In Botswana, the academic year begins in January and ends in December, and the official primary school entrance age is 6. The system is structured so that the primary school cycle lasts 7 years, lower secondary lasts 3 years, and upper secondary lasts 2 years. Botswana has a total of 512,000 pupils enrolled in primary and secondary education. Of these pupils, about 331,000 (65%) are enrolled in primary education.

**SCHOOL PARTICIPATION AND EFFICIENCY**

The percentage of out of school children in a country shows what proportion of children are not currently participating in the education system and who are, therefore, missing out on the benefits of school. In Botswana, 12% of children of official primary school ages are out of school as shown in Figure 4, which also considers the proportion of children out of school by different characteristics wherever data is available. For example, Figure 4 shows that approximately 17% of boys of primary school age are out of school compared to 10% of girls of the same age. Figure 5 looks at the percentage of youth of secondary school ages who are out of school in Botswana. Nearly 18% of female youth of secondary school age are out of school compared to 15% of male youth of the same age.
This section provides information on indicators of learning, which lend insight into the quality of educational provision. In this profile, learning is measured through literacy rates, which are important because literacy is a foundational skill needed to attain higher levels of learning, and national performance on learning assessments. Figure 8 demonstrates where Botswana stands in comparison to other low and middle income countries in access to education, measured as the primary school net enrollment rate, and youth literacy. Compared to other countries, Botswana ranks at the 23 percentile in access and at the 53 percentile in learning. Figure 9 compares youth and adult literacy rates, which are important because literacy is a foundational skill needed to attain higher levels of learning, and national performance on learning assessments. Nearly 44% of test takers in Botswana performed below the lowest performance levels in these assessments. Figure 10 looks at the most recent PIRLS reading and TIMSS math assessment results for Botswana in Grade 6, administered in 2006 and 2011 respectively. It displays the percentage of test takers that have fallen below the lowest performance levels and the percentage of test takers that have exceeded the highest performance levels in these assessments. Nearly 44% of test takers in Botswana performed below the lowest performance benchmark in reading, compared to an average of 13% for other countries that took the same assessment. To learn about assessment data and what competencies correspond with performance benchmarks, see www.epdc.org/data-about-epdc-data/about-epdc-learning-outcomes-data.

**FIG 6. STUDENT INTAKE AND FLOW FROM PRIMARY TO SECONDARY SCHOOLS**

Data sources: UNESCO Institute for Statistics (UIS), EPDC calculation based on UIS data (see Data Table for year)

**FIG 7. STUDENT REPETITION BY GRADE AND LEVEL IN PRIMARY SCHOOL**

Data source: EPDC calculation based on UIS data (see Data Table for year)

**FIG 8. COMPARISON OF ACCESS AND LITERACY**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 9. LITERACY RATE AMONG YOUTH AND ADULT POPULATION**

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

**FIG 10. PERFORMANCE ON LEARNING ASSESSMENTS**

Data source: PIRLS 2006
EDUCATION EXPENDITURE

Figures 11 and 12 compare Botswana's per pupil expenditure (PPE) and pupil teacher ratio (PTR), where data is available, to those of other upper middle income countries. PPE indicates a country's commitment to education at each school level. In Botswana, PPE in primary education as a percentage of GDP per capita is 10%, lower than the median PPE in primary for upper middle income countries, which is 16%. In Botswana, the PPE in primary is lower than the PPE in secondary. PTR is a proxy learning quality and resource availability indicator. In Botswana, the PTR in primary education is 25.4, and there is one teacher for every 25.4 primary school students. This is higher than the median PTR in primary for upper middle income countries, which is 17. In Botswana, the PTR in primary is higher than the PTR in secondary.

