

CESA 16-25 and SDG 4 – Country Profiles

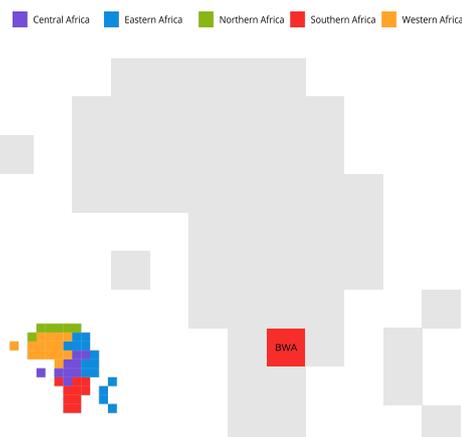
Botswana

African Union: Southern Africa

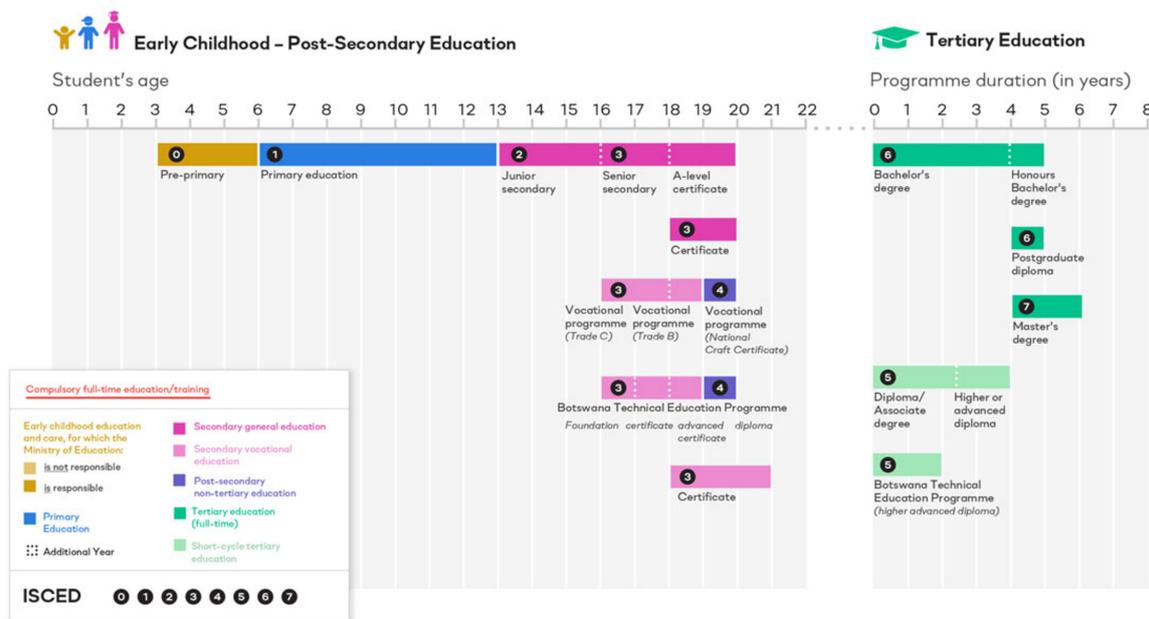
Botswana belongs also to the following regional aggregations:

SDG: Africa (Sub-Saharan)
WB: Upper middle income (July 2020)

GNI per capita, PPP (2019)	\$ 17100
Poverty headcount ratio at \$3.20 a day (2015)	36.5 % (2011 PPP)
Population, total (2020)	2.4 millions



This country profile presents the data available to monitor CESA Strategic Objectives (SO) and SDG 4 frameworks ([correspondence](#)). Data points for Botswana are available for [SO1](#), [SO3](#), [SO4](#), [SO5](#), [SO6](#), [SO8](#), [SO9](#), and Finance. The arrow indicate the trend when at least two data points are available. A  indicates if change was positive from the first to the last observed value, and  if it was negative. Differences of +/-5% are considered stable and marked with . The gray area and line in the miniplot show the average for Southern Africa in the period.



