



SDG 4 SCORECARD

PROGRESS REPORT ON NATIONAL BENCHMARKS IN LATIN AMERICA AND THE CARIBBEAN

A decade has passed since countries committed in the Education 2030 Framework for Action to translate the global ambitions of Sustainable Development Goal (SDG) 4 into national targets for 2025 and 2030. These benchmarks reflect countries' realities and priorities, with the intention of accelerating progress and fostering accountability towards the achievement of the global goal.

The UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report have jointly supported countries at every stage of this process, from technical guidance to data validation and peer dialogue.

This brochure presents a summary of the benchmarks for 39 countries in Latin America and the Caribbean. The assessment covers the period since 2015 and reviews the probability that each country will achieve its 2025 benchmark or – where such a benchmark was not set – the value they would have achieved if they had progressed at the historic (2000–15) rate of the fastest improving 25% of countries.

As of 2023 there are 9.5 million children, adolescents and youth out of school in the continent. Countries in Latin America and the Caribbean have collectively committed to reduce their out-of-school population by 5 million by 2030 in their SDG 4 benchmark targets. The goals seems feasible as by 2025 countries are less than 1% off track of their benchmarks targets in all education levels.

2025



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Monitoring Report

PROGRESS ASSESSMENT¹



How to read these figures

For each benchmark indicator, two visualizations are presented:

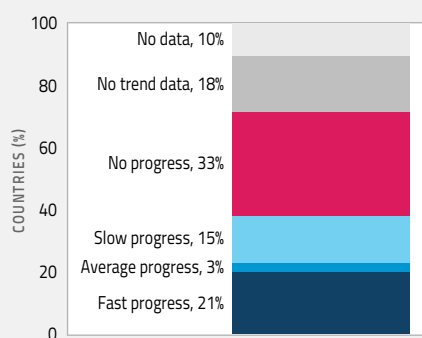
- ➔ On the **left side**, a bar groups countries by their rate of progress (fast, average, slow or none), separating those with no data or insufficient data to assess that progress.
- ➔ On the **right side**, there are two lines. The thick line shows the progress of all countries with data on the 2015 baseline and a recent value (from 2020 onwards or from 2019 onwards for the minimum proficiency in reading indicator). The dotted line shows how these countries should have progressed to achieve their national targets by 2025 and 2030. A projection of the actual trend so far to 2025 shows how far they are from where they were expected to be.

In the case of the visualizations for the **gender gap** indicator, there are two sets of lines on the graph on the right side – for those countries which started with a gap at the expense of boys and for those countries which started with a gap at the expense of girls.

In the case of the visualizations for the **public education expenditure** indicator, the nature of the targets is different, as all countries have committed to the same pair of benchmarks. The interpretation of the figures is:

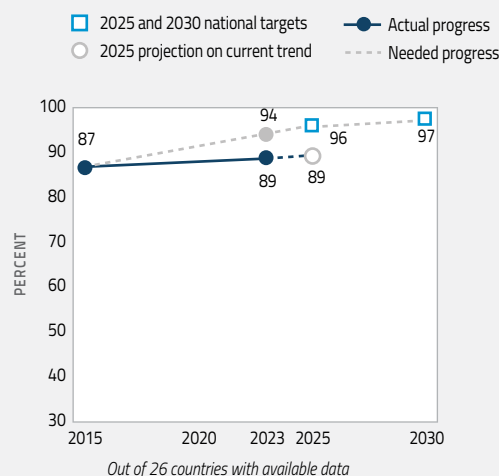
- ➔ On the **left side**, the bar shows whether countries have achieved none, one or both benchmarks.
- ➔ On the **right side**, the scatterplot shows how far countries are collectively from the two benchmarks.

