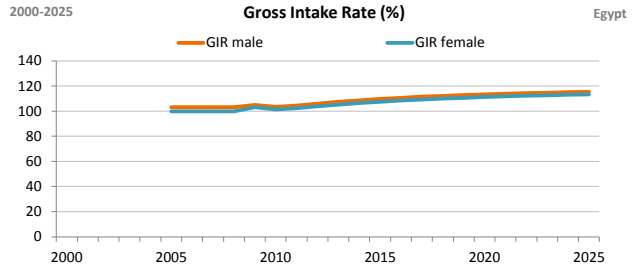
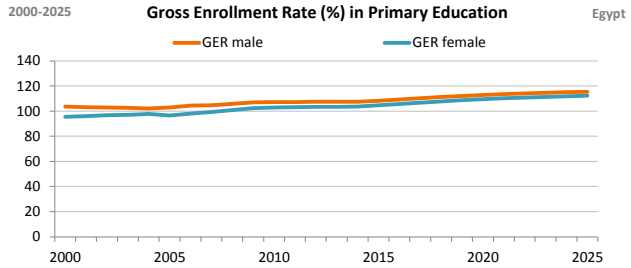
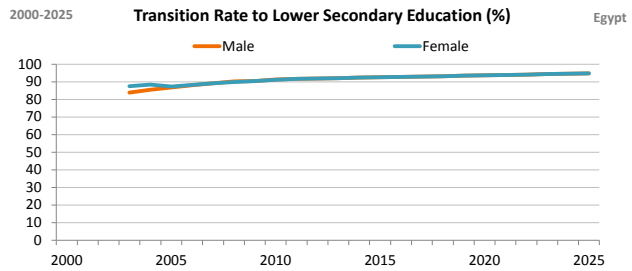
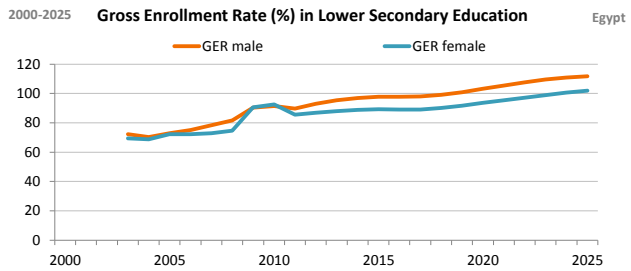
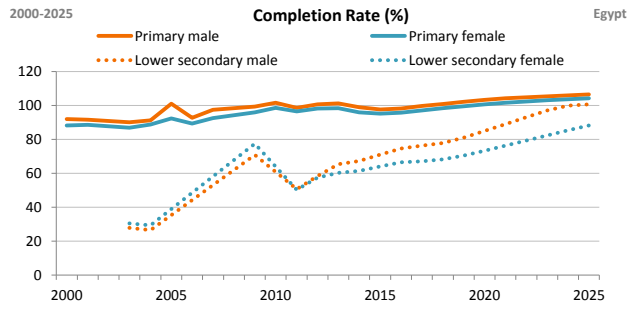
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Egypt

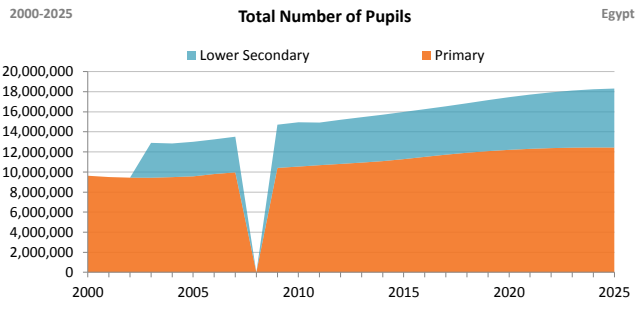












DEFINITIONS

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 varys 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.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Egypt

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	9,625,234	#N/A	#N/A	104	96	92	88
2001	9,494,727	#N/A	#N/A	103	96	92	89
2002	9,432,362	#N/A	#N/A	103	97	#N/A	#N/A
2003	9,426,204	#N/A	#N/A	103	97	90	87
2004	9,485,985	#N/A	#N/A	102	98	91	89
2005	9,563,627	103	100	103	97	101	92
2006	9,794,591	103	100	104	98	93	89
2007	9,963,604	103	100	105	99	97	93
2008	#N/A	103	100	#N/A	#N/A	#N/A	#N/A
2009	10,407,187	105	103	107	102	99	96
2010	10,540,034	103	101	107	103	102	99
2011	10,676,890	104	102	107	103	99	97
2012	10,804,816	106	104	107	103	101	98
2013	10,936,053	107	105	107	103	101	98
2014	11,081,980	109	106	108	104	99	96
2015	11,279,658	110	107	108	105	98	95
2016	11,506,402	111	108	109	106	98	96
2017	11,724,828	111	109	110	107	100	97
2018	11,915,983	112	110	111	108	101	98
2019	12,076,823	113	111	112	109	102	100
2020	12,206,583	113	111	113	109	103	101
2021	12,307,206	114	112	113	110	104	102
2022	12,378,705	114	112	114	111	105	102
2023	12,422,728	115	113	115	111	105	103
2024	12,440,720	115	113	115	112	106	104
2025	12,436,584	115	113	115	112	107	104

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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2002	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2003	3,476,073	84	87	72	69	28	30
2004	3,356,124	85	88	70	69	27	29
2005	3,445,519	87	87	73	72	#N/A	#N/A
2006	3,455,234	88	88	75	72	#N/A	#N/A
2007	3,551,514	89	89	78	73	#N/A	#N/A
2008	#N/A	90	90	82	75	#N/A	#N/A
2009	4,307,698	90	90	90	91	71	77
2010	4,413,280	91	91	91	92	#N/A	#N/A
2011	4,246,720	92	92	90	86	51	50
2012	4,398,383	92	92	93	87	58	57
2013	4,521,911	92	92	95	88	65	60
2014	4,626,456	92	92	97	89	67	61
2015	4,705,490	93	93	98	89	71	64
2016	4,755,731	93	93	98	89	75	66
2017	4,819,597	93	93	98	89	76	67
2018	4,932,910	93	93	99	90	78	68
2019	5,084,110	93	93	101	92	81	70
2020	5,248,218	94	94	103	94	85	73
2021	5,407,991	94	94	105	95	89	76
2022	5,557,215	94	94	107	97	93	79
2023	5,692,589	94	94	110	99	97	82
2024	5,801,828	95	95	111	100	100	85
2025	5,879,365	95	95	112	102	101	88

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.

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