ANNUAL STATISTICAL DIGEST
MINISTRY OF EDUCATION AND TRAINING (MOET), VANUATU

2015

September 2015

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

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

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

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

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

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

Jesse Joe Dick  
Director General of MoET
ACKNOWLEDGMENT

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

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

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

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

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

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

Serge Lewawa
Director of Policy and Planning Unit

I wish to thank all the stakeholders and other divisions in the MoET namely TVET, Vanuatu Rural Development and Training Centre Association (VRDTCA), Post-secondary institutions, University of South Pacific (USP), Agence Universitaire de la Francophonie (AUF), Finance division at MoET and National Assessment Unit for sharing their data with the VEMIS team.
Vanuatu Education System records the total of 1,147 schools, 85,232 students and 4,043 teachers across all institutions in 2015. The system has English and French speaking primary and secondary schools with a harmonized curriculum program developed in 2012.

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

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

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

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

Figure 4: Enrolment in government and non-government schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary 1–6</th>
<th>Secondary</th>
<th>ECCE</th>
<th>Primary 1–6</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>42,341</td>
<td>17,117</td>
<td>1,560</td>
<td>12,926</td>
<td>1,122</td>
</tr>
<tr>
<td>2013</td>
<td>44,554</td>
<td>19,003</td>
<td>1,565</td>
<td>13,764</td>
<td>1,377</td>
</tr>
<tr>
<td>2014</td>
<td>44,554</td>
<td>19,003</td>
<td>1,565</td>
<td>13,764</td>
<td>1,377</td>
</tr>
<tr>
<td>2015</td>
<td>44,554</td>
<td>19,003</td>
<td>1,565</td>
<td>13,764</td>
<td>1,377</td>
</tr>
</tbody>
</table>

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

With Sustainable Development Goal 4 (SDG), the world has pledged to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The percentage of underage and overage is a core indicator of SDG 4, it helps to measure access in primary schooling. About 1.2% students who enrolled in primary schools are underage and 25.8% students are overage. That represents an equivalent of 1,846 students.
It is essential to note that education in Vanuatu is not compulsory, however the MoET with donors funding support continues to allocate school grant money to all the registered primary schools in the country. The purpose of the school grant is to enable all children aged 6 to 11 years old to go to schools.

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

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

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

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

**IMPROVE QUALITY OF EDUCATION FOR ALL STUDENTS IN VANUATU**

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

However, the percentage of certified teachers in ECE and secondary schools shows a minor decrease of 1% average in 2015. Success to learning and teaching is also linked to available resources such as textbooks and other instructional materials and facilities. The pupil textbook ratio is a significant measure of textbook and teacher guide availability.
In 2015, the estimated number of textbooks and teachers guide in primary schools for instance is not adequate. Over 25% of textbooks and teachers guide in language, general studies and Maths are available in primary schools. However there are only 1% textbooks and teachers guide in Social Science (SOCS) and Basic Science (BAS) for all primary schools in the country. Further investigation is required to clarify the quality and number of textbooks and teacher’s guide in schools.

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

At national level, 63% of Year 10 students were selected to year 11 in 2015. There are 52% students in english speaking school and 86% students in french speaking schools out of 2,751 students who were placed in year 11 in 2016. Student selection varies from province to province. According to the National Assessment Unit in Vanuatu, the selection of Year 10 students is made according to the number of places available in Year 11 classes in each province.
The total of education expenditure is defined as the total general (local, regional and central) government expenditures on education (current, capital, and transfers) and it includes expenditure funded by transfers from international sources to government as percentage of a GDP. The education expenditure has risen from 6.1% in 2011 to 7.3% in 2015. In comparison to other pacific countries, the country has invested a higher percentage of its national budget to education sector in 2015. This indicates that the Vanuatu Government continues to set up for education sector development.

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

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

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

### In ECCE

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population (ages 3–5)</td>
<td>20,333</td>
<td>21,124</td>
<td>21,748</td>
<td>22,177</td>
</tr>
<tr>
<td>TOTAL GER</td>
<td>101%</td>
<td>97%</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>FEMALE GER</td>
<td>101%</td>
<td>96%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>MALE GER</td>
<td>101%</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
</tr>
</tbody>
</table>

### In primary

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population (ages 6–11)</td>
<td>36,265</td>
<td>37,018</td>
<td>37,897</td>
<td>38,912</td>
</tr>
<tr>
<td>TOTAL GER</td>
<td>121%</td>
<td>119%</td>
<td>121%</td>
<td>118%</td>
</tr>
<tr>
<td>FEMALE GER</td>
<td>120%</td>
<td>117%</td>
<td>118%</td>
<td>116%</td>
</tr>
<tr>
<td>MALE GER</td>
<td>123%</td>
<td>121%</td>
<td>123%</td>
<td>119%</td>
</tr>
</tbody>
</table>

### In secondary

<table>
<thead>
<tr>
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<th>2012</th>
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<th>2014</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>Total Population (ages 12–18)</td>
<td>38,821</td>
<td>39,111</td>
<td>39,484</td>
<td>39,950</td>
</tr>
<tr>
<td>TOTAL GER</td>
<td>40%</td>
<td>42%</td>
<td>50%</td>
<td>51%</td>
</tr>
<tr>
<td>FEMALE GER</td>
<td>42%</td>
<td>44%</td>
<td>52%</td>
<td>52%</td>
</tr>
<tr>
<td>MALE GER</td>
<td>38%</td>
<td>40%</td>
<td>48%</td>
<td>50%</td>
</tr>
</tbody>
</table>
**Chart 2: NER in ECCE, primary and secondary education, 2012–2015**

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

**In ECCE**

<table>
<thead>
<tr>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tr>
<td><strong>Total Population (ages 3–5)</strong></td>
<td>20,333</td>
<td>21,124</td>
<td>21,748</td>
<td>22,177</td>
</tr>
<tr>
<td><strong>Total NER</strong></td>
<td>44%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Female NER</strong></td>
<td>45%</td>
<td>43%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Male NER</strong></td>
<td>44%</td>
<td>42%</td>
<td>43%</td>
<td>43%</td>
</tr>
</tbody>
</table>

**In primary**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
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<td>37,018</td>
<td>37,897</td>
<td>38,912</td>
</tr>
<tr>
<td><strong>Total NER</strong></td>
<td>86%</td>
<td>86%</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Female NER</strong></td>
<td>87%</td>
<td>87%</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td><strong>Male NER</strong></td>
<td>86%</td>
<td>86%</td>
<td>88%</td>
<td>86%</td>
</tr>
</tbody>
</table>

**In secondary**

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population (ages 12–18)</strong></td>
<td>38,821</td>
<td>39,111</td>
<td>39,484</td>
<td>39,950</td>
</tr>
<tr>
<td><strong>Total NER</strong></td>
<td>31%</td>
<td>33%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Female NER</strong></td>
<td>36%</td>
<td>36%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Male NER</strong></td>
<td>30%</td>
<td>30%</td>
<td>32%</td>
<td>33%</td>
</tr>
</tbody>
</table>
The Division of Policy and Planning Unit at the MoET is responsible to compile the ASD each year. A good community process has been established between Policy and Planning Unit, other divisions of the MoET and with the education stakeholders in order to build a good working environment. This digest covers a wide range of education statistics from ECE to tertiary education level.

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

**MOET POLICY GOALS**

- Improve Access in Education
- Improve Quality in Education
- Improve Education Management

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

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

MEASURING ACCESS AND EQUITY

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

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

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

- The gross enrolment rate for ECE has increased by 2.3% in 2015 compared to 2014.
- However, the net enrolment rate in ECE remains steady at around 42% since 2013.
- At primary level, the gross enrolment rate has declined by 2% in 2015 and the net enrolment rate has also gone down from 88% in 2014 to 86.2% in 2015. About 346 students who were 10 and 11 years old in 2015 enrolled in lower secondary schools.
Concerning secondary education, the gross enrolment rate has shown a slight increase of 1.7% in 2015 when the net enrolment rate remains steady at 34.9% in 2014 and 2015.

