



Ministry of Education and Training



STATISTICAL DIGEST REPORT 2016 - 2018



Annual Statistical Digest Report

MINISTRY OF EDUCATION AND TRAINING (MoET), VANUATU

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Ministry of Education and Training

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FOREWORD



Vanuatu Ministry of Education and Training (MoET) is very much concerned about effective learning

and teaching across all level of Education. Since 2015, significant work progress has been made to strengthen school data collection and entry in our online information system called “Open VEMIS”. We acknowledged the support given to MoET to capacity build our staff to be able to collect and analyse the education data to empower the government policies and planning decisions.

I have the honour to introduce to you all the 9th edition of the MoET Annual Statistical Digest, 2016-2018 for Vanuatu. This is the most recent statistical digest in which you could discover a holistic range of education statistics for Early Childhood Development (ECD) right up to Tertiary Education. Over the years, MoET progressed and committed to increase school enrolment across all level, to see the change in the transitioning of teacher certification to Diploma and Degree level at Vanuatu Institute of Teacher Education (VITE) and In-Service Teaching programme and to better coordinate support around teaching and learning in schools. In order to maintain the consistency and common understanding on the use of the education statistics, it would be advisable for you to consult the Policy and Planning team should you need any assistance with the data.

Like every other Pacific Island Countries, Ministry of Education and Training in Vanuatu faced unprecedented demand of education data to support the achievement of the Sustainable Development Goal 4 (SDG 4) and

the monitoring of the implementation of the Pacific Regional Education Framework (PacREF).

The PacREF identifies four priority policy areas:

- Ensuring the quality and relevance of what is taught
- Continuous development to support the teaching profession
- Prioritizing student outcomes and wellbeing and
- Learning pathways that empower all Pacific islanders to equally enjoy the benefits of education without barriers.

In response to the global and regional agenda MoET has a role to play in reporting progress to the implementation of the SDG4 and the Vanuatu Sustainable Development Plan 2016-2030. As such our commitments in reviewing and developing our education policies and plans have to be evidence-based and be supported by an effective monitoring framework. This Statistical output is a public document to use and I wish to take this opportunity to thank the Ministry of Education and Training and UNICEF for providing technical assistance towards the development of the 2016 - 2018 Annual statistical Digest for Vanuatu.

Yours Sincerely,



Hon. Jean Pierre NIRUA
Minister of Education and Training (MoET)

ACKNOWLEDGEMENT



As the Director General of the MoET, I wish to acknowledge the tremendous efforts and work done by the staffs of the Ministry of Education and Training who have contributed in one way or the other for producing the 9th edition of the Education statistical Digest for Vanuatu.

My genuine appreciation goes to the Policy and Planning Unit for compiling and publishing the 2016-2018 Statistical Digest on time. May I extend the same gratitude to all the school principals and teachers across all schools for their time in sharing with us their school records. This document is published on the Ministry of Education and Training website: www.moet.gov.vu should you need any recent data from the statistical digest report.

In terms of work coordination, I wish to thank all the Provincial Education Officers for their support, in particular the Open VEMIS team in the six provinces that have been of great help in entering and managing the schools data in Open VEMIS. I would also take this opportunity to acknowledge the contributions of the respective schools Principals for continuously submitting the annual school data either directly in Open VEMIS or hard copy forms.

The team was able to collect data from other data sources as well and I wish to particularly acknowledge the work collaboration between the MoET Finance Team, the National Exam's Unit and with all the Principals of Post School Education and Training (PSET) institutions in country for the positive collaboration in sharing your data with the Policy and Planning Team for compilation. Last but not least, I am very grateful to our donor partners in country and to the regional and international institutions for their support in capacity building the staff of the Policy and Planning Unit namely UNICEF, MFAT, DFAT, SPC and UIS on use of the Open VEMIS and on Data Analysis.

May I join our Minister of Education and Training to invite you all to make good use of the education data published in this digest. Should you need any clarification, do not hesitate to liaise with the Policy and Planning Team for assistance. Here is our contact: +678 22309 or obule@vanuatu.gov.vu; dreuben@vanuatu.gov.vu.

Lastly I wish to kindly thank UNICEF for their technical assistance on this valuable statistical output for Vanuatu.

Yours Sincerely,

A handwritten signature in blue ink, appearing to be 'Bergmans Iati', written over a circular official stamp.



Bergmans Iati

Director General, Ministry of Education and Training (MoET)

INTRODUCTION

Ministry of Education and Training (MoET) is moving from a standalone EMIS system to an Open-Sourced Education Management Information System (Open VEMIS) since 2015. As the country as well as the global community refocuses their efforts towards Education 2030, the importance of quality education in Vanuatu is more apparent than ever. The Ministry of Education and Training Open VEMIS system begun to respond to the growing demands for quality data towards quality education and in the area of planning, management and monitoring and evaluation of the education system in Vanuatu.

This document contains relevant education statistics to measure progress towards the three policy goals of the MoET Corporate Plan 2017-2019 “**ACCESS, QUALITY AND MANAGEMENT**”. As with many such data collections, there may be limitations in terms of missing or complete data in some areas of educations sectors, however MoET through its business plan 2017-2018 continue to strengthen the quality of data in the Open VEMIS system to ensure all education data are captured. This system is able to import data from other sources; as such MoET through the Policy and Planning Division keeps encouraging other divisions such as the Post School Education and Training to start making use of the Open VEMIS.

In terms of the capacity building, most MoET staffs at the Central and Provincial level has received In-house training on how to use the Open VEMIS system. The same training has been rolled out to all the school principals throughout the country in 2017 and 2018.

What major achievements are made? The Open VEMIS has the ability to record individual student and school teachers data and provide statistics reports aggregated by different levels.

WHY EDUCATION MATTERS IN VANUATU



Why information is important? In our small island countries, knowledge is power, and education is the fundamental precondition for political and economic development, democracy and social justice. This report covers a holistic range of education statistics that can be relevant to you as a planner, student and more particularly to our country leaders. Information is power, where there is better data; the level of decision-making will be effectively done to the benefit of the education system in Vanuatu.

SUMMARY STATISTICS

This section provides a summary of education statistics related to ECCE, Primary and Secondary schools in Vanuatu for three consecutive years 2016-2018.

SCHOOLS, ENROLMENT AND TEACHERS, 2016 - 2018

Table 1: Total number of schools in Vanuatu by School type, 2016 - 2018

Education Sector Level	2016	2017	2018
Early Childhood Education	566	520	838
Primary School	438	436	455
Secondary School	93	93	104
Post School Education and Training	7	7	7
Vanuatu	1,104	1,056	1,404

Source: Open VEMIS, 2018.

Table 2: School enrolment trend by sector level, 2016 - 2018

Year	ECCE	Primary 1-6	Secondary 7+	Post School Education and Training	Total
2016	8,800	44,965	18,408	2,122	74,295
2017	14,921	49,005	19,231	2,291	85,448
2018	15,661	52,789	19,983	2,055	90,488

Source: Open VEMIS, 2018.

Table 3: Total number of Teachers/Trainers by school type, 2016 - 2018

Year	ECCE	Primary	Secondary 7+	Post School Education and Training	Total
2016	311	1,548	761	174	2,794
2017	1,033	1,780	1,013	187	4,013
2018	1,306	1,908	980	166	4,360

Source: Open VEMIS, 2018.

According to the statistics of the ECCE sector in 2016 as outlined in table 2 and 3 above, number of enrolment and teachers shows big jumped compared to 2017 data. Reasonably this was due to the missing or incomplete data captured in Open VEMIS, taking into consideration that 201 was the period of transition from Old VEMIS to introducing Open VEMIS system. Slowly more schools have been trained and more awareness had been made on the use of Open VEMIS, resulting in the improvement on data captured in Open VEMIS in 2017 and 2018.

Over the last three years, MoET has done significant progress on the Open VEMIS System. The system is able to track individual Teacher's and Student's information by their names and date of birth since 2015. The number of enrolled children in the ECCE centres throughout Vanuatu has increased by 4.9% in 2018 compared to 2017. At primary level, the number of students has increased by 7.7% in 2018 compared to 2017 and 3.9% at secondary level in 2018 compared to 2017. In terms of teaching staff, the number of teachers in ECCE and primary schools has also increased in 2018. However, MoET is still recording the number of the ECCE, Primary and Secondary school

teachers by their qualification in the Open VEMIS. It is expected that 100% of these teachers will be recorded in the system by 2019.

In overall, school grant is the major incentive that contributed to the increase of school enrolment across the three education sector. Many other programs may have also contributed in one way or another but the fact that more children are going to school is mainly because parents in the communities are no longer paying for their children tuition fees since 2010.

ENROLMENT CHANGE

The number of students enrolled has shown significant increase in 2018 compared to 2017.

Total Enrolment	Indicator	Between
School Enrolment in ECCE	↑ 4.9% Increase	2017 and 2018
School Enrolment in Primary	↑ 7.7% Increase	2017 and 2018
School Enrolment in Secondary	↑ 3.9% Increase	2017 and 2018
Total enrolment ECCE – Urban Schools	↑ 12.3% Increase	2017 and 2018
Total enrolment ECCE – Rural Schools	↑ 3.4% Increase	2017 and 2018
Total Enrolment Primary – Urban Schools	↑ 14.3% Increase	2017 and 2018
Total Enrolment Primary – Rural Schools	↑ 6.3% Increase	2017 and 2018
Gross Intake Rate in primary Year 1	154%	2018

Source: Open VEMIS, 2018. The number of new entrants in the last year level of primary schools is not available in the Open VEMIS so MoET is not able to calculate the Gross Intake Rate to the last grade of primary (GIRLG) often use as proxy for the Completion Rate.

INCREASING ACCESS AND PARTICIPATION IN EDUCATION

Access: Universal access to education is the ability of all children in Vanuatu to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities.

Participation: indicators could quantify pupil numbers relative to the size of the overall population of the respective age group (e.g. Attendance rate, Gross enrolment rate, Net enrolment rate, Gross Intake rate, Net Intake Rate, Adjusted Net Enrolment Rate, School Life expectancy, Out-of-School Children etc.)

Education in Vanuatu is **not compulsory** but the official entry age as stated in the Early Childhood Care and Education Policy 2017 has stated that the entry age in the ECCE centres in Vanuatu is 4 - 5 years old. According to the Education Act No. 9 of 2014, the entry age in primary year 1 is 6 years old so the calculation approach of the enrolment rates to determine access and participation were based on this respective age group.

ACCESS

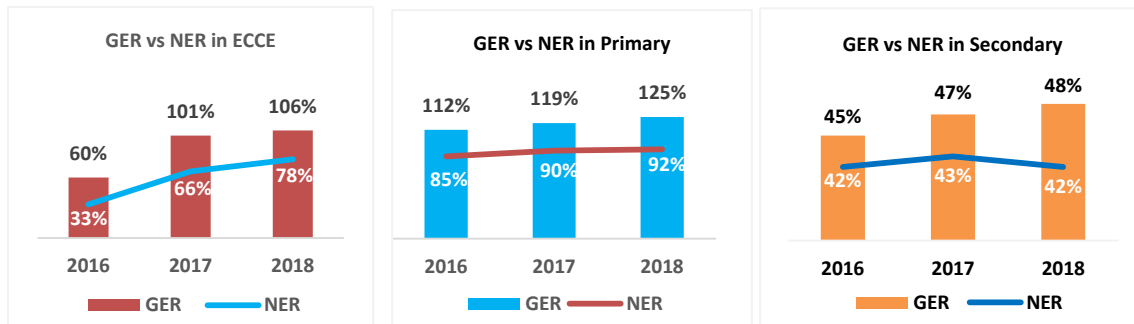
Indicator	2016	2017	2018
Total % of student attending in ECCE, Primary and Secondary schools			92%
Percentage of entrants in Primary Year 1	77.3%	88.8%	89.1%
Gross Intake Rate in Primary Year 1	123%	150%	154%
Net Intake Rate in Primary Year 1	45%	49%	60%

Transition Rate from Year ECCE to Year 1		102%	79.3%
Transition Rate from Year 6 to Year 7		78.2%	82.8%
Transition Rate from Year 10 to Year 11		64.4%	59.7%
Transition Rate from Year 12 to Year 13		63%	68.5%

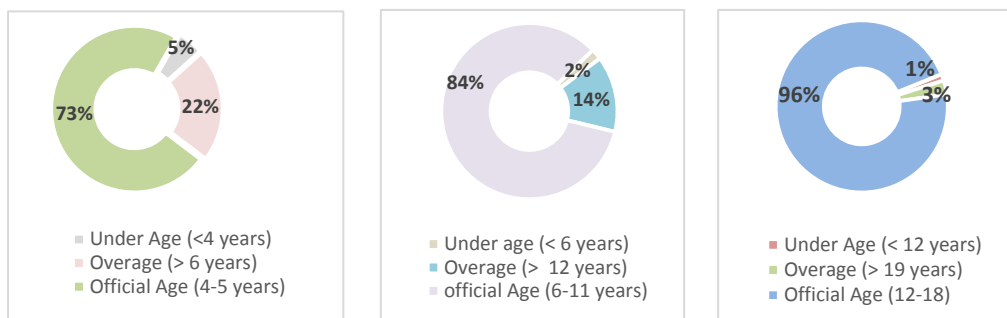
Source: Open VEMIS, 2018.

PARTICIPATION

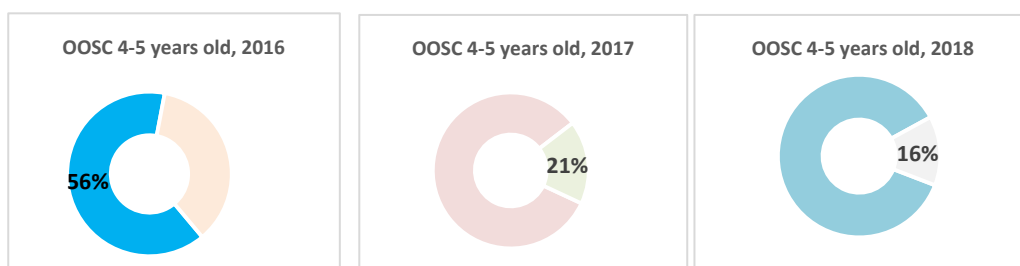
GER and NER in ECCE, Primary and Secondary School, 2016 - 2018



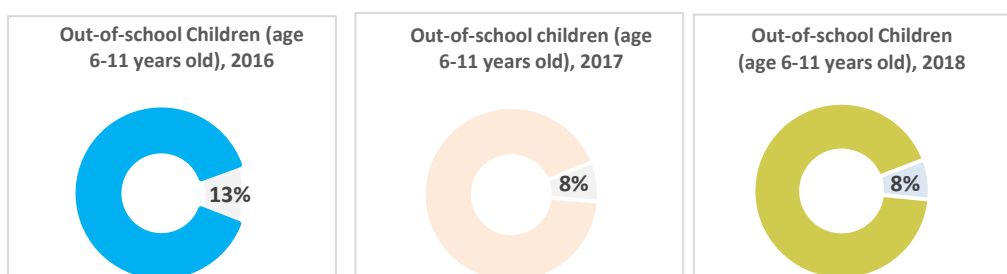
Percentage of under and overage students in the system, 2018



Out-of-school children in ECCE, 4-5 years old, 2016 - 2018



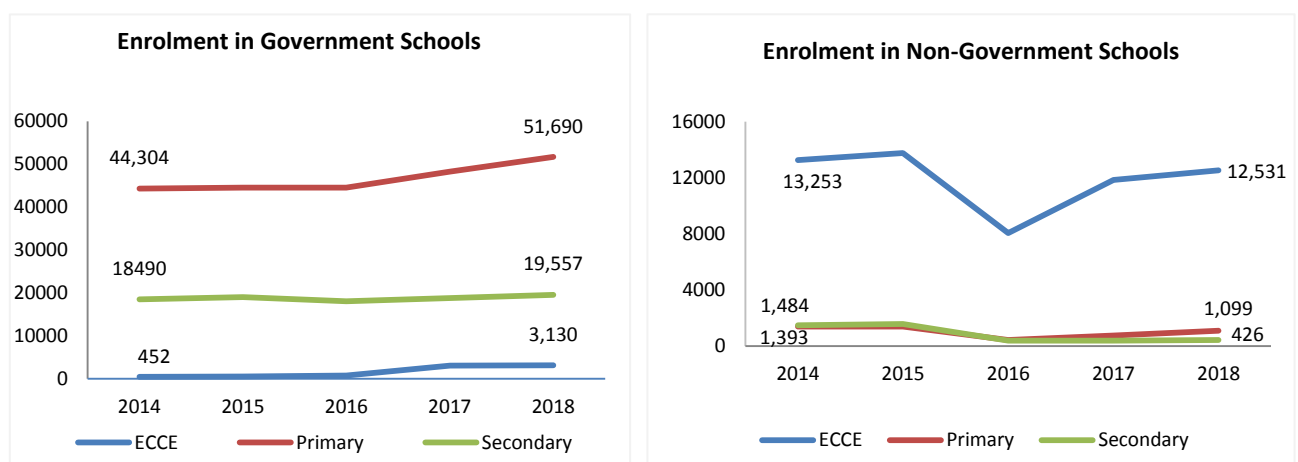
Out-of-school children in Primary School age 6-11 years old



The gap between the Gross Enrolment Rate and the Net Enrolment Rate in ECCE and Primary Education is significant meaning that the number of overage students in both levels is still significant and will require a close attention. However, the percent of out-of-school children age 4-5 years old has dropped from 56% in 2016 to 16% in 2018. In Primary schools, the percent of Out-of-school children has reduced from 13% in 2016 compared to 8% in 2018. This demonstrates the effectiveness of the School grant scheme that have been introduced in 2010 for Primary school and later introduced in 2018 for ECCE. This scheme has contributed to the significant increase in access in ECCE and Primary schools throughout the country.

The positive effect of school grant is that more children in Vanuatu are coming back to school and this is a great achievement for the MoET.

Figure 1: Enrolment by Authorities and school type, 2016 - 2018



Source: Open VEMIS, 2018.

