Marshall Islands

Region: East Asia and the Pacific
Income Group: Upper Middle Income

Source for region and income groupings: World Bank 2018

National Education Profile
2018 Update

OVERVIEW

In Marshall Islands, the academic year begins in August and ends in July, and the official primary school entrance age is 6. The system is structured so that the primary school cycle lasts 6 years, lower secondary lasts 4 years, and upper secondary lasts 2 years. Marshall Islands has a total of 13,000 pupils enrolled in primary and secondary education. Of these pupils, about 8,000 (59%) are enrolled in primary education.

SCHOOL PARTICIPATION AND EFFICIENCY

The percentage of out of school children in a country shows what proportion of children are not currently participating in the education system and who are, therefore, missing out on the benefits of school.
Figures 6 and 7 look at indicators of participation, completion, and progression in the education system. Figure 6 displays gross indicators (which include under- and over-age students) and net indicators (which include only on-time students of official school age) for student intake, participation, and flows. In Marshall Islands, the gross enrollment rate in primary education is 89% for both girls and boys combined. This decreases to 80% in lower secondary, with a student transition rate to secondary school of 91%. In Marshall Islands, the primary net enrollment rate is 77% and the primary completion rate is 77%. Both of these indicators provide a sense of the progress a country is making towards universal primary education -- a key UN Millennium Development Goal -- and, for Marshall Islands, suggest that the country has yet to achieve universal primary education. Figure 7 displays the repetition rate in primary education, showing the specific grades in which students are more likely to repeat.

**LEARNING**

This section provides information on indicators of learning, which lend insight into the quality of educational provision. In this profile, learning is measured through literacy rates, which are important because literacy is a foundational skill needed to attain higher levels of learning, and national performance on learning assessments. Figure 8 demonstrates where Marshall Islands stands in comparison to other low and middle income countries in access to education, measured as the primary school net enrollment rate, and youth literacy. Compared to other countries, Marshall Islands ranks at the 13 percentile in access and at the 62 percentile in learning. Figure 9 compares youth and adult literacy rates and shows that, in Marshall Islands, the literacy rate is 98% among the youth population; this is lower than the average youth literacy rate in other upper middle income countries.

**FIG 6. STUDENT INTAKE AND FLOW FROM PRIMARY TO SECONDARY SCHOOLS**

Data sources: UNESCO Institute for Statistics (UIS), EPDC calculation based on UIS data (see Data Table for year)

**FIG 7. STUDENT REPETITION BY GRADE AND LEVEL IN PRIMARY SCHOOL**

Data source: EPDC calculation based on UIS data (see Data Table for year)

**FIG 8. COMPARISON OF ACCESS AND LITERACY**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 9. LITERACY RATE AMONG YOUTH AND ADULT POPULATION**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 10. PERFORMANCE ON LEARNING ASSESSMENTS**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)
EDUCATION EXPENDITURE

Figures 11 and 12 compare Marshall Island's per pupil expenditure (PPE) and pupil teacher ratio (PTR), where data is available, to those of other upper middle income countries. PPE indicates a country's commitment to education at each school level. In Marshall Islands, PPE in primary education as a percentage of GDP per capita is 23%, higher than the median PPE in primary for upper middle income countries, which is 16%. In Marshall Islands, the PPE in primary is lower than the PPE in secondary. PTR is a proxy learning quality and resource availability indicator. In Marshall Islands, the PTR in primary education is 16.9, meaning that on average there is one teacher for every 16.9 primary school students. This is lower than the median PTR in primary for upper middle income countries, which is 18. In Marshall Islands, the PTR in primary is higher than the PTR in secondary.

FIG 11. PER PUPIL EXPENDITURE (PPE) BY SCHOOL LEVEL (% OF GDP PER CAPITA)

FIG 12. PUPIL TEACHER RATIO (PTR) BY SCHOOL LEVEL

DATA TABLE

In this table, the values of different education indicators for Marshall Islands are compared to all countries, to East Asia & Pacific, and to low and middle income countries. The percentile rank that is given indicates Marshall Island's standing relative to these country groups. A higher percentile rank indicates better relative performance than a lower percentile rank. Percentile rankings above 66% are considered high and colored in green, rankings between 33% and 66% are considered average and colored in yellow, and rankings below 33% are considered low and colored in red. For example, the given indicator, Marshall Islands ranks in the 12 percentile relative to all countries, meaning that 12% of countries have lower gross enrollment rates than Marshall Islands. As another example, the survival rate to grade 5 of primary school for males in Marshall Islands is 92%, and Marshall Islands ranks in the 50 percentile relative to all countries, in the 56 percentile relative to East Asia & Pacific, and in the 62 percentile relative to low and middle income countries for this indicator.