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

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

**ENROLMENT BY EDUCATION AUTHORITY**

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

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

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

*Figure 12: New entrants in primary Year 1 with ECCE experience, 2012–2015*
Table 1: Enrolment by education authority, sex and school level, 2014–2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Education Authority</th>
<th>ECE</th>
<th></th>
<th></th>
<th>Primary (1–6)</th>
<th></th>
<th></th>
<th>Secondary (7+)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>GoV</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>17,220</td>
<td>15,275</td>
<td>32,495</td>
<td>6,586</td>
<td>6,517</td>
<td>13,103</td>
<td></td>
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<tr>
<td></td>
<td>Church</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Govt. Assisted)</td>
<td>249</td>
<td>203</td>
<td>452</td>
<td>6,216</td>
<td>5,593</td>
<td>11,809</td>
<td>2,621</td>
<td>2,706</td>
<td>5,387</td>
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</tr>
<tr>
<td></td>
<td>Subtotal Govt.</td>
<td>249</td>
<td>203</td>
<td>452</td>
<td>23,436</td>
<td>20,868</td>
<td>44,304</td>
<td>9,207</td>
<td>9,223</td>
<td>18,490</td>
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</tr>
<tr>
<td>2015</td>
<td>GoV</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Govt. Assisted)</td>
<td>281</td>
<td>256</td>
<td>537</td>
<td>6,387</td>
<td>5,694</td>
<td>12,081</td>
<td>2,694</td>
<td>2,671</td>
<td>5,365</td>
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</tr>
<tr>
<td></td>
<td>Subtotal Govt.</td>
<td>281</td>
<td>256</td>
<td>537</td>
<td>23,488</td>
<td>21,066</td>
<td>44,554</td>
<td>9,597</td>
<td>9,406</td>
<td>19,003</td>
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</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

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

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

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

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

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

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

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

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

Source: VEMIS, 2015

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Education Authority</th>
<th>Torba</th>
<th>Sanma</th>
<th>Penama</th>
<th>Malampa</th>
<th>Shefa</th>
<th>Tafea</th>
<th>Vanuatu</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Govt.</td>
<td>516</td>
<td>2,704</td>
<td>663</td>
<td>1,749</td>
<td>5,625</td>
<td>1,846</td>
<td>13,103</td>
</tr>
<tr>
<td></td>
<td>Church (Govt. assisted)</td>
<td>97</td>
<td>1,098</td>
<td>1,414</td>
<td>617</td>
<td>1,613</td>
<td>548</td>
<td>3,878</td>
</tr>
<tr>
<td></td>
<td>Subtotal Govt.</td>
<td>613</td>
<td>3,802</td>
<td>2,077</td>
<td>2,366</td>
<td>7,238</td>
<td>2,394</td>
<td>18,490</td>
</tr>
<tr>
<td></td>
<td>Church</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
<td></td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>35</td>
<td></td>
<td>1,064</td>
<td>28</td>
<td>1,127</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>193</td>
<td></td>
<td>193</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>613</td>
<td>3,969</td>
<td>2,077</td>
<td>2,366</td>
<td>8,527</td>
<td>2,422</td>
<td>19,974</td>
</tr>
<tr>
<td>2015</td>
<td>Govt.</td>
<td>450</td>
<td>2,931</td>
<td>764</td>
<td>1,923</td>
<td>5,859</td>
<td>1,711</td>
<td>13,638</td>
</tr>
<tr>
<td></td>
<td>Church (Govt. assisted)</td>
<td>60</td>
<td>1,163</td>
<td>1,369</td>
<td>594</td>
<td>1,634</td>
<td>545</td>
<td>3,365</td>
</tr>
<tr>
<td></td>
<td>Subtotal Govt.</td>
<td>510</td>
<td>4,094</td>
<td>2,133</td>
<td>2,517</td>
<td>7,493</td>
<td>2,256</td>
<td>19,003</td>
</tr>
<tr>
<td></td>
<td>Church</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>34</td>
<td></td>
<td>174</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>32</td>
<td></td>
<td>1,071</td>
<td>135</td>
<td>1,238</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>153</td>
<td></td>
<td>153</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>510</td>
<td>4,266</td>
<td>2,133</td>
<td>2,517</td>
<td>8,751</td>
<td>2,391</td>
<td>20,568</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Year</th>
<th>Education Authority</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Jnr Secondary (7–10)</th>
<th>Snr Secondary (11+)</th>
<th>Vanuatu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
<td>Govt.</td>
<td>32,495</td>
<td>10,053</td>
<td>3,050</td>
<td>45,598</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Church (Govt. assisted)</td>
<td>452</td>
<td>11,809</td>
<td>4,039</td>
<td>17,648</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal Govt.</td>
<td>452</td>
<td>44,304</td>
<td>14,092</td>
<td>63,246</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Church</td>
<td></td>
<td>215</td>
<td>164</td>
<td>379</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private</td>
<td></td>
<td>9,666</td>
<td>681</td>
<td>11,742</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community</td>
<td></td>
<td>3,587</td>
<td>152</td>
<td>4,009</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>13,705</td>
<td>15,089</td>
<td>79,376</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>Govt.</td>
<td>32,473</td>
<td>10,217</td>
<td>3,421</td>
<td>46,111</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Church (Govt. assisted)</td>
<td>537</td>
<td>12,081</td>
<td>3,935</td>
<td>17,983</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subtotal Govt.</td>
<td>537</td>
<td>44,554</td>
<td>14,152</td>
<td>64,094</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Church</td>
<td></td>
<td>209</td>
<td>174</td>
<td>829</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private</td>
<td></td>
<td>10,141</td>
<td>792</td>
<td>11,898</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community</td>
<td></td>
<td>3,623</td>
<td>114</td>
<td>3,979</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td></td>
<td>14,301</td>
<td>15,232</td>
<td>80,800</td>
<td></td>
</tr>
</tbody>
</table>

Source: VEMIS 2015

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

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

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

<table>
<thead>
<tr>
<th>Language</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Secondary (7+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bislama</td>
<td>486</td>
<td>505</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>8,377</td>
<td>8,746</td>
<td>8,836</td>
</tr>
<tr>
<td>French</td>
<td>1,940</td>
<td>1,824</td>
<td>2,006</td>
</tr>
<tr>
<td>Vernacular</td>
<td>2,604</td>
<td>2,649</td>
<td>2,954</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>12,921</td>
<td>13,705</td>
<td>14,301</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

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

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

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

OFFICIAL AGE GROUP

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

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

<table>
<thead>
<tr>
<th>Age</th>
<th>ECE</th>
<th>Primary Level</th>
<th>Secondary Level</th>
<th>Tertiary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1,597</td>
<td></td>
<td></td>
<td></td>
<td>1,597</td>
</tr>
<tr>
<td>4</td>
<td>3,523</td>
<td></td>
<td></td>
<td></td>
<td>4,886</td>
</tr>
<tr>
<td>5</td>
<td>4,355</td>
<td></td>
<td></td>
<td></td>
<td>5,828</td>
</tr>
<tr>
<td>6</td>
<td>3,217</td>
<td>2,355 285 11</td>
<td></td>
<td></td>
<td>6,777</td>
</tr>
<tr>
<td>7</td>
<td>1,154</td>
<td>3,609 1,535 264 15 1 4</td>
<td></td>
<td></td>
<td>6,700</td>
</tr>
<tr>
<td>8</td>
<td>345</td>
<td>2,340 2,526 1,231 234 23 1</td>
<td></td>
<td></td>
<td>6,777</td>
</tr>
<tr>
<td>9</td>
<td>76</td>
<td>941 2,221 2,155 1,165 209 10</td>
<td></td>
<td></td>
<td>6,700</td>
</tr>
<tr>
<td>10</td>
<td>34</td>
<td>245 1,125 2,047 1,823 981 218</td>
<td></td>
<td></td>
<td>6,476</td>
</tr>
<tr>
<td>11</td>
<td>68</td>
<td>399 1,261 1,737 1,682 873</td>
<td></td>
<td></td>
<td>6,363</td>
</tr>
<tr>
<td>12</td>
<td>15</td>
<td>136 590 1,201 1,577 1,495</td>
<td></td>
<td></td>
<td>6,095</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>46 242 578 1,043 1,504</td>
<td></td>
<td></td>
<td>5,772</td>
</tr>
<tr>
<td>14</td>
<td>6</td>
<td>14 59 242 588 1,032</td>
<td></td>
<td></td>
<td>4,963</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>10 22 97 293 654</td>
<td></td>
<td></td>
<td>4,892</td>
</tr>
<tr>
<td>16</td>
<td>7</td>
<td>28 70 184</td>
<td></td>
<td></td>
<td>4,011</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>2 5 18 59</td>
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<td></td>
<td>3,029</td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td>5 14</td>
<td></td>
<td></td>
<td>1,656</td>
</tr>
<tr>
<td>19</td>
<td>12</td>
<td>28 44 79</td>
<td></td>
<td></td>
<td>936</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>18 10 19</td>
<td></td>
<td></td>
<td>433</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td>5 4</td>
<td></td>
<td></td>
<td>204</td>
</tr>
<tr>
<td>22</td>
<td>2</td>
<td>1 10 18</td>
<td></td>
<td></td>
<td>30</td>
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<tr>
<td>23</td>
<td>2</td>
<td>16 20 4 2</td>
<td></td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

**Source:** Year 14 is only applied to French speaking high schools (e.g. Lycée Louis Antoine de Bougainville, Lycée de Montmartre and Collège de Luganville. Secondary school enrolment includes students in general and technical secondary schools. There are three technical secondary schools; St. Michel technical schools, Lowanatom technical school and Londua technical school.
Table 7: Population Estimates, 2010–2015

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

Source: VEMIS, 2015

Figure 16: Percentage of promotion Rate, 2009–2015

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

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

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

Percentage of out-of-school children in primary education is one of the core indicators for SDG 4. This indicator varies between 12% children in 2012 to 13% in 2015. The purpose of this indicator is to identify the size of the population in the official primary school age range who are out of schools. This group of children should be targeted for policies and efforts in achieving universal primary education in Vanuatu.
There are several factors that could contribute to the out-of-school children in primary education. First of all, education in Vanuatu is not compulsory. The actual out-of-school children in Shefa province is 13.7% in 2015.