In early 2018, MoET begun to address access to ECCE in order to provide a path way for quality access to primary education in year 1. In doing so, the MoET is able to collect data on one of the core indicators for SDG4 target 4.2.2 which is the *Participation rate in organized learning (one year before the official primary entry age)*. The number of enrolled students in government and non-government schools shows a gradual increase on school enrolment between 2016 and 2018. The bottom line for MoET and Vanuatu Government as a whole is to ensure that more children in Vanuatu have to go through ECCE before entering year 1 in primary.

Definition:

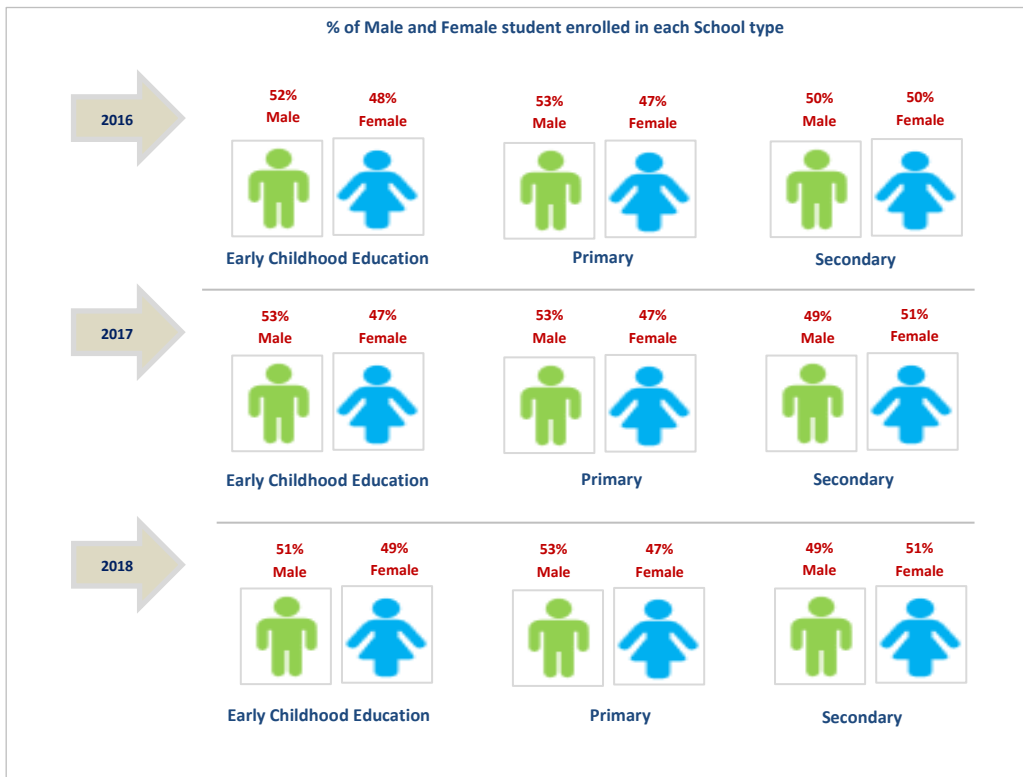
According to the Education Act no.9 of 2014:

- A School is a **Government Schools** if a Provincial Education Board is responsible for the operation.
- A School is **Non-Government Schools** if an Education Authority is responsible for the operation of the School.

One of the SDG4 targets is by 2030, “Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”. Figure 3 below is showing that there is gender parity in male and female participation across the

three level of education. The gap between the percentage of enrolled male and female students is fluctuated overtime and is not that large.

Figure 2: Percentage of male and female students in each school type, 2016 - 2018



IMPROVE QUALITY OF EDUCATION FOR ALL STUDENTS IN VANUATU

Quality education is not an easy concept to qualify and it does take time to really understand it. Quality determines how much and how well children in Vanuatu learn and the extent to which the education system translates it into a range of personal, social and developmental benefits. It is the teaching and learning process that brings the curriculum to life, they determine what happens through regular assessment and monitoring. Studies have revealed that “quality of education” is the most fundamental component in children’s life in Vanuatu. Quality Learning for instance is not just the concern of the Vanuatu Government or the Ministry of Education and Training, but it requires support from all level; parents, school principals, teachers, the Ministry of Education and Training and from the Vanuatu Government as a whole. At the regional and global level and from support partners, donors, international and national NGOs, much support has been provided to ensure that “education quality” in Vanuatu has a status and that learning outcomes are succeeded across education sector. For Early Childhood Care and Education as well as for Primary Education MoET has developed the national standards as policy benchmarks for all school principals and teachers to comply with.

Early Childhood Development (ECD)

Early Childhood Development is a new program launched this year by the Government of Vanuatu. In terms of advocacy on this initiative, Vanuatu has provided its political support on the ratification of the Early Childhood Development early this year. As a way forward, the Minister of Education and Training with support from his colleague Ministers of Justice and Health has made a presentation on the first 100 days plan to the political leaders at the National Parliament of Vanuatu in June this year. That presentation appears to be revealing and was then displayed on the National Television of Vanuatu as instructed by the Government.

MoET is guided by a Policy on Early Childhood Care and Education (ECCE) 2017 and supported by a five years strategic Development Plan, developed in 2017 to facilitate the strategic implementation of the MoET's plans. In line with the 100 days plan advocacy program, MoET was also able to develop and rollout the piloted trainings on the parenting support interventions in Penama Province for caregivers with 0-5 year old children. The rollout turns out to be innovative and mind changing on parents in the communities. The MoET has planned to rollout that same parenting support intervention programs in other provinces starting in 2019 onwards.

ECD aligns very well with the SDG4 target 4.2: "By 2030 ensure that all girls and boys have access to quality Early Childhood Development, care and pre-primary education so that they are ready for primary education". Ultimately, Vanuatu through the Ministry of Education and Training has started to advocate on the early childhood development and its potentials to the citizens of this country. The following table demonstrates the number of the first participants who took part in the parenting support training in Pentecost and Maewo islands.

Table 4: Number of ECCE teachers, mobile ECCE Officers and School Improvement Officers who have benefited from the Parenting Support training in Penama and Sanma Province, 2018

Island	Number of Participants	Participants	Training focus
Santo	19	National and provincial ECCE Coordinators and School Improvement Officers (Torba & Sanma Province)	ECCE Minimum Quality Service Standards
Pentecost (Central)	15	School Improvement Officers and mobile ECCE teachers (Pentecost and Maewo)	Training of the ECCE MQSS and Improvement Plan Manual
Maewo (Lalavaru)	33	ECCE teachers, ECCE committees and Primary school principals	Rollout training of ECCE MQSS and ECCE Improvement Plan
Pentecost (South)	41	ECCE teachers, ECCE committees and Primary school principals	Rollout training of ECCE MQSS and ECCE Improvement Plan
Pentecost (Central)	22	ECCE teachers, ECCE committees and Primary school principals	Rollout training of ECCE MQSS and ECCE Improvement Plan
Pentecost (Central)	40	ECCE teachers, ECCE committees and Primary school principals	Rollout training of ECCE MQSS and ECCE Improvement Plan

Footnote: This training was not conducted in Ambae due to the state of emergency of the Ambae Volcano. All materials developed for the parenting support interventions are available with MoET who is going to roll out the same training in other provinces.

The parenting support intervention facilitator's handbook covers nine (9) workshops altogether. Families, parents and caregivers in Vanuatu play a central role in child-well-being and development.

Through the recent parenting support workshops in Pentecost and Maewo, parents and young couples were invited to participate in roll plays as a way forward for them to understand better what kind of family and parenting support works for them. The parenting support program has been developed with high respect to the countries livelihood, cultures and values. The following diagram shows the nine (9) themes of the parenting support program recently developed for Vanuatu.

Figure 3: Nine parenting support intervention workshops for parents or caregivers with 0-5 year old children



Footnote: 9 themes of the parenting support workshops.

Early Childhood Care and Education (ECCE)

Ministry of Education and Training has newly developed the Minimum Quality Service Standards for Early Childhood Care and Education. The 23 policy standards for ECCE have been developed in response to the implementation plan of the revised policy for Early Childhood Care and education 2017.

Key results

The number of ECCE has significantly increased by 3.3% in 2018 compared to 2017. This has contributed to the following outcomes:

- **520** ECCE centres have been registered with MOET since 2017
- **851** ECCE teachers out of the total number of teachers have been appointed to received their first salary starting in June 2018
- **63%** ECCE teachers are certified to teach in 2018
- **170** ECCE teachers, committees, School Improvement Officers (SIO) and Primary School Principals in Penama Province are trained on the MoET Minimum Quality Service Standards (MQSS) for ECCE.
- **Out-of-school children age 4-5 years old** has reduced from 56% in 2016 to 16% in 2018. The rollout of the newly developed ECCE MQSS has been rolled out to the other provinces starting in October this year.

IMPROVE QUALITY OF PRIMARY AND SECONDARY EDUCATION

In Vanuatu, School inspectors are responsible for monitoring the quality of education in ECCE, Primary and Secondary schools throughout the country. More and more primary schools in Vanuatu have adopted results-driven teaching. They set clear goals and encourage each pupil to perform to the best of their ability. The government through the Ministry of Education and Training has also invested lots of resources and efforts to strengthen teaching and learning in schools.

In general, MoET teaching force is comprised of certified and non-certified teachers. The non-certified teachers are basically those who are currently teaching without going through a formal teaching program. Certified teachers however are those who diploma program in teaching at the VITE. At the policy level, Ministry of Education and Training has piloted an external study under the VESP support to upgrade teaching certificate Degree level through VITE and the In-service teacher training programs.

The In-Service Teacher Training has set a platform for School Principals and Teachers to further strengthen teaching and learning practices in the existing primary schools by developing a module called the Vanuatu School-Based In-Service Teacher Training (VanSBITT). This module helps many teachers and school Principals to understand their roles and responsibilities better as educational leaders and managers in schools. The same module has the opportunity to help teachers to improve their teaching performance in the classroom. In terms of planning, the In-Service Teacher Training Unit with support from the development partners has already started rolled out the In-service training in some provinces in 2017 & 2018 and will continue to be rollout in other province in the coming years.

The analysis in this section is consistent with the Education and Training Sector Analysis (ETSA) developed by the Core Technical Team comprised of Policy and Planning staff of the MoET and supported by a technical advisory Team. In support to the 2019 planning and budgeting cycle onwards, the Ministry of Education and Training has received support from the Global Partnership for Education (GPE) Funding to conduct an in-depth analysis on the overall education and training system. The study involves identifying barriers that contribute to children that are out of school and at risks of dropping out from schools. Most of the key findings from both analyses will also support MoET to develop the next “Vanuatu Education and Training Sector Strategy (VETSS) (2019 – 2030)”.

KEY INDICATORS

SCHOOL LIFE EXPECTANCY INDICATORS 2018	
School life expectancy in ECCE	2.0
School life expectancy in Primary, years 1-6	6.0
School life expectancy in Secondary, year 7-13	5.3
YEAR 8 AND YEAR 10 NATIONAL EXAMS ASSESSMENT RESULTS, 2017	
Year 8 - National average mean score, English and French language	49.4
Year 8 – Nation average mean score, Maths	49.2
Year 8 – National average mean score, Social Science	48.6
Year 8 – National average mean score, Basic Science	49.6
Year 8 – National average mean score, Agriculture	50.3
Year 8 – National average mean score, language taught (English in French speaking schools and French in English speaking schools)	48.9
Year 8 – National average mean score, religious education	50
Year 10 – National average mean score, English and French language	47.6
Year 10 – National average mean score, Maths	49.4
Year 10 – National average mean score, Social Science	47.4
Year 10 – National average mean score, Basic Science	48.5
Year 10 – National average mean score, Agriculture	48.8
Year 10, National average mean score, language taught (English in French speaking schools and French in English speaking schools)	47.6
Year 10 – National average mean score, religious education	47.6
Year 10 – National average mean score, technology	52.5

Footnote: National average mean scores are comprised of assessment results from both English and French schools. Language taught is defined as French in English speaking schools and English in French speaking schools. National marking scale is out of 100.

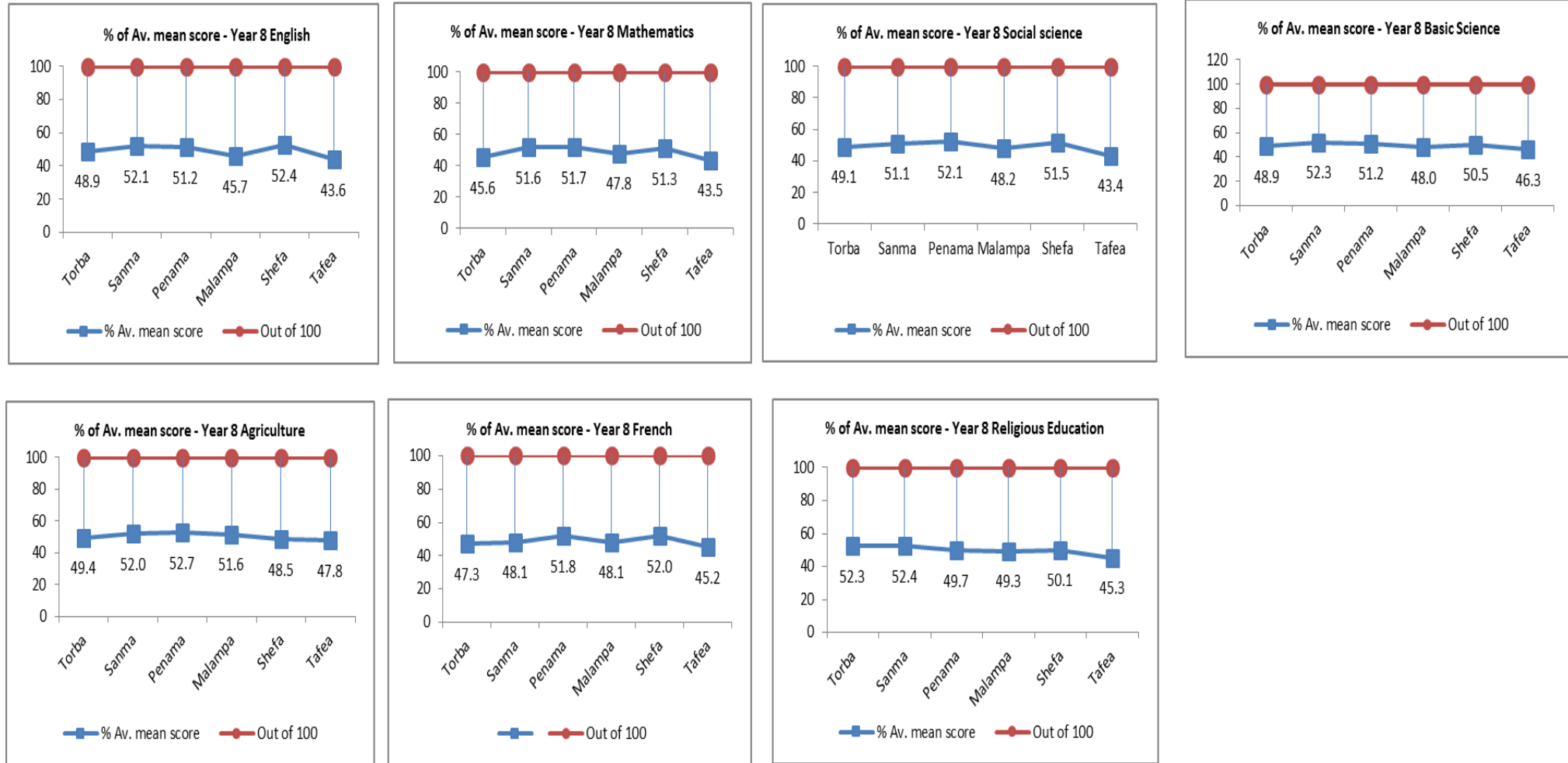
Only one indicator has been chosen to determine “Quality” in Primary and Secondary education which are the exams results. The graphs below are showing students learning outcomes using the average mean scores by subject level to determine the overall student’s performances after sitting the national year 8, 10 and year 12 exams in 2017. The analysis of the exam’s results is very useful and can be used to influence any decision-making at cross-sectoral level.

The calculation of the average mean scores is out of 100%. The overall analysis shows that year 8 students in Penama province performed better than other year 8 students in other provinces. In overall, the average mean scores by subject are mostly close to or above 50%.

At year 10 level, the average mean score is also close to or just above 50% for all the subjects. At the French speaking schools, efforts may be required to address the low students’ performance in French and Social Science specifically in Torba province.

