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Africa Regional Report
January 2021

4
QUALITY
EDUCATION



Continental Overview:

Bridging CESA and SDG 4 in Africa

UNESCO

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Foreword

Monitoring progress toward Sustainable Development Goal 4 for education (SDG 4) is crucial to ensuring that children around the world have access to a quality education where they can learn and gain the skills they need to meet their full potential. The COVID-19 imposed setback on the SDG 4 objectives means that it is more important than ever to provide countries with the data they need to inform effective and impactful policy solutions to the education crisis.

SDG 4 indicators are organized with a view to global, thematic, regional and national targets. This report by the **UNESCO Institute for Statistics (UIS)** is the first in a series intended to bring a regional focus to SDG 4 monitoring, highlight the work being done in the regions and compare SDG 4 targets with those established by regional bodies. Even before the adoption of the Agenda 2030 in 2015, some regional organizations had already adopted their own set of education objectives and targets. To ensure the efficient and most impactful use of resources, it is important to mitigate duplication and concentrate effort in achieving the final objective of a quality education for all children and young people.

This new series of regional reports will serve two purposes. Firstly, to map regional and SDG 4 targets to provide an overview of the symmetries between the two. *Continental Overview: Bridging CESA and SDG 4 in Africa* will specifically look at how the strategic objectives of the Continental Education Strategy for Africa (CESA) compares with SDG 4 targets. Secondly, it analyses progress towards these objectives by African sub-regions.

To further monitor regional progress, the UIS has created a [CESA Data Book](#) highlighting how each region performs across the SDG 4 indicators. There are also specific [country tables](#) which show, in graphic form, the national context of each country, along with their education system and progress toward achieving SDG 4 targets. Both the Data Book and the country profiles are available through the UIS-led Technical Cooperation Group on the Indicators for SDG 4.

The report has been elaborated under my direct guidance. A special thanks goes out to Daniel Capistrano for consulting on and writing this report and to Georges Boades and Adolof Imhof for useful comments and contributions; and to Tiago Vier for producing the CESA Data Book and the country tables.

Silvia Montoya
Director, UNESCO Institute for Statistics

1. Introduction

In this SDG 4 Regional Report, the UNESCO Institute for Statistics (UIS) provides an overview of the current progress of African countries in relation to Sustainable Development Goal 4 (SDG 4) for education and the Continental Education Strategy for Africa (CESA). This is part of a broader initiative from the UIS to connect and combine efforts at the national, regional and global levels towards monitoring the Agenda 2030.

Since the adoption of the Agenda 2030, the majority of countries have not yet translated the global targets into specific ones that should serve as references to report their progress in a regular manner. In order to fill this gap and make countries accountable vis-à-vis the agreed global targets, since 2019 at the 6th meeting of the Technical Cooperation Group on SDG 4 (TCG), seven indicators were endorsed for benchmarking at the global level. These seven indicators are discussed in the regional benchmarking process, in order to take into consideration disparities of regions, sub-regions and countries.

In early September, the imperative for the regional benchmarking was identified among the priority areas for joint collaboration with the UIS through the African Union Commission (AUC) cluster on educational planning.

So far, two consultations were organized in October 2020 with the African Union Commission (AUC) and the Association for the Development of Education in Africa (ADEA). The communiqué of the AUC Commissioner for Human Resources Science and Technology has conveyed clear support for the process in Africa. It recognizes the relevance of the seven indicators for the continental education strategy, while also raising the need to integrate technical vocational education and training (TVET) related indicators given the importance of this sub-sector in the AUC development strategy, and of indicators related to COVID-19 and post-COVID-19 effects on teaching and learning.

Two meetings are planned as the road to the regional process in Africa:

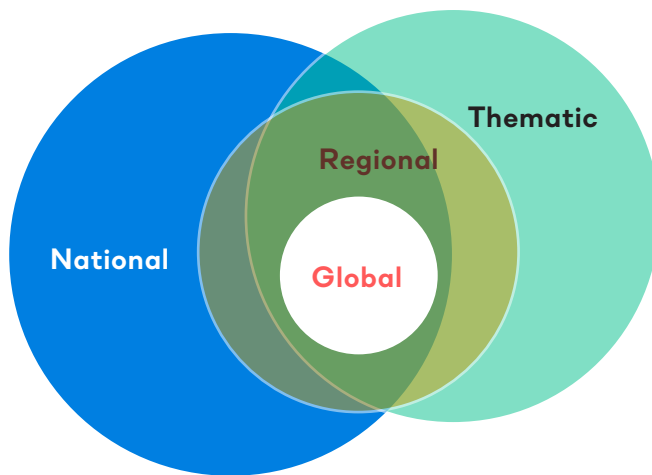
- The technical consultation on benchmarking for CESA and SDG 4, with Member States and the regional economic commissions (RECs), aimed at reviewing the methodology and simulations at continental, RECs and country levels; assessing the inclusion of CESA-specific indicators to reflect AUC areas of priorities, including disability and TVET indicators; and elaborate on the capacity building support strategy for member states in need.
- An extraordinary ministerial meeting for political engagement.

Both objectives should be completed early in 2021 under the leadership of the AUC.

2. Regional Monitoring Frameworks

SDG 4 monitoring is based on universal principles and emphasizes a participatory framework in which all stakeholders (including civil society, business, academia and government) recognize their shared responsibility in achieving the SDGs. As a multi-tiered, multi-purpose framework, SDG 4 monitoring is composed of four levels – global, thematic, regional and national.

Regional indicators and the four levels of SDG monitoring



Source: UNESCO Institute for Statistics

At the regional level of monitoring, different sets of indicators were developed (or are in the process of development) to consider the priorities and issues of common interest that are shared by countries in a particular region, as outlined in regional planning documents or frameworks. Different regions and sub-regions reached agreements on certain goals and targets even before the approval of the SDGs. A crucial step to promote efficiency and to avoid the duplication of efforts is to map the global and regional strategies.

Worldwide, there are several regional or sub-regional organizations that generate information and promote consensus among countries in the field of education based on common goals. These institutions differ in their organizational structure and level of engagement with educational monitoring. In some agencies, member countries are represented by ministries of education. Others include representatives of civil society or officials appointed by member countries or governments. These entities can also be part of a supra-regional organization. In general, the member countries of these organizations are linked by common features, such as geographic

territory (AU, EU, SEAMEO), language (CONFEMEN), or a cultural or historical characteristic (OEI, CARICOM). These organizations have reached agreements on common education targets in the medium and long term. Their transnational commitments require national and regional coordination and monitoring mechanisms to identify progress and obstacles. At the same time, they have articulated or begun to articulate their regional objectives with the SDG 4 targets and the Education 2030 Agenda.

The following sections briefly describe the SDG 4-related work of these organizations by SDG region. Some share countries located across multiple SDG regions. In these cases, the organizations are described in the region with the largest number of member countries.

Central and Southern Asia

South Asian Association for Regional Cooperation (SAARC)

The eight countries of South Asia, which are members of the South Asian Association of Regional Cooperation (SAARC), have jointly formulated the SAARC Framework for Action for Education 2030 (SFFA) affirming their commitment to work together in advancing SDG 4 in the region.

The Framework provides a roadmap for strengthening regional collaboration in education in order to achieve SDG 4-Education 2030 targets. The SAARC Framework for Action constitutes a comprehensive education agenda. It identifies key priorities in each sub-sector of education and training covering all 10 targets of SDG 4, including a number of cross-cutting themes. It is accompanied by a more detailed Action Plan that consists of 13 key thematic areas prioritized for regional collaboration. The SAARC Framework underscores the importance of a regional monitoring mechanism for joint review, monitoring and the evaluation of progress. The draft monitoring framework was developed in consultation with several stakeholders and includes relevant indicators for the region to ensure effective monitoring of progress on SDG 4 in the region.

Eastern and South-Eastern Asia

Southeast Asia Ministers of Education Organization (SEAMEO)

SEAMEO promotes regional cooperation in education, science and culture. The SEAMEO Council is composed of 11 ministers of education who oversee the organization's mandate to explore the maximum potential of the people of the region through the promotion of quality and equity in education, preventive health, culture and the preservation of tradition, training, research, information and ICT. Its seven priorities for the 2015-2030 Action Agenda presented at the 48th SEAMEO Council Conference are: (i) achieving universal early childhood care and education; (ii) addressing barriers to inclusion; (iii) promoting resiliency in the face of emergencies, (iv) promoting technical and vocational education and training (TVET); (v) revitalizing teacher education; (vi) harmonization in higher education and research; (vii) adopting a 21st century curriculum.

Europe and North America

European Union

In 2017, the European Council, Member States and the European Parliament adopted the Consensus on Development, Our World, Our Dignity, Our Future, in which Member States aligned the development policy of the European Union (EU) with the 2030 Agenda for Sustainable Development. By contributing to the achievement of the 2030 Agenda, the EU and Member States are seeking to promote a stronger and more sustainable and inclusive approach. The Consensus also offers guidance for the implementation of the Education 2030 Agenda in partnership with all developing countries. The objective is to provide a framework for a common approach to development policy that will be applied by EU institutions and Member States.

Latin America and the Caribbean

Economic Commission for Latin America and the Caribbean (ECLAC)

ECLAC presents a proposal that contributes to stimulating and sustaining intergovernmental dialogue, with the contribution of specialized bodies, to reach a consensus among Member States on the regional framework of indicators for monitoring the SDGs in Latin America and the Caribbean.

Organización de los Estados Iberoamericanos (OEI)

The 2021 educational goals of the OEI were adopted by Ibero-American countries in 2008. This framework is linked to several SDG 4 targets, but the OEI is in the process of aligning its goals with the Education 2030 Agenda.

Caribbean Community (CARICOM)

The CARICOM 2030 Human Resources Development (HRD) Strategy is a regional framework developed to ensure the successful participation of the Caribbean community in the economy and society of the 21st century. The CARICOM 2030 HRD Strategy is articulated in the CARICOM Strategic Plan (2015-2019). Following the global assessment of the Millennium Development Goals and the Post-2015 development agenda, the strategy focuses on the SDGs.

Sistema de la Integración Centroamericana

The Política Educativa Centroamericana (PEC) is a set of guidelines to provide the eight Member States of the Sistema de la Integración Centroamericana with a general framework of action in education based on regional priorities. This framework was adapted and aligned to the SDG 4 Education 2030 Agenda considering the regional priorities. Currently PEC 2030 establishes the way forward on education development for Central America and a specific indicator framework was also developed to monitor that implementation.

Oceania

Pacific Community (SPC)

The Pacific Community is an international development organization owned and governed by its 26 country and territory members. The Pacific Community Strategic Plan 2016-2020 proposes goals and priorities. The SPC recognizes that national programmes and services must adapt to the new development landscape at the national, regional and global levels. These programmes should reflect the strategic direction established in the Framework for Pacific Regionalism, the regional priorities identified in the Small Island Developing States (SIDS) Accelerated Modalities of Action (SAMOA) Pathway and the commitments of the SDGs.

Pacific Regional Education Framework (PacREF)

The PacREF promotes a human rights approach to education and seeks to empower the people of the Pacific Islands. The PacREF is based on six targets: regionalism and mutually beneficial partnerships; the application of tests to policies and practices; efficiency in the use of resources; equity in access and opportunity; relevant and high-quality contributions; and high-quality and sustainable results. The PacREF has a programme of strategies and activities in four policy areas: (i) quality and relevance; (ii) learning pathways; (iii) student welfare and outcomes, and (iv) the teaching profession.

3.

Bridging SDG 4 and CESA 16-25

In addition to the regional frameworks described above, African countries have also established a comprehensive educational agenda for the continent. In 2016, the African Union (AU) adopted the Continental Education Strategy for Africa (CESA 16-25) as the framework for transforming education systems. CESA 16-25 is designed to involve the broadest coalition possible for education and training in Africa.

CESA 16-25 consists of 12 strategic objectives that find correspondence with several SDG 4 targets, and both frameworks require similar data points to track countries' progress on their achievements. At the sub-regional level, countries are grouped within development communities that meet regularly, but their education-related objectives are in alignment with CESA 16-25.

Figure 1: Colour-coded map of African Union Member States, by region

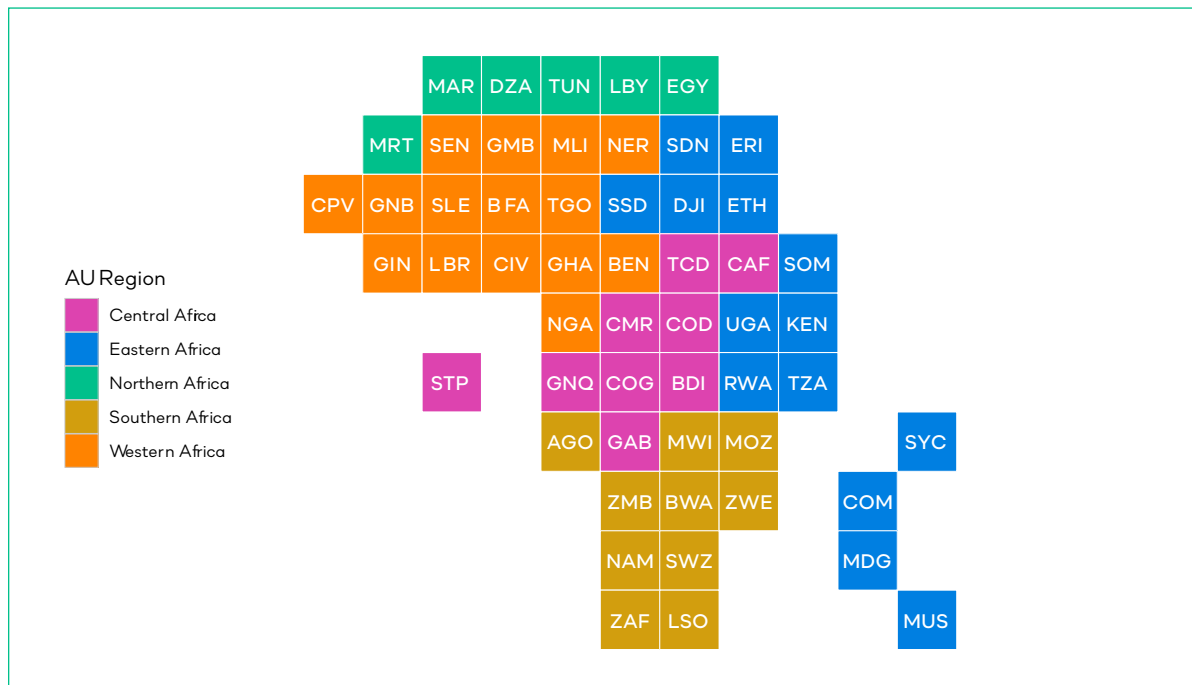


Table 1 shows the correspondence between the CESA 16-25 Strategic Objectives (SO) and SDG 4 targets. Apart from having a connection with almost all SDG 4 targets, two of the CESA SOs (11 and 12) also address issues pertinent to SDG 17 (strengthen the means of implementation and revitalize the global partnership for sustainable development).

Table 1: CESA 16–25 Strategic Objectives and SDG 4 Targets

CESA Strategic Objective (SO)	SDG 4 Target
SO 1: Revitalize the teaching profession to ensure quality and relevance at all levels of education	4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least-developed countries and small island developing States
SO 2: Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education	4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
SO 3: Harness the capacity of ICT to improve access, quality and management of education and training systems	
SO 4: Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration	4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
SO 5: Accelerate processes leading to gender parity and equity	4.5 By 2030, eliminate gender disparities in education and ensure access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
SO 6: Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

CESA Strategic Objective (SO)	SDG 4 Target
SO 7: Strengthen the science and math curricula in youth training and disseminate scientific knowledge and culture in society	
SO 8: Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
SO 9: Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
SO 10: Promote peace education and conflict prevention and resolution at all levels of education and for all age groups	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
SO 11: Improve management of education system as well build and enhance capacity for data collection, management, analysis, communication, and use	SDG 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development
SO 12: Set up a coalition of stakeholders to facilitate and support activities resulting from the implementation of CESA 16-25.	

