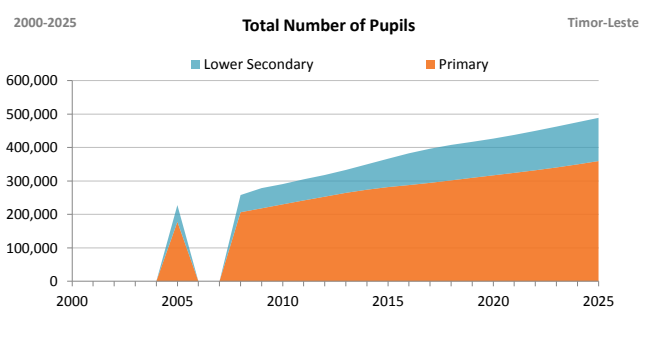
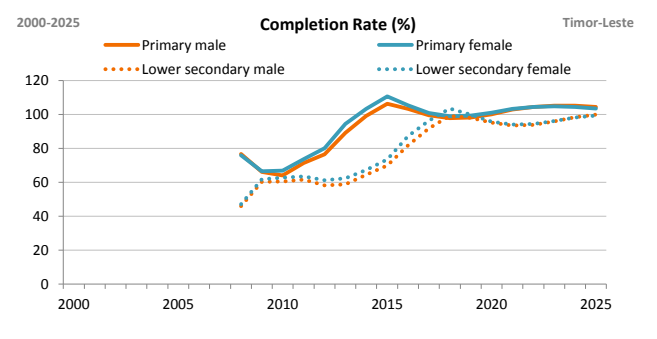
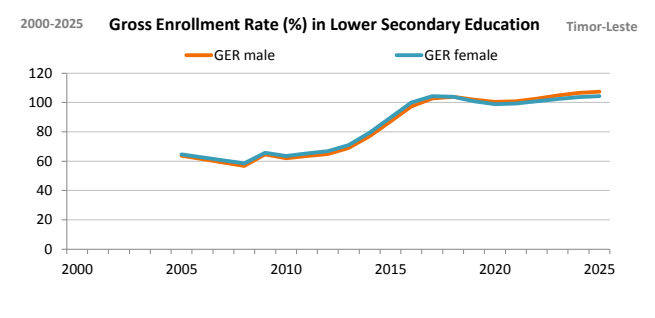
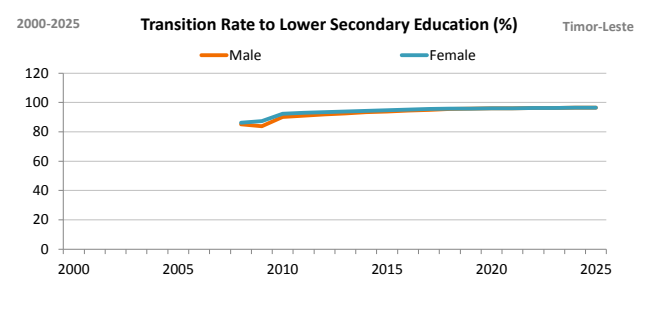
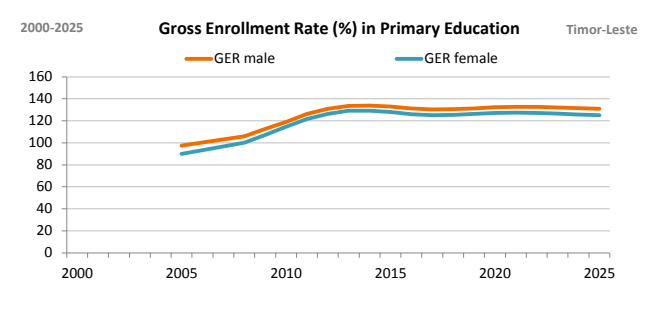
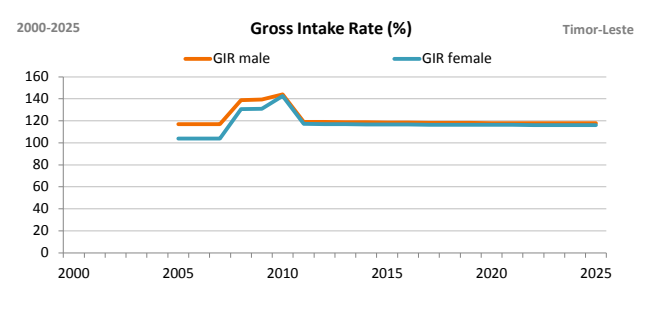


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Timor-Leste



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 %
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	#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	177,969	117	104	98	90	#N/A	#N/A
2006	#N/A	117	104	#N/A	#N/A	#N/A	#N/A
2007	#N/A	117	104	#N/A	#N/A	#N/A	#N/A
2008	206,576	139	131	106	100	77	76
2009	218,294	139	131	113	107	66	66
2010	230,175	144	143	119	115	64	67
2011	241,871	119	117	126	122	71	74
2012	253,067	119	117	131	126	76	80
2013	264,507	119	117	134	129	89	94
2014	273,896	119	117	134	129	99	103
2015	281,767	118	117	133	128	106	111
2016	287,759	118	117	131	126	103	105
2017	294,383	118	117	130	125	100	101
2018	301,855	118	116	131	126	98	99
2019	309,480	118	116	131	126	98	99
2020	316,913	118	116	132	127	100	101
2021	324,322	118	116	133	127	103	103
2022	332,029	118	116	133	127	104	104
2023	340,430	118	116	132	126	105	105
2024	349,677	118	116	132	126	105	104
2025	359,583	118	116	131	125	104	104

LOWER SECONDARY

	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
		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	#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	50,014	#N/A	#N/A	64	65	#N/A	#N/A
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2007	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2008	51,377	85	86	57	58	46	47
2009	60,416	84	87	65	66	60	62
2010	60,591	90	92	62	64	60	63
2011	63,161	91	93	63	65	62	63
2012	64,834	92	93	65	67	58	61
2013	68,514	93	94	69	71	59	62
2014	75,831	93	94	77	79	64	67
2015	84,675	94	95	87	90	70	74
2016	95,034	95	95	97	100	82	87
2017	102,056	95	95	103	104	92	96
2018	105,992	96	96	104	104	99	104
2019	107,547	96	96	102	101	98	100
2020	109,799	96	96	100	99	95	96
2021	113,446	96	96	101	99	93	94
2022	117,833	96	96	103	101	94	94
2023	122,125	96	96	105	102	96	96
2024	125,925	96	96	106	104	98	98
2025	129,169	96	96	107	104	100	99

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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