

CESA 16-25 and SDG 4 – Country Profiles

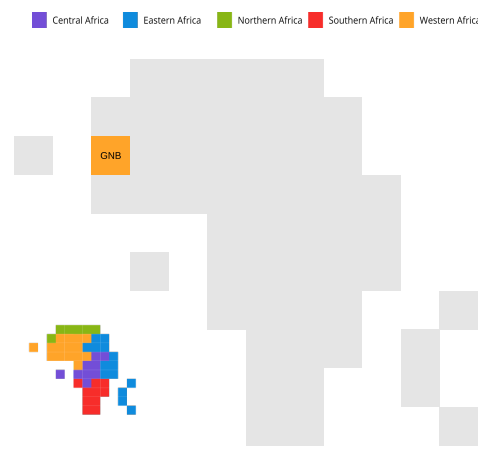
Guinea-Bissau




African Union: Western Africa

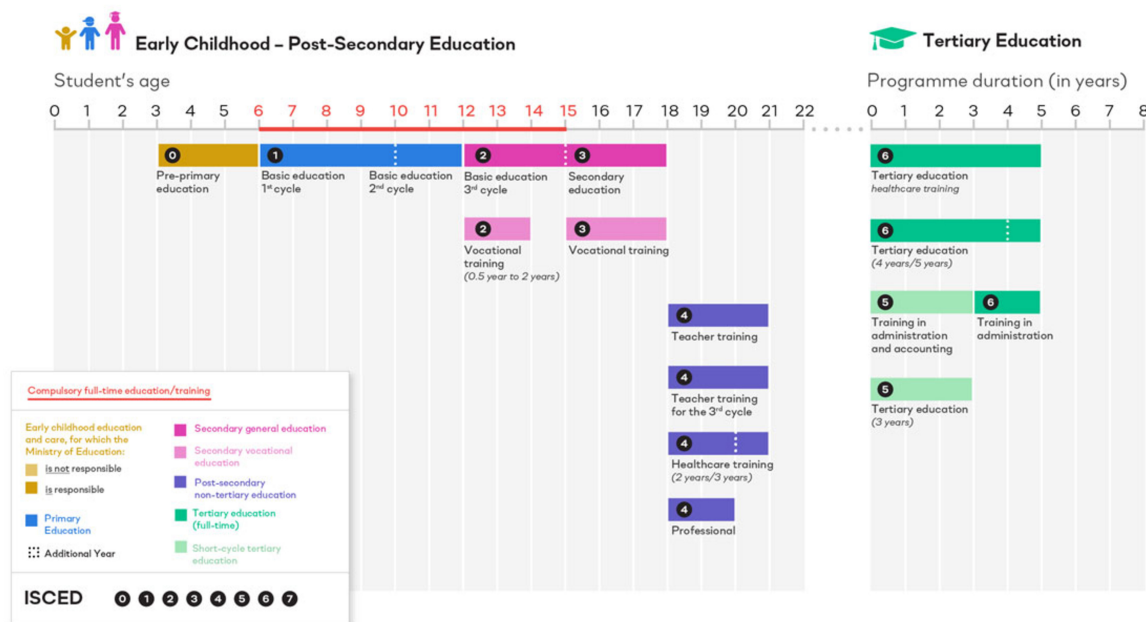
Guinea-Bissau belongs also to the following regional aggregations:

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

GNI per capita, PPP (2019)	\$ 2020
Population, total (2020)	2 millions



This country profile presents the data available to monitor CESA Strategic Objectives (SO) and SDG 4 frameworks ([correspondence](#)). Data points for Guinea-Bissau are available for SO1, SO4, SO5, SO6, 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
Pre-primary	Both sexes	26.2	..	..	..	..	..	..	..	..	..	..	..
Pre-primary	Female	25.5	..	..	..	..	..	..	..	..	..	..	..
Pre-primary	Male	27.8	..	..	..	..	..	..	..	..	..	..	..
Primary	Both sexes	38.9	..	..	..	..	..	..	..	..	..	..	..
Primary	Female	58.7	..	..	..	..	..	..	..	..	..	..	..
Primary	Male	33.4	..	..	..	..	..	..	..	..	..	..	..

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

└ 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

TOP **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	18.9	19.4	19.8	20.4	29.1	21.4	22.0	22.6	23.4	23.9	24.6	..	
Primary	Female	18.3	19.0	19.6	20.3	25.7	21.7	22.4	23.1	24.1	25.0	25.9	..	
Primary	Male	19.1	19.3	19.5	19.9	32.3	20.8	21.2	21.6	22.0	22.5	23.0	..	
Lower Secondary	Both sexes	10.5	10.9	11.1	11.3	17.1	11.6	11.8	12.1	12.4	12.8	13.1	..	
Lower Secondary	Female	8.9	9.2	9.6	10.0	13.9	10.8	11.3	11.8	12.3	12.8	13.4	..	
Lower Secondary	Male	12.4	12.7	12.8	12.8	20.2	12.8	12.8	13.0	13.3	13.5	13.7	..	
Upper Secondary	Both sexes	6.2	6.4	6.6	6.9	6.6	7.6	7.9	8.2	8.6	8.8	9.1	..	
Upper Secondary	Female	4.7	4.8	4.9	5.1	4.5	5.4	5.6	5.8	6.1	6.3	6.5	..	
Upper Secondary	Male	8.4	8.5	8.7	9.0	8.7	9.7	9.9	10.3	10.5	10.6	10.9	..	

