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NATIONAL LITERACY SURVEY 2014



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NATIONAL LITERACY SURVEY 2014

Preface

This report provides key findings of the third national literacy survey conducted in Botswana from February to March 2014. This survey was conducted by Statistics Botswana with support from the Ministry of Education and Skills Development. The first national literacy survey was conducted in 1993 and the second in 2003.

As in previous surveys, data was collected from members of sampled households on their demographics, educational attainment, economic activities as well as employment and poverty status. As part of its mission, Statistics Botswana generates, on a continuous and sustainable basis, socio-economic statistics on all facets of development in the country. One of the many ways of accomplishing the mission is to collaborate with various Government Ministries, Departments as well as public and private agencies to provide relevant data for the enhancement of development in the country.

The national literacy survey has been conducted to primarily establish the extent of literacy in the country and hence provide relevant information necessary to monitor the pattern of adult and youth literacy rates. In addition, the survey was meant to find out the extent to which the population participates in the national literacy programmes as well as the extent to which acquired literacy and numeracy skills are utilised on day-to-day socio-economic activities.

The report presents the executive summary of the results, recommendations, background information, survey methodology and sample characteristics as well as survey results. The main statistical tables are presented as appended.

For more information, please contact the Directorate of Stakeholder Relations at 3671300. All Statistics Botswana outputs/publications are available on the website at www.cso.gov.bw and at the Statistics Botswana library at our head-office in Gaborone.



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October 2016



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Technical Working Group and Reference Team: For its commitment in planning the survey and disseminating results.

iv. Executive Summary

The main objective of this survey was to establish the extent of the country's literacy level by educational attainment at both formal and non-formal institutions, with a view to identifying issues of concern which need to be addressed in the promotion of adult literacy. This survey was conducted by Statistics Botswana with support from the Ministry of Education and Skills Development through funding the project as well as through the participation of its personnel.

This report presents the findings of the 2014 survey on the status of literacy in Botswana. The survey was conducted in the context that every person who had attained Standard 5 and above or equivalent were considered literate in both reading and numeracy. The survey used interviews and direct assessment of literacy competency skills. Among other things, the survey is designed to assist in the development of indicators that can be used to design and assess progress on the implementation of education-related programmes. In particular, indicators from the survey are intended to assist with monitoring the levels of literacy in the country notably, assessing provision of out-of-school education and training programmes and levels of participation. Policy makers are increasingly interested in determining the role played by knowledge and skills in enhancing productivity, growth and innovation in improving the social well-being of people. The literacy data can contribute to an understanding of the demand and supply of skills in a knowledge-based economy.

The findings from the 1993 and 2003 literacy surveys provide baseline estimates and trends of the level and distribution of literacy skills in the adult population.

This report presents information on school attendance, awareness, participation and attendance in the adult education programme, national registration status, results of literacy and numeracy skills, field administration and scoring of test items, definition of competency levels and score ranges, literacy and numeracy competency levels, adult literacy and numeracy rates, as well as desired minimum and mastery levels of literacy and numeracy. The report also presents information on background information of the history of adult literacy work in Botswana.

The survey results indicated that on average, 10.0 percent of the Botswana adult population is illiterate, meaning that literacy rate for the country stood at 90.0 percent. Furthermore, it revealed disparities between districts on literacy rates and education attainments for population aged 10 years and above. Populations in cities and towns had higher literacy rates than most of the districts. Except for Selebi Phikwe which stood at 89.1 percent, cities and towns had literacy rates above 95 percent. On average, the literacy rate for the district was 80 percent and above. Ghanzi had the lowest literacy rate at 73.4 percent. The 2014 district literacy rates indicated an increase across all the districts compared to the 2003 rates. As in the previous surveys, the literacy rates decreased with an increase in age. Females recorded higher literacy rates at all age groups except for age group 65-70 years.

Furthermore, it was observed that cities and towns had the lowest proportion of the population aged 10 years and above who never attended school compared to those in the districts. Gaborone had the lowest percentage (0.5) of the population aged 10 years and above who never attended school, while Ghanzi had the highest proportion. The major reason for never attending school was attributed to looking after cattle, working at the lands and parents' unwillingness to send children to school.

The country's commitment to education for all and lifelong learning as well as improved provision of national literacy programmes through "out of school" education and training initiatives, has resulted in improved adult (15-65 years) literacy rate over the past three decades: from 68.9 percent in 1993 to 81.2 percent in 2003 and 90.02 percent in 2014. Literacy among population aged 15-65 years with less than five years of formal schooling or had never attended any form of schooling, or were attending and/or attended non-formal schooling was determined through computing mean scores in reading and writing tests in English and Setswana as well as through numeracy tests. The mean scores were computed for all respondents who had taken all the three tests. Therefore, taking into account the literacy and numeracy test result, the national literacy rate (15-65 years) increased by only 1.42 percent.

The data revealed that the proportion of the population aged 12 years and above who never attended school decreased significantly (29.0 percent) as compared to 1993. The two main reasons for never attending school were: parents' unwillingness and looking after cattle. The survey indicated that 10.7 percent 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 unwilling'. The majority of those who left school before completing Standard 5 were females. Reasons that were advanced 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 61.2 percent of the population eligible for adult literacy classes never attended any form of schooling compared to 71.5 percent in 2003. Major reasons advanced for non-attendance were that people either did not have time were looking after cattle, working at the lands or were not interested. At the time of the survey, only 5.7 percent of the population eligible for literacy programmes was still attending while 22.9 percent had left the programmes. Analysis by age showed that those still attending literacy programmes were 15 years and above while the few children (10-14 years) who had enrolled had dropped out of the programmes.

The most frequently cited reasons for learning to read and write were 'getting communication skills', 'getting a job' and 'gaining knowledge'. The survey however, revealed that the learning environment was not conducive for learning. The eligible population, which reported to be reading in Setswana, was mostly reading religious books and newspapers. Learners also reported to be writing letters in Setswana. They mostly had nothing to write in English but occasionally wrote letters and work-related materials. Most of those who could not read or write reported they had plans to enrol in the National Literacy Programme and workplace literacy in future. The major reasons for not willing to enrol in the National Literacy Programme included 'being too old', 'poor eye sight', 'lack of interest' and 'lack of time'.

Finally, just like in 1993, the economic activities recorded for the population aged 10 years and above who never attended school or left school before attaining Standard 5 were mainly of those who never attended school (70.9 percent). 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 like craft-making and agriculture.

About 37.7 percent of those employed revealed that reading and writing in Setswana were required for employment in their current jobs. Similarly 46.8 percent indicated that reading and writing in English was a requirement in their current jobs. Once employed, the majority (65 percent) of the employees regularly read and wrote in English and Setswana at their work place.

The key recommendations were as follows;

1. The results revealed that 75.0 percent of the eligible population never attended literacy classes. Reasons for never attending the classes were as follows: 'lack of time', 'looking after cattle/working at the lands/farm' and 'not interested'. It is therefore recommended that the Department of Basic Education should adopt more flexible time schedules to suit specific learner lifestyles. In addition, it should develop teaching and learning materials that could enhance learner interest in its programme as well as provision of resources to support trainers.
2. Since literacy surveys are conducted at an interval of 10 years, there is need for inclusion of literacy modules in Household surveys conducted by Statistics Botswana to estimate literacy rates to continuously inform planning for out-of-school education and training programmes prior to the main literacy survey.
3. Those running out-of-school education and training programmes should benchmark with colleagues in formal education with a view to embracing the concept of partnership with parents to ensure the latter's involvement in their children's out-of-school learning.

1.0. Introduction

The National Literacy Survey is conducted every 10 years by Statistics Botswana in collaboration with the Ministry of Education and Skills Development. The first survey was conducted in 1993, the second in 2003 and the third in 2014. The main objective of the literacy survey is to establish the national literacy rates. Furthermore, the survey establishes the extent to which the national literacy and out-of-school education and training programmes are utilised to improve literacy status and life skills of the beneficiaries.

2.0. Background Information/ Literature Review

2.1. Defining Literacy

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 everyday 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). 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.

This survey reviewed a number of previous definitions which included the 2003 Botswana literacy survey definition, the current United Nations Educational, Scientific and Cultural Organisation definition and that of the Organisation for Economic Cooperation and Development (OECD) for the Programme for the International Assessment of Adult Competencies (PIAAC) literacy assessment.

The 2003 Botswana Literacy Survey definition of literacy says:

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

This Botswana coined definition was preferred in 2003, over the 1993 UNESCO informed definition, which focused narrowly on basic reading, writing and numeracy, taking more of the autonomous view of the concept. The 2003 definition was considered wider and embracing, covering more components of the concept. To some extent, the definition developed some recognition of the emerging issues of multiple literacies. For example, responsiveness to context and real life relevance, engaging in various literacy practices (listening, speaking, reading, writing, numeracy and use of relevant genres), critical thinking and technological functioning.

While these are positive points about the definition, current trends in multiple literacies (Mills, 2010) encourage a shift from thinking about literacy acquisition from a global mental process acquired according to a developmental, hierarchical timeline to a conceptualisation of literacy as “a repertoire of changing practices for communicating purposefully in multiple social and cultural contexts” (p. 247). In addition, this kind of definition is more normative than descriptive. Normative statements make claims about how things should or ought to be, how to value them, which things are good or bad, and which actions are right or wrong. A word has a normative meaning if its use, in the context of a judgment, makes implicit reference to some standard of conduct. A word has descriptive meaning if it is used in the context of a judgment to refer to facts or putative facts. (<http://catpages.nwmissouri.edu/m/rfield/nwcourses/274ppt/PP01.htm>(15/04/1510:35hrs.) The descriptive definitions recognise that individuals vary in their ability to succeed across the full range of tasks they face in society. On the basis of this limitation, the 2003 Botswana definition was not preferred this time. UNESCO defines literacy as:

The ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts.

Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Literacy is traditionally understood as simply the ability to read and write. The term's meaning has been expanded to include the ability to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture, making critical interpretation of written or printed text.

The key to literacy is reading development. This is a progression of skills that begins with the ability to understand spoken words and decode written words. Literacy culminates in deep understanding of a text. The process involves a range of complex language underpinnings including awareness of speech sounds (phonology), spelling patterns (orthography), word meaning (semantics), grammar (syntax) and patterns of word formation (morphology), all of which provide a necessary platform for reading fluency and comprehension. Once these skills are acquired, the reader can attain full language literacy, which includes the abilities to apply to printed material critical analysis, inference and synthesis, to write with accuracy and coherence and to use information and insights from text as the basis for informed decisions and creative thought. The inability to do so is called illiteracy or alphabetism (<http://www.ask.com/wiki/Literacy?lang=en> 230515 - 1707hrs).

The OECD definition of literacy says:

Literacy is the understanding, evaluating, using and engaging with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential. (OECD 2009) PIAAC Literacy: A Conceptual Framework - OECD Education Working Paper No. 34 2009

Both UNESCO and OECD definitions are descriptive. The two definitions have a lot in common that is beneficial to this survey. As such, in the absence of the UNESCO frameworks, the 2014 literacy survey, though not registered with the OECD/PIAAC assessment, learned considerably from the latter's frameworks in the development of instruments.

Further, the OECD frameworks support an expanded conception of literacy by:

- assessing the underlying skills of these lower levels of literacy; and
- providing a broader range of texts

In addition, the definition supports both cognitive assessment and engagement of individuals in literate activities. It further carries several important elements that guided the content in the development of the instruments which are explained below.

Written Text

Like the previous literacy assessments, the 2014 survey continues to use informative texts of continuous, non-continuous

and mixed form, pen and paper as media and a variety of text types that are used within a social context relevant and familiar to the users.

Understanding

Comprehending the meaning in the performance of a task or use of a text implies some level of understanding. The literacy assessment should include tasks that explicitly tap on simple and complex understanding, as well as understanding of the social function of each text. It is how the reader responds to the task that shows their level of understanding of the text and their literacy status.

Evaluating

Respondents need to assess whether the text is appropriate for the task at hand, determining whether it will provide the information they need. They have to make judgments about the truthfulness and reliability of the content. They need to account for any biases they find in the text. And, for some texts, they must make judgments about the quality of the text. A literacy test should provide tasks that tap its ability.

Using

Most adult reading is directed toward applying the information and ideas in a text to an immediate task or goal or to reinforce or change beliefs. In some cases, using a text in this way requires just minimal understanding, getting the meaning of the words with some elementary recognition of structure - menus for example. In others, it requires using both syntactic and more complex structural understanding to extract the information.

Engaging with

Engaging with the text depends on how much the text is appealing to the adult reader's interest. Therefore, relevance of the text to the reader's life is very important in tapping engagement.

Participate in society

Adults use text as a way to engage with their social surroundings, to learn about and to actively contribute to life in their community and for some, in their participation in the labour force. We recognise the social aspect of literacy in enabling respondents engaging as part of the interactions between and among individuals.

Achieve one's goals

The 2014 survey agrees with the PIAAC that adults participate in any literacy activity for a specific purpose, whether personal, professional or otherwise.

"They have a range of needs they must address, from basic survival to personal satisfaction, to professional and career development, to participation in society. Literacy is increasingly complicit in meeting those needs, whether simply finding one's way through shopping, or negotiating complex bureaucracies whose rules are commonly available only in written texts. It is also important in meeting adult needs for sociability, for entertainment and leisure, for developing one's community and for work" (PIAAC, 2009: 9)

Develop one's potential

Adults engage in different kinds of learning throughout their life, much of it self-directed and informal to improve their life, whether at work or outside. Since the key to all literacy is reading development, much of this learning requires some use of text. They need to understand, use, and engage with printed materials to develop their potential.

2.2. 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, that is, the power relations, the ideology and the discourse within which the concept is enshrined, believing that these shape the design of numeracy practices in a big way and 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 with and 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, operations and calculations and of course, number and number system – 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. Therefore, - - - being numerate is being critical (Tout 1997, quoted in Coben et al, 2003: 11).

Being numerate is about dealing with ideology in mathematics, politicizing mathematics, being able to reason, confidently and competently, with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems. For example, at work, in practical everyday activities at home and beyond, as consumers, in managing our finances, as parents helping our children learn, as patients making sense of health information and as citizens understanding the world around us.

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 and N. Fairclough) do apply to numeracy, leading to concepts of "multiple numeracies" and "social numeracies". Numeracy complements literacy and is sometimes called "mathematical literacy". Both competencies are needed in order to function fully in modern life. Numeracy involves skills that are sometimes not adequately learnt in the classroom – the ability to use numbers and solve problems in real life. (<http://www.nationalnumeracy.org.uk/what-numeracy> 16 March 2015).

Kanes (2002) has come up with a threefold 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 and "useable numeracy", emphasizing mathematics used in real-life problem solving. The latter is complex and much more contextual. For example, it is the kind used outside the classroom and in real workplaces. Another 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 (2002), these must not be treated as in competition. A numerate person with rich and broad numerical ability must be able to use all of them.

It should be emphasised that performance in all of the above contexts is based on a combination of cognitive and non-cognitive elements, and thus requires that we think of numeracy as a competence, not just as possession of a set of technical skills or know-how.

The 2003 literacy survey acknowledged that there was no common definition of adult numeracy because of lack of general consensus and competing discourse between researchers, practitioners and policy makers over what constitutes adult numeracy. The current UNESCO definition of numeracy has been subsumed in the literacy definition as an ability to "compute". The OECD has developed a separate definition of numeracy as:

adults' ability to access, use, interpret, and communicate mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life. (PIAAC NUMERACY: A CONCEPTUAL FRAMEWORK - OECD Education Working Paper No. 35 2009)

According to the PIAAC numeracy framework, numeracy ability manifests in a particular behaviour deemed numerate. This is the individual's ability to "manage a situation involving a numeracy task or solving a numeracy-related problem". This includes a problem in a real context (everyday life, work, societal and further learning), by responding to a mathematical content/information/idea. An individual may need to identify, locate, access, act upon, use, order, count, estimate, compute, measure, model, interpret, evaluate, analyze and communicate information that is represented in multiple ways - objects and pictures, numbers and mathematical symbols, formulae, diagrams and maps, graphs, tables, texts and technology-based displays.

How and to what extent the individual manifests numerate behaviours is dependent on the activation in the individual's mind of several enabling knowledge resources and experiences (frames of reference) which include:

- mathematical knowledge and conceptual understanding;
- adaptive reasoning and mathematical problem-solving skills;
- literacy skills;
- beliefs and attitudes;
- numeracy-related practices and experiences; and,
- context/world knowledge.

(PIAAC Numeracy: A Conceptual Framework - OECD Education Working Paper No. 35, 2009)

2.3. Why Literacy?

With national economies facing growing unemployment as the new century nears the end of its second decade, the issues of human capital development rise in importance. Research has revealed that low literacy and numeracy skills are found in all countries and that those low skills pose problems for individuals trying to cope with work and life in modern societies (OECD 2009). The demands on literacy skills have always been increasing, especially in the information-based economy. Literacy is being transformed to suit the ever increasing nations' demands for more educated populations to serve industrialisation. What all this means is that success cannot be achieved in all areas of development without meaningful progress in literacy.

Literacy is not only a foundation of, but 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. 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 incomes, 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 better prepared to claim access to different services, they 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 Post-2015 UN Development Framework still 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 through the six Education for All [EFA] goals" (UN Literacy Decade: General Assembly Resolution 56/116, pg 4).

One of the ongoing policy discussions for the Post-2015 Agenda is providing the basis for renewed efforts to understand and improve learning and literacy. Over the years, efforts and investment have been made towards achieving universal literacy, especially in poor communities in low-income countries. This goal has still not been achieved because of the complexity of the issue of learning and literacy development, and the factors which influence their outcomes.

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 21st 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. The latter comprise 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 goal as reflected in the Long-term National Vision 2016 document, is to become 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, in line with the demands of globalisation.

The country is also committed to becoming "a prosperous, productive and innovative nation through providing an education system which allows 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.

2.4. The History of Adult Literacy Work in Botswana

During the pre-independence period, adult literacy in Botswana was provided and conducted on a very small scale by both governmental and non-governmental organisations. These were the Department of 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. Limited economic resources, lack of political will and physical terrain were cited as some of the reasons for as limited support accorded to adult literacy provision. Similarly not much was done in relation to adult literacy in the first 10 years after independence. Direct adult literacy provision was undertaken in 1977 and 1978 when the Botswana Extension College conducted two literacy pilot projects in those years. The results of these projects indicated that there was popular demand for literacy in Botswana and laid a foundation for literacy work that has 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 and 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 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 enable an estimated 250,000 illiterate adults and youth (40 percent of the population aged 15-45 years) to become literate in Setswana and numeracy within a period of six years that is between 1980 and 1985.
- Enable the participants to apply knowledge in developing their cultural, social and economic life.
- 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 (BNLP) 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 Setswana, English or both; and the ability to carry out simple computations in everyday life". (Gaborone et al 1987: 2).

During this period, some achievements were made, the most significant being the improvement of the BNLP as an alternative to basic education provision. The Revised National Policy on Education of 1994 recommended a significant transformation on the BNLP. 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 the strengthening of post-literacy and skills training for informal sector development. These changes were aimed to:

- Provide education opportunities to out-of-school youth, children and adults with a view to addressing the problem of unequal access to basic education;
- Address the learning needs of urban and rural dwellers with emphasis on gender disparities and remote dwellers;
- Enhance mobility between non-formal and formal education by establishing equivalence of certification procedures between the two.
- Expand non-formal education curriculum beyond reading, writing and numeracy to include general studies (such as social issues, health, economy, work, science and technology) strengthened skills training, and income generating projects.

2.5. 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 adults and children) are important indicators of development and must be in every country's agenda for achieving a desirable 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, Millennium Development Goals, 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 illiteracy rate estimate for Botswana being 30.0 percent for 1985, and 26.4 percent for 1990.

The UNESCO Statistical Digest (1990) shows illiteracy estimations being 59.6 percent for 1970 and 25.6 percent for 1988. Locally, the country relied on estimations from its decennial national population and housing censuses. However, all these figures were unconfirmed because no direct literacy tests had been administered (First Literacy Survey, 1993).

Some attempts were made to estimate Botswana's literacy rate. A literacy and numeracy test was done on a small scale in 1986 (Gaborone et al, 1987). The test was constructed based on the contents of the National Literacy 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 the then Department of Non-Formal Education 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 indicating success, were inadequate to assess the country's literacy rate. Kann and Tailor (1987) came up with a literacy rate of 40 percent for 1987.

The Gaborone et al evaluation study (1987) recommended a national survey on literacy, which was conducted in 1993. The first survey pioneered a culture of periodic surveys that are conducted every 10 years. The 1993 national survey scored a literacy rate of 68.9 percent followed by the 2003 survey that reflected a literacy rate of 81 percent.

2.6. Developing Literacy and Numeracy Tests

Research shows that conceptualisation of literacy and numeracy domains inform and shape the design of the tests and tasks (Kirsch 2001; OECD 2009). The literacy definition adopted in the 2014 survey recognises the function and roles that literacy and numeracy play in the lives of respondents in society, from private to public, from school to work as well as to lifelong learning and active citizenship.

Similarly, themes contained within the numeracy conceptualisation influence the design of tests and tasks in the development of the numeracy tests. There are situations where literacy and numeracy are linked and mutually embedded even though in the 2014 survey, the two have been assessed independently of the other. The survey recognises that it

is also possible to define numeracy in general terms without invoking literacy. Kirsch (2001:11) suggests that the purposes served by adults' numeracy may parallel those served by adults' literacy, and further, that people's numeracy may at times relate to or even depend in part on literacy skills or other life skills. One's performance on numeracy tasks will depend not only on formal mathematical or statistical knowledge but possibly also on literacy-related factors such as vocabulary, reading comprehension, reading strategies, or prior literacy experiences.

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

Decoding competence: referring to the knowledge one has of the alphabet and grammatical relationships and other technological aspects such as reading, writing and numeracy conventions. These involve engaging in tasks such as reading, dictation, identifying, recalling, defining, describing, labelling, drawing lists, matching names, outlining and other tasks of rote learning.

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. This involves the ability to explain in one's own words, comprehending the meaning, translating, interpolation, and interpretation of instructions and problems. This involves engaging in tasks such as creating an analogy, taking notes, storytelling, distinguishing, paraphrasing, predicting, rewriting, summarising, translating, estimating and explaining.

Application/pragmatic competence: knowledge of how, where, with who and to what extent particular texts, numerals and genres can be used. It involves using a concept in a new situation or unprompted use of an abstraction as well as applying what was learned in the classroom in novel situations in the work place. This may be manifested in tasks involving computing, constructing, demonstrating, discovering, manipulating, modifying, operating, producing, relating, solving and using.

Discourse analytic (critical thinking) competence: the ability to critically analyse and evaluate texts and numerals. This is a meta-language skill involving ability to read between the lines and detect ideologies and rhetoric. It is about how text can and do position readers, about one's ability to break down materials or concepts into component parts so that the organizational structure may be easily understood; about distinguishing between facts and inferences; about comparing and contrasting diagrams; about evaluating by making value judgments; about ideas and materials; and about debating over issues, appraising, concluding, contrasting, criticizing, critiquing, interpreting, justifying, creating, generating and reconstructing.. This competence may involve tasks that promote the manifestation of high order literacy and numeracy ability.

Technical functioning: the ability for one to use different kinds and levels of available technology to run their lives. 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 a particular context does not automatically equip one with the knowledge and strategies for text analysis, critiquing, questioning, text interrogation and other such meta-language literacy and numeracy strategies. Therefore, none of these competencies should be compromised in literacy and numeracy learning, teaching and assessment.

There were no specific items set to assess the listening and speaking skills amongst the respondents. The literacy test was administered to those who declared that they can read and write in both Setswana and English.

It was assumed that the adults surveyed would have basic oral vocabulary, syntactic/ grammatical, and comprehension skills in the target languages.

2.6.1. Literacy Test Development

The development of literacy test items took cognizance of the literacy definition which focuses on the competencies of understanding, evaluating, using and engaging with written texts to participate in society, to achieve one's goals, and to develop one's knowledge and potential. Respondents were exposed to printed information in daily activities at home and in the community.

2.6.2. 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. The development of literacy test items took cognizance of the literacy definition which focuses on adults' competencies of accessing, using, interpreting, and communicating mathematical information and ideas, in order to engage in and manage the mathematical demands of a range of situations in adult life.

2.6.3. The Literacy Domains

A discussion of the domain is needed to guide item development, to provide a basis for assessing the validity of the results, and to support analysis and reporting of the findings. Respondents were exposed to practices which involved reading, writing, numeracy, problem-solving, time reading and writing, and critical thinking.

Document literacy has been assessed by use of a designed form (Qs34.2, 49.1). Respondents were requested to navigate their way through the forms, filling out the required details in both Setswana and English. Prose literacy was assessed by the use of chunks of texts such as articles and stories which the respondents were requested to read through and appropriately use, analyse and interrogate in order to answer the questions that followed (Q25, Q40 in both Setswana and English Reading Tests). Though no specific tests were developed to directly assess their competencies on the use of electronic materials, the survey asked questions relating to the respondents' use of electronic devices (See Q69. Q70. Q71). Quantitative literacy was assessed by use of calculations with embedded text, time-reading and writing tasks in both Setswana and English languages, budgeting, statistical analysis and price comparison. The survey did not directly assess the speaking and listening as such abilities are often grouped in terms of being too costly and difficult to assess.

In creating items for an assessment, the writer has two primary elements to manage. These are: a) the text, with its several important features such as the medium, format and type of text and the social setting/context in which the text is naturally situated; b) the task set for the assessment. There is need to balance coverage of both text and task characteristics.

a. Texts

Texts in any literacy assessment serve as the stimulus for the tasks that form the test. For the 2014 survey, the texts have been organised in the following ways:

- i. Medium (print)
- ii. Format (continuous, non-continuous and mixed form)
- iii. Type (rhetorical stance)
- iv. Social context.

Medium

The assessment used material printed on paper only as no electronic text was included.

Format

The 2014 survey used prose (continuous), document (non-continuous) and a mixture of both prose and document text formats depending on the nature of the task. This is an important distinction as each format requires different text knowledge and a different approach to text processing.

a) Continuous: This type of text comprises sentences formed into paragraphs, used to assess prose literacy that is, learners' competency to understand and appropriately use, analyse and interrogate information from chunks of texts. Examples of continuous texts include newspaper and magazine articles, brochures, manuals and e-mails.

b) Non-continuous: This type of text uses explicit typographic features, rather than paragraphs to organise information. In some cases, words or phrases are used organised by some kind of matrix arrangement. In this survey, tables, graphs, and forms are used in order to assess document literacy - the competency to identify and process document information.

c) Mixed: This type of text uses both continuous and non-continuous elements. For example, in this survey mixed texts include marketing promotional adverts that incorporate graphics and price lists, service schedule with tables, chunks of text, a budget with figures and chunks of text (See Q65, Q66).

Text Type (Rhetorical Stance of the Text)

The PIAAC framework proposes six categories of the text type within the continuous text. Literacy test items should include a range of these texts, representing all the six types (OECD Education Working Papers No. 34).

These include **Description** – “text where the information describes properties of objects in time e.g. a manual”; **Narration** – “text where the information refers to properties of objects in time and usually in the past e.g. stories”; **Exposition** – text in which the information is presented as composite concepts or mental constructs; **Argumentation** – text that presents propositions as to the relationship between concepts or other propositions; **Instruction** - text that provides directions on what to do; and **Records** – text designed to standardise, present and conserve information without embedding in some instances. The 2014 survey used the following types:

Exposition - covered through Q25 and Q40 in both Setswana and English Reading Tests. Exposition is the type of text in which the information is explained or presented as complex concepts/ideas or mental constructs, or elements into which concepts or mental ideas can be analyzed.

Description - covered through Q34 and Q49. This is the type of text where the information refers to properties of objects in space.

Argumentation - covered through Q40. Argumentation is the type of text that presents suggestions as to the relationship among concepts or other plans.

Record - covered through Q65. Schedule of service at Letlapeng Clinic. Records are texts that are designed to standardise, present and conserve information without inserting in extra information.

Non-Continuous Texts

The PIAAC framework identifies five types of non-continuous texts that are said to differ in their structural organisation. This difference poses a challenge as each structure similarly requires specific text knowledge and a different approach to text processing. The types include **Entry documents** or forms these provide the reader with a label or category for which the latter is asked to provide specifics. The required information may range from very simple to complex, varying from a single word, number, or phrase or require one to construct a series of phrases or sentences.

Combination documents - some graphic documents, like maps and graphs, may rely on the use of other types of text for their interpretation such as legends that display important information that must be read and understood. In other instances, more than one document may be used for display or comparative purposes.

Locative documents – visually portray information on the location of persons, places, or things in space, or depict characteristics of different geographic regions, types of vegetation or characteristics of a population.

Graphic documents - provide visual summary of quantitative information. Examples are bar charts and line graphs.

Matrix documents – classified into four types. The first is simple lists “consisting of a basic or primary list with two or more other lists”. The second is combined lists “consisting of two or more simple lists”. The third is intersected list “composing of three equal lists - two of the list form a row and column defining the cells which contain the third intersected list”. The fourth is the complex nested list which “displays comparative information”.

This survey covers part of the matrix documents (simple list and combined list), graphic documents as well as entry and combination documents.

Matrix Documents: In this survey, an example of the simple and combined lists is the Service Schedule (Tabular) Q65.4 which has the date's column as the basic unit and related lists as times for opening and closing and types of services.

Graphic Documents: The clinic registration data on Q65.2 represents the graphic document type.

Entry Documents: This survey covers 'Forms' in English and Setswana (Q34.2 and 49.1)

Combination Documents: For this survey, more than one graphic document was used for comparative purposes. Different watch graphics with monologue and digital formats have been used for reading time (Q66) and grocery pictures from different suppliers were used to facilitate price comparison (Q65.3).

Social Contexts: Adult reading is normally part of a social setting. Both the motivation to read and the interpretation of the content may be influenced by the context. This survey acknowledges that literacy and numeracy capabilities are not acquired in a vacuum and therefore cannot be demonstrated in a vacuum. It is not just the task that is an indication of literacy or numeracy; it is what the reader is expected to do with the task. The successful resolution of the action demanded by the task implies literacy or numeracy. (Wickert, 1989:6). As a result, a fair assessment must include material from a broad range of settings. This assessment covers contexts such as home and family (Q65.1), health and safety (Qs25, 65.2 and 65.4), consumer economics (Qs65.1 and 65.5) and community life (Qs65.2.5 and 65.3).

b. Tasks

Following the development of texts in the various media (print medium for this survey), the types, formats, and context, the tasks are the cognitive operations that the readers are expected to carry out by acting upon the texts. Such action could take the form of accessing, using, acting on, interpreting as well as communicating information and ideas in the texts.

A reader may be looking for a particular piece of information as the main task but other secondary aspects do come into play. For example, the reader must judge whether the information source is reliable and whether it has the appropriate content. The reader must understand the semantic content of the text. At other times, the reader may be primarily interested in understanding some phenomenon as the primary goal for reading. Again, judgments will have to be made and specific information will have to be considered.

In designing items, the writer should be mindful of the possible subsidiary reading aspects that the reader may engage in while carrying out the primary aspect. For this reason, any assessment must have tasks that focus on a variety of aspects of reading.

Aspects of Tasks

The PIAAC framework identified three broad aspects of tasks that readers were asked to carry out: those that require identification of pieces of information in the text, those that require connecting different parts of the text and those that require some understanding of the text as a whole.

On some occasions, adults are simply seeking specific items of information from a text. Sometimes finding the needed information is relatively simple, as it is directly and plainly stated in the text. However, identify tasks are not necessarily easy.

Most tasks that require identification only would be classified as "using" tasks. But some evaluation tasks might require identifying several distinct pieces of information, which might be compared for their relevance in a particular situation. The tasks relate to Luke and Freebody's decoding competence, engaging in tasks such as dictation, identifying, locating, recalling, defining, describing, labelling, drawing lists, matching names/objects, outlining and other such tasks of rote learning. They also relate to the application competence which is the knowledge of how, where, with who and to what extent particular texts, numerals and genres can be used. This may be manifested in tasks involving demonstrating, discovering, manipulating, modifying, operating, producing, relating, solving and using.

Integrate and Interpret (relate parts of text to each other).

Often tasks require the reader to understand the relation(s) between different parts of a text. These relations include problem solution, cause-effect, category-example, equivalency, compare-contrast, and understanding whole-part relationships.

To complete such tasks, the reader has to determine what the appropriate connection is. This may be explicitly signalled, as when the text states “the cause of X is Y”, or may require an inference by the reader. The text itself may make this explicit, as with a title or an introductory sentence or paragraph, but often it is something readers must discover on their own and produce a paraphrase or summary or explain in their own words. The tasks relate to Luke and Freebody’s semantic competence which involves the ability to translate, interpolate, as well as interpret instructions and problems. This involves engaging in tasks such as creating an analogy, taking notes, storytelling, distinguishing, paraphrasing, predicting, rewriting, summarising, translating, estimating and explaining.

For some tasks, inferences may be required and rhetorical understanding may have to be called upon. For example, Q65.4.3 on Service Schedule requires the reader to say the exact time that Mr. Pelaelo, who apparently was 10 minutes late, arrived at the dental clinic.

The answer may not be that easy to locate as the reader needed some inferences. It is necessary for the reader to have competencies to read and work out calculations relating to time, to read records from a table as well as to read and navigate through a weekly service schedule. Q66 requires the reader to compare prices from tuck-shop grocery catalogues.

Evaluate and Reflect

Evaluation and reflection involve drawing on knowledge, ideas or values external to the text. The reader has to assess the relevance, credibility, truthfulness of the information presented in the text. The reader may also evaluate the purposefulness, or awareness of the text, or how successfully the writer is using the evidence and language to argue or persuade a reader. The tasks relate to Luke and Freebody’s discourse analytic level of competence, which is the ability of the reader to critically analyse and evaluate texts and numerals. This level of reading allows the reader to be able to read between lines and detect ideologies, be able to breakdown materials or concepts into component parts so that its structure may be understood; distinguish between facts and inferences; comparing and contrasting texts/diagrams, evaluate ideas and materials; and debating over issues; thus appraising, concluding, contrasting, criticizing, critiquing, interpreting, justifying, creating, generating, reconstructing, etc. This may involve tasks that promote manifestation of higher order literacy and numeracy ability. In this survey, Q65.2.5 allows the reader to analyse, interpret and critique the health situation in the Letlapeng community.

2.6.4. Cognitive Representations

In understanding a text, a reader has to create a mental representation from linguistic materials of the text. For continuous texts, these materials are words, phrases and sentences. For non-continuous texts, the materials also include the matrix and list relations underlying the arrangement of text elements. There is a substantial body of research on how readers create these representations for continuous texts but despite the ubiquity of non-continuous texts in adult reading, there is little work on how such representations are created for them.

Six Factors that Affect the Construction of Representations

a) Transparency of the information.

An important factor in task difficulty is the transparency of the information in the text. When the question refers explicitly to the superficial information (literal information), it is easier to process. For some tasks, the needed information is explicitly signalled: a telephone number always has a particular form and may also be preceded by “Tel” in the text. The text may have a title, or the problem and solution may be directly labelled as such (explicit signal).

b) Degree of complexity in making inferences

Paraphrase: Readers have to process linguistic information by mobilizing their lexical and syntactic-semantic knowledge. Simple examples would be a task requiring readers to find information about the cost of an automobile in a table using the word ‘car’, or knowing that “ate” in a text indicates food.

High level text inference: In a problem-solution text, for example, neither the problem nor the solution need to be explicitly signalled; rather, the reader may have to infer what the problem and/or solution is from the text itself. And the reader cannot necessarily assume that the problem statement will precede the solution.

Extra-textual inference: Some tasks require the reader to bring information from outside the text or from another text in order to understand parts of the text in question. For example, in a notice about local road repair projects, the reader may be expected to bring external knowledge about the types of roads in that area to understand the actual repair proposals.

Semantic and syntactic complexity: Studies of both oral and written text have shown that the more concrete the information, the easier the task. Tasks requiring the reader to identify persons, things or places tend to be easier than those that involve abstract properties such as goals, conditions and purposes. The grammatical structure of the sentence (question and text) could be more or less complex. For example, negative phrases are more complex than affirmative phrases. The presence of subordinate clauses (question or text) improves the complexity of syntactic processing.

Amount of information needed: The more information the reader needs from the text to complete the task, the more difficult that task will be. Furthermore, the amount of text that must be processed contributes in the difficulty of any task.

Prominence of the information: If the information the reader needs is located in a prominent location in the text (in the first or last sentence of a paragraph, in a main rather than subordinate clause or at the top or bottom of a list) it will be easier to access.

Competing information: The more potentially relevant information the reader has to sift through to access the needed information, the more difficult the task will be. This is especially true if there is information in the text that might plausibly be appropriate, but is incorrect. For example: if a text has a telephone, fax and mobile phone number, it would be more difficult to pick the fax number, than if that were the only number to sift through to access the needed information.

This is especially true if there is information in the text that might plausibly be appropriate but is incorrect. Another example: if a text has a telephone, fax and mobile phone number, it would be more difficult to pick the fax number, than if that were the only number.

Text features: The degree to which the reader has to construct relations among parts of the text affects difficulty. When there are large numbers of anaphoric references that the reader must sort out and when text cohesion signals are absent, the reader will find the task more difficult.

2.6.5. Limitations and Challenges

1. Scoring of reading tests was subject to the enumerator's perception since there were no guidelines to determine the scoring of the reading tests.
2. The survey was conducted during the ploughing season hence potential respondents were not available.
3. The road conditions were challenging because the exercise was undertaken during the rainy season.
4. Unavailability of fuel at some Central Transport Organisation depots at the time of survey resulted in rushed interviews, compromising the quality of information collected in the affected areas.
5. The delay in deciding whether the survey should run has affected the 10 year period.
6. There is need for bench marking to capacitate the officers responsible for the survey.
7. Training in literacy for education statistics officers is a necessity.

3.0. Survey Methodology

3.1. Introduction

The Government of Botswana, through the Ministry of Education and Skills Development and the then Central Statistics Office (CSO), now renamed Statistics Botswana, conduct literacy surveys every 10 years. The primary reason for conducting the surveys is to assess the impact and sustainability of the initiatives and related literacy programmes implemented by Government through various education structures and through role players in the sector. The first literacy survey was carried out in 1993 followed by the second in 2003. The main objective of these surveys is to estimate national literacy rates and other related indicators at national level.

3.2. Survey Objectives

The primary objective of the survey was to determine the extent of the country's literacy level by educational attainment at both formal and non-formal institutions, with a view identifying issues of concern, which need to be addressed in the promotion of adult literacy. In addition, to establish learners' performance in the literacy and numeracy tests for those to whom the tests were administered.

The survey also intended to find out the extent to which the population participates in the national literacy programmes designed by the Ministry of Education and Skills Development. Furthermore, since literacy is a multi-dimensional lifelong learning process designed to equip beneficiaries with specialised knowledge, skills attitudes and techniques; the survey therefore, sought to establish the extent to which the acquired literacy and numeracy skills are utilized on day to day socio-economic activities.

3.3. Specific Objectives

- 1) Measure the literacy and numeracy skills and competencies needed for individuals to participate in socio-economics development.
- 2) Assessing literacy and numeracy skills and out of school population's ability to use available technology to solve problems.
- 3) Collecting a broad range of information from the survey respondents, including how their skills are used in a different context
- 4) Provides an accurate picture of the distribution of key information- processing skills among adults with both high and low levels of skills
- 5) Provides equity levels in access to education and training for out of school population

3.4. Target Population

The survey covered all households with persons aged between 10 and 70 years of age who are currently not attending formal school, had never attended school, have attained Standard Four (4) or below or its equivalent or currently attending non-formal education.

