



SDG 4 SCORECARD

PROGRESS REPORT ON NATIONAL BENCHMARKS IN AFRICA

In line with their commitment in the Education 2030 Framework for Action, countries have translated the global ambitions of Sustainable Development Goal (SDG) 4 into national targets for 2025 and 2030 for eight indicators. 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. Four categories capture the speed of progress – and its implication for the probability of achieving the benchmark – and two categories recognize the non-availability of data.

In September 2020, the Continental Education Strategy for Africa (CESA) cluster on educational planning identified national SDG 4 benchmark setting as a priority area for collaboration with the UIS. The upcoming revision of the CESA monitoring framework offers an opportunity to strengthen that collaboration that aligns national, continental and global processes.

This brochure presents a summary of findings on Africa from the third global assessment of progress towards these benchmarks. 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. Overall, 74% of African countries have set national SDG 4 benchmarks for at least one indicator.

As of 2023 there are 118 million children, adolescents and youth out of school in the continent. Countries in Africa have collectively committed to reduce their out-of-school population by 58 million by 2030 in their SDG 4 benchmark targets. However, it is projected that by 2025 countries will be off track by five percentage points among adolescents of lower secondary school age and by six percentage points among children of primary and youth of upper secondary school age. In total, this means that, already by 2025, countries on the continent will be off-track by 26 million relative to their national targets.

2025

PROGRESS ASSESSMENT



How to read these figures

For each benchmark indicator, two visualizations are presented:

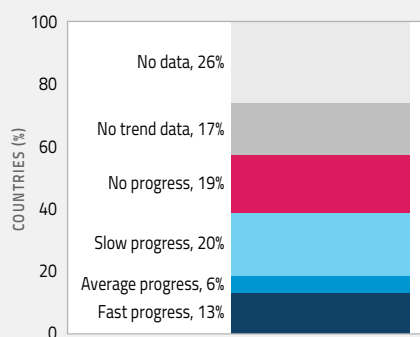
- ➔ On the **left side**, a bar groups countries by their rate of progress (fast, average, slow or none), separating those with no data or insufficient data to assess that progress.
- ➔ On the **right side**, there are two lines. The thick line shows the progress of all countries with data on the 2015 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:

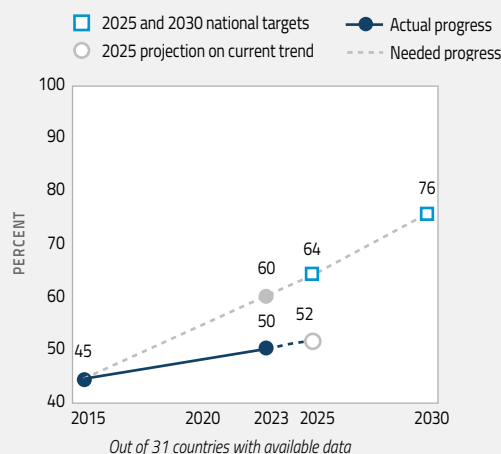
- ➔ On the **left side**, the bar shows whether countries have achieved none, one or both benchmarks.
- ➔ On the **right side**, the scatterplot shows how far countries are collectively from the two benchmarks.

Classification of country progress towards their 2025 benchmark values



Out of 54 countries

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



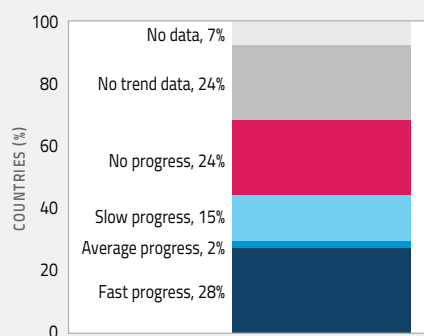
Out of 31 countries with available data

Early childhood education attendance

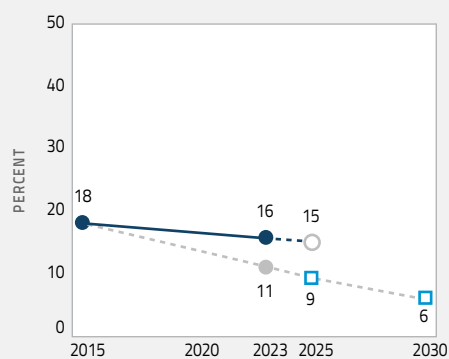
Classification of country progress towards their 2025 benchmark values

