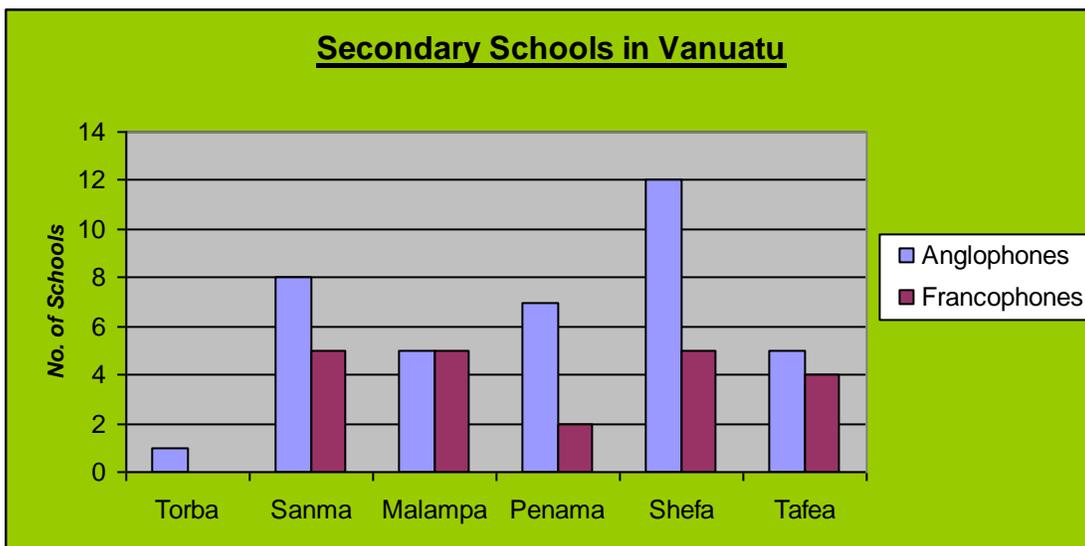




# 2002 Annual Statistics Report

## Secondary Education



Division of Policy and Planning Services  
Department of Education

October 2002

## **Acknowledgement**

The Division of Policy and Planning Services in the Department of education wishes to thank all secondary school Principals and all those who assisted in collecting data for publishing this report.

Word of thanks is also extended to Mr. Enock Léon (School Radio Program officer) for informing through radio messages the secondary school principals on the islands about the returns of the questionnaire. The Statistics section relies very much on radio messages due to difficulty in communicating directly with schools.

Finally, the division of Policy and Planning Services wishes to thank the Director and staff of the division of Administrative and Financial services for assisting during the collection exercise. The secondary school data collection in this regard is crucial as it determines the financial grant from the government to schools, consequently it is paramount for teachers to prioritise data collection as it also assist in the annual budgeting of the Ministry of Education.

## **Preface**

It is my great pleasure to submit the 2002 Secondary School Annual Statistical Report. This report has been successfully published in collaboration with the principals and teachers. The school radio program by Mr. Enock Leon has played a significant role in this part.

The data compiled would provide to all users and public at large information on statistics of each secondary school. The data is compiled using tables and graphical illustrations and analysed to ensure easy access to users.

Intentionally, this report is produced to meet short and long term demands of all users particularly planners of government and non-governmental organizations, and specifically the Ministry of Education and students to name a few.

Thank you all again who helped in one way or another and I look forward to your cooperation in similar future exercises.

**Jesse Dick**  
Director  
Division of policy and planning services

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## **Introduction**

The Secondary School Annual Report is intended to assist users in particular planners identify and make important decisions to serve different needs of secondary education. According to this report, there are 59 schools of which 29 are government owned, 19 mission schools and 11 private schools. The total enrolment has increased by 10 percent this year.

The objectives of this report are as follows:

- To identify the need to increase the number of schools.
- To determine annual enrolment rates
- To assist economise the education system
- To identify if there is sufficient qualified teachers
- To assist identify teachers who needed in-service trainings
- To identify different problems frequently arising in schools
- To determine the distribution and rationalisation of schools

This report has three (3) main sections; School Information, Pupil's Information and Teacher's Information. The analysis of the report is based on data extracted from the questionnaires we received from each secondary school. As in previous years, collection of returns from schools still remains incomplete, 25 percent of mostly private schools have not submit their entry report forms. The school principals and the department staffs must be motivated so that we better plan the collection of returns in terms of time and resources mobilization. The integrity of data is affected by incomplete returns and needed consideration.

This year questionnaires were sent directly to schools as a way to combat part of the problems. However, certain schools reported not receiving the questionnaires as expected. It is certain that there is communication difficulty because the islands are spread over the sea.

It is important to reiterate that statistical data is the base of identifying and tracking school needs and in the long run determining development strategies.

## Section I: School Information

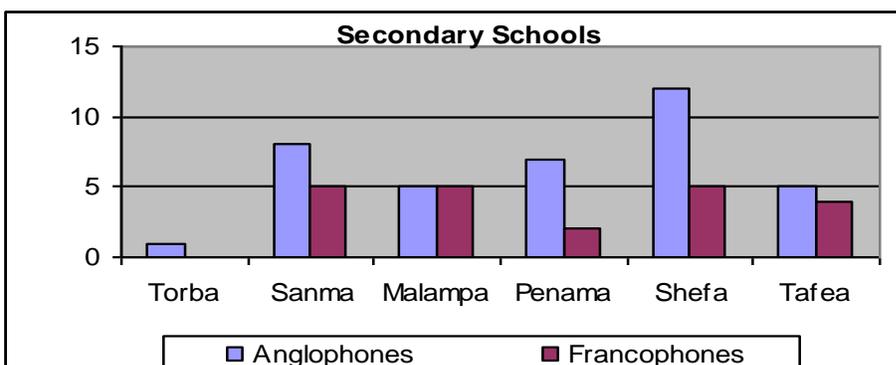
In this section, information on secondary schools is illustrated using tables and graphs:

Table 1: **Number of Schools by Province and by Medium of Instruction**

Province	Anglophone Schools	Francophone Schools	Total
Torba	1	0	1
Sanma	8	5	13
Malampa	5	5	10
Penama	7	2	9
Sherfa	12	5	17
Tafea	5	4	9
<b>Total</b>	<b>38</b>	<b>21</b>	<b>59</b>

The table above indicated that this year the total number of secondary schools increased from 57 to 59, which is an increase by 3.5 percent. The provinces of Sanma and Shefa are the beneficiaries of the increase. Generally, there is a fair distribution of schools in Sanma and Torba with regards to their population. The table also indicates that 65 percent are Anglophone secondary schools in the 6 provinces.

Graph 1: **Secondary Schools by Medium of Instruction**



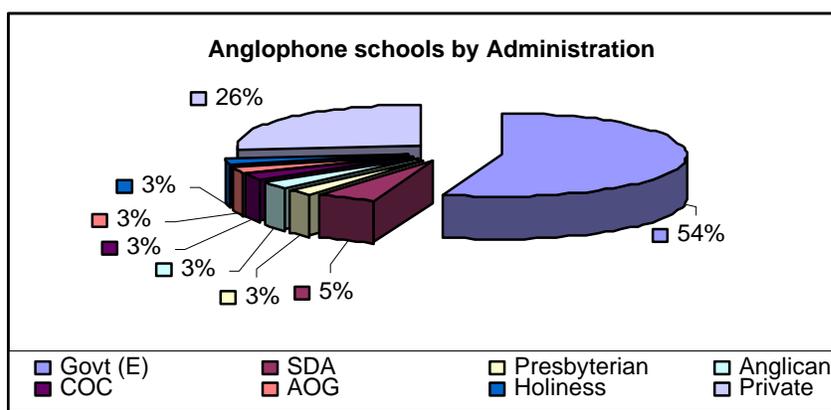
The graph above justifies that there is no French secondary school in Torba. One major reason for not establishing a French JSS is because there are not enough feeder primary schools and also because class 6 enrolment is very low in existing French primary schools in Torba.

