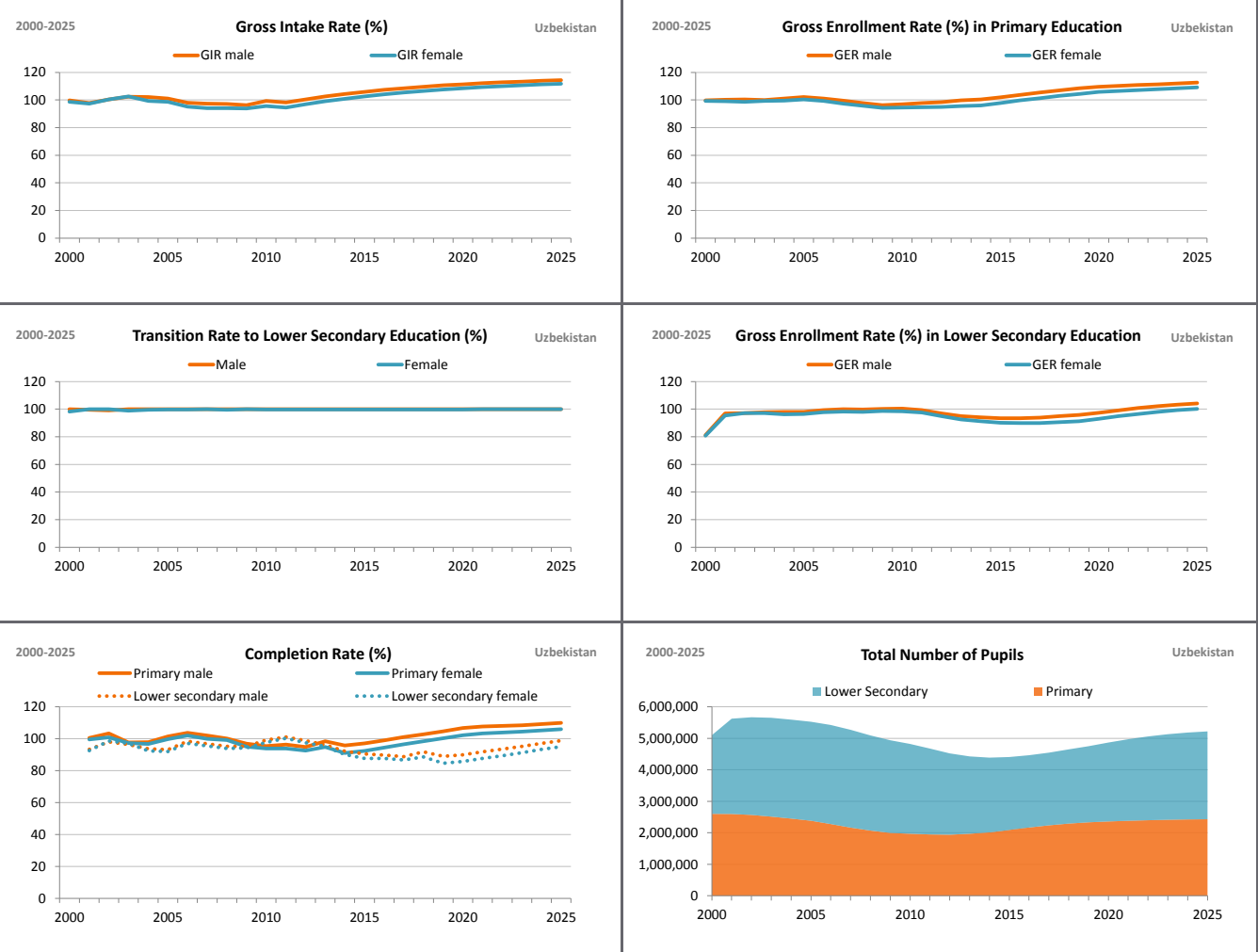


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Uzbekistan



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.

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	2,601,953	100	99	100	99	#N/A	#N/A
2001	2,597,886	98	97	100	99	100	100
2002	2,567,685	100	100	100	99	103	101
2003	2,513,342	102	103	100	99	98	97
2004	2,451,125	102	99	101	99	98	97
2005	2,383,326	101	99	102	100	102	100
2006	2,277,191	98	95	101	99	104	102
2007	2,164,897	97	94	100	97	102	100
2008	2,071,317	97	94	98	96	100	99
2009	1,995,747	96	94	96	94	97	95
2010	1,970,922	99	96	97	94	95	94
2011	1,948,128	98	95	98	95	96	94
2012	1,940,053	100	97	98	95	95	93
2013	1,969,801	102	99	100	96	98	95
2014	2,013,412	104	101	100	96	96	91
2015	2,090,740	106	103	102	98	97	92
2016	2,168,329	107	104	104	100	99	94
2017	2,237,234	109	105	105	101	101	96
2018	2,292,420	110	107	107	103	103	98
2019	2,332,960	111	108	108	104	105	100
2020	2,360,717	111	108	110	106	107	102
2021	2,381,873	112	109	110	106	108	103
2022	2,399,124	113	110	111	107	108	104
2023	2,413,627	113	111	111	108	108	104
2024	2,425,013	114	111	112	108	109	105
2025	2,430,377	114	112	113	109	110	106

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	2,497,315	100	98	81	81	#N/A	#N/A
2001	3,026,233	99	100	97	95	93	93
2002	3,101,244	99	100	97	97	98	99
2003	3,139,408	100	99	98	97	96	97
2004	3,142,460	100	99	98	96	94	92
2005	3,143,250	100	100	98	97	93	92
2006	3,146,362	100	100	99	98	98	97
2007	3,105,953	100	100	100	98	#N/A	#N/A
2008	3,020,984	100	100	100	98	95	94
2009	2,942,875	100	100	100	99	95	94
2010	2,850,469	100	100	100	99	99	98
2011	2,727,033	100	100	99	97	101	100
2012	2,581,826	100	100	97	95	99	98
2013	2,456,586	100	100	95	93	96	95
2014	2,373,559	100	100	94	91	92	90
2015	2,315,258	100	100	93	90	91	88
2016	2,295,138	100	100	93	90	90	88
2017	2,307,766	100	100	94	90	89	87
2018	2,356,850	100	100	95	91	92	89
2019	2,417,266	100	100	96	91	89	85
2020	2,505,737	100	100	97	93	90	86
2021	2,589,415	100	100	99	95	92	88
2022	2,661,101	100	100	101	97	93	89
2023	2,717,463	100	100	102	98	95	91
2024	2,758,922	100	100	103	99	97	93
2025	2,789,578	100	100	104	100	99	95

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.