The complete International Standard Classification of Education (ISCED) can be accessed at a [ISCED website hosted by the UNESCO Institute for Statistics \(UIS\)](#) and [GEM Report's PEER website of country profiles](#).



SO 1 – Teachers

CESA SO 1 – Teachers

1.1 Percentage of teachers qualified to teach according to national standards

SDG Target 4.c

4.c.1 Proportion of teachers with the minimum required qualifications, by education level

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Pre-primary	Both sexes	..	..	54.6	55.0	54.2	..	..	..	..	..	..	..
Pre-primary	Female	..	..	54.6	55.0	54.3	..	..	..	..	..	..	..
Pre-primary	Male	..	..	54.5	56.1	50.9	..	..	..	..	..	..	..
Primary	Both sexes	99.8	99.8	99.5	98.6	97.9	98.7	..	99.8	..	..	..	..
Primary	Female	99.5	99.7	99.5	98.7	98.1	98.9	..	99.8	..	..	..	..
Primary	Male	..	100.0	99.7	98.4	97.3	98.4	..	99.9	..	..	..	..
Secondary	Both sexes	..	..	99.8	99.6	99.6	99.3	..	99.8	..	..	..	..

* BDDS Indicator ID(s): TRTP.02, TRTP.02.F, TRTP.02.M, TRTP.1, TRTP.1.F, TRTP.1.M, TRTP.2T3

CESA SO 1 – Teachers

1.4 Percentage of Teachers who have undergone In-Service Training

SDG Target 4.c

4.c.7 Percentage of teachers who received in-service training in the last 12 months by type of training

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Lower Secondary	Both sexes	..	..	..	..	..	64.4	..	..	..	..	..	..
Lower Secondary	Female	..	..	..	..	..	65.2	..	..	..	..	..	..
Lower Secondary	Male	..	..	..	..	..	68.9	..	..	..	..	..	..

* BDDS Indicator ID(s): TPROFD.2, TPROFD.2.F, TPROFD.2.M



SO 2 – Infrastructure

CESA SO 2:

└ 2.1

SO 2: 2.1 not available for the country

CESA SO 2:

└ 2.2

SO 2: 2.2 not available for the country



SO 3 - Information and Communication Technology

CESA SO 3 – Information and Communication Technology

3.1 Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes

SDG Target 4.a

4.a.1 Proportion of schools offering basic services, by type of service

Proportion of schools with access to computers for pedagogical purposes (%)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Lower secondary	Both sexes	..	..	100.0	..	..	..	..	..	..	..	..	..
Secondary	Both sexes	..	..	100.0	..	..	15.0	..	..	..	..	..	..
Upper secondary	Both sexes	..	..	100.0	..	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): SCHBSP.2.WCOMPUT, SCHBSP.2T3.WCOMPUT, SCHBSP.3.WCOMPUT

CESA SO 3 – Information and Communication Technology

3.1 Proportion of schools with access to (i) electricity (ii) the Internet for pedagogical purposes and (iii) computers for pedagogical purposes

SDG Target 4.a

4.a.1 Proportion of schools offering basic services, by type of service

Proportion of schools with access to Internet for pedagogical purposes (%)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Lower secondary	Both sexes	..	..	99.5	..	..	..	..	..	..	..	..	..
Secondary	Both sexes	..	..	86.3	..	..	..	..	..	..	..	..	..
Upper secondary	Both sexes	..	..	46.4	..	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): SCHBSP.2.WINTERN, SCHBSP.2T3.WINTERN, SCHBSP.3.WINTERN