**SCHOOLS BY LANGUAGE OF INSTRUCTION AND SCHOOL TYPE**

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bislama</td>
<td>26</td>
<td>25</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>337</td>
<td>342</td>
<td>340</td>
<td>282</td>
<td>281</td>
<td>282</td>
<td>59</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>French</td>
<td>66</td>
<td>65</td>
<td>71</td>
<td>152</td>
<td>152</td>
<td>151</td>
<td>27</td>
<td>31</td>
<td>30</td>
</tr>
<tr>
<td>Vernacular</td>
<td>128</td>
<td>136</td>
<td>139</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vanuatu</td>
<td>557</td>
<td>568</td>
<td>576</td>
<td>434</td>
<td>433</td>
<td>433</td>
<td>87</td>
<td>92</td>
<td>96</td>
</tr>
</tbody>
</table>

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

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

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

**Table 9: Number of schools by province, 2015**

<table>
<thead>
<tr>
<th>School level</th>
<th>ECE Language</th>
<th>Province</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bislama</td>
<td>Torba</td>
<td>Sanma</td>
</tr>
<tr>
<td>English</td>
<td>14</td>
<td>91</td>
<td>40</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>21</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>112</td>
<td>61</td>
</tr>
<tr>
<td>Primary school</td>
<td>English</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td>French</td>
<td>8</td>
<td>32</td>
<td>22</td>
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<tr>
<td>Total</td>
<td>26</td>
<td>94</td>
<td>64</td>
</tr>
<tr>
<td>Secondary school</td>
<td>Bilingual</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>French</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Vanuatu total</td>
<td></td>
<td>59</td>
<td>256</td>
</tr>
</tbody>
</table>

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

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

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

**Table 10: Number of schools by education authority, 2015**

<table>
<thead>
<tr>
<th>Authority Type</th>
<th>ECE</th>
<th>Primary school</th>
<th>Secondary school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>GoV</td>
<td>303</td>
<td>53</td>
<td>356</td>
<td></td>
</tr>
<tr>
<td>Church (Govt. assisted)</td>
<td>16</td>
<td>114</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>Church (Not Govt. Assisted)</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
School level

<table>
<thead>
<tr>
<th>Authority Type</th>
<th>ECE</th>
<th>Primary school</th>
<th>Secondary school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>175</td>
<td>5</td>
<td>1</td>
<td>181</td>
</tr>
<tr>
<td>Private</td>
<td>385</td>
<td>8</td>
<td>5</td>
<td>398</td>
</tr>
<tr>
<td>Total</td>
<td>576</td>
<td>433</td>
<td>96</td>
<td>1,105</td>
</tr>
</tbody>
</table>

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

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

Table 11: Number of schools with parent committees, 2015

<table>
<thead>
<tr>
<th>School type</th>
<th>Total number of Schools</th>
<th>Parent Committee Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>576</td>
<td>349</td>
</tr>
<tr>
<td>Primary school</td>
<td>433</td>
<td>269</td>
</tr>
<tr>
<td>Secondary school</td>
<td>96</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>1,105</td>
<td>663</td>
</tr>
</tbody>
</table>

Source: VEMIS 2015

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

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

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

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

ENROLMENT RATES

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>GPI</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>GPI</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>GPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>58.8%</td>
<td>57.9%</td>
<td>58.3%</td>
<td>0.98</td>
<td>119.9%</td>
<td>116.2%</td>
<td>118.1%</td>
<td>0.97</td>
<td>45.5%</td>
<td>49.3%</td>
<td>46.8%</td>
<td>1.08</td>
</tr>
<tr>
<td>2012</td>
<td>66.7%</td>
<td>65.8%</td>
<td>66.3%</td>
<td>0.99</td>
<td>122.5%</td>
<td>119.5%</td>
<td>121.0%</td>
<td>0.98</td>
<td>44.1%</td>
<td>49.7%</td>
<td>46.8%</td>
<td>1.13</td>
</tr>
<tr>
<td>2013</td>
<td>63.7%</td>
<td>63.0%</td>
<td>63.4%</td>
<td>0.99</td>
<td>121.2%</td>
<td>117.4%</td>
<td>119.4%</td>
<td>0.97</td>
<td>45.9%</td>
<td>50.6%</td>
<td>48.1%</td>
<td>1.10</td>
</tr>
<tr>
<td>2014</td>
<td>64.3%</td>
<td>62.3%</td>
<td>63.4%</td>
<td>0.97</td>
<td>122.7%</td>
<td>118.3%</td>
<td>120.6%</td>
<td>0.96</td>
<td>48.2%</td>
<td>52.3%</td>
<td>50.1%</td>
<td>1.09</td>
</tr>
<tr>
<td>2015</td>
<td>65%</td>
<td>64.0%</td>
<td>64.5%</td>
<td>0.98</td>
<td>119.9%</td>
<td>116.0%</td>
<td>118.0%</td>
<td>0.97</td>
<td>49.8%</td>
<td>52.4%</td>
<td>51.0%</td>
<td>1.05</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015
Table 13: NER by school type, 2011–2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>GPI</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>GPI</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>GPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>40.4%</td>
<td>40.9%</td>
<td>40.6%</td>
<td>1.01</td>
<td>87.0%</td>
<td>88.1%</td>
<td>87.4%</td>
<td>0.97</td>
<td>31.6%</td>
<td>36.6%</td>
<td>33.9%</td>
<td>1.16</td>
</tr>
<tr>
<td>2012</td>
<td>44.2%</td>
<td>44.7%</td>
<td>44.4%</td>
<td>1.01</td>
<td>86.3%</td>
<td>87.2%</td>
<td>86.7%</td>
<td>0.98</td>
<td>30.4%</td>
<td>36.1%</td>
<td>33.1%</td>
<td>1.19</td>
</tr>
<tr>
<td>2013</td>
<td>42.4%</td>
<td>42.9%</td>
<td>42.7%</td>
<td>1.01</td>
<td>85.9%</td>
<td>86.9%</td>
<td>86.3%</td>
<td>0.97</td>
<td>30.4%</td>
<td>35.9%</td>
<td>33.0%</td>
<td>1.18</td>
</tr>
<tr>
<td>2014</td>
<td>43.0%</td>
<td>42.6%</td>
<td>42.8%</td>
<td>0.99</td>
<td>87.5%</td>
<td>88.6%</td>
<td>88.0%</td>
<td>0.96</td>
<td>32.3%</td>
<td>37.8%</td>
<td>34.9%</td>
<td>1.17</td>
</tr>
<tr>
<td>2015</td>
<td>42.7%</td>
<td>42.8%</td>
<td>42.7%</td>
<td>1.00</td>
<td>85.7%</td>
<td>86.8%</td>
<td>86.2%</td>
<td>0.97</td>
<td>32.7%</td>
<td>37.4%</td>
<td>34.9%</td>
<td>1.14</td>
</tr>
</tbody>
</table>

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

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

The gap between the GERs and NERs is significant in 2015 and thus indicates the extent of overage and underage enrolments. At ECCE level for instance, 34% of children are overage while their age ranges from 6 to 10 years old. At primary level, 26% of students are overage, their age ranges from 12 to 18 years old. Although the registered schools at this level receive grants, the NER has declined by 2% in the last year. Therefore, the challenge remains to get the right population school age to go to school.

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

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

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

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

However, as demonstrated by the province data, the NERs and GERs of 100% is not a necessary condition for universal primary education in Vanuatu. In a country, where children enter school before or after the official entrance age, universal primary education can exist even though the primary NER may be below 100%.
Improving access to the kindergarten and primary schools in Shefa province requires special attention. The gross enrolment in ECCE for instance remains stagnant at 80% between 2014 and 2015. At primary level, the GER has significantly decreased by 3.5% in 2015 as compared to 2014.

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

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

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

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

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

INTERNAL EFFICIENCY DATA

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

<table>
<thead>
<tr>
<th>Year level</th>
<th>ECE</th>
<th>Repeaters</th>
<th>Dropout</th>
<th>Dropouts</th>
<th>Leavers</th>
<th>Not attending regularly</th>
<th>Absent at the census date</th>
<th>Transfer in</th>
<th>Transfer out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>10,070</td>
<td>1,211</td>
<td>51</td>
<td>95</td>
<td>102</td>
<td>12</td>
<td>280</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>8,304</td>
<td>749</td>
<td>38</td>
<td>120</td>
<td>57</td>
<td>8</td>
<td>177</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>7,891</td>
<td>746</td>
<td>47</td>
<td>113</td>
<td>58</td>
<td>6</td>
<td>166</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>7,127</td>
<td>602</td>
<td>61</td>
<td>97</td>
<td>57</td>
<td>3</td>
<td>120</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>6,490</td>
<td>401</td>
<td>49</td>
<td>97</td>
<td>40</td>
<td>6</td>
<td>120</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>6,049</td>
<td>400</td>
<td>76</td>
<td>200</td>
<td>47</td>
<td>14</td>
<td>120</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>4,853</td>
<td>113</td>
<td>78</td>
<td>95</td>
<td>92</td>
<td>2</td>
<td>355</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>3,870</td>
<td>45</td>
<td>50</td>
<td>68</td>
<td>34</td>
<td>2</td>
<td>102</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>3,509</td>
<td>73</td>
<td>35</td>
<td>83</td>
<td>54</td>
<td>2</td>
<td>212</td>
<td>69</td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>3,000</td>
<td>123</td>
<td>22</td>
<td>130</td>
<td>32</td>
<td>2</td>
<td>242</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>2,203</td>
<td>31</td>
<td>17</td>
<td>42</td>
<td>27</td>
<td>10</td>
<td>100</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>1,934</td>
<td>10</td>
<td>3</td>
<td>23</td>
<td>23</td>
<td>51</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The total number of repeaters by year level represents 5.6% of the total primary and secondary school enrolment in 2015. The MoET is able to collect data on students who leave school without giving any reason. The school leavers of primary and secondary schools represent 1.4% or the equivalent of 1,163 students in 2015.

