

PRE PRIMARY EDUCATION STATS BRIEF - STATISTICS BOTSWANA 2022



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PREFACE

This publication gives highlights on pre-primary and primary education statistics derived from the data collected from schools through the 2022 annual school census.

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

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

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



.....
Dr Lucky Mokgathe
Ag. Statistician General
May 2024

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1.0 INTRODUCTION

This publication presents information on collection and publication of education statistics and levels of education. The data used in this report is sourced from the 2022 annual school census conducted in educational institutions from the government and private entities.

The annual school census is conducted by Education Management Information Systems (EMIS) unit in the Ministry of Education and Skills Development (MoESD) under the Department of Educational Planning and Research Services (DEPRS). The data is collected from Government pre-primary schools and privately owned pre-primary schools. It should be noted that this publication mainly covers data for 2022.

The statistics provided is on school ownership, number of schools, enrolments, Special education needs by type of impairment, teachers and their qualifications. Indicators reported include; Enrolment rate, Age specific enrollment ratio and Gender Parity Index.

2.0 DAY-CARE AND PRE-PRIMARY EDUCATION

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

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

Pre-primary allows children's interaction with peers which enhance their skills to share, negotiate and listening skills amongst others.

2.1 OWNERSHIP OF DAY CARE/NURSERY AND PRE-PRIMARY SCHOOLS

Table 2.1: Number of Pre-Primary Schools 2022

Ownership	No. of Schools	Percentage
Government	679	52
Community	67	5.1
Church	28	2.1
Private	500	38.3
NGO	27	2.1
Staff \ Institution	3	0.2
Other	1	0.1
Total	1,305	100

The Day care/Nursery and pre- primary data was collected from 1,305 pre-primary schools. Out of the total day care/nursery and pre-schools, 679 (52%) were government owned, 500 (38.3%) were privately owned, 67 (5.1%) were community owned. The 2.1 percent (28) were owned by churches. NGO's owned 27 (2.1%), while 3 (0.2%) and 1 (0.1%) of them were owned by staff/Institutional and others respectively. It must be noted that both services Day-care and Pre-Primary school services are being served by the same schools, there are no specific schools for Day-care service.

Figure 1: Ownership Percentage of Day-care/Nursery and Pre-primary Schools-2022

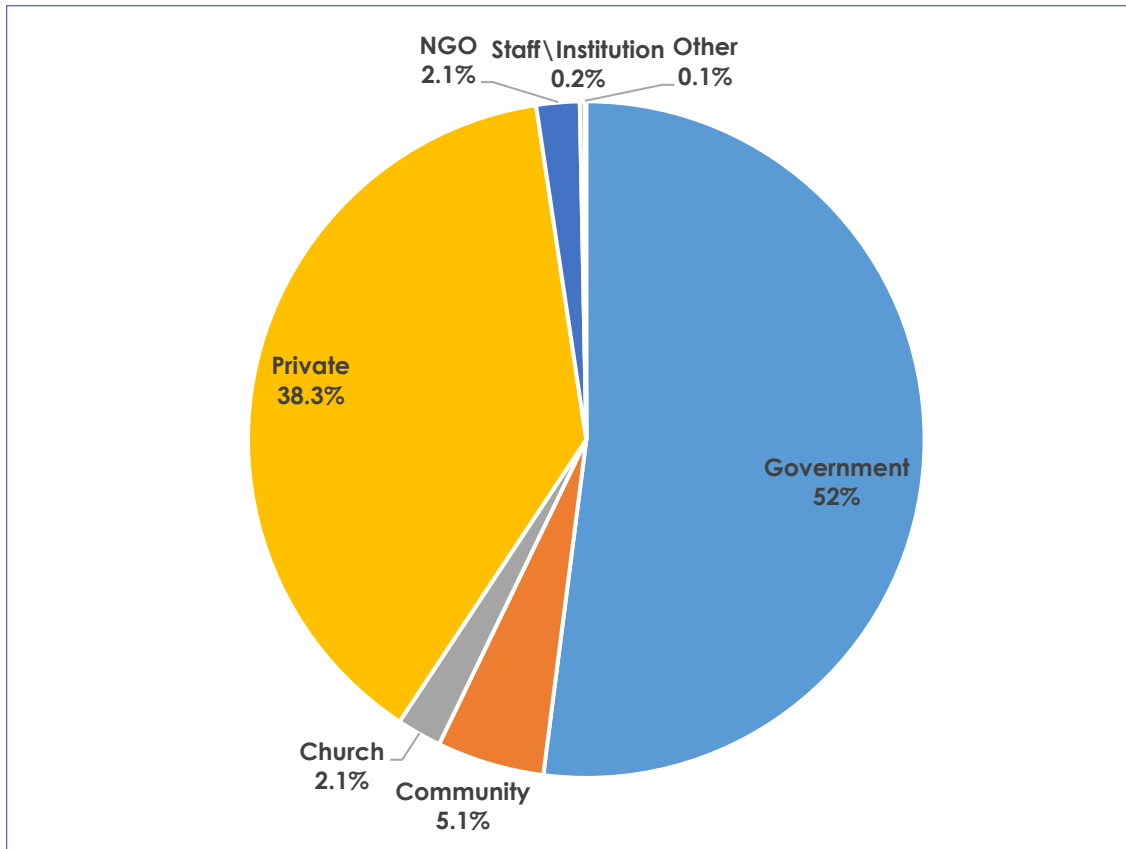


Figure 1 further shows the proportion of day care and pre-primary schools by school ownership. The government owned had the highest proportion 52 percent of pre-primary schools, followed by 38.3 percent Privately Owned schools, while the lowest proportion of 0.1 percent accounted for other owners.

