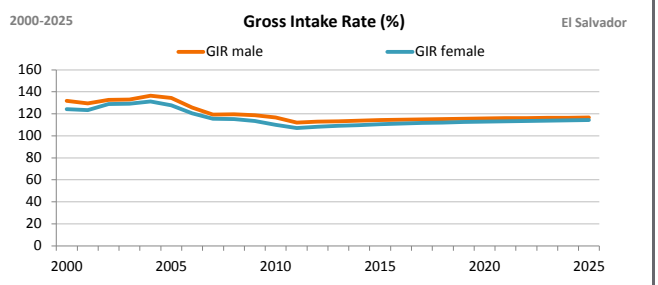
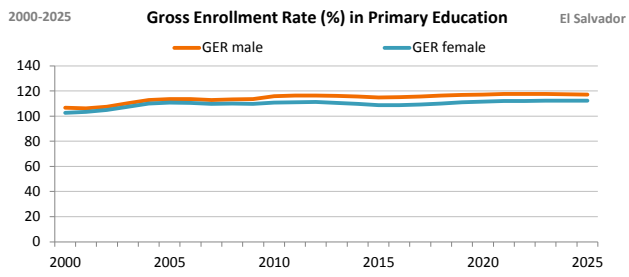
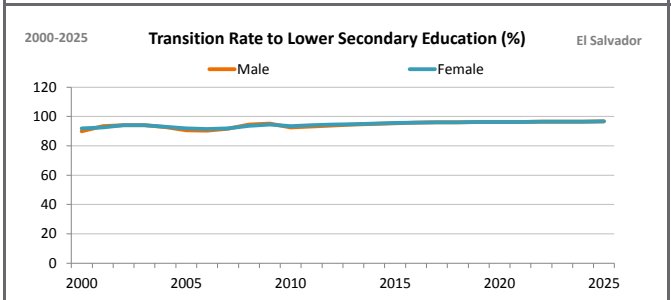
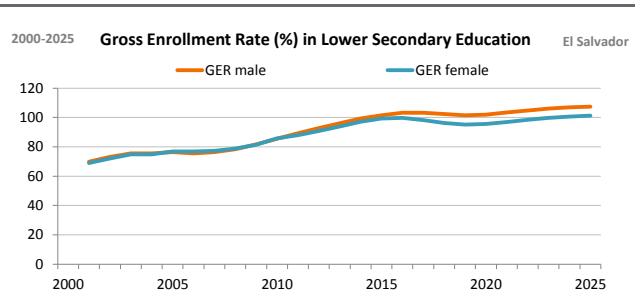
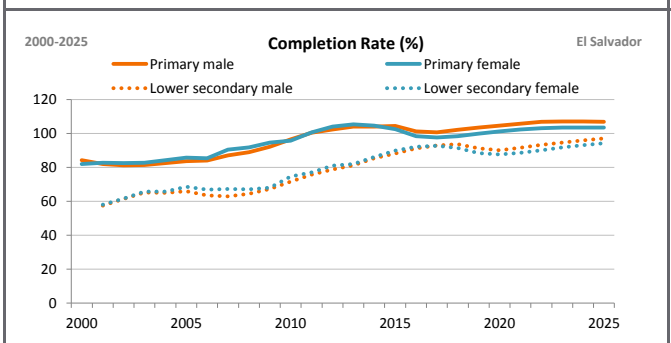
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — El Salvador

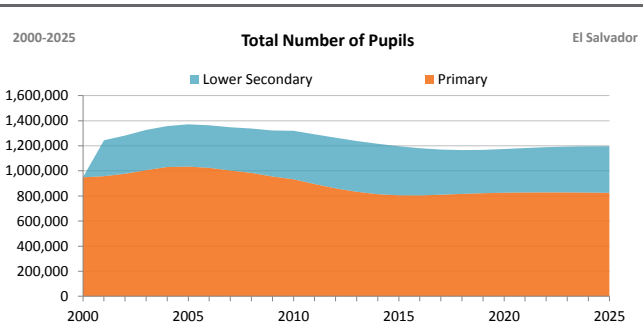












DEFINITIONS

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.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

El Salvador

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	949,077	132	124	107	103	84	82
2001	957,778	130	123	106	103	82	83
2002	977,150	133	129	108	105	81	83
2003	1,005,850	133	129	110	108	81	83
2004	1,031,169	136	131	113	110	82	84
2005	1,034,050	134	128	114	111	84	86
2006	1,024,385	126	120	113	110	84	85
2007	1,003,319	119	115	113	110	87	91
2008	984,149	120	115	113	110	89	92
2009	955,135	119	114	113	110	92	95
2010	933,274	117	110	116	111	96	96
2011	895,178	112	107	116	111	100	101
2012	860,548	113	108	116	111	102	104
2013	833,283	113	109	116	111	104	105
2014	814,422	114	110	116	110	104	105
2015	805,526	114	110	115	109	104	103
2016	804,397	115	111	115	109	101	98
2017	810,088	115	112	116	109	101	98
2018	816,827	115	112	116	110	102	98
2019	822,346	116	112	117	111	104	100
2020	826,034	116	113	117	112	105	101
2021	827,953	116	113	118	112	106	102
2022	828,707	116	114	118	112	107	103
2023	828,324	116	114	118	112	107	104
2024	827,097	116	114	117	112	107	104
2025	825,066	117	114	117	112	107	104

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	90	92	#N/A	#N/A	#N/A	#N/A
2001	286,636	93	92	70	69	57	58
2002	304,542	94	94	73	72	61	62
2003	320,813	94	94	76	75	65	66
2004	326,147	93	93	75	75	65	66
2005	337,509	91	92	76	77	66	68
2006	339,236	90	91	76	77	63	67
2007	344,631	92	92	76	77	63	67
2008	353,427	95	94	78	79	64	67
2009	367,170	95	94	82	81	67	68
2010	386,497	92	93	86	86	72	75
2011	396,625	93	94	89	88	76	77
2012	403,977	94	94	93	91	79	81
2013	405,056	94	95	96	94	81	82
2014	401,794	95	95	99	97	85	86
2015	390,935	95	96	101	99	88	90
2016	376,374	96	96	103	100	91	92
2017	360,024	96	96	103	98	93	93
2018	349,149	96	96	102	96	94	91
2019	345,263	96	96	102	95	91	88
2020	348,374	96	96	102	96	90	88
2021	354,332	96	96	103	97	92	89
2022	360,321	96	96	105	98	93	90
2023	365,326	96	96	106	100	95	92
2024	368,876	97	97	107	101	96	93
2025	371,419	97	97	107	101	97	94

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.

fhi360
THE SCIENCE OF IMPROVING LIVES

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.

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