



Republic of Botswana

# **REPORT OF THE SECOND NATIONAL SURVEY ON LITERACY IN BOTSWANA**

CENTRAL STATISTICS OFFICE

AND

DEPARTMENT OF NON FORMAL EDUCATION

GABORONE 2003



# LITERACY SURVEY REPORT 2003

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## **Preface**

The second Botswana Literacy Survey was conducted in 2003 following the first one carried out in 1993. Like the previous survey it addresses issues that aim at improving socioeconomic status of the population. The reason for conducting this nature of survey every 10 years is to take on board all the initiatives made by the Government through literacy programmes, that are implemented by Department of Non-Formal Education, and other stakeholders, and also assess their impact and sustainability.

The main objective of the survey is to establish the extent at which the programmes that have been developed to improve literacy status in the country have been fully utilized. These programmes include the National Literacy Programme in the Ministry of Education. This goes a long way in also addressing the Vision 2016 goal of an educated and informed nation.

The report contains results of the literacy survey in Botswana, conducted during the period from October to December 2003. Recommendations, background information, survey methodology and sample characteristics and main statistical tables are presented as appendices.



**A Majelantle**  
**Government Statistician**

**July 2005**

## Acknowledgement

The undertaking of a survey of this magnitude demands coordinated performance of several activities. Therefore, for effective supervision and coordination of activities, concerted coordinated efforts among individuals involved are of vital opportunity to express appreciation to all those who participated at different stages of the 2003 Literacy Survey.

Special thanks to:

- **Research team:** for their analysis and report writing. The team composed of Prof. Bagele Chilisa, Dr Johnson Nenty, Dr Tonic Maruatona and Dr Nnunu Tsheko.
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- **All field staff** that worked tirelessly collecting and processing the information.
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- **All Department of Non-Formal Education staff:** for their valuable participation and dedication throughout the survey satges.
- Last but not least **all Central statistics Office staff:** for their thoroughness in their application to the entire exercise.

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## EXECUTIVE SUMMARY

The 2003 survey indicated a national literacy rate of 81% compared to 68.9% in 1993. The literate population among those with less than five years of education or never attended both formal and non-formal school was determined by computing their mean score in English and Setswana reading, writing and oral tests as well as numeracy. Mean scores for only those who took all the tests were computed. Only 3% of the eligible population took the tests. Performance in literacy tests increased the national literacy rate by only 1.6%. This is possibly because 97% of the eligible population did not take the tests.

The data revealed that those who attended literacy programmes did better than those who never attended in all literacy tests except English writing. The majority proved that they could read and write and numerate. Most of them however, demonstrated minimum competence with only a few showing high competence. The English writing test recorded the highest number of people who showed high competence with Setswana oral recording the lowest number of people who demonstrated high competence.

There were, however, wide disparities of literacy attainment between the districts and by age. Town districts had high literacy rates while some districts like Ngamiland West and Kgalagadi South recorded rates below the 1993 national rate of 68.9%. As in 1993, the literacy rates decreased with an increase in age. Females recorded higher literacy rates at younger age groups 15-44 years, while males had higher literacy rates than females in the age groups 45 and above.

The data revealed that the proportion of the population 12 years and above who never attended school decreased significantly as compared to 1993. Major reasons for never attending school were: parents were unwilling and looking after cattle. The survey indicated that 10.7% of the eligible population never attended both formal and non-formal schools for reasons ranging from lack of time, not interested, not aware of facilities to parents not interested. The majority of those who left school before completing Standard 5 were females. Reasons for leaving school before completing Standard 5 were: loss of interest in school, lack of money, looking after cattle (affecting mostly males), and taking care of ill family members (affecting mostly females).

Data indicated that 71.5% of the eligible population never attended adult literacy classes compared to 81% in 1993. Major reasons advanced for non-attendance were that people were either not interested, there were no facilities in the area, they did not know the literacy classes existed or they did not have time to attend. These were also the main reasons advanced in the 1993 survey. At the time of the survey only 5.7% of population eligible for literacy were still attending while 22.9% had left the programme. Analysis by age showed that those still attending were 15 years and above while the few children 10-14 years who had enrolled had dropped out of the program.

The National Literacy Program continued to attract more females than males. It was found that getting communication skills, getting a job and knowledge's sake were the main reasons for learning to read and write. The learning environment was however not conducive for learning. In Setswana, most people read religious books and newspapers. Respondents also wrote letters in Setswana. In English, they mostly had nothing to write and only occasionally wrote letters

and work related materials. Most of those who could not read or write had future plans to enrol in the National Literacy Program and workplace literacy. Major reasons for not willing to enrol in the National Literacy Program included being too old, poor eye sight, lack of interest and lack of time.

Data also indicated that people were literate in other languages apart from Setswana and English. The most popularly read languages were Ikalanga and Zezuru/Shona. There were languages none of the respondents could read, such as Sebirwa, Setswapong and Sesubiya.

Finally, just like in 1993, the economic activities recorded, of the population 10 years and above who never attended school or left school before attaining Standard 5 were mainly of those whom never attended school (70.9%). The major economic activity was home making carried out mostly by females. Most participants indicated that their occupations fell in the category of elementary occupations, craft making and agriculture. There were no female legislators. Unlike in the 1993 survey, in the 2003 survey, there were some females in the heavy plant and machine operator categories. About 37.7% of those employed revealed that reading and writing in Setswana were required for employment in their current jobs. In contrast 46.8% indicated that reading and writing in English was a requirement in their current jobs. Once employed the majority (65%) of the employees regularly read and wrote in English and Setswana at their work place.

## RECOMMENDATIONS

### A. Adult Literacy

**Recommendation 1.** It is recommended that the disparities of attainment of literacy that exists between the districts be addressed and that Botswana should achieve a national literacy rate of 95% by 2013. There is need to set literacy levels to be achieved by 2013 in districts with literacy levels below the national literacy rate. Priority should be given to those districts with literacy rates below the 1993 literacy rate of 68.9%. Literacy rates of not less than 80% is recommended for these districts. Furthermore, the frequency of conducting literacy surveys should be reduced from ten years to five in order to keep pace with the dynamics of the population, and also to provide more recent data and information to direct intervention programs.

**Recommendation 2.** Given the grave concern with literacy rates at some districts that indicated literacy levels that are lower than the national figure of 1993 Literacy Survey, it is also **recommended** that in-depth studies be conducted in these specific districts in order to get more information on why they lagged behind.

**Recommendation 3.** Data revealed that those 40 years and above had literacy rates below the national literacy rate of 81%. It is **recommended** that literacy levels to be achieved by 2013 be set for this age group. A marked increase in literacy for this age group could significantly increase the literacy rate by 2013. The age specific differences in literacy rates have implications for curriculum planning, especially the types of materials that are developed in the adult literacy programmes. It is therefore **recommended** that research be carried out on age specific literacies and literacy materials and that the information is used to design literacy course materials that address and meet the needs of different age groups.

**Recommendation 4.** It is further **recommended** that literacy should be integrated in all extension services. For example, materials used in public education campaigns such as old pension forms, clinic cards, national identity card (Omang), passport application forms, forms used in land boards, posters, pamphlets, and HIV/AIDS publications should be translated into other languages and used in non-formal education classes.

### B Population That Never Attended School or Left Before Completing Standard 5

**Recommendation 5:** There is a total of 5,371 children aged 10-14 years who have never attended both formal and non-formal school or who left school before completing Standard 5. These children are concentrated in Kweneng West, Ghanzi, Kgalagadi North and Central Boteti. The challenge is to provide 10 years of basic education as well as life skills and HIV/AIDS education to these children. During NDP 9 Government will 'construct and equip six out of school education resource centres for out of school education programs. It is **recommended** that in constructing the centres, priority be given to the above regions.

**Recommendation 6.** It is **recommended** that parents should also be involved in their children's learning in the non-formal education system as they are in the formal system

**Recommendation 7.** It is also **recommended** that DNFE should organize for a smooth transition of non-formal education learners to the formal education system at end of Primer 5.

## **D. Participation In Literacy Programs**

**Recommendation 8.** The results revealed that 71% of the eligible population never attended literacy classes. Reasons for never attending literacy were as follows; ‘not interested’, ‘lack of time’, ‘no facilities’, ‘parents not interested’ and ‘did not know it existed’. It is **recommended** that DNFE adopt more flexible time schedules to suit the lives of learners and involve them in developing materials to enhance their interest in the programme. Further, the DNFE should collaborate with non-governmental organizations and other extension departments for developing various materials to be used in the program.

**Recommendation 9.** In order to enhance enrolment, it is **recommended** that the literacy class size be reduced from 15 to 5, so as to accommodate learners from small settlements such as cattle-posts and lands as well as more remote areas where quotas of 15 learners per class may not be found in the settlement.

**Recommendation 10.** There is a tendency for non-literate men not to declare their status. Thus, it is **recommended** that in designing the literacy program and its materials, DNFE and its stakeholders should address the stigmatization of non-literate men to encourage them to declare their status so that they can access literacy education services.

**Recommendation 11.** The few children aged 10-14 years who enrolled dropped out of the program. It could not be determined if the children who dropped out of the literacy program had enrolled in the formal school system. It is **recommended** that future surveys include questions on the rates of enrolment of primary age children in the literacy program and their transfer to the formal primary education system.

**Recommendation 12.** It is also **recommended** that the next literacy survey should include questions that would investigate the effect of new national cost-sharing policy on the increase or decrease in non-attendance and its impact on the national literacy rate.

**Recommendation 13.** The survey found the following as the major reasons for missing literacy classes: ‘ill-health,’ ‘no instructor,’ ‘taking care of a family members,’ all these factors affected more females than males. It is **recommended** more effort be directed to recruitment and retention of instructors in the literacy programme.

**Recommendation 14.** One of the major concerns in enrolments is the quality and the conditions of service of the Literacy Group Leaders (LGLs), it is **recommended** that the conditions of services for LGLs should be revised and the learning conditions be improved to retain both LGL’s and learners. In addition, LGLs must be trained to a minimum qualification of Certificate in Adult Education.

**Recommendation 15:** Given the emergent nature of ‘taking care of ill family members’ as a reason for dropping out and absenteeism, it is **recommended** that there be an in-depth study to establish how HIV/AIDS and orphan care impacts on literacy attendance.

**Recommendation 16: Drop Out Rates:** Drop out rates in the literacy program were high. Their main reasons for leaving were as follows ‘other reasons’, ‘lost interest’, ‘ill-health’; and ‘looking after cattle’ or ‘working at the lands’. It is **recommended** that the DNFE consider conducting a small scale survey combined with focused group discussions with those who left the literacy programme over the years to establish why they left and what in their view, could be done to improve its delivery.

**Recommendation 17.** It is **recommended** that those looking after cattle or working at the lands should be taught at cattle posts and farms where they are working. Aspects of what is suggested are already taking place in the Chobe enclave villages and other places. The Department only needs to enlarge the scale and coverage to other places where it could be applicable.

**Recommendation 18:** It is **recommended** that an accountability system that involves the community leaders in monitoring LGLs be put in place. The system should assist in the hiring and monitoring of the activities of the LGLs to ensure that they actually teach at scheduled places and times in order to enhance community ownership of the programme.

#### **E. Literacy Tests**

**Recommendation 19.** Given that English reading and writing and oral skills is a requirement for employment for a significant number of people, it is **recommended** that English reading and writing skills be introduced as early in the program as possible so that by the time participants are in Primer 5 they have acquired the basic skills required for literacy in the subject.

**Recommendation 20.** There were disparities of performance in the tests by districts, age and sex. It is **recommended** that district, gender, and age differences in performance be addressed. There is need to find out why performance improved with age and to use the information to develop enrichment materials and activities for those below the age of 45 years. Studies on the gender sensitivity of the curriculum and the tests used need to be carried out to fully understand sources of gender differences in performance.

**Recommendation 21.** It is **recommended** that efforts be made not only to increase the sample size taking the literacy test, but also to decrease the discrepancy in the number of participants who take each test item.

**Recommendation 22.** It is **recommended** That an alternate way of determining the literacy levels of participants based on their responses to literacy test items should be devised.

**Recommendation 23.** It is **recommended** that the Literacy Assessment and Monitoring Programme (LAMP) proposed by UNESCO be adopted to improve the assessment of literacy skills.

**Recommendation 24.** It is **recommended** that if this approach is adopted, planning for capacity building and test construction should start immediately in preparation of the survey due in 2013.

#### **F. Literacy Learning Environment**

**Recommendation 25.** Most people never read anything mainly because they had nothing to read or because of poor eyesight. It is therefore **recommended** that there should be an increase in the availability of materials to be read. This can be achieved through introducing pullouts for neo-literates in Setswana newspapers or they could be inserted bi-weekly in the government daily newspaper. The DNFE could also work with the Botswana. National Library Service to extend the Village Reading Rooms to cover all parts of the country.



**Recommendation 26.** It is **recommended** that the concerned departments work with communities through drought relief to build appropriate shelters to store books and newspapers in rural areas.

**Recommendation 27.** It is further **recommended** that the scope of coverage for English teaching should be enlarged to include suitable materials for neo-literates, especially through the anticipated Adult Basic Education Course.

**Recommendation 28.** Most people did not write because they had nothing to write. It is therefore **recommended** that the DNFE introduce a newsletter to which neo-literates would contribute. The newspaper should be locally operated with Literacy Assistants (supervisors), literacy teachers and learners to edit it and take responsibility for its sale or free distribution to the local community. The anticipated net effect is for the newspaper to serve as an outlet for their writing skills and also to cultivate a literate environment.

**Recommendation 29.** It is **recommended** that DNFE work with other Non-Governmental Organizations to develop post-literacy materials in these languages for people to use in order to help preserve their culture and informally teach them to their children. This would be in line with one of the RNPE recommendations, which requested the DNFE to create a literate environment and support productive activities.

**Recommendation 30.** It is **recommended** that future national literacy surveys include questions on the operations and impact of functional literacy projects.

**Recommendation 31.** It is further **recommended** that work related writing be strengthened in order to make more impact on the participants economic situations. Females should be encouraged to start small businesses and use their literacy skills to engage in fruitful activities such as keeping books of accounts.

**Recommendation 32.** There were also those who had no plans to enrol for English or Setswana classes because of poor eye sight. It is **recommended** that DNFE work closely with the clinics and other health facilities to address 'poor eye sight'.

## **G. Literacy In Other Languages**

**Recommendation 33.** The survey found that people spoke and wrote in other languages such as, Ikalanga, and Sezezuru. It is **recommended** that where possible, DNFE should develop materials in other mother tongue languages for use during the initial stages of learning in the programme. It is hoped that later learners could be introduced to Setswana, which they need to improve their economic situations.

**Recommendation 34.** It is **recommended** that Government should have intervention programs to address issues of language and disability problems affecting learners. This intervention programme must include access to pre-school as recommended by RNPE of 1994.

**Recommendation 35.** It is **recommended** that DNFE work with Non-Governmental Organisations to develop post-literacy materials in other languages for people to use in order to help preserve their culture and informally teach them to their children. This would be in line with one of the RNPE recommendations, which requested the Department of Non-Formal Education to create a literate environment and support productive activities.

## **H. Economic Activities**

**Recommendation 36.** It is **recommended** that future surveys should include questions on the operations and impact of the functional literacy projects, which are part of the Department of Non-Formal Education activities.

**Recommendation 37.** It is **recommended** that more studies should be conducted on the relation of literacy to economic and social empowerment in order to help relate literacy content to the economic needs of the learners and the nation. These could be undertaken in between major literacy surveys. The survey should include aspects of social and health activities in the questionnaires to reflect the social life of people in relation to literacy.

**Recommendation 38.** It is **recommended** that the provision of Adult Basic Education Course (ABEC) as recommended by the Revised National Policy on Education (RNPE) be made a priority in order to enhance access to literacy education opportunities in Botswana.

**Recommendation 39.** It is **recommended** that the ABEC course use the economic activities, employment and training opportunities of the group to inform its future curriculum.

## 1.0 BACKGROUND

### 1.1 Literacy and Numeracy Conceptualisations

Literacy is a very dynamic concept. From the simplistic conceptualizations prevalent in the last century, in which the concept was understood as just reading, writing and basic numeracy, the concept is now understood from a broader perspective, encompassing a whole range of “more complex and diverse skills and understandings” (Lonsdale & McCurry, 2004: 50).

Current research has come up with a proliferation of conceptions, definitions and models of literacy, depending on the schools of thought the proponents come from and what they are interested in achieving by the definitions. The kind of conception has implications on the models of provision of literacy programmes as well as assessment of capabilities. For example, some of the definitions “focus on the skills needed by the individuals for work, education, social interaction and negotiations of every day living”. Such programmes adopt a “cognitive, individual-based model associated with a psychometric tradition, quantifiable levels of ability and a deficit approach to illiteracy, which is assumed to be both an outcome of individual inadequacy, and a casual factor in unemployment” (Lonsdale & McCurry, 2004: 14)

Other definitions “focus on, the utilitarian literacies for specific contexts and purposes such as the workplace. Such conceptualisations attract models that are “economics driven, associated with workforce training, multi-skilling, productivity, functional literacy and notions of human capital [enhancement]” (Lonsdale & McCurry, 2004: 14). The third category includes those which empower particular individuals and communities to change the status quo”. Such programmes adopt “socio-cultural models associated with contextualised and multiple literacy practices, a valuing of the ‘other’ and a strong critical element” (Lonsdale & McCurry, 2004: 14).

The trend of literacy understandings is moving away from just literacy for utilitarian purposes, for just some specific skill for increasing national productivity. It is important to address such issues as national productivity, but much more important to provide more skills for sustainable literate environments to facilitate a sustainably literate society.

#### 1.1.2 Defining Numeracy

Numeracy is similarly a contested concept, depending on the premise from which the contesters understand and define it, as the case is with literacy. Those from the computational premise understand numeracy as elementary mathematics and consider it as “basic, superficial, commonly understood and concerned with the basic mathematics truths” (Coben et al. 2003:9) Those from the functional numeracy premise, emphasise numeracy for utilitarian purposes and therefore focus on “equipping the workforce with minimum skills required for industry and commerce”. Those from the social premise understand numeracy as a social practice that derives meaning from the social contexts, i.e., the power relations, the ideology, the discourse, within which the concept is enshrined, believing that these shape the design of numeracy practices in a big way, that they determine what is worthy of numeracy teaching and learning.

There is some confusion between numeracy and mathematics. The tendency is to treat them as congruent or numeracy as a by-product of mathematics education, or numeracy as just some ‘mathematical common sense’. This is so because numeracy is context-specific. The level of innumeracy or numeracy of a people may not be easily assessed in computational tests involving manipulation of abstract concepts and symbols. Such tests need to be placed in context.

Numeracy is actually richer than mathematics. It is about:

- - - making meaning in mathematics and being critical about maths. This view of numeracy is very different from numeracy just being about numbers, and it is a big step from numeracy or every day maths that meant doing some functional maths” It is about using mathematics in all guises – space and shape, measurement, data and statistics, algebra and of course, number – to make sense of the real world, using maths critically and being critical about maths itself. It acknowledges that numeracy is a social activity - - - that numeracy is not less than maths but more. - - - being numerate is being critical. (Tout 1997, quoted in Coben et al, 2003: 11)

Numeracy involves mathematical skills, but neutral mathematical skills alone, no matter how sophisticated and scientific they may seem, do not constitute numeracy. Being numerate is about dealing with ideology in mathematics, politicizing mathematics. It is much more than just computational skills. The current notions of literacy, as in “new literacy studies” (Allan Rogers), “critical literacy “ (Paulo Freire, Alan Lankshear), “ideological literacy”, “multiple literacies” (Brian Street), “discourse analytic literacy” (Allan Luke, P Freebody, N Fairclough) do apply to numeracy, leading to concepts of “multiple numeracies”, “social numeracies”.

There is however, still no common definition of adult numeracy because of a lack of general consensus and competing discourse between researchers, practitioners and policy makers over what should constitute adult numeracy. Kanes (2002) has come up with a three fold distinction in which he places adult numeracy into three categories, He suggests terms like ‘visible numeracy’, which emphasizes use of commonly accepted mathematical language and symbols. This is typical of mathematics use in the classroom; “useable numeracy”, emphasizing mathematics used in real-life problem solving. This kind of numeracy is complex and much more contextual. For example, it is the kind used outside the classroom and in real workplaces. The third category is “constructible numeracy” which is much more flexible and individually or socially generated, commonly in higher learning situations, developing higher order mathematical skills. According to Kanes (200), these must not be treated as in competition. A numerate person must be able to use them all, constituting a rich, broad numeracy ability.

Kanes’ categorization has steered another tension, a dilemma for numeracy providers arising from constructibility and development of higher order mathematical skills versus useability of numeracy. It is a question of value attachment to a numeracy category, which the providers have to make careful decisions about. It is a choice about which value matters, for who, where and why. For example, the useable numeracy has a high use value but if not carefully designed, may not have a high exchange value i.e. it may not help one to move to higher mathematic learning. Similarly, the constructible numeracy has a high exchange value but may not have use value i.e. if not carefully designed, we may end up

with learners who have sophisticated, high order and abstract mathematical skills that they are not able to translate to their lives because the skills are not contextualised.

In the context of Botswana there is a shift from the conventional understanding in which literacy was defined simplistically as “the ability to read and write with understanding, in either Setswana, English or both; and ability to carryout simple computations in everyday life, (Gaborone et al, 1987:2). The country has moved to a wider understanding of literacy and numeracy which acknowledges the diversity and complexity in the nature of these concepts. Thus, for the purpose of the 2003 Survey, literacy has been defined as:

Literacy is a responsive and context specific multi-dimensional lifelong learning process designed to equip beneficiaries with specialised knowledge, skills, attitudes and technigues to independently engage in practices and genres involving listening, speaking, reading, writing, numeracy, technical functioning and critical thinking required in real life.

## **1.2 Why Literacy ?**

Literacy is not only a foundation of, but it is a very important baseline indicator for development. Literacy efforts must be related to various dimensions of personal and social life, as well as to development. They must be related to a comprehensive package of economic, social and cultural policies cutting across multiple sectors. What all this means is that success cannot be achieved in all areas of development without meaningful progress in literacy.

There is a powerful correlation between low enrolments, poor retention and unsatisfactory learning outcomes, and the incidence of poverty. . . (Dakar Framework for Action, pg 13).

It has been observed that literate families earn higher income, and are more empowered and generally more productive. In the area of gender disparities it has been observed that literacy empowers women. Not only are literate women more likely to challenge customs and traditional practices that have negative impact on their lives and are better prepared to claim access to different services, but also have greater awareness of their rights and take steps to defend them. Under-five mortality rates are also reported to be low in families which have mothers who are literate. These revelations and many more clearly show that literacy is not only an indispensable component of development at global level but also an important element at national, family and individual levels.

The literacy decade declaration views literacy as central to all development, a foundation for lifelong learning and a tool for empowering individuals and their communities. “Literacy is the common thread that runs the six [EFA] goals” (UN Literacy Decade: General Assembly Resolution 56/116, pg 4)

The Dakar Framework For Action also recognizes that

. . . education is a fundamental human right . . . key to sustainable development and peace and stability within and among countries . . . an indispensable means for effective participation in the societies and economies of the twenty – first century ( Pg 2).

Botswana's committed response to these international literacy and education frameworks has generated policies and contextualised frameworks that recognize the reality of basic learning needs, comprising both essential learning tools and basic learning contents required by all people to be able to participate in their own development and improvement of their local economies.

As a country, Botswana's commitment as reflected in the Long-term National Vision 2016, is to achieve an "educated and informed nation". This will be achieved through a system of quality education able to adapt to the changing needs of the country, inline with the demands of globalisation. The country is also committed to achieve "a prosperous, productive and innovative nation through providing education system which allow the opportunity for continuities to develop productive skills". As a result, the country commits to a diversified literacy provision.

Botswana also recognizes the role of literacy and basic education in the pursuit of the Millennium Development Goals Framework for Improvement of the relevance and quality of basic education, the achievement of universal access to 10 year basic education and the reduction of gender disparities in all education by 2016 as some of the top priorities of the Government in the implementation of this Framework. This is also reflected in the country's Revised National Policy on Education of 1994, which gives priority to universal access to quality basic education by the year 2015.

### **1.3 The History of Adult Literacy Work in Botswana**

During the pre-independence period, adult literacy in Botswana was provided on a very small scale, conducted on a small scale by different organisations both governmental and non governmental. These were the Community Development and Welfare in the then Department of Education, the Botswana Christian Council, the Young Women's Christian Association, the Botswana Council of Women and the Lutheran Church of Botswana. A number of reasons such as economic problems, lack of political will and physical terrain were sited as some of the reasons which may have resulted in the limited support accorded to adult literacy provision.

Similarly not much was done in relation to adult literacy in the first ten years after independence. Direct action adult literacy provision began in 1977 and 1978 when the Botswana Extension College conducted two literacy pilot projects. The results of these projects indicated that there was popular demand for literacy in Botswana. These laid a foundation for literacy work that followed since.

The National Commission on Education of 1976, and the National Policy on Education of 1977 called for a major change in the education policy, the embracing of adult education and literacy in the education system to enable illiterate adults and out of school youth to access basic education. It was on the basis of this recommendation therefore that the Department of Non formal Education was established in 1979, subsuming the Botswana Extension College (First National Literacy Survey Report, 1993.) The Department of Non-Formal Education established a nationwide literacy project, drawing from the literacy work previously done by the Botswana Extension College.

The initial objectives of the National Literacy Programme were:

- to eradicate illiteracy and to enable an estimated 250,000 illiterate adults and youth (40% of the population aged 15-45 years) to become literate in Setswana and numeracy within a period of six years, that is, 1980-1985.
- to enable the participants to apply knowledge in developing their cultural, social and economic life.
- to enable participants to perform community duties on one hand and to exercise the rights and obligations of citizenship on the other.

After another pilot phase in 1980, the Botswana National Literacy Programme was officially launched in June 1981 as the major government adult literacy initiative in the country. The Programme has since continued, with a variety of activities and fluctuating enrolments. Literacy was by then conceptualized as:

“the ability to read and write with understanding, in either Setswana, English or both; and the ability to carryout simple computations in everyday life”. (Gaborone et al, 1987: 2)

During this period some achievements were experienced, the most significant one being the improvement of the National Literacy Programme (NLP), by the 1993 National Commission on Education, as an alternative to basic education provision.

The Revised National Policy on Education of 1994 recommended a significant transformation on the National Literacy Programme. The changes included the development of a comprehensive and examinable Adult Basic Education Programme, a course for out of school children equivalent to primary Education, and strengthening of post literacy and skills training for informal sector development. These changes were aimed:

- To provide education opportunities to out of school youth and adults with a view to address the problem of unequal access to basic education.
- To address the learning needs of urban and rural dwellers with emphasis on gender balancing and remote dwellers
- To enhance mobility between Non Formal and Formal education by establishing equivalence of certificate procedures between the two.
- To expand Non Formal Education curriculum beyond reading, writing and numeracy to include strengthened skills training, and income generating projects.

### *1.3.1 The purpose of the Literacy Survey*

The need to periodically establish the rate of adult literacy and the extent of inadequate literacy among the adult population of Botswana, as in other countries, cannot be over-emphasised. Literacy and numeracy (for both adult and children) are important indicators of development and must be in every country’s agenda for achievement of quality of life. Therefore, periodic literacy surveys are very crucial for monitoring and evaluation of literacy and educational achievement. In Botswana, efforts towards the achievement of national goals of Education for All, Vision 2016, the National Development Plan cannot be complete without a record of the nation’s achievement in literacy and numeracy.

Until the early 1990s, the country depended on estimations based on the figures of people who never attended school and those who dropped out of school before the level of Standard 5. There were no literacy and numeracy tests to establish the actual rate of adult literacy. Both national and international documents also reflected unconfirmed literacy and illiteracy estimations. For example, the UNESCO *Compendium of Statistics on Illiteracy No.31* (1990) shows an estimate of 26.3% illiteracy for Botswana while UNESCO *Statistical Digest* (1990) shows illiteracy estimations of 56% females and 63.1% males for 1970; 34.9% females and 16.3% males for 1988. Kann and Taylor (1987) came up with a local estimate of 60% literacy rate. All these figures were unconfirmed since no literacy tests had been administered (First Literacy Survey, 1993).

A literacy and numeracy test was done on a small scale, by Gaborone et al, (1987) during the evaluation of the Botswana National Literacy Programme in 1986. The test was constructed basing on the contents of primers 3, 4 and 5 of the Programme. It was standardized using the primary education Standard Four attainment test as the norm. The test was triangulated with data from interviews with learners and DNFE personnel for background information. A total of 845 learners participated in the assessment. The main purpose of the test was to assess the effectiveness of the National Literacy Programme. However, the results of the test, though they indicated success, were inadequate to assess the country's literacy rate. The evaluation study recommended a national survey on literacy, which was conducted in 1993.

#### **1.4 Literacy and Numeracy Assessment**

The design of both literacy and numeracy tests is shaped by the conceptualizations prevalent. For example, in situations where narrow conceptualizations are held about literacy and numeracy, assessment will also implicitly assume the narrow approach which only focus on competencies which are characterized by simple reproduction of the literacy content and non-contextualised numeracy tasks. Scoring approaches in such situations will also adopt the two-scale pass-fail approach, condemning those who fail the tests, disregarding both the context of the test and that of the respondent. In situations of broader conceptualizations, assessment takes a broader approach, covering all the competencies ranging from decoding, meaning-making, application/pragmatics to discourse analytic and acknowledging the multiple literacies and numeracies that people exist within and live with. Assessment acknowledges that literacy and numeracy capabilities are not acquired in a vacuum and therefore they cannot be demonstrated in a vacuum.

. . . it is not just the task that is an indication of literacy, it is what the reader is expected to do with the task . . . the successful resolution of the action demanded by the task, that implies literacy. (Wickert, 1989: 6)

##### *1.4.1 Developing Literacy and Numeracy Tests*

This survey attempted to assess a balance of literacy and numeracy skills, competencies, attitude and behaviours from real life literacy and numeracy practices. It drew from Luke and Freebody's competencies.

- **decoding competence:** referring to the knowledge one has of the alphabet and grammatical relationships and other technological aspects such as the reading,



- writing and numeracy conventions. These involve the skills of reading, dictation, identifying
- **comprehension/semantic competence:** refers to one's possession of knowledge resources and knowledge of how these resources can be orchestrated to create and communicate meaning.
  - **application/pragmatic competence:** knowledge of how, where, with who and to what extent particular texts, numerals and genres can be used.
  - **discourse analytic (critical thinking) competence:** the ability to critically analyse and evaluate texts and numerals. A metalanguage skill to be able to read between lines and detect ideologies and rhetoric, that is, how text can and do position readers.
  - **Technical functioning:** the ability for one to use different kinds and levels of technology available to them.

This means that being proficient in decoding and meaning construction does not automatically make one familiar with the contexts and social practices in which particular genres and texts can be used. Similarly, being able to use particular texts in particular context does not automatically equip one with the knowledge and strategies for text analysis, critiquing, questioning, text interrogation and other such metalanguage literacy and numeracy strategies. Therefore none of these competencies should be compromised in literacy and numeracy learning, teaching and assessment.

The 1993 Survey was also criticised for failure to assess functional literacy abilities due to the narrow definition. The 2003 Survey has made an effort to include real life tasks or at least simulations of real life literacy and numeracy challenges in an effort to achieve assessment of functional literacy. The design of these tests has been guided by the definition of literacy shown in Item **1.1.2**

As respondents are exposed to, and engage in various literacy and numeracy challenges, they are expected to demonstrate possession of literate and numerate competencies i.e. demonstrating possession of knowledge, skills, attitudes, behaviours and techniques deemed literate and numerate. They are exposed to practices which involve **listening, Speaking, reading, writing, numeracy**, - (covering addition, subtraction, division and multiplication [including concept of division as multiple subtractions and multiplication as multiple additions]), problem-solving, time reading and writing, comparisons), **technical functioning, and critical thinking**.

The tests were in the form of documents (forms), from which respondents are expected to identify and appropriately answer the questions that follow. These are meant to assess **document literacy** which is the competency to identify and process document information. They are also in the form of chunks of text (prose) to assess **prose literacy** that is, their competency to understand and appropriately use, analyse, interrogate information from chunks of texts such as articles, stories, etc. They are also in the form of calculations either with or without embedded text, to assess respondents' **quantitative literacy**.

#### *1.4.2 Literacy Test Development*

Since research has not been able to come up with generally agreed criteria for classifying people into literate, illiterate or semi-literate, the marks and scores that continue to be used in literacy assessment are largely arbitrary. However, this does not imply that there is chaos in the assessment of literacy. For example, in the more formalised school-based literacy programmes, assessment is guided by the curriculum-based content and materials used. Similarly, in the non-formal literacy programmes (especially for adults) assessment is inclined more "towards the measurement of 'every day' or practical literacy abilities" (United Nations Department of Technical Co-operation for Development and Statistical Office, 1989: 96). The latter assessment criteria require a very careful determination of the intersection of the skills of literacy acquired and the functions and uses to which literacy is put (the domains of literacy practice) in people's everyday lives.

The UN Department of Technical Co-operation for Development and Statistical Office (1989) notes that the skills that people use in their daily interaction with the written text involve the processes of decoding, comprehension, writing, location of information, and interpretation of the text which requires critical thinking and analysis skills. The kind of text domains that people use in their daily lives include words and sentences, such as those found in genres which include labels and single names of objects, signs and warnings, and short statements and messages in everyday life; prose texts such as chunks from books and newspapers; and documents such as forms, instructions and directions on recipes and drug packages and bottles; and others.

In the 2003 Survey, document literacy has been assessed by use of a medicine label and a designed form (the Literacy Survey Form). Respondents were requested to navigate their way through the forms, filling the required details. The forms were in both Setswana and English languages. Prose literacy was assessed by use of chunks of reading in which the respondents were requested to read through and answer the questions that follow (in both Setswana and English Reading Tests). Critical thinking was assessed posing a topical issue (e.g. on gender) and request respondents to advance their opinion and support this opinion. It is an oral test. Technological functioning was assessed by tasks that required respondents to explain orally giving a recipe or directions /instructions orally.

#### *1.4.3 Numeracy Test Development*

Similar to literacy assessment, the assessment of numeracy is also based on the intersection of both numeracy skills and the domains of numeracy practice. Numeracy ability also involves the processes of decoding, writing, solving and location of information (UN Department of Technical Cooperation for Development and Statistics office, 1989). While numerate functions and practices may vary within and across societies according to the level of proficiency of individuals and the advancement of particular societies, there are some numeracy domains that seem to be common in most societies. These include written single or isolated numbers, numbers embedded in prose text, numbers in oral discourses and numbers embedded in documents.

The numeracy test in the 2003 study covered the skills of problem-solving with numeracy tasks embedded within text. The respondents were required to read the story and then work out the sums in both Setswana and English. Other tasks involved calculations using the common symbols of division and multiplication. An extension of these symbols was a task to assess division as multiple subtractions and multiplication as multiple additions. The respondents were also given time reading and writing tasks in both languages. Lastly, respondents had to locate a list of items in grocery catalogues from two different

supermarkets, identify and compare the prices of the items and show which items cost less in which shop.

#### *1.4.4 Scoring*

There is still no universal procedure for assessing literacy. The assignment of scores to a literacy performance remains an arbitrary decision.

Does scoring above 50% on test a of paragraph comprehension qualify an individual as literate, illiterate or in-between? To a great extent, such labeling has been and continues to be arbitrary ((UN Department of Technical Cooperation for Development and Statistics office, 1989: 96).

The 1993 Survey was criticized for the cut-off right or wrong marking system. This survey considered the fact that literacy must be assessed in a continuum rather than just a two point scale of right or wrong, pass or fail. The score code ranged from no response, relevant attempt to correct answer. “No response” is awarded when there is no answer or no attempt completely or a completely irrelevant attempt. “Relevant attempt” is awarded when there is a partially correct attempt showing that the respondent understands or partially understands what the question requires but could not express the answer well due to, for example, shortage of vocabulary, spelling problems, low sentence building skills or slow reading/writing speed. “Correct answer” is awarded when the response answers the question correctly or with only minimal errors.

### **1.5 Limitations of the Survey**

Some limitations have been observed in the 2003 study. A framework for assessment was fairly developed at the planning stage of the study. More of the intersections of the literacy skills and the literacy domains were captured in the assessment as compared to the 1993 survey. For example, the language tests covered reading and writing comprehension exercise, critical thinking and opinion seeking in both Setswana and English.

The Survey encountered some logistical problems, especially in the area of assessing technical functioning. For example, inaccessibility and differentials of technology availability and use in different areas of the country. In urban areas, there is more access to various types of technology than in rural and remote areas. Even if different local technologies were to be assessed, the Survey would have encountered time limitations to thoroughly design a standardized assessment for these technologies.

Despite the several scoring arguments and criticism regarding the scoring approach adopted to score the tests for the 1993 survey, the 2003 Survey still ultimately used the same approach to score the tests. The major limitations were encountered in the area of literacy levels. Only one test was designed to assess all literacy levels. This over-advantaged those with higher levels and disadvantaged those with lower levels. Another limitation was in the area of language used in the assessment, it was limited to only Setswana and English languages.

The development of tasks to be carried out in any literacy test is normally guided by the understanding and definition of literacy held by the programme providing literacy. The more inclusive definition of literacy currently held by the Botswana National Literacy Programme has to some extent, influenced the development of tests for the 2003 Survey.

The 2003 Survey tested advanced functional literacy skills as well as numeracy tests, covering mathematical concepts of multiplication, division, addition, subtraction, comparison, problem-solving and time. The next survey will strive to include more areas that were not covered in the 2003 Survey.

## **1.6 Conclusion**

This literacy survey is a milestone towards the effort to provide a reliable data base for the National Literacy Programme, especially as it is among the first few literacy surveys to be conducted in the country. The report provides data in the areas covered in the objectives of the study and highlights areas that may require further action in terms of policies and prioritisation. As already mentioned in Section 1.6 of this report, the problems of literacy definitions have resulted in the content of the literacy tests not covering certain aspects of literacy and numeracy domains. However, this has been compensated by raising the pass mark for the tests. It is necessary that these issues of literacy conceptualisation and definition be revisited to pave way for future studies and provide clear conceptual and theoretical frameworks to guide literacy provision.

## **2.0 SURVEY METHODOLOGY AND SAMPLE CHARACTERISTICS**

### **2.1 Objectives of the Survey**

The survey was commissioned to collect data needed to measure the country's literacy levels by educational attainment at both formal school and non-formal schools, as well as by performance in the literacy tests for those to whom the tests were administered. In this survey literacy was defined as the ability to read and write in Setswana or English, or ability to carry out simple arithmetic computations.

1. To assess the effectiveness and impact of the National Literacy Program on the lives of Batswana.
2. To establish the effectiveness and impact of literacy at the workplace on participant's work related lives.
3. To assess literacy in Botswana as the continuum of skills and abilities.
4. To identify problems encountered in the implementation of the program and come up with strategies for future direction.
5. To assess socio-economic and cultural factors that may be associated with literacy problems in the adult, youth and children population.
6. To establish the rate of enrolment of primary school going age children in the literacy program.
7. To measure gender and age literacy differentials.

The survey data would provide, among others, baseline information on indicators of literacy levels, factors influencing adult literacy, and information necessary to guide decisions and policy formulations on national literacy programs.

### **2.2 Topics Covered in the Survey**

Through consultations with stakeholders the following topics were agreed to form broad basis for addressing the objectives of the survey.

1. Demographic data
2. Educational background
3. Socio economic background
4. Nature of Literacy program attended
5. Impact of the Literacy Program (LP)
6. Workplace Literacy Program
7. Health and its impact on LP participation
8. Graduate rate for the LP
9. Dropout rate.
10. Rate of enrolment of primary age children into LP and their transfer rate back to primary education
11. Gender/age literacy differentials
12. Functional literacy

### 2.3 Target Population for Literacy Test

Literacy tests were applied to the population that was assumed not literacy, citizens of Botswana aged 10 – 70 years. For instance, those who never attended formal or non-formal schools, those who attended only non-formal school, and those who had completed standard IV or below at formal school. These were referred to as eligible population. Those who completed standard V and above were assumed literate and tests were not administered to them.

The UNESCO international definition of adult literacy sets age limits of 15 – 65 years. However, the eligibility age was brought down to 10 years due to the fact that non-formal classes offered by Department of Non-Formal Education enroll people from the age of 10 years and above as most children at that age would not have enrolled in formal school due to various reasons. It was also meant to cover the age group 12 – 14 years which is usually considered child labor analysis. This means that it is important in the analysis, to have a break down of literacy calculations by age groups of 10 -70 years and 12 – 70 years for the Botswana case, and 15 – 65 years for international comparison purposes.

The survey was designed to measure the country’s literacy not only by the number of years spent at school (formal school) but also through objective testing of “Literacy Skills” as well as its utility value and numeracy. Literacy tests were applied to (i) Only Botswana Citizens (ii) 10-70 years old and (iii) Never attended or left school before completing Standard 5.

### 2.4 Sampling Frame

For BLS the sampling frame based on the 2001 Population and Housing Census. This comprised the list of all Enumeration Area (EA) together with number of households. In 2001 Census the EAs were framed of manageable size (in terms of dwellings/households). So the primary sampling units (PSUs) were EAs.

### 2.5 Stratification

Stratification was undertaken such that all districts and major urban centres become their own strata. With regard to increase precision consideration was also given to group EAs according to ecological zones in rural districts and according to income categories in cities/towns. Geographical stratification along ecological zones and income categories was expected to improve the accuracy of survey data in view that homogeneity of the variables within stratum was relatively high.

### 2.6 Sample Design

A stratified two-stage probability sample design was used for the selection of the sample. The **first stage** was the selection of EAs as Primary Sampling Units (PSUs) selected with probability proportional to measures of size (PPS), where measures of size (MOS) were the number of households in the EA as defined by the 2001 Population and Housing Census. In all 364 EAs were selected with probability proportional to size. At the **second stage** of sampling, the households were systematically selected from fresh list of occupied households prepared at the beginning of the survey's fieldwork (i.e. listing of households for the selected EAs). Overall **7280** households were drawn systematically.

## **2.7 Household and Individual Questionnaires**

The questionnaires are the primary recording documents of the survey. In the development of the questionnaires, along with the professionals, the other members (Including some users) were also invited. The final version of the questionnaires were finalized on the basis of the experiences gained from the Pilot Survey conducted using the drafted questionnaires for the survey. The 2003 BLS consisted of two questionnaires, namely

- i. The Household Questionnaire, and
- ii. The Individual Questionnaire

## **2.8 Fieldwork and Data Processing**

(i) Fieldwork: A team of 12 officers trained the field staff for the Botswana Literacy Survey. Among the trainees there were 40 supervisors and 86 enumerators trained over a period of two weeks (15-24 September 2003). Of the 86 enumerators, 65 were recruited for fieldwork, 15 for coding and editing duties.

There was eighty-nine field staff, comprising 29 supervisors and 65 enumerators. Nineteen (19) of the supervisors were permanent Central Statistics Office staff whereas the other 10 were permanent Department of Non-Formal Education staff. There were 28 teams of enumerators and one floating supervisor. The teams comprised mainly of two enumerators and a supervisor. Each team had at least one vehicle and a driver. Twenty-six (26) of the 28 teams were assigned 16 EAs each during the course of the survey. The remaining two (2) teams were designated as floating teams and they got assigned work as and when the need arose. The floating supervisor also got assigned work to supervise some enumerators particularly in areas where work was behind. Six (6) officers who were responsible for the quality control field visits supported the teams. The survey data collection was completed between 8th October 2003 and 23<sup>rd</sup> of December 2003.

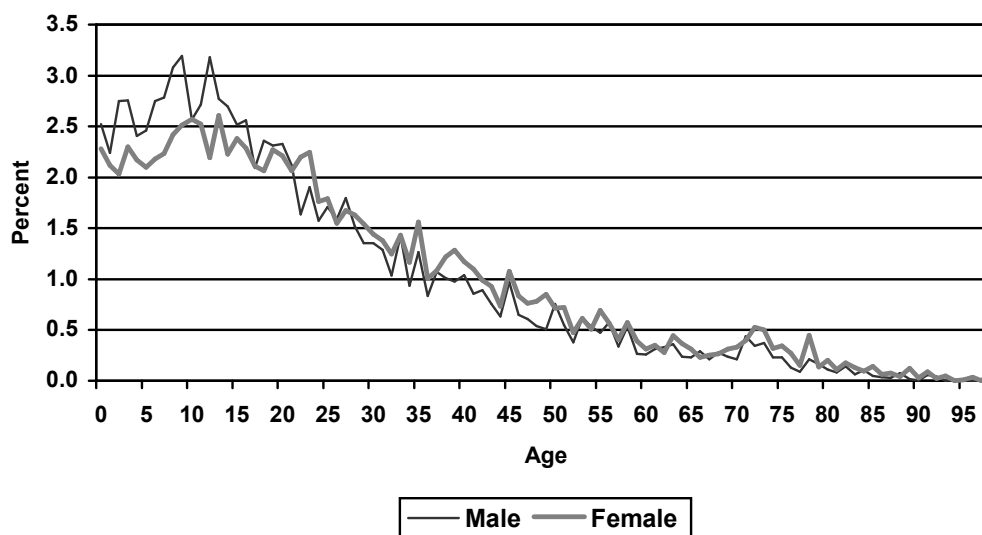
(ii) Data Processing: Data processing involved manual office editing and coding of answers to questions that were not pre-coded. It also includes data capture and online editing (cleaning of captured data). Editing and coding started on 14 November 2003 and was completed on 31 January 2004. Training of (15) temporary staff used as editors and coders was conducted on 12 and 13 November 2003. Data capture was done seven (7) officers from 15 December 2003 to 27 February 2004. Online editing started on 12 April to 17 September 2004, and was carried out by two officers from Central Statistics Office (CSO) and Department of Non-Formal Education (DNFE)

## **2.9 Response Rates**

A total of 7,280 households were selected for the Botswana Literacy Survey (Table 1). Of these, 6,860 were successfully interviewed with a response rate of 94.23 percent. The response rate was highest in urban villages (94.78 percent) followed by rural (94.23 percent) and towns had the lowest (93.62 percent). In the interviewed households, 2,886 eligible persons aged 10-70 years were identified. Of these, 2,613 were successfully interviewed, yielding a response rate of 90.54 percent.

## 2.10 Age Distribution and Missing Data

Figure 1: Single year age distribution of the household population by sex, Botswana, 2001



As shown in Table 2, the single year age distribution of household members by sex exhibits some distortions centred about age 9 and 71 for both females and males. For both sexes, some digit preference is evident for ages ending in 0 and 5, a pattern typical of populations in which ages are not always known.

## 2.11 Characteristics of the Household Population

Information on the characteristics of the household population and the survey respondents is provided to assist in the interpretation of the survey findings and to serve as a basic check on the sample implementation.

Table 3 and 4 presents the percent distribution of households in the sample by background characteristics. About 46 percent of the households (3000 households) are rural and 55 percent (4280 households) are urban. Central district had the largest number of households in the sample (31.1 percent). The highest proportion of households had 2-3 members (30.6 percent) followed by those with 4-5 members (23.8 percent). Children aged below the age of 14 years were found in about 57.8 percent of the households, where as, in about 98 percent of the households at least one individual aged 10-70 years was found. Children under the age of five years were found in about 32 percent of the households.

Table 5 shows the characteristics of eligible persons aged 10-70 years. The highest proportion of eligible individuals were those aged 45-49 years (12.5 percent), followed by those aged 50-54 and 40-44 years (11.6 percent) and then those aged 25-29 years (12.3 percent). This percentage generally increases with age. The highest proportion of persons in the sample is never married (38.8). Women constitute about 53 percent of the sample of population.



## 3.0 SURVEY RESULTS

### SECTION A: ADULT LITERACY

#### 3.1 Population Distribution

The total population estimated from the survey was 1, 850,360 (Table 1). The 2003 population projections (using cohort component method with annual growth rate of 2.4 %) gave a total population of 1,721,203. The survey showed a lower male proportion of 47% compared to the 48% in the 2001 census. While the general pattern was that there were slightly more women than men in most districts and towns, 6 of 27 localities were estimated to have more men than women. See Appendix A, Tables 1 to 4 . Two of the localities (Orapa and Sowa Town) are towns whose main industrial activities is mining, hence the higher proportion of men.

#### 3.2 Botswana Adult Literacy Measures

The first national survey on literacy in Botswana was carried out in 1993. The policy is that literacy surveys should be conducted every 10 years, when new National Population Census data is available. Hence, the Botswana 2003 National Household Literacy Survey is the second attempt to estimate literacy rates through direct and indirect measures. In discussing results, the 2003 National Household Literacy Survey results are compared with results from the 1993 National Household Literacy Survey, estimated adult literacy rates from the 1981, 1991 and 2001 census results, as well as the UNESCO adult literacy estimates.

Due to conceptual problems in defining literacy and difficulties in measuring it operationally, the 1981, 1991 and 2001 censuses did not attempt to estimate literacy rates through direct measures. The census estimates did not therefore include the population with less than five years of education who have acquired literacy through other means. Also, the term adult was defined differently in the census and the UNESCO literacy estimates.

The 1981 census defined an adult as a person 10 years and above and therefore estimated literacy rates using indirect measures among all Botswana citizens of the defined age group. In the 1991 census and the 1993 literacy survey an adult was defined as a person aged 15 years and above, hence literacy rates were estimated among citizens of this age group. When indirect measures were used, all those who had five years of basic education were assumed to be literate. In the 2003 survey, adult literacy rates were estimated from the population of those 10 years and above, 12 years and above and 15 years and above. The 10 years and above category was used because the National Literacy Program targets them. The primary school admission policy requires a child to be less than 10 years when they apply to begin primary school. Those who are not in school by the time they are 10 years are therefore expected to enrol in the National Literacy Program thus they fall into the category of adults. Literacy rate estimates for the 12 years and 15 years and above age categories were reported for purposes of making comparisons with data from censuses, the 1993 survey and the UNESCO estimates. UNESCO defines an adult as a person 15 years and above.

##### *3.2.1 Policy Environment*

In 1981, the National Literacy Program was set up with the main objective to eradicate illiteracy. In the last ten years, Botswana's target was to increase adult literacy to 90%.

Today Botswana’s development is guided by the eight millennium goals (Republic of Botswana 2000). One of Botswana’s millennium goals is to ensure that indicators of development such as education are accessible to all. Complementing this goal, Vision 2016 (Republic of Botswana: 2000:) states that:

No citizen of Botswana will be disadvantaged as a result of gender, age, religion or creed, colour, nationality or ethnic origin, location, language or political opinion. The future Botswana will have eradicated negative social attitudes towards the status and role of women, the youth, the elderly, and the disabled...

Throughout this report, findings are disaggregated by location, gender and age to guide efficient policy making and implementation.

### 3.2.2 Adult Literacy Rates

Table 5 presents a trend analysis of literacy rates from 1981 to 2003. The analysis shows that literacy rates for adults 15 years and above increased from 68.9% in 1993 to 81.2% in 2003, an increase of 12% in 10 years. Botswana’s goal was to increase the national adult literacy rate from 68.9% in 1993 to 90% by 2003. If the literacy rates continue to increase by 12% every ten years, Botswana is likely to have a literacy rate of about 93% in 2013.

**Figure 2: Trends in Literacy Rates 1991 – 2003**

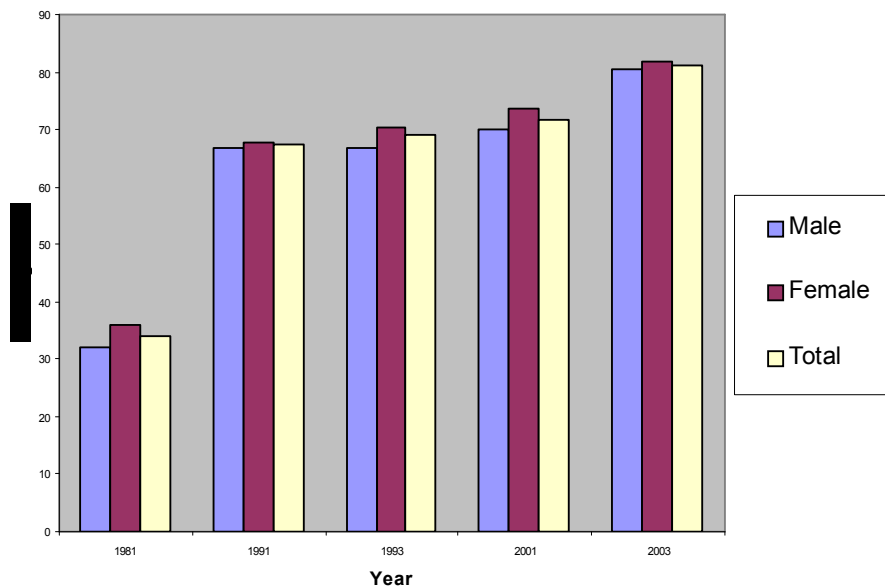
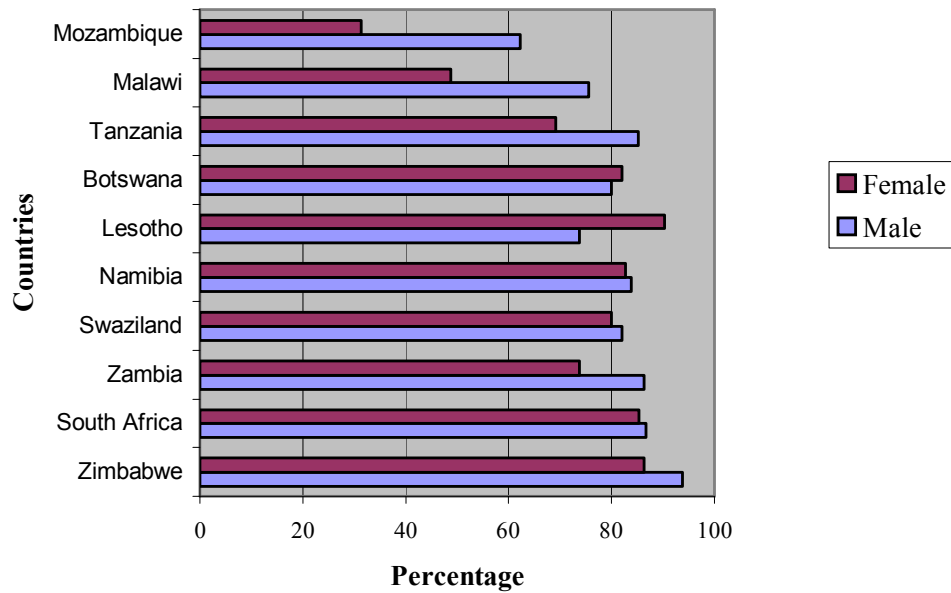


Table 5a compares literacy rates in selected SADC countries. A comparison of Botswana with other SADC countries shows Botswana trailing behind Zimbabwe with an adult literacy rate of 90%, South Africa with 86% and Namibia with 83.3%, Botswana compares favourably with Lesotho, Swaziland and Zambia. Mozambique has the lowest literacy rate of 46.5%. See Figure 3 for illustration.

**Figure 3: Literacy Rates for SADC Countries 2003**

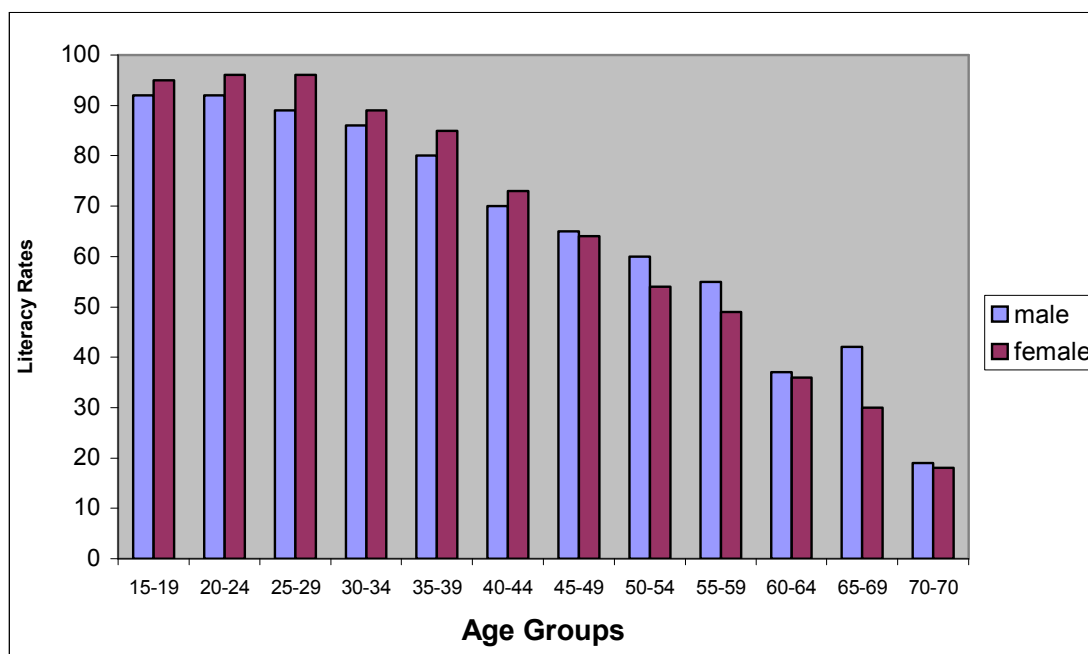


### 3.3 Age Specific Adult Literacy Rates

Table 6a and 6b in Appendix A present literacy rates for the 10-70 and the 12-70 year age group respectively. The survey results indicated a national literacy rate of 76.6% for adults from 10 to 70 years old and 80.9% for the 12 to 70 year age group, which is almost the same as that of the 15 to 70 year age group. A plausible explanation for the low average literacy rates in the 10 to 70 year age group is that some 10 year olds could still be in lower classes in that although the official age for beginning school is 6 years, those in the predominantly rural areas are most likely to begin school when they are seven years or older.

The age specific literacy rates (Tables 6a, 6b and 6c in Appendix A) show further that the population between 15 and 39 years of age had literacy rates of more than 80%. The age groups 15-24 years have the highest literacy rate of 94% followed by the 25-29 year age group with a literacy rate of 93%. Literacy rates decreased with an increase in age to the lowest of 18% for those at the age of 70 years. Women of ages between 15 and 44 had higher literacy rates than men in the same age group. Literacy for these age groups ranged between 72.8% and 94.9% for women and 68.9% and 92.5% for men. For the age group between 45 and 70 years men had higher literacy rates than women in the same age group. Figure 4 shows age specific adult literacy rates by sex for Botswana aged 15 – 70 years.

**Figure 4: Age specific literacy rates for 15-70 age group by sex**



### 3.4 District Adult Literacy Rates

Tables 7a, 7b and 7c in Appendix A show district adult literacy rates for the 10-70, 12-70 and 15-70 year age groups. Tables 7a, 7b and 7c indicate high literacy rates in towns for all age groups. In towns, adult literacy rates range between 92.5% and 98% for the 15 to 70 year age group. Orapa with a literacy rate of 98% for the 15 to 70 year age group has almost achieved 100% literacy. A comparison of literacy rates obtained from the 1993 survey with that from the 2003 survey indicates that literacy in the towns increased by more than 10%.

Kweneng West had the lowest literacy rate of 57.7% for the 15 to 70 year age group. Ghanzi followed with literacy rates of 59.9%. A comparison of literacy rates in Ghanzi obtained from the 1993 survey with that from the 2003 survey show that literacy rates for the 15 to 70 year age group increased from 56.1% in 1993 to 59.9% in 2003. Literacy rates increased by only about 4% compared to increases of more than 10% in towns and the nation as a whole. Additional districts with literacy rates below the 1993 national literacy rate of 68.9% were Ngamiland West (65.7%) and Kgalagadi South (64.9%). There are also wide disparities of literacy attainment between urban and rural areas. Table 7d shows that the urban areas had a literacy rate of 85.4% against 65.7% in the rural areas

#### 3.4.1 Gender differences

Tables 7a, 7b, and 7c in Appendix A indicate also that literacy rates across all the age groups are higher for females than males in all the districts except North East, Ngamiland East, Ghanzi, Kweneng West and Chobe. The 1993 survey showed Ghanzi and North East with lower female literacy rates compared to males. The 1993 literacy rate differences between males and females were highest in Lobatse, where the literacy rates were 86.9% for females and 81.3% for males. It is interesting to note that gender differences in literacy

rates have narrowed to within 3 or less percentage points in all the towns. It should be expected that as towns move close to achieving 100% literacy rates, there will be no difference between males and females.

In the rest of the districts, gender differences in literacy range between 0% (no difference) and 10% compared to a range of between 1% and 13% in the 1993 Survey. In the 1993 Survey, there was no district where males and females literacy rates were equal. The survey showed that the largest literacy gap between males and females was found in Kgatleng, where female literacy rates were higher than males by almost 10%. This is followed by Ghanzi where literacy rates were higher for males by 8% and Kgalagadi West where literacy rates were higher by 7% in favour of females. Districts with higher gender differences in literacy rates need urgent attention.

### **3.5 Literate Population**

Table 8 in Appendix A shows the literate population in Botswana by age, district and sex. The data indicates that the largest proportion of literate people was in the 15-19 year age group. The data shows that by the time the individual reaches the age range 15-19 years, the majority of them would be literate.

## **SECTION B: POPULATION THAT NEVER ATTENDED SCHOOL**

### **3.6 Population aged 10 years and Over Who Never Attended Formal School**

One of the objectives of the Revised National Policy on Education (1994) was to enact legislation on compulsory education so that every child attends school. This legislation has still not been enacted and there are primary school age going children who are not in school. One of the main objectives in NDP 9 is to develop an Out of School Education Program. The survey sought to establish the number of children 10-14 who are not in school and to determine the size of the population 10 years and above who never attended formal school and non-formal school or left school before completing Standard 5.

Table 9 in Appendix A shows the population 10 years and above who never attended school. The 2001 census indicated that 15% of those 10 years and above never attended school. The 2003 literacy survey estimates the number to be 10.5%. The number of people who never attended school seems to be declining.

#### ***3.6.1 Population aged 10 years and Over Who Never Attended School by District***

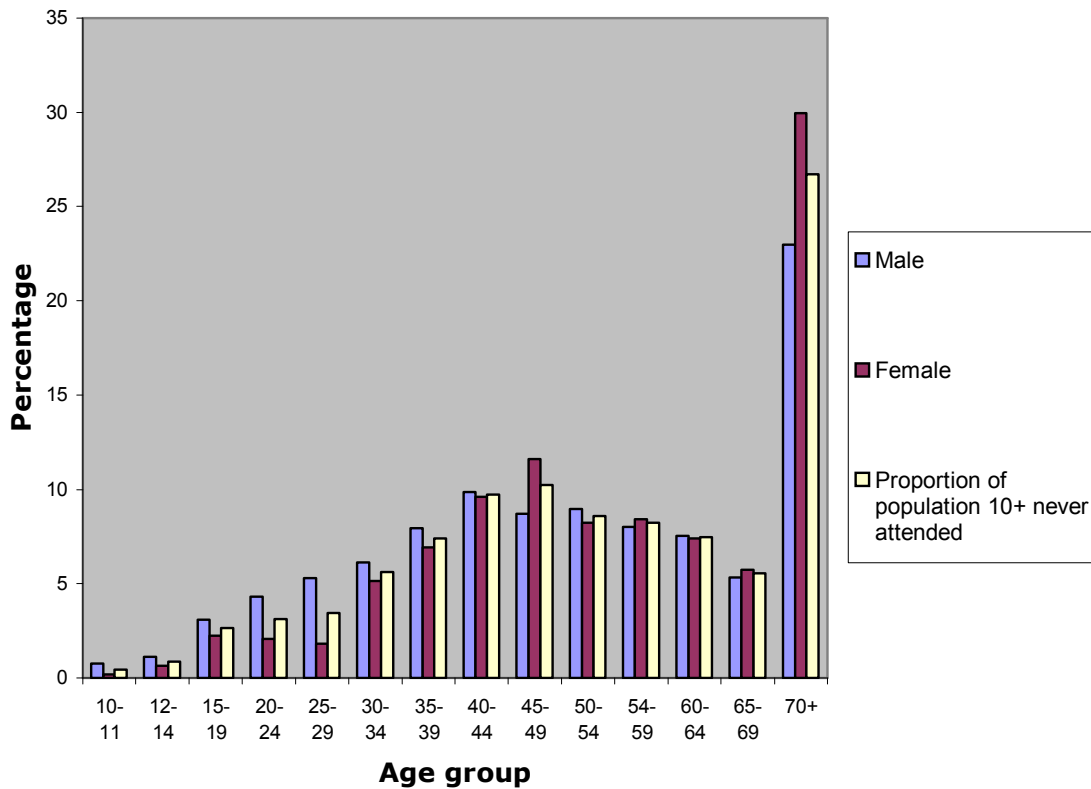
Table 10 (See Appendix A) shows that Kweneng West had the highest rate (38.5%) of the population that never attended formal school. Ghanzi followed with 27.1%, Kgalagadi North, 23.73% and Central Boteti 24.8 %. These districts also had the lowest literacy rates. The towns had the lowest rates of those aged 10 years and above who never attended school. The percentage district specific population of those who never attended school range between 1.2 % and 4.3% compared to a range of 8.9% and 38.51% in the other remaining districts.

#### ***3.6.2 Population aged 10 Years and Over Who Never Attended School By Age***

School attendance also differs according to age. Table 11 in Appendix A shows that about 1% of 10-11 year olds never attended formal school. These are the children that would be

targeted by the Out of School Education Programme. Further analysis reveals that the percentage of those who never attended formal school increased with age. The percentage rose from 13.7% for the 35-39 year age group to the highest rate of 66.7% for senior citizens aged 70 years and above. See figure 5. Generally, the number of people who never attended formal school is declining. In the 1993 survey, age specific proportions beginning with those 12 years old who never attended formal school ranged between 2.1% and 67.6%. The 2003 survey reported a range of between 1.2% and 66.7%.

**Figure 5: Population aged 10 years and over who never attended formal, by age group-2003**

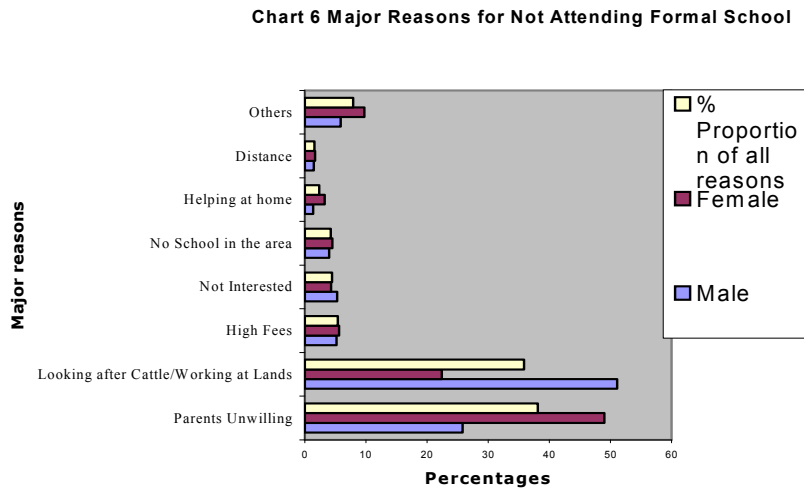


### 3.6.3 Reasons for Never Attending School

Universal achievement of 10 years of basic education has been a goal of the Government of Botswana. However, education is not compulsory. Consequently it has not been possible to protect every child's right to education. Children do not enrol in school for a variety of reasons. Table 12a (See Appendix A) shows the main reasons given for never attending formal school. Figure 3 compares respondents' reasons for never attending school in 1993 with reasons given in the 2003 literacy survey. Table 12 a shows that the most frequent (38.1%) reason given for never attending school in the 2003 survey was that parents were unwilling followed by looking after cattle: (35.8%). See figure 6. There were more parents unwilling to send their children to school in the 2003 survey, 38.1% compared to 21.8% in the 1993 survey. In order to find out if there were those who could not access education because of disabilities, respondents were asked to indicate if disabilities (specifically visual problems, physical disability, hearing problems, speech impairment and mental retardation)

were possible reasons for not attending school. About 1% of the people cited disabilities as a reason for not enrolling in school. During NDP 9, Government will increase access and equity to education and training for learners with disabilities. Statistics on the learners with disabilities who cannot attend school will serve as a base line data to monitor access and equity in education for those with disabilities.

**Figure 6: Major reasons for not attending school**



### 3.6.4 Gender Differences

There were slightly more females who never attended school because of parents' unwillingness (68.4%) compared to males (31.6%). A larger proportion of males (66.8%) were more likely not to attend school because they headed cattle or worked at the lands compared to 33.2% females. More females than males were more likely not to attend school because they had to perform home chores such as taking care of ill family members and helping at home.

## 3.7 Population 10 Years and Over Who Never Attended School

The 1993 National Literacy Survey established the population 12 years and above who never attended school. There was no data on those who never attended both formal and non-formal school. In the 2003 survey, information was sought on the population 10 years and above who never attended both formal and non-formal school. Data in Table 13 indicate that 10.7% of the eligible population never attended both formal and non-formal school.

### 3.7.1 Never Attended Both Formal and Non-Formal School by District & Sex

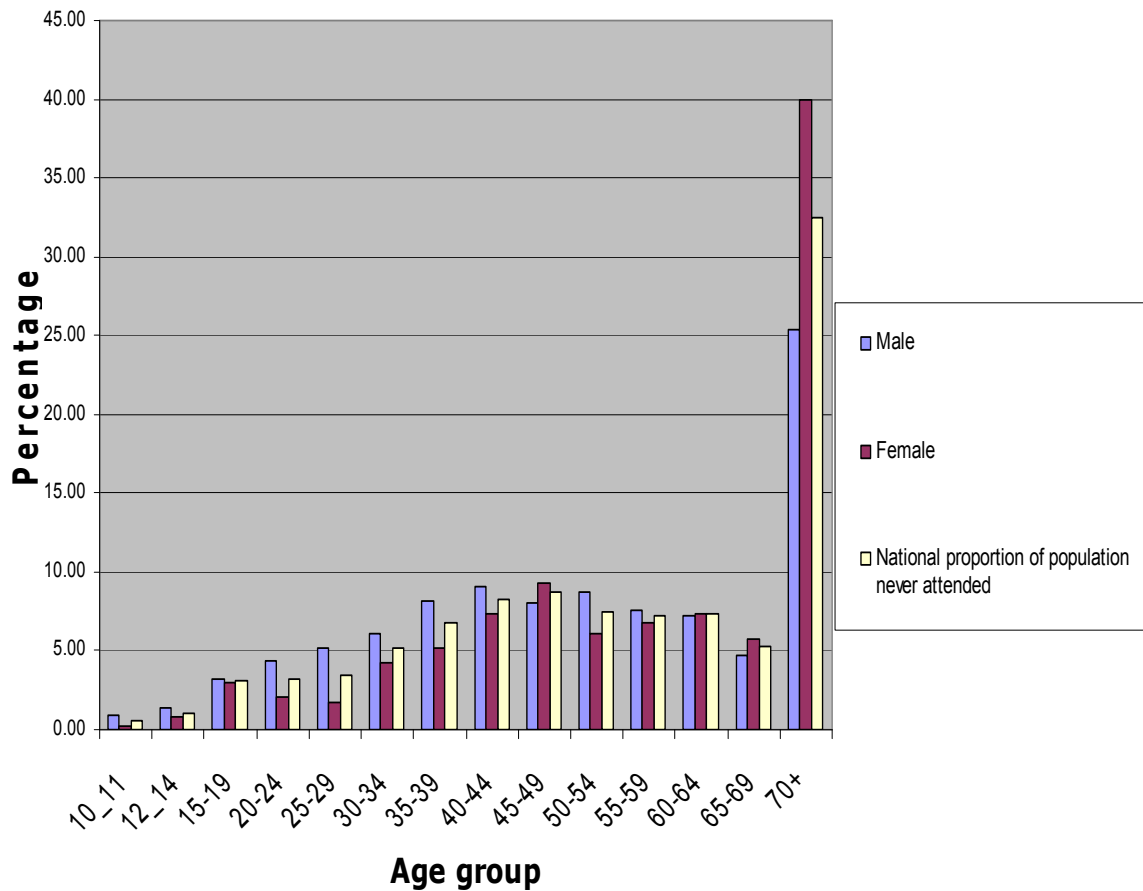
Table 14 (See Appendix A) indicates that Kweneng West had the highest (29.6%) district specific population of people who never attended both formal and non-formal school followed by Ghanzi at 23.9%, Central Boteti with 19.1%, and Kgalagadi North and Kgalagadi South with 16.9% each.

