



MINISTRY OF EDUCATION AND TRAINING, VANUATU

EDUCATION STATISTICS

BASIC TABLES OF 2020



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TABLE OF CONTENT

Contents

FOREWORD	5
ACKNOWLEDGEMENT	6
INTRODUCTION	7
SUMMARY STATISTICS	8
Table 1: Total enrolment for each school type in 2018 – 2020	8
Table 2: Enrolment of students at official age, under age and over age in each school type in 2020	8
Table 3: Total number of schools in each school type in 2018 – 2020	8
Table 4: Total number of teachers teaching in each school type in 2018 – 2020	8
1. STUDENT ENROLMENT.....	9
Table 5: Enrolment by education authority and gender in each school type in 2018 – 2020.....	9
Table 6: Enrolment by education authority for each school type in 2018 – 2020	10
Table 7: Enrolment for ECCE by education authority and province in 2018 – 2020	10
Table 8: Enrolment for Primary (1 – 6) by education authority and province in 2018 – 2020.....	11
Table 9: Enrolment for secondary (Year 7+) by education authority and province in 2018 – 2020.	12
Table 10. Enrolment for each school by authority type, province and gender for 2020.....	13
Table 11: Enrolment for schools in urban and rural areas by school type and province in 2018 – 2020	14
Table 12: Enrolment in urban and rural area by school type and gender in 2018 – 2020	15
Table 13: Enrolment by language of instruction according to each school type registration in 2018 – 2020	15
Table 14: Enrolment by education authority and language of instruction according to each school type registration in 2018 – 2020.....	16
Table 15: Enrolment by specific age and education year level in 2020 (The highlighted data are the enrolment at official age for each school type).....	17
2. NUMBER OF FORMAL SCHOOLS IN VANUATU.....	18
Table 16: Number of schools by province and official language of instruction according each school type registration in 2018 - 2020.....	18
Table 17: Number of schools by official language of instruction according to each school type registration in 2018 - 2020.....	19
Table 18: Number of schools by education authority and school type in 2018– 2020	19
Table 19: Number of Schools in urban and rural areas by school type in 2018 – 2020	20
3. TEACHERS INFORMATION	21

Table 20: Number of teachers by gender and school type in 2018 – 2020	21
Table 21: Number of teachers by education authority and school type in 2018 – 2020	21
Table 23: Total number of teachers by school type, province and gender in 2018 – 2020	22
Table 24: Number of government and non-government paid teachers by school type in each province in 2019 – 2020.....	23
4. STUDENT TEACHER RATIO	24
Table 25: Student Teacher Ratio (STR) by province and school type in 2018 – 2020	24
Table 26: Student teacher ratio (STR) by education authority and school type in 2018 – 2020.....	25
5. CLASSROOM	26
Table 27: Pupil’s Classroom ratio for Primary schools (1 – 6) by province in 2018 – 2020	26
6. TOILETS.....	26
Table 28: Pupil Toilet Ratio for Primary schools (1 – 6) by province in 2018 – 2020	26
.....	26
7. POST SCHOOL EDUCATION AND TRAINING (PSET) AND TETIARY EDUCATION.....	27
Table 29: Number of trainees in Post School Education and Training in 2018 - 2020	27
Table 30: Number of graduates in Post School Education and Training in 2017 - 2019	28
Table 31: Number of trainers in Post School Education and Training in 2018 - 2020	28
7.1 Vanuatu Institute of Teachers Education (VITE).....	29
Table 32: Number of student enrolment in Diploma courses in Education by subjects in 2019 .	29
Table 33: Number of Trainers Teaching Diploma courses at VITE by subjects in 2019	29
7.2 Vanuatu Institute of Technology (VIT).....	30
Table 34: Number of students enrolled in courses offered at VIT in 2020.....	30
Table 35: Number of Trainers teaching each courses at VIT in 2020	31
7.3 Vanuatu Agriculture College (VAC).....	31
Table 36: Number of Students enrolled in courses for each certificate level in 2019 - 2020	31
7.4 University of the South Pacific Emalus Campus.....	32
Table 37: USP Emalus Campus Ni-Vanuatu student distribution of completion awards by program and gender in 2018 - 2019	33
Table 38: USP Emalus Ni-Vanuatu Students’ enrolment by program of study and gender in 2018 - 2020	33
7.5 Agency of Francophone Universities (Agence Universitaire de la Francophonie - AUF).....	34
Table 39: Number of graduated students in each course at AUF in 2017 - 2019.....	34
Table 40: Number of students by gender enrolled in courses offered at AUF in 2018 – 2020	34
Table 41: Number of students enrolled in AUF courses in each provincial sub-centres and including Port Vila campus in 2018 - 2020.....	35

7.6 National University of Vanuatu (NUV).....	35
Table 42. Number of students by gender enrolled by programs offered at the National University of Vanuatu in 2018 – 2020.....	35
Table 43. Number of students by gender graduated in each programs at the National University of Vanuatu in 2018 – 2019.....	36
7.7 Vanuatu Students Scholarship Awards by Sponsors.....	36
Table 44: Number of new awarded scholarship by sponsors in 2018 – 2020	36
Table 45: Number of on-going scholarship awarded by sponsors in 2018 – 2020.....	37
Annex 1: Ministry of Education and Training Annual School Census Cycle	38
Annex 2: Glossary	39

FOREWORD

The Ministry of Education and Training (MoET) has the mandate to publish yearly statistical report on education data to inform policy and decision makers. The digest includes a selection of validated data from the Open VEMIS. It is the main open source information system to collect, store and report data on education system, which is accessible at central, provincial and school level. Education statistics are updated on annual basis by the Open VEMIS team taking into account the school census that occurs every year.


The purpose of this report is to publish data captured in Open VEMIS that can be used to measure the effectiveness of the policy objectives that addresses the three main goals of the Ministry, which are Access, Quality and Management. The information published provides evidence to inform policy and decision makers as well as measure the effectiveness of the policies that aims to address the MoET's goals. Most importantly, the utilization of data will help to measure and monitor the progress of indicators outlined in the Vanuatu Education and Training Sector Strategy (VETSS) 2021 – 2031 and along with the Society pillar 2 of the Peoples Plan 2016 – 2030 that focuses on Quality Education.

The data will also aim at measuring the indicators for SDG4 and other regional indicators calculated to measure the effectiveness of Vanuatu's education system for comparison at the regional and international levels.


I encourage every data users to make effective use of the information in all planning or decision-making processes to ensure that available resources are used effectively and efficiently. The formulation of new policies to continually guide by data for its effectiveness and proper coordination of resources towards development. On this note, I would like to take this opportunity to invite all MoET directorates to use the report and make effective use of the data to support better planning for the development of our education system.

Finally, I am pleased to introduce the second edition of the MoET 2020 Annual Statistical Report that outlines a holistic range of education statistics, from Early Childhood Care and Education (ECCE) to Post School Education and Training (PSET) or Tertiary Education.

Yours sincerely,



Bergmans Iati
Director General, Ministry of Education and Training



ACKNOWLEDGEMENT

I have the honour as Director responsible to acknowledge the outstanding work by MoET officers who contributed in one way or another to the publication of the second edition of the statistical report published by the Ministry of Education and Training. Thank you to the officers of the respective units within the Ministry for their continued support towards the release of this report.

My special gratitude goes to the officers of the Policy and Planning Division at MoET, in particular to the VEMIS team for the tremendous efforts in compiling and publishing a timely Annual Statistical Report for 2020. I extend my appreciation to the provincial VEMIS Officers for the improved coordination and support provided in collecting the data and entering it into Open VEMIS (OV).

Massive thanks for the contributions of the school management and in particular, school principals, teachers and staffs for their time and effort in organising the school data and ensuring data entry in Open VEMIS or in paper survey forms are done prior to the dateline of the school census.

I also take this opportunity to appreciate the team effort of the School Improvement Officers (SIOs) and Provincial Education Officers (PEOs) within each Provincial Education Offices for the good working relationship in supporting the tasks allocated at the school level in relation to collection, entry and validation of data in Open VEMIS.

Furthermore, I am so grateful to our donor partners particularly MFAT, DFAT, UNICEF, and SPC for providing the financial support towards the development and use of the Open VEMIS system.

I would also like to encourage everyone to make good use of the information and to use the data as evidence to support planning and decision making within their aspects of work.

For further information, contact Oztome Bule on email: obule@vanuatu.gov.vu and Dawn Reuben on email: dreuben@vanuatu.gov.vu at the Policy and Planning Division, or call +678 22309.

Yours sincerely,

Serge Lewawa
Director, Policy and Planning Division



INTRODUCTION

The development and use of Open VEMIS has been instrumental in strengthening the collection and reporting of all MoET's data, ensuring that information is centralised and accessible for all users. This year marks the publication of the second edition of the statistical report containing basic tables for Education statistics. The purpose of producing this statistical report is to ensure data are easily accessible in a timely manner given the validity of the data to effectively support planning and decision-making in the education sector. The data published in this report will later be serve as the basis for compiling the Annual Digest reports, which will later be published to supplement this report.

