

CESA 16-25 and SDG 4 – Country Profiles



Zimbabwe

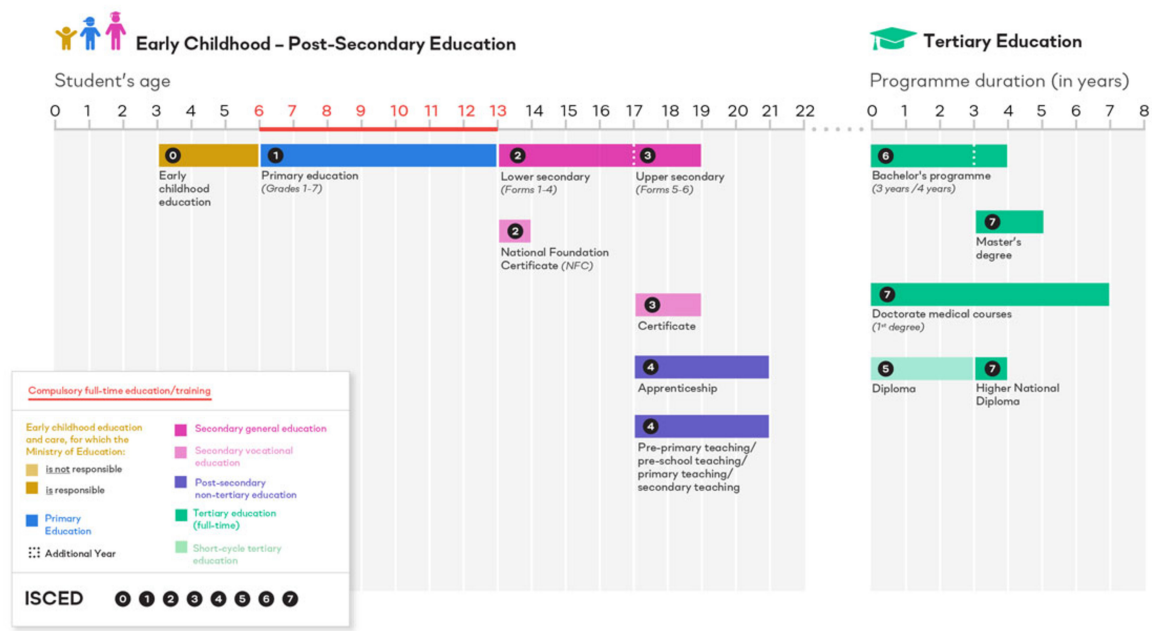
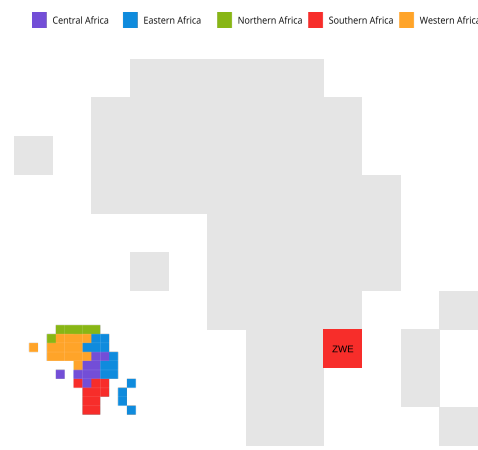
African Union: Southern Africa

Zimbabwe 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 (2017) | \$ 2760 |
| Poverty headcount ratio at \$3.20 a day (2019) | 63.8 % (2011 PPP) |
| Population, total (2020) | 14.9 millions |