### 3.7.2 Never Attended Both Formal and Non-Formal School By Age Group and Sex

There are people aged 10 years and over who never attended both formal and non-formal schools in Botswana, in spite of government effort to improve access to education

opportunities. Table 15 in Appendix A reveals that about 1% of children who are 10 to 11 years old are also not attending non-formal schools. There is a steady increase in the number of people who never attended both formal and non-formal schools from 9.6% in the 35-39 age group to 62.1% at the age of 70 years and above. See figure 7. The 70+ age group form almost one third (32.5%) of the national proportion of the population that never attended both formal and non-formal school. The majority of those who never attended formal and non-formal school in the 10 to 65 year age range are males.

**Figure 7: Population aged 10 years and over that never attended both formal and non-formal school, by age group and sex – 2003**

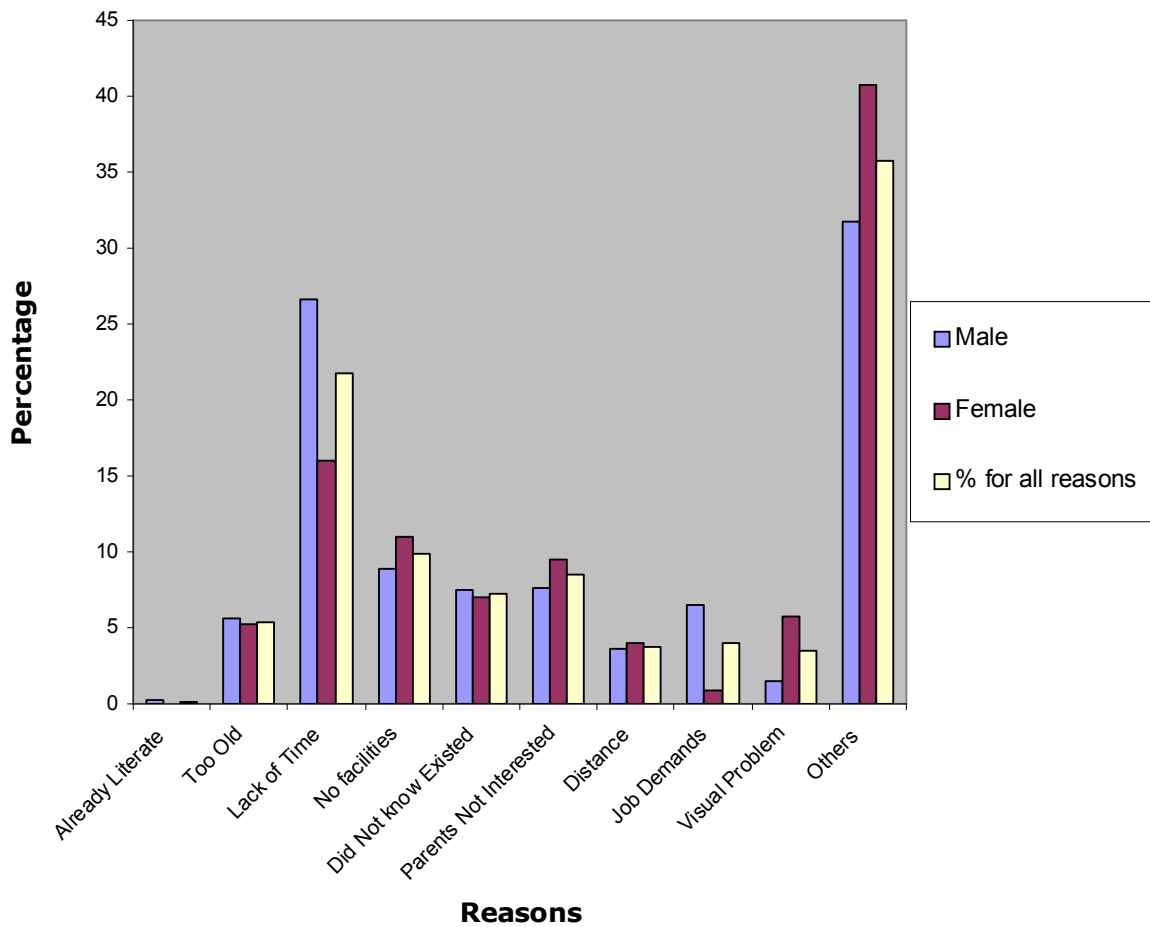


### 3.7.3 Major Reasons For Never Attending Both Formal And Non-Formal Schools By Sex

Table 16 (See Appendix A) indicates that the main reason for never attending both formal and non-formal school were ‘lack of time; (21.8%), ‘looking after cattle’(21.1%), ‘no facilities’ (9.9%), and ‘parents not interested’ (8.5%), and ‘did not know it existed’ (7.3%). Most females compared to males were more likely not to attend both formal and non-formal school because of home chores such as taking care of ill family members, taking care of family members, and cultural beliefs. See figure 8.



**Figure 8: Major reason for never attending both formal and non-formal school, by sex -2003**



### **SECTION C: POPULATION THAT DID NOT COMPLETE STANDARD 5**

#### *3.7.4 Population Who Left School Before Completing Standard 5:1993-2003*

The target population for literacy programmes include those who left school before they completed Standard 5. Table 17 shows a trend analysis of those who left school before they completed Standard 5. The data shows the proportion of the population of those 12 years and above decreasing from 12.4 % in 1981 to 7.3% in 1993. In the 2003 Survey 5.3%. of those 12 years and above who left school before completing Standard 5. Females had the highest number of non-completers in 1991, 1993 as well as 2003.

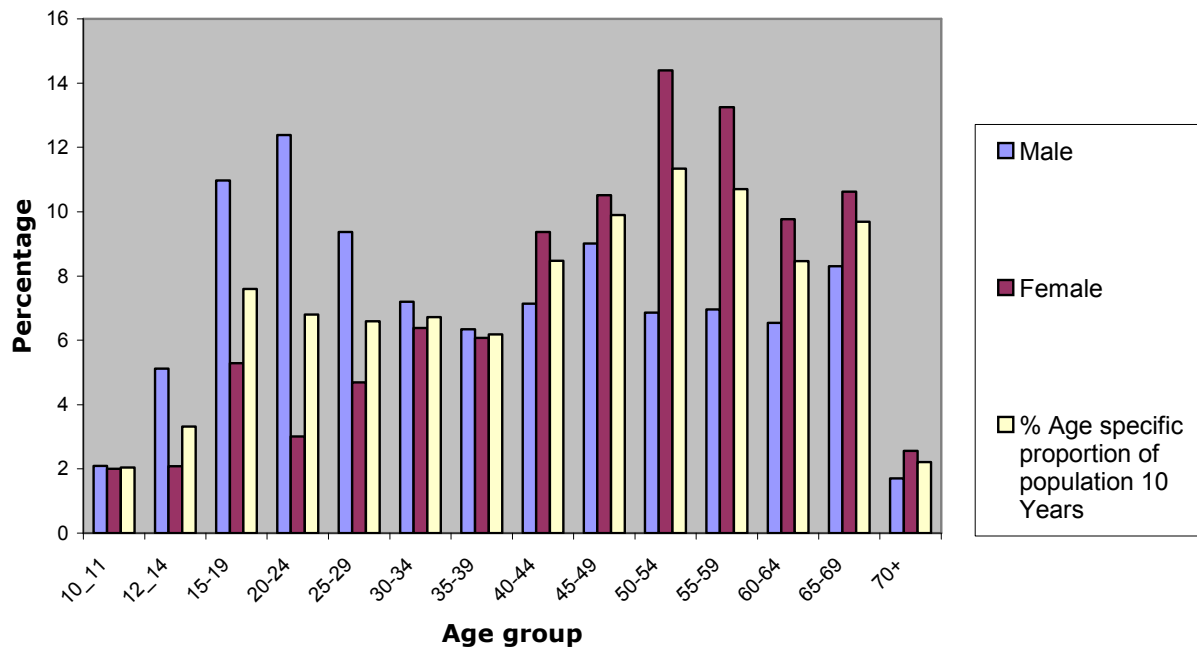
#### *3.7.5 Population Who Left School Before Completing Standard 5 By District and Sex*

An analysis by district (Table 18 in Appendix A) indicates that Ghanzi had the highest district specific proportion (9.5%), of those who left school before they completed Standard 5, followed by Ngamiland West with 8.4% and Kgalagadi South with 7.9%. These districts also had some of the lowest literacy rates and high district specific proportions of those who never attended both formal and non-formal school.

### 3.7.6 Population Who Left School Before Completing Standard 5 By Age Group and Sex

The age specific distribution (Table 19 in Appendix A) show that the proportions of non completers increased with age. The age specific distribution shows increasing proportions of those who left school before completing Standard 5, ranging from 11.3% at age group 50-54 to 21% for the age group 65-69 years. About 4% of those 10-19 years old left school before they completed Standard 5. The majority of those who left before they completed Standard 5 in the 10-11 year age group are females. Males are in the majority among those aged 12 to 34 years. Females form the majority of the non-completers among those aged 35 years and above. Figure 9 illustrates the results.

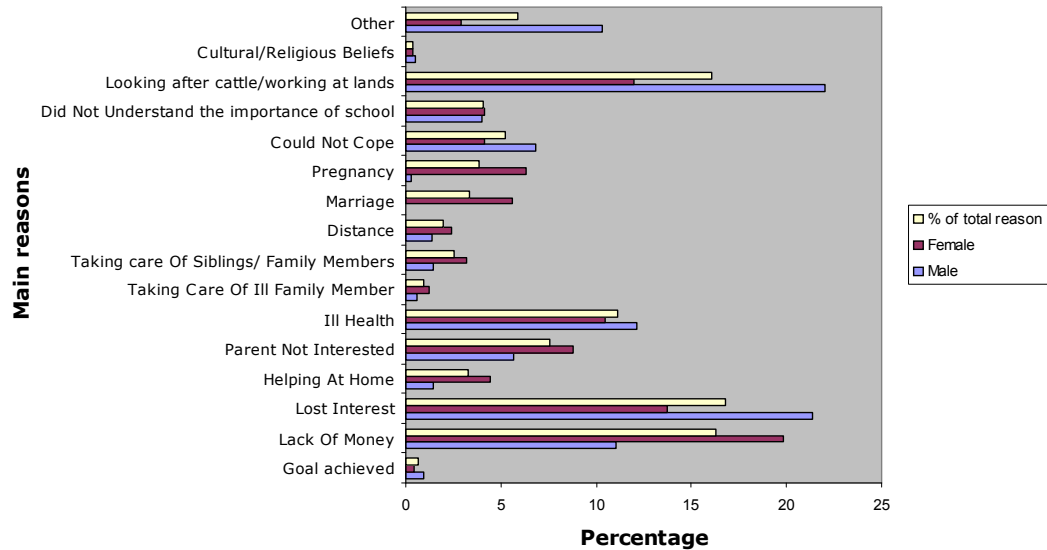
**Figure 9: Population 10 years and over that left school before completing Std 5, by age group and sex – 2003**



### 3.8 Major Reasons for Leaving School Before Completing Standard 5

Table 20a (See Appendix A) indicates that the main reasons for leaving school before completing Standard 5 were: “lost interest ” (16.8%), “lack of money” (16.3%), “looking after cattle or working in the lands” (16%) and “taking care of ill family members” 11.1%. More females than males were most likely to leave school before they complete Standard 5 because of lack of money (71.9%), taking care of ill family members (76.9%). Males were more likely to leave school before completing Standard 5 because of looking after cattle or working in the lands (55.9%). Loss of interest in school, lack of money and looking after cattle or working in the lands were also given as the main reasons for not completing Standard 5 in the 1993 Survey. An emerging reason for not completing is taking care of ill family members. Figure 10 illustrates the results.

**Figure 10: Population aged 10-70 years that left school, by major reason for leaving – 2003**



**3.8.1 Respondents Main Reason for Leaving School By Age Group And Sex**

Table 78 (See Appendix A) reveals that respondents 45-59 age groups were more likely to have left school before completing Standard 5 because of lack of money, looking after cattle or working at the lands, taking care of ill family members or lack of interest. Loss of interest and ill health were the most common reasons given for not completing Standard 5 by those in the 10 to 19 year age group.

**3.8.2 Period Elapsed since Leaving School Before Completing Standard 5**

Table 21(See Appendix A) provides data on the period elapsed since respondents left school before completing Standard 5. It shows that the majority (48.6%) of those in the 10-11 year age group were away from school for less than one year. The majority (51.7%) of those in the 12-14 year age group left school 3 to 4 years ago. For those 20 years and above, more than five years had elapsed since they left school before completing Standard 5. More females, 94.6% were away from school for more that five years compared to 90.2% for males.

**3.8.3 Reasons for Leaving Formal School Within 4 years Prior to the Survey**

Table 22 in Appendix A provides data on the most frequent reason given by respondents for leaving school before completing Standard 5 during the four years prior to the survey. The main reasons were, ‘lost interest’ (16.8%); ‘lack of money’ (16.2%); ‘looking after cattle/working at the lands’ (16.0%) and ‘ill health’ (11.1%. These were also the four main reasons given in the 1993 survey.

**3.8.4 Population Never Attended or Left School By School Attainment, Age Group and Sex**

Table 23 in Appendix A indicates the population 5 years and above who never attended or left school before Standard 5 by district, school attainment, age group and sex. In almost all the districts, the highest number of those who never attended school were in the 5-9 year age group. The 5-9 year age group includes children who cannot start school in government

institutions where the official age for beginning school is six years. The 10 -14 year age group has the smallest number of people who never attended or left school before Standard 5 in all the districts. This would seem to suggest that the majority of the children 10 to 14 years are in school, thus confirming the view that Botswana has achieved universal seven years of basic education predominantly accessed by those 6 to 14 years.

#### *3.8.5 Population Aged 5 Years and Over Who Left School by Educational Level Completed and Sex*

During the National Development Plan 8 (1997-2003) the Government continued its efforts to offer educational services to its citizens to enable them to engage in useful and productive lives in order to satisfy the human development needs of the nation. The state made some of these efforts to reduce inequalities, within the limits of the available resources. Educational achievements can also be determined from census data, which seeks data on the populations' educational attainments. Statistic on current educational enrolments and attainment levels is available through annual Educational Statistics Reports, the current reports will therefore not dwell much on this issue. Table 24 shows population 5 years and over that left school by educational level and sex. The findings are summarised below.

*Primary School Level (Std5-7):* Data revealed that the population that left primary school after completing Standard 5-7 levels was 26.7% compared to 54.6% during 1993. This could be because more people are moving to Form One because of free education. The majority of those who left school were in Standard Seven 62.2% compared to 61.7% in 1993. The majority of them (57.4%) were females.

*Secondary Schools Level:* The population of those who left school at secondary level increased from 42.2% in 1993 to 49.9% for 2003. The highest proportion (54.7%) of those who left secondary school in 2003 were in junior secondary schooling.

*Tertiary Education Level:* The rather dramatic increase in the proportion of the population with tertiary education from 2% in 1993 to 23.4% in 2003 can be attributed to the difference in the definition and classification of tertiary education during the two surveys. While the 1993 survey missed some tertiary education qualifications, the 2003 survey included all of them. The highest proportion of those who left tertiary education with a qualification in 2003 was for those who completed Certificates, with 43.1% of them being females.

#### *3.8.6 Age Distribution of Population Who Left School by Educational Attainment and Age*

Table 25 in Appendix A shows that the 20-24 year age group formed the highest proportion (20.1%) of those who had either completed Primary, Secondary or Tertiary education. The second highest proportion (18.8%) was that of the 25-29 year age group followed by the 30-34 year age group at 14.6%.

## **SECTION D: PARTICIPATION IN ADULT LITERACY PROGRAMS**

### **3.9 Enrolment in Adult Literacy Programmes**

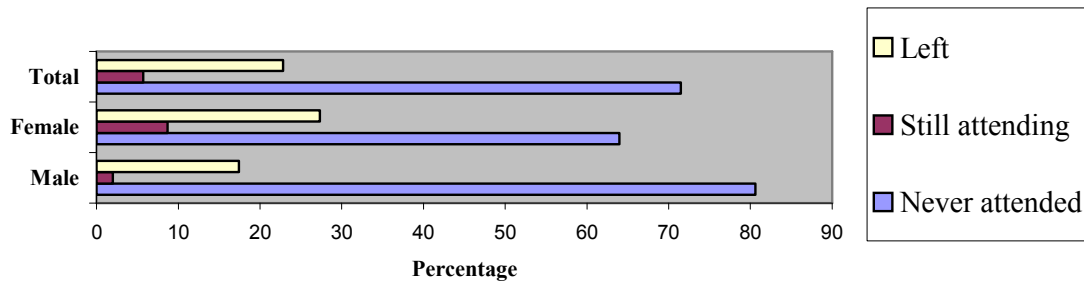
Botswana remain committed to eradicating illiteracy during NDP 9, the National Literacy Program will be transformed into three out of school programs as follows:

- Adult Basic Education

- Post Literacy and Life Skills
- Out of School Education for Children.

The survey sought to establish the number of people enrolled in the literacy program, retention, drop out and completion rates. Table 26 indicates that a total of 185,236 persons were eligible for literacy classes. Of the total number that was eligible, only 38.5% enrolled in the literacy programme. 71.5 % of the eligible population has never attended literacy classes. During the 1993 survey about 81% of the eligible population had never attended literacy classes. The 2003 survey thus show a drop of almost 10% in the population that never attended literacy classes. More males (80.6%) than females never attended the literacy classes. Moreover, there are more females (8.7%) than males (2%) still attending classes. See figure 11.

**Figure 11: Enrolment in Adult Literacy Programs**



### 3.9.1 Participation in Literacy Classes by Age

A total of 5,371 children aged 10-14 had not attended both formal and non-formal or had left school before they completed Standard 5. One of the objectives of the survey was to establish their participation in the literacy programme. Table 26a in Appendix A shows participation in the literacy program by age. Data shows that only 35 of the children 10-14 were still attending while 259 dropped out of the programme.

### 3.9.2 Reason for Never Attending Literacy Classes By Sex

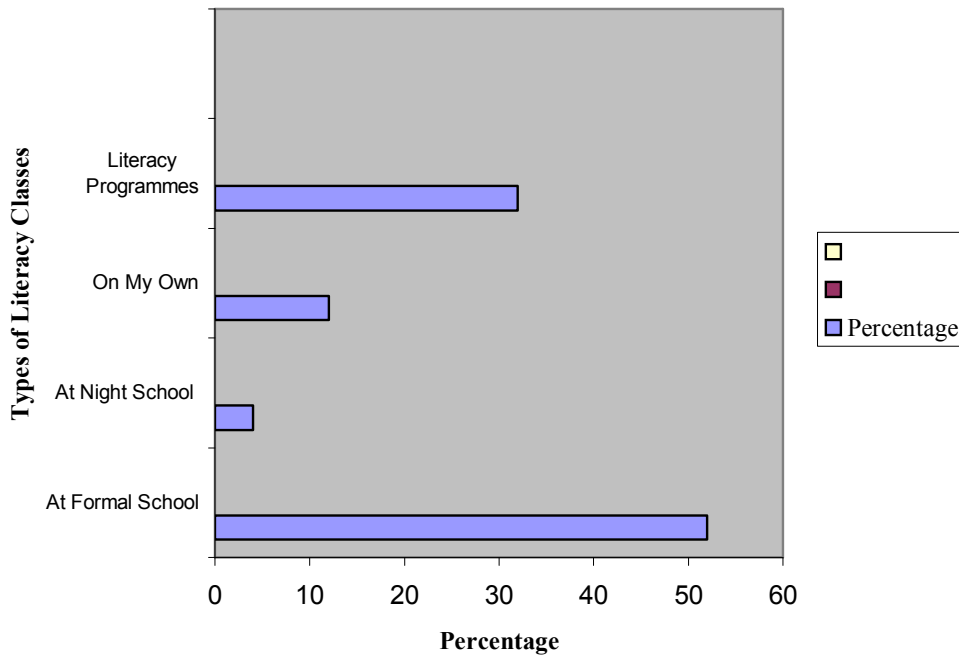
It is important for policy makers to know why 71.5% of the population eligible for the literacy program do not enrol. Table 27 in Appendix A shows that the two most frequently cited reasons for not attending literacy classes were that the eligible respondents were 'not interested' (24.1%) and 'lack of time' (20%). These were also the most frequently cited reasons given in the 1993 survey. This would seem to suggest that the attitude of the people towards the literacy programme has not changed. Other reasons that were common are 'no facilities' (8.5%), 'parents not interested' (6.7%) and 'did not know it existed' (6.4%). Disabilities taken together were cited as a reason for not attending literacy programmes by about 3.5% of the eligible population.

## 3.10 Access To Adult Literacy Programmes

It is clear from the reasons given that some proportion of the eligible population could not access literacy programs because there were no facilities in the area, distance problems, disabilities and lack of information on the programme. These emerge as possible

determinants of accessibility to the eligible population that have implication for policy and planning. Table 28 shows the type of literacy programs available to the eligible population. The table indicates that the most popular programme is the National Literacy Programme attended by 92.4% of the learners. See figure 12.

**Figure 12: Type of Literacy Class Programmes By Number of Learners and Sex**



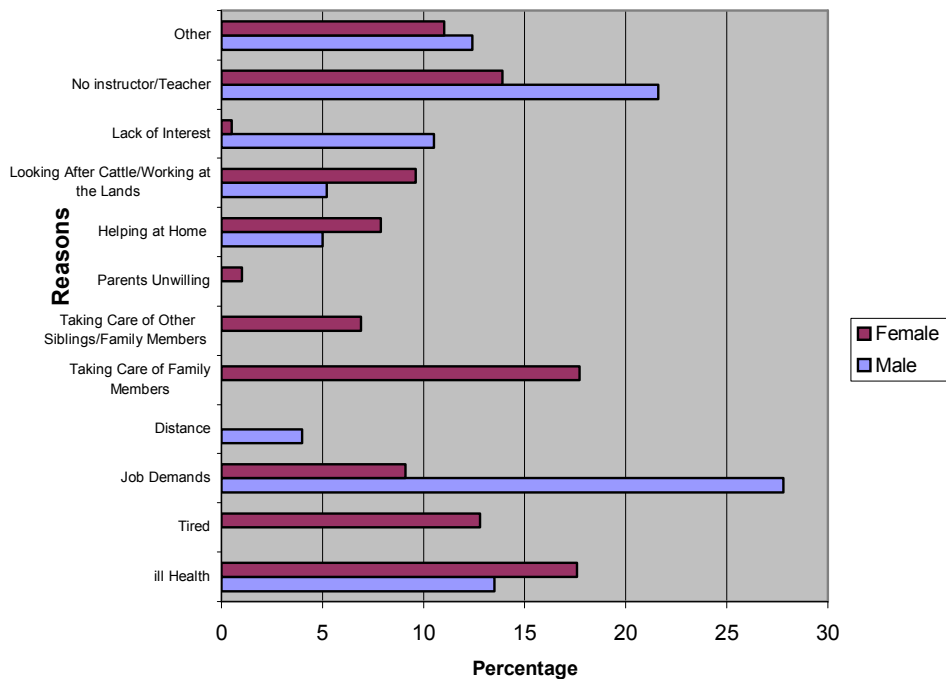
### 3.10.1 Attending Literacy Classes By Period of Attendance

The National Literacy Programme does not have a stipulated amount of time that participants must take to complete each primer. The survey sought to estimate the amount of time that participants take to complete each primer. Table 30 shows attendance of literacy classes by period of attendance, primer level and sex. It indicates that the majority of learners (21.8%) are in Primer Two followed by those who have not completed Primer One at 21.5%. The majority (95.7%) of the participants took less than one to two years to complete Primer One. 84.6% of those who had not completed Primer One had only been enrolled for less than a year. In comparison, it took the majority (73.8%) of those who had completed Primer Five one year to more than two years. However, all participants enrolled in English as a Second Language completed it in one to two years.

### 3.10.2 Reasons for Missing Literacy Classes by Sex –2003

Once enrolled in literacy classes, adults are most likely to be absent for a variety of reasons. Table 31 in Appendix A presents reasons for missing literacy classes. The data indicates that ill health ranked as number one reason for missing classes (16.8%). This was followed by no instructor/ teacher (15.3%), taking care of ill family members and job demands (12.5%). Gender differences in the reasons for missing literacy classes were observed in two areas, namely, ill-health and job demands. There were no males who missed classes because of taking care of ill-family members. More males (27.8%) were more likely to miss classes because of job demands compared to 9.1 % of the females. Figure 13 illustrates the results.

**Figure 13: Reasons for missing classes, by sex**



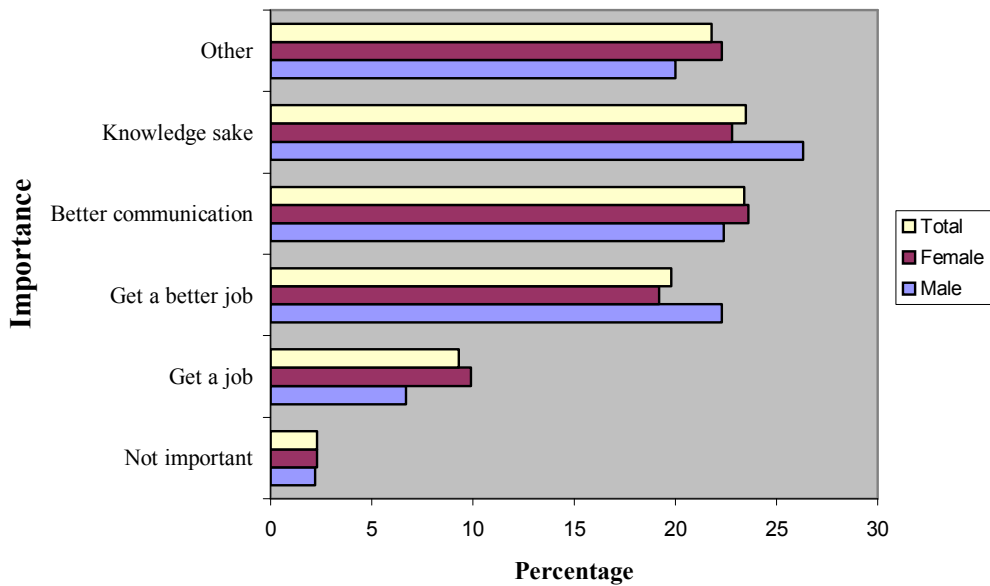
**3.10.3 Reasons for Leaving Classes by Sex.**

Table 26 showed that 22.8% of the eligible population left the program. Table 31a in the Appendix shows reasons for leaving classes by sex. The data revealed that ‘other reasons’ (37.1%) was given as the most frequent reason followed by ‘lost interest’ (10.5%), ‘ill health,’ (10.5%), and ‘looking after cattle and working at the lands’ (9.9%). Only 6.8% left because they had achieved their goal. This suggests a high drop out rate from the literacy classes. More women than men were likely to leave classes because they had lost interest, taking care of siblings or because of ill health.

**3.11 Importance of Reading/Writing Skills by Sex –2003**

It was important to solicit the views of those who attended literacy classes on the value of reading and writing skills in their contexts. Table 32 in the Appendix reveals the learners’ perception of the importance of getting reading and writing skills in their contexts. It points to the acquisition of ‘better communication’ skills (23.4%), ‘knowledge’s sake’ (23.5%) and ‘getting a job’ (19.8%), as the key reasons for participating in literacy education. These responses may suggest that literacy was not viewed as an end in itself but a means to fulfil their other life needs such as getting a job. It could be argued that some individuals saw it as the gate to getting a job, while those who were already employed probably saw it as an opportunity to advance themselves in their work. See Figure 14

**Figure 14: Importance of Reading/Writing Skills by Sex**



### 3.12 Reading and its Sources

To better understand the sources of their reading skills, the eligible population aged between 10-70 years who have never been to school or left school before Standard 5 were asked to state where they acquired their reading skills. Table 33a suggests that most people (52.2%) acquired their reading skills from the formal school system followed by 32.2% who reported acquired their reading skills from Literacy Programs. Some reported that they acquired reading skills from night schools (3.8%) and a few learnt reading on their own, (11.8%). More males than females acquired reading skills on their own.

## SECTION E: LITERACY TESTS

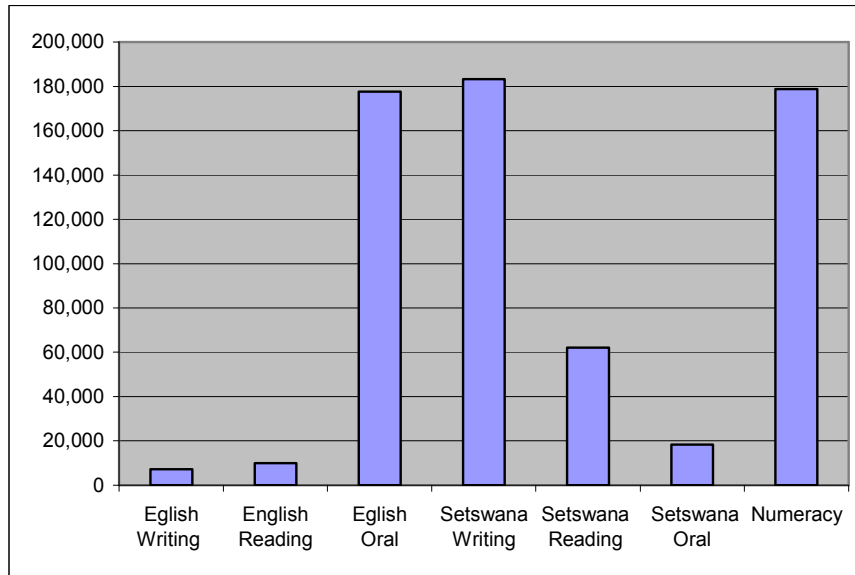
The impact of the literacy programs was not only measured by participation on the program but also by performance of the participants on literacy tests.

### 3.13 Participation in the Tests

Respondents took tests in Setswana and English reading, writing and oral skills and numeracy. More candidates took the Setswana oral test (183,347) followed by those who took the numeracy test (178,786). More people took the tests in this survey compared to the 1993 survey. Figure 15 compares the numbers of test takers in the 2003 Literacy Survey with those in the 1993 Literacy Survey.



**Figure 15: Number of Test Takers by Subject**

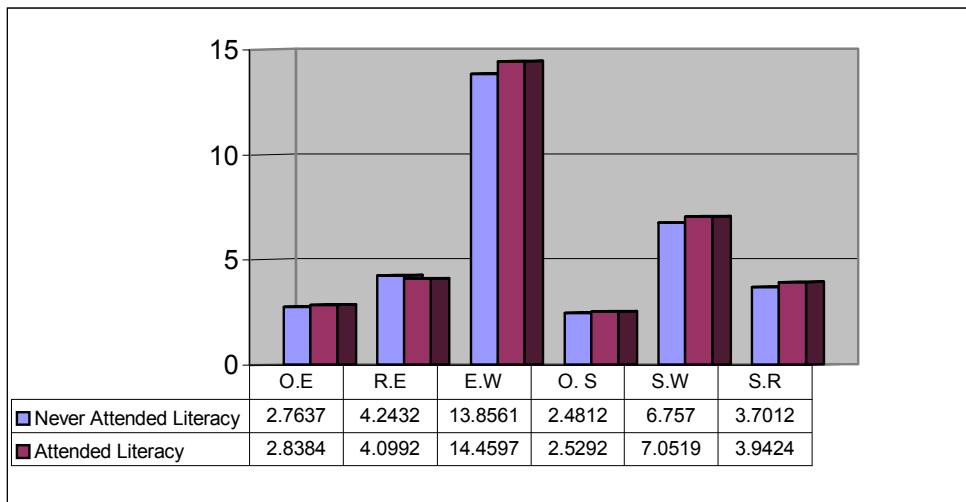


### **3.14 Determining the Literate Population**

The literate population among those with less than five years of education or never attended both formal and non-formal school was determined by computing their mean score in English and Setswana reading, writing and oral tests as well as numeracy. Mean scores for only those who took all the tests were computed. A total of 5,812 out of an eligible population of 185, 236 took all the administered tests, i.e., about 3%. Of those who took all the tests, 3,363 passed. A mean score of fifty percent and above was the cut off point for passing or classifying a person as literate. This cut off point was adopted because it is used in the Standard Four attainment tests to decide on those who proceed to Standard 5 who are then defined as literate. Results of the Literacy tests increased the literacy rate by only 1.6%.

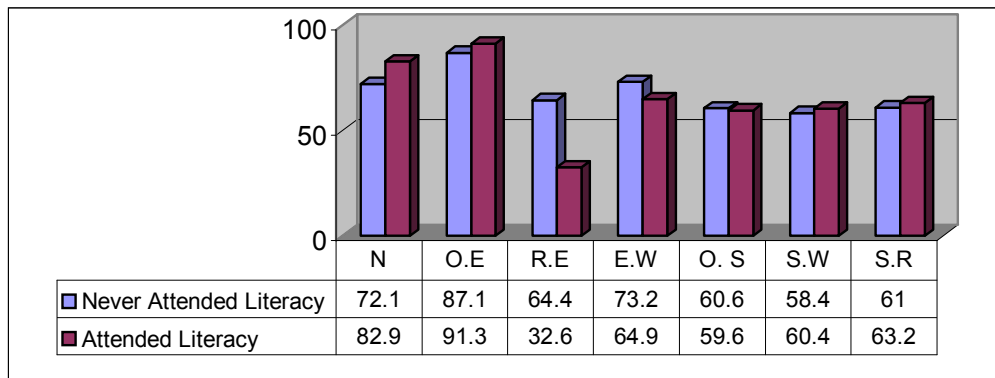
To establish if the NLP made a difference to literacy skills, mean scores for those with less than Standard 5 who never attended literacy classes were compared to those who attended. Figure 6 shows that the means for those who attended literacy classes were higher than for those with less than Standard 5 who never attended literacy classes in all the subjects except English Writing. Those with less than Standard 5 who never attended literacy classes had a higher mean score in English Writing than those who attended literacy classes. Figure 16 shows the mean scores of tests administered.

**Figure 16: Comparison of mean test scores of those with and those without non-formal education**



Impact of the NLP was further measured by comparing percentage passes in the tests administered to those with less than Standard 5 who never attended literacy classes and those who attended. Results show that those who attended literacy classes had high percentage passes than those who never attended literacy classes in all the tests except in English Writing and Reading. About 72% of those with less than Standard 5 who never attended literacy classes passed the English Writing test compared to about 65% of those who attended literacy classes. Figure 17 illustrates the results.

**Figure 17: Comparison of percentage passes for those with and those without non-formal education**



### 3.15 Assessment of Literacy For Program Improvement

In the 1993 Survey, performance on literacy tests was based on a test marked on a pass or fail basis only. Such an approach, though essential for making decisions on classification, awarding certificates or progression from level to another, fails to indicate what the learners are able to do. In this survey, scores were further analyzed on a continuum of scale. The score code ranged from 'no response', 'relevant attempt' to 'correct answer'. The scores in

each of the literacy tests were computed and linearly transformed to a common z-scale. Based on the z-scale, participants with a z-value of  $-.60$  or less were classified as lacking competence (incompetence) in the skill under consideration. Those with z-values ranging from  $-.60$  to  $+.60$  were classified as having some level of competence (some competence) while those with z-values of  $+.60$  or above were classified as having high level of competence (high competence) in the literacy skill under consideration.

### **3.16 Self-Proclaimed Literacy and Test performance**

This section reports literacy rates determined on the basis of respondents self reports and test scores on Reading and Writing in English and Setswana as well as Numeracy. Most countries in Sub-Saharan Africa estimate literacy rates from respondents' reports on their ability to read or write in the official language and the mother tongue. The Botswana 1993 Literacy Survey used respondents self-proclaimed literacy skills as well as test results to estimate literacy in the population of those with less than ten years of basic education. The Botswana 1993 literacy survey did not show any major differences in what the respondents reported and their performance in the tests. The differences in self-proclamation and test results were smallest in English reading and writing. In this survey, respondents were asked to indicate the levels of reading and writing in English and Setswana that they had. Table 33b in Appendix A shows the levels of self proclaimed skills in reading and writing by performance level. The data shows that between 20% and 27% of those who proclaimed some level of skill in reading and writing in Setswana and English were incompetent in the skills assessed. Respondents demonstrated higher competences in English reading (32.6%) and English writing (35.2%) compared to 16.8% in Setswana reading and 28.3 % in Setswana writing. In all these, females outnumbered males.

### **3.17 Self-Proclaimed Literacy by Language and Test Results in Oral and Numeracy Skills**

Prior to giving tests to citizen aged between 10-70 years old who never attended or had dropped out of school before attaining Standard 5, they were asked to indicate whether or not they could read in Setswana and or English. Table 33c in Appendix A, show self-proclaimed literacy in English and Setswana reading, writing and oral skills. The data indicates that 98.6 % of the eligible population claimed they could read in Setswana compared to only 5.6% in English. It also shows that 79.9% claimed they could write in Setswana while 71.3% claimed they could write in English.

Respondents' mean scores were computed in oral and numeracy tests. Respondents were classified as passed if they scored above 50% and fail if their mean score was below 50%. The data shows that 89.6% of the respondents passed the Setswana oral test while only 38.8% passed the English oral test. Also, more females could read, write and numerate than males except for English oral test, where 2,182 males passed compared to 2,088 females.

### **3.18 Self-Proclaimed Literacy in Setswana Reading by district and Sex**

Data also depicts a district by district analysis of participants self reports on reading in Setswana. Table 34a in Appendix A indicates that 65.5% of the eligible population claimed they could read Setswana. The district with the highest number of people who claimed they could read Setswana was Central Serowe/Palapye with (13.0%). It also revealed that six out of the seven towns had no people who claimed they could not read Setswana. The

highest percentage of individuals who claimed they could not read in Setswana came from Central Tutume 21.5%, followed by Kgalagadi South with 17.4%. It should be noted that most of participants who could not read Setswana lived in places where they spoke languages other than Setswana as a mother tongue. This may have negatively affected their Setswana reading capabilities. Across all districts and towns more females, 38073 (60.2%) than males claimed they could read Setswana.

#### *3.18.1 Self-Proclaimed Literacy in Reading English by district and Sex*

Table 34b in Appendix A shows that only 10,340(5.6%) of the eligible population claimed they could read English. This inability to read in English may suggest a weakness in the teaching of reading English across the different sources of reading skills in Botswana, from formal school to the literacy programme. The data also indicates gender difference among those who claimed they could read English. The table revealed that more females, 38,073 (54.5%), than males claimed they could read English. In all the 6 towns, more males could read English.

#### *3.18.2 Self-Proclaimed Literacy in Setswana Writing by district and Sex*

Table 35a in Appendix A reveals that 79.9% of the eligible population claimed they could write in Setswana. Most people probably prefer to write in Setswana because it is the medium of instruction in the first four years of schooling. Also it is the language used on a daily basis by most people in Botswana. The district with the highest percentage of people who claimed that they could write in Setswana was Central Serowe/Palapye with 14.2%.The highest percentage of respondents who claimed they could not write Setswana came from Central Tutume with 13.2% followed by Central Mahalapye with 10.1%. In Tutume, most people do not speak Setswana as their mother tongue. More females, 59.1% compared to males claimed they could write in Setswana. The table also reveals that 25% of the eligible population did not write Setswana test.

#### *3.18.3 Self-Proclaimed Literacy in English Writing by district and Sex*

Table 35b in Appendix A indicates that 4.2% of the eligible population claimed they could write English. Central Bobonong recorded the highest percentage (15.4%) of people who claimed they could write English. It was followed by Central Serowe/Palapye with 14.4%. The data also revealed gender difference among people who claimed that they could read English. The table indicates that more females 52.8%, than males claimed they could read English.

#### *3.18 .4 Self-Proclaimed Literacy in Setswana Oral Test by district and Sex*

A district by district analysis of performance in oral Setswana was undertaken. The respondents' Setswana oral abilities were assessed and the results on table 36b in Appendix A indicate that 74.9% of the eligible population could answer oral Setswana questions. Across all district and towns respondents could answer questions in Setswana. The district with the highest percentage of people who answered oral Setswana questions was Kweneng East with 10.6% followed by Ngwaketse which had 8.9% and Central Serowe/Palapye with 7.1%. It also revealed that of most of the 6 towns had people who did oral Setswana test. The table also shows that 0.7% of the eligible population did not take Setswana oral test. The highest percentage of respondents who did not take the Setswana oral test came from Kgalagadi South with 42.8% and followed by Central Tutume with 10.5%. Kgalagadi South and Tutume, have people who mostly speak other languages other than Setswana as their mother tongue. More females, 55% compared to 45% for males took Setswana oral test and they did well compared to their male counterparts.

### *3.18.5 Self-Proclaimed Literacy in Oral English by district and Sex*

Performance in English oral test was determined among the eligible population. Table 36b in Appendix A shows that 6% of all respondents in the eligible population claimed they could answer English oral questions. The district which had the highest percentage of respondents who claimed they could answer English oral questions were Kweneng West with 1,760 (16%) followed by Central Mahalapye with 1,492 (13.5). Most participants, 94% did not take English oral test. The highest percentage of participants who did not take English oral test came from Central Mahalapye with 11.3% followed closely by Kweneng West with 10.3%. A gender analysis of performance in English oral test revealed that more males, (51.8%) compared to females took the English oral test and did better than females.

## **Test Results By Competence Levels**

### **3.19 Literacy Test Result Performance, By Subject Scores And Sex**

The performance on literacy tests was further measured on a continuum of competences using z scores. Table 38 in Appendix A shows the various competence levels. English writing had the highest percentage of respondents who demonstrated high competence (38.0%) followed by English writing (34.2%) and numeracy (28.4%). The smallest percentage of respondents with high competence were recorded in Setswana oral (.02%) and English oral test (2.4%). Results also show that concentration of scores is in the 'some competence' category indicating that competencies are minimal.

### **3.20 Eligible Population Who Failed Numeracy Test By District And Sex**

Test results were further analysed on a pass fail bases. Table 39 in Appendix A shows data on those who failed numeracy test by district and sex. District by district analysis indicates that the highest percentage of respondents who failed numeracy was in Central Serowe/Palapye with 11.2% followed by Kweneng East with 10.4% and Central Tutume with 10%. The lowest percentage of failures in numeracy were recorded in the mining towns of Orapa and Sowa town. A possible explanation for low failure rates in numeracy in Orapa and Sowa town is that people access numeracy skills from the adult basic education course offered in the mines in these towns. More females than males, (53.4%) failed the numeracy test.

### **3.21 Eligible Population Who Failed Setswana Reading Test By District And Sex**

Data on Table 40a in Appendix A indicates that Central Serowe/Palapye, recorded the highest percentage of people (11.1%), who failed in Setswana reading followed by Central Tutume with 10.1%. Orapa and Jwaneng recorded no failure in Setswana reading for both males and females.

### **3.22 Eligible Population Who Failed English Reading Test By District And Sex**

Almost all towns and cities did not record failures. Francistown, Lobatse, Selibe Pikwe, Orapa, Jwaneng and Sowa town did not record failures in English reading test. Table 40b In Appendix A shows that Gaborone city had the smallest percentage of respondents (2.6%) who failed English reading test. A possible explanation for this trend is that people in towns and cities have more access to opportunities to learn to read English compared to those in other districts. The highest percentage of respondents who failed English reading

was in Ngamiland West with 11.9%, followed by Central Bobonong with 11% and Central Tutume with 10.8%. More females than males, (56.3%) failed English reading test.

### **3.23 Eligible Population Who Failed Setswana Writing By District And Sex**

Data on Table 41a in Appendix A indicates that the highest concentration of failures in Setswana written test was in Central Serowe/Palapye with 3,775 (13.4%). The failure is not withstanding the fact that most of them speak Setswana as their mother tongue. As reported in the 1993 survey, this may indicate that people proficient in speaking Setswana, may have difficulties writing it. The last literacy survey concluded that “the ability to speak the language fully or partially may not determine literacy level” (CSO & DNFE, 1993:53). In all the districts more females than males failed the Setswana reading test.

### **3.24 Eligible Population Who Failed Writing In English By District And Sex**

Table 41b in Appendix A presents a detailed analysis of the eligible population who failed English writing by district and sex. Orapa and Jwaneng recorded no participants who failed the English Writing test. A possible explanation for this trend is that English is used frequently in these contexts. The highest percentage of failures (13.4%), was recorded in Central Serowe/Palapye, followed by Central Tutume with 9.2%. More females (56.1%) than males failed the English Writing test. There were, however, variations in gender differences in failure rate by district. More males than females failed the writing test in Ngamiland West, Kweneng East and Central Tutume.

### **3.25 Eligible Population Who Failed Oral Setswana Test By District And Sex**

Setswana is both the national language and the medium of instruction in formal and non-formal education programmes in Botswana. Table 42a in Appendix A shows the eligible population who failed oral Setswana test by district and sex. The highest concentration of those who failed Oral Setswana test were recorded in Central Mahalapye (21.6%), followed by Kweneng East (12.8%). Sowa, Orapa and Jwaneng had the lowest number of failures. The existence of mine operated adult basic education programmes probably explain lower failure rates in the mining towns of Jwaneng, Orapa and Sowa town. There were more females who failed the oral Setswana test (55.2%), than males (44.8%). There were, however, variations in performance by district. There were more males than females who failed Setswana oral tests in Gaborone, Francistown, Lobatse, Kgatleng, Ngamiland West and Kgagaladi South.

### **3.26 Eligible Population Who Failed Oral English Test By District And Sex**

English is the official language and is used as a medium of instruction in formal schools after Standard 5. It is taught as a second language in the NLP in Botswana. Table 42b in Appendix A shows the eligible population who failed English oral test by district and sex. The highest failure rates in English oral test were found in Kweneng East with 10.8% followed by Central Serowe/Palapye (10.1%) and Central Tutume (9.9%). Towns recorded the lowest numbers of people who failed English oral test, especially the mining towns of Orapa and Jwaneng. More females (54.7%) than males (45.3%) failed English oral test. Variations in performance by district were observed. In Gaborone, Francistown, Kweneng East and Kgatleng, there were more males than females who failed English Oral test. A very high percentage, 50.9% did not take the Oral English test. The majority of those who

did not take the English Oral test were from Central Serowe/Palapye (11.3%), followed by Kweneng East (10.3%), and Central Tutume with (10.0%).

### **3.27 Competence In Setswana And English Reading, District And Sex**

Table 43 in Appendix A focuses on eligible population test results in Setswana and English reading, by district and sex. Performance was measured on the basis of whether there were differences in tests results according to district. Central Tutume recorded the highest number of people (2,019) who were incompetent in Setswana reading followed by urban villages with 1,513 people and Serowe/Palapye with 1,505. In the English reading test, Kgatleng recorded the highest number of people (363) who were incompetent followed by South East with 350 people. There were variations in the performance of males and females according to district. In Kgalagadi South, all the 76 males who took the English reading test were incompetent while the majority of women showed some competence (121) and high competence (71).

#### *3.27.1 Competence In Setswana And English Writing By District And Sex*

Data on Table 44 in Appendix A show the eligible population test results in Setswana and English writing, by district and sex. Central Serowe/Palapye had the highest percentage of people who were incompetent in Setswana writing (12.0%) followed by urban villages with 11.3%, Ngamiland West with 8.5%, Bobonong with 7.2% and North East with 7.0%. In Chobe, all those who took the English writing test (100%), demonstrated high competence, while in Kgalagadi North all the 76 people who took the test demonstrated incompetence(100%). Some districts, Ngamiland East, Central Tutume, and Ngwaketsi East had no people who demonstrated high competence in the English Writing test. There were variations in performance of males and females in the districts. Males failed to demonstrate high competence in Setswana writing in Ngwaketse, Barolong, South East, while females demonstrated high competence in reading in these districts. Males demonstrated high competence in 16 districts while females showed high competence in English writing in only 11 districts.

#### *3.27.2 Competence In Setswana And English Oral, By District And Sex*

Table 45 in Appendix A indicates eligible population test results in Setswana and English oral, by district and sex. Data shows that there was no district that demonstrated incompetence in the English oral test. A few districts namely Ngamiland East, North East, and Ngwaketse West, Ngwaketsi, Jwaneng, Sowa Town and Selibe Pikwe had no people who demonstrated high competence in the English oral test. In contrast, in the Setswana oral test, all districts recorded people with incompetence except Orapa, Jwaneng and Sowa Town. Males demonstrated high competence in English in 16 districts compared to 12 for females.

#### *3.27.3 Competences in Numeracy By District and Sex*

Table 46 in Appendix A shows that the highest percentage of people who were incompetent in numeracy was Ngwaketse (12.1%) followed by Kweneng East, (11.8%). Sowa Town had the lowest percentage of respondents ( 0.04%) followed by Orapa (0.05%). These are mining towns with a fairly small population overall and probably people could have been at work during the survey. The highest percentage of respondents came from Kweneng East, (10.5%), which also had the highest number of people who were incompetent in numeracy.

#### *3.27.4 Test Result For the NLP*

This section presents results of the performance of respondents who attended non-formal education classes and those who were still attending at the time of the survey. There are five primer levels in the NLP. The survey established if the literacy programme participants could read, write and answer oral tasks in English and Setswana. Numeracy skills were also assessed. In addition to the Setswana primers learners are offered English as second language course. English could be introduced after Primer 5 or as soon as the learners express the desire to learn it. Table 47 in Appendix A shows test results by subject. More people in the NLP took the tests compared to those in the 1993 literacy survey. (See Table 47a).

#### *3.27.5 English Reading, Writing and Oral*

Table 47 in Appendix A shows performance by subject. There were no clear differences in performance according to primer level in English reading, writing and oral skills. A possible reason for this outcome is that literacy in English is introduced only when participants feel ready. The primer level does not therefore reflect the level of literacy skills in English.

#### *3.27.6 Setswana Reading and Writing*

Performance in reading and writing Setswana improved with the level of the primer. In Setswana reading, there were more of the candidates in Primer 4 and 5 performing at the level of high competence compared to the lower primers. Performance in Setswana writing was lower than that in Setswana reading with very few candidates performing at the level of high competence. The majority of those in Primer 4 and 5 performed at the level of 'some competence'. There were however, no differences according to primer level in the Setswana oral test. More than half the candidates at each primer level passed at the level of high competence.

#### *3.27.7 Numeracy*

More than half of those in Primer 4 and 5 passed at the level of high competence while between 780 and 3,149 candidates in the lower primers revealed no competence in numeracy.

### **3.28 Test Results: NLP By Age Group And Sex**

Table 48 in Appendix A shows that a total of 40,691 candidates who took the tests had not attended NLP with 19,586 (48.1%) being male and 21,305 (51.9%) female. There were equal number of candidates for each of the seven tests with males and female participation in the same proportions as for the total candidature.

#### *3.28.1 English Reading Test by Age and Sex*

In the English reading test, there were more people (19.8%) with high competency in the age group 45-49 with more of them being male (58.7%). There were no people with high competency in the 10-14 year age group.

#### *3.28.2 English Writing Test by Age and Sex*

In the English writing test, there were more people (19.7%) with high competency in the age group 55-59 with more of these being females (79.8%). There were less people with high competency in the 10-29 years age groups. The English oral test had more (26.3%)



high competent candidates in the age group 65-69 with more of these being males (53.5%). There were no people with high competency in the age group 10-11 years.

### *3.28.3 Setswana Reading and Writing Test by Age and Sex*

Setswana reading test had more people (15.2%) with high competence in the age group 45-49 with more being male (56.3%). There were no people with high competency in the 10-24 age groups. In the Setswana writing test, there were more people (15.7%) with high competence in the age group 40-44 with more being male (54.9%). There were less people with high competency in the age group 35-39. In the Setswana oral test, there were more people (20.6%) with high competency in the age group 55-59 with more being females (80.7%). There were less high competent people in the age group 15-19.

### *3.28.4 Numeracy Tests by Age and Sex*

The numeracy test had more people (18.2%) in the high competence category in the age group 65-69 with more being male 55.3%). There were no people with high competence in the age group 25-29 years.

### *3.28.5 Test Results of Eligible Population by Attainment and Sex*

There are multiple sources of learning opportunities. Table 49 compares test results of those who never attended literacy classes or never attended formal school, with those who did not complete Standard 1 and those who attained Standard 1 to 4. Candidates were assessed in English reading and writing, Setswana reading, writing and in numeracy. The number of candidates who took the tests were almost equal for each of the tests (4,232).

### *3.28.6 English Reading and Writing*

In English reading, more than half (74.4%) of those who never attended school but were self-taught were in the high competence category. Also, more than half those who took the test with Standard Three (54.0%) and Standard Four (49.3%) attainment were in the high competence category. In English writing, more than half (74.4%) of those who never attended school and those with Standard Four attainment (54.5%) were in the high competence category.

### *3.28.7 Setswana Reading and Writing*

In Setswana Reading, more than half (63.2%) of those who never attended school and those with Standard Four attainment (90.9%) were in the high competence category. In Setswana Writing, more than half of those who never attended school and those with Standard Two, Three and Four attainment were in the high competence category.

### *3.28.8 Oral Tests*

Performance on the English Oral test improved with level of attainment. Those who completed Standard 3 and 4 performed better than those in the lower grades and those who were self taught. Performance on the Setswana Oral test was more or less the same across all levels of attainment. All the candidates performed at the level of 'some competence' or 'high competence'.

### *3.28.9 Numeracy Test*

Performance was more or less the same across all levels. Scores were clustered around the 'some competence' and the 'high competence' performance levels.

## SECTION F: LITERACY SKILLS

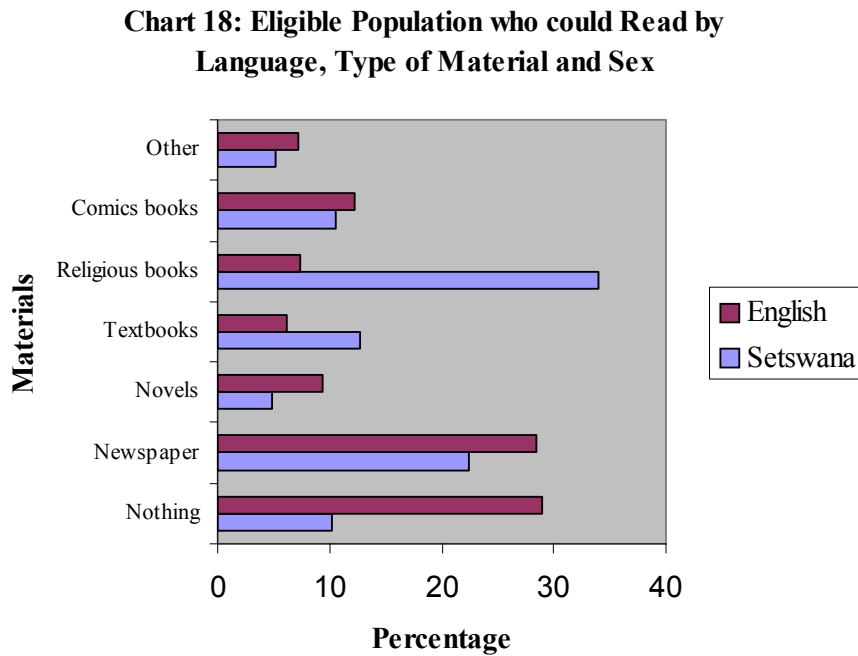
### 3.29 Use of Literacy Skills

The Botswana Government has made several efforts to create a literate environment for those who have acquired reading and writing skills. The questions on materials read and the types of things the eligible population wrote in their daily lives may be a crucial ingredient of creating and sustaining a literate environment and learning on a lifelong basis as envisaged in the 1994 Revised National Policy on Education. In order to achieve the goal of creating a literate environment, the Department of Non-Formal Education and the Botswana National Library Service collaborated to establish Village Reading Rooms (VRRs) to provide neo-literates with post-literacy and other supplementary reading materials. Based on this goal participants were asked to indicate the materials they read and the types of written activities they engaged in during their daily lives.

#### 3.29.1 Eligible Population By Type Of Material Read And Sex

Table 52 in Appendix A shows a summary of the type of material read in Setswana and in English. There were more people reading Setswana materials (62,4900), compared to English (8,337). Those who read Setswana materials were mostly likely to read religious books (33.9%) while those who read English are most likely to read newspapers. The second most common Setswana materials read are news papers (22.4%), mostly read by males (35.4%). The least read Setswana material are novels. In English reading, a large proportion of people (29.0%) reported having nothing to read as shown in Figure 18.

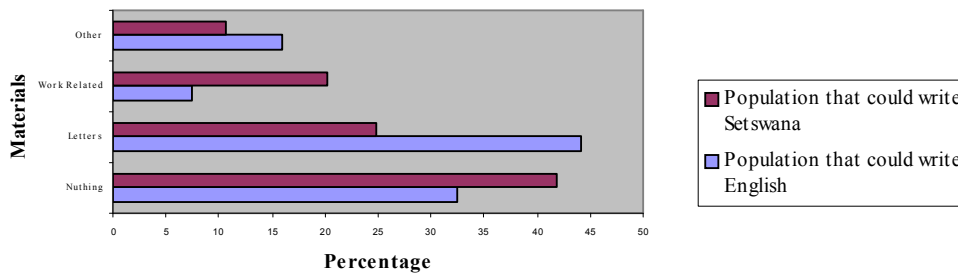
**Figure 18: Eligible population who could read, by language, type of material, and sex**



### 3.29.2 Eligible Population by Type of Work Written and Sex

An analysis of the type of material written is in Table 53 in Appendix A. In Setswana writing, most people wrote letters (44.2%). However, there is a considerable number who reported having nothing to write (32.4%). There were gender differences in the writing of letters and reports on having nothing to write. Though writing work related materials was among the least popular written materials (7.5%), it has to be noted that this form of writing is mostly reported by males (14%) compared to females (3%). In writing English, most people reported having nothing to write (41.8%). Writing of letters ranked second (24.8%) while writing of work related materials ranked third, again, with males recording more of this kind of writing (30.9%) compared to 11.3% of females. Figure 19 compares type of work written by language.

**Figure 19: Eligible population that could write by type of work written and sex**

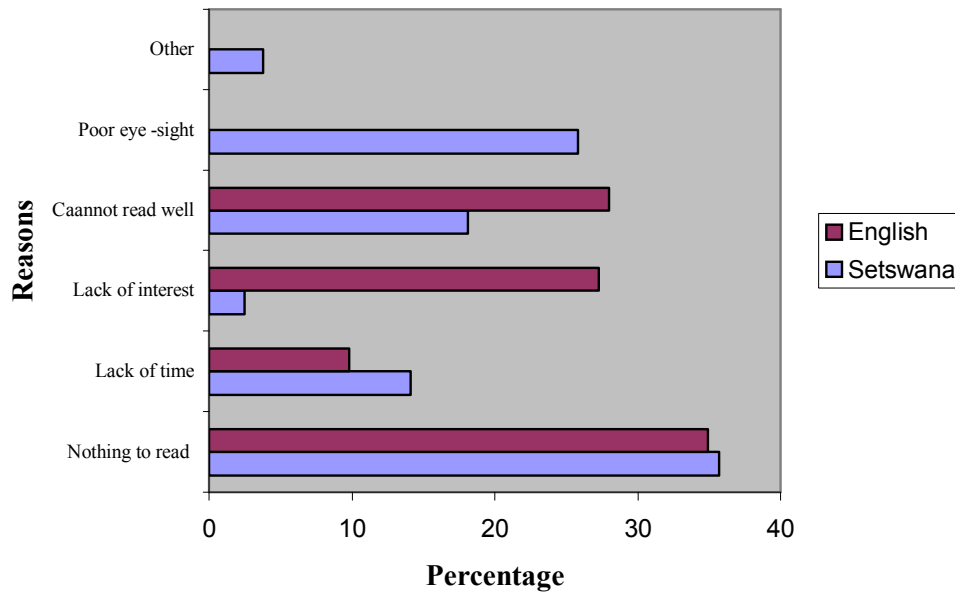


### 3.29.3 Eligible population by language, reason for never reading and sex

Reasons for never reading in Setswana or in English are shown in Table 54 in Appendix A. In Setswana, the most popular reason reported was that they did not have anything to read (35.7%) and this was reported mostly by females (41.0%). It should be noted that poor eyesight was also reported as a second highly contributing factor for not being able to read (25.8%) with females being the most affected (31.6%) in comparison to 16% of males. Lack of interest in reading Setswana was the least reported reason (2.5%).

In English reading, as in the Setswana reading, the majority reported having nothing to read as a contributing factor (34.9%). The second popular reason for not reading in English was given as not being able to read well (28.0%). Figure 20 shows reasons for never reading by language.

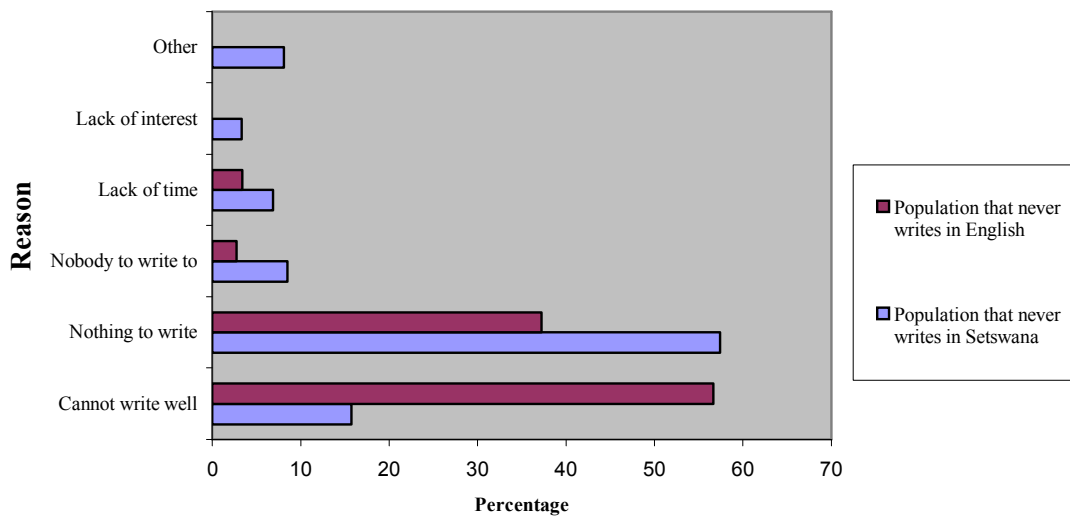
**Figure 20: Eligible population by language and reason for never reading**



**3.29.4 Eligible Population By Language, Reason For Never Writing and Sex -2003**

Table 55 in Appendix A shows participants reasons for never writing. In Setswana writing, 57.4% of the participants did not write anything because they had nothing to write. The majority of them were females (59.4%). In English language, however, 56.7% had nothing to write because they could not write. The majority who had nothing to write were males (60.5%). Inability to write and lack of something to write about were therefore major factors for never writing in these languages. Figure 21 shows reasons for never writing by language.

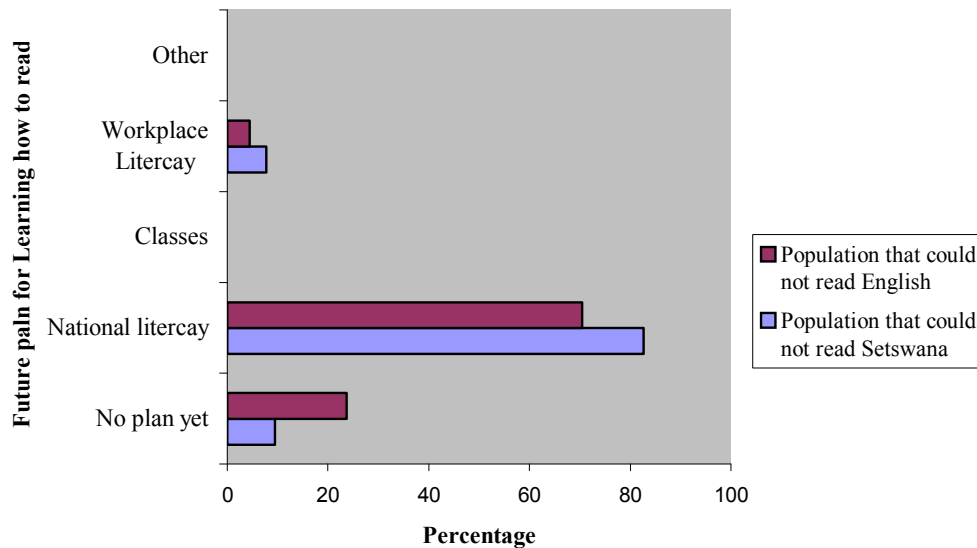
**Figure 21: Population that never writes English or Setswana, by reason for never writing**



### 3.29.5 Eligible Population by Language, and Future Reading Plans

Table 56 in Appendix A shows population who could not read by language, future reading plan and sex. A very small number of people (688) reported they could not read in Setswana compared to a very large number (104,036) who could not read in English. In Setswana reading, the majority of participants plan to enroll in the National Literacy classes (82.7%). In English again, plans to enroll in the planned National Literacy classes rank highest (70.5%). Plans to enroll in the workplace literacy programmes were the least popular in both languages with only 7.8% enrolling in Setswana and 4.4% in English reading lessons. This shows that people were aware of the National Literacy programme and were willing to enrol in it. A considerable percentage of participants reported having no plans to read in English (23.6%) and this was fairly distributed among the sexes (22.8% males and 24.3% females). Figure 22 shows population who could not read by language and future reading plan.

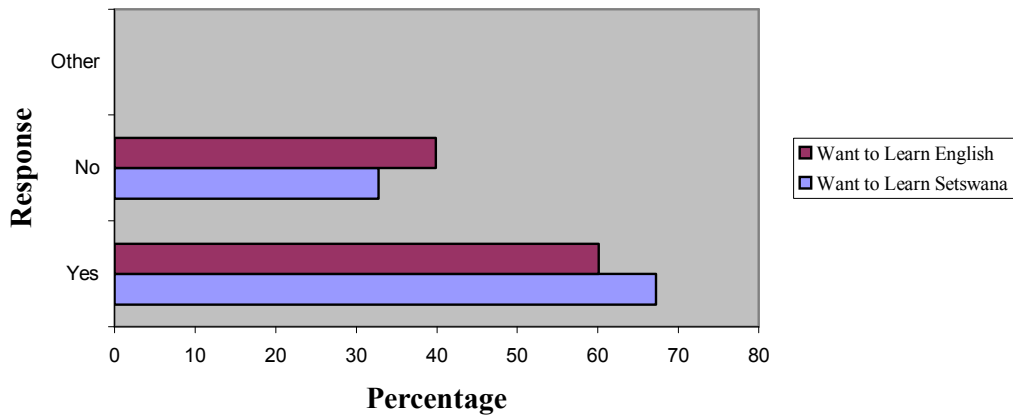
**Figure 22: Eligible population who could read, by language, future reading and sex**



### 3.29.6 Eligible population who wish to take Setswana and English Lessons

The use of Setswana and English for personal and official communication purposes makes it necessary for participants to want to learn it. Both languages are also important in enabling participants to cope with their daily life activities such as completing forms, reading instructions on medicines and receiving instruction at work. The survey intended to establish the extent of the need for Setswana and English in various aspects of the participants' lives. Table 57 in Appendix A shows that 68.4% of the participants who did not know Setswana wanted to learn it. More males (69.7%) showed a greater demand for Setswana than females. In comparison, 60.1% of the participants who did not know English wanted to learn it, with the highest demand expressed by males (61.2%). Figure 23 shows eligible population who wished to take Setswana and English Lessons.

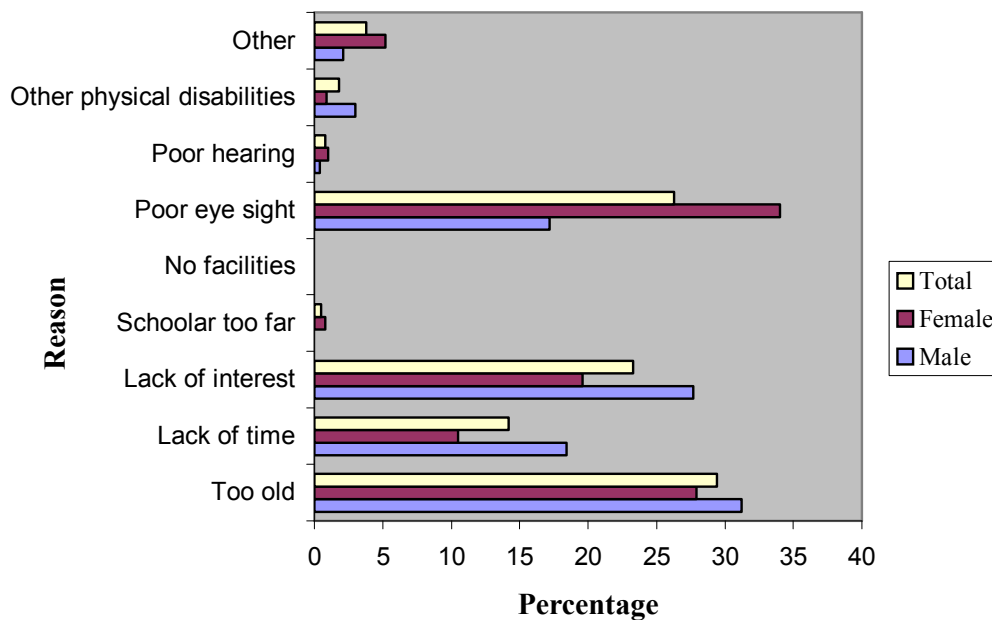
**Figure23: Eligible Population who wish to take Setswana and English lessons**



*3.29.7 Reasons For Not Willing To Learn Setswana*

Data in Table 59 indicates that several reasons were furnished for not willing to learn Setswana. Some participants cited being ‘too old’ (29.4%) as the main reason for not willing to learn Setswana. This was followed by 26.3% who cited ‘poor eye sight’ as the reason for not willing to learn Setswana. However, there were those who expressed ‘lack of interest’ (23.3%) as the reason for not learning Setswana. These were mostly females 27.7% compared to 19.6% for males. ‘Lack of time’ was also noted as a reason for unwillingness to learn Setswana. Figure 24 shows reasons for not willing to learn Setswana by sex.

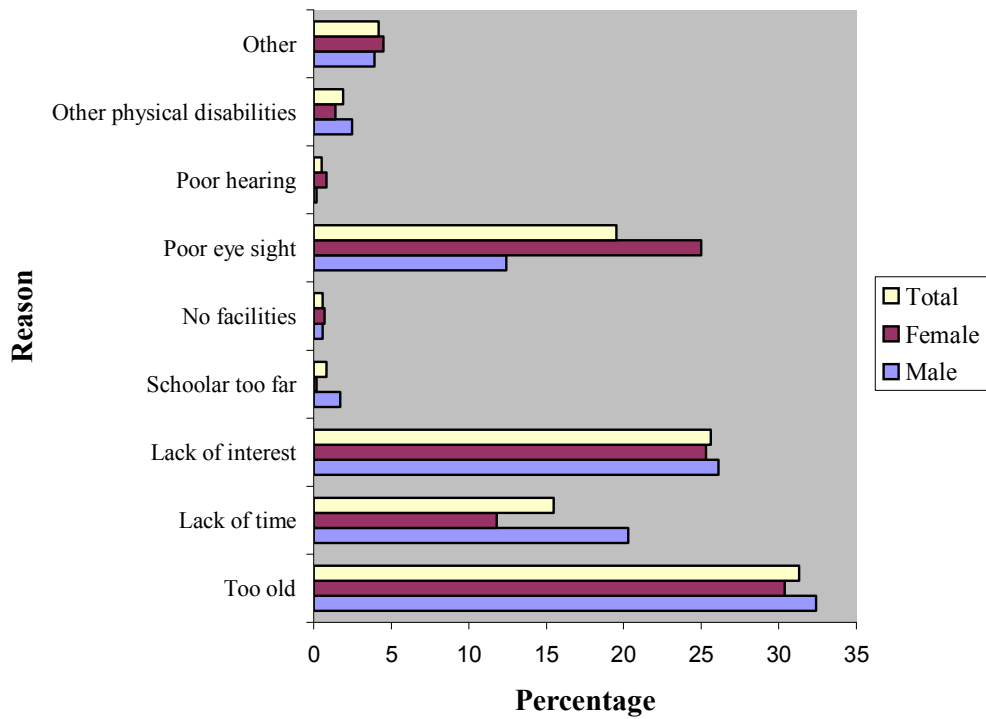
**Figure24: Reasons for not willing to learn Setswana, by sex**



### 3.29.8 Reason For Not Willing To Learn English By Sex

Table 60 in Appendix A shows that a substantial proportion (31.4%) of participants indicated ‘too old’ to learn as the reason for not willing to participate in English lessons. Other reasons were as follows: “not interested” (25.6%), ‘poor sight’, (19.5%) and ‘lack of time’ (15.5%). There were more males participants who advanced most of these reasons. Poor sight was expressed mainly by females. The challenge for practitioners and educators is to encourage eligible respondents to overcome these obstacles so that they could access learning opportunities. Figure 25 shows reasons for not willing to learn English by sex.

