



SECONDARY SCHOOLS STATS BRIEF 2022

Private Bag 0024, Gaborone
Tel: 367 1300 **Toll Free:** 0800 600 200

Private Bag F193, Francistown
Tel. 241 5848

Private Bag 47, Maun
Tel: 371 5716

E-mail: info@statsbots.org.bw **Website:** <http://www.statsbots.org.bw>



STATISTICS BOTSWANA



SECONDARY SCHOOLS STATS BRIEF 2022

Preface

This report gives highlights on education and training in Botswana for the year 2022.

The publication provides users with comprehensive education statistics and information on the number of education institutions, enrolments, teachers and facilities at Secondary education level. The statistics are of good quality, policy-relevant, reliable and provides evidence of the country's progress towards meeting national and international obligations. The information provided by this report serves to monitor education related policies, notably: The 1994 Revised National Policy on Education (RNPE), the ten year basic education for all with emphasis on inclusive education and secondary and higher education, National Development Plans (NDP), Vision 2036, Education For All (EFA) and Sustainable Development Goals (SDG) to mention among a few. The information will also be used as a basis for assessing the equitable allocation of resources in the various districts, regions and other denominations.

We sincerely thank all those who provided information for their significant contribution to the production of this report. It would not have been possible to produce this report without the contribution of all Heads of Institutions through availing the required data.

For more information and further enquiries, contact the Directorate of Stakeholder Relations at **367 1300**. All Statistics Botswana outputs/publications are available on the website at www.statsbots.org.bw, Statistics Botswana Library (Head-Office, Gaborone) and at the Ministry of Education and its strategic centres.



Dr Lucky Mokgatlhe
Acting Statistician General
June 2024

TABLE OF CONTENTS

INTRODUCTION	1
1.0 Education System	1
1.1 NATIONAL POLICY ON EDUCATION	1
2.0 SECONDARY EDUCATION SCHOOL OWNERSHIP	2
Table 2.1: Number of Secondary Schools by School Ownership– 2012-2022.....	2
Table 2.2: Number of Secondary Schools by School Ownership and Region-2022.....	2
Table 2.2.1: Number of Secondary Schools by Level and Boarding Status-2022.....	3
Table 2.3: Number of Schools, Streams, Classrooms and Enrolment By Region and School Ownership-2022.....	3
Table 2.3: Number of Schools, Streams, Classrooms and Enrolment by Region and School Ownership(Cont) -2022.....	4
Table 2.4: Number of Schools, Streams, Classrooms and Enrolment by District -2022.....	5
Table 2.5: Number of Schools, by Region, Boarding Status, Enrolment and Level –Junior Secondary Schools-2022.....	5
Table 2.6: Number of Schools , by Region, Boarding Status,Enrolment and Level –Senior Secondary Schools-2022.....	6
Table 2.7: Number of Schools , by Region, Boarding Status,Enrolment and Level –Unified-2022.....	6
Table 2.8: Number of Schools , by Region, Boarding Status,Enrolment and Level –All Levels-2022.....	6
3.0 SECONDARY EDUCATION ENROLMENT	7
Table 3.1: Secondary School Enrolment by School Ownership, Sex and Form- 2022.....	7
Table 3.2: Secondary School Enrolment by Region, Sex and Form- 2022.....	8
Table 3.3: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2022. (Government Schools)	8
Table 3.4: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2022 (Government Aided Schools)	10
Table 3.5: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2022 (Private Schools)	10
Table 3.6: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2022 (All Schools)	11
4.0 SECONDARY SCHOOL ENROLMENT WITH DISABILITY	12
Table 4.1: Secondary School Enrolment with Special Education Needs by Form, Region and Sex-2022.....	12
Table 4.2: Secondary School Enrolment with Special Education Needs by Type of Impairment, Form and Sex-2022.....	13
5.0 SECONDARY SCHOOL ENROLMENT TREND	14
Table 5.1: Secondary School Enrolment by Form and Sex (2015-2022).....	14
6.0 SECONDARY SCHOOL EDUCATION COVERAGE	15
Table 6.1: Secondary School Age Specific Enrolment Rates (ASER)-2022.....	15
Table 6.2: Enrolment Ratios for both Sexes by Age -group and Year 2012-2022.....	15

7.0 SECONDARY SCHOOL DROP-OUTS, REPEATERS AND RE-ENTRANTS	17
SCHOOL DROP-OUTS	17
Table 7.1: Secondary School Dropout by Year, Form and Sex 2018-2022.....	17
Table 7.2: Number of Secondary School Drop-outs by Region, Form and Sex – 2022.....	18
Table 7.3: Secondary School Dropout by Reason, Form and Sex – 2022.....	19
Table 7.3: Secondary School Dropout by Reason, Form and Sex – 2022 (Cont.).....	20
Table 7.4: Secondary School Repeaters by Form and Sex – 2022.....	21
Table 7.5: Re-entrants-2022.....	21
8.0 SECONDARY SCHOOL TEACHERS 2022	22
Table 8.1: Secondary School Teachers by Employment Status-2022.....	22
Table 8.2: Teachers by Level, School Ownership and Sex-2022.....	23
Table 8.3: Secondary School Teachers by Region and Qualification-2022.....	23
Table 8.4: Number of Secondary School Teachers 2012-2022.....	24
LIST OF ACRONYMS	25
Appendix 1: Indicators for Education.....	26

LIST OF FIGURES

Figure 1: Secondary School Enrolment by School Ownership-2022.....	7
Figure 2: Secondary School Enrolment by Region-2022.....	9
Figure 3: Secondary School Enrolment by Form and Sex – 2012-2022.....	14
Figure 4: Transition Rates in Secondary Education	16
Figure 5: Number of Secondary School Drop out by level Per Year(2012-2022).....	20
Figure 6: Secondary School Teachers by Citizenship-2022.....	22
Figure 7: Secondary School Teachers By Qualification – 2022.....	24



INTRODUCTION

This report is based on education data collected through the 2022 Annual School Census. The Annual school Census is an exercise carried out by the Education Management Information Systems (EMIS) unit in the Ministry of Education and Skills Development under the Department of Educational Planning and Research Services (DEPRS). Data analysis and report writing are done by Education Statistics Unit (Statistics Botswana) housed in the Ministry of Education. The data is collected on annual basis from Government, Government Aided and Privately owned secondary schools at the lower and upper secondary school levels.

It should be noted that this publication mainly covers data for the school year 2022. However, some data from previous years have been used for comparative analysis, time series and production of other indicators.

The statistics provided are primarily on the number of schools, school ownership, enrolments, drop outs, re-entrants, teachers and their qualification. Statistical Indicators reported includes; Enrolment rates, pupil/teacher ratio, Transition rates and dropout rates among others.

1.0 Education System

Secondary education is divided into two phases in public schools: lower secondary (Form 1 through Form 3) and upper secondary (Form 4 and Form 5). On completing Form 3, pupils sit for Junior Certificate examinations, on passing this exam, they obtain a Junior Certificate and advance to Senior Secondary. At the end of senior secondary, pupils sit for Botswana General Certificate of Secondary Education (BGCSE) in public schools and International General Certificate of Secondary Education (IGCSE) in private secondary schools. On successful completion of senior secondary education pupil advance to Tertiary education, some go through A-level qualifications on passing the secondary school examinations. Pupils obtaining A-level qualifications advance to Tertiary Education.

1.1 REVISED NATIONAL POLICY ON EDUCATION

The 1994 Revised National Policy on Education (RNPE) is the main policy framework for the provision of education in Botswana (Ministry of Education, 1994). The main goal of the policy is to improve access, ensure equity and inclusiveness for all, improve and maintain quality and effective management in the education system. Ministry of Education and Skills Development (MoESD) through RNPE (1994) is committed towards an inclusive education system and provision of special education. This in turn facilitates increase in access to education by all including orphans, vulnerable children, children in difficult circumstances, children with special education needs and disability.

While RNPE is the main education policy in place there are other national and international development frameworks such as Vision 2036 and Sustainable Development Goals focused on education.

- a) **Vision 2036- Human and skills development** .Botswana society will be knowledgeable with relevant quality education that is outcome based, with emphasis on technical and vocational skills as well as academic competencies(Education with production)
- b) **Sustainable Development Goals 4-** It aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The National Development Plan (NDP) 11 (April 2007 – 2023) equally commits to ensuring implementation of the above mentioned policies and other National and International Frameworks. The plan embraces, among other things, provision of adequate supply of qualified, productive and competitive human resource, education for all and universal primary education. Furthermore the plan focuses on increasing access and equity in education and provision of quality and relevant education.