3.5. Questionnaires

There were two (2) questionnaires used: a) the Household questionnaire which was used for enumerating all persons in the selected households. This is where the eligibility criteria was used to determine the targeted population and was only administered to citizens; and b) the Individual questionnaire which was used for interviewing the target population on specific questions and administering reading and numeracy tests on citizens only to determine their literacy levels and other related indicators.

3.6. Sampling Frame

The sampling frame is a list of all the population elements from which a sample can be drawn. A sampling frame is normally based on the preceding Population and Housing Census (PHC). For this reason, the 2011 PHC formed the basis for the 2013 literacy survey sampling frame. This comprised a list of all Enumeration Areas (EAs) as demarcated during the 2011 PHC. The selection process entailed drawing the Primary Sampling Units (PSUs), which are the EAs and

further determined the number of households to be included in the sample from each EA. Maps as per the selected EAs were provided. Training of enumerators also included map reading and all issues relating to cartographic field operations. Continual support on cartographic issues during field work was also provided as and when necessary.

3.7. Stratification

Stratified sampling is a technique through which the entire population of sampling units is divided into distinct sub-populations, called strata. Within each strata, a separate sample is selected. In most surveys, stratification is preferred because it is used to decrease the variances of the sample estimates. In proportionate sampling, the sample size selected from each stratum is made proportionate to the population size of the stratum. Therefore, the variance is decreased to the degree that the stratum means diverge and that homogeneity exists within each strata. Stratified sampling also allows for different methods and procedures within them.

With these reasons, for the 2013 literacy survey, stratification was undertaken such that each district and major centre in Botswana became its own strata. EAs were further grouped according to their ecological zones in rural areas and income categories in urban areas. As such, this geographical stratification along ecological zones and income categories is expected to improve precision of the survey data because there is a tendency of homogeneity of variables becoming high which results in a lower variability.

3.8. Sample Design

Approaches to sample selection fall into two categories, being probability and non-probability sampling. Probability sampling is where by all the elements in the population have an equal non-zero probability of being included in the sample. Non-probability samples are chosen based on the decision of the researcher to achieve particular objectives (Gary T. Henry; 1990). In this report we will focus on probability sampling.

The reason for this focus is that probability samples can be rigorously analyzed to determine possible bias and likely errors and also that they can be used to infer or generalize about the entire group/population.

Therefore, a stratified two-stage probability sampling design will be used to select our sample. The first stage will be the selection of EAs as primary sampling units (PSUs) which will be selected proportionally to the size of the proportion of people who are eligible for the individual questionnaire of the 2013 BLS in each district. The 2011 PHC data was used to determine in each district or urban centre, the proportion of people who are eligible for the individual questionnaire and the results are shown in the table below;

District	Proportion Eligible	# of EA's to be selected
Gaborone	0.04	4
Francistown	0.05	4
Lobatse	0.08	4
Selibe Phikwe	0.07	4
Orapa	0.02	4
Jwaneng	0.06	4
Sowa	0.03	4
Ngwaketse South	0.2	9
Borolong	0.21	9
Ngwaketse West	0.28	12
South East	0.08	4
Kweneng East	0.14	6
Kweneng West	0.32	14
Kgatleng	0.13	6
Serowe/Palapye	0.16	7

District	Proportion Eligible	# of EA's to be selected
Central Mahalapye	0.18	8
Central Bobonong	0.15	7
Central Boteti	0.19	8
Central Tutume	0.17	7
North East	0.11	5
Ngami East	0.13	6
Ngami West	0.25	11
Chobe	0.09	4
Ghanzi	0.25	11
Kgalagadi South	0.19	8
Kgalagadi North	0.17	7
Total		177

The formulae below will be used to come up with the number of EAs to be selected.

$$n = D \frac{Z_{\alpha}^2 P(i) - P}{e^2 * h * r}$$

Where:

- n is estimated sample size for the KEY (rarest) indicator,
- Z_{α} is value of Z which provides $\alpha/2$ in each tail of normal curve if a 2-tailed test is used or α in one tail if a 1-tailed test is used. If α , the type-I error, is 0.05 then the 2-tailed Z is 1.96; α specifies the probability of declaring a difference to be statistically significant when no real difference exists in the population.
- P is the predicted or anticipated prevalence (coverage rate) for the key indicator, which is based upon the smallest target group (in terms of its proportion of the total population),
- e is the margin of error or allowable error to be tolerated (in general 5 percentage points),
- D is the design effect (a ratio of the expected sampling variance from the sampling design to be used compared to that of a simple random sample of the same size. It is a measure of how much more unreliable the present survey is compared to a simple random sample)
- r = the proportion of total population that the smallest group comprises, and
- h = the average household size.
- g is the factor necessary to raise the sample size; a specific percentage for non-response (for example $g=1/0.9=1.11$ to raise the sample size by 10 percent).
- Hence 177 EAs will be selected with probability proportional to size (pps) or proportional allocation.
- The last stage of our sampling technique will be to select a random sample of 3540 households in the selected EA's using systematic sampling.

3.8.1. First Stage: Sampling of EAs

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

(i) Calculating the sampling interval for the stratum:

$$k = \sum X_i / n$$

Where:

$\sum X_i$ is the size of the stratum (total number of households in the stratum according to 2011 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 $R, R+k, R+2k, \dots, R+(n-1)k$, where R is the random number between 1 and k .

(iv) Comparing each sampling number with the cumulated size.

The EA that was selected was the first whose cumulated size was greater or equal to the random number (sampling number).

3.8.2. Second Stage: Sampling of Households

Upon completion of households listing, the household lists were assigned to each occupied household in the EA; vacant and non-residential structures and structures under construction were not considered. 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 done through proportional allocation.

The systematic selection of households consists of:

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

$$I = M / b$$

Where:

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

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

3.9. Fieldwork Operations

Training of field staff was held at Maharaja Conference Centre in Gaborone from 20th to 31st January 2014 and conducted by a team from both Statistics Botswana and the Ministry of Education and Skills Development (MOESD). Ninety trainee enumerators and 20 team supervisors were trained. Subsequently, 60 enumerators were selected. Team supervisors comprised of permanent staff from Statistics Botswana and MOESD.

There were also 45 drivers and vehicles from different government departments as well as ten (10) quality control officers from Statistics Botswana and MOESD. The actual fieldwork (data collection) took two (2) months, commencing in February and ending in March 2014.

There were 177 EAs in the sample, of which 173 were completed at the end of the fieldwork. This represented 98.0 percent completion rate at EA level. From each EA, 20 households were selected, yielding 3,540 households expected to be interviewed.

Out of the 173 completed EAs, the expected number of households to be interviewed was 3,460. However, 3234 were successfully interviewed, yielding a response rate of 91.0 percent at household level.

During the enumeration period, quality assurance and productivity checks were undertaken each month. Five (5) quality control teams were formed and each was assigned four (4) field teams. After every check, the quality control officers would meet, review progress and quality and give feedback to the field teams during the following month.

At the end of the enumeration period, a meeting was convened between field staff and the project officers to share experience. These meetings noted both challenges and good practices with a view to coming up with suggestions and recommendations for future and similar projects.

3.10. Data Processing

Data processing involved manual office editing and coding of answers to questions that were not pre-coded. It also included data capture and online editing (cleaning of captured data).

Editing and coding started on 17th March and was completed on the 25th April 2015. Fifteen temporary data processing officers were employed. The officers went through training that was also attended by supervisors and enumerators which took place during the month of January 2014. The training was meant to give the data processors an understanding of the questionnaires. A comprehensive training programme covering editing and coding procedures was conducted in March 2014.

Data entry started in June 2014 and was completed in July 2014. Fifteen temporary staff was engaged for the activity. Online editing started in August and was completed in early October 2014. The activity was carried out by officers from Statistics Botswana and the Ministry of Education, Skills and Development.

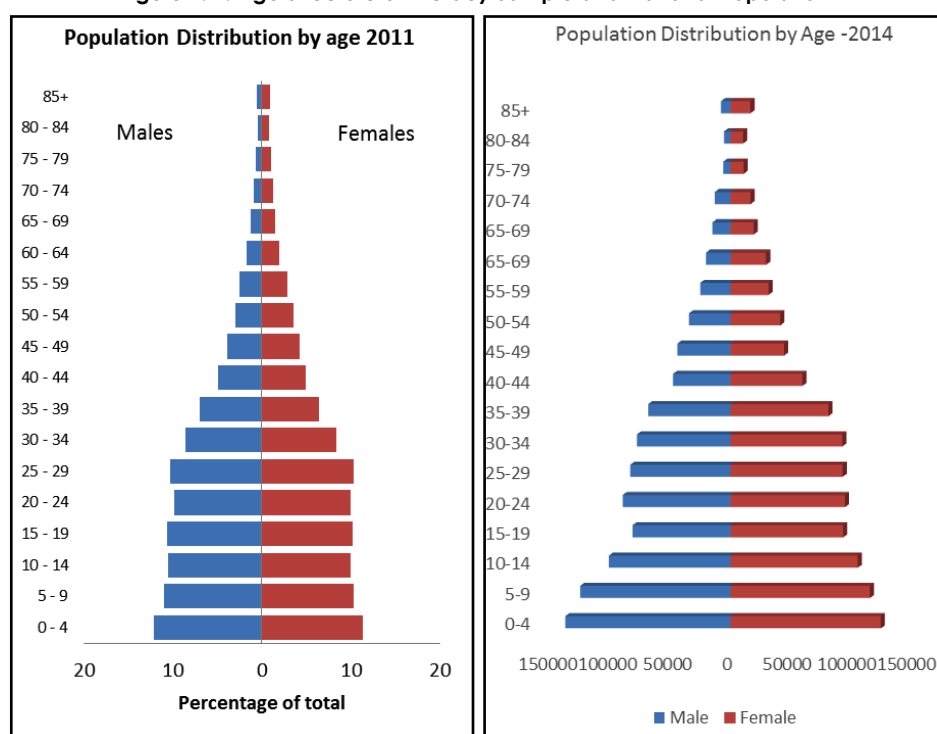
4.0. Findings

4.1. Population Distribution

4.1.1. Age and Sex Population Structure

Figure 1 below shows age and sex structure of the population from the 2011PHC and the sampled household in the Literacy Survey 2014 which closely resemble each other. Population distributions are similar, indicating how closely the sample households in the survey reflect the national population structure.

Figure 4.1 : Age Structure of Literacy Sample and National Population



Both pyramids have a broad base structure and narrow as age increases in both the Literacy Survey and the 2011 Population Census. The age distribution shows that the population is concentrated in the lower age group than in the upper age groups and that the 0-4years age group accounts for highest proportion of the population. Population structure shows a youthful population from both the Literacy Survey and 2011 Population Census.

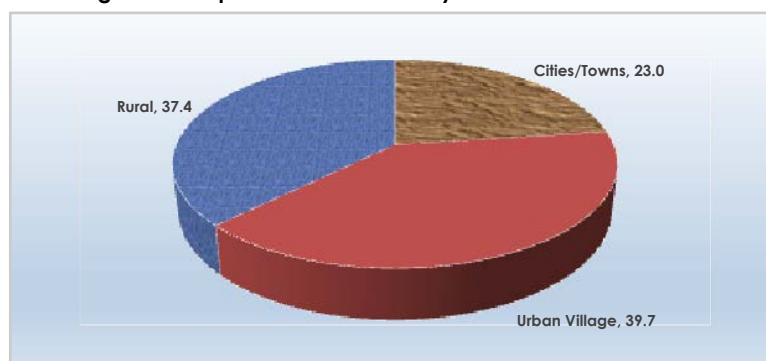
Table 7.04 (Appendix) shows that 11.7 percent of the survey total population comprised of those in age group 5-9 years. Those in age group 1-4 constitute 10.0 percent each. Furthermore, 4.2 percent were aged 70 years or older.

4.1.2. Population Structure

Appendix Table 7.02 shows that the highest proportion of the total population was in Gaborone at 11.9 percent followed closely by Kweneng East at 11.4 percent. Central Serowe/Palapye district followed with 9.2 percent. The lowest population proportion was in Sowa at 0.2 percent followed by Orapa at 0.5 percent. The table also shows that there are more females in Botswana's rural areas.

Literacy Survey population shows that 39.7 percent of the population resides in Urban Villages followed by those residing in rural areas at 37.4 percent. About 23.0 percent of the population were in cities or and towns.

Figure 4.2: Population Distribution by Place of Residence - 2014



4.1.3. Sex Ratio

Sex ratio is defined as the number of males per 100 females. The sex ratio for the Literacy Survey 2014 is 90.7, meaning there were more females than males. Sex ratio for cities and towns, urban and rural areas is 94.1, 89.5 and 89.9 respectively.

4.1.4. Population Estimates: 2011 - 2014

The survey estimates the total population to be 2,073,035 as at April 2014, an increase of 2.4 percent from the 2011 census population of 2,024,904. The 2014 projected population is slightly higher than the estimated literacy population. Of the total population, about 47.6 percent of the population sampled were male persons while 52.4 per cent were female.

Table 4.1 : Population Estimates: 2011 - 2014

Population	Male	Percent	Female	Percent
2011 Census	988,957	48.8	1,035,947	51.2
2014 Projection	1,052,828	49.0	1,095,078	51.0
2014 Literacy Survey	985,873	47.6	1,087,161	52.4

4.1.5. Literacy Survey Response Rate

A total of 5,060 households were sampled for the survey and out of that, 4,980 were successfully enumerated, which gave a response rate of 98.8 percent. Of the total households enumerated, 2020 were in urban areas while 2,960 were in rural areas. The distribution represents 40.6 percent and 59.4 percent for urban and rural areas respectively.

4.2. Adult Literacy

4.2.1. Botswana Adult Literacy Measures

Table 4.2 : Literacy Rates by Year, Age and Sex: 1991 - 2014

YEAR	Age Groups								
	10 - 70			12 - 70			15 - 65		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1981	32.0	36.0	34.0	..	..	..	..	..	..
1991	..	..	..	..	..	..	66.8	67.7	67.3
1993	..	..	..	..	..	..	66.9	70.3	68.9
2001	65.0	69.8	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
2010	85.1	86.5	85.3	87.4	89.2	88.4	82.3	83.8	83.2
2013	82.6	86.4	84.6	83.8	85.9	84.9	84.1	87.5	85.9
2014	85.7	87.3	86.5	87.3	88.8	88.1	88.7	91.0	90.0

4.2.2. Age-specific Adult Literacy Rates

Figure 4.3: Age-specific Literacy Rate (15-65) by Sex

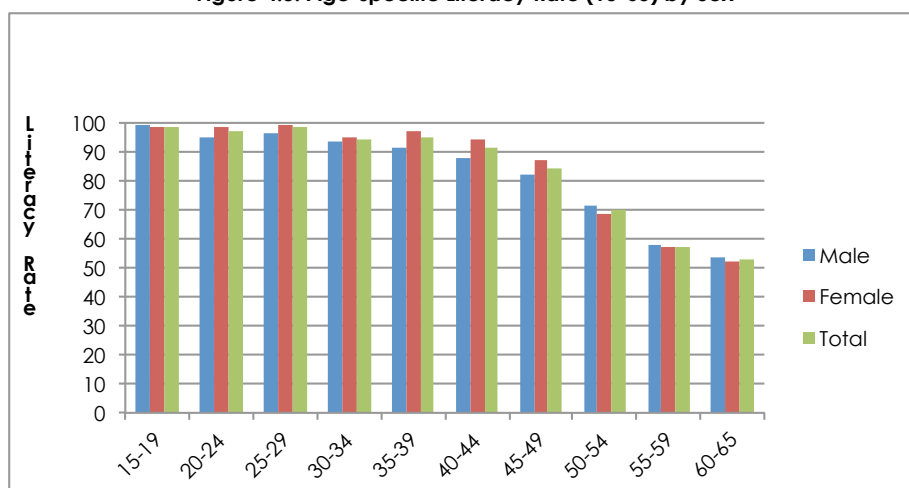


Figure 3.3 shows that the overall literacy rate by for population 15-65 years was 90.02 percent with male literacy rate at 88.7 percent and female at 90.6 percent. Population 15-19 had the highest literacy rate at 98.6 percent and 60-65 years had the lowest rate at 52.6 percent.

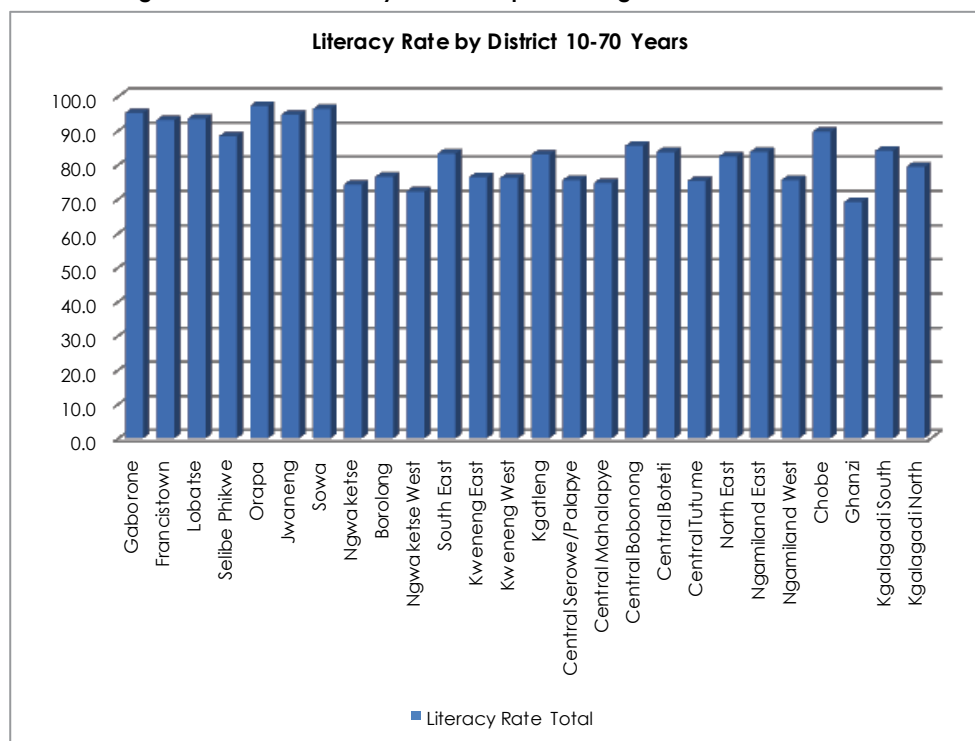
Gender Differences

There is a clear indication that literacy rate across all the age groups are higher for females than for males. Overall, age group 15-19 recorded the highest literacy rate of 97.8 percent followed by age group 25-29 with 96.8 percent.

4.2.3. District Adult Literacy Rates

In 2003, the literacy rate was lowest in Kweneng West with 57.7 percent for the 15 to 70 year age group whilst in the 2014 Literacy Survey, it shows that Kweneng West has risen to 76.1 percent. Ghanzi district recorded the lowest literacy rate of 69.1 percent. Even though Ghanzi recorded the lowest literacy rate, it shows that it improved from 56.1 and 59.9 percent in the 1993 and 2003 literacy surveys respectively to 69.1 percent in the 2014 Literacy Survey.

Figure 4.4 : District Literacy Rate for Population Aged 10 to 70 Years - 2014



4.3. Population that never Attended School

Table 7.015 (Appendix) shows that Kweneng West had the highest percentage of the population that never attended school, accounting with 17 percent, followed by Ghanzi and Borolong districts with 15 percent each. The percentage of the population who never attended school was highest in rural areas (69 percent), urban villages accounted for 27 percent while cities and towns only recorded 4 percent. The survey reveals that gender variation still existed in school attendance as the proportion of females (49 percent) who never attended school is less than that of males (51 percent).

Figure 4.5: Population never Attended School by Location

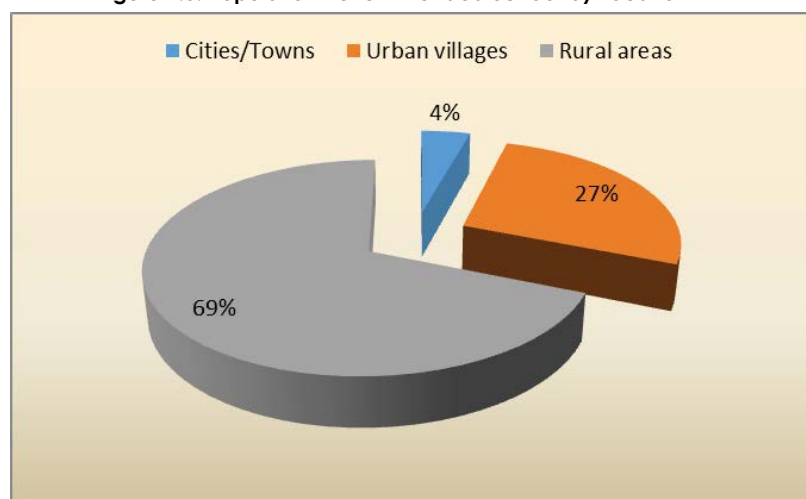
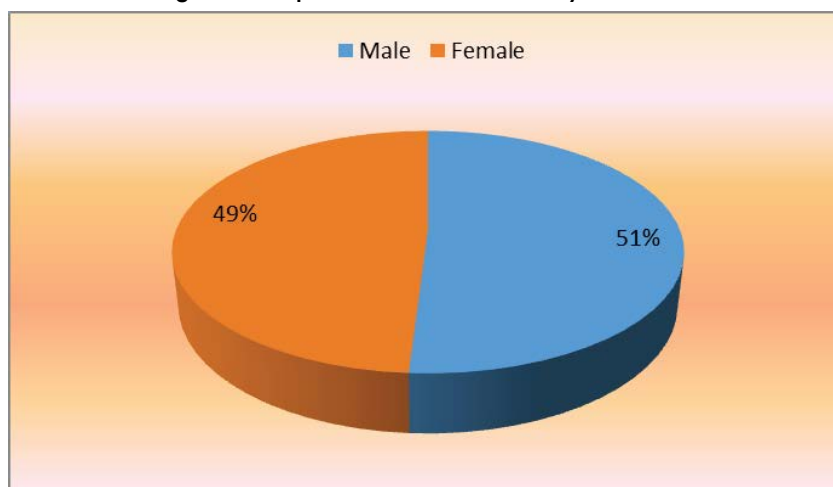


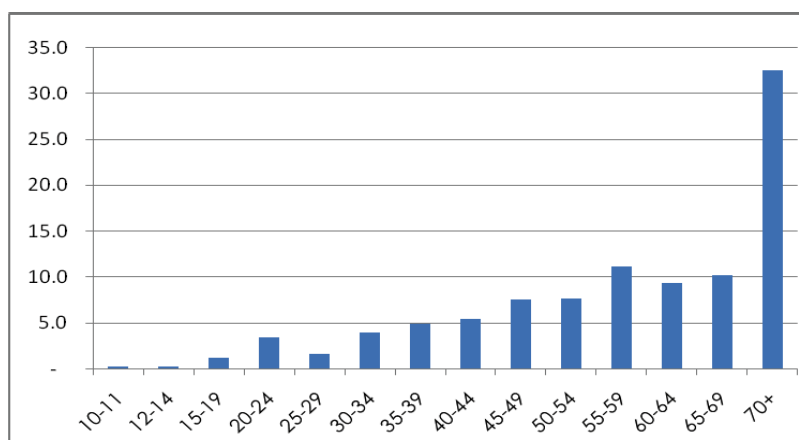
Figure 4.6: Population never Attended by Sex



4.3.1. Population Aged 10 Years and over who never Attended School

There are varying patterns across the age groups of the population that never attended school. Table 7.016 shows that population aged 70+ accounts for the highest percentage (32.5) of the population that never attended school. This a group of people who were born before independence when there were no education reforms and policies and education was not treated as a basic human right. The table further depicts that for children aged 10-14, the percentage of those that never attended school is 0.3 percent, the lowest for all the age groups. The general trend revealed by the results of the survey is that the percentage of those who never attended formal school increased with age. It can be confidently concluded that the number of people who never attended formal school is declining as evidenced by Figure 3.7 below. Age-specific proportions beginning with those aged 10 years who never attended formal school ranged between 0.5 percent and 51.5 percent in 2014, 1.2 percent and 66.7 percent in 2003 and 2.1 percent and 67.6 percent in 1993.

Figure 4.7: Population Aged 10 Years and over who never Attended Formal School, by Age Group - 2003



4.4. Population 10 Years and over that did not Complete Standard 5

Table 4.3 : Population 10 Years and above who Left School before Attaining Standard 5 by Age and Sex - 2014

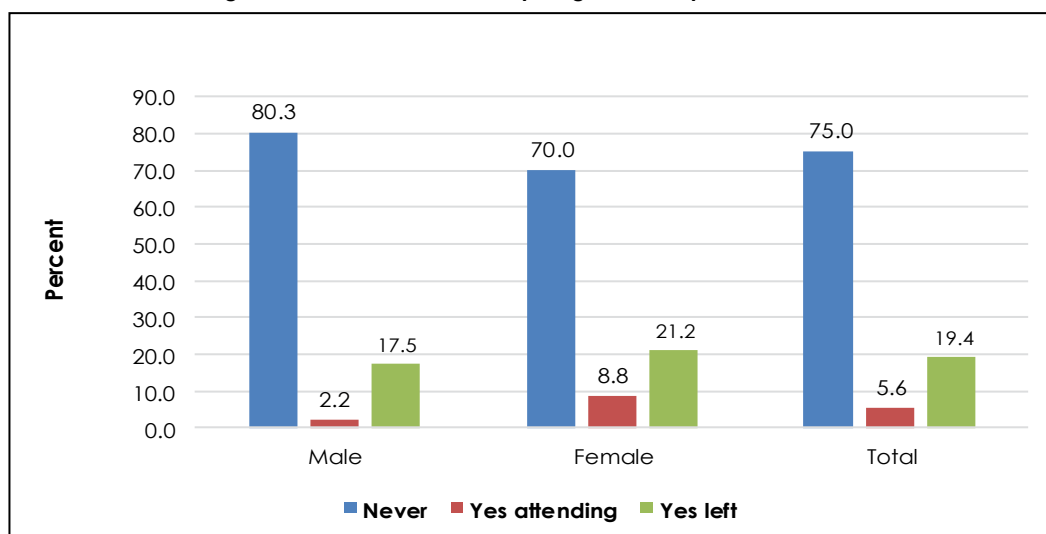
Age group	Total Population 10+ years	Left School before Standard 5				Male %	Female %	% Age specific Proportion of Population 10+ years
		Population 10+ years	Male	Female				
10-11	86,629	28	28	-		100.0	-	0.04
12-14	120,964	505	454	51		89.90	10.10	0.68
15-19	175,658	1,308	760	548		58.10	41.90	1.75
20-24	185,302	2,091	977	1,114		46.72	53.28	2.80
25-29	177,023	3,156	2,315	841		73.35	26.65	4.23
30-34	171,185	5,465	2,642	2,823		48.34	51.66	7.33
35-39	150,268	3,043	2,066	977		67.89	32.11	4.08
40-44	107,795	2,493	1,124	1,369		45.09	54.91	3.34
45-49	88,816	3,901	2,304	1,597		59.06	40.94	5.23
50-54	76,026	7,511	3,675	3,836		48.93	51.07	10.07
55-59	56,888	7,454	3,516	3,938		47.17	52.83	9.99
60-64	50,165	9,951	3,550	6,401		35.67	64.33	13.34
65-69	34,377	6,918	920	5,998		13.30	86.70	9.27
70+	87,136	20,781	4,347	16,434		20.92	79.08	27.85
Total	1,568,232	74,605	28,678	45,927		38.44	61.56	100.00

4.5. Participation in Adult Literacy Programme

4.5.1. Enrolment in Adult Literacy Programmes

Botswana, like most countries, is committed to promoting universal primary education in line with the Millennium Declaration and the Millennium Development Goals. In addition, the Revised National Policy on Education of 1994 recognises education not only as schooling, but as a lifelong learning process for both young and old. The Policy commits the government to providing access to opportunities outside formal education to benefit those who wish to further their education.

Figure 4.8: Enrolment in Literacy Programmes by Sex – 2014



Amongst other things, this study sought to establish the number of people who were benefitting from the literacy programme, progression of those enrolled as well as dropouts and the completion rate. A total of 138,034 persons had either never attended formal school, were attending or had attended but left school before they attained Standard Five and were therefore eligible for literacy classes. Of those eligible, only 34,375 or 24.9 percent enrolled for a literacy programme. This proportion was a decline from the 38.5 percent estimated for the 2003 survey. Figure 8 shows that 80.3 percent of eligible persons had never attended literacy classes compared with 70 percent for their female counterparts.

4.5.2. Participation in Literacy Classes by Age

Participation in literacy classes is inherently low due to a number of reasons. Studies elsewhere have shown that the public, teachers and even learners themselves have a low opinion about literacy programmes. . This often discourages learners from participating, hence increasing their social and economic vulnerability.

The literacy programme has often been associated with failures who could not successfully make it in the more prestigious formal education¹.

¹www.iiz-dvv.de/index.php?article_id=222&clang=1

Figure 4.9: Participation in Literacy Classes by Age - 2014

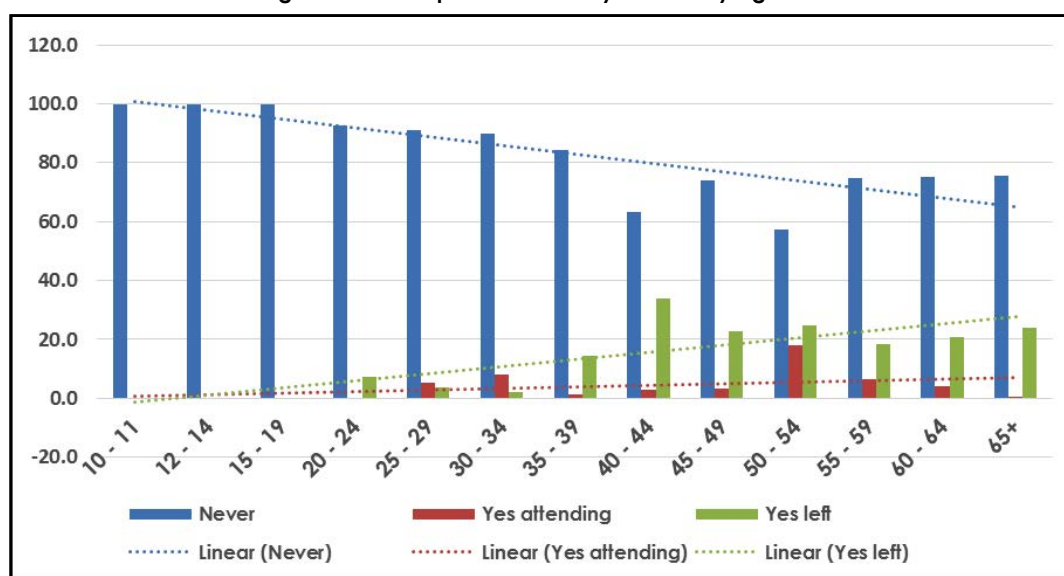
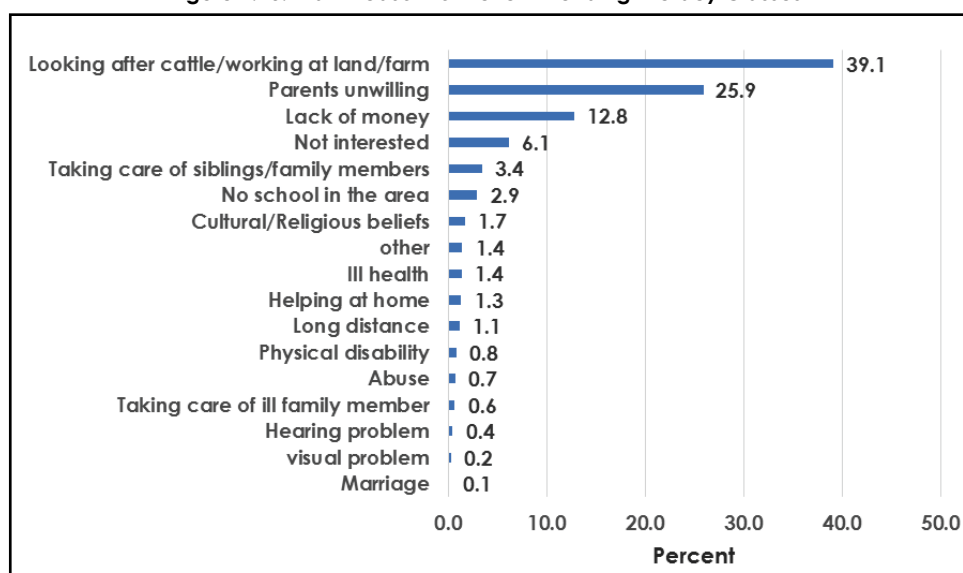


Figure 9 show that the proportion of eligible persons who were either attending literacy classes or left such classes increased with age. The proportions were low for ages 10 to 39 and decreased steadily thereafter. This may underscore the fact that young people still have the desire for more prestigious formal education and that adult literacy is perceived as being for those who had given up hope of ever enrolling in formal education.

4.5.3. Reasons for never Attending Literacy Classes

It is important to note that 103,269 or 75.0 percent of persons who were eligible for literacy classes did not attend such. In addition, 19.4 percent who had attended left and a further 5.6 percent were still attending. This survey explored major reasons why these persons attended literacy classes. Figure 10 shows that the commonly cited reason was 'looking after cattle, working at land or farm' which was mentioned by 39.1 percent of the respondents. Other important reasons mentioned were that parents were unwilling (25.9 percent) and lack of money (12.8 percent).

Figure 4.10: Main Reason for never Attending Literacy Classes

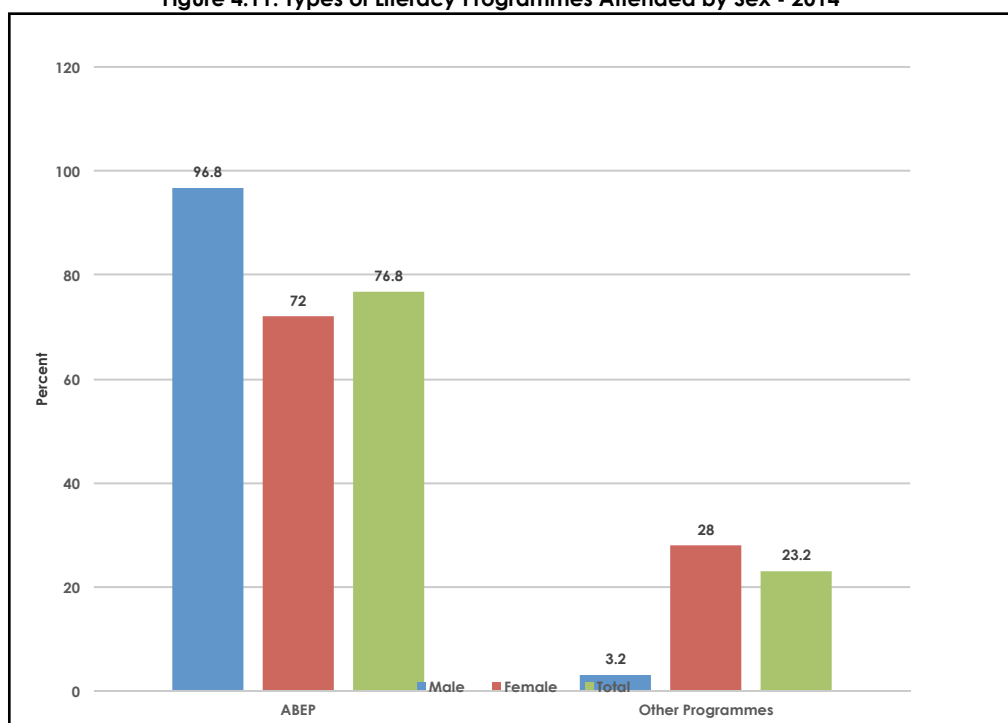


By contrast, the 2003 survey showed that 71.5 percent of the eligible persons did not enrol in literacy programmes. The major reasons for not attending literacy classes were 'lack of interest' which accounted for 24.1 percent followed by those who lacked time to enrol at 20.0 percent. The shift in reasons for not enrolling and the increased proportions of persons enrolling suggests increased appreciation of literacy by the population.

4.5.4. Access to Adult Literacy Programmes

The study has noted that a staggering three quarters of the eligible persons did not attend literacy classes. This finding may point to the limited availability of and accessibility to adult literacy programmes. The Government offers such programmes through the Adult Basic Education Programme (ABEP). More than three quarters (76.8 percent) of all persons who attended literacy classes did so through ABEP while the rest used other programmes.

Figure 4.11: Types of Literacy Programmes Attended by Sex - 2014



The data shows that more males attended the ABEP programme (96.8 percent) compared to females (72.0 percent).

4.5.5. Where did you learn to Read?

All eligible respondents were asked whether they could read or not. Only 36.9 percent of them said they could read either fairly well or just a bit while a staggering 63 percent indicated that they could not read at all.

Figure 4.12: Place of Acquiring Reading Skills by Sex-2014

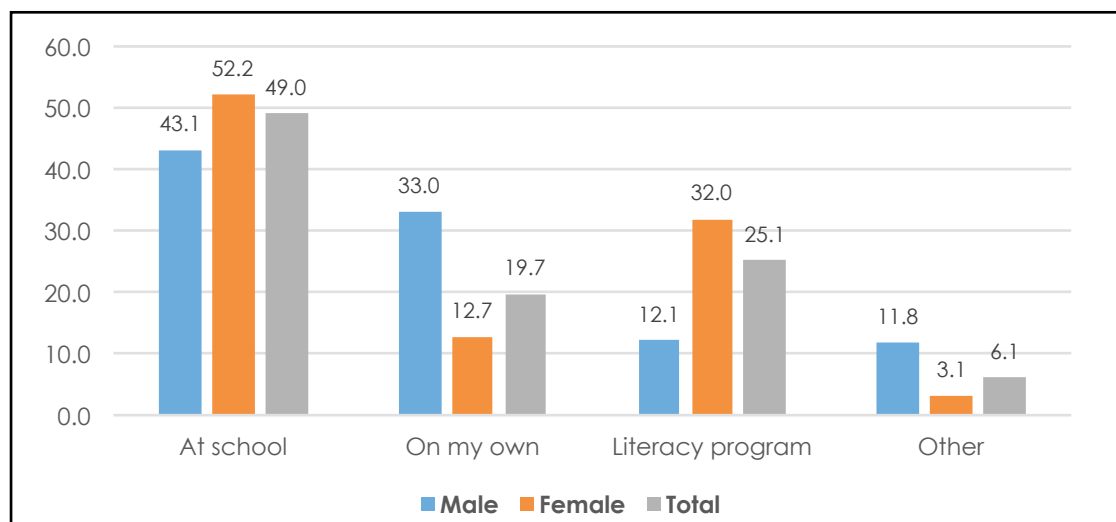


Figure 12 shows that close to half of those who could read (49.0 percent) acquired their reading skills from a formal school followed by those who acquired it from a national literacy programme (25.1 percent). An interesting feature is that 19.7 percent acquired reading skills on their own. These were predominantly males whose enrolment at both formal schools and literacy classes is lower than that of their female counterparts.

