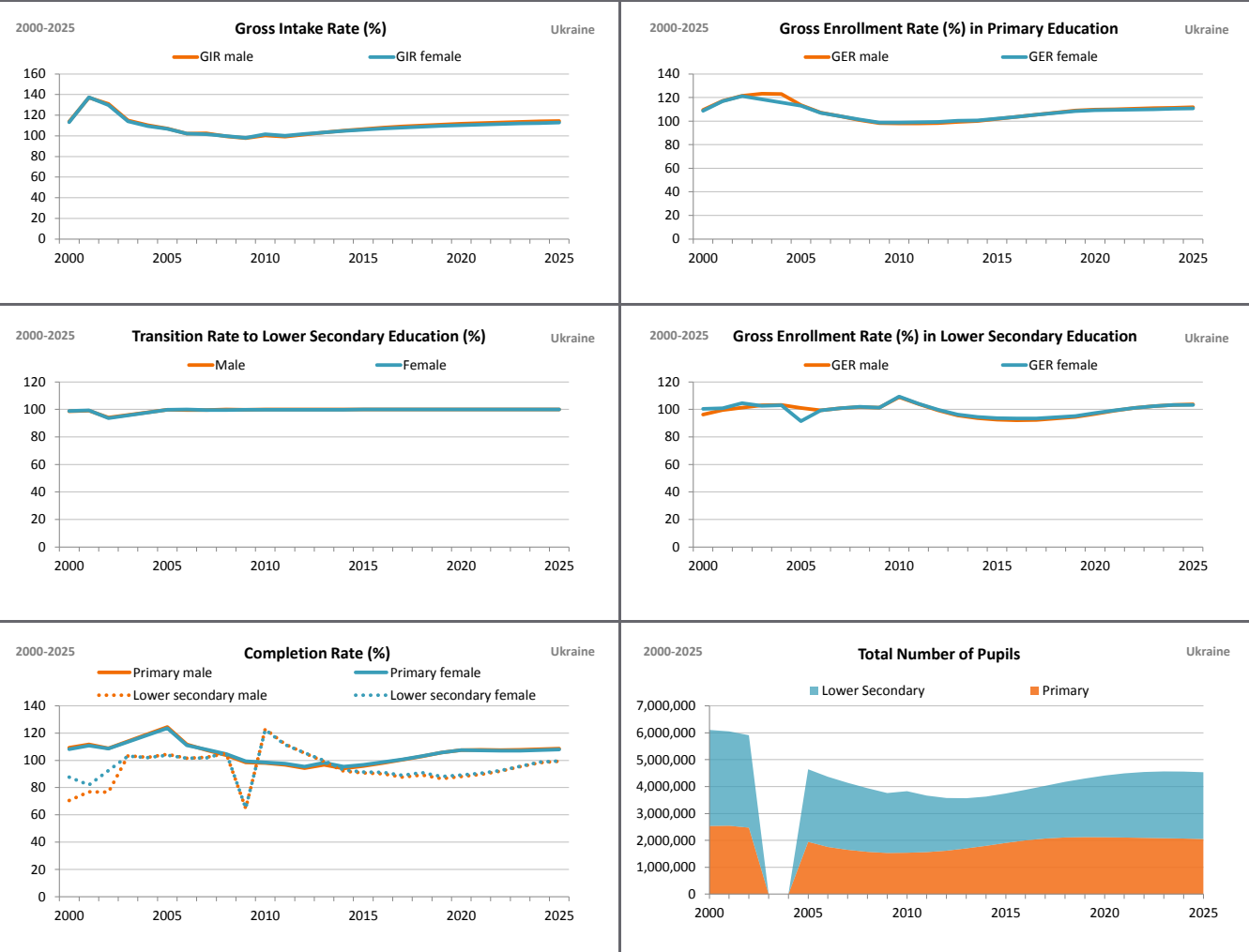


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Ukraine**



**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](http://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](http://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 %
2000	2,534,894	114	113	109	109	109	108
2001	2,544,907	137	137	117	117	112	111
2002	2,472,595	131	130	121	121	109	109
2003	#N/A	115	114	123	#N/A	#N/A	#N/A
2004	#N/A	110	109	123	#N/A	#N/A	#N/A
2005	1,945,715	107	107	113	113	125	124
2006	1,753,689	102	102	107	107	112	111
2007	1,647,847	102	101	104	104	108	108
2008	1,573,458	99	100	101	101	104	105
2009	1,531,943	98	98	98	99	99	99
2010	1,540,282	100	102	98	99	98	98
2011	1,563,396	99	100	98	99	97	98
2012	1,614,865	101	102	98	99	94	95
2013	1,701,941	103	103	99	100	97	98
2014	1,796,572	105	105	100	101	94	96
2015	1,905,276	107	106	102	102	96	97
2016	1,999,990	108	107	104	104	98	99
2017	2,069,285	109	108	105	105	100	101
2018	2,108,327	110	109	107	107	103	103
2019	2,120,374	111	110	109	108	106	106
2020	2,116,163	112	110	110	109	108	107
2021	2,105,289	112	111	110	109	108	107
2022	2,093,108	113	112	110	110	107	107
2023	2,081,663	114	112	111	110	108	107
2024	2,067,923	114	112	111	110	108	107
2025	2,049,766	114	113	112	111	109	108

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 %
2000	3,572,253	99	99	96	100	71	88
2001	3,508,280	99	99	99	101	77	82
2002	3,437,223	94	94	101	105	77	93
2003	#N/A	#N/A	#N/A	103	103	103	103
2004	#N/A	#N/A	#N/A	103	103	102	102
2005	2,698,222	100	100	101	92	104	104
2006	2,611,426	100	100	99	99	102	102
2007	2,493,102	100	100	101	101	102	102
2008	2,367,061	100	100	102	102	105	106
2009	2,227,918	100	100	101	101	65	65
2010	2,289,065	100	100	109	109	123	123
2011	2,101,546	100	100	104	104	112	111
2012	1,960,527	100	100	99	100	105	106
2013	1,866,065	100	100	96	96	99	100
2014	1,831,431	100	100	94	95	92	93
2015	1,838,037	100	100	93	94	91	91
2016	1,881,595	100	100	92	93	90	91
2017	1,959,306	100	100	92	93	88	89
2018	2,068,983	100	100	93	94	89	91
2019	2,179,609	100	100	95	95	87	88
2020	2,294,547	100	100	97	97	88	89
2021	2,387,369	100	100	99	99	90	90
2022	2,450,316	100	100	101	101	92	93
2023	2,482,087	100	100	102	102	95	96
2024	2,490,650	100	100	103	103	98	99
2025	2,484,693	100	100	104	103	99	100

## 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](mailto: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.