This country profile presents the data available to monitor CESA Strategic Objectives (SO) and SDG 4 frameworks ([correspondence](#)). Data points for Zimbabwe 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 Southern 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 | |
|-------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|--|
| Pre-primary | Both sexes | .. | .. | 28.3 | 27.2 | 32.7 | 39.9 | 50.9 | 52.9 | 58.5 | 59.6 | 67.7 | .. | |
| Pre-primary | Female | .. | .. | 24.8 | 25.6 | 30.0 | 38.5 | 48.4 | 49.6 | 56.3 | 57.6 | 65.7 | .. | |
| Pre-primary | Male | .. | .. | 77.7 | 46.3 | 63.3 | 52.2 | 76.4 | 77.6 | 74.8 | 76.3 | 82.9 | .. | |
| Primary | Both sexes | .. | .. | 88.2 | 85.9 | 89.2 | 93.9 | 98.1 | 97.4 | 97.1 | 97.3 | 97.8 | .. | |
| Primary | Female | .. | .. | 92.3 | 87.7 | 90.2 | 94.2 | 98.6 | 97.6 | 97.3 | 97.4 | 97.8 | .. | |
| Primary | Male | .. | .. | 83.1 | 83.5 | 87.8 | 93.4 | 97.5 | 97.1 | 96.9 | 97.1 | 97.7 | .. | |
| Secondary | Both sexes | .. | .. | 71.1 | 73.0 | 74.2 | 76.1 | 80.1 | 83.7 | 85.5 | 86.9 | .. | .. | |
| Secondary | Female | .. | .. | 75.1 | 75.1 | 76.0 | 78.0 | 82.4 | 86.2 | 88.0 | 89.6 | .. | .. | |
| Secondary | Male | .. | .. | 67.8 | 71.2 | 72.7 | 74.5 | 78.0 | 81.4 | 83.1 | 84.3 | .. | .. | |

*BDDS Indicator ID(s): TRTP.02, TRTP.02.F, TRTP.02.M, TRTP.1, TRTP.1.F, TRTP.1.M, TRTP.2T3, TRTP.2T3.F, TRTP.2T3.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 | .. | .. | .. | .. | .. | .. | 64.3 | 63.0 | 68.4 | 73.5 | 68.3 | .. | |
| Lower secondary | Both sexes | .. | .. | .. | .. | .. | .. | 49.5 | 48.3 | 52.2 | 64.2 | 72.6 | .. | |
| Upper secondary | Both sexes | .. | .. | .. | .. | .. | .. | 76.7 | 75.8 | 78.3 | 83.4 | 79.5 | .. | |

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

CESA SO 2 – Infrastructure

2.2 Proportion of schools with adapted infrastructure and materials for students with disabilities

SDG Target 4.a

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

Proportion of schools with access to adapted infrastructure and materials for students with disabilities (%)

| Level* | Sex | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | |
|-----------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|--|
| Primary | Both sexes | .. | .. | .. | .. | .. | .. | .. | .. | .. | 15.6 | 19.3 | .. | |
| Lower secondary | Both sexes | .. | .. | .. | .. | .. | .. | .. | .. | .. | 13.8 | 14.9 | .. | |
| Upper secondary | Both sexes | .. | .. | .. | .. | .. | .. | .. | .. | .. | 15.6 | 18.7 | .. | |

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



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 | |
|-----------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|--|
| Primary | Both sexes | .. | .. | .. | 12.1 | 12.0 | 17.4 | 19.1 | 24.5 | 28.7 | 32.5 | 33.1 | .. | |
| Lower secondary | Both sexes | .. | .. | .. | .. | .. | 28.6 | 30.2 | 32.9 | 32.4 | 32.8 | 31.5 | .. | |
| Secondary | Both sexes | .. | .. | .. | 44.7 | 39.2 | 48.7 | 49.8 | 51.9 | 52.7 | 53.2 | 51.6 | .. | |
| Upper secondary | Both sexes | .. | .. | .. | .. | .. | 84.2 | 86.2 | 87.1 | 88.0 | 87.2 | 85.6 | .. | |

