

CESA 16-25 and SDG 4 – Country Profiles

# Mauritania




## African Union: Northern Africa

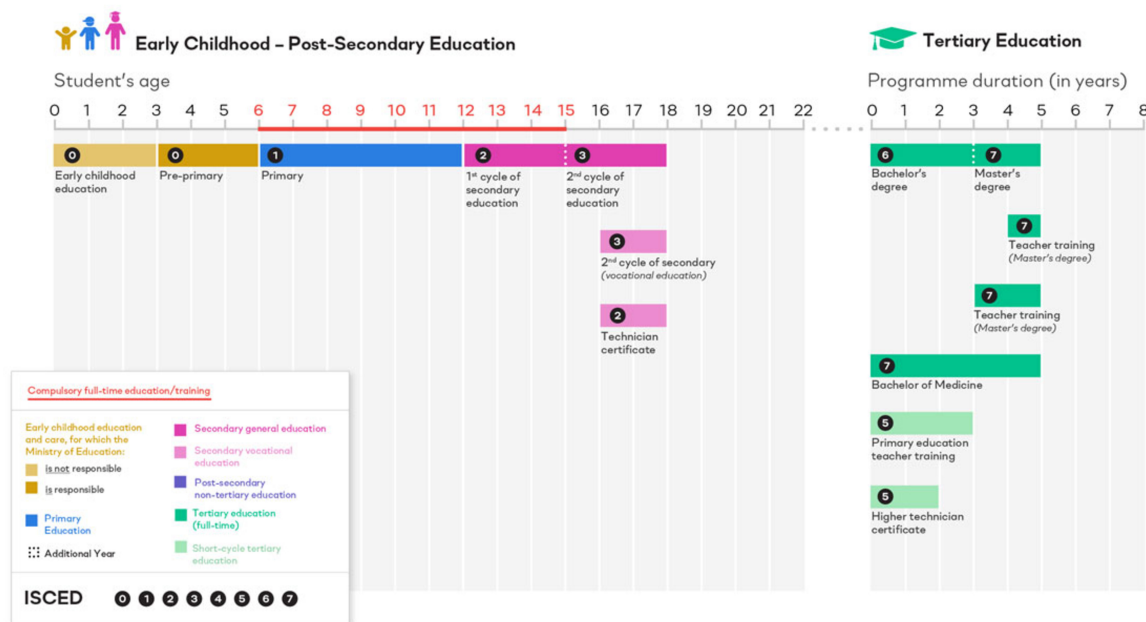
Mauritania belongs also to the following regional aggregations:

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

|                            |              |
|----------------------------|--------------|
| GNI per capita, PPP (2019) | \$ 5350      |
| Population, total (2020)   | 4.6 millions |



This country profile presents the data available to monitor CESA Strategic Objectives (SO) and SDG 4 frameworks ([correspondence](#)). Data points for Mauritania are available for [SO1](#), [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.