SO 4 – Skills and Completion Rates

SO 4 – Skills and Completion Rates

4.1 Gross intake ratio for final year of primary, lower secondary and upper secondary

SDG Target 4.1

4.1.2 Completion rate primary education, lower secondary education, upper secondary education

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Primary	Both sexes	93.4	93.3	95.1	95.7	96.2	96.6	96.9	97.2	97.5	97.7	97.9	..	
Primary	Female	95.1	95.3	96.2	96.7	97.0	97.3	97.6	97.9	98.1	98.3	98.4	..	
Primary	Male	91.7	91.2	93.4	94.1	94.6	95.1	95.5	95.9	96.2	96.6	96.9	..	
Lower Secondary	Both sexes	79.0	83.6	82.9	84.4	85.7	86.8	87.9	88.8	89.7	90.5	91.2	..	
Lower Secondary	Female	80.9	85.4	83.9	85.3	86.5	87.6	88.7	89.7	90.6	91.5	92.2	..	
Lower Secondary	Male	77.2	81.8	81.5	83.2	84.5	85.7	86.7	87.6	88.5	89.4	90.2	..	
Upper Secondary	Both sexes	42.7	53.9	48.4	50.9	53.0	54.9	56.7	58.3	59.8	61.2	62.6	..	
Upper Secondary	Female	45.4	56.8	51.0	53.4	55.6	57.5	59.5	61.2	63.0	64.7	66.3	..	
Upper Secondary	Male	40.0	50.9	45.1	47.0	48.6	50.0	51.3	52.5	53.6	54.9	56.1	..	

*BDDS Indicator ID(s): CR.1, CR.1.F, CR.1.M, CR.2, CR.2.F, CR.2.M, CR.3, CR.3.F, CR.3.M

SO 4 – Skills and Completion Rates

4.4 Percentage Distribution of Tertiary Graduates by field of study

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

Percentage of graduates from tertiary education

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Services	Both sexes	..	..	..	..	5.5	..	..	6.5	..	3.7	2.1	..	
Education	Both sexes	..	..	..	..	17.2	..	..	11.5	..	12.8	13.2	..	
Arts and Humanities	Both sexes	..	..	..	..	11.4	..	..	7.1	..	5.8	9.8	..	
Social Sciences, Journalism and Information	Both sexes	..	..	..	..	..	..	..	..	..	..	4.6	..	
Business, Administration and Law	Both sexes	..	..	..	..	..	..	..	..	..	..	36.3	..	
Natural Sciences, Mathematics and Statistics	Both sexes	..	..	..	..	..	..	..	..	..	..	2.8	..	
Information and Communication Technologies	Both sexes	..	..	..	..	..	..	..	..	..	..	5.0	..	
Engineering, Manufacturing and Construction	Both sexes	..	..	..	..	..	..	..	..	..	..	10.8	..	

*BDDS Indicator ID(s): FOSGP.5T8.F1000, FOSGP.5T8.F110, FOSGP.5T8.F200, FOSGP.5T8.F300, FOSGP.5T8.F400, FOSGP.5T8.F500, FOSGP.5T8.F600, FOSGP.5T8.F700, FOSGP.5T8.F800, FOSGP.5T8.F900, FOSGP.5T8.FUK

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Agriculture, Forestry, Fisheries and Veterinary	Both sexes	..	..	..	..	2.1	..	..	2.5	..	1.5	1.9	..	 ↓
Health and Welfare	Both sexes	..	..	..	..	11.0	..	..	9.7	..	11.4	13.6	..	 ↑
Unspecified fields	Both sexes	..	..	..	..	0.0	..	0.0	..	..	0.3	0.0	..	 ↓

* BDDS Indicator ID(s): FOSGP.5T8.F1000, FOSGP.5T8.F110, FOSGP.5T8.F200, FOSGP.5T8.F300, FOSGP.5T8.F400, FOSGP.5T8.F500, FOSGP.5T8.F600, FOSGP.5T8.F700, FOSGP.5T8.F800, FOSGP.5T8.F900, FOSGP.5T8.FUK

CESA SO 4 – Skills and Completion Rates

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 and (iii) science, by sex

SDG Target 4.1

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Proportion of students achieving at least a minimum proficiency level in reading

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Grade 2 to 3	Both sexes	..	55.7	..	..	..	..	..	..	..	..	..	..
Grade 2 to 3	Female	..	62.6	..	..	..	..	..	..	..	..	..	..
Grade 2 to 3	Male	..	48.6	..	..	..	..	..	..	..	..	..	..
Primary	Both sexes	..	..	..	84.9	..	..	..	..	..	..	..	..
Primary	Female	..	..	..	91.6	..	..	..	..	..	..	..	..
Primary	Male	..	..	..	78.6	..	..	..	..	..	..	..	..

