

Participation rates in HE and TVET and socio-economic development

William Robert Avis
University of Birmingham
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Provide an overview of women's participation rates in higher education and Technical and Vocational Education and Training (focused on Middle East North Africa, Sub-Saharan Africa, and Southeast Asia regions) and indicators of socio-economic development.

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The K4DD helpdesk service provides brief summaries of current research, evidence, and lessons learned. Rapid evidence reviews are not rigorous or systematic reviews; they are intended to provide an introduction to the most important evidence related to a research question. They draw on a rapid desk-based review of published literature and consultation with subject specialists.

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1. Overview

This rapid literature review collates data on women's participation rates in Higher Education (HE) and Technical and Vocational Education and Training (TVET) (focused on Middle East North Africa, Sub-Saharan Africa, and Southeast Asia regions), alongside indicators of socio-economic development. Gender equality is considered essential for the achievement of sustainable development which is only attainable through the full involvement and engagement of women. Economists widely agree that there is a high positive relationship between education and development. Specifically in relation to participation in HE and TVET, women and girls must enjoy equal access to quality education, economic resources, and political participation as well as equal opportunities with men and boys for employment, leadership, and decision-making at all levels.

This review is the first in a three-part series, with further reviews exploring specifically how women's participation in HE and TVET contribute to improvements in social and economic indicators. This paper outlines global commitments, and provides data tables on countries in the MENA, SE Asia and SS Africa regions. Subsequent papers will be literature reviews that explore the evidence on these questions.

This review draws on three main sources of data including:

- UNESCO Institute for Statistics (UIS) data on school enrolment, tertiary (% gross),
- UNESCO-UNEVOC TVET Country Profiles,
- UNDP Human Development Indicators.

Data is also collated and provided in excel spreadsheets alongside this review to aid analysis.

The review is structured as follows:

- Section two provides a brief overview of women's participation in HE and TVET highlighting a range of global commitments surrounding the issue and a high-level overview of the data presented in this review.
- Section three provides an overview of country level data, drawn from the sources identified above. Each country section includes (dependent on data availability): tables on school enrolment at tertiary level, TVET country profile and human development indicators. Country sections also include an indication of income group:
 - High Income (HIC) - For the current 2024 fiscal year, high income economies are defined as those with a GNI per capita, calculated using the World Bank Atlas method of \$13,846 or more in 2022,
 - Upper Middle Income (UMIC) economies are those with a GNI per capita between \$4,466 and \$13,845,
 - Lower Middle Income (LMIC) economies are those with a GNI per capita between \$1,136 and \$4,465,

- Low Income (LIC) economies are those with a GNI per capita of \$1,135 or less.

The data collated in this review makes no mention of disability and participation.

2. Women's participation in HE and TVET

The 2000 Education for All (EFA) Framework for Action states that “gender-based discrimination remains one of the most intractable constraints to realizing the right to education. Without overcoming this obstacle, Education for All cannot be achieved” (World Education Forum - Dakar), 2000: 16).

At the 2015 World Education Forum in Incheon, Korea, representatives issued a declaration reaffirming the vision of EFA initiated in Jomtien in 1990 and reiterated in Dakar in 2000 (World Education Forum – Incheon, 2015). The Education 2030 declaration articulates a continued vision of achieving inclusive and equitable quality education and lifelong learning for all. This vision explicitly recognizes the importance of “gender equality in achieving the right to education for all” (World Education Forum – Incheon, 2015).

The 2030 Agenda for Sustainable Development calls for full gender equality and the removal of legal, social, and economic barriers to their empowerment. Gender equality cuts across all goals and their targets. Higher Education (HE) and Technical and Vocational Education and Training (TVET) is included under Sustainable Development Goal four (SDG 4 - Quality Education) and contributes directly to targets under other SDGs such as goal 8 on growth and employment (see United Nations Department for Economic and Social Affairs – SDG 4¹).

Gender equality is considered essential for the achievement of sustainable development which is only attainable through the full involvement and engagement of women. A number of supporting factors shape women’s participation in HE and TVET, including access to: quality education, economic resources, political participation, employment, leadership, and decision-making at all levels.

The UNESCO eAtlas of Gender Inequality in Education² highlights that across the education system at all levels, women and girls are the first to be denied the right to education despite progress made over past decades. HE and TVET systems can be gender-biased, affecting the selection of access to and participation in specific learning programmes or occupations for both men and women. In turn, this gender division of labour contributes to the perpetuation of gender inequalities at work and in society at large.

¹ See SDG 4 here <https://sdgs.un.org/goals/goal4>

² See eAtlas here <https://uis.unesco.org/en/news/international-womens-day-explore-latest-uis-data-eatlas-gender-inequality-education>

UIS data also show that the rates of exclusion and related gender gaps tend to rise with higher levels of education in many regions and countries. For example, there are now more women pursuing bachelor's degrees globally than men, but the persistence of gender inequalities discourages women from reaching the highest levels of study.

In 2015 in the Addis Ababa Action Agenda (UN, 2015: 53). Member States agreed to scale up investment in science, technology, engineering, and mathematics education, and enhance technical, vocational, and tertiary education and training, ensuring equal access for women and girls and encouraging their participation therein.

Economists widely agree that there is a high positive relationship between education and development (Global Partnership for Education, 2016). To provide an overview of the interrelationships, between participation rates in HE, TVET and broader socio-economic development outcomes, data is collected from several sources, as outlined below.

Participation rates in higher education

Data collated in this review is collected from the following sources deemed most appropriate to provide an overview of participation rates across HE and TVET:

School enrolment, tertiary (% gross): Gross enrolment ratio is the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. Tertiary education, whether to an advanced research qualification, normally requires, as a minimum condition of admission, the successful completion of education at the secondary level.

All data included in tables titled "*School enrolment, tertiary (% gross)*" has been gathered from the following source.

Source: [UNESCO Institute for Statistics \(UIS\). UIS.Stat Bulk Data Download Service](#) available under [CC BY 4.0 DEED](#)

TVET Country Profile(s): The UNESCO-UNEVOC TVET Country Profiles aim to provide concise, reliable, and up-to-date information on TVET systems worldwide. Statistical data can easily be compared across countries.

All data included in tables titled "*TVET Country Profiles*" has been gathered from the following source.

Source: [UNESCO TVET Country Profiles](#) available under [CC BY 3.0 IGO DEED](#)

Social and economic development indicators

Human Development Index: The HDI is a summary measure for assessing long-term progress in three basic dimensions of human development: a long and healthy life, access to knowledge and a decent standard of living.

Gender Development Index: The GDI measures gender gaps in achievements in three basic dimensions of human development: health (measured by female and male life

expectancy at birth), knowledge (measured by female and male expected years of schooling for children and mean years of schooling for adults aged 25 years and older) and living standards (measured by female and male estimated GNI per capita). It is a ratio of the female to the male HDI.

Inequality-adjusted HDI: The IHDI considers inequalities in all three dimensions of the HDI by ‘discounting’ each dimension’s average value according to its level of inequality in the distribution. The ‘loss’ in human development due to inequality is given by the difference between the HDI and the IHDI. As the inequality in a country increases, the loss in human development also increases.

Gender Inequality index: The GII measures gender inequalities (the loss in human development due to inequality between female and male achievements) in three key dimensions – reproductive health, empowerment, and labour market. Reproductive health is measured by maternal mortality ratio and adolescent birth rates; empowerment is measured by the shares of parliamentary seats held and population with at least some secondary education by each gender; and labour market participation is measured by the labour force participation rates for women and men.

