

CESA 16-25 and SDG 4 – Country Profiles

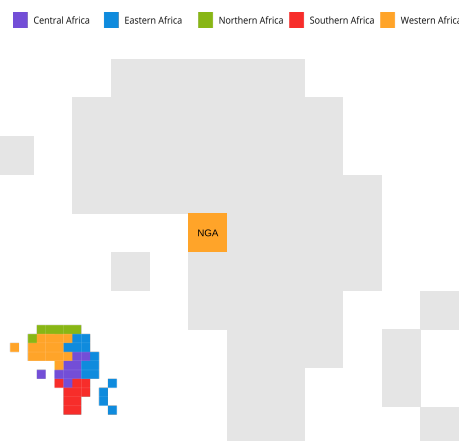
Nigeria




African Union: Western Africa

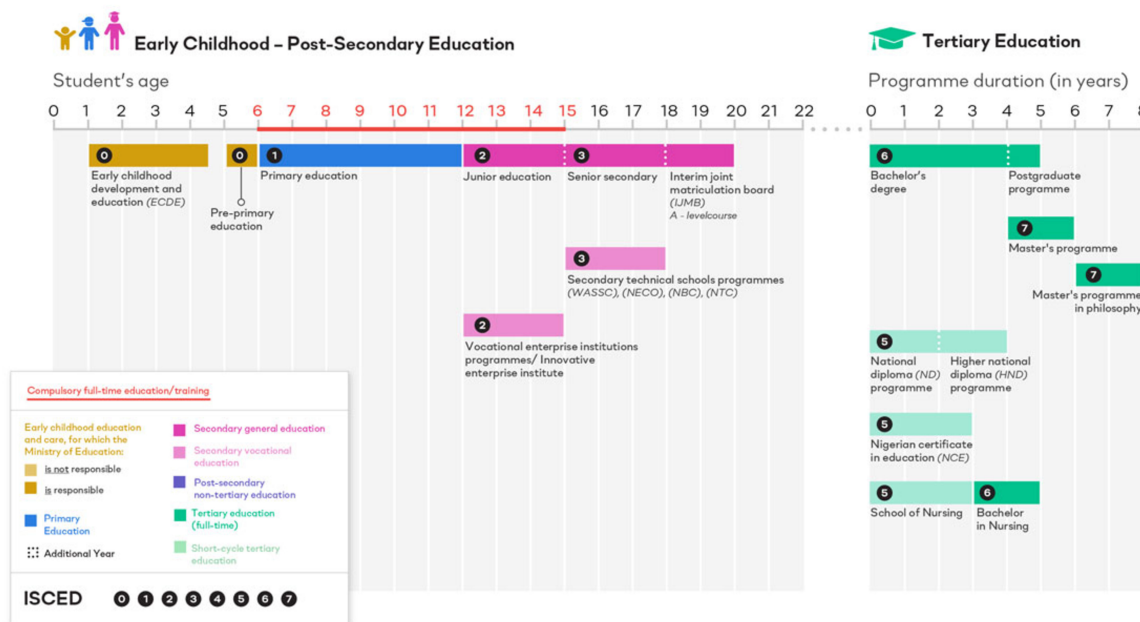
Nigeria belongs also to the following regional aggregations:

GPE: Overall FY20, all 68 countries, June 2020
SDG: Africa (Sub-Saharan)
WB: Lower middle income (July 2020)

GNI per capita, PPP (2015)	\$ 5280
Poverty headcount ratio at \$3.20 a day (2018)	71 % (2011 PPP)
Population, total (2020)	206.1 millions



This country profile presents the data available to monitor CESA Strategic Objectives (SO) and SDG 4 frameworks ([correspondence](#)). Data points for Nigeria are available for [SO1](#), [SO4](#), [SO5](#), [SO6](#), [SO8](#), [SO9](#), 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 Western 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.



