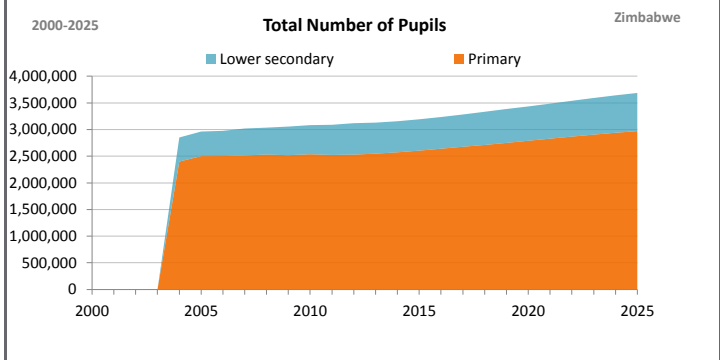
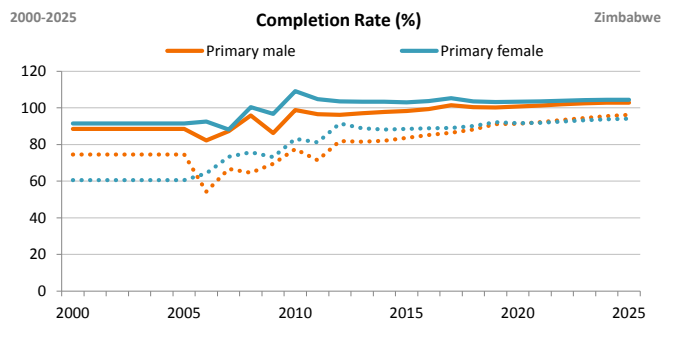
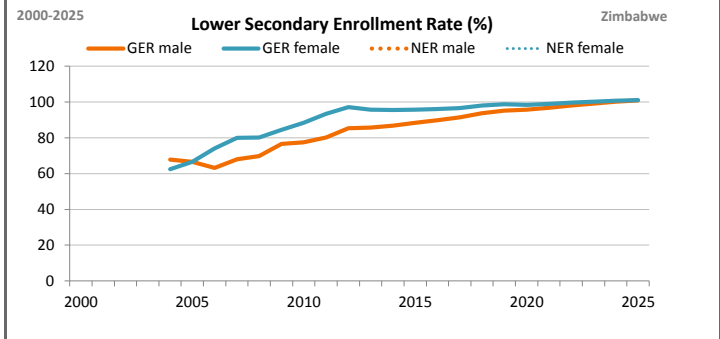
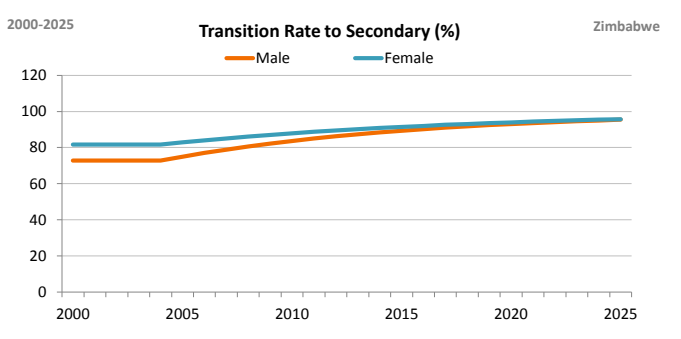
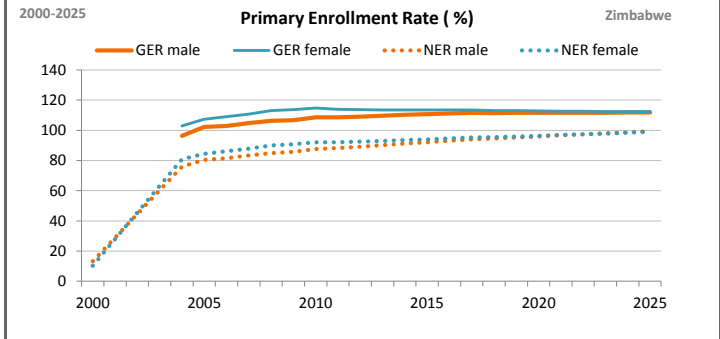
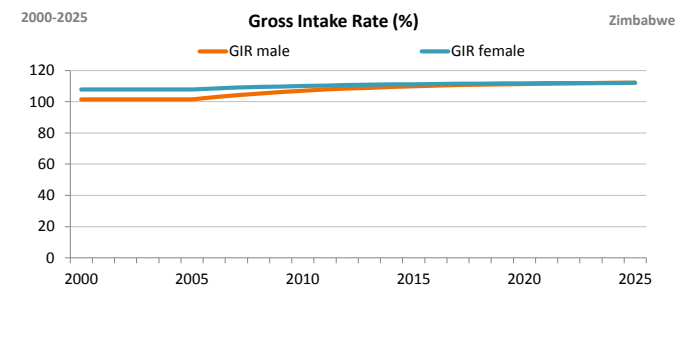


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Zimbabwe



INDICATOR 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.

