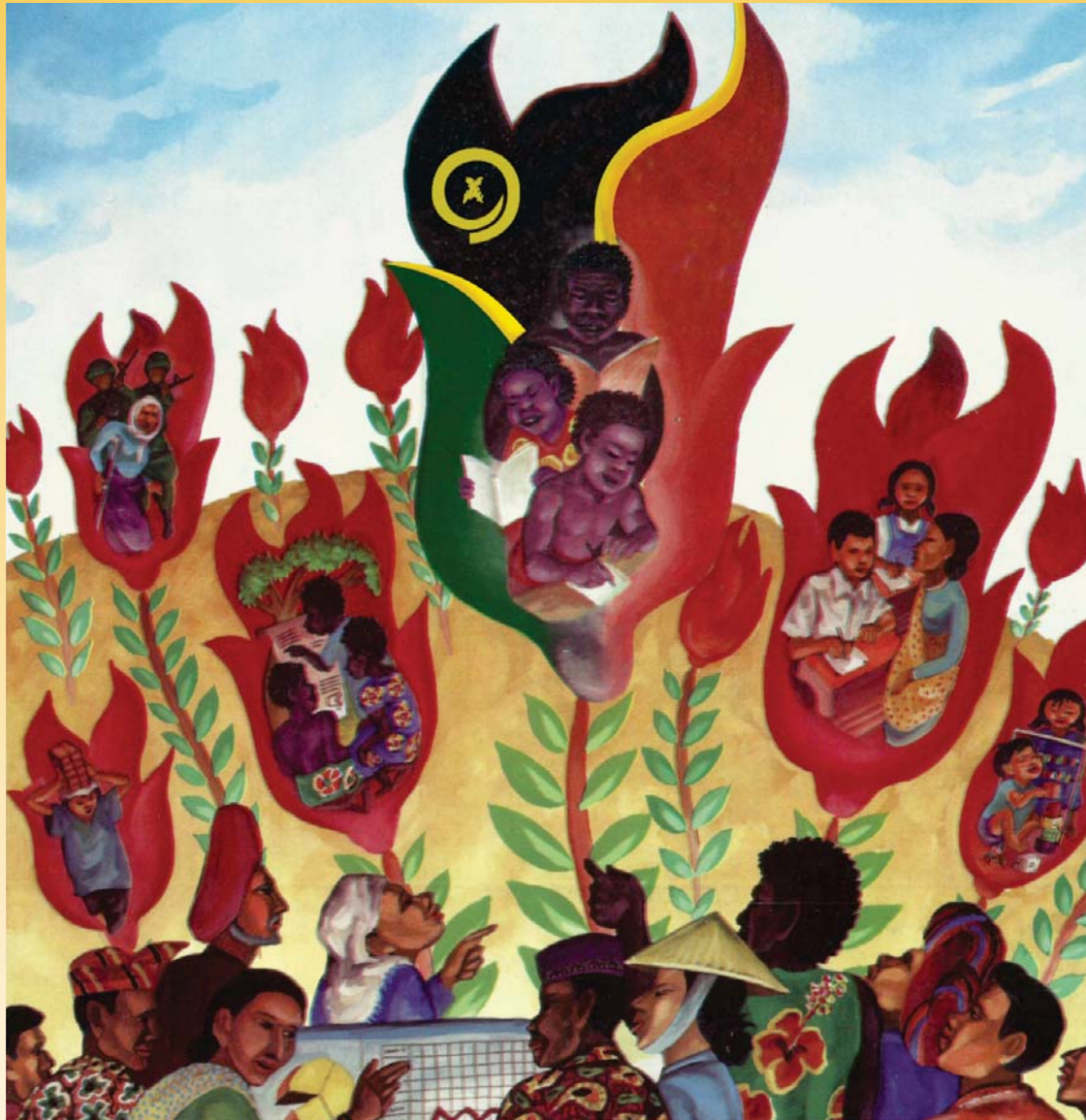


Education Experience Survey and Literacy Assessment



Shefa Province
Vanuatu



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries



Acknowledgements

This report was produced by ASPBAE and the research was conducted in collaboration with the Vanuatu Education Policy Advocacy Coalition (VEPAC) with much appreciated support from the Civil Society Education Fund (CSEF).

The main contributors to the expansion and adaptation of the survey and assessment tools were Bernie Lovegrove and Katie Robinson from ASPBAE Australia, Anne Pakoa and Nigel Warelei from the Vanuatu Education Policy Advocacy Coalition (VEPAC) and Rene Raya and the team at Action for Economic Reform (AER) in the Philippines. Rene and the AER team also contributed substantially to the development of the data encoding and cross-tabulation tools. The main writers of the report were Katie Robinson, Louise Ellerton and Bernie Lovegrove.

ASPBAE would like to acknowledge the excellent work of VEPAC in undertaking the survey and literacy assessment in Shefa Province. Special thanks to Anne Pakoa and Nigel Warelei for coordinating the survey and assessment on the ground and the subsequent data encoding process. Thank you also to the excellent team of VEPAC surveyors.

Finally we would like to acknowledge the chiefs, community leaders and the people of Shefa province, Vanuatu, who welcomed the survey teams into their villages, and generously gave their time to participate in the survey and assessment process. ASPBAE and VEPAC will be sharing the findings with village, provincial and national leaders in the coming year. We hope this report proves to be a valuable resource to inform education policy development in Vanuatu and especially that it acts as a catalyst to ensure increased access to better quality education for all Ni – Vanuatu.

ISBN 81-278-0048-1

Printed in Canberra, Australia

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Education Experience Survey and Literacy Assessment

Shefa Province, Vanuatu

ASPBAE Australia and Vanuatu Education Policy
Advocacy Coalition (VEPAC)

Contents

Acknowledgements.....	ii
Executive Summary.....	vii
Introduction.....	1
Background.....	1
Survey Methodology and Analysis.....	3
Profile of Survey Respondents.....	4
Demographic Profile.....	4
Sources of Information.....	4
Attitudes to Literacy.....	5
Attitudes to Education.....	7
Educational Experience.....	9
Education Attendance and Attainment.....	9
Primary Education.....	11
Secondary Education.....	13
Tertiary Education.....	15
Technical and Vocational School.....	16
Community Education.....	16
Language Experience.....	18
Oral Communication.....	18
Confidence in Reading and Writing - Self-declaration.....	20
Official Languages.....	21
Literacy Assessment.....	24
Literacy Rates.....	24
Literacy and Education Experience.....	26
Community Literacy Courses.....	28
Employment Experience.....	30
Employment History.....	30
Employability.....	33
Employment Experience, Education and Literacy.....	34
The Challenges Ahead.....	38
Appendix.....	39
Appendix A: Sample Questions from Survey Tool.....	39
Appendix B: Survey definitions.....	40
Appendix C: Additional Notes on Survey Methodology and Analysis.....	41
About ASPBAE.....	45
About VEPAC.....	45

Executive Summary

The Education Experience Survey and Literacy Assessment was conducted in Shefa Province, Vanuatu in April, 2011 for Ni-Vanuatu aged from 15 to 60 years. The full report analyses in detail the results of the survey and literacy assessment and highlights correlations between respondents' educational experience and their literacy levels, employment and income. The survey was aimed at rural Shefa Province and so did not cover the capital Port Vila.

The results provide accurate, statistically significant primary data about the education experience of Ni-Vanuatu in Shefa Province. As such, this report is intended as an evidence-based contribution to policy discussions for all stakeholders: the Vanuatu Government, donors, civil society organisations and the community.

While the findings are a cause for concern about important education issues in Vanuatu, they are none-the-less offered in a spirit of facing the realities and working constructively to address them.

The key findings of the Shefa Province survey are as follows:

Literacy Assessment

Despite 85% of respondents self-declaring they were literate, only 27.6% were actually classified as literate. This is despite the fact that the literacy assessment was not difficult.

- There were more people classified as illiterate (34.1%) than literate (27.6%). There were 38.3% classified as within the semi-literate category.
- Of those attending primary school at the time of the survey, only 35.4% were classified as literate, while only 52.6% of those at secondary school were classified as literate.
- Completion of primary school does not assure the attainment of literacy. Only 32.6% of those who completed primary school are literate.
- Even completion of secondary school does not guarantee the achievement of literacy. Only 55% of those who completed secondary school are literate.
- Women who had higher literacy levels had fewer children.
- Despite the poor literacy findings, it is clear that schooling did have a positive correlation with literacy; with each school level completed, the literacy rates increased.
- While younger cohorts were more literate, the figures nonetheless reveal the continued poor quality of primary and secondary education in Shefa Province.

Over 90% of respondents expressed interest in participating in free or low cost, locally available literacy courses.

Education Experience

There is a significant difference between school attendance and completion figures for formal schooling. While around 90% of respondents aged 15 to 60 years had attended some formal schooling, almost 40% had not even completed primary school.

- The most commonly cited reason for non-completion of both primary and secondary school was school fees.
- Less than 20% of respondents aged 15 to 60 years had completed secondary school to year 10, and only around 5% had completed secondary school to year 12/13.
- Only a third of respondents had participated in a community education program in the past 3 years, and of the courses attended only 10% were aimed at improving literacy.

Attitudes Towards Literacy and Education

There was almost unanimous agreement (97%) that it was important for all children to go to school. Reading, writing and numeracy skills were considered very useful or useful sometimes also by 97% of respondents.

