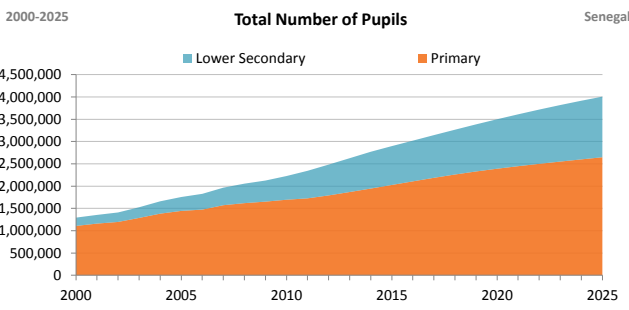
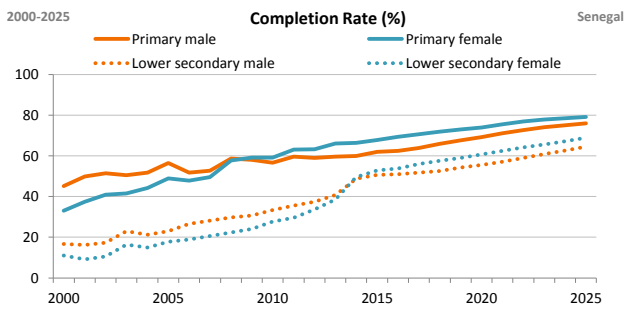
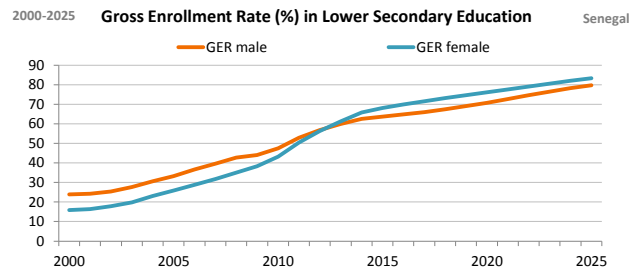
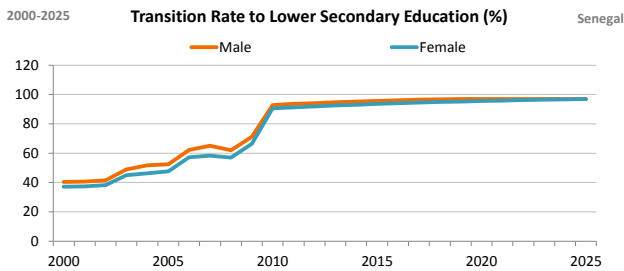
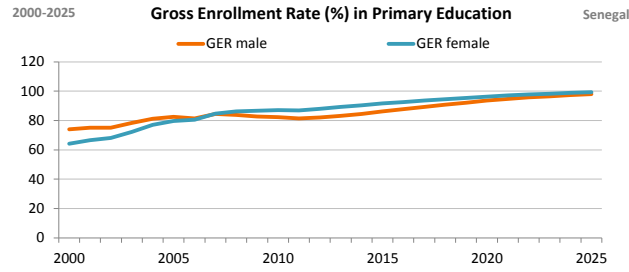
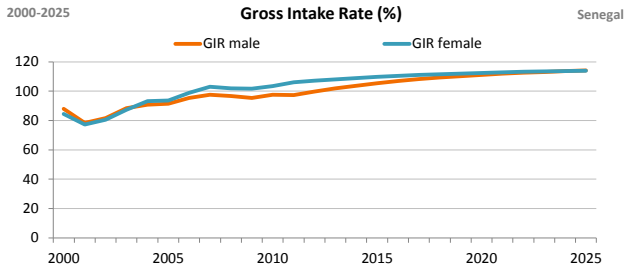


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Senegal



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	1,107,712	88	84	74	64	45	33
2001	1,159,721	78	77	75	67	50	38	
2002	1,197,081	82	81	75	68	51	41	
2003	1,287,093	88	87	78	72	51	42	
2004	1,382,749	91	93	81	77	52	44	
2005	1,444,163	92	94	82	80	57	49	
2006	1,473,464	95	99	82	81	52	48	
2007	1,572,178	98	103	84	85	53	50	
2008	1,618,303	97	102	84	86	59	58	
2009	1,652,585	95	102	83	87	58	59	
2010	1,695,007	98	103	82	87	57	59	
2011	1,725,839	97	106	81	87	60	63	
2012	1,791,989	100	107	82	88	59	63	
2013	1,867,668	102	108	83	89	60	66	
2014	1,945,262	104	109	85	90	60	66	
2015	2,026,446	105	110	86	92	62	68	
2016	2,106,966	107	110	88	93	62	69	
2017	2,186,222	108	111	89	94	64	71	
2018	2,260,925	109	112	91	94	66	72	
2019	2,328,960	110	112	92	95	68	73	
2020	2,390,261	111	112	94	96	69	74	
2021	2,447,019	112	113	95	97	71	76	
2022	2,499,916	113	113	96	98	73	77	
2023	2,550,413	113	113	97	98	74	78	
2024	2,599,432	114	114	97	99	75	79	
2025	2,647,434	114	114	98	99	76	79	

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	186,138	40	37	24	16	17	11
2001	195,012	41	37	24	16	16	9	
2002	212,712	41	38	25	18	17	11	
2003	239,449	49	45	28	20	23	16	
2004	277,106	52	46	31	23	21	15	
2005	311,863	52	48	33	26	23	18	
2006	353,959	62	57	37	29	27	19	
2007	393,397	65	58	40	32	#N/A	#N/A	
2008	437,532	62	57	43	35	30	22	
2009	472,661	71	66	44	38	31	24	
2010	531,805	93	91	47	43	33	28	
2011	617,911	94	91	53	50	36	30	
2012	690,949	94	92	57	56	37	34	
2013	759,149	95	93	60	61	41	38	
2014	825,230	95	93	63	66	49	50	
2015	870,865	96	94	64	68	51	53	
2016	913,175	96	94	65	70	51	54	
2017	957,496	96	94	66	72	52	56	
2018	1,004,605	97	95	67	73	53	58	
2019	1,055,885	97	95	69	75	54	59	
2020	1,109,109	97	96	71	76	56	61	
2021	1,163,019	97	96	73	78	57	63	
2022	1,216,805	97	96	75	79	59	64	
2023	1,268,216	97	96	76	81	61	66	
2024	1,315,811	97	97	78	82	63	67	
2025	1,359,036	97	97	80	83	65	69	

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