

STATISTICS BOTSWANA

PRE & PRIMARY EDUCATION 2013

STATS BRIEF



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PREFACE

This publication gives highlights on pre-primary and primary education statistics derived from the data collected from schools through the 2013 annual school census.

The statistics provided will assist in monitoring the existing education policies, inform planning and decision making and serve as evidence on the country's progress towards meeting national and international obligations on basic education.

We sincerely thank all the school heads and regional education officers who provided the required data for the production of this brief.



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Statistician General

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1. Introduction

The statistics in this report is based on data collected through the 2013 pre-primary and primary annual school census. The annual school census is carried out in collaboration with Education Management Information Systems (EMIS) unit in the Ministry of Education and Skills Development (MoESD). The data was collected from government and privately owned schools.

It should be noted that this publication mainly covers data for 2013. However, some data for previous years have been used for comparative analysis.

The statistics provided is mainly on school ownership and number of schools, enrolments, drop outs, re-entrants, teachers and their qualification. Indicators reported include; Enrolment rates, pupil/teacher ratio, progression rates, among others.

2. Pre-Primary education

Provision of Early Childhood Care and Education (ECCE) programme to all children is essential as a foundation for primary education. Its benefits to a child among others include helping to boost cognitive and motor development as well as enhancing social skills. Pre-school education helps build a foundation of learning that is built upon throughout their school years. The pre-school also allows the child lots of interaction with peers which enhance their skills to share, negotiate and listening skills amongst others. Revised National Policy on Education emphasizes the need for provision of enabling environment for pre-primary education and increasing access to all children before enrolling in primary schools.

2.1. Number of Pre-Primary Schools and Pupils by School Ownership

Table 2.1: Number of Pre-Primary Schools

School Ownership	No. of Schools	Percentage
Council	12	2.1
Private	391	68.6
Church	52	9.1
Community	68	11.9
NGO	45	7.9
Institutional	1	0.2
Other	1	0.2
Total	570	100.0

The 2013 pre- primary data was collected from 570 pre-primary schools. Out of these 391 (68.6%) schools are owned by private companies and individuals, 68 (11.9%) schools belongs to the community, 52 (9.1%) to churches, 45 (7.9%) to NGOs, 12 (2.1%) belonged to council while there was one institutional school.

Figure 2.1: Percentage of Pre-Primary Schools by School Ownership-2013

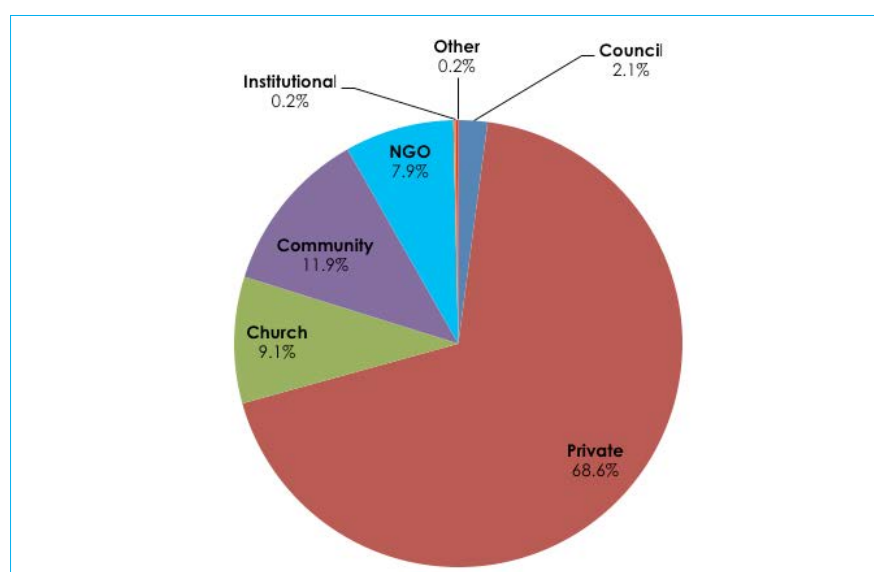


Figure 2.1 further shows the proportion of pre-primary schools by school ownership. Private companies and individuals owned the highest proportion (68.6 percent) of pre-primary school, followed by 11.9 percent owned by the community, while the lowest proportion of 0.2 percent was owned by an institution.

The number of pre-primary schools fluctuates over the years as a result of closure of some schools. This contributes negatively on the reported statistics for pre-primary education hence trend data tend to be inconsistent at times.

Table 2.2 shows that majority (86.3 percent) of the pre-primary schools operated full day and there was no significant difference between the predominantly rural districts and the urban districts.

Table 2.2: Number of Pre-Primary Schools by District and Terms of Operation - 2013

District	Half Day	Full Day	Total
Gaborone	11	73	84
F/town	5	39	44
Lobatse	1	14	15
S/Phikwe	2	19	21
Orapa	1	2	3
Jwaneng	1	10	11
Sowa	-	3	3
Southern	-	21	21
Borolong	1	12	13
South East	3	10	13
Kweneng	6	82	88
Kgatleng	1	19	20
Serowe/Palapye	2	41	43
Mahalapye	4	26	30
Bobirwa	-	11	11
Boteti	-	3	3
Tutume	4	25	29
North East	11	21	32
Maun East	5	28	33
Maun West	4	5	9
Chobe	1	4	5
Gantsi	6	9	15
Kgalagadi South	-	8	8
Kgalagadi North	9	7	16
Total	78	492	570

2.2. Pre-Primary School Enrolment

Table 2.3: Number of Pre-Primary Schools and Pupils by School Ownership – 2013

Ownership	Schools	Boy	Girl	Total	% Boy	% Girl	Total Percentage
Council	12	315	310	625	50.1	49.6	2.1
Private	391	10,610	10,262	20,872	50.8	49.2	71.6
Church	52	1,288	1,231	2,519	51.1	48.9	8.6
Community	68	1,324	1,330	2,654	49.9	50.1	9.1
NGO	45	1,262	1,156	2,418	52.2	47.8	8.3
Institutional	1	9	9	18	50.0	50.0	0.1
Other	1	29	15	44	65.9	34.1	0.2
Total	570	14,837	14,313	29,150	50.9	49.1	100.0

Table 2.3 shows that 50.9 percent of total enrolment in pre-primary education in 2013 was male while 49.1 percent were female. The Gender Parity Index (GPI) for participation in pre-primary education is 0.96 indicating almost equal access to pre-primary education by both boys and girls.

Figure 2.2: **Percentage of Pre-Primary Enrolment by School Ownership-2013**

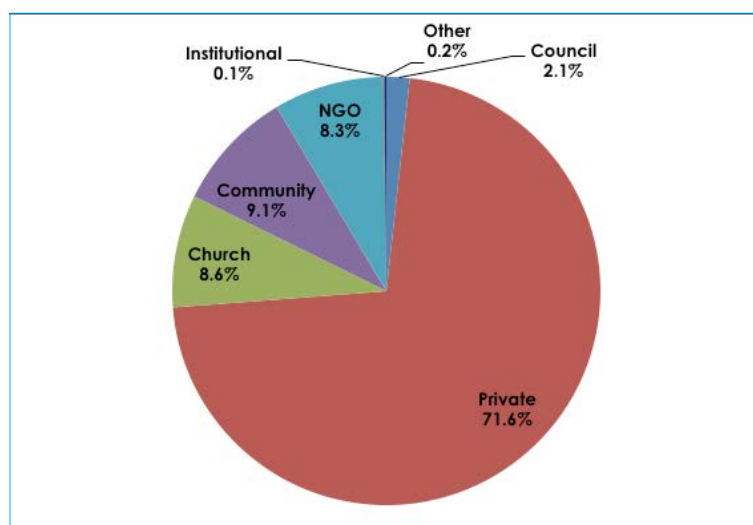


Figure 2.2 shows the proportion of pre-primary enrolment by school ownership. Private schools had 71.6 percent of total enrolment, community schools had 9.1 percent, 8.6 percent in schools owned by churches, 8.3 percent in NGO schools, 2.1 percent in schools owned by councils while institutional and other schools had 0.1 percent and 0.2 percent of the total enrolment respectively.

