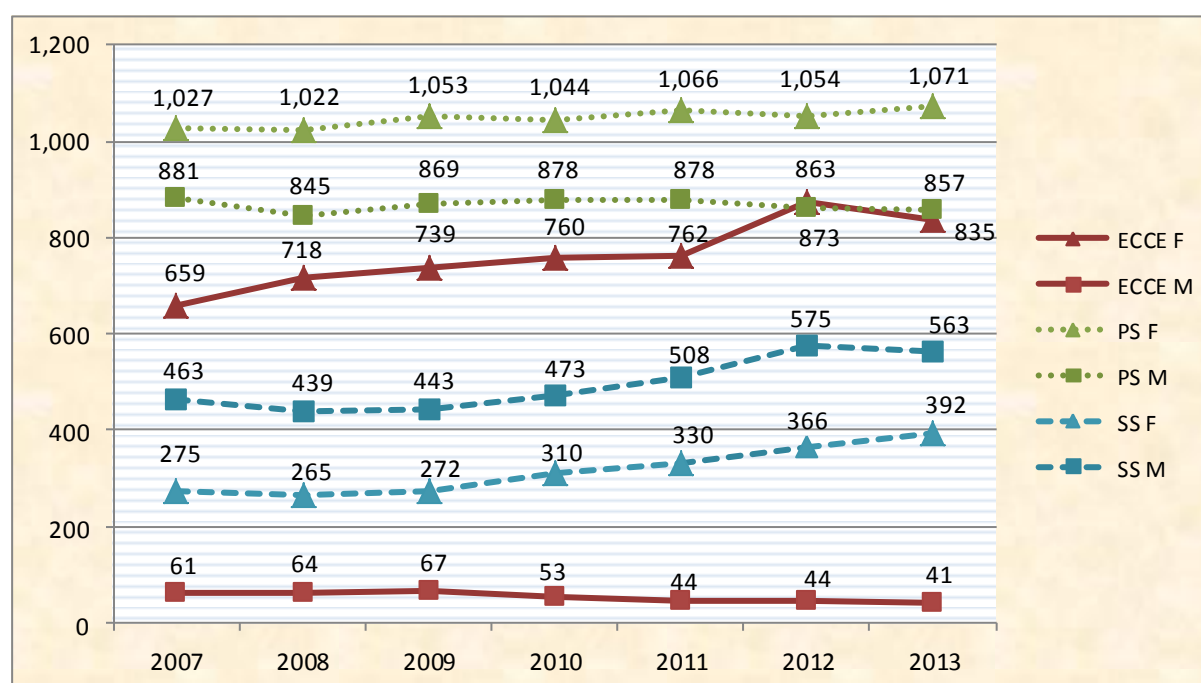
The GPI for NER in primary education remained at 102 from 2007-2011; and for NER secondary it

ranged from 100 to 115. Both indicate that there were more females than males, with a large gap in secondary education favouring females.

An indicator of gender equality may be realised through the number of scholarships awarded to both men and women. Scholarships are awarded to all students who meet the requirements for scholarship application for tertiary education. There were 423 scholarships awarded in 2010, of which 236 students were on-going students and 187 were new awardees. There were 238 male awardees and 185 female awardees. This low proportion of female students may be surprising given that the gender parity in secondary schools is strongly in favour of females. However, the gender parity in scholarships awarded reflects the gender parity of the applicants, suggesting that young women at the end of their secondary studies are not encouraged enough or that there are other barriers to their application for scholarships in tertiary institutions.

Teacher data shows that there are more female teachers compared to male teachers teaching in the early childhood education and the primary (refer to table on appendix IV). However it is not the case in secondary where male teachers outnumbered the female teachers.

FIGURE 7: NUMBER OF TEACHERS BY SECTOR BY SEX: 2007 - 2013



Source: MoE VEMIS 2014

The MoE established the Gender Equity in Education Policy 2005-2015 in 2005, designed to assist the country to achieve the EFA Goal 5 and Gender Equity in education by 2015. The Government has expanded its institutional capacity to support the disabled and the rights of the child: two areas where women are amongst the most vulnerable. However, these were not acted upon.

Quality of Education

EFA Goal 6: improving all aspects of the quality of education and ensuring the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Quality of education is very high concern in Vanuatu, and has been one of the major goals for VERM and other strategic plans. VERM realized that there was an urgent need to improve teacher quality and qualifications, and school facilities and resources in order to rebuild community confidence in the education system.

The MoE holds a wealth of data to monitor quality of education. However, to do so effectively, data must be analysed against national and provincial standards for students per teacher, textbooks per student, and students per toilet. These resources were listed in the 2012 Statistical Report; however, the listing should have been related to school size, locality, by school type and so on. The presentation relies heavily on research and policy papers to ascertain the conditions of education quality in Vanuatu.

Teachers Quality

The “number and percentage distribution of teachers by academic qualification, level of education (pre-primary, primary, lower and upper secondary education)” is an important quality indicator. Though teacher quality seems to be an issue of great concerns to the MoE and the Government as well, no discernible change can be seen in the percentage of qualified and certified teachers at all levels from 2009-2012; though raising teacher quality may have an impact on the quality of delivery and increase in learning achievements. The MoE distinguishes between teachers with qualifications, teachers with teaching certificates (or diplomas or other such professional teaching qualification) and teachers who are both qualified and certified to teach. For ECCE, the percentage of certified teachers was almost static at 47% for the last four years, while the percentage of qualified teachers has been decreasing from 53% in 2010, 56% in 2011 to only 49% in 2012⁶.

In government primary schools, the percentage of certified teachers remained constant (around 57%) throughout and it jumped to 66% in 2012; while qualified teachers were around the 42% jumping to 66% in 2012. The PAFR indicated that the percentage of certified teachers has increased from its baseline in 2008 (50.5%) to 67% in 2011, while the projected interim target for 2012 is 60% and 75% by 2015. At the primary level in government assisted schools 41% of teachers had post-secondary teaching certificates and 59% had a qualification. In secondary schools, the percentage of certified teachers was around the 58% but was reduced to 53% in 2012; while the number of qualified teacher increased steadily from low 39% in 2010 to 58% in 2012.

Quality of Resources

There are a number of quality indicators related to students, teachers and the school facilities and resources. The first is the “Pupil/Teacher Ratio (PTR) by level of education (pre-primary, primary, lower and upper secondary education)”. The national PTR in primary education was 22:1 in 2008 and has remained as such until 2012. The MoE is aiming to increase this ratio up to 30:1 in 2015, for no explanation behind the rational. In 2013, however, the Primary PTRs varied among provinces and ranged from 22:1 to 26:1. The highest ratio was recorded for Shefa (27:1 (refer to appendix IV, table 49)

The second indicator is the “Pupil/Class Ratio (PCR) by level of education (pre-primary, primary, lower and upper secondary education)”. For ECCE, the PCR has been constant for some time at around 16.7. This ratio is within the stated policy for ECCE. As for primary, overall PCR ratio was 22:1 in 2008 and remained as such until 2011. However, the situation in secondary schools is more acute at 36.5:1 in 2010 which was only reduced in 2011 to 35:1.

These results are national averages, and are affected by the school structure and arrangements which is not captured in these statistics. The PCR hides the multigrade teaching arrangements in schools especially in rural settings and remote areas. In rural settings, there are not enough students, and in many remote areas there is limited number of classroom spaces. Hence, schools tend to have multigrade classes to cater

⁶ The 2012 figures in this paragraph and the one to follow are doubtful.

for the needs of their students. This situation is reversed in urban areas. Here, classes are large 36-40 students per class vs. rural areas with less than 20 students per class or even less than 15 students per class.

The third indicator is the “Textbook/Pupil Ratio (TPR) by level of education (pre-primary, primary, lower and upper secondary education) and by subject”. The TPR is an indicator used to measure adequacy of textbooks in primary and secondary schools. The average TPR is very low. In primary it was around 3.4 students per textbook in 2007, 2.65 in 2008, and increased to 3.1 in 2010, indicating higher enrolments for lesser textbooks available. The target for 2015 is to achieve a 1:1 ratio. The TPR varied between provinces. In primary education (2011), the highest ratio recorded was for Torba at 7.9 students per textbook to a low of only 1.9 in Tafea, other provinces also recorded very low ratio of: 2.3 in Penama, 2.5 in Shefa, 2.6 in Malampa, and 3 in Sanma. In terms of the provision of appropriate text books per core subject area at primary school level, it was reported that is only in the language area that there is about than one text book per child. All other subjects require that students share text books. In secondary education, the highest ratio was recorded for Malampa at 9 students per textbook, followed by Torba at 8.7, Penama 5, Sanma 4.2, Tafea 3.4, and the lowest was Shefa 3.

The increase in enrolments triggers increases in expenditures for additional classes and additional teachers. Government recurrent funding within the MoE for education delivery at primary level decreased per pupil over time because the increase in the number of primary students was larger than the increase in the Government recurrent budget for primary level education (2012 Statistical Report). Still, a significant proportion of the MoE’s budget (government recurrent and donor funded) goes towards improving the quality of education. In 2012 there was a 10-fold increase in the distribution of school text books and teacher guides for primary Years 1–6 from 6,000 to some 62,378. The cost was significant for the design and layout of the books, printing locally and distribution nationally. The TPR ratio was estimated at 1.4 students per textbook in 2012.

Another indicator of quality is the “percentage of schools with improved sanitation facilities (i.e. with separate toilets for girls) by level of education (pre-primary, primary, lower and upper secondary education)”. There was no appropriate data to fully analyse this indicator. The best results are given in the 2012 Statistical Report. As for water supply, and under VMQS, Standard 10 indicates that all teachers and students should have access to at least two litres of potable water every day. When teachers and students do not drink enough water, they will feel thirsty and they will have difficulties to concentrate during lesson time. Therefore, teachers and students need to drink at least two litres of drinking water every day to keep focussed during the lessons. Over a third of schools at all levels are supplied with a roof tank for water (31% of ECCE, 38% of primary, and 37% of secondary); another 14% also have well drinkable water (14% of ECCE, 15% in primary and 10% of secondary), and almost 30% have piped water (33% in ECCE, 29% in each of primary and secondary) (Annual Statistical Report, 2010-2011).. However, more than 13% receive their water from a river and another 8% from a non-drinkable well. These proportions improved by less than 1% in 2011.

According to the regulations, schools must have at least two toilets, one for boys and another for girls. The standard Pupil/Toilet ratio as stated in Standard 9 of the VMQS is 20:1 for both the girls and boys. The overall ratio for females toilets in ECCE, primary and secondary was 23:1 in 2010 and improved to around 15:1 in 2011. For males, the overall ratio was around 24:1 in 2010 and increased to almost 27:1 by 2011. The ratio of pupil/toilets varied widely between the various levels of education and for males and females. In primary education, the ratio for females was around 36:1 in 2010 and worsened 37.1% in 2011; and for primary males it was around 39:1 in 2010 and worsened to 45:1 in 2011.

The ratio of students per toilet was much better for both males and females at both the ECCE and secondary levels. In ECCE, the ratio for female student was almost 15:1 in 2010 increased to around 18:1 in 2011; while for females in secondary it was 13:1, and only increased by 1% point. The ratio for males in ECCE was 12:1 in 2010 and increased to 14:1; while in secondary it was 15:1 and increased to 16:1 by

2011.

Student Achievement

A key quality measure is whether or not children complete a full course of primary schooling, from Year 1 up to Year 6. In 2012 the MoE estimated that from 100% of students in Year 1, 83.6% survived through to Year 6 and 16.4% of these students have not reached Year 6. At secondary level, from 100% of students who enrolled in Year 7, only 11.7% of them have survived up to Year 13 and 88.3% students did not complete their formal academic schooling up to Year 13 in 2012. Completion rates for secondary are considered extremely low although there is a general increase over the years. It is noted by the MoE that student placements depend largely on availability of spaces in secondary schools.

In 2012 on aggregate, 97% of Year 8 students were advanced to Year 9 which represents a progression rate of 100% in French speaking schools and 94% in English speaking schools. For Year 10 79% of students in French speaking schools went onto Year 11 compared with 87% of Year 10 students in English speaking schools. In total 64% of students in Year 12 went onto Year 13 in 2013, 56% of students in French speaking schools and 64% of students in English speaking schools. The number of students able to advance is a factor of the results of internal assessment and examinations as well as allocation of space. The challenges students are facing to complete their education are evident in the transition rates and the repetition rates for different years of schooling.

The high number of students who have not succeeded the Year 12 examination each year is also one of the main factors that could characterise the low survival rate to Year 13. Other unknown factors could be the causes that would influence the survival rate much lower than that of the primary level. It is obvious that the high dropout in secondary will have an impact on the internal efficiency of the education system as a whole.

Since 2007, Vanuatu has administered the Standardised Test of Achievement (VANSTA), a national assessment to monitor literacy and numeracy skills; administered every two years at the end of Years 4 and 6, in all primary schools of Vanuatu by the Secretariat of the Pacific Board for Educational Assessment (SPBEA). The national and provincial baselines for VANSTA were set for Literacy and Numeracy in 2007, following the trials carried out in 2004 and 2005. There are two VANSTA reports, reporting separately on the Anglophone and Francophone achievements in literacy and numeracy. VANSTA's 2007 and 2009 results revealed that large share of students were failing to achieve reading comprehension and writing outcomes expected at their grade level (SPBEA, 2009). While VANSTA provides an indication that many students are not reading at levels deemed appropriate for Years 4 and 6, it does not provide detailed findings about problems in the primary system that led to poor reading performance in Years 1 through 3. For Anglophone, more than 59% of those participating were assessed as critically underachievement, 23% as minor achievement, and only 18% assessed as satisfactory achievement. Similarly, for the Francophone, more than 65% were recorded as critically underachievement, 20% minor achievement and only 15% with satisfactory achievement.

The detailed VANSTA results show a consistent trend of poor performances in the primary education of Vanuatu, both in the Anglophone and Francophone schools. In 2009 results at Year 4 were of concern for boys in both English and French schools where only 17% were able to read and write satisfactorily. Year 4 English boys scored 17% in numeracy compared to 31% of French language schools. The rates for Year 4 girls were generally higher than boys, but still about 33% demonstrating satisfactory numeracy. At Year 6 literacy and numeracy rates were higher; with for example 46% of Year 6 girls in English schools and 29% in French schools demonstrating satisfactory literacy. Clearly these results are of concern for the quality of education and the learning gain of students in both language streams of primary education.

To complement VANSTA results, the MoE sought to learn if students in Years 1 to 3 are developing the basic reading skills needed to *read* fluently and *understand* what they read. If VANSTA scores were the result of low competence in basic reading skills, it was necessary to identify gaps where additional

instruction and inputs may be needed. In response, the MoE, local education stakeholders including development partners, and the World Bank joined efforts to conduct a national assessment of basic reading skills in Anglophone and Francophone schools, using adapted versions of the Early Grade Reading Assessment (EGRA or VANEGRA to indicate it is Vanuatu specific)⁷ tool appropriate to the Vanuatu context. The assessments are part of a global initiative aimed at helping countries measure how well children are learning to read in the early grades of primary education.

In August 2010, the MoE carried out VANEGRA baseline assessments in Anglophone and Francophone schools with financial support from local education partners and technical assistance from the World Bank. It was only conducted in 2010 and was not repeated thereafter. Around 1,282 students were assessed from 40 randomly-selected Anglophone primary schools in Vanuatu. A separate survey was carried out in French-language schools at the same time. The results of the VANEGRA were cause for concern. English language findings show that while most students develop some fundamental skills in Years 1, 2 and 3, by the end of Year 3 only about 1 in 4 students were able to develop fluency in reading to understanding most of the text they read.

As students' progress across grades, they develop better competency in all basic reading skills; however, these gains do not lead to demonstrated reading fluency (words read correctly per minute) and improved comprehension for most Year 3 students. As students in Anglophone schools progress from Year 1 to 3, average competency in all sub-tests improves with the largest gains observed at the end of Year 2. Yet, low mastery of the relationship between letters and sounds appeared to be one of the main reasons why students struggled to read words both in isolation and in the oral reading passage. Poor word-level reading abilities may be hindering the development of fluency in reading which could explain why at the end of Year 3, only about 1 in 4 students (24% of Year 3 students) were able to read at the fluency level needed to understand most of the text they read. In the Francophone sample, less than 1% of Year 1 students were fluent, increasing to 5% of Year 2 students and 24% of Year 3 students. Among fluent students (N=130), 18% were in Year 2 and 80% were in Year 3, indicating the critical role Year 3 plays in the development of reading fluency among beginning readers.

Summing up

EFA Goal 1: Progress against Goal 1 suggests increases in participation in ECCE opportunities and overall improvements to these services, but still participation in ECCE is very low. At the national level, there have been slight improvements in overall GER and NER. NER is still very low at 41.6% of the age group in 2014. This proportion leads to a low percentage of children entering in Year 1 with previous access to some ECCE programmes (67%). However, percentage of certified teachers has decreased very slightly. The causes are many but the early childhood policy (August 2010) noted that the local communities were finding difficulties in supporting the running and management of ECCE schools which includes paying teachers' salaries and facility maintenance; lack of available and sufficient learning resources; and lack of parental support to the education of their children. Still, there is a need for the MoE to partner with communities, relevant authorities and other service providers to ensure that ECCE remains a priority target. There is also a need for the MoE to ensure children entering Year 1 have had opportunity for ECCE and that data is captured to monitor this indicator.

⁷ VANEGRA surveys received financial support from pooling partners (AusAID, NZAID, the European Union, UNICEF) in the Vanuatu Education Partners Group. From June 2nd to August 26th, 2010 a team of Anglophone and Francophone Vanuatu reading and language specialists, consultants, and staff from the MoE worked together with the World Bank to develop, trial, and administer the VANEGRA Surveys before the end of the 2009-2010 school years. The assessment is part of a global initiative aimed at helping countries measure how well children are learning to read in the early grades of primary education. It aims to help educators develop local knowledge about the specific *skills* students are struggling with and the *factors* that appear to contribute to reading development in their schools. Equipped with such evidence, education stakeholders can come together to devise response strategies to improve reading instruction, monitor student's reading progression, and promote greater parental and community involvement to ensure all children develop the skills needed to become effective readers.

EFA Goal 2: There remains a gap in achievement of UPE, as the NER is still low at the national and in all provinces. Large variations were recorded between provinces and urban/rural areas. Progress has been slow. Data indicates a large number of students were studying at levels outside the official age of enrolment. Though this is positive as children were receiving education, it also can be problematic in many ways, including age-appropriate learning content, mixed aged classrooms and a chronic condition, in which students ready to start primary school may not have seats available to begin learning on time. As noted by one source, “to better understand the context and monitor free education, it would be helpful to have data on schools issuing formal and hidden school fees”. The impacts of increased enrolments meant increased demand on schools for more classroom, space and furniture for each child; increased demands on teachers; increases in the practice of multi-class teaching thereafter affecting quality; highlighted the underlying problems of the shortage of qualified and trained teachers and the need to employ temporary unqualified teachers. However, the school grants meant increased responsibility for school heads while at the same time many school heads are finding difficulty managing large funds awarded to their schools from the school grant scheme).

Although there have been improvements in enrolments, persistent internal efficiency disparities in terms of repeaters and dropouts still occur in the primary school. The high repetition rate reflects possibly a poor level of instruction, and it does not reflect the education policies or practices of automatic promotion (automatic promotion stems from the circular develop in the mid-eighties to control overage school population. The circular was later amended in the late eighties to allow students to repeat, but only in one class level. Since then, the enforcement often depends on the school heads decision. A copy of the circular proves difficult to retreat at this stage.). It also reflects probably the lack of preparedness of the children when they go to school, the low rate of enrolment in ECCE or pre-primary, the weak level of training of ECCE and primary teachers, and probably the increased number of students per teacher that affects the quality of education. The persistent trend of overage enrolment at the primary level is an issue which the school system needs to address. Appropriate modifications to classrooms and pedagogy may be necessary to address the overage issue. In addition, some parents for traditional reasons (to take part in traditional festivals such as the yam festival, the Toka dance and even circumcision ceremonies) have asked their children to stay home for a year and then allow them to go to school the following year.

There are numerous challenges to increasing survival rates which the MoE and development partners are also working towards, such as extending the fee free education up to Year 8, improving the GIR for Year 1 and subsequent levels of primary school, increasing access to primary schools and community support for construction and maintenance activities, increasing quality of primary school teaching through in-service teacher training, improving the effectiveness of management and supervision of the quality of primary education, developing the syllabus for the national curriculum, increasing public support for a full course of primary schooling for all, expanding information included in the education management information system and the implementation of an Inclusive Education Policy (IE) to improve access of children with special needs to primary education.

EFA Goal 3: this goal has been loosely defined to allow for interpretation in local contexts. Youth literacy rates can further used as a proxy for the achievement of EFA Goal 3. Life skills in the Pacific context are defined as: “practical knowledge, skills and behaviours which in conjunction with cultural rooted knowledge attitudes and values empower an individual to live a happy, healthy and productive life in his or her community and beyond”. The components of life skills include: (a) communication and interpersonal skills, (b) decision making and critical thinking skills, (c) coping and self-management skills, (d) practical and livelihood skills (technical, vocational and traditional), (e) contextual issues, for example, health, AIDS/HIV, gender awareness, civic education and governance, environmental, enterprise skills, physical education. In Vanuatu, it was decided to also include Education for Rural People, using the EFA flagship programme. To accurately and completely assess progress against these targets, the MoE would need to define learning needs and life-skills programmes and develop appropriate measures to monitor progress. It is also important to define learning opportunities and develop standards and indicators

to monitor progress and to partner with relevant authorities and service providers to ensure relevant learning opportunities continue after formal schooling is completed. In this review, TVET indicators have been used as proxies to measure progress against this goal. The MoE may need to catalogue TVET service providers and establish monitoring processes to ensure accurate information on enrolments, teachers/instructors and learning outcomes.

EFA Goal 4: This goal is often interpreted to cover both literacy and numeracy. There was limited data available to assess progress on this goal. However, from a review of available literacy data, there remains a significant proportion of the adult population that lack basic literacy skills. Given that the literacy rates are only available from census and are self-reported, this may represent an over and/or under estimate of the actual literacy in the community. The complexity also is doubled by the fact that the population reported literacy on more than one language (Bislama/English/French). As for the formal literacy and numeracy, standardized assessments suggest that students are failing in large numbers to achieve basic skills in both areas. It is important for the MoE to utilise census and survey data to track progress, to consider literacy from a functional, multi-lingual perspective. There is also a need to examine the standardized learning achievement data by province, as well as by sex.

EFA Goal 5: At the national level, data indicates that parity in access to early childhood and primary education is still an issue. At the secondary level, the data suggests that males are facing disadvantage in terms of equitable access to secondary education. At the provincial level, in primary education females are disadvantaged in most of them. This is reversed at the secondary level. Hence, there is a need to strengthen males' participation and retention in schooling, particularly at the secondary level. There were no data by sex for repetition, dropout, survival, and transition rates by sex. Such data is essential for further analysis of gender equality. There is a need to ensure disaggregation of data whenever possible to monitor access, participation, and achievement for both males and females at all levels.

EFA Goal 6: There is no discernible change that could be seen in percentages of qualified and certified teachers at all levels from 2009-2012 at any education level. Raising teacher quality may have impact on quality of delivery and increase learning achievements. While the percentage of government budget to education is relatively high, there has been a steady decrease over (2007-2011), though increased in 2012, suggesting a waning commitment by the government to the education sector. The wealth of data available on quality together with the 15 standards specified in the MQS framework, all should make it possible to fully assess quality of education. However, there is a need to make sure that the two are links, i.e., quality is defined in accordance with the standards (PTR, PCR, etc.), accurate and meaningful measures of quality are planned and data collected accordingly. Moreover, it is essential to analyse the data against both the national and provincial standards for the various indicators of quality, such as students-teacher ratio, textbooks per students, and students per toilets and so on. Teacher quality seems to be an issue of concern. Moreover, there is a need to ensure budgetary commitments to education are prioritised.