*BDDS Indicator ID(s): SCHBSP.1.WCOMPUT, 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 | .. | .. | .. | .. | .. | 12.1 | 14.4 | 17.2 | 20.1 | 24.2 | 22.6 | .. | |
| Lower secondary | Both sexes | .. | .. | .. | .. | .. | 13.0 | 15.0 | 16.0 | 19.3 | 23.3 | 21.2 | .. | |
| Secondary | Both sexes | .. | .. | .. | .. | .. | 30.5 | 34.0 | 36.7 | 39.8 | 43.3 | 39.6 | .. | |
| Upper secondary | Both sexes | .. | .. | .. | .. | .. | 61.2 | 69.0 | 75.0 | 75.6 | 76.5 | 70.7 | .. | |

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



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 | 88.3 | 84.6 | 83.8 | 85.1 | 86.8 | 88.2 | 86.7 | 87.3 | 88.0 | 88.8 | 89.3 | .. |  |
| Primary | Female | 90.6 | 87.4 | 87.1 | 87.9 | 90.7 | 89.4 | 89.5 | 90.1 | 90.6 | 91.6 | 91.7 | .. |  |
| Primary | Male | 86.0 | 81.4 | 80.6 | 81.7 | 83.2 | 87.0 | 83.4 | 84.1 | 84.9 | 86.4 | 86.0 | .. |  |
| Lower Secondary | Both sexes | 71.7 | .. | 70.1 | .. | 69.7 | 72.6 | .. | .. | .. | 53.9 | .. | .. |  |
| Lower Secondary | Female | 71.6 | .. | 72.3 | .. | 74.0 | 73.0 | .. | .. | .. | 54.4 | .. | .. |  |
| Lower Secondary | Male | 71.7 | .. | 67.8 | .. | 65.9 | 72.2 | .. | .. | .. | 53.5 | .. | .. |  |
| Upper Secondary | Both sexes | 12.1 | 10.5 | 10.9 | 9.8 | 9.8 | 12.5 | 9.2 | 9.0 | 8.9 | 14.0 | 8.7 | .. |  |
| Upper Secondary | Female | 10.1 | 8.8 | 9.3 | 8.3 | 8.0 | 11.1 | 7.8 | 7.7 | 7.7 | 11.7 | 7.8 | .. |  |
| Upper Secondary | Male | 14.6 | 12.5 | 12.8 | 11.6 | 11.9 | 14.5 | 11.2 | 11.0 | 10.7 | 16.6 | 10.5 | .. |  |

*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 – 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 | 0.0 | 1.7 | 1.8 | 0.0 | .. | 1.4 | .. | .. | .. | .. | .. | .. |  |
| Education | Both sexes | 25.2 | 9.0 | 8.9 | .. | .. | 10.0 | .. | .. | .. | .. | .. | .. |  |
| Arts and Humanities | Both sexes | 7.8 | 13.3 | 13.3 | .. | .. | 7.2 | .. | .. | .. | .. | .. | .. |  |
| Social Sciences, Journalism and Information | Both sexes | 9.6 | 9.7 | 9.4 | .. | .. | 14.7 | .. | .. | .. | .. | .. | .. |  |
| Business, Administration and Law | Both sexes | 25.0 | 36.8 | 36.8 | .. | .. | 26.9 | .. | .. | .. | .. | .. | .. |  |
| Natural Sciences, Mathematics and Statistics | Both sexes | 2.3 | 1.1 | 1.1 | .. | .. | 3.5 | .. | .. | .. | .. | .. | .. |  |
| Information and Communication Technologies | Both sexes | 3.1 | 8.3 | 8.5 | .. | .. | 8.4 | .. | .. | .. | .. | .. | .. |  |
| Engineering, Manufacturing and Construction | Both sexes | 19.8 | 14.7 | 14.7 | .. | .. | 18.3 | .. | .. | .. | .. | .. | .. |  |