**Figure 25: Reason for not willing to learn English, by sex**



## SECTION G: LITERACY IN OTHER LANGUAGES

### 3.30 Other Languages

There are efforts underway to promote minority languages such as Naro spoken by some Khoesan, Ikalanga by the Bakalanga and Shiyei by the Bayei, to mention a few examples. To assess the impact of these programs, literacy in other languages was assessed through self reports. Data in Table 66 Appendix A indicates the responses of people who were asked if they were literate in 13 other languages apart from Setswana and English. It revealed that people were literate in 10 of the 13 languages surveyed. The largest number or 44.0% of the people could read Sekalaka. The second highest number or 16.6% of the population could read Zezuru/Shona. SeKgalagadi, Shiyei, Sekgothu, and Sesarwa could each be read by less than 100 people. There were no people literate in Setswapong, Sebirwa, and Sesubiya. The largest percentage of people 19.4% who were literate in languages other than Setswana and English were in the 55-59 year age group followed by those in the 50-54 year age group.

Data was further disaggregated by district and age. Tables 67 and 68 in Appendix A show the population of people aged 10 years and over who are literate in languages other than Setswana and English by district and age group. Central Tutume had the highest percentage (27.4%) of people who were literate in languages other than English and Setswana. People who could read Sekalaka are concentrated in Central Tutume. In Central Tutume the majority of people who were literate in languages other than English and Setswana were concentrated in the 54 to 69 year age group. Ngamiland came second with 10.7% of the people. In general, literacy in languages other than English or Setswana increases with the increase in age.

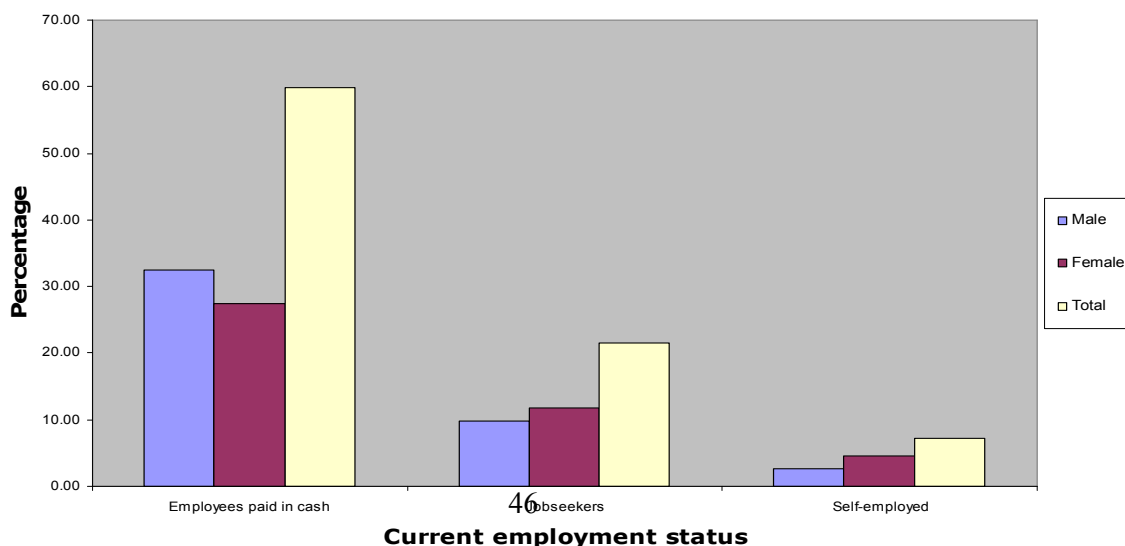
## SECTION H: ECONOMIC ACTIVITIES

### 3.31 Economic Activity of Those Who Never Attended School or Left School Before Completing Standard 5

Literacy plays an important role in the modern production process. An educated labour force is most likely to be more efficient, productive and to engage in a variety of economic activities that carry financial rewards. This section relates literacy of an individual to their economic activities in general and more specifically to their status of employment as well as other labour force characteristics, such as occupation, industry and sector of employment. The United Nations System of Accounts describes economically active persons as those who supply labour for the production of goods and services for the market, barter or for home consumption. The production industry includes paid employment as well as a wide range of self-employed activities. Domestic chores such as cooking, child care and other reproductive activities mainly performed by women are however excluded from the self-employed activities.

Table 61 shows the economic activities of the population ten years and above who never attended school or left school before attaining Standard 5 (see Chart 26). Those who never attended school formed 70.9% of the population with 29.1% comprising of those with Standard One to Four. The most common economic activity for the whole population is 'homemaker' (39.6%), followed by 'paid non-seasonal work,' (31.0%).

**Figure 26: Population 10 years and over by district, sex and current employment status**



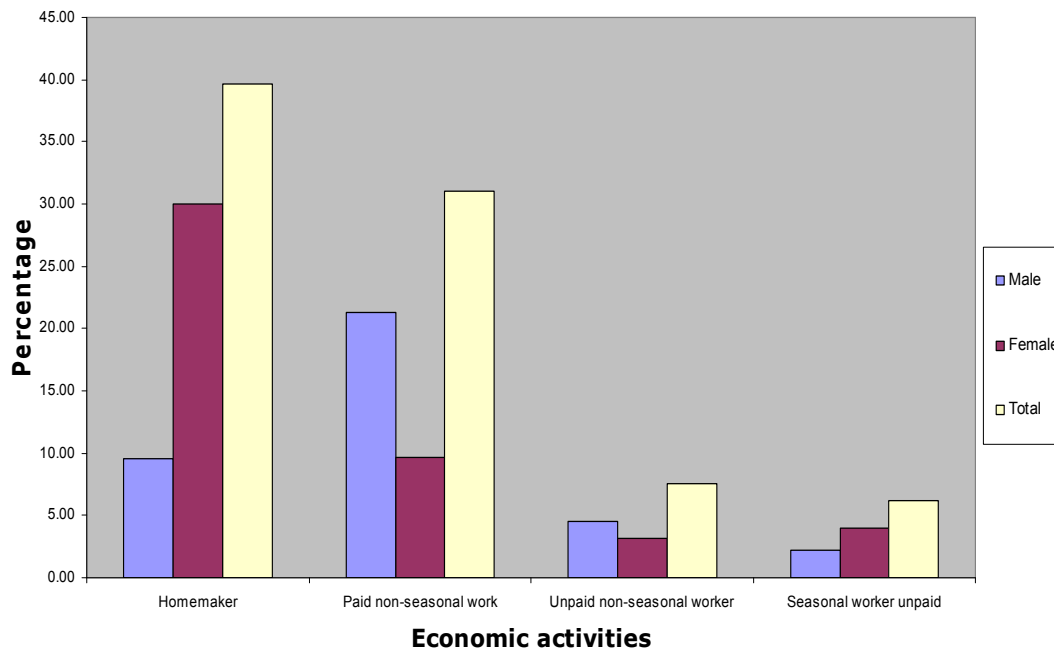


There are differences in the proportions of males and females engaged in paid non-seasonal work and the category of homemaker. In the population of those who never attended school and those with Standard 1 to 4, there are more men (71.7%) than women engaged in non-seasonal paid work. This will seem to suggest that illiterate women have lesser chances of getting a job compared to illiterate men. There are in contrast to the category of paid non-seasonal work, more women (76.1%) than men engaged in the category of homemaker. The economic activities seem to follow the gender role stereotypes where more men engage in economic activities for cash income, while more women are engaged in the multiple home chores for which they are not paid.

### 3.32 Economic Activity By Age and Sex

Data on Table 62 in Appendix A shows the economic activities of those 10 years and above according to age and sex (see figure 27). The data indicates that the majority of those engaged in unpaid seasonal work were in the age group 50 to 69. The 50 to 69 year age group was also in the majority of those engaged in unpaid non-seasonal work. There were gender differences in the retirement age and school enrolment patterns. The data indicate that men were more likely to start retirement from the age of 40 years while women started retirement at the age of 55 years. There was also gender differences as regards 'student' which is listed as an economic activity (see Table 62). The data shows that there were no male students above the age of 49 years. In contrast, there were females students aged between 55 and 69 years.

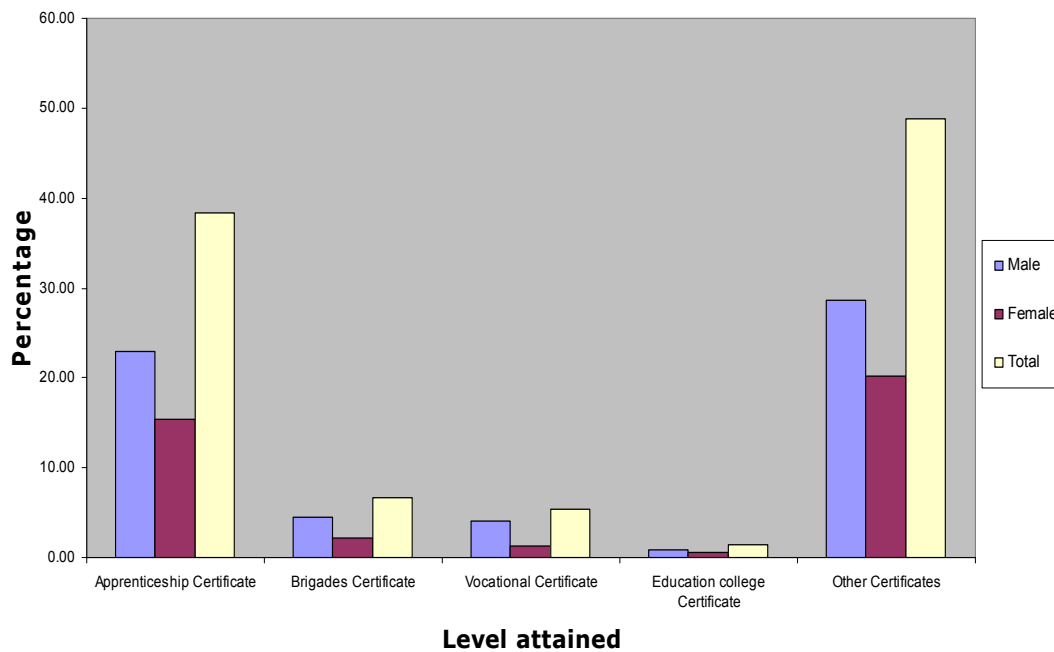
**Figure 27: Economic activity of those Who never attended school or left school before completing Standard 5**



### 3.33 Working Population by Major Occupation and Sex

Table 63 in Appendix A shows working population aged 10 years and over whom never attended school or left school before completing Standard 5 by major occupation and sex (see figure 28). There were more males (63.1%) than females in the working population. The data shows that the majority (64.2%) of the employed respondents were engaged in elementary occupations, followed by craft and related trades (15.3%) and skilled agriculture and related workers (11.6%). There were no females in the legislators, administrators and clerk occupation category. The plant, machine operators and assemblers had a small proportion of female employees.

**Figure 28: Trained population by course, sex, and level attained**



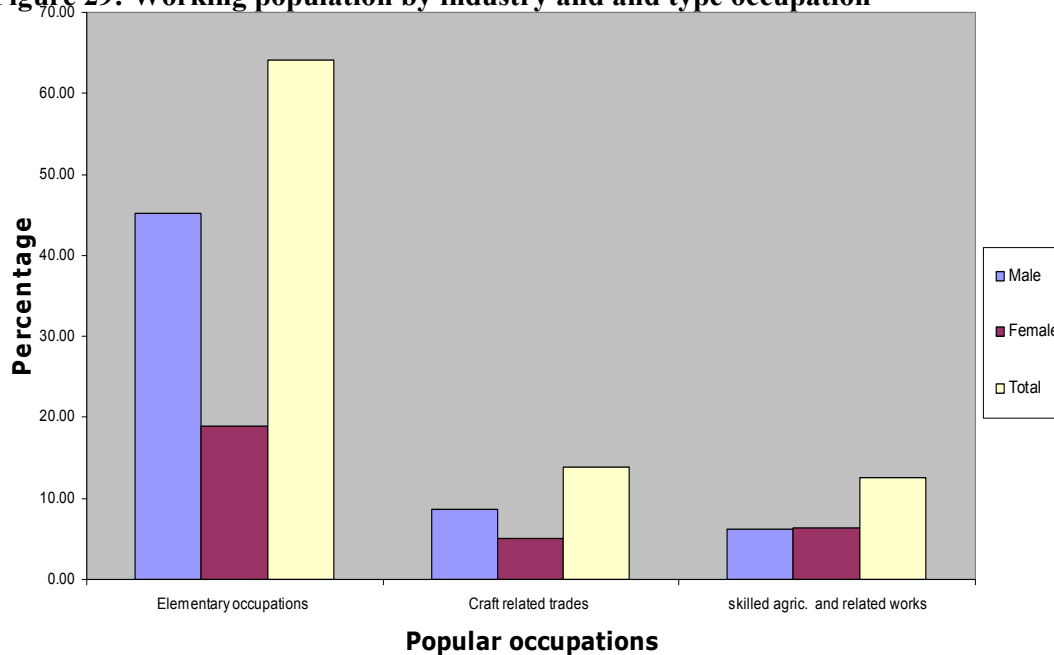
### 3.34 Trained Population By Course, Level Attained And Sex.

Table 65 in Appendix A indicates trained population 10 years and over, who never attended or left school before completing Standard 5 by training course, level attained and sex. Data shows that transport and communication with 32.2% of the trained people was the most popular subject of training. The Construction trades program ranked second with 31.6% of the trained people, while craft and industry ranked third with 15.3% of the trained people. There were gender differences in the subject of training and the level of attainment. The construction and trades program which attracted 30.8% of the females was the most popular for the females, followed by transport and communication (28.5%). With 34.7% of them in this training, males ranked first in transport and communication while construction and trades was the second preferred program (32.1%). With 48.2% of them under this classification, a majority of the trained population had a certificate classified as 'other'. The second most popular certificate was the apprentice which attracted 38.8% of the of the people

### 3.34.1 Working Population by Industry and Occupation

Table 71 in Appendix A shows the types of occupations and the industries where those who never attended school or left school before completing Standard 5 were working (see figure 29). Data indicates that elementary occupations attract the largest 64.2% of this population, followed by craft related trades with 13.8% people and skilled agriculture and related works with 12.6% people. The largest number of these people 58.3% was employed in the agriculture, hunting and forestry industry. The second largest employer was construction industry which employed 9.7% of the people, while the wholesale and retail industry was the third largest employer with 6.9% of the workers. Males constituted 66.9% of the workforce while females were 33.1%. The agriculture industry was the largest employer (58.3%) of both males and females. The second largest employer for males was the construction industry which employed 10.3% of the male workers followed by the public administration industry employing 4.9% of them. In contrast the wholesale and retail industry was the largest employer of females. It employed 12.2% of them, followed by the private household industry which employed 11.5% of the females (see figure 30).

**Figure 29: Working population by industry and and type occupation**



**Figure 30: Working population, by industry, occupation and popular industries**

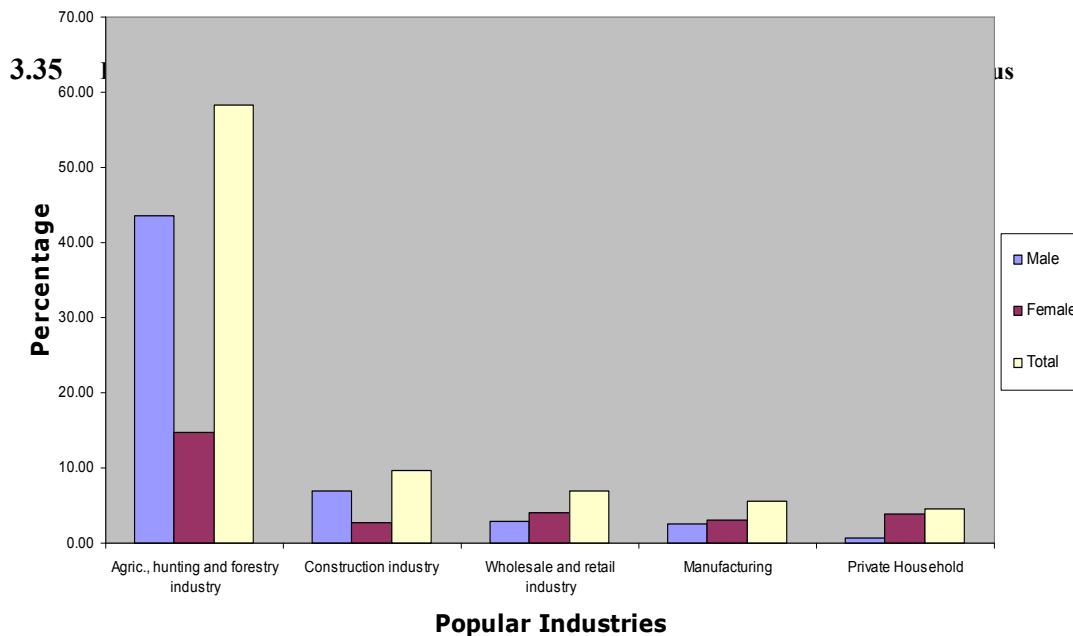


Table 73 in Appendix A shows population aged 10 years and over by district, sex, and current employment status. The data indicates that the majority (59.9%) of the population were employees paid in cash. Jobseekers constituted 21.5% of the population. Gaborone with of had the largest number (18.2%) of employees paid in cash. Central Tutume ranked second with 7.4% of employee paid in cash while Central Serowe Palapye ranked third with 7.3% of the people paid in cash. Central Serowe /Palapye had the largest number, 12.9% of self employed people while Gaborone ranked second with 12.1% and Central Tutume ranked third with 8.9% of self employed people. The largest number or 23.3% of self-employed people with employees was in Gaborone. Central Mahalapye had the highest number (15.7%) of people working in the lands followed by Ngamiland West with 12.7% of the people. Barolong had the highest unemployment rate (47.8%) followed by Ngwaketse West (40.6%).

### **3.36 Employed Population, and Language Requirements For Employment**

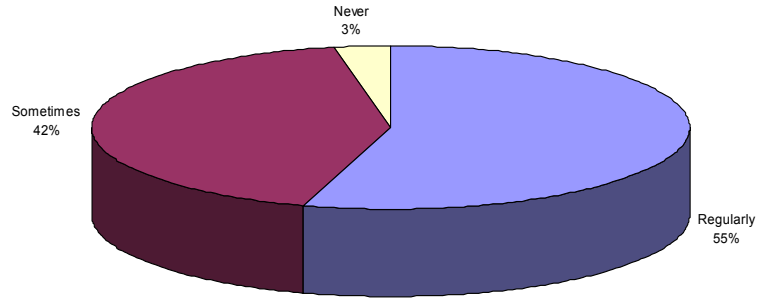
Setswana is the national language while English is the official language. Participants were asked to indicate whether the use of either language was a requirement for employment in their current job. According to data on Table 79 in Appendix A , 37.7 % of those employed revealed that reading and writing in Setswana was a requirement for employment in their current work. In contrast 46.8% indicated that reading and writing in English was a requirement for employment in their current job. The results are similar to the 1993 Literacy Survey findings. The majority or 35% of those for whom who reading and writing were equirements for employment at their work place were in the 45-59 year age range. Older people in the age range 65-69 years reported that reading and writing in English was not required in their employment. The pattern in the requirement of reading and writing for work was more or less the same for both males and females.

### **3.37 Employed Population Requirements In The Current Job**

The largest number (17.0%) for whom reading and writing was not a required in the current job was in the 35-39 age group followed by those in the 45-49 year age group which was 16.9% of the people. English was not required for the 10-29 year age group and the 60 to 70+ age group. Reading and writing was required for females in the 30-39 year age group but was not required for males in the same age group (see figures 31, 32 and 33).

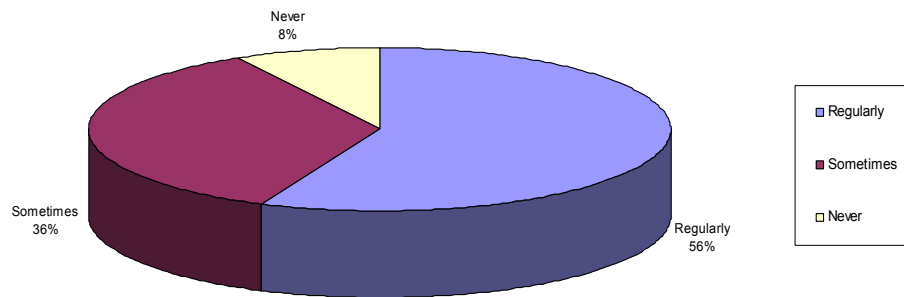
**Reading and/or writing in Setswana used by Male**

**Figure 31: Population of males aged 10 years and over who use Setswana reading skills at work in current job**



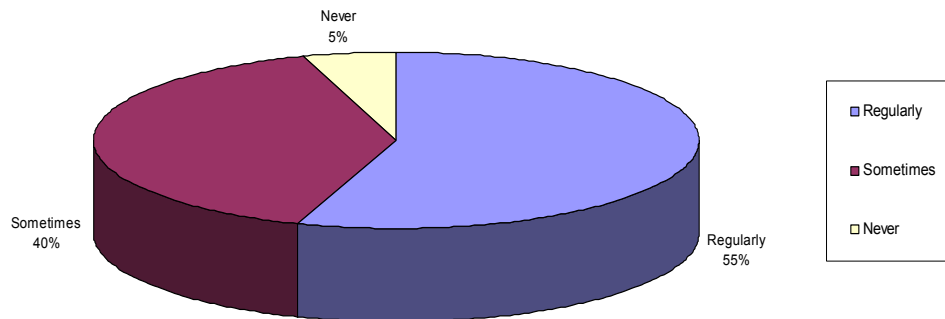
**Figure 32: Population of females aged 10 years and over who use Setswana reading skills at work in current job**

**Reading and/or writing in Setswana used by Female**



**Figure 33: Population aged 10 years and over who use Setswana reading skills at work in current job, both sexes**

**Reading and/or writing in Setswana used by Both Sexes**

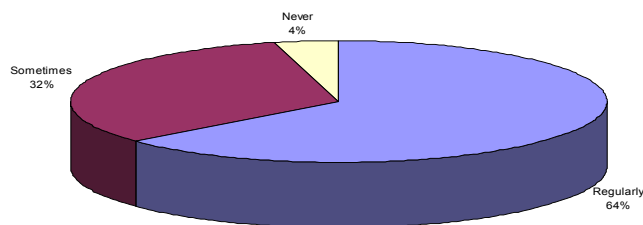


*3.37.1 Employed Population Who Use Reading In The Current Job*

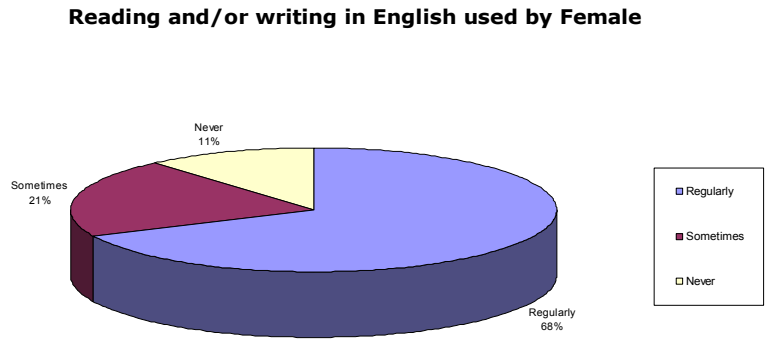
Table 81 indicates the employed population aged 10 years and over who used reading and Writing in Setswana or reading and writing in English in their current job. The table shows that only 4.8% of the employed population never read and wrote in Setswana while only 5.8% never read or wrote in English (see figures 34, 35 and 36). Once employed the majority of the employees read or wrote in English or Setswana. Reading and writing in Setswana is not used by for the 10-14 year age group only while reading and writing in English is not used by the 10-14 and the 65-70 year age groups. English reading was not used for males 10-24 and for females 10-29 years.

**Figure 34: Population of males aged 10 years and over who use English reading skills at work in current job**

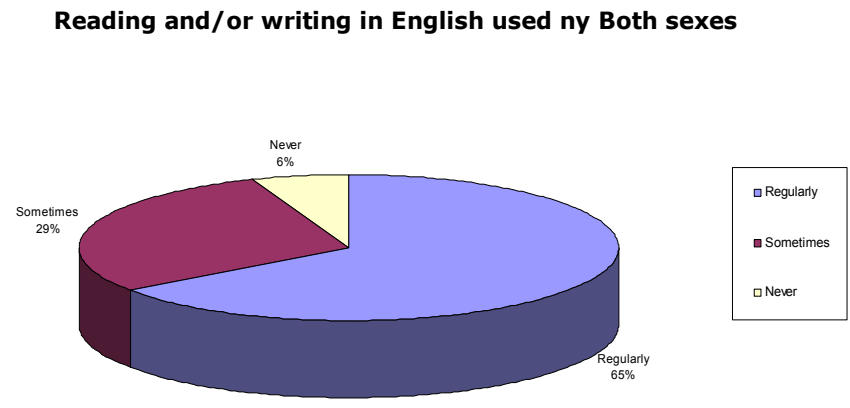
**Reading and/or writing in English used by Male**



**Figure 35: Population of females aged 10 years and over who use English reading skills at work in current job**



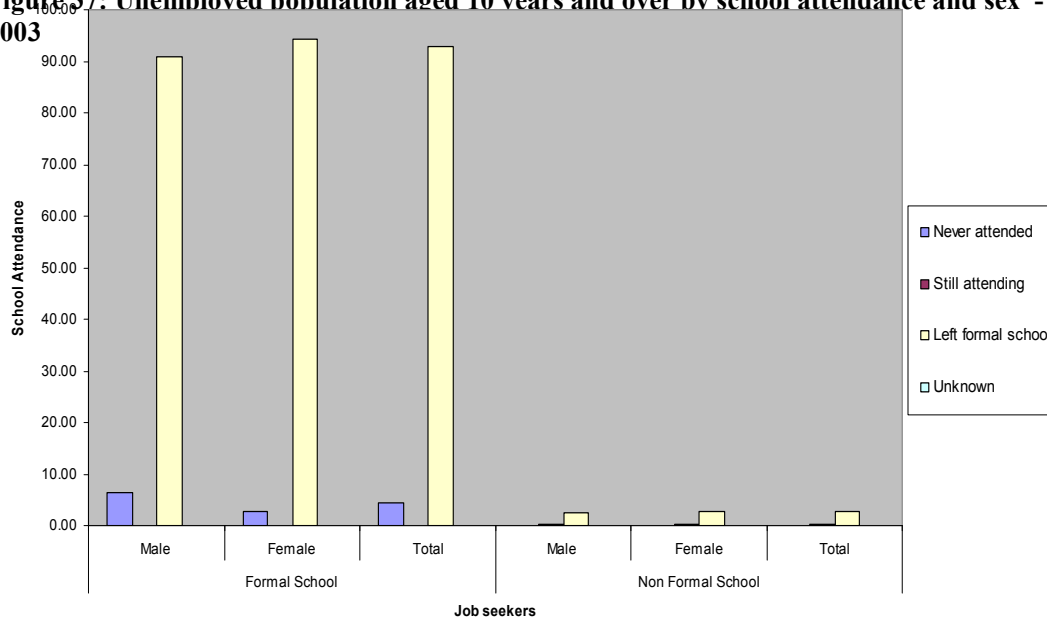
**Figure 36: Population aged 10 years and over who use English reading skills at work in current job, both sexes**



*3.37.2 Unemployed Population by School Attendance and Sex*

Table 82 in Appendix A shows unemployed population aged 10 years and over by school attendance and sex. The largest number, 92.7% of job seekers had left formal school.

**Figure 37: Unemployed population aged 10 years and over by school attendance and sex - 2003**



### 3.38 Unemployed 10 years and Over by Age Group and Sex

Table 83 in Appendix A indicates the unemployed population aged 10 years and over by age and sex (see figure 38). The largest number or 37.2% of jobseekers was in the 20-24 year age category, followed by the 25-29 year age group with 21.2% of jobseekers. There were gender differences in jobseekers by age. Female jobs seekers generally increased with age while male job seekers decreased with age (see figure 38).

**Figure 38: Unemployed population aged 10 years and over by age group and sex - 2003.38.1 Unemployed 10 years and Over by District and Sex**

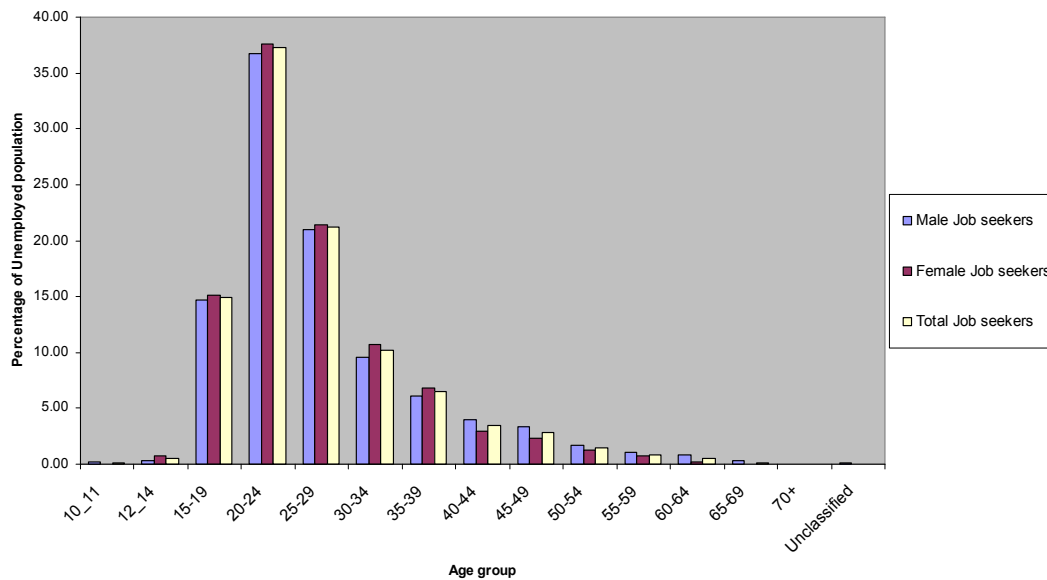


Table 84 in Appendix A shows the unemployed population 10 years and over by district and sex. Gaborone had a larger proportion (10.4%) of jobseekers compared to other towns. Kweneng East had the highest proportion of jobseekers (15.3%). There were more female jobseekers than males in all the districts. Females formed the largest proportion (53.8%) of job seekers.



## SECTION H: DISCUSSION, SUMMARY AND RECOMMENDATIONS

The report presents a discussion and recommendations based on the findings of the survey. The discussions and recommendations are organised around the sections in the analysis and results chapter.

### 3.39 Adult Literacy Rates

The analysis shows that literacy rates for adults 15 to 65+ increased from 68.9% in 1993 to 81% in 2003. The national adult literacy rate therefore increased by about 12%. Botswana's goal was to increase the national adult literacy rate from 68.9% in 1993 to 90% by 2003. If the literacy rates continue to increase by 12% every ten years, Botswana is most likely to have a literacy rate of about 93% in 2013.

A further analysis of literacy rates by district revealed that the town districts of Gaborone, Francistown, Lobatse, Selibe Phikwe, Orapa, Jwaneng and Sowa Town had exceeded the 90% literacy level set after the 1993 national literacy survey. Literacy rates for these town districts range between 92% and 98%. There were wide disparities of literacy attainment by district. Kweneng West, Ghanzi, Ngamiland West, Kgalagadi North, Kgalagadi South, and Central Boteti had literacy rates below the national literacy rate. Worse still, literacy rates in these districts were below the 68.9% national literacy level achieved in 1993.

There were also differences in literacy attainment based on age and sex. Data revealed that those 40 years and above had literacy rates below the national literacy rate of 81%. It is **recommended** that literacy levels to be achieved by 2013 be set for this age group. A marked increase in literacy for this age group could significantly increase the literacy rate by 2013. Gender differences in literacy range between 0% (no difference) and 11%. The largest difference in literacy rates between females and males was in Kgatleng where female literacy rates was higher than male literacy rates by 10%.

Nineteen percent of Botswana Citizens remain illiterate. In line with the Dakar Framework of Action (2000), Botswana's goal is to reduce illiteracy by 50% by 2015. It is **recommended** that the disparities of attainment of literacy that exist between the districts be addressed. There is need to set literacy levels to be achieved by 2013 in districts with literacy levels below the national literacy rates. Priority should be given to those districts with literacy rates below the 1993 national literacy rate of 68.9%. Districts with higher gender differences in literacy rates need urgent attention if the country is to achieve a 100% literacy rate.

The age specific literacy rates differences have implications for curriculum planning, especially the types of materials that are developed in the adult literacy programmes. It is **recommended** that research be carried out on age specific literacies and literacy materials and that the information be used to design the literacy course materials that address and meet the needs of different age groups.

### 3.40 Population That Never Attended School

Data revealed that districts with low literacy rates also had high proportions of people who never attended both formal and non formal school or left school before completing Standard Five. On the whole, the national proportion of the population 12 years and above who never attended school decreased from 21.3% in 1993 to 10.5 in 2003.

There is a total of 5,371 children aged 10-14 years who never attended both formal and non-formal school or left school before completing Standard 5. These children are concentrated in Kweneng West, Ghanzi, Kgalegadi North and Central Boteti. The challenge is to provide 10 years of basic education as well as life skills and HIV/AIDS education to these children. During NDP 9 Government will 'construct and equip six out of school education resource centre for out of school education programs'. It is **recommended** that in constructing the centres, priority be given to these regions.

### **3.41 Participation in the Literacy Program**

#### *Access, Enrolment*

The 2003 literacy survey investigated enrollment, retention and drop out of participants in literacy programs. The results revealed that about 71% of the eligible population never attended literacy classes. In the 1993 national literacy survey, 81% of the eligible population did not attend literacy classes. The current survey thus shows a 10% increase in enrolment. Unfortunately, it appears the number of people who had no plans to enrol in any programme had increased from 18.8% in the 1993 to 23.6%. The majority of the learners had either not completed Primer 1 or had completed Primer 1 and 2. Another important finding was that literacy classes were attended mainly by adults 15 years and above. The few children 10-14 years who enrolled dropped out of the program. It could not be determined through the data if the children who dropped out of the literacy program were enrolled in the formal school system. It is **recommended** that future surveys include questions that determine rates of enrolment of primary age children into the literacy program and their transfer back to the formal primary education system.

One of the critical issues addressed by the survey was the period of attendance for literacy participants. The data revealed that the majority took less than one year to two years to complete Primers 1 and 2 while they needed more than 2 years to complete Primers 3, 4 and 5. All those enrolled for English as a Second Language completed it in 1-2 years.

The drive for enrolment has also to be directed at males who account for 80.6% of those who never attended the literacy programme. This necessitates a further analysis of issues influencing attendance in the literacy program. Reasons for never attending literacy were as follows: 'not interested' affecting more females, 'lack of time' affecting more males. 'No facilities, 'parents not interested' and 'did not know it existed'. These reasons are similar to those advanced in the 1993 survey, which suggests that in spite of the relative increase in enrolment, reasons stopping people from accessing the programme have not changed in a decade. It is **recommended** that DNFE adopt more flexible time schedules to suit the lives of learners, for example, resorting to evening classes using primary schools classrooms where possible. Participants should also be involved in developing materials to enhance their interest in the programme. Literacy planners should also be encouraged to be innovative in the planning of literacy programmes and to encouraging participants to view literacy education as a lifelong process rooted in their daily lives.

### **3.42 Reasons for Absenteeism and Dropping out in the literacy classes**

One way to determine programme impact is to look at the reasons people advance for missing and or leaving the programme. The survey found the following as the major reasons for missing literacy classes: 'Ill-health,' 'no instructor,' 'taking care of a family members,' all these factors affected more females than males. On the other hand, others

cited 'job demand', this factor affected more males than females. Most of these reasons were advanced for missing literacy classes in the 1993 survey. The problem of no instructors, is very critical because it sits at the nerve of the operations of the programme. It is **recommended** more effort be directed to recruitment and retention of instructors in the literacy programme to ensure continuity. This would be in line with the recommendation of the Revised National Policy on Education, which called for the improvement of the conditions of services for this cadre. An emerging reason is that of taking care of 'ill family member', which probably stems from the HIV/AIDS pandemic.

While some missed classes, there were those who left the program. Their main reasons for leaving were as follows 'other' reasons, this affected more males than females; 'lost interest', 'ill-health' being cited by more females than males; and 'looking after cattle' and 'working at the lands', affecting more males. Based on the above reasons, there is an urgent need to unpack 'other reasons' to clearly delineate reasons for leaving the literacy programs. It is **recommended** that the DNFE consider to conduct a small scale focused survey combined with focused group discussions with those who left the literacy programme over the years to establish why they left and what in their view could be done to improve its delivery. It is further **recommended** that those males looking after cattle or working at the lands should be taught at cattle posts and farms where they are working. Aspects of what is suggested are already taking place in the Chobe enclave villages and other places. The Department only needs to enlarge the scale and coverage to other places where it could be applicable (Maruatona, 1998). It is also **recommended** that an accountability system that involves the community leaders be put in place to help monitor the activities of the instructors. The system should take responsibility for hiring and monitoring the activities of the instructors to ensure that they actually teach at scheduled places and times. This would enhance community ownership of the programme.

### 3.43 Literacy Tests.

The 1993 Botswana survey did not show any major differences in what the respondents reported and their performance in the tests. For instance, only 2.8% of those who said they could read failed the Setswana reading test. The differences in self-proclamation and test results were smallest in English reading and writing. Chilisa (2003) observed that what the results communicated could be that the items used to measure reading and writing in Setswana were at a level that matched the respondents' conceptions of what it meant to them to be able to read and write. Another interesting result was that previous formal school experience did not seem to have influence on candidates' performance. There were no marked differences in proportions of candidates passing the tests according to grade or primer level. One would expect, for instance, that those who had four years of formal schooling would do better than those with no years of formal schooling. In interpreting the results, CSO (1997) explained that the lack of differences in respondents' performance according to grade or primer level could be due to the fact that people with some formal schooling may regress to illiteracy due to lack of reading and writing practices. Another possible explanation could be that the test items assessed the bare minimum competencies, which anybody who claimed the ability to read and write should have acquired. These could also be described as the prerequisites skills to higher ability competencies in reading, writing and numeracy.

The tests results in the 2003 literacy survey were different from those observed in the 1993 household survey. A comparison of participants self-proclaimed literacy with their performance in literacy tests revealed that between 20% and 27% of those who proclaimed

some level of skill in reading and writing in Setswana and English were incompetent in the skills assessed. Test results in Setswana reading and writing and numeracy for those who attended the National Literacy Program showed that performance in the upper primers, namely Primer 4 and 5 was better than that in the lower primers. Performance in English writing and reading showed no difference among the primers. This outcome should however, be interpreted with caution because the number of participants who took the reading and writing English tests was small. Similarly, performance in the literacy tests improved with the increase in the level of educational attainment. Those with Standard Three and Four did better than those with less education. It was also interesting to note that those who were self-taught performed at the level of those with Standard Three or Four. The majority of the participants who took the literacy tests demonstrated 'some competence' in all the tests, indicating minimal level of mastery of the skills assessed. This is understandable because the majority of those who took the test either had less than Standard Four or had not completed Primer 5.

### **3.44 Determining the Literate Population**

Mean scores for only those who took all the English and Setswana reading, writing and oral tests as well as numeracy were computed to determine the literate population. Only about 3% of the eligible population took all the tests. English writing, reading and oral had the smallest number of candidates. The low participation in English tests could be due to the fact that English is only introduced when the participants show an interest or feel ready. If this practice/policy continues, it is unlikely that literacy tests will raise the national literacy rate in any significant way. Given that English reading and writing and oral skills are a requirement for employment for a significant number of people, it is **recommended that** English reading and writing skills be introduced as early in the program as possible so that by the time participants are in Primer 5 they have acquired the basic skills required for literacy in the subject.

There were disparities of performance in the tests by districts, age and sex. Kweneng, East, Ngamiland West, Central Bobonong and Central Tutume, Kweneng East recorded highest failure rates in some of the tests. Males performed better than females in almost all the tests although there were variations by districts. Performance improved with age. Those 45 years and above generally performed better in almost all the tests than those below younger. **It is recommended** that gender, and age differences in performance be addressed. There is need to find out why performance improved with age and to use the information to develop enrichment materials and activities for those below the age of 45 years. Studies of gender sensitive of the curriculum and the tests used need to be carried out to fully understand sources of gender differences in performance.

#### *Methodology*

Though the exact effect of the very low number of participants who took the literacy tests on the literacy rate cannot be determined, it is known that the larger the sample size, the more the estimate based on such sample approaches the population value. The number of participants who took each of the items ranged from a high of about 2,500 for eight items to a low of 107 for nine items with only one participant answering such items in some districts. Effort should be made not only to increase the sample size taking the literacy test, but also to decrease the discrepancy in the number of participants who take each item. This might require an alternate way of determining literacy levels of participants based on their responses to literacy test items.

It is **recommended** that the Literacy Assessment and Monitoring Programme (LAMP) proposed by UNESCO be adopted to improve the assessment of literacy skills. LAMP seeks to improve how literacy is measured, and to provide countries with the tools for collecting adequate literacy statistics, in order to support evidence-based policy development and monitoring at national and international levels, and to help improve the design of literacy programmes. According to Terryl (2003) LAMP seeks to achieve this aim through three main objectives:

- Developing a methodology for assessing literacy in developing countries, measuring a spectrum of literacy levels from very basic reading and writing to high level skills needed to fully participate in a learning society;
- Collecting literacy data to assist with policy-making, monitoring and programme design in participating countries and at the international level;
- Building statistical capacity in participating countries, in particular in the areas of surveys and of literacy assessment, and their use for improving policies and intervention strategies.

During the assessment, literacy tests developed by individual countries are administered to individuals. A 'filter test' is administered to an individual to establish their general literacy abilities. The individual might be oriented towards either test A or test B depending on the results. The filter test separates those respondents with a 'higher' or 'lower' level of literacy and asks them to complete different tests. This helps to ensure that respondents are presented with tests that are more appropriate for their level. In order to estimate the respondent's level of proficiency in literacy, the responses to the test are analysed using the Item Response Theory. To project the results from the sample to the whole population, the statistical technique of model-based estimation is utilised. Direct estimation is used for the overall figures and model-based estimation is used for smaller sub-groups. This approach requires a small-scale survey. The approach requires fewer interviews but provides estimates of the same accuracy as the more traditional and direct estimation methods. It does so by using knowledge of the relationships between literacy and demographic and socio-economic characteristics, and of auxiliary data available from larger surveys. The same technique could be used to derive literacy estimates in years where no assessment is conducted (Terryl, 2003). It is **recommended** that if this approach is adopted, planning for capacity building and test construction should start immediately.

### **3.45 Literacy Learning Environment**

Participants were also asked to indicate perceived importance of reading and writing skills in their lives. Data showed that 'better communication', 'knowledge's sake' and 'getting a better job' were the main reasons expressed for learning how to read and write. Participants were also asked to indicate the sources of their literacy skills. Just like in the 1993 National Literacy Survey, most people pointed to formal school and literacy programme as the main sources of their literacy skills. Literacy skills were also required for employment purposes. Of those employed, 37.7 % revealed that reading and writing in Setswana was a requirement for employment in their current job. In contrast 46.8% indicated that reading and writing in English was a requirement for employment. The 1993 literacy survey also revealed that English was required more than Setswana for employment purposes. The survey found that 35% of those for whom reading and writing was a requirement for employment were in the 45-59 year age range. Once employed, the majority of the employees reported that they read or write in English or Setswana as a requirement. Only

4.8% of the employed population never read and write in Setswana while only 5.8% never read or write in English.

The use and impact of literacy skills was determined based on the types of materials learners read in Setswana and English (Table 52). Participants in Setswana mostly read religious books and newspapers. The least read materials were novels. While most people read religious materials, it still has to be established whether the literacy programme actually provides them with essential skills necessary to read these religious materials. In English, most people read newspapers, mostly read by males, who either had access to them or could afford to buy them. The least used English materials were textbooks. A comparison with the 1993 survey shows a drop in the readership of Setswana newspapers from 30.9% in 1993 to 22.4%. Also, more people (28.2%) read Setswana text books compared to the current (12.8%).

One major challenge involved those who for various reasons never read anything in Setswana and English (Table 54). Most people never read anything mainly because they had nothing to read or because of poor eye sight. This could be attributed to the fact that Government discontinued a Setswana newspaper pull out it used to provide free of charge for neo-literacy in the past. It is therefore **recommended** that there should be an increase in the availability of materials to be read. This can be achieved through introducing pull outs for neo-literates in Setswana newspapers or they could be inserted bi-weekly in the government daily newspaper. The DNFE could also work with the Botswana National Library Service to extend the Village Reading Rooms to cover all parts of country. It is **recommended** that the concerned departments work with communities through drought relief to build appropriate shelters to store books and newspapers in rural areas. They could ask some individuals to donate shelters to be used as libraries in villages to avoid placing them in schools, where they were used more by children than adult (Mchombo & Mutanyatta, 1991). It is **recommended** that the scope of coverage for English teaching should be enlarged to include suitable materials for neo-literates, especially through the anticipated Adult Basic Education Course.

The use of literacy skills was also established through determining the type of materials written by those who could write (Table 53). In Setswana, they mostly wrote letters. Others wrote on work related matters. In English, most wrote letters, and work related materials which affected males only. Closely related to these are reasons for never writing in both Languages. In Setswana, 57.4% did not write anything because they had nothing to write. In English, 56.7% had nothing to write. Females also pointed to 'lack of interest' as a reason for not writing in English. This is a new phenomena compared to the 1993 literacy survey findings.

Creating a literate environment is a prerequisite for people to retain their hard earned literacy. The current situation in the DNFE is not supportive of such an endeavour because it does not provide newspapers in any language appropriately pitched for neo-literates. It is therefore **recommended** that the DNFE introduce a newsletter, to which neo-literates would contribute. The newspaper will have to be locally operated with Literacy Assistants (supervisors), literacy teachers and learners to editing it and being responsible for its sale or free distribution to the local community. The anticipated net effect is for the newspaper to serve as an outlet for their writing skills and also cultivate a literate environment. It is further recommended that work related writing be strengthened in order to make more impact on their economic situations. Females should be encouraged to start small

businesses and use their literacy skills to engage in fruitful activities such as keeping books of accounts.

Another subtle challenge involves individuals who are reported to be willing to learn in both Setswana and English, but who could not access literacy. The programme still faces some challenges in its implementation because there are people who are unwilling to learn Setswana and English who have several reasons for not accessing the skills. Reasons cited include being 'too old,' 'not interested' and 'poor eye sight.' In the 1993 survey, all these reasons were advanced though there is a significant drop in the respondents who cited being 'too old' as the main reason for never attending English classes. Based on the above reasons, it is **recommended** that DNFE work closely with the clinics and other health facilities to address 'poor eye sight' with the hope that once assisted most females would enrol in the programme because the literacy programme is mostly patronized by them.

### **3.46 Literacy in Other Languages**

The data shows that other than Setswana and English, people were literate in 10 other languages. The largest proportion (44%) of these people could read Ikalanga. Ikalanga was used as a medium of instruction in Primary schools in some parts of the country before independence in 1966. This may explain the high concentration of people who say they could read and write Ikalanga in the 50-59 year age group. This is also the age group with high illiteracy rates. What may be of interest is whether passing English and Ikalanga or English and any other language may change the literacy rates.

The primers and the post literacy material in the National Literacy Programme use Setswana, the national language. This is required by the definition of literacy, which originally defines a literate person as being able to read, write and renumerate in Setswana. The exclusive use of Setswana for minority communities creates a dissonance between their life experiences, culture and literacy expectations. However, the survey found that people spoke and wrote in other languages such as Ikalanga, and Sezwesuru. UNESCO recommends the use of mother tongue because it make it easier for people to learn and it also helps to retain their cultural identity and save minority cultures from getting extinct.

The Revised National Policy on Education recommended that if requested by parents the school should make arrangement to teach any local language as a co-curricular activity. The Government of Botswana through its Vision 2016 advocates for the recognition of all cultural groups in order for Botswana to be a tolerant nation by 2016. It is **recommended** that where possible, DNFE should develop materials other mother tongue languages for use during the initial stages of learning in the programme. It is hoped that later learners could be introduced to Setswana, which they need to improve their socio-economic situations. It is also **recommended** that DNFE could work with Non-Governmental Organisations to develop post-literacy materials in these languages for people to use in order to help preserve their culture and informally teach the languages to their children. This would be in line with one of the RNPE recommendations, which requested the Department of Non-Formal Education to create a literate environment and support productive activities.

### **3.47 Economic Activities, Employment and Training Opportunities**

The most common economic activity for the population that never attended school or left school before completing Standard 5 is 'homemaker' (39.3%), followed by 'paid seasonal work,' 30.8%. There were differences in the proportions of males and females engaged in paid non seasonal work and the category of homemaker. There were more men (68.8%) than women engaged in non-seasonal paid work. This will seem to suggest that illiterate

women have lesser chances of getting a job compared to illiterate men. There are more females (75.8%) than males engaged in the category of homemaker. The economic activities seem to follow the gender role stereotypes where more men engage in cash income economic activities while more women are engaged in the multiple home chores for which they are not paid.

There were more males (64.2%) than females in the working population. The data shows that the majority of the employed respondents were engaged in elementary occupations, followed by craft and related trades and skilled agriculture and related works. There were no females in the legislators, administrators and clerk occupation category. The plant, machine operators and assemblers had a small proportion of female employees. Data showed that transport and communication was the most popular subject of training followed by the Construction trades program and the craft and industry. There were gender differences in the subject of training. The construction and trades program was the most popular for females, followed by transport and communication. Males' first preference was transport and communication while construction and trades was the second preferred program.

#### *3.47.1 Economic Activities For DNFE*

The DNFE has a section responsible for income generating or functional literacy projects across the country. Most of the projects have not been running that well, but are operational. For example, in Ramotswa village, there is a pre-school to look after the children whose mothers are working. They also have poultry, bread and candle making projects most of which are home economics based. In order to establish an income generating project learners are encouraged to form groups to be assisted by different extension programs. But such groups have proven very difficult to keep together. Now individual learners are encouraged to set up their own small businesses. However, the current survey failed to include questions on income generating or economic activities of literacy participants. It is therefore **recommended** that future surveys should include questions on the operations and impact of the functional literacy projects in the Department of Non-Formal Education.

It is **recommended** that the provision of Adult Basic Education Course (ABEC) as recommended by the Revised National Policy on Education (RNPE) be made a priority in order to enhance access to literacy opportunities in Botswana. It is further **recommended** that the course use the economic activities, employment and training opportunities of the group to inform the development of the future ABEC curriculum.



## APPENDIX A: TABLES

**Table 1a: Number of households and eligible persons, and response rates, Botswana, 2003**

	Place of Residence			Total
	Cities/ towns	Urban villages	Rural	
Sampled households	2040	2240	3000	7280
Completed households	1910	2123	2827	6860
Household response rate (%)	<b>93.62</b>	<b>94.78</b>	<b>94.23</b>	<b>94.23</b>
Eligible persons	257	682	1947	2886
Completed eligible persons	228	621	1764	2613
Individual response rate (%)	<b>88.71</b>	<b>91.06</b>	<b>90.60</b>	<b>90.54</b>

**Table 1b: Single year age distribution of household population by sex, Botswana, 2003**

Age	Sex			
	Male		Female	
	Number	Percent	Number	Percent
0	21982	2.5	22342	2.3
1	19496	2.2	20713	2.1
2	23971	2.8	19879	2.0
3	23999	2.8	22471	2.3
4	20955	2.4	21226	2.2
5	21418	2.5	20524	2.1
6	23963	2.8	21351	2.2
7	24261	2.8	21845	2.2
8	26820	3.1	23620	2.4
9	27818	3.2	24578	2.5
10	22368	2.6	25150	2.6
11	23655	2.7	24697	2.5
12	27718	3.2	21452	2.2
13	24136	2.8	25514	2.6
14	23506	2.7	21795	2.2
15	21942	2.5	23323	2.4
16	22283	2.6	22397	2.3
17	18230	2.1	20653	2.1
18	20534	2.4	20171	2.1
19	20135	2.3	22228	2.3
20	20308	2.3	21599	2.2
21	18420	2.1	20204	2.1
22	14266	1.6	21526	2.2
23	16607	1.9	21997	2.2
24	13701	1.6	17204	1.8
25	14872	1.7	17512	1.8
26	13878	1.6	15164	1.6
27	15683	1.8	16388	1.7
28	13216	1.5	15951	1.6
29	11774	1.4	15080	1.5
30	11806	1.4	14125	1.4
31	11225	1.3	13471	1.4
32	9020	1.0	12220	1.2
33	12399	1.4	13995	1.4
34	8138	.9	11378	1.2
35	11003	1.3	15289	1.6
36	7244	.8	9814	1.0
37	9336	1.1	10572	1.1
38	8830	1.0	11892	1.2
39	8519	1.0	12523	1.3
40	9043	1.0	11464	1.2
41	7478	.9	10780	1.1
42	7768	.9	9648	1.0
43	6577	.8	9102	.9
44	5536	.6	7174	.7

Age	Sex			
	Male		Female	
	Number	Percent	Number	Percent
45	8427	1.0	10495	1.1
46	5681	.7	8164	.8
47	5292	.6	7446	.8
48	4665	.5	7640	.8
49	4406	.5	8315	.9
50	6588	.8	6972	.7
51	4809	.6	7038	.7
52	3319	.4	4606	.5
53	5415	.6	6002	.6
54	4641	.5	4986	.5
55	4122	.5	6754	.7
56	4975	.6	5525	.6
57	2919	.3	3972	.4
58	4634	.5	5581	.6
59	2333	.3	3799	.4
60	2265	.3	3052	.3
61	2704	.3	3435	.4
62	2902	.3	2691	.3
63	3138	.4	4361	.4
64	2056	.2	3558	.4
65	2022	.2	3068	.3
66	2543	.3	2243	.2
67	1877	.2	2490	.3
68	2435	.3	2595	.3
69	2046	.2	3088	.3
70	1877	.2	3250	.3
71	3797	.4	3882	.4
72	2970	.3	5117	.5
73	3219	.4	4920	.5
74	1984	.2	3095	.3
75	2025	.2	3364	.3
76	1134	.1	2664	.3
77	760	.1	1519	.2
78	1872	.2	4406	.5
79	1435	.2	1341	.1
80	987	.1	1958	.2
81	717	.1	1103	.1
82	1257	.1	1748	.2
83	558	.1	1247	.1
84	951	.1	928	.1
85	401	.0	1366	.1
86	311	.0	633	.1
87	248	.0	757	.1
88	672	.1	386	.0
89	165	.0	1231	.1
90	65	.0	269	.0
91	515	.1	855	.1
92	359	.0	239	.0

Age	Sex			
	Male		Female	
	Number	Percent	Number	Percent
93	0	.0	474	.0
94	123	.0	0	.0
95	118	.0	116	.0
96	0	.0	333	.0
97	72	.0	0	.0
98	523	.1	846	.1
<b>Total</b>	<b>871164</b>	<b>100.0</b>	<b>977927</b>	<b>100.0</b>

**Table 1c: Percent distribution of households by background characteristics, Botswana, 2003**

	Percent	Number	Un-weighted
At least one child age < 15	57.8	461162	6860
At least one child age < 5	32.4	461162	6860
At least one person aged 10-70	97.8	461162	6860

**Table 1d: Percent distribution of households by background characteristics, Botswana, 2003**

District code- Name	<i>Percent</i>	Number	Un- weighted
01-Gaborone	<i>12.4</i>	61128	1020
02- Francistown	<i>5.1</i>	25210	380
03-Lobatse	<i>1.7</i>	8572	140
04-Selibe Phikwe	<i>2.9</i>	14382	260
05-Orapa	<i>.5</i>	2642	80
06-Jwaneng	<i>.9</i>	4522	80
07-Sowa Town	<i>.2</i>	894	80
10-Southern	<i>10.6</i>	52397	700
20-South East	<i>3.4</i>	16912	260
30-Kweneng	<i>11.8</i>	58382	900
40-Kgatleng	<i>4.2</i>	20763	300
50-Central	<i>31.1</i>	153211	1920
60-North East	<i>2.9</i>	14084	180
70-North West	<i>7.5</i>	36950	580
80-Ghanzi	<i>2.1</i>	10486	160
90-Kgalagadi	<i>2.5</i>	12254	240
<b>Total</b>	<b><i>100.0</i></b>	<b>492790</b>	<b>7280</b>
<b>Residence</b>			
Urban	<i>54.5</i>	268584	4280
Rural	<i>45.5</i>	224206	3000
<b>Total</b>	<b><i>100.0</i></b>	<b>492790</b>	<b>7280</b>
<b>Number of HH members</b>			
1	<i>20.0</i>	92047	1409
2-3	<i>30.6</i>	140880	2135
4-5	<i>23.8</i>	109575	1619
6-7	<i>14.3</i>	65921	946
8-9	<i>6.8</i>	31157	446
10+	<i>4.7</i>	21542	304
<b>Total</b>	<b><i>100.0</i></b>	<b>461122</b>	<b>6860</b>

**Table 1e: Percent distribution of persons aged 10-70 years by background characteristics, Botswana, 2003**

Age group		Place of residence			Total
		Cities/ towns	Urban villages	Rural	
10-14	<i>Percent</i>	.1	.05	2.3	2.9
	Un-weighted	5	16	63	84
15-19	<i>Percent</i>	.3	.6	3.9	4.8
	Un-weighted	11	17	106	134
20-24	<i>Percent</i>	.4	.4	4.2	5.0
	Un-weighted	15	12	122	149
25-29	<i>Percent</i>	.5	.9	3.9	5.3
	Un-weighted	18	27	113	158
30-34	<i>Percent</i>	.7	1.6	5.0	7.3
	Un-weighted	25	44	141	210
35-39	<i>Percent</i>	.9	1.6	6.2	8.8
	Un-weighted	32	52	168	252
40-44	<i>Percent</i>	1.1	2.6	7.9	11.6
	Un-weighted	38	77	227	342
45-49	<i>Percent</i>	1.1	3.8	7.6	12.5
	Un-weighted	37	114	211	362
50-54	<i>Percent</i>	.9	2.6	8.1	11.6
	Un-weighted	28	75	227	330
55-59	<i>Percent</i>	.5	2.8	7.3	10.7
	Un-weighted	19	90	194	303
60-64	<i>Percent</i>	.3	2.6	6.5	9.4
	Un-weighted	12	77	176	265
65-70	<i>Percent</i>	.5	2.8	6.8	10.1
	Un-weighted	15	75	185	275
<b>Sex</b>					
Male	<i>Percent</i>	3.9	9.9	33.2	46.9
	Un-weighted	141	299	922	1362
Female	<i>Percent</i>	3.3	13.1	36.7	53.1
	Un-weighted	114	377	1011	1502
<b>Marital Status</b>					

Never	<i>Percent</i>	2.3	8.4	28.0	38.8
Married	Un-weighted	86	248	778	1112
Married	<i>Percent</i>	2.4	7.3	19.0	28.8
	Un-weighted	78	217	522	817
Living together	<i>Percent</i>	1.9	3.9	15.0	20.8
	Un-weighted	68	120	426	614
Separated	<i>Percent</i>	.1	.2	.6	1.0
	Un-weighted	5	8	18	31
Divorced	<i>Percent</i>	.1	.5	1.2	1.8
	Un-weighted	4	15	31	50
Widowed	<i>Percent</i>	.4	2.5	5.9	8.8
	Un-weighted	14	68	155	237
<b>Total</b>	<b><i>Percent</i></b>	<b>7.3</b>	<b>22.9</b>	<b>69.8</b>	<b>100.0</b>
	<b>Un-weighted</b>	<b>255</b>	<b>682</b>	<b>1947</b>	<b>2886</b>

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**Table 1f: Population Estimates 2001 – 2003**

	Percent		Total
	Male	Female	
2001 Census	48	52	1,680,863
2003 Projection	48	52	1,721,203
2003 Literacy Survey	47	53	1,850,360

**Table 2: Population distribution by age group and sex - 2003**

AGE GROUP	Sex				Total	
	Male		Female		Count	<i>Proportion of total in percent</i>
	Count	<i>Percent</i>	Count	<i>Percent</i>		
<1	21,982	49.6	22,342	50.4	44,324	2.4
1-4	88,421	51.2	84,289	48.8	172,710	9.3
5-9	124,280	52.6	111,919	47.7	236,199	12.8
10-11	46,023	48.0	49,848	52.0	95,871	5.2
12-14	75,360	52.3	68,761	47.7	144,121	7.8
15-19	103,125	48.7	108,772	51.3	211,897	11.5
20-24	83,301	44.8	102,531	55.2	185,832	10.0
25-29	69,423	46.4	80,095	53.6	149,518	8.1
30-34	52,588	44.7	65,188	55.3	117,776	6.4
35-39	44,931	42.8	60,089	57.2	105,020	5.7
40-44	36,402	43.0	48,169	57.0	84,571	4.6
45-49	28,472	40.4	42,061	59.6	70,533	3.8
50-54	24,772	45.6	29,604	54.4	54,376	2.9
55-59	18,983	42.5	25,631	57.5	44,614	2.4
60-64	13,065	43.3	17,096	56.7	30,161	1.6
65-69	10,922	44.7	13,485	55.3	24,407	1.3
70+	29,113	37.7	48,048	62.3	77,163	4.2
Unclassified	658	51.9	609	48.1	1,267	0.1
Total	871,823		978,537		1,850,360	100.0
<i>Percent of total</i>		47.1		52.9		



**Table 3: Population distribution by district and sex -2003**

DISTRICT	Sex				Total
	Male		Female		
	Count	Percent	Count	Percent	
Gaborone	84,819	46.4	98,055	53.6	182,874
Francistown	40,454	45.4	48,638	54.6	89,092
Lobatse	14,223	50.8	13,763	49.2	27,986
Selibe Phikwe	21,128	49.0	21,966	51.0	43,094
Orapa	4,426	52.1	4,075	47.9	8,501
Jwaneng	7,528	47.4	8,355	52.6	15,883
Sowa Town	1,362	55.2	1,104	44.8	2,466
Ngwaketse	65,926	45.2	79,887	54.8	145,813
Barolong	24,254	48.3	25,942	51.7	50,196
Ngwaketse West	6,117	44.0	7,778	56.0	13,895
South East	29,088	49.3	29,933	50.7	59,021
Kweneng East	86,955	47.1	97,816	52.9	184,771
Kweneng West	19,063	46.9	21,548	53.1	40,611
Kgatleng	36,897	46.3	42,778	53.7	79,675
Central Serowe/Palapye	84,400	45.7	100,211	54.3	184,611
Central Mahalapye	58,415	47.9	63,550	52.1	121,965
Central Bobonong	40,356	46.9	45,650	53.1	86,006
Central Boteti	28,736	51.0	27,641	49.0	56,377
Central Tutume	80,495	47.4	89,453	52.6	169,948
North East	26,690	48.4	28,421	51.6	55,111
Ngamiland East	35,304	46.1	41,345	53.9	76,649
Ngamiland West	25,602	46.9	28,954	53.1	54,556
Chobe	8,884	45.9	10,453	54.1	19,337
Ghanzi	16,068	51.0	15,421	49.0	31,489
Kgalagadi South	14,137	46.0	16,590	54.0	30,727
Kgalagadi North	10,496	53.3	9,209	46.7	19,705
Total	871,823	47.1	978,536	52.9	1,850,359
<i>Percent of total</i>		47.1		52.9	

**Table 4: Population distribution by age group, sex and nationality - 2003**

GABORONE	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	1,551	1,935	3,486	-	-	-	-	-	-	1,551	1,935	3,486
1-4	6,065	4,686	10,751	58	118	176	-	-	-	6,123	4,804	10,927
5-9	7,568	7,720	15,288	96	40	136	46	-	46	7,709	7,760	15,469
10-11	2,933	3,771	6,704	49	174	223	-	-	-	2,983	3,945	6,928
12-14	5,014	5,206	10,220	164	46	210	-	-	-	5,178	5,252	10,430
15-19	8,707	12,071	20,778	-	156	156	-	-	-	8,707	12,227	20,934
20-24	11,078	14,042	25,120	222	117	339	-	-	-	11,300	14,159	25,459
25-29	9,466	12,878	22,344	112	62	174	-	-	-	9,579	12,941	22,520
30-34	8,530	10,071	18,601	56	214	270	-	-	-	8,586	10,285	18,871
35-39	7,277	8,889	16,166	48	223	271	-	-	-	7,325	9,112	16,437
40-44	6,280	6,061	12,341	59	-	59	-	-	-	6,339	6,061	12,400
45-49	3,530	3,916	7,446	42	48	90	-	-	-	3,571	3,964	7,535
50-54	2,961	2,996	5,957	-	-	-	-	-	-	2,961	2,996	5,957
55-59	1,260	1,020	2,280	64	46	110	-	-	-	1,324	1,066	2,390
60-64	557	558	1,115	-	58	58	-	-	-	557	616	1,173
65-69	464	243	707	-	-	-	-	-	-	464	243	707
70+	563	692	1,255	-	-	-	-	-	-	563	692	1,255
<b>Total</b>	<b>83,804</b>	<b>96,755</b>	<b>180,559</b>	<b>970</b>	<b>1,302</b>	<b>2,272</b>	<b>46</b>	<b>-</b>	<b>46</b>	<b>84,820</b>	<b>98,058</b>	<b>182,878</b>
<b>FRANCISTOWN</b>												
<1	1,321	753	2,074	-	-	-	-	-	-	1,321	753	2,074
1-4	3,259	4,498	7,757	130	62	192	-	-	-	3,389	4,559	7,948
5-9	4,515	4,156	8,671	57	-	57	-	-	-	4,571	4,156	8,727
10-11	1,836	1,684	3,520	-	-	-	-	-	-	1,836	1,684	3,520
12-14	3,276	2,827	6,103	-	52	52	-	-	-	3,276	2,879	6,155
15-19	4,177	6,400	10,577	-	-	-	-	-	-	4,177	6,400	10,577
20-24	4,919	6,850	11,769	114	281	395	-	-	-	5,033	7,131	12,164
25-29	4,000	5,511	9,511	57	237	294	-	-	-	4,057	5,748	9,805
30-34	3,295	4,104	7,399	133	52	185	-	-	-	3,428	4,155	7,583
35-39	2,377	3,135	5,512	-	-	-	-	-	-	2,377	3,135	5,512
40-44	2,367	2,141	4,508	57	50	107	-	-	-	2,424	2,190	4,614
45-49	1,061	2,088	3,149	-	58	58	-	-	-	1,061	2,147	3,208
50-54	1,437	1,062	2,499	-	54	54	-	-	-	1,437	1,116	2,553
55-59	1,007	1,159	2,166	62	0	62	-	-	-	1,069	1,159	2,228
60-64	267	259	526	-	50	50	-	-	-	267	309	576
65-69	508	170	678	-	-	-	-	-	-	508	170	678
70+	220	889	1,109	-	58	58	-	-	-	220	947	1,167
<b>Total</b>	<b>39,842</b>	<b>47,686</b>	<b>87,528</b>	<b>610</b>	<b>954</b>	<b>1,564</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>48,638</b>	<b>89,089</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

<i>LOBATSE</i>	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	296	-	296	-	-	-	-	-	-	296	-	296
1-4	724	447	1,171	-	-	-	-	-	-	724	447	1,171
5-9	1,712	1,416	3,128	-	120	120	-	-	-	1,712	1,536	3,248
10-11	732	874	1,606	-	-	-	-	-	-	732	874	1,606
12-14	1,250	911	2,161	-	-	-	-	-	-	1,250	911	2,161
15-19	1,358	1,599	2,957	-	-	-	-	-	-	1,358	1,599	2,957
20-24	2,357	1,874	4,231	-	-	-	-	-	-	2,357	1,874	4,231
25-29	1,567	1,042	2,609	-	-	-	-	-	-	1,567	1,042	2,609
30-34	773	1,504	2,277	0	62	62	-	-	-	773	1,567	2,340
35-39	570	1,004	1,574	44	-	44	-	-	-	613	1,004	1,617
40-44	843	856	1,699	-	82	82	-	-	-	843	939	1,782
45-49	584	290	874	-	-	-	-	-	-	584	290	874
50-54	400	519	919	-	-	-	-	-	-	400	519	919
55-59	572	482	1,054	-	-	-	-	-	-	572	482	1,054
60-64	196	226	422	-	-	-	-	-	-	196	226	422
65-69	44	232	276	-	-	-	-	-	-	44	232	276
70+	201	223	424	-	-	-	-	-	-	201	223	424
<b>Total</b>	<b>14,179</b>	<b>13,499</b>	<b>27,678</b>	<b>44</b>	<b>264</b>	<b>308</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>14,222</b>	<b>13,765</b>	<b>27,987</b>
<b>SELIBI -PHIKWE</b>												
<1	490	460	950	-	50	50	-	-	-	490	509	999
1-4	1,811	1,001	2,812	-	-	-	-	-	-	1,811	1,001	2,812
5-9	2,098	1,845	3,943	131	104	235	-	-	-	2,229	1,949	4,178
10-11	576	1,117	1,693	-	-	-	-	-	-	576	1,117	1,693
12-14	1,561	1,503	3,064	0	57	57	-	-	-	1,561	1,560	3,121
15-19	2,524	2,381	4,905	258	106	364	-	-	-	2,782	2,486	5,268
20-24	2,294	3,168	5,462	44	201	245	-	-	-	2,338	3,369	5,707
25-29	2,303	2,444	4,747	44	70	114	-	-	-	2,347	2,514	4,861
30-34	1,887	2,197	4,084	93	99	192	-	-	-	1,980	2,296	4,276
35-39	1,531	1,848	3,379	44	47	91	-	-	-	1,575	1,895	3,470
40-44	923	1,020	1,943	-	-	-	-	-	-	923	1,020	1,943
45-49	936	1,351	2,287	94	0	94	-	-	-	1,030	1,351	2,381
50-54	680	498	1,178	-	-	-	-	-	-	680	498	1,178
55-59	690	149	839	-	-	-	-	-	-	690	149	839
60-64	-	49	49	-	-	-	-	-	-	-	49	49
65-69	114	44	158	-	-	-	-	-	-	114	44	158
70+	-	159	159	-	-	-	-	-	-	-	159	159
<b>Total</b>	<b>20,418</b>	<b>21,234</b>	<b>41,652</b>	<b>708</b>	<b>734</b>	<b>1442</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>21,126</b>	<b>21,966</b>	<b>43,092</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

ORAPA	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	181	86	267	-	34	34	-	-	-	181	119	300
1-4	517	193	710	-	34	34	-	-	-	517	227	744
5-9	476	279	755	34	34	68	-	-	-	509	313	822
10-11	214	148	362	34	-	34	-	-	-	248	148	396
12-14	170	264	434	23	34	57	-	-	-	193	298	491
15-19	237	509	746	62	91	153	-	-	-	300	600	900
20-24	290	342	632	62	196	258	-	-	-	352	538	890
25-29	382	335	717	34	101	135	-	-	-	415	436	851
30-34	638	433	1,071	34	-	34	-	-	-	672	433	1,105
35-39	220	199	419	-	34	34	-	-	-	220	233	453
40-44	209	191	400	29	124	153	-	-	-	238	316	554
45-49	184	137	321	34	34	68	-	-	-	217	170	387
50-54	233	154	387	-	-	-	-	-	-	233	154	387
55-59	46	57	103	-	-	-	-	-	-	46	57	103
60-64	52	-	52	-	-	-	-	-	-	52	-	52
65-69	-	-	-	34	-	34	-	-	-	34	-	34
70+	-	-	-	-	34	34	-	-	-	-	34	34
<b>Total</b>	<b>4,049</b>	<b>3,327</b>	<b>7,376</b>	<b>380</b>	<b>750</b>	<b>1,130</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4,427</b>	<b>4,076</b>	<b>8,503</b>
<b>JWANENG</b>												
<1	304	186	490	-	-	-	-	-	-	304	186	490
1-4	474	410	884	-	-	-	-	-	-	474	410	884
5-9	1,096	894	1,990	-	-	-	-	-	-	1,096	894	1,990
10-11	647	479	1,126	-	-	-	-	-	-	647	479	1,126
12-14	567	441	1,008	-	-	-	-	-	-	567	441	1,008
15-19	932	1,136	2,068	-	-	-	-	-	-	932	1,136	2,068
20-24	645	1,146	1,791	-	58	58	-	-	-	645	1,204	1,849
25-29	629	346	975	-	-	-	-	-	-	629	346	975
30-34	602	738	1,340	-	-	-	-	-	-	602	738	1,340
35-39	547	708	1,255	-	-	-	-	-	-	547	708	1,255
40-44	183	619	802	-	-	-	-	-	-	183	619	802
45-49	289	761	1,050	-	-	-	-	-	-	289	761	1,050
50-54	436	183	619	-	-	-	-	-	-	436	183	619
55-59	116	125	241	-	-	-	-	-	-	116	125	241
60-64	0	62	62	-	-	-	-	-	-	-	62	62
65-69	61	-	61	-	-	-	-	-	-	61	-	61
70+	-	62	62	-	-	-	-	-	-	-	62	62
<b>Total</b>	<b>7,528</b>	<b>8,296</b>	<b>15,824</b>	<b>-</b>	<b>58</b>	<b>58</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7,528</b>	<b>8,354</b>	<b>15,882</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

