

PRE & PRIMARY EDUCATION STATS BRIEF -2014



STATISTICS BOTSWANA

Published by

STATISTICS BOTSWANA
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December 2016

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PRE & PRIMARY EDUCATION STATS BRIEF - 2014

PREFACE

This publication gives highlights on pre-primary and primary education statistics derived from the data collected from schools through the 2014 annual school census.

Education has become an indispensable tool for measuring human and societal development over the years. The production of timely and reliable education statistics is therefore important for monitoring and evaluating the impact of investment put into the development of education by government, the private sector, Non-Government Organizations and other stakeholders.

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

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



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Statistician General
December 2016

1. INTRODUCTION

This chapter presents information on collection and publication of education statistics and levels of education.

The data used in this report is sourced from the 2014 annual school census conducted in educational institutions in Botswana. The annual school census is conducted by Education Management Information Systems (EMIS) unit in the Ministry of Education and Skills Development (MoESD). The data is collected from Government and privately owned pre-primary and primary schools.

It should be noted that this publication mainly covers data for 2014. However, some data for previous years have been used for comparative analysis.

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

2. PRE-PRIMARY EDUCATION

Provision of Early Childhood Care and Education (ECCE) program to all children is essential as a foundation for primary education. Its benefits to a child among others include helping to boost cognitive and motor development as well as enhancing social skills. A pre-school education helps build a foundation of learning that will follow the child into their school years.

Pre-primary education in Botswana is mainly coordinated by district councils and provided by individuals, communities, private sector, Non-Government Organizations and Councils. In 2012 Government introduced a pilot study of Pre Primary education in Government primary schools. Revised National Policy on Education (RNPE) of 1994 emphasized the need to provide enabling environment for pre-primary education and increasing access to all children before enrolling at primary.

The pre-primary also allows the child lots of interaction with peers which enhance their skills to share, negotiate and listening skills amongst others.

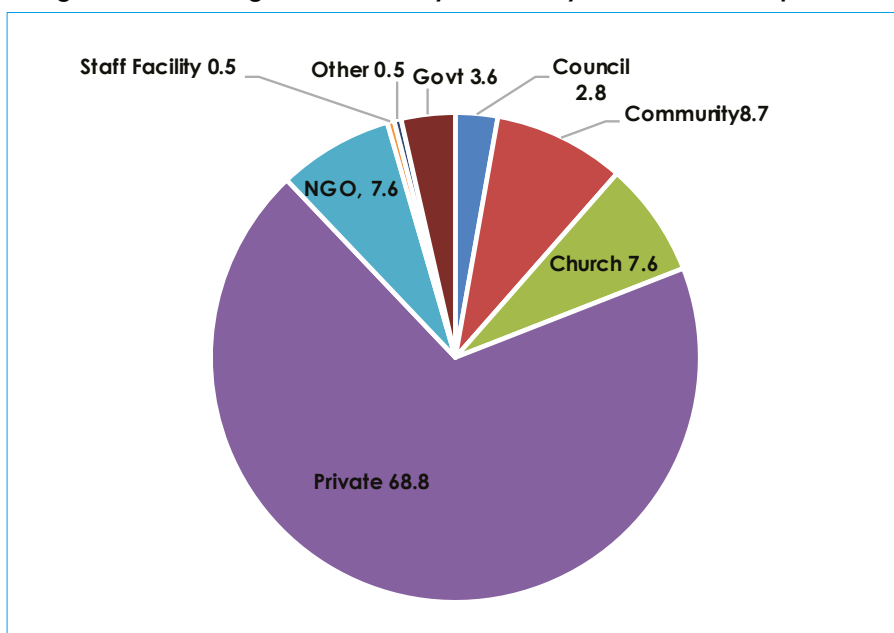
2.1. Number of Pre-Primary Schools and Pupils by School Ownership

Table 2.1: Number of Pre-Primary Schools 2014

Ownership	No. of Schools	Percentage
Council	18	2.8
Community	56	8.7
Church	49	7.6
Private	444	68.8
NGO	49	7.6
Staff Facility	3	0.5
Other	3	0.5
Government	23	3.6
Total	645	100

The pre- primary data was collected from 645 pre-primary schools. Out of the total pre-schools, 444 (68.8%) are privately owned, 56 (8.9%) belongs to the community, 49 (7.6%) are owned by churches, 49 (7.6%) owned by NGOs, 18 (1.9%) belonged to council while three were owned by staff facilities.

Figure 1: Percentage of Pre-Primary Schools by School Ownership-2014



The number of pre-primary schools fluctuates over the years as a result of closure of some schools especially those that operated without licenses. This contributed to discrepancy on the reported statistics for pre-primary education hence trend data tend to be inconsistent at times.

Table 2.2 shows that majority (87.6 percent) of the pre-primary schools operated full day. A further look at the urban and rural districts shows that there was no significant difference between the predominantly rural districts and the urban districts.

Table 2.2: Number of Pre-Primary Schools by District and Terms of Operation - 2014

District	Half Day	Full Day	Total
Gaborone	13	81	94
Francistown	6	50	56
Lobatse	4	14	18
Selebi Phikwe	4	21	25
Orapa	1	2	3
Jwaneng	1	12	13
Sowa	1	2	3
Southren	7	35	42
Borolong	3	13	16
South East	3	34	37
Kweneng	3	75	78
Kgatleng	4	30	34
Serowe/Palapye	2	38	40
Mahalapye	3	25	28
Bobirwa	-	12	12
Boteti	-	4	4
Tutume	4	25	29
North East	6	22	28
Maun East	5	27	32
Maun West	2	9	11
Chobe	3	5	8
Gantsi	1	13	14
Kgalagadi South	-	4	4
Kgalagadi North	4	12	16
Total	80	565	645

Table 2.3: Number of Pre-Primary Schools and Pupils by sex and School Ownership – 2014

Ownership	No. of Schools	Male	Female	Total	% Male	% Female	Total Percentage
Council	18	408	441	849	48.1	51.9	2.5
Community	56	1,131	1,239	2,370	47.7	52.3	7.1
Church	49	1,415	1,490	2,905	48.7	51.3	8.7
Private	444	11,834	11,779	23,613	50.1	49.9	70.6
NGO	49	1,189	1,171	2,360	50.4	49.6	7.1
Staff Facility	3	60	50	110	54.5	45.5	0.3
Other	3	54	55	109	49.5	50.5	0.3
Government	23	524	585	1,109	47.2	52.8	3.3
Total	645	16,615	16,810	33,425	49.7	50.3	100

Table 2.3 shows that enrolment of male pupils in pre-primary education in 2014 constituted 49.7 percent while female enrolment stood at 50.3 percent. The Gender Parity Index (GPI) for participation in pre-primary education is 1.01% indicating almost equal access to pre-primary education for both boys and girls.

Figure 2: Percentage of Pre-Primary Enrolment by School Ownership-2014

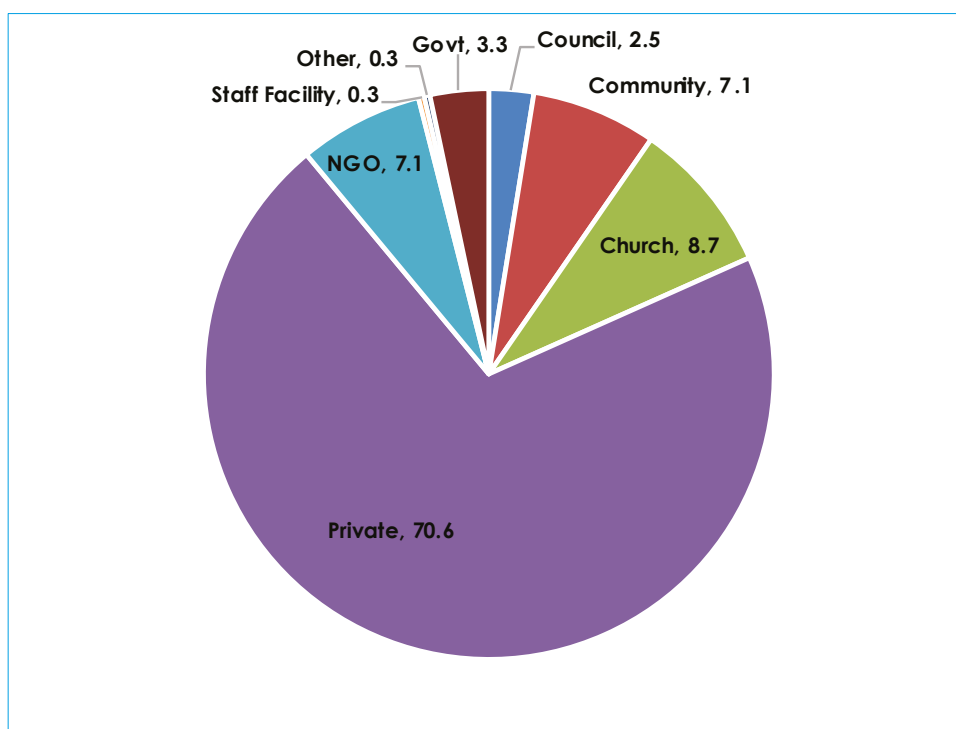


Figure 2 shows the proportion of pre-primary enrolment by school ownership. Private schools accounted for 70.6 percent of total pre-primary enrolment, community schools had 7.1 percent, 8.7 percent in schools owned by churches, 7.1 percent in NGO schools, and 2.5 percent in schools owned by councils while government enrolled 3.3 percent of the enrolment.

Table 2.4: Pre-Primary Enrolment by School Ownership, Age and Sex – 2014

Ownership	Sex	AGE								Total
		< 1	1	2	3	4	5	6	6 <	
Council	Male	-	-	19	72	117	164	35	1	408
	Female	-	-	21	61	120	204	35	-	441
Community	Male	3	1	18	267	344	411	83	4	1,131
	Female	1	5	35	267	411	439	74	7	1,239
Church	Male	1	1	60	285	460	491	117	-	1,415
	Female	-	-	57	345	464	497	126	1	1,490
Private	Male	17	115	1,073	2,711	3,456	3,654	764	44	11,834
	Female	23	79	1,050	2,855	3,461	3,565	654	92	11,779
NGO	Male	-	1	53	231	351	408	121	24	1,189
	Female	1	1	40	243	351	390	125	20	1,171
Institutional	Male	-	-	-	17	26	12	5	-	60
	Female	-	-	2	10	25	10	3	-	50
Other	Male	-	-	-	6	17	27	4	-	54
	Female	-	-	1	13	17	22	2	-	55
Govt	Male	-	-	1	1	60	288	174	-	524
	Female	-	-	-	3	58	313	210	1	585
Total Males		21	118	1,224	3,590	4,831	5,455	1,303	73	16,615
Total Females		25	85	1,206	3,797	4,907	5,440	1,229	121	16,810
Total		46	203	2,430	7,387	9,738	10,895	2,532	194	33,425

Table 2.4 shows that the highest number (28,020 pupils) of pre-primary attendants was aged between three and five years with the highest enrolment found among children aged 5 years with an enrolment of 10,895 (32.6%) pupils followed by those age 4 years with 9,738 (29.1%) pupils. It should be noted that there were 2,726 pre-primary pupils aged six and above, accounting for 8.2 percent, indicating that a reasonable percentage of the official school going age delay starting primary school.