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

Out-of-school rate Children of primary school age

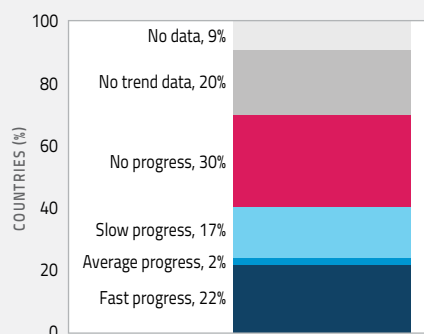


Out of 54 countries

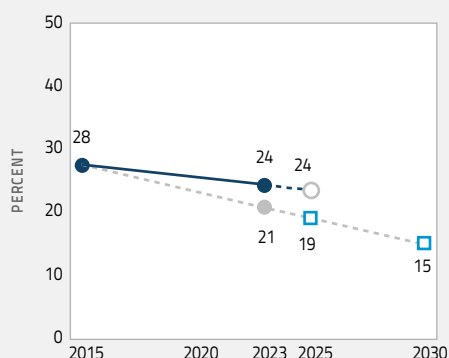


Out of 27 countries with available data

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

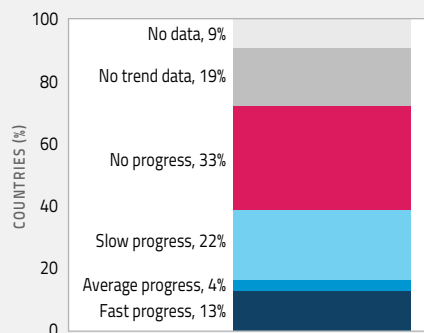


Out of 54 countries

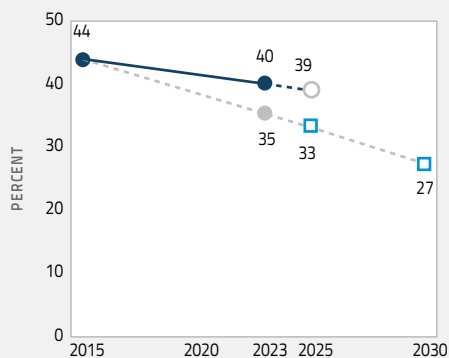


Out of 29 countries with available data

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



Out of 54 countries

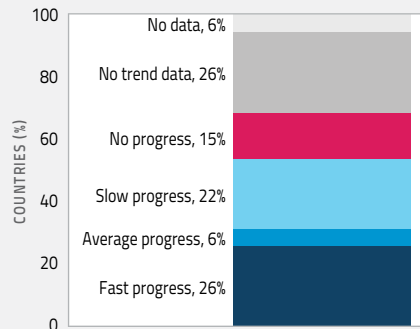


Out of 30 countries with available data

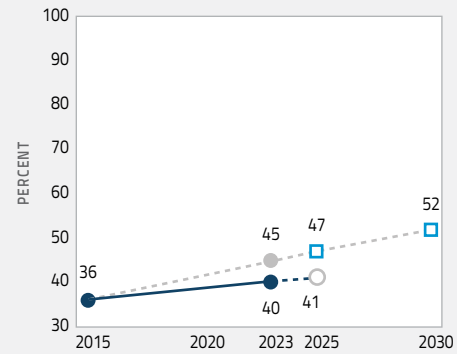
Classification of country progress towards their 2025 benchmark values