Learning outcomes through the National Assessment Results

Figure 4: Total Average mean Score by subject and province, Year 8 English speaking schools, 2017



Source: 2017 National Exam's data

Figure 5: Total Average mean Score by subject and province, Year 8 French speaking schools, 2017

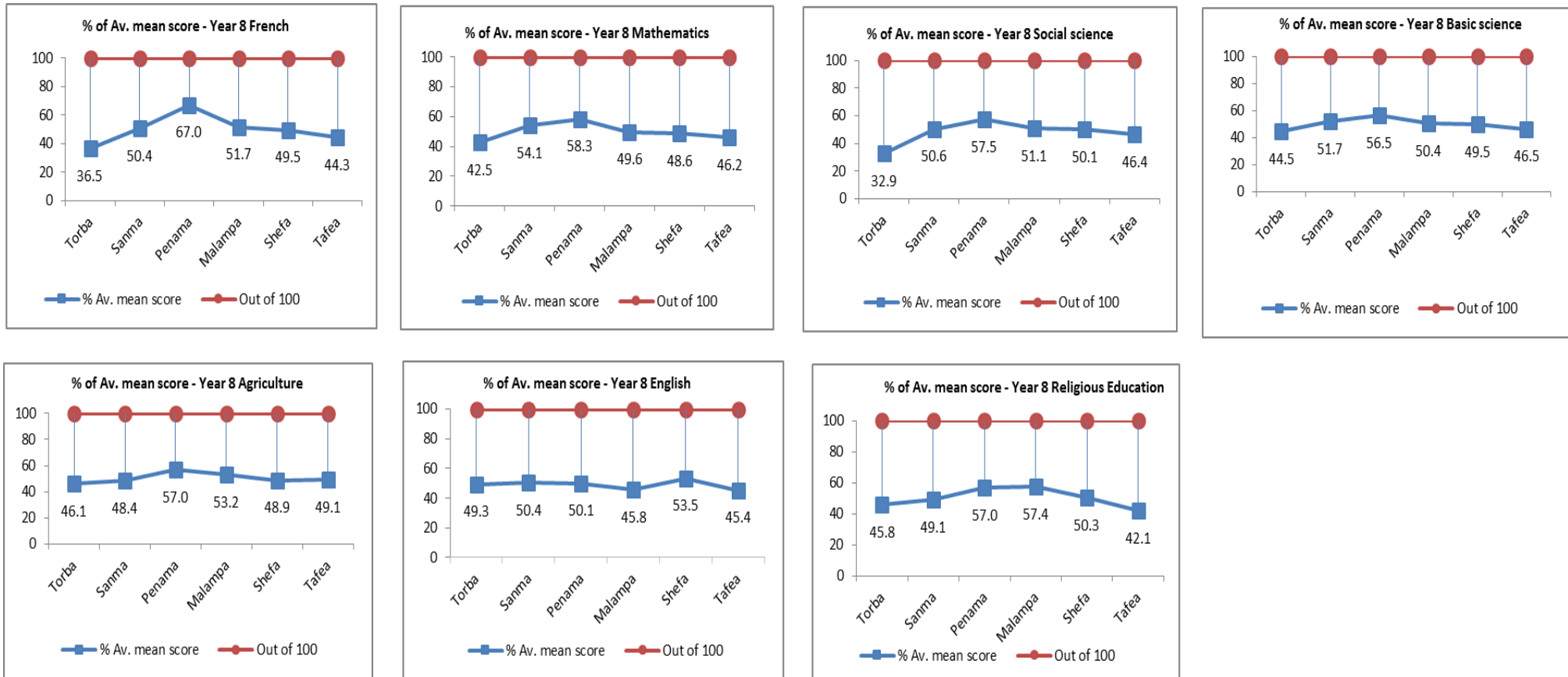


Figure 6: Total Average mean score by subject and province, Year 10 English speaking schools, 2017

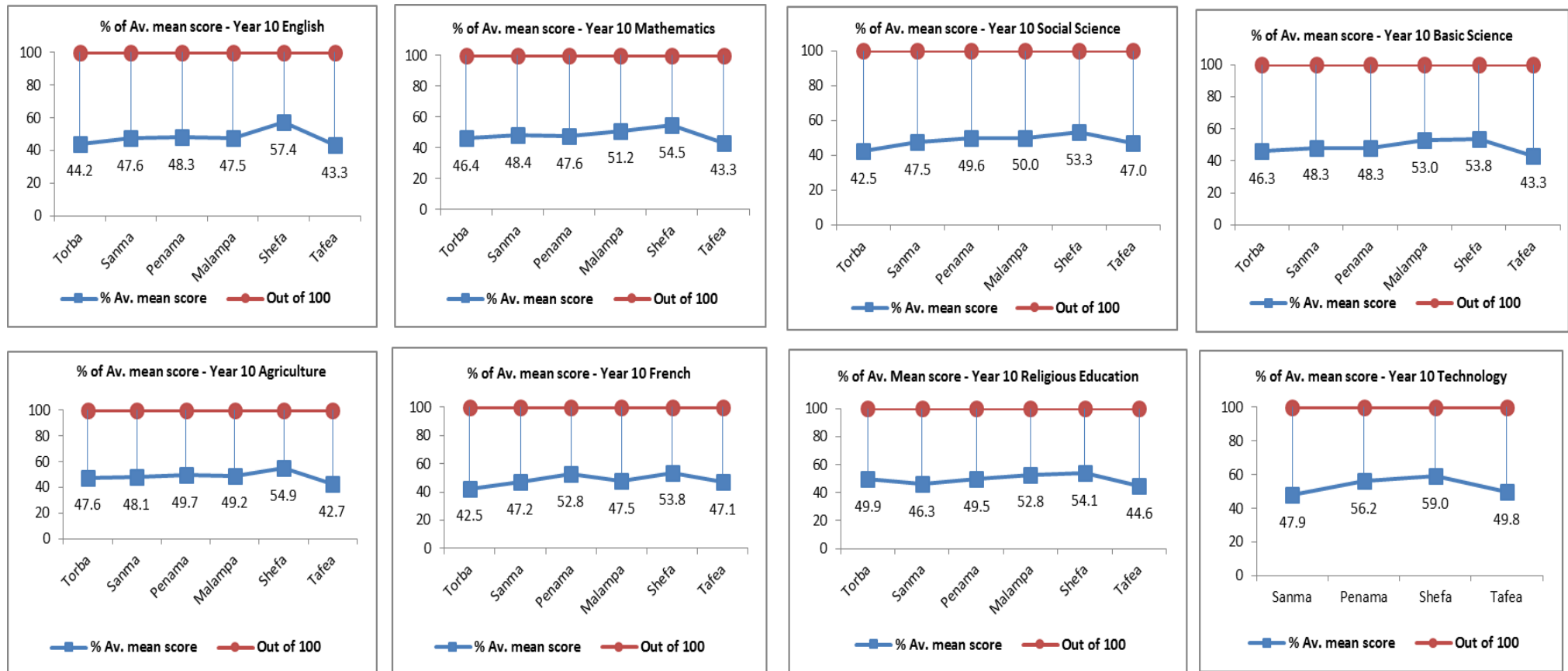
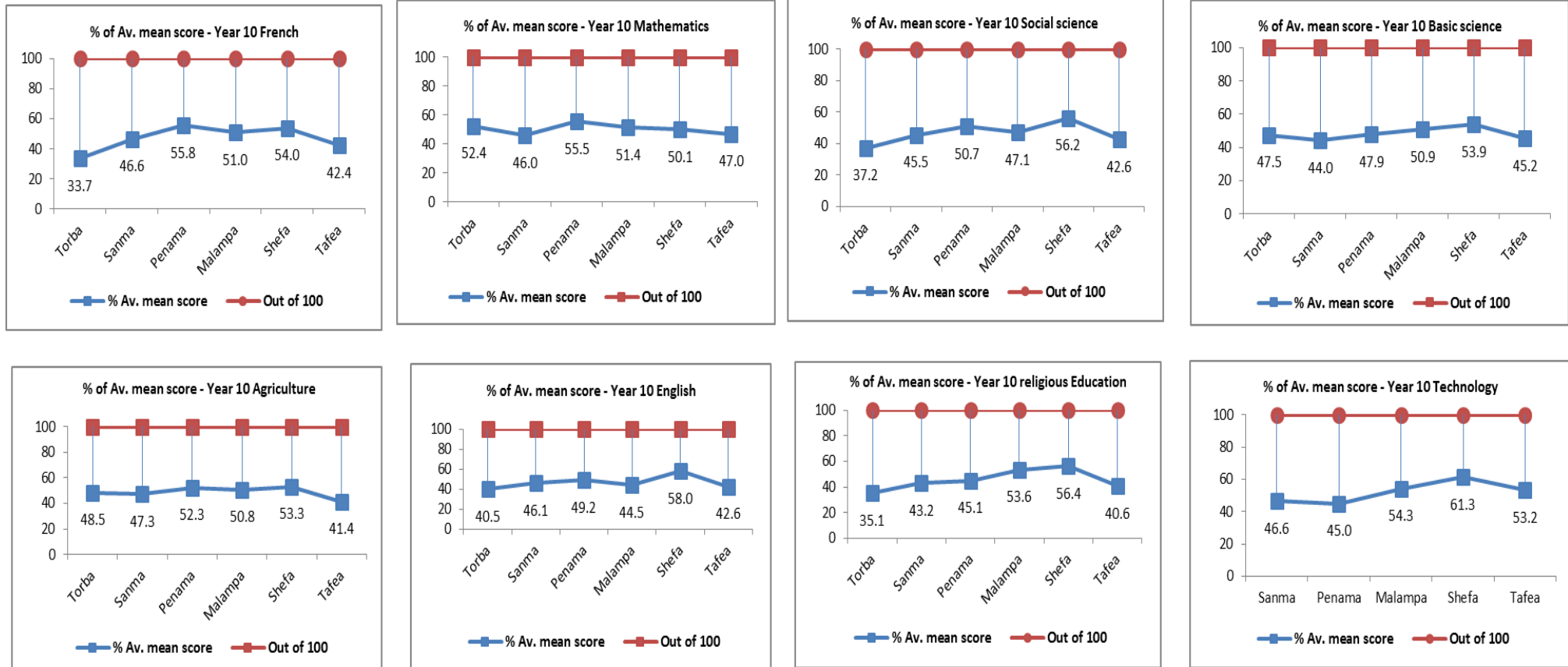
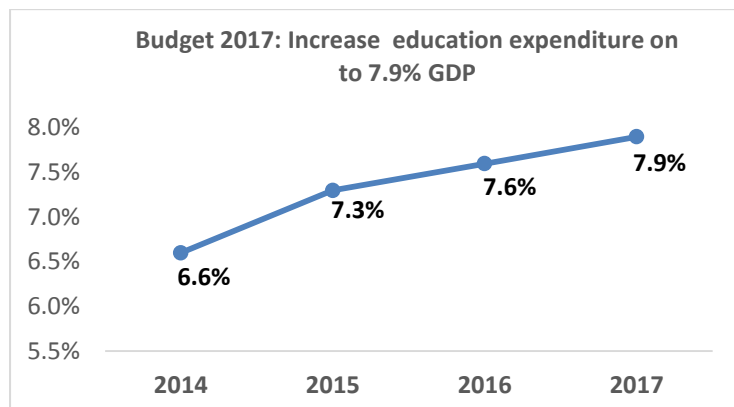


Figure 7: Total Average mean scores by subject and province, Year 10 French Speaking Schools, 2017



STRENGTHEN EDUCATION MANAGEMENT

Figure 8: Total education expenditure as percentage of Gross Domestic Product (GDP), Education Sector, 2018



The total of education expenditure covers (School Province, 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 the GDP. The country's school enrolment in ECCE, Primary and Secondary Schools has increased from 72,173 in 2016 to 88,433 students in 2018 as a result of growing population and most importantly the School Grant Scheme that was implemented in 2010 for Primary and ECCE lately in June 2018. In addition to the budget increase for scholarships in 2017, MoET made a policy decision to also provide school grant to all the registered ECCE centres and to pay for the ECCE teacher salaries starting in 2018. Such policy decision may have contributed to increase school enrolment in the existing ECCE centres throughout the country in 2018.

Though the school grant policy has been introduced since 2009 to increase the net enrolment rate in primary, still many schools are requesting contributions from parents' especially for schools in town. Beside the financial support through the government system, schools are also receiving help or direct contributions in kind or by cash from external sources. The GDP calculation does also take into account the direct funding sources to the schools.

1. ACCESS AND PARTICIPATION IN EDUCATION

MEASURING ACCESS AND EQUITY

Indicators	2014	2015	2016	2017	2018
Net Enrolment Rate (NER)					
ECCE	42.8%	42.7%	33.3%	65.8%	77.9%
Primary (Year 1-6)	88.0%	86.2%	84.6%	90.4%	91.7%
Secondary (Year 7+)	34.9%	34.9%	42.2%	43.2%	42.4%
% of over, under and official age					
< 4 year old in ECCE	11%	11%	32%	24%	5%
> 4-5 years old in ECCE	11%	11%	8%	3%	21%
< 6 years old in Primary Year 1-6	1%	1%	3%	4%	2%
> 6 - 12 years old in Primary year 1-6	15%	15%	10%	11%	14%
< 12 years old in Junior Secondary 7-10	2%	2%	3%	3%	1%
> 20 years old in Junior Secondary 7-10	14%	14%	0%	1%	1%
Out-of-school children					
Out-of-school 4-5 years old	61%	68%	56%	21%	16%
Out-of-school 6-11 years old	12%	13%	13%	8%	8%
New Entrants in primary Year 1 who have attended Early Childhood Development Program	66%	42%	66%	67%	73%
Net Intake Rate (NIR)	36%	31%	45%	59%	60%
Gross Intake Rate (GIR)	119%	127%	123%	150%	154%
Average Dropout Rate					
Primary (Year 1-6)	5.0%	8.7%	6%	6%	4%
Secondary (Year 7+)	34%	28%	20%	18%	18%
Survival Rate					
Survival rate to Year 6	81%	79%	58%	69%	99%
Survival Rate to Year 13	22%	20%	21%	23%	23%

Open VEMIS is in progression since 2015. Some of the indicators as stated in the above table can be generated from the system. However some indicators relevant to determine the internal efficiency of the education system in Vanuatu are yet to be automated in the system. Data around repeaters and dropout or the completion rate to the last grade of primary (GIRLG) will likely be made available in the 2019 Digest since data is not available in the Open VEMIS for now. On the other side, the integrity of the indicators for ACCESS and PARTICIPATION becomes more reliant and vital since Open VEMIS is tracking individual student by their name and date of birth.

Table 5: Enrolment by education authority, sex and school level, 2016 – 2018

Year	Education Authority	ECE			Primary (1–6)			Secondary (7+)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2016	Government	297	250	547	16,735	14,940	31,675	5,870	6,080	11,950
	Church (Govt. Assisted)	111	100	211	6,802	6,056	12,858	3,069	3,012	6,081
	Subtotal Govt.	408	350	758	23,537	20,996	44,533	8,939	9,092	18,031
	Church				23	28	51	6	6	12

	Private	3,137	2,863	6,000	110	71	181	83	66	149
	Community	1,032	1,010	2,042	100	100	200	133	83	216
	Total	4,577	4,223	8,800	23,770	21,195	44,965	9,161	9,247	18,408
2017	Government	1,204	995	2,199	18,205	15,948	34,153	6,121	6,277	12,398
	Church (Govt. Assisted)	470	415	885	7,469	6,635	14,104	3,140	3,299	6,439
	Subtotal Govt.	1,674	1,410	3,084	25,674	22,583	48,257	9,261	9,576	18,837
	Church				33	34	67	0	0	0
	Private	4,572	4,103	8,675	186	145	331	90	82	172
	Community	1,615	1,547	3,162	187	163	350	132	90	222
	Total	7,861	7,060	14,921	26,080	22,925	49,005	9,483	9,748	19,231
2018	Government	1,186	1,135	2,321	18,660	16,248	34,908	6,001	6,374	12,375
	Church (Govt. Assisted)	390	419	809	8,861	7,921	16,782	3,552	3,630	7,182
	Subtotal Govt.	1,576	1,554	3,130	27,521	24,169	51,690	9,553	10,004	19,557
	Church				49	64	113	16	16	32
	Private	4,685	4,479	9,164	349	311	660	120	90	210
	Community	1,723	1,644	3,367	176	150	326	115	69	184
	Total	7,984	7,677	15,661	28,095	24,694	52,789	9,804	10,179	19,983

Source: Open VEMIS, 2018

Table 6: Enrolment by Education Authority and by Education Level, 2016 - 2018

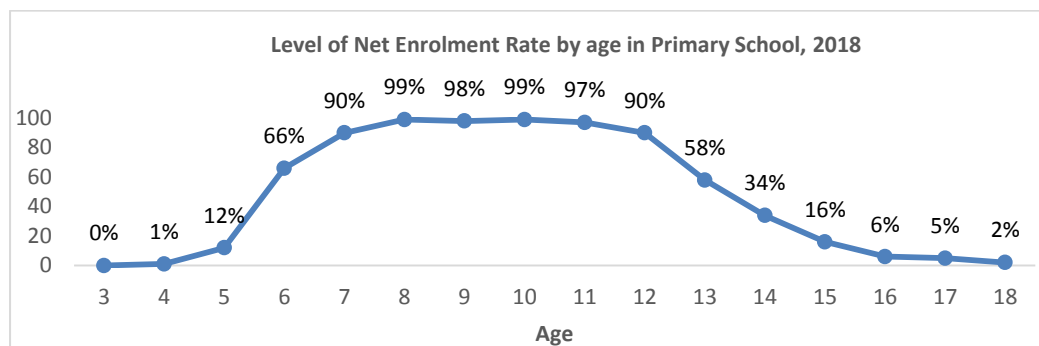
Year	Education Authority	Education Level				Vanuatu
		ECE	Primary (1-6)	Jnr Secondary (7-10)	Snr Secondary (11+)	
2016	Government	547	31,675	9,214	2,736	44,172
	Church (Govt. assisted)	211	12,858	4,569	1,512	19,150
	Subtotal Govt.	758	44,533	13,783	4,248	63,322
	Church		51	11	1	63
	Private	6,000	181	149	0	6,330
	Community	2,042	200	149	67	2,458
	Total	8,800	44,965	14,092	4,316	72,173
2017	Government	2,199	34,153	9,582	2,816	48,750
	Church (Govt. assisted)	885	14,104	4,914	1,525	21,428
	Subtotal Govt.	3,084	48,257	14,496	4,341	70,178
	Church	0	67	0	0	67
	Private	8,675	331	172	0	9,178
	Community	3,162	350	148	74	3,734
	Total	14,921	49,005	14,816	4,415	83,157
2018	Government	2,321	34,908	9,585	2,790	49,604
	Church (Govt. assisted)	809	16,782	5,761	1,421	24,773
	Subtotal Govt.	3,130	51,690	15,346	4,211	74,377
	Church		113	32	0	145
	Private	9,164	660	210	0	10,034
	Community	3,367	326	117	67	3,877
	Total	15,661	52,789	15,705	4,278	88,433

Source: Open VEMIS, 2018

The only major change in the above table is the increase on the number of ECCE children who enrolled in the government ECCE centres in 2018 compared to 2016. Before that, all the ECCE centres throughout the country were community run schools. The education system is administered by more than 8 Education Authorities throughout Vanuatu. In 2018, 98% of the overall number of students enrolled in the existing government and government assisted schools, whereas the remaining 2% students enrolled in schools run by either churches or by private and community. In terms of support to the management of the respective education authority offices, MoET is also subsidizing them with a small operational budget on annual bases.

The age participation rate is a valuable indicator to calculate the School Life Expectancy. The level of NER by age is determined by the number of students enrolled by age specific divided by the same age population.