SOWA TOWN	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	23	12	35	-	-	-	-	-	-	23	12	35
1-4	100	35	135	-	-	-	-	-	-	100	35	135
5-9	132	210	342	-	-	-	-	-	-	132	210	342
10-11	21	88	109	-	-	-	-	-	-	21	88	109
12-14	103	67	170	-	-	-	-	-	-	103	67	170
15-19	147	125	272	-	-	-	-	-	-	147	125	272
20-24	105	141	246	-	-	-	-	-	-	105	141	246
25-29	126	136	262	12	-	12	-	-	-	138	136	274
30-34	173	143	316	-	-	-	-	-	-	173	143	316
35-39	123	80	203	-	-	-	-	-	-	123	80	203
40-44	89	44	133	-	-	-	-	-	-	89	44	133
45-49	97	23	120	-	-	-	-	-	-	97	23	120
50-54	68	-	68	-	-	-	-	-	-	68	-	68
55-59	12	-	12	-	-	-	-	-	-	12	-	12
60-64	32	-	32	-	-	-	-	-	-	32	-	32
65-69	-	-	-	-	-	-	-	-	-	-	-	-
70+	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>1,351</b>	<b>1,104</b>	<b>2,455</b>	<b>12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1363</b>	<b>1104</b>	<b>2467</b>
<b>NGWAKETSE</b>												
<1	1,789	1,406	3,195	-	-	-	-	-	-	1,789	1,406	3195
1-4	6,098	5,895	11,993	-	58	58	-	-	-	6,098	5,954	12,052
5-9	11,111	9,803	20,914	71	-	71	-	-	-	11,182	9,803	20,985
10-11	4,064	4,968	9,032	-	-	-	-	-	-	4,064	4,968	9,032
12-14	6,107	6,291	12,398	-	-	-	-	-	-	6,107	6,291	12,398
15-19	8,594	9,428	18,022	137	-	137	-	-	-	8,730	9,428	18,158
20-24	5,193	7,633	12,826	-	58	58	-	-	-	5,193	7,691	12,884
25-29	4,800	5,900	10,700	60	-	60	-	-	-	4,859	5,900	10,759
30-34	3,373	3,345	6,718	-	237	237	-	-	-	3,373	3,581	6,954
35-39	2,687	3,898	6,585	-	60	60	-	-	-	2,687	3,958	6,645
40-44	2,251	3,700	5,951	-	-	-	-	-	-	2,251	3,700	5,951
45-49	1,632	4,035	5,667	-	-	-	-	-	-	1,632	4,035	5,667
50-54	1,870	2,594	4,464	-	-	-	-	-	-	1,870	2,594	4,464
55-59	1,208	2,419	3,627	-	-	-	-	-	-	1,208	2,419	3,627
60-64	1,375	1,468	2,843	-	-	-	-	-	-	1,375	1,468	2,843
65-69	796	1,938	2,734	-	-	-	-	-	-	796	1,938	2,734
70+	2,711	4,692	7,403	-	60	60	-	-	-	2,711	4,752	7,463
<b>Total</b>	<b>65,659</b>	<b>79,413</b>	<b>145,072</b>	<b>268</b>	<b>473</b>	<b>741</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>65,925</b>	<b>79,886</b>	<b>145,811</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

<i>BAROLONG</i>	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	379	401	780	-	-	-	-	-	-	379	401	780
1-4	2,832	1,929	4,761	62	73	135	-	-	-	2,895	2,002	4,897
5-9	4,183	2,625	6,808	209	-	209	-	-	-	4,392	2,625	7,017
10-11	2,170	1,421	3,591	73	-	73	-	-	-	2,243	1,421	3,664
12-14	2,547	1,883	4,430	68	-	68	-	-	-	2,615	1,883	4,498
15-19	2,804	2,870	5,674	68	-	68	-	-	-	2,873	2,870	5,743
20-24	1,484	2,163	3,647	62	73	135	-	-	-	1,484	2,298	3,782
25-29	675	1,552	2,227	-	-	-	-	-	-	675	1,552	2,227
30-34	673	1,669	2,342	-	68	68	-	-	-	673	1,737	2,410
35-39	948	1,278	2,226	142	136	278	-	-	-	1,090	1,413	2,503
40-44	624	1,280	1,904	-	-	-	-	-	-	624	1,280	1,904
45-49	713	868	1,581	-	-	-	-	-	-	713	868	1,581
50-54	767	1,221	1,988	-	68	68	-	-	-	767	1,289	2,056
55-59	357	950	1,307	-	-	-	-	-	-	357	950	1,307
60-64	403	671	1,074	-	-	-	-	-	-	403	671	1,074
65-69	506	615	1,121	-	-	-	-	-	-	506	615	1,121
70+	1,565	2,066	3,631	-	-	-	-	-	-	1,565	2,066	3,631
Total	23,630	25,462	49,092	462	715	1,177	-	-	-	24,254	25,941	50,195
<b>NGWAKETSE WEST</b>												
<1	176	63	239	66	-	66	-	-	-	242	63	305
1-4	425	997	1,422	63	69	132	-	31	31	488	1,098	1,586
5-9	966	806	1,772	120	111	231	-	63	63	1,087	979	2,066
10-11	606	302	908	-	-	-	-	-	-	606	302	908
12-14	513	535	1,048	66	69	135	-	-	-	579	605	1,184
15-19	565	1,068	1,633	69	287	356	-	-	-	634	1,354	1,988
20-24	512	525	1,037	-	-	-	-	-	-	512	525	1,037
25-29	262	309	571	-	-	-	-	-	-	262	309	571
30-34	148	582	730	44	35	79	31	-	31	224	616	840
35-39	234	333	567	0	44	44	-	-	-	234	378	612
40-44	417	271	688	0	31	31	-	-	-	417	302	719
45-49	135	168	303	-	-	-	-	-	-	135	168	303
50-54	157	180	337	-	-	-	-	-	-	157	180	337
55-59	-	147	147	-	-	-	-	-	-	-	147	147
60-64	44	182	226	-	-	-	-	-	-	44	182	226
65-69	132	35	167	-	-	-	-	-	-	132	35	167
70+	330	465	795	34	69	103	-	-	-	364	535	899
Total	5,622	6,968	12,590	462	715	1,177	31	94	125	6,117	7,778	13,895

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

<i>SOUTH EAST</i>	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	823	480	1,303	61	-	61	-	-	-	885	480	1,365
1-4	2,545	2,018	4,563	-	-	-	-	-	-	2,545	2,018	4,563
5-9	2,842	2,993	5,835	-	-	-	-	-	-	2,842	2,993	5,835
10-11	905	984	1,889	-	-	-	-	-	-	905	984	1,889
12-14	2,137	2,062	4,199	49	-	49	-	-	-	2,186	2,062	4,248
15-19	2,964	3,077	6,041	49	-	49	-	-	-	3,013	3,077	6,090
20-24	3,837	4,438	8,275	-	-	-	-	-	-	3,837	4,438	8,275
25-29	3,179	2,831	6,010	77	-	77	-	-	-	3,256	2,831	6,087
30-34	2,131	2,023	4,154	51	-	51	-	-	-	2,182	2,023	4,205
35-39	2,018	2,457	4,475	-	-	-	-	-	-	2,018	2,457	4,475
40-44	1,009	1,379	2,388	49	102	151	-	-	-	1,057	1,481	2,538
45-49	1,173	1,515	2,688	-	66	66	-	-	-	1,173	1,581	2,754
50-54	740	581	1,321	-	-	-	-	-	-	740	581	1,321
55-59	643	927	1,570	-	-	-	-	-	-	643	927	1,570
60-64	635	736	1,371	66	-	66	-	-	-	700	736	1,436
65-69	367	589	956	197	-	197	-	-	-	564	589	1,153
70+	540	677	1,217	-	-	-	-	-	-	540	677	1,217
Total	28,488	29,767	58,255	599	168	767	-	-	-	29,086	29,935	59,021
<b>KWENENG EAST</b>												
<1	2,611	2,614	5,225	-	-	-	-	-	-	2,611	2,614	5,225
1-4	8,496	8,745	17,241	72	-	72	-	-	-	8,568	8,745	17,313
5-9	10,536	10,955	21,491	58	130	188	-	-	-	10,594	11,084	21,678
10-11	3,838	4,939	8,777	40	-	40	-	-	-	3,878	4,939	8,817
12-14	7,123	6,139	13,262	72	-	72	-	-	-	7,194	6,139	13,333
15-19	11,362	12,788	24,150	72	97	169	-	-	-	11,434	12,885	24,319
20-24	9,290	9,987	19,277	143	143	286	-	-	-	9,434	10,130	19,564
25-29	8,802	8,381	17,183	-	-	-	-	-	-	8,802	8,381	17,183
30-34	4,758	6,046	10,804	242	72	314	-	-	-	5,001	6,117	11,118
35-39	3,849	6,342	10,191	-	30	30	-	-	-	3,849	6,372	10,221
40-44	3,005	4,416	7,421	-	-	-	-	-	-	3,005	4,416	7,421
45-49	3,421	4,117	7,538	-	-	-	-	-	-	3,421	4,117	7,538
50-54	1,961	2,061	4,022	-	35	35	-	-	-	1,961	2,096	4,057
55-59	2,438	3,072	5,510	-	72	72	-	-	-	2,438	3,144	5,582
60-64	818	1,116	1,934	72	-	72	-	-	-	889	1,116	2,005
65-69	729	1,008	1,737	-	72	72	-	-	-	729	1,080	1,809
70+	3,147	4,441	7,588	-	-	-	-	-	-	3,147	4,441	7,588
Total	86,184	97,167	183,351	771	651	1422	-	-	-	86,955	97,816	184,771

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

KWENENG WEST	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	719	656	1,375	-	-	-	-	-	-	719	656	1,375
1-4	2,739	2,415	5,154	-	-	-	-	-	-	2,739	2,415	5,154
5-9	4,388	2,930	7,318	65	65	130	-	-	-	4,453	2,994	7,447
10-11	409	1,014	1,423	-	-	-	-	-	-	409	1,014	1,423
12-14	1,260	1,489	2,749	-	-	-	-	-	-	1,260	1,489	2,749
15-19	1,667	2,463	4,130	-	-	-	-	-	-	1,667	2,463	4,130
20-24	2,231	1,676	3,907	65	65	130	-	-	-	2,296	1,741	4,037
25-29	927	983	1,910	-	-	-	-	-	-	927	983	1,910
30-34	343	1,219	1,562	-	-	-	-	-	-	343	1,219	1,562
35-39	539	888	1,427	-	-	-	-	-	-	539	888	1,427
40-44	415	1,087	1,502	-	-	-	-	-	-	415	1,087	1,502
45-49	534	910	1,444	-	-	-	-	-	-	534	910	1,444
50-54	478	212	690	-	-	-	-	-	-	478	212	690
55-59	605	697	1,302	65	65	130	-	-	-	670	762	1,432
60-64	300	464	764	-	-	-	-	-	-	300	464	764
65-69	128	270	398	-	-	-	-	-	-	128	270	398
70+	1,185	1,979	3,164	-	-	-	-	-	-	1,185	1,979	3,164
<b>Total</b>	<b>18,867</b>	<b>21,352</b>	<b>40,219</b>	<b>195</b>	<b>195</b>	<b>390</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>19,062</b>	<b>21,546</b>	<b>40,608</b>
<b>KGATLENG</b>												
<1	761	1,532	2,293	-	-	-	-	-	-	761	1,532	2,293
1-4	3,255	3,626	6,881	63	-	63	-	-	-	3,319	3,626	6,945
5-9	4,830	5,015	9,845	-	104	104	-	-	-	4,830	5,119	9,949
10-11	2,098	2,393	4,491	-	-	-	-	-	-	2,098	2,393	4,491
12-14	3,425	3,192	6,617	95	-	95	-	-	-	3,520	3,192	6,712
15-19	4,028	3,937	7,965	50	-	50	-	-	-	4,079	3,937	8,016
20-24	3,069	3,657	6,726	-	-	-	-	-	-	3,069	3,657	6,726
25-29	2,069	2,608	4,677	63	-	63	-	-	-	2,132	2,608	4,740
30-34	1,526	3,182	4,708	-	54	54	-	-	-	1,526	3,236	4,762
35-39	2,466	2,584	5,050	-	-	-	-	-	-	2,466	2,584	5,050
40-44	1,311	1,844	3,155	-	-	-	-	-	-	1,311	1,844	3,155
45-49	1,015	1,549	2,564	-	-	-	-	-	-	1,015	1,549	2,564
50-54	1,951	1,089	3,040	-	-	-	-	-	-	1,951	1,089	3,040
55-59	1,201	1,292	2,493	-	-	-	-	-	-	1,201	1,292	2,493
60-64	581	1,317	1,898	-	54	54	-	-	-	581	1,371	1,952
65-69	701	891	1,592	-	-	-	-	-	-	701	891	1,592
70+	2,338	2,794	5,132	-	63	63	-	-	-	2,338	2,857	5,195
<b>Total</b>	<b>36,625</b>	<b>42,502</b>	<b>79,127</b>	<b>271</b>	<b>275</b>	<b>546</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>36,898</b>	<b>42,777</b>	<b>79,675</b>



**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

CENTRAL SEROWE PALAPYE	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	1,733	2,020	3,753	70	60	130	-	-	-	1,804	2,080	3,884
1-4	9,492	9,430	18,922	111	219	330	-	-	-	9,603	9,649	19,252
5-9	13,265	12,223	25,488	299	151	450	-	-	-	13,564	12,373	25,937
10-11	5,808	5,414	11,222	-	70	70	-	-	-	5,808	5,484	11,292
12-14	7,932	8,438	16,370	189	70	259	-	-	-	8,120	8,508	16,628
15-19	9,705	8,845	18,550	-	147	147	-	-	-	9,705	8,993	18,698
20-24	7,116	8,777	15,893	-	346	346	-	-	-	7,116	9,123	16,239
25-29	5,624	6,825	12,449	-	115	115	-	-	-	5,624	6,940	12,564
30-34	4,626	5,208	9,834	35	35	70	-	-	-	4,660	5,243	9,903
35-39	3,930	4,519	8,449	-	63	63	-	-	-	3,930	4,582	8,512
40-44	1,911	3,790	5,701	52	182	234	-	-	-	1,963	3,973	5,936
45-49	2,178	5,111	7,289	77	70	147	-	-	-	2,255	5,181	7,436
50-54	1,754	3,790	5,544	97	-	97	-	-	-	1,851	3,790	5,641
55-59	1,342	3,228	4,570	-	52	52	-	-	-	1,342	3,280	4,622
60-64	2,312	2,786	5,098	77	-	77	-	-	-	2,389	2,786	5,175
65-69	1,421	2,075	3,496	-	-	-	-	-	-	1,421	2,075	3,496
70+	3,245	6,151	9,396	-	-	-	-	-	-	3,245	6,151	9,396
<b>Total</b>	<b>83,394</b>	<b>98,630</b>	<b>182,024</b>	<b>1,007</b>	<b>1,580</b>	<b>2,587</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>84,400</b>	<b>100,211</b>	<b>184,611</b>
<b>MAHALAPYE</b>												
<1	1,594	1,471	3,065	102	-	102	-	-	-	1,696	1,471	3,167
1-4	6,241	5,748	11,989	460	287	747	-	-	-	6,702	6,035	12,737
5-9	9,156	7,433	16,589	523	76	599	68	68	136	9,747	7,510	17,257
10-11	3,370	3,560	6,930	134	-	134	68	68	136	3,572	3,560	7,132
12-14	4,777	4,676	9,453	53	300	353	-	-	-	4,831	4,976	9,807
15-19	6,324	5,635	11,959	187	-	187	68	68	136	6,580	5,635	12,215
20-24	4,021	4,672	8,693	174	604	778	-	-	-	4,194	5,276	9,470
25-29	3,511	4,561	8,072	53	-	53	68	68	136	3,633	4,561	8,194
30-34	2,714	3,671	6,385	102	153	255	-	-	-	2,816	3,824	6,640
35-39	2,694	3,696	6,390	69	153	222	-	-	-	2,763	3,849	6,612
40-44	2,874	3,591	6,465	102	126	228	-	-	-	2,976	3,717	6,693
45-49	2,195	2,843	5,038	57	156	213	-	-	-	2,252	2,999	5,251
50-54	1,635	1,701	3,336	-	-	-	-	-	-	1,635	1,701	3,336
55-59	893	1,432	2,325	-	179	179	-	-	-	893	1,611	2,504
60-64	1,215	1,449	2,664	-	-	-	-	-	-	1,215	1,449	2,664
65-69	599	1,175	1,774	-	102	102	-	-	-	599	1,277	1,876
70+	2,312	3,946	6,258	-	153	153	-	-	-	2,312	4,099	6,411
<b>Total</b>	<b>56,125</b>	<b>61,260</b>	<b>117,385</b>	<b>2,016</b>	<b>2,289</b>	<b>4,305</b>	<b>272</b>	<b>272</b>	<b>272</b>	<b>58,416</b>	<b>63,550</b>	<b>121,966</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

CENTRAL BOBONONG	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	1,568	1,366	2,934	77	239	316	-	-	-	1,568	1,366	2,934
1-4	4,378	5,214	9,592	148	239	387	-	-	-	4,455	5,453	9,908
5-9	5,914	6,460	12,374	77	-	77	-	-	-	6,061	6,698	12,759
10-11	1,839	2,225	4,064	236	77	313	-	-	-	1,916	2,225	4,141
12-14	4,165	3,227	7,392	387	77	464	-	-	-	4,401	3,304	7,705
15-19	6,182	3,614	9,796	232	85	317	-	-	-	6,569	3,692	10,261
20-24	2,433	3,770	6,203	77	82	159	-	-	-	2,665	3,855	6,520
25-29	1,742	3,162	4,904	77	154	231	-	-	-	1,820	3,244	5,064
30-34	2,038	2,096	4,134	155	242	397	-	-	-	2,115	2,250	4,365
35-39	1,622	2,635	4,257	-	-	-	-	-	-	1,622	2,635	4,257
40-44	1,161	2,132	3,293	77	155	232	-	-	-	1,316	2,374	3,690
45-49	1,187	1,591	2,778	77	-	77	-	-	-	1,264	1,746	3,010
50-54	1,011	1,646	2,657	0	77	77	-	-	-	1,089	1,646	2,735
55-59	836	1,582	2,418	77	77	154	-	-	-	836	1,660	2,496
60-64	289	997	1,286	-	-	-	-	-	-	366	1,075	1,441
65-69	603	476	1,079	-	-	-	-	-	-	603	476	1,079
70+	1,611	1,721	3,332	77	232	309	-	-	-	1,689	1,953	3,642
<b>Total</b>	<b>38,579</b>	<b>43,914</b>	<b>82,493</b>	<b>1,774</b>	<b>1,736</b>	<b>3,510</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>40,355</b>	<b>45,652</b>	<b>86,007</b>

Central Boteli	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	385	734	1,119	73	-	73	-	-	-	458	734	1,192
1-4	4,071	2,195	6,266	146	-	146	-	-	-	4,217	2,195	6,412
5-9	4,714	4,049	8,763	-	-	-	-	-	-	4,714	4,049	8,763
10-11	1,253	1,713	2,966	-	-	-	-	-	-	1,253	1,713	2,966
12-14	1,447	1,254	2,701	73	73	146	-	-	-	1,520	1,327	2,847
15-19	2,943	2,766	5,709	146	-	146	-	-	-	3,089	2,766	5,855
20-24	3,137	2,811	5,948	-	-	-	-	-	-	3,137	2,811	5,948
25-29	1,718	2,077	3,795	-	-	-	-	-	-	1,718	2,077	3,795
30-34	1,143	1,317	2,460	-	-	-	-	-	-	1,143	1,317	2,460
35-39	1,437	2,027	3,464	-	77	77	-	-	-	1,437	2,104	3,541
40-44	1,170	1,162	2,332	-	-	-	-	-	-	1,170	1,162	2,332
45-49	1,148	1,298	2,446	-	73	73	-	-	-	1,148	1,371	2,519
50-54	1,044	1,130	2,174	-	-	-	-	-	-	1,044	1,130	2,174
55-59	717	331	1,048	-	-	-	-	-	-	717	331	1,048
60-64	366	512	878	146	-	146	-	-	-	512	512	1,024
65-69	522	141	663	-	-	-	-	-	-	522	141	663
70+	938	1,829	2,767	-	73	73	-	-	-	938	1,902	2,840
<b>Total</b>	<b>28,153</b>	<b>27,346</b>	<b>55,499</b>	<b>584</b>	<b>296</b>	<b>880</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>28,737</b>	<b>27,642</b>	<b>56,379</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

CENTRAL TUTUME	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	1,249	2,407	3,656	250	-	250	-	-	-	1,499	2,407	3,906
1-4	8,715	10,744	19,459	641	283	924	-	-	-	9,356	11,027	20,383
5-9	12,760	10,024	22,784	551	560	1,111	-	-	-	13,311	10,585	23,896
10-11	3,952	4,914	8,866	185	80	265	-	-	-	4,137	4,994	9,131
12-14	8,737	5,867	14,604	203	160	363	-	-	-	8,940	6,027	14,967
15-19	9,888	11,096	20,984	419	229	648	-	-	-	10,307	11,325	21,632
20-24	6,011	7,338	13,349	158	268	426	-	79	79	6,169	7,686	13,855
25-29	5,829	4,786	10,615	342	383	725	-	-	-	6,171	5,168	11,339
30-34	3,368	4,202	7,570	107	281	388	-	-	-	3,475	4,483	7,958
35-39	2,980	4,406	7,386	184	195	379	-	-	-	3,163	4,601	7,764
40-44	2,355	3,268	5,623	115	72	187	-	-	-	2,470	3,341	5,811
45-49	1,726	3,329	5,055	123	383	506	-	-	-	1,850	3,712	5,562
50-54	1,663	2,104	3,767	183	376	559	-	-	-	1,846	2,480	4,326
55-59	1,722	3,218	4,940	153	68	221	-	-	-	1,875	3,287	5,162
60-64	967	1,577	2,544	-	55	55	-	-	-	967	1,632	2,599
65-69	1,270	1,464	2,734	-	-	-	-	-	-	1,270	1,464	2,734
70+	3,690	4,963	8,653	-	272	272	-	-	-	3,690	5,234	8,924
<b>Total</b>	<b>76,882</b>	<b>85,707</b>	<b>162,589</b>	<b>3,614</b>	<b>3,665</b>	<b>7,279</b>	<b>-</b>	<b>79</b>	<b>79</b>	<b>80,496</b>	<b>89,453</b>	<b>169,949</b>
<b>NORTH EAST</b>												
<1	584	518	1,102	-	376	376	-	-	-	584	894	1,478
1-4	1,491	1,844	3,335	340	166	506	-	-	-	1,831	2,010	3,841
5-9	3,789	2,917	6,706	453	1,013	1,466	-	-	-	4,243	3,930	8,173
10-11	1,631	1,822	3,453	485	227	712	-	-	-	2,117	2,049	4,166
12-14	2,368	2,130	4,498	728	420	1,148	-	-	-	3,096	2,550	5,646
15-19	2,580	1,983	4,563	564	475	1,039	-	-	-	3,144	2,459	5,603
20-24	1,047	1,047	2,094	460	176	636	-	-	-	1,507	1,223	2,730
25-29	1,835	1,533	3,368	366	354	720	-	-	-	2,201	1,887	4,088
30-34	1,946	1,190	3,136	238	444	682	-	-	-	2,185	1,634	3,819
35-39	665	1,204	1,869	451	369	820	-	-	-	1,116	1,573	2,689
40-44	807	1,153	1,960	188	437	625	-	-	-	995	1,590	2,585
45-49	297	1,234	1,531	176	415	591	-	-	-	473	1,649	2,122
50-54	728	931	1,659	147	166	313	-	-	-	874	1,097	1,971
55-59	565	469	1,034	81	356	437	-	-	-	646	825	1,471
60-64	266	53	319	-	81	81	-	-	-	266	134	400
65-69	220	422	642	88	-	88	-	-	-	308	422	730
70+	891	1,841	2,732	212	655	867	-	-	-	1,104	2,495	3,599
<b>Total</b>	<b>21,710</b>	<b>22,291</b>	<b>44,001</b>	<b>4,977</b>	<b>6,130</b>	<b>11,107</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>26,690</b>	<b>28,421</b>	<b>55,111</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

NGAMILAND EAST	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	749	579	1,328	-	-	-	-	-	-	749	579	1,328
1-4	3,569	3,718	7,287	-	-	-	-	-	-	3,569	3,718	7,287
5-9	4,941	4,673	9,614	191	95	286	-	-	-	5,131	4,768	9,899
10-11	2,339	2,033	4,372	-	95	95	-	-	-	2,339	2,129	4,468
12-14	2,858	3,242	6,100	-	-	-	-	-	-	2,858	3,242	6,100
15-19	4,631	5,215	9,846	49	-	49	-	-	-	4,680	5,215	9,895
20-24	2,934	4,761	7,695	-	97	97	-	-	-	2,934	4,858	7,792
25-29	2,752	3,918	6,670	-	-	-	-	-	-	2,752	3,918	6,670
30-34	2,166	2,605	4,771	-	-	-	-	-	-	2,166	2,605	4,771
35-39	1,515	2,206	3,721	-	-	-	-	-	-	1,515	2,206	3,721
40-44	1,970	2,273	4,243	-	97	97	-	-	-	1,970	2,371	4,341
45-49	1,060	936	1,996	-	-	-	-	-	-	1,060	936	1,996
50-54	630	1,195	1,825	71	-	71	-	-	-	701	1,195	1,896
55-59	301	476	777	0	-	-	-	-	-	301	476	777
60-64	419	515	934	71	-	71	-	-	-	490	515	1,005
65-69	472	301	773	95	-	95	-	-	-	567	301	868
70+	1,519	2,217	3,736	-	95	95	-	-	-	1,519	2,313	3,832
<b>Total</b>	<b>34,825</b>	<b>40,863</b>	<b>75,688</b>	<b>477</b>	<b>479</b>	<b>956</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>35,301</b>	<b>41,345</b>	<b>76,646</b>
<b>NGAMILAND WEST</b>												
<1	932	652	1,584	54	148	202	-	-	-	985	801	1,786
1-4	2,674	2,373	5,047	370	332	702	-	-	-	3,043	2,705	5,748
5-9	3,461	3,219	6,680	486	191	677	-	-	-	3,947	3,410	7,357
10-11	1,322	1,187	2,509	232	166	398	-	-	-	1,554	1,353	2,907
12-14	2,152	2,168	4,320	171	120	291	-	-	-	2,323	2,289	4,612
15-19	2,470	3,013	5,483	455	229	684	-	-	-	2,925	3,242	6,167
20-24	2,531	2,786	5,317	257	196	453	-	-	-	2,788	2,982	5,770
25-29	1,586	1,965	3,551	83	122	205	-	-	-	1,669	2,087	3,756
30-34	929	1,974	2,903	-	117	117	-	-	-	929	2,091	3,020
35-39	933	1,290	2,223	-	197	197	-	-	-	933	1,487	2,420
40-44	1,046	1,356	2,402	59	60	119	-	-	-	1,104	1,416	2,520
45-49	516	625	1,141	59	194	253	-	-	-	575	819	1,394
50-54	292	663	955	-	54	54	-	-	-	292	716	1,008
55-59	712	402	1,114	65	54	119	-	-	-	777	456	1,233
60-64	327	486	813	114	-	114	-	-	-	440	486	926
65-69	314	299	613	54	54	108	-	-	-	368	353	721
70+	825	2,080	2,905	123	183	306	-	-	-	948	2,263	3,211
<b>Total</b>	<b>23,022</b>	<b>26,538</b>	<b>49,560</b>	<b>2,582</b>	<b>2,417</b>	<b>4,999</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>25,600</b>	<b>28,956</b>	<b>54,556</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

<i>CHOBE</i>	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	280	342	622	-	-	-	-	-	-	280	342	622
1-4	1,005	584	1,589	158	103	261	-	-	-	1,163	687	1,850
5-9	772	1,210	1,982	205	317	522	-	-	-	978	1,527	2,505
10-11	607	591	1,198	-	110	110	-	-	-	607	701	1,308
12-14	868	729	1,597	31	55	86	-	-	-	899	784	1,683
15-19	956	851	1,807	196	110	306	-	-	-	1,152	961	2,113
20-24	844	1,545	2,389	38	-	38	-	-	-	882	1,545	2,427
25-29	526	764	1,290	110	95	205	-	-	-	636	859	1,495
30-34	332	680	1,012	55	55	110	-	-	-	387	735	1,122
35-39	504	488	992	38	-	38	-	-	-	542	488	1,030
40-44	178	442	620	55	-	55	-	-	-	233	442	675
45-49	426	256	682	-	-	-	-	-	-	426	256	682
50-54	188	243	431	-	55	55	-	-	-	188	298	486
55-59	140	47	187	-	55	55	-	-	-	140	102	242
60-64	117	247	364	-	-	-	-	-	-	117	247	364
65-69	48	85	133	-	-	-	-	-	-	48	85	133
70+	205	394	599	-	-	-	-	-	-	205	394	599
<b>Total</b>	<b>7,996</b>	<b>9,498</b>	<b>17,494</b>	<b>886</b>	<b>955</b>	<b>1,841</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8,883</b>	<b>10,453</b>	<b>19,336</b>
<b>GANTSI</b>												
<1	38	278	316	91	73	164	-	-	-	129	350	479
1-4	1,598	1,136	2,734	375	242	617	-	-	-	1,973	1,377	3,350
5-9	1,941	1,314	3,255	30	489	519	-	-	-	1,971	1,802	3,773
10-11	415	309	724	183	-	183	-	-	-	598	309	907
12-14	973	1,049	2,022	111	91	202	-	-	-	1,084	1,140	2,224
15-19	1,350	1,098	2,448	335	250	585	-	-	-	1,685	1,348	3,033
20-24	771	1,299	2,070	350	106	456	-	-	-	1,122	1,405	2,527
25-29	1,250	1,075	2,325	121	35	156	-	-	-	1,371	1,110	2,481
30-34	1,521	732	2,253	139	181	320	-	-	-	1,660	912	2,572
35-39	808	970	1,778	29	-	29	-	-	-	838	970	1,808
40-44	663	946	1,609	38	121	159	-	-	-	701	1,067	1,768
45-49	685	495	1,180	163	-	163	-	-	-	848	495	1,343
50-54	414	611	1,025	121	-	121	-	-	-	535	611	1,146
55-59	207	339	546	-	91	91	-	-	-	207	430	637
60-64	447	575	1,022	138	91	229	-	-	-	585	666	1,251
65-69	30	264	294	-	-	-	-	-	-	30	264	294
70+	640	890	1,530	91	274	365	-	-	-	731	1,164	1,895
<b>Total</b>	<b>13,751</b>	<b>13,380</b>	<b>27,131</b>	<b>2,315</b>	<b>2,044</b>	<b>4,359</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>16,068</b>	<b>15,420</b>	<b>31,488</b>

**Table 4: Population distribution by age group, sex and nationality – 2003  
(cont'd)**

KGALAGADI SOUTH	Batswana			Non-Batswana			Unclassified			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<1	607	381	988	-	-	-	-	-	-	607	381	988
1-4	1,705	1,486	3,191	29	0	29	-	-	-	1,734	1,486	3,220
5-9	1,833	1,665	3,498	20	96	116	-	-	-	1,852	1,762	3,614
10-11	433	826	1,259	20	0	20	-	-	-	453	826	1,279
12-14	809	1,054	1,863	-	-	-	-	-	-	809	1,054	1,863
15-19	1,318	1,794	3,112	68	20	88	-	-	-	1,386	1,814	3,200
20-24	1,216	1,679	2,895	0	68	68	-	-	-	1,216	1,747	2,963
25-29	1,275	1,879	3,154	0	68	68	-	-	-	1,275	1,947	3,222
30-34	838	1,010	1,848	0	49	49	-	-	-	838	1,059	1,897
35-39	801	802	1,603	20	0	20	-	-	-	821	802	1,623
40-44	998	1,043	2,041	-	-	-	-	-	-	998	1,043	2,041
45-49	608	527	1,135	-	-	-	-	-	-	608	527	1,135
50-54	431	696	1,127	-	-	-	-	-	-	431	696	1,127
55-59	281	419	700	-	-	-	65	-	65	346	419	765
60-64	207	124	331	-	-	-	-	-	-	207	124	331
65-69	199	320	519	-	-	-	-	-	-	199	320	519
70+	357	581	938	-	-	-	-	-	-	357	581	938
<b>Total</b>	<b>13,916</b>	<b>16,286</b>	<b>30,202</b>	<b>157</b>	<b>301</b>	<b>458</b>	<b>65</b>	<b>-</b>	<b>65</b>	<b>14,137</b>	<b>16,588</b>	<b>30,725</b>
<b>KGALAGADI NORTH</b>												
<1	73	124	197	-	76	76	-	73	73	73	273	346
1-4	769	313	1,082	142	218	360	73	73	146	984	605	1,589
5-9	1,273	588	1,861	-	209	209	146	293	439	1,419	1,090	2,509
10-11	348	-	348	-	76	76	73	73	146	422	149	571
12-14	674	351	1,025	142	142	284	73	-	73	889	493	1,382
15-19	424	216	640	133	152	285	513	366	879	1,070	734	1,804
20-24	846	683	1,529	624	73	697	146	366	512	1,617	1,123	2,740
25-29	701	422	1,123	209	76	285	-	73	73	910	571	1,481
30-34	336	599	935	194	216	410	146	73	219	677	888	1,565
35-39	521	294	815	66	209	275	-	73	73	587	576	1,163
40-44	238	301	539	76	-	76	73	73	146	387	374	761
45-49	95	370	465	142	66	208	-	-	-	238	436	674
50-54	149	661	810	-	76	76	-	-	-	149	737	886
55-59	332	-	332	76	76	152	146	-	146	555	76	631
60-64	48	133	181	66	66	132	-	-	-	114	199	313
65-69	140	133	273	66	66	132	-	-	-	206	199	405
70+	133	405	538	66	133	199	-	146	146	199	685	884
<b>Total</b>	<b>7,100</b>	<b>5,593</b>	<b>12,693</b>	<b>2,002</b>	<b>1,930</b>	<b>3,932</b>	<b>1,389</b>	<b>1,682</b>	<b>3,071</b>	<b>10,496</b>	<b>9,208</b>	<b>19,704</b>

**Table 5: Trends in Literacy Rates 1991 – 2003**

Year	10-70 years			12-70 years			15-65+ years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1981	32.0	36.0	34	:	:	:	:	:	:
1991	:	:	:	:	:	:	66.8	67.7	67.3
1993	:	:	:	:	:	:	66.9	70.3	68.9
2001	64.98	69.82	67.5	:	:	:	69.9	73.6	71.8
2003	75.3	77.9	76.6	79.6	81.8	80.9	80.4	81.8	81.2

**Table 5a : Adult Literacy Rates in Percentages 1993 to 2004 (UNESCO)**

	1993			2003		
	Male	Female	Total	Male	Female	Total
Zimbabwe	80	90	85	93.8	86.3	90
South Africa	82	82	82	86.7	85.3	86
Zambia	71	76	73.5	86.3	73.8	79.9
Swaziland	76	78	77	82.0	80	80.9
Namibia	78	74	76	83.8	82.8	83.3
Lesotho	62	81	72	73.7	90.3	81.4
Botswana	60	80	70	76.1	81.5	78.9
Botswana (1993 & 2003) surveys	67	70	68.9	80.4	81.8	81.2
Tanzania	57	79	68	85.2	69.2	77.1
Malawi	52	72	62	75.5	48.7	61.8
Mozambique	23	58	40.5	62.3	31.4	46.5

**Table 6a: Age specific adult literacy rate by sex for Botswana aged 15 to 70+ Years - 2003**

Age Group	Population Aged 10+			Literate Population Aged 10+			Age Specific Literacy Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-11	44,369	48,776	93,145	8,393	11,828	20,221	18.9	24.3	21.7
12-14	72,814	66,995	139,809	55,149	55,234	110,383	75.7	82.4	79.0
15-19	98,840	105,980	204,820	91,411	100,535	191,946	92.5	94.9	93.7
20-24	80,212	98,812	179,024	73,466	95,238	168,704	91.6	96.4	94.2
25-29	67,535	78,222	145,757	60,295	74,635	134,930	89.3	95.4	92.6
30-34	50,808	62,538	113,346	43,639	55,287	98,926	85.9	88.4	87.3
35-39	43,797	58,181	101,978	34,655	49,059	83,714	79.1	84.3	82.1
40-44	35,296	46,368	81,664	24,330	33,743	58,073	68.9	72.8	71.1
45-49	27,429	40,344	67,773	17,634	25,740	43,374	64.3	63.8	64.0
50-54	24,076	28,719	52,795	14,347	15,363	29,710	59.6	53.5	56.3
55-59	18,206	24,441	42,647	9,859	11,908	21,767	54.2	48.7	51.0
60-64	12,238	16,563	28,801	4,463	5,759	10,222	36.5	34.8	35.5
65-69	10,389	13,190	23,579	4,092	3,829	7,921	39.4	29.0	33.6
70+	1,800	3,185	4,985	334	562	896	18.6	17.7	18.0
Total	587,809	692,314	1,280,123	442,067	538,720	980,787	75.2	77.8	76.6

**Table 6b: Age specific adult literacy rate by sex for Botswana aged 12 to 70+ years - 2003**

Age Group	Population Aged 12+			Literate Population Aged 12+			Age Specific Population (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
12-14	72,814	66,995	139,809	55,149	55,234	110,383	75.7	82.4	79.0
15-19	98,840	105,980	204,820	91,411	100,535	191,946	92.5	94.9	93.7
20-24	80,212	98,812	179,024	73,466	95,238	168,704	91.6	96.4	94.2
25-29	67,535	78,222	145,757	60,295	74,635	134,930	89.3	95.4	92.6
30-34	50,808	62,538	113,346	43,639	55,287	98,926	85.9	88.4	87.3
35-39	43,797	58,181	101,978	34,655	49,059	83,714	79.1	84.3	82.1
40-44	35,296	46,368	81,664	24,330	33,743	58,073	68.9	72.8	71.1
45-49	27,429	40,344	67,773	17,634	25,740	43,374	64.3	63.8	64.0
50-54	24,076	28,719	52,795	14,347	15,363	29,710	59.6	53.5	56.3
55-59	18,206	24,441	42,647	9,859	11,908	21,767	54.2	48.7	51.0
60-64	12,238	16,563	28,801	4,463	5,759	10,222	36.5	34.8	35.5
65-69	10,389	13,190	23,579	4,092	3,829	7,921	39.4	29.0	33.6
70+	1,800	3,185	4,985	334	562	896	18.6	17.7	18.0
<b>Total</b>	<b>543,440</b>	<b>643,538</b>	<b>1,186,978</b>	<b>433,674</b>	<b>526,892</b>	<b>960,566</b>	<b>79.8</b>	<b>81.87</b>	<b>80.93</b>

**Table 6c: Age specific adult literacy rate by sex for Botswana aged 15 to 70 years - 2003**

AGE GROUP	Population aged 15+			Literate Population Aged 15+			Age Specific Literacy Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
15-19	98,840	105,980	204,820	91,411	100,535	191,946	92.5	94.9	93.7
20-24	80,212	98,812	179,024	73,466	95,238	168,704	91.6	96.4	94.2
25-29	67,535	78,222	145,757	60,295	74,635	134,930	89.3	95.4	92.6
30-34	50,808	62,538	113,346	43,639	55,287	98,926	85.9	88.4	87.3
35-39	43,797	58,181	101,978	34,655	49,059	83,714	79.1	84.3	82.1
40-44	35,296	46,368	81,664	24,330	33,743	58,073	68.9	72.8	71.1
45-49	27,429	40,344	67,773	17,634	25,740	43,374	64.3	63.8	64.0
50-54	24,076	28,719	52,795	14,347	15,363	29,710	59.6	53.5	56.3
55-59	18,206	24,441	42,647	9,859	11,908	21,767	54.2	48.7	51.0
60-64	12,238	16,563	28,801	4,463	5,759	10,222	36.5	34.8	35.5
65-69	10,389	13,190	23,579	4,092	3,829	7,921	39.4	29.0	33.6
70+	1,800	3,185	4,985	334	562	896	18.6	17.7	18.0
<b>Total</b>	<b>470,626</b>	<b>576,543</b>	<b>1,047,169</b>	<b>378,525</b>	<b>471,658</b>	<b>850,183</b>	<b>80.4</b>	<b>81.8</b>	<b>81.19</b>



**Table 7a: District adult literacy rate for Batswana aged 10 – 70 years, by sex - 2003**

DISTRICT	Survey Population Aged 10+			Literate Population Aged 10+			District Literacy Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	68,121	81,841	149,962	61,472	76,512	137,984	90.2	93.5	92.0
Francistown	30,586	37,462	68,048	26,952	34,351	61,303	88.1	91.7	90.1
Lobatse	11,245	11,413	22,658	9,749	10,095	19,844	86.7	88.5	87.6
Selibe Phikwe	16,021	17,768	33,789	14,617	15,988	30,605	91.2	90.0	90.6
Orapa	2,876	2,770	5,646	2,661	2,622	5,283	92.5	94.7	93.6
Jwaneng	5,654	6,744	12,398	4,756	5,850	10,606	84.1	86.7	85.5
Sowa Town	1,095	847	1,942	1,016	747	1,763	92.8	88.2	90.8
Ngwaketse	44,096	58,045	102,141	32,068	43,531	75,599	72.7	75.0	74.0
Barolong	14,795	18,569	33,364	10,532	14,899	25,431	71.2	80.2	76.2
Ngwaketse West	3,725	4,668	8,393	2,382	3,360	5,742	63.9	72.0	68.4
South East	21,803	23,599	45,402	17,780	19,816	37,596	81.5	84.0	82.8
Kweneng East	61,836	70,832	132,668	45,059	56,088	101,147	72.9	79.2	76.2
Kweneng West	9,838	13,508	23,346	5,788	6,830	12,608	58.8	50.6	54.0
Kgatleng	25,578	29,666	55,244	17,497	23,074	40,571	68.4	77.8	73.4
Central Serowe/Palapye	55,812	69,301	125,113	39,115	50,237	89,352	70.1	72.5	71.4
Central Mahalapye	36,913	43,204	80,117	23,977	30,865	54,842	65	71.4	68.5
Central Bobonong	25,348	29,410	54,758	17,780	21,449	39,229	70.1	72.9	71.6
Central Boteti	18,045	18,538	36,583	12,693	11,739	24,432	70.3	63.3	66.8
Central Tutume	50,685	57,889	108,574	36,362	41,724	78,086	71.7	72.1	71.9
North East	15,019	15,172	30,191	12,195	11,570	23,765	81.2	76.3	78.7
Ngamiland East	24,048	29,677	53,725	19,523	24,478	44,001	81.2	82.5	81.9
Ngamiland West	15,130	18,288	33,418	9,315	11,289	20,604	61.6	61.7	61.7
Chobe	5,735	6,968	12,703	4,575	5,691	10,266	79.8	81.7	80.8
Ghanzi	9,535	9,795	19,330	5,671	5,528	11,199	59.5	56.4	57.9
Kgalagadi South	9,414	12,176	21,590	5,715	8,158	13,873	60.7	67.0	64.3
Kgalagadi North	4,853	4,163	9,016	3,404	3,112	6,516	70.1	74.8	72.3
Total	587,806	692,313	1,280,119	442,654	539,603	982,257	75.3	77.9	76.6

**Table 7b: District adult literacy rate for Botswana aged 12 – 70 years, by sex - 2003**

DISTRICT	Survey Population Aged 12+			Literate Population Aged 12+			District Literacy Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	65,187	78,070	143257	60,541	74,992	135,533	92.9	96.1	94.6
Francistown	28,750	35,777	64527	26,142	33,832	59,974	90.9	94.6	92.9
Lobatse	10,513	10,539	21052	9,625	9,824	19,449	91.6	93.2	92.4
Selibe Phikwe	15,445	16,652	32097	14,403	15,434	29,837	93.3	92.7	93.0
Orapa	2,661	2,622	5283	2,576	2,560	5,136	96.8	97.6	97.2
Jwaneng	5,008	6,266	11274	4,582	5,731	10,313	91.5	91.5	91.5
Sowa Town	1,074	759	1833	993	724	1,717	92.5	95.4	93.7
Ngwaketse	40,032	53,077	93109	31,226	42,067	73,293	78.0	79.3	78.7
Barolong	12,625	17,148	29773	10,190	14,358	24,548	80.7	83.7	82.5
Ngwaketse West	3,119	4,366	7485	2,183	3,294	5,477	70.0	75.4	73.2
South East	20,898	22,615	43513	17,512	19,530	37,042	83.8	86.4	85.1
Kweneng East	57,998	65,893	123891	44,591	54,950	99,541	76.9	83.4	80.3
Kweneng West	9,428	12,495	21923	5,788	6,830	12,618	61.4	54.7	57.6
Kgatleng	23,480	27,273	50753	16,689	21,698	38,387	71.1	79.6	75.6
Central Serowe/Palapye	50,004	63,888	113892	38,459	48,936	87,395	76.9	76.6	76.7
Central Mahalapye	33,543	39,643	73186	23,061	29,852	52,913	68.8	75.3	72.3
Central Bobonong	23,509	27,186	50695	17,437	20,698	38,135	74.2	76.1	75.2
Central Boteti	16,792	16,825	33617	12,262	11,589	23,851	73.0	68.9	70.9
Central Tutume	46,734	52,975	99709	35,753	40,947	76,700	76.5	77.3	76.9
North East	13,388	13,350	26738	11,750	11,346	23,096	87.8	85.0	86.4
Ngamiland East	21,709	27,644	49353	19,105	24,047	43,152	88.0	87.0	87.4
Ngamiland West	13,808	17,101	30909	8,994	11,054	20,048	65.1	64.6	64.9
Chobe	5,128	6,377	11505	4,444	5,402	9,846	86.7	84.7	85.6
Ghanzi	9,120	9,486	18606	5,641	5,498	11,139	61.9	58.0	59.9
Kgalagadi South	8,981	11,349	20,330	5,695	7,865	13,560	63.4	69.3	66.7
Kgalagadi North	4,505	4,163	8,668	3,205	3,112	6,317	71.1	74.8	72.9
Total	543,439	643,539	1,186,978	432,847	526,170	959,017	79.6	81.8	80.9

**Table 7c: District adult literacy rate for Botswana aged 15 – 70 years, by sex – 2003**

DISTRICT	Survey Population Aged 15+			Literate Population Aged 15+			District Literacy Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	60,173	72,864	133,037	56,075	69,994	126,069	93.2	96.1	94.8
Francistown	25,474	32,951	58,425	23,323	31,256	54,579	91.6	94.9	93.4
Lobatse	9,262	9,628	18,890	8,558	8,913	17,471	92.4	92.6	92.5
Selibe Phikwe	13,884	15,149	29,033	13,069	13,980	27,049	94.1	92.3	93.2
Orapa	2,491	2,358	4,849	2,429	2,325	4,754	97.5	98.6	98.0
Jwaneng	4,441	5,824	10,265	4,078	5,353	9,431	91.8	91.9	91.9
Sowa Town	971	692	1,663	912	668	1,580	93.9	96.5	95.0
Ngwaketse	33,926	46,786	80,712	26,280	36,788	63,068	77.5	78.6	78.1
Barolong	10,079	15,265	25,344	8,480	12,845	21,325	84.1	84.1	84.1
Ngwaketse West	2,606	3,830	6,436	1,738	2,790	4,528	66.7	72.8	70.4
South East	18,761	20,553	39,314	15,901	17,691	33,592	84.8	86.1	85.4
Kweneng East	50,875	59,754	110,629	39,049	50,150	89,199	76.8	83.9	80.6
Kweneng West	8,168	11,005	19,173	5,191	5,863	11,054	63.6	53.3	57.7
Kgatleng	20,056	24,081	44,137	14,081	19,149	33,230	70.2	79.5	75.3
Central Serowe/Palapye	42,073	55,450	97,523	32,463	42,137	74,600	77.2	76.0	76.5
Central Mahalapye	28,765	34,968	63,733	20,063	26,146	46,209	69.7	74.8	72.5
Central Bobonong	19,344	23,959	43,303	14,441	17,877	32,318	74.7	74.6	74.6
Central Boteti	15,344	15,571	30,915	11,213	10,830	22,043	73.1	69.6	71.3
Central Tutume	37,996	47,107	85,103	29,645	36,245	65,890	78.0	76.9	77.4
North East	11,020	11,220	22,240	9,658	9,715	19,373	87.6	86.6	87.1
Ngamiland East	18,852	24,402	43,254	16,993	21,304	38,297	90.1	87.3	88.5
Ngamiland West	11,656	14,933	26,589	7,709	9,752	17,461	66.1	65.3	65.7
Chobe	4,259	5,648	9,907	3,613	4,768	8,381	84.8	84.4	84.6
Ghanzi	8,147	8,437	16,584	5,239	4,694	9,933	64.3	55.6	59.9
Kgalagadi South	8,172	10,295	18,467	5,019	6,963	11,982	61.4	67.6	64.9
Kgalagadi North	3,831	3,812	7,643	2,674	2,828	5,502	69.8	74.2	72.0
Total	470,626	576,542	1,047,168	377,894	471,024	848,918	80.3	81.7	81.2

**Table 7d: Literacy rates by sex, age group and location - 2003**

Age Group	Total Literacy Rate			Urban Literacy Rate			Rural Literacy Rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-11	18.9	24.3	21.7	19.4	29.6	24.9	17.8	19.5	18.7
12-14	75.7	82.4	79.0	79.4	86.9	83.1	71.9	77.7	74.6
15-19	92.5	94.9	93.7	96.9	97.6	97.3	87.4	91.1	89.1
20-24	91.6	96.4	94.2	97.8	99.0	98.5	82.9	91.1	87.1
25-29	89.3	95.4	92.6	95.9	97.8	96.9	77.8	91.1	84.7
30-34	85.9	88.4	87.3	92.9	94.3	93.7	74.8	78.1	76.6
35-39	79.1	84.3	82.1	90.3	92.8	91.8	65.4	71.2	68.6
40-44	68.9	72.8	71.1	83.9	84.5	84.2	48.7	58.6	54.6
45-49	64.3	63.8	64.0	72.7	76.1	74.7	54.4	49.3	51.2
50-54	59.6	53.5	56.3	77.7	70.4	73.8	44.5	39.5	41.7
55-59	54.2	48.7	51.0	70.6	62.3	66.1	40.2	41.2	40.8
60-64	36.5	34.8	35.5	52.0	50.0	50.9	26.9	26.3	26.5
65-69	39.4	29.0	33.6	53.8	37.1	44.2	33.0	26.2	29.4
70+	18.6	17.7	18.0	32.6	41.7	39.2	24.1	11.5	16.9
Total	75.2	77.8	76.62	84.3	86.3	85.4	64.5	66.8	65.7

**Table 8: Population with school attainment of Standard 5 and over, and those who passed literacy test by age group and sex – 2003**

District Both Sexes	Total Literate Population	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+
Gaborone	149,961	6,704	10,220	20,778	25,121	22,345	18,600	16,166	12,341	7,446	5,956	2,280	1,115	706	183
Francistown	68,046	3,521	6,103	10,577	11,769	9,511	7,398	5,512	4,508	3,149	2,499	2,166	526	678	129
Lobatse	22,657	1,606	2,161	2,957	4,231	2,608	2,277	1,573	1,699	874	918	1,055	422	276	-
Selibe Phikwe	33,789	1,693	3,064	4,905	5,463	4,747	4,084	3,379	1,943	2,287	1,178	839	49	158	-
Orapa	5,645	362	434	746	632	717	1,071	419	401	321	387	103	52	-	-
Jwaneng	12,398	1,126	1,008	2,068	1,791	975	1,340	1,255	802	1,050	619	241	62	61	-
Sowa Town	1,944	109	170	271	247	262	316	203	133	121	68	12	32	-	-
Ngwaketse	102,142	9,031	12,397	18,022	12,826	10,700	6,718	6,586	5,952	5,667	4,464	3,627	2,843	2,735	574
Barolong	33,366	3,591	4,430	5,674	3,647	2,227	2,342	2,226	1,904	1,581	1,988	1,308	1,074	1,121	253
Ngwaketse West	8,390	908	1,048	1,633	1,036	570	729	567	688	302	337	147	227	167	31
South East	45,400	1,889	4,199	6,041	8,275	6,010	4,155	4,474	2,388	2,688	1,321	1,571	1,370	956	63
Kweneng East	132,669	8,777	13,261	24,151	19,277	17,182	10,804	10,191	7,421	7,538	4,023	5,510	1,934	1,737	863
Kweneng West	23,346	1,423	2,750	4,131	3,907	1,910	1,563	1,427	1,502	1,444	690	1,302	764	398	135
Kgatleng	55,244	4,491	6,616	7,966	6,726	4,677	4,708	5,050	3,155	2,564	3,040	2,493	1,899	1,592	267
Central Serowe/Palapye	125,113	11,222	16,369	18,550	15,893	12,449	9,834	8,449	5,701	7,289	5,544	4,570	5,098	3,496	649
Central Mahalapye	80,117	6,931	9,453	11,960	8,692	8,072	6,385	6,391	6,465	5,038	3,335	2,325	2,664	1,773	633
Central Bobonong	54,756	4,064	7,392	9,796	6,203	4,904	4,133	4,256	3,293	2,778	2,657	2,418	1,286	1,079	497
Central Boteti	36,581	2,966	2,701	5,709	5,948	3,794	2,460	3,464	2,331	2,446	2,174	1,048	877	663	-
Central Tutume	108,573	8,866	14,605	20,984	13,349	10,615	7,570	7,386	5,623	5,055	3,766	4,940	2,544	2,734	536
North East	30,190	3,453	4,498	4,563	2,094	3,368	3,136	1,869	1,960	1,531	1,659	1,035	319	643	62
Ngamiland East	53,726	4,372	6,100	9,847	7,695	6,669	4,772	3,721	4,243	1,997	1,826	777	934	773	-
Ngamiland West	33,416	2,509	4,321	5,482	5,317	3,551	2,903	2,223	2,401	1,141	954	1,114	812	614	74
Chobe	12,701	1,198	1,597	1,807	2,389	1,290	1,012	993	620	682	430	187	364	132	-
Ghanzi	19,332	724	2,022	2,448	2,071	2,325	2,253	1,778	1,609	1,180	1,025	546	1,022	294	35
Kgalagadi South	21,590	1,260	1,864	3,112	2,895	3,154	1,848	1,604	2,041	1,136	1,127	700	331	518	-
Kgalagadi North	9,016	348	1,025	640	1,530	1,123	936	815	539	465	811	332	180	272	-
Total	1,280,118	94,144	139,808	204,818	179,024	145,755	113,347	101,977	81,663	67,770	52,796	42,646	28,800	23,576	4,984

**Table 8: Population with school attainment of Standard 5 and over, and those who passed literacy test by age group and sex – 2003 (cont'd)**

Males	Total Literate															
	Pop.ulation	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	
Gaborone	68,121	2,933	5,014	8,707	11,078	9,466	8,530	7,277	6,280	3,530	2,961	1,260	557	464	64	
Francistown	30,584	1,836	3,276	4,177	4,919	4,000	3,295	2,377	2,367	1,061	1,437	1,007	267	508	57	
Lobatse	11,246	732	1,250	1,358	2,357	1,567	773	570	843	584	400	572	196	44	-	
Selibe Phikwe	16,019	576	1,561	2,524	2,294	2,303	1,887	1,531	923	936	680	690	-	114	-	
Orapa	2,875	214	170	237	290	382	638	220	209	184	233	46	52	-	-	
Jwaneng	5,654	647	567	932	645	629	602	547	183	289	436	116	-	61	-	
Sowa Town	1,096	21	103	147	105	126	173	123	89	97	68	12	32	-	-	
Ngwaketse	44,097	4,064	6,107	8,594	5,193	4,800	3,373	2,687	2,251	1,632	1,870	1,208	1,375	796	147	
Barolong	14,795	2,170	2,547	2,804	1,484	675	673	948	624	713	767	357	403	506	124	
Ngwaketse West	3,725	606	513	565	512	262	148	234	417	135	157	-	44	132	-	
South East	21,801	905	2,137	2,964	3,837	3,179	2,131	2,018	1,009	1,173	740	643	635	367	63	
Kweneng East	61,836	3,838	7,123	11,362	9,290	8,802	4,758	3,849	3,005	3,421	1,961	2,438	818	729	442	
Kweneng West	9,836	409	1,260	1,667	2,231	927	343	539	415	534	478	605	300	128	-	
Kgatleng	25,579	2,098	3,425	4,028	3,069	2,069	1,526	2,466	1,311	1,015	1,951	1,201	581	701	138	
Central Serowe/Palapye	55,813	5,808	7,932	9,705	7,116	5,624	4,626	3,930	1,911	2,178	1,754	1,342	2,312	1,421	154	
Central Mahalapye	36,914	3,370	4,777	6,324	4,021	3,511	2,714	2,694	2,874	2,195	1,635	893	1,215	599	92	
Central Bobonong	25,348	1,839	4,165	6,182	2,433	1,742	2,038	1,622	1,161	1,187	1,011	836	289	603	240	
Central Boteti	18,045	1,253	1,447	2,943	3,137	1,718	1,143	1,437	1,170	1,148	1,044	717	366	522	-	
Central Tutume	50,685	3,952	8,737	9,888	6,011	5,829	3,368	2,980	2,355	1,726	1,663	1,722	967	1,270	217	
North East	15,017	1,631	2,368	2,580	1,047	1,835	1,946	665	807	297	728	565	266	220	62	
Ngamiland East	24,047	2,339	2,858	4,631	2,934	2,752	2,166	1,515	1,970	1,060	630	301	419	472	-	
Ngamiland West	15,130	1,322	2,152	2,470	2,531	1,586	929	933	1,046	516	292	712	327	314	-	
Chobe	5,734	607	868	956	844	526	332	504	178	426	188	140	117	48	-	
Ghanzi	9,534	415	973	1,350	771	1,250	1,521	808	663	685	414	207	447	30	-	
Kgalagadi South	9,414	433	809	1,318	1,216	1,275	838	801	998	608	431	281	207	199	-	
Kgalagadi North	4,852	348	674	424	846	701	336	521	238	95	149	332	48	140	-	
Total	587,797	44,366	72,813	98,837	80,211	67,536	50,807	43,796	35,297	27,425	24,078	18,203	12,240	10,388	1,800	

**Table 8: Population with school attainment of Standard 5 and over, and those who passed literacy test by age group and sex – 2003 (cont'd)**

<b>Females</b>	<b>Total Literate Population</b>	<b>10-11</b>	<b>12-14</b>	<b>15-19</b>	<b>20-24</b>	<b>25-29</b>	<b>30-34</b>	<b>35-39</b>	<b>40-44</b>	<b>45-49</b>	<b>50-54</b>	<b>55-59</b>	<b>60-64</b>	<b>65-69</b>	<b>70+</b>
Gaborone	81,841	3,771	5,206	12,071	14,042	12,878	10,071	8,889	6,061	3,916	2,996	1,020	558	243	119
Francistown	37,462	1,684	2,827	6,400	6,850	5,511	4,104	3,135	2,141	2,088	1,062	1,159	259	170	72
Lobatse	11,413	874	911	1,599	1,874	1,042	1,504	1,004	856	290	519	482	226	232	-
Selibe Phikwe	17,769	1,117	1,503	2,381	3,168	2,444	2,197	1,848	1,020	1,351	498	149	49	44	-
Orapa	2,769	148	264	509	342	335	433	199	191	137	154	57	-	-	-
Jwaneng	6,744	479	441	1,136	1,146	346	738	708	619	761	183	125	62	-	-
Sowa Town	847	88	67	125	141	136	143	80	44	23	-	-	-	-	-
Ngwaketse	58,044	4,968	6,291	9,428	7,633	5,900	3,345	3,898	3,700	4,035	2,594	2,419	1,468	1,938	427
Barolong	18,570	1,421	1,883	2,870	2,163	1,552	1,669	1,278	1,280	868	1,221	950	671	615	129
Ngwaketse West	4,668	302	535	1,068	525	309	582	333	271	168	180	147	182	35	31
South East	23,599	984	2,062	3,077	4,438	2,831	2,023	2,457	1,379	1,515	581	927	736	589	-
Kweneng East	70,833	4,939	6,139	12,788	9,987	8,381	6,046	6,342	4,416	4,117	2,061	3,072	1,116	1,008	421
Kweneng West	13,507	1,014	1,489	2,463	1,676	983	1,219	888	1,087	910	212	697	464	270	135
Kgatleng	29,664	2,393	3,192	3,937	3,657	2,608	3,182	2,584	1,844	1,549	1,089	1,292	1,317	891	129
Central Serowe/Palapye	69,300	5,414	8,438	8,845	8,777	6,825	5,208	4,519	3,790	5,111	3,790	3,228	2,786	2,075	494
Central Mahalapye	43,204	3,560	4,676	5,635	4,672	4,561	3,671	3,696	3,591	2,843	1,701	1,432	1,449	1,175	542
Central Bobonong	29,410	2,225	3,227	3,614	3,770	3,162	2,096	2,635	2,132	1,591	1,646	1,582	997	476	257
Central Boteti	18,539	1,713	1,254	2,766	2,811	2,077	1,317	2,027	1,162	1,298	1,130	331	512	141	-
Central Tutume	57,888	4,914	5,867	11,096	7,338	4,786	4,202	4,406	3,268	3,329	2,104	3,218	1,577	1,464	319
North East	15,171	1,822	2,130	1,983	1,047	1,533	1,190	1,204	1,153	1,234	931	469	53	422	-
Ngamiland East	29,676	2,033	3,242	5,215	4,761	3,918	2,605	2,206	2,273	936	1,195	476	515	301	-
Ngamiland West	18,288	1,187	2,168	3,013	2,786	1,965	1,974	1,290	1,356	625	663	402	486	299	74
Chobe	6,968	591	729	851	1,545	764	680	488	442	256	243	47	247	85	-
Ghanzi	9,797	309	1,049	1,098	1,299	1,075	732	970	946	495	611	339	575	264	35
Kgalagadi South	12,173	826	1,054	1,794	1,679	1,879	1,010	802	1,043	527	696	419	124	320	-
Kgalagadi North	4,163	-	351	216	683	422	599	294	301	370	661	-	133	133	-
<b>Total</b>	<b>692,307</b>	<b>48,776</b>	<b>66,995</b>	<b>105,978</b>	<b>98,810</b>	<b>78,223</b>	<b>62,540</b>	<b>58,180</b>	<b>46,366</b>	<b>40,343</b>	<b>28,721</b>	<b>24,439</b>	<b>16,562</b>	<b>13,190</b>	<b>3,184</b>

**Table 9: Population aged 10 years and over that never attended formal school, by sex**

Year	Total Population	Total Population 10+ Years			Total Pop. 12+ Years			Pop. 10+ Year Who Never Attended Formal Education					
		Total	% Total	% M	% F	Total	% Total	% M	% F	Total	% Total	% M	% F
1981 Census						569,789	41.8	49.5	50.5				
1991 Census						859,221	27.6	51.1	48.9				
1993 Literacy Survey						909,515	21.3	45.2	54.8				
2001 Census	1,680,863	1,276,921	75.9	47.8	52.2								
2003 Literacy	1,850,359	1,394,832	75.5	46.5	53.5	1,186,978	64.2	45.8	54.2	194,507	13.9	14.2	13.7

**Table 10: Population aged 10 years and over that never attended formal school, by district and sex -2003**

District	Total Population	Total Population 10+ Years	Never Attended Formal School			National Proportion of population 10+ never attended	% District specific Population Never Attended
			% Male	% Female	Total		
Gaborone	182,874	152,993	66.70	33.30	4,040	2.07	2.64
Francistown	89,092	70,343	50.02	49.98	3,012	1.55	4.28
Lobatse	27,986	23,270	41.70	58.30	964	0.49	4.14
Selibe Phikwe	43,094	35,106	32.63	67.37	1,511	0.78	4.30
Orapa	8,501	6,636	68.13	31.87	91	0.05	1.37
Jwaneng	15,883	12,519	66.76	33.24	358	0.18	2.86
Sowa Town	2,466	1,954	0.00	100	23	0.01	1.18
Ngwaketse	145,813	109,580	46.09	53.91	17,783	9.13	16.23
Barolong	50,196	37,502	59.35	50.65	5,431	2.79	14.48
Ngwaketse West	13,895	9,938	44.96	55.04	2,322	1.19	23.36
South East	59,021	47,258	52.78	47.22	5,402	2.77	11.43
Kweneng East	184,771	140,555	57.82	42.18	21,039	10.80	14.97
Kweneng West	40,611	26,634	38.73	61.27	10,258	5.26	38.51
Kgatleng	79,675	60,489	62.44	37.56	10,683	5.48	17.66
Central Serowe/Palapye	184,611	135,538	44.47	55.53	21,825	11.20	16.10
Central Mahalapye	121,965	88,804	45.13	54.87	16,750	8.60	18.86
Central Bobonong	86,006	60,404	45.37	54.63	8,979	4.61	14.86
Central Boteti	56,377	40,010	42.20	57.80	9,904	5.08	24.75
Central Tutume	169,948	121,763	41.19	58.81	18,474	9.48	15.17
North East	55,111	41,619	32.08	67.92	3,410	1.75	8.19
Ngamiland East	76,649	58,133	38.51	61.49	6,674	3.43	11.48
Ngamiland West	54,556	39,665	36.21	63.79	8,827	4.53	22.25
Chobe	19,337	14,360	35.79	64.21	1,897	0.97	13.21
Ghanzi	31,489	23,886	42.97	57.03	6,469	3.32	27.08
Kgalagadi South	30,727	22,906	49.71	50.29	5,092	2.61	22.23
Kgalagadi North	19,705	15,261	46.04	53.96	3,621	1.86	23.73
<b>Total</b>	<b>1,850,359</b>	<b>1,397,125</b>	<b>46.51</b>	<b>53.49</b>	<b>194,839</b>	<b>100.00</b>	<b>13.95</b>



**Table 11: Population aged 10 years and over that never attended formal school, by age group and sex – 2003**

Age Group	Total Population 10+ Years	Never attended formal school			<i>Proportion of population 10+ never attended</i>
		% Male	% Female	Total	
10-11	95,870	77.99	22.01	891	0.46
12-14	144,122	60.82	39.18	1,677	0.86
15-19	211,897	54.82	45.12	5,122	2.63
20-24	185,832	64.37	35.63	6,063	3.11
25-29	149,517	71.62	28.38	6,684	3.43
30-34	117,776	50.91	49.09	10,892	5.59
35-39	105,020	49.93	50.07	14,379	7.38
40-44	84,571	47.16	52.84	18,938	9.72
45-49	70,533	39.43	60.57	19,950	10.24
50-54	54,376	48.58	51.42	16,667	8.55
55-59	44,614	45.26	54.74	15,980	8.20
60-64	30,161	46.93	53.07	14,506	7.45
65-69	24,407	44.61	55.39	10,809	5.55
70+	78,430	40.04	59.96	52,279	26.83
Total	1,397,125	46.51	53.49	194,837	100.00

**Table 12a: Major reason for never attending formal school, by sex - 2003**

Major reasons	Sex			Percent		% Proportion of all reasons
	Male	Female	Total	Male	Female	
Parents Unwilling	15,680	33,939	49,619	31.6	68.4	38.14
Looking After Cattle/Working at lands	31,124	15,469	46,593	66.8	33.2	35.82
High Fees	3,177	3,899	7,076	44.9	55.1	5.44
Not Interested	3,218	2,580	5,798	55.5	44.5	4.46
No School In the Area	2,407	3,139	5,546	43.4	56.6	4.26
Helping At Home	839	2,258	3,097	27.1	72.9	2.38
Distance	898	1,162	2,060	43.6	56.4	1.58
Taking Care of siblings/family members	-	1,490	1,490	-	100.0	1.15
Ill Health	809	651	1,460	55.4	44.6	1.12
Cultural/Religious Beliefs	476	799	1,275	37.3	62.7	0.98
Visual Problem	252	595	847	29.8	70.2	0.65
Taking Care Of Ill Family Members	58	512	570	10.2	89.8	0.44
Mental Illness	346	-	346	100	-	0.27
Physical Disability	150	191	341	44.0	56.0	0.26
Hearing Problem	73	125	198	36.9	63.1	0.15
Speech Impairment	78	57	135	57.8	42.2	0.10
Mental Retardation	123	-	123	100	-	0.09
Other Reasons	1,192	2,324	3,516	33.9	66.1	2.70
Total for Reasons Given	60,882	69,208	130,090	46.8	53.2	100.00
No Reason Given	20,460	44,288	64,748	31.6		
Total			194,838			

**Table 12b: Major reason for never attending formal school: Comparison of 1993 and 2003 surveys**

	1993			2003		
	Male	Female	Percent	Male	Female	Percent
Looking after cattle	71.3	28.7	40.4	66.8	33.2	35.8
Parents unwilling	28.6	71.4	21.8	68.4	38.14	38.1
Helping at home	6.0	94.0	12.5	27.1	72.9	2.4
High fees	35.8	64.2	7.7	100.0	0	5.4
No school in the area	35.4	64.6	5.6	55.5	45.5	4.3
Not interested	48.6	51.4	3.1	55.4	44.6	4.5
Ill health	33.7	66.3	1.8	33.7	66.3	1.1

**Table 13: Population Aged 10 Years and Over who Never Attended Both Formal and Non-Formal School by Sex**

Year	Total Population	Population Who Never Attended Both formal and Non-Formal School Population 10+ Years				% of Population 10+ Years
		Male	Female			
2003 Literacy Survey	1395858	149354	76253	73101	10.7	

**Table 14: Population aged 10 years and over that never attended both formal and non-formal school, by district and sex - 2003**

DISTRICT	Total Population	Total Population 10+ Years	Never attended both formal or non-formal school			National Proportion of Population Never Attended	% District Specific Population Never Attended
			Male	Female	Total		
Gaborone	182,874	152,993	2,143	1,083	3,226	2.16	2.11
Francistown	89,092	70,343	1,187	1,050	2,237	1.49	3.18
Lobatse	27,986	23,270	340	404	744	0.50	3.20
Selibe Phikwe	43,094	35,106	325	718	1,043	0.70	2.97
Orapa	8,501	6,636	62	29	91	0.06	1.37
Jwaneng	15,883	12,519	116	119	235	0.16	1.88
Sowa Town	2,466	1,954	0	23	23	0.02	1.18
Ngwaketse	145,813	109,580	7,509	7,079	14,588	9.75	13.31
Barolong	50,196	37,502	2,353	2,257	4,610	3.08	12.29
Ngwaketse West	13,895	9,938	883	755	1,638	1.09	16.48
South East	59,021	47,258	2,461	2,113	4,574	3.06	9.68
Kweneng East	184,771	140,555	9,949	6,574	16,523	11.04	11.76
Kweneng West	40,611	26,634	3,186	4,581	7,767	5.19	29.16
Kgatleng	79,675	60,489	5,914	2,756	8,670	5.79	14.33
Central Serowe/Palapye	184,611	135,538	8,326	7,729	16,055	10.73	11.85
Central Mahalapye	121,965	88,804	6,131	5,791	11,922	7.96	13.43
Central Bobonong	86,006	60,404	3,640	2,656	6,296	4.21	10.42
Central Boteti	56,377	40,010	3,537	4,113	7,650	5.11	19.12
Central Tutume	169,948	121,763	6,551	7,137	13,688	9.14	11.24
North East	55,111	41,619	918	1,532	2,450	1.64	5.89
Ngamiland East	76,649	58,133	1,957	3,493	5,450	3.64	9.38
Ngamiland West	54,556	39,665	2,480	4,165	6,645	4.44	16.75
Chobe	19,337	14,360	540	861	1,401	0.94	9.76
Ghanzi	31,489	23,886	2,617	3,099	5,716	3.82	23.93
Kgalagadi South	30,727	22,906	1,961	1,909	3,870	2.59	16.90
Kgalagadi North	19,705	15,261	1,326	1,245	2,571	1.72	16.85
Total	1,850,359	1,397,125	76,412	73,271	149,683	100.00	10.71

