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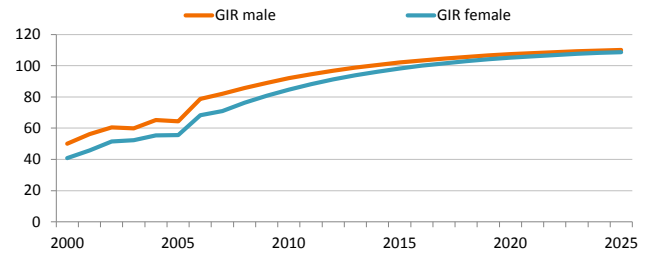
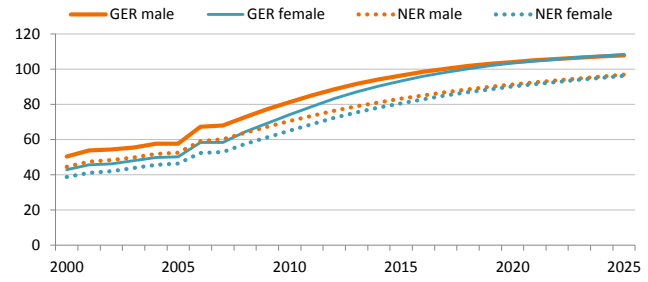
EDUCATION POLICY AND DATA CENTER
*Making sense of data to improve education.*

# EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Sudan

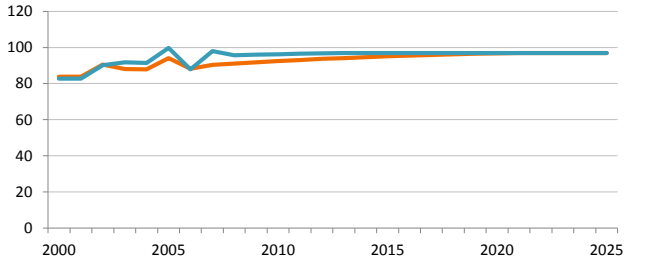
2000-2025 **Gross Intake Rate (%)** Sudan