Classification of country progress towards their 2025 benchmark values



Out of 39 Countries

Baseline (2015), latest (2020–23) and benchmark value (2025/30), actual and needed trajectory



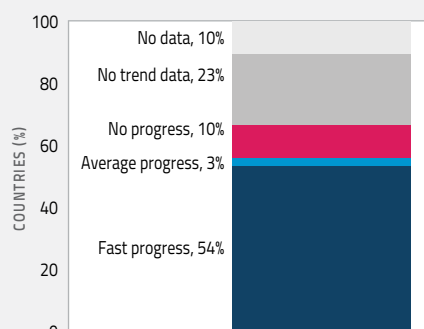
Out of 26 countries with available data

1. Countries shown in the trends charts were selected based on the following criteria: (1) availability of both 2025 and 2030 benchmarks; (2) availability of both a baseline and a latest value; and (3) the latest value must be from 2020 or later. All indicators were weighted by the population aged 5–17, except for early childhood education attendance and teacher certification, which were weighted by the population aged 4–5.

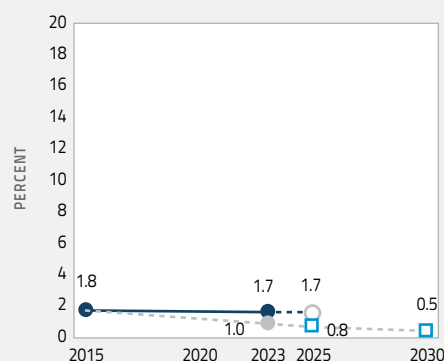
Classification of country progress towards their 2025 benchmark values

Baseline (2015), latest (2020–23) and benchmark value (2025/30), actual and needed trajectory

Out-of-school rate Children of primary school age

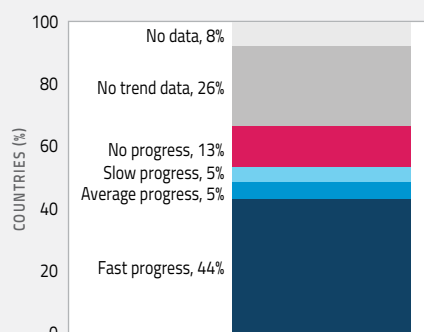


Out of 39 Countries

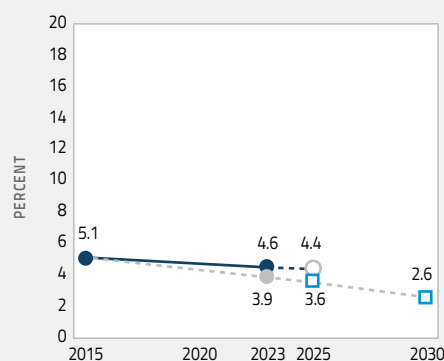


Out of 26 countries with available data

Out-of-school rate Adolescents of lower secondary school age

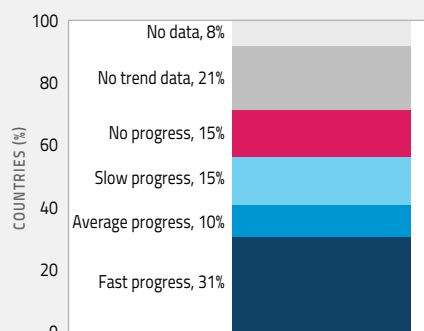


Out of 39 Countries

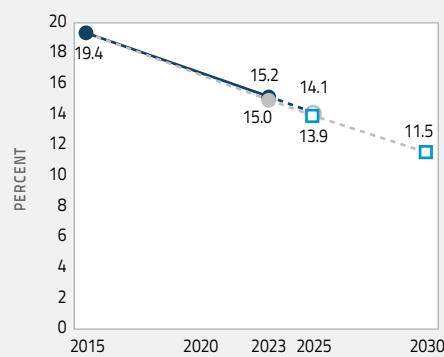


Out of 26 countries with available data

Out-of-school rate Youth of upper secondary school age



Out of 39 Countries

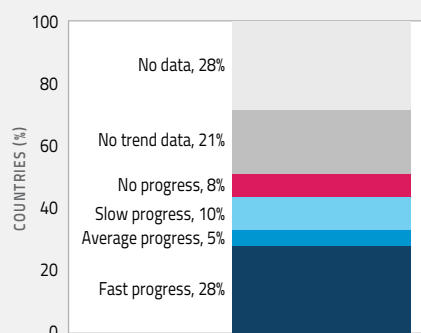


Out of 28 countries with available data

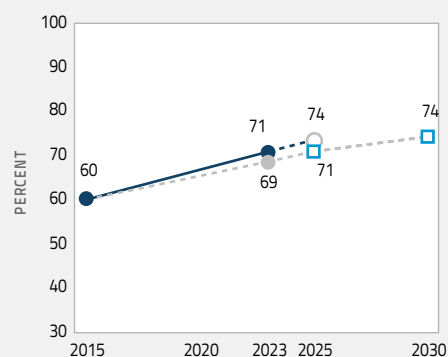
Classification of country progress towards their 2025 benchmark values