*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 | 1.8 | 2.5 | 2.6 | .. | .. | 3.3 | .. | .. | .. | .. | .. | .. |
| Health and Welfare | Both sexes | 5.5 | 2.9 | 2.9 | .. | .. | 2.8 | .. | .. | .. | .. | .. | .. |
| Unspecified fields | Both sexes | 0.0 | 0.0 | 0.0 | 0.0 | .. | 3.3 | .. | .. | .. | .. | .. | .. |

*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 |
|--------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|
| Grade 2 to 3 | Both sexes | .. | .. | .. | .. | .. | .. | .. | .. | .. | 19.6 | .. | .. |
| Grade 2 to 3 | Female | .. | .. | .. | .. | .. | .. | .. | .. | .. | 21.2 | .. | .. |
| Grade 2 to 3 | Male | .. | .. | .. | .. | .. | .. | .. | .. | .. | 18.0 | .. | .. |

*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 | .. | .. | .. | .. | .. | .. | .. | .. | .. | 5.1 | .. | .. |
| Grade 2 to 3 | Female | .. | .. | .. | .. | .. | .. | .. | .. | .. | 4.4 | .. | .. |
| Grade 2 to 3 | Male | .. | .. | .. | .. | .. | .. | .. | .. | .. | 5.8 | .. | .. |

*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 | 1.1 | .. | 1.1 | .. | 1.1 | 1.0 | .. | .. | .. | 1.1 | .. | .. | |
| Lower Secondary | Both sexes | 1.0 | .. | 1.1 | .. | 1.1 | 1.0 | .. | .. | .. | 1.0 | .. | .. | |
| Upper Secondary | Both sexes | 0.7 | .. | 0.7 | .. | 0.7 | 0.8 | .. | .. | .. | 0.7 | .. | .. | |

*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 | .. | .. | 93.3 | 92.6 | 91.9 | 89.5 | 90.9 | 88.3 | 88.5 | 89.2 | 88.4 | .. | |
| Primary | Both sexes | .. | .. | 54.8 | 55.7 | 56.7 | 58.0 | 58.6 | 59.1 | 59.6 | 60.6 | 61.4 | .. | |
| Secondary | Both sexes | 44.4 | .. | 44.7 | 45.7 | 46.6 | 46.5 | 47.1 | 47.5 | 47.8 | 48.6 | .. | .. | |
| Tertiary | Both sexes | 32.2 | 32.4 | .. | 31.7 | .. | 29.7 | .. | .. | .. | .. | .. | .. | |

*BDDS Indicator ID(s): FTP.02, FTP.1, FTP.2T3, 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 | .. | .. | 0.6 | 0.5 | 2.5 | 13.2 | 12.9 | 15.5 | 15.3 | 15.1 | 13.6 | .. | |
| Primary | Female | .. | .. | .. | .. | 2.1 | 12.4 | 12.4 | 14.5 | 14.2 | 13.9 | 12.8 | .. | |
| Primary | Male | .. | .. | .. | .. | 2.9 | 14.1 | 13.4 | 16.5 | 16.4 | 16.3 | 14.5 | .. | |
| Lower Secondary | Both sexes | .. | .. | 4.7 | 2.3 | 2.6 | 3.0 | 2.3 | 2.4 | 6.2 | 7.5 | .. | .. | |
| Lower Secondary | Female | .. | .. | 7.1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | |
| Lower Secondary | Male | .. | .. | 2.3 | .. | .. | .. | .. | .. | .. | .. | .. | .. | |
| Upper Secondary | Both sexes | .. | .. | 33.3 | 32.1 | .. | .. | .. | .. | .. | .. | .. | .. | |
| Upper Secondary | Female | .. | .. | 36.3 | 34.7 | .. | .. | .. | .. | .. | .. | .. | .. | |

