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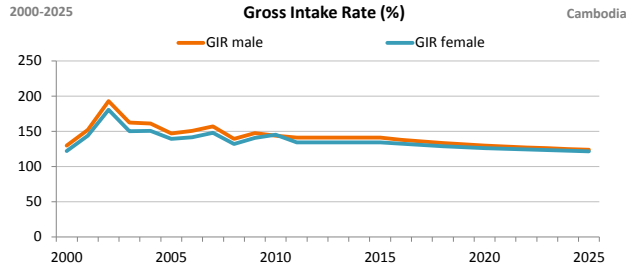
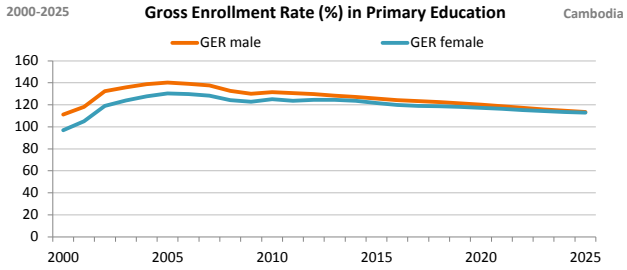
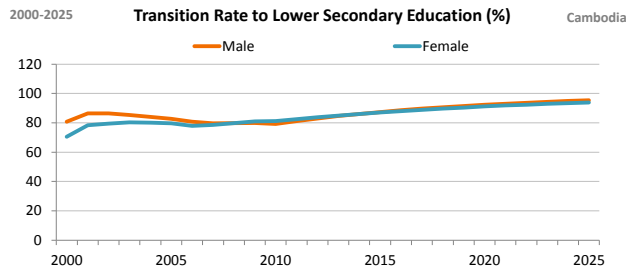
THE SCIENCE OF IMPROVING LIVES

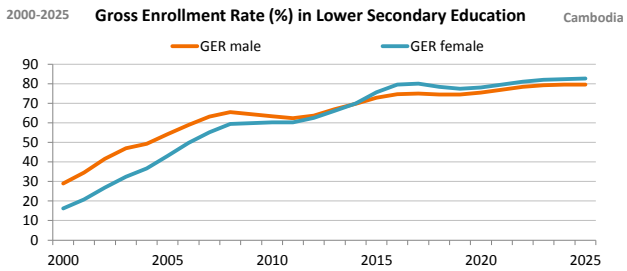
EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development

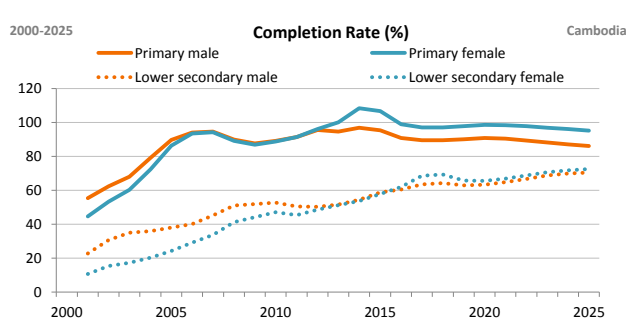
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Cambodia

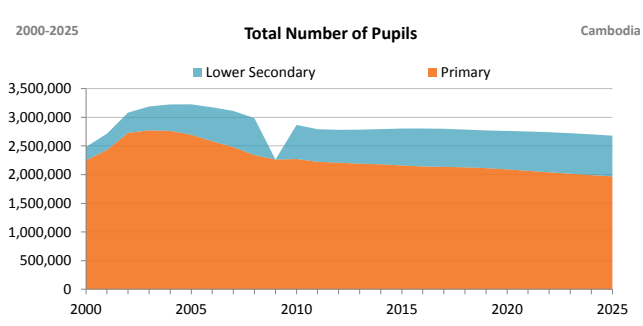












DEFINITIONS

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.

These profiles were produced by the Education Policy and Data Center (EPDC) in August 2013.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Cambodia

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	2,248,109	129	122	111	97	#N/A	#N/A
2001	2,431,142	152	144	118	105	55	45
2002	2,728,698	193	181	132	119	62	53
2003	2,772,113	162	150	136	124	68	60
2004	2,762,882	161	151	139	128	79	72
2005	2,695,372	147	139	140	130	90	86
2006	2,582,250	151	142	139	130	94	94
2007	2,479,644	157	148	138	128	95	94
2008	2,340,606	139	132	133	124	90	89
2009	2,263,489	148	140	130	123	88	87
2010	2,272,527	144	145	131	125	89	89
2011	2,224,267	141	134	131	124	91	91
2012	2,208,537	141	134	130	125	96	96
2013	2,191,545	141	134	128	125	95	100
2014	2,179,833	141	134	127	124	97	108
2015	2,160,548	141	134	126	122	95	107
2016	2,142,559	138	132	124	120	91	99
2017	2,135,743	135	130	123	119	89	97
2018	2,127,760	133	129	122	119	90	97
2019	2,113,422	131	127	121	118	90	98
2020	2,092,301	130	126	120	117	91	99
2021	2,066,592	128	125	119	116	90	98
2022	2,040,598	127	124	117	115	89	98
2023	2,015,817	126	123	116	114	88	97
2024	1,992,427	125	122	115	114	87	96
2025	1,969,822	124	122	114	113	86	95

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	234,813	81	70	29	16	#N/A	#N/A
2001	283,836	86	78	35	21	23	11
2002	352,993	86	79	42	27	31	15
2003	417,193	85	80	47	32	35	17
2004	461,898	84	80	49	37	36	20
2005	530,563	83	80	54	43	38	24
2006	591,753	81	78	59	50	40	29
2007	631,238	80	79	63	55	45	34
2008	644,450	#N/A	#N/A	65	59	51	41
2009	#N/A	80	81	#N/A	#N/A	#N/A	#N/A
2010	594,078	79	81	63	60	53	47
2011	568,930	81	82	62	60	50	45
2012	573,094	83	84	64	63	50	48
2013	593,318	85	85	67	66	52	51
2014	614,291	86	86	70	70	54	54
2015	643,793	87	87	73	76	59	58
2016	662,040	89	88	75	80	60	62
2017	664,527	90	89	75	80	64	69
2018	658,268	91	90	75	78	64	69
2019	657,506	92	90	74	77	63	66
2020	669,473	92	91	75	78	63	66
2021	685,921	93	92	77	80	65	67
2022	699,192	94	92	78	81	67	69
2023	707,088	94	93	79	82	69	71
2024	709,846	95	93	80	82	70	72
2025	710,244	95	94	80	83	70	73

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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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 and www.epdc.org.

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