

SECONDARY SCHOOL STATS BRIEF 2020 V2



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Private Bag 0024, Gaborone
Tel: 3671300 Fax: 3952201
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SECONDARY SCHOOL **STATS BRIEF** 2020

The publication provides statistics users with comprehensive education statistics and information on the number of education institutions, enrolments, performance, teachers and facilities at the secondary education level.



PREFACE

This report gives highlights on education and training in Botswana for the year 2020.

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

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

For more information and further enquiries, contact the Directorate of Stakeholder Relations at 3671300. All Statistics Botswana outputs/publications are available on the website at www.statsbots.org.bw, Statistics Botswana Information Resource Centre (Head-Office, Gaborone) and at the Ministry of Education and its strategic centres.



Dr Burton S. Mguni
Statistician General
November 2023

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INTRODUCTION

This report is based on education data collected through the 2020 Annual School Census. The Annual School Census is an exercise carried out by the Education Management Information Systems (EMIS) unit in the Ministry of Education under the Department of Educational Planning and Research Services (DEPRS). Data analysis and report writing are done by the Statistics Botswana Education Statistics Unit which is housed at the Ministry of Education. The data is collected on annual basis from Government, Government Aided and Privately owned secondary schools at the lower and upper secondary school levels.

It should be noted that this publication mainly covers data for the school year 2020. However, some data from previous years have been used for comparative analysis, time series and production of other indicators. It must be noted that data for the academic year 2016 was not available for comparative and time analysis.

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

1.0 EDUCATION SYSTEM

This section gives a summary of the latest available education statistics on secondary education based on the 2020 secondary 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.

Secondary education is divided into two phases in public schools: lower secondary (Form 1 through Form 3) and upper secondary (Form 4 and Form 5). Having covered the lower secondary curriculum, pupils sit for the Junior Certificate examinations. On passing this exam, they obtain a Junior Certificate and advance to Senior Secondary School. At the end of Senior Secondary Schooling, pupils sit for Botswana General Certificate of Secondary Examination (BGCSE) in public secondary schools and International General Certificate of Secondary Education (IGCSE) in private secondary schools. On successful completion of senior secondary education, pupils advance to Tertiary education, with an option of pursuing the A-level qualification pathway. Pupils obtaining A-level qualifications advance to Tertiary Education.

1.1 NATIONAL POLICY ON EDUCATION

The 1994-2020 Revised National Policy on Education (RNPE) is the main policy framework for the provision of education in Botswana (Ministry of Education, 1994). The main goal of the current education policy is to improve access, ensure equity and inclusiveness for all, improve and maintain quality and effective management in the education system. Ministry of Education and Skills Development (MoESD) now (MoBE) through RNPE (1994) is committed towards an inclusive education system and provision of special education. This in turn facilitates increase in access to education by all including orphans, vulnerable children, children in difficult circumstances, children with special education needs and disability.

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

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

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

2.0 SECONDARY EDUCATION

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

Table 2.1: Number of Secondary Schools by School Ownership– 2010-2020

Years	Government	% Share	Government Aided	% Share	Private	% Share	Total
2010	232	84.1	4	1.5	40	14.5	276
2011	234	84.2	4	1.4	40	14.4	278
2012	235	83	4	1.4	44	15.6	283
2013	235	82.5	4	1.4	46	16.1	285
2014	238	81.8	4	1.4	49	16.8	291
2015	237	80.9	4	1.4	52	17.8	293
2017	237	81.7	4	1.4	49	16.9	290
2018	237	81.4	4	1.4	50	17.2	291
2019	237	81.4	4	1.4	50	17.2	291
2020	237	81.4	4	1.4	50	17.2	291

Table 2.1 shows that there has been an increase of 5.4 percent in the number of secondary schools, from 276 in 2010 to 291 in 2020. A increase of 25 percent was recorded in the number of privately owned secondary schools between 2010 and 2020. However, between 2015 and 2016 the number of private owned schools reduced by only 5.8 percent. Out of the 291 secondary schools that operated in 2020, Government schools constituted 81.4 percent of all secondary schools in the country, while government aided and private schools constituted 1.4 and 17.2 percent respectively.

Table 2.2: Number of Secondary Schools by School Ownership and Region-2020

Region	GOVERNMENT	%	GOVERNMENT AIDED	%	PRIVATE	%	TOTAL	%
South East	25	10.5	2	50	19	38	46	15.8
North East	20	8.4	1	25	8	16	29	10.0
Southern	34	14.3	-	-	8	16	42	14.4
Kweneng	26	11.0	-	-	5	10	31	10.7
Kgatleng	11	4.6	-	-	1	2	12	4.1
North West	14	5.9	1	25	3	6	18	6.2
Chobe	2	0.8	-	-	-	-	2	0.7
Gantsi	5	2.1	-	-	1	2	6	2.1
Kgalagadi	7	3.0	-	-	-	-	7	2.4
Central	93	39.2	-	-	5	10	98	33.7
Total	237	100.0	4	100	50	100	291	100.0

Table 2.2 shows that the Central region had the highest percentage of secondary schools at 33.7 percent followed by the South East region with 15.8 percent. The Chobe region had the lowest proportion of secondary schools accounting for only 0.7 percent.

On the other hand, the South East region had the highest percentage of private schools 38.0 percent followed by the North East and Southern regions with 16.0 percent each. Chobe and Kgalagadi regions did not have private secondary schools.

Table 2.3 :Number of Schools, Streams, Classrooms and Enrolment by Region and School Ownership -2020

Government	School	Classroom	Streams (Classes)	Students	Average Stream Size	Student Classroom Ratio	Classrooms- (Minus) Streams
Region							
South East	25	391	569	21,109	37.1	54.0	-178
North East	20	258	393	13,160	33.5	51.0	-135
South	34	499	670	22,121	33.0	44.3	-171
Kweneng	26	419	691	21,967	31.8	52.4	-272
Kgatleng	11	153	211	7,471	35.4	48.8	-58
North West	14	255	365	12,492	34.2	49.0	-110
Chobe	2	22	36	1,456	40.4	66.2	-14
Gantsi	5	81	119	3,571	30.0	44.1	-38
Kgalagadi	7	105	136	4,858	35.7	46.3	-31
Central	93	1,299	1,912	61,697	32.3	47.5	-613
Total	237	3,482	5,102	169,902	33.3	48.8	-1620
Government Aided							
South East	2	79	82	3040	37.1	38.5	-3
North East	1	42	84	1735	20.7	41.3	-42
North West	1	34	52	1548	29.8	45.5	-18
Total	4	155	218	6323	29.0	40.8	-63
Private							
South East	19	340	229	5707	24.9	16.8	111
North East	8	64	62	1237	20.0	19.3	2
South	8	55	33	572	17.3	10.4	22
Kweneng	5	50	34	621	18.3	12.4	16
Kgatleng	1	11	8	147	18.4	13.4	3
North West	3	45	11	306	27.8	6.8	34
Gantsi	1	10	5	33	6.6	3.3	5
Central	5	36	22	389	17.7	10.8	14
Total	50	611	404	9012	22.3	14.7	207

Table 2.3 shows an average stream size of 33.3 in government schools as opposed to 22.3 in privately owned schools. Student classroom ratio is much lower in private owned schools at 14.7 compared to 48.8 in government owned schools. A smaller student classroom ratio provides an opportunity for a student and teacher contact and hence improve learning and performance of students.