2.2 PRE-PRIMARY ATTENDANCE BY REGION

Majority of pre-primary school attendants were found in the South East with 9,268 followed by Central region with 7,745. An interesting feature is that majority of those who were more than six years were found in the Central region amounting to 84 followed by the North East with 72. In all regions most pupils were aged five.

Table 2.5: Pre-Primary Enrolment by Region, Sex and Age -2014

REGION	SEX	AGE								Total
		<1	1	2	3	4	5	6	6<	
South East	Male	4	57	604	1,135	1,262	1,299	229	38	4,628
	Female	7	41	602	1,167	1,261	1,274	254	34	4,640
North East	Male	1	5	74	343	525	570	117	17	1,652
	Female	-	2	66	367	496	556	90	8	1,585
South	Male	-	1	107	404	538	709	245	2	2,006
	Female	-	-	117	401	568	795	262	2	2,145
kweneng	Male	-	15	208	476	663	658	202	3	2,225
	Female	-	9	175	427	625	656	156	1	2,049
Kgatleng	Male	-	-	7	127	196	274	112	1	717
	Female	-	-	10	170	214	283	112	1	790
North West	Male	6	15	52	172	265	288	86	-	884
	Female	9	10	51	215	287	291	80	1	944
Chobe	Male	-	-	7	22	60	85	18	-	192
	Female	-	-	3	21	57	66	3	-	150
Gantsi	Male	2	5	15	50	87	88	31	-	278
	Female	5	3	19	55	91	99	25	1	298
Kgalegadi	Male	-	-	7	78	85	63	16	1	250
	Female	-	-	12	63	87	71	14	-	247
Central	Male	8	20	143	783	1,150	1,421	247	11	3,783
	Female	4	20	151	911	1,221	1,349	233	73	3,962
Total Males		21	118	1,224	3,590	4,831	5,455	1,303	73	16,615
Total Females		25	85	1,206	3,797	4,907	5,440	1,229	121	16,810
Grand Total		46	203	2,430	7,387	9,738	10,895	2,532	194	33,425

2.3 PROVISION OF SPECIAL EDUCATION IN PRE-SCHOOL

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

Table 2.6: Pre-Primary Enrolment with Special Education Needs by Region – 2014

Region	Visual	Physical	Hearing	Speech	Mental Retardation	Multiple Disability	Intellectual	Other	Total
South East	1	5	-	25	-	3	1	10	45
North East	1	2	-	10	1	4	2	1	21
South	4	2	2	13	2	4	-	3	30
Kweneng	-	-	-	14	-	3	2	1	20
Kgatleng	3	1	-	7	-	1	2	-	14
North West	1	3	-	3	-	1	-	-	8
Chobe	-	-	-	-	-	-	-	-	0
Gantsi	-	-	-	1	-	1	-	-	2
Kgalagadi	1	-	-	1	-	-	-	-	2
Central	4	6	2	24	-	7	4	2	49
Total	15	19	4	98	3	24	11	17	191

Table 2.6 shows that there were 191 children with special education needs enrolled in pre-primary school across the country in 2014. Out of these, 49 were in Central region, followed by 45 in South East region. The number of pupils with speech impairment was highest at 98 followed by those with multiple disabilities, physical and other impairment with 19 and 17 pupils respectively.

Figure 3: Pre-Primary Enrolment with Impairments as a Percentage of Total Enrolment with Special Education Needs – 2014

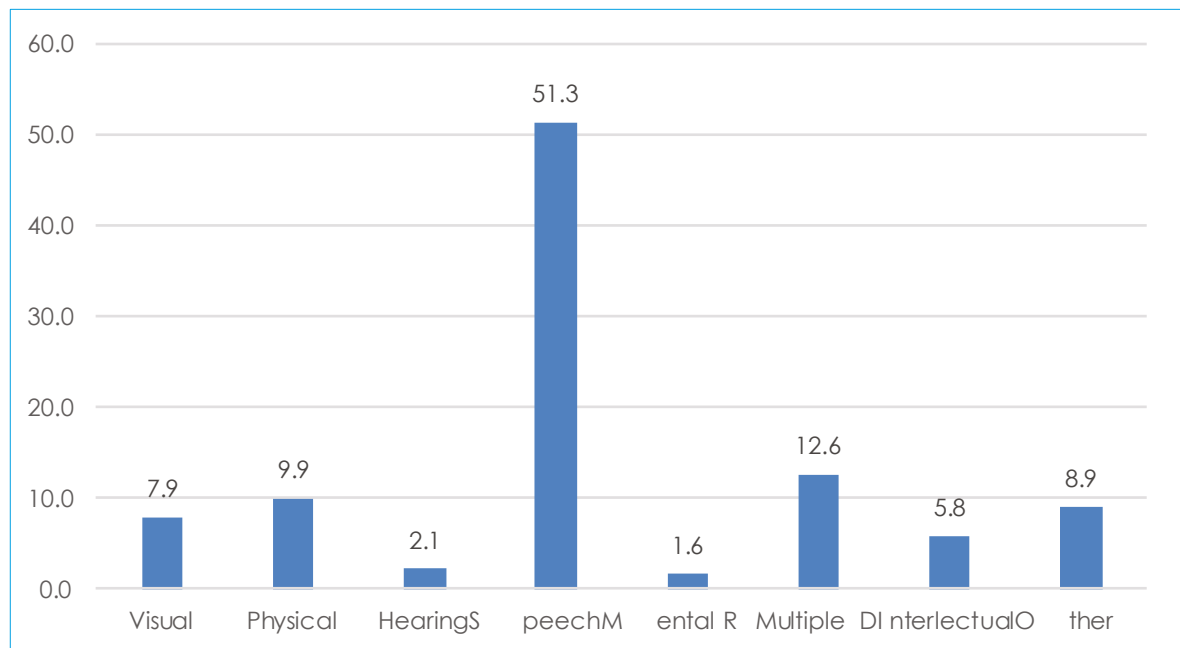


Figure 3 shows that 51.3 percent of pre-primary pupils with special education needs had speech impairment, 12.6 percent had multiple disability while students with physical disability and other impairments not specified constituting 9.6 percent each. Children with mental retardation constituted the lowest percentage of pre-primary children with disability.

2.4. AGE SPECIFIC ENROLMENT RATIO

Table 2.7: Age Specific Enrolment Ratio (ASER) for Pre-Primary -2014

Single Age	2013 Population	Pre-Primary Enrolment	ASER (%)
≤1	102,228	249	0.2
2	54,088	2,430	4.5
3	49,694	7,387	14.9
4	47,595	9,738	20.5
5	46,206	10,895	23.6
6	45,129	2,532	0.6
7	44,965	194	0.4

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

Table 2.7 shows that Age Specific Enrolment Ratio (ASER) was highest for the 5 year olds at 23.6 percent, followed by the 4 year olds at 20.5 percent. ASER was less than one percent for pupils aged one year and below, and those aged 6 and 7 years, respectively. This shows that majority of pre-school pupils were aged between 4 and 5 years suggesting that parents prefer to enroll children a year or two before they are due for primary school enrolment.

Table 2.8: Pre-Primary Enrolment Ratios by Age and Year – 2012-2014

Year	Population 3-5 years	Total Enrolment	Enrolment 3-5 Years	3-5 Years GER (%)	3-5 Years NER (%)
2012	119,239	23,650	19,847	19.8	16.6
2013	139,704	29,150	24,688	20.9	17.7
2014	143,495	33,425	28,020	23.3	19.5

2012 Population is drawn from CSO (2001). Population Projections for Botswana: 2001-2031 while the 2013 & 2014 Population Estimates are proxies derived using the 2011 Population Projections

Enrolment at pre-school continues to increase, perhaps suggesting that parents are increasingly acknowledging the value of pre-school. Table 2.8 shows that the national Gross Enrolment Rate (GER) for population 3-5 years in pre-primary schools was 20.9 percent in 2013 and 23.3 percent in 2014. There was an increase of 2.4 percentage points in GER between 2013 and 2014. On the other hand, national Net Enrolment Rate (NER) for population 3-5 years in pre-primary school was 17.7 percent in 2013 and 19.5 percent in 2014, showing an increase of 1.8 percentage points in NER (3-5) between the two years.

2.5. PRE- PRIMARY TEACHERS QUALIFICATION

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

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

Table 2.9: Number of Pre-primary School Teachers by Qualification, School ownership and Sex -2014

Ownership	2013 Pre-Primary Teachers						2014 Pre-Primary Teachers					
	Trained Male	Female	Total	untrained Male	Female	Total	Trained Male	Female	Total	untrained Male	Female	Total
Council	-	36	36	1	9	10	-	51	51	-	11	11
Community	17	1,022	1,039	13	850	863	3	68	71	4	86	90
Church	1	98	99	2	84	86	2	115	117	1	88	89
Private	4	86	90	1	80	81	16	1,162	1,178	17	1,037	1,054
NGO	1	103	104	-	76	76	3	90	93	5	83	88
Institutional	-	4	4	1	3	4	-	7	7	1	1	2
Other	3	-	3	-	2	2	-	2	2	-	5	5
Govt	-	-	0	-	-	-	5	66	71	-	5	5
Total	26	1,349	1,375	18	1,104	1,122	29	1,561	1,590	28	1,316	1,344

Table 2.9 shows that majority of the teachers are females. It further shows that there were 44 male and 2,453 female pre-primary teachers in 2013 compared to 57 male and 2,905 female in 2014. Of all teachers in 2014, 1,590 were trained constituting 54.2 percent while 45.8 percent (1,344 teachers) were untrained.

2.6 NATIONALITY AND QUALIFICATION OF PRESCHOOL TEACHERS

Table 2.10 shows that preschool teaching is dominated by females who constituted 98.1 percent of the teaching staff. An interesting feature is that majority of preschool teachers are Batswana. Out of a total 2,934 teachers, 2,552 or 87 percent were Batswana while the remainder were foreigners who were dominated by females.

