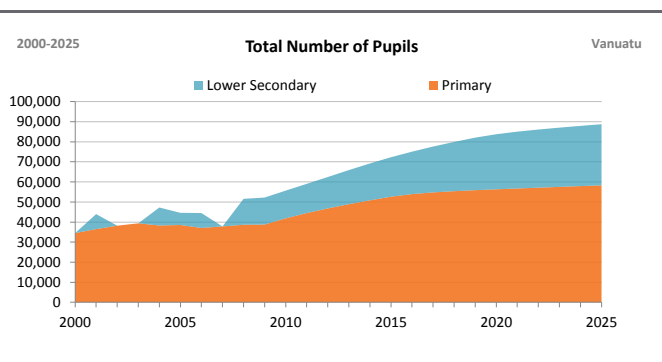
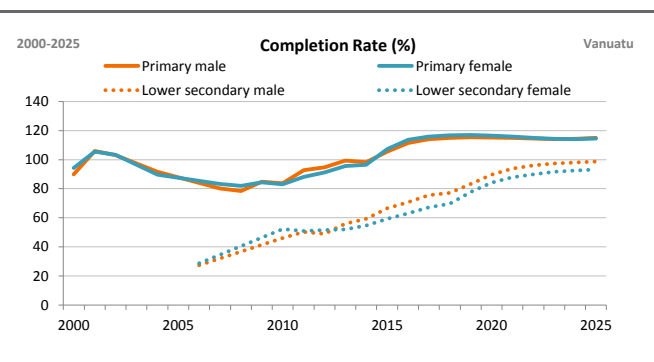
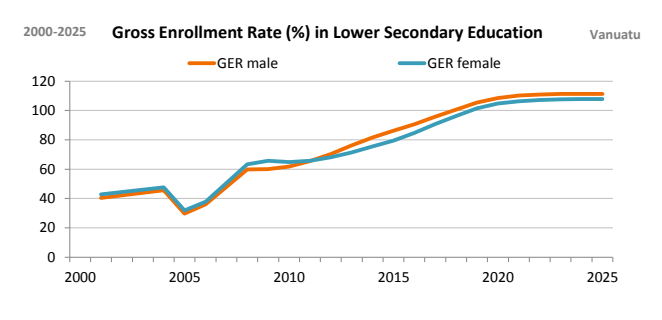
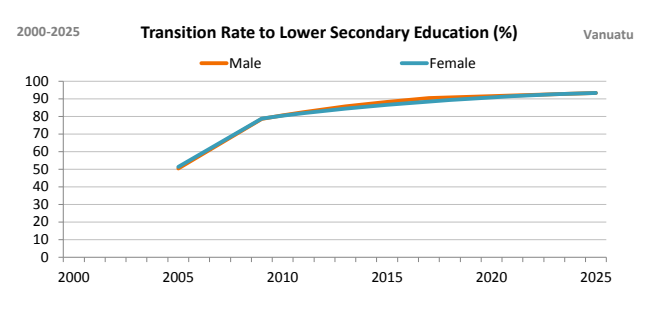
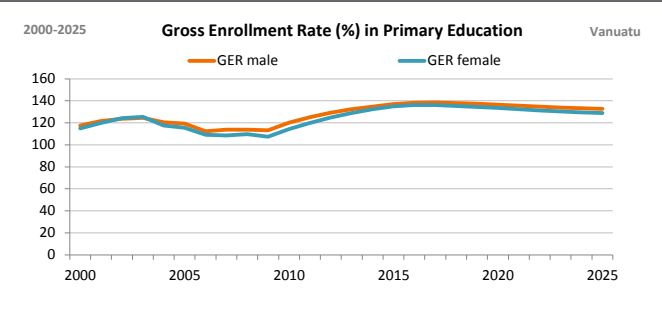
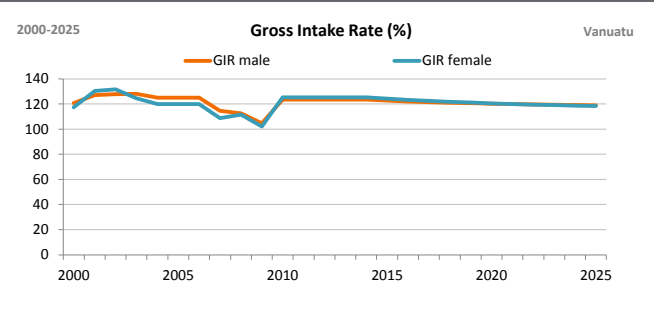


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Vanuatu



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.

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.

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 At the primary education level, the program of study is 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 note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

Lower Secondary Education At the lower secondary education level, the program of study is 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 varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

These profiles were produced by the Education Policy and Data Center (EPDC) in August 2013.

PRIMARY	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
		TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %
2000	34,479	121	117	118	115	90	94
2001	36,482	127	130	122	120	106	106
2002	38,184	128	132	124	124	103	103
2003	39,349	128	125	125	125	#N/A	#N/A
2004	38,288	125	120	120	118	92	90
2005	38,530	125	120	119	116	#N/A	#N/A
2006	37,060	125	120	112	109	#N/A	#N/A
2007	37,817	115	109	114	108	80	83
2008	38,658	113	111	114	110	79	82
2009	38,762	105	102	113	107	85	84
2010	41,834	123	125	120	114	84	83
2011	44,473	123	125	125	120	93	88
2012	46,766	123	125	129	125	95	91
2013	48,905	123	125	132	129	99	96
2014	50,811	123	125	135	132	98	97
2015	52,634	123	124	137	135	106	107
2016	53,920	122	123	138	136	111	114
2017	54,764	121	122	138	136	114	116
2018	55,376	121	122	138	135	115	117
2019	55,878	121	121	137	134	116	117
2020	56,308	120	120	136	133	115	117
2021	56,716	120	120	136	132	115	116
2022	57,118	120	120	135	131	115	115
2023	57,520	119	119	134	130	114	114
2024	57,919	119	119	133	130	114	114
2025	58,277	119	118	133	129	115	115

LOWER SECONDARY	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
		TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %
2000	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	7,475	#N/A	#N/A	40	43	#N/A	#N/A
2002	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2003	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2004	8,957	#N/A	#N/A	46	48	#N/A	#N/A
2005	6,067	50	51	30	32	#N/A	#N/A
2006	7,420	#N/A	#N/A	36	38	27	29
2007	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2008	12,904	#N/A	#N/A	60	63	#N/A	#N/A
2009	13,436	79	79	60	66	#N/A	#N/A
2010	13,818	81	80	62	65	46	52
2011	14,567	82	82	65	66	50	51
2012	15,664	84	83	70	68	49	52
2013	16,981	86	84	76	71	56	52
2014	18,378	87	86	82	76	59	55
2015	19,663	88	87	86	79	67	59
2016	21,153	89	88	91	85	71	63
2017	22,861	90	88	96	91	76	67
2018	24,545	91	89	101	96	77	70
2019	26,180	91	90	105	101	83	78
2020	27,436	91	91	109	105	90	84
2021	28,322	92	91	110	106	94	88
2022	28,983	92	92	111	107	96	90
2023	29,529	93	93	111	108	97	92
2024	29,999	93	93	111	108	98	93
2025	30,463	93	93	111	108	99	93

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.