

CESA 16-25 and SDG 4 – Country Profiles




Algeria

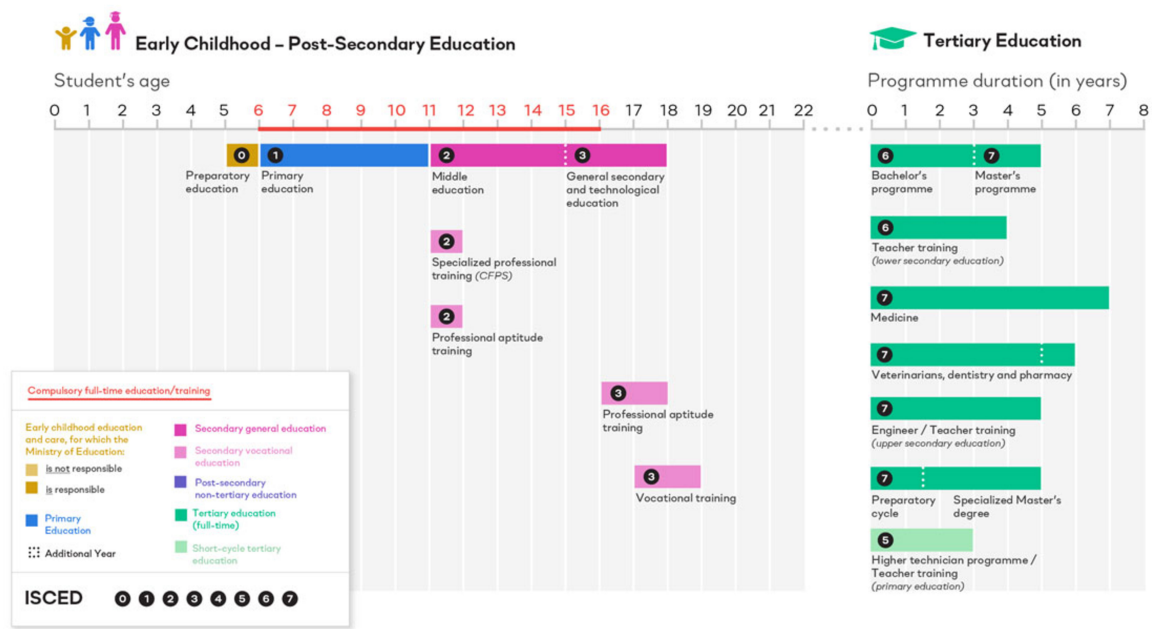
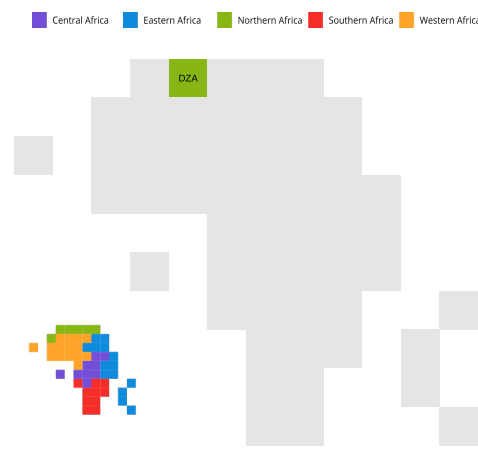
African Union: Northern Africa

Algeria belongs also to the following regional aggregations:

SDG: Western Asia and Northern Africa
WB: Lower middle income (July 2020)

GNI per capita, PPP (2019)	\$ 11700
Population, total (2020)	43.9 millions

This country profile presents the data available to monitor CESA Strategic Objectives (SO) and SDG 4 frameworks ([correspondence](#)). Data points for Algeria are available for [SO1](#), [SO2](#), [SO3](#), [SO4](#), [SO5](#), [SO6](#), [SO8](#), [SO9](#), [SO10](#), and Finance. The arrow indicate the trend when at least two data points are available. A  indicates if change was positive from the first to the last observed value, and  if it was negative. Differences of +/-5% are considered stable and marked with . The gray area and line in the miniplot show the average for Northern Africa in the period.