Gender Social Norms Index: The GSNI assesses the impact of social beliefs on gender equality across four dimensions, including political, educational, economic, and physical integrity. It draws upon data from 91 countries, encompassing the World Values Survey waves 5 (2005-2009), 6 (2010-2014), and 7 (2017-2022), with the latest update reflecting information as of 12 January 2023. The core GSNI measures the percentage of people with at least one bias. The GSNI ranges from 0 to 1. Higher GSNI values indicate higher biases against gender equality and women's empowerment.

Multidimensional Poverty Index: The MPI looks beyond income to understand how people experience poverty in multiple and simultaneous ways. It identifies how people are being left behind across three key dimensions: health, education and standard of living, comprising 10 indicators. People who experience deprivation in at least one third of these weighted indicators fall into the category of multidimensionally poor.

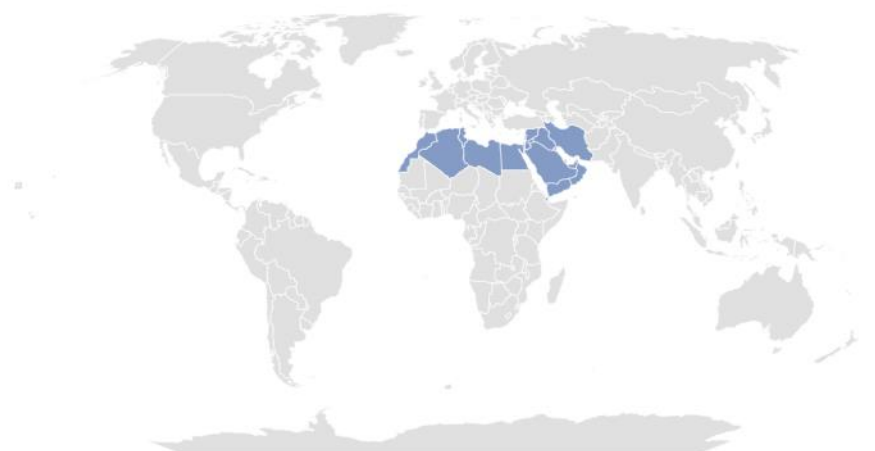
All data included in tables titled “Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty” has been gathered from the following source.

Source: [UNDP Human Development Insights](#) available under [CC BY 3.0 IGO DEED](#)

3. Middle East and North Africa (MENA)

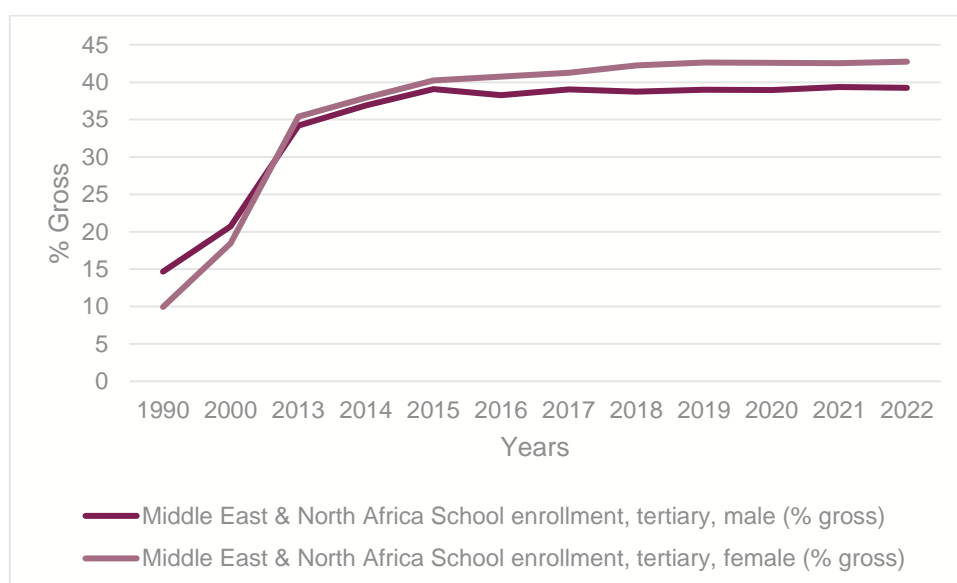
Countries included: Algeria, Bahrain, Djibouti, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Libya, Malta, Morocco, Oman, Qatar, Saudi Arabia, Syria, Tunisia, United Arab Emirates, Yemen.

Figure 1: Countries included.



Credit: Author's own

Figure 2: MENA school enrolment tertiary (% gross)



As of 2022 school enrolment tertiary (% gross) for the MENA region was reported as follows:

- School enrolment, tertiary, male (% gross) 39.26
- School enrolment, tertiary, female (% gross) 42.74

Algeria (LMIC)

Table 1: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	28	28	30	33	39	40	41	40	41	39
School enrolment, tertiary, female (% gross)	43	44	48	56	60	67	68	68	68	68

Table 2: TVET Country Profile

Indicator	2008	2011
Enrolment in vocational programmes, secondary education, female (%)		34.3
Enrolment in vocational programmes, upper secondary education (%)		6.1
Enrolment in vocational programmes, upper secondary education, female (%)		6.7
Enrolment in secondary vocational, both sexes (number)		380,890
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	7.4	
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Table 3: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.754	High	0.880	0.598	0.499	98.39	0.005

Bahrain (HIC)

Table 4: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	28	31	31	31	32	34	39	41	55	62
School enrolment, tertiary, female (% gross)	62	61	59	60	64	68	73	76	89	93

Table 5: TVET Country Profile

Indicator	2016	2018
Enrolment in vocational programmes, secondary education, female (%)		8.1
Enrolment in vocational programmes, upper secondary education (%)		13.8
Enrolment in vocational programmes, upper secondary education, female (%)		2.4
Enrolment in secondary vocational, both sexes (number)		6,543
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	25.7	

Table 6: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.875	Very High	0.927	-	0.181	-	-

Djibouti (LMIC)

Table 7: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment,	..	0	..	..	..	..	..	..	..	..	..	..

tertiary , male (% gross)												
School enrolment, tertiary, female (% gross)	..	0	..	..	..	..	..	..	..	..	..	..

Table 8: TVET Country Profile

Indicator	2019
Enrolment in vocational programmes, secondary education, female (%)	38.9
Enrolment in vocational programmes, upper secondary education (%)	8.5
Enrolment in vocational programmes, upper secondary education, female (%)	7.3
Enrolment in secondary vocational, both sexes (number)	4,677
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 9: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.509	Low	-	0.309	-	-	-

Egypt (LMIC)

Table 10: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	17	..	30	30	33	31	32	36	..	40	..	38
School enrolment, tertiary, female (% gross)	10	..	27	28	32	33	34	38	..	40	..	38

Table 11: TVET Country Profile

Indicator	2017	2018
Enrolment in vocational programmes, secondary education, female (%)		41.0
Enrolment in vocational programmes, upper secondary education (%)		35.9
Enrolment in vocational programmes, upper secondary education, female (%)		31.7
Enrolment in secondary vocational, both sexes (number)		2,018,339

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	5.9	

Table 12: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.731	High	0.882	0.519	0.443	99.52	0.020

Iran (LMIC)

Table 13: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	..	21	58	68	77	74	73	66	62	58	..	..
School enrolment, tertiary, female (% gross)	..	18	55	62	67	65	63	59	58	57	..	..

Table 14: TVET Country Profile

Indicator	2016	2017
Enrolment in vocational programmes, secondary education, female (%)		34.0
Enrolment in vocational programmes, upper secondary education (%)		23.1
Enrolment in vocational programmes, upper secondary education, female (%)		15.9
Enrolment in secondary vocational, both sexes (number)		763,440
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	22.9	

Table 15: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.774	High	0.880	0.686	0.459	95.47	-

Iraq (UMIC)

Table 16: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment,	..	16	..	..	..	..	..	..	..	..	..	..

tertiary , male (% gross)												
School enrolment, tertiary , female (% gross)	..	8	..	..	..	..	..	..	..	..	..	..

