EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Eritrea

Gross Intake Rate (%) — 2000-2025 — Eritrea
GIR male — GIR female

Gross Enrollment Rate (%) in Primary Education — 2000-2025 — Eritrea
GER male — GER female

Transition Rate to Lower Secondary Education (%) — 2000-2025 — Eritrea
Male — Female

Gross Enrollment Rate (%) in Lower Secondary Education — 2000-2025 — Eritrea
GER male — GER female

Completion Rate (%) — 2000-2025 — Eritrea
Primary male — Primary female — Lower secondary male — Lower secondary female

Total Number of Pupils — 2000-2025 — Eritrea
Lower Secondary — Primary

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.

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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	295,941	70	56	62	50	39	32
2001	298,691	66	56	61	50	39	33
2002	330,278	72	60	67	54	40	30
2003	359,299	68	58	71	58	44	32
2004	374,997	65	53	74	59	51	34
2005	377,512	63	53	73	59	58	44
2006	364,263	53	46	69	56	56	41
2007	331,855	44	39	60	50	52	41
2008	314,034	42	36	56	46	51	41
2009	300,129	43	37	51	42	51	42
2010	286,021	42	39	46	39	42	35
2011	306,856	55	47	48	40	36	33
2012	346,935	62	54	51	44	32	30
2013	402,908	69	61	57	50	32	31
2014	468,671	75	67	64	56	34	34
2015	539,788	80	73	71	63	41	40
2016	609,560	85	77	77	69	48	47
2017	673,960	89	82	83	75	55	55
2018	731,854	92	85	88	80	60	61
2019	782,957	95	89	92	85	65	67
2020	827,601	98	92	96	89	70	72
2021	865,824	100	95	99	92	75	77
2022	898,023	102	97	102	95	79	81
2023	925,211	104	99	104	97	82	84
2024	948,893	106	101	106	99	84	86
2025	969,032	107	103	108	101	87	89

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	100,535	82	79	39	29	31	18
2001	100,497	88	76	37	30	23	13
2002	107,042	87	78	41	29	26	14
2003	115,082	85	76	43	30	33	19
2004	122,966	91	85	46	31	35	22
2005	139,029	86	79	52	33	#N/A	#N/A
2006	148,082	78	76	55	35	36	19
2007	141,081	84	81	49	36	36	28
2008	144,031	85	81	49	36	36	26
2009	151,131	82	82	51	38	39	28
2010	151,702	91	89	49	39	37	30
2011	154,527	92	89	48	39	41	34
2012	147,636	93	90	44	36	41	35
2013	139,070	93	91	40	33	39	33
2014	133,754	93	92	36	31	33	30
2015	137,006	94	92	35	31	30	27
2016	153,678	94	93	37	34	29	28
2017	182,253	94	93	42	39	30	30
2018	219,638	94	94	49	46	36	36
2019	259,971	94	94	55	53	42	43
2020	298,993	94	94	61	59	48	49
2021	336,285	95	95	67	65	54	56
2022	370,943	95	95	72	70	59	61
2023	402,353	95	95	77	75	64	67
2024	429,069	95	95	81	79	68	71
2025	451,656	95	95	84	82	72	75

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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