*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	..	..	..	..	..	..	..	..	5.8	..	..	..
Grade 2 to 3	Female	..	..	..	..	..	..	..	..	5.6	..	..	..
Grade 2 to 3	Male	..	..	..	..	..	..	..	..	6.1	..	..	..

*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	..	..	..	..	..	..	..	..	4.5	..	..	..
Grade 2 to 3	Female	..	..	..	..	..	..	..	..	2.0	..	..	..
Grade 2 to 3	Male	..	..	..	..	..	..	..	..	7.4	..	..	..

*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	..	..	..	..	0.8	..	..	..	..	..	..	..
Lower Secondary	Both sexes	..	..	..	..	0.7	..	..	..	..	..	..	..
Upper Secondary	Both sexes	..	..	..	..	0.5	..	..	..	..	..	..	..

*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	68.6	..	..	..	..	..	..	..	..	..	..	..
Primary	Both sexes	21.8	..	..	..	..	..	..	..	..	..	..	..

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

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	27.3	..	..	..	..	..	..	..	..	..	..	..
Primary	Female	29.2	..	..	..	..	..	..	..	..	..	..	..
Primary	Male	25.5	..	..	..	..	..	..	..	..	..	..	..
One Year Before Primary	Both sexes	71.3	..	..	..	..	..	..	..	..	..	..	..
One Year Before Primary	Female	71.6	..	..	..	..	..	..	..	..	..	..	..
One Year Before Primary	Male	71.0	..	..	..	..	..	..	..	..	..	..	..

*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



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	..	..	..	..	60.4	..	..	..	..	..	..	..
Youth	Female	..	..	..	..	49.8	..	..	..	..	..	..	..
Youth	Male	..	..	..	..	71.3	..	..	..	..	..	..	..

*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	..	..	..	..	45.6	..	..	..	..	..	..	..
Adult	Female	..	..	..	..	30.8	..	..	..	..	..	..	..
Adult	Male	..	..	..	..	62.2	..	..	..	..	..	..	..

*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:

└ 8.1

SO 8: 8.1 not available for the country

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



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	1.9	1.9	2.0	2.1	2.2	2.3	2.3	2.2	2.1	2.9	..	..

*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	2.1	..	..	..	..	..	..	..	..	..	..	..
Primary (%GDP per capita)	Both sexes	2.7	..	..	..	..	..	..	..	..	..	..	..
Pre-primary (constant PPP\$)	Both sexes	37.9	..	..	..	..	..	..	..	..	..	..	..
Primary (constant PPP\$)	Both sexes	48.8	..	..	..	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): XUNIT.GDPCAP.02.FSGOV.FFNTR, XUNIT.GDPCAP.1.FSGOV.FFNTR, XUNIT.PPPCONST.02.FSGOV.FFNTR, XUNIT.PPPCONST.1.FSGOV.FFNTR

CESA Finance Indicators

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

SDG Target 1.a

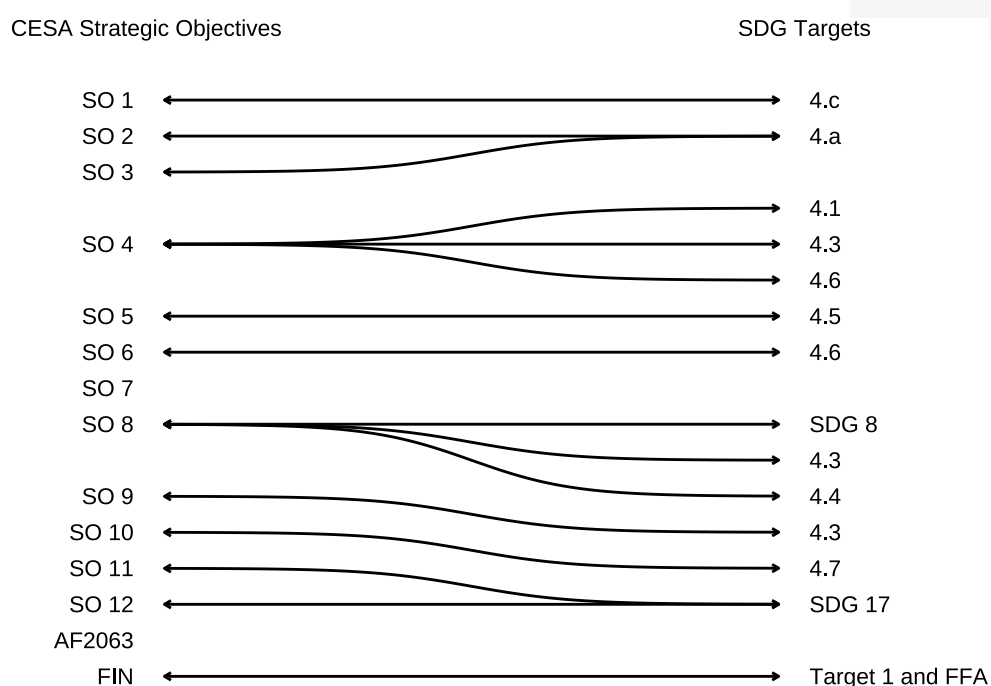
1.a.2 Proportion of total government spending on essential services (education, health and social protection)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All	Both sexes	9.1	10.2	14.5	16.2	13.0	13.0	10.0	15.0	..	..	..	..

*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