A close-up photograph of a child's hand with colorful paint on the fingers. The hand is positioned in the foreground, with the index and middle fingers showing distinct bands of blue, red, and green paint. The background is softly blurred, showing a white paint palette with various colors and a piece of paper with colorful splatters. The overall scene suggests a creative activity like painting.

PRE-PRIMARY STATS BRIEF 2018



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A close-up photograph of a child's hand with colorful paint on the fingers. The hand is positioned in the foreground, with the index and middle fingers showing distinct bands of blue, red, and green paint. The background is softly blurred, showing a white paint palette with various colors and a piece of paper with colorful splatters. The overall scene suggests a creative art activity.

**PRE-PRIMARY
STATS BRIEF 2018**

PREFACE

This publication gives highlights on pre-primary and primary education statistics derived from the data collected from schools through the 2018 annual school census.

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

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

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



Dr. Lucky Mokgathe
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September 2024

Table of Contents

1.0 INTRODUCTION	6
2.0 DAY-CARE AND PRE-PRIMARY EDUCATION	7
2.1: NUMBER OF DAY CARE/NURSERY AND PRE-PRIMARY SCHOOLS AND PUPILS BY SCHOOL OWNERSHIP-2018.....	7
Table 2.1: Number of Day care and Pre-Primary Schools-2018.....	7
Table 2.2: Number of Day-Care and Pre-Primary Schools by District and Terms of Operation – 2018.....	8
Table 2.3: Number of Day-care Schools and Pupils by sex and School Ownership – 2018.....	9
Table 2.4: Day-care Enrolment by School Ownership, Age and Sex – 2018.....	10
Table 2.5 Day Care/Nursery Enrolment by Region, Sex and Age -2018.....	10
Table 2.6: Day Care/Nursery Enrolment with Special Education Needs – 2018.....	11
Table 2.7: Day-care/Nursery Enrolment with Special Education Needs by Sex and Region – 2018.....	12
3.0 PRE-PRIMARY SCHOOLS	13
Table 2.8: Number of Pre-Primary Schools and Pupils by sex and School Ownership – 2018.....	13
Table 2.9: Pre-Primary Enrolment by School Ownership, Age and Sex – 2018.....	14
Table 2.10: Pre-Primary Enrolment by Region, Sex and Age -2018.....	14
4.0 PROVISION OF SPECIAL EDUCATION IN PRE-SCHOOL	15
Table 2.11: Pre-Primary Enrolment with Special Education Needs – 2018.....	15
Table 2.12:Pre- Primary Enrolment with Special Education Needs by Sex and Region – 2018.....	16
2.13 AGE SPECIFIC ENROLMENT RATIO.....	15
Table 2.13: Age Specific Enrolment Ratio (ASER) for Pre-Primary -2018.....	17
5.0 NATIONALITY AND QUALIFICATION OF PRESCHOOL TEACHERS	18
Table 2.14: - Number of Pre-Primary School Teachers by Citizenship, District and Sex -2018.....	18
Table 2.15: Number of Pre-primary School Teachers by Qualification, School ownership and Sex -2018.....	19
.....	19
Table 2.16: Number of Pre-Primary Teachers by Qualification, Sex and Citizenship – 2018.....	19
6.0 CONCEPTS AND DEFINITIONS	21

List of Figures

Figure 1: Percentage of Day-care and Pre-Primary Schools by Ownership-2018.....	8
Figure 2: Percentage of Day-care Enrolment by School Ownership-2018.....	9
Figure 3: Percentage of Pre-Primary Enrolment by School Ownership-2018.....	13
Figure 4: Day Care/Nursery and Pre-Primary Enrolment with Impairments as a Percentage of Total Enrolment with Special Education Needs– 2018.....	17
Figure 5: Percentage of Pre-Primary Teachers by Qualification – 2018.....	20

1.0 INTRODUCTION

This publication presents information on collection and publication of education statistics and levels of education. The data used in this report is sourced from the 2018 annual school census conducted in educational institutions from the government and private entities.

In Botswana, the annual school census is conducted by Education Management Information Systems (EMIS) unit in the Ministry of Education and Skills Development (MoESD) under the Department of Educational Planning and Research Services (DEPRS). The data is collected from Government primary schools and privately owned pre-primary schools. It should be noted that this publication mainly covers data for 2018.

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

2.0 DAY-CARE AND PRE-PRIMARY EDUCATION

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

Pre-primary education in Botswana is mainly coordinated by district councils and provided by individuals, communities, private sector, Non-Government Organizations and Councils. In 2012 Government of Botswana through the Ministry of Basic Education started a pilot enrolment program of Pre-Primary Education with the selected few Government Primary Schools, the program has been successful over the years and it has since been expanded to other primary schools. Revised National Policy on Education (RNPE) of 1994 emphasized the need to provide enabling environment for pre-primary education and increasing access to all children before enrolling at primary schools.

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

2.1: NUMBER OF DAY CARE/NURSERY AND PRE-PRIMARY SCHOOLS AND PUPILS BY SCHOOL OWNERSHIP-2018.