2.0 SECONDARY EDUCATION SCHOOL OWNERSHIP

Secondary school ownership in Botswana is mainly divided into three categories of; Government, Government aided and privately owned schools. Government secondary schools are solely managed by the Ministry of Education, while the private schools are owned by individuals or companies and government aided schools are mission schools run by religious institutions (Roman Catholic Church and United Congregational Church of Southern Africa (UCCSA)) in partnership with the Ministry of Education.

Table 2.1: Number of Secondary Schools by School Ownership– 2012-2022

Years	Secondary School Ownership						Total
	Government	% Share	Government Aided	% Share	Private	% Share	
2012	235	83.0	4	1.4	44	15.6	283
2013	235	82.5	4	1.4	46	16.1	285
2014	238	81.8	4	1.4	49	16.8	291
2015	237	80.9	4	1.4	52	17.8	293
2017	237	81.7	4	1.4	49	16.9	290
2018	237	81.4	4	1.4	50	17.2	291
2019	237	81.4	4	1.4	50	17.2	291
2020	237	81.4	4	1.4	50	17.2	291
2021	237	81.4	4	1.4	50	17.2	291
2022	237	80.3	4	1.4	54	18.3	295

Table 2.1 shows that there has been an increase of 4.2 percent in the number of secondary schools, from 283 in 2012 to 295 in 2022. An increase of 22.7 percent was recorded in the number of privately owned secondary schools between 2012 and 2022, where as Government schools increased by only 0.9 percent, no changes were recorded in Government Aided Secondary Schools. However, between 2015 and 2021 number of privately owned schools reduced by 3.8 percent. An increase of 8.0 percent in private schools was again recorded between 2021 and 2022. Out of the 295 secondary schools that operated in 2022, Government schools constituted 80.3 percent, while government aided and private schools constituted 1.4 and 18.3 percent respectively.

Table 2.2: Number of Secondary Schools by Ownership and Region-2021-2022

Region	GOV	%	GA	%	PVT	%	TOTAL	%
South East	25	10.5	2	50	21	38.9	48	16.3
North East	20	8.4	1	25	8	14.8	29	9.8
Southern	34	14.3	-	0	7	13.0	41	13.9
Kweneng	26	11.0	-	0	6	11.1	32	10.8
Kgatleng	11	4.6	-	0	1	1.9	12	4.1
North West	14	5.9	1	25	4	7.4	19	6.4
Chobe	2	0.8	-	0	-	0.0	2	0.7
Ghanzi	5	2.1	-	0	1	1.9	6	2
Kgalagadi	7	3.0	-	0	-	0.0	7	2.4
Central	93	39.2	-	0	6	11.1	99	33.6
TOTAL	237	100	4	100	54	100	295	100

Table 2.2 shows that the Central region had the highest percentage of secondary schools at 33.6 percent followed by the South East region with 16.3 percent. The Chobe region had the lowest proportion of secondary schools accounting for only 0.7 percent.

On the other hand, the South East region had the highest percentage of private schools 38.9 percent followed by the North East and Southern regions with 14.8 percent and 13.0 percent each. Chobe and Kgalagadi regions did not have private secondary schools.

Table 2.2.1: Number of Secondary Schools by Region, Level and Boarding Status-2022

Region	Secondary Schools by Region, level and boarding Status						
	Junior	Senior	Unified	Total	Boarding	Non Boarding	Total
South East	21	6	21	48	5	43	48
North East	18	3	8	29	10	19	29
Southern	30	4	7	41	10	31	41
Kweneng	23	2	7	32	7	25	32
Kgatlang	10	1	1	12	4	8	12
North West	13	2	4	19	10	9	19
Chobe	2	0	0	2	2	0	2
Ghanzi	4	1	1	6	6	0	6
Kgalagadi	5	1	1	7	7	0	7
Central	81	12	6	99	38	61	99
National	207	32	56	295	99	196	295

Table 2.3: Number of Schools, Streams, Classrooms and Enrolment By Region and School Ownership-2022

Government Region	School	Classroom	Streams (Classes)	Students	Average Stream Size	Student Classroom Ratio	Classrooms- (Minus) Streams
South East	25	393	805	21,891	27	56	-412
North East	20	280	410	13,672	33	49	-130
Southern	34	523	749	22,524	30	43	-226
Kweneng	26	465	770	22,314	29	48	-305
Kgatlang	11	152	269	7,350	27	48	-117
North West	14	288	426	12,946	30	45	-138
Chobe	2	31	57	1,502	26	48	-26
Ghanzi	5	99	135	4,007	30	40	-36
Kgalagadi	7	105	165	5,232	32	50	-60
Central	93	1,377	2,123	63,793	30	46	-746
TOTAL	237	3,713	5,909	175,231	30	47	-2196
Government Aided							
South East	2	79	97	3,063	32	39	-18
North East	1	42	57	1,876	33	45	-15
North West	1	46	59	1,847	31	40	-13
TOTAL	4	167	213	6,786	32	41	-46
Private							
South East	21	382	278	6,338	23	17	104
North East	8	73	61	1,344	22	18	12
Southern	7	76	34	594	17	8	42
Kweneng	6	66	39	810	21	12	27
Kgatlang	1	11	8	124	16	11	3
North West	4	22	16	361	23	16	6
Ghanzi	1	10	5	49	10	5	5
Central	6	45	25	514	21	11	20
TOTAL	54	685	466	10,134	22	15	219

Table 2.3 shows an average stream size of 29.7 in government schools as opposed to 21.7 in privately owned schools. Student classroom ratio is much lower in private owned schools at 14.8 compared to 47.2 in government owned schools. A smaller student classroom ratio provides an opportunity for a student and teacher contact and hence improve learning and performance of students.

Table 2.3 Cont'd: Number of Schools,Streams,Classrooms andEnrolment By Region and School Ownership-2022

	School	Classroom	Streams (Classes)	Students	Average Stream Size	Student/ Classroom Ratio	Classrooms (Minus) Streams
ALL							
South East	48	854	1,180	31,292	26.5	36.6	-326
North East	29	395	528	16,892	32	42.8	-133
Southern	41	599	783	23,118	29.5	38.6	-184
Kweneng	32	531	809	23,124	28.6	43.5	-278
Kgatleng	12	163	277	7,474	27	45.9	-114
North West	19	356	501	15,154	30.2	42.6	-145
Chobe	2	31	57	1,502	26.4	48.5	-26
Ghanzi	6	109	140	4,056	29	37.2	-31
Kgalagadi	7	105	165	5,232	31.7	49.8	-60
Central	99	1,422	2,148	64,307	29.9	45.2	-726
TOTAL	295	4,565	6,588	192,151	29.2	42.1	-2,023

Table 2.3 presents the statistics at National level which include Government owned schools, Government Aided schools and the Private schools. It must be noted that an average class size for the country (Botswana) was 29.2 students while the student-class ratio was 42.1 out of a total enrolment of 192,151 students enrolled in 295 schools, with a total of 4,565 classrooms.

Table 2.4: Number of Schools, Streams, Classrooms and Enrolment By District-2022

ALL	School	Classrooms	Streams (classes)	Students	Average Stream Size	Student/ Classroom Ratio	Classrooms (minus) Streams
Gaborone	37	665	862	22,925	26.6	34	-197
Francistown	18	279	339	10,539	31.1	38	-60
Lobatse	8	134	133	3,796	28.5	28	1
Selibe Phikwe	9	134	156	4,420	28.3	33	-22
Orapa	1	22	24	671	28	31	-2
Jwaneng	2	24	45	1,232	27.4	51	-21
Sowa Pan	2	10	24	631	26.3	63	-14
Ngwaketse	26	343	483	14,369	29.7	42	-140
Borolong	5	98	122	3,721	30.5	38	-24
South East	11	189	318	8,367	26.3	44	-129
Kweneng	32	531	809	23,124	28.6	44	-278
Kgatleng	12	163	277	7,474	27	46	-114
Serowe/Palapye	28	408	612	17,618	28.8	43	-204
Central Mahalapye	18	264	353	10,795	30.6	41	-89
Central Bobonong	14	183	266	8,573	32.2	47	-83
Central Boteti	8	124	240	7,012	29.2	57	-116
Central Tutume	19	277	473	14,587	30.8	53	-196
North East	11	116	189	6,353	33.6	55	-73
Ngami South	12	227	288	8,706	30.2	38	-61
Ngami North	7	129	213	6,448	30.3	50	-84
Chobe	2	31	57	1,502	26.4	48	-26
Ghanzi	6	109	140	4,056	29	37	-31
Kgalagadi South	3	58	79	2,805	35.5	48	-21
Kgalagadi North	4	47	86	2,427	28.2	52	-39
TOTAL	295	4,565	6,588	192,151	29.2	42	-2023

