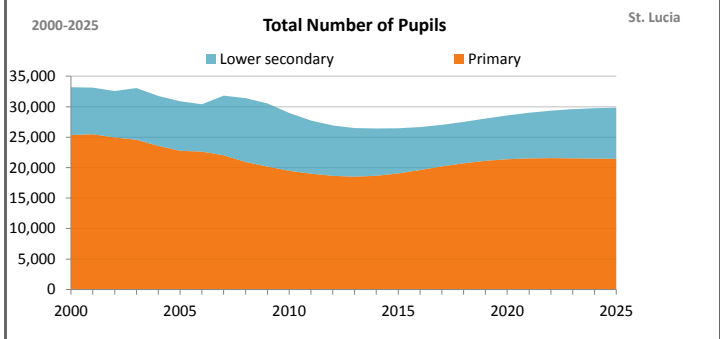
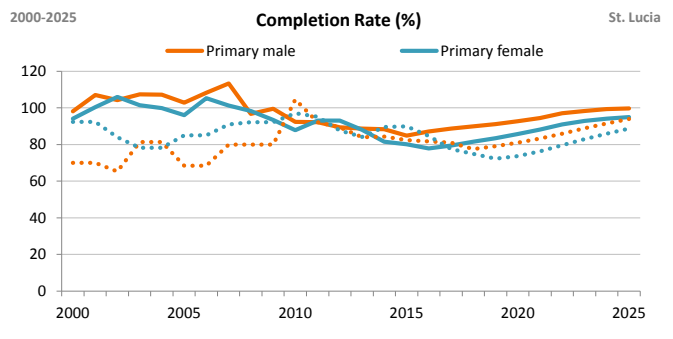
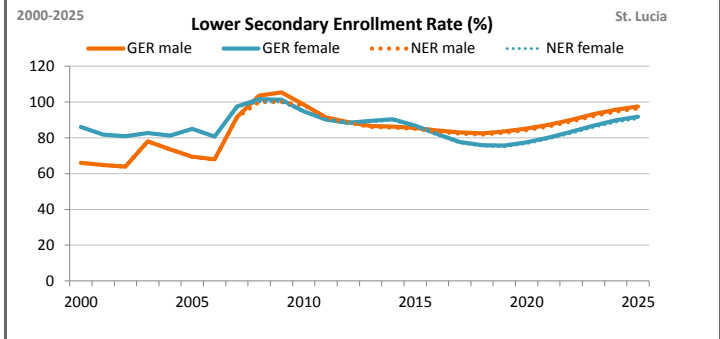
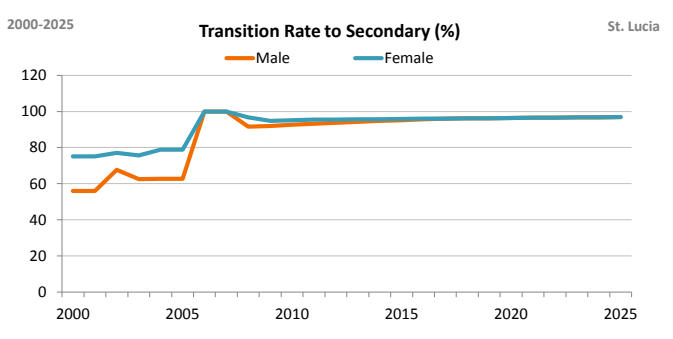
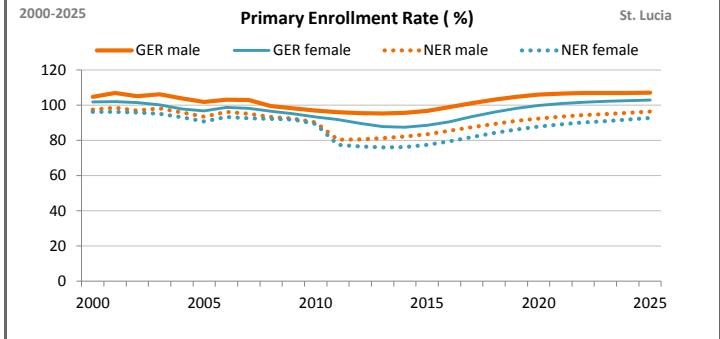
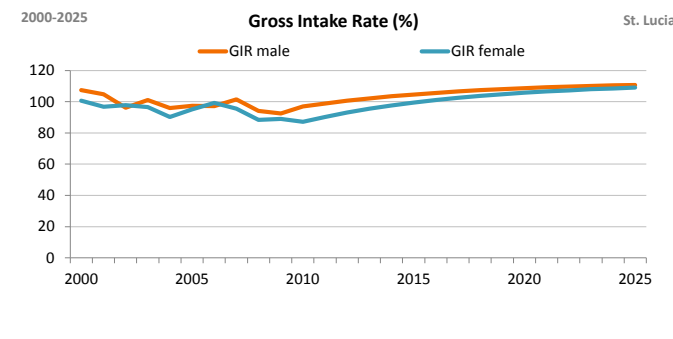