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

### HIGHER EDUCATION

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

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

<table>
<thead>
<tr>
<th>New Awardees, 2015 by sponsors</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Zealand Regional Development Scholarship (NZRDS)</td>
<td>13</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>New Zealand Pacific Scholarship (NZPS)</td>
<td>11</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>France Government</td>
<td>16</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td>Chinese Government</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Vanuatu Government (Scholarship Unit)</td>
<td>61</td>
<td>80</td>
<td>141</td>
</tr>
<tr>
<td>Vanuatu Government (Licence AES)</td>
<td>21</td>
<td>34</td>
<td>55</td>
</tr>
<tr>
<td>Australian Aid</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>132</strong></td>
<td><strong>151</strong></td>
<td><strong>283</strong></td>
</tr>
</tbody>
</table>

Source: Donor agencies data, 2015

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

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

Source: Donor agencies data, 2015

AUF is offering online certificate and diploma courses in school based sub-centres. They target primary and secondary school teachers but also school leavers who want to upskill their knowledge on specific areas. The degree in economic and social administration is only offered at AUF at Port-Vila. Since 2013, the Faculty of Administration and Communication of Toulouse 1 Capitol has introduced the first degree in Economic and Social Administration in Vanuatu. After three years, over 20 students have graduated in April 2016 in Port-Vila.
Table 18: Total numbers of students who enrolled in Pré-DAEU and DAEU course at AUF, 2015

<table>
<thead>
<tr>
<th>AUF course</th>
<th>Total Enrolment</th>
<th>Enrolment by Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Diplôme d’Accès aux Études Universitaires (DAEU)</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Certificat Informatique et Internet (C2i)</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Brevet Informatique et Internet (B2i)</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Pré-DAEU</td>
<td>65</td>
<td>71</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

Source: AUF, 2015

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

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Degree</td>
<td>40</td>
<td>23</td>
<td>63</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Post Graduate Certificate</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Post Graduate Diploma</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Professional Diploma</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Master</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>43</strong></td>
<td><strong>33</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

Source: USP, 2015
OTHER POST-SECONDARY EDUCATION, 2015

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

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

Figure 19: Enrolment in post-secondary institutions, 2015

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

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

<table>
<thead>
<tr>
<th>Trainers/Instructor</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>VMC</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>VITE</td>
<td>21</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>VIT</td>
<td>44</td>
<td>31</td>
<td>75</td>
</tr>
<tr>
<td>VNC</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>APTC</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>VAC</td>
<td>15</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>VAC</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>68</strong></td>
<td><strong>168</strong></td>
</tr>
</tbody>
</table>

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

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

There are several post-secondary institutions for students who wish to continue their studies in Vanuatu. Tables 19 and 20 give an insight into some of the institutions available. Among them we can name the Vanuatu
Maritime College, the Vanuatu Nursing College and the Vanuatu Agriculture College. But these two tables also summarize the total enrolment and the number of trainers in Post-secondary institutions in Vanuatu in 2015.

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

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

Table 22: Total graduates by gender 2015

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>VMC</td>
<td>789</td>
<td>26</td>
<td>815</td>
</tr>
<tr>
<td>VITE</td>
<td>45</td>
<td>69</td>
<td>114</td>
</tr>
<tr>
<td>VIT</td>
<td>196</td>
<td>172</td>
<td>368</td>
</tr>
<tr>
<td>VNC</td>
<td>4</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>APTC</td>
<td>69</td>
<td>135</td>
<td>204</td>
</tr>
<tr>
<td>VAC</td>
<td>57</td>
<td>9</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>1,160</td>
<td>430</td>
<td>1,590</td>
</tr>
</tbody>
</table>

Source: Post-secondary institutions, 2015

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

Figure 20: Total graduates by gender, 2015

VANUATU RURAL DEVELOPMENT TRAINING CENTERS ASSOCIATION (VRDTCA), 2014

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

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

Source: VRDTCA’s data, 2015

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

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torba</td>
<td>37</td>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>Sanma</td>
<td>93</td>
<td>80</td>
<td>173</td>
</tr>
<tr>
<td>Penama</td>
<td>171</td>
<td>70</td>
<td>241</td>
</tr>
<tr>
<td>Malampa</td>
<td>29</td>
<td>10</td>
<td>39</td>
</tr>
<tr>
<td>Shefa</td>
<td>103</td>
<td>5</td>
<td>108</td>
</tr>
<tr>
<td>Tafea</td>
<td>106</td>
<td>59</td>
<td>165</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>539</strong></td>
<td><strong>231</strong></td>
<td><strong>770</strong></td>
</tr>
</tbody>
</table>

Source: RTC’s data, 2015

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

<table>
<thead>
<tr>
<th>Provinces</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torba</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Sanma</td>
<td>17</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Penama</td>
<td>20</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>Malampa</td>
<td>14</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Shefa</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Tafea</td>
<td>19</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>33</strong></td>
<td><strong>111</strong></td>
</tr>
</tbody>
</table>

Source: RTC’s data, 2015

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

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

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

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

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

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

```
<table>
<thead>
<tr>
<th>Training Field</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VANUATU</strong></td>
<td>431</td>
</tr>
<tr>
<td>Tourism and hospitality</td>
<td>185</td>
</tr>
<tr>
<td>Homecare</td>
<td>28</td>
</tr>
<tr>
<td>Business</td>
<td>6</td>
</tr>
<tr>
<td>Carpentry</td>
<td>71</td>
</tr>
<tr>
<td>Building construction</td>
<td>44</td>
</tr>
<tr>
<td>Electrical</td>
<td>6</td>
</tr>
<tr>
<td>Automotive</td>
<td>84</td>
</tr>
</tbody>
</table>
```

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

**TECHNICAL VOCATIONAL EDUCATIONAL AND TRAINING (TVET), 2015**

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

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

<table>
<thead>
<tr>
<th>Skill Development Activities</th>
<th>Sanma</th>
<th>Malampa</th>
<th>Torba</th>
<th>Tafea</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Business</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Fisheries</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Forestry</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Livestock</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Tourism</td>
<td>12</td>
<td>11</td>
<td>15</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>Trades &amp; Services</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>35</strong></td>
<td><strong>29</strong></td>
<td><strong>5</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Source: 2015 TVET data

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

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>Torba</th>
<th>Sanma</th>
<th>Malampa</th>
<th>Tafea</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>MD</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>655</td>
<td>624</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>577</td>
<td>309</td>
</tr>
<tr>
<td>2013</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>352</td>
<td>156</td>
</tr>
<tr>
<td>2014</td>
<td>129</td>
<td>89</td>
<td>0</td>
<td>259</td>
<td>186</td>
</tr>
<tr>
<td>2015</td>
<td>142</td>
<td>86</td>
<td>0</td>
<td>110</td>
<td>144</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

