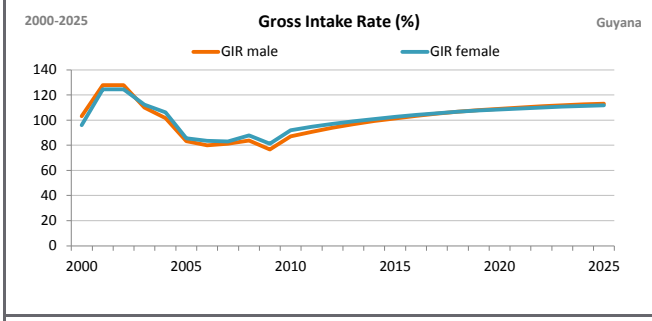
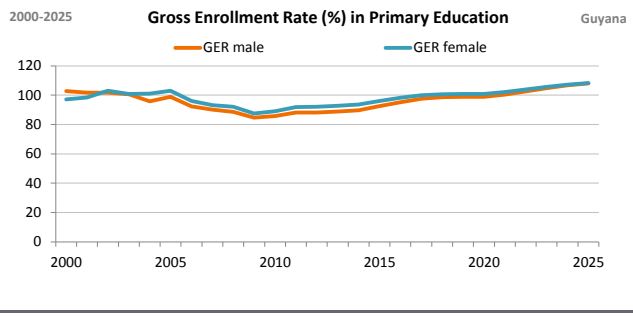
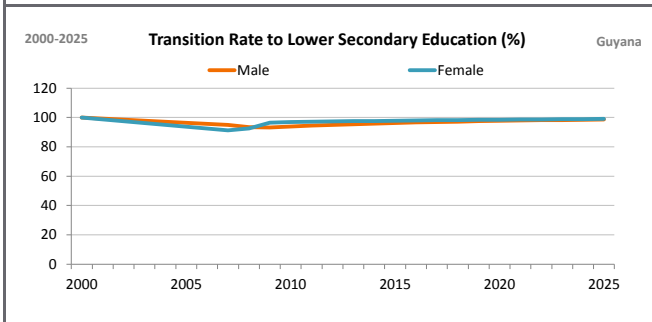
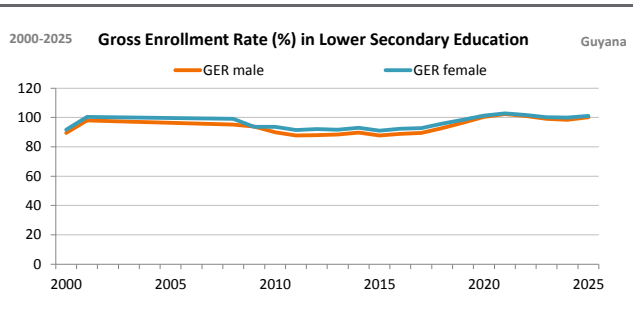
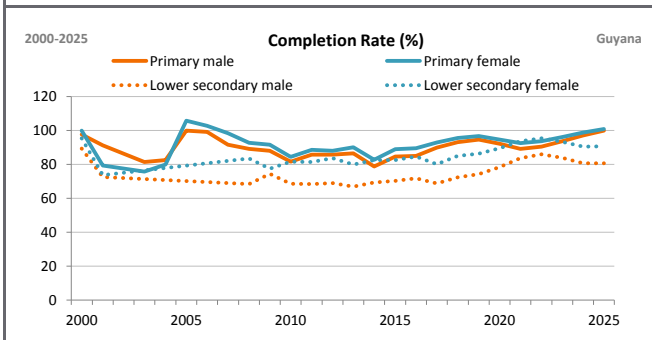
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025 — Guyana

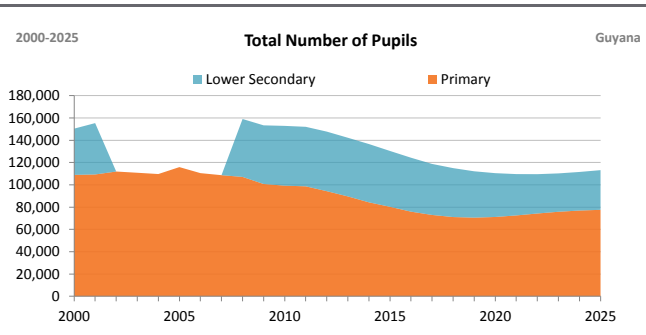












DEFINITIONS

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 varys 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.

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Guyana

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	108,909	103	96	103	97	98	100
2001	109,292	128	124	102	98	91	79
2002	111,933	128	124	102	103	#N/A	#N/A
2003	110,828	110	112	101	101	81	76
2004	109,678	102	106	96	101	83	80
2005	115,893	83	85	99	103	100	106
2006	110,503	80	83	92	96	99	103
2007	108,661	81	83	90	93	92	98
2008	107,108	84	88	89	92	89	93
2009	100,761	77	81	85	88	88	92
2010	99,241	87	92	86	89	82	84
2011	98,662	91	95	88	92	86	89
2012	94,305	94	97	88	92	86	88
2013	89,624	97	99	89	93	86	90
2014	84,314	99	101	90	94	79	83
2015	80,314	101	103	93	96	85	89
2016	75,932	103	104	95	98	85	89
2017	72,991	105	105	98	100	90	93
2018	71,100	107	107	99	101	93	96
2019	70,572	108	108	99	101	95	97
2020	71,168	109	109	99	101	92	95
2021	72,558	110	109	100	102	89	92
2022	74,271	111	110	103	104	90	94
2023	75,826	112	111	105	106	94	96
2024	76,943	112	111	107	107	97	99
2025	77,594	113	112	108	108	100	101

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	41,479	100	100	89	92	89	95
2001	46,062	#N/A	#N/A	98	100	73	74
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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2007	#N/A	95	91	#N/A	#N/A	#N/A	#N/A
2008	51,949	93	93	95	99	68	83
2009	52,587	93	97	94	94	74	77
2010	53,633	94	97	90	94	69	82
2011	53,380	94	97	88	92	68	81
2012	53,428	95	97	88	92	69	84
2013	52,603	95	97	88	92	67	80
2014	52,278	96	98	90	93	69	83
2015	50,081	96	98	88	91	70	82
2016	48,380	97	98	89	92	72	85
2017	45,757	97	98	89	93	69	80
2018	43,885	97	98	93	96	72	85
2019	41,572	97	98	96	99	74	86
2020	39,311	98	99	100	101	78	89
2021	37,076	98	99	102	103	84	94
2022	35,302	98	99	101	102	86	95
2023	34,436	98	99	99	100	84	93
2024	34,607	98	99	99	100	81	91
2025	35,583	99	99	100	101	81	91

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.

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