Table 2.4: Number of Schools, Streams, Classrooms and Enrolment by Region and School Ownership (Cont) -2020

	School	Classroom	Streams (Classes)	Students	Average Stream Size	Student/ Classroom Ratio	Classrooms- (Minus) Streams
ALL							
South East	46	810	880	29,856	33.9	36.9	-70
North East	29	364	539	16,132	29.9	44.3	-175
South	42	554	703	22,693	32.3	41.0	-149
Kweneng	31	469	725	22,588	31.2	48.2	-256
Kgatleng	12	164	219	7,618	34.8	46.5	-55
North West	18	334	428	14,346	33.5	43.0	-94
Chobe	2	22	36	1,456	40.4	66.2	-14
Gantsi	6	91	124	3,604	29.1	39.6	-33
Kgalagadi	7	105	136	4,858	35.7	46.3	-31
Central	98	1,335	1,934	62,086	32.1	46.5	-599
Total	291	4,248	5,724	185,237	32.4	43.6	-1476

Table 2.4 presents the statistics at National level which include Government owned schools, Government Aided schools and the Private schools. It must be noted that an average class size for the country (Botswana) was 32.4 students while the student-class ratio was 43.6 out of a total enrolment of 185,237 students enrolled in 291 schools, with a total of 4,248 classrooms.

Table 2.5 :Number of Schools, Streams, Classrooms and Enrolment by District -2020

	School	Classrooms	Streams (classes)	Students	Average Stream Size	Student/ Classroom Ratio	Classrooms - (minus) Streams
Gaborone	35	621	634	21951	34.6	35	-13
Francistown	18	258	375	10130	27.0	39	-117
Lobatse	8	109	127	3850	30.3	35	-18
Selibe Phikwe	8	128	150	4361	29.1	34	-22
Orapa	1	16	17	683	40.2	43	-1
Jwaneng	2	20	27	1248	46.2	62	-7
Sowa Pan	2	10	16	629	39.3	63	-6
Ngwaketse	27	327	429	13910	32.4	43	-102
Borolong	5	98	120	3685	30.7	38	-22
South East	11	189	246	7905	32.1	42	-57
Kweneng	31	469	725	22588	31.2	48	-256
Kgatleng	12	164	219	7618	34.8	46	-55
Serowe/Palapye	28	370	537	17230	32.1	47	-167
Central Mahalapye	18	231	319	10252	32.1	44	-88
Central Bobonong	14	180	253	8232	32.5	46	-73
Central Boteti	8	121	179	6540	36.5	54	-58
Central Tutume	19	279	463	14159	30.6	51	-184
North East	11	106	164	6002	36.6	57	-58
Ngami South	11	221	251	8166	32.5	37	-30
Ngami North	7	113	177	6180	34.9	55	-64
Chobe	2	22	36	1456	40.4	66	-14
Ghanzi	6	91	124	3604	29.1	40	-33
Kgalagadi South	3	58	74	2632	35.6	45	-16
Kgalagadi North	4	47	62	2226	35.9	47	-15
TOTAL	291	4248	5724	185237	32.4	44	-1476

3.0 SECONDARY EDUCATION ENROLMENT

Table 3.1: Secondary School Enrolment by School Ownership, Sex and Form- 2020

School ownership		FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	Total
Government	Male	22,860	21,684	20,216	8,764	8,514	-	82,038
	Female	22,977	22,319	20,562	11,403	10,603	-	87,864
	Total	45,837	44,003	40,778	20,167	19,117	-	169,902
Government Aided	Male	-	-	-	1,375	1,396	-	2,771
	Female	-	-	-	1,817	1,735	-	3,552
	Total	0	0	0	3192	3131	0	6,323
Private	Male	799	793	835	969	818	264	4,478
	Female	811	743	823	1022	830	305	4,534
	Total	1,610	1,536	1,658	1,991	1,648	569	9,012
All Schools	Male	23,659	22,477	21,051	11,108	10,728	264	89,287
	Female	23,788	23,062	21,385	14,242	13,168	305	95,950
	Total	47,447	45,539	42,436	25,350	23,896	569	185,237

Table 3.1 shows that secondary school enrolment in 2020 was 185,237, which was an increase of 3.4 percent (178,973) as compared to 2019 enrolment. Female students accounted for 51.8 percent compared to their male counterparts with 48.2 percent.

Figure 1: Secondary School Enrolment by School Ownership-2020

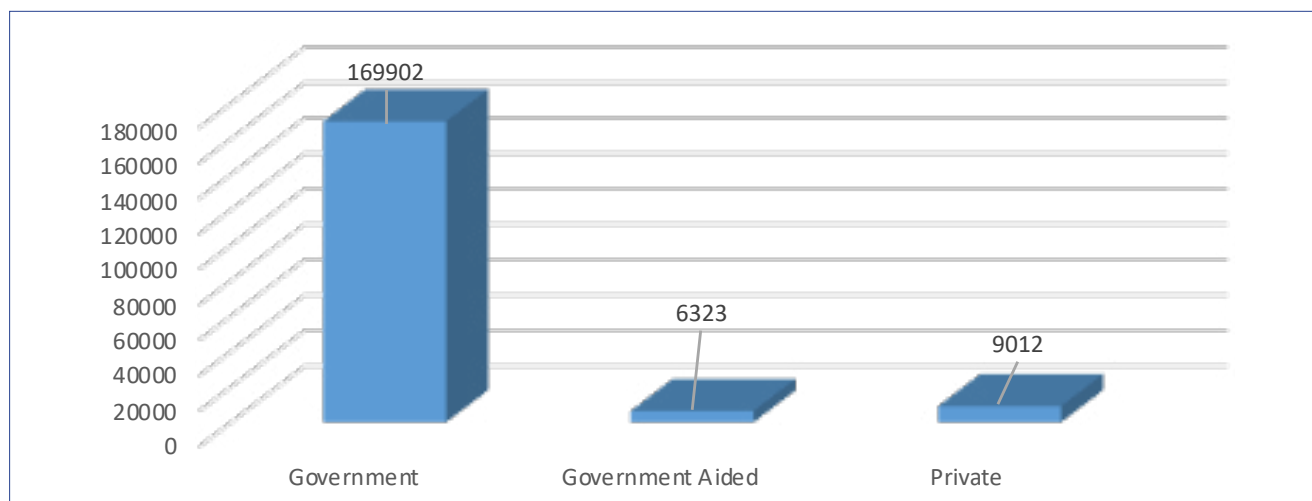


Figure 1 shows that secondary school enrolment in Government Secondary Schools was at 169,902 constituting 91.7 percent, while the enrolment for Government Aided Schools was at 6,323 constituting 3.4 percent and Private schools enrolled 9,012 students constituting 4.9 percent of total enrolment.

