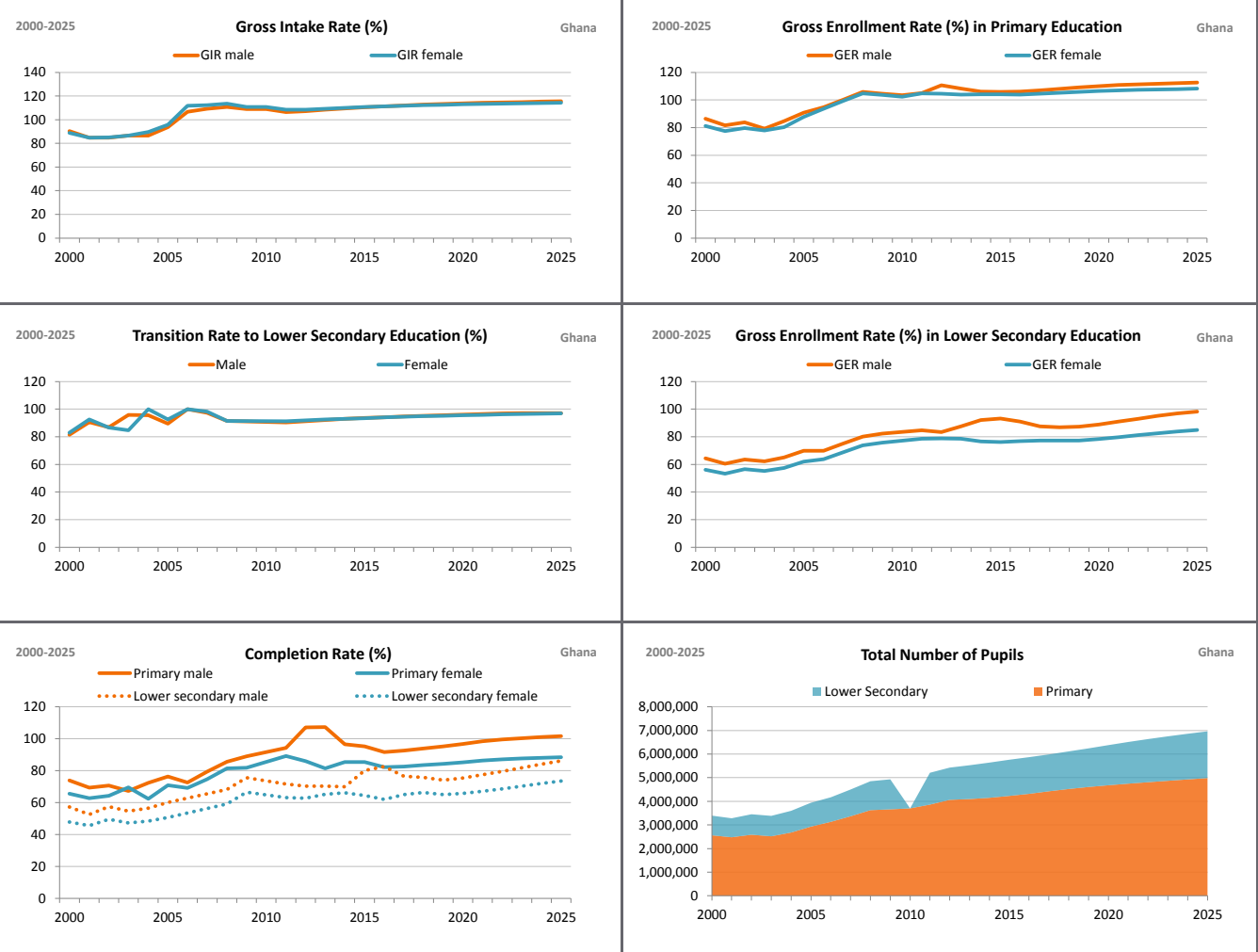


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Ghana



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 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.

These profiles were produced by the Education Policy and Data Center (EPDC) in August 2013.

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	2,560,886	90	89	86	81	74	66
2001	2,477,990	85	85	82	77	69	63
2002	2,586,434	85	85	84	80	71	64
2003	2,519,272	87	87	79	78	67	70
2004	2,678,912	87	90	85	80	72	62
2005	2,929,536	94	96	91	88	76	71
2006	3,130,575	107	112	95	94	72	69
2007	3,367,157	109	112	100	99	79	75
2008	3,625,178	111	114	106	105	86	81
2009	3,659,116	109	111	104	104	89	82
2010	3,701,314	109	111	103	102	#N/A	#N/A
2011	3,860,381	107	109	105	105	94	89
2012	4,062,026	107	109	111	105	107	86
2013	4,095,307	108	109	108	104	107	81
2014	4,148,594	109	110	106	104	97	85
2015	4,228,839	110	111	106	104	95	85
2016	4,317,012	111	111	106	104	92	82
2017	4,423,722	112	112	107	105	92	83
2018	4,521,809	113	112	108	105	94	83
2019	4,606,810	113	113	109	106	95	84
2020	4,680,362	114	113	110	107	97	85
2021	4,747,051	114	113	111	107	98	86
2022	4,808,671	115	114	111	107	100	87
2023	4,867,876	115	114	112	108	100	88
2024	4,926,382	115	114	112	108	101	88
2025	4,984,135	115	114	113	108	102	88

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	833,019	81	83	64	56	57	48
2001	804,419	91	93	60	53	53	46
2002	865,636	87	87	64	56	57	50
2003	865,298	96	85	62	55	55	47
2004	919,334	96	100	65	57	57	48
2005	1,010,245	90	92	70	62	60	51
2006	1,039,388	100	100	70	64	#N/A	#N/A
2007	1,133,215	97	98	75	69	#N/A	#N/A
2008	1,225,499	91	92	80	74	68	59
2009	1,271,635	#N/A	#N/A	82	76	76	66
2010	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2011	1,348,342	90	91	85	79	72	63
2012	1,364,980	91	92	83	79	70	63
2013	1,432,364	92	92	88	79	70	65
2014	1,490,531	93	93	92	77	70	66
2015	1,531,890	94	94	93	76	80	64
2016	1,553,018	94	94	91	77	83	62
2017	1,561,931	95	94	88	77	77	65
2018	1,591,253	95	95	87	77	76	66
2019	1,634,526	96	95	87	77	74	65
2020	1,698,531	96	96	89	78	75	66
2021	1,764,387	96	96	91	80	77	67
2022	1,826,712	97	96	93	81	80	69
2023	1,883,388	97	96	95	83	82	70
2024	1,933,932	97	97	97	84	84	72
2025	1,977,876	97	97	98	85	86	74

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.



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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