Democratic Republic of the Congo

SDG Region: Sub-Saharan Africa

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GNI per capita, PPP (2022)	$ 1280 - Low income (July 2023)
Population, total (2022)	99 millions

* Key statistics from the World Bank. Flag from flagpedia.net

International Standard Classification of Education (ISCED):

These country diagrams provide a visual image of the structure of national education systems classified according to ISCED 2011. The diagrams are based on mappings provided by Member States that have been verified internally and approved by countries.
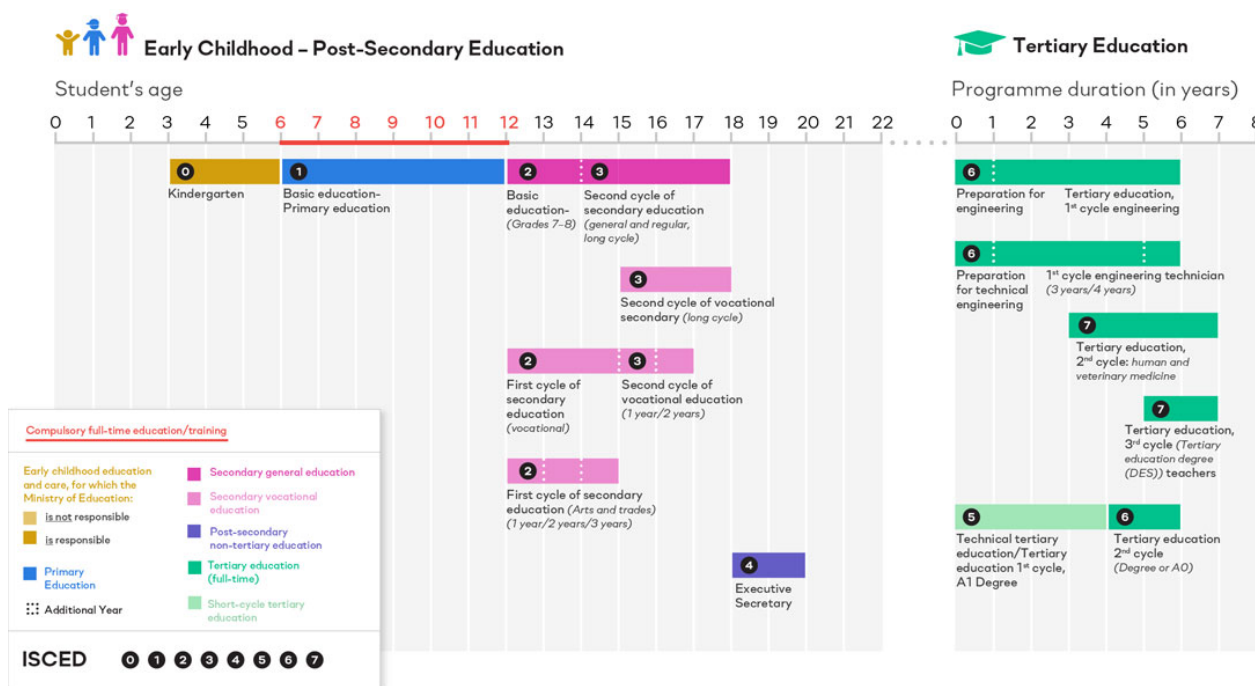
ISCED	Level	School age population
0	Early Childhood Education	10,011,640
02	Pre-Primary Education	10,011,640
1	Primary Education	17,049,688
	One Year Before Than Official Primary Entry Age	3,211,178
	Last Grade Of Primary Education	2,575,448
2	Lower Secondary Education	4,851,395
3	Upper Secondary Education	8,565,177
2T3	Secondary Education	13,416,572
4	Post-Secondary Non-Tertiary Education	2,434,039
5T8	Tertiary Education	9,016,916

The complete International Standard Classification of Education (ISCED) can be accessed at ISCED website hosted by the UNESCO Institute for Statistics (UIS).