Table 3.2: Secondary School Enrolment by Region, Sex and Form- 2020

MALES							
REGION	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
South East	3 166	3 007	2 838	2 536	2 453	235	14 235
North East	1 937	1 871	1 772	1 190	1 060	29	7 859
South	2 811	2 820	2 570	1 348	1 290	-	10 839
Kweneng	3 200	3 037	2 945	879	920	-	10 981
Kgatleng	1 051	1 003	942	392	347	-	3 735
North West	2 008	1 911	1 707	553	617	-	6 796
Chobe	277	256	187	-	-	-	720
Gantsi	494	439	409	201	188	-	1 731
Kgalagadi	626	619	543	277	231	-	2 296
Central	8 089	7 514	7 138	3 732	3 622	-	30 095
Total	23 659	22 477	21 051	11 108	10 728	264	89 287
FEMALES							
REGION	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
South East	3 209	3 126	2 972	3 153	2 903	258	15 621
North East	1 873	1 826	1 810	1 396	1 321	47	8 273
Southern	2 891	2 843	2 644	1 819	1 657	-	11 854
Kweneng	3 170	3 233	2 877	1 224	1 103	-	11 607
Kgatleng	1 012	1 009	938	490	434	-	3 883
North West	2 064	1 932	1 742	943	869	-	7 550
Chobe	293	247	196	-	-	-	736
Ghanzi	521	490	377	266	219	-	1 873
Kgalagadi	632	601	587	391	351	-	2 562
Central	8 123	7 755	7 242	4 560	4 311	-	31 991
Total	23 788	23 062	21 385	14 242	13 168	305	95 950
ALL							
REGION	FORM 1	FORM 2	FORM 3	FORM 4	FORM 5	FORM 6	TOTAL
South East	6 375	6 133	5 810	5 689	5 356	493	29 856
North East	3 810	3 697	3 582	2 586	2 381	76	16 132
Southern	5 702	5 663	5 214	3 167	2 947	-	22 693
Kweneng	6 370	6 270	5 822	2 103	2 023	-	22 588
Kgatleng	2 063	2 012	1 880	882	781	-	7 618
North West	4 072	3 843	3 449	1 496	1 486	-	14 346
Chobe	570	503	383	-	-	-	1 456
Ghanzi	1 015	929	786	467	407	-	3 604
Kgalagadi	1 258	1 220	1 130	668	582	-	4 858
Central	16 212	15 269	14 380	8 292	7 933	-	62 086
Total	47 447	45 539	42 436	25 350	23 896	569	185 237

Figure 2: Secondary School Enrolment by Region-2020

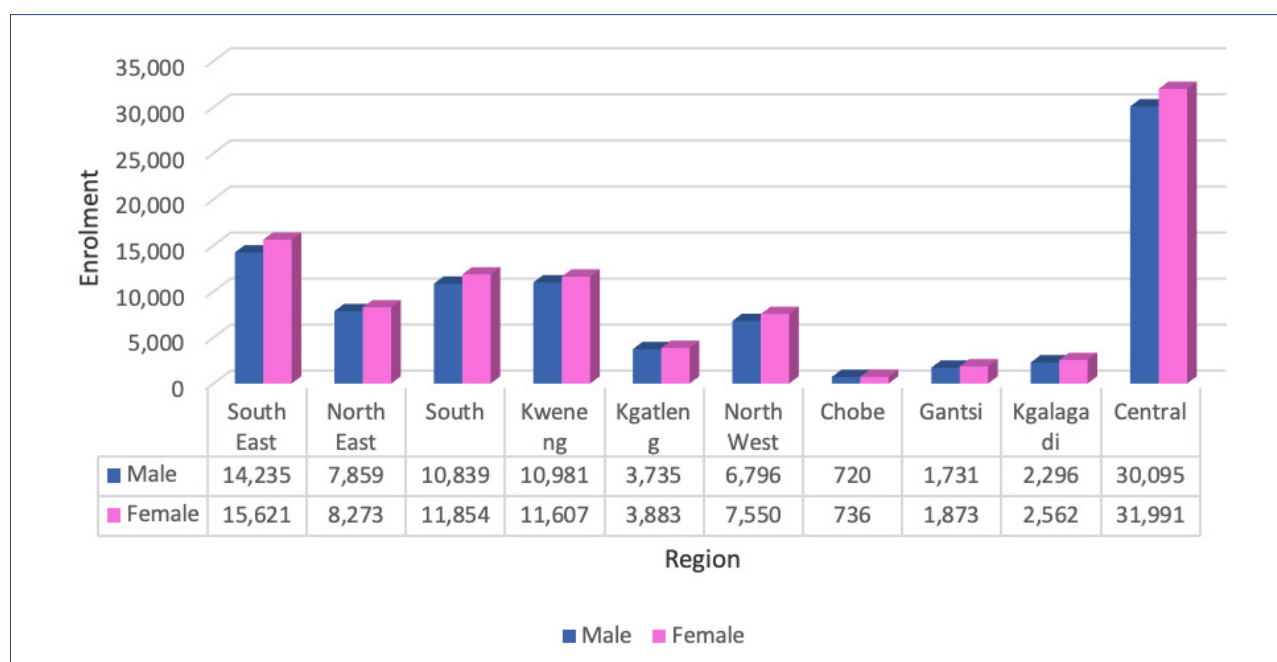


Figure 2 shows that generally, the sex ratio of enrolment into Secondary schools is in favour of female students as compared to their male counterparts in all the 10 Education Regions.

Table 3.3: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2020

Government Schools

Age in years	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		ALL STUDENTS		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<12	59	44	-	-	-	-	-	-	-	-	-	-	59	44	103
12	731	1,039	15	26			-	-	-	-	-	-	746	1,065	1,811
13	6,262	8,388	605	930	13	24	-	-	-	-	-	-	6,880	9,342	16,222
14	9,648	9,640	5,876	7,951	525	803	39	52	-	-	-	-	16,088	18,446	34,534
15	4,646	3,060	9,323	9,588	5,202	7,436	514	737	8	26	-	-	19,693	20,847	40,540
16	1,114	640	4,234	2,968	8,602	8,824	2,575	4,060	351	560	-	-	16,876	17,052	33,928
17	297	137	1,175	622	4,276	2,701	3,850	4,920	2,284	3,424	-	-	11,882	11,804	23,686
18	78	20	280	145	1,176	601	1,417	1,296	3,985	4,784	-	-	6,936	6,846	13,782
19	15	8	112	58	288	145	278	265	1,398	1,362	-	-	2,091	1,838	3,929
20	10	1	54	30	91	22	73	58	378	324	-	-	606	435	1,041
21	-	-	10	1	33	6	18	15	85	100	-	-	146	122	268
22	-	-	-	-	10	-	-	-	15	21	-	-	25	21	46
23	-	-	-	-	-	-	-	-	9	2	-	-	9	2	11
24	-	-	-	-	-	-	-	-	1	-	-	-	1	0	1
>24	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
TOTAL	22,860	22,977	21,684	22,319	20,216	20,562	8,764	11,403	8,514	10,603	-	-	82,038	87,864	169,902

**Excluding students in SPED Units - students in SPED units is not captured by age

Table 3.4: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2020

Government Aided Schools

Age in years	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		ALL STUDENTS		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	-	-	-	-	-	-	3	8	-	6	-	-	3	14	17
16	-	-	-	-	-	-	304	542	87	164	-	-	391	706	1,097
17	-	-	-	-	-	-	681	887	502	780	-	-	1,183	1,667	2,850
18	-	-	-	-	-	-	276	310	554	609	-	-	830	919	1,749
19	-	-	-	-	-	-	98	60	182	140	-	-	280	200	480
20	-	-	-	-	-	-	9	8	58	29	-	-	67	37	104
21	-	-	-	-	-	-	4	1	10	5	-	-	14	6	20
22	-	-	-	-	-	-	-	1	3	2	-	-	3	3	6
23	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
24	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
>24	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
TOTAL	-	-	-	-	-	-	1,375	1,817	1,396	1,735	-	-	2,771	3,552	6,323

