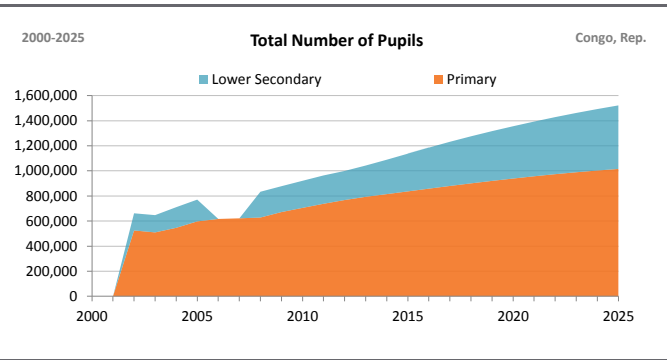
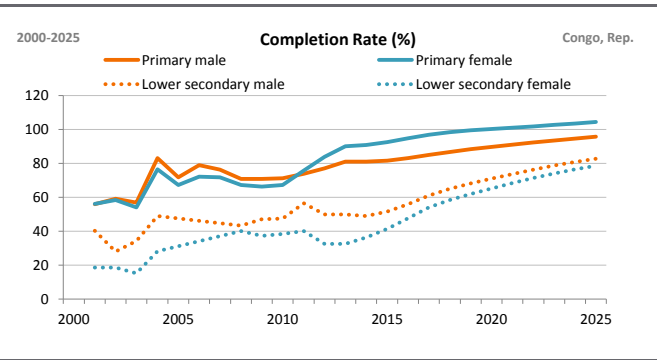
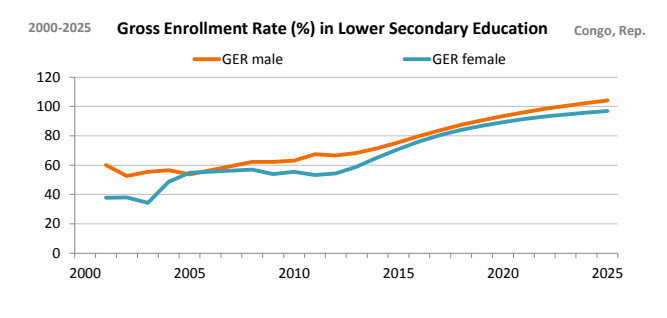
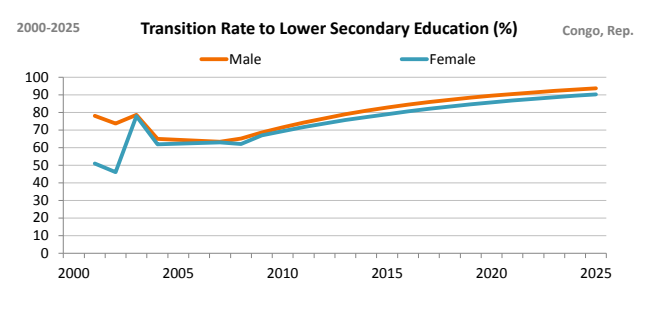
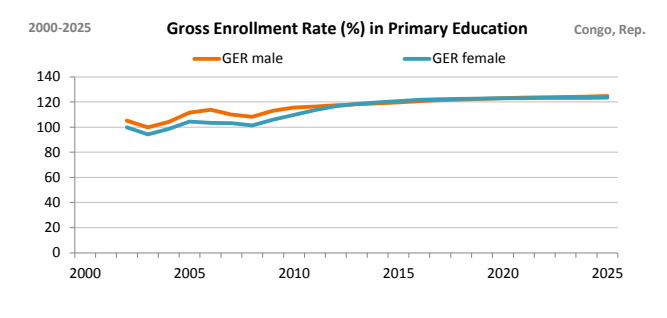
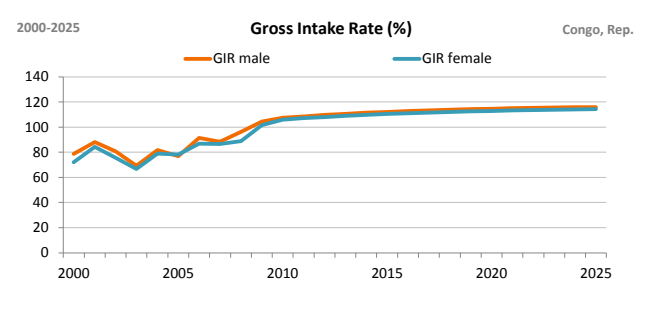


**EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025**

**Congo, 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](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).

*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	#N/A	#N/A	79	72	#N/A	#N/A	#N/A	#N/A
2001	#N/A	#N/A	88	84	#N/A	#N/A	56	56
2002	525,093		81	76	105	100	59	58
2003	509,507		69	67	100	94	57	54
2004	546,047		82	79	104	99	83	77
2005	597,304		77	78	112	104	72	67
2006	617,010		91	87	114	103	79	72
2007	621,702		88	87	110	103	76	72
2008	628,081		96	89	108	101	71	67
2009	671,683		104	102	113	106	71	66
2010	705,093		107	106	115	110	71	67
2011	737,957		109	107	116	114	74	76
2012	767,727		110	108	117	117	77	84
2013	793,294		111	109	118	118	81	90
2014	814,814		111	110	119	120	81	91
2015	836,453		112	110	120	121	82	93
2016	858,426		113	111	121	122	83	95
2017	879,908		113	112	121	122	85	97
2018	900,576		114	112	122	123	87	98
2019	920,330		114	112	122	123	88	99
2020	939,021		115	113	123	123	90	100
2021	956,980		115	113	123	123	91	101
2022	973,796		115	113	124	123	92	102
2023	989,188		116	114	124	123	94	103
2024	1,003,089		116	114	124	123	95	103
2025	1,015,589		116	114	125	123	96	104

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	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2001	#N/A	#N/A	78	51	60	38	40	19
2002	136,794		74	46	53	38	28	19
2003	137,826		78	78	55	34	34	15
2004	164,679		65	62	57	49	49	28
2005	173,740		#N/A	#N/A	54	55	#N/A	#N/A
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
2007	#N/A	#N/A	63	63	#N/A	#N/A	#N/A	#N/A
2008	205,741		65	62	62	57	43	40
2009	206,237		69	67	62	54	47	37
2010	216,060		72	69	63	56	47	38
2011	225,896		74	72	67	53	57	40
2012	231,913		77	74	67	54	50	32
2013	249,447		79	76	68	59	50	32
2014	274,347		81	77	71	65	49	36
2015	300,915		83	79	76	71	51	41
2016	327,168		84	81	80	76	56	48
2017	352,316		86	82	84	80	61	54
2018	375,262		87	83	87	84	65	58
2019	396,607		88	85	91	87	68	62
2020	416,952		89	86	93	89	71	65
2021	436,396		90	87	96	91	74	68
2022	455,011		91	88	98	93	76	71
2023	472,891		92	89	100	95	79	74
2024	490,048		93	89	102	96	81	76
2025	506,508		94	90	104	97	83	79

**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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