



MINISTRY OF EDUCATION AND TRAINING, VANUATU

EDUCATION STATISTICS

BASIC TABLES OF 2019



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FOREWORD



The Vanuatu Ministry of Education and Training (MoET) is working effectively towards achieving the Ministry's goals which are Access, Quality and Management. Thus, every year the Ministry conducts the school census to collect statistics on education, purposely to analysis and measure progress against MoET's goals addressed in its policy objectives. However, the introduction of the Open VEMIS (Vanuatu Education Management Information System) and its usage allows data to be entered and managed by respective data owners from the central level (Department) to the school level.

I have the honour to introduce to you for the first time, the 1st edition of the MoET Annual Statistical Report of 2019 in which displays a holistic range of education statistics, specifically, from Early Childhood Care and Education (ECCE), Primary, Secondary schools and as well Post School Education and Training (PSET) providers. This statistical report will be used to compliment the publication of the MoET Annual Digest Report.

The information presented provides evidence to the policies and guides MoET's planning. It measures the Ministry's capacity towards addressing its objectives in the sector plan and other relevant policies too. The information can also be linked to measuring and monitoring the relevant indicators outlined in "Vanuatu 2030, The People's Plan" – Vanuatu National Sustainable Development Plan 2016 – 2030 specifically, the Society pillar 2 that focuses on Quality Education.

The information should be used to support the planning process, and guide every decision to ensure effectiveness and efficiency in the use of available resources. The need for policy formulation should always be driven and guided by education data. Thus, I would like to take this opportunity to invite all directorates of MoET to make use of the report and utilise the data effectively to support better planning towards the development of our education system.

Yours sincerely,

Bergmans Iati

Director General, Ministry of Education and Training

ACKNOWLEDGEMENT



It is for the first time that the MoET is compiling a separate report on basic tables concerning education statistics. During the previous years, education statistical reports were published mainly in the statistical digest outlining tables, graphics on education indicators with mostly analytical information.

Therefore, I have the honour as the Director responsible to acknowledge the remarkable work by the staff of the MoET that contributed in the publication of the first ever statistical report published by the Ministry. Thank you also to the respective units within the Ministry for their support in one way or the other towards the successful publication of this report.

My special gratitude goes to the officers of the Policy and Planning Division of MoET, specifically the VEMIS team for the tremendous effort in compiling and publishing a timely Annual Statistical Report for 2019. I extend my appreciation to the provincial VEMIS Officers for the better coordination and support towards data collection and entry to ensure that all school data are stored in the Open VEMIS (OV).

Massive thanks for the contributions of the school management and specifically school Principals, Teachers and staffs for their time and effort in organising the school data and ensure data are entered in either Open VEMIS or hard copy survey forms as per the timeframe of the census.

I also take this opportunity to appreciate the team effort of the School Improvement Officers (SIO) and Provincial Education Officers (PEO) within each provincial education Offices for the good working relationship in supporting the tasks allocated at 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 like to also encourage everyone to make good use of the information and to use it 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 Policy and Planning Division (PPD) of the MoET is mandated to annually produce a statistical update on the education sector to ensure policy makers and planners are informed accordingly for effective planning and decision making.

The development and use of Open VEMIS has been instrumental in strengthening the collection and reporting of all MoET's data, ensuring information is centralised and accessible for use. However, this year marks a milestone for achieving the MoET objective for publishing a separate report containing basic tables on Education statistics. The purpose of producing the basic tables on Education statistics prior to the Digest report is, to ensure data are easily accessible in a timely manner to effectively support better planning and decision making. Data published in this report will then be used as the basis for compiling the Annual Digest reports, which will later be published.

Open VEMIS database is designed purposely to achieve the objectives of data quality which are **Completeness, Accuracy and Reliability** of all education data. It is the aim of the Ministry to strengthen the collection processes to ensure all information owned by the Ministry are centralised and accessed only in Open VEMIS.

Though there are challenges and a limitation with data collection and entry processes, MoET central office is working collaboratively with Provincial Education office and schools to ensure all data are completely and accurately stored in Open VEMIS. Given the importance of data quality, the Ministry is putting more emphasis to safeguard and strengthen the quality of data stored in Open VEMIS to be fit for its intended use.

Significantly, this report contains relevant informations that measure the effectiveness towards the implementation of the MoET main goals which are **Access, Quality and Management**.

All informations published in this report are sourced from Open VEMIS and it has been collected through the data collection process outlined in the school census cycle conducted annually through Open VEMIS as a tool for collection and including data validation exercises. However, the informations on PSET has been collected from respective institutions, awaiting the finalization of the PSET module in Open VEMIS before PSET providers can have access to directly upload data into the system.

This report captures basic information for ECCE, Primary, Secondary schools and PSET providers, on Enrolments, Teachers, Schools, as well as Facilities data which are specific only for Primary schools. Survey on secondary school facilities currently being conducted and data are yet to be entered into Open VEMIS. All information published are from year 2016 to 2019, while few tables are containing information for 2014 and 2015.

SUMMARY STATISTICS

Table 1: Total School enrolment by school type in 2017 – 2019

School Type	2017	2018	2019
ECCE	14,921	15,661	16,445
Primary (1 – 6)	49,005	52,789	54,820
Secondary (7 - 14)	19,231	19,983	21,379
Total	83,157	88,433	92,644

Source: Open VEMIS, 2019.

Table 2: School enrolment by age categories in each school type in 2019

School Type	Student enrolment by age categories			Total
	Right Age	Under Age	Over Age	
ECCE	12,737	1,088	2,620	16,445
Primary (1 – 6)	41,390	1,244	12,186	54,820
Junior Secondary (7 – 10)	10,408	257	6,052	16,717
Senior Secondary (11 – 14)	3,760	131	771	4,662
Total	68,295	2,720	21,629	92,644

Source: Open VEMIS, 2019.

Table 3: Total number of schools by school type in 2017 – 2019

School Type	2017	2018	2019
ECCE	520	838	863
Primary School (1 – 6)	436	455	479
Secondary School (7 - 14)	93	104	111
Total	1,049	1,397	1,453

Source: Open VEMIS, 2019.

Table 4: Total number of teachers by school type in 2017 – 2019

School Type	2017	2018	2019
ECCE	1,033	1,306	1,314
Primary (1 – 6)	1,780	1,908	1,928
Secondary (7 - 14)	1,013	980	988
Total	3,826	4,194	4,230

Source: Open VEMIS, 2019.

