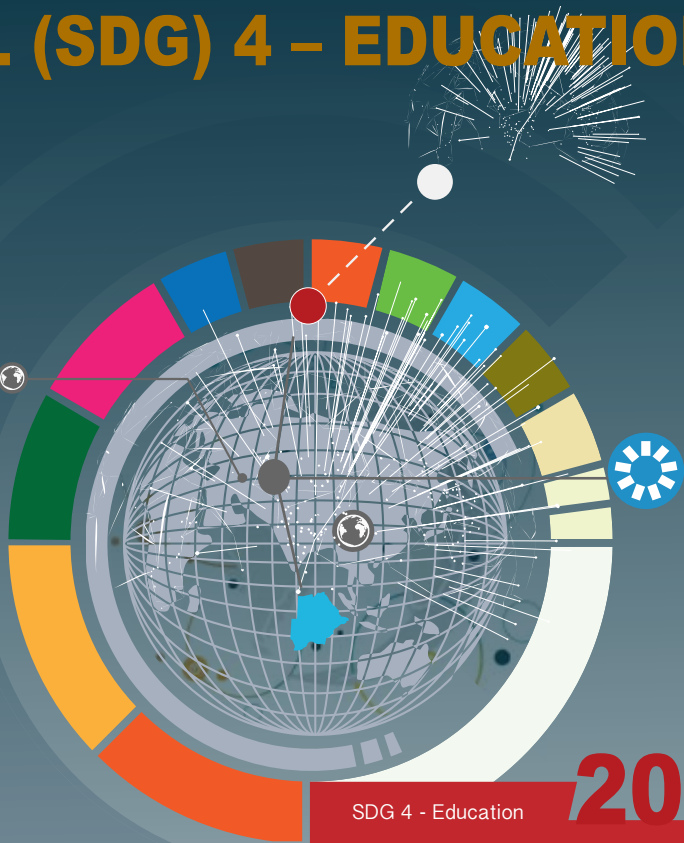


BOTSWANA NATIONAL IMPLEMENTATION PLAN

FOR SUSTAINABLE

DEVELOPMENT

GOAL (SDG) 4 – EDUCATION



BOTSWANA NATIONAL IMPLEMENTATION PLAN

FOR SUSTAINABLE DEVELOPMENT

GOAL (SDG) 4 – EDUCATION 2030



Botswana National Commission for **UNESCO**

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FOREWORD

The Sustainable Development Goal (SDG) 4 is an ambitious and specific goal to drive the education development agenda from 2016 – 2030 and a means through which all the seventeen (17) SDGs will be achieved. The SDGs aim among others, to end poverty, hunger and inequality, take action on climate change and the environment, improve access to health and education, and build strong institutions and partnerships. To ensure adequate attention to the different thematic areas of education, SDG 4 has been broken down into seven targets and three means of implementation. The targets and the means of implementation are crafted in such a way that all the critical areas of education, both emerging and the unfinished Education for All (EFA) business could be addressed in some way through the global education agenda.

This publication presents Botswana's National Strategy for the Implementation of SDG 4 – Education 2030, which was developed with guidance from the Incheon Declaration on Education 2030. The Incheon Declaration on Education 2030 is a guide to Member States on the implementation of SDG 4. It provides an outline on how to translate the agenda into national priorities and further proposes some strategies and thematic indicators for measuring success on the different SDG 4 targets.

The planning team comprised a sector wide representation of the relevant stakeholders (both government, Non-Governmental and Civic Society Organizations) with an education related mandate. The process to develop the National Implementation Plan for SDG 4 – Education 2030, followed the following outline:

1. National Consultation on SDG 4 – Education 2030 Under the principle of living no one behind, Botswana conducted a system wide National Consultation on SDG 4 – Education 2030 whose purpose was to formerly introduce SDG 4 – Education 2030 to Botswana's education system and to prepare for its mainstreaming into national policies and programmes.
2. Development of the National Implementation Plan for SDG 4 – Education 2030 The actual development of the National Implementation Plan for SDG 4 – Education 2030 started immediately after the national consultation. It involved a process to translate the global education agenda into national priorities, following the steps below:
 - 2.1 A reflection on the national, regional and global policies related to SDG 4 Education 2030 to ensure coherence and alignment. The reflection focused

on the educational needs of Africa, with particular attention to SDG 4 it relates to the African Agenda 2063, the Africa We Want and the Continental Education Strategy for Africa (CESA 16 – 25). It further concentrated on UNESCO Education Standard Setting Instruments, the Global Action Programme on Education for Sustainable Development as well as the SADC Protocol on Education and Training. At National level, the reflection covered the education priorities for the National Development Plan 11, the National Vision 2036, the Education Sectors Strategic Plan as well as the different Education Policies under implementation.

- 2.2 A contextualization of the different SDG 4 targets and means of implementation to clarify and derive a common understanding of the SDG 4 targets and means of implementation.
- 2.3 Establishment of baselines – A review of the current status was done to provide fresh data that will be used as baselines for all the SDG 4 targets and means of implementation.
- 2.4 Identification of possible challenges that may affect Botswana’s performance in SDG 4 – Education 2030.
- 2.5 Identification of possible strategies to facilitate effective implementation of the SDG 4 targets and means of implementation as well as thematic indicators for measuring success.
- 2.6 A consideration of the desired outcomes that will serve as indicators of success.

This report was produced as a localized version of the global agenda on Education 2030 that is meant to facilitate its proper implementation at national level. We therefore like to take this opportunity to express our heartfelt gratitude to all the participants who contributed to the development of this National Implementation Plan on SDG 4 – Education 2030. We also want to extend our sincere gratitude to Korea National Commission for UNESCO through the Bridge Participation Project for contributing financially to the development of the National Implementation Plan on SDG 4 – Education 2030. Without their support, the planning process could have not been such a success.

Lastly, we thank Botswana National Commission for UNESCO Secretariat for coordinating the planning process and the Development Team for producing this Implementation Plan and ensuring validity of information captured in the report.



Permanent Secretary

Ministry of Tertiary Education, Research Science and Technology

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ACRONYMS

BEAR	Better Education for Africa's Rise
BSSE	Botswana Senior Secondary Education
CESA	Continental Education Strategy for Education
CFS	Child Friendly Schools
CRCs	Counselling Resource Centres
CSOs	Civil Society Organizations
ECCD	Early Childhood Care and Development
ECCE	Early Childhood Care and Education
ECCEP	Early Childhood Care and Education Policy
EFA	Education for All
EFA-NAP	EFA National Action Plan
EMIS	Education Management Information Systems
ETSSP	Education and Training Sector Strategic Plan
ESD	Education for Sustainable Development
EU	European Union
GBV	Gender Based Violence
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HI	Hearing Impairment
HRDC	Human Resource Development Council
ICT	Information and Communication Technology
IEA	The International Association for the Evaluation of Educational Achievement
IECD	Integrated Early Childhood Development Policy
KRIVET	Korea Research Institute for Vocational Education and Training
MDG	Millennium Development Goals
MoBE	Ministry of Basic Education
MoTERST	Ministry of Tertiary Education, Research Science and Technology
MTTC	Madirelo Training and Testing Centre
NCQF	National Credit and Qualifications Framework
NGOs	Non-Governmental Organizations
NHRDS	National Human Resource Development Strategy
RNPE	Revised National Policy on Education
ODL	Open and Distance Learning

OSEC	Out of School Education for Children
OSET	Out of School Education and Training
PCR	Primary Completion Rate
PIRLS	Progress in Reading and Literacy Studies
RADS	Remote Area Dweller Settlements
SACMEQ	Southern and Eastern Africa Consortium for Monitoring of Education Quality
SADC	Southern Africa Development Community
SDG	Sustainable Development Goal
TEGER	Tertiary Education Gross Enrolment Ratios
TIMSS	Trends in International Mathematics and Science Studies
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

BACKGROUND

1.1 Botswana's Performance on Past Education Agendas

The global education agenda has progressively shifted from universal access to primary education which was the ideal of the Jomtien World Education Conference of 1990. At that Conference, Education was declared a fundamental human right; universal access to education was therefore emphasised. The Jomtien meeting came up with the first World Declaration on Education for All which committed to meeting basic learning needs for every global citizen. The world education agenda was then addressed through the following six goals (World Conference on Education for All (EFA), 1990);

1. Expansion of early childhood care and developmental activities, including family and community interventions ,especially for poor, disadvantaged and disabled children;
2. Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic") by the year 2000;
3. Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e. g. 80% of 14 year olds) attains or surpasses a defined level of necessary learning achievement;
4. Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;
5. Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment and productivity;
6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development,

made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change.

When the world declaration on Education for All (EFA) came into effect in 1990, the Government of Botswana had already identified education as a vehicle for national development and declared education as a basic human right, essential for both social and individual development. By then, Botswana was already in the process of implementing her own goals towards provision of basic education for all its citizens. Provision of basic education at that time meant organising learning opportunities to enable both children and adults to learn basic literacy and numeracy skills, and to achieve an educational level equivalent to a Junior Certificate (a junior secondary school qualification). Basic education was then to be achieved through ten years of formal schooling for the school-age population, or by other non-formal education routes for both youth and adults. The basic education concept was then guided by goals set out in the 1977 National Policy on Education (NPE) which was a result of the first National Commission on Education, Education for Kagisano (NCE, 1977).

Ten years after conception of the first global education agenda, evaluation of EFA revealed slow progress towards achieving the general goal of universalizing primary education and massively reducing illiteracy by the end of the decade. In light of these experiences, the World Education Forum adopted the Dakar Framework for Action titled Education for All: Meeting our Collective Commitments. The Dakar Framework for action re-affirmed commitment to achieving Education for All by the year 2015. This would be made possible through collective commitment to the attainment of the EFA goals. The general global objective of EFA was to transform the lives of millions of children, youth, and adults around the world by 2015. The

EFA 2015 agenda was as well driven by the following six goals;

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;

1. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
2. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
3. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
4. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
5. Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.
6. A summary of Botswana's performance on the six EFA goals is presented in Box 1. According to the review, Botswana performed relatively well in most of the EFA goals, however, as can be noted from Box 1, the country did not achieve its targets on early childhood education and the quality of education also remained low.

Early Childhood Care and Education - Most of the programmes targeting ECCE were implemented at the tail end of the EFA plan period of 2000 to 2015. By 2015, only 18% of the 4-6 year olds are accessing pre-school education.

Provision of Complete, Free and Compulsory Primary Education of Good Quality - Even though Botswana is doing well on accessibility to free primary education, the country is yet to reach 100%, there were still some children of primary school going age that were not in school

Equitable Access to Secondary Education – Botswana did well at lower secondary level which is within the 10-year basic education, with 98% transition rate, however transition to senior secondary dropped to an undesirable 66%. Access to tertiary education remained low at 21%.

Access to Out-of-School Education and Training – National literacy rate for Botswana was at 81%, higher than the average for Sub-Saharan Africa

Quality of Education – Quality of Botswana's Education remained very low as measured by International Comparative Studies like TIMSS, SACMEQ and PIRLS

1.2 Sustainable Development Goal 4 – The Next Education Agenda

The EFA Global Monitoring Report (GMR) of 2015 acknowledged considerable progress towards realisation of EFA goals. However, the report also notes that... "Despite all efforts by governments, civil society and the international community, the world has not achieved Education for All" (UNESCO, 2015 p.3). Of note is that millions of children are out of school and even more do not complete primary education. Inequality in

education has increased with the poorest and most disadvantaged children being left out; the quality of education as well remained poor with millions of children leaving school without basic literacy and numeracy skills (UNESCO, 2015) The assertion by the GMR only confirms Botswana's situation that while progress was made on most of the objectives, the country did not achieve the set target in any of the objectives and it was far below target for goals 1 and 6 on Early Childhood Care and Education and the Quality of Education.