Table 2.4: **Pre-Primary Enrolment by School Ownership, Age and Sex – 2013**

Ownership	Sex	< 1	1	2	3	4	5	6	6 <	Total
Council	Boys	-	-	14	63	99	106	33	-	315
	Girls	-	-	14	77	93	87	39	-	310
Private	Boys	21	115	898	2,332	3,308	3,277	640	19	10,610
	Girls	11	90	845	2,366	3,133	3,219	579	19	10,262
Church	Boys	-	-	58	273	343	468	134	12	1,288
	Girls	-	-	64	215	355	452	130	15	1,231
Community	Boys	-	8	62	224	421	476	129	4	1,324
	Girls	1	9	53	251	378	509	125	4	1,330
NGO	Boys	-	-	76	257	450	380	99	-	1,262
	Girls	-	1	37	288	336	420	74	-	1,156
Institution	Boys	-	-	-	6	3	-	-	-	9
	Girls	-	-	-	6	3	-	-	-	9
Other	Boys	-	-	-	-	3	5	8	13	29
	Girls	-	-	-	-	1	5	5	4	15
Total Boys		21	123	1,108	3,155	4,627	4,712	1,043	48	14,837
Total Girls		12	100	1,013	3,203	4,299	4,692	9,52	42	14,313
Grand Total		33	223	2,121	6,358	8,926	9,404	1,995	90	29,150

Table 2.4 shows that the highest number (24,688 pupils) of pre-primary attendants was aged between three and five years with the highest enrolment found among children aged 5 years with an enrolment of 9,363 pupils followed by those age 4 years with 8,870 pupils. It should be noted that there were 2,085 pre-primary pupils aged six and above, indicating their delay in starting primary school.

Pre-primary Attendance by Region

Majority of pre-primary school attendants were found in the South East with 7,415 followed by Central region with 7,238. An interesting feature is that majority of those who were beyond six years were found in the Central region with 41 followed by the North East with 23. In most of the regions, except South East and Kgatleng most pre-school attendants were age 5.

Table 2.5: Pre-Primary Enrolment by Region, Sex and Age -2013

Region	sex	< 1	1	2	3	4	5	6	6 <	Total
South East	Boys	15	76	498	893	1,158	980	183	2	3,805
	Girls	8	64	467	889	1,062	971	147	2	3,610
North East	Boys	-	7	49	302	498	526	114	18	1,514
	Girls	-	2	51	323	441	524	100	5	1,446
South	Boys	-	-	60	337	397	473	87	2	1,356
	Girls	-	-	55	337	391	507	88	5	1,383
Kweneng	Boys	-	18	217	487	700	699	222	4	2,347
	Girls	-	10	176	460	659	691	195	2	2,193
Kgatleng	Boys	-	-	7	110	257	147	21	1	543
	Girls	-	-	10	121	162	166	30	3	492
North West	Boys	6	4	45	146	232	286	46	-	765
	Girls	3	9	46	176	241	294	45	1	815
Chobe	Boys	-	-	7	22	38	45	10	-	122
	Girls	-	-	9	25	23	50	12	-	119
Gantsi	Boys	-	2	8	48	95	144	39	2	338
	Girls	-	3	7	60	100	93	46	1	310
Kgalagadi	Boys	-	-	25	58	98	108	21	-	310
	Girls	-	-	22	76	100	102	25	1	326
Central	Boys	-	16	192	752	1,154	1,304	300	19	3,737
	Girls	1	12	170	736	1,120	1,294	264	22	3,619
Total Males		21	123	1,108	3,155	4,627	4,712	1,043	48	14,837
Total Females		12	100	1,013	3,203	4,299	4,692	952	42	14,313
Grand Total		33	223	2,121	6,358	8,926	9,404	1,995	90	29,150

South East registered the highest number of pre-primary enrolment followed by Central and Kweneng with 7,415, 7,352 and 4,540 respectively.

Provision of Special Education in Pre-School

Special education is instruction specifically designed to meet the educational and developmental needs of children with disabilities, or those who are experiencing developmental delays. The early detection of children's special needs enables parents to contact the appropriate agency to have the child screened and evaluated to determine if there is an underlying problem or delay that might need to be addressed. Such screenings should cover a range of skill areas—vision and hearing, gross and fine motor skills, speech and language use, social and emotional behaviour, and more.

Table 2.6: Pre-Primary Enrolment with Special Education Needs by Region – 2013

Region	Visual	Physical	Hearing	Speech	Mental Retardation	Multiple Disability	Intellectual	Other	Total
South East	8	3	1	30	-	10	7	5	64
North East	1	2	9	14	-	2	1	-	29
Southern	2	4	1	4	1	-	1	3	16
Kweneng	2	1	-	15	1	4	3	-	26
Kgatleng	-	2	-	4	-	-	-	4	10
North West	3	1	-	1	-	1	-	-	6
Chobe	1	1	-	-	-	-	-	-	2
Gantsi	-	-	-	-	1	-	-	-	1
Kgalagadi	-	-	-	1	1	-	-	-	2
Central	2	8	-	35	5	12	1	10	73
Total	19	22	11	104	9	29	13	22	229

Table 2.6 shows that there were 229 children with special education needs enrolled in pre-primary school across the country in 2013. Out of these, 73 were in Central region, followed by 64 in South East region. The number of pupils with speech impairment was highest at 104 followed by those with multiple disabilities, physical and other impairment with 29 and 22 pupils respectively.

Figure 2.3: **Pre-Primary Enrolment with Impairments as a Percentage of Total Enrolment with Special Education Needs– 2013**

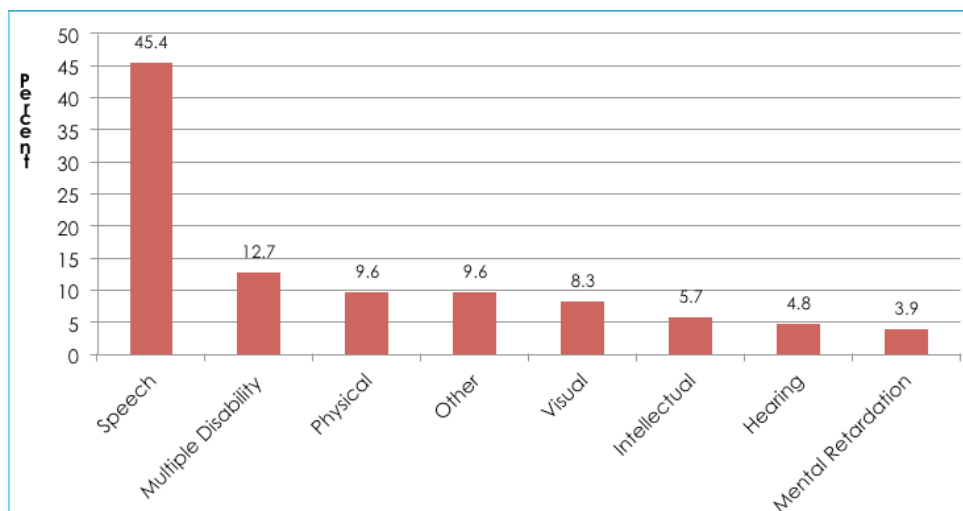


Figure 2.2 shows that 45.4 percent of pre-primary pupils with special education needs had speech impairment, 12.7 percent had multiple disability while students with physical disability and other impairments not specified constituted 9.6 percent each. Children with mental retardation constituted the lowest percentage of pre-primary children with disability.

2.3. Age Specific Enrolment Ratio

Table 2.7: **Age Specific Enrolment Ratio (ASER) for Pre-Primary -2013**

Single Age	2013 Population	Pre-Primary Enrolment	ASER (%)
≤1	104,956	256	0.2
2	46,999	2,121	4.5
3	47,109	6,358	13.5
4	47,258	8,926	18.9
5	48,491	9,404	19.4
6	44,879	1,995	4.4
7	44,761	90	0.2

****2013 Population Estimates are proxies derived using the 2011 Housing and Population Census Data

Table 2.7 shows that Age Specific Enrolment Ratio (ASER) was highest for the 5 year olds at 19.4 percent, followed by the 4 year olds at 18.9 percent. ASER was less than one percent for pupils aged one year or younger and those aged 7 years. This shows that majority of pre-school pupils were aged between 4 and 5 years suggesting that parents prefer to enrol children a year or two before they are due for primary school enrolment.