Table 2.5: Number of Schools, by Region, Boarding Status, Enrolment and Level – Junior Secondary Schools-2022

REGIONS	Number of schools	Boarding			Non boarding			Total enrolment		
		M	F	T	M	F	T	M	F	T
South East	21	8	18	26	7,807	7,970	15,777	7,815	7,988	15,803
North East	18	889	817	1,706	4,441	4,435	8,876	5,330	5,252	10,582
Southern	30	1,268	1,361	2,629	6,815	6,886	13,701	8,083	8,247	16,330
Kweneng	23	1,030	1,247	2,277	7,541	7,430	14,971	8,571	8,677	17,248
Kgatleng	10	191	213	404	2,717	2,710	5,427	2,908	2,923	5,831
North West	13	1,447	1,529	2,976	4,158	4,283	8,441	5,605	5,812	11,417
Chobe	2	311	307	618	447	437	884	758	744	1,502
Ghanzi	4	563	720	1,283	820	806	1,626	1,383	1,526	2,909
Kgalagadi	5	527	596	1,123	732	641	1,373	1,259	1,237	2,496
Central	81	4,389	4,733	9,122	18,976	18,371	37,347	23,365	23,104	46,469
TOTAL	207	10,623	11,541	22,164	54,454	53,969	108,423	65,077	65,510	130,587

Table 2.6: Number of Schools , by Region, Boarding Status,Enrolment and Level – Senior Secondary Schools-2022

REGIONS	Number of schools	Boarding			Non boarding			Total enrolment		
		M	F	T	M	F	T	M	F	T
South East	6	532	780	1,312	3,486	4,353	7,839	4,018	5,133	9,151
North East	3	709	975	1,684	1,475	1,807	3,282	2,184	2,782	4,966
Southern	4	794	1,146	1,940	1,851	2,403	4,254	2,645	3,549	6,194
Kweneng	2	179	298	477	1,302	1,662	2,964	1,481	1,960	3,441
Kgatlang	1	25	61	86	650	783	1,433	675	844	1,519
North West	2	587	961	1,548	739	1,089	1,828	1,326	2,050	3,376
Chobe	-	-	-	-	-	-	0	0	0	0
Ghanzi	1	272	429	701	167	230	397	439	659	1,098
Kgalagadi	1	297	470	767	84	117	201	381	587	968
Central	12	3,218	4,369	7,587	4,134	5,603	9,737	7,352	9,972	17,324
TOTAL	32	6,613	9,489	16,102	13,888	18,047	31,935	20,501	27,536	48,037

Table 2.7: Number of Schools , by Region, Boarding Status,Enrolment and Level – Unified-2022

REGIONS	Number of schools	Boarding			Non boarding			Total enrolment		
		M	F	T	M	F	T	M	F	T
South East	21	54	66	120	3,133	3,085	6,218	3,187	3,151	6,338
North East	8	81	98	179	595	570	1,165	676	668	1,344
Southern	7	-	-	0	296	298	594	296	298	594
Kweneng	7	629	674	1,303	519	613	1,132	1,148	1,287	2,435
Kgatlang	1	2	-	2	70	52	122	72	52	124
North West	4	18	19	37	154	170	324	172	189	361
Chobe	-	-	-	-	-	-	0	0	0	0
Ghanzi	1	11	9	20	15	14	29	26	23	49
Kgalagadi	1	315	408	723	531	514	1,045	846	922	1,768
Central	6	-	-	0	254	260	514	254	260	514
TOTAL	56	1,110	1,274	2,384	5,567	5,576	11,143	6,677	6,850	13,527

Table 2.8: Number of Schools , by Region, Boarding Status,Enrolment and Level – All Levels-2022.

REGIONS	Number of schools	Boarding			Non boarding			Total enrolment		
		M	F	T	M	F	T	M	F	T
South East	48	594	864	1,458	14,426	15,408	29,834	15,020	16,272	31,292
North East	29	1,679	1,890	3,569	6,511	6,812	13,323	8,190	8,702	16,892
Southern	41	2,062	2,507	4,569	8,962	9,587	18,549	11,024	12,094	23,118
Kweneng	32	1,838	2,219	4,057	9,362	9,705	19,067	11,200	11,924	23,124
Kgatlang	12	218	274	492	3,437	3,545	6,982	3,655	3,819	7,474
North West	19	2,052	2,509	4,561	5,051	5,542	10,593	7,103	8,051	15,154
Chobe	2	311	307	618	447	437	884	758	744	1,502
Ghanzi	6	846	1,158	2,004	1,002	1,050	2,052	1,848	2,208	4,056
Kgalagadi	7	1,139	1,474	2,613	1,347	1,272	2,619	2,486	2,746	5,232
Central	99	7,607	9,102	16,709	23,364	24,234	47,598	30,971	33,336	64,307
National	295	18,346	22,304	40,650	73,909	77,592	151,501	92,255	99,896	192,151

3.0 SECONDARY EDUCATION ENROLMENT

Table 3.1: Secondary School Enrolment by School Ownership, Sex and Form- 2022

School ownership		FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	Total
Government	Male	22,759	21,911	21,595	9,161	8,857	-	84,283
	Female	22,621	21,809	22,250	12,372	11,896	-	90,948
	Total	45,380	43,720	43,845	21,533	20,753	-	175,231
Government Aided	Male	-	-	-	1,447	1,460	-	2,907
	Female	-	-	-	1,977	1,902	-	3,879
	Total	0	0	0	3424	3362	0	6,786
Private	Male	959	904	991	1,065	823	323	5,065
	Female	974	973	983	1,006	824	309	5,069
	Total	1,933	1,877	1,974	2,071	1,647	632	10,134
All Schools	Male	23,718	22,815	22,586	11,673	11,140	323	92,255
	Female	23,595	22,782	23,233	15,355	14,622	309	99,896
	Total	47,313	45,597	45,819	27,028	25,762	632	192,151

Table 3.1 shows that secondary school enrolment in 2022 was 192,151, which was an increase of 0.9 percent (190,453) as compared to 2021 enrolment. Female students accounted for 51.99 percent compared to their male counterparts with 48.0 percent.

Figure 1: Secondary School Enrolment by School Ownership-2022

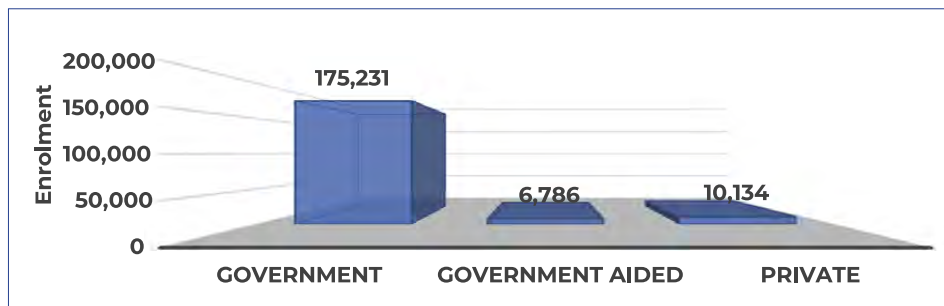


Figure 1 shows that secondary school enrolment in government secondary schools was at 175,231 constituting 91.2 percent, while the enrolment for Government aided schools was at 6,786 constituting 3.5 percent and Private schools enrolled 10,134 students constituting 5.3 percent of total enrolment.

