



MINISTRY OF EDUCATION AND TRAINING, VANUATU

EDUCATION STATISTICS

BASIC TABLES OF 2021



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TABLE OF CONTENT

Contents

FOREWORD	5
ACKNOWLEDGEMENT	6
INTRODUCTION	7
SUMMARY STATISTICS IN FORMAL EDUCATION	8
Table 1: Total enrolment for each school type in 2019 – 2021	8
Table 2: Enrolment of students by age categories in each school type in 2021.....	8
Table 3: Total number of schools in each school type in 2019 – 2021	8
Table 4: Total number of teachers teaching in each school type in 2019 – 2021	8
1. STUDENT ENROLMENT IN FORMAL EDUCATION.....	9
Table 5: Enrolment by education authority and gender in each school type in 2019 – 2021	9
Table 6: Enrolment by education authority for each school type in 2019 – 2021	10
Table 7: Enrolment for ECCE by education authority and province in 2019 – 2021.....	10
Table 8: Enrolment for Primary (1 – 6) by education authority and province in 2019 – 2021.....	11
Table 9: Enrolment for secondary (Year 7+) by education authority and province in 2019 – 2021	12
Table 10. ECCE enrolment for each authority type by province and gender, 2020 - 2021	13
Table 11. Primary enrolment for each authority type by province and gender, 2020 - 2021.....	13
Table 12. Secondary enrolment for each authority type by province and gender, 2020 - 2021..	14
Table 13: Enrolment for schools in urban and rural areas by school type and province in 2019 – 2021	15
Table 14: Enrolment in urban and rural area by school type and gender in 2019 – 2021	15
Table 15: Enrolment in rural and urban area by province, school type and gender, 2021	16
Table 16: Enrolment by language of instruction according to each school type registration in 2019 – 2021.....	17
Table 17: Enrolment by education authority and language of instruction according to each school type registration in 2019 – 2021	18
Table 18: Enrolment by specific age and education year level in 2021 (The highlighted data are the enrolment at official age for each school type).....	19
1.1. Gross and Net Enrolment Rates.....	20
Table 19: Gross Enrolment Rate (GER) and Gender Parity Index (GPI) by gender and school type for each province in 2018 – 2020	20

Table 20: Net Enrolment Rate (NER) and Gender Parity Index (GPI) by gender and school type for each province in 2018 – 2020	21
Table 21: Gross Enrolment Rate (GER) and Gender Parity Index (GPI) by school type and gender in 2017 – 2020.....	22
Table 22: Net Enrolment Rate (NER) and Gender Parity Index (GPI) by school type in 2017 – 2020	22
1.2. School Age Population	23
Table 23: School age population 3 – 25 years living in private households by sex and province for 2020.....	23
2. NUMBER OF SCHOOLS IN FORMAL EDUCATION	25
Table 24: Number of schools by province and official language of instruction according each school type registration in 2019 - 2021	25
Table 25: Number of schools by official language of instruction according to each school type registration in 2018 - 2021.....	26
Table 26: Number of schools by education authority and school type in 2019 – 2021	26
Table 27: Number of Schools in urban and rural areas by school type in 2019 – 2021	27
3. TEACHERS INFORMATION IN FORMAL EDUCATION	28
Table 28: Number of teachers by gender and school type in 2019 – 2021	28
Table 29: Number of teachers by education authority and school type in 2019 – 2021	28
Table 30. Number of ECCE teachers by education authorities for each school type in 2020 - 2021	29
Table 31. Number of Primary teachers by education authorities for each school type in 2020 - 2021	29
Table 32. Number of Secondary teachers by education authorities for each school type in 2020 - 2021	29
Table 33: Total number of teachers by school type, province and gender in 2019 – 2021	30
Table 34: Number of government and non-government paid teachers by school type in each province in 2019 – 2021.....	30
Table 35: Number of teachers teaching in ECCE to Secondary schools by official language of instruction in 2021	32
3.1 Student Teacher Ratio	32
Table 36: Student teacher ratio (STR) by education authority and school type in 2019 – 2021..	32
Table 37: Student Teacher Ratio (STR) by province and school type in 2019 – 2021.....	33
4. CLASSROOM AND TOILET IN PRIMARY EDUCATION	35
Table 38: Pupil’s Classroom ratio for Primary schools (1 – 6) by province in 2018 – 2021.....	35
Table 39: Pupils Toilet Ratio for Primary schools (1 – 6) by province in 2018 – 2021	35
5. TERTIARY EDUCATION	36

5.1 National University of Vanuatu (NUV)	36
Table 40. Number of students by gender enrolled by programs offered at the National University of Vanuatu main campus in 2019 – 2021	36
Table 41. Number of students graduated by gender in each program at the National University of Vanuatu in 2018 – 2020.....	37
5.1.1 School of Education	37
Table 42: Student enrolment by program and courses offered in School of Education in 2021 .	37
5.2 University of the South Pacific, Emalus Campus	38
Table 43: USP Emalus Campus Ni-Vanuatu student distribution of completion awards by qualification and gender in 2018 - 2021	38
Table 44: USP Emalus Ni-Vanuatu Students’ enrolment by qualification of study and gender in 2019 - 2021	38
5.3 Agency of Francophone Universities (Agence Universitaire de la Francophonie - AUF)	39
Table 45: Number of students enrolled in AUF courses in each provincial sub-centres and including Port Vila campus in 2019 - 2021.....	39
Table 46: Number of students by gender enrolled in courses offered at AUF in 2019 – 2021	40
Table 47: Number of graduated students in each course at AUF in 2018 - 2020.....	40
5.4 Vanuatu Students Scholarship Awards by Sponsors	40
Table 48: Number of new awarded scholarship by sponsors in 2019 – 2021	40
Table 49: Number of on-going scholarships awarded by sponsors in 2019 – 2021	41
6. POST SCHOOL EDUCATION AND TRAINING (PSET)	42
Table 50: Enrolment of student in accredited courses by VQA offered in PSET institutions, 2021	42
Table 51: Enrolment of student in non-accredited courses offered in PSET institutions, 2021...	42
Table 52: Enrolment of students in accredited courses offered in respective institutions in 2021	42
Table 53: Number of trainers in each institution by gender in 2021.....	44
Annex 1: Ministry of Education and Training Annual School Census Cycle	45
Annex 2: Glossary	46

FOREWORD

The Ministry of Education and Training (MoET) through the policy and planning division has the mandate to publish yearly statistical report on education data to inform policy and decision makers within the education sector. The statistics presented were validated and extracted from the Open VEMIS. Open VEMIS is the main database for MoET to collect, store and report data on education system. Data in Open VEMIS are updated on annual basis by the responsible data owners, based on the annual school census process and timeframes. The reports also capture data from non-government training institution that contributed to providing education in Vanuatu.

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) 2020 – 2030 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.

It is important for every data user to make effective use of the information in all planning or decision-making processes to ensure available resources are used effectively and efficiently. The formulation of new policies should be guide by data for its effectiveness and proper coordination of resources towards development. On this note, I take this opportunity to encourage every directorate to consider the importance of data and make effective use of it for better planning towards improving of our education system.

Finally, I am pleased to introduce the MoET Annual Statistical Report for 2021 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 towards the publication of the 2021 statistical report published by the Ministry of Education and Training.

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 2021. 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 and technical support towards the development and capacity building on the 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.

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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. All data available in the system are managed by responsible units owning the ministry's data from central office down to school level. The data captured includes enrolment, teachers, facility, school registry and mapping, school finance and are accessible at all levels within the education structure.

The development of Open VEMIS aiming to strengthen its three main objectives towards producing quality data which are **Completeness, Accuracy and Reliability** of all education managed in the database and making sure data managers are trained to ensure quality of data are addressed. The system itself facilitates the validation and quality control of the data stored in Open VEMIS that allows VEMIS officers and data managers to conduct data quality checks based on the reports generated by the system.

Therefore, data published have been validated and audited based on the Open VEMIS data quality procedures normally conducted by respective data managers within each unit before the data are confirmed for its official use.

The purpose of producing this statistical report separately from digest report is to ensure data are easily available in a timely manner given the validity of the data to inform planning and decision-making within the education sector. The data published will later be serve as the basis for compiling the Annual Digest reports, which will provide more detail analysis on education indicators.

Significantly, the information published measures the effectiveness and the progress of Education policies that addresses the main goals of the MoET, namely **Access, Quality and Management** highlighted in the Vanuatu Education and training Sector Strategy (VETSS) 2021 - 2030, that links to the 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.