Table 2.10: - Number of Pre-Primary School Teachers by Citizenship, District and Sex -2014

District	Batswana			Non - Batswana			Total Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	11	578	589	2	108	110	13	686	699
Francistown	5	167	172	1	33	34	6	200	206
Lobatse	3	62	65	-	6	6	3	68	71
Selibe Phikwe	-	141	141	-	11	11	-	152	152
Orapa	-	51	51	-	4	4	-	55	55
Jwaneng	-	75	75	-	6	6	-	81	81
Sowa	-	10	10	1	-	1	1	10	11
Southren	4	136	140	1	19	20	5	155	160
Borolong	1	32	33	-	5	5	1	37	38
South East	7	170	177	1	33	34	8	203	211
Kweneng	1	298	299	1	48	49	2	346	348
Kgatleng	1	132	133	1	11	12	2	143	145
Serowe/Palapye	-	147	147	-	11	11	-	158	158
Mahalapye	3	97	100	-	9	9	3	106	109
Bobirwa	2	36	38	-	-	0	2	36	38
Boteti	-	19	19	-	-	0	-	19	19
Tutume	3	75	78	-	16	16	3	91	94
North East	-	57	57	-	8	8	-	65	65
Maun East	3	108	111	2	24	26	5	132	137
Maun West	-	25	25	1	3	4	1	28	29
Chobe	2	13	15	-	7	7	2	20	22
Gantsi	-	36	36	-	5	5	-	41	41
Kgalagadi South	-	11	11	-	3	3	-	14	14
Kgalagadi North	-	30	30	-	1	1	-	31	31
Total	46	2,506	2,552	11	371	382	57	2,877	2,934

Table 2.11: Number of Pre-Primary Teachers by Qualification, Sex and Citizenship – 2014

Citizenship	Sex	Certificate	Diploma	Degree	Master	other	Total Qualified	Unqualified	Total
Citizens	Male	10	3	5	0	1	19	27	46
	Female	958	219	39	9	4	1,229	1,277	2,506
	Total	968	222	44	9	5	1,248	1,304	2,552
Non-Citizens	Male	1	4	2	2	1	10	1	11
	Female	137	158	28	9	0	332	39	371
	Total	138	162	30	11	1	342	40	382
All Teachers	Male	11	7	7	2	2	29	28	57
	Female	1,095	377	67	18	4	1,561	1,316	2,877
	Total	1,106	384	74	20	6	1,590	1,344	2,934

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

Table 2.11 shows that a total of 2,552 teachers were citizens while 382 were non-citizens. Further, citizens constituted the bulk of the unqualified teachers. More than half or 51.1 percent of citizen teachers were unqualified compared to only 10.5 percent for foreign teachers. Most of the qualified teachers were certificate holders with a sizeable number holding a diploma certificate.

Figure 4: Percentage of Pre-Primary Teachers by Qualification – 2014

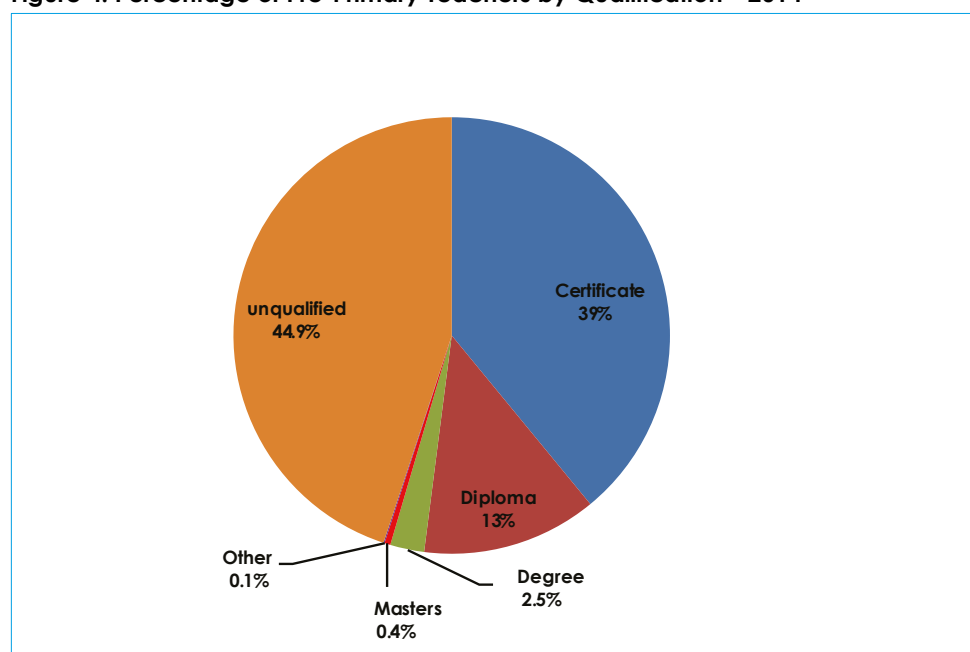


Figure 4 indicates that about 45 percent of pre-primary teachers are untrained, 39 percent are certificate holders, and only 13 percent had diploma. The degree holders constituted 2.5 percent while master's degree and other unclassified qualifications constituted 0.4 and 0.1 percent respectively.

3. PRIMARY EDUCATION

The government of Botswana considers education as one of the priority areas for development. Education at primary is offered for free to all which has been in place over decades with minimal household contribution; basically through contribution towards Parents Teachers' Association (PTA) levy. One of the objectives of free education amongst others is to increase access to primary education.

This section gives a summary of the latest available statistics on primary education from the 2014 primary school annual census. The analysis among others includes number of schools by ownership, enrolment rates, school dropout rates and teacher qualifications and pupil/ teacher ratio to mention a few.

3.1. Primary Schools by School Ownership

Table 3.1: School Ownership by Region -2014

Region	Public	%	Private	%	Total	%
South East	51	6.8	19	28.8	70	8.5
North East	63	8.3	6	9.1	69	8.4
South	123	16.3	6	9.1	129	15.7
Kweneng	91	0.1	11	16.7	102	12.4
Kgatleng	37	4.9	2	3	39	4.8
North West	67	8.9	5	7.6	72	8.8
Chobe	10	1.3	1	1.5	11	1.3
Gantsi	22	2.9	1	1.5	23	2.8
Kgalagadi	42	5.6	0	0	42	5.1
Central	249	33	15	22.7	264	32.2
Total	755	100	66	100	821	100

Table 3.1 shows that there were 821 registered primary schools country wide in 2014 of which 755 (92.0 percent) were government owned schools and 66 (8.0 percent) were privately owned. This is an indication that government is the main provider of primary education. There has been an increase of 0.9 percent on the number of schools from 814 schools in 2012 to 821 schools in 2013. The total number of schools remained unchanged, however there was an increase in number of government owned primary schools and a decrease of the same number of privately owned primary schools.

Figure 3.1: Proportion of Primary Schools by School Ownership per region-2014

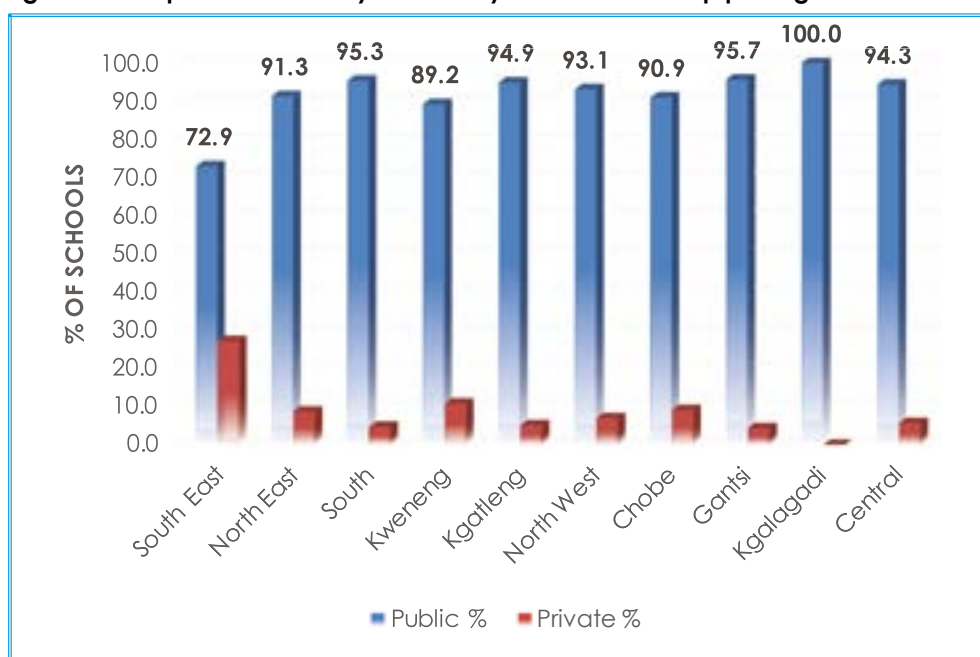


Figure 3.1 shows that public schools constituted above 90 percent across all the regions except for South East and Kweneng where public schools constituted 72.9 and 89.2 percent respectively. South East region had the highest number of private schools constituting 24.2 percent of all private primary schools in the country. Kgalagadi region is the only region with no private schools.

3.2 PRIMARY SCHOOL ENROLMENT

Table 3.2(a) Primary School Enrolment including SPED and Pre Primary per Region by School Ownership and Sex-2014

Region	GOVT			GOVT AIDED			PRIVATE			Total		Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
South East	14,273	13,981	28,254	668	624	1292	6054	6,057	12,111	20,995	20,662	41,657
North East	12,708	11,890	24,598	-	-	0	828	840	1,668	13,536	12,730	26,266
Southren	21,046	19,935	40,981	318	316	634	946	992	1,938	22,310	21,243	43,553
Kweneng	23,083	22,025	45,108	-	-	0	2,189	2,161	4,350	25,272	24,186	49,458
Kgatleng	7,281	6,929	14,210	-	-	0	382	308	690	7,663	7,237	14,900
North West	15,289	14,476	29,765	-	-	0	625	557	1,182	15,914	15,033	30,947
Chobe	1,865	1,836	3,701	-	-	0	-	-	0	1,865	1,836	3,701
Gantsi	3,997	3,878	7,875	-	-	0	34	25	59	4,031	3,903	7,934
Kgalagadi	5,113	4,765	9,878	-	-	0	-	-	0	5,113	4,765	9,878
Central	57,989	54,390	112,379	1,249	1,201	2,450	2,197	2,341	4,538	61,435	57,932	119,367
TOTAL	162,644	154,105	316,749	2,235	2,141	4,376	13,255	13,281	26,536	178,134	169,527	347,661

***Includes Pre Primary Enrolment in primary schools establishments

Table 3.2(b): Enrolment including SPED per Region by School Ownership and Sex-2014