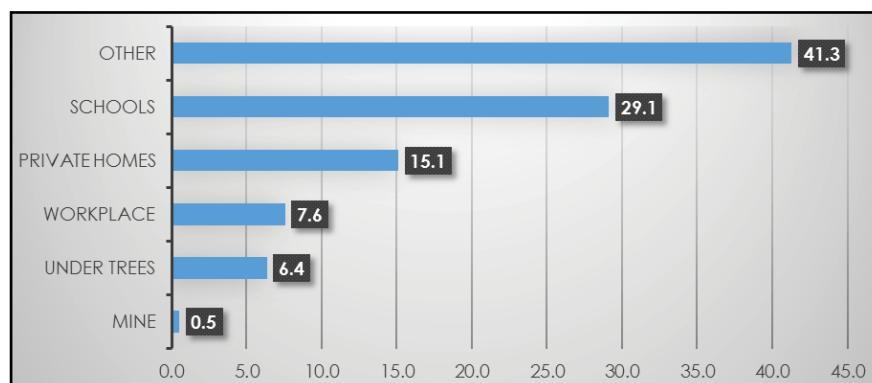
The immediate reasons for this preference could not be established. However, qualitative study in Kenya suggests the following:

'..... Men also opt to forgo attending classes if they are to share classes with women, who normally perform better and shame them.' Peter Audi Oluoch, 2013.

4.5.6. Where did you Attend Literacy Classes?

The eligible population who were aged between 10 and 70 years who had never attended formal school or left school before Standard 5 were asked to state where they acquired their reading skills. Figure 13 suggests that most people (41.3 percent) from other sources followed by those who acquired it through formal school (29.1 percent), private schools (15.1 percent), work place (7.6 percent), under trees (6.4 percent) and only 0.5 percent mentioned South African mines where they worked as manual labourers.

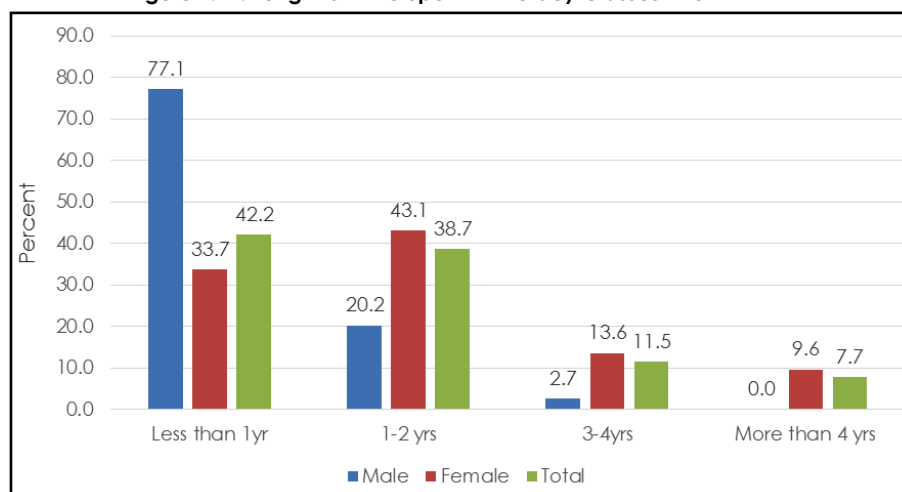
Figure 4.13: Where Literacy Classes were Attended - 2014



4.5.7. Attendance of Literacy Classes by Period of Attendance

While the national literacy programme does not have a stipulated time for enrolling, the survey sought to establish the time that participants spent within the programme. The increased participation may invariably lead to improved learner achievement.

Figure 4.14: Length of Time Spent in Literacy Classes - 2014

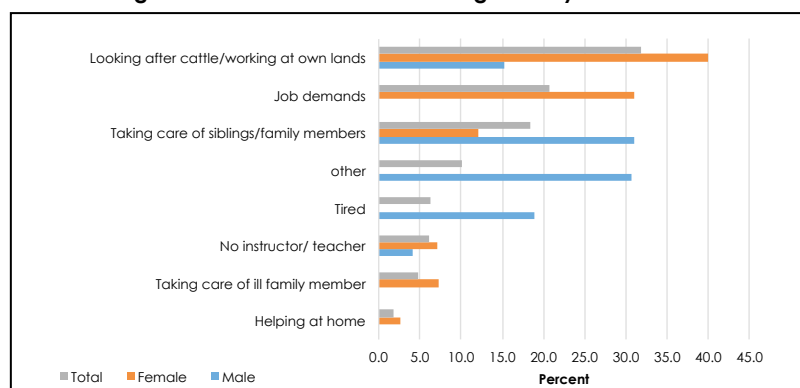


The figure above shows that a majority of the participants enrol in literacy classes for less than a year. In addition, the figure shows that an overwhelming majority of those who attended for less than a year were male (77.1 percent) compared with 33.7 percent for their female counterparts. On the other hand, females attended for one to two years and in larger proportions up to periods of more than three years.

4.5.8. Reasons for Missing Classes

Adult literacy classes are by nature predominantly attended by the adult population who are already engaged in other important life ventures, hence susceptible to missing classes for a variety of reasons. Figure 3.15 presents the major reasons why learners missed literacy classes by sex. The majority of respondents indicated that they missed classes in order to look after cattle or work at their own lands (31.8 percent) followed by those who had other job demands and taking care of siblings or family members in that order.

Figure 4.15: Main Reason for Missing Literacy Classes - 2014



A further look at the reasons by sex shows that males were more likely to miss classes in order to take care of siblings or family members (31 percent) while a majority of females missed classes in order to work on their own lands. Unlike in 2003 when there were no males who missed classes to care for siblings or family members, the current survey shows that more males (31 percent) missed classes to care for siblings compared to 12 percent for females. The study also shows that there were no males who missed classes to take care of an ill family member and a significant number missed classes because they were tired.

4.5.9. Reasons for Leaving Classes

The reasons why adults' students choose to enrol in a literacy programme and then choose to either continue or drop out are complex and varied. Adult students come to literacy programmes with their individual set of motives, barriers and personal needs. This survey shows that 19.4 percent of learners who had enrolled for literacy classes had discontinued or stopped attending. The survey further sought to establish the reasons for dropping out.

Figure 16 shows that only 6.5 percent of learners dropped out of the programme because they had achieved their goal while others dropped out for a variety of reasons. The leading reasons were lack of time (21.7 percent), looking after cattle or working at lands (15.0 percent), teachers left (14.7 percent) and ill health at 14.3 percent.

Figure 4.16: Reasons for not Attending Literacy Classes

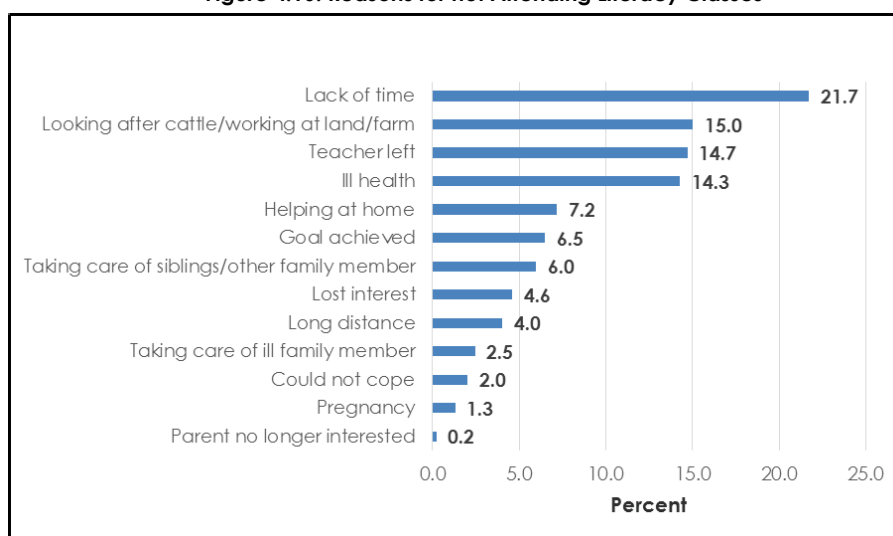


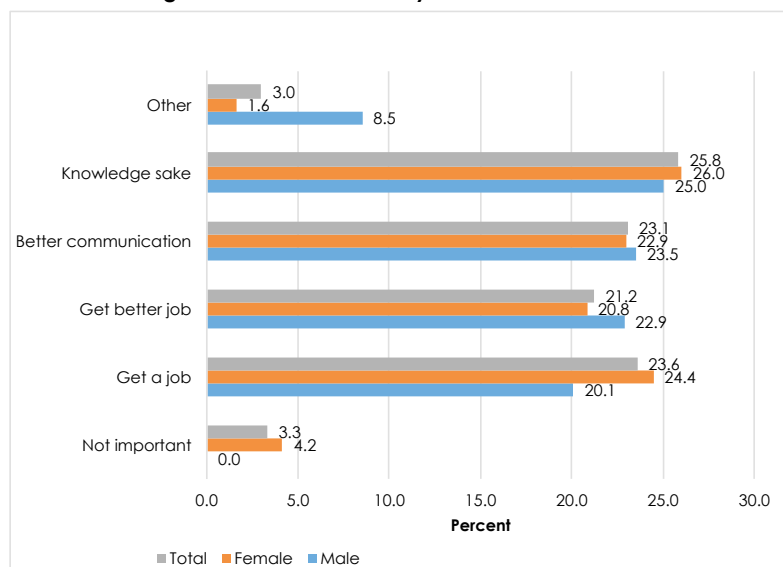
Figure 3.16 shows that the leading reasons for dropping out were lack of time (21.75 percent), looking after cattle or working at lands (15.0 percent) and absence of teacher (14.7 percent).

4.5.10. Importance of Reading/Writing Skills

Longitudinal research shows that people with good literacy skills are more likely to have higher self-esteem, better health, better jobs and earn higher wages than those with poor literacy skills. They are also more able to take advantage of the opportunities that life may offer them.

There is overwhelming evidence that literacy has a significant relationship with a person's happiness and success. It gives a clear indication of the dangers of poor literacy and also the benefits of improving literacy for the individual, the community, the workforce and the nation.

Figure 4.17 : Main Reason you want to Learn



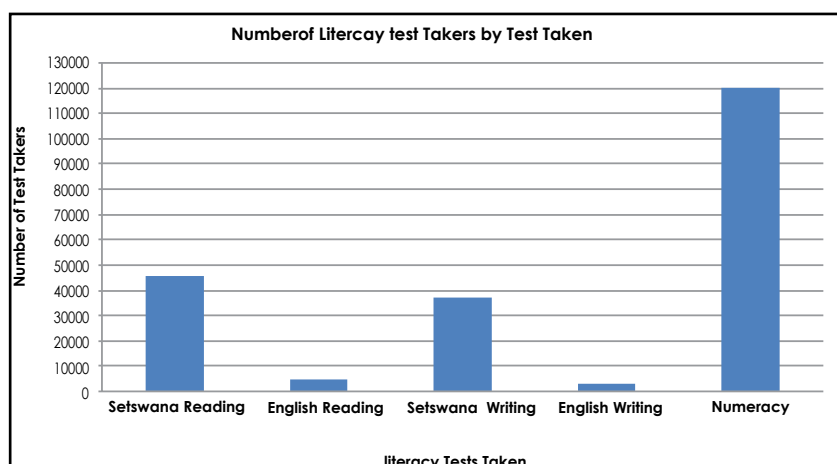
The survey solicited the learners' perceptions on the importance of writing and reading skills. Figure 17 above shows that overall, respondents appreciated the value of reading and writing for various reasons. The most common reason was reading and writing 'for knowledge's sake', (25.8 percent) followed by enhancing chances of 'getting a job' (23.6 percent) and improving one's communication (23.1 percent).

A further reflection on the findings shows that there was no significant difference on the reasons for wanting to read or write for both males and females. However, a striking finding is a significant 4.2 percent of females who did not attach any importance to reading and writing skills.

4.6. Literacy Tests

In order to determine the literacy level of population 10-70 years who never attended any form of schooling or attended formal school and left before they could attain Standard 5 or were still attending and or left literacy classes, the reading and writing in Setswana and English and numeracy tests were administered to them. It has been observed that 45,438 persons took Setswana reading test, 4,082 took English reading test, and 36,848 attempted writing in Setswana and 2,768 took English writing test. One the other hand, the numeracy test was taken by 120,041 people.

Figure 4.18: Number of Literacy Test Takers by Test Taken - 2014



4.6.1. Determining the Literate Population from Literacy Test Takers

The literate population among those with less than five years of formal education was determined by computing their mean scores in English and Setswana reading and writing as well as in numeracy tests. A total of 2,408, out of an eligible population of 138, 034, took all the administered tests, that is, about 2 percent. The criterion of passing the tests was set at answering at least 50 percent of all the questions correctly. Furthermore, 1,664 out of the 117,042 population aged 15-65 years who were supposed to take the tests took all the tests and passed. This resulted in the literacy tests increased the national literacy rate of this age group by only 1.42 percent.

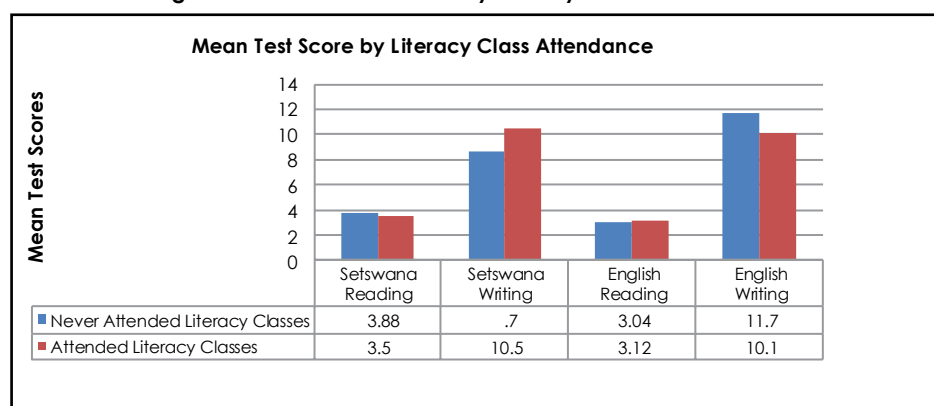
4.6.2. Assessment of Literacy for Programme Improvement

As in the 2003 survey, scores in this survey were analysed using a set scale of scores. The score code for reading ranged from 'no reading', 'reading with difficulty', 'reading with less difficulty' to 'fluent reading'; writing test scores ranged from 'poor', 'fair', 'good' to 'excellent'; and numeracy test scores ranged from 'poor', 'incorrect response' to 'correct response'.

For this study, competency in reading is categorised as follows: all those who 'could not read' are regarded as incompetent, those 'reading with difficulty' have low competency, those 'reading with less difficulty' have medium competency while those who read 'fluently' are regarded as being highly competent. On the other hand, competency levels for writing are as follows: those who scored 'poor' are considered to have no competence, 'fair' is regarded as low competence, 'good' is medium competence and 'excellent' is high competence.

To establish if the literacy programmes made a difference to literacy skills mean scores, those with less than Standard 5 who never attended literacy classes were compared to those who attended. Figure 19 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 for Setswana reading and English writing test only. On the other hand, those with less than Standard 5 who never attended literacy classes had a higher mean score in Setswana writing and English reading test than those who attended literacy classes.

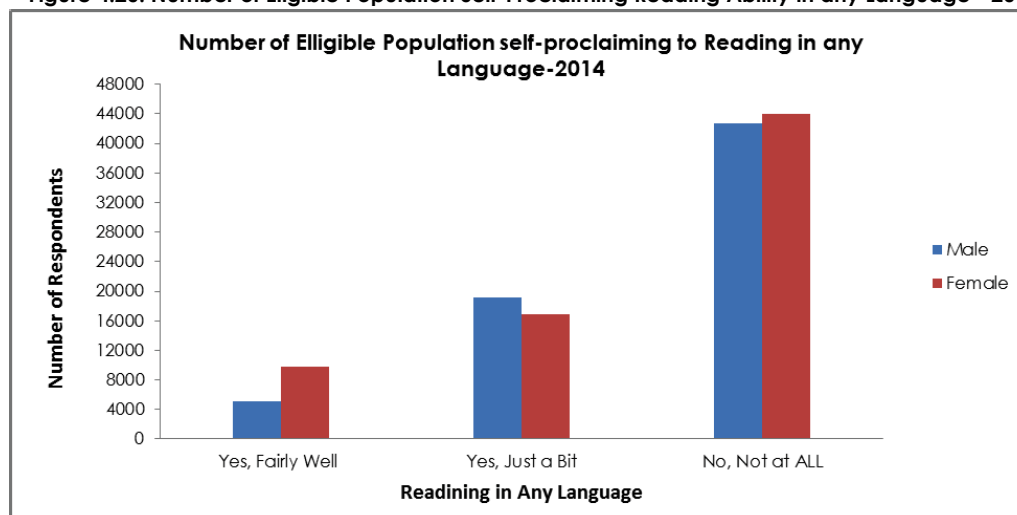
Figure 4.19: Mean Test Scores by Literacy Class Attendance - 2014



4.6.3. Self-Proclaimed Ability in Reading and Writing

The survey had some questions in which the eligible population was to self-proclaim whether they could read in any language prior to being subjected to reading and writing tests.

Figure 4.20: Number of Eligible Population Self-Proclaiming Reading Ability in any Language - 2014



During this survey, 138,034 people aged 10 – 70 years who had never attended any form of schooling, and or have attended formal school and left before attaining Standard 5 and or had attended and left literacy classes and or were still attending literacy classes, were asked whether they could or could not read in any language. Out of these 70,583, were female, constituting 51.0 percent. Figure 2 shows that 14,912 (10.8 percent) indicated that they could read fairly well in some language, 35,962 (26.1 percent) self-proclaimed that they could read just a bit and 86,732 (63.0 percent) could not read in any language. Females constituted a higher percentage (65.4) among those who claimed that they could read fairly well and among those who couldn't read at all (50.7 percent). Furthermore, a higher proportion (53.2 percent) of those who claimed that they could read just a bit were males.

4.6.3.1. Self-Proclaimed Reading Ability in Setswana and English

Respondents were subjected to a question in which they had to indicate whether they could or could not read in Setswana. Therefore, only respondents who self-proclaimed that they could read Setswana either fairly well or just a bit qualified to take the Setswana reading test. Furthermore, the respondents were asked a question on whether they could read in English. Just as for Setswana test, only those who claimed that they could read English to some extent were subjected to an English reading test.

Figure 4.21: Respondents Self-proclaiming Reading Ability in Setswana - 2014

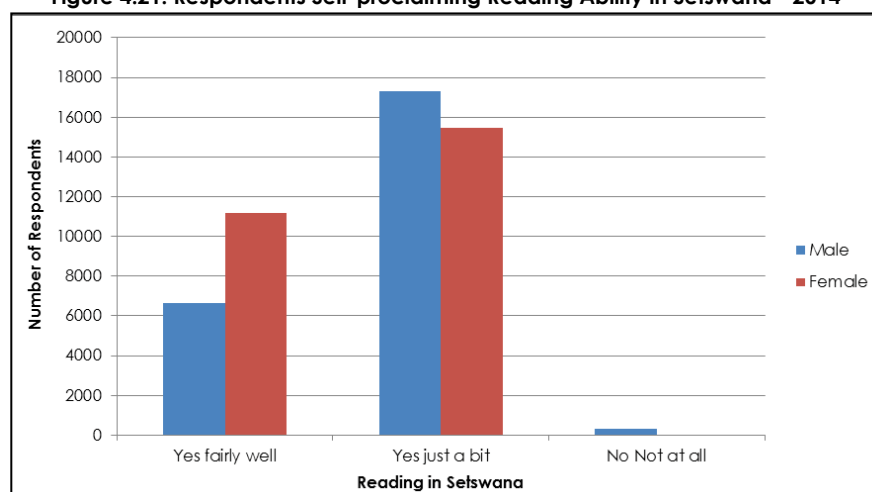


Figure 3 shows that more females (11,179) than males (6,644) reported that they could read Setswana fairly well. On the other hand, 17,308 males reported that they could read Setswana just a bit, compared to 15,450 females, and all (336) those who reported that that they could not read Setswana were males. Furthermore, Appendix Table 7.0.50 indicates that a higher proportion (35.6 percent) of those who claimed that they could read Setswana fairly well were aged 60-64 years, while the highest percentage for those who could read just a bit was at 16.6 percent among population aged 55-59 years. Only males reported that that they couldn't read Setswana and these were aged 50-54.

Figure 4.22: Respondents Self-proclaiming Reading Ability in English - 2014

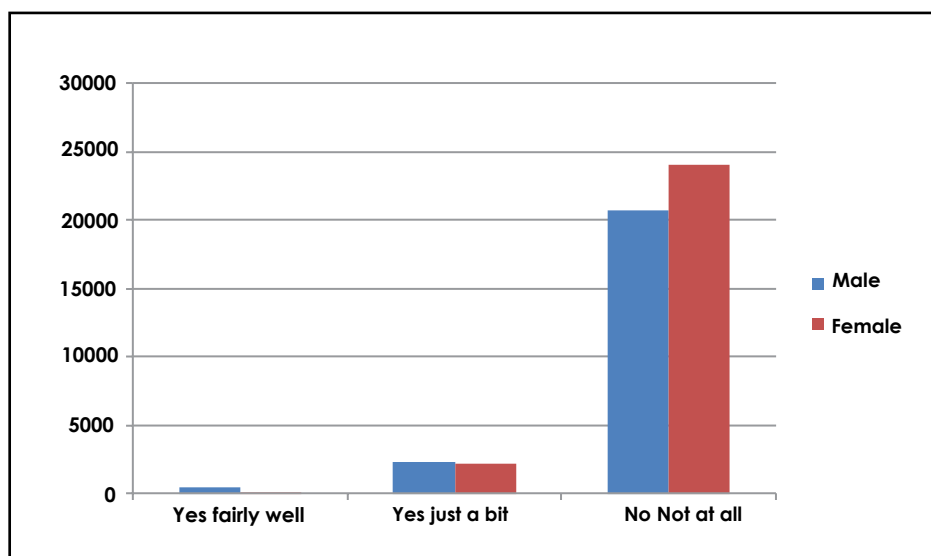


Figure 21 shows that more males (425) than females (121) reported that they could read English fairly well. On the other hand, an almost equal number of males and females reported that they could read English just a bit, and more females (24,058) compared to 20,648 males reported that they could not read English. In addition to this, Appendix Table 7.0.51 indicates a higher proportion (77.8 percent) of those who claimed that they could read English fairly well were aged 55-59 years, while the highest percentage for those who could read just a bit was among those aged 65-69 at 27.6 percent. The highest percentage for those who indicated that they couldn't read English was at 16.1 percent aged 50-54.

4.6.3.2. Self-Proclaimed Ability to Write in Setswana

During the 2014 survey, only respondents who asserted that they could write in Setswana were subjected to a Setswana writing test. This was done through asking respondents a question, "Can you write in Setswana?" with the following possible responses: 'Yes, fairly well', 'Yes, just a bit' and 'No, not at all'. Thereafter, the Setswana writing test was administered only to respondents who indicated that they could write Setswana fairly well or just a bit.

4.6.3.3. Self-Proclaimed Ability to Write in English

During the 2014 survey, respondents had to affirm that they could write in Setswana and only those who did were subjected to the English writing test. This was done through asking respondents the question "Can you write in English?" with the following possible responses: 'Yes, fairly well', 'Yes, just a bit' and 'No, not at all'. Thereafter, the English writing test was administered only to respondents who indicated that they could write English either fairly well or just a bit.

4.6.4. Eligible Population who Failed Setswana Reading Test by District and Sex

Respondents who claimed that they could read in Setswana were subjected to a Setswana reading test. These were given a Setswana passage to read loudly for the enumerator to assess the respondent's reading ability. Such ability was scaled from "could not read", "read with difficulty", "read with less difficulty" to "read fluently". Furthermore, the respondents were asked two questions derived from the passage to check their ability to read with understanding.

Analysis shows that 4.0 percent of all those who took the Setswana reading test could not read at all. Of these, 53.2 percent were male. Kweneng East constituted 30.7 percent of total people who failed the Setswana reading test followed by Kweneng West and Central Boteti with 22.7 and 22.6 percent respectively. Furthermore, when scoring the test takers, it was observed that 23.1 percent failed the Setswana reading test. Central Boteti had the highest percentage (66.9) of those who failed the test followed by Chobe with 50.2 percent, Francistown with 50.0 percent, Kgalagadi South with 42.4 percent, Ghanzi with 36.8 percent, Kgalagadi North with 34.5 percent and Central Serowe/Palapye with 30.5 percent. The remaining districts had the failure percentages less than 30.0 percent, while everybody in Gaborone, Orapa, Sowa and Borolong passed the test (Appendix Table 7.0.68 refers).

4.6.5. Eligible Population who Failed English Reading Test by District and Sex

As with the Setswana reading test, respondents who claimed that they could read in English were subjected to an English reading test. These were given an English passage to read loudly for the enumerator to assess the respondent's reading ability. Such ability was scaled from "could not read", "read with difficulty", "read with less difficulty" to "read fluently". Furthermore, the respondents were asked two questions derived from the passage to check their ability to read with understanding.

Analysis shows that 41.5 percent of all those who took the English reading test failed the test. Of these, 63.7 percent were male. Kweneng East had the highest percentage (28.8) of those who failed the test, Central Tutume and Ngwaketse had 15.4 and 14.1 percent respectively. All those who took the test in Francistown, Lobatse, North East, South East and Borolong passed the test.

4.6.6. Eligible Population who Failed Numeracy Test by District and Sex

In this survey 115,065 took the numeracy test, with 65,757 (54.8 percent) failing and 54,288 (46.2 percent) passing. Females constituted 56.8 percent of the total number of test takers who failed. As in the 2003 survey, Central Palapye and Kweneng East were among the districts with higher proportion of test takers who failed the test. Kweneng East had the highest percentage (18.1) of those who failed the test followed by Central Mahalapye and Central Serowe/Palapye at 12.9 percent and 11.1 percent respectively. All those who took the test in Orapa failed while all those who took the test in Sowa passed (Appendix Table 7.0.72 refers).

4.6.7. Eligible Population who Failed Setswana Writing Test by District and Sex

Respondents who self-proclaimed that they could write in Setswana were subjected to a Setswana writing test in the form of an essay and completing a form. The essay writing was assigned scores ranging from "poor", "fair", "and good" to "excellent". On the other hand, test items for completing the form were assigned scores ranging from "no response", "incorrect response" to "correct response".

Analysis shows that 38.6 percent of all those who took the Setswana writing test failed the test. Female test takers who failed the test constituted 41.8 percent while male test takers constituted 34.9 percent. Central Serowe/Palapye constituted the highest percentage (15.2) of test takers who failed the Setswana writing test. Other districts with a high percentage of those who failed the test include Kweneng East with 14.6 percent followed by Central Mahalapye and Ngwaketse with 12.2 and 11.9 percent respectively. All those who took the test in Francistown, Lobatse, Orapa, Jwaneng, Sowa and North East passed the test.

4.6.8. Eligible Population who Failed English Writing Test by District and Sex

Respondents who self-proclaimed that they could write in English were subjected to an English writing test in the form of an essay and completing a form. The essay writing was assigned scores ranging from "poor", "fair", "and good" to "excellent". On the other hand, test items for completing the form were assigned scores ranging from "no response", "incorrect response" to "correct response".

The results shows that 40.6 percent of all those who took the English essay writing test scored "poor". Female constituted 42.0 percent of those who scored "poor". Ngwaketse district constituted 87.8 percent of those who scored "poor" in the test and Ngamiland West had 12.2 percent.

On the other hand, everyone successfully completed the English form test. In total 71.0 percent were good while 29.0 performed excellently in completing the form in English

4.7. Competence in Setswana and English Reading by District and Sex

For this survey, those who 'could not read' were considered to have no competence in reading, those who 'read with difficulty' were regarded as having low competence, those who 'read with less difficulty' had medium competence and those who 'read fluently' were considered to be highly competent.

The analysis shows that the highest percentage (52.9) of Setswana reading test takers had medium competence, followed by those with high competence and low competence at 22.5 and 20.6 percent respectively.

A very minimal percent (4.0) were incompetent. Males constituted 53.2 percent of incompetent test takers. Kweneng East constituted the highest percentage (30.7) of incompetent test takers and all were male. Kweneng West and Borolong respectively constituted 22.7 and 22.6 percent of those who were incompetent.

Central Serowe/Palapye had the highest percentage (20.3) of those with high competence in Setswana reading followed by Gaborone and Ngwaketse with 10.8 and 10.1 percent respectively.

In regard to reading in English, 9.6 percent of the total test takers were incompetent while 16.2 percent had low competence, 70.8 percent had medium competence while 3.3 percent were highly competent. Central Tutume had the highest proportion (66.3 percent) of those incompetent, followed by Ngamiland West and Kgalagadi South with 27.6 and 6.0 percent respectively. Ngwaketse, Central Serowe/-Palapye and Central Mahalapye had higher percentages (36.1, 31.6 and 26.7 respectively) of those who had low competency. South East had 21.8 percent, Ngwaketse and Kweneng East respectively had 17.5 and 16.9 percent of those with medium competence while all those with high competence were from Ngamiland East.

4.8. Competence in Setswana and English Writing by District and Sex

Assessing competence in writing was done using the set writing scores for Setswana and English which ranged from "poor", "fair", "good" to "excellent". Those who scored poor in these test items were regarded as having no competence at all, those who scored fairly were regarded as having low competence, those who scored good were regarded as having medium competence and those who scored excellent were taken to be highly competent.

a. This being the case, 65.5 percent of males who took the Setswana essay test were incompetent, 25.7 percent had low competence, 5.2 percent had medium competence while 3.5 percent were highly competent. On the other hand, 59.3 percent of female test takers had no competence, 25.7 percent had low competence, and 7.3 percent had medium competence while 5.4 percent were highly competent. Kweneng East had the highest percentages of those who had no competence (13.5 percent) and those with low competence (35.3 percent). South East had the highest percentage (36.1) of those with medium competence while Ngwaketse had the highest percentage (52.5) of those highly competent.

Ngwaketse district had the highest percentage (18.4) of Setswana form test takers with no competence followed by Kweneng East with 11.9 percent. Almost half (48.0 percent) of those with low competence in completing the form were from Central Serowe/Palapye while Kweneng East had the highest percentages of those with medium and high competency at 22.0 and 14.6 percent respectively.

b. A higher percentage (40.6) of males who took the English essay writing were found to be incompetent while for females, a higher percentage (46.0) was for those with low competence. Male test takers with a high competence level constituted 29.8 percent compared to 22.7 percent of their female counterparts. Ngwaketse had the highest percentages (87.8) of those who had no competence. South East and Central Tutume had higher percentages of those who had low competence with 30.5 and 29.5 percent respectively. North East had the highest percentage (62.6) of those who had medium competence. All those who had high competence were from South East.

Furthermore, there was no English form test taker who did not have some competence in completing the form. All those with low competence were from Ngamiland West. Ngwaketse had 44.2 percent, followed by South East with 32.4 percent and Central Tutume with 23.4 percent of those with medium competence. North East had 24.5 percent followed by South East with 22.7 percent and Ngwaketse with 21.3 percent of those who displayed high competence in completing the English form.

4.9 Literacy and Poverty Initiatives

4.9.1 Concept: Literacy and Poverty

Literacy is universally linked with poverty reduction, economic growth and wealth creation. A map of areas of high illiteracy in the world corresponds quite closely with a map of high levels of poverty – a complex cycle of deprivation, implying a high level of vulnerability to changes in social, economic, ecological and demographic circumstances. Poverty is not a homogeneous phenomenon with a single solution. Whatever measure of poverty is used – for example US\$1 or 2 a day to live on – the gap between rich and poor continues to grow.

Access to literacy competence opens up essential learning opportunities, thus contributing to economic development. In this perspective, it is not literacy on its own that makes a difference, but rather what it enables people to do in order to benefit from new freedoms and capabilities to address poverty – accessing information, using services they have a right to and reducing vulnerability to diseases or ecological change.

Literacy and poverty constitute a mutually reinforcing vicious cycle that is difficult to break. People with low levels of literacy are more likely to earn less and experience poverty or extreme poverty. Moreover, their opportunities are limited in all spheres of life (work, education, housing and access to health care) and their children risk falling into the same cycle by attending poor quality schools and dropping out at an early stage. Illiterates or semi-literates cannot avail themselves of the opportunity of literacy training for many reasons: family obligations, lack of transport, heavy workload, and lack of family support - not to mention lack of confidence.

The government has long introduced social welfare benefits for the poor through the Ministry of Local Government and Rural Development, under the auspices of the Department of Social Protection. The government has gone a step further by introducing flagship poverty eradication programmes like backyard gardens, alternative packages and lpelegeng. A public works programme, lpelegeng is a self-selecting programme initiated in 2008 – at the height of global economic meltdown - that targets the able-bodied poor. The objective of the programme is to “provide relief while at the same time providing essential development projects that have been prioritised in the normal development planning process”.

4.9.2 Introduction

It is in the spirit of the above that Government is currently engaged in the formulation of a Botswana Poverty Eradication Policy Framework (BPEPF) and a Botswana Poverty Eradication Strategy (BPES). These documents will reflect the growing recognition by key national stakeholders that deprivations are not restricted to income, and that poverty is characterized by a wide range of deprivations. In addition, there is increasing recognition by policy makers of the need to tackle the problems of chronic poverty and inter-generational transmission of poverty.

Previous surveys have not sufficiently reflected non-income dimensions of poverty. This lack of the necessary data constitutes a severe constraint in terms of the generation of evidence that can strengthen national policy formulation, the design of appropriate and well-targeted programmes and projects, and the monitoring and evaluation of interventions.

Given the priority accorded the poverty eradication agenda by the government and other key stakeholders, it is desirable for Statistics Botswana, in collaboration with other actors, to include some of the poverty modules in most of its surveys. The outputs will not only strengthen the Government's programmes, but also contribute to the BPEPF and BPES processes.

4.9.3 Background

Despite the millions of Pula's spent on development assistance each year, there is still very little known about the

actual impact of poverty alleviation projects on the poor. There is broad evidence on the benefits of economic growth, investments in human capital, and the provision of safety nets for the poor.

But for a specific programme or project in a given district,

- Is the intervention producing the intended benefits and what was the overall impact on the population?
- Could the programme or project be better designed to achieve the intended outcomes?
- Are resources being spent efficiently?

These are the types of questions that can only be answered through an impact evaluation, an approach that measures the outcomes of a programme intervention in isolation of other possible factors.

Impact evaluations are deemed to be expensive, time consuming, and technically complex, and oftentimes, the findings can be politically sensitive, particularly if they are negative. Many evaluations have also been criticized because the results come too late, do not answer the right questions, or were not carried out with sufficient analytical rigour. A further constraint is often the limited availability and quality of data. Yet with proper and early planning, the support of policymakers, and a relatively small investment compared with overall project cost, a rigorous evaluation can be very powerful in assessing the appropriateness and effectiveness of programmes. If programmes are poorly designed, do not reach their intended beneficiaries or are wasteful, with the right information they can be redesigned, improved, or eliminated if that is deemed necessary. The knowledge gained from impact evaluation studies will also provide critical input to the appropriate design of future programmes and projects.

4.9.4 Approach

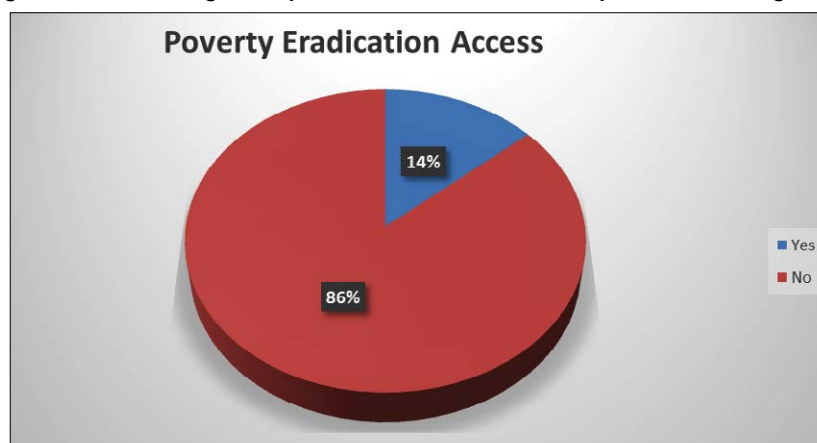
Many types of data can be used to carry out impact evaluation studies. These can include a range from cross-sectional or panel surveys to qualitative open-ended interviews. Ideally, this information is available at the individual level to ensure that true impact can be assessed.

Household level information can conceal intra-household resource allocation, which affects women and children because they often have more limited access to household productive resources. In many cases, the impact evaluation will take advantage of some kind of existing data or piggyback on an ongoing survey, which can reduce costs considerably. The Government Poverty Eradication Initiative Questions attempt to take a snap-shot of the performance of the Poverty Eradication Programme, piggybacking on the Botswana Literacy Survey 2014.

Key Results from the Survey

The results reveal that 14 percent of the population have benefitted from the government's programme.

Figure 4.23: Percentage of Population with Access to Poverty Eradication Programmes



According to the Botswana Literacy Survey 2014, the data shows that at 78 percent women are proportionally the majority of beneficiaries of the Government's poverty eradication programmes as opposed to 22 percent of males. It is widely believed that the gender of the household head significantly influences household poverty, and more specifically that households headed by women are poorer than those headed by men. As women have low levels of literacy, they are, as a result, paid lower wages, and have less access to land. Therefore, government initiatives appear to be well targeted.

Figure 4.24: Percentage Distribution of Beneficiaries

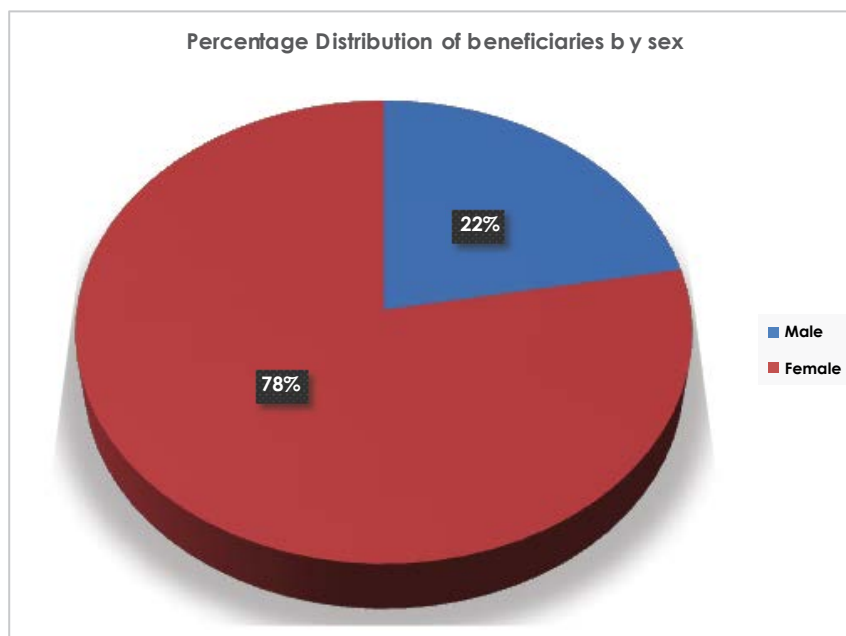


Figure 4.25: Distribution of those that have never benefited from Poverty Eradication by Strata

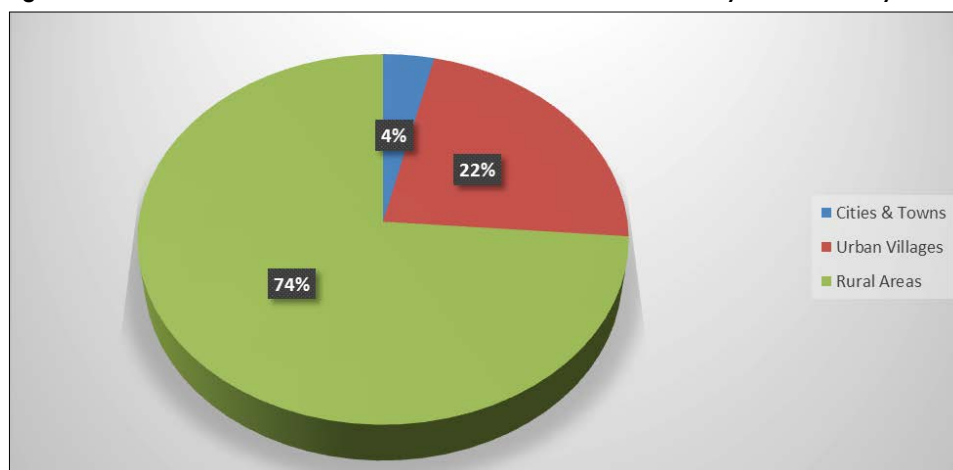


Figure 30 shows the distribution of beneficiaries by strata category. Literacy is closely related to urbanization. It therefore follows that issues of illiteracy are nested mainly in rural areas. To this end, the Poverty Eradication Programme was properly targeted in rural areas which account for 74 percent of the beneficiaries. Urban villages account for 22 percent of beneficiaries while cities and towns account for 4 percent.