Table 17: TVET Country Profile

Indicator	2007	2013
Enrolment in vocational programmes, secondary education, female (%)	12.0	
Enrolment in vocational programmes, upper secondary education (%)	3.9	
Enrolment in vocational programmes, upper secondary education, female (%)	1.0	
Enrolment in secondary vocational, both sexes (number)	70,869.0	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		8.0

Table 18: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
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0.686	Medium	0.803	0.554	0.558	98.98	-
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Israel (HIC)

Table 19: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	31	40	53	53	51	51	50	48	45	46	48	..
School enrolment, tertiary, female (% gross)	30	56	71	71	71	70	69	67	67	67	70	..

Table 20: TVET Country Profile

Indicator	2015	2017
Enrolment in vocational programmes, secondary education, female (%)		49.2
Enrolment in vocational programmes, upper secondary education (%)		42.0
Enrolment in vocational programmes, upper secondary education, female (%)		42.7

Enrolment in secondary vocational, both sexes (number)		161,579
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	50.0	

Table 21: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.919	Very High	0.992	0.815	0.083	-	-

Jordan (LMIC)

Table 22: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	19	28	30	29	26	29	28	29	29	31
School enrolment, tertiary, female	21	31	37	34	32	36	35	36	38	41

(% gross)												
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Table 23: TVET Country Profile

Indicator	2010	2018
Enrolment in vocational programmes, secondary education, female (%)		39.7
Enrolment in vocational programmes, upper secondary education (%)		5.8
Enrolment in vocational programmes, upper secondary education, female (%)		4.6
Enrolment in secondary vocational, both sexes (number)		23,181
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	12.9	

Table 24: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.720	High	0.887	0.617	0.471	98.46	0.002

Kuwait (HIC)

Table 25: School enrolment, tertiary (% gross)

1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
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School enrolment, tertiary, male (% gross)	10	39	40	36	36	34	33	37	49	..
School enrolment, tertiary, female (% gross)	18	70	80	84	78	74	72	74	76	..

Table 26: TVET Country Profile

Indicator	2012	2015
Enrolment in vocational programmes, secondary education, female (%)		58.4
Enrolment in vocational programmes, upper secondary education (%)	4.1	
Enrolment in vocational programmes, upper secondary education, female (%)	5.1	
Enrolment in secondary vocational, both sexes (number)		7,275
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	11.2	

Table 27: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
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0.831	Very High	1.009	-	0.305	98.47	-
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Lebanon (LMIC)

Table 28: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	..	27	43	37	37	36	38	40	44	..	..	..
School enrolment, tertiary, female (% gross)	..	30	53	48	41	48	50	54	57	..	..	..

Table 29: TVET Country Profile

Indicator	2007	2018
Enrolment in vocational programmes, secondary education, female (%)		41.0
Enrolment in secondary vocational, both sexes (number)		62,551

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	14.3	

Table 30: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.706	High	0.882	-	0.432	95.49	-

Libya (UMIC)

Table 31: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	..	53	..	..	..	..	..	..	..	..	..	..
School enrolment, tertiary, female (% gross)	..	53	..	..	..	..	..	..	..	..	..	..

Table 32: TVET Country Profile

Indicator	2003
Enrolment in vocational programmes, secondary education, female (%)	53.0
Enrolment in vocational programmes, upper secondary education (%)	45.8
Enrolment in vocational programmes, upper secondary education, female (%)	49.8
Enrolment in secondary vocational, both sexes (number)	178,052.0
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 33: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.718	High	0.975	-	0.259	99.72	0.007

Malta (HIC)

Table 34: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male	11	20	38	39	39	41	44	47	48	51	57	..

(% gross)												
School enrolment, tertiary, female (% gross)	9	24	51	51	55	57	62	66	70	76	90	..

Table 35: TVET Country Profile

Indicator	2017	2018
Enrolment in vocational programmes, secondary education, female (%)	41.4	
Enrolment in vocational programmes, upper secondary education (%)	28.1	
Enrolment in vocational programmes, upper secondary education, female (%)	23.9	
Enrolment in secondary vocational, both sexes (number)	4,981	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		22.2

Table 36: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.918	Very High	0.980	0.849	0.167	-	-

Morocco (LMIC)

Table 37: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	14	12	23	26	29	34	34	36	38	39	41	43
School enrolment, tertiary, female (% gross)	8	8	22	25	28	31	33	35	38	41	45	49

Table 38: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	34.3
Enrolment in vocational programmes, upper secondary education (%)	9.9
Enrolment in vocational programmes, upper secondary education, female (%)	7.6
Enrolment in secondary vocational, both sexes (number)	246,199
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 39: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.683	Medium	0.861	0.504	0.425	93.67	0.027

Oman (HIC)

Table 40: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	3	..	29	32	35	35	33	34	36	39	36	..
School enrolment, tertiary, female (% gross)	4	..	43	52	58	62	57	57	56	58	53	..

Table 41: TVET Country Profile

Indicator	2008	2018
Enrolment in vocational programmes, secondary education, female (%)		22.3

Enrolment in vocational programmes, upper secondary education (%)		0.1
Enrolment in vocational programmes, upper secondary education, female (%)		0.0
Enrolment in secondary vocational, both sexes (number)		1,653
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	11.3	

Table 42: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.816	Very High	0.900	0.708	0.300	-	-

Qatar (HIC)

Table 43: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	8	..	7	8	7	6	6	6	8	9	14	16

School enrolment, tertiary, female (% gross)	38	..	43	52	50	48	63	66	70	75	68	77
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Table 44: TVET Country Profile

Indicator	2010	2017	2018
Enrolment in vocational programmes, secondary education, female (%)			12.5
Enrolment in vocational programmes, upper secondary education (%)	1.9		
Enrolment in vocational programmes, upper secondary education, female (%)	0.0		
Enrolment in secondary vocational, both sexes (number)			720
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)			
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		35.3	

Table 45: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.855	Very High	1.019	-	0.220	99.81	-

Saudi Arabia (HIC)

Table 46: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	..	14	55	61	61	66	69	..	..	..	..	..
School enrolment, tertiary, female (% gross)	..	24	52	58	60	66	70	..	..	..	..	..

Table 47: TVET Country Profile

Indicator	2009	2017	2018
Enrolment in vocational programmes, secondary education, female (%)	1.3		
Enrolment in vocational programmes, upper secondary education (%)			1.5
Enrolment in vocational programmes, upper secondary education, female (%)			0.0
Enrolment in secondary vocational, both sexes (number)			21,120

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)			
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		30.8	

Table 48: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.875	Very High	0.917	-	0.247	-	-

Syria (LIC)

Table 49: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	21	..	33	47	48	43	..	..	..	..	..	..
School enrolment, tertiary, female (% gross)	13	..	33	48	54	51	..	..	..	..	..	..

Table 50: TVET Country Profile

Indicator	2009	2013
Enrolment in vocational programmes, secondary education, female (%)		39.3
Enrolment in vocational programmes, upper secondary education (%)		6.9
Enrolment in vocational programmes, upper secondary education, female (%)		5.6
Enrolment in secondary vocational, both sexes (number)		88,569
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	4.5	

Table 51: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.557	Medium	0.825	0.553	0.477	-	-

Tunisia (LMIC)

Table 52: School enrolment, tertiary (% gross)

1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022

School enrolment, tertiary, male (% gross)	9	17	26	25	25	23	23	23	23	24	25	28
School enrolment, tertiary, female (% gross)	6	18	40	41	41	39	39	39	40	42	43	48

Table 53: TVET Country Profile

Indicator	2016
Enrolment in vocational programmes, secondary education, female (%)	36.7
Enrolment in vocational programmes, upper secondary education (%)	7.6
Enrolment in vocational programmes, upper secondary education, female (%)	5.6
Enrolment in secondary vocational, both sexes (number)	94,981
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	14.8

Table 54: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
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0.731	High	0.931	0.588	0.259	96.68	0.003
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United Arab Emirates (HIC)

Table 55: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	:	:	:	:	:	:	:	38	:	:
School enrolment, tertiary, female (% gross)	96	..	..