Region	Government			Govt Aided			Private			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
South East	13,967	13,633	27,600	654	608	1,262	5,380	5,425	10,805	20,001	19,666	39,667
North East	12,572	11,747	24,319	-	-	0	744	763	1,507	13,316	12,510	25,826
Southern	20,689	19,534	40,223	314	310	624	879	918	1,797	21,882	20,762	42,644
Kweneng	22,992	21,903	44,895	-	-	0	2,015	1,960	3,975	25,007	23,863	48,870
Kgatleng	7,126	6,766	13,892	-	-	0	373	302	675	7,499	7,068	14,567
North West	15,190	14,398	29,588	-	-	0	590	522	1,112	15,780	14,920	30,700
Chobe	1,801	1,773	3,574	-	-	0	-	-	0	1,801	1,773	3,574
Gantsi	3,948	3,822	7,770	-	-	0	34	25	59	3,982	3,847	7,829
Kgalagadi	4,800	4,443	9,243	-	-	0	-	-	0	4,800	4,443	9,243
Central	57,461	53,857	111,318	1,234	1,186	2,420	1,952	2,090	4,042	60,647	57,133	117,780
TOTAL	160,546	151,876	312,422	2,202	2,104	4,306	11,967	12,005	23,972	174,715	165,985	340,700

*** Excludes Pre Primary Enrolment in primary schools establishments

Table 3.2 shows that the total enrolment in all primary schools stood at 340,700 in 2014. Government schools enrolled 91.7 percent, followed by private schools with an enrolment of 7.0 while government aided enrolment accounted for only 1.3 percent. There was an increase of 0.2 percent on enrolment between 2013 and 2014 from 340,065 to 340,700. Regions which enrolled high proportions of pupils were Central region accounting for 34.6 percent followed by Kweneng region with 14.3 percent and Southern region with 12.5 percent.

Table 3.3: Enrolment by Boarding Status, standard and Sex -2014

	Sex	Standard										
		1	2	3	4	5	6	7	SPED	Total		%
Boarders	Boys	449	405	399	346	322	299	269	-	2,489		
	Girls	447	346	380	320	333	320	275	-	2,421		
	Total	896	751	779	666	655	619	544	-	4,910		1.4
Non boarders	Boys	27,472	26,967	25,792	24,703	22,806	22,296	21,461	732	172,229		
	Girls	25,008	24,991	24,632	23,695	22,108	21,663	20,943	521	163,561		
	Total	52,480	51,958	50,424	48,398	44,914	43,959	42,404	1,253	335,790		98.6
All schools	Boys	27,921	27,372	26,191	25,049	23,128	22,595	21,730	732	174,718		
	Girls	25,455	25,337	25,012	24,015	22,441	21,983	21,218	521	165,982		
	Total	53,376	52,709	51,203	49,064	45,569	44,578	42,948	1,253	340,700		100

Table 3.3 shows that most of primary school pupils are non-boarders constituting 98.6 percent of the total enrolment while boarders constituted only 1.4 percent.

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

Table 3.4(a): Enrolment by Citizen, Sex and Standard -2014

Citizenship	Sex	Standard									Total
		Pre Primary	1	2	3	4	5	6	7	SPED	
Citizens	Boys	3161	27428	26849	25674	24576	22692	22154	21394	720	174648
	Girls	3262	24965	24881	24555	23590	22037	21564	20845	516	166215
	Total	6423	52393	51730	50229	48166	44729	43718	42239	1236	340863
Non-Citizens	Boys	257	493	523	517	470	436	441	336	12	3485
	Girls	281	490	456	457	428	404	419	373	5	3313
	Total	538	983	979	974	898	840	860	709	17	6798
Total	Boys	3418	27921	27372	26191	25046	23128	22595	21730	732	178133
	Girls	3543	25455	25337	25012	24018	22441	21983	21218	521	169528
	Total	6961	53376	52709	51203	49064	45569	44578	42948	1253	347661

*** Includes Pre Primary Enrolment in primary schools establishment Table 3.4(b): Enrolment by Citizen, Sex and Standard -2014

Table 3.4 shows that most of primary school pupils are citizens, accounting for 98.2 percent of the total enrolment.

Table 3.5 : Enrolment Trends-2007-2014

Year	Sex	STD 1	STD 2	STD3	STD 4	STD 5	STD 6	STD 7	SPED	Total
2007	Boys	27,265	24,963	24,458	24,730	23,008	22,088	20,475	409	167,396
	Girls	25,155	23,970	23,259	22,733	22,412	22,025	21,077	303	160,934
	Total	52,420	48,933	47,717	47,463	45,420	44,113	41,552	712	328,330
2008	Boys	26,563	24,743	24,899	24,915	22,838	22,399	20,701	550	167,608
	Girls	24,191	23,654	23,702	23,525	21,911	22,046	21,146	393	160,568
	Total	50,754	48,397	48,601	48,440	44,749	44,445	41,847	943	328,176
2009	Boys	27,207	24,802	24,619	25,512	23,312	22,254	2,118	597	169,483
	Girls	24,623	22,857	23,497	24,306	22,725	21,633	21,185	436	161,262
	Total	51,830	47,659	48,116	49,818	46,037	43,887	23,303	1,033	330,745
2010	Boys	27,014	24,984	24,509	24,967	23,806	22,587	20,962	727	169,556
	Girls	24,954	23,082	22,794	23,919	23,488	22,258	20,647	498	161,640
	Total	51,968	48,066	47,303	48,886	47,294	44,845	41,609	1,225	331,196
2011	Boys	27,998	24,796	24,336	24,671	23,499	22,966	21,207	748	170,221
	Girls	25,976	23,320	22,596	23,079	23,094	22,839	21,236	521	162,751
	Total	53,974	48,116	46,932	47,750	46,593	45,805	42,443	1,269	332,972
2012	Boys	29,329	25,328	24,077	24,305	23,267	22,695	21,509	813	171,323
	Girls	27,053	24,058	22,878	22,904	22,372	22,679	21,863	700	164,507
	Total	56,382	49,386	46,955	47,209	45,639	45,374	43,372	1,513	335,830
2013	Boys	29,334	27,073	24,785	24,284	23,156	22,959	21,738	747	174,076
	Girls	26,597	25,680	23,790	23,060	22,349	22,068	22,034	523	166,101
	Total	55,931	52,753	48,575	47,344	45,505	45,027	43,772	1,270	340,177
2014	Boys	27921	27372	26191	25046	23128	22595	21730	732	174718
	Girls	25455	25337	25012	24018	22441	21983	21218	521	165982
	Total	53376	52709	51203	49064	45569	44578	42948	1253	340700

****The Data for 2009-2011 is derived from the Stats Briefs while 2007-2012 is derived from the annual School Census. Note that reception Students are excluded**

Primary School enrolment has been increasing over the past eight years. The Enrolment increased from 328,330 in 2007 to 340,700 in 2014..

Table 3.6: Primary School Enrolment by Single Age, Sex, Standard and School ownership-2014
Government Owned Schools

Age in Years	STD1		STD2		STD3		STD4		STD5		STD6		STD7		TOTAL		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	TOTAL
<6	2,328	2,571	-	-	-	-	-	-	-	-	-	-	-	-	2,328	2,571	4,899
6	10,474	10,486	1,338	1,471	-	-	-	-	-	-	-	-	-	-	11,812	11,957	23,769
7	9,609	8,096	8,959	9,751	1,136	1,516	-	-	-	-	-	-	-	-	19,704	19,363	39,067
8	2,273	1,456	10,428	9,205	8,019	9,223	1,100	1,446	-	-	-	-	-	-	21,820	21,330	43,150
9	413	228	3,351	2,059	10,011	9,314	6,854	8,564	722	1,072	-	-	-	-	21,351	21,237	42,588
10	127	81	666	356	3,485	2,164	9,234	8,658	5,469	7,171	619	967	-	-	19,600	19,397	38,997
11	71	38	172	128	820	435	4,095	2,465	8,571	8,385	4,864	6,728	924	19,163	19,103	38,266	
12	33	26	79	44	269	121	1,155	589	4,430	2,800	8,263	8,170	4,329	18,558	17,821	36,379	
13	15	9	42	17	113	56	325	167	1,403	766	4,774	3,072	7,892	14,564	12,246	26,810	
14	8	6	22	9	60	20	137	71	468	243	1,643	927	5,033	7,371	4,624	11,995	
15	7	1	1	2	15	9	53	24	178	73	458	246	1,672	2,384	1,211	3,595	
16	-	1	2	3	5	2	30	5	51	22	176	75	510	774	334	1,108	
17	-	-	-	-	6	-	8	4	23	7	81	24	144	262	103	365	
18	-	-	-	-	1	1	2	1	1	2	24	11	55	83	28	111	
19	-	-	-	-	-	-	2	-	-	-	6	3	8	16	5	21	
20	-	-	-	-	-	-	-	-	6	1	5	1	6	17	5	22	
21	-	-	-	-	-	-	-	-	-	-	-	1	3	3	1	4	
21+	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	1	
TOTAL	25,358	22,999	25,060	23,045	23,940	22,861	22,995	21,994	21,322	20,542	20,913	20,225	20,223	19,670	159,811	151,336	311,147

**Enrolment excludes pupils in Special Education Units (SPED)

**Table 3.6: Primary School Enrolment by Single Age, Sex, Standard and School ownership-2014(Cont.)
Government Aided Schools**

Age in years	STD1		STD2		STD3		STD4		STD5		STD6		STD7		TOTAL		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<6	36	35	-	-	-	-	-	-	-	-	-	-	-	-	36	35	71
6	186	180	2	16	-	-	-	-	-	-	-	-	-	-	188	196	384
7	158	137	176	176	9	14	-	-	-	-	-	-	-	-	343	327	670
8	34	15	178	179	125	178	13	22	-	-	-	-	-	-	350	394	744
9	4	7	40	22	182	179	131	163	3	13	-	-	-	-	360	384	744
10	1	-	4	6	65	17	174	155	86	141	23	30	-	-	353	349	702
11	-	-	-	1	14	9	59	30	151	163	94	139	25	37	343	379	722
12	-	-	2	2	3	2	17	7	97	58	125	120	83	122	327	311	638
13	-	-	-	-	3	2	6	3	24	13	69	42	113	117	215	177	392
14	-	-	-	-	1	1	1	2	12	2	22	11	83	42	119	58	177
15	-	-	-	-	1	-	0	1	2	-	5	-	24	13	32	14	46
16	-	-	-	-	1	-	2	1	1	-	1	1	2	-	7	2	9
17	-	-	-	-	-	-	-	-	-	-	1	-	-	1	1	1	2
18	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	-	2
19	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	1
20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	419	374	402	402	404	402	403	384	376	390	340	343	333	332	2,677	2,627	5,304

**Enrolment excludes pupils in Special Education Units (SPED)

Table 3.6: Primary School Enrolment by Single Age, Sex, Standard and School ownership-2014(Cont.)