To address the non-attainment of targets by the EFA 2015 agenda, a declaration was made at the World Education Forum in Incheon, Republic of Korea that the World should "ensure inclusive and equitable quality education and promote lifelong learning for all by 2030". The Incheon Declaration marked the start of a new education agenda; which formed part of the seventeen (17) Sustainable Development Goals adopted by United Nations General Assembly (UNGAS), in September 2015, as a global agenda to drive global economic development. Goal four (4) of the 17 goals, is specific to education and a driving force through which all the goals could be achieved.

Prior to the adoption of the SDGs, the World Education Forum, made a declaration in Incheon, Republic of Korea. The outcome document of the forum was the Framework for Action – Education 2030, which is a guide towards effective implementation of SDG 4 – Education 2030.

It is worth noting that, the general goal of the SDGs is to meet urgent environmental, political and economic challenges that are facing the world (UNDP, 2016). This represents an extended focus of the MGDs whose efforts were directed towards combating extreme poverty, preventing diseases and expanding primary education to all children.

Following the adoption of SDGs in 2015, UNESCO further adopted the Framework for Action, Education 2030 in a special meeting on 4th November 2015 in Paris, France. SDG 4 through its Framework for Action, was then declared the next education agenda as it was found to encapsulate the global aspirations of education.

SDG 4 commits to ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. The Goal will be realized through seven (7) targets and three (3) means of implementation that help to unpack SDG 4 into measurable targets. Figure 1 is a diagrammatic representation of the logical framework of SDG 4 and its associated targets.



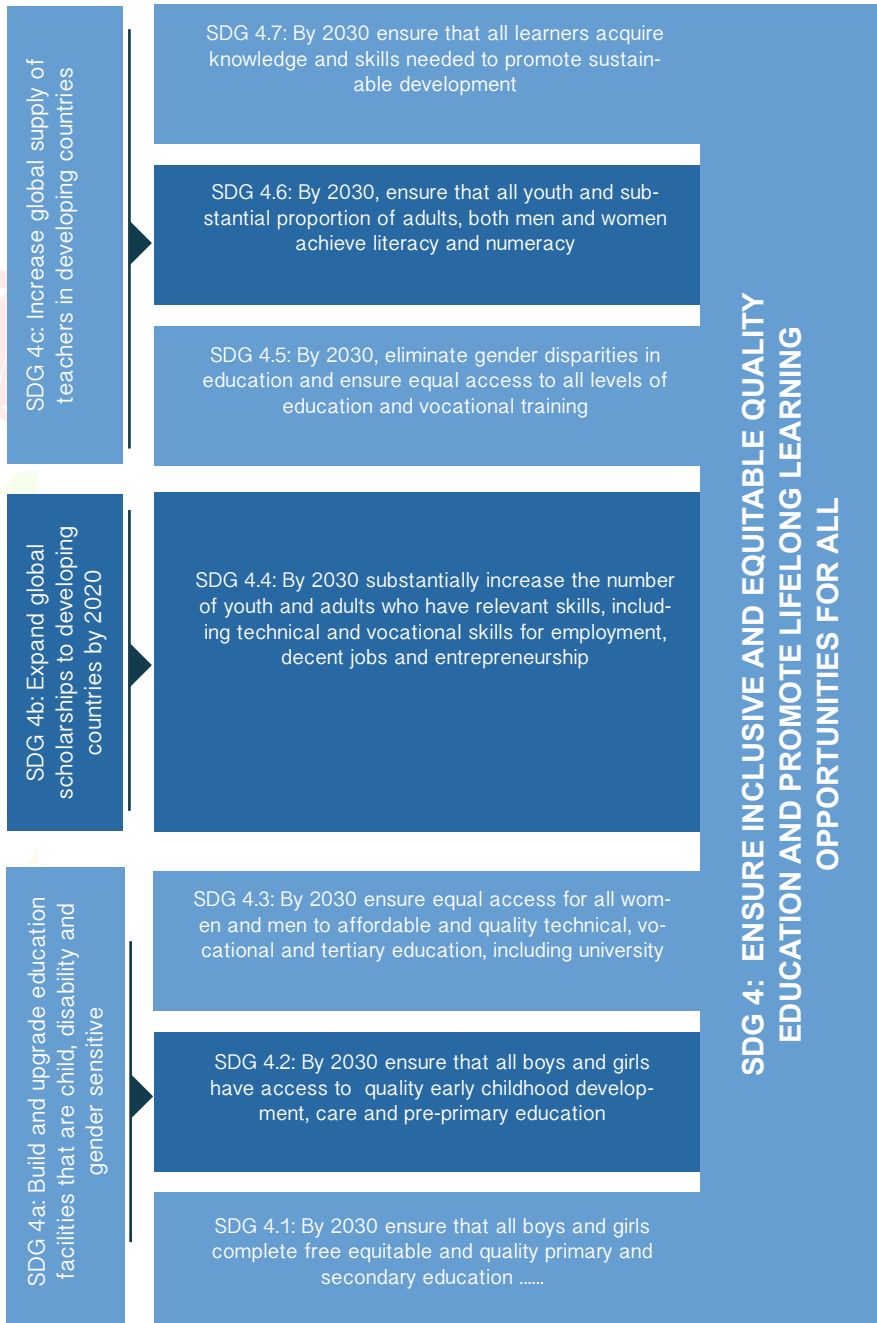


Figure 1: Logical framework of SDG 4 and its associated targets

It is important to note that at the global level, education is considered an important ingredient for achievement of the other sustainable development goals. UNESCO, through its Education for Sustainable Development (ESD) agenda, has proved to the world that "Education has a role in global development because it has a catalytic impact on the well-being of individuals and the future of our planet, (UNESCO, 2017, p. 7). The ESD agenda drives global development from the perspective that global citizens can contribute to sustainable development if they have the required knowledge, skills, values and attitudes that empower them to contribute to sustainable development; education is therefore crucial in the achievement of sustainable development.

Thus, implementation of the SDG 4 targets and means of implementation should ensure that global citizens have access to well-rounded education, well endowed with skills, knowledge, values and attitudes to contribute effectively to other sustainable development goals.

1.3 Conception of SDG 4 Ideals in Botswana

While Botswana has made a remarkable progress in achieving some of the six EFA goals, there were still some challenges that needed to be addressed. This section presents the thought process through which Botswana conceptualised the post 2015 Education Agenda which set out the foundation for SDG 4-Education 2030.

In November 2015, just after the evaluation of the performance of EFA agenda, Botswana National Commission

for UNESCO Education Programme Committee organised a workshop where all players in the education system proposed the country's prospects for the post-2015 education agenda. The participants agreed that though EFA 2015 achieved so much, a lot still needed to be done. The planning group discussed the following:

1.3.1 The Philosophical Aspects of Education

The group concurred that education is a fundamental human right with the potential to totally eradicate abject poverty, inequality and to even improve people's livelihoods in general. As a result, investments in education must reflect this potential, with strategies targeting specifically the vulnerable and hardest-to-reach children. The quality and relevance of education also needs special attention if sustainable development is to be achieved. Focused attention needed to be on the alignment between the emerging and researched priorities both at national regional and global levels. Specific issues discussed included:

Early Childhood Development (ECD)

Botswana is aware of the benefits of ECD provision and is eager to get children to participate. The response towards Standard One Orientation and the Reception Programme is very positive as evidenced by enrolments in piloting schools, hence the need to continue increasing access to ECD.

Basic Education (primary and secondary education)

With particular attention to Basic Education, Botswana should ensure that all children complete free, compulsory, quality and equitable basic education. Although the policy framework for achieving basic education has already been initiated by the 1994 Revised National Policy on Education (RNPE), there is need for sub-sector strategic planning to translate the policy pronouncements into action. Education at this level has to be free and compulsory. Similarly, action should be made to ensure hundred percent (100%) transition from primary to lower secondary and 80% transition from lower secondary to senior secondary by 2030.

Learning needs for all youth and adults

Life-long learning opportunities need to be ensured even though lack of diversified learning paths minimise opportunities for life-long learning. There is a need to ensure that 100% of youth and adults attain functional literacy and numeracy by 2030.

Gender equality

There is also a need to address gender equality in order to increase participation of boys and girls in the different levels of education and to ensure smooth transition from one education level to the next. Participation of men and women in out of school education programmes must also be maximised. There is also a need to develop strategies to eliminate Gender Based Violence (GBV) and to monitor their effective implementation.

Quality of learning outcomes

In order to improve the quality of learning outcomes, there is a need to:

- Deploy resources for the utilisation of ICT and mass communication media to enhance teaching and learning.
- Aggressively harness Information technology to support teaching and learning in all schools and communities.
- Avail resources for implementation of ETSSP Priorities.
- Operationalize the BQA.
- Develop teaching standards, with rigorous monitoring and evaluation by the inspectorate division.
- Conduct a cyclical monitoring, evaluation and research in education.
- Ensure that annual surveys provide timely disaggregated data on dropout, retention, pregnancy and pass rates at each level of education for purposes of monitoring the inclusiveness of the education policies and programmes.

Furthermore, effectiveness and efficiency research is needed to identify inputs that policy makers need to invest in education and to make the most gains in learner achievement and completion.

Requirements for Effective Implementation of the Post 2015 Education Agenda

In order to facilitate implementation of the future education agenda at national level, the following are essential and need to be aligned to the Post-2015 Education Agenda and the Sustainable

Development Priorities. In the policy and planning front there is needed to review existing policies with particular reference to the:

- Education Act
- TVET Policy
- Assessment Policy
- Curriculum Standards
- National Credit and Qualifications Framework
- Early Childhood Care and Education Policy

Such reviews must ensure alignment of the national education priorities to the Post-2015 Education Agenda and the Vision 2036 ideals.

Governance, Coordination and Partnerships

In relation to the governance and partnerships, there is a need to:

- Transform donor coordination, guidance and support as well as strengthening political will.
- Strengthen collaboration between private providers, UNESCO, Regional and Sub Regional Organizations, Governments and Civil Society Organizations.

Education Financing

The present domestic allocation to education in terms of GDP is 29%, and as such, a need to rationalise expenditure in education is necessary for efficiency to be attained. The country must come up with an affirmative action to allocate resources according to education priority levels and population profiles per level. There is also a need to institute a funding research and to ensure alignment of funding to productivity.

Monitoring and Accountability

There is a need to set operational standards and guidelines with clear monitoring mechanisms, and to ensure scheduled reporting and feedback.

1.3.2 Botswana's Perspective on Education 2030

In December 2015, Botswana, through the leadership of the Botswana National Commission for UNESCO Education Programme Committee, conducted an evaluation of EFA 2015 and proceeded to map the vision for the next education agenda. From the Country's conception of the SDG 4 ideals, it is plausible to conclude that, Botswana's vision and way forward for the next education agenda is not different from the global ideals of the Education 2030 agenda. In summary Botswana's education agenda for the next fifteen years is pulling in tandem with the global education agenda as encapsulated in the Sustainable Development Goal 4 –Education 2030.