SUMMARY STATISTICS IN FORMAL EDUCATION

Table 1: Total enrolment for each school type in 2019 – 2021

School Type	2019	2020	2021
ECCE	16,445	16,253	16,571
Primary (1 – 6)	54,820	56,633	57,072
Secondary (7 - 10)	16,717	18,488	19,765
Senior Secondary (11 +)	4,662	5,455	5,955
Total	92,644	96,829	99,363

Source: Open VEMIS, 2021.

Table 2: Enrolment of students by age categories in each school type in 2021

Official age for each school type	Student enrolment by age categories			Total
	Official Age	Under Age	Over Age	
ECCE (4 – 5 years old)	12,419	738	3,414	16,571
Primary (6 – 11 years old)	44,061	650	12,361	57,072
Junior Secondary (12 – 15 years old)	11,861	150	7,754	19,765
Senior Secondary (16 – 19 years old)	4,458	78	1,419	5,955
Total	72,799	1,616	24,948	99,363

Source: Open VEMIS, 2021.

Table 3: Total number of schools in each school type in 2019 – 2021

School Type	2019	2020	2021
ECCE	863	876	779
Primary School (1 – 6)	479	482	461
Secondary School (7 +)	111	114	110
Total	1,453	1,472	1,350

Source: Open VEMIS, 2021.

Table 4: Total number of teachers teaching in each school type in 2019 – 2021

School Type	2019	2020	2021
ECCE	1,314	1,153	1,281
Primary (1 – 6)	1,928	1,933	2,080
Secondary (7 +)	988	918	1,064
Total	4,230	4,004	4,425

Source: Open VEMIS, 2021

1. STUDENT ENROLMENT IN FORMAL EDUCATION

This section outlines student enrolment information in ECCE, Primary and Secondary schools. The student data are presented in different tables formats with the selected variables such as education authorities, provinces, gender, language of instruction, and school types. Each table headings clearly outlining the content of the information presented. Student's enrolment data in open VEMIS, are owned by schools and are entered and managed by respective school principals on annual basis taking into consideration MoET school census timeframes and process.

Table 5: Enrolment by education authority and gender in each school type in 2019 – 2021

Year	Authority Type	ECCE			Primary (1–6)			Secondary (7 +)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
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
2021	Government	1,497	1,434	2,931	19,147	17,376	36,523	7,381	7,880	15,261
	Church (Govt. assisted)	496	414	910	9,298	8,593	17,891	4,251	4,466	8,717
	Subtotal Govt.	1,993	1,848	3,841	28,445	25,969	54,414	11,632	12,346	23,978
	Church	15	13	28	164	149	313	77	52	129
	Private	6,596	6,106	12,702	1,208	1,137	2,345	807	806	1,613
	Total	8,604	7,967	16,571	29,817	27,255	57,072	12,516	13,204	25,720

Source: Open VEMIS, 2021.

Table 6: Enrolment by education authority for each school type in 2019 – 2021

Year	Authority Type	School Type				Vanuatu
		ECCE	Primary (1–6)	Jnr Secondary (7–10)	Snr Secondary (11 - 13)	
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
2021	Government	2,931	36,523	11,672	3,589	54,715
	Church (Govt. assisted)	910	17,891	7,006	1,711	27,518
	Subtotal Govt.	3,841	54,414	18,678	5,300	82,233
	Church	28	313	129		470
	Private	12,702	2,345	958	655	16,660
	Total	16,571	57,072	19,765	5,955	99,363

Source: Open VEMIS, 2021.

Table 7: Enrolment for ECCE by education authority and province in 2019 – 2021

Year	Authority Type	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
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

2021	Government	273	122	64	397	1,926	149	2,931
	Church (Govt. assisted)		144	175	301	157	133	910
	Subtotal Govt.	273	266	239	698	2,083	282	3,841
	Church				28			28
	Private	381	3,462	1,821	1,555	2,898	2,585	12,702
	Total	654	3,728	2,060	2,281	4,981	2,867	16,571

Source: Open VEMIS, 2021.

Table 8: Enrolment for Primary (1 – 6) by education authority and province in 2019 – 2021

Year	Authority Type	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
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
2021	Government	1,294	7,893	4,003	5,715	10,252	7,366	36,523
	Church (Govt. assisted)	727	4,246	2,859	2,899	3,869	3,291	17,891
	Subtotal Govt.	2,021	12,139	6,862	8,614	14,121	10,657	54,414
	Church		115			198		313
	Private		62			2,158	125	2,345
	Total	2,021	12,316	6,862	8,614	16,477	10,782	57,072

Source: Open VEMIS, 2021.

Table 9: Enrolment for secondary (Year 7+) by education authority and province in 2019 – 2021

Year	Authority Type	Province						Vanuatu
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	
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
2021	Government	291	3,752	655	2,228	6,252	2,083	15,261
	Church (Govt. assisted)	344	1,946	1,715	998	2,346	1,368	8,717
	Subtotal Govt.	635	5,698	2,370	3,226	8,598	3,451	23,978
	Church				80	49	112	129
	Private					1,501		1,613
	Total	635	5,698	2,370	3,306	10,148	3,563	25,720

Source: Open VEMIS, 2021.

Table 10. ECCE enrolment for each authority type by province and gender, 2020 - 2021

Year	Authority Type	Torba		Sanma		Penama		Malampa		Shefa		Tafea		Vanuatu	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2020	Government	15	18	51	56	33	27			994	849			1,093	950
	Church (Govt. assisted)			91	77	82	101	159	145	112	93	57	51	501	467
	Subtotal Govt.	15	18	142	133	115	128	159	145	1,106	942	57	51	1,594	1,417
	Church							21	9					21	9
	Private	183	162	1,441	1,307	430	384	630	678	1,379	1,345	880	808	4,943	4,684
	Community	155	149	299	231	482	416	364	367	108	121	464	429	1,872	1,713
	Total	353	329	1,882	1,671	1,027	928	1,174	1,199	2,593	2,408	1,401	1,288	8,430	7,823
2021	Government	145	128	50	72	35	29	196	201	998	928	73	76	1,497	1,434
	Church (Govt. assisted)			77	67	100	75	166	135	81	76	72	61	496	414
	Subtotal Govt.	145	128	127	139	135	104	362	336	1,079	1,004	145	137	1,993	1,848
	Church							15	13					15	13
	Private	193	188	1,845	1,617	949	872	768	787	1,499	1,399	1,342	1,243	6,596	6,106
	Total	338	316	1,972	1,756	1,084	976	1,145	1,136	2,578	2,403	1,487	1,380	8,604	7,967

Source: Open VEMIS, 2021

Table 11. Primary enrolment for each authority type by province and gender, 2020 - 2021

Year	Authority Type	Torba		Sanma		Penama		Malampa		Shefa		Tafea		Vanuatu	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2020	Government	641	665	4,137	3,846	1,926	1,751	3,004	2,714	5,373	4,851	4,043	3,359	19,124	17,186
	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	9,183	8,501
	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	28,307	25,687
	Church									57	66			57	66
	Private			44	54					1,048	950	33	28	1,125	1,032

	Community							27	18	169	145			196	163
	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	29,685	26,948
2021	Government	653	641	4,069	3,824	2,099	1,904	2,957	2,758	5,381	4,871	3,988	3,378	19,147	17,376
	Church (Govt. assisted)	347	380	2,240	2,006	1,500	1,359	1,521	1,378	2,010	1,859	1,680	1,611	9,298	8,593
	Subtotal Govt.	1,000	1,021	6,309	5,830	3,599	3,263	4,478	4,136	7,391	6,730	5,668	4,989	28,445	25,969
	Church			70	45					94	104			94	67
	Private			30	32					1,120	1,038	58	67	1,208	1,137
	Total	1,000	1,021	6,409	5,907	3,599	3,263	4,478	4,136	8,605	7,872	5,726	5,056	29,817	27,255

Source: Open VEMIS, 2021

Table 12. Secondary enrolment for each authority type by province and gender, 2020 - 2021

Year	Authority Type	Torba		Sanma		Penama		Malampa		Shefa		Tafea		Vanuatu	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2020	Government	109	116	1,693	1,794	294	296	980	1,108	2,857	3,099	1,077	956	7,010	7,369
	Church (Govt. assisted)	144	170	888	891	630	757	486	498	1,107	1,270	614	615	3,869	4,201
	Subtotal Govt.	253	286	2,581	2,685	924	1,053	1,466	1,606	3,964	4,369	1,691	1,571	10,879	11,570
	Church									18	13			18	13
	Private			3	1					599	590	74	45	676	636
	Community							9	7	74	61			83	68
	Total	253	286	2,584	2,686	924	1,053	1,475	1,613	4,655	5,033	1,765	1,616	11,656	12,287
2021	Government	147	144	1,765	1,987	342	313	1,039	1,189	2,992	3,260	1,096	987	7,381	7,880
	Church (Govt. assisted)	158	186	1,012	934	800	915	492	506	1,080	1,266	709	659	4,251	4,466
	Subtotal Govt.	305	330	2,777	2,921	1,142	1,228	1,531	1,695	4,072	4,526	1,805	1,646	11,632	12,346
	Church							51	29	26	23			77	52
	Private									746	755	61	51	807	806
	Total	305	330	2,777	2,921	1,142	1,228	1,582	1,724	4,844	5,304	1,866	1,697	12,516	13,204

Source: Open VEMIS, 2021.

