



SDG 4 SCORECARD

PROGRESS REPORT ON NATIONAL BENCHMARKS IN AFRICA

In 2015, the Education 2030 Framework for Action, which is the roadmap for achieving Sustainable Development Goal (SDG) 4, called on countries to establish national targets – benchmarks – to address “the accountability deficit associated with longer-term targets”.

The UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report, which are mandated to jointly monitor progress towards SDG 4, have helped countries fulfil their commitment to establish national SDG 4 benchmarks. The benchmarking process began shortly after the adoption of the SDG 4 monitoring framework by the UN General Assembly in 2017.

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. Two consultations were organized in October 2020 with the African Union Commission (AUC) and the Association for the Development of Education in Africa.

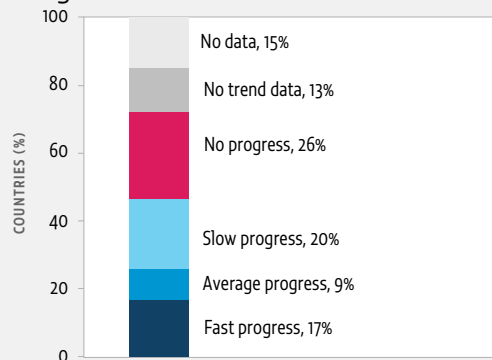
In a communiqué, the AU Commissioner for Human Resources, Science and Technology conveyed clear support for the process in Africa, as SDG 4 benchmarking indicators were relevant for CESA. The potential to add regional benchmark indicators was also raised, for instance on technical and vocational education given the importance of this sub-sector in the AU strategy. Overall, 72% of African countries have set national SDG 4 benchmarks for at least one indicator.

This brochure presents a summary for Africa of the findings from the second global assessment of country progress towards the 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. 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.

PROGRESS ASSESSMENT

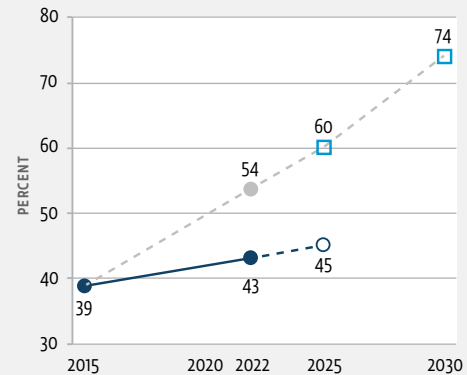
Classification of country progress towards the 2025 benchmark values

Early childhood education attendance

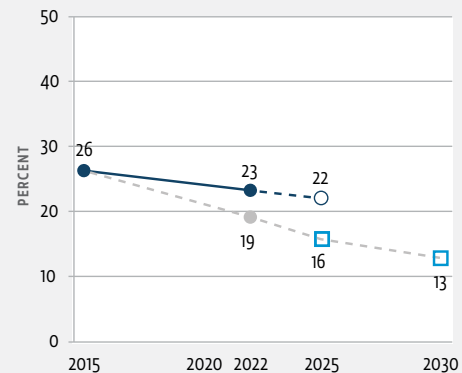
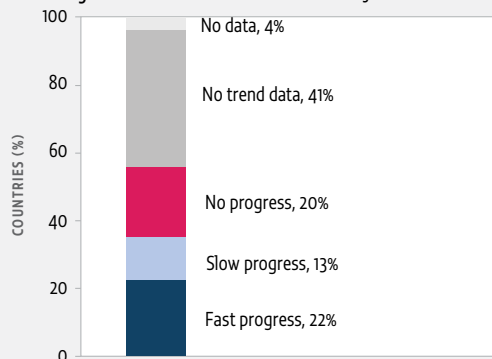


■ 2025 and 2030 benchmark values
○ 2025 projected value at current trend
● Actual
--- Needed

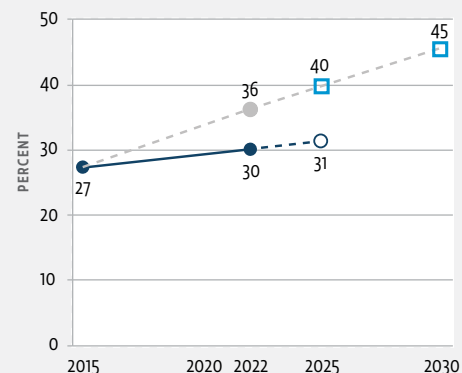
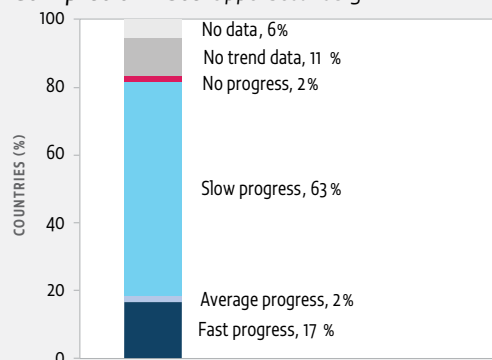
Baseline (2015), latest value (2022) and benchmarks (2025/30), actual and needed trajectory



