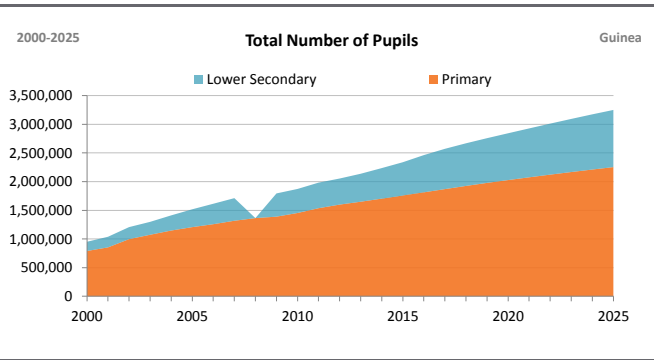
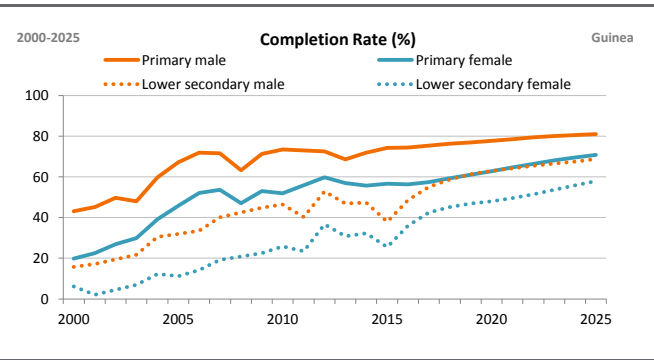
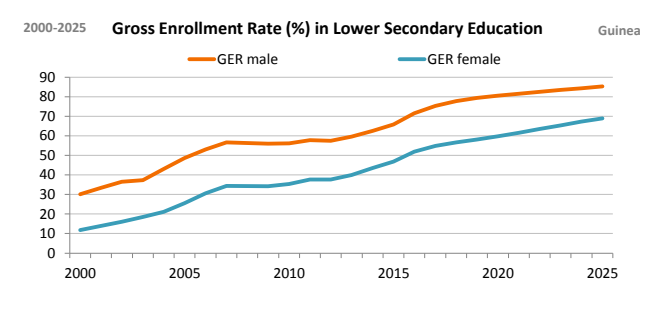
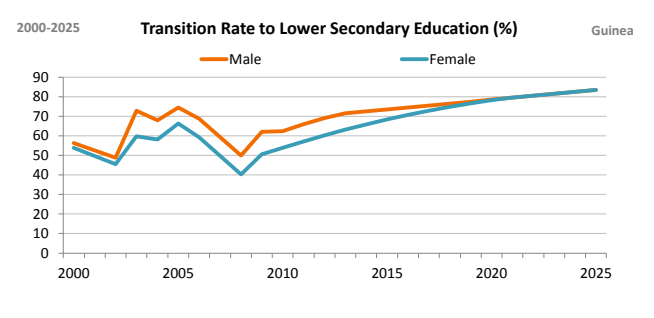
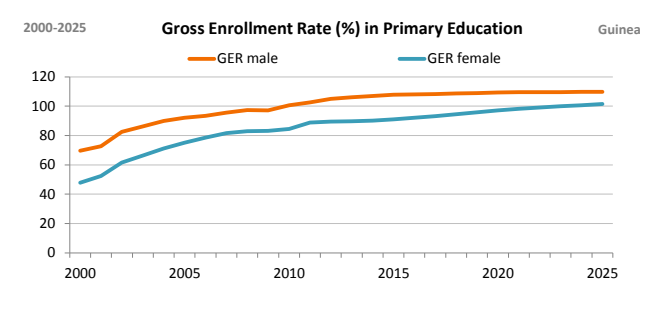
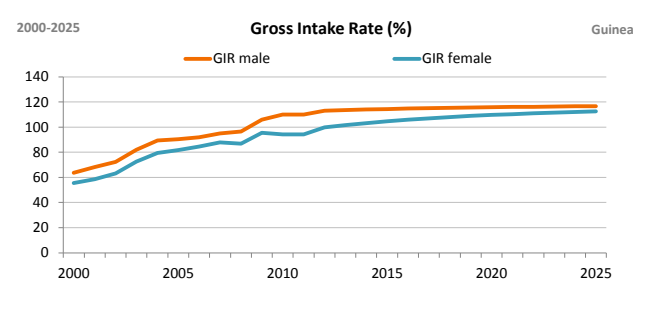


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Guinea



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.

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	790,497	64	55	70	48	43	20
2001	853,623	68	59	73	52	45	23
2002	997,645	72	63	82	61	50	27
2003	1,073,458	82	73	86	66	48	30
2004	1,147,388	89	79	90	71	60	39
2005	1,206,743	90	82	92	75	67	46
2006	1,258,038	92	84	93	78	72	52
2007	1,317,791	95	88	96	82	72	54
2008	1,364,491	97	87	97	83	63	47
2009	1,389,685	106	96	97	83	71	53
2010	1,453,355	110	94	101	84	73	52
2011	1,536,722	110	94	103	89	#N/A	#N/A
2012	1,599,839	113	100	105	89	73	60
2013	1,650,123	114	102	106	90	69	57
2014	1,703,940	114	103	107	90	72	56
2015	1,758,847	114	105	108	91	74	57
2016	1,813,455	115	106	108	92	74	56
2017	1,869,678	115	107	108	93	75	57
2018	1,925,223	115	108	109	95	76	59
2019	1,978,162	116	109	109	96	77	61
2020	2,027,662	116	110	109	97	78	63
2021	2,075,658	116	110	109	98	79	65
2022	2,122,254	116	111	110	99	79	66
2023	2,167,484	116	112	110	100	80	68
2024	2,211,320	116	112	110	101	81	70
2025	2,253,567	117	112	110	101	81	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	160,973	56	54	30	12	16	6
2001	185,009	#N/A	#N/A	33	14	17	2
2002	209,404	49	45	37	16	#N/A	#N/A
2003	225,456	73	60	37	18	22	7
2004	264,290	68	58	43	21	31	12
2005	311,042	75	66	49	26	32	11
2006	356,454	69	59	53	31	34	14
2007	394,294	#N/A	#N/A	57	34	40	19
2008	#N/A	50	40	#N/A	#N/A	#N/A	#N/A
2009	405,087	62	51	56	34	45	22
2010	419,367	62	54	56	35	46	26
2011	446,151	66	57	58	38	40	23
2012	454,605	69	60	58	38	53	37
2013	487,815	72	63	60	40	47	31
2014	532,307	73	66	63	43	47	32
2015	579,766	74	68	66	47	38	25
2016	649,799	75	71	71	52	49	36
2017	703,089	75	73	75	55	55	43
2018	743,633	76	75	78	57	59	45
2019	780,287	77	77	79	58	61	47
2020	816,072	78	78	81	60	63	48
2021	852,745	79	79	82	62	64	50
2022	889,878	80	80	83	63	65	51
2023	926,399	81	81	83	65	67	54
2024	962,476	82	82	84	67	68	56
2025	996,656	83	83	85	69	69	58

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.

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