Table 2.2: Number of Pre-Primary Schools by District and Terms of Operation - 2022

District	Half Day	Full Day	Both	Total
Gaborone	19	22	31	72
Francistown	13	49	12	74
Lobatse	7	14	1	22
S/Phikwe	12	18	2	32
Jwaneng	17	20	3	40
Sowa	-	1	-	1
Southern	40	56	4	100
Borolong	15	46	-	61
South East	10	23	7	40
Kweneng	46	109	18	173
Kgatleng	14	51	11	76
S/Palapye	32	59	16	107
Mahalapye	26	24	3	53
Bobonong	22	22	3	47
Boteti	14	18	1	33
Tutume	34	42	18	94
North East	19	45	-	64
Ngami South	24	26	6	56
Ngami North	27	16	1	44
Chobe	10	7	6	23
Ghanzi	17	18	7	42
Kgalagadi South	9	13	12	34
Kgalagadi North	11	2	4	17
Total	438	701	166	1,305

**Government Schools does not offer day-care services

Table 2.2 above shows that over half (701) of day cares and pre-primaries provides a full day service as compared to 438 day cares and pre-primary schools which only provides a half day service. There are few of them (166) which provides both half day and a full day service across the country.

Table 2.3: Number of Daycare/Nursery Schools and Pupils by sex and School Ownership – 2022

Ownership	No. of Schools	Male	Female	Total	% Male	% Female	Total Percentage
Government	679	-	-	-	-	-	-
Community	67	578	695	1,273	45	55	11
Church	28	251	253	504	50	50	4
Private	500	4,716	4,711	9,427	50	50	80
NGO	27	217	234	451	48	52	4
Staff\Institution	3	26	17	43	60	40	0
Other	1	28	37	65	43	57	1
Total	1,305	5,816	5,947	11,763	49	51	100

**Government Schools does not offer day-care services

Table 2.3 above shows that enrolment for male pupils in Day-care/Nursery in 2022 was 49 percent while for females stood at 51 percent. The Gender Parity Index (GPI) for participation in Day-care/Nursery is 1.04% indicating almost equal access to Day-care/Nursery for both boys and girls.

Figure 2: Percentage of Day-care/Nursery's Enrolment by School Ownership

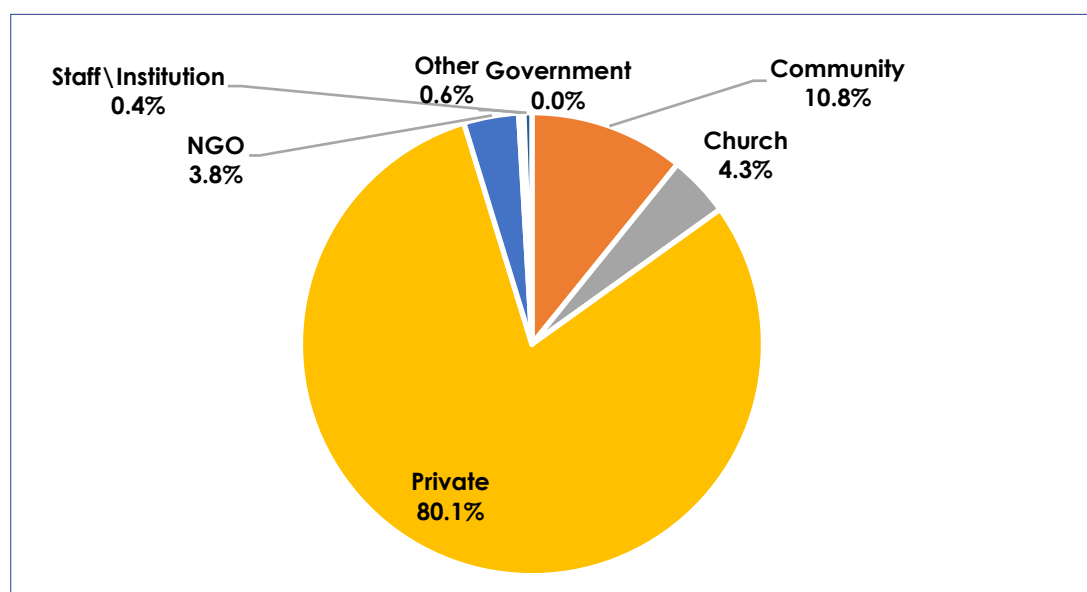


Figure 2 shows the proportion of Day-care/Nursery enrolment by school ownership. Private schools accounted for 80.1 percent of the total enrolment, community schools 10.8 percent, church 4.3 percent and NGO schools 3.8 percent. Other unspecified day-care school owners and Staff/Institution constituted 0.6 and 0.4 percent respectively while on the other hand Government schools did not have any pupils enrolled for day-care.

Table 2.4: Day care/Nursery Enrolment by Ownership, Age and Sex – 2022

Ownership	Sex	AGE					Total
		<2½	2½	3	4	>4	
Community	Male	23	69	218	226	38	574
	Female	26	99	288	244	80	737
Church	Male	5	32	111	96	3	247
	Female	6	26	110	108	10	260
Private	Male	304	817	1,897	1,485	224	4,727
	Female	292	858	1,898	1,439	437	4,924
NGO	Male	-	20	92	72	32	216
	Female	1	23	96	82	65	267
Staff\Institution	Male	-	-	13	13	-	26
	Female	-	-	5	12	-	17
Other	Male	-	9	13	6	-	28
	Female	-	11	15	11	-	37
	Total Male	332	947	2,344	1,898	297	5,818
	Total Female	325	1,017	2,412	1,896	592	6,242
	Grand Total	657	1,964	4,756	3,794	889	12,060

Table 2.4 above presents the day-care/nursery enrolment by ownership, sex and age, It has been noted that the private schools registered the highest number of enrolments followed by community, church and NGO's. Government schools, Staff/Institution and others registered the lowest number of enrolment of day-care and nursery pupils.