FIG 11. PER PUPIL EXPENDITURE (PPE) BY SCHOOL LEVEL (% OF GDP PER CAPITA)

[Graph showing PPE by school level with Botswana data]

FIG 12. PUPIL TEACHER RATIO (PTR) BY SCHOOL LEVEL

[Graph showing PTR by school level with Botswana data]

DATA TABLE

In this table, the values of different education indicators for Botswana are compared to all countries, to Sub-Saharan Africa, and to low and middle income countries. The percentile rank that is given indicates Botswana's standing relative to these country groups. A higher percentile rank indicates better relative performance than a lower percentile rank. Percentile rankings above 66% are considered high and colored in green, rankings between 33% and 66% are considered average and colored in yellow, and rankings below 33% are considered low and colored in red. For example, the gross enrollment rate for females in primary education in Botswana is 104%. For this indicator, Botswana ranks in the 52 percentile relative to all countries, meaning that 52% of countries have lower gross enrollment rates than Botswana. As another example, the survival rate to grade 5 of primary school for males in Botswana is 96%, and Botswana ranks in the 52 percentile relative to all countries, in the 73 percentile relative to Sub-Saharan Africa, and in the 62 percentile relative to low and middle income countries for this indicator.

KEY

% needs improvement ———————— can improve further ————————, between 33rd and 66th percentile, above 66%

INDICATOR | VALUE | YEAR |
--- | --- | --- |
Literacy rate, 15+, Female | 87 | 2012 |
Literacy rate, 15+, Male | 86 | 2012 |
Literacy rate, 15-24, Female | 98 | 2012 |
Literacy rate, 15-24, Male | 94 | 2012 |
Gross enrollment rate, Primary, Female | 104 | 2009 |
Gross enrollment rate, Primary, Male | 109 | 2009 |
Net enrollment rate, Primary, Female | 26 | 2001 |
Net enrollment rate, Primary, Male | 23 | 2001 |
Gross enrollment rate, Primary, Female | 104 | 2009 |
Gross enrollment rate, Primary, Male | 108 | 2009 |
Net enrollment rate, Lower Secondary, Male | 92 | 2009 |
Net enrollment rate, Lower Secondary, Female | 88 | 2009 |
Gross enrollment rate, Lower Secondary, Female | 70 | 2008 |
Gross enrollment rate, Upper Secondary, Male | 66 | 2008 |
Net enrollment rate, Primary, Female | 84 | 2009 |
Net enrollment rate, Primary, Male | 83 | 2009 |
Net enrollment rate, Secondary, Male | 65 | 2008 |
Net enrollment rate, Secondary, Female | 56 | 2008 |
Repetition rate, Primary, Female | 4 | 2008 |
Repetition rate, Primary, Male | 5 | 2008 |
Dropout rate, Primary, Female | 1 | 2008 |
Dropout rate, Primary, Male | 1 | 2008 |
Survival rate, to Prim GS, Female | 98 | 2008 |
Survival rate, to Prim GS, Male | 96 | 2008 |
Completion rate, Primary, Female | 95 | 2009 |
Completion rate, Primary, Male | 94 | 2009 |
Transition rate, to Secondary, Female | 97 | 2006 |
Transition rate, to Secondary, Male | 98 | 2006 |
Pupil teacher ratio, Primary | 25 | 2009 |
Pupil teacher ratio, Lower Secondary | 10 | 2009 |
Pupil teacher ratio, Upper Secondary | 33 | 2009 |
Public education expenditure per pupil (% of GDP per capita), Primary | 26 | 2009 |
Public education expenditure per pupil (% of GDP per capita), Secondary | 33 | 2009 |
Percentage of children out of school, Primary, Poorest Quintile | 2009 |
Percentage of children out of school, Primary, Richest Quintile | 2009 |
Percentage of children out of school, Main, Rural | 17 | 2009 |
Percentage of children out of school, Main, Urban | 15 | 2004 |
Percentage of children out of school, Secondary, Male | 10 | 2004 |
Percentage of children out of school, Secondary, Female | 18 | 2004 |
Percentage of children out of school, Primary, Total | 11 | 2004 |
Percentage of children out of school, Secondary, Total | 16 | 2004 |