**Table 15: Population aged 10 years and over that never attended both formal and Non-Formal school, by age group and sex - 2003**

Age Group	Total Population 10+ Years	Never Attended Both Formal And Non-Formal School			National Proportion of Population Never Attended
		Male	Female	Total	
10-11	95,870	686	205	891	0.60
12-14	144,122	1,020	552	1,572	1.05
15-19	211,897	2,425	2,200	4,625	3.09
20-24	185,832	3,348	1,505	4,853	3.24
25-29	149,517	3,936	1,265	5,201	3.47
30-34	117,776	4,619	3,101	7,720	5.16
35-39	105,020	6,268	3,819	10,087	6.74
40-44	84,571	6,920	5,415	12,335	8.24
45-49	70,533	6,140	6,844	12,984	8.67
50-54	54,376	6,681	4,471	11,152	7.45
55-59	44,614	5,822	4,990	10,812	7.22
60-64	30,161	5,529	5,385	10,914	7.29
65-69	24,407	3,614	4,220	7,834	5.23
70+	78,430	19,402	29,304	48,706	32.54
Total	1,397,125	76,410	73,276	149,686	100.00

**Table 16: Major reason for never attending both formal and Non-Formal School, by Sex - 2003**

Reason	Sex			% of All Reason S
	Total	Male	Female	
Already Literate	155	155	-	0.18
Too Old	4,754	2,681	2,073	5.41
Lack Of Time	19,136	12,756	6,380	21.77
No facilities	8,684	4,271	4,413	9.88
Did Not Know Existed	6,418	3,609	2,809	7.30
Parents Not Interested	7,455	3,641	3,814	8.48
Distance	3,332	1,738	1,594	3.79
Job Demands	3,461	3,118	343	3.94
Visual Problem	3,031	746	2,285	3.45
Physical Disability	346	76	270	0.39
Hearing Problem	237	73	164	0.27
Mental Retardation	187	123	64	0.21
Mental Illness	301	301	-	0.34
Ill Health	2,797	857	1,940	3.18
Taking Care Of Ill Family Members	762	146	616	0.87
Taking care of siblings	2,736	695	2,041	3.11
Cultural/Religious Beliefs	732	307	425	0.83
Not Interested	18,577	9,674	8,903	21.14
Other	4,792	2,983	1,809	5.46
Total	87,893	47,950	39,943	100.00
Reason not indicated	61,792			

**Table 17: Population aged 10 Years and over that left school before completing Std 5 by sex: 1991-2003**

	12 Years and Above			10 Years and Above		
	(%) M	(%) F	% of total population	M	F	% of total population
1991	42.4	57.6	12.4	..	..	..
1993	38.8	61.2	7.3	..	..	..
2003	40.5	59.5	3.8	40.4	59.6	5.3

**Table 18: Population aged 10 Years and over that left school before completing Std 5, by district and sex - 2003**

DISTRICT	Total Population	Total Population Aged 10+ Years	Left School Before Std 5				National Proportion of Population 10+ Years	District specific Proportion of Population 10+ Years
			Male	Female	Total			
Gaborone	182,874	152,993	47.5	52.5	2,442	4.52	1.60	
Francistown	89,092	70,343	36.5	63.5	1,915	3.54	1.73	
Lobatse	27,986	23,270	41.99	58.01	712	1.32	3.06	
Selibe Phikwe	43,094	35,106	45.87	54.13	569	1.05	1.62	
Orapa	8,501	6,636	0.00	100	34	0.06	0.51	
Jwaneng	15,883	12,519	33.55	66.45	370	0.68	2.96	
Sowa Town	2,466	1,954	100	0.00	59	0.11	3.02	
Ngwaketse	145,813	109,580	22.47	77.53	4,379	8.10	4.00	
Barolong	50,196	37,502	13.56	86.44	1,010	1.87	2.69	
Ngwaketse West	13,895	9,938	50.35	49.65	286	0.53	2.88	
South East	59,021	47,258	26.27	73.73	1,104	2.04	2.34	
Kweneng East	184,771	140,555	35.42	64.58	4,444	8.22	3.16	
Kweneng West	40,611	26,634	48.43	51.57	1,367	2.53	5.13	
Kgatleng	79,675	60,489	28.43	71.57	3,000	5.55	4.96	
Central Serowe/Palapye	184,611	135,538	30.83	69.17	6,120	11.32	4.52	
Central Mahalapye	121,965	88,804	50.76	49.24	4,817	8.91	5.42	
Central Bobonong	86,006	60,404	42.51	57.49	3,712	6.86	6.15	
Central Boteti	56,377	40,010	64.03	35.97	1,343	2.48	3.36	
Central Tutume	169,948	121,763	52.28	47.72	5,562	10.28	4.57	
North East	55,111	41,619	41.83	58.17	1,537	2.84	3.69	
Ngamiland East	76,649	58,133	28.94	71.06	1,372	2.54	2.36	
Ngamiland West	54,556	39,665	40.09	59.91	3,320	6.14	8.37	
Chobe	19,337	14,360	56.23	43.77	361	0.67	2.51	
Ghanzi	31,489	23,886	44.53	55.47	2,261	4.18	9.47	
Kgalagadi South	30,727	22,906	47.70	52.30	1,805	3.34	7.88	
Kgalagadi North	19,705	15,261	100	0.00	180	0.33	1.18	
Total	1,850,359	1,397,125	21546	31,836	53,382	100.00	3.82	

**Table 19: Population aged 10 Years and over that left school before completing Std 5, age group and by sex - 2003**

Age Group	Left School Before Std 5				Percent		% Age specific Proportion of Population 10+ Years
	Total Population 10+ years	Population 10+ years	Male	Female	Male	Female	
10-11	95,870	1,110	461	649	41.5	58.5	2.04
12-14	144,122	1,798	1,127	671	62.7	37.3	3.31
15-19	211,897	4,123	2,412	1,711	58.5	41.5	7.59
20-24	185,832	3,695	2,723	972	73.7	26.3	6.80
25-29	149,517	3,578	2,061	1,517	57.6	42.4	6.59
30-34	117,776	3,650	1,584	2,066	43.4	56.6	6.72
35-39	105,020	3,359	1,394	1,965	41.5	58.5	6.18
40-44	84,571	4,601	1,569	3,032	34.1	65.9	8.47
45-49	70,533	5,380	1,980	3,400	36.8	63.2	9.90
50-54	54,376	6,164	1,510	4,654	24.5	75.5	11.34
55-59	44,614	5,814	1,529	4,285	26.3	73.7	10.70
60-64	30,161	4,597	1,439	3,158	31.3	68.7	8.46
65-69	24,407	5,264	1,827	3,437	34.7	65.3	9.69
70+	78,430	1,202	374	828	31.1	68.9	2.21
Total	1397,125	54,335	21,990	32,345	40.5	59.5	100.0

**Table 20: Population aged 10-70 years that left school, by major reason for leaving - 2003**

Main Reason For Leaving School before completing Std 5	Left School Before Std 5			% of Total Reason
	Total	Male	Female	
Goal achieved	356	58.7	41.3	0.67
Lack Of Money	8,649	28.1	71.9	16.27
Lost Interest	8,942	51.4	48.6	16.82
Helping At Home	1,732	15.9	84.1	3.26
Parent Not Interested	4,004	30.5	69.5	7.53
Ill Health	5,915	43.3	56.7	11.13
Taking Care Of Ill Family Member	515	23.1	76.9	0.97
Taking care Of Siblings/ Family Members	1,335	23.5	76.5	2.51
Distance	1,060	27.8	72.2	1.99
Marriage	1,773	0.0	100.0	3.33
Pregnancy	2,061	2.8	97.2	3.88
Could Not Cope	2,775	52.8	47.2	5.22
Did Not Understand the importance of school	2,179	39.4	60.6	4.10
Looking after cattle/working at lands	8,525	55.9	44.1	16.03
Cultural/Religious Beliefs	212	48.1	51.9	0.40
Others	3,136	70.8	29.2	5.90
Total	53,168	40.4	59.6	100.00
Unknown	1,270,655			

**Table 21: Population aged 10 – 70 Years that left school, by age group and period elapsed since leaving school**

Age Group Both sexes	Below 1 year	1-2 Years	3-4 years	5 years and over	Total	Percent
10-11	421	398	158	133	1,110	2.06
12-14	181	547	810	260	1,798	3.33
15-19	134	268	639	3028	4,069	7.55
20-24	-	-	59	3,636	3,695	6.85
25-29	-	-	-	3,505	3,505	6.50
30+	135	31	69	39,495	39,730	73.70
Total	871	1,244	1,735	50,057	53,907	100.00
<i>Percent of Total</i>	<i>1.62</i>	<i>2.31</i>	<i>3.22</i>	<i>92.85</i>	<i>100.0</i>	
<b>Male</b>						
10-11	224	79	158	-	461	2.11
12-14	129	320	583	95	1,127	5.17
15-19	60	124	302	1,872	2,358	10.81
20-24	-	-	59	2,665	2,724	12.49
25-29	-	-	-	2,061	2,061	9.45
30+	70	31	0	12,981	13,082	59.97
Total	483	554	1,102	19,674	21,813	100.00
<i>Percent of Total</i>	<i>2.21</i>	<i>2.54</i>	<i>5.05</i>	<i>90.19</i>	<i>100.00</i>	
<b>Female</b>						
10-11	197	319	-	133	649	2.03
12-14	52	227	227	71	577	1.81
15-19	74	144	337	1,156	1,711	5.36
20-24	-	-	-	971	971	3.04
25-29	-	-	-	1,443	1,443	4.52
30+	65	-	69	26,409	26,543	83.22
Total	388	690	633	30,183	31,894	100.00
<i>Percent of Total</i>	<i>1.22</i>	<i>2.16</i>	<i>1.98</i>	<i>94.64</i>	<i>100.00</i>	

**Table 22: Population aged 10 years and over that left school before completing Std 5 by reason, age group and sex - 2003**

Reason	10 - 14			15 - 19			Total Population			<i>Percent of Grand Total</i>
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Goal achieved	-	65	65	-	-	-	209	147	356	0.67
Lack Of Money	-	128	128	252	254	506	2,370	6,279	8,649	16.27
Lost Interest	570	384	954	720	617	1,337	4,591	4,351	8,942	16.81
Helping At Home	-	52	52	-	-	-	316	1,416	1,732	3.26
Parent Not Interested	-	262	262	63	74	137	1,222	2,782	4,004	7.53
Ill Health	400	65	465	560	407	967	2,603	3,312	5,915	11.12
Taking care of ill family member	-	-	-	-	-	-	119	396	515	0.97
Taking care Of Siblings/ Family Members	94	-	94	-	-	-	314	1,021	1,335	2.51
Distance	160	-	160	60	115	175	295	765	1,060	1.99
Marriage	-	-	-	-	-	-	-	1,773	1,773	3.33
Pregnancy	-	-	-	-	-	-	58	2,003	2,061	3.88
Could not cope	-	-	-	149	63	212	1,464	1,311	2,775	5.22
Did Not Understand the importance of school	65	157	222	-	-	-	858	1,321	2,179	4.10
Looking after cattle/working at lands	71	-	71	124	-	124	4,727	3,798	8,525	16.03
Cultural/Religious Beliefs	-	-	-	-	-	-	102	110	212	0.40
Others	231	207	438	432	123	555	2,219	917	3,136	5.90
Total	1,591	1,320	2,911	2,360	1,653	4,013	21,467	31,702	53,169	100.00
<i>Percent of Total</i>	54.65	45.35	5.47	58.81	41.19	7.55	40.38	59.62	100.00	



**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex - 2003**

GABO RONE	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	1,208	1,561	106	61	-	-	53	111	-	53	-	-	1,367	1,786
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	56	56	0	58	-	-	-	-	-	72	50	51	106	237
20-24	-	-	-	-	-	-	59	0	98	-	-	56	157	56
25-29	227	165	0	115	61	-	-	-	48	41	0	120	336	441
30-34	379	122	-	-	-	-	-	-	0	56	57	41	436	219
35-39	502	111	-	-	-	-	-	-	41	50	0	115	543	276
40-44	468	63	-	-	-	115	-	-	133	48	125	91	726	317
45-49	379	260	115	-	-	-	179	-	-	-	78	57	751	317
50-54	244	176	-	59	-	-	-	166	115	-	52	58	411	459
55-59	277	41	-	-	53	-	-	82	-	-	-	-	330	123
60-64	41	56	41	-	-	-	-	-	-	-	-	58	82	114
65-69	0	82	-	-	50	78	-	-	-	-	-	-	50	160
70+	123	102	-	-	-	55	-	-	50	62	-	-	173	219
Uncl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>3,904</b>	<b>2,904</b>	<b>262</b>	<b>293</b>	<b>164</b>	<b>248</b>	<b>291</b>	<b>359</b>	<b>485</b>	<b>382</b>	<b>362</b>	<b>647</b>	<b>5,468</b>	<b>4,833</b>
<b>FRANCISTOWN</b>														
5-9	1252	1238	-	56	-	-	-	-	-	-	-	-	1252	1294
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	62	-	-	-	62	-
15-19	60	-	-	-	-	-	-	-	-	62	-	-	60	62
20-24	124	73	-	-	-	-	-	-	-	-	62	-	186	73
25-29	56	76	-	-	-	-	57	-	81	-	-	-	194	76
30-34	58	171	-	-	-	-	-	62	-	-	-	-	58	233
35-39	251	173	-	-	-	-	60	-	-	-	-	62	251	173
40-44	311	173	-	-	-	-	-	-	60	-	-	0	311	173
45-49	141	208	-	-	-	-	54	-	-	-	-	54	141	208
50-54	-	-	-	-	-	54	72	141	-	146	-	-	-	-
55-59	57	-	-	51	53	-	-	-	62	-	-	-	57	-
60-64	143	109	-	-	-	-	-	-	-	-	-	-	143	109
65-69	202	-	-	-	50	-	-	-	62	-	-	-	202	-
70+	108	518	-	-	-	82	-	-	-	58	-	108	108	518
Uncl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>2763</b>	<b>2739</b>	<b>-</b>	<b>107</b>	<b>164</b>	<b>136</b>	<b>243</b>	<b>203</b>	<b>327</b>	<b>266</b>	<b>62</b>	<b>224</b>	<b>2763</b>	<b>2739</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

LOBATSE	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	291	366	-	-	62	-	-	-	-	-	-	-	291	366
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20-24	-	61	-	-	-	-	-	-	-	-	44	-	-	61
25-29	58	-	-	-	-	-	-	-	-	-	-	-	58	-
30-34	-	-	-	-	-	-	45	-	61	-	-	61	-	-
35-39	-	-	-	-	-	-	-	-	-	-	-	-	-	-
40-44	61	120	-	-	-	-	61	82	-	-	44	44	61	120
45-49	61	-	-	-	-	-	-	-	-	-	-	-	61	-
50-54	-	121	-	-	-	-	-	-	-	-	-	-	-	121
55-59	88	-	-	-	-	-	-	-	-	-	-	58	88	-
60-64	76	-	-	-	-	61	-	-	44	-	-	-	76	-
65-69	-	82	-	-	-	61	-	45	-	-	-	-	-	82
70+	58	178	-	-	61	-	-	-	-	-	-	-	58	178
Unclassified	-	-	-	-	-1	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>693</b>	<b>928</b>	<b>-</b>	<b>-</b>	<b>123</b>	<b>122</b>	<b>106</b>	<b>127</b>	<b>105</b>	<b>-</b>	<b>88</b>	<b>163</b>	<b>693</b>	<b>928</b>
<b>SELIBI-PHIKWE</b>														
5-9	901	337	-	-	49	47	-	-	-	-	-	-	901	337
10-11	-	108	-	-	-	-	-	-	-	-	-	-	-	108
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	-	104	49	-	-	-	-	-	-	-	-	67	49	104
20-24	-	50	-	-	-	-	-	-	-	-	-	-	-	50
25-29	-	96	-	-	60	-	-	-	-	-	-	-	-	96
30-34	50	104	-	-	-	-	-	-	-	-	-	67	104	-
35-39	-	158	-	-	-	-	-	-	-	70	49	-	-	158
40-44	50	47	-	-	-	-	-	-	-	-	96	-	50	47
45-49	184	259	-	-	67	-	-	-	-	-	-	54	-	259
50-54	109	-	-	-	-	-	-	-	-	-	-	-	109	-
55-59	47	-	-	-	-	50	-	-	-	-	-	-	47	-
60-64	-	-	-	-	-	-	-	-	-	-	-	-	-	-
65-69	54	44	-	-	-	-	-	-	-	-	-	-	54	44
70+	-	49	-	-	-	-	-	50	-	-	-	60	184	-
Unclassified	-	-	-	-	-1	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>1,395</b>	<b>1,356</b>	<b>49</b>	<b>-</b>	<b>176</b>	<b>97</b>	<b>-</b>	<b>50</b>	<b>-</b>	<b>70</b>	<b>145</b>	<b>248</b>	<b>1,444</b>	<b>1,356</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

ORAPA	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	62	-	-	-	-	-	-	-	-	-	-	-	62	-
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	29	-	-	-	-	-	-	-	-	-	-	-	29
15-19	-	-	-	34	-	-	-	-	-	-	-	-	-	-
20-24	29	-	-	-	-	-	-	-	-	-	-	-	29	-
25-29	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30-34	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35-39	-	-	-	-	-	-	-	-	-	-	-	-	-	-
40-44	-	-	-	-	-	-	-	-	-	-	-	-	-	-
45-49	-	-	-	-	-	-	-	-	-	-	-	-	-	-
50-54	34	-	-	-	-	-	-	-	-	-	-	-	34	-
55-59	-	-	-	-	-	-	-	-	-	-	-	-	-	-
60-64	-	-	-	-	-	-	-	-	-	-	-	-	-	-
65-69	-	-	-	-	-	-	-	-	-	-	-	-	-	-
70+	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>125</b>	<b>29</b>	<b>-</b>	<b>34</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>126</b>	<b>29</b>
<b>JWANENG</b>														
5-9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	-	61	-	-	-	-	-	-	-	-	-	-	-	61
20-24	-	-	62	62	-	-	-	-	-	-	-	-	62	-
25-29	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30-34	61	-	-	-	-	-	-	-	-	-	-	-	61	-
35-39	62	-	-	-	-	-	-	-	-	61	-	-	62	-
40-44	-	-	-	-	-	-	-	-	-	61	-	-	-	-
45-49	58	58	-	-	-	-	-	-	-	-	-	61	58	58
50-54	-	-	-	-	-	-	-	-	-	-	-	-	-	-
55-59	58	-	-	-	-	-	-	-	-	-	-	62	58	-
60-64	-	-	-	-	-	-	-	62	-	-	-	-	-	-
65-69	-	-	61	61	-	-	-	-	-	-	-	-	61	-
70+	-	-	-	-	-	-	-	-	-	62	-	-	-	-
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>239</b>	<b>119</b>	<b>123</b>	<b>123</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>62</b>	<b>-</b>	<b>184</b>	<b>-</b>	<b>123</b>	<b>362</b>	<b>119</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

SOWA TOWN	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	5-9	20	20	12	-	-	-	-	-	-	-	-	-	32
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20-24	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25-29	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30-34	-	-	-	-	-	-	-	-	-	-	12	-	-	-
35-39	12	12	-	-	-	-	-	-	-	-	-	-	12	12
40-44	12	12	-	-	-	-	12	-	-	-	-	-	12	12
45-49	-	-	-	-	-	-	12	-	-	-	0	-	-	-
50-54	-	-	-	-	-	-	-	-	-	-	12	-	-	-
55-59	-	-	-	-	-	-	12	-	-	-	-	-	-	-
60-64	-	-	-	-	-	-	-	-	-	-	-	-	-	-
65-69	-	-	-	-	-	-	-	-	-	-	-	-	-	-
70+	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Uncl.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>44</b>	<b>44</b>	<b>12</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>36</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>24</b>	<b>-</b>	<b>56</b>	<b>44</b>
<b>NGWAKETSE</b>														
5-9	3,450	3,325	259	83	-	94	70	-	-	-	-	-	3,709	3,325
10-11	-	-	-	-	-	-	-	-	-	-	79	79	-	-
12-14	-	-	-	-	-	-	94	-	79	-	-	-	-	-
15-19	793	66	94	79	-	-	-	-	-	-	79	-	887	66
20-24	605	242	70	-	101	-	79	-	70	83	-	-	675	242
25-29	366	79	-	-	-	-	-	-	-	83	-	236	366	79
30-34	716	476	-	-	-	-	-	-	-	245	-	-	716	476
35-39	299	447	-	-	-	-	73	-	-	-	-	94	299	447
40-44	467	664	-	137	-	-	-	83	-	70	79	245	467	664
45-49	644	1,177	-	-	-	-	-	227	-	147	94	118	644	1,177
50-54	832	731	-	70	-	160	-	57	83	206	-	70	832	731
55-59	420	1,301	-	-	-	-	70	48	128	137	-	-	420	1,301
60-64	706	666	-	-	-	-	-	215	-	70	105	48	706	666
65-69	273	584	-	-	57	225	-	289	-	83	-	-	273	584
70+	1,981	3,151	-	131	-	249	67	187	-	-	65	334	1,981	3,151
70+	94	-	-	-	-	-	-	-	-	-	-	-	94	-
<b>Total</b>	<b>11,646</b>	<b>12,909</b>	<b>423</b>	<b>500</b>	<b>158</b>	<b>728</b>	<b>453</b>	<b>1,106</b>	<b>360</b>	<b>1,124</b>	<b>501</b>	<b>1,224</b>	<b>12,069</b>	<b>12,909</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

BAROLONG	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	1,369	779	-	-	-	-	-	-	-	-	-	-	1,369	779
10-11	61	-	-	-	-	-	-	-	-	-	-	-	61	-
12-14	136	68	-	-	-	-	-	-	-	-	-	-	136	68
15-19	68	68	-	-	-	-	-	-	-	-	-	-	68	68
20-24	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25-29	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30-34	68	68	-	-	-	54	-	-	-	-	-	68	68	68
35-39	-	136	-	-	-	-	-	-	-	-	-	-	0	136
40-44	142	214	68	56	-	-	-	-	-	61	-	-	210	214
45-49	192	221	-	-	-	-	-	-	-	0	-	-	192	221
50-54	344	268	-	-	-	61	-	54	-	62	-	68	344	268
55-59	68	130	-	-	-	-	-	110	-	54	-	-	68	130
60-64	152	-	-	-	-	85	-	-	-	197	68	-	152	-
65-69	128	73	-	-	-	-	-	-	-	55	0	55	128	73
70+	1,319	1,503	68	-	109	62	-	226	-	0	68	147	1,387	1,503
Unclass.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	4,047	3,528	136	56	109	262	-	390	-	429	136	338	4,183	3,528
NGWAKETSE WEST														
5-9	448	402	-	-	-	-	-	-	-	-	-	-	448	402
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	34	35	-	-	-	-	-	-	-	-	-	-	34	35
20-24	-	-	-	-	31	-	-	-	-	-	34	-	-	-
25-29	63	31	66	-	-	-	-	-	-	-	-	-	129	31
30-34	-	123	-	-	-	-	-	-	44	-	-	44	-	123
35-39	97	136	-	-	-	-	34	31	-	31	-	-	97	136
40-44	197	169	-	-	-	-	-	-	-	-	-	-	197	169
45-49	66	66	-	-	-	-	-	-	-	-	-	-	66	66
50-54	126	126	-	-	-	-	-	-	-	-	-	-	126	126
55-59	-	44	-	-	-	-	-	35	-	-	-	-	-	44
60-64	44	79	-	-	-	-	-	-	-	-	-	-	44	79
65-69	98	79	-	-	-	-	-	-	-	-	-	-	98	79
70+	320	412	-	-	-	-	-	44	-	34	-	-	320	412
Unclass.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	1,493	1,681	66	-	31	-	34	110	44	65	34	44	1,559	1,681

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

SOUTH EAST	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	470	1,135	-	-	-	-	-	-	-	-	-	-	470	1,135
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	106	106	-	-	-	-	-	-	-	-	-	-	106	106
20-24	0	106	-	77	-	-	-	0	51	-	-	-	-	106
25-29	137	-	66	-	-	-	-	-	-	-	77	-	203	-
30-34	285	168	-	-	-	-	-	-	-	-	-	-	285	168
35-39	441	-	-	-	-	-	-	-	-	-	-	-	441	-
40-44	66	61	-	-	-	-	-	-	-	-	-	63	66	61
45-49	318	302	-	-	-	-	-	66	-	-	-	-	318	302
50-54	186	-	-	-	-	-	-	0	-	77	-	49	186	-
55-59	282	252	-	106	49	-	-	0	-	63	-	63	282	252
60-64	400	526	-	-	-	-	-	49	-	-	-	77	400	526
65-69	260	413	-	-	-	-	49	63	-	61	-	-	260	413
70+	370	615	-	-	59	-	-	-	49	61	-	-	370	615
Unclass.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>3,321</b>	<b>3,684</b>	<b>66</b>	<b>183</b>	<b>108</b>	<b>-</b>	<b>49</b>	<b>178</b>	<b>100</b>	<b>262</b>	<b>77</b>	<b>252</b>	<b>3,387</b>	<b>3,684</b>
<b>KWENENG EAST</b>														
5-9	3,295	4,748	37	-	37	-	119	-	61	-	-	-	3,332	4,748
10-11	74	-	-	-	-	-	-	68	-	-	-	-	74	-
12-14	-	145	-	-	-	-	-	-	-	-	-	-	-	145
15-19	378	132	-	147	60	-	60	-	-	-	124	132	378	132
20-24	710	68	58	-	86	-	112	-	117	-	-	79	768	68
25-29	1,081	37	-	-	64	-	-	-	228	-	121	140	1,081	37
30-34	746	321	-	84	-	-	0	128	0	-	-	-	746	321
35-39	883	624	89	-	-	-	72	0	54	72	-	132	972	624
40-44	1,085	882	-	-	74	-	0	179	54	220	-	-	1,085	882
45-49	1,344	1,183	-	-	51	-	84	51	69	52	-	169	1,344	1,183
50-54	1,052	594	-	131	-	132	-	45	-	151	-	124	1,052	594
55-59	1,230	1,204	-	72	-	145	-	86	-	118	-	64	1,230	1,204
60-64	751	525	-	-	-	72	-	69	-	72	-	60	751	525
65-69	431	529	68	-	-	84	-	72	-	74	-	-	499	529
70+	2,399	2,632	-	253	1460	390	126	309	-	132	-	255	2,399	2,632
Unclass.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>15,459</b>	<b>13,624</b>	<b>252</b>	<b>687</b>	<b>518</b>	<b>823</b>	<b>573</b>	<b>1,007</b>	<b>583</b>	<b>891</b>	<b>245</b>	<b>1,155</b>	<b>15,711</b>	<b>13,624</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

KWENEN G WEST	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	2,810	1,446	233	-	-	-	-	-	-	-	-	-	3,043	1,446
10-11	76	-	-	-	64	-	-	-	-	-	-	-	76	-
12-14	332	-	-	-	-	-	-	-	-	-	-	-	332	-
15-19	76	559	65	-	65	-	52	-	-	-	-	-	141	559
20-24	344	211	0	-	76	-	73	-	-	-	-	-	344	211
25-29	380	-	-	-	-	-	-	-	-	-	-	-	380	-
30-34	141	475	-	-	-	-	-	-	-	-	65	-	141	475
35-39	216	412	-	-	-	-	-	-	-	-	-	-	216	412
40-44	73	673	-	-	-	-	62	-	-	-	-	-	73	673
45-49	255	771	-	-	-	-	-	-	-	-	-	-	255	771
50-54	265	137	-	-	-	-	-	-	-	-	-	-	265	137
55-59	403	562	-	-	141	-	-	-	-	-	-	-	403	562
60-64	152	464	-	-	-	-	-	-	-	-	-	-	152	464
65-69	76	166	-	-	-	-	-	-	-	-	-	-	76	166
70+	1,185	1,855	-	-	-	-	-	-	-	-	-	-	1,185	1,855
Unclass.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>6,784</b>	<b>7,731</b>	<b>298</b>	<b>-</b>	<b>346</b>	<b>-</b>	<b>187</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>65</b>	<b>-</b>	<b>7,082</b>	<b>7,731</b>
<b>KGATLENG</b>														
5-9	1,818	1,754	0	124	-	-	-	-	-	-	-	-	1,818	1,754
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	65	-	-	168	-	-	-
15-19	186	-	-	-	-	-	-	-	-	-	-	-	186	-
20-24	148	-	-	-	-	-	-	-	-	52	-	-	148	-
25-29	54	73	-	-	109	-	-	-	-	-	65	-	54	73
30-34	499	257	-	-	-	-	-	160	-	-	-	73	499	257
35-39	493	347	73	65	-	73	-	-	95	0	50	77	566	347
40-44	644	129	-	54	-	-	-	-	-	-	-	-	644	129
45-49	508	320	-	77	-	50	73	-	-	-	-	65	508	320
50-54	969	415	-	-	-	-	182	70	-	-	-	65	969	415
55-59	601	674	-	-	-	-	-	129	109	65	-	77	601	674
60-64	462	110	-	-	60	-	-	184	-	334	-	129	462	110
65-69	456	305	-	-	-	-	-	95	-	-	-	52	456	305
70+	1,586	1,383	77	52	-	203	212	433	-	216	149	225	1,663	1,383
Unclass.	63	-	-	-	-	-	-	-	-	-	-	-	-	63
<b>Total</b>	<b>8,487</b>	<b>5,767</b>	<b>150</b>	<b>372</b>	<b>169</b>	<b>326</b>	<b>467</b>	<b>1,136</b>	<b>204</b>	<b>677</b>	<b>432</b>	<b>763</b>	<b>8,637</b>	<b>5,767</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

CENTRAL SEROWE/ PALAPYE	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	5,071	5,588	190	170	-	-	66	-	-	-	-	-	5,261	5,588
10-11	188	-	-	-	-	-	0	57	-	-	-	-	188	-
12-14	94	43	-	-	-	-	57	63	52	-	-	70	94	43
15-19	-	424	-	-	-	-	0	-	95	-	-	95	-	424
20-24	343	95	-	95	63	-	95	-	-	-	-	70	343	95
25-29	313	447	57	-	-	-	-	5	-	-	-	-	370	447
30-34	890	356	60	-	189	-	-	57	-	306	70	73	950	356
35-39	974	588	-	-	-	-	95	-	-	-	86	35	974	588
40-44	490	755	-	-	-	-	73	99	-	77	-	52	490	755
45-49	470	1,784	-	-	-	-	-	127	-	250	82	328	470	1,784
50-54	990	1,161	-	75	95	-	-	211	-	213	-	-	990	1,161
55-59	606	909	-	79	-	285	99	-	-	312	85	145	606	909
60-64	1,013	1,334	-	69	247	94	57	272	-	-	-	-	1,013	1,334
65-69	552	886	-	73	57	230	314	244	75	-	88	79	552	886
70+	2,783	3,262	-	70	-	472	-	535	-	398	-	349	2,783	3,262
Unclss.	-	75	-	-	-	-	-	-	-	-	-	-	-	75
<b>Total</b>	<b>14,777</b>	<b>17,707</b>	<b>307</b>	<b>631</b>	<b>651</b>	<b>1,081</b>	<b>856</b>	<b>1,665</b>	<b>222</b>	<b>1,556</b>	<b>411</b>	<b>1,296</b>	<b>15,084</b>	<b>17,707</b>
<b>MAHALAPYE</b>														
5-9	3,917	3,279	-	92	-	-	-	-	-	-	53	76	3,917	3,279
10-11	-	-	-	92	-	-	-	-	94	-	-	-	-	-
12-14	-	92	-	-	-	57	-	-	-	-	-	-	-	92
15-19	106	-	106	-	94	53	63	-	73	-	92	-	212	-
20-24	184	168	-	-	185	-	-	-	73	-	-	-	184	168
25-29	329	212	-	-	73	-	-	-	-	-	92	-	329	212
30-34	102	487	-	-	72	-	29	76	-	60	63	76	102	487
35-39	469	683	-	-	0	-	94	-	238	-	63	-	469	683
40-44	1,407	1,264	-	-	73	-	92	94	57	64	72	68	1,407	1,264
45-49	575	1,041	-	-	68	-	0	136	94	232	57	73	575	1,041
50-54	774	831	-	29	102	69	156	106	29	-	-	-	774	831
55-59	550	591	-	-	125	-	-	219	-	63	-	-	550	591
60-64	1,108	610	-	-	-	-	-	171	-	0	-	-	1,108	610
65-69	380	645	-	106	-	-	94	73	-	94	-	-	380	645
70+	1,576	2,569	64	208	53	144	-	413	164	199	57	-	1,640	2,569
Unclss.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>11,477</b>	<b>12,472</b>	<b>170</b>	<b>527</b>	<b>845</b>	<b>323</b>	<b>528</b>	<b>1,288</b>	<b>822</b>	<b>712</b>	<b>549</b>	<b>293</b>	<b>11,647</b>	<b>12,472</b>



**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

CENTRAL BOBONONG	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	2,425	2,291	70	-	-	-	-	-	-	-	-	-	2,495	2,291
10-11	-	-	-	-	-	-	82	-	87	-	-	-	-	-
12-14	200	-	-	-	-	-	162	-	-	-	-	-	200	-
15-19	200	-	115	115	88	-	-	-	-	-	-	-	315	-
20-24	115	162	-	-	85	-	85	-	-	-	-	77	115	162
25-29	243	-	-	-	-	-	-	85	-	-	-	-	243	-
30-34	406	304	-	-	-	-	-	-	289	-	70	-	406	304
35-39	406	309	-	-	-	-	-	-	-	87	86	70	406	309
40-44	341	615	-	82	-	77	85	-	99	-	-	-	341	615
45-49	201	507	115	-	85	-	-	-	181	85	82	172	316	507
50-54	259	343	-	77	-	85	-	-	87	85	-	-	259	343
55-59	342	936	-	148	-	-	-	-	-	163	-	77	342	936
60-64	366	657	-	-	-	163	-	85	-	-	-	88	366	657
65-69	250	165	85	-	-	70	-	-	-	85	-	70	335	165
70+	746	907	-	248	236	-	152	387	-	85	-	163	746	907
Unclassified	-	-	-	-	494	-	-	-	-	-	-	-	494	-
<b>Total</b>	<b>6,500</b>	<b>7,196</b>	<b>385</b>	<b>670</b>	<b>988</b>	<b>395</b>	<b>566</b>	<b>557</b>	<b>743</b>	<b>590</b>	<b>238</b>	<b>717</b>	<b>6,885</b>	<b>7,196</b>
<b>CENTRAL BOTETI</b>														
5-9	1,422	1,388	-	-	73	-	-	-	-	-	-	-	1,422	1,388
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	73	-	-	-	-	-
15-19	73	196	121	-	73	-	-	-	-	73	-	-	194	196
20-24	217	73	-	73	-	-	-	76	-	-	-	-	217	73
25-29	64	149	100	-	-	-	64	-	-	-	-	-	164	149
30-34	137	100	-	-	-	-	-	-	-	73	196	-	137	100
35-39	439	654	-	-	-	-	-	-	-	64	-	-	439	654
40-44	430	542	-	-	-	-	-	-	-	-	-	-	430	542
45-49	295	767	-	-	-	-	-	76	-	-	-	-	295	767
50-54	434	805	-	-	-	-	77	121	-	-	128	-	434	805
55-59	471	331	-	-	-	-	-	-	-	-	-	-	471	331
60-64	299	512	-	-	73	-	-	-	-	-	-	-	299	512
65-69	382	64	-	-	77	-	-	-	-	-	64	-	382	64
70+	938	1,531	-	64	-	-	-	-	-	-	-	-	938	1,531
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>5,601</b>	<b>7,112</b>	<b>221</b>	<b>137</b>	<b>296</b>	<b>-</b>	<b>141</b>	<b>273</b>	<b>73</b>	<b>210</b>	<b>388</b>	<b>-</b>	<b>5,822</b>	<b>7,112</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

CENTRAL TUTUME	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	5,843	3,451	99	-	-	-	339	-	-	-	-	-	5,942	3,451
10-11	144	43	-	-	-	-	72	-	87	-	-	150	144	43
12-14	192	142	-	-	-	-	78	-	-	-	-	-	192	142
15-19	129	193	-	-	154	-	126	-	-	63	63	-	129	193
20-24	395	74	-	-	-	-	150	148	-	-	-	-	395	74
25-29	607	300	-	-	76	-	240	-	-	-	76	-	607	300
30-34	539	499	-	-	-	43	-	-	289	43	-	71	539	499
35-39	715	865	-	-	96	96	-	-	-	179	156	80	715	865
40-44	629	1,187	-	-	-	-	-	90	99	144	-	-	629	1,187
45-49	308	1,201	153	-	-	-	-	71	181	74	-	-	461	1,201
50-54	468	1,005	-	-	74	250	-	118	87	-	260	-	468	1,005
55-59	607	893	123	89	104	80	115	-	-	79	-	441	730	893
60-64	302	550	-	-	99	-	-	96	-	-	87	55	302	550
65-69	289	759	-	-	199	364	143	71	-	-	-	68	289	759
70+	2,285	3,054	249	71	228	825	90	426	-	78	246	350	2,534	3,054
Unclassified	-	99	-	-	-	-	-	-	-	-	-	-	-	99
<b>Total</b>	<b>13,452</b>	<b>14,315</b>	<b>624</b>	<b>160</b>	<b>1,030</b>	<b>1,658</b>	<b>1,353</b>	<b>1,020</b>	<b>743</b>	<b>660</b>	<b>888</b>	<b>1,215</b>	<b>14,076</b>	<b>14,315</b>
<b>NORTH EAST</b>														
5-9	1,322	1,064	-	-	-	-	-	-	-	-	-	-	1,322	1,064
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	66	-	-	-	-	-	-	66	-	-	-	96	66	-
20-24	-	106	-	-	-	-	-	-	53	-	-	53	-	106
25-29	162	-	-	-	62	-	96	-	-	162	-	-	162	-
30-34	-	181	-	-	85	-	53	-	-	-	-	-	-	181
35-39	-	-	-	-	-	-	-	96	-	-	-	-	-	-
40-44	153	246	81	-	-	-	-	-	73	88	53	-	234	246
45-49	176	115	-	-	-	88	-	-	-	-	-	-	176	115
50-54	128	-	-	-	-	53	-	62	-	-	-	-	128	-
55-59	-	149	-	-	-	66	-	-	-	-	-	73	-	149
60-64	-	53	-	-	-	-	-	-	85	-	85	-	-	53
65-69	88	153	-	-	-	-	73	88	-	-	-	-	88	153
70+	321	1,333	162	81	209	207	66	301	-	226	66	-	483	1,333
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>2,416</b>	<b>3,379</b>	<b>243</b>	<b>81</b>	<b>356</b>	<b>414</b>	<b>288</b>	<b>613</b>	<b>211</b>	<b>476</b>	<b>204</b>	<b>222</b>	<b>2,659</b>	<b>3,379</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

NGAMILAND EAST	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	1,952	1,756	-	-	-	-	-	-	-	-	-	-	1,952	1,756
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	59	-	-
15-19	-	-	-	-	-	-	-	-	-	-	97	-	-	-
20-24	-	95	-	-	-	-	-	-	97	-	67	67	-	95
25-29	-	-	67	-	-	67	-	-	-	-	-	-	67	-
30-34	-	95	64	-	-	-	-	77	-	-	-	-	64	95
35-39	71	171	-	-	-	-	-	-	-	71	-	-	71	171
40-44	311	396	-	-	-	-	-	-	-	71	-	97	311	396
45-49	151	432	-	-	-	-	-	-	-	-	-	135	151	432
50-54	279	615	-	-	-	-	-	227	-	-	-	-	279	615
55-59	135	-	-	-	-	-	-	-	-	-	-	-	135	-
60-64	148	204	-	-	-	-	-	-	-	74	-	-	148	204
65-69	316	71	-	-	-	-	71	84	-	71	-	-	316	71
70+	1,159	2,025	-	95	-	-	-	-	-	59	-	-	1,159	2,025
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>4,522</b>	<b>5,860</b>	<b>131</b>	<b>95</b>	<b>-</b>	<b>67</b>	<b>71</b>	<b>388</b>	<b>97</b>	<b>346</b>	<b>164</b>	<b>358</b>	<b>4,653</b>	<b>5,860</b>
<b>NGAMILAND WEST</b>														
5-9	1,967	1,088	-	-	-	-	-	-	-	-	-	-	1,967	1,088
10-11	83	-	59	65	-	65	65	-	-	-	-	-	142	-
12-14	-	-	-	-	-	-	65	65	65	-	65	65	-	-
15-19	125	182	-	-	65	-	60	-	-	74	65	65	125	182
20-24	323	142	65	-	62	-	65	-	59	65	234	-	388	142
25-29	65	59	-	-	60	60	118	-	65	234	65	-	65	59
30-34	65	506	-	-	-	-	-	-	74	-	-	120	65	506
35-39	148	451	-	-	-	-	-	-	-	119	-	54	148	451
40-44	428	659	-	-	-	129	74	-	-	-	-	83	428	659
45-49	393	534	-	-	-	-	-	65	120	65	62	-	393	534
50-54	144	364	-	81	-	-	-	-	-	146	-	65	144	364
55-59	331	234	-	74	74	74	83	-	-	-	-	74	331	234
60-64	239	263	-	-	74	65	-	-	-	-	54	74	239	263
65-69	303	270	-	-	-	-	-	-	-	-	-	-	303	270
70+	550	1,967	74	65	123	157	62	-	65	-	-	-	624	1,967
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>5,164</b>	<b>6,719</b>	<b>198</b>	<b>285</b>	<b>458</b>	<b>550</b>	<b>592</b>	<b>130</b>	<b>448</b>	<b>703</b>	<b>545</b>	<b>600</b>	<b>5,362</b>	<b>6,719</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

CHOBE	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	537	359	-	-	-	-	-	-	-	-	-	-	537	359
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	-	86	-	-	-	-	-	-	31	-	-	-	-	86
20-24	48	55	-	-	-	-	-	-	55	-	-	-	48	55
25-29	31	48	-	-	-	-	-	-	-	-	-	-	31	48
30-34	38	133	55	-	-	-	-	-	-	-	-	-	93	133
35-39	164	38	-	-	-	-	-	-	-	-	31	-	164	38
40-44	-	85	-	-	-	-	-	-	-	-	-	-	-	85
45-49	69	31	-	-	-	-	-	-	-	-	-	66	69	31
50-54	102	86	-	-	-	-	-	-	-	55	-	-	102	86
55-59	31	55	-	-	-	-	-	-	-	-	-	-	31	55
60-64	-	216	-	-	-	-	-	-	-	-	31	-	-	216
65-69	48	47	-	-	-	-	-	-	-	-	-	38	48	47
70+	150	339	-	-	55	-	-	-	-	-	-	-	150	339
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>1,218</b>	<b>1,578</b>	<b>55</b>	<b>-</b>	<b>55</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>86</b>	<b>55</b>	<b>62</b>	<b>104</b>	<b>1,273</b>	<b>1,578</b>
<b>GANTSI</b>														
5-9	787	600	-	-	-	-	-	-	-	-	-	-	787	600
10-11	-	-	-	-	-	-	-	71	-	-	-	-	-	-
12-14	-	71	-	71	-	-	71	38	-	-	92	-	-	71
15-19	306	-	71	-	-	143	101	71	71	-	-	-	377	-
20-24	71	143	71	-	-	-	-	-	-	-	-	-	142	143
25-29	163	-	-	-	-	-	-	138	-	-	71	-	163	-
30-34	183	234	-	-	-	-	-	-	-	-	264	-	183	234
35-39	264	360	-	35	-	138	-	35	-	-	-	-	264	360
40-44	309	610	-	-	-	-	-	-	-	-	-	-	309	610
45-49	624	259	-	-	-	-	-	30	29	138	-	-	624	259
50-54	71	141	-	91	-	-	-	138	-	138	-	35	71	141
55-59	106	156	-	-	-	-	30	-	-	-	-	-	106	156
60-64	254	504	-	-	92	-	71	-	-	-	-	-	254	504
65-69	30	229	-	35	-	-	-	-	-	-	-	-	30	229
70+	398	982	30	91	91	-	-	-	30	91	-	-	428	982
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>3,566</b>	<b>4,289</b>	<b>172</b>	<b>323</b>	<b>183</b>	<b>281</b>	<b>273</b>	<b>521</b>	<b>130</b>	<b>367</b>	<b>427</b>	<b>35</b>	<b>3,738</b>	<b>4,289</b>

**Table 23: Population 5 years and over that never attended or left formal school before Std. 5 by school attainment, age group and sex – 2003 (cont'd)**

KGALAGADI SOUTH	Never Attended School		Left before completing Std. 1		Completed Std 1		Completed Std 2		Completed Std 3		Completed Std 4		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
5-9	948	520	-	-	-	-	-	-	114	-	-	-	948	520
10-11	59	-	-	-	-	-	-	-	-	-	-	-	59	-
12-14	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15-19	-	46	-	59	-	-	59	65	-	-	-	-	-	46
20-24	105	105	-	-	-	-	-	-	-	59	-	46	105	105
25-29	170	124	-	-	-	-	-	59	-	-	28	68	170	124
30-34	136	282	-	-	-	-	-	-	-	-	-	-	136	282
35-39	173	154	-	-	-	-	28	-	-	68	34	-	173	154
40-44	555	365	-	-	-	68	68	68	-	68	46	68	555	365
45-49	333	303	68	-	-	-	46	-	-	20	68	-	401	303
50-54	212	346	-	-	-	29	131	-	-	65	-	28	212	346
55-59	326	210	-	-	-	28	-	28	-	-	-	-	326	210
60-64	105	59	-	-	68	-	-	8	-	-	-	65	105	59
65-69	-	252	-	68	65	-	68	8	-	-	65	-	-	252
70+	357	317	-	28	-	65	-	136	-	-	-	-	357	317
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>3,479</b>	<b>3,083</b>	<b>68</b>	<b>155</b>	<b>133</b>	<b>190</b>	<b>400</b>	<b>356</b>	<b>144</b>	<b>280</b>	<b>241</b>	<b>275</b>	<b>3,547</b>	<b>3,083</b>
<b>KGALAGADI NORTH</b>														
5-9	146	275	48	73	-	-	-	-	-	-	48	-	194	275
10-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12-14	66	66	-	-	-	-	-	-	-	-	-	-	66	66
15-19	48	-	-	-	-	-	-	-	-	-	-	-	48	-
20-24	143	95	-	-	-	-	-	-	-	-	-	-	143	95
25-29	219	-	-	-	-	-	-	-	-	-	-	-	219	-
30-34	48	66	-	-	-	-	-	-	-	-	-	-	48	66
35-39	114	190	-	-	-	-	-	-	-	-	-	-	114	190
40-44	314	76	-	-	-	-	-	-	-	-	-	-	314	76
45-49	124	285	48	-	-	-	-	-	-	-	66	-	172	285
50-54	76	282	-	-	-	-	-	-	-	-	-	-	76	282
55-59	197	76	-	-	66	-	-	-	-	-	-	-	197	76
60-64	48	199	-	-	-	-	-	-	-	-	-	-	48	199
65-69	206	133	-	-	-	-	-	-	-	-	-	-	206	133
70+	66	486	-	-	-	-	-	-	-	133	-	66	66	486
Unclassified	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>1,815</b>	<b>2,229</b>	<b>96</b>	<b>73</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>133</b>	<b>66</b>	<b>66</b>	<b>1,911</b>	<b>2,229</b>

**Table 24: Population aged 5 years and over that left school by educational level and sex - 2003**

Educational Level	Population that Left School at Std 5+		Percent School 2001	Who Left 2003		Percent Female of Those Who Left School	
	2001	2003		2001	2003	2001	2003
Std 5 – 7 (incl. unknown)		264663		30.1		59.5	
Secondary		495277		39.0		61.5	
Tertiary		230397		30.6		45.2	
Not stated		2306		0.3		56.8	
Total Left School		992643		100.0		50.4	
Within Level Distribution							
Primary							
Std 5		40976		15.5		56.9	
Std 6		57534		21.7		54.1	
Std 7		164635		62.2		57.4	
Unknown		1518		0.6		47.3	
Total Std 5 – 7		264663		100.0		56.5	
Secondary							
Form 1-3		270807		54.7		59.7	
Form 4-6		224469		45.3		51.5	
Total Secondary		495276		100.0		56.0	
Tertiary							
Certificate		142666		61.3		43.1	
Diploma		54023		23.2		56.2	
Degree		33718		14.5		39.7	
Unknown		2306		1.0		56.8	
Total Tertiary		232713					
Total Left School		992642					

**Table 25: Population aged 5 years and over that left school by education attainment, class age group and sex - 2003**

Both Sexes	Primary	Secondary		Tertiary		Not Stated	All Persons Aged 5+	All Levels Total	% of Grand Total
	Std 5-7 (incl. unknown.)	Form 1-3	Form 4-6	Year 1-3	Year 4+				
5-9	-	92	82	-	-	-	236,198	174	0.0
10-11	500	67	154	-	-	72	95,870	793	0.1
12-14	6,529	703	225	89	-	-	144,122	7,546	0.8
15-19	15,183	39,063	19,801	3,474	767	52	211,897	78,340	7.9
20-24	21,283	76,985	66,973	29,561	4,821	392	185,832	200,015	20.1
25-29	24,601	66,713	46,732	41,122	7,095	311	149,517	186,574	18.8
30-34	33,277	35,001	34,222	36,765	5,307	284	117,776	144,856	14.6
35-39	41,234	22,629	22,355	28,379	5,548	367	105,020	120,512	12.1
40-44	31,829	14,058	14,177	21,547	3,978	199	84,571	85,788	8.6
45-49	28,734	7,923	8,091	14,984	2,185	74	70,533	61,991	6.2
50-54	22,351	2,861	5,406	8,135	2,386	183	54,376	41,322	4.2
55-59	17,230	2,187	3,149	5,903	929	268	44,614	29,666	3.0
60-64	8,574	855	1,276	2,612	491	104	30,161	13,912	1.4
65-69	5,849	1,019	956	2,018	84	-	24,407	9,926	1.0
70+	7,490	649	872	2,100	127	-	77,163	11,238	1.1
Unknown	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>264,664</b>	<b>270,805</b>	<b>224,471</b>	<b>196,689</b>	<b>33,718</b>	<b>2,306</b>	<b>1,632,056</b>	<b>992,653</b>	<b>100.0</b>
<b>Male</b>									
5-9	-	92	-	-	-	-	124,280	92	0.0
10-11	261	67	99	-	-	72	46,023	499	0.1
12-14	3,566	429	89	89	-	-	75,360	4,173	0.9
15-19	8,030	17,042	7,641	2,234	343	-	103,125	35,290	7.7
20-24	11,066	31,162	29,778	15,308	2,573	178	83,301	90,065	19.6
25-29	12,006	27,617	22,152	22,528	3,250	82	69,423	87,635	19.0
30-34	13,719	13,707	17,718	19,839	3,715	90	52,588	68,788	14.9
35-39	15,963	7,994	11,645	13,968	3,799	284	44,931	53,653	11.7
40-44	13,145	4,444	7,661	10,922	2,637	81	36,402	38,890	8.4
45-49	10,573	3,129	4,524	8,166	1,309	74	28,472	27,775	6.0
50-54	10,122	1,161	3,496	4,773	1,552	55	24,772	21,159	4.6
55-59	7,171	956	2,013	3,548	678	123	18,983	14,489	3.1
60-64	3,510	546	612	1,627	276	104	13,065	6,675	1.4
65-69	2,410	647	912	1,568	84	-	10,922	5,621	1.2
70+	3,496	67	611	1,307	64	-	29,115	5,545	1.2
Unknown	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>115,038</b>	<b>109,060</b>	<b>108,951</b>	<b>105,877</b>	<b>20,280</b>	<b>1,143</b>	<b>760,762</b>	<b>460,349</b>	<b>100.0</b>
<b>Female</b>									
5-9	-	-	82	-	-	-	111,919	82	0.0
10-11	238	-	56	-	-	-	49,848	294	0.1
12-14	2,964	275	136	-	-	-	68,761	3,375	0.6
15-19	7,154	22,021	12,160	1,240	424	52	108,772	43,051	8.1
20-24	10,216	45,823	37,195	14,253	2,248	214	102,531	109,949	20.7
25-29	12,596	39,096	24,580	18,594	3,844	229	80,095	98,939	18.6
30-34	19,558	21,294	16,504	16,926	1,593	193	65,188	76,068	14.3
35-39	25,271	14,636	10,710	14,411	1,748	83	60,089	66,859	12.6
40-44	18,685	9,614	6,516	10,625	1,342	118	48,169	46,900	8.8
45-49	18,160	4,794	3,567	6,818	876	-	42,061	34,215	6.4
50-54	12,230	1,700	1,910	3,362	833	128	29,604	20,163	3.8
55-59	10,058	1,232	1,136	2,355	251	146	25,631	15,178	2.9
60-64	5,063	309	664	985	215	-	17,096	7,236	1.4
65-69	3,439	372	44	450	-	-	13,485	4,305	0.8
70+	3,993	581	261	793	64	-	48,048	5,692	1.1
Unknown	-	-	-	-	-	-	-	-	0.0
<b>Total</b>	<b>149,625</b>	<b>161,747</b>	<b>115,521</b>	<b>90,812</b>	<b>13,438</b>	<b>1,163</b>	<b>871,297</b>	<b>532,306</b>	<b>100.0</b>

**Table 26: Population aged 10 years and over eligible for literacy classes, by sex**

	M	%	F	%	Total	%
Never attended	67,473	80.6	64,917	64.0	132,390	71.5
Still attending	1,688	2.0	8,800	8.7	10,488	5.7
Left	14,588	17.4	27,770	27.3	42,358	22.8
Total eligible	83,749	100	101,487	100	185,236	100

**Table 27: Population aged 10 years and over that never attended literacy classes, by sex and district - 2003**

District	Eligible Population			Never attended classes		
	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	2,871	1,651	4,522
Francistown	2,138	1,744	3,882	1,642	878	2,520
Lobatse	643	797	1,440	450	581	1,031
Selibe Phikwe	945	1,277	2,222	586	906	1,492
Orapa	62	62	-	34	62	96
Jwaneng	363	411	124	178	304	482
Sowa Town	70	23	774	59	12	71
Southern	7,856	10,430	93	6,103	7,253	13,356
Barolong	1,621	2,367	18,286	1,036	1,508	2,544
Ngwaketse West	868	1,071	3,988	435	439	874
South East	2,832	2,967	1,939	1,724	2,250	3,974
Kweneng East	11,659	9,670	5,799	8,106	6,339	14,445
Kweneng West	3,450	5,334	21,329	2,639	3,210	5,849
Kgatleng	6,238	4,702	8,784	4,427	2,564	6,991
Central Serowe/Palapye	9,604	13,610	10,940	6,823	7,695	14,518
Central Mahalapye	8,594	9,173	23,214	5,908	5,087	10,995
Central Bobonong	5,248	6,375	17,767	4,314	3,483	7,797
Central Boteti	4,213	4,749	11,623	2,819	2,661	5,480
Central Tutume	8,321	10,519	8,962	6,163	5,399	11,562
North East	1,634	1,824	18,840	1,012	675	1,687
Ngamiland East	1,928	3,114	3,458	1,290	2,342	3,632
Ngamiland West	4,560	5,845	5,042	2,351	3,367	5,718
Chobe	701	924	10,405	562	588	1,150
Ghanzi	3,418	4,015	1,625	2,900	2,834	5,734
Kgalagadi South	3,189	3,341	7,433	2,305	2,283	4,588
Kgalagadi North	1,854	1,468	6,530	1,109	703	1,812
Total	95,818	108,310	204,128	67,846	65,074	132,920



**Table 28: Reason for never attending literacy classes, by sex - 2003**

Main Reason for Never Attending Literacy Classes	Sex				Total	
	Male		Female		Count	Percent
	Count	Percent	Count	Percent		
Already literate	1,205	1.8	1,761	2.7	2,966	2.3
Too old	3,193	4.8	3,164	4.9	6,357	4.9
Lack of time	16,257	24.3	10,793	16.8	27,050	20.4
No facilities	5,423	8.1	5,739	9.0	11,162	8.4
Did not know existed	4,647	7.0	3,788	5.9	8,435	6.3
Parents not interested	3,897	5.8	4,989	7.8	8,886	6.7
Distance	2,233	3.3	2,291	3.6	4,524	3.5
Job demands	5,245	7.9	889	1.4	6,134	4.7
Visual problems	975	1.5	2,685	4.2	3,660	2.8
Physical disability	153	0.2	340	0.5	493	0.4
Hearing problem	164	0.2	232	0.4	396	0.3
Speech impairment	-	0.0	81	0.1	81	0.1
Mental retardation	123	0.2	64	0.1	187	0.1
Mental illness	301	0.5	-	0.0	301	0.2
Ill health	1,666	2.5	3,053	4.8	4,719	3.6
Taking care of ill family members	410	0.6	1,299	2.0	1,709	1.3
Taking care of siblings/other family members	930	1.4	3,150	4.9	4,080	3.1
Cultural/Religious beliefs	356	0.5	425	0.7	781	0.6
Not interested	15,242	22.8	16,289	25.4	31,531	23.7
Others	4,384	6.6	3,059	4.8	7,443	5.6
Missing	--	--	--	--	2,025	1.5
<b>Total</b>	<b>66,804</b>	<b>100.0</b>	<b>64,091</b>	<b>100.0</b>	<b>132,920</b>	<b>100.0</b>

**Table 29: Type of literacy class Programmes By number of learners and sex –2003**

	M	%	F	%	Total	%
National literacy	11,657	80.4	27,305	98.9	38,962	92.4
Mine literacy	1,725	11.9	-	-	1,725	4.1
Prison/Reformatory	413	2.8	76	.3	489	1.2
Workplace literacy	605	4.2	50	.2	655	1.6
Other	94	.6	181	.7	275	.7
<b>Total</b>	<b>14,494</b>	<b>100.0</b>	<b>27,612</b>	<b>100.0</b>	<b>42,106</b>	<b>100.0</b>
Percentage	34.4		65.6		100.0	

**Table 30: Enrolment in Literacy Classes: population currently attending literacy classes By period of attendance, primer level and sex-2003**

Primer level	Less than 1 year	1-2 years	More than 2 years	Total	Percentage total
Not completed primer 1	84.6	7.5	4.1	2,253	21.5
Primer 1 completed	49.4	46.3	4.2	2,054	19.6
Primer 2 completed	31.5	41.5	27.0	2,289	21.8
Primer 3 completed	8.9	45.3	45.8	944	9.00
Primer 4 completed	17.5	21.9	60.6	1,844	17.6
Primer 5 completed	26.2	23.1	50.7	1,005	9.4
English as a second language	.0	100.0	.0	62	0.6
Other	.0	0	100.0	37	0.4
<b>Total</b>				<b>10,488</b>	<b>100.00</b>
<b>% Total</b>	<b>41.1</b>	<b>30.4</b>	<b>27.5</b>		

**Table 30a: Enrolment in literacy classes, by age group, prima level and sex - 2003**

Age Group	Not completed Prima 1	Prima 1 completed	Prima 2 completed	Prima 3 completed	Prima 4 completed	Prima 5 completed	English as a Sec. Lang.	Unclass	Total
<b>Both Sexes</b>									
15-19	-	-	-	-	55	-	-	-	55
20-24	156	-	228	-	-	-	-	-	384
25-29	60	48	-	-	146	-	-	-	254
30-34	84	376	-	144	136	75	62	-	877
35-39	98	158	394	469	218	166	-	-	1,503
40-44	304	415	113	153	88	187	-	37	1,297
45-49	186	199	388	-	212	249	-	-	1,234
50-54	190	382	394	84	267	-	-	-	1,317
55-59	420	111	553	-	472	212	-	-	1,768
60-64	382	95	155	-	96	115	-	-	843
65-69	300	182	63	96	154	-	-	-	795
70+	72	87	-	-	-	-	-	-	159
<b>Total</b>	<b>2,252</b>	<b>2,053</b>	<b>2,288</b>	<b>946</b>	<b>1,844</b>	<b>1,004</b>	<b>62</b>	<b>37</b>	<b>10,486</b>
<b>Male</b>									
15-19	-	-	-	-	55	-	-	-	55
20-24	-	-	150	-	-	-	-	-	150
30-34	-	-	-	-	73	-	-	-	73
35-39	34	-	95	167	-	-	-	-	296
40-44	28	177	0	-	-	35	-	37	277
45-49	-	-	88	-	-	63	-	-	151
50-54	54	-	65	-	-	-	-	-	119
55-59	75	-	-	-	60	-	-	-	135
60-64	-	-	88	-	-	57	-	-	145
65-69	214	-	-	-	-	-	-	-	214
70+	72	-	-	-	-	-	-	-	72
<b>Total</b>	<b>477</b>	<b>177</b>	<b>486</b>	<b>167</b>	<b>188</b>	<b>155</b>	<b>-</b>	<b>37</b>	<b>1,687</b>
<b>Female</b>									
15-19	-	-	-	-	-	-	-	-	-
20-24	156	-	77	-	-	-	-	-	233
25-29	60	48	-	-	146	-	-	-	254
30-34	84	376	-	144	63	75	62	-	804
35-39	63	158	299	301	218	166	-	-	1,205
40-44	276	239	113	153	88	152	-	-	1,021
45-49	186	199	300	-	212	187	-	-	1,084
50-54	136	382	330	84	267	-	-	-	1,199
55-59	345	111	553	-	412	212	-	-	1,633
60-64	382	95	66	-	96	58	-	-	697
65-69	87	182	63	96	154	-	-	-	582
70+	-	87	-	-	-	-	-	-	87
<b>Total</b>	<b>1,775</b>	<b>1,877</b>	<b>1,801</b>	<b>778</b>	<b>1,656</b>	<b>850</b>	<b>62</b>	<b>-</b>	<b>8,799</b>

**Table 31: Reasons for missing literacy classes by sex -2003**

Reason	Male	Percent	Female	Percent	Total	Percent
Ill health	194	13.5	1,141	17.6	1,335	16.8
Tired	0	.0	309	4.8	309	3.9
Job demands	398	27.8	589	9.1	987	12.5
Distance	57	4.0	-	.0	57	.7
Taking care of ill family members	-	.0	1,152	17.7	1,152	14.5
Taking care of family members	-	.0	451	6.9	451	5.7
Parents unwilling	-	.0	62	1.0	62	.8
Helping at home	72	5.0	513	7.9	585	7.4
Looking after cattle/working at lands	75	5.2	626	9.6	701	8.8
Lack of interest	150	10.5	34	.5	184	2.3
No instructor/teacher	310	21.6	900	13.9	1,210	15.3
Other	177	12.4	715	11.0	892	11.2
<b>Total</b>	<b>1,433</b>	<b>100.0</b>	<b>6,492</b>	<b>100.0</b>	<b>7,925</b>	<b>100.0</b>

**Table 31a: Reasons for leaving literacy classes by sex -2003**

Reason	Male	Percent	Female	Percent	Total	Percent
Goal achieved	1,778	12.3	1,093	4.0	2,871	6.8
Lost interest	1,260	8.7	3,177	11.5	4,437	10.5
Helping at home	626	4.3	1,670	6.1	2,296	5.5
Parent not interested	-	.0	108	.4	108	.3
Ill health	1,068	7.4	3,345	12.1	4,413	10.5
Taking care of ill family members	148	1.0	1,248	4.5	1,396	3.3
Taking care of family member	56	.4	1,234	4.5	1,290	3.1
Distance	655	4.5	411	1.5	1,066	2.5
Pregnancy	-	.0	61	.2	61	.1
Could not cope	654	4.5	1,870	6.8	2,524	6.0
Did not understand the importance	73	.5	0	.0	73	.2
Looking after cattle/working at lands	1,659	11.4	2,488	9.0	4,147	9.9
Cultural beliefs/Religious beliefs	188	1.3	137	.5	325	.8
Not stated	493	3.4	1,024	3.7	1,517	3.6
Other	5,838	40.3	9,735	35.3	15,573	37.1
<b>Total</b>	<b>14,496</b>	<b>100.0</b>	<b>27,601</b>	<b>100.0</b>	<b>42,097</b>	<b>100.0</b>

**Table 32: Importance of reading/writing skills by sex**

	Male	Percent	Female	Percent	Total	Percent
Not important	121	2.2	517	2.3	638	2.3
Get a job	358	6.7	2,222	9.9	2,580	9.3
Get a better job	1,202	22.3	4,301	19.2	5,503	19.8
Better communication	1,205	22.4	5,296	23.6	6,501	23.4
Knowledge sake	1,417	26.3	5,108	22.8	6,525	23.5
Other	1,077	20.0	4,996	22.3	6,073	21.8
<b>Total</b>	<b>5,380</b>	<b>100.0</b>	<b>22,440</b>	<b>100.0</b>	<b>27,820</b>	<b>100.0</b>
<i>Percent of Total</i>	<i>19.0</i>		<i>81.0</i>		<i>100.0</i>	

**Table 33a: Eligible population who could read by place where reading was learned and sex- 2003**

Place	Male	Female	Total	<i>Percent</i>
At Formal School	11,565	21,315	32,880	52.2
At Night School	1,037	1,351	2,388	3.8
On My Own	4,320	3,088	7,408	11.8
Literacy programs	7,749	12,550	20,299	32.2
Total	24,671	38,304	62,975	100.0
<i>Percent Total</i>	39.2	60.8	100.0	

**Table 33b: Test results by language and sex - 2003**

<b>Reading Setswana:</b> you read in Setswana	No Competence Count	%	Some Competence Count	%	High Competence Count	%	Male Total	No Competence Count	%	Some Competence Count	%	High Competence Count	%	Female Total	Grand Total	Grand Percent
Yes, fairly well	1,674	15.	6,864	62.1	2,521	22.8	11,059	2,583	15.	10,291	62.	3,633	22.	16,516	27,577	44.6
Yes, just a bit	5,193	38.	6,340	46.9	1,997	14.8	13,530	7,857	37.	10,315	49.	2,653	12.	20,825	34,355	55.4
<b>Total</b>	<b>6,867</b>	<b>27.</b>	<b>13,204</b>	<b>53.7</b>	<b>4,518</b>	<b>18.4</b>	<b>24,589</b>	<b>10,440</b>	<b>28.</b>	<b>20,606</b>	<b>55.</b>	<b>6,266</b>	<b>16.</b>	<b>37,312</b>	<b>61,901</b>	<b>100.</b>
<b>Reading English: Can you read in English?</b>																
Yes, fairly well	342	43.	74	9.	367	46.9	783	185	19.	235	24.	536	56.	956	1,739	17.7
Yes, just a bit	857	23.	1,533	42.	1,263	34.6	3,653	1,478	33.	1,730	39.	1,218	27.	4,426	8,079	82.3
<b>Total</b>	<b>1,199</b>	<b>27.</b>	<b>1,607</b>	<b>36.</b>	<b>1,630</b>	<b>36.7</b>	<b>4,436</b>	<b>1,663</b>	<b>30.</b>	<b>1,965</b>	<b>36.</b>	<b>1,754</b>	<b>32.</b>	<b>5,382</b>	<b>9,818</b>	<b>100.</b>
<b>Setswana Writing: Can you write in Setswana?</b>																
Yes, fairly well	1,030	14.	3,697	53.	2,245	32.2	6,972	1,630	15.	5,438	51.	3,514	33.	10,582	17,554	35.2
Yes, just a bit	4,328	32.	6,014	45.	2,956	22.2	13,298	5,370	28.	8,787	46.	4,851	25.	19,008	32,306	64.8
<b>Total</b>	<b>5,358</b>	<b>26.</b>	<b>9,711</b>	<b>47.</b>	<b>5,201</b>	<b>25.7</b>	<b>20,270</b>	<b>7,000</b>	<b>23.</b>	<b>14,225</b>	<b>48.</b>	<b>8,365</b>	<b>28.</b>	<b>29,590</b>	<b>49,860</b>	<b>100.</b>
<b>English Writing: Can you write in English?</b>																
Yes, fairly well	214	23.	269	29.	429	47.0	912	303	31.	260	27.	401	41.	964	1,876	26.7
Yes, just a bit	441	18.	1,052	44.	869	36.8	2,362	489	17.	1,387	49.	922	33.	2,798	5,160	73.3
<b>Total</b>	<b>655</b>	<b>20.</b>	<b>1,321</b>	<b>40.</b>	<b>1,298</b>	<b>39.6</b>	<b>3,274</b>	<b>792</b>	<b>21.</b>	<b>1,647</b>	<b>43.</b>	<b>1,323</b>	<b>35.</b>	<b>3,762</b>	<b>7,036</b>	<b>100.</b>
<b>Oral Setswana</b>	<b>8,557</b>	<b>10.4</b>	<b>26,296</b>	<b>31.9</b>	<b>47,560</b>	<b>57.7</b>	<b>82,413</b>	<b>105,592</b>	<b>10.5</b>	<b>30,956</b>	<b>30.7</b>	<b>59,387</b>	<b>58.8</b>	<b>100,936</b>	<b>183,349</b>	
<b>Oral English</b>	<b>1,592</b>	<b>2.0</b>	<b>4,505</b>	<b>5.5</b>	<b>75,278</b>	<b>92.5</b>	<b>81,375</b>	<b>1,654</b>	<b>1.7</b>	<b>4,560</b>	<b>4.7</b>	<b>90,044</b>	<b>93.5</b>	<b>96,258</b>	<b>177,633</b>	
<b>Numeracy</b>	<b>21,689</b>	<b>26.8</b>	<b>31,004</b>	<b>38.3</b>	<b>28,242</b>	<b>34.9</b>	<b>80,935</b>	<b>31,231</b>	<b>31.9</b>	<b>44,069</b>	<b>45.0</b>	<b>22,550</b>	<b>23.0</b>	<b>97,850</b>	<b>178,785</b>	

**Table 34: Test results by language and sex - 2003**

	Result	Setswana				English			
		Male	Female	Total	Percent	Male	Female	Total	Percent
Reading Assessment	Can Read	25,210	38,073	63,283	98.6	4,708	5,632	10,340	5.6
	Can not Read	604	315	919	1.3	79,408	96,087	175,495	94.4
	Total	25,814	38,388	64,202		84,116	101,719	185,835	
	Did not take test	1,340	2,709	4,049		256	693	949	
Writing Assessment	Can write	20,708	29,933	50,641	79.9	3,422	3,832	7,254	71.3
	Can not write	4,611	8,163	12,774	20.1	1,169	1,744	2,913	28.7
	Total	25,319	38,096	63,415		4,591	5,576	10,167	
	Did not take test	1,340	2,709	4,049		104	865	969	
Oral Assessment	Passed	73,855	90,386	164,241	89.6	2,182	2,088	4,270	38.8
	Failed	8,557	10,548	19,105	10.4	3,454	3,285	6,739	61.2
	Total	82,412	100,934	183,346		5,636	5,373	11,009	
	Did not take test	1,005	371	1,376		78,214	95,684	173,898	
Numeracy Assessment	Passed	9,149	52,661	101,810	56.9				
	Failed	31,786	45,190	76,976	43.1				
	Total	80,935	97,861	178,786					
	Did not take test	2,259	2,619	4,878					