Baseline (2015), latest (2020–23) and benchmark value (2025/30), actual and needed trajectory

Completion rate Upper secondary

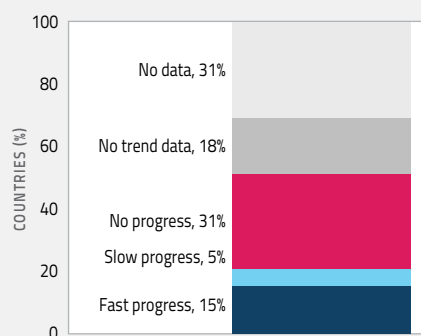


Out of 39 Countries

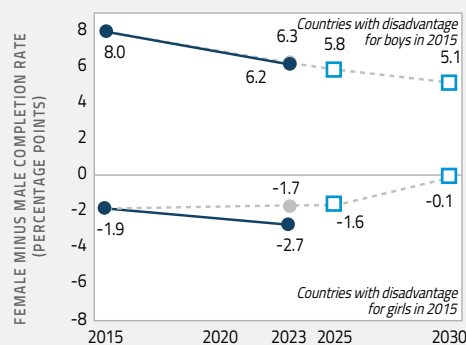


Out of 18 countries with available data

Gender gap Completion rate, upper secondary

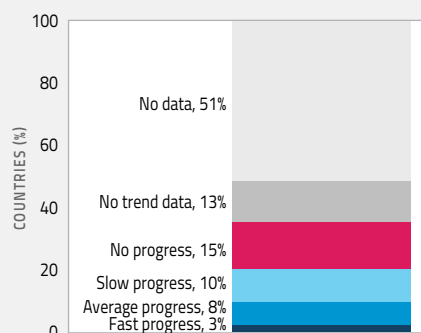


Out of 39 Countries

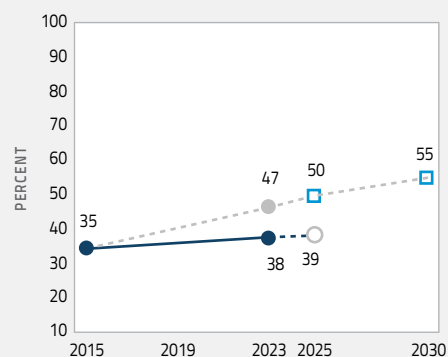


Out of 18 countries with available data

Minimum proficiency level Reading at the end of primary²



Out of 39 Countries



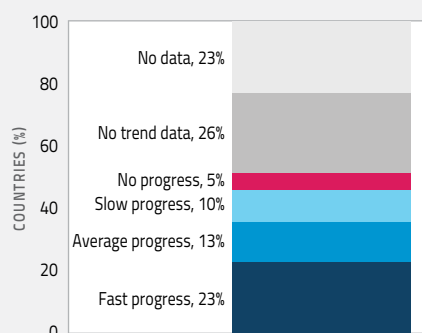
Out of 14 countries with available data

2. Latest data from 2019 or later.

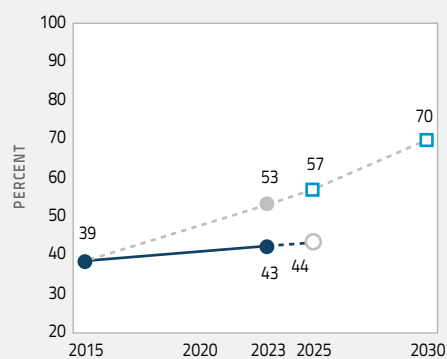
Classification of country progress towards their 2025 benchmark values