**All Government Aided schools do not offer lower secondary school education

Table 3.5: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2020

Private Schools

Age in years	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		ALL STUDENTS		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<12	18	21	-	-	-	-	-	-	-	-	-	-	18	21	39
12	132	151	20	16	-	-	-	-	-	-	-	-	152	167	319
13	360	424	127	141	6	9	-	-	-	-	-	-	493	574	1,067
14	251	194	343	347	99	105	23	40	-	-	-	-	716	686	1,402
15	32	18	245	196	282	321	97	163	20	31	-	-	676	729	1,405
16	5	2	45	36	259	221	341	373	107	121	6	12	763	765	1,528
17	1	1	9	7	121	102	305	284	208	223	46	85	690	702	1,392
18	-	-	3	-	51	42	128	92	245	250	98	106	525	490	1,015
19	-	-	-	-	13	17	51	42	139	118	87	72	290	249	539
20	-	-	-	-	3	4	17	8	56	48	26	24	102	84	186
21	-	-	1	-	1	1	4	10	22	14	1	4	29	29	58
22	-	-	-	-	-	1	2	2	7	9	-	1	9	13	22
23	-	-	-	-	-	-	1	8	7	3	-	-	8	11	19
24	-	-	-	-	-	-	-	-	7	13	-	-	7	13	20
>24	-	-	-	-	-	-	-	-	-	-	-	1	0	1	1
TOTAL	799	811	793	743	835	823	969	1,022	818	830	264	305	4,478	4,534	9,012

Table 3.6: Secondary School Enrolment by Single Age, Form, Sex and School Ownership – 2020

ALL SCHOOLS

Age in years	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		ALL STUDENTS		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<12	77	65	-	-	-	-	-	-	-	-	-	-	77	65	142
12	863	1,190	35	42	-	-	-	-	-	-	-	-	898	1,232	2,130
13	6,622	8,812	732	1,071	19	33	-	-	-	-	-	-	7,373	9,916	17,289
14	9,899	9,834	6,219	8,298	624	908	62	92	-	-	-	-	16,804	19,132	35,936
15	4,678	3,078	9,568	9,784	5,484	7,757	614	908	28	63	-	-	20,372	21,590	41,962
16	1,119	642	4,279	3,004	8,861	9,045	3,220	4,975	545	845	6	12	18,030	18,523	36,553
17	298	138	1,184	629	4,397	2,803	4,836	6,091	2,994	4,427	46	85	13,755	14,173	27,928
18	78	20	283	145	1,227	643	1,821	1,698	4,784	5,643	98	106	8,291	8,255	16,546
19	15	8	112	58	301	162	427	367	1,719	1,620	87	72	2,661	2,287	4,948
20	10	1	54	30	94	26	99	74	492	401	26	24	775	556	1,331
21	-	-	11	1	34	7	26	26	117	119	1	4	189	157	346
22	-	-	-	-	10	1	2	3	25	32	-	1	37	37	74
23	-	-	-	-	-	-	1	8	16	5	-	-	17	13	30
24	-	-	-	-	-	-	-	-	8	13	-	-	8	13	21
>24	-	-	-	-	-	-	-	-	-	-	-	1	0	1	1
TOTAL	23,659	23,788	22,477	23,062	21,051	21,385	11,108	14,242	10,728	13,168	264	305	89,287	95,950	185,237

****All Government Aided schools do not offer lower secondary school education**

4.0 SECONDARY SCHOOL ENROLMENT WITH DISABILITY

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

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

Table 4.1 shows the number of children with special education needs in secondary schools across the ten education regions. It shows that nationally, there were 5,357 children enrolled in special education. Majority of these children were in the South East Region with 1,573 followed by the Central Region with 1,390 children.

Table 4.1: Secondary School Enrolment with Special Education Needs by Form, Region and Sex-2020

REGION	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
South East	149	157	221	152	244	218	107	84	85	84	30	42	836	737	1,573
North East	37	41	33	59	64	50	15	12	10	12	5	8	164	182	346
South	109	61	81	73	108	101	23	16	25	11	-	-	346	262	608
Kweneng	42	63	66	98	101	105	10	26	14	18	-	-	233	310	543
Kgatleng	27	34	38	43	49	76	23	11	10	4	-	-	147	168	315
North West	56	75	88	66	66	57	14	17	19	19	-	-	243	234	477
Chobe	-	-	2	1	8	10	-	-	-	-	-	-	10	11	21
Ghanzi	11	4	8	4	13	4	-	1	2	4	-	-	34	17	51
Kgalagadi	8	3	3	2	12	2	1	-	1	1	-	-	25	8	33
Central	126	100	185	172	232	225	88	100	77	85	-	-	708	682	1,390
Total	565	538	725	670	897	848	281	267	243	238	35	50	2,746	2,611	5,357

Table 4.2: Secondary School Enrolment with Special Education Needs by Type of Impairment, Form and Sex-2020

Type of impairment	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		FORM 6		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Visual	171	249	231	369	220	377	113	186	96	130	32	48	863	1,359	2,222
Blind	-	-	-	-	-	-	5	1	1	1	-	-	6	2	8
Physical	34	16	24	18	27	27	10	5	9	10	-	-	104	76	180
Hearing	18	19	13	27	29	30	3	6	2	8	-	-	65	90	155
Deaf	-	-	-	-	-	-	3	3	5	1	-	-	8	4	12
Speech/Com.	19	15	24	12	26	11	3	3	24	10	-	-	96	51	147
Intellectual Disability	118	99	168	67	207	116	56	20	28	20	-	-	577	322	899
Reading, Writing, Spelling Disorder	166	98	224	139	342	237	70	35	51	43	3	2	856	554	1,410
Attention deficit disorder	5	4	7	6	8	9	7	1	11	4	-	-	38	24	62
Autism	1	1	2	-	-	-	-	-	1	1	-	-	4	2	6
Cerebral Palsy	2	1	-	-	1	1	1	3	3	1	-	-	7	6	13
Disturbance Personality	-	4	1	-	-	1	1	-	2	2	-	-	4	7	11
Epilepsy	12	7	8	6	16	10	8	2	6	6	-	-	50	31	81
Others	19	25	23	26	21	29	1	2	4	1	-	-	68	83	151
TOTAL	565	538	725	670	897	848	281	267	243	238	35	50	2,746	2,611	5,357

Table 4.2 shows that visual impairment is the leading type of disability among secondary school students constituting 41.5 percent of all the impairment types followed by Reading, Writing, Spelling Disorder and Intellectual Disability at 26.3 percent & 16.8 percent respectively. The table indicates that Special education needs are high among the Form 3 for both sexes compared to other levels and least among the Form 6 and Form 5s respectively.