The complete International Standard Classification of Education (ISCED) can be accessed at a [ISCED website hosted by the UNESCO Institute for Statistics \(UIS\)](#) and [GEM Report's PEER website of country profiles](#).






TOP SO 1 – Teachers

CESA SO 1 – Teachers

└ 1.1 Percentage of teachers qualified to teach according to national standards

SDG Target 4.c

└ 4.c.1 Proportion of teachers with the minimum required qualifications, by education level

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Primary	Both sexes	..	..	..	..	100.0	100.0	..	..	..	..	..	..	→
Primary	Female	..	..	..	..	100.0	100.0	..	..	..	..	..	..	→
Primary	Male	..	..	..	..	100.0	100.0	..	..	..	..	..	..	→

*BDDS Indicator ID(s): TRTP.1, TRTP.1.F, TRTP.1.M

CESA SO 1:

└ 1.4

SO 1: 1.4 not available for the country



SO 2 – Infrastructure

CESA SO 2 – Infrastructure

└ 2.1 Proportion of schools with access to (i) basic drinking water; (ii) single sex basic sanitation facilities; and (iii) basic hand-washing facilities

SDG Target 4.a

└ 4.a.1 Proportion of schools offering basic services, by type of service

└ Proportion of schools with basic handwashing facilities (%)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Primary	Both sexes	..	..	..	..	..	..	..	..	..	..	93.0	..
Lower secondary	Both sexes	..	..	..	..	..	..	..	..	..	..	98.5	..

*BDDS Indicator ID(s): SCHBSP.1.WWASH, SCHBSP.2.WWASH

CESA SO 2:

└ 2.2

SO 2: 2.2 not available for the country



SO 3 - Information and Communication Technology

CESA SO 3 – Information and Communication Technology

3.1 Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes

SDG Target 4.a

4.a.1 Proportion of schools offering basic services, by type of service

Proportion of schools with access to computers for pedagogical purposes (%)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Lower secondary	Both sexes	..	..	..	..	..	..	..	..	..	..	86.9	..
Secondary	Both sexes	..	..	..	..	..	72.2	..	..	..	..	87.2	..
Upper secondary	Both sexes	..	..	..	..	..	..	..	..	..	..	88.0	..

*BDDS Indicator ID(s): SCHBSP.2.WCOMPUT, SCHBSP.2T3.WCOMPUT, SCHBSP.3.WCOMPUT

CESA SO 3 – Information and Communication Technology

3.1 Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes

SDG Target 4.a

4.a.1 Proportion of schools offering basic services, by type of service

Proportion of schools with access to Internet for pedagogical purposes (%)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Primary	Both sexes	..	..	..	..	..	..	..	..	..	..	5.3	..
Lower secondary	Both sexes	..	..	..	..	..	..	..	..	..	..	59.9	..
Secondary	Both sexes	..	..	..	..	..	54.6	..	..	..	..	64.3	..
Upper secondary	Both sexes	..	..	..	..	..	..	..	..	..	..	73.4	..