Table 3.2: Secondary School Enrolment by Region, Sex and Form- 2022

MALES							
REGION	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
South East	3,429	3,109	3,024	2,641	2,526	291	15,020
North East	1,929	1,912	1,903	1,301	1,115	30	8,190
Southern	2,781	2,753	2,733	1,420	1,337	-	11,024
Kweneng	3,185	3,040	3,080	945	950	-	11,200
Kgatlang	983	964	994	374	340	-	3,655
North West	1,985	1,926	1,822	697	671	2	7,103
Chobe	270	249	239	-	-	-	758
Ghanzi	514	453	433	204	244	-	1,848
Kgalagadi	616	666	606	295	303	-	2,486
Central	8,026	7,743	7,752	3,796	3,654	-	30,971
TOTAL	23,718	22,815	22,586	11,673	11,140	323	92,255
FEMALES							
REGION	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
South East	3,373	3,246	3,178	3,156	3,050	269	16,272
North East	1,897	1,870	1,895	1,563	1,440	37	8,702
Southern	2,840	2,758	2,820	1,851	1,825	-	12,094
Kweneng	3,214	3,075	3,168	1,260	1,207	-	11,924
Kgatlang	1,032	954	968	411	454	-	3,819
North West	1,983	1,935	2,029	1,110	991	3	8,051
Chobe	225	258	261	-	-	-	744
Ghanzi	576	488	481	335	328	-	2,208
Kgalagadi	629	571	617	480	449	-	2,746
Central	7,826	7,627	7,816	5,189	4,878	-	33,336
TOTAL	23,595	22,782	23,233	15,355	14,622	309	99,896
BOTH SEXES							
REGION	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
South East	6,802	6,355	6,202	5,797	5,576	560	31,292
North East	3,826	3,782	3,798	2,864	2,555	67	16,892
Southern	5,621	5,511	5,553	3,271	3,162	-	23,118
Kweneng	6,399	6,115	6,248	2,205	2,157	-	23,124
Kgatlang	2,015	1,918	1,962	785	794	-	7,474
North West	3,968	3,861	3,851	1,807	1,662	5	15,154
Chobe	495	507	500	-	-	-	1,502
Ghanzi	1,090	941	914	539	572	-	4,056
Kgalagadi	1,245	1,237	1,223	775	752	-	5,232
Central	15,852	15,370	15,568	8,985	8,532	-	64,307
TOTAL	47,313	45,597	45,819	27,028	25,762	632	192,151

Figure 2: Secondary School Enrolment by Region and Sex-2022

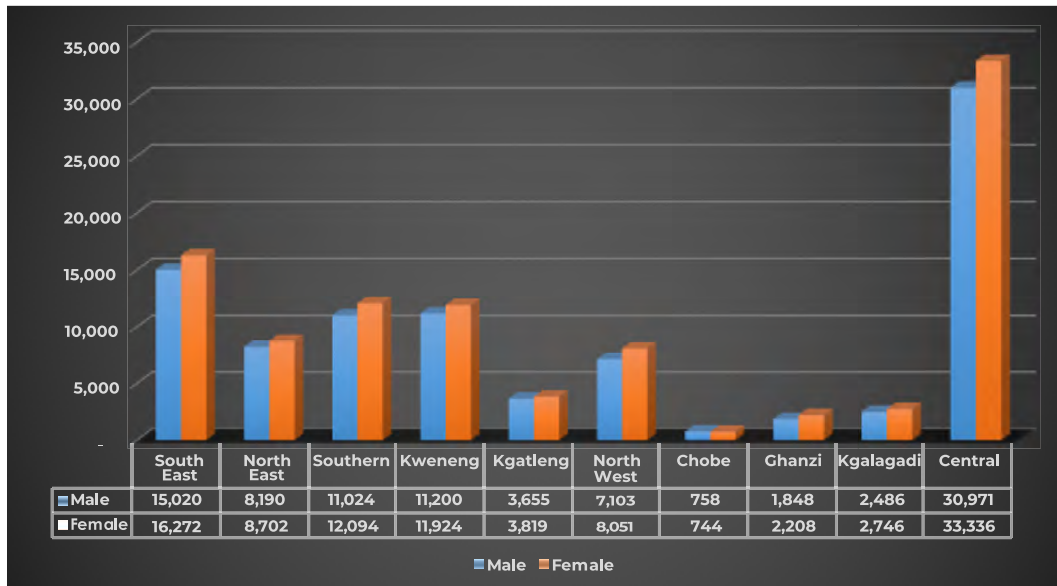


Figure 2 shows that generally, the sex ratio of enrolment into Secondary schools is in favour of female students as compared to their male counterparts in all the 10 education regions.

Table 3.3: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2022

GOVERNMENT SCHOOLS																
Age in years	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	TOTAL	
<12	58	80	-	-	-	-	-	-	-	-	-	-	58	80	138	
12	1,405	2,065	22	25	-	-	-	-	-	-	-	-	1,427	2,090	3,517	
13	7,530	9,414	1,194	1,695	38	51	-	-	-	-	-	-	8,762	11,160	19,922	
14	8,802	8,136	6,794	8,399	920	1,454	5	12	-	-	-	-	16,521	18,001	34,522	
15	3,713	2,294	8,528	8,254	6,190	8,099	584	1,024	10	22	-	-	19,025	19,693	38,718	
16	931	473	3,957	2,615	8,945	8,981	3,348	5,241	720	1,158	-	-	17,901	18,468	36,369	
17	249	120	1,024	588	4,109	2,849	3,707	4,587	3,008	4,922	-	-	12,097	13,066	25,163	
18	48	31	262	130	1,073	628	1,160	1,208	3,580	4,466	-	-	6,123	6,463	12,586	
19	16	7	75	65	221	141	270	236	1,219	1,086	-	-	1,801	1,535	3,336	
20	7	1	50	36	58	33	57	51	253	180	-	-	425	301	726	
21	-	-	5	2	33	12	23	12	46	52	-	-	107	78	185	
22	-	-	-	-	8	2	6	-	15	7	-	-	29	9	38	
23	-	-	-	-	-	-	1	1	5	2	-	-	6	3	9	
24	-	-	-	-	-	-	-	-	1	1	-	-	1	1	2	
>24	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
TOTAL	22,759	22,621	21,911	21,809	21,595	22,250	9,161	12,372	8,857	11,896	0	0	84,283	90,948	175,231	

Table 3.4: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2022

GOVERNMENT AIDED SCHOOLS																
Age in years	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	TOTAL	
<12	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
12	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
13	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
14	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
15	-	-	-	-	-	-	32	78	-	1	-	-	32	79	111	
16	-	-	-	-	-	-	397	709	37	68	-	-	434	777	1,211	
17	-	-	-	-	-	-	804	1,024	403	690	-	-	1,207	1,714	2,921	
18	-	-	-	-	-	-	166	128	598	827	-	-	764	955	1,719	
19	-	-	-	-	-	-	28	26	343	269	-	-	371	295	666	
20	-	-	-	-	-	-	12	10	59	41	-	-	71	51	122	
21	-	-	-	-	-	-	7	1	15	5	-	-	22	6	28	
22	-	-	-	-	-	-	1	1	4	1	-	-	5	2	7	
23	-	-	-	-	-	-	-	-	1	-	-	-	1	0	1	
24	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
>24	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
TOTAL	0	0	0	0	0	0	1,447	1,977	1,460	1,902	0	0	2,907	3,879	6,786	

Table 3.5: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2022

PRIVATE SCHOOLS																
Age in years	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	TOTAL	
<12	22	42	-	-	-	-	-	-	-	-	-	-	22	42	64	
12	233	294	43	50	-	-	-	-	-	-	-	-	276	344	620	
13	459	451	217	298	14	26	-	-	-	-	-	-	690	775	1,465	
14	219	167	404	448	145	183	26	35	-	-	-	-	794	833	1,627	
15	24	17	212	154	373	391	159	205	24	32	-	-	792	799	1,591	
16	2	3	26	17	284	211	413	445	126	164	19	15	870	855	1,725	
17	-	-	2	6	107	123	301	216	252	296	46	53	708	694	1,402	
18	-	-	-	-	50	36	118	73	234	181	131	109	533	399	932	
19	-	-	-	-	12	9	34	22	104	72	82	95	232	198	430	
20	-	-	-	-	4	3	8	6	46	46	34	24	92	79	171	
21	-	-	-	-	1	-	3	2	20	14	6	10	30	26	56	
22	-	-	-	-	1	1	1	1	9	7	5	3	16	12	28	
23	-	-	-	-	-	-	2	1	4	1	-	-	6	2	8	
24	-	-	-	-	-	-	-	-	4	11	-	-	4	11	15	
>24	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
TOTAL	959	974	904	973	991	983	1,065	1,006	823	824	323	309	5,065	5,069	10,134	