Figure 9: Age Participation Rate, 2018



This indicator is actually relevant as it gives a rough idea of students' participation rate in primary schools in the correct age. In terms of analysis, the age level NER is showing the increase as we move from age 6 to 12 years old and indicated a decreased as we moved from age 13 to 18 years old.

ENROLMENT BY PROVINCE

The following tables are aggregated by province and by sex will be an opportunity for the decision makers to use the roll data aggregated by province to rationalize their plans according to the schools improvement needs around teaching and learning. School-Based Management (SBM) can also use the roll data from this section to develop realistic monitoring plans for all schools throughout the country. For now, MoET is not able to define how many of the enrolled students are in special needs due to lack of data on children with disability.

Table 7: Enrolment in Primary 1 to 6 by education authority and province, 2016 - 2018

Year	Education Authority	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2016	Government	1,821	5,707	4,574	4,902	9,469	5,202	31,675
	Church (Govt. assisted)		3,482	1,772	2,544	2,668	2,392	12,858
	Subtotal Govt.	1,821	9,189	6,346	7,446	12,137	7,594	44,533
	Church		9				42	51
	Private	19				104	58	181
	Community				53	125	22	200
	Total	1,840	9,198	6,346	7,499	12,366	7,716	44,965
2017	Government	1,893	6,024	4,918	5,227	9,689	6,402	34,153
	Church (Govt. assisted)		3,754	1,803	2,736	2,707	3,104	14,104
	Subtotal Govt.	1,893	9,778	6,721	7,963	12,396	9,506	48,257
	Church						67	67
	Private	6				122	203	331
	Community				28	272	50	350
	Total	1,899	9,778	6,721	7,991	12,790	9,826	49,005
2018	Government	1,275	7,126	3,762	5,583	10,198	6,964	34,908
	Church (Govt. assisted)	757	4,088	2,995	2,904	2,896	3,142	16,782
	Subtotal Govt.	2,032	11,214	6,757	8,487	13,094	10,106	51,690
	Church					113		113
	Private				39	501	120	660
	Community				37	230	59	326
	Total	2,032	11,214	6,757	8,563	13,938	10,285	52,789

Source: Open VEMIS, 2018

Table 8: Total enrolment in secondary (Year 7+) by education authority and province, 2016 - 2018

Year	Education Authority	Province						
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2016	Government	454	2,914	914	1,755	4,727	1,186	11,950
	Church (Govt. assisted)	72	1,202	1,184	795	1,756	1072	6,081
	Subtotal Govt.	526	4,116	2,098	2,550	6,483	2,258	18,031
	Church		12					12
	Private		73				76	149
	Community					216		216
	Total	526	4,201	2,098	2,550	6,699	2,334	18,408
2017	Government	394	3,006	960	1,754	4,839	1,445	12,398
	Church (Govt. assisted)	82	1,396	1,123	825	1,837	1176	6,439
	Subtotal Govt.	476	4,402	2,083	2,579	6,676	2,621	18,837
	Church							0
	Private		52				120	172
	Community					222		222
	Total	476	4,454	2,083	2,579	6,898	2,741	19,231
2018	Government	249	2,985	457	1,811	5,095	1,778	12,375
	Church (Govt. assisted)	272	1,542	1,531	909	1,964	964	7,182
	Subtotal Govt.	521	4,527	1,988	2,720	7,059	2,742	19,557
	Church					32		32
	Private		32			106	72	210
	Community					184		184
	Total	521	4,559	1,988	2,720	7,381	2,814	19,983

Source: Open VEMIS, 2018.

ENROLMENT BY URBAN AND RURAL

The number of student in urban and rural schools is relevant information; the same information can be used to equally share school resources and subsidize grants to schools. Around 79% of students enrolled in rural schools and 21% in urban schools.

Table 9: Total Enrolment in Urban and Rural Schools by school type and province, 2016 - 2018

Year	School Type	Rural							Urban		
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total	Sanma	Shefa	Total
2016	ECCE	408	1,315	744	1,897	971	2,077	7,412	726	662	1,388
	Primary	1,840	6,538	6,346	7,499	7,139	7,716	37,078	2,660	5,227	7,887
	Secondary	526	2,455	2,098	2,550	2,696	2,334	12,659	1,746	4,003	5,749
	Total	2,774	10,308	9188	11,946	10,806	12,127	57,149	5132	9892	15,024
2017	ECCE	532	2,372	1,745	2,123	2,750	2,921	12,443	1,032	1,446	2,478
	Primary	1,899	7,054	6,721	7,991	7,314	9,826	40,805	2,724	5,476	8,200
	Secondary	476	2,647	2,083	2,579	2,808	2,741	13,334	1,807	4,090	5,897
	Total	2,907	12,073	10,549	12,693	12,872	15,488	66,582	5,563	11,012	16,575
2018	ECCE	778	2,741	1,376	2,187	2,994	2,801	12,877	1,049	1,735	2,784
	Primary	2,032	7,978	6,757	8,563	7,801	10,285	43,416	3,236	6,137	9,373
	Secondary	521	2,638	1,988	2,720	2,893	2,814	13,574	1,921	4,488	12,157
	Total	3,331	13,357	10,121	13,470	13,688	15,900	69,867	6,206	12,360	18,566

Source: Open VEMIS, 2018.

ENROLMENT BY LANGUAGE OF INSTRUCTION

Table 10: Total Enrolment by School and language of Instruction, 2016 - 2018

Language	ECE				Primary (1–6)				Secondary (7+)			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Bilingual			60						133			
Bislama	505	407	852	1,183								
English	8,836	5,392	7,259	7,464	30,011	29,177	32,092	34,862	14,754	13,008	13,509	13,847
French	2,006	1,278	1,965	1,821	15,920	15,788	16,913	17,927	5,681	5,400	5,722	6,136
Vernacular	2,954	1,723	4,785	5,193								
Vanuatu	14,301	8,800	14,921	15,661	45,931	44,965	49,005	52,789	20,568	18,408	19,231	19,983

Source: Open VEMIS, 2018.

In 2018, the distribution of students by language of instruction shows that in ECCE, 48% of student enrolled in English schools, 48% in French and other 12% of students enrolled in either Vernacular or Bislama. In Primary 66% students enrolled in English schools and 34% enrolled in French speaking schools. And, in Secondary, 69% of students enrolled in English schools and 31% students enrolled in French speaking schools.

SCHOOLS BY LANGUAGE OF INSTRUCTION AND SCHOOL TYPE

Table 11: Number of schools that are officially registered with the MOET by province, 2018

Province	School Type	Government	Church (Govt. assisted)	Church (Not Govt. assisted)	Community	Private	Total
Torba	ECCE	3	2		20	23	48
	Primary	18	8				26
	Secondary	3	2				5
Total		24	12		20	23	79
Sanma	ECCE	6	9		46	136	197
	Primary	57	41	1		2	101
	Secondary	6	8	1		1	16
Total		69	58	2	46	139	314
Penama	ECCE		7		62	57	126
	Primary	39	25				64
	Secondary	6	9				15
Total		45	41		62	57	205
Malampa	ECCE		22		42	75	139
	Primary	54	34		2		90
	Secondary	10	10				20
Total		64	66		44	75	249
Shefa	ECCE	74	4		12	37	127
	Primary	65	16	1	2	9	93
	Secondary	13	9	1	1	3	27
Total		152	29	2	15	49	247
Tafea	ECCE		6		69	100	175
	Primary	49	25	1	1	2	78
	Secondary	13	6			1	20
Total		62	37	1	70	103	273
Registered Schools in Vanuatu		416	243	5	257	446	1,367

Source: Open VEMIS, 2018.

Table 12: Number of schools by language that the school is registered in, 2015 - 2018

Language	ECCE				Primary (1–6)				Secondary (7+)			
	2015	2016	2017	2018	2015	2016	2017	2018	2015	2016	2017	2018
Bilingual									1	1	1	
Bislama	26	27	26	74								
English	340	338	315	364	282	288	286	303	65	63	63	71
French	71	68	65	81	151	150	150	152	30	29	29	33
Vernacular	139	133	114	319								
Vanuatu	576	566	520	838	433	438	436	455	96	93	93	104

Source: Open VEMIS, 2018.

Table 13: Number of schools by Urban and Rural, 2016 - 2018

Year	Urban/Rural	School Type			
		ECCE	Primary	Secondary	Total
2016	Rural	532	406	74	1,012
	Urban	34	32	19	85
	Vanuatu	566	438	93	1,097
2017	Rural	489	404	74	967
	Urban	31	32	19	82
	Vanuatu	520	436	93	1,049
2018	Rural	792	419	83	1,294
	Urban	46	36	21	103
	Vanuatu	838	455	104	1,397

Source: Open VEMIS, 2018.

ENROLMENT RATES

Enrolment rates are expressed as gross and net *enrolment rates*, which are calculated by dividing the number of students of a particular age group enrolled in all levels of education by the size of the population of that age group.

Table 14: Gross Enrolment Rate and Parity Index (GPI) by school type, 2016 - 2018

Year	ECCE				Primary (1–6)				Secondary (7–13)			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2016	60%	60%	60%	1.00	114%	110%	112%	0.96	43%	48%	45%	1.10
2017	102%	100%	101%	0.98	122%	116%	119%	0.95	44%	49%	47%	1.12
2018	104%	109%	106%	1.05	128%	122%	125%	0.95	46%	51%	48%	1.12

Source: Open VEMIS, 2018.

The gross enrolment rate in ECCE has increased significantly from 66% in 2016 to 109% in 2018. The strengthening of ECCE data collection in 2017 and the school grant were two incentives that contributed to the change on the GER in ECCE in 2018. The Out-of-School Children age 4 and 5 years old has also significantly dropped from 56% in 2016, 21% in 2017 and 16% in 2018, that clearly indicate that more children have been enrolled in the ECCE centres in 2017 and 2018.

Gender Parity Index (GPI) is another indicator used to describe the ratio of girls to boys. In general, there is gender parity across boys and girls participation in ECCE, Primary and Secondary schools.

Table 15: Net Enrolment Rate (NER) and Gender Parity Index (GPI) by School Type, 2016 - 2018

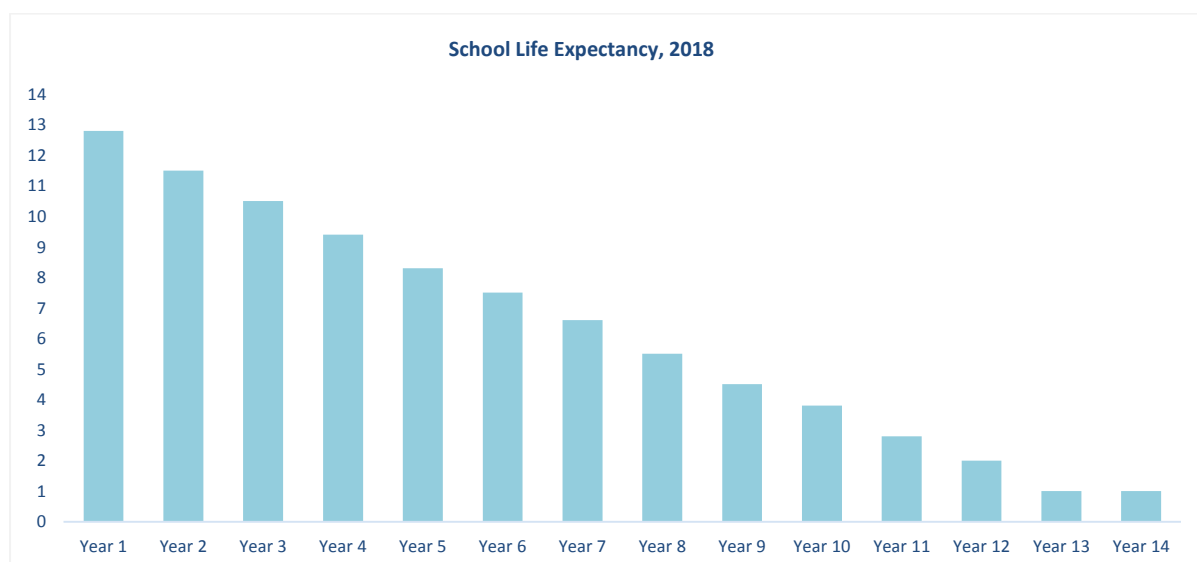
Year	ECCE				Primary (1-6)				Secondary (7-14)			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2016	32.8%	33.8%	33.3%	1.03	84.8%	84.6%	84.6%	1.00	40.1%	44.9%	42.4%	1.12
2017	66.4%	65.4%	65.8%	0.99	87.6%	90.8%	90.4%	1.04	39.9%	45.6%	43.2%	1.15
2018	75.5%	80.5%	77.9%	1.07	92.9%	90.4%	91.7%	0.97	39.2%	45.8%	42.4%	1.17

Source: Open VEMIS, 2018.

Though there is an increase on the net enrolment rate in ECCE and in primary education between 2016 and 2018, the gap between the GER and NER remains significant. The percentage of the overage students in existing ECCE centres is 26% in 2018 and 16% in primary schools. The net enrolment rate in ECCE however has increased from 65.8% in 2017 to 77.9% in 2018. In Primary, the NER has shown a slide increase from 90.4% in 2017 to 91.7% in 2018.

SCHOOL LIFE EXPECTANCY

Figure 10: Average number of years of schooling that the Education system in Vanuatu offers, 2018



The school life expectancy is calculated as the sum of the age specific enrolment rates for the year levels as specified in figure 10. The total average of years of schooling spends by a Ni-Vanuatu student is approximately 12.8 years which indicates probabilities for high retention in the education system.

TOTAL ENROLMENT BY YEAR LEVEL AND BY AGE

Table 16: Total Enrolment by Year Level and by Age, 2018

Age In Years	Pre-School	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
3	829	3	1					1							834
4	5,287	101	4	2		1	2								5,397
5	6,192	793	52	4		2	1	2		2					7,048
6	2,596	4,428	396	26	12	4	3		1	1	1				7,468
7	500	3,751	2,518	245	39	10	4	2	2	3		1			7,075
8	156	1,576	4,049	1,572	196	20	5	6	5	1		2			7,588
9	43	400	2,106	3,059	1,118	142	39	5	7	2	4	1	4		6,929
10	18	139	829	2,225	2,491	916	107	10	7	7	1			2	6,753
11	9	26	289	1,042	2,195	1,993	791	107	8	9	2				6,471
12	3	19	106	451	1,312	2,029	1,780	663	86	9	7	2	1		6,468
13	4	6	25	158	513	1,223	1,681	1,298	582	72	7	1	1		5,571
14	11	7	18	66	189	618	1,157	1,361	1,235	478	85	7	1		5,233
15	7	9	8	21	62	218	614	974	1,064	951	458	67	3	1	4,457
16	2	14	5	5	18	83	246	440	709	896	824	341	41	2	3,626
17	1	52	42	55	17	27	86	178	333	554	783	535	305	59	3,027
18	1	6	13	4	8	19	43	69	131	338	554	484	501	264	2,435
19		2	1	1		1	12	14	35	73	180	219	360	354	1,252
20		1		1		1	2	3	9	22	43	73	149	231	534
21						1		1	2	7	10	13	45	93	172
22	1					2		3		2	0	10	7	27	53
23			1	1				1	1	2	1	1	7	10	25
24												1	1	4	6
25	1					1	1		1	3		1		3	11
Total	15,661	11,333	10,463	8,938	8,170	7,311	6,574	5,138	4,218	3,432	2,960	1,759	1,426	1,050	88,433
	ECCE	Primary						Secondary Level							
								Junior Secondary			Senior Secondary				

Source: Open VEMIS, 2018.

ENROLMENT RATES

Table 17: GER and Gender Parity Index aggregated by province, 2016 - 2018

Province	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
	GER	GPI	GER	GPI	GER	GPI	GER	GPI	GER	GPI	GER	GPI
ECCE												
2016	66.4%	1.06	67.9%	0.95	39.5%	0.98	91.5%	1.07	32.6%	0.99	96.9%	0.98
2017	86.7%	1.13	112.3%	1.00	92.9%	1.07	103.8%	0.99	82.6%	0.95	140.0%	0.91
2018	126.9%	1.23	124.2%	1.13	73.27%	0.93	108.3%	1.07	92.1%	0.99	137.4%	1.02
Primary (1-6)												
2016	110.7%	0.98	114.1%	0.99	118.1%	0.93	124.6%	0.93	97.3%	1.00	122.1%	0.91
2017	111.8%	0.99	117.8%	0.97	122.8%	0.93	131.6%	0.94	95.4%	0.97	155.4%	0.88
2018	117.3%	1.04	131.4%	0.97	121.95%	0.96	140.4%	0.94	99.1%	0.97	163.5%	0.89
Secondary (7+)												
2016	29.1%	1.23	51.0%	1.06	37.6%	1.08	38.8%	1.11	58.0%	1.11	34.4%	0.92
2017	26.2%	1.35	53.3%	1.09	37.2%	1.08	39.1%	1.15	58.1%	1.13	39.6%	1.03
2018	28.5%	1.14	53.7%	1.15	35.2%	1.10	41.0%	1.18	60.2%	1.15	40.1%	0.97

Source: Open VEMIS, 2018.

Table 18: NER and Gender Parity Index per province, 2016 - 2018

Province	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
	NER	GPI	NER	GPI	NER	GPI	NER	GPI	NER	GPI	NER	GPI
ECE												
2016	37.9%	1.05	38.8%	1.01	22.8%	0.97	53.6%	1.08	20.5%	1.03	43.8%	1.01
2017	65.4%	1.12	68.4%	1.05	63.6%	1.06	82.2%	0.96	51.1%	0.94	89.6%	1.01
2018	83.5%	1.23	85.9%	1.14	54.9%	0.95	86.8%	1.09	65.6%	1.03	107.5%	1.04
Primary (1-6)												
2016	81.2%	1.02	86.3%	1.03	88.7%	0.99	95.3%	0.99	78.9%	1.06	81.2%	0.93
2017	78.7%	1.04	89.1%	1.01	93.3%	0.97	101.7%	0.98	77.5%	1.00	106.5%	0.90
2018	81.8%	1.08	96.6%	1.00	87.6%	1.00	104.8%	0.97	77.3%	0.98	110.8%	0.89
Secondary (7+)												
2016	28.5%	1.25	46.6%	1.08	35.7%	1.13	37.1%	1.11	52.6%	1.12	27.73	1.13
2017	25.3%	1.42	48.1%	1.11	34.9%	1.11	36.7%	1.16	51.4%	1.10	35.2%	0.92
2018	23.7%	1.22	46.8%	1.19	32.0%	1.09	38.3%	1.20	53.1%	1.21	34.6%	1.04

Source: Open VEMIS, 2018.