Table 56: TVET Country Profile

Indicator	2017	2022	2023
Enrolment in vocational programmes, secondary education, female (%)		47.0	

Enrolment in vocational programmes, upper secondary education (%)	2.5		
Enrolment in vocational programmes, upper secondary education, female (%)	2.1		
Enrolment in secondary vocational, both sexes (number)			12,028
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)			

Table 57: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.911	Very High	0.953	-	0.049	-	-

Yemen (LIC)

Table 58: School enrolment, tertiary (% gross)

	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)
School enrolment, tertiary

, female (% gross)												
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Table 59: TVET Country Profile

Indicator	2016
Enrolment in vocational programmes, upper secondary education (%)	0.3
Enrolment in vocational programmes, upper secondary education, female (%)	0.1
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 60: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.455	Low	0.496	0.307	0.820	98.36	0.245

4. Southeast Asia

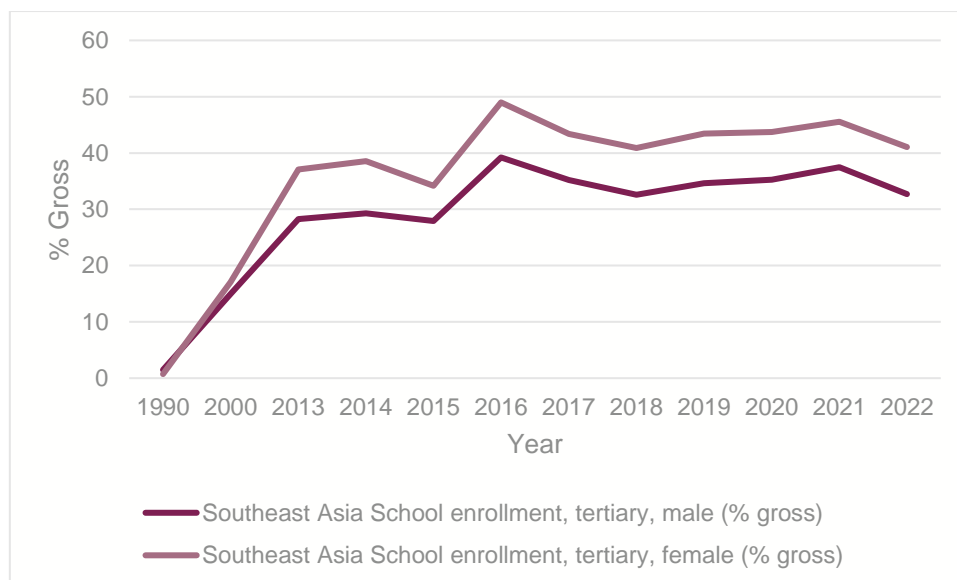
Countries included: Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand

Figure 3: Countries included.



Credit: Author's own

Figure 4: Southeast Asia school enrolment tertiary (% gross)



As of 2022 school enrolment tertiary (% gross) for the Southeast Asia region was reported as follows:

- School enrolment, tertiary, male (% gross) 32.72

- School enrolment, tertiary, female (% gross) 41.02

Brunei (HIC)

Table 60: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment , tertiary, female (% gross)	-	18	32	37	46	42	43	38	38	40		
School enrolment , tertiary, male (% gross)	-	9	17	21	29	27	27	25	25	26		

Table 61: TVET Country Profiles

Indicator	2011	2018
Enrolment in vocational programmes, secondary education, female (%)		47.4
Enrolment in vocational programmes, upper secondary education (%)		15.3
Enrolment in vocational programmes, upper secondary education, female (%)		15.0
Enrolment in secondary vocational, both sexes (number)		5,257
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	13.5	

Table 62: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.829	Very High	0.984	-	0.259	-	-

Cambodia (LMIC)

Table 63: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	3			17		14	14	12	14	14	16
School enrolment, tertiary, female (% gross)	-	1			13		13	14	15	15	14	14

Table 64: TVET Country Profile

Indicator	2008	2015

Enrolment in vocational programmes, secondary education, female (%)	47.0	
Enrolment in vocational programmes, upper secondary education (%)	2.1	
Enrolment in vocational programmes, upper secondary education, female (%)	2.0	
Enrolment in secondary vocational, both sexes (number)	21,167	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		2.5

Table 65: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.593	Medium	0.926	0.479	0.461	-	0.070

East Timor (LMIC)

Table 66: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male	-											

(% gross)												
School enrolment, tertiary, female (% gross)	-											

Table 67: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	42.0
Enrolment in vocational programmes, upper secondary education (%)	15.4
Enrolment in vocational programmes, upper secondary education, female (%)	13.1
Enrolment in secondary vocational, both sexes (number)	14,120
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 68: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.607	Medium	0.917	0.440	0.378	-	0.222

Indonesia (UMIC)

Table 69: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	16	28	28	31	33	34	34	36	36	38	39
School enrolment, tertiary, female (% gross)	-	14	33	33	35	38	39	40	40	41	44	47

Table 70: TVET Country Profile

Indicator	2008	2011
Enrolment in vocational programmes, secondary education, female (%)		34.3
Enrolment in vocational programmes, upper secondary education (%)		6.1
Enrolment in vocational programmes, upper secondary education, female (%)		6.7
Enrolment in secondary vocational, both sexes (number)		380,890
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	7.4	

Table 71: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.750	High	0.941	0.585	0.444	99.65	0.014

Laos (LMIC)

Table 72: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1	3	20	19	18	17	15	14	13	12	12	
School enrolment, tertiary, female (% gross)	1	2	18	18	18	17	16	15	15	14	13	

Table 73: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	44.9
Enrolment in vocational programmes, upper secondary education (%)	1.4
Enrolment in vocational programmes, upper secondary education, female (%)	1.3
Enrolment in secondary vocational, both sexes (number)	7,065

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)

Table 74: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.607	Medium	0.949	0.459	0.478	-	0.108

Malaysia (UMIC)

Table 75: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	26	33	33	39	43	41	41	38	37	35	35
School enrolment, tertiary, female (% gross)	-	28	44	44	51	50	47	50	49	48	47	46

Table 76: TVET Country Profile

Indicator	2016	2018
Enrolment in vocational programmes, secondary education, female (%)		44.0

Enrolment in vocational programmes, upper secondary education (%)		17.4
Enrolment in vocational programmes, upper secondary education, female (%)		15.8
Enrolment in secondary vocational, both sexes (number)		285,095
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	20.4	

Table 77: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.803	Very High	0.982	-	0.228	99.54	-

Myanmar (LMIC)

Table 78: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-							17				
School enrolment, tertiary,	-							24				

female (% gross)												
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Table 79: TVET Country Profile

Indicator	1983	2018
Enrolment in vocational programmes, secondary education, female (%)		17.8
Enrolment in vocational programmes, upper secondary education (%)		0.4
Enrolment in vocational programmes, upper secondary education, female (%)		0.1
Enrolment in secondary vocational, both sexes (number)		7,348
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.5	

Table 80: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.585	Medium	0.944	0.467	0.498	99.42	0.176

Philippines (LMIC)

Table 81: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022

School enrolment, tertiary, male (% gross)	-		30	32	33	35	31	26	27	29	30	
School enrolment, tertiary, female (% gross)	-		38	40	43	46	40	33	35	37	40	