Table 3.6: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2022– 2022

ALL SCHOOLS																
Age in years	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	TOTAL	
<12	80	122	-	-	-	-	-	-	-	-	-	-	80	122	202	
12	1,638	2,359	65	75	-	-	-	-	-	-	-	-	1,703	2,434	4,137	
13	7,989	9,865	1,411	1,993	52	77	-	-	-	-	-	-	9,452	11,935	21,387	
14	9,021	8,303	7,198	8,847	1,065	1,637	31	47	-	-	-	-	17,315	18,834	36,149	
15	3,737	2,311	8,740	8,408	6,563	8,490	775	1,307	34	55	-	-	19,849	20,571	40,420	
16	933	476	3,983	2,632	9,229	9,192	4,158	6,395	883	1,390	19	15	19,205	20,100	39,305	
17	249	120	1,026	594	4,216	2,972	4,812	5,827	3,663	5,908	46	53	14,012	15,474	29,486	
18	48	31	262	130	1,123	664	1,444	1,409	4,412	5,474	131	109	7,420	7,817	15,237	
19	16	7	75	65	233	150	332	284	1,666	1,427	82	95	2,404	2,028	4,432	
20	7	1	50	36	62	36	77	67	358	267	34	24	588	431	1,019	
21	-	-	5	2	34	12	33	15	81	71	6	10	159	110	269	
22	-	-	-	-	9	3	8	2	28	15	5	3	50	23	73	
23	-	-	-	-	-	-	3	2	10	3	-	-	13	5	18	
24	-	-	-	-	-	-	-	-	5	12	-	-	5	12	17	
>24	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	
TOTAL	23,718	23,595	22,815	22,782	22,586	23,233	11,673	15,355	11,140	14,622	323	309	92,255	99,896	192,151	

4.0 SECONDARY SCHOOL ENROLMENT WITH DISABILITY

The Ministry of Basic Education (MoBE) through RNPE (1994) is committed to an inclusive education system and provision of special education. This in turn facilitates increase in access to basic education by including orphans, vulnerable children, children in difficult circumstances, children with special education needs and disability.

Some mechanisms in place to improve access for children with special education needs to secondary education are; buildings of special education units in existing schools, provision of equipment and infrastructure in main stream schools to support children with disability, as well as integrating and mainstreaming children with special education needs and disability in to the mainstream. Currently there is one Government junior secondary school (JSS) and one senior secondary (SSS) with visual impairment special education units and two JSS and one SSS with hearing impairment special education units.

Table 4.1 shows the number of children with special education needs in secondary schools across the ten education regions. It shows that nationally, there were 6,724 children enrolled in special education. Majority of these children were in the Central Region with 2,448 followed by the South East with 1,466 children.

Table 4.1: Secondary School Enrolment with Special Education Needs by Form, Region and Sex-2022

REGION	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
South East	143	125	168	139	191	126	138	112	142	126	34	22	816	650	1,466
North East	48	58	50	68	51	76	13	21	11	12	4	4	177	239	416
Southern	123	147	135	122	185	167	39	42	52	28	-	-	534	506	1,040
Kweneng	70	95	99	91	74	112	16	32	25	38	-	-	284	368	652
Kgatleng	22	21	33	26	29	20	9	5	11	8	-	-	104	80	184
North West	47	32	58	33	79	37	16	10	18	25	-	-	218	137	355
Chobe	-	2	4	2	6	2	-	-	-	-	-	-	10	6	16
Ghanzi	23	17	19	6	14	7	-	-	-	-	-	-	56	30	86
Kgalagadi	11	3	11	1	16	13	1	1	3	1	-	-	42	19	61
Central	320	287	311	274	342	336	78	144	161	195	-	-	1,212	1,236	2,448
TOTAL	807	787	888	762	987	896	310	367	423	433	38	26	3,453	3,271	6,724

Table 4.2: Secondary School Enrolment with Special Education Needs by Type of Impairment, Form and Sex-2022

TYPE OF IMPAIRMENT	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	TOTAL
Visual	209	401	227	372	237	449	111	205	137	231	35	23	956	1,681	2,637
Blind	2	1	3	4	1	1	2	2	-	-	-	-	8	8	16
Physical	27	22	27	22	37	19	6	5	11	16	-	-	108	84	192
Hearing	33	50	41	27	26	35	2	10	8	11	-	-	110	133	243
Deaf	3	8	6	11	6	13	11	5	3	1	-	-	29	38	67
Speech/Comm	39	19	37	20	29	15	4	1	3	4	1	-	113	59	172
Intellectual Disability	154	68	170	86	196	111	68	57	100	50	-	1	688	373	1,061
Reading, Writing, Spelling Disorder	304	174	316	169	383	206	74	54	118	95	-	2	1,195	700	1,895
Attention deficit disorder	2	3	7	7	13	4	4	5	28	5	1	-	55	24	79
Autism	3	1	1	-	1	-	1	2	1	-	-	-	7	3	10
Cerebral Palsy	-	2	2	-	4	3	-	-	1	1	-	-	7	6	13
Disturbance Personality	2	4	7	6	11	5	1	-	3	3	-	-	24	18	42
Epilepsy	6	14	7	9	17	10	5	4	-	4	1	-	36	41	77
Others	23	20	37	29	26	25	21	17	10	12	-	-	117	103	220
TOTAL	807	787	888	762	987	896	310	367	423	433	38	26	3,453	3,271	6,724

Table 4.2 shows that visual impairment is the leading type of disability among secondary school students constituting 39.2 percent of all the impairment types followed by Reading, Writing, Spelling Disorder and Intellectual Disability at 28.19 percent & 15.8 percent respectively. The table indicates that Special education needs are high among the Form 3 for both sexes compared to other levels and least among the Form 6 and Form 4s respectively.

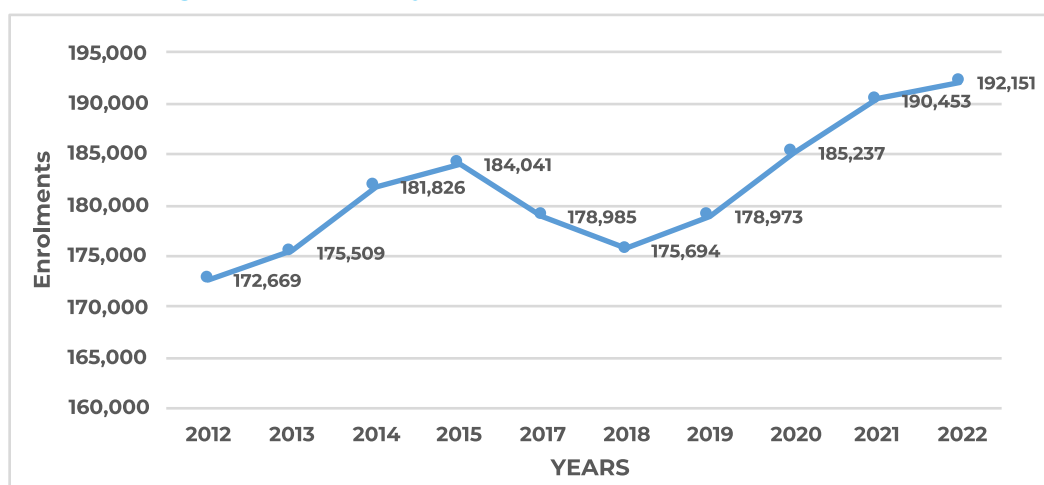
5.0 SECONDARY SCHOOL ENROLMENT TREND

Table 5.1: Secondary School Enrolment by Form and Sex (2015-2022)

Year	Sex	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	SPED	Total
2015	Male	21,593	21,129	21,125	12,091	12,632	266	83	88,919
	Female	21,310	21,826	21,335	15,347	15,016	217	71	95,122
	TOTAL	42,903	42,955	42,460	27,438	27,648	483	154	184,041
2017	Male	21,067	20,714	20,572	11,243	12,103	291	53	86,043
	Female	21,319	20,757	20,608	14,438	15,510	273	37	92,942
	TOTAL	42,386	41,471	41,180	25,681	27,613	564	90	178,985
2018	Male	22,068	20,568	20,206	10,095	10,849	300	96	84,182
	Female	22,353	21,062	20,335	13,334	14,107	248	73	91,512
	TOTAL	44,421	41,630	40,541	23,429	24,956	548	169	175,694
2019	Male	22,950	21,666	20,315	10,724	10,050	307	90	86,102
	Female	23,367	21,835	20,709	13,528	13,100	285	47	92,871
	TOTAL	46,317	43,501	41,024	24,252	23,150	592	137	178,973
2020	Male	23,659	22,477	21,051	11,108	10,728	264	-	89,287
	Female	23,788	23,062	21,385	14,242	13,168	305	-	95,950
	TOTAL	47,447	45,539	42,436	25,350	23,896	569	0	185,237
2021	Male	23,406	23,512	22,322	11,499	10,837	324	-	91,900
	Female	23,011	23,627	22,899	14,961	13,762	293	-	98,553
	TOTAL	46,417	47,139	45,221	26,460	24,599	617	0	190,453
2022	Male	23,718	22,815	22,586	11,673	11,140	323	-	92,255
	Female	23,595	22,782	23,233	15,355	14,622	309	-	99,896
	TOTAL	47,313	45,597	45,819	27,028	25,762	632	0	192,151

Table 5.1 shows the trends in secondary school enrolments which presented some decline in secondary school enrolments from 2015, 2017 and 2018. However, a shift in increase of enrolments was observed from 2019 to 2022 academic years. The table further illustrates that the enrolments throughout the years has been in favour of the girl child over their counter parts.