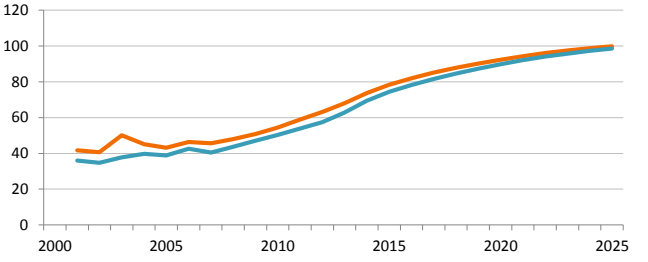

2000-2025 **Primary Enrollment Rate ( %)** Sudan



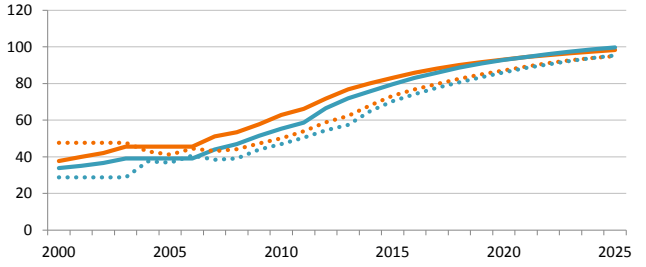

2000-2025 **Transition Rate to Secondary (%)** Sudan



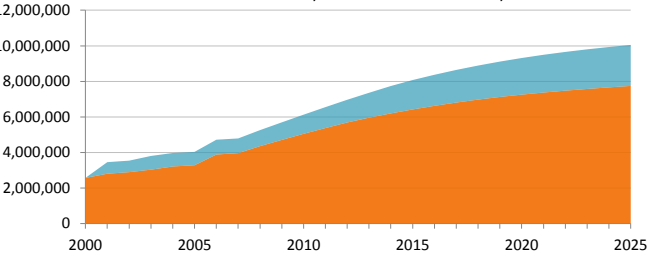

2000-2025 **Lower Secondary Enrollment Rate (%)** Sudan




2000-2025 **Completion Rate (%)** Sudan




2000-2025 **Total Number of Pupils** Sudan




## INDICATOR 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.

**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.

# EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

# Sudan

## 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 | 2,566,503 | 50 | 41 | 50 | 43 | 45 | 39 | 38 | 34 |
| 2001 | 2,799,783 | 56 | 46 | 54 | 46 | 47 | 41 | 40 | 35 |
| 2002 | 2,889,062 | 61 | 52 | 54 | 46 | 48 | 42 | 42 | 37 |
| 2003 | 3,028,127 | 60 | 52 | 55 | 48 | 50 | 44 | 45 | 39 |
| 2004 | 3,208,186 | 65 | 55 | 58 | 50 | 52 | 46 | 45 | 39 |
| 2005 | 3,278,090 | 64 | 56 | 58 | 50 | 53 | 46 | 45 | 39 |
| 2006 | 3,880,705 | 79 | 68 | 67 | 58 | 59 | 52 | 45 | 39 |
| 2007 | 3,959,310 | 82 | 71 | 68 | 58 | 60 | 53 | 51 | 44 |
| 2008 | 4,351,957 | 86 | 76 | 73 | 64 | 64 | 57 | 53 | 47 |
| 2009 | 4,703,939 | 89 | 81 | 77 | 69 | 67 | 61 | 58 | 51 |
| 2010 | 5,046,874 | 92 | 85 | 81 | 74 | 71 | 65 | 63 | 55 |
| 2011 | 5,369,696 | 95 | 88 | 85 | 79 | 74 | 69 | 66 | 59 |
| 2012 | 5,685,100 | 97 | 91 | 89 | 83 | 76 | 72 | 72 | 67 |
| 2013 | 5,955,767 | 99 | 94 | 92 | 87 | 79 | 75 | 77 | 72 |
| 2014 | 6,195,075 | 101 | 96 | 94 | 90 | 81 | 78 | 80 | 76 |
| 2015 | 6,417,463 | 102 | 98 | 96 | 93 | 83 | 81 | 83 | 80 |
| 2016 | 6,621,554 | 103 | 100 | 98 | 96 | 85 | 83 | 86 | 83 |
| 2017 | 6,806,662 | 105 | 102 | 100 | 98 | 87 | 85 | 88 | 86 |
| 2018 | 6,972,911 | 106 | 103 | 102 | 100 | 89 | 87 | 90 | 89 |
| 2019 | 7,121,325 | 107 | 104 | 103 | 102 | 90 | 89 | 92 | 91 |
| 2020 | 7,252,635 | 107 | 105 | 104 | 103 | 91 | 90 | 93 | 93 |
| 2021 | 7,370,086 | 108 | 106 | 105 | 105 | 93 | 92 | 94 | 94 |
| 2022 | 7,475,945 | 109 | 107 | 106 | 106 | 94 | 93 | 96 | 96 |
| 2023 | 7,572,089 | 109 | 108 | 107 | 107 | 95 | 94 | 97 | 97 |
| 2024 | 7,660,485 | 110 | 108 | 107 | 108 | 96 | 95 | 97 | 99 |
| 2025 | 7,742,685 | 110 | 109 | 108 | 108 | 97 | 96 | 98 | 100 |

## LOWER SECONDARY

| | | 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 | - | 84 | 83 | #N/A | #N/A | #N/A | #N/A | 48 | 29 |
| 2001 | 651,828 | 84 | 83 | 42 | 36 | #N/A | #N/A | 48 | 29 |
| 2002 | 646,214 | 91 | 90 | 41 | 35 | #N/A | #N/A | 48 | 29 |
| 2003 | 770,976 | 88 | 92 | 50 | 38 | #N/A | #N/A | 48 | 29 |
| 2004 | 758,758 | 88 | 91 | 45 | 40 | #N/A | #N/A | 43 | 37 |
| 2005 | 750,837 | 94 | 100 | 43 | 39 | #N/A | #N/A | 41 | 37 |
| 2006 | 832,676 | 88 | 88 | 46 | 43 | #N/A | #N/A | 44 | 41 |
| 2007 | 826,642 | 90 | 98 | 46 | 41 | #N/A | #N/A | 43 | 38 |
| 2008 | 901,160 | 91 | 96 | 48 | 44 | #N/A | #N/A | 44 | 39 |
| 2009 | 986,882 | 92 | 96 | 51 | 47 | #N/A | #N/A | 47 | 44 |
| 2010 | 1,075,768 | 92 | 96 | 54 | 50 | #N/A | #N/A | 50 | 47 |
| 2011 | 1,178,907 | 93 | 96 | 59 | 54 | #N/A | #N/A | 54 | 50 |
| 2012 | 1,276,889 | 94 | 97 | 63 | 57 | #N/A | #N/A | 59 | 54 |
| 2013 | 1,399,291 | 94 | 97 | 68 | 63 | #N/A | #N/A | 62 | 57 |
| 2014 | 1,542,227 | 95 | 97 | 74 | 70 | #N/A | #N/A | 68 | 65 |
| 2015 | 1,654,840 | 95 | 97 | 78 | 74 | #N/A | #N/A | 73 | 70 |
| 2016 | 1,747,705 | 95 | 97 | 82 | 78 | #N/A | #N/A | 77 | 74 |
| 2017 | 1,834,670 | 96 | 97 | 85 | 82 | #N/A | #N/A | 80 | 78 |
| 2018 | 1,915,638 | 96 | 97 | 88 | 85 | #N/A | #N/A | 83 | 81 |
| 2019 | 1,990,710 | 97 | 97 | 90 | 87 | #N/A | #N/A | 85 | 83 |
| 2020 | 2,060,467 | 97 | 97 | 92 | 90 | #N/A | #N/A | 87 | 86 |
| 2021 | 2,123,810 | 97 | 97 | 94 | 92 | #N/A | #N/A | 89 | 88 |
| 2022 | 2,179,380 | 97 | 97 | 96 | 94 | #N/A | #N/A | 91 | 90 |
| 2023 | 2,227,803 | 97 | 97 | 97 | 96 | #N/A | #N/A | 93 | 92 |
| 2024 | 2,270,059 | 97 | 97 | 99 | 97 | #N/A | #N/A | 94 | 94 |
| 2025 | 2,307,319 | 97 | 97 | 100 | 99 | #N/A | #N/A | 95 | 95 |

## 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.

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