* BDDS Indicator ID(s): READ.G2T3, READ.G2T3.F, READ.G2T3.M, READ.PRIMARY, READ.PRIMARY.F, READ.PRIMARY.M

CESA SO 4 – Skills and Completion Rates

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 and (iii) science, by sex

SDG Target 4.1

4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Proportion of students achieving at least a minimum proficiency level in mathematics

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Grade 2 to 3	Both sexes	..	28.9	..	..	..	..	..	..	..	..	..	..
Grade 2 to 3	Female	..	31.0	..	..	..	..	..	..	..	..	..	..
Grade 2 to 3	Male	..	26.8	..	..	..	..	..	..	..	..	..	..
Primary	Both sexes	..	..	..	64.7	..	..	..	..	..	..	..	..
Primary	Female	..	..	..	69.0	..	..	..	..	..	..	..	..

* BDDS Indicator ID(s): MATH.G2T3, MATH.G2T3.F, MATH.G2T3.M, MATH.PRIMARY, MATH.PRIMARY.F, MATH.PRIMARY.M

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Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Primary	Male	60.7

*BDDS Indicator ID(s): MATH.G2T3, MATH.G2T3.F, MATH.G2T3.M, MATH.PRIMARY, MATH.PRIMARY.F, MATH.PRIMARY.M

CESA SO 4:

└ 4.6

SO 4: 4.6 not available for the country



SO 5 – Parity and Equity

SO 5 – Parity and Equity

5.1 Gender Parity Index for Gross Enrolment Ratio

SDG Target 4.5

4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Primary	Both sexes	..	1.0	..	..	..	..	..	..	..	..	..	..
Lower Secondary	Both sexes	..	1.0	..	..	..	..	..	..	..	..	..	..
Upper Secondary	Both sexes	..	1.1	..	..	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): CR.1.GPIA, CR.2.GPIA, CR.3.GPIA

SO 5 – Parity and Equity

5.2 Percentage of Female Teachers

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Pre-primary	Both sexes	..	..	98.3	98.2	98.2	..	..	..	..	..	..	..
Primary	Both sexes	75.9	75.6	75.1	74.3	74.6	74.3	..	74.0	..	..	..	..
Secondary	Both sexes	..	..	..	..	..	54.7	..	55.4	..	..	..	..
Tertiary	Both sexes	..	..	..	..	..	..	37.0	42.2	..	43.0	42.2	..

*BDDS Indicator ID(s): FTP.02, FTP.1, FTP.2T3, FTP.5T8

SO 5 – Parity and Equity

5.4 Girls' dropout rate per reason of drop out

SDG Target 4.1

4.1.4 Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Primary	Both sexes	..	..	11.1	11.0	11.0	11.5	..	8.9	..	..	..	..
Primary	Female	..	..	10.1	10.2	10.5	10.6	..	8.1	..	..	..	..
Primary	Male	..	..	12.0	11.8	11.6	12.4	..	9.8	..	..	..	..
Lower Secondary	Both sexes	..	..	7.9	5.7	4.8	6.6	..	9.9	..	..	..	..
Lower Secondary	Female	..	..	6.5	4.6	3.6	5.5	..	9.3	..	..	..	..
Lower Secondary	Male	..	..	9.3	6.9	6.0	7.6	..	10.6	..	..	..	..
Upper Secondary	Both sexes	..	..	14.0	12.1	12.8	11.6	..	19.8	..	..	..	..
Upper Secondary	Female	..	..	14.2	12.0	12.5	10.4	..	18.1	..	..	..	..

