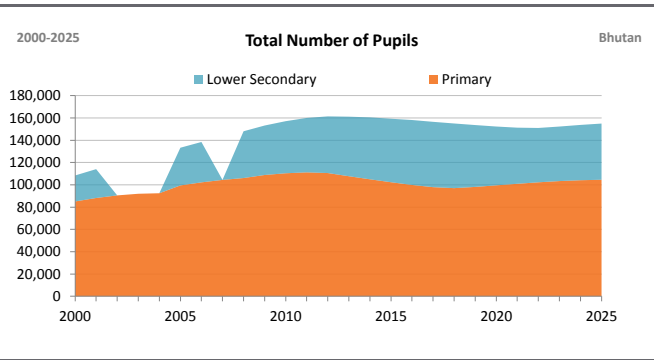
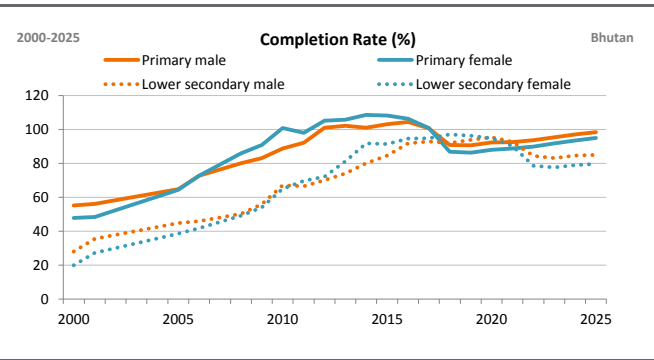
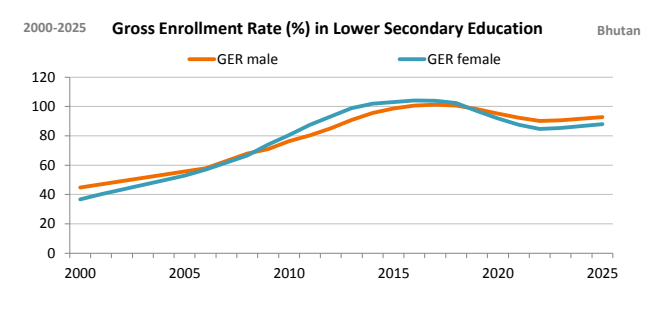
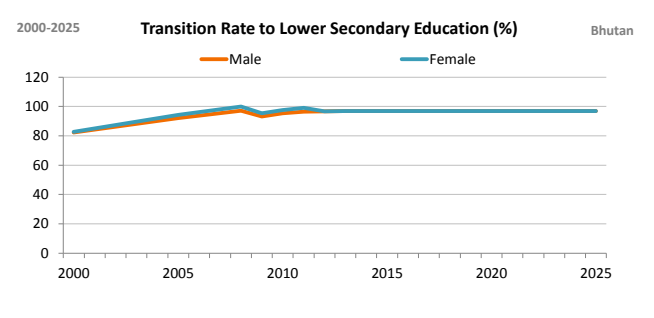
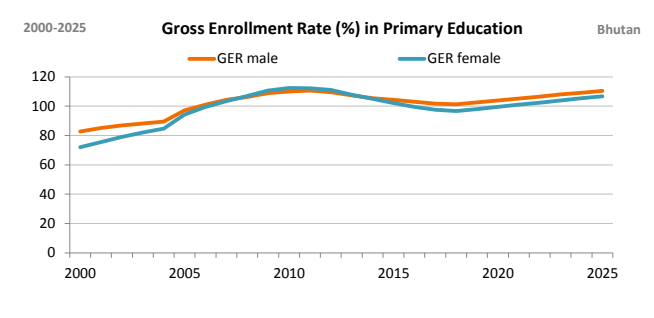
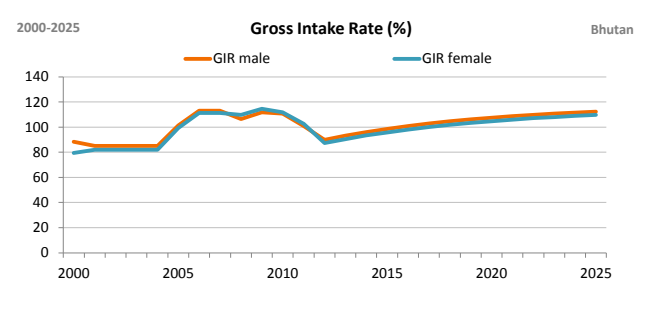


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Bhutan



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	85,092	88	80	83	72	55
2001	88,204	85	82	85	76	56	48
2002	90,522	85	82	87	79	#N/A	#N/A
2003	91,984	85	82	88	82	#N/A	#N/A
2004	92,462	85	82	89	85	#N/A	#N/A
2005	99,458	101	99	97	94	65	64
2006	102,225	113	111	101	99	73	73
2007	104,416	113	111	104	104	#N/A	#N/A
2008	106,100	106	110	106	107	80	86
2009	108,821	112	115	109	111	83	91
2010	110,369	111	112	110	112	89	101
2011	111,183	101	103	111	112	92	98
2012	110,575	90	87	110	111	101	105
2013	107,717	93	91	107	108	102	106
2014	104,971	96	93	105	105	101	109
2015	102,343	99	96	104	102	103	108
2016	99,893	101	98	103	100	104	106
2017	97,908	103	100	102	98	101	101
2018	97,019	105	102	101	97	91	87
2019	98,120	106	103	102	98	91	86
2020	99,550	108	105	104	99	92	88
2021	100,923	109	106	105	101	93	89
2022	102,263	110	107	107	102	94	90
2023	103,372	111	108	108	104	95	92
2024	104,143	112	109	109	105	97	93
2025	104,558	112	110	110	107	98	95

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	23,301	82	83	45	37	28
2001	25,867	#N/A	#N/A	47	40	35	27
2002	#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
2004	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2005	33,830	92	94	56	53	45	39
2006	36,197	#N/A	#N/A	58	57	46	42
2007	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2008	41,941	97	100	68	66	50	49
2009	44,361	93	95	71	74	56	54
2010	46,722	95	98	76	80	67	65
2011	48,828	96	99	80	88	66	70
2012	50,828	97	97	85	93	70	72
2013	53,420	97	97	91	99	74	81
2014	55,537	97	97	96	102	80	92
2015	56,938	97	97	99	103	85	91
2016	58,238	97	97	101	104	92	95
2017	58,601	97	97	101	104	93	95
2018	58,008	97	97	101	102	92	97
2019	55,496	97	97	98	97	94	96
2020	52,764	97	97	95	92	95	95
2021	50,344	97	97	92	88	93	90
2022	48,753	97	97	90	85	84	79
2023	48,906	97	97	91	85	83	78
2024	49,588	97	97	92	87	85	79
2025	50,405	97	97	93	88	85	80

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