Table 2.1: NUMBER OF DAY CARE/NURSERY AND PRE-PRIMARY SCHOOLS AND PUPILS BY SCHOOL OWNERSHIP-2018

Ownership	No. of Schools	Percentage
Government	500	49.9
Community	32	3.2
Church	22	2.2
Private	420	41.9
NGO	25	2.5
Staff\Institution	2	0.2
Other	1	0.1

The Day care/Nursery and pre- primary data was collected from 1,002 pre-primary schools. Out of the total day care/nursery and pre-schools, 500 (49.9%) were government owned, 420 (41.9%) were privately owned, 32 (3.2%) were community owned, 25 (2.5%) were owned by NGO's, 22(2.2%) belonged to churches, while 2(0.2%) and 1(0.1%) of them were owned by staff/Institutional and Others respectively. It must be noted that both services Day-care and Pre-Primary school services are being served by the same schools, there are no specific schools for Day-care service.

Figure 1: Percentage of Day-care and Pre-Primary Schools by Ownership-2018

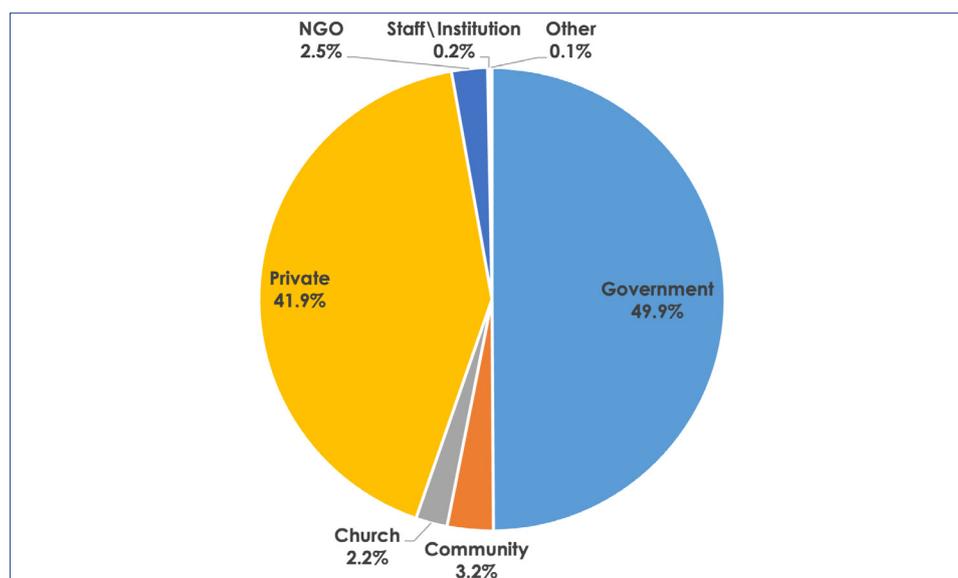


Figure 1 further shows the proportion of day care and pre-primary schools by school ownership. The government owned had the highest proportion 49.9 percent of pre-primary schools, followed by 41.9 percent owned by Private, while the lowest proportion of 0.1 percent accounted for other owners.

Table 2.2: Number of DayCare and Pre-Primary Schools by District and Terms of Operation - 2018

District	Half Day	Full Day	Both	Total
Gaborone	30	50	33	113
Francistown	16	38	18	72
Lobatse	6	13	5	24
S/Phikwe	13	2	1	16
Jwaneng	3	12	3	18
Southern	35	60	4	99
Borolong	7	10	-	17
South East	13	15	-	28
Kweneng	34	28	2	64
Kgatleng	33	21	3	57
S/Palapye	46	21	2	69
Mahalapye	35	18	2	55
Bobonong	30	13	-	43
Boteti	15	10	-	25
Tutume	47	34	7	88
North East	30	15	10	55
Ngami East	17	20	14	51
Ngami West	26	5	2	33
Chobe	10	6	1	17
Ghanzi	11	5	-	16
Kgalagadi South	14	6	1	21
Kgalagadi North	2	19	-	21
Total	473	421	108	1,002

Table 2.2 shows that over half (473) of day cares and pre- primaries provide a half day service as compared to 421 day cares and pre- primary schools which only provides a full day service. There are few of them (108) which provides both half day and a full day service across the country.

Table 2.3: Number of Day-care Schools and Pupils by sex and School Ownership – 2018

Ownership	No. of Schools	Male	Female	Total	Male%	Female%	Total Percentage
Government	500	20	22	42	47.6	52.4	0.3
Community	32	329	342	671	49.0	51.0	5.3
Church	22	334	301	635	52.6	47.4	5.0
Private	420	5,287	5,304	10,591	49.9	50.1	83.8
NGO	25	323	319	642	50.3	49.7	5.1
Staff\Institution	2	10	13	23	43.5	56.5	0.2
Other	1	17	13	30	56.7	43.3	0.2
Total	1,002	6,320	6,314	12,634	50	50	100

Table 2.3 shows that enrolment of both male and female pupils in Day-care/Nursery in 2018 was 50 percent for both sexes. The Gender Parity Index (GPI) for participation in Day-care/Nursery is 1% indicating equal access to Day-care/Nursery for both boys and girls.

