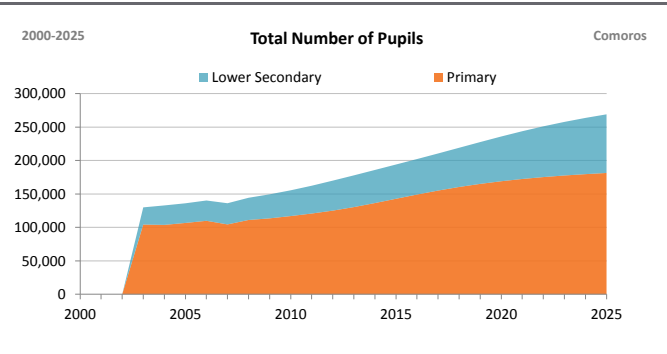
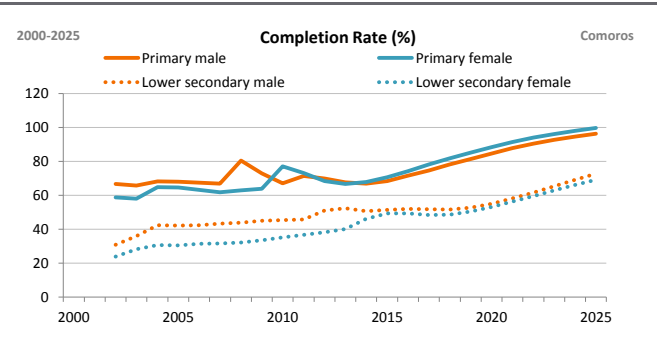
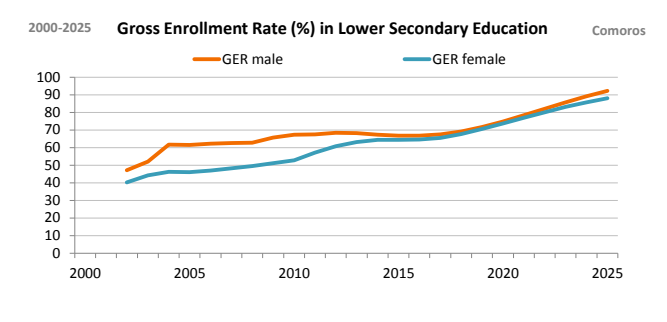
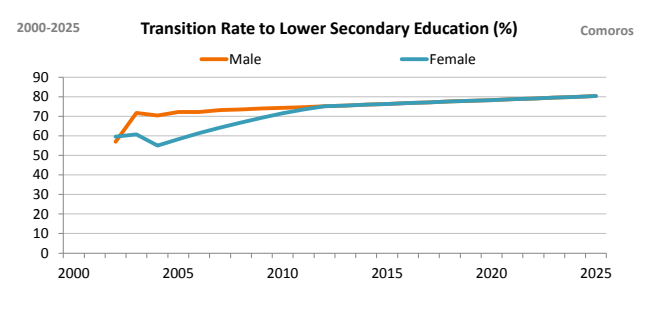
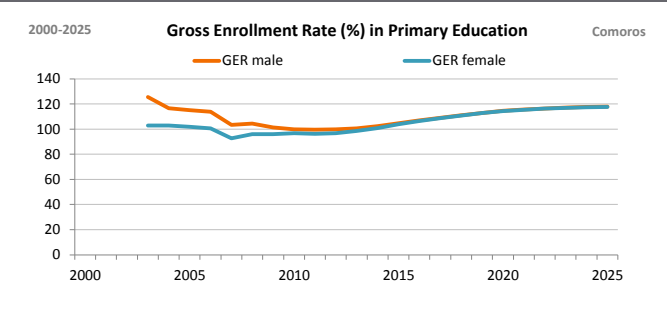
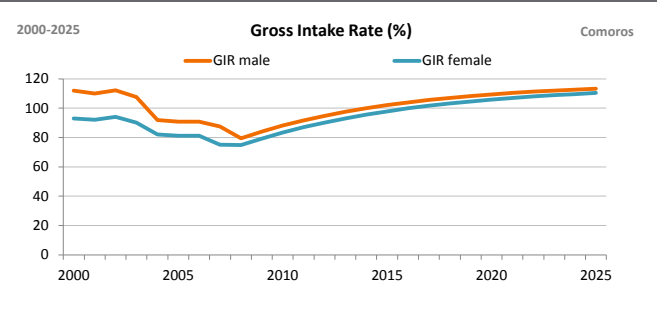


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Comoros**



**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](http://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](http://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	112	93	#N/A	#N/A	#N/A	#N/A
2001	#N/A	110	92	#N/A	#N/A	#N/A	#N/A
2002	#N/A	112	94	#N/A	#N/A	67	59
2003	104,274	108	90	126	103	66	58
2004	103,809	92	82	116	103	68	65
2005	106,700	91	81	115	102	68	65
2006	109,875	91	81	114	101	#N/A	#N/A
2007	104,518	87	75	103	93	67	62
2008	111,115	80	75	104	96	80	63
2009	113,541	84	79	101	96	73	64
2010	116,985	88	83	100	97	67	77
2011	120,784	92	87	100	96	71	73
2012	125,122	95	90	100	97	70	68
2013	130,385	98	93	101	98	68	67
2014	136,430	100	96	102	101	67	68
2015	142,820	102	98	105	104	68	71
2016	149,169	104	100	107	106	71	74
2017	155,108	106	102	109	109	75	78
2018	160,462	107	103	111	111	78	82
2019	165,112	108	105	113	113	81	85
2020	169,062	109	106	115	114	85	88
2021	172,430	110	107	116	115	88	91
2022	175,265	111	108	116	116	90	94
2023	177,643	112	109	117	117	93	96
2024	179,663	113	110	118	117	95	98
2025	181,432	113	110	118	118	96	100

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	57	60	47	40	31	24
2003	25,689	72	61	52	44	36	28
2004	29,098	70	55	62	46	42	31
2005	29,390	72	58	62	46	42	30
2006	30,372	72	61	62	47	42	31
2007	31,661	73	64	63	48	43	32
2008	33,216	74	67	63	50	44	32
2009	35,914	74	69	66	51	45	33
2010	38,513	74	71	67	53	45	35
2011	41,565	75	74	67	57	46	37
2012	44,833	75	75	68	61	51	38
2013	47,435	76	76	68	63	52	40
2014	49,466	76	76	67	64	51	46
2015	51,214	76	76	67	64	51	49
2016	53,042	77	77	67	65	52	49
2017	55,433	77	77	67	66	52	48
2018	58,605	78	78	69	68	52	49
2019	62,510	78	78	72	70	53	50
2020	66,877	78	78	75	74	55	53
2021	71,396	79	79	78	77	58	56
2022	75,859	79	79	82	80	62	60
2023	80,107	80	80	86	83	65	63
2024	84,048	80	80	89	86	69	66
2025	87,629	80	80	92	88	73	69

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

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