2.0 ENVIRONMENTAL SCAN

Botswana's educational landscape is littered with a plethora of policies and programmes all purporting to help the Country attain the desired educational goals. Currently, the overarching policy is the 1994 RNPE. It is a policy on which all other policies and programmes are anchored. While it was developed years ago, it still pulls in the same direction with the current education agenda because it emphasises quality education, universal access to education, equitable quality education and lifelong learning, all of which are the basic tenets of the Education 2030 agenda. Other policies and programmes are as represented in the Figure 2 and table 1.

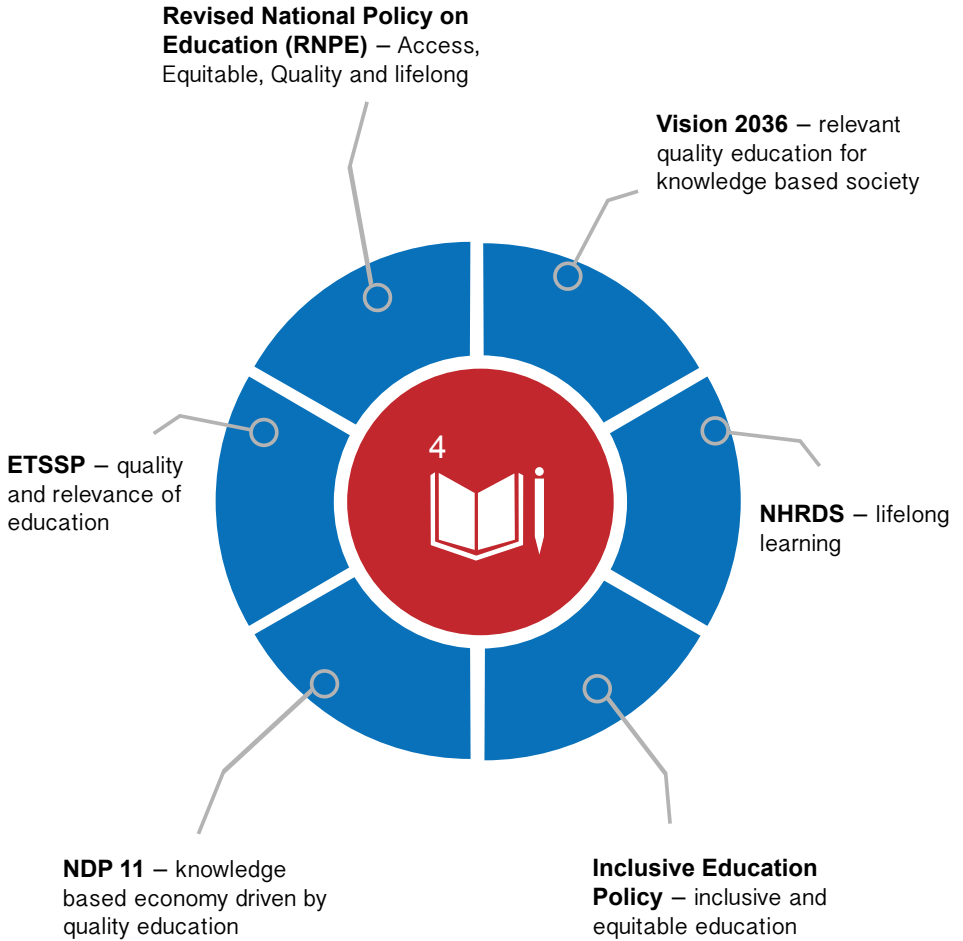


Figure 2: Some national policies and programmes supporting SDG 4

Table 1: National policies and programmes supporting SDG 4

INSTRUMENTS	SDG 4 TENETS
Vision 2036	Relevant quality education that is outcomes based
National Development Plans 11	Knowledge based economy driven by quality education
1994 Revised National Policy on Education	Accessible, equitable quality education and promotion of lifelong learning
Tertiary Education Policy	The Tertiary Education Policy guides development of the tertiary education system that is accessible, relevant and is of high quality.
Draft Policy on Open and Distance Learning	Policy purports to support integration, harmonisation and maximisation of resources and standardisation of quality open and distance learning in Botswana and the region.
National Policy on Vocational Education and Training	The policy addresses skill level training, both formal and non-formal; lifelong training as an integral part of the overall human resource development.
Inclusive Education Policy	It provides guidance towards achievement of an inclusive education system which provides children, the youth and adults with access to relevant high quality education which enables them to learn effectively irrespective of their differences in gender, age, life circumstances, health, disability, developmental stages, capacity to learn or socio-economic circumstances.
Early Childhood Care and Education Policy	The Policy provides a holistic approach to developmental needs of a child, particularly its healthy growth and preparation for primary education.
Draft Equal Opportunities Policy	The Policy's rationale is to ensure equity and equal opportunities in provision, access and delivery of education and training in Pre-Primary and primary education in Botswana.
Revised Remote Area Development Programme	The programme facilitates realization of self-reliance and equal opportunities among Rural Area Dwellers (RADs) by providing support to RADs school going children in the form of school fees, uniforms, pot fees, and transport.
Education and Training Sector Strategic Plan (ETSSP)	The strategy provides a framework for system level reform agenda for the education sector; it directs attention to the quality and relevance in education.
National Human Resource Development Strategy (NHRDS)	The human resource development strategy's mission is to encourage citizens to realise their individual potentials through an approach which balances needs and capability to enable them to play a full and meaningful role in their community, society and the world through lifelong learning.
Policy on Shared Use of Resources	The policy acknowledges that learning takes place anywhere and that out of school education is a responsibility of various ministries, parastatals, private sector and non-governmental organizations. The shared use of resources is vital in that it optimizes the use of resources available for out of school youths.

NOTE: Global and regional policies are discussed in the next section

3.0 THE PLANNING PROCESS

3.1 Confirmation of Current Reality

A workshop to translate SDG 4 - Education 2030 into national priorities in the form of a National Implementation Plan was organised for all education stakeholders. Participants of the workshop were comprised representatives of all Government Departments, Parastatal Organisations and Non-Governmental Organisations whose mandates overlap with any of the seven (7) SDG 4 targets and three (3) means of implementation. Specifically the workshop participants were from the following institutions:

NO.	LIST OF PARTICIPATING INSTITUTIONS
1.	Botswana National Commission for UNESCO
2.	Department of Teacher Training and Technical Education
3.	Kgalagadi Region
4.	Botswana Examinations Council
5.	Human Resource Development Council
6.	Educational Planning Unit
7.	BOCODOL
8.	Oodi College of Applied Art and Technology
9.	Ministry of Basic Education Planning Unit
10.	Career Dreams
11.	Ministry of Finance and Economic Development
12.	Inspectorate Division (MoBE)
13.	Statistics Botswana
14.	Department of Curriculum development and Evaluation
15.	Out of School Education and Training Unit
16.	Department of Planning and Research Services
17.	Secondary Education Unit
18.	Primary Education Unit
19.	Department of Research, Science and Technology
20.	Botswana College of Engineering and Technology
21.	Department of Primary Health and Wellness (MoHW)
22.	Kweneng Region
23.	University of Botswana
24.	South Region
25.	Gaborone Technical College
26.	Department of Tertiary Education Financing
27.	UNESCO Regional Office for Southern Africa
28.	Department of Skills Development
29.	African Union Youth Clubs

3.1.1 Determination of Baselines

Since SDG 4 springs from the EFA 2015 agenda, it was therefore prudent to plan SDG 4 off the results of the EFA 2015 Review of 2015; it was used as a base rock off which SDG 4 would be planned. To start of the planning, the findings of the National EFA 2015 Review were presented, for purposes of sharing the performance of Botswana along each of the six goals of the EFA 2015 agenda. However, to qualify the baselines, participants were further requested to update and confirm the performance data from the EFA Review report. The reason for the update was that the EFA Review report was completed in January 2015 whereas the data used had been collected in 2012. It was therefore plausible to anticipate movement in some of the EFA goals during the five years between 2012 and 2017. Hence the participants had to update performance of Botswana on the six EFA goals. Participants went further to report current reality on all the seven (7) targets and three (3) means of implementation of SDG 4 using current performance data from their respective departments.

In addition to sharing the EFA 2015 Review Results, an assessment of the Regional and Global Policies Related to SDG 4 was made. The purpose of the assessment was to ensure their proper alignment with the National Implementation Plan. The Botswana SDGs Road Map was also used as a guide to the SDG 4 planning process. The SDG 4 Implementation Plan is viewed as a strategy to operationalize the Road Map, however with particular attention to SDG 4 which purports to Ensure Inclusive and Equitable Quality Education and Promote

Lifelong Learning Opportunities for All by 2030. Other policies assessed included:

1. Convention Against Discrimination in Education
2. UNESCO Education Standards on TVET, Adult Education, Teacher Education, Higher Education
3. African Agenda 2063 – ‘The Africa We Want’.
4. Continental Education Strategy for Education (CESA 16 – 25)
5. SADC Education and Training Protocol

Participants were then grouped according to the targets relevant to their departments’ or institutional mandate. One group worked on targets 4.1, 4.5, and 4a; another group worked on targets 4.2, 4.6, and 4.7; while the third group worked on targets 4.3, 4.4, 4b and 4c. Each group had to do the following with each of the targets;

1. Give a contextualised description of the target
2. Report on current status
3. List associated challenges
4. Suggest initiatives to achieve the target
5. Define the desired outcomes
6. List the key performance indicators of success.

The following example captures the planning process for each of the target.


Table 3: The planning structure used for each

PLANNING FEATURE	THE TASK	FACILITATORS ROLE
Contextualised description of SDG 4 target/ means of implementation	Each group had to indicate their own understanding of the assigned target, within the context of their institutional mandate.	Facilitator’s role: guide participants to a consensus
Current status, activities and programmes driving SDG 4 target/ means of implementation	The groups later indicated the current status of the assigned target, in terms of the related policies and programmes in place, activities implemented to drive performance in the area, challenges experienced as well as strategies in place to address the challenges.	Ask guiding questions as suggested in the “guidelines for UNESCO field Offices”
Possible challenges that may hinder achievement of the assigned SDG 4 target/ means of implementation	Each group then listed all challenges that they perceived to hinder achievement of the ideals of SDG 4 target they were assigned.	Facilitate and guide the discussion
Initiatives and programmes expected to facilitate effective implementation of the target	Groups then listed the proposed initiatives and programmes that are to support effective implementation of the assigned target. Groups had to show how such initiatives and programmes will facilitate effective implementation of the target.	Ask guiding questions as suggested in the implementation section of the “guidelines for UNESCO field Offices”
Desired Outcomes	Groups were then required to indicate the desired state and results they will see as evidence that the ideals of the target have been successfully been achieved	Facilitate and ask guiding questions to start the discussions
Key Performance Indicators	Groups were then required to list measures and indicators of success per the assigned target.	Assist in coming up with indicators

NOTE: The above planning process was repeated for each of the 10 targets of the SDG 4.


