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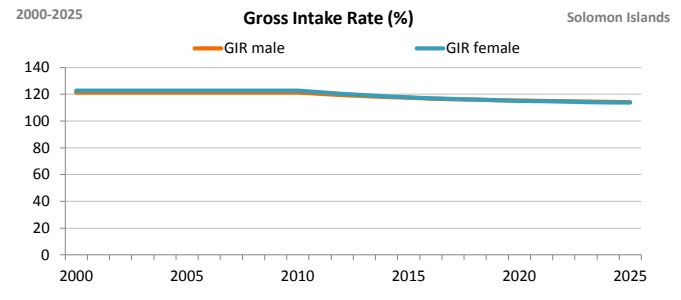
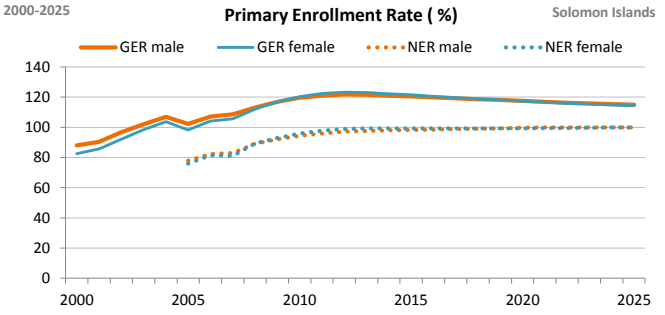
THE SCIENCE OF IMPROVING LIVES

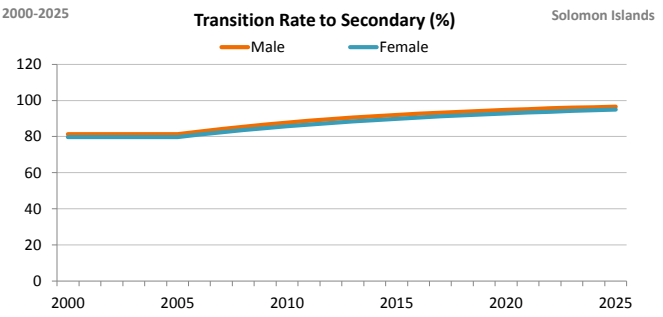
EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education.

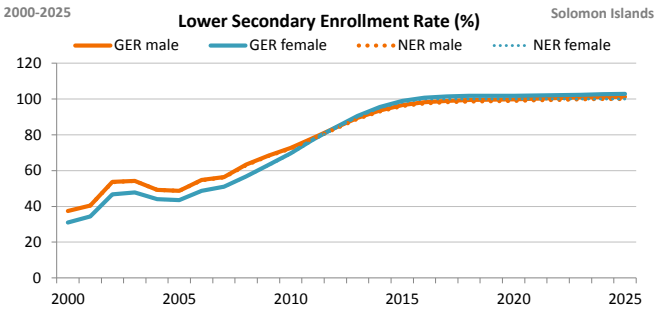
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

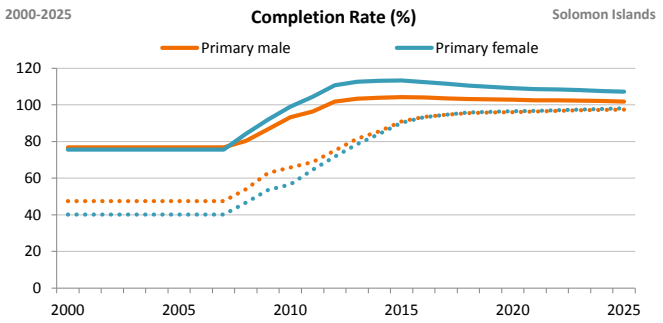
Solomon Islands

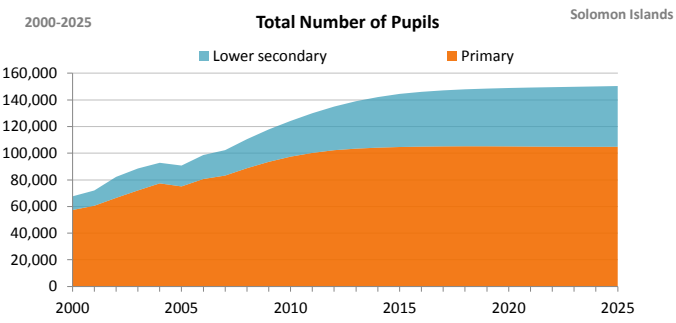












INDICATOR DEFINITIONS

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 eduation 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.