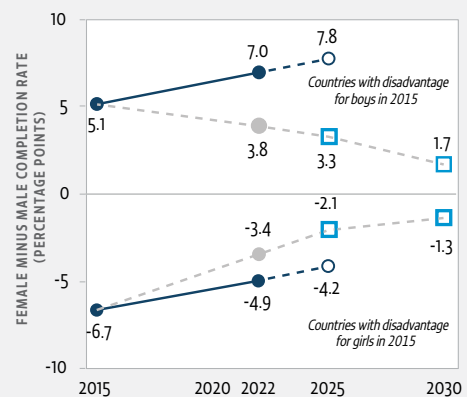
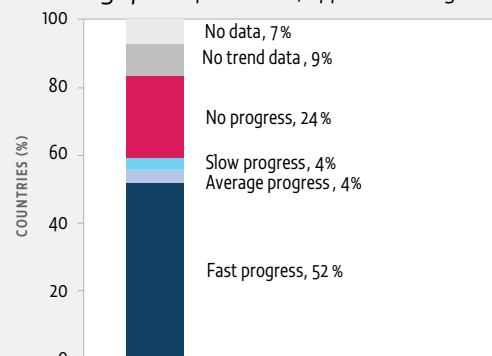
Out-of-school rate Adolescents of lower secondary school age



Completion rate Upper secondary

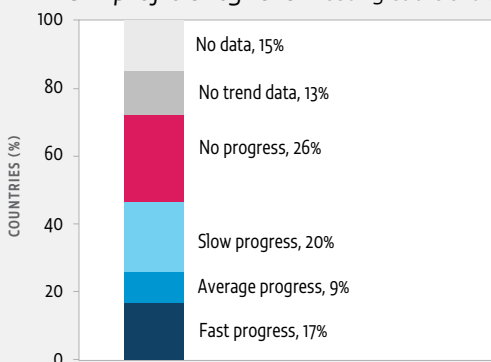


Gender gap Completion rate, upper secondary



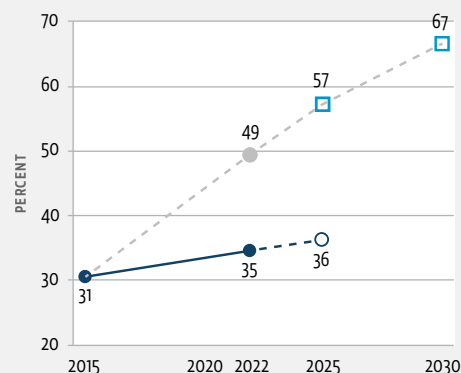
Classification of country progress towards the 2025 benchmark values

Minimum proficiency level Reading at the end of primary

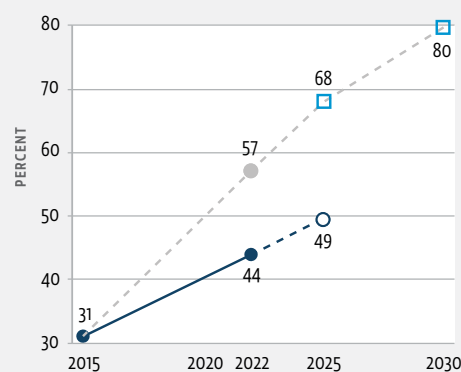
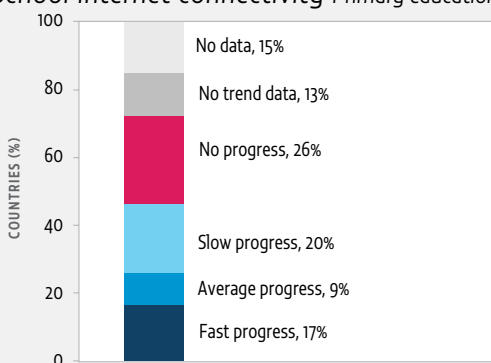


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○ 2025 projected value at current trend
● Actual
--- Needed

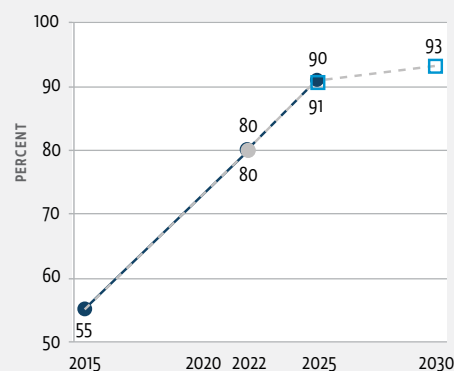
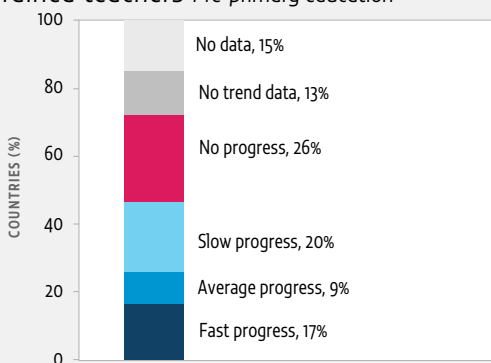
Baseline (2015), latest value (2022) and benchmarks (2025/30), actual and needed trajectory