SDG Monitoring and Trends

This country profile presents the data available to monitor SDG 4 global indicators. Data points for Democratic Republic of the Congo are available for indicators 1.a, 4.1, 4.c, Education 2030 FFA, 4.b, 4.2, 4.3, 4.a, and 4.7. The trends are calculated here as the difference between the mean annual growth rate before and after 2015, whenever at least three data points are available in each period. An up green arrow ⬆, indicates that there was a positive change from the first period to the second. A down red arrow ⬇indicates if the change was negative. Differences of +/- 5% between the two periods are considered stable and marked with a right orange arrow ➡. For out-of-school rates, a squared red arrow ⬇points down when the situation is worsening (when rates go up) and a green squared arrow ⬆points up when the situation is improving (when rates go down). The gray area and line in the miniplot show the average for Sub-Saharan Africa (SDG) in the period.

SDG **Target 1.a - By 2030, ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions**

1.a.2 Proportion of total government spending on essential services - education

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Percentage of Government Expenditure	16.2	10.6	11.7	14.6	14	-	-	-	21.6	18.4	-	—	⬆

This indicator finds no correlation with AU regional framework.

SDG **FFA - Education 2030 Framework for Action**

Government expenditure on education as a percentage of GDP

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Percentage of GDP	2.1	2	2.2	2.1	1.5	-	-	2.6	2.7	3	-	—	⬆

This indicator finds no correlation with AU regional framework.

SDG **Target 4.1 - By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes**

4.1.1 Proportion of children and young people achieving at least a minimum proficiency level in mathematics, both sexes

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Primary Education	-	-	-	-	-	-	3.2	-	-	-	-	—	-
Early grades (Grades 2 to 3)	-	-	-	-	-	-	76.8	-	-	-	-	—	-

This indicator can be used to monitor the AU regional framework:
– SO 4 : Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration – 4.5 : Proportion of children and young people (a) in grade 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading (ii) mathematics and (iii) science, by sex7

4.1.1 Proportion of children and young people achieving at least a minimum proficiency level in reading, both sexes

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Primary Education	-	-	-	-	-	-	9.2	-	-	-	-	—	-
Early grades (Grades 2 to 3)	-	-	-	-	-	-	41.6	-	-	-	-	—	-

This indicator can be used to monitor the AU regional framework:
– SO 4 : Ensure acquisition of requisite knowledge and skills as well as improved completion rates at all levels and groups through harmonization processes across all levels for national and regional integration – 4.5 : Proportion of children and young people (a) in grade 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading (ii) mathematics and (iii) science, by sex7

4.1.2 - Completion rate, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Primary Education	68.9	-	-	-	-	66.7	-	-	-	-	-	—	-
Lower Secondary Education	53.5	-	-	-	-	54.4	-	-	-	-	-	—	-
Upper Secondary Education	25.5	-	-	-	-	31.1	-	-	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

4.1.4 - Out-of-school rate

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Primary Education - Survey	13.0	-	-	-	-	21.6	-	-	-	-	-	—	-
Lower Secondary Education - Survey	11.3	-	-	-	-	16.7	-	-	-	-	-	—	-
Upper Secondary Education - Survey	26.5	-	-	-	-	28.8	-	-	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

SDG **Target 4.2 - By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education**

4.2.1 - Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, both sexes (%)

There is no data for this indicator

4.2.2 - Adjusted net enrolment rate, one year before the official primary entry age, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
One Year Before Than Official Primary Entry Age	-	-	-	-	-	-	-	20.9	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

4.2.2 - Adjusted net attendance rate, one year before the official primary entry age, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
One Year Before Than Official Primary Entry Age	54.7	-	-	-	-	43	-	-	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

SDG **Target 4.3 - By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university**

4.3.1 - Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Population ages 25-64	-	-	-	-	-	3.9	-	1.4	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