*BDDS Indicator ID(s): ROFST.1.CP, ROFST.1.F.CP, ROFST.1.M.CP, ROFST.2.CP, ROFST.2.F.CP, ROFST.2.M.CP, ROFST.2T3.CP, ROFST.2T3.F.CP, ROFST.2T3.M.CP, ROFST.3.CP, ROFST.3.F.CP, ROFST.3.M.CP, ROFST.AGM1.CP, ROFST.AGM1.F.CP, ROFST.AGM1.M.CP

| Level* | Sex | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | |
|-------------------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| Upper Secondary | Male | .. | .. | 30.2 | 29.4 | .. | .. | .. | .. | .. | .. | .. | .. |  → |
| Upper Secondary | Both sexes | .. | .. | 48.3 | 47.8 | 46.2 | 42.7 | 40.9 | 40.6 | 41.9 | 42.4 | .. | .. |  ↓ |
| Upper Secondary | Female | .. | .. | 51.4 | 50.4 | 48.5 | 45.0 | .. | .. | .. | .. | .. | .. |  ↓ |
| Upper Secondary | Male | .. | .. | 45.2 | 45.1 | 43.9 | 40.3 | .. | .. | .. | .. | .. | .. |  ↓ |
| One Year Before Primary | Both sexes | .. | .. | 54.4 | 59.3 | .. | .. | .. | .. | .. | .. | .. | .. |  ↑ |
| One Year Before Primary | Female | .. | .. | 53.6 | 58.5 | .. | .. | .. | .. | .. | .. | .. | .. |  ↑ |
| One Year Before Primary | Male | .. | .. | 55.2 | 60.1 | .. | .. | .. | .. | .. | .. | .. | .. |  ↑ |


*BDDS Indicator ID(s): ROFST.1.CP, ROFST.1.F.CP, ROFST.1.M.CP, ROFST.2.CP, ROFST.2.F.CP, ROFST.2.M.CP, ROFST.2T3.CP, ROFST.2T3.F.CP, ROFST.2T3.M.CP, ROFST.3.CP, ROFST.3.F.CP, ROFST.3.M.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 | 25.2 | 24.2 | 24.3 | .. | .. | 30.2 | .. | .. | .. | .. | .. | .. |  ↑ |

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

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 | .. | 90.9 | .. | .. | 90.4 | .. | .. | .. | .. | .. | .. | .. | → |
| Youth | Female | .. | 92.1 | .. | .. | 93.2 | .. | .. | .. | .. | .. | .. | .. | → |
| Youth | Male | .. | 89.6 | .. | .. | 87.6 | .. | .. | .. | .. | .. | .. | .. | → |

*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 | .. | 83.6 | .. | .. | 88.7 | .. | .. | .. | .. | .. | .. | .. | ↑ |
| Adult | Female | .. | 80.1 | .. | .. | 88.3 | .. | .. | .. | .. | .. | .. | .. | ↑ |
| Adult | Male | .. | 87.8 | .. | .. | 89.2 | .. | .. | .. | .. | .. | .. | .. | → |

*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

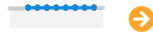





TOP **SO 8 - TVET**

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 | .. | .. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | .. | .. |  |
| Lower Secondary | Both sexes | .. | .. | 0.0 | 0.0 | .. | .. | .. | .. | .. | .. | .. | .. | .. |  |
| Secondary | Both sexes | .. | .. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | .. | .. |  |
| Secondary | Both sexes | .. | .. | 0.0 | 0.0 | .. | .. | .. | .. | .. | .. | .. | .. | .. |  |
| Upper Secondary | Both sexes | .. | .. | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | .. | .. |  |
| Upper Secondary | Both sexes | .. | .. | 0.0 | 0.0 | .. | .. | .. | .. | .. | .. | .. | .. | .. |  |

*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 - TVET

└ **8.6 Percentage of TVET Graduates who have participated in Apprenticeships**

SDG Target 4.3

└ 4.3.3 Participation rate in technical and vocational programmes (15- to 24-year-olds), by sex

| Level* | Sex | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | | |
|--------|------------|------|------|------|------|------|------|------|------|------|------|------|------|----|---|
| TVET | Both sexes | .. | .. | 0.0 | 0.0 | .. | .. | .. | .. | .. | .. | .. | .. | .. |  |
| TVET | Female | .. | .. | 0.0 | 0.0 | .. | .. | .. | .. | .. | .. | .. | .. | .. |  |
| TVET | Male | .. | .. | 0.0 | 0.0 | .. | .. | .. | .. | .. | .. | .. | .. | .. |  |