Table 2.8: **Pre-Primary Enrolment Ratios by Age and Year – 2012-2013**

Year	Population 3-5 years	Total Enrolment	Enrolment 3-5 Years	3-5 Years GER (%)	3-5 Years NER (%)
2012	119,239	23,650	19,847	19.8	16.6
2013	142,858	29,150	24,688	20.4	17.3

2012 Population is drawn from CSO (2001). Population Projections for Botswana: 2001-2031 while the 2013 Population Estimates are proxies derived using the 2011 Housing and Population Census Data

Enrolment at pre-school continues to increase, perhaps suggesting that parents are increasingly acknowledging the value of pre-school. Table 2.8 shows that the national Gross Enrolment Rate (GER) for population 3-5 years in pre-primary schools was 19.8 percent in 2012 and 20.4 percent in 2013. There was an increase of 0.6 percentage point in GER between 2012 and 2013. On the other hand, national Net Enrolment Rate (NER) for population 3-5 years in pre-primary school was 16.6 percent in 2012 and 17.3 percent in 2013, showing a 0.7 percentage point increase in NER (3-5) between the two years.

2.4. Pre- Primary Teachers Qualification

Despite the increasing value attached to pre-school education and its recognition by the revised National Education Policy, a significant proportion of teachers at pre-school level remain untrained, which is likely to compromise the quality of education at that level.

Research has linked early learning and development to the educational qualifications of teachers. The most effective preschool teachers – those with at least a four-year college degree and specialized training in early childhood – have more responsive interactions with children, provide richer language and cognitive experiences, and are less authoritarian. High-quality preschool education depends on effective, high-quality teachers (W. Steven Barnett NIEER Policy Brief (Issue 2, revised December 2004).

Table 2.9: Number of Pre-Primary Schools and Teachers by School Ownership

Ownership	2012 Pre-Primary Teachers						2013 Pre-Primary Teachers					
	Trained			Untrained			Trained			Untrained		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Council	-	37	37	1	7	8	-	36	36	1	9	10
Community	10	742	752	6	633	639	17	1,022	1,039	13	850	863
Church	3	74	77	3	70	73	1	98	99	2	84	86
Private	-	68	68	4	73	77	4	86	90	1	80	81
NGO	5	105	110	-	79	79	1	103	104	-	76	76
Institutional	-	18	18	1	7	8	-	4	4	1	3	4
Other	-	5	5	-	2	2	3	-	3	-	2	2
Total	18	1,049	1,067	15	871	886	26	1,349	1,375	18	1,104	1,122

Table 2.9 shows that majority of the teachers are females. It further shows that there were 44 male and 2,453 female pre-primary teachers in 2013 compared to 33 male and 1,920 female in 2012. Of all teachers in 2013, 1,375 were trained constituting 55.1 percent while 44.9 percent (1,122 teachers) were untrained.

Nationality and qualification of Preschool teachers

Table 2.10 shows that preschool teaching is dominated by females who constituted 98 percent of the teaching staff. An interesting feature is that majority of preschool teachers are Batswana. Out of a total 2,497 teachers, 2,079 or 83.2 percent were Batswana while the remainder were foreigners who were dominated by females.

Table 2.10: Number of Pre-Primary Teachers by Qualification, Sex, Nationality and District – 2013

District	Batswana			Non - Batswana			Total Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	8	475	483	2	149	151	10	624	634
F/town	3	135	138	-	33	33	3	168	171
Lobatse	-	48	48	1	6	7	1	54	55
S/Phikwe	3	111	114	-	10	10	3	121	124
Orapa	-	51	51	-	4	4	-	55	55
Jwaneng	2	61	63	-	5	5	2	66	68
Sowa	-	10	10	-	-	-	-	10	10
Southren	2	68	70	-	13	13	2	81	83
Borolong	-	28	28	-	5	5	-	33	33
South East	-	58	58	-	15	15	-	73	73
Kweneng	1	321	322	1	54	55	2	375	377
Kgatleng	1	67	68	-	14	14	1	81	82
Serowe/Palapye	-	145	145	-	11	11	-	156	156
Mahalapye	4	93	97	1	8	9	5	101	106
Bobirwa	2	31	33	-	1	1	2	32	34
Boteti	-	12	12	-	2	2	-	14	14
Tutume	3	68	71	-	20	20	3	88	91
North East	-	63	63	1	7	8	1	70	71
Maun East	3	96	99	3	31	34	6	127	133
Maun West	-	19	19	1	4	5	1	23	24
Chobe	1	8	9	-	7	7	1	15	16
Gantsi	1	33	34	-	6	6	1	39	40
Kgalagadi South	-	18	18	-	2	2	-	20	20
Kgalagadi North	-	26	26	-	1	1	-	27	27
Total	34	2,045	2,079	10	408	418	44	2,453	2,497

Table 2.11: Number of Pre-Primary Teachers by Qualification, Sex and Citizenship – 2013

Teachers by qualification 2013									
Citizenship	Sex	Certificate	Diploma	Degree	Master	Other	Total Qualified	Unqualified	Total
Citizens	Male	8	3	4	-	1	16	18	34
	Female	776	162	25	6	1	970	1,075	2,045
	Total	784	165	29	6	2	986	1,093	2,079
Non-Citizens	Male	1	8	1	-	-	10	-	10
	Female	190	151	33	5	-	379	29	408
	Total	191	159	34	5	-	389	29	418
All Teachers	Male	9	11	5	-	1	26	18	44
	Female	966	313	58	11	1	1,349	1,104	2,453
	Total	975	324	63	11	2	1,375	1122	2,497

Note: Cert-certificate, Dip- Diploma, Deg- Degree, Mas- Masters, Unq- Unqualified

Table 2.11 shows that a total of 2,079 teachers were citizens while 418 were non-citizens. Further, citizens constituted the bulk of the unqualified teachers. More than half or 52.5 percent of citizen teachers were unqualified compared to only 7 percent for foreign teachers. Most of the qualified teachers were certificate holders with a sizeable number holding a diploma.

Figure 2.4: Percentage of Pre-Primary Teachers by Qualification – 2013

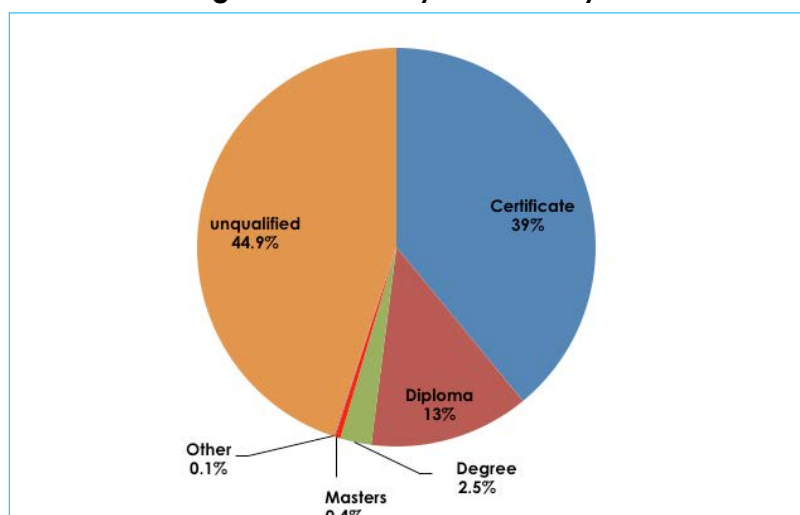


Figure 2.4 indicates that about 45 percent of pre-primary teachers are untrained, 39 percent are certificate holders, and only 13 percent had diploma. The degree holders constituted 2.5 percent while master's degree and other unclassified qualifications constituted 0.4 and 0.1 percent respectively.

3. Primary education

This section gives a summary of the latest available education statistics in primary education based on the 2013 primary school annual census. The analysis among others includes number of schools by ownership, enrolment rates, school dropout rates and teacher qualifications and pupil/ teacher ratio to mention a few.