4.0 IMPLEMENTATION PLAN FOR SDG4 TARGETS AND MEANS OF IMPLEMENTATION

Table 4: SDG 4 Target 4.1

	SDG 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
Contextualized Description	<p>This entails provision of 12 years of free, inclusive and equitable, quality primary and secondary education of which at least 10 years are compulsory, leading to relevant learning outcomes. It suggests giving all learners, particularly those at elementary levels of education, equal opportunities to learn, which will encompass the use of mother tongue in the first year of primary. It will also mean formulation/ review of legislation and policies, as well as their implementation to ensure that education is compulsory and caters for all learners with diverse needs.</p>
Current status	<p>Learning Opportunities (Access):</p> <p>Primary NER = 94.5% Completion Rate = 98.1% Drop Out Rate = 0.6%</p> <p>Junior Secondary NER = 93.7% Completion Rate = 94.1%</p> <p>Senior Secondary NER = 66.9%</p> <p>Secondary Education (Junior and Senior Secondary) Drop Out Rate = 1.41% Source: Statistics Botswana</p> <p>Policies and Programmes in place include:</p> <ul style="list-style-type: none"> ● Implementation of <ul style="list-style-type: none"> - 1994 Revised National Policy on Education - 10 year basic education programme - Re-admission guidelines - Pastoral policy in the public school system. - Inclusive Education Policy ● Multiple learning pathways curriculum is being developed for implementation in 2019.
Associated Challenges	<ul style="list-style-type: none"> ● Education is perceived to be free; however there are still cost sharing fees which may act as a push out factor for some learners. ● Inadequate monitoring of policies and programmes implementation ● Inadequate mainstreaming of productivity, research and development and innovation in the curriculum. ● Inadequate utilisation of subject specific professional bodies/associations in curriculum development and review.


Initiatives	<ul style="list-style-type: none"> ● Review the Education Act to ensure enforcement of: <ul style="list-style-type: none"> - Mother tongue instruction in the first years of school/lower primary - A policy on free and compulsory Basic Education ● Enforce compulsory remediation at primary. ● Strengthen monitoring and evaluation of policies and programmes ● Strengthen mainstreaming of productivity, research and innovation in the curriculum. ● Strengthen utilisation of subject specific professional bodies/associations in curriculum development/review ● Conduct proficiency tests for pathways at Standard 4 ● Promote schools' and the regional networks for purposes of sharing best practices ● Strengthen collaboration between feeder schools and senior schools up to the tertiary levels of education (Colleges & Universities). ● Review the curriculum to align and ensure acquisition of the 21st century skills. ● Increase participation in quality assessment studies such as BEAM, SAQMEC and TIMSS.
Performance Indicators	<ul style="list-style-type: none"> ● Enrolment rates (by gender, disability, OVC) ● Completion rate ((by gender, disability, OVC) ● Dropout rate ● Transition rate ● Pass rate
Desire Outcomes	<ul style="list-style-type: none"> ● Increased access to Quality Basic Education ● Improved learner school experience, attendance and retention at all levels. ● Improved quality of education ● Assertive and confident learners with enhanced self-awareness.

Table 5: SDG 4 Target 4.2

	SDG 4.2 : By 2030, ensure that all girls and boys have access to equitable early childhood development, care and pre-primary education so that they are ready for primary education
Contextualized Description	<p>The target entails provision of an inclusive multi-sectoral Early Childhood Development (ECD) policies and programmes. It also entails provision of equitable early childhood education to all children through integrated well-trained educators, quality services and infrastructure, covering health, nutrition, protection and education needs and support from families and communities</p>
Current Status	<ul style="list-style-type: none"> ● ECCE access rate is at 33% ● Training of Health Care Providers on the care and management of healthy growth and development of children is being provided ● Immunization of all eligible children is at 80%. ● Child welfare clinic attendance rate is at 94.1% ● Curriculum for pre-primary education has been developed and is being implemented ● Reception class programme rolled out to 472 out of 756 primary schools ● In-service Training of ECD teachers is on going <ul style="list-style-type: none"> - Deployment of 286 permanent teachers to practising school - Deployment of temporary teachers and teacher aides to schools in need of reception class teachers - Introduction of Standard One Orientation to school without Reception classes


Associated Challenges	<ul style="list-style-type: none"> • Inadequate number of specialized ECD teachers. • Not all eligible children have access to ECD • Inadequate resources (classrooms, furniture, learning materials and the teaching staff) for the ECD programme. • Inadequate provision of nutritious foods suitable for children of pre-school age.
Initiatives	<ul style="list-style-type: none"> • Provide adequate and specialized training for ECD teachers. • Increase access to ECD. • Expand programmes responsive to children's health, nutrition, protection, growth and development. • Ensure adequate monitoring and evaluation of ECD policies and programmes. • Provide Continuous Professional Development for ECD personnel. • Provide adequate and appropriate infrastructure and equipment for effective implementation of ECD programmes (infrastructure & equipment) • Develop policies and frameworks to regulate ECD programmes and services. • Promote the use of ICT in ECD programmes. • Promote the development and use of local/adapted ECD teaching and learning materials.
Performance Indicators	<ul style="list-style-type: none"> • % of under 5 years children in organized learning environment • % appropriate learner resources available. • % of primary schools having adequate resources to roll out ECD (qualified staff, appropriate infrastructure, equipment and learning materials) • Availability of ECD policies, frameworks and programmes
Desired Outcomes	<ul style="list-style-type: none"> • Increased number of children accessing ECD programmes • Increased number of children ready for primary school

Table 6: SDG 4 Target 4.3

	SDG 4.3 : By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
Contextualized Description	<p>This entails opening access to post-secondary education by using conventional learning, open distance and e-learning mode, for effective utilization of ICT. It also entails recognition of prior learning, credit transfer in line with the National Credit and Qualification Framework (NCQF). It requires adoption of open educational resources (production of open textbooks), optimal utilization of resources, and implementation of outcome based education through competency based modularised training. Quality training of facilitators and instructors and accreditation of all education providers and programmes are as well important.</p>
Current Status	<ul style="list-style-type: none"> • Open University Bill for distance and open learning has been passed by parliament. • Policy frameworks to support equal access to education and training for all are available. • Tertiary education participation rate is at 22.1%. • Participation of private sector in Higher Education provision has increased. • ICT infrastructure and internet connectivity have improved drastically. • Implementation of the National Credit and Qualification Framework (NCQF).
Associated Challenges	<ul style="list-style-type: none"> • Inadequate internet connectivity in some parts of the country. • Weak institutional and industry linkages. • Weak monitoring and evaluation (quality assurance structures). • Low accreditation rate by tertiary education providers (TEPs). • Insufficient linkages between research and development. • Inadequate mainstreaming of research, science and technology in Higher Education curriculum. • Inadequate funding for Research and Innovation in education. • Inadequate recognition of prior learning in Higher Education.

<p>Initiatives</p>	<ul style="list-style-type: none"> ● Ratify the Addis Ababa Convention on the Recognition of higher education qualifications, for example, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education. ● Develop and implement policy for Recognition of Prior Learning in Higher Education. ● Develop and utilize Open Education Resources (OER) ● Expand universal access to digital literacy accessible to both men and women ● Advocate for improved ICT infrastructure and broadband ● Develop TVET curriculum which is relevant to industry and responsive to both male and female needs ● Strengthen technical and vocational education and training through establishment of a pool of high quality TVET centres with a view to address gender disparities ● Establish industry, institution and learner convergence / linkages ● Strengthen quality assurance and monitoring and evaluation. ● Apply affirmative action for enrolment of disadvantaged men and women. ● Strengthen the use of research for development. ● Increase research, science and technology programmes in Higher Education curriculum. ● Apply an affirmative action to increase funding for Research and innovation in education. ● Standardize and accredit assessment in higher education programmes.
<p>Performance Indicators</p>	<ul style="list-style-type: none"> ● Increased Gross Enrolment Ratio for tertiary education ● Increased Participation rate in technical and vocational education programmes for the 15-24 year olds ● % of graduates at all levels of education meeting minimum skills set by industry. ● Improved quality of technical and vocational programmes as well as graduate aptitude.
<p>Desired Outcomes</p>	<p>Competent Human Resource that can be globally employable and have sustainable livelihood</p>

Table 7: SDG 4 Target 4.4

	<p>SDG 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</p>
<p>Contextualized Description</p>	<p>This entails developing an inclusive industry relevant curriculum that can equip youth and adults with relevant entrepreneurial skills to enable them to live sustainable livelihoods. It also involves applying retention strategies to increase programme completion rate through proper monitoring and evaluation of initiatives that target access and implementation of an assessed and time bound compulsory internship programme prior to work placement.</p>
<p>Current Status</p>	<ul style="list-style-type: none"> ● Target 20000 and back to school initiatives are being implemented. ● Technical and vocational curriculum is being developed in line with labour industry needs. ● Technical and Vocational Education institutions have been constructed around the country. ● Botswana Human Resource Development (BHRD) skills fair and career clinics have been expanded. ● Development of Policy Frameworks for effective implementation of skills development programmes. ● Establishment of a rapid skills centre (CITF). ● Implementation of informal and non-formal education and training (OSET) programmes


Associated Challenges	<ul style="list-style-type: none"> • Inadequate funding for training of out of school youth and adults. • Inadequate supply of qualified vocational and technical staff in relevant fields. • Lack of recognition for out of school youths and adults by industry • Low uptake of technical and vocational skills training programmes. • Inadequate channels for upgrading of technical and vocational qualifications to degree levels.
Initiatives	<ul style="list-style-type: none"> • Identify skills gap of unemployed youth and adults. • Design alternative models for research funding. • Develop programmes for upgrading of technical and vocational programmes offered at Certificate and Diploma levels in local universities. • Apply an affirmative action to increase access to technical and vocational skills programmes. • Increase funding for technical and vocational skills training • Increase funding for innovation. • Build the capacity of technical staff in relevant fields. • Implement a policy on multiple pathways.
Performance Indicators	<ul style="list-style-type: none"> • Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills • % of youth and adults with relevant skills for work • Proportion of youth and adults with information and communication technology (ICT) skills, by type of skill • Youth/ adult educational attainment rates by age group, economic activity status, levels of education and programme orientation
Desired Outcomes	Increased number of youth and adults applying relevant technical and vocational skills and competencies to improve their livelihood.

Table 8: SDG 4 Target 4.5

	SDG 4.5 : By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
Contextualized Description	This entails gender equality: where all girls and boys, women and men, have equal opportunities to enjoy education of high quality and enjoy equal benefits from education. Policies aimed at overcoming gender inequality are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour.
Current Status	<ul style="list-style-type: none"> • Implementation of <ul style="list-style-type: none"> -10 year basic education programme - Re-admission guidelines - Draft pregnancy policy. - Pastoral policy in the public school system. - Inclusive Education Policy - An affirmative Action to increase access for learners in remote areas and - those learning under adverse circumstances. • Thirty-six (36) special education units with a total of 1 848 learners (both primary and Secondary) have been established. • Development of a multiple learning pathways curriculum due for implementation in 2019. • Transportation for learners from Rural Area Dweller Settlements is being provided. • Support for learners with Special Educational Needs is provided during assessment.

<p>Associated Challenges</p>	<ul style="list-style-type: none"> • There are some small pockets of the community that experience language barriers and other difficulties related to their special education needs in their efforts to access educational services. • Inadequate educational facilities for learners with special needs • Lack of a policy on structured home-based learning. • Some learners travel long distances to schools. • Inaccessible facilities for disabled learners • High Student/teacher ratio • Old and unmaintained infrastructure • Inadequate staffing for assessing learners with disabilities • Insufficient equipment and assistive devices.
<p>Initiatives</p>	<ul style="list-style-type: none"> • Provide alternative classrooms with temporary structure for mobile communities. • Identify and place learners with special needs in relevant institutions. • Provide support for children with special needs. • Expand existing schools with continuous high enrolments, as guided by statistical projection. • Review infrastructure policy to accommodate learners with other forms of disabilities. • Conduct rigorous early identification of learners with disabilities • Develop and implement a policy for structured home-based learning to increase access. • Develop and implement the use of unique identifiers for continuous tracking of children from birth to ensure early identification of learner needs. • Enforce the use of unique identifiers (Oman/ birth registration number) • Develop linkages between ministries having a mandate to care and provide education and other services to children through the use of an interlinked database. • Ratify UNESCO Convention against discrimination in education.
<p>Performance Indicators</p>	<ul style="list-style-type: none"> • Enrolment rates (by gender, disability, OVC) • Completion rate ((by gender, disability, OVC) • Dropout rate • Transition rate • % of graduates at all levels of education meeting minimum skills set by industry • Number of teachers trained in special education/ inclusive education • Number of accessible education facilities • Student teacher ratio
<p>Desired Outcomes</p>	<ul style="list-style-type: none"> • Increased enrolments in basic education learning programmes. • Increased provision of individualized learning. • Improved inclusion of learners with diverse needs. • Assertive and confident learners with enhanced self-awareness.