Table 82: TVET Country Profile

Indicator	2013	2017
Enrolment in vocational programmes, secondary education, female (%)		45.2
Enrolment in vocational programmes, upper secondary education (%)		27.2
Enrolment in vocational programmes, upper secondary education, female (%)		25.4
Enrolment in secondary vocational, both sexes (number)		562,545
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	28.4	

Table 83: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
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0.699	Medium	0.990	0.574	0.419	99.50	0.024
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Singapore (HIC)

Table 84: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-					78	79	83	86	88	92	
School enrolment, tertiary, female (% gross)	-					91	91	95	97	98	102	

Table 85: TVET Country Profile

Indicator	2009	2017	2018
Enrolment in vocational programmes, secondary education, female (%)	35.1		
Enrolment in vocational programmes, upper secondary education (%)		0.0	
Enrolment in vocational programmes, upper secondary education, female (%)		0.0	
Enrolment in secondary vocational, both sexes (number)	26,832		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)			

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female			43.7
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Table 86: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.939	Very High	0.992	0.817	0.040	77.14	-

Thailand (UMIC)

Table 87: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	33	42	42		41	41	40	41	40	42	42
School enrolment, tertiary, female (% gross)	-	39	58	58		59	58	58	58	56	58	57

Table 88: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	39.2
Enrolment in vocational programmes, upper secondary education (%)	24.0

Enrolment in vocational programmes, upper secondary education, female (%)	19.3
Enrolment in secondary vocational, both sexes (number)	656,118
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	20.1

Table 89: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.800	Very High	1.012	0.686	0.333	95.80	0.002

5. Sub-Saharan Africa

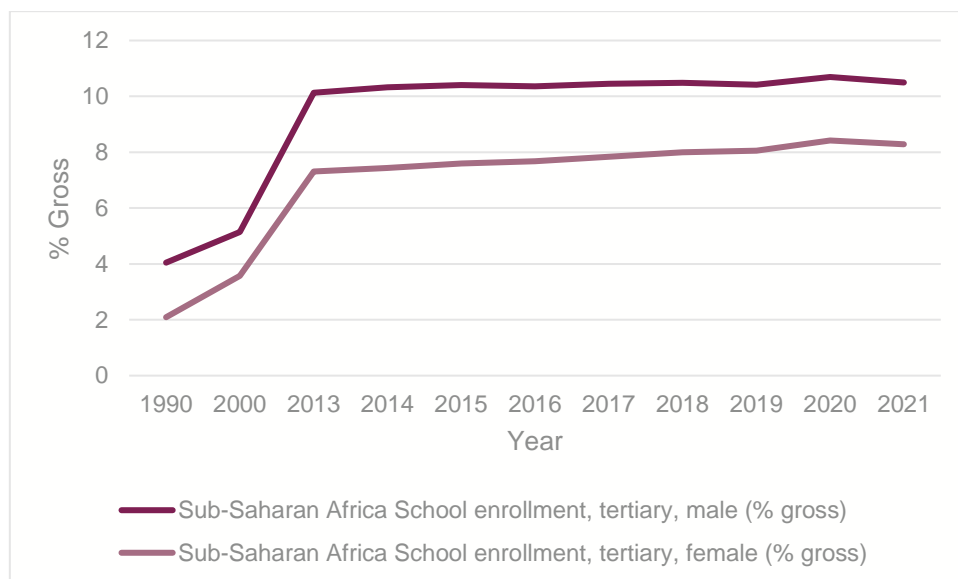
Countries included: Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Eswatini, Ethiopia, Gabon, Gambia Ghana, Guinea, Guinea-Bissau, Ivory Coast, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mozambique, Namibia, Niger, Nigeria, Republic of the Congo, Rwanda, São Tomé and Príncipe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Tanzania, Togo, Uganda, Zambia, Zimbabwe

Figure 5: Countries included:



Credit: Author's own

Figure 6: Sub-Sahara Africa school enrolment tertiary (% gross)



As of 2021 school enrolment tertiary (% gross) for the Sub-Sahara Africa region was reported as follows:

- School enrolment, tertiary, male (% gross) 10.49
- School enrolment, tertiary, female (% gross) 8.28

Angola (LMIC)

Table 90: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1		10		10	11	11	10	12			
School enrolment, tertiary, female (% gross)	0		8		8	9	9	8	10			

Table 91: TVET Country Profile

Indicator	2014	2016
Enrolment in vocational programmes, secondary education, female (%)		42.4
Enrolment in vocational programmes, upper secondary education (%)		14.4
Enrolment in vocational programmes, upper secondary education, female (%)		12.0
Enrolment in secondary vocational, both sexes (number)		287,600

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	2.0	

Table 92: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.586	Medium	0.903	0.407	0.537	-	0.282

Benin (LMIC)

Table 93: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	6	22	22	18	17	16	16	14	14		
School enrolment, tertiary, female (% gross)	-	1	8	8	7	7	7	8	7	7		

Table 94: TVET Country Profile

Indicator	2002	2016
Enrolment in vocational programmes, secondary education, female (%)		33.8
Enrolment in vocational programmes, upper secondary education (%)		3.5
Enrolment in vocational programmes, upper secondary education, female (%)		2.5
Enrolment in secondary vocational, both sexes (number)		27,875
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	0.8	

Table 95: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.525	Low	0.880	0.334	0.602	-	0.368

Botswana (UMIC)

Table 96: School enrolment, tertiary (% gross)

Indicator or Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment,	-	7		22	23	19	18		19	19	18	

tertiary , male (% gross)												
School enrolment, tertiary , female (% gross)	-	6		27	31	27	27		27	29	28	

Table 97: TVET Country Profile

Indicator	2007
Enrolment in vocational programmes, secondary education, female (%)	37.5
Enrolment in vocational programmes, upper secondary education (%)	12.2
Enrolment in vocational programmes, upper secondary education, female (%)	9.2
Enrolment in secondary vocational, both sexes (number)	10,094
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 99: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.693	Medium	0.981	0.426	0.468	-	0.073

Burkina Faso (LIC)

Table 100: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1		6	7	6	7	8	8	9	10	12	12
School enrolment, tertiary, female (% gross)	0		3	3	3	4	4	5	5	5	7	7

Table 101: TVET Country Profile

Indicator	2007	2018
Enrolment in vocational programmes, secondary education, female (%)		39.1
Enrolment in vocational programmes, upper secondary education (%)		1.7
Enrolment in vocational programmes, upper secondary education, female (%)		1.5
Enrolment in secondary vocational, both sexes (number)		28,566
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	0.0	
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Table 102: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.449	Low	0.903	0.315	0.621	98.71	-

Burundi (LIC)

Table 103: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1	2	5	6	8	5	6	6			7	7
School enrolment, tertiary, female (% gross)	0	1	2	3	3	3	3	4			5	6

Table 104: TVET Country Profile

Indicator	2017	2018
Enrolment in vocational programmes, secondary education, female (%)		47.7
Enrolment in vocational programmes, upper secondary education (%)		10.4
Enrolment in vocational programmes, upper secondary education, female (%)		9.9
Enrolment in secondary vocational, both sexes (number)		68,831
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.1	

Table 105: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.426	Low	0.935	0.302	0.505	-	0.409

Cameroon (LMIC)

Table 106: School enrolment, tertiary (% gross)

Indicator or Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment,	-		17	19	19	13	14	15				

tertiary , male (% gross)												
School enrolment, tertiary , female (% gross)	-		13	14	15	12	11	13				

Table 107: TVET Country Profile

Indicator	2010	2016
Enrolment in vocational programmes, secondary education, female (%)		36.6
Enrolment in vocational programmes, upper secondary education (%)		10.8
Enrolment in vocational programmes, upper secondary education, female (%)		8.4
Enrolment in secondary vocational, both sexes (number)		477,192
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	0.7	