Baseline (2015), latest (2020–23) and benchmark value (2025/30), actual and needed trajectory

School internet connectivity Primary education

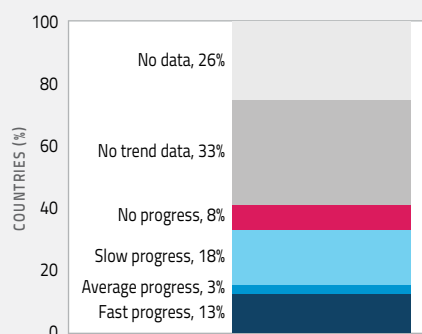


Out of 39 Countries

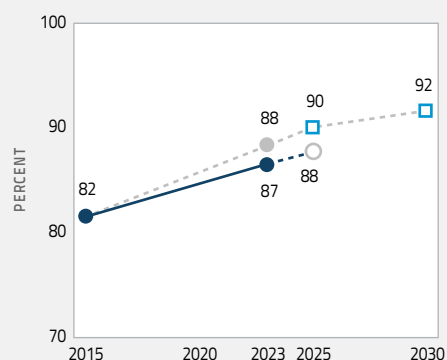


Out of 16 countries with available data

Trained teachers Pre-primary education

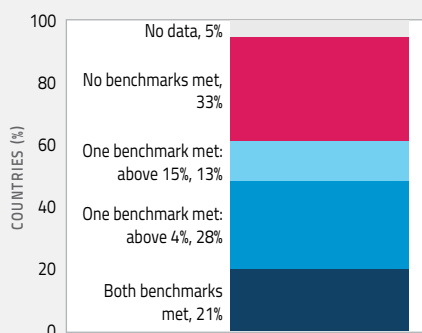


Out of 39 Countries

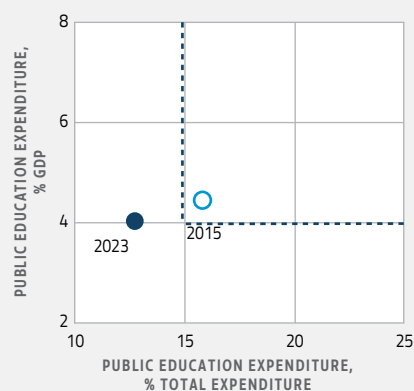


Out of 15 countries with available data

Public education expenditure as a percentage of GDP and of total public expenditure



Out of 39 Countries



Out of 37 countries with available data

Classification of country progress relative to national 2025 benchmark

Only a subset of benchmark indicators and their breakdowns are displayed in this section. The selection reflects those benchmarks for which a more detailed analysis was conducted, based on their policy relevance and data availability. Priority was given to levels and disaggregations that offer meaningful insights into progress and challenges, while ensuring consistency with the broader narrative of the report.

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 the value exceeds 95%)
Average progress	25%–75% probability that 2025 national benchmark will be achieved given the latest value
Slow progress	<25% probability that 2025 national benchmark will be achieved given the latest value
No progress	Negative progress
No data for trend	
No data	

Participation rate in organized learning one year before primary

	Lower middle income	Upper middle income	High income
Fast progress		Colombia, Costa Rica, Cuba, Dominica, Montserrat, Peru	Turks and Caicos Islands, Uruguay
Average progress		Jamaica	
Slow progress	Bolivia, P. S.	Brazil, Dominican Republic, El Salvador, Guatemala	Bahamas
No progress	Honduras	Argentina, Belize, Ecuador, Grenada, Paraguay, Saint Lucia, Saint Vincent/Grenadines, Suriname	Barbados, Cayman Islands, Chile, Panama
No data for trend	Nicaragua	Mexico, Venezuela, B. R.	Antigua and Barbuda, Curaçao, Guyana, Trinidad and Tobago
No data	Haiti		Anguilla, Aruba, Saint Kitts and Nevis

Out-of-school rate, primary education

	Lower middle income	Upper middle income	High income
Fast progress	Bolivia, P. S.	Argentina, Brazil, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Mexico, Paraguay, Peru	Antigua and Barbuda, Cayman Islands, Chile, Guyana, Panama, Uruguay
Average progress			Turks and Caicos Islands
Slow progress			
No progress	Honduras	Belize, Montserrat, Suriname	
No data for trend	Haiti, Nicaragua	Jamaica, Saint Vincent/Grenadines, Venezuela, B. R.	Aruba, Bahamas, Curaçao, Trinidad and Tobago
No data		Saint Lucia	Anguilla, Barbados, Saint Kitts and Nevis

Note: Countries in grey have not set a national benchmark and are being assessed against their feasible benchmark.