Table 2.5: Day Care/Nursery Enrolment by Region, Sex and Age -2022

REGION	Sex	AGE					Total
		<2½	2½	3	4	>4	
South East	Male	59	142	238	184	115	738
	Female	51	162	217	177	208	815
North East	Male	36	137	326	229	5	733
	Female	35	138	290	210	15	688
Southern	Male	23	124	363	436	49	995
	Female	19	120	386	443	112	1,080
Kweneng	Male	67	132	258	211	9	677
	Female	62	125	332	175	22	716
Kgatleng	Male	6	51	138	62	-	257
	Female	5	53	147	78	1	284
North West	Male	13	57	138	76	19	303
	Female	20	56	119	77	41	313
Chobe	Male	6	17	45	22	5	95
	Female	8	20	42	40	7	117
Ghanzi	Male	17	31	110	85	7	250
	Female	18	53	137	91	12	311
Kgalagadi	Male	11	17	38	30	1	97
	Female	14	19	40	40	3	116
Central	Male	94	239	690	563	87	1,673
	Female	93	271	702	565	171	1,802
	Total Male	332	947	2,344	1,898	297	5,818
	Total Female	325	1,017	2,412	1,896	592	6,242
	Grand Total	657	1,964	4,756	3,794	889	12,060

Table 2.5 above shows that Day-care/nursery enrolment is highest in Central region for both males and females, it is followed by Southern region and South East region respectfully. Also it must be noted that pre-schools in Chobe and Ghanzi region recorded a lesser service provision for the day-care school services.

Table 2.6: Day Care/Nursery Enrolment with Special Education Needs – 2022

Type of Impairment	Day care/Nursery		
	M	F	Total
Visual	9	6	15
Blind	-	-	-
Physical	3	1	4
Hearing	1	1	2
Deaf	6	9	15
Speech	14	8	22
Intellectual Disability	12	6	18
Reading, writing, spelling disorder	-	-	-
Attention deficit disorder	11	4	15
Autism	8	1	9
Cerebral Palsy	5	6	11
Behavioural disorder	-	-	-
Epilepsy	3	-	3
Others (specify)	3	5	8
Total	75	47	122

**6. PRE PRIMARY EDUCATION
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Table 2.6 above shows that there were 122 attendants with special education needs enrolled in Day-care/Nursery school across the country in the academic year 2022. Out of those, 22 had speech disorder, followed by 18 with intellectual disability while the same number 15 happened to be found in those with deafness, visually impairment and attention deficit disorder. About 11 pupils experienced cerebral disorder. There are more male pupils with disability compared to their female counterparts, 75 males and 47 females were recorded to have disability.

Table 2.7: Day Care/Nursery Enrolment with Special Education Needs by Sex and Region – 2022

REGION	TYPE OF IMPAIRMENT														
	Visual	Blind	Physical	Hearing	Deaf	Speech	Intellectual Disability	Reading, writing, spelling disorder	Attention deficit disorder	Autism	Cerebral Palsy	Behavioral disorder	Epilepsy	Others	Total
MALE															
South East	1	-	-	1	5	4	-	-	1	2	1	-	-	-	15
North East	-	-	-	-	-	1	-	-	1	2	2	-	-	-	6
Southern	-	-	-	-	-	3	-	-	2	-	-	-	1	-	6
Kweneng	-	-	2	-	-	1	-	-	4	-	-	-	1	-	8
Kgatleng	7	-	-	-	-	-	-	-	-	1	-	-	-	-	8
North West	-	-	-	-	1	-	11	-	2	3	2	-	-	3	22
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Central	1	-	1	-	-	5	1	-	1	-	-	-	1	-	10
Total	9	-	3	1	6	14	12	-	11	8	5	-	3	3	75
FEMALE															
South East	-	-	1	-	9	1	-	-	1	-	-	-	-	-	12
North East	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Southern	-	-	-	-	-	3	-	-	-	-	-	-	-	-	3
kweneng	-	-	-	-	-	3	-	-	2	-	-	-	-	-	5
Kgatleng	6	-	-	-	-	-	-	-	1	-	-	-	-	-	7
North West	-	-	-	1	-	-	6	-	-	-	5	-	-	4	16
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Central	-	-	-	-	-	1	-	-	-	-	1	-	-	1	3
Total	6	-	1	1	9	8	6	-	4	1	6	-	-	5	47
BOTH SEXES															
South East	1	-	1	1	14	5	-	-	2	2	1	-	-	-	27
North East	-	-	-	-	-	1	-	-	1	3	2	-	-	-	7
Southern	-	-	-	-	-	6	-	-	2	-	-	-	1	-	9
kweneng	-	-	2	-	-	4	-	-	6	-	-	-	1	-	13
Kgatleng	13	-	-	-	-	-	-	-	1	1	-	-	-	-	15
North West	-	-	-	1	1	-	17	-	2	3	7	-	-	7	38
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Central	1	-	1	-	-	6	1	-	1	-	1	-	1	1	13
Total	15	-	4	2	15	22	18	-	15	9	11	-	3	8	122

Table 2.7 shows that there were 122 children with special education needs enrolled in day care/nursery across the country in 2022. Out of these, 38 were in North West region, followed by 27 in South East region. The number of pupils with speech impairment was highest at 22 followed by those with intellectual disabilities (18), visual, deafness and attention deficit disorder (15) and cerebral palsy (11). No pupils were blind or had reading, writing and spelling disorder or any behavioural disorder in day-care/Nursery schools.

3.0 PRE-PRIMARY SCHOOLS

Table 2.8: Number of Pre-Primary Schools and Pupils by sex and School Ownership – 2022

Ownership	No. of Schools	Male	Female	Total	% Male	% Female	Total Percentage
Government	679	13,780	13,639	27,419	50	50	66.8
Community	67	551	512	1,063	52	48	2.6
Church	28	394	388	782	50	50	1.9
Private	500	5,497	5,711	11,208	49	51	27.3
NGO	27	259	256	515	50	50	1.3
Staff \ Institution	3	22	10	32	69	31	0.1
Other	1	11	13	24	46	54	0.1
Total	1,305	20,514	20,529	41,043	50	50	100

Table 2.8 above shows that enrolment of pupils in pre-primary education in 2022 constituted 50 percent for both males and females. The Gender Parity Index (GPI) for participation in pre-primary education is 1% indicating equal access to pre-primary education for both boys and girls.

