

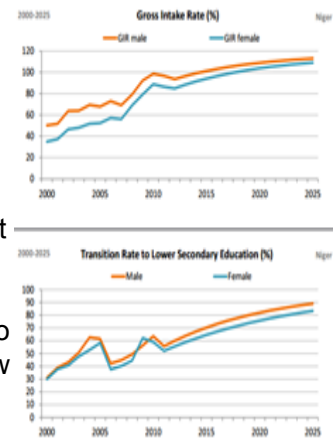


OCTOBER 2013

## Release of new EPDC projections

### NEW PROJECTIONS THROUGH 2025

EPDC has updated Education Trends profiles for over 60 countries. The profiles present country trends and projections from 2000 to 2025 for school access, participation, completion and progression at primary and lower secondary education levels. EPDC education projections are developed using a progress-based methodology that uses past trends from a group of low and middle-income countries to set expectations for the future. These projections provide an overview of historical and projected enrollment trends based on calculations performed using the EPDC's forecasting model HIPE (High-level Interactive Projection for Education).



The results of the projections are described in detail in the new [policy brief](#). The EPDC projection model estimates pupil volume based on several key pieces of input information, including the gross intake rate (GIR), and the repetition, dropout, and transition rates. Available historical values on these key indicators are used to estimate trends across time, which are then extrapolated for the period of the projections, following the methods described in the paper.

You can also view the [projections methodology](#) for detailed information on calculations and steps used.

**New national administrative data.** EPDC continues adding to our extensive collection of data from national administrative sources. This year, we added data for several countries for which none had previously been available, including Myanmar, Egypt, Liberia, Zimbabwe and Equatorial Guinea. Also added were recent data for Haiti, South Sudan, Madagascar, Namibia, Botswana and Kyrgyzstan, which also now have subnational administrative data available. Search for the data from our [country search](#) page.

### EPDC CORE SERVICES

- [Data survey, compilation and extractions >](#)
- [Data visualization through graphs, maps, and profiles >](#)
- [Education trend and resource projections >](#)
- [Statistical analysis and methodology development >](#)
- [Policy-oriented and data-driven research and](#)

household survey datasets now have added dimensions, such as age ranges and duration of schooling levels. This information provides users with important additional information to use in their analyses. New DHS data that have been recently added include Honduras and Gabon (both 2012). Also be on the watch for 2012 data for Cote d'Ivoire and Indonesia, and MICS 4 data for Belize, Nigeria and Iraq.

[analysis >](#)

**FREE RESOURCES**

Go to our website:  
[www.edpc.org](http://www.edpc.org)

**PUBLICATIONS**

**Learning outcomes data added.** EPDC's most recent learning outcomes data collection has been completed! Find data from international assessments such as [TIMSS and PIRLS](#), regional assessments such as [SACMEQ](#), [PASEC](#), and [LLECE](#), and national sources which include UWEZO, ASER and EGRA where nationally representative. Also be sure to check out the new [About EPDC Data](#) section for more information about all of the different resources included in the EPDC database.

**About EPDC Data section added**

Search by Country

Search By School Level

Search By Topic

Advanced Search

- About EPDC Data
- About EPDC Administrative Data
- About EPDC Household Survey Data
- About EPDC Learning Outcomes Data
- **TIMSS And PIRLS**
- SACMEQ And PASEC
- SERCE And PERCE

### TIMSS and PIRLS

#### Trends in International Mathematics and Science Study (TIMSS)

The TIMSS math and science assessments have been carried out by the International Association for the Evaluation of Educational Achievement (IEA) every four years since 1995. The EPDC database only includes results for TIMSS math. In most countries, TIMSS is administered in school to children in the 4th and 8th grades of formal school. In a small number of countries, it may be administered at a different grade level. TIMSS results can be used for national level diagnostics and to draw international comparisons.

