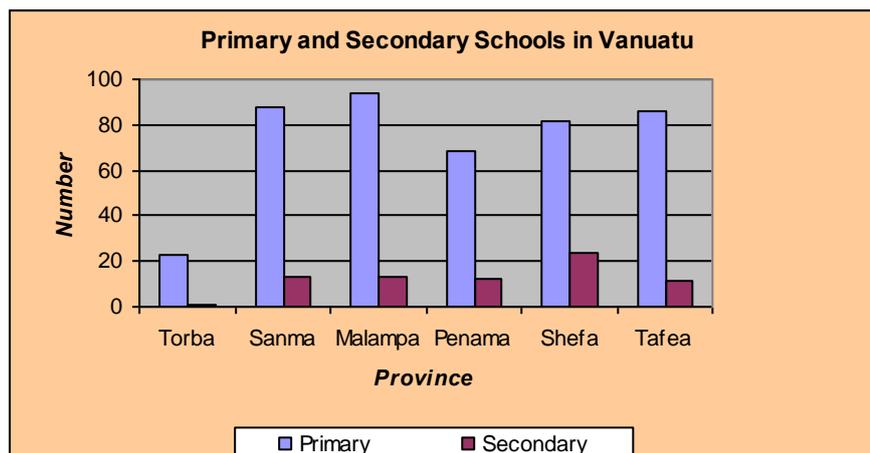




Republic of Vanuatu

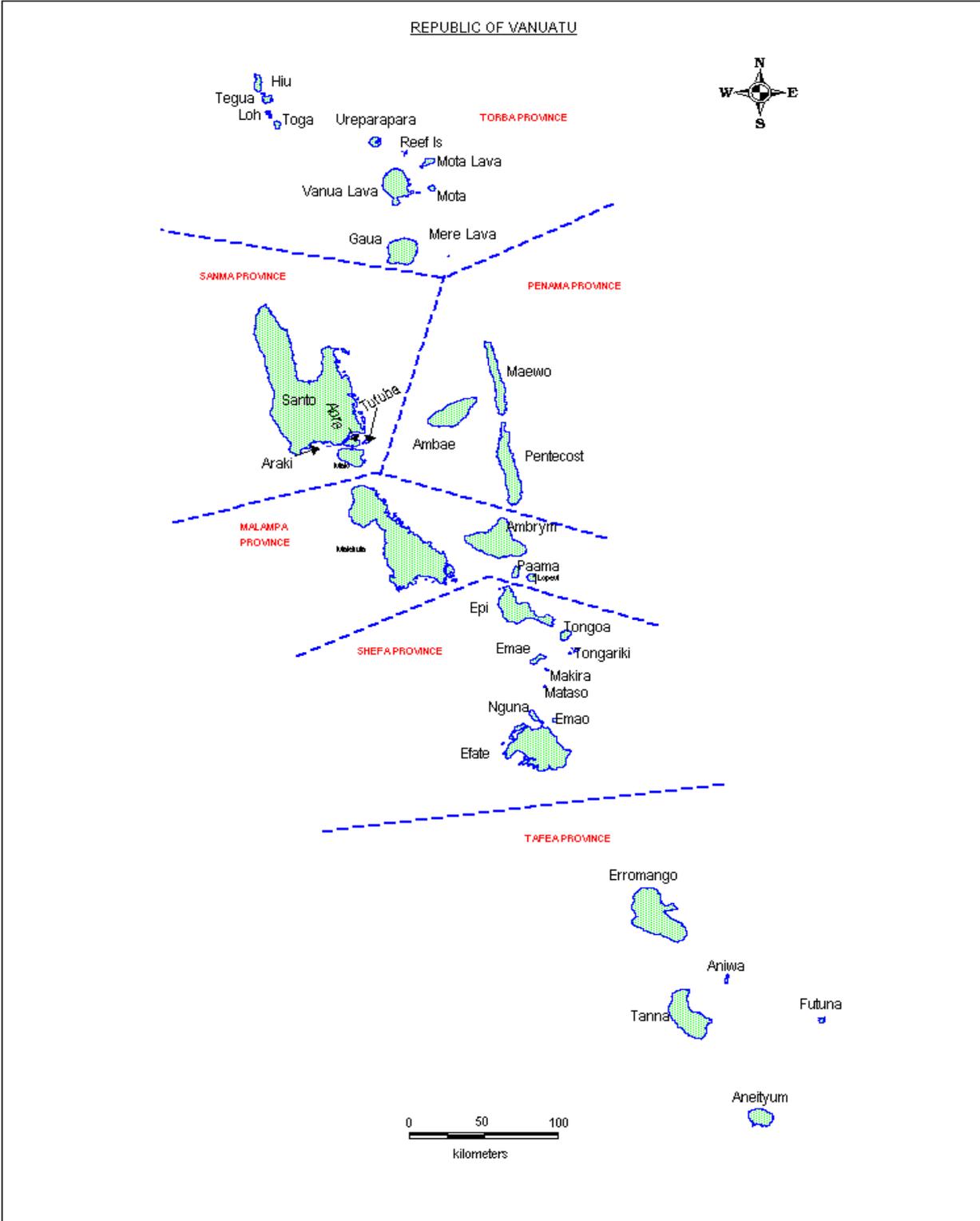
**Ministry of Education
Summary Report on
2004 Primary and Secondary School
Statistics**



**Division of Policy and Planning Services
PMB 028
Port Vila
Vanuatu**

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Vanuatu Map



2004 Statistical Summary Report

Cover Note

It is a pleasure to forward to you the 2004 statistical summary report of all Primary and Secondary schools currently operating in the country. Thank you all who have helped to make a huge improvement on this report.

This report gives some indicators that can contribute to the decision-makings and the development of our education system. It is a basic tool that can facilitate the work of users, in particular, Ministry planning. The data from the final statistical yearbook is also of use to planners of non-government agencies, other government departments and students.

The analysis of this report has been delayed, as some schools have not returned their survey questionnaire forms. One of the reasons to that is that several schools are located in very remote areas. Lack of communication is also a major factor, which slowed down the process of school data collection. Despite these disadvantages, the majority of primary schools have returned their survey questionnaires.

I would like to thank the staff of the Division of Policy and Planning Services who have taken part in this exercise, especially those that went as far as to schools to collect information for schools that have not returned their survey questionnaires this year. However, the level of outstanding questionnaires is still too high: this is an issue that needs to be addressed by the Ministry in 2005.

In order to improve the process of school data collection in the future, the Division of Policy and Planning Services plans to further improve the collection of data in 2005. There is a hope that the Government as well as NGO's will show their support to this initiative. There will be an advantage for the Ministry of Education to be able to carry out its future development plans and to envisage promising action plans for a better future of our education system.

Details on 2004 school data are available in the Statistics office. And should you wish to obtain further information, please do not hesitate to contact our Information Officer or our Statistician, Mrs. Fabiola Bibi.

Thank you for your understanding and cooperation.

Jesse Dick
Director
Division of Policy and Planning Services.

Summary and Recommendations

The current education system is a whole mechanism to emphasize the capacity and the effectiveness of student's learning. The number of primary schools in the archipelago dropped by 1 percent this year due to 11 primary schools, which closed this year. In spite of that, the retention rate in primary education is 81%.

The average student/teacher ratio in primary education is 20:1 where as in secondary education; the average student/teacher is 15:1. This is very good by international standards. However, a question must be raised about the ratio in Torba and Penama provinces considering that student/teacher ratio in primary schools in these two provinces is much lower as compared to the required official standard student/teacher ratio. The principal reason that explains a low student/teacher ratio in these two provinces could be the remoteness of few primary schools in these two provinces.

The Ministry of Education has also included statistics information on Special Education. According to schools data, 5% of primary school students have special needs and 2% in secondary. It is therefore important that the Ministry for Education must assist these children in special needs. It is suggested that the Ministry must set up policies in place in order to guide the national government in:

- Providing appropriate equipments for children in special needs considering that they represent 5% of the school population in primary education and 2% in secondary.
- Training primary and secondary school teachers with technical teaching methods in order to assist children with special needs.
- Work collaboratively with Health Department in order to set up a strategy of supports and approaches for children in special needs.
- Organizing conferences relating on "Space of children with special needs within the education system".

In terms of Finance, the education government expenditure is about 7% of GDP, but of course only in financial terms and certainly not in terms of educational achievement.

Again, there is information on teacher's housing income for first time this year. Teachers that rented a government primary school house have to pay a rent fee to the national government each month. The total amount of teacher's housing income, which is provided by some schools, is about 1,051,616 VT, which is paid by 208 teachers only (which was not compared with Finance data).

Recommendations on School Statistics data collection

It is very important that the Senior Statistics Officer be involved in planning and decision making meetings within the Ministry in order to assist in the increase of the effectiveness of primary and secondary education at the national and international level. The Ministry of Education must improve the range and comprehensiveness of statistics collected. There are many improvements needed to the educational statistics system.

Many of the EFA indicators cannot be calculated, as the basic data is not available. As well, where they can be calculated, work needs to be done to extend these to the Provincial level. Clearly, all the additional work cannot be done with existing resources. If a major improvement is to be made, additional resources for statistics are required. The Ministry continue to improve its provision of information for national and international purposes. The following are the activities that need to be undertaken, and the priority that should be given.

Category A: Urgent, needs to be done in 2005:

- Lobby with the Department of Health / Civil Registrations to ensure accurate collection of births and deaths data so that the National Statistics Office can update us with a population projection each year. The Ministry of Education depends on national population data sources on to envisage the enrolment rates for primary and secondary education.
- Redesign the school survey questionnaire and improve collection processes to ensure compliance by schools in completing the form
- To send by e-mail a copy of this questionnaire to the government and assisted secondary schools
- To use secondary schools statistical data that is available through OPAD programme
- Extend the EFA analysis of basic data to the Province level
- Do not publish the Yearbook this year – instead, publish a final version of this document

Category B: Important, should be done in 2006

- Ensure that there is a statistical annual report that gathers for non-government schools, and training centres under TVET programs in order to facilitate and to improve working relationships between the formal and non-formal education sector.
- Ensure that Pre-school association update an annual statistics report each year in order to simply determine the number of pupils who have benefit from early childhood education before entering first grade of primary.

Category C: should wait until 2007

- To develop a separate survey on children who drop out from school each year, while knowing that the retention rate at primary education level is 81%. In addition to this, it is suggested that it would be better to carry out a preliminary survey in 2005 and improve it in 2006.

Category D: important, but relies on other areas making changes

- Ensure that the Scholarship Office develops an annual report each year on distance education so as to notify the Ministry and particularly the Division of Policy and Planning Services on the outcome of the distance learning and to measure the tendency and the effectiveness of learning at the university level.
- Ensure that the National Examination Office in Vanuatu develops an Assessment analysis report in order to keep track on students that take part in the national exams each year.

Ensure that Curriculum Development Centre develops a statistical report on textbooks in order to be familiar with the subjects offered in each secondary school and the number of students taking these subjects.

Acknowledgment

Our Statistics Officer, Mrs Fabiola Bibi, develops this report with the support of the Provincial Education Officers and the heads of primary and secondary schools in the Country. As an annual exercise, this 2004 exercise has identified some common factors that have contributed to the slow process of school data collection over the past years or decade. These include;

- The geographical location of schools as well as;
- The limited means of communication and;
- Lack of finance.

However, these difficulties have enabled this division to explore and research more into the survey within a short period of time. This has resulted in a better facilitation of data collection this year, as one of its best. The Division of Policy and Planning Services in the Ministry of Education is very grateful for your participation and your devotion to the success of the 2004 school survey. Thanks to the Budget Officer in the Ministry of Education who have shown her support during the process as well as the staffs in the Division of Basic and Secondary Education who took part in one way or another to the process of collecting primary and secondary school data. In fact, this report highlights the effort of all the contributors that play a significant role in our education system.