*BDDS Indicator ID(s): ROFST.1.CP, ROFST.1.F.CP, ROFST.1.M.CP, ROFST.2.CP, ROFST.2.F.CP, ROFST.2.M.CP, ROFST.3.CP, ROFST.3.F.CP, ROFST.3.M.CP, ROFST.AGM1.CP, ROFST.AGM1.F.CP, ROFST.AGM1.M.CP

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Upper Secondary	Male	..	..	13.8	12.3	13.2	12.7	..	21.4	..	..	..	..
One Year Before Primary	Both sexes	..	..	72.9	73.8	66.4	78.7	..	..	..	..	..	..
One Year Before Primary	Female	..	..	72.0	73.5	65.4	78.5	..	..	..	..	..	..
One Year Before Primary	Male	..	..	73.7	74.2	67.4	78.9	..	..	..	..	..	..

* BDDS Indicator ID(s): ROFST.1.CP, ROFST.1.F.CP, ROFST.1.M.CP, ROFST.2.CP, ROFST.2.F.CP, ROFST.2.M.CP, ROFST.3.CP, ROFST.3.F.CP, ROFST.3.M.CP, ROFST.AGM1.CP, ROFST.AGM1.F.CP, ROFST.AGM1.M.CP

CESA SO 5 – Parity and Equity

5.5 Percentage of girls enrolled in STEM

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Natural Sciences, Mathematics and Statistics	Both sexes	..	..	..	..	17.5	..	..	27.6	..	23.3	18.5	..	

* BDDS Indicator ID(s): FOSGP.5T8.F500600700

TOP **SO 6 - Literacy**

CESA SO 6 - Literacy

↳ **6.1 Youth literacy rate**

SDG Target 4.6

↳ **4.6.2 Youth/adult literacy rate**

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Youth	Both sexes	..	..	..	97.5	..	..	..	..	..	..	..	..
Youth	Female	..	..	..	99.1	..	..	..	..	..	..	..	..
Youth	Male	..	..	..	95.8	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): LR.AG15T24, LR.AG15T24.F, LR.AG15T24.M

CESA SO 6 - Literacy

↳ **6.2 Adult literacy rate**

SDG Target 4.6

↳ **4.6.2 Youth/adult literacy rate**

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Adult	Both sexes	..	..	..	86.8	..	..	..	..	..	..	..	..
Adult	Female	..	..	..	87.5	..	..	..	..	..	..	..	..
Adult	Male	..	..	..	86.1	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): LR.AG15T99, LR.AG15T99.F, LR.AG15T99.M

CESA SO 6:

↳ **6.3**

SO 6: 6.3 not available for the country



SO 8 - TVET

CESA SO 8 - TVET

└ 8.1 Percentage of total enrolment in secondary and tertiary Technical and Vocational Education and Training

SDG Not monitored in the SDG framework

└ Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
Lower Secondary	Both sexes	..	..	100.0	100.0	100.0	100.0	..	100.0	..	..	..	..
Lower Secondary	Both sexes	..	..	0.0	0.0	0.0	0.0	..	..	..	..	..	..

*BDDS Indicator ID(s): GTVP.2.GPV, GTVP.2.V

CESA SO 8:

└ 8.2

SO 8: 8.2 not available for the country

CESA SO 8:

└ 8.3

SO 8: 8.3 not available for the country

CESA SO 8:

└ 8.6

SO 8: 8.6 not available for the country



SO 9 - Tertiary Education

Indicator 9.1 is reported in section SO 4.

CESA SO 9 – Tertiary Education

9.2 Expenditure on Research and Development as a Percentage of GDP

SDG Not monitored in the SDG framework

Reported using SCI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Tertiary	Both sexes	..	..	0.3	0.5	..	..	..	..	..	..	..	..

*BDDS Indicator ID(s): EXPGDP.TOT

CESA SO 9 – Tertiary Education

9.3 Enrolment of students in higher and tertiary education per 100,000 Inhabitants

SDG Target 4.3

4.3.2 Gross enrolment ratio for tertiary education, by sex

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Tertiary	Both sexes	20.8	18.5	22.8	28.2	27.3	30.2	25.9	24.9	26.7	25.1	26.1	..
Tertiary	Female	..	..	..	..	30.0	34.6	30.4	29.2	31.3	29.9	31.9	..
Tertiary	Male	..	..	..	..	24.6	25.8	21.5	20.5	22.2	20.3	20.3	..