Tableau 1.1 : Number of Anglophone Schools by Administration

Administration	Province						Total		
	Torba	Sanma	Malampa	Penama	Shefa	Tafea	Anglophone	Francophone	Total (A+F)
Govt (E)	1	3	5	4	5	3	21		21
Govt (F) (F)	0	2	2	0	2	2		8	8
Catholic assisted (F)	0	1	2	2	1	2		8	8
Protestant assisted (F)	0	2	1	0	0	0		3	3
SDA assisted (E)	0	1	0	0	1	0	2		2
Presbyterian assisted (E)	0	0	0	0	1	0	1		1
Anglican assisted (E)	0	0	0	1	0	0	1		1
C.O.C assisted (E)	0	0	0	1	0	0	1		1
AOG (E)	0	0	0	0	0	1	1		1
Holiness (E)	0	0	0	0	1	0	1		1
Holiness	0	0	0	0	1	0		1	1
<b>Total</b>	<b>1</b>	<b>13</b>	<b>10</b>	<b>9</b>	<b>17</b>	<b>9</b>	<b>38</b>	<b>21</b>	<b>59</b>

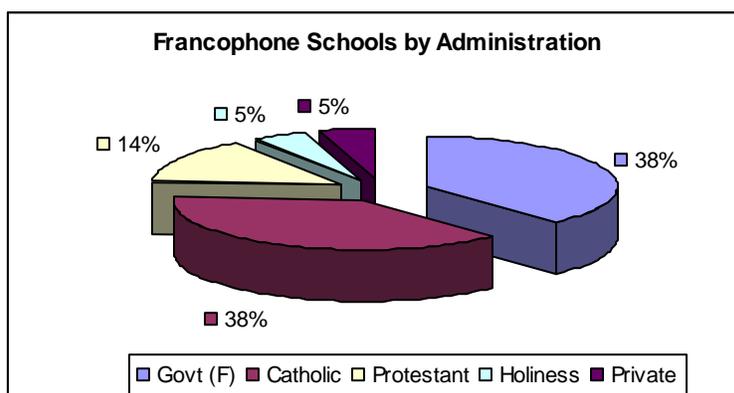
The above table shows the number of schools by type of administration. The government operates 29 schools, Catholic mission 8, Protestant 3 and SDA mission 2 schools. The following church denominations; Presbyterian, AOG, COC, Anglican and Holiness have on average 1 school each. Eighteen out of 21 junior secondary schools are complete stream from year 7 to 10. In the year 2003 it is possible to include year 11 classes in some secondary schools. Analytically 12 classes of year 11 will be needed to adequately cater for all out going year 10 students.

Graph 1.1 : Disaggregation of Anglophone Schools by Administration



The above graph shows the distribution of Anglophone secondary schools by administration. The indicators show that the government has the majority of 54 percent of Anglophone secondary schools in the country followed by private administrations with 26 percent and other school authorities, which run 3 percent each of the school.

Graph 1.1.1 : **Disaggregation of Francophone Schools by Administration**



The pie chart above shows the general distribution of French secondary schools by type of administration. The government predominates the development of secondary education system followed by catholic mission with 40% followed by other church denominations.

Table 1.2: **Rural secondary schools**

Islands	Torba	Sanma	Malampa	Penama	Shefa	Tafea	Total
Ambae				5			5
Ambrym			2				2
Aore		1					1
Efate					2		2
Epi					3		3
Maewo				1			1
Malekula			7				7
Malo		1					1
Paama			1				1
Pentecost				3			3
Santo		7					7
Tanna						9	9
Tonga					1		1
Vanualava	1						1
<b>Total</b>							<b>44</b>

The table above shows the number of secondary schools by island excluding schools in the urban areas of Luganville and Port-Vila. There is no proper rationalisation of schools in terms of population density of each island. The Ministry should take into account the population density of each island before coming into term of establishing a new secondary school.

Table 1.3 : Schools in Port Vila and Luganville

Municipalities	Government		Catholic	Private (E)	Private (F)	Holliness (E)	Holliness (F)	Total Schools
	Anglophone	Francophone						
Port-Vila	2	1	1	4	1	1	1	11
Luganville	1	1	1	1				4
<b>Total</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>15</b>

This table shows that 73 percent of secondary schools are located in Port Vila and 27 percent in Luganville. Administratively, the distribution is as follows:

- 54% of the schools are operating privately
- 33% are government own
- And 13% are catholic schools

The high population in the urban areas induce the high percentage of student enrolment in private schools. At the recent 1999 National population census, 49 094 of the total population live in Port-Vila and Luganville.

Graph 1.3.1: Urban Secondary Schools

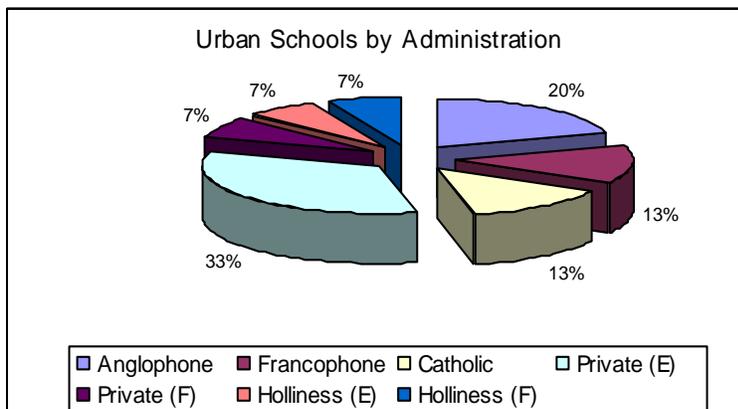
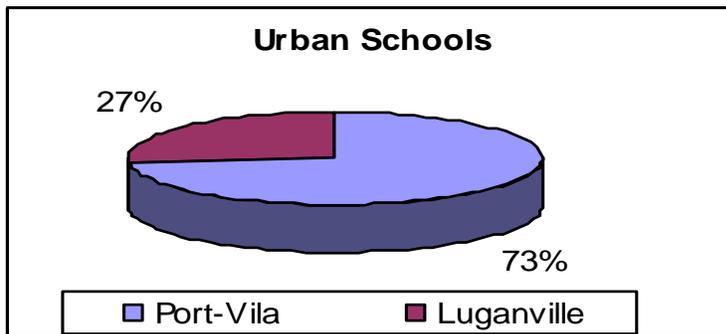


Table 1.4 : Number of classes by Provinces and by Year

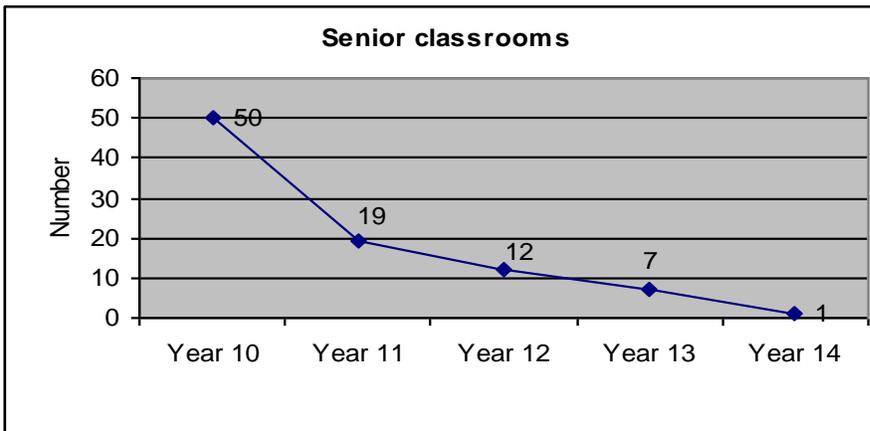
( Year : 10, 11, 12, 13 and 14).

