

CESA 16-25 and SDG 4 – Country Profiles




Equatorial Guinea

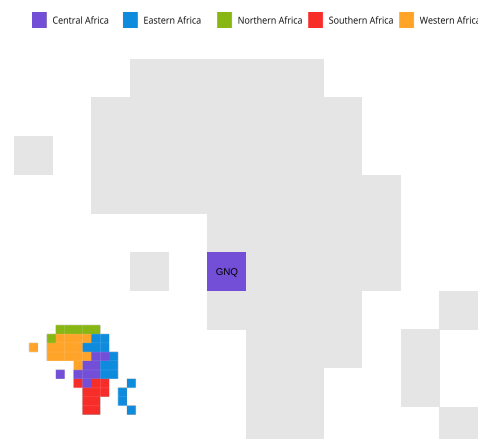
African Union: Central Africa

Equatorial Guinea belongs also to the following regional aggregations:

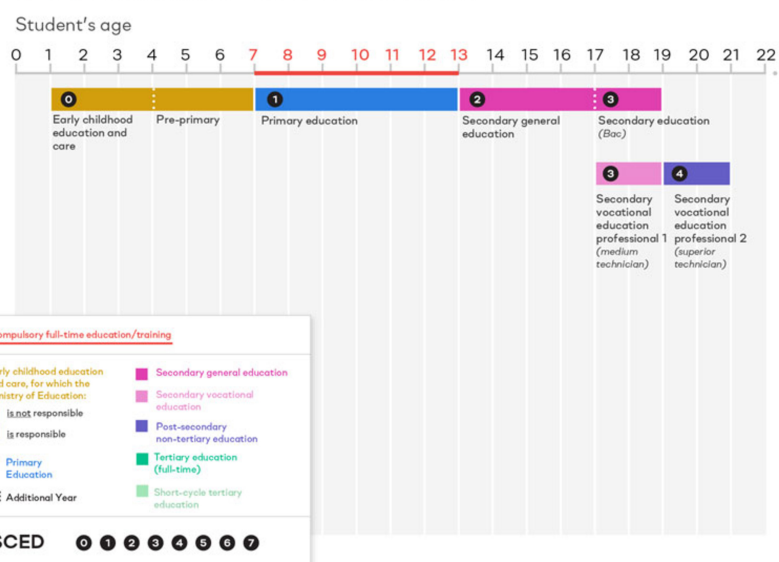
SDG: Africa (Sub-Saharan)
WB: Upper middle income (July 2020)

GNI per capita, PPP (2015)	\$ 18130
Population, total (2020)	1.4 millions

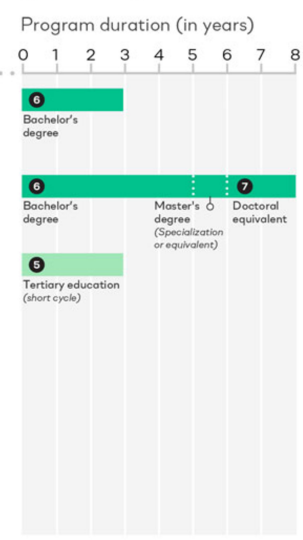
This country profile presents the data available to monitor CESA Strategic Objectives (SO) and SDG 4 frameworks ([correspondence](#)). Data points for Equatorial Guinea are available for [SO1](#), [SO4](#), [SO5](#), [SO6](#), and [SO8](#). The arrow indicate the trend when at least two data points are 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 Central Africa in the period.



Early Childhood – Post-Secondary Education



Tertiary Education



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.



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	
Pre-primary	Both sexes	..	..	..	..	..	88.8	..	..	..	..	..	..
Pre-primary	Female	..	..	..	..	..	89.1	..	..	..	..	..	..
Pre-primary	Male	..	..	..	..	..	86.5	..	..	..	..	..	..
Primary	Both sexes	45.3	48.8	..	..	..	37.2	..	..	..	..	..	..	↓
Primary	Female	42.9	52.2	..	..	..	40.6	..	..	..	..	..	..	↓
Primary	Male	46.5	46.5	..	..	..	34.6	..	..	..	..	..	..	↓
Lower Secondary	Both sexes	..	..	..	..	..	11.2	..	..	..	..	..	..
Lower Secondary	Female	..	..	..	..	..	11.1	..	..	..	..	..	..
Lower Secondary	Male	..	..	..	..	..	11.2	..	..	..	..	..	..

*BDDS Indicator ID(s): TRTP.02, TRTP.02.F, TRTP.02.M, TRTP.1, TRTP.1.F, TRTP.1.M, TRTP.2, TRTP.2.F, TRTP.2.M

CESA SO 1:

1.4

SO 1: 1.4 not available for the country



SO 2 – Infrastructure

CESA SO 2:

└ 2.1

SO 2: 2.1 not available for the country

CESA SO 2:

└ 2.2

SO 2: 2.2 not available for the country



SO 3 - Information and Communication Technology

CESA SO 3:

└ 3.1

SO 3: 3.1 not available for the country

CESA SO 3:

└ 3.1

SO 3: 3.1 not available for the country

SO 4 – Skills and Completion Rates

CESA 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	65.4	66.1	66.8	67.7	68.4	69.1	69.9	70.9	71.7	72.7	73.6	..	 ↑
Primary	Female	70.5	71.8	73.0	74.1	75.3	76.6	77.8	78.9	80.0	81.1	82.1	..	 ↑
Primary	Male	62.9	63.3	63.9	64.5	65.0	65.6	65.9	66.3	66.7	67.3	67.6	..	 ↑
Lower Secondary	Both sexes	28.1	28.6	29.3	30.0	30.7	31.4	32.0	32.6	33.3	33.9	34.3	..	 ↑
Lower Secondary	Female	21.1	21.7	22.4	23.1	23.7	24.5	25.4	26.2	26.8	27.7	28.6	..	 ↑
Lower Secondary	Male	36.3	37.0	37.8	38.4	38.9	39.5	40.1	40.7	41.5	41.9	42.4	..	 ↑
Upper Secondary	Both sexes	6.8	7.0	7.2	7.3	7.5	7.7	8.0	8.3	8.5	8.6	8.7	..	 ↑
Upper Secondary	Female	5.0	5.3	5.6	5.9	6.3	6.6	7.0	7.4	7.7	8.1	8.5	..	 ↑
Upper Secondary	Male	10.9	11.2	11.4	11.7	11.9	12.2	12.5	12.7	12.9	13.0	13.3	..	 ↑

*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

CESA SO 4:

4.4

SO 4: 4.4 not available for the country

CESA SO 4:

4.5

SO 4: 4.5 not available for the country

CESA SO 4:

4.5

SO 4: 4.5 not available for the country

CESA SO 4:

4.6

SO 4: 4.6 not available for the country



SO 5 – Parity and Equity

CESA SO 5:

5.1

SO 5: 5.1 not available for the country

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	..	..	88.6	..	..	90.4	..	..	..	..	..	..
Primary	Both sexes	35.8	40.1	38.9	..	..	44.4	..	..	..	..	..	..
Lower Secondary	Both sexes	..	..	..	..	..	14.2	..	..	..	..	..	..
Post-secondary non-tertiary	Both sexes	0.0	..	..	..	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): FTP.02, FTP.1, FTP.2, FTP.4

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	54.9	53.9	52.6	..	..	55.3	..	..	..	..	..	..
Primary	Female	54.8	53.6	52.3	..	..	54.8	..	..	..	..	..	..
Primary	Male	55.1	54.2	52.9	..	..	55.8	..	..	..	..	..	..
One Year Before Primary	Both sexes	..	45.9	47.1	..	..	56.0	..	..	..	..	..	..
One Year Before Primary	Female	..	44.3	45.5	..	..	55.1	..	..	..	..	..	..
One Year Before Primary	Male	..	47.5	48.6	..	..	56.9	..	..	..	..	..	..

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

CESA SO 5:

5.5

SO 5: 5.5 not available for the country

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	98.0	..	..	..	..	..	..	..	..	..	..	..
Youth	Female	98.3	..	..	..	..	..	..	..	..	..	..	..
Youth	Male	97.7	..	..	..	..	..	..	..	..	..	..	..

*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	94.4	..	..	..	..	..	..	..	..	..	..	..
Adult	Female	90.7	..	..	..	..	..	..	..	..	..	..	..
Adult	Male	97.2	..	..	..	..	..	..	..	..	..	..	..

*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



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	..	100.0	100.0	..	..	100.0	..	..	..	..	..	..
Lower Secondary	Both sexes	..	0.0	0.0	..	..	0.0	..	..	..	..	..	..

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

└ 9.2

SO 9: 9.2 not available for the country

CESA SO 9:

└ 9.3

SO 9: 9.3 not available for the country

CESA SO 9:

└ 9.4

SO 9: 9.4 not available for the country

CESA SO 9:

└ 9.5

SO 9: 9.5 not available for the country



SO 10 - Peace and Non-violence

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country



TOP

Finance Indicators

CESA Fin

└ F.1

Fin F.1 not available for the country

CESA Fin

└ F.2

Fin F.2 not available for the country

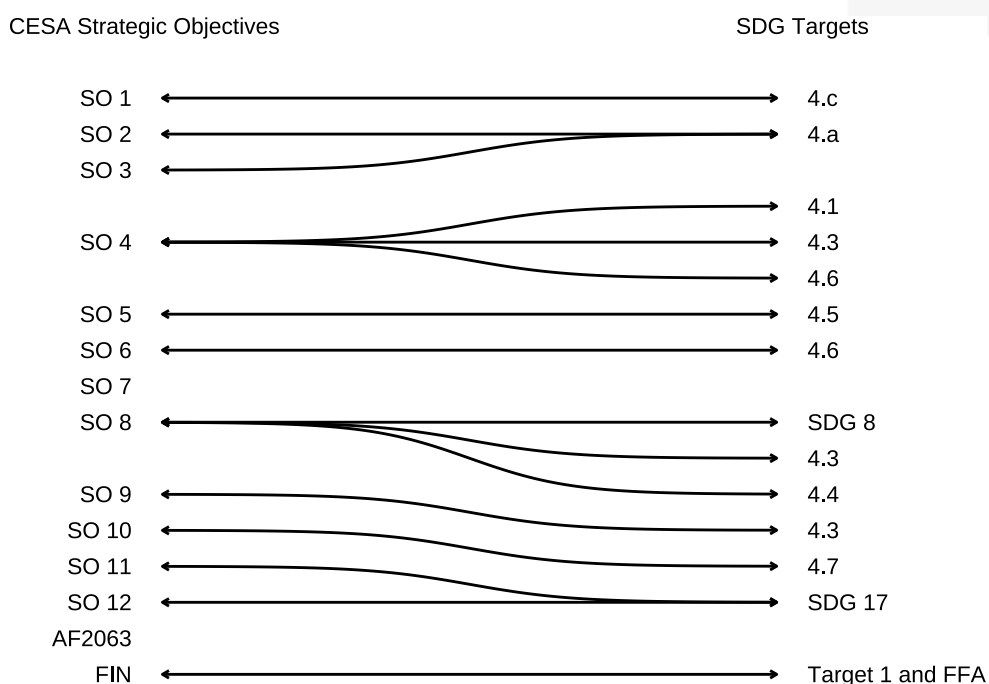
CESA Fin

└ F.3

Fin F.3 not available for the country

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