Net Intake Rate (NIR) New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same 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.

Net Enrollment Rate (NER) Enrollment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

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 Program of study 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 refer to EPDC National Education Profiles for additional information.

Lower Secondary Education Program of study 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 averages three years internationally. At the country level, lower secondary cycles vary from a minimum of two years to a maximum of six years in length, with an average of three years. Please refer to EPDC National Education Profiles for additional information.

PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (%)		Primary Gross Enrollment Rate (GER, %)		Primary NET Enrollment Rate (NER, %)		Completion Rate (%)	
		Male	Female	Male	Female	Male	Female	Male	Female
	TOTAL, Both genders								
2000	-	101	108	#N/A	#N/A	13	10	88	91
2001	#N/A	101	108	#N/A	#N/A	#N/A	#N/A	88	91
2002	#N/A	101	108	#N/A	#N/A	#N/A	#N/A	88	91
2003	#N/A	101	108	#N/A	#N/A	#N/A	#N/A	88	91
2004	2,399,719	101	108	96	103	76	81	88	91
2005	2,502,010	101	108	102	107	80	84	88	91
2006	2,503,504	103	108	103	109	81	86	82	92
2007	2,515,507	104	109	105	111	83	88	87	88
2008	2,530,933	105	109	106	113	85	90	96	100
2009	2,519,470	106	110	107	114	86	91	86	97
2010	2,536,793	107	110	109	115	88	92	99	109
2011	2,523,750	108	110	109	114	88	92	96	105
2012	2,530,034	108	111	109	114	89	92	96	103
2013	2,548,208	109	111	110	114	90	93	97	103
2014	2,573,653	109	111	110	113	91	93	98	103
2015	2,604,876	110	111	111	114	92	94	98	103
2016	2,640,896	110	111	111	114	93	95	99	104
2017	2,678,159	111	111	111	114	94	95	101	105
2018	2,711,478	111	112	111	113	95	96	100	104
2019	2,750,075	111	112	112	113	95	96	100	103
2020	2,790,103	111	112	112	113	96	96	101	103
2021	2,829,678	112	112	112	113	97	97	101	104
2022	2,868,333	112	112	112	113	97	97	102	104
2023	2,905,473	112	112	112	112	98	98	102	104
2024	2,940,315	112	112	112	112	99	98	103	104
2025	2,971,189	112	112	112	113	99	99	103	104

LOWER SECONDARY

	TOTAL, Both genders	Transition from Primary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary NET Enrollment Rate (%)		Lower Secondary Completion Rate (%)	
		Male	Female	Male	Female	Male	Female	Male	Female
2000	-	73	82	#N/A	#N/A	#N/A	#N/A	74	61
2001	#N/A	73	82	#N/A	#N/A	#N/A	#N/A	74	61
2002	#N/A	73	82	#N/A	#N/A	#N/A	#N/A	74	61
2003	#N/A	73	82	#N/A	#N/A	#N/A	#N/A	74	61
2004	451,944	73	82	68	62	#N/A	#N/A	74	61
2005	460,956	75	83	66	67	#N/A	#N/A	74	61
2006	472,153	77	84	63	74	#N/A	#N/A	54	64
2007	504,492	79	85	68	80	#N/A	#N/A	67	73
2008	505,298	81	86	70	80	#N/A	#N/A	64	76
2009	536,540	82	87	77	84	#N/A	#N/A	69	73
2010	546,526	84	88	77	88	#N/A	#N/A	77	83
2011	565,980	85	89	80	93	#N/A	#N/A	71	81
2012	589,494	86	89	85	97	#N/A	#N/A	82	91
2013	581,978	87	90	86	96	#N/A	#N/A	81	89
2014	582,391	88	91	87	95	#N/A	#N/A	82	88
2015	587,779	89	91	88	96	#N/A	#N/A	84	88
2016	594,657	90	92	90	96	#N/A	#N/A	85	89
2017	604,864	91	93	91	97	#N/A	#N/A	86	89
2018	622,443	92	93	94	98	#N/A	#N/A	88	90
2019	635,647	92	94	95	99	#N/A	#N/A	91	92
2020	644,105	93	94	96	98	#N/A	#N/A	91	92
2021	657,006	94	94	97	99	#N/A	#N/A	92	92
2022	671,895	94	95	98	100	#N/A	#N/A	93	93
2023	686,963	95	95	99	100	#N/A	#N/A	94	93
2024	701,657	95	95	100	101	#N/A	#N/A	95	94
2025	716,059	95	96	101	101	#N/A	#N/A	96	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

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 global education portfolio of FHI 360. 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 education portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

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