*BDDS Indicator ID(s): GER.5T8, GER.5T8.F, GER.5T8.M

CESA SO 9 – Tertiary Education

9.4 Inbound Mobility Ratio

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Tertiary	Both sexes	..	..	..	..	2.6	1.6	2.6	2.4	..	2.3	2.2	..

*BDDS Indicator ID(s): MSEP.5T8

CESA SO 9 – Tertiary Education

9.5 Outbound Mobility Ratio

SDG Not monitored in the SDG framework

Reported using ORPRI Dataset

CESA 16-25 and SDG 4 - Botswana, Southern Africa

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Tertiary	Both sexes	19.3	17.9	9.6	6.9	6.3	5.4	6.0	5.2	..	5.1	..	..



*BDDS Indicator ID(s): MOR.5T8.40510



SO 10 - Peace and Non-violence

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country

CESA SO 10:

└ 10.3

SO 10: 10.3 not available for the country



Finance Indicators

CESA Finance Indicators

F.1 Public Expenditure on Education as a Percentage of Total Government Expenditure

SDG Target 1.a.GDP

1.a.GDP Government expenditure on on essential services (education, health and social protection) as a percentage of GDP

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All	Both sexes	..	..	..	..	..	7.8	8.0	7.1	6.7	6.9	..	..

*BDDS Indicator ID(s): XGDP.FSGOV

CESA Fin

F.2

Fin F.2 not available for the country

CESA Finance Indicators

F.3 Public Expenditure on Education as a Percentage of GDP

SDG Target 1.a

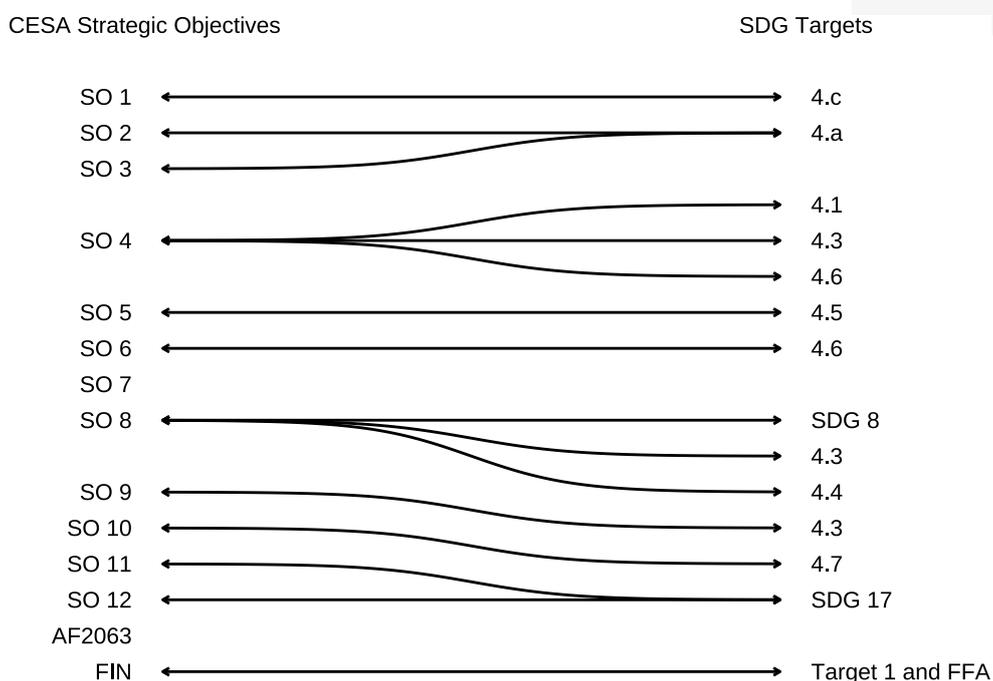
1.a.2 Proportion of total government spending on essential services (education, health and social protection)

Level*	Sex	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
All	Both sexes	..	..	..	..	..	17.5	16.5	22.2	15.6	15.4	..	..