In the next section, all CESA Strategic Objectives that find direct correspondence with an SDG 4 target are described and the current progress of countries is assessed based on SDG 4 global and thematic indicators. Countries without data are represented in gray color within their respective regions, see model below.

■ Central Africa
 ■ Eastern Africa
 ■ Northern Africa
 ■ Southern Africa
 ■ Western Africa
■ Data not available

4. SO 1:

Revitalize the teaching profession to ensure quality and relevance at all levels of education

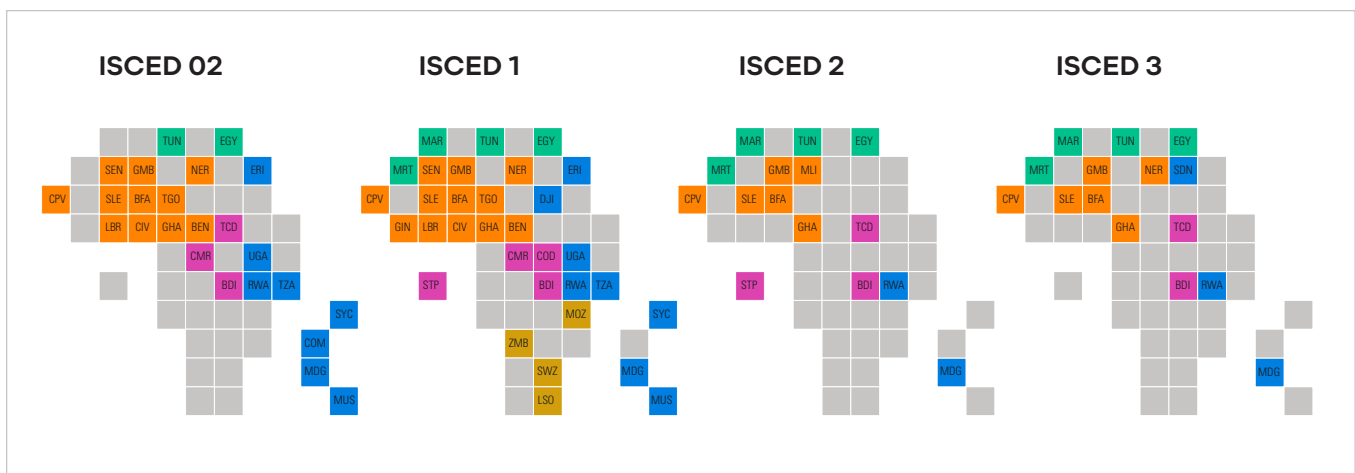
The first Strategic Objective (SO) is directly related to the SDG 4 mean of implementation Target 4.c which aims to “substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least-developed countries and small island developing States.”

The AU (2018) also established a set of indicators to monitor the progress of countries in relation to each Strategic Objective. The indicators selected for SO 1 are listed below

- Percentage of teachers qualified to teach according to national standards
- Percentage of teachers qualified in science or technology or engineering or mathematics by sex
- Existence of operational teacher development policy
- Percentage of teachers who have undergone in-service training

The global indicator associated with SDG Target 4.c is the “proportion of teachers with the minimum required qualifications, by education level.” This indicator had a relatively low coverage across all countries in the region from 2016 to 2020. About 60% of countries have available data for at least one year within this period for ISCED level 1. However, the coverage is lower for different levels of education varying from 44% for ISCED level 02 to 28% for ISCED levels 2 and 3.

Figure 2: Data availability of the SDG Global Indicator 4.c.1 by country, 2016-2020

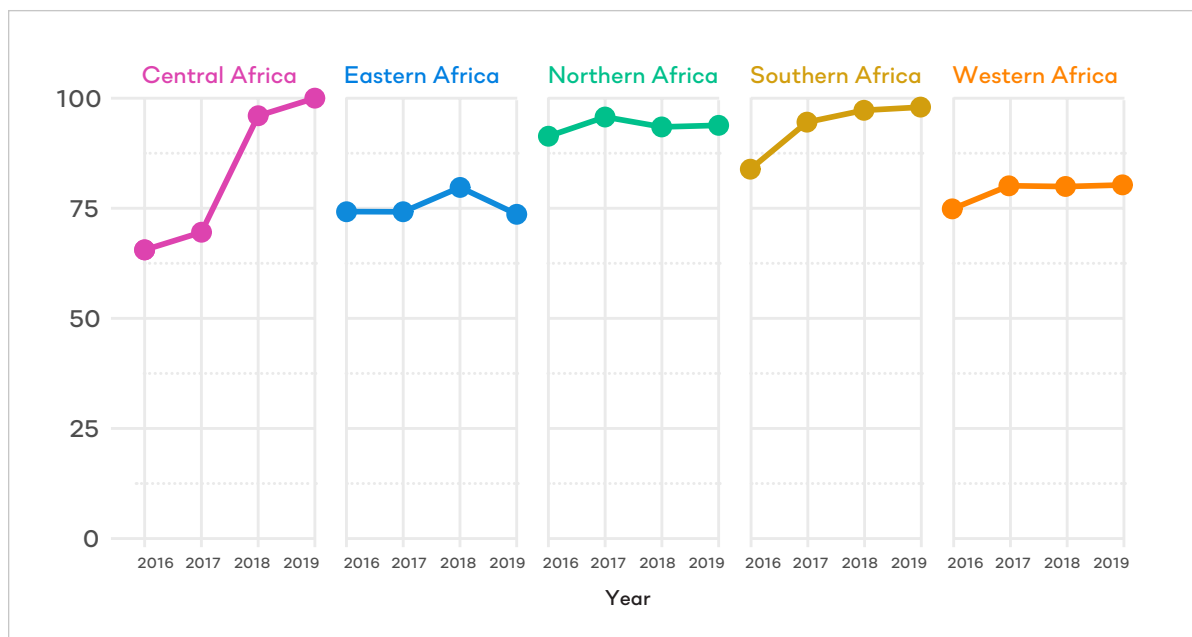


■ No reported data


The progress from 2016 among these countries has been significant among the countries with data available. The average proportion of teachers with the minimum required qualification for primary schools rose from 77.8%, in 2016, to 83.2% in 2020. Although this increase may indicate an improvement in the indicator, it could also be explained by the presence or absence of data points in each of these years.

In addition, data from this period also indicate that this pattern is similar for both male and female teachers.

Figure 3: Average proportion of teachers with the minimum required qualifications by region, ISCED 1, 2016-2020



4.1 The number of qualified teachers in primary education is steady or increasing in all countries and regions

 **CESA Indicator 1.1:** Percentage of teachers qualified to teach according to national standards

SDG Indicator 4.c.3: Percentage of qualified teachers in primary education, both sexes (%)

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Central Africa	Burundi	..	..	..	94.0	91.4	100.0	100.0	100.0	100.0	100.0	..
	Cameroon	..	..	..	..	..	76.2	..	73.4	..	..	..
	Central African Republic	..	..	..	..	..	..	100.0	..	..	..	..
	Chad	..	..	..	..	..	39.6	54.9	57.0	77.9	80.1	..
	Democratic Republic of the Congo	..	..	..	..	100.0	94.7	..	..	100.0	..	..
	Equatorial Guinea	..	..	..	..	..	61.1	..	..	..	..	..
Eastern Africa	Djibouti	..	..	..	..	83.5	100.0	100.0	100.0	100.0	..	..
	Eritrea	..	..	..	99.7	..	..	..	88.7	84.5	..	..
	Madagascar	..	..	..	..	99.3	99.4	99.7	99.6	100.0	99.7	..
	Mauritius	..	..	..	100.0	100.0	100.0	100.0	100.0	100.0	100.0	..
	Rwanda	..	..	..	..	..	100.0	..	98.2	98.8	98.8	..
	Seychelles	..	..	..	68.4	71.3	83.6	98.3	88.4	91.9	88.7	..
	South Sudan	..	..	..	..	..	84.3	..	..	..	..	..
	United Republic of Tanzania	..	..	..	99.0	97.4	..	100.0	97.4	98.1	97.8	..
Northern Africa	Algeria	..	..	..	..	100.0	100.0	100.0	100.0	100.0	100.0	..
	Egypt	..	..	..	..	..	..	100.0	..	..	100.0	..
	Morocco	..	..	..	100.0	100.0	100.0	100.0	100.0	100.0	100.0	..
	Tunisia	..	..	..	100.0	100.0	96.6	..	100.0	100.0	..	..

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Southern Africa	Angola	..	..	..	..	..	..	63.0	..	..	..	..
	Botswana	..	..	99.5	98.6	99.8	..	..	..	..	..	..
	Eswatini	..	..	..	65.8	69.4	69.2	71.3	74.8	92.4	..	..
	Lesotho	..	..	..	72.0	75.8	79.2	83.2	..	..	..	..
	Malawi	..	..	..	..	..	..	..	..	100.0	..	..
	Mozambique	..	..	..	87.3	90.0	100.0	100.0	100.0	100.0	100.0	..
	Namibia	..	..	..	..	..	..	..	..	89.7	..	..
	Zambia	..	..	..	..	92.6	100.0	98.3	94.4	..	..	..
	Zimbabwe	..	..	..	74.3	..	..	..	..	..	..	..
Western Africa	Benin	..	..	..	67.0	100.0	100.0	100.0	100.0	100.0	100.0	..
	Burkina Faso	..	..	..	85.6	84.4	85.4	83.3	96.2	94.7	95.6	..
	Cabo Verde	..	..	..	..	91.2	..	97.0	98.9	93.6	..	..
	Côte d'Ivoire	..	..	..	89.6	88.3	100.0	100.0	100.0	100.0	100.0	..
	Gambia	..	..	..	..	90.7	85.8	..	87.7	100.0	87.8	..
	Ghana	..	..	..	..	50.0	54.7	..	55.4	60.4	..	..
	Guinea	..	..	..	74.1	70.7	..	91.8	..	..	..	..
	Liberia	..	..	..	..	..	..	63.1	70.2	..	..	..
	Niger	..	..	..	100.0	99.2	99.1	89.6	94.8	95.3	98.6	..
	Senegal	..	100.0	100.0	100.0	100.0	100.0	..	..	..	100.0	..
	Sierra Leone	..	..	..	51.9	..	..	..	..	46.0	63.6	..
	Togo	..	..	..	23.5	..	32.6	..	..	..	40.5	..

Source: SDG Indicator 4.c.3: Percentage of qualified teachers in primary education, both sexes (%)

5. SO 2:

Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education

SDG Target 4.a aims to “build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.” The areas covered by this SDG target are related to two different CESA Strategic Objectives (2 and 3).

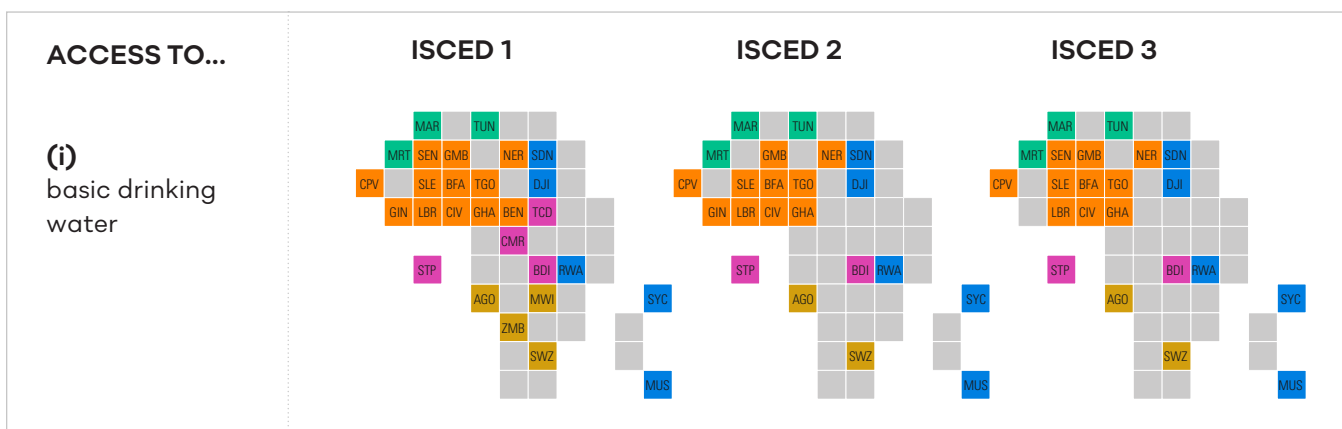
The indicators selected to monitor SO 2 are the following:

- 2.1** Proportion of schools with access to (i) basic drinking water; (ii) single sex basic sanitation facilities; and (iii) basic hand-washing facilities
- 2.2** Proportion of schools with (i) adapted infrastructure; (ii) materials for students with disabilities
- 2.3** Existence of a National Safe Schools Policy

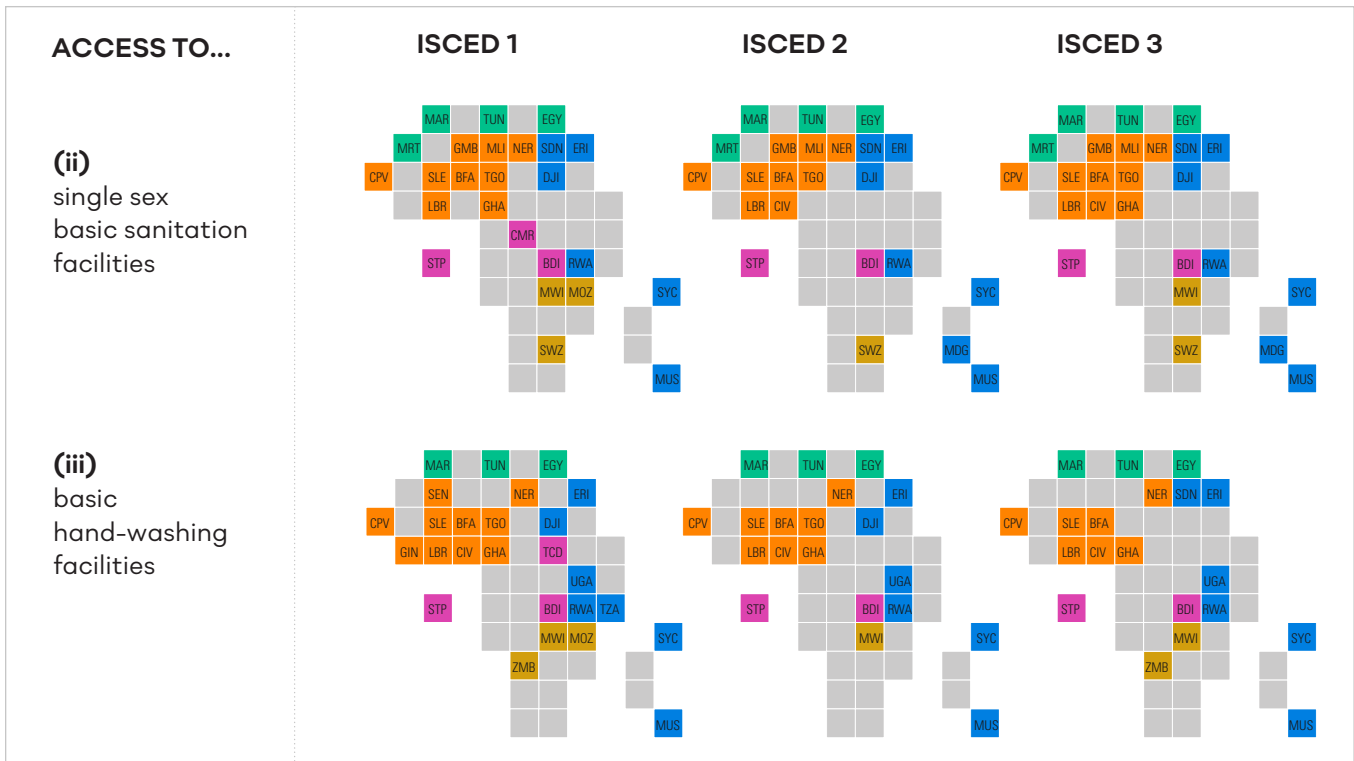
The first two indicators can be measured with data provided to calculate SDG Indicator 4.a.1 “proportion of schools offering basic services, by type of service.” Following the CESA framework, we look first at Indicator 2.1 and then Indicator 2.2.