Figure 2: Percentage of Day-care Enrolment by School Ownership-2018

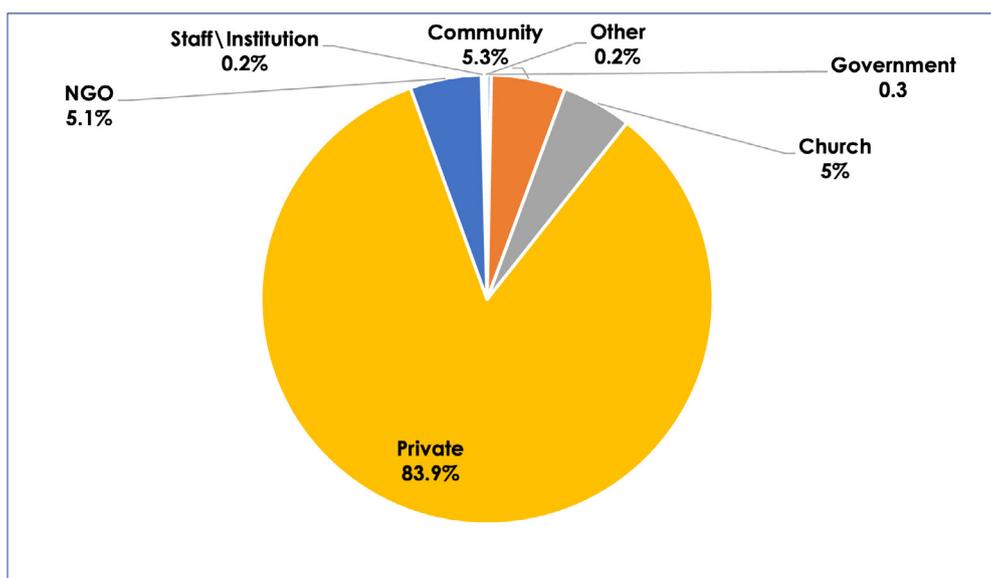


Figure 2 shows the proportion of Day-care/Nursery enrolment by school ownership. Private schools accounted for 83.9 percent of the total enrolment, community schools 5.3 percent, and NGO schools 5.1 percent. Government schools constituted 0.3 percent while both Staff/Institutional and Others owned 0.2 percent of the total enrolment.

Table 2.4: Day-care Enrolment by School Ownership, Age and Sex – 2019

Ownership	Sex	AGE					Total
		<2½	2½	3	4	>4	
Government	Male	-	6	7	5	2	20
	Female	-	10	11	-	1	22
Community	Male	1	25	116	147	40	329
	Female	3	19	124	155	41	342
Church	Male	12	51	70	139	62	334
	Female	8	45	96	105	47	301
Private	Male	550	916	1,967	1,590	264	5,287
	Female	557	940	2,004	1,561	242	5,304
NGO	Male	-	85	146	77	15	323
	Female	-	90	157	61	11	319
Staff\Institution	Male	-	-	5	5	-	10
	Female	-	-	6	7	-	13
Other	Male	-	-	4	13	-	17
	Female	-	-	2	11	-	13
Total Male		563	1,083	2,315	1,976	383	6,320
Total Female		568	1,104	2,400	1,900	342	6,314
Grand Total		1,131	2,187	4,715	3,876	725	12,634

Table 2.4 above shows that the highest number (10,778 pupils) of day care/nursery attendants were aged between 2½ and 4 years. The highest enrolment of 4,715 (37.3%) were those aged 3 years, followed by those aged 4 years with 3,876 pupils (30.7%) then 2½ with 2,187(17.3%). Those who were less than 2½ but more than 4 years were lesser in number with 1,131(9%) and 725(5.7%) respectively.

Table 2.5 Day Care/Nursery Enrolment by Region, Sex and Age -2018

REGION	Sex	AGE					Total
		<2½	2½	3	4	>4	
South East	Male	281	340	740	373	92	1,826
	Female	302	320	744	355	89	1,810
North East	Male	99	133	314	238	88	872
	Female	89	155	309	272	76	901
Southern	Male	57	208	311	395	62	1,033
	Female	42	205	372	348	53	1,020
kweneng	Male	2	4	27	8	-	41
	Female	1	3	23	3	-	30
Kgatleng	Male	4	40	107	61	8	220
	Female	9	22	111	79	7	228
North West	Male	73	91	190	156	28	538
	Female	74	79	183	135	24	495
Chobe	Male	8	7	32	40	5	92
	Female	7	11	42	40	5	105
Ghanzi	Male	-	-	-	-	-	-
	Female	-	-	-	-	-	-
Kgalagadi	Male	6	3	15	32	8	64
	Female	8	5	31	43	3	90
Central	Male	33	257	579	673	92	1,634
	Female	36	304	585	625	85	1,635
Total Male		563	1,083	2,315	1,976	383	6,320
Total Female		568	1,104	2,400	1,900	342	6,314
Grand Total		1,131	2,187	4,715	3,876	725	12,634

Table 2.5 above shows that Day-care/nursery enrolment is highest in South East region for both males and females, it is followed by Central region and Southern region respectfully. It must be noted that pre-schools in the Ghanzi region did not record service provision for the day-care school services.