The Open VEMIS database maintains its objectives of producing quality data in terms of its **Completeness, Accuracy and Reliability** of all education data stored and managed in the database. The ministry is increasing its efforts to strengthen and maintain the quality of the data captured and accessible in the database. The use of Open VEMIS database facilitates the validation and quality control of the data stored in Open VEMIS. It allows VEMIS officers and data owners to conduct data quality checks on data uploaded annually by data owners.

The data captured in OV, which are published in this report for formal schools, have been validated and audited based on the Open VEMIS data quality procedures normally conducted by VEMIS officers before the data is confirmed for official use. While, the data published for PSET providers is collected from the respective institutions.

Significantly, this report contains relevant information for measuring the effectiveness and the implementation of Education policy indicators that are the main goals of the MoET, namely **Access, Quality and Management**. It also contains information to measure the outcome and strategy indicators outlined in the Vanuatu Education Sector Plan, similarly to the indicators for society 2 pillar of "The People's Plan 2016 – 2030" which focuses on quality education.

Thus, the content of this report captures information for each school type; ECCE, Primary, Secondary, and Tertiary institutions. It also contains information for Ni-Vanuatu students who have awarded a scholarship by agencies, studying in various universities throughout the region and in some universities outside the region. The information published is for the three years trend from 2018 to 2020.

SUMMARY STATISTICS

Table 1: Total enrolment for each school type in 2018 – 2020

School Type	2018	2019	2020
ECCE	15,661	16,445	16,253
Primary (1 – 6)	52,789	54,820	56,633
Secondary (7 - 10)	15,705	16,717	18,488
Senior Secondary (11 +)	4,278	4,662	5,455
Total	88,433	92,644	96,829

Source: Open VEMIS, 2020.

Table 2: Enrolment of students by age categories in each school type in 2020

Official age for each school type	Student enrolment by age categories			Total
	Official Age	Under Age	Over Age	
ECCE (4 – 5 years old)	12,069	564	3,620	16,253
Primary (6 – 11 years old)	15,522	2,091	39,020	56,633
Junior Secondary (12 – 15 years old)	2,320	378	15,775	18,473
Senior Secondary (16 – 19 years old)	1,025	154	4,291	5,470
Total	30,936	3,187	62,706	96,829

Source: Open VEMIS, 2020.

Table 3: Total number of schools in each school type in 2018 – 2020

School Type	2018	2019	2020
ECCE	838	863	876
Primary School (1 – 6)	455	479	482
Secondary School (7 +)	104	111	114
Total	1,397	1,453	1,472

Source: Open VEMIS, 2020.

Table 4: Total number of teachers teaching in each school type in 2018 – 2020

School Type	2018	2019	2020
ECCE	1,306	1,314	1,153
Primary (1 – 6)	1,908	1,928	1,933
Secondary (7 +)	980	988	918
Total	4,194	4,230	4,004

Source: Open VEMIS, 2020.

1. STUDENT ENROLMENT

This section outlines information on student enrolment in the formal sector, which are ECCE, Primary and Secondary. It contains data in each table formats presenting enrolment figures disaggregated by types of variables such as education authorities, provinces, gender, language of instruction, and school types. Each table headings clearly outlining the content of the information presented.

Table 5: Enrolment by education authority and gender in each school type in 2018 – 2020

Year	Education Authority	ECCE			Primary (1–6)			Secondary (7 +)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2018	Government	1,186	1,135	2,321	18,660	16,248	34,908	6,001	6,374	12,375
	Church (Govt. Assisted)	390	419	809	8,861	7,921	16,782	3,552	3,630	7,182
	Subtotal Govt.	1,576	1,554	3,130	27,521	24,169	51,690	9,553	10,004	19,557
	Church				49	64	113	16	16	32
	Private	4,685	4,479	9,164	349	311	660	120	90	210
	Community	1,723	1,644	3,367	176	150	326	115	69	184
	Total	7,984	7,677	15,661	28,095	24,694	52,789	9,804	10,179	19,983
2019	Government	1,168	1,036	2,204	19,145	16,907	36,052	6,375	6,742	13,117
	Church (Govt. Assisted)	501	566	1,067	9,172	8,273	17,445	3,705	3,904	7,609
	Subtotal Govt.	1,669	1,602	3,271	28,317	25,180	53,497	10,080	10,646	20,726
	Church				40	57	97	15	16	31
	Private	4,947	4,778	9,725	475	464	939	221	209	430
	Community	1,732	1,717	3,449	156	131	287	111	81	192
	Total	8,348	8,097	16,445	28,988	25,832	54,820	10,427	10,952	21,379
2020	Government	1,093	950	2,043	19,124	17,186	36,310	7,010	7,369	14,379
	Church (Govt. assisted)	501	467	968	9,183	8,501	17,684	3,869	4,201	8,070
	Subtotal Govt.	1,594	1,417	3,011	28,307	25,687	53,994	10,879	11,570	22,449
	Church	21	9	30	57	66	123	18	13	31
	Private	4,943	4,684	9,627	1,125	1,032	2,157	676	636	1,312
	Community	1,872	1,713	3,585	196	163	359	83	68	151
	Total	8,430	7,823	16,253	29,685	26,948	56,633	11,656	12,287	23,943

Source: Open VEMIS, 2020.

Table 6: Enrolment by education authority for each school type in 2018 – 2020

Year	Education Authority	School Type				Vanuatu
		ECCE	Primary (1–6)	Jnr Secondary (7–10)	Snr Secondary (11 - 13)	
2018	Government	2,321	34,908	9,585	2,790	49,604
	Church (Govt. assisted)	809	16,782	5,761	1,421	24,773
	Subtotal Govt.	3,130	51,690	15,346	4,211	74,377
	Church		113	32		145
	Private	9,164	660	210		10,034
	Community	3,367	326	117	67	3,877
	Total	15,661	52,789	15,705	4,278	88,433
2019	Government	2,204	36,052	9,965	3,152	51,373
	Church (Govt. assisted)	1,067	17,445	6,222	1,387	26,121
	Subtotal Govt.	3,271	53,497	16,187	4,539	77,494
	Church		97	31		128
	Private	9,725	939	354	76	11,094
	Community	3,449	287	145	47	3,928
	Total	16,445	54,820	16,717	4,662	92,644
2020	Government	2,043	36,310	10,850	3,529	52,732
	Church (Govt. assisted)	968	17,684	6,594	1,476	26,722
	Subtotal Govt.	3,011	53,994	17,444	5,005	79,454
	Church	30	123	31		184
	Private	9,627	2,157	884	428	13,096
	Community	3,585	359	129	22	4,095
	Total	16,253	56,633	18,488	5,455	96,829

Source: Open VEMIS, 2020.

Table 7: Enrolment for ECCE by education authority and province in 2018 – 2020

Year	Education Authority	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2018	Government	41	36			2,244		2,321
	Church (Govt. assisted)	9	126	98	336	110	130	809
	Subtotal Govt.	50	162	98	336	2,354	130	3,130
	Church							
	Private	371	3,107	721	1,137	2,114	1,714	9,164
	Community	357	521	557	714	261	957	3,367
	Total	778	3,790	1,376	2,187	4,729	2,801	15,661
2019	Government	31	101	42		2,030		2,204
	Church (Govt. assisted)	10	164	181	350	219	143	1,067

	Subtotal Govt.	41	265	223	350	2,249	143	3,271
	Church							
	Private	407	3,024	881	1,351	2,216	1,846	9,725
	Community	390	581	728	749	235	766	3,449
	Total	838	3,870	1,832	2,450	4,700	2,755	16,445
2020	Government	33	107	60		1,843		2,043
	Church (Govt. assisted)		168	183	304	205	108	968
	Subtotal Govt.	33	275	243	304	2,048	108	3,011
	Church				30			30
	Private	345	2,748	814	1,308	2,724	1,688	9,627
	Community	304	530	898	731	229	893	3,585
	Total	682	3,553	1,955	2,373	5,001	2,689	16,253

Source: Open VEMIS, 2020.