Table 13: Enrolment for schools in urban and rural areas by school type and province in 2019 – 2021

Year	School Type	Rural							Urban		
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	Rural Total	Sanma	Shefa	Urban Total
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
2021	ECCE	654	2,698	2,060	2,281	2,933	2,867	13,493	1,030	2,048	16,571
	Primary (1 - 6)	2,021	8,658	6,862	8,614	8,689	10,782	45,626	3,658	7,788	57,072
	Secondary (7+)	635	3,431	2,370	3,306	3,292	3,563	16,597	2,267	6,856	25,720
	Total	3,310	14,787	11,291	14,201	14,914	17,212	75,716	6,955	16,692	99,363

Source: Open VEMIS, 2021.

Table 14: Enrolment in urban and rural area by school type and gender in 2019 – 2021

Rural/ Urban	School Type	2019			2020			2021		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural	ECCE	6,826	6,634	13,460	6,808	6,273	13,081	7,022	6,471	13,493
	Primary (1 - 6)	23,561	20,833	44,394	23,776	21,439	42,215	23,890	21,736	45,626
	Secondary (7+)	7,038	7,269	14,307	7,506	7,883	15,389	8,142	8,455	16,597
	Rural Total	37,425	34,736	72,161	38,090	35,595	73,685	39,054	36,662	75,716
Urban	ECCE	1,522	1,463	2,985	1,622	1,550	3,172	1,582	1,496	3,078

	Primary (1 - 6)	5,427	4,999	10,426	5,909	5,509	11,418	5,927	5,519	11,446
	Secondary (7+)	3,388	3,684	7,072	4,150	4,404	8,554	4,374	4,749	9,123
	Urban Total	10,337	10,146	20,483	11,681	11,463	23,144	11,883	11,764	23,647
	Total	47,762	44,882	92,644	49,771	47,058	96,829	50,937	48,426	99,363

Source: Open VEMIS, 2021.

Table 15: Enrolment in rural and urban area by province, school type and gender, 2021

Year	Gender	School Type	Rural							Urban			Vanuatu
			Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total	Sanma	Shefa	Total	
2021	Male	ECE	338	1,433	1,084	1,145	1,535	1,487	7,022	539	1,043	1,582	8,604
		Primary (1-6)	1,000	4,510	3,599	4,478	4,577	5,726	23,890	1,899	4,028	5,927	29,817
		Secondary 7+	305	1,680	1,142	1,582	1,567	1,866	8,142	1,097	3,277	4,374	12,516
		Total Male	1,643	7,623	5,825	7,205	7,679	9,079	39,054	3,535	8,348	11,883	50,937
	Female	ECE	316	1,265	976	1,136	1,398	1,380	6,471	491	1,005	1,496	7,967
		Primary (1-6)	1,021	4,148	3,263	4,136	4,112	5,056	21,736	1,759	3,760	5,519	27,255
		Secondary 7+	330	1,751	1,228	1,724	1,725	1,697	8,455	1,170	3,579	4,749	13,204
		Total Female	1,667	7,164	5,467	6,996	7,235	8,133	36,662	3,420	8,344	11,764	4,8426
		Overall	3,310	14,787	11,292	14,201	14,914	17,212	75,716	6,955	16,692	23,647	99,363

Source: Open VEMIS, 2021.

Table 16: Enrolment by language of instruction according to each school type registration in 2019 – 2021

Language	ECCE			Primary (1 – 6)			Secondary (7+)		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Bilingual	241	211	208		160				
Bislama	1,186	1,352	1,421						
English	7,680	7,675	7,666	36,648	38,561	38,590	14,865	17,128	18,803
French	2,236	1,969	2,114	18,172	17,862	18,437	6,514	6,815	6,917
Vernacular	5,102	5,046	5,162		50	45			
Total	16,445	16,253	16,571	54,820	56,633	57,072	21,379	23,943	25,720

Source: Open VEMIS, 2021.

Table 17: Enrolment by education authority and language of instruction according to each school type registration in 2019 – 2021

Authority Type	Language	ECCE			Primary (1 - 6)			Secondary (7+)		
		2019	2020	2021	2019	2020	2021	2019	2020	2021
Government	Bilingual	80	82	55						
	Bislama	473	406	505						
	English	273	246	752	28,575	29,032	29,038	9,954	11,010	11,757
	French	146	139	207	7,477	7,278	7,471	3,163	3,369	3,504
	Vernacular	1,232	1,170	1,412			14			
	Sub Total	2,204	2,043	2,931	36,052	36,310	36,523	13,117	14,379	15,261
Church (Government Assisted)	Bislama	142	105	142						
	English	185	198	142	6,972	7,318	7,178	4,522	4,882	5,524
	French	275	169	204	10,473	10,316	10,713	3,087	3,188	3,193
	Vernacular	465	496	422		50				
	Sub Total	1,067	968	910	17,445	17,684	17,891	7,609	8,070	8,717
Church	English		30	28	97	123	313	31	31	129
	Sub Total		30	28	97	123	313	31	31	129
Community	Bislama	234	307							
	English	835	827		287	359		192	151	
	French	455	374							
	Vernacular	1,925	2,077							
	Sub Total	3,449	3,585		287	359		192	151	
Private	Bilingual	161	129	153		160				
	Bislama	337	534	774						
	English	6,387	6,374	6,744	717	1,729	2,061	166	1,054	1,393
	French	1,360	1,287	1,703	222	268	253	264	258	220
	Vernacular	1,480	1,303	3,328			31			
	Sub Total	9,725	9,627	12,702	939	2,157	2,345	430	1,312	1,613
Total		16,445	16,253	16,571	54,820	56,633	57,072	21,379	23,943	25,720

Source: Open VEMIS, 2021.

Table 18: Enrolment by specific age and education year level in 2021 (The highlighted data are the enrolment at official age for each school type)

Age in Years	Education Levels															Total
	ECCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
3	738															738
4	5,229	55														5,284
5	7,190	568	27													7,785
6	2,908	4,510	470	48												7,936
7	374	3,505	4,096	472	35											8,482
8	80	903	3,551	3,456	417	21										8,428
9	22	212	1,242	3,540	2,734	265	26									8,041
10	21	67	392	1,509	3,367	1,724	189	20								7,289
11	9	28	139	668	2,076	3,204	1,195	122	8							7,449
12			57	264	986	2,118	2,483	812	120	14						6,854
13				91	396	1,093	1,970	1,836	727	119	13					6,245
14				25	126	507	1,128	1,686	1,457	6,29	99					5,657
15					37	209	544	1,014	1,478	1,293	564	78				5,217
16					17	55	171	383	849	1,155	1,098	397	72	7		4,204
17						21	63	149	366	757	1,045	723	349	47		3,520
18								47	130	398	635	584	647	314	13	2,768
19								15	51	127	288	311	475	442	77	1,786
20									17	34	127	127	294	322	66	987
21										16	54	48	141	187	50	496
22											13	9	38	65	17	142
23												4	14	15	5	38
24													4	9	2	15
25															2	2
Total	16,571	9,848	9,974	10,073	10,191	9,217	7,769	6,084	5,203	4,542	3,936	2,281	2,034	1,408	232	99,363
	ECCE	PRIMARY						JUNIOR SECONDARY				SENIOR SECONDARY				