Figure 3: Percentage of Pre-Primary's Enrolment by School Ownership-2022

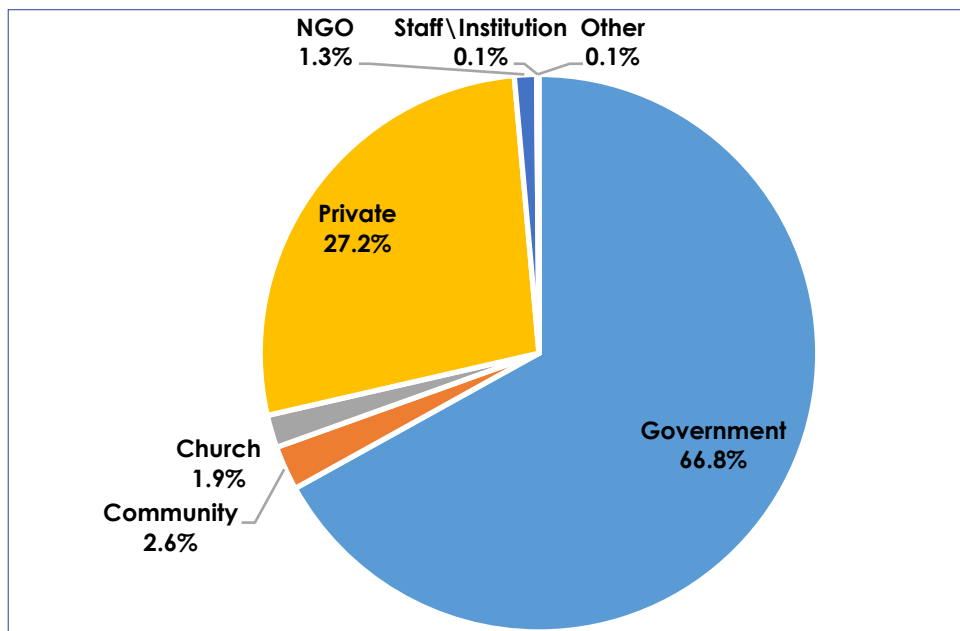


Figure 3 above shows the proportion of Pre-primary enrolment by school ownership. Government schools accounted for 67 percent of the total enrolment, followed by Private schools with 27.1 percent, then community schools 2.6 percent, Churches 1.9 percent NGO's 1.3 percent, while Staff/Institutional and other schools constituted same percentage 0.1 percent

Table 2.9: Pre-Primary Enrolment by Ownership, Age and Sex – 2022

Ownership	Sex	AGE					Total
		< 4	4	5	6	>6	
Government	Male	12	1,220	8,643	3,897	156	13,928
	Female	8	1,245	8,667	3,720	134	13,774
Community	Male	29	215	246	69	1	560
	Female	25	215	216	57	2	515
Church	Male	14	109	216	55	-	394
	Female	12	116	201	59	-	388
Private	Male	250	1,644	2,939	713	17	5,563
	Female	224	1,811	3,051	682	10	5,778
NGO	Male	-	86	118	47	41	292
	Female	-	106	113	42	30	291
Staff\ Institution	Male	5	4	13	-	-	22
	Female	3	-	7	-	-	10
Other	Male	-	5	6	-	-	11
	Female	-	8	5	-	-	13
	Total Male	310	3,283	12,181	4,781	215	20,770
	Total Female	272	3,501	12,260	4,560	176	20,769
	Grand Total	582	6,784	24,441	9,341	391	41,539

Table 2.9 above shows that in Pre-primary the highest enrolment was found among pupils aged 5 years (24,441) followed by 6 year olds (9,341), then 4 year olds with (6,784). It should be noted that the least number of enrolment (391) was found among pupils aged above 6 years.

Table 2.10: Pre- Primary Enrolment with Special Education Needs by Sex and Region – 2022

REGION	Sex	< 4	4	5	6	>6	Total
South East	Male	129	342	1,089	477	7	2,044
	Female	110	366	1,220	397	5	2,098
North East	Male	48	368	989	418	17	1,840
	Female	40	423	945	361	18	1,787
Southern	Male	28	411	1,605	442	5	2,491
	Female	30	421	1,634	470	10	2,565
kweneng	Male	23	356	1,752	707	33	2,871
	Female	31	372	1,738	645	42	2,828
Kgatleng	Male	6	209	701	242	18	1,176
	Female	8	238	726	240	10	1,222
North West	Male	21	324	1,145	350	18	1,858
	Female	13	382	1,155	366	7	1,923
Chobe	Male	4	42	161	41	-	248
	Female	2	38	180	30	-	250
Ghanzi	Male	7	124	326	121	1	579
	Female	3	114	307	111	2	537
Kgalagadi	Male	-	46	377	241	11	675
	Female	-	42	358	229	8	637
Central	Male	44	1,061	4,036	1,742	105	6,988
	Female	35	1,105	3,997	1,711	74	6,922
	Total Male	310	3,283	12,181	4,781	215	20,770
	Total Female	272	3,501	12,260	4,560	176	20,769
	Grand Total	582	6,784	24,441	9,341	391	41,539

Majority of pre-primary school attendants were found in Central region with 13,910 or 33.5% of the total enrolment, followed by Kweneng region with 5,699(13.7%). It has been noted that the least number of pre-primary attendants were found in Chobe region with 498(1.2%). Amongst the different ages enrolled, those aged 6 years and above were lesser in number. In all regions majority of pre-primary attendants were aged between four years and six years.