# 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 | 100.0 | ..   | 91.2  | ..    | ..   | 87.2 | 91.2 | 96.9 | ..   | ..   |  |
| Primary         | Female     | 100.0 | 100.0 | 100.0 | ..   | 91.8  | ..    | ..   | 86.6 | 92.0 | 97.3 | ..   | ..   |  |
| Primary         | Male       | 100.0 | 100.0 | 100.0 | ..   | 90.9  | ..    | ..   | 87.5 | 90.8 | 96.6 | ..   | ..   |  |
| Lower Secondary | Both sexes | ..    | 100.0 | ..    | ..   | 100.0 | 100.0 | ..   | ..   | ..   | 93.0 | ..   | ..   |  |
| Lower Secondary | Female     | ..    | 100.0 | ..    | ..   | 100.0 | 100.0 | ..   | ..   | ..   | 84.5 | ..   | ..   |  |
| Lower Secondary | Male       | ..    | 100.0 | ..    | ..   | 100.0 | 100.0 | ..   | ..   | ..   | 94.1 | ..   | ..   |  |
| Secondary       | Both sexes | ..    | ..    | ..    | ..   | 86.9  | ..    | ..   | 97.2 | ..   | 92.5 | ..   | ..   |  |
| Secondary       | Female     | ..    | ..    | ..    | ..   | 90.6  | ..    | ..   | 85.8 | ..   | 75.6 | ..   | ..   |  |
| Secondary       | Male       | ..    | ..    | ..    | ..   | 86.4  | ..    | ..   | 98.7 | ..   | 94.7 | ..   | ..   |  |
| Upper Secondary | Both sexes | ..    | ..    | ..    | ..   | 75.9  | ..    | 76.0 | ..   | ..   | 92.1 | ..   | ..   |  |
| Upper Secondary | Female     | ..    | ..    | ..    | ..   | 81.5  | ..    | 69.8 | ..   | ..   | 65.7 | ..   | ..   |  |
| Upper Secondary | Male       | ..    | ..    | ..    | ..   | 75.2  | ..    | 76.7 | ..   | ..   | 95.2 | ..   | ..   |  |

\*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



## SO 2 – Infrastructure

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### **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 – 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 | ..   | ..   | ..   | ..   | ..   | ..   | 13.4  | 14.0  | ..   | ..   | ..   | ..   |  |
| Lower secondary | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 100.0 | ..    | ..   | ..   | ..   | ..   |  |
| Secondary       | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 100.0 | ..    | ..   | ..   | ..   | ..   |  |
| Upper secondary | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 100.0 | 100.0 | ..   | ..   | ..   | ..   |  |

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

### **CESA** SO 3:

#### └ 3.1

SO 3: 3.1 not available for the country



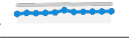


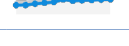
## SO 4 – Skills and Completion Rates

### 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 | 39.2 | 43.9 | 43.4 | 45.5 | 47.2 | 53.0 | 49.8 | 50.9 | 52.0 | 53.0 | 53.9 | ..   |    |
| Primary         | Female     | 38.1 | 42.4 | 42.3 | 44.1 | 45.6 | 49.3 | 47.9 | 48.9 | 50.0 | 51.1 | 52.1 | ..   |    |
| Primary         | Male       | 41.0 | 45.5 | 44.1 | 45.7 | 47.2 | 57.5 | 49.4 | 50.3 | 51.1 | 51.8 | 52.4 | ..   |    |
| Lower Secondary | Both sexes | 30.7 | 29.9 | 35.1 | 38.2 | 41.5 | 46.1 | 47.2 | 49.4 | 51.2 | 52.7 | 54.1 | ..   |    |
| Lower Secondary | Female     | 27.5 | 25.2 | 32.2 | 35.2 | 38.5 | 42.7 | 44.4 | 46.8 | 48.9 | 50.9 | 52.5 | ..   |    |
| Lower Secondary | Male       | 36.8 | 35.5 | 40.6 | 42.9 | 45.3 | 50.2 | 49.2 | 50.5 | 51.5 | 52.4 | 53.3 | ..   |    |
| Upper Secondary | Both sexes | 12.7 | 14.2 | 15.3 | 16.9 | 18.6 | 24.2 | 21.3 | 22.3 | 23.1 | 23.9 | 24.5 | ..   |    |
| Upper Secondary | Female     | 9.7  | 10.8 | 11.7 | 12.9 | 14.3 | 20.3 | 16.8 | 17.7 | 18.6 | 19.4 | 20.2 | ..   |    |
| Upper Secondary | Male       | 18.2 | 18.5 | 21.0 | 22.7 | 24.3 | 29.7 | 27.0 | 28.0 | 28.6 | 29.3 | 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