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Introduction

This year's 2004 Primary and Secondary school survey is one of the major activities which enable the country:

- (i) to draw a complete picture of all educational progress based on the school data,
- (ii) to identify promising priorities and strategies to surmount the obstacles and to accelerate progress and
- (iii) to revise consequently the national action plans.

The results should be useful to decision makers, planners and administrators both within and outside the Ministry of Education. The process of establishing an assessment should be the occasion to centre the attention on basic education and to start again aiming the efforts to meet the fundamental educational needs.

However, the collection and the analysis of the relevant data and qualitative information constitute an essential element of the assessment, which will provide the factual base of discussions and decisions. This report will help the Ministry of Education to consider the needs of schools and consequently to contribute to the educational project developments.

The Division of Policy and Planning Services has forwarded the guiding principles of the Educational Directives to all primary and secondary schools. Each primary school and secondary was called to provide its school data. However, 393 primary schools only out of 442 schools have provided their school statistics. For the schools that did not return their school enrolment, the statistics office have used last year's (2003) data instead. Administratively, there are 22 government schools and 27 private schools that did not complete the questionnaire.

This report is divided in three parts. The present introduction consists of a summary of all the data from the school survey and has general information relating to basic indicators, data sources and suggested methods of analysis as well as the technical specifications relating to the basic indicators of the Education For All.

The second part contains some information of EFA indicators

The third part contains conclusions and recommendations from the analysis of the data,

The fourth part contains some Provincial data of interest

Finally, this report includes an Annex (a) the school survey form, Annex(b) the number of the primary students and teachers by school, and Annex (c) the number of secondary students and teachers by school.

The Division of Policy and Planning Services invites strongly all the users of school data to use the statistical data that is provided by the statistics office in the Ministry of Education. This will avoid confusion on the provision of school statistical data. It will be also an advantage if the decision-makers and the planners of the Ministry of Education used this document in order to make promising decisions for the future of our education system and to develop an effective development policy for the Ministry of Education.

Part 1: GENERAL STATISTICS ON PRIMARY AND SECONDARY EDUCATION

This part of this report will illustrate general information focusing on formal Education, specifically on Primary and Secondary school statistics.

Section 1.1: Primary and Secondary Schools, Students and Teachers

Table 1: Total number of Primary and Secondary schools in Vanuatu

Province	Primary School	Secondary School
Torba	23	1
Sanma	88	13
Malampa	94	13
Penama	68	12
Shefa	82	24
Tafea	86	11
Total	441	74

The Ministry of Education consists of 441 primary schools and 74 secondary schools. The government is the principal investor in the education system. The above table indicates that there is 21% of primary schools in Malampa province mainly because it is the second larger province of the archipelago. As for secondary education, there are 32% of secondary schools in Shefa province. This number reflects a very strong density of student in the urban schools.

Table 2: Number of Primary and Secondary schools in Vanuatu, 1999 to 2004

	Primary School	Secondary School
1999	398	50
2000	398	58
2001	405	59
2002	411	59
2003	437	56
2004	441	74

The Ministry of Education has just approved the establishment of 5 new junior secondary schools that will be operational in 2005. This project will enable the Ministry to increase the level of 3 junior secondary schools by introducing year 11 and 12. These measures will carry on with the setting of one year 13 in one of the government secondary school in the country.

Table 3: Primary and Secondary School student by province

Province	Primary School Enrolment		JSS Enrolment (Year 7-10)		SSS Enrolment (Year 11-14)	
	Male	Female	Male	Female	Male	Female
Torba	848	814	79	49	9	10
Sanma	4063	3677	869	793	180	174
Malampa	3683	3390	739	682	34	50
Penama	2975	2673	792	815	137	128
Shefa	5338	4879	1567	1615	431	409
Tafea	3442	3178	493	464	35	37
Total	20349	18611	4539	4418	826	808
	38960		8957		1634	

The number of students in primary schools has dropped by 1 percent due to 11 primary schools that closed this year for lack of finance. In secondary education, the number of students in junior secondary schools has increased by 9 percent this year compared to last year. On the other hand, the number of students of the first quarter has dropped by 0.5 percent in junior secondary. There is a very strong density of student who remained in the system during the school year. The number of students in senior secondary schools has increased compared to the number of student in 2003. There was an increase in the number of student and new classes of year 11 and 12 in 2004.

Table 4: Number of Teachers in Primary and Secondary Schools

Province	Primary		Secondary		Total Primary	Total Secondary
	Male	Female	Male	Female		
Torba	85	99	4	2	184	6
Sanma	164	222	87	45	386	132
Malampa	182	142	71	23	324	94
Penama	138	160	71	38	298	109
Shefa	162	286	160	123	448	283
Tafea	171	136	46	26	307	75
Total	902	1045	439	257	1947	699

The number of primary school teachers has increased by 7 percent this year in each province. In the secondary schools, the number of teachers has increased by 3 percent this year as compared to last year. Although the Ministry of Education has posted new teachers in 2004, the number of the teachers in many secondary schools continues to increase mainly in few government and assisted schools. There are 74 new teachers in the existing secondary schools in 2004 and 23 teachers in 11 secondary schools.

The following tables show the student teacher ratio across a few dimensions.

Table 5: Student/teacher Ratio in Primary and Secondary

Province	Primary			Secondary		
	Enrolment	Teacher	Student /teacher Ratio	Enrolment	Teacher	Student/Teacher Ratio
Torba	1662	184	9	147	6	25
Sanma	7740	386	20	2016	132	15
Malampa	7073	324	22	1505	94	16
Penama	5648	298	19	1872	109	17
Shefa	10217	448	23	4022	283	14
Tafea	6620	307	22	1029	75	14
Total	38960	1947	20	10591	699	15

The average proportion of student/teacher ratio in primary education is 20:1. This indicator defines the capacity of primary school student according to the existing number of teachers by province. The minimum standard student/teacher ratio is 20 - 25 students for a teacher in a primary school. For the moment, the distribution of primary school teachers remains balance in Sanma, Malampa, Shefa and Tafea provinces. As for Torba and Penama province, the student/teacher ratio is very low. That indicates a high number of teachers in these two provinces.

In secondary schools, the average student/teacher ratio is 15:1. It's lower compared to the official standard student/teacher ratio for secondary education, which is 25:1. Therefore, secondary school teachers have largely plenty time to devote themselves on each student school performance.

Table 6: Student teacher ratio 1999 to 2004, by Controlling Authority

Year	Primary Enrolment				Secondary		
	Government	Govt. Assisted School	Private	Total	Government	Others	Total
1999	24	26	29	24	18	27	20
2000	24	22	16	23	14	19	16
2001	25	22	18	24	12	34	16
2002	25	78	8	24	12	33	16
2003	23	22	16	22	13	17	14
2004	20	23	14	20	12	21	15

Table 7: Student numbers by Language of Instruction, Primary and Secondary

Year	Enrolment					
	Primary			Secondary		
	Anglophone	Francophone	Total	Anglophone	Francophone	Total
1999	20972	13361	34333	4748	2880	7628
2000	20216	14867	35083	3856	3399	7255
2001	22938	13544	36482	5410	3336	8746
2002	23648	13822	37470	5828	3782	9610
2003	25583	13805	39388	5991	3668	9659
2004	25009	13951	38960	6832	3759	10591

Table 8: Student Teacher Ratio by Language of Instruction, Primary and Secondary

Year	Student/teacher ratio					
	Primary			Secondary		
	Anglophone	Francophone	Total	Anglophone	Francophone	Total
1999	24	24	24	18	23	20
2000	24	22	23	11	17	13
2001	24	23	24	16	16	16
2002	28	20	24	17	15	16
2003	22	21	22	13	16	14
2004	20	21	20	16	14	15

Section 1.2 Student enrolment data

Table 9: Total Primary School Enrolment by age and by grade

Age	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
3-4	70	90	11	8	1	1	0	0	0	0	0	0	0	0	0	0	82	99	181
5	361	360	33	42	5	3	0	0	0	0	0	0	0	0	0	0	399	405	804
6	1654	1512	215	237	14	31	4	5	0	3	0	0	0	0	0	0	1887	1788	3675
7	1384	1204	1134	1095	116	129	8	13	7	0	4	0	0	0	0	0	2653	2441	5094
8	525	464	1366	1258	947	951	118	190	14	14	2	3	0	0	0	0	2972	2880	5852
9	156	115	638	487	1196	1015	708	755	144	138	26	33	0	0	0	0	2868	2543	5411
10	28	26	193	136	791	626	1137	1013	781	838	155	129	0	0	0	0	3085	2768	5853
11	4	1	57	35	288	202	652	572	970	946	655	709	3	4	0	0	2629	2469	5098
12	2	0	12	9	67	69	268	232	555	508	1041	982	57	43	4	6	2006	1849	3855
13	1	3	7	2	21	14	84	78	261	212	612	498	66	56	41	45	1093	908	2001
14	0	1	0	0	7	5	35	20	101	57	220	144	39	29	58	65	460	321	781
15	0	0	0	0	1	4	19	6	22	11	63	44	18	12	66	44	189	121	310
16	0	0	0	0	0	1	0	1	4	1	7	9	4	0	6	2	21	14	35
17	0	0	0	0	0	0	0	0	0	2	3	1	0	1	2	1	5	5	10
Total	4185	3776	3666	3309	3454	3051	3033	2885	2859	2730	2788	2552	187	145	177	163	20349	18611	38960

The table shows that there are a very significant number of “early starters” in the education system, with 985 students aged 5 or less. The above table also indicates the number of over age students who continue to remain in the system. The majority of these students are repeaters. There are 10524 of these over aged pupils enrolled in year 1 to year 8. The Ministry of Education must continue to take in consideration these children as most of them enrolled in remote schools.

It is difficult to express the gross and net enrolment rate of primary education, as we do not have access to the exact number of the population for the year 2004 in Vanuatu. At the moment, the 1999 census report indicates figures that are lower than the actual number of the student in the primary schools in 2004.

Table 10: Total number of Student repeaters in Primary, year 1-8.

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Torba	49	9	12	19	3	81	0	2	175
Sanma	163	187	121	101	84	84	3	4	747
Malampa	260	150	176	149	135	169	0	0	1039
Penama	140	108	56	77	66	107	0	0	554
Shefa	196	85	102	55	57	134	3	0	632
Tafea	256	213	153	125	111	154	0	0	1012
Total	1064	752	620	526	456	729	6	6	4159

It is important to know the number of repeaters in the primary schools in order to measure the coefficient of efficiency in primary education. Therefore, the number of student repeaters in primary schools has increased by 23% as compared to last year. The Ministry of Education has to consider promising approaches in its future action plans in order to reduce the number of student repeaters in the Basic Education. It is reasonable for the Ministry to carry out a study in order to set up some policy guidelines, which will monitor repetition in grade 1 to 8.

Table 11: Total number of Student dropout in primary, year 1-8.

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Torba	1	6	12	4	4	29	0	1	57
Sanma	26	11	14	27	22	50	0	6	156
Malampa	18	6	18	23	28	102	0	12	207
Penama	2	12	5	7	9	53	0	0	88
Shefa	56	9	5	13	14	73	0	0	170
Tafea	24	24	19	15	9	40	0	0	131
Total	127	68	73	89	86	347	0	19	809

Nowadays, most students in primary schools do not give up their education deliberately. There are various aspects that initiate these children to quit a school. One is the process of transfer from and to another school and also the issue of school of school fees that continue to occur each year. The data collected from schools indicates that 82% of students enrolled in rural primary schools. Therefore, many parents cannot afford to pay for their children school fees. The source of income in the islands and the community levels is very poor. For that reason many parents that have more than 3 children in school decides to withdraw their children from school.