SDG **Target 4.4 - By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship**

4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

There is no data for this indicator

SDG **Target 4.5 - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**

4.5.1 - Upper Secondary Adjusted Gender Parity Index

There is no data for this indicator

Gender gap in upper secondary completion rate

There is no data for this indicator

SDG **Target 4.6 - By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**

4.6.1 - Proportion of population achieving at least a fixed level of proficiency in functional literacy skills, both sexes (%)

There is no data for this indicator

4.6.1 - Proportion of population achieving at least a fixed level of proficiency in functional numeracy skills, both sexes (%)

There is no data for this indicator

SDG **Target 4.7 - By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**

4.7.1 - Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in student assessment

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
In Student Assessments	-	-	-	-	-	-	-	0.8	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

4.7.1 - Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in teacher education

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
In Teacher Education	-	-	-	-	-	-	-	0.9	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

4.7.1 - Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in curricula

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
In Curricula	-	-	-	-	-	-	-	0.8	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

4.7.1 - Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in national education policies

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
In National Education Policies	-	-	-	-	-	-	-	0.9	-	-	-	—	-

This indicator finds no correlation with AU regional framework.

SDG **Target 4.a - Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all**

4.a.1 - Proportion of schools with access to basic services

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Internet for pedagogical purposes - Primary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Computers for pedagogical purposes - Primary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Basic handwashing facilities - Primary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Basic drinking water - Primary Education	-	-	0.0	-	-	-	38.5	-	-	-	-	—	-
Electricity - Primary Education	-	-	9.4	-	-	-	16.6	-	11.0	-	-	—	-
Adapted infrastructure and material for students with disabilities - Primary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Computers for pedagogical purposes - Lower Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Internet for pedagogical purposes - Lower Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Electricity - Lower Secondary Education	-	-	13.7	-	-	-	-	-	4.7	-	-	—	-

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Basic drinking water - Lower Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Basic handwashing facilities - Lower Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Adapted infrastructure and material for students with disabilities - Lower Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Computers for pedagogical purposes - Upper Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Internet for pedagogical purposes - Upper Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Electricity - Upper Secondary Education	-	-	13.7	-	-	-	-	-	8.3	-	-	—	-
Adapted infrastructure and material with disabilities - Upper Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Basic drinking water - Upper Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Basic handwashing facilities - Upper Secondary Education	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Computers for pedagogical purposes - Secondary (ISCED 2 to 3)	-	-	0.0	-	-	-	-	-	-	-	-	—	-
Internet for pedagogical purposes - Secondary (ISCED 2 to 3)	-	-	0.0	-	-	-	-	-	-	-	-	—	-

This indicator can be used to monitor the AU regional framework:

– SO 2 : Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education – SO 2 : Build, rehabilitate, preserve education infrastructure and develop policies that ensure a permanent, healthy and conducive learning environment in all sub-sectors and for all, so as to expand access to quality education – SO 3 : Harness the capacity of ICT to improve access, quality and management of education and training systems – 2.1 : Proportion of schools with access to (i) basic drinking water; (ii) single sex basic sanitation facilities; and (iii) basic hand-washing facilities – 2.2 : Proportion of schools with adapted infrastructure and materials for students with disabilities – 3.1 : Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes

SDG **Target 4.b - By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries**

4.b.1 - Volume of official development assistance flows for scholarships by sector and type of study, constant US$ (millions)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Volume of official development assistance flows (millions USD)	3.9	3.9	3.9	4.5	6.6	5.2	5.6	5.2	7.6	7.4	-	—	🔼

This indicator finds no correlation with AU regional framework.