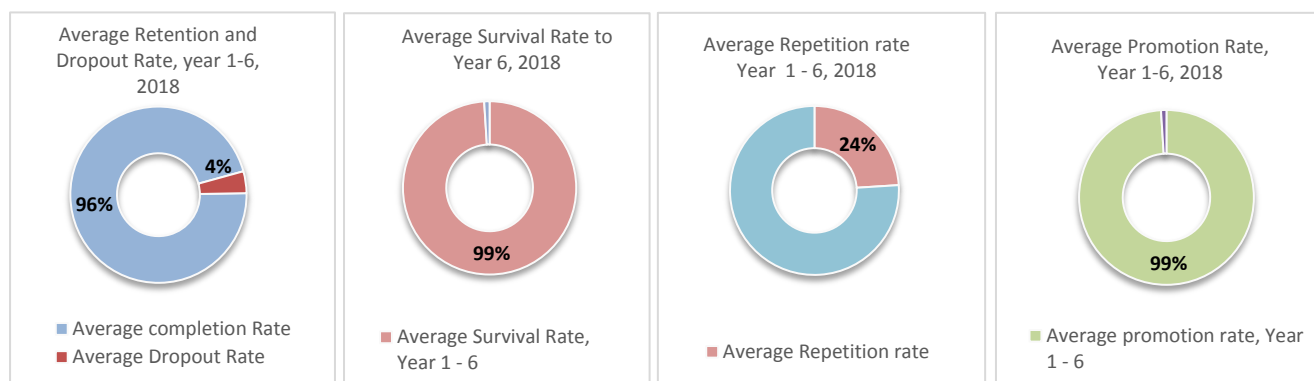
In general, the GER value by province is approaching or exceeding 100% across all provinces. It is likely that most provinces are able to accommodate their school-age population. However the difference between the GER and NER by province remains high indicating that there are still high numbers of overage in ECCE and Primary schools. The gap between the GER and NER in Shefa province is large; this could be determined by the number of overage students in primary within the urban and rural schools.

The level of participation at the secondary level is approaching and exceeding 50% which is way too low compare to 100, it maybe that the country is not able to accommodate all its school age population. In addition to that, the number of overage enrolment needs to be addressed so that opportunities for better planning can be done at the national level to increase access in secondary schools. The number of dropout due to the lack of space in the existing English speaking high schools may require some close attention in future planning.

INTERNAL EFFICIENCY INDICATORS

The Internal efficiency is the relationship between the outputs and inputs of the education system in Vanuatu.

Figure 11: Dropout, Repeater and Promotion Rate in Primary Schools, 2018



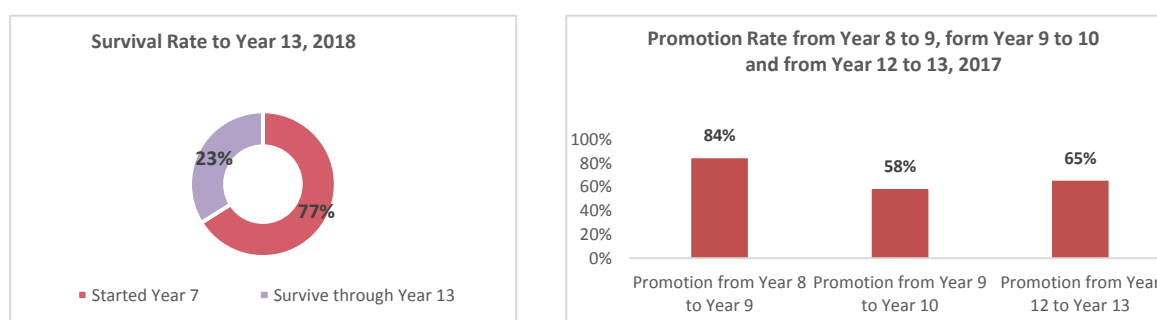
Source: UNESCO flow rate approach was used to calculate these indicators

These indicators were calculated to determine the internal efficiency in Primary Education in Vanuatu. The dropout rate is calculated based on $100 - (\text{Promotion Rate} + \text{Repetition Rate})$. In overall, the average dropout rate in primary is low; meaning that around 96% of students may have completed their primary education.

The average promotion rate is at 99% in 2018 and it's close to 100%. Ideally the approach to calculate this indicator is very simple $(\text{Promotion Rate} + \text{Dropout Rate} + \text{Repetition Rate}) = 100$. This is a key indicator which the MoET planners could use to analyse and project the pupils flow from grade to grade within an education cycle.

The survival rate is affected by the number of students being dropped out, promoted and repeated in primary schools.

Figure 12: Survival Rate and Promotion Rate in Secondary Schools, 2018



The average promotion rate from Year 7 to Year 12 is 65% with a potential 3% average of students may have dropped out and 32% of them may have repeated along the way in secondary schools. The internal efficiency of the system depends a lot on the quality of the data in the Open VEMIS and it defines the optimal use of resources (inputs) in producing its outputs. MoET does not have a policy around repetition; however the enrolment by age has confirmed that around 3% of the secondary

school students are average. More boys turn to dropout from the secondary schools in Vanuatu than girls. Girls' pregnancy is another factor that affects girls' opportunities to complete their education. The demographic and health survey in 2013 has pointed out that roughly 500 girls aged 15 to 19 gave birth to their child and this is one of the main reasons girls are dropping out from schools. Another area that can be described as a barrier to education is the high costs of school fees that vary from school to school. Due to financial challenges, Parents may find it difficult to meet the high costs of school fees in the existing secondary schools which may have resulted to the out-of-school children in high schools. According to the Open VEMIS data, the out-of-school children aged 12-19 years old could range from 58% to 60% in 2017 based on the 2018 estimated population data.

POST SCHOOL EDUCATION AND TRAINING (PSET)

According to ISCED4 level, post-secondary and non-tertiary education provides learning and educational activities building on secondary education preparing students for both labor market entry as well as formal tertiary education. It typically targets students who have completed upper secondary (ISCED level 3) but who wish to increase their opportunities either to enter the labour market or to progress to tertiary education.

In Vanuatu, Higher Education, PSET, Tertiary Education or Third level education is an optional final stage of formal learning that occurs after secondary education. So far the 2009 national census has indicated that the overall adult literacy rate is 64% of the overall population of Vanuatu.

Table 19: Number of trainees in Post School Education and Training, 2016 - 2018

Institutions	2016			2017			2018		
	M	F	T	M	F	T	M	F	T
Vanuatu Maritime College (VMC)	1,160	96	1256	925	38	963	748	8	756
Vanuatu Institute of Teachers Education (VITE)	75	142	217	108	184	292	54	72	126
Vanuatu Institute of Technology (VIT)	213	142	355	290	227	517	509	382	891
Vanuatu Nursing College (VNC)	28	43	71	32	79	111	32	79	111
Australian Pacific Training College (APTC)	51	84	135	108	206	314			
Vanuatu Agriculture College (VAC)	69	19	88	65	29	94	79	57	136
Vanuatu Police College							24	11	35
Total	1,596	526	2,122	1,528	763	2,291	1,446	609	2,055

Source: Data on post-secondary education were provided by the respective institutions as listed above. APTC was not able to provide their roll data for 2018 as they are still gathering data.

Table 20: Number of graduates in Post School Education and Training, 2016 - 2017

Institution	2016			2017		
	M	F	T	M	F	T
Vanuatu Maritime College (VMC)	1,149	86	1,235	923	34	3,427
Vanuatu Institute of Teachers Education (VITE)	41	60	101	40	82	324
Vanuatu Institute of Technology (VIT)	191	105	296	20	9	621
Vanuatu Nursing College (VNC)				11	30	41
Australian Pacific Training College (APTC)	88	162	250	69	184	753
Vanuatu Agriculture College (VAC)	67	13	80	27	12	199
Vanuatu Police College						
Total	1,536	426	1,962	1,090	351	5,365

Source: Vanuatu Nursing College and Vanuatu Policy College graduation will take place in 2018.

Table 21: Total number of trainers in Post School Education and Training, 2016 - 2018

Trainers/Instructor	2016			2017			2018		
	M	F	T	M	F	T	M	F	T
Vanuatu Maritime College (VMC)	10	0	10	8	1	9	7	1	8
Vanuatu Institute of Teachers Education (VITE)	28	22	50	28	22	50	28	22	50
Vanuatu Institute of Technology (VIT)	46	32	78	46	33	79	46	33	79
Vanuatu Nursing College (VNC)	1	10	11	1	10	11	1	10	11
Australian Pacific Training College (APTC)	3	9	12	9	19	28			
Vanuatu Agriculture College (VAC)	7	6	13	5	5	10	7	5	12
Vanuatu Police College							4	2	6
Total	95	79	174	97	90	187	93	73	166

Source: Vanuatu Nursing College and Vanuatu Police College graduation will take place in 2018.

HIGHER EDUCATION

According to the Vanuatu Qualification Authority Act No. 1 of 2014, Post School Education and training refers to the educational level after completing secondary education and this includes universities as well as institutions that teach specific capacities of higher learning such as colleges, technical training institutes, community colleges, nursing schools, research laboratories and distance learning centres.

Table 22: USP Emalus Campus Ni-Vanuatu student distribution of completion awards by program and gender, 2016 & 2017

Program	2016			2017		
	Male	Female	Total	Male	Female	Total
Certificate	2	0	2	1	3	4
Diploma	0	0	0	0	4	4
Bachelor of Degree	45	56	101	43	30	73
Graduate Certificate	0	0	0	10	28	38
Post Graduate Certificate	0	0	0	0	1	1
Post Graduate Diploma	3	2	5	8	7	15
Professional Diploma	2	1	3	4	5	9
Master	2	1	3	1	1	2
Total	54	60	114	67	79	146

Source: USP, Emalus campus, 2018

Table 23: USP Emalus Ni-Vanuatu Students enrolment by program of study and gender, 2016 - 2018

Program	2016			2017			2018		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Preliminary Courses	223	191	414	175	147	322	288	524	812
Foundation Studies	387	559	946	361	367	728	299	227	526
Certificate	0	9	9	4	21	25	8	42	50
Diploma	8	16	24	11	15	26	39	50	89
Bachelor of Degree	471	442	913	519	559	1,078	631	669	1,300
Graduate Certificate	33	16	49	28	42	70	7	16	23
Post Graduate Certificate	0	0	0	0	1	1	1	1	2
Post Graduate Diploma	2	3	5	13	9	22	21	18	39
Professional Diploma	1	0	1	0	0	0	6	3	9

Master	2	3	5	3	0	3	2	3	5
Doctorate	0	0	0	1	0	1	1		1
Total	1,127	1,239	2,366	1,115	1,161	2,276	1,303	1,553	2,856

Source: These data were provided by USP.

The University of the South Pacific (USP) is the premier provider of tertiary education in the Pacific Region, and an international centre of excellence for teaching. In 2017 around 2,856 students enrolled at the Emalus campus in Port-Vila of which 1,300 student are doing their degree courses in country. USP is also offering a second chance program to Vanuatu students who have not been able to complete their year 12 or year 13 schooling in formal high schools, thus around 1,338 students are taking preliminary and foundation courses at the USP Emalus in 2017.

Table 24: Number of AUF graduates, 2016 - 2017

Year	AUF course	Graduates		
		Male	Female	Total
2016	Diplôme d'Accès aux Etudes Universitaires (DAEU)	4	1	5
	Certificat Informatique et Internet (C2i)	7	6	13
	DEUST.W	2	1	3
	Brevet Informatique et Internet (B2i)	7	14	21
	Total	20	22	42
2017	Diplôme d'Accès aux Etudes Universitaires (DAEU)	3	2	5
	Certificat Informatique et Internet (C2i)	5	4	9
	DEUST.W	2	1	3
	Brevet Informatique et Internet (B2i)	7	5	12
	Total	17	12	29

Source: These data are provided by AUF.

Francophone students also have the opportunity to continue their studies at the AUF if they haven't completed their formal high schooling. A Diploma for Access to University Studies (DAEU) has been made available for all students who would like to pursue their studies in higher education. This Diploma for access to university is also an opportunity for all those who are already on job to re-integrate school with expectations to continue on with their degree studies after passing their DAEU.

Table 25: Number of AUF students by course, 2016 - 2018

AUF course	2016			2017			2018		
	Total Enrolment			Total Enrolment			Total Enrolment		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Diplôme d'Accès aux Etudes Universitaires (DAEU)	18	15	33	7	7	14	21	41	62
Certificat Informatique et Internet (C2i)	13	8	21	5	6	11	7	4	11
DEUST.W		4	4	4		4	3		3
Brevet Informatique et Internet (B2i)	20	21	41	5	17	22	7	9	16
Total	51	48	99	21	30	51	38	54	92

Source: These data are provided by AUF.

Table 26: Number of AUF students by course and by province, 2016 - 2018

Year	AUF courses	Province				
		Sanma	Shefa	Malampa	Tafea	Total
2016	Diplôme d'Accès aux Etudes Universitaires (DAEU)	1	25	6	1	33
	Certificat Informatique et Internet (C2i)		19		2	21
	DEUST.W		4			4
	Brevet Informatique et Internet (B2i)	9	16	7	9	41
	Total	10	64	13	12	99
2017	Diplôme d'Accès aux Etudes Universitaires (DAEU)		14			14
	Certificat Informatique et Internet (C2i)	2	8	1		11
	DEUST.W		4			4
	Brevet Informatique et Internet (B2i)	1	13	1	7	22
	Total	3	39	2	7	51
2018	Diplôme d'Accès aux Etudes Universitaires (DAEU)	17	42	3		62
	Certificat Informatique et Internet (C2i)		9		2	11
	DEUST.W		3			3
	Brevet Informatique et Internet (B2i)				16	16
	Total	17	54	3	18	92

Source: These data are provided by AUF.

VANUATU SCHOLARSHIP AWARDS

More than 70% of the scholarships were awarded in 2017 to the Vanuatu students by the Vanuatu Government through the Ministry of Education and Training. Beside the government scholarships, other sponsor countries such as Australia, New Zealand and China have also awarded scholarship to the Vanuatu students. Most students who received scholarships from these respective agencies are now studying in universities abroad. In terms of coordination over the scholarship funds, the Ministry of Finance and Economic Management is only in charge of the government scholarships.

The following tables are showing the number of new awardees in 2018 by their sponsors.

Table 27: Number of New awardees by sponsors, 2016 - 2018

New Awardees, 2016 and 2017 by sponsors	2016			2017			2018		
	M	F	T	M	F	T	M	F	T
Vanuatu Government (Scholarship Unit)	45	30	75	127	98	225	266	255	521
New Zealand Scholarships	21	21	42	18	20	38	17	20	37
France Government	14	6	20	25	6	31	5	5	10
Australian Aid	2	8	10	5	10	15	7	6	13
Total	82	65	147	175	134	309	295	286	581

Source: These data are provided by the respective donors.

Table 28: Number of On-going awardees by sponsors, 2016 - 2018

On-going Awardees, 2016 and 2017 by sponsors	2016			2017			2018		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Government (Scholarship Unit)	235	188	423	183	162	345	224	241	465
New Zealand Scholarships	57	43	100	59	52	111	51	52	103
Australian Aid	32	46	78	17	29	46	18	19	37
France Government	16	17	33	13	13	26	7	2	9
Total	340	294	634	272	256	528	300	314	614

Source: These data are provided by the respective donors.

VANUATU RURAL DEVELOPMENT TRAINING CENTERS ASSOCIATION (VRDTCA)

Table 29: Total number of Trainees enrolled in existing Rural Training Centres, 2016 - 2017

Training Program	2016			2017		
	Male	Female	Total	Male	Female	Total
Automotive	67		67	35		35
Building construction	91		91	64		64
Hospitality Tourism	85	87	172	36	44	80
Business studies	5	18	23	17	24	41
Agriculture	2	4	6	11	9	20
Home Care		12	12	7	15	22
Total	250	121	371	170	92	262

Source: PSET Unit, MoET.

Table 30: Number of Trainees in Rural Training Centres by Province, 2016 - 2017

Province	2016			2017		
	Male	Female	Total	Male	Female	Total
Torba	15	3	18			
Sanma	48	51	99	44	36	65
Penama	106	43	149	54	31	86
Malampa	67	15	82	53	18	72
Shefa						
Tafea	14	9	23	20	7	40
Total	250	121	371	171	92	262

Source: PSET Unit, MoET.

VRDCTA is a network of vocational based schools designed for young people who have been pushed out of the formal educational system and provides them with training in specific skills to improve the quality of life in rural areas. Over the past 30 years, VRDTCA has grown from 12 to 40 Rural Training Centres (RTCs). Established under the Foundation for the People of the South Pacific (FSP), VRDTCA became independent of FSP and now works with 40 RTCs across Vanuatu's six provinces to create opportunities for income and self-reliance. In accordance with the PSET Policy, a registered set of curriculum was accredited by the Vanuatu Qualification Authority (VQA). So far, 262 trainees enrolled in the existing RTCs in 2017 with 65% male trainees and 35% female. The aggregated data by course level shows that 80% of trainees enrolled in Tourism, 24% in Building construction and the remaining 45% enrolled either in Automotive, Business Studies, and Agriculture or in Home Care courses.