Table 8: Enrolment for Primary (1 – 6) by education authority and province in 2018 – 2020

Year	Education Authority	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2018	Government	1,275	7,126	3,762	5,583	10,198	6,964	34,908
	Church (Govt. assisted)	757	4,088	2,995	2,904	2,896	3,142	16,782
	Subtotal Govt.	2,032	11,214	6,757	8,487	13,094	10,106	51,690
	Church					113		113
	Private				39	501	120	660
	Community				37	230	59	326
	Total	2,032	11,214	6,757	8,563	13,938	10,285	52,789
2019	Government	1,378	8,086	3,279	5,788	10,182	7,339	36,052
	Church (Govt. assisted)	706	4,187	2,697	2,849	3,661	3,345	17,445
	Subtotal Govt.	2,084	12,273	5,976	8,637	13,843	10,684	53,497
	Church					97		97
	Private					889	50	939
	Community		23		56	186	22	287
	Total	2,084	12,296	5,976	8,693	15,015	10,756	54,820
2020	Government	1,306	7,983	3,677	5,718	10,224	7,402	36,310
	Church (Govt. assisted)	753	4,239	2,794	2,826	3,793	3,279	17,684
	Subtotal Govt.	2,059	12,222	6,471	8,544	14,017	10,681	53,994
	Church					123		123
	Private		98			1,998	61	2,157
	Community				45	314		359
	Total	2,059	12,320	6,471	8,589	16,452	10,742	56,633

Source: Open VEMIS, 2020.

Table 9: Enrolment for secondary (Year 7+) by education authority and province in 2018 – 2020

		Province						
Year	Education Authority	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2018	Government	249	2,985	457	1,811	5,095	1,778	12,375
	Church (Govt. assisted)	272	1,542	1,531	909	1,964	964	7,182
	Subtotal Govt.	521	4,527	1,988	2,720	7,059	2,742	19,557
	Church					32		32
	Private		32			106	72	210
	Community					184		184
	Total	521	4,559	1,988	2,720	7,381	2,814	19,983
2019	Government	223	3,461	480	1,992	5,135	1,826	13,117
	Church (Govt. assisted)	288	1,777	1,301	965	2,185	1,093	7,609
	Subtotal Govt.	511	5,238	1,781	2,957	7,320	2,919	20,726
	Church					31		31
	Private					328	102	430
	Community				17	175		192
	Total	511	5,238	1,781	2,974	7,854	3,021	21,379
2020	Government	225	3,487	590	2,088	5,956	2,033	14,379
	Church (Govt. assisted)	314	1,779	1,387	984	2,377	1,229	8,070
	Subtotal Govt.	539	5,266	1,977	3,072	8,333	3,262	22,449
	Church					31		31
	Private		4			1,189	119	1,312
	Community				16	135		151
	Total	539	5,270	1,977	3,088	9,688	3,381	23,943

Source: Open VEMIS, 2020.

Table 10. Enrolment for each school by authority type, province and gender for 2020

School Type	Education Authority	Torba		Sanma		Penama		Malampa		Shefa		Tafea		Vanuatu
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
ECCE	Government	15	18	51	56	33	27			994	849			2,043
	Church (Govt. assisted)			91	77	82	101	159	145	112	93	57	51	968
	Subtotal Govt.	15	18	142	133	115	128	159	145	1,106	942	57	51	3,011
	Church							21	9					30
	Private	183	162	1441	1307	430	384	630	678	1,379	1,345	880	808	9,627
	Community	155	149	299	231	482	416	364	367	108	121	464	429	3,585
	Total	353	329	1,882	1,671	1,027	928	1,174	1,199	2,593	2,408	1,401	1,288	16,253
Primary (1 - 6)	Government	641	665	4,137	3,846	1,926	1,751	3,004	2,714	5,373	4,851	4,043	3,359	36,310
	Church (Govt. assisted)	365	388	2,237	2,002	1,450	1,344	1,490	1,336	1,955	1,838	1,686	1,593	17,684
	Subtotal Govt.	1,006	1,053	6,374	5,848	3,376	3,095	4,494	4,050	7,328	6,689	5,729	4,952	53,994
	Church									57	66			123
	Private			44	54					1,048	950	33	28	2,157
	Community							27	18	169	145			359
	Total	1,006	1,053	6,418	5,902	3,376	3,095	4,521	4,068	8,602	7,850	5,762	4,980	56,633
Secondary (7+)	Government	109	116	1,693	1,794	294	296	980	1,108	2,857	3,099	1,077	956	14,379
	Church (Govt. assisted)	144	170	888	891	630	757	486	498	1,107	1,270	614	615	8,070
	Subtotal Govt.	253	286	2,581	2,685	924	1,053	1,466	1,606	3,964	4,369	1,691	1,571	22,449
	Church									18	13			31
	Private			3	1					599	590	74	45	1,312
	Community							9	7	74	61			151
	Total	253	286	2,584	2,686	924	1,053	1,475	1,613	4,655	5,033	1,765	1,616	23,943

Source: Open VEMIS, 2020.

Table 11: Enrolment for schools in urban and rural areas by school type and province in 2018 – 2020

Year	School Type	Rural							Urban		
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total	Sanma	Shefa	Total
2018	ECCE	778	2,741	1,376	2,187	2,994	2,801	12,877	1,049	1,735	2,784
	Primary (1 - 6)	2,032	7,978	6,757	8,563	7,801	10,285	43,416	3,236	6,137	9,373
	Secondary (7+)	521	2,638	1,988	2,720	2,893	2,814	13,574	1,921	4,488	12,157
	Total	3,331	13,357	10,121	13,470	13,688	15,900	69,867	6,206	12,360	18,566
2019	ECCE	838	2,653	1,832	2,450	2,932	2,755	13,460	1,217	1,768	2,985
	Primary (1 - 6)	2,084	8,438	5,976	8,693	8,447	10,756	44,394	3,858	6,568	10,426
	Secondary (7+)	510	3,039	1,781	2,974	2,982	3,021	14,307	2,199	4,873	13,411
	Total	3,432	14,130	9,589	14,117	14,361	16,532	72,161	7,274	13,209	20,483
2020	ECCE	682	2,470	1,955	2,373	2,912	2,689	13,081	1,083	2,089	3,172
	Primary (1 - 6)	2,059	8,621	6,471	8,589	8,733	10,742	45,215	3,699	7,719	11,418
	Secondary (7+)	539	3,060	1,977	3,088	3,344	3,381	15,389	2,210	6,344	8,554
	Total	3,280	14,151	10,403	14,050	14,989	16,812	73,685	6,992	16,152	23,144

Source: Open VEMIS, 2020.

Table 12: Enrolment in urban and rural area by school type and gender in 2018 – 2020

Urban/ Rural	School Type	2018			2019			2020		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural	ECCE	6,550	6,327	12,877	6,826	6,634	13,460	6,808	6,273	13,081
	Primary (1 - 6)	23,173	20,243	43,416	23,561	20,833	44,394	23,776	21,439	42,215
	Secondary (7+)	6,722	6,852	13,574	7,038	7,269	14,307	7,506	7,883	15,389
	Rural Total	36,445	33,422	69,867	37,425	34,736	72,161	38,090	35,595	73,685
Urban	ECCE	1,434	1,350	2,784	1,522	1,463	2,985	1,622	1,550	3,172
	Primary (1 - 6)	4,922	4,451	9,373	5,427	4,999	10,426	5,909	5,509	11,418
	Secondary (7+)	3,082	3,327	6,409	3,388	3,684	7,072	4,150	4,404	8,554
	Urban Total	9,438	9,128	18,566	10,337	10,146	20,483	11,681	11,463	23,144
Total	45,883	42,550	88,433	47,762	44,882	92,644	49,771	47,058	96,829	

Source: Open VEMIS, 2020.

Table 13: Enrolment by language of instruction according to each school type registration in 2018 – 2020

Language	ECCE			Primary (1 – 6)			Secondary (7+)		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Bilingual		241	211			160			
Bislama	1,183	1,186	1,352						
English	7,464	7,680	7,675	34,862	36,648	38,561	13,847	14,865	17,128
French	1,821	2,236	1,969	17,927	18,172	17,862	6,136	6,514	6,815
Vernacular	5,193	5,102	5,046			50			
Total	15,661	16,445	16,253	52,789	54,820	56,633	19,983	21,379	23,943

Source: Open VEMIS, 2020.

Table 14: Enrolment by education authority and language of instruction according to each school type registration in 2018 – 2020

Education Authority	Language	ECCE			Primary (1 - 6)			Secondary (7+)		
		2018	2019	2020	2018	2019	2020	2018	2019	2020
Government	Bilingual		80	82						
	Bislama	445	473	406						
	English	397	273	246	27,336	28,575	29,032	9,171	9,954	11,010
	French	170	146	139	7,572	7,477	7,278	3,204	3,163	3,369
	Vernacular	1,309	1,232	1,170						
	Sub Total	2,321	2,204	2,043	34,908	36,052	36,310	12,375	13,117	14,379
Church (Government Assisted)	Bislama	95	142	105						
	English	148	185	198	6,746	6,972	7,318	4,328	4,522	4,882
	French	99	275	169	10,036	10,473	10,316	2,854	3,087	3,188
	Vernacular	467	465	496			50			
	Sub Total	809	1,067	968	16,782	17,445	17,684	7,182	7,609	8,070
Church	English			30	113	97	123	32	31	31
	Sub Total			30	113	97	123	32	31	31
Community	Bislama	300	234	307						
	English	655	835	827	326	287	359	184	192	151
	French	293	455	374						
	Vernacular	2,119	1,925	2,077						
	Sub Total	3,367	3,449	3,585	326	287	359	184	192	151
Private	Bilingual		161	129			160			
	Bislama	343	337	534						
	English	6,264	6,387	6,374	341	717	1,729	132	166	1,054
	French	1,259	1,360	1,287	319	222	268	78	264	258
	Vernacular	1,298	1,480	1,303						
	Sub Total	9,164	9,725	9,627	660	939	2,157	210	430	1,312
Total		15,661	16,445	16,253	52,789	54,820	56,633	19,983	21,379	23,943

Source: Open VEMIS, 2020.