- The reason given by over 85% of respondents for the importance of school was because it offered children the opportunity to learn to read, write and think. Other important reasons were because it enabled children to gain skills for work, to learn about the wider world and to learn about traditional culture and values.

Language Experience

Local vernacular languages and Bislama were the main languages of communication.

- The vast majority of respondents (88.7%) spoke their local vernacular language at home.
- Bislama was the preferred official language (out of Bislama, English or French) for 91% of respondents.
- Bislama was the most commonly spoken language with friends, at 76.8%.
- Very few respondents commonly spoke English (2.7%) or French (1%) at home or with friends (English 6.3%, French 2.7%).
- 70.5% of respondents said that they could read their preferred official language easily.
- 85.7% declared that they could read and write a simple letter to a friend.

Employment Experience

Respondents with higher literacy levels were more likely to be currently holding a job paid in money.

- Family connections, job skills, training and literacy level affect employability.
- Males and older respondents are more likely to have held a paid job.
- Poor paid job opportunities, home responsibilities, a preference to work at home or in the garden and a lack of qualifications were the main reasons given for not holding a job paid in money.
- 40% of those surveyed declared they earned less than 20,000 vatu per year.
- Generally, literate respondents earned more than non-literate respondents.
- Overall, males earned more than females.
- Almost all (96.1%) respondents expressed the belief that education was important to increasing their income.

Challenges Ahead

The survey and literacy assessment was conducted only in rural Shefa province. Clearly further surveys and literacy assessments are needed to ascertain the extent to which the findings accurately reflect the national picture. However, already it is clear that many of the findings have national implications and point to the need for a creative review of education policies.

Five key recommendations arising from the report are:

- 1. The very low literacy levels of Ni-Vanuatu in rural Shefa Province are of serious concern. A more concerted planning effort and commitment of resources is required to lift the literacy levels of the population.**
 - 2. Greater efforts are required to ensure all children go to school and stay at school**
 - 3. There is a need to dramatically improve the quality of education at primary and secondary school and ensure that more students become literate.**
 - 4. Special attention is needed to reduce the gender gap in education, so that more women and girls have access to quality education opportunities.**
 - 5. Substantial second chance and post-school education programs need to be developed by the government to give out-of-school youth and adults the opportunity to achieve functional literacy and receive a basic education.**
-

ASPBAE and VEPAC call upon all education stakeholders to urgently take up the findings of the report and to work together to ensure that all Ni-Vanuatu are given the access to an education of good quality, so that they can achieve their potential and can contribute more effectively to social and economic development in Vanuatu.

Introduction

The Education Experience Survey and Literacy Assessment was conducted in the province of Shefa of Vanuatu in April 2011. The project, funded by the Civil Society Education Fund (CSEF), was a collaboration between ASPBAE Australia and VEPAC. This report forms an integral part of ongoing research into adult and youth education in Vanuatu. The findings presented in detail in this report are offered to the Vanuatu Government, donors and all education stakeholders as a contribution to national education policy planning and program development. The survey and literacy assessment instrument and methodology has been designed to collect accurate and statistically significant information about education and language experience and also assess actual literacy levels at the provincial, village and individual level.

Background

Survey Instrument

ASPBAE Australia has worked with education coalitions in Papua New Guinea (PNG) and Solomon Islands since 2006, and with VEPAC in Vanuatu since 2010, in developing and adapting ASPBAE's education experience survey and literacy assessment instruments. The Shefa survey instrument includes four sections common to earlier surveys conducted elsewhere in Melanesia and a new section focusing on employment experience that had been trialled in Solomon Islands in 2010. The survey instrument contains five sections as follows:

1. Individual profile
2. Education experience
3. Language experience
4. Literacy assessment
5. Employment experience

The Individual Profile section of the survey was designed to capture information about the respondents' gender and age, to allow disaggregation analysis. The first section of the survey also included questions relating to the respondents' number of children, sources of information used in the previous month, and the respondents' attitudes to literacy and education. The results of the individual profile are outlined in detail in this report within the section titled *Profile of Survey Respondents*.

The second and third parts of the survey were designed to capture information about the respondents' educational and language experience. The questions in the second part of the survey, explored the education history of the individual, including the highest level of schooling attended and attained, as well as reasons behind non-completion where appropriate.

The third part of the survey questionnaire explored respondents' language preferences in different situations, and asked respondents to self-declare their literacy status. The results of the educational and language experience are detailed in the sections entitled *Educational Experience* and *Language Experience* respectively.

The fourth part of the survey is the literacy assessment, which was administered to those participants who self-declared an ability to read one of the three official languages - English, French or Bislama. Therefore, those respondents who indicated in Part 3 that they could read easily, or read some of their preferred official language, participated in the literacy assessment. In contrast, those respondents who indicated that they could not read one of the official languages, did not undertake the literacy assessment and were classified as non-literate. A sample of the literacy assessment is contained in Appendix A. The results of the literacy assessment are detailed in the report in the section titled *Literacy Assessment*.

The functional literacy assessment focussed on each component skill of literacy: reading, writing, numeracy and comprehension, as evidenced by the ability to apply these skills in familiar contexts in everyday life. The assessment tool contained a graduated series of questions in each skill area:

- Reading skills were tested by asking respondents to match three pictures with three corresponding names; to read two sentences aloud; and to read a simple story (of six sentences) and give oral answers to two written questions;
- Writing skills were tested by asking respondents to write the names corresponding to two pictures; and to write two short sentences about the pictures;
- Numeracy skills were tested by asking respondents to count the number of objects in a picture; to name the missing number in a sequence; and to make two simple calculations in everyday scenarios; and
- Comprehension and the ability to apply literacy skills were tested by asking respondents to read the time on a clock face; to interpret dates on a calendar; and to explain the message of a poster.

Each response was scored depending on the accuracy of the answer given. A composite score, based on the assessment results in each skill area, was calculated and used as the basis for classifying each survey respondent as either non-literate, semi-literate or literate. The definitions of functional literacy used are further expanded in Appendix B and further explanation about the composite score appears in Appendix C.

The fifth part of the survey looked at the employment experience of respondents. It was designed to extract information about individuals' participation in the formal economy through cash-paying employment. Questions also focused on employment outside of the formal sector and the main reasons individuals did or did not participate in the formal employment sector. This enabled some assessment of possible correlations between education outcomes, such as level of school completion and literacy level, and employment experience.

Survey Methodology and Analysis

The survey was conducted in households in randomly selected rural communities across 8 systematically selected islands out of the 15 islands of Shefa Province. Port Vila was consciously not included, but such a similar exercise in Port Vila would also be very worthwhile. Eight out of the total of 15 islands within the Province mapping were randomly selected. All people who normally resided in a selected household, between the ages of 15 and 60 years (inclusive), were invited to participate in the survey. The literacy assessment questions were addressed only to respondents who declared an ability to read one of the official languages - English, French or Bislama.

With regard to the sampling methodology, great care was taken to ensure that statistically significant results were obtained. The minimum required sample size was calculated using 2009 National Census population figures that indicated the total target population - those people between the ages of 15 to 60 - to be 57,174. The required sample size was 2.36% of the total population, meaning that the number of respondents required was 1,350 people. This minimum sample size was then used to guide the number of households that needed to be surveyed. It was assumed that a household would typically contain at least three eligible people (15-60 years). As such, it was planned that 20 villages, with 30 households within each village, and an average of three people per household should be interviewed.

The survey results were encoded using the Census & Survey Processing System (CSPRO) and the data was analysed using the Statistical Package for the Social Sciences (SPSS). For further explanatory notes on the survey analysis, see Appendix C.



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Profile of Survey Respondents

This section contains the results of the first part of the survey. It also provides a short analysis of key trends relating to how individuals accessed information as well as their attitudes to education and literacy skills.

Demographic Profile

In Shefa Province 1475 interviews were conducted, which is above the minimum sample size of 1,350 people. The villages surveyed were located on islands of Efate, Lelepa, Nguna, Emau, Emae, Buninga, Tongoa, and Laman Island (Epi). The villages in which the survey took place were Mele, Emua, Takara/Sara, Ekipe, Pangpang, Eton, Teoma, Etas, Lelepa, Utanlang, Taloa, Marou, Wiana, Buninga, Tongamea, Sangava, Euta, Matangi/Itakoma, Lumbukiti and Laman. The survey sample comprised 628 males (42.6%) and 846 females (57.4%). All respondents were between the ages of 15 and 60 years, so as to encompass both the youth and adult demographic.

Table 1: Survey Respondents by Gender and Age

AGE COHORT	Male	Female	Overall	%
15-19	93	122	215	14.6
20-24	91	153	244	16.6
25-29	84	116	200	13.6
30-39	123	193	316	21.4
40-49	113	129	242	16.4
50-60	124	133	257	17.4
Total	628	846	1474	100.0

Sources of Information

In this section, the different sources of information accessed by respondents in the month prior to being surveyed is analysed. It is important to note that respondents could identify multiple sources of information accessed, so percentages refer to the proportion of the sample that used a particular source. As can be seen in Table 2, the data has been gender-disaggregated however disaggregation by age has not been presented on this item, as there was minimal variation between age groups.