1. STUDENT ENROLMENT

Table 5: Enrolment by education authority, gender and school type in 2016 – 2019

Year	Education Authority	ECCE			Primary (1–6)			Secondary (7 - 14)		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2016	Government	297	250	547	16,735	14,940	31,675	5,870	6,080	11,950
	Church (Govt. Assisted)	111	100	211	6,802	6,056	12,858	3,069	3,012	6,081
	Subtotal Govt.	408	350	758	23,537	20,996	44,533	8,939	9,092	18,031
	Church				23	28	51	6	6	12
	Private	3,137	2,863	6,000	110	71	181	83	66	149
	Community	1,032	1,010	2,042	100	100	200	133	83	216
	Total	4,577	4,223	8,800	23,770	21,195	44,965	9,161	9,247	18,408
2017	Government	1,204	995	2,199	18,205	15,948	34,153	6,121	6,277	12,398
	Church (Govt. Assisted)	470	415	885	7,469	6,635	14,104	3,140	3,299	6,439
	Subtotal Govt.	1,674	1,410	3,084	25,674	22,583	48,257	9,261	9,576	18,837
	Church				33	34	67			
	Private	4,572	4,103	8,675	186	145	331	90	82	172
	Community	1,615	1,547	3,162	187	163	350	132	90	222
	Total	7,861	7,060	14,921	26,080	22,925	49,005	9,483	9,748	19,231
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

Source: Open VEMIS, 2019.

Table 6: Enrolment by education authority and school type in 2016 – 2019

Year	Education Authority	School Type				Vanuatu
		ECCE	Primary (1–6)	Jnr Secondary (7–10)	Snr Secondary (11 - 14)	
2016	Government	547	31,675	9,214	2,736	44,172
	Church (Govt. assisted)	211	12,858	4,569	1,512	19,150
	Subtotal Govt.	758	44,533	13,783	4,248	63,322
	Church		51	11	1	63
	Private	6,000	181	149		6,330
	Community	2,042	200	149	67	2,458
	Total	8,800	44,965	14,092	4,316	72,173
2017	Government	2,199	34,153	9,582	2,816	48,750
	Church (Govt. assisted)	885	14,104	4,914	1,525	21,428
	Subtotal Govt.	3,084	48,257	14,496	4,341	70,178
	Church		67			67
	Private	8,675	331	172		9,178
	Community	3,162	350	148	74	3,734
	Total	14,921	49,005	14,816	4,415	83,157
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

Source: Open VEMIS, 2019.

Table 7: Enrolment in ECCE by education authority and province in 2016 – 2019

Year	Education Authority	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2016	Government					547		547
	Church (Govt. assisted)				23	76	112	211
	Subtotal Govt.				23	623	112	758
	Church							
	Private	186	1755	467	1,308	799	1,485	6,000
	Community	222	286	277	566	211	480	2,042
	Total	408	2,041	744	1,897	1,633	2,077	8,800
2017	Government					2,199		2,199
	Church (Govt. assisted)	6	98	121	296	198	166	885
	Subtotal Govt.	6	98	121	296	2,397	166	3,084
	Church							
	Private	294	2,820	1,082	1,155	1,553	1,771	8,675
	Community	232	486	542	672	246	984	3,162
	Total	532	3,404	1,745	2,123	4,196	2,921	14,921
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

Source: Open VEMIS, 2019.

Table 8: Enrolment in Primary (1 – 6) by education authority and province in 2016 – 2019

Year	Education Authority	Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2016	Government	1,821	5,707	4,574	4,902	9,469	5,202	31,675
	Church (Govt. assisted)		3,482	1,772	2,544	2,668	2,392	12,858
	Subtotal Govt.	1,821	9,189	6,346	7,446	12,137	7,594	44,533
	Church		9				42	51
	Private	19				104	58	181
	Community				53	125	22	200
	Total	1,840	9,198	6,346	7,499	12,366	7,716	44,965
2017	Government	1,893	6,024	4,918	5,227	9,689	6,402	34,153
	Church (Govt. assisted)		3,754	1,803	2,736	2,707	3,104	14,104
	Subtotal Govt.	1,893	9,778	6,721	7,963	12,396	9,506	48,257
	Church						67	67
	Private	6				122	203	331
	Community				28	272	50	350
	Total	1,899	9,778	6,721	7,991	12,790	9,826	49,005
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

Source: Open VEMIS, 2019.

Table 9: Total enrolment in secondary (Year 7-14) by education authority and province in 2016 – 2019

Year	Education Authority	Province						
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	Vanuatu
2016	Government	454	2,914	914	1,755	4,727	1,186	11,950
	Church (Govt. assisted)	72	1,202	1,184	795	1,756	1,072	6,081
	Subtotal Govt.	526	4,116	2,098	2,550	6,483	2,258	18,031
	Church		12					12
	Private		73				76	149
	Community					216		216
	Total	526	4,201	2,098	2,550	6,699	2,334	18,408
2017	Government	394	3,006	960	1,754	4,839	1,445	12,398
	Church (Govt. assisted)	82	1,396	1,123	825	1,837	1,176	6,439
	Subtotal Govt.	476	4,402	2,083	2,579	6,676	2,621	18,837
	Church							
	Private		52				120	172
	Community					222		222
	Total	476	4,454	2,083	2,579	6,898	2,741	19,231
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

Source: Open VEMIS, 2019.

Table 10: Total enrolment for schools in urban and rural areas by school type and province in 2016 – 2019

Year	School Type	Rural							Urban		
		Torba	Sanma	Penama	Malampa	Shefa	Tafea	Total	Sanma	Shefa	Total
2016	ECCE	408	1,315	744	1,897	971	2,077	7,412	726	662	1,388
	Primary (1 - 6)	1,840	6,538	6,346	7,499	7,139	7,716	37,078	2,660	5,227	7,887
	Secondary (7-14)	526	2,455	2,098	2,550	2,696	2,334	12,659	1,746	4,003	5,749
	Total	2,774	10,308	9188	11,946	10,806	12,127	57,149	5132	9892	15,024
2017	ECCE	532	2,372	1,745	2,123	2,750	2,921	12,443	1,032	1,446	2,478
	Primary (1 - 6)	1,899	7,054	6,721	7,991	7,314	9,826	40,805	2,724	5,476	8,200
	Secondary (7-14)	476	2,647	2,083	2,579	2,808	2,741	13,334	1,807	4,090	5,897
	Total	2,907	12,073	10,549	12,693	12,872	15,488	66,582	5,563	11,012	16,575
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 (7-14)	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 (7-14)	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

Source: Open VEMIS, 2019.