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

RELEVANT INDICATORS FOR MOET MONITORING AND EVALUATION

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil: teacher ratio - ECCE</td>
<td>13.5</td>
<td>13.8</td>
<td>14.4</td>
<td>14.7</td>
<td>15.2</td>
<td>14.7</td>
<td>15.9</td>
</tr>
<tr>
<td>Pupil: teacher ratio - primary</td>
<td>23.4</td>
<td>24.2</td>
<td>24.1</td>
<td>24.7</td>
<td>24.5</td>
<td>25.5</td>
<td>24.6</td>
</tr>
<tr>
<td>Student: teacher ratio - secondary</td>
<td>16.7</td>
<td>17.3</td>
<td>17.4</td>
<td>17.5</td>
<td>18.2</td>
<td>19.9</td>
<td>20.6</td>
</tr>
<tr>
<td>PTR–urban ECCE schools</td>
<td>21.9</td>
<td>24.0</td>
<td>24.3</td>
<td>24.2</td>
<td>26.1</td>
<td>25.6</td>
<td>25.1</td>
</tr>
<tr>
<td>PTR–rural ECCE schools</td>
<td>12.1</td>
<td>12.5</td>
<td>13.2</td>
<td>13.5</td>
<td>13.9</td>
<td>13.5</td>
<td>14.6</td>
</tr>
<tr>
<td>PTR–urban primary schools</td>
<td>32.9</td>
<td>33.3</td>
<td>30.6</td>
<td>31.5</td>
<td>30.6</td>
<td>32.1</td>
<td>32.2</td>
</tr>
<tr>
<td>PRTR–rural primary schools</td>
<td>21.8</td>
<td>22.8</td>
<td>22.9</td>
<td>23.5</td>
<td>23.4</td>
<td>23.5</td>
<td>25.1</td>
</tr>
<tr>
<td>PTR–urban secondary schools</td>
<td>16.5</td>
<td>20.9</td>
<td>15.9</td>
<td>13.6</td>
<td>14.7</td>
<td>15.9</td>
<td>16.8</td>
</tr>
<tr>
<td>PTR–rural secondary schools</td>
<td>16.7</td>
<td>15.7</td>
<td>16.7</td>
<td>16.7</td>
<td>17.2</td>
<td>17.6</td>
<td>17.7</td>
</tr>
<tr>
<td>Government primary* school teachers certified (%)</td>
<td>56.0%</td>
<td>58.9%</td>
<td>58.7%</td>
<td>58.5%</td>
<td>62.3%</td>
<td>63.7%</td>
<td>64.7%</td>
</tr>
<tr>
<td>Government secondary* school teachers certified (%)</td>
<td>60.6%</td>
<td>59.9%</td>
<td>58.8%</td>
<td>58.4%</td>
<td>63.2%</td>
<td>69.7%</td>
<td>76.1%</td>
</tr>
<tr>
<td>Student textbook ratio - primary - government</td>
<td>2.9</td>
<td>2.5</td>
<td>2.7</td>
<td>3.3</td>
<td>3.1</td>
<td>3.2</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary school learning resources (%)</td>
<td>87%</td>
<td>86%</td>
<td>86%</td>
<td>88%</td>
<td>88%</td>
<td>89%</td>
<td>91%</td>
</tr>
<tr>
<td>Secondary school learning resources (%)</td>
<td>13%</td>
<td>14%</td>
<td>14%</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Student classroom ratio - primary - government</td>
<td>22.6</td>
<td>23.0</td>
<td>22.9</td>
<td>23.4</td>
<td>22.7</td>
<td>23.3</td>
<td>24.7</td>
</tr>
<tr>
<td>Pupil toilet ratio - primary</td>
<td>32.2</td>
<td>37.5</td>
<td>40.9</td>
<td>43.5</td>
<td>43.3</td>
<td>41.8</td>
<td>42.1</td>
</tr>
<tr>
<td>Male</td>
<td>33.1</td>
<td>39.0</td>
<td>45.3</td>
<td>47.2</td>
<td>47.0</td>
<td>45.8</td>
<td>41.2</td>
</tr>
<tr>
<td>Female</td>
<td>31.2</td>
<td>36.0</td>
<td>36.9</td>
<td>40.1</td>
<td>39.9</td>
<td>38.2</td>
<td>42.8</td>
</tr>
<tr>
<td>Student toilet ratio (secondary)</td>
<td>13.6</td>
<td>14.3</td>
<td>15.3</td>
<td>15.2</td>
<td>15.3</td>
<td>20.9</td>
<td>21.5</td>
</tr>
<tr>
<td>Male</td>
<td>14.3</td>
<td>15.1</td>
<td>16.0</td>
<td>15.5</td>
<td>15.5</td>
<td>21.6</td>
<td>22.5</td>
</tr>
<tr>
<td>Female</td>
<td>13.0</td>
<td>13.6</td>
<td>14.6</td>
<td>15.0</td>
<td>15.1</td>
<td>20.2</td>
<td>20.5</td>
</tr>
<tr>
<td>GPI: GIR - primary education</td>
<td>1.06</td>
<td>1.23</td>
<td>1.13</td>
<td>1.18</td>
<td>1.12</td>
<td>1.19</td>
<td>1.26</td>
</tr>
<tr>
<td>GPI: NIR - primary education</td>
<td>0.36</td>
<td>0.40</td>
<td>0.37</td>
<td>0.36</td>
<td>0.35</td>
<td>0.35</td>
<td>0.30</td>
</tr>
<tr>
<td>GPI: GER - primary (1–6)</td>
<td>1.00</td>
<td>0.99</td>
<td>0.98</td>
<td>0.99</td>
<td>0.99</td>
<td>1.00</td>
<td>0.96</td>
</tr>
<tr>
<td>GPI :GER - primary (1–6)</td>
<td>1.01</td>
<td>1.01</td>
<td>1.01</td>
<td>1.01</td>
<td>1.01</td>
<td>1.01</td>
<td>1.01</td>
</tr>
<tr>
<td>GPI: GER - secondary (7+)</td>
<td>1.04</td>
<td>1.04</td>
<td>1.05</td>
<td>1.06</td>
<td>1.05</td>
<td>1.05</td>
<td>1.05</td>
</tr>
<tr>
<td>GPI: NER - secondary (7+)</td>
<td>1.06</td>
<td>1.06</td>
<td>1.08</td>
<td>1.09</td>
<td>1.09</td>
<td>1.10</td>
<td>1.14</td>
</tr>
<tr>
<td>School Life expectancy - primary (1–6)</td>
<td>8.2</td>
<td>8.4</td>
<td>8.7</td>
<td>8.7</td>
<td>9.2</td>
<td>9.0</td>
<td>9.2</td>
</tr>
</tbody>
</table>

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

EARLY CHILDHOOD CARE AND EDUCATION (ECCE) – SCHOOL READINESS

ECCE is a recognized key driver to improving learning outcomes and is a new focus of the Ministry of Education and its development partners. With support from an implementing partner (World Vision), the Vanuatu Ministry of Education undertook a 3 year pilot project to increase the number of kindergarten children that are ready for primary school as a result of accessing quality ECCE learning and thereby improve the achievement of literacy and numeracy at primary level (SECCE Design Document, 2013).
This graph is showing parents’ views on small children learning at home. The survey has been carried out by teachers: there were 41 questions for parents to answer basically on general development, physical development, language, social development and mathematics of the child. There were also two practical activities, the children were asked to read 12 numbers and to identify 8 colors. From the parents’ results, 46% of children in average met the child readiness requirements. In Vanuatu, parental engagement in a child’s education and development has been limited mostly to occasional fundraising activities. The new pilot activity has focused on establishing a relationship between the Kindergartens and parents, an approach that hasn’t previously been implemented.

PACIFIC ISLAND LITERACY AND NUMERACY ASSESSMENT (PILNA), 2012

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Domain</th>
<th>Performing at expected level(^{1})</th>
<th>Working towards expected level</th>
<th>Not yet working towards expected level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>Literacy</td>
<td>25.3</td>
<td>54.8</td>
<td>19.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>Numeracy</td>
<td>36.8</td>
<td>48.5</td>
<td>14.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>Literacy</td>
<td>30.4</td>
<td>43.1</td>
<td>26.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>Numeracy</td>
<td>43.3</td>
<td>25.0</td>
<td>31.6</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Domain</th>
<th>Performing at expected level(^{1})</th>
<th>Working towards expected level</th>
<th>Not yet working towards expected level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 4</td>
<td>Literacy</td>
<td>5.2</td>
<td>67.6</td>
<td>27.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>Numeracy</td>
<td>37.3</td>
<td>47.7</td>
<td>15.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>Literacy</td>
<td>18.9</td>
<td>40.1</td>
<td>40.9</td>
</tr>
<tr>
<td>Year 6</td>
<td>Numeracy</td>
<td>44.1</td>
<td>18.4</td>
<td>37.5</td>
</tr>
</tbody>
</table>

\(^1\) See the glossary section (Annex 4) at the end of this digest
Figure 24: PILNA, literacy and numeracy performance results by year and by gender, 2012

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

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

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

Source: VEMIS, 2015

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

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

INTERNAL EFFICIENCY INDICATORS

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Year (1–6, % Average)</th>
<th>Survival Rate to year 6</th>
<th>Secondary Year (7+, % Average)</th>
<th>Survival Rate to year 13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Drop-out rate</td>
<td>Repeater Rate</td>
<td>Promotion Rate</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>5.5%</td>
<td>15.2%</td>
<td>79.3%</td>
<td>83.5%</td>
</tr>
<tr>
<td>2012</td>
<td>3.8%</td>
<td>14.6%</td>
<td>81.7%</td>
<td>74.6%</td>
</tr>
<tr>
<td>2013</td>
<td>5.1%</td>
<td>12.7%</td>
<td>82.2%</td>
<td>77.5%</td>
</tr>
<tr>
<td>2014</td>
<td>5.3%</td>
<td>12.9%</td>
<td>84.3%</td>
<td>79.2%</td>
</tr>
<tr>
<td>2015</td>
<td>8.7%</td>
<td>8.7%</td>
<td>82.7%</td>
<td>64.6%</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

TEACHER’S INFORMATION

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

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

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

Source: VEMIS, 2015 – Not stated means that school level has been determined in the VEMIS survey questionnaire
TEACHER’S BY EDUCATION AUTHORITIES

