

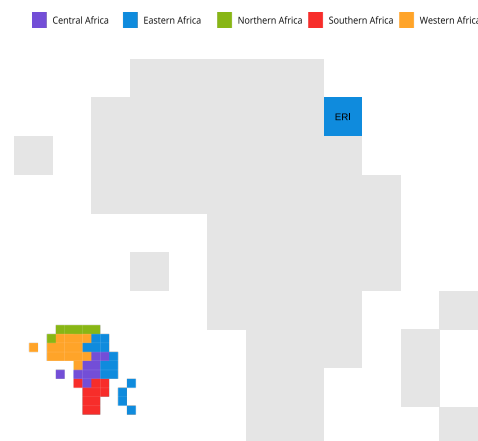
CESA 16-25 and SDG 4 – Country Profiles




Eritrea

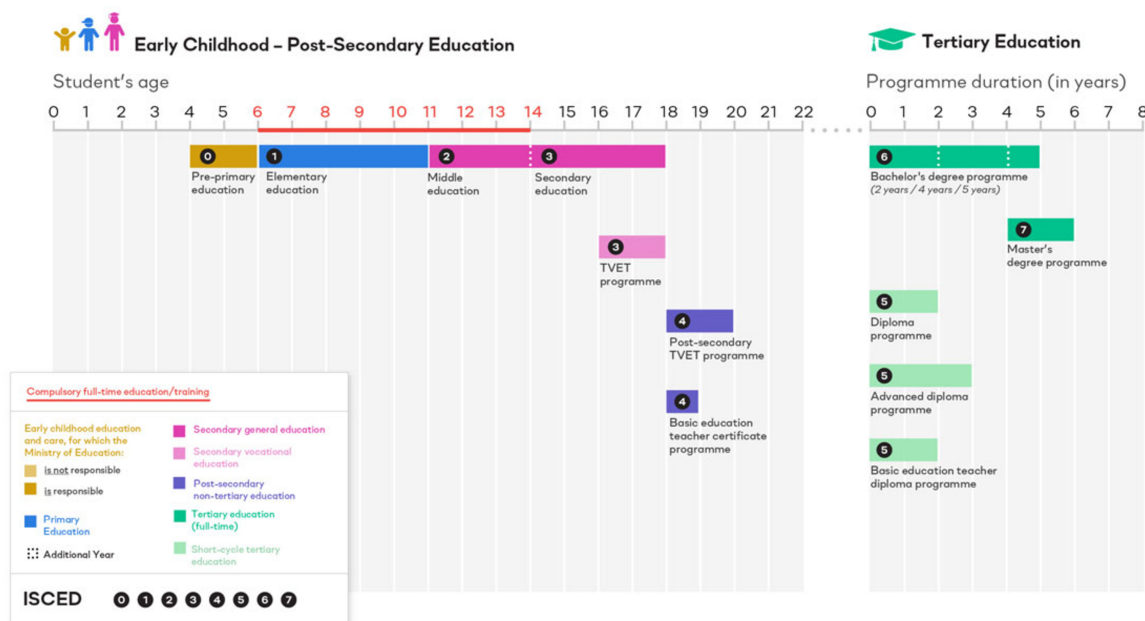
African Union: Eastern Africa

Eritrea belongs also to the following regional aggregations:

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



This country profile presents the data available to monitor CESA Strategic Objectives (SO) and SDG 4 frameworks ([correspondence](#)). Data points for Eritrea are available for [SO1](#), [SO2](#), [SO3](#), [SO4](#), [SO5](#), [SO6](#), [SO8](#), and [SO9](#). 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 Eastern 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	56.5	52.8	56.1	50.4	45.9	41.8	..	39.8	41.6	..	..	..
Pre-primary	Female	56.7	52.8	56.2	50.7	46.3	42.2	..	39.7	41.4	..	..	..
Pre-primary	Male	50.0	55.0	47.8	35.5	31.4	28.9	..	44.7	47.7	..	..	..
Primary	Both sexes	93.8	91.0	89.6	79.9	70.7	..	..	..	84.5	..	..	..
Primary	Female	91.0	90.6	86.1	..	76.1	..	..	..	86.5	..	..	..
Primary	Male	95.8	91.2	91.9	..	67.6	..	..	..	83.1	..	..	..
Lower Secondary	Both sexes	60.6	69.1	81.5	85.7	..	..	..	..	..	..	..	..
Lower Secondary	Female	73.4	78.9	85.4	89.0	..	..	..	..	..	..	..	..
Lower Secondary	Male	58.6	67.5	80.7	85.1	..	..	..	..	..	..	..	..
Secondary	Both sexes	66.8	71.1	77.4	83.2	..	..	..	..	..	..	..	..
Secondary	Female	64.8	76.5	79.5	86.6	..	..	..	..	..	..	..	..
Secondary	Male	67.2	70.2	77.0	82.5	..	..	..	..	..	..	..	..
Upper Secondary	Both sexes	75.2	73.7	72.3	80.0	..	..	..	..	..	..	..	..
Upper Secondary	Female	57.0	73.4	72.3	83.7	..	..	..	..	..	..	..	..
Upper Secondary	Male	79.5	73.8	72.3	79.2	..	..	..	..	..	..	..	..