4.10 National Registration

4.10.1 Birth Registration

Table 4.4: Birth Registration by Age Group - 2014

Age Group	Yes	%	No	%	Don't know	%	Total
< 1	49,584	89.3	5,210	9.4	757	1.4	55,551
1-4	169,509	81.7	33,821	16.3	4,251	2.0	207,581
<5	219,093	83.3	39,031	14.8	5,008	1.9	263,132
5-9	213,605	88.4	24,404	10.1	3,644	1.5	241,653
10-14	172,479	83.1	31,567	15.2	3,546	1.7	207,592
15-16 years	34,640	80.1	7,684	17.8	897	2.1	43,221
Total	858,910	84.3	141,717	13.9	18,103	1.8	1,018,730

Table 4.4 shows that 858,910 (84.3 percent) of the population aged 0 to 16 years had their birth registered, 141,717 (13.9 percent) had not had their birth registered while it was not known whether 18,103 (1.8 percent) had had their birth registered or not.

4.10.2 Omang Registration

Figure 4.26 : Percentage of Population with Omang Registration - 2014

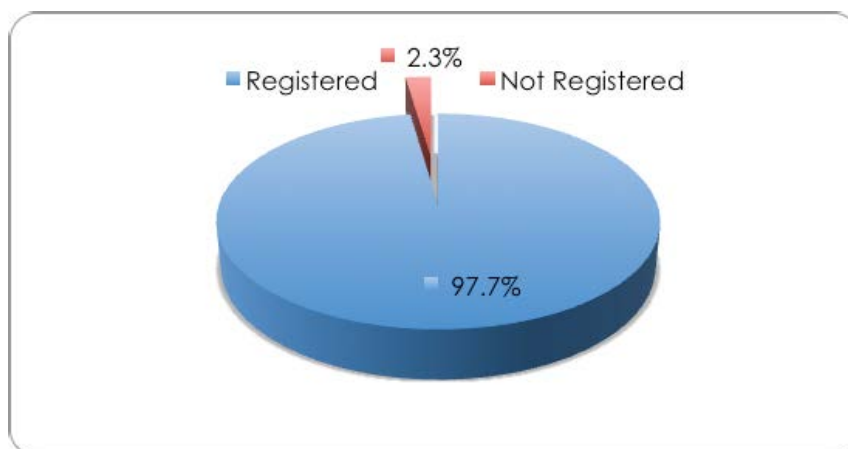


Figure 3.31 shows that 97.7 percent of the population eligible to register for Omang (national registration card) had registered while only 2.3 percent had not registered. The percentage for those whose registration status was not known was at 0.01 percent.

5.0 Conclusion

5.10 Botswana has experienced an increase in adult literacy among the population aged 15 to 65 from a modest 67.3 percent in 1981 to the present 90.0 percent, owing to universality of education accessibility.

5.11 The gender difference in adult literacy is relatively balanced, although there is still a higher proportion of females who are presumed literate as compared to males.

5.12 A vast majority of population of persons aged 15 to 65 who have never attended school are found in the rural areas as compared to urban villages, cities and towns with almost equal proportions between males and females.

5.13 While people understand the importance of literacy, three quarters of eligible people never attended literacy classes, with a majority citing reasons of having to look after cattle or work in own land.

5.14 The Government offers literacy lessons through the Adult Basic Education Programme (ABEP). This survey shows that more than three quarters of those who attended literacy classes went through the programme while only 23.2 percent attended other literacy programmes. There are more males who attended the ABEP lessons compared to females.

5.15 Attendance of literacy classes is predominantly for a short period to achieve certain personal goals, mainly, ability to read and write. Hence, a majority (42.2 percent) attend for less than one year.

5.16 Comparatively, males attend literacy classes for a shorter period of less than one year (77.1 percent) compared to females (33.7 percent). On the other hand, more females tend to attend literacy classes for one to two years.

5.17 The survey population attaches great importance to literacy in enhancing one's chances of getting a better job, acquiring knowledge or being able to communicate better. However, there is a general tendency to not take advantage of the adult literacy programme for a variety of reasons, the major oness being to look after cattle and job demands. Additionally, literacy programme attendants quickly drop out the programme before they achieve their set of goals due to lack of time or domestic commitments. This underscores the fact that adult literacy attendance of literacy programmes is part-time and voluntary.

5.18 School attendance is important for enhancing one's reading of basic messages and communication. The survey findings show that more than half of the eligible population could neither read nor write. This also underscores the importance of both formal and informal education in promoting literacy. Additionally, a majority of these people could only read a little.

5.19 Attendance of literacy lessons enhances one's chances of getting better, sustainable and decent employment. Evidence from this survey shows that only 30.2 percent of persons who have not completed Standard 5 were engaged in non-seasonal paid work. A high proportion of these people worked in 'other community work', transport and communication and agriculture. There is a significant 20 percent who work as domestic assistants.

5.20 A majority of people who had not completed Standard 5 were employed in either low-paying jobs or were engaged in seasonal paid or unpaid activities. The said employment areas expose these people to conditions of poverty and hunger. However, the survey shows that more than 86 percent of these people had access to poverty eradication initiatives with a majority (70 percent) of them being females and close to three quarters of them leaving in rural areas.

5.21 Botswana attaches great importance to birth registration. The survey shows that 84.3 percent of population from under one year to 16 years had their births registered. Interestingly, 89.3 percent of children under the age of one were registered.

5.22 Identity cards, which are used for identification, are issued to all persons aged 16 years and above.. It is a national requirement for all who fit that age criterion to have these cards. A satisfactory 98 percent of all persons aged 16 years and above had national registration cards.

6.0. Key Recommendations

6.1. Adult Literacy

6.1.1. Findings: The results revealed that 75.0 percent of the eligible population never attended literacy classes. Reasons for never attending literacy were as follows: lack of time, looking after cattle/working at the lands/farm and not interested.

Recommendation: The Department of Basic Education should adopt more flexible time schedules to suit specific learner lifestyles. In addition, it should develop teaching and learning materials that could enhance learner interest in the programme as well as provide resources to support trainers.

Recommendation: Since literacy surveys are conducted at an interval of 10 years, there is need for inclusion of literacy modules in Household surveys conducted by Statistics Botswana to estimate literacy rates. This would continuously inform planning for out-of-school education and training programmes prior to the main literacy survey.

6.1.2. Findings: The overall literacy rate for population aged 15-65 years by district is 90.02 percent. Francistown, Orapa and Sowa districts have the highest literacy rate of 98.1 percent followed by Gaborone with 97.5 percent. On the other hand, Ghanzi district has the lowest literacy rate of 76.1 percent followed by Ngwaketse West with 81.9 percent and Kweneng West at 82.4 percent.

Recommendation: Literacy programmes should be strengthened in all districts with particular emphasis on those with low literacy rates in an effort to improve such rates. This will address the disparities in attainment of literacy that exists between districts. Special effort should be made to improve literacy rates in Ghanzi, Ngwaketse West and Kweneng West in order to attain the desired rate of 95.0 percent by 2019.

6.1.3. Findings: Data from the literacy study revealed that the population aged 50 years and above had literacy rates ranging from 69.6 percent to 52.6 percent which is way below the national literacy rate of 90.02 percent.

Recommendation: Population aged 50 years and above should be encouraged to utilise out-of-school education and training programmes to upgrade their education status to ensure an increase in literacy.

6.2. Population That never Attended School or Left before Completing Standard 5

6.2.1. Findings: Although the Ministry of Education and Skills Development has come up with initiatives such as the Out-of-School Education for Children, Inclusive Education and Back-to-School to increase access to basic education, the survey has revealed that 1,425 children aged 10-14 years had never attended formal school or had left school before completing Standard 5.

Recommendation: The Department of Basic Education should consider a special dispensation to enrol children aged 10-14 years in the Out-of-School Education for Children Programme and promote transition of out-of-school education and training learners to the formal education system.

6.3. Participation in Literacy Programmes

6.3.1. In order to enhance participation/enrolment in literacy programmes, it is recommended that the minimum literacy class size be reduced from 8 to 5, to cater for potential learners in small settlements such as cattle-posts and lands as well as remote areas where quotas of learners below 8 per class may not be possible.

6.3.2. Findings: It has been found that males constituted 19.5 percent of literacy programme enrolment in 2014. There has been a trend of lower percentage of male participation in literacy programmes over the years.

Recommendation: The Department of Basic Education should come up with an affirmative action policy to ensure improved male participation and accessing of literacy programmes.

6.3.3. Findings: The 2014 survey revealed that literacy facilitators/educators absenteeism is the third main reason for learners drop-out.

Recommendation: It is recommended that the Department of Basic Education should come up with a recruitment and retention strategy of instructors in the literacy programme.

6.4. Literacy Tests

6.4.1. Findings: English reading and writing skills were a requirement for employment for a significant number of people in the survey.

Recommendation: It is recommended that English reading and writing skills be introduced as early as possible in the programme to ensure that learners have enough time to enable them to acquire the basic skills required for literacy in the subject.

6.4.2. Findings: It has been observed that there is no literacy assessment and monitoring mechanism in place to assess performance of out-of-school education and training learners and the level of literacy skills acquired through these programmes.

Recommendation: The Department of Basic Education should come up with literacy assessment and monitoring mechanism benchmarking with Literacy Assessment and Monitoring Programme (LAMP) proposed by UNESCO to improve the assessment of literacy skills. Furthermore, 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 2024.

6.4.3. Findings: Most people never read anything in Setswana mainly because they had nothing to read while all those who never read in English said that it was because they had no access to reading material.

Recommendation 1: More reading materials should be made publicly available. The Department of Basic Education should collaborate with key stakeholders, such as the Botswana Daily News to ensure increased distribution and circulation of newspapers to remote areas. Furthermore, the Department could strengthen collaboration with the Botswana National Library Service to extend the Village Reading Rooms programme to cover all parts of the country.

Recommendation 2: To enhance the culture of reading and writing among communities, it is recommended that the Department of Basic Education should introduce free distribution of neo-literates reading and writing materials. The Department could also initiate a newsletter with reading and writing items for free distribution to communities in remote areas in particular.

7.0. Appendix

Table 7.0.1: Single Year Age Distribution of Household Population by Sex -2014

Age	Sex			
	Male	Percent	Female	Percent
0	26,886	2.7	28,666	2.6
1	26,624	2.7	26,597	2.4
2	26,541	2.7	23,099	2.1
3	27,582	2.8	21,102	1.9
4	30,177	3.1	25,859	2.4
5	23,819	2.4	24,326	2.2
6	17,964	1.8	23,298	2.1
7	29,935	3.0	21,996	2.0
8	28,577	2.9	22,701	2.1
9	25,063	2.5	23,973	2.2
10	21,494	2.2	23,471	2.2
11	20,850	2.1	20,813	1.9
12	19,958	2.0	18,834	1.7
13	20,751	2.1	23,101	2.1
14	18,341	1.9	19,978	1.8
15	18,532	1.9	24,690	2.3
16	12,064	1.2	16,896	1.6
17	17,414	1.8	15,538	1.4
18	12,907	1.3	15,095	1.4
19	20,792	2.1	21,731	2.0
20	21,642	2.2	15,120	1.4
21	14,400	1.5	19,191	1.8
22	15,665	1.6	20,475	1.9
23	19,684	2.0	21,871	2.0
24	18,501	1.9	18,754	1.7
25	15,249	1.5	15,416	1.4
26	16,745	1.7	20,301	1.9
27	16,666	1.7	16,108	1.5
28	20,480	2.1	19,503	1.8
29	14,331	1.5	22,224	2.0
30	18,810	1.9	19,977	1.8
31	11,905	1.2	16,219	1.5
32	14,220	1.4	20,616	1.9
33	15,733	1.6	14,329	1.3
34	17,340	1.8	22,037	2.0
35	14,230	1.4	15,398	1.4
36	12,126	1.2	18,443	1.7
37	13,477	1.4	15,404	1.4
38	16,843	1.7	17,639	1.6
39	11,923	1.2	14,786	1.4

Table 7.0.1 Cont'd: Single Year Age Distribution of Household Population by Sex -2014

Age	Sex			
	Male	Percent	Female	Percent
40	9,598	1.0	17,269	1.6
41	7,675	0.8	8,571	0.8
42	9,439	1.0	10,680	1.0
43	8,717	0.9	14,268	1.3
44	12,383	1.3	9,194	0.8
45	10,698	1.1	12,381	1.1
46	9,501	1.0	7,968	0.7
47	11,095	1.1	12,137	1.1
48	8,644	0.9	4,426	0.4
49	4,240	0.4	7,727	0.7
50	7,146	0.7	14,082	1.3
51	5,268	0.5	5,674	0.5
52	7,661	0.8	6,373	0.6
53	9,291	0.9	4,705	0.4
54	5,147	0.5	10,679	1.0
55	4,216	0.4	4,803	0.4
56	4,925	0.5	7,320	0.7
57	4,170	0.4	6,885	0.6
58	7,113	0.7	6,505	0.6
59	4,775	0.5	6,175	0.6
60	5,472	0.6	8,549	0.8
61	1,631	0.2	7,218	0.7
62	5,881	0.6	8,040	0.7
63	4,327	0.4	2,070	0.2
64	3,130	0.3	3,847	0.4
65	4,119	0.4	4,544	0.4
66	4,409	0.4	2,730	0.3
67	2,842	0.3	4,178	0.4
68	1,851	0.2	4,742	0.4
69	1,780	0.2	3,182	0.3
70	2,946	0.3	2,807	0.3
71	2,412	0.2	2,787	0.3
72	3,401	0.3	4,623	0.4
73	2,431	0.2	3,148	0.3
74	1,945	0.2	3,266	0.3
75	1,306	0.1	1,621	0.1
76	1,149	0.1	1,191	0.1
77	1,051	0.1	3,006	0.3
78	1,352	0.1	3,224	0.3
79	1,185	0.1	1,876	0.2
80	1,853	0.2	2,195	0.2
81	2,028	0.2	2,841	0.3
82	651	0.1	1,502	0.1

Table 7.0.1 Cont'd: Single Year Age Distribution of Household Population by Sex -2014

Age	Sex			
	Male	Percent	Female	Percent
83	478	-	1,527	0.1
84	439	-	2,407	0.2
85	745	0.1	1,160	0.1
86	172	-	1,789	0.2
87	489	-	2,966	0.3
88	119	-	1,204	0.1
89	483	-	1,790	0.2
90	985	0.1	780	0.1
91	50	-	221	-
92	-	-	746	0.1
93	492	-	888	0.1
94	620	0.1	665	0.1
95	339	-	-	-
96	1,013	0.1	51	-
97	-	-	175	-
98	68	-	1,176	0.1
99	2,286	0.2	3,014	0.3
Total	985,873	100.0	1,087,161	100.0

Table 7.0.2 : Percentage Distribution of Households by District, Place of Residence and Number of Household Members - 2014

District	Number	Percent
Gaborone	246,732	11.9
Francistown	123,425	6
Lobatse	26,006	1.3
Selibe Phikwe	49,369	2.4
Orapa	9,524	0.5
Jwaneng	17,316	0.8
Sowa	3,596	0.2
Ngwaketse	114,184	5.5
Borolong	50,904	2.5
Ngwaketse West	13,575	0.7
South East	70,727	3.4
Kweneng East	237,007	11.4
Kweneng West	82,839	4
Kgatleng	95,232	4.6
Central Serowe/Palapye	190,731	9.2
Central Mahalapye	135,176	6.5
Central Bobonong	98,411	4.7
Central Boteti	77,817	3.8
Central Tutume	108,633	5.2
North East	65,174	3.1
Ngamiland East	71,702	3.5
Ngamiland West	72,302	3.5
Chobe	25,332	1.2
Ghanzi	40,328	1.9
Kgalagadi South	30,071	1.5
Kgalagadi North	16,917	0.8
Total	2,073,033	100
Residence		
Cities/Towns	475,969	23
Urban Villages	822,314	39.7
Rural	774,749	37.4
Total	2,073,033	100
Number of Household Members		
1	109,742	5.3
2-3	194,370	9.4
4-5	193,024	9.3
6-7	204,295	9.9
8-9	219,379	10.6
10+	1,152,223	55.6
Total	2,073,033	100

Table 7.0.3 : Population Estimates - 2011- 2014

Population	Male	Percent	Female	Percent
2011 Census	988,957	48.8	1,035,947	51.2
2014 Projection	1,052,828	49	1,095,078	51
2014 Literacy Survey	985,873	47.6	1,087,161	52.4

Table 7.0.4: Population Distribution by Age Group and Sex - 2014

Age Group	Sex				Total	Proportion of Total in Percent
	Male	Percent	Female	Percent		
< 1	26,886	48.4	28,666	51.6	55,552	2.7
1-4	110,924	53.4	96,657	46.6	207,581	10.0
5-9	125,358	51.9	116,295	48.1	241,653	11.7
10-14	101,394	48.8	106,198	51.2	207,592	10.0
15-19	81,708	46.5	93,950	53.5	175,658	8.5
20-24	89,892	48.5	95,410	51.5	185,302	8.9
25-29	83,471	47.2	93,552	52.8	177,023	8.5
30-34	78,007	45.6	93,178	54.4	171,185	8.3
35-39	68,599	45.7	81,669	54.3	150,268	7.2
40-44	47,812	44.4	59,983	55.6	107,795	5.2
45-49	44,178	49.7	44,638	50.3	88,816	4.3
50-54	34,513	45.4	41,513	54.6	76,026	3.7
55-59	25,199	44.3	31,689	55.7	56,888	2.7
65-69	20,441	40.7	29,724	59.3	50,165	2.4
65-69	15,002	43.6	19,375	56.4	34,377	1.7
70+	32,488	37.3	54,647	62.7	87,135	4.2
Unclassified	1	0.0	17	0.0	18	0.0
Total	985,873	47.6	1,087,161	52.4	2,073,033	100.0

Table 7.0.5: Population Distribution by District and Sex - 2014

District	Population by Sex				Total
	Male	Percent	Female	Percent	
Gaborone	124,773	50.6	121,960	49.4	246,733
Francistown	52,349	42.4	71,077	57.6	123,426
Lobatse	13,652	52.5	12,355	47.5	26,007
Selibe Phikwe	25,210	51.1	24,159	48.9	49,369
Orapa	4,139	43.5	5,385	56.5	9,524
Jwaneng	8,882	51.3	8,435	48.7	17,317
Sowa	1,733	48.2	1,863	51.8	3,596
Ngwaketse	50,245	44	63,939	56	114,184
Borolong	25,612	50.3	25,292	49.7	50,904
Ngwaketse West	6,338	46.7	7,238	53.3	13,576
South East	31,517	44.6	39,210	55.4	70,727
Kweneng East	119,678	50.5	117,329	49.5	237,007
Kweneng West	39,967	48.2	42,872	51.8	82,839
Kgatleng	44,103	46.3	51,130	53.7	95,233
Central Serowe/Palapye	86,890	45.6	103,841	54.4	190,731
Central Mahalapye	61,322	45.4	73,854	54.6	135,176
Central Bobonong	45,786	46.5	52,625	53.5	98,411
Central Boteti	40,029	51.4	37,787	48.6	77,816
Central Tutume	48,943	45.1	59,690	54.9	108,633
North East	29,614	45.4	35,560	54.6	65,174
Ngamiland East	36,262	50.6	35,440	49.4	71,702
Ngamiland West	33,692	46.6	38,610	53.4	72,302
Chobe	12,594	49.7	12,738	50.3	25,332
Ghanzi	18,904	46.9	21,424	53.1	40,328
Kgalagadi South	15,042	50	15,029	50	30,071
Kgalagadi North	8,597	50.8	8,320	49.2	16,917
Total	985,873	47.6	1,087,162	52.4	2,073,035

Table 7.0.6: Population Distribution by District, Age group, Sex and Nationality - 2014

District	Age group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Gaborone	<1	3,246	2,544	2,428	-	-	-
	1-4	8,919	6,653	2,027	1,102	-	-
	5-9	11,408	7,994	2,428	3,014	-	-
	10-11	2,205	-	1,441	1,441	-	-
	12-14	4,000	3,646	1,441	986	-	-
	15-19	3,130	12,403	2,483	2,959	-	-
	20-24	7,191	10,837	2,027	2,089	-	-
	25-29	10,430	7,233	2,483	6,407	-	-
	30-34	5,606	10,190	4,910	986	-	-
	35-39	6,266	10,245	3,130	3,414	-	-
	40-44	5,735	7,416	2,883	3,414	-	-
	45-49	8,278	3,246	2,428	986	-	-
	50-54	5,279	4,632	2,883	-	-	-
	55-59	1,102	986	1,973	986	-	-
	60-64	986	2,089	986	-	-	-
	65-69	-	-	2,959	986	-	-
	70+	2,082	3,075	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	85,863	93,189	38,910	28,771	-	-
Francistown	<1	1,953	2,735	391	-	-	-
	1-4	4,681	3,514	1,174	-	-	-
	5-9	5,470	6,637	-	1,174	-	-
	10-11	782	1,562	391	391	-	-
	12-14	2,735	3,123	-	-	-	-
	15-19	5,477	5,470	1,174	782	-	-
	20-24	6,637	7,423	-	391	-	-
	25-29	3,123	5,865	-	782	-	-
	30-34	2,735	7,406	1,174	782	-	-
	35-39	2,341	3,902	391	391	-	-
	40-44	1,174	4,297	1,174	391	-	-
	45-49	2,732	3,909	782	391	-	-
	50-54	2,732	2,728	-	391	-	-
	55-59	1,174	3,511	-	391	-	-
	60-64	1,170	-	-	391	-	-
	65-69	391	391	-	-	-	-
	70+	391	1,953	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	45,698	64,426	6,651	6,651	-	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not stated	
		Male	Female	Male	Female	Male	Female
Lobatse	<1	236	346	115	-	-	-
	1-4	594	1,182	-	-	-	-
	5-9	1,503	691	115	-	-	-
	10-11	691	115	115	-	-	-
	12-14	1,049	824	-	-	-	-
	15-19	824	1,279	-	-	-	-
	20-24	1,394	1,516	-	-	-	-
	25-29	2,334	1,400	-	-	-	-
	30-34	1,776	1,043	-	115	-	-
	35-39	691	1,291	115	-	-	-
	40-44	812	346	-	-	-	-
	45-49	473	461	-	-	-	-
	50-54	346	346	-	-	-	-
	55-59	230	352	-	-	-	-
	60-64	-	115	-	-	-	-
	65-69	121	358	-	-	-	-
	70+	115	576	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	12,955	11,894	346	115	-	-
Selibe Phikwe	<1	235	235	-	-	-	-
	1-4	974	1,196	-	-	-	-
	5-9	3,317	1,710	-	-	-	-
	10-11	1,289	1,346	-	-	-	-
	12-14	1,714	1,559	-	-	-	-
	15-19	2,883	2,316	-	-	-	-
	20-24	2,193	2,250	-	-	-	-
	25-29	2,923	2,918	-	-	-	-
	30-34	1,023	2,653	-	-	-	-
	35-39	3,203	3,587	-	-	-	-
	40-44	1,510	1,395	350	-	-	-
	45-49	585	1,430	-	-	-	-
	50-54	921	549	-	-	-	-
	55-59	1,311	190	-	-	-	-
	60-64	589	434	-	-	-	-
	65-69	-	199	-	-	-	-
	70+	190	190	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	24,860	24,159	350	-	-	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Borolong	<1	509	1,009	-	-	-	-
	1-4	2,377	2,216	-	-	-	-
	5-9	3,341	2,244	64	-	-	-
	10-11	1,135	1,236	-	-	-	-
	12-14	1,286	1,803	-	-	-	-
	15-19	3,000	1,834	-	-	-	-
	20-24	1,778	1,334	-	-	-	-
	25-29	1,425	988	-	-	-	-
	30-34	1,395	1,883	-	-	-	-
	35-39	1,245	1,214	-	-	-	-
	40-44	862	1,392	-	-	-	-
	45-49	1,097	1,191	-	-	-	-
	50-54	1,158	1,969	-	115	-	-
	55-59	1,548	1,094	-	-	-	-
	60-64	1,299	1,343	-	-	-	-
	65-69	492	566	-	-	-	-
	70+	1,603	1,862	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	25,549	25,177	64	115	-	-
Ngwaketse West	<1	146	281	-	-	-	-
	1-Apr	764	841	-	-	-	-
	5-Sep	1,252	1,038	-	-	-	-
	10-Nov	351	363	-	-	-	-
	Dec-14	329	312	-	-	-	-
	15-19	598	519	-	-	-	-
	20-24	417	503	30	-	-	-
	25-29	431	550	-	-	-	-
	30-34	379	526	15	-	-	-
	35-39	269	441	-	-	-	-
	40-44	263	456	15	-	15	-
	45-49	207	294	-	-	-	-
	50-54	171	144	-	-	-	-
	55-59	141	159	-	-	-	-
	60-64	162	124	-	-	-	-
	65-69	30	186	-	-	-	-
	70+	352	485	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	6,262	7,223	61	-	15	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality- 2014 (cont'd)

District	Age Group	Botswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
South East	<1	499	751	-	-	-	-
	1-4	499	3,996	163	163	-	-
	5-9	3,857	2,453	671	-	-	-
	10-11	-	797	-	-	-	-
	12-14	163	588	-	-	-	-
	15-19	3,186	3,377	-	336	-	-
	20-24	4,104	3,297	-	163	-	-
	25-29	3,947	4,128	-	834	-	-
	30-34	2,121	3,198	163	336	-	-
	35-39	2,928	2,783	336	425	-	-
	40-44	1,786	1,557	317	-	-	-
	45-49	1,087	2,623	-	336	-	-
	50-54	2,361	163	336	-	-	-
	55-59	1,592	2,254	-	-	-	-
	60-64	163	806	-	-	-	-
	65-69	163	1,068	-	-	-	-
	70+	1,077	2,777	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	29,532	36,618	1,986	2,592	-	-
Kweneng East	<1	2,975	4,177	-	-	-	-
	1-4	12,763	8,536	531	-	-	-
	5-9	13,241	9,222	-	671	-	-
	10-11	2,645	3,650	-	-	-	-
	12-14	7,377	4,123	671	671	-	-
	15-19	4,731	7,784	-	559	-	-
	20-24	13,102	12,036	-	1,062	-	-
	25-29	12,212	9,025	1,733	671	-	-
	30-34	10,626	10,246	559	671	-	-
	35-39	10,331	9,738	671	-	-	-
	40-44	4,289	4,990	671	-	-	-
	45-49	5,294	6,179	-	-	-	-
	50-54	2,087	5,663	-	-	-	-
	55-59	2,533	2,789	-	-	-	-
	60-64	2,133	3,653	-	-	-	-
	65-69	2,528	1,543	-	-	-	-
	70+	5,976	9,672	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	114,843	113,025	4,835	4,304	-	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Kweneng West	<1	1,009	1,263	-	-	-	-
	1-4	4,946	3,825	48	-	-	-
	5-9	6,562	4,672	-	-	-	-
	10-11	3,094	1,135	-	-	-	-
	12-14	2,362	5,222	-	-	-	-
	15-19	4,810	3,816	-	-	-	-
	20-24	3,069	3,018	-	-	-	-
	25-29	3,244	4,508	474	-	-	-
	30-34	2,005	2,644	133	-	-	-
	35-39	2,255	3,589	-	48	-	-
	40-44	1,904	1,694	48	-	-	-
	45-49	703	2,074	-	-	-	-
	50-54	881	1,448	-	-	-	-
	55-59	845	1,070	-	-	-	-
	60-64	678	488	-	-	-	-
	65-69	391	257	-	-	-	-
	70+	506	2,102	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	39,264	42,824	703	48	-	-
Kgatleng	<1	1,065	1,536	-	-	-	-
	1-4	4,288	3,738	-	225	-	-
	5-9	5,337	5,969	-	-	-	-
	10-11	480	2,251	-	-	-	-
	12-14	3,196	2,158	-	-	-	-
	15-19	4,464	4,169	-	-	-	-
	20-24	3,580	4,770	-	225	-	-
	25-29	3,828	3,207	463	513	-	-
	30-34	2,831	4,330	482	257	-	-
	35-39	1,854	3,183	225	225	-	-
	40-44	1,568	3,447	-	-	-	-
	45-49	2,627	1,658	224	-	-	-
	50-54	1,752	2,881	224	-	-	-
	55-59	1,486	1,748	-	-	-	-
	60-64	1,265	1,874	-	-	-	-
	65-69	656	1,127	-	-	-	-
	70+	2,209	1,639	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	42,485	49,684	1,618	1,446	-	-

Table 7.0.6 Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Central Serowe/Palapye	<1	1,443	2,180	-	-	-	-
	1-4	12,884	8,972	-	-	-	-
	5-9	12,043	14,411	-	-	-	-
	10-11	6,722	4,683	-	-	-	-
	12-14	3,615	6,847	-	-	-	-
	15-19	8,023	9,269	-	-	-	-
	20-24	9,408	8,916	-	236	-	-
	25-29	5,653	5,594	-	-	-	-
	30-34	7,757	8,777	992	-	-	-
	35-39	3,964	6,633	-	-	-	-
	40-44	2,953	2,666	773	-	-	-
	45-49	1,439	4,494	-	-	-	-
	50-54	1,102	3,158	-	-	-	-
	55-59	2,552	2,733	-	-	-	-
	60-64	2,001	5,600	-	-	-	-
	65-69	1,541	3,458	-	-	-	-
	70+	2,027	5,213	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	85,125	103,605	1,765	236	-	-
Central Mahalapye	<1	1,988	2,200	-	-	-	-
	1-4	7,808	11,273	-	-	-	-
	5-9	9,759	9,959	-	-	-	-
	10-11	3,971	3,155	-	-	-	-
	12-14	2,913	4,070	-	-	-	-
	15-19	5,068	4,562	-	-	-	-
	20-24	4,553	5,067	373	-	-	-
	25-29	2,982	5,609	-	-	-	-
	30-34	3,648	3,973	-	-	-	-
	35-39	5,378	4,376	-	-	-	-
	40-44	2,423	3,110	-	-	-	-
	45-49	3,194	3,042	-	-	-	-
	50-54	2,653	2,834	-	-	-	-
	55-59	597	1,747	-	-	-	-
	60-64	1,349	2,881	-	208	-	-
	65-69	947	2,856	-	-	-	-
	70+	1,719	2,930	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	60,950	73,646	373	208	-	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Central Bobonong	<1	1,199	1,322	-	-	-	-
	1-4	5,147	2,977	-	-	-	-
	5-9	7,487	5,055	208	355	-	-
	10-11	2,356	3,537	-	-	-	-
	12-14	3,067	4,602	-	-	-	-
	15-19	4,696	5,090	-	115	-	-
	20-24	4,224	3,704	230	-	-	-
	25-29	2,772	3,561	-	-	-	-
	30-34	2,042	4,519	667	-	-	-
	35-39	1,667	3,877	230	208	-	-
	40-44	1,590	3,465	208	147	-	-
	45-49	1,420	2,304	147	-	-	-
	50-54	754	596	-	-	-	-
	55-59	1,679	1,584	-	-	-	-
	60-64	572	1,201	197	-	-	-
	65-69	916	1,504	-	-	-	-
	70+	2,313	2,902	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	43,901	51,801	1,885	824	-	-
Central Boteti	<1	713	-	-	-	-	-
	1-4	4,530	2,146	-	253	-	-
	5-9	2,976	4,212	253	-	-	-
	10-11	1,976	1,657	-	-	-	-
	12-14	2,874	3,399	-	-	-	-
	15-19	3,591	3,826	-	-	-	-
	20-24	6,136	2,874	-	-	-	-
	25-29	3,176	2,186	-	253	-	-
	30-34	2,811	2,393	253	-	-	-
	35-39	2,648	3,015	-	-	-	-
	40-44	1,170	4,967	-	-	-	-
	45-49	1,814	752	-	-	-	-
	50-54	1,046	1,843	-	-	-	-
	55-59	1,001	905	-	-	-	-
	60-64	900	530	-	-	-	-
	65-69	166	413	-	-	-	-
	70+	1,995	2,164	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	39,524	37,282	505	505	-	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Central Tutume	<1	1,613	512	-	-	-	-
	1-4	7,324	8,704	-	-	-	-
	5-9	8,914	6,958	-	-	-	-
	10-11	1,609	3,360	-	-	-	-
	12-14	4,077	4,400	-	-	-	-
	15-19	3,949	4,094	-	-	-	-
	20-24	1,980	2,875	-	-	-	-
	25-29	1,609	3,663	208	-	-	-
	30-34	3,672	4,717	-	208	-	-
	35-39	1,830	4,276	-	-	-	-
	40-44	2,497	2,602	307	-	-	-
	45-49	1,828	1,393	294	-	-	-
	50-54	1,684	1,688	-	-	-	-
	55-59	877	2,094	-	-	-	-
	60-64	1,320	3,212	-	-	-	-
	65-69	1,309	709	-	-	-	-
	70+	2,042	4,224	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	48,135	59,482	808	208	-	-
North East	<1	782	1,357	-	-	-	-
	1-4	4,423	4,156	-	-	-	-
	5-9	3,839	4,719	-	-	-	-
	10-11	1,668	2,577	-	-	-	-
	12-14	4,036	2,015	-	-	-	-
	15-19	2,713	1,228	-	-	-	-
	20-24	2,079	3,825	-	-	-	-
	25-29	1,355	2,125	-	-	-	-
	30-34	2,278	2,434	-	-	-	-
	35-39	1,075	1,924	148	-	-	-
	40-44	884	1,628	299	-	-	-
	45-49	1,004	1,749	-	-	-	-
	50-54	489	1,671	-	-	-	-
	55-59	722	975	-	-	-	-
	60-64	515	828	-	-	-	-
	65-69	295	340	-	-	-	-
	70+	1,011	2,011	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	29,167	35,560	447	-	-	-

Table 7.0.6 Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Ngamiland East	<1	702	1,068	-	-	-	-
	1-4	5,505	2,509	114	-	-	-
	5-9	4,673	4,257	-	-	-	-
	10-11	1,953	2,074	-	-	-	-
	12-14	2,143	2,294	-	-	-	-
	15-19	2,746	2,579	-	-	-	-
	20-24	1,636	4,479	-	160	-	-
	25-29	3,773	3,722	-	-	-	-
	30-34	2,832	3,419	368	-	-	-
	35-39	1,930	2,006	180	-	-	-
	40-44	2,447	1,542	180	519	-	-
	45-49	1,168	985	-	-	-	-
	50-54	1,258	1,311	208	-	-	-
	55-59	1,314	208	-	-	-	-
	60-64	378	690	-	-	-	-
	65-69	114	114	-	-	-	-
	70+	641	1,505	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	35,213	34,762	1,049	678	-	-
Ngamiland West	<1	872	864	-	-	-	-
	1-4	4,729	4,601	-	-	-	-
	5-9	4,002	4,936	-	-	-	-
	10-11	2,179	1,850	-	-	-	-
	12-14	3,137	1,872	-	-	-	-
	15-19	2,779	3,555	-	-	-	-
	20-24	2,481	3,572	-	-	-	-
	25-29	2,789	3,583	-	143	-	-
	30-34	2,781	2,926	143	-	-	-
	35-39	2,025	1,982	-	-	-	-
	40-44	1,691	1,968	-	-	-	-
	45-49	1,122	1,138	-	-	-	-
	50-54	489	1,528	-	-	-	-
	55-59	418	1,124	-	-	-	-
	60-64	655	414	-	-	-	-
	65-69	284	394	-	-	-	-
	70+	1,056	2,162	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	33,487	38,468	143	143	-	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Chobe	<1	-	315	-	107	-	-
	1-4	944	564	-	-	-	-
	5-9	1,475	1,115	-	-	-	-
	10-11	493	455	-	-	-	-
	12-14	979	868	-	-	-	-
	15-19	1,354	1,374	-	-	-	-
	20-24	1,664	982	-	107	-	-
	25-29	1,598	1,288	107	107	-	-
	30-34	593	1,207	-	143	-	-
	35-39	1,018	940	143	-	-	-
	40-44	374	936	107	-	-	-
	45-49	733	837	-	107	-	-
	50-54	343	315	107	-	-	-
	55-59	211	211	-	107	-	-
	60-64	143	104	-	-	-	-
	65-69	-	104	-	-	-	-
	70+	208	448	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	12,131	12,062	463	676	-	-
Ghanzi	<1	604	723	-	-	-	-
	1-4	1,999	2,343	-	-	-	-
	5-9	2,234	2,858	-	-	-	-
	10-11	1,190	1,023	-	-	-	-
	12-14	817	908	-	-	-	-
	15-19	1,699	2,029	-	-	-	-
	20-24	1,740	1,539	-	-	-	-
	25-29	1,201	2,202	-	-	-	-
	30-34	1,872	2,121	-	-	-	-
	35-39	1,830	508	-	74	-	-
	40-44	800	1,511	147	-	-	-
	45-49	513	339	-	74	-	-
	50-54	609	910	-	-	-	-
	55-59	403	244	-	-	-	-
	60-64	273	424	-	-	-	-
	65-69	247	432	-	-	-	-
	70+	727	1,166	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	18,756	21,277	147	147	-	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Kgalagadi South	<1	340	278	-	-	-	-
	1-4	1,632	1,405	-	-	-	-
	5-9	2,150	1,404	-	-	-	-
	10-11	638	978	-	-	-	-
	12-14	1,714	845	-	-	-	-
	15-19	1,140	1,373	-	-	-	-
	20-24	987	895	-	-	-	-
	25-29	1,004	1,132	-	-	-	-
	30-34	1,479	1,477	-	-	-	-
	35-39	1,206	1,130	40	-	-	-
	40-44	774	925	-	-	-	-
	45-49	451	485	-	-	-	-
	50-54	493	1,018	-	-	-	-
	55-59	364	302	-	-	-	-
	60-64	214	394	-	-	-	-
	65-69	40	124	-	-	-	-
	70+	377	865	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	15,002	15,029	40	-	-	-
Kgalagadi North	<1	292	254	-	-	-	-
	1-4	892	980	-	-	-	-
	5-9	1,073	603	-	-	-	-
	10-11	427	420	-	-	-	-
	12-14	633	385	-	-	-	-
	15-19	550	1,007	-	-	-	-
	20-24	534	581	-	-	-	-
	25-29	501	955	-	-	-	-
	30-34	868	784	-	-	-	-
	35-39	753	456	-	-	-	-
	40-44	371	502	43	-	-	-
	45-49	493	80	42	-	-	-
	50-54	335	370	43	-	-	-
	55-59	133	286	45	-	-	-
	60-64	124	125	-	-	-	-
	65-69	79	127	-	-	-	-
	70+	364	406	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	8,423	8,320	175	-	-	-