When asked if they had attended a community meeting in the last month, two thirds (66.0%) of respondents answered yes. It is interesting to note that more men than women participated in community meetings in the previous month, with 71.7% of men compared to 61.8%. Over half had listened to the radio, as well as read a magazine or newspaper. Once again,

however, there was a gender imbalance, with around 10% more men than women accessing these sources. Books were the most popular source of information for both males and females, with 85% of respondents indicating that they'd read a book in the last month with only a small variation between the sexes. However it would be interesting to note what percentage only referred to the bible. Television was the least frequent source of information, with around only one third of survey respondents stating that they had watched television in the previous month. This low television viewership can be explained by the lack of electricity in many of the villages surveyed, poor television network coverage outside major town centres and low rates of television ownership in many areas due to affordability.

Table 2: Sources of Information in the Last Month, by Province and Gender

SOURCE	Male	Female	Overall
Meeting	71.7%	61.8%	66%
Radio	66.6%	54.8%	59.8%
Television	34.9%	32.5%	33.5%
Magazine or newspaper	58.6%	47.8%	52.3%
Book	84.2%	85.7%	85%

It is worth noting the gender disparity evident in the results above. In relation to Meetings, radio and magazines or newspapers, the gender disparity gap was around 10%. This could indicate that women of Shefa Province are less likely to seek information or that they are less able to access information sources. It is worth noting that literacy levels are likely to impact on ability to source information and this will be discussed further in the Literacy Assessment section.

Attitudes to Literacy

The attitudes of respondents about the value of literacy was gauged by asking how useful they considered reading, writing and counting skills were in their everyday life. Respondents were given three options to choose from - very useful, sometimes useful or not useful.

As can be seen in Table 3, an overwhelming number of respondents - 79.6% - considered reading to be very useful. Meanwhile, 18.6% considered reading to be useful sometimes, and only 1.7% said that it was not useful at all. The gender-disaggregated data shows that slightly more males than females consider reading to be very useful or not useful at all, whereas more females than males believe reading to be only useful sometimes.

Table 3: Usefulness of Reading in Everyday Life, by Gender

DECLARED LEVEL OF USEFULNESS	Male	Female	Overall
Very useful	82.2%	77.8%	79.6%
Useful sometimes	15.4%	21.0%	18.6%
Not useful	2.5%	1.2%	1.7%
Total	100.1% ¹	100.0%	99.9%

The overwhelming majority of respondents believed reading, writing and counting to be useful skills for everyday life.

As seen in Table 4 the majority of respondents considered writing to be very useful at 74.6%. It is interesting that writing was considered a little less useful than reading (79.6%). Only 2.4% said that writing was not useful at all. The gender-disaggregated data indicates that more males (77%) found writing very useful in their everyday lives than females (72.9%). Only 2.3% of males and 2.4% females indicated that they found writing not useful.

Table 4: Usefulness of Writing in Everyday Life, and Gender

DECLARED LEVEL OF USEFULNESS	Male	Female	Overall
Very useful	77.0%	72.9%	74.6%
Useful sometimes	20.7%	24.7%	23.0%
Not useful	2.3%	2.4%	2.4%
Total	100.0%	100.0%	100.0%

As can be seen in Table 5, of the three skills in question, counting was considered the most useful, 83.0% sighting it as very useful. In addition, 15.4% considered counting useful sometimes. Only 1.6% thought it is not useful at all. When looking at the gender-disaggregated data, slightly more males than females found counting to be very useful (85.3% and 81.3% respectively).

¹ As per the explanatory note in Appendix C, due to rounding of results to one decimal place the total in the table is 100.1. If exact values were presented then total would be 100 exactly.

Table 5: Usefulness of Counting in Everyday Life, by Gender

DECLARED LEVEL OF USEFULNESS	Male	Female	Overall
Very useful	85.3%	81.3%	83.0%
Useful sometimes	12.7%	17.4%	15.4%
Not useful	2.0%	1.3%	1.6%
Total	100.0%	100.0%	100.0%

Women generally viewed reading, writing and counting skills as less useful to their everyday lives than their male counterparts. The impact of gender in the perceived usefulness of literacy skills, could be explained by the traditional gender roles that exist in Shefa Province, where women are more likely to take on domestic, household and childcare roles, while men spend more time outside of the home and are more likely to engage in more literacy-demanding tasks such as leadership roles and paid work. This explanation fits with the earlier finding shown in Table 2, where males were shown to be more likely to participate in community meetings than females. This gender disparity will be discussed further in the Employment Experience section of this report, which will show that a greater proportion of men than women have held a job paid in money.

Attitudes to Education

Respondents were asked how important they thought it was for children to go to school. As clearly shown in Table 6, there was near universal support (97.3%) for the proposition that it is very important for all children to go to school. Only 2.4% thought that school was only important for some children, and merely 0.3% said that it is not important at all.

Table 6: How Important is it for Children to go to School

DECLARED LEVEL OF IMPORTANCE	PERCENTAGE
Very important for all	97.3%
Important for some	2.4%
Not important	0.3%
Total	100.0%

All respondents who said that they thought that school was either very important for all, or important for some children, were then asked the reasons for this view. When looking at the results shown in Table 7, it is important to note that more than one answer could be given by each respondent. The vast majority (85.4%) believed that it was important for children to go to school so that they could learn to read, write and think. Just over half of respondents (54.2%) said that it was important for children to go to school to learn skills for work, while 44.7% said that school was an important place for children to learn about traditional culture

and values, and 42.4% said that it was important for children to go to school so that they could learn about the world.

Table 7: Why school is important

	READ, WRITE & THINK	TRADITIONAL CULTURE & VALUES	SKILLS FOR WORK	ABOUT THE WORLD
OVERALL	85.4%	44.7%	54.2%	42.4%

There was almost universal support for the notion that it is very important for all children go to school.

The survey provided little evidence of successive generations placing differing importance on why it is important for children to go to school, as can be seen in Table 8. Although respondents across age cohorts do not cite each reason with the same frequency, there are no clear trends that indicate changing views over time. It is interesting to note that it was the 15-24 age cohort that placed most importance on schooling as a place to learn traditional culture and values, a finding that might surprise many who assert that interest in traditional culture and values is diminishing.

Table 8: Importance of school, by Age

AGE COHORT	READ, WRITE & THINK	TRADITIONAL CULTURE & VALUES	SKILLS FOR WORK	ABOUT THE WORLD
15-24	84.7%	47.3%	56.9%	44.2%
25-40	87.4%	43.2%	51.3%	42.3%
41-60	83.8%	44.1%	55.2%	40.9%
OVERALL	85.4%	44.7%	54.2%	42.4%

Education Experience

Education Attendance and Attainment

As can be seen in Table 9, participation in schooling at the time of the survey was understandably substantially higher amongst the 15 to 19 year old cohort with 36.5% declaring that they were currently attending school, compared to only 12.3% of 20-24 year olds who were attending. A greater proportion of females than males were attending school from the younger cohort, while female attendance was lower than that of males for the 20-24 age cohort.

Table 9: Currently Attending School for Youth, by Gender

AGE COHORT	Male	Female	Overall
15-19	30.0%	41.0%	36.5%
20-24	14.0%	11.0%	12.3%

All respondents were then asked a series of questions about their past education attendance and attainment. In this case, ‘attendance’ referred to the level that they ever attended and ‘attainment’ referred to the level which they completed and for which they received a certificate or recognition of completion. Given that over a third of the 15-19 cohort and over 10% of the 20-24 cohort were still attending school at the time of the survey, these cohorts have not been included in the following analysis on educational attainment. As such, the following tables include results for respondents 25 years and above.

Table 10: Highest Level of Education Attended for Adults, by Gender

DECLARED LEVEL OF SCHOOLING	Male	Female
Never attended	8.9%	9.6%
Primary	68.4%	73.0%
Secondary to year 10	19.8%	13.7%
Secondary to year 12/13	2.4%	3.3%
University	0.5%	0.4%
Total	100.0%	100.0%

Respondents were asked to nominate the highest level of education they had attended. The results provided by those 25 years or over are shown in Table 9 and have been disaggregated by gender. When looking at the overall percentages of schooling attended, it is interesting to note that almost 10 % of those surveyed had never attended school. It is concerning that the vast majority (around 70%) never attended beyond primary school. Six percent more males than females attended secondary school to year 10 and a very small number (males 2.4% and females 3.3%) attended years 12/13. This does not even reflect those who actually completed these years of schooling. The large gap between those who started primary school and those who started secondary school indicates a worryingly poor rate of transition to secondary

school from primary school (48.2% of males and 59.3% of females didn't continue) and is worthy of further analysis. The gender disparity here is high at 11.1%. Less than 1% of respondents had attended University.



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Table 11: Highest Level of Education Attainment for Adults, by Gender and Age

DECLARED LEVEL OF SCHOOLING	25-29		30-39		40-49		50-60		All adults who responded
	Male	Female	Male	Female	Male	Female	Male	Female	
Never attended	10.7%	7.6%	5.0%	7.6%	8.8%	11.2%	15.7%	15.1%	10.1%
Did not complete primary	17.3%	23.8%	23.5%	31.5%	28.4%	30.2%	29.6%	34.1%	28.1%
Completed Primary	37.3%	39.0%	45.4%	44.0%	46.1%	49.1%	37.4%	43.7%	43.1%
Completed secondary to year 10	24.0%	16.2%	16.8%	15.2%	11.8%	6.9%	10.4%	7.1%	13.2%
Completed secondary to year 12/13	10.6%	11.5%	9.2%	1.6%	3.9%	2.6%	5.2%	0.0%	4.9%
Completed university	0.0%	1.9%	0.0%	0.0%	1.0%	0.0%	1.7%	0.0%	0.5%
Total	99.9%	100.0%	99.9%	99.9%	100.0%	100.0%	100.0%	100.0%	99.9%

Respondents were then asked to stipulate the highest level of schooling they had attained (completed), with these results shown in Table 11, disaggregated by age and gender. As can be seen, very few (4.9%) completed all of secondary school to year 12/13 and only .5% completed university. Only 13.2% of those 25 years or older stated they had completed secondary school to year 10. It is also of serious concern that 28.1% of those who began

primary school never completed it. These findings reveal significant issues regarding primary school survival rates, poor transition and low secondary completion.