3.1. Primary Schools by School Ownership

Table 3.1: Primary School Ownership by Region -2013

Region	Public	%	Private	%	Total	%
Central	250	33.2	15	22.1	265	32.3
Chobe	10	1.3	1	1.5	11	1.3
Gantsi	22	2.9	1	1.5	23	2.8
Kgalagadi	42	5.6	-	-	42	5.1
Kgatleng	37	4.9	2	2.9	39	4.8
Kweneng	91	12.1	10	14.7	101	12.3
North East	63	8.4	6	8.8	69	8.4
North West	67	8.9	6	8.8	73	8.9
South East	48	6.4	22	32.4	70	8.5
Southern	123	16.3	5	7.4	128	15.6
TOTAL	753	100.0	68	100.0	821	100.0

Table 3.1 shows that there were 821 registered primary schools country wide in 2013 of which 753 (91.7 percent) were government owned schools and 68 (8.3 percent) were privately owned. This is an indication that government is the main provider of primary education. There has been an increase of 0.9 percent on the number of schools from 814 schools in 2012 to 821 schools in 2013. The number of government owned primary schools remained unchanged while privately owned schools increased by 7 schools (11.5%).

Figure 3.1: Proportion of Primary Schools by School Ownership per region-2013

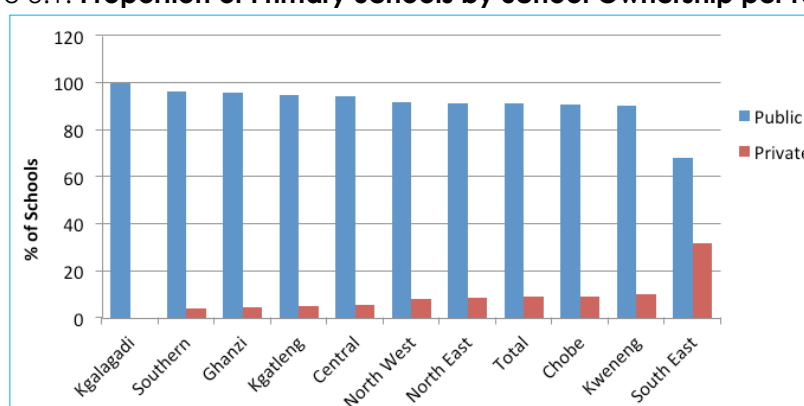


Figure 3.1 shows that public schools constituted above 90 percent across all the regions except for South East where public schools constituted 68.6 percent. South East region had the highest number of private schools constituting 32.4 percent of all private primary schools in the country. Kgalagadi region is the only region with no private schools.

3.2. Primary School Enrolment

Table 3.2: Primary School Enrolment including SPED Enrolment per Region by School Ownership and Sex-2013

Region	Public			Private			All Schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South East	14,608	14,283	28,891	5,185	5,195	10,380	19,793	19,478	39,271
North East	12,507	11,956	24,463	653	656	1,309	13,160	12,612	25,772
Southern	21,133	20,094	41,227	795	869	1,664	21,928	20,963	42,891
Kweneng	22,922	21,796	44,718	1,938	1,863	3,801	24,860	23,659	48,519
Kgatlang	7,183	6,754	13,937	360	290	650	7,543	7,044	14,587
North West	14,801	14,173	28,974	684	597	1,281	15,485	14,770	30,255
Chobe	1,748	1,708	3,456	-	-	-	1,748	1,708	3,456
Gantsi	3,848	3,726	7,574	39	30	69	3,887	3,756	7,643
Kgalagadi	4,765	4,376	9,141	-	-	-	4,765	4,376	9,141
Central	58,899	55,652	114,551	1,947	2,032	3,979	60,846	57,684	118,530
TOTAL	162,414	154,518	316,932	11,601	11,532	23,133	174,015	166,050	340,065

Table 3.2 shows that the total enrolment in all primary schools stood at 340,065 in 2013. Government schools enrolled 93.2 percent of the pupils while only 6.8 percent were enrolled in private schools. There was an increase of 1.3 percent on enrolment between 2012 and 2013 from 335,830 to 340,065. Regions which enrolled high proportions of pupils were Central region accounting for 34.8 percent followed by Kweneng region with 14.3 percent and South region with 12.6 percent.

Boarding school provides an opportunity for students to learn a number of life skills while having access to a high-quality education. In Botswana, the dispensation at primary school is provided for learners in the remote areas where they have no or limited accommodation to access schooling.

Table 3.3: Primary School Enrolment by Boarding Status, standard and Sex -2013

	Sex	STD1	STD2	STD3	STD4	STD5	STD6	STD7	SPED	Total	%
BOARDERS	Boys	439	365	327	313	297	291	241	72	2,345	
	Girls	347	347	316	291	309	283	265	48	2,206	
	Total	786	712	643	604	606	574	506	120	4,551	1.3
NON BOARDERS	Boys	28,883	26,701	24,450	23,963	22,849	22,658	21,491	675	171,670	
	Girls	26,242	25,323	23,470	22,758	22,036	21,777	21,763	475	163,844	
	Total	55,125	52,024	47,920	46,721	44,885	44,435	43,254	1,150	335,514	98.7
TOTAL	Boys	29,322	27,066	24,777	24,276	23,146	22,949	21,732	747	174,015	
	Girls	26,589	25,670	23,786	23,049	22,345	22,060	22,028	523	166,050	
	Total	55,911	52,736	48,563	47,325	45,491	45,009	43,760	1,270	340,065	100

Table 3.3 shows that most of primary school pupils are non-boarders constituting 98.7 percent of the total enrolment while boarders constituted only 1.3 percent.

Table 3.4: Primary School Enrolment by Citizen, Sex and Standard -2013

Citizenship	Sex	STD1	STD2	STD3	STD4	STD5	STD6	STD7	SPED	Total
Citizens	Boys	28,811	26,550	24,337	23,832	22,733	22,561	21,356	743	170,923
	Girls	26,141	25,166	23,345	22,629	21,931	21,646	21,699	523	163,080
	Total	54,952	51,716	47,682	46,461	44,664	44,207	43,055	1,266	334,003
Non-Citizens	Boys	511	516	440	444	413	388	376	4	3,092
	Girls	448	504	441	420	414	414	329	0	2,970
	Total	959	1,020	881	864	827	802	705	4	6,062
Total	Boys	29,322	27,066	24,777	24,276	23,146	22,949	21,732	747	174,015
	Girls	26,141	25,166	23,345	22,629	21,931	21,646	21,699	523	163,080
	Total	55,911	52,736	48,563	47,325	45,491	45,009	43,760	1,270	340,065

Table 3.4 shows that most of primary school pupils are citizens. Of the total enrolment, 334,003 pupils (98.2%) are citizens.

Table 3.5: Primary School Enrolment Trends – 2003-2013

Year	Sex	STD 1	STD 2	STD3	STD 4	STD 5	STD 6	STD 7	SPED	Total
2009	Boys	27,207	24,802	24,619	25,512	23,312	22,254	21,180	597	169,483
	Girls	24,623	22,857	23,497	24,306	22,725	21,633	21,185	436	161,262
	Total	51,830	47,659	48,116	49,818	46,037	43,887	42,365	1033	330,745
2010	Boys	27,014	24,984	24,509	24,967	23,806	22,587	20,962	727	169,556
	Girls	24,954	23,082	22,794	23,919	23,488	22,258	20,647	498	161,640
	Total	51,968	48,066	47,303	48,886	47,294	44,845	41,609	1225	331,196
2011	Boys	27,998	24,796	24,336	24,671	23,499	22,966	21,207	748	170,221
	Girls	25,976	23,320	22,596	23,079	23,094	22,839	21,326	521	162,751
	Total	53,974	48,116	46,932	47,750	46,593	45,805	42,533	1269	332,972
2012	Boys	29,329	25,328	24,077	24,305	23,267	22,695	21,509	813	171,323
	Girls	27,053	24,058	22,878	22,904	22,372	22,679	21,863	700	164,507
	Total	56,382	49,386	46,955	47,209	45,639	45,374	43,372	1,513	335,830
2013	Boys	29,322	27,066	24,777	24,276	23,146	22,949	21,732	747	174,015
	Girls	26,589	25,670	23,786	23,049	22,345	22,060	22,028	523	166,050
	Total	55,911	52,736	48,563	47,325	45,491	45,009	43,760	1,270	340,065

**The Data for 2009-2011 is derived from the Stats Briefs while 2007, 2008, 2012 and 2013 is derived from the annual school census. Note as well that reception students are excluded.