DATA SOURCE

UNESCO Institute for Statistics (UIS) (see Data Table for year)

* World Bank classified low and middle income countries

Lower data values indicate better performance on these indicators

‡ Includes World Bank classified low and middle income countries

EDUCATION POLICY AND DATA CENTER

Making sense of data to improve education for development
**INDICATORS AND DEFINITIONS**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Rate</td>
<td>The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>Proportion of pupils from a cohort enrolled in a given grade at a given year who are no longer enrolled in the following school year.</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td>The highest level of education an individual has achieved.</td>
</tr>
<tr>
<td>Educational Quality (SACMEQ)</td>
<td>The lowest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures.</td>
</tr>
<tr>
<td>Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)*</td>
<td>The SACMEQ assessment is designed to assess student abilities in mathematics and reading English. SACMEQ reading and math assessments have been carried out in countries in Anglophone East Africa in 1995, 2000, and 2007. SACMEQ is administered in school to children in the 6th grade of formal school.</td>
</tr>
<tr>
<td>Highest Performance Benchmark*</td>
<td>The highest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures.</td>
</tr>
<tr>
<td>Lowest Performance Benchmark*</td>
<td>The lowest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures.</td>
</tr>
</tbody>
</table>

**DATA SOURCES AND LEARNING ASSESSMENTS**

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic and Health Survey (DHS)</td>
<td>Nationally-representative household surveys that provide data for a wide range of indicators in the areas of population, health, and nutrition. They have large sample sizes (between 3,000 to 50,000 households) and are typically conducted about every 5 years in developing countries. It is funded by USAID and implemented by ICF International.</td>
</tr>
<tr>
<td>Multiple Indicator Cluster Survey (MICS)</td>
<td>Household surveys that produce internationally comparable estimates of a range of indicators in the areas of health, education, child protection and HIV/AIDS. It is developed by UNICEF to provide statistically rigorous data on the situation of children and women. Since the mid-1990s, there has been 4 rounds of the MICS survey, with the latest in 2009-2011.</td>
</tr>
<tr>
<td>UNESCO Institute for Statistics (UIS)</td>
<td>Statistical office of UNESCO and the primary UN depository for cross-nationally comparable statistics on education, science and technology, culture, and communication covering more than 200 countries and territories. It was established in 1999 and collects data directly from the national statistics agencies of its members.</td>
</tr>
<tr>
<td>Analysis Programme of the CONFEMEN Education Systems (PASEC)*</td>
<td>PASEC has been administered in 13 countries in Francophone West Africa. PASEC is designed to assess student abilities in mathematics and reading French. The program is managed by CONFEMEN (La Conférence des Ministres de l’Éducation des pays ayant le français en partage) and has been in place since 1993. It is typically administered to students in 2nd and 5th grades.</td>
</tr>
<tr>
<td>Progress in International Reading Literacy Study (PIRLS)*</td>
<td>The PIRLS reading assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA) is an assessment of reading comprehension skills. In most countries, PIRLS is administered in school to children in the 4th grade of formal school, every five years since 2001. In a small number of countries, it may be administered at different grade levels.</td>
</tr>
<tr>
<td>Trends in International Mathematics and Science Study (TIMSS)*</td>
<td>The TIMSS math assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA), assesses pupils knowledge and understanding of mathematical concepts. TIMMS has been administered to children in the 4th and 8th grades of formal schools every four years since 1995. In a small number of countries, it may be administered at different grade levels.</td>
</tr>
<tr>
<td>Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)*</td>
<td>The SACMEQ assessment is designed to assess student abilities in mathematics and reading English. SACMEQ reading and math assessments have been carried out in countries in Anglophone East Africa in 1995, 2000, and 2007. SACMEQ is administered in school to children in the 6th grade of formal school.</td>
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</table>