When looking at trends across the age cohorts, it is reassuring to note that the younger cohorts were more likely to have succeeded in completing secondary school to year 10 or 12/13 than the older cohorts. However, when taking the sex-disaggregated data into account, it is evident that gender disparities have continued across generations, with women more likely to have never completed primary school across all age cohorts, than their male counterparts. It is interesting to note that for the 25-29 and 30-39 cohorts, men and women were roughly equal in their primary school completion rates, whereas in the older cohorts, a higher percentage of men had completed than women. It is important to note that women's secondary school completion has increased across the generations, although, apart from a spike in completion of year 12/13 for 25-29 year olds, women's success at school continues to lag behind that of men.

Despite over 90% of respondents 25 years and over having attended some formal schooling, less than 15% had completed secondary school to year 10.

Primary Education

As shown in Table 12, a worrying 38.2% of those 25 years and over either did not start or did not complete primary school.

Table 12: Extent of Primary School Completion for Adults

	Completed	Did not complete	Total
Overall	61.7%	38.2%	99.9%

However, when primary school completion rates are disaggregated by age, as seen in Table 13, a trend of increasing completion rates across successive generations can be seen. The 50-60 year age cohort reported the lowest primary school completion rate, of just 52.7%, while the 25-29 year age cohort reported the highest rate of completion, with 70.0% reporting primary school completion. However this trend of increasing completion is very slow.

Approximately 1 in 3 respondents did not complete primary school, with the most common reason being high school fees.

Through looking at the gender-disaggregated data in Table 13, it is clear that while primary school completion rates have increased for both males and females across generations, there is a gender disparity that favours males in all cohorts.

Table 13: Primary School Completion for respondents 25 and over, by Gender and Age

AGE COHORT	Male	Female	Overall
25-29	71.9%	68.6%	70.0%
30-39	71.4%	60.8%	65.0%
40-49	62.8%	58.6%	60.6%
50-60	54.7%	50.8%	52.7%
Overall	71.9%	66.3%	61.7%

Those respondents who had not attended or not completed primary school were asked to provide reasons to explain this. The results are shown in Table 14, disaggregated by gender. It is interesting to note that the overwhelming majority of both males (88.5%) and females (94.4%) nominated school fees being too high as the main reason. The second most popular reason given by both males (52.9%) and females (37.3%) was that they were not interested in school at the time. Other frequently cited reasons were that the school was too far away from home, they did not get selected for school or did not pass exams to allow them to remain in school, their parents wanted them to help at home, their parents wanted them to work, and the school was not safe. It is interesting to note the gender gaps in reasons, with more males (52.9%) than females (37.3%) citing disinterest, more females citing the need to help parents at home (27.3% to 19.2%) and surprisingly, more males citing a lack of school safety (25% to 18.6%).



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With so many respondents listing high fees as a barrier to primary school participation, it is important to mention that in recent years the Government has introduced a policy of free primary school education across Vanuatu, which would be expected to result in increased participation in schooling in future years. However, despite this policy, families are often expected to pay unofficial fees to assist the school, and to send donations of food or cash along with the child to school. Future studies may show that these unofficial fees continue to cause many children to be excluded from attending primary school.

Table 14: Reasons for Primary School Non-Completion, by Gender

DECLARED REASON(S)	Male	Female
School too far away	27.8%	32.3%
School fees	88.5%	94.4%
Other costs	19.2%	21.1%
Not safe	25%	18.6%
Not enough desks, books	20.2%	14.3%
No toilet	22.1%	19.3%
Not interested	52.9%	37.3%
Parents want help at home	19.2%	27.3%
Parents want me to work	22.1%	23.6%
Did not pass/get selected	33.7%	34.2%
Parents don't want to spend money	16.3%	8.7%
Not enough places	5.8%	18.0%
Other reasons	0.0%	0.0%

Secondary Education

As can be seen in Table 15, the majority of respondents had not completed secondary school, with only 18.6% stating that they had completed year 10, and of these only 5.4% stating that they had gone on to complete secondary to year 12/13.

Table 15: Extent of Secondary School Completion for Adults

	Completed year 10 (includes those who also completed year 12/13)	Completed year 12/13
Total	18.6%	5.4%

As can be seen in Table 16, younger generations were more likely to have completed secondary school to year 10, with 31.7% of 25-29 year olds compared to just 12.0% of 50-60 year olds having received their year 10 certificate. The gender-disaggregated figures in the same table, however, show a gender disparity that has persisted throughout the generations where more men across all age cohorts were likely to have completed year 10 than their female counterparts.

Table 16: Year 10 Completion by Gender and Age

AGE COHORT	Male	Female
25-29	34.6%	29.6%
30-39	26.0%	16.8%
40-49	16.7%	9.5%
50-60	17.3%	7.1%
Overall	22.9%	15.4%

When looking at the figures for secondary school completion to year 12/13, as shown in Table 17, some trends can be seen that mirror those discussed above for secondary school completion to year 10. For example, it is clear that there has been an increase in completion rates across generations, with the 25-29 age cohort experiencing the highest levels of completion to year 12/13 when compared to the older age cohorts. In addition, there is an overall trend that favours males, with 7.8% of men compared to 3.8% of women stating that they had completed year 12/13. This gender bias is not present across all age cohorts, however, with the 25-29 age group showing more females than males having completed secondary school to year 12/13.

Table 17: Secondary School Completion to year 12/13 for those 25 and older, by Gender and Age

AGE COHORT	Male	Female
25-29	10.6%	13.4%
30-39	9.2%	1.6%
40-49	4.9%	2.6%
50-60	6.9%	0.0%
Overall	7.8%	3.8%

The reasons given by respondents for not completing secondary school to year 12/13, having completed primary school or secondary school to year 10 are shown in Table 18 disaggregated by gender. It is interesting to note, that as with primary school non-completion, the most common reason provided by respondent for not completing secondary school was high school fees, with 47.9% of males and 51.3% of females providing this reason. The second most common reason provided by both males and females was that they did not get selected, (32.5% of males and 30.6% of females). As can be seen below, various other reasons were provided by respondents and it is interesting to note some gendered differences. For example, significantly more females (9.4%) than males (only 1.0%) cited their parents' unwillingness to spend the money on their education as a reason. In addition, more women (10.4%) than men (7.2%) stated that their parents preferring them to help at home prevented them from finishing school. There were more women than men who stated that a lack of desks and books, and the absence of toilets, and high other costs, prevented them from finishing school.

Table 18: Reasons for Secondary School Non-Completion, by Gender

DECLARED REASON(S)	Male	Female	Overall
No school in village	8.6%	9.9%	9.3%
School fees	47.9%	51.3%	49.9%
Other costs	4.8%	10.1%	7.9%
Not safe	4.1%	6.3%	5.4%
Not enough desks, books	2.7%	5.1%	4.1%
No toilet	2.7%	6.7%	5.1%
Not interested	14.7%	15.2%	15.0%
Parent want help at home	7.2%	10.4%	9.1%
Parent want me to work	8.9%	9.7%	9.3%
Did not get selected	32.5%	30.6%	31.4%
Parents don't want to spend money	1.0%	9.4%	5.9%
Not enough places	2.7%	5.1%	4.1%

Tertiary Education

In Table 19 it can be seen that only a tiny percentage of respondents in Shefa Province had completed university level education. The actual figures were three men and two women who had received university qualifications.

Table 19: University Completion for those over 25, by Gender

Male	Female
0.7%	0.4%

Respondents, who had completed secondary school to year 12/13, were asked why they had not attended or completed university. As shown in Table 20, by far the most commonly cited reason was high university fees, cited by 89.2% of respondents. The barrier imposed by high costs was further confirmed with 64.6% of respondents citing other costs as a reason. It is also interesting to note that 63.1% of respondents did not attend or complete university because their parents wanted them to help at home.

Table 20: Barriers to Completing and Not Attending University

DECLARED REASON(S)	
University fees	89.2%
Other costs	64.6%
Not enough places	12.3%
Entry criteria too high	3.1%
No course of interest	6.2%
Parent want help at home	63.1%

Technical and Vocational School

All respondents, apart from those who had completed university or who were currently studying, were asked if they had ever attended technical or vocational school. The results to this question are shown in Table 21. As can be seen almost 10% had attended technical or vocational school at some time in the past, and there was no significant gender variation in attendance.

Table 21: Ever attended technical or vocational school by Gender

	Male	Female	Overall
Have attended	10.2%	9.6%	9.9%

Community Education

This section outlines the results of questions relating to community education experience that were posed to all respondents not currently attending school. Individuals were asked if they had attended a training or education program run by a community organisation in the past three years. Their responses are detailed in Table 20, and have been disaggregated by age and gender. Overall, 30.7% had participated in a community education program in the last three years, with a higher proportion coming from the older cohorts than the younger ones. Comparing across age cohorts, the highest participation in community education was among the 50-60 year olds at 35.9%.