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	66.1	..	..	..	..	..	..	..	62.2	..	..	..
Primary	Female	71.7	..	..	..	..	..	..	..	60.8	..	..	..
Primary	Male	61.0	..	..	..	..	..	..	..	63.7	..	..	..
Lower Secondary	Both sexes	85.0	..	..	..	..	..	..	..	76.3	..	..	..
Lower Secondary	Female	85.7	..	..	..	..	..	..	..	81.0	..	..	..
Lower Secondary	Male	84.3	..	..	..	..	..	..	..	72.7	..	..	..
Secondary	Both sexes	45.9	..	..	..	..	..	..	..	66.8	..	..	..
Secondary	Female	46.0	..	..	..	..	..	..	..	66.7	..	..	..
Secondary	Male	45.9	..	..	..	..	..	..	..	66.9	..	..	..
Upper Secondary	Both sexes	18.5	..	..	..	..	..	..	..	57.5	..	..	..
Upper Secondary	Female	15.3	..	..	..	..	..	..	..	54.0	..	..	..
Upper Secondary	Male	21.3	..	..	..	..	..	..	..	60.8	..	..	..

*BDDS Indicator ID(s): TRTP.1, TRTP.1.F, TRTP.1.M, TRTP.2, TRTP.2.F, TRTP.2.M, TRTP.2T3, TRTP.2T3.F, TRTP.2T3.M, TRTP.3, TRTP.3.F, TRTP.3.M

CESA SO 1:

1.4

SO 1: 1.4 not available for the country



TOP

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



TOP 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	71.6	72.6	73.7	68.4	73.7	73.9	77.1	74.9	70.8	76.3	77.0	..	
Primary	Female	71.2	73.8	73.3	65.9	73.5	73.9	76.1	75.1	70.9	76.4	77.1	..	
Primary	Male	71.9	71.5	73.9	70.9	74.0	74.4	78.0	75.8	70.7	77.6	78.2	..	
Lower Secondary	Both sexes	63.1	62.9	61.3	51.7	62.1	62.7	66.7	64.1	62.5	65.7	66.6	..	
Lower Secondary	Female	61.1	60.7	58.5	44.7	59.0	59.6	61.0	60.8	59.1	62.1	62.8	..	
Lower Secondary	Male	64.9	65.2	64.6	59.6	66.2	67.3	72.3	69.8	66.3	72.1	73.1	..	
Upper Secondary	Both sexes	45.1	46.1	51.7	49.7	52.9	53.6	59.3	54.8	49.3	56.4	57.3	..	
Upper Secondary	Female	38.5	40.4	46.6	43.1	48.0	48.8	52.5	50.2	43.3	52.0	53.0	..	
Upper Secondary	Male	52.1	52.8	58.3	57.6	59.6	60.6	66.5	62.9	57.4	65.6	66.8	..	

*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

CESA SO 4:

4.4

SO 4: 4.4 not available for the country




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	
Grade 2 to 3	Both sexes	..	..	..	..	..	..	..	17.0	..	..	..	..
Grade 2 to 3	Female	..	..	..	..	..	..	..	19.4	..	..	..	..
Grade 2 to 3	Male	..	..	..	..	..	..	..	13.4	..	..	..	..

*BDDS Indicator ID(s): READ.G2T3, READ.G2T3.F, READ.G2T3.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	
Grade 2 to 3	Both sexes	..	..	..	..	..	..	..	11.3	..	..	..	..
Grade 2 to 3	Female	..	..	..	..	..	..	..	12.7	..	..	..	..
Grade 2 to 3	Male	..	..	..	..	..	..	..	9.2	..	..	..	..

*BDDS Indicator ID(s): MATH.G2T3, MATH.G2T3.F, MATH.G2T3.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	1.0	..	0.9	..	..	1.0	..	1.0	..	..	..
Lower Secondary	Both sexes	0.9	0.9	..	0.8	..	..	0.8	..	0.9	..	..	..
Upper Secondary	Both sexes	0.7	0.8	..	0.7	..	..	0.8	..	0.8	..	..	..

