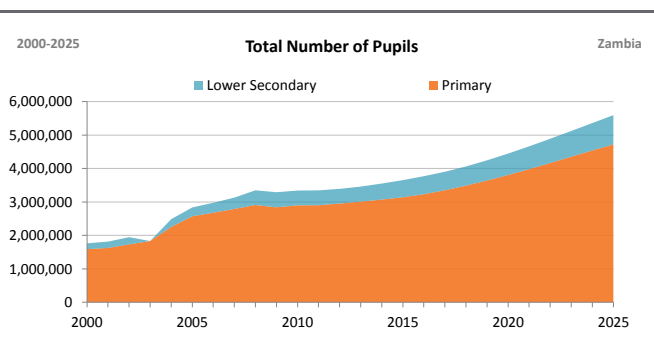
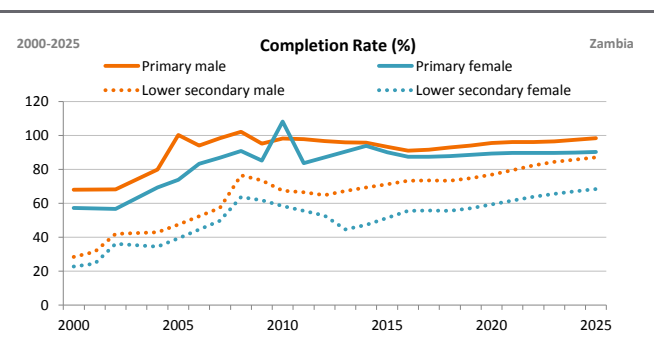
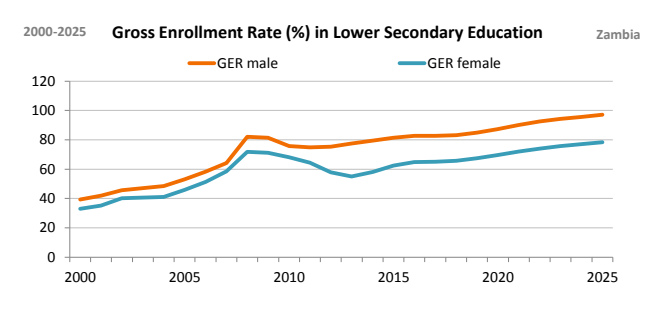
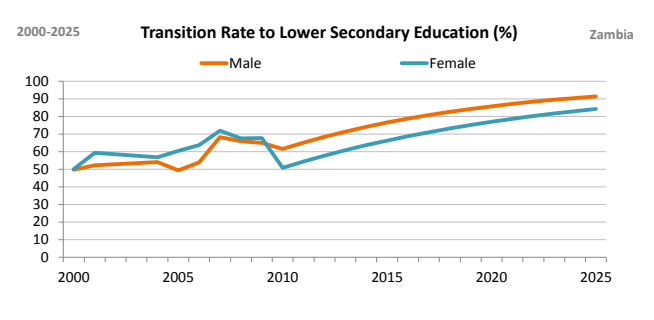
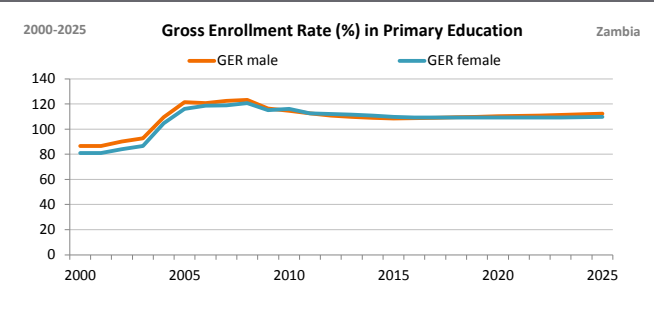
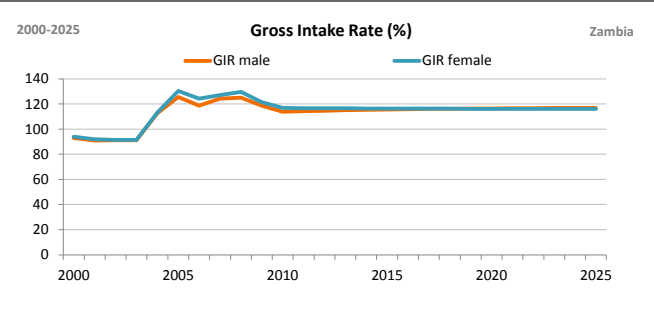


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Zambia**



**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).

*These profiles were produced by the Education Policy and Data Center (EPDC) in August 2013.*

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	1,589,544	93	94	87	81	68	57
2001	1,625,647	91	92	87	81	#N/A	#N/A
2002	1,731,579	91	91	90	84	68	57
2003	1,832,587	91	91	93	87	#N/A	#N/A
2004	2,251,357	113	113	109	105	80	69
2005	2,572,846	126	130	121	116	100	74
2006	2,678,610	119	124	121	119	94	83
2007	2,790,312	124	127	122	119	98	87
2008	2,909,436	125	129	123	121	102	91
2009	2,840,540	119	121	116	115	95	85
2010	2,899,131	114	117	115	116	98	108
2011	2,903,559	114	117	112	112	98	84
2012	2,953,207	115	117	111	112	97	87
2013	3,009,851	115	117	110	112	96	91
2014	3,071,956	115	116	109	111	96	94
2015	3,140,041	116	116	109	110	93	90
2016	3,231,736	116	116	109	109	91	87
2017	3,350,505	116	116	109	109	92	87
2018	3,487,873	116	116	109	109	93	88
2019	3,640,787	116	116	110	109	94	88
2020	3,805,737	116	116	110	109	95	89
2021	3,981,615	117	116	110	109	96	90
2022	4,165,415	117	116	111	109	96	90
2023	4,353,470	117	116	111	109	97	90
2024	4,539,856	117	116	112	109	97	90
2025	4,720,085	117	116	112	110	98	90

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	173,462	50	50	39	33	28	23
2001	189,350	52	59	42	35	31	24
2002	215,464	#N/A	#N/A	46	40	42	36
2003	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2004	234,059	54	57	49	41	43	34
2005	263,774	49	60	53	46	47	39
2006	297,544	54	64	58	51	#N/A	#N/A
2007	340,339	68	72	64	58	57	50
2008	439,273	66	67	82	72	77	64
2009	451,488	65	68	81	71	73	62
2010	441,672	61	51	76	68	67	58
2011	443,724	65	54	75	64	66	55
2012	438,822	68	58	75	58	65	53
2013	449,690	71	61	77	55	67	45
2014	478,584	74	64	80	58	69	47
2015	513,134	77	66	81	63	71	51
2016	538,748	79	69	83	65	73	56
2017	553,758	81	71	83	65	74	56
2018	574,094	83	73	83	66	73	56
2019	604,739	84	75	85	67	75	57
2020	641,543	86	77	87	70	77	59
2021	681,975	87	79	90	72	80	62
2022	724,511	88	80	93	74	82	64
2023	769,423	89	82	94	76	84	66
2024	819,636	90	83	96	77	86	67
2025	875,781	91	84	97	78	87	68

### 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.