Table 7.0.6: Population Distribution by District, Age Group, Sex and Nationality - 2014 (cont'd)

District	Age Group	Batswana		Non-Batswana		Not Stated	
		Male	Female	Male	Female	Male	Female
Grand Total	<1	23,951	28,559	2,934	107	-	-
	1-4	106,725	94,914	4,199	1,743	-	-
	5-9	121,558	111,082	3,738	5,213	-	-
	10-11	40,396	42,236	1,948	2,048	-	-
	12-14	56,937	60,256	2,112	1,657	-	-
	15-19	77,911	89,200	3,798	4,750	-	-
	20-24	86,880	90,978	3,012	4,432	-	-
	25-29	78,004	83,843	5,467	9,709	-	-
	30-34	67,992	89,681	10,015	3,497	-	-
	35-39	62,444	76,791	6,155	4,878	-	-
	40-44	40,202	55,296	7,595	4,687	15	-
	45-49	40,242	42,745	3,936	1,893	-	-
	50-54	30,693	41,007	3,820	506	-	-
	55-59	23,181	30,128	2,018	1,562	-	-
	60-64	19,257	29,126	1,184	599	-	-
	65-69	12,043	18,389	2,959	986	-	-
	70+	32,488	54,647	-	-	-	-
	unclassified	-	-	-	-	-	-
	Total	920,907	1,038,877	64,889	48,269	15	-

Table 7.0.7: Trends in Literacy Rates (1991-2014)

YEAR	Age Groups								
	10 - 70			12 - 70			15 - 65		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1981	32	36	34	..	..	..	..	..	..
1991	..	..	..	..	..	..	66.8	67.7	67.3
1993	..	..	..	..	..	..	66.9	70.3	68.9
2001	65	69.8	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
2010	85.1	86.5	85.3	87.4	89.2	88.4	82.3	83.8	83.2
2013	82.6	86.4	84.6	83.8	85.9	84.9	84.1	87.5	85.9
2014	87.4	89.1	88.1	89	90.6	89.9	88.9	91	90

**Table 7.0.8: Age-specific Literacy Rate by Sex for Botswana Aged 10-70 Years
(excluding those who took the literacy tests) 2014**

Age group	Total population of 10 to 70			Literate Population aged 10-70			Literacy Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-11	42,344	44,285	86,629	25,851	27,320	53,171	61.0	61.7	61.4
12-14	59,050	61,914	120,964	57,242	60,046	117,288	96.9	97.0	97.0
15-19	81,708	93,950	175,658	79,711	92,005	171,716	97.6	97.9	97.8
20-24	89,892	95,410	185,302	84,567	92,491	177,058	94.1	96.9	95.6
25-29	83,471	93,552	177,023	79,380	91,902	171,282	95.1	98.2	96.8
30-34	78,007	93,178	171,185	71,789	87,752	159,541	92.0	94.2	93.2
35-39	68,599	81,669	150,268	61,793	78,279	140,072	90.1	95.8	93.2
40-44	47,812	59,983	107,795	41,340	56,060	97,400	86.5	93.5	90.4
45-49	44,178	44,638	88,816	35,672	38,273	73,945	80.7	85.7	83.3
50-54	34,513	41,513	76,026	24,336	27,826	52,162	70.5	67.0	68.6
55-59	25,199	31,689	56,888	14,146	17,865	32,011	56.1	56.4	56.3
60-64	20,441	29,724	50,165	9,983	16,393	26,376	48.8	55.2	52.6
65-70	17,948	22,182	40,130	7,885	6,698	14,583	43.9	30.2	36.3
Total	693,162	793,687	1,486,849	593,695	692,910	1,286,605	85.7	87.3	86.5

**Table 7.0.9: Age-specific Adult Literacy Rate by Sex for Botswana Aged 12-70 Years
(excluding those who took the literacy tests) 2014**

Age group	Total population of 12-70			Literate population aged 12-70			Literacy Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
12-14	59050	61914	120964	57242	60046	117288	96.9	97.0	97.0
15-19	81708	93950	175658	79711	92005	171716	97.6	97.9	97.8
20-24	89892	95410	185302	84567	92491	177058	94.1	96.9	95.6
25-29	83471	93552	177023	79380	91902	171282	95.1	98.2	96.8
30-34	78007	93178	171185	71789	87752	159541	92.0	94.2	93.2
35-39	68599	81669	150268	61793	78279	140072	90.1	95.8	93.2
40-44	47812	59983	107795	41340	56060	97400	86.5	93.5	90.4
45-49	44178	44638	88816	35672	38273	73945	80.7	85.7	83.3
50-54	34513	41513	76026	24336	27826	52162	70.5	67.0	68.6
55-59	25199	31689	56888	14146	17865	32011	56.1	56.4	56.3
60-64	20441	29724	50165	9983	16393	26376	48.8	55.2	52.6
65-70	17948	22182	40130	7885	6698	14583	43.9	30.2	36.3
Total	650,818	749,402	1,400,220	567,844	665,590	1,233,434	87.3	88.8	88.1

Table 7.0.10: Age-specific Adult Literacy Rate by Sex for Botswana Aged 15-65 Years

District	Population 15 - 65 Years			Literate population Aged 15- 65			Literacy Rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
15-19	81,709	93,950	175,659	80,711	92,505	173,216	98.8	98.5	98.6
20-24	89,892	95,411	185,303	85,572	93,691	179,263	95.2	98.2	96.7
25-29	83,471	93,552	177,023	80,580	93,102	173,682	96.5	99.5	98.1
30-34	78,008	93,178	171,186	72,789	88,592	161,381	93.3	95.1	94.3
35-39	68,599	81,670	150,269	62,793	79,299	142,092	91.5	97.1	94.6
40-44	47,812	59,982	107,794	41,900	56,525	98,425	87.6	94.2	91.3
45-49	44,178	44,639	88,817	36,242	38,723	74,965	82.0	86.7	84.4
50-54	34,513	41,513	76,026	24,586	28,292	52,878	71.2	68.2	69.6
55-59	25,199	31,688	56,887	14,496	18,153	32,649	57.5	57.3	57.4
60-65	24,560	34,268	58,828	13,103	17,868	30,971	53.4	52.1	52.6
Total	577,941	669,851	1,247,792	512,772	606,750	1,119,522	88.7	91.0	90.0

**Table 7.0.11: District Adult Literacy Rate for Botswana aged 10-70 Years by Sex
(excluding those who took the literacy tests) 2014**

District	Population 10-70 Years			Literate Population Aged 10 -70 Years			District Literacy Rate -10-70 Years		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	92,235	97,578	189,813	91,128	94,388	185,516	98.8	96.7	97.7
Francistown	38,288	55,064	93,352	36,335	52,719	89,054	94.9	95.7	95.4
Lobatse	10,972	9,560	20,532	10,508	9,322	19,830	95.8	97.5	96.6
SelibePhikwe	20,493	20,828	41,321	17,582	19,247	36,829	85.8	92.4	89.1
Orapa	3,231	3,966	7,197	3,027	3,964	6,991	93.7	99.9	97.1
Jwaneng	7,133	6,840	13,973	6,600	6,764	13,364	92.5	98.9	95.6
Sowa	1,190	1,298	2,488	1,117	1,280	2,397	93.9	98.6	96.3
Ngwaketse	34,670	44,463	79,133	28,196	35,765	63,961	81.3	80.4	80.8
Borolong	17,719	18,019	35,738	14,708	15,220	29,928	83	84.5	83.7
Ngwaketse West	3,824	4,593	8,417	2,895	3,777	6,672	75.7	82.2	79.3
South East	24,751	29,070	53,821	22,391	25,651	48,042	90.5	88.2	89.3
Kweneng East	85,848	86,564	172,412	66,769	74,336	141,105	77.8	85.9	81.8
Kweneng West	26,944	31,100	58,044	19,864	26,210	46,074	73.7	84.3	79.4
Kgatleng	31,655	38,023	69,678	25,885	34,763	60,648	81.8	91.4	87
Central Serowe/Palapye	58,493	73,065	131,558	47,900	56,937	104,837	81.9	77.9	79.7
Central Mahalapye	40,227	47,491	87,718	30,232	38,575	68,807	75.2	81.2	78.4
Central Bobonong	29,433	40,377	69,810	26,800	37,048	63,848	91.1	91.8	91.5
Central Boteti	29,561	29,094	58,655	26,804	25,689	52,493	90.7	88.3	89.5
Central Tutume	29,049	39,292	68,341	24,578	31,549	56,127	84.6	80.3	82.1
North East	19,710	23,318	43,028	17,639	20,207	37,846	89.5	86.7	88
Ngamiland East	24,741	26,101	50,842	20,768	23,530	44,298	83.9	90.1	87.1
Ngamiland West	23,032	26,170	49,202	18,562	20,904	39,466	80.6	79.9	80.2
Chobe	9,966	10,190	20,156	9,351	9,315	18,666	93.8	91.4	92.6
Ghanzi	13,436	14,409	27,845	9,625	10,801	20,426	71.6	75	73.4
Kgalagadi South	10,543	11,137	21,680	9,402	9,817	19,219	89.2	88.1	88.6
Kgalagadi North	6,017	6,077	12,094	5,028	5,141	10,169	83.6	84.6	84.1
Total	693,161	793,687	1,486,848	593,694	692,919	1,286,613	85.7	87.3	86.5

Table 7.0.12 : District Adult Literacy Rate for Botswana Aged 15-65 Years by Sex - 2014

District	Population 15 65 years			Literate Population Aged 15 to 65			Literacy rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	81,175	91,504	172,679	80,072	88,313	168,385	98.6	96.5	97.5
Francistown	34,380	49,597	83,977	33,588	48,817	82,405	97.7	98.4	98.1
Lobatse	9,117	8,263	17,380	8,772	8,147	16,919	96.2	98.6	97.3
Selibe Phikwe	17,490	17,724	35,214	15,351	17,153	32,504	87.8	96.8	92.3
Orapa	2,729	3,464	6,193	2,611	3,464	6,075	95.7	100.0	98.1
Jwaneng	6,448	6,160	12,608	6,066	6,086	12,152	94.1	98.8	96.4
Sowa	907	1,073	1,980	888	1,054	1,942	97.9	98.2	98.1
Ngwaketse	29,396	35,414	64,810	27,089	31,733	58,822	92.2	89.6	90.8
Borolong	14,870	14,457	29,327	13,023	12,862	25,885	87.6	89.0	88.3
Ngwaketse West	3,114	3,763	6,877	2,405	3,226	5,631	77.2	85.7	81.9
South East	24,425	27,041	51,466	22,652	24,678	47,330	92.7	91.3	92.0
Kweneng East	71,956	75,064	147,020	57,321	66,908	124,229	79.7	89.1	84.5
Kweneng West	21,091	24,491	45,582	16,781	20,758	37,539	79.6	84.8	82.4
Kgatleng	27,096	32,488	59,584	22,157	31,243	53,400	81.8	96.2	89.6
Central Serowe/Palapye	47,384	58,313	105,697	41,533	49,353	90,886	87.7	84.6	86.0
Central Mahalapye	32,217	38,716	70,933	26,385	32,302	58,687	81.9	83.4	82.7
Central Bobonong	23,310	30,578	53,888	21,377	28,628	50,005	91.7	93.6	92.8
Central Boteti	24,630	23,761	48,391	22,883	21,945	44,828	92.9	92.4	92.6
Central Tutume	22,054	30,823	52,877	19,282	24,607	43,889	87.4	79.8	83.0
North East	13,709	18,387	32,096	12,574	17,052	29,626	91.7	92.7	92.3
Ngamiland East	20,416	21,732	42,148	17,362	19,778	37,140	85.0	91.0	88.1
Ngamiland West	17,371	21,931	39,302	14,701	18,347	33,048	84.6	83.7	84.1
Chobe	8,493	8,763	17,256	8,116	8,297	16,413	95.6	94.7	95.1
Ghanzi	11,135	12,068	23,203	8,426	9,239	17,665	75.7	76.6	76.1
Kgalagadi South	8,191	9,131	17,322	7,254	8,220	15,474	88.6	90.0	89.3
Kgalagadi North	4,837	5,145	9,982	4,103	4,540	8,643	84.8	88.2	86.6
Total	577,941	669,851	1,247,792	512,772	606,750	1,119,522	88.7	91.0	90.0

**Table 7.0.13: District Adult Literacy Rate for Botswana Aged 12-70 Years by Sex
(excluding those who took the literacy tests) 2014**

District	Population 12 to 70 years			Literate population aged 12 to 70			Literacy rate (%)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	88,588	96,136	184,724	87,486	92,945	180,431	98.8	96.7	97.7
Francistown	37,115	53,111	90,226	35,553	51,550	87,103	95.8	97.1	96.5
Lobatse	10,166	9,445	19,611	9,821	9,208	19,029	96.6	97.5	97.0
Selibe Phikwe	19,204	19,482	38,686	16,684	18,677	35,361	86.9	95.9	91.4
Orapa	2,996	3,892	6,888	2,879	3,892	6,771	96.1	100.0	98.3
Jwaneng	6,674	6,461	13,135	6,293	6,386	12,679	94.3	98.8	96.5
Sowa	1,100	1,214	2,314	1,081	1,195	2,276	98.3	98.4	98.4
Ngwaketse	32,913	40,775	73,688	27,593	34,262	61,855	83.8	84.0	83.9
Borolong	16,584	16,783	33,367	13,941	14,340	28,281	84.1	85.4	84.8
Ngwaketse West	3,474	4,231	7,705	2,719	3,553	6,272	78.3	84.0	81.4
South East	24,751	28,272	53,023	22,390	25,015	47,405	90.5	88.5	89.4
Kweneng East	83,203	82,914	166,117	65,368	72,373	137,741	78.6	87.3	82.9
Kweneng West	23,849	29,964	53,813	18,958	25,811	44,769	79.5	86.1	83.2
Kgatleng	31,174	35,773	66,947	25,628	33,007	58,635	82.2	92.3	87.6
Central Serowe/Palapye	51,772	68,382	120,154	44,709	55,585	100,294	86.4	81.3	83.5
Central Mahalapye	36,256	44,335	80,591	28,336	36,372	64,708	78.2	82.0	80.3
Central Bobonong	27,077	36,840	63,917	24,642	34,319	58,961	91.0	93.2	92.2
Central Boteti	27,586	27,437	55,023	25,539	24,598	50,137	92.6	89.7	91.1
Central Tutume	27,440	35,931	63,371	22,966	28,700	51,666	83.7	79.9	81.5
North East	18,042	20,741	38,783	16,569	18,577	35,146	91.8	89.6	90.6
Ngamiland East	22,788	24,026	46,814	19,505	21,959	41,464	85.6	91.4	88.6
Ngamiland West	20,853	24,320	45,173	17,568	20,094	37,662	84.2	82.6	83.4
Chobe	9,473	9,735	19,208	8,961	8,962	17,923	94.6	92.1	93.3
Ghanzi	12,246	13,386	25,632	8,992	10,170	19,162	73.4	76.0	74.8
Kgalagadi South	9,904	10,159	20,063	8,967	9,067	18,034	90.5	89.3	89.9
Kgalagadi North	5,590	5,657	11,247	4,695	4,970	9,665	84.0	87.9	85.9
Total	650,818	749,402	1,400,220	567,843	665,587	1,233,430	87.3	88.8	88.1

**Table 7.0.14: Literacy Rate for Botswana by Sex, Age and Location
(excluding those who took the literacy tests) 2014**

AGE	Males				Females				Total			
	Cities and Towns	Urban Villages	Rural Areas	TOTAL	Cities and Towns	Urban Villages	Rural Areas	TOTAL	Cities and Towns	Urban Villages	Rural Areas	Grand Total
15-19	96.4	99.4	96.1	97.6	100.0	98.7	94.5	97.9	98.6	99.0	95.3	97.8
20-24	100.0	96.0	88.0	94.1	100.0	98.4	92.7	96.9	100.0	97.2	90.3	95.6
25-29	99.5	98.8	82.5	95.1	99.6	99.8	94.3	98.2	99.5	99.3	89.1	96.8
30-34	99.4	94.9	83.6	92.0	98.5	98.1	86.1	94.2	98.8	96.6	84.9	93.2
35-39	100.0	96.6	75.2	90.1	98.4	97.8	90.4	95.8	99.1	97.3	82.7	93.2
40-44	97.4	94.6	67.6	86.5	97.8	99.2	82.7	93.5	97.6	97.2	75.8	90.4
45-49	95.0	83.2	57.0	80.7	98.3	92.4	69.0	85.7	96.4	87.9	64.0	83.3
50-54	81.1	74.4	48.7	70.5	83.8	70.2	52.4	67.0	82.3	71.9	51.0	68.6
55-59	86.6	54.0	39.8	56.1	93.3	61.8	32.5	56.4	90.1	58.4	35.6	56.3
60-65	85.6	58.3	34.3	51.7	42.6	61.6	48.2	51.9	67.1	60.4	42.6	51.8
Total	96.0	92.0	75.0	87.5	96.8	93.3	79.1	89.6	96.4	92.7	77.2	88.6

Table 7.0.15: Population Aged 10 Years and over that never attended any Form of Schooling, District and Sex - 2014

	Total Pop.	Total Pop. 10+ years	Never Attended Formal School					National proportion of Pop. 10+ years	% District specific Pop
			Male	%	Female	%	Total		
Gaborone	246,732	194,969	-	-	986	100.0	986	0.7	0.5
Francistown	123,425	95,696	391	25.0	1,174	75.0	1,565	1.1	1.6
Lobatse	26,006	21,223	461	66.7	230	33.3	691	0.5	3.3
Selibe Phikwe	49,369	41,702	1,904	83.3	381	16.7	2,285	1.7	5.5
Orapa	9,524	7,197	76	100.0	-	-	76	0.1	1.1
Jwaneng	17,316	14,128	303	100.0	-	-	303	0.2	2.1
Sowa	3,596	2,488	-	-	19	100.0	19	0.0	0.8
Ngwaketse	114,184	86,226	5,907	56.3	4,592	43.7	10,499	7.6	12.2
Borolong	50,904	39,144	3,222	54.2	2,722	45.8	5,944	4.3	15.2
Ngwaketse West	13,575	9,239	803	51.1	767	48.9	1,570	1.1	17.0
South East	70,727	57,675	2,253	39.7	3,429	60.3	5,682	4.1	9.9
Kweneng East	237,007	184,891	16,826	64.8	9,144	35.2	25,970	18.8	14.0
Kweneng West	82,839	60,514	4,053	48.2	4,354	51.8	8,407	6.1	13.9
Kgatleng	95,232	73,075	5,588	79.0	1,489	21.0	7,077	5.1	9.7
Central Serowe/Palapye	190,731	138,799	5,877	38.2	9,494	61.8	15,371	11.1	11.1
Central Mahalapye	135,176	92,188	5,770	50.2	5,716	49.8	11,486	8.3	12.5
Central Bobonong	98,411	74,662	2,055	52.0	1,899	48.0	3,954	2.9	5.3
Central Boteti	77,817	62,734	1,767	29.8	4,164	70.2	5,931	4.3	9.5
Central Tutume	108,633	74,607	3,593	47.8	3,923	52.2	7,516	5.4	10.1
North East	65,174	45,899	990	35.8	1,777	64.2	2,767	2.0	6.0
Ngamiland East	71,702	52,873	2,985	56.4	2,311	43.6	5,296	3.8	10.0
Ngamiland West	72,302	52,237	2,083	30.6	4,715	69.4	6,798	4.9	13.0
Chobe	25,332	20,812	-	-	554	100.0	554	0.4	2.7
Ghanzi	40,328	29,568	1,935	43.5	2,514	56.5	4,449	3.2	15.0
Kgalagadi South	30,071	22,862	764	46.5	879	53.5	1,643	1.2	7.2
Kgalagadi North	16,917	12,823	819	64.3	454	35.7	1,273	0.9	9.9
Total	2,073,033	1,568,232	70,425	51.0	67,687	49.0	138,112	100.0	8.8

Table 7.0.16: Population Aged 10 Years and over that never attended any Form of Schooling, by Age Group and Sex - 2014

Age Group	Total Population 10+years	Population Never Attended					Proportion of Population 10+ never attended	% Age Specific population
		Male	Percent	Female	Percent	Total		
10-11	86,629	429	100.0	-	-	429	0.3	0.50
12-14	120,964	463	100.0	-	-	463	0.3	0.38
15-19	175,658	604	35.2	1,113	64.8	1,717	1.2	0.98
20-24	185,302	3,021	62.6	1,805	37.4	4,826	3.5	2.60
25-29	177,023	1,594	69.4	703	30.6	2,297	1.7	1.30
30-34	171,185	3,535	64.5	1,946	35.5	5,481	4.0	3.20
35-39	150,268	4,739	69.2	2,112	30.8	6,851	5.0	4.56
40-44	107,795	5,225	69.0	2,351	31.0	7,576	5.5	7.03
45-49	88,816	5,864	55.6	4,677	44.4	10,541	7.6	11.87
50-54	76,026	4,958	46.9	5,609	53.1	10,567	7.7	13.90
55-59	56,888	7,537	48.7	7,928	51.3	15,465	11.2	27.18
60-64	50,165	6,420	49.7	6,507	50.3	12,927	9.4	25.77
65-69	34,377	6,920	49.0	7,198	51.0	14,118	10.2	41.07
70+	87,136	19,117	42.6	25,740	57.4	44,857	32.5	51.48
Total	1,568,232	70,426	51.0	67,689	49.0	138,115	100.0	8.81

Table 7.0.17a: Major Reasons for never Attending Formal School by Sex - 2014

Major Reasons	Male	Percent	Female	Percent	Total	Proportion of All Reasons
Looking after cattle/working at land/farm	27,868	66.7	13,906	33.3	41,774	41.5
Parents unwilling	8,773	34.5	16,669	65.5	25,442	25.3
Lack of money	5,652	45.2	6,847	54.8	12,499	12.4
Not interested	2,972	63.1	1,739	36.9	4,711	4.7
Taking care of siblings/family members	67	1.8	3,732	98.2	3,799	3.8
No school in the area	866	32.0	1,837	68.0	2,703	2.7
Cultural/Religious beliefs	675	36.7	1,164	63.3	1,839	1.8
Long distance	1,444	84.4	266	15.6	1,710	1.7
Other	883	61.8	546	38.2	1,429	1.4
Ill health	267	19.0	1,140	81.0	1,407	1.4
Helping at home	670	59.5	456	40.5	1,126	1.1
Physical disability	294	48.3	315	51.7	609	0.6
Abuse	248	43.4	323	56.6	571	0.6
Taking care of ill family member	49	9.2	481	90.8	530	0.5
Hearing problem	208	70.0	89	30.0	297	0.3
Visual problem	141	80.6	34	19.4	175	0.2
Marriage	0	0.0	61	100.0	61	0.1
Total	51,077	50.7	49,605	49.3	100,682	100

Table 7.0.18 : Major Reasons for never Attending Formal School: Comparison of 2003 and 2014 Surveys

	2003			2014		
	Male	Female	%Proportion of all reasons	Male	Female	%Proportion of all reasons
Looking after cattle/working at land/farm	66.8	33.2	35.8	66.7	33.3	41.5
Parents unwilling	68.4	38.1	38.1	34.5	65.5	25.3
High Fees/Lack of money	100.0	0.0	5.4	45.2	54.8	12.4
Not interested	55.4	44.6	4.5	63.1	36.9	4.7
Taking care of siblings/family members helping at home	27.1	72.9	2.4	1.8	98.2	3.8
No school in the area	55.5	45.5	4.3	32.0	68.0	2.7
Cultural/religious beliefs	-	-	-	36.7	63.3	1.8
Long distance	-	-	-	84.4	15.6	1.7
Other	31.6	68.4	8.4	61.8	38.2	1.4
Ill health	33.7	66.3	1.1	19.0	81.0	1.4

Table 7.0.19: Population 10 Years and over that Left School before Attaining Standard 5 by Sex (1991-2014)

Year	12 Years and Above			10 years and Above		
	% Male	% Female	% of total population	% Male	% Female	% of total population
1991	42.4	57.6	12.4	-	-	-
1993	38.8	61.2	7.3	-	-	-
2003	40.5	59.5	12.4	40.4	59.6	5.3
2014	38.4	61.6	3.6	38.4	61.6	3.6

Table 7.0.20: Population 10 Years and over that Left School before Attaining Standard 5 by District and Sex (2014)

District	Total Population	Population 10+ years	Total Pop 10+ years that left school before completing Standard 5	National Proportion of Pop. 10+ Years that left school before completing Standard 5	District specific Proportion of Population 10+ Years
Gaborone	246,732	194,969	1102	1.5	0.6
Francistown	123,425	95,696	1950	2.6	2.0
Lobatse	26,006	21,223	352	0.5	1.7
Selibe Phikwe	49,369	41,702	997	1.3	2.4
Orapa	9,524	7,197	-	-	-
Jwaneng	17,316	14,128	152	0.2	1.1
Sowa	3,596	2,488	19	0.0	0.8
Ngwaketse	114,184	86,226	6110	8.2	7.1
Borolong	50,904	39,144	1618	2.2	4.1
Ngwaketse West	13,575	9,239	525	0.7	5.7
South East	70,727	57,675	3365	4.5	5.8
Kweneng East	237,007	184,891	8861	11.9	4.8
Kweneng West	82,839	60,514	2242	3.0	3.7
Kgatleng	95,232	73,075	2641	3.5	3.6
Central Serowe/Palapye	190,731	138,799	8958	12.0	6.5
Central Mahalapye	135,176	92,188	8256	11.1	9.0
Central Bobonong	98,411	74,662	4126	5.5	5.5
Central Boteti	77,817	62,734	1515	2.0	2.4
Central Tutume	108,633	74,607	9063	12.1	12.1
North East	65,174	45,899	2763	3.7	6.0
Ngamiland East	71,702	52,873	1669	2.2	3.2
Ngamiland West	72,302	52,237	2234	3.0	4.3
Chobe	25,332	20,812	1139	1.5	5.5
Ghanzi	40,328	29,568	3322	4.5	11.2
Kgalagadi South	30,071	22,862	986	1.3	4.3
Kgalagadi North	16,917	12,823	640	0.9	5.0
Total	2,073,033	1,568,232	74605	100.0	4.8

Table 7.0.21: Population 10 Years and over that Left School before Attaining Standard 5 by Age Group and Sex (2014)

Age group	Total Population 10+ years	Left School Before Standard 5			Percent		% Age specific Proportion of Population 10+ years
		Population 10+ years	Male	Female	Male	Female	
10-11	86,629	28	28	-	100.0	-	0.0
12-14	120,964	505	454	51	89.9	10.1	0.7
15-19	175,658	1,308	760	548	58.1	41.9	1.8
20-24	185,302	2,091	977	1,114	46.7	53.3	2.8
25-29	177,023	3,156	2,315	841	73.4	26.6	4.2
30-34	171,185	5,465	2,642	2,823	48.3	51.7	7.3
35-39	150,268	3,043	2,066	977	67.9	32.1	4.1
40-44	107,795	2,493	1,124	1,369	45.1	54.9	3.3
45-49	88,816	3,901	2,304	1,597	59.1	40.9	5.2
50-54	76,026	7,511	3,675	3,836	48.9	51.1	10.1
55-59	56,888	7,454	3,516	3,938	47.2	52.8	10.0
60-64	50,165	9,951	3,550	6,401	35.7	64.3	13.3
65-69	34,377	6,918	920	5,998	13.3	86.7	9.3
70+	87,136	20,781	4,347	16,434	20.9	79.1	27.9
Total	1,568,232	74,605	28,678	45,927	38.4	61.6	100.0

Table 7.0.22: Population Aged 10-70 Years that Left School before Attaining Standard 5 by Reason for Leaving

Main Reason for Leaving School before Completing Standard 5	Left School Before Standard 5			% of Total Reason
	Total	Male	Female	
Looking after cattle/working at land/farm	6,826	57.1	42.9	18.41
Lack of money	6,155	49.1	50.9	16.6
Ill health	4,319	38	62	11.65
Lost interest	3,902	37.3	62.7	10.52
Parent no longer interested	3,303	25.2	74.8	8.91
Other	1,985	77.4	22.6	5.35
Did not understand the importance of school	1,955	77.1	22.9	5.27
Abuse	1,947	52.4	47.6	5.25
Distance	1,462	10.7	89.3	3.94
Pregnancy	1,080	0	100	2.91
Could not cope	1,020	49.8	50.2	2.75
Helping at home	1,013	20.2	79.8	2.73
Taking care of siblings/other family members	678	35.4	64.6	1.83
Marriage	658	0	100	1.77
Taking care of ill family member	632	6	94	1.7
Goal achieved	142	0	100	0.38
Total	37,077	43.3	56.7	100

Table 7.0.23: Population 10-70 Years that Left School before Completing Standard 5, by Age Group and Period Elapsed since Leaving School

Age group	Year completed				Total
	<1	1-2	3-4	5+	
10-14	79	-	345	-	424
15-19	58	294	51	858	1,261
20-24	-	-	58	1,688	1,746
25-29	-	-	-	2,753	2,753
30-34	-	-	-	3,791	3,791
35-39	-	-	-	2,339	2,339
40-44	-	-	-	1,715	1,715
45-49	-	-	-	1,574	1,574
50-54	84	-	-	4,378	4,462
55-59	-	-	-	4,084	4,084
60-64	-	-	-	6,851	6,851
65-70	-	-	430	5,647	6,077
Total	221	294	884	35,678	37,077

Table 7.0.24: Population 10 Years and above with School Attainment of Standard 4 and below by District, Age Group and Sex - 2014

District	Age Group													Un-known	Total
	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+		
All sexes															
Gaborone	-	-	-	-	-	-	-	-	2,204	-	1,102	-	-	-	3,306
Francistown	1,170	391	-	-	391	-	-	-	782	388	388	-	779	-	4,289
Lobatse	115	-	-	-	-	-	-	-	-	-	-	121	230	-	466
Selibe Phikwe	1,165	235	-	-	-	-	190	190	0	190	425	-	-	-	2,395
Orapa	84	-	-	-	41	-	-	-	-	-	-	-	-	-	125
Jwaneng	152	-	-	-	78	-	-	-	-	74	-	-	-	-	304
Sowa	54	-	-	-	-	-	-	-	19	-	-	-	-	-	73
Ngwaketse	3,598	-	281	352	-	-	-	579	1,001	281	1,324	1,072	1,520	-	10,008
Borolong	726	-	-	-	-	55	-	206	130	285	279	354	440	-	2,475
Ngwaketse West	364	15	-	63	82	62	31	34	64	16	-	30	160	-	921
South East	163	-	-	-	-	-	-	425	336	1,275	-	480	1,275	-	3,954
Kweneng East	2,936	-	1,148	985	1,970	574	-	531	2,257	-	842	-	3,386	1,105	15,734
Kweneng West	3,201	283	418	164	570	201	176	-	48	320	140	98	48	-	5,667
Kgatleng	721	-	-	-	-	-	-	257	1,479	857	625	194	770	-	4,903
Central Serowe/Palapye	7,932	-	-	-	-	220	-	-	440	2,838	2,528	1,014	2,454	-	17,426
Central Mahalapye	2,659	-	-	173	595	781	352	915	1,023	200	727	1,721	1,958	200	11,304
Central Bobonong	1,006	217	197	182	217	-	115	208	262	492	208	655	1,772	-	5,531
Central Boteti	1,497	113	84	-	82	-	340	82	197	282	313	0	331	-	3,321
Central Tutume	819	294	294	588	587	583	294	218	881	894	1,089	709	2,623	-	9,873
North East	1,547	-	151	-	297	147	177	-	298	339	382	339	1,461	-	5,138
Ngamiland East	1,194	-	-	-	-	114	294	114	522	208	-	-	416	-	2,862
Ngamiland West	2,723	257	219	186	378	128	250	338	343	126	224	-	408	62	5,642
Chobe	208	-	-	270	107	-	-	104	346	-	-	104	208	-	1,347
Ghanzi	1,296	419	369	483	546	150	291	51	155	320	101	154	310	-	4,645
Kgalagadi South	495	-	-	-	100	149	173	-	272	28	128	-	365	-	1,710
Kgalagadi North	415	-	79	-	122	38	122	80	240	-	38	40	122	-	1,296
Total	36,240	2,224	3,240	3,446	6,163	3,202	2,805	4,332	13,299	9,413	10,863	7,085	21,036	1,367	124,715

Table 7.0.24: Population 10 Years and above with School Attainment of Standard 4 and below by District, Age Group and Sex - 2014 (cont'd)

District	Age Group													Un-known	Total
	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+		
Male															
Gaborone	-	-	-	-	-	-	-	-	1,102	-	-	-	-	-	1,102
Francistown	391	391	-	-	-	-	-	-	391	-	388	-	391	-	1,952
Lobatse	115	-	-	-	-	-	-	-	-	-	-	-	-	-	115
Selibe Phikwe	390	235	-	-	-	-	-	-	-	190	190	-	-	-	1,005
Orapa	84	-	-	-	41	-	-	-	-	-	-	-	-	-	125
Jwaneng	152	-	-	-	78	-	-	-	-	-	-	-	-	-	230
Sowa	54	-	-	-	-	-	-	-	19	-	-	-	-	-	73
Ngwaketse	1,156	-	-	352	-	-	-	579	142	-	877	-	149	-	3,255
Borolong	369	-	-	-	-	55	-	102	0	115	110	151	71	-	973
Ngwaketse West	192	15	-	32	49	31	15	17	32	-	-	-	50	-	433
South East	-	-	-	-	-	-	-	0	336	425	-	-	425	-	1,186
Kweneng East	1,245	0	1,148	985	985	574	-	531	-	-	-	-	-	1,105	6,573
Kweneng West	2,295	38	203	45	489	114	91	-	-	104	56	-	48	-	3,483
Kgatleng	224	-	-	-	-	-	-	257	596	207	401	-	257	-	1,942
Central Serowe/Palapye	3,532	-	-	-	-	220	-	-	220	1,536	992	-	246	-	6,746
Central Mahalapye	1,704	-	-	-	387	573	179	562	834	-	353	173	615	-	5,380
Central Bobonong	197	217	197	182	-	-	-	-	262	147	-	240	415	-	1,857
Central Boteti	816	113	84	-	-	-	113	-	113	113	313	-	331	-	1,996
Central Tutume	307	-	-	294	-	-	294	218	294	-	294	208	501	-	2,410
North East	598	-	-	-	-	147	177	-	147	191	-	148	533	-	1,941
Ngamiland East	692	-	-	-	-	114	-	-	294	208	-	-	-	-	1,308
Ngamiland West	1,616	68	151	125	250	-	125	338	61	64	64	-	187	62	3,111
Chobe	104	-	-	270	107	-	-	-	135	-	-	-	104	-	720
Ghanzi	798	315	263	213	206	150	150	-	51	215	-	-	147	-	2,508
Kgalagadi South	207	-	-	-	50	50	89	-	112	-	-	-	133	-	641
Kgalagadi North	170	-	79	-	41	38	-	40	80	-	-	-	-	-	448
Total	17,408	1,392	2,125	2,498	2,683	2,066	1,233	2,644	5,221	3,515	4,038	920	4,603	1,167	51,513

Table 7.0.24: Population 10 Years and above with School Attainment of Standard 4 and below by District, Age Group and Sex - 2014 (cont'd)

District	Age Group													Un-known	Total
	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+		
Female															
Gaborone	-	-	-	-	-	-	-	-	1,102	-	1,102	-	-	-	2,204
Francistown	779	-	-	-	391	-	-	-	391	388	-	-	388	-	2,337
Lobatse	-	-	-	-	-	-	-	-	-	-	-	121	230	-	351
Selibe Phikwe	775	-	-	-	-	-	190	190	-	-	235	-	-	-	1,390
Jwaneng	-	-	-	-	-	-	-	-	-	74	-	-	-	-	74
Ngwaketse	2,442	-	281	-	-	-	-	-	859	281	447	1,072	1,371	-	6,753
Borolong	357	-	-	-	-	-	-	104	130	170	169	203	369	-	1,502
Ngwaketse West	172	-	-	31	33	31	16	17	32	16	-	30	110	-	488
South East	163	-	-	-	-	-	-	425	-	850	-	480	850	-	2,768
Kweneng East	1,691	-	-	-	985	-	-	-	2,257	-	842	-	3,386	-	9,161
Kweneng West	906	245	215	119	81	87	85	-	48	216	84	98	-	-	2,184
Kgatleng	497	-	-	-	-	-	-	-	883	650	224	194	513	-	2,961
Central Serowe/Palapye	4,400	-	-	-	-	-	-	-	220	1,302	1,536	1,014	2,208	-	10,680
Central Mahalapye	955	-	-	173	208	208	173	353	189	200	374	1,548	1,343	200	5,924
Central Bobonong	809	-	-	-	217	-	115	208	-	345	208	415	1,357	-	3,674
Central Boteti	681	-	-	-	82	-	227	82	84	169	-	-	-	-	1,325
Central Tutume	512	294	294	294	587	583	-	-	587	894	795	501	2,122	-	7,463
North East	949	-	151	-	297	-	-	-	151	148	382	191	928	-	3,197
Ngamiland East	502	-	-	-	-	-	294	114	228	-	-	-	416	-	1,554
Ngamiland West	1,107	189	68	61	128	128	125	-	282	62	160	-	221	-	2,531
Chobe	104	-	-	-	-	-	-	104	211	-	-	104	104	-	627
Ghanzi	498	104	106	270	340	-	141	51	104	105	101	154	163	-	2,137
Kgalagadi South	288	-	-	-	50	99	84	-	160	28	128	-	232	-	1,069
Kgalagadi North	245	-	-	-	81	-	122	40	160	-	38	40	122	-	848
Total	18,832	832	1,115	948	3,480	1,136	1,572	1,688	8,078	5,898	6,825	6,165	16,433	200	73,202

Table 7.0.25 : Population 10 Years and above with School Attainment of Standard 5 and above by District, Age Group and Sex - 2014

