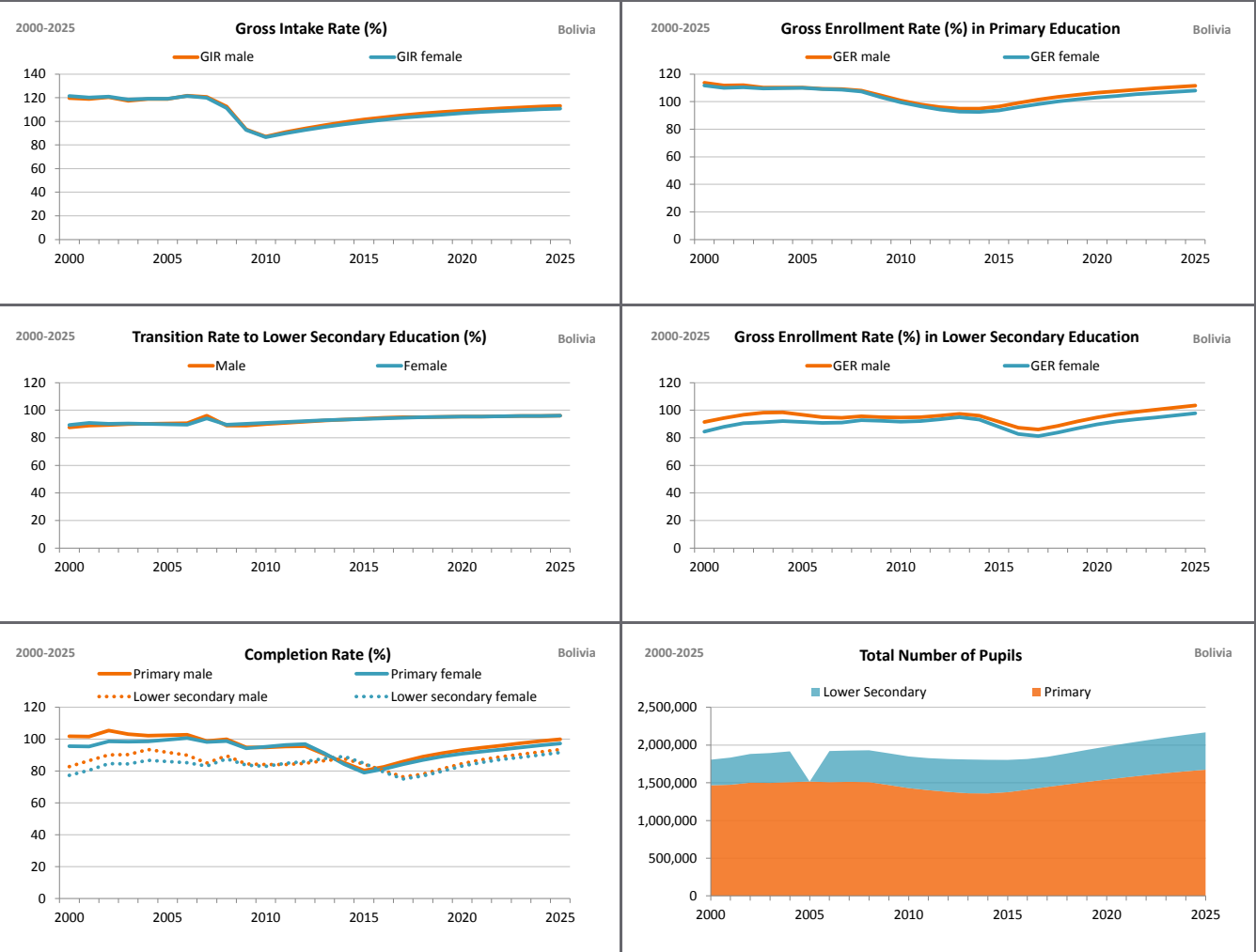


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Bolivia**



**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	1,466,112	120	121	114	112	102
2001	1,473,127	119	120	112	110	102	95
2002	1,500,989	121	121	112	110	105	98
2003	1,497,819	117	118	110	109	103	98
2004	1,507,996	119	119	110	110	102	99
2005	1,515,001	119	119	110	110	#N/A	#N/A
2006	1,508,194	122	121	109	109	103	101
2007	1,512,002	121	120	109	109	99	98
2008	1,508,389	113	111	108	107	100	99
2009	1,469,495	93	93	105	103	95	94
2010	1,429,084	87	87	101	99	95	95
2011	1,401,660	91	90	98	97	95	96
2012	1,378,990	94	93	96	94	96	97
2013	1,360,709	97	95	95	93	91	91
2014	1,358,637	99	98	95	92	85	84
2015	1,374,938	102	100	96	94	80	79
2016	1,408,742	103	101	99	96	83	81
2017	1,444,181	105	103	101	98	86	84
2018	1,478,103	107	104	103	100	89	87
2019	1,510,873	108	106	105	102	91	89
2020	1,542,522	109	107	106	103	93	91
2021	1,572,919	110	108	108	104	95	92
2022	1,601,502	111	109	109	105	96	93
2023	1,627,981	112	110	110	106	97	95
2024	1,651,757	112	110	111	107	99	96
2025	1,672,699	113	111	111	108	100	97

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	339,444	87	89	91	84	83
2001	360,469	89	91	94	88	87	80
2002	380,781	89	90	97	91	90	85
2003	395,845	90	90	98	91	90	85
2004	408,207	#N/A	#N/A	99	92	93	87
2005	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2006	412,534	90	90	95	91	90	85
2007	414,841	96	94	95	91	85	83
2008	422,199	89	90	96	93	90	88
2009	420,811	89	90	95	92	84	84
2010	419,898	90	91	95	92	84	83
2011	424,606	91	91	95	92	84	85
2012	435,772	92	92	96	93	85	86
2013	448,008	93	93	97	95	86	88
2014	445,860	93	93	96	93	88	89
2015	428,025	94	94	92	88	84	85
2016	406,206	94	94	87	83	80	79
2017	399,508	95	95	86	81	76	75
2018	410,320	95	95	89	84	78	77
2019	424,786	95	95	92	87	81	80
2020	437,759	95	95	95	90	85	83
2021	449,407	95	95	97	92	87	85
2022	460,824	96	96	99	93	89	87
2023	472,157	96	96	100	95	91	89
2024	483,628	96	96	102	96	92	90
2025	495,218	96	96	103	98	94	92

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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