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

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	..	..	..	..	..	..	..	3.4	3.3	..	..	..	→
Lower secondary	Both sexes	..	..	..	..	..	..	..	4.9	4.7	..	..	..	→
Upper secondary	Both sexes	..	..	..	..	..	..	..	11.1	10.3	..	..	..	↓

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

CESA SO 2:

2.2

SO 2: 2.2 not available for the country



SO 3 - Information and Communication Technology

CESA SO 3:

└ 3.1

SO 3: 3.1 not available for the country

CESA SO 3:

└ 3.1

SO 3: 3.1 not available for the country

TOP **SO 4 – Skills and Completion Rates**

CESA SO 4:

↳ **4.1**

SO 4: 4.1 not available for the country

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	..	..	..	0.0	0.0	0.0	..	..	..	..	..
Education	Both sexes	..	..	..	..	..	..	16.4	..	..	..	..	..
Arts and Humanities	Both sexes	0.0	..	..	..	..	..	2.5	..	..	..	..	..
Social Sciences, Journalism and Information	Both sexes	..	..	..	..	..	..	5.2	..	..	..	..	..
Business, Administration and Law	Both sexes	..	..	..	..	..	..	16.2	..	..	..	..	..
Natural Sciences, Mathematics and Statistics	Both sexes	..	..	..	..	..	..	5.2	..	..	..	..	..
Information and Communication Technologies	Both sexes	..	..	..	..	..	..	0.3	..	..	..	..	..
Engineering, Manufacturing and Construction	Both sexes	..	..	..	..	..	..	23.5	..	..	..	..	..
Agriculture, Forestry, Fisheries and Veterinary	Both sexes	..	..	..	..	..	..	13.3	..	..	..	..	..
Health and Welfare	Both sexes	..	..	..	..	..	..	17.4	..	..	..	..	..
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

CESA SO 5:

5.1

SO 5: 5.1 not available for the country

CESA SO 5 – Parity and Equity

5.2 Percentage of Female Teachers

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Pre-primary	Both sexes	97.9	98.4	98.2	97.7	97.5	97.4	97.3	97.5	95.9	..	..	..
Primary	Both sexes	40.9	40.6	40.6	37.5	36.7	36.0	38.4	38.7	39.0	..	..	..
Lower Secondary	Both sexes	13.2	14.4	16.3	17.2	18.0	18.9	18.8	21.7	23.2	..	..	..
Secondary	Both sexes	15.9	14.5	16.4	17.6	19.1	20.6	19.9	22.2	23.9	..	..	..
Upper Secondary	Both sexes	19.5	14.8	16.5	18.1	20.3	22.8	21.2	22.9	25.0	..	..	..
Post-secondary non-tertiary	Both sexes	8.5	9.0	6.5	..	..	19.0	18.6	18.6	..	..	..	..
Tertiary	Both sexes	..	..	..	..	..	10.5	13.8	..	..	..	..	..

* BDDS Indicator ID(s): FTP.02, FTP.1, FTP.2, FTP.2T3, FTP.3, FTP.4, FTP.5T8

CESA SO 5 – Parity and Equity


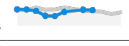



5.4 Girls' dropout rate per reason of drop out

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	34.5	31.7	29.7	33.7	35.8	39.2	..	47.0	47.3	..	..	..
Primary	Female	38.4	36.2	34.3	37.3	39.2	42.2	..	49.4	49.8	..	..	..
Primary	Male	30.6	27.4	25.1	30.3	32.6	36.4	..	44.7	45.0	..	..	..
Lower Secondary	Both sexes	26.9	24.4	25.1	34.5	35.6	35.4	..	34.9	36.1	..	..	..
Lower Secondary	Female	34.5	32.5	33.4	40.9	41.7	41.1	..	39.5	40.3	..	..	..
Lower Secondary	Male	19.3	16.4	17.1	28.3	29.6	29.9	..	30.5	32.0	..	..	..
Upper Secondary	Both sexes	43.9	42.1	39.9	35.6	35.6	41.0	..	43.0	42.6	..	..	..
Upper Secondary	Female	51.8	49.6	47.6	42.9	42.6	46.8	..	47.5	46.7	..	..	..
Upper Secondary	Male	36.2	34.8	32.4	28.5	28.7	35.3	..	38.7	38.7	..	..	..
Upper Secondary	Both sexes	55.5	54.1	50.2	36.5	35.6	46.0	..	50.6	48.7	..	..	..