	Age Group													Un-known	Total
District	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+		
All sexes															
Gaborone	15,161	20,974	22,144	26,552	21,692	23,054	19,448	14,938	10,590	5,048	2,959	2,959	4,171	986	190,676
Francistown	7,815	12,512	14,451	9,770	11,706	6,634	7,035	7,814	4,677	4,688	1,173	782	782	-	89,839
Lobatse	2,680	2,103	2,910	3,504	2,934	2,097	1,158	819	576	582	115	357	230	-	20,065
Selibe Phikwe	4,743	4,965	4,443	5,841	3,676	6,790	2,484	1,240	1,280	770	398	199	-	190	37,019
Orapa	920	808	918	577	1,476	1,083	567	216	323	74	33	-	-	-	6,995
Jwaneng	1,136	1,578	1,150	2,600	1,824	2,044	1,284	454	679	385	155	78	155	-	13,522
Sowa	454	293	223	225	222	213	344	260	97	66	-	-	-	-	2,397
Ngwaketse	7,486	10,209	8,462	10,341	7,613	8,386	2,887	2,241	2,090	2,868	1,071	306	1,761	-	65,721
Borolong	4,735	4,782	3,053	2,413	3,118	2,186	2,110	1,776	2,357	1,479	1,530	389	797	-	30,725
Ngwaketse West	990	1,102	950	873	762	568	656	308	108	177	109	46	80	-	6,729
South East	1,385	6,899	6,976	8,910	5,818	6,471	3,660	3,033	1,675	1,983	806	425	-	-	48,041
Kweneng East	16,201	12,515	23,081	22,656	19,573	19,181	6,995	8,972	5,493	2,378	3,385	-	2,184	574	143,188
Kweneng West	8,498	7,869	5,446	7,592	3,800	5,221	2,769	2,308	1,709	340	485	36	-	364	46,437
Kgatleng	7,363	8,633	8,369	8,011	7,692	5,074	4,820	3,359	2,704	1,310	1,895	1,157	708	-	61,095
Central Serowe/Palapye	13,935	17,292	18,026	11,247	15,755	9,607	5,857	4,920	2,049	909	3,003	2,237	634	534	106,005
Central Mahalapye	11,079	9,630	8,868	7,880	6,852	7,656	4,973	4,044	3,313	807	2,381	1,142	595	-	69,220
Central Bobonong	12,557	9,684	7,960	5,969	6,794	5,981	5,077	3,250	1,088	2,658	1,328	1,503	1,329	-	65,178
Central Boteti	8,295	7,304	8,925	5,615	5,207	5,550	5,569	2,083	1,720	1,081	953	188	505	483	53,478
Central Tutume	12,334	7,163	4,561	4,893	8,009	4,940	4,819	2,709	2,285	1,183	2,420	808	804	294	57,222
North East	8,749	3,941	5,754	3,303	4,415	3,000	2,633	2,429	1,863	1,166	442	-	302	-	37,997
Ngamiland East	7,271	5,325	6,274	7,128	6,390	3,782	3,742	1,546	1,866	339	635	-	416	-	44,714
Ngamiland West	6,316	6,076	5,773	6,207	5,041	3,453	3,224	1,558	1,159	373	125	160	61	151	39,677
Chobe	2,588	2,728	2,753	2,830	1,836	1,958	1,417	1,572	419	318	247	-	104	-	18,770
Ghanzi	2,642	3,263	2,749	2,754	3,095	1,970	1,782	875	659	93	223	224	147	-	20,476
Kgalagadi South	3,680	2,513	1,803	2,136	2,827	2,127	1,335	857	922	554	331	130	292	-	19,507
Kgalagadi North	1,449	1,557	1,036	1,456	1,409	1,047	754	366	464	384	171	45	117	-	10,255
Total	170,462	171,718	177,058	171,283	159,536	140,073	97,399	73,947	52,165	32,013	26,373	13,171	16,174	3,576	1,304,948

Table 7.0.25 : Population 10 Years and above with School Attainment of Standard 5 and above by District, Age Group and Sex - 2014 (cont'd)

District	Age Group													Un-known	Total
	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+		
Male															
Gaborone	9,087	5,612	9,218	12,913	10,516	9,395	8,618	10,706	7,060	3,075	1,973	2,959	2,082	-	93,214
Francistown	3,518	6,259	6,637	3,123	3,909	2,732	2,347	3,514	1,949	1,174	782	391	-	-	36,335
Lobatse	1,740	824	1,394	2,219	1,776	806	812	358	230	230	-	121	-	-	10,510
Selibe Phikwe	2,613	2,649	2,193	2,923	1,023	3,203	1,470	0	731	580	199	-	-	190	17,774
Orapa	418	338	309	266	523	523	266	107	247	33	-	-	-	-	3,030
Jwaneng	456	829	612	1,068	838	1,288	906	74	223	74	155	78	-	-	6,601
Sowa	229	90	69	85	92	92	242	153	31	35	-	-	-	-	1,118
Ngwaketse	2,715	5,384	5,357	3,924	3,148	4,033	987	753	602	577	406	306	672	-	28,864
Borolong	2,053	3,000	1,778	1,425	1,235	1,126	718	931	816	790	709	127	419	-	15,127
Ngwaketse West	488	583	447	354	315	191	246	94	61	80	32	-	32	-	2,923
South East	163	3,186	4,104	3,947	2,284	3,263	2,103	924	1,512	742	163	-	-	-	22,391
Kweneng East	9,448	4,731	9,984	12,960	9,641	9,443	2,990	3,778	2,087	1,133	574	-	-	-	66,769
Kweneng West	3,048	4,461	2,643	3,383	1,419	1,971	1,240	443	641	215	364	36	-	-	19,864
Kgatleng	3,452	4,464	3,373	4,291	3,106	1,666	1,568	1,907	706	418	451	225	257	-	25,884
Central Serowe/ Palapye	6,805	8,023	9,408	5,653	7,512	3,210	3,191	1,193	882	246	1,009	768	0	-	47,900
Central Mahalapye	4,808	5,068	4,374	2,444	3,087	3,487	2,036	2,259	1,060	218	615	594	387	-	30,437
Central Bobonong	5,226	4,479	4,256	2,408	2,709	1,896	1,580	1,370	492	1,418	552	414	1,032	-	27,832
Central Boteti	3,920	3,478	6,051	3,176	2,981	2,648	1,056	1,413	706	784	505	84	505	483	27,790
Central Tutume	5,086	3,656	1,980	1,523	3,672	1,537	2,510	1,316	1,391	583	514	808	514	-	25,090
North East	5,106	2,713	2,079	1,355	2,278	1,076	1,005	857	342	531	147	-	151	-	17,640
Ngamiland East	3,404	2,746	1,636	3,406	3,200	1,995	1,975	835	1,012	339	219	-	208	-	20,975
Ngamiland West	3,700	2,711	2,269	2,664	2,491	1,843	1,505	663	364	68	125	160	61	151	18,775
Chobe	1,369	1,354	1,664	1,435	486	1,161	481	733	315	211	143	-	104	-	9,456
Ghanzi	1,209	1,384	1,368	930	1,412	1,440	619	513	343	93	169	49	96	-	9,625
Kgalagadi South	2,145	1,140	908	1,004	1,428	1,096	494	451	235	364	93	40	115	-	9,513
Kgalagadi North	890	550	455	501	705	673	374	326	299	136	84	-	79	-	5,072
Total	83,096	79,712	84,566	79,380	71,786	61,794	41,339	35,671	24,337	14,147	9,983	7,160	6,714	824	600,509

Table 7.0.25 : Population 10 Years and above with School Attainment of Standard 5 and above by District, Age Group and Sex - 2014 (cont'd)

District	Age Group													Un-known	Total
	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70+		
Female															
Gaborone	6,074	15,362	12,926	13,639	11,176	13,659	10,830	4,232	3,530	1,973	986	-	2,089	986	97,462
Francistown	4,297	6,253	7,814	6,647	7,797	3,902	4,688	4,300	2,728	3,514	391	391	782	-	53,504
Lobatse	940	1,279	1,516	1,285	1,158	1,291	346	461	346	352	115	236	230	-	9,555
Selibe Phikwe	2,130	2,316	2,250	2,918	2,653	3,587	1,014	1,240	549	190	199	199	-	-	19,245
Orapa	502	470	609	311	953	560	301	109	76	41	33	-	-	-	3,965
Jwaneng	680	749	538	1,532	986	756	378	380	456	311	-	-	155	-	6,921
Sowa	225	203	154	140	130	121	102	107	66	31	-	-	-	-	1,279
Ngwaketse	4,771	4,825	3,105	6,417	4,465	4,353	1,900	1,488	1,488	2,291	665	-	1,089	-	36,857
Borolong	2,682	1,782	1,275	988	1,883	1,060	1,392	845	1,541	689	821	262	378	-	15,598
Ngwaketse West	502	519	503	519	447	377	410	214	47	97	77	46	48	-	3,806
South East	1,222	3,713	2,872	4,963	3,534	3,208	1,557	2,109	163	1,241	643	425	-	-	25,650
Kweneng East	6,753	7,784	13,097	9,696	9,932	9,738	4,005	5,194	3,406	1,245	2,811	-	2,184	574	76,419
Kweneng West	5,450	3,408	2,803	4,209	2,381	3,250	1,529	1,865	1,068	125	121	-	-	364	26,573
Kgatleng	3,911	4,169	4,996	3,720	4,586	3,408	3,252	1,452	1,998	892	1,444	932	451	-	35,211
Central Serowe/ Palapye	7,130	9,269	8,618	5,594	8,243	6,397	2,666	3,727	1,167	663	1,994	1,469	634	534	58,105
Central Mahalapye	6,271	4,562	4,494	5,436	3,765	4,169	2,937	1,785	2,253	589	1,766	548	208	-	38,783
Central Bobonong	7,331	5,205	3,704	3,561	4,085	4,085	3,497	1,880	596	1,240	776	1,089	297	-	37,346
Central Boteti	4,375	3,826	2,874	2,439	2,226	2,902	4,513	670	1,014	297	448	104	-	-	25,688
Central Tutume	7,248	3,507	2,581	3,370	4,337	3,403	2,309	1,393	894	600	1,906	-	290	294	32,132
North East	3,643	1,228	3,675	1,948	2,137	1,924	1,628	1,572	1,521	635	295	-	151	-	20,357
Ngamiland East	3,867	2,579	4,638	3,722	3,190	1,787	1,767	711	854	-	416	-	208	-	23,739
Ngamiland West	2,616	3,365	3,504	3,543	2,550	1,610	1,719	895	795	305	-	-	-	-	20,902
Chobe	1,219	1,374	1,089	1,395	1,350	797	936	839	104	107	104	-	-	-	9,314
Ghanzi	1,433	1,879	1,381	1,824	1,683	530	1,163	362	316	-	54	175	51	-	10,851
Kgalagadi South	1,535	1,373	895	1,132	1,399	1,031	841	406	687	190	238	90	177	-	9,994
Kgalagadi North	559	1,007	581	955	704	374	380	40	165	248	87	45	38	-	5,183
Total	87,366	92,006	92,492	91,903	87,750	78,279	56,060	38,276	27,828	17,866	16,390	6,011	9,460	2,752	704,439

Table 7.0.26: Population 12 Years and above for whom Reading and Writing in Setswana or Reading and Writing in English was Required for Employment - 2014

Age Group	Sex		
	Male	Female	Total
20-24	0	151	151
25-29	180	294	474
30-34	538	391	929
35-39	126	532	658
40-44	915	46	961
45-49	301	823	1,124
50-54	693	1,060	1,753
55-59	1,472	1,145	2,617
60-64	956	1,384	2,340
65-69	387	804	1,191
70+	149	182	331
Total	5,717	6,812	12,529

Table 7.0.27: Population 12 Years and above for whom Reading in Setswana or English was Required for Employment in Current Job - 2014

Age Group	Sex		
	Male	Female	Total
30-34	315	0	315
40-44	518	397	691
45-49	750	0	750
50-54	115	151	266
55-59	0	155	155
60-64	385	0	385
Total	2,083	703	2,562

Table 7.0.28: Population 12 Years and above that Use Reading Skills at Work in Current Job - 2014

Age	Sex		
	Male	Female	Total
20-24	0	151	151
25-29	180	294	474
30-34	792	0	792
35-39	126	532	658
40-44	1,432	220	1,652
45-49	989	823	1,812
50-54	807	725	1,532
55-59	1,472	1,300	2,772
60-64	1,284	1,384	2,668
65-69	387	804	1,191
70+	149	182	331
Total	7,618	6,415	14,033

Table 7.0.29: Male Population 10-70 Years that Left School before Completing Standard 5, by Reason and Age Group - 2014

	Main Reason For Leaving School	Age Group													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	65-70	
Male	Lack of money	-	-	58	41	110	106	220	-	61	270	546	1,254	356	3,022
	Lost interest	28	51	100	38	-	75	16	-	257	361	207	-	322	1,455
	Helping at home	-	-	58	-	-	-	147	-	-	-	-	-	-	205
	Parent no longer interested	-	-	-	-	-	127	51	58	-	17	531	-	48	832
	Ill health	-	307	51	190	390	273	45	193	102	34	-	56	-	1,641
	Taking care of ill family member	-	-	-	-	-	-	38	-	-	-	-	-	-	38
	Taking care of siblings/other family member	-	-	-	-	-	-	-	-	-	-	-	-	240	240
	Distance	-	-	-	-	-	46	47	-	-	-	64	-	-	157
	Could not cope	-	-	-	-	61	41	51	207	-	147	-	-	-	507
	Did not understand the importance of school	-	-	-	228	-	364	61	177	281	208	190	-	-	1,509
	Looking after cattle/working at land/farm	-	-	-	-	1,002	-	114	98	720	924	227	671	141	3,897
	Abuse	-	38	103	231	58	218	373	-	-	-	-	-	-	1,021
	Other	-	-	391	-	352	-	200	58	-	51	-	484	-	1,536
	Total	28	396	761	728	1,973	1,250	1,363	791	1,421	2,012	1,765	2,465	1,107	16,060

Table 7.0.30: Male Population 10-70 Years that Left School before Completing Standard 5, by Reason and Age Group - 2014

	Main Reason For Leaving School	Age Group													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	65-70	
Female	Goal achieved	-	-	-	-	-	-	-	-	-	-	-	-	142	142
	Lack of money	-	-	48	43	173	124	139	98	40	453	690	449	879	3,136
	Lost interest	-	-	-	38	340	1,113	290	113	-	59	-	-	495	2,448
	Helping at home	-	-	-	-	38	-	208	-	-	220	-	342	-	808
	Parent no longer interested	-	-	101	-	58	-	-	189	-	17	600	294	1,212	2,471
	Ill health	-	-	-	199	74	445	-	163	-	245	425	928	200	2,679
	Taking care of ill family member	-	-	-	-	-	51	-	180	-	-	-	173	189	593
	Taking care of siblings/other family member	-	-	-	-	-	-	-	-	-	107	112	163	56	438
	Distance	-	-	-	294	16	309	-	136	-	257	-	294	-	1,306
	Marriage	-	-	-	-	-	-	-	-	-	574	84	-	-	658
	Pregnancy	-	-	-	125	-	-	47	-	114	-	-	-	794	1,080
	Could not cope	-	-	-	38	-	17	-	46	-	-	-	289	121	511
	Did not understand the importance of school	-	-	-	-	36	-	-	-	-	-	-	-	411	447
	Looking after cattle/working at land/farm	-	-	294	-	-	424	-	-	-	519	409	1,212	71	2,929
	Abuse	-	-	58	281	46	58	294	-	-	-	-	-	191	928
	Other	-	-	-	-	-	-	-	-	-	-	-	241	208	449
	Total	-	-	501	1,018	781	2,541	978	925	154	2,451	2,320	4,385	4,969	21,023

Table 7.0.31: Population 10-70 Years that Left School before Completing Standard 5, by Reason, Age Group and Sex (Both Sexes) - 2014

	Main Reason For Leaving School	Age Group													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	65-70	
Total	Goal achieved	-	-	-	-	-	-	-	-	-	-	-	-	142	142
	Lack of money	-	-	106	84	283	230	359	98	101	723	1,236	1,703	1,235	6,158
	Lost interest	28	51	100	76	340	1,188	306	113	257	420	207	-	817	3,903
	Helping at home	-	-	58	-	38	-	355	-	-	220	-	342	-	1,013
	Parent no longer interested	-	-	101	-	58	127	51	247	-	34	1,131	294	1,260	3,303
	Ill health	-	307	51	389	464	718	45	356	102	279	425	984	200	4,320
	Taking care of ill family member	-	-	-	-	-	51	38	180	-	-	-	173	189	631
	Taking care of siblings /other family member	-	-	-	-	-	-	-	-	-	107	112	163	296	678
	Distance	-	-	-	294	16	355	47	136	-	257	64	294	-	1,463
	Marriage	-	-	-	-	-	-	-	-	-	574	84	-	-	658
	Pregnancy	-	-	-	125	-	-	47	-	114	-	-	-	794	1,080
	Could not cope	-	-	-	38	61	58	51	253	-	147	-	289	121	1,018
	Did not understand the importance of school	-	-	-	228	36	364	61	177	281	208	190	-	411	1,956
	Looking after cattle/ working at land/farm	-	-	294	-	1,002	424	114	98	720	1,443	636	1,883	212	6,826
	Abuse	-	38	161	512	104	276	667	-	-	-	-	-	191	1,949
	Other	-	-	391	-	352	-	200	58	-	51	-	725	208	1,985
Total		28	396	1,262	1,746	2,754	3,791	2,341	1,716	1,575	4,463	4,085	6,850	6,076	37,083

Table 7.0.32: Literacy Class Attendance by Age Group - 2014

Age Group	Attended any lit classes?							Total
	Never	Yes attending	Yes left	Total	Never	Yes attending	Yes left	
10 - 11	664	-	-	664	100.0	-	-	100.0
12 - 14	746	-	-	746	100.0	-	-	100.0
15 - 19	2041	-	-	2041	100.0	-	-	100.0
20 - 24	5294	-	424	5718	92.6	-	7.4	100.0
25 - 29	4226	243	167	4635	91.2	5.2	3.6	100.0
30 - 34	7396	658	172	8226	89.9	8.0	2.1	100.0
35 - 39	6763	100	1143	8007	84.5	1.3	14.3	100.0
40 - 44	5704	250	3038	8992	63.4	2.8	33.8	100.0
45 - 49	9417	430	2881	12728	74.0	3.4	22.6	100.0
50 - 54	11447	3583	4986	20016	57.2	17.9	24.9	100.0
55 - 59	16207	1424	3990	21621	75.0	6.6	18.5	100.0
60 - 64	16444	912	4528	21883	75.1	4.2	20.7	100.0
65+	16918	88	5359	22366	75.6	0.4	24.0	100.0
Total	103,269	7,688	26,687	137,644	75.0	5.6	19.4	100.0

**Table 7.0.33: Population 10 Years and over that never Attended
Literacy Classes by Sex and District - 2014**

District	Sex		Total
	Male	Female	
Gaborone	-	1,102	1,102
Francistown	1,562	391	1,953
Lobatse	346	121	467
Selibe Phikwe	1,346	235	1,581
Orapa	43	-	43
Jwaneng	226	-	226
Sowa	-	19	19
Ngwaketse	3,036	3,539	6,575
Borolong	2,415	1,536	3,951
Ngwaketse West	519	488	1,007
South East	1,601	2,081	3,682
Kweneng East	12,599	7,457	20,056
Kweneng West	4,042	3,113	7,155
Kgatleng	2,977	1,040	4,017
Central Serowe/Palapye	3,247	7,822	11,069
Central Mahalapye	6,194	3,810	10,004
Central Bobonong	1,031	1,031	2,062
Central Boteti	1,144	1,684	2,828
Central Tutume	2,569	5,239	7,808
North East	855	1,143	1,998
Ngamiland East	2,174	1,109	3,283
Ngamiland West	1,844	3,081	4,925
Chobe	242	211	453
Ghanzi	2,508	2,347	4,855
Kgalagadi South	853	611	1,464
Kgalagadi North	445	243	688
Total	53,818	49,453	103,271

Table 7.0.34: Reasons for never Attending Literacy Classes by Sex - 2014

Reasons you never attended	Number			Percent		
	Male	Female	Total	Male	Female	Total
Already literate	782	405	1187	1.5	0.8	1.1
Too old	1804	2353	4157	3.4	4.8	4.0
Lack of time	9666	6976	16642	18.0	14.1	16.1
No facilities	2930	6856	9786	5.4	13.9	9.5
Did not know existed	4626	3388	8014	8.6	6.9	7.8
Parents not interested	2217	2438	4656	4.1	4.9	4.5
Long distance	1551	1617	3168	2.9	3.3	3.1
Job demands	8243	949	9193	15.3	1.9	8.9
Visual impairment	1052	4038	5090	2.0	8.2	4.9
Physical disability	514	331	845	1.0	0.7	0.8
Did not understand the importance of school	54	191	245	0.1	0.4	0.2
Speech impairment	0	87	87	0.0	0.2	0.1
Physical disability	1254	1352	2606	2.3	2.7	2.5
Taking care of ill family member	49	1192	1241	0.1	2.4	1.2
Taking care of siblings/other family member	805	3158	3963	1.5	6.4	3.8
Looking after cattle/working at land/farm	11679	4126	15805	21.7	8.3	15.3
Cultural/religious beliefs	43	273	315	0.1	0.6	0.3
Not interested	5046	8959	14005	9.4	18.1	13.6
Abuse	84	15	100	0.2	0.0	0.1
Other	1418	748	2166	2.6	1.5	2.1
Total	53,816	49,453	103,269	100.0	100.0	100.0

Table 7.0.35: Types of Literacy Class Programmes by Number of Learners by Sex - 2014

Programme	Number			Percent		
	Male	Female	Total	Male	Female	Total
ABEP	1,450	4,458	5,908	96.8	72.0	76.8
Other Programmes	48	1,732	1,780	3.2	28.0	23.2
Total	1,498	6,190	7,688	100.0	100.0	100.0

Table 7.0.36: Population Currently Attending Literacy Classes by Age Group, Period of Attendance and Sex - 2014

Sex	Age Group	Length (in Years) of Attending Literacy Classes				Total
		<1	1-2	3-4	>4	
Male	25-29	182	-	-	-	182
	40-44	-	48	-	-	48
	45-49	298	0	40	-	338
	50-54	381	61	-	-	442
	60-64	294	194	-	-	488
	Total	1,155	303	40	-	1,498
Female	25-29	-	61	-	-	61
	30-34	166	492	-	-	658
	35-39	40	61	-	-	101
	40-44	43	160	-	-	203
	45-49	-	92	-	-	92
	50-54	1,474	427	842	398	3,141
	55-59	84	1,146	-	194	1,424
	60-64	233	191	-	-	424
	65-70	49	40	-	-	89
	Total	2,089	2,670	842	592	6,193
Total	25-29	182	61	-	-	243
	30-34	166	492	-	-	658
	35-39	40	61	-	-	101
	40-44	43	208	-	-	251
	45-49	298	92	40	-	430
	50-54	1,855	488	842	398	3,583
	55-59	84	1,146	-	194	1,424
	60-64	527	385	-	-	912
	65-70	49	40	-	-	89
	Total	3,244	2,973	882	592	7,691

Table 7.0.37: Enrolment in Literacy Classes by Age Group - 2014

Age Group	Attended any Literacy Classes?							Total
	Never	Yes Attending	Yes Left	Total	% Never	% Yes Attending	% Yes Left	
10 - 11	664	0	0	664	100.0	0.0	0.0	100.0
12 - 14	746	0	0	746	100.0	0.0	0.0	100.0
15 - 19	2041	0	0	2041	100.0	0.0	0.0	100.0
20 - 24	5294	0	424	5718	92.6	0.0	7.4	100.0
25 - 29	4226	243	167	4635	91.2	5.2	3.6	100.0
30 - 34	7396	658	172	8226	89.9	8.0	2.1	100.0
35 - 39	6763	100	1143	8007	84.5	1.3	14.3	100.0
40 - 44	5704	250	3038	8992	63.4	2.8	33.8	100.0
45 - 49	9417	430	2881	12728	74.0	3.4	22.6	100.0
50 - 54	11447	3583	4986	20016	57.2	17.9	24.9	100.0
55 - 59	16207	1424	3990	21621	75.0	6.6	18.5	100.0
60 - 64	16444	912	4528	21883	75.1	4.2	20.7	100.0
65+	16918	88	5359	22366	75.6	0.4	24.0	100.0
Total	103,269	7,688	26,687	137,644	75.0	5.6	19.4	100.0

Table 7.0.38: Reasons for Missing Literacy Classes by Sex - 2014

Reason	Number			Percent		
	Male	Female	Total	Male	Female	Total
Tired	182	0	182	18.9	0.0	6.3
Job demands	0	599	599	0.0	31.0	20.7
Taking care of ill family member	0	140	140	0.0	7.2	4.8
Taking care of siblings/family members	298	233	531	31.0	12.0	18.3
Helping at home	0	52	52	0.0	2.7	1.8
Looking after cattle/working at own lands	147	773	920	15.3	40.0	31.8
No instructor/ teacher	40	137	177	4.2	7.1	6.1
Other	294	0	294	30.6	0.0	10.2
Total	961	1,934	2,895	100.0	100.0	100.0

Table 7.0.39: Enrolment in Literacy Classes by Age Group, ABEP Levels and Sex - 2014

Learning Area	Level 1			Level 2			Level 3		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Setswana	1,077	3,268	4,345	-	1,378	1,378	88	1,362	1,450
English	601	2,765	3,366	-	898	898	-	1,090	1,090
Numeracy	1,176	3,110	4,286	48	965	1,013	-	1,090	1,090
General Studies	376	80	456	40	690	730	-	438	438

Table 7.0.40: Reasons for Leaving Literacy Classes by Sex - 2014

Reason	Number		Percent		Total	
	Male	Female	Male	Female	Number	Percent
Goal achieved	469	1,264	4	8.4	1,733	6.5
Lost interest	491	736	4.2	4.9	1,227	4.6
Helping at home	581	1,332	5	8.9	1,913	7.2
Parent no longer interested	-	61	-	0.4	61	0.2
Ill health	309	3,495	2.6	23.3	3,804	14.3
Taking care of ill family member	425	232	3.6	1.5	657	2.5
Taking care of siblings/other family member	865	731	7.4	4.9	1,596	6
Long distance	1,072	-	9.2	-	1,072	4
Pregnancy	-	349	-	2.3	349	1.3
Could not cope	17	521	0.1	3.5	537	2
Did not understand the importance of school	-	-	-	-	-	-
Looking after cattle/working at land/farm	2,537	1,477	21.7	9.9	4,014	15
Cultural/religious beliefs	-	-	-	-	-	-
Abuse	-	-	-	-	-	-
Lack of time	2,632	3,170	22.5	21.2	5,802	21.7
Teacher left	2,308	1,615	19.7	10.8	3,923	14.7
Total	11,705	14,982	100	100	26,687	100

Table 7.0.41: Importance of Reading/Writing Skills by Sex - 2014

Learning Area	Yes			No		
	Male	Female	Total	Male	Female	Total
Not important	-	90	90	1,498	5,270	6,768
Get a job	1,121	5,418	6,539	329	772	1,101
Get better job	1,276	4,614	5,890	222	1,576	1,798
Better communication	1,311	5,086	6,397	187	1,104	1,291
Knowledge's sake	1,397	5,768	7,165	40	422	462
Other	475	356	831	974	5709	6,683

Table 7.0.42: Eligible Population who could Read by Place where Reading was Learned and Sex - 2014

Places	Male	%	Female	%	Total	%
At school	2,227	43.1	5,087	52.2	7,314	49.0
At night school	-	-	-	-	-	-
On my own	1,705	33.0	1,240	12.7	2,945	19.7
Literacy programme	623	12.1	3,116	32.0	3,739	25.1
Other	609	11.8	306	3.1	915	6.1
Total	5,164	100.0	9,749	100.0	14,913	100.0

Table 7.0.43: Population 10-70 Years Self-proclaiming to Read in any Language by District and Sex - 2014

District	Yes, fairly well			Yes, just a bit			No, not at all			Total	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Gaborone	-	1,102	1,102	-	-	-	-	-	-	-	1,102
Francistown	388	-	388	782	1,170	1,952	391	391	782	1,561	1,561
Lobatse	-	121	121	-	-	-	346	-	346	346	121
Selibe Phikwe	381	235	616	580	-	580	974	190	1,164	1,935	425
Orapa	-	-	-	43	-	43	-	-	-	43	-
Jwaneng	-	74	74	152	-	152	229	-	229	381	74
Sowa	-	-	-	-	-	-	-	19	19	-	19
Ngwaketse	727	799	1,526	2,380	1,454	3,834	1,384	2,707	4,091	4,491	4,960
Borolong	186	489	675	427	379	806	1,873	1,437	3,310	2,486	2,305
Ngwaketse West	32	79	111	99	63	162	533	473	1,006	664	615
South East	425	480	905	499	1,438	1,937	1,438	1,176	2,614	2,362	3,094
Kweneng East	531	1,683	2,214	3,347	1,559	4,906	10,691	6,740	17,431	14,569	9,982
Kweneng West	87	228	315	1,148	402	1,550	3,063	2,769	5,832	4,298	3,399
Kgatleng	-	906	906	1,233	614	1,847	3,254	1,021	4,275	4,487	2,541
Central Serowe/Palapye	220	1,522	1,742	1,527	1,014	2,541	2,493	8,125	10,618	4,240	10,661
Central Mahalapye	353	776	1,129	1,764	1,656	3,420	5,072	3,703	8,775	7,189	6,135
Central Bobonong	699	197	896	546	814	1,360	594	868	1,462	1,839	1,879
Central Boteti	227	82	309	723	663	1,386	766	1,867	2,633	1,716	2,612
Central Tutume	-	307	307	1,395	2,859	4,254	1,980	3,773	5,753	3,375	6,939
North East	-	342	342	191	490	681	1,105	1,184	2,289	1,296	2,016
Ngamiland East	547	-	547	760	408	1,168	1,359	1,043	2,402	2,666	1,451
Ngamiland West	189	122	311	560	669	1,229	1,477	2,938	4,415	2,226	3,729
Chobe	-	-	-	270	419	689	107	104	211	377	523
Ghanzi	-	54	54	268	446	714	2,631	2,399	5,030	2,899	2,899
Kgalagadi South	50	110	160	264	283	547	572	580	1,152	886	973
Kgalagadi North	122	40	162	166	38	204	403	490	893	691	568
Total	5,164	9,748	14,912	19,124	16,838	35,962	42,735	43,997	86,732	67,023	70,583

Table 7.0.44: Population 10-70 Years who never Attended Formal School Self-proclaiming Ability to Read in any Language - 2014

District	Yes, fairly well			Yes, just a bit			No, not at all			Grand Total	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Gaborone	-	-	-	-	-	-	-	-	-	-	-
Francistown	-	-	-	-	1,170	1,170	391	391	782	391	1,561
Lobatse	-	-	-	-	-	-	346	-	346	346	-
Selibe Phikwe	190	-	190	390	-	390	974	190	1,164	1,554	190
Orapa	-	-	-	43	-	43	-	-	-	43	-
Jwaneng	-	74	74	152	-	152	229	-	229	381	74
Sowa	-	-	-	-	-	-	-	19	19	-	19
Ngwaketse	298	-	298	2,028	865	2,893	1,384	2,427	3,811	3,710	3,292
Borolong	71	255	326	81	209	290	1,873	1,378	3,251	2,025	1,842
Ngwaketse West	32	15	47	34	32	66	453	425	878	519	472
South East	-	163	163	499	850	1,349	1,438	1,013	2,451	1,937	2,026
Kweneng East	-	1,683	1,683	3,347	-	3,347	9,706	6,740	16,446	13,053	8,423
Kweneng West	87	140	227	375	132	507	2,780	2,370	5,150	3,242	2,642
Kgatleng	-	194	194	1,026	389	1,415	2,997	1,021	4,018	4,023	1,604
Central Serowe/Palapye	-	1,302	1,302	534	-	534	2,273	7,357	9,630	2,807	8,659
Central Mahalapye	-	189	189	1,204	565	1,769	3,912	3,496	7,408	5,116	4,250
Central Bobonong	312	197	509	364	425	789	447	479	926	1,123	1,101
Central Boteti	113	82	195	641	494	1,135	681	1,753	2,434	1,435	2,329
Central Tutume	-	-	-	587	804	1,391	1,686	1,600	3,286	2,273	2,404
North East	-	-	-	-	151	151	632	1,035	1,667	632	1,186
Ngamiland East	368	-	368	552	-	552	1,245	1,043	2,288	2,165	1,043
Ngamiland West	125	61	186	252	306	558	1,076	2,813	3,889	1,453	3,180
Chobe	-	-	-	-	313	313	-	104	104	-	417
Ghanzi	-	-	-	-	242	242	1,595	1,623	3,218	1,595	1,865
Kgalagadi South	-	59	59	125	-	125	482	513	995	607	572
Kgalagadi North	82	-	82	124	-	124	324	409	733	530	409
Total	1,678	4,414	6,092	12,358	6,947	19,305	36,924	38,199	75,123	50,960	49,560

**Table 7.0.45: Population 10-70 Years who attended and Left Formal School before Standard 5
Self-proclaiming Reading Ability in any Language by District and Sex - 2014**

District	Yes, Fairly Well			Yes, Just a Bit			No, Not At All			Grand Total	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Gaborone	-	1,102	1,102	-	-	-	-	-	-	-	1,102
Francistown	388	-	388	782	-	782	-	-	-	1,170	-
Lobatse	-	121	121	-	-	-	-	-	-	-	121
Selibe Phikwe	190	235	425	190	-	190	-	-	-	380	235
Orapa	-	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	-	-	-	-	-	-	-	-	-
Sowa	-	-	-	-	-	-	-	-	-	-	-
Ngwaketse	430	799	1,229	352	589	941	-	281	281	782	1,669
Borolong	115	233	348	346	170	516	-	59	59	461	462
Ngwaketse West	-	64	64	65	31	96	80	48	128	145	143
South East	425	317	742	-	588	588	-	163	163	425	1,068
Kweneng East	531	-	531	-	1,559	1,559	985	-	985	1,516	1,559
Kweneng West	-	87	87	772	270	1,042	282	399	681	1,054	756
Kgatleng	-	712	712	207	225	432	257	-	257	464	937
Central Serowe/Palapye	220	220	440	992	1,014	2,006	220	768	988	1,432	2,002
Central Mahalapye	353	587	940	560	1,091	1,651	1,160	208	1,368	2,073	1,886
Central Bobonong	387	-	387	182	389	571	147	389	536	716	778
Central Boteti	113	-	113	82	169	251	84	113	197	279	282
Central Tutume	-	307	307	808	2,055	2,863	294	2,172	2,466	1,102	4,534
North East	-	342	342	191	340	531	473	148	621	664	830
Ngamiland East	180	-	180	208	408	616	114	-	114	502	408
Ngamiland West	64	61	125	308	363	671	401	125	526	773	549
Chobe	-	-	-	270	107	377	107	-	107	377	107
Ghanzi	-	54	54	268	204	472	1,036	776	1,812	1,304	1,034
Kgalagadi South	50	50	100	140	283	423	89	67	156	279	400
Kgalagadi North	40	40	80	41	38	79	79	81	160	160	159
Total	3,486	5,331	8,817	6,764	9,893	16,657	5,808	5,797	11,605	16,058	21,021

Table 7.0.46: Population 10-70 Years still Attending Literacy Classes Self-proclaiming Reading Ability in any Language by District and Sex - 2014

District	Yes, Fairly Well			Yes, Just a Bit			No, Not At All			Grand Total	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Gaborone	-	-	-	-	-	-	-	-	-	-	-
Francistown	-	-	-	-	779	779	-	391	391	-	1,170
Lobatse	-	-	-	-	-	-	-	-	-	-	-
Selibe Phikwe	-	-	-	-	-	-	-	-	-	-	-
Orapa	-	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	-	-	-	-	-	-	-	-	-	-
Sowa	-	-	-	-	-	-	-	-	-	-	-
Ngwaketse	-	-	-	298	-	298	-	-	-	298	-
Borolong	-	-	-	-	52	52	-	-	-	-	52
Ngwaketse West	-	-	-	-	15	15	-	17	17	-	32
South East	-	-	-	-	425	425	-	-	-	-	425
Kweneng East	-	842	842	-	-	-	-	842	842	-	1,684
Kweneng West	-	-	-	48	85	133	-	41	41	48	126
Kgatleng	-	700	700	194	194	388	194	-	194	388	894
Central Serowe/Palapye	-	-	-	-	-	-	-	-	-	-	-
Central Mahalapye	-	189	189	-	-	-	-	-	-	-	189
Central Bobonong	-	-	-	182	0	182	-	-	-	182	-
Central Boteti	-	-	-	-	198	198	-	-	-	-	198
Central Tutume	-	-	-	-	-	-	294	340	634	294	340
North East	-	191	191	-	151	151	147	-	147	147	342
Ngamiland East	-	-	-	-	-	-	-	-	-	-	-
Ngamiland West	61	122	183	-	122	122	-	-	-	61	244
Chobe	-	-	-	-	-	-	-	-	-	-	-
Ghanzi	-	-	-	-	95	95	-	-	-	-	95
Kgalagadi South	-	59	59	-	50	50	-	90	90	-	199
Kgalagadi North	40	-	40	-	-	-	40	159	199	80	159
Total	101	2,103	2,204	722	2,166	2,888	675	1,880	2,555	1,498	6,149

Table 7.0.47: Population 10-70 Years Self-proclaiming Reading Ability in Setswana by District and Sex - 2014

District	Yes, fairly well		Total	Yes, just a bit		Total	No, not at all		Total	Grand Total	
	Male	Female		Male	Female		Male	Female		Male	Female
Gaborone	-	1,102	1,102	-	-	-	-	-	-	-	1,102
Francistown	388	-	388	782	1,170	1952	-	-	-	1,170	1,170
Lobatse	-	121	121	-	-	-	-	-	-	-	121
Selibe Phikwe	190	235	425	770	-	770	-	-	-	960	235
Orapa	-	-	-	43	-	43	-	-	-	43	-
Jwaneng	-	74	74	152	-	152	-	-	-	152	74
Sowa Town	-	-	-	-	-	-	-	-	-	-	-
Ngwaketse	1,229	1,239	2,468	1,879	1,014	2893	-	-	-	3,108	2,253
Borolong	241	489	730	372	379	751	-	-	-	613	868
Ngwaketse West	32	79	111	99	63	162	-	-	-	131	142
South East	425	1,013	1,438	163	905	1068	336	-	336	924	1,918
Kweneng East	-	1,683	1,683	3,878	1,559	5437	-	-	-	3,878	3,242
Kweneng West	209	228	437	1,026	443	1469	-	-	-	1,235	671
Kgatleng	207	906	1,113	1,026	614	1640	-	-	-	1,233	1,520
Central Serowe/Palapye	992	1,522	2,514	754	1,014	1768	-	-	-	1,746	2,536
Central Mahalapye	532	776	1,308	1,585	1,656	3241	-	-	-	2,117	2,432
Central Bobonong	699	405	1,104	546	606	1152	-	-	-	1,245	1,011
Central Boteti	227	378	605	723	367	1090	-	-	-	950	745
Central Tutume	-	294	294	1,395	2,872	4267	-	-	-	1,395	3,166
North East	-	342	342	191	490	681	-	-	-	191	832
Ngamiland East	870	-	870	438	408	846	-	-	-	1,308	408
Ngamiland West	189	128	317	560	662	1222	-	-	-	749	790
Chobe	-	-	-	270	419	689	-	-	-	270	419
Ghanzi	-	54	54	268	446	714	-	-	-	268	500
Kgalagadi South	50	110	160	264	283	547	-	-	-	314	393
Kgalagadi North	163	-	163	124	78	202	-	-	-	287	78
Total	6,643	11,178	17,821	17,308	15,448	32,756	336	-	336	24,287	26,626

Table 7.0.48: Population 10-70 Years Self-proclaiming Reading Ability in English by District and Sex - 2014

