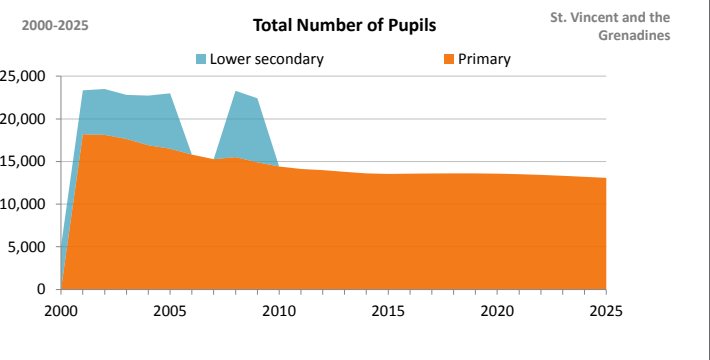
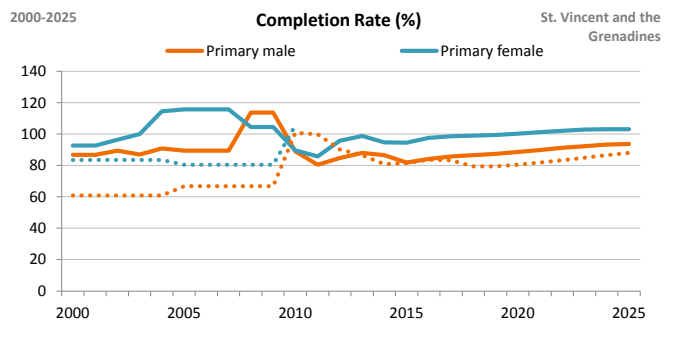
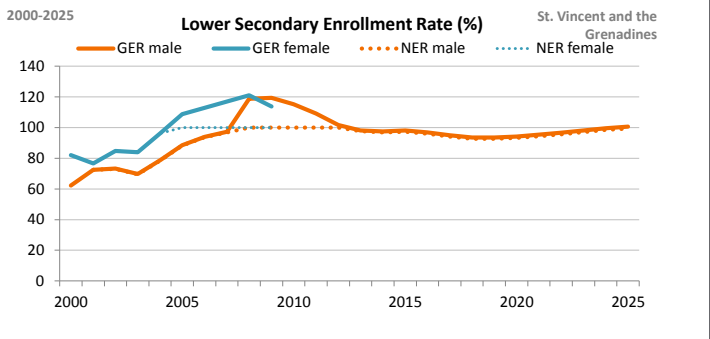
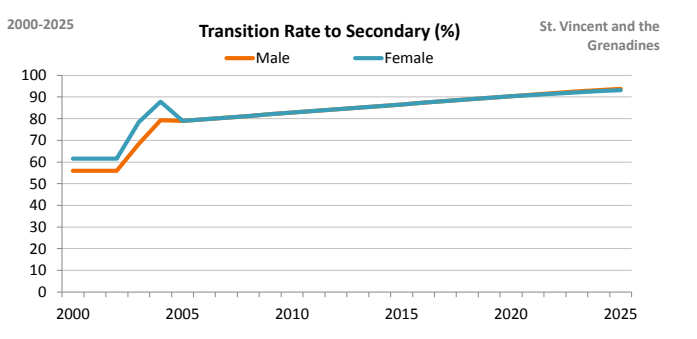
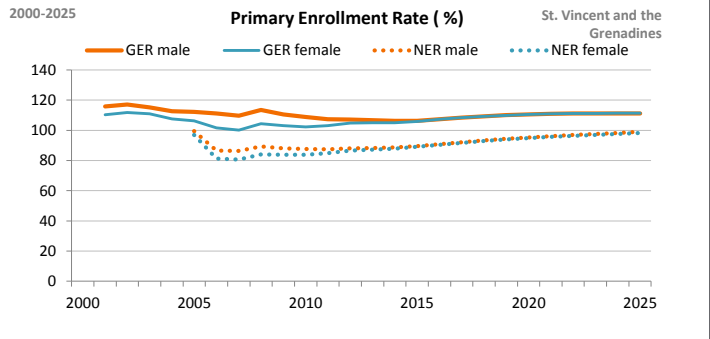
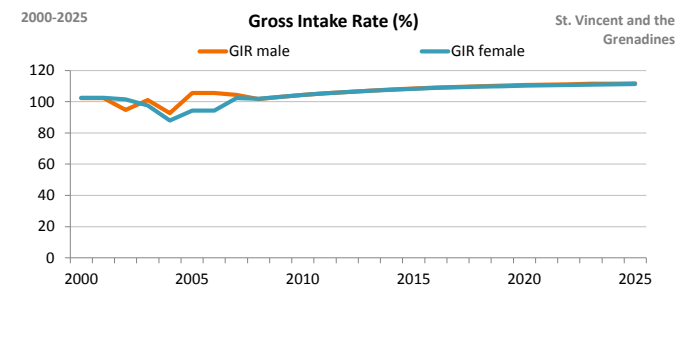