**Table 34a: Eligible population able to read in Setswana, by district and sex - 2003**

DISTRICT	Population			Can read in Setswana			Cannot read in Setswana			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	1,743	1,411	3,154	-	-	-	900	970	1,870	2,643	2,381	5,024
Francistown	2,138	1,744	3,882	719	339	1,058	62	-	62	323	0	323	1,042	339	1,443
Lobatse	643	797	1,440	269	495	764	-	-	-	211	351	562	480	846	1,326
Selibe Phikwe	945	1,277	2,222	373	459	832	-	54	54	165	54	219	538	513	1,105
Orapa	62	62	-	-	-	-	-	-	-	..	..	..	-	-	-
Jwaneng	363	411	124	-	246	246	-	-	-	-	183	183	-	429	429
Sowa Town	70	23	774	59	-	59	-	-	-	59	0	59	118	-	118
Ngwaketse	7,856	10,430	93	1,235	4,669	5,904	166	-	166	841	2,273	3,114	2,076	6,942	9,184
Barolong	1,621	2,367	18,286	199	1,100	1,299	-	-	-	68	511	579	267	1,611	1,878
Ngwaketse West	868	1,071	3,988	79	290	369	-	-	-	44	69	113	123	359	482
South East	2,832	2,967	1,939	1,061	1,516	2,577	-	-	-	525	960	1,485	1,586	2,476	4,062
Kweneng East	11,659	9,670	5,799	1,978	2,547	4,525	-	188	188	894	1,242	2,136	2,872	3,789	6,849
Kweneng West	3,450	5,334	21,329	961	1,072	2,033	-	73	73	415	883	1,298	1,376	1,955	3,404
Kgatleng	6,238	4,702	8,784	1,462	2,396	3,858	-	-	-	987	1,912	2,899	2,449	4,308	6,757
Central Serowe/Palapye	9,604	13,610	10,940	2,578	5,630	8,208	-	154	154	1,528	3,450	4,978	4,106	9,080	13,340
Central Mahalapye	8,594	9,173	23,214	2,014	2,764	4,778	-	-	-	1,118	718	1,836	3,132	3,482	6,614
Central Bobonong	5,248	6,375	17,767	1,900	2,833	4,733	-	-	-	515	1,517	2,032	2,415	4,350	6,765
Central Boteti	4,213	4,749	11,623	1,048	1,059	2,107	-	-	-	397	590	987	1,445	1,649	3,094
Central Tutume	8,321	10,519	8,962	2,770	3,279	6,049	246	-	246	1,289	1,175	2,464	4,059	4,454	8,759
North East	1,634	1,824	18,840	534	957	1,491	-	-	-	446	600	1,046	980	1,557	2,537
Ngamiland East	1,928	3,114	3,458	801	1,195	1,996	-	-	-	583	867	1,450	1,384	2,062	3,446
Ngamiland West	4,560	5,845	5,042	1,689	1,641	3,330	-	-	-	898	861	1,759	2,587	2,502	5,089
Chobe	701	924	10,405	195	148	343	-	-	-	62	38	100	257	186	443
Ghanzi	3,418	4,015	1,625	630	847	1,477	-	-	-	375	570	945	1,005	1,417	2,422
Kgalagadi South	3,189	3,341	7,433	536	1,114	1,650	131	68	199	96	448	544	632	1,562	2,393
Kgalagadi North	1,854	1,468	6,530	377	66	443	-	-	-	140	66	206	517	132	649
Total	95,818	108,310	204,128	25,210	38,073	63,283	605	537	1142	12,879	20,308	33,187	38,089	58,381	96,470

**Table 34b: Eligible population able to read in English by district and sex - 2003**

	Population			Can read in English			Cannot read in English			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	255	298	553	3,170	1,673	4,843	-	123	123	3,425	2,094	5,519
Francistown	2,138	1,744	3,882	184	-	184	1,642	1,199	2,841	60	-	60	1,886	1,199	3,085
Lobatse	643	797	1,440	61	119	180	582	596	1,178	-	119	119	643	834	1,477
Selibe Phikwe	945	1,277	2,222	163	-	163	652	1,143	1,795	67	-	67	882	1,143	2,025
Orapa	62	62	-	-	-	-	34	62	96	-	-	-	34	62	96
Jwaneng	363	411	124	-	-	-	363	304	667	-	-	-	363	304	667
Sowa Town	70	23	774	12	-	12	47	12	59	12	-	12	71	12	83
Ngwaketse	7,856	10,430	93	57	142	199	6,665	9,545	16,210	-	58	58	6,722	9,745	16,467
Barolong	1,621	2,367	18,286	68	-	68	1,157	2,114	3,271	-	-	-	1,225	2,114	3,339
Ngwaketse West	868	1,071	3,988	-	-	-	611	784	1,395	-	-	-	611	784	1,395
South East	2,832	2,967	1,939	222	168	390	1,907	2,517	4,424	222	106	328	2,351	2,791	5,142
Kweneng East	11,659	9,670	5,799	224	353	577	10,071	8,636	18,707	-	116	116	10,295	9,105	19,400
Kweneng West	3,450	5,334	21,329	52	202	254	3,333	4,858	8,191	52	-	52	3,437	5,060	8,497
Kgatleng	6,238	4,702	8,784	173	567	740	5,201	3,410	8,611	-	213	213	5,374	4,190	9,564
Central Serowe/Palapye	9,604	13,610	10,940	373	962	1,335	7,490	11,988	19,478	-	155	155	7,863	13,105	20,968
Central Mahalapye	8,594	9,173	23,214	489	424	913	7,224	7,888	15,112	164	76	240	7,877	8,388	16,265
Central Bobonong	5,248	6,375	17,767	428	775	1	4,240	5,143	9,383	85	70	155	4,753	5,988	10,741
Central Boteti	4,213	4,749	11,623	205	76	281	3,148	4,447	7,595	-	-	-	3,353	4,523	7,876
Central Tutume	8,321	10,519	8,962	294	538	832	6,944	8,802	15,746	74	168	242	7,312	9,508	16,820
North East	1,634	1,824	18,840	214	96	310	886	1,106	1,992	88	96	184	1,188	1,298	2,486
Ngamiland East	1,928	3,114	3,458	97	168	265	1,449	2,945	4,394	-	168	168	1,546	3,281	4,827
Ngamiland West	4,560	5,845	5,042	580	333	913	2,642	4,461	7,103	123	-	123	3,345	4,794	8,139
Chobe	701	924	10,405	62	38	100	546	729	1,275	-	38	38	608	805	1,413
Ghanzi	3,418	4,015	1,625	227	99	326	2,602	3,825	6,427	35	-	35	2,864	3,924	6,788
Kgalagadi South	3,189	3,341	7,433	267	199	466	2,469	2,930	5,399	65	65	130	2,801	3,194	5,995
Kgalagadi North	1,854	1,468	6,530	-	76	76	1,062	909	1,971	-	76	76	1,062	1,061	2,123
Total	95,818	108,310	204,128	4,707	5,633	10,340	76,137	92,026	168,163	1,047	1,647	2,694	81,891	99,306	181,197



**Table 35a: Eligible population able to write in Setswana, by district and sex - 2003**

DISTRICT	Population			Can write			Cannot write			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	1,278	1,088	2,366	417	275	692	541	553	1,094	2,236	1,916	4,152
Francistown	2,138	1,744	3,882	601	339	940	118	-	118	199	146	345	918	485	1,403
Lobatse	643	797	1,440	211	495	706	58	-	58	211	269	480	480	764	1,244
Selibe Phikwe	945	1,277	2,222	373	288	661	-	171	171	217	70	287	590	529	1,119
Orapa	62	62	-	-	-	-	-	-	-	-	-	-	-	-	-
Jwaneng	363	411	124	-	183	183	-	62	62	--	122	122	--	367	367
Sowa Town	70	23	774	59	-	59	--	--	--	59	-	59	118	-	118
Ngwaketse	7,856	10,430	93	1,177	4,012	5,189	223	600	823	755	1,778	2,533	2,155	6,390	8,545
Barolong	1,621	2,367	18,286	131	896	1,027	68	204	272	68	337	405	267	1,437	1,704
Ngwaketse West	868	1,071	3,988	79	193	272	-	97	97	-	-	-	79	290	369
South East	2832	2,967	1,939	760	936	1,696	239	580	819	347	564	911	1,346	2,080	3,426
Kweneng East	11,659	9,670	5,799	1,496	2,355	3,851	483	192	675	488	933	1,421	2,467	3,480	5,947
Kweneng West	3,450	5,334	21,329	756	935	1,691	140	137	277	216	731	947	1,112	1,803	2,915
Kgatleng	6,238	4,702	8,784	1,111	2,201	3,312	352	195	547	533	1,259	1,792	1,996	3,655	5,651
Central Serowe/Palapye	9,604	13,610	10,940	2,223	4,961	7,184	320	823	1,143	819	1,863	2,682	3,362	7,647	11,009
Central Mahalapye	8,594	9,173	23,214	1,743	1,807	3,550	271	957	1,228	581	468	1,049	2,595	3,232	5,827
Central Bobonong	5,248	6,375	17,767	1,613	1,914	3,527	287	754	1,041	431	629	1,060	2,331	3,297	5,628
Central Boteti	4,213	4,749	11,623	815	716	1,531	153	270	423	157	216	373	1,125	1,202	2,327
Central Tutume	8,321	10,519	8,962	2,161	2,159	4,320	546	1,064	1,610	813	848	1,661	3,520	4,071	7,591
North East	1,634	1,824	18,840	446	808	1,254	88	149	237	188	418	606	722	1,375	2,097
Ngamiland East	1,928	3,114	3,458	681	975	1,656	120	220	340	567	588	1,155	1,368	1,783	3,151
Ngamiland West	4,560	5,845	5,042	1,521	1,260	2,781	167	240	407	647	546	1,193	2,335	2,046	4,381
Chobe	701	924	10,405	93	93	186	102	-	102	62	38	100	257	131	388
Ghanzi	3,418	4,015	1,625	558	743	1,301	163	104	267	138	203	341	859	1,050	1,909
Kgalagadi South	3,189	3,341	7,433	490	576	1,066	46	606	652	116	182	298	652	1,364	2,016
Kgalagadi North	1,854	1,468	6,530	330	-	330	48	66	114	66	-	66	444	66	510
<b>Total</b>	<b>95,818</b>	<b>108,310</b>	<b>204,128</b>	<b>20,706</b>	<b>29,933</b>	<b>50,639</b>	<b>4,409</b>	<b>7,766</b>	<b>12,175</b>	<b>8,219</b>	<b>12,761</b>	<b>20,980</b>	<b>33,334</b>	<b>50,460</b>	<b>83,794</b>

**Table 35b: Eligible population able to write in English, by district and sex - 2003**

DISTRICT	Population			Can write in English			Cannot write in English			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	164	41	205	3170	1673	4843	53	41	94	3387	1755	5142
Francistown	2,138	1,744	3,882	184	-	184	1642	1199	2841	60	-	60	1886	1199	3085
Lobatse	643	797	1,440	61	119	180	582	596	1178	-	119	119	643	834	1477
Selibe Phikwe	945	1,277	2,222	163	-	163	652	1143	1795	-	-	-	815	1143	1958
Orapa	62	62	-	-	-	-	34	62	96	-	-	-	34	62	96
Jwaneng	363	411	124	-	-	-	363	304	667	-	-	-	363	304	667
Sowa Town	70	23	774	12	-	12	47	12	59	12	-	12	71	12	83
Ngwaketse	7,856	10,430	93	57	-	57	6665	9545	16210	57	-	57	6779	9545	16324
Barolong	1,621	2,367	18,286	68	-	68	1157	2114	3271	-	-	-	1225	2114	3339
Ngwaketse West	868	1,071	3,988	-	-	-	611	784	1395	-	-	-	611	784	1395
South East	2832	2,967	1,939	115	-	115	1907	2517	4424	115	-	115	2137	2517	4654
Kweneng East	11,659	9,670	5,799	170	210	380	10071	8636	18707	-	175	175	10241	9021	19262
Kweneng West	3,450	5,334	21,329	52	202	254	3333	4858	8191	-	-	-	3385	5060	8445
Kgatleng	6,238	4,702	8,784	128	491	619	5201	3410	8611	65	279	344	5394	4180	9574
Central Serowe/Palapye	9,604	13,610	10,940	246	798	1044	7490	11988	19478	-	63	63	7736	12849	20585
Central Mahalapye	8,594	9,173	23,214	403	259	662	7224	7888	15112	164	153	317	7791	8300	16091
Central Bobonong	5,248	6,375	17,767	428	687	1115	4240	5143	9383	85	156	241	4753	5986	10739
Central Boteti	4,213	4,749	11,623	77	-	77	3148	4447	7595	77	0	77	3302	4447	7749
Central Tutume	8,321	10,519	8,962	74	255	329	6944	8802	15746	74	255	329	7092	9312	16404
North East	1,634	1,824	18,840	126	96	222	886	1106	1992	126	96	222	1138	1298	2436
Ngamiland East	1,928	3,114	3,458	97	-	97	1449	2945	4394	-	-	-	1546	2945	4491
Ngamiland West	4,560	5,845	5,042	438	333	771	2642	4461	7103	129	-	129	3209	4794	8003
Chobe	701	924	10,405	62	38	100	546	729	1275	-	38	38	608	805	1413
Ghanzi	3,418	4,015	1,625	163	30	193	2602	3825	6427	-	-	-	2765	3855	6620
Kgalagadi South	3,189	3,341	7,433	133	199	332	2469	2930	5399	-	65	65	2602	3194	5796
Kgalagadi North	1,854	1,468	6,530	-	76	76	1062	909	1971	-	-	-	1062	985	2047
Total	95,818	108,310	204,128	3421	3834	7255	76137	92026	168163	1017	1440	2457	80575	97300	177875

**Table 36a: Eligible population with oral literacy in Setswana, by district and sex -2003**

DISTRICT	Population			Literate in Setswana			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	3,472	2,076	5,548	-	-	-	3,472	2,076	5,548
Francistown	2,138	1,744	3,882	1,888	1,199	3,087	-	-	-	1,888	1,199	3,087
Lobatse	643	797	1,440	643	797	1,440	-	-	-	643	797	1,440
Selibe Phikwe	945	1,277	2,222	815	1,143	1,958	-	-	-	815	1,143	1,958
Orapa	62	62	124	34	62	96	-	-	--	34	62	96
Jwaneng	363	411	774	363	304	667	-	-	-	363	304	667
Sowa Town	70	23	93	59	12	71	-	-	-	59	12	71
Ngwaketse	7,856	10,430	18,286	6,674	9,668	16,342	48	-	48	6,722	9,668	16,390
Barolong	1,621	2,367	3,988	1,226	2,114	3,340	-	-	-	1,226	2,114	3,340
Ngwaketse West	868	1,071	1,939	611	784	1,395	-	-	-	611	784	1,395
South East	2,832	2,967	5,799	2,391	2,751	5,142	-	-	-	2,391	2,751	5,142
Kweneng East	11,659	9,670	21,329	10,367	9,031	19,398	72	64	136	10,439	9,095	19,534
Kweneng West	3,450	5,334	8,784	3,450	5,125	8,575	-	-	-	3,450	5,125	8,575
Kgatleng	6,238	4,702	10,940	5,233	4,032	9,265	77	-	77	5,310	4,032	9,342
Central Serowe/Palapye	9,604	13,610	23,214	7,893	13,091	20,984	133	-	133	8,026	13,091	21,117
Central Mahalapye	8,594	9,173	17,767	7,713	8,712	16,425	-	-	-	7,713	8,712	16,425
Central Bobonong	5,248	6,375	11,623	4,745	6,142	10,887	0	85	85	4,745	6,227	10,972
Central Boteti	4,213	4,749	8,962	3,426	4,597	8,023	73	-	73	3,499	4,597	8,096
Central Tutume	8,321	10,519	18,840	7,512	9,838	17,350	144	-	144	7,656	9,838	17,494
North East	1,634	1,824	3,458	1,188	1,670	2,858	-	-	-	1,188	1,670	2,858
Ngamiland East	1,928	3,114	5,042	1,712	3,114	4,826	-	-	-	1,712	3,114	4,826
Ngamiland West	4,560	5,845	10,405	3,435	5,489	8,924	-	-	-	3,435	5,489	8,924
Chobe	701	924	1,625	663	924	1,587	-	-	-	663	924	1,587
Ghanzi	3,418	4,015	7,433	3,206	3,924	7,130	-	91	91	3,206	4,015	7,221
Kgalagadi South	3,189	3,341	6,530	2,343	2,998	5,341	458	131	589	2,801	3,129	5,930
Kgalagadi North	1,854	1,468	3,322	1,496	1,335	2,831	-	-	-	1,496	1,335	2,831
Total	95,818	108,310	204,128	82,558	100,932	183,490	1005	371	1376	83,563	101,303	184,866

**Table 36b: Eligible population with oral literacy in English, by district and sex - 2003**

DISTRICT	Population			Literate in English			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	164	288	452	3,309	1,716	5,025	3,473	2,004	5,477
Francistown	2,138	1,744	3,882	178	62	240	1,709	1,199	2,908	1,887	1,261	3,148
Lobatse	643	797	1,440	163	300	463	480	497	977	643	797	1,440
Selibe Phikwe	945	1,277	2,222	114	-	114	701	1,143	1,844	815	1,143	1,958
Orapa	62	62	124	-	-	-	34	62	96	34	62	96
Jwaneng	363	411	774	58	-	58	305	304	609	363	304	667
Sowa Town	70	23	93	12	-	12	47	12	59	59	12	71
Ngwaketse	7,856	10,430	18,286	197	293	490	6,459	9,309	15,768	6,656	9,602	16,258
Barolong	1,621	2,367	3,988	333	533	866	893	1,581	2,474	1,226	2,114	3,340
Ngwaketse West	868	1,071	1,939	31	-	31	579	784	1,363	610	784	1,394
South East	2,832	2,967	5,799	188	250	438	2,204	2,501	4,705	2,392	2,751	5,143
Kweneng East	11,659	9,670	21,329	1,157	603	1,760	9,282	8,492	17,774	10,439	9,095	19,534
Kweneng West	3,450	5,334	8,784	65	-	65	3,385	5,125	8,510	3,450	5,125	8,575
Kgatleng	6,238	4,702	10,940	-	193	193	5,310	3,774	9,084	5,310	3,967	9,277
Central Serowe/Palapye	9,604	13,610	23,214	371	1,121	1,492	7,655	11,970	19,625	8,026	13,091	21,117
Central Mahalapye	8,594	9,173	17,767	434	29	463	7,279	8,683	15,962	7,713	8,712	16,425
Central Bobonong	5,248	6,375	11,623	169	163	332	4,576	5,972	10,548	4,745	6,135	10,880
Central Boteti	4,213	4,749	8,962	269	0	269	3,230	4,517	7,747	3,499	4,517	8,016
Central Tutume	8,321	10,519	18,840	148	96	244	7,509	9,742	17,251	7,657	9,838	17,495
North East	1,634	1,824	3,458	53	96	149	1,135	1,574	2,709	1,188	1,670	2,858
Ngamiland East	1,928	3,114	5,042	317	575	892	1,396	2,539	3,935	1,713	3,114	4,827
Ngamiland West	4,560	5,845	10,405	262	129	391	3,173	5,360	8,533	3,435	5,489	8,924
Chobe	701	924	1,625	31	38	69	632	887	1,519	663	925	1,588
Ghanzi	3,418	4,015	7,433	254	65	319	2,952	3,951	6,903	3,206	4,016	7,444
Kgalagadi South	3,189	3,341	6,530	335	199	534	2,466	2,794	5,260	2,801	2,993	5,794
Kgalagadi North	1,854	1,468	3,322	409	275	684	1,087	1,060	2,147	1,496	1,335	2,831
Total	95,818	108,310	204,128	5,712	5,308	11,020	77,787	95,548	173,335	83,499	100,856	184,355

**Table 38: Literacy test results performance, by subject scores and sex - 2003**

Subject	Result	Male	Percent	Female	Percent	Total	Percent
Numeracy	No competence	21,689	12.1	31,231	17.5	52,920	29.6
	Some competence	31,004	17.3	44,069	24.6	75,073	42.0
	High Competence	28,242	15.8	22,550	12.6	50,792	28.4
Total		80,935	45.3	97,850	54.7	178,785	100.0
Setswana Reading	No competence	6,867	11.0	10,507	16.9	17,374	28.0
	Some competence	13,204	21.2	20,761	33.4	33,965	54.6
	High Competence	4,518	7.3	6,296	10.1	10,814	17.4
Total		24,589	39.6	37,564	60.4	62,153	100.0
Setswana Writing	No competence	2,028	4.0	3,880	7.7	6,808	13.6
	Some competence	16,870	33.7	24,684	49.3	41,554	82.9
	High Competence	529	1.1	1,225	2.4	1,754	3.5
Total		20,327	40.6	29,789	59.4	50,116	100.0
English Reading	No competence	1,200	12.1	1,740	17.6	2,940	29.7
	Some competence	1,607	16.2	1,965	19.9	3,572	36.1
	High Competence	1,630	16.5	1,754	17.7	3,384	34.2
Total		4,437	44.8	5,459	55.2	9,896	100.0
English Writing	No competence	596	8.4	898	12.6	1,494	21.0
	Some competence	1,268	17.8	1,647	23.1	2,915	41.0
	High Competence	1,268	17.8	1,438		2,706	38.0
Total		3,132	44.0	3,983	56.0	7,115	100.0
Setswana Oral	No competence	8,557	4.7	10,548	5.8	19,105	
	Some competence	73,855	40.3	90,343	49.3	164,198	89.6
	High Competence	-	-	44	0.02	44	0.02
Total		82,412	45.9	100,935	54.1	183,347	100.0
English Oral	No competence	-	-	-	-	-	-
	Some competence	78,671	44.6	93,329	53.0	172,000	97.6
	High Competence	2,182	1.2	2,088	1.2	4,270	2.4
Total		80,853	45.9	95,417	54.1	176,270	100.0

**Table 39: Eligible population that failed numeracy test, by district and sex - 2003**

DISTRICT	Eligible Population			Failed Numeracy		
	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	2,871	1,663	4,534
Francistown	2,138	1,744	3,882	1,439	755	2,194
Lobatse	643	797	1,440	393	534	927
Selibe Phikwe	945	1,277	2,222	706	1,019	1,725
Orapa	62	62	124	34	0	34
Jwaneng	363	411	774	181	246	427
Sowa Town	70	23	93	59	0	59
Ngwaketse	7,856	10,430	18,286	2,554	5,554	8,108
Barolong	1,621	2,367	3,988	795	1,559	2,354
Ngwaketse West	868	1,071	1,939	472	315	787
South East	2,832	2,967	5,799	1,753	1,930	3,683
Kweneng East	11,659	9,670	21,329	6,163	5,288	11,451
Kweneng West	3,450	5,334	8,784	1,389	1,728	3,117
Kgatleng	6,238	4,702	10,940	3,096	2,759	5,855
Central Serowe/Palapye	9,604	13,610	23,214	4,563	7,715	12,278
Central Mahalapye	8,594	9,173	17,767	5,125	5,381	10,506
Central Bobonong	5,248	6,375	11,623	3,162	4,854	8,016
Central Boteti	4,213	4,749	8,962	2,044	2,008	4,052
Central Tutume	8,321	10,519	18,840	5,407	5,622	11,029
North East	1,634	1,824	3,458	761	800	1,561
Ngamiland East	1,928	3,114	5,042	1,352	1,714	3,066
Ngamiland West	4,560	5,845	10,405	2,247	3,586	5,833
Chobe	701	924	1,625	506	479	985
Ghanzi	3,418	4,015	7,433	1,309	924	2,233
Kgalagadi South	3,189	3,341	6,530	2,008	1,659	3,667
Kgalagadi North	1,854	1,468	3,322	878	662	1,540
<b>Total</b>	<b>95,818</b>	<b>108,310</b>	<b>204,128</b>	<b>51,267</b>	<b>58,754</b>	<b>110,021</b>

**Table 40a: Eligible Population that failed the Setswana reading test, by district and sex - 2003**

DISTRICT	Eligible Population			Total Test Takers			Failed Setswana			Did not take test*			Percentage Fail		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	1,695	1,329	3,024	710	591	1,301	126	130	256	41.89	44.47	43.02
Francistown	2,138	1,744	3,882	719	340	1,059	205	81	286	72	-	72	28.51	23.82	27.01
Lobatse	643	797	1,440	269	494	764	164	61	225	-	61	61	60.97	12.35	29.45
Selibe Phikwe	945	1,277	2,222	373	458	832	163	234	397	-	-	-	43.70	51.09	47.72
Orapa	62	62	124	-	-	-	-	-	-	-	-	-	-	-	-
Jwaneng	363	411	774	-	246	246	-	-	-	-	61	61	-	-	-
Sowa Town	70	23	93	58	-	58	35	0	35	-	0	0	60.34	0.00	30.17
Ngwaketse	7,856	10,430	18,286	1,098	4,668	5,767	656	2,132	2,788	324	440	764	59.74	45.67	48.34
Barolong	1,621	2,367	3,988	198	1,100	1,299	68	447	515	0	123	123	34.34	40.64	39.65
Ngwaketse West	868	1,071	1,939	79	290	368	0	144	144	-	-	-	-	49.66	39.13
South East	2,832	2,967	5,799	998	1,517	2,515	649	1,017	1,666	122	110	232	65.03	67.04	66.24
Kweneng East	11,659	9,670	21,329	1,978	2,548	4,526	896	498	1,394	183	79	262	45.30	19.54	30.80
Kweneng West	3,450	5,334	8,784	961	1,073	2,032	345	456	801	141	339	480	35.90	42.50	39.42
Kgatleng	6,238	4,702	10,940	1,399	2,396	3,796	700	1,014	1,714	368	461	829	50.04	42.32	45.15
Central Serowe/Palapye	9,604	13,610	23,214	2,578	5,427	8,006	1,139	1,858	2,997	138	601	739	44.18	34.24	37.43
Central Mahalapye	8,594	9,173	17,767	1,946	2,711	4,657	752	892	1,644	171	53	224	38.64	32.90	35.30
Central Bobonong	5,248	6,375	11,623	1,901	2,670	4,570	597	1,454	2,051	87	689	776	31.40	54.46	44.88
Central Boteti	4,213	4,749	8,962	968	983	1,950	146	572	718	194	225	419	15.08	58.19	36.82
Central Tutume	8,321	10,519	18,840	2,691	3,279	5,968	1,141	1,584	2,725	411	522	933	42.40	48.31	45.66
North East	1,634	1,824	3,458	534	957	1,491	398	712	1,110	-	53	53	74.53	74.40	74.45
Ngamiland East	1,928	3,114	5,042	801	1,195	1,996	453	599	1,052	-	-	-	56.55	50.13	52.71
Ngamiland West	4,560	5,845	10,405	1,605	1,641	3,247	906	961	1,867	-	-	-	56.45	58.56	57.50
Chobe	701	924	1,625	195	148	343	102	110	212	-	-	-	52.31	74.32	61.81
Ghanzi	3,418	4,015	7,433	630	847	1,477	138	173	311	-	-	-	21.90	20.43	21.06
Kgalagadi South	3,189	3,341	6,530	536	1,182	1,719	127	746	873	-	151	151	23.69	63.11	50.79
Kgalagadi North	1,854	1,468	3,322	378	66	444	76	66	142	-	66	66	20.11	100.00	31.98
Total	95,818	108,310	204,128	24,588	37,565	62,154	10,566	16,402	26,968	2,337	4,164	6,501	42.97	43.66	43.39

**Table 40b: Eligible opulation that failed the English reading test, by district and sex - 2003**

DISTRICT	Population			English			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	111	-	111	0	82	82	111	82	193
Francistown	2,138	1,744	3,882	-	-	-	-	-	-	-	-	-
Lobatse	643	797	1,440	-	-	-	-	-	-	-	-	-
Selibe Phikwe	945	1,277	2,222	-	-	-	-	-	-	-	-	-
Orapa	62	62	124	-	-	-	-	-	-	-	-	-
Jwaneng	363	411	774	-	-	-	-	-	-	-	-	-
Sowa Town	70	23	93	-	-	-	-	-	-	-	-	-
Ngwaketse	7,856	10,430	18,286	-	58	58	-	-	-	-	58	58
Barolong	1,621	2,367	3,988	-	-	-	-	-	-	-	-	-
Ngwaketse West	868	1,071	1,939	-	-	-	-	-	-	-	-	-
South East	2,832	2,967	5,799	157	168	325	51	106	157	208	274	482
Kweneng East	11,659	9,670	21,329	106	244	350	-	116	116	106	360	466
Kweneng West	3,450	5,334	8,784	52	137	189	52	-	52	104	137	241
Kgatleng	6,238	4,702	10,940	109	110	219	-	-	-	109	110	219
Central Serowe/Palapye	9,604	13,610	23,214	161	300	461	-	73	73	161	373	534
Central Mahalapye	8,594	9,173	17,767	29	330	359	-	-	-	29	330	359
Central Bobonong	5,248	6,375	11,623	169	303	472	-	70	70	169	373	542
Central Boteti	4,213	4,749	8,962	128	76	204	-	-	-	128	76	204
Central Tutume	8,321	10,519	18,840	146	319	465	-	72	72	146	391	537
North East	1,634	1,824	3,458	88	-	88	88	-	88	176	-	176
Ngamiland East	1,928	3,114	5,042	97	71	168	-	97	97	97	168	265
Ngamiland West	4,560	5,845	10,405	325	185	510	-	-	-	325	185	510
Chobe	701	924	1,625	-	-	-	-	-	-	-	-	-
Ghanzi	3,418	4,015	7,433	65	35	100	-	-	-	65	35	100
Kgalagadi South	3,189	3,341	6,530	133	-	133	65	-	65	198	-	198
Kgalagadi North	1,854	1,468	3,322	-	76	76	-	76	76	-	152	152
Total	95,818	108,310	204,128	1,876	2,412	4,288	256	692	948	2,132	3,104	5,236



**Table 41a: Eligible population that failed writing in Setswana, by district and sex - 2003**

DISTRICT	Population			Setswana			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	558	516	1,074	78	160	238	636	676	1,312
Francistown	2,138	1,744	3,882	413	109	522	72	54	126	485	163	648
Lobatse	643	797	1,440	106	369	475	44	61	105	150	430	580
Selibe Phikwe	945	1,277	2,222	109	121	230	54	70	124	163	191	354
Orapa	62	62	124	-	-	-	-	-	-	-	-	-
Jwaneng	363	411	774	-	-	-	-	-	-	-	-	-
Sowa Town	70	23	93	35	-	35	-	-	-	35	-	35
Ngwaketse	7,856	10,430	18,286	596	2,777	3,373	259	345	604	855	3,122	3,977
Barolong	1,621	2,367	3,988	131	437	568	0	281	281	131	718	849
Ngwaketse West	868	1,071	1,939	35	124	159	-	-	-	35	124	159
South East	2,832	2,967	5,799	522	512	1,034	51	125	176	573	637	1,210
Kweneng East	11,659	9,670	21,329	1,090	843	1,933	123	164	287	1,213	1,007	2,220
Kweneng West	3,450	5,334	8,784	605	645	1,250	76	202	278	681	847	1,528
Kgatleng	6,238	4,702	10,940	674	1,315	1,989	109	355	464	783	1,670	2,453
Central Serowe/Palapye	9,604	13,610	23,214	1,186	2,589	3,775	0	171	171	1,186	2,760	3,946
Central Mahalapye	8,594	9,173	17,767	856	646	1,502	102	235	337	958	881	1,839
Central Bobonong	5,248	6,375	11,623	842	1,130	1,972	-	70	70	842	1,200	2,042
Central Boteti	4,213	4,749	8,962	141	422	563	-	76	76	141	498	639
Central Tutume	8,321	10,519	18,840	1,369	1,236	2,605	263	240	503	1,632	1,476	3,108
North East	1,634	1,824	3,458	221	712	933	-	53	53	221	765	986
Ngamiland East	1,928	3,114	5,042	258	491	749	49	-	49	307	491	798
Ngamiland West	4,560	5,845	10,405	1,185	796	1,981	-	-	-	1,185	796	1,981
Chobe	701	924	1,625	31	93	124	-	-	-	31	93	124
Ghanzi	3,418	4,015	7,433	396	173	569	-	-	-	396	173	569
Kgalagadi South	3,189	3,341	6,530	241	316	557	59	46	105	300	362	662
Kgalagadi North	1,854	1,468	3,322	263	-	263	-	-	-	263	-	263
Total	95,818	108,310	204,128	11,863	16,372	28,235	1,339	2,708	4,047	13,202	19,080	32,282

**Table 41b: Eligible population that failed writing in English, by district and sex - 2003**

	Population			English			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	558	516	1,074	53	-	53	611	516	1,127
Francistown	2,138	1,744	3,882	413	109	522	-	-	-	413	109	522
Lobatse	643	797	1,440	106	369	475	-	61	61	106	430	536
Selibe Phikwe	945	1,277	2,222	109	121	230	-	-	-	109	121	230
Orapa	62	62	124	-	-	-	-	-	-	-	-	-
Jwaneng	363	411	774	-	-	-	-	-	-	-	-	-
Sowa Town	70	23	93	35	-	35	-	-	-	35	-	35
Ngwaketse	7,856	10,430	18,286	596	2,777	3,373	-	-	-	596	2,777	3,373
Barolong	1,621	2,367	3,988	131	437	568	-	-	-	131	437	568
Ngwaketse West	868	1,071	1,939	35	124	159	-	-	-	35	124	159
South East	2,832	2,967	5,799	522	512	1,034	51	106	157	573	618	1,191
Kweneng East	11,659	9,670	21,329	1,090	843	1,933	-	96	96	1,090	939	2,029
Kweneng West	3,450	5,334	8,784	605	645	1,250	-	-	-	605	645	1,250
Kgatleng	6,238	4,702	10,940	674	1,315	1,989	-	110	110	674	1,425	2,099
Central Serowe/Palapye	9,604	13,610	23,214	1,186	2,589	3,775	-	63	63	1,186	2,652	3,838
Central Mahalapye	8,594	9,173	17,767	856	646	1,502	-	76	76	856	722	1,578
Central Bobonong	5,248	6,375	11,623	842	1,130	1,972	-	156	156	842	1,286	2,128
Central Boteti	4,213	4,749	8,962	141	422	563	-	-	-	141	422	563
Central Tutume	8,321	10,519	18,840	1,369	1,236	2,605	-	159	159	1,369	1,395	2,764
North East	1,634	1,824	3,458	221	712	933	-	-	-	221	712	933
Ngamiland East	1,928	3,114	5,042	258	491	749	-	-	-	258	491	749
Ngamiland West	4,560	5,845	10,405	1,185	796	1,981	-	-	-	1,185	796	1,981
Chobe	701	924	1,625	31	93	124	-	38	38	31	131	162
Ghanzi	3,418	4,015	7,433	396	173	569	-	-	-	396	173	569
Kgalagadi South	3,189	3,341	6,530	241	316	557	-	-	-	241	316	557
Kgalagadi North	1,854	1,468	3,322	263	-	263	-	-	-	263	-	263
Total	95,818	108,310	204,128	11,863	16,372	28,235	104	865	969	11,967	17,237	29,204

**Table 42a: Population that failed oral Setswana test, by district and sex -2003**

DISTRICT	Population			Setswana			Did not take test			Grand Total		Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Gaborone	3,809	2,498	6,307	245	129	374	-	-	-	245	129	374
Francistown	2,138	1,744	3,882	135	-	135	-	-	-	135	-	135
Lobatse	643	797	1,440	89	-	89	-	-	-	89	-	89
Selibe Phikwe	945	1,277	2,222	-	50	50	-	-	-	-	50	50
Orapa	62	62	124	-	-	-	-	-	-	-	-	-
Jwaneng	363	411	774	-	-	-	-	-	-	-	-	-
Sowa Town	70	23	93	-	-	-	-	-	-	-	-	-
Ngwaketse	7,856	10,430	18,286	1,160	856	2,016	48	-	48	1,208	856	2,064
Barolong	1,621	2,367	3,988	124	196	320	-	-	-	124	196	320
Ngwaketse West	868	1,071	1,939	-	35	35	-	-	-	-	35	35
South East	2,832	2,967	5,799	213	428	641	-	-	-	213	428	641
Kweneng East	11,659	9,670	21,329	1,040	1,405	2,445	72	64	136	1,112	1,469	2,581
Kweneng West	3,450	5,334	8,784	325	513	838	-	-	-	325	513	838
Kgatleng	6,238	4,702	10,940	931	575	1,506	77	-	77	1,008	575	1,583
Central Serowe/Palapye	9,604	13,610	23,214	552	683	1,235	133	-	133	685	683	1,368
Central Mahalapye	8,594	9,173	17,767	1,611	2,518	4,129	-	-	-	1,611	2,518	4,129
Central Bobonong	5,248	6,375	11,623	115	200	315	-	85	85	115	285	400
Central Boteti	4,213	4,749	8,962	73	145	218	73	-	73	146	145	291
Central Tutume	8,321	10,519	18,840	404	766	1,170	144	-	144	548	766	1,314
North East	1,634	1,824	3,458	149	151	300	-	-	-	149	151	300
Ngamiland East	1,928	3,114	5,042	254	742	996	-	-	-	254	742	996
Ngamiland West	4,560	5,845	10,405	695	609	1,304	-	-	-	695	609	1,304
Chobe	701	924	1,625	-	283	283	-	-	-	-	283	283
Ghanzi	3,418	4,015	7,433	234	-	234	-	91	91	234	91	325
Kgalagadi South	3,189	3,341	6,530	-	199	199	458	131	589	458	330	788
Kgalagadi North	1,854	1,468	3,322	209	66	275	-	-	-	209	66	275
<b>Total</b>	<b>95,818</b>	<b>108,310</b>	<b>204,128</b>	<b>8,558</b>	<b>10,549</b>	<b>19,107</b>	<b>1,005</b>	<b>371</b>	<b>1,376</b>	<b>9,563</b>	<b>10,920</b>	<b>20,483</b>

**Table 42b: Population that failed oral English test by district and sex - 2003**

DISTRICT	Population			English			Did not take test			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	3,809	2,498	6,307	3,309	1,716	5,025	3,309	1,716	5,025	6,618	3,432	10,050
Francistown	2,138	1,744	3,882	1,589	1,262	2,851	1,709	1,199	2,908	3,298	2,461	5,759
Lobatse	643	797	1,440	480	497	977	480	497	977	960	994	1,954
Selibe Phikwe	945	1,277	2,222	713	1,089	1,802	701	1,143	1,844	1,414	2,232	3,646
Orapa	62	62	124	34	62	96	34	62	96	68	124	192
Jwaneng	363	411	774	305	304	609	305	304	609	610	608	1,218
Sowa Town	70	23	93	47	12	59	47	12	59	94	24	118
Ngwaketse	7,856	10,430	18,286	6,139	8,306	14,445	6,459	9,309	15,768	12,598	17,615	30,213
Barolong	1,621	2,367	3,988	893	1,507	2,400	893	1,581	2,474	1,786	3,088	4,874
Ngwaketse West	868	1,071	1,939	514	716	1,230	579	784	1,363	1,093	1,500	2,593
South East	2,832	2,967	5,799	2,204	2,566	4,770	2,204	2,501	4,705	4,408	5,067	9,475
Kweneng East	11,659	9,670	21,329	9,798	8,244	18,042	9,282	8,492	17,774	19,080	16,736	35,816
Kweneng West	3,450	5,334	8,784	3,385	5,125	8,510	3,385	5,125	8,510	6,770	10,250	17,020
Kgatleng	6,238	4,702	10,940	5,310	3,774	9,084	5,310	3,774	9,084	10,620	7,548	18,168
Central Serowe/Palapye	9,604	13,610	23,214	6,910	10,004	16,914	7,655	11,970	19,625	14,565	21,974	36,539
Central Mahalapye	8,594	9,173	17,767	6,974	7,913	14,887	7,279	8,683	15,962	14,253	16,596	30,849
Central Bobonong	5,248	6,375	11,623	4,395	5,678	10,073	4,576	5,972	10,548	8,971	11,650	20,621
Central Boteti	4,213	4,749	8,962	3,214	4,597	7,811	3,230	4,517	7,747	6,444	9,114	15,558
Central Tutume	8,321	10,519	18,840	7,264	9,425	16,689	7,509	9,742	17,251	14,773	19,167	33,940
North East	1,634	1,824	3,458	1,007	1,512	2,519	1,135	1,574	2,709	2,142	3,086	5,228
Ngamiland East	1,928	3,114	5,042	1,369	2,845	4,214	1,396	2,539	3,935	2,765	5,384	8,149
Ngamiland West	4,560	5,845	10,405	3,173	5,116	8,289	3,173	5,360	8,533	6,346	10,476	16,822
Chobe	701	924	1,625	632	887	1,519	632	887	1,519	1,264	1,774	3,038
Ghanzi	3,418	4,015	7,433	3,135	3,847	6,982	2,952	3,951	6,903	6,087	7,798	13,885
Kgalagadi South	3,189	3,341	6,530	2,466	2,794	5,260	2,466	2,794	5,260	4,932	5,588	10,520
Kgalagadi North	1,854	1,468	3,322	1,087	1,060	2,147	1,087	1,060	2,147	2,174	2,120	4,294
<b>Total</b>	<b>95,818</b>	<b>108,310</b>	<b>204,128</b>	<b>76346</b>	<b>90,858</b>	<b>167,204</b>	<b>77,787</b>	<b>95,548</b>	<b>173,335</b>	<b>154,133</b>	<b>186,406</b>	<b>340,539</b>

**Table 43: Population competent in reading Setswana and English, by district and sex - 2003**

Both sexes	Setswana Reading				Total	English Reading				Total
	Not taken tests	No competence	Some competence	High competence		Not taken tests	No competence	Some competence	High competence	
Gaborone	256	545	1,871	608	3,024	82	111	91	269	471
Francistown	72	286	711	62	1,059	-	-	-	184	184
Lobatse	61	180	502	82	764	-	-	58	123	181
Selibe Phikwe	-	234	430	168	832	-	-	49	114	163
Orapa	-	-	-	-	-	-	-	-	-	-
Jwaneng	61	-	185	61	246	-	-	-	-	-
Sowa Town	-	23	35	-	58	-	-	-	12	12
Ngwaketse	764	1,513	3,556	698	5,767	-	58	141	-	199
Barolong	123	328	597	374	1,299	-	-	68	-	68
Ngwaketse West	-	65	145	158	368	-	325	-	65	390
South East	232	1,105	1,186	224	2,515	157	350	99	129	578
Kweneng East	262	894	2,070	1,562	4,526	-	127	127	-	254
Kweneng West	480	748	885	399	2,032	52	219	77	381	677
Kgatleng	829	1,400	1,764	632	3,796	-	363	460	513	1,336
Central										
Serowe/Palapye	739	1,505	5,258	1,243	8,006	73	178	369	443	990
Central Mahalapye	224	1,113	2,740	804	4,657	-	324	463	345	1,132
Central Bobonong	776	1,349	2,139	1,082	4,570	70	76	128	77	281
Central Boteti	419	444	963	543	1,950	-	159	673	-	832
Central Tutume	933	2,019	3,048	901	5,968	72	88	53	170	311
North East	53	465	1,026	-	1,491	88	71	97	-	168
Ngamiland East	-	461	1,319	216	1,996	97	213	498	60	771
Ngamiland West	-	1,383	1,750	114	3,247	65	-	-	100	100
Chobe	-	157	186	-	343	-	69	121	136	326
Ghanzi	-	276	722	479	1,477	-	133	-	267	400
Kgalagadi South	151	737	625	357	1,719	-	76	-	-	76
Kgalagadi North	66	142	254	48	444	-	-	-	-	-
<b>Total</b>	<b>6,501</b>	<b>17,372</b>	<b>33,967</b>	<b>10,815</b>	<b>62,154</b>	<b>756</b>	<b>2,940</b>	<b>3,572</b>	<b>3,388</b>	<b>9,900</b>

**Table 43: Population competent in reading Setswana and English, by district and sex – 2003 (cont'd)**

Male	Setswana Reading				Total	English Reading				Total
	Not taken tests	No competence	Some competence	High competence		Not taken tests	No competence	Some competence	High competence	
Gaborone	126	317	957	421	1,695	-	111	91	53	255
Francistown	72	205	452	62	719	-	-	-	184	184
Lobatse	-	119	150	-	269	-	-	-	61	61
Selibe Phikwe	-	114	145	114	373	-	-	49	114	163
Orapa	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	-	-	-	-	-	-	-	-
Sowa Town	-	23	35	-	58	-	-	-	12	12
Ngwaketse	324	337	761	-	1,098	-	-	57	-	57
Barolong	-	68	68	62	198	-	-	68	-	68
Ngwaketse West	-	-	35	44	79	-	-	-	-	-
South East	122	334	489	175	998	51	157	-	65	222
Kweneng East	183	505	961	512	1,978	-	106	64	54	224
Kweneng West	141	345	479	137	961	52	52	-	-	52
Kgatleng	368	700	494	205	1,399	-	109	-	-	109
Central Serowe/Palapye	138	508	1,668	402	2,578	-	63	174	137	374
Central Mahalapye	171	588	690	668	1,946	-	29	94	366	489
Central Bobonong	87	372	1,016	513	1,901	-	169	86	172	427
Central Boteti	194	146	420	402	968	-	-	128	77	205
Central Tutume	411	784	1,486	421	2,691	-	-	294	-	294
North East	-	88	446	-	534	88	88	53	73	214
Ngamiland East	-	269	387	145	801	-	-	97	-	97
Ngamiland West	-	669	882	54	1,605	-	148	230	60	438
Chobe	-	102	93	-	195	-	-	-	62	62
Ghanzi	-	138	492	-	630	-	35	121	71	227
Kgalagadi South	-	59	344	133	536	65	133	-	68	201
Kgalagadi North	-	76	254	48	378	-	-	-	-	-
<b>Total</b>	<b>2,337</b>	<b>6,866</b>	<b>13,204</b>	<b>4,518</b>	<b>24,588</b>	<b>256</b>	<b>1,200</b>	<b>1,606</b>	<b>1,629</b>	<b>4,435</b>

**Table 43: Population competent in reading Setswana and English, by district and sex – 2003 (cont'd)**

Female	Setswana Reading				Total	English Reading				Total
	Not taken tests	No competence	Some competence	High competence		Not taken tests	No competence	Some competence	High competence	
Gaborone	130	228	914	187	1,329	-	-	-	215	215
Francistown	-	81	259	-	340	-	-	-	-	-
Lobatse	61	61	351	82	494	-	-	58	61	119
Selibe Phikwe	-	120	284	54	458	-	-	-	-	-
Orapa	-	-	-	-	-	-	-	-	-	-
Jwaneng	61	-	185	61	246	-	-	-	-	-
Sowa Town	-	-	-	-	-	-	-	-	-	-
Ngwaketse	440	1,175	2,795	698	4,668	-	58	83	-	141
Barolong	123	260	529	311	1,100	-	-	-	-	-
Ngwaketse West	-	65	111	114	290	-	-	-	-	-
South East	110	771	697	49	1,517	106	168	-	-	168
Kweneng East	79	389	1,109	1,050	2,548	116	244	34	74	352
Kweneng West	339	404	407	262	1,073	-	75	127	-	202
Kgatleng	461	700	1,269	427	2,396	-	110	77	381	568
Central Serowe/Palapye	601	997	3,590	840	5,427	73	300	287	376	963
Central Mahalapye	53	525	2,050	136	2,711	-	148	276	76	500
Central Bobonong	689	977	1,123	570	2,670	70	155	377	172	704
Central Boteti	225	299	543	141	983	-	76	-	-	76
Central Tutume	522	1,236	1,563	480	3,279	72	159	379	-	538
North East	53	377	580	-	957	-	-	-	96	96
Ngamiland East	-	192	932	71	1,195	97	71	-	-	71
Ngamiland West	-	714	867	60	1,641	-	65	268	-	333
Chobe	-	55	93	-	148	-	-	-	38	38
Ghanzi	-	138	230	479	847	-	35	-	65	100
Kgalagadi South	151	678	281	223	1,182	-	-	-	199	199
Kgalagadi North	66	66	-	-	66	76	76	-	-	76
<b>Total</b>	<b>4,164</b>	<b>10,508</b>	<b>20,762</b>	<b>6,295</b>	<b>37,565</b>	<b>610</b>	<b>1,740</b>	<b>1,966</b>	<b>1,753</b>	<b>5,459</b>

**Table 44: Eligible population competent in writing in Setswana and English, by district and sex - 2003**

Both sexes	Setswana Writing				Total	English Writing				Total
	Not taken tests	No competence	Some competence	High competence		Not taken tests	No competence	Some competence	High competence	
Gaborone	238	346	2,020	-	2,366	53	111	91	269	471
Francistown	126	127	867	-	994	-	-	-	184	184
Lobatse	105	123	540	-	663	61	-	58	123	181
Selibe Phikwe	124	-	537	124	661	-	-	49	114	163
Orapa	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	183	-	183	-	-	-	-	-
Sowa Town	-	12	47	-	59	-	-	-	12	12
Ngwaketse	604	775	4,081	188	5,044	-	58	141	-	199
Barolong	281	131	683	213	1,027	-	-	68	-	68
Ngwaketse West	-	35	238	-	273	-	-	-	-	-
South East	176	392	1,242	61	1,695	157	325	-	65	390
Kweneng East	287	239	3,396	137	3,772	96	350	99	129	578
Kweneng West	278	137	1,489	65	1,691	-	127	127	-	254
Kgatleng	464	765	2,244	240	3,249	110	219	77	381	677
Central Serowe/Palapye	171	827	6,264	87	7,178	63	363	460	513	1,336
Central Mahalapye	337	441	2,832	277	3,550	76	178	369	443	990
Central Bobonong	70	488	3,057	-	3,545	156	324	463	345	1,132
Central Boteti	76	149	1,382	-	1,531	-	76	128	77	281
Central Tutume	503	363	3,541	240	4,144	159	159	673	-	832
North East	53	475	692	88	1,255	-	88	53	170	311
Ngamiland East	-	49	1,607	-	1,656	-	71	97	-	168
Ngamiland West	-	585	2,113	-	2,698	-	213	498	60	771
Chobe	-	31	155	-	186	38	-	-	100	100
Ghanzi	-	138	1,129	35	1,302	-	69	121	136	326
Kgalagadi South	49	180	887	-	1,067	-	133	-	267	400
Kgalagadi North	105	-	330	-	330	-	76	-	-	76
<b>Total</b>	<b>4,047</b>	<b>6,808</b>	<b>41,556</b>	<b>1,755</b>	<b>50,119</b>	<b>969</b>	<b>2,940</b>	<b>3,572</b>	<b>3,388</b>	<b>9,900</b>



**Table 44: Eligible population competent in writing in Setswana and English, by district and sex – 2003 (cont'd)**

Male	Setswana Writing				Total	English Writing				Total
	Not taken tests	No competence	Some competence	High competence		Not taken tests	No competence	Some competence	High competence	
Gaborone	78	129	1,150	-	1,279	53	111	91	53	255
Francistown	72	72	528	-	600	-	-	-	184	184
Lobatse	44	61	106	-	167	-	-	-	61	61
Selibe Phikwe	54	-	319	54	373	-	-	49	114	163
Orapa	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	-	-	-	-	-	-	-	-
Sowa Town	-	12	47	-	59	-	-	-	12	12
Ngwaketse	259	267	839	-	1,106	-	-	57	-	57
Barolong	-	62	68	-	130	-	-	68	-	68
Ngwaketse West	-	-	79	-	79	-	-	-	-	-
South East	51	220	540	-	760	51	157	-	65	222
Kweneng East	123	239	1,205	51	1,495	-	106	64	54	224
Kweneng West	76	-	756	-	756	-	52	-	-	52
Kgatleng	109	214	724	109	1,047	-	109	-	-	109
Central Serowe/Palapye	-	296	1,933	52	2,281	-	63	174	137	374
Central Mahalapye	102	132	1,437	174	1,743	-	29	94	366	489
Central Bobonong	-	77	1,536	-	1,613	-	169	86	172	427
Central Boteti	-	-	815	-	815	-	-	128	77	205
Central Tutume	263	363	1,621	-	1,984	-	-	294	-	294
North East	-	85	274	88	447	-	88	53	73	214
Ngamiland East	-	49	632	-	681	-	-	97	-	97
Ngamiland West	-	375	1,063	-	1,438	-	148	230	60	438
Chobe	-	31	62	-	93	-	-	-	62	62
Ghanzi	-	138	420	-	558	-	35	121	71	227
Kgalagadi South	49	105	385	-	490	-	133	-	68	201
Kgalagadi North	59	-	330	-	330	-	-	-	-	-
<b>Total</b>	1,339	2,927	16,869	528	20,324	104	1,200	1,606	1,629	4,435

**Table 44: Eligible population competent in writing in Setswana and English, by district and sex – 2003 (cont'd)**

Female	Setswana Writing				Total	English Writing				Total
	Not taken tests	No competence	Some competence	High competence		Not taken tests	No competence	Some competence	High competence	
Gaborone	160	218	870	-	1,088	-	-	-	215	215
Francistown	54	54	339	-	393	-	-	-	-	-
Lobatse	61	61	434	-	495	61	-	58	61	119
Selibe Phikwe	70	-	218	70	288	-	-	-	-	-
Orapa	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	183	-	183	-	-	-	-	-
Sowa Town	-	-	-	-	-	-	-	-	-	-
Ngwaketse	345	508	3,241	188	3,937	-	58	83	-	141
Barolong	281	68	614	213	895	-	-	-	-	-
Ngwaketse West	-	35	158	-	193	-	-	-	-	-
South East	125	172	702	61	935	106	168	-	-	168
Kweneng East	164	-	2,191	86	2,277	96	244	34	74	352
Kweneng West	202	137	733	65	935	-	75	127	-	202
Kgatleng	355	550	1,520	131	2,201	110	110	77	381	568
Central										
Serowe/Palapye	171	532	4,332	35	4,899	63	300	287	376	963
Central Mahalapye	235	310	1,395	102	1,807	76	148	276	76	500
Central Bobonong	70	410	1,521	-	1,931	156	155	377	172	704
Central Boteti	76	149	567	-	716	-	76	-	-	76
Central Tutume	240	-	1,920	240	2,160	159	159	379	-	538
North East	53	390	418	-	808	-	-	-	96	96
Ngamiland East	-	-	975	-	975	-	71	-	-	71
Ngamiland West	-	210	1,049	-	1,259	-	65	268	-	333
Chobe	-	-	93	-	93	38	-	-	38	38
Ghanzi	-	-	708	35	743	-	35	-	65	100
Kgalagadi South	-	75	502	-	577	-	-	-	199	199
Kgalagadi North	46	-	-	-	-	-	76	-	-	76
<b>Total</b>	<b>2,708</b>	<b>3,879</b>	<b>24,683</b>	<b>1,226</b>	<b>29,788</b>	<b>865</b>	<b>1,740</b>	<b>1,966</b>	<b>1,753</b>	<b>5,459</b>

**Table 45: Eligible population competent in oral skills in Setswana and English, by district and sex - 2003**

Both Sexes	Setswana Oral test				Total	English Oral test				Total
	Not taken tests	No competence	Some competence	High competence		Not taken tests	No competence	Some competence	High competence	
Gaborone	-	374	1,759	3,416	5,549	5,025	-	5,197	279	5,476
Francistown	-	135	933	2,020	3,088	2,908	-	2,908	122	3,030
Lobatse	-	89	661	691	1,441	977	-	1,216	180	1,397
Selibe Phikwe	-	50	282	1,626	1,958	1,844	-	1,849	-	1,849
Orapa	-	-	34	62	96	96	-	96	-	96
Jwaneng	-	-	116	551	667	609	-	667	-	667
Sowa Town	-	-	59	12	71	59	-	59	12	71
Ngwaketse	48	2,016	5,373	8,954	16,343	15,768	-	14,936	-	14,936
Barolong	-	319	1,129	1,892	3,340	2,474	-	3,136	131	3,267
Ngwaketse West	-	35	469	890	1,394	1,363	-	1,230	-	1,230
South East	136	641	1,057	3,383	5,081	4,705	-	4,954	188	5,141
Kweneng East	-	2,444	6,799	10,219	19,462	17,774	-	18,333	1,017	19,351
Kweneng West	-	838	2,197	5,539	8,574	8,510	-	8,510	65	8,575
Kgatleng	77	1,506	2,766	4,920	9,192	9,084	-	9,214	63	9,277
Central Serowe/Palapye	133	1,235	8,726	11,023	20,984	19,625	-	17,236	918	18,155
Central Mahalapye	-	4,129	6,681	5,615	16,425	15,962	-	15,182	169	15,350
Central Bobonong	85	315	1,248	9,324	10,887	10,548	-	10,157	170	10,328
Central Boteti	73	218	3,835	3,970	8,023	7,747	-	7,811	205	8,016
Central Tutume	144	1,170	2,900	13,280	17,350	17,251	-	16,763	169	16,933
North East	-	300	1,080	1,478	2,858	2,709	-	2,668	-	2,668
Ngamiland East	-	997	2,857	973	4,827	3,935	-	4,483	-	4,483
Ngamiland West	-	1,304	2,804	4,816	8,924	8,533	-	8,615	65	8,680
Chobe	-	283	445	859	1,587	1,519	-	1,550	38	1,588
Ghanzi	91	234	1,075	5,821	7,130	6,903	-	7,012	71	7,083
Kgalagadi South	589	199	1,230	3,912	5,341	5,260	-	5,530	264	5,794
Kgalagadi North	-	276	738	1,745	2,759	2,147	-	2,689	143	2,831
<b>Total</b>	<b>1,376</b>	<b>19,107</b>	<b>57,253</b>	<b>106,991</b>	<b>183,351</b>	<b>173,335</b>	<b>-</b>	<b>172,001</b>	<b>4,269</b>	<b>176,270</b>

**Table 45: Eligible population competent in oral skills in Setswana and English, by district and sex – 2003 (cont'd)**

Male	Setswana Oral test				Total	English Oral test				Total
	Not taken tests	No competence	Some competence	High competence		Not taken tests	No Competence	Some competence	High competence	
Gaborone	-	245	1,126	2,102	3,473	3,309	-	3,309	164	3,473
Francistown	-	135	362	1,391	1,888	1,709	-	1,646	122	1,768
Lobatse	-	89	149	405	643	480	-	582	61	643
Selibe Phikwe	-	-	174	640	814	701	-	760	-	760
Orapa	-	-	-	34	34	34	-	34	-	34
Jwaneng	-	-	58	305	363	305	-	363	-	363
Sowa Town	-	-	47	12	59	47	-	47	12	59
Ngwaketse	48	1,160	2,383	3,131	6,674	6,459	-	6,337	-	6,337
Barolong	-	124	351	751	1,226	893	-	1,095	131	1,226
Ngwaketse West	-	-	234	377	611	579	-	514	-	514
South East	-	213	624	1,555	2,392	2,204	-	2,265	126	2,391
Kweneng East	72	1,040	4,234	5,093	10,367	9,282	-	9,935	504	10,439
Kweneng West	-	325	794	2,330	3,449	3,385	-	3,385	65	3,450
Kgatleng	77	931	1,623	2,606	5,160	5,310	-	5,310	-	5,310
Central Serowe/Palapye	133	552	2,917	4,424	7,893	7,655	-	7,008	147	7,155
Central Mahalapye	-	1,611	3,200	2,902	7,713	7,279	-	7,268	140	7,408
Central Bobonong	-	115	680	3,949	4,744	4,576	-	4,480	85	4,565
Central Boteti	73	73	1,884	1,470	3,427	3,230	-	3,214	205	3,419
Central Tutume	144	404	1,286	5,822	7,512	7,509	-	7,338	74	7,412
North East	-	149	400	638	1,187	1,135	-	1,060	-	1,060
Ngamiland East	-	254	895	563	1,712	1,396	-	1,467	-	1,467
Ngamiland West	-	695	927	1,813	3,435	3,173	-	3,435	-	3,435
Chobe	-	-	266	397	663	632	-	663	-	663
Ghanzi	-	234	606	2,365	3,205	2,952	-	3,135	71	3,206
Kgalagadi South	458	-	667	1,676	2,343	2,466	-	2,668	133	2,801
Kgalagadi North	-	209	406	808	1,423	1,087	-	1,353	143	1,496
<b>Total</b>	<b>1,005</b>	<b>8,558</b>	<b>26,293</b>	<b>47,559</b>	<b>82,410</b>	<b>77,787</b>	<b>-</b>	<b>78,671</b>	<b>2,183</b>	<b>80,854</b>

**Table 45: Eligible population competent in oral skills in Setswana and English, by district and sex – 2003 (cont'd)**

Female	Setswana Oral test					English Oral test				
	Not taken tests	No Competence	Some competence	High competence	Total	Not taken tests	No Competence	Some competence	High competence	Total
Gaborone	-	129	633	1,314	2,076	1,716	-	1,888	115	2,003
Francistown	-	-	571	628	1,199	1,199	-	1,262	-	1,262
Lobatse	-	-	512	285	797	497	-	635	119	754
Selibe Phikwe	-	50	108	986	1,144	1,143	-	1,089	-	1,089
Orapa	-	-	34	29	63	62	-	62	-	62
Jwaneng	-	-	58	246	304	304	-	304	-	304
Sowa Town	-	-	12	-	12	12	-	12	-	12
Ngwaketse	-	856	2,990	5,823	9,669	9,309	-	8,599	-	8,599
Barolong	-	196	778	1,141	2,115	1,581	-	2,041	-	2,041
Ngwaketse West	-	35	236	514	785	784	-	716	-	716
South East	-	428	434	1,828	2,690	2,501	-	2,689	61	2,750
Kweneng East	64	1,405	2,565	5,125	9,095	8,492	-	8,398	514	8,912
Kweneng West	-	513	1,403	3,209	5,125	5,125	-	5,125	-	5,125
Kgatleng	-	575	1,143	2,314	4,032	3,774	-	3,904	63	3,967
Central Serowe/Palapye	-	683	5,809	6,599	13,091	11,970	-	10,228	772	11,000
Central Mahalapye	-	2,518	3,481	2,713	8,712	8,683	-	7,913	29	7,942
Central Bobonong	85	200	567	5,374	6,141	5,972	-	5,678	85	5,763
Central Boteti	-	145	1,951	2,500	4,596	4,517	-	4,597	-	4,597
Central Tutume	-	766	1,613	7,458	9,837	9,742	-	9,425	96	9,521
North East	-	151	679	840	1,670	1,574	-	1,608	-	1,608
Ngamiland East	-	742	1,962	410	3,114	2,539	-	3,016	-	3,016
Ngamiland West	-	609	1,877	3,003	5,489	5,360	-	5,180	65	5,245
Chobe	-	283	179	462	924	887	-	887	38	925
Ghanzi	91	-	469	3,455	3,924	3,951	-	3,877	-	3,877
Kgalagadi South	131	199	563	2,236	2,998	2,794	-	2,862	131	2,993
Kgalagadi North	-	66	332	937	1,335	1,060	-	1,335	-	1,335
Total	371	10,549	30,959	59,429	100,937	95,548	-	95,418	2,088	95,418

**Table 46: Eligible population competent in numeracy, by district and sex - 2003**

DISTRICT	Not taken test			No Competence			Some competence			High Competence			TOTAL		Grand
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Gaborone	-	-	-	446	255	701	876	800	1,676	1,984	1,020	3,004	3,306	2,075	5,381
Francistown	-	-	-	448	314	762	523	670	1,193	916	216	1,132	1,887	1,200	3,087
Lobatse	-	-	-	101	76	178	210	571	781	331	150	481	642	797	1,440
Selibe Phikwe	54	50	104	-	70	70	200	704	904	560	369	929	760	1,143	1,903
Orapa	-	-	-	-	29	29	-	34	34	34	0	34	34	63	97
Jwaneng	-	--	-	61	0	61	120	58	178	181	246	427	362	304	666
Sowa Town	-	-	-	-	12	12	-	0	-	59	0	59	59	12	71
Ngwaketse	94		94	3,165	3,253	6,418	1,748	3,819	5,566	1,809	2,526	4,335	6,722	9,598	16,319
Barolong	68	68	136	363	346	709	351	996	1,347	443	704	1,147	1,157	2,046	3,203
Ngwaketse West	-	0	0	111	312	422	323	438	761	146	34	180	580	784	1,363
South East	-	61	61	326	525	851	1,044	1,361	2,405	1,022	803	1,825	2,392	2,689	5,081
Kweneng East	115	186	301	3,155	3,096	6,250	4,112	3,838	7,950	2,826	1,812	4,638	10,093	8,746	18,838
Kweneng West	-	0	-	1,439	3,154	4,593	1,239	1,433	2,673	771	537	1,308	3,449	5,124	8,574
Kgatleng	150	0	150	1,497	899	2,396	1,811	1,660	3,471	1,852	1,473	3,325	5,160	4,032	9,192
Central Serowe/Palapye	1,090	1,524	2,614	1,611	2,573	4,185	2,777	5,149	7,926	2,447	3,459	5,906	6,835	11,181	18,017
Central Mahalapye	29	73	102	1,658	2,480	4,138	3,077	4,244	7,321	2,949	1,915	4,864	7,684	8,639	16,323
Central Bobonong	169	85	254	792	748	1,540	1,910	3,191	5,101	1,874	2,115	3,989	4,576	6,054	10,630
Central Boteti	274	282	556	1,031	1,916	2,947	1,105	1,830	2,935	1,217	492	1,709	3,353	4,238	7,591
Central Tutume	142	0	142	1,579	3,255	4,834	3,550	5,090	8,640	2,386	1,492	3,878	7,515	9,837	17,352
North East	-	0	-	220	774	995	453	412	865	453	484	936	1,126	1,670	2,796
Ngamiland East	-	0	-	361	1,172	1,532	475	1,208	1,683	806	663	1,470	1,642	3,043	4,685
Ngamiland West	-	0	-	732	1,590	2,322	1,656	3,243	4,899	1,047	656	1,703	3,435	5,489	8,924
Chobe	-	0	-	102	526	628	383	329	712	179	38	217	664	893	1,557
Ghanzi	-	138	138	1,483	2,332	3,815	1,261	980	2,241	462	566	1,028	3,206	3,878	7,084
Kgalagadi South	-	0	-	536	1,136	1,671	1,167	1,289	2,456	1,099	704	1,803	2,802	3,129	5,930
Kgalagadi North	-	152	152	473	389	862	637	719	1,355	387	76	463	1,497	1,184	2,680
<b>Total</b>	<b>2,185</b>	<b>2,619</b>	<b>4,804</b>	<b>21,690</b>	<b>31,232</b>	<b>52,921</b>	<b>31,008</b>	<b>44,066</b>	<b>75,073</b>	<b>28,240</b>	<b>22,550</b>	<b>50,790</b>	<b>80,938</b>	<b>97,848</b>	<b>178,784</b>

**Table 47: Test results for those attending Non-formal Education classes, by language and primer level and sex -2003**

Type of Test	English Test Results							Setswana Test Results							Total
	No competence		Some competence		High competence		Total	No competence		Some competence		High competence			
	Male	Female	Male	Female	Male	Female			Male	Female	Male	Female	Male	Female	
English reading test								Setswana reading test							
Still in primer 1	52	76	146	220	60	87	641	720	216	565	801	185	408	2,895	
Primer 1	54	-	-	-	85	65	204	308	820	251	949	478	70	2,876	
Primer 2	157	65	65	-	-	-	287	420	830	771	764	112	44	2,941	
Primer 3	-	-	-	148	-	77	225	54	654	622	607	229	517	2,683	
Primer 4	-	35	178	58	-	-	271	417	427	468	1,757	541	365	3,975	
Primer 5	29	229	118	65	54	-	495	43	661	1,125	1,392	451	807	4,479	
Total	292	405	507	491	199	229	2,123	1,962	3,608	3,802	6,270	1,996	2,211	19,849	
English writing test								Setswana writing test							
Still in primer 1	52	76	146	220	60	87	641	327	73	800	934	52	-	2,186	
Primer 1	54	-	-	-	85	65	204	234	138	684	816	-	-	1,872	
Primer 2	157	65	65	-	-	-	287	336	76	780	642	-	89	1,923	
Primer 3	-	-	-	148	-	77	225	46	150	607	1,134	-	73	2,010	
Primer 4	-	35	178	58	-	-	271	-	251	1,163	1,837	72	-	3,323	
Primer 5	29	229	118	65	54	-	495	107	245	1,464	2,072	-	65	3,953	
Total	292	405	507	491	199	229	1,695	1,050	933	5,498	7,435	124	227	15,267	
English oral test								Setswana oral test							
Still in primer 1	-	-	4,024	7,394	-	142	11,560	501	552	1,257	2,185	2,248	5,451	12,194	
Primer 1	-	-	2,764	5,811	147	58	8,780	326	344	654	2,018	1,859	4,135	9,336	
Primer 2	-	-	2,192	3,468	-	-	5,660	276	463	821	1,199	1,247	2,005	6,011	
Primer 3	-	-	1,340	2,572	-	77	3,989	44	127	571	994	879	1,664	4,279	
Primer 4	-	-	1,434	2,788	65	155	4,442	218	291	683	832	739	1,877	4,640	
Primer 5	-	-	1,733	3,025	54	73	4,885	223	290	596	587	895	2,284	4,875	
Total	-	-	13,487	25,058	266	505	39,316	1,588	2,067	4,582	7,815	7,867	17,416	41,335	
Numeracy test															
Still in primer 1	812	2,337	1,885	4,109	1,177	1,348	11,668								
Primer 1	615	2,123	1,161	3,270	1,081	866	9,116								
Primer 2	293	492	950	2,460	997	577	5,769								
Primer 3	176	604	461	1,089	857	1,014	4,201								
Primer 4	166	146	496	1,433	840	1,207	4,288								
Primer 5	64	64	414	1,461	1,245	1,554	4,802								
Total	2,126	5,766	5,367	13,822	6,197	6,566	39,844								

**Table 47a: Non-Formal participant test takers by subject 1993 and 2003**

Subject	No of test takers	
	1993	2003
Setswana Reading	7,959	19,849
Setswana Writing	7,229	50,114
Setswana Oral	:	41,335
English Reading,	573	2,123
English Writing	399	1,695
English Oral	:	39,316
Numeracy	7,106	39,844



**Table 48: Test results for population that never attended Non-formal Education by type of test, age group and sex – 2003**

ENGLISH READING	No competence			Some competence			High competence			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
10-11	-	75	75	-	-	-	-	-	-	75
12-14	65	65	130	-	-	-	-	-	-	130
15-19	97	-	97	64	65	129	31	-	31	257
20-24	256	-	256	-	-	-	-	-	-	256
25-29	-	-	-	-	-	-	-	41	41	41
30-34	-	-	-	165	-	165	126	-	126	291
35-39	-	-	-	49	70	119	31	-	31	150
40-44	51	-	51	53	83	136	192	183	375	562
45-49	131	-	131	-	160	160	283	199	482	773
50-54	102	-	102	57	65	122	77	-	77	301
55-59	99	295	394	-	314	314	62	217	279	987
60-64	-	56	56	122	-	122	85	52	137	315
65-69	65	143	208	180	70	250	234	186	420	878
70+	-	182	182	-	182	182	92	138	230	594
<b>Total</b>	<b>866</b>	<b>998</b>	<b>1,864</b>	<b>690</b>	<b>827</b>	<b>1,517</b>	<b>1,213</b>	<b>1,217</b>	<b>2,430</b>	<b>5,811</b>
<b>ENGLISH WRITING</b>										
10-11	-	-	-	-	-	-	-	-	-	-
12-14	65	65	130	-	-	-	-	-	-	130
15-19	64	-	64	97	-	97	31	65	96	128
20-24	197	-	197	54	-	54	-	-	-	256
25-29	-	-	-	-	41	41	-	-	-	273
30-34	61	122	183	165	123	288	65	138	203	461
35-39	-	-	-	80	-	80	-	70	70	80
40-44	-	76	76	125	83	208	172	183	355	556
45-49	63	82	145	135	185	320	216	93	309	470
50-54	51	-	51	57	65	122	128	-	128	409
55-59	-	63	63	62	374	436	99	390	489	900
60-64	-	56	56	122	-	122	85	52	137	607
65-69	65	70	135	180	239	419	234	90	324	787
70+	-	-	-	-	106	106	92	214	306	412
<b>Total</b>	<b>566</b>	<b>458</b>	<b>1,024</b>	<b>1,023</b>	<b>1,291</b>	<b>2,314</b>	<b>1,181</b>	<b>1,295</b>	<b>2,476</b>	<b>5,408</b>
<b>SETSWANA READING</b>										
10-11	-	-	-	-	75	75	-	-	-	435
12-14	-	-	-	65	65	130	-	-	-	646
15-19	162	-	162	31	65	96	-	-	-	1,293
20-24	112	-	112	144	-	144	-	-	-	1,695
25-29	-	-	-	-	-	-	-	41	41	1,805
30-34	-	-	-	218	261	479	74	122	196	2,133
35-39	-	-	-	80	-	80	-	70	70	2,188
40-44	53	115	168	73	83	156	170	68	238	3,066
45-49	74	-	74	188	242	430	151	117	268	3,790
50-54	51	-	51	134	65	199	52	-	52	5,187
55-59	-	155	155	99	514	613	62	158	220	4,634
60-64	85	56	141	68	-	68	54	52	106	3,916
65-69	-	-	-	304	179	483	174	221	395	4,261
70+	-	-	-	-	235	235	92	85	177	1,126
<b>Total</b>	<b>537</b>	<b>326</b>	<b>863</b>	<b>1,404</b>	<b>1,784</b>	<b>3,188</b>	<b>829</b>	<b>934</b>	<b>1,763</b>	<b>36,175</b>

**Table 48: Test results for population that never attended Non-formal Education by type of test, age group and sex – 2003 (cont'd)**

