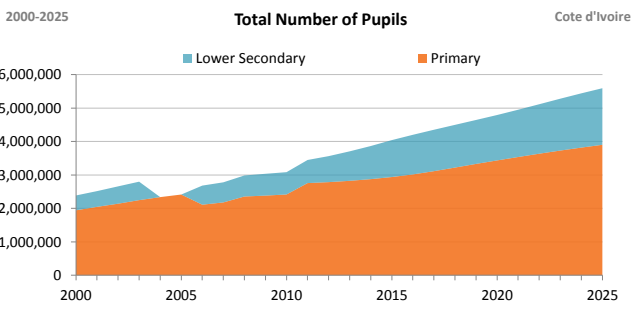
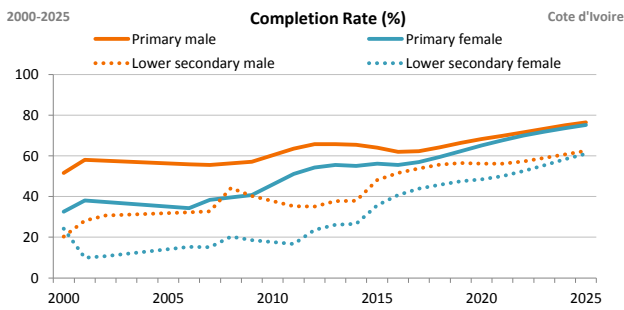
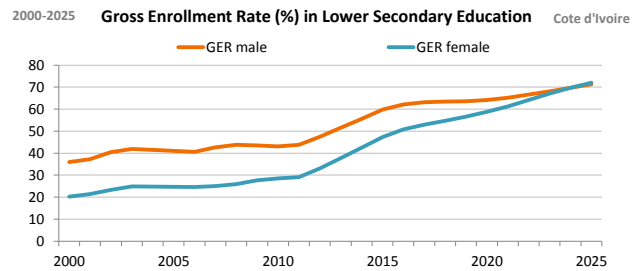
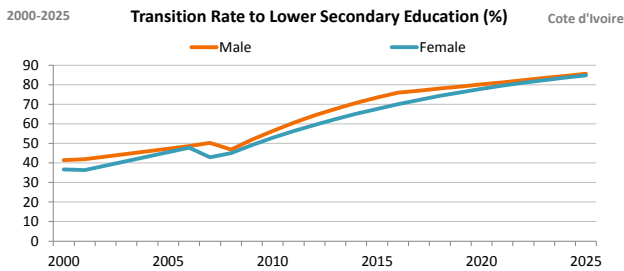
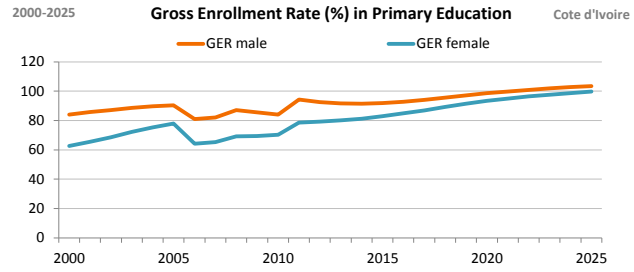
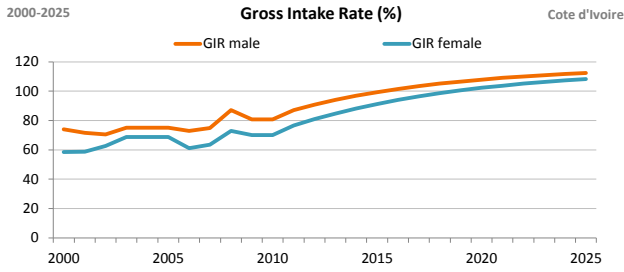


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Cote d'Ivoire**



**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 %
2000	1,943,501	74	59	84	63	52	33
2001	2,046,861	72	59	86	66	58	38
2002	2,141,512	70	63	87	69	#N/A	#N/A
2003	2,247,709	75	69	89	72	#N/A	#N/A
2004	2,338,374	75	69	90	75	#N/A	#N/A
2005	2,415,666	75	69	90	78	#N/A	#N/A
2006	2,111,975	73	61	81	64	56	34
2007	2,179,801	75	63	82	65	55	38
2008	2,356,240	87	73	87	69	#N/A	#N/A
2009	2,383,359	81	70	85	70	57	41
2010	2,417,000	81	70	84	70	#N/A	#N/A
2011	2,757,613	87	77	94	79	64	51
2012	2,786,384	91	81	93	79	66	54
2013	2,825,564	94	85	92	80	66	56
2014	2,875,457	97	88	92	81	66	55
2015	2,938,517	99	91	92	83	64	56
2016	3,016,296	101	94	93	85	62	56
2017	3,113,621	103	96	94	87	62	57
2018	3,221,385	105	99	96	89	64	60
2019	3,330,540	107	101	97	91	66	62
2020	3,435,531	108	102	99	93	68	65
2021	3,537,453	109	104	100	95	70	68
2022	3,635,907	110	105	101	96	72	70
2023	3,729,841	111	106	102	98	73	72
2024	3,818,961	112	107	103	99	75	74
2025	3,902,743	112	108	104	100	76	75

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	444,032	41	37	36	20	20	24
2001	470,279	42	36	37	21	28	10
2002	517,675	#N/A	#N/A	40	23	31	11
2003	552,301	#N/A	#N/A	42	25	#N/A	#N/A
2004	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2005	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2006	570,253	49	48	41	25	32	15
2007	600,620	50	43	43	25	33	15
2008	629,121	47	45	44	26	44	20
2009	652,039	52	49	44	28	40	19
2010	667,454	56	53	43	28	#N/A	#N/A
2011	690,918	61	56	44	29	35	17
2012	777,308	64	59	47	33	35	24
2013	881,156	68	62	52	38	38	26
2014	990,265	71	65	56	42	38	27
2015	1,104,398	73	68	60	47	48	36
2016	1,185,288	76	70	62	51	52	41
2017	1,238,554	77	72	63	53	54	44
2018	1,277,000	78	74	63	55	56	46
2019	1,314,149	79	76	64	57	56	48
2020	1,357,598	80	78	64	59	56	48
2021	1,413,143	81	79	65	61	56	50
2022	1,479,458	82	81	67	64	57	53
2023	1,550,960	83	82	68	67	59	55
2024	1,622,482	84	84	70	70	61	58
2025	1,691,739	86	85	71	72	62	61

### 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.