Province	School levels					
	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Torba	1	0	0	0	0	1
Sanma	10	3	3	2	0	18
Malampa	9	3	1	0	0	13
Penama	7	2	2	1	0	12
Shefa	15	8	5	4	1	33
Tafea	8	3	1	0	0	12
Total	50	19	12	7	1	89

The table above shows the number of classes by year. There is clear evidence that enrolment decreases up the latter of senior secondary cycle.

- From year 10 to year 11, it decreases by 62%
- From year 11 to year 12, it decreases by 14%
- From year 12 to year 13, it falls by 10%
- From year 13 to year 14, it decreases by 12%

Graph 1.4.1: Enrolment trend by Year



The line graph indicates the decreases in senior secondary enrolment due to lack of available space in senior secondary schools. The Ministry must increase the number of classrooms in Senior Cycle according to the outcome of the student results especially after completing year 10, 11, 12, 13 and 14.

## Section II: Student Information

The information in this section is illustrated using tables and graphs:

Table 2.1: **Number of Secondary school students by Province, 2002**

Province	Student 2002			2001	Student percentage (%)
	Male	Female	Total		
Torba	64	59	123	133	-8
Sanma	1123	1029	2152	1819	18
Malampa	713	654	1367	1150	19
Penama	733	722	1455	1343	8
Shefa	1703	1774	3477	3319	5
Tafea	492	544	1036	982	5
Total	4828	4782	9610	8746	10

This year enrolment rose from 8,746 to 9,610, which is a 10% increase on average. Below are specific percentage changes by province.

- (-8%) unfortunately Torba indicates a decline from year 8, 9 and 10.
- The enrolment in Sanma secondary schools increase by 18% due to the new establishment of year 7 at Saint Michel Technical School which admitted a total of 99 students in 2002.
- Rensarie Junior Secondary School introduced two-year 11 classes and one year 12 class at Orap JSS which is administrated by the Protestant church. This increases enrolment by 19% in Malampa.
- Penama province recorded an 8% increase due to the number of student in a new year 7 and the establishment of a new year 9 at Gambule Junior Secondary School.
- There is a 5 percent increase in Shefa due to the introduction of year 8 in Central Secondary School, in Port-Quimie school on Epi and also in two other new schools, which were established in 2001.
- Tafea province recorded a 5% increase due to a new year 11 at Tafea College and a new establish year 12 at Tafea Christian college and also due to the expansion of Lowanatom Technical school in 2001.

Graph 2.2: **Student Percentage 2001-2002**

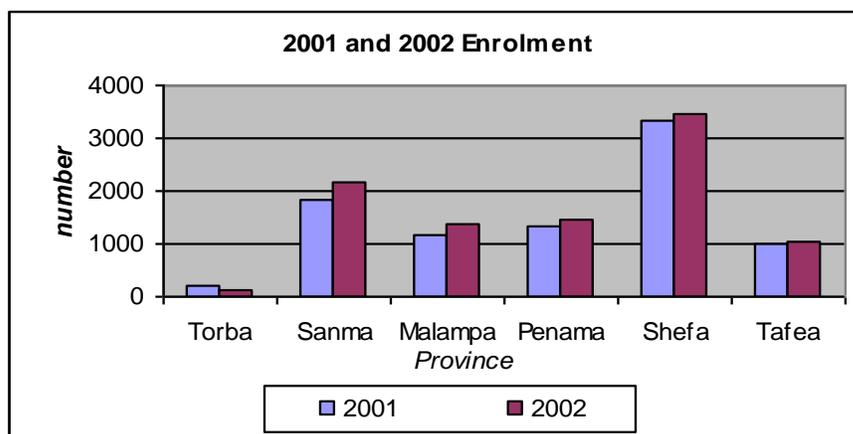
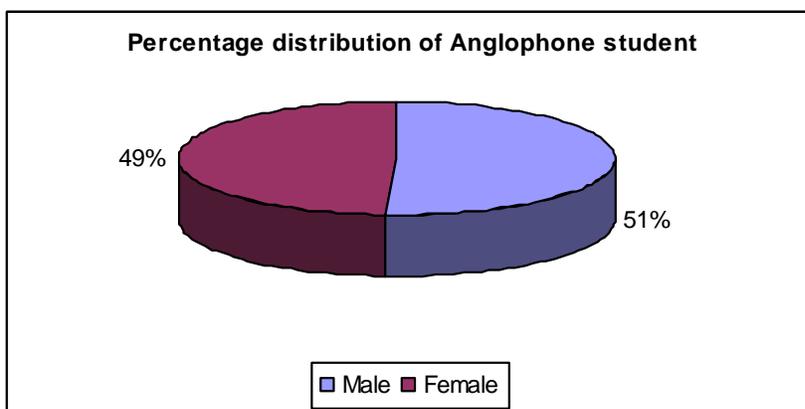


Table 2.4: Number of Students by Medium of Instruction and by Province.

Province	Student					
	Anglophone		Francophone		Total	
	Male	Female	Male	Female	Male	Female
Torba	64	59	0	0	64	59
Sanma	648	559	475	470	1123	1029
Malampa	325	318	388	336	713	654
Penama	625	615	108	107	733	722
Shefa	1021	1044	682	730	1703	1774
Tafea	282	268	210	276	492	544
<b>Total</b>	<b>2965</b>	<b>2863</b>	<b>1863</b>	<b>1919</b>	<b>4828</b>	<b>4782</b>
		<b>5828</b>		<b>3782</b>		<b>9610</b>

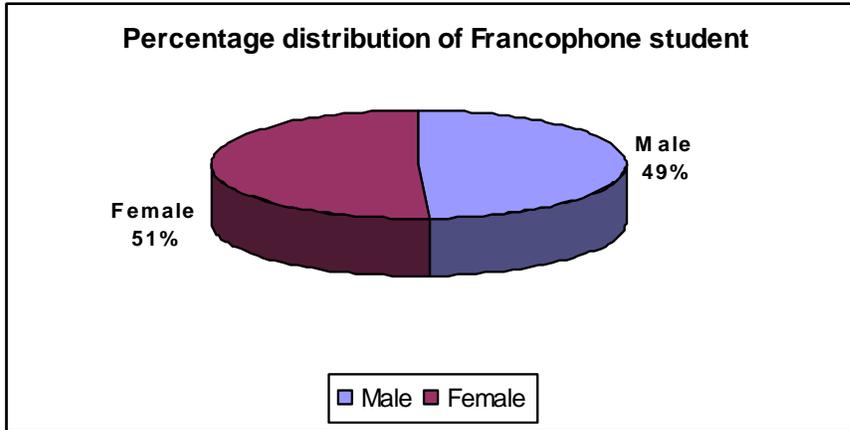
The above table shows the enrolment of secondary school students by medium of instruction. The total enrolment indicates that 60% of students enrolled in Anglophone secondary schools and 40% in francophone schools. The data by language of instruction illustrates the gap based on the number of students who enrolled in both Anglophone and francophone secondary schools in the country.