SETSWANA WRITING	No competence			Some competence			High competence			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Total
10-11	-	-	-	-	-	-	-	75	75	75
12-14	-	65	65	65	-	65	-	-	-	130
15-19	-	65	65	95	-	95	97	-	97	257
20-24	54	0	54	143	-	143	59	-	59	256
25-29	-	-	-	-	-	-	-	41	41	41
30-34	-	62	62	92	245	337	200	76	276	675
35-39	-	-	-	49	70	119	31	-	31	150
40-44	73	-	73	-	83	83	223	183	406	562
45-49	131	145	276	60	64	124	223	150	373	773
50-54	51	65	116	77	-	77	109	-	109	302
55-59	62	353	415	99	161	260	-	313	313	988
60-64	85	56	141	122	-	122	-	52	52	315
65-69	94	141	235	210	38	248	174	221	395	878
70+	-	-	-	-	52	52	92	267	359	411
<b>Total</b>	<b>550</b>	<b>952</b>	<b>1,502</b>	<b>1,012</b>	<b>713</b>	<b>1,725</b>	<b>1,208</b>	<b>1,378</b>	<b>2,586</b>	<b>5,813</b>
<b>ENGLISH ORAL</b>										
10-11	-	-	-	-	-	-	-	75	75	75
12-14	-	65	65	-	-	-	65	-	65	130
15-19	162	-	162	-	-	-	31	65	96	258
20-24	-	-	-	59	-	59	197	-	197	256
25-29	-	-	-	-	-	-	-	41	41	41
30-34	92	-	92	200	125	325	-	259	259	676
35-39	31	-	31	-	-	-	49	70	119	150
40-44	151	68	219	72	115	187	73	83	156	562
45-49	257	127	384	156	145	301	-	87	87	772
50-54	57	-	57	128	-	128	51	65	116	301
55-59	99	364	463	62	308	370	-	155	155	988
60-64	54	-	54	68	-	68	85	108	193	315
65-69	146	-	146	-	111	111	332	289	621	878
70+	92	52	144	-	85	85	-	182	182	411
<b>Total</b>	<b>1,141</b>	<b>676</b>	<b>1,817</b>	<b>745</b>	<b>889</b>	<b>1,634</b>	<b>883</b>	<b>1,479</b>	<b>2,362</b>	<b>5,813</b>
<b>SETSWANA ORAL</b>										
10-11	-	-	-	-	-	-	-	75	75	75
12-14	-	-	-	65	-	65	-	65	65	130
15-19	-	-	-	162	65	227	31	-	31	258
20-24	-	-	-	59	-	59	197	-	197	256
25-29	-	-	-	-	-	-	-	41	41	41
30-34	-	60	60	65	200	265	227	123	350	675
35-39	-	-	-	-	-	-	80	70	150	150
40-44	-	-	-	126	-	126	170	267	437	563
45-49	-	-	-	-	-	0	414	359	773	773
50-54	-	-	-	57	-	57	179	65	244	301
55-59	-	-	-	-	157	157	160	670	830	987
60-64	-	-	-	85	52	137	122	56	178	315
65-69	-	-	-	304	52	356	174	347	521	877
70+	-	-	-	92	182	274	-	138	138	412
<b>Total</b>	<b>-</b>	<b>60</b>	<b>60</b>	<b>1,015</b>	<b>708</b>	<b>1,723</b>	<b>1,754</b>	<b>2,276</b>	<b>4,030</b>	<b>5,813</b>

**Table 48: Test results for population that never attended Non-formal Education by type of test, age group and sex – 2003 (cont'd)**

NUMERACY TEST	No competence			Some competence			High competence			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
10-11	-	-	-	-	-	-	-	75	75	75
12-14	65	65	130	-	-	-	-	-	-	130
15-19	64	65	129	97	-	97	31	-	31	257
20-24	143	-	143	54	-	54	59	-	59	256
25-29	-	-	-	-	41	41	-	-	-	41
30-34	-	121	121	126	-	126	165	262	427	674
35-39	-	70	70	31	-	31	49	-	49	150
40-44	47	-	47	73	83	156	176	183	359	562
45-49	-	-	-	12	208	220	402	152	554	774
50-54	-	-	-	-	-	-	236	65	301	301
55-59	-	231	231	62	300	362	99	296	395	988
60-64	-	-	-	122	56	178	85	52	137	315
65-69	94	70	164	65	70	135	320	259	579	878
70+	-	-	-	92	106	198	-	214	214	412
Total	413	622	1,035	734	864	1,598	1,622	1,558	3,180	5,813

**Table 49: Test results of eligible population that never attended literacy classes, but completed less than Std. 5 or never attended formal school, by attainment and sex - 2003**

Type of test	Test Results									Grand Total
	No competence			Some competence			High competence			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<b>English reading test</b>										
Never attended	51	-	51	-	63	63	271	63	334	448
Std 1 not completed	-	77	77	-	-	-	-	-	-	77
Completed Std. 1	-	70	70	-	-	-	67	270	337	407
Completed Std. 2	242	238	480	94	-	94	88	202	290	864
Completed Std. 3	59	153	212	74	65	139	319	93	412	763
Completed Std. 4	335	60	395	170	283	453	322	502	824	1,672
Level completed not known	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>687</b>	<b>598</b>	<b>1285</b>	<b>338</b>	<b>411</b>	<b>749</b>	<b>1,067</b>	<b>1,130</b>	<b>2,197</b>	<b>4,231</b>
<b>English writing test</b>										
Never attended	-	-	-	51	63	114	271	63	334	448
Std 1 not completed	-	-	-	-	77	77	-	-	-	77
Completed Std. 1	-	70	70	67	-	67	-	270	270	407
Completed Std. 2	85	56	141	94	201	295	246	183	429	865
Completed Std. 3	120	-	120	209	181	390	123	130	253	763
Completed Std. 4	118	142	260	314	187	501	396	515	911	1,672
Level completed not known	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>323</b>	<b>268</b>	<b>591</b>	<b>735</b>	<b>709</b>	<b>1,444</b>	<b>1,036</b>	<b>1,161</b>	<b>2,197</b>	<b>4,232</b>
<b>Setswana reading test</b>										
Never attended	-	-	-	271	126	397	51	-	283	448
Std 1 not completed	-	-	-	-	77	77	-	-	139	77
Completed Std. 1	-	115	115	-	225	225	67	-	331	407
Completed Std. 2	12	56	68	412	259	671	-	125	711	864
Completed Std. 3	59	77	136	166	140	306	228	93	1,208	763
Completed Std. 4	289	0	289	281	481	762	258	364	1,520	1,673
Level completed not known	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>360</b>	<b>248</b>	<b>608</b>	<b>1130</b>	<b>1308</b>	<b>2438</b>	<b>604</b>	<b>582</b>	<b>1186</b>	<b>4,232</b>
<b>Setswana writing test</b>										
Never attended	-	-	-	146	63	-	176	63	239	448
Std 1 not completed	-	77	77	-	-	209	-	-	-	-
Completed Std. 1	-	70	70	-	-	-	67	270	337	414
Completed Std. 2	94	56	150	260	30	-	71	354	425	785
Completed Std. 3	135	142	277	90	-	290	227	169	396	636
Completed Std. 4	206	153	359	182	328	90	439	364	803	1,590
Level completed not known	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>435</b>	<b>498</b>	<b>933</b>	<b>678</b>	<b>421</b>	<b>1,099</b>	<b>980</b>	<b>1,220</b>	<b>2,200</b>	<b>4,232</b>

**Table 49: Test results of eligible population that never attended literacy classes, but completed less than Std. 5 or never attended formal school, by attainment and sex – 2003 (cont'd)**

Type of test	Test Results									Grand Total
	No competence			Some competence			High competence			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<b>English oral test</b>										
Never attended	197	63	-	125	63	-	-	-	-	188
Std 1 not completed	-	77	260	-	-	188	-	-	-	260
Completed Std. 1	67	-	77	-	270	-	-	70	-	417
Completed Std. 2	99	30	67	147	-	270	178	410	70	802
Completed Std. 3	92	-	129	197	-	147	163	311	588	800
Completed Std. 4	296	300	92	192	362	197	340	183	474	1,169
Level completed not known	-	-	596	-	-	554	-	-	523	596
<b>Total</b>	<b>751</b>	<b>470</b>	<b>1,221</b>	<b>661</b>	<b>695</b>	<b>1,356</b>	<b>681</b>	<b>974</b>	<b>1,655</b>	<b>4,232</b>
<b>Setswana oral test</b>										
Never attended	-	-	-	211	63	-	111	63	-	448
Std 1 not completed	-	-	-	-	-	274	-	77	174	77
Completed Std. 1	-	-	-	-	-	-	67	340	77	407
Completed Std. 2	-	-	-	94	259	-	330	181	407	864
Completed Std. 3	-	-	-	224	52	353	228	258	511	762
Completed Std. 4	-	-	-	300	113	276	528	732	486	1,673
Level completed not known	-	-	-	-	-	413	-	-	1,260	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>829</b>	<b>487</b>	<b>1,316</b>	<b>1,264</b>	<b>1,651</b>	<b>2,915</b>	<b>4,231</b>
<b>Numeracy test</b>										
Never attended	-	-	-	65	63	-	257	63	-	448
Std 1 not completed	-	-	-	-	77	128	-	-	320	77
Completed Std. 1	-	70	-	-	-	77	67	270	-	337
Completed Std. 2	178	-	70	12	161	-	234	278	337	755
Completed Std. 3	59	77	178	288	41	173	105	192	512	804
Completed Std. 4	112	217	136	250	235	329	466	393	297	1,480
Level completed not known	-	-	329	-	-	485	-	-	859	329
<b>Total</b>	<b>349</b>	<b>364</b>	<b>713</b>	<b>615</b>	<b>577</b>	<b>1,192</b>	<b>1,129</b>	<b>1,196</b>	<b>2,325</b>	<b>4,230</b>

**Table 50: Total test results, by type of test, age group and sex - 2003**

	No competence			Some Competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>English Reading test</b>												
10-11	-	75	75	-	-	-	-	-	-	-	75	75
12-14	65	65	130	-	-	-	31	-	31	96	65	161
15-19	97	-	97	64	65	129	-	-	-	161	65	226
20-24	256	-	256	-	-	-	-	41	41	256	41	297
25-29	-	182	182	-	-	-	126	201	327	126	383	509
30-34	-	-	-	165	70	235	31	-	31	196	70	266
35-39	-	-	-	49	83	132	192	183	375	241	266	507
40-44	51	-	51	53	160	213	283	199	482	387	359	746
45-49	131	-	131	-	65	65	77	-	77	208	65	273
50-54	102	295	397	57	314	371	62	217	279	221	826	1,047
55-59	99	56	155	-	-	-	85	52	137	184	108	292
60-64	-	143	143	122	70	192	234	186	420	356	399	755
65-69	65	182	247	180	-	180	92	138	230	337	320	657
70+	-	998	998	-	827	827	1,213	1,217	2,430	1,213	3,042	4,255
<b>Total</b>	<b>866</b>	<b>2,065</b>	<b>1,606</b>	<b>690</b>	<b>2,296</b>	<b>1,630</b>	<b>1,754</b>	<b>5,227</b>	<b>4,435</b>	<b>9,662</b>	<b>5,227</b>	<b>10,066</b>
<b>English Writing test</b>												
10-11	-	-	-	-	75	75	-	-	-	-	75	75
12-14	65	65	130	-	-	-	-	-	-	65	65	130
15-19	64	-	64	97	-	97	31	65	96	192	65	257
20-24	197	-	197	-	-	-	59	-	59	256	-	256
25-29	-	-	-	-	41	41	-	-	-	-	41	41
30-34	61	122	183	165	123	288	65	138	203	291	383	674
35-39	-	-	-	80	-	80	-	70	70	80	70	150
40-44	-	-	-	125	83	208	172	183	355	297	266	563
45-49	63	82	145	135	185	320	216	93	309	414	360	774
50-54	51	-	51	57	65	122	128	-	128	236	65	301
55-59	-	63	63	62	374	436	99	390	489	161	827	988
60-64	-	56	56	122	-	122	85	52	137	207	108	315
65-69	65	70	135	180	239	419	234	90	324	479	399	878
70+	-	-	-	-	106	106	92	214	306	92	320	412
<b>Total</b>	<b>566</b>	<b>655</b>	<b>566</b>	<b>1,221</b>	<b>458</b>	<b>1,023</b>	<b>1,481</b>	<b>1,291</b>	<b>1,181</b>	<b>2,472</b>	<b>3,268</b>	<b>5,740</b>
<b>English oral test</b>												
10-11	-	-	-	-	-	-	-	75	75	835	757	1592
12-14	-	65	65	-	-	-	65	-	65	1,728	961	2,689
15-19	162	-	162	-	-	-	31	65	96	4,238	3,562	7,800
20-24	-	-	-	59	-	59	197	-	197	5,755	2,866	8,621
25-29	-	-	-	-	-	-	-	41	41	5,614	2,885	8,499
30-34	92	-	92	200	125	325	-	259	259	6,417	6,944	13,361
35-39	31	-	31	-	-	-	49	70	119	7,632	8,147	15,779
40-44	151	68	219	72	115	187	73	83	156	8,883	11,748	20,631
45-49	257	127	384	156	145	301	-	87	87	8,549	13,942	22,491
50-54	57	-	57	128	-	128	51	65	116	8,233	11,765	19,998
55-59	99	364	463	62	308	370	-	155	155	8,064	11,678	19,742
60-64	54	-	54	68	-	68	85	108	193	7,663	10,005	17,668
65-69	146	-	146	-	111	111	332	289	621	6,151	7,925	14,076
70+	92	52	144	-	85	85	-	182	182	1,088	2,232	3,320
<b>Total</b>		<b>1,141</b>	<b>676</b>	<b>1,817</b>	<b>745</b>	<b>889</b>	<b>1,634</b>	<b>883</b>	<b>1,479</b>	<b>2,362</b>	<b>80,850</b>	<b>95,417</b>

**Table 50: Total test results, by type of test, age group and sex – 2003 (cont'd)**

	No competence			Some Competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Setswana Reading test</b>												
10-11	-	-	-	-	75	75	-	-	-	-	75	75
12-14	-	-	-	65	65	130	-	-	-	65	65	130
15-19	162	-	162	31	65	96	-	-	-	193	65	258
20-24	112	-	112	144	-	144	-	-	-	256	-	256
25-29	-	-	-	-	-	-	-	41	41	-	41	41
30-34	-	-	-	218	261	479	74	122	196	292	383	675
35-39	-	-	-	80	-	80	-	70	70	80	70	150
40-44	53	115	168	73	83	156	170	68	238	296	266	562
45-49	74	-	74	188	242	430	151	117	268	413	359	772
50-54	51	-	51	134	65	199	52	-	52	237	65	302
55-59	-	155	155	99	514	613	62	158	220	161	827	988
60-64	85	56	141	68	0	68	54	52	106	207	108	315
65-69	-	-	-	304	179	483	174	221	395	478	400	878
70+	-	-	-	-	235	235	92	85	177	92	320	412
<b>Total</b>	<b>537</b>	<b>326</b>	<b>537</b>	<b>1,404</b>	<b>1,784</b>	<b>1,404</b>	<b>829</b>	<b>934</b>	<b>829</b>	<b>2,613</b>	<b>9,671</b>	<b>5,814</b>
<b>Setswana writing test</b>												
10-11	-	-	-	-	-	-	-	75	75	-	75	75
12-14	-	65	65	65	-	65	-	-	-	65	65	130
15-19	-	65	65	95	-	95	97	-	97	192	65	257
20-24	54	-	54	143	-	143	59	-	59	256	-	256
25-29	-	-	-	-	-	-	-	41	41	-	41	41
30-34	-	62	62	92	245	337	200	76	276	292	383	675
35-39	-	-	-	49	70	119	31	-	31	80	70	150
40-44	73	-	73	-	83	83	223	183	406	296	266	562
45-49	131	145	276	60	64	124	223	150	373	414	359	773
50-54	51	65	116	77	-	77	109	-	109	237	65	302
55-59	62	353	415	99	161	260	-	313	313	161	827	988
60-64	85	56	141	122	-	122	-	52	52	207	108	315
65-69	94	141	235	210	38	248	174	221	395	478	400	878
70+	-	-	-	-	52	52	92	267	359	92	319	411
<b>Total</b>	<b>550</b>	<b>952</b>	<b>1,502</b>	<b>1,012</b>	<b>713</b>	<b>1,725</b>	<b>1,208</b>	<b>1,378</b>	<b>2,586</b>	<b>2,770</b>	<b>3,043</b>	<b>5,813</b>
<b>Setswana Oral test</b>												
10-11	-	-	-	-	-	-	-	-	75	75	-	75
12-14	-	-	-	-	65	-	65	-	65	65	65	65
15-19	-	-	-	-	162	65	227	31	-	31	193	65
20-24	-	-	-	-	59	-	59	197	-	197	256	-
25-29	-	-	-	-	-	-	-	-	41	41	-	41
30-34	-	-	60	60	65	200	265	227	123	350	292	383
35-39	-	-	-	-	-	-	-	80	70	150	80	70
40-44	-	-	-	-	126	-	126	170	267	437	296	267
45-49	-	-	-	-	-	-	-	414	359	773	414	359
50-54	-	-	-	-	57	-	57	179	65	244	236	65
55-59	-	-	-	-	-	157	157	160	670	830	160	827
60-64	-	-	-	-	85	52	137	122	56	178	207	108
65-69	-	-	-	-	304	52	356	174	347	521	478	399
70+	-	-	-	-	92	182	274	-	138	138	92	320
<b>Total</b>	<b>-</b>	<b>-</b>	<b>60</b>	<b>60</b>	<b>1,015</b>	<b>708</b>	<b>1,723</b>	<b>1,754</b>	<b>2,276</b>	<b>4,030</b>	<b>1,783</b>	<b>5,813</b>

**Table 50: Total test results, by type of test, age group and sex – 2003 (cont'd)**

Numeracy test	No competence			Some Competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-11	-	-	-	-	-	-	-	75	75	-	75	75
12-14	65	65	130	-	-	-	-	-	-	65	65	130
15-19	64	65	129	97	-	97	31	-	31	192	65	257
20-24	143	-	143	54	-	54	59	-	59	256	-	256
25-29	-	-	-	-	41	41	-	-	-	-	41	41
30-34	-	121	121	126	0	126	165	262	427	291	383	674
35-39	-	70	70	31	0	31	49	-	49	80	70	150
40-44	47	-	47	73	83	156	176	183	359	296	266	562
45-49	-	-	-	12	208	220	402	152	554	414	360	774
50-54	-	-	-	-	-	-	236	65	301	236	65	301
55-59	-	231	231	62	300	362	99	296	395	161	827	988
60-64	-	-	-	122	56	178	85	52	137	207	108	315
65-69	94	70	164	65	70	135	320	259	579	479	399	878
70+	-	-	-	92	106	198	-	214	214	92	320	412
Total	413	413	622	1,035	734	734	1,468	1,622	1,558	3,180	2,916	6,096



**Table 51: Total results by type of test, district and sex - 2003**

SETSWANA READING TEST	No competence			Some competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	317	228	545	957	914	1,871	421	187	608	1695	1329	3024
Francistown	205	81	286	452	259	711	62	-	62	719	340	1,059
Lobatse	119	61	180	150	351	501	-	82	82	269	494	763
Selibe Phikwe	114	120	234	145	284	429	114	54	168	373	458	831
Orapa	-	-	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	-	-	-	-	-	-	-	-	-	-
Sowa Town	23	-	23	35	185	220	-	61	61	58	246	304
Southern	337	1175	1,512	761	2795	3,556	-	698	698	1098	4668	5,766
Barolong	68	260	328	68	529	597	62	311	373	198	1100	1,298
Ngwaketse West	0	65	65	35	111	146	44	114	158	79	290	369
South East	334	771	1,105	489	697	1,186	175	49	224	998	1517	2,515
Kweneng East	505	389	894	961	1,109	2,070	512	1,050	1,562	1978	2548	4,526
Kweneng West	345	404	749	479	407	886	137	262	399	961	1073	2,034
Kgatleng	700	700	1,400	494	1,269	1,763	205	427	632	1399	2396	3,795
Central Serowe/Palapye	508	997	1,505	1,668	3,590	5,258	402	840	1,242	2578	5427	8,005
Central Mahalapye	588	525	1,113	690	2,050	2,740	668	136	804	1946	2711	4,657
Central Bobonong	372	977	1,349	1,016	1,123	2,139	513	570	1,083	1901	2670	4,571
Central Boteti	146	299	445	420	543	963	402	141	543	968	983	1,951
Central Tutume	784	1236	2,020	1,486	1,563	3,049	421	480	901	2691	3279	5,970
North East	88	377	465	446	580	1,026	-	-	-	534	957	1,491
Ngamiland East	269	192	461	387	932	1,319	145	71	216	801	1195	1,996
Ngamiland West	669	714	1,383	882	867	1,749	54	60	114	1605	1641	3,246
Chobe	102	55	157	93	93	186	-	-	-	195	148	343
Ghanzi	138	138	276	492	230	722	-	479	479	630	847	1,477
Kgalagadi South	59	678	737	344	281	625	133	223	356	536	1182	1,718
Kgalagadi North	76	66	142	254	0	254	48	-	48	378	66	444
<b>Total</b>	<b>6,866</b>	<b>10,508</b>	<b>17,374</b>	<b>13,204</b>	<b>20,762</b>	<b>33,966</b>	<b>4,518</b>	<b>6,295</b>	<b>10,813</b>	<b>24,588</b>	<b>37,565</b>	<b>62,153</b>

**Table 51: Total results by type of test, district and sex – 2003 (cont'd)**

SETSWANA WRITING TEST	No competence			Some competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	179	268	447	609	396	1005	491	423	914	1279	1087	2,366
Francistown	72	54	126	414	113	527	114	227	341	600	394	994
Lobatse	61	61	122	45	390	435	61	44	105	167	495	662
Selibe Phikwe	103	70	173	109	121	230	161	97	258	373	288	661
Orapa	-	-	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	-	-	-	-	-	-	-	-	-	-
Sowa Town	12	-	12	35	0	35	12	-	12	59	-	59
Southern	267	-	267	473	61	534	367	122	489	1107	183	1,290
Barolong	62	1044	1,106	68	2153	2,221	-	740	740	130	3,937	4,067
Ngwaketse West	-	281	281	35	368	403	44	246	290	79	895	974
South East	286	79	365	333	44	377	142	69	211	761	192	953
Kweneng East	396	297	693	869	374	1,243	231	265	496	1496	936	2,432
Kweneng West	190	246	436	415	985	1,400	150	1046	1,196	755	2,277	3,032
Kgatleng	324	378	702	629	331	960	95	225	320	1048	934	1,982
Central Serowe/Palapye	560	875	1,435	1,263	1,011	2,274	458	315	773	2281	2,201	4,482
Central Mahalapye	444	924	1,368	796	2,247	3,043	503	1,727	2,230	1,743	4,898	6,641
Central Bobonong	387	476	863	543	656	1199	683	675	1,358	1,613	1,807	3,420
Central Boteti	141	558	699	77	790	867	598	583	1,181	816	1,931	2,747
Central Tutume	657	149	806	945	350	1,295	383	217	600	1,985	716	2,701
North East	173	464	637	136	1261	1,397	138	434	572	447	2159	2,606
Ngamiland East	123	390	513	461	322	783	97	96	193	681	808	1,489
Ngamiland West	458	-	458	921	622	1,543	59	353	412	1438	975	2,413
Chobe	31	270	301	31	853	884	31	136	167	93	1259	1,352
Ghanzi	239	-	239	156	93	249	163	-	163	558	93	651
Kgalagadi South	173	35	208	96	432	528	221	276	497	490	743	1,233
Kgalagadi North	76	134	210	254	250	504	-	193	193	330	577	907
<b>Total</b>	<b>5,414</b>	<b>7,053</b>	<b>12,467</b>	<b>9,713</b>	<b>14,223</b>	<b>23,936</b>	<b>5,202</b>	<b>8,509</b>	<b>13,711</b>	<b>20,329</b>	<b>29,785</b>	<b>50,114</b>

**Table 51: Total results by type of test, district and sex – 2003 (cont'd)**

SETSWANA ORAL TEST	No competence			Some competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	245	129	374	1126	633	1,759	2,102	1,314	3,416	3,473	2,076	5,549
Francistown	135	-	135	362	571	933	1,391	628	2,019	1,888	1,199	3,087
Lobatse	89	-	89	149	512	661	405	285	690	643	797	1,440
Selibe Phikwe	-	50	50	174	108	282	640	986	1,626	814	1,144	1,958
Orapa	-	-	-	-	34	34	34	29	63	34	63	97
Jwaneng	-	-	-	58	58	116	305	246	551	363	304	667
Sowa Town	-	-	-	47	12	59	12	-	12	59	12	71
Southern	1,160	856	2,016	2,383	2990	5,373	3,131	5823	8,954	6,674	9,669	16,343
Barolong	124	196	320	351	778	1,129	751	1141	1,892	1,226	2,115	3,341
Ngwaketse West	-	35	35	234	236	470	377	514	891	611	785	1,396
South East	213	428	641	624	434	1,058	1,555	1828	3,383	2,392	2,690	5,082
Kweneng East	1,040	1448	2,488	4234	2565	6,799	5,093	5082	10,175	10,367	9,095	19,462
Kweneng West	325	513	838	794	1403	2,197	2,330	3209	5539	3,449	5,125	8,574
Kgatlang	931	575	1,506	1,623	1143	2,766	2,606	2314	4920	5,160	4,032	9,192
Central Serowe/Palapye	552	683	1,235	2,917	5809	8,726	4,424	6599	11,023	7,893	13,091	20,984
Central Mahalapye	1,611	2,518	4,129	3,200	3481	6,681	2,902	2713	5,615	7,713	8,712	16,425
Central Bobonong	115	200	315	680	567	1,247	3,949	5374	9,323	4,744	6,141	10,885
Central Boteti	73	145	218	1,884	1951	3,835	1,470	2500	3,970	3,427	4,596	8,023
Central Tutume	404	766	1,170	1,286	1613	2,899	5,822	7458	13,280	7,512	9,837	17,349
North East	149	151	300	400	679	1,079	638	840	1,478	1,187	1,670	2,857
Ngamiland East	254	742	996	895	1962	2,857	563	410	973	1,712	3,114	4,826
Ngamiland West	695	609	1,304	927	1877	2,804	1,813	3003	4,816	3,435	5,489	8,924
Chobe	-	283	283	266	179	445	397	462	859	663	924	1,587
Ghanzi	234	-	234	606	469	1,075	2,365	3455	5,820	3,205	3,924	7,129
Kgalagadi South	-	199	199	667	563	1,230	1,676	2,236	3,912	2,343	2,998	5,341
Kgalagadi North	209	66	275	406	332	738	808	937	1,745	1,423	1,335	2,758
<b>Total</b>	<b>8,558</b>	<b>10,592</b>	<b>19,150</b>	<b>26,293</b>	<b>30,959</b>	<b>57,252</b>	<b>47,559</b>	<b>59,386</b>	<b>106,945</b>	<b>82,410</b>	<b>100,937</b>	<b>183,347</b>

**Table 51: Total results by type of test, district and sex – 2003 (cont'd)**

ENGLISH READING TEST	No competence			Some competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	111	-	111	91	-	91	53	215	268	255	215	470
Francistown	-	-	-	-	-	-	184	-	184	184	-	184
Lobatse	-	-	-	-	58	58	61	61	122	61	119	180
Selibe Phikwe	-	-	-	49	-	49	114	-	114	163	-	163
Orapa	-	-	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	-	-	-	-	-	-	-	-	-	-
Sowa Town	-	-	-	-	-	-	12	-	12	12	-	12
Ngwaketse	-	58	58	57	83	140	-	-	-	57	141	198
Barolong	-	-	-	68	-	68	-	-	-	68	-	68
Ngwaketse West	-	-	-	-	-	-	-	-	-	-	-	-
South East	157	168	325	-	-	-	65	-	65	222	168	390
Kweneng East	106	244	350	64	34	98	54	74	128	224	352	576
Kweneng West	52	75	127	-	127	127	-	-	-	52	202	254
Kgatleng	109	110	219	-	77	77	-	381	381	109	568	677
Central Serowe/Palapye	63	300	363	174	287	461	137	376	513	374	963	1,337
Central Mahalapye	29	148	177	94	276	370	366	76	442	489	500	989
Central Bobonong	169	155	324	86	377	463	172	172	344	427	704	1,131
Central Boteti	-	76	76	128	-	128	77	-	77	205	76	281
Central Tutume	-	159	159	294	379	673	-	-	-	294	538	832
North East	88	-	88	53	-	53	73	96	169	214	96	310
Ngamiland East	-	71	71	97	-	97	-	-	-	97	71	168
Ngamiland West	148	65	213	230	268	498	60	-	60	438	333	771
Chobe	-	-	-	-	-	-	62	38	100	62	38	100
Ghanzi	35	35	70	121	-	121	71	65	136	227	100	327
Kgalagadi South	133	-	133	-	-	-	68	199	267	201	199	400
Kgalagadi North	-	76	76	-	-	-	-	-	-	-	76	76
Total	1,200	1,740	2,940	1,606	1,966	3,572	1,629	1,753	3,382	4,435	5,459	9,894

**Table 51: Total results by type of test, district and sex – 2003 (cont'd)**

ENGLISH WRITING TEST	No competence			Some competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	-	-	-	-	41	41	164	115	279	164	156	320
Francistown	-	-	-	124	-	124	60	-	60	184	-	184
Lobatse	61	-	61	-	58	58	-	61	61	61	119	180
Selibe Phikwe	-	-	-	116	-	116	47	-	47	163	-	163
Orapa	-	-	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	-	-	-	-	-	-	-	-	-	-
Sowa Town	-	-	-	-	-	-	12	-	12	12	-	12
Ngwaketse	-	-	-	57	-	57	-	-	-	57	-	57
Barolong	-	-	-	68	-	68	-	-	-	68	-	68
Ngwaketse West	-	-	-	-	-	-	-	-	-	-	-	-
South East	51	106	157	-	34	34	65	-	65	116	140	256
Kweneng East	-	175	175	170	75	245	-	65	65	170	315	485
Kweneng West	52	62	114	-	159	159	-	-	-	52	221	273
Kgatleng	65	174	239	-	-	-	-	157	157	65	331	396
Central Serowe/Palapye	63	145	208	-	297	297	183	357	540	246	799	1,045
Central Mahalapye	-	-	-	94	106	200	310	153	463	404	259	663
Central Bobonong	-	-	-	86	383	469	172	233	405	258	616	874
Central Boteti	-	-	-	-	-	-	77	96	173	77	96	173
Central Tutume	-	159	159	74	-	74	-	-	-	74	159	233
North East	-	-	-	73	96	169	53	-	53	126	96	222
Ngamiland East	-	-	-	97	333	430	-	-	-	97	333	430
Ngamiland West	123	-	123	172	-	172	60	-	60	355	-	355
Chobe	-	-	-	31	-	31	31	38	69	62	38	100
Ghanzi	71	-	71	92	-	92	-	30	30	163	30	193
Kgalagadi South	-	-	-	68	65	133	65	133	198	133	198	331
Kgalagadi North	-	76	76	-	-	-	-	-	-	-	76	76
<b>Total</b>	<b>655</b>	<b>897</b>	<b>1,552</b>	<b>1,322</b>	<b>1,647</b>	<b>2,969</b>	<b>1,299</b>	<b>1,438</b>	<b>2,737</b>	<b>3,276</b>	<b>3,982</b>	<b>7,258</b>

**Table 51: Total results by type of test, district and sex – 2003 (cont'd)**

ENGLISH ORAL TEST	No competence			Some competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	-	-	-	164	288	452	3,309	1,716	5,025	3,473	2,004	5,477
Francistown	58	62	120	178	-	178	1,589	1,199	2,788	1,825	1,261	3,086
Lobatse	-	44	44	163	256	419	480	453	933	643	753	1,396
Selibe Phikwe	67	-	67	47	-	47	647	1,089	1,736	761	1,089	1,850
Orapa	-	-	-	-	-	-	34	62	96	34	62	96
Jwaneng	-	-	-	58	-	58	305	304	609	363	304	667
Sowa Town	-	-	-	12	-	12	47	12	59	59	12	71
Ngwaketse	83	-	83	197	293	490	6,139	8,306	14,445	6,419	8,599	15,018
Barolong	-	73	73	333	533	866	893	1,507	2,400	1,226	2,113	3,339
Ngwaketse West	31	-	31	-	-	-	482	716	1,198	513	716	1,229
South East	-	66	66	188	184	372	2,204	2,501	4,705	2,392	2,751	5,143
Kweneng East	516	72	588	641	667	1,308	9,282	8,244	17,526	10,439	8,983	19,422
Kweneng West	-	-	-	65	-	65	3,385	5,125	8,510	3,450	5,125	8,575
Kgatleng	-	65	65	-	193	193	5,310	3,774	9,084	5,310	4,032	9,342
Central Serowe/Palapye	63	221	284	245	995	1,240	6,847	9,878	16,725	7,155	11,094	18,249
Central Mahalapye	241	321	562	434	29	463	6,974	7,913	14,887	7,649	8,263	15,912
Central Bobonong	-	77	77	169	85	254	4,395	5,600	9,995	4,564	5,762	10,326
Central Boteti	64	-	64	205	-	205	3,150	4,597	7,747	3,419	4,597	8,016
Central Tutume	-	79	79	148	96	244	7,264	9,425	16,689	7,412	9,600	17,012
North East	66	-	66	53	96	149	1,007	1,512	2,519	1,126	1,608	2,734
Ngamiland East	219	403	622	97	172	269	1,224	2,441	3,665	1,540	3,016	4,556
Ngamiland West	-	-	-	262	129	391	3,173	5,116	8,289	3,435	5,245	8,680
Chobe	-	-	-	31	38	69	632	887	1,519	663	925	1,588
Ghanzi	183	35	218	71	30	101	2,952	3,813	6,765	3,206	3,878	7,084
Kgalagadi South	-	136	136	335	199	534	2,466	2,794	5,260	2,801	3,129	5,930
Kgalagadi North	-	-	-	409	275	684	1,087	1,060	2,147	1,496	1,335	2,831
<b>Total</b>	<b>1,591</b>	<b>1,654</b>	<b>3,245</b>	<b>4,505</b>	<b>4,558</b>	<b>9,063</b>	<b>75,277</b>	<b>90,044</b>	<b>165,321</b>	<b>81,373</b>	<b>96,256</b>	<b>177,629</b>

**Table 51: Total results by type of test, district and sex – 2003 (cont'd)**

NUMERACY TEST	No competence			Some competence			High Competence			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	446	255	701	876	800	1,676	1,984	1,020	3,004	3,306	2,075	5,381
Francistown	448	314	762	523	670	1,193	916	216	1,132	1,887	1,200	3,087
Lobatse	101	76	177	210	571	781	331	150	481	642	797	1,439
Selibe Phikwe	-	70	70	200	704	904	560	369	929	760	1,143	1,903
Orapa	-	29	29	-	34	34	34	-	34	34	63	97
Jwaneng	61	-	61	120	58	178	181	246	427	362	304	666
Sowa Town	-	12	12	-	-	-	59	-	59	59	12	71
Ngwaketse	3,165	3,253	6,418	1,748	3,819	5,567	1,809	2,526	4,335	6,722	9,598	16,320
Barolong	363	346	709	351	996	1,347	443	704	1,147	1,157	2,046	3,203
Ngwaketse West	111	312	423	323	438	761	146	34	180	580	784	1,364
South East	326	525	851	1,044	1,361	2,405	1,022	803	1,825	2,392	2,689	5,081
Kweneng East	3,155	3,096	6,251	4,112	3,838	7,950	2,826	1,812	4,638	10,093	8,746	18,839
Kweneng West	1,439	3,154	4,593	1,239	1,433	2,672	771	537	1,308	3,449	5,124	8,573
Kgatleng	1,497	899	2,396	1,811	1,660	3,471	1,852	1,473	3,325	5,160	4,032	9,192
Central Serowe/Palapye	1,611	2,573	4,184	2,777	5,149	7,926	2,447	3,459	5,906	6,835	11,181	18,016
Central Mahalapye	1,658	2,480	4,138	3,077	4,244	7,321	2,949	1,915	4,864	7,684	8,639	16,323
Central Bobonong	792	748	1,540	1,910	3,191	5,101	1,874	2,115	3,989	4,576	6,054	10,630
Central Boteti	1,031	1,916	2,947	1,105	1,830	2,935	1,217	492	1,709	3,353	4,238	7,591
Central Tutume	1,579	3,255	4,834	3,550	5,090	8,640	2,386	1,492	3,878	7,515	9,837	17,352
North East	220	774	994	453	412	865	453	484	937	1,126	1,670	2,796
Ngamiland East	361	1,172	1,533	475	1,208	1,683	806	663	1,469	1,642	3,043	4,685
Ngamiland West	732	1,590	2,322	1,656	3,243	4,899	1,047	656	1,703	3,435	5,489	8,924
Chobe	102	526	628	383	329	712	179	38	217	664	893	1,557
Ghanzi	1,483	2,332	3,815	1,261	980	2,241	462	566	1,028	3,206	3,878	7,084
Kgalagadi South	536	1,136	1,672	1,167	1,289	2,456	1,099	704	1,803	2,802	3,129	5,931
Kgalagadi North	473	389	862	637	719	1,356	387	76	463	1,497	1,184	2,681
<b>Total</b>	<b>21,690</b>	<b>31,232</b>	<b>52,922</b>	<b>31,008</b>	<b>44,066</b>	<b>75,074</b>	<b>28,240</b>	<b>22,550</b>	<b>50,790</b>	<b>80,938</b>	<b>97,848</b>	<b>178,786</b>

**Table 52: Eligible population who could read by language, type of material read and sex-2003**

Materials	Setswana			English				Total
	Total Persons	Male	Female	Total	Total Persons	Male	Percent Female	
Nothing	6,390	11.1	9.6	10.2	2,416	21.2	35.3	29.0
Newspapers	13,971	35.4	13.7	22.4	2,375	35.0	23.0	28.5
Novels	3,040	4.1	5.4	4.9	782	6.3	11.9	9.4
Textbooks	7,977	9.7	14.8	12.8	514	7.5	5.2	6.2
Religious books	21,194	26.4	38.9	33.9	623	5.1	9.4	7.4
Comic/story books	6,652	7.2	12.9	10.6	1,026	10.9	13.5	12.3
Other	3,266	6.0	4.7	5.2	601	14.0	1.7	7.2
<b>Total</b>	<b>62,490</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>8,337</b>	<b>100</b>	<b>100</b>	<b>100.</b>

**Table 53: Population that could write in English and Setswana, type of work written and sex – 2003**

Materials	Proportion that could write in Setswana			Total	Proportion that could write in English			
	Total Persons	Male	Female		Total Persons	Male	Percent Female	Total
Nothing	10,464	28.9	34.8	32.4	2,212	33.8	48.6	41.8
Letters	14,262	41.2	46.2	44.2	1,314	23.7	25.8	24.8
Work related	2,418	14.0	3.0	7.5	1,073	30.9	11.3	20.3
Other	5,154	15.8	16.0	16.0	566	9.4	11.8	10.7
<b>Total</b>	<b>32,298</b>	<b>99.9</b>	<b>100</b>	<b>100.1</b>	<b>5,165</b>	<b>97.8</b>	<b>97.5</b>	<b>97.6</b>

**Table 54: Eligible population by language, reason for never reading and sex - 2003**

Reason	Population that never reads in Setswana				Population that never reads in English			
	Total Persons	Male %	% Female	% Total	Total Persons	% Male	% Female	% Total
Nothing to read	1,748	26.8	41.0	35.7	805	58.9	24.7	34.9
Lack of time	689	20.2	10.5	14.1	226	.0	13.9	9.8
Lack of interest	121	.0	3.9	2.5	631	.0	38.9	27.3
Cannot read well	885	34.0	8.7	18.1	646	41.1	22.4	28.0
Poor eye-sight	1,263	16.0	31.6	25.8	805	-	-	-
Other	185	3.0	4.3	3.8	226	-	-	-
<b>Total</b>	<b>4,891</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>3,339</b>	<b>100</b>	<b>100.0</b>	<b>100</b>



**Table 55: Population that never writes in English or Setswana, by reason for never reading and sex**

Reason	Population that never writes in Setswana				Population that never writes in English			
	Total Persons	% Male	% Female	Total	Total Persons	% Male	% Female	Total
Can not write well	1,490	18.1	14.5	15.7	1,273	60.5	54.4	56.7
Nothing to write	5,453	53.4	59.4	57.4	834	39.5	35.8	37.2
Nobody to write to	811	3.9	10.8	8.5	60	-	4.3	2.7
Lack of time	660	9.4	5.7	6.9	77	-	5.5	3.4
Lack of interest	315	8.2	0.9	3.3	-	-	-	-
Other	772	7.0	8.7	8.1	-	-	-	-
<b>Total</b>	<b>9,501</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>2,244</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 56: Eligible population who could not read by language, future reading plan and sex -2003**

Future plan for learning how to read	Population that could not read in Setswana				Population that could not read in English			
	Total Persons	% Male	% Female	% Total	Total Persons	% Male	% Female	Total
No plan yet	65	17.4	.0	9.4	24794	22.8	24.7	23.6
National literacy classes	569	82.6	82.9	82.7	73911	69.9	71.0	70.5
Workplace literacy	54	.0	17.1	7.8	4619	5.8	3.7	4.4
Other	-	-	-	-	712	.8	.6	-
<b>Total</b>	<b>688</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>104036</b>	<b>99.3</b>	<b>100.0</b>	<b>100.0</b>

**Table 57: Eligible population who wish to take Setswana lessons -2003**

Response	Want to learn Setswana?			Total
	Total Persons	% Male	% Female	
Yes	83,537	69.7	67.2	68.4
No	38,380	30.0	32.8	31.4
Other	166	.3	.0	.1
<b>Total</b>	<b>122,083</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 58: Eligible population who wish to take English lessons -2003**

Response	Want to learn English?			Total
	Total Persons	% Male	% Female	
Yes	10,5052	61.2	59.1	60.1
No	6,9745	38.8	40.8	39.9
Other	75	-	.1	.0
<b>Total</b>	<b>17,4872</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table 59: Reason for not willing to learn Setswana – 2003**

Reason	Total Persons	Not willing to learn Setswana		
		Male	Female	Total
Too old	11,281	31.2	27.9	29.4
Lack of time	5,435	18.4	10.5	14.2
Lack of interest	8,957	27.7	19.6	23.3
School too far	176	.0	.8	.5
No facilities	-	-	-	-
Poor eye sight	10,091	17.2	34.0	26.3
Poor hearing	290	.4	1.0	.8
Other physical disabilities	709	3.0	.9	1.8
Other	1,442	2.1	5.2	3.8
Total	17,658	100	100.0	100

**Table 60: Reason for not willing to learn English -2003**

Reason	Total Persons	Male	% Female	Total
				Total
Too old	21,829	32.4	30.4	31.3
Lack of time	10,840	20.3	11.8	15.5
Lack of interest	17,882	26.1	25.3	25.6
School too far	590	1.7	.2	.8
No facilities	444	.6	.7	.6
Poor eye sight	13,611	12.4	25.0	19.5
Poor hearing	372	.2	.8	.5
Other physical disabilities	1,292	2.5	1.4	1.9
Other	2,961	3.9	4.5	4.2
Total	69,821	100	100	100

**Table 61: Economic activities of the population 10 years and above that never attended school or left school before attaining Standard 5, by sex**

Economic activity	Never attended school			Attended Standard 1 to 4			Total		
	% Male	% Female	Total	% Male	% Female	Total	% Male	% Female	Total
Seasonal work paid	47.3	52.7	5,043	41.8	58.2	1,782	45.9	54.1	6,825
Seasonal work unpaid	43.5	56.5	7,817	20.3	79.7	3,511	36.3	63.7	11,328
Non-seasonal work paid	71.7	28.3	40,707	61.6	38.4	16,219	68.8	31.2	56,926
Non-seasonal work unpaid	62.2	37.8	9,750	51.9	48.1	4,154	59.1	40.9	13,904
Jobseeker	52.1	47.9	7,453	47.0	53.0	2,795	50.7	49.3	10,248
Homemaker	23.9	76.1	50,986	24.9	75.1	21,681	24.2	75.8	72,667
Student	61.4	38.6	723	38	62	497	51.9	48.1	1,220
Retired	55.6	44.4	238	100	-	238	61.6	38.4	476
Sick	55.6	44.4	5,006	33	67	1,681	44.5	55.5	6,687
Other	53.2	46.8	2,460	15.7	84.3	687	45	55	3,147
Not stated	100	-	64	100	-	86	100	-	150
Total			130,247			53,331			183,578
% Total			70.9			29.1			100.0

**Table 62: Population 10 years and over that never completed or left school before completing Standard 5 by economic activity and sex -2003**

Both Sexes	Seasonal Work		Non-Seasonal Work		Job Seeker	Home Maker	Student	Retired	Sick	Others	Not Stated	Total
	Paid	Unpaid	Paid	Unpaid								
10-11	158	129	-	-	-	1,070	225	-	72	-	-	1,654
12-14	-	194	786	156	-	1,435	250	-	78	-	-	2,899
15-19	124	249	2,193	393	1,381	3,315	275	-	71	163	-	8,164
20-24	368	453	3,391	694	1,016	2,560	157	-	200	59	-	8,898
25-29	638	397	4,155	630	748	1,588	0	-	235	163	-	8,554
30-34	606	320	5,637	850	1,125	4,313	91	-	430	168	-	13,540
35-39	886	944	6,833	1,224	928	4,114	-	-	768	236	86	16,019
40-44	1,098	960	7,914	1,353	1,647	7,615	-	-	472	476	-	21,535
45-49	783	880	7,880	1,406	1,465	10,189	29	94	735	333	-	23,794
50-54	655	1,664	6,765	2,247	431	8,383	0	109	999	288	64	21,605
55-59	631	1,710	5,490	1,518	853	9,190	63	245	710	620	-	21,030
60-64	308	1,493	3,588	1,766	391	8,978	66	778	891	361	-	18,620
65-69	474	1,551	2,141	1,490	263	7,710	63	375	750	224	-	15,041
70-74	95	383	152	177	-	2,205	-	186	277	57	-	3,532
Total	6,824	11,327	56,925	13,904	10,248	72,665	1,219	1,787	6,688	3,148	150	184,885
<i>% Total</i>	<i>.7</i>	<i>6.1</i>	<i>30.8</i>	<i>7.5</i>	<i>5.5</i>	<i>39.3</i>	<i>.7</i>	<i>1.0</i>	<i>3.6</i>	<i>1.7</i>	<i>.1</i>	<i>100.0</i>
<b>Male</b>												
10-11	94	65	-	-	-	518	150	-	72	-	-	899
12-14	-	129	544	156	-	748	156	-	78	-	-	1,811
15-19	60	190	1,433	393	717	1,228	188	-	-	163	-	4,372
20-24	292	358	2,609	626	626	1,350	80	-	116	59	-	6,116
25-29	591	88	3,007	583	461	780	-	-	150	64	-	5,724
30-34	321	-	3,844	674	339	1,132	29	-	151	73	-	6,563
35-39	323	205	4,615	685	264	970	-	-	423	154	86	7,725
40-44	536	188	5,179	610	736	1,370	-	-	358	52	-	9,029
45-49	330	291	5,536	415	665	1,030	29	94	303	196	-	8,889
50-54	187	375	4,715	794	282	1,945	-	109	326	34	64	8,831
55-59	141	555	3,468	927	622	1,987	-	99	206	270	-	8,275
60-64	181	454	2,579	1,007	298	2,097	-	453	602	273	-	7,944
65-69	77	956	1,569	1,173	192	1,948	-	220	63	80	-	6,278
70-74	-	260	65	177	-	491	-	124	127	-	-	1,244
Total	3,133	4,114	39,163	8,220	5,202	17,594	632	1,099	2,975	1,418	150	83,700
<b>Female</b>												
10-11	65	65	-	-	-	552	75	-	-	-	-	757
12-14	-	65	242	-	-	687	94	-	-	-	-	1,088
15-19	65	59	760	-	665	2,086	87	-	71	-	-	3,793
20-24	76	95	782	68	390	1,210	77	-	83	-	-	2,781
25-29	48	310	1,148	47	287	808	-	-	85	99	-	2,832
30-34	286	320	1,793	177	786	3,181	62	-	279	95	-	6,979
35-39	563	739	2,218	539	664	3,144	-	-	345	82	-	8,294
40-44	562	773	2,734	743	911	6,246	-	-	114	424	-	12,507
45-49	453	590	2,343	991	800	9,159	-	-	432	137	-	14,905
50-54	468	1,289	2,050	1,453	149	6,438	-	-	673	254	-	12,774
55-59	490	1,154	2,022	591	231	7,203	63	145	503	350	-	12,752
60-64	128	1,039	1,010	759	93	6,881	66	325	289	88	-	10,678
65-69	397	595	572	317	72	5,762	63	155	687	144	-	8,764
70-74	95	123	87	-	-	1,714	-	62	150	57	-	2,288
Total	3,696	7,216	17,761	5,685	5,048	55,071	587	687	3,711	1,730	-	101,192

**Table 63: Working population aged 10 years and over that never attended school or left school before completing Standard 5, by Major Occupation and Sex**

Occupation	Male	Female	Total	% Grand total
Legislators, Administrators and Managers	452	-	452	.5
Professionals	180		180	.2
Technicians and Associate Professionals	756	256	1,012	1.1
Clerks	62	-	62	.1
Service Workers & Shop and Market Sales Workers	3,229	2,786	6,015	6.7
Skilled agriculture and Related workers	4,548	4,660	9,208	10.2
Craft and Related Trades Workers	9,599	5,962	15,561	17.2
Plant and Machine Operators & Assemblers	3,233	208	3,441	3.8
Elementary Occupations	34,024	19,650	53,674	59.5
Additional Categories	358	315	673	.7
<b>Total</b>	<b>56,441</b>	<b>33,837</b>	<b>90,278</b>	<b>100.0</b>
<b>% of Total</b>	<b>62.5</b>	<b>37.5</b>		<b>100.0</b>

**Table 65: Trained population aged 10 Years and over, that never attended or left school before completing Standard 5 by training course, level and sex - 2003**

Botswana Classification of Subject of Training Both Sexes	Highest Level Obtained															Grand Total	
	Apprentice Certificate			Brigades Certificate			Vocational Certificate			Educ College Certificate			Other Certificate				
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
Education Training	-	-	-	87	-	87	-	-	-	-	-	-	-	-	-	-	87
Fine and Applied Arts Programs	-	-	-	-	-	-	-	-	-	-	-	-	176	235	411	411	
Commercial, Clerical, Business and Public Admin Programs	60	60	120	-	-	-	-	-	-	-	-	-	-	58	58	178	
Natural Science Programs	-	63	63	-	-	-	-	-	-	31	-	31	-	214	214	308	
Medicine and Health Related Programs	63	-	63	-	-	-	-	-	-	-	-	-	214	-	214	277	
Construction Trades Programs	1,056	735	1791	370	157	527	233	-	233	55	55	110	274	296	570	3231	
Othe Craft, Trade and Industrial Programs	555	383	938	-	70	70	180	137	317	-	-	-	162	77	239	1564	
Engineering and Allied Programs	68	-	68	-	-	-	-	-	-	-	-	-	-	-	-	68	
Agriculture, Forestry & Fishery Programs	71	-	71	-	-	-	-	-	-	-	-	-	138	146	284	355	
Home Economics and Demostic Science Programs	48	-	48	-	-	-	-	-	-	-	-	-	-	-	-	48	
Transport and Communication Programs	293	198	491	-	-	-	-	-	-	-	-	-	1859	954	2813	3304	
Service Trades Programs	-	-	-	-	-	-	-	-	-	-	-	-	65	65	130	130	
Other Programs	138	138	276	-	-	-	-	-	-	-	-	-	-	-	-	276	
<b>Total</b>	<b>2,352</b>	<b>1,577</b>	<b>3,929</b>	<b>457</b>	<b>227</b>	<b>684</b>	<b>413</b>	<b>137</b>	<b>550</b>	<b>86</b>	<b>55</b>	<b>141</b>	<b>2,888</b>	<b>2,045</b>	<b>4,933</b>	<b>10,237</b>	

**Table 66: Population of people aged 10 years and over who are literate in other languages other than Setswana or English by language, sex and age group - 2003**

Language	Sex	10-12	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+
Sekalaka	Male	78	-	-	59	134	65	191	-	67	77	396	85	448	62
	Female	-	-	-	-	-	41	-	115	147	138	361	96	123	-
	Total	78	-	-	59	134	106	191	115	214	215	757	181	571	62
Sekgalagadi/Sengologa	Male	92	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	92	-	-	-	-	-	-	-	-	-	-	-	-	-
Seyei	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	65	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	65	-	-	-	-
Herero	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	29	-	72	35	-	-	-
	Total	-	-	-	-	-	-	-	29	-	72	35	-	-	-
Setswamong	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sebirwa	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ssembukushu	Male	-	-	-	-	-	-	-	60	-	-	-	-	-	-
	Female	-	-	-	-	-	182	35	94	-	-	-	-	-	-
	Total	-	-	-	-	-	182	35	154	-	-	-	-	-	-
Sesubiya	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sekgothu	Male	-	-	-	-	-	-	-	68	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	68	-	-	-	-	-	-
Sesarwa	Male	-	-	-	-	-	-	-	-	-	-	-	71	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	71	-	-
Afrikans	Male	-	-	-	-	-	-	-	68	120	28	-	152	-	-
	Female	-	-	-	-	-	-	-	-	65	91	65	-	-	-
	Total	-	-	-	-	-	-	-	68	185	119	65	152	-	-
Ndebele	Male	-	-	-	-	-	-	-	49	40	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	76	96	-	133	-
	Total	-	-	-	-	-	-	-	49	40	76	96	-	133	-
Sezezuru/Shona	Male	-	-	-	-	74	71	128	60	145	53	-	-	-	-
	Female	108	-	104	-	74	-	149	-	-	-	-	-	-	-
	Total	108	-	104	-	74	74	220	128	60	145	53	-	-	-
Other	Male	-	83	31	-	-	-	-	66	-	83	54	-	-	-
	Female	-	-	-	95	-	-	-	82	-	55	-	-	-	-
	<b>Total</b>	-	<b>83</b>	<b>31</b>	<b>95</b>	-	-	-	<b>82</b>	<b>66</b>	<b>55</b>	<b>83</b>	<b>54</b>	-	-
<b>Grand Total</b>		278	83	135	154	208	362	446	374	699	741	1,180	406	856	62

**Table 67: Population aged 10 years and over that are literate in other languages other than Setswana or English by district and language - 2003**

DISTRICT	Sekalaka	Sekgalagadi /Sengologa	Seyei	Seherero	Sembukushu	Sekgothu	Sesarwa	Afrikaans	Ndebele	Zezuru/ Shona	African	Unknown	Total
Gaborone	307	-	-	-	-	-	-	-	-	53	-	-	360
Francistown	118	-	-	-	-	-	-	-	-	60	-	-	178
Lobatse	58	-	-	-	-	-	-	-	-	-	82	-	140
Selibe Phikwe	67	-	-	-	-	-	-	54	49	319	-	-	489
Jwaneng	-	-	-	-	-	-	-	62	-	-	-	-	62
Sowa Town	12	-	-	-	-	-	-	-	-	-	-	-	12
Southern	-	-	-	-	-	-	-	-	-	-	-	-	-
South East	65	-	-	-	-	-	-	-	-	-	-	-	65
Kweneng East	54	-	-	-	-	-	-	-	-	79	-	-	133
Central Serowe/Palapye	166	-	-	-	-	-	-	-	-	-	-	-	166
Central Mahalapye	-	-	-	101	94	-	-	-	-	-	-	-	195
Central Bobonong	-	-	-	-	-	-	-	88	-	85	-	-	173
Central Boteti	229	-	-	-	-	-	-	64	76	-	-	-	369
Central Tutume	1,259	-	-	-	-	-	-	-	191	223	-	-	1,673
North East	283	-	-	-	-	-	-	-	-	53	-	-	336
Ngamiland East	-	-	-	-	-	-	-	-	40	141	-	95	276
Ngamiland West	-	-	65	-	307	-	-	-	-	-	83	137	592
Chobe	-	-	-	-	-	-	-	-	38	-	55	31	124
Ghanzi	-	92	-	35	35	-	71	-	-	-	-	-	233
Kgalagadi South	65	-	-	-	-	68	-	321	-	-	-	-	454
Kgalagadi North	-	-	-	-	-	-	-	-	-	-	66	-	66
<b>Total</b>	<b>2,683</b>	<b>92</b>	<b>65</b>	<b>136</b>	<b>436</b>	<b>68</b>	<b>71</b>	<b>589</b>	<b>394</b>	<b>1,013</b>	<b>286</b>	<b>263</b>	<b>6,096</b>



**Table 68: Population aged 10 Years and over that are literate in languages other than Setswana or English, by district and age group - 2003**

DISTRICT	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	54-59	60-64	65-69	70-98	Total
Gaborone	-	-	-	59	41	41	41	115	-	52	53	-	50	-	452
Francistown	-	-	-	-	57	-	-	-	60	-	-	-	62	-	179
Lobatse	-	-	-	-	-	-	-	82	-	-	58	-	-	-	140
Selibe Phikwe	108	-	104	-	47	54	-	-	67	54	-	-	54	-	488
Jwaneng	-	-	-	-	-	-	-	-	-	-	62	-	-	-	62
Sowa Town	-	-	-	-	-	-	-	-	-	-	12	-	-	-	12
Southern	-	-	-	-	94	-	-	-	-	-	-	79	-	-	173
South East	-	-	-	-	-	65	-	-	-	-	-	-	-	-	65
Kweneng East	-	-	-	-	-	-	133	-	-	-	-	-	-	-	133
Kgatleng	-	-	-	-	-	-	-	-	-	-	-	-	-	65	65
Central Serowe/Palapye	-	-	-	-	-	-	95	-	-	-	166	-	-	-	261
Central Mahalapye	-	-	-	-	-	-	-	-	29	-	-	-	72	-	101
Central Bobonong	-	-	-	-	-	-	-	-	-	85	-	-	88	-	173
Central Boteti	-	-	-	-	-	-	-	-	153	229	-	-	64	-	446
Central Tutume	-	78	-	-	152	74	96	75	71	-	544	96	489	-	1,675
North East	-	-	-	-	-	-	-	53	-	62	73	85	-	62	335
Ngamiland East	-	-	-	95	-	-	141	-	40	-	-	-	-	-	276
Ngamiland West	-	83	-	-	-	182	-	-	119	65	83	54	65	-	651
Chobe	-	-	31	-	-	-	-	-	-	55	-	-	38	-	124
Ghanzi	-	92	-	-	-	-	35	-	-	-	-	106	-	-	233
Kgalagadi South	-	-	-	-	-	-	-	-	136	131	57	65	65	-	454
Kgalagadi North	-	-	-	-	-	-	-	-	66	-	-	-	-	-	66
Total	108	253	135	154	391	416	541	325	741	733	1,108	485	1,047	127	6,564

**Table 71: Working population aged 10 years and over that never attended or left school before completing Standard 5, by industry and occupation - 2003**

BOTH SEXES	Legislators, Administrators and Managers	Professionals	Technicians and Associate Professionals	Clerks	Service, Shop Market and Sales Workers	Skilled agriculture and Related workers	Craft and Related Trades Workers	Plant/Machine Operators and Assemblers	Elementary Occupations	Additional Categories	Total
Agriculture, Hunting and Forestry	-	-	-	-	103	8,943	250	468	31,479	-	41,243
Fishing	-	-	-	-	-	124	-	-	60	-	184
Mining and Quarrying	-	-	-	-	-	-	178	430	314	-	922
Manufacturing	68	-	-	-	232	-	3,037	139	1,358	-	4,834
Electricity, Gas and Water Supply	-	-	-	-	128	-	366	-	542	-	1,036
Construction	52	-	63	-	60	-	8,405	435	5,406	-	14,421
Wholesale & Retail Trade	-	-	-	62	1,671	-	993	310	3,720	-	6,756
Hotels and Restaurant	-	-	-	-	438	-	188	54	618	-	1,298
Transport, storage & Communication	-	-	-	-	62	-	12	603	186	-	863
Real Estate, Renting and business activities	-	-	-	-	1,032	-	-	56	665	-	1,753
Public administration	252	-	-	-	524	-	467	765	2,583	-	4,591
Education	-	-	-	-	1,391	-	499	58	958	-	2,906
Health and Social Work	-	128	682	-	220	-	234	-	351	-	1,615
Other community, social and Personal Service Activities	80	52	192	-	102	65	195	123	460	-	1,269
Private household with Employed Persons	-	-	75	-	52	76	737	-	4,829	-	5,769
Not Stated	-	-	-	-	-	-	-	-	136	673	809
<b>Total</b>	<b>452</b>	<b>180</b>	<b>1,012</b>	<b>62</b>	<b>6,015</b>	<b>9,208</b>	<b>15,561</b>	<b>3,441</b>	<b>53,665</b>	<b>673</b>	<b>90,269</b>

**Table 71: Working population aged 10 years and over that never attended or left school before completing Standard 5, by industry and occupation – 2003 (cont'd)**

MALES	Legislators, Administrators and Managers	Professionals	Technicians and Associate Professionals	Clerks	Service, Shop, Market and Sales Workers	Skilled agriculture and Related workers	Craft and Related Trades Workers	Plant/Machine Operators and Assemblers	Elementary Occupations	Additional Categories	Total
Agriculture, Hunting and Forestry	-	-	-	-	31	4,424	122	468	24,967	-	30,012
Fishing	-	-	-	-	-	124	-	-	60	-	184
Mining and Quarrying	-	-	-	-	-	-	178	430	314	-	922
Manufacturing	68	-	-	-	65	-	1,208	58	839	-	2,238
Electricity, Gas and Water Supply	-	-	-	-	128	-	366	-	256	-	750
Construction	52	-	63	-	60	-	5,872	362	2,019	-	8,428
Wholesale & Retail Trade	-	-	-	62	535	-	510	256	1,110	-	2,473
Hotels and Restaurant	-	-	-	-	301	-	128	54	176	-	659
Transport, storage & Communication	-	-	-	-	62	-	12	603	186	-	863
Real Estate, Renting and business activities	-	-	-	-	1,032	-	-	56	613	-	1,701
Public administration	252	-	-	-	474	-	244	765	1,679	-	3,414
Education	-	-	-	-	468	-	57	58	638	-	1,221
Health and Social Work	-	128	470	-	-	-	234	-	257	-	1,089
Other community, social and Personal Service Activities	80	52	148	-	73	-	195	123	244	-	915
Private household with Employed Persons	-	-	75	-	-	-	473	-	530	-	1,078
Not Stated	-	-	-	-	-	-	-	-	136	358	494
<b>Total</b>	<b>452</b>	<b>180</b>	<b>756</b>	<b>62</b>	<b>3,229</b>	<b>4,548</b>	<b>9,599</b>	<b>3,233</b>	<b>34,024</b>	<b>358</b>	<b>56,441</b>

**Table 71: Working population aged 10 years and over that never attended or left school before completing Standard 5, by industry and occupation – 2003 (cont'd)**

FEMALE	Legislator s, Adminsitr ators and Managers	Professi onals	Technic ians and Associa te Professi onals	Clerks	Service, Shop Market and Sales Workers	Skilled agriculture and Related workers	Craft and Related Trades Workers	Plant/Machin e Operators and Assemblers	Elementary Occupations	Additio nal Categor ies	
Agriculture, Hunting and Forestry	-	-	-	-	72	4,519	128	-	6,512	-	11,231
Fishing	-	-	-	-	-	-	-	-	-	-	-
Mining and Quarrying	-	-	-	-	-	-	-	-	-	-	-
Manufacturing	-	-	-	-	167	-	1,829	81	519	-	2,596
Electricity, Gas and Water Supply	-	-	-	-	-	-	-	-	286	-	286
Construction	-	-	-	-	-	-	2,533	73	3,387	-	5,993
Wholesale & Retail Trade	-	-	-	-	1,136	-	483	54	2,610	-	4,283
Hotels and Restaurant	-	-	-	-	137	-	60	-	442	-	639
Transport, storage & Communication	-	-	-	-	-	-	-	-	-	-	-
Real Estate, Renting and business activities	-	-	-	-	-	-	-	-	52	-	52
Public administration	-	-	-	-	50	-	223	-	904	-	1,177
Education	-	-	-	-	923	-	442	-	320	-	1,685
Health and Social Work	-	-	212	-	220	-	-	-	94	-	526
Other community, social and Personal Service Activities	-	-	44	-	29	65	-	-	216	-	354
Private household with Employed Persons	-	-	-	-	52	76	264	-	4,299	-	4,691
Not Stated	-	-	-	-	-	-	-	-	-	315	315
<b>Total</b>	-	-	256	-	2,786	4,660	5,962	208	19,641	315	33,828

**Table 72: Population Aged 10 years and over by Industry, Occupation and Sex**

Both Sexes Industry Major Group	Occupation Major Group										Total
	Legistrators, Administrators and Managers	Professionals	Technical and Associate Professional	Clerks	Service Workers & Shop and Market Sales Workers	Skilled Agricultural and Related Workers	Craft and Related Trades Workers	Plant and Machine Operators & Assemblies	Elementary Occupations	Additional Categories	
Agriculture, Hunting and Forestry	71	-	-	-	195	11,311	373	647	38941	-	51,538
Fishing	-	-	-	-	-	183	-	-	60	-	243
Mining and Quarrying	-	-	-	-	-	-	254	430	314	-	998
Manufacturing	159	-	-	-	362	-	3,870	139	1-431	-	5,961
Electricity, Gas and Water Supply	-	-	-	-	211	-	428	52	621	-	1,312
Construction	136	-	63	-	60	132	9,841	554	6-183	-	16,969
Wholesale & Retail Trade	56	-	-	112	1,927	-	1,113	310	4-198	-	7,716
Hotels and Restaurant	-	-	-	-	566	-	188	54	706	-	1,514
Transport, Storage and communication	-	37	-	-	62	-	12	603	234	-	948
Real Estate, Renting and Business Activities	-	-	76	58	1032	-	-	132	665	-	1,963
Public Administration	508	-	-	44	614	-	689	913	2-583	-	5,351
Education	-	79	105	-	1697	-	499	58	1-020	-	3,458
Health and Social Work	-	128	767	-	220	-	234	-	351	-	1,700
Other community, social and Personal Service Activities	135	52	247	-	102	65	497	123	671	-	1,892
Private Households with Employed Persons	-	-	142	-	52	76	800	-	5-826	-	6,896
Not Stated	-	-	-	-	-	-	-	-	136	1,416	1,552
<b>Total</b>	<b>1,065</b>	<b>296</b>	<b>1,400</b>	<b>214</b>	<b>7,100</b>	<b>11,767</b>	<b>18,798</b>	<b>4,015</b>	<b>63,940</b>	<b>1,416</b>	<b>110,011</b>

**Table 72: Population Aged 10 years and over by Industry, Occupation and Sex (Contd.)**

Male Industry Major Group	Occupation Major Group										Total
	Legislato rs,Admins trators and Managers	Profes sionals	Techni cal and Associ ate Profes sional	Clerks	Service Workers & Shop and Market Sales Workers	Skilled Agricul tural and Related Workers	Craft and Related Trades Workers	Plant and Machine Operators & Assembl es	Eleme ntary Occup ations	Additional Categor ies	
Agriculture, Hunting and Forestry	71	-	-	-	123	5,755	245	647	31268	-	38,109
Fishing	-	-	-	-	-	183	-	-	60	-	243
Mining and Quarrying	-	-	-	-	-	-	254	430	314	-	998
Manufacturing	68	-	-	-	195	-	1548	58	912	-	2,781
Electricity, Gas and Water Supply	-	-	-	-	211	-	428	52	335	-	1,026
Construction	136	-	63	-	60	66	6947	481	2534	-	10,287
Wholesale & Retail Trade	-	-	-	112	583	-	562	256	1340	-	2,853
Hotels and Resturant	-	-	-	-	301	-	128	54	176	-	659
Transport, Storage and communication	-	37	-	-	62	-	12	603	234	-	948
Real Estate, Renting and Business Activities	-	-	76	-	1,032	-	-	132	613	-	1,853
Public Adminsitration	508	-	-	44	512	-	385	913	1679	-	4,041
Education	-	59	105	-	641	-	57	58	700	-	1,620
Health and Social Work	-	128	555	-	-	-	234	-	257	-	1,174
Other community, social and Personal Service Activities	135	52	203	-	73	-	409	123	375	-	1,370
Private Households with Employed Persons	-	-	142	-	-	-	473	-	530	-	1,145
Not Stated	-	-	-	-	-	-	-	-	136	724	860
<b>Total</b>	<b>918</b>	<b>276</b>	<b>1,144</b>	<b>156</b>	<b>3,793</b>	<b>6,004</b>	<b>11,682</b>	<b>3,807</b>	<b>41,463</b>	<b>724</b>	<b>69,967</b>

Female											
Agriculture, Hunting and Forestry	-	-	-	-	72	5,556	128	-	7673	-	13,429
Manufacturing	91	-	-	-	167	-	2322	81	519	-	3,180
Electricity, Gas and Water Supply	-	-	-	-	-	-	-	-	286	-	286
Construction	-	-	-	-	-	66	2894	73	3649	-	6,682
Wholesale & Retail Trade	56	-	-	-	1,344	-	551	54	2858	-	4,863
Hotels and Restaurant	-	-	-	-	265	-	60	-	530	-	855
Real Estate, Renting and Business Activities	-	-	-	58	-	-	-	-	52	-	110
Public Administration	-	-	-	-	102	-	304	-	904	-	1,310
Education	-	20	-	-	1,056	-	442	-	320	-	1,838
Health and Social Work	-	-	212	-	220	-	-	-	94	-	526
Other community, social and Personal Service Activities	-	-	44	-	29	65	88	-	296	-	522
Private Households with Employed Persons	-	-	-	-	52	76	327	-	5296	-	5,751
Not Stated	-	-	-	-	-	-	-	-	-	692	692
<b>Total</b>	<b>147</b>	<b>20</b>	<b>256</b>	<b>58</b>	<b>3307</b>	<b>5763</b>	<b>7116</b>	<b>208</b>	<b>22,477</b>	<b>692</b>	<b>40,044</b>

**Table 73: Population aged 10 years and over by district, sex and current employment status - 2003**

BOTH SEXES	Employee -Paid	Employee-Paid	Self	Self Employment	Unpaid Family	Working At	Unknown	Total	<i>Unemployment rate</i>	
	Job seekers	Cash	In Kind	Employment	(with employees)	Helper				Lands
Gaborone	14,824	71,513	277	5,242	4,486	309	62	135	96,848	<b>15.4</b>
Francistown	6,723	28,176	-	3,595	1,640	186	-	-	40,320	<b>16.8</b>
Lobatse	3,696	7,549	127	596	457	-	-	-	12,425	<b>29.7</b>
Selibe Phikwe	3,213	13,985	108	2,258	738	99	-	-	20,401	<b>15.8</b>
Orapa	551	3,596	34	90	109	-	23	-	4,403	<b>12.5</b>
Jwaneng	1,469	5,478	-	277	107	-	45	-	7,376	<b>19.9</b>
Sowa Town	246	1,062	-	23	-	-	-	-	1,331	<b>18.5</b>
Southern	14,188	22,213	166	1,714	1,026	362	4,915	-	44,584	<b>32.1</b>
Barolong	7,897	5,386	122	752	54	205	2,300	-	16,716	<b>47.8</b>
Ngwaketse West	1,214	1,262	-	102	34	65	378	-	3,055	<b>40.6</b>
South East	3,512	17,823	-	1,604	1,483	106	937	106	25,571	<b>13.8</b>
Kweneng East	20,094	37,785	68	3,807	1,521	693	1,464	45	65,477	<b>31.0</b>
Kweneng West	3,642	4,078	152	458	73	370	925	-	9,698	<b>39.0</b>
Kgatleng	4,362	15,345	56	1,250	891	73	1,697	-	23,674	<b>18.5</b>
Central Serowe/Palapye	14,196	28,586	108	6,121	1,525	296	2,287	95	53,214	<b>26.9</b>
Central Mahalapye	7,375	18,028	198	2,540	1,487	1,093	6,690	-	37,411	<b>20.3</b>
Central Bobonong	4,688	12,659	115	2,835	408	2,145	3,875	-	26,725	<b>19.1</b>
Central Boteti	2,546	12,115	149	1,346	476	272	2,866	-	19,770	<b>13.1</b>
Central Tutume	5,533	29,175	220	4,195	1,448	1,428	3,935	414	46,348	<b>12.4</b>
North East	2,870	13,731	81	1,362	-	420	1,390	-	19,854	<b>14.8</b>
Ngamiland East	8,002	13,918	77	2,552	136	248	1,818	-	26,751	<b>30.2</b>
Ngamiland West	1,299	8,225	241	2,680	167	896	5,405	-	18,913	<b>7.2</b>
Chobe	1,149	4,500	62	235	133	-	48	31	6,158	<b>18.8</b>
Ghanzi	2,047	7,555	230	212	380	268	1,180	-	11,872	<b>17.6</b>
Kgalagadi South	3,106	5,674	-	796	190	88	133	-	9,987	<b>31.4</b>
Kgalagadi North	2,657	4,099	-	650	256	149	146	66	8,023	<b>34.0</b>
Unclassified	-	594	-	-	-	-	-	-	594	<b>21.7</b>
<b>Total</b>	<b>141,099</b>	<b>393,516</b>	<b>2,591</b>	<b>47,292</b>	<b>19,225</b>	<b>9,771</b>	<b>42,519</b>	<b>892</b>	<b>656,905</b>	
<i>% of Total</i>	<i>21.5</i>	<i>59.9</i>	<i>0.4</i>	<i>7.2</i>	<i>2.9</i>	<i>1.5</i>	<i>6.5</i>	<i>0.1</i>	<i>100</i>	