Table 15: Enrolment by specific age and education year level in 2020 (The highlighted data are the enrolment at official age for each school type)

Age In Years	Education Year Levels															Total
	ECCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
3	564	2														566
4	4,950	31														4,981
5	7,119	526	36													7,681
6	3,191	4,627	452	27												5,106
7	332	3,816	3,876	411	21	8										8,132
8	57	964	3,732	3,128	248	19	3									8,094
9	30	198	1,229	3,780	1,762	155	12	5								7,141
10	10	72	443	2,162	3,761	1,185	140	8	4	1						7,776
11		28	129	772	2,442	2,709	944	93	17	5						7,139
12		12	45	291	1,160	2,147	2,185	689	99	8						6,636
13		2	2	73	456	1,171	2,008	1,599	611	75	3					6,000
14			1	21	180	600	1,306	1,701	1,485	568	60	4				5,926
15			1	4	49	170	504	977	1,318	1,140	452	51	6			4,672
16				1	21	59	190	481	856	1,131	1,050	332	46	1		4,168
17					1	24	54	167	445	733	951	682	338	38		3,433
18					1	4	16	60	128	310	581	520	569	281	8	2,478
19						7	11	13	43	118	267	334	422	407	74	1,696
20							5	8	18	51	107	169	263	356	83	1,060
21							1		1	9	18	45	88	165	43	370
22										2	4	15	24	45	19	109
23											3	2	6	14	12	37
24												1	3	1	2	7
26															1	1
Total	16,253	10,278	9,946	10,670	10,102	8,258	7,379	5,801	5,025	4,151	3,496	2,155	1,765	1,308	242	96,829
	ECCE	Primary						Junior Secondary				Senior Secondary				

Source: Open VEMIS, 2020.

2. NUMBER OF FORMAL SCHOOLS IN VANUATU

Section 2 provides mainly information on the number of formal education specifically ECCE, Primary and Secondary schools operating in Vanuatu. It outlines the number of schools based on their registration details such as; school type, language of instruction, location and authority type. For each table it has the heading that clearly describes the content of the information presented in this section.

Table 16: Number of schools by province and official language of instruction according each school type registration in 2018 - 2020

Year	School Type	Language	Province						Total
			Torba	Sanma	Penama	Malampa	Shefa	Tafea	
2018	ECCE	Bislama	4	37	1	5	20	7	74
		English	15	108	58	73	28	82	364
		French	1	23	10	30	7	10	81
		Vernacular	28	36	63	35	81	76	319
		Total	48	204	132	143	136	175	838
	Primary (1 – 6)	English	18	69	44	56	71	45	303
		French	9	32	21	34	22	34	152
		Total	27	101	65	90	93	79	455
	Secondary (7+)	English	3	12	12	11	20	13	71
		French	2	4	3	9	8	7	33
		Total	5	16	15	20	28	20	104
	Total		80	321	212	253	257	274	1,397
	2019	ECCE	Bilingual					12	
Bislama			4	37	2	4	17	7	71
English			15	118	57	65	28	83	366
French			1	24	10	29	7	10	81
Vernacular			28	38	75	33	82	77	333
Total			48	217	144	131	146	177	863
Primary (1 – 6)		English	17	82	52	56	73	45	325
		French	9	32	24	34	22	33	154
		Total	26	114	76	90	95	78	479
Secondary (7+)		English	3	16	14	11	20	13	77
		French	2	4	4	9	8	7	34
		Total	5	20	18	20	28	20	111
Total			79	351	238	241	269	275	1,453
2020	ECCE	Bilingual					11		11
		Bislama	3	39	3	4	27	7	83
		English	15	120	57	64	31	83	370
		French	1	24	10	28	7	10	80
		Vernacular	27	39	75	32	82	77	332
		Total	46	222	145	128	158	177	876
	Primary (1 – 6)	Bilingual					1		1
		English	17	83	52	56	73	46	327

		French	9	32	23	34	22	33	153
		Vernacular			1				1
		Total	26	115	76	90	96	79	482
	Secondary (7+)	English	3	16	14	12	21	13	79
		French	2	4	4	9	8	8	35
		Total	5	20	18	21	29	21	114
	Total		77	357	239	239	283	277	1,472

Source: Open VEMIS, 2020.

Table 17: Number of schools by official language of instruction according to each school type registration in 2018 - 2020

Language	ECCE			Primary (1 - 6)			Secondary (7+)		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Bilingual		12	11			1			
Bislama	74	71	83						
English	364	366	370	303	325	327	71	77	79
French	81	81	80	152	154	153	33	34	35
Vernacular	319	333	332			1			
Total	838	863	876	455	479	482	104	111	114

Source: Open VEMIS, 2020.

Table 18: Number of schools by education authority and school type in 2018– 2020

Year	Education Authority	School Type			Total
		ECCE	Primary (1 – 6)	Secondary (7 +)	
2018	Government	86	282	52	420
	Church (Govt. assisted)	53	150	44	247
	Church (Not Govt. Assisted)		3	2	5
	Community	258	6	1	265
	Private	441	14	5	460
	Total	838	455	104	1,397
2019	Government	108	306	59	473
	Church (Govt. assisted)	55	152	45	252
	Church (Not Govt. Assisted)		3	2	5
	Community	257	5	1	263
	Private	443	13	4	460
	Total	863	479	111	1,453
2020	Government	109	307	60	476
	Church (Govt. assisted)	55	151	45	251
	Church (Not Govt. Assisted)	1	3	2	6
	Community	257	5	1	263
	Private	454	16	6	476
	Total	876	482	114	1,472

Source: Open VEMIS, 2020.

Table 19: Number of Schools in urban and rural areas by school type in 2018 – 2020

Year	Urban/Rural	School Type			
		ECCE	Primary (1 – 6)	Secondary (7+)	Total
2018	Rural	792	419	83	1,294
	Urban	46	36	21	103
	Total	838	455	104	1,397
2019	Rural	810	436	88	1,334
	Urban	53	43	23	119
	Total	863	479	111	1,453
2020	Rural	814	438	91	1334
	Urban	62	44	23	129
	Total	876	482	114	1,472

Source: Open VEMIS, 2020.

3. TEACHERS INFORMATION

Section 3 provides detailed information for teachers teaching in formal education (ECCE, Primary and Secondary school). It presents information for teachers based on each school type registration such as education authority, school location by province, student teacher ratio and language of instruction for each school. It also provides information for teachers by gender as well as government and non-government paid teachers teaching in respective schools in formal education.

Table 20: Number of teachers by gender and school type in 2018 – 2020

Gender	School Type	2018	2019	2020
Male	ECCE	48	50	49
	Primary school (1–6)	803	799	792
	Secondary school (7 +)	555	560	498
	Male Total	1,406	1,409	1,339
Female	ECCE	1,258	1,264	1,104
	Primary school (1–6)	1,105	1,129	1,141
	Secondary school (7 - 14)	425	428	420
	Female Total	2,788	2,821	2,665
Total	4,194	4,230	4,004	

Source: Open VEMIS, 2020.

Table 21: Number of teachers by education authority and school type in 2018 – 2020

Year	Education Authority	ECCE	Primary (1–6)	Secondary (7-14)	Total
2018	Government	144	1,309	614	2,067
	Church (Govt. Assisted)	68	582	357	1,007
	Church		2		2
	Community	323	11	2	336
	Private	771	4	7	782
	Total	1,306	1,908	980	4,194
2019	Government	144	1,321	654	2,119
	Church (Govt. Assisted)	70	592	331	993
	Church		2		2
	Community	328	9	2	339
	Private	772	4	1	777
	Total	1,314	1,928	988	4,230
2020	Government	132	1,321	556	2,009
	Church (Govt. Assisted)	64	602	360	1,026
	Church		1		1
	Community	285	7	2	294
	Private	672	2		674
	Total	1,153	1,933	918	4,004

Source: Open VEMIS, 2020.