Table 9: SDG 4 Target 4.6

	<p>SDG 4.6 : By 2030, ensure that all youth and substantial proportion of adults, both men and women, achieve literacy and numeracy</p>
<p>Contextualized Description</p>	<p>This entails provision of out of school education opportunities to youth and adults whose learning needs cannot be met in the formal system through provision of contextualized literacy programmes within the framework of lifelong learning.</p>

Current Status	<ul style="list-style-type: none"> • Literacy Rate is at 90% • Adult Basic Education Programme (ABEP) for out of school youth and adults is being implemented. • Implementation of Out of School Education for Children Programme (OSEC) to provide access for school going age children who are not in the mainstream. • A Policy for Out of School Education for Children (OSEC) has been developed. • OSEC curriculum has been developed and being implemented. • Implementation of the RNPE, ETSSP and the Inclusive Education Policy.
Associated Challenges	<ul style="list-style-type: none"> • Lack of a relevant policy to regulate literacy programmes. • Lack of an appropriate assessment for ABEP. • Inadequate resources for supervision and monitoring of OSET programmes. • Lack of funding for promotion of mobile technology in literacy programmes. • Inadequate training for Out of School Programme Facilitators. • Inadequate resources to track learners registered in the Out of School Education Programme.
Initiatives	<ul style="list-style-type: none"> • Develop regulating policies for coordination of literacy and numeracy programmes. • Promote the use of ICT, particularly mobile technology, for out of school programmes. • Develop a literacy assessment framework and tools to evaluate proficiency levels based on learning outcomes. • Scale up effective adult literacy and skills programmes involving multi-sectorial partners, building on their rich experience and good practice. • Provide continuous professional development for Out Of School Education personnel. • Promote the use of Community Learning Centres (CLC) and/or Community Information Centres (CIC).
Performance Indicators	<ul style="list-style-type: none"> • % of youth and adults proficient in literacy skills • % of youth and adults proficient in numeracy skills • Youth/adult literacy rate • Participation rate of illiterate youth and adults in literacy programmes
Desired Outcomes	<ul style="list-style-type: none"> • Increased number of youths and adults accessing Out of School Education Programmes • Increased number of youths and adults utilizing literacy and numeracy skills • Increased number of youth and adults utilizing mobile technology • Availability of resources for effective implementation of out of school programmes (qualified staff, appropriate infrastructure, equipment and learning materials) • Eligible youth and adults participating in out of school programmes • Availability of out of school policies, frameworks and programmes

Table 10: SDG 4 Target 4.7



	<p>SDG 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 non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development</p>
<p>Contextualized Description</p>	<p>This entails empowering the next generation of learners with competencies required to lead productive lives and make informed decisions on issues of environmental sustainability, humanity and civic education for sustainable development.</p>
<p>Current Status</p>	<ul style="list-style-type: none"> ● Implementation of Women empowerment programmes (WAD, GAD) ● Implementation of poverty eradication programme. ● Availability of legal frameworks to enable effective implementation of ESD and GCED ● Signed SADC protocol on Gender Equality ● Botswana is signatory to the International Protocols on Environmental Issues. ● Implementation of the Anti-corruption Policy. ● An adequate coverage of human rights issues by the constitution. ● Mainstreaming of GCED and ESD issues into Basic Education curriculum.
<p>Associated Challenges</p>	<ul style="list-style-type: none"> ● Increased cases of corruption, violence, theft and petty crimes ● Graduates not being absorbed by labour market ● Inadequate information on career opportunities ● Inadequate skills for education for sustainable development ● Prevalence of violence and drug abuse in schools
<p>Initiatives</p>	<ul style="list-style-type: none"> ● Develop and review national policies and programmes to ensure a wide coverage of GCED and ESD themes. ● Promote an interdisciplinary, multi-stakeholder approach to ESD and GCED. ● Ensure proper mainstreaming of ESD and GCED at all levels of education. ● Develop robust assessment systems for ESD and GCED for cognitive, socio-emotional and behavioural learning outcomes ● Invest on prospective opportunities that promote ESD and GCED (freedom parks, cultural villages/centres, national dialogue centre, and sustainable environment parks). ● Strengthen implementation of the Child Friendly Schools' Programme. ● Develop strategies for elimination of bullying and other violent behaviour in schools. ● Promote establishment of school based peace and human rights clubs.
<p>Performance Indicators</p>	<ul style="list-style-type: none"> ● % of teaching hours dedicated to education for sustainable development/global citizenship education ● % of students showing proficiency in knowledge and understanding of ESD and GCED ● Availability of national policies and programmes promoting ESD and Global Citizenship Education ● Availability of assessment tools and techniques to measure knowledge and understanding of ESD and GCED ● Improved level of investment on prospective opportunities that promote ESD and GCED (freedom parks, cultural villages/centres, national dialogue centre, sustainable environment parks) ● Responsible learners who are compassionate, caring and demonstrate Botho.
<p>Desired Outcomes</p>	<ul style="list-style-type: none"> ● Improved competencies in addressing ESD and GCED ● Decline in the number of bullying and violent cases

Table 11: Target 4.a


	SDG 4a : Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
Contextualized Description	<p>This entails building learner friendly schools that are accessible to all learners irrespective of race, gender, religion, cognitive and physical abilities. It also includes upgrading existing educational facilities to improve accessibility. It involves creating appealing learning facilities that are resourced to inspire learning. It also requires creating inclusive school cultures which encourage involvement of all learners and promote safety for all members of the school community i.e. learners, teachers and parents, and creating accountability of schools to their local communities.</p>
Current Status/ Baseline	<p>Currently there are:</p> <ul style="list-style-type: none"> ● 821 primary schools - 756 public and 65 private ● 207 Junior Secondary Schools ● 2 unified secondary schools ● 32 Senior Secondary Schools. ● 12 colleges - 8 Technical Colleges and 4 Teacher Training Colleges ● 7 Institutes of Health Sciences ● 37 Brigades ● 9 institutes of higher learning - 3public universities, 3 private universities and 3 private colleges in operation ● 36 special education units – 35 housed in both primary and secondary schools and one (1) in a technical college. ● Installation of power grid in rural settlements, those outside power grid installed with solar panel covering 21 out of 61 primary schools ● Availability of 9, 463 teacher's quarters, 298 are still under construction ● Partnership with BOFINET, MASCOM, ORANGE, and BOCRA to provide WiFi to 32 senior secondary schools, 175 junior secondary schools and 191 primary schools with fully functional computer labs.
Associated Challenges	<ul style="list-style-type: none"> ● Shortage of classrooms and laboratories for science related subjects. ● Shortage of special education units ● Inaccessible infrastructure. ● Unfriendly learning environment (landscape designs, self-cooling and sound proof classrooms and well-resourced libraries) ● Lack of safety and security policy for schools ● Lack of a monitoring system to ensure timely maintenance of facilities and equipment ● Dual responsibilities for primary education by Ministry of Basic Education and Local Government and Rural Development
Initiatives	<ul style="list-style-type: none"> ● Strengthen implementation of the Child Friendly Schools' Policy. ● Expand existing schools with continuous high enrolments (guided by statistical projection). ● Increase Multi-grade schools ● Review the infrastructure policy to accommodate learners with other forms of disabilities. ● Review infrastructure policy to include learner friendly designs that are landscaped and self-cooling ● Ensure a deliberate rationalization of funds towards procurement of adequate equipment ● Implement rigorous monitoring and evaluation of infrastructure ● Develop and implement safety and security policy ● Strengthen Learner Support Systems at School level (G&C, SPED)

Performance Indicators	<ul style="list-style-type: none"> ● Enrolment rates (by gender, disability, OVC) ● Completion rate (by gender, disability, OVC) ● Number of teachers trained in special education/ inclusive education ● Number of accessible education facilities ● Number of learners with disabilities in schools
Desired Outcomes	<ul style="list-style-type: none"> ● Accessible educational facilities to all ● Positive School experiences ● Safe and Secure School Environments ● Responsive Psychosocial Support Services

Table 12: Target 4.b

	SDG 4b : By 2030, 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 communication technology, technical, engineering and scientific programmes, in developed countries and other developing countries
Contextualized Description	This entails provision of scholarships for Higher Education. It also involves engaging in partnership with intergovernmental organizations and governments in supporting the least developed countries and Small Island States through annual contributions and other funding including scholarships in identified fields of study.
Current Status/ Baseline	<ul style="list-style-type: none"> ● Provision of Scholarship awards for critical disciplines to study internationally at graduate and post graduate levels e.g. in Asia, Small Island States, SADC. ● Provision of Scholarship awards for graduate and post graduate programmes in local universities. ● Botswana contributes: <ul style="list-style-type: none"> - US\$100,000.00 annually to Commonwealth of learning for capacity building in least developed Commonwealth member states including 32 small Island States. - US\$10,000.00 annually to Association of the Development of Education in Africa (ADEA) which is a technical arm of the African Union that drives implementation of AU education agenda. - EURO 18,669.00 and USD\$24,226.00 to UNESCO in annual basis to contribute to peace and security by promoting international collaborations through education scientific and cultural reforms. ● On ad-hoc basis Botswana offers scholarships to the least developed countries of Liberia, Malawi and South Sudan (LIMASS). ● Access to UNESCO co-funded fellowships and other international scholarships.
Associated Challenges	<ul style="list-style-type: none"> ● Inadequate funding for post-graduate and post-doctoral programmes. ● Low access to the scholarship due to communication and connectivity challenges, geographical location and other documentary requirements. ● Predesigned scholarships for limited and specific disciplines
Initiatives	<ul style="list-style-type: none"> ● Increase funding for post graduate studies. ● Diversify scholarships. ● Promote private sector involvement in educational financing. ● Develop a communication strategy.
Performance Indicators	<ul style="list-style-type: none"> ● Number of scholarships awarded by programme of study. ● Number of higher education scholarships awarded by beneficiary country. ● Volume of official development assistance flows for scholarships by sector and type of study.
Desired Outcomes	Empowered youth and adults as drivers of Socio Economic development of their communities

Table 13: Target 4.c

	SDG 4c: 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
Contextualized Description	<p>This entails alignment of teacher training (pre service and in service) to educational reforms as stipulated in the National Policies such as ETSSP, BQA norms and standards. It also entails training of quality science, technology, engineering and mathematics (STEM) teachers who can be absorbed globally through collaboration and partnership with developed countries as well as the use of ODeL in re-skilling and up-skilling of teachers e.g. using the SADC Centre for Teacher Education in Tanzania.</p>
Current Status/ Baseline	<ul style="list-style-type: none"> ● Over supply of teachers at basic education level. ● Partnered with neighbouring countries such as Namibia and Seychelles to supply them with surplus teachers. ● Trained teachers in line with SADC protocol to be engaged as Distance Educators ● Engaged in bi-lateral cooperation with International partners to improve the quality of teachers. ● Implementation of initiatives to improve the quality of teachers.
Associated Challenges	<ul style="list-style-type: none"> ● Poor performance of teachers in quality assessment studies such as SACMEQ and TIMSS. ● Inadequate supply of resources to promote effective teaching of STEM and the 21st Century skills in Teacher Training Institutions. ● High turnover ● Low teacher morale ● Absence of a teacher regulatory body. ● Lack of a specific Act to regulate the teaching profession. ● Politicisation of Teachers Unions ● Inadequate provision of relevant Continuous Professional Development for teachers.
Initiatives	<ul style="list-style-type: none"> ● Provide adequate resources to improve teacher performance in STEM ● Improve the quality of teachers through relevant Continuous Professional Development (CPD) in targeted areas of need. ● Improve the welfare of teachers to attract and retain super teachers ● Establish a Teaching Council to regulate the teaching profession. ● Develop a specific Act to regulate the teaching profession.
Performance Indicators	<ul style="list-style-type: none"> ● Participation rate ● Percentage of teachers qualified according to national standards by education and type of institution ● Learner/ teacher ratio by education level ● Proportion of teachers in: <ol style="list-style-type: none"> (a) Pre-primary; (b) Primary; (c) Lower secondary; and (d) Upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training at pre-service or in-service), required for teaching at the relevant level in a given country. ● Learner/ trained teacher ratio by level of education. ● Average teacher salary relative to other professions requiring a comparable level of education qualification. ● Teacher attrition rate by education level. ● Percentage of teachers who received in-service training in the last 12 months by type of training.