Figure 3: Secondary School Enrolment trends – 2012-2022



6.0 SECONDARY SCHOOL EDUCATION COVERAGE

Indicators used to measure the extent of coverage and participation in the education system are Age Specific Enrolment Ratio (ASER), Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) as shown in [Table 6.1](#) and [6.2](#), respectively. These indicators were derived using population aged 13-17 years and 14 -18 years and secondary school enrolment figures of the same age groups.

Table 6.1: Secondary School Age Specific Enrolment Rates (ASER)-2022.

Single Age	2022 Population	Total Enrolment 2022	ASER
<12	48,982	202	0.4
12	47,683	4,137	8.4
13	46,305	21,387	43.7
14	45,224	36,149	73.8
15	45,044	40,420	82.5
16	44,253	39,305	80.2
17	43,596	29,486	60.2
18	43,027	15,237	31.1
19	42,502	4,432	9.0
20	42,042	1,019	2.1
21	41,602	269	0.5
22	41,273	73	0.1
23	41,132	18	0.0
24	41,209	17	0.0
>24	41,495	0	0.0

[Table 6.1](#) shows that majority of the students enrolled into secondary schools were aged 15 years ,accounting for 82.5 percent of the population. This was followed by 80.2 percent of population aged 16 years and 73.8 percent of the 14 year old population.

Table 6.2: Enrolment Ratios for both Sexes by Age -group and Year 2012-2022

YEAR	GER	NER	GER	NER
	13-17 years	13-17 years	14-18 years	14-18 years
2012	81	64	81	71
2013	81	64	81	70
2014	88	70	87	75
2015	88	71	89	76
2017	85	71	86	73
2018	82	70	83	71
2019	83	71	84	71
2020	85	73	86	74
2021	86	75	87	74
2022	72	62	87	73

Figure 4: Transition Rates from lower Secondary to upper Secondary Education 2013 – 2022

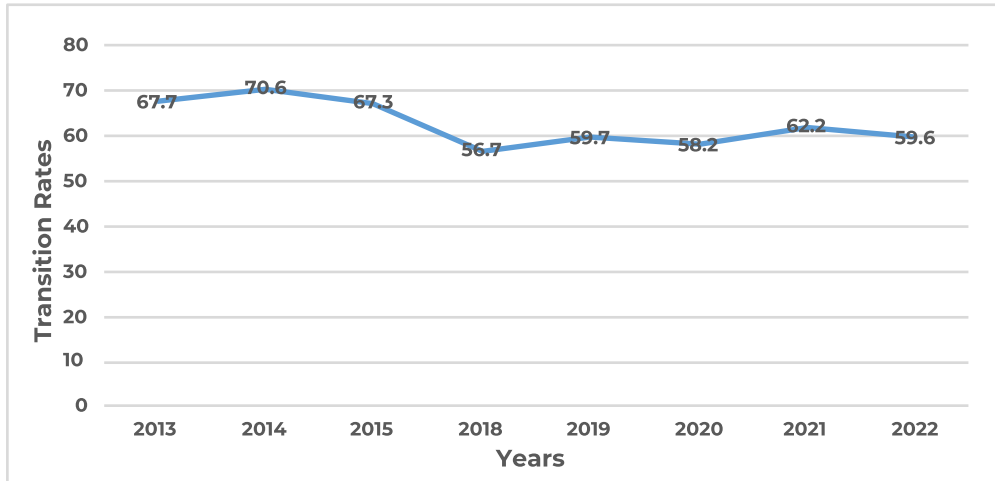


Figure 4 illustrates the trends of transition from lower secondary to upper secondary from the academic year of 2013 to 2022. It has been observed that the transition increased from 67.7 percent to 70.6 percent between 2013 and 2014. It is also noted that there was a decline from 2014 over the years thereafter, the transition rates has significantly dropped since 2014 with fluctuations in between the years from 2018 to 2022.

7.0 SECONDARY SCHOOL DROP-OUTS, REPEATERS AND RE-ENTRANTS

SCHOOL DROP-OUTS

Repetition rates measures the phenomenon of pupils from a cohort repeating a grade and its effect on the internal efficiency of education systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from one grade to another within the education cycle.

Table 7.1 shows that generally most of secondary school dropouts were observed at the lower secondary schools with higher proportions among form 3's over the years, however, it is notable that in 2018 and 2020 the highest drop outs were observed among the form 2's. It is notable that Form 1 male dropouts are higher than that of their female counterparts in all the academic years from 2018 to 2021. However, it must be noted that generally school dropout is higher at lower ranks for the secondary schools and continues to decline with the rise in levels for all of the years.

Table 7.1: Secondary School Dropout by Year, Form and Sex 2018-2022

Years	Sex	Form1	Form 2	Form 3	Form 4	Form 5	Form 6	Sped	Total
2018	Male	299	308	278	70	116	-	33	1,104
	Female	225	299	326	230	278	3	33	1,394
	TOTAL	524	607	604	300	394	3	66	2,498
	%	21	24	24	12	16	0	3	100
2019	Male	313	285	279	67	60	-	-	1,004
	Female	217	269	309	190	200	-	12	1,197
	TOTAL	530	554	588	257	260	-	12	2,201
	%	24	25	27	12	12	0	0	100
2020	Male	332	295	263	61	54	1	-	1,006
	Female	216	298	321	183	206	-	-	1,224
	TOTAL	548	593	584	244	260	1	-	2,230
	%	25	27	26	11	12	0	0	100
2021	Male	235	213	197	56	68	-	-	769
	Female	133	267	278	156	211	-	-	1,045
	TOTAL	368	480	475	212	279	-	-	1,814
	%	20	26	26	12	15	0	0	100
2022	Male	289	395	417	70	65	3	-	1,239
	Female	198	297	373	144	143	4	-	1,159
	TOTAL	487	692	790	214	208	7	0	2,398
	%	20	29	33	9	9	0	0	100

Table 7.2: Number of Secondary School Drop-outs by Region, Form and Sex – 2022

BOYS							
Region	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
South East	15	24	43	30	17	3	132
North East	5	7	7	4	8	-	31
Southern	33	39	33	6	5	-	116
Kweneng	60	71	66	7	9	-	213
Kgatleng	14	19	19	4	4	-	60
North West	64	82	73	3	4	-	226
Chobe	-	-	-	-	-	-	0
Ghanzi	41	23	19	2	2	-	87
Kgalagadi	24	22	27	3	-	-	76
Central	111	128	135	11	17	-	402
TOTAL	367	415	422	70	66	3	1,343
GIRLS							
Region	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
South East	25	31	40	28	17	4	145
North East	3	4	6	8	5	-	26
Southern	21	32	32	12	27	-	124
Kweneng	24	43	58	10	17	-	152
Kgatleng	3	6	22	11	7	-	49
North West	29	37	54	6	13	-	139
Chobe	-	1	4	-	-	-	5
Ghanzi	26	18	17	7	-	-	68
Kgalagadi	8	6	17	9	5	-	45
Central	74	119	133	53	53	-	432
TOTAL	213	297	383	144	144	4	1,185
ALL							
Region	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
South East	40	55	83	58	34	7	277
North East	8	11	13	12	13	-	57
Southern	54	71	65	18	32	-	240
Kweneng	84	114	124	17	26	-	365
Kgatleng	17	25	41	15	11	-	109
North West	93	119	127	9	17	-	365
Chobe	-	1	4	-	-	-	5
Ghanzi	67	41	36	9	2	-	155
Kgalagadi	32	28	44	12	5	-	121
Central	185	247	268	64	70	-	834
TOTAL	580	712	805	214	210	7	2,528

Table 7.2 indicates dropouts by education region. Of the 2,528 students who dropped out of school in 2022 academic year, 1,343 were males and 1,185 were females. Generally there is an increase in number of dropouts(39.36 percent) It was further noted that more school dropouts were recorded in Central District with 834 for both sexes, followed by North West and Kweneng districts with a total of 365 each, and the least drop outs were recorded in Chobe District with 5 drop outs for both sexes.