*BDDS Indicator ID(s): SCHBSP.1.WINTERN, SCHBSP.2.WINTERN, SCHBSP.2T3.WINTERN, SCHBSP.3.WINTERN

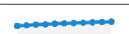
SO 4 – Skills and Completion Rates

SO 4 – Skills and Completion Rates

4.1 Gross intake ratio for final year of primary, lower secondary and upper secondary

SDG Target 4.1

4.1.2 Completion rate primary education, lower secondary education, upper secondary education

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Primary	Both sexes	92.6	93.3	93.9	94.2	94.9	95.4	95.8	96.2	96.5	96.8	97.1	..	
Primary	Female	93.0	93.8	94.5	94.8	95.7	96.2	96.6	97.0	97.4	97.7	97.9	..	
Primary	Male	92.2	92.7	93.3	93.7	94.1	94.5	94.9	95.2	95.5	95.8	96.1	..	
Lower Secondary	Both sexes	50.9	53.4	55.7	56.5	58.9	60.2	61.5	62.7	63.9	65.1	66.5	..	
Lower Secondary	Female	60.0	62.5	64.7	64.7	68.3	69.9	71.4	72.9	74.3	75.7	76.9	..	
Lower Secondary	Male	42.6	44.7	46.4	48.6	49.0	50.1	51.1	51.9	52.8	53.8	54.6	..	
Upper Secondary	Both sexes	25.2	27.0	28.7	29.4	32.0	33.7	35.3	37.3	39.1	40.8	42.8	..	
Upper Secondary	Female	32.3	34.6	36.9	37.2	41.2	43.6	45.9	48.3	50.7	53.1	55.4	..	
Upper Secondary	Male	18.6	19.9	21.0	21.9	23.1	24.1	25.2	26.2	27.4	28.5	29.8	..	

*BDDS Indicator ID(s): CR.1, CR.1.F, CR.1.M, CR.2, CR.2.F, CR.2.M, CR.3, CR.3.F, CR.3.M


SO 4 – Skills and Completion Rates

4.4 Percentage Distribution of Tertiary Graduates by field of study




SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

Percentage of graduates from tertiary education

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Services	Both sexes	1.5	0.4	..	..	..	1.9	0.2	..	0.2	0.2	..	..
Education	Both sexes	2.1	1.8	..	..	..	1.9	2.4	..	2.9	2.4	3.0	..	
Arts and Humanities	Both sexes	19.0	23.9	..	..	..	23.1	23.1	..	20.8	23.6	20.4	..	
Social Sciences, Journalism and Information	Both sexes	16.4	18.0	..	..	..	14.0	14.2	..	14.9	13.7	16.3	..	
Business, Administration and Law	Both sexes	25.0	23.0	..	..	..	20.5	21.4	..	19.7	21.0	22.5	..	
Natural Sciences, Mathematics and Statistics	Both sexes	9.7	7.8	..	..	..	11.1	11.8	..	9.6	11.7	12.8	..	
Information and Communication Technologies	Both sexes	4.5	3.9	..	..	..	2.8	2.5	..	2.6	3.4	3.0	..	
Engineering, Manufacturing and Construction	Both sexes	14.9	14.4	..	..	..	17.2	16.7	..	22.0	17.3	13.7	..	

*BDDS Indicator ID(s): FOSGP.5T8.F1000, FOSGP.5T8.F110, FOSGP.5T8.F200, FOSGP.5T8.F300, FOSGP.5T8.F400, FOSGP.5T8.F500, FOSGP.5T8.F600, FOSGP.5T8.F700, FOSGP.5T8.F800, FOSGP.5T8.F900, FOSGP.5T8.FUK

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Agriculture, Forestry, Fisheries and Veterinary	Both sexes	2.2	1.6	..	..	..	1.6	1.4	..	1.3	1.8	1.9	..	
Health and Welfare	Both sexes	4.8	3.5	..	..	..	3.6	4.0	..	3.6	2.7	2.9	..	
Unspecified fields	Both sexes	0.0	1.7	..	..	..	2.2	2.3	..	2.3	2.1	0.0	..	

*BDDS Indicator ID(s): FOSGP.5T8.F1000, FOSGP.5T8.F110, FOSGP.5T8.F200, FOSGP.5T8.F300, FOSGP.5T8.F400, FOSGP.5T8.F500, FOSGP.5T8.F600, FOSGP.5T8.F700, FOSGP.5T8.F800, FOSGP.5T8.F900, FOSGP.5T8.FUK




CESA SO 4 – Skills and Completion Rates

- 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

SDG Target 4.1

- 4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Proportion of students achieving at least a minimum proficiency level in reading

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Lower Secondary	Both sexes	..	..	..	..	..	21.0	..	..	..	..	..	..
Lower Secondary	Female	..	..	..	..	..	27.7	..	..	..	..	..	..
Lower Secondary	Male	..	..	..	..	..	15.1	..	..	..	..	..	..