Desired Outcomes	Diversified economy Improved staff performance Improved teacher welfare Compliance to set teacher standards Improved quality of teachers
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CONCLUSION

To the best of its judgement, Botswana SDG 4 planning committee believes this implementation plan has adequately addressed ideals of the SDG 4 as outlined in the ten (10) targets of the goal. The planning process was done in such a way that the plan is in consonance with the Country's implementation strategy for the seventeen Sustainable Development Goals (SDGs) – the Botswana SDGs Road Map of 2018. It is however important to note that in addition to the proposed strategies, the successful implementation of this plan requires formulation of a decentralization policy with a clear plan of action. It will include provision of leadership and governance reforms, whereby each region and each department is given autonomy and the necessary resources to ensure provision of quality education as per the needs of the region.

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ANNEX I – SDG 4 INDICATOR FRAMEWORK

SDG 2030 Target	Type of Indicator	Baseline Value	Data Source
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: (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	Source (2014 Stats Brief).2014 Stats Brief is the only most next possible available source so far. Therefore as for other years that follows, things are still at datary level	Source (2014 Stats Brief).2014 Stats Brief is the only most next possible available source so far. Therefore as for other years that follows, things are still at datary level
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 under 5 years of age who are developmentally on track in health, learning and psychosocial wellbeing, by sex	Source (2014 Stats Brief).2014 Stats Brief is the only most next possible available source so far. Therefore as for other years that follows, things are still at datary level	Source (2014 Stats Brief).2014 Stats Brief is the only most next possible available source so far. Therefore as for other years that follows, things are still at datary level
4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	Male: 48.9% Female:50.2%	Source (2014 Stats Brief).2014 Stats Brief is the only most next possible available source so far. Therefore as for other years that follows, things are still at datary level.
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	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	NA	Education survey
			ICT Survey

SDG 2030 Target	Type of Indicator	Baseline Value	Data Source
<p>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</p> <p>4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p>	<p>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</p> <p>4.6.1 Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p>	<p>NA</p>	<p>2014 Botswana Literacy Survey</p>
<p>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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p>	<p>4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p>	<p>NA</p>	
<p>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</p>	<p>4.a.1 Proportion of schools with access to: (a) electricity; (b) the internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic</p>	<p>a)Electricity Primary level:92.96% Secondary level:92.20</p>	<p>Source (2014 Stats Brief),2014 Stats Brief is the only most next possible available source so far. Therefore as for other years that follows, things are still at datary level.</p>

SDG 2030 Target	Type of Indicator	Baseline Value	Data Source
4.a. Cont.		b) c) d) e)Basic drinking water Primary level:99.87% Secondary level:98.64 (2014)	
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	f) g)	HRDC/DTEF
4.c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developed countries, especially least developed countries and small island developing States	4.c.1 Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country.	a) Pre-primary: (55.1%) b) Primary: (97.9%) Lower secondary: 99.6% Upper Secondary: NO data (2014)	Annual Census of Schools Source (2014 Stats Brief),2014 Stats Brief is the only most next possible available source so far. Therefore as for other years that follows, things are still at datary level.

ANNEX II – MONITORING AND EVALUATION PLAN FOR SDG 4 – EDUCATION 2030

TARGET	INITIATIVES	INDICATORS	DATA COLLECTION METHOD	ROLES AND RESPONSIBILITIES	REPORTING PERIOD
SDG 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	<ul style="list-style-type: none"> ○ Review the Education Act to ensure enforcement of: <ul style="list-style-type: none"> - Mother tongue instruction in the first years of school/lower primary - A policy on free and compulsory Basic Education. ○ Enforce compulsory remediation at primary. ○ Strengthen monitoring and evaluation of policies and programmes ○ Strengthen mainstreaming of productivity, research and innovation in the curriculum. ○ Strengthen utilisation of subject specific professional bodies/associations in curriculum development/review ○ Conduct proficiency tests for pathways at Standard 4 ○ Promote schools' and the regional networks for purposes of sharing best practices. ○ Strengthen collaboration between feeder schools and senior schools up to the tertiary levels of education (Colleges & Universities). ○ Review the curriculum to align and ensure acquisition of the 21st century skills. ○ Increase participation in quality assessment studies such as BEAM, SAQMEC and TIMSS. 	<ul style="list-style-type: none"> ○ Enrolment rates (by gender, disability, OVC) ○ Completion rate (by gender, disability, OVC) ○ Dropout rate ○ Transition rate ○ Pass rate 	<p>Enrolment Registers</p> <p>School and Regional based Annual education statistical surveys</p>	<ul style="list-style-type: none"> ○ Ministry of Basic Education ○ Statistics Botswana 	Annually

<p>SDG 4.2: By 2030, ensure that all girls and boys have access to equitable early childhood development, care and pre-primary education so that they are ready for primary education.</p>	<ul style="list-style-type: none"> ○ Provide adequate and specialized training for ECD teachers. ○ Increase access to ECD. ○ Expand programmes responsive to children's health, nutrition, protection and development. ○ Ensure adequate monitoring and evaluation of ECD policies and programmes. ○ Provide Continuous Professional Development for ECD personnel. ○ Provide adequate and appropriate infrastructure and equipment for effective implementation of ECD programmes (infrastructure & equipment) ○ Develop policies and frameworks to regulate ECD programmes and services. ○ Promote the use of ICT in ECD programmes. 	<ul style="list-style-type: none"> ○ % of under 5 years children in organized learning environment ○ % appropriate learner resources available. ○ % of primary schools having adequate resources to roll out ECD (qualified staff, appropriate infrastructure, equipment and learning materials) ○ Availability of ECD policies, frameworks and programmes 	<p>Enrolment Registers</p> <p>School and Regional based Annual education statistical surveys</p>	<ul style="list-style-type: none"> ○ Statistics Botswana ○ Ministry of Basic Education ○ Ministry of Health and Wellness ○ Ministry of Local Government and Rural Development 	<p>Annually</p>
<p>SDG 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p>	<ul style="list-style-type: none"> ○ Ratify the Addis Ababa Convention on the Recognition of higher education qualifications, for example, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education. ○ Develop and implement policy for Recognition of Prior Learning in Higher Education. ○ Develop and utilize Open Education Resources (OER) ○ Expand universal access to digital literacy accessible to both men and women 	<ul style="list-style-type: none"> ○ Increased Gross Enrolment Ratio for tertiary education ○ Increased Participation rate in technical and vocational education programmes for the 15-24 year olds ○ % of graduates at all levels of education meeting minimum skills set by industry. 	<p>Tertiary Education Registration Records</p> <p>Annual Tertiary Education statistical surveys</p>	<ul style="list-style-type: none"> ○ Statistics Botswana ○ Human Resources Development Council ○ Botswana Qualifications Authority 	<p>Annually</p>

<p>SDG 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university (Cont.)</p>	<ul style="list-style-type: none"> o Strengthen technical and vocational education and training through establishment of a pool of high quality TVET centres with a view to address gender disparities o Establish industry, institution and learner convergence / linkages o Strengthen quality assurance and monitoring and evaluation. o Apply affirmative action for enrolment of disadvantaged men and women. o Strengthen the use of research for development. o Increase research, science and technology programmes in Higher Education curriculum. o Apply an affirmative action to increase funding for Research and innovation in education. o Standardize and accredit assessment in higher education programmes. 	<ul style="list-style-type: none"> o Improved quality of technical and vocational programmes as well as graduate aptitude. 	<p>Tertiary Education Registration Records</p> <p>Annual Tertiary Education statistical surveys</p>	<ul style="list-style-type: none"> o Ministry of Tertiary Education, Research, Science and Statistics o Ministry of Employment, Labour Productivity and Skills Development 	<p>Annually</p>
<p>SDG 4.4: SDG 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</p>	<ul style="list-style-type: none"> o Identify skills gap of unemployed youth and adults. o Design alternative models for research funding. o Develop programmes for upgrading of technical and vocational programmes offered at Certificate and Diploma levels in local universities. o Apply an affirmative action to increase access to technical and vocational skills programmes. o Increase funding for technical and vocational skills training o Increase funding for innovation. o Build the capacity of technical staff in relevant fields. o Implement a policy on multiple pathways. 	<ul style="list-style-type: none"> o Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills o % of youth and adults with relevant skills for work o Proportion of youth and adults with information and communication technology (ICT) skills, by type of skill o Youth/ adult educational attainment rates by age group, economic activity status, levels of education and programme orientation 	<p>Tertiary Education Registration Records</p> <p>Annual Tertiary Education statistical surveys</p>	<ul style="list-style-type: none"> o Ministry of Basic Education o Statistics Botswana 	<p>Annually</p>