Source: Open VEMIS, 2021

1.1. Gross and Net Enrolment Rates

Table 19: Gross Enrolment Rate (GER) and Gender Parity Index (GPI) by gender and school type for each province in 2018 – 2020

Province	School Type	2018				2019				2020			
		Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Torba	ECCE	114.4%	140.5%	126.9%	1.23	131.7%	142.2%	136.7%	1.08	67.9%	63.8%	65.8%	0.93
	Primary	115.4%	119.5%	117.3%	1.04	112.4%	124.4%	118.3%	1.10	107.2%	116.2%	111.7%	1.08
	Secondary	26.7%	30.4%	28.5%	1.14	26.0%	29.5%	27.7%	1.13	30.8%	37.0%	33.8%	1.20
Sanma	ECCE	116.9%	132.4%	124.2%	1.13	120.2%	133.3%	126.4%	1.11	67.2%	66.9%	67.1%	0.99
	Primary	133.0%	129.5%	131.4%	0.97	142.9%	138.0%	140.6%	0.97	88.2%	131.1%	104.6%	1.48
	Secondary	50.0%	57.7%	53.7%	1.15	50.1%	57.3%	53.5%	1.14	61.4%	70.0%	65.5%	1.14
Penama	ECCE	75.8%	70.5%	73.3%	0.93	94.2%	101.0%	97.4%	1.07	63.4%	62.4%	62.9%	0.98
	Primary	124.2%	119.5%	121.9%	0.96	108.4%	105.5%	107.0%	0.97	111.2%	112.1%	111.6%	1.00
	Secondary	33.6%	36.9%	35.2%	1.10	29.2%	33.2%	31.1%	1.14	39.1%	47.6%	43.2%	1.21
Malampa	ECCE	104.7%	112.3%	108.3%	1.07	115.6%	130.8%	122.9%	1.13	62.7%	65.1%	63.9%	1.03
	Primary	144.6%	135.8%	140.4%	0.94	145.3%	139.2%	142.3%	0.96	128.0%	121.0%	124.6%	0.94
	Secondary	37.9%	44.6%	41.0%	1.18	40.9%	48.7%	44.5%	1.19	49.9%	61.2%	55.2%	1.22
Shefa	ECCE	92.3%	91.9%	92.1%	0.99	91.2%	91.0%	91.1%	1.00	64.3%	65.6%	64.9%	1.02
	Primary	100.7%	97.5%	99.1%	0.97	103.9%	101.3%	102.7%	0.97	118.3%	114.8%	116.6%	0.97
	Secondary	56.1%	64.6%	60.2%	1.15	50.3%	59.1%	54.6%	1.17	70.8%	79.6%	75.1%	1.12
Tafea	ECCE	135.9%	139.1%	137.4%	1.02	137.7%	138.3%	138.0%	1.00	62.9%	61.0%	61.9%	0.96
	Primary	172.8%	153.3%	163.5%	0.89	178.9%	164.9%	172.2%	0.92	140.4%	133.2%	136.9%	0.94
	Secondary	40.6%	39.6%	40.1%	0.97	42.9%	42.3%	42.6%	0.99	48.6%	49.6%	49.1%	1.02

Source: Open VEMIS, 2021

Table 20: Net Enrolment Rate (NER) and Gender Parity Index (GPI) by gender and school type for each province in 2018 – 2020

Province	School Type	2018				2019				2020			
		Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Torba	ECCE	75.2%	92.5%	83.5%	1.23	79.0%	81.0%	80.0%	1.02	53.7%	51.7%	52.7%	0.96
	Primary	78.8%	85.0%	81.8%	1.08	79.0%	90.2%	84.5%	1.14	76.7%	85.4%	81.0%	1.11
	Secondary	21.5%	26.2%	23.7%	1.22	22.8%	27.8%	25.3%	1.22	28.0%	35.6%	31.7%	1.27
Sanma	ECCE	80.4%	91.9%	85.9%	1.14	91.2%	102.1%	96.4%	1.11	50.7%	51.1%	50.9%	1.00
	Primary	96.7%	96.5%	96.6%	1.00	107.5%	106.0%	106.8%	0.98	65.7%	101.1%	79.2%	1.53
	Secondary	42.8%	51.2%	46.8%	1.19	46.5%	53.9%	50.0%	1.15	49.6%	43.1%	46.5%	0.86
Penama	ECCE	56.4%	53.4%	54.9%	0.95	73.3%	80.2%	76.6%	1.09	51.0%	49.3%	50.1%	0.96
	Primary	87.8%	87.6%	87.6%	1.00	79.3%	78.0%	78.7%	0.98	81.2%	83.1%	82.1%	1.02
	Secondary	30.6%	33.5%	32.0%	1.09	25.4%	29.4%	27.4%	1.15	33.3%	42.1%	37.6%	1.26
Malampa	ECCE	83.3%	90.8%	86.8%	1.09	95.8%	109.1%	102.2%	1.13	48.6%	51.5%	50.1%	1.05
	Primary	106.2%	103.4%	104.8%	0.97	110.9%	110.1%	110.5%	0.99	97.8%	95.4%	96.6%	0.97
	Secondary	35.1%	42.2%	38.3%	1.20	37.5%	45.6%	41.3%	1.21	45.6%	56.7%	50.8%	1.24
Shefa	ECCE	64.7%	66.6%	65.6%	1.03	70.5%	71.2%	70.8%	1.00	48.2%	50.1%	49.1%	1.03
	Primary	78.0%	76.6%	77.3%	0.98	81.4%	82.0%	81.7%	1.00	94.0%	93.3%	93.6%	0.99
	Secondary	48.3%	58.3%	53.1%	1.21	46.7%	56.4%	51.4%	1.20	59.3%	68.5%	63.8%	1.15
Tafea	ECCE	105.4%	110.0%	107.5%	1.04	107.7%	108.7%	108.2%	1.00	50.8%	49.6%	50.2%	0.97
	Primary	116.8%	104.4%	110.8%	0.89	122.2%	116.6%	119.5%	0.95	99.9%	97.6%	98.8%	0.97
	Secondary	34.0%	35.3%	34.6%	1.04	35.8%	37.1%	36.4%	1.03	40.5%	43.3%	41.8%	1.06

Source: Open VEMIS, 2021

Table 21: Gross Enrolment Rate (GER) and Gender Parity Index (GPI) by school type and gender in 2017 – 2020

Year	ECCE				Primary (1–6)				Secondary (7–14)			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2017	102.4%	100.1%	101.3%	0.98	121.8%	115.5%	118.8%	0.95	44.3%	49.5%	46.8%	1.12
2018	104.0%	108.9%	106.3%	1.05	128.0%	121.6%	124.9%	0.95	45.1%	50.7%	47.7%	1.12
2019	108.9%	115.0%	111.8%	1.06	129.5%	124.8%	127.3%	0.96	44.1%	50.0%	47.0%	1.13
2020	64.5%	64.5%	64.5%	1.00	113.5%	121.9%	117.3%	1.07	56.7%	64.5%	60.5%	1.13

Source: Open VEMIS, 2021

Table 22: Net Enrolment Rate (NER) and Gender Parity Index (GPI) by school type in 2017 – 2020

Year	ECCE				Primary (1–6)				Secondary (7–14)			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2017	66.4%	65.4%	65.8%	0.99	87.6%	90.8%	90.4%	1.04	39.9%	45.6%	43.2%	1.15
2018	75.5%	80.5%	77.9%	1.07	92.9%	90.4%	91.7%	0.97	39.2%	45.8%	42.4%	1.17
2019	84.0%	89.4%	86.6%	1.06	96.5%	95.7%	96.1%	0.99	40.0%	46.7%	43.2%	1.17
2020	49.8%	50.4%	50.1%	1.01	85.4%	94.4%	89.5%	1.10	47.8%	53.0%	50.3%	1.08

Source: Open VEMIS, 2021

1.2. School Age Population

Table 23: School age population 3 – 25 years living in private households by sex and province for 2020