Graph 2.4: Student percentages by gender – Anglophone schools



The pie graph above indicates the number of students in Anglophone schools distributed by medium of instruction and by sex. The data collected shows that 51% are male and 49% are female students. The figures in table 2.4 also illustrate a near balance on the number of student by gender who enrolled in the Anglophone secondary schools.

Graph 2.5: Student percentages by gender – francophone schools.



The distribution of student in French schools by sex indicates that 49% are male students and 51% are female. The sharing of student in French medium schools by sex is vice versa to that of English secondary schools. In overall, however both graphs show that male students dominated the whole enrolment.

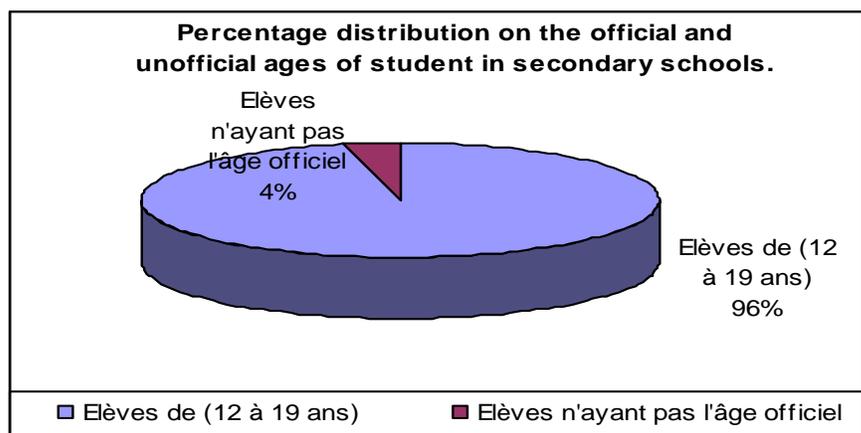
Table 2.5: Enrolment by Age and by Year level

Age	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
10	14	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	10	24
11	133	133	7	5	0	0	0	0	0	0	0	0	0	0	0	0	140	138	278
12	427	446	90	89	3	5	0	0	0	0	0	0	0	0	0	0	520	540	1060
13	486	450	382	378	57	64	2	5	0	0	0	0	0	0	0	0	927	897	1824
14	146	121	383	414	372	368	82	94	3	1	0	0	0	0	0	0	986	998	1984
15	18	8	183	174	344	371	289	237	31	53	3	2	0	0	0	0	868	845	1713
16	2	1	28	20	158	151	308	335	119	151	27	29	0	0	0	0	642	687	1329
17	1	0	1	2	20	26	159	130	121	148	105	83	28	17	3	5	438	411	849
18	0	0	1	1	1	3	30	8	46	45	73	86	43	36	4	5	198	184	382
19	0	0	0	0	0	0	10	3	6	12	26	20	10	20	4	4	56	59	115
20	0	0	0	0	0	0	10	0	3	0	14	8	10	2	2	3	39	13	52
Total	1227	1169	1075	1083	955	988	890	812	329	410	248	228	91	75	13	17	4828	4782	9610

Age is one of the important criteria for selection into secondary education. The above table shows the actual number of students in secondary schools by age and by year level. According to the secondary education policy, the official age to enter secondary school is (12-19 years old). Out of the actual total enrolment, which is 9610, only 9256 students have the required official age to be in a secondary school. The total number of student disseminated by age also indicated that 4% of them do not have the required age to enrol in any secondary school. It means that the student concerned have entered primary schools at their very young age.

The NER (net enrolment ratio) for the secondary education is 29% this year. The low net enrolment ratio denotes that the official secondary school age population currently attending school is very low.

**Graph 2.5 : Secondary Enrolment – Official and unofficial ages.**



The pie chart above illustrates figures in table 2.5. In the case of Lycee LAB, the majority of year 14 students are 20 years of age. These students prepare themselves through the DAEU (Diplôme d'Accès à l'Enseignement Universitaire) to enable them to enter the French University in New Caledonia.

**Table 2.6: Number of Student by School Administration**

Province	Government		Catholic	Protestant	Presbyterian	C.O.C	Anglican	SDA	Private		AOG	Holiness		Total		Total
	Ang	Fran	Fran	Ang	Ang	Ang	Ang	Ang	Fran	Ang	Ang	Ang	Fran	Ang	Fran.	
Torba	123	0	0	0	0	0	0	0	0	0	0	0	0	123	0	123
Sanma	675	598	234	113	0	0	0	293	0	239	0	0	0	1320	832	2152
Malampa	643	269	169	286	0	0	0	0	0	0	0	0	0	929	438	1367
Penama	600		215	0	0	265	360	0	0	15	0	0	0	1240	215	1455
Shefa	1036	808	347	0	461	0	0	70	188	419	0	79	69	2065	1412	3477
Tafea	463	284	202	0	0	0	0	0	0	19	68	0	0	550	486	1036
<b>Total</b>	<b>3540</b>	<b>1959</b>	<b>1167</b>	<b>399</b>	<b>461</b>	<b>265</b>	<b>360</b>	<b>363</b>	<b>188</b>	<b>692</b>	<b>68</b>	<b>79</b>	<b>69</b>	<b>6227</b>	<b>3383</b>	<b>9610</b>

The table above indicates the number of student by school administration. The data collected shows that 56 percent of the student attended government secondary schools followed by 12 percent in Catholic schools and 9 percent enrolled in Private schools. The rest of 23 percent of students enrolled in schools administered by other school authorities.

Graph 2.6: Percentage of Student by school administration.

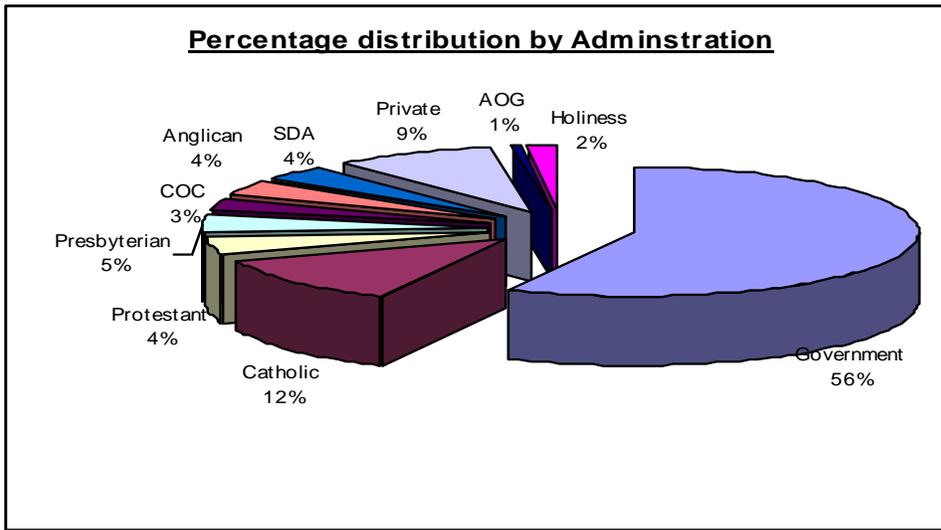
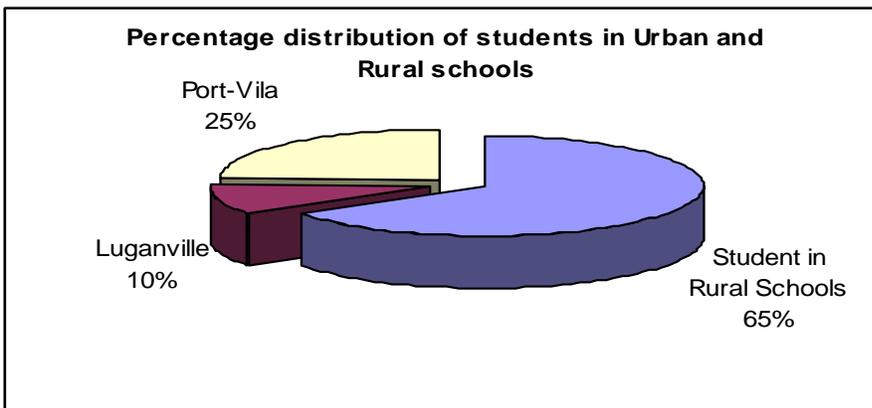


Table 2.7: Student Enrolment in Urban Schools.