Chapter 3 Review of EFA Strategies and Sector Management

Sector Strategies and Management⁸

A strong link has been built between the EFA Plan of Action developed in 2000 and Vanuatu's policy and planning documents developed afterwards. Specifically, policy priorities and action statements have been produced on which the road map for strategic directions outlined. The first statement was the PAA produced in 2003, followed by the PAA (2006-2015) which called for an educated, healthy and wealthy nation, while the latest PAA (2009) endorsed a policy priority for education which ensures quality of education for all with a focus on four main strategies: improve access to education and ensure gender balance, raise the quality and relevance of education, improve planning, fiscal and financial management in the sector, and development and implementation of a national HRD Plan. Clearly and as noted in Chapter 1, these all were linked to and feed into the achievement of the EFA goals.

More specifically, Vanuatu's commitment to meeting the EFA goals has been translated into the various education strategic planning documents, such as the VESS (2007-2016), the VERM (2010-2012) and the VESP (2013-2017). The policies and strategies initiated in these documents confirm the country's commitment to meeting the EFA goals among other goals such as the MDGs. The VESS continues to concentrate on matters pertaining to educational access and quality while ensuring the efficiency and effectiveness of the education system in developing human capital of the country through VERM and is assumed to continue through its new VESP.

The earliest of the three documents, VESS's vision, mission, goals and strategies were very broad with little attention to strategic action. The vision was for "caring education system which provides every young person with the lifelong skills, values, and confidence to be self-reliant and to contribute to the development of Vanuatu, and which works in partnership with all stakeholders to provide well-managed schools". VESS's mission was to provide student-centred education that is accessible, relevant, sustainable, responsive, and of good quality, to guarantee every young person. The goals included:

- Pre-school and basic education to Year 8, including literacy, numeracy, life skills, and livelihood skills, respect for [our] history and culture, and respect for human right;
- Expanded opportunities for secondary, technical, tertiary and higher education;
- Support for parents and communities to participate in and manage their schools;
- A well-managed and accountable education system which focuses on building the human resources of Vanuatu, improving learning, living and working opportunities, and enabling young people to contribute to the productive sectors in both rural and urban areas (p. 13).

VESS's strategies for 2007-2016 were also spelt out as:

- Achieve universal primary education completion, strengthen literacy, languages, and numeracy, and develop a national pre-school curriculum and pre-school teacher training programme;
- Continue to expand and improve affordable bi-lingual secondary, technical, and higher education which meets national and international standards;

⁸ Several areas are discussed in this section including an examination of how effectively were the national education strategies implemented; Areas to discuss include: Plans; Approaches; Policies; and Donor partnerships.

B. What were the constraints and solution? Areas to discuss include: Human resource capacity; Management issues; and School resources/equipments

C. What education reforms in the country have been influenced by EFA (e.g. free primary education)? Areas for discussion include: Fee free policy; Standardize planning's and budgeting; Teacher training (pre-service & in-service); School based management; reporting's

D. What have been the experiences in implementing such reform? Areas for discussion: Involvements, Skills, Practices, Understanding, Familiarities, Know-hows, Capabilities, Proficiencies, and Strengthening of school audits

E. What were the results? Areas for discussion include: Primary Enrolment increases, Deterioration of school facilities, not enough schools to accommodate enrolment pressure, untrained teachers in schools, Weakness in management.

- Provide more relevant and accessible curriculum, materials and assessment systems;
- Provide qualified, productive and well-supported teachers for every school and strengthen the professional competence of teachers;
- Bring the education, management and facilities of every school up to a sustainable minimum standard, able to provide a safe and caring learning environment, and continuously improving its services;
- Strengthen partnerships at national, provincial and local levels, and empower school communities (p.14-15).

VESS's goals and strategies, though still linked to the EFA Goals and Strategies, were very broad with not enough details on actions. It included a long list of activities. The VERM, on the other hand, was/is a more focused plan that provided a comprehensive strategic direction for the whole of the education sector, and specifically supported its progress towards the 2015 goal of UPE. From a management point of view, VERM is a comprehensive program of action to support the entire education sector and to assist with the allocation of scarce resources to target immediate needs. Its programme of action builds on eight key strategies, and outlines the way forward for the education sector in the short to medium term. In line with such commitments, the key targets of VERM reflected very much the EFA goals and beyond. A Performance Assessment Framework Report (PAFR) was developed in order to monitor progress against the priorities of the VERM.

To recap from Chapter 1, VERM has three key strategic goals focusing on (a) access: to increase equitable access to education for all people at all levels of education in Vanuatu; (b) quality: to improve the quality of education in Vanuatu; and (c) management: to improve and strengthen the management of the education system in Vanuatu. There were five key targets stated to achieve these goals: (a) increase the net primary enrolment rate to 100% by 2015, and reach 85% by 2011; (b) improve literacy and numeracy skills of school age children, tracked through national assessments; (c) strengthen financial management and accountability; (d) increase the proportion of certified primary school teachers; and (e) enrol higher numbers of technical and vocational trainees in order to promote effective skill development.

Apart from these strategic goals and key targets, VERM developed eight central strategies designed to focus the MoE work over the three-year period of the VERM. These eight strategies were derived from the VESS and linked to the VESP, and represent the priorities that received greatest attention during the implementation of the VERM and from the broader Government's strategic directions. These central strategies or priorities not only were related to each of the three strategic goals of VERM but they were in line towards the achievement of the six EFA Goals. The priorities are:

School Grants:

In order to assist schools to improve the access to schools (EFA Goal 2), the government decided to allocate funds directly to schools through school grant to primary schools (Years 1 to 6). The grant was to be provided to implement the Government's policy to reduce or eliminate school fees (that is, parental contributions) and to minimize direct financial barriers to children's enrolment in primary education. The grant is basically to be used for operational costs which are usually covered by the contributions levied on parents by primary schools. Such levy is one of the key reasons some children miss out on basic education. The grant was proposed in the UPE policy and introduced in the 2010 Budget process to phase out parental contributions by increasing government grants to schools. The school grant was introduced in Years 1 to 6 of primary schooling in the first phase of VERM, with the intention of expanding the approach to later years of schooling⁹.

⁹ An evaluation of school grants is given later on.

Facilities Development:

In order to improve education quality (EFA Goal 6), funding was to be provided to assist in improving sub-standard school facilities either through construction of new permanent classrooms and provision of other facilities and equipment, or through renovation and upgrading existing buildings and infrastructure. In 2010, almost half of all primary school classrooms were reported as constructed of temporary or traditional materials. Only 37% were rated in good condition. Again to meet the UPE goal by 2015 and achieve quality education (EFA Goals 2 and 6), the country considered maintaining its school buildings and infrastructure better, and upgrade its school facilities more rapidly. Australian and New Zealand support for facilities development was initially focus on primary schooling in the first phase of VERM, consistent with the needs of the UPE policy and the School Grants and Fee Relief component.

Basic Education:

In line with EFA Goals 1 and 2, the government was to implement its UPE policy through improving access to basic education and quality of education. Basic education is taken to include early childhood education and Years 1 to 8. Vanuatu also considered provision of education to students in Years 9 and 10 as basic education, with the intention to ensure that more children enrol in primary school and that young people stay in school and receive a good education. While other sub-sectors of education are important, improving basic education received top priority and the major share of resources. Despite the definition of basic education in Vanuatu as being from years 1 to years 10, the funding elements at the moment focuses on primary schooling, (years 1-6) at the rate of VT 8,900 per child and secondary schooling (years 9-13) at the rate of VT 8,125 per child. For Years 7 and 8 in some centre schools and secondary schools the rate at which the grant is paid to the school stands at VT 3,668¹⁰ per child.

Curriculum Development:

Consistent with all six EFA Goals, the standard of education needed to be improved to ensure that children stay in school and receive an education that enables them to contribute to the economy and to their community, and to have the opportunity to progress to further education. The development of strategies to improve literacy and numeracy were considered central to achieving these objectives. Hence, reforms were needed in curriculum, in access to learning materials, in assessment, and in teacher professional development. These reforms were intended to immediately benefit all levels of schooling from early childhood to senior secondary. A national curriculum statement was prepared and approved, then introduced, followed by a progressive review of all subjects at all levels in primary and secondary education, and the development of curriculum standards frameworks from Year 1 to Year 13. The curriculum framework has been approved but not yet implemented. Implementation will start in 2015 and continue to 2018. The curriculum reforms will be supported by a program of in-service teacher education, and the production and dissemination of learning materials and teacher guides to support the curriculum. These reforms will be accompanied by changes to the assessment system at Years 8, 10, 12 and 13.

Vincent Bontoux carried out an evaluation of the curriculum and examinations/assessments components of the VERM. His study concluded that the curriculum per se was rather sound and complied on paper with most modern pedagogic requirements, however, the issue relies more on the implementation of the curriculum, and the flaws of its upstream and downstream support apparatus: pre- and in-service teacher training, whose articulation and tasks need to be better defined and supported, especially in the light of the new national language policy, supervision of current teaching staff through an improved and upgraded network of school supervisors, a streamlined and better equipped examinations and assessment system to avoid redundancies and to boost the integration of the Anglophone and Francophone streams, and finally a more efficient and better planned provision of instructional materials.

¹⁰ This rate may be subject to changes in the near future

Bontoux reported that few flaws could be spotted in the nature of these documents: a tendency to overload the content of the syllabuses, the presence of over-integrated, somehow heterogeneous subjects; and not enough emphasis being given to literacy vs. language teaching. These are not very teacher-friendly and do not provide any teaching plan”; and that “the syllabuses duly integrate the new language situation having been introduced by the 2012 language policy. The new curriculum is scheduled to be implemented in 2015. The CDU indicated that between June 2014 and June 2015, both primary cycles as well as junior secondary should be implemented (this seems a somewhat unrealistic timetable). The CDU has provided a budget for curriculum implementation, that is quite on the high side and has not yet been officially approved (March 2014).

Teacher Education:

Improving teacher quality was seen important, and this would be achieved by introducing a new programme of teacher pre-service education, by developing strategies to improve the quality of the existing teaching work force through in-service and field-based training, and by raising the standards of entry to the teaching profession.

Human Resource Development:

Human resources development was considered a critically important issue in VERM. A program of investing in capacity development of teachers and improving the skills and capability of the people who work in the central and provincial sections of the MoE, and related education agencies and institutions, was to be implemented. The main purpose of this program was to develop and strengthen the management of the education sector.

Policy /Review and Development:

The MoE will develop appropriate written policy statements on major education issues identified as priorities for the education sector. Technical Working Groups to develop policy statements were to be established. Policies were to be developed on early childhood education; special and inclusive education; basic education; secondary education; the procurement, warehousing and distribution of curriculum materials; teacher education; assessment, evaluation and reporting; education language policy and bilingual schooling; education in emergencies; and technical and vocational education. The Policy Development Officer is yet to be recruited.

Planning, Management and Coordination: Improvements were needed in the management and efficiency of the education system. Stronger public administration and public financial management were needed for successful reform implementation. These reforms were intended to immediately benefit all levels of schooling, and were to be informed by an analysis of sector financing, beginning with a study of the costs, effectiveness and distribution of teachers (part and partial of the establishment position of teachers ongoing at the moment). The planning, management, coordination and monitoring of the performance of the education sector were to be strengthened. An emphasis were to be placed on improving financial management performance, budgeting, and monitoring and reporting on financial performance across all parts of the education sector.

Given these priorities, three key specific outcomes were identified to which the VERM would be expected to make a contribution. These outcome statements were related specifically to each of the three strategic goals.

Outcome 1: Regardless of their gender, ethnicity, language, religion, location or disability, all children in Vanuatu have access to a good basic education from Years 1 to 8, younger children aged 3 to 5 have increasing access to early childhood education, and young people and adults beyond Year 8 have increasing opportunities to participate in secondary education, TVET and training, community and non-formal education, and tertiary education. [Covers EFA Goals 1-3, and 5]

Outcome 2: The Vanuatu education system consistently delivers a quality education to all its citizens, through standards of excellence leading to a high quality of student learning at all levels, including well qualified and motivated teachers, a sound national curriculum with good supporting learning resources and assessment system, and well-designed and appropriate education facilities. [Covers EFA Goals 3, 5, 6]

Outcome 3: The management of the Vanuatu education system is effective and efficient, demonstrating sound development of education policy, effective planning and budgeting, good management of human and financial resources, well-performing staff in the education sector with appropriate skills and competencies, and effective monitoring and evaluation of progress. [Covers all EFA Goals, especially EFA Goal 6].

VESP (2013-2017) built on the above priorities and expected outcomes. Building on a sector based approach, its long term goal is “Vanuatu has improved education quality, more equitable access to education for all people, and the education system is well managed”. Its main focus was on improving learning outcomes in literacy and numeracy in ECCE and the first four years of primary education (K-3). VESP planned to work towards achieving end of programme outcomes by 2017 as follows:

Long Term Goal	End of Programme Outcomes	Draft Targets (2017)
Improved education quality	Literacy and numeracy levels of children in early years of education reach national standards	1a. Proportion of children meeting literacy standards at the end of Grade 3 increases from 29% to 45%
		1b. Proportion of children meeting numeracy standards in Grade 3 increases (baseline to be established)
	Children complete primary school	2a. Survival rate to Grade 4 increases from 77% to 85%
		2b. Survival rate to Grade 6 increases from 58% to 65%
More equitable access to education for all people	All girls and boys, including those with disabilities, are able to access early years of schooling	3a. Girls enrolling at correct age in year 1 versus number of boys enrolling at correct age in Year 1 (NIR) is maintained at current parity
	More children enrol at primary school	4a. The proportion of the total population of children in Vanuatu who enrol at the correct age in Year 1 (NIR) increases from 37% to 50%
		4b. The proportion of the total population of children who enrol at the correct school age in Years 1 to 6 (NER) increases from 88% to 100% (current MDG commitment agreed by the Government of Vanuatu)
Education system is well-managed	Ministry of Education management at all levels implements policies in key outcome areas	To be agreed and outlined in the management action plan prior to the first annual joint review

Source: VESP (2013-2017), p. 6

To achieve these outcomes, VESP had the following implementation strategies:

- Train and support teachers to implement the new curriculum;
- Strengthen ECCE delivery;
- Engage the community through school based management;
- Provide locally relevant and efficient delivery of facilities and development;
- Develop capacity within the MoE to deliver an effective, well-managed and de-concentrated education system in Vanuatu.

To implement VERM and thereafter VESP, development partners were approached to enter a Joint Partnership Arrangement (JPA), agreed to in 2009 between Vanuatu and development partners. The JPA signatories were categorised in two groups: pool partners who make a financial contribution through a

Grant Financing Arrangement, and non-pool partners¹¹ who contributed through separate mechanisms (including the use of General Budget Support). VERM activities were funded by both the government and the pool partners. The latter included AusAID, New Zealand, and UNICEF. In 2008, the bulk of development partner funding to the education sector was provided through direct financing and technical assistance. All money from development partner (except for technical assistance) was channelled through the Government's accounting system in the Ministry of Finance and Economic Management (MFEM). It was reported that since 2010, AusAID contributed Aud\$20 million, New Zealand NZ\$12million and UNICEF US\$1.5 million.

Non-pool partners provided funding for classroom construction, technical support to the VANEGRA, volunteers and in-kind support, a teacher allocation and efficiency study, and desk research on second chance education and early child development. UNESCO held workshops with the MoE on teacher competencies and teacher effectiveness, and on sector-wide monitoring.

The JPA involves a whole-of-government Steering Committee comprising representatives from the MoE, MFEM, Prime Minister's Office, Pool Partners, and Education Partners' Group. The Committee was charged with overseeing VERM policy and implementation, budget development, and agreeing on development partners' contributions to annual budgets, as well as provides details on reporting, planning, monitoring and evaluation, procurement and audit processes. Its funding continued to July 2013.

To implement VESP, a bridging between the approaches for VERM was made with development partners. A transition plan was prepared by MoE in collaboration with the development partners to ensure that funding was extended to July 2013. High priority activities that are in line with the outcomes of VESP to inform future implementation strategies were given an extension for six months to ensure that there were no gaps and allow for time for the mobilisation for VESP in 2013. The VERM Steering Committee has strategic oversight of VESP as a component of VERM in regard to policy development, implementation and outcomes.

Vanuatu's technical expertise in the education sector is generally low and capacity was to be built as part of the VESP programme. The MoE has the overall responsibility for the implementation of VERM and became responsible for the implementation of VESP's strategies with the support of a managing contractor. A Secretarial Managing Team is responsible for coordinating, sequencing and monitoring inputs across the five strategies of VESP.

All technical assistance from development partners work directly with MoE counterparts. Table (10) in the Annex IV gives a list of technical assistance that was required and then recruited for the implementation of VESP. At the time of the March mission, the presence of technical assistance was apparent in almost each and every office within the MoE. The estimated development partner contribution for operational costs, to be channelled through the managing contractor over five years is AUS \$42 million, commencing in 2013. Additional funding was/is provided by the Government of Vanuatu for school grants and for the outsourcing of the ECCE strategy. Unlike other strategies, VESP has a results framework for monitoring and evaluation which has an outcome- and utilisation-focus on monitoring and evaluation. VESP is focused on addressing the root causes of poor quality education in the early years. The ends of programme outcomes are that:

1. Literacy and numeracy levels of children in early years of education reach national standards.
2. Children complete primary school.
3. All girls and boys, including those with disabilities, are able to access early years of schooling.
4. More children enrol at primary school.
5. Ministry of Education management at all levels implements policies in key outcome areas.

¹¹ Non pool partners include: France, Japan, European Union, The Peace Corp, Secretariat of the Pacific Community, UNESCO, and the World Bank.

These outcomes are to be achieved through the following implementation strategies:

1. Train and support teachers to implement the new curriculum.
2. Strengthen early childhood care and education delivery.
3. Engage the community through school based management.
4. Provide locally relevant and efficient delivery of facilities and equipment.
5. Develop capacity within the Ministry of Education to deliver an effective, well managed and de-concentrated education system in Vanuatu.

In 2012 the largest VERM expenditure was for the school operating grants – the subsidy paid to primary schools to replace income from school fees – which represented 40% of VERM expenditure. Funds were paid to government and government-assisted schools (representing 95% of all schools). Development partners supplement to the Government's contribution to the school grants are paid directly to and managed by the schools. The grants are used to pay salaries of teacher assistants and fund stationary, basic equipment, school maintenance and furniture. The MoE audits over 100 schools per year. Another 20% of VERM expenditure was for building repair and maintenance. The other portion of fund was managed directly by MoE activity managers for specific agreed MoE projects/activities. Table (10) in the Annex IV gives a list of activities/projects that funded by VERM in 2012.

Enabling and/or Constraining Factors

To the first goal of VERM and consistent with the MDGs and EFA goals, the immediate priority was to ensure that all children are enrolled in primary school, and remain in school in order to improve their learning. The UPE policy has been designed to achieve this objective by endeavouring to ensure that basic education is free and available to all. Initially, the school grants and fee-free program of action targeted Years 1 to 6 in primary schools by providing school grants directly to school bank accounts. The purpose of the financial support is to reduce and eventually eliminate the financial contributions that parents are required to make to their children's education.

As the second strategic goal of VERM and again with EFA Goals was improving quality education, a programme of reform was initiated to achieve this goal. The programme has four main dimensions: teacher development, improvement of literacy and numeracy, curriculum development, and assessment reform.

A comprehensive review of the VITE's Teacher Education Programme was undertaken to provide evidence of a harmonized curricular leading to a common qualification for both primary and secondary trainees. A new three year diploma for teacher trainees was introduced in 2010, and an In-Service Unit (ISU) was established at VITE, which has been designed to assist with the provision of professional development for teachers. A major focus was on the up skilling of the estimated 50% of teachers who were untrained in 2010. The new policy proposals were introduced in 2011 and beyond, in order to support improvements to the quality of teaching in Vanuatu.

A strategy to improve literacy and numeracy was also developed. The initial work in 2010 focused on the development of long-term strategy that will meet the unique needs of children for development in literacy (in Bislama, English, French and in other languages as appropriate) and in numeracy. This programme was to be coordinated with the concurrent development of the Vanuatu Education Language policy.

A focus on lifting student performance in literacy and numeracy first concentrated on teacher professional development in these areas, particularly in the early years of schooling (Years 1 to 4). The VANEGRA baseline study was undertaken in 2010 and a reading development programme was developed to take advantage of the implementation of the book supply project in 2010.

A programme of assessment reform was initiated to develop a consistent approach to assessment of student performance, and to align the assessment system with curriculum developments. A review of examinations at Years 8, 10, 12 and 13/14 was also undertaken.

Considerable progress has been made towards achieving UPE and improving education quality through integration of the EFA goals into education policy and the coordinated effort of development partners and the MoE, through the VERM strategies and other strategies within VESS and VESP. An important strategy for increasing access and participation in primary schools has been the introduction of school grants. The impact of the grant scheme has been reviewed several times, by the MoE in 2011 and an independent review of the policy undertaken by Houston, Reeves and Yui Hing (2010). The Independent Review of the School Grants Scheme established under the Government of Vanuatu UPE Policy found that fund flow mechanism and tracking of tracks was working efficiently. A joint review by the MoE and MFEM found that “the role of the community in supporting schools needs to be addressed if communities are not to drift into a position where many parents feel they have little or no responsibility for supporting the school”.

A more recent review was a research carried out by UNESCO/IIEP and UNICEF (not yet published), which found that the “grant was reported to have indirectly increased access in three ways. It had increased the interest of children in attending; opened up access to preschool and secondary school as parents could now afford the contributions requested at these levels; and improved access to education at the correct primary school age. In the past, parents would strive to send all their children to school but because of the fees, they would wait for their eldest to finish secondary school before enrolling their youngest in primary” (no page). Further, the “trend in national dropout figures had been positive since the school grant was introduced”. This review concluded that the “school grant had either reduced or eliminated the burden of school contributions on parents. There was also evidence that some schools were using the school grant to conduct awareness-raising on the importance of education”.

School grants have not completely solved the issue of access. School grants and fee-free programme was only introduced in the government and government-assisted primary schools. There are however private schools where school fees are charged to parents. Since there are not enough spaces in the public schools, (mostly in the two urban centres of Port Vila & Luganville) many parents have no choice but to enrol their children in the private schools. Further, a large number of children still do not enrol in primary and secondary schools, and those who enrol are dropping out of school. As an accumulation of students dropping out from both primary and secondary schools, the survival rate to Year 13 is very low.

At the same time, school heads are reluctant to spend the school grant money (interviewee). Most of school heads in primary schools have only Year 12 or 13 graduation certificate and do not have good management and/or financial management skills to them to well handle the school grant money.

As for ECCE, and even though preschool attendance rate has increased, challenges remain such as: a shortage of trained and certified teachers; teacher trainee assessment is difficult because of the distance and financial constraints; retention of trained teachers, as teachers leave schools because they do not get paid and receive little or no community support and no mentoring support from key teachers and coordinators.

There are still further constraints from achieving UPE such as the costs of maintaining the dual education system with separate streams for English and French as the language of instruction and the need to achieve an integrated bilingual school system. There remain children of primary school age out of school because of factors such as the distance to schools, overcrowding in schools in urban areas, cultural beliefs, poor boarding facilities, or the cost of uniform or school transport.

Government and education leaders have also directed the MoE to finalise the definition of basic education in Vanuatu and then introduce regulations for the minimum school leaving age and other compulsory

education regulations. The plans are ambitious and the workload considerable. Without ongoing political will and support recent gains made in UPE will not be sustained.

The system still has problems getting students to schools in the two urban areas – Port Villa and Loganville – because of lack of spaces both in the current buildings and in land for new buildings. There are funding from AusAID to build schools but not enough, and there is no opportunity to build large schools. It was also noted that some schools take on new children every second year, which has been practiced since independence but no action has been taken to correct this. Private schools take some students but not enough. Mobility of parents from one island to the next for a short period of time leads to children to be taken out of the school. Interestingly, teachers and government officials are the ones who move most.

Education quality has not improved as expected. This is due the delays in the development curriculum standards and supporting guidelines and materials, hence, delaying the implementation of the National Curriculum Statement. Further, there is an increasing number of untrained teachers in the system causing teachers standards to drop. Education language policy development has become divisive.

The major challenge for the MoE is to develop the capacity to deliver on the ambitious goals and objectives set out in the education reform programme embedded in the VERM. MoE wishes to see more in-country training take place in order to improve the management and leaderships skills of its senior personnel that involved in the implementations strategy of the VERM. The second aspect is a wider issue where the MoE's responsibility to lead the development of a human resource development plan for the whole of Vanuatu.

