

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Laos



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 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 .

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	831,521	124	110	116	99	73
2001	828,113	123	108	114	98	72	63
2002	852,857	129	114	116	100	72	64
2003	875,300	130	117	119	103	72	64
2004	884,629	126	117	121	106	73	65
2005	890,821	128	118	123	109	76	68
2006	891,881	131	122	125	111	81	71
2007	891,807	137	128	126	113	83	74
2008	900,817	138	128	128	116	84	77
2009	908,880	138	131	131	120	88	79
2010	916,341	138	133	133	123	91	85
2011	900,123	131	127	132	124	97	91
2012	887,024	131	127	130	125	100	100
2013	870,329	131	127	128	125	104	109
2014	849,238	131	127	126	123	102	108
2015	832,898	131	127	124	122	97	102
2016	824,590	130	126	124	121	95	101
2017	819,765	128	125	124	121	95	101
2018	815,764	127	124	123	121	96	102
2019	811,590	126	123	123	121	98	103
2020	807,140	125	122	123	121	98	103
2021	803,648	124	121	123	121	99	103
2022	801,539	123	121	122	121	99	103
2023	800,671	122	120	122	121	99	103
2024	800,941	122	120	122	121	99	103
2025	801,164	121	119	122	121	100	103

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	217,108	76	71	47	33	30
2001	234,017	80	74	48	35	33	22
2002	255,423	81	76	51	38	35	24
2003	278,867	80	76	54	40	41	28
2004	293,732	80	75	55	42	43	29
2005	299,157	79	75	54	42	42	30
2006	299,762	79	76	54	42	41	31
2007	305,768	80	77	55	44	40	31
2008	314,201	82	78	56	45	42	32
2009	324,845	83	79	58	48	42	33
2010	335,388	83	80	60	51	47	38
2011	345,283	85	81	62	54	48	40
2012	362,000	86	83	65	58	50	43
2013	382,822	87	84	69	63	52	46
2014	407,189	89	85	73	69	54	50
2015	425,340	90	86	77	75	59	55
2016	431,244	91	87	78	78	63	61
2017	430,348	91	88	78	79	67	68
2018	425,338	92	89	78	79	68	69
2019	422,891	93	90	78	79	66	67
2020	426,454	94	91	79	80	66	67
2021	432,144	94	91	81	81	67	68
2022	437,780	95	92	83	83	69	70
2023	442,713	95	92	84	84	71	72
2024	446,736	96	93	85	85	73	73
2025	450,840	96	94	86	86	74	74

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 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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