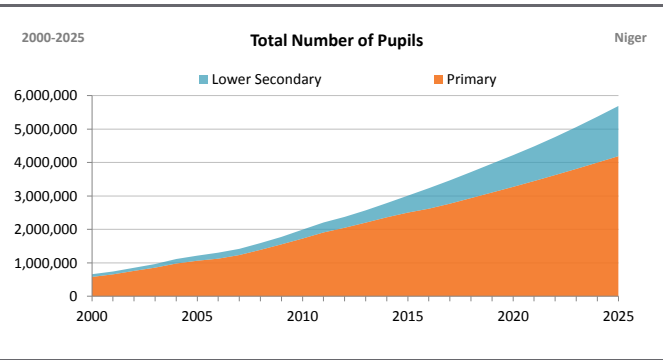
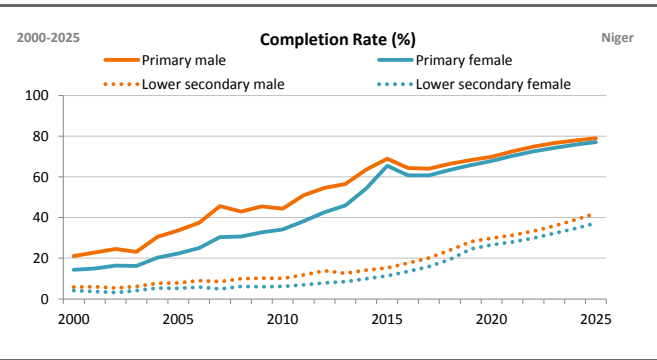
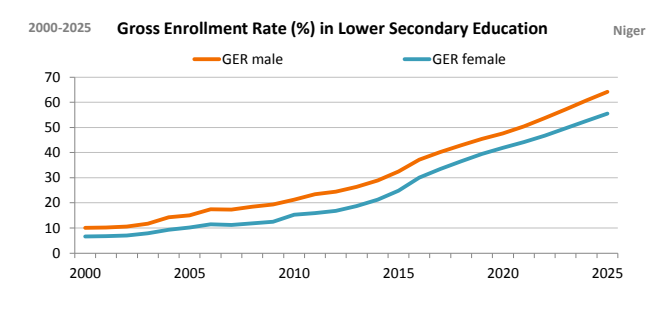
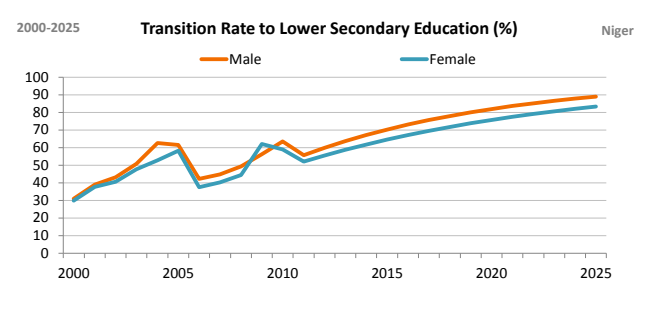
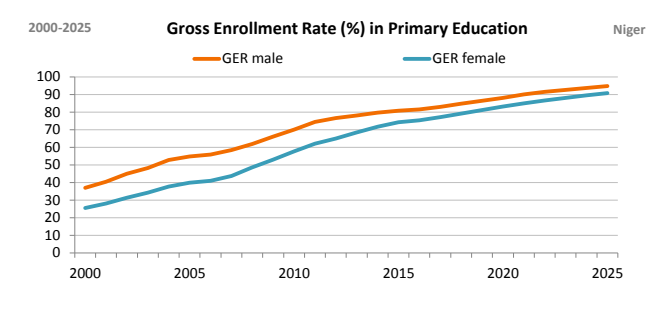
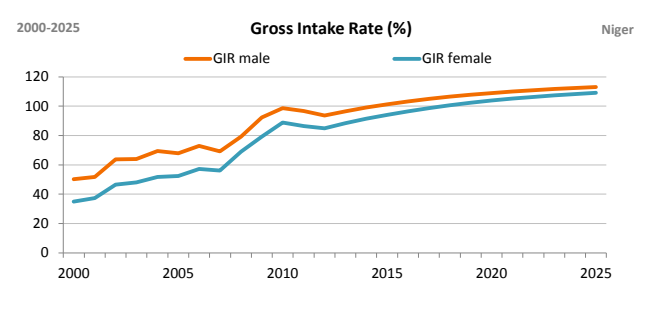


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Niger**



**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	579,486	50	35	37	26	21
2001	656,589	52	37	40	28	23	15
2002	760,987	64	46	45	31	25	16
2003	857,592	64	48	48	34	23	16
2004	980,033	69	52	53	38	30	20
2005	1,064,056	68	52	55	40	34	22
2006	1,126,073	73	57	56	41	37	25
2007	1,235,065	69	56	58	44	46	30
2008	1,389,194	79	69	62	49	43	31
2009	1,554,102	92	79	66	53	45	33
2010	1,726,452	99	89	70	58	44	34
2011	1,910,166	97	86	74	62	51	38
2012	2,050,656	94	85	77	65	55	43
2013	2,203,353	97	88	78	68	57	46
2014	2,362,239	99	91	80	72	64	54
2015	2,503,092	101	94	81	74	69	65
2016	2,620,066	103	97	82	75	64	61
2017	2,770,173	105	99	83	77	64	61
2018	2,936,964	106	101	85	79	66	63
2019	3,104,353	108	102	86	81	68	66
2020	3,272,841	109	104	88	83	70	68
2021	3,447,431	110	105	90	85	73	70
2022	3,626,179	111	106	91	87	75	73
2023	3,809,964	112	107	93	88	77	74
2024	3,998,508	112	108	94	89	78	76
2025	4,189,894	113	109	95	91	79	77

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	81,731	31	30	10	7	6
2001	85,328	39	38	10	7	6	4
2002	92,463	43	41	11	7	5	3
2003	107,330	51	48	12	8	6	4
2004	135,073	63	53	14	9	8	5
2005	151,359	61	58	15	10	8	5
2006	179,721	42	37	17	11	9	6
2007	184,593	45	40	17	11	9	5
2008	202,977	49	44	18	12	10	6
2009	222,500	56	62	19	12	10	6
2010	267,442	63	59	21	15	10	6
2011	298,222	56	52	23	16	12	7
2012	323,829	60	55	24	17	14	8
2013	367,729	64	59	26	19	13	9
2014	424,606	67	62	29	21	14	10
2015	506,376	70	65	33	25	15	11
2016	613,661	73	67	37	30	18	13
2017	697,349	76	70	40	33	20	16
2018	778,472	78	72	43	37	24	19
2019	864,320	80	74	45	39	28	25
2020	947,755	82	76	48	42	30	27
2021	1,036,515	84	77	50	44	31	28
2022	1,138,315	85	79	54	47	33	30
2023	1,251,192	87	81	57	50	36	32
2024	1,372,566	88	82	61	53	39	35
2025	1,500,590	89	83	64	56	42	37

## 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.