Municipality	Sanma		Shefa		summary		Total
	Anglophone	Francophone	Anglophone	Francophone	Anglophon	Francophone	
Luganville	21	72	0	0	21	72	<b>94</b>
Port-Vila	0	0	104	131	104	131	<b>235</b>
Total	21	72	104	131	125	204	<b>329</b>

Despite of the actual total enrolment, 35% of students enrolled in urban schools. The schools enrolment distribution indicated that 10% of student enrolled in Luganville and 25% in Port Vila. Out of the total enrolment in the urban schools, 62% of the students are francophone and 38% are Anglophone. The last census recorded that 21% of the total population live in Port Vila. This highlights the concentration of population in the urban areas.

Graph 2.7: Percentage of Students in both Urban and Rural Schools



The Graph 2.7 shows that 65% of students enrolled in rural schools while 35 percent in urban schools (10% of students enrolled in Luganville and 25% in Port Vila).

Table 2.8: **Enrolment Trend from 1992 to 2002**

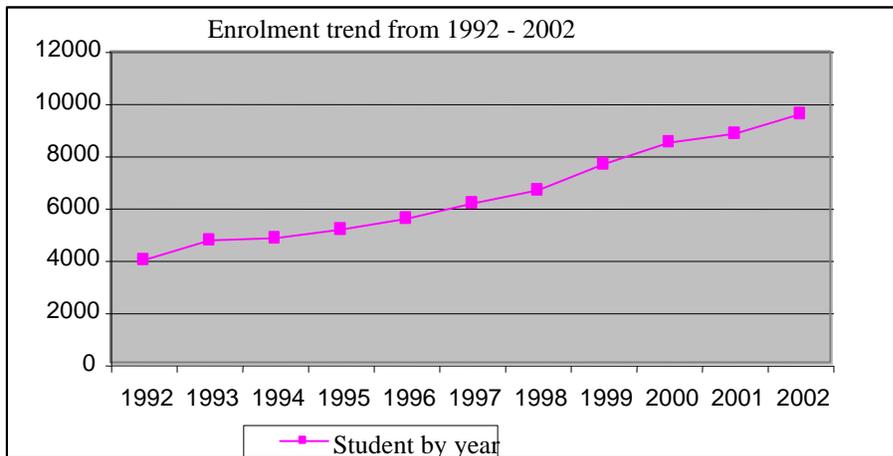
Province	1992			1993			1994			1995			1996		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Torba	42	33	75	54	38	92	71	61	132	62	56	118	59	80	139
Sanma	511	381	892	701	486	1187	654	516	1170	687	581	1268	781	650	1431
Malampa	194	141	335	251	172	423	299	229	528	306	238	544	418	316	734
Penama	370	337	707	421	371	792	402	398	800	412	416	828	422	414	836
Shefa	981	795	1776	1068	964	2032	1036	919	1955	1105	919	2024	1080	926	2006
Tafea	144	89	233	143	97	240	166	93	259	217	140	357	248	148	396
<b>Total</b>	<b>2242</b>	<b>1776</b>	<b>4018</b>	<b>2638</b>	<b>2128</b>	<b>4766</b>	<b>2628</b>	<b>2216</b>	<b>4844</b>	<b>2789</b>	<b>2350</b>	<b>5139</b>	<b>3008</b>	<b>2534</b>	<b>5542</b>

1997			1998			1999			2000			2001			2002		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
65	69	134	65	69	134	65	69	134	82	74	156	96	92	188	64	59	123
800	610	1410	813	664	1477	913	764	1677	1017	862	1879	976	843	1819	1123	1029	2152
460	367	827	554	481	1035	653	595	1248	567	517	1084	595	555	1150	713	654	1367
508	540	1048	588	598	1186	626	621	1247	658	675	1333	675	668	1343	733	722	1455
1167	1051	2218	1148	1146	2294	1348	1318	2666	1592	1575	3167	1659	1660	3319	1703	1774	3477
297	225	522	289	252	541	381	345	726	448	415	863	486	496	982	492	544	1036
<b>3297</b>	<b>2862</b>	<b>6159</b>	<b>3457</b>	<b>3210</b>	<b>6667</b>	<b>3986</b>	<b>3712</b>	<b>7698</b>	<b>4364</b>	<b>4118</b>	<b>8482</b>	<b>4487</b>	<b>4314</b>	<b>8801</b>	<b>4828</b>	<b>4782</b>	<b>9610</b>

Table 2.8 indicates that the average rate of increase of student enrolment from 1992 to 2002 is 11%. In 1993 there was a sudden increase with the intake of year 7 students as a result of increases in the number of secondary schools.

Graph 2.8: **Student Growth 1992-2002**



With the current enrolment trend, it is projected that the number of students will doubled in 11 years if enrolment continue to increase by 11 percent. This means that the government on its part has to make available more schooling space each year.

**Table 2.9:** Total number of repeaters by province

Province	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Torba	1	2	1	0	0	0	0	0	4
Sanma	12	17	6	18	7	0	1	0	61
Malampa	18	19	17	17	3	5	0	0	79
Penama	1	2	1	4	0	0	0	0	8
Shefa	21	12	0	8	5	15	1	0	62
Tafea	3	1	0	1	0	0	0	0	5
<b>Total</b>	<b>56</b>	<b>53</b>	<b>25</b>	<b>48</b>	<b>15</b>	<b>20</b>	<b>2</b>	<b>0</b>	<b>219</b>

Within this year's total enrolment; about 2 percent of the enrolments are repeaters. This shows that there is continual increase in the total number of repeaters in year 7, 8 and year 10 annually. The reason there are repeaters in secondary level is when under age students do not perform well, they could repeat by the discretion of the principal or school council. Other students repeat on medical or other unavoidable circumstances.

**Table 2.10:** Total number of dropouts in 2001

Province	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Torba	0	4	0	0	0	0	0	0	4
Sanma	23	19	23	41	2	37	2	0	147
Malampa	19	34	14	17	2	0	0	0	86
Penama	6	15	20	14	2	3	3	0	63
Shefa	20	11	13	18	6	4	0	0	72
Tafea	15	25	18	11	0	0	0	0	69
<b>Total</b>	<b>83</b>	<b>108</b>	<b>88</b>	<b>101</b>	<b>12</b>	<b>44</b>	<b>5</b>	<b>0</b>	<b>441</b>

The above table shows that there is 5 percent of dropouts from the 2001 total enrolment in secondary schools. The main reason is because some parents were not able to finance their child's school fees; therefore the students were not able to complete the scholastic year. Other reasons include termination from school due to serious misconduct or poor academic performance. It is important to note that some schools tend to include year 10 dropouts at the end of the year, which may affect this data. The table above shows that there is a high number of dropouts in year 8 and year 10.

