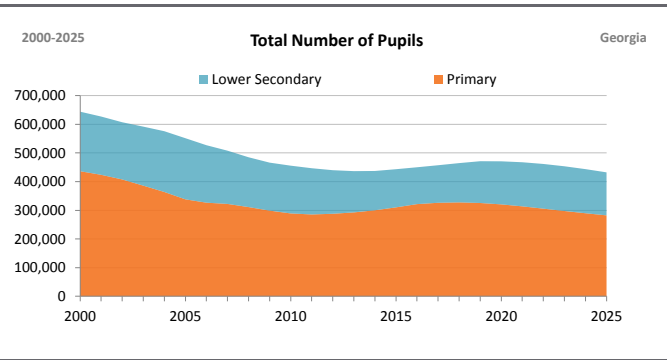
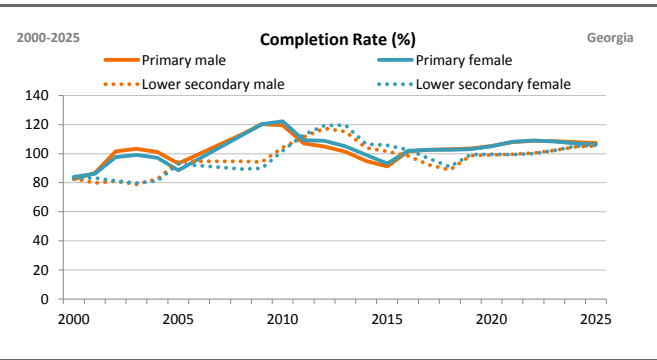
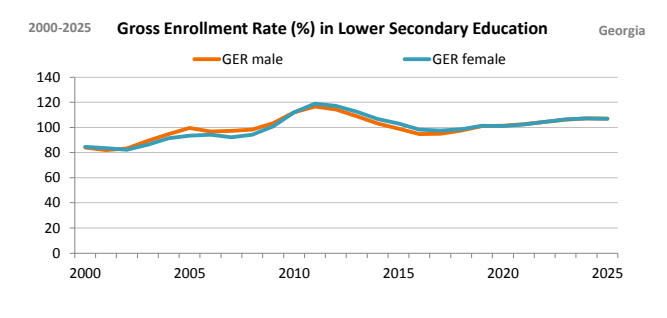
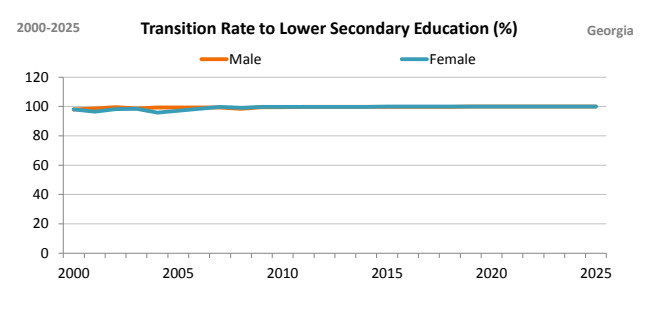
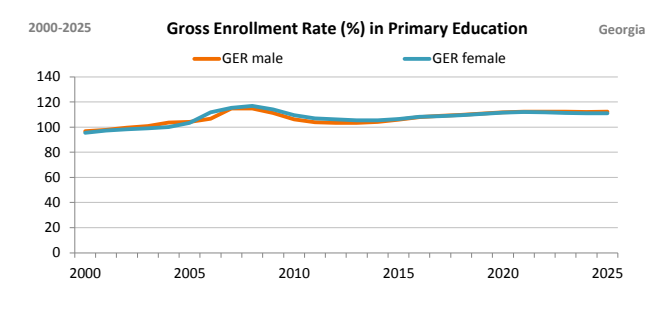
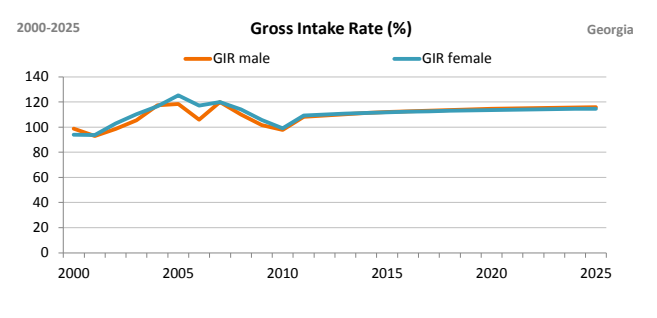


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Georgia**



**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	436,425	99	94	97	95	82
2001	423,828	93	94	98	97	87	86
2002	407,674	99	103	100	98	102	98
2003	386,107	105	110	101	99	103	99
2004	363,951	117	117	104	100	101	97
2005	338,222	118	125	104	103	93	89
2006	326,597	106	117	107	112	#N/A	#N/A
2007	322,249	120	120	115	115	#N/A	#N/A
2008	311,265	110	114	115	117	113	112
2009	298,935	102	106	111	114	120	120
2010	289,137	98	99	106	110	120	122
2011	285,539	108	109	104	107	107	109
2012	287,958	109	110	103	106	105	109
2013	292,701	110	111	103	105	101	105
2014	300,096	111	111	104	105	95	99
2015	310,297	112	112	106	106	91	93
2016	321,573	113	112	108	108	102	102
2017	326,244	113	113	109	109	103	103
2018	327,615	114	113	110	109	103	103
2019	325,553	114	113	111	110	104	103
2020	320,653	115	114	112	112	105	105
2021	313,803	115	114	112	112	108	108
2022	305,803	115	114	112	112	109	109
2023	297,610	115	114	112	111	109	108
2024	289,776	116	114	112	111	108	107
2025	282,399	116	115	112	111	107	106

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	207,681	98	98	84	84	83
2001	203,255	99	96	82	84	80	83
2002	199,527	100	98	83	82	81	81
2003	205,793	99	98	89	86	79	80
2004	211,983	99	96	95	91	83	81
2005	213,291	#N/A	#N/A	99	93	95	93
2006	200,488	#N/A	#N/A	97	94	#N/A	#N/A
2007	185,750	99	100	97	92	#N/A	#N/A
2008	173,763	99	99	98	94	95	90
2009	167,370	100	100	103	101	94	90
2010	166,586	100	100	112	112	104	102
2011	161,244	100	100	117	119	111	113
2012	151,927	100	100	114	117	118	119
2013	144,012	100	100	109	112	115	120
2014	137,152	100	100	103	107	104	107
2015	133,115	100	100	99	103	102	106
2016	128,576	100	100	95	98	98	103
2017	131,004	100	100	95	97	92	97
2018	137,093	100	100	98	99	89	91
2019	145,749	100	100	101	101	99	99
2020	150,265	100	100	101	101	99	100
2021	153,826	100	100	103	102	100	99
2022	155,922	100	100	104	104	100	100
2023	155,950	100	100	106	106	102	102
2024	153,838	100	100	107	107	105	105
2025	149,975	100	100	107	107	105	106

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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