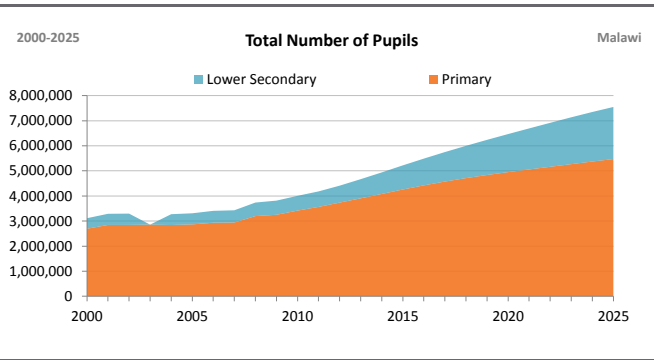
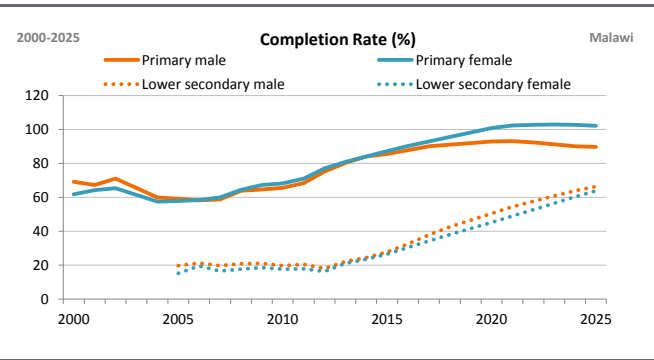
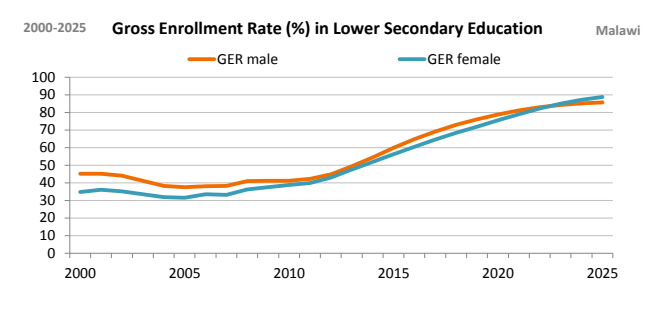
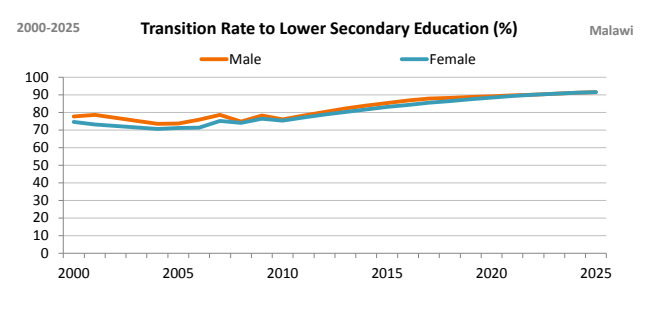
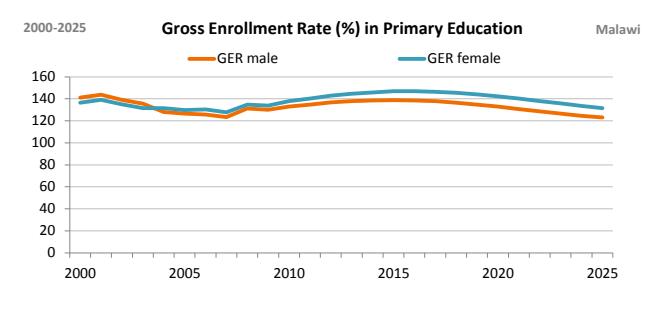
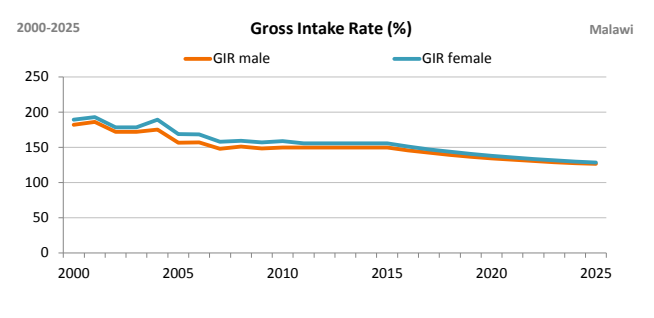


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Malawi



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	2,694,645	182	189	141	136	69	62
2001	2,845,836	186	193	144	139	67	64
2002	2,846,589	172	178	139	135	71	65
2003	2,857,941	172	178	136	132	#N/A	#N/A
2004	2,841,640	175	189	128	131	60	58
2005	2,868,038	157	169	127	130	59	58
2006	2,933,557	157	168	126	130	58	58
2007	2,943,248	148	158	123	128	59	60
2008	3,197,928	151	159	131	135	64	64
2009	3,250,111	148	157	130	134	65	67
2010	3,417,404	150	159	133	138	65	68
2011	3,564,199	149	155	135	140	68	71
2012	3,736,234	149	155	137	143	75	77
2013	3,906,552	149	155	138	145	80	81
2014	4,080,144	149	155	138	146	84	84
2015	4,258,260	149	155	139	147	85	87
2016	4,423,431	146	151	139	147	88	90
2017	4,575,219	142	147	138	146	90	93
2018	4,711,925	139	144	136	145	91	96
2019	4,836,953	137	141	135	144	92	98
2020	4,951,078	134	138	133	142	93	101
2021	5,057,937	132	135	131	140	93	102
2022	5,163,395	130	133	129	138	92	103
2023	5,269,522	129	131	126	136	91	103
2024	5,373,003	127	130	125	134	90	103
2025	5,472,582	126	128	123	132	90	102

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	420,047	78	74	45	35	#N/A	#N/A
2001	443,801	78	73	45	36	#N/A	#N/A
2002	450,515	#N/A	#N/A	44	35	#N/A	#N/A
2003	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2004	432,569	73	71	38	32	#N/A	#N/A
2005	442,262	74	71	37	31	20	15
2006	474,605	76	71	38	33	21	19
2007	487,251	79	75	38	33	20	17
2008	540,886	75	74	41	36	21	18
2009	564,374	78	76	41	37	21	18
2010	589,298	76	75	41	39	20	18
2011	618,785	78	77	42	40	20	18
2012	675,028	80	79	45	43	18	16
2013	764,554	82	80	49	48	22	21
2014	859,630	84	82	54	52	24	23
2015	961,863	85	83	60	56	28	26
2016	1,067,003	87	84	65	60	33	30
2017	1,175,604	88	85	69	65	38	34
2018	1,287,801	88	86	73	68	43	38
2019	1,400,760	89	87	76	72	46	42
2020	1,516,668	89	88	79	75	50	45
2021	1,635,977	90	89	81	79	54	49
2022	1,753,901	90	90	83	82	58	53
2023	1,867,454	91	91	84	85	61	56
2024	1,975,050	91	91	85	87	64	60
2025	2,075,869	92	92	86	89	66	64

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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