*BDDS Indicator ID(s): READ.LOWERSEC, READ.LOWERSEC.F, READ.LOWERSEC.M




CESA SO 4 – Skills and Completion Rates

- 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

SDG Target 4.1

- 4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Proportion of students achieving at least a minimum proficiency level in mathematics

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Lower Secondary	Both sexes	..	..	..	..	..	19.0	..	..	..	..	..	..
Lower Secondary	Female	..	..	..	..	..	20.7	..	..	..	..	..	..
Lower Secondary	Male	..	..	..	..	..	17.5	..	..	..	..	..	..

*BDDS Indicator ID(s): MATH.LOWERSEC, MATH.LOWERSEC.F, MATH.LOWERSEC.M

CESA SO 4:

- 4.6

SO 4: 4.6 not available for the country



SO 5 – Parity and Equity

CESA SO 5 – Parity and Equity

5.1 Gender Parity Index for Gross Enrolment Ratio

SDG Target 4.5

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Primary	Both sexes	..	..	..	1.0	..	..	..	..	..	..	..	..
Lower Secondary	Both sexes	..	..	..	1.2	..	..	..	..	..	..	..	..
Upper Secondary	Both sexes	..	..	..	1.4	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): CR.1.GPIA, CR.2.GPIA, CR.3.GPIA

CESA SO 5 – Parity and Equity

5.2 Percentage of Female Teachers

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Pre-primary	Both sexes	73.9	74.3	..	..	..	..	..	..	..	..	83.0	..
Primary	Both sexes	52.5	54.9	57.1	61.0	65.1	69.3	72.0	76.1	80.5	81.7	82.3	..
Post-secondary non-tertiary	Both sexes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	..
Tertiary	Both sexes	38.5	39.2	40.7	41.8	41.8	42.8	43.0	43.2	43.9	44.4	44.2	..

*BDDS Indicator ID(s): FTP.02, FTP.1, FTP.4, FTP.5T8

CESA SO 5 – Parity and Equity

5.4 Girls' dropout rate per reason of drop out

SDG Target 4.1

4.1.4 Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Primary	Both sexes	1.1	0.9	0.9	..	..	0.7	0.7	0.5	0.4	0.3	0.2	..
One Year Before Primary	Both sexes	11.1	15.3	..	..	..	..	..	..	..	..	..	..
One Year Before Primary	Female	13.5	14.3	..	..	..	..	..	..	..	..	..	..
One Year Before Primary	Male	8.9	16.2	..	..	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): ROFST.1.CP, ROFST.AGM1.CP, ROFST.AGM1.F.CP, ROFST.AGM1.M.CP

CESA SO 5 – Parity and Equity

└ 5.5 Percentage of girls enrolled in STEM

SDG Not monitored in the SDG framework

└ Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Natural Sciences, Mathematics and Statistics	Both sexes	29.1	26.1	..	..	..	31.2	31.1	..	34.2	32.4	29.6	..

*BDDS Indicator ID(s): FOSGP.5T8.F500600700

TOP **SO 6 - Literacy**

CESA SO 6 - Literacy

↳ **6.1 Youth literacy rate**

SDG Target 4.6

↳ 4.6.2 Youth/adult literacy rate

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Youth	Both sexes	..	..	..	..	..	..	..	..	97.4	..	..	..
Youth	Female	..	..	..	..	..	..	..	..	97.3	..	..	..
Youth	Male	..	..	..	..	..	..	..	..	97.6	..	..	..

*BDDS Indicator ID(s): LR.AG15T24, LR.AG15T24.F, LR.AG15T24.M

CESA SO 6 - Literacy

↳ **6.2 Adult literacy rate**

SDG Target 4.6

↳ 4.6.2 Youth/adult literacy rate

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Adult	Both sexes	..	..	..	..	..	..	..	..	81.4	..	..	..
Adult	Female	..	..	..	..	..	..	..	..	75.3	..	..	..
Adult	Male	..	..	..	..	..	..	..	..	87.4	..	..	..

