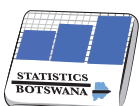


The background of the cover features a group of primary school children in uniform standing on a red brick path. Overlaid on this is a large, stylized blue geometric shape resembling a star or a complex polygon. In the lower half, there are faint, light blue line graphs and a network diagram with circular nodes connected by lines.

Primary School Stats Brief 2015



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Preface

This publication gives highlights on primary education statistics derived from the data collected from schools through the 2015 annual school census.

The provided statistics is of good quality, relevant and reliable to monitor 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.


Anna. N. Majelantle
Statistician General
February 2018

1. Introduction

The statistics presented in this report is based on data collected through the 2015 Primary Annual School Census carried out by Education Management Information Systems (EMIS) unit in the Ministry of Basic Education (MoBE). The data was collected from both government and private owned schools using questionnaires sent to schools annually. An Education Management Information System (EMIS) is a system for the Collection, integration, processing, maintenance and dissemination of data and information to support decision making, policy-analysis and formulation, Planning, monitoring and management at all levels of an education system. It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision makers and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous, and timely data and information to support them in completion of their responsibilities (Cassidy, 2005).

It should be noted that this publication covers mainly data for the year 2015. However, some data for previous years have been used for comparative analysis.

In responding to the demand of the economy the government consider access to basic education a fundamental human right thus provision of basic education to the entire school going age population remains a priority to the Government of Botswana.

2. Primary education

This section gives a summary of the latest available education statistics on primary education based on the 2015 primary school annual census. The indicators analysed include among others number of schools by ownership, enrolment rates, school dropout rates and teacher qualifications and pupil/ teacher ratio to mention a few.

2.1. Primary Schools by School Ownership

Table 2.1: School Ownership by Region -2015

Region	Public	%	Private	%	Total	%
South East	48	6.4	24	33.8	72	8.7
North East	63	8.3	6	8.5	69	8.4
South	124	16.4	6	8.5	130	15.7
Kweneng	91	12.1	11	15.5	102	12.3
Kgatleng	37	4.9	1	1.4	38	4.6
North West	68	9.0	5	7.0	73	8.8
Chobe	10	1.3	1	1.4	11	1.3
Gantsi	22	2.9	1	1.4	23	2.8
Kgalagadi	42	5.6	-	0.0	42	5.1
Central	250	33.1	16	22.5	266	32.2
Total	755	100.0	71	100.0	826	100.0

Table 2.1 shows that there were 826 primary schools country wide in 2015 of which 755 (91.4 percent) were government schools and 71 (8.6 percent) were privately owned. This is an indication that government is the main provider of primary education. There was an increase of 0.6 percent on the number of schools from 821 schools in 2014 to 826 schools in 2015. The number of government owned primary schools remained unchanged while privately owned schools increased by five (5) schools.

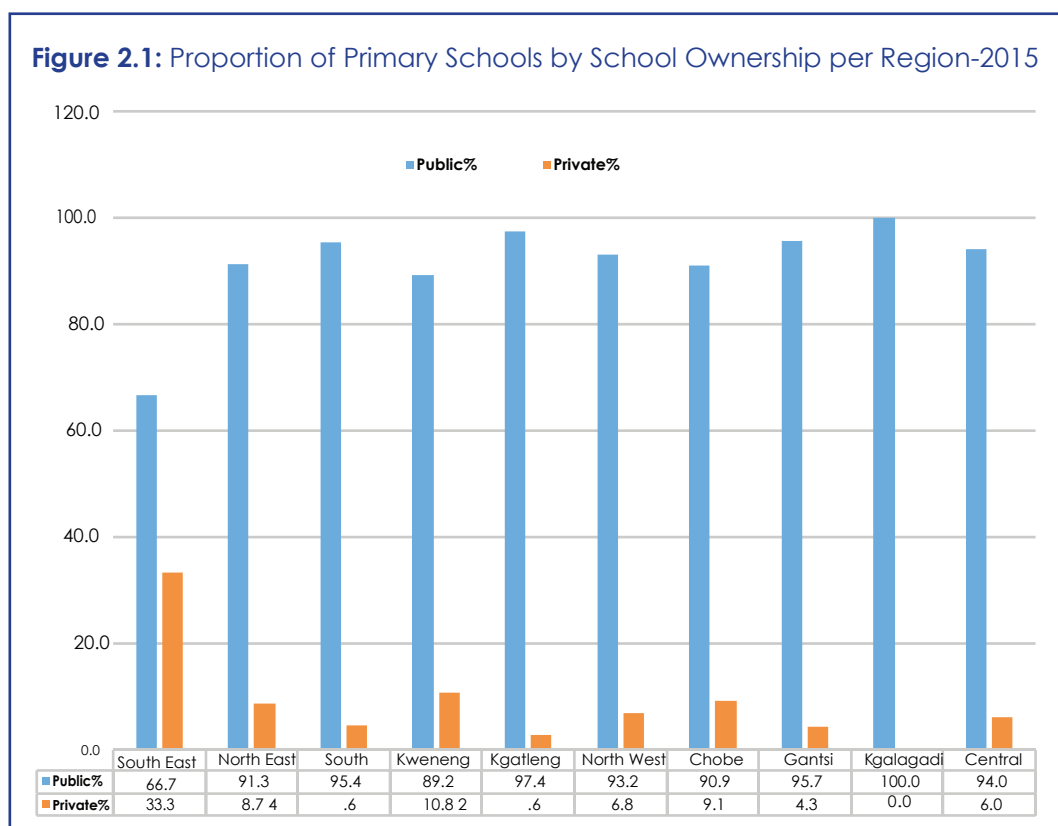


Figure 2.1 shows that public schools constituted above 90.0 percent across all the regions except for South East and Kweneng where public schools constituted 66.7 and 89.2 percent, while private schools constituted 33.3 percent and 10.8 percent respectively. The proportions of schools which were owned by the public were below national average in the regions of South East and Kweneng with 66.7 percent 89.2% respectively, while all primary schools in the Kgalagadi region were public schools.

2.2. Primary School Enrolment

Table 2.2(a): Enrolment including SPED Enrolment per Region by School Ownership and Sex-2015

	Public			Private			All Schools		
	M	F	Total	M	F	Total	M	F	Total
South East	14855	14424	29279	5662	5539	11201	20517	19963	40,480
North East	12516	11881	24397	875	870	1745	13391	12751	26,142
South	20908	19852	40760	905	975	1880	21813	20827	42,640
Kweneng	23127	22190	45317	2103	2113	4216	25230	24303	49,533
Kgatlang	7098	6880	13978	369	333	702	7467	7213	14,680
North West	15278	14568	29846	637	551	1188	15915	15119	31,034
Chobe	1798	1789	3587	45	37	82	1843	1826	3,669
Gantsi	3951	3870	7821	25	20	45	3976	3890	7,866
Kgalagadi	4822	4463	9285	-	-	0	4822	4463	9,285
Central	59082	55798	114880	2175	2234	4409	61257	58032	119,289
Total	163,435	155,715	319,150	12,796	12,672	25,468	176,231	168,387	344,618

The total enrolment in all primary schools was estimated at 344,618 in 2015. Government schools enrolled 92.6 percent of the pupils while only 7.4 percent were enrolled in private schools. There has been an increase of 1.1 percent on enrolment between 2014 and 2015 from 340,700 to 344,618. Regions which enrolled high proportions of pupils were Central region accounting for 34.6 percent followed by Kweneng region with 14.4 percent and South region with 12.4 percent.