*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	
Primary	Both sexes	48.2	..	..	..	..	..	..	..	53.8	..	..	..
Lower Secondary	Both sexes	50.6	..	49.0	50.2	50.3	53.4	47.7	46.3	43.8	..	..	..
Secondary	Both sexes	47.9	..	45.9	47.5	48.8	53.0	48.1	46.3	45.8	..	..	..
Upper Secondary	Both sexes	45.9	..	42.0	44.4	47.0	52.8	48.3	46.2	47.8	..	..	..
Tertiary	Both sexes	11.6	27.5	..	..	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): FTP.1, FTP.2, FTP.2T3, FTP.3, 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	34.0	..	..	..	..	..	..	..	..	..	..	..
Primary	Female	40.0	..	..	..	..	..	..	..	..	..	..	..
Primary	Male	28.3	..	..	..	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): ROFST.1.CP, ROFST.1.F.CP, ROFST.1.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	..	..	..	..	..	..	..	..	75.0	..	..	..
Youth	Female	..	..	..	..	..	..	..	..	68.3	..	..	..
Youth	Male	..	..	..	..	..	..	..	..	81.6	..	..	..

*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	..	..	..	..	..	..	..	..	62.0	..	..	..
Adult	Female	..	..	..	..	..	..	..	..	52.7	..	..	..
Adult	Male	..	..	..	..	..	..	..	..	71.3	..	..	..

*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	..	..	..	..	..	..	..	..	..	..
Secondary	Both sexes	..	100.0	..	100.0	..	..	..	..	..	..	..	..
Upper Secondary	Both sexes	..	100.0	..	..	..	..	..	..	..	..	..	..

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

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 – 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	9.6	10.2	..	..	..	..	..	..	..	..	..	..
Tertiary	Female	8.1	8.3	..	..	..	..	..	..	..	..	..	..
Tertiary	Male	11.0	12.0	..	..	..	..	..	..	..	..	..	..

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

CESA SO 9:

↳ 9.4

SO 9: 9.4 not available for the country

CESA SO 9 – Tertiary Education

↳ 9.5 Outbound 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	3.7	3.7	..	..	..	..	..	..	..	..	..	..

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



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



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 Finance Indicators

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

SDG Target 1.a

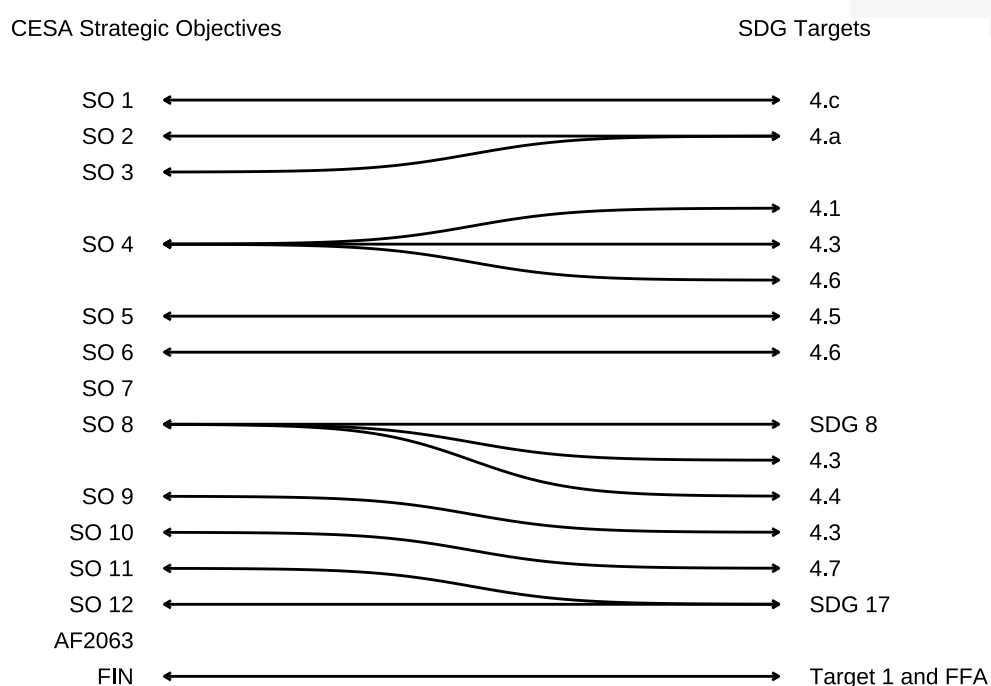
└ 1.a.2 Proportion of total government spending on essential services (education, health and social protection)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All	Both sexes	..	..	..	..	..	11.0	8.0	6.1	7.0	7.0	5.6	5.7

*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](#)



TOP

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



TOP

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



TOP

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