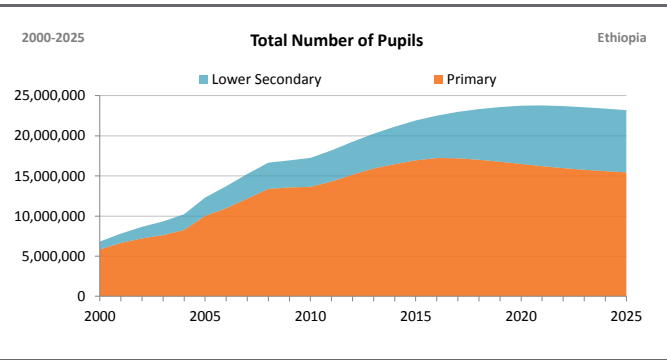
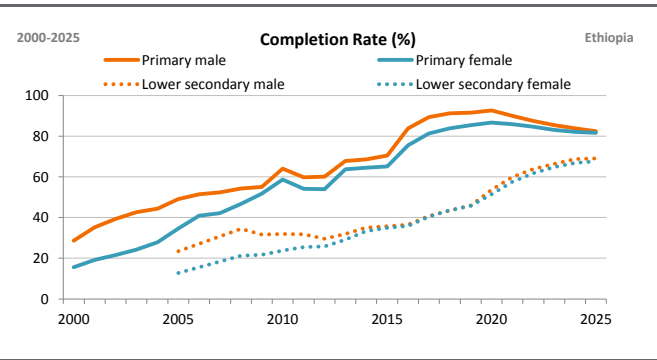
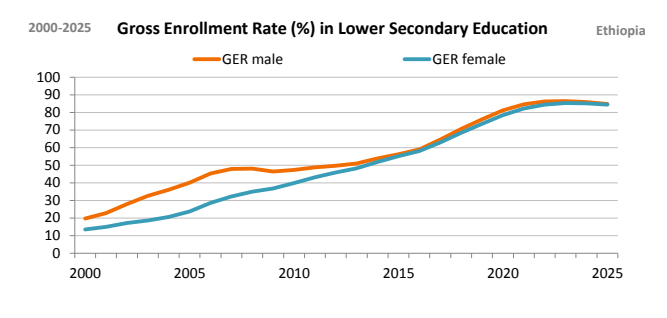
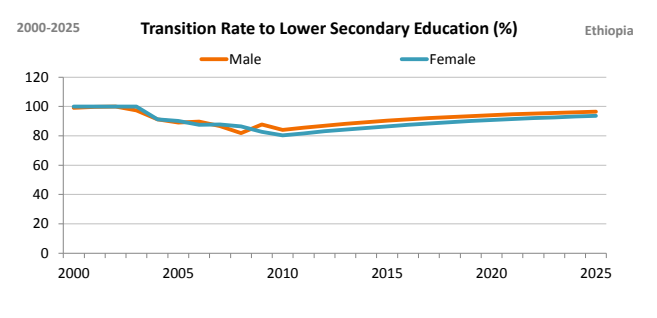
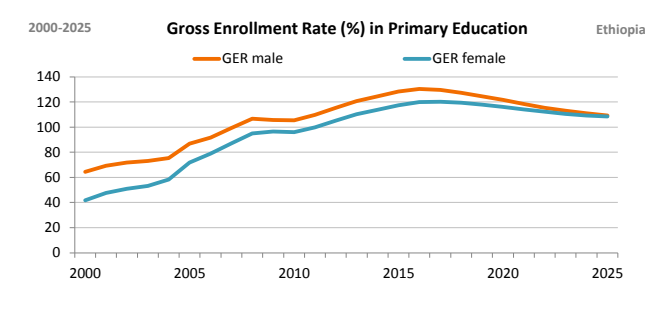
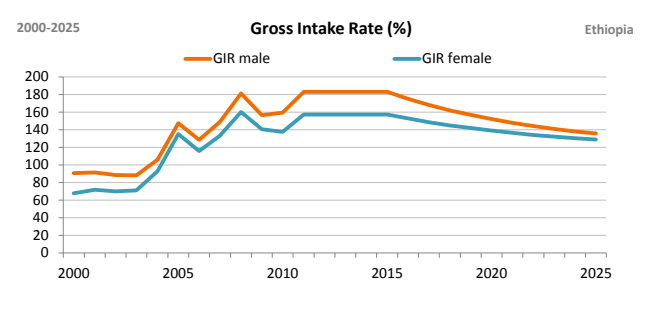


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Ethiopia



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	5,847,259	91	68	64	42	29	16
2001	6,650,841	91	72	69	48	35	19
2002	7,213,043	88	70	72	51	39	22
2003	7,623,074	88	71	73	53	43	24
2004	8,269,663	106	93	75	58	44	28
2005	10,019,729	147	135	87	72	49	35
2006	10,971,581	128	116	92	79	52	41
2007	12,174,719	149	133	99	87	52	42
2008	13,379,059	181	160	107	95	54	47
2009	13,570,558	157	141	106	97	55	52
2010	13,635,289	159	137	105	96	64	59
2011	14,297,969	183	157	110	100	60	54
2012	15,156,594	183	157	115	105	60	54
2013	15,930,380	183	157	121	110	68	64
2014	16,461,929	183	157	124	114	69	65
2015	16,940,249	183	157	128	117	71	65
2016	17,229,881	175	153	130	120	84	75
2017	17,197,544	168	149	130	120	89	81
2018	17,009,444	162	145	127	119	91	84
2019	16,764,634	157	142	125	118	92	86
2020	16,496,228	152	139	122	116	93	87
2021	16,214,735	148	136	118	114	90	86
2022	15,969,433	144	134	115	112	88	85
2023	15,762,084	141	132	113	111	86	83
2024	15,590,598	138	130	111	109	84	82
2025	15,443,959	136	129	109	108	82	82

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	982,625	99	100	20	13	#N/A	#N/A
2001	1,166,078	100	100	23	15	#N/A	#N/A
2002	1,443,641	100	100	28	17	#N/A	#N/A
2003	1,706,500	97	100	33	19	#N/A	#N/A
2004	1,958,933	91	91	36	21	#N/A	#N/A
2005	2,289,646	89	90	40	24	24	13
2006	2,745,633	90	87	45	29	#N/A	#N/A
2007	3,063,759	87	88	48	32	#N/A	#N/A
2008	3,273,689	82	86	48	35	34	21
2009	3,365,026	88	83	46	37	32	22
2010	3,609,664	84	80	47	40	32	24
2011	3,882,060	86	82	49	43	32	26
2012	4,098,298	87	83	50	46	30	26
2013	4,324,960	88	84	51	48	32	29
2014	4,667,811	89	85	54	52	35	33
2015	4,969,742	90	86	56	55	36	35
2016	5,271,162	91	87	59	58	37	36
2017	5,783,671	92	88	65	63	41	40
2018	6,316,459	93	89	71	68	43	44
2019	6,810,701	93	90	76	74	46	46
2020	7,252,023	94	91	81	78	54	52
2021	7,565,505	95	91	85	82	60	58
2022	7,728,708	95	92	86	84	64	62
2023	7,791,128	96	93	86	85	66	65
2024	7,791,453	96	93	86	85	69	67
2025	7,753,249	96	94	85	84	69	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.

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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