Age in years	STD1		STD2		STD3		STD4		STD5		STD6		STD7		TOTAL		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<6	2,848	3,184	-	-	-	-	-	-	-	-	-	-	-	-	2,848	3,184	6,032
6	11,930	11,849	1,729	1,982	-	-	-	-	-	-	-	-	-	-	13,659	13,831	27,490
7	10,127	8,532	10,209	10,962	1,481	1,940	-	-	-	-	-	-	-	-	21,817	21,434	43,251
8	2,335	1,488	11,013	9,707	9,091	10,349	1,463	1,912	-	-	-	-	-	-	23,902	23,456	47,358
9	419	239	3,422	2,112	10,691	9,846	7,834	9,644	1,005	1,458	-	-	-	-	23,371	23,299	46,670
10	128	82	675	366	3,607	2,217	9,802	9,066	6,269	8,111	846	1,342	-	-	21,327	21,184	42,511
11	71	38	175	131	842	446	4,195	2,519	9,082	8,846	5,671	7,617	782	1,276	20,818	20,873	41,691
12	33	26	82	46	273	123	1,184	598	4,577	2,890	8,719	8,571	5,008	6,841	19,876	19,095	38,971
13	15	9	42	17	116	58	332	170	1,437	786	4,921	3,147	8,293	8,493	15,156	12,680	27,836
14	8	6	22	9	61	21	138	73	488	245	1,673	942	5,181	3,420	7,571	4,716	12,287
15	7	1	1	2	16	9	53	25	184	73	465	246	1,710	871	2,436	1,227	3,663
16	-	1	2	3	6	2	33	6	56	22	179	76	515	228	791	338	1,129
17	-	-	-	-	6	-	8	4	23	7	86	25	158	69	281	105	386
18	-	-	-	-	1	1	2	1	1	2	24	11	61	13	89	28	117
19	-	-	-	-	-	-	2	-	-	-	6	3	12	2	20	5	25
20	-	-	-	-	-	-	-	-	6	1	5	1	6	3	17	5	22
21	-	-	-	-	-	-	-	-	-	-	-	2	3	1	3	3	6
21+	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	2
TOTAL	27,921	25,455	27,372	25,337	26,191	25,012	25,046	24,018	23,128	22,441	22,595	21,983	21,730	21,218	173,983	165,464	339,447

***Enrolment excludes pupils in Special Education Units (SPED)

Table 3.6: Primary School Enrolment by Single age,Sex and School ownership (cont)-2014

Privately Owned Schools																	
Age in years	STD1 Boys	Girls	STD2 Boys	Girls	STD3 Boys	Girls	STD4 Boys	Girls	STD5 Boys	Girls	STD6 Boys	Girls	STD7 Boys	Girls	TOTAL Boys	Girls	TOTAL
< 6	484	578	-	-	-	-	-	-	-	-	-	-	-	-	484	578	1062
6	1270	1183	389	495	-	-	-	-	-	-	-	-	-	-	1659	1678	3337
7	360	299	1074	1035	336	410	-	-	-	-	-	-	-	-	1770	1744	3514
8	28	17	407	323	947	948	350	444	-	-	-	-	-	-	1732	1732	3464
9	2	4	31	31	498	353	849	917	280	373	-	-	-	-	1660	1678	3338
10	-	1	5	4	57	36	394	253	714	799	204	345	-	-	1374	1438	2812
11	-	-	3	2	8	2	41	24	360	298	713	750	187	315	1312	1391	2703
12	-	-	1	-	1	-	12	2	50	32	331	281	596	648	991	963	1954
13	-	-	-	-	-	-	1	-	10	7	78	33	288	217	377	257	634
14	-	-	-	-	-	-	-	-	8	-	8	4	65	30	81	34	115
15	-	-	-	-	-	-	-	-	4	-	2	-	14	2	20	2	22
16	-	-	-	-	-	-	1	-	4	-	2	-	3	2	10	2	12
17	-	-	-	-	-	-	-	-	-	-	4	1	14	-	18	1	19
18	-	-	-	-	-	-	-	-	-	-	-	-	4	-	4	-	4
19	-	-	-	-	-	-	-	-	-	-	-	-	3	-	3	-	3
20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	2	2
21+	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	1
TOTAL	2144	2082	1910	1890	1847	1749	1648	1640	1430	1509	1342	1415	1174	1216	11495	11501	22996

**Enrolment excludes pupils in Special Education Units(SPED)

Table 3.6: Primary School Enrolment by Single age, Sex and School ownership (cont)-2014

ALL SCHOOLS																	
Age in years	STD1 Boys	Girls	STD2 Boys	Girls	STD3 Boys	Girls	STD4 Boys	Girls	STD5 Boys	Girls	STD6 Boys	Girls	STD7 Boys	Girls	TOTAL Boys	Girls	TOTAL
< 6	2848	3184	-	-	-	-	-	-	-	-	-	-	-	-	2848	3184	6032
6	11930	11849	1729	1982	-	-	-	-	-	-	-	-	-	-	13659	13831	27490
7	10127	8532	10209	10962	1481	1940	-	-	-	-	-	-	-	-	21817	21434	43251
8	2335	1488	11013	9707	9091	10349	1463	1912	-	-	-	-	-	-	23902	23456	47358
9	419	239	3422	2112	10691	9846	7834	9644	1005	1458	-	-	-	-	23371	23299	46670
10	128	82	675	366	3607	2217	9802	9066	6269	8111	846	1342	-	-	21327	21184	42511
11	71	38	175	131	842	446	4195	2519	9082	8846	5671	7617	782	1276	20818	20873	41691
12	33	26	82	46	273	123	1184	598	4577	2890	8719	8571	5008	6841	19876	19095	38971
13	15	9	42	17	116	58	332	170	1437	786	4921	3147	8293	8493	15156	12680	27836
14	8	6	22	9	61	21	138	73	488	245	1673	942	5181	3420	7571	4716	12287
15	7	1	1	2	16	9	53	25	184	73	465	246	1710	871	2436	1227	3663
16	-	1	2	3	6	2	33	6	56	22	179	76	515	228	791	338	1129
17	-	-	-	-	6	-	8	4	23	7	86	25	158	69	281	105	386
18	-	-	-	-	1	1	2	1	1	2	24	11	61	13	89	28	117
19	-	-	-	-	-	-	2	-	-	-	6	3	12	2	20	5	25
20	-	-	-	-	-	-	-	-	6	1	5	1	6	3	17	5	22
21	-	-	-	-	-	-	-	-	-	-	-	2	3	1	3	3	6
21+	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	2
TOTAL	27921	25455	27372	25337	26191	25012	25046	24018	23128	22441	22595	21983	21730	21218	173983	165464	339447

**Enrolment excludes pupils in Special Education Units(SPED)

Table 3.6 shows that primary enrolment is concentrated in the ages of 6 years to 13 years. When distributed by single age, pupils aged 8 years had the highest number with a total of 47,358 followed by those aged 9 years with a total of 46,670 pupils, the enrolment for pupils aged 13, 14 and 15 years were 27,836, 12,287 and 3,663 respectively. This indicates that a reasonable number of pupils still start primary school later than the official age

3.3. PRIMARY SCHOOL EDUCATION COVERAGE

Table 3.7: Primary School Age Specific Enrolment Ratio (ASER)-2014

Age	2014 Population Estimates	Enrolment	ASER
5	46,226	6,032	13
6	45,140	27,490	60.9
7	44,968	43,251	96.2
8	44,205	47,358	107.1
9	43,576	46,670	107.1
10	43,026	42,511	98.8
11	42,528	41,691	98
12	42,067	38,971	92.6
13	41,678	27,836	66.8
14	41,400	12,287	29.7
15	41,305	3,663	8.9
16	41,406	1,129	2.7
17	41,651	386	0.9
18	42,052	117	0.3
19	42,427	25	0.1
20	42,524	22	0.1
21	42,110	6	0
22	41,394	2	0

****2014 Population Estimates are proxies derived using the 2011 Housing and Population Census Data(Medium Scenario Projections)**

Age specific enrolment ratio (ASER) for children aged six years is 60.9 percent indicating that about 39 percent of the same aged group does not start school at the official school going age. The Age Specific Enrolment Ratio for the seven year olds was 96.2 percent implying that almost all children aged 7 years are enrolled in primary schools irrespective the standard they are doing. The ASER decreases significantly with age after age 14 years.

3.3.1 PRIMARY SCHOOL ENROLMENT RATES 2003 -2014

Table3.8: Primary School GER and NER – 2003 –2014

Year	GER (6-12 Year) %	NER (6-12 Years) %	GER (7-13 Years) %	NER (7-13 Years) %
2003	114.6	90	114.5	98.7
2004	113.8	89.5	114.1	98.5
2005	113.1	89.6	114.1	97.8
2006	112.2	89.2	113.6	96.8
2007	109.4	86.9	111.5	94.9
2008	107.7	85.4	109.8	92.9
2009	108.4	85.8	109.8	91.8
2010	109.5	87.1	108.8	90.8
2011	112.7	90.6	98.6	88.4
2012	111	93.1	98.7	86
2013	110.8	92.9	111.9	94.5
2014	111.1	94.2	98.8	87.5

The enrolment rates for the population 6-12 years showed a slight increase of 1.3 percentage points between 2013 and 2014. The gross enrolment rate (GER) also increased from 110.8 percent in 2013 to 111.1 percent in 2014. On the other hand, the rates for the population 7-13 years declined between 2013 and 2014. GER decreased from 111.9 percent to 98.8 percent while NER decreased from 94.5 percent to 87.5 percent during the same period.