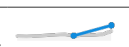

### CESA SO 4 – Skills and Completion Rates

#### 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 | ..   | ..   | ..   | ..   | ..   | ..   | 0.4  | ..   | ..   | ..   | 1.6  | ..   |  |
| Education                                    | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 8.5  | ..   | ..   | ..   | 9.8  | ..   |  |
| Arts and Humanities                          | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 20.5 | ..   | ..   | ..   | 22.3 | ..   |  |
| Social Sciences, Journalism and Information  | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 18.6 | ..   | ..   | ..   | 14.3 | ..   |  |
| Business, Administration and Law             | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 30.7 | ..   | ..   | ..   | 13.0 | ..   |  |
| Natural Sciences, Mathematics and Statistics | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 8.6  | ..   | ..   | ..   | 27.3 | ..   |  |
| Information and Communication Technologies   | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 4.5  | ..   | ..   | ..   | 5.1  | ..   |  |
| Engineering, Manufacturing and Construction  | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 7.1  | ..   | ..   | ..   | 2.1  | ..   |  |

\*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 16-25 and SDG 4 - Mauritania, Northern Africa

| Level*  | Sex        | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |   |
|---|------------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| Agriculture, Forestry, Fisheries and Veterinary | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | 0.6  | ..   | ..   | ..   | 2.7  | ..   |  |
| Health and Welfare                              | Both sexes | ..   | ..   | ..   | ..   | ..   | 0.0  | 0.5  | ..   | ..   | ..   | 1.8  | ..   |  |
| Unspecified fields                              | Both sexes | ..   | ..   | ..   | ..   | ..   | 0.0  | 0.0  | ..   | ..   | ..   | 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:**

└ 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

## 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 | ..   | 0.9  | ..   | ..   | ..   | 0.9  | ..   | ..   | ..   | ..   | ..   | ..   |   |
| Lower Secondary | Both sexes | ..   | 0.7  | ..   | ..   | ..   | 0.9  | ..   | ..   | ..   | ..   | ..   | ..   |   |
| Upper Secondary | Both sexes | ..   | 0.6  | ..   | ..   | ..   | 0.7  | ..   | ..   | ..   | ..   | ..   | ..   |   |



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

## 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 | 36.1 | 36.3 | 36.7 | 36.2 | 35.9 | 37.8 | 37.6 | 36.4 | 33.4 | 35.4 | ..   | ..   |   |
| Lower Secondary             | Both sexes | ..   | 11.6 | ..   | 12.8 | 12.8 | 12.7 | 9.6  | ..   | 11.1 | 11.7 | ..   | ..   |   |
| Secondary                   | Both sexes | ..   | ..   | ..   | ..   | 11.8 | 11.4 | 10.4 | 11.4 | 12.8 | 11.2 | ..   | ..   |   |
| Upper Secondary             | Both sexes | ..   | ..   | ..   | ..   | 11.1 | 10.2 | 11.2 | ..   | 14.4 | 10.7 | ..   | ..   |   |
| Post-secondary non-tertiary | Both sexes | 20.0 | 12.9 | 19.5 | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | 0.0  | ..   | ..   |   |
| Tertiary                    | Both sexes | 6.6  | 6.5  | 7.0  | 7.4  | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   |   |












\*BDDS Indicator ID(s): FTP.1, FTP.2, FTP.2T3, FTP.3, FTP.4, FTP.5T8

## SO 5 – Parity and Equity






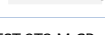
### 5.4 Girls' dropout rate per reason of drop out

#### 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 | 26.7 | 28.0 | 25.2 | 23.1 | ..   | 26.5 | 21.7 | 19.7 | 23.1 | ..   | ..   |   |
| Primary         | Female     | 25.9 | 24.9 | 25.5 | 23.5 | 21.3 | ..   | 24.6 | 19.6 | 18.6 | 21.2 | ..   | ..   |   |
| Primary         | Male       | 28.7 | 28.6 | 30.3 | 26.9 | 24.8 | ..   | 28.4 | 23.7 | 20.8 | 25.0 | ..   | ..   |   |
| Lower Secondary | Both sexes | ..   | ..   | 28.2 | 40.7 | 39.7 | ..   | 47.0 | 44.4 | 37.5 | 28.2 | ..   | ..   |   |
| Lower Secondary | Female     | ..   | ..   | 29.8 | 41.1 | 38.9 | ..   | 43.9 | 41.7 | 34.5 | 25.5 | ..   | ..   |   |
| Lower Secondary | Male       | ..   | ..   | 26.7 | 40.4 | 40.5 | ..   | 50.0 | 47.1 | 40.4 | 30.8 | ..   | ..   |   |