Gender	Age	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total	
Female	3	157	853	521	619	1,255	755	4,159	
	4	180	828	503	640	1,242	646	4,039	
	5	179	816	465	582	1,176	712	3,930	
	6	152	801	477	582	1,232	719	3,964	
	7	166	785	487	572	1,225	643	3,878	
	8	161	788	467	553	1,136	638	3,743	
	9	122	662	426	533	1,007	544	3,295	
	10	163	810	469	568	1,206	671	3,886	
	11	143	655	433	552	1,032	524	3,339	
	12	144	628	421	451	974	533	3,151	
	13	128	580	367	451	940	545	3,011	
	14	124	557	332	396	955	494	2,858	
	15	109	554	314	388	870	516	2,751	
	16	83	546	299	370	832	430	2,559	
	17	92	473	247	302	847	398	2,359	
	18	93	500	230	280	908	341	2,351	
	19	92	496	221	261	853	352	2,275	
	20	117	615	283	317	1,108	457	2,898	
	21	73	506	279	269	954	390	2,472	
	22	84	534	240	270	989	379	2,495	
	23	91	529	219	284	962	391	2,475	
	24	68	500	292	335	920	373	2,488	
	25	111	556	269	288	988	400	2,612	
		Total	2,832	14,572	8,261	9,864	23,610	11,850	70,988
	Male	3	164	895	510	615	1,403	762	4,350
4		181	937	561	634	1,300	677	4,290	
5		175	970	550	622	1,331	791	4,439	
6		178	879	478	603	1,315	765	4,218	
7		164	858	505	580	1,287	654	4,048	
8		183	827	538	595	1,294	687	4,124	
9		129	754	473	557	1,066	633	3,612	
10		148	872	553	641	1,241	792	4,246	
11		136	724	489	556	1,069	574	3,548	
12		144	727	426	469	1,050	586	3,401	
13		142	665	379	523	1,024	602	3,335	
14		104	639	370	467	966	576	3,121	
15		123	584	337	407	946	517	2,913	
16		98	544	307	351	915	490	2,704	

	17	114	511	290	392	863	437	2,607
	18	96	539	258	344	809	423	2,469
	19	91	563	233	320	891	373	2,472
	20	90	647	313	353	1,088	406	2,896
	21	71	515	261	305	980	333	2,465
	22	70	565	250	307	1,001	362	2,555
	23	90	498	237	298	944	315	2,381
	24	90	496	229	293	862	298	2,268
	25	95	542	236	291	1,040	333	2,537
	Total	2,876	15,752	8,781	10,522	24,687	12,384	75,001
	Vanuatu	5,707	30,323	17,043	20,385	48,296	24,234	45,989

Source: 2020 census population, VNSO

2. NUMBER OF SCHOOLS IN FORMAL EDUCATION

This section outlines the number of schools operating in Vanuatu from ECCE to Secondary. The school information is presented in different tables formats with the selected variables such as, school type, language of instruction, location (province, rural or urban) and authority type as clearly outlined in each table heading. School registration information in Open VEMIS is updated and managed by the Policy and planning unit within the Ministry of Education and Training.

Table 24: Number of schools by province and official language of instruction according each school type registration in 2019 - 2021

Year	School Type	Language	Province					Total	
			Torba	Sanma	Penama	Malampa	Shefa		Tafea
2019	ECCE	Bilingual					12		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	
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	
2021	ECCE	Bilingual					11		11
		Bislama	3	32	3	4	27	6	75
		English	15	106	48	64	32	65	330
		French	1	22	10	28	7	8	76
		Vernacular	27	34	55	31	82	58	287

	Total	46	194	116	127	159	137	779
Primary (1 – 6)	English	17	75	43	55	76	45	311
	French	10	32	20	33	22	33	150
	Total	27	107	63	88	98	78	461
Secondary (7+)	English	3	13	11	12	24	14	77
	French	2	4	3	9	7	8	33
	Total	5	17	14	21	31	22	110
Total	78	318	193	236	288	237	1,350	

Source: Open VEMIS, 2021

Table 25: Number of schools by official language of instruction according to each school type registration in 2018 - 2021

Language	ECCE			Primary (1 - 6)			Secondary (7+)		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Bilingual	12	11	11		1				
Bislama	71	83	75						
English	366	370	330	325	327	311	77	79	77
French	81	80	76	154	153	150	34	35	33
Vernacular	333	332	287		1				
Total	863	876	779	479	482	461	111	114	110

Source: Open VEMIS, 2021

Table 26: Number of schools by education authority and school type in 2019 – 2021

Year	Authority Type	School Type			Total
		ECCE	Primary (1 – 6)	Secondary (7 +)	
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
2021	Government	126	287	56	469
	Church (Govt. assisted)	55	147	43	245
	Church (Not Govt. Assisted)	1	6	4	11
	Private	597	21	7	625
	Total	779	461	110	1,350

Source: Open VEMIS, 2021

Table 27: Number of Schools in urban and rural areas by school type in 2019 – 2021

Year	Urban/Rural	School Type			
		ECCE	Primary (1 – 6)	Secondary (7+)	Total
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
2021	Rural	722	421	89	1,232
	Urban	57	40	21	118
	Total	779	461	110	1,350

Source: Open VEMIS, 2021.

3. TEACHERS INFORMATION IN FORMAL EDUCATION

This section provides detailed information for teachers teaching in formal education (ECCE, Primary and Secondary school). Information presented in each table are disaggregated by different variables such as gender, school type, authority type, school location by province, student teacher ratio and language of instruction used in each school. It also provides information for government and non-government paid teachers teaching in formal education.

Teachers' information by authority types specifically church and private school owning primary and secondary were not fully updated their teacher's data in Open VEMIS, resulting in unrealistic student teacher ratio for church and private schools for primary and secondary as outlined in table 32.

Table 28: Number of teachers by gender and school type in 2019 – 2021

Gender	School Type	2019	2020	2021
Male	ECCE	50	49	52
	Primary school (1–6)	799	792	819
	Secondary school (7 +)	560	498	568
	Male Total	1,409	1,339	1,439
Female	ECCE	1,264	1,104	1,229
	Primary school (1–6)	1,129	1,141	1,261
	Secondary school (7 - 14)	428	420	496
	Female Total	2,821	2,665	2,986
Total		4,230	4,004	4,425

Source: Open VEMIS, 2021.

Table 29: Number of teachers by education authority and school type in 2019 – 2021

Year	Authority Type	ECCE	Primary (1–6)	Secondary (7-14)	Total
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
2021	Government	534	1,400	624	2,558
	Church (Govt. Assisted)	71	664	438	1,173
	Church	2	14	2	18
	Private	674	2		676
	Total	1,281	2,080	1,064	4,425

Source: Open VEMIS, 2021.

Table 30. Number of ECCE teachers by education authorities for each school type in 2020 - 2021

Year	Authority Type	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total
2020	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
2021	Government	42	66	75	99	164	88	534
	Church (Govt. Assisted)		10	12	31	6	12	71
	Church				2			2
	Private	25	216	92	118	91	132	674
	Total	67	292	179	250	261	232	1,281

Source: Open VEMIS, 2021

Table 31. Number of Primary teachers by education authorities for each school type in 2020 - 2021

Year	Authority Type	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total
2020	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
2021	Government	54	330	122	239	429	226	1,400
	Church (Govt. Assisted)	42	184	90	120	127	101	664
	Church		9			4	1	14
	Private					2		2
	Total	96	523	212	359	562	329	2,080

Source: Open VEMIS, 2021

Table 32. Number of Secondary teachers by education authorities for each school type in 2020 - 2021

Year	Authority Type	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total
2020	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
2021	Government	15	151	30	88	261	79	624
	Church (Govt. Assisted)	7	118	87	56	112	58	438
	Church					2		2
	Private							

	Total	22	269	117	144	375	137	1,064
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Source: Open VEMIS, 2021

Table 33: Total number of teachers by school type, province and gender in 2019 – 2021

School Type	Province	2019			2020			2021		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCE	Torba	16	54	70	14	51	65	53	14	67
	Sanma	8	273	281	8	273	281	11	281	292
	Penama	4	176	180	7	141	148	8	171	179
	Malampa	6	271	277	6	215	221	6	244	250
	Shefa	10	236	246	7	197	204	8	253	261
	Tafea	6	254	260	7	227	234	5	227	232
	Total	50	1,264	1,314	49	1,104	1,153	91	1,190	1,281
Primary (1–6)	Torba	38	46	84	39	49	88	55	41	96
	Sanma	176	295	471	170	296	466	179	344	523
	Penama	79	96	175	85	108	193	88	124	212
	Malampa	156	181	337	151	178	329	159	200	359
	Shefa	191	356	547	187	359	546	187	375	562
	Tafea	159	155	314	160	151	311	165	163	328
	Total	799	1,129	1,928	792	1,141	1,933	833	1,247	2,080
Secondary (7+)	Torba	8	12	20	10	11	21	11	11	22
	Sanma	156	105	261	142	98	240	147	122	269
	Penama	47	27	74	55	41	96	71	46	117
	Malampa	72	50	122	76	52	128	87	57	144
	Shefa	224	195	419	156	175	331	171	204	375
	Tafea	53	39	92	59	43	102	81	56	137
	Total	560	428	988	498	420	918	568	497	1,064

Source: Open VEMIS, 2021.