<p>SDG 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<ul style="list-style-type: none"> ○ Provide alternative classrooms with temporary structure for mobile communities. Identify and place learners with special needs in relevant institutions. ○ Provide support for children with special needs. ○ Expand existing schools with continuous high enrollments, as guided by statistical projection. ○ Review infrastructure policy to accommodate learners with other forms of disabilities. ○ Conduct rigorous early identification of learners with disabilities ○ Develop and implement a policy for structured home-based learning to increase access. ○ Develop and implement the use of unique identifiers for continuous tracking of children from birth to ensure early identification of learner needs. ○ Enforce the use of unique identifiers (Oman/ birth registration number) ○ Develop linkages between ministries having a mandate to care and provide education and other services to children through the use of an interlinked database. ○ Ratify UNESCO Convention against discrimination in education. 	<ul style="list-style-type: none"> ○ Enrolment rates (by gender, disability, OVC) ○ Completion rate (by gender, disability, OVC) ○ Dropout rate ○ Transition rate ○ % of graduates at all levels of education meeting minimum skills set by industry ○ Number of teachers trained in special education/ inclusive education. ○ Number of accessible education facilities ○ Student teacher ratio 	<p>Enrolment Registers</p> <p>School and Regional based Annual education statistical surveys</p> <p>Tertiary Education Registration Records</p> <p>Annual Tertiary Education statistical surveys</p>	<ul style="list-style-type: none"> ○ Ministry of Basic Education ○ Statistics Botswana 	<p>Annually</p>
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<p>SDG 4.6: By 2030, ensure that all youth and substantial proportion of adults, both men and women, achieve literacy and numeracy</p>	<ul style="list-style-type: none"> Develop regulating policies for coordination of literacy and numeracy programmes. Promote the use of ICT, particularly mobile technology, for out of school programmes. Develop a literacy assessment framework and tools to evaluate proficiency levels based on learning outcomes. Scale up effective adult literacy and skills programmes involving multi-sectorial partners, building on their rich experience and good practice. Provide continuous professional development for Out Of School Education personnel. 	<ul style="list-style-type: none"> % of youth and adults proficient in literacy skills % of youth and adults proficient in numeracy skills Youth/adult literacy rate Participation rate of illiterate youth and adults in literacy programmes 	<p>OSET Enrolment Registers</p> <p>Literacy Surveys</p>	<ul style="list-style-type: none"> Ministry of Basic Education Statistics Botswana 	<p>Every 10 years</p>
<p>SDG 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 non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development</p>	<ul style="list-style-type: none"> Develop and review national policies and programmes to ensure a wide coverage of GCED and ESD themes. Promote an interdisciplinary, multi-stakeholder approach to ESD and GCED. Ensure proper mainstreaming of ESD and GCED at all levels of education. Develop robust assessment systems for ESD and GCED for cognitive, socio-emotional and behavioural learning outcomes Invest on prospective opportunities that promote ESD and GCED (freedom parks, cultural villages/centres, national parks), dialogue centre, and sustainable environment Strengthen implementation of the Child Friendly Schools' Policy. Develop strategies for elimination of bullying and other violent behaviour in schools. 	<ul style="list-style-type: none"> % of teaching hours dedicated to education for sustainable development/global citizenship education % of students showing proficiency in knowledge and understanding of ESD and GCED Availability of national policies and programmes promoting ESD and Global Citizenship Education Availability of assessment tools and techniques to measure knowledge and understanding of ESD and GCED Improved level of investment on prospective opportunities that promote ESD and GCED (freedom parks, cultural 	<p>Curriculum Blue prints</p> <p>School time tables</p> <p>Lesson plans</p>	<ul style="list-style-type: none"> Ministry of Basic Education Ministry of Tertiary Education, Research, Science and Statistics Ministry of Employment, Labour Productivity and Skills Development 	<p>Every 5 years</p>

	<ul style="list-style-type: none"> Promote establishment of school based peace and human rights clubs. 	<p>villages/centres, national dialogue centre, sustainable environment parks)</p> <ul style="list-style-type: none"> Responsible learners who are compassionate, caring and demonstrate Botho. 	<p>School Facility survey</p> <p>Schools' Accreditation Results</p>	<ul style="list-style-type: none"> Ministry of Basic Education Ministry of Local Government and Rural Development Botswana Qualifications Authority 	<p>Every 5 years</p>
<p>SDG 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.</p>	<ul style="list-style-type: none"> Strengthen implementation of the Child Friendly Schools' Policy. Expand existing schools with continuous high enrolments (guided by statistical projection). Increase Multi-grade schools Review the infrastructure policy to accommodate learners with other forms of disabilities. Review infrastructure policy to include learner friendly designs that are landscaped and self-cooling Ensure a deliberate rationalization of funds towards procurement of adequate equipment Implement rigorous monitoring and evaluation of infrastructure Develop and implement safety and security policy Strengthen Learner Support Systems at School level (G&C, SPED) 	<ul style="list-style-type: none"> Enrolment rates (by gender, disability, OVC) Completion rate (by gender, disability, OVC) Number of teachers trained in special education/ inclusive education Number of accessible education facilities Number of learners with disabilities in schools 			
<p>SDG 4.b: By 2030, substantially expand globally the number</p>	<ul style="list-style-type: none"> Increase funding for post graduate studies. Diversify scholarships. Promote private sector involvement in educational financing. Develop a communication strategy. 	<ul style="list-style-type: none"> Number of scholarships awarded by programme of study. Number of higher education scholarships awarded by beneficiary country. 	<p>School and Regional based Annual education statistical surveys</p>	<ul style="list-style-type: none"> Ministry of Tertiary Education, Research, Science and Technology Human Resources Development Council 	<p>Annually</p>

<p>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 communication technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p>	<ul style="list-style-type: none"> ○ Promote establishment of school based peace and human rights clubs. 	<ul style="list-style-type: none"> ○ Volume of official development assistance flows for scholarships by sector and type of study. 	<ul style="list-style-type: none"> ○ Statistics Botswana 	
<p>SDG 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</p>	<ul style="list-style-type: none"> ○ Provide adequate resources to improve teacher performance in STEM ○ Improve the quality of teachers through relevant Continuous Professional Development (CPD) in targeted areas of need. ○ Improve the welfare of teachers to attract and retain super teachers ○ Establish a Teaching Council to regulate the teaching profession. ○ Develop a specific Act to regulate the teaching profession. 	<ul style="list-style-type: none"> ○ Participation rate ○ Percentage of teachers qualified according to national standards by education and type of institution ○ Learner/ teacher ratio by education level ○ Proportion of teachers in: <ul style="list-style-type: none"> (a) Pre-primary; (b) Primary; (c) Lower secondary; and (d) Upper secondary education 	<p>Training Plan Tertiary</p> <ul style="list-style-type: none"> ○ Ministry of Basic Education ○ Ministry of Tertiary Education, Research, Science and Technology ○ Human Resources Development Council 	<p>Annually</p>

		<p>who have received at least the minimum organized teacher training (e.g. pedagogical training at pre-service or in-service), required for teaching at the relevant level in a given country.</p> <ul style="list-style-type: none"> ○ Learner/ trained teacher ratio by level of education. ○ Average teacher salary relative to other professions requiring a comparable level of education qualification. ○ Teacher attrition rate by education level. ○ Percentage of teachers who received in-service training in the last 12 months by type of training. 			
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ANNEX III - REPORTING
TEMPLATE FOR SDG 4 –
EDUCATION
2030

Reporting Template for Target 4.1

SDG 4 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	
RESPONSIBLE DEPARTMENTS		Ministry of Basic Education (Department of Basic Education), Statistics Botswana	
Desired Outcome: Increased access to Quality Basic Education. Improved learner school experience, attendance and retention at all levels. Improved quality of education Assertive and confident learners with enhanced self-awareness		Description: This entails provision of 12 years of free, inclusive and equitable, quality primary and secondary education of which at least 10 years are compulsory, leading to relevant learning outcomes. It suggests giving all learners, particularly those at elementary levels of education, equal opportunities to learn, which will encompass the use of mother tongue in the first year of primary. It will also mean formulation/ review of legislation and policies, as well as their implementation to ensure that education is compulsory and caters for all learners with diverse needs.	
Indicators	Baseline	Target	Reporting Cycle
Enrolment rates (by gender, disability, OVC)			
Completion rate ((by gender, disability, OVC)			
Dropout rate			
Transition rate			
Pass rate			
Initiatives			
1	<ul style="list-style-type: none"> - Review the Education Act to ensure enforcement of. - Mother tongue instruction in the first years of school/lower primary - A policy on free and compulsory Basic Education. 		
Achievements			
2	Enforce compulsory remediation at primary		
Achievements			
3	Strengthen monitoring and evaluation of policies and programmes		
Achievements			
4	Strengthen mainstreaming of productivity, research and innovation in the curriculum.		
Achievements			
5	Strengthen utilisation of subject specific professional bodies/associations in curriculum development/ review		
Achievements			
6	Conduct proficiency tests for pathways at Standard 4		
Achievements			
7	Promote schools' and the regional networks for purposes of sharing best practices.		
Achievements			
8	Strengthen collaboration between feeder schools and senior schools up to the tertiary levels of education (Colleges & Universities).		

Achievements	
9	Review the curriculum to align and ensure acquisition of the 21st century skills.
Achievements	
10	Increase participation in quality assessment studies such as BEAM, SAQMEC and TIMSS.
Achievements	

Reporting Template for Target 4.2

SDG 4 target 4.2:	By 2030, ensure that all girls and boys have access to equitable early childhood development, care and pre-primary education so that they are ready for primary education		
RESPONSIBLE DEPARTMENTS	Statistics Botswana, Ministry of Basic Education, Ministry of Health and Wellness and Ministry of Local Government and Rural Development		
Desired Outcome: -Increased number of children accessing ECD programmes. -Increased number of children ready for primary school	Description: The target entails provision of an inclusive multi-sectoral Early Childhood Development (ECD) policies and programmes. It also entails provision of equitable early childhood education to all children through integrated well-trained educators, quality services and infrastructure, covering health, nutrition, protection and education needs and support from families and communities		
Indicators	Baseline	Target	Reporting Cycle
% of under 5 year children in organized learning.			
% of appropriate learner resources available			
% of primary schools having adequate resources to roll out ECD (qualified staff, appropriate infrastructure, equipment and learning materials)			
Availability of ECD policies, frameworks and programmes			
Initiatives			
1	Provide adequate and specialized training for ECD teachers		
Achievements			
2	Increase access to ECD.		
Achievements			
3	Expand programmes responsive to children's health, nutrition, protection, growth and development.		
Achievements			
4	Ensure adequate monitoring and evaluation of ECD policies and programmes.		
Achievements			
5	Provide Continuous Professional Development for ECD personnel.		
Achievements			
6	Provide adequate and appropriate infrastructure and equipment for effective implementation of ECD programmes (infrastructure & equipment)		
Achievements			

7	Develop policies and frameworks to regulate ECD programmes and services.
Achievements	
8	Promote the use of ICT in ECD programmes.
Achievements	
9	Promote the development of local/adapted ECD teaching and learning materials
Achievements	

Reporting Template for Target 4.3

SDG 4 target 4.3:	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university		
RESPONSIBLE DEPARTMENTS	Statistics Botswana, Human Resources Development Council, Botswana Qualifications Authority, Ministry of Tertiary Education, Research, Science and Technology and Ministry of Employment, Labour Productivity and Skills Development		
Desired Outcome: Competent Human Resource that can be globally employable and have sustainable livelihood	Description: This entails opening access to post-secondary education by using conventional learning, open distance and e-learning mode, for effective utilization of ICT. It also entails recognition of prior learning, credit transfer in line with the National Credit and Qualification Framework (NCQF). It requires adoption of open educational resources (production of open textbooks), optimal utilization of resources, and implementation of outcome based education through competency based modularized training. Quality training of facilitators and instructors and accreditation of all education providers and programmes are as well important.		
Indicators	Baseline	Target	Reporting Cycle
Enrolment rates (by gender, disability, OVC)			
Completion rate ((by gender, disability, OVC)			
Dropout rate			
Transition rate			
Pass rate			
Initiatives			
1	Ratify the Addis Ababa Convention on the Recognition of higher education qualifications, for example, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education.		
Achievements			
2	Develop and implement policy for Recognition of Prior Learning in Higher Education.		
Achievements			
3	Develop and utilize Open Education Resources (OER)		
Achievements			
4	Expand universal access to digital literacy accessible to both men and women		
Achievements			
5	Advocate for improved ICT infrastructure and broadband		
Achievements			
6	Develop TVET curriculum which is relevant to industry and responsive to both male and female needs		