4.0 PROVISION OF SPECIAL EDUCATION IN PRE-SCHOOL

Special education instruction is specifically designed to meet the educational and developmental needs of children with disabilities, or those who are experiencing developmental delays. The early detection of children's special needs enables parents to contact the appropriate agency to have the child screened and evaluated to determine if there are any underlying problems or delays that might need to be addressed. Such screenings should cover a range of skill areas—vision and hearing, gross and fine motor skills, speech and language use, social and emotional behaviour, and many others not listed.

Table 2.11: **Pre-Primary Enrolment with Special Education Needs – 2022**

Type of Impairment	Pre-Primary		
	Male	Female	Total
Visual	10	10	20
Blind	-	-	-
Physical	6	12	18
Hearing	6	4	10
Deaf	14	15	29
Speech	27	14	41
Intellectual Disability	12	7	19
Reading, writing, spelling disorder	13	11	24
Attention deficit disorder	30	11	41
Autism	9	1	10
Cerebral Palsy	9	3	12
Behavioural disorder	2	1	3
Epilepsy	8	5	13
Others (specify)	9	10	19
Total	155	104	259

Table 2.11 above shows that there were 259 attendants with special education needs enrolled in pre-primary school across the country in the academic year 2022. Out of those, 41 had speech disorder and another 41 had attention deficit disorder, followed by 29 who were deaf, 24 had reading, writing and spelling disorder. About 20 experienced visual impairment. 19 had other impairments unspecified while 18 were physically challenged. There was no record for blindness at Pre-primary school for the academic year 2022.

Table 2.12: Pre- Primary Enrolment with Special Education Needs by Sex and Region – 2022

REGION	TYPE OF IMPAIRMENT														Total
	Visual	Blind	Physical	Hearing	Deaf	Speech	Intellectual Disability	Reading, writing, spelling disorder	Attention deficit disorder	Autism	Cerebral Palsy	Behavioral disorder	Epilepsy	Others	
MALE															
South East	-	-	-	1	3	6	-	-	6	-	2	-	1	-	19
North East	-	-	1	-	9	8	-	1	1	2	3	1	1	2	29
Southern	3	-	-	-	-	1	1	-	5	2	-	-	1	1	14
Kweneng	-	-	2	-	-	5	3	-	3	-	-	-	-	1	14
Kgatlang	3	-	-	1	-	-	-	11	1	-	-	-	-	-	16
North West	-	-	1	-	-	3	-	-	-	1	4	-	1	-	10
Chobe	-	-	-	2	-	-	-	-	-	-	-	-	2	-	4
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Kgalagadi	2	-	-	-	-	1	-	-	2	1	-	-	1	-	7
Central	2	-	2	2	2	3	8	1	12	3	-	1	1	4	41
Total	10	-	6	6	14	27	12	13	30	9	9	2	8	9	155
FEMALE															
South East	1	-	1	-	4	1	-	-	3	-	-	-	-	2	12
North East	-	-	-	-	8	5	2	1	-	-	1	1	-	2	20
Southern	2	-	-	-	-	1	-	-	2	-	1	-	-	1	7
Kweneng	1	-	3	-	-	1	1	-	1	-	-	-	-	-	7
Kgatlang	3	-	-	-	-	1	-	9	1	-	-	-	-	-	14
North West	1	-	1	-	-	1	-	-	-	-	1	-	1	-	5
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ghanzi	1	-	1	-	-	-	-	-	-	-	-	-	-	-	2
Kgalagadi	-	-	1	-	-	-	-	-	-	-	-	-	1	-	2
Central	1	-	5	4	3	4	4	1	4	1	-	-	3	5	35
Total	10	-	12	4	15	14	7	11	11	1	3	1	5	10	104
BOTH SEXES															
South East	1	-	1	1	7	7	-	-	9	-	2	-	1	2	31
North East	-	-	1	-	17	13	2	2	1	2	4	2	1	4	49
Southern	5	-	-	-	-	2	1	-	7	2	1	-	1	2	21
Kweneng	1	-	5	-	-	6	4	-	4	-	-	-	-	1	21
Kgatlang	6	-	-	1	-	1	-	20	2	-	-	-	-	-	30
North West	1	-	2	-	-	4	-	-	-	1	5	-	2	-	15
Chobe	-	-	-	2	-	-	-	-	-	-	-	-	2	-	4
Ghanzi	1	-	1	-	-	-	-	-	-	-	-	-	-	1	3
Kgalagadi	2	-	1	-	-	1	-	-	2	1	-	-	2	-	9
Central	3	-	7	6	5	7	12	2	16	4	-	1	4	9	76
Total	20	-	18	10	29	41	19	24	41	10	12	3	13	19	259

Table 2.12 above shows that they were 259 pupils under Pre-primary with special education needs across the country in the academic year 2022. Out of these, 76 were in Central region, followed by 49 in North East region, then 31 in South East, 30 in Kgatleng and 21 from South and Kweneng. Same number of people with speech impairment and attention disorder were highest at 41 followed by those who are deaf (29), reading and writing disorder (24), visual impairment (20) and those with intellectual disability and other impairments at 19 both. No child was recorded with blindness.

Figure 4: Day-care/Nursery and Pre-Primary Enrolment with impairments as a Percentage of Total Enrolment with Special Education Needs-2022.