**Table 2.11:** Total number of Transfers in, 2002.

Province	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Torba	0	0	0	0	1	0	0	0	1
Sanma	153	70	55	52	28	6	6	0	370
Malampa	94	46	28	10	44	0	0	0	222
Penama	55	17	19	13	0	2	0	0	106
Shefa	87	23	26	6	21	9	0	0	172
Tafea	20	10	9	7	0	0	0	0	46
<b>Total</b>	<b>409</b>	<b>166</b>	<b>137</b>	<b>88</b>	<b>94</b>	<b>17</b>	<b>6</b>	<b>0</b>	<b>917</b>

The transfer process of students from one school to another usually takes place through out the year. This year indicators show that 10 percent of the students were transferred from one school to another within the secondary level. However we are not able to identify the reasons of these transfers. But it is believed that most of these transfers took place because some parents find it difficult to finance both school fees and transportation cost. Therefore parents decided to enrol their child/children in a nearby secondary school that are financially affordable.

**Table 2.12:** Total number of Transfers out, 2002

Province	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Torba	0	0	1	0	0	0	0	0	1
Sanma	17	14	9	30	8	8	13	0	99
Malampa	35	23	9	14	16	20	0	0	117
Penama	8	6	5	0	0	0	0	0	19
Shefa	14	35	19	19	7	7	0	0	101
Tafea	11	3	3	0	0	0	0	0	17
<b>Total</b>	<b>85</b>	<b>81</b>	<b>46</b>	<b>63</b>	<b>31</b>	<b>35</b>	<b>13</b>	<b>0</b>	<b>354</b>

Table 2.12 shows that 4 percent of students were transferred out justifying more students coming in than going out of the secondary education system. The reasons for transfer out are similar to transfer in. There is evidence that most students attend schools in their province or selected to schools of their preference resulting in very low out-transfers.

**Table 2.13:** Total number of Boarders in Secondary schools

Province	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Torba	37	33	21	21	0	0	0	0	112
Sanma	378	332	293	240	147	107	42	0	1539
Malampa	333	321	227	195	107	21	0	0	1204
Penama	345	295	304	257	78	63	19	0	1361
Shefa	334	265	238	277	131	119	41	0	1405
Tafea	264	231	231	204	60	3	0	0	993
<b>Total</b>	<b>1691</b>	<b>1477</b>	<b>1314</b>	<b>1194</b>	<b>523</b>	<b>313</b>	<b>102</b>	<b>0</b>	<b>6614</b>

The above table shows that 69 percent of the total secondary enrolments are boarders. Most parents prefer to board their kids so that they could be better discipline academically or learn to be independent when they become older. Other reasons for high rate of boarding is most students' travel from their home island to another island to attend secondary school.

## Section III: Teachers Information

In this section, teachers information are tabulated and illustrated using graphs:

This year the total number of secondary school teachers is 591. The majority of the teachers are graduates with teaching qualifications from the Vanuatu Institute of Teacher education (VITE) or from the other universities.

Table 3.1: **Teacher's by Province and by Sex.**

Province	Male	Female	Total
Torba	5	1	6
Sanma	105	49	154
Malampa	53	24	77
Penama	61	22	83
Shefa	115	91	206
Tafea	39	26	65
<b>Total</b>	<b>378</b>	<b>213</b>	<b>591</b>

The number of secondary school teachers has increased by 6% this year base on 2001 statistics. The 2002 indicators show that 61% of teachers are posted to Shefa and Sanma secondary schools. This is again due to the larger number of secondary schools in these two provinces.

Table 3.2: **Percentage of Teachers with Teaching Qualification.**

Province	Trained Teachers			Total Teachers	% Teachers
	Male	Female	Total Trained Tea.		
Torba	3	0	3	6	50
Sanma	68	35	103	154	67
Malampa	38	21	59	77	77
Penama	49	19	68	83	82
Shefa	75	69	144	206	70
Tafea	24	12	36	65	55
<b>Total</b>	<b>257</b>	<b>156</b>	<b>413</b>	<b>591</b>	<b>70</b>

The above table shows that 70% of teachers have obtained a teaching certificate. It must be noted however that 30% of the teachers do not obtain a teaching certificate. It is important that the department of Education trained them for the benefit of our education system and to address issues of the level of training for teachers who teach in secondary schools.

Table 3.3: Student/Teacher Ratio

Province	Number of Student	Number of Teachers	Student/ Teacher ratio
Torba	123	6	21
Sanma	2152	154	14
Malampa	1367	77	18
Penama	1455	83	18
Shefa	3477	206	17
Tafea	1036	65	16
<b>Total</b>	<b>9610</b>	<b>591</b>	

The above table indicated that the average student/teacher ratio is 17:1. According to the secondary education teacher posting policy, the official posting ratio is 35:1. The total number of teachers shows that the actual average student/teacher ratio is fairly low. While it is important for the department of education to review teachers posting, one major reason for the under average actual ratio is the geographical location of schools.

Table 3.4: Teachers Status

Province	Permanent	Probation	Voluntary	Total
Torba	4	1	1	6
Sanma	119	24	11	154
Malampa	35	20	22	77
Penama	54	11	18	83
Shefa	148	32	26	206
Tafea	29	26	10	65
<b>Total</b>	<b>389</b>	<b>114</b>	<b>88</b>	<b>591</b>

The above figures are distribution of teachers by their teaching status:

- 66% of teachers are permanent. These teachers are full time teachers with teaching certificates.
- 19% are probation teachers. These are new graduated teachers.
- 15% are voluntary teachers. They are normally paid by the school's administration or by other non-government organizations. The government must coordinate teacher's recruitment properly to avoid disparity of teacher's qualification, which may affect the student's performance.

Table 3.5: Number of Teachers paid under Different School's Administration.

Province	Government	Mission	School Council	Others
Torba	5	0	0	1
Sanma	97	22	7	28
Malampa	59	8	2	8
Penama	68	7	2	6
Shefa	132	29	9	36
Tafea	48	7	5	5
Total	409	73	25	84

The above table indicates the different types of school administrations who also recruit and pay teachers' salaries.

- 69% mass of salaries is paid by the government
- 12% of teacher's salaries is paid by different churches
- 4% salaries are paid by the school council
- 15% of teacher's salaries are paid by other school administration.

The churches contributed a lot financially in paying for their teacher's salaries. We noted however, that there also financial difficulties in paying teachers salaries by both government, church and private. The government must look seriously again at different scales it is currently paying its teachers.

## Conclusion:

The following are key points and issues highlighted in the 2002 secondary schools statistical digest which importantly the Ministry of Education, the churches and private must be made aware of in education development;

- The distribution of schools in relation to actual population needs of each in each island is irrational.
- The fair establishment of Anglophone and Francophone schools in each province.
- The establishment of a Francophone secondary school in Torba province must be considered.
- The inadequacy of the number of year 11 classes to cater for high year 10 dropouts.
- The high number of urban schools still does not match the fast urban population growth.
- The lack of official entry age policy enforcement in secondary schools.
- The high rate of secondary schools dropouts in year 10, 11, 12, 13 and 14.
- The number of untrained teachers in the teaching force
- The actual student teacher ratio is generally low despite that some schools are short of teachers.