Table 2.2b. (b): Enrolment including SPED Enrolment per Region by School Ownership and Sex-2015

Region	Govt.			Private			G/Aided			All Schools		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
South East	14197	13794	27991	5662	5539	11201	658	630	1288	20517	19963	40,480
North East	12123	11437	23560	875	870	1745	393	444	837	13391	12751	26,142
South	20597	19536	40133	905	975	1880	311	316	627	21813	20827	42,640
Kweneng	23127	22190	45317	2103	2113	4216	-	-	0	25230	24303	49,533
Kgatleng	7005	6800	13805	369	333	702	93	80	173	7467	7213	14,680
North West	15278	14568	29846	637	551	1188	-	-	0	15915	15119	31,034
Chobe	1798	1789	3587	45	37	82	-	-	0	1843	1826	3,669
Gantsi	3951	3870	7821	25	20	45	-	-	0	3976	3890	7,866
Kgalagadi	4822	4463	9285	-	-	0	-	-	0	4822	4463	9,285
Central	57864	54608	112472	2175	2234	4409	1218	1190	2408	61257	58032	119,289
Total	160,762	153,055	313,817	12,796	12,672	25,468	2,673	2,660	5,333	176,231	168,387	344,618

Table 2.3: Enrolment by boarding status, Sex and Standard – 2015

	Sex	STD1	STD2	STD3	STD4	STD5	STD6	STD7	SPED	Total	%
Boarders	Male	343	323	338	338	305	277	234	-	2158	
	Female	325	322	333	319	260	283	267	-	2109	
	Total	668	645	671	657	565	560	501	0	4267	1.2
Non Boarders	Male	28441	25747	26205	25646	23723	22212	21322	777	174073	
	Female	26254	23871	24713	24765	23333	21770	21028	544	166278	
	Total	54613	49639	50917	50416	47083	44022	42352	1311	340353	98.8
TOTAL	Male	28784	26070	26543	25984	24028	22489	21556	777	176231	
	Female	26579	24193	25046	25084	23593	22053	21295	544	168387	
	Total	55363	50263	51589	51068	47621	44542	42851	1321	344618	100.0

Table 2.3 shows that most of primary school pupils are non-boarders constituting 98.8 percent of the total enrolment as opposed to 1.2 percent who are boarders.

Table 2.4(a): Enrolment by Citizenship, Sex and Standard – 2015

Citizenship	Sex	Standard								Total
		1	2	3	4	5	6	7	SPED	
Citizens	Male	28202	25556	26041	25484	23531	22053	21193	774	172,834
	Female	26069	23671	24591	24620	23163	21633	20960	542	165,249
	Total	54,271	49,227	50,632	50,104	46,694	43,686	42,153	1,316	338,083
Non-Citizens	Male	574	524	508	499	500	445	363	3	3,416
	Female	513	512	442	465	435	416	334	2	3,119
	Total	1,087	1,036	950	964	935	861	697	5	6,535
Total	Male	28776	26080	26549	25983	24031	22498	21556	777	176,250
	Female	26582	24183	25033	25085	23598	22049	21294	544	168,368
	Total	55,358	50,263	51,582	51,068	47,629	44,547	42,850	1,321	344,618

Table 2.4(a) indicates that 338,083 citizen pupils were enrolled in primary schools in 2015 constituting 98.1 percent of total enrolment while non-citizen enrolment was 6,535 constituting 1,9 percent.

Table 2.4(b): Enrolment by Region, Citizenship and Sex– 2015

Region	Citizens			Non-Citizens			Grand
	M	F	T	M	F	T	
South East	18934	18477	37411	1583	1486	3069	40,480
North East	13033	12466	25499	358	285	643	26,142
South	21619	20652	42271	194	175	369	42,640
Kweneng	24807	23888	48695	423	415	838	49,533
Kgatleng	7344	7116	14460	123	97	220	14,680
North West	15766	15000	30766	147	121	268	31,034
Chobe	1844	1787	3631	23	15	38	3,669
Gantsi	3947	3869	7816	29	21	50	7,866
Kgalagadi	4807	4455	9262	15	8	23	9,285
Central	60733	57539	118272	521	496	1017	119,289
Total	172,834	165,249	338,083	3,416	3,119	6,535	344,618

Table 2.5: Standard 1 students who went through ECCE by age – 2015

	<6	6	7	8	9	10	11	12	13	14	Total
MALE											
South East	292	1 318	670	47	2	1	-	-	-	-	2330
Noth East	82	562	369	15	4	1	1	-	-	-	1034
South	29	569	323	6	1	-	-	-	-	-	928
Kweneng	224	663	286	19	1	-	-	-	-	-	1193
Kgatleng	32	231	180	7	-	-	-	-	-	-	450
Notrth West	102	188	148	11	1	1	1	-	-	-	452
Chobe	9	60	48	1	1	-	-	-	-	-	119
Gantsi	13	102	74	4	1	-	-	-	-	-	194
Kgalagadi	43	187	148	11	2	1	1	-	-	-	393
Central	371	1 240	653	38	6	-	-	-	-	-	2308
Total	1197	5120	2899	159	19	4	3	0	0	0	9401
FEMALE											
South East	277	1 336	608	22	4	2	2	-	-	1	2252
Noth East	92	522	326	10	-	3	4	-	-	-	957
South	25	527	345	1	-	-	-	-	-	-	898
Kweneng	259	727	292	14	-	-	-	-	-	-	1292
Kgatleng	36	252	159	-	-	-	-	-	-	-	447
Notrth West	94	240	151	11	2	-	-	-	-	-	498
Chobe	6	51	40	2	-	-	-	-	-	-	99
Gantsi	22	127	76	2	1	-	-	-	-	-	228
Kgalagadi	54	207	118	2	-	-	-	-	-	-	381
Central	357	1 285	610	21	5	2	2	-	-	-	2282
Total	1222	5274	2725	85	12	7	8	0	0	1	9334

