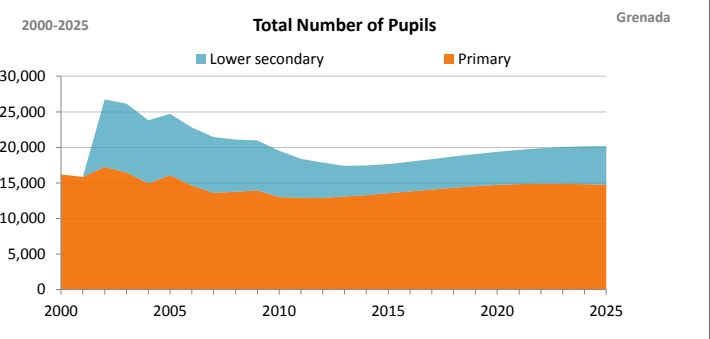
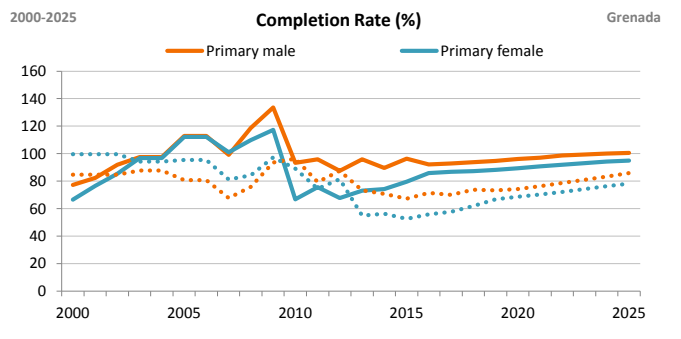
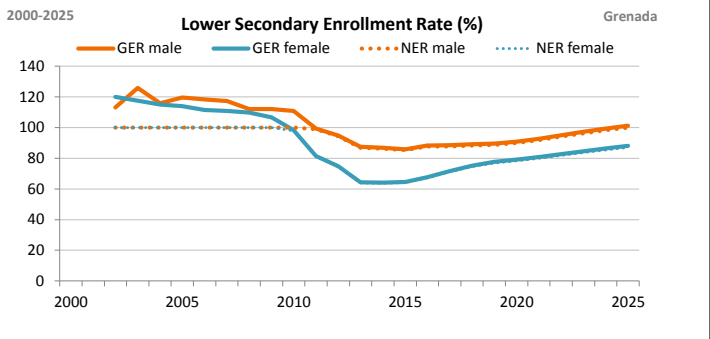
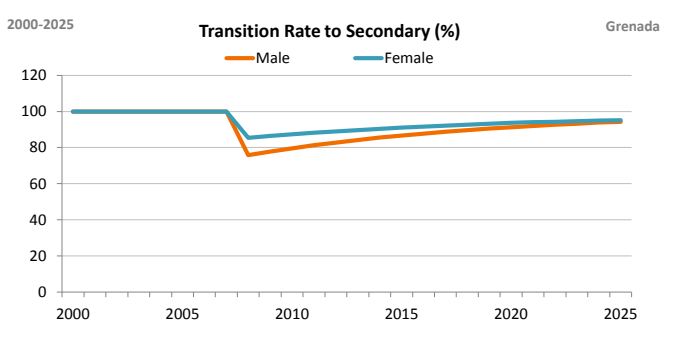
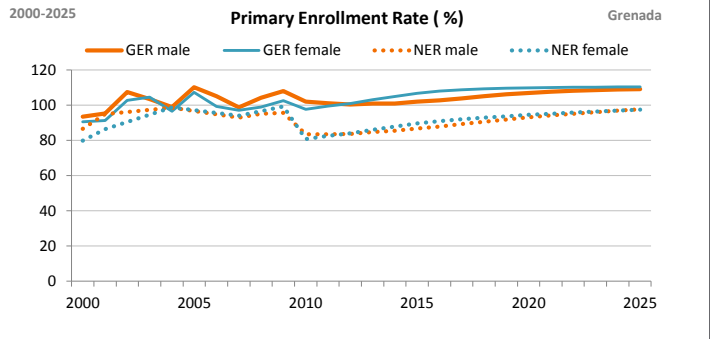
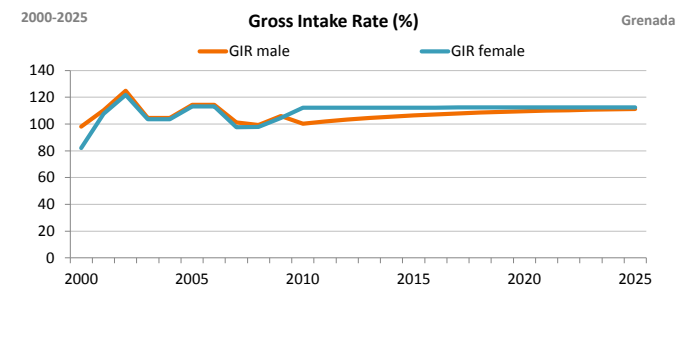


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Grenada



INDICATOR DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

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

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.