Table 34: Number of government and non-government paid teachers by school type in each province in 2019 – 2021.

School Type	Province	2019		2020		2021	
		Government	Non-Government Paid	Government	Non-Government Paid	Government	Non-Government Paid
ECCE	Torba	34	36	45	20	49	18
	Sanma	92	189	175	106	192	100
	Penama	25	155	131	17	137	42
	Malampa	94	183	110	111	147	103

	Shefa	164	82	179	25	184	77
	Tafea	117	143	135	99	152	80
	Total	526	788	775	378	861	420
Primary	Torba	59	25	64	24	80	16
	Sanma	326	145	338	128	447	76
	Penama	164	11	175	18	204	8
	Malampa	231	106	231	98	292	67
	Shefa	458	89	463	83	517	45
	Tafea	189	125	195	116	247	81
	Total	1,427	501	1,466	467	1,787	293
Secondary (7+)	Torba	18	2	17	4	19	3
	Sanma	231	30	205	35	247	22
	Penama	70	4	92	4	113	4
	Malampa	119	3	123	5	141	3
	Shefa	413	6	325	6	371	4
	Tafea	90	2	100	2	132	5
	Total	941	47	862	56	1,023	41

Source: Open VEMIS, 2021.

Table 35: Number of teachers teaching in ECCE to Secondary schools by official language of instruction in 2021

School Type	Language	Torba		Sanma		Penama		Malampa		Shefa		Tafea	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
ECCE	Bilingual									1	9		
	Bislama		3		33		2		9	1	27		5
	English	2	18	5	183	5	73	2	138	2	70	2	127
	French		2	2	38		15	2	55	1	15	1	14
	Vernacular	12	30	4	27	3	81	2	42	3	132	2	81
	Sub Total	14	53	11	281	8	171	6	244	8	253	5	227
Primary (1 – 6)	English	33	35	110	226	57	89	112	122	137	269	106	96
	French	8	20	69	118	31	35	47	78	50	106	59	67
	Sub Total	41	55	179	344	88	124	159	200	187	375	165	163
Secondary (7 – 14)	English	10	6	90	76	55	41	39	31	110	135	44	31
	French	1	5	57	46	16	5	48	26	61	69	36	26
	Sub Total	11	11	147	122	71	46	87	57	171	204	80	57
Total		66	119	337	747	167	341	252	501	366	832	250	447

Source: Open VEMIS, 2021

3.1 Student Teacher Ratio

Table 36: Student teacher ratio (STR) by education authority and school type in 2019 – 2021

Year	Authority Type	ECCE			Primary (1–6)			Secondary (7 - 14)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
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	15.5	36,310	1,321	27.5	14,379	556	25.9
	Church (Govt. Assisted)	968	64	15.1	17,684	602	29.4	8,070	360	22.4
	Church	30	N/A		123	1		31	N/A	
	Community	3,585	285	12.6	359	7	51.3	151	2	75.5
	Private	9,627	672	14.3	2,157	2		1,312	N/A	
	Total	16,253	1,153	14.1	56,633	1,933	29.3	23,943	918	26.1
2021	Government	2,931	534	5.5	36,523	1,400	26.1	15,261	624	24.5
	Church (Govt. Assisted)	910	71	12.8	17,891	664	26.9	8,717	438	19.9
	Church	28	2	14.0	313	14	22.4	129	2	64.5
	Private	12,702	674	18.8	2,345	2		1,613	N/A	
	Total	16,571	1,281	12.9	57,072	2,080	27.4	25,720	1,064	24.2

Source: Open VEMIS, 2021

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

Table 37: Student Teacher Ratio (STR) by province and school type in 2019 – 2021

Year	Province	ECCE			Primary (1–6)			Secondary (7 - 14)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
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
2021	Torba	654	67	9.8	2,021	96	21.1	635	22	28.9
	Sanma	3,728	292	12.8	12,316	523	23.5	5,698	269	21.2
	Penama	2,060	179	11.5	6,862	212	32.4	2,370	117	20.3
	Malampa	2,281	250	9.1	8,614	359	24.0	3,306	144	23.0
	Shefa	4,981	261	19.1	16,477	562	29.3	10,148	375	27.1
	Tafea	2,867	232	12.4	10,782	328	32.9	3,563	137	26.0
	Total	16,571	1,281	12.9	57,072	2,080	27.4	25,720	1,064	24.2

Source: Open VEMIS, 2021.

4. CLASSROOM AND TOILET IN PRIMARY EDUCATION

Section 4 outlines information on classrooms and toilets ratio for primary schools, based on the data collected from School facility survey 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 2021.

Table 38: Pupil's Classroom ratio for Primary schools (1 – 6) by province in 2018 – 2021

Province	2019			2020			2021		
	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio
Torba	93	2,084	22.4	93	2,059	22.1	93	2,021	21.7
Sanma	484	12,296	25.4	484	12,320	25.5	484	12,316	25.4
Penama	317	5,976	18.9	317	6,471	20.4	317	6,862	21.6
Malampa	390	8,693	22.3	390	8,589	22.0	390	8,614	22.1
Shefa	446	15,015	33.7	446	16,452	36.9	446	16,477	36.9
Tafea	278	10,756	38.7	278	10,742	38.6	278	10,782	38.8
Total	2,008	54,820	27.3	2,008	56,633	28.2	2,008	57,072	28.4

Source: Open VEMIS, 2021

Table 39: Pupils Toilet Ratio for Primary schools (1 – 6) by province in 2018 – 2021

Province	2019			2020			2021		
	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio
Torba	110	2,084	18.9	110	2,059	18.7	110	2,021	18.4
Sanma	469	12,296	26.2	469	12,320	26.3	469	12,316	26.3
Penama	278	5,976	21.5	278	6,471	23.3	278	6,862	24.7
Malampa	354	8,693	24.6	354	8,589	24.3	354	8,614	24.3
Shefa	362	15,015	41.5	362	16,452	45.4	362	16,477	45.5
Tafea	272	10,756	39.5	272	10,742	39.5	272	10,782	39.6
Total	1,845	54,820	29.7	1,845	56,633	30.7	1,845	57,072	30.9

Source: Open VEMIS, 2021

5. TERTIARY EDUCATION

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. This section presents data on Ni-Vanuatu student enrolment and graduates by program offered by the respective universities. It also includes the number of Ni-Vanuatu students sponsored by donor agencies studying in various universities throughout the region and in some other parts of the world.

5.1 National University of Vanuatu (NUV)

The National University of Vanuatu was established in 2019 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 5.1 provides information for students enrolled and graduated from programmes with specific fields offered at the National University of Vanuatu main campus and the School of Education which now a registered faculty under the NUV in March 2021.

According to the National University of Vanuatu Act, it aims to established different Faculties and Schools under the University of which some have already been operating. But this may require amendment of certain Acts governing these institutions and as well as upgrading of courses offered to ensure they are fully established as faculties under the National University of Vanuatu.

Table 40. Number of students by gender enrolled by programs offered at the National University of Vanuatu main campus in 2019 – 2021

Year	Programs	Enrolment		
		Male	Female	Total
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
2021	Bachelor's degree in Economics and Social Administration (Face to Face)	73	108	181
	Bachelor's degree in Economics and Social Administration (Online)	7	18	25
	Bachelor's degree in Tourism and Hospitality	14	31	45
	Bachelor's degree in Environmental Sciences	16	5	21
	Master's degree in Economics and Social Sciences	19	17	36
	Total	129	179	308

Source: NUV, 2021

Table 41. Number of students graduated by gender in each program at the National University of Vanuatu in 2018 – 2020

Year	Programs	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
2020	Bachelor's degree in Economics and Social Administration	22	25	47
	Bachelor's degree in Tourism and Hospitality	10	11	21
	Master's degree in Economics and Social Sciences	2	1	3
	Total	34	37	71

Source: NUV, 2021

5.1.1 School of Education

The Vanuatu Institute of teacher Education (VITE) has been so instrumental in teachers training in Vanuatu that offers certificate and diploma courses for trainees enrolled at VITE in previous years.