*BDDS Indicator ID(s): EV1524P.2T5.V, EV1524P.2T5.V.F, EV1524P.2T5.V.M



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 | 6.7 | 6.7 | 6.9 | 6.9 | .. | 10.0 | 8.2 | 8.9 | .. | .. | .. | .. |  |
| Tertiary | Female | 5.7 | 5.6 | 5.7 | 6.1 | .. | 9.2 | 8.5 | 9.7 | .. | .. | .. | .. |  |
| Tertiary | Male | 7.8 | 8.0 | 8.1 | 7.9 | .. | 10.9 | 7.8 | 8.0 | .. | .. | .. | .. |  |


*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 | 0.9 | 0.7 | 0.4 | .. | .. | 0.5 | .. | .. | .. | .. | .. | .. |  |


*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

| Level* | Sex | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | |
|----------|------------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| Tertiary | Both sexes | 27.1 | 31.3 | 17.7 | 17.6 | .. | 12.6 | .. | .. | .. | .. | .. | .. |  |

*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 | .. | .. | .. | .. | .. | .. | .. | .. | 44.2 | 46.0 | 60.5 | .. | |
| Lower secondary | Both sexes | .. | .. | .. | .. | .. | .. | .. | .. | 45.8 | 44.0 | 56.7 | .. | |
| Upper secondary | Both sexes | .. | .. | .. | .. | .. | .. | .. | .. | 46.9 | 52.6 | 67.3 | .. | |

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

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 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 | 1.5 | .. | 6.1 | 6.0 | 6.1 | 5.8 | 5.5 | 5.4 | 3.6 | .. | .. | .. |

*BDDS Indicator ID(s): XGDP.FSGOV

CESA Finance Indicators

F.2 Public Current Expenditure on Education as a Percentage of Total Education Expenditure by level

SDG Target 4.5

4.5.4 Education expenditure per student by level of education and source of funding

| Level* | Sex | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-----------------------------------|------------|---------|------|---------|---------|------|------|------|------|------|------|------|------|
| Pre-primary (%GDP per capita) | Both sexes | .. | .. | 4.5 | 4.3 | .. | .. | .. | .. | .. | .. | .. | .. |
| Primary (%GDP per capita) | Both sexes | .. | .. | 14.0 | 14.0 | .. | .. | .. | .. | .. | .. | .. | .. |
| Lower secondary (%GDP per capita) | Both sexes | .. | .. | 22.2 | 22.2 | .. | .. | .. | .. | .. | .. | .. | .. |
| Secondary (%GDP per capita) | Both sexes | .. | .. | 22.2 | 22.2 | .. | .. | .. | .. | .. | .. | .. | .. |
| Upper secondary (%GDP per capita) | Both sexes | .. | .. | 22.2 | 22.2 | .. | .. | .. | .. | .. | .. | .. | .. |
| Tertiary (%GDP per capita) | Both sexes | 47.3 | .. | 166.8 | 161.4 | .. | .. | .. | .. | .. | .. | .. | .. |
| Pre-primary (constant PPP\$) | Both sexes | .. | .. | 144.6 | 138.6 | .. | .. | .. | .. | .. | .. | .. | .. |
| Primary (constant PPP\$) | Both sexes | .. | .. | 455.0 | 455.4 | .. | .. | .. | .. | .. | .. | .. | .. |
| Lower secondary (constant PPP\$) | Both sexes | .. | .. | 719.7 | 723.6 | .. | .. | .. | .. | .. | .. | .. | .. |
| Secondary (constant PPP\$) | Both sexes | .. | .. | 719.7 | 723.6 | .. | .. | .. | .. | .. | .. | .. | .. |
| Upper secondary (constant PPP\$) | Both sexes | .. | .. | 719.7 | 723.6 | .. | .. | .. | .. | .. | .. | .. | .. |
| Tertiary (constant PPP\$) | Both sexes | 1 190.1 | .. | 5 415.7 | 5 251.1 | .. | .. | .. | .. | .. | .. | .. | .. |

