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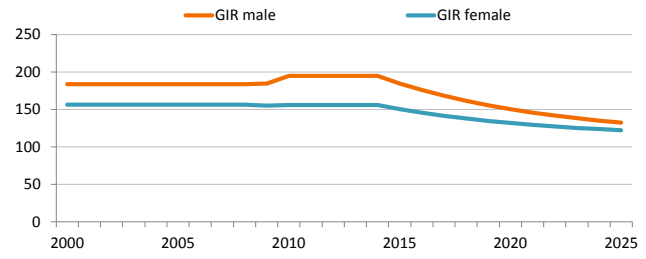
THE SCIENCE OF IMPROVING LIVES

EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education.

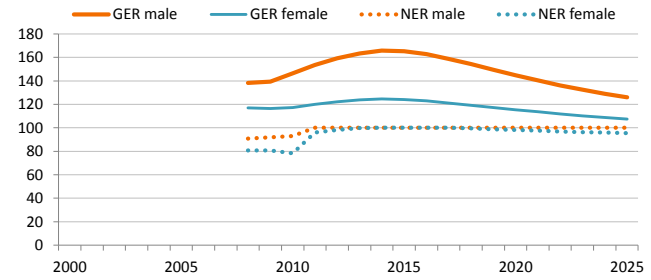
EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Angola

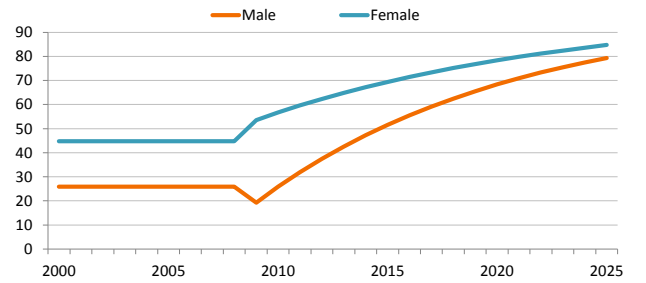
2000-2025 **Gross Intake Rate (%)** Angola



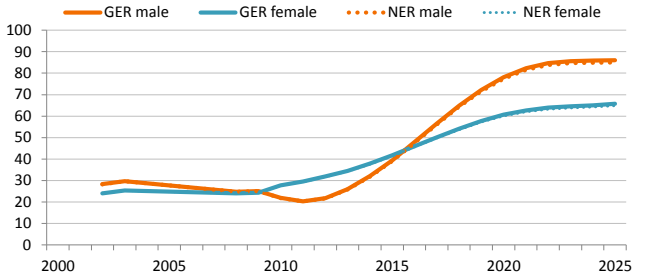
2000-2025 **Primary Enrollment Rate (%)** Angola



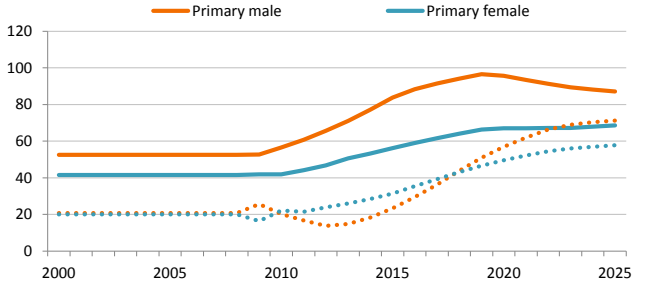
2000-2025 **Transition Rate to Secondary (%)** Angola



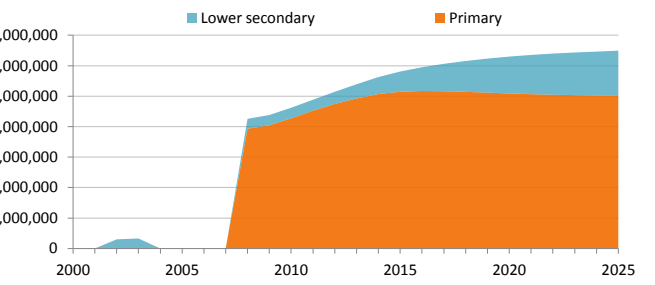
2000-2025 **Lower Secondary Enrollment Rate (%)** Angola



2000-2025 **Completion Rate (%)** Angola



2000-2025 **Total Number of Pupils** Angola



INDICATOR 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.

Net Intake Rate (NIR) New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same 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.

Net Enrollment Rate (NER) Enrollment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

Transition Rate The number of pupils admitted to the first grade of a higher level of eduation 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 Program of study 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 refer to EPDC National Education Profiles for additional information.

