SDG 4 – Country Profiles

Nicaragua

SDG Region: Latin America and the Caribbean

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.

There is no ISCED visualisation for this Country

ISCED	Level	School age population
0	Early Childhood Education	791,765
01	Early Childhood Educational Development Programmes	393,931
02	Pre-Primary Education	397,834
1	Primary Education	803,459
	Last Grade Of Primary Education	133,905
2	Lower Secondary Education	399,106
3	Upper Secondary Education	261,614
2T3	Secondary Education	660,720
4	Post-Secondary Non-Tertiary Education	251,919
5T8	Tertiary Education	628,903
	One Year Before The Official Primary Entry Age	133,186

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 Nicaragua are available for indicators 4.1, 4.5, 4.7, 4.2, 4.b, 4.3, 4.a, 4.c, Education 2030 FFA, and 1.a. 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 Latin America and the Caribbean (SDG) in the period.

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	2024
Percentage of Government Expenditure	-	23	22.3	21.3	22.4	15.1	15.6	15.3	18.5	18.5	17.7	-

This indicator finds no correlation with SICA regional framework.

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	2024
Percentage of GDP	-	4.1	4.1	4.1	4.4	3.6	3.4	3.3	4.1	3.8	2.9	-

This indicator finds no correlation with SICA regional framework.

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	2024
Primary Education	2.9	-	-	-	-	-	3.1	-	-	-	-	-

This indicator can be used to monitor the SICA regional framework:
– SO 3. The two-year post-basic education will be a strategic education extension to offer the adolescents of the member countries of the SICA both extending their academic training as well as the knowledge and skills related with employment and dignified survival of the person and family.
– Goal 3.3 By 2030, ensure that all the young people and at least 90% of adults, both men as well as women, are literate and have elementary arithmetic notions

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	2024
Primary Education	14.6	-	-	-	-	-	13	-	-	-	-	-

This indicator can be used to monitor the SICA regional framework:
– SO 3. The two-year post-basic education will be a strategic education extension to offer the adolescents of the member countries of the SICA both extending their academic training as well as the knowledge and skills related with employment and dignified survival of the person and family.
– Goal 3.3 By 2030, ensure that all the young people and at least 90% of adults, both men as well as women, are literate and have elementary arithmetic notions

4.1.2 - Completion rate, both sexes (%)

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Primary Education	-	75.2	-	-	-	-	-	-	-	-	-	-	
Primary Education (modeled data)	69.3	70.0	70.8	71.6	72.3	73.0	73.8	74.5	75.1	75.8	76.4	77.1	➡
Lower Secondary Education	-	50.5	-	-	-	-	-	-	-	-	-	-	
Lower Secondary Education (modeled data)	44.1	44.7	45.4	46.0	46.5	47.2	47.9	48.6	49.2	49.8	50.5	51.0	➡
Upper Secondary Education	-	41.3	-	-	-	-	-	-	-	-	-	-	
Upper Secondary Education	-	48.9	-	-	-	-	-	-	-	-	-	-	
Upper Secondary Education	-	33.8	-	-	-	-	-	-	-	-	-	-	
Upper Secondary Education (modeled data)	32.5	33.0	33.6	34.0	34.5	35.1	35.5	36.1	36.6	37.1	37.7	38.3	➡

This indicator can be used to monitor the SICA regional framework:
– SO 2. Every child from the SICA member countries will complete a full cycle of free schooling of, at least, 9 mandatory years, with quality learning achievements, as a result of a continuous education process, and that all the non-schooled children and youth have access to a quality education, through different modalities. – Goal 2.2 By 2030, ensure that all the children conclude primary schooling (1st to 6th grades) and initial secondary schooling (7th to 9th grades), which should be free, equitable and of quality, that produces pertinent and effective learning results

4.1.4 - Out-of-school rate

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	
Primary Education (administrative data)	-	-	-	-	-	-	-	-	-	-	6.7	-	
Primary Education (household survey data)	-	5.2	-	-	-	-	-	-	-	-	-	-	
Primary Education (modeled data)	7	8.0	9	9	8	7	7	6	6	7	9.0	-	▶
Lower Secondary Education (administrative data)	-	-	-	-	-	-	-	-	-	-	16.5	-	
Lower Secondary Education (household survey data)	-	9.5	-	-	-	-	-	-	-	-	-	-	
Lower Secondary Education (modeled data)	5	6.0	7	8	11	13	15	15	15	14	12.0	-	▶
Upper Secondary Education (administrative data)	-	-	-	-	-	-	-	-	-	-	37.0	-	
Upper Secondary Education (household survey data)	-	28.7	-	-	-	-	-	-	-	-	-	-	
Upper Secondary Education (modeled data)	22	20.0	18	17	19	23	27	31	34	36	36.0	-	▼

This indicator can be used to monitor the SICA regional framework:
– SO 3. The two-year post-basic education will be a strategic education extension to offer the adolescents of the member countries of the SICA both extending their academic training as well as the knowledge and skills related with employment and dignified survival of the person and family. – Goal 3.1 By 2030, ensure that all the adolescents have full secondary education, free, equitable and of quality that produces pertinent and effective learning results (SDG4 Goal 4.1).

