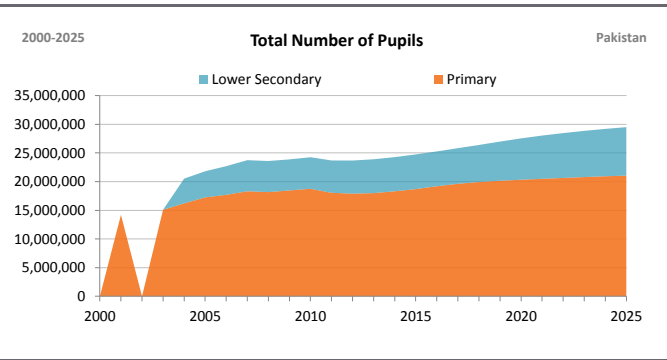
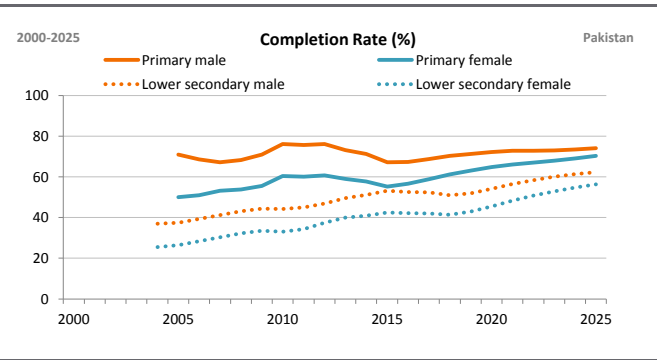
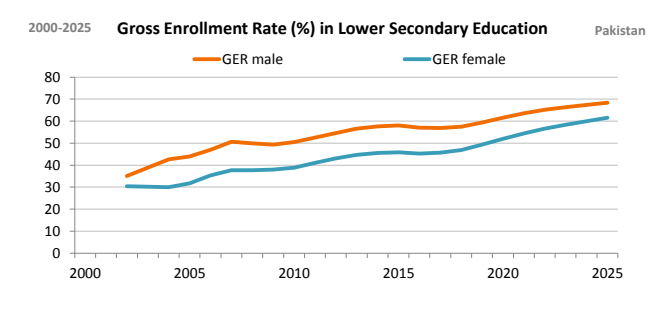
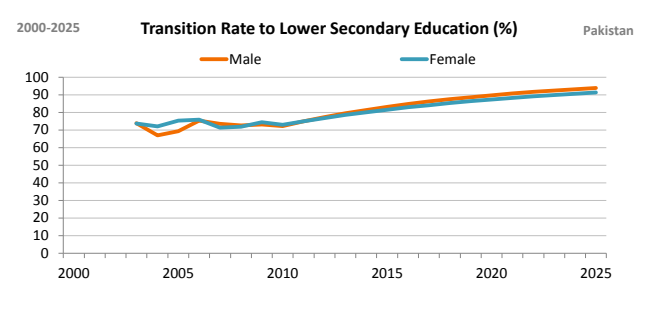
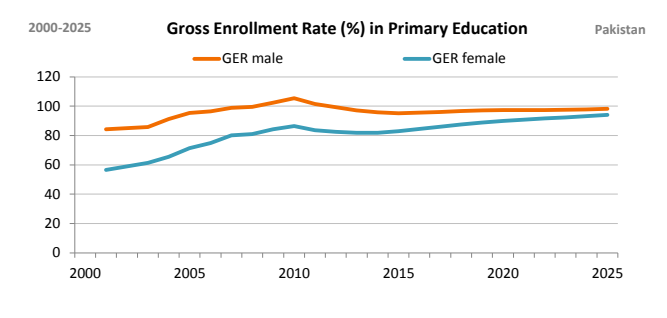
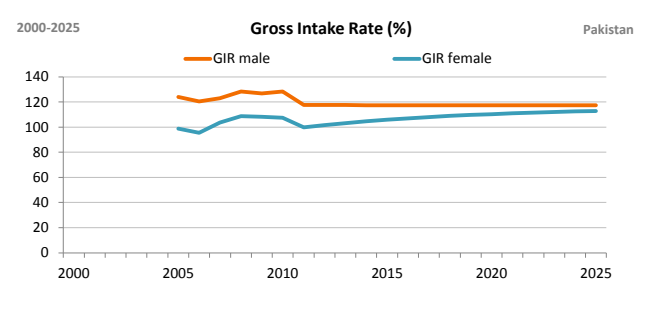


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Pakistan**



**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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	14,204,953	#N/A	#N/A	#N/A	84	57	#N/A	#N/A
2002	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2003	15,093,960	#N/A	#N/A	#N/A	86	61	#N/A	#N/A
2004	16,207,286	#N/A	#N/A	#N/A	91	65	#N/A	#N/A
2005	17,257,948	124	99	95	71	71	50	
2006	17,699,553	121	95	96	75	69	51	
2007	18,315,943	123	104	99	80	67	53	
2008	18,175,802	128	109	99	81	68	54	
2009	18,468,097	127	108	102	84	71	56	
2010	18,756,348	128	107	106	86	76	61	
2011	18,050,718	118	100	102	84	76	60	
2012	17,913,072	118	102	99	83	76	61	
2013	17,996,772	117	103	97	82	73	59	
2014	18,314,906	117	105	96	82	71	58	
2015	18,701,332	117	106	95	83	67	55	
2016	19,195,007	117	107	96	84	67	57	
2017	19,623,236	117	108	96	86	69	59	
2018	19,936,060	117	109	97	87	70	61	
2019	20,151,939	117	110	97	89	71	63	
2020	20,334,355	117	110	97	90	72	65	
2021	20,496,523	117	111	97	91	73	66	
2022	20,648,493	117	111	97	92	73	67	
2023	20,798,538	117	112	98	92	73	68	
2024	20,938,616	117	112	98	93	74	69	
2025	21,048,309	117	113	98	94	74	70	

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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2002	#N/A	#N/A	#N/A	#N/A	35	30	#N/A	#N/A
2003	#N/A	74	74	#N/A	#N/A	#N/A	#N/A	
2004	4,321,261	67	72	43	30	37	26	
2005	4,550,473	69	75	44	32	37	27	
2006	5,001,518	75	76	47	35	#N/A	#N/A	
2007	5,429,036	73	71	51	38	#N/A	#N/A	
2008	5,427,406	73	72	50	38	43	32	
2009	5,414,157	73	74	49	38	44	34	
2010	5,501,257	72	73	51	39	44	33	
2011	5,642,363	75	75	52	41	45	34	
2012	5,773,481	77	77	55	43	47	37	
2013	5,907,920	79	78	57	45	50	40	
2014	5,961,875	81	80	58	45	51	41	
2015	6,048,362	83	81	58	46	53	42	
2016	6,076,803	85	83	57	45	53	42	
2017	6,216,575	86	84	57	46	52	42	
2018	6,461,137	87	85	58	47	51	41	
2019	6,836,619	89	86	59	49	52	43	
2020	7,211,207	90	87	61	52	54	45	
2021	7,541,541	91	88	64	54	57	48	
2022	7,818,110	92	89	65	57	58	51	
2023	8,056,929	92	90	66	58	60	53	
2024	8,263,378	93	91	67	60	61	55	
2025	8,456,178	94	91	68	62	62	56	

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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