Cape Verde

Region: Sub-Saharan Africa
Income Group: Lower Middle Income

Source for region and income groupings: World Bank 2018

National Education Profile
2018 Update

OVERVIEW

The official primary school entrance age is 6. The system is structured so that the primary school cycle lasts 6 years, lower secondary lasts 3 years, and upper secondary lasts 3 years. Cape Verde has a total of 120,000 pupils enrolled in primary and secondary education. Of these pupils, about 64,000 (53%) are enrolled in primary education.

SCHOOL PARTICIPATION AND EFFICIENCY

The percentage of out of school children in a country shows what proportion of children are not currently participating in the education system and who are, therefore, missing out on the benefits of school.
This section provides information on indicators of learning, which lend insight into the quality of educational provision. In this profile, learning is measured through literacy rates, which are important because literacy is a foundational skill needed to attain higher levels of learning, and national performance on learning assessments. Figure 8 demonstrates where Cape Verde stands in comparison to other low and middle income countries in access to education, measured as the primary school net enrollment rate, and youth literacy. Compared to other countries, Cape Verde ranks at the 33 percentile in access and at the 59 percentile in learning. Figure 9 compares youth and adult literacy rates and shows that, in Cape Verde, the literacy rate is 98% among the youth population; this is higher than the average youth literacy rate in other lower middle income countries.

**FIG 6. STUDENT INTAKE AND FLOW FROM PRIMARY TO SECONDARY SCHOOLS**

Data sources: UNESCO Institute for Statistics (UIS), EPDC calculation based on UIS data (see Data Table for year)

**FIG 7. STUDENT REPETITION BY GRADE AND LEVEL IN PRIMARY SCHOOL**

Data source: EPDC calculation based on UIS data (see Data Table for year)

**FIG 8. COMPARISON OF ACCESS AND LITERACY**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 9. LITERACY RATE AMONG YOUTH AND ADULT POPULATION**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 10. PERFORMANCE ON LEARNING ASSESSMENTS**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)
EDUCATION EXPENDITURE

Figures 11 and 12 compare Cape Verde’s per pupil expenditure (PPE) and pupil teacher ratio (PTR), where data is available, to those of other lower middle income countries. PPE indicates a country’s commitment to education at each school level. In Cape Verde, PPE in primary education as a percentage of GDP per capita is 17%, higher than the median PPE in primary for lower middle income countries, which is 13%. In Cape Verde, the PPE in primary is lower than the PPE in secondary. PTR is a proxy learning quality and resource availability indicator. In Cape Verde, the PTR in primary education is 21.1, meaning that on average there is one teacher for every 21.1 primary school students. This is lower than the median PTR in primary for lower middle income countries, which is 27.

In Cape Verde, the PTR in primary is higher than the PTR in secondary.

DATA TABLE

In this table, the values of different education indicators for Cape Verde are compared to all countries, to Sub-Saharan Africa, and to low and middle income countries. The percentile rank that is given indicates Cape Verde’s standing relative to these country groups. A higher percentile rank indicates better relative performance than a lower percentile rank. Percentile rankings above 66% are considered high and colored in green, rankings between 33% and 66% are considered average and colored in yellow, and rankings below 33% are considered low and colored in red. For example, the gross enrollment rate for females in primary education in Cape Verde is 93%. For this indicator, Cape Verde ranks in the 16 percentile relative to all countries, meaning that 16% of countries have lower gross enrollment rates than Cape Verde. As another example, the survival rate to grade 5 of primary school for males in Cape Verde is 92%, and Cape Verde ranks in the 51 percentile relative to all countries, in the 89 percentile relative to Sub-Saharan Africa, and in the 64 percentile relative to low and middle income countries for this indicator.