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

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

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

TEACHER’S BY PROVINCE

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

<table>
<thead>
<tr>
<th>School Type</th>
<th>Province</th>
<th>2013 Male</th>
<th>Female</th>
<th>Total</th>
<th>2014 Male</th>
<th>Female</th>
<th>Total</th>
<th>2015 Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>Torba</td>
<td>10</td>
<td>38</td>
<td>48</td>
<td>7</td>
<td>36</td>
<td>43</td>
<td>5</td>
<td>32</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Sanma</td>
<td>9</td>
<td>218</td>
<td>227</td>
<td>6</td>
<td>213</td>
<td>219</td>
<td>8</td>
<td>219</td>
<td>227</td>
</tr>
<tr>
<td></td>
<td>Penama</td>
<td>4</td>
<td>145</td>
<td>149</td>
<td>5</td>
<td>143</td>
<td>148</td>
<td>5</td>
<td>143</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>Malampa</td>
<td>2</td>
<td>160</td>
<td>162</td>
<td>3</td>
<td>173</td>
<td>176</td>
<td>5</td>
<td>159</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>Shefa</td>
<td>10</td>
<td>156</td>
<td>166</td>
<td>11</td>
<td>184</td>
<td>195</td>
<td>12</td>
<td>170</td>
<td>182</td>
</tr>
<tr>
<td></td>
<td>Tafea</td>
<td>7</td>
<td>117</td>
<td>124</td>
<td>7</td>
<td>142</td>
<td>149</td>
<td>6</td>
<td>137</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>42</td>
<td>834</td>
<td>876</td>
<td>39</td>
<td>891</td>
<td>930</td>
<td>41</td>
<td>860</td>
<td>901</td>
</tr>
<tr>
<td>Primary (1–6)</td>
<td>Torba</td>
<td>36</td>
<td>33</td>
<td>69</td>
<td>41</td>
<td>35</td>
<td>76</td>
<td>46</td>
<td>34</td>
<td>80</td>
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<tr>
<td></td>
<td>Sanma</td>
<td>142</td>
<td>241</td>
<td>383</td>
<td>151</td>
<td>259</td>
<td>410</td>
<td>151</td>
<td>260</td>
<td>411</td>
</tr>
<tr>
<td></td>
<td>Penama</td>
<td>111</td>
<td>139</td>
<td>250</td>
<td>121</td>
<td>145</td>
<td>266</td>
<td>121</td>
<td>161</td>
<td>282</td>
</tr>
<tr>
<td></td>
<td>Malampa</td>
<td>133</td>
<td>146</td>
<td>279</td>
<td>152</td>
<td>162</td>
<td>314</td>
<td>161</td>
<td>157</td>
<td>318</td>
</tr>
<tr>
<td></td>
<td>Shefa</td>
<td>153</td>
<td>276</td>
<td>429</td>
<td>155</td>
<td>283</td>
<td>438</td>
<td>180</td>
<td>319</td>
<td>499</td>
</tr>
<tr>
<td></td>
<td>Tafea</td>
<td>167</td>
<td>139</td>
<td>306</td>
<td>166</td>
<td>124</td>
<td>290</td>
<td>162</td>
<td>112</td>
<td>274</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>742</td>
<td>974</td>
<td>1,716</td>
<td>786</td>
<td>1,008</td>
<td>1,794</td>
<td>821</td>
<td>1,043</td>
<td>1,864</td>
</tr>
<tr>
<td>Secondary (7+)</td>
<td>Torba</td>
<td>16</td>
<td>10</td>
<td>26</td>
<td>18</td>
<td>8</td>
<td>26</td>
<td>11</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Sanma</td>
<td>132</td>
<td>90</td>
<td>222</td>
<td>129</td>
<td>91</td>
<td>220</td>
<td>119</td>
<td>80</td>
<td>199</td>
</tr>
<tr>
<td></td>
<td>Penama</td>
<td>78</td>
<td>44</td>
<td>122</td>
<td>83</td>
<td>55</td>
<td>138</td>
<td>82</td>
<td>55</td>
<td>137</td>
</tr>
<tr>
<td></td>
<td>Malampa</td>
<td>85</td>
<td>39</td>
<td>124</td>
<td>82</td>
<td>48</td>
<td>130</td>
<td>75</td>
<td>51</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>Shefa</td>
<td>198</td>
<td>169</td>
<td>367</td>
<td>222</td>
<td>174</td>
<td>397</td>
<td>248</td>
<td>187</td>
<td>435</td>
</tr>
<tr>
<td></td>
<td>Tafea</td>
<td>66</td>
<td>45</td>
<td>111</td>
<td>64</td>
<td>30</td>
<td>94</td>
<td>49</td>
<td>33</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>575</td>
<td>397</td>
<td>972</td>
<td>598</td>
<td>406</td>
<td>1,005</td>
<td>584</td>
<td>414</td>
<td>999</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

TEACHERS BY LANGUAGE OF INSTRUCTION

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

<table>
<thead>
<tr>
<th>School Level</th>
<th>Language</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>English</td>
<td>543</td>
<td>579</td>
<td>546</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>101</td>
<td>103</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Vernacular</td>
<td>232</td>
<td>248</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>Bislama</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>876</td>
<td>930</td>
<td>901</td>
</tr>
</tbody>
</table>
### School Level

#### Language

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary (1–6)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1,109</td>
<td>1,178</td>
<td>1,232</td>
</tr>
<tr>
<td>French</td>
<td>607</td>
<td>616</td>
<td>632</td>
</tr>
<tr>
<td>Vernacular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,716</td>
<td>1,794</td>
<td>1,864</td>
</tr>
<tr>
<td><strong>Secondary (7+)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>605</td>
<td>629</td>
<td>663</td>
</tr>
<tr>
<td>French</td>
<td>360</td>
<td>369</td>
<td>327</td>
</tr>
<tr>
<td>Bilingual</td>
<td>7</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>972</td>
<td>1,005</td>
<td>999</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

### STUDENT: TEACHER RATIOS

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Authority Type</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Secondary (7+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student</td>
<td>Teacher</td>
<td>STR</td>
</tr>
<tr>
<td>2014</td>
<td>GoV</td>
<td>32,495</td>
<td>1,258</td>
<td>25.8</td>
</tr>
<tr>
<td></td>
<td>Church (Govt. Assisted)</td>
<td>452</td>
<td>22</td>
<td>20.5</td>
</tr>
<tr>
<td></td>
<td>Govt. Subtotal</td>
<td>452</td>
<td>22</td>
<td>20.5</td>
</tr>
<tr>
<td></td>
<td>Church (Not Govt. Assisted)</td>
<td>215</td>
<td>9</td>
<td>23.9</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>9,666</td>
<td>613</td>
<td>15.8</td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>3,587</td>
<td>295</td>
<td>12.2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>13,705</td>
<td>930</td>
<td>14.7</td>
</tr>
<tr>
<td>2015</td>
<td>GoV</td>
<td>32,473</td>
<td>1,326</td>
<td>24.5</td>
</tr>
<tr>
<td></td>
<td>Church (Govt. Assisted)</td>
<td>537</td>
<td>21</td>
<td>25.3</td>
</tr>
<tr>
<td></td>
<td>Govt. Subtotal</td>
<td>537</td>
<td>21</td>
<td>25.3</td>
</tr>
<tr>
<td></td>
<td>Church</td>
<td>209</td>
<td>9</td>
<td>23.2</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>10,141</td>
<td>620</td>
<td>10.9</td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>3,623</td>
<td>260</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>14,301</td>
<td>901</td>
<td>15.9</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Province</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Secondary (7+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student</td>
<td>Teacher</td>
<td>STR</td>
</tr>
<tr>
<td>2014</td>
<td>Torba</td>
<td>524</td>
<td>43</td>
<td>12.2</td>
</tr>
<tr>
<td></td>
<td>Sanma</td>
<td>3,144</td>
<td>219</td>
<td>14.4</td>
</tr>
<tr>
<td></td>
<td>Penama</td>
<td>1,695</td>
<td>148</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>Malampa</td>
<td>1,906</td>
<td>176</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>Shefa</td>
<td>3,819</td>
<td>195</td>
<td>19.6</td>
</tr>
<tr>
<td></td>
<td>Tafea</td>
<td>2,617</td>
<td>149</td>
<td>17.6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>13,705</td>
<td>930</td>
<td>14.7</td>
</tr>
<tr>
<td>2015</td>
<td>Torba</td>
<td>563</td>
<td>37</td>
<td>15.2</td>
</tr>
<tr>
<td></td>
<td>Sanma</td>
<td>3,283</td>
<td>227</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>Penama</td>
<td>1,707</td>
<td>148</td>
<td>11.5</td>
</tr>
<tr>
<td></td>
<td>Malampa</td>
<td>2,148</td>
<td>164</td>
<td>13.1</td>
</tr>
<tr>
<td></td>
<td>Shefa</td>
<td>3,926</td>
<td>182</td>
<td>21.6</td>
</tr>
<tr>
<td></td>
<td>Tafea</td>
<td>2,674</td>
<td>143</td>
<td>18.7</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>14,301</td>
<td>901</td>
<td>15.9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Teachers</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Secondary (7+)</th>
<th>% Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>2014</td>
<td>No. Certified</td>
<td>23</td>
<td>458</td>
<td>481</td>
<td>606</td>
</tr>
<tr>
<td></td>
<td>Total Teachers</td>
<td>39</td>
<td>891</td>
<td>930</td>
<td>1,086</td>
</tr>
<tr>
<td>2015</td>
<td>No. Certified</td>
<td>22</td>
<td>437</td>
<td>459</td>
<td>528</td>
</tr>
<tr>
<td></td>
<td>Total Teachers</td>
<td>41</td>
<td>860</td>
<td>901</td>
<td>1,043</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Authority Type</th>
<th>Teachers</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Secondary (7+)</th>
<th>% Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>No. Certified</td>
<td>859</td>
<td>454</td>
<td>1,326</td>
<td>596</td>
</tr>
<tr>
<td></td>
<td>Total of teachers</td>
<td>1,326</td>
<td>454</td>
<td>1,326</td>
<td>596</td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>64.8%</td>
<td>76.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church (Gvt. Assisted)</td>
<td>No. Certified</td>
<td>5</td>
<td>308</td>
<td>226</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of teachers</td>
<td>21</td>
<td>478</td>
<td>335</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>23.8%</td>
<td>64.4%</td>
<td>67.5%</td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td>No. Certified</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of teachers</td>
<td>9</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>33.3%</td>
<td>63.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>No. Certified</td>
<td>344</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of teachers</td>
<td>620</td>
<td>40</td>
<td>660</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>55.5%</td>
<td>10.0%</td>
<td>12.8%</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>No. Certified</td>
<td>110</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of teachers</td>
<td>260</td>
<td>11</td>
<td>271</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>42.3%</td>
<td>9.1%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>No. Certified</td>
<td>459</td>
<td>1,175</td>
<td>693</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of teachers</td>
<td>901</td>
<td>1,864</td>
<td>999</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>50.9%</td>
<td>63.0%</td>
<td>69.4%</td>
<td></td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

