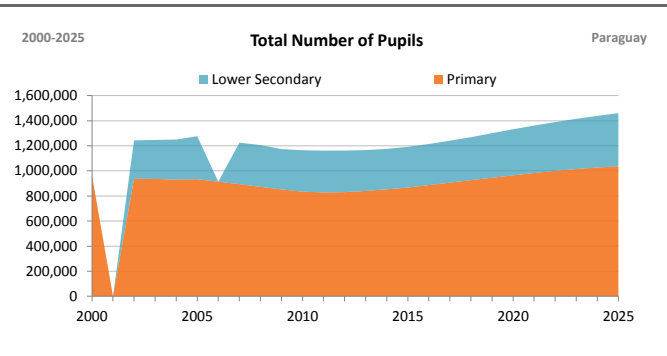
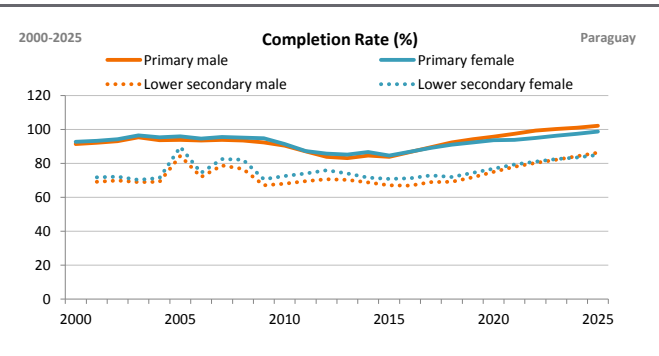
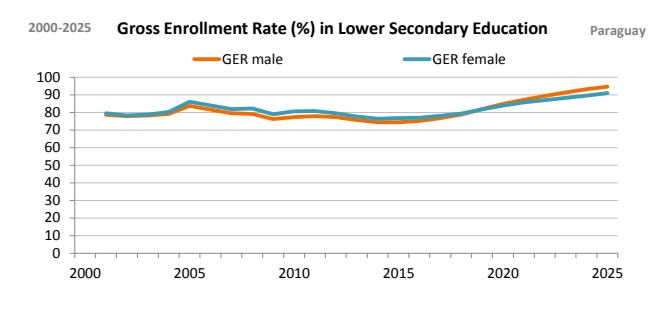
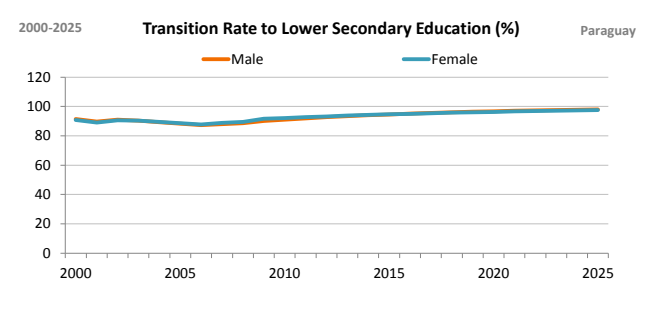
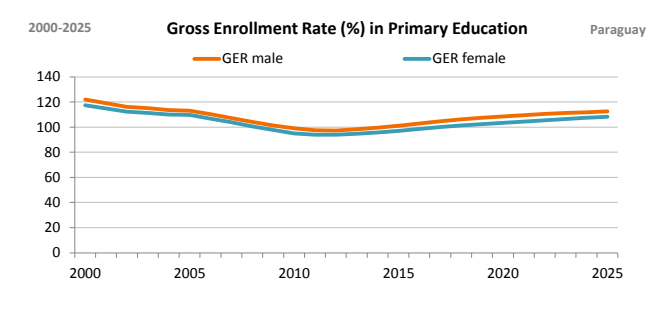
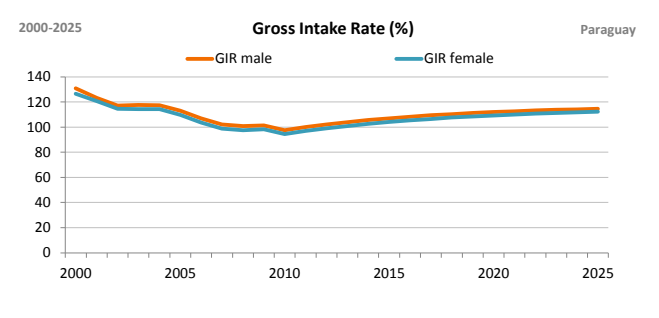


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Paraguay



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	966,476	131	126	122	117	91
2001	#N/A	123	121	#N/A	#N/A	92	93
2002	937,168	117	114	116	112	93	94
2003	935,722	118	114	115	111	95	96
2004	930,918	117	114	114	110	94	95
2005	933,995	113	110	113	110	94	96
2006	914,138	107	103	110	107	94	95
2007	894,422	102	99	107	104	94	96
2008	872,906	101	97	104	101	94	95
2009	852,168	101	98	101	98	92	95
2010	834,724	98	95	99	95	90	91
2011	828,166	100	97	98	94	87	87
2012	830,588	102	99	97	94	84	86
2013	839,857	104	101	98	95	83	85
2014	853,227	106	103	100	96	85	87
2015	867,409	107	104	101	97	84	85
2016	886,861	108	105	103	99	87	87
2017	906,533	109	107	105	100	90	89
2018	926,077	110	108	106	101	92	91
2019	945,372	111	108	107	102	94	92
2020	964,588	112	109	109	103	96	94
2021	983,027	113	110	110	104	97	94
2022	1,000,008	113	111	110	105	99	95
2023	1,014,551	114	111	111	106	100	96
2024	1,026,898	114	112	112	107	101	98
2025	1,037,072	115	112	113	108	102	99

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	92	91	#N/A	#N/A	#N/A
2001	#N/A	90	89	79	80	69	72
2002	306,185	91	91	78	78	70	72
2003	311,201	90	90	78	79	69	70
2004	319,128	89	89	79	80	69	71
2005	342,547	#N/A	#N/A	84	86	84	90
2006	#N/A	87	88	#N/A	#N/A	72	74
2007	330,539	88	89	79	82	79	82
2008	333,071	89	89	79	82	77	82
2009	322,036	90	92	76	79	67	71
2010	329,778	91	92	77	80	68	72
2011	333,371	92	93	78	81	70	74
2012	331,421	93	93	77	80	71	76
2013	325,727	93	94	76	78	70	74
2014	322,175	94	94	74	76	69	72
2015	324,704	95	95	74	77	67	71
2016	327,669	95	95	75	77	67	71
2017	334,453	96	95	77	78	69	73
2018	342,785	96	96	79	79	69	72
2019	355,421	96	96	82	82	72	74
2020	367,323	97	96	85	84	75	77
2021	378,429	97	97	87	86	78	79
2022	389,069	97	97	89	87	80	81
2023	400,498	98	97	91	88	82	83
2024	411,984	98	97	93	89	84	83
2025	423,267	98	97	95	91	86	85

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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