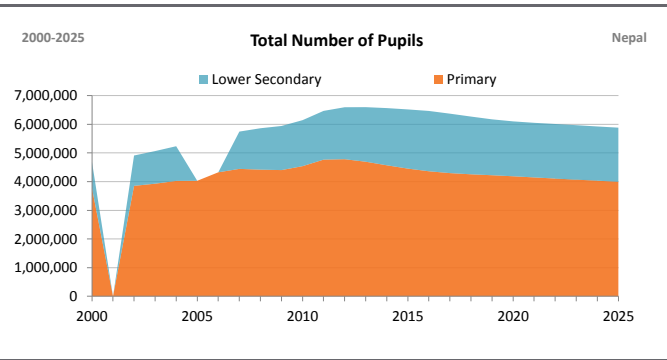
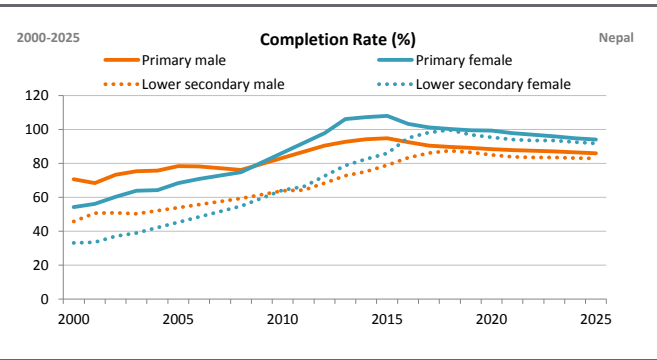
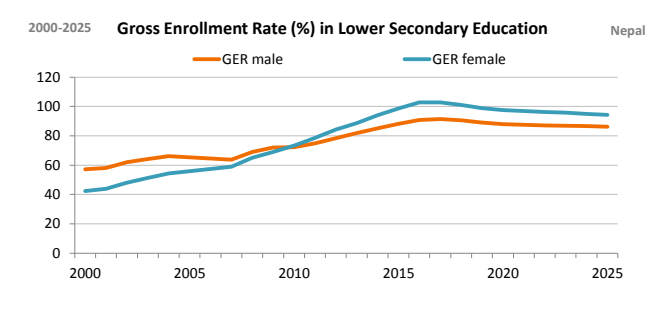
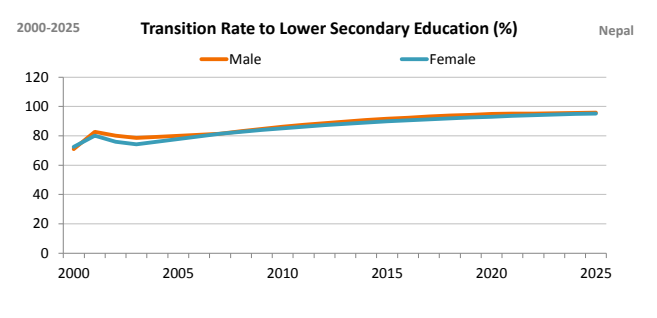
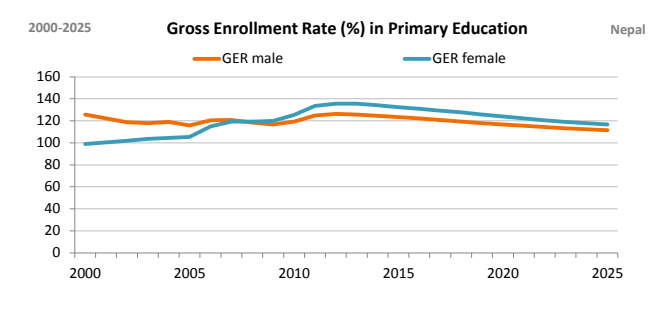
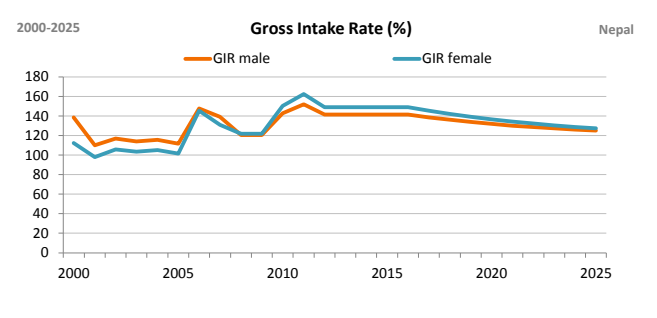


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Nepal



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	3,780,314	138	112	126	99	71	54
2001	#N/A	110	98	#N/A	#N/A	68	56	
2002	3,853,618	117	106	119	102	73	60	
2003	3,928,684	114	104	118	104	75	64	
2004	4,025,692	116	105	119	105	76	64	
2005	4,030,045	112	101	116	105	78	68	
2006	4,325,709	148	145	120	115	78	71	
2007	4,444,778	139	131	121	119	#N/A	#N/A	
2008	4,418,716	120	122	118	119	76	75	
2009	4,403,007	120	122	117	120	#N/A	#N/A	
2010	4,540,086	143	150	119	125	#N/A	#N/A	
2011	4,768,092	152	163	125	134	#N/A	#N/A	
2012	4,782,885	141	149	126	135	90	98	
2013	4,695,117	141	149	126	136	93	106	
2014	4,570,305	141	149	125	134	94	107	
2015	4,455,420	141	149	123	133	95	108	
2016	4,362,174	141	149	122	131	92	103	
2017	4,297,555	139	145	121	129	90	101	
2018	4,255,794	136	142	119	128	90	100	
2019	4,223,358	134	139	118	126	89	100	
2020	4,186,943	132	137	117	124	88	99	
2021	4,146,999	130	134	115	122	88	98	
2022	4,108,479	129	132	114	121	87	97	
2023	4,069,939	127	130	113	119	87	96	
2024	4,031,519	126	129	112	118	86	95	
2025	3,996,422	125	127	112	117	86	94	

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	915,649	71	73	57	42	46	33
2001	#N/A	83	80	58	44	51	34	
2002	1,058,448	80	76	62	48	51	37	
2003	1,137,101	79	74	64	51	50	39	
2004	1,210,059	#N/A	#N/A	66	54	#N/A	#N/A	
2005	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2007	1,301,135	81	81	64	59	#N/A	#N/A	
2008	1,443,515	83	83	69	65	59	55	
2009	1,538,763	85	84	72	69	#N/A	#N/A	
2010	1,604,421	86	85	72	73	64	64	
2011	1,699,927	87	86	75	79	64	66	
2012	1,812,680	89	87	78	84	68	72	
2013	1,903,459	90	88	82	89	73	79	
2014	1,994,965	91	89	85	94	75	83	
2015	2,064,066	92	90	88	99	79	86	
2016	2,103,946	92	91	91	103	83	95	
2017	2,073,315	93	91	91	103	86	98	
2018	2,013,763	94	92	91	101	87	100	
2019	1,949,579	94	92	89	99	87	97	
2020	1,915,895	95	93	88	98	85	95	
2021	1,905,461	95	94	87	97	84	94	
2022	1,903,066	95	94	87	96	84	94	
2023	1,899,739	95	94	87	96	83	94	
2024	1,893,475	96	95	87	95	83	93	
2025	1,886,236	96	95	86	94	83	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.

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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Making sense of data to improve education for development