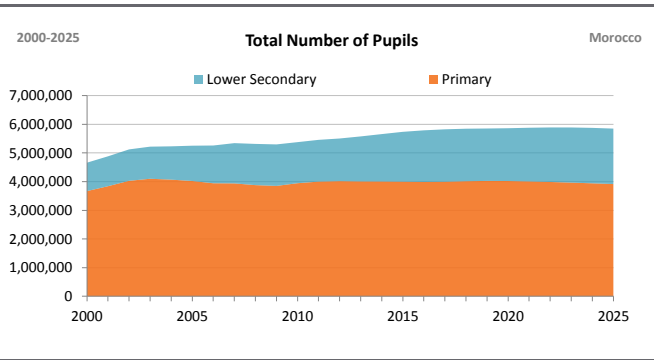
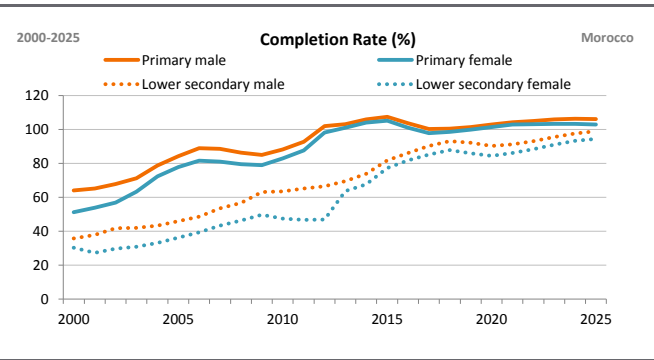
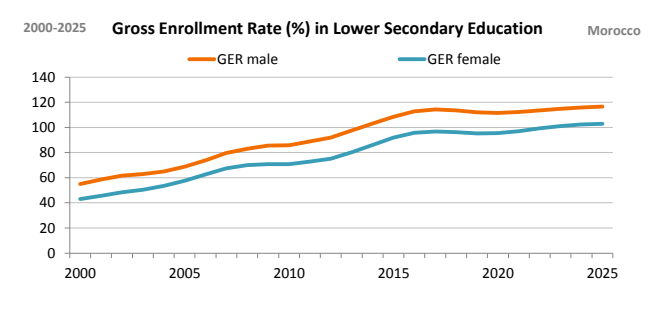
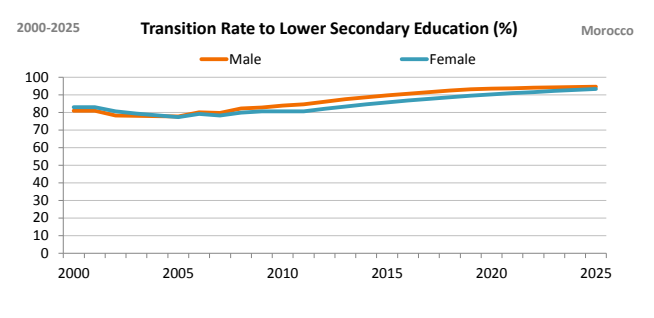
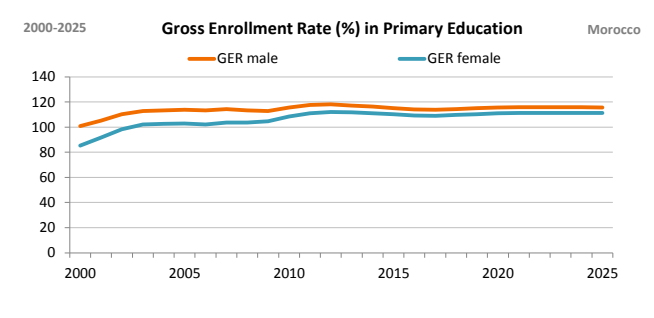
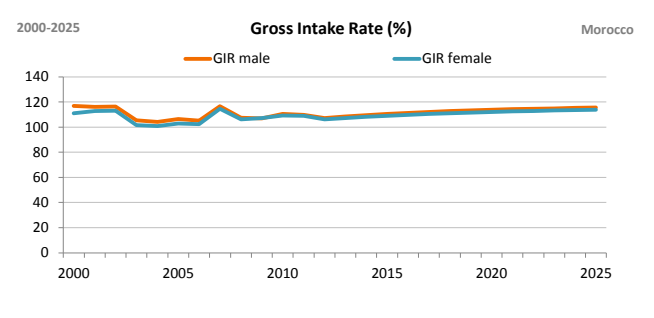


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Morocco**



**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](http://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](http://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	3,669,605	117	111	101	85	64
2001	3,840,999	116	113	105	92	65	54
2002	4,029,112	116	113	110	98	68	57
2003	4,101,157	105	102	113	102	71	63
2004	4,070,182	104	101	113	103	79	72
2005	4,022,600	106	103	114	103	84	78
2006	3,943,830	105	102	113	102	89	82
2007	3,939,177	117	115	114	104	89	81
2008	3,878,640	107	106	113	104	86	79
2009	3,850,994	107	107	113	105	85	79
2010	3,945,201	110	109	116	108	88	83
2011	4,001,313	110	109	118	111	93	88
2012	4,016,934	107	106	118	112	102	98
2013	4,007,902	108	107	117	112	103	101
2014	4,004,627	110	108	116	111	106	104
2015	3,998,478	110	109	115	110	108	105
2016	3,988,398	111	110	114	109	104	101
2017	3,995,284	112	110	114	109	100	98
2018	4,015,221	113	111	114	110	100	99
2019	4,024,981	113	112	115	110	101	100
2020	4,021,663	114	112	116	111	103	101
2021	4,007,835	114	113	116	111	104	103
2022	3,987,721	115	113	116	111	105	103
2023	3,966,239	115	113	116	111	106	103
2024	3,941,982	115	114	116	111	106	103
2025	3,915,897	116	114	116	111	106	103

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	992,222	81	83	55	43	36
2001	1,043,343	81	83	59	45	38	27
2002	1,095,621	78	81	62	48	42	30
2003	1,119,580	78	79	63	50	42	31
2004	1,161,390	#N/A	#N/A	65	53	43	33
2005	1,231,752	78	77	69	58	#N/A	#N/A
2006	1,317,149	80	79	74	63	49	39
2007	1,404,175	80	78	80	68	54	43
2008	1,438,102	82	80	83	70	57	46
2009	1,447,354	83	80	85	71	63	50
2010	1,433,089	84	80	86	71	63	47
2011	1,456,849	85	81	89	73	65	47
2012	1,488,659	86	82	92	75	66	47
2013	1,569,860	87	83	98	80	69	64
2014	1,653,946	89	85	103	86	74	68
2015	1,739,205	90	86	109	92	82	77
2016	1,801,502	91	87	113	96	86	82
2017	1,830,210	92	88	114	97	90	85
2018	1,831,814	92	89	114	96	93	88
2019	1,829,433	93	89	112	95	92	86
2020	1,842,015	94	90	111	95	90	84
2021	1,872,091	94	91	112	97	91	86
2022	1,902,844	94	92	114	99	93	88
2023	1,923,006	94	92	115	101	96	91
2024	1,933,350	94	93	116	102	98	93
2025	1,934,850	95	93	117	103	99	94

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](mailto: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](http://www.fhi360.org) and [www.epdc.org](http://www.epdc.org).

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