Table 12: Transition Rate from grade 6 to year 7 within a period of six years

Year	Grade 6 Student	Year 7 Student	Transition Rate
1998	4952		
1999	4872	2096	42
2000	4824	2223	46
2001	5298	2211	46
2002	4995	2396	45
2003	4833	2645	53
2004	5329	2544	53
2005		2773	52

The transition rate from Grade 6 to year 7 in 2005 is 52%. The process of selecting grade 6 students to year 7 in secondary schools is often based on available spaces in year 7 classes. In order to rectify that situation, the Ministry of Education is in the process to apply the Basic Education System by introducing year 7 and 8 in primary schools. Therefore, there will not be push outs after year 6 will not taking place since the primary class 6 exam will not take place at the end of this year.

Figure 1: Student transition Rate from Grade 6 to Year 7

According to the above graph, the transition rate from grade 6 to year 7 has increase by 53% in 2003 as compared to year 2002. This great distinction on the number of students that passed to year 7 in 2003 is the outcomes of new developments within the education system. Since then, the transition rate from grade 6 to year 7 is stable in remainder with an average of 53%. The coefficient of efficiency in primary education continues to be persuasive for the future development plans for the Ministry of Education in Vanuatu.

Table 13: Secondary School Enrolment by Age and by Grade

Age Summary	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	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	38	52
11	84	120	26	21	0	0	0	0	0	0	0	0	0	0	0	0	110	141	251
12	665	649	106	105	22	12	0	1	0	0	0	0	0	0	0	0	793	767	1560
13	409	397	476	463	97	81	4	3	0	0	0	0	0	0	0	0	986	944	1930
14	195	168	407	388	419	421	60	67	18	5	0	0	0	0	0	0	1099	1049	2148
15	19	14	142	133	362	348	356	386	59	51	4	15	0	0	0	0	942	947	1889
16	0	0	19	11	127	88	304	338	113	158	27	39	0	2	0	0	590	636	1226
17	1	0	3	2	24	9	149	134	143	142	109	124	7	11	0	0	436	422	858
18	0	0	0	1	12	1	26	17	43	31	110	99	48	53	4	4	243	206	449
19	0	0	0	0	1	0	2	1	5	8	35	9	43	30	8	7	94	55	149
20	0	0	0	0	0	1	6	0	9	4	5	2	14	6	7	5	41	18	59
21	0	0	0	0	0	0	2	0	4	0	5	0	4	3	2	0	17	3	20
Total	1387	1386	1179	1124	1064	961	909	947	394	399	295	288	116	105	21	16	5365	5226	10591

As with primary school statistics, it is not possible to indicate the different rates of pupils particularly the gross enrolment rate and the net enrolment rate in Secondary Education since the national population data is dated 1999. The school enrolment rates are some indicators, which are indicated in percentage to point out the proportion of the population, which attends secondary schools in the country. The Ministry of Education does not have access on the update population data for the year 2004. It is then difficult to identify the gross and net enrolment rates for the two educational levels since the Ministry of Education must rely on the update population data that is supposed to be provided by the National Census Office in Port-Vila.

The statistical data of each secondary school has made it possible to the Ministry of Education to be aware of the number of boys and girls who are enrolled in the secondary schools. The survival rate in secondary schools from year 7 in 1998 to year 13 in 2004 is 11.7%. At the national level, the student attrition rate in secondary education is 88.3%. That indicates a very high number of students who leave school before reaching year 13. The survival rate indicates a particular interest owing the fact that the completion of the two cycles is generally regarded as a prerequisite of a durable level of alphabets. In junior secondary schools, the survival rate from year 7-10 is 84% in 2004. 1856 students took part in the year 10 exams in 2004. According to the National Examination office, about 999 students succeeded, and thus 46% failed.

Section 1.3: Special Education in Vanuatu

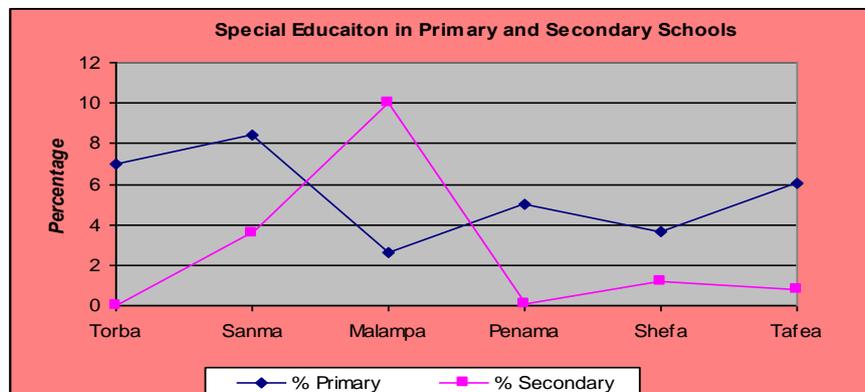
This is a first time that the Ministry of Education is providing statistics on primary school students with disability. There is an average of 5% of pupils who are disabled and do not have access to specific equipments and specific learning.

Table 14: Special Education

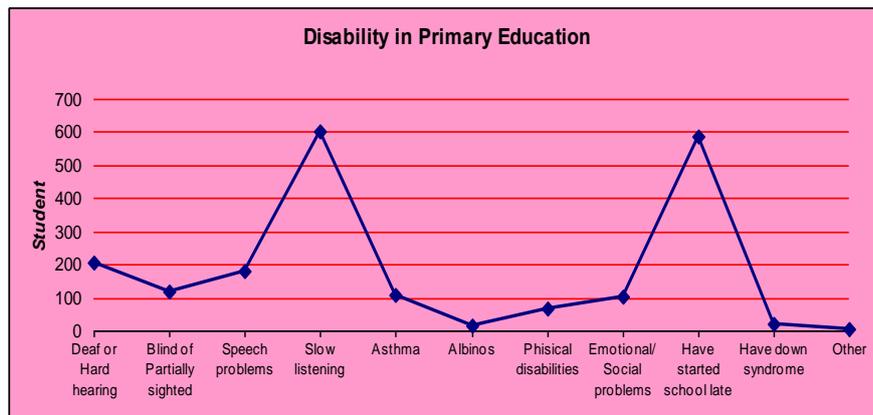
Disabilities	Torba		Sanma		Malampa		Penama		Shefa		Tafea		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
Deaf or Hard hearing	1	2	28	31	5	6	21	15	16	22	34	24	105	100	205
Blind or Partially sighted	21	11	14	18	3	0	12	10	9	5	9	5	68	49	117
Speech problems	5	4	13	27	3	2	28	16	34	23	19	6	102	78	180
Slow listening	7	1	97	94	43	35	46	42	51	37	81	67	325	276	601
Asthma	3	1	19	21	2	6	13	9	16	12	7	1	60	50	110
Albinos	1	2	4	5	0	0	1	1	1	3	0	0	7	11	18
Physical disabilities	19	8	2	7	2	1	9	0	7	6	5	0	44	22	66
Emotional/ Social problems	0	0	21	32	3	3	6	4	19	12	4	0	53	51	104
Have started school late	15	15	81	132	40	28	33	17	50	37	73	64	292	293	585
Have down syndrome	0	0	6	1	1	1	0	0	4	6	0	0	11	8	19
Other	0	0	0	1	0	0	1	0	3	2	0	0	4	3	7
TOTAL	72	44	285	369	102	82	170	114	210	165	232	167	1071	941	2012

The Ministry of Education has to consider this as a particular matter of discussions in the future. At the moment, there are no policies in place to guide the Ministry of Education in developing future plans to assist these children.

Figure 2: Percentage of students in Special Education



It is important that the government and NGO's show greater interest in establishing primary schools for disabled children. The procurement of appropriate tools or specific equipment is also recommended for these students. The Ministry of Education has to develop specific training for teachers in order to academically assist children who are disabled.

Figure 3: Number of Primary school Students with disabilities

The above linear graph indicates that a high number of students in primary have physical problems, are slow learners or have started school later for unknown reasons. A range of - 200 primary school students have other types of disabilities. It is important that the Ministry of Education commence to plan to support projects to meet the needs of children who are disabled and are actually enrolled in primary schools.

Table 15: Special Education in Secondary Schools

Province	Enrolment on Special Education			Secondary School Enrolment 2004	in per. (%)
	Male	Female	Total		
Torba	0	0	0	147	0
Sanma	37	35	72	2016	4
Malampa	77	74	151	1505	10
Penama	1	1	2	1872	0
Shefa	34	14	48	6829	1
Tafea	5	3	8	1029	1
Total	154	127	281	13398	2

Similar to primary schools, the secondary schools data indicates that there is 2% of student in this category. These indicators outlined the value of students who needs to be in special school and are therefore in the current education system. The data in the above table shows that Malampa province has the highest number of students who are disabled. These students need help in terms of moral, psychologic and social support.

As indicated in the above table, the number of students who are disabled in Malampa province is extremely high as compared to other provinces.

Section 1.4 Financing of Education in Vanuatu

Table 16: Ministry of Education 2004 Draft Budget

Division	Personnel Emoluments	Operating Expenses	Total 2004 Budget
	(VT)	(VT)	(VT)
Ministry of Education	19,692,331	1,300,000	20,992,331
Director General's Office	6,881,377	5,140,000	12,021,377
Teaching Service Commission	4,004,918	2,695,000	6,699,918
Administration & Finance	23,629,377	22,720,000	46,349,377
Policy and Planning Unit	14,214,149	3,278,000	17,492,149
Vanuatu Institute of Education	84,385,345	24,626,000	109,011,345
Secondary, Technical and Further Education	503,378,856	254,499,000	757,877,856
Basic Education	41,354,559	8,085,000	49,439,559
Primary Schools	806,195,273	46,600,000	852,795,273
Vanuatu Government Contribution	-	86,494,000	86,494,000
Youth and Sport Division	11,906,328	27,907,182	39,813,510
Vocational & Continuing Education	5,982,209	7,532,096	13,514,305
TOTALS	1,521,624,722	490,876,278	2,012,501,000
			USD 16,770,841

Source: EFA National Plan of Action 2001-2015

Unit costs and efficiencies

As there is virtually no economic cost analysis done for education in Vanuatu, it is of interest to calculate the unit costs based on the formula of “allocated budget divided by the number of students estimated for 2004

Table 17: Unit cost of Primary education

Year	Primary Education Expenditure	Total Enrolment in Primary Education	Cost per pupil
2000	655,378,843	32925	19,905.20
2001	804,247,199	33026	24,351.94
2002	788,784,184	34242	23,035.58
2003	713,983,111	34839	20,493.79
2004	808,075,502	35700	22,635.17
2005	888,477,037	35572	24,976.86

The above table shows that the “Primary Education Expenditure” includes teacher’s costs only: no grants or administrative costs have been added. As well as the “Total Enrolment in Primary Education” refers to enrolment in Government and government-assisted schools only.