Table 2.6: Enrolment Trends – 2007-2015

Year	Sex	STD 1	STD 2	STD3	STD 4	STD 5	STD 6	STD 7	SPED	Total
2007	Boys	27,265	2,496	24,458	2,473	2,301	22,088	2,048	409	167,396
	Girls	25,155	2,397	23,259	2,273	2,241	22,025	2,108	303	160,934
	Total	5,242	4,893	47,717	4,746	4,542	44,113	4,155	712	32,833
2008	Boys	26,563	24.74	24,899	24.92	22.84	22,399	20.7	550	167,608
	Girls	24,191	23.65	23,702	23.53	21.91	22,046	21.15	393	160,568
	Total	50.754	48.4	48,601	48.44	44.75	44,445	41.85	943	328,176
2009	Boys	27,207	24.8	24,619	25.51	23.31	22,254	21.18	597	169,483
	Girls	24,623	22.86	23,497	24.31	22.73	21,633	21.19	436	161,262
	Total	51.83	47.66	48,116	49.82	46.04	43,887	42.37	1033	330,745
2010	Boys	27,014	24.98	24,509	24.97	23.81	22,587	20.96	727	169,556
	Girls	24,954	23.08	22,794	23.92	23.49	22,258	20.65	498	161,64
	Total	51.968	48.07	47,303	48.89	47.29	44,845	41.61	1225	331,196
2011	Boys	27,998	24.8	24,336	24.67	23.5	22,966	21.21	748	170,221
	Girls	25,976	23.32	22,596	23.08	23.09	22,839	21.33	521	162,751
	Total	53.974	48.12	46,932	47.75	46.59	45,805	42.53	1269	332,972
2012	Boys	29,329	25.33	24,077	24.31	23.27	22,695	21.51	813	171,323
	Girls	27,053	24.06	22,878	22.9	22.37	22,679	21.86	700	164,507
	Total	56.382	49.39	46,955	47.21	45.64	45,374	43.37	1.51	335.83
2013	Boys	29,334	27.07	24,785	24.28	23.16	22,959	21.74	747	174,076
	Girls	26,597	25.68	23,79	23.06	22.35	22,068	22.03	523	166,101
	Total	55.931	52.75	48,575	47.34	45.51	45,027	43.77	1.27	340,177
2014	Boys	27921	27372	26191	25046	23128	22595	21730	732	174718
	Girls	25455	25337	25012	24018	22441	21983	21218	521	165982
	Total	53376	52709	51203	49064	45569	44578	42948	1253	340,700
2015	Boys	28778	26070	26549	25984	24031	22498	21558	777	176245
	Girls	26580	24193	25033	25084	23598	22049	21292	544	168373
	Total	55,358	50,263	51,582	51,068	47,629	44,547	42,850	1,321	344,618

Table 2.6 shows that primary school enrolment has been increasing over the past eight years. The enrolment increased from 328,330 in 2007 to 344,618 in 2015. The table shows that the number of males enrolled were consistently higher than that of their female counterparts.

Table 2.7 further shows that majority of the pupils enroll for primary education at the age of 6 years with a significant number enrolling at the age of seven (7). This phenomenon was observed across all categories of Government, Government aided and private schools.

Table 2.7: Primary School Enrolment by Single Age, Sex, Standard and School Ownership -2015

Age in years	Government Owned Schools																
	STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		TOTAL		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
<6	2240	2286													2240	2286	4526
6	10817	11029	1322	1648											12139	12677	2481616
7	10102	8755	8381	9166	1065	1490									19548	19411	38959
8	1993	1325	9728	8461	7533	8716	909	1378							20163	19880	40043
9	404	265	3110	1881	10190	9425	7190	8606	810	1268					21704	21445	43149
10	122	93	631	372	4077	2430	9878	9526	5850	7826	657	1016			21215	21263	42478
11	99	70	175	85	892	438	4198	2501	8940	8740	4896	6675	562	865	19762	19374	39136
12	25	13	68	33	250	141	1071	551	4368	2759	8333	8318	4383	6171	18498	17986	36484
13	14	7	29	15	89	43	305	163	1374	626	4598	2973	7895	8262	14304	12089	26393
14	7	3	11	5	47	20	130	70	365	203	1466	756	4826	3096	6852	4153	11005
15	--	3	7	5	34	8	59	26	165	71	484	257	1623	883	2372	1253	3625
16	2	-	-	1	4	2	10	11	58	21	170	73	415	242	659	350	1009
17			-	-	4	-	8	-	15	3	43	16	163	62	233	81	314
18					-	1	1	-	4	3	14	4	62	19	81	27	108
19							1	1	3	2	0	4	23	4	27	11	38
20									1	-	1	-	6	-	8	-	8
21											-	-	1	2	1	2	3
21+													1	-	1	-	1
Total	25825	23849	23462	21672	24185	22714	23760	22833	21953	21522	20662	20092	19960	19606	159807	152288	312095

****Excluding students in Special Education (SPED) Units**

Table 2.7: Primary School Enrolment by Single Age, Sex, Standard and School Ownership (cont.) -2015

Government Aided Schools																		
Age in years	STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		TOTAL			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	
<6	37	45													37	45	82	
6	192	203	9	14											201	217	418	
7	182	140	165	172	10	17									357	329	686	
8	32	23	197	174	150	170	5	4							384	371	755	
9	8	9	51	34	189	181	115	182	23	28					386	434	820	
10	5	4	4	10	56	35	202	214	147	175	12	41			426	479	905	
11	1	3	3	5	9	5	77	31	165	157	119	174	7	13	381	388	769	
12	-	2	3	-	-	1	11	10	48	29	175	146	84	132	321	320	641	
13	-	1	1	-	1	1	3	3	15	8	60	24	133	157	213	194	407	
14	-	1	1	-	1	1	4	3	7	1	24	10	87	55	124	71	195	
15	-	-	-	-	1	-	1	-	-	-	5	7	33	16	40	23	63	
16	-	-	-	-	-	-	-	-	-	1	1	1	7	3	8	5	13	
17			-	-	-	-	1	-	2	-	1	-	2	1	6	1	7	
18					-	-	1	-	-	-	-	-	2	-	3	-	3	
19							-	-	-	-	-	-	-	-	-	-	-	
20									-	-	-	-	-	-	-	-	-	
21											-	-	-	-	-	-	-	
21+													-	-	-	-	-	
Total	457	431	434	409	417	411	420	447	407	399	397	403	355	377	2887	2877	5764	

****Excluding students in Special Education (SPED) Units**

Table 2.7: Primary School Enrolment by Single Age, Sex, Standard and School Ownership (cont.) -2015

Privately Owned Schools																		
Age in years	STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		TOTAL			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	
<6	519	523													519	523	1042	
6	1400	1341	435	506											1835	1847	3682	
7	496	404	1219	1190	313	427									2028	2021	4049	
8	68	23	466	372	1036	1055	348	453							1918	1903	3821	
9	8	3	57	30	491	374	967	957	282	396					1805	1760	3565	
10	5	3	6	4	82	50	407	353	826	871	250	298			1576	1579	3155	
11	-	3	1	-	14	6	73	36	432	342	671	838	219	326	1410	1551	2961	
12	-	-	-	-	3	2	9	4	103	60	393	358	627	637	1135	1061	2196	
13	-	-	-	-	2	-	-	1	17	8	98	54	313	296	430	359	789	
14	-	-	-	-	-	-	-	-	4	-	13	4	64	46	81	50	131	
15	-	-	-	-	-	-	-	-	3	-	6	-	11	4	20	4	24	
16	-	-	-	-	-	-	-	-	4	-	3	-	5	-	12	-	12	
17			-	-	-	-	-	-	-	-	5	-	3	-	8	-	8	
18					-	-	-	-	-	-	-	1	1	-	1	1	2	
19							-	-	-	-	-	-	-	-	-	-	-	
20									-	-	-	-	-	-	-	-	-	
21											-	1	-	-	-	1	1	
21+													-	-	-	-	-	
Total	2496	2300	2184	2102	1941	1914	1804	1804	1671	1677	1439	1554	1243	1309	12778	12660	25438	

**Excluding students in Special Education (SPED) Units

Table 2.7: Primary School Enrolment by Single Age, Sex, Standard and School Ownership (cont.) -2015