5.0 SECONDARY SCHOOL ENROLMENT TREND

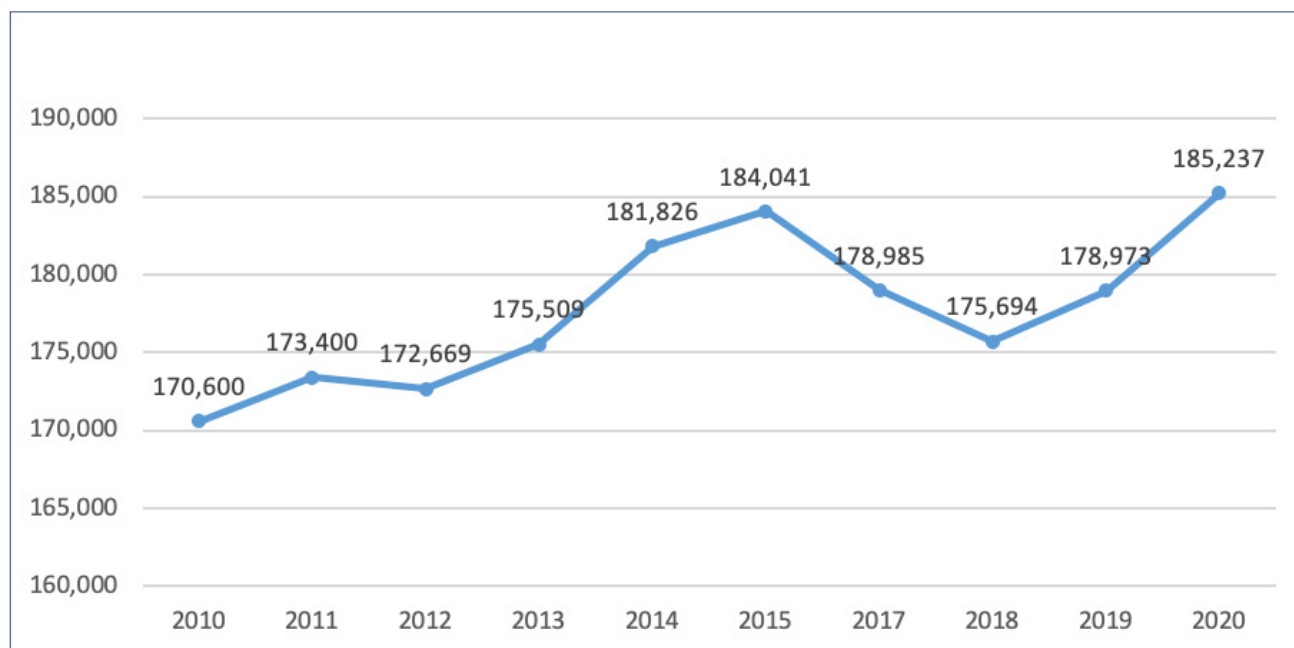
The secondary school enrolment trend presented in table 5.1 is from 2015 to 2020.

Table 5.1: Secondary School Enrolment by Form and Sex (2015-2020)

Year	Sex	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	SPED	Total
2015	Male	21,593	21,129	21,125	12,091	12,632	266	83	88,919
	Female	21,310	21,826	21,335	15,347	15,016	217	71	95,122
	Total	42,903	42,955	42,460	27,438	27,648	483	154	184,041
2017	Male	21,067	20,714	20,572	11,243	12,103	291	53	86,043
	Female	21,319	20,757	20,608	14,438	15,510	273	37	92,942
	Total	42,386	41,471	41,180	25,681	27,613	564	90	178,985
2018	Male	22,068	20,568	20,206	10,095	10,849	300	96	84,182
	Female	22,353	21,062	20,335	13,334	14,107	248	73	91,512
	Total	44,421	41,630	40,541	23,429	24,956	548	169	175,694
2019	Male	22,950	21,666	20,315	10,724	10,050	307	90	86,102
	Female	23,367	21,835	20,709	13,528	13,100	285	47	92,871
	Total	46,317	43,501	41,024	24,252	23,150	592	137	178,973
2020	Male	23,659	22,477	21,051	11,108	10,728	264	-	89,287
	Female	23,788	23,062	21,385	14,242	13,168	305	-	95,950
	Total	47,447	45,539	42,436	25,350	23,896	569	0	185,237

Table 5.1 shows the trends in secondary school enrolments which presented some decline in secondary school enrolments from 2015, 2017 and 2018. However, a slight increase in enrolments was observed from 2019 and 2020 academic years.

Figure 3: Secondary School Enrolment Trends; 2010-2020.



6.0 SECONDARY SCHOOL EDUCATION COVERAGE

Indicators used to measure the extent of coverage and participation in the education system are Age Specific Enrolment Ratio (ASER), Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) as shown in **Table 5.1** and **5.2**, respectively. These indicators were derived using population aged 13-17 years and 14 -18 years and secondary school enrolment figures of the same age groups.

Table 6.1: Secondary School Age Specific Enrolment Rates (ASER)-2020

Single Year Age	2020 Population	Total Enrolment 2020	ASER
<12	46,294	142	0.3
12	45,211	2,130	4.7
13	45,037	17,289	38.4
14	44,275	35,936	81.2
15	43,640	41,962	96.2
16	43,069	36,553	84.9
17	42,543	27,928	65.6
18	42,054	16,546	39.3
19	41,636	4,948	11.9
20	41,359	1,331	3.2
21	41,217	346	0.8
22	41,295	74	0.2
23	41,516	30	0.1
24	41,889	21	0.1
>24	42,308	1	0.0

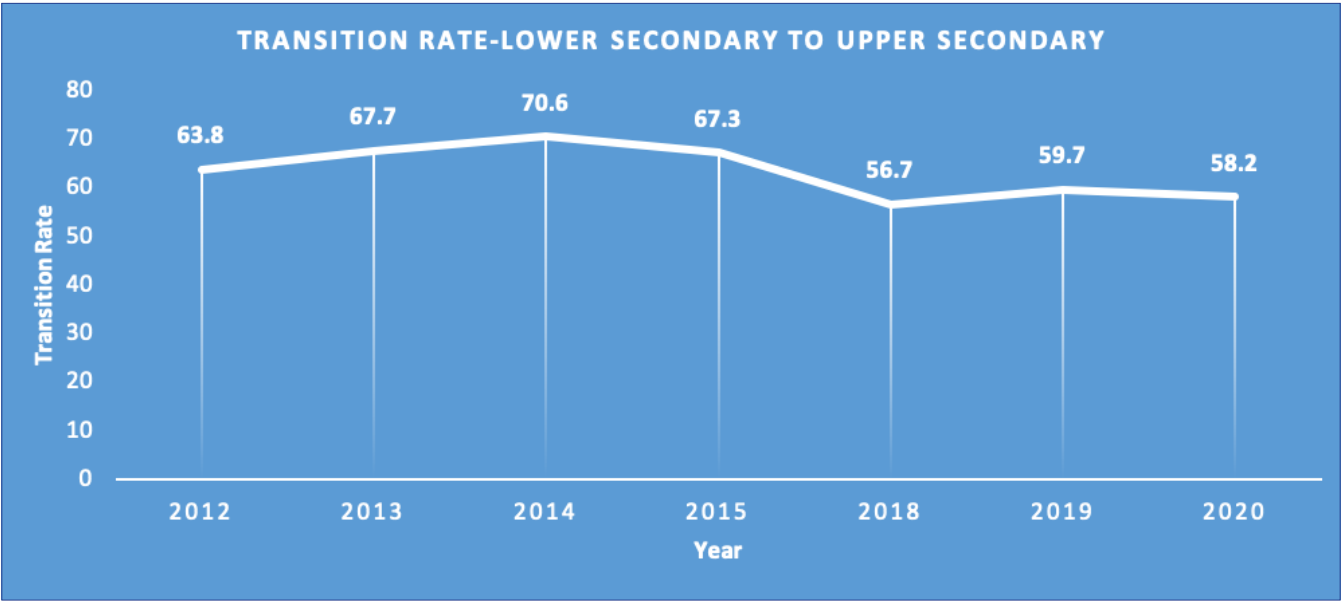
Table 6.1 shows that majority of the students enrolled into secondary school population were aged 15 years accounting for 96.2 percent of the population. This was followed by 84.9 percent of population aged 16 years and 81.2 percent of the 14 year old population.