Table 18: Unit cost of Secondary education

Year	Secondary Education Expenditure	Total Enrolment in Secondary Education	Cost per pupil
2000	399,908,776	5316	75,227.38
2001	447,742,543	5333	83,956.97
2002	422,955,572	5285	80,029.44
2003	439,096,176	5499	79,850.19
2004	474,150,588	5737	82,647.83
2005	539,815,656	5963	90,527.53

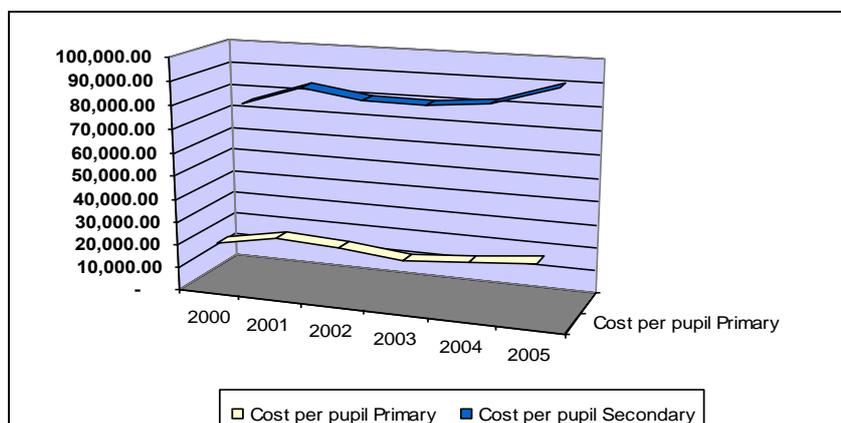
Note: see footnote to table 17

While these unit costs compare well with other “least developed countries” (UNESCO Education Digest, 2003), there is a stark contrast compared to the average OECD figures which are 3,847 USD = (461,000 VUV) per primary student and 5,465 USD = (655,000 VUV) per secondary student.

It is noteworthy that while secondary unit costs are always going to be higher than primary ones, secondary is 3 to 4 times the unit primary costs, and are increasing.

Taking into consideration that only about 30% of primary students proceed to the secondary level and only some 25 of a year’s intake make it successfully to Year 13/14, there is a clear inefficiency to be seen in the way basic/primary education is either under funded or alternatively post-primary education is over funded.

Total education expenditure (but not including aid money) is about 7% of GDP, which comparable to OECD countries, but of course only in financial terms and certainly not in terms of educational achievement. The obvious question is why this discrepancy exists.

Figure: 4 Unit costs of Primary and Secondary Education

Section 1.5: Teachers and Teachers' Housing

Table 19: Number of Teachers by language of instruction, Primary and Secondary

Province	Primary			Secondary		
	Anglophone	Francophone	Total	Anglophone	Francophone	Total
Torba	120	64	184	6	0	6
Sanma	242	144	386	70	62	132
Malampa	180	144	324	44	50	94
Penama	216	82	298	91	18	109
Shefa	324	124	448	175	108	283
Tafea	189	118	307	40	35	75
Total	1271	676	1947	426	273	699

Vanuatu has its own culture. It is the only country in the Pacific that has two education systems in place which have 65% of Anglophone teachers and 35% francophone within the primary Schools.. Most of these teachers have taken part enormously in the improvement of teaching in English and French language.

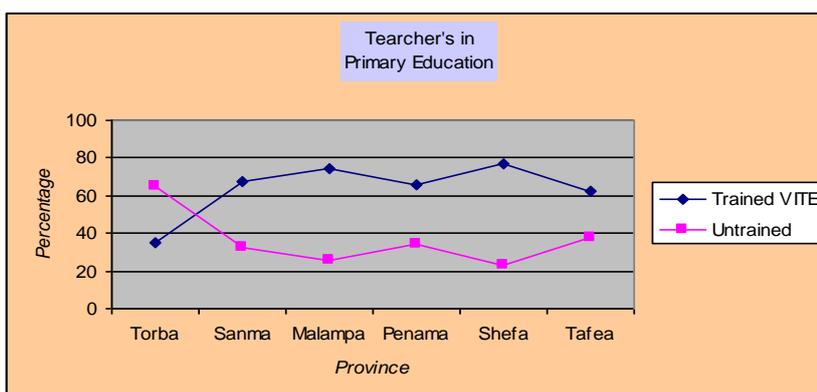
In secondary education, 61% of teachers are English-speaking and 39% French-speaking as compared to the total number of teachers in secondary education.

Table 20: Total number of teaches by Qualifications

Province	Primary Education			Secondary Education		
	Trained VITE	Untrained	Total	Trained VITE	Untrained	Total
Torba	65	119	184	6	0	6
Sanma	261	125	386	94	38	132
Malampa	240	84	324	75	19	94
Penama	197	101	298	74	35	109
Shefa	344	104	448	160	123	283
Tafea	192	115	307	59	16	75
Total	1299	648	1947	468	231	699

The above table gives a prospect on the data collected from each school. In terms of qualification, 67% of primary school teachers acquired a diploma in teaching. As for untrained teachers, they were posted in order to fill vacancies in a primary school. On the other hand in secondary education, 67% of teachers were trained to teach specific courses in secondary schools. These teachers were trained at the VITE (Vanuatu Institute of Teaching Education). In spite of the total number of teachers who actually teach this year, 33% of them are not trained to teach.

Figure 5: Percentage of Trained and Untrained teachers in primary.



This figure indicates the teaching percentages of qualified and not qualified teachers in primary education. The above schema illustrates an important circumstance for Torba province. According to data provided by the primary schools in Torba province, 65% of teachers are not trained to teach as for the qualified teachers, only 35% of them are trained. The Ministry of Education must set up necessary provisions in order to improve teaching quality in this province.

Table 21: Teacher teaching status in Primary Education

Province	Employment Status				Funded by			
	Permanent	Probation	Temporary	Voluntary	Government	Mission	School council	Others
Torba	32	35	0	1	47	6	12	2
Sanma	220	69	0	97	244	19	0	123
Malampa	209	39	59	18	237	2	79	6
Penama	153	60	51	34	208	8	0	82
Shefa	313	61	0	28	312	12	0	124
Tafea	145	73	0	48	157	17	0	57
Total	1072	337	110	226	1205	64	91	394

The above table indicates data on teaching employment status and teacher's wages. It shows that 55 percent of primary school teachers are now teaching on a purely permanent basis, 17% on a probation basis, 12% as voluntary teachers and 6% on temporary basis. Different authorities such as Government, missions, school councils and other educational authorities deal with the payment of primary school teacher's salaries. At the Ministry level, a great share of Education budget is allocated for teacher's salaries.

Table 22: Teacher teaching status in Secondary Education

Province	Employment Status				Funded by			
	Permanent	Probation	Temporary	Voluntary	Government	Mission	School council	Others
Torba	5	0	0	1	5	0	0	1
Sanma	97	32	0	3	87	0	44	1
Malampa	37	48	0	9	78	0	13	3
Penama	83	23	0	3	79	2	23	5
Shefa	240	33	0	10	151	26	90	16
Tafea	50	21	0	4	56	1	17	1
Total	512	157	0	30	456	29	187	27

699

699

In Secondary education, 73% of teachers teach on a permanent basis as for others, they teach on probation, temporary and voluntary basis. The government is the principal investor on teacher's salaries for teachers who actually teach in the government and assisted secondary schools. It is likely that these data do not coherent with the information, which already exists in the Finance system. It is there a source of supports for the section of the personnel for verifier the reliability of the statistical data and the data of the teaching personnel, which exist in the system wage of the Department of finance.

Table 23: Primary School Teacher's Housing

Province	Gender	Married	Single	Total number of teachers Who rent	Actual number of teachers who provide a Rent Fee	Rent per annum
Torba	Male	22	4	19	7	7,860
	Female	20	6	21	7	5,096
Sanma	Male	90	25	37	15	49,600
	Female	134	33	40	21	173,072
Malampa	Male	58	23	49	8	12,071
	Female	25	23	29	6	13,631
Penama	Male	102	25	53	19	58,370
	Female	41	33	57	17	37,870
Shefa	Male	93	33	40	22	183,790
	Female	123	41	55	36	398,600
Tafea	Male	109	44	75	32	68,659
	Female	84	34	52	18	42,997
Total		901	324	527	208	1,051,616

Being aware that there are 1947 teachers in the primary schools, 27% teachers have indicated having rented a house belonging to the school. The estimated amount of teacher's housing fees is 1,051,616 Vatu. This figure is only a perspective of school data that was provided by each primary school. It shows a part of housing revenue, which was paid by 208 teachers only instead of 527 teachers. There are 319 teachers who indicated to have disbursed a housing rent although the amount of the rent fee was not specified.

Note: The figures in the above table could be differing to the data, which exist in the Finance Payroll System. The HRS (Human Resource Section) in the Ministry of Education must ensure to verify each school data with the data that already exist in the Finance system on teacher's monthly housing income.

Part 2: EFA Indicators for Vanuatu

	Description	Potential Availability	Comments
Indicator 1	Gross enrolment rate in early childhood development programmes, including government, private and community programmes, expressed as a percentage of the official age-group concerned, if any, otherwise the age-group 3-5.	Not able to calculate	Requires population estimates by single age, and more data on ECE
Indicator 2	Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development programme	Not able to calculate	Requires new question in school survey
Indicator 3	Apparent (gross) intake rate: new entrants in primary grade 1 as a percentage of the population of official entry age	Have calculated	Requires population estimates by single age
Indicator 4	Net intake rate: new entrants to primary grade 1 who are of the official primary school-entrance age as a percentage of the corresponding population	Have made estimates	Repeaters by single ages is required and made assumption.
Indicator 5	Gross enrolment ratio	Will estimate	Make estimate based on census populations
Indicator 6	Net enrolment ratio	Will estimate	Make estimate Require repeaters by age
Indicator 7	Public current expenditure on primary education a) as a percentage of GNP; and b) per pupil, as a percentage of GNP per capita	Will calculate	
Indicator 8	Public expenditure on primary education as a percentage of total public expenditure on education	Will calculate	
Indicator 9	Percentage of Primary school teachers having the required academic qualifications	Will calculate	
Indicator 10	Percentage of primary school teachers who are certified to teach according to national standards	Will calculate	
Indicator 11	Pupil-teacher ratio	calculated	
Indicator 12	Repetition rates by grade	Will calculate	
Indicator 13	Survival rate to grade 5 (percentage of a pupil cohort actually reaching grade 5).	calculated	Calculated for year 6
Indicator 14	Coefficient of efficiency	calculated	
Indicator 15	Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies	Will calculate	
Indicator 16	Literacy rate of 15-24 year olds	Not able to calculate	
Indicator 17	Adult literacy rate: percentage of the population aged 15+ that is literate	Not able to calculate	
Indicator 18	Literacy Gender Parity Index: ratio of female to male literacy rates	Not able to calculate	

PART 3: PROVINCIAL STATISTICS ON PRIMARY AND SECONDARY SCHOOLS

Table 1.1: Number of Primary School by Educational Authorities

Province	Government	Catholic	Protestant	SDA	AOG	Apostolic	Baptist	Private	Bahai	Total
Torba	22	0	0	0	0	0	0	1	0	23
Sanma	50	9	12	4	0	0	0	13	0	88
Malampa	56	13	11	12	1	0	0	1	0	94
Penama	52	13	0	1	0	2	0	0	0	68
Shefa	65	2	0	5	2	0	0	8	0	82
Tafea	53	14	1	2	5	0	10	0	1	86
Total	298	51	24	24	8	2	10	23	1	441

The government of Vanuatu by the intermediary of the Ministry of Education run 298 primary schools while other school authorities run others. The government plays a major role in the development of education system. Some of the school authorities received a government subsidy each year. The government also continues to post teachers in primary schools that are run by the Catholic, Protestant and SDA mission.

The number of the primary schools has increased by 1 percent this year as compared to last year. The Ministry of Education in its development plans envisaged of including year 7 and 8 in 82 primary schools that have been selected in September 2004 by the Ministry of Education.