Table 108: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
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0.576	Medium	0.885	0.393	0.565	-	0.232
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Cape Verde (LMIC)

Table 109: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	2	17	18	17	17	17	16				
School enrolment, tertiary, female (% gross)	-	2	25	26	24	25	25	24				

Table 110: TVET Country Profile

Indicator	2015	2018
Enrolment in vocational programmes, secondary education, female (%)		39.1
Enrolment in vocational programmes, upper secondary education (%)		4.1
Enrolment in vocational programmes, upper secondary education, female (%)		3.2
Enrolment in secondary vocational, both sexes (number)		1,212

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	10.5	

Table 111: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.662	Medium	0.981	-	0.349	-	-

Central African Republic (LIC)

Table 112: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	2	3										
School enrolment, tertiary, female (% gross)	0	1										

Table 113: TVET Country Profile

Indicator	2017
Enrolment in vocational programmes, secondary education, female (%)	42.1
Enrolment in vocational programmes, upper secondary education (%)	0.6
Enrolment in vocational programmes, upper secondary education, female (%)	0.7
Enrolment in secondary vocational, both sexes (number)	5,149
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 114: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.404	Low	0.810	0.240	0.672	-	0.461

Chad (LIC)

Table 115: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	1		6	5					6		

School enrolment, tertiary, female (% gross)	-	0		1	2					3		
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Table 116: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.394	Low	0.770	0.251	0.652	-	0.517

Comoros (LMIC)

Table 117: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1	2	10	11								
School enrolment, tertiary, female	0	1	9	9								

(% gross)												
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Table 118: TVET Country Profile

Indicator	2017	2018
Enrolment in vocational programmes, secondary education, female (%)	8.3	
Enrolment in vocational programmes, upper secondary education (%)		0.0
Enrolment in vocational programmes, upper secondary education, female (%)		0.0
Enrolment in secondary vocational, both sexes (number)	434	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		

Table 119: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.558	Medium	0.891	0.310	-	-	0.181

Democratic Republic of the Congo (LIC)

Table 120: School enrolment, tertiary (% gross)

Indicator or Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment,	-		9			8				8		

tertiary , male (% gross)												
School enrolment, tertiary , female (% gross)	-		4			4				5		

Table 121: TVET Country Profile

Indicator	2015	2016
Enrolment in vocational programmes, secondary education, female (%)	35.4	
Enrolment in vocational programmes, upper secondary education (%)	12.8	
Enrolment in vocational programmes, upper secondary education, female (%)	9.1	
Enrolment in secondary vocational, both sexes (number)	870,961	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		5.0

Table 122: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
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0.479	Low	0.885	0.341	0.601	-	0.331
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Djibouti (LMIC)

Table 123: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	0										
School enrolment, tertiary, female (% gross)	-	0										

Table 124: TVET Country Profile

Indicator	2019
Enrolment in vocational programmes, secondary education, female (%)	38.9
Enrolment in vocational programmes, upper secondary education (%)	8.5
Enrolment in vocational programmes, upper secondary education, female (%)	7.3
Enrolment in secondary vocational, both sexes (number)	4,677

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)

Table 125: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.509	Low	-	0.309	-	-	-

Equatorial Guinea (UMIC)

Table 126: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	0	3										
School enrolment, tertiary, female (% gross)	-	1										

Table 127: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.596	Medium	-	-	-	-	-

Eritrea (LIC)

Table 128: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	3		5	4	4						
School enrolment, tertiary, female (% gross)	-	1		3	3	2						

Table 129: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	46.7

Enrolment in vocational programmes, upper secondary education (%)	1.0
Enrolment in vocational programmes, upper secondary education, female (%)	0.9
Enrolment in secondary vocational, both sexes (number)	2,822
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 130: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.492	Low	-	-	-	-	-

Eswatini (LMIC)

Table 131: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	5	5	6									
School enrolment, tertiary, female (% gross)	3	4	6									

Table 132: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.597	Medium	0.986	0.424	0.540	-	0.081

Ethiopia (LIC)

Table 133: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1	2	11	10	12	13	13	13				
School enrolment, tertiary, female (% gross)	0	1	5	5	7	7	8	8				

Table 134: TVET Country Profile

Indicator	2011	2015
Enrolment in vocational programmes, secondary education, female (%)		52.3

Enrolment in vocational programmes, upper secondary education (%)		7.8
Enrolment in vocational programmes, upper secondary education, female (%)		8.2
Enrolment in secondary vocational, both sexes (number)		352,134
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	0.4	

Table 135: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.498	Low	0.921	0.363	0.520	98.77	0.367

Gabon (UMIC)

Table 136: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	7								17			

School enrolment, tertiary, female (% gross)	3								22			
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Table 137: TVET Country Profile

Indicator	2002
Enrolment in vocational programmes, secondary education, female (%)	33.8
Enrolment in vocational programmes, upper secondary education (%)	6.3
Enrolment in vocational programmes, upper secondary education, female (%)	4.2
Enrolment in secondary vocational, both sexes (number)	7,587
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 138: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.706	High	0.908	0.554	0.541	-	0.070

Gambia (LIC)

Table 139: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-											
School enrolment, tertiary, female (% gross)	-											

Table 140: TVET Country Profile

Indicator	2010
Enrolment in vocational programmes, secondary education, female (%)	46.3
Enrolment in vocational programmes, upper secondary education (%)	10.0
Enrolment in vocational programmes, upper secondary education, female (%)	9.3
Enrolment in secondary vocational, both sexes (number)	11,962
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 141: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.500	Low	0.924	0.348	0.611	-	0.198

Ghana (LMIC)

Table 142: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-		17	18	19	19	19	18	19	20	20	21
School enrolment, tertiary, female (% gross)	-		10	12	13	13	14	14	16	17	18	20

Table 143: TVET Country Profile

Indicator	2010	2019
Enrolment in vocational programmes, secondary education, female (%)		26.7

Enrolment in vocational programmes, upper secondary education (%)		3.1
Enrolment in vocational programmes, upper secondary education, female (%)		1.7
Enrolment in secondary vocational, both sexes (number)		76,770
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.7	

Table 144: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.632	Medium	0.946	0.458	0.529	98.97	0.111

Guinea (LMIC)

Table 145: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	2		15	15	12	12	12	11	10	8	9	
School enrolment, tertiary,	0		6	7	5	5	5	4	4	3	4	

female (% gross)												
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Table 146: TVET Country Profile

Indicator	2010	2014
Enrolment in vocational programmes, secondary education, female (%)		47.5
Enrolment in vocational programmes, upper secondary education (%)		3.3
Enrolment in vocational programmes, upper secondary education, female (%)		3.2
Enrolment in secondary vocational, both sexes (number)		26,313
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	0.7	

Table 147: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.465	Low	0.850	0.299	0.621	-	0.373

Guinea-Bissau (LIC)

Table 148: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-											
School enrolment, tertiary, female (% gross)	-											

Table 149: TVET Country Profile

Indicator	2000	2006
Enrolment in vocational programmes, secondary education, female (%)	26.7	
Enrolment in vocational programmes, upper secondary education (%)	1.6	
Enrolment in vocational programmes, upper secondary education, female (%)	0.8	
Enrolment in secondary vocational, both sexes (number)		977

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)

Table 150: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.483	Low	0.867	0.306	0.627	-	0.341

Ivory Coast (LMIC)

Table 151: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-		10	11	11	11	11		11	11		
School enrolment, tertiary, female (% gross)	-		6	6	7	7	8		9	9		

Table 152: TVET Country Profile

Indicator	2014	2018
Enrolment in vocational programmes, secondary education, female (%)		48.3
Enrolment in vocational programmes, upper secondary education (%)		3.8
Enrolment in vocational programmes, upper secondary education, female (%)		3.5
Enrolment in secondary vocational, both sexes (number)		116,644
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	3.4	