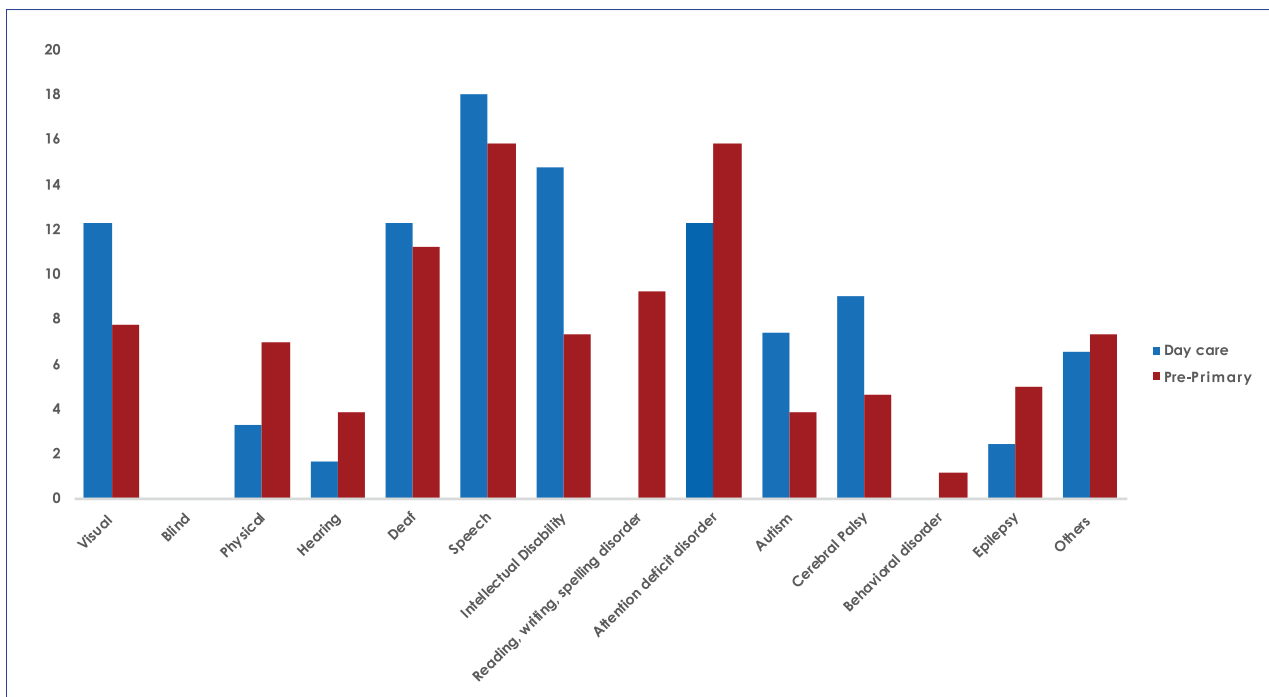


Figure 4 presents the distribution of impairments for both day-care and pre-primary schools in Botswana. It is noted that day-care schools recorded the highest disabilities, with speech impairment being the highest recorded followed by attention deficit disorder in Pre-primary, An equal percentage of those with visual impairment, Deafness and attention disorder in day-care was experienced.

5.0 AGE SPECIFIC ENROLMENT RATIO

Table 2.13: Age Specific Enrolment Ratio (ASER) for Day-care/Nursery and Pre-Primary -2022

Single Age	2022 Population	Pre-Primary Enrolment	ASER (%)
≤2½	179,686	2,621	1.5
3	27,747	5,341	19.2
4	27,292	10,582	38.8
5	28,333	25,335	89.4
6	26,396	9,341	35.4
>6	26,197	391	1.5

***2022 Population Estimates are proxies derived using the 2022 Housing and Population Census Data

Table 2.13 above shows that Age Specific Enrolment Ratio (ASER) was highest for the 5 year olds at 89.4 percent, followed by the 4 year olds at 38.8 percent and 6 year olds at 35.4 percent. ASER was less for pupils aged ≤2½ years and those aged 6 years and above with the same percentage at 1.5 percent. This shows that majority of pre-school pupils were aged between 4 and 5 years suggesting that parents prefer to enrol children a year or two before they are due for Primary school enrolment.

6.0 NATIONALITY AND QUALIFICATION OF PRESCHOOL TEACHERS

Despite the increasing value attached to pre-school education and its recognition by the revised National Education Policy, a significant proportion of teachers at pre-school level remain untrained, which is likely to compromise the quality of education at that level. Research has linked early learning and development to the educational qualifications of teachers. The most effective pre-school teachers – those with at least a four-year college degree and specialized training in early childhood – have more responsive interactions with children, provide richer language and cognitive experiences, and are less authoritarian. High-quality preschool education depends on effective, high-quality teachers (W. Steven Barnett NIEER Policy Brief (Issue 2, revised December 2004))

Table 2.14: Number of Pre-Primary School Teachers by Citizenship, District and Sex -2022

District	Batswana			Non - Batswana			Total Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	1	220	221	-	42	42	1	262	263
Francistown	4	213	217	1	18	19	5	231	236
Lobatse	-	54	54	-	6	6	-	60	60
S/Phikwe	1	98	99	-	4	4	1	102	103
Jwaneng	1	103	104	-	3	3	1	106	107
Sowa	-	2	2	-	-	-	-	2	2
Southern	8	199	207	-	15	15	8	214	222
Borolong	1	92	93	-	2	2	1	94	95
South East	4	106	110	-	3	3	4	109	113
Kweneng	9	419	428	-	21	21	9	440	449
Kgatleng	6	178	184	-	5	5	6	183	189
S/Palapye	7	271	278	-	12	12	7	283	290
Mahalapye	1	114	115	-	2	2	1	116	117
Bobonong	-	118	118	-	1	1	-	119	119
Boteti	-	119	119	-	2	2	-	121	121
Tutume	8	200	208	-	2	2	8	202	210
North East	2	111	113	-	-	-	2	111	113
North East	7	155	162	1	11	12	8	166	174
Ngami West	6	86	92	1	-	1	7	86	93
Chobe	41	82	123	-	8	8	41	90	131
Ghanzi	-	75	75	-	5	5	-	80	80
Kgalagadi South	6	56	62	-	1	1	6	57	63
Kgalagadi North	3	19	22	-	-	-	3	19	22
Total	116	3,090	3,206	3	163	166	119	3,253	3,372

An interesting feature depicted in **Table 2.14** is that majority of pre-school teachers are Batswana. Out of a total of 3,372 teachers, 3,206 or 95.1 percent were Batswana while the remainder were foreigners who were dominated by females. Kweneng district had the highest number of Pre Primary school teachers while Sowa district had the least number of teachers.