VITE has been rename after the establishment of the National University of Vanuatu (NUV) in 2020, and registered under the NUV as the faculty of school of Education. In 2021, the School of Education has its first intake of students to study bachelor courses in Education. This marks a milestone for the institution to offer full courses accredited by Vanuatu Qualification Authority (VQA) which provide a great opportunity for students and teachers wishing to further their study with bachelor program in the field of education or teaching.

Table 42: Student enrolment by program and courses offered in School of Education in 2021

Program	Courses	Male	Female
Primary Teaching	Educational Psychology (English)	9	11
	Information and communication technology (English)	1	7
	Child and Adolescent Development and Education (English)	0	2
	Child and Adolescent Development and Education (French)	2	5
	Language for Academic and Professional purposes (English)	1	3
	Language for Academic and Professional purposes (French)	0	1
	Total		13
Secondary Teaching	Educational Psychology (English)	0	3
	Educational Psychology (French)	19	28
	Information and communication technology (English)	2	13
	Information and communication technology (French)	2	5
	Child and Adolescent Development and Education (English)	23	47

	Child and Adolescent Development and Education (French)	1	3
	Language for Academic and Professional purposes (English)	1	2
	Language for Academic and Professional purposes (French)	0	4
	Total	48	105

Source: Open VEMIS, 2021

5.2 University of the South Pacific, Emalus Campus

The University of the South Pacific is the leading institution in the region in program university programs and courses to students in the various campuses of the respective countries. Emalus campus is the faculty of Law but also offer preliminary to diploma in different fields of study that offers opportunity for student to enrolled in the courses. This section provides information for Ni-Vanuatu students enrolled at the Emalus Campus and as wells as the information on student completion awards by types of qualification gained at the USP.

Table 43: USP Emalus Campus Ni-Vanuatu student distribution of completion awards by qualification and gender in 2018 - 2021

Qualification Type	2018			2019			2020 - 2021		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Certificate	18	25	43	27	48	75	38	59	97
Diploma	1	2	3	18	11	29	4	9	13
Bachelor of Degree	29	47	76	47	51	98	59	58	117
Graduate Certificate	1	2	3	3	9	12	0	1	1
Post Graduate Certificate	0	0	0	0	0	0	1	1	2
Post Graduate Diploma	16	16	32	15	20	35	13	16	29
Professional Diploma	1	3	4	0	0	0	3	2	5
Master	7	5	12	11	11	22	12	18	30
Total	73	100	173	121	150	271	130	164	294

Source: USP Emalus Campus, 2021

Table 44: USP Emalus Ni-Vanuatu Students' enrolment by qualification of study and gender in 2019 - 2021

Qualification Type	2019			2020			2021		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Preliminary Courses	334	370	704	129	143	272	69	110	179
Foundation Studies	388	404	792	230	526	756	113	152	265
Certificate	31	120	151	53	424	477	51	354	405
Diploma	50	48	98	37	70	107	40	89	129
Bachelor of Degree	724	828	1,552	690	785	1,475	731	930	1,661
Graduate Certificate	6	12	18		3	3	6	9	15
Post Graduate Certificate	2	1	3	7	4	11	5	5	10
Post Graduate Diploma	15	19	34	12	19	31	12	31	43
Professional Diploma	4	2	6	0	1	1	8	6	14

Master	18	15	33	4	7	11	5	9	14
Doctorate	2	1	3		3	3		1	1
Total	1,574	1,820	3,394	1,162	1,985	3,147	1,040	1,696	2,736

Source: USP Emalus Campus, 2021

5.3 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 Vanuatu campus. The information outlined in the tables are specific to the number of graduates from 2018 – 2020 and enrolments by programs offered from 2018 to 2020.

Table 45: Number of students enrolled in AUF courses in each provincial sub-centres and including Port Vila campus in 2019 - 2021

Year	Course	Province					
		Sanma	Penama	Malampa	Shefa	Tafea	Total
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
2021	High School Diploma to Access to University studies (DAEU)	6	2	7	54	10	79
	Diploma in Science and Technology (DU3MI)				10		10
	Diploma in Science and Technology (DEUST)				1		1
	Certificate in Information Technology (IT) and Internet (PIX)				25		25
	Total	6	2	7	90	10	115

Source: AUF, 2021

Table 46: Number of students by gender enrolled in courses offered at AUF in 2019 – 2021

Course	2019			2020			2021		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
High School Diploma to Access to University studies (DAEU)	15	26	41	18	15	33	30	49	79
Certificate in Information Technology (IT) and Internet (PIX)	6	8	14	4	19	23	10	15	25
Diploma in Science and Technology (DU3MI)	0	0	0	1	0	1	3	8	11
Total	21	34	55	23	34	57	43	72	115

Source: AUF, 2021

Table 47: Number of graduated students in each course at AUF in 2018 - 2020

Year	Course	Graduates		
		Male	Female	Total
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 (DU3MI)	1	0	1
	Total	7	10	17
2020	High School Diploma to Access to University studies (DAEU)	4	5	9
	Diploma in Science and Technology (DEUST.W)	1	0	1
	Total	5	5	10

Source: AUF, 2021

5.4 Vanuatu Students Scholarship Awards by Sponsors

This section provides information for Ni-Vanuatu students awarded with scholarship by the respective donor agencies such as Vanuatu Government, VNPF Scholarship scheme, New Zealand, Australian Aid and France Government. The information presented only outlines sponsors that are able to provide information on the number of new and on-going awardees studying in universities throughout the region and as well as some universities outside the region. Otherwise, there are few other sponsors that were not able to submit their information as per request.

Table 48: Number of new awarded scholarship by sponsors in 2019 – 2021

Sponsors	2019			2020			2021		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Government	248	273	521	67	99	166	179	176	355
VNPF Scholarship Scheme				200	182	382	238	223	461
New Zealand Scholarships	19	15	34	16	17	33	10	25	35
France Government	2	2	4	7	7	14	2	0	2
Australian Aid	10	10	20	14	18	32	0	0	0
Total	279	300	579	294	314	608	427	424	851

Source: Donor Agencies, 2021

Table 49: Number of on-going scholarships awarded by sponsors in 2019 – 2021

Sponsors	2019			2020			2021		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Government (Scholarship Unit)	377	359	736	358	351	709	234	231	465
VNPF Scholarship Scheme							171	190	361
New Zealand Scholarships	54	48	102	28	20	48			69
Australian Aid	21	24	45	13	17	30	13	16	29
France Government	5	2	7	9	2	11	3	3	6
Total	457	433	890	408	390	798	418	437	924

Source: Donor Agencies, 2021

6. POST SCHOOL EDUCATION AND TRAINING (PSET)

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 captures data from institutions that providing courses accredited by Vanuatu Qualification Authority (VQA) and as well as the data for institutions providing non-accredited courses. It outlines data on enrolment of trainees, by courses offered by respective institutions established in Vanuatu.

Table 50: Enrolment of student in accredited courses by VQA offered in PSET institutions, 2021

Institution	Male	Female	Total
Edwards Institute of Technology	45	23	68
Ituani Vocational Skills Centre	2	3	5
Lorevuilko Rural Training Centre	12	2	14
Lume Memorial Rural Training Centre	0	16	16
Onesua Presbyterian Technical School	4	9	13
Pacific Vocational Training Centre	18	8	26
Pektel Rural Training Centre	29	0	29
St Michel Technical College	47	70	117
Torgil Provincial Institute of Vocational Training	99	6	105
Vanuatu Agriculture College	123	47	170
Vanuatu College of Nursing Education	2	15	17
Vanuatu Institute of Technology	238	327	565
Total	619	526	1,145

Table 51: Enrolment of student in non-accredited courses offered in PSET institutions, 2021

Institution	Male	Female	Total
Jean Canis Baptiste Vocational Training Centre	10	1	11
Ngafsany Vocational Training Centre	16	1	17
Onesua Presbyterian Technical School	8	0	8
Pektel Rural Training Centre	26	7	33
Vanuatu Institute of Technology	42	21	63
Total	102	30	132

Source: Open VEMIS, 2021

Table 52: Enrolment of students in accredited courses offered in respective institutions in 2021