Table 1.2: Number of Secondary Schools by Education Authorities

Province	Govt	Catholic	Protestant	SDA	AOG	COM	COC	Private	Holiness	Presb.	Total
Torba	1	0	0	0	0	0	0	0	0	0	1
Sanma	5	1	1	1	0	0	0	5	0	0	13
Malampa	9	2	1	0	1	0	0	0	0	0	13
Penama	5	2	0	0	0	1	1	3	0	0	12
Shefa	10	1	0	2	1	0	0	8	1	1	24
Tafea	6	2	0	0	3	0	0	0	0	0	11
Total	36	8	2	3	5	1	1	16	1	1	74

There are 78 secondary schools altogether this year but the above table indicates only the number of schools according to their respective names. There are 4 secondary schools, which are recognized as dual schools since there is French teaching for the French-speaking student and English teaching for the Anglophone students in the same school.

Similar to the primary schools, the government of Vanuatu plays a key role in the development of secondary education. This year, there are 4 primary schools in which the Ministry of Education has included year 7. These schools are as follows: Ifira primary school, Vila North, Centre Ville and Home Community School.

Table 1.3: Total number of Primary and Secondary Schools by language of Instruction

Province	Primary		Secondary		Total Primary	Total Secondary
	English	French	English	French		
Torba	15	8	1	0	23	1
Sanma	57	31	9	4	88	13
Malampa	55	39	7	7	94	14
Penama	44	24	10	3	68	13
Shefa	61	21	19	6	82	25
Tafea	51	35	8	4	86	12
Total	283	158	54	24	441	78

The above table indicates the number of primary and secondary schools by language of Instruction. There is more Anglophone than Francophone schools in both level of education. However, the number of primary schools by language of instruction in Shefa Province is not balanced.

In Torba province, still there is no Francophone secondary school. It means that there are very few francophone primary schools in that province, which took part in the class 6 exams. Among these students, there is very limited number of students who passed to year 7 this year.

Table 1.4: Total number of Top-up schools in the country

Province	Govt	Catholic	Protestant	SDA	AOG	Baptist	COC	Private	Holiness	Presb.	Total
Torba	4	0	0	0	0	0	0	0	0	0	4
Sanma	5	2	1	0	0	0	0	4	0	0	12
Malampa	4	0	1	0	0	0	0	0	0	0	5
Penama	6	0	0	0	0	0	0	0	0	0	6
Shefa	5	0	0	1	0	0	0	1	0	0	7
Tafea	3	0	0	1	1	1	0	0	0	0	6
Total	27	2	2	2	1	1	0	5	0	0	40

There are 40 top-up schools this year compared to 56 of them in 2003. Few schools have closed their doors for lack of curriculum materials as well as required trained teachers

Table 1.5: Total number of urban schools

Province	Primary		Secondary		Total Primary	Total Secondary
	Port-Vila	Luganville	Port-Vila	Luganville		
Govt. Anglophone	7	3	4	1	10	5
Govt. Francophone	5	2	2	1	7	3
Catholic	2	3	1	1	5	2
Private Ang	7	0	7	1	7	8
SDA	1	2	1	0	3	1
Private Fr.	1	0	1	0	1	1
AOG	1	0	1	0	1	1
Holiness	0	0	1	0	0	1
Total	24	10	18	4	34	21

In primary education, there are 8% of urban schools and 27% of secondary schools. In Port-Vila, the number of primary schools is twice higher than the number of the primary schools in Luganville. In secondary education, 23% of schools are located in Port-Vila and 5% in Luganville.

Table 1.6: Total number of Student in Basic Education.

Province	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Torba	327	256	298	295	188	261	0	37	1662
Sanma	1479	1334	1356	1187	1134	1004	149	97	7740
Malampa	1409	1286	1155	1082	1035	1003	45	58	7073
Penama	1186	1069	846	942	821	741	10	33	5648
Shefa	1951	1697	1699	1524	1559	1593	103	91	10217
Tafea	1604	1346	1148	895	845	727	31	24	6620
Total	7956	6988	6502	5925	5582	5329	338	340	38960

The total number of student in Basic Education has decreased by 1 percent this year as compared to last year due to 11 primary schools that have been suspended or closed in 2004. The retention rate in year 1 to 6 this year is 81%. That indicates an attrition rate of 19% of student drop out in the system. In terms of concrete data, among the total number of pupils (6613) who began in year 1 of primary education in 1999, there are 1284 pupils who left school for various reasons. One of which is a school fee that the Ministry of Education must consider setting up a supportive system for these children. On the other hand 2626 pupils succeeded to year 7 in 2005, which represent 49% of the total number of student who take part in the class 6 exams this year. According to the above table, 2703 pupils will be dropouts or school leavers in 2005.

Table 1.7: Total number of Secondary School Student by Year level

Province	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
Torba	36	26	41	25	19	0	0	0	147
Sanma	484	407	385	386	173	134	47	0	2016
Malampa	419	378	313	311	52	32	0	0	1505
Penama	521	442	377	267	144	79	42	0	1872
Shefa	998	781	743	660	364	307	132	37	4022
Tafea	315	269	166	207	41	31	0	0	1029
Total	2773	2303	2025	1856	793	583	221	37	10591

The total number of student in the first cycle of secondary school is 85% compared to the overall total number of student in the secondary schools. The enrolment data in year 7 to 10 allows us to evaluate the retention rate in the junior cycle. For this year, the retention rate of student in junior secondary schools is 84%. This also indicates an attrition rate of 16% in the junior cycle.

Table 1.8: School Enrolment in Basic Education by Language

Province	Primary		Secondary		Total Anglophone	Total Francophone
	English	French	English	French		
Torba	1066	596	147	0	1213	596
Sanma	4675	3065	1127	889	5802	3954
Malampa	4055	3018	843	662	4898	3680
Penama	3913	1735	1580	292	5493	2027
Shefa	7377	2840	2528	1494	9905	4334
Tafea	3923	2697	607	422	4530	3119
Total	25009	13951	6832	3759	31841	17710
	38960		10591		49551	

Similarly to schools, the number of student by language of instruction defines the structure of the educational system. In basic education, there are 64% English-speaking and 36% French-speaking student. In secondary education, 65% students are enrolled in the Anglophone schools and 35% in the francophone schools.

Table 1.9: Total enrolment in primary and secondary urban schools

Area	Primary		Secondary		Total Primary	Total Secondary
	Male	Female	Male	Female		
Port-Vila	2567	2310	1423	1470	4877	2893
Luganville	1135	1036	429	432	2171	861
Total	3702	3346	1852	1902	7048	3754

In the basic Education, 18% of pupils are enrolled in the urban schools and 82% in the rural schools. The government of Vanuatu has to focus more on rural schools in terms of its development plans in order to improve the quality of teaching and school infrastructure. In secondary education, 35% of students are enrolled in the urban schools and 65% in the rural schools. Same as in Basic Education, the government must set up future development plans to assist rural schools bearing in mind that the number of student in the secondary schools does not cease, but rapidly increasing.

Table 1.10: Enrolment in Primary Schools by Province and School Authorities

Province	Government	Catholic	Protestant	SDA	Apostolic	AOG	Private	Bahai	Baptist	Total
Torba	1603	0	0	0	0	0	59	0	0	1662
Sanma	4752	1500	748	210	0	0	530	0	0	7740
Malampa	4802	1524	377	326	0	16	28	0	0	7073
Penama	4435	1146	0	39	28	0	0	0	0	5648
Shefa	8087	648	0	496	0	117	869	0	0	10217
Tafea	4673	1252	25	61	0	240	0	102	267	6620
Total	28352	6070	1150	1132	28	373	1486	102	267	38960

The education system is composed of 9 school authorities. The Vanuatu government is the major investor in the device of the education system. There are 73% of students who are enrolled in the primary schools form grade 1-8 of basic education. By gathering the number of primary school students by mean of educational authorities, we will find out that 16% of students enrolled in the Catholic primary schools where as 4% enrolled in the private schools and 3% in protestant and SDA primary schools. The overall total number of students indicates a decrease of 1% of students in primary schools this year as compared to last year. On the other hand, the number of student in the catholic primary schools has increased by 4% this year.

Table 1.11: Secondary School Enrolment by Education Authorities

Province	Government	Catholic	Protestant	SDA	COM	AOG	Private	COC	Presb.	Holiness	Total
Torba	147	0	0	0	0	0	0	0	0	0	147
Sanma	1176	269	133	203	0	0	235	0	0	0	2016
Malampa	1137	160	176	0	0	32	0	0	0	0	1505
Penama	686	272	0	0	353	0	224	337	0	0	1872
Shefa	1994	366	0	169	0	52	884	0	381	176	4022
Tafea	823	152	0	0	0	54	0	0	0	0	1029
Total	5963	1219	309	372	353	138	1343	337	381	176	10591

In secondary education, the government secondary schools are largely busy this year. The above table indicates that 56% of students enrolled in government secondary schools. Therefore 44% of students enrolled in other schools. In order to allow the good running of the schools, the Ministry of Education continues to provide them wit a school grant and teacher's salaries. Other schools that are run by other school authorities have also received a small share of the national budget of education.

Annex:**List of Primary Schools****Torba Province**

Anglophone Schools	Enrolment			Teachers			School Administration
	Male	Female	Total	Male	Female	Total	
Aota/ Tasvare	8	11	19	0	4	4	Government
Dorig/ Sarantar	8	10	18	2	2	4	Government
Lequel/ Vaes	10	22	32	3	0	3	Government
Losalava	60	86	146	3	13	16	Government
Martin/Hiu	16	28	44	5	0	5	Government
Noguhu/ Robin	26	24	50	3	2	5	Government
Sanlang	90	56	146	6	6	12	Government
Shem Roley	19	16	35	0	5	5	Government
St. George/ Pasalele	79	79	158	8	12	20	Government
Telhei	66	44	110	9	7	16	Government
Bagavegug	36	52	88	5	1	6	Government
Vaget/ Aworor	44	43	87	5	0	5	Government
Selil	19	16	35	0	6	6	Government
Vales	19	20	39	5	3	8	Government
Francophone Schools							
Arep	79	56	135	3	9	12	Government
Nelson	19	16	35	0	3	3	Government
Nergar	41	32	73	8	1	9	Government
Santa Maria	73	63	136	9	9	18	Government
Telvet	19	21	40	0	2	2	Government
Vaget/ Aworor	14	14	28	2	1	3	Government
Wonyeskei	48	46	94	4	7	11	Government
Wosok	21	34	55	3	3	6	Government
Private Schools							
Island Rock Christian	34	25	59	2	3	5	Private