Table 22. Number of teachers by education authorities for each school type in 2020

School Type	Authority Type	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total
ECCE	Government	1	3	1		127		132
	Church (Govt. Assisted)		10	11	25	5	13	64
	Church							
	Community	33	50	58	68	11	65	285
	Private	31	218	78	128	61	156	672
	Total	65	281	148	221	204	234	1,153
Primary (1 - 6)	Government	47	306	105	224	422	217	1,321
	Church (Govt. Assisted)	41	160	88	105	116	92	602
	Church						1	1
	Community					6	1	7
	Private					2		2
	Total	88	466	193	329	546	311	1,933
Secondary (7+)	Government	14	140	27	83	230	62	556
	Church (Govt. Assisted)	7	100	69	45	99	40	360
	Church							
	Community					2		2
	Private							
	Total	21	240	96	128	331	102	918

Source: Open VEMIS, 2020.

Table 23: Total number of teachers by school type, province and gender in 2018 – 2020

School Type	Province	2018			2019			2020		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCE	Torba	15	53	68	16	54	70	14	51	65
	Sanma	8	269	277	8	273	281	8	273	281
	Penama	4	176	180	4	176	180	7	141	148
	Malampa	6	270	276	6	271	277	6	215	221
	Shefa	10	236	246	10	236	246	7	197	204
	Tafea	5	254	259	6	254	260	7	227	234
	Total	48	1,258	1,306	50	1,264	1,314	49	1,104	1,153
Primary (1–6)	Torba	40	45	85	38	46	84	39	49	88
	Sanma	173	291	464	176	295	471	170	296	466
	Penama	82	99	181	79	96	175	85	108	193
	Malampa	155	174	329	156	181	337	151	178	329
	Shefa	197	347	544	191	356	547	187	359	546

	Tafea	156	149	305	159	155	314	160	151	311
	Total	803	1,105	1,908	799	1,129	1,928	792	1,141	1,933
Secondary (7+)	Torba	10	12	22	8	12	20	10	11	21
	Sanma	141	85	226	156	105	261	142	98	240
	Penama	68	42	110	47	27	74	55	41	96
	Malampa	72	51	123	72	50	122	76	52	128
	Shefa	215	195	410	224	195	419	156	175	331
	Tafea	49	40	89	53	39	92	59	43	102
	Total	555	425	980	560	428	988	498	420	918

Source: Open VEMIS, 2020.

Table 24: Number of government and non-government paid teachers by school type in each province in 2019 – 2020.

School Type	Province	2019		2020	
		Government	Non-Government Paid	Government	Non-Government Paid
ECCE	Torba	34	36	45	20
	Sanma	92	189	175	106
	Penama	25	155	131	17
	Malampa	94	183	110	111
	Shefa	164	82	179	25
	Tafea	117	143	135	99
	Total	526	788	775	378
Primary (1 - 6)	Torba	59	25	64	24
	Sanma	326	145	338	128
	Penama	164	11	175	18
	Malampa	231	106	231	98
	Shefa	458	89	463	83
	Tafea	189	125	195	116
	Total	1,427	501	1,466	467
Secondary (7+)	Torba	18	2	17	4
	Sanma	231	30	205	35
	Penama	70	4	92	4
	Malampa	119	3	123	5
	Shefa	413	6	325	6
	Tafea	90	2	100	2
	Total	941	47	862	56

Source: Open VEMIS, 2020.

4. STUDENT TEACHER RATIO

Table 25: Student Teacher Ratio (STR) by province and school type in 2018 – 2020

Year	Province	ECCE			Primary (1–6)			Secondary (7 - 14)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2018	Torba	778	68	11.4	2,032	85	23.9	521	22	23.7
	Sanma	3,790	277	13.7	11,214	464	24.2	4,559	226	20.2
	Penama	1,376	180	7.6	6,757	181	37.3	1,988	110	18.1
	Malampa	2,187	276	7.9	8,563	329	26.0	2,720	123	22.1
	Shefa	4,729	246	19.2	13,938	544	25.6	7,381	410	18.0
	Tafea	2,801	259	10.8	10,285	305	33.7	2,814	89	31.6
	Total	15,661	1306	12.0	52,789	1,908	27.7	19,983	980	20.4
2019	Torba	838	70	12.0	2,084	84	24.8	511	20	25.6
	Sanma	3,870	281	13.8	12,296	471	26.1	5,238	261	20.1
	Penama	1,832	180	10.2	5,976	175	34.1	1,781	74	24.1
	Malampa	2,450	277	8.8	8,693	337	25.8	2,974	122	24.4
	Shefa	4,700	246	19.1	15,015	547	27.4	7,854	419	18.7
	Tafea	2,755	260	10.6	10,756	314	34.3	3,021	92	32.8
	Total	16,445	1,314	12.5	54,820	1,928	28.4	21,379	988	21.6
2020	Torba	682	65	10.5	2,059	88	23.4	539	21	25.7
	Sanma	3,553	281	12.6	12,320	466	26.4	5,270	240	22.0
	Penama	1,955	148	13.2	6,471	193	33.5	1,977	96	20.6
	Malampa	2,373	221	10.7	8,589	329	26.1	3,088	128	24.1
	Shefa	5,001	204	24.5	16,452	546	30.1	9,688	331	29.3
	Tafea	2,689	234	11.5	10,742	311	34.5	3,381	102	33.1
	Total	16,253	1,153	14.1	56,633	1,933	29.3	23,943	918	26.1

Source: Open VEMIS, 2020.

Table 26: Student teacher ratio (STR) by education authority and school type in 2018 – 2020

Year	Education Authority	ECCE			Primary (1–6)			Secondary (7 - 14)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2018	Government	2,321	144	16.1	34,908	1,309	26.7	12,375	614	20.2
	Church (Govt. Assisted)	809	68	11.9	16,782	582	28.8	7,182	357	20.1
	Church				113	2	56.5	32	N/A	
	Community	3,367	323	10.4	326	11	29.6	184	2	92.0
	Private	9,164	771	11.9	660	4	165.0	210	7	30.0
	Total	15,661	1,306	12.0	52,789	1,908	27.7	19,983	980	20.4
2019	Government	2,204	144	15.3	36,052	1,321	27.3	13,117	654	20.1
	Church (Govt. Assisted)	1,067	70	15.2	17,445	592	29.5	7,609	331	23.0
	Church				97	2	48.5	31	N/A	
	Community	3,449	328	10.5	287	9	31.9	192	2	96.0
	Private	9,725	772	12.6	939	4	234.8	430	1	430.0
	Total	16,445	1,314	12.5	54,820	1,928	28.4	21,379	988	21.6
2020	Government	2,043	132		36,310	1,321		14,379	556	25.9
	Church (Govt. Assisted)	968	64		17,684	602		8,070	360	22.4
	Church	30	N/A		123	1		31	N/A	
	Community	3,585	285		359	7		151	2	75.5
	Private	9,627	672		2,157	2		1,312	N/A	
	Total	16,253	1,153		56,633	1,933		23,943	918	26.1

Source: Open VEMIS, 2020

N/A means information **Not Available**. Teacher's information for Community and Private schools in Primary and Secondary school were not submitted in OV for publication.

5. CLASSROOM

Section 5 and 6 outlines information on classrooms and toilets for primary schools, based on the information collected from previous School facility survey data conducted in 2018. Table 31 and 32 outline student classroom and toilet ratio based on the number of enrolment data for specific provinces from 2018 to 2020.

Table 27: Pupil's Classroom ratio for Primary schools (1 – 6) by province in 2018 – 2020

Province	2018			2019			2020		
	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio
Torba	93	2,032	21.8	93	2,084	22.4	93	2,059	22.1
Sanma	484	11,214	23.2	484	12,296	25.4	484	12,320	25.5
Penama	317	6,757	21.3	317	5,976	18.9	317	6,471	20.4
Malampa	390	8,563	22.0	390	8,693	22.3	390	8,589	22.0
Shefa	446	13,938	31.3	446	15,015	33.7	446	16,452	36.9
Tafea	278	10,285	37.0	278	10,756	38.7	278	10,742	38.6
Total	2,008	52,789	26.3	2,008	54,820	27.3	2,008	56,633	28.2

Source: Open VEMIS, 2020.

6. TOILETS

Table 28: Pupil Toilet Ratio for Primary schools (1 – 6) by province in 2018 – 2020

Province	2018			2019			2020		
	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio
Torba	110	2,032	18.5	110	2,084	18.9	110	2,059	18.7
Sanma	469	11,214	23.9	469	12,296	26.2	469	12,320	26.3
Penama	278	6,757	24.3	278	5,976	21.5	278	6,471	23.3
Malampa	354	8,563	24.2	354	8,693	24.6	354	8,589	24.3
Shefa	362	13,938	38.5	362	15,015	41.5	362	16,452	45.4
Tafea	272	10,285	37.8	272	10,756	39.5	272	10,742	39.5
Total	1,845	52,789	28.6	1,845	54,820	29.7	1,845	56,633	30.7

Source: Open VEMIS, 2020

7. POST SCHOOL EDUCATION AND TRAINING (PSET) AND TETIARY EDUCATION

This section contains information on PSET and tertiary Education. PSET refers to institutions that offer training courses outside the formal school system prior to the completion of secondary education. This section only captures data from specific PSET institutions that have responded to the data requested by the Ministry and especially the PSET institution that stored and managed their data in OV. It mainly outlines data on enrolment of trainees, graduates and trainers by courses offered by respective institutions within Vanuatu.