\*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

| Level*          | Sex        | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |   |
|-----------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| Upper Secondary | Both sexes | ..   | ..   | 50.6 | 54.0 | 53.2 | ..   | 54.3 | 52.6 | 48.2 | 41.5 | ..   | ..   |  ↓ |
| Upper Secondary | Female     | ..   | ..   | 52.2 | 54.9 | 53.3 | ..   | 52.6 | 51.2 | 45.9 | 39.0 | ..   | ..   |  ↓ |
| Upper Secondary | Male       | ..   | ..   | 49.1 | 53.0 | 53.2 | ..   | 55.9 | 54.0 | 50.5 | 43.9 | ..   | ..   |  ↓ |
| Upper Secondary | Both sexes | ..   | ..   | 83.1 | 73.1 | 72.8 | 72.1 | 64.8 | 64.5 | 63.9 | 61.0 | ..   | ..   |  ↓ |
| Upper Secondary | Female     | ..   | ..   | 84.7 | 75.0 | 74.1 | 73.3 | 65.2 | 65.1 | 62.5 | 58.8 | ..   | ..   |  ↓ |
| Upper Secondary | Male       | ..   | ..   | 81.5 | 71.3 | 71.6 | 71.0 | 64.3 | 64.0 | 65.2 | 63.1 | ..   | ..   |  ↓ |


\*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

## 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 | ..   | ..   | ..   | ..   | ..   | ..   | 20.2 | ..   | ..   | ..   | 34.6 | ..   |  ↑ |

\*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 | ..   | ..   | ..   | 71.0 | ..   | ..   | ..   | 63.9 | ..   | ..   | ..   | ..   |  |
| Youth  | Female     | ..   | ..   | ..   | 68.1 | ..   | ..   | ..   | 56.8 | ..   | ..   | ..   | ..   |  |
| Youth  | Male       | ..   | ..   | ..   | 74.2 | ..   | ..   | ..   | 70.9 | ..   | ..   | ..   | ..   |  |

\*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 | ..   | ..   | ..   | 62.1 | ..   | ..   | ..   | 53.5 | ..   | ..   | ..   | ..   |  |
| Adult  | Female     | ..   | ..   | ..   | 56.6 | ..   | ..   | ..   | 43.4 | ..   | ..   | ..   | ..   |  |
| Adult  | Male       | ..   | ..   | ..   | 68.0 | ..   | ..   | ..   | 63.7 | ..   | ..   | ..   | ..   |  |

\*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 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | ..   | ..   | → |
| Lower Secondary | Both sexes | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | 0.0   | ..   | ..   |   |
| Secondary       | Both sexes | 98.5  | 98.5  | 98.7  | 98.8  | 98.9  | 99.4  | 99.3  | 98.6  | 99.5  | 99.3  | ..   | ..   | → |
| Secondary       | Both sexes | ..    | ..    | 1.3   | 1.2   | 1.1   | 0.6   | 0.7   | 1.4   | 0.5   | 0.7   | ..   | ..   | ↓ |
| Upper Secondary | Both sexes | 94.6  | 94.6  | 95.7  | 95.7  | 96.0  | 98.0  | 97.6  | 95.5  | 98.5  | 97.6  | ..   | ..   | → |
| Upper Secondary | Both sexes | ..    | ..    | 4.3   | 4.3   | 4.0   | 2.0   | 2.4   | 4.5   | 1.5   | 2.4   | ..   | ..   | ↓ |

