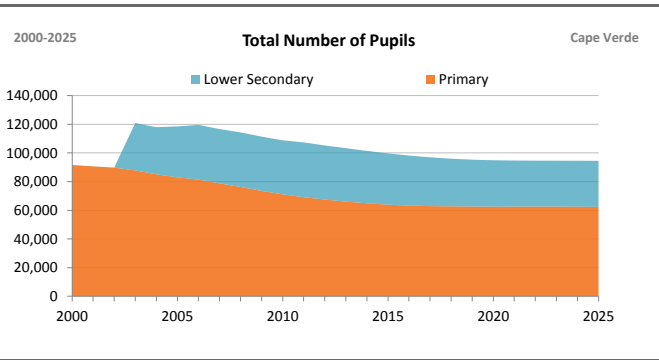
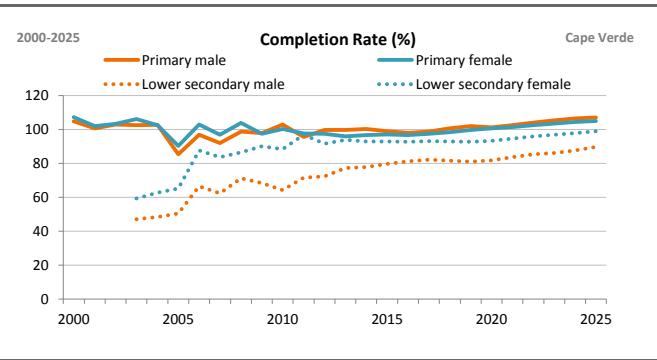
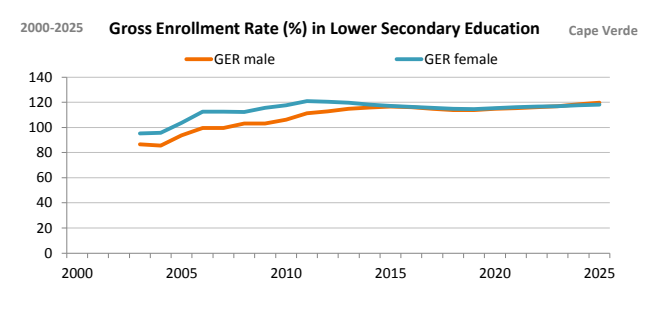
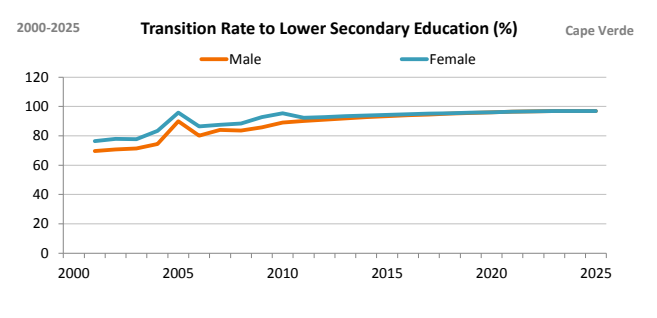
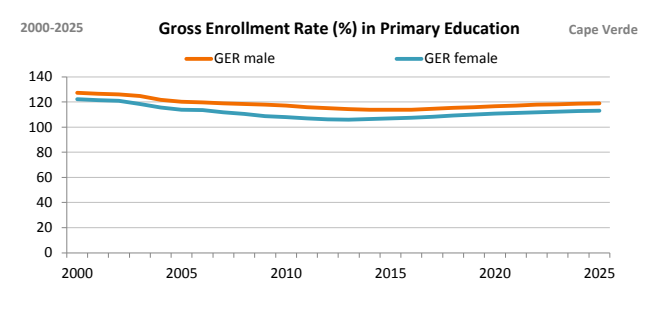
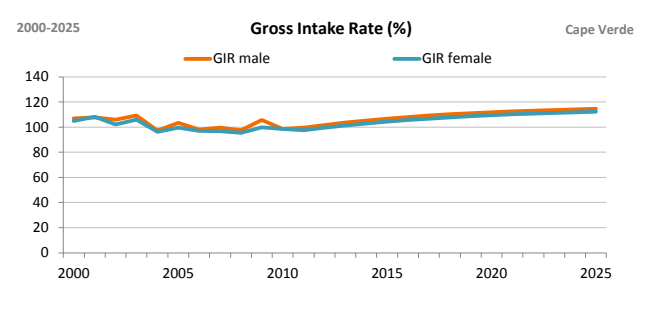


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Cape Verde



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).

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	91,636	107	105	127	122	105
2001	90,640	108	108	127	122	101	102
2002	89,809	106	102	126	121	103	103
2003	87,843	109	106	125	118	103	106
2004	85,138	97	96	122	116	103	103
2005	82,985	103	100	120	114	85	90
2006	81,434	98	97	120	114	97	103
2007	78,801	100	97	119	112	92	97
2008	76,299	97	95	118	111	99	104
2009	73,548	106	100	118	109	98	98
2010	71,134	99	99	117	108	103	100
2011	69,115	99	97	116	107	96	98
2012	67,538	102	99	115	106	100	97
2013	66,068	104	101	114	106	100	96
2014	64,915	105	103	114	106	100	97
2015	63,927	107	104	114	107	99	97
2016	63,265	108	106	114	107	98	97
2017	62,936	109	107	114	108	99	97
2018	62,758	110	108	115	109	101	98
2019	62,642	111	109	116	110	102	100
2020	62,541	112	109	117	111	101	101
2021	62,577	112	110	117	111	103	102
2022	62,605	113	111	118	112	104	102
2023	62,599	114	111	118	112	105	104
2024	62,532	114	112	119	113	106	104
2025	62,386	114	112	119	113	107	105

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
2001	#N/A	70	76	#N/A	#N/A	#N/A	#N/A
2002	#N/A	71	78	#N/A	#N/A	#N/A	#N/A
2003	33,016	71	78	87	95	47	59
2004	32,859	74	83	86	96	48	63
2005	35,568	90	96	94	104	50	65
2006	38,149	80	87	100	113	66	88
2007	37,910	84	87	99	113	62	84
2008	38,055	84	88	103	112	71	86
2009	37,860	86	93	103	116	68	90
2010	37,708	89	95	106	118	64	88
2011	38,249	90	92	111	121	72	97
2012	37,708	91	93	113	120	72	92
2013	37,307	92	93	115	120	77	94
2014	36,537	93	94	116	118	78	93
2015	35,783	93	94	117	117	80	93
2016	34,932	94	95	116	116	81	93
2017	34,031	95	95	115	116	82	93
2018	33,251	95	95	114	115	82	93
2019	32,697	96	96	114	115	81	93
2020	32,386	96	96	115	115	82	93
2021	32,145	96	96	115	116	84	95
2022	32,034	97	97	116	116	85	96
2023	32,004	97	97	117	117	86	97
2024	32,062	97	97	118	118	88	98
2025	32,129	97	97	120	118	90	99

**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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