All Schools																		
Age in years	STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		TOTAL			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	
<6	2796	2854													2796	2854	5650	
6	12409	12573	1766	2168											14175	14741	28916	
7	10780	9299	9765	10528	1388	1934									21933	21761	43694	
8	2093	1371	10391	9007	8719	9941	1262	1835							22465	22154	44619	
9	420	277	3218	1945	10870	9980	8272	9745	1115	1692					23895	23639	47534	
10	132	100	641	386	4215	2515	10487	10093	6823	8872	919	1355			23217	23321	46538	
11	100	76	179	90	915	449	4348	2568	9537	9239	5686	7687	788	1204	21553	21313	42866	
12	25	15	71	33	253	144	1091	565	4519	2848	8901	8822	5094	6940	19954	19367	39321	
13	14	8	30	15	92	44	308	167	1406	642	4756	3051	8341	8715	14947	12642	27589	
14	7	4	12	5	48	21	134	73	376	204	1503	770	4977	3197	7057	4274	11331	
15	-	3	7	5	35	8	60	26	168	71	495	264	1667	903	2432	1280	3712	
16	2	-	-	1	4	2	10	11	62	22	174	74	427	245	679	355	1034	
17			-	-	4	-	9	-	17	3	49	16	168	63	247	82	329	
18					-	1	2	-	4	3	14	5	65	19	85	28	113	
19							1	1	3	2	-	4	23	4	27	11	38	
20									1	-	1	-	6	-	8	-	8	
21											-	1	1	2	1	3	4	
21+													1	-	1	-	1	
Total	28778	26580	26080	24183	26543	25039	25984	25084	24031	23598	22498	22049	21558	21292	175472	167825	343297	

**Excluding students in Special Education (SPED) Units

Table 2.7 shows primary enrolment by single age and that enrolment was highly concentrated from ages of 6 years to 13 years. Pupils aged 9 years had the highest enrolment figure amounting to 47,534 followed by those aged 10 years with a total of 46,538 pupils. The enrolment for the 7 and 8 year olds was 43,694 and 44,619 respectively.

2.3. Primary school Education Coverage

Table 2.8: Age Specific Enrolment Ratio (ASER) - 2015

Age	2015 Population Estimates	Enrolment	ASER
5	47626	5650	11.9
6	46241	28916	62.5
7	45156	43694	96.8
8	44984	44619	99.2
9	44222	47534	107.5
10	43585	46538	106.8
11	43042	42866	99.6
12	42545	39321	92.4
13	42083	27589	65.6
14	41695	11331	27.2
15	41410	3712	9.0
16	41290	1034	2.5
17	41391	329	0.8
18	41635	113	0.3
19	42036	38	0.1
20	42445	8	0.0
21	42482	4	0.0
22	42069	1	0.0

****2014 Population Estimates are proxies' estimates derived using the 2011 Housing and Population Census Data**

Age Specific Enrolment Ratio (ASER) was highest among those aged 9 years followed by those aged 10, indicating late entrants to primary education. Majority of pupils enrol at age 6, their enrolment was recorded at 62.5 indicating a 1.6 percentage increase from the 60.9 percent in 2014. The 62.5 ASER indicates that 37.5 percent of the 6 year age group does not start school at the official school going age. The ASER for 7 and 8 year olds is 96.8 and 99.2 respectively showing that almost all children aged 7 and 8 are enrolled in primary schools irrespective of the standard they are doing.

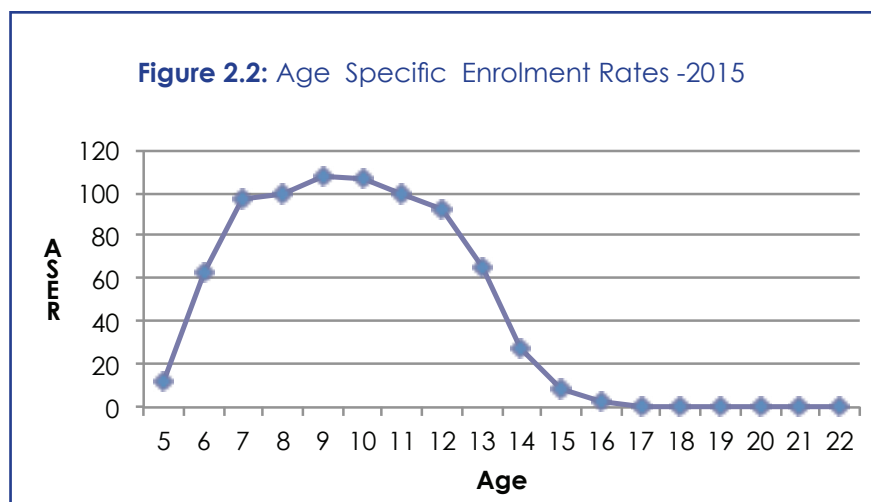
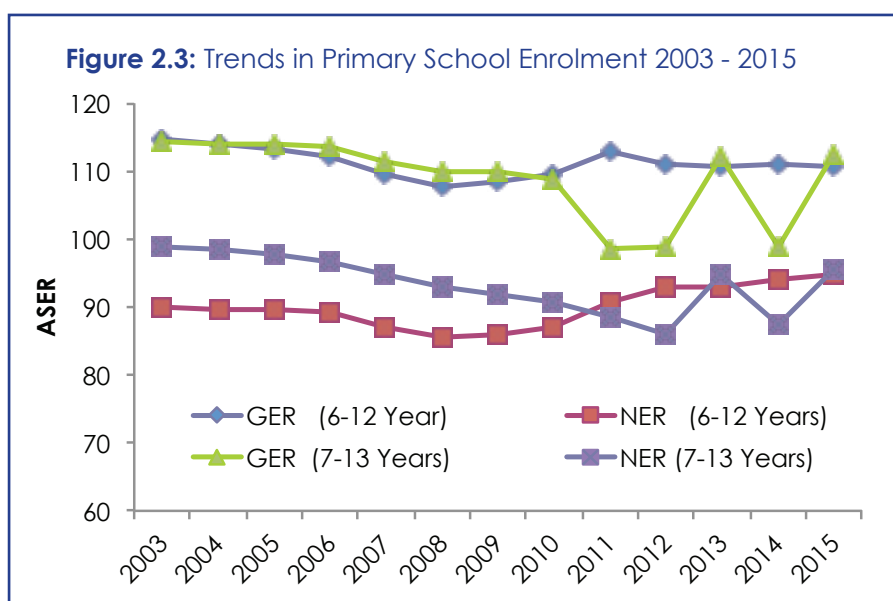


Table 2.9: Primary School GER and NER – 2003 –2015

Year	GER (6-12 Year) %	NER (6-12 Years) %	GER (7-13 Years) %	NER (7-13 Years) %
2003	114.6	90.0	114.5	98.7
2004	113.8	89.5	114.1	98.5
2005	113.1	89.6	114.1	97.8
2006	112.2	89.2	113.6	96.8
2007	109.4	86.9	111.5	94.9
2008	107.7	85.4	109.8	92.9
2009	108.4	85.8	109.8	91.8
2010	109.5	87.1	108.8	90.8
2011	112.7	90.6	98.6	88.4
2012	111.0	93.1	98.7	86.0
2013	110.8	93.0	112.0	94.7
2014	111.1	94.2	98.8	87.5
2015	110.8	94.7	112.5	95.6

Note: Figures for 2003 -2008 & 2012-2015 were generated using the annual/comprehensive data while figures for 2009 - 2011, were calculated using first term data

Table 2.9 and Figure 2.2 show that primary school net enrolment among children aged 6 to 12 has increased since 2003 from 90 percent in 2003 to 94.7 percent, albeit with fluctuations between the years. On the other hand, Gross Enrolment Rate (GER) for the 6-12 years decreased from 114.6 percent in 2003 to 110.8 percent in 2015. The net enrolment rate for the population aged 7-13 years decreased between the year 2003 and 2015 from 98.7 to 95.6 percent.