*BDDS Indicator ID(s): XUNIT.GDPCAP.02.FSGOV.FFNTR, XUNIT.GDPCAP.1.FSGOV.FFNTR, XUNIT.GDPCAP.2.FSGOV.FFNTR, XUNIT.GDPCAP.2T3.FSGOV.FFNTR, XUNIT.GDPCAP.3.FSGOV.FFNTR, XUNIT.GDPCAP.5T8.FSGOV.FFNTR, XUNIT.PPPCONST.02.FSGOV.FFNTR, XUNIT.PPPCONST.1.FSGOV.FFNTR, XUNIT.PPPCONST.2.FSGOV.FFNTR, XUNIT.PPPCONST.2T3.FSGOV.FFNTR, XUNIT.PPPCONST.3.FSGOV.FFNTR, XUNIT.PPPCONST.5T8.FSGOV.FFNTR

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)

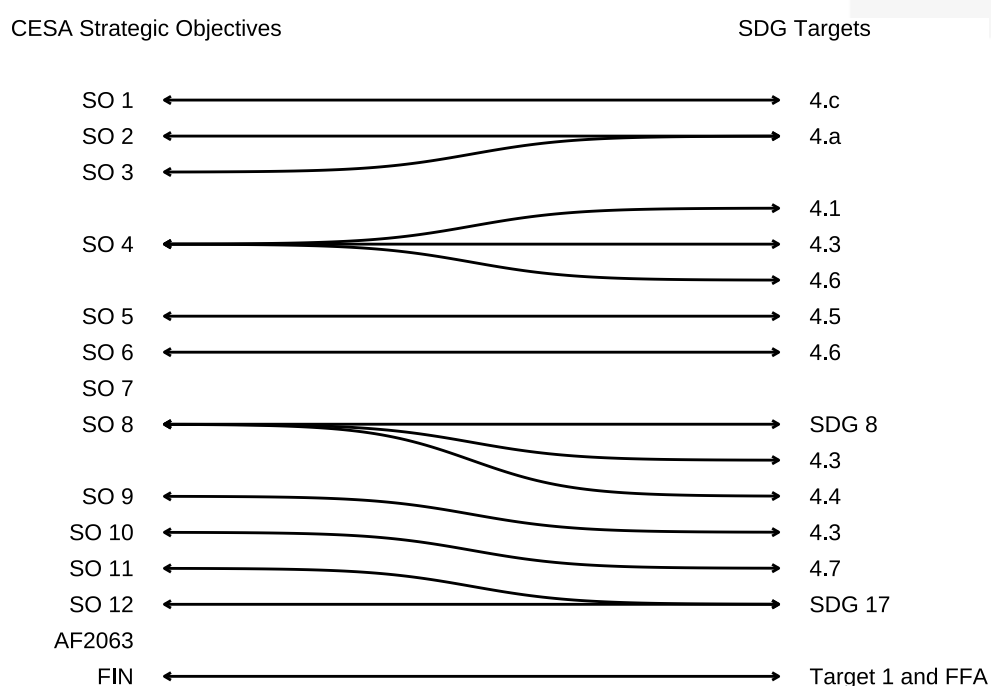
| Level* | Sex | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|------------|------|------|------|------|------|------|------|------|------|------|------|------|
| All | Both sexes | 8.5 | .. | 29.8 | 28.7 | 30.0 | 29.5 | 23.5 | 20.9 | 19.0 | .. | .. | .. |



*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 |