Table 11: Total enrolment in urban and rural schools by gender and school type in 2016 – 2019

Urban/ Rural	School Type	2016			2017			2018			2019		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Rural	ECCE	3,866	3,546	7,412	6,564	5,877	12,441	6,550	6,327	12,877	6,826	6,634	13,460
	Primary (1 - 6)	19,691	17,387	37,078	21,800	19,005	40,805	23,173	20,243	43,416	23,561	20,833	44,394
	Secondary (7-14)	6,374	6,285	12,659	6,615	6,719	13,334	6,722	6,852	13,574	7,038	7,269	14,307
	Rural Total	29,931	27,218	57,149	34,979	31,601	66,580	36,445	33,422	69,867	37,425	34,736	72,161
Urban	ECCE	711	677	1,388	1,297	1,183	2,480	1,434	1,350	2,784	1,522	1,463	2,985
	Primary (1 - 6)	4,080	3,807	7,887	4,280	3,920	8,200	4,922	4,451	9,373	5,427	4,999	10,426
	Secondary (7-14)	2,789	2,960	5,749	2,868	3,029	5,897	3,082	3,327	6,409	3,388	3,684	7,072
	Urban Total	7,580	7,444	15,024	8,445	8,132	16,577	9,438	9,128	18,566	10,337	10,146	20,483
Total	37,511	34,662	72,173	43,424	39,733	83,157	45,883	42,550	88,433	47,762	44,882	92,644	

Source: Open VEMIS, 2019.

Table 12: Total enrolment by school type and language of instruction in 2016 – 2019

Language	ECCE				Primary (1-6)				Secondary (7 - 14)			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Bilingual		60		241								
Bislama	407	852	1,183	1,186								
English	5,392	7,259	7,464	7,680	29,177	32,092	34,862	36,648	13,008	13,509	13,847	14,865
French	1,278	1,965	1,821	2,236	15,788	16,913	17,927	18,172	5,400	5,722	6,136	6,514
Vernacular	1,723	4,785	5,193	5,102								
Total	8,800	14,921	15,661	16,445	44,965	49,005	52,789	54,820	18,408	19,231	19,983	21,379

Source: Open VEMIS, 2019.

Table 13: Total enrolment by school type, education authority and language of instruction in 2016 – 2019

Education Authority	Language	ECCE				Primary (1 – 6)				Secondary (7 - 14)			
		2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Government	Bilingual		60		80								
	Bislama	117	394	445	473								
	English	13	239	397	273	25,105	26,101	27,336	28,575	9,104	9,526	9,171	9,954
	French	117	224	170	146	6,570	8,052	7,572	7,477	2,846	2,872	3,204	3,163
	Vernacular	300	1,282	1,309	1,232								
	Sub Total	547	2,199	2,321	2,204	31,675	34,153	34,908	36,052	11,950	12,398	12,375	13,117
Church (Government Assisted)	Bislama	36	111	95	142								
	English	97	280	148	185	3,640	5,264	6,746	6,972	3,527	3,589	4,328	4,522
	French	24	177	99	275	9,218	8,840	10,036	10,473	2,554	2,850	2,854	3,087
	Vernacular	54	317	467	465								
	Sub Total	211	885	809	1,067	12,858	14,104	16,782	17,445	6,081	6,439	7,182	7,609
Church	English					51	67	113	97	12		32	31
	Sub Total					51	67	113	97	12		32	31
Community	Bislama	177	223	300	234								
	English	623	697	655	835	200	350	326	287	216	222	184	192
	French	267	376	293	455								
	Vernacular	975	1,866	2,119	1,925								
	Sub Total	2,042	3,162	3,367	3,449	200	350	326	287	216	222	184	192
Private	Bilingual				161								
	Bislama	77	124	343	337								
	English	4,659	6,043	6,264	6,387	181	331	341	717	149	172	132	166
	French	870	1,188	1,259	1,360			319	222			78	264
	Vernacular	394	1,320	1,298	1,480								
	Sub Total	6,000	8,675	9,164	9,725	181	331	660	939	149	172	210	430
Total		8,800	14,921	15,661	16,445	44,965	49,005	52,789	54,820	18,408	19,231	19,983	21,379

Source: Open VEMIS, 2019.

Table 14: Enrolment by school age specific and education year level in 2019 (The highlighted data are the enrolment at official age for each school type)

Age	Education Year Level															Total
	ECCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
2	1															1
3	1,087	2	1		1											1,091
4	5,581	108	8	1	1	1										5,700
5	7,156	1,041	63	11	3	1	2	2		1						8,280
6	2,139	5,156	875	71	5		3	2	1	1	2					8,255
7	316	2,979	3,916	502	34	9	4	3		2		1				7,766
8	86	728	3,472	2,622	296	30	11	2	1	2						7,250
9	18	217	1,537	3,623	1,631	243	28	7	5	2						7,311
10	6	76	504	2,115	2,809	1,245	199	34	8	3	1	4	1			7,005
11		30	188	918	1,996	2,294	1,024	154	10	7	7			1		6,629
12	1	8	50	333	1,022	1,994	1,962	841	148	11	9	1				6,380
13	3	5	25	120	495	1,157	1,844	1,535	750	119	13	1	2	1		6,070
14	4	3	12	29	189	454	1,047	1,320	1,261	623	117	8	1	1		5,069
15	8	2	4	19	63	184	524	822	1,149	1,147	543	99	10			4,574
16	2	5	5	7	25	57	208	394	726	916	886	402	95	3		3,731
17	3	3	9	7	7	23	77	126	292	567	743	539	350	70		2,816
18	12	3	49	39	28	16	25	49	129	267	434	436	490	290	10	2,277
19	12	1	7	7	3	8	12	19	46	97	238	263	358	381	73	1,525
20	7		3	1	1		2	1	10	23	45	79	156	227	61	616
21	3			1				1	1	8	16	24	53	64	26	197
22							1		2	1	7	3	14	17	19	64
23							1	2	2			1	3	4	9	22
24									1		2	1		2	3	9
27											1	1		3		5
28												1				1
Total	16,445	10,367	10,728	10,426	8,609	7,716	6,974	5,314	4,542	3,797	3,064	1,864	1,533	1,064	201	92,644
	ECCE	Primary Education						Junior Secondary Education				Senior Secondary Education				

2. ENROLMENT RATES

Table 15: Gross Enrolment Rate (GER) and Gender Parity Index (GPI) by gender and school type for each province in 2017 – 2019

