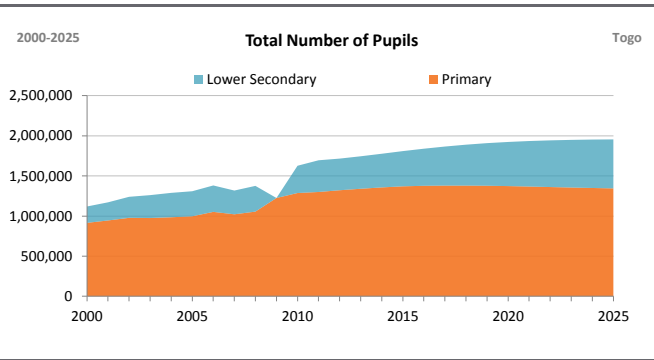
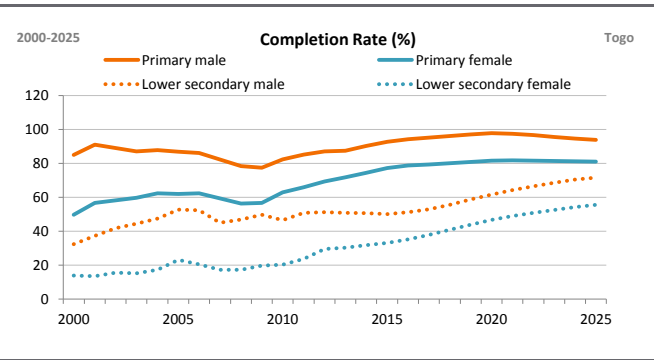
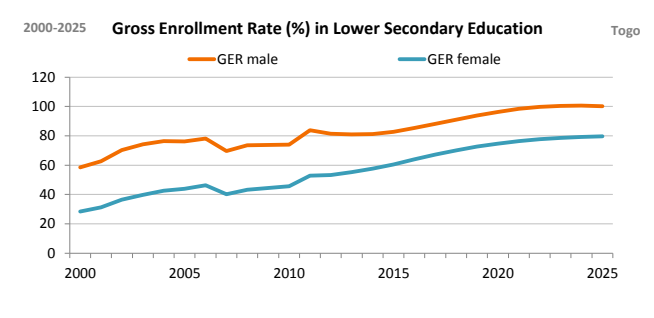
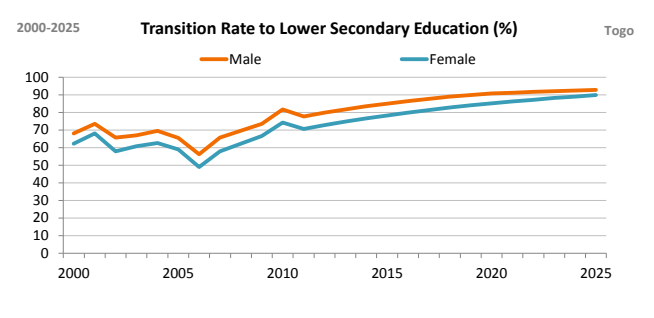
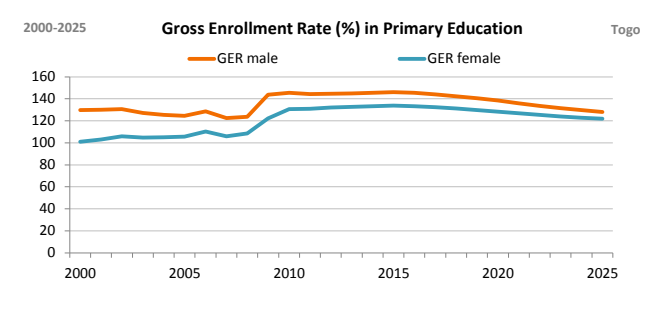
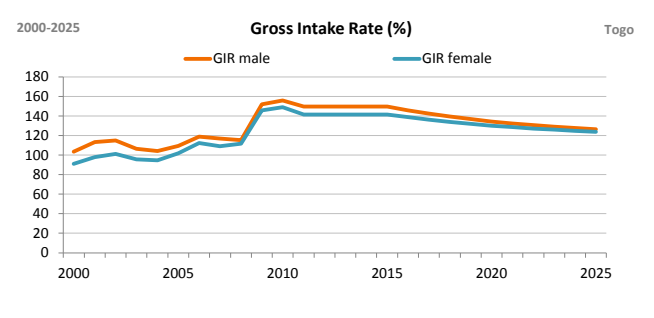


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Togo



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	914,919	103	91	130	101	85	50
2001	945,103	113	98	130	103	91	57	
2002	977,534	115	101	131	106	#N/A	#N/A	
2003	975,063	106	96	127	105	87	60	
2004	984,846	104	95	126	105	88	62	
2005	996,707	109	102	124	106	87	62	
2006	1,051,872	119	112	128	110	86	62	
2007	1,021,617	117	109	122	106	#N/A	#N/A	
2008	1,055,372	115	112	124	108	78	56	
2009	1,224,916	152	146	144	122	78	57	
2010	1,286,653	156	149	145	131	82	63	
2011	1,299,802	150	141	144	131	85	66	
2012	1,321,358	150	141	145	132	87	69	
2013	1,339,966	150	141	145	133	88	72	
2014	1,356,716	150	141	146	133	90	74	
2015	1,370,292	150	141	146	134	93	77	
2016	1,376,793	146	139	145	133	94	79	
2017	1,379,246	142	136	144	132	95	79	
2018	1,379,296	139	134	142	131	96	80	
2019	1,377,354	137	132	140	130	97	81	
2020	1,373,120	134	130	138	128	98	82	
2021	1,367,441	132	129	136	127	98	82	
2022	1,361,180	131	127	134	125	97	82	
2023	1,355,124	129	126	132	124	96	81	
2024	1,349,546	128	125	130	123	95	81	
2025	1,344,441	126	124	128	122	94	81	

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	204,088	68	62	59	28	32	14
2001	225,758	73	68	63	31	37	13	
2002	262,274	66	58	70	37	42	16	
2003	285,356	67	61	74	40	44	15	
2004	303,860	70	63	76	43	47	17	
2005	312,418	66	59	76	44	53	23	
2006	329,432	56	49	78	46	52	20	
2007	296,073	66	58	70	40	45	17	
2008	320,414	#N/A	#N/A	74	43	47	17	
2009	#N/A	73	67	#N/A	#N/A	50	20	
2010	340,102	82	74	74	46	46	20	
2011	394,957	78	71	84	53	51	24	
2012	394,452	80	73	81	53	51	30	
2013	404,664	82	75	81	55	51	30	
2014	419,293	83	77	81	58	51	32	
2015	438,625	85	78	83	61	50	33	
2016	462,039	86	80	85	64	51	35	
2017	486,477	88	81	88	67	53	38	
2018	509,767	89	83	91	70	56	41	
2019	530,970	90	84	94	73	59	44	
2020	549,962	91	85	96	75	62	47	
2021	567,115	91	86	98	76	64	49	
2022	581,778	92	87	100	78	67	51	
2023	593,795	92	88	100	79	69	53	
2024	603,236	92	89	101	79	70	54	
2025	610,302	93	90	100	80	72	56	

**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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