2. QUALITY OF EDUCATION

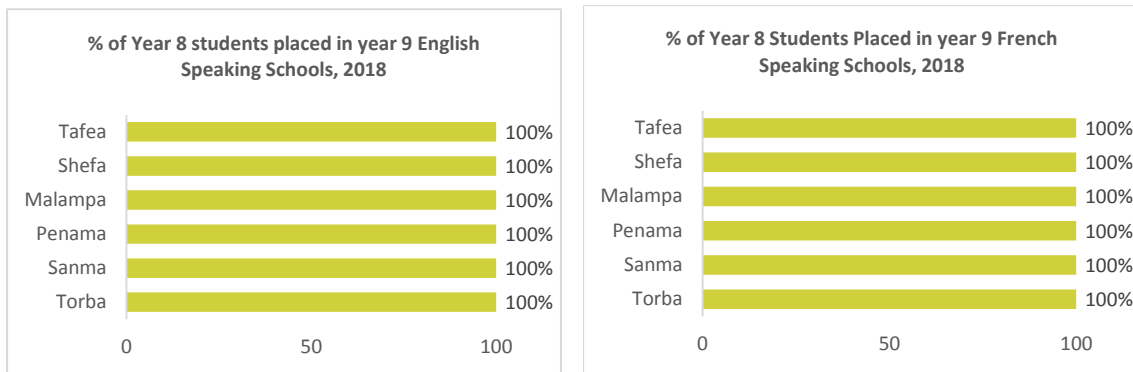
MEASURING QUALITY AND OUTCOMES

Indicator	2014	2015	2016	2017	2018
Pupil: teacher ratio - ECCE	14.7	15.9	28.3	14.4	12
Pupil: teacher ratio - primary	25.5	24.6	29	28	28
Student: teacher ratio - secondary	19.9	20.6	24.2	19	20.4
Government primary* school teachers certified (%)	63.7%	64.7%	79.7%	77.2%	73.6%
Government secondary* school teachers certified (%)	69.7%	76.1%	94.3%	81.5%	93.8%
Student textbook ratio - primary - government	3.2	3.0	3.0%	3.0%	3.1%
Proportion of available Textbooks in Primary Schools					
Social Science	6%	7%	1%	2%	2%
Basic Science	0%	0%	1%	1%	1%
Language	40%	31%	35%	36%	36%
General Studies	15%	15%	18%	20%	25%
Maths	30%	32%	36%	36%	36%
National Exams results (out of 100)					
Year 8 English speaking schools	44.9%	45.2%	48.7%	49.3%	
Year 8 French speaking schools	48.1%	47.5%	49.1%	49.6%	
Year 10 English speaking schools	47.8%	48.8%	49.7%	49.0%	
Year 10 French speaking schools	45.7%	46.9%	48.0%	48.1%	
Student classroom ratio - primary - government	23.3	24.7	25.6	29.1	29.1
Pupil toilet ratio - primary	41.8	42.1	24.4	26.6	28.6
GPI: GIR - primary education	1.19	1.26	1.10	1.16	1.19
GPI: NIR - primary education	0.35	0.30	0.31	0.35	0.38
GPI: GER - primary (1–6)	1.00	0.96	1.10	1.26	1.26
GPI :NER - primary (1–6)	1.01	1.01	1.20	1.27	1.24
GPI: GER - secondary (7+)	1.05	1.05	1.06	1.09	1.10
GPI: NER - secondary (7+)	1.10	1.14	1.19	1.21	1.21
School Life expectancy – year 1 to 13	12.6	12.8	12.7	12.4	12.4

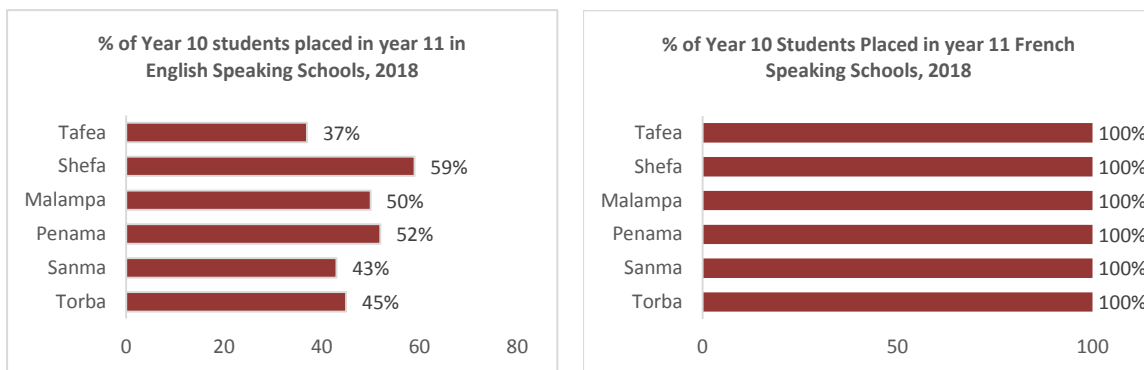
The calculation of the exam's results by means scores is out of 100. In overall, student's learning outcomes from the exam's results perspective is weak. The overall assessment maybe defined by the low literacy and numeracy in learning and teaching at the same time.

Year 8 and 10 Students Placement after sitting the National exams in 2017

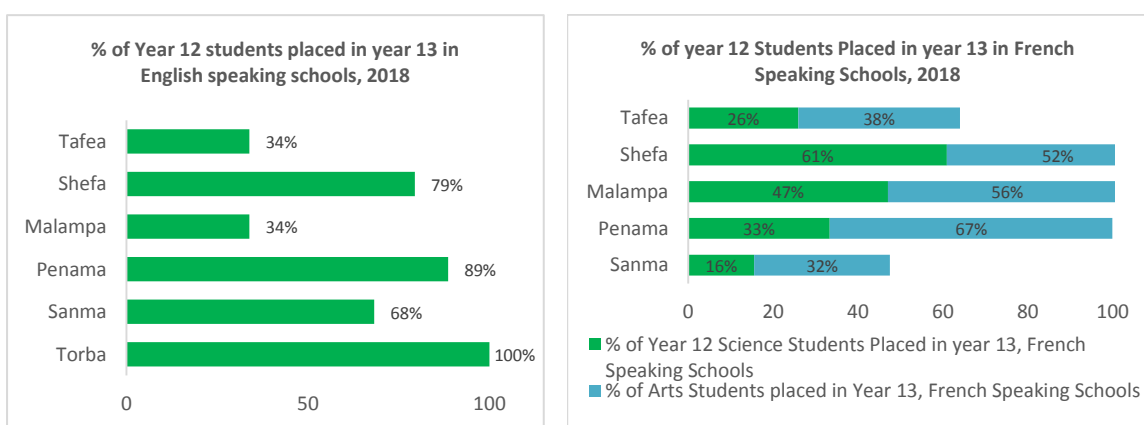
Figure 13: Placement of students passing the Final Year Exams in 2017



These two graphs confirmed that 100% of year 8 students who sit the national year 8 exams in 2017 progressed to Year 9 in 2018.



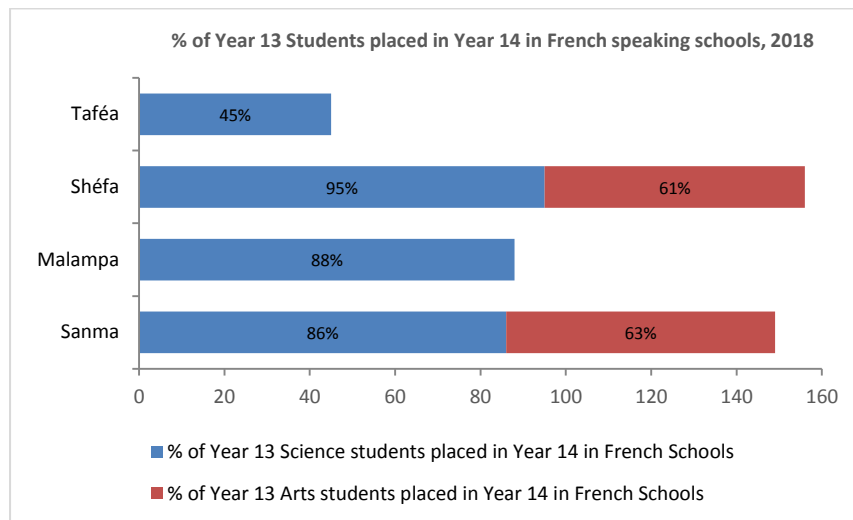
In Year 10, 100% of French speaking students who sat the national exam in 2017 progressed to year 11 in 2018. In the English speaking schools, 48% in average were placed in the existing year 11 classes throughout Vanuatu.



Same as for Year 10, the percentage of the year 12 students placed in the existing year 13 classes is based on merit and space availability. In average, 67% of these students are placed in the existing year 13 classes leaving 33% students unplaced.

In year 13 French speaking schools, only 37% of year 12 Science Students and 49% of Art students were placed in the existing Year 13 classes in 2017.

Figure 14: Percentage of year 13 students placed in year 14 francophone in 2018



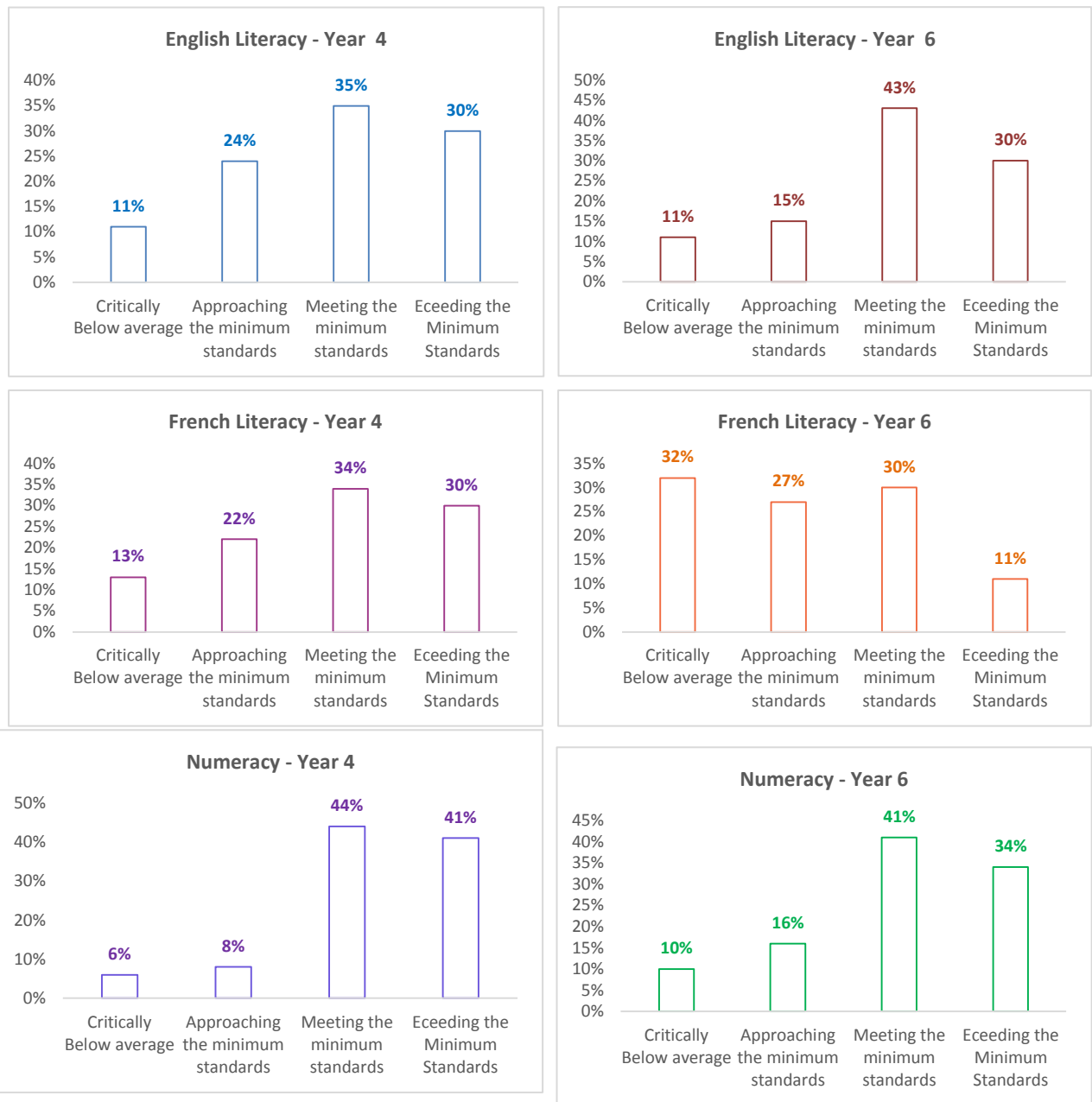
Footnote: Under the VESP support, MoET has also planned to include data from PSET and Higher Education in the Open VEMIS.

French education system in Vanuatu is comprised of 14 years of schooling. Year 14 is the preparatory year to University studies which is only available in Shefa and Sanma province. For 100% students who have started Year 10 in 2013, only 73% of them were able to reach year 14 in 2018. The remaining 27% of unplaced students may have failed their year 13 exams and therefore may use the opportunity to enrol in the DAEU programmes in the following year.

VANUATU STANDARDISED TEST OF ACHIEVEMENT (VANSTA)

MoET Vanuatu is not able to get the latest release of the regional PILNA results this year. The Ministry of Education and Training however was able to do a pilot test on year 4 and 6 literacy and numeracy outcomes in 2017. The proportion of students meeting the minimum numeracy standards at Year 4 was 86% and 74% in year 6. In fact, the analysis is showing a big improvement on the numeracy outcomes in these two year level in 2017 compared to 2009. On literacy, the proportion of year 4 students who met the minimum literacy standard was 65% in 2017. In year 6, 58% met the Year 6 minimum standards with a particular focus on the writing skills which is still weak in year 4 and 6.

Figure 15: MoET Year 4 and 6 Literacy and Numeracy outcomes, 2017



These graphs are not aggregated by province; however the overall literacy and numeracy outcomes are optimistic. About 37.8% students in year 4 and year 6 met the minimum literacy and numeracy standards in 2017.

In year 6 French speaking, about 32% of students are critically below average compared to the Literacy and Numeracy Minimum standards.

VANUATU TEACHING FORCE

According to the Teaching Service Act No. 38 of 2013, the role of the Teaching Service Commission (TSC) is to make arrangements for the effective management of the Teaching Service and to provide for the licensing of teachers.

Lots of activities have been implemented under support from the Vanuatu Education Sector Program (VESP) in 2017. Teaching is a key aspect on the development of effective learning outcomes in schools. Effective learning outcomes depend highly on the teaching quality and trainings that are offered through pre-service and in-service teacher training programme at the Vanuatu Institute of Teacher Education. In terms of overall progress made in 2017, Pre-Service and In-Service teaching programme has been upgraded from certificate to Diploma and will introduce bachelor program in 2019. The write up of the bachelor courses has already started in 2017.

With regards to ECCE section, tremendous efforts have been done by MoET to register and employ for some 852 ECCE teachers that are currently teaching in ECCE centres that are attached to Government and Government assisted primary schools.

The teaching force in Vanuatu is comprised of certified and qualified teachers across all levels of Education. The MoET's plan to upgrade the Teacher Training curriculum at VITE to provide Bachelor Degree level which will be a great opportunity to improve the teaching skills in Primary and Secondary schools in the future.

Table 31: Trend showing the total number of teachers by school type, 2014 - 2018

Gender	School Type	2014	2015	2016	2017	2018
Male	ECE	39	41	9	42	48
	Primary school (1–6)	786	821	686	770	803
	Secondary school (7+)	598	584	433	580	555
	Male Total	1,423	1,446	1,128	1,392	1,406
Female	ECE	891	860	302	991	1,258
	Primary school (1–6)	1,008	1,043	862	1,010	1,105
	Secondary school (7+)	406	414	328	433	425
	Female Total	2,305	2,317	1,492	2,434	2,788
Vanuatu Total		3,729	3,764	2,620	3,826	4,194

Source: Open VEMIS, 2018

This table is showing an increase on the actual number of teachers since 2016 by school type. About 66% of the overall numbers of teachers are female and 34% are male. Since MoET has a growing school enrolment across all sectors, the number of teachers is also increasing sequentially. At ECCE level for instance, the number of teachers has increased from 1,033 teachers in 2017 to 1,306 in 2018.

Table 32: Total number of teachers by authority and school type, 2016 - 2018

Year	Authority Type	ECE	Primary (1–6)	Secondary (7+)	Total
2016	Government	10	1,129	525	1,664
	Church (Govt. Assisted)	9	405	234	648
	Community	87	11	2	100
	Private	205	3		208
	Total	311	1,548	761	2,620
2017	Government	125	1,284	657	2,066
	Church (Govt. Assisted)	42	482	347	871
	Church (Not Govt. Assisted)				
	Community	266	11	2	279
	Private	600	3	7	610

	Total	1,033	1,780	1,013	3,826
2018	Government	144	1,309	614	2,067
	Church (Govt. Assisted)	68	582	357	1,007
	Church (Not Govt. Assisted)		2		2
	Community	323	11	2	336
	Private	771	4	7	782
	Total	1,306	1,908	980	4,194

Source: Open VEMIS, 2018

The above table shows the total number of teachers (Government and non-Government paid) who are teaching in schools managed by different Education Authorities registered under the MoET. About 73% of teachers across all sectors teach in schools run by the Ministry of Education and Training, the remaining 27% are teaching in schools run by churches, communities or private individuals or institutions in country.

The education authorities are also registered with the Ministry of Education and Training and may have received some operational grants from the Ministry. Under the Education Act No.9 of 2014, all education authorities are required to report to their respective education offices in the province when it comes to the school financial reports and improvement plans.

