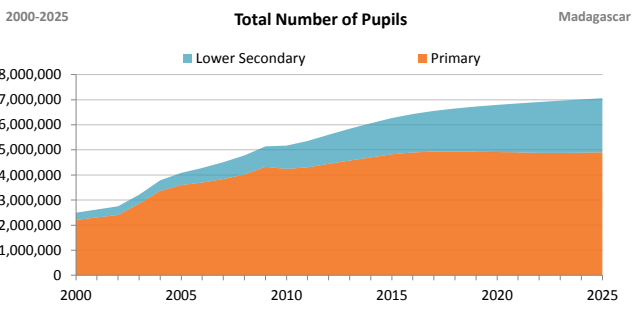
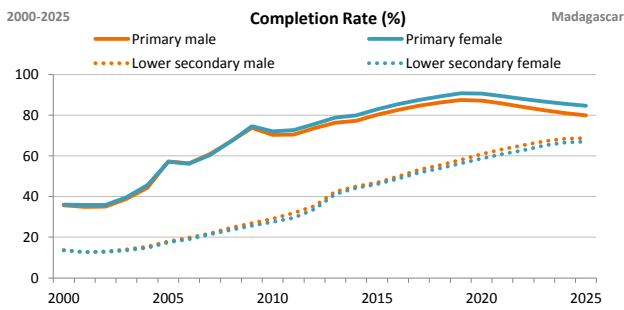
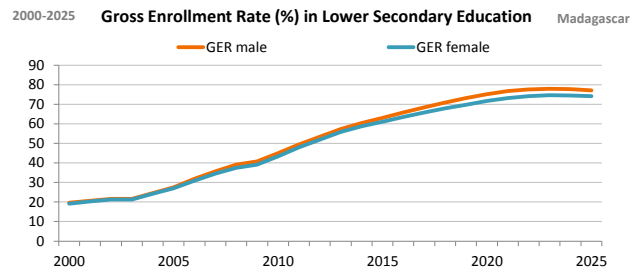
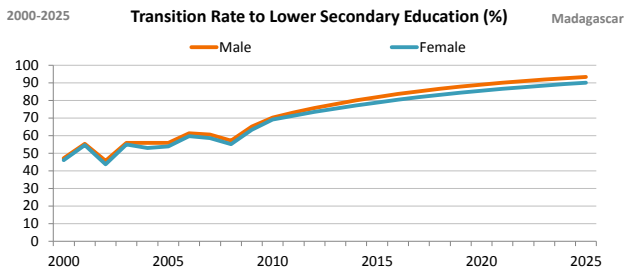
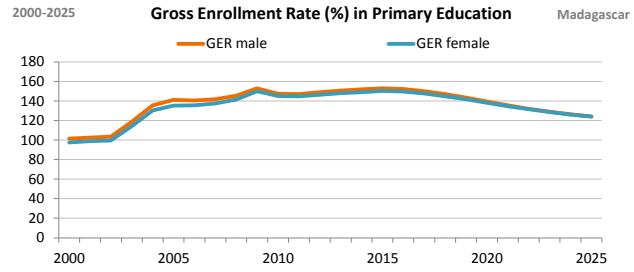
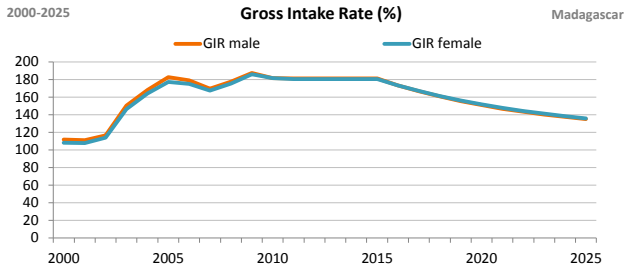


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Madagascar



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 %	Female %
2000	2,208,321	112	108	102	98	36	36
2001	2,307,500	111	108	103	99	35	36
2002	2,407,644	116	114	103	100	35	36
2003	2,856,480	150	146	119	114	39	40
2004	3,366,470	168	164	136	130	44	46
2005	3,597,731	183	177	141	135	57	57
2006	3,698,906	179	175	141	136	56	56
2007	3,837,343	170	167	142	138	61	60
2008	4,020,322	178	175	145	141	67	67
2009	4,323,981	187	186	153	150	74	75
2010	4,241,916	181	182	147	145	70	72
2011	4,305,068	181	180	147	145	71	73
2012	4,443,904	181	180	149	146	74	76
2013	4,575,088	181	180	150	148	76	79
2014	4,699,192	181	180	152	149	77	80
2015	4,825,299	181	180	153	150	80	83
2016	4,897,953	173	173	152	149	83	85
2017	4,933,202	167	167	150	148	85	87
2018	4,941,459	161	161	147	145	86	89
2019	4,934,806	155	156	143	142	88	91
2020	4,914,893	151	152	139	138	87	91
2021	4,894,394	147	148	136	135	86	89
2022	4,881,635	143	144	132	131	84	88
2023	4,879,278	140	141	129	129	82	87
2024	4,887,064	137	138	126	126	81	86
2025	4,903,679	135	136	124	124	80	85

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	287,873	47	46	20	19	14	13
2001	316,378	55	55	21	20	13	13
2002	343,937	46	44	22	21	13	13
2003	356,973	56	55	22	21	14	14
2004	420,592	56	53	25	24	15	15
2005	486,239	56	54	27	27	18	17
2006	581,615	61	60	32	31	20	19
2007	673,298	61	59	36	35	22	21
2008	758,883	57	55	39	38	25	24
2009	816,537	65	63	41	39	27	26
2010	929,824	70	69	45	43	29	27
2011	1,049,991	73	71	49	48	32	30
2012	1,160,297	76	73	53	52	35	34
2013	1,269,268	78	75	57	56	42	41
2014	1,361,728	80	77	60	59	45	44
2015	1,444,096	82	79	63	61	47	46
2016	1,532,410	84	80	66	64	50	49
2017	1,622,248	85	82	68	66	53	52
2018	1,708,458	87	83	71	68	55	54
2019	1,793,757	88	84	73	70	58	56
2020	1,879,934	89	86	75	72	61	59
2021	1,958,986	90	87	77	73	63	61
2022	2,026,365	91	88	78	74	65	63
2023	2,082,057	92	88	78	75	67	65
2024	2,124,316	93	89	78	75	68	67
2025	2,157,757	93	90	77	74	69	67

### 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.