2.4. Primary School Dropouts

Policies to improve school progression and reduce the numbers of children dropping out of school are critical if Universal Primary Education (UPE) is to be achieved. Children are starting primary school in greater numbers than ever before but drop out rates are significant and lead to low levels of primary school completion in many countries. As a result of substantial rates of drop out and non-completion of primary school many children are leaving school without acquiring the most basic skills .

Table 2.10 shows the extent at which the pupils abandon school at different standards before they could complete the full course of primary education. The table shows that nationally, there were 2,567 drop-outs in 2015. The total dropout rate was 0.6 percent in 2013, 0.7 percent in 2014 and increased to 0.8 percent in 2015. The table further shows that even though drop outs rates in Gantsi had been slightly decreasing it still had the highest dropout rates across all regions since 2012 being; 6.7 percent in 2012, 3.5 percent in 2013, 3.8 percent in 2014 and 4.4 percent in 2015. In South East region dropouts had been decreasing since 2012 from 0.4 percent in 2012 to 0.1 percent in 2015.

Table 2.10: Dropout Rates by Region

Regions	2011 Enroll	2012 Drop Out	2012 Drop Out as % of 2011 Enroll	2012 Enroll	2013 Drop Out	2013 Drop Out as % of 2012 Enroll	2013 Enroll	2014 Drop Out	2014 Drop Out as % of 2013 Enroll	2014 Enroll	2015 Drop Out	2015 Drop Out as % of 2014 Enroll
South East	36,862	141	0.4	38,001	107	0.3	39,271	70	0.2	39,667	45	0.1
North East	25,572	68	0.3	25,796	28	0.1	25,772	59	0.2	25,826	43	0.2
Southern	42,575	503	1.2	42,588	252	0.6	42,891	313	0.7	42,644	313	0.7
Kweneng	47,576	475	1.0	48,067	305	0.6	48,518	365	0.8	48,870	535	1.1
Kgatleng	14,444	63	0.4	14,586	37	0.3	14,587	47	0.3	14,567	42	0.3
North West	29,041	461	1.6	29,597	323	1.1	30,368	314	1.0	30,700	296	1.0
Chobe	3,281	7	0.2	3,184	11	0.3	3,456	8	0.2	3,574	11	0.3
Gantsi	7,271	490	6.7	7,279	255	3.5	7,643	288	3.8	7,829	345	4.4
Kgalagadi	8,869	146	1.6	9,003	72	0.8	9,141	69	0.8	9,243	64	0.7
Central	117,480	1,028	0.9	117,729	567	0.5	118,530	685	0.6	117,780	873	0.7
Total	332,971	3,382	1.0	335,830	1,957	0.6	340,177	2,218	0.7	340,700	2567	0.8

¹Ricardo Sabates, Kwame Akyeampong, Jo Westbrook and Frances Hunt 2010: School Drop out: Patterns, Causes, Changes and Policies

Table 2.11: Dropout by Region, Sex and Standard – 2015

MALE								
Region	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
South East	8	6	3	1	5	5	6	34
North East	3	3	3	3	6	5	4	27
South	49	19	26	23	42	42	15	216
Kweneng	65	52	58	51	44	47	31	348
Kgatleng	6	3	4	4	2	7	4	30
North West	42	31	26	36	23	32	30	220
Chobe	2	-	1	-	1	2	-	6
Gantsi	56	36	29	22	25	25	12	205
Kgalagadi	8	7	1	8	5	9	1	39
Central	117	47	61	90	84	103	62	564
Total	356	204	212	238	237	277	165	1,689
FEMALE								
Region	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
South East	6	2	1	1	-	1	-	11
North East	1	5	3	1	-	5	1	16
South	28	9	10	13	15	11	11	97
Kweneng	41	33	23	22	25	20	23	187
Kgatleng	6	1	1	-	1	-	3	12
North West	22	10	6	12	10	10	6	76
Chobe	-	-	-	-	1	3	1	5
Gantsi	42	19	19	14	21	17	8	140
Kgalagadi	8	3	1	8	3	2	-	25
Central	85	26	29	34	39	48	48	309
Total	239	108	93	105	115	117	101	878
BOTH SEXES								
Region	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
South East	14	8	4	2	5	6	6	45
North East	4	8	6	4	6	10	5	43
South	77	28	36	36	57	53	26	313
Kweneng	106	85	81	73	69	67	54	535
Kgatleng	12	4	5	4	3	7	7	42
North West	64	41	32	48	33	42	36	296
Chobe	2	-	1	-	2	5	1	11
Gantsi	98	55	48	36	46	42	20	345
Kgalagadi	16	10	2	16	8	11	1	64
Central	202	73	90	124	123	151	110	873
Total	595	312	305	343	352	394	266	2567

Table 2.11 shows that there were more male dropouts than females across all standards and regions. Standard one had the highest number of dropouts for both males and females. Out of the 2,567 who dropped out of school, standard 1 drop outs constituted 23.2 percent. The next high drop out rates were recorded at standard six and five at 15.3 and 13.7 percent respectively.

Truancy (the problem or situation of children being absent from school regularly without permission) was by far the highest reason for drop out for both males and females. Out of the 2567 drop outs recorded in 2015, 1805 or 70.3 percent were due to truancy. A look at the prevalence of truancy by sex shows that 74.3 percent of males dropped due to truancy compared to 62.6 percent for females.

A significant number of both sexes dropped due to ill-health (110) and inability to pay school fees (70).