Table 33: Total Number of Teachers by Level of Education and Province, 2015 - 2018

School Type	Province	2015			2016			2017			2018		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE	Torba	5	32	37	2	13	15	11	50	61	15	53	68
	Sanma	8	219	227	3	114	117	8	224	232	8	269	277
	Penama	5	143	148	1	67	68	5	158	163	4	176	180
	Malampa	5	159	164	3	79	82	6	219	225	6	270	276
	Shefa	12	170	182	0	18	18	9	197	206	10	236	246
	Tafea	6	137	143	0	11	11	3	143	146	5	254	259
	Total	41	860	901	9	302	311	42	991	1,033	48	1,258	1,306
Primary (1-6)	Torba	46	34	80	27	29	56	39	41	80	40	45	85
	Sanma	151	260	411	116	179	295	172	269	441	173	291	464
	Penama	121	161	282	77	82	159	88	90	178	82	99	181
	Malampa	161	157	318	161	165	326	159	174	333	155	174	329
	Shefa	180	319	499	185	319	504	189	339	528	197	347	544
	Tafea	162	112	274	120	88	208	123	97	220	156	149	305
	Total	821	1,043	1,864	686	862	1,548	770	1,010	1,780	803	1,105	1,908
Secondary (7+)	Torba	11	8	19	5	7	12	12	10	22	10	12	22
	Sanma	119	80	199	90	58	148	145	86	231	141	85	226
	Penama	82	55	137	51	32	83	69	44	113	68	42	110
	Malampa	75	51	126	51	36	87	79	52	131	72	51	123
	Shefa	248	187	435	197	170	367	223	199	422	215	195	410
	Tafea	49	33	82	39	25	64	52	42	94	49	40	89
	Total	584	414	998	433	328	761	580	433	1,013	555	425	980

Source: Open VEMIS, 2018.

The number of teaching staff in Sanma and Shefa province is higher compared to the other provinces due to the number of schools operating in urban and rural communities in these two respective provinces. At ECCE level, around 96% of teachers are female; the number of male teachers however began to increase gradually. At primary and secondary schools, the number of male and female teachers is equally close to each other which provide some sense of balance in the teaching force.

STUDENT TEACHER RATIO (STR)

The purpose of the student-teacher ratio is to measure the number of teachers in relation to the total enrolment by education level. The total STR for ECCE in 2018 is 12 for one teacher, it is generally assumed that a low pupil-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to each child/student in the classroom.

According to the MoET regulation order number 44 of 2005, the national Student-teacher ratio by education level is 15 children for one 1 teacher in ECCE, 30 student for one teacher in Primary and 25-30 students for one teacher in secondary.

In overall, the total STRs in primary and secondary schools are close to the national STR norms; this may indicate that teachers could pay more attention to individual student performances in class. Again it is important to acknowledge the fact that teaching in schools in Vanuatu is comprised of part-time and full-time teachers, certified and non-certified teachers. This could be a factor to harmonizing teaching across all levels of education.

Definition

Temporary teachers: Could be defined as relieve or part-time teachers

Full-time teachers: Could be defined as permanent teachers employed by the teaching Service Commission

Table 34: Students -Teacher Ratio by Education Authorities, 2016 - 2018

Year	Authority Type	ECE			Primary (1-6)			Secondary (7+)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2016	Government	547	10	55	31,675	1,129	28.1	11,950	525	22.8
	Church (Govt. Assisted)	211	9	23.4	12,858	405	31.7	6081	234	26.0
	Govt. Subtotal	758	19	39.9	44,533	1,534	29.0	18,031	759	23.8
	Church (Govt. Assisted)				51	N/A		12	N/A	
	Community	2,042	87	23.5	200	11	18.2	216	2	108.0
	Private	6,000	205	29.3	181	3	60.3	149	N/A	
	Total	8,800	311	28.3	44,965	1,548	29.0	18,408	761	24.2
	Government	2,199	125	17.6	34,153	1,284	26.6	12,398	657	18.9
	Church (Govt. Assisted)	885	42	21.1	14,104	482	29.3	6,439	347	18.6
	Govt. Subtotal	3,084	167	18.5	48,257	1,766	27.3	18,837	1,004	18.8
	Church (Not Govt. Assisted)				67	N/A				
	Community	3,162	266	11.9	350	11	31.8	222	2	111.0
	Private	8,675	600	14.5	331	3	110.3	172	7	24.6
	Total	14,921	1,033	14.4	49,005	1,780	27.5	19,231	1,013	19.0
2018	Government	2,321	144	16.1	34,908	1,309	26.7	12,375	614	20.2
	Church (Govt. Assisted)	809	68	11.9	16,782	582	28.8	7,182	357	20.1
	Govt. Subtotal	3,130	212	14.8	51,690	1,891	27.3	19,557	971	20.1
	Church (Not Govt. Assisted)				113	2	56.5	32	N/A	
	Community	3,367	323	10.4	326	11	29.6	184	2	92.0
	Private	9,164	771	11.9	660	4	165.0	210	7	30.0
	Total	15,661	1,306	12.0	52,789	1,908	27.7	19,983	980	20.4

Source: Open VEMIS, 2018.

Table 35: Student-Teacher Ratio by province, 2016 - 2018

Year	Province	ECE			Primary (1-6)			Secondary (7+)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2016	Torba	408	15	27.2	1,840	56	32.9	526	12	43.8
	Sanma	2,041	117	17.4	9,198	295	31.2	4,201	148	28.4
	Penama	744	68	10.9	6,346	159	39.9	2,098	83	25.3
	Malampa	1,897	82	23.1	7,499	326	23.0	2,550	87	29.3
	Shefa	1,633	18	90.7	12,366	504	24.5	6,699	367	18.3
	Tafea	2,077	11	188.8	7,716	208	37.1	2,334	64	36.5
	Total	8,800	311	28.3	44,965	1,548	29.0	18,408	761	24.2
2017	Torba	532	61	8.7	1,899	80	23.7	476	22	21.6
	Sanma	3,404	232	14.7	9,778	441	22.2	4,454	231	19.3
	Penama	1,745	163	10.7	6,721	178	37.8	2,083	113	18.4
	Malampa	2,123	225	9.4	7,991	333	24.0	2,579	131	19.7
	Shefa	4,196	206	20.4	12,790	528	24.2	6,898	422	16.3
	Tafea	2,921	146	20.0	9,826	220	44.7	2,741	94	29.2
	Total	14,921	1,033	14.4	49,005	1,780	27.5	19,231	1,013	19.0
2018	Torba	778	68	11.4	2,032	85	23.9	521	22	23.7
	Sanma	3,790	277	13.7	11,214	464	24.2	4,559	226	20.2
	Penama	1,376	180	7.6	6,757	181	37.3	1,988	110	18.1
	Malampa	2,187	276	7.9	8,563	329	26.0	2,720	123	22.1
	Shefa	4,729	246	19.2	13,938	544	25.6	7,381	410	18.0
	Tafea	2,801	259	10.8	10,285	305	33.7	2,814	89	31.6
	Total	15,661	1,306	12.0	52,789	1,908	27.7	19,983	980	20.4

Source: Open VEMIS, 2018

TEACHERS CERTIFICATION AND QUALIFICATION

Table 36: Percentage of Teachers Certified, 2016 - 2018

Year	Teacher	ECCE			Primary (1-6)			Secondary (7+)			Total
		M	F	T	M	F	T	M	F	T	
2016	No. Certified				554	679	1,234	416	302	718	1,952
	Total Teachers				686	862	1,548	433	328	761	2,309
	% Certified				81%	79%	80%	96%	92%	94%	85%
2017	No. Certified	28	824	852	669	705	1,374	479	347	826	3,052
	Total Teachers	42	991	1,033	770	1,010	1,780	580	433	1,013	3,826
	% Certified	67%	83%	82%	87%	70%	77%	83%	80%	82%	80%
2018	No. Certified	30	822	852	615	790	1,405	521	398	919	3,176
	Total Teachers	48	1,258	1,306	803	1,105	1,908	555	425	980	4,194
	% Certified	63%	65%	65%	77%	71%	74%	94%	94%	94%	76%

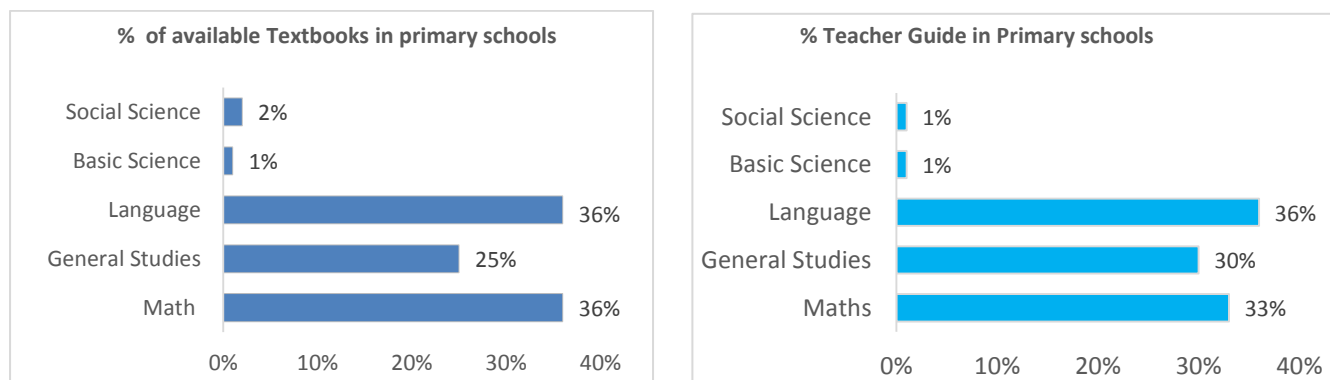
Source: Open VEMIS, 2018

In general, all teachers in Vanuatu have a qualification background. However, being a qualified teacher does not mean that the teacher is equipped with the relevant teaching skills. Two major incentives have contributed in improving data on teachers' qualification this year. These are the teachers licensing incentive and the strengthening of the teachers' information in the payroll system. The same teacher data has been consolidated and integrated in the Open VEMIS system in 2017.

With regards to ECCE teacher data for 2016, unfortunately the information on the certified ECCE teachers was not available and cannot be provided in this report, but will be updated in the next digest report.

CURRICULUM RESOURCES

Figure 16: Percentage of available textbooks and teacher guide, 2018



MoET is not able to calculate the student-textbook ratio in 2018 due to the lack of learning and teaching resources in the Open VEMIS. However, the two graphs above are showing the number of textbooks and teacher guides in primary school which is a good start. The percentage of textbooks and teachers guides is significantly low for Social and Basic Science. As part of the strengthening of the curriculum resources in the Open VEMIS, Policy and Planning team will be collecting data on all learning and teaching resources from schools in early 2019. The data collection will also include other resources such as reading books, novels and library resources that are available in schools.

CLASSROOM

Table 37: Pupil's Classroom ratio for Primary Schools, 2016 - 2018

Province	2016			2017			2018		
	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio
Torba	93	1,840	19.8	93	1,899	20.4	93	2,032	21.8
Sanma	484	9,198	19.0	484	9,778	20.2	484	11,214	23.2
Penama	317	6,346	20.0	317	6,721	21.2	317	6,757	21.3
Malampa	390	7,499	19.2	390	7,991	20.5	390	8,563	22.0
Shefa	446	12,366	27.7	446	12,790	28.7	446	13,938	31.3
Tafea	278	7,716	27.8	278	9,826	35.3	278	10,285	37.0
Total	2,008	44,965	22.4	2,008	49,005	24.4	2,008	52,789	26.3

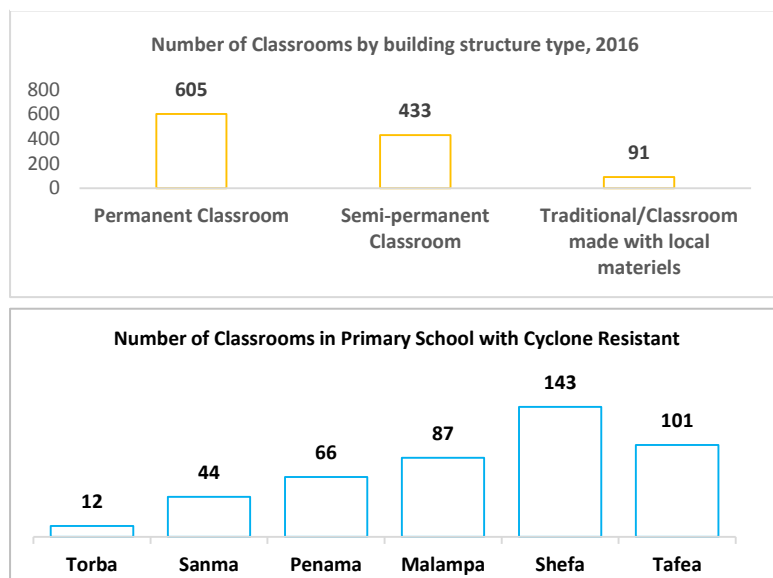
Source: Open VEMIS, 2018

There was a survey conducted in 2016 by Facility Unit that focuses specifically on collecting Primary School facilities data, unfortunately data on ECCE and Secondary is still not captured in Open VEMIS. MoET is planned to conduct the same survey in 2019 to collect data on Secondary schools facilities. Student-Classroom Ratio (SCR) is defined as average number of pupils per classroom in a school in a given school-year and the ideal size is 30 students per classroom. The average SCR is close to 30 students per classroom, meaning that there are still enough spaces in the existing primary school classrooms across all provinces. In Tafea province, the average SCR is 37 students in a classroom meaning that the classrooms are congested depending on the actual sizes of the classrooms.

A close monitoring maybe required to assess the teaching outcome in Tafea and Shefa province to ensure that actual teaching is not at risks because of the overcrowded classes. Though the primary

school standards were made available to schools, MoET with support from the development

Figure 17: Number of classrooms in primary school by building structure and cyclone resistant, 2016



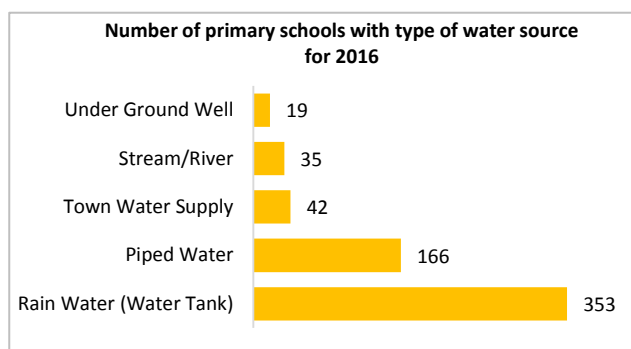
partners continue to build and renovate the existing primary schools classrooms to accommodate more students.

These figures were extracted from the 2016 Primary school facilities survey. MoET has made significant improvement since 2015, the number of permanent and semi-permanent classrooms has significantly increased. The fact that several Primary schools have received school grant has enable the school principals to build or renovate the existing classrooms in compliance with standard 9 of the Primary Schools Minimum Quality Service Standards. Vanuatu has been

categorized as the most vulnerable country worldwide to all sorts of disaster risks and resilience. Based on various hazards that Vanuatu has already faced to date, a more detailed list of standards on school facilities and assets has been developed as a policy guideline for all schools to comply with. So far, 453 primary school classrooms across all provinces are cyclone resistant built. On classroom infrastructure development, Ministry of Education and Training with support from DFAT and JICA continue to upgrade the classroom facilities in primary schools throughout the country.

WATER, SANITATION AND HIGIENE IN SCHOOLS

Figure 18: Access to Water defined by their source in Primary Schools, 2016



Water becomes the biggest need in most schools throughout the entire country. MoET was able to capture data on Water from schools by sources. This graph shows that around 353 primary schools use rain water tank to support their livelihood, operations and for drinking at school.

MoET has developed the Minimum Quality Service Standards for ECCE and primary schools with a special focus on school infrastructure and portable water based on standard 8 to 11. Water, sanitation and hygiene (WASH) in schools in Vanuatu has the opportunity to improve children’s health, increase attendance and performance at school and to address gender and social inequalities. A bottleneck analysis has been developed and shared with the MoET and relevant stakeholders on the daily handwashing in schools, access to safe quality hygiene and gender-appropriate sanitation in schools, access to sufficient quantity of water that is safe for drinking and is accessible for children with disabilities and on wash factors that influence school attendance after a disaster.

At the policy and planning level, there are plans to develop a policy guideline for wash in schools for all the school principals and committees in 2019.

Table 38: Pupil Toilet Ratio by province for Primary Schools, 2016 - 2018

Province	2016			2017			2018		
	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio
Torba	110	1,840	16.7	110	1,899	17.3	110	2,032	18.5
Sanma	469	9,198	19.6	469	9,778	20.8	469	11,214	23.9
Penama	278	6,346	22.8	278	6,721	24.2	278	6,757	24.3
Malampa	354	7,499	21.2	354	7,991	22.6	354	8,563	24.2
Shefa	362	12,366	34.2	362	12,790	35.3	362	13,938	38.5
Tafea	272	7,716	28.4	272	9,826	36.1	272	10,285	37.8
Total	1,845	44,965	24.4	1,845	49,005	26.6	1,845	52,789	28.6

Source: Open VEMIS, 2018.

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.

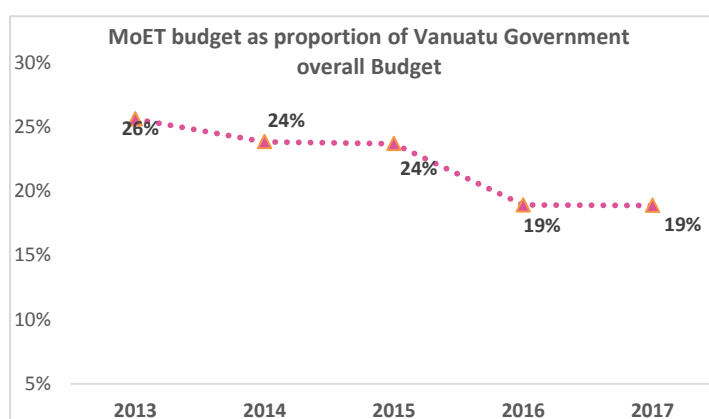
3. MANAGEMENT AND PLANNING

RELEVANT INDICATORS FOR MOET MONITORING AND EVALUATION

Indicator	2013	2014	2015	2016	2017
% education expenditure from total govt. recurrent budget	26%	24%	24%	19%	19%
ECCE	4,000,000	4,000,000	4,000,000	4,000,000	3,999,004
Primary	1,715,321,656	252,890,663	1,843,199,001	1,874,070,933	1,920,660,611
Secondary	1,185,048,593	92,486,852	1,282,690,949	1,288,850,924	1,445,158,451
Post School Education and Training	697,217,351	31,780,000	190,841,767	203,642,020	202,608,665
Higher Education (Scholarship)	634,500,000	433,633,027	608,124,738	582,228,004	752,612,954
Total	4,236,087,600	814,790,542	3,928,856,455	3,952,791,881	4,325,039,685

Source: The Scholarship budget and actual expenditure is managed by MFEM.