Primary school enrolment has been increasing over the past five years. The enrolment increased from 330,745 in 2009 to 340,065 in 2013.

Table 3.6: Primary School Enrolment by Single Age -2013

AGE In Years	STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		TOTAL		Grand TOTAL
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	
less 6	1,812	1,868	0	0	0	0	0	0	0	0	0	0	0	0	1,812	1,868	3,680
6	12,893	12,803	1,166	1,459	0	0	0	0	0	0	0	0	0	0	14,059	14,262	28,321
7	11,172	9,665	10,692	11,573	960	1,204	0	0	0	0	0	0	0	0	22,824	22,442	45,266
8	2,639	1,735	11,110	10,074	8,682	10,496	836	1,154	0	0	0	0	0	0	23,267	23,459	46,726
9	495	321	3,109	2,008	10,052	9,233	7,056	8,804	650	950	0	0	0	0	21,362	21,316	42,678
10	187	110	616	363	3,733	2,197	9,868	9,329	6,077	8,034	553	840	0	0	21,034	20,873	41,907
11	64	47	212	112	857	425	4,582	2,765	9,060	9,011	5,118	7,091	452	676	20,345	20,127	40,472
12	31	23	86	43	292	129	1,260	661	4,965	3,095	8,997	9,064	4,375	6,700	20,006	19,715	39,721
13	23	12	52	21	106	65	419	230	1,633	875	5,531	3,703	8,481	9,328	16,245	14,234	30,479
14	5	4	15	11	64	26	170	76	454	260	1,908	989	5,523	3,851	8,139	5,217	13,356
15	0	1	6	4	22	9	59	19	172	75	546	256	2,061	1,077	2,866	1,441	4,307
16	1	0	1	1	5	0	24	7	91	24	193	86	549	286	864	404	1,268
17	0	0	1	1	2	1	1	4	27	15	73	23	195	72	299	116	415
18	0	0	0	0	2	1	0	0	12	4	18	6	62	24	94	35	129
19	0	0	0	0	0	0	1	0	3	2	9	1	24	7	37	10	47
20	0	0	0	0	0	0	0	0	2	0	2	0	6	2	10	2	12
21	0	0	0	0	0	0	0	0	0	0	1	1	1	2	2	3	5
21+	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	6
Total	29,322	26,589	27,066	25,670	24,777	23,786	24,276	23,049	23,146	22,345	22,949	22,060	21,732	22,028	173,268	165,527	338,795

**Excluding pupils in Special Education (SPED) Units

3.3. Primary school Education Coverage

Table 3.7: Primary School Age Specific Enrolment Ratio (ASER)- 2013

Age in Single Years	2013 Pop. Estimates	Enrolment by Age	Age Specific Enrolment Rate (ASER)
5	48,491	3,680	7.6
6	44,879	28,321	63.1
7	44,761	45,266	101.1
8	43,340	46,726	107.8
9	41,858	42,678	102
10	44,385	41,907	94.4
11	46,286	40,472	87.4
12	41,386	39,721	96
13	41,840	30,479	72.8
14	41,264	13,356	32.4
15	44,513	4,307	9.7
16	44,774	1,268	2.8
17	44,063	415	0.9
18	42,287	129	0.3
19	43,107	47	0.1
20	42,537	12	0.03
21	42,145	5	0.01
22	40,847	6	0.01

**2013 Population Estimates are proxies derived using the 2011 Housing and Population Census Data

Age specific enrolment ratio (ASER) for children aged 7-9 years is almost 100 percent implying that almost all children aged 7-9 years are enrolled in primary schools irrespective the standard they are doing. The ASER decreases significantly with age after age 14 years.

3.3.1 Primary School Enrolment Rates 2003 -2012

Table 3.8: Primary School GER and NER – 2003 –2012

Year	GER (6-12 Year) %	NER (6-12 Years) %	GER (7-13 Years) %	NER (7-13 Years) %
2003	114.6	90.0	114.5	98.7
2004	113.8	89.5	114.1	98.5
2005	113.1	89.6	114.1	97.8
2006	112.2	89.2	113.6	96.8
2007	109.4	86.9	111.5	94.9
2008	107.7	85.4	109.8	92.9
2009	108.4	85.8	109.8	91.8
2010	109.5	87.1	108.8	90.8
2011	112.7	90.6	98.6	88.4
2012	111.0	93.1	98.7	86.0
2013	110.8	92.9	111.9	94.5

The enrolment rates for the population 6-12 years had slightly declined between 2012 and 2013. The gross enrolment rate (GER) declined from 111 percent in 2012 to 110.8 percent while the net enrolment rate (NER) declined from 93.1 percent and 92.9 percent. On the other hand the rates for population 7-13 years increased between 2012 and 2013. GER increased from 98.7 percent to 111.9 percent while NER increased from 86 percent to 94.5 percent.

3.4. Primary School Dropouts

Table 3.9: Primary School Dropout Rates by Region

Regions	2010 Enroll	2011 Drop Out	2011 Drop Out as % of 2010 Enroll	2011 Enroll	2012 Drop Out	2012 Drop Out as % of 2011 Enroll	2012 Enroll	2013 Drop Out	2013 Drop Out as % of 2012 Enroll
Central	116,804	1,017	0.9	117,480	1,028	0.9	117,729	570	0.5
Chobe	3,252	15	0.5	3,281	7	0.2	3,184	11	0.3
Gantsi	7,118	353	5.0	7,271	490	6.7	7,279	255	3.5
Kgalagadi	8,904	133	1.5	8,869	146	1.6	9,003	72	0.8
Kgatleng	14,283	49	0.3	14,444	63	0.4	14,586	37	0.3
Kweneng	46,786	501	1.1	47,576	475	1.0	48,067	305	0.6
North East	25,300	57	0.2	25,572	68	0.3	25,796	28	0.1
North West	28,674	443	1.5	29,041	461	1.6	29,597	323	1.1
South East	37,581	51	0.1	36,862	141	0.4	38,001	107	0.3
Southern	42,494	407	1.0	42,575	503	1.2	42,588	253	0.6
Total	331,196	3,026	0.9	332,971	3,382	1.0	335,830	1,961	0.6

Table 3.9 shows the extent/rate at which the pupils abandon school at different regions before they could complete the full course of primary education. The total dropout rate was 0.9 percent in 2011, 1 percent in 2012 and reduced to 0.6 percent in 2013. The table further shows that Gantsi had the highest dropout rates since 2011 being; 5 percent in 2011, 6.7 percent in 2012 and 3.5 percent in 2013. North West and Kgalagadi regions each had dropout rates of 1.5 percent in 2011 and 1.6 percent in 2012. In 2011 South East region had the lowest dropout rate of 0.1 percent while in 2012 Chobe region had the lowest dropout rate of 0.2 percent and in 2013 North East region had the lowest dropout rate of 0.1 percent.