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

Completion rate Upper secondary

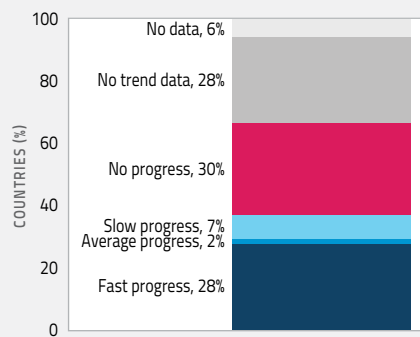


Out of 54 countries

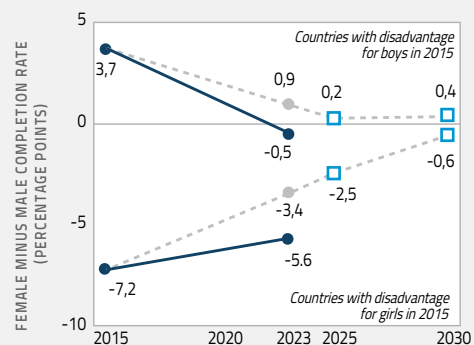


Out of 26 countries with available data

Gender gap Completion rate, upper secondary

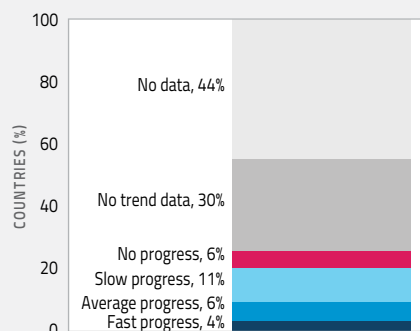


Out of 54 countries

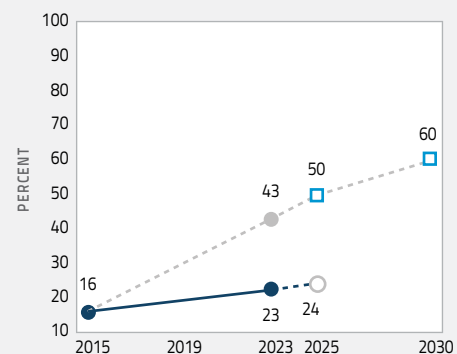


Out of 25 countries with available data

Minimum proficiency level Reading at the end of primary



Out of 54 countries

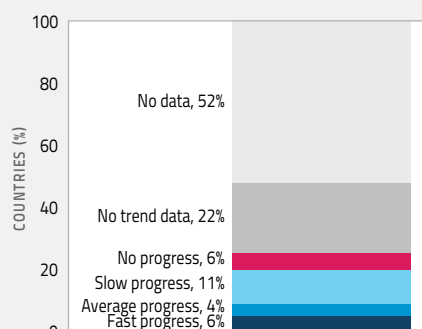


Out of 14 countries with available data

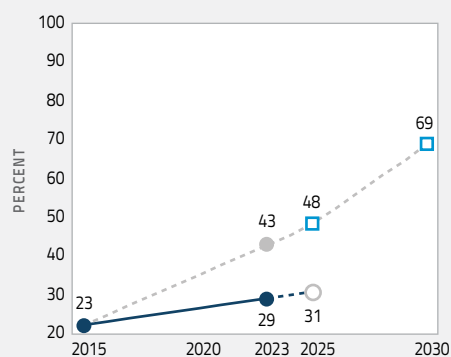
Classification of country progress towards their 2025 benchmark values