In terms of data availability for CESA Indicator 2.1, more than half of the countries in the region do not have information regarding access to basic services. The highest data availability is for primary schools with access to basic drinking water (52% have data) whereas only 37% of countries have data available for access to basic hand-washing facilities in secondary schools.

Figure 4: Data availability of the SDG 4 Global Indicator 4.a.1 by country, 2016-2020

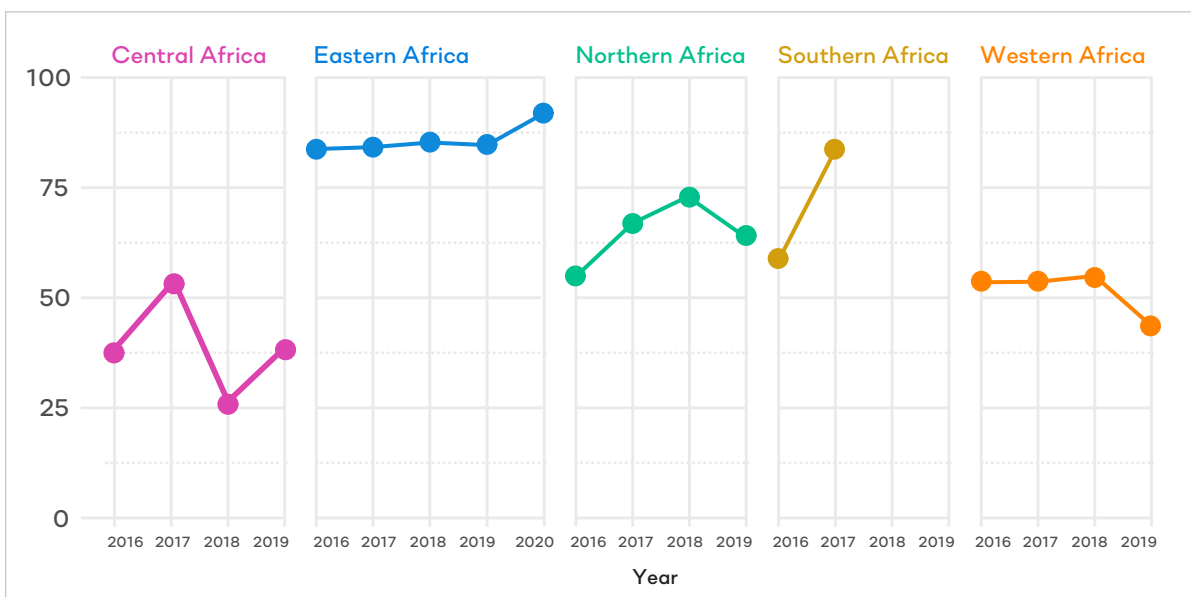


■ No reported data



The comparison of the different regions across the 2016-2020 period indicates a stable picture with considerable gaps between regions and no substantial progress across all countries:

Figure 5: Average proportion of schools with access to (i) basic drinking water by region, ISCED 1, 2016-2020

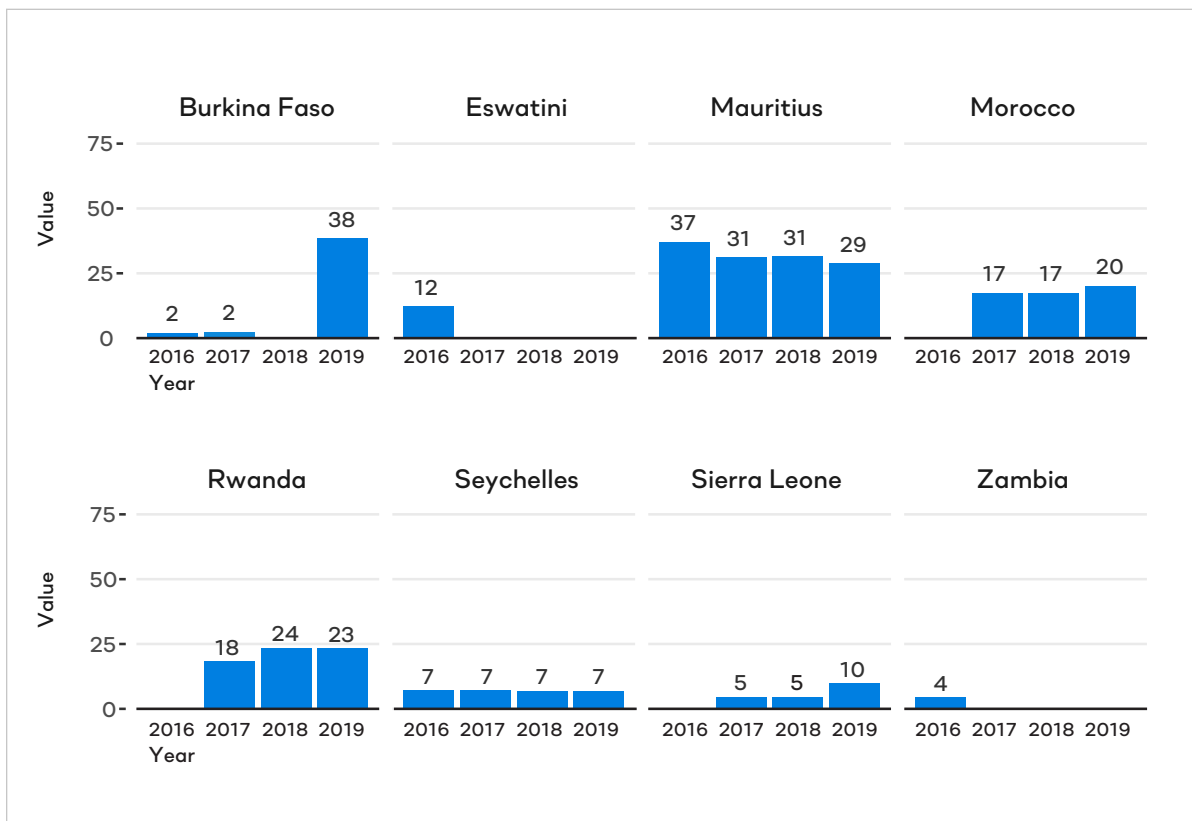


Data availability for CESA Indicator 2.2 is much lower compared to the previous indicator. Only eight countries in the region have data available for the number of schools with adapted infrastructure for students with disabilities.

Figure 6: Data availability for CESA Indicator 2.2: Proportion of schools with (i) adapted infrastructure for students with disabilities by country, 2016-2020



Figure 7: Proportion of schools with adapted infrastructure for students with disabilities by country, 2016-2020



5.1 Basic drinking water infrastructure still a major challenge as well as an informational challenge

CESA Indicator 2.1 and SDG Indicator 4.a.1: Proportion of schools with access to (i) **basic drinking water**; (ii) single sex basic sanitation facilities; and (iii) basic hand-washing facilities

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Central Africa	Burundi	..	..	..	..	..	..	42.8	38.5	38.5	38.9	..
	Cameroon	..	..	..	..	..	..	33.7	34.4	..	..	..
	Chad	..	..	..	..	..	..	..	..	15.0	..	..
	Democratic Republic of the Congo	..	..	..	..	..	0.0	..	..	..	..	..
	Sao Tome and Principe	..	..	..	..	..	..	..	88.0	..	..	..
Eastern Africa	Djibouti	..	..	..	..	..	..	..	88.5	..	..	91.1
	Mauritius	100.0	100.0	..	100.0	100.0	100.0	100.0	100.0	100.0	100.0	..
	Rwanda	..	34.1	34.9	35.6	37.5	39.0	38.7	45.5	53.6	51.8	..
	Seychelles	..	..	..	..	..	..	100.0	100.0	100.0	100.0	..
	Sudan	..	..	..	..	..	..	93.4	..	..	..	..
Northern Africa	Mauritania	..	..	..	..	..	..	37.3	37.2	43.7	50.7	..
	Morocco	..	..	..	..	..	..	72.9	73.9	75.2	75.8	..
	Tunisia	..	..	..	..	..	..	..	88.5	98.5	..	..
Southern Africa	Angola	..	..	..	..	..	..	20.0	..	..	..	..
	Eswatini	..	..	..	..	..	..	78.9	79.2	..	..	..
	Malawi	..	..	..	..	..	..	..	87.3	..	..	..
	Zambia	..	..	..	..	..	..	76.0	82.2	..	..	..
Western Africa	Benin	..	..	..	..	..	..	44.6	..	..	40.5	..
	Burkina Faso	..	..	..	..	..	..	54.7	56.0	58.2	59.1	..
	Cabo Verde	..	..	..	..	..	..	95.4	97.1	98.8	..	..
	Côte d'Ivoire	..	..	..	..	..	..	51.4	43.2	42.6	42.0	..
	Gambia	..	..	..	..	..	..	..	83.7	83.9	..	..
	Ghana	..	..	..	..	..	..	..	..	32.7	..	..
	Guinea	..	..	..	..	..	..	24.7	..	..	..	..
	Liberia	..	..	..	..	..	..	49.2	59.4	..	..	..
	Niger	..	..	..	..	..	..	..	16.7	15.6	13.8	..
	Senegal	..	..	..	..	..	..	..	..	..	78.3	..
	Sierra Leone	..	..	..	..	..	..	..	51.5	51.6	31.8	..
	Togo	..	..	..	..	..	..	..	20.2	..	39.8	..

Source: SDG Target 4.a - 4.a.1 - Proportion of primary schools with access to basic drinking water (%)

6. SO 3:

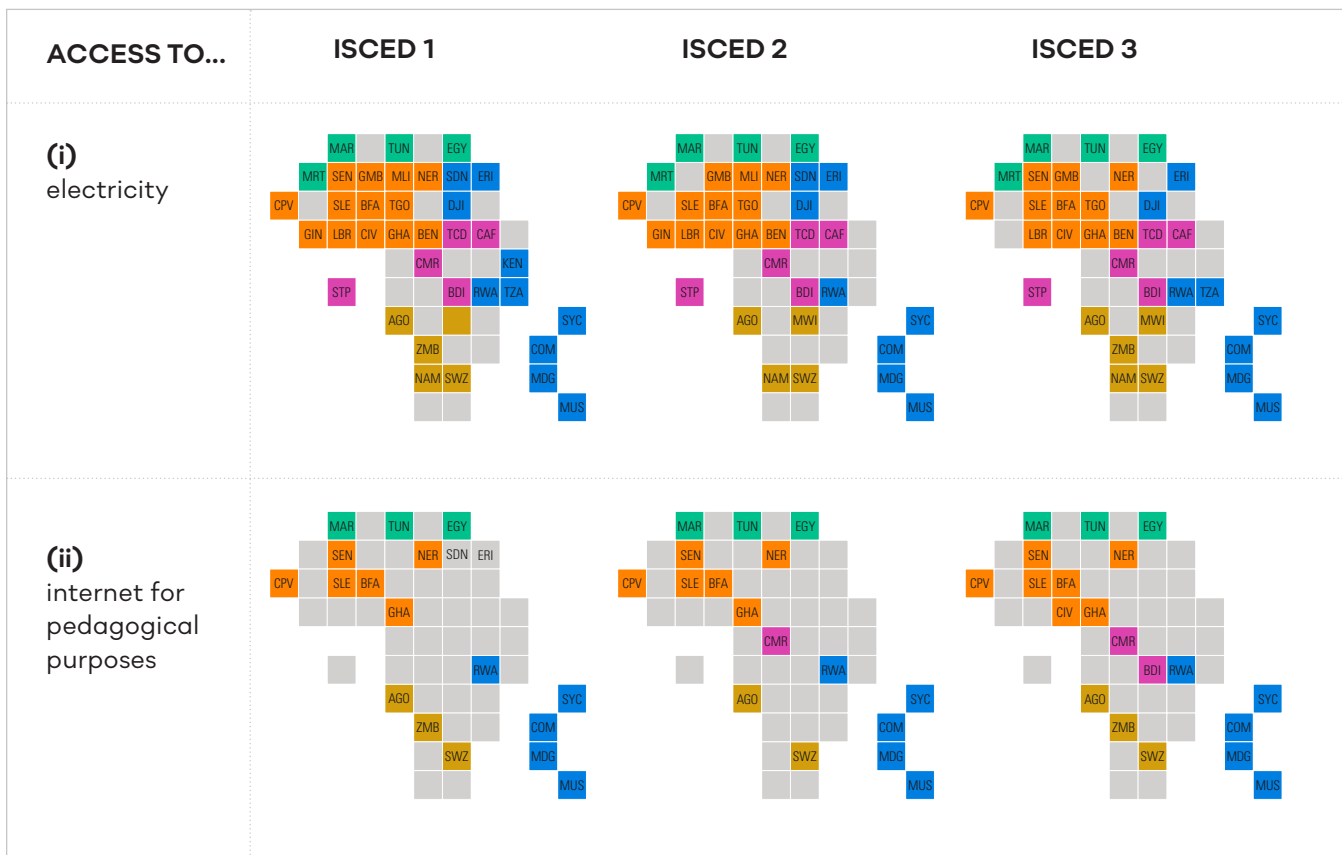
Harness the capacity of ICT to improve access, quality and management of education and training systems

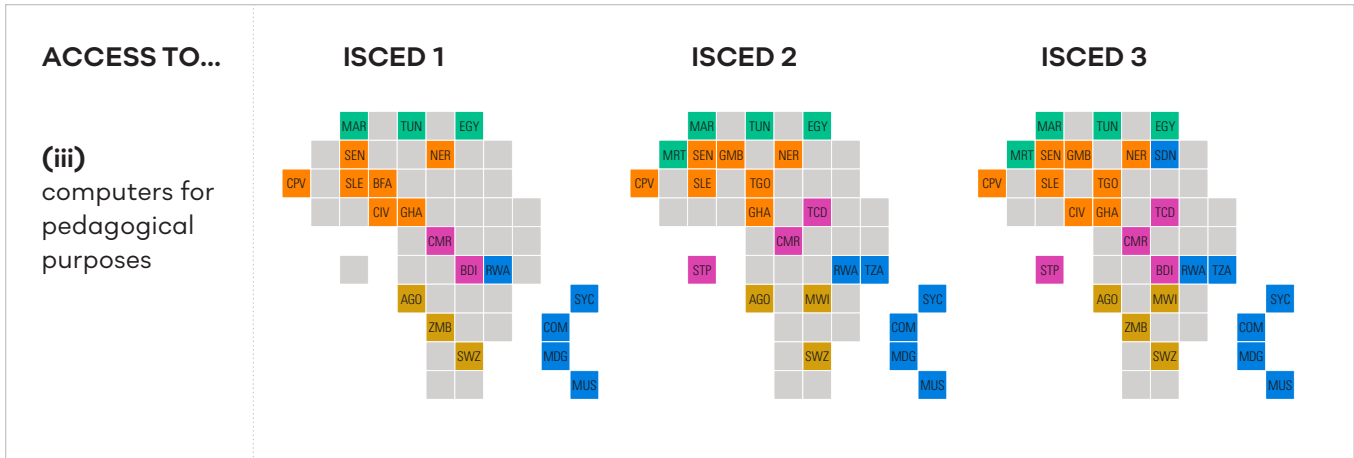
Similar to the previous objective, Strategic Objective 3 is also related to SDG Target 4.a and its correspondent indicators. However, SO 3 focuses on the general infrastructure of educational institutions with the following indicator to monitor countries' progress:

CESA Indicator 3.1: Proportion of educational institutions with access to (i) electricity (ii) the internet for pedagogical purposes and (iii) computers for pedagogical purposes

Contrasting with the data availability for SO 2 indicators, data for CESA Indicator 3.1 (component i) is available in most of the countries. On the continent, 68% of countries have information about access to electricity in primary schools. However, the situation is the opposite in relation to the following two components of the indicator: about 57% of countries do not have data on access to computers, and 68% do not have data on access to the internet for pedagogical purposes.