Table 6.2: Enrolment Ratios for both Sexes by Age -group and Year 2012-2020

YEAR	GER	NER	GER	NER
	13-17 years	13-17 years	14-18 years	14-18 years
2012	81.2	64.2	81	70.7
2013	81.1	64.1	80.9	70
2014	87.6	69.9	87.4	75.1
2015	88.4	71.3	88.6	75.8
2017	84.9	71.3	85.6	73.2
2018	82.4	69.9	83.3	70.7
2019	82.9	70.7	84.0	70.9
2020	84.8	73.1	85.9	73.7

Figure 4: Transition Rates in Secondary Education

Transition Rate from Lower Secondary School to Upper Secondary School 2012-2020



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

SCHOOL DROP-OUTS

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

Table 7.1 shows that generally most of secondary school dropouts were observed at the lower secondary schools with higher proportions among form 3's over the years, however, it is notable that in 2018 and 2020 the highest drop outs were observed among the form 2's. It has been that Form 1 male dropouts are higher than that of their female counterparts in all the academic years from 2015 to 2020. However, it must be noted that generally school dropout is higher at lower ranks for the secondary schools and continues to decline with the rise in levels for all of the years.

Table 7.1: Secondary School Dropout by Year, Form and Sex 2015-2020

Year	Sex	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	SPED	Total
2015	Male	376	338	288	118	121	1	5	1,247
	Female	286	398	482	356	357	1	2	1,882
	Total	662	736	770	474	478	2	7	3,129
	%	21	24	25	15	15	0	0	100.0
2017	Male	325	330	308	91	183	-	-	1,237
	Female	250	325	425	267	247	17	-	1,531
	Total	575	655	733	358	430	17	-	2,768
	%	21	24	26	13	16	1	-	100.0
2018	Male	299	308	278	70	116	-	33	1,104
	Female	225	299	326	230	278	3	33	1,394
	Total	524	607	604	300	394	3	66	2,498
	%	21	24	24	12	16	0	3	100.0
2019	Male	313	285	279	67	60	-	-	1,004
	Female	217	269	309	190	200	-	12	1,197
	Total	530	554	588	257	260	-	12	2,201
	%	24	25	27	12	12	-	1	100.0
2020	Male	332	295	263	61	54	1	-	1,006
	Female	216	298	321	183	206	-	-	1,224
	Total	548	593	584	244	260	1	-	2,230
	%	24.6	26.6	26.2	10.9	11.7	0.0	0.0	100.0

Table 7.2: Number of Secondary School Drop-outs by Region, Form and Sex – 2020

BOYS							
Region	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
South East	8	16	26	14	12	1	77
North East	11	10	10	6	9	-	46
South	32	22	35	5	12	-	106
Kweneng	55	57	56	6	5	-	179
Kgatleng	12	4	6	1	-	-	23
North West	50	57	27	10	6	-	150
Chobe	-	-	1	-	-	-	1
Gantsi	29	17	15	4	-	-	65
Kgalagadi	11	10	16	-	-	-	37
Central	124	102	71	15	10	-	322
Total	332	295	263	61	54	1	1,006
GIRLS							
Region	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
South East	7	23	25	28	28	-	111
North East	15	12	8	17	9	-	61
South	18	24	61	13	28	-	144
Kweneng	30	52	45	12	8	-	147
Kgatleng	6	9	11	3	4	-	33
North West	33	36	41	39	30	-	179
Chobe	-	-	-	-	-	-	-
Gantsi	19	12	14	6	8	-	59
Kgalagadi	3	13	9	9	10	-	44
Central	85	117	107	56	81	-	446
Total	216	298	321	183	206	0	1,224
ALL STUDENTS							
Region	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7
South East	15	39	51	42	40	1	188
North East	26	22	18	23	18	-	107
South	50	46	96	18	40	-	250
Kweneng	85	109	101	18	13	-	326
Kgatleng	18	13	17	4	4	-	56
North West	83	93	68	49	36	-	329
Chobe	-	-	1	-	-	-	1
Gantsi	48	29	29	10	8	-	124
Kgalagadi	14	23	25	9	10	-	81
Central	209	219	178	71	91	-	768
Total	548	593	584	244	260	1	2,230

Table 7.2 indicates dropouts by education region of the 2,230 students who dropped out of school in 2020 academic year 1,006 were males and 1,224 were females. It was further noted that more school dropouts were recorded in Central District with 768 for both sexes, followed by North West district with a total of 329 for both sexes, and the least drop outs were recorded in Chobe District with 1 drop outs from the males.

Table 7.3: Secondary School Dropout by Reason, Form and Sex – 2020

BOYS	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
Fees	5	6	12	13	6	-	42
Expulsion	2	-	1	4	1	-	8
Illness	11	9	14	8	8	1	51
Marriage	-	-	-	-	-	-	-
Pregnancy	-	-	-	-	-	-	-
Bullying	1	4	2	4	2	-	13
Truancy	308	260	214	31	36	-	849
Desertion	-	1	-	-	-	-	1
Substance abuse	-	1	8	-	-	-	9
Poor performance	1	6	4	-	-	-	11
Abuse by parents	-	-	1	-	-	-	1
Corporal Punishment	-	-	-	-	-	-	-
Abuse by teacher	-	-	-	-	-	-	-
Child labour	-	-	-	-	-	-	-
Religion	-	-	-	-	-	-	-
Other	4	8	7	1	1	-	21
Total	332	295	263	61	54	1	1,006

Table 7.3: Secondary School Dropout by Reason, Form and Sex – 2020 (Cont.)

GIRLS	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
Fees	6	6	8	15	6	-	41
Expulsion	-	-	-	-	-	-	-
Illness	15	17	20	8	12	-	72
Marriage	-	-	-	-	-	-	-
Pregnancy	30	61	100	135	148	-	474
Bullying	-	2	1	-	-	-	3
Truancy	164	196	182	24	37	-	603
Desertion	-	-	-	-	-	-	-
Substance abuse	-	-	2	-	-	-	2
Poor performance	-	9	2	-	-	-	11
Abuse by parents	-	-	-	-	-	-	-
Corporal Punishment	-	-	-	-	-	-	-
Abuse by teacher	-	-	-	-	-	-	-
Child labour	-	-	-	-	-	-	-
Religion	-	-	-	-	-	-	-
Other	1	7	6	1	3	-	18
Total	216	298	321	183	206	0	1,224

Table 7.3: Secondary School Dropout by Reason, Form and Sex – 2020 (Cont.)