Slightly more males than females participated with the most sizable gender gaps favouring males found within the 25-29 and 30-39 age cohorts. It is interesting to note, however, that more females than males in the two youngest cohorts said that they had participated in community education in the last three years. However greater research is required to identify the reason for this disparity.

The finding that participation in community education programs were substantially lower amongst out-of-school youth (15 to 24 year olds) may highlight poor post school or second-chance learning opportunities for youth in Shefa, an aspect that deserves further investigation in terms of availability, accessibility and relevance.

Table 22: Participation in Community Education/Training Program in Last 3 Years, by Gender and Age

AGE COHORT	Male	Female	Overall
15-19	13.1%	21.4%	25.2%
20-24	25.7%	28.7%	27.6%
25-29	40.3%	27.6%	32.7%
30-39	38.7%	30.2%	33.6%
40-49	32.3%	29.5%	30.8%
50-60	37.5%	34.5%	35.9%
Overall	32.6%	29.3%	30.7%

As shown in Table 21 it is interesting to note that almost a third of all training programs were to do with religious instruction, with the second most common topic being community development (22.2%). Other training topics cited were leaning skills to increase cash income (13.7%) and learning job skills (10.5%). The finding that only 10.5% of training programs aimed to improve literacy will be discussed later after analysing the findings on literacy assessments.

Table 23: What was the training program about?

FOCUS OF TRAINING	
Religious instruction	31.2%
Improve literacy	10.5%
Learn skills for cash income	13.7%
Lean job skills	10.5%
Community development – health, environment, etc.	22.2%
Other, n/a	11.9%

Language Experience

This section provides analysis of trends relating to language usage patterns and literacy confidence.

Oral Communication

It is common for Ni-Vanuatu to have oral fluency in multiple languages. As can be seen in Table 22, when asked to identify which languages they speak with their family at home, the vast majority (88.7%) said that they spoke their vernacular language. In addition, over half (56.1%) said that they spoke Bislama, with only 2.7% claiming to speak English and 1.0% French. It is interesting that less than 3.0% of the surveyed population identified either French or English – which are both official languages – as those they speak at home with their families.

Table 24: Language Spoken at Home

LANGUAGE(S)	
Vernacular language	88.7%
Bislama	56.1%
English	2.7%
French	1.0%



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In Table 23 it can be seen that vernacular was the most common language used by 69.6%, with 26.0% using Bislama most often, and only 4.4% saying they speak two or three languages equally at home. No respondents chose English or French as their sole main language of communication while in the home.

Table 25: Language Most Commonly Spoken at Home

LANGUAGE(S)	
Vernacular	69.6%
Bislama	26.0%
Two languages equally	4.2%
Three or more languages equally	0.2%
Total	100.0%

In Table 24, the most commonly cited language used with friends was Bislama, (76.8%). The second most popular was their vernacular, at 62.5%. It was more common for respondents to use English (6.3%) or French (2.7%) with their friends than with their family.

Table 26: Language Most Commonly Spoken with Friends

LANGUAGE(S)	
Vernacular	62.5%
Bislama	76.8%
English	6.3%
French	2.7%
Other language	1.5%

The local vernacular was the most common language spoken at home, whereas Bislama was the most common language spoken with friends.

When asked to identify the language most commonly spoken with friends, slightly more than half (51.0%) said that they spoke Bislama, followed by vernacular (40.9%). Very few respondents identified English (1.2%) or French (0.2%) as their main language of communication with friends.

Table 27: Language Most Commonly Spoken with Friends

LANGUAGE(S)	
Vernacular	40.9%
Bislama	51.0%
English	1.2%
French	0.2%
Two languages equally	6.3%
Three languages equally	0.3%
Total	99.9%

Confidence in Reading and Writing - Self Declaration

The majority of respondents (85.7%) declared they could read and write a simple letter.

To determine the level of confidence regarding respondents' own reading and writing ability, all respondents were asked the question, 'can you read and write a simple letter to a friend?' In Table 26 it can be seen that a very high 85.7% of respondents were confident in their ability to read and write a letter to a friend. Males were slightly more confident than females with 87.6% compared to 84.2%.

Table 28: Declaration of Ability to Read and Write a Simple Letter, by Gender

READ & WRITE SIMPLE LETTER	Male	Female	Overall
Yes	87.6%	84.2%	85.7%
No	12.4%	15.8%	14.3%

As can be seen in Table 27, self-declaration of reading and writing ability was very high across all age groups. The 50-60 cohort (75.1%) were the least confident, interestingly, followed by the youngest (15-19 age cohort) at 83.3%.

Table 29: Declaration of Ability to Read and Write a Simple Letter, by Age

AGE COHORT	YES	NO
15-19	83.3%	16.7%
20-24	89.3%	10.7%
25-29	87.0%	13.0%
30-39	89.5%	10.5%
40-49	88.6%	11.4%
50-60	75.1%	24.9%
Overall	85.7%	14.3%

Vernacular (local language)As can be seen in Table 28, a high 78.2% of respondents stated their local language could be written in words, while 14.2% believed that it could not be written, and 7.6% were unsure.

Table 30: Vernacular has a Written Form

WRITTEN FORM	
Yes	78.2%
No	14.2%
Unsure	7.6%
Total	100.0%

Of those who stated that their local language could be written, an overwhelming majority (94.6%) said that they could read it easily, mostly read it or read some of it, leaving only 5.5% who said that they couldn't read it at all. Given that the literacy assessment in this survey only assesses the official languages of Vanuatu – English, French and Bislama - there needs to be further investigation into literacy levels within the vernacular to ensure literacy is not underestimated.

Table 31: Reading Confidence in Vernacular

DECLARED READING CONFIDENCE	
Read it easily	66.5%
Mostly read it	16.8%
Read some of it	11.3%
Cannot read it	5.5%
Total	100.1%

Official Languages

The literacy assessment component of this survey was carried out with respondents who declared they could read in any of the official languages, that is Bislama, English or French.

During the survey, individuals were first asked their preferred official language and then if they could read that language. As can be seen in Table 30, the majority of respondents preferred Bislama, (91%) while English was chosen by 7.7% and 1.3% chose French.

Table 32: Preferred Official Language

BISLAMA	English	FRENCH
91.0%	7.7%	1.3%

Over 65% of respondents who stated that their local language could be written in words expressed confidence that they could read it easily.

Table 31 shows the levels of reading confidence in respondents' preferred official language. A sizeable 70.5% said they could read their preferred official language easily. Meanwhile, only 8.0% admitted that they were unable to read at all. There is no significant difference in the confidence levels between males and females.

Table 33: Reading Confidence in an Official Language, by Gender

DECLARED CONFIDENCE	Male	Female	Overall
Read easily	71.0%	70.1%	70.5%
Read mostly	5.8%	9.0%	7.6%
Read some	15.0%	13.0%	13.9%
Cannot read	8.2%	7.9%	8.0%
Total	100.0%	100.0%	100.0%

When asked to self-declare their reading ability, 70.5% of respondents were confident that they could easily read their preferred official language.

As can be seen in Table 32, when these figures are disaggregated by age, it is noteworthy that the 15-19 age cohort and the 50-60 age cohort are the least confident.

Table 34: Reading Confidence in an Official Language, by Age

AGE COHORT	Read easily	Read mostly	Read some	Cannot read
15-19	62.4%	7.5%	18.8%	11.3%
20-24	73.3%	7.4%	14.0%	5.3%
25-29	74.5%	6.5%	13.5%	5.5%
30-39	72.5%	8.3%	12.8%	6.4%
40-49	71.3%	8.8%	12.9%	7.1%
50-60	68.1%	6.9%	12.1%	12.9%
Overall	70.5%	7.6%	13.9%	8.0%



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Literacy Assessment

The individual literacy assessment enabled literacy rates to be calculated on the basis of demonstrated ability rather than self-declaration. It should be emphasised that the threshold for determining literacy was not set very high, as can be seen by the sample questions in Appendix A. As detailed in Appendix C, to be classified as literate the respondent needed to answer all eleven question correctly. To be classified as semi-literate, the respondent needed to be able to correctly answer a question from each of the reading, writing, numeracy and comprehension questions. Only those participants who declared that they could read one of the official languages – Bislama, English or French - participated in the literacy assessment, with those respondents who declared themselves to unable to read, automatically classified as ‘non-literate’ as per the methodology used in the survey.

Literacy Rates

The results of the literacy assessment are summarised in Table 33. They reveal the worrying finding that only 27.6% of respondents were classified as literate. A further 38.3% were assessed as semi-literate. As noted previously, the majority of individuals surveyed (70.5%) were confident that they could read Bislama, English or French easily, and 85.7% (see Table 24) stated that they believed they could read and write a simple letter to a friend. When these self-declared abilities are compared to the low figures for literacy that emerged from the literacy assessments, the inaccuracy of self-declaration as a measure of literacy is abundantly clear.

Table 35: Literacy Classification

Non-literate	Semi-literate	Literate
34.1%	38.3%	27.6%

Only 27.6% of Ni Vanuatu aged 15 to 60 years are literate.

Further, these results call into question the respondents’ own understanding of literacy. As noted in the respondent profile section on sources of information, the majority of respondents declared that books, magazines and newspapers were an important source of information, but as revealed in Table 33, most are either non-literate or only semi-literate. This has significant implications for communication within and to these provinces, and the popularity of radio as a source of information identified in Table 2 becomes more understandable.