Another critical issue that affects quality improvement is the lack of personnel in important and strategic areas within the MoE. The weak MoE capacity inhibits effective implementation of the VERM, together with the high dependence of technical assistance. The whole government should realise that the MoE seriously needs essential areas of the various departments to be filled with qualified staff. Without this, a few available staffs are being overworked and shall continue to affect overall performance.

The VEMIS system is the main source database that generates the M&E performance indicators to monitor progress against the priorities of the VERM that are supported by development partners. MoE needs an effective tracking system to ensure that areas where consistent monitoring is required are not overlooked, and to ensure that progress against its strategic objectives in the VERM is regularly assessed and reported, and adjustments made as necessary. The MoE with the support of the development partners completed a review of the system with an emphasis on future development needs and sustainability.

Though, a “Gender Equity in Education Policy log frame and Action Plan Matrix” was developed for implementing the gender equity policy developed in 2005, the policy was never implemented or has been implemented only in ad hoc basis. Gap still remains in the female positions in senior post in administration of both the primary and secondary schools; the gap between the number of female positions in terms of salary grading still remain large; and there is a need to push for more females to apply for scholarships.

In April 2013, the MoE and development partners requested a situation analysis of the education sector in Vanuatu. The primary goal was to provide an independent analysis of the current situation at the school level with a view to informing the detailed implementation plans based on VESP strategies. Data collection took place between May and August 2013. The approach taken was primarily qualitative consisting of semi-structured interviews and focus groups supplemented by quantitative data from VEMIS and other sources. Site visits were undertaken to seventeen schools in four provinces. Individuals and units within the MoE contributed to the interpretation of the results. Formal presentations of these preliminary results took place on October 25th and November 1st 2013 and further comments were received as a result of these. These comments were used to inform the interpretation of the findings which in turn, fed into the finalisation of the report.

This situation analysis found that school grants have had a number of beneficial effects. They have undoubtedly lifted a burden on poorer families. They have empowered schools and communities. Spending has been mostly in the area of minor repairs and equipment and resources. However, in the majority of the schools surveyed, decision-making as to what the grants should be spent on was firmly in the hands of the school director and in a number of the schools, community involvement was weak. Systems of accountability were also weak with a number of schools not following proper procedures. These findings are consistent with findings from the March mission and other reports.

As for the school standards, there was little awareness of these standards, unsurprisingly as they have yet to be fully rolled out. Again, the findings showed that the work of the SBM Unit had high visibility and was well staffed. A category of School Improvement Officers was created and many inspectors were pulled out of the provinces to take on this role from the centre. The SBM Unit conducted financial training to all schools and began training for school committees. However, its work on was interrupted when the contracts of key staff finished and there were no counterparts to take over. While the standards themselves are sound, comprehensive and clear, the indicators which show us how well a school is performing against the standards need a total review if they are to provide detailed information on the current situation within the individual school. The suggested process for school improvement planning suggested by the SBM Unit also needs review in order to make it more inclusive and more closely linked with school grants. There is a need to focus more on the standards which may have an effect on pedagogy and learning outcomes as well as the standards focusing on the administrative role of the school.

An important element of SBM is the existence of school committees/school councils and community involvement. As for school committees did not reflect their communities, often being dominated by those with more power of by local political elites. Women were in the minority on all school committees with two schools which had not a single female representative, while community involvement was variable with some examples of good practice. However, for the most part decision making as to what grants should be spent on was in the hands of the school head teacher. Communities generally felt that they power to influence what went on inside the school had little involvement with supporting the learning of children and focused more on raising money for improvements in the school environment.

Training and other support for teachers is variable with the school head teacher and occasionally other teachers being the main source of advice. The support provided by ZCAs is variable. Many do not have the means to visit the schools for which they are responsible. Formal training opportunities for teachers are few. Very well-designed modules based training for teachers is taking place under ISU to ensure that all teachers are being trained to minimum standards. However, this is taking place in a policy vacuum without any overall strategy for teacher development. Other training generally consisted of short one-off courses organised by NGOs or church authorities often without consultation with the Ministry. Training always consisted of either pedagogy or content. There were no instances of language training observed despite the poor language skills of some of the teachers. Initial training takes place under VITE but is not closely linked to Ministry needs or policies. The teaching practice element is also short by international standards. ZCAs and staff within VITE are an underused resource. There is considerable overlap between the roles and responsibilities of ZCAs, provincial trainers and SIOs. Support to head teachers is limited, despite the very important role they perform. There is no induction programme for new head teachers and apart from the training provided by the SBMU, these individuals are largely left to their own devices when it comes to best practice in school management.

School readiness was another area examined. School readiness is usually categorised as children's readiness for school, school's readiness for children, and Community/parents readiness for school. A great deal of effort on the part of the ECCE Unit has gone into the preparation for the child attending kindly to school with the KG curriculum aligned to the primary 1 – 3 curriculum. Efforts are largely one way with little done to ensure that the school is ready for the child. Even simple measures such as inviting children and parents to school were not observed. Likewise little is done to ensure that communities and parents

are ready for school.

Educators were generally unclear as to what exactly could be done to improve learning outcomes in the early years especially in the area of literacy. There were a few mentions of remedial lessons for children falling behind but teachers were generally unable to be specific about the type of remediation offered. Lack of learning was generally attributed to insufficient resources. The recent policy on reporting and classroom based assessment represents a positive step towards identifying children who are falling behind in a timely manner. Grade repetition was the most frequently mentioned strategy to address lack of learning. The belief on the part of most teachers and parents was that if children failed to learn something the first time, they could learn it if the year was repeated. Grade repetition has been shown to be ineffective and represents an enormous cost to Vanuatu with 1 in 3 children repeating a grade. The language level of children in French and English was generally weak. Many children leaving school had only an intermediate level of competency in these languages, insufficient for learning. There was no awareness or understanding of the language policy which states that the language of instruction should be the mother tongue. Indeed, the use of mother tongues and Bislama were actively frowned upon in most of the schools visited. While the language policy is to be welcomed, there was no implementation plan to guide teachers in using the mother tongue in the early years. Neither were there any resources to supplement the implementation. [In general, it is still difficult to adapt Bislama as the language of instruction in a class. This is because even Bislama is not always the mother tongue in most cases but tens of vernacular languages all over the country especially in remote islands/rural areas].

Chapter 4: Emerging Challenges and Government Priorities

Emerging Development Challenges

As noted in Chapter 1, Vanuatu has an official population of around 234,023 persons (2009 Census), three-quarters of whom live in rural areas in isolated villages with limited access except to their gardens and food supplies. It is an ethnically and linguistically diverse country, with over 115 spoken languages – including the three national languages of Bislama, English and French. Though Vanuatu has experienced a reasonably stable government and modest economic growth since independence, it still faces significant challenges with standards of education, health, housing and sanitation and is considered among the poorest in the Pacific. The geographically isolated communities have minimal access to basic health and education services. Churches and NGOs provide a minimal level of support to many rural villages. The health and education services are hard pressed to deal with the rapid increase of urban and semi-urban populations in informal and squatter settlements around Port Vila and to a lesser extent in Luganville.

From a demographic perspective, Vanuatu has a rapidly growing population, and increasing unemployment and difficulties associated with urbanisation, especially around the main [urban] towns of Port Vila and Luganville. The population consists of a large young population (around 45% at the age of 15 years old or younger). The growth rate is 2.3% a year and the population is expected to double by 2030. This high rate of population growth and urbanisation is a major challenge for service delivery – including education- and urban infrastructure.

Economically, much of the population lives a subsistence rural lifestyle through engaging in rural subsistence agriculture. The formal economy is narrowly based on tourism, real estate, construction and agriculture, with the principal exports being coconut oil, copra, copra meal, kava, beef and cocoa. The economy continues to perform reasonably well, and grew at 2% in 2012 underpinned largely by its tourism industry. However Vanuatu remains dependent on the international donor community and aid receipts for its continued economic development.

The MDG Report (2010) outlined the main development challenges facing the achievement of the MDGs, and thereafter, the EFA Goals. The MDG review report (2010) indicated that two of the main MDGs were unlikely to be achieved by 2015 – MDG2 related to UPE and MDG3 related gender equity in education (MDG Report 2010 & VESP). Major challenges identified for not achieving the MDGs, including: the limited Government finances and human resource constraints; high cost of service delivery due to remoteness of islands; language diversity; political instability characterised by local allegiances and divisions; and high rates of population growth and urbanisation, which pose a major challenge for service delivery and infrastructure. Education receives the highest donor support leaving limited funds for other sectors. About 78% of donor funds received in 2010 were spent within the education sector alone under their VERM programme. The Ministry of Lands spent about 11% of these donor funds with a further 4 per cent spent by the Ministry of Trade. The remaining 6% was spent on projects within other sectors. (Annual Development Report 2010, p.16)

The MDG Report continued to say that lack of community awareness about the MDGs and EFA Goals is a constraint towards their achievements. Thus considerable awareness raising was required to mobilise resources to achieve these goals by 2015. Moreover, Kastom (cultural way of life) is a major hindrance towards any development. If development initiatives do not fit inside custom and tradition or are not endorsed by traditional leaders implementation can be difficult and protracted. Regardless considerable awareness raising and education prior to implementation to achieving anticipated outcomes is required.

Achieving the goals may not be possible because of the high commitment of the government expenditure towards wages and salaries (80% goes to these two items). This leaves very little for operation expenditure let alone development initiatives. The Annual Development Report (2010) indicated that

from the total payroll expenses of VT 7,370.5 million in 2010, about 40% went to the MoE to cater for Ministry's staff and school teachers' personal emoluments; and 14% went to the Ministry of Health to meet personal emolument costs for nurses and doctors. These two ministries alone accounted for approximately 54% of total actual payroll expenses indicating the government's priority given to these two sectors (Annual Development Report, 2010, p18).

The primary sector plays a vital role in the lives of the people and the economy. Although Vanuatu's primary sector is more subsistence in nature, trade in agricultural commodities contributes positively to the foreign exchange balance and remains one of the important industries in terms of employment and income for the rural population. However, the limited capacity of Vanuatu to produce on a large scale, and the difficulty to comply with quality standards and quarantine regulations have contributed to sluggish progress in production and exports (ditto, p.27)

The MDG Report 2010 added that human resource constraint is a major factor in achieving MDGs (and other development goals). The human resource capacity in government in general and in education in particular is very limited. The government addressed this through training and scholarship programmes target specific skills and qualifications, however there are gaps in the local pool of human resources. The government also worked with development partners and the community service organisations to meet capacity constraints as best it can. For example, education, and as noted above, received the majority of its donor support in technical assistance attached to the various functions within the MoE.

Coupled with this is the isolated population which drastically increases the cost of service delivery. For Vanuatu to ensure that the population has equitable access to health and education services and opportunities for economic growth is a major problem with remote islands and inland communities with rugged terrain and, in the island communities, limited sites suitable for wharfs or landing strips. Moreover, there are sectors which need to work more closely together in service delivery. For example, to achieve the target for safe drinking water closer collaboration is needed between the Geology, Mines and Rural Water Resources Department, the Ministry of Health, the Environment and Conservation Department, the Public Works Department and Civil Society Organisations. Similar benefits could come from collaboration in the energy and non-formal education and TVET sectors.

The UN Committee for Development Policy kept Vanuatu on its list of LCDs in 2009 because of its vulnerability. The country has dramatic rural-urban income differences – over 80% of the population depends on agriculture for their livelihood, yet the rural sector contributes only 8% of GDP. This leads to another area of challenges for the MDGs which is the disaster risk reduction and management. Vanuatu is one of the world's most vulnerable country to natural disasters in the form of seismic and volcanic activity, cyclones, drought, flooding and other weather events. Climate change impacts are evident in the changing habits of migratory fish species and changing patterns of rainfall in particular. The National Disaster Management Office coordinates the national response to disasters and work is ongoing in developing response plans and community strategies. However, more needs to be done in the area of disaster risk reduction to complement response policies and activities.

The final two challenges are related to sustainable resource management and economic growth outside the main urban areas. Like many other Pacific island countries, there is a considerable pressure to generate income from direct foreign investment in the primary sector including the purchase of land, exploration for minerals and other deposits, inshore fisheries and so on. This has to be carefully managed to ensure that communities are not disenfranchised from their land, the environmental and social impacts of economic activity are minimised, and land is rehabilitated. The overall package of economic reforms has not resulted in significant economic growth for the population in the outer islands and Government must be more proactive in facilitating investment of sustainable economic activities in the rural areas. Government is making progress with a programme for increasing autonomy at provincial government level to increase access to government services.

These challenges are covered on page 4-5 of VESP and are discussed here for they are the most up-to-date challenges identified from policy and research documents as well as from interviews with MoE staff during the March 2014 mission.

The first challenge identified by VESP was related to the high levels of poverty and vulnerability despite its moderate per capita income. UNICEF examined the incidence of poverty for children aged 17 years and under. The national incidence of poverty as measured by \$1.25 a day was 5% for all children, however there was considerable variation between provinces ranging from 14% of children living in households that managed on less than \$1.25 a day in Torba to 2% of children in Malampa, 1% in Luganville and 2% in Port Vila¹². The Household Income and Expenditure Survey (HIES) in 2010 reported that 13% of people live below the national basic needs poverty line, and further 22% are estimated to be vulnerable to experiencing poverty (i.e., from food or fuel price increases) as they are close to the poverty threshold. In 2009, the Government with support from UNICEF conducted child poverty and disparity study, which used multiple measures of poverty in the analysis including a deprivation method analysis. It was found that the more remote parts of the country like Torba and Tafea were the worst—deprived in terms of shelter, education and water, whereas Port Vila was the most deprived in terms of food and health. Still, Vanuatu has no poverty reduction strategy, rather the Government has embarked on a set of strategic directions and associated policies to promote private sector growth, notably in tourism and increasing agricultural production in selected rural areas with associated improvements in access to transport and markets.

As a result, the MDG2 of UPE was amongst those unlikely to be met by 2015. Yet it is crucial for Vanuatu's development. Progress has further stalled on improvements to primary education. Enrolment rates are low and static, and only 36% of children are enrolling in Year 1 at the correct age, the rest are overage children. Primary education also suffers from high repetition and dropout rates, and significant differences in enrolment rates between provinces. Gender imbalance at the primary school level is minor in most provinces, at least compared with secondary schools, although access for children with disability is a problem. The major problem facing primary education is the quality: well over half of all children are failing to adequately achieve the basic skills of reading, writing and numeracy.

VESP has further identified several weaknesses in the system that behind the low achievement among students. These included: overage enrolment; many teachers are under-equipped, unsupported and sometimes not even in attendance; teachers have been inadequately trained in the teaching of literacy and numeracy; there is insufficient use of initial instruction in the mother tongue (of which there are 115 in addition to the official languages Bislama, French and English); instruction materials are inadequate for supporting reading and writing; there is low community and parental demand for accountability; and highly restricted access to and poor quality of ECCE means few children are receiving early learning support. It is to be added here that the system suffers from the dual education systems inherited from the past: English and French.

Still, low enrolment and high rates of repetition and dropout were major problems for the system. Low enrolment is caused by premature dropout. Low pupil achievement is exacerbated by the poor state of much of the infrastructure, with over-crowding in many classrooms. The overall supply of teachers is not a major problem – more teachers are probably being trained than are needed – but lack of in-service training and teacher management are major problems.

National Policy Directions and Implications for Future Education Development

Development planning in Vanuatu has been guided by the PAA (2006-2015) which called for an educated, healthy and wealthy nation and the PLAS (2009-2012) which again built on the vision of the PAA. The Vision as stated in Chapter 1 is based on the recognition of the need for economic growth which is to be led by the private sector and that Government's role is to create an enabling environment for both domestic and foreign investors whilst ensuring that development is sustainable. The Vision

¹² (Source: Draft Child Poverty and Disparity Study, 2010, available at http://www.unicef.org/pacificislands/9596_13613.html.)

reflects the people's wishes expressed, for more employment and economic opportunities through which to earn income, for better health and education, and the provision of basic infrastructure for themselves and especially for their children, and a wish for social stability. The Vision is also concerned with the issues of increasing urbanisation; slow growth in rural agriculture and weakening national food security; increasing youth unemployment; declining standards of nutrition and increasing incidence of non-communicable disease (NCDs); the growing threat of HIV/AIDS and the increasing incidence of hardship and poverty being experienced by a growing number of families.

Specifically, the vision for the national development as stated in the PAA focused on achieving a significant increase in real per capita income and growth of employment, on raising standards of governance and productivity in civil service, in achieving the MDGs in education, health, environmental management and other key social indicators, and in establishing an effective, enabling environment to sustain the private sector growth, which it aims to achieve in output and employments. It also called for improvement of the standards of governance and the efficiency of the public service. More cost-effective and better service delivery, together with a more customer oriented approach to dealings with the public, and particularly with potential investors, needs to be institutionalised in the public service. Education needs to be targeted towards providing young people with the technical and vocational skills needed to meet the demands of private enterprises. Health services need to be able to meet the challenges of increasing incidence of NCDs and HIV/AIDS. Welfare services need to be able to provide for the needs of youth, the elderly and the otherwise disadvantaged. These form the core of future strategies.

The PAA recognises education and human resource development as essential to not only the achievement of individual own potentials and aspirations but central to the nation's ability to achieve sustainable development. The national challenges and development strategies have necessitated that the national education policy should work towards achieving: (a) improved access to education and ensure gender balance; (b) improved the quality and relevance of education, (c) improved planning, fiscal and financial management in the sector, and (d) development and implementation of a national HRD Plan.

These objectives of the national education policy have been reflected in VERM, which is a comprehensive development strategy for all levels and facets of education (ECCE, primary, secondary, tertiary, and TVET). Further to that, Vanuatu has made a commitment to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary education. VERM incorporates the strategic vision of the VESS and is the key medium-term working document for the MoE. It is based on the MDGs, especially Vanuatu's progress towards universal primary education, and the implementation of the PAA and VESS. The current and future goals are to (a) increase equitable access for all people at all levels of education, (b) improve the quality of education, and (c) improve and strengthen the management of education. Eight areas of development are the focus of VERM beyond 2015: school grants; school facilities; basic education; curriculum development; teacher education; human resource development; policy development; and planning, management and coordination.

Chapter 5 Prospects for Post 2015

Recapitulation of major findings and conclusions:

The analysis in the previous chapters suggested that progress on all aspects of education have been reported, however, more is still needed to bring the system into the 2015 and beyond. Progress at the ECCE level show increases in participation opportunities and overall improvements to these services, but still participation in and the quality of ECCE is very low. The percentage of certified teachers has decreased very slightly. As noted in various documents, the causes include the difficulties faced by local communities in supporting and managing the ECCE centres, which includes paying teachers' salaries and facility maintenance; lack of available and sufficient learning resources; and lack of parental support to the education of their children.

The analysis presented in this report revealed that Vanuatu's education system is still suffering from problems related to access to and completion of schooling for almost all children at all year levels. As such the achievement of UPE by 2015 is at risk of being met. Today, enrolment rates are still low with major differences in enrolment rates between provinces. Further, dropout and repetition rates are also unacceptable and vary among provinces. Overage enrolment is still a feature in primary schools which increase the demands on teachers in dealing for dealing with various age groups on one class or in the practice of multi-class teaching thereafter affecting quality. The persistent trend of overage enrolment at the primary level is an issue which the school system needs to address. Appropriate modifications to classrooms and pedagogy may be necessary to address the overage issue. There is also shortage of qualified and trained teachers and the employment of temporary unqualified teachers. The school grants meant increased responsibility for school heads. Gender imbalance at the primary school level is minor in most provinces, at least compared with secondary schools, although access for children with disability is a problem. The major problem facing primary education is the quality: well over half of all children are failing to adequately achieve the basic skills of reading, writing and numeracy.

It is also important to define learning opportunities and develop standards and indicators to monitor progress and to partner with relevant authorities and service providers to ensure relevant learning opportunities continue after formal schooling is completed. In this review, TVET indicators have been used as proxies to measure progress against this goal. The MoE may need to catalogue TVET service providers and establish monitoring processes to ensure accurate information on enrolments, teachers/instructors and learning outcomes. Given that the literacy rates are only available from census and are self-reported, this may represent an over and/or under estimate of the actual literacy in the community. The complexity also is doubled by the fact that the population reported literacy on more than one language (Bislama/English/French). As for the formal literacy and numeracy, standardized assessments suggest that students are failing in large numbers to achieve basic skills in both areas. It is important for the MoE to utilise census and survey data to track progress, to consider literacy from a functional, multi-lingual perspective. There is also a need to examine the standardized learning achievement data by province, as well as by sex.

At the secondary level, the data suggests that males are facing disadvantage in terms of equitable access to secondary education. At the provincial level, in primary education females are disadvantaged in most provinces. This is reversed at the secondary level. Hence, there is a need to strengthen males' participation and retention in schooling, particularly at the secondary level. There were no data by sex for repetition, dropout, survival, and transition rates by sex. Such data is essential for further analysis of gender equality. There is a need to ensure disaggregation of data whenever possible to monitor access, participation, and achievement for both males and females at all levels.

While the percentage of government budget to education is relatively high, there has been a steady decrease over the years suggesting a waning commitment by the government to the education sector. The wealth of data available on quality together with the 15 standards specified in the MQS framework, all

should make it possible to fully assess quality of education. However, there is a need to make sure that the two are links, i.e., quality is defined in accordance with the standards (PTR, PCR, etc), accurate and meaningful measures of quality are planned and data collected accordingly. Moreover, it is essential to analyse the data against both the national and provincial standards for the various indicators of quality, such as students-teacher ratio, textbooks per students, and students per toilets and so on. Teacher quality seems to be an issue of concern. Moreover, there is a need to ensure budgetary commitments to education are prioritised.

Given this summary and the issue delineated here the following recommendations are made as a minimum for the improvement of the system.

Recommendations:

Recommendation 1: There is a need for the MoE to expand and strengthen the ECCE centres, through partnership with local communities and relevant authorities.

Recommendation 2: There is a need to prioritise quality improvements with access to ensure children enter school, stay and learn.

Recommendation 3: There is a need to conduct research on out of school and at risk children as little is known about these children.

Recommendation 4: Though teacher training has been a priority, there is still a need to strengthen teacher training to address low certification rates.

Recommendation 5: Quality in school performance is an integral issue for the MoE to address through studying the data on achievement and to devise interventions to tackle literacy improvement through schools.

Recommendation 6: The expansion of SBM and the distribution of the school improvement officers should be examined; capacity development should be given a priority, including capacity of local communities and the engagement of the community in the process of SBM and in the management of schools.

Recommendation 7: It is important to make education more efficient and relevant through the provision of locally relevant and efficient delivery of facilities and equipment.

Recommendation 8: It is urgent that priority be given to the capacity development within the MoE to deliver an effective, well-managed education system in Vanuatu rather than the heavy reliance on technical assistance.

Recommendation 9: There is a need to build monitoring efforts to ensure key EFA indicators are of good quality and use for planning, monitoring and evaluation. The VEMIS needs further support and development.

