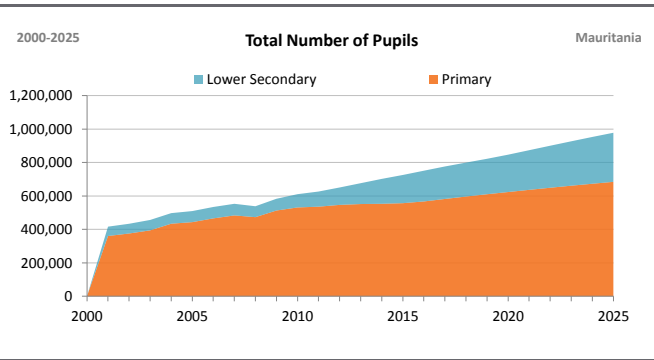
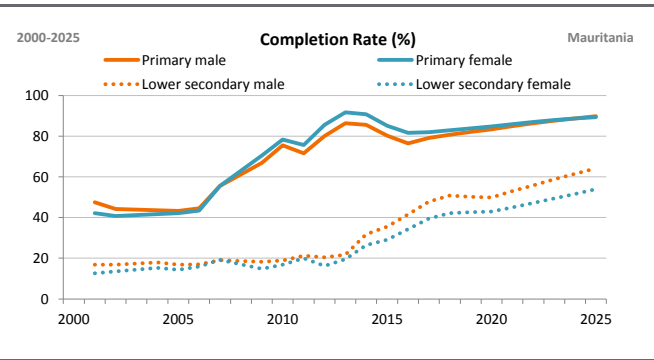
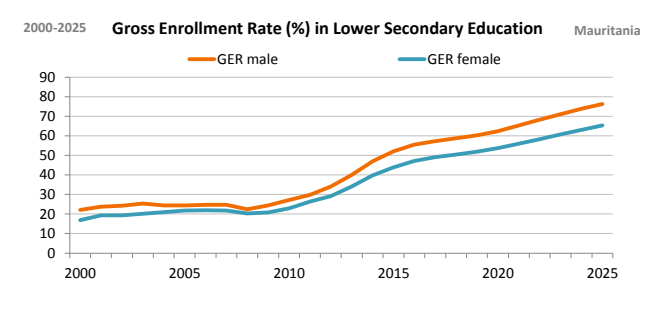
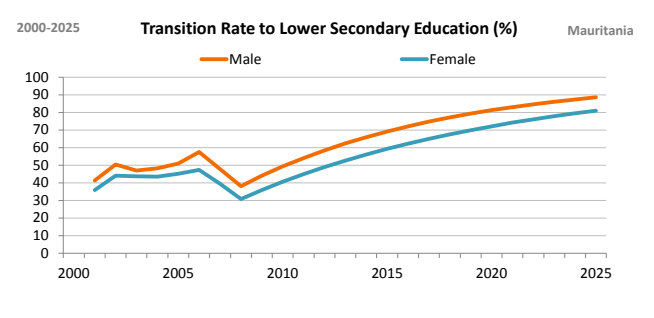
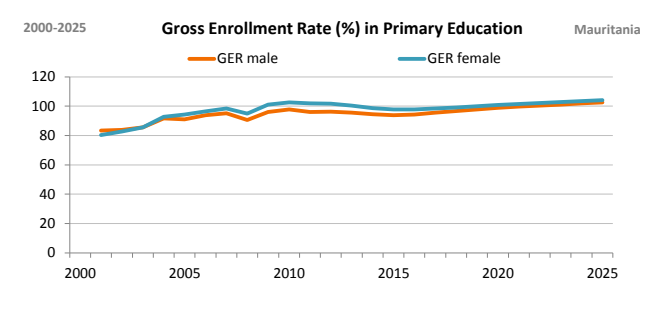
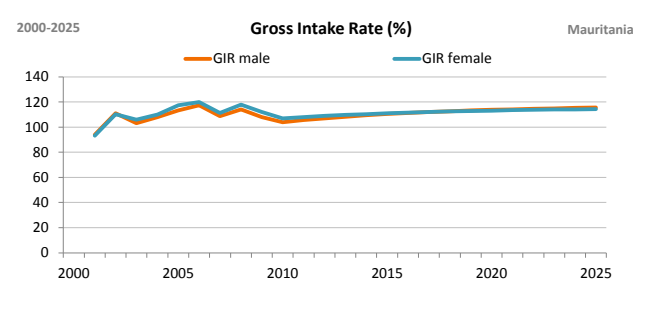


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Mauritania



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 %
	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2000								
2001	360,677		94	93	83	80	48	42
2002	375,695		111	110	84	83	44	41
2003	394,401		103	106	85	86	#N/A	#N/A
2004	434,181		108	110	92	93	#N/A	#N/A
2005	443,615		113	117	91	94	43	42
2006	465,970		117	120	94	97	44	43
2007	483,776		109	111	95	98	56	56
2008	473,426		114	118	91	95	#N/A	#N/A
2009	512,998		108	112	96	101	67	70
2010	531,383		104	107	98	103	76	78
2011	535,976		106	108	96	102	72	76
2012	546,719		107	109	96	102	80	86
2013	551,879		108	110	96	100	86	92
2014	553,175		109	110	95	99	86	91
2015	556,894		110	111	94	98	80	85
2016	567,225		111	112	94	98	76	82
2017	582,116		112	112	96	98	79	82
2018	596,599		113	112	97	99	81	83
2019	610,439		113	113	98	100	82	84
2020	623,587		114	113	99	101	83	85
2021	636,621		114	113	100	101	85	86
2022	649,252		115	114	100	102	86	87
2023	661,452		115	114	101	103	88	88
2024	673,210		115	114	102	103	89	89
2025	684,482		115	114	103	104	90	89

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 %
	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2000								
2001	55,927		41	36	24	19	17	13
2002	58,085		50	44	24	19	17	14
2003	62,256		47	44	25	20	#N/A	#N/A
2004	63,331		48	43	24	21	18	15
2005	66,052		51	45	24	22	17	14
2006	68,299		57	47	25	22	17	16
2007	69,535		#N/A	39	25	22	19	19
2008	65,198		38	31	22	20	#N/A	#N/A
2009	70,364		44	36	24	21	18	15
2010	79,415		49	41	27	23	19	17
2011	90,687		54	45	30	26	21	20
2012	104,133		58	49	34	29	21	16
2013	124,560		62	53	40	34	22	19
2014	149,083		66	56	47	40	32	26
2015	168,805		69	59	52	44	36	29
2016	183,902		72	62	56	47	42	34
2017	194,308		75	65	57	49	48	40
2018	203,040		77	68	59	50	51	42
2019	212,020		79	70	60	52	50	43
2020	223,368		81	72	62	54	50	43
2021	237,120		83	74	65	56	53	45
2022	251,350		85	76	68	58	56	47
2023	265,638		86	78	71	61	59	49
2024	279,747		87	79	74	63	62	52
2025	293,581		89	81	76	65	64	54

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.

EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development