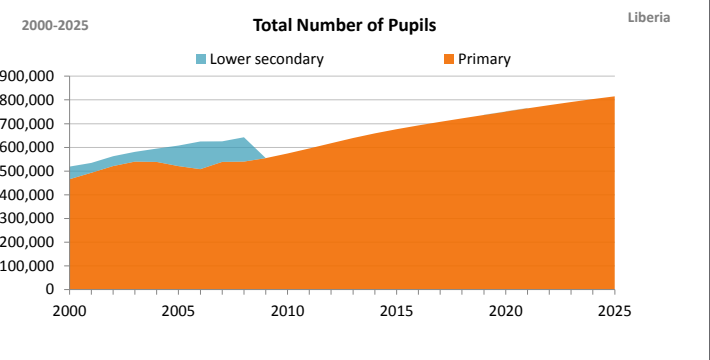
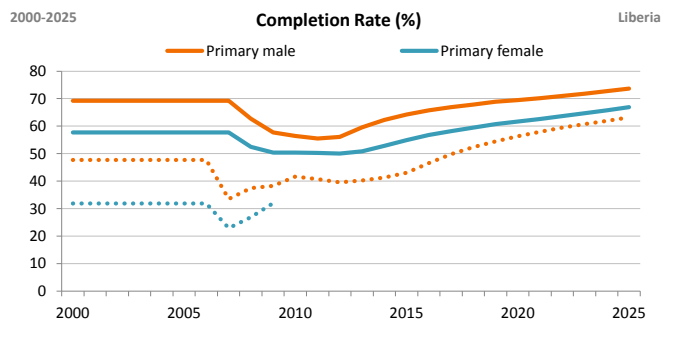
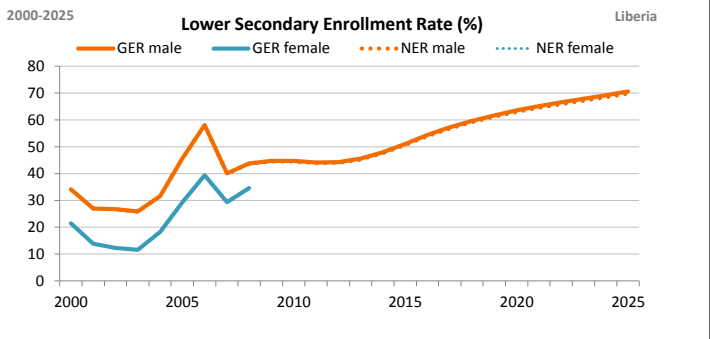
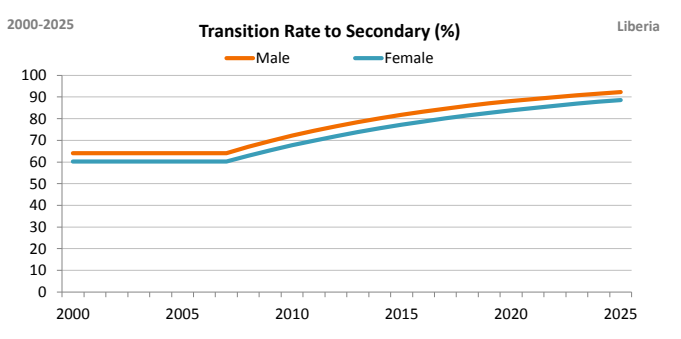
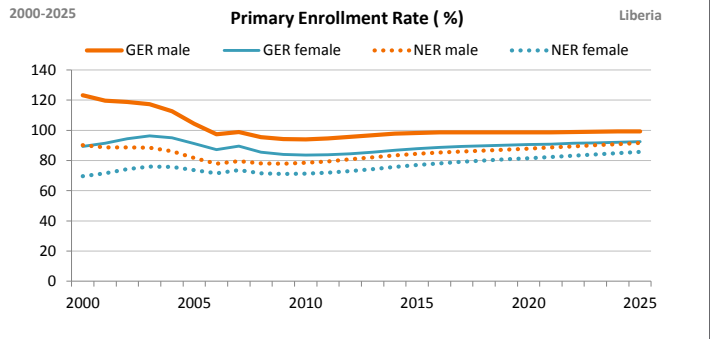
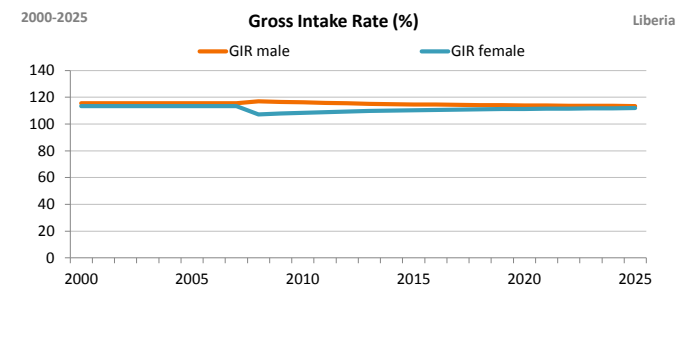


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Liberia



INDICATOR 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.