Table 2.12: Primary School Drop-out by Reason, Sex and Standard – 2015

MALE								
Reason	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
Fees	12	9	5	3	6	5	-	40
Expulsion	-	-	-	-	-	-	-	-
Illness	31	7	5	9	2	5	8	67
Marriage	-	-	-	-	-	-	-	-
Pregnancy	-	-	-	-	-	-	-	-
Bullying	3	3	5	4	2	5	4	26
Truancy	257	142	146	187	191	206	126	1255
Sub abuse	-	-	-	1	1	5	1	8
Poor Performance	1	-	1	1	-	-	5	8
Abuse by parents	3	-	1	1	2	-	-	7
Corporal Punishment	-	1	-	3	-	1	-	5
Abuse by Teacher	-	-	-	-	-	-	-	-
Child labour	-	3	3	1	-	1	-	8
Religion	1	-	3	3	2	3	3	15
Other	48	39	43	25	31	46	18	250
Total	356	204	212	238	237	277	165	1,689
FEMALE								
Reason	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
Fees	10	5	7	4	3	-	1	30
Expulsion	-	-	-	-	-	-	-	-
Illness	13	5	7	1	7	5	5	43
Marriage	-	-	1	1	-	1	-	3
Pregnancy	-	1	-	-	4	8	12	25
Bullying	-	2	-	2	1	3	-	8
Truancy	152	57	48	76	75	74	68	550
Sub abuse	-	-	-	-	1	1	4	6
Poor Performance	-	-	1	-	-	-	-	1
Abuse by parents	2	2	1	-	-	-	3	8
Corporal p	1	-	-	-	-	-	-	1
Abuse by Teacher	-	-	-	-	-	-	-	-
Child labour	-	-	1	-	-	-	1	2
Religion	3	3	3	1	1	1	-	12
Other	58	33	24	20	23	24	8	190
Total	239	108	93	105	115	117	101	878

Table 2.12: Primary School Drop-out by Reason, Sex and Standard (cont'd) – 2015

BOTH SEXES								
Reason	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
Fees	22	14	12	7	9	5	1	70
Expulsion	-	-	-	-	-	-	-	-
Illness	44	12	12	10	9	10	13	110
Marriage	-	-	1	1	-	1	-	3
Pregnancy	-	1	-	-	4	8	12	25
Bullying	3	5	5	6	3	8	4	34
Truancy	409	199	194	263	266	280	194	1,805
Sub abuse	-	-	-	1	2	6	5	14
Poor Performance	1	-	2	1	-	-	5	9
Abuse by Parents	5	2	2	1	2	-	3	15
Corporal p	1	1	-	3	-	1	-	6
Abuse by Teacher	-	-	-	-	-	-	-	-
Child labour	-	3	4	1	-	1	1	10
Religion	4	3	6	4	3	4	3	27
Other	106	72	67	45	54	70	26	440
Total	595	312	305	343	352	394	266	2,567

2.5. Re-Entrants

Table 2.13: Re-Entrants by Region, Sex and Standard - 2015

MALE								
Region	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
South East	2	-	1	1	3	2	3	12
North East	1	2	2	3	2	1	2	13
South	27	11	20	17	27	15	1	118
Kweneng	37	25	43	32	20	19	14	190
Kgatleng	7	-	1	2	3	3	2	18
North West	31	15	23	25	38	31	8	171
Chobe	-	-	-	-	-	-	-	-
Gantsi	17	19	11	9	8	9	-	73
Kgalagadi	10	-	4	10	14	2	5	45
Central	64	37	33	37	35	41	25	272
Total	196	109	138	136	150	123	60	912
FEMALE								
Region	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
South East	2	-	2	1	3	-	-	8
North East	1	4	2	1	-	-	2	10
South	11	4	6	18	6	4	3	52
Kweneng	24	21	11	12	13	5	12	98
Kgatleng	3	-	-	-	2	-	1	6
North West	20	11	13	7	10	8	4	73
Chobe	-	-	-	-	-	1	1	2
Gantsi	19	20	12	11	6	2	3	73
Kgalagadi	8	1	1	4	4	1	1	20
Central	41	16	10	17	16	13	14	127
Total	129	77	57	71	60	34	41	469
BOTH SEXES								
Region	STD1	STD2	STD3	STD4	STD5	STD6	STD7	TOTAL
South East	4	-	3	2	6	2	3	20
North East	2	6	4	4	2	1	4	23
South	38	15	26	35	33	19	4	170
Kweneng	61	46	54	44	33	24	26	288
Kgatleng	10	-	1	2	5	3	3	24
North West	51	26	36	32	48	39	12	244
Chobe	-	-	-	-	-	1	1	2
Gantsi	36	39	23	20	14	11	3	146
Kgalagadi	18	1	5	14	18	3	6	65
Central	105	53	43	54	51	54	39	399
Total	325	186	195	207	210	157	101	1,381

2.6. Gross Progression Rate

Table 2.14: Standard 1 to Standard Seven Progression Rates by Sex

Boys	Year	Enroll	Prog. Rate (%)	Year	Enroll	Prog. Rate (%)	Year	Enroll	Prog. Rate (%)	Year	Enroll	Prog. Rate (%)
STD 1	2006	27632	100.0	2007	27265	100.0	2008	26563	100.0	2009	27207	100.0
STD 2	2007	24963	90.3	2008	24743	90.8	2009	24802	93.4	2010	24984	91.8
STD 3	2008	24899	90.1	2009	24619	90.3	2010	24509	92.3	2011	24336	89.4
STD 4	2009	25512	92.3	2010	24967	91.6	2011	24671	92.9	2012	24305	89.3
STD 5	2010	23806	86.2	2011	23499	86.2	2012	23267	87.6	2013	23156	85.1
STD 6	2011	22966	83.1	2012	22695	83.2	2013	22959	86.4	2014	22595	83.0
STD 7	2012	21509	77.8	2013	21738	79.7	2014	21730	81.8	2015	21558	79.2
Girls												
STD 1	2006	25851	100.0	2007	25155	100.0	2008	24191	100.0	2009	24623	100.0
STD 2	2007	23970	92.7	2008	23654	94.0	2009	22857	94.5	2010	23082	93.7
STD 3	2008	23702	91.7	2009	23497	93.4	2010	22794	94.2	2011	22596	91.8
STD 4	2009	24306	94.0	2010	23919	95.1	2011	23079	95.4	2012	22904	93.0
STD 5	2010	23488	90.9	2011	23094	91.8	2012	22372	92.5	2013	22349	90.8
STD 6	2011	22839	88.3	2012	22679	90.2	2013	22068	91.2	2014	21983	89.3
STD 7	2012	21863	84.6	2013	22034	87.6	2014	21218	87.7	2015	21292	86.5
Both Sex												
STD 1	2006	53483	100.0	2007	52420	100.0	2008	50754	100.0	2009	51830	100.0
STD 2	2007	48933	91.5	2008	48397	92.3	2009	47659	93.9	2010	48066	92.7
STD 3	2008	48601	90.9	2009	48116	91.8	2010	47303	93.2	2011	46932	90.5
STD 4	2009	49818	93.1	2010	48886	93.3	2011	47750	94.1	2012	47209	91.1
STD 5	2010	47294	88.4	2011	46593	88.9	2012	45639	89.9	2013	45505	87.8
STD 6	2011	45805	85.6	2012	45374	86.6	2013	45027	88.7	2014	44578	86.0
STD 7	2012	43372	81.1	2013	43772	83.5	2014	42948	84.6	2015	42850	82.7

Table 2.14 shows cohort analysis for standard 1 pupils who reach standard 7 inclusive of repeaters. The table shows that 82.7 percent of the cohort who started standard 1 in 2009 reached standard 7 in 2015 showing an increase 1.6 percentage points on the cohort who started standard 1 in 2006 and completed standard 7 in 2012.

A sex disaggregation of the above shows that male progression is lower than that of females with 79.2 percent of males reaching standard seven compared to 86.5 percent for their female counterparts.