<table>
<thead>
<tr>
<th>Province</th>
<th>Teachers</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Secondary (7+)</th>
<th>% Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torba</td>
<td>No. Certified</td>
<td>26</td>
<td>45</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of Teachers</td>
<td>37</td>
<td>80</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>70.3%</td>
<td>56.3%</td>
<td>84.2%</td>
<td></td>
</tr>
<tr>
<td>Sanma</td>
<td>No. Certified</td>
<td>148</td>
<td>279</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of Teachers</td>
<td>227</td>
<td>411</td>
<td>199</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>65.2%</td>
<td>67.9%</td>
<td>82.4%</td>
<td></td>
</tr>
<tr>
<td>Penama</td>
<td>No. Certified</td>
<td>65</td>
<td>164</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of Teachers</td>
<td>148</td>
<td>282</td>
<td>430</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>43.9%</td>
<td>58.2%</td>
<td>70.1%</td>
<td></td>
</tr>
<tr>
<td>Malampa</td>
<td>No. Certified</td>
<td>121</td>
<td>218</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of Teachers</td>
<td>164</td>
<td>318</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>73.8%</td>
<td>68.6%</td>
<td>91.3%</td>
<td></td>
</tr>
<tr>
<td>Shefa</td>
<td>No. Certified</td>
<td>64</td>
<td>334</td>
<td>264</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total of Teachers</td>
<td>182</td>
<td>499</td>
<td>481</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Certified</td>
<td>35.2%</td>
<td>66.9%</td>
<td>60.6%</td>
<td></td>
</tr>
<tr>
<td>Tafea</td>
<td>No. Certified</td>
<td>35</td>
<td>135</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>
### Total of Teachers

<table>
<thead>
<tr>
<th>Province</th>
<th>Teachers</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Secondary (7+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>No. Certified</td>
<td>459</td>
<td>1,175</td>
<td>693</td>
</tr>
<tr>
<td>Total of Teachers</td>
<td>901</td>
<td>1,864</td>
<td>999</td>
<td></td>
</tr>
<tr>
<td>% Certified</td>
<td>50.9%</td>
<td>63.0%</td>
<td>69.4%</td>
<td></td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

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

Source: VEMIS, 2015

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

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>ECE</th>
<th>Primary (1–6)</th>
<th>Secondary (7+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>2011</td>
<td>18</td>
<td>236</td>
<td>254</td>
</tr>
<tr>
<td>2012</td>
<td>17</td>
<td>294</td>
<td>311</td>
</tr>
<tr>
<td>2013</td>
<td>11</td>
<td>253</td>
<td>264</td>
</tr>
<tr>
<td>2014</td>
<td>9</td>
<td>249</td>
<td>258</td>
</tr>
<tr>
<td>2015</td>
<td>8</td>
<td>207</td>
<td>215</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
<td>1,239</td>
<td>1,302</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

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

### CLASSROOMS

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

<table>
<thead>
<tr>
<th>Year</th>
<th>ECE</th>
<th>School Level</th>
<th>Classroom</th>
<th>Enrolment</th>
<th>Student Classroom Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>ECE</td>
<td>Primary school</td>
<td>706</td>
<td>13,705</td>
<td>19.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary school</td>
<td>2,100</td>
<td>45,697</td>
<td>21.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>3,387</td>
<td>79,376</td>
<td>23.4</td>
</tr>
<tr>
<td>2015</td>
<td>ECE</td>
<td>Primary school</td>
<td>705</td>
<td>14,301</td>
<td>20.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary school</td>
<td>2,062</td>
<td>45,931</td>
<td>22.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>3,345</td>
<td>80,800</td>
<td>24.2</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015
### WATER SUPPLY

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

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

Source: VEMIS, 2015

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

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

Source: VEMIS, 2015

**Definition:**

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

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

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

### SANITATION

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

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>School Level</th>
<th>Enrolment</th>
<th>Toilets</th>
<th>Pupil Toilet Ratio (PTR)</th>
<th>GPI: PTR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>ECE</td>
<td>7,225</td>
<td>6,480</td>
<td>13,705</td>
<td>426</td>
</tr>
<tr>
<td></td>
<td>Primary school</td>
<td>25,834</td>
<td>23,307</td>
<td>49,141</td>
<td>579</td>
</tr>
<tr>
<td></td>
<td>Secondary school</td>
<td>8,382</td>
<td>8,148</td>
<td>16,530</td>
<td>433</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>41,441</strong></td>
<td><strong>37,935</strong></td>
<td><strong>79,376</strong></td>
<td><strong>1,438</strong></td>
</tr>
<tr>
<td>2015</td>
<td>ECE</td>
<td>7,515</td>
<td>6,786</td>
<td>14,301</td>
<td>437</td>
</tr>
<tr>
<td></td>
<td>Primary school</td>
<td>24,190</td>
<td>21,741</td>
<td>45,931</td>
<td>568</td>
</tr>
<tr>
<td></td>
<td>Secondary school</td>
<td>10,498</td>
<td>10,070</td>
<td>20,568</td>
<td>431</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>42,203</strong></td>
<td><strong>38,597</strong></td>
<td><strong>80,800</strong></td>
<td><strong>1,436</strong></td>
</tr>
</tbody>
</table>
ELECTRICITY AND SCHOOL EQUIPMENT

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

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>School level</th>
<th>Generator</th>
<th>Mains</th>
<th>Solar/Wind/Water</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 ECE</td>
<td>Primary school</td>
<td>31</td>
<td>18</td>
<td>23</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Secondary school</td>
<td>39</td>
<td>17</td>
<td>30</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>184</td>
<td>55</td>
<td>235</td>
<td>474</td>
</tr>
<tr>
<td>2015 ECE</td>
<td>Primary school</td>
<td>29</td>
<td>13</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Secondary school</td>
<td>33</td>
<td>15</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>162</td>
<td>47</td>
<td>194</td>
<td>403</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

ICT AND COMMUNICATION LEARNING RESOURCES

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

<table>
<thead>
<tr>
<th>Resource</th>
<th>No. of Schools</th>
<th>No. of Resource</th>
<th>% of Schools</th>
<th>No. of Schools</th>
<th>No. of Resources</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td>184</td>
<td>124</td>
<td>67.4</td>
<td>68</td>
<td>50</td>
<td>73.5</td>
</tr>
<tr>
<td>Radio telephone</td>
<td>10</td>
<td>5</td>
<td>50.0</td>
<td>2</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Fax</td>
<td>22</td>
<td>13</td>
<td>59.1</td>
<td>21</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Internet</td>
<td>38</td>
<td>19</td>
<td>50.0</td>
<td>34</td>
<td>12</td>
<td>35.3</td>
</tr>
<tr>
<td>Email</td>
<td>36</td>
<td>17</td>
<td>47.2</td>
<td>36</td>
<td>11</td>
<td>30.6</td>
</tr>
<tr>
<td>Communications Total</td>
<td>290</td>
<td>178</td>
<td>61.4</td>
<td>161</td>
<td>85</td>
<td>52.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
<th>No. of Schools</th>
<th>No. of Resource</th>
<th>% of Schools</th>
<th>No. of Schools</th>
<th>No. of Resources</th>
<th>% of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duplicator</td>
<td>26</td>
<td>14</td>
<td>53.8</td>
<td>6</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Cassette/CD player</td>
<td>72</td>
<td>42</td>
<td>58.3</td>
<td>40</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>Photocopier</td>
<td>220</td>
<td>126</td>
<td>57.3</td>
<td>71</td>
<td>47</td>
<td>66.2</td>
</tr>
<tr>
<td>Television</td>
<td>33</td>
<td>21</td>
<td>63.6</td>
<td>39</td>
<td>26</td>
<td>66.7</td>
</tr>
<tr>
<td>Video player/ recorder</td>
<td>42</td>
<td>22</td>
<td>52.4</td>
<td>26</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Typewriter</td>
<td>6</td>
<td>5</td>
<td>83.3</td>
<td>8</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Computer</td>
<td>130</td>
<td>73</td>
<td>56.2</td>
<td>71</td>
<td>42</td>
<td>59.2</td>
</tr>
<tr>
<td>Computer printer</td>
<td>116</td>
<td>65</td>
<td>56.0</td>
<td>70</td>
<td>44</td>
<td>62.9</td>
</tr>
<tr>
<td>DVD player</td>
<td>66</td>
<td>38</td>
<td>57.6</td>
<td>52</td>
<td>32</td>
<td>61.5</td>
</tr>
<tr>
<td>Scanner</td>
<td>56</td>
<td>34</td>
<td>60.7</td>
<td>44</td>
<td>26</td>
<td>59.1</td>
</tr>
<tr>
<td>Digital camera</td>
<td>27</td>
<td>17</td>
<td>63.0</td>
<td>32</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>Equipment Total</td>
<td>794</td>
<td>457</td>
<td>57.6</td>
<td>459</td>
<td>281</td>
<td>61.2</td>
</tr>
</tbody>
</table>