## **Recommendations:**

Here is some recommendations base on the analysis of this data:

- To ensure that there is a balance grouping of students by schools, by islands and by provinces.
- To reduce disparity between the number of Anglophone and francophone students proportionally.
- The government should encourage other organizations or individuals to establish more schools.
- More than 60% of students were not able to continue their studies in year 11. The government should put in place other means of training as operating more new technical schools. There could be serious poor education related problems in future if the situation is not carefully addressed.
- To harmonize the teacher training: permanents, probation and voluntary to have the same quality of training in each school.
- To respect the official criteria concerning the number of students per class and per teacher. (The average students/teacher ratio is 17:1) The ministry must:
  - Ensure proper number of students per classroom to avoid congestion and conductive learning environment.
  - Review teachers posting
  - Review teacher's salary payment

## **Annex**

Student by Province

School	Province	Island	Medium of Instruction	Administration	Affiliation	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13	
						Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Ranon	Malampa	Ambrym	English	Government		15	21	16	10	16	8	6	3						
Lakatoro	Malampa	Malekula	English	Government		25	16	22	23										
Rensarie JSS	Malampa	Malekula	English	Government		24	16	33	39	23	13	18	17	12	24				
South West Bay	Malampa	Malekula	English	Government		17	19	18	17	16	19	18	19						
Liro	Malampa	Paama	English	Government		15	23			11	19	20	12						
						96	95	89	89	66	59	62	51	12	24	0	0	0	
Sessivi	Malampa	Ambrym	French		Catholic	7	13	9	4	8	7	6	12						
College de Rensarie	Malampa	Malekula	French	Government		26	13	13	19	16	8	16	8	16	20				
Norsup	Malampa	Malekula	French	Government		23	17	21	13	13	11	9	7						
Orap	Malampa	Malekula	French		Protestant	32	42	35	24	26	22	20	10	22	25	18	10		
Vao	Malampa	Malekula	French		Catholic	15	15	11	17	12	12	14	7						
						103	100	89	77	75	60	65	44	38	45	18	10	0	
Ambaebulu	Penama	Ambae	English	Government		34	35	22	23	35	38	22	16						
Navutiriki	Penama	Ambae	English	Government		20	20	20	16	18	15	20	12						
Vatumauri	Penama	Ambae	English		Private	4	5	6											
Vureas	Penama	Ambae	English		Anglican	33	39	40	27	41	23	33	29	18	24	17	17	7	
Gambule	Penama	Maewo	English	Government		25	12	15	11	6	11								
Lini Memorial College	Penama	Pentecost	English	Government		11	24	13	23	13	20	20	30						
Ranwadi High School	Penama	Pentecost	English		C.O.C	25	24	20	20	33	40	22	16	16	20	16	13		
						152	159	136	120	146	147	117	103	34	44	33	30	7	
Tagaga	Penama	Ambae	French		Catholic	15	16	15	14	20	10	12	8						
Melsisi	Penama	Pentecost	French		Catholic	11	23	17	15	7	12	11	9						
						26	39	32	29	27	22	23	17	0	0	0	0	0	
Aore	Sanma	Aore	English		SDA	28	23	32	24	26	18	19	24	31	34	18	16		
Home Community	Sanma	Luganville	English		Private	21	15	19	8	10	6	11	14						
Santo East	Sanma	Luganville	English	Government		18	19	22	14	20	17								
Hog Harbour	Sanma	Santo	English	Government		38	29	18	19	16	22	15	15						
Matevulu College	Sanma	Santo	English	Government		33	30	27	34	31	28	24	31	36	27	34	30	17	
Natanara	Sanma	Santo	English		Private	7	4	7	4	3	4	4	2						
Tamolvanua	Sanma	Santo	English		Private	13	5	13	5	9	12	10	5						
Turtle Bay	Sanma	Santo	English		Private	9	5	9	5										
						167	130	147	113	115	107	83	91	67	61	52	46	17	
College de Luganville	Sanma	Luganville	French	Government		46	45	54	70	43	45	41	45	23	34	7	21	8	
Saint Michel	Sanma	Luganville	French		Catholic	32	31	34	36	32	28	21	20						
Nandiutu	Sanma	Malo	French	Government		17	18	17	12	13	12	7	9						
Molivalivu	Sanma	Santo	French		Protestant	22	13	18	5	14	9	10	4						
Niwa	Sanma	Santo	French		Protestant	6	0	6	0	4	2	0	0						
						123	107	129	123	106	96	79	78	23	34	7	21	8	
Onesua	Shefa	Efate	English		Presbyterian	30	49	44	48	33	42	47	49	29	36	23	31		
Ulei	Shefa	Efate	English	Government		41	41	16	26	20	25	20	25						
Epi High School	Shefa	Epi	English	Government		18	20	15	20	20	21	16	22						
Port-Quimie	Shefa	Epi	English		SDA	23	17	11	19										
Central Junior	Shefa	Port-Vila	English	Government		21	14	15	20	20	15								
Malapoa College	Shefa	Port-Vila	English	Government		38	35	31	40	36	37	38	32	30	36	36	16	22	
NTM (E)	Shefa	Port-Vila	English		Holiness	11	13	13	5	4	9	14	6	3	1				
Port-Vila International	Shefa	Port-Vila	English		Private	0	0	4	7	4	5	6	4	3	1				
Sorovanga	Shefa	Port-Vila	English		Private	13	12	19	15	14	15	16	15						
Vila Christian College	Shefa	Port-Vila	English		Private	1	5	3	4	2	1	2	4						
Vila City College	Shefa	Port-Vila	English		Private	31	39	25	26	28	32	42	21						
Napangasale	Shefa	Tongoa	English	Government		22	19	27	11	7	2	14	23						
						249	264	223	241	188	204	215	201	65	74	59	47	22	
Burumba	Shefa	Epi	French	Government		18	19	11	15	12	12	4	8						
Ecole Française	Shefa	Port-Vila	French		Private	19	22	16	16	22	27	9	20	11	9	9	6	2	
Lycée	Shefa	Port-Vila	French	Government		58	45	43	61	50	56	57	57	39	65	53	54	21	
Montmartre	Shefa	Port-Vila	French		Catholic	44	34	20	37	26	38	38	29	21	10	15	13	14	
NTM (F)	Shefa	Port-Vila	French		Holiness	10	10	12	7	3	8	10	6	2	1				
						149	130	102	136	113	141	118	120	73	85	77	73	37	
Ienaula	Tafea	Tanna	English	Government		22	16	16	17	17	13	18	12						
Lenakel	Tafea	Tanna	English	Government		22	15	21	22	17	19	20	15						
North Tanna Christ Comm.	Tafea	Tanna	English		Private	2	5	2	5	1	4								
Tafea Christian School	Tafea	Tanna	English		AOG	11	5	11	5	8	8	4	2	3	2	1			
Tafea JSS	Tafea	Tanna	English	Government		23	17	15	23	13	25	22	17	9	17				
						80	58	65	72	56	69	68	48	11	20	2	1	0	
College de Tafea	Tafea	Tanna	French	Government		15	18	10	22	13	24	13	16	6	23				
Imaki	Tafea	Tanna	French		Catholic	18	17	14	14	11	11	10	7						
Isangel	Tafea	Tanna	French	Government		18	15	9	20	15	17	15	15						
Lowanatom	Tafea	Tanna	French		Catholic	10	20	11	12	11	17	11	8						
						61	70	44	68	50	69	49	46	6	23	0	0	0	
Arep	Torba	Vanualava	English	Government		21	17	19	15	13	14	11	13						
Total						1227	1169	1075	1083	955	988	890	812	329	410	248	228	91	