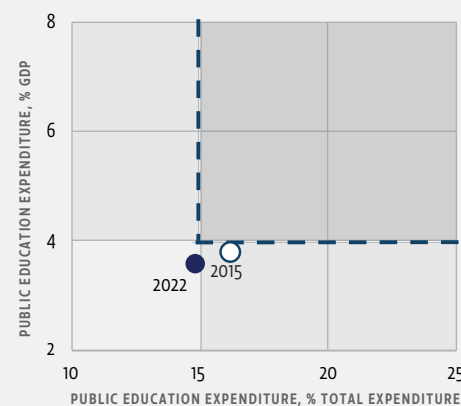
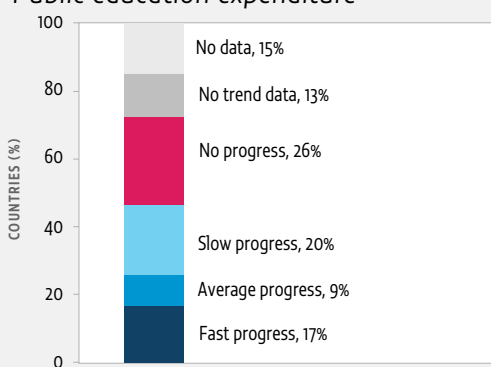
School internet connectivity Primary education



Trained teachers Pre-primary education



Public education expenditure



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 benchmarks 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	Benin, Côte d'Ivoire, Guinea	Benin, Côte d'Ivoire, Guinea	Seychelles
Average progress	Central African Republic	Angola, Ghana, Morocco	Angola, Ghana, Morocco	
Slow progress	Chad, Ethiopia, Gambia, Rwanda	Cabo Verde, Djibouti, Egypt, Sao Tome and Principe, Senegal, United Republic of Tanzania, Zimbabwe	Cabo Verde, Djibouti, Egypt, Sao Tome and Principe, Senegal, United Republic of Tanzania, Zimbabwe	
No progress	Eritrea, Liberia, Mali, Niger, South Sudan, Togo	Algeria, Cameroon, Comoros, Congo, Lesotho	Algeria, Cameroon, Comoros, Congo, Lesotho	
No data for trend	D. R. Congo, Guinea-Bissau, Sudan, Uganda	Eswatini, Kenya, Tunisia	Eswatini, Kenya, Tunisia	
No data	Malawi, Mozambique, Somalia	Mauritania, Nigeria, Zambia	Mauritania, Nigeria, Zambia	

Out-of-school rate, lower secondary

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

Gender gap in completion rate, upper secondary

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

School internet connectivity, primary

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

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

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

Correspondence between SDG 4 benchmark and CESA indicators

SDG 4 benchmark indicators		Correspondence with CESA indicators
1	4.1.1: Proportion of students (a) in grade 2 or 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	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 (iii) science
2	4.1.2: Completion rate	4.1 Gross intake ratio for the final year of primary, lower secondary and upper secondary
3	4.5.1: Gender gap in upper secondary completion	4.7 Percentage of girls who complete secondary development
4	4.1.4: Out-of-school rate	5.4 Girls drop out rate per reason of drop out
5	4.2.2: Participation rate one year before primary	
6	4.a.1: School internet connectivity	3.1: Proportion of schools with access to (i) electricity (ii) the internet for pedagogical purposes and (iii) computers for pedagogical purposes
7	4.c.1: Proportion of teacher with the minimum required qualifications	1.1 Percentage of teachers qualified to teach according to national standards 1.2: Percentage of teachers qualified in science or technology or engineering or mathematics or science by sex 1.4: Percentage of teachers who have undergone in-service training
8	Public education expenditure: (i) As a percentage of total government expenditure (SDG 1.a.2) (ii) As a percentage of GDP	F.1 Public expenditure on education as a percentage of total government expenditure F.3 Public expenditure on education as a percentage of GDP
		Additional CESA regional benchmark indicators
		Proportion of students enrolled in STEM related fields by level of education 9.2 Expenditure on research and development as a percentage of GDP Public expenditure on TVET 8.3 TVET graduates labour force participation rate Proportion of young people not in employment, education or training 2.1 Proportion of schools with hand washing/sanitation facilities by level

Timeline of SDG 4 benchmarking process

2019	2020	2021	2022			2023		2024
August	October	August	January	September	December	January	June	February
TCG 6th meeting	Global Education Meeting		International Day of Education	Transforming Education Summit	SDG 4 High-Level Steering Committee	International Day of Education		Conference on Education Data and Statistics
Agreement on seven benchmark indicators	Declaration calls on UNESCO to 'propose relevant and realistic benchmarks of key SDG indicators'	Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks	Compilation of benchmark data set 		Decision to request benchmark indicators on greening education, digital transformation and youth participation	First progress report 	Letter sent by UNESCO Assistant Director-General for Education inviting all ministers to set benchmarks for eighth indicator: school connectivity	Second progress report 