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.

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

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 first grade of the lower level of education in the previous year.

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.

Primary Education Program of study normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please refer to EPDC National Education Profiles for additional information.

Lower Secondary Education Program of study typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education averages three years internationally. At the country level, lower secondary cycles vary from a minimum of two years to a maximum of six years in length, with an average of three years. Please refer to EPDC National Education Profiles for additional information.

PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (%)		Primary Gross Enrollment Rate (GER, %)		Primary NET Enrollment Rate (NER, %)		Completion Rate (%)	
		Male	Female	Male	Female	Male	Female	Male	Female
	TOTAL, Both genders								
2000	16,178	98	82	93	91	87	80	77	66
2001	15,841	110	108	95	91	95	86	82	76
2002	17,233	125	122	107	103	#N/A	#N/A	92	85
2003	16,461	104	104	104	105	#N/A	#N/A	97	97
2004	14,936	104	104	99	97	98	99	97	97
2005	16,072	114	113	110	107	#N/A	#N/A	113	112
2006	14,618	114	113	105	99	#N/A	#N/A	113	112
2007	13,605	101	98	99	97	93	94	99	101
2008	13,739	99	98	104	99	95	97	119	110
2009	13,945	106	105	108	103	96	99	134	117
2010	12,998	100	112	102	98	83	81	93	67
2011	12,906	102	112	101	100	84	83	96	76
2012	12,882	103	112	100	101	84	84	87	68
2013	13,081	104	112	101	103	85	86	96	73
2014	13,262	105	112	101	105	85	88	89	74
2015	13,553	106	112	102	107	87	90	96	80
2016	13,797	107	112	103	108	88	91	92	86
2017	14,053	108	112	104	109	89	92	93	87
2018	14,307	109	112	105	109	91	93	94	87
2019	14,532	109	112	106	110	92	94	95	88
2020	14,708	110	112	107	110	93	94	96	89
2021	14,827	110	112	108	110	94	95	97	91
2022	14,884	110	112	108	110	95	96	99	92
2023	14,879	111	112	109	110	96	96	99	93
2024	14,817	111	112	109	110	97	97	100	94
2025	14,702	111	112	109	110	98	98	101	95

LOWER SECONDARY

	TOTAL, Both genders	Transition from Primary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary NET Enrollment Rate (%)		Lower Secondary Completion Rate (%)	
		Male	Female	Male	Female	Male	Female	Male	Female
2000	-	100	100	#N/A	#N/A	#N/A	#N/A	85	100
2001	#N/A	100	100	#N/A	#N/A	#N/A	#N/A	85	100
2002	9,496	100	100	113	120	100	100	85	100
2003	9,693	100	100	126	118	100	100	88	94
2004	8,873	100	100	116	115	100	100	88	94
2005	8,634	100	100	120	114	100	100	81	95
2006	8,179	100	100	118	112	100	100	81	95
2007	7,827	100	100	117	111	100	100	68	81
2008	7,354	76	85	112	110	100	100	76	84
2009	7,029	78	86	112	107	100	100	94	97
2010	6,523	80	87	111	98	100	98	96	89
2011	5,469	81	88	99	82	99	81	79	74
2012	4,970	83	89	95	75	94	74	88	81
2013	4,318	84	90	87	64	87	64	73	55
2014	4,185	85	90	87	64	86	64	71	56
2015	4,086	87	91	86	65	85	64	67	52
2016	4,186	88	92	88	68	88	67	72	56
2017	4,278	89	92	88	72	88	71	70	58
2018	4,408	90	93	89	75	88	75	74	62
2019	4,526	91	93	90	78	89	77	73	67
2020	4,658	91	94	91	79	90	78	74	69
2021	4,818	92	94	93	81	92	80	76	70
2022	4,993	93	94	95	83	94	82	79	72
2023	5,168	93	95	97	85	96	84	81	74
2024	5,326	94	95	99	86	98	85	83	76
2025	5,457	94	95	101	88	100	87	86	78

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a *progress-based* methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the global education portfolio of FHI 360. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 global education portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

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