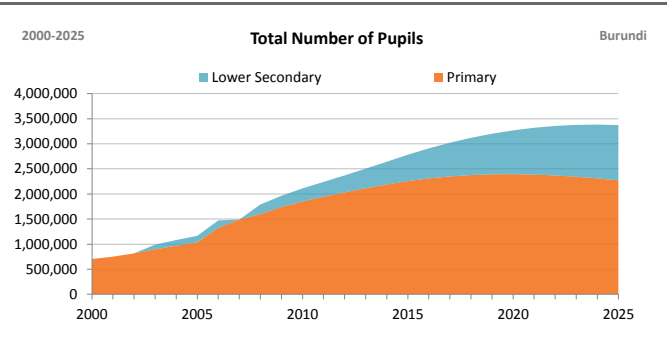
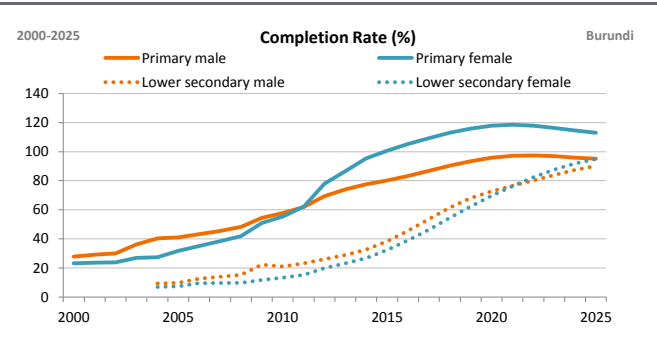
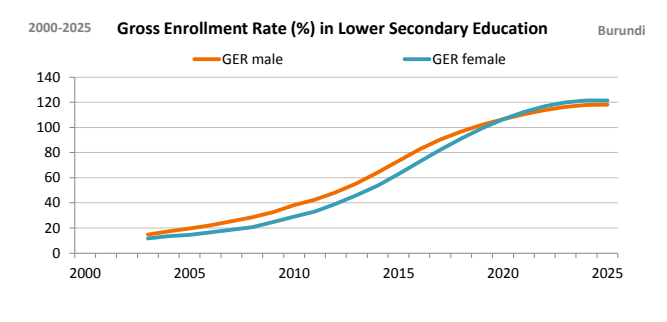
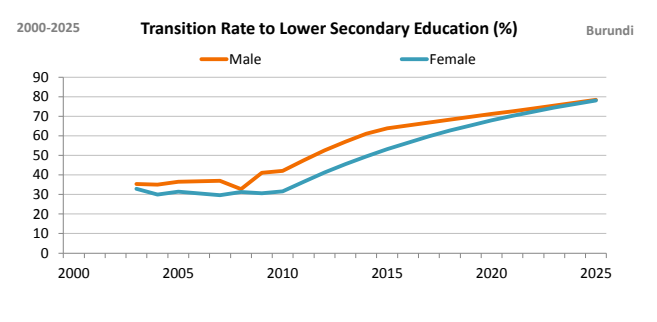
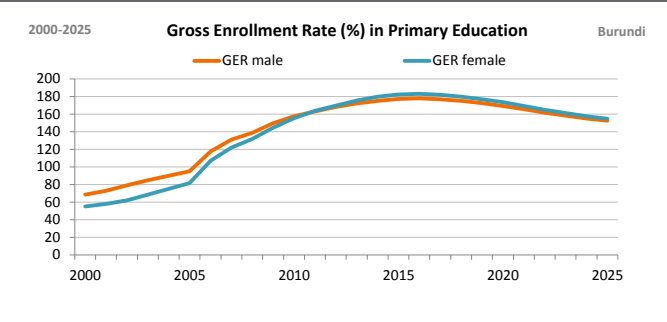
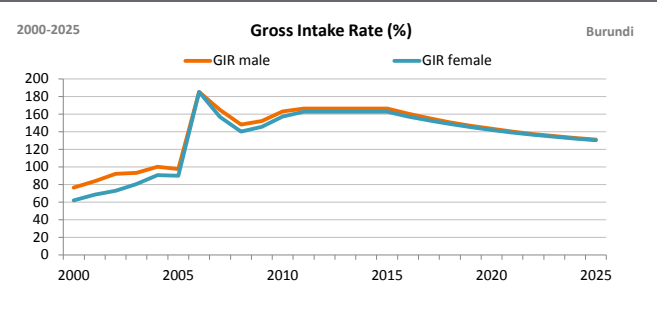


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Burundi



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	704,785	76	62	69	55	28	23
2001	750,699	84	69	73	58	29	24
2002	817,171	92	73	79	62	30	24
2003	894,859	93	80	85	68	36	27
2004	968,488	100	91	90	75	40	27
2005	1,036,859	98	90	95	81	41	32
2006	1,324,937	185	185	118	107	#N/A	#N/A
2007	1,490,844	165	157	131	122	45	38
2008	1,599,345	148	140	139	132	48	42
2009	1,739,450	152	146	149	145	54	51
2010	1,849,861	163	157	157	155	58	55
2011	1,946,371	166	162	163	164	62	62
2012	2,032,363	166	162	168	170	69	78
2013	2,114,297	166	162	172	175	74	87
2014	2,189,559	166	162	175	180	78	95
2015	2,257,639	166	162	177	182	80	101
2016	2,309,905	160	157	178	183	83	105
2017	2,349,584	155	153	177	182	87	109
2018	2,377,051	151	149	175	180	90	113
2019	2,392,100	147	145	172	177	93	116
2020	2,394,636	143	142	169	173	96	118
2021	2,387,007	140	139	165	169	97	119
2022	2,369,362	137	136	162	165	97	118
2023	2,343,096	135	134	158	161	97	116
2024	2,309,821	133	132	155	157	96	115
2025	2,270,866	131	130	152	155	95	113

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	#N/A	#N/A	#N/A
2001	#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
2003	95,004	35	33	15	12	#N/A	#N/A
2004	113,535	35	30	17	13	9	7
2005	128,510	37	31	20	15	10	7
2006	148,155	#N/A	#N/A	22	17	13	9
2007	#N/A	37	30	#N/A	#N/A	#N/A	#N/A
2008	191,927	33	31	28	21	15	10
2009	224,274	41	31	33	25	22	12
2010	261,448	42	32	38	29	21	13
2011	293,538	48	37	43	33	23	15
2012	338,236	52	41	48	39	26	20
2013	391,119	57	45	56	46	29	23
2014	453,565	61	49	64	54	33	27
2015	525,065	64	53	73	63	38	32
2016	599,250	65	57	83	73	46	39
2017	671,886	67	60	90	82	54	46
2018	742,188	68	63	97	91	62	54
2019	809,350	70	65	102	99	68	62
2020	872,854	71	68	107	106	73	70
2021	932,613	73	70	110	112	77	76
2022	987,201	74	72	114	117	80	82
2023	1,034,599	75	74	116	120	84	88
2024	1,073,019	77	76	118	121	87	92
2025	1,101,480	78	78	118	121	90	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.