

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

**Honduras**



**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	1,094,792	138	138	104	106	#N/A	#N/A
2001	#N/A	138	138	#N/A	#N/A	#N/A	#N/A
2002	#N/A	138	138	#N/A	#N/A	#N/A	#N/A
2003	#N/A	136	131	#N/A	#N/A	#N/A	#N/A
2004	#N/A	133	130	#N/A	#N/A	#N/A	#N/A
2005	1,231,533	129	124	113	112	79	84
2006	1,293,333	139	134	118	118	86	92
2007	1,251,733	139	134	114	114	#N/A	#N/A
2008	1,276,495	126	122	116	116	87	93
2009	1,265,963	122	118	115	115	91	96
2010	1,274,904	125	120	116	116	96	102
2011	1,259,405	121	116	114	114	98	105
2012	1,250,289	121	116	112	113	98	109
2013	1,240,953	121	116	111	112	94	106
2014	1,241,584	121	116	110	111	90	103
2015	1,250,911	121	116	111	111	87	99
2016	1,268,938	121	116	112	112	89	100
2017	1,284,261	120	116	112	112	91	103
2018	1,296,559	120	116	112	112	92	104
2019	1,307,727	120	116	113	112	93	104
2020	1,318,514	119	116	113	112	94	103
2021	1,329,576	119	116	113	112	95	103
2022	1,339,789	119	116	113	113	96	104
2023	1,348,765	119	116	114	113	96	104
2024	1,356,408	119	116	114	113	97	104
2025	1,362,750	118	116	115	113	98	105

**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	202,107	#N/A	#N/A	48	39	#N/A	#N/A
2001	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2002	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2003	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2004	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2005	278,742	68	74	49	58	41	50
2006	#N/A	82	86	#N/A	#N/A	#N/A	#N/A
2007	339,044	84	87	59	69	44	55
2008	#N/A	85	88	#N/A	#N/A	#N/A	#N/A
2009	#N/A	87	89	#N/A	#N/A	#N/A	#N/A
2010	#N/A	88	90	#N/A	#N/A	#N/A	#N/A
2011	#N/A	89	91	#N/A	#N/A	#N/A	#N/A
2012	#N/A	90	91	#N/A	#N/A	#N/A	#N/A
2013	#N/A	91	92	#N/A	#N/A	#N/A	#N/A
2014	#N/A	92	92	#N/A	#N/A	#N/A	#N/A
2015	#N/A	93	93	#N/A	#N/A	#N/A	#N/A
2016	#N/A	93	94	#N/A	#N/A	#N/A	#N/A
2017	#N/A	94	94	#N/A	#N/A	#N/A	#N/A
2018	#N/A	95	94	#N/A	#N/A	#N/A	#N/A
2019	#N/A	95	95	#N/A	#N/A	#N/A	#N/A
2020	#N/A	96	95	#N/A	#N/A	#N/A	#N/A
2021	#N/A	96	96	#N/A	#N/A	#N/A	#N/A
2022	#N/A	96	96	#N/A	#N/A	#N/A	#N/A
2023	#N/A	97	96	#N/A	#N/A	#N/A	#N/A
2024	#N/A	97	96	#N/A	#N/A	#N/A	#N/A
2025	#N/A	97	97	#N/A	#N/A	#N/A	#N/A

**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.



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