Province	School Type	2017				2018				2019			
		Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Torba	ECCE	81.5%	92.5%	86.7%	1.13	114.4%	140.5%	126.9%	1.23	131.7%	142.2%	136.7%	1.08
	Primary	112.4%	111.3%	111.8%	0.99	115.4%	119.5%	117.3%	1.04	112.4%	124.4%	118.3%	1.10
	Secondary	22.4%	30.4%	26.2%	1.35	26.7%	30.4%	28.5%	1.14	26.0%	29.5%	27.7%	1.13
Sanma	ECCE	111.8%	112.8%	112.3%	1.00	116.9%	132.4%	124.2%	1.13	120.2%	133.3%	126.4%	1.11
	Primary	119.0%	116.4%	117.8%	0.97	133.0%	129.5%	131.4%	0.97	142.9%	138.0%	140.6%	0.97
	Secondary	50.9%	55.9%	53.3%	1.09	50.0%	57.7%	53.7%	1.15	50.1%	57.3%	53.5%	1.14
Penama	ECCE	89.5%	96.6%	92.9%	1.07	75.8%	70.5%	73.3%	0.93	94.2%	101.0%	97.4%	1.07
	Primary	126.7%	118.9%	122.8%	0.93	124.2%	119.5%	121.9%	0.96	108.4%	105.5%	107.0%	0.97
	Secondary	35.6%	38.8%	37.2%	1.08	33.6%	36.9%	35.2%	1.10	29.2%	33.2%	31.1%	1.14
Malampa	ECCE	104.2%	103.5%	103.8%	0.99	104.7%	112.3%	108.3%	1.07	115.6%	130.8%	122.9%	1.13
	Primary	135.2%	127.7%	131.6%	0.94	144.6%	135.8%	140.4%	0.94	145.3%	139.2%	142.3%	0.96
	Secondary	36.1%	41.6%	39.1%	1.15	37.9%	44.6%	41.0%	1.18	40.9%	48.7%	44.5%	1.19
Shefa	ECCE	84.6%	80.5%	82.6%	0.95	92.3%	91.9%	92.1%	0.99	91.2%	91.0%	91.1%	1.00
	Primary	96.6%	94.3%	95.4%	0.97	100.7%	97.5%	99.1%	0.97	103.9%	101.3%	102.7%	0.97
	Secondary	53.4%	60.7%	58.1%	1.13	56.1%	64.6%	60.2%	1.15	50.3%	59.1%	54.6%	1.17
Tafea	ECCE	146.2%	133.4%	140.0%	0.91	135.9%	139.1%	137.4%	1.02	137.7%	138.3%	138.0%	1.00
	Primary	163.4%	145.3%	155.4%	0.88	172.8%	153.3%	163.5%	0.89	178.9%	164.9%	172.2%	0.92
	Secondary	38.9%	40.4%	39.6%	1.03	40.6%	39.6%	40.1%	0.97	42.9%	42.3%	42.6%	0.99

Source: Open VEMIS, 2019.

Table 16: Net Enrolment Rate (NER) and Gender Parity Index (GPI) by gender and school type for each province in 2017 – 2019

Province	School Type	2017				2018				2019			
		Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
Torba	ECCE	61.8%	69.4%	65.4%	1.12	75.2%	92.5%	83.5%	1.23	79.0%	81.0%	80.0%	1.02
	Primary	77.1%	80.4%	78.7%	1.04	78.8%	85.0%	81.8%	1.08	79.0%	90.2%	84.5%	1.14
	Secondary	21.0%	30.0%	25.3%	1.42	21.5%	26.2%	23.7%	1.22	22.8%	27.8%	25.3%	1.22
Sanma	ECCE	66.7%	70.5%	68.4%	1.05	80.4%	91.9%	85.9%	1.14	91.2%	102.1%	96.4%	1.11
	Primary	88.8%	89.5%	89.1%	1.01	96.7%	96.5%	96.6%	1.00	107.5%	106.0%	106.8%	0.98
	Secondary	45.6%	50.9%	48.1%	1.11	42.8%	51.2%	46.8%	1.19	46.5%	53.9%	50.0%	1.15
Penama	ECCE	61.6%	65.8%	63.6%	1.06	56.4%	53.4%	54.9%	0.95	73.3%	80.2%	76.6%	1.09
	Primary	94.3%	92.3%	93.3%	0.97	87.8%	87.6%	87.6%	1.00	79.3%	78.0%	78.7%	0.98
	Secondary	33.1%	36.9%	34.9%	1.11	30.6%	33.5%	32.0%	1.09	25.4%	29.4%	27.4%	1.15
Malampa	ECCE	83.6%	80.9%	82.2%	0.96	83.3%	90.8%	86.8%	1.09	95.8%	109.1%	102.2%	1.13
	Primary	102.3%	101.2%	101.7%	0.98	106.2%	103.4%	104.8%	0.97	110.9%	110.1%	110.5%	0.99
	Secondary	34.1%	39.8%	36.7%	1.16	35.1%	42.2%	38.3%	1.20	37.5%	45.6%	41.3%	1.21
Shefa	ECCE	52.6%	49.7%	51.2%	0.94	64.7%	66.6%	65.6%	1.03	70.5%	71.2%	70.8%	1.00
	Primary	77.4%	77.7%	77.5%	1.00	78.0%	76.6%	77.3%	0.98	81.4%	82.0%	81.7%	1.00
	Secondary	49.0%	54.0%	51.4%	1.10	48.3%	58.3%	53.1%	1.21	46.7%	56.4%	51.4%	1.20
Tafea	ECCE	94.0%	84.8%	89.6%	0.90	105.4%	110.0%	107.5%	1.04	107.7%	108.7%	108.2%	1.00
	Primary	111.7%	101.0%	106.5%	0.90	116.8%	104.4%	110.8%	0.89	122.2%	116.6%	119.5%	0.95
	Secondary	33.9%	36.7%	35.2%	1.08	34.0%	35.3%	34.6%	1.04	35.8%	37.1%	36.4%	1.03

Source: Open VEMIS, 2019.

Table 17: Gross Enrolment Rate (GER) and Gender Parity Index (GPI) by school type and gender in 2016 – 2019

Year	ECCE				Primary (1–6)				Secondary (7–14)			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2016	59.7%	60.0%	59.8%	1.00	114.2%	109.8%	112.0%	0.96	43.3%	47.8%	45.5%	1.10
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

Source: Open VEMIS, 2019.

Table 18: Net Enrolment Rate (NER) and Gender Parity Index (GPI) by school type in 2016 – 2019

Year	ECCE				Primary (1–6)				Secondary (7–14)			
	Male	Female	Total	GPI	Male	Female	Total	GPI	Male	Female	Total	GPI
2016	32.8%	33.8%	33.3%	1.03	84.8%	84.6%	84.6%	1.00	40.1%	44.9%	42.4%	1.12
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

Source: Open VEMIS, 2019.

3. NUMBER OF SCHOOLS IN VANUATU

Table 19: Number of schools by province, school type and official language of instruction in 2017 – 2019

Year	School Type	Language	Province					Total	
			Torba	Sanma	Penama	Malampa	Shefa		Tafea
2017	ECCE	Bislama	2	13	1	4	1	5	26
		English	14	85	36	61	47	72	315
		French	1	18	4	26	7	9	65
		Vernacular	14	16	30	8	19	27	114
		Total	31	132	71	99	74	113	520
	Primary (1 – 6)	English	18	66	43	52	64	43	286
		French	8	32	21	34	21	34	150
		Total	26	98	64	86	85	77	436
	Secondary (7-14)	Bilingual		1					1
		English	2	11	11	9	19	11	63
		French	2	4	3	8	6	6	29
		Total	4	16	14	17	25	17	93
	Total		61	246	149	202	184	207	1,049
	2018	ECCE	Bislama	4	37	1	5	20	7
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 (7-14)		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 (7-14)	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

Table 20: Number of schools by school type and official language of instruction in 2017 – 2019

Language	ECCE			Primary (1–6)			Secondary (7 - 14)		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Bilingual			12				1		
Bislama	26	74	71						
English	315	364	366	286	303	325	63	71	77
French	65	81	81	150	152	154	29	33	34
Vernacular	114	319	333						
Total	520	838	863	436	455	479	93	104	111

Source: Open VEMIS, 2019.