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

School internet connectivity Primary education

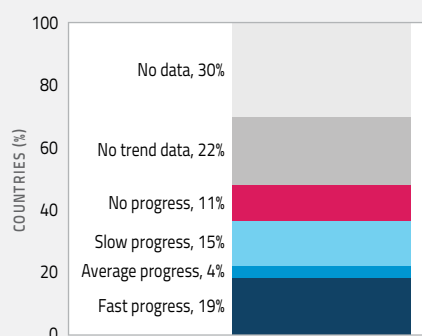


Out of 54 countries

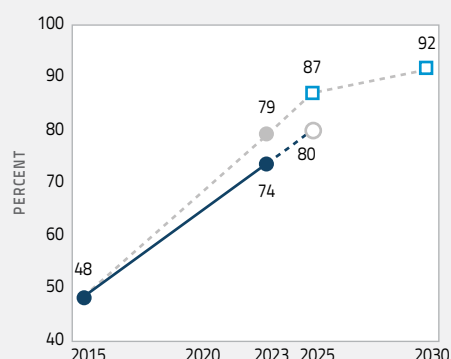


Out of 12 countries with available data

Trained teachers Pre-primary education

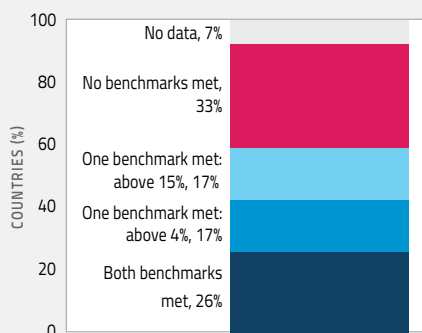


Out of 54 countries

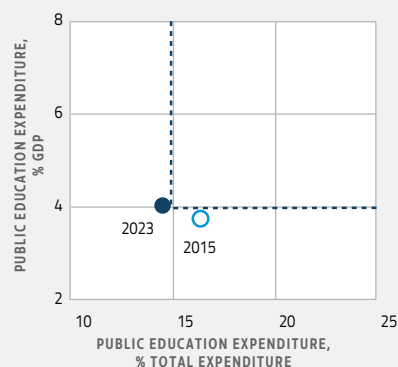


Out of 23 countries with available data

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



Out of 54 countries



Out of 50 countries with available data

Classification of country progress relative to national 2025 benchmark

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

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Burkina Faso, Burundi, Madagascar, Sierra Leone	Ghana, Guinea, Morocco		
Average progress	Eritrea	Cabo Verde, Zimbabwe		
Slow progress	Chad, Ethiopia, Gambia, Niger, Rwanda	Côte d'Ivoire, Sao Tome and Principe, Senegal, United Republic of Tanzania	Namibia, South Africa	
No progress	Liberia, Mali, South Sudan	Cameroon, Comoros, Egypt, Lesotho, Nigeria	Mauritius	Seychelles
No data for trend	D. R. Congo, Sudan, Togo	Angola, Benin, Congo	Algeria, Botswana, Equat. Guinea	
No data	Central African Republic, Guinea-Bissau, Malawi, Mozambique, Somalia, Uganda	Djibouti, Eswatini, Kenya, Mauritania, Tunisia, Zambia	Gabon, Libya	

Out-of-school rate, primary education

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Liberia, Madagascar, Mozambique, Rwanda	Cabo Verde, Egypt, Eswatini, Kenya, Lesotho, Morocco, Nigeria, Sao Tome and Principe,	Algeria, Mauritius, South Africa	
Average progress	Togo			
Slow progress	Gambia, Guinea-Bissau, Mali	Benin, Côte d'Ivoire, Ghana, Senegal, United Republic of Tanzania		
No progress	Burundi, Chad, D. R. Congo, Eritrea, Ethiopia, Malawi, Sudan	Cameroon, Comoros, Mauritania, Zambia, Zimbabwe	Gabon,	
No data for trend	Burkina Faso, Central African Republic, Niger, Sierra Leone, Uganda	Congo, Djibouti, Guinea, Tunisia,	Botswana, Equat. Guinea, Namibia	Seychelles
No data	Somalia, South Sudan	Angola	Libya	