ALL STUDENTS	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
Fees	11	12	20	28	12	-	83
Expulsion	2	-	1	4	1	-	8
Illness	26	26	34	16	20	1	123
Marriage	-	-	-	-	-	-	-
Pregnancy	30	61	100	135	148	-	474
Bullying	1	6	3	4	2	-	16
Truancy	472	456	396	55	73	-	1,452
Desertion	-	1	-	-	-	-	1
Substance abuse	-	1	10	-	-	-	11
Poor performance	1	15	6	-	-	-	22
Abuse by parents	-	-	1	-	-	-	1
Corporal Punishment	-	-	-	-	-	-	-
Abuse by teacher	-	-	-	-	-	-	-
Child labour	-	-	-	-	-	-	-
Religion	-	-	-	-	-	-	-
Other	5	15	13	2	4	-	39
Total	548	593	584	244	260	1	2,230

Table 7.3 shows a number of reasons for school drop outs. Truancy was cited as the main reason for the school drop outs accounting for 65.1 percent or 1,452 of the recorded 2,230 school drop outs. This was followed by pregnancy with 464 recorded cases. However, it must be noted that Pregnancy as a reason for school dropout only applies to females hence the figures are fairly high constituting 20.8 percent of the school drop outs.

Figure 5: Number of Secondary School Drop out by level Per Year (2012-2020)

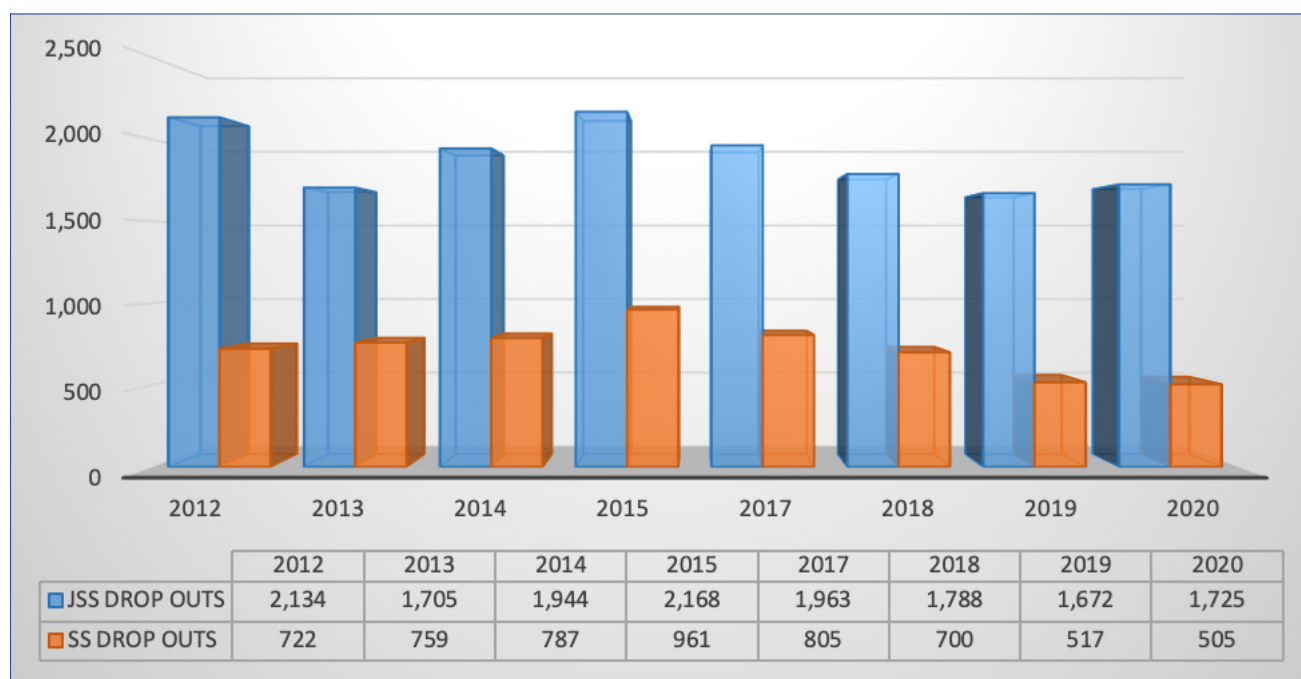


Table 7.4: Secondary School Repeaters by Form and Sex – 2020

Region	FORM1		FORM2		FORM3		FORM4		FORM5		FORM6		TOTAL		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
South East	3	2	4	2	67	55	30	28	44	33	-	-	148	120	268
North East	-	-	1	1	32	28	24	15	83	102	-	-	140	146	286
South	1	1	-	1	20	-	-	1	13	19	-	-	34	22	56
Kweneng	2	-	-	2	1	4	2	3	-	-	-	-	5	9	14
Kgatleng	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
North West	-	-	-	-	-	2	-	-	-	-	-	-	0	2	2
Chobe	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Gantsi	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Kgalagadi	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0
Central	1	1	1	-	6	10	-	1	1	2	-	-	9	14	23
Total	7	4	6	6	126	99	56	48	141	156	0	0	336	313	649

In 2020, the recorded number of repeaters stood at 649 compared to 446 recorded in 2019. Female students who repeated a grade/form were less than their male counterparts. The highest number of repeaters by form was 297 at Form 5 for both females and male repeaters of the same year. Repeaters at form 3 and form 5 are normally students who had not performed well in JCE and BGCSE/IGCSE the previous years. For the academic year 2020, the highest number of repeating students were recorded in North East Region followed by South East region. Kgatleng, Chobe, Ghanzi and Kgalagadi did not record repeaters for the year 2020.

Table 7.5: Re-entrants-2020

Region	FORM1	FORM2	FORM3	FORM4	FORM5	FORM6	TOTAL
Male	70	66	62	14	11	1	224
Female	53	68	92	112	128	-	453
Total	123	134	154	126	139	1	677

Table 7.5 indicates that in 2020, female re-entrants constituted 67.0 percent of the total re-entrants. Most of the re-entrants; 22.7 percent, were in Form 3 followed by those in Form 5 and Form 2 respectively.

8.0 SECONDARY SCHOOL TEACHERS 2020

Table 8.1: Secondary School Teachers by Employment Status-2020

Region	Teachers in Post (Permanent & Pensionable)			Teachers in study leave			Teachers on contract			Temporary Teachers			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
South East	717	1,250	1,967	5	9	14	243	226	469	40	59	99	1,005	1,544	2,549
North East	549	707	1,256	4	6	10	62	43	105	61	100	161	676	856	1,532
South	867	1,076	1,943	3	4	7	51	26	77	60	103	163	981	1,209	2,190
Kweneng	686	990	1,676	4	3	7	34	33	67	75	113	188	799	1,139	1,938
Kgatleng	280	361	641	2	4	6	8	8	16	3	10	13	293	383	676
North West	490	536	1,026	3	4	7	17	14	31	68	139	207	578	693	1,271
Chobe	44	47	91	0	0	0	1	0	1	1	1	2	46	48	94
Gantsi	147	159	306	2	0	2	1	2	3	11	20	31	161	181	342
Kgalagadi	223	174	397	3	2	5	6	1	7	18	34	52	250	211	461
Central	2,252	2,693	4,945	8	2	10	39	16	55	148	297	445	2,447	3,008	5,455
Total	6,255	7,993	14,248	34	34	68	462	369	831	485	876	1,361	7,236	9,272	16,508

