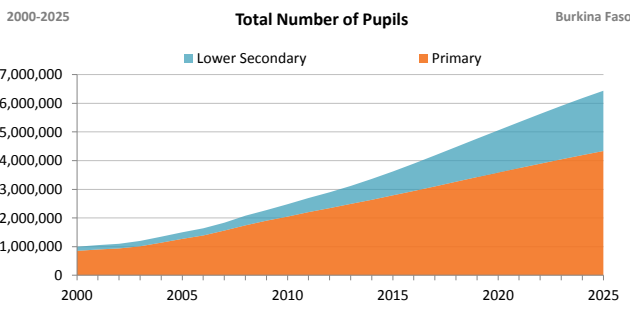
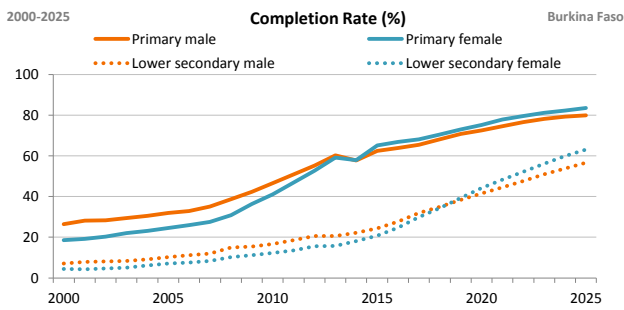
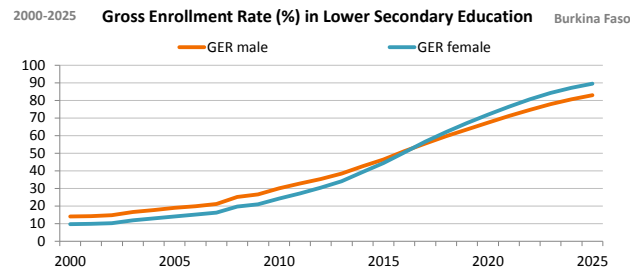
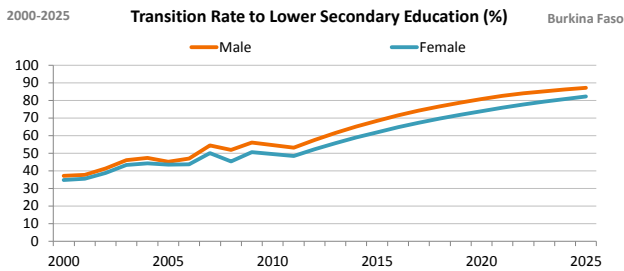
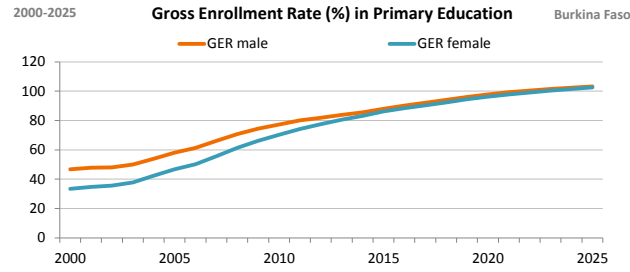
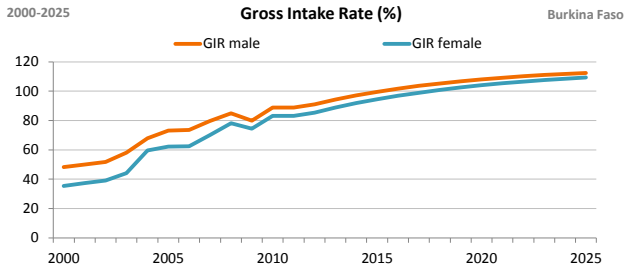


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Burkina Faso



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	852,160	48	35	47	33	26	19
2001	901,291	50	37	48	35	28	19
2002	938,238	52	39	48	36	28	20
2003	1,012,150	58	44	50	38	29	22
2004	1,139,512	68	60	54	42	31	23
2005	1,270,837	73	62	58	47	32	24
2006	1,390,571	73	62	61	50	33	26
2007	1,561,258	80	70	66	56	35	28
2008	1,742,439	85	78	71	61	39	31
2009	1,906,279	80	74	75	66	42	36
2010	2,047,630	89	83	77	70	47	41
2011	2,205,295	89	83	80	74	#N/A	#N/A
2012	2,344,031	91	85	82	77	55	53
2013	2,491,151	94	89	84	80	60	59
2014	2,634,047	97	92	86	83	58	58
2015	2,789,703	99	94	88	86	63	65
2016	2,942,298	102	97	90	88	64	67
2017	3,100,376	104	99	92	90	66	68
2018	3,264,407	105	101	94	92	68	70
2019	3,427,036	107	103	96	94	71	73
2020	3,583,639	108	104	98	96	73	75
2021	3,739,753	109	105	99	98	75	78
2022	3,893,758	110	106	100	99	77	80
2023	4,045,448	111	108	101	100	78	81
2024	4,193,138	112	108	102	101	79	82
2025	4,335,653	112	109	103	103	80	84

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	145,345	37	35	14	10	7	4
2001	151,897	38	36	14	10	8	4
2002	162,116	41	39	15	10	#N/A	#N/A
2003	187,606	46	43	17	12	8	5
2004	208,187	47	44	18	13	9	6
2005	229,840	45	43	19	14	10	7
2006	250,299	47	44	20	15	11	7
2007	274,358	54	50	21	16	12	8
2008	337,336	52	45	25	20	15	10
2009	368,825	56	51	27	21	16	11
2010	432,389	#N/A	#N/A	30	24	17	12
2011	491,531	53	48	33	27	19	14
2012	552,941	57	52	35	30	21	16
2013	626,672	61	56	38	34	21	16
2014	728,126	65	59	43	39	22	18
2015	832,094	68	62	46	44	24	21
2016	955,197	71	65	51	50	28	25
2017	1,084,087	74	67	56	57	32	30
2018	1,211,047	77	70	60	62	35	34
2019	1,340,625	79	72	64	67	38	39
2020	1,472,829	81	74	67	72	42	44
2021	1,604,546	83	76	71	76	45	48
2022	1,736,127	84	78	75	81	48	52
2023	1,864,671	85	79	78	84	51	56
2024	1,987,312	86	81	81	87	54	60
2025	2,102,393	87	82	83	89	57	63

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.