Table 2.6: Day Care/Nursery Enrolment with Special Education Needs – 2017

Type of Impairment	Day care/Nursery		
	M	F	Total
Visual	2	2	4
Blind	2	-	2
Physical	-	-	-
Hearing	3	1	4
Deaf	-	-	-
Speech	7	7	14
Intellectual Disability	-	-	-
Reading, writing, spelling disorder	1	-	1
Attention deficit disorder	3	-	3
Autism	2	-	2
Cerebral Palsy	2	1	3
Disturbance personality	-	-	-
Epilepsy	2	-	2
Others (specify)	6	5	11
Total	30	16	46

Table 2.6 shows that there were 46 attendants with special education needs enrolled in both Day-care/Nursery schools across the country in the academic year 2018. Out of those, 14 had speech disorder, followed by 11 with other impairments, while 4 experienced hearing problems, 4 pupils had Visual impairment. There are more male pupils with disability compared to their female counterparts, 30 males and 16 females were recorded to have disability.

Table 2.7: Day-care/Nursery Enrolment with Special Education Needs by Sex and Region – 2018

MALE																
REGION	TYPE OF IMPAIREMENT															
	Visual	Blind	Physical	Hearing	Deaf	Speech	Intellectual Disability	Reading, writing, spelling disorder	Attention deficit disorder	Autism	Cerebral Palsy	Disturbance personality	Epilepsy	Others	Total	
MALE																
South East	2	2	-	-	-	4	-	-	2	2	-	-	-	1	13	
North East	-	-	-	3	-	2	-	1	1	-	-	-	-	-	7	
Southern	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	
kweneng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kgatleng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
North West	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Central	-	-	-	-	-	1	-	-	-	-	2	-	-	5	8	
Total	2	2	-	3	-	7	-	1	3	2	2	-	2	6	30	
FEMALE																
South East	2	-	-	-	-	4	-	-	-	-	-	-	-	-	6	
North East	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	
Southern	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
kweneng	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1	
Kgatleng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
North West	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Central	-	-	-	-	-	3	-	-	-	-	1	-	-	4	8	
Total	2	-	-	1	-	7	-	-	-	-	1	-	-	5	16	
BOTH SEXES																
South East	4	2	-	-	-	8	-	-	2	2	-	-	-	1	19	
North East	-	-	-	3	-	2	-	1	1	-	-	-	-	1	8	
Southern	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	
kweneng	-	-	-	1	-	-	-	-	-	-	-	-	-	-	1	
Kgatleng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
North West	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Central	-	-	-	-	-	4	-	-	-	-	3	-	-	9	16	
Total	4	2	-	4	-	14	-	1	3	2	3	-	2	11	46	

3.0 PRE-PRIMARY SCHOOLS

Table 2.8: Number of Pre-Primary Schools and Pupils by sex and School Ownership – 2018

Ownership	No. of Schools	Male	Female	Total	% Male	% Female	Total Percentage
Government	500	10,945	10,929	21,874	50	50	66.9
Community	32	243	271	514	47.3	52.7	1.6
Church	22	178	187	365	48.8	51.2	1.1
Private	420	4,728	4,703	9,431	50.1	49.9	28.8
NGO	25	261	243	504	51.8	48.2	1.5
Staff\Institution	2	12	18	30	40	60	0.1
Other	1	-	-	-	-	-	-
Total	1,002	16,367	16,351	32,718	50	50	100

Table 2.8 shows that enrolment of pupils in pre-primary education in 2018 constituted 50 percent for both males and females. The Gender Parity Index (GPI) for participation in pre-primary education is 1% indicating equal access to pre-primary education for both boys and girls.