*BDDS Indicator ID(s): LR.AG15T99, LR.AG15T99.F, LR.AG15T99.M

CESA SO 6:

↳ **6.3**

SO 6: 6.3 not available for the country

TOP **SO 8 - TVET**

CESA SO 8 - TVET

└ **8.1 Percentage of total enrolment in secondary and tertiary Technical and Vocational Education and Training**

SDG Not monitored in the SDG framework

└ Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021		
Lower Secondary	Both sexes	92.3	92.2	..	..	..	..	..	..	..	..	..	..		→
Lower Secondary	Both sexes	7.7	7.8	..	..	..	..	..	..	..	..	..	..		→
Secondary	Both sexes	91.6	91.7	..	..	..	..	..	..	..	..	..	..		→
Secondary	Both sexes	8.4	8.3	..	..	..	..	..	..	..	..	..	..		→
Upper Secondary	Both sexes	89.7	90.3	..	..	..	..	..	..	..	..	..	..		→
Upper Secondary	Both sexes	10.3	9.7	..	..	..	..	..	..	..	..	..	..		↓

*BDDS Indicator ID(s): GTVP.2.GPV, GTVP.2.V, GTVP.2T3.GPV, GTVP.2T3.V, GTVP.3.GPV, GTVP.3.V

CESA SO 8:

└ **8.2**

SO 8: 8.2 not available for the country

CESA SO 8:

└ **8.3**

SO 8: 8.3 not available for the country

CESA SO 8:

└ **8.6**

SO 8: 8.6 not available for the country



SO 9 - Tertiary Education

Indicator 9.1 is reported in section SO 4.

CESA SO 9 – Tertiary Education

9.2 Expenditure on Research and Development as a Percentage of GDP

SDG Not monitored in the SDG framework

Reported using SCI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Tertiary	Both sexes	..	..	..	..	..	..	..	0.5	..	..	..	..

*BDDS Indicator ID(s): EXPGDP.TOT

CESA SO 9 – Tertiary Education

9.3 Enrolment of students in higher and tertiary education per 100,000 Inhabitants

SDG Target 4.3

4.3.2 Gross enrolment ratio for tertiary education, by sex

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Tertiary	Both sexes	29.9	31.2	32.2	33.9	34.5	36.8	42.6	47.6	51.4	52.6	52.5	..
Tertiary	Female	35.4	37.1	38.6	40.9	41.9	45.0	53.6	57.2	64.4	66.1	66.4	..
Tertiary	Male	24.5	25.5	26.0	27.1	27.3	28.8	32.0	38.4	38.8	39.7	39.2	..

*BDDS Indicator ID(s): GER.5T8, GER.5T8.F, GER.5T8.M

CESA SO 9 – Tertiary Education

9.4 Inbound Mobility Ratio

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Tertiary	Both sexes	0.6	0.5	0.6	0.6	0.6	0.6	0.5	0.6	0.5	0.5	0.6	..

*BDDS Indicator ID(s): MSEP.5T8


CESA SO 9 – Tertiary Education

9.5 Outbound Mobility Ratio

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

CESA 16-25 and SDG 4 - Algeria, Northern Africa

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Tertiary	Both sexes	2.0	2.0	2.1	1.7	1.7	1.6	1.5	1.7	1.9	2.0	..	..

*BDDS Indicator ID(s): MOR.5T8.40510



SO 10 - Peace and Non-violence

CESA SO 10 – Peace and Non-violence

- 10.3 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

- 4.7.2 Percentage of schools that provide life skills-based HIV and sexuality education

Education for sustainable development, including gender equality and human rights - HIV and Sex

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Primary	Both sexes	..	..	..	..	..	..	0.0	0.0	0.0	0.0	0.0	..	.....
Lower secondary	Both sexes	..	..	..	..	..	..	0.0	0.0	0.0	0.0	0.0	..	.....
Upper secondary	Both sexes	..	..	..	..	..	..	0.0	0.0	0.0	0.0	0.0	..	.....

*BDDS Indicator ID(s): SCHBSP.1.WHIVSEXED, SCHBSP.2.WHIVSEXED, SCHBSP.3.WHIVSEXED

CESA SO 10 – Peace and Non-violence

- 10.3 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

- 4.7.1 The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment

Global citizenship education - National Education Policy

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
..	Both sexes	..	..	..	..	..	..	..	..	..	..	0.6	..	.....