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

SCHOOL RESOURCES

According to the Standard 6 for the VMQS, all teachers use the current syllabus from their respective level for each subject and develop good lesson plan using the teaching and learning materials in their lessons. Standard 7 of VMQS stressed that all students should have access to all subject text books and stationery.
Table 47: Number of student textbooks and teachers’ guides in primary, 2011–2015

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

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

Table 48: ECE Learning and play resources, 2015

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

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

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

RELEVANT INDICATORS FOR MOET MONITORING AND EVALUATION

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

Source: 2015 MoET Annual Report

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

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

SOURCE OF FUNDING FOR MINISTRY OF EDUCATION AND TRAINING

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

Source: 2015 MoET Annual Report
The recurrent budget increased by 105,808,184VUV. The three items (these were New Policy Proposal/Projects that were submitted by MoET and picked and approved by COM as additional to the allocated budget ceiling) that allowed this budget increase were 1) Severance/Termination Payment: 28,768,818VUV; 2) Secondary Schools Grant: 13,816,700VUV and 3) Primary Schools Grant: 63,222,666VUV.

GOVERNMENT BUDGETARY ALLOCATION

Overall, the Ministry had an unfavorable variance of 159 million Vatu. The unfavorable balance was caused by, overspending in the payroll budget especially the Acting allowances, Responsibility allowance and leave expense that were not budgeted. The Ministry was overspent in its annual payroll budget by 176,284,185VUV on staff personnel entitlements, including salaries, family allowances, housing allowances, and superannuation.
The payroll accounts that were overspent include budgeted accounts like permanent wages. It simply implies that the number of actual people paid by the Ministry exceeded the payroll budget for the year.

**DONORS CONTRIBUTIONS TOWARDS THE EDUCATION SECTOR DEVELOPMENTS**

*Figure 30: Donor contributions towards the education sector development*

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

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

**UNIT COSTS OF EDUCATION**

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

<table>
<thead>
<tr>
<th>School level</th>
<th>Actual Expenditure</th>
<th>Enrolment</th>
<th>Expenditure per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>4,000,000</td>
<td>14,301</td>
<td>280</td>
</tr>
<tr>
<td>Primary</td>
<td>1,843,199,001</td>
<td>45,931</td>
<td>40,130</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,282,690,949</td>
<td>20,568</td>
<td>62,363</td>
</tr>
<tr>
<td>Post-Secondary (VIT, VITE)</td>
<td>190,841,767</td>
<td>1,021</td>
<td>186,917</td>
</tr>
<tr>
<td>Scholarships</td>
<td>608,124,738,000</td>
<td>518</td>
<td>1,173,986</td>
</tr>
</tbody>
</table>

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

1.1 Annual School Survey Process

Infographic 2: Annual School Survey process

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

1.2 Data Quality Measures and Data Entry

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

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

1.3 Data Entry

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

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

Infographic 3: Data collection process
Annex 2

2015 VEMIS SURVEY RESPONSE RATE

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

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

Source: VEMIS, 2015

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

Source: VEMIS, 2015

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

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

![Survey return rates for secondary schools by province, 2015](image)

Source: VEMIS, 2015

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

![Number of actual and estimated schools in VEMIS, 2015](image)

Source: VEMIS, 2015

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

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECE</td>
<td>Primary*</td>
</tr>
<tr>
<td></td>
<td>Student</td>
<td>% est’d</td>
</tr>
<tr>
<td>Torba</td>
<td>524</td>
<td>0</td>
</tr>
<tr>
<td>Sanma</td>
<td>3,144</td>
<td>2</td>
</tr>
<tr>
<td>Penama</td>
<td>1,695</td>
<td>2</td>
</tr>
<tr>
<td>Malampa</td>
<td>1,906</td>
<td>4</td>
</tr>
<tr>
<td>Shefa</td>
<td>3,819</td>
<td>8</td>
</tr>
<tr>
<td>Tafea</td>
<td>2,617</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>13,705</td>
<td>19</td>
</tr>
</tbody>
</table>

Source: VEMIS, 2015

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

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td></td>
<td>ECE</td>
<td>Primary*</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
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<tr>
<td></td>
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Source: VEMIS, 2015
**Table 53: Number of absentees in government and government assisted schools on School Census Day, 2014–2015**

<table>
<thead>
<tr>
<th>Year</th>
<th>School Type</th>
<th>Male</th>
<th>Female</th>
<th>Male</th>
<th>Female</th>
<th>Total Enrolment</th>
<th>Total Absent</th>
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<td>6,480</td>
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<td>57</td>
<td>45,697</td>
<td>145</td>
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<td>8,148</td>
<td>15</td>
<td>20</td>
<td>19,974</td>
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<tr>
<td></td>
<td>Total</td>
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<td>37,935</td>
<td>103</td>
<td>77</td>
<td>79,376</td>
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<td>6,786</td>
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<td></td>
<td>14,301</td>
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<tr>
<td></td>
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<td>21</td>
<td>45,931</td>
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<td>10,070</td>
<td>2</td>
<td>2</td>
<td>20,568</td>
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<tr>
<td></td>
<td>Total</td>
<td>42,203</td>
<td>38,597</td>
<td>30</td>
<td>23</td>
<td>80,800</td>
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Source: VEMIS, 2015

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

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<thead>
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<th>Urban/Rural</th>
<th>School level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
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<tr>
<td>Rural</td>
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<td>5,559</td>
<td>11,750</td>
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<td>Primary</td>
<td>20,576</td>
<td>18,490</td>
<td>39,066</td>
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<td></td>
<td>Secondary</td>
<td>5,482</td>
<td>5,280</td>
<td>10,762</td>
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<tr>
<td></td>
<td>Rural Total</td>
<td>32,249</td>
<td>29,329</td>
<td>61,578</td>
</tr>
<tr>
<td>Urban</td>
<td>ECE</td>
<td>1,277</td>
<td>1,189</td>
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<tr>
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<td>Primary</td>
<td>5,203</td>
<td>4,866</td>
<td>10,069</td>
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<td>3,175</td>
<td>6,602</td>
</tr>
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<td>Urban Total</td>
<td>9,907</td>
<td>9,230</td>
<td>19,137</td>
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<tr>
<td>Not Stated</td>
<td>ECE</td>
<td>47</td>
<td>38</td>
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<td>Vanuatu Total</td>
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<td>42,203</td>
<td>38,597</td>
<td>80,800</td>
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Source: VEMIS, 2015
Annex 3

ABBREVIATIONS

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

Annex 4

GLOSSARY

Actual: Refer to actual enrolment and teacher data. See also Estimated.

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

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

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

Certified: A teacher is certified if she or he has met the requirements for a formal qualification to teach. See also Qualified.
**Coefficient of efficiency:** The ideal (optimal) number of pupil-years required (i.e. without repetition and dropout) to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates.

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

**Leavers:** Students that have enrolled in 2014 and for unknown reasons they left schools in 2015.

**Dropout:** Students that have dropout in 2015 for unknown reasons.

**Absent:** Number of students who were absent at 21st March 2015, cut-off date of the VEMIS survey completion.

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

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

**Not attending school regularly:** Students that have enrolled in the beginning of 2015 but were not attending school regularly for unspecified reasons.

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

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

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

**Estimated:** Where data is not available, data is replaced by previous year data.

**Gross Enrolment Rate (GER):** Total enrolment in ECE, primary or secondary education as a percentage of the total population of children who are of the official age group for that level of education.

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

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

**Junior secondary Year 7–Year 10:** The MoET defines the junior secondary cycle of education as consisting of Year 7 to Year 10.

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

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

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

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

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

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

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

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

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

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<th>2015</th>
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<td>576</td>
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<tr>
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<td>Secondary</td>
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<td>Rural Training Centres</td>
</tr>
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</tr>
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