Sanma Province

<u>Anglophone Schools</u>	Enrolment			Teachers			<u>School Administration</u>
	Male	Female	Total	Male	Female	Total	
Alowaru	27	31	58	2	1	3	Government
Araki	21	11	32	0	1	1	Government
Avunarara/ Jinaure	70	55	125	2	1	3	Government
Avunatari	89	52	141	6	1	7	Government
Banaviti	36	31	67	2	1	3	Government
Ballon	31	30	61	4	0	4	Government
Banban	84	80	164	0	5	5	Government
Dambulu/ Tutuba	24	20	44	0	3	3	Government
Dombulu	48	48	96	1	3	4	Government
Ebenezer	72	73	145	3	3	6	Government
Ian Livo	10	10	20	2	0	2	Government
Ieth Vekar	45	43	88	0	5	5	Government
J.N Mackenzie	51	62	113	2	3	5	Government
Jordan Valley	6	6	12	0	2	2	Government
Kamewa	155	126	281	3	7	10	Government
Kitacu	24	39	63	4	0	4	Government
Lehilehina	13	16	29	0	2	2	Government
Leimarua/ Wusi	24	30	54	2	0	2	Government
Malau	35	31	66	1	2	3	Government
Menevula/ Wunpuko	40	64	104	0	3	3	Government
Merei/Mamara	36	40	76	0	3	3	Government
Nanuhu	35	39	74	2	1	3	Government
Nasalanvumol	47	48	95	0	4	4	Government
Natawa	59	47	106	1	3	4	Government
Navele	37	19	56	4	3	7	Government
Pialuplup	43	50	93	4	0	4	Government
Vuth-eiv Prenter/ Hog Harbour	84	88	172	1	3	4	Government
Santo East	211	218	429	2	5	7	Government
Sara	56	50	106	2	12	14	Government
Sarakata	125	99	224	2	2	4	Government
Selusia	35	39	74	1	7	8	Government
Saletui	63	64	127	3	1	4	Government
Sulemaori	22	28	50	2	3	5	Government
Taharo	25	19	44	1	0	1	Government
Tata	127	103	230	1	3	4	Government
Tiasia	29	18	47	2	7	9	Government
Tiqutuq	32	24	56	1	1	2	Government
Vovlei	34	25	59	1	2	3	Government
Vunabulu	17	8	25	1	2	3	Government
Lath Hi	19	10	29	1	2	3	Government
<u>Francophone Schools</u>							
Butmas	31	27	58	1	2	3	Government
Kamewa	127	111	238	1	11	12	Government
Kole/Loreviakarkar	44	47	91	3	0	3	Government
Nandiutu	54	34	88	1	2	3	Government
Naviaru	21	11	32	2	1	3	Government
Piamatsina/ St. Etienne	13	8	21	1	1	2	Government
Santo East	102	100	202	3	6	9	Government
Sarasoari/ Avunarani	8	9	17	0	1	1	Government
Selusia	14	8	22	0	1	1	Government
St Jacques	26	22	48	0	2	2	Government
<u>Catholic Schools</u>							
Fanafo	120	133	253	5	4	9	Catholic
Navusiroro/ Big Baie	21	26	47	1	1	2	Catholic
Pesena	25	34	59	1	3	4	Catholic
St Joseph/ Rowok	30	19	49	0	2	2	Catholic
St Michel	70	68	138	0	6	6	Catholic
St Pierre/ Okoro	73	53	126	3	3	6	Catholic
Ste Anne	168	145	313	5	8	13	Catholic
Ste Thérèse	225	221	446	3	15	18	Catholic
Tolomako	31	38	69	1	2	3	Catholic

Protestant Schools

Ipayato	40	45	85	5	0	5	Protestant
Marua	11	4	15	5	0	5	Protestant
Mataloi	54	29	83	3	1	4	Protestant
Malores	32	21	53	2	0	2	Protestant
Namoru/ Ra'ulua	64	46	110	5	0	5	Protestant
Niwa	15	14	29	4	0	4	Protestant
Puama / Porema	15	12	27	1	1	2	Protestant
Tasmalum	75	69	144	1	5	6	Protestant
Tcharanavusvus	44	34	78	3	0	3	Protestant
Valabei / Matai Rane	12	14	26	1	0	1	Protestant
Venie/ Mataipevu	36	27	63	2	1	3	Protestant
Vunakarikara	19	16	35	2	0	2	Protestant

SDA Schools

Amabelau/ Mati	18	12	12	1	1	2	SDA
Paker	10	6	6	0	1	1	SDA
Luganville Adventist	46	37	37	3	1	4	SDA
Sarakata	44	37	37	0	0	0	SDA

Private Schools

Bernier Bay	25	25	50	1	2	3	Private
Loveviko Community	23	19	42	9	2	11	Private
Manahi	11	16	27	0	1	1	Private
Matantas	2	9	11	0	4	4	Private
Mwast	39	28	67	1	4	5	Private
NTM Luganville	33	21	54	6	2	8	Private
Rowani	49	47	96	1	6	7	Private
Turtle Bay (Anglican)	29	17	46	2	5	7	Private
Valpei	14	30	44	1	0	1	Private
Winsao	15	13	28	1	1	2	Private
Ronle	31	14	45	2	0	2	Private
Pepsi/ Bensen Terter	3	3	6	1	2	3	Private
Water	10	4	14	0	0	0	Private

Malampa Province

Anglophone Schools	Enrolment			Teachers			School Administration
	Male	Female	Total	Male	Female	Total	
Amelvet	49	46	95	2	2	4	Government
Aulua	66	53	119	3	3	6	Government
Benbon	53	43	96	1	3	4	Government
Brenwei	83	82	165	3	3	6	Government
Bulemap	34	21	55	0	2	2	Government
Daodobo/ Metetuwai	18	18	36	1	1	2	Government
Farun/ Kalwai	41	33	74	1	3	4	Government
Laindua	43	48	91	1	1	2	Government
Lakatoro	77	82	159	3	3	6	Government
Lambubu	55	56	111	5	1	6	Government
Leleut	24	17	41	2	0	2	Government
Leviamp	47	53	100	3	0	3	Government
Lingarack	83	65	148	3	3	6	Government
Liro	53	52	105	2	1	3	Government
Luvil	21	18	39	1	0	1	Government
Lowoi	69	40	109	3	2	5	Government
Mae Sirbulbul	11	7	18	1	0	1	Government
Magam	84	68	152	6	1	7	Government
Matanvath	34	47	81	3	1	4	Government
Mbossung	82	65	147	5	2	7	Government
Megamone	24	22	46	0	3	3	Government
Melworbank	30	19	49	2	1	3	Government
Namaru	25	29	54	3	0	3	Government
Neramb	85	67	152	5	5	10	Government

Neramb	85	67	152	5	5	10	Government
Pinabow	28	21	49	3	1	4	Government
Ranon	47	51	98	3	0	3	Government
Rensarie /Tembibi	47	43	90	2	1	3	Government
Sanesup	61	45	106	3	0	3	Government
Sangalai	118	106	224	4	3	7	Government
Selusa/ Tahu	29	18	47	1	0	1	Government
Senai	73	63	136	2	2	4	Government
South West Bay	52	43	95	2	1	3	Government
Tautu	62	57	119	3	4	7	Government
Tisman	56	71	127	3	1	4	Government
Vukof-Maur (Tisvel)	10	9	19	1	0	1	Government
Uripiv	37	44	81	2	3	1	Government
Vanuru/ Hokai	18	21	39	2	0	5	Government
Vauleli	39	18	57	2	0	2	Government
Vinmavis	16	18	34	1	1	2	Government
Wora	27	20	47	2	0	2	Government
Wuro	40	35	75	2	0	2	Government

Francophone Schools

Amelbila/ Vellow	38	35	73	1	2	3	Government
Aulua	15	30	45	0	2	2	Government
Baie Caroline	41	34	75	4	0	4	Government
E.P Botovro	21	22	43	1	1	2	Government
Butekai	7	10	17	0	1	1	Government
Daodobo	16	9	25	1	0	1	Government
Fanla	34	46	80	2	2	4	Government
Faralo	15	23	38	1	0	1	Government
Kamai	75	83	158	2	4	6	Government
Lehili	35	37	72	1	2	3	Government
Lolibulo	41	29	70	2	1	3	Government
Norsup	79	77	156	1	6	7	Government
Port Vato	57	55	112	3	2	5	Government
Rensarie	40	32	72	2	3	5	Government
Wilak / Lalkoko	41	40	81	4	0	4	Government

Catholic Schools

Craig-Cove	35	15	50	1	0	1	Catholic
Dixon Reef	25	19	44	0	2	2	Catholic
Mae	17	22	39	1	1	2	Catholic
Notre-Dame	126	111	237	7	4	11	Catholic
Olal (St Jean)	67	68	135	4	2	6	Catholic
Paamal	14	11	25	2	1	3	Catholic
Pikayer	16	18	34	2	0	2	Catholic
Sessivi	60	59	119	3	2	5	Catholic
St Louis	64	66	130	2	2	4	Catholic
St Pierre Chanel	103	105	208	4	11	15	Catholic
Tobol	34	28	62	2	1	3	Catholic
Unmet	85	76	161	2	4	6	Catholic
Vao Ilôt	153	127	280	3	8	11	Catholic

Protestant Schools

Benenaveth	25	24	49	2	1	3	Protestant
Bethel	5	4	9	0	1	1	Protestant
Chenard	33	38	71	3	2	5	Protestant
Metoune	29	31	60	3	0	3	Protestant
Nambar	20	17	37	0	1	1	Protestant
Orap	33	23	56	1	2	3	Protestant
Rambeck	2	2	4	1	0	1	Protestant
Rory	9	13	22	0	1	1	Protestant
Semboas	2	12	14	0	1	1	Protestant
Wiaru	14	9	23	1	0	1	Protestant
Womul	19	13	32	0	2	2	Protestant

SDA Schools

Fonteng	6	8	14	0	1	1	SDA
Baiap	15	10	25	1	1	2	SDA
Lalinda	11	13	24	0	1	1	SDA
Lavalsal	13	14	27	1	1	2	SDA
Lekan	4	5	9	1	0	1	SDA
Linbul	20	5	25	2	0	2	SDA
Lonmel	16	24	40	1	0	1	SDA
Malua Bay	26	34	60	3	0	3	SDA
Maranatha	14	11	25	1	0	1	SDA
Sanesup	5	4	9	0	2	2	SDA
Topaen	19	13	32	1	1	2	SDA
Winn	14	22	36	3	0	3	SDA

Private School

Roromai	15	13	28	2	0	2	Private
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AOG School

Jehovah Nissi	9	7	16	0	2	2	AOG
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Penama province

Anglophone Schools	Enrolment			Teachers			School Administration
	Male	Female	Total	Male	Female	Total	
Abanga	42	46	88	1	3	4	Government
Aligu	33	19	52	3	3	6	Government
Ambaebulu	81	65	146	2	7	9	Government
Atavtabanga	99	84	183	3	5	8	Government
Autabulu	71	70	141	3	3	6	Government
Bakanao	45	46	91	1	3	4	Government
Bangabulu	64	43	107	4	0	4	Government
Benmotri	42	36	78	3	2	5	Government
Bwatnapni	53	50	103	2	2	4	Government
Enkul	31	29	60	2	0	2	Government
Gamalmawa	48	52	100	1	8	9	Government
Gambule	99	110	209	4	2	6	Government
Herenhala	62	51	113	1	5	6	Government
Labultamata	20	27	47	1	5	6	Government
Lesasanemal	45	35	80	3	2	5	Government
Lolkasai	54	58	112	2	3	5	Government
Lolovoli	31	15	46	0	2	2	Government
Loquirutaro	59	52	111	3	3	6	Government
Mackenzie	60	56	116	4	3	7	Government
Naleleo	22	29	51	1	2	3	Government

Nangole/ Raynold Memorial	58	48	106	4	1	5	Government
Naone/ Lamoute	30	33	63	2	2	4	Government
Nazareth / Lini	81	84	165	1	8	9	Government
NduiNdui	102	80	182	2	1	3	Government
Pangi	72	53	125	2	4	6	Government
Quatui/ Lovunvilli	57	41	98	1	4	5	Government
Quatuneala	39	47	86	4	5	9	Government
Ranmawat	45	48	93	3	2	5	Government
Ranwas/ Manu	8	9	17	3	2	5	Government
Simon	40	35	75	0	1	1	Government
Sulua	51	50	101	3	2	5	Government
Talai/ Roroï Leleo	31	31	62	3	2	5	Government
Tamua	19	26	45	2	2	4	Government
Tanbok	59	50	109	1	3	4	Government
Torlie	49	54	103	4	1	5	Government
Vanmanla	22	13	35	1	5	6	Government
Vanue Marama	34	38	72	1	2	3	Government
Volovuhu	24	14	38	3	0	3	Government
Vuigalato	45	23	68	1	1	2	Government
Waisine	30	35	65	2	3	5	Government
Walaha	59	45	104	3	0	3	Government