Table 153: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.550	Medium	0.887	0.358	0.613	-	0.236

Kenya (LMIC)

Table 154: School enrolment, tertiary (% gross)

Indicator or Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment,	-	4			11	14	14	21	22	23	24	23

tertiary , male (% gross)												
School enrolment, tertiary , female (% gross)	-	2			8	10	10	15	15	16	16	18

Table 155: TVET Country Profile

Indicator	2009
Enrolment in vocational programmes, secondary education, female (%)	57.8
Enrolment in vocational programmes, upper secondary education (%)	0.4
Enrolment in vocational programmes, upper secondary education, female (%)	0.5
Enrolment in secondary vocational, both sexes (number)	15,672
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.5

Table 156: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
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0.575	Medium	0.941	0.426	0.506	95.49	0.171
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Lesotho (LMIC)

Table 157: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1	2	9	9	8		8	8				
School enrolment, tertiary, female (% gross)	1	2	12	12	12		12	12				

Table 158: TVET Country Profile

Indicator	2008	2017
Enrolment in vocational programmes, secondary education, female (%)		66.6
Enrolment in vocational programmes, upper secondary education (%)		2.1
Enrolment in vocational programmes, upper secondary education, female (%)		3.0
Enrolment in secondary vocational, both sexes (number)		2,858

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.9	

Table 159: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.514	Low	0.985	0.372	0.557	-	0.084

Liberia (LIC)

Table 160: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	24										
School enrolment, tertiary, female (% gross)	-	13										

Table 161: TVET Country Profile

Indicator	2011
Enrolment in vocational programmes, secondary education, female (%)	50.5
Enrolment in vocational programmes, upper secondary education (%)	7.3
Enrolment in vocational programmes, upper secondary education, female (%)	7.5
Enrolment in secondary vocational, both sexes (number)	17,565
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 162: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.481	Low	0.871	0.330	0.648	-	0.259

Madagascar (LIC)

Table 163: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	4	2	4	5	5	5	5	5	6	6	6	6

School enrolment, tertiary, female (% gross)	3	2	4	5	5	5	5	5	5	5	6	6	6
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Table 164: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	34.2
Enrolment in vocational programmes, upper secondary education (%)	1.7
Enrolment in vocational programmes, upper secondary education, female (%)	1.1
Enrolment in secondary vocational, both sexes (number)	36,093
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 165: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.501	Low	0.956	0.367	0.556	-	0.386

Malawi (LIC)

Table 166: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1	0		1	1			2		3	3	3
School enrolment, tertiary, female (% gross)	0	0		1	1			1		2	2	2

Table 167: TVET Country Profile

Indicator	1996	1998	2018
Enrolment in vocational programmes, secondary education, female (%)	20.7		
Enrolment in vocational programmes, upper secondary education (%)			0.0
Enrolment in vocational programmes, upper secondary education, female (%)			0.0
Enrolment in secondary vocational, both sexes (number)	2,525		

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)			
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		0.3	

Table 168: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.512	Low	0.968	0.377	0.554	-	0.231

Mali (LIC)

Table 169: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1	2	9	8	7	5	6	7	6			
School enrolment, tertiary, female (% gross)	0	1	4	3	3	2	3	3	3			

Table 170: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	40.8
Enrolment in vocational programmes, upper secondary education (%)	10.7
Enrolment in vocational programmes, upper secondary education, female (%)	8.9
Enrolment in secondary vocational, both sexes (number)	127,718
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.3

Table 171: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.428	Low	0.887	0.291	0.613	99.63	0.376

Mauritania (LMIC)

Table 172: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male	5		8		8	8	7	7	8	8		

(% gross)												
School enrolment, tertiary, female (% gross)	1		3		4	4	3	3	4	4		

Table 173: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	41.3
Enrolment in vocational programmes, upper secondary education (%)	0.4
Enrolment in vocational programmes, upper secondary education, female (%)	0.4
Enrolment in secondary vocational, both sexes (number)	1,122
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 174: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.556	Medium	0.890	0.389	0.632	-	0.327

Mauritius (UMIC)

Table 175: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	4	11	37	36	33	34	33	34	36	35	35	38
School enrolment, tertiary, female (% gross)	3	10	45	44	43	44	47	47	50	51	53	51

Table 176: TVET Country Profile

Indicator	2011	2018
Enrolment in vocational programmes, secondary education, female (%)		35.6
Enrolment in vocational programmes, upper secondary education (%)		4.6
Enrolment in vocational programmes, upper secondary education, female (%)		3.1
Enrolment in secondary vocational, both sexes (number)		11,709
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	4.1	
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Table 177: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.802	Very High	0.973	0.666	0.347	-	-

Mozambique (LIC)

Table 178: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	1	7	7	8	8	8	8	8			
School enrolment, tertiary, female (% gross)	-	0	5	5	6	7	7	7	7			

Table 179: TVET Country Profile

Indicator	1996	1998	2018
Enrolment in vocational programmes, secondary education, female (%)	20.7		
Enrolment in vocational programmes, upper secondary education (%)			0.0
Enrolment in vocational programmes, upper secondary education, female (%)			0.0
Enrolment in secondary vocational, both sexes (number)	2,525		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)			
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		0.3	

Table 180: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.446	Low	0.922	0.300	0.537	-	0.372

Namibia (UMIC)

Table 181: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolm	-		15	14	15	16	16	17	19	20		

ent, tertiary , male (% gross)												
School enrolm ent, tertiary , female (% gross)	-		20	23	25	28	31	33	37	37		

Table 182: TVET Country Profile

Indicator	1997	2001	2007
Enrolment in vocational programmes, secondary education, female (%)	51.5		
Enrolment in vocational programmes, upper secondary education (%)			0.0
Enrolment in vocational programmes, upper secondary education, female (%)			0.0
Enrolment in secondary vocational, both sexes (number)	97.0		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)			
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		2.0	

Table 183: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.615	Medium	1.004	0.402	0.445	-	0.185

Niger (LIC)

Table 184: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1				4	4	5	6	5	6		
School enrolment, tertiary, female (% gross)	0				2	2	2	2	3	3		

Table 185: TVET Country Profile

Indicator	2012	2017
Enrolment in vocational programmes, secondary education, female (%)		49.2
Enrolment in vocational programmes, upper secondary education (%)		3.7
Enrolment in vocational programmes, upper secondary education, female (%)		3.9
Enrolment in secondary vocational, both sexes (number)		56,458
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.0	

Table 186: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.400	Low	0.835	0.292	0.611	-	0.601

Nigeria (LMIC)

Table 187: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary	-						13	14				

, male (% gross)												
School enrolment, tertiary , female (% gross)	-						10	10				

Table 188: TVET Country Profile

Indicator	1990	2006
Enrolment in vocational programmes, secondary education, female (%)	44.5	
Enrolment in secondary vocational, both sexes (number)	216,726	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female		13.8

Table 189: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.535	Low	0.863	0.341	0.680	99.58	0.175

Republic of the Congo (LMIC)

Table 190: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	8	8	10				15					
School enrolment, tertiary, female (% gross)	1	3	7				10					

Table 191: TVET Country Profile

Indicator	2012
Enrolment in vocational programmes, secondary education, female (%)	45.8
Enrolment in vocational programmes, upper secondary education (%)	8.2
Enrolment in vocational programmes, upper secondary education, female (%)	5.3
Enrolment in secondary vocational, both sexes (number)	34,336
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 192: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.571	Medium	0.934	0.432	0.564	-	0.112

Rwanda (LIC)

Table 193: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	1		8	8	8	8	7	7	7	8	8	8
School enrolment, tertiary, female (% gross)	0		6	6	6	6	7	6	5	6	6	6

