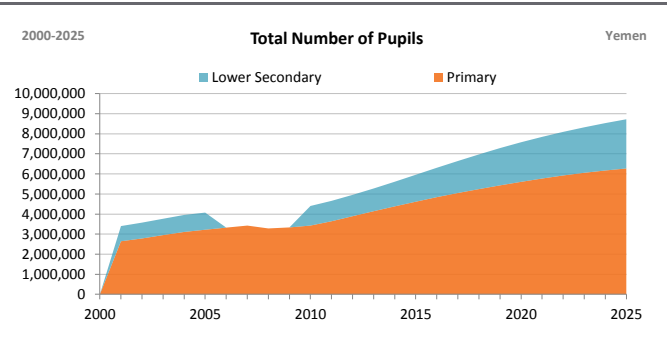
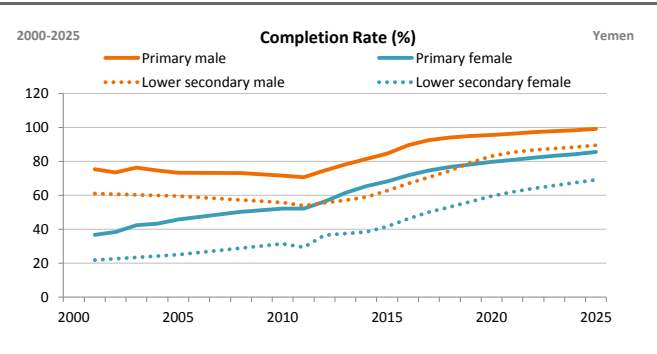
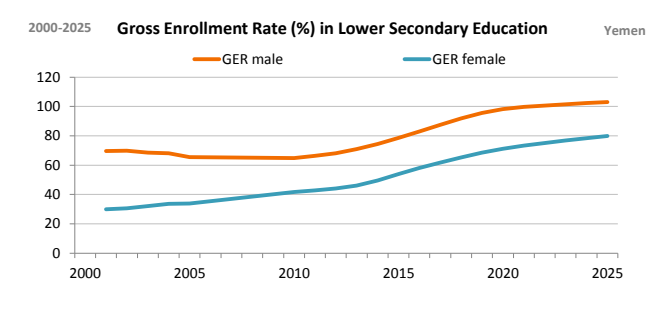
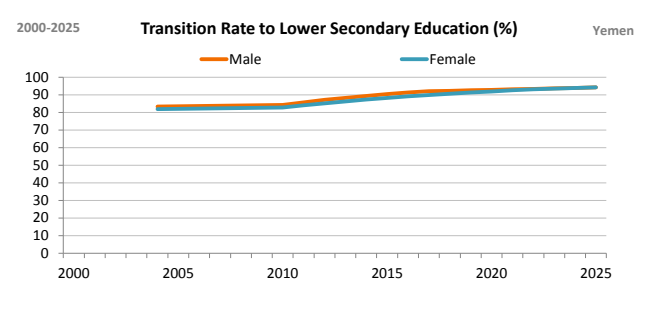
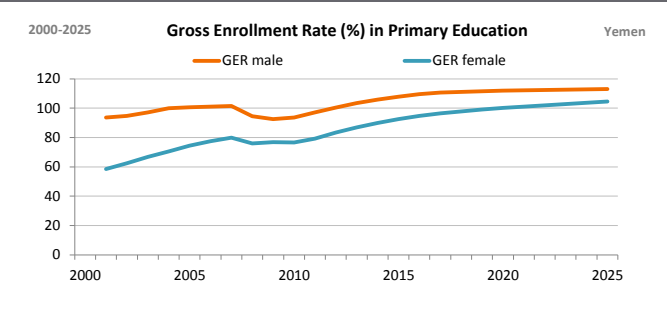
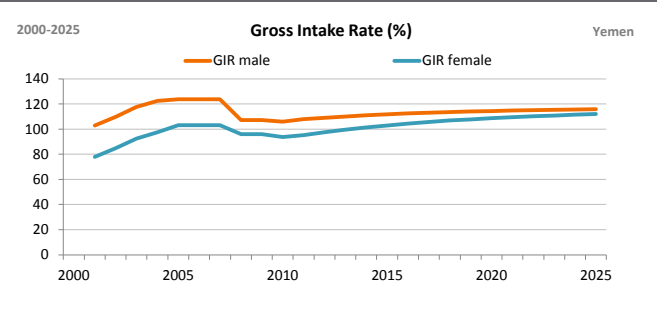


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Yemen



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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	2,643,579	103	78	94	59	75	37	
2002	2,783,371	110	85	95	62	73	38	
2003	2,950,403	118	92	97	67	76	42	
2004	3,107,801	123	98	100	71	75	43	
2005	3,219,564	124	103	101	74	73	46	
2006	3,324,580	124	103	101	77	#N/A	#N/A	
2007	3,425,300	124	103	101	80	#N/A	#N/A	
2008	3,282,457	107	96	94	76	73	50	
2009	3,333,004	107	96	93	77	#N/A	#N/A	
2010	3,426,991	106	94	94	77	72	52	
2011	3,640,591	108	95	97	79	71	52	
2012	3,893,343	109	97	100	83	75	56	
2013	4,142,003	110	100	103	87	78	61	
2014	4,381,918	111	101	106	90	81	65	
2015	4,614,874	112	103	108	92	85	68	
2016	4,841,637	112	104	110	95	90	72	
2017	5,049,434	113	106	111	96	93	75	
2018	5,243,346	114	107	111	98	94	77	
2019	5,428,668	114	108	112	99	95	78	
2020	5,604,756	114	109	112	100	96	80	
2021	5,771,140	115	110	112	101	96	81	
2022	5,922,558	115	110	112	102	97	82	
2023	6,055,580	115	111	112	103	98	83	
2024	6,170,986	116	111	113	104	98	84	
2025	6,271,077	116	112	113	104	99	86	

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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	757,996	#N/A	#N/A	70	30	61	22	
2002	788,894	#N/A	#N/A	70	31	#N/A	#N/A	
2003	814,766	#N/A	#N/A	69	32	#N/A	#N/A	
2004	847,950	83	82	68	34	#N/A	#N/A	
2005	852,730	#N/A	#N/A	66	34	60	25	
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2007	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2008	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2009	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2010	975,688	84	83	65	42	56	31	
2011	1,015,800	86	84	66	43	54	29	
2012	1,062,673	87	85	68	44	56	37	
2013	1,132,052	88	86	71	46	57	37	
2014	1,227,283	89	87	74	50	59	38	
2015	1,342,537	90	88	79	54	63	42	
2016	1,463,737	91	89	83	58	67	46	
2017	1,594,676	92	90	88	62	71	50	
2018	1,728,729	92	91	92	65	74	53	
2019	1,857,836	93	91	96	68	79	56	
2020	1,973,143	93	92	98	71	83	59	
2021	2,075,182	93	93	100	73	85	62	
2022	2,171,427	93	93	101	75	87	64	
2023	2,266,606	94	94	102	77	88	66	
2024	2,360,673	94	94	102	78	88	67	
2025	2,451,591	94	94	103	80	89	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.

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