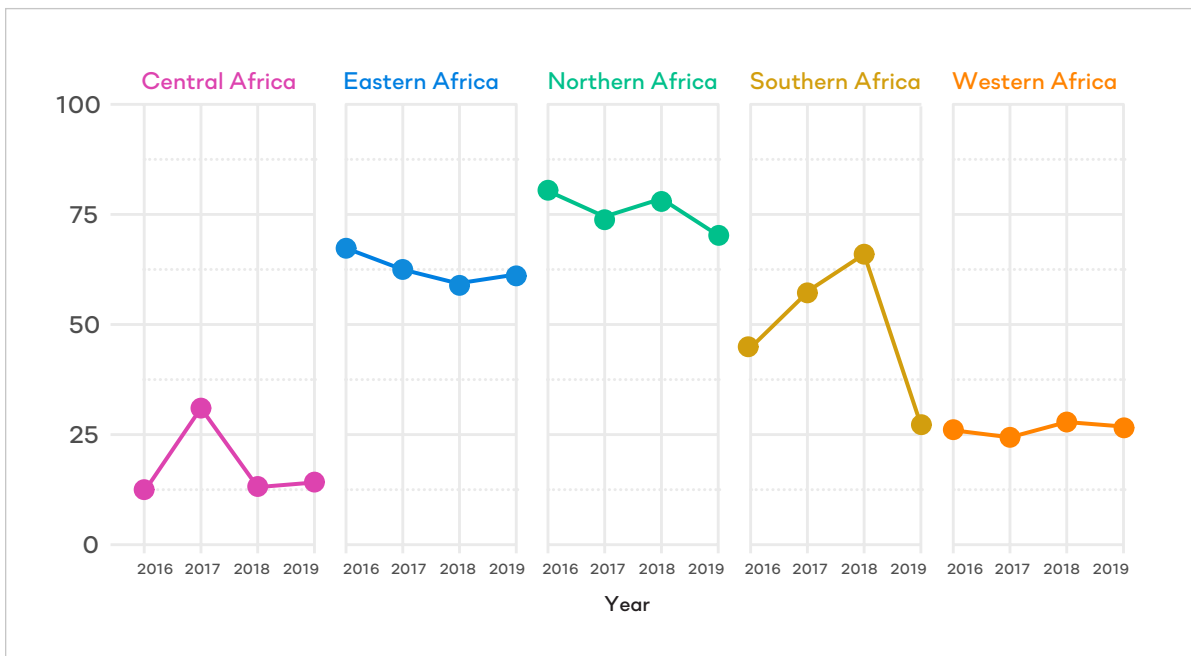
Figure 8: Data availability of the SDG Global Indicator 4.a.1 by country, 2016-2020





The data for access to electricity show large differences between regions and no clear progress over the past five years. In 2019, an average of 14% of primary schools in Central African countries had access to electricity. In the same year, the average for Northern African countries was 70%.

Figure 9: Average proportion of schools with access to electricity by region, 2016-2020



6.1 Internet is available in many schools, but important disparities still remain

CESA Indicator 3.1 and SDG Indicator 4.a.1: Proportion of schools with access to (i) electricity (ii) the internet for pedagogical purposes and (iii) computers for pedagogical purposes

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Central Africa	Burundi	..	..	..	..	..	..	0.0	0.0	..	0.0	..
	Cameroon	..	..	..	..	..	..	19.3	..	..	..	..
	Democratic Republic of the Congo	..	..	..	..	..	0.0	..	..	..	..	..
Eastern Africa	Comoros	..	..	..	..	..	..	..	9.9	..	..	..
	Madagascar	..	..	..	..	..	..	..	..	4.4	5.3	..
	Mauritius	..	..	..	97.2	97.2	98.9	94.9	93.8	91.1	100.0	..
	Rwanda	..	17.3	17.2	17.5	23.3	27.6	33.2	..	51.5	59.4	..
	Seychelles	..	..	..	..	..	..	100.0	92.9	100.0	100.0	..
Northern Africa	Egypt	..	..	..	..	..	..	50.1	..	..	91.0	..
	Morocco	..	..	..	..	..	..	..	88.1	88.4	86.8	..
	Tunisia	..	..	..	..	..	..	..	99.9	99.5	..	..
Southern Africa	Angola	..	..	..	..	..	..	13.2	..	..	..	..
	Botswana	..	..	99.5	..	..	..	..	..	..	..	..
	Eswatini	..	..	..	..	..	..	69.3	..	..	..	..
Western Africa	Burkina Faso	..	..	..	..	..	..	2.6	..	1.8	1.5	..
	Cabo Verde	..	..	..	..	..	..	100.0	100.0	..	..	..
	Ghana	..	..	..	..	..	..	..	..	18.7	..	..
	Guinea	..	..	..	..	..	..	0.0	..	..	..	..
	Niger	..	..	..	..	..	..	0.0	..	..	4.7	..
	Senegal	..	..	..	..	..	..	..	..	..	42.4	..
	Sierra Leone	..	..	..	..	..	..	..	2.3	3.0	3.1	..

Source: SDG Target 4.a - 4.a.1 - Proportion of lower secondary schools with access to Internet for pedagogical purposes (%)

7. SO 4:

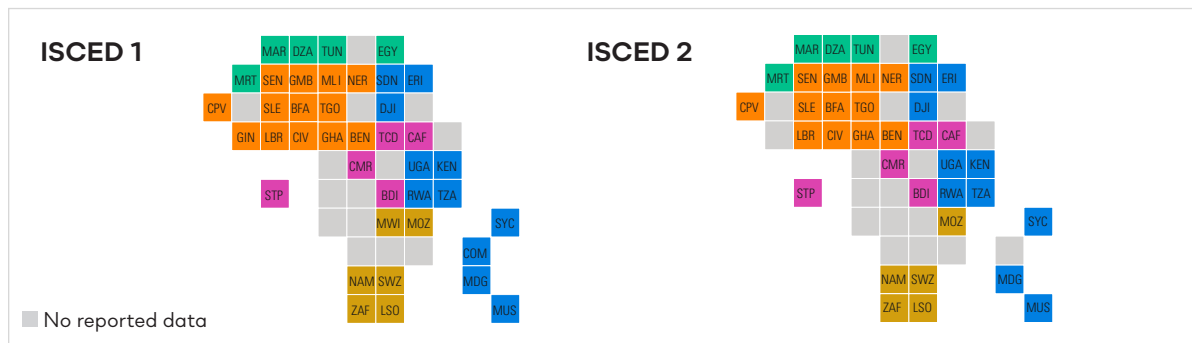
Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration

Strategic Objective 4 is composed of multiple dimensions that encompasses different targets of SDG 4. The indicators selected by the AU to monitor progress in relation to this objective provides more information on specific dimensions:

- 4.1 Gross intake ratio to last grade of primary, lower secondary and upper secondary
- 4.2 Existence of a National Qualifications Framework
- 4.3 Membership in the Network of African Learning Assessments
- 4.4 Percentage distribution of tertiary graduates by field of study
- 4.5 Proportion of children and young people (a) in grade 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading (ii) mathematics and (iii) science, by sex
- 4.6 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

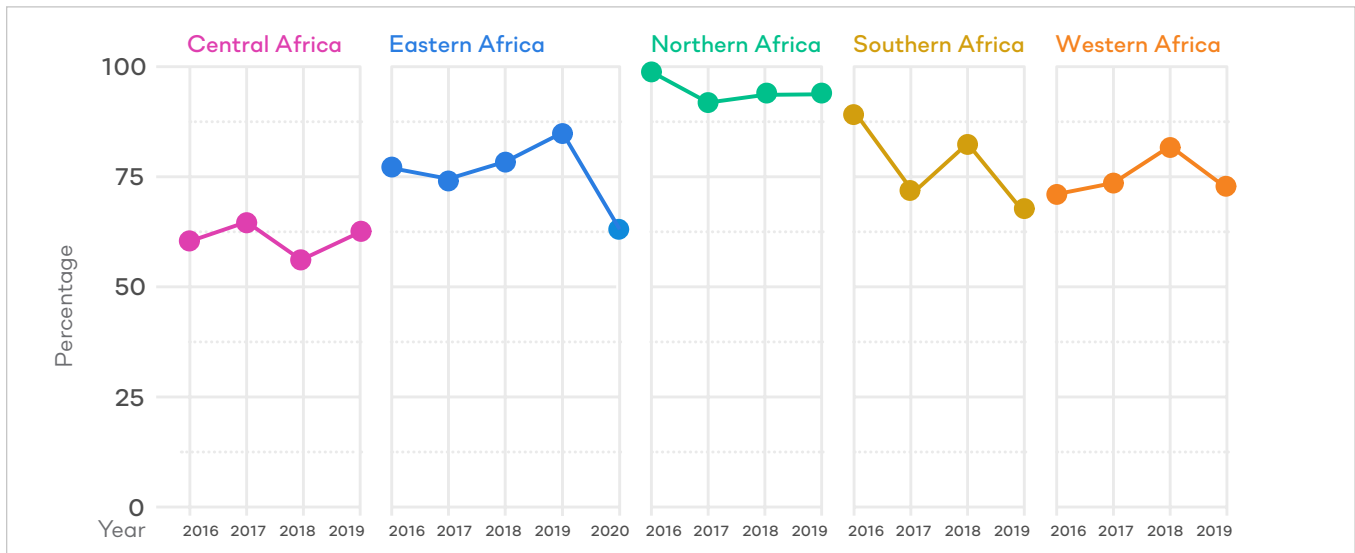
SDG Indicator 4.1.3 has the same definition as CESA Indicator 4.1: Gross intake ratio for final year of primary and lower secondary. This indicator has wide coverage in terms of data availability, with about 40 countries in the continent having information available for this indicator at ISCED level 1 or 2.

Figure 10: Data availability of the SDG Global Indicator 4.1.3 by country, 2016–2020



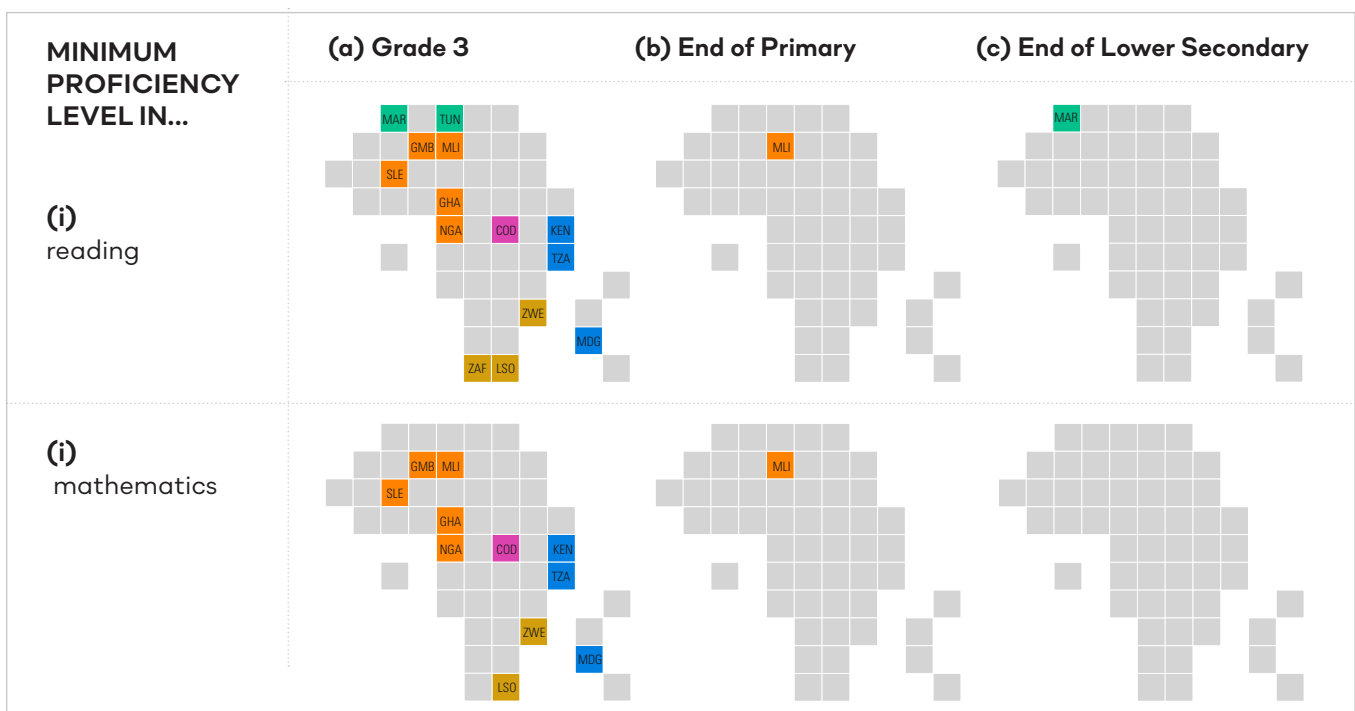
Although many countries are on track to ensure a full completion of the primary level of education, regional disparities still persist. While, on average, Central African countries have 62% of gross intake ratio to last grade of primary, this ratio is equal to 94% among Northern African countries.

Figure 11: Average proportion of schools with access to electricity by region, 2016-2020



Another correspondence between SO 4 and SDG Target 4.1 is found for the indicator on the proportion of children achieving at least a minimum proficiency level in (i) reading (ii) mathematics. Only 14 countries have data available on this indicator for the period of 2016-2020. Almost all of them have conducted assessments in Grade 3 as only two countries have data available for other levels of education.