3.3.2 PRIMARY SCHOOL DROPOUTS

Table 3.9: Dropout Rates by Region -2010 - 2014

Regions	2010 Enroll	2011 Drop Out	2011 Drop Out as % of 2010 Enroll	2011 Enroll	2012 Drop Out	2012 Drop Out as % of 2011 Enroll	2012 Enroll	2013 Drop Out	2013 Drop Out as % of 2012 Enroll	2013 Enroll	2014 Drop Out	2014 Drop Out as % of 2013 Enroll
Central	116,804	1,017	0.9	117,480	1,028	0.9	117,729	567	0.5	118,530	685	0.6
Chobe	3,252	15	0.5	3,281	7	0.2	3,184	11	0.3	3,456	8	0.2
Gantsi	7,118	353	5	7,271	490	6.7	7,279	255	3.5	7,643	288	3.8
Kgalagadi	8,904	133	1.5	8,869	146	1.6	9,003	72	0.8	9,141	69	0.8
Kgatleng	14,283	49	0.3	14,444	63	0.4	14,586	37	0.3	14,587	47	0.3
Kweneng	46,786	501	1.1	47,576	475	1	48,067	305	0.6	48,518	365	0.8
North East	25,300	57	0.2	25,572	68	0.3	25,796	28	0.1	25,772	59	0.2
North West	28,674	443	1.5	29,041	461	1.6	29,597	323	1.1	30,368	314	1
South East	37,581	51	0.1	36,862	141	0.4	38,001	107	0.3	39,271	70	0.2
Southern	42,494	407	1	42,575	503	1.2	42,588	252	0.6	42,891	313	0.7
Total	331,196	3,026	0.9	332,971	3,382	1	335,830	1,957	0.6	340,177	2,218	0.7

Table 3.9 shows the extent at which the pupils abandon school at different regions before they could complete the full course of primary education. The total dropout rate across the years since 2011 was roughly 1 percent notably; 0.9 percent in 2011, 1 percent in 2012 and reduced to 0.6 percent in 2013 and up to 0.7 percent in 2014. Gantsi had the highest dropout rates since 2011 being; 5 percent in 2011, 6.7 percent in 2012, 3.5 percent in 2013 and 3.8 percent in 2014. North West and Kgalagadi regions each had dropout rates of 1.5 percent in 2011 and 1.6 percent in 2012 followed by 0.8 and 1.0 percent in 2014 respectively. In 2014 South East region, North East and Chobe had the lowest dropout rates of 0.2 percent each

Table 3.10: Dropout by Region, Sex and Standard – 2014

Boys									
Region	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	SPED	TOTAL
South East	4	6	6	11	4	3	9	1	44
North East	7	3	7	5	3	6	1	1	33
Southern	36	18	29	31	42	40	17	-	213
Kweneng	42	32	39	36	37	23	33	-	242
Kgatleng	8	5	2	6	3	7	5	-	36
North West	53	28	18	32	30	33	15	1	210
Chobe	1	-	1	1	1	-	2	-	6
Gantsi	66	24	28	27	16	21	9	-	191
Kgalagadi	9	6	9	15	6	4	4	-	53
Central	100	50	52	58	97	53	45	1	456
TOTAL	326	172	191	222	239	190	140	4	1,484
Girls									
Region	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	SPED	TOTAL
South East	3	2	1	3	4	4	8	1	26
North East	5	4	3	-	7	5	2	-	26
Southren	24	7	7	14	9	18	19	2	100
Kweneng	33	10	17	17	7	25	13	1	123
Kgatleng	5	-	-	1	1	2	2	-	11
North West	43	14	8	9	9	11	10	-	104
Chobe	-	-	-	-	1	-	1	-	2
Gantsi	32	13	9	12	10	13	8	-	97
Kgalagadi	7	-	1	4	2	1	1	-	16
Central	58	34	24	29	26	30	27	1	229
TOTAL	210	84	70	89	76	109	91	5	734
BOTH SEXES									
Region	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	SPED	TOTAL
South East	7	8	7	14	8	7	17	2	70
North East	12	7	10	5	10	11	3	1	59
Southren	60	25	36	45	51	58	36	2	313
Kweneng	75	42	56	53	44	48	46	1	365
Kgatleng	13	5	2	7	4	9	7	-	47
North West	96	42	26	41	39	44	25	1	314
Chobe	1	-	1	1	2	-	3	-	8
Gantsi	98	37	37	39	26	34	17	-	288
Kgalagadi	16	6	10	19	8	5	5	-	69
Central	158	84	76	87	123	83	72	2	685
TOTAL	536	256	261	311	315	299	231	9	2,218

Table 3.10 shows that male dropouts are higher than female drop outs across all regions. Standard 1 drop out constitute the highest number of drop outs for both male and female pupils. Of the 2.218 total drop outs, 536 were standard 1, constituting 24.2 percent followed by standard 5 with 315 drop outs, constituting 14.2 percent.

Table 3.10.1 Primary Schools Drop-outs by Reason for dropping out-2014

BOYS									
Reason	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	Sped	Total
Fees	5	3	10	5	1	2	3	-	29
Expulsion	-	-	1	-	-	-	-	-	1
Illness	12	9	3	14	11	9	4	-	62
Marriage	-	-	-	-	-	-	-	-	1
Pregnancy	-	-	-	-	-	-	-	-	0
Bullying	-	-	-	2	2	2	3	-	9
Trauncy	238	138	151	177	180	163	94	3	1143
Substance Abuse	-	-	1	-	1	-	1	-	3
Poor Performance	2	1	-	-	-	-	3	-	6
Abuse by Parent(s)	7	-	-	-	3	-	2	-	12
Corporal Punishment	-	-	-	-	-	-	-	-	0
Abuse by Teacher	-	-	-	-	-	-	-	-	0
Child Labor	-	-	-	-	2	-	3	-	5
Religion	-	-	-	-	2	1	1	-	4
Other	62	21	25	24	37	13	26	1	209
Total	326	172	191	222	239	190	140	4	1484
GIRLS									
Reason	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	Sped	Total
Fees	1	3	4	5	4	2	1	-	20
Expulsion	-	-	-	-	-	-	-	-	0
Illness	14	5	7	6	4	8	3	-	47
Marriage	-	-	-	-	-	-	2	-	2
Pregnancy	-	1	-	-	3	16	9	2	31
Bullying	1	-	-	1	-	1	2	-	5
Trauncy	149	54	46	63	51	63	57	1	484
Substance Abuse	-	-	-	-	-	1	-	-	1
Poor Performance	-	1	-	-	-	-	-	-	1
Abuse by Parent(s)	4	1	4	1	1	-	-	-	11
Corporal Punishment	-	-	-	-	-	-	-	-	0
Abuse by Teacher	-	-	-	-	-	-	-	-	0
Child Labor	2	1	1	-	-	-	2	-	6
Religion	-	-	-	-	2	-	-	-	2
Other	39	18	8	13	11	18	15	2	124
Total	210	84	70	89	76	109	91	5	734

Table 3.10.1 Primary Schools Drop-outs by Reason for dropping out-2014(Cont'd)

Both Sex									
Reason	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	Sped	Total
Fees	6	6	14	10	5	4	4	-	49
Expulsion	-	-	1	-	-	-	-	-	1
Illness	26	14	10	20	15	17	7	-	109
Marriage	-	-	-	-	-	-	2	-	3
Pregnancy	-	1	-	-	3	16	9	2	31
Bullying	1	-	-	3	2	3	5	-	14
Trauncy	387	192	197	240	231	226	151	4	1627
Substance									0
Abuse	-	-	1	-	1	1	1	-	4
Poor									0
Performance	2	2	-	-	-	-	3	-	7
Abuse by									0
Parent(s)	11	1	4	1	4	-	2	-	23
Corporal									0
Punishment	-	-	-	-	-	-	-	-	0
Abuse by									0
Teacher	-	-	-	-	-	-	-	-	0
Child Labor	2	1	1	-	2	-	5	-	11
Religion	-	-	-	-	4	1	1	-	6
Other	101	39	33	37	48	31	41	3	333
Total	536	256	261	311	315	299	231	9	2218

3.4. RE-ENTRANTS

Table 3.11: Re-Entrants by Region, Sex and Standard -2014

Boys									
Region	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	SPED	TOTAL
South East	1	1	2	3	4	4	2	-	17
North East	3	2	2	3	4	4	2	-	20
Southren	22	17	19	21	16	11	10	1	117
Kweneng	35	27	24	33	25	18	9	-	171
Kgatleng	1	2	1	4	1	3	2	-	14
North West	44	31	25	19	15	12	16	1	163
Chobe	-	-	-	1	-	1	-	-	2
Gantsi	42	12	22	12	9	2	-	-	99
Kgalagadi	6	4	7	10	6	3	4	-	40
Central	87	38	40	52	48	29	18	-	312
TOTAL	241	134	142	158	128	87	63	2	955
Girls									
Region	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	SPED	TOTAL
South East	1	2	-	4	1	2	-	-	10
North East	2	3	-	1	1	1	1	-	9
Southren	17	8	6	7	4	5	6	-	53
Kweneng	23	13	13	7	7	11	1	-	75
Kgatleng	-	-	-	-	-	1	-	-	1
North West	26	12	8	6	10	2	1	-	65
Chobe	-	1	-	-	-	-	1	-	2
Gantsi	23	8	3	5	3	-	-	-	42
Kgalagadi	6	3	2	4	1	2	-	-	18
Central	43	22	23	22	15	13	11	1	150
TOTAL	141	72	55	56	42	37	21	1	425
BOTH SEXES									
Region	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	SPED	TOTAL
South East	2	3	2	7	5	6	2	-	27
North East	5	5	2	4	5	5	3	-	29
Southern	39	25	25	28	20	16	16	1	170
Kweneng	58	40	37	40	32	29	10	-	246
Kgatleng	1	2	1	4	1	4	2	-	15
North West	70	43	33	25	25	14	17	1	228
Chobe	-	1	-	1	-	1	1	-	4
Gantsi	65	20	25	17	12	2	-	-	141
Kgalagadi	12	7	9	14	7	5	4	-	58
Central	130	60	63	74	63	42	29	1	462
TOTAL	382	206	197	214	170	124	84	3	1,380

Table 3.11 shows that more boys than girls across all the standards re-entered primary school accounting for 69.2 percent of the 1,380 pupils who re-entered the system.

