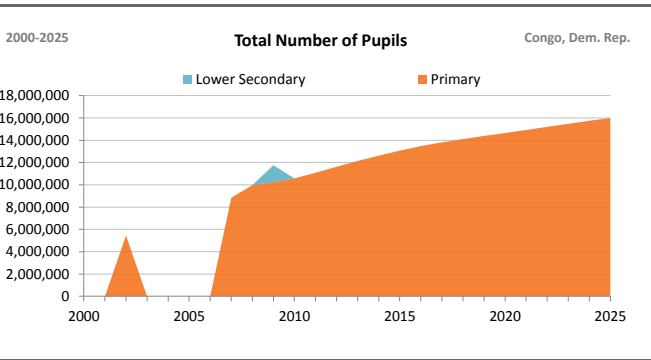
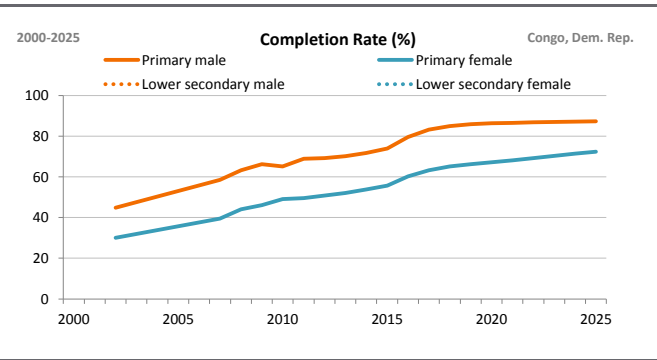
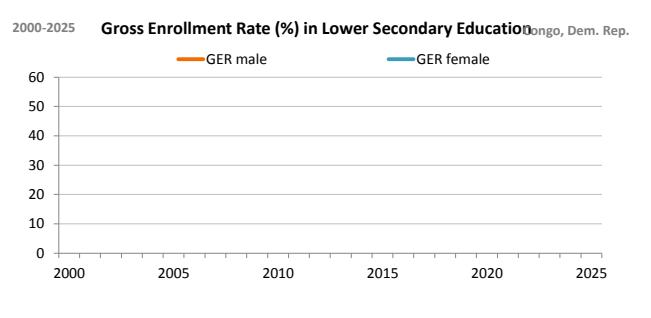
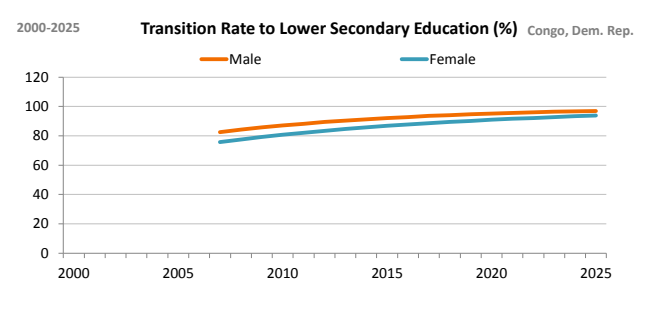
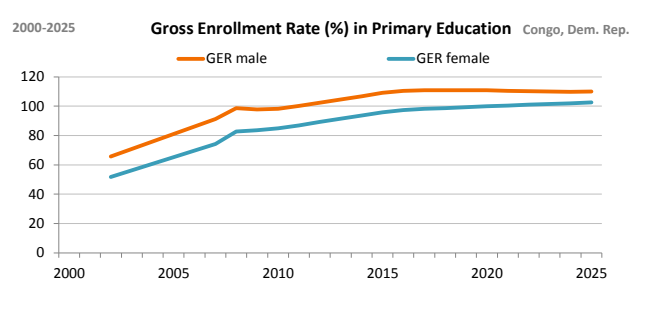
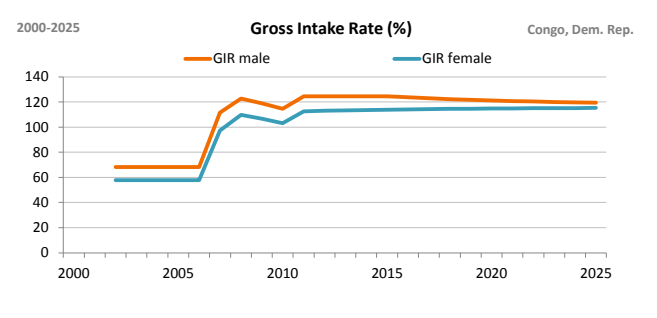