*BDDS Indicator ID(s): GCS.NATLEDUPOL

CESA SO 10 – Peace and Non-violence

- 10.3 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

- 4.7.1 The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment

Global citizenship education - Curricula

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
..	Both sexes	..	..	..	..	..	..	..	..	..	..	0.7	..	.....

*BDDS Indicator ID(s): GCS.CURRICULA

CESA SO 10 – Peace and Non-violence

- 10.3 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

- 4.7.1 The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment

Global citizenship education - Teacher Education

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
..	Both sexes	..	..	..	..	..	..	..	..	..	..	0.7	..

*BDDS Indicator ID(s): GCS.TEACHEDU

CESA SO 10 – Peace and Non-violence

- 10.3 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

- 4.7.1 The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment

Global citizenship education - Students Assessments

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
..	Both sexes	..	..	..	..	..	..	..	..	..	..	0.8	..

*BDDS Indicator ID(s): GCS.STUDENTASSESSMENT



Finance Indicators

CESA Finance Indicators

F.1 Public Expenditure on Education as a Percentage of Total Government Expenditure

SDG Target 1.a.GDP

1.a.GDP Government expenditure on on essential services (education, health and social protection) as a percentage of GDP

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All	Both sexes	..	..	..	..	..	..	7.3	6.5	5.9	6.1	..	..

*BDDS Indicator ID(s): XGDP.FSGOV

CESA Fin

F.2

Fin F.2 not available for the country

CESA Finance Indicators

F.3 Public Expenditure on Education as a Percentage of GDP

SDG Target 1.a

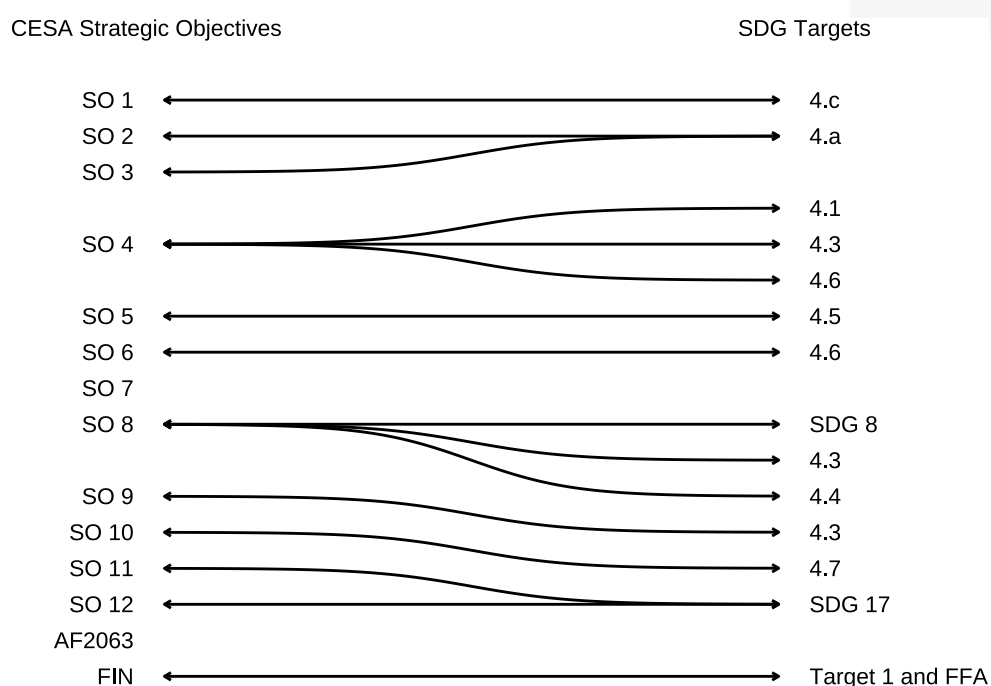
1.a.2 Proportion of total government spending on essential services (education, health and social protection)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All	Both sexes	..	..	..	..	..	..	16.1	17.6	13.8	14.5	16.5	16.2

