

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Armenia



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.

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 %	Female %
2000	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2002	214,420	#N/A	#N/A	107	110	106	110
2003	196,634	#N/A	#N/A	105	109	102	105
2004	182,072	#N/A	#N/A	105	110	99	102
2005	176,276	#N/A	#N/A	109	115	115	119
2006	165,066	#N/A	#N/A	108	114	106	111
2007	167,942	#N/A	#N/A	112	119	104	113
2008	#N/A	93	95	#N/A	#N/A	110	115
2009	#N/A	89	93	#N/A	#N/A	102	106
2010	#N/A	91	93	#N/A	#N/A	81	86
2011	136,716	94	96	81	83	79	83
2012	#N/A	97	98	#N/A	#N/A	76	79
2013	#N/A	99	100	#N/A	#N/A	#N/A	#N/A
2014	#N/A	102	102	#N/A	#N/A	#N/A	#N/A
2015	#N/A	104	103	#N/A	#N/A	#N/A	#N/A
2016	#N/A	105	105	#N/A	#N/A	#N/A	#N/A
2017	#N/A	107	106	#N/A	#N/A	#N/A	#N/A
2018	#N/A	108	107	#N/A	#N/A	#N/A	#N/A
2019	#N/A	109	108	#N/A	#N/A	#N/A	#N/A
2020	#N/A	110	109	#N/A	#N/A	#N/A	#N/A
2021	#N/A	111	110	#N/A	#N/A	#N/A	#N/A
2022	#N/A	112	110	#N/A	#N/A	#N/A	#N/A
2023	#N/A	112	111	#N/A	#N/A	#N/A	#N/A
2024	#N/A	113	111	#N/A	#N/A	#N/A	#N/A
2025	#N/A	114	112	#N/A	#N/A	#N/A	#N/A

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 %	Female %
2000	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2002	#N/A	98	98	#N/A	#N/A	#N/A	#N/A
2003	277,435	99	98	91	95	70	80
2004	272,858	100	100	95	97	75	84
2005	266,242	100	100	97	100	#N/A	#N/A
2006	263,140	99	100	102	107	89	98
2007	246,813	100	98	103	108	91	103
2008	#N/A	99	99	103	109	89	100
2009	#N/A	100	99	105	110	87	96
2010	#N/A	100	99	103	110	93	106
2011	188,705	100	99	98	104	99	111
2012	#N/A	100	99	91	97	97	109
2013	#N/A	100	99	85	89	98	107
2014	#N/A	100	99	#N/A	#N/A	91	98
2015	#N/A	100	99	#N/A	#N/A	74	79
2016	#N/A	100	99	#N/A	#N/A	73	76
2017	#N/A	100	99	#N/A	#N/A	71	73
2018	#N/A	100	100	#N/A	#N/A	#N/A	#N/A
2019	#N/A	100	100	#N/A	#N/A	#N/A	#N/A
2020	#N/A	100	100	#N/A	#N/A	#N/A	#N/A
2021	#N/A	100	100	#N/A	#N/A	#N/A	#N/A
2022	#N/A	100	100	#N/A	#N/A	#N/A	#N/A
2023	#N/A	100	100	#N/A	#N/A	#N/A	#N/A
2024	#N/A	100	100	#N/A	#N/A	#N/A	#N/A
2025	#N/A	100	100	#N/A	#N/A	#N/A	#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.



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