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Annex II Glossary

ADB	Asian Development Bank
AusAID	Australian Agency for International Development
BNPL	Basic Needs Poverty Line
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CDU	Curriculum Development Unit
CRC	Convention on the Rights of the Child
CRP	Comprehensive Reform Programme
CSO	Civil Society Organisation
DCO	Development Committee of Officials
DoE	Department of Education
DWA	Department of Women's Affairs
ECCE	Early Childhood Care and Education /Pre-School
EFA	Education for All
FBEAP	Forum Basic Education Action Plan
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GoV	Government of Vanuatu
GPI	Gender Parity Index
HOS	Head of Schools
JS	Junior Secondary
ICT	Information and communication technology
LDC	Least Developed Country
MDGs	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MOE	Ministry of Education
MTEF	Medium Term Expenditure Framework
NER	Net Enrolment Ratio
NGO	Non—Government Organisation
NIR	Net Intake Rate
MYST	Ministry of Youth, Sports and Training
NZAID	New Zealand Agency for International Development
ODA	Overseas development assistance
PAA	Priorities and Action Agenda 2006—2015
PCR	Primary Completion Rate
PEO	Provincial Education Officer
PLAS	Planning Long, Acting Short Action Agenda for 2009—2012
RTC	Rural Training Centre
PTR	Pupils to Teacher Ratio
SPC	Secretariat of the Pacific Community
SBM	School Base Management
SWAp	Sector wide approach
TPR	Textbook to Pupil Ratio
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USP	University of the South Pacific
VANGO	Vanuatu Association of Non-Government Organisations
VANWODS	Vanuatu Women Development Scheme

VEMIS	Vanuatu Education Management Information System
VERM	Vanuatu Education Road Map
VESAP	Vanuatu Education Support Action Plan 2007-2009
VESP	Vanuatu Education Strategy Programme 2013-2017
VESS	Vanuatu Education Sector Strategy 2007-2016
VIT	Vanuatu Institute of Technology
VITE	Vanuatu Institute for Teacher Education
VMAC	VEMIS Monitoring and Advisory Committee
VNSO	Vanuatu National Statistics Office
VRDTCA	Vanuatu Rural Development and Training Centres Association
ZAC	Zone Curriculum Advisor

Vt Vatu currency (VUV international)

Annex III: Persons interviewed during Mission
8 March 2014 to 15 March 2015

Mr. Jesse Dick Joe
Director General of Education, Ministry of Education

Mr. Pierre Gambetta,
Basic Education Coordinator

Charley Robert
Principal Education Officer, Curriculum and Assessment

Mr. George Maeltoka,
Principal Education Officer, Education Services

Mr Johnson Vora
Scholarship Unit/Youth Affairs

Mr. John Kaltan
Scholarship Unit

Mr. Donald Wotu
Examination Unit

Mr. Norah Navity
Examination Unit

Mr. Herem Navat
SBM/School Grants

Mr. Michael Bryde,
SBM- Advisor

Mr. Carlos Noronha
Advisor, Finance Unit

Mr. Cobin Ngwero (EFA Focal Point)
Monitoring and Evaluation Officer, Ministry of Education

Ms. Fabiola Bibi
Senior Education Statistician (EMIS), Ministry of Education

Ms. Christena Karae
Education Officer – UNICEF

Mr. Scott Pontifes
SPC- New Caledonia

Mr. Hilaire Sese
UNESCO Officer, Vanuatu National Commission for UNESCO
Ministry of Education

Annex IV –Relevant Tables/Figures

Set I: General Tables

TABLE 1: STUDENTS BY YEAR LEVEL AND BY SEX, 2008 - 2013

Year Level	2008			2009			2010			2011			2012			2013		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
ECE	5480	6063	11543	5227	5719	10946	5484	5769	11253	5591	6028	11619	6446	7008	13454	6393	6950	13343
Year 1	3919	4308	8227	3741	4110	7851	4414	4742	9156	4212	4747	8959	4485	4768	9253	4350	4930	9280
Year 2	3352	3743	7095	3396	3840	7236	3497	3926	7423	3776	4124	7900	3813	4231	8044	3764	4099	7863
Year 3	3135	3559	6694	3147	3575	6722	3378	3820	7198	3280	3925	7205	3577	4023	7600	3697	4123	7820
Year 4	2925	3263	6188	2858	3308	6166	3053	3439	6492	3273	3458	6731	3048	3683	6731	3288	3688	6976
Year 5	2722	2905	5627	2683	2907	5590	2779	3192	5971	2855	3171	6026	3024	3223	6247	2883	3370	6253
Year 6	2331	2421	4752	2485	2712	5197	2590	2805	5395	2568	2931	5499	2874	3148	6022	2902	3087	5989
Year 7	2060	2148	4208	2026	1936	3962	2066	2251	4317	2145	2174	4319	2143	2341	4484	2272	2433	4705
Year 8	1755	1665	3420	1827	1833	3660	1878	1806	3684	1835	1898	3733	1914	1912	3826	1873	2061	3934
Year 9	1562	1633	3195	1758	1598	3356	1714	1743	3457	1682	1573	3255	1721	1665	3386	1718	1614	3332
Year 10	1061	1029	2090	1368	1388	2756	1380	1297	2677	1369	1361	2730	1432	1316	2748	1481	1517	2998
Year 11	866	890	1756	1031	1096	2127	963	1014	1977	938	927	1865	875	771	1646	897	833	1730
Year 12	590	755	1345	736	745	1481	786	804	1590	745	844	1589	664	609	1273	744	661	1405
Year 13	318	304	622	365	323	688	388	309	697	379	298	677	388	402	790	387	331	718
Year 14	63	44	107	78	67	145	102	95	197	82	73	155	36	50	86	46	47	93
Total	32139	34730	66869	32726	35157	67883	34472	37012	71484	34730	37532	72262	36440	39150	75590	36695	39744	76439

Source: MoE, VEMIS, 2014.

TABLE 2: VALUES OF SEVERAL EFA INDICATORS 2007-2012 (LATEST AVAILABLE FROM THE MOE)

Indicator	2007	2008	2009	2010	2011	2012
NER						
ECCE	33.3%	37.9%	38.4%	40.5%	40.5%	44.2%
Primary (Year 1 – 6)	86.7%	87.1%	85.5%	88.1%	87.9%	86.7%
Secondary (Year 7-13)	25.9%	29.2%	32.4%	31.8%	30.0%	33.1%
GER						
ECCE	55.7%	61.4%	57.6%	58.2%	58.3%	65.8%
Primary (Year 1 – 6)	109.9%	111.6%	110.8%	117.4%	118.6%	121.0%
Secondary (Year 7-13)	39.6%	42.5%	44.4%	42.1%	40.9%	46.8%
Average Dropout rate						
Primary (Year 1 – 6)	4.6%	6.8%	2.1%	6.0%	8.0%	3.7%
Secondary (Year 7-13)	27.8%	27.0%	37.9%	39.9%	44.2%	33.5%
Average Repetition rate						
Primary (Year 1 – 6)	12.6%	13.5%	14.4%	15.1%	12.1%	14.6%
Secondary (Year 7-13)	2.0%	1.8%	1.9%	2.8%	3.0%	3.0%
Average Promotion rate						
Primary (Year 1 – 6)	82.8%	82.8%	80.5%	78.2%	75.6%	81.7%
Secondary (Year 7-13)	71.7%	79.7%	76.8%	73.3%	69.3%	63.5%
Survival rate to Year 6*	78.7%	71.2%	96.0%	75.3%	82.5%	83.4%
Transition rate from Year 6 – 7	90.9%	94.8%	89.8%	87.4%	84%	86.4%
Survival rate to Year 13	18.7%	19.6%	16.0%	9.8%	7.3%	11.7%

Source: MoE, Vanuatu Performance Assessment Framework and VEMIS, 2012.

TABLE 3: NUMBER OF SCHOOLS, LANGUAGE OF SCHOOL REGISTRATION AND LEVEL OF SCHOOL, 2010 – 2012

	ECCE			Primary*			Secondary#		
Language	2010	2011	2012	2010	2011	2012	2010	2011	2012
Bilingual	0	0	0	2	1	0	1	1	0
Bislama	30	24	25	1	0	0	0	0	0
English	408	359	359	272	281	281	56	54	58
French	59	68	68	149	150	152	26	27	27
Vernacular	66	92	119	1	0	0	0	0	0
Vanuatu	563	543	571	425	432	433	83	82	85
Percentages									
Bilingual	0%	0%	0%	0%	0%	0%	1%	1%	0%
Bislama	6%	4%	4%	0%	0%	0%	0%	0%	0%
English	72%	66%	63%	64%	65%	65%	67%	66%	68%
French	10%	13%	12%	35%	35%	35%	31%	33%	32%
Vernacular	12%	17%	21%	0%	0%	0%	0%	0%	0%

Source: MoE, VEMIS, 2012. *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. – percentages calculated by writer.

TABLE 4: NUMBER OF STUDENTS ENROLLED BY LANGUAGE OF SCHOOL REGISTRATION AND BY SCHOOL LEVEL, 2010-2012

	ECE			Primary 1-6			Secondary 7-13/14		
Language	2010	2011	2012	2010	2011	2012	2010	2011	2012
English	8,355	7,751	8,727	26,565	27,202	28,079	12,980	12,766	12,898
French	1453	1,770	2,018	15,156	15,150	15,822	5,318	5,298	5,341
Vernacular	1,464	2,080	2,643	62	0	0	0	0	0
Vanuatu	11,272	11,601	13,388	41,783	42,352	43,901	18,298	18,064	18,239

Source: MoE, VEMIS, 2012. *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 5: NUMBER OF PRIMARY SCHOOLS BY LANGUAGE OF SCHOOL REGISTRATION AND BY PROVINCE, 2011-2012

		Province						
Year	Language	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2011	Bislama	1	0	0	0	0	0	1
	English	16	66	41	55	63	40	281
	French	8	32	22	34	19	35	150
	Total 2011	25	98	63	89	82	75	432
2012	English	17	68	41	52	59	44	281
	French	8	33	22	34	21	34	152
	Total 2012	25	101	63	86	80	78	433

Source: MoE, VEMIS, 2012. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school.

TABLE 6: PRIMARY SCHOOL ENROLMENT BY LANGUAGE OF REGISTRATION BY PROVINCE, 2011-2012

		Province						
Year	Language	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2011	English	1,244	5,503	3,849	4,272	8,186	4,148	27,202
	French	424	3,199	1,941	2,814	3,183	3,589	15,150
	Total 2011	1,668	8,702	5,790	7,086	11,369	7,737	42,352
2012	English	1,234	5,756	3,859	4,338	8,490	4,402	28,079
	French	493	3,324	1,967	2,945	3,357	3,736	15,822
	Total 2012	1,727	9,080	5,826	7,283	11,847	8,138	43,901

Source: MoE, VEMIS, 2012. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school.

TABLE 7: NUMBER OF SECONDARY SCHOOLS BY REGISTRATION LANGUAGE AND BY PROVINCE, 2011-2012

		Province						
Year	Language	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2011	Bilingual	0	1	0	0	0	0	1
	English	2	10	9	7	18	8	54
	French	1	4	3	8	6	5	27
	Total 2011	3	15	12	15	24	13	82
2012	Bilingual	0	0	0	0	0	0	0
	English	2	12	10	8	17	9	58
	French	1	4	3	8	6	5	27

	Total 2012	3	16	13	16	23	14	85
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Source: MoE, VEMIS, 2012. #Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna.

TABLE 8: SECONDARY SCHOOL ENROLMENT BY LANGUAGE OF REGISTRATION AND BY PROVINCE, 2011-2012

		Province						
Year	Language	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2011	English	436	2,432	1,841	1,507	5,083	1,467	12,766
	French	114	1,226	349	953	1,873	783	5,298
	Total 2011	550	3,658	2,190	2,460	6,956	2,250	18,064
2012	English	462	2,517	1,689	1,455	5,294	1,481	12,898
	French	96	1,204	418	857	1,973	793	5,351
	Total 2012	558	3,721	2,107	2,312	7,267	2,274	18,239

Source: MoE, VEMIS, 2012. Secondary schools include some technical training centres which offer courses from Year 11 level such as Lowanaton in Tanna.

TABLE 9: PERFORMANCE ASSESSMENT FRAMEWORK REPORT 2010-2012

No	Indicator	Baseline Year	2010	2011	2012	Interim target (2012)	Program Target (2015)	Source
Strategic Goal (1): To increase equitable access to education for all people at all level								
A1	Primary school parental Contributions (VT/yr., range)	600-15,000 (2010)	600-1500	600-15000	600-15000	No school fees	No school fees	Annual VEMIS survey results/IAU
2	Net enrolment Rate (NER) in year 1 (%)	36.0 (2008)	43.0	41.2	39.0	45	98	VEMIS/ statistical reports
3	Net enrolment Rate (NER0 in years 1 to 6 (%))	82.3 (2008)	88.1	87.9	86.7	90	95	VEMIS/ statistical reports
4	Survival Rate in year 6 (%)	75.8 (2007)	74.6	69.5	0	85	90	VEMIS/ statistical reports
5	Transition Rate from year 6 to year 7 (%)	90.9 (2008)	78.1	76.7	0	90	98	VEMIS/ statistical reports
6	Survival Rate to year 13 (%)	18.8 (2207)	9.7	5.1	0	15	20	VEMIS/ statistical reports
Strategic Goal (2): To improve the quality of education in Vanuatu								
7	Primary school teachers certified (Grade 1-6) (%)	50.5 (2008)	69	67	57.3	60	75	VEMIS
8A	Early grade reading (Anglophones school only at this stage Grade	<1 (2010)	<1 the World Bank	No assessment in 2011	No assessment in 2012 MOE does also need to come	Van EGRA and Van EGMA conducted and results analysed	5	Vanuatu Early Grade Reading assessment Baseline Survey 2010

	1 (%)			No assessment in 2011	up with its own survey on early grade Math assessment	to improve on		
8B	Early grade reading (Anglophones schools only at this stage Grade 2 (%))	5 (2010)	5 The world Bank	No assessment in 2011			15	
8C	Early reading Assessment (Anglophones schools at this stage Grade 3 (%))	24 (2010)	24 world Bank				35	
9A	Year 4 Literacy level (VANSTA) Anglophones (L3+) (%)	23 (2009)	No VANSTA test conducted in 2010, 2011, or 2012 Remedial work on the Assessment Resources Tool for Teaching (ARTTL) used in school is ongoing. The focus is to address the weaknesses highlighted in the analysis of VANSTA results before another VANSTA is conducted			Ongoing remedial work (ARTTL/VANLET) to address weakness highlighted in the analysis of results	35	Average males and female results at L3+ from Vanuatu Standardised test (VANSTA). Monitoring Literacy and Numeracy achievements in Vanuatu VASTA 1 Sept. 2010
9B	Year 4 literacy level (VANSTA) Francophone (L3+) (%)	23.5 (2009)					35	
10A	Year 4 numeracy level (VANSTA) Anglophone (L3+) (%)	41 (2009)					50	
10B	Year 4 numeracy level (VANSTA) Francophone (L3+) (%)	31 (2009)					40	
11	Textbook: pupil ratio (Year 1-6)	2.65:1 (2008)	3:1	3:1	3:1	2:1	1:1	VEMIS Statistical Reports
12	Pupil: classroom ratio (primary school)	22:1 (2008)	21:1	21:1	22:1	23	30	VEMIS Statistical Reports
13	Gender Parity Index for NER years 1-6	1.00 (2008)	1.01	1.02	1.01	1.00	1.00	VEMIS Statistical Reports
Strategic Goal (3): To improve and strengthen the management of the education system in Vanuatu								
14	Government & Government assisted Primary Schools using government approved bank accounts %	0	No data available	91	97.4	100	100	Internal Audit (MoE)
15	Non-payroll share of education budget %	12% (2009)	21	23	24	22	30	Financial reports 2009-2012 (Finance Unit)
16	Approved sub-sector policy statement	0	0	2 (ECE/IE)	0	5	9	As reported in MoE Annual report
17	Annual work Plan (AWP) developed	-	AWP Developed on time	AWP developed and published before 31 st	AWP for 1 st 6 months of 2013 developed and finalised	By 31 st Dec	By 31 st Dec	Endorsed in writing by VERM SC for 2011-2015

1. Range of parental contribution of up to 15,000 vatu applies only to urban primary schools. All rural government primary schools no longer charges contribution. Some government assisted primary schools in the rural still charge contributions but at a rate of < 10,000 vatu.
2. The survival rate to year 6 for 2012 can only be calculated once the 2013 data is collected.

3. Transition from year 6 to 7 for 2012 can only be calculated once 2013 data has been collected. The transition rate from year 6 to year 7 for 2010 and 2011 represents the proportion that has made it to year 7 as presented in the table.
4. The survival rate to year will be calculated once the 2013 data is collected.
5. The Anglophone figures for the Early Grade Reading Assessment for years 1, 2 and 3 were obtained from the baseline survey conducted by the World Bank in 2010. No assessment conducted in 2011 or 2012.
6. Text book s to pupil ratio for year 1 to 6 for 2010, 2011 and 2012 has been rounded to the nearest whole number. The ratio shows that in 2010, 2011 and 2012 a total of 3 textbook is available to one child. The ratio provided is the average, based on the provincial ratio of text book to pupil. Refer to definition of textbooks on page 50 of the 2010/2011 statistical report.
7. Pupil to classroom ratio for primary (1-6) has been rounded to the nearest whole number.
8. Gender parity index for NER years 1-6 shows that there are slightly more females than male students in primary in 2010, 2011 and 2012.
9. The interim target and the program target are for all government and government assisted schools to have an approved bank account. The challenge is that some schools are so remote that having a bank account will be costly and also because of the delay to approve the account of the newly registered schools under the authorities.
10. Non payroll share of the education budget for 2010, 2011 and 2012 is derived from the budget figures for the respective years.

TABLE 10: SUMMARY OF TECHNICAL ASSISTANCE

<i>Category</i>	<i>Position</i>	<i>Comment</i>	<i>Reports to</i>
<i>Long Term</i>			
Independent Program Oversight	Independent Education Specialist	New; Part time	Director General, Ministry of Education (MoE); Development Partners
Secretariat Management Team	Secretariat Manager	New; Full time	Director General, MoE
	M&E System Adviser	New; Part time	Secretariat Manager
	M&E Capacity Development Adviser	New; Part time	Director Policy and Planning, MoE
	Procurement Officer	Existing; in-line; full time	Director General, MoE
	Budget and Planning Adviser	New; Full time	Director General, MoE
	Finance and Administration Officer	New; Local	Secretariat Manager
	Administration Assistant	New; Local	Secretariat Manager
1. Train and support teachers to implement the new curriculum	Curriculum Implementation Adviser	New; Full time	Director Education Services, MoE
	VITE Management Adviser	Existing	Director Education Services, MoE
	Teacher Training Specialist	Existing but previously known as the In-service Unit Coordinator	Director Education Services, MoE
	In-Service Unit Coordinator	A new local position to be created	Director Education Services, MoE
2. Strengthen early childhood care and development	ECCE Specialist	Existing; Full time	Director General, MoE
3. Engaging the community through school-based management	School Based Management Team Leader	Existing; in-line position; Full time	Director Education Services, MoE

4. Provision of locally relevant and efficient delivery of facilities & equipment	Schools Infrastructure Adviser	New; Full time	Director General, MoE
	Administrative Assistant	New; Local	Director Policy and Planning, MoE
	Planning and Design Assistant	New; Local	Director Policy and Planning, MoE
<i>Short Term (Research and Advisory Pool - indicative list only)</i>			
Public financial management sectoral assessment		School facilities audit	
M&E		VEMIS information management	
Mother-tongue based multilingual education (Could be locally contracted: SIL, USP)		ECCE	
Literacy and numeracy		Examination and Assessment	
Disability		EGRA / EGMA implementation	

Source: VESP, 2012, p. 36

TABLE 11: LIST OF PROJECTS AND ACTIVITIES FUNDED BY VERM IN 2012

Project	Description	Actual Revenue
12Z25400	Primary School Grant	226,450,000
12Z25401	Student Support for VITE Students	15,000,000
12Z25406	New Classroom Block for VITE	100,000,000
12Z25407	Design and Project Management -VITE Facilities	11,749,989
12Z25408	Tafea College Water Supply System	3,000,000
12Z25409	Complete Incomplete Classrooms under VERM	13,000,000
12Z25413	National Pre-School Coordinator Monitoring and Assessment Visits	1,000,000
12Z25418	Education in Emergency Policy and Plan	2,845,000
12Z25419	Coordinate with MOH and VSDP - Early identification of children with impairments	3,000,000
12Z25420	National Awareness Campaign for the Inclusive Education Policy and Plan of Action	6,000,000
12Z25424	Teaching And learning Resources at VITE	12,000,000
12Z25425	Professional Development For VITE Staff (USP Fee)	1,000,000
12Z25426	Training of Provincial Coordinators - ECE	5,100,000
12Z25427	Upgrade ECE Key Teachers Workmen Tool Boxes	6,000,000
12Z25428	Proposal to expand on PEIT	49,000,000
12Z25433	Leftimap ECE	56,000,000
12Z25438	Curriculum Materials for Year 1-3 Readers and other Materials	-
12Z25439	Prepare list of Curriculum Materials Required for Purchase for Y1-13	79,996
12Z25444	Complete K-3 Curriculum	10,855,340

12Z25445	Prepare K-3 Curriculum for Publication	11,670,157
12Z25446	Review Develop and Publish 4-6 Curriculum	14,572,679
12Z25447	Review Develop and Publish 11-13 Curriculum	20,176,046
12Z25448	Review and Implement Curriculum 7-10	5,000,000
12Z25449	Communicate Information about Harmonization of changes to Senior Cycle Curriculum	1,000,000
12Z25450	Finalise and approve syllabus for secondary subjects by year level	3,000,000
12Z25451	Prepare Implementation Plan For 1- 6 Curriculum for 2013	2,000,000
12Z25452	Develop Time Tabling Policy in Consultation with PEO's Head Teachers and Principles	1,000,000
12Z25457	Develop And Publish an Approved National Assessment and Reporting Policy	2,000,000
12Z25458	Develop a National Senior Secondary Cycle Examination Based on New Curriculum 2012	3,500,000
12Z25459	Preparation Of Procedures Manual And Guidelines for the Conduct of Examinations and Implementation	1,000,000
12Z25460	Internal Assessment Workshop	2,300,000
12Z25461	Capacity Building Through Work Attachments to Study Regional National Examination Processes	2,000,000
12Z25462	Complete and Implement Assessment Resource Tool for Teaching and Learning (ARTTLE)	6,000,000
12Z25463	Develop and Support Training Program with ISSU to Train PEO's ZCA's and SIU Officers	3,000,000
12Z25464	Support to VITE and ISU	4,000,000
12Z25465	Training for Examiners, Moderator and Markers	1,500,000
12Z25466	Purchase EAU books for Examination Office Library	2,000,000
12Z25471	Training Programs for PEO's, ZCAs, HOS and Teachers in use of Curriculum	3,000,000
12Z25476	Reinstate Annual Principal and Head of Schools Meeting	10,000,000
12Z25481	Train Provincial officer in Planning and Monitoring	3,000,000
12Z25482	SBM Teams ASSPSF Schools with Planning Budgeting and Monitoring	51,000,000
12Z25483	To Produce, Print and Translate the School Population Atlas to assist with School Location	800,000
12Z25488	VEMIS Training Program, Data Validation and Auditing Dissemination of VEMIS Information	3,000,000

12Z25489	Dissemination of VEMIS Information	2,000,000
12Z25492	Training And Conference For Internal Auditors	1,500,000
12Z25494	Procurement And Distribution Of 2012 Book Flood Readers	6,145,901
12Z25496	Review Security Measures and Procedures for Administration of Examinations	1,500,000
12Z25497	Review of Current Practices related to Storage of Students Records and the Provision of Information	1,500,000
12Z25498	Funds repair To Tafea Schools to Repair from Cyclone Damage	20,963,771
Total		712,208,879

Source: 2012 VERM Activities (M&E)

Set II: Tables related to indicators for Goal EFA 1 - ECCE

TABLE 12: DISTRIBUTION OF CHILDREN IN ECCE INSTITUTIONS BY AUTHORITY, AND SEX 2005-2013

	2005			2006			2007			2008			2009			2010			2011			2012			2013		
Authority	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Church (Government Assisted)	308	295	603	115	124	239	574	554	1,128	578	499	1,077	454	405	859	128	114	242	162	127	289	242	220	462	212	201	413
Church (Not Government Assisted)	11	8	19				30	24	54	27	25	52	60	37	97	40	27	67	9	5	14	9	10	19			
Community	851	750	1,601	459	425	884	2,692	2,530	5,222	2,588	2,443	5,031	2,633	2,415	5,048	1,831	1,698	3,529	1,270	1,218	2,488	1,942	1,823	3,765	2,336	2,010	4,346
Government of Vanuatu	15	17	32	6	5	11							235	196	431												
Private	5,860	5,381	11,241	5,811	5,232	11,043	2,109	1,885	3,994	2,849	2,489	5,338	2,328	2,161	4,489	3,770	3,645	7,415	4,587	4,241	8,828	4,815	4,393	9,208	4,392	4,173	8,565
Total	7,045	6,451	13,496	6,391	5,786	12,177	5,405	4,993	10,398	6,063	5,480	11,543	5,719	5,227	10,946	5,769	5,484	11,253	6,028	5,591	11,619	7,008	6,446	13,454	6,940	6,384	13,324

