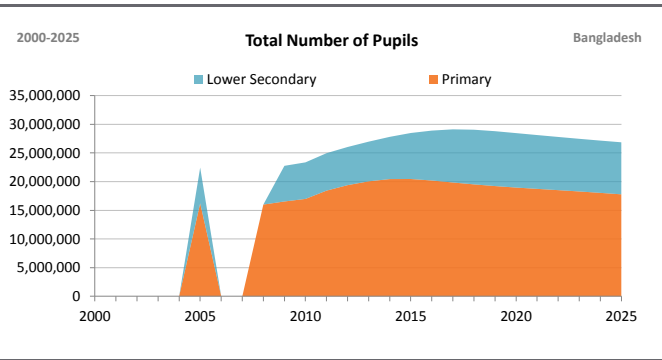
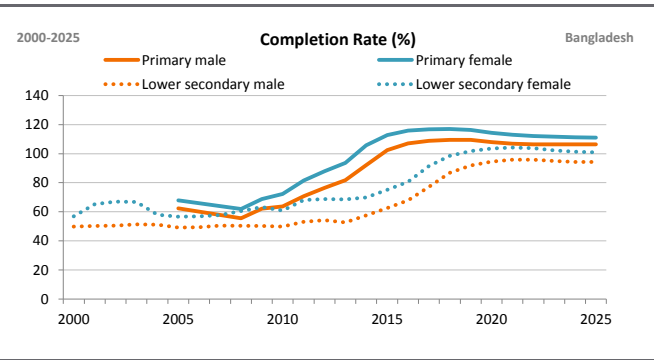
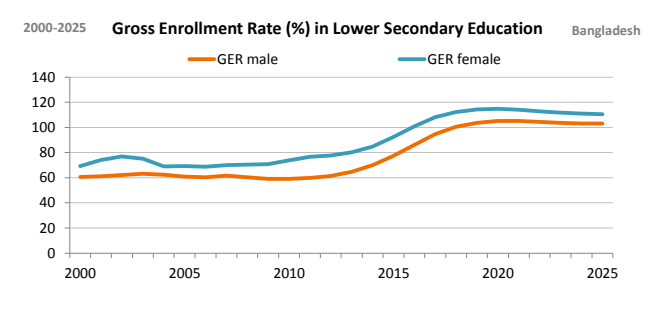
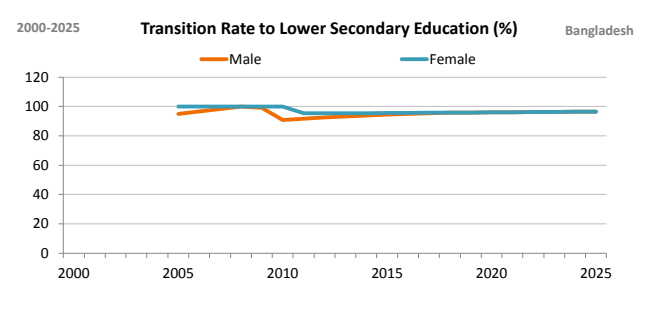
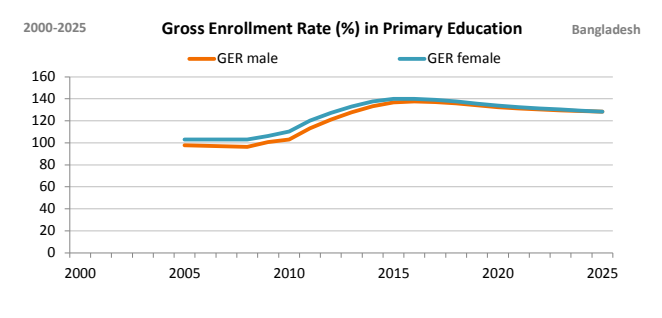
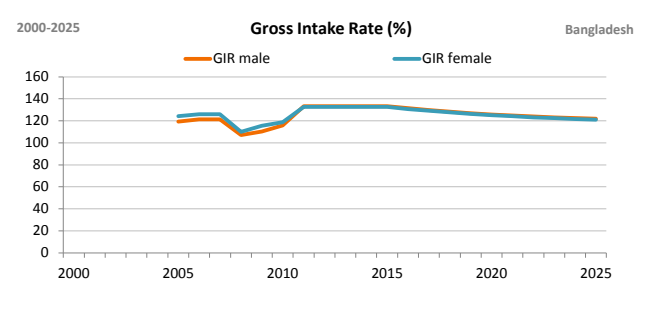


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Bangladesh



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	#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	#N/A	#N/A	#N/A	#N/A
2003	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2004	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2005	16,219,478		119	124	98	103	62	68
2006	#N/A		121	126	#N/A	#N/A	#N/A	#N/A
2007	#N/A		121	126	#N/A	#N/A	#N/A	#N/A
2008	16,001,605		107	110	96	103	56	62
2009	16,539,389		110	115	101	106	62	69
2010	16,987,106		116	119	103	110	64	72
2011	18,432,499		133	133	113	120	71	82
2012	19,389,070		133	133	121	127	77	88
2013	20,051,477		133	133	128	133	82	94
2014	20,446,290		133	133	133	138	92	106
2015	20,463,759		133	133	137	140	102	113
2016	20,202,303		131	131	138	140	107	116
2017	19,854,355		130	129	137	139	109	117
2018	19,521,118		128	128	136	138	110	117
2019	19,230,914		127	126	134	136	109	116
2020	18,969,091		126	125	133	134	108	114
2021	18,738,860		125	124	131	132	107	113
2022	18,519,361		124	123	130	131	106	112
2023	18,290,724		123	122	130	130	106	112
2024	18,044,300		122	122	129	129	106	111
2025	17,788,812		122	121	128	128	107	111

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	61	69	50	57
2001	#N/A	#N/A	#N/A	#N/A	61	74	50	65
2002	#N/A	#N/A	#N/A	#N/A	62	77	50	67
2003	#N/A	#N/A	#N/A	#N/A	63	75	51	67
2004	#N/A	#N/A	#N/A	#N/A	62	69	51	58
2005	6,232,512		95	100	61	69	49	57
2006	#N/A	#N/A	#N/A	#N/A	60	69	49	57
2007	#N/A	#N/A	#N/A	#N/A	62	70	50	58
2008	#N/A	#N/A	100	100	#N/A	#N/A	#N/A	#N/A
2009	6,221,343		99	100	59	71	50	63
2010	6,376,949		91	100	59	74	50	61
2011	6,532,646		92	95	60	77	53	68
2012	6,654,942		92	95	61	78	54	69
2013	6,919,881		93	95	65	80	53	69
2014	7,365,701		94	95	70	85	57	70
2015	8,019,316		94	96	77	92	63	75
2016	8,700,069		95	96	86	101	68	81
2017	9,266,076		95	96	95	108	77	91
2018	9,535,987		96	96	101	112	87	98
2019	9,569,510		96	96	104	114	92	102
2020	9,499,005		96	96	105	115	95	104
2021	9,388,193		96	96	105	114	96	104
2022	9,274,923		96	96	104	113	96	104
2023	9,178,729		96	96	104	112	95	102
2024	9,116,753		96	96	103	111	94	101
2025	9,074,047		96	96	103	111	94	101

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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