KEY

< needs improvement ——— can improve further ——— can improve further >>

below 18%, between 18th and 66th percentile above 66%

INDICATOR | VALUE | YEAR | RELATIVE TO… | PERCENTILE RANK |
--- | --- | --- | --- | --- |
Literacy rate, 15+, Female | 98 | 2011 | All Countries | 77th |
Literacy rate, 15+, Male | 98 | 2011 | East Asia & Pacific | 73rd |
Literacy rate, 15+, Female | 99 | 2011 | Low and Middle Income Countries | 53rd |
Literacy rate, 15-24, Female | 98 | 2011 | All Countries | 52nd |
Literacy rate, 15-24, Male | 98 | 2011 | East Asia & Pacific | 64th |
Literacy rate, 15-24, Female | 98 | 2011 | Low and Middle Income Countries | 61st |
Gross intake rate, Primary, Female | 89 | 2016 | All Countries | 8th |
Gross intake rate, Primary, Male | 83 | 2016 | East Asia & Pacific | 4th |
Net intake rate, Primary, Female | 67 | 2016 | Low and Middle Income Countries | 42nd |
Net intake rate, Primary, Male | 58 | 2016 | All Countries | 25th |
Gross enrolment rate, Primary, Female | 90 | 2016 | East Asia & Pacific | 12th |
Gross enrolment rate, Primary, Male | 89 | 2016 | Low and Middle Income Countries | 6th |
Gross enrolment rate, Lower Secondary, Female | 83 | 2016 | All Countries | 29th |
Gross enrolment rate, Lower Secondary, Male | 78 | 2016 | East Asia & Pacific | 25th |
Gross enrolment rate, Upper Secondary, Female | 60 | 2016 | Low and Middle Income Countries | 32nd |
Gross enrolment rate, Upper Secondary, Male | 51 | 2016 | All Countries | 27th |
Net enrolment rate, Primary, Female | 80 | 2016 | East Asia & Pacific | 13th |
Net enrolment rate, Primary, Male | 75 | 2016 | Low and Middle Income Countries | 7th |
Net enrolment rate, Secondary, Female | 67 | 2016 | All Countries | 34th |
Net enrolment rate, Secondary, Male | 60 | 2016 | East Asia & Pacific | 35th |
Net enrolment rate, Secondary, Female | 60 | 2016 | Low and Middle Income Countries | 35th |
Repetition rate, Primary, Female | 3 | 2015 | All Countries | 38th |
Repetition rate, Primary, Male | 4 | 2015 | East Asia & Pacific | 40th |
Dropout rate, Primary, Female | 20 | 2008 | Low and Middle Income Countries | 30th |
Dropout rate, Primary, Male | 13 | 2008 | All Countries | 42nd |
Survival rate, to Prim GS, Female | 82 | 2008 | East Asia & Pacific | 7th |
Survival rate, to Prim GS, Male | 92 | 2008 | Low and Middle Income Countries | 50th |
Completion rate, Primary, Female | 80 | 2016 | All Countries | 24th |
Completion rate, Primary, Male | 74 | 2016 | East Asia & Pacific | 16th |
Transition rate, to Secondary, Female | 90 | 2008 | Low and Middle Income Countries | 27th |
Transition rate, to Secondary, Male | 92 | 2008 | All Countries | 31st |
Pupil teacher ratio, Primary | 17 | 2002 | East Asia & Pacific | 61st |
Pupil teacher ratio, Lower Secondary | 14 | 2003 | Low and Middle Income Countries | 55th |
Pupil teacher ratio, Upper Secondary | 12 | 2009 | All Countries | 60th |
Public education expenditure per pupil (% of GDP per capita), Primary | 23 | 2002 | East Asia & Pacific | 89th |
Public education expenditure per pupil (% of GDP per capita), Secondary | 28 | 2002 | Low and Middle Income Countries | 84th |

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

EDUCATION POLICY AND DATA CENTER

Making sense of data to improve education for development

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

* Includes World Bank classified low and middle income countries
* Lower data values indicate better performance on these indicators

* EPDC calculation based on UIS data
GLOSSARY

INDICATORS AND DEFINITIONS

Completion Rate
The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

Dropout Rate
Proportion of pupils from a cohort enrolled in a given grade at a given year who are no longer enrolled in the following school year.