Table 21: Number of schools by education authority and school type in 2017 – 2019

Year	Education Authority	School Type			Total
		ECCE	Primary (1 – 6)	Secondary (7 - 14)	
2017	Government		302	51	353
	Church (Govt. assisted)	15	118	34	167
	Church (Not Govt. Assisted)		2	2	4
	Community	149	5	1	155
	Private	356	9	5	370
	Total	520	436	93	1,049
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

Source: Open VEMIS, 2019.

Table 22: Number of Schools in urban and rural areas by school type in 2016 – 2019

Year	Urban/Rural	School Type			
		ECCE	Primary (1 – 6)	Secondary (7-14)	Total
2016	Rural	532	406	74	1,012
	Urban	34	32	19	85
	Total	566	438	93	1,097
2017	Rural	489	404	74	967
	Urban	31	32	19	82
	Total	520	436	93	1,049
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

Source: Open VEMIS, 2019.

Table 23: Number of schools officially registered with the MoET by school type and province in 2019

Province	School Type	Government	Church (Govt. assisted)	Church	Community	Private	Total
Torba	Primary	18	6				24
	Secondary	3	2				5
	Total	21	8				29
Sanma	Primary	57	34	1		1	93
	Secondary	6	8	1		1	16
	Total	63	42	2		2	109
Penama	Primary	39	25				64
	Secondary	6	9				15
	Total	45	34				79
Malampa	Primary	55	32				87
	Secondary	10	9				19
	Total	65	41				106
Shefa	Primary	64	17	1	2	8	92
	Secondary	11	12	1	1	3	28
	Total	75	29	2	3	11	120
Tafea	Primary	49	25			1	75
	Secondary	12	6			1	19
	Total	61	31			2	94
Total Registered Schools		330	185	4	3	15	537

Note: All ECCE centres are not officially registered, the information provided are only for schools formally registered with the Ministry of Education and Training.

4. TEACHERS INFORMATION

Table 24: Total number of teachers by gender and school type in 2014 – 2019

Gender	School Type	2014	2015	2016	2017	2018	2019
Male	ECCE	39	41	9	42	48	50
	Primary school (1–6)	786	821	686	770	803	799
	Secondary school (7 - 14)	598	584	433	580	555	560
	Male Total	1,423	1,446	1,128	1,392	1,406	1,409
Female	ECCE	891	860	302	991	1,258	1,264
	Primary school (1–6)	1,008	1,043	862	1,010	1,105	1,129
	Secondary school (7 - 14)	406	414	328	433	425	428
	Female Total	2,305	2,317	1,492	2,434	2,788	2,821
Total	3,729	3,764	2,620	3,826	4,194	4,230	

Source: Open VEMIS, 2019.

Table 25: Total number of teachers by education authority and school type in 2016 – 2019

Year	Education Authority	ECCE	Primary (1–6)	Secondary (7-14)	Total
2016	Government	10	1,129	525	1,664
	Church (Govt. Assisted)	9	405	234	648
	Church				
	Community	87	11	2	100
	Private	205	3		208
	Total	311	1,548	761	2,620
2017	Government	125	1,284	657	2,066
	Church (Govt. Assisted)	42	482	347	871
	Church				
	Community	266	11	2	279
	Private	600	3	7	610
	Total	1,033	1,780	1,013	3,826
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

Source: Open VEMIS, 2019.

Table 26: Total number of teachers by school type, province and gender in 2016 – 2019

School Type	Province	2016			2017			2018			2019		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECCE	Torba	2	13	15	11	50	61	15	53	68	16	54	70
	Sanma	3	114	117	8	224	232	8	269	277	8	273	281
	Penama	1	67	68	5	158	163	4	176	180	4	176	180
	Malampa	3	79	82	6	219	225	6	270	276	6	271	277
	Shefa	0	18	18	9	197	206	10	236	246	10	236	246
	Tafea	0	11	11	3	143	146	5	254	259	6	254	260
	Total	9	302	311	42	991	1,033	48	1,258	1,306	50	1,264	1,314
Primary (1–6)	Torba	27	29	56	39	41	80	40	45	85	38	46	84
	Sanma	116	179	295	172	269	441	173	291	464	176	295	471
	Penama	77	82	159	88	90	178	82	99	181	79	96	175
	Malampa	161	165	326	159	174	333	155	174	329	156	181	337
	Shefa	185	319	504	189	339	528	197	347	544	191	356	547
	Tafea	120	88	208	123	97	220	156	149	305	159	155	314
	Total	686	862	1,548	770	1,010	1,780	803	1,105	1,908	799	1,129	1,928
Secondary (7+)	Torba	5	7	12	12	10	22	10	12	22	8	12	20
	Sanma	90	58	148	145	86	231	141	85	226	156	105	261
	Penama	51	32	83	69	44	113	68	42	110	47	27	74
	Malampa	51	36	87	79	52	131	72	51	123	72	50	122
	Shefa	197	170	367	223	199	422	215	195	410	224	195	419
	Tafea	39	25	64	52	42	94	49	40	89	53	39	92
	Total	433	328	761	580	433	1,013	555	425	980	560	428	988

Source: Open VEMIS, 2019.

Table 27: Number of teachers by school type and language they used in 2015 – 2019

School Type	Language	2015	2016	2017	2018	2019
ECCE	English	546	178	524	654	657
	French	107	41	118	156	155
	Vernacular	211	73	325	409	413
	Bislama	37	19	59	87	84
	Bilingual			7		5
	Total		901	311	1,033	1306
Primary (1–6)	English	1,232	1,004	1,168	1,264	1,273
	French	632	544	612	644	655
	Total	1,864	1,548	1,780	1,908	1,928
Secondary (7-14)	English	663	496	653	642	643
	French	327	260	353	338	345
	Bilingual	9	5	7		
	Total	999	761	1,013	980	988

Source: Open VEMIS, 2019.

Table 28: Number of government paid and non-government paid teachers by school type in 2019

Province	ECCE		Primary		Secondary	
	Government	Non-Government	Government	Non-Government	Government	Non-Government
Torba	34	36	59	25	18	2
Sanma	92	189	326	145	231	30
Penama	25	155	164	11	70	4
Malampa	94	183	231	106	119	3
Shefa	164	82	458	89	413	6
Tafea	117	143	189	125	90	2
Total	526	788	1,427	501	941	47

Source: Open VEMIS, 2019.

The number of Government paid teachers for ECCE was updated as of 26th June 2019, note that the process for the next appointment of ECCE government paid teachers are still in progress and hopefully the ECCE unit will finalised the list for ECCE government paid teachers by end of this year.