There is a significant gap between self-declared ability and demonstrated ability in literacy.

The literacy classification of respondents is gender-disaggregated in Table 34. These figures show minimal differences in literacy levels by gender.

Table 36: Literacy Classification, by Gender

GENDER	Non-literate	Semi-literate	Literate
Male	33.9%	38.2%	27.9%
Female	34.3%	38.3%	27.4%
Overall	34.1 %	38.3%	27.6%

While the literacy levels are low across all age cohorts, literacy rates have slowly increased across successive age cohorts, with the lowest literacy scores achieved by the 50-60 cohort (19.5%) and peaking with the 20-24 age cohort (35.7%) It is of some concern that the 15-19 age group has dropped down to 27.4%. What is most worrying, however, is that high levels of illiteracy have persisted and once again there is concern with the youngest cohort (15-19 years) whose illiteracy levels are 10% higher than the 20- 24 cohort.

Table 37: Literacy Classification, by Age

AGE COHORT	Non-literate	Semi-literate	Literate
15-19	41.9%	30.7%	27.4%
20-24	32.0%	32.4%	35.7%
25-29	27.5%	41.5%	31.0%
30-39	28.8%	43.4%	27.8%
40-49	32.2%	42.6%	25.2%
50-60	43.2%	37.4%	19.5%
Overall	34.1%	38.3%	27.6%



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Literacy and Education Experience

Analysis of literacy levels for those respondents who were attending primary or secondary school shows that there is a crisis in school education quality. As can be seen in Table 36, of those respondents who were attending primary school at the time of the survey, only 35.4% could be classified as literate. Of those who were attending secondary school, only 52.6% were classified as literate. These figures indicate, that of those still in school, below half were able to perform the basic reading, writing and numeracy skills necessary to be classified as literate.

Perhaps more shocking, is the proportion of those attending school who were classified as non-literate. Of those surveyed who were attending primary school 23.1% were classified as illiterate, and of those who were attending secondary school, almost one in four (24.7%) were classified as illiterate.

Table 38: Literacy Classification for those Currently Attending Primary or Secondary School

School level	Non-literate	Semi-literate	Literate
Primary	23.1%	41.5%	35.4%
Secondary	24.7%	22.7%	52.6%
Overall (for all surveyed)	34.1%	38.3%	27.6%

Despite the poor rates of literacy for those currently attending primary or secondary school, there is still a clear correlation between schooling and literacy achievements. As can be observed in Table 37, literacy rates increase progressively with the level of schooling attended, with most of those who attended school to year 12/13 (71.9%) classified as literate. Conversely, as could be expected, most of those who never attended school (74.2%) were classified as non-literate. A significant contributing factor to the very high overall rates of non-literacy and semi-literacy is that such a high proportion (over 70%) of those surveyed did not progress past primary schooling (see Table 10).

Table 39: Literacy Classification for those over 25, by Highest Level of School Attended

DECLARED HIGHEST LEVEL	Non-literate	Semi-literate	Literate
Never attended	74.2%	21.3%	4.5%
Primary	32.5%	47.4%	20.1%
Secondary to year 10	8.3%	35.3%	56.4%
Secondary to year 12/13 or University	9.4%	18.8%	71.9%
Overall rates	34.1%	38.3%	27.6%

Another noteworthy finding is that the literacy rate is 4.5% amongst those respondents who had never attended school. This shows that it is possible for people who have never attended formal schooling to become literate, and indicates the need for post-school and second-

chance learning opportunities for the high number of non-literate and semi-literate people in the community.

The quality of primary education is of particular concern. Less than one third of those who had completed primary school were classified as literate. Table 38 does show, however, that literacy rates were higher for those who completed primary school. Primary school completion remains an inaccurate predictor of literacy acquisition for many respondents, however, with only 32.6% of those who completed primary school being assessed as literate. While a high proportion (44.2%) of respondents who completed primary school were classified as merely semi-literate, there was a significant number (22.6%) who were illiterate after completing primary school.

Table 40: Literacy Classification for those over 25, by Primary School Completion

DECLARED COMPLETION	Non-literate	Semi-literate	Literate
Did not complete	40.8%	44.2%	15.0%
Completed	22.6%	44.7%	32.6%
Overall	34.1%	38.3%	27.6%

Of those who complete primary school, only 32.6% are literate.

Similarly, secondary completion is also a poor predictor of literacy. While respondents who completed secondary school were much more likely to be literate than those who did not, the figures in Table 39 show that there were still only 55.0% who could be classified as literate. This leaves just under half of adults who completed secondary to year 10 or 12/13 being classified as merely semi-literate or as non-literate.

Of those who had completed secondary school, only 55% were literate.

Table 41: Literacy Classification for those over 25, by Secondary school Completion

DECLARED COMPLETION	Non-literate	Semi-literate	Literate
Did not complete	35.1%	46.1%	18.8%
Completed year 10/12/13	16.8%	28.2%	55.0%

These results show, that although literacy is much more likely to be achieved by those who complete more schooling, literacy is by no means guaranteed with many years of schooling. It is of serious concern that 16.8% of respondents completed secondary school and were still assessed as illiterate.

The findings reflect poorly on the quality of schooling. Clearly increasing attendance at school alone will not solve the problem. Responses to the literacy challenge must consider both access and quality issues simultaneously if substantive progress is to be achieved.

It is a common assertion that there is a link between literacy rates of women and the number of children they have. As can be seen in Table 40 this theory has been proven true for Shefa Province. There is a clear correlation between higher literacy rates and women who had fewer children. Apart from the group of women who had 3-4 children and had a lower non-literate rate balanced against a higher semi-literate rate, there is also a general trend of higher rates of non-literacy with each additional child a woman has. These findings have implications in terms of literacy as a positive tool to reduce the rate of population increase.

Table 42: Literacy Classification by Number of Children for Females

NUMBER OF CHILDREN	Non-literate	Semi-literate	Literate
0	33.1%	32.6%	34.3%
1-2	34.4%	37.3%	28.3%
3-4	28.4%	45.0%	26.6%
5-6	39.7%	38.9%	21.4%
7 or more	53.8%	30.8%	15.4%
Overall	34.3%	38.3%	27.4%

Women who are more literate have fewer children.

Community Literacy Courses

As discussed previously in this report, only around 10% of the training courses attended by respondents in the three years prior to this survey were aimed at promoting literacy (see Table 21). When asked if they had participated in a literacy course since leaving school, 16.8% of respondents answered that they had, and of these a higher proportion were male than female, as seen in Table 41. Males aged 50-60 years were the most likely to have participated in a literacy course, and were much more likely to have participated than women within the same age group. Older age cohorts were more likely to have participated in a literacy course, which is to be expected given the increased number of years since leaving school.

Table 43: Participated in a literacy course since leaving school by Age and Gender

AGE COHORT	Male	Female	Overall
15-19	15.6%	5.1%	9.7%
20-24	18.4%	16.1%	16.9%
25-29	20.5%	15.7%	17.7%
30-39	19.3%	17.0%	17.9%
40-49	17.1%	19.5%	18.4%
50-60	23.3%	13.7%	18.3%
Overall	19.2%	15.1%	16.8%

Those who indicated that they had attended a literacy course at some time since leaving school, were then asked if they felt that the course had been effective in increasing their literacy levels. As can be seen in Table 42, almost unanimously (99.1%) the respondents answered that the course was effective.

Table 44: Was the literacy course effective?

	YES	No	Total
Course was effective	99.1%	0.9%	100.0%



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All respondents were asked whether they would be interested in participating in a free or low cost course aimed at improving literacy for adults and out of school youth if it was locally available. As shown below, an overwhelming 92.2% of respondents expressed an interest in attending such a course. This shows that not only is there a need for post-school and second-chance learning opportunities, but there is also strong support from the community and a very high interest in participation.

Table 45: Would you participate in a free or low cost literacy course?

	YES	No	N/A	Total
Would participate	92.2%	5.9%	1.9%	100.0%

Employment Experience

Employment History

During the survey, individuals were asked a series of questions relating to their current and previous work situation, as well as information about their intentions regarding work. As shown in Table 44, two thirds (67.3%) of the surveyed population had held a job paid in money at some time in their lives. As could be expected, the 15-19 age cohort had the least paid work experience, due to their more recent entry into the work force and the significant proportion who were still attending school.

Table 46: Have Held a Job Paid in Money, by Gender and Age

AGE COHORT	Male	Female	Overall
15-19	34.1%	33.6%	33.8%
20-24	67.8%	57.5%	61.3%
25-29	78.6%	66.4%	71.5%
30-39	85.4%	68.9%	75.4%
40-49	89.3%	73.4%	80.8%
50-60	89.2%	62.5%	75.4%
Overall	75.8%	61.1%	67.3%

A greater proportion of males than females reported having ever held a job paid in money in all age brackets, as can be seen in Table 44. This gender gap shows that more men than women had been involved in the cash economy.



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For those respondents who had never held a paid job, an additional question was asked focusing on reasons for this lack of engagement in paid employment. As can be seen in Table 45, there were significant differences in reasons between males and females. The most common reasons given by males was that there were no jobs available (49.5%) followed by feeling not qualified for any paid jobs (31.8%). On the other hand, the most common reasons given by females was that they were responsible for house care (47.3%) followed by 41.7% that felt there were no available jobs paid in money.