\*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 - TVET

#### 8.3 Technical and Vocational Education and Training Graduates Labour Force Participation Rate

SDG Target 4.3

4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

| Level*     | Sex        | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |  |
|------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|--|
| Non-Formal | Both sexes | ..   | ..   | 4.3  | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   |  |
| Non-Formal | Female     | ..   | ..   | 3.7  | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   |  |
| Non-Formal | Male       | ..   | ..   | 5.1  | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   |  |

\*BDDS Indicator ID(s): PRYA.12MO, PRYA.12MO.F, PRYA.12MO.M

### 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 | ..   | ..   | 0.2  | 0.3  | 0.2  | 0.1  | 0.2  | 0.3  | 0.1  | 0.2  | ..   | ..   | ↓ |

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

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

| Level* | Sex    | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |   |
|--------|--------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| TVET   | Female | ..   | ..   | 0.2  | 0.2  | 0.2  | 0.1  | 0.1  | 0.3  | 0.1  | 0.2  | ..   | ..   |  |
| TVET   | Male   | ..   | ..   | ..   | 0.3  | 0.2  | 0.2  | 0.2  | 0.4  | 0.2  | 0.2  | ..   | ..   |  |

\*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 – 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 | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   | 0.0  | ..   | ..   | ..   |

\*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 | 4.4  | 4.7  | 5.1  | 5.4  | ..   | 5.6  | 5.4  | 5.0  | 5.0  | 5.8  | 5.9  | ..   |
| Tertiary | Female     | 2.5  | 2.8  | 3.1  | 3.3  | ..   | 3.7  | 3.6  | 3.3  | 3.5  | 4.4  | 4.5  | ..   |
| Tertiary | Male       | 6.2  | 6.7  | 7.1  | 7.5  | ..   | 7.4  | 7.1  | 6.6  | 6.5  | 7.1  | 7.2  | ..   |

\*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 | ..   | ..   | ..   | ..   | ..   | 1.4  | 2.0  | 1.4  | ..   | 1.5  | 1.4  | ..   |

\*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 - Mauritania, Northern Africa

| Level*   | Sex        | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------|------------|------|------|------|------|------|------|------|------|------|------|------|------|
| Tertiary | Both sexes | 26.2 | 24.0 | 20.9 | 19.6 | ..   | 22.0 | 22.8 | 23.5 | 24.4 | 19.6 | ..   | ..   |



\*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 | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   | 0.0  | 0.0  | ..   | ..   |  |
| Lower secondary | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   | 0.0  | 0.0  | ..   | ..   |  |
| Upper secondary | Both sexes | ..   | ..   | ..   | ..   | ..   | ..   | ..   | ..   | 0.0  | 0.0  | ..   | ..   |  |

\*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 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 | ..   | 2.3  | 2.2  | 2.3  | ..   | ..   | 1.9  | ..   | ..   | 1.9  | 1.9  | ..   |

\*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 | ..    | 0.0     | 0.0     | 0.0     | ..   | ..      | ..      | ..   | ..   | ..      | ..      | ..   |
| Primary (%GDP per capita)     | Both sexes | 8.7   | 7.1     | 6.8     | 6.6     | ..   | 7.5     | 7.5     | ..   | ..   | 6.2     | ..      | ..   |
| Secondary (%GDP per capita)   | Both sexes | 20.4  | 14.2    | 15.1    | 11.9    | ..   | 14.0    | 10.5    | ..   | ..   | 8.7     | ..      | ..   |
| Tertiary (%GDP per capita)    | Both sexes | ..    | 66.6    | 54.8    | 52.7    | ..   | 72.7    | 70.8    | ..   | ..   | 68.0    | 66.6    | ..   |
| Pre-primary (constant PPP\$)  | Both sexes | ..    | 0.0     | 0.0     | 0.0     | ..   | ..      | ..      | ..   | ..   | ..      | ..      | ..   |
| Primary (constant PPP\$)      | Both sexes | 423.9 | 348.3   | 342.1   | 336.8   | ..   | 395.0   | 388.8   | ..   | ..   | 329.5   | ..      | ..   |
| Secondary (constant PPP\$)    | Both sexes | 997.6 | 702.7   | 757.5   | 604.2   | ..   | 734.8   | 541.1   | ..   | ..   | 463.5   | ..      | ..   |
| Tertiary (constant PPP\$)     | Both sexes | ..    | 3 289.7 | 2 742.7 | 2 668.6 | ..   | 3 817.4 | 3 656.8 | ..   | ..   | 3 617.3 | 3 396.7 | ..   |