Educational Attainment
The highest level of education an individual has achieved.

Gross Enrollment Rate (GER)
Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

Gross Intake Ratio (GIR)
Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Literacy Rate
The ability to read and write with understanding a simple statement related to one’s daily life. Literacy often involves a continuum of reading and writing skills.

Net Enrollment Rate (NER)
Enrollment of the official primary age-group for a given level of education expressed as a percentage of the corresponding population.

Net Intake Rate (NIR)
New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same age.

Percentage of Children Out of School
Proportion of children of a given age group who are not currently enrolled in any schooling.

Public Education Expenditure per Pupil (PPE)
Total number of pupils/Total education budget.

Pupil Teacher Ratio (PTR)
Average nationally of: Total number of pupils/Total number of teachers. Rates may vary significantly throughout the country.

Repetition Rate
Proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year.

Survival Rate
Percentage of a cohort of pupils enrolled in the first grade level or cycle of education in a given school year who are expected to survive through a certain grade regardless of repetition.

Transition Rate
The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the last grade of the lower level of education in the previous year.

Both
Measures using "Both" in their title combine male and female rates.

Poorest Quintile
Proportion of pupils who belong to the bottom 20% of a country’s population, based on household wealth measured by an index of household assets.

Richest Quintile
Proportion of pupils who belong to the top 20% of a country’s population, based on household wealth measured by an index of household assets.

DATA SOURCES AND LEARNING ASSESSMENTS

Demographic and Health Survey (DHS)
Nationally-representative household surveys that provide data for a wide range of indicators in the areas of population, health, and nutrition. They have large sample sizes (between 3,000 to 50,000 households) and are typically conducted about every 5 years in developing countries. It is funded by USAID and implemented by ICF International.

Multiple Indicator Cluster Survey (MICS)
Household surveys that produce internationally comparable estimates of a range of indicators in the areas of health, education, child protection and HIV/AIDS. It is developed by UNICEF to provide statistically rigorous data on the situation of children and women. Since the mid-1990s, there has been 4 rounds of the MICS survey, with the latest in 2009-2011.

UNESCO Institute for Statistics (UIS)
Statistical office of UNESCO and the primary UN depository for cross-nationally comparable statistics on education, science and technology, culture, and communication covering more than 200 countries and territories. It was established in 1999 and collects data directly from the national statistics agencies of its members.

Analysis Programme of the CONFEMEN Education Systems (PASEC)*
PASEC has been administered in 13 countries in Francophone West Africa. PASEC is designed to assess student abilities in mathematics and reading French. The program is managed by CONFEMEN (La Conférence des Ministres de l’Education des pays ayant le français en partage) and has been in place since 1993. It is typically administered to students in 2nd and 5th grades.

Progress in International Reading Literacy Study (PIRLS)*
The PIRLS reading assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA) is an assessment of reading comprehension skills. In most countries, PIRLS is administered in school to children in the 4th grade of formal school, every five years since 2001. In a small number of countries, it may be administered at a different grade level.

Trends in International Mathematics and Science Study (TIMSS)*
The TIMSS math assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA), assesses pupils knowledge and understanding of mathematical concepts. TIMMS has been administered to children in the 4th and 8th grades of formal schools every four years since 1995. In a small number of countries, it may be administered at a different grade level.

Second Regional Comparative and Explanatory Study (SERCE)*
The SERCE assessment was administered in 16 countries in Latin America and the Caribbean by the Latin American Laboratory for Assessment of the Quality of Education (LLECE) in 2006. SERCE was administered to children in the 3rd and 6th grades of formal school. It measures student ability in the areas of reading, mathematics, and science.

Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)*
The SACMEQ assessment is designed to assess student abilities in mathematics and reading English. SACMEQ reading and math assessments have been carried out in countries in Anglophone East Africa in 1995, 2000, and 2007. SACMEQ is administered in school to children in the 6th grade of formal school.

Highest Performance Benchmark*
The highest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.

Lowest Performance Benchmark*
The lowest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.