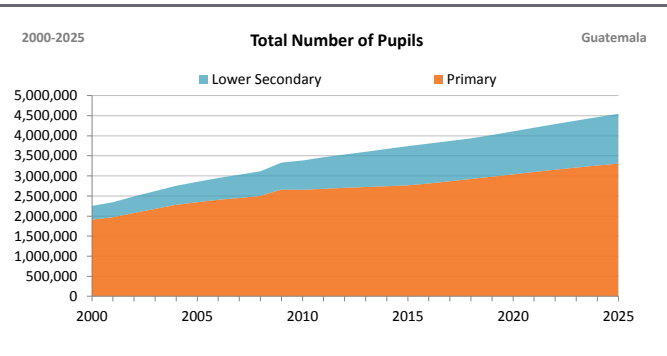
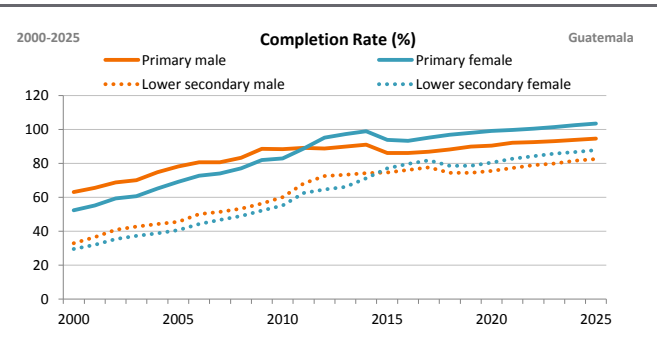
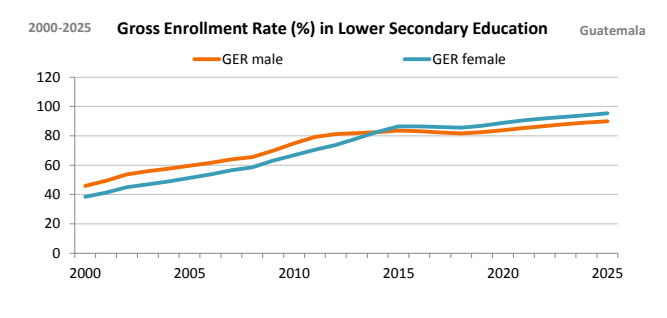
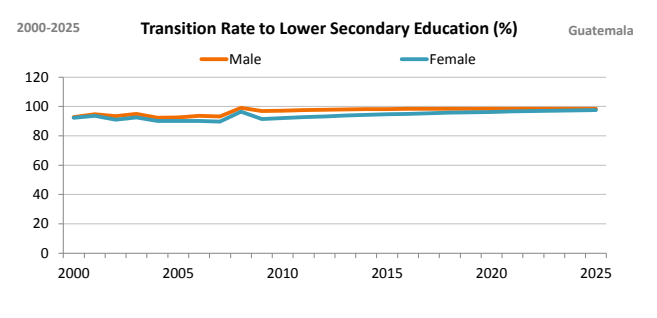
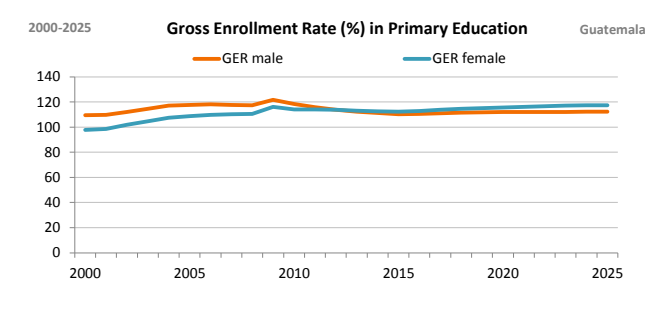
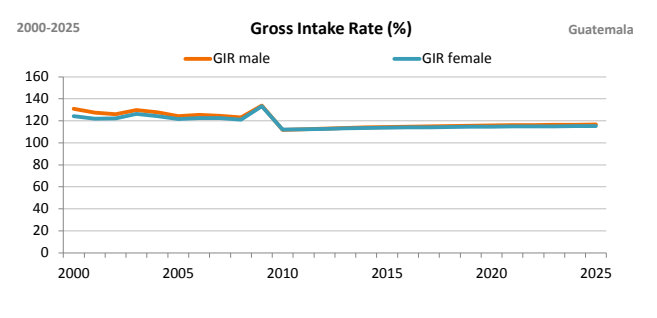


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Guatemala



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](http://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](http://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	1,909,389	131	124	109	98	63
2001	1,971,539	127	122	110	99	66	55
2002	2,075,694	126	122	112	102	69	59
2003	2,178,200	130	126	115	105	70	61
2004	2,280,706	128	124	117	107	75	65
2005	2,345,301	124	122	118	109	78	69
2006	2,405,041	125	123	118	110	81	73
2007	2,448,976	125	123	118	110	81	74
2008	2,500,575	123	121	117	111	83	77
2009	2,659,776	134	133	122	116	89	82
2010	2,653,483	112	112	118	114	88	83
2011	2,678,933	112	112	116	114	89	89
2012	2,702,486	113	113	114	114	89	95
2013	2,722,712	113	113	112	113	90	97
2014	2,743,767	114	113	111	113	91	99
2015	2,765,170	114	114	110	112	86	94
2016	2,811,795	115	114	111	113	86	93
2017	2,866,748	115	114	111	114	87	95
2018	2,923,862	115	114	111	115	88	97
2019	2,980,926	116	115	112	115	90	98
2020	3,038,336	116	115	112	116	90	99
2021	3,097,828	116	115	112	116	92	100
2022	3,154,178	116	115	112	117	93	100
2023	3,208,181	116	115	112	117	93	101
2024	3,258,883	116	115	112	117	94	102
2025	3,305,396	117	115	112	117	95	103

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	343,033	93	92	46	38	33
2001	373,163	95	94	49	41	37	32
2002	414,324	93	91	54	45	41	35
2003	443,593	95	92	56	47	43	37
2004	473,105	92	90	58	49	44	39
2005	507,844	92	90	60	51	46	41
2006	542,995	94	90	62	54	50	44
2007	582,325	93	90	64	56	51	47
2008	613,764	99	96	65	59	53	49
2009	671,872	97	92	70	63	56	52
2010	730,923	97	92	75	67	60	55
2011	786,544	97	93	79	70	68	63
2012	831,242	98	93	81	74	72	65
2013	877,854	98	94	82	78	73	66
2014	928,446	98	94	83	83	74	71
2015	975,528	98	95	84	86	75	77
2016	993,436	98	95	83	87	76	80
2017	1,003,942	98	95	82	86	78	82
2018	1,011,993	98	96	82	86	74	79
2019	1,038,366	98	96	82	87	74	78
2020	1,071,385	98	96	84	89	75	81
2021	1,103,595	98	97	85	90	77	83
2022	1,137,034	98	97	87	92	79	84
2023	1,170,138	98	97	88	93	80	86
2024	1,205,373	98	97	89	94	82	87
2025	1,240,557	98	97	90	95	83	88

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](mailto: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](http://www.fhi360.org) and [www.epdc.org](http://www.epdc.org).

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