* 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	Female	63.3	61.0	57.5	44.4	43.4	51.9	..	54.8	52.6	..	..	..
Upper Secondary	Male	47.6	47.3	43.1	28.6	27.9	40.2	..	46.4	44.9	..	..	..
One Year Before Primary	Both sexes	61.1	58.2	57.1	76.5	78.6	78.1	..	75.9	73.3	..	..	..
One Year Before Primary	Female	61.8	59.6	57.9	76.6	78.7	78.4	..	76.2	73.5	..	..	..
One Year Before Primary	Male	60.5	56.9	56.2	76.3	78.5	77.8	..	75.5	73.1	..	..	..


* 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	..	..	..	..	..	..	29.0	..	..	..	..	..

* 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	..	..	..	..	..	..	..	..	93.3	..	..	..
Youth	Female	..	..	..	..	..	..	..	..	92.7	..	..	..
Youth	Male	..	..	..	..	..	..	..	..	93.8	..	..	..

*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	..	..	..	..	..	..	..	..	76.6	..	..	..
Adult	Female	..	..	..	..	..	..	..	..	68.9	..	..	..
Adult	Male	..	..	..	..	..	..	..	..	84.4	..	..	..

*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	..	..	..
Lower Secondary	Both sexes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	..	..	..
Secondary	Both sexes	99.5	99.2	99.1	99.1	99.0	99.4	..	98.9	98.9	..	..	..
Secondary	Both sexes	0.5	0.8	0.9	0.9	1.0	0.6	..	1.1	1.1	..	..	..
Upper Secondary	Both sexes	98.6	98.0	97.4	97.8	97.7	98.4	..	97.0	96.7	..	..	..
Upper Secondary	Both sexes	1.4	2.0	2.6	2.2	2.3	1.6	..	3.0	3.3	..	..	..

*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	0.2	0.3	0.4	0.4	0.4	0.2	..	0.4	0.5	..	..	..
TVET	Female	0.2	0.2	0.3	0.3	0.4	0.2	..	0.4	0.4	..	..	..
TVET	Male	0.2	0.4	0.4	0.5	0.4	0.3	..	0.5	0.5	..	..	..

*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	3.2	..	..	..	3.9	3.5	3.4	..	..	..	..	..	→
Tertiary	Female	1.8	..	..	..	2.5	2.7	2.8	..	..	..	..	..	↑
Tertiary	Male	4.7	..	..	..	5.1	4.2	3.9	..	..	..	..	..	↓

*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	8.6	..	..	..	13.7	15.4	19.6	..	..	..	..	..	↑

*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



TOP

Finance Indicators

CESA Fin

└ F.1

Fin F.1 not available for the country

CESA Fin

└ F.2

Fin F.2 not available for the country

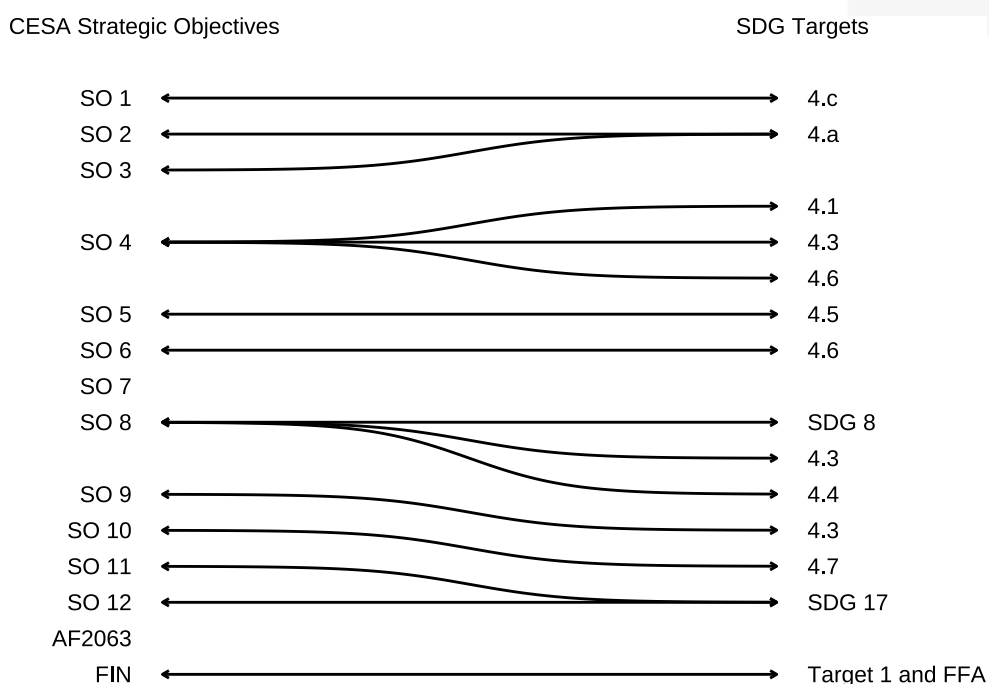
CESA Fin

└ F.3

Fin F.3 not available for the country

The following figure and tables show the correspondence between the two frameworks

CESA 16-25 strategic objectives and SDG targets



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