Table 3.10: Primary School Dropout by Region, Sex and Standard – 2013

REGIONS	STD1	STD2	STD3	STD4	STD5	STD6	STD7	SPED	Total
Boys									
South East	11	10	6	15	5	12	3	-	62
North East	2	1	1	1	4	2	4	-	15
Southern	27	17	22	32	18	30	20	-	166
Kweneng	33	26	38	26	28	21	17	-	189
Kgatleng	4	-	1	4	3	8	6	-	26
North West	38	27	38	38	30	29	20	-	220
Chobe	-	-	1	-	1	2	1	-	5
Gantsi	55	17	28	24	9	9	5	-	147
Kgalagadi	7	3	4	12	9	13	4	-	52
Central	71	36	44	63	59	60	36	-	369
Total	248	137	183	215	166	186	116	-	1,251
Girls									
South East	12	9	6	6	4	3	5	-	45
North East	3	1	1	2	1	3	2	-	13
Southern	15	16	11	12	10	15	8	-	87
Kweneng	28	9	16	15	18	20	10	-	116
Kgatleng	1	-	-	4	-	2	4	-	11
North West	29	8	8	18	12	21	7	-	103
Chobe	1	-	-	2	-	2	1	-	6
Gantsi	36	24	13	9	15	5	6	-	108
Kgalagadi	3	1	1	8	2	3	2	-	20
Central	40	22	22	27	22	26	40	2	201
Total	168	90	78	103	84	100	85	2	710
Both Sex									
South East	23	19	12	21	9	15	8	-	107
North East	5	2	2	3	5	5	6	-	28
Southern	42	33	33	44	28	45	28	-	253
Kweneng	61	35	54	41	46	41	27	-	305
Kgatleng	5	-	1	8	3	10	10	-	37
North West	67	35	46	56	42	50	27	-	323
Chobe	1	-	1	2	1	4	2	-	11
Gantsi	91	41	41	33	24	14	11	-	255
Kgalagadi	10	4	5	20	11	16	6	-	72
Central	111	58	66	90	81	86	76	2	570
Total	416	227	261	318	250	286	201	2	1,961

Table 3.10 shows that male dropouts are higher than female drop outs across the regions except for Chobe. Standard1 drop out constitute the highest number of drop outs for both male and female drop outs. Of the 1,957 total drop outs, 416 were standard 1, constituting 21.3 percent followed by standard 2 with 318 drop outs, constituting 16.3 percent.

3.5. Re-Entrants

Table 3.11: Primary School Re-Entrants by Region, Sex and Standard -2013

Regions	STD1	STD2	STD3	STD4	STD5	STD6	STD7	SPED	Total
Boys									
South East	-	-	5	5	3	2	1	1	17
North East	-	1	2	3	2	3	2	-	13
Southern	26	9	14	29	24	28	8	-	138
Kweneng	44	17	35	28	30	18	8	-	180
Kgatleng	1	-	-	6	1	5	3	-	16
North West	31	25	30	30	27	17	10	-	170
Chobe	-	-	-	-	1	-	2	-	3
Gantsi	31	14	28	22	13	7	4	-	119
Kgalagadi	8	-	6	12	14	8	3	-	51
Central	69	58	44	44	52	39	13	1	320
Total	210	124	164	179	167	127	54	2	1,027
Girls									
South East	1	1	1	-	-	1	1	-	5
North East	1	1	1	-	1	1	2	-	7
Southern	14	8	14	7	10	9	4	-	66
Kweneng	21	12	13	13	6	7	3	-	77
Kgatleng	-	-	-	1	-	-	3	-	4
North West	10	4	4	8	8	5	7	-	46
Chobe	1	-	1	2	-	1	-	-	5
Gantsi	20	11	7	10	9	3	2	-	62
Kgalagadi	2	3	1	7	-	1	2	-	16
Central	48	28	27	28	18	14	14	1	178
Total	118	68	69	76	52	42	38	3	466
Both Sex									
South East	1	1	6	5	3	3	2	1	22
North East	1	2	3	3	3	4	4	-	20
Southern	40	17	28	36	34	37	12	-	204
Kweneng	65	29	48	41	36	25	11	2	257
Kgatleng	1	-	-	7	1	5	6	-	20
North West	41	29	34	38	35	22	17	-	216
Chobe	1	-	1	2	1	1	2	-	8
Gantsi	51	25	35	32	22	10	6	-	181
Kgalagadi	10	3	7	19	14	9	5	-	67
Central	117	86	71	72	70	53	27	2	498
Total	328	192	233	255	219	169	92	5	1,493

Table 3.11 shows that more boys than girls across all the standards re-entered primary school.

3.6. Gross Progression Rate

Table 3.12: Primary School Standard 1 to Standard Seven Progression Rates by Sex

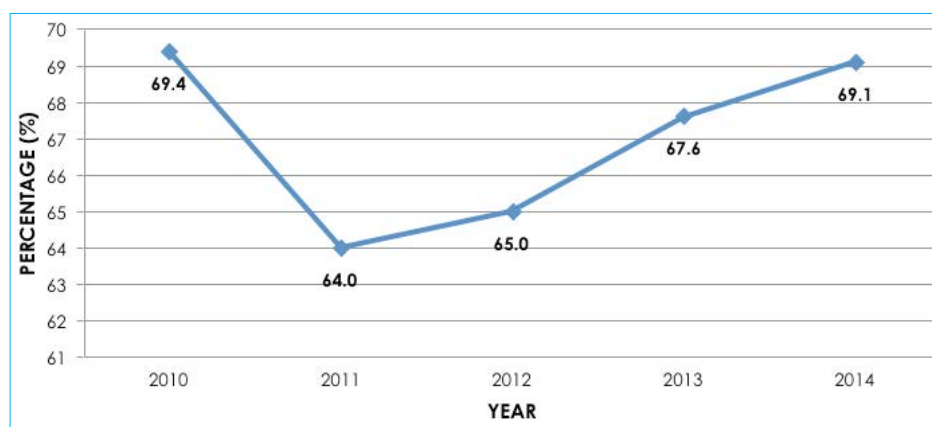
Boys	Year	Enroll	Progression Rate (%)	Year	Enroll	Progress (%)	Year	Enroll	Progression Rate (%)	Year	Enroll	Progression Rate (%)
STD 1	2004	26,671	100	2005	27,203	100.0	2006	27,632	100.0	2007	27,265	100.0
STD 2	2005	25,028	93.8	2006	25,149	92.4	2007	24,963	90.3	2008	24,743	90.8
STD 3	2006	24,064	90.2	2007	24,458	89.9	2008	24,899	90.1	2009	24,619	90.3
STD 4	2007	24,730	92.7	2008	24,915	91.6	2009	25,512	92.3	2010	24,967	91.6
STD 5	2008	22,838	85.6	2009	23,312	85.7	2010	23,801	86.1	2011	23,499	86.2
STD 6	2009	22,254	83.4	2010	22,587	83.0	2011	22,966	83.1	2012	22,695	83.2
STD 7	2010	20,962	78.6	2011	21,199	77.9	2012	21,509	77.8	2013	21,732	79.7
Girls												
STD 1	2004	24,197	100	2005	25,386	100.0	2006	25,851	100.0	2007	25,155	100.0
STD 2	2005	23,532	1	2006	23,812	93.8	2007	23,970	92.7	2008	23,654	94.0
STD 3	2006	22,070	91.2	2007	23,259	91.6	2008	23,702	91.7	2009	23,497	93.4
STD 4	2007	22,733	93.9	2008	23,525	92.7	2009	24,306	94.0	2010	23,919	95.1
STD 5	2008	21,911	90.6	2009	22,725	89.5	2010	23,488	90.9	2011	23,094	91.8
STD 6	2009	21,633	89.4	2010	22,258	87.7	2011	23,839	92.2	2012	22,679	90.2
STD 7	2010	20,647	85.3	2011	21,334	84.0	2012	21,863	84.6	2013	22,028	87.6
Both Sex												
STD 1	2004	50,868	100	2005	52,589	100.0	2006	53,483	100.0	2007	52,420	100.0
STD 2	2005	48,560	95.5	2006	48,961	93.1	2007	48,933	91.5	2008	48,397	92.3
STD 3	2006	46,134	90.7	2007	47,717	90.7	2008	48,601	90.9	2009	48,116	91.8
STD 4	2007	47,463	93.3	2008	48,440	92.1	2009	49,818	93.1	2010	48,886	93.3
STD 5	2008	44,749	88	2009	46,037	87.5	2010	47,289	88.4	2011	46,593	88.9
STD 6	2009	43,887	86.3	2010	44,845	85.3	2011	46,805	87.5	2012	45,374	86.6
STD 7	2010	41,609	81.8	2011	42,533	80.9	2012	43,372	81.1	2013	43,760	83.5

Table 3.12 shows cohort analysis for standard 1 pupil who reaches standard 7 inclusive of repeaters. Therefore, 83.5 percent of the cohort who started standard 1 in 2007 reached standard 7 in 2013 showing an increase of 2.4 percentage points on the cohort who started standard 1 in 2006 and completed standard 7 in 2012.

