EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Maldives

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

Primary Enrollment Rate (%) — 2000-2025, Maldives
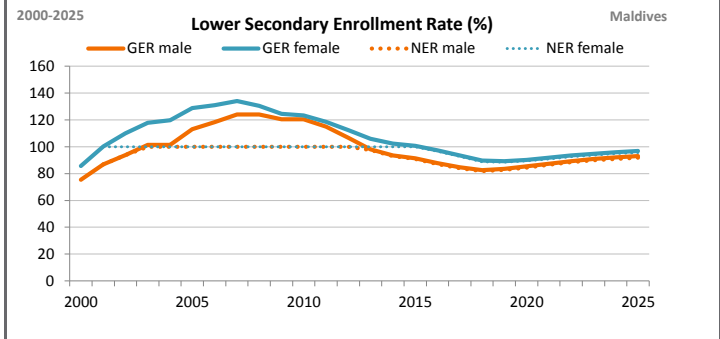(GER male, GER female, NER male, NER female)

Transition Rate to Secondary (%) — 2000-2025, Maldives
(Male, Female)

Lower Secondary Enrollment Rate (%) — 2000-2025, Maldives
(GER male, GER female, NER male, NER female)

Completion Rate (%) — 2000-2025, Maldives
(Primary male, Primary female)

Total Number of Pupils — 2000-2025, Maldives
(Lower secondary, Primary)
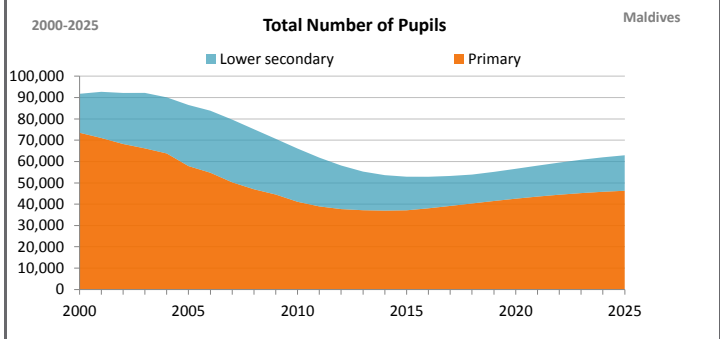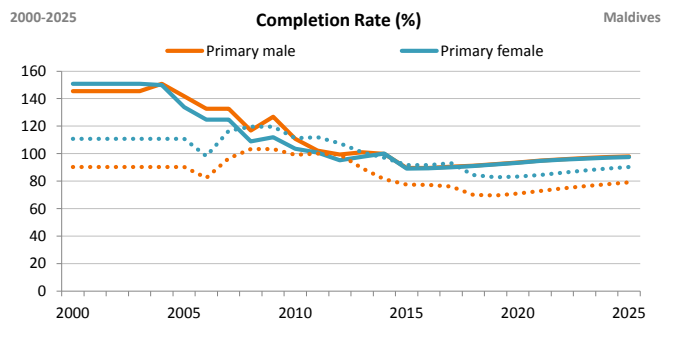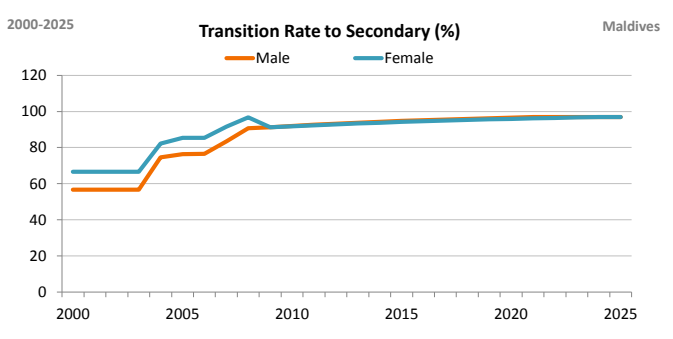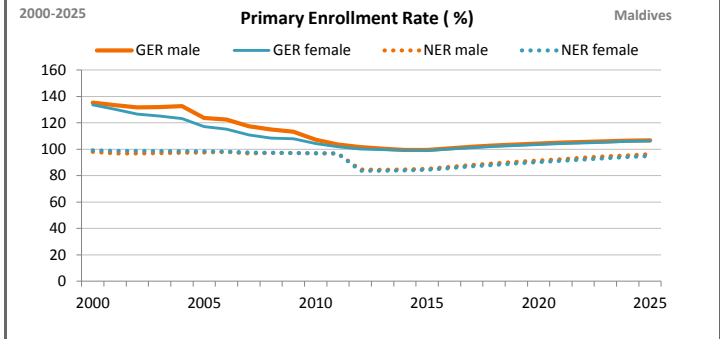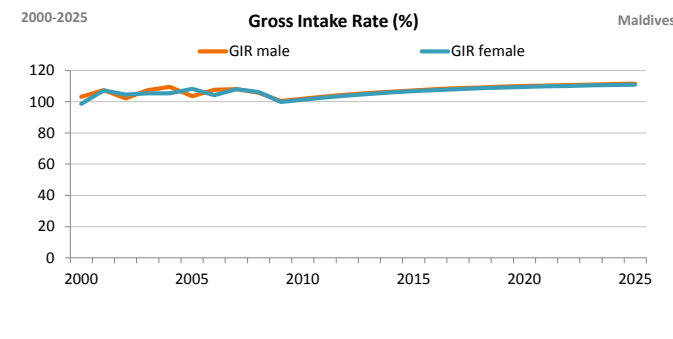
INDICATOR DEFINITIONS