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

Out-of-school rate, lower secondary

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Liberia, Rwanda, Sierra Leone	Egypt, Kenya, Lesotho, Morocco, Nigeria, Sao Tome and Principe, United Republic of Tanzania	Gabon, South Africa	
Average progress	Gambia			
Slow progress	Eritrea, Ethiopia, Guinea-Bissau, Mali	Cameroon, Ghana, Mauritania	Botswana, Mauritius	
No progress	Burundi, Chad, D. R. Congo, Madagascar, Malawi, Mozambique, Sudan, Togo	Benin, Cabo Verde, Comoros, Côte d'Ivoire, Eswatini, Senegal, Zambia, Zimbabwe		
No data for trend	Burkina Faso, Central African Republic, Niger, Uganda	Congo, Djibouti, Guinea, Tunisia	Algeria, Namibia	Seychelles
No data	Somalia, South Sudan	Angola	Equat. Guinea, Libya	

Out-of-school rate, upper secondary

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Ethiopia, Rwanda, Sierra Leone	Côte d'Ivoire, Egypt, Kenya, Nigeria		
Average progress	Eritrea, Mozambique			
Slow progress	Gambia, Guinea-Bissau, Togo	Cabo Verde, Cameroon, Eswatini, Ghana, Lesotho, Morocco, Sao Tome and Principe, Senegal, United Republic of Tanzania		
No progress	Burundi, Chad, D. R. Congo, Liberia, Madagascar, Malawi, Mali, Sudan	Benin, Comoros, Mauritania, Zambia, Zimbabwe	Botswana, Gabon, Mauritius, South Africa	Seychelles
No data for trend	Burkina Faso, Central African Republic, Niger, Uganda	Congo, Djibouti, Guinea, Tunisia	Algeria, Namibia	
No data	Somalia, South Sudan	Angola	Equat. Guinea, Libya	

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

Completion rate, upper secondary

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Ethiopia, Guinea-Bissau, Liberia, Mozambique, Rwanda, Togo	Cabo Verde, Cameroon, Comoros, Ghana, Kenya, Lesotho	Algeria, South Africa	
Average progress	D. R. Congo	Benin, United Republic of Tanzania		
Slow progress	Burkina Faso, Madagascar, Malawi, Somalia	Côte d'Ivoire, Eswatini, Nigeria, Senegal, Zimbabwe	Botswana, Equat. Guinea, Gabon	
No progress	Central African Republic, Chad, Gambia, Mali, Niger	Egypt, Tunisia, Zambia		
No data for trend	Burundi, Sierra Leone, South Sudan, Sudan, Uganda	Angola, Congo, Djibouti, Guinea, Mauritania, Morocco, Sao Tome and Principe	Mauritius, Namibia	
No data	Eritrea		Libya	Seychelles

Gender gap in completion rate, upper secondary

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Central African Republic, Chad, Gambia, Liberia, Madagascar, Malawi, Mali, Niger, Rwanda	Comoros, Kenya, Nigeria, Zambia	Gabon, South Africa	
Average progress		Benin		
Slow progress	Guinea-Bissau	Senegal, United Republic of Tanzania	Equat. Guinea	
No progress Worsening for girls	Burkina Faso, D. R. Congo, Mozambique, Somalia, Togo	Cameroon, Côte d'Ivoire, Egypt, Ghana, Zimbabwe		
Worsening for boys	Ethiopia	Eswatini, Lesotho, Tunisia	Algeria, Botswana	
No data for trend	Burundi, Sierra Leone, South Sudan, Sudan, Uganda	Angola, Cabo Verde, Congo, Djibouti, Guinea, Mauritania, Morocco, Sao Tome and Principe	Mauritius, Namibia	
No data	Eritrea		Libya	Seychelles