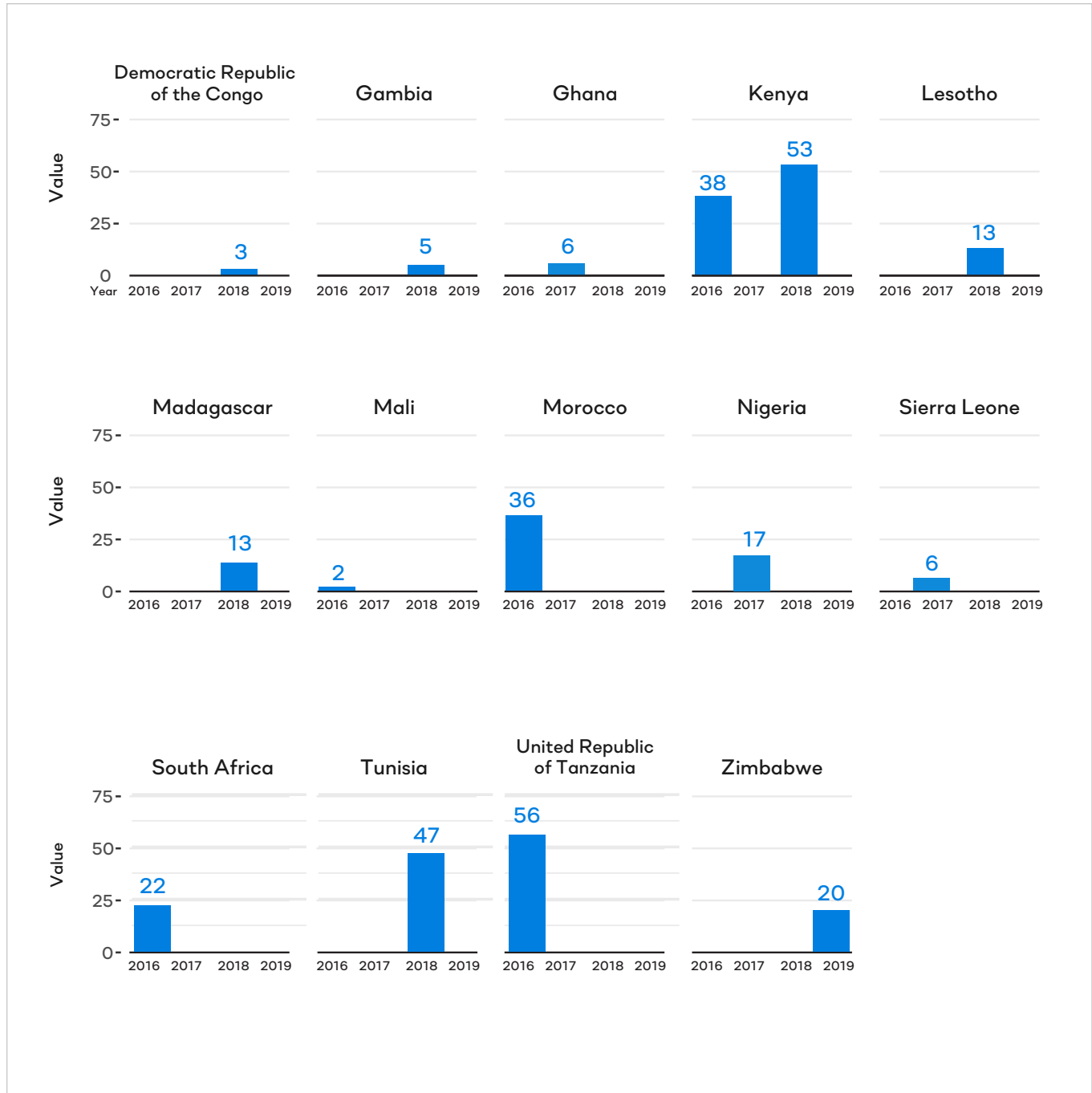
Figure 12: Data availability of the SDG Global Indicator 4.1.1 by country, 2016-2020



■ No reported data

In addition, the high cost of implementation also prevents countries from repeating these assessments periodically, which is a challenge for monitoring progress. Only in Kenya is it possible to compare two years within the 2016-2020 period indicating an improvement in the proportion of children achieving at least a minimum proficiency level.

Figure 13: Proportion children and young people (a) in grade 3 achieving at least a minimum proficiency level in (i) reading by country, 2016-2020



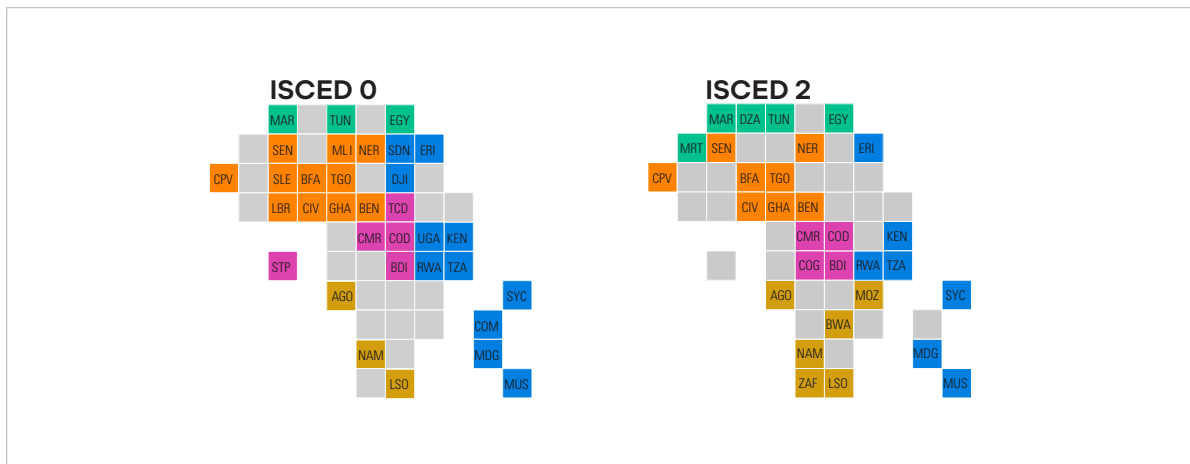
8. SO 5:

Accelerate processes leading to gender parity and equity

Strategic Objective 5 intersects with SDG 4 across several targets. However, the first indicator selected to monitor this objective (5.1 Gender parity index for gross enrolment ratio) is directly related to SDG Target 4.5. This target aims to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

The correspondent indicator for the SDGs provides information on parity indices for both early-childhood education and tertiary level education; 33 countries have data for at least one year within the period of 2016-2020.

Figure 14: Data availability of the SDG Global Indicator 4.5.1: Gross enrolment ratio, early childhood education, gender parity index (GPIA) by country, 2016-2020

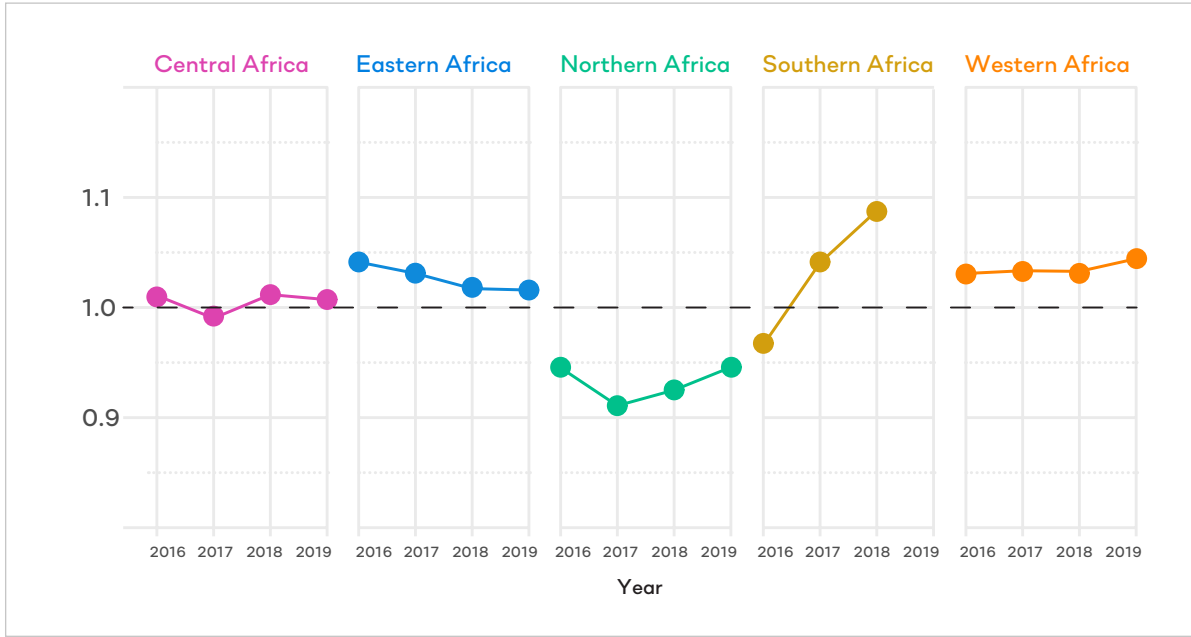


■ No reported data

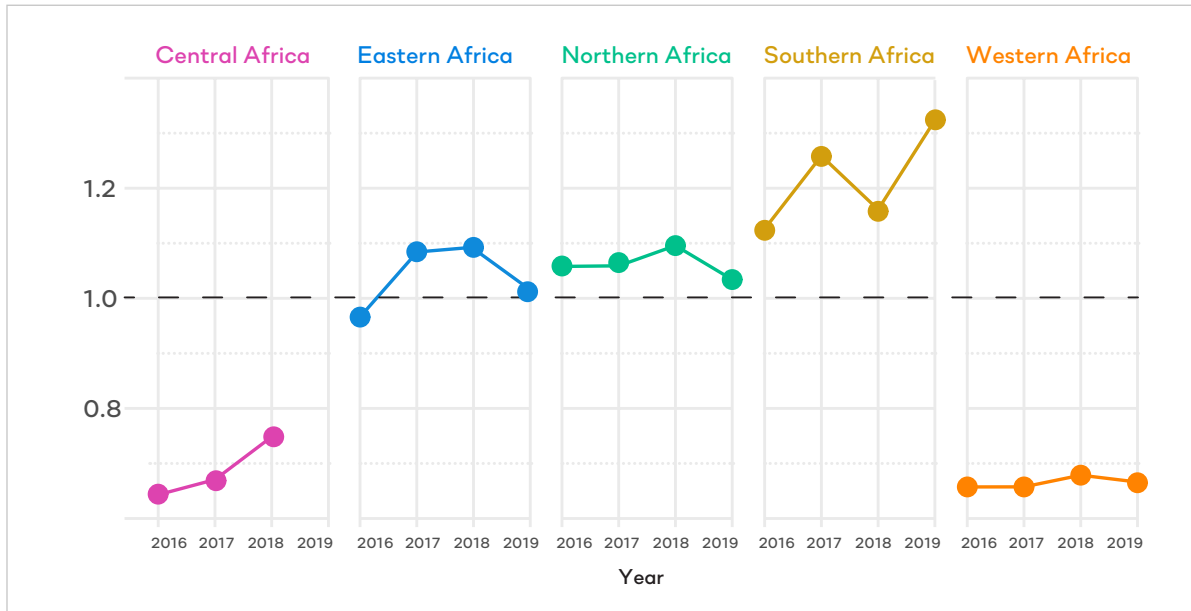
The available data indicate that, for early childhood education, most countries have gender parity indices close to 1, with similar ratios for both boys and girls. However, at the tertiary level, the situation is different with large disparities disfavouring women in Central and Western African countries (parity indices lower than 1).

Figure 15: Average gross enrolment ratio gender parity index (GPIA) by region, 2016-2020

Early childhood education (ISCED 0)



Tertiary level education (ISCED 5-8)



8.1 Gender parity has seen important progress in early childhood education, but tertiary education remains a challenge

CESA Indicator 5.1: Gender parity index for gross enrolment ratio

SDG Indicator 4.5.1: Gross enrolment ratio for tertiary education, adjusted gender parity index (GPIA)

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Central Africa	Burundi	0.5	..	0.5	0.5	0.4	0.3	0.5	0.5	0.6	..	..
	Cameroon	0.8	0.7	0.8	0.8	0.8	0.8	0.9	0.8	0.9	..	..
	Central African Republic	0.3	..	0.4	..	..	..	..	..	..	..	..
	Chad	0.2	0.2	..	..	0.2	0.3	..	..	..	..	..
	Congo	..	0.6	0.6	0.8	..	..	..	0.7	..	..	..
	Democratic Republic of the Congo	..	0.4	0.6	0.5	..	..	0.6	..	..	..	..
	Sao Tome and Principe	1.0	..	0.9	..	0.9	1.0	..	..	..	..	..
Eastern Africa	Comoros	0.7	0.8	0.9	0.9	0.8	..	..	..	..	..	..
	Djibouti	0.8	0.8	..	..	..	..	..	..	..	..	..
	Eritrea	0.4	..	..	..	0.5	0.7	0.7	..	..	..	..
	Ethiopia	0.4	0.4	0.5	..	0.5	..	..	..	..	..	..
	Kenya	..	..	..	..	..	0.7	0.7	0.7	..	..	..
	Madagascar	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9	1.0	..	..
	Mauritius	1.2	1.2	1.2	1.2	1.2	1.2	1.2	1.3	..	..	..
	Rwanda	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.9	0.8	0.8	..
	Seychelles	0.0	1.7	1.7	1.6	1.6	1.5	1.5	1.6	1.5	1.6	..
	Sudan	1.1	1.0	1.1	1.1	1.1	1.0	..	..	..	..	..
	Uganda	0.7	0.7	0.7	..	0.7	..	..	..	..	..	..
United Republic of Tanzania	0.8	..	0.5	0.5	..	0.5	..	..	..	0.7	..	

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Northern Africa	Algeria	1.3	1.3	1.3	1.3	1.3	1.4	1.4	1.3	1.4	..	..
	Egypt	0.9	0.9	0.9	0.9	0.9	1.0	1.0	1.0	..	..	..
	Mauritania	0.4	0.4	0.4	0.4	..	0.5	0.5	0.5	0.5	0.6	..
	Morocco	0.9	0.9	0.9	1.0	1.0	1.0	0.9	1.0	1.0	1.0	..
	Tunisia	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.5	..
Southern Africa	Angola	..	0.4	..	0.8	..	0.8	0.8	..	..	..	..
	Botswana	..	..	..	..	1.2	1.3	1.3	1.3	..	1.3	..
	Eswatini	..	0.8	..	0.9	..	..	..	..	..	..	..
	Lesotho	..	..	1.3	1.3	1.3	1.3	..	1.4	1.4	..	..
	Malawi	0.6	0.6	..	..	..	..	..	..	..	..	..
	Mozambique	0.6	0.6	0.6	0.7	0.7	0.7	0.8	0.8	0.8	..	..
	Namibia	..	..	..	..	1.4	1.4	1.4	1.5	..	..	..
	South Africa	..	..	1.3	1.3	1.3	..	1.3	1.3	1.3	..	..
	Zambia	..	0.4	0.7	..	..	..	..	..	..	..	..
	Zimbabwe	0.7	0.7	0.7	0.8	..	0.8	..	..	..	..	..
Western Africa	Benin	0.4	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.5	..	..
	Burkina Faso	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.6	0.6	..
	Cabo Verde	1.2	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	..	..
	Côte d'Ivoire	0.5	0.7	..	0.6	0.6	0.6	0.7	0.7	..	..	..
	Gambia	0.7	0.6	0.7	..	..	..	..	..	..	..	..
	Ghana	..	0.6	0.6	0.6	0.7	0.7	0.7	0.7	0.8	0.8	..
	Guinea	0.3	0.3	0.4	0.4	0.4	..	..	..	..	..	..
	Liberia	0.5	..	0.6	..	..	..	..	..	..	..	..
	Mali	0.4	0.4	0.4	0.4	0.4	0.4	..	..	..	..	..
	Niger	0.4	0.4	0.4	..	..	0.5	0.6	0.5	0.4	0.6	..
	Nigeria	0.7	0.7	..	..	..	..	..	..	..	..	..
	Senegal	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.8	..
Togo	..	..	0.3	..	0.4	0.4	0.4	0.5	0.5	0.5	..	