**Table 73: Population aged 10 years and over by district, sex and current employment status – 2003 (cont'd)**

MALE	Job seekers	Employee -Paid Cash	Employee-Paid In Kind	Self Employment	Self Employment (with employees)	Unpaid Family Helper	Working At Lands	Unknown	Total	Unemployment rate
Gaborone	5,776	35,466	102	1,977	3,686	-	62	84	47,153	12.3
Francistown	3,011	15,296	-	1,175	1,086	130	-	-	20,698	14.6
Lobatse	1,440	4,569	127	276	187	-	-	-	6,599	21.8
Selibe Phikwe	1,201	7,839	-	847	485	99	-	-	10,471	11.6
Orapa	121	2,018	-	23	80	-	23	-	2,265	5.3
Jwaneng	641	2,532	-	170	-	-	45	-	3,388	18.9
Sowa Town	84	764	-	-	-	-	-	-	848	9.9
Southern	6,470	11,255	166	653	622	58	3,314	-	22,538	28.8
Barolong	2,850	2,835	122	85	-	205	1,151	-	7,248	40.5
Ngwaketse West	504	868	-	-	34	65	252	-	1,723	30.4
South East	1,550	9,097	-	468	1,028	106	810	-	13,059	12.0
Kweneng East	10,226	20,757	-	1,612	1,230	308	1,169	-	35,302	29.2
Kweneng West	1,780	2,466	152	151	-	370	641	-	5,560	34.3
Kgatleng	1,690	8,746	-	440	708	73	1,317	-	12,974	13.1
Central Serowe/Palapye	6,202	15,294	108	2,299	908	296	2,066	95	27,268	23.1
Central Mahalapye	3,416	10,654	198	317	1,034	600	4,282	-	20,501	17.2
Central Bobonong	2,895	7,399	115	874	251	1,112	1,783	-	14,429	21.7
Central Boteti	1,283	8,160	77	217	353	199	1,752	-	12,041	10.8
Central Tutume	2,733	15,685	145	1,653	794	929	2,554	277	24,770	11.6
North East	1,175	6,784	81	512	-	220	554	-	9,326	12.9
Ngamiland East	3,863	7,295	-	1,114	77	-	1,314	-	13,663	28.3
Ngamiland West	622	4,090	-	1,117	167	449	2,330	-	8,775	7.5
Chobe	696	2,508	31	93	86	-	-	-	3,414	20.4
Ghanzi	1,170	4,169	92	71	197	268	1,109	-	7,076	17.2
Kgalagadi South	1,409	3,663	-	361	88	88	133	-	5,742	24.9
Kgalagadi North	1,114	2,931	-	437	209	76	146	-	4,913	23.0
Unclassified	0	348	-	-	-	-	-	-	348	0.0
<b>Total</b>	<b>63,922</b>	<b>213,488</b>	<b>1,516</b>	<b>16,942</b>	<b>13,310</b>	<b>5,651</b>	<b>26,807</b>	<b>456</b>	<b>342,092</b>	<b>19.0</b>
<i>% of Total</i>	<i>18.7</i>	<i>62.4</i>	<i>0.4</i>	<i>5.0</i>	<i>3.9</i>	<i>1.7</i>	<i>7.8</i>	<i>0.1</i>	<i>100</i>	

**Table 73: Population aged 10 years and over by district, sex and current employment status- 2003 (cont'd)**

FEMALE	Job seekers	Employee -Paid Cash	Employee-Paid In Kind	Self Employment	Self Employment (with employees)	Unpaid Family Helper	Working At Lands	Unknown	Total	<i>Unemployment rate</i>
Gaborone	9,048	36,047	175	3,265	800	309	-	51	49,695	18.3
Francistown	3,712	12,880	-	2,420	554	56	-	-	19,622	19.0
Lobatse	2,256	2,980	-	320	269	-	-	-	5,825	38.7
Selibe Phikwe	2,012	6,147	108	1,411	253	-	-	-	9,931	20.3
Orapa	430	1,578	34	67	29	-	-	-	2,138	20.1
Jwaneng	828	2,946	-	107	107	-	-	-	3,988	20.8
Sowa Town	162	298	-	23	-	-	-	-	483	33.5
Southern	7,718	10,958	-	1,061	403	304	1,601	-	22,045	35.5
Barolong	5,047	2,551	-	667	54	-	1,149	-	9,468	53.3
Ngwaketse West	710	394	-	102	-	-	126	-	1,332	53.3
South East	1,962	8,726	-	1,136	455	-	127	106	12,512	15.8
Kweneng East	9,868	17,028	68	2,196	291	385	295	45	30,176	33.2
Kweneng West	1,862	1,612	-	307	73	-	284	-	4,138	45.0
Kgatleng	2,672	6,599	56	810	183	-	380	-	10,700	25.0
Central Serowe/Palapye	7,994	13,291	-	3,822	617	-	221	-	25,945	30.8
Central Mahalapye	3,959	7,374	-	2,224	453	493	2,407	-	16,910	24.1
Central Bobonong	1,793	5,260	-	1,960	158	1,033	2,093	-	12,297	15.9
Central Boteti	1,263	3,954	-	1,129	123	73	1,114	-	7,729	16.5
Central Tutume	2,800	13,490	75	2,542	654	498	1,381	137	21,577	13.4
North East	1,695	6,946	-	851	-	200	836	-	10,528	16.4
Ngamiland East	4,139	6,623	77	1,437	59	248	504	-	13,087	32.2
Ngamiland West	677	4,136	241	1,563	-	447	3,075	-	10,139	7.0
Chobe	453	1,992	31	142	47	-	48	31	2,744	16.7
Ghanzi	877	3,386	138	141	183	-	71	-	4,796	18.3
Kgalagadi South	1,697	2,011	-	435	102	-	-	-	4,245	40.0
Kgalagadi North	1,543	1,167	-	213	48	73	-	66	3,110	51.9
Unclassified	-	245	-	-	-	-	-	-	245	0.0
<b>Total</b>	<b>77,177</b>	<b>180,619</b>	<b>1,076</b>	<b>30,351</b>	<b>5,915</b>	<b>4,119</b>	<b>15,712</b>	<b>436</b>	<b>315,405</b>	<b>24.8</b>
<i>% of grand total</i>	<i>24.5</i>	<i>57.3</i>	<i>0.3</i>	<i>9.6</i>	<i>1.9</i>	<i>1.3</i>	<i>5.0</i>	<i>0.1</i>	<i>100</i>	

**Table 74: Population Aged 10 Years and over by age group, sex and current employment status - 2003**

	Job Seekers	Employee Paid Cash	Employee Paid in Kind	Self Employed	Self Employed (with employees)	Unpaid Family Helper	Working at Lands	Unknwn	Total	<i>Unemployment rate</i>
<b>Both sexes</b>										
10-11	67	465	61	-	-	318	129	106	1,146	9.3
12-14	738	1,184	76	95	-	833	958	72	3,956	24.2
15-19	21,799	13,547	72	623	105	1,919	2,447	45	40,557	56.5
20-24	52,718	56,153	436	4,012	595	2,424	2,608	-	118,946	45.2
25-29	29,706	73,848	264	6,813	2,324	1,116	3,260	146	117,477	25.6
30-34	13,888	65,475	493	5,634	3,007	1,014	2,189	-	91,700	15.3
35-39	8,763	58,849	260	6,363	3,043	254	2,981	356	80,869	10.9
40-44	5,081	43,163	75	5,556	3,326	381	3,725	137	61,444	8.3
45-49	3,835	32,445	304	5,113	2,094	260	3,076	-	47,127	8.2
50-54	1,677	21,835	106	3,773	1,749	231	3,877	-	33,248	5.1
55-59	1,772	14,245	76	3,050	1,496	346	3,260	-	24,245	7.4
60-64	459	5,578	167	2,432	349	298	3,539	31	12,853	3.7
65-69	339	2,856	138	1,843	553	-	2,949	-	8,678	3.9
70+	257	3,871	63	1,985	584	378	7,522	-	14,660	1.8
Unclassified	-	593	-	-	-	-	-	-	593	0.0
<b>Total</b>	<b>141,099</b>	<b>394,107</b>	<b>2,591</b>	<b>47,292</b>	<b>19,225</b>	<b>9,772</b>	<b>42,520</b>	<b>893</b>	<b>657,499</b>	
<i>Percent</i>	<i>21.5</i>	<i>59.9</i>	<i>0.4</i>	<i>7.2</i>	<i>2.9</i>	<i>1.5</i>	<i>6.5</i>	<i>0.1</i>	<i>100.0</i>	
<b>Males</b>										
10-11	67	139	61	-	-	175	65	-	507	20.2
12-14	394	658	76	57	0	666	743	72	2,666	20.4
15-19	10,087	8,162	72	343	76	1,222	1,799	-	21,761	49.1
20-24	23,300	29,885	245	1,380	343	1,453	2,036	-	58,642	40.7
25-29	13,398	38,030	206	3,129	1,653	409	2,671	95	59,591	22.7
30-34	5,866	34,934	211	1,356	1,901	690	1,270	-	46,228	12.9
35-39	3,686	29,276	51	1,925	1,946	197	1,652	153	38,886	9.6
40-44	2,499	22,878	-	1,976	2,714	92	1,404	137	31,700	7.9
45-49	2,097	17,383	181	1,575	1,411	90	1,469	-	24,206	8.7
50-54	769	14,356	106	1,086	1,241	73	1,742	-	19,373	4.0
55-59	1,138	9,282	76	1,282	879	111	1,508	-	14,276	8.0
60-64	298	3,588	29	1,190	228	237	2,600	-	8,170	3.8
65-69	192	2,093	138	761	553	-	2,313	-	6,050	3.2
70+	131	2,477	63	881	363	236	5,535	-	9,686	1.4
Unclassified	-	348	-	-	-	-	-	-	348	0.0
<b>Total</b>	<b>63,922</b>	<b>213,489</b>	<b>1,515</b>	<b>16,941</b>	<b>13,308</b>	<b>5,651</b>	<b>26,807</b>	<b>457</b>	<b>342,090</b>	
<i>Percent</i>	<i>18.7</i>	<i>62.4</i>	<i>0.4</i>	<i>5.0</i>	<i>3.9</i>	<i>1.7</i>	<i>7.8</i>	<i>0.1</i>	<i>100</i>	
<b>Females</b>										
10-11	-	326	-	-	-	143	65	106	640	0.0
12-14	344	526	-	38	-	167	214	-	1,289	30.7
15-19	11,712	5,385	-	280	29	697	648	45	18,796	64.9
20-24	29,418	26,268	191	2,632	252	971	571	-	60,303	49.6
25-29	16,308	35,818	57	3,684	671	707	589	51	57,885	28.5
30-34	8,022	30,540	282	4,278	1,106	324	919	-	45,471	17.8
35-39	5,077	29,573	209	4,438	1,096	56	1,329	203	41,981	12.2
40-44	2,582	20,286	75	3,579	612	290	2,321	-	29,745	8.8
45-49	1,738	15,063	122	3,538	683	170	1,607	-	22,921	7.6
50-54	908	7,479	-	2,687	508	158	2,135	-	13,875	6.6
55-59	634	4,963	-	1,767	617	235	1,752	-	9,968	6.5
60-64	161	1,990	138	1,242	120	61	939	-	4,651	3.5
65-69	147	763	-	1,082	0	0	637	-	2,629	5.6
70+	126	1,394	-	1,104	221	142	1,987	-	4,974	2.6
Unclassified	0	245	-	-	-	-	-	-	245	0.0
<b>Total</b>	<b>77,177</b>	<b>180,619</b>	<b>1,074</b>	<b>30,349</b>	<b>5,915</b>	<b>4,121</b>	<b>15,713</b>	<b>405</b>	<b>315,373</b>	
<i>Percent</i>	<i>24.5</i>	<i>57.3</i>	<i>0.3</i>	<i>9.6</i>	<i>1.9</i>	<i>1.3</i>	<i>5.0</i>	<i>0.1</i>	<i>100</i>	

**Table 75: Population aged 10 years and over currently not economically active by school attendance and sex -2003**

School Attendance	Home Maker		Student		Sick		Retired		Other		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Formal School												
Never Attended	11,872	40,190	226	35	2,807	2,730	860	736	73	0	15,838	43691
Still Attending	57	-	-	-	-	-	-	-	-	-	57	-
Left School	5,163	17,695	59	177	559	1,443	286	-	-	-	6,067	19315
Non-Formal Classes												
Never Attended	71,326	197,019	193,645	191,931	15,503	21,563	7,325	6,412	267	152	288,066	41707
Still Attended	127	4,666	-	-	88	125	-	196	-	-	215	4987
Left School	2,992	18,907	119	-	910	2,032	236	228	73	-	4,330	21166
Total	91,537	278,477	194,049	192,143	19,867	27,893	8,707	7,572	413	152	314,573	506236

**Table 76: Population Aged 10+ with school Attainment of Std.4 and below by District, Age group and Sex - 2003**

District	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
<b>Males</b>															
Gaborone	2,054	492	105	157	109	57	41	258	373	167	53	41	50	50	4,007
Francistown	1,149	457	56	62	137	-	60	187	54	72	62	-	62	50	2,408
Lobatse	607	183	61	44	-	106	-	105	-	-	-	44	-	61	1,211
Selibe Phikwe	475	167	49	-	60	-	49	96	67	-	-	-	-	-	963
Orapa	129	23	-	-	-	-	-	-	-	-	-	-	-	-	152
Jwaneng	473	62	-	62	-	-	-	-	-	-	-	-	61	-	658
Sowa Town	10	22	-	-	-	12	-	12	12	12	12	-	-	-	92
Southern	3,279	1,161	367	321	-	-	73	79	94	83	198	105	57	132	5,949
Barolong	1,767	701	175	-	-	-	-	68	-	-	-	68	-	246	3,025
Ngwaketse West	407	69	34	65	-	44	34	-	-	-	-	-	-	-	653
South East	596	526	51	122	142	-	-	-	-	-	49	-	49	108	1,643
Kweneng East	3,296	1,581	483	372	413	-	216	129	204	-	-	-	68	272	7,034
Kweneng West	333	331	246	149	-	65	-	62	-	-	76	-	-	-	1,262
Kgatleng	1,289	817	-	-	174	-	218	-	73	182	109	60	-	438	3,360
Central Serowe/Palapye	5,064	1,760	332	215	234	301	95	73	162	157	99	312	446	-	9,250
Central Mahalapye	2,764	1,779	629	258	165	164	395	293	219	288	125	-	94	338	7,511
Central Bobonong	1,754	970	396	169	-	70	86	85	281	87	85	-	261	555	4,799
Central Boteti	899	399	194	-	165	196	-	-	-	205	-	73	141	-	2,272
Central Tutume	3,273	2,438	565	150	392	289	251	99	334	421	342	185	343	813	9,895
North East	1,239	277	88	53	158	53	-	207	-	-	-	170	73	370	2,688
Ngamiland East	1,921	746	97	202	67	64	-	-	-	-	-	-	71	-	3,168
Ngamiland West	978	867	301	425	308	74	-	74	182	-	157	74	-	265	3,705
Chobe	476	38	-	55	-	-	31	-	-	-	-	31	-	55	686
Ghanzi	385	571	203	71	71	264	-	-	29	-	30	163	-	151	1,938
Kgalagadi South	354	133	261	-	28	-	62	114	182	131	-	68	199	-	1,532
Kgalagadi North	149	76	-	-	-	-	-	-	48	-	66	-	-	66	405
<b>Total</b>	<b>35,120</b>	<b>16,646</b>	<b>4,693</b>	<b>2,952</b>	<b>2,623</b>	<b>1,759</b>	<b>1,611</b>	<b>1,941</b>	<b>2,314</b>	<b>1,805</b>	<b>1,463</b>	<b>1,394</b>	<b>1,975</b>	<b>3,970</b>	<b>80,266</b>

**Table 76: Population Aged 10+ with school Attainment of Std.4 and below by District, Age group and Sex - 2003 (cont'd)**

District	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
<b>Females</b>															
Gaborone	2,353	209	243	56	276	97	166	255	57	283	82	-	78	117	4,272
Francistown	1,166	251	62	-	-	62	62	-	54	287	51	-	-	247	2,242
Lobatse	603	-	-	-	-	61	-	44	-	-	58	61	106	-	933
Selibe Phikwe	455	49	67	-	-	67	70	-	54	-	50	-	-	110	922
Orapa	86	-	34	-	-	-	-	-	-	-	-	-	-	-	120
Jwaneng	360	62	-	45	-	-	61	61	61	-	62	62	-	62	836
Sowa Town	65	12	-	-	-	-	-	-	-	-	-	-	-	-	77
Southern	3,504	1,011	79	83	319	79	94	536	492	563	185	333	598	841	8,717
Barolong	880	302	68	-	-	123	-	118	-	246	165	282	110	436	2,730
Ngwaketse West	237	31	-	-	31	44	31	-	-	-	35	-	-	78	487
South East	699	222	-	77	-	-	-	63	66	125	233	125	125	61	1,796
Kweneng East	3,836	1,193	389	79	204	212	204	399	273	583	413	272	230	1339	9,626
Kweneng West	1,014	522	274	-	-	62	73	64	-	-	65	-	104	125	2,303
Kgatleng	1,389	642	-	52	-	233	214	-	169	212	271	602	148	1066	4,998
Central Serowe/Palapye	4,466	1,446	95	95	-	436	35	227	705	499	820	435	626	1825	11,710
Central Mahalapye	2,700	878	151	53	-	213	-	226	441	203	283	171	272	964	6,555
Central Bobonong	1,717	405	115	164	85	-	158	82	257	247	388	336	226	728	4,908
Central Boteti	1,564	495	137	149	-	73	-	64	76	121	-	-	-	64	2,743
Central Tutume	4,189	1,023	593	148	-	158	355	234	145	368	689	151	503	1749	10,305
North East	1,598	500	96	53	162	-	96	-	-	115	-	-	88	646	3,354
Ngamiland East	1,602	499	-	67	67	77	71	71	135	227	-	74	156	155	3,201
Ngamiland West	1,012	867	222	210	294	120	172	213	-	292	222	139	-	222	3,985
Chobe	340	95	-	-	-	-	-	-	66	55	-	-	38	-	594
Ghanzi	309	173	214	-	138	-	207	-	168	402	-	-	35	91	1,737
Kgalagadi South	602	152	183	105	127	-	68	272	20	123	57	65	68	230	2,072
Kgalagadi North	-	-	-	-	-	-	-	-	-	-	-	-	-	133	133
<b>Total</b>	<b>36,746</b>	<b>11,039</b>	<b>3,022</b>	<b>1,436</b>	<b>1,703</b>	<b>2,117</b>	<b>2,137</b>	<b>2,929</b>	<b>3,239</b>	<b>4,951</b>	<b>4,129</b>	<b>3,108</b>	<b>3,511</b>	<b>11,289</b>	<b>91,356</b>

**Table 76: Population Aged 10+ with school Attainment of Std.45 and below by District, Age group and Sex - 2003 (cont'd)**

Both Sexes	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
Gaborone	4,407	701	348	213	385	153	207	513	430	450	135	41	129	167	8,279
Francistown	2,314	708	118	62	137	62	122	187	109	359	113	-	62	297	4,650
Lobatse	1,210	183	61	44	-	168	-	149	-	-	58	105	106	61	2,145
Selibe Phikwe	931	216	116	-	60	67	119	96	121	-	50	-	-	110	1,886
Orapa	215	23	34	-	-	-	-	-	-	-	-	-	-	-	272
Jwaneng	833	125	-	107	-	0	61	61	61	-	62	62	61	62	1,495
Sowa Town	75	34	-	-	-	12	-	12	12	12	12	-	-	-	169
Southern	6,783	2,171	446	404	319	79	167	615	586	646	383	438	655	973	14,665
Barolong	2,647	1,002	244	-	0	123	-	186	-	246	165	350	110	681	5,754
Ngwaketse West	644	100	34	65	31	89	65	-	-	-	35	-	-	78	1,141
South East	1,294	748	51	198	142	-	-	63	66	125	282	125	173	169	3,436
Kweneng East	7,132	2,774	872	451	617	212	419	527	477	583	413	272	298	1,611	16,658
Kweneng West	1,347	853	520	149	-	127	73	127	-	-	141	-	104	125	3,566
Kgatleng	2,678	1,459	-	52	174	233	433	-	242	394	380	662	148	1,504	8,359
Central Serowe/Palapye	9,530	3,206	427	310	234	737	130	300	867	657	919	747	1,072	1,825	20,961
Central Mahalapye	5,464	2,658	780	311	165	377	395	519	659	491	408	171	366	1,302	14,066
Central Bobonong	3,471	1,375	511	334	85	70	244	166	538	335	473	336	487	1,282	9,707
Central Boteti	2,463	894	331	149	165	268	-	64	76	326	-	73	141	64	5,014
Central Tutume	7,462	3,461	1,158	298	392	447	606	332	479	789	1,031	336	846	2,562	20,199
North East	2,837	776	184	106	320	53	96	207	-	115	-	170	161	1,016	6,041
Ngamiland East	3,523	1,245	97	269	135	140	71	71	135	227	-	74	227	155	6,369
Ngamiland West	1,989	1,734	523	635	601	194	172	287	182	292	380	213	-	487	7,689
Chobe	816	133	-	55	-	-	31	-	66	55	-	31	38	55	1,280
Ghanzi	695	744	417	71	209	264	207	-	198	402	30	163	35	242	3,677
Kgalagadi South	956	285	444	105	155	-	130	386	202	254	57	133	267	230	3,604
Kgalagadi North	149	76	-	-	-	-	-	-	48	-	66	-	0-	199	538
<b>Total</b>	<b>71,865</b>	<b>27,684</b>	<b>7,716</b>	<b>4,388</b>	<b>4,326</b>	<b>3,875</b>	<b>3,748</b>	<b>4,868</b>	<b>5,554</b>	<b>6,758</b>	<b>5,593</b>	<b>4,502</b>	<b>5,486</b>	<b>15,257</b>	<b>171,620</b>

**Table 77: Population Aged 10+ with school Attainment of Std. 5 and over by District, Age group and Sex - 2003**

District	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
Males															
Gaborone	879	4,522	8,547	10,921	9,131	8,094	6,697	5,554	2,778	2,550	930	475	413	244	61,735
Francistown	688	2,819	4,061	4,795	3,807	3,236	2,066	1,869	866	1,365	889	124	245	62	26,892
Lobatse	62	1,067	1,296	2,313	1,509	666	570	676	523	400	485	76	44	82	9,769
Selibe Phikwe	101	1,394	2,475	2,294	2,243	1,837	1,482	777	686	572	643	-	60	-	14,564
Orapa	85	147	237	262	382	638	220	209	184	199	46	52	-	-	2,661
Jwaneng	174	504	932	583	629	541	485	183	232	436	58	-	-	-	4,757
Sowa Town	11	81	147	105	126	161	123	77	86	56	-	32	-	-	1,005
Southern	784	4,946	7,433	4,267	4,434	2,657	2,316	1,705	894	955	589	564	466	201	32,211
Barolong	342	1,710	2561	1,484	675	605	948	414	522	423	289	183	378	-	10,534
Ngwaketse West	199	444	532	446	199	103	103	220	69	31	-	-	35	44	2,425
South East	203	1,611	2,701	3,715	2,901	1,847	1,577	884	855	554	312	300	255	61	17,776
Kweneng East	468	5,542	10,502	8,208	7,307	4,084	2,751	1,791	1,873	909	1,125	139	229	476	45,404
Kweneng West	-	597	1,346	1,738	547	138	324	280	280	212	127	148	52	-	5,789
Kgatlang	809	2,608	3,842	2,921	1,841	1,027	1,755	666	434	799	491	60	245	198	17,696
Central Serowe/Palapye	557	6,078	9,373	6,558	4,994	3,435	2,615	1,400	1,547	641	638	987	423	462	39,708
Central Mahalapye	607	2,998	5,590	3,579	3,017	2,448	1,831	1,173	1,402	573	218	107	125	399	24,067
Central Bobonong	85	2,995	5,586	2,148	1,577	1,562	1,130	735	704	665	409	-	93	311	18,000
Central Boteti	354	1,049	2,676	2,920	1,489	810	998	740	854	405	246	76	-	-	12,617
Central Tutume	534	6,108	9,195	5,465	4,830	2,604	1,945	1,491	1,084	913	926	480	639	592	36,806
North East	392	2,091	2,427	994	1,614	1,894	665	446	209	600	565	96	147	200	12,340
Ngamiland East	418	2,112	4,534	2,733	2,684	2,103	1,444	1,659	909	351	166	342	180	360	19,995
Ngamiland West	261	1,285	2,043	1,783	1,214	790	785	519	-	148	288	74	65	74	9,329
Chobe	131	831	956	742	495	295	310	178	357	86	110	86	-	-	4,577
Ghanzi	30	402	985	629	1,015	1,074	544	354	194	343	71	30	-	91	5,762
Kgalagadi South	20	676	1,057	1,111	1,076	702	566	330	94	88	20	34	-	-	5,774
Kgalagadi North	199	531	377	751	559	289	407	-	-	73	218	-	-	66	3,470
<b>Total</b>	<b>8,393</b>	<b>55,148</b>	<b>91,411</b>	<b>73,465</b>	<b>60,295</b>	<b>43,640</b>	<b>34,657</b>	<b>24,330</b>	<b>17,636</b>	<b>14,347</b>	<b>9,859</b>	<b>4,465</b>	<b>4,094</b>	<b>3,923</b>	<b>445,663</b>



**Table 77: Population Aged 10+ with school Attainment of Std. 5 and over by District, Age group and Sex - 2003 (cont'd)**

District	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
Females	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	Total
Gaborone	1,364	4,997	11,772	13,931	12,437	9,852	8,613	5,744	3,647	2,536	897	502	82	473	76,847
Francistown	519	2,576	6,338	6,777	5,435	3,870	2,900	1,968	1,826	775	1,107	150	170	123	34,534
Lobatse	271	911	1,599	1,813	1,042	1,443	1,004	693	290	397	425	165	44	,	10,097
Selibe Phikwe	553	1,454	2,210	3,118	2,348	2,026	1,620	973	1,038	498	99	49	-	-	15,986
Orapa	62	235	475	342	335	433	199	191	137	154	57	-	-	-	2,620
Jwaneng	119	379	1,075	1,102	346	738	647	558	642	183	62	-	-	-	5,851
Sowa Town	23	56	125	141	136	143	68	32	23	-	-	-	-	-	747
Southern	1,464	5,280	9,283	7,308	5,501	2,790	3,417	2,501	2,365	1,299	933	469	757	354	43,721
Barolong	541	1,513	2,733	2,163	1,552	1,479	1,142	948	646	706	656	389	432	127	15,027
Ngwaketse West	65	504	1,033	525	246	414	166	102	101	31	68	103	-	-	3,358
South East	285	1,840	2,864	4,255	2,831	1,855	2,457	1,255	1,213	455	442	84	51	-	19,887
Kweneng East	1,103	4,800	12,267	9,839	8,140	5,429	5,514	3,135	2,661	919	1,455	319	321	470	56,372
Kweneng West	-	967	1,630	1,465	983	682	403	350	140	75	135	-	-	-	6,830
Kgatleng	1,004	2,550	3,937	3,604	2,536	2,692	2,023	1,640	1,060	463	348	540	383	345	23,125
Central Serowe/Palapye	947	6,886	8,326	8,587	6,378	4,417	3,897	2,807	2,692	2,054	1,499	1,017	563	989	51,059
Central Mahalapye	860	3,706	5,484	4,450	4,349	3,047	3,090	2,170	1,464	667	575	592	258	566	31,278
Central Bobonong	508	2,822	3,499	3,444	3,077	1,792	2,168	1,513	827	1,055	336	82	85	163	21,371
Central Boteti	149	759	2,433	2,589	1,927	1,144	1,373	556	527	204	-	-	77	306	12,044
Central Tutume	682	4,702	10,309	7,117	4,451	3,659	3,050	1,847	2,213	884	1,636	876	202	333	41,961
North East	224	1,631	1,887	909	1,371	1,190	926	994	1,119	816	320	-	181	216	11,784
Ngamiland East	432	2,743	5,215	4,598	3,850	2,359	1,964	1,806	369	353	476	238	74	133	24,610
Ngamiland West	176	1,302	2,609	2,457	1,613	1,406	805	543	155	60	-	83	83	74	11,366
Chobe	251	633	765	1,490	764	602	451	357	160	102	47	31	-	55	5,708
Ghanzi	-	804	884	1,156	937	497	402	427	68	68	183	71	-	-	5,497
Kgalagadi South	225	902	1,565	1,470	1,628	729	581	406	205	227	153	-	-	34	8,125
Kgalagadi North	-	285	216	588	422	599	180	225	152	380	-	-	66	-	3,113
Total	11,827	55,237	100,533	95,238	74,635	55,287	49,060	33,741	25,740	15,361	11,909	5,760	3,829	4,761	542,918

**Table 77: Population Aged 10+ with school Attainment of Std. 5 and over by District, Age group and Sex - 2003 (Cont'd)**

Both Sexes	10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+	total
Gaborone	2,244	9,520	20,319	24,852	21,567	17,946	15,309	11,297	6,425	5,086	1,826	976	496	717	138,580
Francistown	1,207	5,395	10,399	11,571	9,242	7,107	4,967	3,837	2,691	2,140	1,996	274	415	186	61,427
Lobatse	333	1,977	2,895	4,126	2,551	2,109	1,573	1,369	813	797	909	241	88	82	19,863
Selibe Phikwe	654	2,848	4,685	5,413	4,591	3,863	3,102	1,750	1,724	1,069	742	49	60	-	30,550
Orapa	147	383	713	604	717	1,071	419	401	321	353	103	52	-	-	5,284
Jwaneng	293	883	2,007	1,684	975	1,279	1,132	741	873	619	120	-	-	-	10,606
Sowa Town	34	136	271	247	262	304	191	109	109	56	-	32	-	-	1,751
Southern	2,248	10,226	16,717	11,574	9,935	5,446	5,732	4,205	3,259	2,254	1,522	1,033	1,223	555	75,929
Barolong	883	3,223	5,293	3,647	2,227	2,084	2,090	1,362	1,168	1,129	944	571	809	127	25,557
Ngwaketse West	264	948	1,565	971	445	518	69	323	170	63	68	103	35	44	5,786
South East	489	3,451	5,565	7,970	5,731	3,702	4,033	2,139	2,068	1,009	755	384	306	61	37,663
Kweneng East	1,571	10,342	22,769	18,047	15,447	9,513	8,265	4,926	4,534	1,828	2,580	458	550	946	101,776
Kweneng West	-	1,564	2,976	3,203	1,530	820	727	630	419	287	262	148	52	-	12,618
Kgatleng	1,813	5,157	7,780	6,526	4,376	3,719	3,778	2,306	1,494	1,262	839	600	627	543	40,820
Central Serowe/Palapye	1,504	12,963	17,699	15,145	11,372	7,851	6,512	4,207	4,239	2,695	2,137	2,004	986	1,451	90,765
Central Mahalapye	1,466	6,704	11,074	8,029	7,366	5,495	4,921	3,343	2,866	1,240	794	698	383	965	55,344
Central Bobonong	593	5,817	9,085	5,592	4,654	3,354	3,298	2,248	1,532	1,720	745	82	177	474	39,371
Central Boteti	504	1,807	5,110	5,509	3,416	1,954	2,370	1,296	1,381	609	246	76	77	306	24,661
Central Tutume	1,216	10,810	19,504	12,582	9,282	6,263	4,994	3,338	3,297	1,797	2,562	1,356	841	925	78,767
North East	616	3,722	4,314	1,904	2,986	3,083	1,592	1,441	1,328	1,416	886	96	328	416	24,128
Ngamiland East	849	4,855	9,749	7,331	6,535	4,462	3,409	3,465	1,278	705	642	580	254	494	44,608
Ngamiland West	437	2,587	4,652	4,240	2,827	2,197	1,590	1,062	155	208	288	157	148	148	20,696
Chobe	382	1,464	1,721	2,232	1,259	897	761	535	517	188	156	117	-	55	10,284
Ghanzi	30	1,206	1,869	1,785	1,952	1,571	946	781	262	411	254	101	-	91	11,259
Kgalagadi South	245	1,578	2,623	2,580	2,704	1,431	1,147	736	299	315	173	34	-	34	13,899
Kgalagadi North	199	816	592	1,339	980	888	587	225	152	453	218	-	66	66	6,581
<b>Total</b>	<b>20,221</b>	<b>110,382</b>	<b>191,946</b>	<b>168,703</b>	<b>134,929</b>	<b>98,927</b>	<b>83,714</b>	<b>58,072</b>	<b>43,374</b>	<b>29,709</b>	<b>21,767</b>	<b>10,222</b>	<b>7,921</b>	<b>8,686</b>	<b>988,573</b>

**Table 78: Respondents Aged 10years and over who left school before completing Std. 5 by reason for leaving, and age group - 2003**

Reason	Total literate population	Left school before completing Std 5														Total	
		10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+		Unclassified
<b>Both sexes</b>																	
Goal achieved	356	65	-	-	-	-	-	-	-	82	115	-	-	94	-	-	356
Lack of money	8649	68	59	506	265	178	417	164	1170	1498	1624	757	1046	768	129	-	8649
Lost interest	8942	235	625	1337	874	924	922	632	477	359	572	636	566	541	147	-	8847
Helping at home	1732	-	52	-	74	107	61	60	56	326	524	-	73	399	-	-	1732
Parent not interested	4004	132	130	137	195	335	188	257	287	484	728	324	306	441	60	-	4004
Ill health	5915	65	400	966	397	664	616	286	520	452	661	268	339	134	70	-	5838
Taking car of family member	515	-	-	-	48	-	-	106	71	-	-	153	-	136	-	-	514
Taking care of family member	1335	94	-	-	-	-	35	-	101	129	-	396	307	274	-	-	1336
Distance	1060	87	73	175	-	56	171	111	-	111	65	63	70	78	-	-	1060
Marriage	1773	-	-	-	-	-	-	54	161	71	85	429	270	494	209	-	1773
Pregnancy	2061	-	-	-	186	241	171	280	232	57	85	610	113	85	-	-	2060
Could not cope	2775	-	-	212	928	206	310	121	116	66	185	219	122	290	-	-	2775
Did not understand the importance of school	2179	157	65	-	117	244	127	132	162	85	213	138	323	268	148	-	2179
Looking after cattle/working at lands	8525	-	71	124	250	215	252	853	870	1455	974	1412	669	1088	197	-	8430
Cultural/ Religious beliefs	212	-	-	-	53	-	57	49	53	-	-	-	-	-	-	-	212
Other	3136	208	230	555	308	136	192	253	221	176	193	264	156	75	106	-	3073
<b>Total</b>	<b>53169</b>	<b>1111</b>	<b>1705</b>	<b>4012</b>	<b>3695</b>	<b>3306</b>	<b>3519</b>	<b>3358</b>	<b>4497</b>	<b>5351</b>	<b>6024</b>	<b>5669</b>	<b>4360</b>	<b>5165</b>	<b>1066</b>	<b>-</b>	<b>52838</b>

**Table 78: Respondents Aged 10years and over who left school before completing Std. 5 by reason for leaving, and age group – 2003 (cont'd) - 2003**

Reason	Total literate population	Left school before completing Std 5														Unclassified	Total
		10-11	12-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+		
<b>Males</b>																	
Goal achieved	209	-	-	-	-	-	-	-	-	-	115	-	-	94	-	-	209
Lack of money	2370	-	-	252	206	-	273	31	210	226	264	130	589	189	-	-	2370
Lost interest	4591	79	490	720	663	544	565	262	118	184	102	53	287	375	147	-	4589
Helping at home	316	-	-	-	-	48	-	60	-	48	-	-	-	161	-	-	317
Parent not interested	1222	-	-	63	73	208	106	-	175	128	301	-	112	57	-	-	1223
Ill health	2603	65	335	560	330	442	-	191	73	189	159	123	-	66	70	-	2603
Taking care of family member	119	-	-	-	48	-	-	-	-	-	-	71	-	0	-	-	119
Taking care of sibling/family member	314	94	-	-	-	-	35	-	49	68	-	-	-	68	-	-	314
Distance	295	87	73	60	-	-	76	-	-	-	-	-	-	-	-	-	296
Marriage	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pregnancy	58	-	-	-	58	-	-	-	-	-	-	-	-	-	-	-	58
Could not cope	1464	-	-	149	672	122	138	-	79	-	-	168	-	135	0	-	1463
Did not understand the importance of school	858	-	65	-	117	244	-	-	72	85	92	66	68	49	0	-	858
Looking after cattle/working at lands	4727	-	71	124	250	184	125	722	578	875	182	760	132	568	92	-	4663
Cultural/ Religious beliefs	102	-	-	-	-	-	-	49	53	-	-	-	-	-	-	-	102
Other	2219	137	94	432	308	136	192	80	160	176	193	156	156	-	-	-	2220
<b>Total</b>	<b>21467</b>	<b>462</b>	<b>1128</b>	<b>2360</b>	<b>2725</b>	<b>1928</b>	<b>1510</b>	<b>1395</b>	<b>1567</b>	<b>1979</b>	<b>1408</b>	<b>1527</b>	<b>1344</b>	<b>1762</b>	<b>309</b>	<b>-</b>	<b>21404</b>
Goal achieved	147	65	-	-	-	-	-	-	-	82	-	-	-	-	-	-	147
Lack of money	6279	68	59	254	59	178	144	133	960	1272	1360	627	456	579	129	-	6278
Lost interest	4351	156	135	617	211	380	357	370	359	175	470	583	279	166	-	-	4258
Helping at home	1416	-	52	-	74	59	61	-	56	279	524	-	73	238	-	-	1416
Parent not interested	2782	132	130	74	123	127	82	257	112	356	428	324	194	383	60	-	2782
Ill health	3312	-	65	407	67	222	616	96	447	263	502	145	339	68	-	-	3237
Taking care of family member	396	-	-	-	-	-	-	106	71	-	-	82	-	136	-	-	395
Taking care of family member	1021	-	-	-	-	-	-	-	52	61	-	396	307	206	-	-	1022
Distance	765	-	-	115	-	56	95	111	-	111	65	63	70	78	-	-	764
Marriage	1773	-	-	-	-	-	-	54	161	71	85	429	270	494	209	-	1773
Pregnancy	2003	-	-	-	128	241	171	280	232	57	85	610	113	85	-	-	2002
Could not cope	1311	-	-	63	256	83	172	121	37	66	185	51	122	155	-	-	1311
Did not understand the importance of school	1321	157	-	-	-	0	127	132	90	-	122	72	255	219	148	-	1322
Looking after cattle/working at lands	3798	-	-	-	-	31	127	131	292	579	793	653	537	520	106	-	3769
Cultural/ Religious beliefs	110	-	-	-	53	-	57	-	-	-	-	-	-	-	-	-	110
Other	917	71	136	123	-	-	-	172	61	-	-	108	-	75	106	-	853
<b>Total</b>	<b>31702</b>	<b>649</b>	<b>577</b>	<b>1653</b>	<b>971</b>	<b>1377</b>	<b>2009</b>	<b>1964</b>	<b>2930</b>	<b>3372</b>	<b>4619</b>	<b>4143</b>	<b>3015</b>	<b>3402</b>	<b>758</b>	<b>-</b>	<b>31439</b>

**Table 79: Employed population aged 10 years and over for whom Reading and Writing in Setswana or Reading and Writing in English was requirement for employment – 2003**

Age Group/ <b>Both sexes</b>	Reading and writing in Setswana required	Reading and writing in Setswana not required	Total	Reading and writing in English required	Reading and writing in English not required	Total
10-11	-	65	65	-	-	-
12-14	-	245	245	-	65	65
15-19	239	322	561	128	64	192
20-24	460	738	1,198	113	-	113
25-29	423	908	1,425	86	112	198
30-34	611	1,669	2,280	215	273	488
35-39	951	1,271	2,222	80	70	150
40-44	941	1,797	2,790	264	47	311
45-49	1,541	1,440	3,114	372	129	501
50-54	1,619	1,518	3,137	193	257	450
55-59	989	1,897	2,985	319	327	646
60-64	537	1,151	1,872	77	174	251
65-69	611	1,016	1,693	-	390	390
70+	70	177	247	-	92	92
Unclassified	-	-	-	-	-	-
<b>Total</b>	<b>8,992</b>	<b>14,214</b>	<b>23,834</b>	<b>1,847</b>	<b>2,000</b>	<b>3,843</b>
<b>Males</b>						
10-11	-	65	65	-	-	-
12-14	-	245	245	-	65	65
15-19	239	176	415	128	64	192
20-24	333	368	701	113	-	113
25-29	74	416	490	86	71	157
30-34	410	998	1,408	139	153	292
35-39	430	746	1,176	80	-	80
40-44	829	805	1,686	264	47	311
45-49	1,333	571	1,982	284	129	413
50-54	853	668	1,521	193	193	386
55-59	513	779	1,391	160	108	268
60-64	480	844	1,508	-	122	122
65-69	235	893	1,194	-	390	390
70+	-	177	177	-	92	92
Unclassified	-	-	-	-	-	-
<b>Total</b>	<b>5,729</b>	<b>7,751</b>	<b>13,959</b>	<b>1,447</b>	<b>1,434</b>	<b>2,881</b>
<b>Females</b>						
10-11	-	-	-	-	-	-
12-14	-	-	-	-	-	-
15-19	-	146	146	-	-	-
20-24	127	370	497	-	-	-
25-29	349	492	935	-	41	41
30-34	201	671	872	76	120	196
35-39	522	524	1,046	-	70	70
40-44	112	991	1,103	-	-	-
45-49	208	869	1,131	87	-	87
50-54	766	850	1,616	-	65	65
55-59	476	1,118	1,594	158	219	374
60-64	58	307	365	77	52	129
65-69	377	124	501	-	-	-
70+	70	-	70	-	-	-
Unclassified	-	-	-	-	-	-
<b>Total</b>	<b>3,266</b>	<b>6,462</b>	<b>9,876</b>	<b>398</b>	<b>567</b>	<b>962</b>

**Table 80: Employed population aged 10years and over for whom reading in Setswana or English was requirement for employment in the current job - 2003**

	Reading and writing in Setswana currently required	Reading and writing in Setswana currently not required	Total	Reading and writing in English currently required	Reading and writing in English not currently required	Total
<b>Both sexes</b>						
10-11	-	-	-	-	-	-
12-14	-	-	-	-	-	-
15-19	-	240	240	-	-	-
20-24	65	160	225	-	-	-
25-29	54	660	714	74	-	74
30-34	325	312	637	56	92	148
35-39	532	880	1482	-	275	275
40-44	387	458	986	170	-	344
45-49	180	862	1137	57	289	346
50-54	325	657	1077	128	141	269
55-59	411	170	680	177	186	363
60-64	353	545	898	75	119	194
65-69	168	201	435	-	-	78
70+	-	35	35	-	-	-
Unclassified	-	-	-	-	-	-
<b>Total</b>	<b>2,800</b>	<b>5,180</b>	<b>8,545</b>	<b>737</b>	<b>1,102</b>	<b>2,091</b>
<b>Males</b>						
10-11	-	-	-	-	-	-
12-14	-	-	-	-	-	-
15-19	-	115	115	-	-	-
20-24	65	-	65	-	-	-
25-29	-	448	448	74	-	74
30-34	161	48	209	-	92	92
35-39	416	578	994	-	161	161
40-44	188	148	388	72	-	160
45-49	54	312	366	57	166	223
50-54	98	458	556	128	-	128
55-59	411	0	510	83	109	192
60-64	201	153	354	75	52	127
65-69	-	-	66	-	-	1157
70+	-	35	35	-	-	-
Unclassified	-	-	-	-	-	-
<b>Total</b>	<b>1,594</b>	<b>2,295</b>	<b>4,106</b>	<b>489</b>	<b>580</b>	<b>2,314</b>
<b>Females</b>						
10-11	-	-	-	-	-	-
12-14	-	-	-	-	-	-
15-19	-	125	125	-	-	125
20-24	-	160	160	-	-	160
25-29	54	212	266	-	-	266
30-34	164	264	428	56	-	56
35-39	115	302	487	-	115	115
40-44	199	310	597	97	-	183
45-49	127	550	772	-	122	122
50-54	227	199	521	-	141	141
55-59	-	170	170	94	77	171
60-64	152	392	544	-	67	67
65-69	168	201	369	-	-	78
70+	-	-	-	-	-	-
Unclassified	-	-	-	-	-	-
<b>Total</b>	<b>1,206</b>	<b>2,885</b>	<b>4,439</b>	<b>247</b>	<b>522</b>	<b>933</b>

**Table 81: Population aged 10 years and over for that use reading skills at work in current job**

<b>BOTH SEXES</b>	Reading and/or writing in Setswana used				Reading and/or writing in English used				Grand Total	<i>Percent of Grand Total</i>
	Regula rly	Sometimes	Never	Total	Regularly	Sometimes	Never	Total		
10-11	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-
15-19	31	208	-	239	31	97	-	128	367	2.4
20-24	53	210	74	396	-	113	-	113	509	3.4
25-29	189	288	-	477	160	-	-	160	637	4.2
30-34	676	260	-	936	271	-	-	271	1,207	8.0
35-39	963	478	92	1,533	31	49	-	80	1,613	10.7
40-44	912	505	-	1,469	434	-	-	434	1,903	12.6
45-49	947	659	115	1,816	341	87	-	428	2,244	14.9
50-54	1,045	708	70	2,040	136	245	82	463	2,503	16.6
55-59	909	492	-	1,500	288	208	-	496	1,996	13.2
60-64	466	274	238	978	77	-	75	152	1,130	7.5
65-69	333	515	-	914	-	-	-	-	914	6.1
70+	-	70	-	70	-	-	-	-	140	0.9
Unclassified	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>6,524</b>	<b>4,667</b>	<b>589</b>	<b>12,368</b>	<b>1,769</b>	<b>799</b>	<b>157</b>	<b>2,725</b>	<b>15,093</b>	<b>100.5</b>
<b>Males</b>										
10-11	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-
15-19	31	208	-	239	31	97	-	128	367	3.9
20-24	-	210	-	269	-	113	-	113	382	4.0
25-29	74	-	-	74	160	-	-	160	234	2.5
30-34	419	151	-	570	139	-	-	139	709	7.5
35-39	325	478	92	895	31	49	-	80	975	10.3
40-44	690	327	-	1,069	336	0	-	336	1,405	14.9
45-49	841	489	57	1,387	341	0	-	341	1,728	18.3
50-54	532	420	-	952	136	245	-	381	1,333	14.1
55-59	627	297	-	1,023	99	145	-	244	1,267	13.4
60-64	331	274	75	680	-	-	75	75	755	8.0
65-69	54	181	-	301	-	-	-	-	301	3.2
70+	-	-	-	-	-	-	-	-	-	-
Unclassified	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>3,924</b>	<b>3,035</b>	<b>224</b>	<b>7,459</b>	<b>1,273</b>	<b>649</b>	<b>75</b>	<b>1,997</b>	<b>9,456</b>	<b>100.0</b>
<b>Female</b>										
10-11	-	-	-	-	-	-	-	-	-	-
12-14	-	-	-	-	-	-	-	-	-	-
15-19	-	-	-	-	-	-	-	-	-	-
20-24	53	-	74	127	-	-	-	-	127	2.3
25-29	115	288	-	403	-	-	-	-	403	7.2
30-34	256	109	-	365	132	-	-	132	497	8.8
35-39	637	-	-	637	-	-	-	-	637	11.3
40-44	222	178	-	400	97	-	-	97	497	8.8
45-49	107	171	57	430	-	87	-	87	517	9.2
50-54	513	288	70	1,088	-	-	82	82	1,170	20.8
55-59	282	195	-	477	189	63	-	252	729	12.9
60-64	134	-	163	297	77	-	-	77	374	6.6
65-69	279	334	-	613	-	-	-	-	613	10.9
70+	-	70	-	70	-	-	-	-	70	1.2
Unclassified	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>2,598</b>	<b>1,633</b>	<b>364</b>	<b>4,907</b>	<b>495</b>	<b>150</b>	<b>82</b>	<b>727</b>	<b>5,634</b>	<b>100.0</b>

**Table 82: Unemployed population aged 10 years and over by school attendance and sex - 2003**

School Attendance	Job seekers		Total
	Male	Female	
<b>Formal School</b>			
Never attended	4,245	2,085	6,330
Still attending	-	-	-
Left formal school	59,967	72,657	132,624
Unknown	-	32	32
<b>Non-formal</b>			
Still attending	132	178	310
Left formal school	1,661	2,055	3,716
Unknown	-	-	-
<b>Total</b>	<b>66,005</b>	<b>77,007</b>	<b>143,012</b>

**Table 83: Unemployed population aged 10 years and over by age group and sex - 2003**

Age group	Job seekers		Total
	Male	Female	
10-11	161	-	161
12-14	195	554	749
15-19	9,727	11,652	21,379
20-24	24,265	28,983	53,248
25-29	13,862	16,525	30,387
30-34	6,317	8,237	14,554
35-39	3,985	5,260	9,245
40-44	2,660	2,301	4,961
45-49	2,238	1,818	4,056
50-54	1,079	999	2,078
55-59	679	526	1,205
60-64	552	152	704
65-69	222	-	222
70+	-	-	-
Unclassified	63	-	63
<b>Total</b>	<b>66,005</b>	<b>77,007</b>	<b>143,012</b>
<i>% of Grand total</i>	<i>40.77</i>	<i>59.23</i>	<i>100.0</i>



**Table 84: Unemployed population aged 10 years and over by district and sex -2003**

District	Job seekers			% Grant Total
	Male	Female	Total	
Gaborone	6,077	8,762	14,839	10.4
Francistown	2,373	3,570	5,943	4.2
Lobatse	1,506	2,206	3,712	2.6
Selibe Phikwe	1,348	2,131	3,479	2.4
Orapa	172	367	539	0.4
Jwaneng	580	766	1,346	0.9
Sowa Town	84	162	246	0.2
Urban villages	6,848	7,576	14,424	10.1
Barolong	2,885	5,005	7,890	5.5
Ngwaketse West	425	710	1,135	0.8
South East	2,401	1,765	4,166	2.9
Kweneng East	11,166	10,765	21,931	15.3
Kweneng West	2,484	1,451	3,935	2.8
Kgatleng	2,471	2,945	5,416	3.8
Central Serowe/Palapye	6,350	8,150	14,500	10.1
Central Mahalapye	3,219	3,104	6,323	4.4
Central Bobonong	2,196	2,134	4,330	3.0
Central Boteti	1,133	1,052	2,185	1.5
Central Tutume	2,805	2,980	5,785	4.0
North East	1,042	1,179	2,221	1.6
Ngamiland East	3,642	4,180	7,822	5.5
Ngamiland West	668	1,395	2,063	1.4
Chobe	658	491	1,149	0.8
Ghanzi	1,259	967	2,226	1.6
Kgalagadi South	1,106	1,499	2,605	1.8
Kgalagadi North	1,107	1,695	2,802	2.0
Total	66,005	77,007	143,012	100.0
<i>% of Grand total</i>	<i>46.2</i>	<i>53.8</i>	<i>100.0</i>	

## **APPENDIX B: SURVEY METHODOLOGY AND SAMPLE CHARACTERISTICS**

### **4.1 Objectives, Target Population and Scope & Coverage**

#### *4.1.1 Objectives*

The survey was designed to measure the country's literacy not only by the number of years spent at school (formal school) but also through objective testing of "Literacy Skills" as well as its utility value and numeracy.

#### *4.1.2. Target Population for Literacy Test*

Literacy tests were applied to a population who otherwise assumed illiterate. Criteria were derived to select population eligible to take such literacy test, referred to, as "eligible population". These criteria are:

- Only Botswana Citizens
- 10-70 years old
- Never attended or left school before completing Standard 5.

#### *4.1.3. Scope and Coverage*

Only private dwellings were within the scope of the survey. Institutional dwellings (prisons, hospitals, army barracks, hotels, etc), Ngamiland Delta, CKGR and with completely industrial area were not within the scope of the survey.

The non-citizen tourists who were in Botswana on holidays and not working here were also not included in the survey. Foreign tourists may, of course, be here as visitors to a selected household for the survey. In such cases they were treated as visitors, their names were recorded and the relevant questions were asked about them only at household level. The coverage was nation-wide using administrative sub-districts that are usually used by the Central Statistical Office.

### **4.2 Sampling Frame, Stratification, Sample Size and Allocation, and Sample Design**

#### *4.2.1 Sampling Frame*

In general the 2001 Population and Housing Census, undertaken in August, is the Sampling Frame on which sample selection for the Survey Programmes are based. The census result gives information on population, number of household at Locality, Enumeration Area (EA), village and district/town levels. Also given for each EA is information on ecological zones in rural areas..

The Sampling frame was defined and constituted by all *Enumeration Areas (EAs)* found in three geographical regions viz. (i) Cities & Towns (ii) Urban Villages<sup>1</sup>, and (iii) Rural Districts as defined by the 2001 Population and Housing Census.

Being a two-stage design, two frames were required one for each stage. The sampling frame for the first stage based on the 2001 Population and Housing Census. This comprised the list of all Enumeration Area (EA) together with number of households. In the census the EAs were framed of manageable size (in terms of dwellings/households). Consequently, the Blocks and EAs are synonymous. So the primary sampling units (psu) were EAs.

The sampling frame for the second stage was produced only in the selected EAs. Before the beginning of the survey interviews, the field teams listed all private habitable dwellings/households in their EAs. Thus the number of occupied households in the selected EA served as sampling frame for that EA.

*Remarks: The EA's in the army barracks, Ngamiland delta, Institution (without any households) and with completely industrial area were also excluded.*

The frame for the Botswana Literacy Survey 2003 consisted of 4,114 EAs being the total number of Enumeration Areas (EAs) delineated during the 2001 Population and Housing Census after taking out the 38 EA's of the CKGR, Delta and Institutions.

#### 4.2.2 Stratification

When national level estimates are the main focus a type of stratification that is simple to implement and highly efficient is *implicit stratification*. It is a form of geographic stratification, which when used together with systematic *pps* sampling automatically distributes the sample proportionately into each of the nation's administrative subdivisions, as well as the urban and rural sectors.

Creation of strata is dictated by two principal criteria. These include a need to:

- i. provide estimates for each major region of the country.
- ii. increase precision

Thus, stratification variables included cities/towns and administrative districts.

Apart from national and rural estimates, the Government, which is the main user of CSO data, requires accurate estimates for all regions for planning and monitoring of development projects. Stratification was therefore undertaken such that all districts and major urban centres become their own strata. With regard to increase precision consideration was also given to group EAs according to ecological zones in rural districts and according to income categories in cities/towns.

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<sup>1</sup> These are villages each with a 2001 Census population of 5,000 or more and at least 75 percent of its workforce engaged in non-agricultural economic activities.

Geographical stratification along ecological zones and income categories was expected to improve the accuracy of survey data in view that homogeneity of the variables was relatively high.

There are five major rural ecological zones, namely:

- Village,
- Lands
- Cattle Post
- Freehold Farms
- Mixture of Land and Cattle Post

During the delineation of the maps, each EA was associated with unique ecological zone and thus, grouping the EAs into respective zones was not a problem. To facilitate the selection according to the stratification variables, the EAs were listed in some order, for example starting cattle post, then farms etc. in case of rural areas.

#### *4.2.3 Sample Size and Allocation of Sample (Households) to Strata*

The size of the sample is perhaps the most important parameter of the sample design, because it affects the precision, the cost and duration of the survey more than any other factor. With the other statistical determinants, the overall sample size for BLS-2003 has also taken consideration of the numbers of PSUs (EAs) and SSUs (households). After few revisions, it was decided to include around 7280 households in the sample.

***Remarks:*** *Two general rules of thumb govern the choice on numbers of PSUs (EAs) and SSUs (households): (i) the more PSUs, it is better, as both geographic representation, or spread, and overall reliability will be improved; and (ii) the smaller the number of SSUs, the more reliable estimates will be.*

For BLS-203 the sample (households) was allocated into strata proportionally to the total number of household as per 2001 Census (see Table 1).

**Table1: Distribution of Households and Enumeration Area (EAs)****Households/EA=****20**

Str. No.	Census District Code	Stratum/Census-District Name	EAs in Population 2001 Census	Household s in Population 2001 Census	Households Allocation in Sample	EAs in Sample	Final EAs in Sample
		(1)	Cities/Towns	(2)	(3)	(4)	(5)
1	01	Gaborone	478	58476	1013	51	51
2	02	Francistown	187	23124	401	20	19
3	03	Lobatse	78	8523	148	7	7
4	04	Selibe Phikwe	141	15258	264	13	13
5	05	Orapa	26	2578	45	2	4
6	06	Jwaneng	38	4681	81	4	4
7	07	Sowa	14	979	17	1	4
	Sub-Total	Cities/Towns	962	113619	1968	98	102
			Ur.Villages				
8	10	Southern	130	12278	213	11	11
8	20	South East	66	9843	171	9	9
8	30	Kweneng	269	30758	533	27	27
8	40	Kgatleng	70	7869	136	7	7
8	50	Central	440	43965	762	38	38
8	70	Ngamiland	112	13458	233	12	12
8	80	Ghanzi	23	2679	46	2	4
8	90	Kgalagadi	15	1671	29	1	4
	Sub-Total	Urban Villages**	1125	122521	2122	106	112
			Rural				
9	10	Ngwaketse	160	12185	211	11	11
10	11	Borolong	122	10348	179	9	9
11	12	Ngwaketse West	31	2391	41	2	4
12	20	South East	51	4937	86	4	4
13	30	Kweneng East	173	14358	249	12	12
14	31	Kweneng West	98	7462	129	6	6
15	40	Kgatleng	111	9185	159	8	8
16	50	Serowe/Palapye	239	17327	300	15	15
17	51	Mahalapye	181	13580	235	12	12
18	52	Bobonong	116	9248	160	8	8
19	53	Central Boteti	86	6746	117	6	6
20	54	Tutume	244	19421	336	17	17
21	60	North East	115	10834	188	9	9

Str. No.	Census District Code	Stratum/Census-District Name	EAs in Population 2001 Census	Households in Population 2001 Census	Households Allocation in Sample	EAs in Sample	Final EAs in Sample
22	70	Ngamiland East	62	5728	99	5	5
23	71	Ngamiland West	82	8806	153	8	8
24	72	Chobe	31	2407	42	2	4
25	80	Ghanzi	63	4987	86	4	4
26	90	Kgalagadi South	48	4008	69	3	4
27	91	Kgalagadi North	43	3984	69	3	4
	Sub-Total	Rural	2056	167942	2909	145	150
	Total		4143	404082	7000	350	364

**Note**

*Col 3= Households in sample are distributed proportional to households in population*

*Col 4= Number of Households in Col 3 divided by the number of households to be selected per EA (20 households per EA )*

*Col 5= where the number of EAs in col 4 was less than 4 were raised to 4, to have minimum 4 EAs in each census district/stratum.*

**\*\*Urban Villages:** These are villages each with a 2001 Census population of 5,000 or more and at least 75 percent of its workforce engaged in non-agricultural economic activities. In total there are now 27 urban villages.

**Stratum 8** (Urban Villages) is a derived stratum of EAs of Urban Villages of Rural Districts (Strata 9-27).

**Remark:** Complete rural district results will need the estimation of any urban small town or urban village component to add to the rural component.

*4.2.4 Sample Design*

A stratified two-stage probability sample design was used for the selection of the sample. The **first stage** was the selection of EAs as Primary Sampling Units (PSUs) selected with probability proportional to measures of size (PPS), where measures of size (MOS) were the number of households in the EA as defined by the 2001 Population and Housing Census. In all 364 EAs were selected with probability proportional to size.

At the **second stage** of sampling, the households were systematically selected from fresh list of occupied households prepared at the beginning of the survey's fieldwork (i.e. listing of households for the selected EAs). Overall **7280** households were drawn systematically.

**(a) First Stage: Sampling of EAs**

In the first stage, the EAs were systematically selected with probability proportional to measures of size (PPS), where measures of size (MOS) were the number of dwellings/households in the EA as defined by the 2001 Population and Housing Census.

The procedure for selecting the EA in each stratum consists of:

- (i) Calculating the sampling interval for the stratum:

$$I = \sum M_i / n$$

Where;

$\sum M_i$  is the size of the stratum (total number of households in the stratum according to 2001 Census) and 'n' is the number of EAs to be selected in the stratum.

- (ii) Calculating the cumulated size of each EA.
- (iii) Calculating the sampling numbers  $R, R+I, R+2I, \dots, R+(n-1)I$ , where  $R$  is the random number between 1 and  $I$ .
- (iv) Comparing each sampling number with the cumulated size.

The EA to be selected was the first whose cumulated size was greater or equal to the sampling number.

### ***(b) Second Stage: Sampling of Households***

Upon completion of households listing, the household lists were carefully checked. Household numbers was assigned to each household in the EA, Vacant and non-residential structures and structures under construction were not numbered. The total number of households in the EA was the last household number assigned in the EA.

The listing operation was used mainly to update the measures of size at the EA level for second stage sampling.

The criterion for the number of households allocated in the EA was fixed because of administrative convenience and spread of sample over strata.

The Systematic selection of households consist of:

- (i) Calculating the sampling interval for the stratum:

$$I = M / m$$

Where;

M is the total number of occupied households listed in the stratum and 'm' is the number of households to be selected in the stratum.

- (ii) Calculating the sampling numbers R, R+I, R+2I, ..., R+(m-1)I, where R is the random number between 1 and I.

### 4.3 Calculation of Sampling Weights

Being a multistage design, it follows naturally that the sample selected at each stage represents (or is assumed to) the respective population. The fundamental assumption was that units selected at each stage were similar to those not selected, in respect of characteristics of interest. In the treatment of unit for the non-response the assumption that the responders were similar to non-responders though should not be always taken for granted.

The weights of the sample are equal to the inverse of the probability of selection. Therefore the sampling probabilities at first stage of selection of EAs including probabilities of selecting the households were used to calculate the weights.

There are three components to the weighting:

**(i) From EA to Stratum Level**

First stage weights account for the varying probability of EA selection. That is they are proportional to the inverse of the size measure.

**First stage weight** for i-th EA in h-th stratum is

$$W_{1hi} = \frac{\sum_i M_{hi}}{n_h M_{hi}}$$

Where,

$W_{1hi}$  = First stage weight for i-th EA in h-th stratum.

$n_h$  = The number of EAs selected in h<sup>th</sup> stratum.

$M_{hi}$  = The size (households according to 2001 Census frame) of the i-th EA in h-th stratum

$\sum_i M_{hi}$  = The total size of the h<sup>th</sup> stratum (2001 Census frame).



**(ii) From Household Level to EA Level**

This is a simple weight obtained by dividing the total occupied households in the EA by the number of selected households in that EA.

**Second stage weight** for i-th EA in h-th stratum is

$$W_{2hi} = \frac{M_{hi}^o}{m_{hi}}$$

Where,

$W_{2hi}$  = Second stage weight for i-th EA in h-th stratum.

$M_{hi}^o$  = Total number of listed households in i-th EA in h-th stratum.

$m_{hi}$  = The number of occupied households selected for the i-th EA in h-th stratum.

**(iii) A Non-Response Adjustment**

For the Botswana Literacy Survey no substitution was allowed for non-response and household questionnaire had to be returned for all households, responding or non-responding. The response codes and corresponding results are:

Result Code	Final Visit Result	Percent Response Code			
		Cities/Towns	Urban Villages	Rural	Total
1	Completed	93.14	94.69	93.80	93.89
2	No one at home (Non Contact)	5.98	5.0	5.63	5.54
3	Postponed	-	0.09	0.03	0.04
4	Refused	0.39	0.09	-	0.14
5	Partly completed	0.49	0.13	0.43	0.36
6	Other: Dwelling Vacant/ Dwelling out of scope	-	-	0.10	0.04
	<b>Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>
		<b>(2040)</b>	<b>(2240)</b>	<b>(3000)</b>	<b>(7280)</b>

Only non-contact and refusals were taken as non-response. The other sample loss was effectively taken as zero i.e. no one lived in these households. The non-response rate was made at the EA level. The adjustment was equal to the presumed total households in the EA (codes 1+2+4+5) divided by the presumed valid response in that EA (codes 1+5). In effect non-contacts and refusals were given the characteristics of average valid respondents in the EA.

The non-response adjustment for the i-th EA in h-th stratum

$$R_{hi} = 1 + \frac{m_{2hi} + m_{4hi}}{m_{1hi} + m_{5hi}}$$

Where  $m_{jhi}$  is the number of occupied households falling under j-th ( $j = 1, 2, 4$  and  $5$ ) result code in i-th EA of h-th stratum.

Thus, the **final weight** for the i-th EA in h-th stratum is

$$W_{hi} = W_{1hi} \cdot W_{2hi} \cdot R_{hi}$$

#### 4.4 Household and Individual Questionnaires

The questionnaires are the primary recording documents of the survey. In the development of the questionnaires, along with the professionals, the other members (Including some users) were also invited. The final version of the questionnaires were finalized on the basis of the experiences gained from the Pilot Survey conducted using the drafted questionnaires for the survey. The 2003 BLS consisted of two questionnaires, namely

- iii. The Household Questionnaire, and
- iv. The Individual Questionnaire

##### 4.4.1 The Household Questionnaire

This questionnaire is a standardized questionnaire of the CSO's Household Survey Programme except with a little modification as per the need of the designated survey. This questionnaire also set the criteria for eligibility of being an BLS individual questionnaire respondent.

The Household questionnaire was divided into **four** major sets of questions, namely

- i. Socio-Demographic Characteristics
- ii. Education and Social Characteristics
- iii. Employment Status and Other Economic Characteristics
- iv. Eligibility Criteria for being an individual questionnaire respondent

Eligibility Criteria was not a question asked by the respondent. It was meant for the interviewer to identify persons who were eligible for an individual questionnaire respondent.

**Criteria:** “Those respondents who were aged 10-70 years and were usual members of this household were eligible for an individual respondent.”

##### 4.4.2 Individual Questionnaire

All the eligible individuals from the household questionnaire were asked the questions on the individual questionnaire.

The process of individual questionnaire development was not a simple task. The challenge was to develop the types of questions that led to achieving the survey objectives. Standardised questionnaire were developed so as to provide the basis for current (where feasible) and future comparability. More specifically, questions and the design structure of the questionnaire took into full account a set of objectives spelt out in chapter 2, with a view to address them.

The individual questionnaire has the questions mainly on the following topics:

- i. School Attendance (left and never attended).
- ii. Literacy classes.
- iii. Setswana reading and writing tests.
- iv. English reading and writing tests.
- v. Numeracy test
- vi. Setswana or English oral tests
- vii. Language other than Setswana or English

#### **4.5 Pre-Test, Training of Field Staff, Field Team, Listing of Households and Quality Control Measures**

##### *4.5.1 Pre-Test*

The Botswana Literacy Survey instruments (household and individual) were pre-tested in areas in and around Gaborone. Households were selected at random from EAs belong to different strata according to the stratification in the sample design.

##### *4.5.2 Training of Field Staff*

A team of 12 officers trained the field staff for the Botswana Literacy Survey. Among the trainees there were 40 supervisors and 86 enumerators trained over a period of two weeks (15-24 September 2003). Of the 86 enumerators, 65 were recruited for fieldwork, 15 for coding and editing duties. During the training, as a selection criterion, the trainees were subjected to a theoretical test followed by practical interviews involving real households. Classroom mock interviews and translation of the questions into Setswana were used as practice during the training because most interviews were conducted in Setswana.

##### *4.5.3 Field Teams*

There was eighty-nine field staff, comprising 29 supervisors and 65 enumerators. Nineteen (19) of the supervisors were permanent Central Statistics Office staff whereas the other 10 were permanent Department of Non-Formal Education staff. There were 28 teams of enumerators and one floating supervisor. The teams comprised mainly of two enumerators and a supervisor. Each team had at least one vehicle and a driver. Twenty-six (26) of the 28 teams were assigned 16 EAs each during the course of the survey. The remaining two (2) teams were designated as floating teams and they got assigned work as and when the need arose. The floating supervisor also got assigned work to supervise

some enumerators particularly in areas where work was behind. Six (6) officers who were responsible for the quality control field visits supported the teams. The survey data collection was completed between 8th October 2003 and 23<sup>rd</sup> of December 2003.

#### *4.5.4 Listing of Households in the Selected EAs*

During each round, each of the 26 teams listed all households in habitable permanent and private dwellings in their assigned EAs within a period of two days. Temporary dwellings such as tents, military barracks and school/institutional hostels were excluded. During the listing households were identified as either ‘Occupied’ or ‘Unoccupied’. From the list of occupied households the enumeration teams used Systematic Sampling procedure to select 20 households in each EA.

During the first round supervisors were encouraged to accompany enumerators during their visits. This helped in enumerators gaining the necessary confidence and also helped supervisors in monitoring of interviews. From then onwards, both the team supervisors concentrated on monitoring survey resources and editing of questionnaires.

#### *4.5.5 Quality Control*

The quality control team during their field inspections identified some problems relating to recording and interpretation of questions and advised the field teams accordingly. Since most of the coding and editing exercise was done alongside the data collection, it was easy to contact the teams while they were still out in the field and make proper editing and coding of the items.

During field inspection some errors such, Ntshi Construction, Iverness Farm were found in the industry questions. These names did not specify, as required, what the person or company did. Some of the errors also involved some information not stated or inconsistent about age, formal school attendance, non-formal school attendance, reasons for not attending literacy classes, some tests not administered when they should have, some answers to tests stated but no marks awarded and vice-versa, etc. In all the cases affected enumerators were sent back to make the necessary corrections.

#### *4.5.6 Dates of Survey Rounds*

<b>Activities/Rounds</b>	<b>Period</b>
1 <sup>st</sup> Round	08 Oct 2003 – 10 Oct 2003
2 <sup>nd</sup> Round	13 Oct 2003 – 31 Oct 2003
3 <sup>rd</sup> Round	03 Nov 2003 – 21 Nov 2003
4 <sup>th</sup> Round	24 Nov 2003 – 15 Dec 2003

## **4.6 Data Processing**

Data processing involved manual office editing and coding of answers to questions that were not pre-coded. It also includes data capture and online editing (cleaning of captured data).

Editing and coding started on 14 November 2003 and was completed on 31 January 2004. Training of (15) temporary staff used as editors and coders was conducted on 12 and 13 November 2003. Data capture was done seven (7) officers from 15 December 2003 to 27 February 2004. Online editing started on 12 April to 17 September 2004, and was carried out by two officers from Central Statistics Office (CSO) and Department of Non-Formal Education (DNFE)

Some of the problems encountered during data processing are as follow:

### **Household Questionnaire:**

- Questions on non-formal education for some people who were still attending formal or have obtained high levels of training, were not asked, probably on the wrong assumption that such people would not have gone through non-formal education
- Some people had undergone some training but the subject of training not specified
- A few managers holding high positions in business enterprises had not received any training
- Family helpers in family business were confused with housemaids and people working at own lands or cattle posts in occupation and industry questions.
- Locality and district were sometimes not specified in place of usual living

### **Individual Questionnaire:**

- Question 16 which asked about why people think it is important to be able to read and write was a multiple answer question but at times there was only one option answer indicated, or there were conflicting answers where there were a couple of options indicated
- Some tests had answers only but marks not indicated, and vice-versa
- There were few cases where skip instructions were missed resulting in some relevant questions not asked

## **4.7 Constraint Analysis**

Ten (10) supervisors all from CSO boycotted assessment test and as a result there was no selection of best supervisors as initially planned as the 10 were sent back to office before the end of training. It was a matter of take all situation, even weak supervisors were taken but assigned areas closer to Gaborone so that they would be closely monitored.

Central Statistics Office and Department of Non-Formal Education had limited capacity in terms of staff and skills required to do the analysis within the reasonable time frame after the survey was conducted. For this reason, the University of Botswana's Research

Team in the Faculty of Education was awarded the consultancy to analyse the survey data and produce report. The team worked with staff of CSO and DNFE to build capacity.

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