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.

Net Intake Rate (NIR) — New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same 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.

Net Enrollment Rate (NER) — Enrollment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

Transition Rate — The number of pupils admitted to the first grade of a higher level of eduation 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 — Program of study 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 refer to EPDC National Education Profiles for additional information.

Lower Secondary Education — Program of study 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 averages three years internationally. At the country level, lower secondary cycles vary from a minimum of two years to a maximum of six years in length, with an average of three years. Please refer to EPDC National Education Profiles for additional information.

PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (%)		Primary Gross Enrollment Rate (GER, %)		Primary NET Enrollment Rate (NER, %)		Completion Rate (%)	
	TOTAL, Both genders	Male	Female	Male	Female	Male	Female	Male	Female
2000	73,522	103	99	135	134	98	99	145	151
2001	71,054	107	107	133	130	97	99	145	151
2002	68,242	102	105	132	127	97	99	145	151
2003	66,169	107	105	132	125	#N/A	#N/A	145	151
2004	63,800	110	105	133	123	#N/A	#N/A	151	150
2005	57,873	104	108	124	117	98	98	142	134
2006	54,770	108	104	122	115	98	98	133	125
2007	50,270	108	108	117	111	97	98	133	125
2008	46,994	106	106	115	109	97	97	117	109
2009	44,528	100	100	113	108	#N/A	#N/A	127	112
2010	41,115	102	101	107	104	#N/A	#N/A	111	104
2011	38,954	103	103	104	102	97	97	102	101
2012	37,698	104	104	102	100	85	84	99	95
2013	37,169	106	105	101	100	84	84	101	98
2014	36,975	106	106	100	99	85	84	100	100
2015	37,135	107	107	99	99	85	84	90	89
2016	38,072	108	107	101	100	87	86	90	89
2017	39,184	109	108	102	101	88	87	90	90
2018	40,342	109	109	103	102	89	88	91	91
2019	41,491	110	109	104	103	90	89	92	92
2020	42,578	110	109	104	104	91	90	94	93
2021	43,569	110	110	105	104	93	91	95	95
2022	44,443	111	110	106	105	94	92	96	96
2023	45,195	111	110	106	105	94	93	97	96
2024	45,818	111	111	106	106	95	94	97	97
2025	46,300	111	111	107	106	96	95	98	98

LOWER SECONDARY

	Number of Pupils	Transition from Primary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary NET Enrollment Rate (%)		Lower Secondary Completion Rate (%)	
	TOTAL, Both genders	Male	Female	Male	Female	Male	Female	Male	Female
2000	18,253	57	67	75	86	#N/A	#N/A	90	111
2001	21,644	57	67	87	100	87	100	90	111
2002	23,938	57	67	94	110	94	100	90	111
2003	26,039	57	67	101	118	100	100	90	111
2004	26,319	75	82	101	120	100	100	90	111
2005	28,646	76	85	113	129	100	100	90	111
2006	29,084	76	85	118	131	100	100	82	98
2007	29,417	83	92	124	134	100	100	97	116
2008	28,164	91	97	124	131	100	100	103	120
2009	26,120	91	91	120	125	100	100	103	120
2010	24,974	92	92	121	123	100	100	99	111
2011	22,871	93	92	115	119	100	100	100	112
2012	20,431	93	93	107	112	100	100	99	108
2013	18,123	94	93	98	106	97	100	89	101
2014	16,647	94	94	94	102	93	100	81	97
2015	15,753	95	94	91	101	91	100	77	92
2016	14,799	95	95	88	97	87	97	77	92
2017	14,053	96	95	85	93	84	93	76	93
2018	13,555	96	95	83	90	82	89	70	84
2019	13,659	96	96	83	89	83	88	69	83
2020	14,018	97	96	85	90	85	89	71	83
2021	14,515	97	96	87	92	87	91	73	84
2022	15,077	97	96	89	93	88	92	75	86
2023	15,641	97	97	91	95	90	94	76	88
2024	16,169	97	97	92	96	91	95	78	89
2025	16,651	97	97	93	97	92	96	79	90

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.