Achievements	
7	Strengthen technical and vocational education and training through establishment of a pool of high quality TVET centres with a view to address gender disparities
Achievements	
8	Establish industry, institution and learner convergence / linkages
Achievements	
9	Strengthen quality assurance and monitoring and evaluation.
Achievements	
10	Apply affirmative action for enrolment of disadvantaged men and women.
Achievements	
11	Strengthen the use of research for development.
Achievements	
12	Increase research, science and technology programmes in Higher Education curriculum.
Achievements	
13	Apply an affirmative action to increase funding for Research and innovation in education.
Achievements	
14	Standardize and accredit assessment in higher education programmes.
Achievements	

Reporting Template for Target 4.4

SDG 4 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		
RESPONSIBLE DEPARTMENTS	Ministry of Basic Education and Statistics Botswana		
Desired Outcome: Increased number of youth and adults applying relevant technical and vocational skills and competencies to improve their livelihood.	Description: This entails developing an inclusive industry relevant curriculum that can equip youth and adults with relevant entrepreneurial skills to enable them to live sustainable livelihoods. It also involves applying retention strategies to increase programme completion rate through proper monitoring and evaluation of initiatives that target access and implementation of an assessed and time bound compulsory internship programme prior to work placement.		
Indicators	Baseline	Target	Reporting Cycle
Enrolment rates (by gender, disability, OVC)			
Completion rate ((by gender, disability, OVC)			
Dropout rate			
Transition rate			
Pass rate			

Initiatives	
1	Identify skills gap of unemployed youth and adults
Achievements	
2	Design alternative models for research funding.
Achievements	
3	Develop programmes for upgrading of technical and vocational programmes offered at Certificate and Diploma levels in local universities.
Achievements	
4	Apply an affirmative action to increase access to technical and vocational skills programmes.
Achievements	
5	Increase funding for technical and vocational skills training
Achievements	
6	Increase funding for innovation.
Achievements.	
7	Build the capacity of technical staff in relevant fields.
Achievements	
8	Implement a policy on multiple pathways.
Achievements	

Reporting Template for Target 4.5

SDG 4 target 4.5:	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations		
RESPONSIBLE DEPARTMENTS	Ministry of Basic Education (Department of Basic Education), Statistics Botswana		
Desired Outcome: -Increased enrolments in basic education learning programmes. -Increased provision of individualized learning. -Improved inclusion of learners with diverse needs. -Assertive and confident learners with enhanced self-awareness.	Description: This entails gender equality - where all girls and boys, women and men, have equal opportunities to enjoy education of high quality and enjoy equal benefits from education. Policies aimed at overcoming gender inequality are more effective when they are part of an overall package that also promotes health, justice, good governance and freedom from child labour.		
Indicators	Baseline	Target	Reporting Cycle
Enrolment rates (by gender, disability, OVC)			

	Completion rate (by gender, disability, OVC)			
	Dropout rate			
	Transition rate			
	Pass rate			
Initiatives				
1	Provide alternative classrooms with temporary structure for mobile communities.			
Achievements				
2	Identify and place learners with special needs in relevant institutions.			
Achievements				
3	Provide support for children with special needs.			
Achievements				
4	Expand existing schools with continuous high enrolments, as guided by statistical projection.			
Achievements				
5	Review infrastructure policy to accommodate learners with other forms of disability.			
Achievements				
6	Conduct rigorous early identification of learners with disabilities			
Achievements				
7	Develop and implement a policy for structured home-based learning to increase access.			
Achievements				
8	Develop and implement the use of unique identifiers for continuous tracking of children from birth to ensure early identification of learner needs.			
Achievements				
9	Enforce the use of unique identifiers (Oman/ birth registration number)			
Achievements				
10	Develop linkages between ministries having a mandate to care and provide education and other services to children through the use of an interlinked database.			
Achievements				
11	Ratify UNESCO Convention against Discrimination in Education.			
Achievements				

Reporting Template for Target 4.6

SDG 4 target 4.6:		By 2030, ensure that all youth and substantial proportion of adults, both men and women, achieve literacy and numeracy	
RESPONSIBLE DEPARTMENTS		Ministry of Basic Education (Department of Basic Education), Statistics Botswana	
<p>Desired Outcome:</p> <ul style="list-style-type: none"> -Increased number of youths and adults accessing Out of School Education Programmes -Increased number of youths and adults utilizing literacy and numeracy skills -Increased number of youth and adults utilizing mobile technology -Availability of resources for effective implementation of out of school programmes (qualified staff, appropriate infrastructure, equipment and learning materials) -Eligible youth and adults participating in out of school programmes -Availability of out of school policies, frameworks and programmes 		<p>Description: This entails provision of out of school education opportunities to youth and adults whose learning needs cannot be met in the formal system through provision of contextualized literacy programmes within the framework of lifelong learning.</p>	
Indicators	Baseline	Target	Reporting Cycle
Enrolment rates (by gender, disability, OVC)			
Completion rate ((by gender, disability, OVC)			
Dropout rate			
Transition rate			
Pass rate			
Initiatives			
1	Develop regulating policies for coordination of literacy and numeracy programmes.		
Achievements			
2	Promote the use of ICT, particularly mobile technology, for out of school programmes.		

Achievements	
3	Develop a literacy assessment framework and tools to evaluate proficiency levels based on learning outcomes.
Achievements	
4	Scale up effective adult literacy and skills programmes involving multi-sectorial partners, building on their rich experience and good practice.
Achievements	
5	Provide continuous professional development for Out Of School Education personnel.
Achievements	
6	Promote the use of Community Learning Centres (CLC) and/or Community Information Centres (CIC)
Achievements	

Reporting Template for Target 4.7

SDG 4 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 non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development		
RESPONSIBLE DEPARTMENTS	Ministry of Basic Education, Ministry of Tertiary Education, Research, Science and Technology and Ministry of Employment, Labour Productivity and Skills Development		
Desired Outcome: -Improved competencies in addressing ESD and GCED -Decline in the number of bullying and violent cases	Description: This entails empowering the next generation of learners with competencies required to lead productive lives and make informed decisions on issues of environmental sustainability, humanity and civic education for sustainable development.		
Indicators	Baseline	Target	Reporting Cycle
Enrolment rates (by gender, disability, OVC)			
Completion rate ((by gender, disability, OVC)			
Dropout rate			
Transition rate			
Pass rate			
Initiatives			
1	Develop and review national policies and programmes to ensure a wide coverage of GCED and ESD themes.		
Achievements			
2	Promote an interdisciplinary, multi-stakeholder approach to ESD and GCED.		
Achievements			
3	Ensure proper mainstreaming of ESD and GCED at all levels of education.		

Achievements	
4	Develop robust assessment systems for ESD and GCED for cognitive, socio-emotional and behavioural learning outcomes
Achievements	
5	Invest on prospective opportunities that promote ESD and GCED (freedom parks, cultural villages/centres, national dialogue centre, and sustainable environment parks).
Achievements	
6	Strengthen implementation of the Child Friendly Schools' Programme.
Achievements	
7	Develop strategies for elimination of bullying and other violent behaviour in schools.
Achievements	
8	Promote establishment of school based peace and human rights clubs
Achievements	
9	Review the curriculum to align it to and ensure acquisition of the 21st century skills.
Achievements	

Reporting Template for Target 4.a

SDG 4 target 4.a:		By 2030, build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all		
RESPONSIBLE DEPARTMENTS		Ministry of Basic Education, Ministry of Local Government and Rural Development and Botswana Qualifications Authority		
Desired Outcome: - Accessible educational facilities to all - Positive School experiences - Safe and Secure School Environments - Responsive Psychosocial Support Services		Description: This entails building learner friendly schools that are accessible to all learners irrespective of race, gender, religion, cognitive and physical abilities. It also includes upgrading existing educational facilities to improve accessibility. It involves creating appealing learning facilities that are resourced to inspire learning. It also requires creating inclusive school cultures which encourage involvement of all learners and promote safety for all members of the school community i.e. learners, teachers and parents, and creating accountability of schools to their local communities.		
Indicators	Baseline	Target	Reporting Cycle	
Enrolment rates (by gender, disability, OVC)				
Completion rate ((by gender, disability, OVC)				
Dropout rate				
Transition rate				
Pass rate				
Initiatives				
1	Strengthen implementation of the Child Friendly Schools' Policy.			
Achievements				
2	Expand existing schools with continuous high enrolments (guided by statistical projection).			
Achievements				
3	Increase Multi-grade schools			
Achievements				
4	Review the infrastructure policy to accommodate learners with other forms of disabilities.			
Achievements				
5	Review infrastructure policy to include learner friendly designs that are landscaped and self-cooling			
Achievements				
6	Ensure a deliberate rationalization of funds towards procurement of adequate equipment			
Achievements				
7	Implement rigorous monitoring and evaluation of infrastructure			
Achievements				
8	Develop and implement safety and security policy			

Achievements	
9	Strengthen Learner Support Systems at School level (G&C, SPED)
Achievements	

Reporting Template for Target 4.b

SDG 4 target 4.b:	By 2030, 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 communication technology, technical, engineering and scientific programmes, in developed countries and other developing countries		
RESPONSIBLE DEPARTMENTS	Ministry of Tertiary Education, Research, Science and Technology, Human Resources Development Council and Statistics Botswana		
Desired Outcome: Empowered youth and adults as drivers of Socio Economic development of their communities	Description: This entails provision of scholarships for Higher Education. It also involves engaging in partnership with intergovernmental organizations and governments in supporting the least developed countries and Small Island States through annual contributions and other funding including scholarships in identified fields of study.		
Indicators	Baseline	Target	Reporting Cycle
Enrolment rates (by gender, disability, OVC)			
Completion rate ((by gender, disability, OVC)			
Dropout rate			
Transition rate			
Pass rate			
Initiatives			
1	Increase funding for post graduate studies.		
Achievements			
2	Diversify scholarships.		
Achievements			
3	Promote private sector involvement in educational financing.		
Achievements			
4	Develop a communication strategy.		
Achievements			

Reporting Template for Target 4.c

SDG 4 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		
RESPONSIBLE DEPARTMENTS	Ministry of Basic Education, Ministry of Tertiary Education, Research, Science and Technology and Human Resources Development Council		
Desired Outcome: - Diversified economy - Improved staff performance - Improved teacher welfare - Compliance to set teacher standards - Improved quality of teachers	Description: This entails alignment of teacher training (pre service and in service) to educational reforms as stipulated in the National Policies such as ETSSP, BQA norms and standards. It also entails training of quality science, technology, engineering and mathematics (STEM) teachers who can be absorbed globally through collaboration and partnership with developed countries as well as the use of ODeL in re-skilling and up-skilling of teachers e.g. using the SADC Centre for Teacher Education in Tanzania.		
Indicators	Baseline	Target	Reporting Cycle
Enrolment rates (by gender, disability, OVC)			
Completion rate ((by gender, disability, OVC)			
Dropout rate			
Transition rate			
Pass rate			
Initiatives			
1	Provide adequate resources to improve teacher performance in STEM		
Achievements			
2	Improve the quality of teachers through relevant Continuous Professional Development (CPD) in targeted areas of need.		
Achievements			
3	Improve the welfare of teachers to attract and retain super teachers		
Achievements			
4	Establish a Teaching Council to regulate the teaching profession.		
Achievements			
5	Develop a specific Act to regulate the teaching profession.		
Achievements			

ANNEX IV – LIST OF MEMBERS OF THE
DEVELOPMENT TEAM FOR SDG 4

**EDUCATION 2030 NATIONAL
IMPLEMENTATION PLAN**



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SDG

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