Source: VEMIS, 2013

TABLE 13: GROSS ENROLMENT RATIO IN PRE-PRIMARY AND/OR ECCE PROGRAMMES BY SEX (2000-2014)

Gender	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
--------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

Male	n/a	n/a	22.00%	46.90%	49.10%	74.50%	66.10%	56.40%	62.90%	58.70%	58.00%	58.70%	63.30%	63.40%	60.90%
Female	n/a	n/a	21.70%	45.90%	48.20%	72.00%	63.20%	55.10%	59.90%	56.50%	58.40%	57.80%	65.30%	62.70%	60.80%
Total	n/a	n/a	21.90%	46.40%	48.70%	73.20%	64.70%	55.70%	61.40%	57.60%	58.20%	58.30%	65.80%	63.10%	60.90%

Source: UIS Centre Data Online (2000-2008) VEMIS (2009- 2013)

TABLE 14: GROSS ENROLMENT RATIO IN PRE-PRIMARY AND/OR ECCE PROGRAMMES BY PROVINCE (2000-2014)

Province	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malampa	<i>Pop projection by province n/a</i>									80.70%	81.50%	95.30%	97.80%	88.40%	86.10%
Penama										61.00%	63.90%	83.10%	88.90%	96.00%	96.00%
Sanma										122.80%	124.60%	111.90%	118.40%	114.50%	111.30%
Shefa										79.00%	85.20%	67.50%	83.50%	71.70%	69.60%
Tafea										92.50%	82.90%	100.20%	121.60%	109.10%	114.00%
Torba										103.90%	93.30%	102.70%	108.30%	106.50%	100.50%
Total	n/a	n/a	21.90%	46.40%	48.70%	73.20%	64.70%	55.70%	61.40%	57.60%	58.20%	58.30%	65.80%	92.90%	91.90%

Source: UIS Centre Data Online (2000-2008) VEMIS (2009- 2014)

TABLE 15: NET ENROLMENT RATIO IN PRE-PRIMARY AND/OR ECCE PROGRAMMES BY SEX (2000-2014)

Gender	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Male	n/a	n/a	15.10%	15.70%	18.70%	21.70%	22.10%	33.00%	38.20%	38.30%	39.50%	40.30%	44.00%	42.20%	40.90%
Female	n/a	n/a	15.20%	15.60%	18.30%	21.70%	21.60%	33.50%	37.60%	38.50%	41.60%	40.80%	44.40%	42.80%	42.40%
Total	n/a	n/a	15.10%	15.60%	18.50%	21.70%	21.80%	33.30%	37.90%	38.40%	40.50%	40.50%	44.20%	42.50%	41.60%

Source: UIS Centre Data Online (2000-2008) VEMIS (2009- 2014)

TABLE 16: NET ENROLMENT RATIO IN PRE-PRIMARY AND/OR ECCE PROGRAMMES BY PROVINCE (2000-2014)

Province	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malampa	<i>Pop projection n/a</i>									45.60%	48.00%	55.10%	45.00%		
Penama										35.00%	36.90%	49.00%	40.20%		

Sanma										62.20%	67.60%	56.90%	48.20%		
Shefa										45.50%	55.40%	44.50%	39.80%		
Tafea										47.60%	42.30%	52.20%	49.90%		
Torba										54.60%	48.30%	52.80%	50.80%		
Total	n/a	n/a	15.10%	15.60%	18.50%	21.70%	21.80%	33.30%	37.90%	38.40%	40.50%	40.50%	44.20%		

Source: UIS Centre Data Online (2000-2008) VEMIS (2009- 2014)

TABLE 17: PERCENTAGE OF NEW ENTRANTS WHO HAVE ATTENDED SOME FORM OF ECCE BY PROVINCE (2000-2014)

Province	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Malampa	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66%	79%	68%	81%	77%	72%	64.30%	64.30%
Penama	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58%	80%	77%	78%	75%	52%	62.40%	62.40%
Sanma	n/a	n/a	n/a	n/a	n/a	n/a	n/a	74%	81%	87%	61%	79%	59%	51.90%	51.90%
Shefa	n/a	n/a	n/a	n/a	n/a	n/a	n/a	48%	74%	63%	71%	83%	48%	76.20%	76.20%
Tafea	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66%	37%	63%	66%	66%	70%	64.10%	64.10%
Torba	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82%	77%	68%	63%	63%	59%	82.10%	82.30%
Total	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.70%	71.30%	71.00%	73.80%	60.00%	61.80%	66.80%	66.80%

Source: UIS Centre Data Online (2000-2008) VEMIS (2009- 2014)

TABLE 18: GENDER PARITY INDEX FOR GER AND FOR NER IN ECCE BY PROVINCE (2000-2014)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
GPI (based on GER)															
Malampa										1.03	0.94	0.99	0.97	1	1
Penama										0.99	1.01	0.83	0.98	0.98	0.99
Sanma										0.95	1.01	1.05	1.02	1.02	1.03
Shefa										1.06	1	1.09	0.99	1	1.02
Tafea										0.97	1.04	0.88	0.99	1	1.01
Torba										0.96	1.09	0.97	1.04	1.01	1.02
Total	n/a	n/a	0.56	0.55	0.68	0.64	0.61	0.63	0.96	0.99	0.96	0.99	1	1.01	1.02
GPI (based on NER)															
Malampa										1.03	0.94	0.99	0.97	0.99	1
Penama										0.99	1.01	0.83	0.98	1	0.99
Sanma										0.95	1.01	1.05	1.02	1	1.01
Shefa										1.06	1	1.09	0.99	1	1

Tafea										0.97	1.04	0.88	0.99	1.01	0.98
Torba										0.99	1.01	0.99	1	1	0.99
Total	n/a	n/a	0.98	1	0.99	0.98	1	1	0.98	0.99	1	0.99	1	0.99	1.00

Source: UIS Centre Data Online (2000-2008) VEMIS (2009- 2014)

TABLE 19: ENROLMENT IN PRIVATE PRE-PRIMARY EDUCATION AND OTHER PRIVATE ECCE PROGRAMMES AS A PERCENTAGE OF TOTAL ENROLMENT IN PRE-PRIMARY EDUCATION AND OTHER ECCE PROGRAMMES

Authority	2005	2006	2007	2008	2009	2010	2011	2012	2013
Church (Government Assisted)	4.5%	5.0%	5.8%	5.2%	5.5%	5.4%	5.2%	4.5%	4.5%
Church (Not Government Assisted)	0.1%	0.0%	0.5%	0.5%	0.9%	0.6%	0.1%	0.1%	0.0%
Community	11.9%	7.3%	50.2%	43.6%	46.1%	31.4%	21.4%	28.0%	32.6%
Government of Vanuatu	0.2%	0.1%	0.0%	0.0%	3.9%	0.0%	0.0%	0.0%	0.0%
Private	83.3%	90.7%	38.4%	46.2%	41.0%	65.9%	76.0%	68.4%	64.3%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: VEMIS (2005- 2013)

TABLE 20: NUMBER OF TRAINED ECCE TEACHERS BY TYPE OF TRAINING/QUALIFICATIONS 2007-2013

Type of Training/Qualifications	2007	2008	2009	2010	2011	2012	2013
DFECN		1	1	1			
Other Teaching Certificate	18	13	15	16	14	12	12
Other Teaching Diploma		2	2	1			
Pacific Preschool Teachers Certificate	13	12	21	20	18	21	25
Preschool Association Blong Vanuatu Certificate	297	328	344	330	313	381	380
SICHE Teaching Diploma			1				
VITE/VTC Teaching Certificate		2	4	7	4	3	3
Total with Training/Qualifications	328	358	388	375	349	417	420
Total Number of ECCE Teachers	720	782	806	813	806	917	876
% Trained	46%	46%	48%	46%	43%	46%	48%
% Certified				47%	44%	47%	
% Qualified				53%	56%	49%	

Source: VEMIS (2007- 2013)

TABLE 21: NO OF TEACHERS, STUDENT ENROLMENT AND PTR IN ECCE (2007-2013)

Year	No of Teachers	Student Enrolment	PTR
2007	720	10398	14
2008	782	11543	15
2009	806	10946	14
2010	813	11253	14
2011	806	11619	14
2012	917	13454	15
2013	876	13324	15

Source: VEMIS

Set III – Tables related to indicators for EFA Goal 2 - Universal Primary Education

TABLE 22: NET INTAKE RATE IN PRIMARY EDUCATION BY SEX 2000-2009

Year	Male	Females	Total	GPI
2000	35%	34%	34%	1.0
2001	40%	40%	40%	1.0
2002	43%	43%	43%	1.0
2003				
2004	43%	39%	44%	0.9
2005	57%	59%	58%	1.0
2006	42%	45%	44%	1.1
2007	37%	36%	37%	1.0
2008	32%	35%	33%	1.1
2009	29%	31%	30%	1.1

Source: Ministry of Education, a value less than 1 indicates a difference in favour of boys, a value above 1 indicated a difference in favour of girls and a value close to 1 indicates gender parity.

TABLE 23: ENROLMENT RATE (GER) AND GENDER PARITY INDEX (GPI) FOR GER FOR BOTH PRIMARY AND SECONDARY EDUCATION BY PROVINCE, 2009-2011

	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
Level and Year	GER	GPI	GER	GPI	GER	GPI	GER	GPI	GER	GPI	GER	GPI
Primary 1 – 6												
2009	100.1%	0.96	107.4%	0.96	107.9%	0.93	118.4%	1.00	101.3%	1.00	126.5%	1.01
2010	103.7%	0.95	118.0%	0.97	118.2%	0.93	122.7%	1.00	111.7%	1.01	134.4%	0.98

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
Secondary 7+												
2009	34.8%	1.34	46.9%	1.14	47.7%	1.27	43.5%	1.03	48.5%	1.07	43.5%	1.04
2010	35.8%	1.33	46.4%	1.06	43.8%	1.14	40.1%	1.06	51.6%	1.07	38.5%	1.03
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

Source: MoE, VEMIS, 2011.

TABLE 24: NET ENROLMENT RATE (NER) AND GENDER PARITY INDEX (GPI) FOR NER BY LEVEL AND BY PROVINCE, 2009-2011

	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
Level and Year	NER	GPI	NER	GPI	NER	GPI	NER	GPI	NER	GPI	NER	GPI
Primary 1 – 6												
2009	75.1%	1.01	81.5%	0.99	83.4%	0.95	90.1%	1.04	83.8%	1.01	91.6%	1.00
2010	72.8%	0.99	86.3%	1.00	86.5%	0.96	90.5%	1.03	90.6%	1.02	97.3%	1.01
2011	73.7%	1.06	87.4%	1.02	87.5%	0.98	89.0%	1.06	90.5%	1.02	90.0%	1.00
Secondary 7+												
2009	34.2%	1.32	45.6%	1.14	46.7%	1.28	42.2%	1.04	43.9%	1.10	42.9%	1.04
2010	35.6%	1.32	45.4%	1.06	42.8%	1.17	39.8%	1.07	47.0%	1.10	37.9%	1.04
2011	36.1%	1.24	45.1%	1.04	39.4%	1.18	38.4%	1.09	46.6%	1.10	39.1%	1.14

Source: MoE, VEMIS, 2011.

TABLE 25: ENROLMENT RATIO (NER) AND GENDER PARITY INDEX (GPI) IN PRIMARY EDUCATION (YEAR 1-8) BY LOCALITY AND BY SEX, 2005-2009

	Urban				Rural			
Year	Male	Female	Total	GPI	Male	Female	Total	GPI
2005	95	92	94	1.0	88	89	89	1.0
2006	81	82	81	1.0	86	86	86	1.0
2007	91	89	90	1.0	86	86	86	1.0
2008	90	94	92	1.0	85	84	85	1.0
2009	93	90	91	1.0	81	80	80	1.0

Source: Ministry of Education. Urban and rural population estimation is based on the age and sex structure from the 2009 Census of Population and Housing.

TABLE 26: DROP-OUT, REPEATER AND PROMOTIONAL RATES BY SCHOOL LEVEL, 2009-2012

	Primary Year 1 – 6			Secondary Year 7+		
Year	Drop-out rate	Repeater Rate	Promotion Rate	Drop-out rate	Repeater Rate	Promotion Rate
2008	6.80%					
2009	6.40%	14.00%	80.10%	23.20%	1.90%	60.1%
2010	1.90%	14.00%	84.10%	39.90%	2.80%	57.20%
2011	5.50%	15.20%	79.30%	44.20%	3.00%	52.90%
2012	3.80%	14.60%	81.70%	23.2		

Source: MoE, VEMIS, 2012.

TABLE 27: NUMBER OF PRIMARY TEACHERS BY AUTHORITY AND PERCENT CERTIFIED, 2007-2011

Authority	Teachers	2007	2008	2009	2010	2011
Government	No. certified	782	731	806	866	872
	Total teachers	1,372	1,329	1,338	1,350	1,329
	% certified	57%	55%	60%	64%	66%
Church (Government Assisted)	No. certified	170	166	204	207	212
	Total teachers	372	364	407	418	435
	% certified	46%	46%	50%	50%	49%
Church	No. certified	5	2	5	4	4
	Total teachers	8	11	9	7	8
	% certified	63%	18%	56%	57%	50%
Private	No. certified	7	19	32	27	22
	Total teachers	23	47	56	55	69
	% certified	30%	40%	57%	49%	32%
Community	No. certified	4	4	3	4	3
	Total teachers	18	22	25	20	21
	% certified	22%	18%	12%	20%	14%

Source: MoE, VEMIS, 2011. *Primary schools include some schools which offer Year 7 and Year 8 but are classified as primary school.

TABLE 28: PERCENT OF TEACHERS WHO ARE CERTIFIED OR QUALIFIED BY SCHOOL LEVEL, 2010-2011

School Level	Teachers certified, qualified	2010	2011
ECCE	% Certified	46.5%	43.6%
	% Qualified	53.3%	56.4%
Primary, 1-6	% Certified	56.9%	57.7%
	% Qualified	43.1%	42.3%
Secondary, 7-13/14	% Certified	60.9%	57.6%
	% Qualified	39.1%	42.4%

Source: MoE, VEMIS 2011

TABLE 29: NUMBER OF CLASSROOMS AND STUDENTS, AND STUDENT-CLASSROOM RATIO BY SCHOOL LEVEL, 2010-2011

Year	School Level	Classrooms	Enrolment	Student-Classroom Ratio
2010	ECE	673	11,272	16.7
	Primary 1-6	2,035	41,783	20.5
	Secondary 7-13/14	503	18,298	36.3
	Total	3,211	71,353	22.2
2011	ECE	696	11,601	16.6
	Primary 1-6	2,050	42,352	20.6
	Secondary 7-13/14	515	18,064	35.0
	Total	3,261	72,017	22.0

Source: MoE, VEMIS 2011

TABLE 30: STUDENT-TEXTBOOK RATIO IN PRIMARY AND SECONDARY SCHOOLS, 2007-2010

Level of School	2007	2008	2009	2010
Primary	3.4:1	2.9:1	3.3:1	3.1:1
Secondary	3.5:1	3.0:1	2.9:1	2.8:1

Source: MoE, VEMIS 2011

TABLE 31: TYPES OF WATER SUPPLIES IN SCHOOLS BY SCHOOL LEVEL, 2010-2011

YEAR	Type of Water supply	ECCE	Primary School	Secondary School	Total
2010	Roof Tank	246	270	68	584
	Well (non-drinkable)	44	45	16	105
	Well (drinkable)	112	106	26	244
	Stream/River	138	87	19	244
	Piped	260	208	53	521
	Total	800	716	182	1,698
2011	Roof Tank	268	306	67	641
	Well (non-drinkable)	50	47	21	118
	Well (drinkable)	119	105	24	248
	Stream/River	140	94	14	248
	Piped	254	200	54	508
	Total	831	752	180	1,763

Source: MoE, VEMIS 2011

TABLE 32: NUMBER OF TOILETS FOR FEMALES AND MALES IN SCHOOLS BY SCHOOL LEVEL, 2010-2011

Sex	Year	School level	Enrolment	Toilets	Pupil/ Toilet Ratio
Female	2010	Primary School	19,780	619	35.88
		Early Childhood Education	5,493	367	14.97
		Secondary School	9,114	501	13.35
		Total	34,387	1,487	23.13
	2011	Primary School	19,973	601	36.94
		Early Childhood Education	5,581	315	17.72
		Secondary School	9,033	474	14.33
		Total	34,587	1,390	24.87
Male	2010	Primary School	22,003	633	38.84
		Early Childhood Education	5,779	468	12.35
		Secondary School	9,184	444	14.86
		Total	36,968	1,545	23.93
	2011	Primary School	22,379	544	45.33
		Early Childhood Education	6,020	432	13.94
		Secondary School	9,031	427	15.77
		Total	37,430	14,03	26.67

Source: MoE, VEMIS, 2011.

Set IV: Tables related to Indicators for EFA Goal 3 – Learning and Lifelong Skills

TABLE 33: YOUNG PEOPLE AGE 15-24 YEARS BY THEIR PRIMARY EDUCATION STATUS, SEX AND PERCENTAGE, VANUATU: 2009.

	Male %	Number	Female %	Number	Total %	Number
No schooling or less than primary school (Year 6) completed	29.9	22,442	27.4	22,981	28.6	45,423

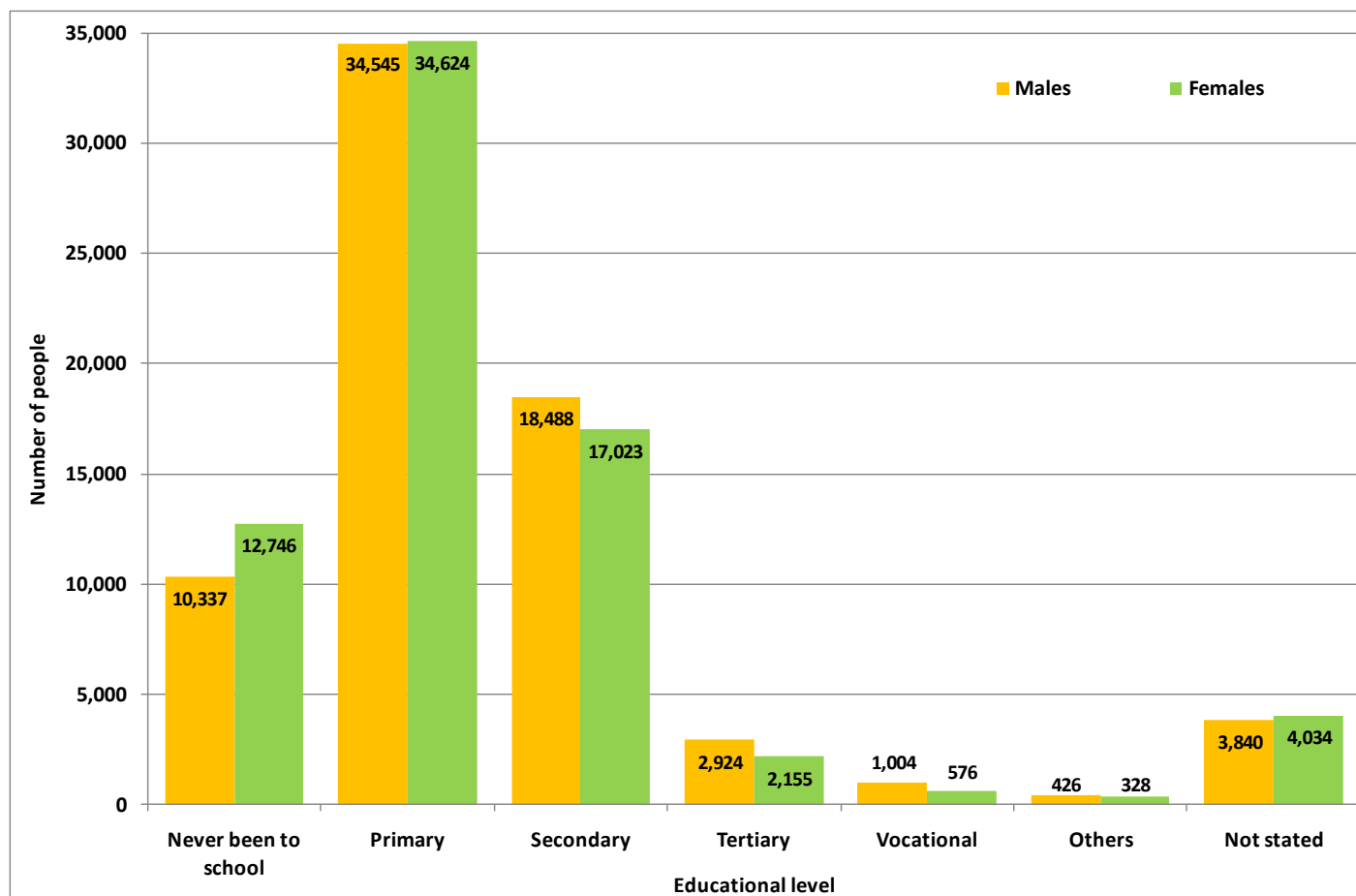
Source: Census, 2009

TABLE 34: YOUNG PEOPLE AGE 15-29 WHO HAVE NEVER ATTENDED SCHOOL BY SEX AND PERCENTAGE, VANUATU: 2009.

Source: Census 2009

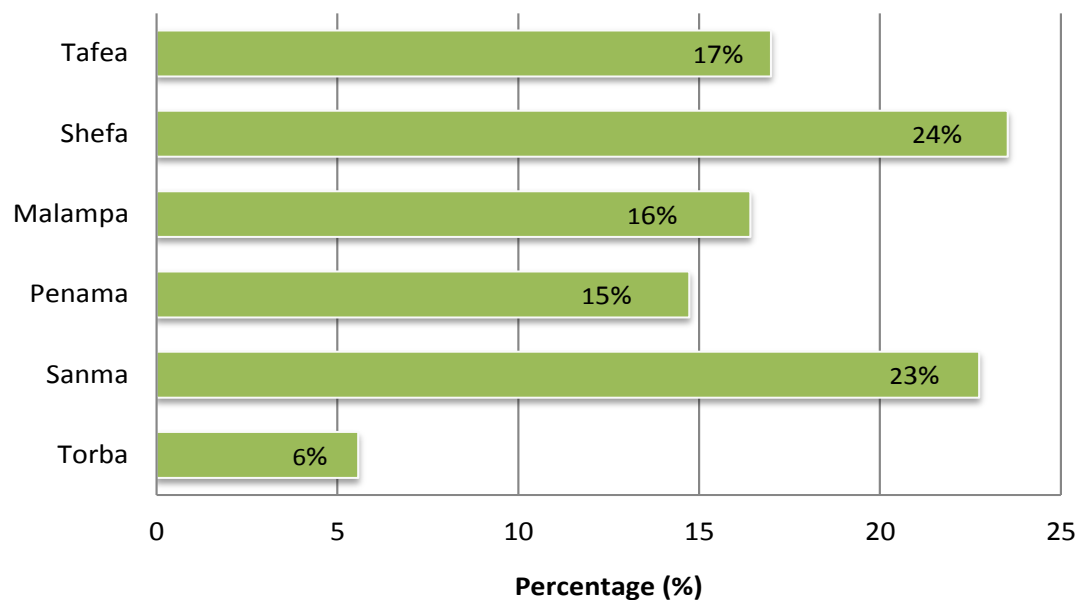
Age (years)	Male (%)	Female (%)
15 – 19	8.6	8.1
20 – 24	9.6	9.6
25 – 29	9.9	10.3
Total	9.3	9.3

FIGURE 6: POPULATION 15 YEARS AND OLDER BY SEX AND HIGHEST LEVEL OF EDUCATION COMPLETED, VANUATU: 2009



Source: Census 2009, Figure 3

FIGURE 7: YOUNG PEOPLE AGE 15-24 YEARS WITH SOME PRIMARY EDUCATION BY PROVINCE, VANUATU: 2009.