Table 7.3: Secondary School Dropout by Reason, Form and Sex – 2022

Boys	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
Fees	12	7	24	25	10	3	81
Expulsion	-	9	2	1	2	-	14
Illness	14	11	16	8	9	-	58
Marriage	-	-	-	-	-	-	0
Pregnancy	-	-	-	-	-	-	0
Bullying	-	2	5	-	-	-	7
Truancy	167	187	178	9	24	-	565
Desertion	165	194	186	18	17	-	580
Substance abuse	6	3	9	4	2	-	24
Poor performance	-	-	1	1	-	-	2
Abuse by parents	-	-	-	-	-	-	0
Corporal Punishment	-	-	-	-	-	-	0
Abuse by teacher	-	-	-	-	-	-	0
Child labour	-	-	-	-	-	-	0
Religion	-	-	-	-	-	-	0
Other	3	2	1	4	2	-	12
TOTAL	367	415	422	70	66	3	1,343
Girls	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
Fees	16	23	20	13	11	4	87
Expulsion	-	-	-	-	1	-	1
Illness	12	7	17	12	9	-	57
Marriage	-	-	-	-	-	-	0
Pregnancy	31	59	111	76	85	-	362
Bullying	1	2	5	1	-	-	9
Truancy	68	96	103	22	17	-	306
Desertion	83	105	122	20	20	-	350
Substance abuse	1	2	1	-	-	-	4
Poor performance	1	-	-	-	-	-	1
Abuse by parents	-	-	-	-	-	-	0
Corporal Punishment	-	-	-	-	-	-	0
Abuse by teacher	-	-	-	-	-	-	0
Child labour	-	-	-	-	-	-	0
Religion	-	-	-	-	-	-	0
Other	-	3	4	-	1	-	8
TOTAL	213	297	383	144	144	4	1,185

Table 7.3: Secondary School Dropout by Reason, Form and Sex – 2022 (Cont.)

All	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
Fees	28	30	44	38	21	7	168
Expulsion	-	9	2	1	3	-	15
Illness	26	18	33	20	18	-	115
Marriage	-	-	-	-	-	-	0
Pregnancy	31	59	111	76	85	-	362
Bullying	1	4	10	1	-	-	16
Truancy	235	283	281	31	41	-	871
Desertion	248	299	308	38	37	-	930
Substance abuse	7	5	10	4	2	-	28
Poor performance	1	-	1	1	-	-	3
Abuse by parents	-	-	-	-	-	-	0
Corporal Punishment	-	-	-	-	-	-	0
Abuse by teacher	-	-	-	-	-	-	0
Child labour	-	-	-	-	-	-	0
Religion	-	-	-	-	-	-	0
Other	3	5	5	4	3	-	20
TOTAL	580	712	805	214	210	7	2,528

Table 7.3 presents a series of reasons for school drop-outs. Truancy and Desertion, were cited as the main reasons for the school drop outs accounting for 71.3 percent or 1,801 of the recorded 2,528 school drop outs. This was followed by pregnancy with 362 recorded cases. However, It should be noted that dropouts because of pregnancy reduced significantly from 512 recorded in 2021 to 362 recorded in 2022(29.3%).

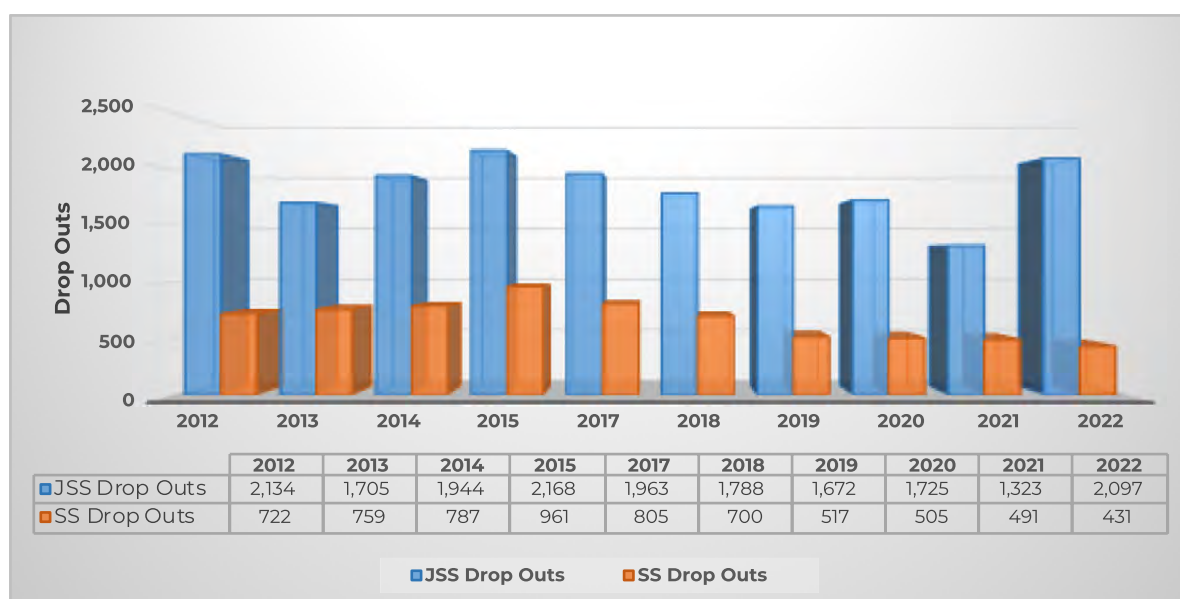
Figure 5: Number of Secondary School Drop out by level Per Year: 2012-2022


Table 7.4: Secondary School Repeaters by Form and Sex – 2022.

REGION	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
South East	2	1	6	1	44	28	5	6	13	10	-	1	70	47	117
North East	1	-	-	-	25	22	14	12	45	57	-	-	85	91	176
Southern	-	-	1	2	26	35	10	9	5	9	-	-	42	55	97
Kweneng	-	-	1	1	12	20	1	-	10	13	-	-	24	34	58
Kgatleng	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
North West	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Central	-	-	-	-	-	-	4	4	-	-	-	-	4	4	8
TOTAL	3	1	8	4	107	105	34	31	73	89	0	1	225	231	456

Table 7.4 illustrates that the recorded number of repeaters stood at 456 compared to 601 recorded in 2021. Male students who repeated a grade/form were less than their female counterparts. The highest number of repeaters by form was 212 at Form 3 for both females and males repeaters. Repeaters at form 3 and form 5 are normally students who had not performed well in JCE and BGCSE/IGCSE the previous years. For the academic year 2022, the highest number of repeating students were recorded in North East Region followed by South East region. Kgatleng, North west, Chobe, Ghanzi and Kgalagadi did not record repeaters for the year 2022.

Table 7.5: Re-entrants-2022.

SEX	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
Male	14	21	21	7	-	-	63
Female	12	13	17	6	1	-	49
TOTAL	26	34	38	13	1	0	112

8.0 SECONDARY SCHOOL TEACHERS 2022

Table 8.1: Secondary School Teachers by Employment Status-2022

REGIONS	Teachers in Post (Permanent & Pensionable)			Teachers in study leave			Teachers on contract			Temporary Teachers			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
South East	751	1,276	2,027	2	12	14	266	234	500	55	112	167	1,074	1,634	2,708
North East	552	740	1,292	6	11	17	57	56	113	56	68	124	671	875	1,546
Southern	852	1,114	1,966	21	22	43	53	22	75	86	110	196	1,012	1,268	2,280
Kweneng	718	1,060	1,778	3	5	8	31	28	59	94	159	253	846	1,252	2,098
Kgatleng	272	366	638	3	10	13	8	7	15	5	13	18	288	396	684
North West	516	579	1,095	-	6	6	25	16	41	97	155	252	638	756	1,394
Chobe	49	53	102	2	-	2	1	-	1	5	5	10	57	58	115
Ghanzi	129	163	292	1	-	1	-	2	2	12	9	21	142	174	316
Kgalagadi	210	201	411	1	3	4	6	1	7	7	15	22	224	220	444
Central	2,303	2,906	5,209	27	18	45	40	20	60	137	274	411	2,507	3,218	5,725
TOTAL	6,352	8,458	14,810	66	87	153	487	386	873	554	920	1,474	7,459	9,851	17,310