Figure 3: Percentage of Pre-Primary Enrolment by School Ownership-2018

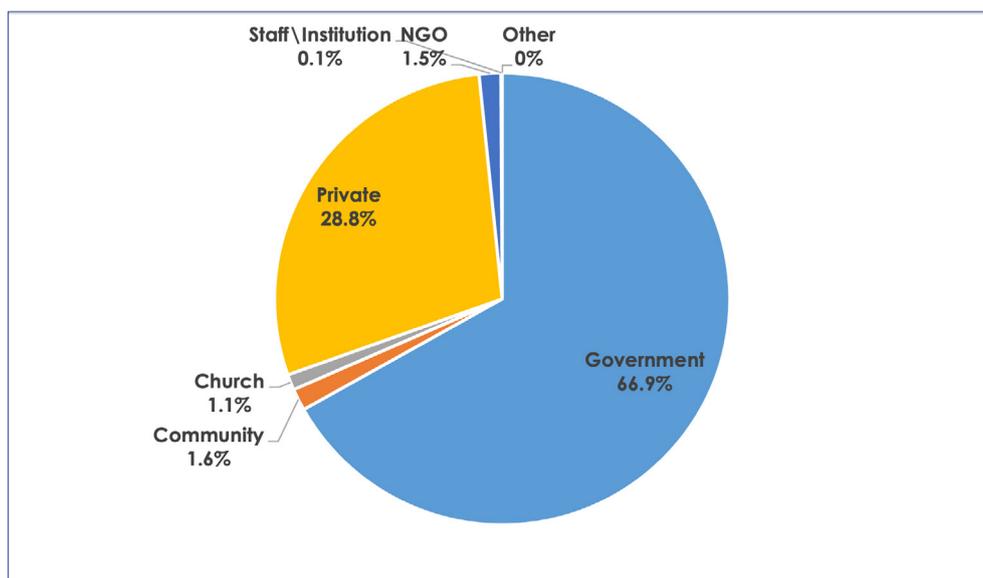


Figure 3 shows the proportion of Pre-primary enrolment by school ownership. Government schools accounted for 66.9 percent of the total enrolment, followed by Private schools with 28.8 percent, then community schools 1.6 percent, NGO's 1.5 percent, Churches 1.1 percent while Staff/Institutional constituted 0.1 percent.

Table 2.9: Pre-Primary Enrolment by School Ownership, Age and Sex – 2018.

Ownership	Sex	AGE					Total
		< 4	4	5	6	>6	
Government	Male	2	2,169	6,681	1,988	105	10,945
	Female	-	2,191	6,658	1,987	93	10,929
Community	Male	-	68	123	52	-	243
	Female	-	55	180	36	-	271
Church	Male	-	20	121	37	-	178
	Female	1	22	137	27	-	187
Private	Male	195	1,363	2,637	503	30	4,728
	Female	200	1,442	2,627	423	11	4,703
NGO	Male	4	54	150	48	5	261
	Female	-	56	138	47	2	243
Staff\Institution	Male	-	3	8	1	-	12
	Female	-	6	9	3	-	18
Other	Male	-	-	-	-	-	-
	Female	-	-	-	-	-	-
Total Male		201	3,677	9,720	2,629	140	16,367
Total Female		201	3,772	9,749	2,523	106	16,351
Grand Total		402	7,449	19,469	5,152	246	32,718

Table 2.9 shows that in Pre-primary the highest enrolment was found among pupils aged 5 years (19,469) followed by 4 year olds (7,449), and finally the 6 year olds with (5,152). It should be noted that the least number of enrolment (246) was found among pupils aged above 6 years.

Table 2.10: Pre-Primary Enrolment by Region, Sex and Age -2018

REGION	Sex	AGE					Total
		< 4	4	5	6	>6	
South East	Male	96	645	1,158	350	13	2,262
	Female	101	694	1,117	292	4	2,208
North East	Male	20	346	876	178	6	1,426
	Female	17	332	903	186	2	1,440
Southern	Male	38	369	1,277	293	11	1,988
	Female	36	397	1,351	263	8	2,055
kweneng	Male	-	179	885	363	39	1,466
	Female	1	179	921	383	39	1,523
Kgatleng	Male	-	165	605	235	12	1,017
	Female	-	149	540	213	11	913
North West	Male	18	516	742	34	3	1,313
	Female	16	521	774	19	-	1,330
Chobe	Male	-	63	102	18	-	183
	Female	-	73	100	15	-	188
Ghanzi	Male	-	26	146	81	6	259
	Female	-	41	144	77	11	273
Kgalagadi	Male	14	90	360	112	13	589
	Female	11	121	371	118	10	631
Central	Male	15	1,278	3,569	965	37	5,864
	Female	19	1,265	3,528	957	21	5,790
Total Male		201	3,677	9,720	2,629	140	16,367
Total Female		201	3,772	9,749	2,523	106	16,351
Grand Total		402	7,449	19,469	5,152	246	32,718

Majority of pre-primary school attendants were found in Central region with 11,654 (35.6%) of the total enrolment, followed by South East region with 4,470 (13.7%). On the other hand the least number of pre-primary attendants were found in Chobe region with 371(1.1%). Amongst the different ages enrolled, those aged 6 years and above were less in number. In all regions, majority of pre-primary attendants were aged between 4 years and 6 years.

4.0 PROVISION OF SPECIAL EDUCATION IN PRE-SCHOOL

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

Table 2.11: Pre-Primary Enrolment with Special Education Needs – 2018

Type of Impairment	Pre-primary		
	M	F	Total
Visual	8	5	13
Blind	-	-	-
Physical	9	6	15
Hearing	13	3	16
Deaf	2	-	2
Speech	15	5	20
Intellectual Disability	7	7	14
Reading, writing, spelling disorder	1	-	1
Attention deficit disorder	4	1	5
Autism	3	2	5
Cerebral Palsy	1	3	4
Disturbance personality	-	-	-
Epilepsy	7	1	8
Others (specify)	10	5	15
Total	80	38	118

Table 2.11 shows that there were 118 attendants with special education needs enrolled in pre-primary school across the country in the academic year 2018. Out of those, 20 had speech disorder, followed by 16 with hearing impairments, while 15 experienced physical challenges, 15 pupils had other impairments, 14 with intellectual disability. There was no record for both disturbance personality and blindness at Pre-primary school for the academic year 2018.