Table 194: TVET Country Profile

Indicator	2018
Enrolment in vocational programmes, secondary education, female (%)	46.9

Enrolment in vocational programmes, upper secondary education (%)	11.5
Enrolment in vocational programmes, upper secondary education, female (%)	10.7
Enrolment in secondary vocational, both sexes (number)	88,574
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	3.4

Table 195: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.534	Low	0.954	0.402	0.388	99.15	0.231

São Tomé and Príncipe (LMIC)

Table 196: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-			10	13	17						
School enrolment,	-			9	13	19						

tertiary , female (% gross)												
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Table 197: TVET Country Profile

Indicator	2012	2017
Enrolment in vocational programmes, secondary education, female (%)		56.0
Enrolment in vocational programmes, upper secondary education (%)		10.8
Enrolment in vocational programmes, upper secondary education, female (%)		12.3
Enrolment in secondary vocational, both sexes (number)		1,453
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	2.2	

Table 198: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.618	Medium	0.907	0.503	0.494	-	0.048

Senegal (LMIC)

Table 199: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-		13	14	14	14	15	16	15	16	16	17
School enrolment, tertiary, female (% gross)	-		8	8	8	8	9	11	12	13	15	17

Table 200: TVET Country Profile

Indicator	2017	2018
Enrolment in vocational programmes, secondary education, female (%)		48.5
Enrolment in vocational programmes, upper secondary education (%)		1.4
Enrolment in vocational programmes, upper secondary education, female (%)		1.2
Enrolment in secondary vocational, both sexes (number)		25,162

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.4	

Table 201: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.511	Low	0.874	0.354	0.530	-	0.263

Seychelles (HIC)

Table 202: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-		2	3	8	11	10	9	10	7	6	11
School enrolment, tertiary, female (% gross)	-		4	9	18	21	24	21	24	19	26	21

Table 203: TVET Country Profile

Indicator	2002	2018
Enrolment in vocational programmes, secondary education, female (%)		18.2
Enrolment in vocational programmes, upper secondary education (%)		1.7
Enrolment in vocational programmes, upper secondary education, female (%)		0.6
Enrolment in secondary vocational, both sexes (number)		88.0
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	6.0	

Table 204: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.785	High	-	0.661	-	-	0.003

Sierra Leone (LIC)

Table 205: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary	-	2										

, male (% gross)												
School enrolment, tertiary , female (% gross)	-	1										

Table 206: TVET Country Profile

Indicator	2001
Enrolment in vocational programmes, secondary education, female (%)	44.0
Enrolment in vocational programmes, upper secondary education (%)	7.0
Enrolment in vocational programmes, upper secondary education, female (%)	6.2
Enrolment in secondary vocational, both sexes (number)	21,454
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 207: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.477	Low	0.893	0.309	0.633	-	0.293

Somalia (LIC)

Table 208: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-											
School enrolment, tertiary, female (% gross)	-											

Table 209: TVET Country Profile

Indicator	1986	2007
Enrolment in vocational programmes, secondary education, female (%)	22.9	
Enrolment in vocational programmes, upper secondary education (%)		0.0
Enrolment in vocational programmes, upper secondary education, female (%)		0.0
Enrolment in secondary vocational, both sexes (number)	5,933	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		

Table 210: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI

South Africa (UMIC)

Table 211: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	11		15	15	16	16	18	19	19	19	19	
School enrolment, tertiary, female (% gross)	9		21	21	22	22	25	28	29	31	31	

Table 212: TVET Country Profile

Indicator	2017
Enrolment in vocational programmes, secondary education, female (%)	48.5

Enrolment in vocational programmes, upper secondary education (%)	12.3
Enrolment in vocational programmes, upper secondary education, female (%)	12.0
Enrolment in secondary vocational, both sexes (number)	355,438
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	12.0

Table 213: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.713	High	0.944	0.471	0.405	97.39	0.025

South Sudan (N/A)

Table 214: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-					1		2				

School enrolment, tertiary, female (% gross)	-					1		0				
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Table 215: TVET Country Profile

Indicator	2008
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	2.5

Table 216: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.385	Low	0.843	0.245	0.587	-	-

Sudan (N/A)

Table 217: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment,	-	6	17	17	17							

tertiary , male (% gross)												
School enrolment, tertiary , female (% gross)	-	7	18	18	17							

Table 218: TVET Country Profile

Indicator	2017
Enrolment in vocational programmes, secondary education, female (%)	24.3
Enrolment in vocational programmes, upper secondary education (%)	0.9
Enrolment in vocational programmes, upper secondary education, female (%)	0.4
Enrolment in secondary vocational, both sexes (number)	24,900
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 219: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.508	Low	0.870	0.336	0.553	-	0.279

Tanzania (LMIC)

Table 220: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-	1	5		6	5			4	8	4	6
School enrolment, tertiary, female (% gross)	-	0	2		3	3			2	7	3	4

Table 221: TVET Country Profile

Indicator	2012	2018
Enrolment in vocational programmes, secondary education, female (%)		12.5
Enrolment in vocational programmes, upper secondary education (%)		0.1
Enrolment in vocational programmes, upper secondary education, female (%)		0.0
Enrolment in secondary vocational, both sexes (number)		8,024
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		

Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.3	
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Table 222: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.549	Low	0.943	0.418	0.560	-	0.284

Togo (LIC)

Table 223: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	4		16	15	15	17	17	17	17	19		
School enrolment, tertiary, female (% gross)	1		6	6	7	8	8	9	9	11		

Table 224: TVET Country Profile

Indicator	2009	2017
Enrolment in vocational programmes, secondary education, female (%)		40.4

Enrolment in vocational programmes, upper secondary education (%)		7.2
Enrolment in vocational programmes, upper secondary education, female (%)		7.0
Enrolment in secondary vocational, both sexes (number)		42,212
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female	1.0	

Table 225: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.539	Low	0.849	0.372	0.580	-	0.180

Uganda (LIC)

Table 226: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	2	3	5	5	6	5						
School enrolment, tertiary, female (% gross)	1	2	3	4	4	4						

ent, tertiary , female (% gross)												
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Table 227: TVET Country Profile

Indicator	2007	2008	2012
Enrolment in vocational programmes, secondary education, female (%)	35.1		
Enrolment in vocational programmes, upper secondary education (%)		3.0	
Enrolment in vocational programmes, upper secondary education, female (%)		2.8	
Enrolment in secondary vocational, both sexes (number)	41,242		
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)			
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher), female			5.5

Table 228: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.525	Low	0.927	0.396	0.530	-	0.281

Zambia (LMIC)

Table 229: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-											
School enrolment, tertiary, female (% gross)	-											

Table 230: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.565	Medium	0.965	0.390	0.540	97.28	0.232

Zimbabwe (LMIC)

Table 231: School enrolment, tertiary (% gross)

Indicator Name	1990	2000	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
School enrolment, tertiary, male (% gross)	-		9		12	9	9	9	10	10		
School enrolment, tertiary, female (% gross)	-		6		9	7	8	8	10	10		

Table 232: TVET Country Profile

Indicator	2013
Enrolment in vocational programmes, upper secondary education (%)	0.0
Enrolment in vocational programmes, upper secondary education, female (%)	0.0
Percentage of population age 25+ with at least a completed short-cycle tertiary degree (ISCED 5 or higher)	

Table 233: Human development summary capturing achievements in the HDI and complementary metrics that estimate gender gaps, inequality, and poverty.

HDI	Human Development Classification	GDI	IHDI	GII	GSNI	MPI
0.593	Medium	0.961	0.458	0.532	98.62	0.110

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7. About this review

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Review overview

This review is based on six days of desk-based research. The K4DD research helpdesk provides rapid syntheses of a selection of recent relevant literature and international expert thinking in response to specific questions relating to international development.

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