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	2024
One Year Before Than Official Primary Entry Age	-	-	-	-	-	-	-	-	-	-	85.1	-

This indicator can be used to monitor the SICA regional framework:
– SO 2. Every child from the SICA member countries will complete a full cycle of free schooling of, at least, 9 mandatory years, with quality learning achievements, as a result of a continuous education process, and that all the non-schooled children and youth have access to a quality education, through different modalities. – Goal 2.1 By 2030, ensure that all the children have access to assistance and development services in early childhood and quality preschool education, with the purpose that they are ready for primary teaching

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

There is no data for this indicator

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	2024
Population ages 25-64	-	4.3	-	-	-	-	-	-	-	-	-	-

This indicator finds no correlation with SICA regional framework.

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

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

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Upper Secondary Education	-	1.3	-	-	-	-	-	-	-	-	-	-

This indicator can be used to monitor the SICA regional framework:
– SO 4. The education systems of the member countries of the SICA will reduce and seek to eliminate the disparities and inequalities among the students due to gender, social origin, age, income level, special needs, religion or ethnic group. – Goal 4.1 By 2030, eliminate the disparities of gender in education and guarantee access in equal conditions to all levels of teaching and professional training, especially for disabled people, indigenous populations and children in vulnerable situations

Gender gap in upper secondary completion rate

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Upper Secondary Education	-	15.1	-	-	-	-	-	-	-	-	-	-

This indicator finds no correlation with SICA regional framework.

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

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	2024
In Student Assessments	-	-	-	-	-	-	-	1	-	-	-	-

This indicator finds no correlation with SICA 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	2024
In Teacher Education	-	-	-	-	-	-	-	0.9	-	-	-	-

This indicator finds no correlation with SICA 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	2024
In Curricula	-	-	-	-	-	-	-	0.8	-	-	-	-

This indicator finds no correlation with SICA 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	2024
In National Education Policies	-	-	-	-	-	-	-	0.9	-	-	-	-

This indicator finds no correlation with SICA regional framework.

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	2024
Computers for pedagogical purposes - Primary Education	16.2	-	-	-	-	-	11.3	-	-	17.3	-	-
Electricity - Primary Education	39.0	-	-	-	-	-	51.3	-	-	32.0	-	-
Adapted infrastructure and material for students with disabilities - Primary Education	-	-	-	-	-	-	-	-	-	0.0	-	-
Internet for pedagogical purposes - Primary Education	9.0	-	-	-	-	-	5.6	-	-	3.5	-	-
Single-sex basic sanitation facilities - Primary Education	-	-	-	-	-	-	-	-	-	0.0	-	-
Basic handwashing facilities - Primary Education	-	-	-	-	-	-	-	-	-	0.0	-	-
Basic drinking water - Primary Education	44.6	-	-	-	-	-	42.7	-	-	29.0	-	-
Computers for pedagogical purposes - Lower Secondary Education	-	-	-	-	-	-	-	-	-	0.0	-	-
Electricity - Lower Secondary Education	-	-	-	-	-	-	-	-	-	9.3	-	-
Adapted infrastructure and material for students with disabilities - Lower Secondary Education	-	-	-	-	-	-	-	-	-	0.0	-	-
Internet for pedagogical purposes - Lower Secondary Education	-	-	-	-	-	-	-	-	-	0.0	-	-
Single-sex basic sanitation facilities - Lower Secondary Education	-	-	-	-	-	-	-	-	-	0.0	-	-
Basic handwashing facilities - Lower Secondary Education	-	-	-	-	-	-	-	-	-	0.0	-	-
Basic drinking water - Lower Secondary Education	-	-	-	-	-	-	-	-	-	9.2	-	-
Computers for pedagogical purposes - Upper Secondary Education	-	-	-	-	-	-	-	-	-	38.1	-	-
Electricity - Upper Secondary Education	-	-	-	-	-	-	-	-	-	48.6	-	-
Adapted infrastructure and material for students with disabilities - Upper Secondary Education	-	-	-	-	-	-	-	-	-	1.3	-	-
Internet for pedagogical purposes - Upper Secondary Education	-	-	-	-	-	-	-	-	-	17.8	-	-
Single-sex basic sanitation facilities - Upper Secondary Education	-	-	-	-	-	-	-	-	-	2.4	-	-
Basic handwashing facilities - Upper Secondary Education	-	-	-	-	-	-	-	-	-	2.4	-	-
Basic drinking water - Upper Secondary Education	-	-	-	-	-	-	-	-	-	45.2	-	-
Computers for pedagogical purposes - Secondary (ISCED 2 to 3)	-	-	-	-	-	-	-	-	-	18.9	-	-
Internet for pedagogical purposes - Secondary (ISCED 2 to 3)	-	-	-	-	-	-	-	-	-	8.8	-	-