Out-of-school rate, lower secondary

	Lower middle income	Upper middle income	High income
Fast progress	Bolivia, P. S.	Argentina, Brazil, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Grenada, Paraguay, Peru, Saint Vincent/Grenadines	Antigua and Barbuda, Cayman Islands, Chile, Panama, Uruguay
Average progress		Belize	Turks and Caicos Islands
Slow progress		Guatemala	Guyana
No progress	Honduras	Cuba, Dominica, Mexico, Montserrat	
No data for trend	Haiti, Nicaragua	Jamaica, Suriname, Venezuela, B. R.	Anguilla, Bahamas, Curaçao, Saint Kitts and Nevis, Trinidad and Tobago
No data		Saint Lucia	Aruba, Barbados

Out-of-school rate, upper secondary

	Lower middle income	Upper middle income	High income
Fast progress		Argentina, Brazil, Costa Rica, Dominica, El Salvador, Grenada, Guatemala, Peru, Saint Vincent/Grenadines	Chile, Guyana, Turks and Caicos Islands
Average progress		Colombia, Ecuador	Panama, Uruguay
Slow progress		Belize, Cuba, Dominican Republic, Paraguay	Antigua and Barbuda, Cayman Islands
No progress	Bolivia, P. S., Honduras	Mexico, Montserrat	Bahamas, Saint Kitts and Nevis
No data for trend	Haiti, Nicaragua	Jamaica, Suriname, Venezuela, B. R.	Anguilla, Curaçao, Trinidad and Tobago
No data		Saint Lucia	Aruba, Barbados

Note: Countries in grey have not set a national benchmark and are being assessed against their feasible benchmark.

Completion rate, upper secondary

	Lower middle income	Upper middle income	High income
Fast progress	Bolivia, P. S.	Brazil, Costa Rica, Ecuador, Guatemala, Mexico, Paraguay, Peru, Suriname	Chile, Panama
Average progress		Colombia	Guyana
Slow progress	Honduras	Dominican Republic, El Salvador	Uruguay
No progress		Cuba, Jamaica	Trinidad and Tobago
No data for trend	Haiti, Nicaragua	Argentina, Belize, Saint Lucia, Venezuela, B. R.	Barbados, Turks and Caicos Islands
No data		Dominica, Grenada, Montserrat, Saint Vincent/Grenadines	Anguilla, Antigua and Barbuda, Aruba, Bahamas, Cayman Islands, Curaçao, Saint Kitts and Nevis

Gender gap in completion rate, upper secondary

	Lower middle income	Upper middle income	High income
Fast progress	Bolivia, P. S.	Brazil, Costa Rica, Ecuador, Mexico, Peru	
Average progress			
Slow progress		Colombia	Guyana
No progress Worsening for girls		Guatemala	
Worsening for boys	Honduras	Cuba, Dominican Republic, El Salvador, Jamaica, Paraguay, Suriname	Chile, Panama, Trinidad and Tobago, Uruguay
No data for trend	Haiti, Nicaragua	Argentina, Belize, Saint Lucia, Venezuela, B. R.	Barbados
No data		Dominica, Grenada, Montserrat, Saint Vincent/Grenadines	Anguilla, Antigua and Barbuda, Aruba, Bahamas, Cayman Islands, Curaçao, Saint Kitts and Nevis, Turks and Caicos Islands

Note: Countries in grey have not set a national benchmark and are being assessed against their feasible benchmark.

