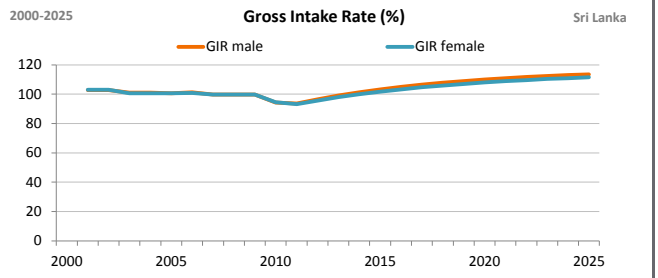
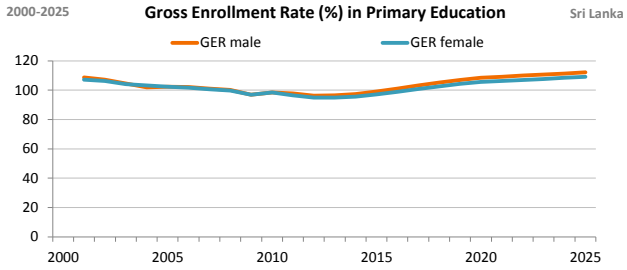
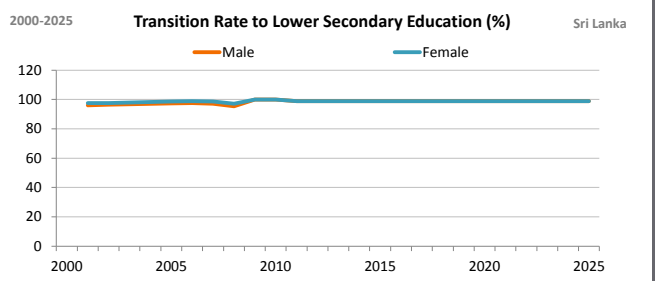
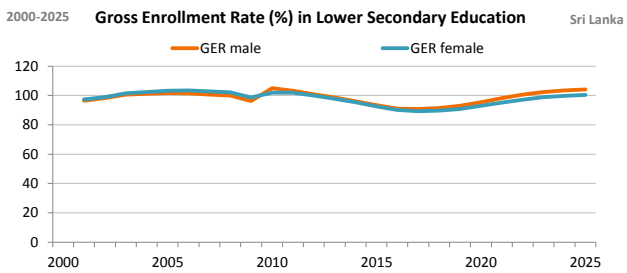
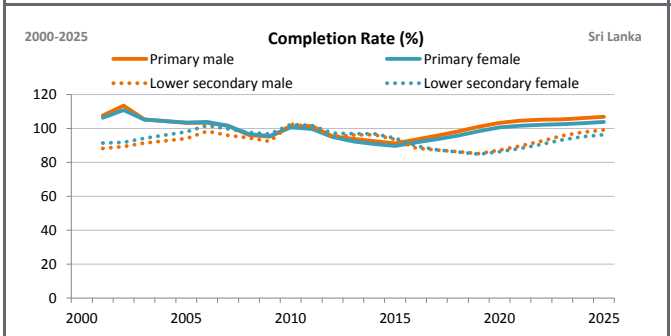
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Sri Lanka

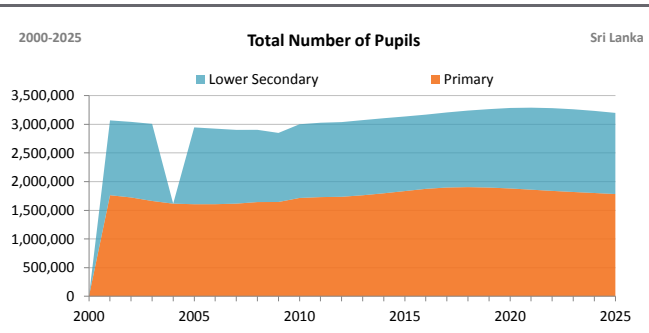












DEFINITIONS

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 varys 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.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Sri Lanka

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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	1,763,423	103	103	109	107	108	106
2002	1,724,293	103	103	107	106	114	111
2003	1,662,960	101	101	104	104	105	105
2004	1,615,937	101	101	102	103	#N/A	#N/A
2005	1,606,034	101	101	102	102	103	103
2006	1,606,721	101	101	102	102	103	104
2007	1,616,508	100	100	101	101	102	102
2008	1,644,026	100	100	100	100	96	97
2009	1,645,372	100	100	97	97	95	96
2010	1,715,495	94	95	98	98	101	101
2011	1,730,347	94	93	98	97	101	100
2012	1,735,811	97	96	96	95	95	95
2013	1,762,332	99	98	96	95	94	92
2014	1,796,745	101	100	97	96	93	91
2015	1,835,269	103	102	99	97	91	90
2016	1,874,521	105	103	101	99	94	92
2017	1,897,607	106	105	103	101	96	94
2018	1,904,308	108	106	105	103	98	96
2019	1,897,077	109	107	107	104	101	98
2020	1,880,849	110	108	108	106	103	101
2021	1,860,043	111	109	109	106	105	102
2022	1,838,768	112	110	110	107	105	102
2023	1,819,478	112	110	111	108	105	102
2024	1,802,171	113	111	111	108	106	103
2025	1,783,743	114	112	112	109	107	104

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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	1,304,866	96	98	96	97	88	91
2002	1,318,235	96	98	98	99	89	92
2003	1,345,010	#N/A	#N/A	101	101	91	94
2004	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2005	1,340,125	97	99	102	103	94	98
2006	1,317,634	98	99	101	103	98	102
2007	1,286,346	97	99	101	103	96	100
2008	1,259,775	95	97	100	102	94	98
2009	1,204,693	100	100	96	99	92	97
2010	1,285,483	100	100	105	102	102	102
2011	1,297,278	99	99	103	102	101	102
2012	1,302,919	99	99	101	100	95	97
2013	1,310,650	99	99	99	98	96	97
2014	1,309,332	99	99	96	95	96	97
2015	1,301,272	99	99	93	93	93	94
2016	1,294,557	99	99	91	90	88	90
2017	1,309,560	99	99	91	89	87	87
2018	1,335,217	99	99	91	90	86	86
2019	1,367,446	99	99	93	91	85	85
2020	1,404,279	99	99	95	93	87	86
2021	1,430,188	99	99	98	95	90	88
2022	1,443,028	99	99	101	97	93	91
2023	1,442,791	99	99	102	99	96	93
2024	1,431,647	99	99	103	100	98	95
2025	1,415,493	99	99	104	100	99	96

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.

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