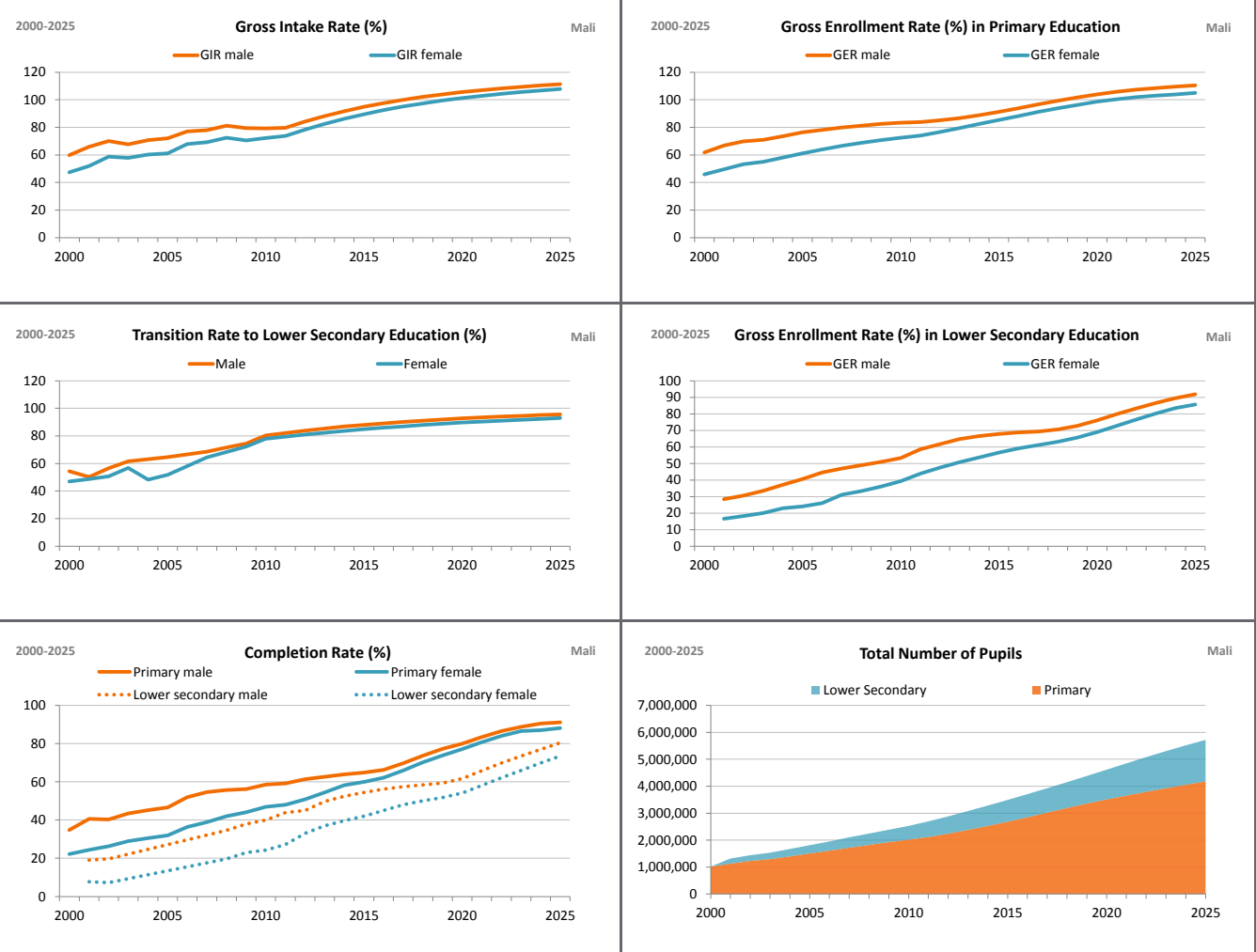


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Mali



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.

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	1,016,575	60	47	62	46	35
2001	1,127,360	66	52	67	50	41	24
2002	1,227,267	70	59	70	53	40	26
2003	1,294,672	68	58	71	55	43	29
2004	1,396,791	71	60	74	58	45	30
2005	1,505,903	72	61	76	61	47	32
2006	1,609,979	77	68	78	64	52	36
2007	1,716,899	78	69	80	66	55	39
2008	1,823,037	81	72	81	69	56	42
2009	1,926,242	80	70	83	71	56	44
2010	2,018,551	79	72	83	72	59	47
2011	2,114,844	80	74	84	74	59	48
2012	2,240,052	84	78	85	77	61	51
2013	2,379,064	88	83	87	80	63	55
2014	2,527,994	92	86	89	82	64	58
2015	2,682,492	95	90	91	85	65	60
2016	2,847,893	98	92	94	88	66	62
2017	3,020,835	100	95	97	91	70	66
2018	3,194,246	102	97	99	94	74	70
2019	3,357,856	104	99	102	96	77	74
2020	3,509,261	106	101	104	99	80	77
2021	3,654,328	107	103	106	100	83	81
2022	3,792,914	108	104	107	102	86	84
2023	3,925,868	109	106	108	103	89	87
2024	4,054,405	110	107	109	104	91	87
2025	4,181,948	111	108	110	105	91	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	#N/A	54	47	#N/A	#N/A	#N/A
2001	192,427	50	49	28	17	19	8
2002	213,620	57	51	31	18	20	7
2003	239,677	62	57	33	20	#N/A	#N/A
2004	275,619	63	48	37	23	#N/A	#N/A
2005	305,734	65	52	41	24	#N/A	#N/A
2006	341,519	#N/A	#N/A	44	26	#N/A	#N/A
2007	388,286	68	64	47	31	#N/A	#N/A
2008	422,124	72	68	49	33	35	20
2009	461,339	74	72	51	36	38	23
2010	510,651	80	78	53	39	40	24
2011	582,995	82	79	59	44	44	27
2012	642,334	84	81	62	48	45	33
2013	702,260	85	82	65	51	50	37
2014	757,101	87	84	67	54	52	40
2015	810,767	88	85	68	57	54	42
2016	860,335	89	86	69	59	56	45
2017	906,421	90	87	69	61	57	48
2018	957,413	91	88	71	63	58	50
2019	1,023,555	92	89	73	66	59	52
2020	1,106,256	93	90	76	69	62	54
2021	1,197,407	93	90	80	73	66	58
2022	1,289,736	94	91	83	77	70	62
2023	1,379,200	95	92	87	80	73	66
2024	1,464,416	95	92	89	83	77	70
2025	1,539,563	96	93	92	86	80	73

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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