Table 2.12:Pre- Primary Enrolment with Special Education Needs by Sex and Region – 2018

REGION	TYPE OF IMPAIRMENT														
	Visual	Blind	Physical	Hearing	Deaf	Speech	Intellectual Disability	Reading, writing, spelling disorder	Attention deficit disorder	Autism	Cerebral Palsy	Behavioral disorder	Epilepsy	Others	Total
MALE															
South East	2	-	1	3	-	5	-	-	2	3	-	-	1	2	19
North East	-	-	-	5	1	-	-	-	1	-	-	-	-	2	9
Southern	1	-	-	-	1	1	2	-	-	-	-	-	-	-	5
kweneng	-	-	2	1	-	1	3	1	1	-	-	-	-	-	9
Kgatleng	2	-	2	2	-	2	-	-	-	-	-	-	-	1	9
North West	1	-	1	-	-	1	-	-	-	-	1	-	1	1	6
Chobe	1	-	-	-	-	-	1	-	-	-	-	-	-	-	2
Ghanzi	-	-	1	-	-	-	1	-	-	-	-	-	-	-	2
Kgalagadi	-	-	-	-	-	1	-	-	-	-	-	-	1	-	2
Central	1	-	2	2	-	4	-	-	-	-	-	-	4	4	17
Total	8	-	9	13	2	15	7	1	4	3	1	-	7	10	80
FEMALE															
South East	2	-	2	1	-	3	-	-	-	1	2	-	-	1	12
North East	-	-	3	-	-	-	-	-	-	-	-	-	-	1	4
Southern	1	-	-	1	-	1	4	-	-	-	-	-	-	-	7
kweneng	-	-	1	1	-	1	2	-	-	-	-	-	-	-	5
Kgatleng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
North West	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ghanzi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Central	2	-	-	-	-	-	1	-	1	1	1	-	1	1	8
Total	5	-	6	3	-	5	7	-	1	2	3	-	1	5	38
BOTH SEXES															
South East	4	-	3	4	-	8	-	-	2	4	2	-	1	3	31
North East	-	-	3	5	1	-	-	-	1	-	-	-	-	3	13
Southern	2	-	-	1	1	2	6	-	-	-	-	-	-	-	12
kweneng	-	-	3	2	-	2	5	1	1	-	-	-	-	-	14
Kgatleng	2	-	2	2	-	2	-	-	-	-	-	-	-	1	9
North West	1	-	1	-	-	1	-	-	-	-	1	-	1	3	8
Chobe	1	-	-	-	-	-	1	-	-	-	-	-	-	-	2
Ghanzi	-	-	1	-	-	-	1	-	-	-	-	-	-	-	2
Kgalagadi	-	-	-	-	-	1	-	-	-	-	-	-	1	-	2
Central	3	-	2	2	-	4	1	-	1	1	1	-	5	5	25
Total	13	-	15	16	2	20	14	1	5	5	4	-	8	15	118

Figure 4: Day Care/Nursery and Pre-Primary Enrolment with Impairments as a Percentage of Total Enrolment with Special Education Needs– 2018