Source: Census 2009, Figure 4

TABLE 35: NUMBER OF PERSONS TRAINED AT VITE BY AGE GROUP AND SEX (2011-2012)

Age Group	Total (2011)			Total (2012)		
	Male	Female	Total	Male	Female	Total
10-14						
15-19						
20-24	45	62	107	60	78	138
25-29	24	36	60	39	53	92
30-34	21	16	37	33	29	62
Total	90	114	204	132	160	292

TABLE 36: NUMBER OF PERSONS TRAINED AT VITE BY TRAINING PROGRAMME AND BY SEX, (2011-2012)

Type of Training Programme	Total (2011)			Total (2012)		
	Male	Female	Total	Male	Female	Total
General programmes						
Teacher training	90	114	204	132	160	292

TABLE 37: VITE NUMBER OF TRAINER/TUTOR/FACILITATOR BY PROGRAMME AND SEX (2011-2012)

Programme Type	Total (2011)			Total (2012)		
	Male	Female	Total	Male	Female	Total
Language	1	6	7	1	6	7
Mathematics	3	1	4	3	1	4
Science	3	3	6	3	3	6
Social Science	2	1	3	2	2	4
Education Studies	5	0	5	5	0	5
P.E.- Music- Arts	4	0	4	4	0	4
Total	18	11	29	18	12	30

TABLE 38: NUMBER OF PERSONS TRAINED BY THE UNIVERSITY OF SOUTH PACIFIC (USP) BY SEX AND AGE GROUP (2011-2012)

Age Group	Total (2011)			Total (2012)		
	Male	Female	Total	Male	Female	Total
10-14						
15-19	685	678	1361	741	705	1446
20-24	466	368	830	508	389	897
25-29	113	90	203	160	102	262
30-34	71	61	132	85	70	155
Total	1335	1193	2526	1494	1266	2760

TABLE 39: NUMBER OF PERSONS TRAINED AT USP BY TRAINING PROGRAMME AND SEX (2011-2012)

Type of Training Programme	Total (2011)			Total (2012)		
	Male	Female	Total	Male	Female	Total
General programmes						
Basic Programmes	104	73	177	133	116	249
Education						
Teacher training (Bachelor of Education	9	12	21	15	19	34
Humanities and Arts						
Arts (Bachelor of Arts)	43	42	85	80	44	124
Social Sciences, business and law						
Social and Behavioural science						
Journalism and information	1	0	1	0	1	1
Business and Administration (Bachelor of Commerce)	41	40	81	47	65	112
Law (Bachelor of Law)	52	46	98	45	35	80
Science						
Life Science	13	13	26	11	16	27
Physical science	6	3	9	20	6	26

Mathematics and Statistics	7	4	11	21	5	26
Computing	10	1	11	6	1	7
Engineering, manufacturing and construction						
Engineering and engineering trades (bachelor of engineering Technology)	14	1	15	22	3	25
Agriculture (Bachelor of Agriculture)	2	2	4	1	0	1
Environmental protection	4	1	5	2	1	3
Tourism	1	0	1	1	2	3
Other Please specify						

TABLE 40: NUMBER OF TRAINER/TUTOR/FACILITATOR AT USP BY PROGRAMME AND SEX (2011-2012)

Programme Type	Total (2011)			Total (2012)		
	Male	Female	Total	Male	Female	Total
Law Teaching Lecturers	7	8	15	4	8	12
Distance and Flexible Learning (DFL) Tutors	22	18	40	20	17	37

Tables IV.3 to IV.8 were compiled by writer from material supplied by DoE.

TABLE 41: NUMBER OF PARTICIPANTS AND TRAINERS BY TRAINING PROVIDERS AND BY SEX, 2012

Training provider	Male	Female	Total	Trainers
Department of Cooperatives	46	38	84	4
Edwards Computer Foundation	10	10	20	1
Eli Jaelhud Asosiesen	20	14	34	2
Londua Rural Training Centre	15	0	15	1
Matahi Rural Training Centre	30	8	38	2
St Michel Technical College	43	4	47	3
Torgil Rural Training Centre	31	5	36	2
Vanuatu Agriculture College	170	99	269	11
Vanuatu Chamber of Commerce and Industry	54	33	87	4
Vanuatu Institute of Technology	132	205	337	17
Vanuatu Maritime College	93	7	100	4
Total	644	423	1,067	51

Source: TVET Center

TABLE 42: ACTIVE RURAL TRAINING CENTERS BY PROVINCES – 2012

Province	Full Member	Associate Members	Total
Tafea	Lorakau, Lume, Napil, Green Hill, Vetumit , Nerau		6
Shefa	Ebule	Nakiliaena, Suran, Tabernacle of David	4
Malampa	Pektel, Morobian, Uluveu, Marven	Lalinda, Horhor	6
Penama	Torgil, Londua, Agape, Emmanuel, Vatuara, Narea, pelsa	Timotake Training Services	8
Sanma	Vaduliu, Matahi, Loruvilko	Lonnoc Tourism and Hospitality	4
Torba	Fisher Young	Vietimboso	2
Total	22	8	30

Source: 2012 VRDTCA data

TABLE 43: REGISTERED RTCs WITH THE VNTC AND DELIVER ACCREDITED COURSES AND ISSUE NATIONALLY RECOGNISED QUALIFICATIONS.

Province	Registered RTCs to VNTC	Islands	Total	Accredited Courses offered in each RTCs	Non – Accredited Courses	Registered Trainers	
						M	F
Tafea	Lorakau	Tanna	4	HVC1- Building Construction, HVC1- General Motor Mechanics & VCC1 -Small Business	Community Education & Agriculture	4	1
	Lume	Tanna		HVC1- Building Construction, VCC1 -Small Business & VCC1 – Tourism & Hospitality	Community Education & Agriculture	4	3
	Napil	Tanna		Agriculture (TUTU Programme)	Agriculture & Community Education &	1	1
	Vetumit	Erromango		HVC1- Building Construction & VCC1 -Small Business	Community Education & Agriculture	4	1
Malampa	Pektel	Malekula	3	HVC1- Building Construction, HVC1- General Motor Mechanics & VCC1 – Tourism & Hospitality	Community Education	3	1
	Morobian	Malekula		HVC1- Building Construction & VCC1 – Tourism & Hospitality	Community Education	2	1
	Uluveu	Malekula		HVC1- Building Construction & VCC1 – Tourism & Hospitality	Community Education	3	1
Penama	Torgil	Ambae	6	HVC1- Building Construction, HVC1- General Motor Mechanics & VCC1 – Tourism & Hospitality		6	0
	Londua	Ambae		HVC1- Building Construction, HVC1- General Motor Mechanics & VCC1 – Tourism & Hospitality	Agriculture & community Education	4	1
	Agape	Pentecost		HVC1- Building Construction, HVC1- General Motor Mechanics & VCC1 – Tourism & Hospitality	Agriculture & Ministry	5	1

	Pelsa	Maewo		HVC1- Building Construction & HVC1- General Motor Mechanics		2	0
	Narea	Maewo		HVC1- Building Construction & VCC1 -Small Business		3	1
Sanma	Vaiduhu	Malo	2	HVC1- Building Construction	Agriculture (TUTU Program)	2	0
	Matahi	Malo		VCC1 – Tourism & Hospitality, HVC1- Building Construction & HVC1- General Motor Mechanics (Small engine)	Agriculture, Community Education (Cooking & sewing)	4	2
Torba	Fisher Young	Vanualava	1	HVC1- Building Construction	Ministry Course	2	1

Source: 2012 VRDTCA data

TABLE 44: ENROLMENTS IN RTCS BY SEX 2006-2011

Year	Male	Female	Total
2006	1243	629	1872
2007	892	354	1246
2008	1304	432	1736
2009	698	205	903
2010	831	350	1181
2011	702	279	981

TABLE 45: ACCREDITED TRAINING AREAS ACROSS SANMA AND MALAMPA PROVINCES - 2012

Training modules	Male	Female	Total
Basic Accounting	15	7	22
Basic Microsoft Word and Excel	10	10	20
Business Management	53	45	98
Business Planning	21	7	28
Cement Block Work	10	3	13
Cooperative Management	11	12	23
Electrical and Domestic Solar	50	0	50
Fabric Printing	2	18	20
Food and Beverage Skills	26	31	57
Horticulture - Plant Vegetables	52	90	142
Literacy & Numeracy	20	14	34
Methods of Cookery	14	97	111
Nursery & Woodlot Management	34	3	37
Prawn Farming	57	8	65
Pre-Sea	18	2	20

Propagate Plants	12	12	24
Raise Cattle	25	4	29
Raise Chicken	46	48	94
Rural Fishing and Small Vessel Operation	75	5	80
Setting out and Laying Blocks	14	1	15
Tour Guide	21	2	23
Two stroke Engine Maintenance	58	4	62
Total	644	423	1,067

TABLE 46: BUSINESS DEVELOPMENT SUPPORT TRAINING ACTIVITY BY SECTORS AND BY TWO PROVINCE IN 2012

Sector	Sanma	Malampa	Total
Agriculture	2	6	8
Fisheries	2	0	2
Forestry	4	3	7
Livestock	0	2	2
Trading & Services	3	3	6
Tourism	11	9	20
Business	2	4	6
Manufacturing	2	1	3
Total	26	28	54

Source: TVET Centres

TABLE 47 CENSUS 1 POPULATION BY GENDER 1979, 1989, 1999, 2009

Population	1979	1989	1999	2009
Males	59,074	73,384	95,682	119,090
Females	62,177	69,035	90,996	114,933
Households	22,621	28,252	36,415	47,373
Total Population	121,251	142,419	186,678	234,0223

The population was steadily increasing since 1979. At the time of 2009 census, the number of males was higher than the number of females by around 4,000 persons.

SUMMARY OF MAIN POPULATION INDICATORS FROM UNICEF

Youth (15-24 years) literacy rate (%) 2008-2012*, male	94.4
Youth (15-24 years) literacy rate (%) 2008-2012*, female	94.8
Number per 100 population 2012, mobile phones	54.4
Number per 100 population 2012, Internet users	10.6
Pre-primary school participation, Gross enrolment ratio (%) 2008 -2012*, male	58.5
Pre-primary school participation, Gross enrolment ratio (%) 2008 -2012*, female	58.9
Primary school participation, Gross enrolment ratio (%) 2008-2012*, male	120
Primary school participation, Gross enrolment ratio (%) 2008-2012*, female	114.3
Primary school participation, Net enrolment ratio (%) 2008-2012*, male	–
Primary school participation, Net enrolment ratio (%) 2008-2012*, female	–
Primary school participation, Net attendance ratio (%) 2008-2012*, male	80.2
Primary school participation, Net attendance ratio (%) 2008-2012*, female	81.6
Primary school participation, Survival rate to last primary grade (%) , 2008-2012*, admin. data	71.5
Primary school participation, Survival rate to last primary grade (%) , 2008-2012*, survey data	88.5
Secondary school participation, Net enrolment ratio (%) 2008-2012*, male	46.2
Secondary school participation, Net enrolment ratio (%) 2008-2012*, female	48.7
Secondary school participation, Net attendance ratio (%) 2008-2012*, male	37.5
Secondary school participation, Net attendance ratio (%) 2008-2012*, female	35.9

Source: http://www.unicef.org/infobycountry/vanuatu_statistics.html

Set V: Tables related to Indicators for EFA Goal 5 – Gender Parity and Equality

TABLE 48: NUMBER OF ENROLMENT AND GER GPI FOR ECCE, PRI, SEC; 2007 - 2013

Year	ECE			PS			SS			OVER ALL		
	F	M	GER GPI	F	M	GER GPI	F	M	GER GPI	F	M	GER GPI
2007	4993	5405	0.92	19505	21498	0.91	5930	5934	1.00	30428	32837	0.93
2008	5480	6063	0.90	20873	22790	0.92	5786	5877	0.98	32139	34730	0.93
2009	5227	5719	0.91	21449	23541	0.91	6050	5897	1.03	32726	35157	0.93
2010	5484	5769	0.95	22138	24508	0.90	6850	6735	1.02	34472	37012	0.93
2011	5591	6028	0.93	22203	24649	0.90	6936	6855	1.01	34730	37532	0.93
2012	6446	7008	0.92	22612	24875	0.91	7382	7267	1.02	36440	39150	0.93
2013	6393	6950	0.92	22549	24994	0.90	7753	7800	0.99	36695	39744	0.92

FIGURE 8: NUMBER OF ECCE, PRIMARY AND SECONDARY ENROLMENT BY SEX: 2007-2013

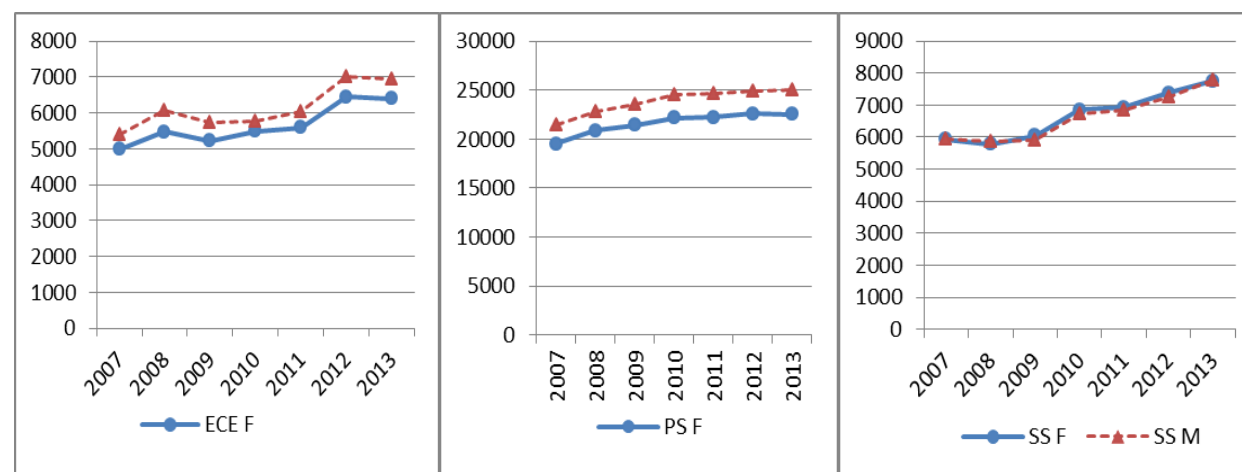


TABLE 49: NUMBER OF TEACHERS BY SECTOR AND BY SEX: 2007-2013

YEAR	ECCE			PS			SS		
	F	M	GPI	F	M	GPI	F	M	GPI
2007	659	61	10.8	1,027	881	1.2	275	463	0.6
2008	718	64	11.2	1,022	845	1.2	265	439	0.6
2009	739	67	11.0	1,053	869	1.2	272	443	0.6
2010	760	53	14.3	1,044	878	1.2	310	473	0.7
2011	762	44	17.3	1,066	878	1.2	330	508	0.6
2012	873	44	19.8	1,054	863	1.2	366	575	0.6
2013	835	41	20.4	1,071	857	1.2	392	563	0.7

TABLE 50: PUPIL TEACHER RATIO BY PROVINCE: 2013

Province	ECE			Primary (Yr 1 - 6)			Secondary School, 7 - 13/14		
	Enrol	Teachers	STR	Enrol	Teachers	STR	Enrol	Teachers	STR
Torba	619	48	12.9	1,894	80	23.7	270	15	18
Sanma	3,309	227	14.6	10,055	458	22	2,810	192	14.6
Penama	1,823	149	12.2	6,142	262	23.4	1,971	126	15.6
Malampa	1,838	162	11.3	7,695	297	25.9	2,035	109	18.7
Shefa	3,410	166	20.5	13,382	501	26.7	6,295	417	15.1
Tafea	2,325	124	18.8	8,376	330	25.4	2,100	96	21.9
Vanuatu	13,324	876	15.2	47,544	1,928	24.7	15,481	955	16.2

Annex IV Excerpts from Various Policy Documents

Vanuatu Education Road Map Priorities

The *Vanuatu Education Road Map* has been conceived by the Government of Vanuatu as a comprehensive program of action to support the entire education sector. The Government recognizes, however, that in order to make progress in the short to medium term, it will be necessary to target specific strategic priorities within the spectrum of all needs within the broad education sector. The eight strategies for the education sector (outlined earlier in this document) were therefore developed in order to assist with the allocation of scarce resources to target immediate needs. The program of action described below builds on the eight key strategies, and outlines the way forward for the education sector in the short to medium term. The program of action described below outlines the way forward for the education sector in the short to medium term. Note that the table below only describes 4 key strategies as information on the other 4 strategies was not available.

School Grants and Fee Relief

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
Consistent with the second Millennium Development Goal, the immediate priority is to ensure that all children in Vanuatu are enrolled in primary school, and remain in school in order to improve their learning. The Government of Vanuatu's Universal Primary Education policy has been designed to achieve this objective by endeavouring to ensure that basic education in Vanuatu is free and available to all. A major barrier to enrolment of children in school has been identified as the financial barrier which parents face through payment of fees. Initially, the School Grants and Fee Relief program of action will target Years 1 to 6 in primary schools by providing school grants directly to school bank accounts. The purpose of the financial support is to reduce and eventually eliminate the financial contributions that parents are required to make to their children's education.	All school grants were paid into the new, approved bank accounts at NBV. VEMIS data have indicated increase in school enrolment throughout the country as a result of the government's policy.	The process to calculate and pay these grants involves input from several different areas within MoE and then MFEM. In 2010 awareness campaigns, head of school training programs and commencement for work on costing the school grants were all undertaken by various people in different units in MoE.	School grants will continue to be paid into the new school bank accounts. A MoE officer will be nominated as the School Grant Scheme Coordinator and will coordinate the grant payment process, as well as awareness, monitoring activity and input to the school grant costing process.
In Year One of the School Grants and Fee Relief Program, the Government of Vanuatu will provide 100 million vatu towards school grants. The Government will increase its contribution by 25% each year until it is contributing the full amount towards school grants. The Governments of Australia and New Zealand will each provide 100 million vatu in Year One of the program, making a total amount of 300 million vatu that will be paid directly to schools in 2010. Each school will initially receive 6,800 vatu for each child enrolled in Years 1 to 6 of a primary school. This increase is a substantial increase in the current amount provided by the Government (approximately 500 vatu per child), and has been designed to increase participation in primary school education significantly, and to reduce parental contributions to the cost of schooling.	The School Grant Scheme was launched in 2010. About 276 million vatu was paid as grants to over 350 primary schools. The Government of Vanuatu paid 100 million vatu of this and has budgeted 125 million vatu for school grants in 2011. The grant per student in 2010 was 6,800 vatu. In 2011 the grant per student will be 8,900 vatu. Most schools now do not require a parental contribution. School Heads and bursars received intensive training on financial management on how to manage the funds. Preliminary findings have shown that schools are using the funds to assist in improving quality areas in the	School enrolments in government and government assisted schools for years 1 to 6 increased from over 35,000 to over 38,000. While the increase in total enrolments was less than expected, there were significant changes in enrolments in individual schools as parents chose to send their children to schools which were once too expensive, including more children being enrolled in Port Vila schools. This indicates that parents perceive a difference in the quality of	Another possible effect of the introduction of the School Grant Scheme is an increase in the enrolment in junior secondary school years. These impacts will be studied further during 2011.

	schools.	education between schools.	
There will be an increase in the Development Partner amount for the school grants program projected over the early years of the program until the Government of Vanuatu contribution gradually increases in order to reach a point where basic education in Years 1 to 6 is “fee free”. As the Government of Vanuatu contribution increases, the contribution from Development Partners to direct school grants will be gradually phased out.	With the increase in the school grant per student from 6,800 per student to 8,900, the request for pool partner support for school grants has increased from VT199,200,000 To VT257,700,000 in 2011	The government contribution was 100 million vatu in 2010, will increase to 125 million vatu in 2011 and to 156.25 million in 2012.	The government budget for school grants for years 1 to 6 will continue to increase by 25% each year until the government is able to fund the full cost of school grants.
In addition to the direct contributions to school bank accounts, a program of support for school grants will be initiated through contributions from Development Partners. The program will include a review of the costs of the Government’s Universal Primary Education policy. This investigation is expected to inform a new policy proposal for 2011. Future commitment from Development Partners will be dependent on the results of this analysis. As well, the research will investigate non-financial barriers that prevent children enrolling in or staying at school. These non-financial barriers include factors such as distance and location of schools, seasonal, climatic or cultural factors, parental attitudes to education, access to and views about school residential facilities, perceptions about the quality of education or the performance of schools, views about school discipline and the degree to which schools are “child friendly”, and so on.	A review of the costs to operate school was conducted during the first half of 2010. While many recommendations came from this study, the costing reported were only estimates due to the lack of information available, plus the lack of minimum standards for schools to use as a benchmark. The minimum standards for schools are in draft form as at December 2010, and will be completed as quickly as possible. Before 2010, primary schools were not producing cash books and financial reports due to lack of skills and lack of follow up by management. Three sets of financial management training were conducted in 2010 to assist schools in preparing proper financial records for accountability and transparency. Schools will be preparing financial records including cash books and financial reports which can be used to study the actual costs of operating schools in 2010. The cost will be recalculated in early 2011 using the minimum school standards and better quality financial reporting.	The review report identified several non-financial barriers to access to primary education.	MoE has started or has planned activities to counter these, including – a policy for Inclusive Education is being prepared; community awareness of the school grant scheme, the Universal Primary Education Policy and other MoE initiatives is being conducted; re-write of the school curriculum to improve relevance and quality of schooling; several strategies to increase the quality of education in schools; preparation of Minimum Quality Standards for Schools which will encompass discipline, child friendly practices, health and hygiene, teacher performance amongst others.
The support for school grants program will include a revision of the existing Government of Vanuatu’s existing Grant Code which determines what schools may spend their funds on, assistance with the design and implementation of the school grants scheme and an accompanying school financial management manual or manuals, a program to provide financial management training for all Head Teachers and Principals of schools, and the provision of funds to employ Finance Officers in each of Vanuatu’s six provinces.	During 2009 and 2010 MoE created the School Financial Management Manual which specifies the financial processes for all schools – primary through to senior secondary. This was been supplemented by a one day training session for every primary school community regarding the School Grant Scheme and basic financial management concepts, a one week workshop for heads of schools on the School Financial Management Manual, and a further one week	Feedback from schools and the communities was that the School Financial Management Manual was complex and some schools had difficulty understanding how to prepare a cash book, bank reconciliation and financial reports.	MoE will review the School Grant Scheme in the first quarter of 2011. This review will be comprehensive, include experience of use of the scheme for one year, and wide spread consultation with MoE officers, MFEM, PMO, TSC, PEO’s, Pool Partners, other donor

	<p>workshop focusing on key financial management processes and skills. The last workshop was based on the Quick Guides and a workbook which are simple step by step procedures for each of the main financial tasks to be performed at schools, with numerous practical exercises for individuals and groups.</p> <p>The last training workshop concentrated on practical application of these skills. The Quick Guides, workshop exercises and training timetable were prepared with consultation of the provincial finance officers (Executive Officers). The consultation was combined with practice based training in training skills for the Executive Officers. The PEO's were involved in the last day of the train the trainer/ consultation workshop. At the end of the trainer workshop all participants were very confident in both their ability to train in use of the Quick Guides, and that the heads of schools would become confident in the required skills.</p> <p>Funds were provided to each Provincial Education Office to enable the Executive Officers and ZCA's to travel to individual schools to monitor and assist in applying the financial procedures.</p>		<p>agencies and NGO's, plus selections of head teachers, teachers, school councils, parents, community leaders, church leaders and the community in general.</p> <p>Training based on further feedback and assessment of school financial management will be conducted again in 2011, and provincial finance officers will continue to be actively involved in monitoring and assisting schools perform financial management tasks.</p>
<p>The following reviews and studies will be undertaken to support <u>VERM</u> implementation:</p> <ul style="list-style-type: none"> • A detailed study led by the Government of Vanuatu in early 2010 of actual costs (public and private) of education service delivery and barriers to access; • An independent review of fund flows, processes and procedures at all stages of the school grants, to be completed by mid-2010; • A Government of Vanuatu monitoring report of the Universal Primary Education policy, by April 2010, in order to inform a revised new policy proposal for 2011; • An independent assessment of the impact of the school grant program on access and the quality of schooling and on parental contributions in schools, in order to inform the parties on the impact of the school grant scheme, to 	<p>The Houston/ Reeves review conducted in early 2010 identified many of the costs to operate schools. This review included the fund flows, processes and procedures of school grants.</p> <p>MoE completed a monitoring report of the Universal Primary Education Policy in early 2010.</p> <p>Each of these reviews was conducted in the first half of 2010. At that time the first tranche of the new school grants had just been paid to schools, and the first two training workshops had either just been completed, or the second workshop was about to be conducted.</p> <p>The Minimum Standards for Schools had not</p>	<p>The reviews provided information which has been and/or will be used in preparing relevant training programs, community awareness programs, planning future monitoring and planning future information collection needs.</p> <p>It is understood that the estimate of school financial needs was constrained by the lack of financial information at school level and the lack of comprehensive school standards.</p>	<p>A costing exercise is planned for early 2011 immediately after the school standards have been finalized. This costing exercise will be used to inform future decisions regarding school grants and school funding.</p>

be completed by mid-2012.	been prepared, and many primary schools had not been keeping cash books and financial reports to provide data for these reviews. It was found that budgeting skills were poor in many schools.		
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Quality Reforms

A program of reform to improve the quality of education in Vanuatu will be initiated. This program will have four main dimensions: teacher development; improvement of literacy and numeracy; curriculum development; assessment reform.