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

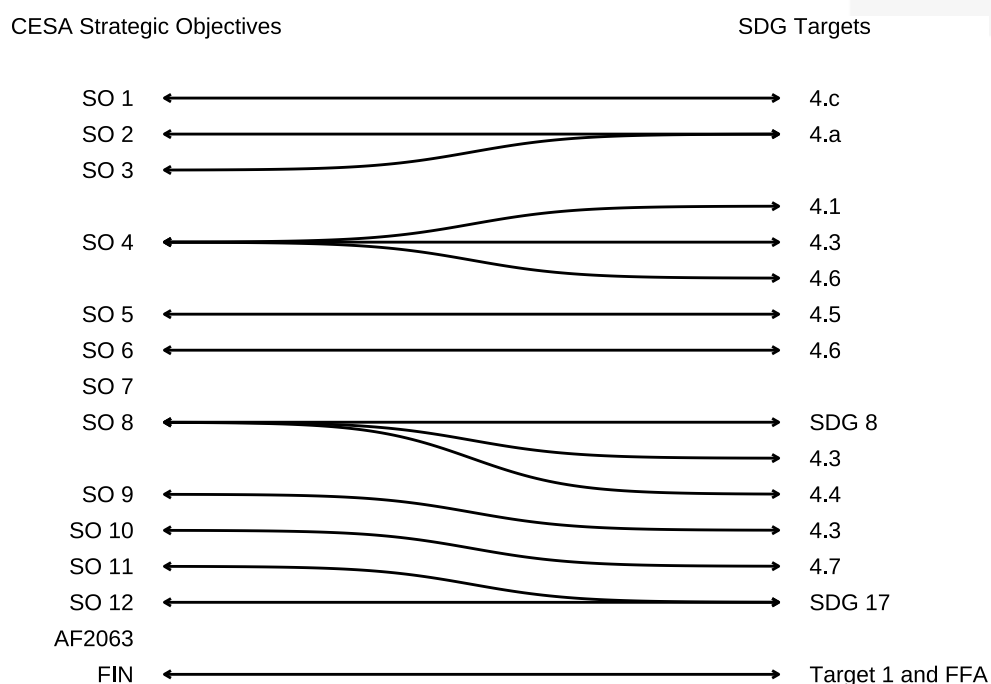
1.a.2 Proportion of total government spending on essential services (education, health and social protection)

| Level* | Sex        | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|--------|------------|------|------|------|------|------|------|------|------|------|------|------|------|
| All    | Both sexes | ..   | 13.7 | 10.0 | 11.4 | ..   | ..   | 9.3  | ..   | ..   | 10.2 | 9.7  | ..   |

\*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<br>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<br>SO 1: 1.2 Percentage of teachers qualified in Science or Technology or Engineering or Mathematics by Sex<br>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<br>F.2 Public Current Expenditure on Education as a Percentage of Total Education Expenditure by level<br>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<br>SO 5: 5.2 Percentage of Female Teachers<br>SO 5: 5.3 Percentage of Female Head Teachers<br>SO 5: 5.4 Girls' dropout rate per reason of drop out<br>SO 5: 5.5 Percentage of girls enrolled to STEM                                   |



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**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                              |



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**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   |