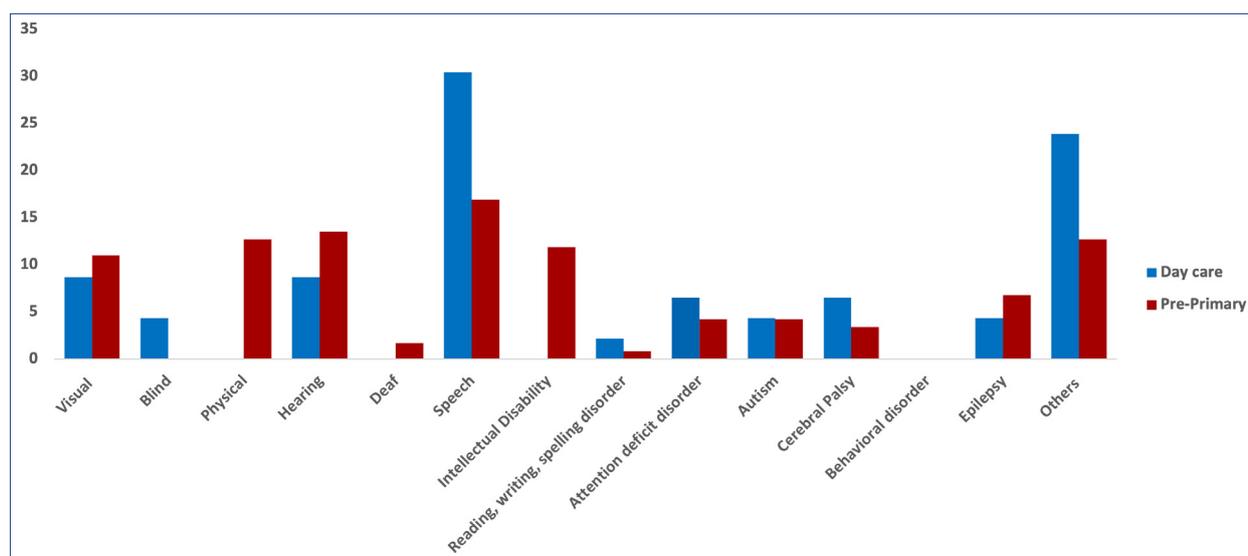


Figure 4 above presents the distribution of impairments types by level of education, it has been noted that of all the impairments reported, Speech impairments is higher in Day care/ Nursery with 30 percent compared to 16.9 percent recorded in the Pre-Primary schools. It is notifiable that impairments are generally higher amongst Day Care/ Nursery pupils compared to those in Pre-primary education. Pre-primary education did not record any blind impairment for the year observed, Day-care/ Nursery also did not record any deaf impairment for the same year. No behavioural disorder were observed in either the Day-Care/Nursery or the Pre-Primary.

2.13 AGE SPECIFIC ENROLMENT RATIO

Table 2.13: Age Specific Enrolment Ratio (ASER) for Pre-Primary -2018

Single Age	2018 population	Pre-Primary Enrollment	ASER(%)
≤2½	166,785	3,318	2.0
3	51,706	5,121	10
4	51,870	11,329	21.8
5	53,224	20,199	38.0
6	49,259	5,152	10.5
>6	49,129	246	0.5

Table 2.13 above shows that Age Specific Enrolment Ratio (ASER) was highest for the 5 year olds at 38 percent, followed by the 4 year olds at 21.8 percent and 6 year olds at 10.5 percent. ASER was less for those pupils aged 2½ years and below and those aged 6 years and above accounting for 2 and 0.5 percent respectively. This shows that majority of pre-school pupils were aged between 4 and 5 years suggesting that parents prefer to enrol children a year or two before they are due for Primary school enrolment.

5.0 NATIONALITY AND QUALIFICATION OF PRESCHOOL TEACHERS

Table 2.14: - Number of Pre-Primary School Teachers by Citizenship, District and Sex -2018

District	Batswana			Non - Batswana			Total Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gaborone	6	409	415	-	70	70	6	479	485
Francistown	8	178	186	1	21	22	9	199	208
Lobatse	2	71	73	-	3	3	2	74	76
S/Phikwe	-	32	32	-	-	-	-	32	32
Jwaneng	-	52	52	-	2	2	-	54	54
Southern	4	217	221	-	14	14	4	231	235
Borolong	-	35	35	-	2	2	-	37	37
South East	3	68	71	1	12	13	4	80	84
Kweneng	4	108	112	-	3	3	4	111	115
Kgatleng	1	132	133	-	-	-	1	132	133
S/Palapye	4	125	129	-	-	-	4	125	129
Mahalapye	1	105	106	-	2	2	1	107	108
Bobonong	2	81	83	-	-	-	2	81	83
Boteti	2	96	98	-	1	1	2	97	99
Tutume	3	181	184	-	-	-	3	181	184
North East	3	88	91	-	2	2	3	90	93
Ngami East	4	118	122	4	12	16	8	130	138
Ngami West	2	60	62	1	2	3	3	62	65
Chobe	3	30	33	-	2	2	3	32	35
Ghanzi	-	19	19	-	-	-	-	19	19
Kgalagadi South	4	31	35	-	2	2	4	33	37
Kgalagadi North	1	29	30	-	2	2	1	31	32
Total	57	2,265	2,322	7	152	159	64	2,417	2,481

***Orapa and Sowa were captured in 53(Boteti)

Table 2.14 illustrates that majority of pre-school teachers are Batswana. Out of a total of 2,481 teachers, 2,322 or 93.6 percent were Batswana while the remainder were foreigners who were dominated by females. Gaborone district had the highest number of Pre Primary school teachers while Ghanzi district had the least teacher's amount to 19.

Table 2.15: Number of Pre-primary School Teachers by Qualification, School ownership and Sex -2018.

Ownership	Trained Teachers			Other Teaching Qualifications			Unqualified Teachers			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Government	24	571	595	2	46	48	-	10	10	26	627	653
Community	2	44	46	-	3	3	1	27	28	3	74	77
Church	1	46	47	-	9	9	2	17	19	3	72	75
Private	14	1,082	1,096	7	121	128	7	353	360	28	1,556	1,584
NGO	3	52	55	-	5	5	1	24	25	4	81	85
Staff\Institution	-	3	3	-	-	-	-	2	2	-	5	5
Other	-	-	-	-	-	-	-	2	2	-	2	2
Total	44	1,798	1,842	9	184	193	11	435	446	64	2,417	2,481

Table 2.15 above presents the distribution of pre-primary school teachers by qualification, sex and school ownership. A total of 2,481 teachers were recorded, amongst them 2,417 were females while 64 were males constituting 97.4 percent and 2.6 percent respectively. Of all teachers in 2018; 1,842 were trained teachers, 184 possess other qualifications and 446 are unqualified teachers. A higher number of teachers is observed in the private schools with 1,584 followed by Government schools with 595 and the least number of teachers has been observed at other schools with only 2 teachers.