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
The teacher development program will focus on implementing and supporting the ongoing harmonization program at the Vanuatu Institute of Teacher Education where the first year of a new three year diploma for teacher trainees is being introduced in 2010. The program will support the establishment of the In-Service Unit at VITE, which has been designed to assist with the provision of professional development for teachers. A major focus will be on developing a program to up skill the estimated 50% of teachers in Vanuatu who are currently untrained. It is anticipated that new policy proposals will be developed by the Government of Vanuatu for introduction in 2011 and beyond, in order to support improvements to the quality of teaching in Vanuatu.	A comprehensive review of the VITE Teacher Education program was undertaken through the Harmonization program and is in place providing evidence of a harmonized curricular leading to a common qualification for both primary and secondary trainee program.	The introduction of the common trunk (common courses) was taught to trainees undertaking the primary and secondary training programs. Work was coincidentally done on the second year program based on work done in 2009. There is discussion and plans made on how the In-service Unit will address the temporary training need in the provinces. A program called Primary Education Improvement and Training (PEIT) is in place to address this firstly in Penama, Sanma and Torba.	Work will commence on the third year training program for all levels. In-Service Unit will continue to undertake training of PEIT in the provinces.
A strategy to improve literacy and numeracy in Vanuatu will be developed. The initial work in 2010 will focus on the development of long-term strategy that will meet the unique needs of Vanuatu children for development in literacy (in French, in English, and in other languages such as Bislama, if appropriate) and in numeracy. This program will be coordinated with the concurrent development of the Vanuatu Education Language policy.	Strengthening of the Book Flood Program and the national Early Grade Reading Assessment were carried out to address literacy development while JICA and the Association of mathematic Teachers Associations both at the national and provincial level are developing plans and strategies to improve numeracy development in schools.	EGRA consumed much of the Examination officers time which impacted on national programs. Better plans and arrangements through more manpower to assist in the management and monitoring of literacy and numeracy programs with the CDU and schools.	Provincial and school based training of teachers for all schools in the use of the Book Flood program. Additionally, workshops will be conducted to improve mathematic teaching and skill upgrading in all the provinces have been planned for under the 2011 AWP.
A focus on lifting student performance in literacy and numeracy will concentrate initially on teacher professional development in these areas, particularly in the early years of schooling (Years 1 to 4). An Early Grade Reading Assessment baseline study will be undertaken in 2010. A reading development program will be developed, to take advantage of the implementation of the book	AGRA assessment was carried out and the results will be analyzed for further policy development and action.	Thorough planning and organization on the deployment of stretched out officers needs to be made in future as the same officers are also involved in recurrent activities as well as those of VERM	EGRA results will be produced and activities outlined in the 2010 AWP to be carried out

supply project in 2010.		ones.	
The Vanuatu Ministry of Education will invite its Development Partners to discuss how they might contribute to a program to lift student performance and learning outcomes in both literacy and numeracy. Coordination of efforts to improve quality will be essential in developing support for the <u>VERM</u> .	With the school grant scheme and the Minimum school standards to be institutionalized, schools will better evaluate their performances on a more regular basis.	Supply of school stationary to schools continues in 2010 as a national plan under VERM AWP. Workshops both at the national, provincial and school level is being planned for under the 2010 AWP	Increase in the ZCA grants will increase school visits and will enable ZCAs to organize school based workshops to address quality issues in schools. Workshops are planned for provinces and schools on School Minimum Standards, ISU and school audits.
A program of assessment reform will be initiated. The purpose of this program will be to develop a consistent approach to assessment of student performance, and to align the Vanuatu assessment system with its current curriculum developments. It is important that any national assessment system ensures that both Francophone and Anglophone students are given equal opportunity to achieve success, and to progress to further schooling or into further education and training. A review of examinations at Years 8, 10, 12 and 13/14 will be undertaken. A Task Force will be established to develop a national policy on assessment. Any new policy proposals and financing required will be developed once the review of examinations has been completed and Ministry of Education decisions have been determined.	A National Assessment Task Force was appointed by the Hon. Minister to formulate a harmonized Senior Cycle Assessment and Examination program that is consistent with the National Curriculum Reform and regional standards and assessment systems.	With the lack of a National Examination Framework for the senior cycle, the Examination and Assessment Unit (EAU) does not have a common standard where Anglophones and francophone students are measured. The ministry is committed to ensure.	The EAU and CDU will formulate and finalize curriculum materials and teams for the implementation of a national senior cycle examination program to begin as early as 2012 to be fully integrated in 2013.
The national curriculum development program that has been initiated will be supported and extended. The objective is to reform the existing Vanuatu school curriculum and to deliver appropriate quality learning programs to all Vanuatu students. The development of a new national curriculum statement will be completed in 2010, and work will begin on the phased development of curriculum standards and supporting teacher guidelines and student learning materials. During 2010 to 2012 the focus will be Years K to 3 (the early childhood curriculum), and then on Primary Years 4 to 6, and Primary Years 7 to 8. It is recognized that effective curriculum and teacher development is a long-term process that may extend over ten to twenty years. The development of the new secondary curriculum standards will occur in an orderly and planned way from 2013 on, in order to ensure that the Curriculum Development Unit of Ministry of Education develops the appropriate capacity, and that issues of sequencing and coordination are addressed effectively.	The National Curriculum Statement has been approved and endorsed by COM, providing a clear pathway and system for curriculum standards from K through to Year 13. Two TAs have been recruited to continue to facilitate developments with the curriculum review. A K to 3 TA is working with a Task for on standards while the Senior TA continues to work with the Coordinators on curriculum standards	Lack of officers at the CDU and slow recruitment process when demand for people to work on such critical development in education is a serious concern. However, despite this setback, TAs and teams at CDU are working in line with the 2010 and 2011 AWP time frame.	The Senior Cycle Task Force progressive report was submitted in December 2010 for action in 2011.

Improved Management

A core objective of the Ministry of Education is to improve its management of the education system. The major challenge for the Ministry is to develop the capacity to deliver on the ambitious goals and objectives set out in the education reform program embedded in the *VERM*. Managing the program of reform will involve some difficult trade-offs, so that those activities that are undertaken can be satisfactorily achieved. The Ministry of Education acknowledges that it may find it necessary to make difficult choices about what will not even be attempted, if it is to demonstrate good performance in those key priorities that it has decided to address.

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
A program of legislative and policy reform (including reform of the Teaching Service Commission) will be initiated to improve the management of the education system. The Education Act and related legislation (for example, the Teaching Services Act, and the associated Acts governing the Vanuatu Institute of Teacher Education and the Vanuatu Institute of Technology) will be reviewed. New policy development work on a range of policies across the sector will be undertaken through the establishment of appropriate task forces or technical working groups. The management reforms will include support for the current audit function, which will continue over the medium term. This audit function is particularly important while the school grants system is being implemented.	A TA was recruited and consultation with key stake holders within the Ministry of Education and two (2) Provinces had been held on the proposed reviews to the Education Act.	Submission has been made to the Council of Ministers to approve amendments for Parliament to discuss.	Council of Ministers to approve amendments and submissions to be made to Parliament.
Analysis of sector financing will be initiated in a phased way through support for an initial study of the costs and distribution of teachers (a Teacher Costing Exercise) during 2010. A Public Expenditure Review of the education sector or an equivalent comprehensive analysis of the financing of education will be completed no later than the end of 2011. An emphasis will be placed on strengthening the Vanuatu Education Management Information System (VEMIS) in order to ensure that policy development is informed by good information, and that the implementation of policies such as the school grants system is based on sound and accurate data. Improved budgeting and planning capacity will be addressed through appointment of appropriate staff and through use of short-term or medium-term technical assistance where necessary.	Study and report has been made by Barbara Thornton on costs, effectiveness and distribution of teachers and report was presented.	Evidence indicating that in secondary schools teachers are underemployed while the ratio between students and teachers has been low in rural areas	The rationalization process will embark on addressing issues that have been alerted.

Education Sector Priorities

Early Childhood Education

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
Developing and approving a policy statement on early childhood education which will recognize early childhood education as an integral part of the Vanuatu education system. Establishing appropriate standards for ECE teachers, and seeking Government support for the payment of salaries of appropriately qualified and/or certified ECE teachers, as resources permit.	Early Childhood Education Policy completed and printed in English. Currently being translated into French and Bislama. Early Learning Standards	All stakeholders to be consulted so we get the support when implementation is completed.	Mass awareness on the ECCE Policy before implementation of policy in 2012. Awareness to teachers and parents on the

	(ELDS) has been completed and will be used to develop ECE curriculum.	To get the job done properly takes time, patience and finance but it pays off in the end.	ELDS so teachers can use the standards in planning children's activities.
Improving the skills and qualifications of the untrained ECE teachers in the Vanuatu education system.	<p>We did training for the trainer of trainers (that is the Key Teachers from each Province) and they will in turn take new knowledge and pass on to the teachers in their zone.</p> <p>We failed to give much needed training skills to our Provincial ECE Coordinators.</p> <p>The Key Teachers should be the first teachers to receive a salary because for several years they have been working with a mere allowance whenever we can give to support their travelling and meals.</p>	<p>There are too many teachers to reach annually and so to get a good coverage we pass on new knowledge and skills to the Key Teachers and Provincial ECE Coordinators who will pass on the new skills to the teachers in their Provinces.</p> <p>There needs to be follow-ups after an initial training to support teacher and talk with parents and communities as a lot of the teachers are very isolated.</p>	<p>We must make provision to make it an annual event to upgrade the skills of the key teachers as they play a very important role to ensure continuity to the ECE programs.</p>
Completing and gaining approval for a national early childhood education curriculum, and approval and implementation of a national kindergarten curriculum standards framework.	<p>ECE and Yr 1& 2 teachers have been selected to participate in the training workshops for K1-3.</p> <p>Work has started on familiarizing local writers & teachers with VNCS, ELDS, and ECCE Policy.</p>	<p>Difficult to identify suitable teachers to come in as writers – the good teachers are teaching.</p>	<p>Training for writers& consultation group K1-3. Transform ELDS for Yr1. Write standards for Yr 1-3. Trial K1-1 and 2-3 standards.</p>
Establishing an appropriate Government-approved system for formal registration and/or licensing of ECE Centres.	<p>A consultation group came up with a registration form so all ECE centres must be registered and teachers to be licensed so we maintain quality in the ECE centres.</p>	<p>There are a lot of teachers untrained because after receiving training they return to their respective communities they do not get the support needed so they leave and communities take on new untrained teachers.</p>	<p>While doing mass awareness on the ECCE Policy we will introduce the registration form so teachers and communities know what is expected of them in 2012. We will also have a list of teachers and we will know who is trained and who needs training and what kind of training is needed.</p>

Supporting the development of appropriate facilities for early childhood education, preferably attached to primary schools.	We managed to send 20 bags of cement to 143 pre-schools in Vanuatu. We originally planned to send enough cement for 210 pre-schools but funds allocated was not enough so we were able to send to only to 25 pre-schools in each Province. Tafea lost 140 bags of cement (less 7 pre-schools) when a boat carrying the cement sunk off Lenakel Port.	Pre Schools to receive the bags of cement must have a good storage place and the community must be prepared to work as soon as they receive the cement. No wire mesh was provided but communities used woven bamboo in place of wire mesh.	Plans in place for the same number of pre-schools to receive cement (25 pre-schools from each Province)
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Teacher Education

Vanuatu Education Road Map	Achievements/Failures	Lessons Learned in 2010	Plans for 2011
Determination of policy on teacher education, including the setting of minimum standards of entry to the teaching profession, in order to raise the quality of teaching.	VITE has initiated the policy through the entry/selection criteria for training at the Institute. This is the second year and so far it looks good – has helped in the process of selection right candidates	For VITE, Clearly criteria and selection procedure ensures quality	Complete development of the teacher education policy.
Designing and delivery of a suitable program to up skill the untrained teachers in the teaching work force, with incentives to raise standards of teaching (either through field-based training, summer courses, or distance education).	Still waiting the implementation a plan to have a TA and 2 trainers to develop the program		Appointment of TA and 2 trainers to develop the program?
Initiation of a study of teacher supply and demand in Vanuatu, with a focus on the primary school teaching work force, in order to provide data on which policy for the future supply of teachers can be based.	Study has not been undertaken		Develop plan (and seek funding) to carry out this study.
Planning immediately how to increase the intake of teacher trainees at VITE, in order to produce more teachers to meet the anticipated surge in enrolments resulting from the Government of Vanuatu's primary school grant and fee-free education policy.	Training at VITE, for the last years, is not directed by MoE HR plan.	No planning in place to direct VITE training.	MoE HR develop (5 year) plan to direct VITE on annual intake to be implemented as from 2012
Development of a capital development plan (additional classrooms, dormitories, and a multi-purpose hall) for the Vanuatu Institute of Teacher Education in order to plan for an expanded teacher trainee intake and to upgrade outmoded facilities.	Current plan is to replace a 5-room classroom block. Work will begin soon. VITE has developed a draft 5 year strategic plan in 2009/2010 which outlined 'proposed	Very little implementation	Revise development plan

	future facilities’.		
Development of an early childhood teacher education program at VITE.	VITE has initiated the training, in a small way, through the development of Education studies course EDP111 Education psychology. No training program in place yet.	Current focus is on harmonization of current training program (Cert. in Education and Dip. in Educ.) and the extension from 2 years to three. No time and resources available for until 2012 for the development of another training program.	Begin planning for the development of the training program to begin in 2013.
Establishment of an in-service unit at VITE.	Provide in-service training to teachers to upgrade their skills		

Excerpts from National Policy Documents

VERM has three key strategic goals: improve access, improve quality, and strengthen management; with a primary focus on basic education and still includes other sectors of the system. There were 21 objectives laid down under VERM and its three key strategic goals as outlined in the Annex.

Under Goal 1 Access the objectives are:

1. To increase access to education through phasing out school fees by delivery of increased school grants to all primary schools (Grades 1 to 6), and over time extending grants to Grades 7 and 8
2. To deliver a school infrastructure development program that improves the stock of school facilities and equipment (classrooms, desks, dormitories, teacher housing, clean water, sanitation and other infrastructure such as electricity)
3. To ensure that the title of land on which schools are sited is secure for education purposes
4. To improve equal access to all levels of education for people with special needs
5. To ensure there is equal access to education by both boys and girls at all a level of education.
6. To develop early childhood education as an integral part of the Vanuatu education system
7. To increase access to education by removing barriers that cause young people to drop out of all levels of the education system
8. To expand secondary and technical vocational education and training to meet national and international standards

Under Goal 2 Quality the objectives are:

1. To finalize and approve the national curriculum statement, and to develop trial and implement a curriculum standards framework for K-13, including support materials
2. To train teachers in the use of the new curriculum
3. To provide appropriate assessment systems
4. To provide qualified teachers for all schools
5. To monitor and improve standards of literacy and numeracy and standards in other subjects
6. To promote bilingualism in the Vanuatu education system, consistent with the Vanuatu Constitutional requirement that the principal languages of education are English and French

Under Goal 3 Management the objectives are

1. To strengthen planning, budgeting and coordination by implementing effectively the Joint Partnership Arrangement, with the aim of improving service delivery, harmonizing support, and actively involving an increased number of stakeholders (including Development Partners, the provinces, other Education Authorities, and NGO's).
2. To develop and implement a program of human resource development and capacity building for staff in the MoE
3. To ensure that the MoE takes a leading role in developing a human resource development strategy for all sectors of the economy in Vanuatu.
4. To strengthen the professional competence and monitoring of teachers to ensure productivity
5. To develop an improved teacher management system and more efficient teacher management processes
6. To develop a monitoring and evaluation framework that includes strengthened use of the Vanuatu Education Management Information System (VEMIS) and a performance assessment framework.
7. To establish technical working groups to develop appropriate education policies for the MoE

The Ministry of Education developed eight central strategies for its prime focus of work over the three-year period of the VERM. These strategies were derived from the VESS and represent the priorities that received greatest attention during the implementation of VERM.

Minimum Quality Standards

The Minimum Quality Standards Framework has 15 Standards linked to each of the VERM Strategic goals. The following gives the statement for each standard and then gives a short explanation of its meaning and actions required by education stakeholders to meet these standards.

Strategic Goal 1: Access

Standard 1 (Access to Schooling): Every child between 6 and 12 years old is enrolled in primary school regardless of gender, ability or background and completes Year 6.

The Ministry of Education aims to enrol all children between 6 and 12 years old in primary education to ensure that these children will be able to reach their full potential in primary school.

Standard 2 (Access to Schooling): All teachers identify students with special needs and take appropriate action to ensure their presence and active participation in class.

The Ministry of Education has adopted an Inclusive Education (IE) Policy which aims to enrol all children with special needs and to provide individual support to these children during lesson time.

Strategic Goal 2: Quality

Standard 3 (Effective Teaching and Learning): All teachers must be certified and receive regular feedback on their performance from Zonal Curriculum Advisers and School Heads.

One of the MoE tasks is to ensure that the capacity of teachers is built to develop a classroom environment which supports teaching and learning as well as actively involve students in lessons. Teachers obtain these skills by completing the Vanuatu Institute of Teacher Education (VITE) pre-service and in-service programs. ZCAs play a central role in providing in-service teacher capacity building and together with the School Heads, they are crucial to the monitoring of teachers and providing constructive feedback to them.

Standard 4 (Effective Teaching and Learning): All teachers use various child-centred methodologies in their lessons that are relevant to the Vanuatu as well as the local context and culture

To actively involve students during lesson time, teachers need to apply different child-centred teaching strategies. These different strategies will also allow teachers to focus on the individual learning needs of each student. In addition, teachers should stimulate students to learn through play, so students enjoy learning and they are encouraged to attend classes every day. It is also important that teachers adapt their lessons to the Vanuatu as well as the local context and culture to ensure that the students and their parents perceive the lesson contents as interesting and relevant.

Standard 5 (Effective Teaching and Learning): All teachers use a variety of assessment approaches to monitor and evaluate the academic progress of students.

Teachers need to assess the academic performance of their students to identify their individual learning needs and to adapt their lessons accordingly. Besides monitoring the academic performance of their students and letting students take tests at the end of each term, teachers also need to record and file the results of these assessments in individual Student Academic Files (SAFs). These files are used to keep an overview on the academic progress of individual students and to report these results to students and their parents/caregivers. In discussion with parents/caregivers, teachers also have to identify strategies to improve the academic performances of all students.

Standard 6 (Effective Teaching and Learning): All teachers use the current syllabus from their respective level for each subject and develop as well as use teaching and learning materials in their lessons

Teachers need a current syllabus from their respective level for each subject so they can base their lessons on the national curriculum. To further strengthen teaching and learning in the classroom, teachers need educational materials to clarify the lesson contents to the students. The Curriculum Development Unit (CDU) has developed a list with all the educational supplies teachers need for teaching their lessons that has been approved by the National Education Commission (NEC). In addition, teachers can develop educational materials from local low cost materials with the support from their students. The School Grant Code stipulates that 40% of the School Grant should be used by schools for developing and purchasing teaching and learning materials (text books 10%, library books 6%, Science equipment and computers 9%, assessment and evaluation 5%, photocopy for classes 4%, staff development 3% and others 3%).

Standard 7 (Effective Teaching and Learning): All students have access to text books and stationery for all subjects
Every student needs to have access to a text book and stationeries for all core subjects to participate in class effectively. CDU has developed a list with all the stationeries students need to participate in classes effectively that has been approved by the NEC.

Standard 8 (Health, Safety and Protective Environments): All teachers and students maintain good personal hygiene

and mechanism are in place to allow teachers and students to receive medical attention

In order to stay healthy, teachers and students need to maintain good personal hygiene. Healthy children learn better and are able to attend classes every day. Educated children are generally healthier than their uneducated peers. Teachers should work closely with Health Workers to monitor the health of all students and to refer sick students to the local dispensary, health centre or hospital for treatment.

Standard 9 (Health, Safety and Protective Environments): School buildings meet the MoE infrastructure standards and School Heads conduct monthly safety audits of buildings and a maintenance plan is implemented

School buildings need to be safe and comfortable to ensure that all children can attend classes and maintain good health. The Facilities Department from the Ministry of Education is in the process of developing minimum infrastructure standards for classrooms, toilets, water facilities, etc. Once completed, these standards will help School Committees to decide how to upgrade and maintain their school infrastructure.

Standard 10 (Health, Safety and Protective Environments): All teachers and students have access to at least two litres of potable water every day

When teachers and students do not drink enough water, they will feel thirsty and they will have difficulties to concentrate during lesson time. Therefore, teachers and students need to drink at least 2 litres of drinking water every day to keep focused during the lessons.

Standard 11 (Health, Safety and Protective Environments): School policies have been developed and are implemented to protect school staff and students

Both teachers and students need to be protected from harm in school. The introduction and implementation of school policies will allow schools to maintain a safe school environment. Every school should develop eight policies: i) anti-bullying, (ii) disaster risk reduction management, (iii) Blood handling and prevention of and acting on communicable diseases, (iv) student and teacher abuse (corporal, verbal and humiliation, sexual harassment), (v) local hazards (traffic, falling coconuts, people and animals trespassing the school grounds, etc.), (vi) food consumption in school, (vii) cyber safety, (viii) HIV/AIDS non-discrimination. These policies are developed by the School Committee and monitored by the School Head and teachers. The capacity of teachers should be built to implement these policies on a daily basis and School Improvement Officers and ZCA will monitor the implementation of these policies at school level.

Standard 12 (Gender Sensitive): All teachers promote equal participation of boys and girls in all school activities

Both boys and girls need to have equal opportunities to reach their full potential in school. Teachers should therefore stimulate both boys and girls to actively participate in school activities and encourage them to take on leadership roles.

Standard 13 (Community Participation and Partnerships): The School Committee, School Head and Teachers encourage all Community Members to actively participate in school events and teaching activities

A strong relationship between the primary school and the local community is crucial for the development of both the school and the community. To further strengthen this relationship, community members need to be actively involved in school events. Community members also have particular skills and cultural knowledge which they could teach to the students. In addition, School staff and students need to be actively involved in community events, so community members will increasingly perceive the primary school as an integral part of their community.

Strategic Goal 3: Management

Standard 14 (School Management and Leadership): The school has an active and gender-balanced School Committee which has developed a School Improvement Plan which is communicated to all the local stakeholders in education

Besides a clear management structure it is important to actively involve all local education stakeholders in the decision making process of primary schools. The Ministry of Education guidelines stipulate that each primary school should establish a School Committee (SC). The SC is responsible for developing a 3-year School Improvement Plan (SIP) and Annual Work Plans (AWPs) which are based on the VMQs. Each primary school will receive a School Grants (SG) from the Ministry of Education to implement the activities outlined in their SIP and AWPs. The School Committee needs to monitor the progress on the implementation of these plans and communicate the SIP to all the local stakeholders in education to ensure their support.

Standard 15 (School Management and Leadership): The School Head manages the daily school administration by filing and updating school records

School Heads or delegate are responsible for maintaining and updating the following school records: (i) school log book, (ii) admission register, (iii) school financial records, (iv) teacher and student medical files, (v) teacher attendance register, (vi) student attendance register, (vii) minutes of meetings book, (viii) school inventory book, (ix) inward and outward mail register, (x) visitors book, (xi) students' transfer and identity card, and (xii) teacher file.