STUDENT TEACHER RATIO

Table 29: Student Teacher Ratio (STR) by province and school type in 2016 – 2019

Year	Province	ECCE			Primary (1–6)			Secondary (7 - 14)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2016	Torba	408	15	27.2	1,840	56	32.9	526	12	43.8
	Sanma	2,041	117	17.4	9,198	295	31.2	4,201	148	28.4
	Penama	744	68	10.9	6,346	159	39.9	2,098	83	25.3
	Malampa	1,897	82	23.1	7,499	326	23.0	2,550	87	29.3
	Shefa	1,633	18	90.7	12,366	504	24.5	6,699	367	18.3
	Tafea	2,077	11	188.8	7,716	208	37.1	2,334	64	36.5
	Total	8,800	311	28.3	44,965	1,548	29.0	18,408	761	24.2
2017	Torba	532	61	8.7	1,899	80	23.7	476	22	21.6
	Sanma	3,404	232	14.7	9,778	441	22.2	4,454	231	19.3
	Penama	1,745	163	10.7	6,721	178	37.8	2,083	113	18.4
	Malampa	2,123	225	9.4	7,991	333	24.0	2,579	131	19.7
	Shefa	4,196	206	20.4	12,790	528	24.2	6,898	422	16.3
	Tafea	2,921	146	20.0	9,826	220	44.7	2,741	94	29.2
	Total	14,921	1,033	14.4	49,005	1,780	27.5	19,231	1,013	19.0
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

Source: Open VEMIS, 2019.

Table 30: Student teacher ratio (STR) by education authority and school type in 2016 – 2019

Year	Education Authority	ECCE			Primary (1–6)			Secondary (7 - 14)		
		Student	Teacher	STR	Student	Teacher	STR	Student	Teacher	STR
2016	Government	547	10	55	31,675	1,129	28.1	11,950	525	22.8
	Church (Govt. Assisted)	211	9	23.4	12,858	405	31.7	6,081	234	26.0
	Church				51	N/A		12	N/A	
	Community	2,042	87	23.5	200	11	18.2	216	2	108.0
	Private	6,000	205	29.3	181	3	60.3	149		
	Total	8,800	311	28.3	44,965	1,548	29.0	18,408	761	24.2
2017	Government	2,199	125	17.6	34,153	1,284	26.6	12,398	657	18.9
	Church (Govt. Assisted)	885	42	21.1	14,104	482	29.3	6,439	347	18.6
	Church				67	0				
	Community	3,162	266	11.9	350	11	31.8	222	2	111.0
	Private	8,675	600	14.5	331	3	110.3	172	7	24.6
	Total	14,921	1,033	14.4	49,005	1,780	27.5	19,231	1,013	19.0
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

N/A means information **Not Available**. Teacher's information for Community and Private schools in Primary and Secondary school were not well provided and therefore are not completely captured in OV.

5. CLASSROOM

The informations presented in section 5 and 6 on Classrooms and Sanitations are specific to Primary schools only as the survey has so far been conducted only for Primary schools. Currently, school facility survey is conducted on secondary school facilities and should be completed this year and the data will be published in the next statistical report.

Table 31: Pupil's Classroom ratio for Primary schools (1 – 6) by province in 2017 – 2019

Province	2017			2018			2019		
	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio	# of Classroom	Enrolment	Ratio
Torba	93	1,899	20.4	93	2,032	21.8	93	2,084	22.4
Sanma	484	9,778	20.2	484	11,214	23.2	484	12,296	25.4
Penama	317	6,721	21.2	317	6,757	21.3	317	5,976	18.9
Malampa	390	7,991	20.5	390	8,563	22.0	390	8,693	22.3
Shefa	446	12,790	28.7	446	13,938	31.3	446	15,015	33.7
Tafea	278	9,826	35.3	278	10,285	37.0	278	10,756	38.7
Total	2,008	49,005	24.4	2,008	52,789	26.3	2,008	54,820	27.3

Source: Open VEMIS,

6. SANITATION

Table 32: Pupil Toilet Ratio for Primary schools (1 – 6) by province in 2017 – 2019

Province	2017			2018			2019		
	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio	# of Toilets	Enrolment	Ratio
Torba	110	1,899	17.3	110	2,032	18.5	110	2,084	18.9
Sanma	469	9,778	20.8	469	11,214	23.9	469	12,296	26.2
Penama	278	6,721	24.2	278	6,757	24.3	278	5,976	21.5
Malampa	354	7,991	22.6	354	8,563	24.2	354	8,693	24.6
Shefa	362	12,790	35.3	362	13,938	38.5	362	15,015	41.5
Tafea	272	9,826	36.1	272	10,285	37.8	272	10,756	39.5
Total	1,845	49,005	26.6	1,845	52,789	28.6	1,845	54,820	29.7

Source: Open VEMIS,

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

The data presented in this section contains information for PSET and Higher Education. PSET data is mainly for training providers in Vanuatu that provides training and recruits students on specific skills to enter the labor market. However, it was not possible to publish data for students in Rural Training Centers and other private institutions as they did not data submit their data.

The data collected on higher education is specific to Vanuatu students studying in Universities either in Vanuatu or other countries. However, Information is captured on students enrolled in and graduated from the University of the South Pacific (USP) Emalus campus and the Agency of Francophone Universities (AUF). Otherwise the information for Vanuatu funded students studying in universities is captured in section 7.6 below. Note also that the information published do not capture Vanuatu students who are privately sponsored in universities in other countries.

Table 33: Total Number of trainees in Post School Education and Training, 2017 - 2019

Institutions	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Maritime College (VMC)	925	38	963	748	8	756			
Vanuatu Institute of Teachers Education (VITE)	108	184	292	54	72	126	54	66	120
Vanuatu Institute of Technology (VIT)	290	227	517	509	382	891	240	231	471
Vanuatu Nursing College (VNC)	32	79	111	32	79	111	67	37	104
Australian Pacific Training College (APTC)	108	206	314	47	73	120	31	52	83
Vanuatu Agriculture College (VAC)	65	29	94	79	57	136	115	53	168
Vanuatu Police College (VPC)				24	11	35	82	30	112
Total	1,528	763	2,291	1,446	609	2,055	589	469	1,058

Source: Training Institutions, 2019

Table 1: Number of graduates in Post School Education and Training, 2017 - 2018

Institution	2017			2018		
	Male	Female	Total	Male	Female	Total
Vanuatu Maritime College (VMC)	923	34	957	850	34	884
Vanuatu Institute of Teachers Education (VITE)	40	82	122			
Vanuatu Institute of Technology (VIT)	20	9	29			
Vanuatu Nursing College (VNC)	11	30	41	17	28	45
Australian Pacific Training College (APTC)	69	184	253	47	72	119
Vanuatu Agriculture College (VAC)	27	12	39	16	14	30
Vanuatu Police College				23	12	35
Total	1,090	351	1,441	953	160	1,113