2.7. Primary School Leaving Examination

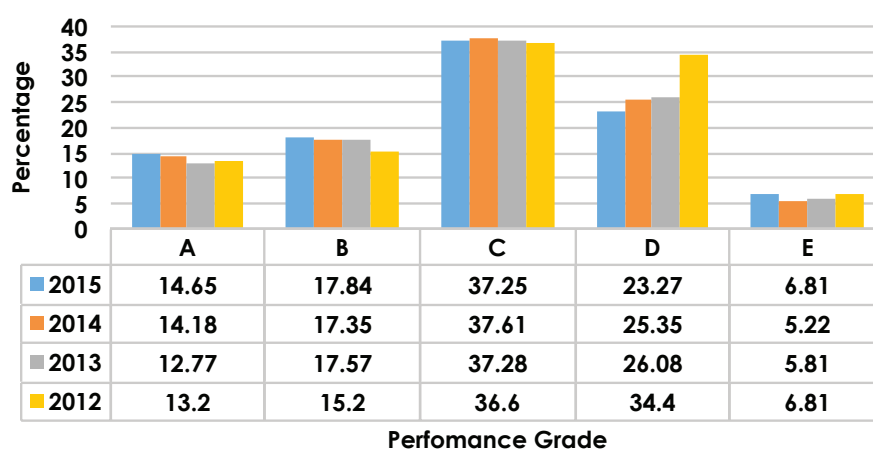
Candidature for the 2015 Primary School Leaving Examinations (PSLE) was estimated at 42,553 pupils. There were almost equal proportions of females and males who sat for the 2016 PSLE. A total of 21,299, which is 50.05% of the total candidates sat for the exam compared to 49.95 percent for males. This shows that Botswana had achieved gender parity at participation in PSLE.

Table 2.15 PSLE Candidate in 2012 to 2015 by subject

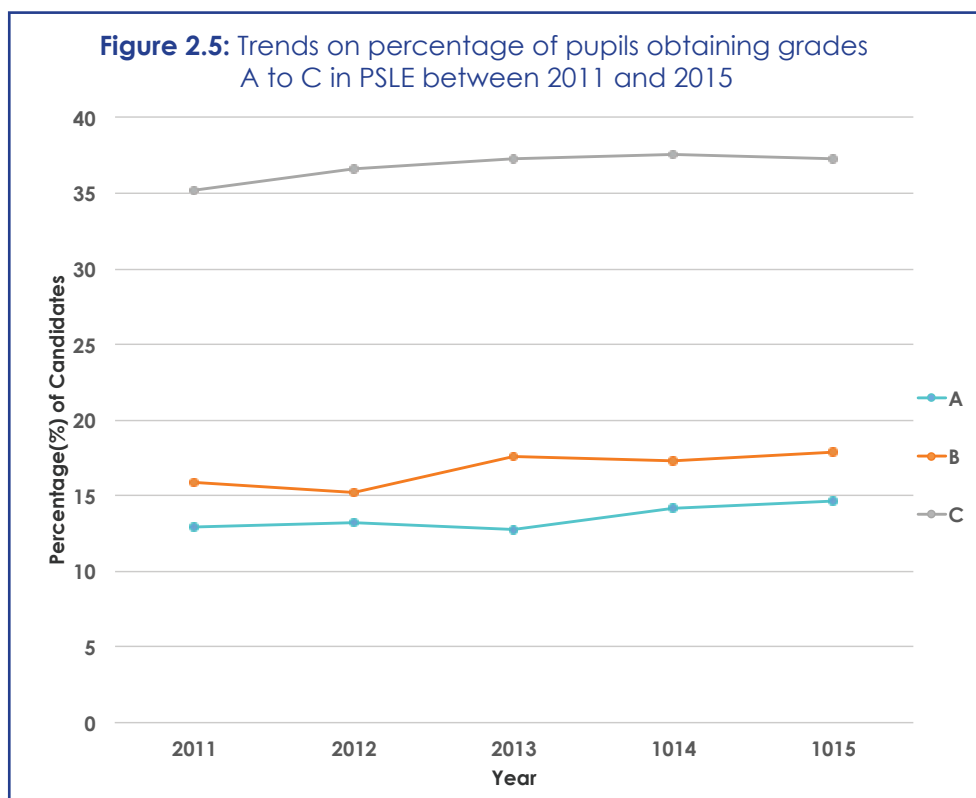
SUBJECT	Year			
	2012	2013	2014	2015
Setswana	42,863	43,086	42,160	41,905
English	43,583	43,775	42,797	42,553
Mathematics	43,583	43,775	42,797	42,553
Science	43,583	43,775	42,797	42,553
Social Studies	43,583	43,775	42,797	42,553
Agriculture	43,583	43,775	42,795	42,553
Religious and Moral Education	43,538	43,723	42,754	42,508
Total Candidature	43,583	43,775	42,797	42,553

Data source: Botswana Examination Council (2016)

Figure 2.4: Percentage of PSLE Candidates who obtained Overall Grade A-C in PSLE 2012-2015



Data source: Botswana Examination Council (2016)



Data Source: Botswana Examination Council (2016)

Analysis of grades A to C separately shows that more (between 35% and 37%) pupils obtained grade C between 2011 and 2015 than grades A and B. Percentage of pupils obtaining grade B has ranged between 15% and 19%, during this period while for those obtaining grade A ranged between 12% and 18% (figure 2.3 refers). This is an indication that pupils with grade C contribute more to the quality pass than those with grades A and B.

2.8. Primary School Teachers

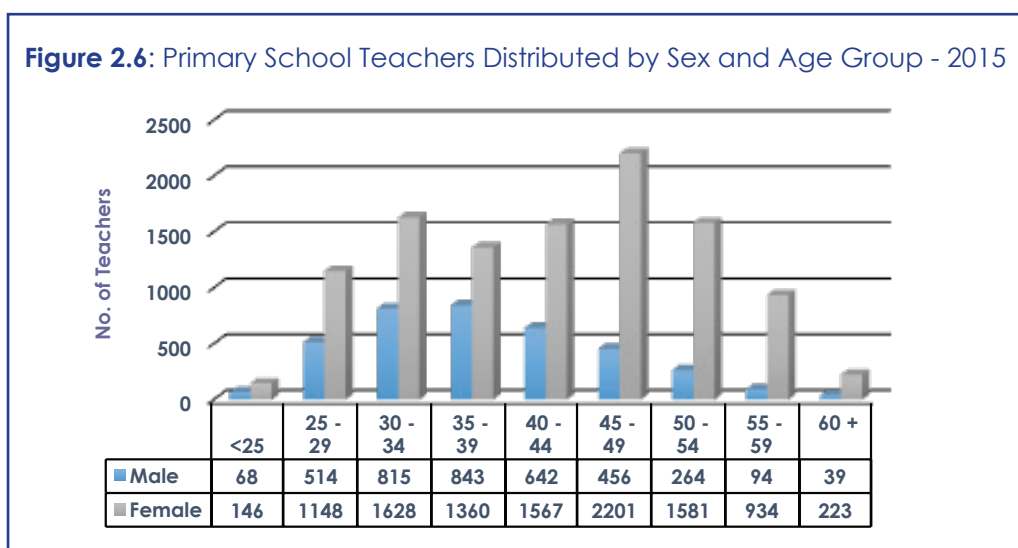


Figure 2.6 shows that an overwhelming majority of primary school teachers were females, making up 74.2 percent of all primary school teaching staff. The highest number of female teachers was aged 45-49 (2,201). Male teachers were more than females at age 60 years and above, perhaps showing late retirement for males compared to females. The highest number of male teachers was found in the age group 35-39 with 843, followed by those aged 30-34. Teachers below the age of 25 constitute 1.4 percent of the total teachers.