## Secondary School Teachers

School	Province	Male	Female	Total	Teachers with teaching qualification (VTC)		Paid by			
					Male	Female	Government	Mission	School Council	Other
College de Rensarie	Malampa	5	5	10	5	5	8			2
Lakatoro	Malampa	4	3	7	3	3	5			2
Liro	Malampa	4	1	5	1		4			1
Norsup	Malampa	4	2	6	4	2	6			
Orap	Malampa	14	3	17	5	1	9	8		
Ranon	Malampa	4		4	3	1	4			
Rensarie JSS	Malampa	5	5	10	5	5	8			2
Sessivi	Malampa	5	1	6	4	0	5		1	
South West Bay	Malampa	3	3	6	3	3	4		1	1
Vao	Malampa	5	1	6	5	1	6			
		<b>53</b>	<b>24</b>	<b>77</b>	<b>38</b>	<b>21</b>	<b>59</b>	<b>8</b>	<b>2</b>	<b>8</b>
Ambaebulu	Penama	4	3	7	3	5	6			1
Gambule	Penama	2	1	3	1	1	2			1
Lini Memorial College	Penama	4	5	9	1	4	7		2	
Melsisi	Penama	6	2	8	6		7			1
Navutiriki	Penama	4	2	6	4	2	6			
Ranwadi High School	Penama	12	3	15	12	2	13	2		
Tagaga	Penama	4	2	6	4	2	6			
<b>Vatumaui</b>	Penama	3		3	1					3
Vureas	Penama	22	4	26	17	3	21	5		
		<b>61</b>	<b>22</b>	<b>83</b>	<b>49</b>	<b>19</b>	<b>68</b>	<b>7</b>	<b>2</b>	<b>6</b>
Aore	Sanma	15	7	22	11	7		22		
College de Luganville	Sanma	21	9	30	17	5	26			4
Hog Harbour	Sanma	7	1	8	2	1	8			
Home Community	Sanma	5	2	7						7
Matevulu College	Sanma	21	12	33	16	10	32		1	
Molivalivu	Sanma	5	2	7	1	2	6		1	
Nandiutu	Sanma	5	2	7	5	2	7			
<b>Natanara</b>	Sanma	1	3	4						4
<b>Niwa</b>	Sanma	3		3						3
Saint Michel	Sanma	12	6	18	12	6	14		4	
Santo East	Sanma	3	2	5	3	2	4		1	
<b>Tamolvanua</b>	Sanma	4	2	6						6
<b>Turtle Bay</b>	Sanma	3	1	4	1					4
		<b>105</b>	<b>49</b>	<b>154</b>	<b>68</b>	<b>35</b>	<b>97</b>	<b>22</b>	<b>7</b>	<b>28</b>
Burumba	Shefa	4		4	4		4			
Central Junior	Shefa	1	3	4	1	3	4			
Ecole Française	Shefa	9	10	19						19
Epi High School	Shefa	2	3	5	1	3	5			
Lycée	Shefa	29	16	45	29	16	45			
Malapoa College	Shefa	14	25	39	14	25	39			
Montmartre	Shefa	13	10	23	4	3	19	2	2	
Napangasale	Shefa	4	2	6	2		3		2	1
NTM (E)	Shefa	7	5	12	2	3		12		
<b>NTM (F)</b>	Shefa	5	1	6	5			6		
Onesua	Shefa	3	3	6	3		5		1	
Port-Quimie	Shefa	5		5	5			5		
Port-Vila International	Shefa		2	2						2
<b>Sorovanga</b>	Shefa	2	2	4				4		
Ulei	Shefa	4	4	8	4	4	8			
<b>Vila Christian College</b>	Shefa	1	3	4					4	
<b>Vila City College</b>	Shefa	12	2	14	1	12				14
		<b>115</b>	<b>91</b>	<b>206</b>	<b>75</b>	<b>69</b>	<b>132</b>	<b>29</b>	<b>9</b>	<b>36</b>
College de Tafea	Tafea	6	4	10	4	2	10			
Ienaula	Tafea	3	3	6	3	3	6			
Imaki	Tafea	5	2	7	3		5	1	1	
Isangel	Tafea	4	3	7	4	3	7			
Lenakel	Tafea	3	4	7	1	1	6		1	
Lowanatom	Tafea	6	2	8	2		5		3	
<b>North Tanna Christ Comm.</b>	Tafea	3	3	6				6		
<b>Tafea Christian School</b>	Tafea	3	2	5	1					5
Tafea JSS	Tafea	6	3	9	6	3	9			
		<b>39</b>	<b>26</b>	<b>65</b>	<b>24</b>	<b>12</b>	<b>48</b>	<b>7</b>	<b>5</b>	<b>5</b>
<b>Arep</b>	Torba	5	1	6	3		5			1
<b>Total</b>		<b>378</b>	<b>213</b>	<b>591</b>	<b>257</b>	<b>156</b>	<b>409</b>	<b>73</b>	<b>25</b>	<b>84</b>

Statistical Questionnaire

# STATISTICAL QUESTIONNAIRE

## SECONDARY EDUCATION

### YEAR 2002

#### I. IMPORTANT NOTE :

Policy and Planning Services is sending you two copies of *2002 Statistical questionnaires* which **1 copy** must be completed and returned to the PEO in your province before **22<sup>nd</sup> February, 2002** and the other must be kept by the school. To avoid inaccurate data or not adhering to time set which may lead to disciplinary action, Principals filling the forms are advised to ensure data is accurate and handed in on time.

It is very important for you to understand that each section of the questionnaire is very important and are analyzed and use as indicators for education development in the country.

#### General Information:

This section requires that you provide general administration of the school and it is important that new schools are given their year of establishment.

#### Enrolment: (tables)

We are collecting data for each school by Year, Sex and Age, which will help us determine;

1. Enrolment rates and ratios
2. Intake rates and ratios of pupils
3. Repetition and survival rates
4. Transfer of students from one school to another
5. The number of boarding students in each school

#### Teachers:

This information on teachers will help us find out;

1. The number of students per teacher
2. The number of trained and untrained teachers in the field
3. The number of teachers entering and leaving the field.

#### Financial Statement:

It is important to know the financial statement for each school

1. To provide information to the School Audit Officer in the Department of Education
2. To identify contribution of other agencies or partners and how funds are used

3. To assist projects, planning and finance in the Department of Education

General Comment:

We are interested to have your comment on the administration of school or on how you think this questionnaire may be improved.

**II. GENERAL INFORMATION :**

**1. Name of School :** \_\_\_\_\_

Island: \_\_\_\_\_

Province: \_\_\_\_\_

Establishment Year: \_\_\_\_\_

**2. Medium of Instruction :**

English:  French:  Amalgamation  *tick ✓ in the appropriate box*

**3. Affiliation/ Administration**

Government  Catholic  Protestant  SDA

Presbyterian  Other specify:..... Private

**4. School Council:** Yes No *(please circle where appropriate)*

**III. ENROLMENT :**

Age	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		Total			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
Total																				

**Attrition:**

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		Year 14		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T

Repeaters 02																				
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Dropouts 01																				
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Transfers in																				
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Transfers out																				
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Boarder																				
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Day																				
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**IV. STAFFING**

Name of Principal: \_\_\_\_\_

Non teaching: Yes No *“please circle the appropriate answer”*

Give the number of Teachers in your school: Male: \_\_\_\_\_ Female: \_\_\_\_\_

How many teachers are qualify to teach (eg, VTC Diploma): Male: \_\_\_\_ Female: \_\_\_\_

How many of them are: Permanent: \_\_\_\_\_ Probation: \_\_\_\_\_ Voluntary: \_\_\_\_\_

How many of them are paid by: Government: \_\_\_\_ Mission: \_\_\_\_ School Council: \_\_\_\_\_

Other: \_\_\_\_\_

**Applicable to new teachers only (Probation teachers)**

**Teachers Qualifications:**

Surname	Other Names	Sex		DoB	Citizenship	Marital Status Eg. Married	Employment Status			Employer Eg. Govt
		M	F				Perm	Prob	Voluntary	

Teachers Qualifications:

Highest Accademic Qualification	Teaching Qualification Eg. Diploma in Education	Initial date of employment	Subject taught 2002