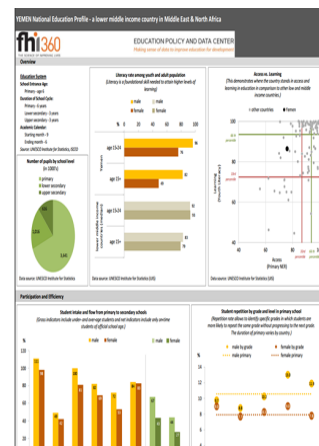
TIMSS scores are scaled to have an international average value of 500 and a standard deviation of 100 points. This means that 68% of scores can be expected to fall within 100 points of 500, and 95% of scores can be expected to fall within 200 points of 500. Reading ability level benchmarks established by PIRLS offer some understanding of the ability levels associated with different score levels.

**TIMSS Math Benchmarks, 2011, 4th Grade**

| EPDC learning level corresponding to benchmark | Benchmark name (score range)       | Description of ability level associated with benchmark   |
|--|------------------------------------|--|
| Less than a low level of learning              | Not reaching Low benchmark (< 400) | This ability level is not described by TIMSS, but one can surmise that it includes students who do not demonstrate basic math skills.  |
| Low level of learning                          | Low (400-475)                      | Students have some basic mathematical knowledge. Students can add and subtract whole numbers. They have some recognition of parallel and perpendicular lines, familiar geometric shapes, and coordinate maps. They can read and complete simple bar graphs and tables.   |
| More than a low level of learning              | Intermediate (475-550)             | Students can apply basic mathematical knowledge in straightforward situations. Students at this level demonstrate an understanding of whole numbers and some understanding of fractions. Students can visualize three-dimensional shapes from two-dimensional representations. They can interpret bar graphs, pictographs, and tables to solve simple problems.  |
| More than a low level of learning              | High (550-625)                     | Students can apply their knowledge and understanding to solve problems. Students can solve word problems involving operations with whole numbers. They can use division in a variety of problem situations. They can use their understanding of place value to solve problems. Students can extend patterns to find a later specified term. Students demonstrate understanding of line symmetry and geometric properties. Students can interpret and use data in tables and graphs to solve problems. They can use information in pictographs and tally charts to complete bar graphs. |
| More than a low level of learning              | Advanced                           | Students can apply their understanding and knowledge in a variety of relatively complex situations and explain their reasoning. They can solve a variety of multi-step word problems involving whole numbers, including proportions. Students at this  |

**[Join our team!](#)**

EPDC is currently recruiting for the position of [Research Associate](#). Responsibilities include data management across a variety of sources, generating graphs, charts and other data visualizations and contributing to the generation of education profile series, and aiding in the production of research publications. Experience with Stata, a mastery of Excel and a Master's degree in a related field are essential. Apply if you are passionate about education and international development!



**National Education Profiles updated**

EPDC's National Education Profiles were recently updated with the most recent UIS data. The profiles provide an overview of the most up-to-date education data for over 120 countries. They include information on literacy, access, learning, pupil flows, resources, and education expenditure. From the EPDC homepage, the profiles are available by selecting [Research>Education Profiles>National Education Profiles](#).

**CLIENTS**

EPDC looks forward to continue serving its partners and clients in improving evidence-based decision making and education planning by providing education data analysis, research, and user-friendly tools for better data utilization.

Australian Agency for International Development (AusAID)  
Canadian International Development Agency (CIDA)  
Global Partnership for Education (formerly EFA Fast Track Initiative)  
Google  
International Institute for Applied Systems Analysis (IIASA)

Ministries of Education in Mozambique, Namibia, Southern Sudan, Pakistan, Zambia  
The Netherlands Ministry of Foreign Affairs (MINBUZA)  
OECD International Household Survey Network (IHSN)  
United Kingdom Department for International Development (DFID)

UNESCO Global Monitoring Report (GMR)  
UNESCO Institute for Statistics (UIS)  
UNESCO International Institute for Educational Planning (IIEP)  
United States Agency for International Development (USAID)  
World Bank EdStats

EPDC provides global education data, tools for data visualization, and policy-oriented analysis aimed at improving schools and learning in developing countries.



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

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