Table 2.15: **Number of Pre-primary School Teachers by Qualification, School ownership and Sex -2022**

Ownership	Trained			untrained		
	Male	Female	Total	Male	Female	Total
Government	47	1,054	1,101	-	1	1
Community	4	136	140	2	35	37
Church	1	89	90	-	9	9
Private	41	1,625	1,666	11	192	203
NGO	11	83	94	1	9	10
Staff \ Institution	1	9	10	-	1	1
Other	-	10	10	-	-	-
Total	105	3,006	3,111	14	247	261

Table 2.15 above shows that pre-school teachers are dominated by females who constituted 96.5 percent of the teaching staff. There were 119 males and 3,253 females' pre-primary teachers in 2022. Of all teachers in 2022, 3,111 were trained teachers constituting 92.3 percent while 7.7 percent (261 teachers) were untrained teachers. It must be noted that from the untrained teachers, majority of them were engaged into the private schools at 77.8 percent of the total unqualified teachers.

Table 2.16: **Number of Pre-Primary Teachers by Qualification, Sex and Citizenship – 2022**

Citizenship	Sex	Certificate	Diploma	Degree	Master	Other Certificate	Other Diploma	Other Degree	Other Masters	Total Qualified	Unqualified	Total
Citizens	Male	30	49	9	-	1	1	12	1	103	13	116
	Female	1,066	1,416	196	9	61	53	36	9	2,846	244	3,090
	Total	1,096	1,465	205	9	62	54	48	10	2,949	257	3,206
Non-Citizen	Male	-	-	1	-	-	1	-	-	2	1	3
	Female	28	87	16	1	2	8	14	4	160	3	163
	Total	28	87	17	1	2	9	14	4	162	4	166
All Teachers	Male	30	49	10	-	1	2	12	1	105	14	119
	Female	1,094	1,503	212	10	63	61	50	13	3,006	247	3,253
	Total	1,124	1,552	222	10	64	63	62	14	3,111	261	3,372

Table 2.16 shows that a total of 3,206 teachers were citizens while 166 were non-citizens. Further, 257 (7.6 percent) of citizen teachers were unqualified while on the other hand 4 (0.1 percent) of foreign teachers were also unqualified. Most of the qualified teachers were diploma holders who were 1,552 and certificate holders who were 1,124. They were 222 teachers who had bachelor's degree while 261 were unqualified. It is noted that a total of 203 teachers are holding other teaching qualifications and only Ten(10) of them were holding masters in ECCE.