Institution	Courses	Male	Female	Total
Vanuatu Institute of Technology	Certificate I in Automotive Engineering	37	1	38
	Certificate I in Building Construction (General Construction)	27	3	30
	Certificate I in Climate Change (Adaptation and Disaster Risk Reduction)	17	5	22
	Certificate I in Electro-technology	32	3	35
	Certificate I in Joinery, Furniture and Cabinet Making (Furniture Making)	11	1	12
	Certificate II in Building Construction (General Construction)	65	6	71
	Certificate II in Business (Administration Services)	25	92	117

	Certificate II in Computing (Computer Support/software and hardware)	38	14	52
	Certificate II in Hospitality (Food Preparation)	5	12	17
	Certificate II in Mechanical Engineering (Metal Production)	5	1	6
	Certificate II in Tourism	7	22	29
	Certificate III in Finance (Accounting)	50	73	123
	Certificate II in Fine Arts and Crafts	2	0	2
	Certificate III in Resilience (Climate Change and Disaster Risk Reduction)	6	5	11
	Total	327	238	565
Vanuatu Agriculture College	Certificate I in Agriculture (Nursery)	17	7	24
	Certificate I in Forestry (Nursery)	1	1	2
	Certificate I in Livestock (Poultry Management)	28	12	40
	Certificate II in Agriculture (Crop Establishment)	17	16	33
	Certificate II in Forestry (Forest Operations)	20	4	24
	Certificate II in Livestock (Husbandry)	40	7	47
	Total	123	47	170
Edwards Institute of Technology	Certificate I in Computing (Computer Operations)	8	10	18
	Certificate I in Computing (Computer Operations)	8	2	10
	Certificate I in Computing (Computer Operations)	7	0	7
	Certificate II in Computing (Computer Support/software and hardware)	10	5	15
	Certificate III in Computing (Network)	12	6	18
	Total	45	23	68
Torgil Provincial Institute of Vocational Training	Certificate I in Automotive Engineering (Servicing)	35	0	35
	Certificate I in Building Construction (General Construction)	24	1	25
	Certificate I in Hospitality	2	4	6
	Certificate II in Building Construction (General Construction)	19	1	20
	Certificate II in Plumbing (Water, Sanitation and Hygiene)	19	0	19
	Total	99	6	105
Ituani Vocational Skills Centre	Certificate I in Computing (Computer Operations)	2	3	5
	Total	2	3	5
Lorevuilko Rural Training Centre	Certificate I in Hospitality	0	2	2
	Certificate I in Automotive Engineering (Servicing)	6	0	6
	Certificate I in Building Construction (General Construction)	6	0	6
	Total	12	2	14
Lume vocational Training center	Certificate II in Building Construction (General Construction)	16	0	16
	Total	16	0	16
Onesua Presbyterian Technical School	Certificate I in Tourism (Tour Guiding)	4	9	13
	Total	4	9	13

Pacific Vocational Training Centre	Certificate IV in Information and Communication Technology	18	8	26
	Total	18	8	26
St Michel Technical College	Certificate I in Automotive Engineering (Small Engine Servicing)	40	29	69
	Certificate I in Hospitality (Food and Beverage)	2	41	43
	Certificate I in Joinery, Furniture and Cabinet Making (Furniture Making)	5	0	5
	Total	47	70	117
Pektel Rural Training Centre	Certificate II in Building Construction (General Construction)	29	0	29
	Total	29	0	29
Vanuatu College of Nursing Education	Manage transition for entry to midwifery practice - Unit 12	1	13	14
	Apply research to support evidence-based midwifery care - Unit 9	1	2	3
	Total	2	15	17
Overall		724	421	1,145

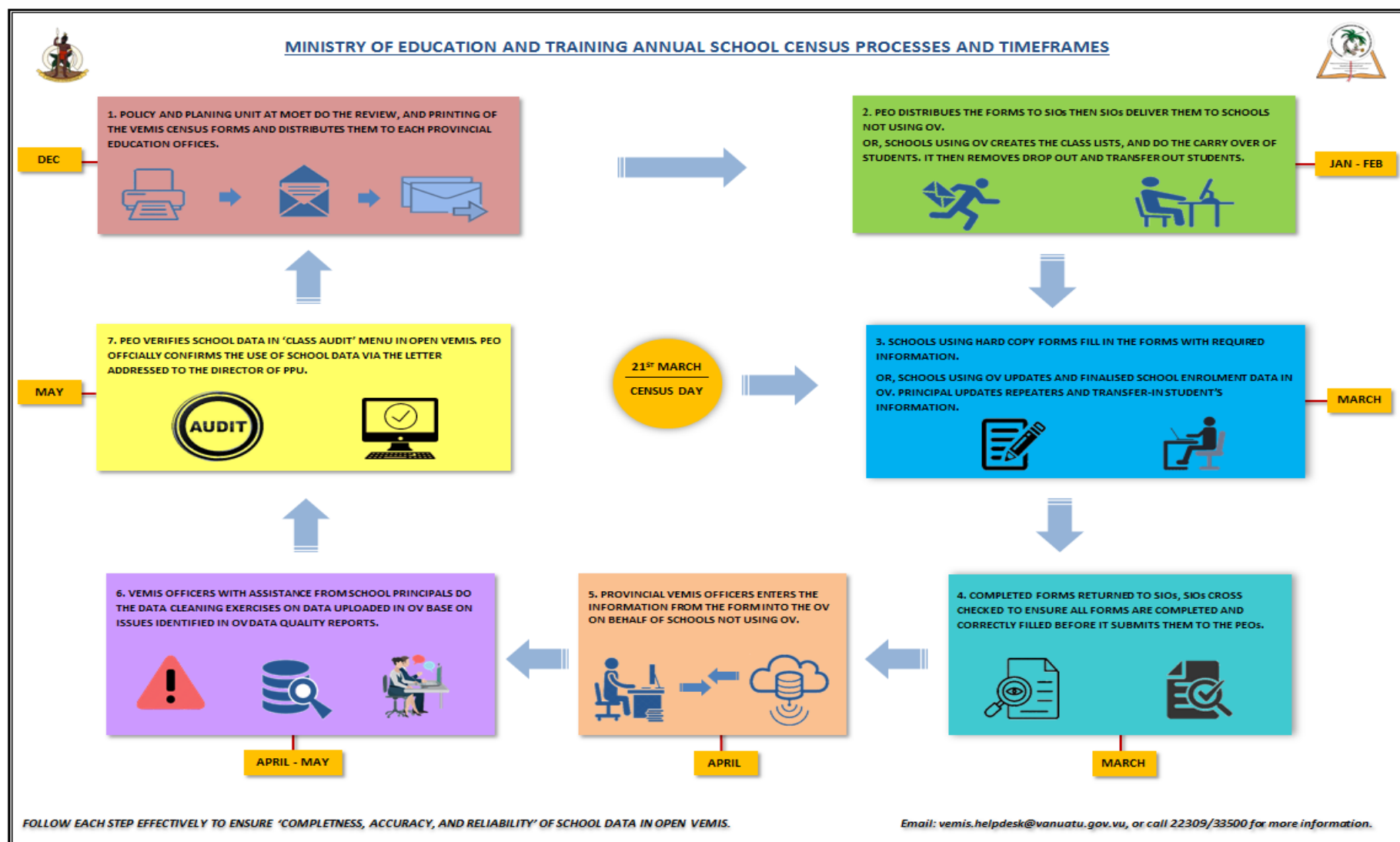
Source: Open VEMIS, 2021

Table 53: Number of trainers in each institution by gender in 2021

Institution	Male	Female	Total
Vanuatu Institute of Technology	25	16	41
Vanuatu Nursing College	0	3	3
Vanuatu Agriculture College	5	3	8
Torgil Provincial Institute of Vocational Training	8	0	8
St Michel Technical College	3	1	4
Onesua Presbyterian Technical School	2	1	3
Lume Memorial Rural Training Centre	2	1	3
Lorevuilko Rural Training Centre	2	1	3
Ituani Vocational Skills Centre	1	1	2
Edwards Institute of Technology	2	0	2
Total	50	27	77

Source: Open VEMIS, 2021

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 uses 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 level of education in each school type.
English School	A school that uses English language as a medium of instruction.
French School	A school that uses 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 classrooms 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 school's type divided by the number of teachers in that school.
Under Age	Students entering schools earlier than 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 uses indigenous local language as a medium of instruction for teaching.