Source: SDG Target 4.5 - 4.5.1 - Gross enrolment ratio for tertiary education, adjusted gender parity index (GPIA)

9. SO 6:

Launch comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy

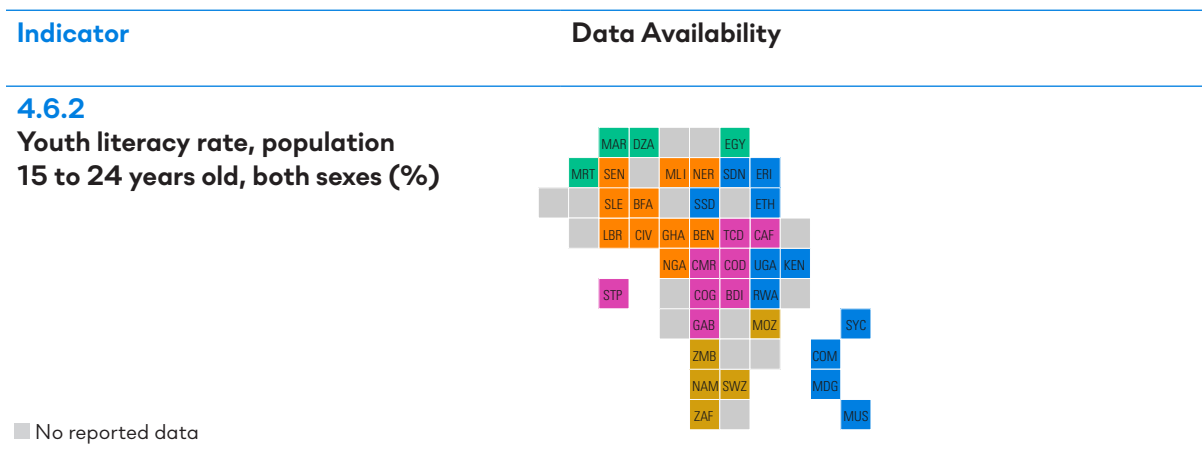
The indicators selected by CESA to monitor Strategic Objective 6 are the following:

- 6.1 Youth literacy rate
- 6.2 Adult Literacy Rate
- 6.3 Participants in literacy programmes as a percentage of non-literate population

These three indicators find direct correspondence among thematic indicators of SDG Target 4.6. Although the first two indicators have one of the highest data availabilities across all indicators, no country reported data for Indicator 6.3 from 2016 to 2020.

Considering the disruptions in the national household surveys due to the COVID-19 pandemic, it is expected that data availability for the literacy rate will be affected. However, given efforts to strengthen monitoring systems for acceleration programmes and adult education, it is possible that these countries may be able to collect information on participation in literacy programmes.

Figure 16: Data availability of the SDG Global Indicators 4.6.2 and 4.6.3 by country, 2016-2020

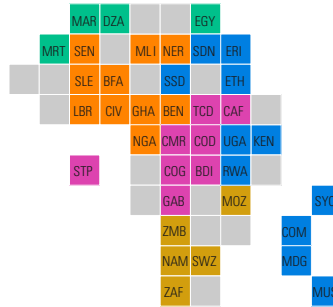


Indicator

Data Availability

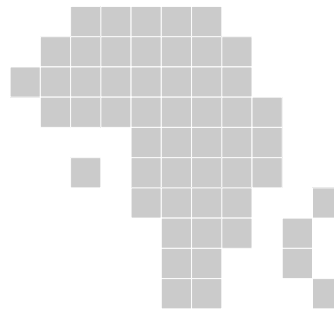
4.6.2

Adult literacy rate, population over 15 years old, both sexes (%)



4.6.3

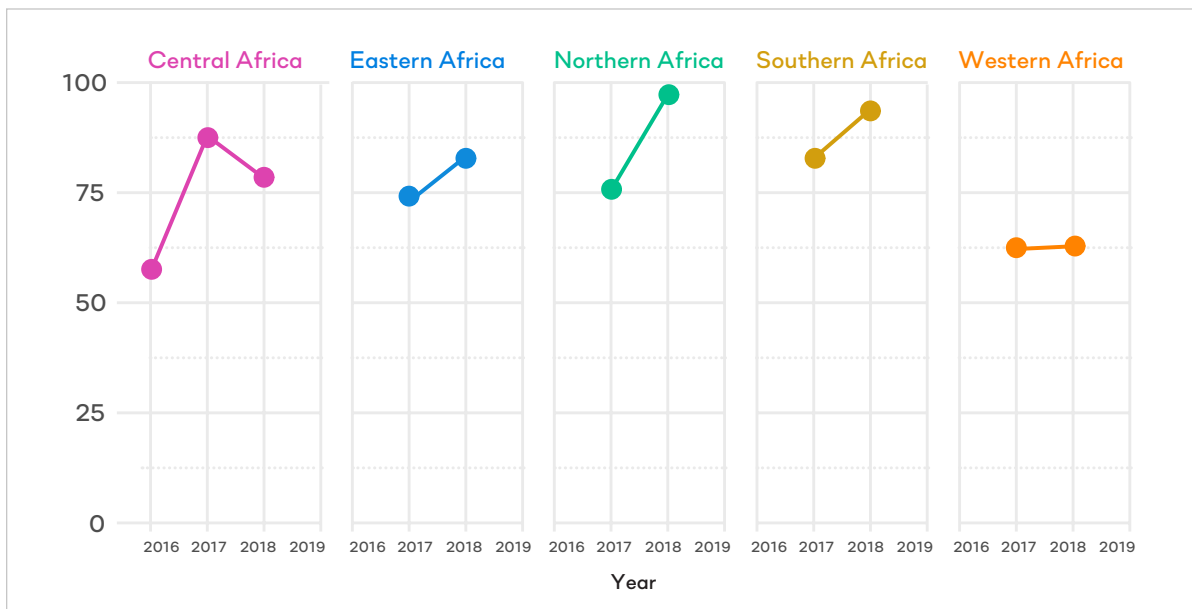
Participants in literacy programmes as a percentage of the illiterate population, both sexes (%)



■ No reported data

Although most countries have improved the literacy rate in the period of 2016-2018, there are still a considerable proportion of youth in these countries who were deprived of literacy.

Figure 17: Average youth literacy rate (population 15 to 24 years old) by region, 2016-2018



9.1 With a few exceptions, a lot remains to be done to improve youth literacy rates



CESA Indicator 6.1: Youth literacy rate

SDG Indicator 4.6.2: Youth literacy rate, population 15 to 24 years old, both sexes (%)

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Central Africa	Burundi	..	..	..	..	79.6	..	..	88.2	..	..	..
	Cameroon	80.6	..	..	..	..	..	..	..	85.1	..	..
	Central African Republic	36.4	..	..	..	..	..	..	..	38.3	..	..
	Chad	..	..	..	..	..	38.8	30.8	..	..	..	..
	Congo	..	80.9	..	..	..	..	..	..	82.1	..	..
	Democratic Republic of the Congo	..	..	83.6	..	..	..	85.0	..	..	..	..
	Equatorial Guinea	98.0	..	..	..	..	..	..	..	..	..	..
	Gabon	..	..	88.5	..	..	..	..	..	89.8	..	..
	Sao Tome and Principe	..	..	96.7	..	..	..	..	..	97.8	..	..
Eastern Africa	Comoros	..	..	71.6	..	..	..	..	..	78.3	..	..
	Eritrea	..	..	..	..	..	..	..	..	93.3	..	..
	Ethiopia	..	..	..	..	..	..	..	72.8	..	..	..
	Kenya	..	..	..	..	86.5	..	..	..	87.8	..	..
	Madagascar	..	..	76.8	..	..	..	..	..	81.2	..	..
	Mauritius	..	98.1	..	..	..	..	..	..	99.0	..	..
	Rwanda	77.3	..	82.3	..	85.1	..	..	..	86.5	..	..
	Seychelles	99.0	..	..	..	..	..	..	..	99.1	..	..
	South Sudan	..	..	..	..	..	..	..	..	47.9	..	..
	Sudan	..	..	..	..	..	..	..	..	73.0	..	..
	Uganda	87.4	..	83.7	..	..	..	..	..	89.4	..	..
United Republic of Tanzania	74.6	..	85.9	..	..	85.8	..	..	..	..	..

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Northern Africa	Algeria	..	..	..	..	..	..	..	..	97.4	..	..
	Egypt	87.5	..	89.3	92.0	..	..	..	88.2	..	..	..
	Mauritania	..	..	..	..	..	..	..	63.9	..	..	..
	Morocco	..	81.5	91.2	..	..	..	..	..	97.7	..	..
	Tunisia	97.2	97.3	96.9	..	96.2	..	..	..	..	..	..
Southern Africa	Angola	..	..	..	..	77.4	..	..	..	..	..	..
	Botswana	..	..	..	97.5	..	..	..	..	..	..	..
	Eswatini	93.5	..	..	..	..	..	..	..	95.5	..	..
	Lesotho	..	..	..	..	86.6	..	..	..	..	..	..
	Malawi	72.1	..	..	..	76.1	72.9	..	..	..	..	..
	Mozambique	..	..	..	..	..	70.5	..	70.9	..	..	..
	Namibia	..	94.4	..	..	..	..	..	..	95.2	..	..
	South Africa	98.6	98.8	98.9	..	98.9	99.0	..	95.3	..	..	..
	Zambia	88.7	..	..	..	..	..	..	..	92.1	..	..
	Zimbabwe	..	90.9	..	..	90.4	..	..	..	..	..	..
Western Africa	Benin	..	..	52.5	..	..	..	..	..	60.9	..	..
	Burkina Faso	..	..	..	..	50.1	..	..	..	58.3	..	..
	Cabo Verde	..	..	98.1	..	..	98.1	..	..	..	..	..
	Côte d'Ivoire	..	..	48.3	..	53.0	..	..	..	58.4	..	..
	Gambia	..	..	..	60.8	..	67.2	..	..	..	..	..
	Ghana	85.7	..	..	..	..	..	..	..	92.5	..	..
	Guinea	31.4	..	..	..	46.3	..	..	..	..	..	..
	Guinea-Bissau	..	..	..	..	60.4	..	..	..	..	..	..
	Liberia	..	..	..	..	..	..	..	55.4	..	..	..
	Mali	44.3	42.1	..	..	..	49.4	..	..	50.1	..	..
	Niger	..	..	39.8	..	..	..	..	..	43.5	..	..
	Nigeria	..	..	..	..	..	..	..	..	75.0	..	..
	Senegal	..	65.8	..	56.9	..	..	..	69.5	..	..	..
	Sierra Leone	..	..	..	57.0	..	..	..	..	66.6	..	..
Togo	..	79.9	..	..	..	84.3	..	..	..	..	..

Source: SDG Target 4.6 - 4.6.2 - Youth literacy rate, population 15 to 24 years old, both sexes (%)

10. SO 8:

Expand TVET opportunities at both secondary and tertiary levels and strengthen linkages between the world of work and education and training systems

Strategic Objective 8 is related to SDG Target 4.3 that aims to “ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.” The AU indicators to measure this specific objective are the following:

- 8.1** Percentage of total enrolment in secondary and tertiary TVET
- 8.2** Percentage of TVET graduates
- 8.3** TVET graduates’ labour force participation rate
- 8.4** Percentage of students who meet national requirements for academic programmes in secondary or tertiary and enrol for TVET
- 8.5** State of national TVET policies and governance structures
- 8.6** Percentage of TVET graduates who have participated in apprenticeships

Data for Indicator 4.3 are available for 20 countries or 37% of the continent. Enrolment in vocational training is below 15% in all countries with the highest proportions found in Egypt and the Seychelles.

Figure 18: Proportion of 15- to 24-year olds enrolled in vocational education, both sexes (%) by country, 2016-2020

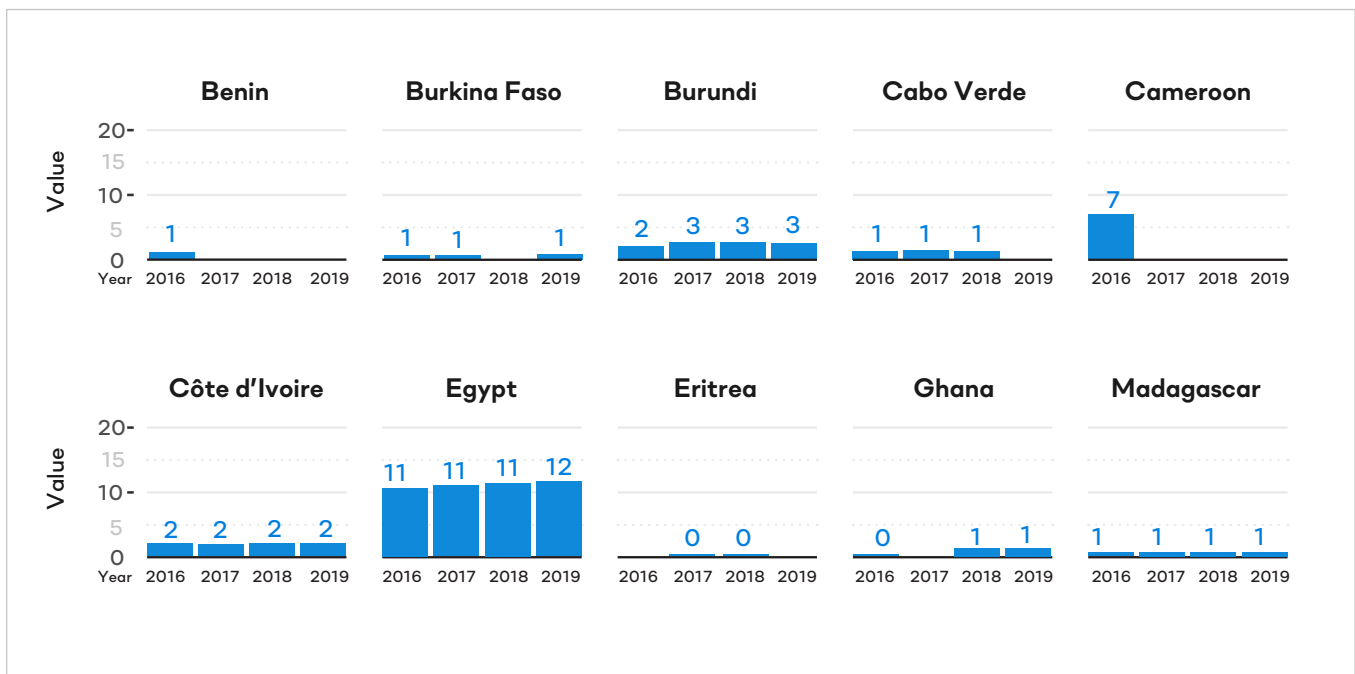
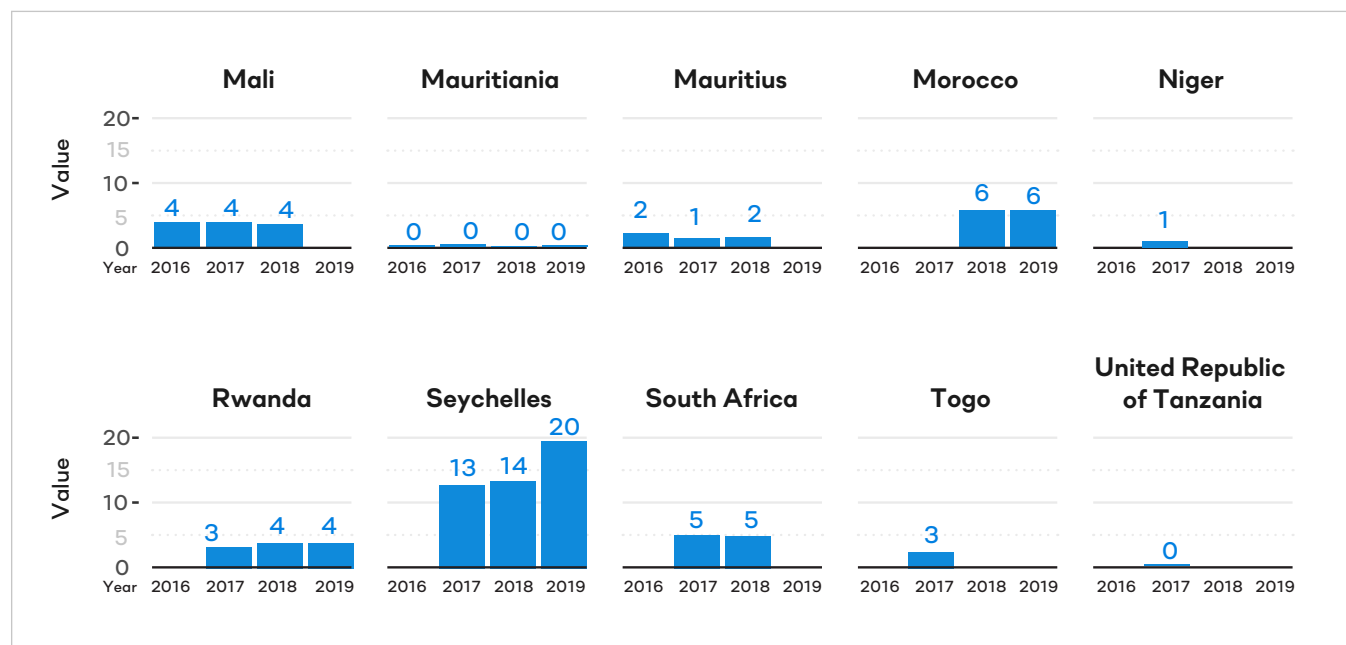