Minimum proficiency in reading, end of primary education

	Lower middle income	Upper middle income	High income
Fast progress		Peru	
Average progress	Honduras	Dominican Republic, Ecuador	
Slow progress		Brazil, Costa Rica, Paraguay	Uruguay
No progress	Nicaragua	Argentina, Colombia, Guatemala, Mexico	Panama
No data for trend	Bolivia, P. S.	Cuba, El Salvador	Chile, Trinidad and Tobago
No data	Haiti	Belize, Dominica, Grenada, Jamaica, Montserrat, Saint Lucia, Saint Vincent/Grenadines, Suriname, Venezuela, B. R.	Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Cayman Islands, Curaçao, Guyana, Saint Kitts and Nevis, Turks and Caicos Islands

School internet connectivity, primary

	Lower middle income	Upper middle income	High income
Fast progress		Costa Rica, Dominica, El Salvador, Grenada, Jamaica, Montserrat, Saint Lucia	Saint Kitts and Nevis, Uruguay
Average progress		Colombia, Dominican Republic, Guatemala, Paraguay	Panama
Slow progress	Honduras	Argentina, Ecuador, Peru	
No progress	Nicaragua	Mexico	
No data for trend	Bolivia, P. S.	Brazil, Cuba, Saint Vincent/Grenadines, Venezuela, B. R.	Anguilla, Antigua and Barbuda, Cayman Islands, Chile, Turks and Caicos Islands
No data	Haiti	Belize, Suriname	Aruba, Bahamas, Barbados, Curaçao, Guyana, Trinidad and Tobago

Note: Countries in grey have not set a national benchmark and are being assessed against their feasible benchmark.

Trained teachers, pre-primary

	Lower middle income	Upper middle income	High income
Fast progress		Colombia, Dominican Republic, El Salvador, Suriname	Bahamas
Average progress			Barbados
Slow progress	Bolivia, P. S.	Belize, Costa Rica, Dominica, Grenada, Jamaica, Mexico	
No progress		Saint Lucia	Guyana, Saint Kitts and Nevis
No data for trend	Honduras, Nicaragua	Cuba, Ecuador, Montserrat, Saint Vincent/Grenadines, Venezuela, B. R.	Anguilla, Antigua and Barbuda, Cayman Islands, Panama, Trinidad and Tobago, Turks and Caicos Islands
No data	Haiti	Argentina, Brazil, Guatemala, Paraguay, Peru	Aruba, Chile, Curaçao, Uruguay

Note: Countries in grey have not set a national benchmark and are being assessed against their feasible benchmark.

Country classification of progress relative to public expenditure benchmarks

Public education expenditure		Below 4% of GDP	Above 4% of GDP
Above 15% of total public expenditure	Lower middle income	Nicaragua	Bolivia, P. S.
	Upper middle income	Guatemala, Paraguay	Belize, Costa Rica, Cuba, Dominican Republic, Mexico, Peru
	High income	Aruba, Uruguay	Guyana
Below 15% of total public expenditure	Lower middle income	Haiti	Honduras
	Upper middle income	Ecuador, El Salvador, Saint Lucia, Suriname	Argentina, Brazil, Dominica, Grenada, Jamaica, Montserrat, Saint Vincent/Grenadines
	High income	Anguilla, Antigua and Barbuda, Bahamas, Cayman Islands, Panama, Saint Kitts and Nevis, Trinidad and Tobago, Turks and Caicos Islands	Barbados, Chile, Curaçao
No data	Lower middle income		
	Upper middle income	Colombia, Venezuela, B. R.	
	High income		

How to use the SDG 4 Scorecard?

- Check if your country has set a target and, if not, why.
- Check if your country's reported targets for 2025 and 2030 make sense or need to be updated.
- Check if your country's assessed progress towards that target reflects your own understanding.



Read the full report here:
bit.ly/sdg4dashboard



For each indicator – using the out-of-school rate as an example, which is this Scorecard's focus indicator:

- Reflect on whether the target reflects the national **plan** and whether it was set taking evidence into account.
- Reflect on why your country may not have enough **data** for any of these indicators to assess progress and, if not, what needs to be done to fill the gap.
- Reflect on what **policies** are in place to achieve the national target, whether they are sufficient and what needs to change to meet the target.