Lower Secondary Education Program of study 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 averages three years internationally. At the country level, lower secondary cycles vary from a minimum of two years to a maximum of six years in length, with an average of three years. Please refer to EPDC National Education Profiles for additional information.

EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Angola

PRIMARY

	Number of Pupils	Gross Intake Rate into Primary (%)		Primary Gross Enrollment Rate (GER, %)		Primary NET Enrollment Rate (NER, %)		Completion Rate (%)	
	TOTAL, Both genders	Male	Female	Male	Female	Male	Female	Male	Female
2000	-	184	156	#N/A	#N/A	#N/A	#N/A	52	42
2001	#N/A	184	156	#N/A	#N/A	#N/A	#N/A	52	42
2002	#N/A	184	156	#N/A	#N/A	#N/A	#N/A	52	42
2003	#N/A	184	156	#N/A	#N/A	#N/A	#N/A	52	42
2004	#N/A	184	156	#N/A	#N/A	#N/A	#N/A	52	42
2005	#N/A	184	156	#N/A	#N/A	#N/A	#N/A	52	42
2006	#N/A	184	156	#N/A	#N/A	#N/A	#N/A	52	42
2007	#N/A	184	156	#N/A	#N/A	#N/A	#N/A	52	42
2008	3,930,051	184	156	138	117	91	81	52	42
2009	4,046,266	184	155	139	117	92	81	53	42
2010	4,273,006	195	156	147	117	93	78	56	42
2011	4,526,217	195	156	154	120	100	96	61	44
2012	4,745,136	195	156	159	122	100	98	66	47
2013	4,925,496	195	156	163	124	100	100	71	51
2014	5,070,954	195	156	166	125	100	100	77	53
2015	5,146,176	185	150	165	124	100	100	84	56
2016	5,169,619	176	146	163	123	100	100	88	59
2017	5,162,407	168	142	159	121	100	100	91	62
2018	5,142,406	161	138	154	119	100	100	94	64
2019	5,117,547	156	135	150	117	100	99	97	66
2020	5,088,864	150	132	145	116	100	98	96	67
2021	5,065,052	146	129	140	114	100	98	93	67
2022	5,047,822	142	127	136	112	100	97	91	67
2023	5,035,042	138	125	132	110	100	96	89	67
2024	5,023,958	135	124	129	109	100	96	88	68
2025	5,013,279	132	122	126	107	100	96	87	69

LOWER SECONDARY

	Transition from Primary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary NET Enrollment Rate (%)		Lower Secondary Completion Rate (%)	
	TOTAL, Both genders	Male	Female	Male	Female	Male	Female	Male	Female
2000	-	26	45	#N/A	#N/A	#N/A	#N/A	21	20
2001	#N/A	26	45	#N/A	#N/A	#N/A	#N/A	21	20
2002	299,807	26	45	28	24	28	24	21	20
2003	327,696	26	45	30	25	30	25	21	20
2004	#N/A	26	45	#N/A	#N/A	#N/A	#N/A	21	20
2005	#N/A	26	45	#N/A	#N/A	#N/A	#N/A	21	20
2006	#N/A	26	45	#N/A	#N/A	#N/A	#N/A	21	20
2007	#N/A	26	45	#N/A	#N/A	#N/A	#N/A	21	20
2008	326,743	26	45	25	24	25	24	21	20
2009	336,545	19	54	25	24	25	24	26	16
2010	346,642	26	57	22	28	22	28	20	22
2011	358,481	32	60	20	29	20	29	17	21
2012	399,562	37	62	22	32	22	32	14	24
2013	467,013	43	65	26	35	26	34	15	26
2014	557,153	47	67	32	38	32	38	18	28
2015	662,855	52	69	39	42	39	41	23	31
2016	780,133	56	71	48	46	47	46	29	35
2017	899,305	59	73	57	50	56	50	36	39
2018	1,013,177	62	75	65	54	64	54	44	43
2019	1,116,929	66	77	72	58	72	57	51	47
2020	1,210,930	68	78	78	61	77	60	57	50
2021	1,289,453	71	80	82	63	81	62	62	52
2022	1,351,550	73	81	85	64	84	63	66	55
2023	1,399,403	76	82	86	65	85	64	69	56
2024	1,440,294	78	84	86	65	85	64	70	57
2025	1,481,043	79	85	86	66	85	65	71	58

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.

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Education Policy and Data Center (EPDC) is a research unit within the global education portfolio of FHI 360. 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.
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