KEY

< needs improvement

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<thead>
<tr>
<th>INDICATOR</th>
<th>VALUE</th>
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<td>Public education expenditure per pupil (% of GDP per capita), Secondary</td>
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</table>

* EPDC calculation based on UIS data
† Lower data values indicate better performance on these indicators
‡ Includes World Bank classified low and middle income countries

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Indicators:
- Literacy rate
- Pupil teacher ratio
- Gross enrollment rate
- Net enrollment rate
- Repetition rate
- Dropout rate
- Survival rate
- Completion rate
- Net intake rate
- Gross intake rate
- Completion rate
- Net enrollment rate
- Transition rate
- Pupil teacher ratio
- Public education expenditure per pupil

Countries:
- All Countries
- Sub-Saharan Africa
- Low and Middle Income‡

Source:
- UNESCO Institute for Statistics (UIS)
- Education Policy and Data Center (EPDC)*

Lowest Performance Benchmark

Southern and Eastern Africa Consortium for Monitoring Trends in International Mathematics and Science Study (TIMSS)*
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Progress in International Reading Literacy Study (PIRLS)*
Analysis Programme of the CONFEMEN Education Systems (PASEC)*

Richest Quintile

Richest Quintile

Pupil Teacher Ratio (PTR)
Average nationally of: Total number of pupils/Total number of teachers. Rates may vary significantly throughout the country.

Dropout Rate
Proportion of pupils from a cohort enrolled in a given grade at a given year who are no longer enrolled in the following school year.

Completion Rate
The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

Educational Attainment
The highest level of education an individual has achieved.

Gross Enrollment Rate (GER)
Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

Gross Intake Ratio (GIR)
Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Literacy Rate
The ability to read and write with understanding a simple statement related to one’s daily life. Literacy often involves a continuum of reading and writing skills.

Net Enrollment Rate (NER)
Enrollment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

Net Intake Rate (NIR)
New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same age.

Percentage of Children Out of School
Proportion of children of a given age group who are not currently enrolled in any schooling.

Public Education Expenditure per Pupil (PPE)
Total number of pupils/Total education budget.

DATA SOURCES AND LEARNING ASSESSMENTS

Demographic and Health Survey (DHS)
Nationally-representative household surveys that provide data for a wide range of indicators in the areas of population, health, and nutrition. They have large sample sizes (between 3,000 to 50,000 households) and are typically conducted about every 5 years in developing countries. It is funded by USAID and implemented by ICF International.

Multiple Indicator Cluster Survey (MICS)
Household surveys that produce internationally comparable estimates of a range of indicators in the areas of health, education, child protection and HIV/AIDS. It is developed by UNICEF to provide statistically rigorous data on the situation of children and women. Since the mid-1990s, there has been 4 rounds of the MICS survey, with the latest in 2009-2011.

UNESCO Institute for Statistics (UIS)
Statistical office of UNESCO and the primary UN depository for cross-nationally comparable statistics on education, science and technology, culture, and communication covering more than 200 countries and territories. It was established in 1999 and collects data directly from the national statistics agencies of its members.

Analysis Programme of the CONFEMEN Education Systems (PASEC)*
PASEC has been administered in 13 countries in Francophone West Africa. PASEC is designed to assess student abilities in mathematics and reading French. The program is managed by CONFEMEN (La Conférence des Ministres de l’Education des pays ayant le français en partage) and has been in place since 1993. It is typically administered to students in 2nd and 5th grades.

Progress in International Reading Literary Study (PIRLS)*
The PIRLS reading assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA) is an assessment of reading comprehension skills. In most countries, PIRLS is administered in school to children in the 4th grade of formal school, every five years since 2001. In a small number of countries, it may be administered at a different grade level.

Trends in International Mathematics and Science Study (TIMSS)*
The TIMSS math assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA), assesses pupils knowledge and understanding of mathematical concepts. TIMSS has been administered to children in the 4th and 8th grades of formal schools every four years since 1995. In a small number of countries, it may be administered at different grade levels.

Second Regional Comparative and Explanatory Study (SERCE)*
The SERCE assessment was administered in 16 countries in Latin America and the Caribbean by the Latin American Laboratory for Assessment of the Quality of Education (LLECE) in 2006. SERCE was administered to children in the 3rd and 6th grades of formal school. It measures student ability in the areas of reading, mathematics, and science.

Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)*
The SACMEQ assessment is designed to assess student abilities in mathematics and reading English. SACMEQ reading and math assessments have been carried out in countries in Anglophone East Africa in 1995, 2000, and 2007. SACMEQ is administered in school to children in the 6th grade of formal school.

Highest Performance Benchmark*
The highest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.

Lowest Performance Benchmark*
The lowest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.