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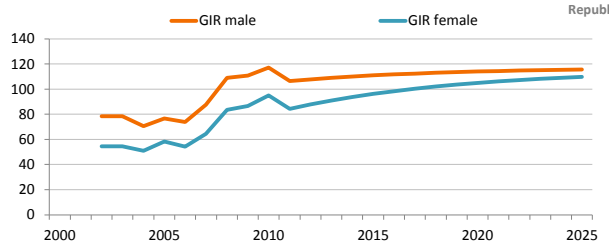
THE SCIENCE OF IMPROVING LIVES

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

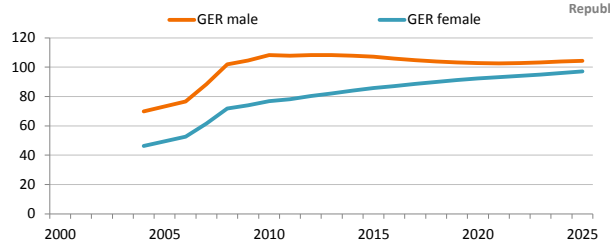
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Central African Republic

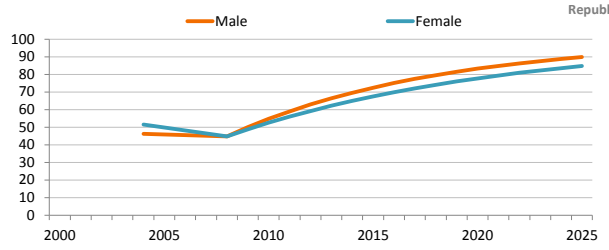
2000-2025 **Gross Intake Rate (%)** Central African Republic



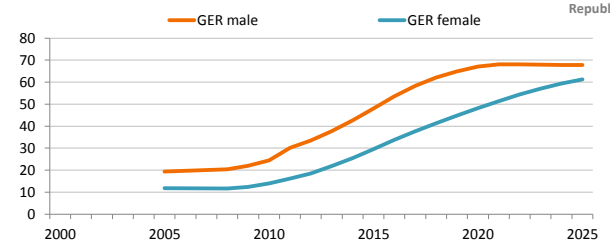
2000-2025 **Gross Enrollment Rate (%) in Primary Education** Central African Republic



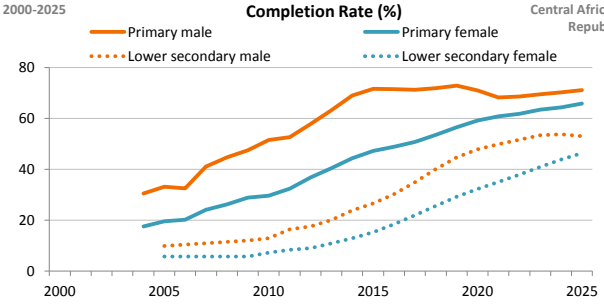
2000-2025 **Transition Rate to Lower Secondary Education (%)** Central African Republic



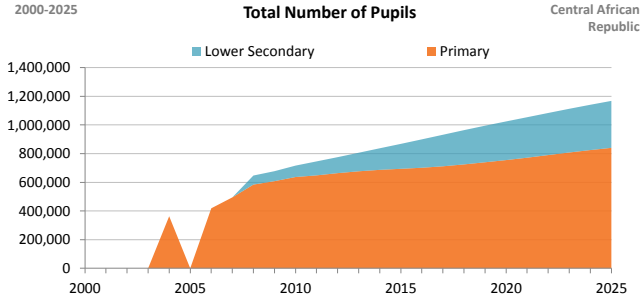
2000-2025 **Gross Enrollment Rate (%) in Lower Secondary Education** Central African Republic



2000-2025 **Completion Rate (%)** Central African Republic



2000-2025 **Total Number of Pupils** Central African Republic



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 varys 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.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Central African Republic

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	#N/A	78	55	#N/A	#N/A	#N/A	#N/A
2003	#N/A	78	55	#N/A	#N/A	#N/A	#N/A
2004	363,158	70	51	70	46	31	18
2005	#N/A	77	58	#N/A	#N/A	33	19
2006	418,825	74	54	77	53	32	20
2007	494,985	88	64	88	62	41	24
2008	584,078	109	83	102	72	45	26
2009	608,075	111	87	105	74	47	29
2010	636,871	117	95	108	77	52	30
2011	648,370	106	84	108	78	53	32
2012	664,056	108	88	108	80	58	37
2013	676,887	109	91	108	82	63	40
2014	686,965	110	94	108	84	69	44
2015	694,166	111	96	107	86	72	47
2016	701,551	112	98	106	87	72	49
2017	711,759	112	100	105	89	71	51
2018	724,966	113	102	104	90	72	54
2019	739,871	114	104	103	91	73	57
2020	755,025	114	105	103	92	71	59
2021	771,721	114	106	103	93	68	61
2022	790,029	115	107	103	94	69	62
2023	808,140	115	108	103	95	69	63
2024	824,986	115	109	104	96	70	64
2025	840,509	116	110	104	97	71	66

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	#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	#N/A	46	52	#N/A	#N/A	#N/A	#N/A
2005	#N/A	#N/A	#N/A	19	12	10	6
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2007	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2008	63,250	45	45	20	12	#N/A	#N/A
2009	69,578	50	49	22	12	12	6
2010	79,609	55	53	24	14	13	7
2011	97,502	59	56	30	16	16	8
2012	111,362	63	59	33	19	17	9
2013	129,399	66	62	38	22	20	11
2014	150,497	70	65	43	25	24	13
2015	173,990	72	67	48	30	27	15
2016	198,171	75	70	54	34	30	18
2017	220,045	77	72	58	38	35	22
2018	238,911	80	74	62	41	40	26
2019	255,142	81	76	65	45	45	29
2020	269,697	83	78	67	48	48	32
2021	282,513	85	79	68	51	50	35
2022	293,712	86	81	68	54	52	38
2023	304,790	88	82	68	57	53	41
2024	316,076	89	84	68	59	54	44
2025	327,463	90	85	68	61	53	46

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 FHI 360 Global Learning Group. 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 Learning Group 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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