However, Tertiary institution refers to higher education established in Vanuatu that offers university programs and courses. The information collected for tertiary institution is specific to Emalus Campus of the University of the South Pacific, the National University of Vanuatu and Agency of Francophone Universities. It presents data on student enrolment and graduate data by program offered by the respective universities. This section also includes the number of sponsored students by donor agencies studying in various universities throughout the region and in some other parts of the world.

Table 29: Number of trainees in Post School Education and Training in 2018 - 2020

Institutions	2018			2019			2020		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Maritime College (VMC)	748	8	756	N/A			32	7	39
Vanuatu Institute of Teachers Education	54	72	126	54	66	120	10	6	16
Vanuatu Institute of Technology	509	382	891	240	231	471	224	208	432
Vanuatu College of Nursing	32	79	111	67	37	104	27	53	80
Australian Pacific Training College	47	73	120	31	52	83	191	148	339
Vanuatu Agriculture College (VAC)	79	57	136	115	53	168	95	32	127
Vanuatu Police College (VPC)	24	11	35	82	30	112	42	8	50
Torgil Provincial Institute of Vocational Training							35	15	50
Agabe Rural Training Centre							18	3	21
Fisher Young Rural Training Centre							7	0	7
Pacific Vocational Training Centre							79	8	87
Edwards Institute of Technology				47	19	66	70	47	117
Onesua Presbyterian Technical school							28	16	44
Betania Bible Institute							33	6	39
Foundation for the Betterment of Society							57	40	97
Gateway Institute							9	10	19
Green Hill City Trade School							5	32	37
Ituani Vocational Skills Centre							4	0	4
Jean Canis Baptiste Vocational Training Centre							25	2	27
Londua Technical College							17	1	18
Lonoc Vocational Training Centre				56	71	127	3	39	42
Lume Memorial Rural Training Centre							27	5	32
Matahi Rural Training Centre							3	3	6
Napil Agriculture Training Centre							17	3	20
Ngafsany Vocational Training Centre							2	2	4

Pektel Rural Training Centre							82	36	118
Rhema Bible Training College							19	11	30
St. Michel Technical College							25	13	38
Talua Theological Training Institute							49	29	78
Vaiduhu Vocational Training Centre							14	7	21
Vetimbosu Rural Training Centre							12	0	12
Total	1,446	609	2,055	692	559	1,251	1,261	790	2,051

Source: Training Institutions, 2020

Table 30: Number of graduates in Post School Education and Training in 2017 - 2019

Institution	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Maritime College (VMC)	923	34	957	850	34	884	Data not available		
Vanuatu Institute of Teachers Education (VITE)	40	82	122	No Graduates					
Vanuatu Institute of Technology (VIT)	20	9	29	No Graduates					
Vanuatu Nursing College (VNC)	11	30	41	17	28	45	18	53	71
Australian Pacific Training College (APTC)	69	184	253	47	72	119	85	90	175
Vanuatu Agriculture College (VAC)	27	12	39	16	14	30	90	51	141
Vanuatu Police College	No recruits			23	12	35	164	49	213
Total	1,090	351	1,441	953	160	1,113	357	243	600

Source: Training Institutions, 2020

Table 31: Number of trainers in Post School Education and Training in 2018 - 2020

Trainers/Instructor	2018			2019			2020		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Maritime College	7	1	8	Data not available					
Vanuatu Institute of Teachers Education	28	22	50	19	13	32	No Intake		
Vanuatu Institute of Technology	46	33	79	45	25	70	42	20	62
Vanuatu Nursing College	1	10	11	2	7	9	3	8	11
Australian Pacific Training College			6			4	3	7	10
Vanuatu Agriculture College	7	5	12	6	7	13	6	4	10

Vanuatu Police College	4	2	6	4	2	6	8	2	10
Total	93	73	172	76	54	134	62	41	103

Source: Training Institutions, 2020

Note that the information in Table 29, based on data provided by specific institutions for 2018 and 2019, whereas the data for 2020 was extract from OV for each respective institutions. Otherwise, the missing information from 2018 and 2019, occur because of no access to data for those respective institution.

Table 30 and 31 only reports data for institution that have managed to submit their information on trainers and graduates data as per request. Concerning the information for VITE, there were no intake in 2020 and as well as no graduates since 2018. Similarly, the information received from VIT confirms there are still no graduates since 2018.

7.1 Vanuatu Institute of Teachers Education (VITE)

The Vanuatu Institute of teacher Education (VITE) has been so instrumental in teachers training and contributed in recruiting a number of teachers in the teaching field. In the previous years, trainees enrolled at VITE has only able to graduate with a certificate and diploma in teaching.

However, this year marks a milestone for the institution with the upgrade of the courses accredited by Vanuatu Qualification Authority (VQA) to offer bachelor courses commencing in 2021. Therefore, the tables below only outlines enrolment and trainers data for 2019, since there were no intake in 2020 as the institution was in the transition period for upgrading its courses to bachelor program.

Table 32: Number of student enrolment in Diploma courses in Education by subjects in 2019

Subjects	Male	Female	Total
Primary Teaching (French)	13	21	34
Primary Teaching (English)	25	26	51
Secondary Math/Science French)	5	4	9
Secondary Math/Science (English)	5	4	9
Secondary Social Science/Language Second (French)	2	5	7
Secondary Social Science/Language Second (English)	3	3	6
Secondary Language Second/Language Foreign (French)		2	2
Secondary Language Second/Language Foreign (English)	1	1	2
Total	54	66	120

Source: VITE, 2019

Table 33: Number of Trainers Teaching Diploma courses at VITE by subjects in 2019

Subject	Male	Female	Total
Primary Teaching (French)	4	3	7
Primary Teaching (English)	5	3	8

Secondary Math/Science French)	2	1	3
Secondary Math/Science (English)	4	1	5
Secondary Social Science/Language Second (French)	2	1	3
Secondary Social Science/Language Second (English)	2	2	4
Secondary Language Second/Language Foreign (French)		1	1
Secondary Language Second/Language Foreign (English)		1	1
Total	19	13	32

Source: VITE, 2019

7.2 Vanuatu Institute of Technology (VIT)

Vanuatu Institute of technology is an institution that offers a wide range of technical courses for life-long skills for trainees who are required to do a particular job. Table 34 and 35, outline the number of enrolment and trainers by lists of courses offered at VIT in 2020.

Table 34: Number of students enrolled in courses offered at VIT in 2020

Courses	Male	Female	Total
Cert III in Climate Change	8	6	14
Cert I in Climate Change	7	2	9
Cert II Mechanical Engineering	7		7
Cert II Arts and Craft	2	1	3
Cert I Mechanical Engineering	2	1	3
Cert II Construction and Civil Engineering (English)	7		7
Cert II Construction and Civil Engineering (French)	4	1	5
Cert II in Computing (English)	11	3	14
Cert II in Computing (French)		2	2
Cert II in Business and Finance (English)	11	11	22
Cert I Automotive (English)	17		17
Cert I Automotive (French)	9		9
Cert I Accommodation Services	3	17	20
Cert II Accommodation Services	1	8	9
Cert I Catering and Cooking	13	25	38
Cert I Joinery (English)	2		2
Cert I Joinery (French)	2		2
Cert I Electrical Engineering	10	6	16
Cert I in Computing (English)	9	6	15
Cert I in Computing (French)	4		4
Cert I in Food and Beverage	7	15	22
Cert I in Customer Service	4	22	26
Cert II in Customer Service	1	17	18
Cert I in Business and Finance (English)	6	9	15

Cert II Business and Administration Services	32	36	68
Cert II Food Preparation	15	11	26
Cert II Tour Operation	6	3	9
Cert II in Construction and Civil Engineering (English)	13		13
Bridging Course	11	6	17
Total	224	208	432

Source: VIT, 2020

Table 35: Number of Trainers teaching each courses at VIT in 2020

Courses	Male	Female	Total
Business (Administration/Accounting)	4	9	13
Administration	3		3
Automotive	4		4
Mechanical Engineering	4		4
Building Construction	3		3
Carpentry	2		2
Electro Technology	2	2	4
Arts & Craft	1		1
Information Communication Technology	5		5
Media & Journalism	1		1
Hospitality and Tourism	5	4	9
General Studies	7	4	11
Climate change	1	1	2
Total	42	20	62

Source: VIT, 2020

7.3 Vanuatu Agriculture College (VAC)

Vanuatu Agriculture College is an institution designed to provide graduates with career pathways in specific agricultural sectors. It offers wide range of agricultural courses in each of the certificate levels. The table 36 presents enrolment data by courses offered in each certificate level from 2019 – 2020.

