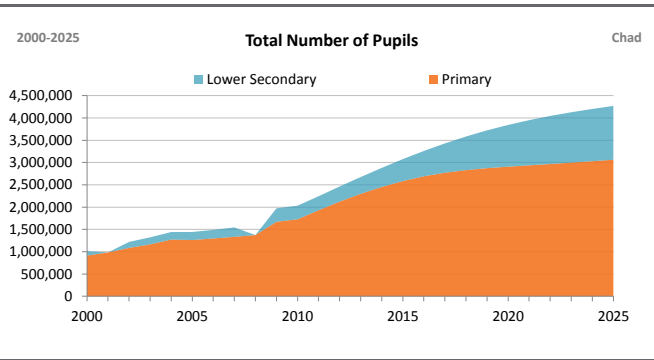
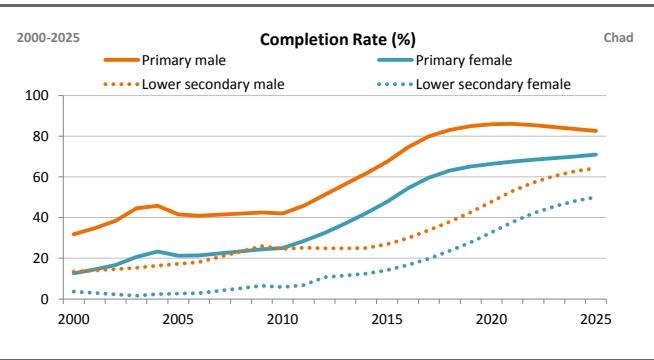
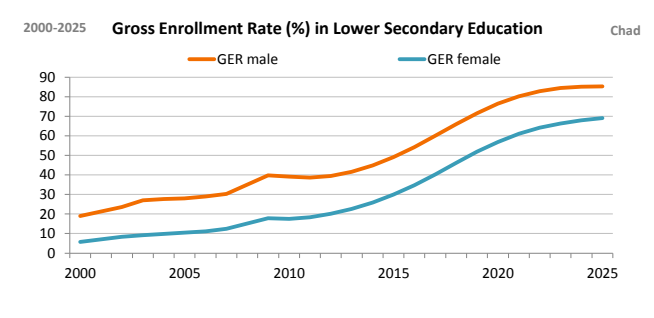
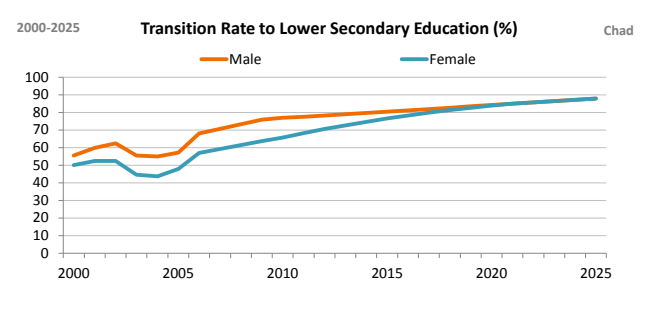
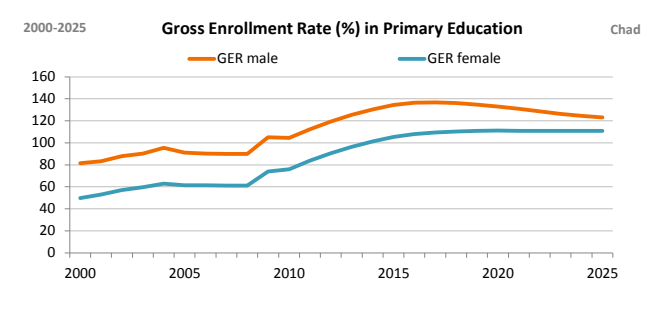
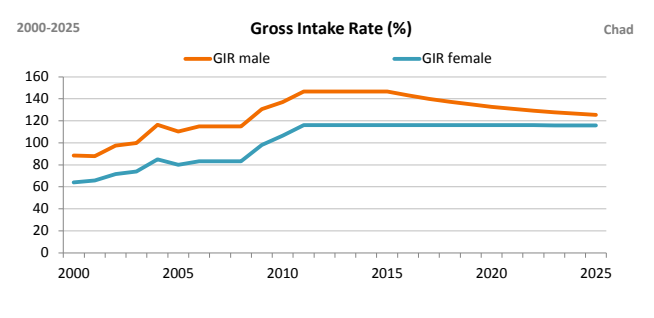


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Chad



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.

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	913,547	88	64	81	50	32	13
2001	984,224	88	66	83	53	35	15
2002	1,085,247	98	72	88	57	38	17
2003	1,164,093	100	74	90	60	45	21
2004	1,271,985	116	85	96	63	46	23
2005	1,262,393	110	80	91	61	42	21
2006	1,296,486	115	83	90	61	41	21
2007	1,333,734	115	83	90	61	#N/A	#N/A
2008	1,373,489	115	83	90	61	#N/A	#N/A
2009	1,671,205	131	98	105	74	43	24
2010	1,727,030	137	106	104	76	42	25
2011	1,928,602	147	116	112	84	46	28
2012	2,123,127	147	116	119	91	51	32
2013	2,298,280	147	116	125	96	56	37
2014	2,452,251	147	116	130	101	62	42
2015	2,584,444	147	116	134	105	68	48
2016	2,691,104	143	116	136	108	75	54
2017	2,771,540	140	116	137	110	80	60
2018	2,830,172	137	116	136	110	83	63
2019	2,873,539	135	116	135	111	85	65
2020	2,906,679	133	116	133	111	86	66
2021	2,937,019	131	116	131	111	86	67
2022	2,967,017	129	116	129	111	86	68
2023	2,997,942	128	116	126	111	85	69
2024	3,029,869	127	116	125	111	84	70
2025	3,062,112	125	116	123	111	83	71

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	97,191	56	50	19	6	13	4
2001	#N/A	60	52	#N/A	#N/A	#N/A	#N/A
2002	134,813	62	52	24	8	15	2
2003	158,368	55	45	27	9	15	2
2004	169,606	55	44	28	10	16	2
2005	180,034	57	48	28	11	#N/A	#N/A
2006	193,327	68	57	29	11	18	3
2007	211,296	#N/A	#N/A	30	12	#N/A	#N/A
2008	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2009	301,758	76	64	40	18	26	6
2010	305,748	77	66	39	18	25	6
2011	315,754	77	68	39	18	25	7
2012	339,683	78	70	39	20	25	11
2013	376,606	79	73	42	23	25	12
2014	427,495	80	75	45	26	25	12
2015	492,088	80	76	49	30	27	14
2016	568,831	81	78	54	35	30	17
2017	657,819	82	80	60	40	34	20
2018	753,376	83	81	66	46	38	24
2019	848,042	83	83	72	52	43	28
2020	936,073	84	84	76	57	48	33
2021	1,013,270	85	85	80	61	53	38
2022	1,077,405	86	86	83	64	57	42
2023	1,129,321	86	86	84	66	60	46
2024	1,171,882	87	87	85	68	63	48
2025	1,207,776	88	88	85	69	64	50

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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Making sense of data to improve education for development