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 St. Vincent and the Grenadines



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	-	102	103	#N/A	#N/A	#N/A	#N/A	87	93
2001	18,200	102	103	116	110	#N/A	#N/A	87	93
2002	18,130	95	102	117	112	#N/A	#N/A	89	96
2003	17,654	101	98	115	111	#N/A	#N/A	87	100
2004	16,913	93	88	113	108	#N/A	#N/A	91	114
2005	16,504	106	94	112	106	100	97	89	116
2006	15,813	106	94	111	102	87	81	89	116
2007	15,276	104	102	110	100	86	81	89	116
2008	15,520	102	102	113	104	89	84	114	105
2009	14,909	103	103	111	103	88	84	114	105
2010	14,419	104	104	109	102	88	84	89	90
2011	14,129	105	105	107	103	87	85	80	86
2012	13,994	106	106	107	105	88	87	85	96
2013	13,796	107	107	107	105	88	87	88	99
2014	13,614	108	108	106	105	89	88	87	95
2015	13,549	108	108	106	106	89	89	82	95
2016	13,580	109	109	107	107	91	90	84	98
2017	13,602	110	109	108	108	92	92	86	99
2018	13,614	110	110	109	109	93	93	87	99
2019	13,609	110	110	110	110	94	94	87	99
2020	13,579	111	110	111	111	95	95	88	100
2021	13,521	111	111	111	111	96	96	90	101
2022	13,435	111	111	111	111	97	96	91	102
2023	13,329	111	111	111	111	98	97	92	103
2024	13,210	112	111	111	111	98	98	93	103
2025	13,084	112	111	111	111	99	98	94	103

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	5,075	56	62	62	82	#N/A	#N/A	61	84
2001	5,152	56	62	72	77	72	77	61	84
2002	5,377	56	62	73	85	73	85	61	84
2003	5,161	68	78	70	84	70	84	61	84
2004	5,819	79	88	79	96	79	96	61	84
2005	6,501	79	79	88	109	88	100	67	80
2006	#N/A	80	80	94	#N/A	94	#N/A	67	80
2007	#N/A	81	81	97	#N/A	97	#N/A	67	80
2008	7,775	81	81	119	121	100	100	67	80
2009	7,516	82	82	119	114	100	100	67	80
2010	#N/A	83	83	115	#N/A	100	#N/A	101	105
2011	#N/A	84	84	109	#N/A	100	#N/A	100	#N/A
2012	#N/A	84	84	102	#N/A	100	#N/A	90	#N/A
2013	#N/A	85	85	98	#N/A	98	#N/A	87	#N/A
2014	#N/A	86	86	97	#N/A	97	#N/A	81	#N/A
2015	#N/A	87	87	98	#N/A	97	#N/A	81	#N/A
2016	#N/A	87	87	97	#N/A	96	#N/A	84	#N/A
2017	#N/A	88	88	95	#N/A	94	#N/A	83	#N/A
2018	#N/A	89	89	93	#N/A	93	#N/A	79	#N/A
2019	#N/A	90	90	94	#N/A	93	#N/A	79	#N/A
2020	#N/A	90	90	94	#N/A	93	#N/A	80	#N/A
2021	#N/A	91	91	95	#N/A	94	#N/A	82	#N/A
2022	#N/A	92	92	97	#N/A	96	#N/A	83	#N/A
2023	#N/A	93	92	98	#N/A	97	#N/A	85	#N/A
2024	#N/A	93	93	100	#N/A	98	#N/A	87	#N/A
2025	#N/A	94	93	101	#N/A	99	#N/A	88	#N/A

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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