Figure 6: Secondary School Teachers by Citizenship-2022

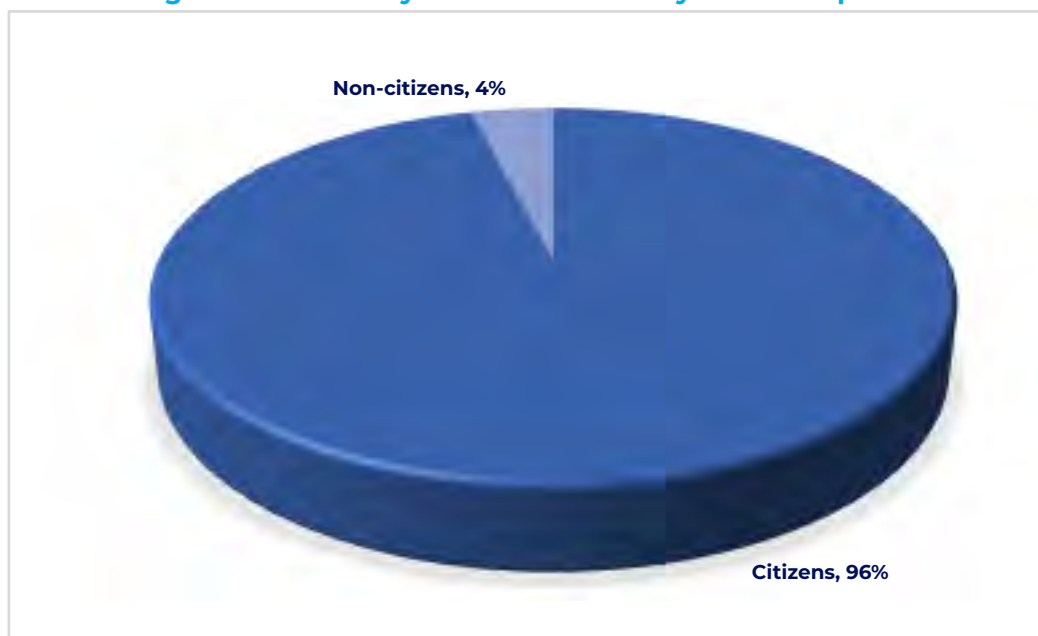


Figure 6: shows that secondary school teachers in Botswana are mainly citizens; accounting for 96 percent of the total teachers compared to 4 percent of non-citizen teachers.

Table 8.2: Teachers by Level, School Ownership and Sex-2022

OWNERSHIP	Sex	Junior	Senior	Unified	Total
Government	Male	4,829	1,767	133	6,729
	Female	7,019	1,974	155	9,148
	Total	11,848	3,741	288	15,877
Government Aided	Male	-	203	-	203
	Female	-	227	-	227
	Total	0	430	0	430
PRIVATE	Male	-	-	527	527
	Female	-	-	476	476
	Total	0	0	1,003	1,003
TOTAL	Male	4,829	1,970	660	7,459
	Female	7,019	2,201	631	9,851
Grand Total	Total	11,848	4,171	1,291	17,310

Table 8.3: Secondary School Teachers by Region and Qualification-2022.

REGION	QUALIFICATION											Un-qualified	Grant Total
	Dip. Ed	B.Ed.	BA + CCE	BA + PGDE	BSC+ PGDE	BSC IN EDUC	M. Ed	Mphil/ PhD	Other	SUB TOTAL			
South East	567	878	50	639	117	164	126	12	145	2,698	10	2,708	
North East	586	465	26	231	54	84	33	15	49	1,543	3	1,546	
Southern	829	694	13	413	84	102	51	4	86	2,276	4	2,280	
Kweneng	826	625	17	394	79	68	29	3	56	2,097	1	2,098	
Kgatleng	254	206	30	106	18	33	11	1	25	684	0	684	
North West	624	346	8	221	33	107	13	1	32	1,385	9	1,394	
Chobe	75	25	3	8	1	2	-	-	1	115	0	115	
Ghanzi	119	112	0	61	11	7	-	-	5	315	1	316	
Kgalagadi	131	124	1	122	25	27	4	1	8	443	1	444	
Central	2,554	1,503	77	945	171	250	67	10	140	5,717	8	5,725	
TOTAL	6,565	4,978	225	3,140	593	844	334	47	547	17,273	37	17,310	

Figure 7: Secondary school teachers by qualification – 2022

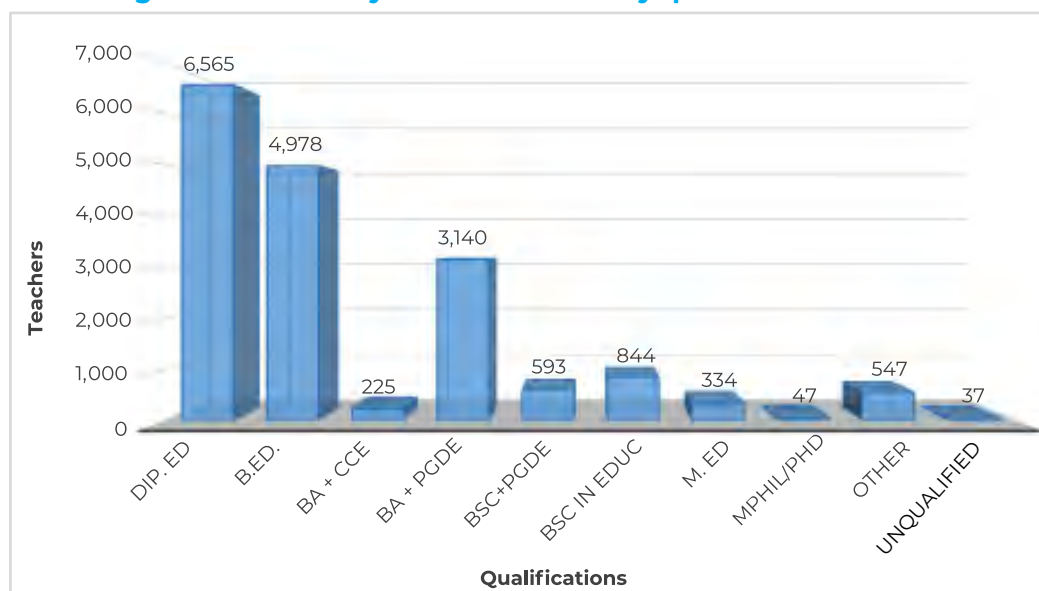


Table 8.4 Number of Secondary School Teachers 2012-2022.

Training Status	2012	2013	2014	2015	2017	2018	2019	2020	2021	2022
Trained	14,051	15,414	15,748	15,542	15,068	15,271	15,479	16,484	17,375	17,273
Untrained	30	57	69	108	25	23	34	24	24	37
TOTAL	14,081	15,471	15,817	15,650	15,093	15,294	15,513	16,508	17,399	17,310
% Untrained	0.2	0.37	0.44	0.69	0.16	0.15	0.22	0.15	0.14	0.21

The number of untrained teachers in secondary schools was on the increase from 2012 to 2015. However a decline was noted from 2015 to 2018. This is indicated by percentage of untrained teachers which increased from 0.2 percent in 2012 to 0.69 percent in 2015. In 2019, 0.2 percent of untrained teachers was recorded and a decline in 2021 was observed with 0.1 percent of untrained teachers, A slight increase is again observed in 2022 with 0.2 percent of untrained teachers. Generally, a decrease in the number of unqualified teachers should translate to better education to the learners.

LIST OF ACRONYMS

B. A	Bachelor of Arts
B. Ed	Bachelor of Education
BGCSE	Botswana General Certificate of Secondary Education
CCE	Certificate in Counselling Education
CSO	Central Statistics Office
Dip. Ed.	Diploma in Education
EFA	Education For All
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
JCE	Junior Certificate Examination
JSS	Junior Secondary School
M.Ed	Master in Education
MDGs	Millennium Development Goals
MFPD	Ministry of Finance & Development Planning
MOESD	Ministry of Education & Skills Development
NDP	National Development Plan
NER	Net Enrolment Ratio
NGO	Non- Governmental Organisation
PGDE	Post Graduate Diploma in Education
PGDCE	Post Graduate Diploma in Counselling Education
RNPE	Revised National Policy on Education
SEN	Special Education Needs
SPED	Special Education
SSS	Senior Secondary School
UCCSA	United Congregational Church of Southern Africa
UPE	Universal Primary Education

Appendix 1: Indicators for Education

ACCESS

Total Enrolment: Total number of learners in the system.

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

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

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

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

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

QUALITY

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

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

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

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

EFFICIENCY

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

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

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

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

EQUITY

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



Private Bag 0024, Gaborone
Tel: 367 1300 **Toll Free:** 0800 600 200

Private Bag F193, Francistown
Tel. 241 5848

Private Bag 47, Maun
Tel: 371 5716

E-mail: info@statsbots.org.bw
Website: <http://www.statsbots.org.bw>



STATISTICS BOTSWANA