*BDDS Indicator ID(s): XGOVEXP.IMF

The following figure and tables show the correspondence between the two frameworks

▲ TOP CESA 16–25 strategic objectives and SDG targets



▲ TOP CESA 16–25 and SDG 4 indicators

CESA SO	CESA Indicators	SDG Target	SDG Indicator
SO 1	1.1	4.c	4.c.1
	1.1	4.c	4.c.7
SO 2	2.1	4.a	4.a.1
	2.2	4.a	4.a.1
SO 3	3.1	4.a	4.a.1
SO 4	4.1	4.1	4.1.2
	4.5	4.1	4.1.1
	4.6	4.6	4.6.1
SO 5	5.1	4.6	4.5.1
	6.1	4.6	4.6.2
SO 6	6.2	4.6	4.6.2
	6.3	4.6	4.6.3
SO 8	8.3	4.3	4.3.1
	8.6	4.3	4.3.3
SO 9	9.2	9.5	9.5.1
SO 10	10.3	4.7	4.7.1
..	F.1	Financing	1.a
	F.3	Financing	FFA

Source: UIS/TCG Data Resources. [Click here for Metadata and Methodological Documents](#)

**CESA – SDG 4 common indicators**

No.	SDG Benchmarked Indicators	Correspondent CESA SO
1	Global Indicator 4.1.1 Proportion of students in (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, by sex	SO 4: 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 and (iii) science, by sex
2	Global Indicator 4.1.2 Completion rate	SO 4: 4.1 Gross intake ratio for the final year of primary, lower secondary and upper secondary SO 4: 4.7 Percentage of girls who complete secondary education (under development)
3	Thematic Indicator 4.1.4 Out-of-school rate	SO 5: 5.4 Girls' dropout rate per reason of drop out
4	Global Indicator 4.2.2 Participation rate one year before primary	
5	Global Indicator 4.c.1 Proportion of teachers with the minimum required qualifications	SO 1: 1.1 Percentage of Teachers Qualified to Teach According to National Standards SO 1: 1.2 Percentage of teachers qualified in Science or Technology or Engineering or Mathematics by Sex SO 1: 1.4 Percentage of Teachers who have undergone In-Service Training (under development)
6	Education expenditure as share of budget and GDP: i) Public Expenditure on Education as a Percentage of Total Government Expenditure (SDG 1.a.2); ii) Public Expenditure on Education as a Percentage of GDP	F.1 Public Expenditure on Education as a Percentage of Total Government Expenditure F.2 Public Current Expenditure on Education as a Percentage of Total Education Expenditure by level F.3 Public Expenditure on Education as a Percentage of GDP
7	Equity indicator to be defined	SO 5: 5.1 Gender Parity Index for Gross Enrolment Ratio SO 5: 5.2 Percentage of Female Teachers SO 5: 5.3 Percentage of Female Head Teachers SO 5: 5.4 Girls' dropout rate per reason of drop out SO 5: 5.5 Percentage of girls enrolled to STEM

**Endorsed SDG 4 indicators for global benchmarking**

No.	Label	Benchmark Indicators	Level
1	4.1.1	Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Global
2	4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)	Global
3	4.1.4	Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)	Thematic
4	4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	Global
5	4.c.1	Proportion of teachers with the minimum required qualifications, by education level	Global
6	1.a.2 and FFA	Education expenditures as a share of GDP/total expenditure	Education 2030 Framework for Action
7	4.5	Gender gap for completion rate in upper secondary	Global

**CESA indicators selected for benchmarking**

No.	Label	CESA Indicators
1		Proportion of students enrolled in STEM related fields by level of education
2	9.2	Expenditure on Research and Development as a percentage of GDP
3	3.1	Proportion of schools with access to (i) electricity (ii) the internet for pedagogical purposes and (iii) computers for pedagogical purposes
4		Public expenditure on TVET
5	8.3	TVET graduates labour force participation rate
6		Proportion of young people not in employment, education or training
7	2.1	Proportion of schools with hand washing/sanitizing facilities by level