Figure 18: continued



10.1 Enrolment in technical vocational education and training (TVET) is homogeneously low in all regions

CESA Indicator 8.1: Percentage of total enrolment in secondary and tertiary TVET

SDG Indicator 4.3.3: Proportion of 15- to 24-year olds enrolled in vocational education, both sexes (%)

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Central Africa	Burundi	0.6	0.9	0.8	1.1	1.6	2.0	2.1	2.8	2.8	2.6	..
	Cameroon	..	6.0	6.0	6.3	7.1	7.1	7.2	..	..	..	..
	Central African Republic	..	..	0.4	..	..	..	..	..	..	..	..
	Chad	..	..	..	..	..	..	0.0	0.0	..	..	..
	Sao Tome and Principe	0.0	0.0	0.0	0.0	2.9	4.5	..	..	..	..	..

SDG 4 REGIONAL REPORT 1

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Eastern Africa	Comoros	..	..	..	0.0	..	..	..	0.0	0.0	..	..
	Eritrea	0.2	0.3	0.4	0.4	0.4	0.2	..	0.4	0.5	..	..
	Ethiopia	..	..	..	..	1.6	1.7	..	..	..	..	..
	Madagascar	..	0.0	0.0	..	0.6	0.0	0.6	0.7	0.7	0.7	..
	Mauritius	..	..	..	..	..	1.3	2.2	1.4	1.5	..	..
	Rwanda	..	..	..	..	..	..	..	3.4	4.0	3.9	..
	Seychelles	..	..	..	..	..	..	..	13.1	13.6	19.8	..
	United Republic of Tanzania	..	..	..	..	..	..	..	0.1	..	..	..
Northern Africa	Egypt	..	9.0	..	..	10.2	..	10.6	11.0	11.4	11.6	..
	Mauritania	..	..	0.2	0.3	0.2	0.1	0.2	0.3	0.1	0.2	..
	Morocco	..	..	..	..	..	..	..	..	5.8	5.8	..
Southern Africa	Angola	7.7	2.4	..	..	..	..	..	..	..	..	..
	Eswatini	0.0	0.0	0.0	0.1	0.1	0.0	..	..	..	..	..
	Lesotho	0.3	0.9	1.4	..	..	1.3	..	..	..	..	..
	Malawi	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	..
	Mozambique	0.7	0.6	0.6	0.8	0.9	0.7	..	..	..	..	..
	South Africa	..	..	..	..	..	2.5	..	5.3	5.1	..	..
	Zimbabwe	..	..	0.0	0.0	..	..	..	..	..	..	..
Western Africa	Benin	..	..	..	1.1	..	1.0	1.2	..	..	..	..
	Burkina Faso	0.8	0.8	0.8	0.7	..	0.8	0.8	0.7	..	0.8	..
	Cabo Verde	..	..	1.2	1.4	1.4	1.4	1.4	1.4	1.4	..	..
	Côte d'Ivoire	..	..	..	..	..	..	1.9	1.8	2.0	1.9	..
	Ghana	..	..	..	1.1	0.8	0.8	0.5	..	1.3	1.3	..
	Guinea	..	..	..	..	0.8	..	..	..	..	..	..
	Mali	3.6	3.2	..	3.6	4.1	3.8	3.9	3.8	3.5	..	..
	Niger	0.0	0.0	..	..	0.8	0.8	..	1.0	..	..	..
	Togo	..	..	..	..	..	..	..	2.6	..	..	..

Source: SDG Target 4.3 - 4.3.3 - Proportion of 15 to 24 year olds enrolled in vocational education, both sexes (%)

11. SO 9:

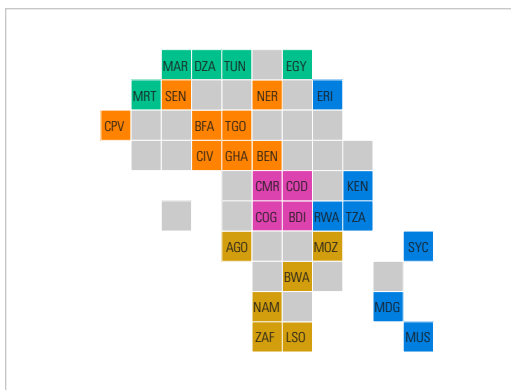
Revitalize and expand tertiary education, research and innovation to address continental challenges and promote global competitiveness

Strategic Objective 9 looks at the tertiary levels and research and development capacity. It is also related to SDG Target 4.3 but tries to capture regional priority issues on employability and technological development. Here is the list of indicators selected by CESA to monitor this objective:

- 9.1 Number of earned doctoral degrees by field
- 9.2 Expenditure on research and development as a percentage of GDP
- 9.3 Enrolment of students in higher and tertiary education per 100,000 inhabitants
- 9.4 Inbound mobility ratio
- 9.5 Outbound mobility ratio
- 9.6 Quality of graduates and their employability in the world economy
- 9.7 Conducive environment for research and innovation through the provision of adequate infrastructure and resources
- 9.8 Proportion of learners enrolled in: a. distance education, b. open learning, c. e-learning programmes


Related to CESA Indicator 9.3, data for SDG Indicator 4.3.2 are available with another metric (percentage) for 65% of the countries in the continent. Northern Africa has the highest proportion, along with Southern Africa. Cape Verde is the highest point in Western Africa and, with exception of Cameroon, Central Africa lags behind.


Figure 19: Data availability of the SDG Global Indicator 4.3.2 by country, 2016-2020



■ No reported data

11.1 Tertiary education challenge in Central Africa

 **CESA Indicator 9.3:** Enrolment of students in higher and tertiary education per 100,000 inhabitants

 **SDG Indicator 4.3.2:** Gross enrolment ratio for tertiary education, both sexes (%)

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Central Africa	Burundi	3.3	..	3.1	3.8	4.5	5.1	3.7	3.9	4.1	..	..
	Cameroon	11.2	12.1	13.1	15.3	16.3	17.0	12.5	12.8	14.3	..	..
	Central African Republic	2.7	3.1	3.0	..	..	..	..	..	..	..	..
	Chad	2.1	2.2	..	..	3.4	3.3	..	..	..	..	..
	Congo	..	8.7	10.0	9.3	..	..	..	12.7	..	..	..
	Democratic Republic of the Congo	..	8.1	8.3	6.9	..	..	6.6	..	..	..	..
	Sao Tome and Principe	4.3	..	8.2	..	9.7	13.4	..	..	..	..	..
Eastern Africa	Comoros	5.8	8.0	8.7	8.8	9.0	..	..	..	..	..	..
	Djibouti	3.6	5.3	..	..	..	..	..	..	..	..	..
	Eritrea	3.2	..	..	..	3.9	3.5	3.4	..	..	..	..
	Ethiopia	7.5	7.9	8.2	..	8.1	..	..	..	..	..	..
	Kenya	..	..	..	..	..	9.2	11.4	11.5	..	..	..
	Madagascar	3.7	4.1	4.1	4.3	4.8	4.8	4.8	5.3	5.4	..	..
	Mauritius	33.7	35.4	38.9	40.0	39.1	37.4	38.8	40.6	..	..	..
	Rwanda	5.9	7.0	6.8	7.3	7.4	7.6	7.7	7.4	6.7	6.2	..
	Seychelles	0.0	2.5	1.3	3.2	6.5	14.4	18.3	19.7	17.1	19.2	..
	Sudan	15.9	15.5	15.7	17.7	16.9	16.9	..	..	..	..	..
	Uganda	4.1	4.6	3.9	..	4.8	..	..	..	..	..	..
United Republic of Tanzania	2.1	..	4.0	3.7	..	4.0	..	..	..	3.1	..	
Northern Africa	Algeria	29.9	31.2	32.2	33.9	34.5	36.8	42.6	47.6	51.4	..	..
	Egypt	31.4	26.8	27.7	30.1	31.1	35.0	33.9	35.2	..	..	..
	Mauritania	4.4	4.7	5.1	5.4	..	5.6	5.4	5.0	5.0	5.8	..
	Morocco	14.6	16.4	19.5	22.6	25.3	28.4	32.0	33.8	35.9	38.5	..
	Tunisia	35.4	35.2	35.9	35.0	35.3	35.2	32.8	32.1	31.7	31.8	..

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Southern Africa	Angola	..	6.1	..	8.8	..	8.4	9.3	..	..	..	..
	Botswana	20.8	18.5	22.8	..	27.3	30.2	25.9	24.9	..	25.1	..
	Eswatini	..	7.7	..	6.7	..	..	..	..	..	..	..
	Lesotho	..	..	11.5	11.0	11.0	10.2	..	10.8	10.2	..	..
	Malawi	0.7	0.8	..	..	..	..	..	..	..	..	..
	Mozambique	4.7	4.9	5.2	5.6	6.2	6.7	7.2	7.1	7.3	..	..
	Namibia	..	..	..	..	19.7	20.6	22.1	22.9	..	..	..
	South Africa	..	..	19.1	19.9	19.8	..	20.9	22.4	23.8	..	..
	Zambia	..	4.2	4.1	..	..	..	..	..	..	..	..
	Zimbabwe	6.7	6.7	6.9	6.9	..	10.0	..	..	..	..	..
Western Africa	Benin	13.8	12.9	14.0	16.0	16.0	13.6	12.9	12.3	12.5	..	..
	Burkina Faso	3.6	4.1	4.6	4.8	5.1	5.1	5.6	6.0	6.5	7.1	..
	Cabo Verde	18.0	20.7	20.6	22.9	24.0	23.1	24.0	24.4	23.6	..	..
	Côte d'Ivoire	7.7	3.4	..	8.2	8.3	8.8	8.9	9.3	..	..	..
	Gambia	2.0	3.0	2.7	..	..	..	..	..	..	..	..
	Ghana	..	11.8	11.9	13.8	15.4	15.7	15.5	16.0	15.7	17.2	..
	Guinea	10.9	11.1	10.5	11.0	11.6	..	..	..	..	..	..
	Liberia	9.5	..	11.9	..	..	..	..	..	..	..	..
	Mali	6.1	5.5	7.1	6.4	6.0	5.5	..	..	..	..	..
	Niger	1.4	1.4	1.6	..	..	3.3	3.5	3.7	4.4	4.2	..
	Nigeria	9.6	10.2	..	..	..	..	..	..	..	..	..
	Senegal	7.6	10.0	10.1	10.4	10.7	10.8	10.9	11.5	12.8	13.1	..
	Togo	9.3	10.4	10.6	11.0	10.5	11.0	12.5	13.1	14.5	14.0	..

Source: SDG Target 4.3 - 4.3.2 - Gross enrolment ratio for tertiary education, both sexes (%)

12. SO 10:

Promote peace education and conflict prevention and resolution at all levels of education and for all age groups

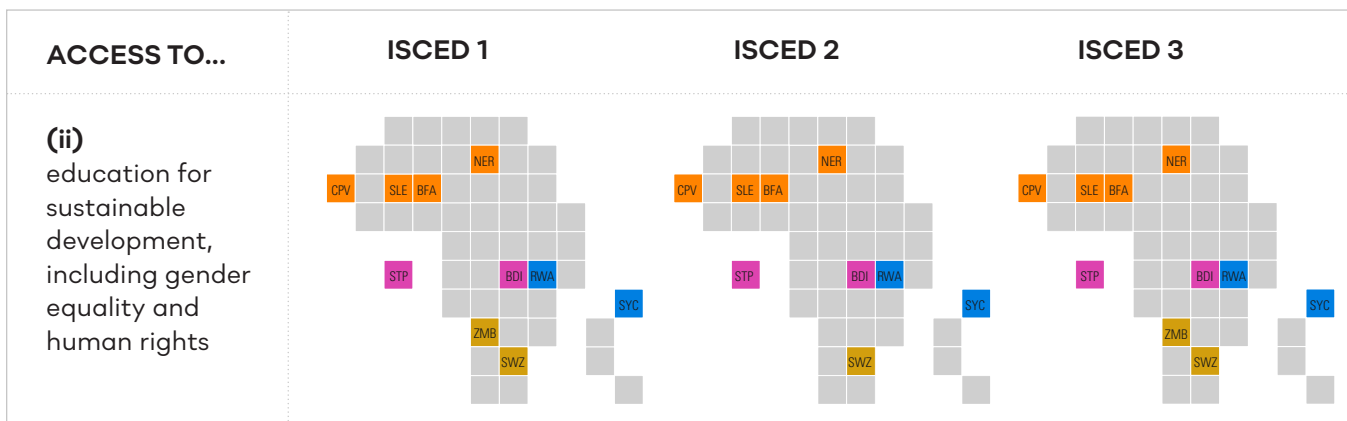
Strategic Objective 10 is related to SDG Target 4.7, which aims to ensure that “all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence¹, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

The AU has translated this wide range of concepts into three specific objectives:

- 10.2** National education policies exist to address psychosocial support, disaster risk reduction and other systems/mechanisms to protect education from attacks and support for rehabilitation of school infrastructure
- 10.3** Your government has a policy or strategies to ensure the continuation of quality education during humanitarian situations
- 10.4** Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, (iii) peace, life skills, media and information literacy education, are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

SDG Target 4.7 includes Indicator 4.7.2 for the “percentage of schools that provide life skills-based HIV and sexuality education” which corresponds to CESA Indicator 10.4 in its point (ii) “education for sustainable development, including gender equality and human rights.” SDG Target 4.7 is one of the most challenging targets to measure and monitor progress on and is highly influenced by different cultural understanding across countries. It is therefore not surprising that data are unavailable for 81.5% of countries.