	Yes, fairly well			Yes, just a bit			No, not at all			Grand Total	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Gaborone	-	-	-	-	-	-	-	1,102	1,102	-	1,102
Francistown	-	-	-	-	391	391	1,170	779	1,949	1,170	1,170
Lobatse	-	121	121	-	-	-	-	-	-	-	121
Selibe Phikwe	-	-	-	-	-	-	961	235	1,196	961	235
Orapa	-	-	-	-	-	-	43	-	43	43	-
Jwaneng	-	-	-	-	-	-	152	74	226	152	74
Sowa	-	-	-	-	-	-	-	-	-	-	-
Ngwaketse	-	-	-	579	298	877	2,529	1,806	4,335	3,108	2,104
Borolong	-	-	-	115	-	115	498	868	1,366	613	868
Ngwaketse West	-	-	-	-	-	-	131	143	274	131	143
South East	425	-	425	-	317	317	163	1,601	1,764	588	1,918
Kweneng East	-	-	-	574	-	574	3,304	3,242	6,546	3,878	3,242
Kweneng West	-	-	-	43	-	43	1,192	671	1,863	1,235	671
Kgatleng	-	-	-	-	-	-	1,233	1,521	2,754	1,233	1,521
Central Serowe/Palapye	-	-	-	220	246	466	992	2,290	3,282	1,212	2,536
Central Mahalapye	-	-	-	173	208	381	1,943	2,225	4,168	2,116	2,433
Central Bobonong	-	-	-	-	-	-	1,245	1,011	2,256	1,245	1,011
Central Boteti	-	-	-	-	-	-	949	745	1,694	949	745
Central Tutume	-	-	-	307	-	307	1,088	3,165	4,253	1,395	3,165
North East	-	-	-	-	342	342	191	490	681	191	832
Ngamiland East	-	-	-	160	114	274	1,148	294	1,442	1,308	408
Ngamiland West	-	-	-	125	250	375	624	541	1,165	749	791
Chobe	-	-	-	-	-	-	270	313	583	270	313
Ghanzi	-	-	-	-	-	-	268	500	768	268	500
Kgalagadi South	-	-	-	-	28	28	264	365	629	264	393
Kgalagadi North	-	-	-	-	-	-	287	78	365	287	78
Total	425	121	546	2,296	2,194	4,490	20,645	24,059	44,704	23,366	26,374

Table 7.0.49: Population 10-70 Years Self-proclaiming Ability to Read in any Language by Age and Sex - 2014

	Eligible Population	Yes, fairly well	%	Yes, just a bit	%	No, not at all	%	Total
Male								
10-14	1,524	-	-	345	24.5	1,065	75.5	1,410
15-19	1,364	-	-	391	28.7	973	71.3	1,364
20-24	3,258	-	-	307	9.4	2,952	90.6	3,259
25-29	3,227	208	6.5	833	26.1	2,150	67.4	3,191
30-34	3,984	50	1.3	1,122	28.2	2,812	70.6	3,984
35-39	4,818	-	-	306	6.4	4,512	93.6	4,818
40-44	5,384	354	6.6	1,411	26.2	3,620	67.2	5,385
45-49	7,528	1,136	15.1	1,984	26.4	4,408	58.6	7,528
50-54	8,095	615	7.6	2,379	29.4	5,101	63.0	8,095
55-59	8,871	1,181	13.3	2,155	24.3	5,535	62.4	8,871
60-64	9,578	796	8.3	4,374	45.7	4,408	46.0	9,578
65-69	7,427	676	9.1	2,540	34.2	4,210	56.7	7,426
70	2,109	149	7.1	975	46.2	985	46.7	2,109
Total	67,167	5,165	7.7	19,122	28.5	42,731	63.8	67,018
Female								
10-14	-	-	-	-	-	-	-	-
15-19	677	-	-	294	43.4	384	56.6	678
20-24	2,460	151	6.1	168	6.8	2,141	87.0	2,460
25-29	1,444	15	1.0	566	39.2	863	59.8	1,444
30-34	4,304	76	1.8	2,005	47.3	2,161	50.9	4,242
35-39	3,189	419	13.1	1,163	36.5	1,606	50.4	3,188
40-44	3,608	90	2.5	731	20.3	2,787	77.2	3,608
45-49	5,200	170	3.3	1,094	21.0	3,936	75.7	5,200
50-54	11,921	2,090	17.5	2,816	23.6	7,015	58.8	11,921
55-59	12,750	1,253	9.8	3,635	28.5	7,862	61.7	12,750
60-64	12,485	4,080	33.3	831	6.8	7,352	60.0	12,263
65-69	10,783	1,404	13.0	3,294	30.5	6,085	56.4	10,783
70	2,047	0	0.0	241	11.8	1,806	88.2	2,047
Total	70,868	9,748	13.8	16,838	23.9	43,998	62.3	70,584
Both Sexes								
10-14	1,524	-	-	345	24.5	1,065	75.5	1,410
15-19	2,041	-	-	685	33.5	1,357	66.5	2,042
20-24	5,718	151	2.6	475	8.3	5,093	89.1	5,719
25-29	4,671	223	4.8	1,399	30.2	3,013	65.0	4,635
30-34	8,288	126	1.5	3,127	38.0	4,973	60.5	8,226
35-39	8,007	419	5.2	1,469	18.3	6,118	76.4	8,006
40-44	8,992	444	4.9	2,142	23.8	6,407	71.2	8,993
45-49	12,728	1,306	10.3	3,078	24.2	8,344	65.6	12,728
50-54	20,016	2,705	13.5	5,195	26.0	12,116	60.5	20,016
55-59	21,621	2,434	11.3	5,790	26.8	13,397	62.0	21,621
60-64	22,063	4,876	22.3	5,205	23.8	11,760	53.8	21,841
65-69	18,210	2,080	11.4	5,834	32.0	10,295	56.5	18,209
70	4,156	149	3.6	1,216	29.3	2,791	67.2	4,156
Total	138,035	14,913	10.8	35,960	26.1	86,729	63.0	137,602

Table 7.0.50: Population 10-70 Years Self-proclaiming Ability to Read in Setswana by Age and Sex - 2014

	Eligible Population	Yes, fairly well	%	Yes, just a bit	%	No, not at all	%	Total
Male								
10-14	1,524	-	-	345	2.0	-	-	345
15-19	1,364	-	-	391	2.3	-	-	391
20-24	3,258	43	0.6	264	1.5	-	-	307
25-29	3,227	208	3.1	833	4.8	-	-	1,041
30-34	3,984	271	4.1	901	5.2	-	-	1,172
35-39	4,818	-	-	306	1.8	-	-	306
40-44	5,384	402	6.0	1,363	7.9	-	-	1,765
45-49	7,528	750	11.3	2,370	13.7	-	-	3,120
50-54	8,095	615	9.3	2,044	11.8	336	100.0	2,995
55-59	8,871	1,406	21.2	1,931	11.2	-	-	3,337
60-64	9,578	1,976	29.7	3,194	18.5	-	-	5,170
65-69	7,427	825	12.4	2,391	13.8	-	-	3,216
70	2,109	149	2.2	975	5.6	-	-	1,124
Total	67,167	6,645	100.0	17,308	100.0	336	100.0	24,289
Female								
10-14	-	-	-	-	-	-	-	-
15-19	677	-	-	294	1.9	-	-	294
20-24	2,460	151	1.4	168	1.1	-	-	319
25-29	1,444	15	0.1	566	3.7	-	-	581
30-34	4,304	16	0.1	2,065	13.4	-	-	2,081
35-39	3,189	487	4.4	1,096	7.1	-	-	1,583
40-44	3,608	50	0.4	771	5.0	-	-	821
45-49	5,200	595	5.3	669	4.3	-	-	1,264
50-54	11,921	2,386	21.3	2,519	16.3	-	-	4,905
55-59	12,750	1,371	12.3	3,517	22.8	-	-	4,888
60-64	12,485	4,374	39.1	579	3.7	-	-	4,953
65-69	10,783	1,734	15.5	2,964	19.2	-	-	4,698
70	2,047	-	-	241	1.6	-	-	241
Total	70,868	11,179	100.0	15,449	100.0	-	-	26,628
Both Sexes								
10-14	1,524	-	-	345	1.1	-	-	345
15-19	2,041	-	-	685	2.1	-	-	685
20-24	5,718	194	1.1	432	1.3	-	-	626
25-29	4,671	223	1.3	1,399	4.3	-	-	1,622
30-34	8,288	287	1.6	2,966	9.1	-	-	3,253
35-39	8,007	487	2.7	1,402	4.3	-	-	1,889
40-44	8,992	452	2.5	2,134	6.5	-	-	2,586
45-49	12,728	1,345	7.5	3,039	9.3	-	-	4,384
50-54	20,016	3,001	16.8	4,563	13.9	336	100.0	7,900
55-59	21,621	2,777	15.6	5,448	16.6	-	-	8,225
60-64	22,063	6,350	35.6	3,773	11.5	-	-	10,123
65-69	18,210	2,559	14.4	5,355	16.3	-	-	7,914
70	4,156	149	0.8	1,216	3.7	-	-	1,365
Total	138,035	17,824	100.0	32,757	100.0	336	100.0	50,917

Table 7.051: Population 10-70 Years Self-proclaiming Ability to Read in English by Age and Sex - 2014

		Yes, fairly well	%	Yes, just a bit	%	No, not at all	%	Total
Male								
10-14	1,524	-	-	307	13.4	38	0.2	345
15-19	1,364	-	-	-	-	391	1.9	391
20-24	3,258	-	-	43	1.9	264	1.3	307
25-29	3,227	-	-	-	-	1,041	5.0	1,041
30-34	3,984	-	-	298	13.0	874	4.2	1,172
35-39	4,818	-	-	-	-	306	1.5	306
40-44	5,384	-	-	224	9.8	1,541	7.5	1,765
45-49	7,528	-	-	281	12.2	2,839	13.8	3,120
50-54	8,095	-	-	61	2.7	2,547	12.3	2,608
55-59	8,871	425	100.0	115	5.0	2,262	11.0	2,802
60-64	9,578	-	-	794	34.6	4,376	21.2	5,170
65-69	7,427	-	-	173	7.5	3,043	14.7	3,216
70	2,109	-	-	-	-	1,124	5.4	1,124
Total	67,167	425	100.0	2,296	100.0	20,646	100.0	23,367
Female								
10-14	-	-	-	-	-	-	-	-
15-19	677	-	-	-	-	294	1.2	294
20-24	2,460	-	-	151	6.9	168	0.7	319
25-29	1,444	-	-	61	2.8	521	2.2	582
30-34	4,304	-	-	452	20.6	1,629	6.8	2,081
35-39	3,189	-	-	128	5.8	1,454	6.0	1,582
40-44	3,608	-	-	114	5.2	707	2.9	821
45-49	5,200	-	-	-	-	1,264	5.3	1,264
50-54	11,921	-	-	-	-	4,650	19.3	4,650
55-59	12,750	-	-	28	1.3	4,860	20.2	4,888
60-64	12,485	-	-	191	8.7	4,762	19.8	4,953
65-69	10,783	121	100.0	1,068	48.7	3,508	14.6	4,697
70	2,047	-	-	-	-	241	1.0	241
Total	70,868	121	100.0	2,193	100.0	24,058	100.0	26,372
Both Sexes								
10-14	1,524	-	-	307	6.8	38	0.1	345
15-19	2,041	-	-	-	-	685	1.5	685
20-24	5,718	-	-	194	4.3	432	1.0	626
25-29	4,671	-	-	61	1.4	1,562	3.5	1,623
30-34	8,288	-	-	750	16.7	2,503	5.6	3,253
35-39	8,007	-	-	128	2.9	1,760	3.9	1,888
40-44	8,992	-	-	338	7.5	2,248	5.0	2,586
45-49	12,728	-	-	281	6.3	4,103	9.2	4,384
50-54	20,016	-	-	61	1.4	7,197	16.1	7,258
55-59	21,621	425	77.8	143	3.2	7,122	15.9	7,690
60-64	22,063	-	-	985	21.9	9,138	20.4	10,123
65-69	18,210	121	22.2	1,241	27.6	6,551	14.7	7,913
70	4,156	-	-	-	-	1,365	3.1	1,365
Total	138,035	546	100.0	4,489	100.0	44,704	100.0	49,739

Table 7.0.52: Population 10-70 Years Self-proclaiming Ability to Write in Setswana by Age and Sex - 2014

	Eligible Population	Yes, fairly well	%	Yes, just a bit	%	No, not at all	%	Total
Male								
10-14	1,524	307	8.0	-	-	-	-	307
15-19	1,364	-	-	-	-	-	-	-
20-24	3,258	43	1.1	58	0.4	207	3.8	308
25-29	3,227	-	-	775	5.9	208	3.8	983
30-34	3,984	41	1.1	340	2.6	791	14.5	1,172
35-39	4,818	-	-	246	1.9	60	1.1	306
40-44	5,384	442	11.6	947	7.2	342	6.3	1,731
45-49	7,528	281	7.4	1,022	7.7	1,817	33.2	3,120
50-54	8,095	387	10.1	1,223	9.2	862	15.8	2,472
55-59	8,871	1,015	26.6	1,631	12.3	157	2.9	2,803
60-64	9,578	517	13.5	3,837	29.0	621	11.4	4,975
65-69	7,427	634	16.6	2,436	18.4	147	2.7	3,217
70	2,109	149	3.9	719	5.4	256	4.7	1,124
Total	67,167	3,816	100.0	13,234	100.0	5,468	100.0	22,518
Female								
10-14	-	-	-	-	-	-	-	-
15-19	677	-	-	-	-	294	7.0	294
20-24	2,460	151	1.6	100	0.8	68	1.6	319
25-29	1,444	-	-	543	4.2	38	0.9	581
30-34	4,304	-	-	1,814	14.1	267	6.4	2,081
35-39	3,189	164	1.8	1,001	7.8	357	8.5	1,522
40-44	3,608	-	-	488	3.8	333	8.0	821
45-49	5,200	134	1.4	1,130	8.8	-	-	1,264
50-54	11,921	1,559	16.7	2,252	17.5	987	23.6	4,798
55-59	12,750	1,148	12.3	2,825	21.9	915	21.9	4,888
60-64	12,485	4,418	47.3	384	3.0	109	2.6	4,911
65-69	10,783	1,776	19.0	2,168	16.8	754	18.0	4,698
70	2,047	-	-	182	1.4	59	1.4	241
Total	70,868	9,350	100.0	12,887	100.0	4,181	100.0	26,418
Both Sexes								
10-14	1,524	307	100.0	-	-	-	-	307
15-19	2,041	-	-	-	-	294	100.0	294
20-24	5,718	194	30.9	158	25.2	275	43.9	627
25-29	4,671	-	-	1,318	84.3	246	15.7	1,564
30-34	8,288	41	1.3	2,154	66.2	1,058	32.5	3,253
35-39	8,007	164	9.0	1,247	68.2	417	22.8	1,828
40-44	8,992	442	17.3	1,435	56.2	675	26.4	2,552
45-49	12,728	415	9.5	2,152	49.1	1,817	41.4	4,384
50-54	20,016	1,946	26.8	3,475	47.8	1,849	25.4	7,270
55-59	21,621	2,163	28.1	4,456	57.9	1,072	13.9	7,691
60-64	22,063	4,935	49.9	4,221	42.7	730	7.4	9,886
65-69	18,210	2,410	30.4	4,604	58.2	901	11.4	7,915
70	4,156	149	10.9	901	66.0	315	23.1	1,365
Total	138,035	13,166	26.9	26,121	53.4	9,649	19.7	48,936

Table 7.0.53: Population 10-70 Years Self-proclaiming Ability to Write in English by Age and Sex - 2014

	Eligible Population	Yes, fairly well	%	Yes, just a bit	%	No, not at all	%	Total
Male								
10-14	1,524	-	-	307	100.0	-	-	307
15-19	1,364	-	-	-	-	-	-	-
20-24	3,258	-	-	-	-	43	100.0	43
25-29	3,227	-	-	-	-	-	-	-
30-34	3,984	-	-	298	100.0	-	-	298
35-39	4,818	-	-	-	-	-	-	-
40-44	5,384	-	-	-	-	224	100.0	224
45-49	7,528	-	-	281	100.0	-	-	281
50-54	8,095	-	-	-	-	61	100.0	61
55-59	8,871	540	89.4	-	-	64	10.6	604
60-64	9,578	-	-	-	-	794	100.0	794
65-69	7,427	-	-	-	-	173	100.0	173
70	2,109	-	-	-	-	-	-	-
Total	67,167	540	19.4	886	31.8	1,359	48.8	2,785
Female								
10-14	-	-	-	-	-	-	-	-
15-19	677	-	-	-	-	-	-	-
20-24	2,460	-	-	151	100.0	-	-	151
25-29	1,444	-	-	61	100.0	-	-	61
30-34	4,304	-	-	61	13.5	391	86.5	452
35-39	3,189	-	-	-	-	128	100.0	128
40-44	3,608	-	-	114	100.0	-	-	114
45-49	5,200	-	-	-	-	-	-	-
50-54	11,921	-	-	-	-	-	-	-
55-59	12,750	-	-	28	100.0	-	-	28
60-64	12,485	-	-	191	100.0	-	-	191
65-69	10,783	438	36.8	298	25.1	453	38.1	1,189
70	2,047	-	-	-	-	-	-	-
Total	70,868	438	18.9	904	39.1	972	42.0	2,314
Both Sexes								
10-14	1,524	-	-	307	100.0	-	-	307
15-19	2,041	-	-	-	-	-	-	-
20-24	5,718	-	-	151	77.8	43	22.2	194
25-29	4,671	-	-	61	100.0	-	-	61
30-34	8,288	-	-	359	47.9	391	52.1	750
35-39	8,007	-	-	-	-	128	100.0	128
40-44	8,992	-	-	114	33.7	224	66.3	338
45-49	12,728	-	-	281	100.0	-	-	281
50-54	20,016	-	-	-	-	61	100.0	61
55-59	21,621	540	85.4	28	4.4	64	10.1	632
60-64	22,063	-	-	191	19.4	794	80.6	985
65-69	18,210	438	32.2	298	21.9	626	46.0	1,362
70	4,156	-	-	-	-	-	-	-
Total	138,035	978	19.2	1,790	35.1	2,331	45.7	5,099

Table 7.0.54: Reading Test Results by Language and Sex - 2014

	No reading	%	Reading with difficulty	%	Reading with less difficulty	%	Fluent reading	%	Male Total	No reading	%	Reading with difficulty	%	Reading with less difficulty	%	Fluent reading	%	Female Total
Reading in Setswana: Can you read in Setswana?																		
Yes, fairly well	-	-	333	5.7	3,388	57.7	2,149	36.6	5,870	297	2.7	1,055	9.4	4,702	42.1	5,125	45.8	11,179
Yes, just a bit	968	6.9	4,151	29.6	8,203	58.5	707	5		553	3.9	3,808	26.5	7,758	54	2,241	15.6	14,360
Total	968	4.9	4,484	22.5	11,591	58.2	2,856	14.4		850	3.3	4,863	36		48.8	7,366	28.8	25,539
Reading in English: Can you read in English?																		
Yes, fairly well	-	-	-	-	425	100	-	-	425	-	-	-	-	121	28.5	-	-	121
Yes, just a bit	307	14.9	323	15.7	1,271	61.7	160	7.8	2,061	156	7.6	453	22	1,584	76.9	-	-	2,193
Total	307	12.3	323	13	1,696	68.2	160	6.4	2,486	156	6.3	453	18.2	1,705	68.6	-	-	2,314

Table 7.0.55: Population 10-70 Years who Took Setswana Reading Test by Test Achievements, District and Sex - 2014

District	No reading	%	Reading with difficulty	%	Reading with less difficulty	%	Fluent reading	%	Total
Male									
Francistown	-	-	391	50.2	-	-	388	49.8	779
Selibe Phikwe	-	-	190	25.0	190	25.0	381	50.1	761
Orapa	-	-	-	-	43	100.0	-	-	43
Jwaneng	-	-	-	-	74	48.7	78	51.3	152
Ngwaketse	-	-	298	9.6	2,661	85.6	149	4.8	3,108
Borolong	-	-	134	21.9	309	50.4	170	27.7	613
Ngwaketse West	-	-	15	13.0	68	59.1	32	27.8	115
South East	-	-	163	27.7	425	72.3	-	-	588
Kweneng East	559	17.4	985	30.7	1,664	51.9	-	-	3,208
Kweneng West	364	30.4	122	10.2	607	50.7	104	8.7	1,197
Kgatleng	-	-	-	-	814	100.0	-	-	814
Central Serowe/Palapye	-	-	-	-	439	100.0	-	-	439
Central Mahalapye	-	-	952	49.9	784	41.1	173	9.1	1,909
Central Bobonong	-	-	0	0.0	684	54.9	562	45.1	1,246
Central Boteti	-	-	195	46.2	227	53.8	-	-	422
Central Tutume	-	-	294	21.1	1,101	78.9	-	-	1,395
North East	-	-	-	-	191	100.0	-	-	191
Ngamiland East	-	-	114	8.7	646	49.4	547	41.9	1,307
Ngamiland West	-	-	245	32.7	314	41.9	190	25.4	749
Chobe	-	-	135	100.0	-	-	-	-	135
Ghanzi	-	-	106	50.5	104	49.5	-	-	210
Kgalagadi South	-	-	66	28.6	165	71.4	-	-	231
Kgalagadi North	45	15.7	78	27.2	83	28.9	81	28.2	287
Total	968	4.9	4,483	22.5	11,593	58.3	2,855	14.3	19,899

Table 7.0.55: Population 10-70 Years who Took Setswana Reading Test by Test Achievements, District and Sex - 2014 (cont'd)

District	No reading	%	Reading with difficulty	%	Reading with less difficulty	%	Fluent reading	%	Total
Female									
Gaborone	-	-	-	-	-	-	1,102	100.0	1,102
Francistown	-	-	388	33.2	391	33.4	391	33.4	1,170
Lobatse	-	-	-	-	121	100.0	-	-	121
Selibe Phikwe	-	-	-	-	-	-	235	100.0	235
Jwaneng	-	-	-	-	-	-	74	100.0	74
Ngwaketse	-	-	-	-	633	41.6	887	58.4	1,520
Borolong	-	-	115	13.3	307	35.4	445	51.3	867
Ngwaketse West	-	-	30	21.0	64	44.8	49	34.3	143
South East	-	-	751	39.2	850	44.3	317	16.5	1,918
Kweneng East	-	-	842	26.0	2,401	74.0	-	-	3,243
Kweneng West	48	8.2	169	28.9	337	57.6	31	5.3	585
Kgatleng	-	-	-	-	1,521	100.0	-	-	1,521
Central Serowe/Palapye	-	-	-	-	465	18.3	2,070	81.7	2,535
Central Mahalapye	173	7.1	565	23.2	728	29.9	965	39.7	2,431
Central Bobonong	-	-	217	21.5	794	78.5	-	-	1,011
Central Boteti	410	55.0	169	22.7	84	11.3	82	11.0	745
Central Tutume	-	-	894	28.2	1,982	62.6	290	9.2	3,166
North East	151	18.1	-	-	490	58.9	191	23.0	832
Ngamiland East	-	-	180	44.1	114	27.9	114	27.9	408
Ngamiland West	68	10.2	128	19.1	350	52.3	123	18.4	669
Chobe	-	-	104	33.3	208	66.7	-	-	312
Ghanzi	-	-	122	24.4	378	75.6	-	-	500
Kgalagadi South	-	-	151	38.5	241	61.5	-	-	392
Kgalagadi North	-	-	38	100.0	-	-	-	-	38
Total	850	3.3	4,863	19.0	12,459	48.8	7,366	28.8	25,538

Table 7.0.55: Population 10-70 Years who Took Setswana Reading Test by Test Achievements, District and Sex - 2014 (cont'd)

District	No reading	%	Reading with difficulty	%	Reading with less difficulty	%	Fluent reading	%	Total
Both Sexes									
Gaborone	-	-	-	-	-	-	1,102	100.0	1,102
Francistown	-	-	779	40.0	391	20.1	779	40.0	1,949
Lobatse	-	-	-	-	121	100.0	-	-	121
Selibe Phikwe	-	-	190	19.1	190	19.1	616	61.8	996
Orapa	-	-	-	-	43	100.0	-	-	43
Jwaneng	-	-	-	-	74	32.7	152	67.3	226
Ngwaketse	-	-	298	6.4	3,294	71.2	1,036	22.4	4,628
Borolong	-	-	249	16.8	616	41.6	615	41.6	1,480
Ngwaketse West	-	-	45	17.4	132	51.2	81	31.4	258
South East	-	-	914	36.5	1,275	50.9	317	12.6	2,506
Kweneng East	559	8.7	1,827	28.3	4,065	63.0	-	-	6,451
Kweneng West	412	23.1	291	16.3	944	53.0	135	7.6	1,782
Kgatleng	-	-	-	-	2,335	100.0	-	-	2,335
Central Serowe/Palapye	-	-	-	-	904	30.4	2,070	69.6	2,974
Central Mahalapye	173	4.0	1,517	35.0	1,512	34.8	1,138	26.2	4,340
Central Bobonong	-	-	217	9.6	1,478	65.5	562	24.9	2,257
Central Boteti	410	35.1	364	31.2	311	26.6	82	7.0	1,167
Central Tutume	-	-	1,188	26.0	3,083	67.6	290	6.4	4,561
North East	151	14.8	-	-	681	66.6	191	18.7	1,023
Ngamiland East	-	-	294	17.1	760	44.3	661	38.5	1,715
Ngamiland West	68	4.8	373	26.3	664	46.8	313	22.1	1,418
Chobe	-	-	239	53.5	208	46.5	-	-	447
Ghanzi	-	-	228	32.1	482	67.9	-	-	710
Kgalagadi South	-	-	217	34.8	406	65.2	-	-	623
Kgalagadi North	45	13.8	116	35.7	83	25.5	81	24.9	325
Total	1,818	4.0	9,346	20.6	24,052	52.9	10,221	22.5	45,437

Table 7.0.56 : Population 10-70 Years who Took Setswana Reading Test by Test Achievements, Age and Sex - 2014

	No reading	%	Reading with difficulty	%	Reading with less difficulty	%	Fluent reading	%	Total
Male									
10-14	-	-	-	-	307	100.0	-	-	307
15-20	-	-	-	-	-	-	-	-	-
20-24	-	-	58	18.9	249	81.1	-	-	307
25-29	-	-	150	15.3	833	84.7	-	-	983
30-34	364	31.1	278	23.7	410	35.0	119	10.2	1,171
35-39	-	-	248	85.2	43	14.8	-	-	291
40-44	-	-	208	12.0	1,018	58.8	505	29.2	1,731
45-49	45	1.7	615	23.7	1,741	67.0	197	7.6	2,598
50-54	-	-	1,017	44.9	1,029	45.4	219	9.7	2,265
55-59	-	-	49	1.7	1,848	65.9	906	32.3	2,803
60-64	-	-	674	17.9	2,363	62.6	735	19.5	3,772
65-69	559	17.4	1,126	35.0	1,359	42.2	173	5.4	3,217
70	-	-	62	13.7	391	86.3	-	-	453
Total	968	4.9	4,485	22.5	11,591	58.3	2,854	14.3	19,898
Female									
10-14	-	-	-	-	-	-	-	-	-
15-19	-	-	294	100.0	-	-	-	-	294
20-24	68	21.3	43	13.5	208	65.2	-	-	319
25-29	-	-	566	97.4	15	2.6	-	-	581
30-34	-	-	335	16.1	1,730	83.1	16	0.8	2,081
35-39	-	-	-	-	485	31.9	1,037	68.1	1,522
40-44	113	14.5	462	59.2	92	11.8	114	14.6	781
45-49	-	-	-	-	1,182	93.5	82	6.5	1,264
50-54	495	11.3	1,252	28.7	2,206	50.5	416	9.5	4,369
55-59	173	3.9	1,482	33.1	2,631	58.8	191	4.3	4,477
60-64	-	-	-	-	1,618	32.9	3,294	67.1	4,912
65-69	-	-	430	9.2	2,051	43.7	2,217	47.2	4,698
70	-	-	-	-	241	100.0	-	-	241
Total	849	3.3	4,864	19.0	12,459	48.8	7,367	28.8	25,539
Both Sexes									
10-14	-	-	-	-	307	100.0	-	-	307
15-19	-	-	294	100.0	-	-	-	-	294
20-24	68	10.9	101	16.1	457	73.0	-	-	626
25-29	-	-	716	45.8	848	54.2	-	-	1,564
30-34	364	11.2	613	18.8	2,140	65.8	135	4.2	3,252
35-39	-	-	248	13.7	528	29.1	1,037	57.2	1,813
40-44	113	4.5	670	26.7	1,110	44.2	619	24.6	2,512
45-49	45	1.2	615	15.9	2,923	75.7	279	7.2	3,862
50-54	495	7.5	2,269	34.2	3,235	48.8	635	9.6	6,634
55-59	173	2.4	1,531	21.0	4,479	61.5	1,097	15.1	7,280
60-64	-	-	674	7.8	3,981	45.8	4,029	46.4	8,684
65-69	559	7.1	1,556	19.7	3,410	43.1	2,390	30.2	7,915
70	-	-	62	8.9	632	91.1	-	-	694
Total	1,817	4.0	9,349	20.6	24,050	52.9	10,221	22.5	45,437

Table 7.0.57: Population 10-70 Years who Took English Reading Test by Test Achievements, District and Sex - 2014

	Could Not Read		Reading with Difficulty		Reading with less Difficulty		Fluent Reading		
District	Count	%	Count	%	Count	%	Count	%	Total
Male									
Francistown	-	-	-	-	-	-	-	-	-
Lobatse	-	-	-	-	-	-	-	-	-
Ngwaketse	-	-	281	48.5	298	51.5	-	-	579
South East	-	-	-	-	425	100.0	-	-	425
Borolong	-	-	-	-	115	100.0	-	-	115
Kweneng East	-	-	-	-	574	100.0	-	-	574
Kweneng West	-	-	43	100.0	-	-	-	-	43
Central Serowe/Palapye	-	-	-	-	220	100.0	-	-	220
Central Mahalapye	-	-	-	-	-	-	-	-	-
North East	-	-	-	-	-	-	-	-	-
Central Tutume	307	100.0	-	-	-	-	-	-	307
Ngamiland East	-	-	-	-	-	-	160	100.0	160
Ngamiland West	-	-	-	-	64	100.0	-	-	64
Kgalagadi South	-	-	-	-	-	-	-	-	-
Total	307	12.3	324	13.0	1,696	68.2	160	6.4	2,487
Female									
Francistown	-	-	-	-	391	100.0	-	-	391
Lobatse	-	-	-	-	121	100.0	-	-	121
Ngwaketse	-	-	-	-	298	100.0	-	-	298
South East	-	-	-	-	317	100.0	-	-	317
Borolong	-	-	-	-	-	-	-	-	-
Kweneng East	-	-	-	-	-	-	-	-	-
Kweneng West	-	-	-	-	-	-	-	-	-
Central Serowe/Palapye	-	-	246	-	-	-	-	-	246
Central Mahalapye	-	-	208	-	-	-	-	-	208
North East	-	-	-	-	342	100.0	-	-	342
Central Tutume	-	-	-	-	-	-	-	-	-
Ngamiland East	-	-	-	-	114	100.0	-	-	114
Ngamiland West	128	51.2	-	-	122	48.8	-	-	250
Kgalagadi South	28	100.0	-	-	-	-	-	-	28
Total	156	6.7	454	-	1,705	73.7	-	-	2,315

Table 7.0.57: Population 10-70 Years who Took English Reading Test by Test Achievements, District and Sex - 2014 (cont'd)

	Could Not Read		Reading with Difficulty		Reading with less Difficulty		Fluent Reading		
District	Count	%	Count	%	Count	%	Count	%	Total
Both Sexes									
Francistown	-	-	-	-	391	100.0	-	-	391
Lobatse	-	-	-	-	121	100.0	-	-	121
Ngwaketse	-	-	281	32.0	596	68.0	-	-	877
South East	-	-	-	-	742	100.0	-	-	742
Borolong	-	-	-	-	115	100.0	-	-	115
Kweneng East	-	-	-	-	574	100.0	-	-	574
Kweneng West	-	-	43	100.0	-	-	-	-	43
Central Serowe/Palapye	-	-	246	52.8	220	47.2	-	-	466
Central Mahalapye	-	-	208	100.0	-	-	-	-	208
North East	-	-	-	-	342	100.0	-	-	342
Central Tutume	307	100.0	-	-	-	-	-	-	307
Ngamiland East	-	-	-	-	114	41.6	160	58.4	274
Ngamiland West	128	40.8	-	-	186	59.2	-	-	314
Kgalagadi South	28	100.0	-	-	-	-	-	-	28
Total	463	9.6	778	16.2	3,401	70.8	160	3.3	4,802

Table 7.0.58: Population 10-70 Years who Took English Reading Test by Test Achievements, Age and Sex - 2014

	No reading	%	Reading with difficulty	%	Reading with less difficulty	%	Fluent reading	%	Total
Male									
10-14	307	100.0	-	-	-	-	-	-	307
15-19	-	-	-	-	-	-	-	-	-
20-24	-	-	43	100.0	-	-	-	-	43
25-29	-	-	-	-	-	-	-	-	-
30-34	-	-	-	-	298	100.0	-	-	298
35-39	-	-	-	-	-	-	-	-	-
40-44	-	-	-	-	64	28.6	160	71.4	224
45-49	-	-	281	100.0	-	-	-	-	281
50-54	-	-	-	-	-	-	-	-	-
55-59	-	-	-	-	540	100.0	-	-	540
60-64	-	-	-	-	794	100.0	-	-	794
65-69	-	-	-	-	-	-	-	-	-
70	-	-	-	-	-	-	-	-	-
Total	307	12.3	324	13.0	1,696	68.2	160	6.4	2,487
Female									
10-14	-	-	-	-	-	-	-	-	-
15-20	-	-	-	-	-	-	-	-	-
20-24	-	-	-	-	151	100.0	-	-	151
25-29	61	100.0	-	-	-	-	-	-	61
30-34	-	-	-	-	452	100.0	-	-	452
35-39	68	52.7	-	-	61	47.3	-	-	129
40-44	-	-	-	-	114	100.0	-	-	114
45-49	-	-	-	-	-	-	-	-	-
50-54	-	-	-	-	-	-	-	-	-
55-59	28	100.0	-	-	-	-	-	-	28
60-64	-	-	-	-	191	100.0	-	-	191
65-69	-	-	453	38.1	736	61.9	-	-	1,189
70	-	-	-	-	-	-	-	-	-
Total	157	6.8	453	19.6	1,705	73.7	-	-	2,315
Both Sexes									
10-14	307	100.0	-	-	-	-	-	-	307
15-19	-	-	-	-	-	-	-	-	-
20-24	-	-	43	22.2	151	77.8	-	-	194
25-29	61	100.0	-	-	0	0.0	-	-	61
30-34	-	-	-	-	750	100.0	-	-	750
35-39	68	52.7	-	-	61	47.3	-	-	129
40-44	-	-	-	-	178	52.7	160	47.3	338
45-49	-	-	-	-	-	-	-	-	281
50-54	-	-	-	-	-	-	-	-	-
55-59	-	-	0	0.0	540	95.1	-	-	568
60-64	-	-	0	0.0	985	100.0	-	-	985
65-69	-	-	453	38.1	736	61.9	-	-	1,189
70	-	-	-	-	-	-	-	-	-
Total	464	9.7	777	16.2	3,401	70.8	160	3.3	4,802

Table 7.0.59: Writing Test Results by Language and Sex - 2014

	Male										Female									
	Poor	%	Fair	%	Good	%	Excellent	%	Male Total		Poor	%	Fair	%	Good	%	Excellent	%	Female Total	
Writing in Setswana: Can you write in Setswana?																				
Essay Writing	10,194	65.6	4,004	25.7	808	5.2	545	3.5	15,551		12,638	59.3	5,952	27.9	1,548	7.3	1,159	5.4	21,297	
Completing Form	1,218	7.8	396	2.5	3,772	24.3	10,165	65.4	15,551		3,781	17.8	1,203	5.6	3,234	15.2	13,078	61.4	21,296	
Writing in English: Can you write in English?																				
Essay Writing	529	40.6	422	29.6	-	-	425	29.8	1,426		420	31.3	617	46	305	22.7	-	-	1,342	
Completing Form	-	-	-	-	1,012	71.0	413	29.0	1,425		-	-	61	4.5	298	22.2	983	73.2	1,342	

Table 7.0.60: Population 10-70 Years who Took Setswana Essay Writing Test by Test Achievements, District and Sex - 2014

District	Poor	%	Fair	%	Good	%	Excellent	%	Total	% of Test Takers per District
Male										
Francistown	779	100.0	-	-	-	-	-	-	779	5.0
Selibe Phikwe	381	66.7	190	33.3	-	-	-	-	571	3.7
Ngwaketse	2,213	88.1	-	-	149	5.9	149	5.9	2,511	16.1
Borolong	362	68.0	-	-	170	32.0	-	-	532	3.4
Ngwaketse West	49	75.4	-	-	-	-	16	24.6	65	0.4
South East	163	27.7	-	-	425	72.3	-	-	588	3.8
Kweneng East	671	20.0	2,676	80.0	-	-	-	-	3,347	21.5
Kweneng West	440	84.5	81	15.5	-	-	-	-	521	3.4
Kgatleng	207	100.0	-	-	-	-	-	-	207	1.3
Central Serowe/Palapye	220	50.0	220	50.0	-	-	-	-	440	2.8
Central Mahalapye	1,310	75.5	218	12.6	-	-	208	12.0	1,736	11.2
Central Bobonong	983	100.0	-	-	-	-	-	-	983	6.3
Central Boteti	-	-	113	100.0	-	-	-	-	113	0.7
Central Tutume	808	100.0	-	-	-	-	-	-	808	5.2
North East	191	100.0	-	-	-	-	-	-	191	1.2
Ngamiland East	368	48.0	398	52.0	-	-	-	-	766	4.9
Ngamiland West	500	80.0	61	9.8	64	10.2	-	-	625	4.0
Chobe	-	-	-	-	-	-	135	100.0	135	0.9
Ghanzi	164	78.1	46	21.9	-	-	-	-	210	1.4
Kgalagadi South	180	100.0	-	-	-	-	-	-	180	1.2
Kgalagadi North	204	84.3	-	-	-	-	38	15.7	242	1.6
Total	10,193	65.5	4,003	25.7	808	5.2	546	3.5	15,550	100.0

Table 7.0.60: Population 10-70 Years who Took Setswana Essay Writing Test by Test Achievements, District and Sex - 2014 (cont'd)

District	Poor	%	Fair	%	Good	%	Excellent	%	Total	% of Test Takers per District
Female										
Gaborone	1,102	100.0	-	-	-	-	-	-	1,102	5.2
Francistown	-	-	782	100.0	-	-	-	-	782	3.7
Lobatse	-	-	121	100.0	-	-	-	-	121	0.6
Selibe Phikwe	235	100.0	-	-	-	-	-	-	235	1.1
Jwaneng	-	-	-	-	-	-	74	100.0	74	0.3
Ngwaketse	633	41.6	142	9.3	-	-	745	49.0	1,520	7.1
Borolong	316	53.0	225	37.8	55	9.2	-	-	596	2.8
Ngwaketse West	50	39.1	31	24.2	16	12.5	31	24.2	128	0.6
South East	905	47.2	588	30.7	425	22.2	-	-	1,918	9.0
Kweneng East	2,401	74.0	842	26.0	-	-	-	-	3,243	15.2
Kweneng West	289	79.0	77	21.0	-	-	-	-	366	1.7
Kgatleng	1,069	80.6	257	19.4	-	-	-	-	1,326	6.2
Central Serowe/Palapye	768	33.2	1,302	56.2	246	10.6	-	-	2,316	10.9
Central Mahalapye	873	46.8	994	53.2	-	-	-	-	1,867	8.8
Central Bobonong	389	49.0	197	24.8	208	26.2	-	-	794	3.7
Central Boteti	632	100.0	-	-	-	-	-	-	632	3.0
Central Tutume	2,081	87.6	-	-	294	12.4	-	-	2,375	11.2
North East	-	-	151	30.8	191	39.0	148	30.2	490	2.3
Ngamiland East	294	72.1	-	-	114	27.9	-	-	408	1.9
Ngamiland West	250	53.1	61	13.0	-	-	160	34.0	471	2.2
Chobe	-	-	104	100.0	-	-	-	-	104	0.5
Ghanzi	158	100.0	-	-	-	-	-	-	158	0.7
Kgalagadi South	154	66.4	78	33.6	-	-	-	-	232	1.1
Kgalagadi North	38	100.0	-	-	-	-	-	-	38	0.2
Total	12,637	59.3	5,952	27.9	1,549	7.3	1,158	5.4	21,296	100.0