Source: Training Institutions, 2019

Table 35: Total number of trainers in Post School Education and Training, 2017 - 2019

Trainers/Instructor	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Maritime College (VMC)	8	1	9	7	1	8			
Vanuatu Institute of Teachers Education (VITE)	28	22	50	28	22	50	19	13	32
Vanuatu Institute of Technology (VIT)	46	33	79	46	33	79	45	25	70
Vanuatu Nursing College (VNC)	1	10	11	1	10	11	2	7	9
Australian Pacific Training College (APTC)	9	19	28			6			4
Vanuatu Agriculture College (VAC)	5	5	10	7	5	12	6	7	13
Vanuatu Police College (VPC)				4	2	6	4	2	6
Total	97	90	187	93	73	172	76	54	134

Source: Training Institutions, 2019

Table 33 and 35 do not capture information for Vanuatu Maritime College as the courses offered in the college are not yet completed and so the enrolment (trainees) and trainer's data are not yet finalised. Thus, information for 2019 on enrolment (trainees) and trainer's data will be published in next year's report.

However, the Vanuatu Police College information in table 33 to 35 is not provided for 2017, as there was no recruitment by the Police College.

Table 34 records no information for graduated students at VIT in 2018, as graduation was postponed due to some administrative issues. Also note that at VITE there were no students graduated in 2018, graduation will held only in 2019.

7.1 Vanuatu Institute of Teachers Education (VITE)

Table 36: 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)	0	2	2
Secondary Language Second/Language Foreign (English)	1	1	2
Total	54	66	120

Source: VITE, 2019

Table 37: 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)	0	1	1
Secondary Language Second/Language Foreign (English)	0	1	1
Total	19	13	32

Source: VITE, 2019

7.2 Vanuatu Institute of Technology (VIT)

Table 38: Number of Anglophone students' enrolment by courses in 2019

Courses	Male	Female	Total
Certificate I Automotive Engineering	29	0	29
Certificate I Building Construction	14	0	14
Certificate I Business Administration	17	31	48
Certificate I Climate Change and Disaster Risk	12	11	23
Certificate I Computing (Computer Operations)	14	5	19
Certificate I Electrical Engineering	23	1	24
Certificate I Joinery Furniture and Cabinet Making	2	0	2
Certificate I Mechanical Engineering	5	1	6
Certificate I Hospitality Catering and Cooking	18	31	49
Certificate I Tourism Customer Service	8	22	30
Certificate I Tourism Accommodation	4	22	26
Certificate I Hospitality Food and Beverage	7	15	22
Certificate II Joinery Furniture and Cabinet Making	2	0	2
Certificate II Arts and Craft	3	1	4
Certificate II Business Finance Accounting	2	15	17
Certificate II Building Construction	6	1	7
Certificate II in Mechanical Engineering	9	0	9
Certificate II Computing	14	5	19
Certificate II in Tourism Customer Service	0	18	18
Certificate II in Tourism-Tour Operations	2	13	15
Certificate II Hospitality (Accommodations Services)	0	9	9
Total	191	201	392

Source: VIT, 2019

Table 39: Number of Franglophone students' enrolment by subjects in 2019

Courses	Male	Female	Total
Certificate I in Information and Technology (IT)	4	0	4
Certificate I in Business and Finance	10	20	30
Certificate I in Electrical Technology	9	0	9
Certificate I in Automotive Mechanical Engineering	11	0	11
Certificate I in General Mechanics	1	0	1
Certificate I in Carpentry and Furniture	3	0	3
Certificate II in General Mechanics	3	0	3
Certificate II in Business and Finance	2	9	11
Certificate II in Information and Technology (IT)	2	0	2
Certificate II in Construction and Civil Engineering	4	1	5
Total	49	30	79

Source: VIT, 2019

Table 40: Number of both Anglophone and Francophone Trainers Teaching at VIT by subjects in 2019

Courses	Male	Female	Total
Business Studies	5	9	14
Automotive	4	0	4
Mechanical Engineering	3	0	3
Building Construction	4	0	4
Joinery	4	0	4
Electrical	3	2	5
Arts & Craft	2	0	2
Information Technology	4	0	4
Media & Journalism	1	0	1
Hospitality and Tourism	7	5	12
General Studies (Communication / Maths)	7	8	15
Climate change	1	1	2
Total	45	25	70

Source: USP Emalus Campus, 2019

7.3 Vanuatu Agriculture College (VAC)

Table 41: Number of Students studying courses in specific programs under each certificate level in 2019

Certificate Level	Programs	Male	Female	Total
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
	Overall Total	115	53	168

Source: Vanuatu Agriculture College, 2019

7.4 University of the South Pacific Emalus Campus

This section reports the number of Ni-Vanuatu student studying courses under different programs offered at Emalus campus and as well as informations for students whom they have graduated from programs under different fields of study.

Table 42: USP Emalus Campus Ni-Vanuatu student distribution of completion awards by program and gender, 2017 & 2018

Program	2017			2018		
	Male	Female	Total	Male	Female	Total
Certificate	1	3	4	18	25	43
Diploma	0	4	4	1	2	3
Bachelor of Degree	43	30	73	29	47	76
Graduate Certificate	10	28	38	1	2	3
Post Graduate Certificate	0	1	1	0	0	0
Post Graduate Diploma	8	7	15	16	16	32
Professional Diploma	4	5	9	1	3	4
Master	1	1	2	7	5	12
Total	67	79	146	73	100	173

Source: USP Emalus Campus, 2019

Table 23: USP Emalus Ni-Vanuatu Students' enrolment by program of study and gender, 2017 - 2019

Program	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Preliminary Courses	175	147	322	288	524	812	334	370	704
Foundation Studies	361	367	728	299	227	526	388	404	792
Certificate	4	21	25	8	42	50	31	120	151
Diploma	11	15	26	39	50	89	50	48	98
Bachelor of Degree	519	559	1,078	631	669	1,300	724	828	1,552
Graduate Certificate	28	42	70	7	16	23	6	12	18
Post Graduate Certificate	0	1	1	1	1	2	2	1	3
Post Graduate Diploma	13	9	22	21	18	39	15	19	34
Professional Diploma	0	0	0	6	3	9	4	2	6
Master	3	0	3	2	3	5	18	15	33
Doctorate	1	0	1	1		1	2	1	3
Total	1,115	1,161	2,276	1,303	1,553	2,856	1,574	1,820	3,394

Source: USP Emalus Campus, 2019

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

This section provides information for students registered in courses offered by the AUF in Vanuatu outlining information on student's enrolment and graduates from 2016 to 2019.