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Solomon Islands

PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (%)		Primary Gross Enrollment Rate (GER, %)		Primary NET Enrollment Rate (NER, %)		Completion Rate (%)	
	TOTAL, Both genders	Male	Female	Male	Female	Male	Female	Male	Female
2000	57,364	121	123	88	82	#N/A	#N/A	77	75
2001	60,561	121	123	90	86	#N/A	#N/A	77	75
2002	66,480	121	123	97	92	#N/A	#N/A	77	75
2003	72,080	121	123	102	98	#N/A	#N/A	77	75
2004	77,361	121	123	107	104	#N/A	#N/A	77	75
2005	75,082	121	123	102	98	78	76	77	75
2006	80,649	121	123	107	104	82	81	77	75
2007	83,232	121	123	109	106	83	81	77	75
2008	88,742	121	123	113	112	89	89	80	84
2009	93,530	121	123	117	117	92	93	87	92
2010	97,408	121	123	120	120	94	96	93	99
2011	100,228	120	121	121	122	96	98	96	104
2012	102,286	119	120	122	123	97	99	102	111
2013	103,431	119	119	122	123	98	99	103	113
2014	104,168	118	118	121	122	98	99	104	113
2015	104,668	117	118	120	122	98	99	104	113
2016	104,949	117	117	120	121	99	99	104	112
2017	105,117	116	116	119	120	99	99	104	111
2018	105,190	116	116	119	119	99	99	103	111
2019	105,180	116	115	118	118	99	99	103	110
2020	105,098	115	115	118	117	100	99	103	109
2021	104,980	115	115	117	117	100	99	103	109
2022	104,872	115	114	116	116	100	100	102	108
2023	104,794	115	114	116	115	100	100	102	108
2024	104,777	114	114	115	115	100	100	102	108
2025	104,832	114	114	115	114	100	100	102	107

LOWER SECONDARY

	Transition from Primary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary NET Enrollment Rate (%)		Lower Secondary Completion Rate (%)	
	TOTAL, Both genders	Male	Female	Male	Female	Male	Female	Male	Female
2000	10,261	81	80	37	31	#N/A	#N/A	47	40
2001	11,480	81	80	40	34	40	34	47	40
2002	15,772	81	80	54	47	54	47	47	40
2003	16,474	81	80	54	48	54	48	47	40
2004	15,454	81	80	49	44	49	44	47	40
2005	15,673	81	80	49	43	49	43	47	40
2006	18,000	83	81	55	49	55	49	47	40
2007	19,091	84	82	56	51	56	51	47	40
2008	21,790	85	84	63	57	63	56	54	47
2009	24,339	87	85	68	63	68	63	63	54
2010	26,829	88	86	73	70	72	69	66	57
2011	29,805	89	87	78	77	78	77	69	65
2012	32,730	90	88	84	84	83	84	75	72
2013	35,607	91	88	89	91	89	90	82	78
2014	37,963	91	89	94	96	93	95	85	84
2015	39,858	92	90	97	99	96	98	91	90
2016	41,123	93	91	98	101	97	100	93	93
2017	42,045	93	91	99	101	98	100	95	95
2018	42,768	94	92	99	102	99	100	95	96
2019	43,335	94	92	100	102	99	100	96	96
2020	43,842	95	93	100	102	99	100	96	96
2021	44,303	95	93	100	102	99	100	96	97
2022	44,698	96	94	101	102	100	100	97	97
2023	45,047	96	94	101	102	100	100	97	97
2024	45,342	96	95	101	103	100	100	97	98
2025	45,599	97	95	101	103	100	100	97	98

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.

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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.
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