3.5. GROSS PROGRESSION RATE

Table 3.12: Standard 1 to Standard Seven Progression Rates by Sex- 2014

Boys	Year	Enroll	Progr Rate (%)	Year	Enroll	Progr Rate (%)	Year	Enroll	Progr Rate (%)	Year	Enroll	Progr Rate (%)
STD 1	2005	27,203	100	2006	27,632	100	2007	27,265	100	2008	26,563	100
STD 2	2006	25,149	92.4	2007	24,963	90.3	2008	24,743	90.8	2009	24,802	93.4
STD 3	2007	24,458	89.9	2008	24,899	90.1	2009	24,619	90.3	2010	24,509	92.3
STD 4	2008	24,915	91.6	2009	25,512	92.3	2010	24,967	91.6	2011	24,671	92.9
STD 5	2009	23,312	85.7	2010	23,801	86.1	2011	23,499	86.2	2012	23,267	87.6
STD 6	2010	22,587	83	2011	22,966	83.1	2012	22,695	83.2	2013	22,949	86.4
STD 7	2011	21,199	77.9	2012	21,509	77.8	2013	21,738	79.7	2014	21,730	81.8
Girls												
STD 1	2005	25,386	100	2006	25,851	100	2007	25,155	100	2008	24,191	100
STD 2	2006	23,812	93.8	2007	23,970	92.7	2008	23,654	94	2009	22,857	94.5
STD 3	2007	23,259	91.6	2008	23,702	91.7	2009	23,497	93.4	2010	22,794	94.2
STD 4	2008	23,525	92.7	2009	24,306	94	2010	23,919	95.1	2011	23,079	95.4
STD 5	2009	22,725	89.5	2010	23,488	90.9	2011	23,094	91.8	2012	22,372	92.5
STD 6	2010	22,258	87.7	2011	23,839	92.2	2012	22,679	90.2	2013	22,060	91.2
STD 7	2011	21,334	84	2012	21,863	84.6	2013	22,034	87.6	2014	21,218	87.7
Both Sex												
STD 1	2005	52,589	100	2006	53,483	100	2007	52,420	100	2008	50,754	100
STD 2	2006	48,961	93.1	2007	48,933	91.5	2008	48,397	92.3	2009	47,659	93.9
STD 3	2007	47,717	90.7	2008	48,601	90.9	2009	48,116	91.8	2010	47,303	93.2
STD 4	2008	48,440	92.1	2009	49,818	93.1	2010	48,886	93.3	2011	47,750	94.1
STD 5	2009	46,037	87.5	2010	47,289	88.4	2011	46,593	88.9	2012	45,639	89.9
STD 6	2010	44,845	85.3	2011	46,805	87.5	2012	45,374	86.6	2013	45,009	88.7
STD 7	2011	42,533	80.9	2012	43,372	81.1	2013	43,772	83.5	2014	42,948	84.6

Table 3.12 shows cohort analysis for standard 1 pupil who reaches standard 7 inclusive of repeaters. Therefore, 84.6 percent of the cohort who started standard 1 in 2008 reached standard 7 in 2014 showing an increase of 1.1 percentage points on the cohort who started standard 1 in 2006 and completed standard 7 in 2012.

3.6. PRIMARY SCHOOL LEAVING EXAMINATION

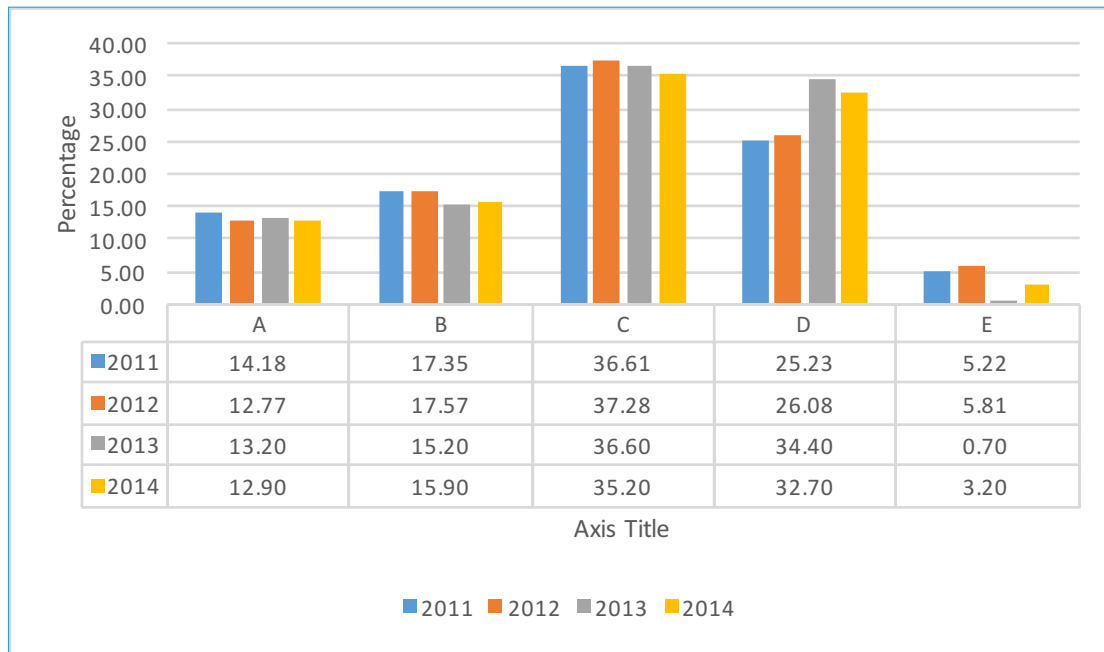
Between 2013 and 2014, the number of PSLE candidates decreased from 43,775 to 42,797. This was a decrease of 978 candidates or 2.2%.

Table 3;13: PSLE CANDIDATURE IN 2012, to 2014 BY SUBJECT

SUBJECT	2012	2013	2014
Setswana	42,863	43,086	42,160
English	43,583	43,775	42,797
Mathematics	43,583	43,775	42,797
Science	43,583	43,775	42,797
Social Studies	43,583	43,775	42,797
Agriculture	43,583	43,775	42,797
Religious and Moral Education	43,583	43,775	42,97
Total Candidature	43,583	43,775	42,797

Data Source: Botswana Examinations Council (2016)

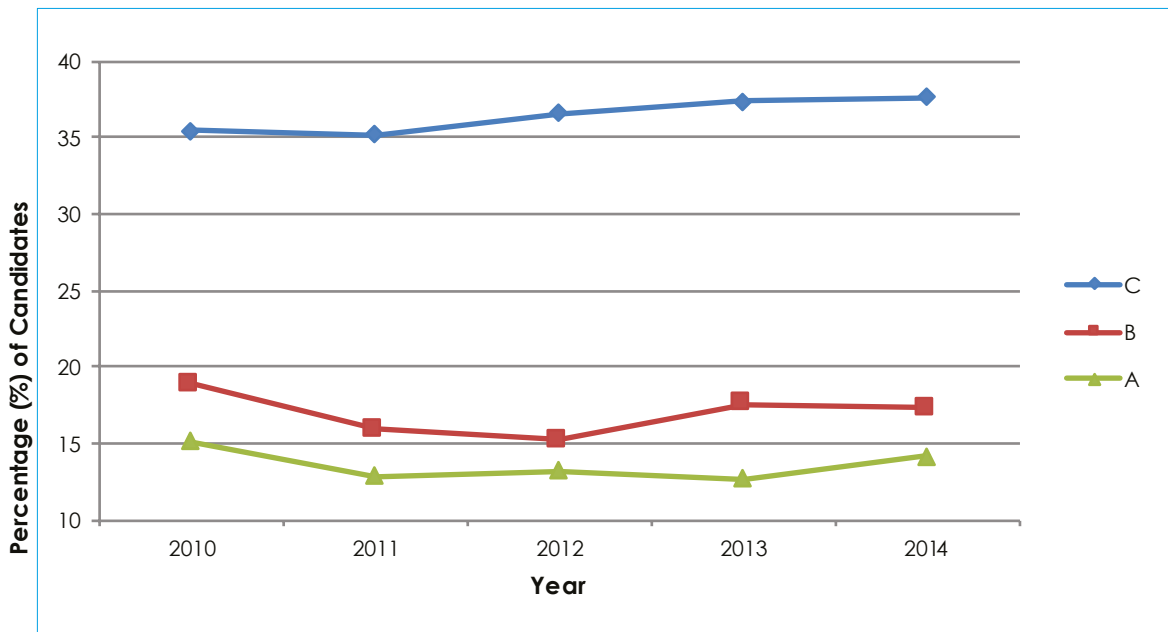
Figure 3.2: Percentage of PSLE Candidates who obtained Overall Grade A-C in PSLE-2010 – 2014



Data Source: Botswana Examination Council (2015)

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

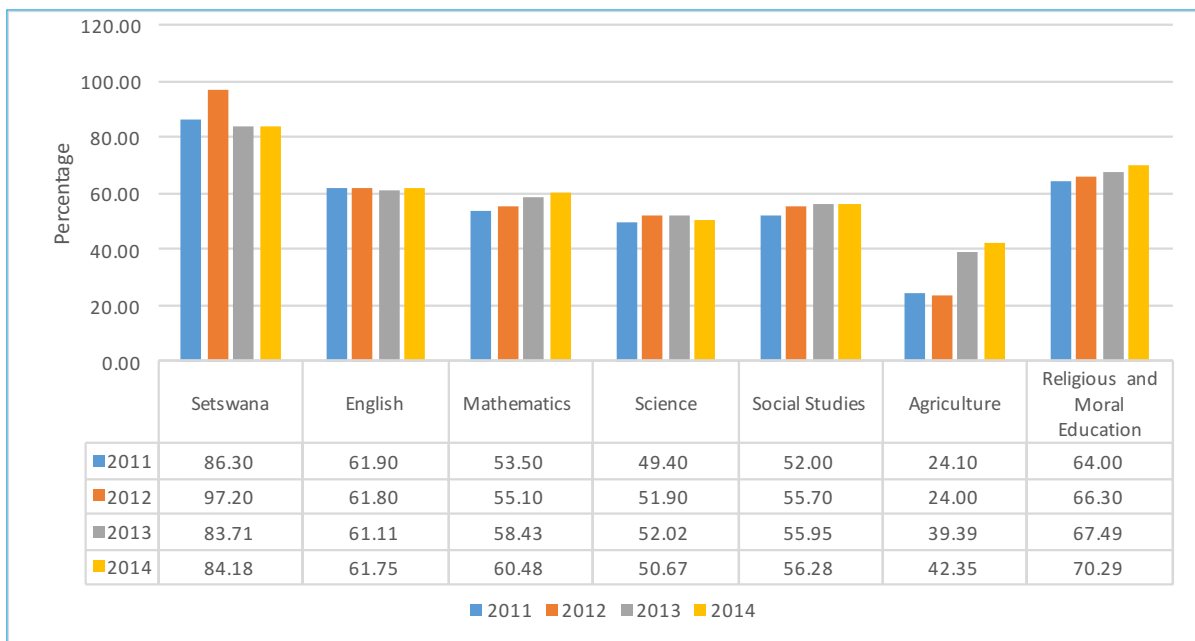
Figure 3.3: Trends on percentage of Candidates obtaining overall grades A, B, C in PSLE between 2010 and 2014



Data Source: Botswana Examination Council (2015)

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

Figure 3.4: Comparison of Subject Grades A to C from 2011 -2014



Data Source: BEC

Compared to 2014, there has been a slight improvement in performance in the following subjects English and Mathematics. Compare to 2014 Agriculture has shown a significant improvement of 5.03 percent. A slight decline is in Setswana, Science, Social Studies and Moral and Religious Education.