Figure 5: Percentage of Pre-Primary Teachers by Qualification-2022

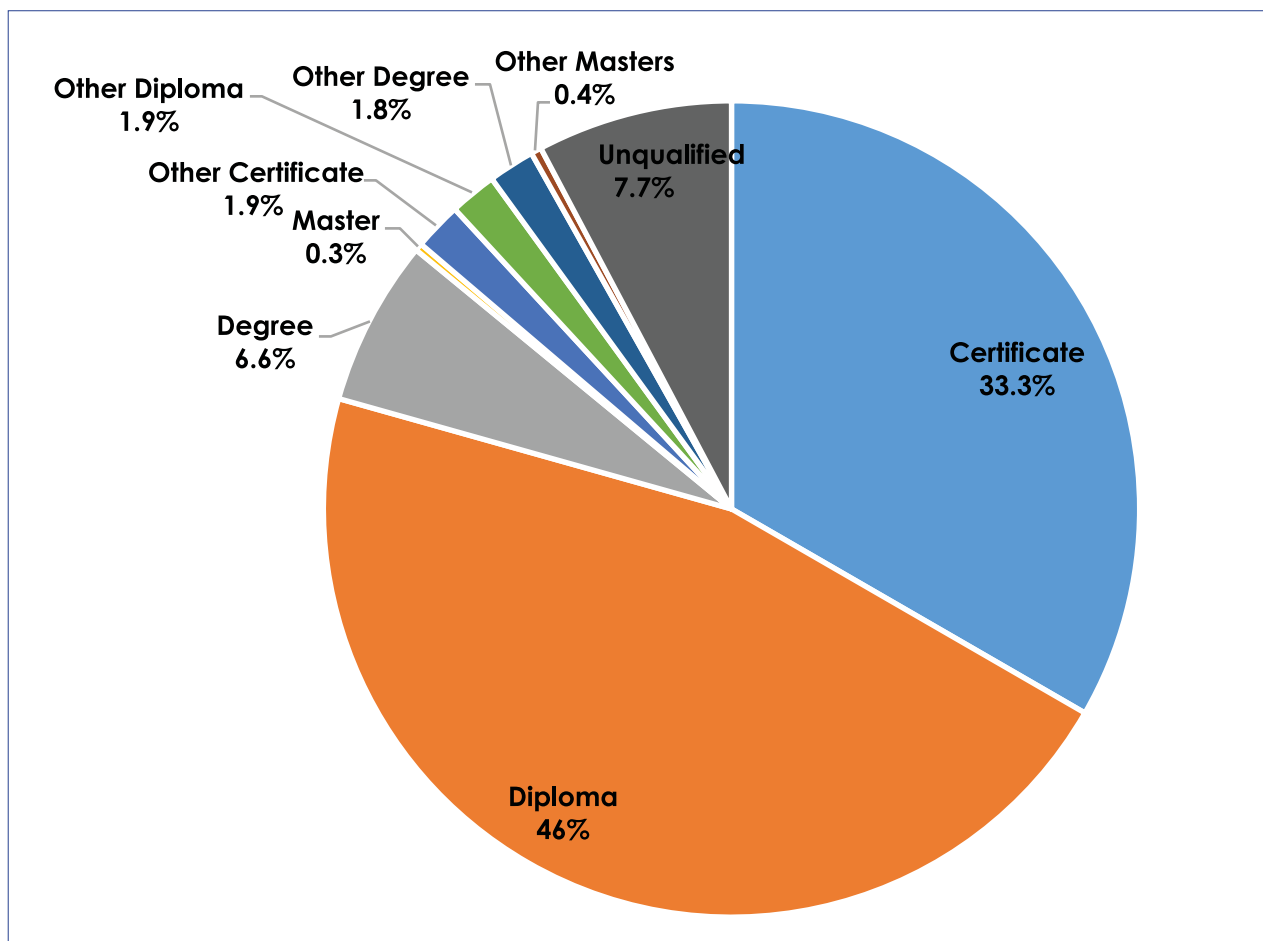


Figure 5 above indicates that about 46 percent of pre-primary teachers were diploma holders, 33.3 percent were certificate holders, and only 7.7 percent were unqualified. The degree holders in ECCE constituted 6.6 percent, those with other certificates and diplomas had the same percentage 1.9%. Those with other degrees constituted 1.8% while those with master's degrees in ECCE and those with other master's degree stood at 0.3% and 0.4% respectively.

7.0 CONCEPTS AND DEFINITIONS

ACCESS INDICATORS

Total Enrolment: Total number of learners in the system.

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

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

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

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

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

QUALITY INDICATORS

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

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

Percentage of Trained Teachers: Number of teachers who have received the minimum organized 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 INDICATORS

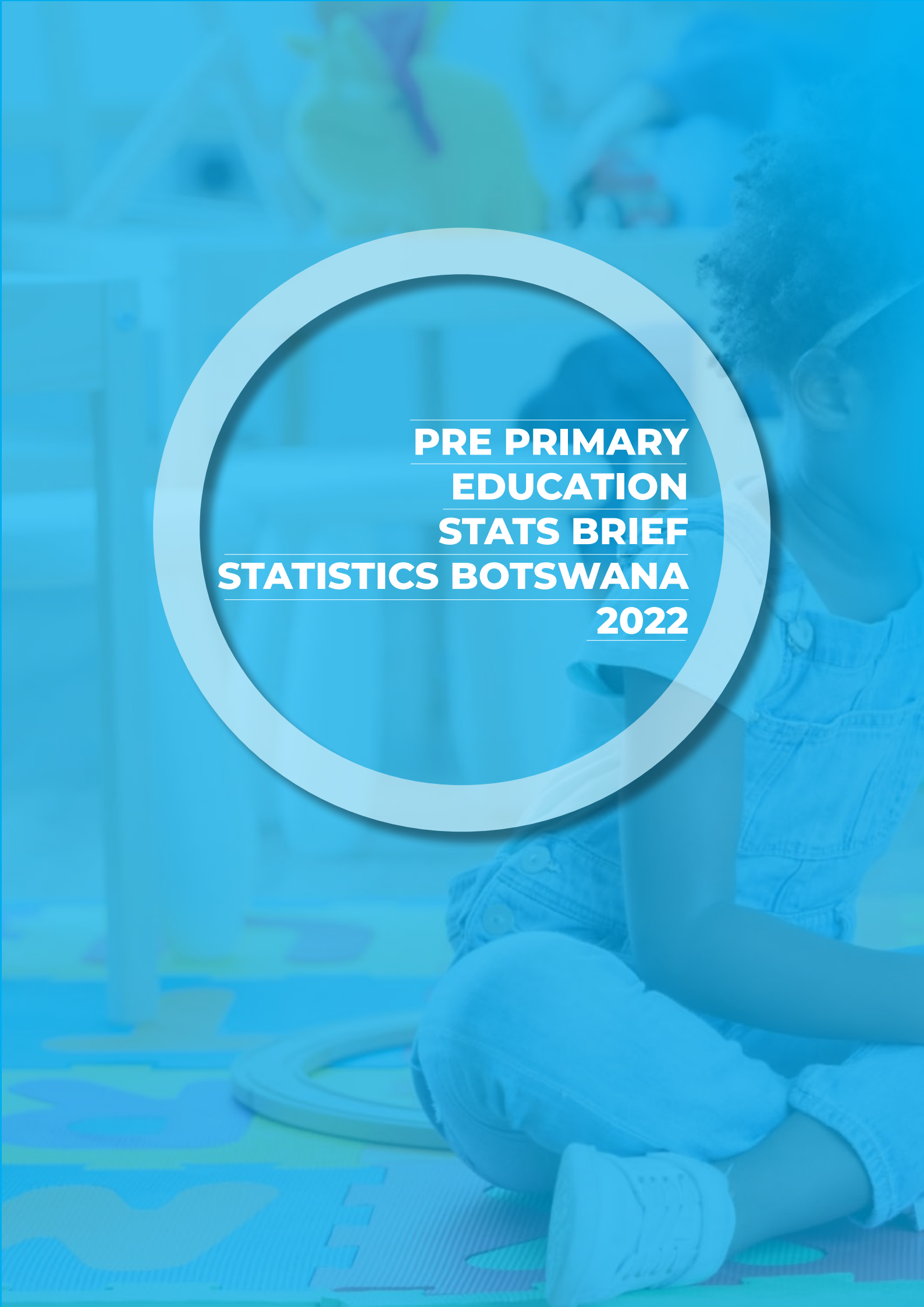
Transition Rate from Primary to secondary: Number of new entrants to the first grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of primary education in the previous year.

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.



**PRE PRIMARY
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2022**



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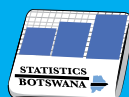
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