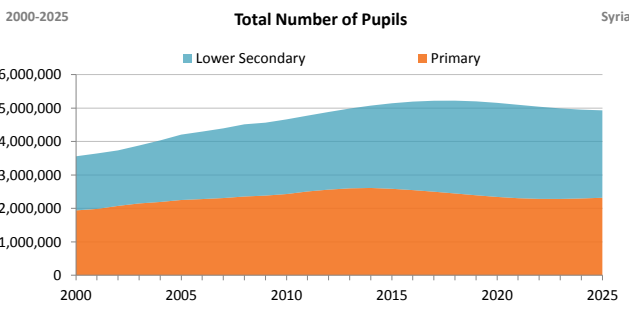
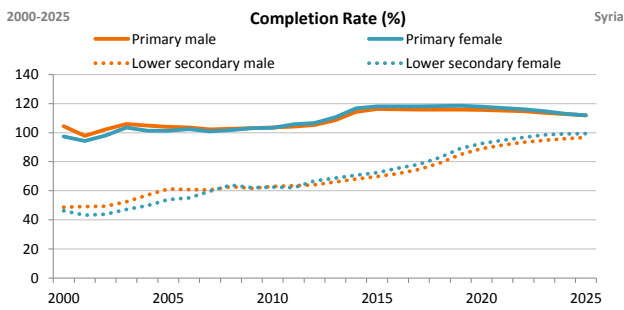
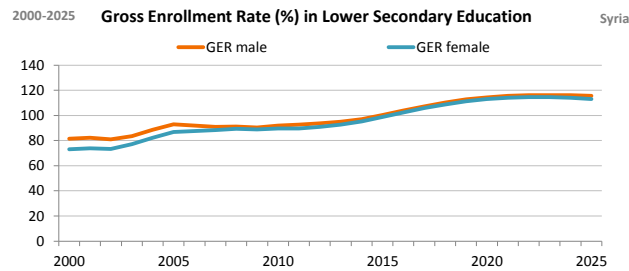
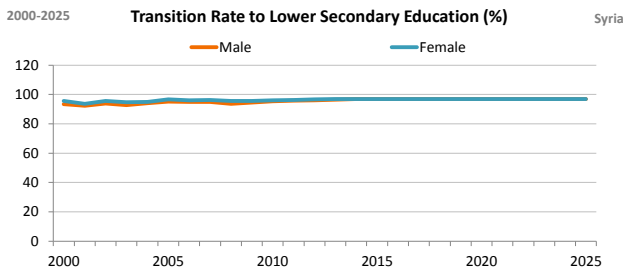
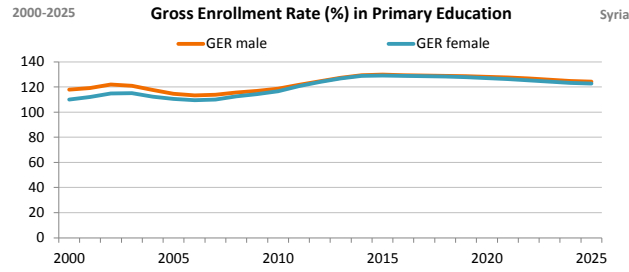
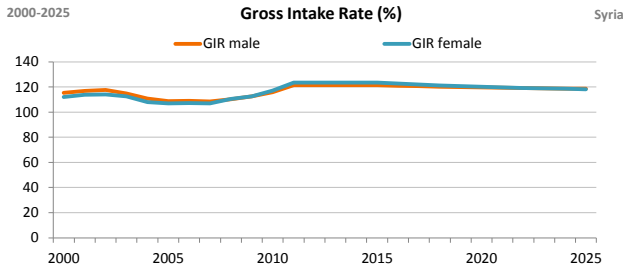


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Syria



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).

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	1,940,902	115	112	118	110	104	97
2001	1,984,593	117	114	119	112	98	94	
2002	2,075,861	118	114	122	115	102	98	
2003	2,149,493	115	113	121	115	106	103	
2004	2,192,764	111	108	118	112	105	101	
2005	2,252,145	109	107	115	110	104	101	
2006	2,279,545	109	107	113	110	103	102	
2007	2,310,168	108	107	114	110	102	101	
2008	2,356,403	110	110	116	112	103	102	
2009	2,383,223	113	113	117	114	103	103	
2010	2,429,450	116	117	119	117	104	103	
2011	2,507,400	121	124	122	121	104	106	
2012	2,562,237	121	124	125	124	105	107	
2013	2,600,791	121	124	127	127	109	111	
2014	2,611,405	121	124	129	129	114	117	
2015	2,587,231	121	124	130	129	116	118	
2016	2,547,653	121	123	129	129	116	118	
2017	2,499,988	121	122	129	129	116	118	
2018	2,447,475	120	121	129	128	116	118	
2019	2,392,961	120	121	128	128	116	118	
2020	2,343,354	120	120	128	127	116	118	
2021	2,305,509	119	120	127	126	115	117	
2022	2,285,175	119	119	127	125	115	116	
2023	2,283,661	119	119	126	124	114	115	
2024	2,297,770	119	119	125	123	113	113	
2025	2,318,960	119	118	124	123	112	112	

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	1,617,585	93	96	81	73	49	46
2001	1,658,713	92	94	82	74	49	43	
2002	1,659,789	94	96	81	73	49	44	
2003	1,731,777	93	95	84	77	52	47	
2004	1,841,021	94	95	89	82	57	50	
2005	1,954,895	95	97	93	87	61	54	
2006	2,018,035	95	96	92	87	61	55	
2007	2,084,126	95	96	91	88	61	60	
2008	2,158,398	94	96	91	89	63	64	
2009	2,180,866	94	95	90	89	62	62	
2010	2,232,422	95	96	92	90	63	63	
2011	2,266,876	96	96	93	90	63	62	
2012	2,321,380	96	97	94	91	64	67	
2013	2,385,710	96	97	95	93	66	69	
2014	2,462,276	97	97	97	95	68	71	
2015	2,556,601	97	97	100	99	70	73	
2016	2,646,217	97	97	104	102	72	76	
2017	2,719,342	97	97	107	106	75	78	
2018	2,774,711	97	97	110	109	79	83	
2019	2,808,400	97	97	113	111	85	89	
2020	2,812,776	97	97	114	113	89	93	
2021	2,793,137	97	97	115	114	92	95	
2022	2,755,652	97	97	116	115	93	97	
2023	2,707,159	97	97	116	115	95	98	
2024	2,656,114	97	97	116	114	96	99	
2025	2,613,192	97	97	116	113	97	99	

**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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