This indicator finds no correlation with SICA regional framework.

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	2024
Volume of official development assistance flows (millions USD)	0.9	0.6	0.9	0.6	0.7	0.7	0.9	0.7	0.4	0.4	0.4	-

This indicator finds no correlation with SICA regional framework.

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	2024
Primary Education	-	-	-	-	-	-	-	-	-	68.7	59.2	-
Secondary (ISCED 2 to 3)	-	-	-	-	-	-	-	-	-	37.0	18.4	-
Pre-primary	-	-	-	-	-	-	-	-	-	70.5	54.9	-

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

– SO 5. The governments of the member countries of the SICA will favor a significant improvement in the processes of recruitment, training, update and accreditation of educators, for all education levels. – Goal 5.1 By 2030, all the teachers of all the education levels of the system comply with the quality requirements regarding their training and continues update

National benchmarks for Nicaragua

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	32.0	-	-	No benchmark	Slow progress
4.1.1 - Reading in Grades 2/3	43.9	-	-	No benchmark	No progress
4.1.1 - Mathematics at the end of primary	2.9	-	-	No benchmark	Slow progress
4.1.1 - Reading at the end of primary	14.6	-	-	No benchmark	No progress
4.1.1 - Mathematics at the end of lower secondary	-	-	-	No data	No data
4.1.1 - Reading at the end of lower secondary	-	-	-		
4.1.2 - Completion rate in primary	75.2	90	94	No data for trend	No data for trend
4.1.2 - Completion rate in lower secondary	50.5	70	74	No data for trend	No data for trend
4.1.2 - Completion rate in upper secondary	41.3	60	65	No data for trend	No data for trend
4.1.4 - Out-of-school rate in primary	5.2	2	1	No data for trend	No data for trend
4.1.4 - Out-of-school rate in lower secondary	9.5	7	5	No data for trend	No data for trend
4.1.4 - Out-of-school rate in upper secondary	28.7	21	17	No data for trend	No data for trend
Target 4.2					
4.2.2 - Participation rate one year before primary	-	90	93	No data for trend	No data for trend
Target 4.a					
4.a.1 - Schools with access to internet for pedagogical purposes - primary	9.0	-	-	No data for trend	No data for trend
4.a.1 - Schools with access to internet for pedagogical purposes - lower secondary	-	-	-	No data	No data
4.a.1 - Schools with access to internet for pedagogical purposes - upper secondary	-	-	-		
4.a.1 - Schools with access to internet for pedagogical purposes - secondary	-	-	-	No data	No data
Target 4.c					
4.c.1 - Percentage of teachers with the minimum required qualifications - pre-primary	-	100	100	No data for trend	No data for trend
4.c.1 - Percentage of teachers with the minimum required qualifications - primary	-	100	100	No data for trend	No data for trend
4.c.1 - Percentage of teachers with the minimum required qualifications - lower secondary	-	100	100	No data for trend	No data for trend
4.c.1 - Percentage of teachers with the minimum required qualifications - upper secondary	-	100	100	No data for trend	No data for trend
Target on Finance[1]					
1.a.2 Proportion of total government spending on essential services (education)	22.3	15	15	Fast progress	Fast progress
FFA - Education expenditure as share of GDP	4.1	4	4	Fast progress	Fast progress
Target on Equity					
Gender gap in upper secondary completion rate	15.1	-	-	No data for trend	No data for trend

[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	(dark navy)	>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	(blue)	25−75% probability that 2025 national benchmark will be achieved given the latest value
Slow progress	(light blue)	<25% probability that 2025 national benchmarks will be achieved given the latest value
No progress	(pink)	Negative progress
No benchmark	(grey)	
No data for trend	(hatched)	
No data	(white)	

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 - Nicaragua

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