Francophone Schools

Ambaebulu	23	12	35	0	3	3	Government
Biribiri	13	15	28	1	1	2	Government
Gadue Garea	43	29	72	2	2	4	Government
Lamoruntoa/Abouaga	20	22	42	1	1	2	Government
Nanivele	16	14	30	1	2	3	Government
Narouah	25	19	44	2	1	3	Government
Nasawa	56	51	107	4	5	9	Government
Sarabulu	36	22	58	2	1	3	Government
Vilakalaka	31	34	65	1	2	3	Government
Vinamangwe / Ngwalona	23	23	46	2	1	3	Government
Vanmamla	32	30	62	1	0	1	Government

Catholic Schools

Baie-Barrier	60	30	90	1	2	3	Catholic
Baie-Martellie	21	28	49	1	1	2	Catholic
Lalzedeth	26	24	50	1	1	2	Catholic
Latano	42	40	82	2	1	3	Catholic
Lolopuepue	61	47	108	4	1	5	Catholic
Lo-one	32	39	71	3	1	4	Catholic
Melsisi	106	96	202	3	6	9	Catholic
Nangire /St J.Baptist	33	28	61	1	2	3	Catholic
Namaram	55	49	104	2	2	4	Catholic
St Henri / Lonvis	35	37	72	1	1	2	Catholic
St Joseph/ Rangusksuk	40	35	75	2	0	2	Catholic
Tsinbwege	35	50	85	2	1	3	Catholic
Ubiku	57	40	97	2	2	4	Catholic

SDA School

Vinambulu	21	18	39	1	1	2	SDA
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Apostolic church school

Nataluhangele	16	8	24	1	0	1	Private
Ponra	1	3	4	3	2	5	Private

Shefa province

<u>Anglophone Schools</u>	<u>Enrolment</u>			<u>Teachers</u>			<u>School Administration</u>
	Male	Female	Total	Male	Female	Total	
Akama	40	51	91	1	4	5	Government
Amaro/ Lelepa	32	34	66	1	1	2	Government
Buninga/ Senecol	17	13	30	1	1	2	Government
Central Primary	203	161	364	2	10	12	Government
Coconak	50	34	84	3	1	4	Government
Ekipe	50	46	96	0	3	3	Government
Ekonak	50	45	95	3	1	4	Government
Eles	58	63	121	1	5	6	Government
Erakor	90	87	177	2	4	6	Government
Eratap	95	85	180	4	2	6	Government
Ere	59	56	115	3	4	7	Government
Eton	72	73	145	3	3	6	Government
Fokona	29	36	65	3	0		Government
Fresh-Wota	232	205	437	3	10	13	Government
Hiwelo	31	23	54	1	4	5	Government
Ifira	64	49	113	2	3	5	Government
Kawenu	156	139	295	2	6	8	Government
Lamenu	59	56	115	2	4	6	Government
Lausake	53	52	105	2	1	3	Government
Ngala/Maganua	47	49	96	2	0	2	Government
Mabfilau	21	28	49	1	2	3	Government
Makira	10	25	35	1	1	2	Government
Malatia	27	15	42	1	1	2	Government
Mangarongo	64	51	115	5	0	5	Government
Manua	132	120	252	4	5	9	Government
Mataso	14	13	27	1	1	2	Government
Melemaat	159	163	322	5	10	15	Government
Moriu/ Moparawa	20	18	38	1	1	2	Government
Moso/ Tasiriki	22	26	48	1	0	1	Government
Nalema	25	12	37	2	0	2	Government
Naworaone	57	52	109	1	5	6	Government
Nikaura	57	51	108	3	2	5	Government
Noaiwia/ Malaliu	47	43	90	1	3	4	Government
Nofo	83	55	138	5	2	7	Government
Nottage	55	54	109	2	2	4	Government
Pango	73	82	155	4	3	7	Government
Pang Pang/ Ensorbal	21	14	35	0	2		Government
Erangorango	3	11	14	1	1	2	Government
Sara	38	38	76	1	1	2	Government
Sikembo	51	40	91	5	0	5	Government
Takara	13	18	31	1	0		Government
Tangovawia	47	25	72	1	1	2	Government
Utanlang/Amaronea	11	9	20	1	1	2	Government
Vila East	223	206	429	1	1	2	Government
Vila North	277	280	557	1	11	12	Government
Yevali	65	62	127	4	13	17	Government
Tanoliu	39	39	78	2	4	6	Government

Francophone Schools

Anabrou	196	193	389	2	11	13	Government
Bongoviu	52	55	107	2	3	5	Government
Burumba	41	30	71	0	3	3	Government
E.P Black Sands	11	14	25	0	1	1	Government
E.P Centre Ville	167	138	305	1	11	12	Government
E.P Erakor	61	50	111	1	3	4	Government
E.P Ifira	35	34	69	1	2	3	Government
E.P Itakuma/ Lekanone	68	44	112	3	2	5	Government
E.P Katundaula	37	36	73	1	0	1	Government
Lokopue	10	16	26	3	3	6	Government
E.P Malawia/ Mangarisu	23	22	45	2	0	2	Government
E.P Matarisu	42	35	77	2	2	4	Government
E.P Roau/ Magaliliu	23	16	39	1	1	2	Government
E.P Suango	92	89	181	2	6	8	Government
E.P Worarana	24	21	45	0	2	2	Government
Fresh-Wota	79	78	157	1	5	6	
Pango/ Esnar	116	91	207	5	5	10	Government

Catholic Schools

Ste Jeanne d'Arc	253	228	481	4	14	18	Catholic
St Joseph Lagon 2	90	77	167	2	4	6	Catholic

SDA Schools

Olwi	67	84	151	2	1	3	SDA
Nulnessa	37	44	81	0	3	3	SDA
Port Quimmie	45	37	82	2	4	6	SDA
Susana	12	13	25	1	1	2	SDA
Vila No SDA	90	67	157	4	0	4	SDA

Private Anglophone

Child Care Centre	41	51	92	0	9	9	Private
NTM (Ang)	30	31	61	0	7	7	Private
Neil Thomas Christian	53	40	93	3	5	8	Private
Peter Pan International	49	58	107	0	8	8	Private
Port Vila Survival	62	44	106	3	2	5	Private
Vila International	74	80	154	0	9	9	Private
Agathis Christian School	53	50	103	1	2	3	Private

Private Francophone

NTM (Fr)	0	0	0	0	0	0	Private
Ecole Française/ Colardeau	93	60	153	5	8	13	Private

AOG School

Jeovah Jireh	36	27	63	5	4	9	AOG
Teouma	35	19	54	3	0	3	AOG

Tafea province

Anglophone Schools	Enrolment			Teachers			School Administration
	Male	Female	Total	Male	Female	Total	
Analgauhat	64	63	127	3	2	5	Government
Dillon's Bay	54	42	96	3	3	6	Government
Dip Point	85	78	163	6	1	7	Government
Fetukai	110	74	184	4	4	8	Government
Green Hill	32	50	82	1	2	3	Government
Iarkei/ Petros	61	61	122	4	1	5	Government
Ietap	37	53	90	0	0	0	Government
Iquarmanu	61	79	140	1	3	4	Government
Irumori	21	27	48	5	0	5	Government
Isaka	59	50	109	3	0	3	Government
Isangel	92	80	172	4	1	5	Government
Ishia	54	52	106	5	3	8	Government
Isla	21	17	38	2	3	5	Government
Iavanamta/ Lamkail	100	76	176	2	0	2	Government
Iwunmit	57	40	97	3	5	8	Government
Kamahau	39	37	76	5	1	6	Government
Kwamera	80	66	146	3	0	3	Government
Lamanaura	22	33	55	4	2	6	Government
Latun	34	17	51	2	5	7	Government
Lenakel	87	76	163	1	1	2	Government
Lenaken	58	48	106	2	4	6	Government
Loukatai	70	67	137	2	1	3	Government
Lounabil	18	20	38	2	3	5	Government
Lounahunu	53	59	112	1	1	2	Government
Lounapiko	29	26	55	5	1	6	Government
Lounialu	28	12	40	4	2	6	Government
Lousula	27	28	55	2	0	2	Government
Port Narvin	59	58	117	1	1	2	Government
Por Resolution	30	39	69	3	1	4	Government
Tapisi	27	24	51	3	1	4	Government
Tuhu	92	60	152	1	2	3	Government
Umponielogie	34	23	57	5	1	6	Government
Port Patrick	13	10	23	1	1	2	Government
Francophone Schools							
Dillon's Bay	29	26	55	0	2	2	Government
Ehniu	62	56	118	2	2	4	Government
Imanaka	22	8	30	0	0	0	Government
Isangel	87	99	186	1	1	2	Government
King's Cross	70	48	118	3	5	8	Government
Labongtaua	12	11	23	0	4	4	Government
Lamanaruan	26	31	57	0	1	1	Government
Lamapruan	21	14	35	0	1	1	Government
Lamnatou	55	58	113	1	2	3	Government
Lapkit	25	26	51	3	1	4	Government
Launalang	35	55	90	6	2	8	Government
Lenaken	23	24	47	2	0	2	Government
Lounipayeu	23	21	44	1	2	3	Government
Lowiepeng	8	6	14	2	0	2	Government
Lowieru	54	35	89	2	1	3	Government
Manuapen	17	18	35	2	1	3	Government
Nafuti	13	22	35	2	2	4	Government
Port Melou	49	42	91	2	0	2	Government
Yanamwakel	44	30	74	1	0	1	Government
Yapilmai	64	51	115	2	2	4	Government

Catholic Schools

Enkatalei	56	38	94	4	0	4	Catholic
Ikakahak	39	28	67	1	0	1	Catholic
Ikiti	47	54	101	3	1	4	Catholic
Imafen	52	62	114	1	0	1	Catholic
Imaki	77	74	151	1	3	4	Catholic
Imaru	52	60	112	2	2	4	Catholic
Ipekel	19	22	41	1	1	2	Catholic
Itaku	15	34	49	1	1	2	Catholic
Lamlu	63	59	122	1	1	2	Catholic
Lautapunga	26	22	48	3	2	5	Catholic
Loono	57	52	109	2	1	3	Catholic
Lowanatom	46	61	107	1	2	3	Catholic
Umej	33	20	53	3	2	5	Catholic
Yenavateng	43	41	84	2	2	4	Catholic

SDA Schools

Kwataparen	16	14	30	2	2	4	SDA
Laukaru	20	11	31	1	2	3	SDA

Protestant School

Yatukune	13	12	25	0	1	1	Protestant
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Bahai School

Iavenkula	52	50	102	2	1	3	Bahai
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Private Schools

Christian Community school (AOG)	0	0	0	1	1	2	Private
Enarauia	21	15	36	2	1	3	Private
Tafea AOG Christiian School	8	4	12	0	4	4	Private
Yapilmai AOG	64	51	115	1	1	2	Private

AOG School

Christian Community school (AOG)	0	0	0	0	0	0	AOG
Enarauia	21	15	36	2	1	3	AOG
Northgate Development School	37	40	77	2	3	5	AOG
Tafea AOG Christiian School	8	4	12	0	2	2	AOG
Yapilmai AOG	64	51	115	0	0	0	AOG

Baptist School

Arit Baptist	5	9	14	1	0	1	Baptist School
Benet-Marc Ieu Baptist	47	31	78	2	2	4	Baptist School
Dodan Baptist	6	9	15	0	2	2	Baptist School
Iasitu Baptist	9	11	20	0	1	1	Baptist School
Karimasaga Baptist	7	6	13	0	1	1	Baptist School
Light House Baptist	11	11	22	0	1	1	Baptist School
Nalangi Baptist	14	16	30	0	2	2	Baptist School
Naurien Baptist	11	4	15	0	1	1	Baptist School
Nowangei Baptist	11	15	26	0	1	1	Baptist School
Tabakau Baptist	18	16	34	0	4	4	Baptist School

Primary School Census Form

SCHOOL INFORMATION QUESTIONNAIRE

PRIMARY EDUCATION

YEAR 2004.

