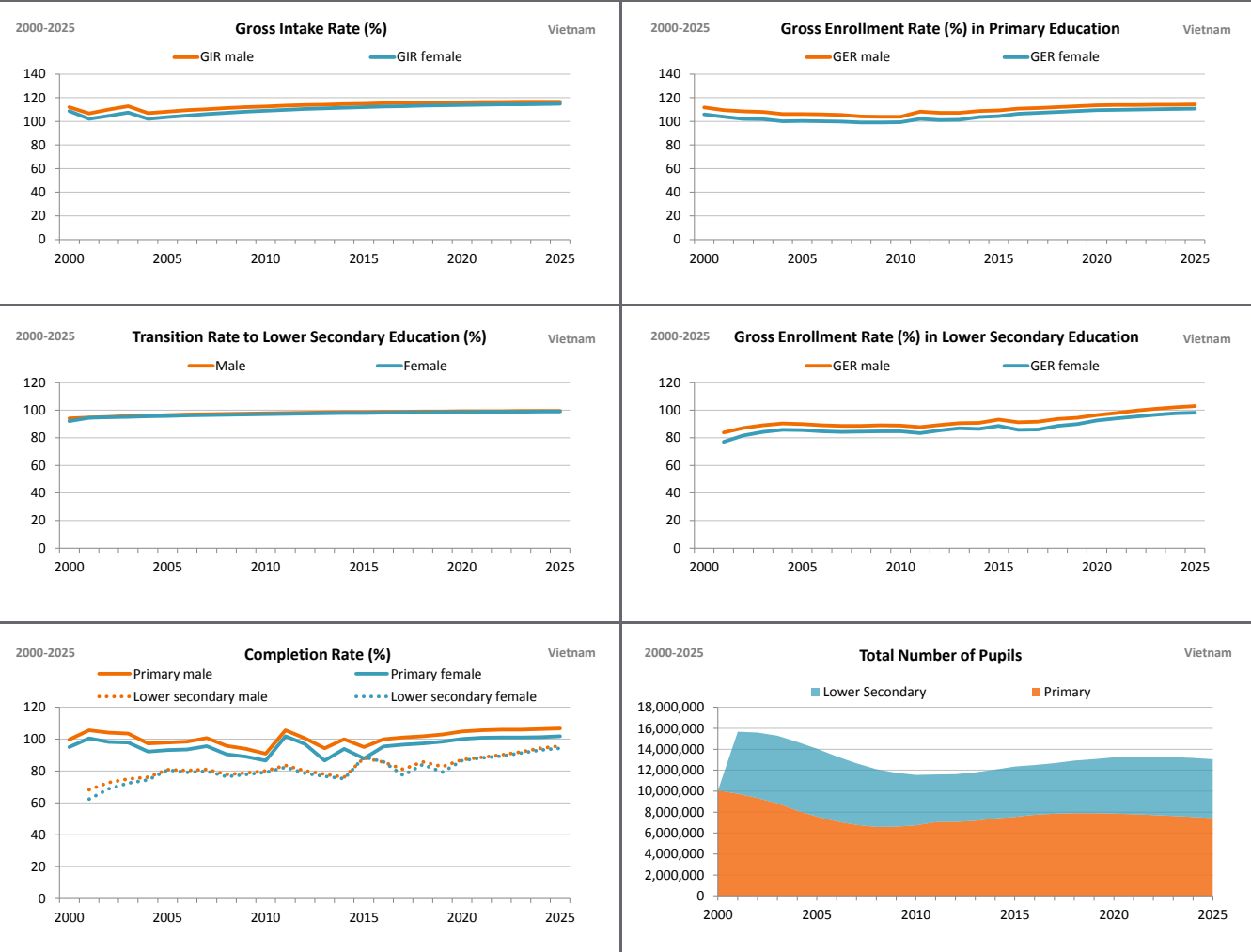


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Vietnam



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	10,063,025	112	109	112	106	100	95
2001	9,751,434	107	102	110	104	106	101	
2002	9,336,913	110	105	108	102	104	98	
2003	8,841,004	113	107	108	102	104	98	
2004	8,134,106	107	102	106	100	97	92	
2005	7,570,937	108	104	106	100	98	93	
2006	7,105,250	109	105	106	100	98	93	
2007	6,779,832	110	106	105	100	101	95	
2008	6,585,619	111	107	104	99	96	90	
2009	6,610,929	112	108	104	99	94	89	
2010	6,739,929	113	109	104	99	91	87	
2011	7,042,193	113	110	108	102	106	102	
2012	7,062,111	114	110	107	101	100	97	
2013	7,165,290	114	111	107	101	94	87	
2014	7,395,342	115	112	109	104	100	94	
2015	7,538,891	115	112	109	104	95	88	
2016	7,746,927	115	113	111	106	100	95	
2017	7,843,877	115	113	111	107	101	97	
2018	7,889,522	116	113	112	108	102	97	
2019	7,890,506	116	114	113	109	103	98	
2020	7,855,366	116	114	114	109	105	100	
2021	7,794,028	116	114	114	110	106	101	
2022	7,716,114	116	114	114	110	106	101	
2023	7,628,727	117	114	114	110	106	101	
2024	7,533,184	117	115	114	110	106	101	
2025	7,426,185	117	115	114	111	107	102	

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	94	92	#N/A	#N/A	#N/A	#N/A
2001	5,918,153	95	94	84	77	68	62	
2002	6,254,254	95	95	87	82	73	69	
2003	6,451,263	96	95	89	84	75	72	
2004	6,566,383	96	96	90	86	76	74	
2005	6,478,360	96	96	90	86	81	81	
2006	6,206,546	97	96	89	85	80	79	
2007	5,875,125	97	96	89	84	81	80	
2008	5,510,074	97	97	89	84	78	77	
2009	5,139,510	98	97	89	85	79	78	
2010	4,807,966	98	97	89	85	80	79	
2011	4,548,081	98	97	88	83	84	82	
2012	4,556,798	98	98	89	85	80	79	
2013	4,629,329	98	98	91	87	78	77	
2014	4,659,018	99	98	91	87	76	75	
2015	4,810,497	99	98	93	89	88	89	
2016	4,745,740	99	98	91	86	86	86	
2017	4,827,223	99	98	92	86	81	77	
2018	5,024,186	99	98	94	89	86	84	
2019	5,164,038	99	99	94	90	83	79	
2020	5,364,057	99	99	97	93	87	87	
2021	5,486,637	99	99	98	94	89	88	
2022	5,570,579	99	99	100	95	90	89	
2023	5,619,035	99	99	101	97	92	91	
2024	5,632,526	99	99	102	98	94	93	
2025	5,617,669	100	99	103	98	96	94	

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.

EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development