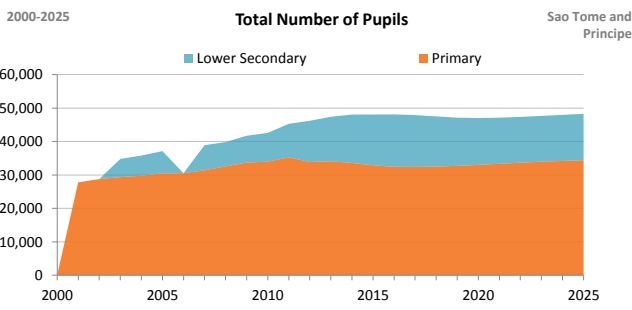
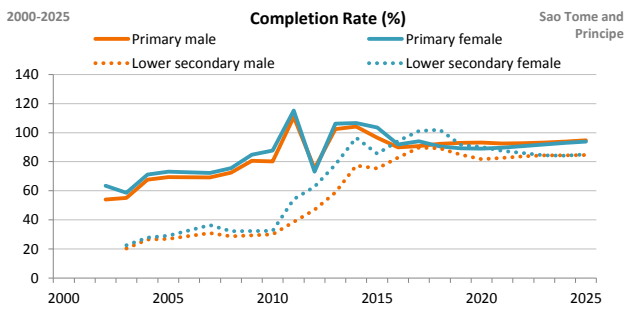
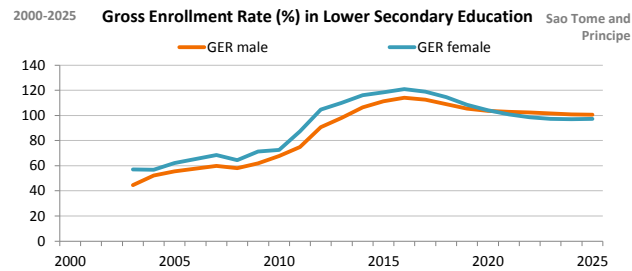
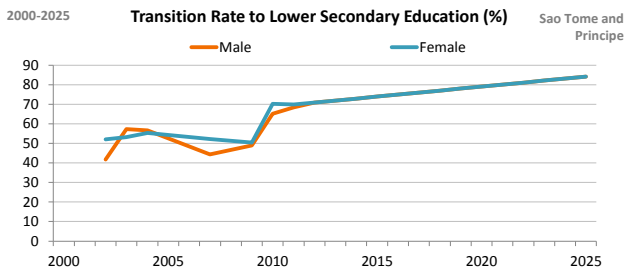
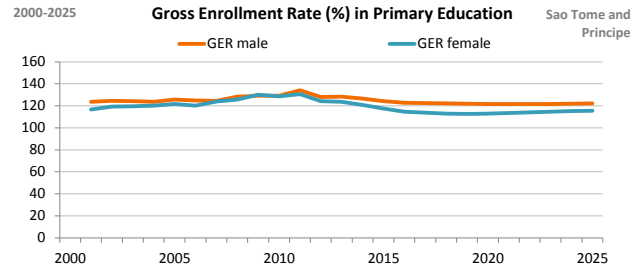
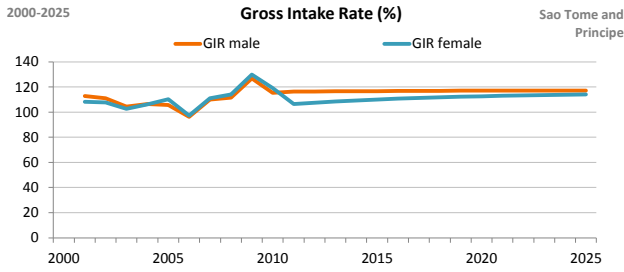


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Sao Tome and Principe



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	27,795	113	108	124	117	#N/A	#N/A	
2002	28,780	111	108	125	119	54	63	
2003	29,347	104	103	124	120	55	59	
2004	29,784	106	106	124	120	68	71	
2005	30,468	106	110	126	122	69	73	
2006	30,536	96	97	125	120	#N/A	#N/A	
2007	31,397	110	111	125	124	69	72	
2008	32,584	111	114	128	126	72	76	
2009	33,704	127	130	129	130	81	85	
2010	33,982	115	119	129	129	80	88	
2011	35,250	116	107	134	131	111	115	
2012	33,893	116	108	128	124	75	73	
2013	34,090	117	108	128	124	103	106	
2014	33,597	117	109	126	121	104	107	
2015	32,912	117	110	124	118	97	104	
2016	32,449	117	111	123	115	90	92	
2017	32,413	117	111	123	114	91	94	
2018	32,507	117	112	122	113	92	90	
2019	32,728	117	112	122	113	93	89	
2020	33,015	117	113	122	113	93	89	
2021	33,343	117	113	122	114	93	90	
2022	33,673	117	113	122	114	93	91	
2023	33,968	117	114	122	115	93	92	
2024	34,203	117	114	122	115	94	93	
2025	34,374	117	114	122	116	95	94	

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	42	52	#N/A	#N/A	#N/A	#N/A	
2003	5,462	57	53	45	57	20	22	
2004	6,022	57	55	52	57	26	28	
2005	6,677	#N/A	#N/A	56	62	27	29	
2006	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	
2007	7,515	44	52	60	69	31	36	
2008	7,265	#N/A	#N/A	58	64	29	32	
2009	8,024	49	50	62	71	#N/A	#N/A	
2010	8,598	65	70	68	73	30	32	
2011	10,060	68	70	75	87	39	54	
2012	12,310	71	71	91	105	47	63	
2013	13,313	72	72	98	110	59	78	
2014	14,468	73	73	106	116	77	97	
2015	15,169	74	74	111	118	75	85	
2016	15,657	75	75	114	121	83	94	
2017	15,497	76	76	112	119	90	101	
2018	15,008	77	77	109	115	89	102	
2019	14,401	78	78	105	108	85	92	
2020	14,013	79	79	104	104	82	90	
2021	13,795	80	80	103	101	83	88	
2022	13,696	81	81	102	99	84	86	
2023	13,688	82	82	102	97	84	84	
2024	13,772	83	83	101	97	84	84	
2025	13,915	84	84	100	97	85	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.