I. IMPORTANT NOTE

This questionnaire has been modified with a close consultation of all respective divisions within the Department of Education, which have in practice, collect schools data and other detail information from the schools each year. You are required to fill in this form and return the form to the provincial education office at your province before **20th February 2004**. Note that each primary school will receive 2 copies of this questionnaire of which 1 copy should be filled up correctly and returned to the Division of Policy and Planning Services after being check by an officer at your provincial education office. The other copy of the questionnaire will remain at your school for future reference. **The dateline to return all questionnaires to Vila is 26th February 2004.**

Please do not hesitate to contact ***Mrs Fabiola BIBI at the Ministry of Education*** if you have any queries about the questionnaire. Contact number: **Tel: 22309 or 40923, Fax: 23289**. The PEOs and the head of schools are called to respect the above address when they return their school questionnaires in order to avoid any misplacement of the **2004 Information Questionnaires**.

II. GENERAL INFORMATION

1. **Name of School** -----
(Registered name of school)

- Island -----

- Village Name -----

- Province -----

- Establishment Year -----
(Apply to new schools only)

2. **Medium of Instruction** (please tick in the boxes)

English		French	
---------	--	--------	--

3. **School Authority** (tick ?)

Government	
Catholic	
Protestant	
SDA	

SDA	
Presbyterian	
Other please Specify	
Private	

III. ENROLMENT

School Enrolment by Age and by grade

Age group Total	Year 1 Année 1		Year 2 Année 2		Year 3 Année 3		Year 4 Année 4		Year 5 Année 5		Year 6 Année 6		Year 7 top-up Année 7		Year 8 top-up Année 8		Total			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
Total																				

Enrolment on Special Education

Disabilities	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Total			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	
Deaf or hard hearing																				
Blind of partially sighted																				
Speech problems																				
Slow listening																				
Asthma																				
Albinos																				
Physical disabilities																				

Have started school late or have difficulties to access a formal education										
Have down's syndrome										
Others										
Total										

Repetition and Dropouts

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Total			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	Total	
Repeaters																				
Dropouts 2003																				
Transfers in																				
Transfers out																				
Total																				

I. TEACHING STAFF

	Male	Female	Total
Total number of Teachers			
Number of Qualified teachers (eg. VTC certificate)			
Permanent teachers			
Probation teachers			
Voluntary teachers			
Temporary teachers			
Teachers paid by Government			
Mission			
School Committee			
Other			

Note:

- If the teacher lives in a house, which belongs to the school, and in which he/she doesn't pay any rent, please tick the box "yes" without specifying the rental fee.

IV SCHOOL MAPPING DETAIL INFORMATION

Site & Locality Information

Q4.1 School site land ownership: Custom Government Others _____

Q4.2 Is the land leased? Yes No (go to Q4.3)
When does the lease expire? _____ Year

Are there any disputes with the landowner regarding the land? Yes No
If yes, state the main problems?

Q4.3 School total land area _____ hectares

Q4.5 Can more land be obtained nearby? Yes No
If yes, how much land? _____ Hectares

Q4.6 State the nearest town/village for obtaining supplies/repairs? Name _____

Q4.7 Nearest hospital. Name _____ Distance _____

Q4.8 Nearest airstrip. Name _____ Distance _____

Q4.9 Nearest wharf/anchorage. Name _____ Distance _____

Q4.10 Nearest bank. Bank name _____ Town/Village _____

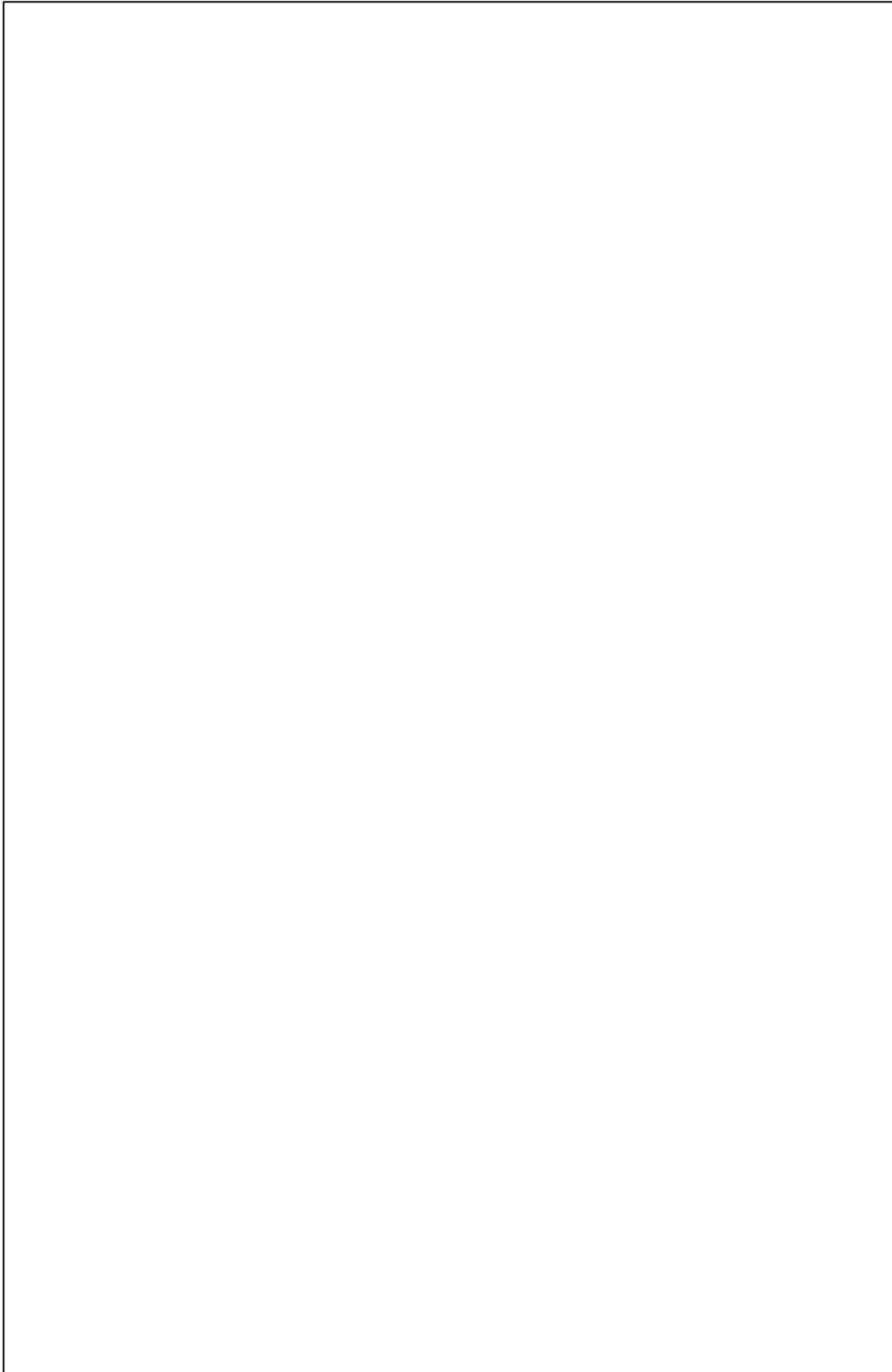
Q4.11 Name the local villages near the school? (Doesn't have to be the villages where students come from).

Student Profile

Q4.12 *Table 1.* Villages/Area where students come from

Village	No. Of students	Distance (Km)	Time taken to get to school	Means of transport. E.g. Walking, bus, truck etc.

Q4.13 Draw a sketch plan of the school. Please remember to include the following: **North arrow, Scale, Key and Title.**



Amenities**Toilets**

Please provide statistics for the following where appropriate.

Q4.14 *Table 2. Number of Types of Toilets*

	F l u s h	P i t L a t r i n e	B u s h
M a l e			
F e m a l e			

Q4.15. *Table 3. Toilet Condition*

	F l u s h	P i t L a t r i n e	B u s h
G o o d			
F a i r			
P o o r			

Q4.17. Do all toilets function well? Yes No (Refer to table 4)

Q4.18. *Table 4 Toilets*

Male	Female

Water Supply

Q4.19 Does the school have access to water? Yes ☺ No ☺ (Continue on to Q4.23)

Q4.20. Where does the water source come from? River ☺ Town piped water supply ☺
 Well ☺ Rainwater tank ☺ Local piped water supply ☺

Q4.21. What is the condition of the water source? Good ☺ Fair ☺ Poor ☺

Q4.22. Is there any problem with the water supply? Yes ☺ No ☺
 If yes please state your comment.

Electricity

Q4.23 Does the school have access to electricity? Yes ☺ No ☺ (go to Q6.22)

Q4.24. *Table 5. Source of electricity*

	Yes	No
Is it town electricity		

Head of School:Signature:.....Date: / /2004

PEO's Signature:.....Date: / /2004

Secondary School Census Form

SCHOOL INFORMATION QUESTIONNAIRE

SECONDARY EDUCATION

YEAR 2004

I. IMPORTANT NOTE:

This questionnaire has been modified with a close consultation of the Director of Secondary Education and other Divisions within the Department of Education, which have in practice to collect schools data and other detail information from the schools each year. You are required to fill in this form and return it to the provincial education office at your province before the **19th March 2004**. Note that each primary school will have 2 copies each of this questionnaire of which 1 copy should be filled up correctly and returned to the Division of Policy and Planning Services after being check by a provincial education officer. The other copy of the questionnaire will remain at your school for future reference. **The dateline to send back your questionnaire to Vila is, 26th March 2004.**

It is an offence if you do not supply honest information. The decisions taken by the Ministry will depend on your school information, so do your very best to keep to the datelines.

Also, do not hesitate to contact **Mrs Fabiola BIBI at the Ministry of Education** if you have any queries about the questionnaire. Contact number: **Tel: 22309 or 40923, Fax: 23289**. The PEOs and the school principals are called to respect the above address when they return their school questionnaires in order to avoid any misplacement of the 2004 Information Questionnaires.

II. GENERAL INFORMATION**1. Name of Registered School**

Postal Address _____
 E-mail address _____
 Island _____
 Village Name _____
 Island _____
 Province _____
 Establishment Year _____
 (apply to new school only, 2004)

2. Medium of Instruction

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

Is this school a Boarding: Day: Both:

3. School Authority

Government Catholic Protestant SDA
 Presbyterian Other specify _____ Private

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																			

Repeaters and Dropouts

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 03																			
Dropouts 02																			
Transfers in																			
Transfers out																			
Boarder																			
Day																			

Disabilities

Disabilities	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Physical disabilities:																			
Deaf or hard hearing																			
Blind or partially sighted																			
Speech problems																			
Slow listening																			
Asthma																			
Albinos																			
Have down's syndrome																			
Emotional/ Social problems																			
Have started school late or have difficulties to access a formal education																			
Othes																			
Total																			

Students with Special needs in Secondary Schools

Province	Torba	Sanma	Malampa	Penama	Shefa	Tafea	Total
Deaf or hard hearing	0	0	72	0	4	3	79
blind or partially sighted	0	7	2	0	1	0	10
Speech problems	0	1	38	0	27	0	66
Slow listening	0	49	0	0	0	0	49
Asthma	0	4	12	1	6	1	24
Albinos	0	2	1	1	1	0	5
Physical disabilities	0	2	1	1	2	1	7
Emotional/Social problem	0	5	7	0	1	2	15
Have started school late	0	1	4	0	0	1	6
Have down's syndrome	0	1	14	0	2	0	17
Other	0	0	0	0	4	0	4
Total	0	72	151	3	48	8	282