SDG **Target 4.c - By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States**

4.c.1 - Proportion of teachers with the minimum required qualifications, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023		
Primary Education	94.1	94.6	-	-	-	92.0	-	-	100	-	-	—	-
Secondary (ISCED 2 to 3)	21.7	23.5	-	-	-	58.0	-	-	-	-	-	—	-
Pre-primary	18.7	20.3	20.6	-	-	13.5	-	12.6	100	-	-	—	🔼

This indicator can be used to monitor the AU regional framework:

– SO 1 : Revitalize the teaching profession to ensure quality and relevance at all levels of education – 1.1 : Percentage of teachers qualified to teach according to national standards

National benchmarks for Democratic Republic of the Congo

Indicator	Baseline	Value 2025	Value 2030	Progress relative to benchmark	Progress relative to historical trends
Target 4.1					
4.1.1 - Mathematics in Grades 2/3	-	86.1	94.7		
4.1.1 - Reading in Grades 2/3	-	-	-		
4.1.1 - Mathematics at the end of primary	-	4.0	4.7		
4.1.1 - Reading at the end of primary	-	10.8	12.3		
4.1.1 - Mathematics at the end of lower secondary	-	-	-		
4.1.1 - Reading at the end of lower secondary	-	-	-		
4.1.2 - Completion rate in primary	68.9	67.9	69.9	■	■
4.1.2 - Completion rate in lower secondary	53.5	73.7	84.2	■	■
4.1.2 - Completion rate in upper secondary	25.5	36.2	44.4	■	■
4.1.4 - Out-of-school rate in primary	-	-	-		
4.1.4 - Out-of-school rate in lower secondary	-	-	-		
4.1.4 - Out-of-school rate in upper secondary	-	-	-		
Target 4.2					
4.2.2 - Participation rate one year before primary	-	-	-		
Target 4.a					
4.a.1 - Schools with access to internet for pedagogical purposes - primary	0.0	-	-		
4.a.1 - Schools with access to internet for pedagogical purposes - lower secondary	0.0	-	-		
4.a.1 - Schools with access to internet for pedagogical purposes - upper secondary	0.0	-	-		
4.a.1 - Schools with access to internet for pedagogical purposes - secondary	0.0	-	-		
Target 4.c					
4.c.1 - Percentage of teachers with the minimum required qualifications - pre-primary	20.6	-	-	■	■
4.c.1 - Percentage of teachers with the minimum required qualifications - primary	94.6	-	-	■	■
4.c.1 - Percentage of teachers with the minimum required qualifications - lower secondary	-	-	-		
4.c.1 - Percentage of teachers with the minimum required qualifications - upper secondary	-	-	-		
Target on Finance[1]					
1.a.2 Proportion of total government spending on essential services (education)	11.7	15.0	15.0	■	■
FFA - Education expenditure as share of GDP	2.2	4.0	4.0	■	■
Target on Equity					
Gender gap in upper secondary completion rate	-9.1	-	-	■	■

[1] The Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4, paragraph 105, encourages countries to set nationally appropriate spending targets for education (i) allocating at least 4% to 6% of gross domestic product (GDP) to education; and/or (ii) allocating at least 15% to 20% of public expenditure to education.

Legend for benchmark trends:

Country classification of progress relative to national SDG 4 benchmarks

Category		Description
Fast progress	■	>75% probability that 2025 national benchmark will be achieved given the latest value (including countries which have already achieved the benchmark or are close to 100%)
Average progress	■	25-75% probability that 2025 national benchmark will be achieved given the latest value
Slow progress	■	<25% probability that 2025 national benchmarks will be achieved given the latest value
No progress	■	Negative progress
No benchmark	■	
No data for trend	▨	
No data	□	

Country classification of progress relative to feasible benchmarks

Category		Description
Fast progress		>75% probability that 2025 feasible benchmark will be achieved given the latest value (including countries which have already achieved the benchmark or are close to 100%)
Average progress		25−75% probability that 2025 feasible benchmark will be achieved given the latest value
Slow progress		<25% probability that 2025 feasible benchmarks will be achieved given the latest value
No progress		Negative progress
No data for trend		
No data		

SDG 4 - Democratic Republic of the Congo

Source: UIS/TCG Data Resources. Click here for Metadata and Methodological Documents