Net Intake Rate (NIR) New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same 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.

Net Enrollment Rate (NER) Enrollment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

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 Program of study 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 refer to EPDC National Education Profiles for additional information.

Lower Secondary Education Program of study 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 averages three years internationally. At the country level, lower secondary cycles vary from a minimum of two years to a maximum of six years in length, with an average of three years. Please refer to EPDC National Education Profiles for additional information.

PRIMARY	Number of Pupils	Gross Intake Rate into Primary (%)		Primary Gross Enrollment Rate (GER, %)		Primary NET Enrollment Rate (NER, %)		Completion Rate (%)	
		Male	Female	Male	Female	Male	Female	Male	Female
	TOTAL, Both genders								
2000	465,368	115	113	123	89	90	70	69	58
2001	492,574	115	113	120	91	89	72	69	58
2002	520,895	115	113	119	95	89	74	69	58
2003	539,685	115	113	117	96	88	76	69	58
2004	538,329	115	113	113	95	86	76	69	58
2005	520,712	115	113	104	91	82	74	69	58
2006	507,854	115	113	97	87	78	72	69	58
2007	538,450	115	113	99	90	80	74	69	58
2008	539,887	117	107	96	86	78	72	63	53
2009	554,500	117	108	94	84	78	71	58	50
2010	574,108	116	108	94	84	78	71	56	50
2011	595,315	116	109	95	84	79	72	56	50
2012	617,383	115	109	96	84	81	73	56	50
2013	639,229	115	110	97	86	82	74	60	51
2014	658,940	115	110	98	87	83	76	62	53
2015	676,527	115	110	98	88	84	77	64	55
2016	692,598	114	111	99	89	85	78	66	57
2017	707,662	114	111	99	89	86	79	67	58
2018	722,291	114	111	99	90	87	80	68	59
2019	736,625	114	111	99	90	87	81	69	61
2020	750,623	114	111	99	91	88	82	69	62
2021	764,560	114	111	99	91	89	82	70	63
2022	778,179	114	112	99	91	89	83	71	64
2023	791,258	114	112	99	92	90	84	72	65
2024	803,657	114	112	99	92	91	85	73	66
2025	815,325	113	112	99	93	92	86	74	67

LOWER SECONDARY	TOTAL, Both genders	Transition from Primary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary NET Enrollment Rate (%)		Lower Secondary Completion Rate (%)	
		Male	Female	Male	Female	Male	Female	Male	Female
2000	53,356	64	60	34	22	#N/A	#N/A	48	32
2001	41,617	64	60	27	14	27	14	48	32
2002	41,597	64	60	27	12	27	12	48	32
2003	41,218	64	60	26	12	26	12	48	32
2004	56,327	64	60	32	18	32	18	48	32
2005	86,791	64	60	46	29	46	29	48	32
2006	116,889	64	60	58	39	58	39	48	32
2007	86,784	64	60	40	29	40	29	34	23
2008	102,642	67	63	44	35	44	35	37	27
2009	#N/A	70	65	45	#N/A	45	#N/A	38	32
2010	#N/A	72	68	45	#N/A	45	#N/A	42	#N/A
2011	#N/A	74	70	44	#N/A	44	#N/A	41	#N/A
2012	#N/A	77	72	44	#N/A	44	#N/A	40	#N/A
2013	#N/A	78	74	46	#N/A	45	#N/A	40	#N/A
2014	#N/A	80	76	48	#N/A	48	#N/A	41	#N/A
2015	#N/A	82	77	51	#N/A	51	#N/A	43	#N/A
2016	#N/A	83	79	54	#N/A	54	#N/A	47	#N/A
2017	#N/A	85	80	57	#N/A	57	#N/A	50	#N/A
2018	#N/A	86	81	60	#N/A	59	#N/A	52	#N/A
2019	#N/A	87	83	62	#N/A	61	#N/A	55	#N/A
2020	#N/A	88	84	64	#N/A	63	#N/A	56	#N/A
2021	#N/A	89	85	65	#N/A	64	#N/A	58	#N/A
2022	#N/A	90	86	67	#N/A	66	#N/A	60	#N/A
2023	#N/A	91	87	68	#N/A	67	#N/A	61	#N/A
2024	#N/A	92	88	69	#N/A	68	#N/A	62	#N/A
2025	#N/A	92	89	71	#N/A	70	#N/A	63	#N/A

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 global education portfolio of FHI 360. 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 education 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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