3.7. Primary School Leaving Examination

In 2014, 42,797 candidates set for the Primary School Leaving Examinations (PSLE) with 49.8 percent of the candidates being girls. This is a reflection that Botswana is doing well on gender parity for participation in PSLE.

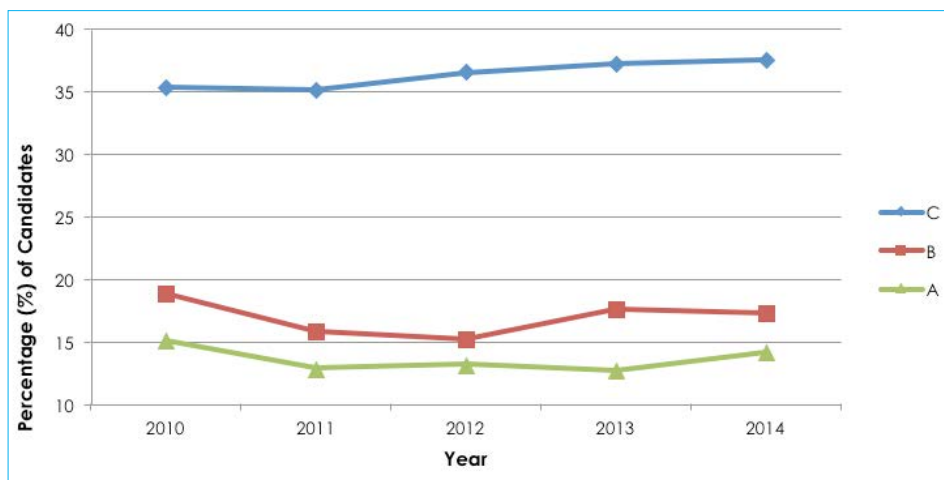
Figure 3.2: Percentage of PSLE Candidates who obtained Overall Grade A-C in PSLE-2010 – 2014



Data Source: Botswana Examination Council (2015)

Figure 3.2 reflex performance in primary leaving examination over the years. It can be observed that quality pass denoted by A-C in PSLE has been improving steadily since 2011, after the decline between 2010 and 2011. The percentage of PSLE candidates who obtained overall A-C declined from 69.4 percent in 2010 to 64 percent in 2011 and thereafter increased annually up to 69.1 percent in 2014.

Figure 3.3: Trends on percentage of Candidates obtaining overall grades A, B, C in PSLE between 2010 and 2014



Data Source: Botswana Examination Council (2015)

Further analysis of grades A to C separately shows that more (between 35% and 38%) PSLE candidates obtained grade C between 2010 and 2014 than grades A and B. Percentage of candidates obtaining grade B ranged between 15 and 19 percent, during this period while those obtaining grade A ranged between 12 and 15 percent (figure 3.3 refers). This is an indication that candidates with grade C contribute more to the quality pass than those with grades A and B.

3.8. Transition Rate

Figure 3.4: Transition Rate from Primary (STD7) to Lower Secondary (Form 1)-2000-2013

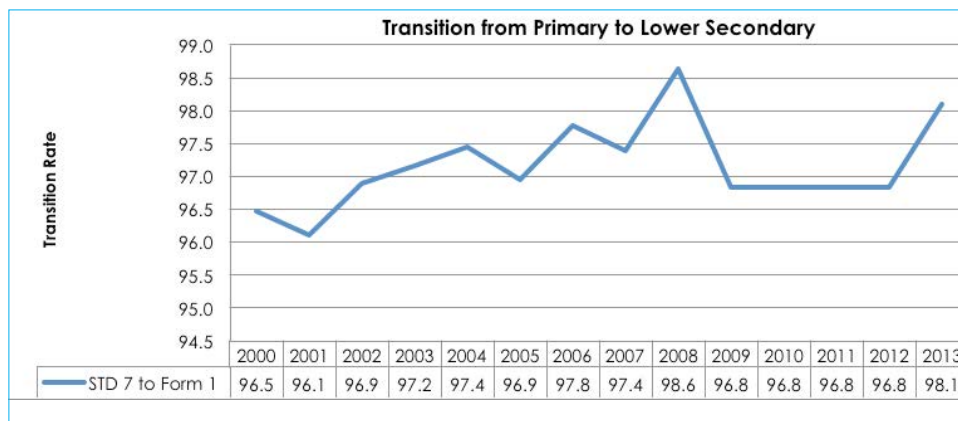
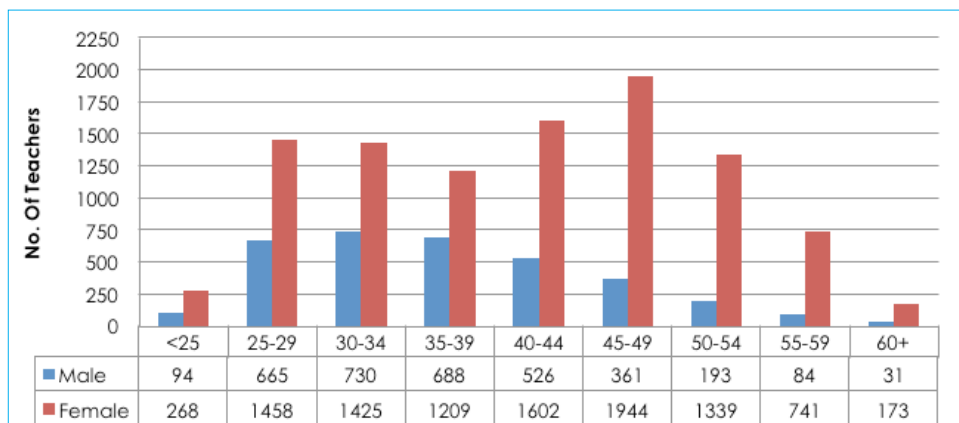


Figure 3.4 shows that since 2000 to date transition rates from primary school (Standard 7) to lower secondary level (Form 1) had been above 96 percent. This was an indication that although the education policy outlines that each eligible child should go through 10 year basic education there was still a small proportion (about 3 percent) of children who only go up to Standard 7 and never reach Form 1. Although the transition rate was very high, the desired 100 percent transition rate from primary to lower secondary has never been achieved over the years.

3.9. Primary School Teacher by Age and Qualification

Figure 3.5: Primary School Teachers Distributed by Sex and Age Group



*** Exclude teachers on study leave

Figure 3.5 shows distribution of teachers by age and sex. Most female teachers (1,944) were in the age group 45-49 while the highest number of male teachers (730) was in the age group 30-34, followed by age group 35-39 with 688 male teachers. A few teachers, 362 teachers, constituting 2.7 percent of total teachers were below 25 years while 204 (1.5 %) teachers were aged 60 years and above.

Figure 3.6: Percentage of Primary School Teachers by Qualification -2013

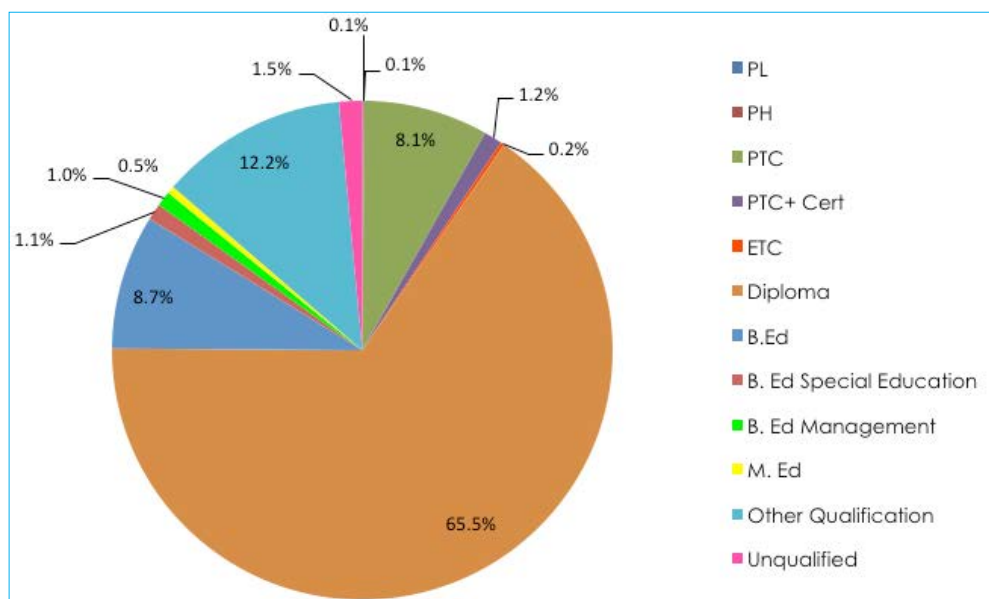


Figure 3.6 show that in 2013; 65.5 percent of primary school teachers had Diploma as their highest teaching qualification, followed by those who had other teaching qualification not specified at 12.2 percent. Those with Bachelor of Education were 8.7 percent (B.Ed) while 8.2 percent had Primary Teaching Certificate (PTC). The percentage of teachers without teaching qualification, PTC and Certificate, Bachelor of Education in Special Education, and Bachelor of Education Management ranged from 1.0 to 1.5 percent each. Other qualifications; Primary Lower (PL), Primary Higher (PH), and Master in Education each had percentage less than 1 percent.