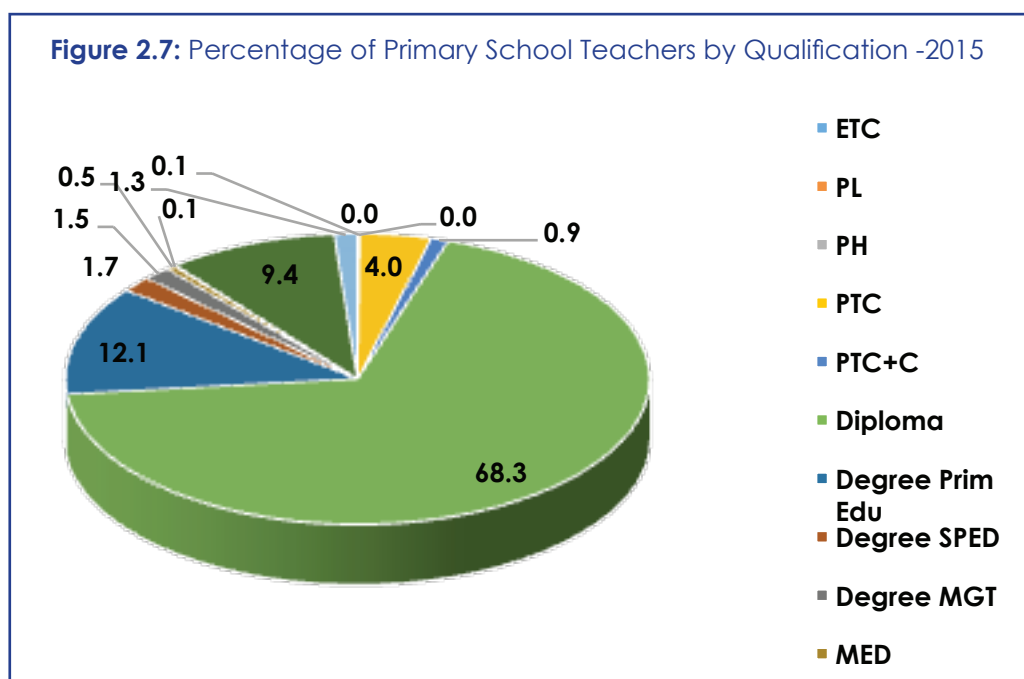


Figure 2.7 shows that in 2015, 68.3 percent of primary school teachers had Diploma as their highest teaching qualification, followed by those who had Degree in Primary Education qualification at 12.1 percent. Those without teaching qualification were 9.4 percent.

Table 2.16: Primary School Teachers by Qualification-2015

Male														
	ETC	PL	PH	PTC	PTC + Cert	Diploma	B.ED	B.ED SPED	B.ED Mangt	M.ED	Mphil/PHD	Other	Unq	Total
South East	-	-	-	3	5	236	68	10	11	4	1	30	5	373
North East	-	-	-	5	1	160	47	5	3	1	2	30	2	256
South	-	-	-	38	2	284	68	9	14	2	-	53	15	485
Kweneng	-	-	-	12	7	258	69	11	7	2	-	77	9	452
Kgatleng	-	-	-	7	-	99	16	3	1	1	-	14	3	144
North West	-	-	-	6	-	326	71	3	6	-	2	41	8	463
Chobe	-	-	-	-	-	39	13	2	-	-	-	7	3	64
Gantsi	-	-	-	1	-	87	14	3	2	-	-	23	2	132
Kgalagadi	-	-	-	5	1	103	17	1	3	1	-	34	1	166
Central	-	-	-	19	4	857	185	16	16	3	1	86	13	1200
Total	-	-	-	96	20	2449	568	63	63	14	6	395	61	3735

Female														
	ETC	PL	PH	PTC	PTC + Cert	Diploma	B.ED	B.ED SPED	B.ED Mangt	M.ED	Mphil/PHD	Other	Unq	Total
South East	2	1	1	67	34	924	225	45	26	23	6	116	21	1491
North East	-	-	-	27	5	644	106	23	20	6	-	70	5	906
South	2	-	-	117	15	919	132	21	20	6	4	120	24	1380
Kweneng	6	1	-	62	21	967	185	19	11	4	-	201	29	1506
Kgatleng	-	-	1	36	5	312	68	19	12	9	-	68	5	535
North West	-	-	-	13	3	567	66	7	6	-	1	111	8	782
Chobe	-	-	-	4	1	69	13	1	2	1	-	12	7	110
Gantsi	-	-	-	10	1	136	15	1	3	-	-	25	5	196
Kgalagadi	-	-	-	12	-	237	22	5	4	1	-	30	5	316
Central	2	2	-	131	33	2697	365	47	53	5	1	225	15	3576
Total	12	4	2	479	118	7472	1197	188	157	55	12	978	124	10798

In 2015 there were 14,533 primary school teachers of which 14,348 teachers had teaching qualifications and 185 had no teaching qualification. South region had the highest number of teachers (39) without teaching qualification.

2.9. Pupil- Teacher Ratio

The Pupil Teacher Ratio is one of key indicators used as a proxy for assessing the quality of education. It is believed that a low number of pupils per teacher translates into pupils having better chance of contact with the teachers and hence a better teaching/learning process. However, it should be noted that there are many other factors that affects the pupil's learning process; qualified trained teachers, adequate teaching resources and small class sizes are generally more effective.

Table 2.17: Pupil Teacher Ratio and Teachers by Training Status – 2008-2015

	2008	2009	2010	2011	2012	2013	2014	2015
Trained Teachers								
Male	3 075	3 132	3 083	3 125	3 610	3 806	3 777	3 674
Female	9 914	9 832	9 615	9 675	10 752	11 011	11 182	10 674
Total	12, 989	12, 964	12, 698	12, 800	14, 362	14, 817	14, 959	14,348
Untrained Teachers								
Male	10	6	7	1	11	63	105	61
Female	70	44	44	27	54	162	214	124
Total	80	50	51	28	65	225	319	185
All Teachers								
Male	3085	3138	3090	3126	3621	3869	3882	3735
Female	9984	9876	9659	9702	10806	11173	11396	10798
Total	13,069	13,014	12,749	12,828	14,427	15,042	15,278	14,533
%female Teachers	76.4	75.9	75.8	75.6	74.9	74.3	74.6	74.3
% Untrained Teachers	0.6	0.4	0.4	0.2	0.5	1.5	2.1	1.3
Pupil-Teacher Ratio								
Trained Teachers	26	25	26	26	23.4	23	23	24
Total Teachers	25	25	25	25	23.3	22.6	22	23.7

Table 2.17 shows that the percentage of untrained primary school teachers decreased from 2.1 percent in 2014 to 1.3 percent in 2015. The pupil teacher ratio for the trained teachers increased from 23 pupils per trained teacher in 2014 to 24 pupils per trained teacher in 2015.

Appendix

Concepts and Definitions

Access

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

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

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

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

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

Efficiency

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

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

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

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

Equity

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