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Congo, Dem. Rep.



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 %
	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2000	#N/A	#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	#N/A
2002	5,455,391	68	58	66	52	45	30	
2003	#N/A	68	58	#N/A	#N/A	#N/A	#N/A	
2004	#N/A	68	58	#N/A	#N/A	#N/A	#N/A	
2005	#N/A	68	58	#N/A	#N/A	#N/A	#N/A	
2006	#N/A	68	58	#N/A	#N/A	#N/A	#N/A	
2007	8,839,888	112	97	91	74	58	40	
2008	9,973,365	123	110	99	83	63	44	
2009	10,244,086	119	107	98	84	66	46	
2010	10,572,422	115	103	98	85	65	49	
2011	11,082,503	125	113	100	87	69	50	
2012	11,619,122	125	113	102	89	69	51	
2013	12,134,486	125	113	105	91	70	52	
2014	12,618,149	125	114	107	94	72	54	
2015	13,060,215	125	114	109	96	74	56	
2016	13,472,180	124	114	110	97	80	60	
2017	13,806,491	123	114	111	98	83	63	
2018	14,104,527	122	114	111	99	85	65	
2019	14,383,865	122	115	111	99	86	66	
2020	14,647,433	121	115	111	100	86	67	
2021	14,920,498	121	115	110	100	87	68	
2022	15,198,567	120	115	110	101	87	69	
2023	15,473,630	120	115	110	101	87	70	
2024	15,738,492	120	115	110	102	87	71	
2025	15,987,205	119	115	110	103	87	72	

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 %
	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2000	#N/A	#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	#N/A
2002	#N/A	#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	#N/A
2004	#N/A	#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	#N/A
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2007	#N/A	83	76	#N/A	#N/A	#N/A	#N/A	
2008	#N/A	84	78	#N/A	#N/A	#N/A	#N/A	
2009	1,519,162	86	79	57	36	#N/A	#N/A	
2010	#N/A	87	81	#N/A	#N/A	#N/A	#N/A	
2011	#N/A	88	82	#N/A	#N/A	#N/A	#N/A	
2012	#N/A	89	83	#N/A	#N/A	#N/A	#N/A	
2013	#N/A	90	85	#N/A	#N/A	#N/A	#N/A	
2014	#N/A	91	86	#N/A	#N/A	#N/A	#N/A	
2015	#N/A	92	87	#N/A	#N/A	#N/A	#N/A	
2016	#N/A	93	88	#N/A	#N/A	#N/A	#N/A	
2017	#N/A	94	89	#N/A	#N/A	#N/A	#N/A	
2018	#N/A	94	89	#N/A	#N/A	#N/A	#N/A	
2019	#N/A	95	90	#N/A	#N/A	#N/A	#N/A	
2020	#N/A	95	91	#N/A	#N/A	#N/A	#N/A	
2021	#N/A	96	92	#N/A	#N/A	#N/A	#N/A	
2022	#N/A	96	92	#N/A	#N/A	#N/A	#N/A	
2023	#N/A	96	93	#N/A	#N/A	#N/A	#N/A	
2024	#N/A	97	93	#N/A	#N/A	#N/A	#N/A	
2025	#N/A	97	94	#N/A	#N/A	#N/A	#N/A	

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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