Table 3.13: Primary School Teachers by Qualification and Education region-2013

Region	Teacher Qualifications											Sub-Total	Unqual	Total
	PL	PH	PTC	PTC +Cert	ETC	Diploma	B.ED	B.ED SPED	B.ED Mgt	M.ED	Other			
South East	3	1	102	53	7	1,068	279	22	25	24	192	1,776	46	1,822
North East	2	1	89	9	-	780	96	30	15	12	148	1,182	13	1,195
Southern	-	2	295	8	1	1,166	152	22	24	4	296	1,970	22	1,992
Kweneng	1	1	168	55	5	1,258	187	20	13	4	271	1,983	26	2,009
Kgatleng	1	3	81	10	20	371	71	19	12	8	84	680	1	681
North West	-	-	46	11	-	939	79	6	6	3	161	1,251	60	1,311
Chobe	-	-	7	-	-	119	12	2	-	-	35	175	-	175
Gantsi	-	-	22	-	-	221	25	2	3	-	63	336	-	336
Kgalagadi	1	-	42	1	-	337	24	5	2	2	74	488	18	506
Central	3	1	359	32	2	3,595	382	33	46	16	507	4,976	39	5,015
Total	11	9	1,211	179	35	9,854	1,307	161	146	73	1,830	14,817	225	15,042

In 2013 there were 15,042 primary school teachers of which 14,817 teachers had a teaching qualification and 225 had no teaching qualification. North West region had the highest number of teachers (60) without teaching qualification. Chobe and Gantsi regions had no unqualified teachers while Kgatleng had reported only one unqualified teacher.

Figure 3.7: Percentage of Primary School Teachers who are Unqualified -2013

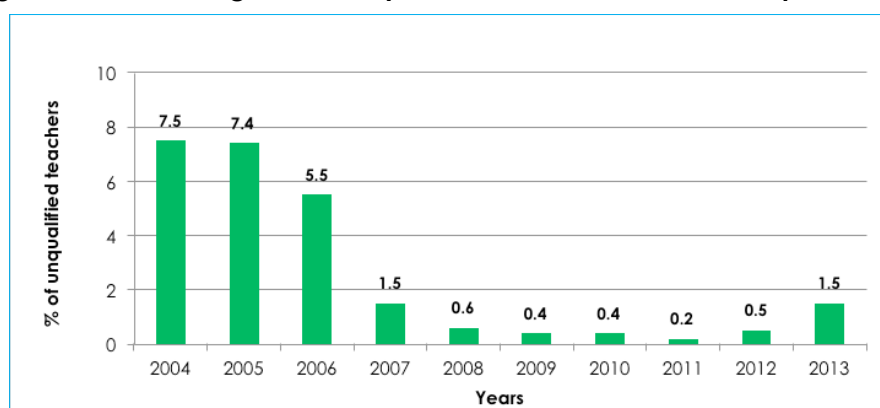


Figure 3.7 shows that the percentage of primary school teachers without any teaching qualification has been declining over the years. Figure 3.7 further shows that 7.5 percent of primary school teachers were untrained in 2004 and this declined to 0.5 percent in 2012, however, in 2013 the proportion of primary school teachers without any teaching qualification increased to 1.5 percent.

3.10. Pupil- Teacher Ratio

The Pupil Teacher Ratio is one of the key indicators used as a proxy for assessing the quality of education. It is believed that a low number of pupils per teacher translates into pupils having better chance of contact with the teachers and hence a better teaching/learning environment. However, it should be noted that there are many other factors that affect the pupil's learning process; teacher qualification, adequate teaching and learning materials and small class size.

Table 3.14: Time Series on Primary School Teachers 2008 -2013

	2008	2009	2010	2011	2012	2013
Trained Teachers						
Male	3,075	3,132	3,083	3,125	3,610	3,806
Female	9,914	9,832	9,615	9,675	10,752	11,011
Total	12,989	12,964	12,698	12,800	14,362	14,817
Untrained Teachers						
Male	10	6	7	1	11	63
Female	70	44	44	27	54	162
Total	80	50	51	28	65	225
All Teachers						
Male	3,085	3,138	3,090	3,126	3,621	3,869
Female	9,984	9,876	9,659	9,702	10,806	11,173
Total	13,069	13,014	12,749	12,828	14,427	15,042
% Female Teachers	76.4	75.9	75.8	75.6	74.9	74.3
% Untrained Teachers	0.6	0.4	0.4	0.2	0.5	1.5
Pupil-Teacher Ratio						
Trained Teachers	26	25	26	26	23.4	23
Total Teachers	25	25	25	25	23.3	22.6

Table 3.15 shows that the percentage of untrained primary school teachers increased from 0.5 percent in 2012 to 1.5 percent in 2013. The pupil teacher ratio for the trained teachers decreased from 23.4 pupils per trained teacher in 2012 to around 23.0 pupils per trained teacher in 2013.

4. Concepts and Definitions

Access

Total Enrolment: Total number of learners in the system.

Age Specific Enrolment Ratio (ASER): Enrolment of the population of a specific age / Population of that specific age)*100. Age Specific Enrolment Ratio is percentage of the population of a specific age enrolled. It shows the extent of the population of a specific age cohort in educational activity.

Gross Enrolment Ratio (GER): Number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education; Total enrolment in primary / Population of that specific age group 6-12yrs) *100.

Net Enrolment Ratio (NER): Number of pupils in the theoretical age group for a given level of education enrolled in that level expressed as a percentage of the total population in that age group.; Enrolment of specific age group 6-12 years/ Population of that specific age group 6-12yrs) *100

Net Intake Rate (NIR): Number of new entrants in the first grade of primary education who are of the theoretical primary school entrance age, expressed as a percentage of the population of the same age.

Gross Intake Rate (GIR): Total number of new entrants in the first grade of primary education regardless of age, expressed as a percentage of the population of the theoretical entrance age to primary education.

Quality

Student Teacher Ratio: Average number of pupil per teacher at the level of education specified in a given school year, based on headcounts for both pupils and teachers; Total enrolment / Total number of teachers.

Student Classroom Ratio: Average number of pupil per classroom at the level of education specified in a given school year, based on headcounts for both pupils and classrooms; Total enrolment / Total number of classrooms.

Percentage of Trained Teachers: Number of teachers who have received the minimum organised teacher-training (pre-serviced or in service) required for teaching at the relevant level of education in the given country, expressed as a percentage of the total number of teachers at the given level of education.

Pass Rate: Percentage of candidates with Grade C or better as an overall percentage.

Efficiency

Transition Rate from Primary to secondary: Number of new entrants to the first grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year.

Dropout Rate: Is the proportion of pupils who leave the system without completing a given grade in a given year

Percentage of Repeaters: Number of pupils who are enrolled in the same grade (or level) as the previous year, expressed as a percentage of the total enrolment in the given grade or level of education.

Survival Rates: Survival rates are calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years. It is to be interpreted as the percentage of children who start primary education who will reach a given grade.

Equity

Gender Parity Index (GPI): Ratio of the female to male values of a given indicator. A GPI 1 indicates parity between sexes