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

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Burkina Faso	Benin		
Average progress	Chad, Madagascar	Cameroon		
Slow progress	Niger, Togo	Congo, Morocco, Senegal, Zambia		
No progress	Burundi	Côte d'Ivoire, Lesotho		
No data for trend	D.R. Congo, Malawi, Mozambique, Uganda	Egypt, Eswatini, Guinea, Kenya, United Republic of Tanzania, Zimbabwe	Botswana, Gabon, Mauritius, Namibia, South Africa	Seychelles
No data	Central African Republic, Eritrea, Ethiopia, Gambia, Guinea-Bissau, Liberia, Mali, Rwanda, Sierra Leone, Somalia, South Sudan, Sudan	Angola, Cabo Verde, Comoros, Djibouti, Ghana, Mauritania, Nigeria, Sao Tome and Principe, Tunisia	Algeria, Equat. Guinea, Libya	

School internet connectivity, primary

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Rwanda		Mauritius	Seychelles
Average progress		Cabo Verde, Comoros		
Slow progress	Burkina Faso, Burundi, Niger, Sierra Leone	Tunisia, Zimbabwe		
No progress		Egypt, Eswatini, Morocco		
No data for trend	Chad, D. R. Congo, Madagascar, Mali, Togo	Angola, Djibouti, Guinea, Senegal, Zambia	Algeria, Botswana	
No data	Central African Republic, Eritrea, Ethiopia, Gambia, Guinea-Bissau, Liberia, Malawi, Mozambique, Somalia, South Sudan, Sudan, Uganda	Benin, Cameroon, Congo, Côte d'Ivoire, Ghana, Kenya, Lesotho, Mauritania, Nigeria, Sao Tome and Principe, United Republic of Tanzania	Equat. Guinea, Gabon, Libya, Namibia, South Africa	

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

Trained teachers, pre-primary

	Low income	Lower middle income	Upper middle income	High income
Fast progress	Burundi, Chad, D.R. Congo, Madagascar, Togo	Benin, Côte d'Ivoire, Tunisia, Zimbabwe	Mauritius	
Average progress	Gambia		Botswana	
Slow progress	Burkina Faso, Liberia, Rwanda, Sierra Leone	Cameroon, Egypt, Ghana, Senegal		
No progress	Eritrea, South Sudan	Cabo Verde, Guinea, Sao Tome and Principe		Seychelles
No data for trend	Mali, Niger, Uganda	Angola, Comoros, Kenya, Lesotho, Morocco, United Republic of Tanzania	Algeria, Equat. Guinea, Gabon	
No data	Central African Republic, Ethiopia, Guinea-Bissau, Malawi, Mozambique, Somalia, Sudan	Congo, Djibouti, Eswatini, Mauritania, Nigeria, Zambia	Libya, Namibia, South Africa	

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, 2020

		Below 4% of GDP	Above 4% of GDP
Above 15% of total public expenditure	Low income	Chad, D. R. Congo, Ethiopia, Gambia, Guinea-Bissau, Madagascar	Burkina Faso, Burundi, Mali, Mozambique, Sierra Leone
	Lower middle income	Benin, Côte d'Ivoire, Zimbabwe	Eswatini, Kenya, Morocco, Sao Tome and Principe, Senegal, Tunisia,
	Upper middle income		Botswana, Namibia, South Africa
	High income		
Below 15% of total public expenditure	Low income	Central African Republic, Liberia, Malawi, Somalia, South Sudan, Uganda	Niger, Rwanda, Togo
	Lower middle income	Angola, Cameroon, Comoros, Congo, Djibouti, Egypt, Ghana, Guinea, Nigeria, United Republic of Tanzania	Cabo Verde, Lesotho, Mauritania, Zambia
	Upper middle income	Gabon, Mauritius	Algeria
	High income		Seychelles
No data	Low income	Eritrea, Sudan	
	Lower middle income		
	Upper middle income	Equat. Guinea, Libya	
	High income		

How to use the SDG 4 Scorecard?

- Check if your country has set a target (Annex B) and, if not, why.
- Check if your country's reported targets for 2025 and 2030 (Annex C) make sense or need to be updated.
- Check if your country's assessed progress towards that target (Tables 6 and 9) 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 (Tables 6 and 9).
- 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.