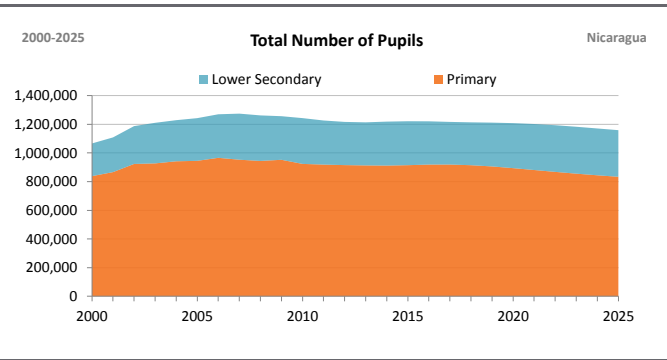
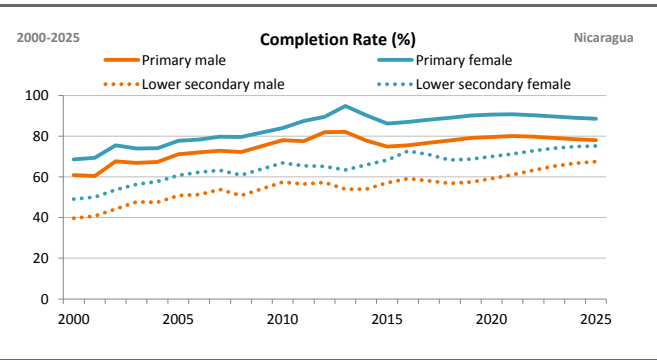
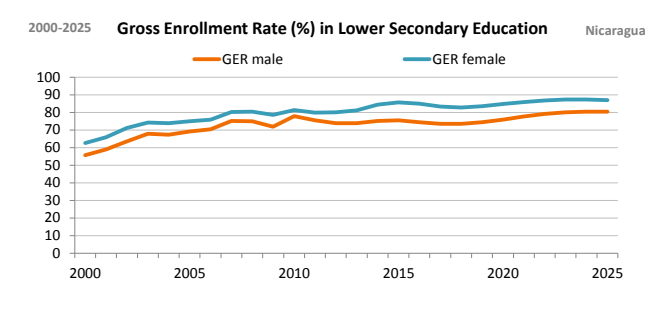
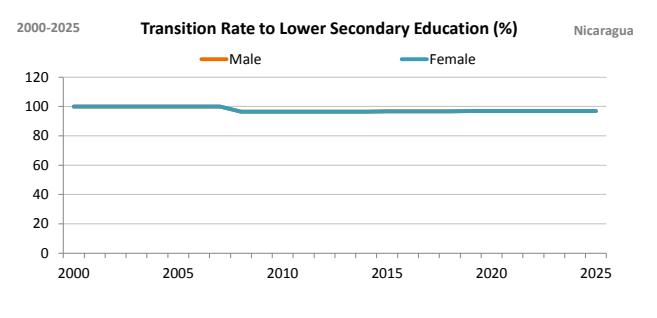
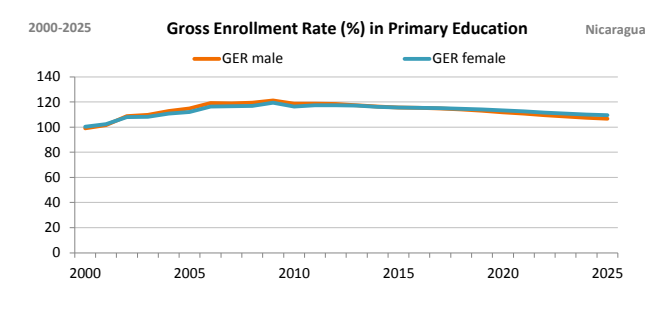
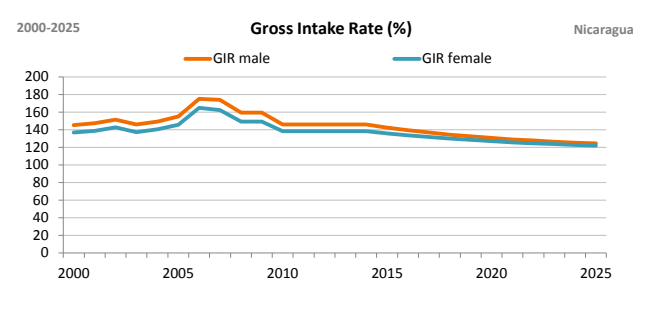


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Nicaragua



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 %	Female %
2000	838,437	145	137	99	100	61	69
2001	866,516	147	139	102	102	60	69
2002	923,391	151	143	109	108	68	76
2003	927,218	146	137	110	108	67	74
2004	941,957	149	140	113	111	67	74
2005	945,089	155	146	115	112	71	78
2006	966,206	175	165	119	116	72	78
2007	952,964	174	162	119	116	73	80
2008	944,341	159	149	119	117	72	80
2009	952,476	159	149	121	119	#N/A	#N/A
2010	923,745	146	138	119	116	78	84
2011	918,930	146	138	119	117	78	87
2012	915,370	146	138	118	117	82	90
2013	913,101	146	138	117	117	82	95
2014	912,087	146	138	116	116	78	90
2015	914,793	142	136	116	115	75	86
2016	919,095	139	133	115	115	76	87
2017	919,227	137	132	115	115	77	88
2018	914,729	134	130	114	115	78	89
2019	906,146	132	128	113	114	79	90
2020	894,271	131	127	112	113	80	91
2021	881,138	129	126	111	112	80	91
2022	868,056	128	125	110	112	80	90
2023	855,733	126	124	108	111	79	90
2024	844,399	125	123	108	110	79	89
2025	834,004	124	122	107	109	78	89

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	228,079	100	100	56	63	40	49
2001	242,187	100	100	59	66	41	50
2002	263,932	100	100	63	71	44	54
2003	283,138	100	100	68	74	48	56
2004	286,908	100	100	67	74	48	58
2005	297,949	100	100	69	75	51	61
2006	303,754	100	100	70	76	51	62
2007	321,484	100	100	75	80	54	63
2008	317,805	96	96	75	80	51	61
2009	304,057	96	96	72	79	#N/A	#N/A
2010	319,348	96	96	78	81	58	67
2011	307,623	96	96	76	80	57	66
2012	301,401	96	96	74	80	57	65
2013	300,617	96	96	74	81	54	63
2014	306,695	97	97	75	84	54	66
2015	306,634	97	97	75	86	57	68
2016	301,684	97	97	74	85	59	73
2017	297,524	97	97	73	83	58	71
2018	298,975	97	97	73	83	57	68
2019	305,650	97	97	74	84	58	69
2020	313,982	97	97	76	85	59	70
2021	321,026	97	97	78	86	61	71
2022	325,588	97	97	79	87	63	73
2023	327,174	97	97	80	87	65	74
2024	326,695	97	97	80	87	67	75
2025	325,096	97	97	80	87	68	75

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.