It must be noted that from the trained teachers, Private schools has the highest number of trained teachers with 1,096 of the teaching staff, followed by Government with 595 teachers and NGOs with 55 teachers. Other schools did not register any trained teachers while Staff/Institution recorded only 3 trained teachers.

Table 2.16: Number of Pre-Primary Teachers by Qualification, Sex and Citizenship – 2018

Teachers by qualification 2018									
Citizenship	Sex	Certificate IN ECCE	Diploma in ECCE	Degree in ECCE	Master in ECCE	Other Teaching Qualifications	Unqualified	Total	
Citizens	Male	7	32	2	-	6	10	57	
	Female	558	1,026	91	4	156	430	2,265	
	Total	565	1,058	93	4	162	440	2,322	
Non-Citizen	Male	1	2	-	-	3	1	7	
	Female	13	94	8	4	28	5	152	
	Total	14	96	8	4	31	6	159	
All Teachers	Male	8	34	2	-	9	11	64	
	Female	571	1,120	99	8	184	435	2,417	
	Total	579	1,154	101	8	193	446	2,481	

Table 2.16 shows that a total of 2,322 teachers were citizens while only 159 were non-citizens. Further, 440 (17.7 percent) of citizen teachers were unqualified while on the other hand 0.2 percent of foreign teachers were also unqualified. Most of the qualified teachers were diploma holders, amounting to 1,154 and certificate holders were 579. There were 101 teachers who had bachelor's degree while 446 were unqualified. It is noted that 193 teachers are holding other teaching qualifications and only Eight (8) of them were holding masters in ECCE.

Figure 5: Percentage of Pre-Primary Teachers by Qualification – 2018

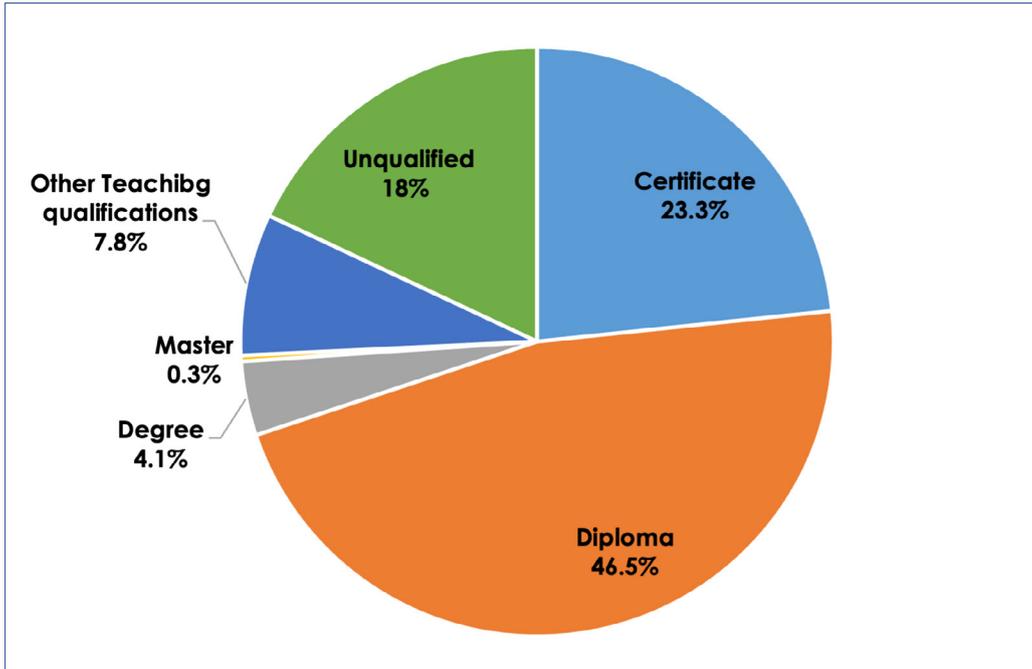


Figure 5 indicates that about 46.5 percent of pre-primary school teachers were diploma holders, 23.3 percent were certificate holders, and only 18 percent were unqualified. The degree holders in ECCE constituted 4.1 percent, 0.3 percent had masters in ECCE and only 7.8 percent had other teaching qualifications.

6.0 CONCEPTS AND DEFINITIONS

ACCESS INDICATORS

Total Enrolment: Total number of learners in the system.

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

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

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

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

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

QUALITY INDICATORS

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

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

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

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

EFFICIENCY INDICATORS

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

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

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

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

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

A close-up photograph of a child's hand with colorful paint on the fingers. The hand is positioned in the foreground, with the index and middle fingers showing distinct bands of blue, red, and green paint. The background is softly blurred, showing a white paint palette with various colors and a piece of paper with colorful splatters. The overall scene suggests a creative art activity.

**PRE-PRIMARY
STATS BRIEF 2018**