Table 47: Reasons for Not Holding a Job Paid in Money by Age and Gender

DECLARED REASON(S)	Male	Female	Overall
Don't need to earn money	16.8%	13.6%	14.5%
Prefer to work at home	26.2%	34.1%	31.8%
No jobs paid in money	49.5%	41.7%	43.9%
Not qualified for any jobs	31.8%	29.5%	30.2%
Responsible for house care	25.2%	47.3%	41.0%
Would have to move away to find work	20.6%	19.7%	19.9%
Parents would not let me	10.3%	11.4%	11.1%

The respondents who had held a job paid in money were asked a question about their current work situation. As can be seen in Table 46, just under a third of these respondents were currently working for money. When looking at the gender-disaggregated data, there is a 10% gap between the percentage of males (34.9%) and of females (24.8%) who had ever held a job and were currently employed. Clearly more males were currently working in a paid job than females.

Table 48: Currently Working for Money, by Gender

DECLARED STATUS	Male	Female	Overall
Yes	34.9%	24.8%	29.1%
No	47.1%	46.1%	46.6%
Not declared	18.0%	29.0%	24.3%
Total	100.0%	99.9%	100.0%

For those respondents who were not currently or had never been employed for money, a question was asked to ascertain their job seeking intentions. Of those questioned, 30.0% said that they were currently looking for paid work, as shown in Table 47. Further, it can be seen that a higher proportion of males (37.4%) were looking for work as compared to females (25.3%).

Table 49: Not Currently Working and Looking for Paid Work, by Gender

DECLARED STATUS	Male	Female	Overall
Looking for paid work	37.4%	25.3%	30.0%
Not looking for paid work	32.3%	33.8%	33.2%
Status undeclared	30.3%	40.9%	36.8%
Total	100.0%	100.0%	100.0%

Respondents were asked to identify their main kind of work, whether paid or unpaid, and the findings shown in Table 48 indicate that it was most common for respondents to be engaged as farmers who sold most of their produce (23.5%), followed by farming, though this time keeping most of what is produced for their own family's consumption (21.4%). Combining these figures shows that almost half (44.9%) of all respondents considered their main form of work to be farming. The other two most common forms of work overall were housework and raising children (13.9%) and producing and selling crafts (13.6%).

Clear linkages between gender and main type of work can be seen, with the large majority of house and child raising work being taken on by women, as well as the majority of producing and selling of crafts and paid domestic work. Fishing, trades such as mechanics and building, as well as farming are all male dominated jobs.

It is also interesting to note that some jobs were more commonly held by particular age groups. For example, younger respondents were more likely to be engaged in housework and child raising, paid domestic work or to be working as shop assistance or buying and selling other people's produce. Older respondents were more likely than their younger counterparts to be producing and selling their own crafts, farming to sell produce or working for community or faith based organisations.



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Table 50: Main Type of Work (Paid or Unpaid) by Age and Gender

DECLARED TYPE	15-24	25-40	41-60	Male	Female	Overall
Producing and selling own crafts	8.9%	14.7%	17.4%	7.8%	17.3%	13.6%
Farmer (selling most or all)	17.9%	26.3%	26.5%	25.7%	22.0%	23.5%
Farmer (keeping most or all)	20.4%	20.6%	23.4%	28.9%	16.6%	21.4%
House work or raising children	14.2%	16.4%	10.6%	2.2%	21.4%	13.9%
Fisher (man or woman)	3.9%	2.7%	5.0%	9.0%	0.5%	3.8%
Community or faith based org.	1.1%	1.3%	5.0%	2.9%	2.0%	2.4%
Business manager/clerical or admin for a business	1.2%	2.4%	1.6%	1.7%	1.7%	1.7%
Domestic worker	2.2%	1.1%	1.2%	0.5%	2.2%	1.5%
Government official/ Professional (teacher, lawyer, etc.)	0.8%	1.3%	0.6%	0.9%	1.0%	1.0%
Shop assistant/buying and selling other people's produce	4.2%	3.5%	1.9%	2.5%	3.7%	3.2%
Trades (mechanic, builder, etc.)/Driver	2.0%	2.9%	2.8%	6.3%	0.2%	2.6%
Other work	0.6%	0.8%	0.6%	1.2%	0.3%	0.7%
Didn't answer this question	22.6%	5.9%	3.4%	10.4%	11.1%	10.8%
Total	100.0%	99.9%	100.0%	100.0%	100.0%	100.1%

Employability

Respondents cited four important factors in finding paid work, as seen in Table 49. Over half of respondents (54.3%) felt the business being run by a family member was an important factor to securing a job. More than half of respondents (54.2%) also considered having the right education and training qualifications to be very important. About a third (36.3%) felt that having the necessary skill was important, and about a quarter (26.8%) felt that a friend or relative's connections was important.

Table 51: Important Factors to Finding Work

DECLARED FACTOR(S)	
It is a family business	54.3%
A friend, relative or connections	26.8%
Education & training qualifications	54.2%
Skills necessary for the job	36.3%

When asked to rate the importance of education to finding paid work, the vast majority of respondents (87.3%) indicated that it was very important, as shown below in Table 50. When combined with those who said that education was somewhat important, it can be seen that an overwhelming majority (92.7%) agreed that education was important to finding paid work.

Table 52: Importance of Education to Finding Paid Work, by Gender

DECLARED LEVEL OF IMPORTANCE	Male	Female	Overall
Very important	88.2%	86.7%	87.3%
Somewhat important	3.6%	6.7%	5.4%
Not important	8.2%	6.7%	7.3%
Total	100.0%	100.1%	100.0%

An overwhelming majority (92.7%) of respondents said that education was important to finding paid work.

Employment Experience, Education and Literacy

Analysis was then undertaken to compare employment and literacy. The proportion of respondents who had ever held a job paid in money, was cross-tabulated with their literacy classification as determined by the literacy assessment. As can be seen in Table 51, while the overall literacy rate across the entire surveyed population was 27.6%, for those who had held a job it was higher at 30.8%, and for those who had never held a job it was lower at just 20.7%. This indicates that higher literacy levels increased the likelihood of working in paid employment. This statement is further supported by examining the proportion of non-literate respondents who had held a job paid in money. Here it can be seen that compared to the overall non-literacy rate of 34.1%, non-literates were over-represented among those who had never been employed, with 39.6% of those never having worked for being non-literate, while 30.3% of those who had worked for money were non-literate. The figures for semi-literacy show that semi-literates were almost equally likely to have held a job as to not have held a job.

Literate respondents were more likely than non-literate respondents to be working in a job paid in money.

Table 53: Held a Job Paid in Money, by Literacy Classification

HELD PAID JOB	Non-literate	Semi-literate	Literate
Yes	30.3%	38.9%	30.8%
No	39.6%	39.6%	20.7%
Overall	34.1%	38.3%	27.6%

In terms of current employment, those who were more literate were more likely to be working in a paid job, as shown in Table 52. Literate respondents were over-represented in paid employment with the 27.6% of literate respondents holding 34.3% of the jobs paid in money.

Table 54: Currently Working for Money, by Literacy Classification

CURRENTLY WORKING	Non-literate	Semi-literate	Literate
Yes	30.4%	35.3%	34.3%
No	33.7%	39.7%	26.6%
Overall	34.1%	38.3%	27.6%

The proportion of respondents by main type of work in each literacy classification is shown in Table 53. It is interesting to note that while non-literate respondents were over-represented in farming that involved selling most of their produce, the opposite can be said for farmers who keep their produce for their family's consumption, with literate respondents over-represented in this type of work. As could be expected, literate respondents were over-represented in jobs such as professional/government positions, business management, administration and clerical, and jobs with community or faith based organisations. It is interesting to note, however that even in these roles that could be considered the most demanding for literacy skills, there were a number of non-literate respondents who stated that they held these jobs. This could perhaps be explained by respondents gaining these roles through connections with family or friends, as opposed to their skill level, which was discussed previously in this report as cited by over a quarter of respondents as an important factor in obtaining work.

Table 55: Main Type of Work, by Literacy Classification

DECLARED TYPE OF WORK	Non-literate	Semi-literate	Literate	Overall
Producing and selling own crafts	11.6%	16.8%	11.2%	13.6%
Farmer (selling most or all)	30.3%	21.3%	17.6%	23.4%
Farmer (keeping most or all)	19.6%	20.1%	25.8%	21.4%
House work or raising children	12.9%	15.6%	12.4%	13.9%
Fisher (man or woman)	4.7%	4.0%	2.2%	3.8%
Community or faith based org.	1.1%	3.1%	3.0%	2.4%
Business manager/clerical or admin for a business	0.3%	2.3%	2.6%	1.7%
Domestic worker	1.4%	0.9%	2.6%	1.5%
Government official/ Professional (teacher, lawyer, etc.)	0.6%	0.7%	1.9%	1.0%
Shop assistant/buying and selling other people's produce	2.7%	3.1%	4.1%	3.2%
Trades (mechanic, builder, etc.)/Driver	3.1%	2.1%	2.6%	2.6%
Other work	0.3%	0.9%	0.7%	0.7%
Didn't answer this question	11.6%	8.8%	13.1%	10.8%
Total	100.2%	99.7%	99.8%	100.0%

Table 56: Estimated Yearly Income, by Gender

ESTIMATED ANNUAL INCOME	MALE	FEMALE	OVERALL
0-20,000 vatu	34.0%	44.6%	40.0%
21,000-50,000 vatu	23.7%	21.2%	22.2%
51,000-100,000 vatu	16.0%	15.4%	15.7%
100,000 vatu +	26.3%	18.9%	22.1%
Total	100.0%	100.1%	100.0%

40% of respondents earned between 0 and 20,000 vatu per year.