Vanuatu Education Support Program (VESP)

VESP is focused on addressing the root causes of poor quality education in the early years. The ends of program outcomes are that:

1. Literacy and numeracy levels of children in early years of education reach national standards.
2. Children complete primary school.
3. All girls and boys, including those with disabilities, are able to access early years of schooling.
4. More children enrol at primary school.
5. Ministry of Education management at all levels implements policies in key outcome areas.

These outcomes are to be achieved through the following implementation strategies:

1. Train and support teachers to implement the new curriculum.
2. Strengthen early childhood care and education delivery.
3. Engage the community through school based management.
4. Provide locally relevant and efficient delivery of facilities and equipment.
5. Develop capacity within the Ministry of Education to deliver an effective, well managed and de-concentrated education system in Vanuatu.

In April 2013, the Ministry of Education and development partners requested a situation analysis of the education sector in Vanuatu. The primary goal was to provide an independent analysis of the current situation in the Vanuatu education sector at the school level with a view to informing the detailed implementation plans based on VESP strategies. A situation analysis plan was drafted and approved in May 2013 and data collection took place between May and August 2013. Draft results were made available at formal presentations on October 25th and November 1st. These presentations were followed by further meetings with key stakeholders. Their comments were used to interpret the findings of the study and feed into this final report.

The overall goals of the situation analysis as stated in the agreed Terms of Reference consisted of four key questions:

1. What is the current situation?
2. What factors (positive and negative) have led to this situation?
3. What are the implications of the current situation and the contributing factors?
4. What are the recommended management responses to the current situation for key stakeholders in the sector (MoE, PMO, MFEM, development partners, schools etc).

The following areas were examined:

- School grants
- School-based management including school standards
- Community and parental involvement
- School environment
- Teacher and head teacher support
- School readiness
- Learning outcomes

Key findings are grouped as follows:

- School grants, School-based management including school standards, Community and parental involvement
- School environment
- Teacher and head teacher support
- School readiness
- Learning outcomes

EDUCATION POLICY STATEMENT 2009 – 2012

Faced with global regional and national challenges, Vanuatu as a small island state needs to redirect its valuable and limited resources to achieve effective and directed commitments. It strongly believes that in order to achieve a strong economic growth and sustainable development, it needs to encourage the development of human resources as a national priority. It strongly believes that investing on human development should be balanced between physical academic and spiritually to reap a long term benefit. The policy statement has its basis on the principles found in Education for All and Millennium Development Goals, Government of Vanuatu four year matrix documents. It is aimed at providing a Better Education for All. In 2006, an education summit was held after a nationwide consultation which resulted in the Vanuatu Education Sector Strategy document. The Vanuatu Education Sector Strategy document pointed out weaknesses and challenges of the education system which this policy will address through the mechanism of the A Sector Wide Approach (Swap).

PURPOSE

The purpose of this statement is to lay down broader policy directions of the Government of Vanuatu for the development of its education system for the next five years.

VISION

Proud of our unique identity, we commit ourselves entirely to the development of good and responsible citizens through the implementation of a comprehensive quality education system, FOR ALL and BY ALL.

OBJECTIVES

The ultimate aim of the education system is to empower all children, youth and citizens of Vanuatu to be **proactive** and exercise appropriate choices in their daily life, be responsible for their actions and contribute wisely by recognizing and making good use of available opportunities for the development of this nation. Without becoming too ambitious, we need to:

- Build an education system which enables the promotion of our national culture and enhances the spirit of togetherness, respect regardless of the many languages, culture and religion as outlined in our Constitution.
- Build an education system which contributes to poverty alleviation, a strong economic growth and sustainable development.
- Build an education system to add **value** to all citizens of this nation.
- Provide equal opportunity to all children to have **Access** to **Quality** education
- Provide better **facilities** in a secured and safe environment to facilitate quality learning and teaching for children and teachers.
- An education system that aims to provide knowledgeable and skilled Man Power.
- The Education system aims to lift the standard of **Literacy** and **Numeracy** to at least regional standards.
- Encourage bilingualism in French and English throughout Vanuatu
- Facilitate **access** to tertiary and technical education.
- Increase scholarships to accommodate all eligible citizens to seek further University studies, nationally, regionally and internationally
- Promote professional development of teachers and continue to provide and improve in-service training.
- Promote spirit of partnership between the Government and stakeholders in the development of education.
- Convince communities and population to value education.
- Strengthen administration, financial management and accountability in schools to encourage self-reliance in schools.
- Strengthen the role and the restructure of the Teaching Service commission, to effectively carryout its functions.
- Create an effective Education system that the Government can sustain in the future.

Gender Equity in Education Policy 2005-2015

The purpose of this Gender Equity in Education Policy is to ensure that girls and boys, women and men of Vanuatu equally benefit from their participation in education

The goal of this Gender Equity in Education Policy is to provide equal opportunities (EO) for everyone in education that are not determined by their gender. The policy covers the formal education sector including pre-school, primary, secondary and tertiary education.

The Government of Vanuatu has ratified two important and influential international conventions, The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC) and has also endorsed the Pacific Islands Basic Education Action Plan. The ratification of these conventions requires the Government of Vanuatu to take steps to ensure gender equity in education.

The Government of Vanuatu has indicated its commitment to gender equity through provisions detailed in the Constitution and the Comprehensive Reform Programme. The Education Act No. 21 of 2001, Part 1, 8(1) states: “A child is not to be refused admission to any school on account of his/her gender, religion, race, nationality, language or disability. “ Eliminating gender inequalities in education is an important goal of the Ministry of Education. This commitment is detailed in the Ministry’s Corporate Plan 2004-2006 and Education for All Action Plan 2001-2015 (Priority Goals 2 and 5). In particular, the provision of free and compulsory primary education (as stated in Priority Goal 2) will be an important strategy in eliminating gender disparities in participation in primary education. This policy is designed to assist the Ministry of Education meet these commitments.

Values and principles guiding this policy

The Vanuatu education system encourages, supports and promotes gender equity in education. Gender equity in education at all levels is essential to a positive learning experience where both males and females are given the same opportunities to reach their full potential. The following are the values and principles guiding this policy:

Fairness in education is a human right for everyone; Providing high quality education for all students (male and female) is the professional responsibility of all those working in education; Being male or female does not determine our capacity to learn or to work, both males and females are equally capable; Being male or female should not determine which subjects are studied or which careers are followed; Equality of opportunity may at times mean that either males or females are treated differently for a period of time; Action needs to be taken to improve education for females and the employment of women in the education system; People need to be treated as individuals as there are differences between females and males, there are differences between females, and there are differences between males; Cultural practices/attitudes based on gender must not limit the educational opportunities of anyone; Education must prepare males and females for life in both the modern world and the traditional/cultural world; and To be able to learn and work effectively people must be safe, any form of harassment/bullying in education is completely unacceptable.

Culture and gender equity

There are many different cultures in Vanuatu that sustain and enrich the lives of its people. These cultures have evolved over many centuries. Cultural practices vary from island to island and within islands.

Culture does not stand still, over time it changes. This is the case in Vanuatu, for example over the last 150 years Christianity has become central in lives of many Ni Vanuatu. While it is important to preserve those aspects of culture that help sustain and enrich people it is also important to change those aspects that limit people’s opportunities based on their gender. Both males and females should value each other and be valued equally in all aspects of their lives, including education.

It is acknowledged that many families struggle to find the money to pay school fees and sometimes it is impossible to pay for all their children to attend school. Often a boy is chosen to continue this education because a girl on marriage will leave her family. In this case, the child’s sex rather than their ability determines their educational future. This practice disadvantages girls yet we know that when girls are educated the return to the family in terms of improved health is great, the whole family benefits. However, until Vanuatu has a free education system this practice disadvantages girls.

Over the years there have been some gains in reducing the gender disparities in accessing formal education. For example, in the primary school sector males and females are almost equally represented.

Disability and gender equity

Boys and girls with disabilities are less likely to receive an education than other children. Girls with disabilities are a particularly vulnerable group and seldom receive an education; they are less visible than boys with disabilities. All aspects of this policy include boys and girls with disabilities.

Gender inequality

Gender inequalities occur when there are differences in male's and female's ability to access and participate in education as students and employees. There are many different reasons why gender inequalities occur and these differ from country to country. Discrimination is an aspect of gender inequality and involves treating males and females unfairly.

A number of areas of gender inequality in education in Vanuatu have been identified. Research has shown in almost all the areas of the formal education system females are more disadvantaged than males. These include: More males than females participate in primary, secondary, tertiary, technical and university education; More males than females are employed in education; Females are underrepresented in senior positions and on committees in education; Females and males study gender stereotypical subjects; and Females drop out and are pushed out of education at a higher rate than males.

In addition, during the consultation process for this policy a number of other issues were identified that in particular limits the educational opportunities of females. These include: Pregnant girls are expelled from school, this is a discriminatory practice; some schools have unsafe environments where students are bullied and harassed by other students and by staff; and Girls with disabilities are a particularly vulnerable group. Strategies have been developed (see the Log frame and Action Plan) that address these inequalities. Implementing these strategies is the responsibility of everyone who works in education.

Inclusive language

This policy uses inclusive language. How we use language reflects how our society and culture sees the role of men and women. It can also limit what people think is possible and appropriate. If when we write and talk about the principal we use "he" or "Headmaster" or we refer to a Chairperson as the Chairman then women can and often do believe that these are positions that are only for men. The Ministry of Education is committed to using gender inclusive language in all its activities throughout all levels of the education system of Vanuatu.

Gender mainstreaming

Gender mainstreaming is the process that will be used to achieve the objectives outlined above. This means there will be a consistent use of a gender perspective in all activities in all educational organisations and by all those working in education. Gender mainstreaming requires us to examine and change those attitudes and practices that contribute to gender inequalities in education. Some will be easier to change than others. It will take time and will involve professional development and the allocation of resources. So that gender mainstreaming becomes an integral part of educational planning and implementation an extensive professional development programme will be needed.

Responsibility

The overall responsibility for the implementation of this policy will be the Department of Policy and Planning in the Ministry of Education through provincial education boards, school councils, principals and teachers.

Gender desk

A Gender Desk will be established within the Ministry of Education to oversee the implementation and monitoring of this policy. This will comprise of two Gender Officers (GO), one male and a female. Provincial Education Officers will also appoint a staff member as the Provincial Gender Officer (PGO) to oversee the implementation of this policy in their province. In addition, secondary schools will assign to a teacher the responsibility of implementing the relevant aspects of this policy in their respective schools. This person shall be called the School Guidance Teacher (SGT).

Gender equity handbook

To assist with the implementation of the gender policy.

Education and awareness raising

Education and awareness raising of gender equity issues in education was identified in the consultation process as the single most needed strategy. This includes education and awareness raising administrators, teachers, students,

parents and communities. Therefore, education and awareness raising of will be incorporated into all the activities identified in the Action Plan 2005-2015.

Monitoring and evaluating progress

Monitoring and evaluating progress towards gender equality in education will be carried out every three years. The data gathered in the 2002 gender analysis of the education sector will be used as base line data against which progress will be measured. The first review of progress will be undertaken mid-2010.

Timeline and priorities

This Gender Equity in Education policy covers a period of ten years from 2005-2015. Some changes can be implemented immediately; they include discriminatory practices that do not require the allocation of resources or professional development. For example, girls who become pregnant while at school will no longer be expelled but allowed to remain at school to continue their education and allowed to return after the birth. Other changes will be phased in over ten years (2005-2015). These are changes that require significant attitudinal change, allocation and professional development. Using a national consultation process, these changes have been prioritized (see Action Plan). For example, to increase the number of girls taking non-traditional and technical subjects a national awareness raising programme will need to be implemented to develop and raise awareness amongst teachers, students, parents and communities.

Financial considerations

The Ministry of Education has limited financial and human resources. Therefore, in 2005 funding will be sought from a donor to assist with the implementation of all aspects of this policy.

Gender Equity in Education Policy log frame and Action Plan Matrix

Goal: Provide equal opportunities (EO) for everyone in education that is not determined by their gender.

Objectives	Strategy/Action	Responsibility	Indicator
Establish an effective gender equity implementation and monitoring system	MOE establish a Gender Desk; Gender Officers appointed ; Gender policy distributed; Carry out training of education personnel in EO; Seek donor funding to implement the gender equity in education policy; Develop gender equity handbook	Director General Gender Desk Officers	Technical Advisor needs to appointed to implement the gender equity in education policy Gender Equity in Education Policy completed Gender Desk needs to be established Gender personnel needs to be appointed Gender equity handbook needs to published
Reduce girls drop/push out rate in Years 11,12,13	MOE to direct schools to stop the expulsion of pregnant girls and allow girls who have given birth to return to school Develop and implement awareness programme to promote the value of girls continuing with their education including pregnant girls and girls who have given birth Provide secondary schools with enough boarding facilities for girls Research establishing single sex senior secondary schools Research the causal factors of girls high drop/push out rate at all levels	MOE, Principals , School Councils Principals , School Guidance Teachers, School Councils	Schools discipline policies need to be amended Need to Increase space availability in Year 11,12 and 13 in order to cater for a high female Retention rate in senior secondary schools. Ensure that boarding facilities provided for girls
Provide a safe learning environment for all students	Develop a comprehensive harassment and safety policy	MOE School	Training of principals and inspectors completed

	<p>covering students and staff in all schools</p> <p>Provide professional development on harassment for principals and inspectors</p> <p>Implement harassment policy in all schools</p> <p>Monitor progress of implementation</p>	<p>Councils</p> <p>Principals</p> <p>Gender Desk Officers</p>	<p>Need to complete work on sex harassment policy and also need to set up a time frame for this.</p> <p>Ensure that a Safe learning environment Is provided in schools</p>
Increase the number of females applying for and being awarded scholarships including post graduate scholarships	<p>Provide school guidance teachers with professional development on scholarships</p> <p>Carry out scholarship awareness in all secondary schools on an annual basis</p>	<p>SO, NEC</p> <p>School Guidance Teachers</p>	<p>Professional development on scholarships for School Guidance Teachers</p> <p>Scholarship awareness programmes completed in secondary schools</p>
Increase the number of females taking science mathematics and technical subjects	<p>Develop and implement an awareness programme to promote the value of girls taking science, mathematics and technical subjects</p>	<p>MOE, NEC</p> <p>School Guidance Teachers</p>	<p>Implementation of awareness programme for educational personnel and communities</p>
Increase the number of female students in technical education	<p>Develop and implement an awareness programme to encourage girls to study technical education at the tertiary level</p> <p>Develop and implement an awareness programme to encourage employers to employ males and females on merit in non-traditional areas</p> <p>Make available all technical subjects to both males and females in secondary schools</p> <p>Provide pathways for students from formal to non-formal systems through TVET</p>	<p>MOE</p> <p>School Guidance Teachers</p> <p>Provincial Guidance Officers</p> <p>TVET Principals</p> <p>NEC</p>	<p>Implementation of awareness programme for educational personnel and communities</p> <p>Technical subjects to be available and offered to both males and females in secondary schools</p> <p>Pathways provided for students from formal to non-formal systems through TVET</p>
Provide career guidance and subject choice advice for both males and females that do not limit student's employment/work options on the basis of their sex	<p>Develop a career guidance handbook that encourages both males and females to study and work in non-stereotypical gender areas (including using the Girls Can do Anything book already completed)</p> <p>Train all pre service teachers in career guidance and use of the handbook as a part of the required courses for all secondary pre-service teachers</p> <p>Develop a system for evaluating the career guidance handbook and programme</p> <p>Carry out in-service training for School Guidance Teachers on the use of the handbook</p>	<p>Gender Desk Officers</p> <p>VITE Officers, VITE, MOE</p>	<p>School Guidance Teachers in each secondary school</p> <p>Career guidance handbook developed</p> <p>Career guidance training for pre-service secondary teachers</p> <p>System for evaluating the career guidance handbook and programme developed</p> <p>In-service training for School Guidance Teachers on the use of career guidance handbook</p>
Develop curricula resources and courses that are gender inclusive	<p>Provide professional development for CDU and VITE staff on developing gender inclusive curricula</p> <p>Provide in-service and pre-service</p>	<p>CDU</p> <p>VITE</p> <p>All teachers</p>	<p>Review of primary and secondary curricula for gender inclusion</p> <p>Provide PD for CDU and VITE, pre and in-service teachers staff</p>

	training on the implementation of a gender inclusive curricula Implement gender inclusive curricula		on developing gender inclusive curricula Monitoring of gender inclusive curricula
Increase the number of female principals and females in other senior positions	Develop an Equal Employment Opportunity (EEO) in Education policy Identify and professionally develop women for senior positions Review and amend existing selection criteria for principal's positions for gender equity Change the title of leaders of primary and secondary schools to The Principal and include in all aspects of the work of the Ministry of Education	MOE TSC	Development of Equal Employment Opportunity (EEO) in Education policy Monitoring of the employment of female principals and females in other senior positions
Increase the number of females employed in the Ministry of Education administration, particularly in senior positions	Develop a recruitment drive to encourage women with relevant experience and qualifications to apply for positions in the Ministry of Education	Personnel Officer MOE	Monitoring of women's employment in MOE
Increase women's representation on committees including the TSC	Change the Teaching Service Act No 15 of 1983 to allow for the appointment of at least two women and two men to the TSC, the fifth member to be either a man or a woman Review and revise the Teaching Service Act No 15 of 1983 so that the language used in the Act is gender inclusive and does not exclusively use the male pronouns as at present	Director General/ Minister of Education MOE, State Law Office	Teaching Service Act No 15 of 1983 amended to include women
Recruit more women to train as secondary teachers	Develop and implement an awareness programme to encourage females to apply for secondary teacher education	VITE, MOE, School Guidance Teachers	VITE and principals consulted Awareness programme developed and implemented
Accurately track the progress towards achieving gender equality in education	Develop a policy that covers the collection and reporting of sex disaggregated data so progress can be accurately tracked Seek donor funding for a TA with expertise in data collection and reporting to work with MOE Statisticians on developing consistent systems and processes for the collection of sex disaggregated data Develop consistent systems of collecting and reporting sex disaggregated data Provide professional development for principals on reporting sex disaggregated data to the MOE	Director of Policy and Planning, MOE Director of Policy and Planning, MOE MOE Statisticians MOE, Gender Desk Officers	Policy on the collection and reporting of sex disaggregated data developed, implemented and resourced Donor funding received Monitoring data systems developed

Excerpts from the Pacific Island Secretariat Forum - FBEAP (1996-2009)

File obtained from website.

Forum Basic Education Action Plan – 2001, held in Auckland, New Zealand, 15 May 2001

As a first step Ministers agreed on the following as the vision and goals for Forum members:

The Vision

Basic education as the fundamental building block for society should engender the broader life skills that lead to social cohesion and provide the foundations for vocational callings, higher education and lifelong learning. These when combined with enhanced employment opportunities create a higher level of personal and societal security and development.

The Goals

Achieve universal and equitable educational participation and achievement; and ensure access and equity and improve quality and outcomes.

In adopting this Vision Ministers reaffirmed their commitment to the Dakar 2000 Education for All Framework for Action six goals and noted the actions being taken at the national level for the development of strategic plans. In addition Ministers committed themselves to the following specific strategies:

- Promote of different forms of secondary and vocational education.
- Review the curricula of training centres and non-formal education programmes to match skills taught (outcomes) with the requirements for employment and livelihood in the traditional subsistence economy.
- Development of non-formal education and work-based programmes in cooperation with civil society and the private sector.
- Promote the role of civil society in providing non-formal skills training.

Pacific Islands Forum Secretariat - Forum Basic Education Action Plan – 2002; held in Suva, Fiji 12 December 2002; at that meeting, the EFA plans of the Pacific Islands were reviewed.

Education For All Mid-Decade Assessment

Minister heard a presentation from UNESCO on the need to monitor progress towards achieving education goals (national, regional and global) and to identify gaps in achieving the identified goals. Ministers were informed that the lack of appropriate data from countries had prevented the development of a thorough analysis of the situation with education initiatives and status of education in the region. Considering the importance of data in evidence-based planning and policy formulation, Ministers acknowledged the urgent need to collect data that are urgently needed as the basis for policy review / development as well as planning and resource allocation.

Ministers further acknowledged that countries need to ensure that appropriate staff is available for capacity development as it would go a long way in ensuring sustainability in the area of data collection, data analysis / interpretation and reporting on status of education in each country.

Pacific Education Development Framework (PEDF) - 2009-2015

At the Auckland meeting Ministers, in their deliberations, recognised that basic education is the fundamental building block for society. Ministers agreed to a Pacific Vision for education and to a number of goals including goals and commitments under the Education for All (EFA) framework. The key outcome of this meeting was the endorsement by Ministers of the Forum Basic Education Action Plan 2001 (FBEAP). The outcomes of subsequent Ministerial meetings were documented as updates or additions to the original FBEAP. In this way the FBEAP became a 'living' document.

At their 2007 meeting, the Education Ministers decided that, given the seven years since FBEAP 2001, a comprehensive evaluation should be undertaken of FBEAP during 2008. A review of FBEAP was also seen as being able to contribute constructively to the Pacific Plan, also being reviewed in 2008. The extensive consultative process of the Review recommended a rebirth of the regional plan with a new title. Following extensive discussion and consideration by Ministers at the meeting in Tonga (March 2009), it was agreed that the revised document be referred to as a framework, rather than an action plan. Accordingly an outcome of the Review is that the revised document be known as the Pacific Education Development Framework (PEDF).

Since then, the PEDF coordinates regional activities and provides advocacy and a leadership role in policy dialogue at the regional level. It guides but not directs the work of Ministries at the national level. PEDF is grounded in two

sets of imperatives. First the commitments made by Pacific countries to global education calls for action and second, the national and regional response to the specific needs and challenges in respect of education in the Pacific region. The global commitments include the EFA agenda and goals, the MDGs relating directly or indirectly to education, the United Nations Literacy Decade and also the UN Decade of Education for Sustainable Development. At the national level in most countries, these international commitments have been mainstreamed into the sectoral planning process). The challenges and needs that Pacific Island countries are experiencing as they attempt to bring about improvement in their education systems have been comprehensively analysed and documented as part of the review of FBEAP.

The PEDF covers not only EFA/basic education agenda but also the training/employment/ economic agenda. By being explicitly grounded in these two agendas the PEDF is well aligned with the Pacific Plan, a need also identified in the FBEAP Review. In this Framework basic education is interpreted in broad terms consistent with the common UNESCO usage (allowing countries to interpret/modify as appropriate to their own contexts). The framework embraces TVET in the widest sense. As a result the Framework includes all sectors of education with the exception of higher education.

The Pacific Education Development Framework (PEDF)

Its vision calls for “quality education for all in Pacific Island countries”, and the mission is “to enable each Pacific learner to develop all his/her talents and creativities to the full and thereby enabling each person to take responsibility for his/her own life and make a meaningful contribution to the social, cultural and economic development of Pacific society”

Strategic Goals: were (1) To achieve universal and equitable participation and access to Pacific education and training. (**Access & Equity**); (2) To improve quality and outcomes. (**Quality**); and (3) To achieve efficient and effective utilisation of resources ensuring balanced and sustained development of Pacific education systems. (**Efficiency & Effectiveness**)

Guiding principles and values: The PEDF is underscored by the following core of intrinsic and enduring values and principles:

- *Education as a human right:* The human right to education is the foundation of the Pacific Education Development Framework.
- *Holistic approach:* By focusing on learning throughout life, the PEDF emphasises the links and pathways through the various stages or sub-sectors of education and the need to diversify these pathways to cater for the needs of all learners. This holistic approach in the Pacific context the four pillars of learning are often contextualised as the ‘heads, hands, heart and soul’ paradigm of holistic lifelong learning.
- *Diversity:* mutual respect and valuing of the differences within and between Pacific societies cultures and values.
- *Harmonisation:* a shared commitment between countries and development partners to align development activities with partner countries' national priorities; and giving importance to the national leadership role in coordinating development assistance with a focus on managing for results.
- *Partnerships:* Education and training involves governments, parents, teachers, students, community organisations and development partners. This PEDF is based on recognition that Pacific learners will not reach their potential if governments and key stakeholders work in isolation from each other. Encouraging and sustaining meaningful partnerships in education is central to realisation of the Framework’s Vision.