Table 36: Number of Students enrolled in courses for each certificate level in 2019 - 2020

Year	Certificate Level	Courses	Male	Female	Total
2019	Level 5 in Agriculture	Plant Science	6	13	19
		Animal Science	25	10	35
		Agribusiness	19	17	36
		Total	50	40	90
	Level 4 in Agriculture	Plant Science	17	3	20
		Animal Science	13	2	15
		Agribusiness	17	2	19

		Total	47	7	54
	Level 3 in Agriculture	Forestry	3	1	4
		Agriculture	4	2	6
		Livestock	10	3	13
		Total	17	6	23
	Level 1 in Agriculture	Agriculture (Nursery)	1	0	1
		Total	115	53	168
2020	Level 5 in Agriculture	Plant Science	Courses not offered		
		Animal Science			
		Agribusiness			
		Total			
	Level 4 in Agriculture	Plant Science	6		6
		Animal Science	4		4
		Aquaculture	1		1
		Agribusiness	2		2
		Total	13		13
	Level 3 in Agriculture	Forestry	Courses not offered		
		Agriculture			
		Livestock			
		Total			
	Level 2 in Livestock	Livestock (Poultry Husbandry)	16	4	20
	Level 2 in Agriculture	Agriculture (Crop Establishment)	16	7	23
	Level 2 in Forestry	Forestry (Forest Operations)	7	5	12
	Level 2 in Aquaculture	Aquaculture (Tilapia Farming)	5	2	7
		Total	44	18	62
	Level 1 in Agriculture	Agriculture (Nursery)	3	2	5
	Level 1 in Forestry	Forestry (Nursery)	11	7	18
Level 1 in Livestock	Livestock (Poultry Management)	25	5	30	
	Total	39	14	53	

Source: Vanuatu Agriculture College, 2020

7.4 University of the South Pacific Emalus Campus

Section 7.4 provides information for Ni-Vanuatu students enrolled at the Emalus Campus of the University of the South Pacific. It briefly reports information on student completion awards by program and disaggregated by gender and as well as enrolment data by programs offered at Emalus campus of University of the South Pacific.

Table 37: USP Emalus Campus Ni-Vanuatu student distribution of completion awards by program and gender in 2018 - 2019

Program	2018			2019		
	Male	Female	Total	Male	Female	Total
Certificate	18	25	43	27	48	75
Diploma	1	2	3	18	11	29
Bachelor of Degree	29	47	76	47	51	98
Graduate Certificate	1	2	3	3	9	12
Post Graduate Certificate	0	0	0	0	0	0
Post Graduate Diploma	16	16	32	15	20	35
Professional Diploma	1	3	4	0	0	0
Master	7	5	12	11	11	22
Total	73	100	173	121	150	271

Source: USP Emalus Campus, 2020

Table 38: USP Emalus Ni-Vanuatu Students' enrolment by program of study and gender in 2018 - 2020

Program	2018			2019			2020		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Preliminary Courses	288	524	812	334	370	704	129	143	272
Foundation Studies	299	227	526	388	404	792	230	526	756
Certificate	8	42	50	31	120	151	53	424	477
Diploma	39	50	89	50	48	98	37	70	107
Bachelor of Degree	631	669	1,300	724	828	1,552	690	785	1,475
Graduate Certificate	7	16	23	6	12	18	0	3	3
Post Graduate Certificate	1	1	2	2	1	3	7	4	11
Post Graduate Diploma	21	18	39	15	19	34	12	19	31
Professional Diploma	6	3	9	4	2	6	0	1	1
Master	2	3	5	18	15	33	4	7	11
Doctorate	1		1	2	1	3	0	3	3
Total	1,303	1,553	2,856	1,574	1,820	3,394	1,162	1,985	3,147

Source: USP Emalus Campus, 2020

7.5 Agency of Francophone Universities (Agence Universitaire de la Francophonie - AUF)

Section 7.5 provides information for students registered in courses offered by the Agency of Francophone Universities in the Vanuatu campus. The information outlined in the tables specifically for graduates from 2017 – 2019 and enrolments by programs offered from 2018 to 2020.

Table 39: Number of graduated students in each course at AUF in 2017 - 2019

Year	Course	Graduates		
		Male	Female	Total
2017	High School Diploma to Access to University studies (DAEU)	3	2	5
	Certificate in Information Technology (IT) and Internet (C2i)	5	4	9
	Diploma in Science and Technology (DEUST.W)	2	1	3
	Diploma in Information Technology (IT) and Internet (B2i)	7	5	12
	Total	17	12	29
2018	High School Diploma to Access to University studies (DAEU)	3	14	17
	Certificate in Information Technology (IT) and Internet (C2i)	4	4	8
	Diploma in Science and Technology (DEUST.W)	4	5	9
	Total	11	23	34
2019	High School Diploma to Access to University studies (DAEU)	2	2	4
	Certificate in Information Technology (IT) and Internet (C2i)	4	8	12
	Diploma in Science and Technology (DEUST.W)	No graduated students		
	Diploma in Science and Technology (DU3MI)	1	0	1
	Total	7	10	17

Source: AUF, 2020

Table 40: Number of students by gender enrolled in courses offered at AUF in 2018 – 2020

Course	2018			2019			2020		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
High School Diploma to Access to University studies (DAEU)	21	41	62	15	26	41	18	15	33
Certificate in Information Technology (IT) and Internet (C2i)	7	4	11	6	8	14	4	19	23
Diploma in Science and Technology (DEUST.W)	3	0	3	0	0	0	1	0	1
Diploma in Information Technology (IT) and Internet (B2i)	7	9	16	0	0	0	Course not offered		
Total	38	54	92	21	34	55	23	34	57

Source: AUF, 2020

Table 41: Number of students enrolled in AUF courses in each provincial sub-centres and including Port Vila campus in 2018 - 2020

Year	AUF courses	Province					
		Sanma	Penama	Malampa	Shefa	Tafea	Total
2018	High School Diploma to Access to University studies (DAEU)	17		3	42	0	62
	Certificate in Information Technology (IT) and Internet (C2i))				9	2	11
	Diploma in Science and Technology (DEUST.W)				3		3
	Diploma in Information Technology (IT) and Internet (B2i)					16	16
	Total	17		3	54	18	92
2019	High School Diploma to Access to University studies (DAEU)	5	1	2	23	10	41
	Certificate in Information Technology (IT) and Internet (C2i)	0	0	3	11	0	14
	Total	5	1	5	34	10	55
2020	High School Diploma to Access to University studies (DAEU)	12		2	17	2	33
	Certificate in Information Technology (IT) and Internet (C2i)	2			21		23
	Diploma in Science and Technology (DEUST.W)				1		1
	Total	14		2	39	2	57

Source: AUF, 2020

7.6 National University of Vanuatu (NUV)

The National University of Vanuatu was established in 1919 to provide higher education and lifelong learning through academic and professional excellence by way of training, teaching and learning in both English and French languages. The university offers Bachelor, Master and PhD programmes with specific fields as outlined in the tables below. Section 7.6 provides information for students enrolled and graduated from programmes with specific fields offered at the National University of Vanuatu.

Table 42. Number of students by gender enrolled by programs offered at the National University of Vanuatu in 2018 – 2020

Year	Programs	Enrolment		
		Male	Female	Total
2018	Bachelor's degree in Economics and Social Administration	78	78	156
	Bachelor's degree in Tourism and Hospitality	19	19	38
	Master's degree in Economics and Social Sciences	22	14	36
	Master's degree in Planning and development of the Pacific Island territories of Vanuatu	5	5	10
	Total	124	116	240
2019	Bachelor's degree in Economics and Social Administration (Face to Face)	85	98	183

	Bachelor's degree in Economics and Social Administration (Online)	13	17	30
	Bachelor's degree in Tourism and Hospitality	19	34	53
	Master's degree in Economics and Social Sciences	10	9	19
	Doctor of Philosophy	3	1	4
	Total	130	159	289
2020	Bachelor's degree in Economics and Social Administration (Face to Face)	76	107	183
	Bachelor's degree in Economics and Social Administration (Online)	18	7	25
	Bachelor's degree in Tourism and Hospitality	24	52	76
	Master's degree in Economics and Social Sciences	13	10	23
	Master's degree in Planning and development of the Pacific Island territories of Vanuatu	6	1	7
	Doctor of Philosophy	3	1	4
	Total	140	178	318

Source: NUV, 2020

Table 43. Number of students by gender graduated in each programs at the National University of Vanuatu in 2018 – 2019

Year	Programs	Enrolment		
		Male	Female	Total
2018	Bachelor's degree in Economics and Social Administration	11	9	20
	Master's degree in Economics and Social Sciences	12	9	21
	Master's degree in Planning and development of the Pacific Island territories of Vanuatu	5	4	9
	Total	28	22	50
2019	Bachelor's degree in Economics and Social Administration (Face to Face)	24	18	42
	Master's degree in Economics and Social Sciences	3	4	7
	Total	27	22	49

Source: NUV, 2020

7.7 Vanuatu Students Scholarship Awards by Sponsors

Section 7.7 provides information for Ni-Vanuatu students awarded with scholarship by the respective donor agencies. Table 47 and 48 outlined the number of new and on-going awardees by sponsors from 2018 to 2020 studying in various universities in the region and as well as some universities outside the region.