Table 7.0.60: Population 10-70 Years who Took Setswana Essay Writing Test by Test Achievements, District and Sex - 2014 (cont'd)

District	Poor	%	Fair	%	Good	%	Excellent	%	Total	% of Test Takers per District
Both Sexes										
Gaborone	1,102	100.0	-	-	-	-	-	-	1,102	3.0
Francistown	779	49.9	782	50.1	-	-	-	-	1,561	4.2
Lobatse	-	-	121	100.0	-	-	-	-	121	0.3
Selibe Phikwe	616	76.4	190	23.6	-	-	-	-	806	2.2
Jwaneng	-	-	-	-	-	-	74	100.0	74	0.2
Ngwaketse	2,846	70.6	142	3.5	149	3.7	894	22.2	4,031	10.9
Borolong	678	60.1	225	19.9	225	19.9	-	-	1,128	3.1
Ngwaketse West	99	51.3	31	16.1	16	8.3	47	24.4	193	0.5
South East	1,068	42.6	588	23.5	850	33.9	-	-	2,506	6.8
Kweneng East	3,072	46.6	3,518	53.4	-	-	-	-	6,590	17.9
Kweneng West	729	82.2	158	17.8	-	-	-	-	887	2.4
Kgatleng	1,276	83.2	257	16.8	-	-	-	-	1,533	4.2
Central Serowe/Palapye	988	35.8	1,522	55.2	246	8.9	-	-	2,756	7.5
Central Mahalapye	2,183	60.6	1,212	33.6	-	-	208	5.8	3,603	9.8
Central Bobonong	1,372	77.2	197	11.1	208	11.7	-	-	1,777	4.8
Central Boteti	632	84.8	113	15.2	-	-	-	-	745	2.0
Central Tutume	2,889	90.8	-	-	294	9.2	-	-	3,183	8.6
North East	191	28.0	151	22.2	191	28.0	148	21.7	681	1.8
Ngamiland East	662	56.4	398	33.9	114	9.7	-	-	1,174	3.2
Ngamiland West	750	68.4	122	11.1	64	5.8	160	14.6	1,096	3.0
Chobe	-	-	104	43.5	-	-	135	56.5	239	0.6
Ghanzi	322	87.5	46	12.5	-	-	-	-	368	1.0
Kgalagadi South	334	81.1	78	18.9	-	-	-	-	412	1.1
Kgalagadi North	242	86.4	-	-	-	-	38	13.6	280	0.8
Total	22,830	62.0	9,955	27.0	2,357	6.4	1,704	4.6	36,846	100.0

Table 7.0.61 : Population 10-70 Years who Took Setswana Essay Writing Test by Test Achievements, Age and Sex - 2014

	Eligible Population	Poor	%	Fair	%	Good	%	Excellent	%	Total
Male										
10-14	1,524	307	100.0	-	-	-	-	0	0.0	307
15-20	1,364	-	-	-	-	-	-	0	0.0	-
20-24	3,258	58	57.4	43	42.6	-	-	0	0.0	101
25-29	3,227	594	76.6	46	5.9	-	-	135	17.4	775
30-34	3,984	326	89.6	38	10.4	-	-	-	-	364
35-39	4,818	108	52.2	61	29.5	-	-	38	18.4	207
40-44	5,384	993	71.5	332	23.9	64	4.6	-	-	1,389
45-49	7,528	1,006	100.0	-	-	-	-	-	-	1,006
50-54	8,095	993	61.6	618	38.4	-	-	-	-	1,611
55-59	8,871	1,302	49.2	749	28.3	595	22.5	-	-	2,646
60-64	9,578	2,436	72.0	574	17.0	149	4.4	223	6.6	3,382
65-69	7,427	1,353	46.7	1,543	53.3	-	-	-	-	2,896
70	2,109	719	82.8	-	-	-	-	149	17.2	868
Total	67,167	10,195	65.6	4,004	25.7	808	5.2	545	3.5	15,552
Female										
10-14	-	-	-	-	-	-	-	-	-	-
15-25	677	-	-	-	-	-	-	-	-	-
20-24	2,460	100	39.8	151	60.2	-	-	-	-	251
25-29	1,444	528	97.2	-	-	-	-	15	2.8	543
30-34	4,304	1,407	77.6	391	21.6	16	0.9	-	-	1,814
35-39	3,189	48	4.2	792	69.8	294	25.9	-	-	1,134
40-44	3,608	433	96.4	-	-	-	-	16	3.6	449
45-49	5,200	532	42.1	192	15.2	539	42.7	-	-	1,263
50-54	11,921	1,945	57.5	1,287	38.1	-	-	149	4.4	3,381
55-59	12,750	2,774	72.8	813	21.3	-	-	223	5.9	3,810
60-64	12,485	2,572	55.6	1,353	29.2	246	5.3	458	9.9	4,629
65-69	10,783	2,116	55.1	973	25.3	453	11.8	298	7.8	3,840
70	2,047	182	100	-	-	-	-	-	-	182
Total	70,868	12,637	59.3	5,952	27.9	1,548	7.3	1,159	5.4	21,296
Both Sexes										
10-14	1,524	307	100.0	-	-	-	-	-	-	307
15-19	2,041	-	-	-	-	-	-	-	-	-
20-24	5,718	158	44.9	194	55.1	-	-	-	-	352
25-29	4,671	1,122	85.1	46	3.5	-	-	150	11.4	1,318
30-34	8,288	1,733	79.6	429	19.7	16	0.7	-	-	2,178
35-39	8,007	156	11.6	853	63.6	294	21.9	38	2.8	1,341
40-44	8,992	1,426	77.6	332	18.1	64	3.5	16	0.9	1,838
45-49	12,728	1,538	67.8	192	8.5	539	23.8	-	-	2,269
50-54	20,016	2,938	58.9	1,905	38.2	-	-	149	3.0	4,992
55-59	21,621	4,076	63.1	1,562	24.2	595	9.2	223	3.5	6,456
60-64	22,063	5,008	62.5	1,927	24.1	395	4.9	681	8.5	8,011
65-69	18,210	3,117	46.3	2,516	37.4	453	6.7	298	4.4	6,736
70	4,156	901	85.8	-	-	-	-	149	14.2	1,050
Total	138,035	22,480	61.0	9,956	27.0	2,356	6.4	1,704	4.6	36,848

Table 7.0.62 : Population 10-70 Years who took English Essay Writing Test by Test Achievements, District and Sex - 2014

District	Poor	%	Fair	%	Good	%	Excellent	%	Total
Male									
Ngwaketse	579	100.0	-	-	-	-	-	-	579
Borolong	-	-	115	100.0	-	-	-	-	115
South East	-	-	-	-	-	-	425	100.0	425
Central Tutume	-	-	307	100.0	-	-	-	-	307
Total	579	40.6	422	29.6	-	-	425	29.8	1,426
Female									
Lobatse	0	0.0	121	100.0	-	-	-	-	121
Ngwaketse	298	100.0	-	-	-	-	-	-	298
South East	-	-	317	100.0	0	0.0	0	0.0	317
North East	-	-	-	-	191	55.8	-	-	342
Ngamiland East	-	-	-	-	114	100.0	-	-	114
Ngamiland West	122	100.0	0	0.0	-	-	-	-	122
Kgalagadi South	-	-	28	100.0	-	-	-	-	28
Total	420	31.3	617	46.0	305	22.7	-	-	1,342
Both Sexes									
Lobatse	0	0.0	121	100.0	-	-	-	-	121
Ngwaketse	877	100.0	-	-	-	-	-	-	877
Borolong	-	-	115	100.0	0	0.0	0	0.0	115
South East	-	-	317	42.7	-	-	425	57.3	742
Central Tutume	-	-	307	100.0	0	0.0	-	-	307
North East	-	-	151	44.2	191	55.8	-	-	342
Ngamiland East	-	-	-	-	114	100.0	-	-	114
Ngamiland West	122	100.0	-	-	-	-	-	-	122
Kgalagadi South	-	-	28	100.0	-	-	-	-	28
Total	999	36.1	1,039	37.5	305	11.0	425	15.4	2,768

Table 7.0.63 : Population 10-70 Years who took English Essay Writing Test by Test Achievements, Age and Sex - 2014

	Eligible Population	Poor	%	Fair	%	Good	%	Excellent	%	Total
Male										
10-14	1,524	307	8.0	-	-	-	-	307	-	307
15-19	1,364	-	-	-	-	-	-	-	-	-
20-24	3,258	43	1.1	58	0.4	207	3.8	308	-	-
25-29	3,227	-	-	775	5.9	208	3.8	983	-	-
30-34	3,984	41	1.1	340	2.6	791	14.5	1,172	-	298
35-39	4,818	-	-	246	1.9	60	1.1	306	-	-
40-44	5,384	442	11.6	947	7.2	342	6.3	1,731	-	-
45-49	7,528	281	7.4	1,022	7.7	1,817	33.2	3,120	-	281
50-54	8,095	387	10.1	1,223	9.2	862	15.8	2,472	-	-
55-59	8,871	1,015	26.6	1,631	12.3	157	2.9	2,803	78.7	540
60-64	9,578	517	13.5	3,837	29.0	621	11.4	4,975	-	-
65-69	7,427	634	16.6	2,436	18.4	147	2.7	3,217	-	-
70	2,109	149	3.9	719	5.4	256	4.7	1,124	-	-
Total	67,167	3,816	100.0	13,234	100.0	5,468	100.0	22,518	29.8	1,426
Female										
10-14	-	-	-	-	-	-	-	-	-	-
15-19	677	-	-	-	-	294	7.0	294	-	-
20-24	2,460	151	1.6	100	0.8	68	1.6	319	-	151
25-29	1,444	-	-	543	4.2	38	0.9	581	-	61
30-34	4,304	-	-	1,814	14.1	267	6.4	2,081	-	61
35-39	3,189	164	1.8	1,001	7.8	357	8.5	1,522	-	-
40-44	3,608	-	-	488	3.8	333	8.0	821	-	114
45-49	5,200	134	1.4	1,130	8.8	-	-	1,264	-	-
50-54	11,921	1,559	16.7	2,252	17.5	987	23.6	4,798	-	-
55-59	12,750	1,148	12.3	2,825	21.9	915	21.9	4,888	-	28
60-64	12,485	4,418	47.3	384	3.0	109	2.6	4,911	-	191
65-69	10,783	1,776	19.0	2,168	16.8	754	18.0	4,698	-	736
70	2,047	-	-	182	1.4	59	1.4	241	-	-
Total	70,868	9,350	100.0	12,887	100.0	4,181	100.0	26,418	-	1,342
Both Sexes										
10-14	1,524	307	100.0	-	-	-	-	307	-	307
15-19	2,041	-	-	-	-	294	100.0	294	-	-
20-24	5,718	194	30.9	158	25.2	275	43.9	627	-	151
25-29	4,671	-	-	1,318	84.3	246	15.7	1,564	-	61
30-34	8,288	41	1.3	2,154	66.2	1,058	32.5	3,253	-	359
35-39	8,007	164	9.0	1,247	68.2	417	22.8	1,828	-	-
40-44	8,992	442	17.3	1,435	56.2	675	26.4	2,552	-	114
45-49	12,728	415	9.5	2,152	49.1	1,817	41.4	4,384	-	281
50-54	20,016	1,946	26.8	3,475	47.8	1,849	25.4	7,270	-	-
55-59	21,621	2,163	28.1	4,456	57.9	1,072	13.9	7,691	74.8	568
60-64	22,063	4,935	49.9	4,221	42.7	730	7.4	9,886	-	191
65-69	18,210	2,410	30.4	4,604	58.2	901	11.4	7,915	-	736
70	4,156	149	10.9	901	66.0	315	23.1	1,365	-	-
Total	138,035	13,166	26.9	26,121	53.4	9,649	19.7	48,936	15.4	2,768

Table 7.0.64: Population 10-70 Years who Took a Test in Completing a Form in Setswana by Test Achievements, District and Sex - 2014

District	Poor	%	Fair	%	Good	%	Excellent	%	Total	% of Test Takers per District
Male										
Francistown	-	-	-	-	-	-	779	100.0	779	5.0
Selibe Phikwe	-	-	-	-	190	33.3	381	66.7	571	3.7
Ngwaketse	298	11.9	149	5.9	149	5.9	1,916	76.3	2,512	16.2
Borolong	-	-	-	-	212	39.8	321	60.2	533	3.4
Ngwaketse West	17	26.6	-	-	15	23.4	32	50.0	64	0.4
South East	-	-	-	-	163	27.7	425	72.3	588	3.8
Kweneng East	671	20.0	-	-	1,543	46.1	1,133	33.9	3,347	21.5
Kweneng West	113	21.7	-	-	133	25.5	275	52.8	521	3.4
Kgatleng	-	-	-	-	-	-	207	100.0	207	1.3
Central Serowe/Palapye	-	-	-	-	-	-	439	100.0	439	2.8
Central Mahalapye	-	-	-	-	755	43.5	981	56.5	1,736	11.2
Central Bobonong	-	-	-	-	182	18.5	802	81.5	984	6.3
Central Boteti	-	-	-	-	113	100.0	-	-	113	0.7
Central Tutume	-	-	208	25.7	-	-	600	74.3	808	5.2
North East	-	-	-	-	-	-	191	100.0	191	1.2
Ngamiland East	-	-	-	-	-	-	766	100.0	766	4.9
Ngamiland West	61	9.8	-	-	128	20.5	436	69.8	625	4.0
Chobe	-	-	-	-	-	-	135	100.0	135	0.9
Ghanzi	58	27.6	-	-	46	21.9	106	50.5	210	1.4
Kgalagadi South	-	-	-	-	59	32.8	121	67.2	180	1.2
Kgalagadi North	-	-	40	16.5	82	33.9	120	49.6	242	1.6
Total	1,218	7.8	397	2.6	3,770	24.2	10,166	65.4	15,551	100.0

Table 7.0.64: Population 10-70 Years who Took a Test in Completing a Form in Setswana by Test Achievements, District and Sex - 2014 (cont'd)

District	Poor	%	Fair	%	Good	%	Excellent	%	Total	% of Test Takers per District
Female										
Gaborone	1,102	100.0	-	-	-	-	-	-	1,102	5.2
Francistown	-	-	-	-	-	-	782	100.0	782	3.7
Lobatse	-	-	-	-	-	-	121	100.0	121	0.6
Selibe Phikwe	-	-	-	-	-	-	235	100.0	235	1.1
Jwaneng	-	-	-	-	-	-	74	100.0	74	0.3
Ngwaketse	352	23.2	-	-	430	28.3	738	48.6	1,520	7.1
Borolong	-	-	-	-	-	-	596	100.0	596	2.8
Ngwaketse West	-	-	-	-	-	-	128	100.0	128	0.6
South East	163	8.5	-	-	588	30.7	1,167	60.8	1,918	9.0
Kweneng East	985	30.4	-	-	-	-	2,257	69.6	3,242	15.2
Kweneng West	-	-	-	-	99	27.0	267	73.0	366	1.7
Kgatleng	-	-	-	-	-	-	1,326	100.0	1,326	6.2
Central Serowe/Palapye	768	33.2	768	33.2	-	-	780	33.7	2,316	10.9
Central Mahalapye	173	9.3	-	-	576	30.9	1,117	59.9	1,866	8.8
Central Bobonong	-	-	-	-	208	26.2	587	73.8	795	3.7
Central Boteti	-	-	-	-	381	60.3	251	39.7	632	3.0
Central Tutume	-	-	307	12.9	894	37.6	1,174	49.4	2,375	11.2
North East	-	-	-	-	-	-	490	100.0	490	2.3
Ngamiland East	180	44.1	-	-	-	-	228	55.9	408	1.9
Ngamiland West	-	-	128	27.2	-	-	343	72.8	471	2.2
Chobe	-	-	-	-	-	-	104	100.0	104	0.5
Ghanzi	58	36.7	-	-	-	-	100	63.3	158	0.7
Kgalagadi South	-	-	-	-	59	25.4	173	74.6	232	1.1
Kgalagadi North	-	-	-	-	-	-	38	100.0	38	0.2
Total	3,781	17.8	1,203	5.6	3,235	15.2	13,076	61.4	21,295	100.0

Table 7.0.64: Population 10-70 Years who Took a Test in Completing a Form in Setswana by Test Achievements, District and Sex - 2014 (cont'd)

District	Poor	%	Fair	%	Good	%	Excellent	%	Total	% of Test Takers per District
Both Sexes										
Gaborone	1,102	100.0	-	-	-	-	-	-	1,102	3.0
Francistown	-	-	-	-	-	-	1,561	100.0	1,561	4.2
Lobatse	-	-	-	-	-	-	121	100.0	121	0.3
Selibe Phikwe	-	-	-	-	190	23.6	616	76.4	806	2.2
Jwaneng	-	-	-	-	-	-	74	100.0	74	0.2
Ngwaketse	650	16.1	149	3.7	579	14.4	2,654	65.8	4,032	10.9
Borolong	-	-	-	-	212	18.8	917	81.2	1,129	3.1
Ngwaketse West	17	8.9	-	-	15	7.8	160	83.3	192	0.5
South East	163	6.5	-	-	751	30.0	1,592	63.5	2,506	6.8
Kweneng East	1,656	25.1	-	-	1,543	23.4	3,390	51.4	6,589	17.9
Kweneng West	113	12.7	-	-	232	26.2	542	61.1	887	2.4
Kgatleng	-	-	-	-	-	-	1,533	100.0	1,533	4.2
Central Serowe/Palapye	768	27.9	768	27.9	-	-	1,219	44.2	2,755	7.5
Central Mahalapye	173	4.8	-	-	1,331	37.0	2,098	58.2	3,602	9.8
Central Bobonong	-	-	-	-	390	21.9	1,389	78.1	1,779	4.8
Central Boteti	-	-	-	-	494	66.3	251	33.7	745	2.0
Central Tutume	-	-	515	16.2	894	28.1	1,774	55.7	3,183	8.6
North East	-	-	-	-	-	-	681	100.0	681	1.8
Ngamiland East	180	15.3	-	-	-	-	994	84.7	1,174	3.2
Ngamiland West	61	5.6	128	11.7	128	11.7	779	71.1	1,096	3.0
Chobe	-	-	-	-	-	-	239	100.0	239	0.6
Ghanzi	116	31.5	-	-	46	12.5	206	56.0	368	1.0
Kgalagadi South	-	-	-	-	118	28.6	294	71.4	412	1.1
Kgalagadi North	-	-	40	14.3	82	29.3	158	56.4	280	0.8
Total	4,999	13.6	1,600	4.3	7,005	19.0	23,242	63.1	36,846	100.0

Table 7.0.65 : Population 10-70 Years who Took a Test in Completing a Form in Setswana by Test Achievements, Age and Sex - 2014

	Poor	%	Fair	%	Good	%	Excellent	%	Total
Male									
10-15	-	-	-	-	-	-	307	100.0	307
15-19	-	-	-	-	-	-	-	-	-
20-24	58	57.4	-	-	43	42.6	-	-	101
25-29	-	-	-	-	243	31.4	532	68.6	775
30-34	61	16.8	-	-	220	60.4	83	22.8	364
35-39	-	-	-	-	43	20.8	164	79.2	207
40-44	-	-	-	-	600	43.2	789	56.8	1,389
45-49	56	5.6	40	4.0	265	26.3	645	64.1	1,006
50-54	-	-	-	-	-	-	1,611	100.0	1,611
55-59	-	-	-	-	308	11.6	2,337	88.4	2,645
60-64	74	2.2	-	-	507	15.0	2,801	82.8	3,382
65-69	298	10.3	208	7.2	1,543	53.3	847	29.2	2,896
70	671	77.3	149	17.2	-	-	48	5.5	868
Total	1,218	7.8	397	2.6	3,772	24.3	10,164	65.4	15,551
Female									
10-14	-	-	-	-	-	-	-	-	-
15-19	-	-	-	-	-	-	-	-	-
20-24	58	23.0	-	-	43	17.1	151	59.9	252
25-29	-	-	61	11.2	294	54.0	189	34.7	544
30-34	985	54.3	68	3.7	294	16.2	468	25.8	1,815
35-39	-	-	-	-	-	-	1,134	100.0	1,134
40-44	180	40.1	-	-	-	-	269	59.9	449
45-49	-	-	-	-	208	16.5	1,056	83.5	1,264
50-54	-	-	-	-	505	14.9	2,877	85.1	3,382
55-59	337	8.8	307	8.1	1,153	30.3	2,014	52.8	3,811
60-64	1,102	23.8	768	16.6	-	-	2,759	59.6	4,629
65-69	1,120	29.2	-	-	739	19.2	1,981	51.6	3,840
70	-	-	-	-	-	-	182	100.0	182
Total	3,782	17.8	1,204	5.7	3,236	15.2	13,080	61.4	21,302
Both Sexes									
10-14	-	-	-	-	-	-	307	100.0	307
15-19	-	-	-	-	-	-	-	-	-
20-24	116	32.9	-	-	86	24.4	151	42.8	353
25-29	-	-	61	4.6	537	40.7	721	54.7	1,319
30-34	1,046	48.0	68	3.1	514	23.6	551	25.3	2,179
35-39	-	-	-	-	43	3.2	1,298	96.8	1,341
40-44	180	9.8	-	-	600	32.6	1,058	57.6	1,838
45-49	56	2.5	40	1.8	473	20.8	1,701	74.9	2,270
50-54	-	-	-	-	505	10.1	4,488	89.9	4,993
55-59	337	5.2	307	4.8	1,461	22.6	4,351	67.4	6,456
60-64	1,176	14.7	768	9.6	507	6.3	5,560	69.4	8,011
65-69	1,418	21.1	208	3.1	2,282	33.9	2,828	42.0	6,736
70	671	63.9	149	14.2	-	-	230	21.9	1,050
Total	5,000	13.6	1,601	4.3	7,008	19.0	23,244	63.1	36,853

Table 7.0.66: Population 10-70 Years who Took a Test in Completing a Form in English by Test Achievements, District and Sex - 2014

	Poor	%	Fair	%	Good	%	Excellent	%	Total
Male									
Ngwaketse	-	-	-	-	281	48.5	298	51.5	579
Borolong	-	-	-	-	-	-	115	100.0	115
South East	-	-	-	-	425	100.0	-	-	425
Central Tutume	-	-	-	-	307	100.0	-	-	307
Total	-	-	-	-	1,013	71.0	413	29.0	1,426
Female									
Lobatse	-	-	-	-	-	-	121	100.0	121
Ngwaketse	-	-	-	-	298	100.0	-	-	298
South East	-	-	-	-	-	-	317	100.0	317
North East	-	-	-	-	-	-	342	100.0	342
Ngamiland East	-	-	-	-	-	-	114	100.0	114
Ngamiland West	-	-	61	50.0	-	-	61	50.0	122
Kgalagadi South	-	-	-	-	-	-	28	100.0	28
Total	-	-	61	4.5	298	22.2	983	73.2	1,342
Both Sexes									
Lobatse	-	-	-	-	-	-	121	21	121
Ngwaketse	-	-	-	-	579	66	298	259	877
Borolong	-	-	-	-	-	-	115	27	115
South East	-	-	-	-	425	57	317	103	742
Central Tutume	-	-	-	-	307	100	-	-	307
North East	-	-	-	-	-	-	342	100	342
Ngamiland East	-	-	-	-	-	-	114	100	114
Ngamiland West	-	-	61	50.0	-	-	61	50	122
Kgalagadi South	-	-	-	-	-	-	28	100	28
Total	-	-	61	2.2	1,311	47.4	1,396	50.4	2,768

Table 7.0.67: Population 10-70 Years who Took a Test in Completing a Form in English by Test Achievements, Age and Sex - 2014

	Eligible Population	Poor	%	Fair	%	Good	%	Excellent	%	Total
Male										
10-14	1,524	-	-	-	-	307	100.0	-	-	307
15-19	1,364	-	-	-	-	-	-	-	-	-
20-24	3,258	-	-	-	-	-	-	-	-	-
25-29	3,227	-	-	-	-	-	-	-	-	-
30-34	3,984	-	-	-	-	-	-	298	100.0	298
35-39	4,818	-	-	-	-	-	-	-	-	-
40-44	5,384	-	-	-	-	-	-	-	-	-
45-49	7,528	-	-	-	-	281	100.0	-	-	281
50-54	8,095	-	-	-	-	-	-	-	-	-
55-59	8,871	-	-	-	-	425	78.7	115	21.3	540
60-64	9,578	-	-	-	-	-	-	-	-	-
65-69	7,427	-	-	-	-	-	-	-	-	-
70	2,109	-	-	-	-	-	-	-	-	-
Total	67,167	-	-	-	-	1,013	71.0	413	29.0	1,426
Female										
10-14	-	-	-	-	-	-	-	-	-	-
15-19	677	-	-	-	-	-	-	-	-	-
20-24	2,460	-	-	-	-	-	-	151	100.0	151
25-29	1,444	-	-	61	100.0	-	-	-	-	61
30-34	4,304	-	-	-	-	-	-	61	100.0	61
35-39	3,189	-	-	-	-	-	-	-	-	-
40-44	3,608	-	-	-	-	-	-	114	100.0	114
45-49	5,200	-	-	-	-	-	-	-	-	-
50-54	11,921	-	-	-	-	-	-	-	-	-
55-59	12,750	-	-	-	-	-	-	28	100.0	28
60-64	12,485	-	-	-	-	-	-	191	100.0	191
65-69	10,783	-	-	-	-	298	40.5	438	59.5	736
70	2,047	-	-	-	-	-	-	-	-	-
Total	70,868	-	-	61	4.5	298	22.2	983	73.2	1,342
Both Sexes										
10-14	1,524	-	-	-	-	307	100.0	-	-	307
15-19	2,041	-	-	-	-	-	-	-	-	-
20-24	5,718	-	-	-	-	-	-	151	100.0	151
25-29	4,671	-	-	61	100.0	-	-	-	-	61
30-34	8,288	-	-	-	-	-	-	359	100.0	359
35-39	8,007	-	-	-	-	-	-	-	-	-
40-44	8,992	-	-	-	-	-	-	114	100.0	114
45-49	12,728	-	-	-	-	281	100.0	-	-	281
50-54	20,016	-	-	-	-	-	-	-	-	-
55-59	21,621	-	-	-	-	425	74.8	143	25.2	568
60-64	22,063	-	-	-	-	-	-	191	100.0	191
65-69	18,210	-	-	-	-	298	40.5	438	59.5	736
70	4,156	-	-	-	-	-	-	-	-	-
Total	138,035	-	-	61	2.2	1,311	47.4	1,396	50.4	2,768

Table 7.0.68: Population 10-70 Years who Took Setswana Reading Literacy Test by Test Scores, District and Sex - 2014

District	Total Test Takers			Number Passed Setswana Reading Test			%Passed Setswana Reading Test			% Failed Setswana Reading Test
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Gaborone	-	1,102	1,102	-	1,102	1,102	0.0	100.0	100.0	-
Francistown	1,170	1,170	2,340	388	782	1,170	33.2	66.8	50.0	50.0
Lobatse	-	121	121	-	121	121	0.0	100.0	100.0	-
Selibe Phikwe	961	235	1,196	761	235	996	79.2	100.0	83.3	16.7
Orapa	43	-	43	43	-	43	100.0	-	100.0	0.0
Jwaneng	152	74	226	152	74	226	100.0	100.0	100.0	0.0
Sowa	-	-	-	-	-	-	-	-	-	0.0
Ngwaketse	3,108	2,253	5,361	3,108	1,519	4,627	100.0	67.4	86.3	13.7
Borolong	613	868	1,481	613	868	1,481	100.0	100.0	100.0	-
Ngwaketse West	131	143	274	115	128	243	87.8	89.5	88.7	11.3
South East	588	1,918	2,506	588	1,755	2,343	100.0	91.5	93.5	6.5
Kweneng East	3,878	3,242	7,120	2,648	3,242	5,890	68.3	100.0	82.7	17.3
Kweneng West	1,235	671	1,906	788	494	1,282	63.8	73.6	67.3	32.7
Kgatleng	1,233	1,521	2,754	814	1,295	2,109	66.0	85.1	76.6	23.4
Central Serowe/Palapye	1,746	2,535	4,281	439	2,535	2,974	25.1	100.0	69.5	30.5
Central Mahalapye	2,117	2,432	4,549	1,130	2,085	3,215	53.4	85.7	70.7	29.3
Central Bobonong	1,245	1,011	2,256	1,245	794	2,039	100.0	78.5	90.4	9.6
Central Boteti	949	745	1,694	309	251	560	32.6	33.7	33.1	66.9
Central Tutume	1,395	3,165	4,560	1,395	2,272	3,667	100.0	71.8	80.4	19.6
North East	191	832	1,023	191	681	872	100.0	81.9	85.2	14.8
Ngamiland East	1,307	408	1,715	1,013	228	1,241	77.5	55.9	72.4	27.6
Ngamiland West	749	791	1,540	626	601	1,227	83.6	76.0	79.7	20.3
Chobe	270	419	689	135	208	343	50.0	49.6	49.8	50.2
Ghanzi	268	500	768	58	427	485	21.6	85.4	63.2	36.8
Kgalagadi South	315	392	707	115	292	407	36.5	74.5	57.6	42.4
Kgalagadi North	287	78	365	201	38	239	70.0	48.7	65.5	34.5
Total	23,951	26,626	50,577	16,875	22,027	38,902	70.5	82.7	76.9	23.1

Table 7.0.69: Population 10-70 Years who took English Reading Literacy Test by Test Scores, District and Sex - 2014

District	Total Test Takers			Number Passed English Reading Test			%Passed English Reading Test			% Failed English Reading Test (Total)	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Francistown	0	391	391	0	391	391	0.0	100.0	100.0	0.0	0.0
Lobatse	0	121	121	0	121	121	0.0	100.0	100.0	0.0	0.0
Ngwaketse	579	298	877	298	298	596	34.0	34.0	68.0	66.0	66.0
Borolong	115		115	115	0	115	100.0	0.0	100.0	0.0	0.0
South East	425	317	742	425	317	742	57.3	42.7	100.0	42.7	57.3
Kweneng East	574	00	574	0	0	0	0.0	0.0	0.0	100.0	0.0
Kweneng West	43	0	43	0	0	0	0.0	0.0	0.0	100.0	0.0
Central Serowe/Palapye	220	246	466	220	0	220	47.2	0.0	47.2	52.8	100.0
Central Mahalapye	0	208	208	0	0	0	0.0	0.0	0.0	0.0	100.0
Central Tutume	307	0	307	0	0	0	0.0	0.0	0.0	100.0	0.0
North East	0	342	342	0	342	342	0.0	100.0	100.0	100.0	0.0
Ngamiland East	160	114	274	160	0	160	58.4	0.0	58.4	41.6	100.0
Ngamiland West	64	250	314	0	122	122	100.0	38.9	38.9	100.0	61.1
Kgalagadi South	0	28	28	0	0	0	0.0	0.0	0.0	0.0	100.0
Total	2,487	2,315	4,802	1,218	1,591	2,809	25.4	33.1	58.5	74.6	66.9

Table 7.0.70: Population 10-70 Years who Took Setswana Writing Literacy Test by Test Scores, District and Sex - 2014

District	Total Test Takers			Number Passed Setswana Writing Test			% Passed Setswana Writing Test			% Failed Setswana Writing Test
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Gaborone	-	1,102	1,102	-	-	-	-	-	-	100
Francistown	779	782	1,561	779	782	1561	100	100	100	-
Lobatse	-	121	121	-	121	121	-	100	100	-
Selibe Phikwe	770	235	1,005	381	235	616	49.5	100	61.3	38.7
Orapa	-	-	-	-	-	-	-	-	-	-
Jwaneng	-	74	74	-	74	74	-	100	100	-
Sowa	-	-	-	-	-	-	-	-	-	-
Ngwaketse	2,512	1,949	4,461	1916	738	2654	76.3	37.9	59.5	40.5
Borolong	532	596	1,128	296	544	840	55.6	91.3	74.5	25.5
Ngwaketse West	82	128	210	32	128	160	39	100	76.2	23.8
South East	588	1,918	2,506	425	1167	1592	72.3	60.8	63.5	36.5
Kweneng East	3,347	3,243	6,590	2117	2257	4374	63.3	69.6	66.4	33.6
Kweneng West	560	498	1,058	275	231	506	49.1	46.4	47.8	52.2
Kgatleng	207	1,326	1,533	207	1069	1276	100	80.6	83.2	16.8
Central Serowe/Palapye	1,212	2,316	3,528	439	780	1219	36.2	33.7	34.6	65.4
Central Mahalapye	1,909	2,040	3,949	981	1117	2098	51.4	54.8	53.1	46.9
Central Bobonong	983	794	1,777	802	587	1389	81.6	73.9	78.2	21.8
Central Boteti	410	631	1,041	0	547	547	-	86.7	52.5	47.5
Central Tutume	808	2,375	3,183	600	1174	1774	74.3	49.4	55.7	44.3
North East	191	490	681	191	490	681	100	100	100	-
Ngamiland East	766	408	1,174	766	228	994	100	55.9	84.7	15.3
Ngamiland West	625	533	1,158	374	343	717	59.8	64.4	61.9	38.1
Chobe	135	208	343	135	104	239	100	50	69.7	30.3
Ghanzi	210	158	368	106	100	206	50.5	63.3	56	44
Kgalagadi South	180	232	412	121	173	294	67.2	74.6	71.4	28.6
Kgalagadi North	242	78	320	161	38	199	66.5	48.7	62.2	37.8
Total	17,048	22,235	39,283	11,104	13,027	24,131	65.1	58.6	61.4	38.6

**Table 7.0.71: Population 10-70 Years who took English Writing Literacy Test by Test Scores,
District and Sex - 2014**

District	Total Test Takers			Number Passed English Writing Test			%Passed English Writing Test			% Failed English Writing Test (Total)	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Lobatse	0	121	121	0	121	121	0.0	100.0	100.0	0.0	0.0
Ngwaketse	579	298	877	579	298	877	66.0	34.0	100.0	34.0	66.0
Borolong	115	0	115	115	0	115	100.0	0.0	100.0	0.0	0.0
South East	425	317	742	425	317	742	57.3	42.7	100.0	42.7	57.3
Central Tutume	307		307	307	0	307	100.0	0.0	100.0	100.0	0.0
North East	0	342	342	0	342	342	0.0	100.0	100.0	100.0	0.0
Ngamiland East	0	114	114	0	114	114	0.0	100.0	100.0	100.0	100.0
Ngamiland West	0	122	122	0	61	61	0.0	50.0	50.0	100.0	50.0
Kgalagadi South	0	28	28	0	28	28	0.0	100.0	100.0	0.0	100.0
Total	1426	1,342	2,768	1,426	1,342	2,768	51.5	48.5	100.0	48.5	51.5

Table 7.0.72: Population 10-70 Years who Took Numeracy Test by Test Scores, District and Sex - 2014

District	Numeracy Test Takers			Test Takers who Failed Numeracy Test			District Proportion of those who Failed
	Male	Female	Total	Male	Female	Total	
Francistown	1,562	1,562	3,124	388	388	776	1.4
Lobatse	346	121	467	346	-	346	0.6
Selibe Phikwe	1,311	190	1,501	350	-	350	0.6
Orapa	43	-	43	43	-	43	0.1
Jwaneng	229	74	303	77	-	77	0.1
Sowa	-	19	19	-	-	-	-
Ngwaketse	3,841	4,514	8,355	876	2,505	3,381	6.1
Borolong	1,729	1,549	3,278	1,181	308	1,489	2.7
Ngwaketse West	516	505	1,021	266	285	551	1.0
South East	1,863	2,931	4,794	-	1,176	1,176	2.1
Kweneng East	11,614	8,013	19,627	5,766	4,212	9,978	18.1
Kweneng West	3,490	2,937	6,427	2,127	2,041	4,168	7.6
Kgatleng	4,486	2,542	7,028	1,675	1,102	2,777	5.0
Central Serowe/Palapye	2,755	10,660	13,415	990	5,115	6,105	11.1
Central Mahalapye	6,982	5,917	12,899	4,086	2,992	7,078	12.9
Central Bobonong	1,277	1,698	2,975	329	332	661	1.2
Central Boteti	1,419	2,184	3,603	862	1,508	2,370	4.3
Central Tutume	2,787	5,177	7,964	1,099	3,475	4,574	8.3
North East	1,296	2,016	3,312	662	1,119	1,781	3.2
Ngamiland East	1,758	1,337	3,095	593	776	1,369	2.5
Ngamiland West	1,572	2,001	3,573	680	975	1,655	3.0
Chobe	270	417	687	-	313	313	0.6
Ghanzi	2,672	2,768	5,440	1,237	1,667	2,904	5.3
Kgalagadi South	579	725	1,304	290	269	559	1.0
Kgalagadi North	486	325	811	319	280	599	1.1
Total	54,883	60,182	115,065	24,242	30,838	55,080	100.0

Table 7.0.73 : Population 16 Years and above with Omang Registration Status and District - 2014

District	Registration Status						Total
	Yes	%	No	%	Don't know	%	
Gaborone	125,130	99.1	1,102	0.9	-	-	126,232
Francistown	72,635	97.9	1,558	2.1	-	-	74,193
Lobatse	16,792	96.7	582	3.3	-	-	17,374
Selibe Phikwe	33,305	99.0	350	1.0	-	-	33,655
Orapa	5,622	95.1	288	4.9	-	-	5,910
Jwaneng	12,163	100.0	-	-	-	-	12,163
Sowa	1,834	100.0	-	-	-	-	1,834
Ngwaketse	70,791	99.1	609	0.9	-	-	71,400
Borolong	31,407	98.1	615	1.9	-	-	32,022
Ngwaketse West	7,479	97.7	173	2.3	-	-	7,652
South East	51,207	99.2	425	0.8	-	-	51,632
Kweneng East	152,275	97.6	3,796	2.4	-	-	156,071
Kweneng West	42,773	93.2	3,143	6.8	-	-	45,916
Kgatleng	58,131	98.4	931	1.6	-	-	59,062
Central Serowe/Palapye	104,868	97.1	3,079	2.9	-	-	107,947
Central Mahalapye	74,244	98.2	1,353	1.8	-	-	75,597
Central Bobonong	55,370	99.0	572	1.0	-	-	55,942
Central Boteti	48,480	95.0	2,555	5.0	-	-	51,035
Central Tutume	56,222	97.7	1,307	2.3	-	-	57,529
North East	32,997	96.7	1,115	3.3	-	-	34,112
Ngamiland East	41,562	98.6	596	1.4	-	-	42,158
Ngamiland West	40,434	97.3	998	2.4	123	-	41,555
Chobe	15,417	96.1	630	3.9	-	-	16,047
Ghanzi	23,431	95.3	1,165	4.7	-	-	24,596
Kgalagadi South	17,690	97.0	546	3.0	-	-	18,236
Kgalagadi North	10,283	98.0	207	2.0	-	-	10,490
Total	1,202,542	97.7	27,695	2.3	123	0.01	1,230,360

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