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**St. Lucia**



**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
	<b>TOTAL, Both genders</b>								
2000	25,347	108	101	105	102	97	96	98	94
2001	25,481	105	97	107	102	99	96	107	100
2002	24,954	96	98	105	102	97	96	104	106
2003	24,573	101	97	106	100	98	95	107	101
2004	23,583	96	90	104	98	96	93	107	100
2005	22,765	97	95	102	97	94	91	103	96
2006	22,630	97	99	103	99	96	93	108	105
2007	22,028	101	96	103	98	95	93	113	101
2008	20,938	94	88	99	97	93	92	97	98
2009	20,182	93	89	98	95	92	92	99	93
2010	19,483	97	87	97	93	90	89	92	88
2011	19,014	99	90	96	92	80	77	92	93
2012	18,654	101	93	95	90	81	77	89	93
2013	18,523	102	95	95	88	81	76	89	88
2014	18,660	103	98	96	87	82	76	88	82
2015	19,049	105	99	97	89	83	78	85	80
2016	19,606	106	101	99	91	85	79	87	78
2017	20,196	107	102	101	93	87	82	89	79
2018	20,714	107	104	103	96	89	84	90	81
2019	21,115	108	105	105	98	91	86	91	83
2020	21,381	109	106	106	100	92	88	93	86
2021	21,519	109	107	107	101	94	89	94	88
2022	21,562	110	107	107	102	94	90	97	91
2023	21,529	110	108	107	102	95	91	98	93
2024	21,481	110	109	107	103	96	92	99	94
2025	21,443	111	109	107	103	96	93	100	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	7,850	56	75	66	86	#N/A	#N/A	70	92
2001	7,655	56	75	65	82	65	82	70	92
2002	7,623	68	77	64	81	64	81	65	84
2003	8,496	62	76	78	83	78	83	81	78
2004	8,186	63	79	74	81	73	81	81	78
2005	8,130	63	79	69	85	69	85	68	85
2006	7,775	100	100	68	81	68	80	68	85
2007	9,786	100	100	92	97	91	97	80	91
2008	10,475	92	97	104	102	100	100	80	92
2009	10,364	92	95	105	101	100	100	80	92
2010	9,502	93	95	99	95	98	94	104	97
2011	8,716	93	95	91	90	91	90	92	95
2012	8,270	94	96	89	88	88	88	89	88
2013	7,975	94	96	87	89	86	89	84	84
2014	7,767	95	96	86	90	86	90	84	90
2015	7,412	95	96	86	87	85	86	82	90
2016	7,051	96	96	84	82	83	81	82	85
2017	6,822	96	96	83	78	82	77	81	77
2018	6,793	96	96	82	76	82	75	77	75
2019	6,942	96	96	84	76	83	75	79	72
2020	7,195	96	96	85	77	84	77	81	74
2021	7,489	96	96	87	80	86	79	83	76
2022	7,789	97	97	90	83	89	83	86	79
2023	8,071	97	97	93	87	92	86	89	83
2024	8,278	97	97	96	90	95	89	91	86
2025	8,399	97	97	97	92	96	91	94	89

**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](mailto: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](http://www.fhi360.org) and [www.epdc.org](http://www.epdc.org).

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