Table 44: Number of graduated students for AUF, 2016 - 2018

Year	AUF course	Graduates		
		Male	Female	Total
2016	High School Diploma to Access to University studies (DAEU)	4	1	5
	Certificate in Information Technology (IT) and Internet (C2i)	7	6	13
	Diploma in Science and Technology (DEUST.W)	2	1	3
	Diploma in Information Technology (IT) and Internet (B2i)	7	14	21
	Total	20	22	42
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

Source: AUF, 2019

Table 45: Number of AUF students enrolled by course, 2017 – 2019

AUF course	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
High School Diploma to Access to University studies (DAEU)	7	7	14	21	41	62	15	26	41
Certificate in Information Technology (IT) and Internet (C2i)	5	6	11	7	4	11	6	8	14
Diploma in Science and Technology (DEUST.W)	4	0	4	3	0	3	0	0	0
Diploma in Information Technology (IT) and Internet (B2i)	5	17	22	7	9	16	0	0	0
Total	21	30	51	38	54	92	21	34	55

Source: AUF, 2019

Table 46: Number of AUF students by course and by province, 2016 - 2018

Year	AUF courses	Province					
		Sanma	Penama	Malampa	Shefa	Tafea	Total
2017	High School Diploma to Access to University studies (DAEU)	0	0	0	14	0	14
	Certificate in Information Technology (IT) and Internet (C2i)	2	0	1	8	0	11
	Diploma in Science and Technology (DEUST.W)	0	0	0	4	0	4
	Diploma in Information Technology (IT) and Internet (B2i)	1	0	1	13	7	22
	Total	3		2	39	7	51
2018	High School Diploma to Access to University studies (DAEU)	17	0	3	42	0	62
	Certificate in Information Technology (IT) and Internet (C2i)	0	0	0	9	2	11
	Diploma in Science and Technology (DEUST.W)	0	0	0	3		3
	Diploma in Information Technology (IT) and Internet (B2i)	0	0	0	0	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

Source: AUF, 2019

7.6 Vanuatu Students Scholarship Awards by Sponsors

Table 47: Number of New awardees by sponsors, 2017 – 2019

Sponsors	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Government (Scholarship Unit)	127	98	225	266	255	521	248	273	521
New Zealand Scholarships	18	20	38	17	20	37	19	15	34
France Government	25	6	31	5	5	10	2	2	4
Australian Aid	5	10	15	7	6	13	10	10	20
Total	175	134	309	295	286	581	279	300	579

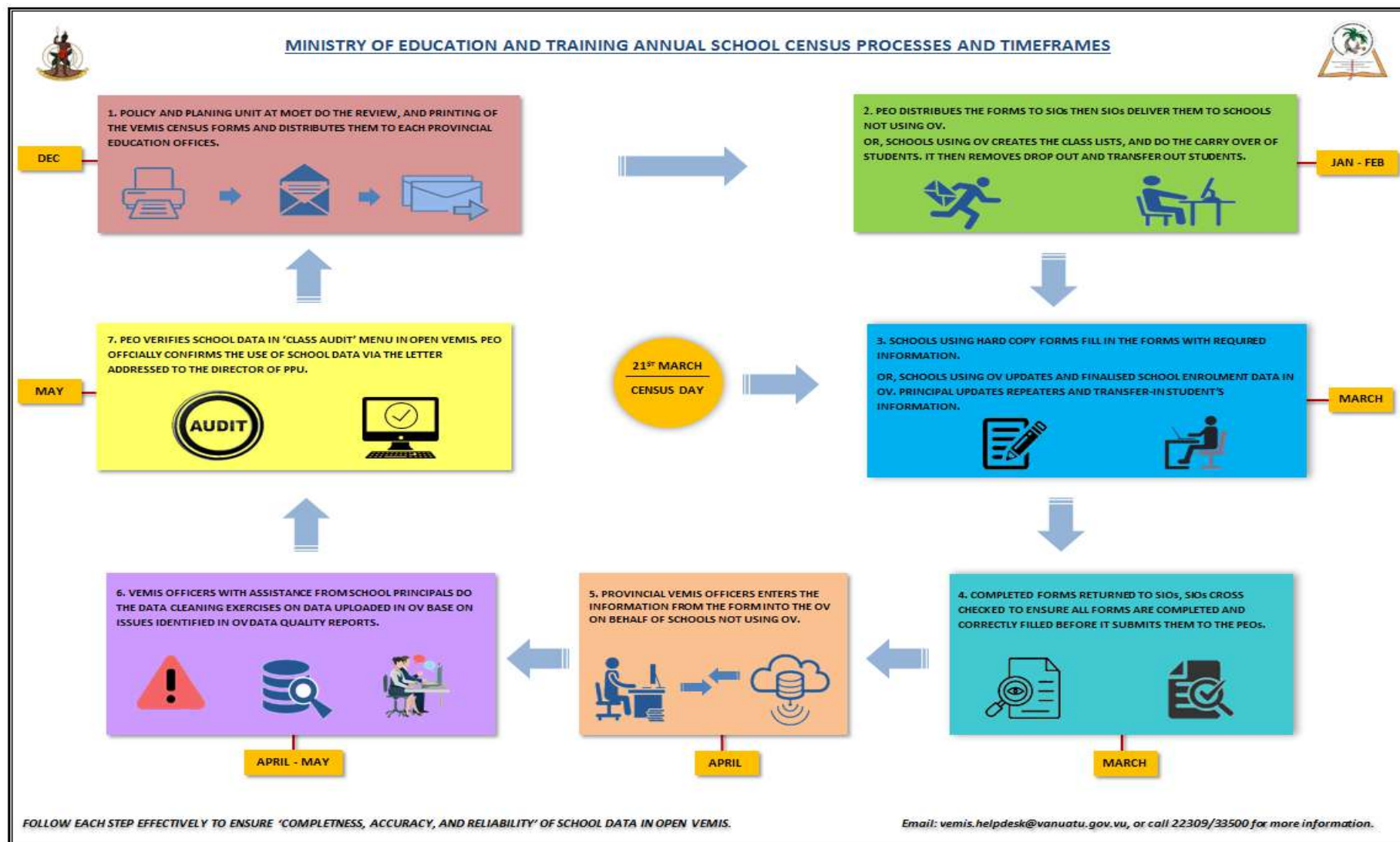
Source: Donor Agencies, 2019

Table 48: Number of On-going awardees by sponsors, 2017 – 2019

Sponsors	2017			2018			2019		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Vanuatu Government (Scholarship Unit)	183	162	345	224	241	465	377	359	736
New Zealand Scholarships	59	52	111	51	52	103	54	48	102
Australian Aid	17	29	46	18	19	37	21	24	45
France Government	13	13	26	7	2	9	5	2	7
Total	272	256	528	300	314	614	457	433	890

Source: Donor Agencies, 2019

Annex 1: Ministry of Education and Training School Census Cycle



Annex 2: Glossary

TERMS	DEFINITIONS
Bilingual School	A school that it offers two different streams. 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 is 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.