Figure 20: Data availability of the SDG Global Indicator 4.7 by country, 2016-2020

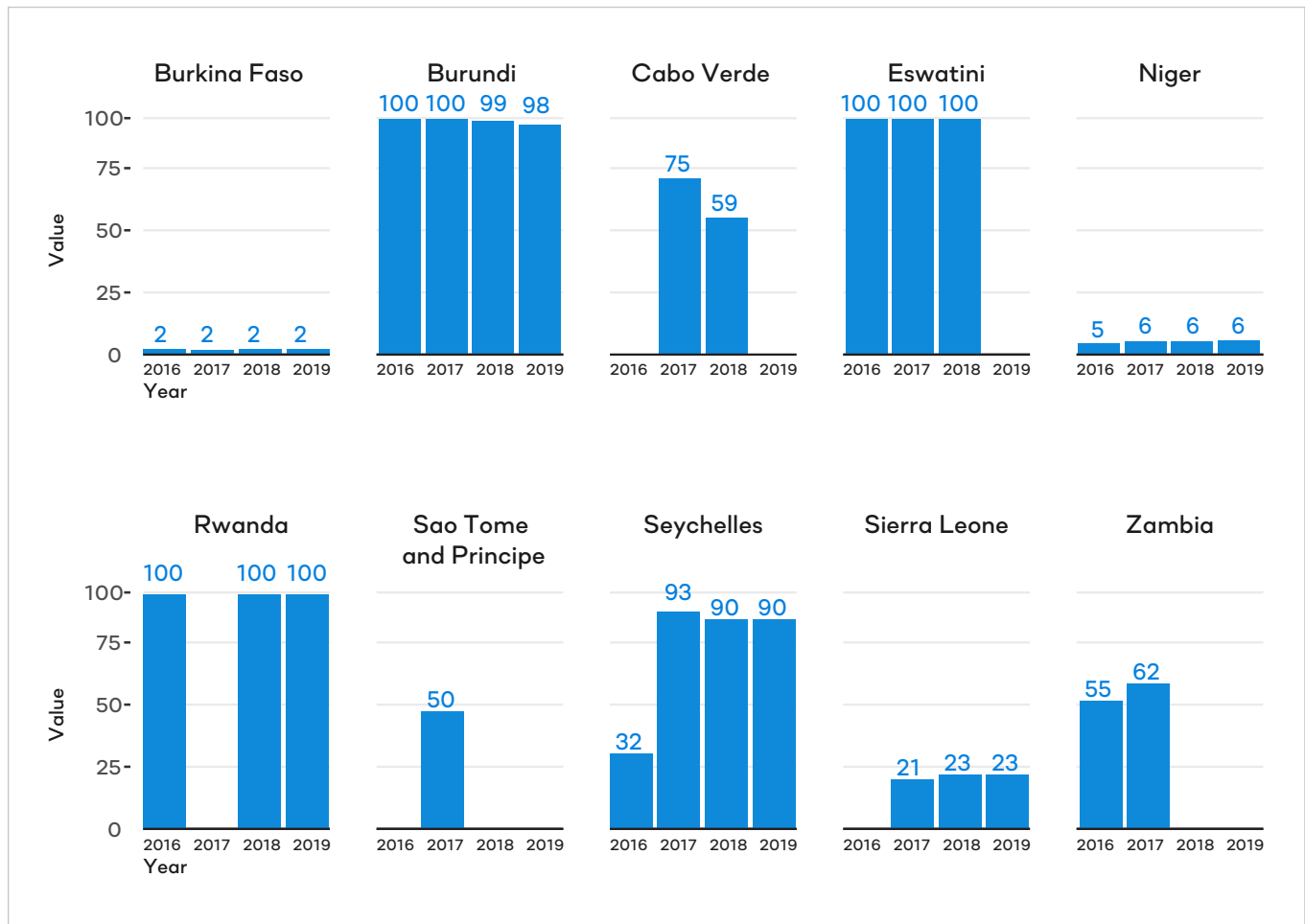


■ No reported data

1 <http://uis.unesco.org/sites/default/files/documents/gaml4-measurement-strategy-sdg-target4.7.pdf>

The proportion of schools that report teaching content in relation to gender equality and human rights varies between regions. Higher levels are found in Central and Southern Africa with almost 100% reporting data in 2018. Western Africa presents the lowest levels among the regions. In 2019, Eastern African countries had an average of 63.2% of countries reporting. In the same year, the average for Western African countries was only 10%.

Figure 21: Average proportion of primary schools (ISCED 1) that provide life skills-based HIV and sexuality education in by region, 2016-2020



12.1 Life skills-based HIV and sexuality education focus on lower secondary

CESA Indicator 10.4: Extent to which (i) global citizenship education and **(ii) education for sustainable development, including gender equality and human rights**, (iii) peace, life skills, media and information literacy education, are mainstreamed in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

Region	Country	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Central Africa	Burundi	..	..	..	..	..	..	100.0	100.0	99.3	98.1	..
	Democratic Republic of the Congo	..	..	..	..	..	0.0	..	..	..	..	..
	Sao Tome and Principe	..	..	..	..	..	..	..	50.0	..	..	..
Eastern Africa	Mauritius	..	..	..	0.0	0.0	0.0	0.0	0.0	0.0	0.0	..
	Rwanda	..	100.0	100.0	100.0	100.0	100.0	100.0	..	100.0	100.0	..
	Seychelles	..	..	..	..	..	..	32.1	92.9	89.7	89.7	..
	Uganda	..	..	..	..	..	..	..	0.0	..	..	..
Northern Africa	Algeria	..	..	..	..	..	..	0.0	0.0	0.0	..	..
	Egypt	..	..	..	..	..	..	0.0	..	..	..	..
	Mauritania	..	..	..	..	..	..	..	..	0.0	0.0	..
Southern Africa	Eswatini	..	..	..	..	..	100.0	100.0	100.0	100.0	..	..
	Zambia	..	..	..	..	..	..	54.8	62.2	..	..	..
Western Africa	Burkina Faso	..	..	..	..	..	..	2.4	2.2	2.3	2.5	..
	Cabo Verde	..	..	..	..	..	..	..	75.2	58.5	..	..
	Niger	..	..	..	..	..	..	4.6	5.6	5.6	6.1	..
	Sierra Leone	..	..	..	..	..	..	..	21.2	23.2	23.3	..

Source: SDG Target 4.7 - 4.7.2 - Percentage of lower secondary schools providing life skills-based HIV and sexuality education (ISCED 1)

13. Additional indicators

The Continental Education Strategy for Africa is part of the 2016-2025 framework of the AU Agenda 2063. Some additional finance indicators are included as part of this broader agenda.

- F.1** Public expenditure on education as a percentage of total government expenditure
- F.3** Public expenditure on education as a percentage of GDP

Although these two indicators are not part of the SDG 4 global monitoring framework, the UIS collects data from Member States on these dimensions and they are part of the financial indicators of the Education 2030 Framework for Action. In addition, the F.1 indicator also finds a direct correspondent in SDG Indicator 1.a.2 "proportion of total government spending on essential services (education, health and social protection)."

Figure 22: Data availability of the AU Agenda 2063 Indicators F.1 and F.3 by country, 2016-2020

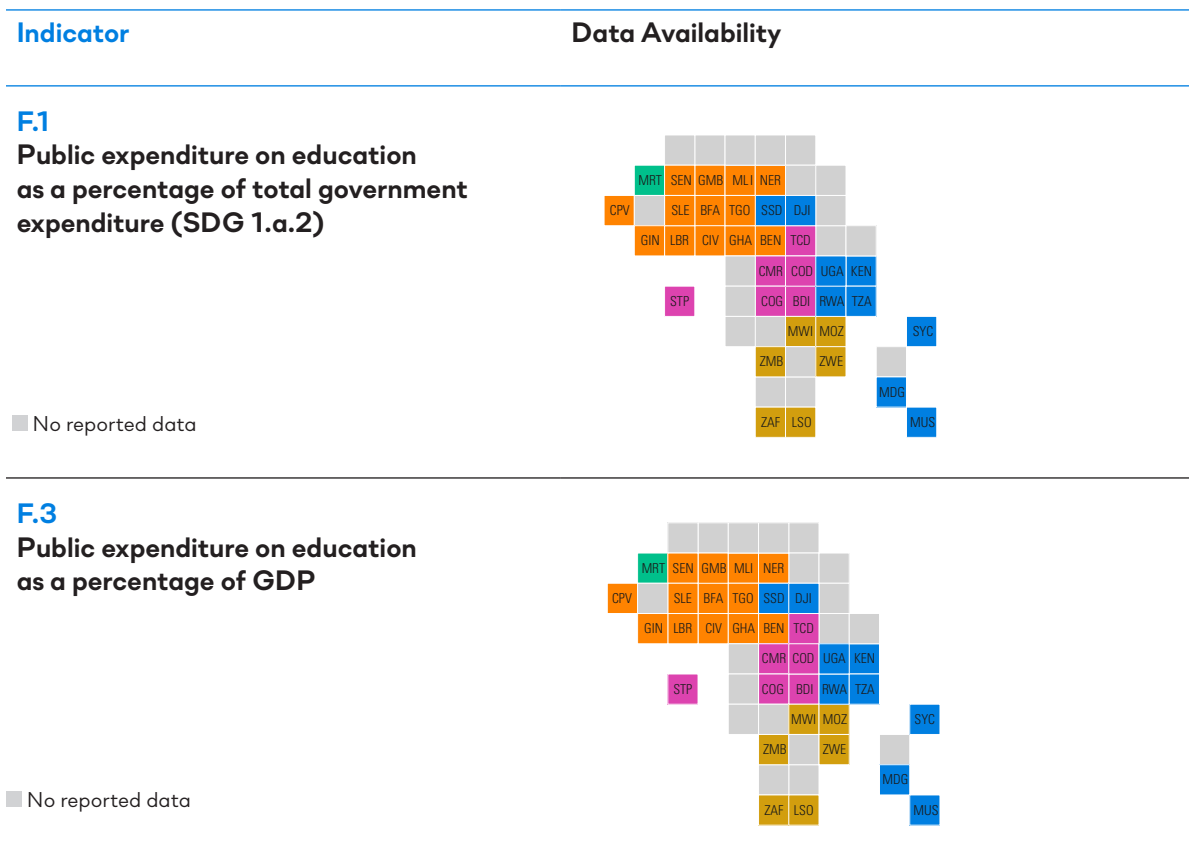


Figure 23: Public expenditure on education as a percentage of total government expenditure (SDG 1.a.2), average by region, 2016-2019

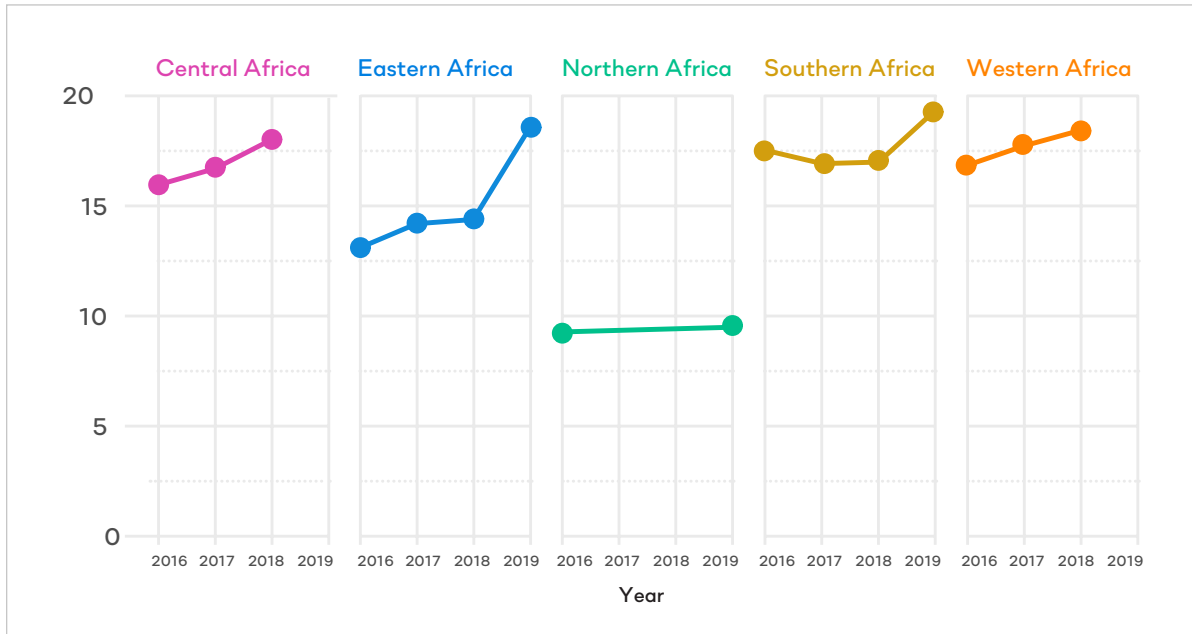
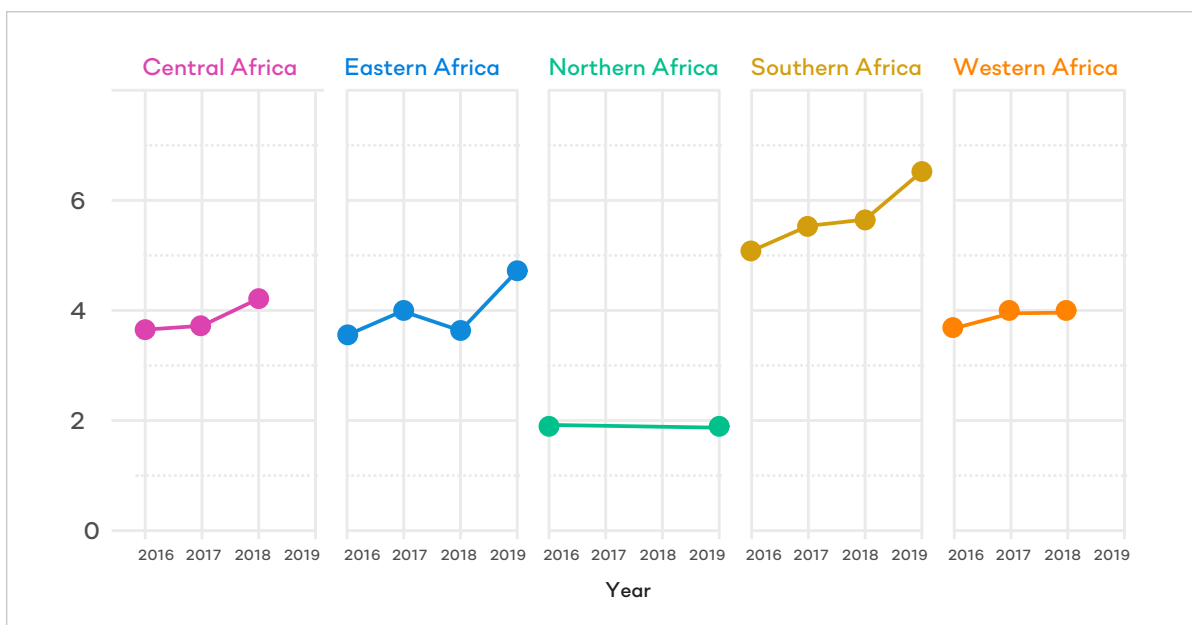


Figure 24: Public expenditure on education as a percentage of GDP, average by region, 2016-2019





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