Respondents were asked to provide an estimate of their annual income, with the results of this displayed in Table 54. As can be seen in 40.0% of respondents earned less than 20,000 vatu per year, while 22.2% earned 21,000-50,000, 15.7% earned 51,000-100,000 and 22.1% reported earnings of over 100,000 vatu.

Males earned more money than females.

When looking at the gender-disaggregated data in Table 54, it is clear that generally, men earned more money than females. Females (44.6%) were over-represented in the 0-20,000 vatu income bracket, and were under-represented in the highest income brackets where there were 26.3% of males compared to just 18.9% of females.

Literate respondents earned more than non-literate and semi-literate respondents.

The data in Table 55 suggests that the more literate respondents earned more than their non-literate or semi-literate counterparts. Non-literates (45.6%) were over-represented in the lowest income bracket. Literate respondents (26.5%) were more likely to have an annual income in the highest bracket, of above 100,000 vatu, compared to 22.1% of the overall respondents and only 14.8% of the non-literate population. While obtaining literacy is by no means a guarantee of higher income, as evidenced by the 35.2% of literate respondents who reported earning less than 20,000 vatu per year, the data shows that literate respondents were more likely to earn a higher income than those who were only semi-literate or who were non-literate.

Table 57: Estimated Yearly Income, by Literacy Level

ESTIMATED ANNUAL INCOME	NON-LITERATE	SEMI-LITERATE	LITERATE	OVERALL
0-20,000 vatu	45.6%	38.7%	35.2%	40.0%
21,000-50,000 vatu	23.3%	21.4%	22.1%	22.2%
51,000-100,000 vatu	16.3%	14.7%	16.2%	15.7%
100,000 vatu +	14.8%	25.2%	26.5%	22.1%
Total	100.0%	100.0%	100.0%	100.0%

As can be seen in Table 56, respondents were in near universal agreement (96.6%) that education was important for increasing their income.

Almost all respondents believed that education was important for increasing their income.

Table 58: Importance of Education to Increasing Income, by Gender

IS EDUCATION IMPORTANT FOR INCREASING INCOME?	Male	Female	Overall
Yes	96.1%	96.9%	96.6%

The Challenges Ahead

The survey findings highlight that if Shefa Province is indicative of the whole country, then Vanuatu is unlikely to achieve many of the Education For All (EFA) goals by 2015. The report shows that there are serious concerns regarding literacy for adults and out of school youth and further concerns about the quality of existing school education.

The third EFA goal focuses on youth and adults skills and requires that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs. With around 1 in 3 adults having not completed primary school, and a clear shortage of second-chance and community education aimed at improving basic literacy skills, progress towards this goal is slow. This is combined with the fact that even for those who did attend formal schooling literacy was not assured, and amongst those respondents who declared they were currently attending school, less than half were assessed as literate. These, along with many other findings within the report highlight that the learning needs of youth and adults are not being met.

The fourth EFA goal focuses on adult literacy, urging a commitment to improving adult literacy by 50% by 2015. A key finding of the report is that self-declared literacy was an inappropriate measure of literacy and that it exaggerated literacy levels amongst all age cohorts and across genders. In Shefa Province 34.1% of respondents were illiterate while only 27.6% classified as literate, despite the fact that the literacy assessment test was not difficult. The adult literacy challenge is significant, with little progress evident for the fourth EFA goal.

The fifth EFA goal focuses on ensuring gender parity across all aspects of education. As noted in multiple sections in the report there was a significant gender gap which negatively impacts on women in Shefa Province. This is notable in terms of primary school intake, transition and completion. It was revealed that women with more children were less literate than those with no children or fewer children, suggesting that higher literacy levels will help reduce population growth. Action needs to be taken to ensure that all women experience the same educational opportunities as males.

Finally in terms of the sixth EFA goal, the report raises significant concerns about the quality of education in Shefa Province. Although literacy rates improved with higher schooling, attending school was no guarantee of achieving literacy, as only 32.6% of those who completed primary school were literate and only 55% of those who completed secondary school were assessed to be literate, despite the years at school.

This report provides accurate information about the education of respondents in Shefa Province, and is offered to all stakeholders in the spirit of ensuring informed policy debate and action to take place between Government, education partners, civil society and the community. ASPBAE and VEPAC therefore call upon all stakeholders to urgently take up the issues highlighted in the report and to work together to ensure within Vanuatu, Education For All by 2015 is more than a slogan.

Appendix

Appendix A: Sample Questions from Survey Tool

The following two sample questions are from the survey tool used in Shefa Province. The first question is from the reading skills section of the assessment tool and the second question is from the numeracy skills section. The scoring rubric used to calculate the composite literacy score appears at the bottom of the question.

Can you match the pictures and words?

Yu save matjem pitja ia wetem ol toktok?

[show participant this page and ask him/her to draw a line matching the correct words and pictures]



Eye
ae

Bird
Pidjin

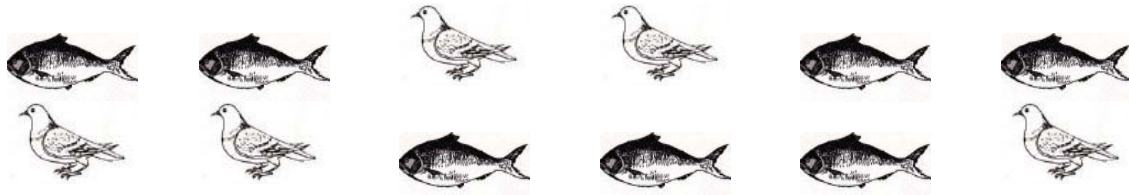
Fish
fis

[0 points for incorrect or no matches; 2 points for one correct match; 4 points for two correct; 6 points for three correct]

How many fish and how many birds are there in the picture?

Hamas fis mo hamas pidjin nao yu save luk long pitja ia?

[show participant this page and ask for oral answers]



[0 points for incorrect or no answers; 4 points for one correct answer; 6 points for two correct answers]

Appendix B: Survey definitions

Literacy is understood as the possession of reading, writing and numeracy skills and the ability to use such skills in familiar contexts in everyday life

Non-literate is being unable to:

- read simple words;
- write simple words;
- count objects; and
- use these skills in everyday life.

Semi-literate is able to:

- read simple words or read some basic text;
- write simple words or write simple sentences;
- count objects or perform basic calculations, and
- use these skills in a limited way in everyday life.

Literate is able to:

- read and comprehend basic text with ease;
- write complete simple sentences with correct spelling;
- count objects & perform calculations; and
- use these skills in everyday life.

Adult is between the ages of 25 and 60 years

Youth is between the ages of 15 and 24 years

Appendix C: Additional Notes on Survey Methodology and Analysis

The methodology used to classify respondents as literate, semi-literate or non-literate is as per previous surveys conducted in PNG and Solomon Islands. The literacy classification of respondents was based on a composite score for the eleven questions within the literacy assessment, with a maximum possible composite score of 66. Those respondents who answered all eleven questions correctly obtained a composite score of 66 and were classified as literate. To be classified a semi-literate, the respondent needed to demonstrate literacy skills in each of the reading, writing, numeracy and application skills questions by providing at least one partially correct answer for each literacy skill area. For example a respondent who achieved a composite score of 30, but a score of zero within the numeracy skills section would be classified as non-literate, even if they performed well on the reading, writing and application questions.

In this report the results of the survey are presented in percentage form to one decimal place, to enable comparison with nationally reported figures, between provinces and amongst disaggregated groups such as males and females. It is noteworthy that the style of question, impacts on the analysis and thus interpretation of the results. For example for questions where respondents could provide one or more possible response, such as Table 2, the results table has noted the proportion of respondents who had chosen each particular response and thus the cumulative percentage was not calculated. In contrast, for the cases where respondents could select only one response, such as Table 3, then the total cumulative percentage for valid responses was calculated and should equal 100%. However, given that results in this report have been rounded to one decimal place it is reasonable that a rounding error may be present such that the total may be 100.1 or 99.9% in some cases.

About ASPBAE

The ASPBAE Australia Ltd. is a not for profit company owned by the Asia South Pacific Association for Basic and Adult Education (ASPBAE). ASPBAE is a not for profit regional association of more than 200 organisations and individuals working towards promoting quality education for all and transformative, liberating and life-long adult education and learning. It strives to forge and sustain an Asia-Pacific movement dedicated to mobilising and supporting community and civil society groups and institutions in holding governments and the international donor community accountable in meeting education targets and commitments, ensuring the right of all to education, and upholding education as an empowering tool for combating poverty and all forms of exclusion and discrimination, pursuing sustainable development, enabling active and meaningful participation in governance, and building a culture of peace and international understanding.

ASPBAE's publications form an integral part of ASPBAE's information, education and advocacy activities and efforts, and seek to support sharing and learning among education stakeholders, advocates, practitioners, analysts and policy-makers.

About VEPAC

The Vanuatu Education Policy and Advocacy Coalition (VEPAC) is a not for profit association of civil society organisation based in Vanuatu and aims to provide a focal point through which civil society can contribute to education policy debates. VEPAC undertakes research on education policy issues and advocates for policy change, and further acts as an information source for civil society organisations with an interest in education. VEPAC also works to strengthen the capacity of its member organisations and civil society more broadly, and to participate actively and with authority in public debates on education in the Vanuatu.

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