Table 44: Number of new awarded scholarship by sponsors in 2018 – 2020

Sponsors	2018			2019			2020		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Government	266	255	521	248	273	521	67	99	166
VNPF Scholarship Scheme							200	182	382
New Zealand Scholarships	17	20	37	19	15	34	16	17	33

France Government	5	5	10	2	2	4	7	7	14
Australian Aid	7	6	13	10	10	20	14	18	32
Total	295	286	581	279	300	579	294	314	608

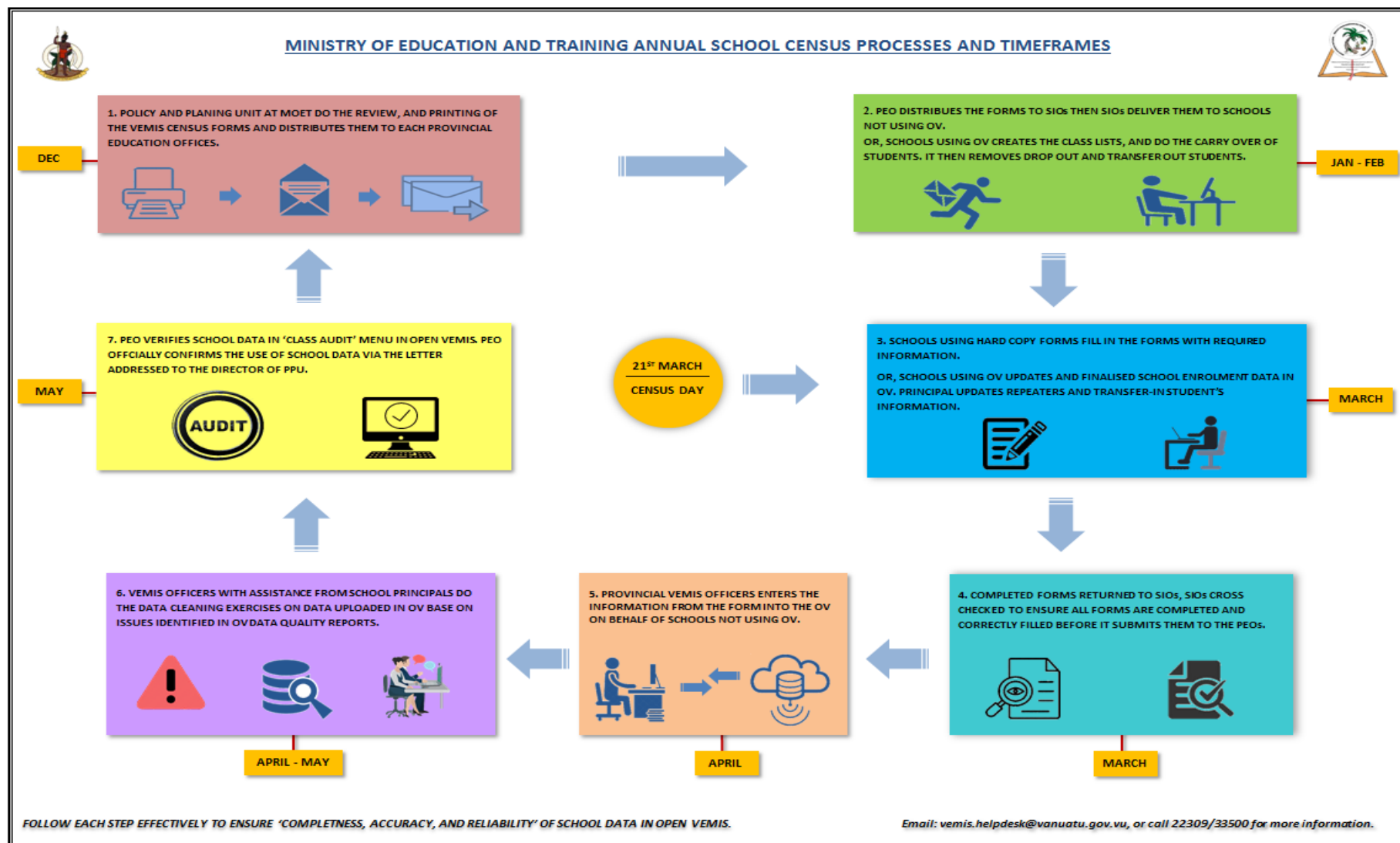
Source: Donor Agencies, 2020

Table 45: Number of on-going scholarship awarded by sponsors in 2018 – 2020

Sponsors	2018			2019			2020		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Government (Scholarship Unit)	224	241	465	377	359	736	358	351	709
New Zealand Scholarships	51	52	103	54	48	102	28	20	48
Australian Aid	18	19	37	21	24	45	13	17	30
France Government	7	2	9	5	2	7	9	2	11
Total	300	314	614	457	433	890	408	390	798

Source: Donor Agencies, 2020

Annex 1: Ministry of Education and Training Annual School Census Cycle



Annex 2: Glossary

TERMS	DEFINITIONS
Bilingual School	A school that it offers two different streams in same location. For example, English and French stream.
Bislama	A school that use Bislama language as a medium of instruction.
Church Schools	Authority that administered schools owned by church.
Church (Government Assisted) Schools	Authority that administered schools owned by church with Government assistance.
Community Schools	Authority that administered schools owned by community.
DFAT	Department of Foreign Affairs and Trade (Australia)
Early Childhood Care Education (ECCE)	Child education and care programs and services for pre-primary education aged children including preschools and kindergartens.
Education Authority	The kind of entity under which the school is registered. There are 4 types of Education Authorities are: Government, Church, Private and Community.
Education Level	It comprises of each levels of education in each school type.
English School	A school that use English language as a medium of instruction.
French School	A school that use French language as a medium of instruction.
Gender Parity Index (GPI)	The female value for any indicator divided by the male value to show the gender parity of the indicator with a value of 100 or very close to it indicating gender parity; a value over 100 indicating a difference in favour of females and a value less than 100 a difference in favour of males.
Government Schools	A school is a government school if a Provincial Education Board is responsible for the operation of the school.
Gross Enrolment Rate (GER)	Total enrolment in ECE, primary or secondary education expressed as a percentage of the total population of children who are of the official age group for that level of education.
Junior Secondary School	Junior secondary comprising years 7 to 10.
MFAT	Ministry of Foreign and Affairs and Trade (New Zealand)
Net Enrolment Rate (NER)	Total enrolment of pupils of the official school age group as a percentage of the total population of children who are official age group for that level of schooling.
Non-Government School	A school is a non-government school if an Education Authority is responsible for the operation of the school.
Open VEMIS (OV)	Open Vanuatu Education Management Information System (VEMIS) is the online system or database used for storing and managing Ministry of Education and Training data.
Over age	Students entering schools late with the age higher than the right (official) age of enrolment for each school type. (Refer to the right age definition)
Primary School	Primary education comprises years 1 to 6.
Private Schools	Authority that administered schools owned by individual.
Province	The islands of Vanuatu are divided into six provinces (TORBA, SANMA, PENAMA, MALAMPA, SHEFA & TAFEA) which have provincial administration to administer the government functions decentralised to the provinces.
Pupil's Classroom Ratio	The students in each school divided by the number of classroom in that school.
Pupil Toilet Ratio	Number of students in each school divided by the number of toilets in that school.

Right Age	The right age for students to enter ECCE is at age 4 – 5 years, Primary at age 6 – 11 years and Secondary at age 12 – 18 years.
Rural Area	It is the geographical area located outside a town or city and that lack some essential services.
School Type	School type is the category of the Education levels which consist of ECCE, Primary and Secondary Education.
Secondary School	Secondary education comprises years 7 to 13/14 and can be divided into junior secondary and senior secondary. English stream offers year 7 to 13, while the French stream offers 7 to 14.
Senior Secondary School	Senior secondary comprising years 11 to 13/14. English senior secondary comprises of year 11 to 13, while French senior secondary offers year 11 to 14.
SPC	South Pacific Community
Student Teacher Ratio (STR)	The students who attended each schools type divided by the number of teachers in that school.
Under Age	Students entering schools earlier that their official age of enrolment for each school type. (Refer to the right age definition)
UNICEF	United Nations International Children’s Emergency Fund
Urban Area	It is an area refers to as town, city or suburb where a commercial, industrial and administrative activity normally takes place.
VEMIS	Vanuatu Education Management Information System
Vernacular School	A school that use indigenous local language as a medium of instruction for teaching.