3.7. Transition Rate

Figure 3.4: Transition Rate from Primary (STD7) to Lower Secondary (Fotm1)-2005-2014

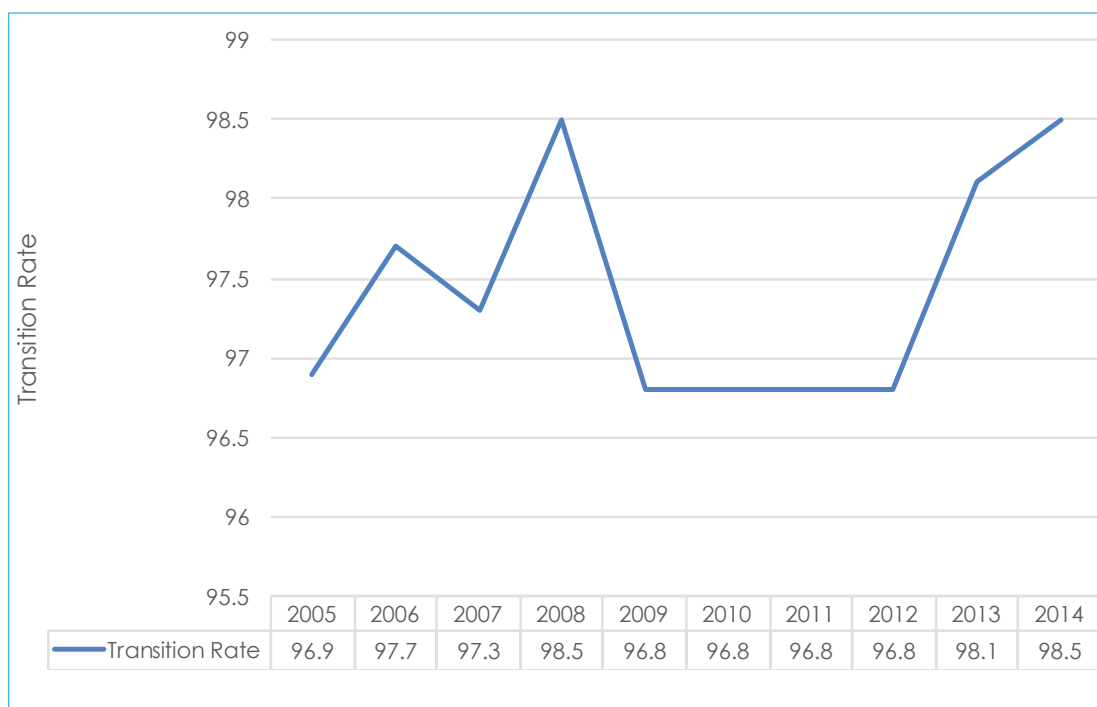


Figure 3.4 shows that since 2005 to date transition rates from primary school (Standard 7) to lower secondary level (Form 1) had been above 96 percent. This is an indication that although the education policy outlines that each eligible child should go through 10 year basic education there are still a small proportion (about 2 percent) of children who only go up to Standard 7 and never reach Form 1. Although the transition rate was very high, the desired 100 percent transition rate from primary to lower secondary has never been achieved over the years.

Figure 3.5: Primary School Teachers Distributed by Sex and Age Group -2014

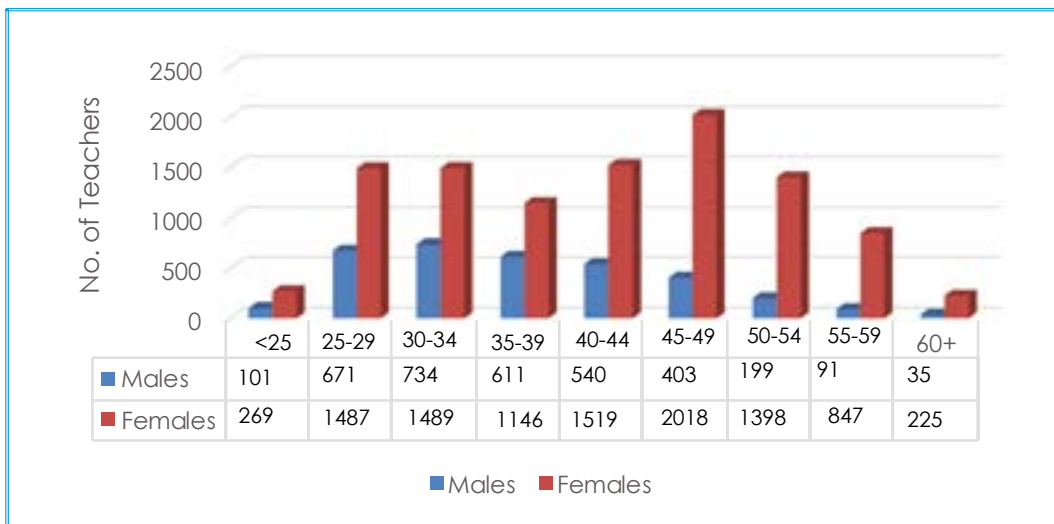


Figure 3.5 shows distribution of teachers by age and sex. Most female teachers (2,018) were in the age group 45-49 while the highest number of male teachers (734) was in the age group 30-34, followed by age group 35-39 with 611 male teachers. Overall 370 teachers, constituting 3.2 percent of total teachers were below 25 years while 260 (2.5% teachers were aged 60 years and above.

Figure 3.6: Percentage of Primary School Teachers by Qualification -2014

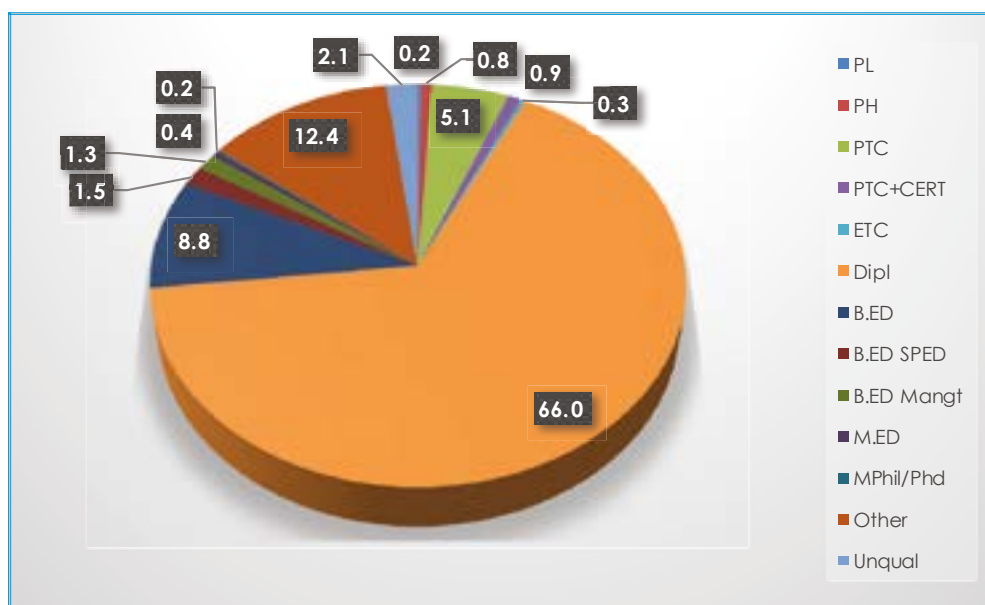


Figure 3.6 show that in 2014; 66 percent of primary school teachers had Diploma as their highest teaching qualification, followed by those who had other teaching qualification not specified at 12.4 percent. Those with Bachelor of Education were 8.8 percent (B.Ed) while 5.1 percent had Primary Teaching Certificate (PTC). The percentage of teachers without teaching qualification, PTC and Certificate, Bachelor of Education in Special Education, and Bachelor of Education Management ranged from 0.2, 1.5 and 0.4 percent, respectively. Other qualifications; Primary Lower (PL), Primary Higher (PH), and Master in Education each had percentage less than 1 percent.

Table 3.14: Primary School Teachers by Qualification and Education region-2014

Region	PL	PH	PTC	PTC+ CERT	ETC	Diploma	B.ED	B.ED SPED	B.ED Mangt	M.ED	MPhil/ Phd	Other	Sub total	Un-qual	Total
South East	3	8	83	41	9	1,142	268	51	29	34	9	160	1,837	42	1,879
North East	1	1	65	2	1	804	112	26	20	5	5	170	1,212	20	1,232
Southren	5	2	237	6	4	1,196	164	36	30	4	6	291	1,981	40	2,021
Kweneng	16	66	78	30	6	1,249	196	29	17	4	-	315	2,006	36	2,042
Kgatleng	-	3	53	2	8	396	66	16	14	11	-	101	670	8	678
North West	-	3	18	14	6	958	68	6	14	1	1	163	1,252	64	1,316
Chobe	-	2	5	-	-	116	22	1	-	1	-	20	167	17	184
Gantsi	-	9	3	2	-	237	20	3	5	-	-	50	329	19	348
Kgalagadi	-	21	7	5	-	339	33	6	6	-	1	85	503	22	525
Central	6	3	224	36	10	3,647	396	60	63	5	10	542	5,002	51	5,053
TOTAL	31	118	773	138	44	10,084	1,345	234	198	65	32	1,897	14,959	319	15,278

In 2014, there were 15,278 primary school teachers of which 14,959 teachers had a teaching qualification and 319 had no teaching qualification. North West region had the highest number (64) of teachers without teaching qualification accounting to 4.9 percent of the total teachers in the region. Kgatleng only had 8 unqualified teachers which was the lowest among the all regions.

Table 3.15: Time Series on Primary School Teachers 2008 -2014

	2008	2009	2010	2011	2012	2013	2014
Trained Teachers							
Male	3,075	3,132	3,083	3,125	3,610	3,806	3,777
Female	9,914	9,832	9,615	9,675	10,752	11,011	11,182
Total	12,989	12,964	12,698	12,800	14,362	14,817	14,959
Untrained Teachers							
Male	10	6	7	1	11	63	105
Female	70	44	44	27	54	162	214
Total	80	50	51	28	65	225	319
All Teachers							
Male	3,085	3,138	3,090	3,126	3,621	3,869	3,882
Female	9,984	9,876	9,659	9,702	10,806	11,173	11,396
Total	13,069	13,014	12,749	12,828	14,427	15,042	15,278
% Female Teachers	76.4	75.9	75.8	75.6	74.9	74.3	74.6
% Untrained Teachers	0.6	0.4	0.4	0.2	0.5	1.5	2.1
Pupil-Teacher Ratio							
Trained Teachers	26	25	26	26	23.4	23	23
Total Teachers	25	25	25	25	23.3	22.6	22

Table 3.15 shows that the percentage of untrained primary school teachers increased from 0.5 percent in 2012 to 2.1 percent in 2014. The pupil teacher ratio for the trained teachers decreased from 23.4 pupils per trained teacher in 2012 to around 23.0 pupils per trained teacher in 2013 and 2014 respectively.

4. CONCEPTS AND DEFINITIONS

Access

Total Enrolment: Total number of learners in the system.

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

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

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

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

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

Quality

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

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

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

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

Efficiency

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

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

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

Survival Rates:

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

Equity

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