*BDDS Indicator ID(s): XGOVEXP.IMF

The following figure and tables show the correspondence between the two frameworks

TOP CESA 16–25 strategic objectives and SDG targets



TOP CESA 16–25 and SDG 4 indicators

CESA SO	CESA Indicators	SDG Target	SDG Indicator
SO 1	1.1	4.c	4.c.1
	1.1	4.c	4.c.7
SO 2	2.1	4.a	4.a.1
	2.2	4.a	4.a.1
SO 3	3.1	4.a	4.a.1
SO 4	4.1	4.1	4.1.2
	4.5	4.1	4.1.1
	4.6	4.6	4.6.1
SO 5	5.1	4.6	4.5.1
	6.1	4.6	4.6.2
SO 6	6.2	4.6	4.6.2
	6.3	4.6	4.6.3
SO 8	8.3	4.3	4.3.1
	8.6	4.3	4.3.3
SO 9	9.2	9.5	9.5.1
SO 10	10.3	4.7	4.7.1
..	F.1	Financing	1.a
	F.3	Financing	FFA

Source: UIS/TCG Data Resources. [Click here for Metadata and Methodological Documents](#)

**CESA – SDG 4 common indicators**

No.	SDG Benchmarked Indicators	Correspondent CESA SO
1	Global Indicator 4.1.1 Proportion of students in (a) in grade 2 or 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, by sex	SO 4: 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
2	Global Indicator 4.1.2 Completion rate	SO 4: 4.1 Gross intake ratio for the final year of primary, lower secondary and upper secondary SO 4: 4.7 Percentage of girls who complete secondary education (under development)
3	Thematic Indicator 4.1.4 Out-of-school rate	SO 5: 5.4 Girls' dropout rate per reason of drop out
4	Global Indicator 4.2.2 Participation rate one year before primary	
5	Global Indicator 4.c.1 Proportion of teachers with the minimum required qualifications	SO 1: 1.1 Percentage of Teachers Qualified to Teach According to National Standards SO 1: 1.2 Percentage of teachers qualified in Science or Technology or Engineering or Mathematics by Sex SO 1: 1.4 Percentage of Teachers who have undergone In-Service Training (under development)
6	Education expenditure as share of budget and GDP: i) Public Expenditure on Education as a Percentage of Total Government Expenditure (SDG 1.a.2); ii) Public Expenditure on Education as a Percentage of GDP	F.1 Public Expenditure on Education as a Percentage of Total Government Expenditure F.2 Public Current Expenditure on Education as a Percentage of Total Education Expenditure by level F.3 Public Expenditure on Education as a Percentage of GDP
7	Equity indicator to be defined	SO 5: 5.1 Gender Parity Index for Gross Enrolment Ratio SO 5: 5.2 Percentage of Female Teachers SO 5: 5.3 Percentage of Female Head Teachers SO 5: 5.4 Girls' dropout rate per reason of drop out SO 5: 5.5 Percentage of girls enrolled to STEM

**Endorsed SDG 4 indicators for global benchmarking**

No.	Label	Benchmark Indicators	Level
1	4.1.1	Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Global
2	4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)	Global
3	4.1.4	Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)	Thematic
4	4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	Global
5	4.c.1	Proportion of teachers with the minimum required qualifications, by education level	Global
6	1.a.2 and FFA	Education expenditures as a share of GDP/total expenditure	Education 2030 Framework for Action
7	4.5	Gender gap for completion rate in upper secondary	Global

**CESA indicators selected for benchmarking**

No.	Label	CESA Indicators
1		Proportion of students enrolled in STEM related fields by level of education
2	9.2	Expenditure on Research and Development as a percentage of GDP
3	3.1	Proportion of schools with access to (i) electricity (ii) the internet for pedagogical purposes and (iii) computers for pedagogical purposes
4		Public expenditure on TVET
5	8.3	TVET graduates labour force participation rate
6		Proportion of young people not in employment, education or training
7	2.1	Proportion of schools with hand washing/sanitizing facilities by level