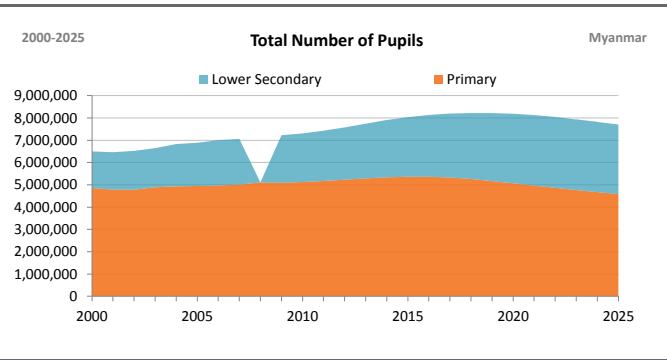
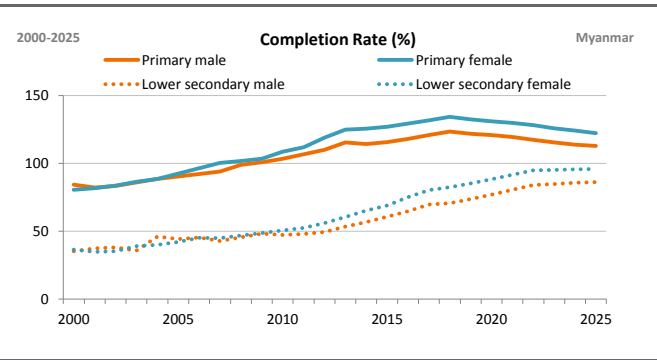
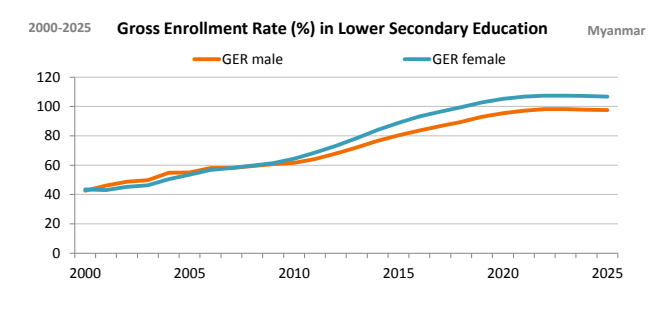
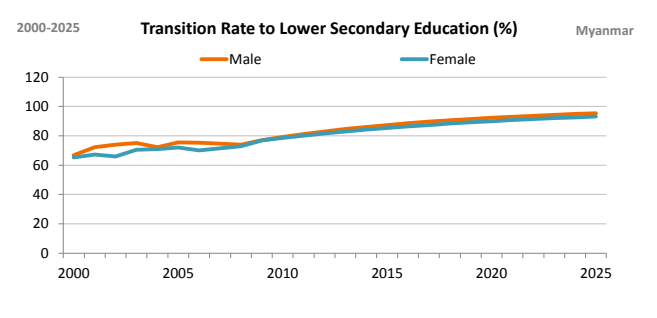
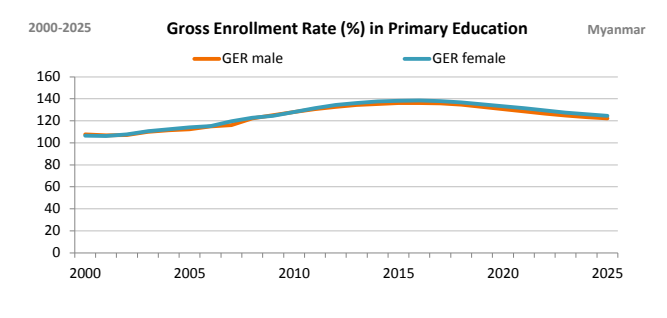
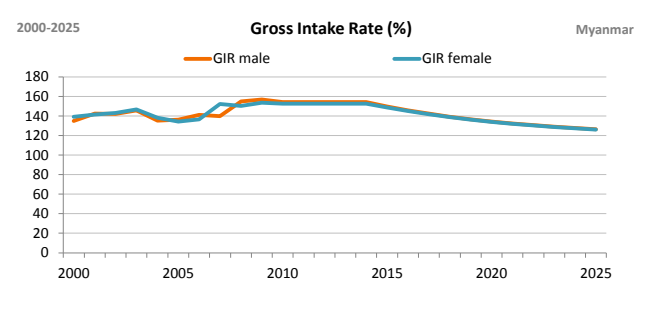


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Myanmar**



**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	4,857,955	135	139	108	106	84
2001	4,781,543	142	141	107	106	82	82
2002	4,778,851	142	143	107	108	83	84
2003	4,889,325	146	147	110	111	86	86
2004	4,932,646	135	138	111	112	89	89
2005	4,948,198	136	134	112	114	#N/A	#N/A
2006	4,969,445	141	137	115	115	#N/A	#N/A
2007	5,010,660	140	152	116	120	94	100
2008	5,109,630	155	150	122	123	99	102
2009	5,094,623	157	154	125	124	101	103
2010	5,125,942	154	153	128	128	103	109
2011	5,172,558	154	153	131	131	107	112
2012	5,232,063	154	153	133	134	110	119
2013	5,289,880	154	153	134	136	115	125
2014	5,335,715	154	153	135	137	114	126
2015	5,361,625	150	149	136	138	116	127
2016	5,360,137	146	145	136	138	118	129
2017	5,328,317	142	142	136	138	121	132
2018	5,264,252	139	139	135	137	123	134
2019	5,166,163	137	136	133	135	122	132
2020	5,067,455	134	134	131	133	121	131
2021	4,966,615	132	132	129	131	120	130
2022	4,864,692	130	130	127	129	117	128
2023	4,766,106	129	129	125	128	115	126
2024	4,673,586	128	127	123	126	114	124
2025	4,585,854	126	126	122	124	113	122

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	1,640,301	67	65	43	44	35
2001	1,680,231	72	67	46	43	37	35
2002	1,745,050	74	66	49	45	38	35
2003	1,755,491	75	71	50	46	36	39
2004	1,897,369	72	71	55	50	46	40
2005	1,938,471	76	72	55	53	44	42
2006	2,033,728	75	70	58	57	45	45
2007	2,047,797	#N/A	#N/A	58	58	43	45
2008	#N/A	74	73	#N/A	#N/A	#N/A	#N/A
2009	2,131,010	77	77	61	61	48	49
2010	2,178,728	79	79	62	64	47	51
2011	2,255,220	81	80	64	69	48	52
2012	2,344,129	83	82	68	73	49	56
2013	2,450,621	85	83	72	78	53	61
2014	2,571,200	86	84	77	84	57	65
2015	2,673,662	87	85	80	89	61	69
2016	2,774,359	89	86	84	93	65	75
2017	2,868,443	90	87	87	97	70	80
2018	2,954,020	91	88	90	99	71	82
2019	3,051,455	92	89	93	103	74	85
2020	3,120,341	92	90	95	105	77	88
2021	3,162,715	93	91	97	107	81	92
2022	3,178,258	94	91	98	107	84	95
2023	3,165,223	94	92	98	107	85	95
2024	3,145,434	95	93	98	107	86	96
2025	3,119,176	95	93	98	107	86	96

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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