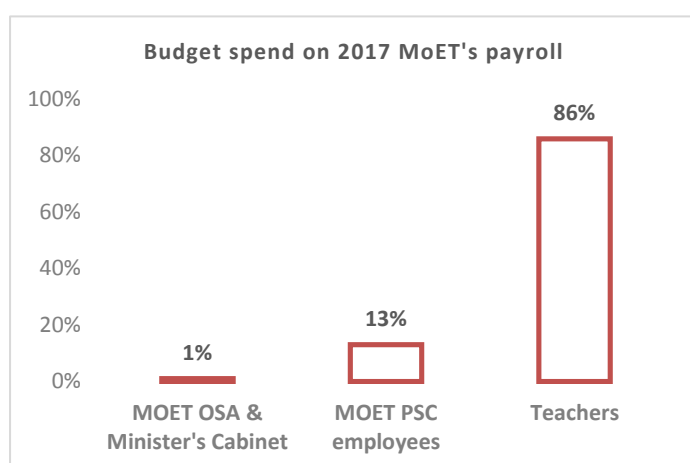
Figure 19: Share of MoET Budget as proportion of the Vanuatu Government Budget, 2016 - 2017



The share of the Ministry of Education and Training recurrent budget is decreasing ultimately from 26% in 2013 to 19% in 2017. MOET has streamlined the number of teachers on payroll and the budget allocated for scholarship was not included in the MoET recurrent budget for 2017. However, a revised decision was made by the Council of Ministers to increase the MoET's budget from

3,902,448,863 VT to 4,471,301,120 VT to accommodate the approved new policy proposals in 2017 on school grants, teacher's payroll, teaching vacancies in schools, Vanuatu National University Development Project (VNUDP), Examination and Assessment Unit Operations, VQA Act Implementation and TVET Unit Operations Budget.

Figure 20: Share of Budget on MoET's Payroll, 2017



In the current financial status, 86% of the recurrent budget is paid on teachers' salaries. Among the number of teachers on payroll, 4% of teachers will retire in 2019. This could affect the increase on the teachers' budget in 2018 and 2019. On service delivery, MoET has done significant progress in increasing teaching skills in schools. The teaching qualification at the Vanuatu Institute of Teacher Education (VITE) will be upgraded from diploma to Bachelor

degree in 2019, it is an opportunity for increasing teaching skills and knowledge for students who will be graduating from VITE in the future.

MoET BUDGET AND EXPENDITURE BY PROGRAM COST CENTRES

MoET is one of the biggest government sectors that absorb 19% of the government budget in 2017. Based on that proportion, 86% of recurrent budget was allocated for teachers' payroll leaving MoET with 11% for operational activities. The table below is showing the proportion of expenditure by program cost centres. MoET is able to spend 4,301,726,261 in 2017. In order to increase access to primary schools and to reduce the number of the out-of-school children, MoET has committed VUV 644,503,183 on school grants and VUV 2,946,790,910 on teacher's salaries. In fact, teacher salaries characterises 86% of the overall budget in 2017.

Table 39: 2017 MoET budget and Actual Expenditure by program cost centres

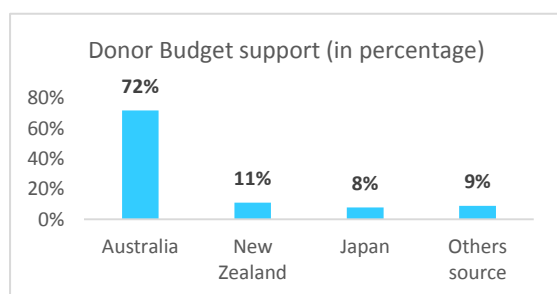
Activity	Description	Budget	Expenditure	Balance	% Expenditure
MEGA	Portfolio Management	46,243,523	46,153,395	90,128	99.8
MEHA	Executive Management	90,572,186	87,480,847	3,091,339	96.6
MEHB	Internal & Quality Controls	13,441,774	12,036,381	1,405,393	89.5
MEIA	Corporate & Planning Services	178,257,738	161,402,506	16,855,232	90.5
MEIB	Information & Communication Services	8,858,233	8,870,911	-12,678	100.1
MEIC	Maintenance & Utilities	109,711,952	109,782,271	-70,319	100.1
MEID	Provincial Education Offices & Education Authorities	100,144,456	93,994,033	6,150,423	93.9
MEJA	School Advisory & Improvement	96,193,149	94,203,204	1,989,945	97.9
MEJB	Curriculum & Assessment	98,395,597	98,113,569	282,028	99.7
MEJC	Grants	701,697,822	644,503,183	57,194,639	91.8
MEJD	Teachers	3,027,784,690	2,946,790,910	80,993,780	97.3
OLD ACT	Old Activity-Cost Centers	0	-1,604,949	1,604,949	0.0
Grand Total		4,471,301,120	4,301,726,261	169,574,859	

Source: Ministry of Finance Smartstream, 2018

DONORS CONTRIBUTIONS TOWARDS THE EDUCATION SECTOR DEVELOPMENT

In order to enable MoET to move forward with its project related to schools, learning and teaching, the development partners have also contributed financially to the development of the education and training sector in Vanuatu. This graph shows donors financial support in 2017.

Figure 21: Donor Aid to the Ministry of Education and Training in 2017



In Vanuatu the MoET has received highest provision from the Australia Government with 72% of its financial support followed by New Zealand with 11%, Japan with 8% and the remaining 9% support came from international and national NGOs in country. The support received from external aid were focused on construction of schools' buildings, refurbishment and repair of selective schools,

trainings, awareness of rollout programmes, primary school grants, teaching and learning materials development, establishment of MoET units and support on planning and budgeting. Development partners are playing a key role in the overarching development of the education and training system in Vanuatu. The ultimate goal for MoET and the country as a whole is to ensure that MoET meets its policy outcomes through its recurrent budget and all bilateral assistance. One of the challenges so far is the lack of adequate human resource capacity within the Ministry of Education and Training.

UNIT COSTS OF EDUCATION

Table 40: Unit Cost per student (In VUV)

Year	Unit Cost Per student (in VUV)		
	Unit Cost in ECCE	Unit Cost in Primary	Unit Cost in Secondary
2013	300	38,668	62,695
2014	292	40,198	63,298
2015	280	39,965	62,354
2016	455	41,678	70,016

Source: Ministry of Finance Smartstream, 2018

In reality the cost to educate a child in Vanuatu could be higher based on other contributing factors that may affect learning. The Unit cost for ECCE looks low; the calculation was based on the operational budget of 4,000,000 VT for one year divided by the number of enrolled children in ECCE. In support to the ECCE Policy, Ministry of Education and Training has decided to provide school grant to all enrolled children in ECCE centres based on 9,000 VT per head and grant is provided only for children at 4 – years old. In addition to support access to Early Childhood Education, MoET also paid for the ECCE teachers' one year salary starting in June 2018.

At Primary and Secondary school level, grants are provided to Government and Government assisted schools based on the enrolment numbers of a particular school. In comparing the Unit Cost per student in both Primary and Secondary education to the financial adversity in urban and rural communities, many parents are not able to meet their children fees. In reality, parents who live in

town are still paying some contribution fees to cover for other costs associated to their children's learning.

Due to lack of data, MoET is not able to calculate the cost per child in urban and rural schools. The Unit Cost per child may vary due to the geographical location and the economic demand in town. The Unit Cost to educate a child in a private and public school could differ significantly as private schools turn to use the learning curriculum from other countries which could determine the high costs to educate a child in Vanuatu.

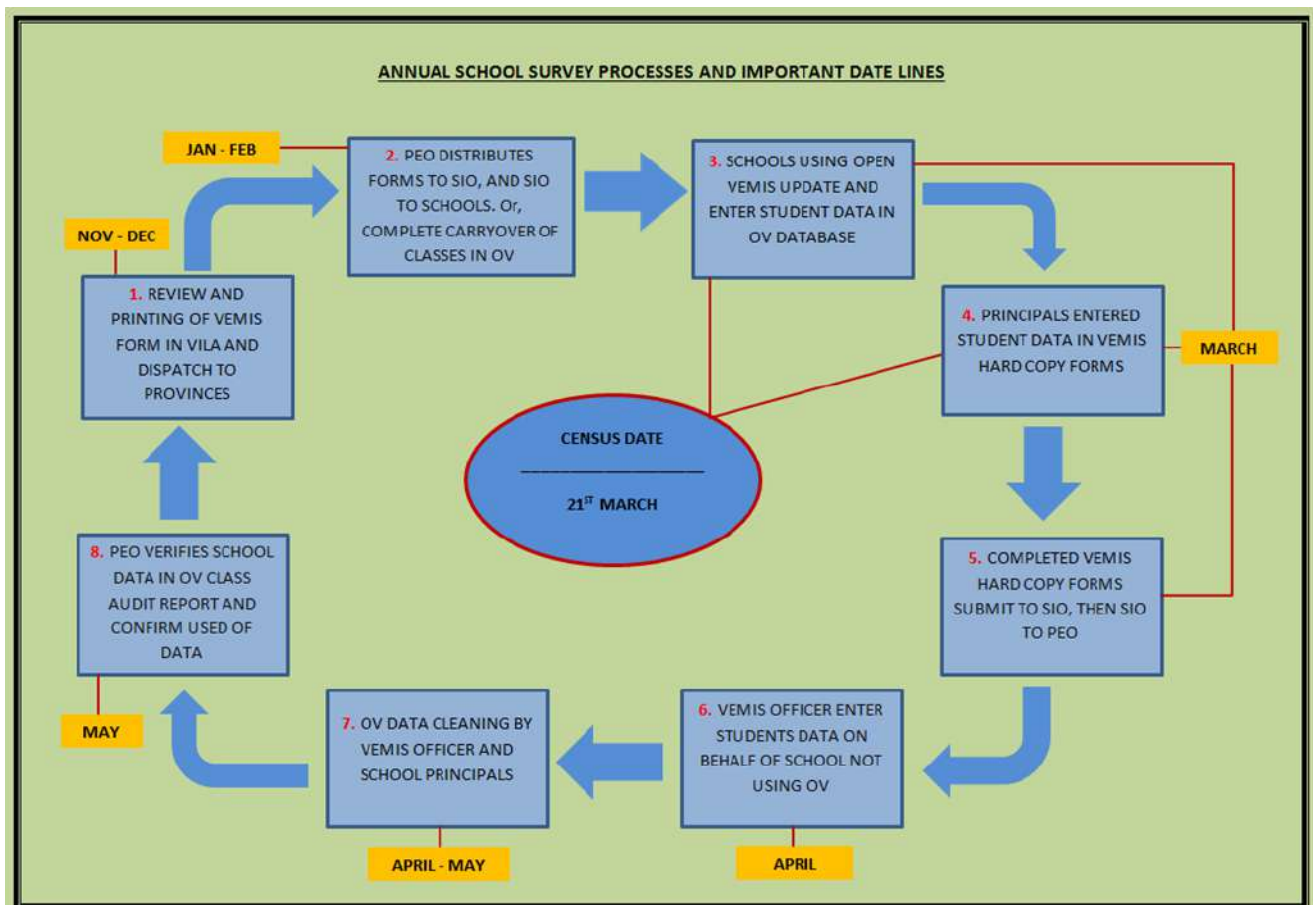
ANNEX

Annex 1

Annual School Survey Process

This diagram is an opportunity to help you understand how the whole process of collecting, entering, analysing and reporting the OV data has been well rationalized this year.

Figure 22: Diagram showing the Open VEMIS data collection process



Data Entry

The Open VEMIS system was developed in response to an increasing demand for support in the area of educational planning and management. Open VEMIS contributes to the process of the building of a robust and reliable Education Management Information System (EMIS) and the strengthening of national capacities in the provision of reliable information for the planning, monitoring, and evaluation of education systems. Through a partnership with DFAT, the Open VEMIS initiative is supported by a strong technical team at the MoET that is equipped with all the skills to manage the system. Open VEMIS is an open source system where all school principals are able to enter their school information and to benefit from. Though 80% of schools do not have access to internet at the school level, opportunities were made available for MoET Open VEMIS staff to enter data at the provincial education offices. The only aspect to improve is the quality assurance on the school information recorded in the Open VEMIS. Since optimistic development has occurred in the Open VEMIS since 2015, MoET will initiate possible measures to ensure that information sharing is of quality and can be trusted.

Annex 2

Table 41: Summary table showing the number of schools/institutions throughout the country, 2016 - 2018

Year	School Type	Language	Province					Total		
			Torba	Sanma	Penama	Malampa	Shefa		Tafea	
2016	ECE	Bislama	2	13	1	4	1	6	27	
		English	15	90	36	62	60	75	338	
		French	1	20	4	27	7	9	68	
		Vernacular - not specified	14	19	35	9	27	29	133	
		Total	32	142	76	102	95	119	566	
	Primary	English	18	67	43	52	65	43	288	
		French	8	32	21	34	21	34	150	
		Total	26	99	64	86	86	77	438	
	Secondary	Bilingual		1					1	
		English	2	11	11	10	18	11	63	
		French	2	4	3	8	6	6	29	
		Total	4	16	14	18	24	17	93	
	Vanuatu Total			62	257	154	206	205	213	1,097
	2017	ECE	Bislama	2	13	1	4	1	5	26
English			14	85	36	61	47	72	315	
French			1	18	4	26	7	9	65	
Vernacular - not specified			14	16	30	8	19	27	114	
Total			31	132	71	99	74	113	520	
Primary		English	18	66	43	52	64	43	286	
		French	8	32	21	34	21	34	150	
		Total	26	98	64	86	85	77	436	
Secondary		Bilingual		1					1	
		English	2	11	11	9	19	11	63	
		French	2	4	3	8	6	6	29	
		Total	4	16	14	17	25	17	93	
Vanuatu Total			61	246	149	202	184	207	1,049	
2018		ECE	Bislama	4	37	1	5	20	7	74
	English		15	108	58	73	28	82	364	
	French		1	23	10	30	7	10	81	

		Vernacular - not specified	28	36	63	35	81	76	319
		Total	48	204	132	143	136	175	838
	Primary	English	18	69	44	56	71	45	303
		French	9	32	21	34	22	34	152
		Total	27	101	65	90	93	79	455
	Secondary	English	3	12	12	11	20	13	71
		French	2	4	3	9	8	7	33
		Total	5	16	15	20	28	20	104
Vanuatu Total			80	321	212	253	257	274	1,397

Annex 3

ABBREVIATIONS

ASD	Annual Statistical Digest
AUF	Agence Universitaire de la Francophonie
BAS	Basic Science
DFAT	Department of Foreign Affairs and Trade
ECE	Early Childhood Education (Pre-School)
ECCE	Early Childhood Care and Education
SDG4	Sustainable Development Goal
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
Govt.	Government of Vanuatu
GPI	Gender Parity Index
M&E	Monitoring and Evaluation
MFAT	Ministry of Foreign Affairs and Trade
MoET	Ministry of Education and Training
NER	Net Enrolment Ratio
PILNA	Pacific Island Literacy and Numeracy Assessment
PEO	Provincial Education Office
ETSA	Ministry of Education and Training Sector Analysis
SOCS	Social Science
STR	Student Teacher Ratio
TVET	Technical and Vocational Education and Training
VEMIS	Vanuatu Education Management Information System
VESP	Vanuatu Education Sector Program
VIT	Vanuatu Institute of Technology
VITE	Vanuatu Institute of Teacher Education
VMQS	Vanuatu Minimum Quality Standards
VNTC	Vanuatu National Training Council

VRDTCA	Vanuatu Rural Development and Training Centre Association
PSET	Post School Education and Training

Annex 4

GLOSSARY

Actual: Refer to actual enrolment and teacher data. See also <i>Estimated</i> .
Age participation rate: The percentage of enrolments at a specific level for children of a specific age, usually the official age for that level of schooling.
Basic education Year 1–Year 8: The MoET defines the basic cycle of education as consisting of Year 1 to Year 8.
Certified: A teacher is certified if she or he has met the requirements for a formal qualification to teach. See also <i>Qualified</i> .
Qualified: A teacher is qualified if she or he has met the requirements for a formal tertiary qualification. See also <i>Certified</i> .
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.
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: Govt; 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.
Gross Enrolment Rate (GER): Total enrolment in ECE, primary or secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.
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 favour of females and a value less than 100 a difference in favour 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 who are of the official age group for that level of education (for example aged 6 years).

Primary education Year 1–Year 6: The MoET 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.

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.

Annex 5

NUMBER OF SCHOOLS BY TYPE AND EDUCATION AUTHORITIES

Table 42: Number of schools by education authority and School type, 2016 - 2018

Year	Authority Type	School Type			Total
		ECE	Primary	Secondary	
2016	Government		303	51	354
	Church (Govt. assisted)	16	119	34	169
	Church (Not Govt. Assisted)		2	2	4
	Community	170	5	1	176
	Private	380	9	5	394
	Total		566	438	93
2017	Government		302	51	353
	Church (Govt. assisted)	15	118	34	167
	Church (Not Govt. Assisted)		2	2	4
	Community	149	5	1	155
	Private	356	9	5	370
	Total		520	436	93
2018	Government	86	282	52	420
	Church (Govt. assisted)	53	150	44	247
	Church (Not Govt. Assisted)		3	2	5
	Community	258	6	1	265
	Private	441	14	5	460
	Total		838	455	104

Source: Open VEMIS, 2018

TEACHERS BY LANGUAGE OF INSTRUCTION

Table 43: Number of Teachers by language, 2015 - 2018

School Type	Language	2015	2016	2017	2018
ECE	English	546	178	524	654
	French	107	41	118	156
	Vernacular	211	73	325	409
	Bislama	37	19	59	87
	Bilingual			7	
	Total	901	311	1,033	1,306
Primary (1–6)	English	1,232	1,004	1,168	1,264
	French	632	544	612	644
	Total	1,864	1,548	1,780	1,908
Secondary (7+)	English	663	496	653	642
	French	327	260	353	338
	Bilingual	9	5	7	
	Total	999	761	1,013	980

Source: Open VEMIS, 2018