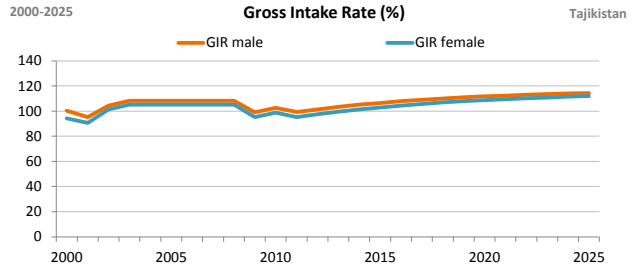
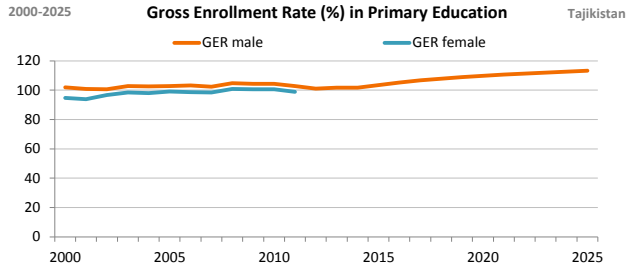
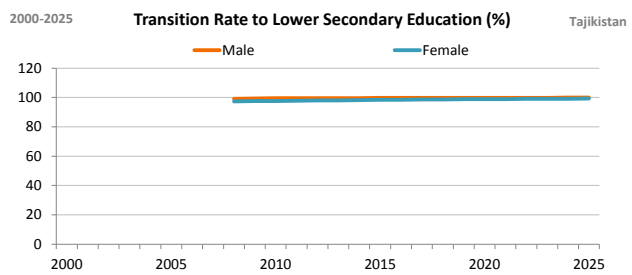
EDUCATION POLICY AND DATA CENTER

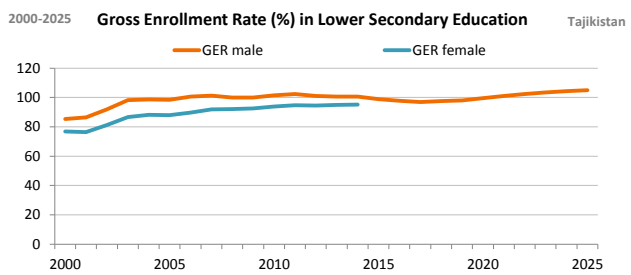
Making sense of data to improve education for development

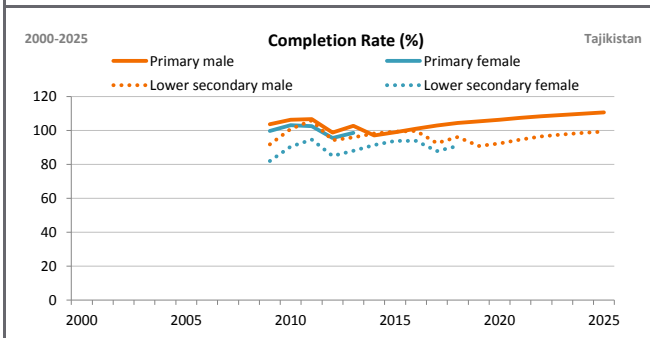
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Tajikistan

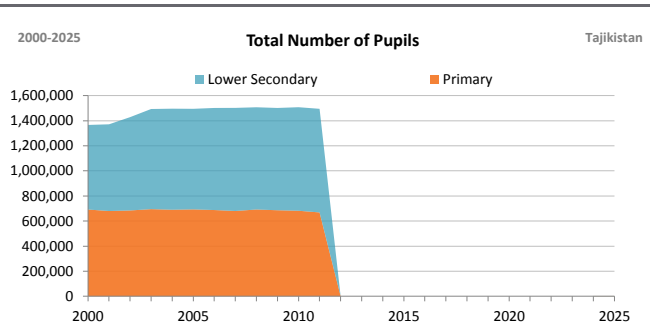












DEFINITIONS

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 varys 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.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Tajikistan

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	691,891	100	94	102	95	#N/A	#N/A
2001	680,100	95	91	101	94	#N/A	#N/A
2002	684,542	104	101	101	97	#N/A	#N/A
2003	694,930	108	105	103	98	#N/A	#N/A
2004	690,270	108	105	102	98	#N/A	#N/A
2005	693,078	108	105	103	99	#N/A	#N/A
2006	687,900	108	105	103	99	#N/A	#N/A
2007	680,308	108	105	102	99	#N/A	#N/A
2008	692,246	108	105	105	101	#N/A	#N/A
2009	686,290	99	95	104	101	104	100
2010	682,090	103	99	104	101	106	103
2011	668,678	99	95	103	99	107	103
2012	#N/A	101	98	101	#N/A	99	96
2013	#N/A	103	100	102	#N/A	103	99
2014	#N/A	105	101	102	#N/A	97	#N/A
2015	#N/A	107	103	103	#N/A	99	#N/A
2016	#N/A	108	104	105	#N/A	101	#N/A
2017	#N/A	109	106	107	#N/A	103	#N/A
2018	#N/A	110	107	108	#N/A	104	#N/A
2019	#N/A	111	108	109	#N/A	105	#N/A
2020	#N/A	112	109	110	#N/A	106	#N/A
2021	#N/A	112	110	111	#N/A	108	#N/A
2022	#N/A	113	110	111	#N/A	108	#N/A
2023	#N/A	114	111	112	#N/A	109	#N/A
2024	#N/A	114	111	113	#N/A	110	#N/A
2025	#N/A	114	112	113	#N/A	111	#N/A

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	674,555	#N/A	#N/A	85	77	#N/A	#N/A
2001	691,361	#N/A	#N/A	87	76	#N/A	#N/A
2002	743,989	#N/A	#N/A	92	81	#N/A	#N/A
2003	798,568	#N/A	#N/A	98	87	#N/A	#N/A
2004	805,848	#N/A	#N/A	99	88	#N/A	#N/A
2005	801,976	#N/A	#N/A	98	88	#N/A	#N/A
2006	813,877	#N/A	#N/A	101	90	#N/A	#N/A
2007	822,153	#N/A	#N/A	101	92	#N/A	#N/A
2008	815,133	99	97	100	92	#N/A	#N/A
2009	815,505	99	98	100	93	92	82
2010	825,716	99	98	102	94	101	91
2011	826,320	99	98	102	95	106	95
2012	#N/A	100	98	101	94	94	85
2013	#N/A	100	98	101	95	96	88
2014	#N/A	100	98	101	95	98	91
2015	#N/A	100	98	99	#N/A	99	94
2016	#N/A	100	98	98	#N/A	100	94
2017	#N/A	100	99	97	#N/A	93	88
2018	#N/A	100	99	98	#N/A	96	91
2019	#N/A	100	99	98	#N/A	91	#N/A
2020	#N/A	100	99	99	#N/A	92	#N/A
2021	#N/A	100	99	101	#N/A	95	#N/A
2022	#N/A	100	99	102	#N/A	96	#N/A
2023	#N/A	100	99	103	#N/A	98	#N/A
2024	#N/A	100	99	104	#N/A	99	#N/A
2025	#N/A	100	99	105	#N/A	99	#N/A

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.

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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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