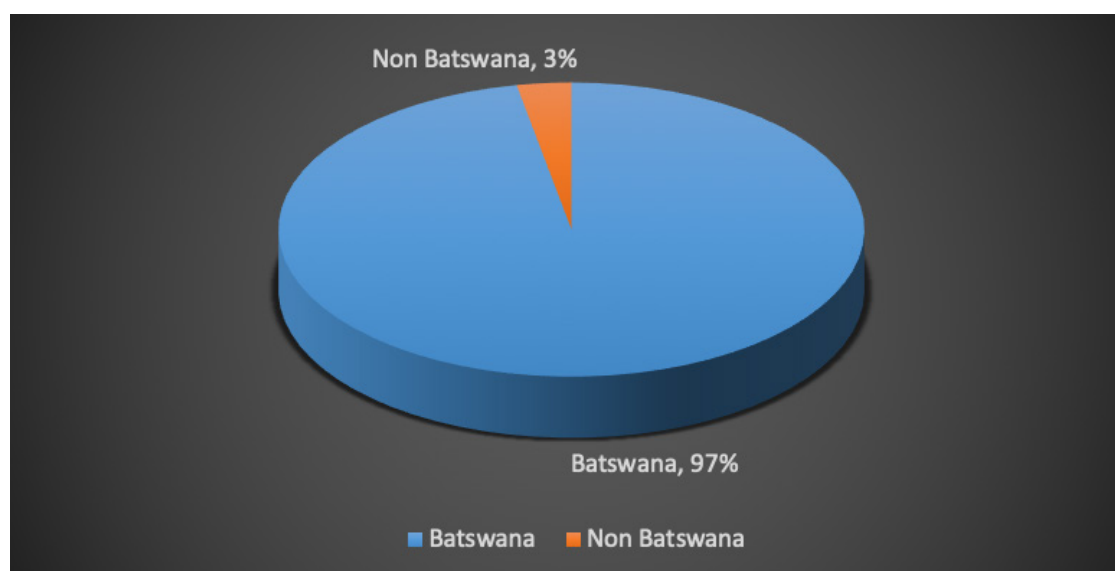
Figure 6: Secondary School Teachers by Citizenship-2020

Figure 6; shows that secondary school teachers in Botswana are mainly citizens; accounting for 97 percent of the total teachers compared to 3 percent of non-citizen teachers.

Table 8.2: Teachers by Level, School Ownership and Sex-2020

		JUNIOR	SENIOR	UNIFIED	TOTAL
GOVERNMENT	Male	4,602	1,772	138	6,512
	Female	6,669	1,772	143	8,584
	Total	11,271	3,544	281	15,096
GOVERNMENT AIDED	Male	-	250	-	250
	Female	-	287	-	287
	Total	-	537	-	537
PRIVATE	Male	-	-	474	474
	Female	-	-	401	401
	Total	-	-	875	875
TOTAL	Male	4,602	2,022	612	7,236
	Female	6,669	2,059	544	9,272
GRAND TOTAL	Total	11,271	4,081	1,156	16,508

Table 8.3: Secondary School Teachers by Region and Qualification-2020

QUALIFICATION	Dip. Ed	B.Ed.	BA + CCE	BA + PGDE	BSC+ PGDE	BSC IN EDUC	M. Ed	MPhil/PhD	Other	SUB TOTAL	Unqualified	Total
REGION												
South East	488	837	36	633	128	143	111	13	150	2,539	10	2,549
North East	564	482	25	251	79	54	32	4	40	1,531	1	1,532
Southern	812	652	30	411	122	68	38	-	57	2,190	-	2,190
Kweneng	684	634	62	359	62	46	30	2	59	1,938	-	1,938
Kgatleng	245	209	21	104	17	33	12	3	32	676	-	676
North West	535	307	16	242	45	97	8	-	14	1,264	7	1,271
Chobe	57	25	-	5	-	2	3	1	1	94	-	94
Ghanzi	146	78	-	59	15	9	6	-	29	342	-	342
Kgalagadi	170	137	-	88	4	40	4	-	18	461	-	461
Central	2,407	1,428	144	877	169	179	63	4	178	5,449	6	5,455
Total	6,108	4,789	334	3,029	641	671	307	27	578	16,484	24	16,508

Figure 7: Secondary school teachers by qualification - 2020

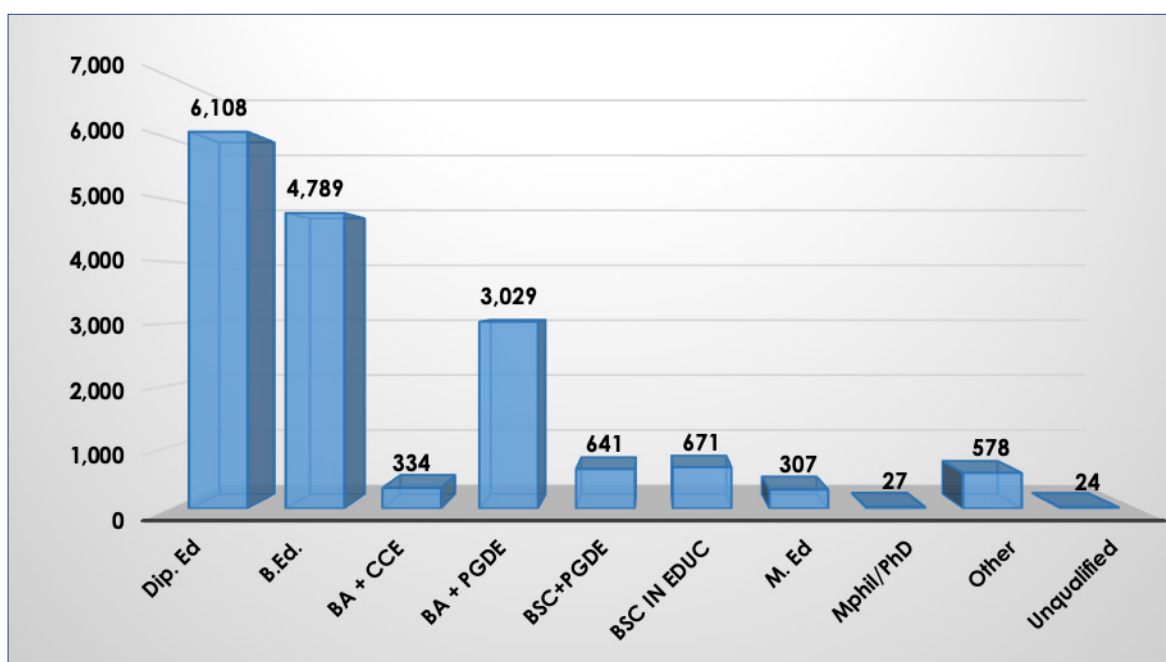


Table 8.4 Number of Secondary School Teachers 2015-2020

Training Status	2015	2017	2018	2019	2020
Trained	15,542	15,068	15,271	15,479	16,484
Untrained	108	25	23	34	24
Total Teachers	15,650	15,093	15,294	15,513	16,508
% Untrained	0.69	0.16	0.15	0.22	0.15

The number of untrained teachers in secondary schools has been declining over time. This is indicated by percentage of untrained teachers which reduced from 0.69 percent in 2015 to 0.15 percent in 2018. However, a slight increase of 0.25 percent was noted in 2019 as compared to 2018. In 2019, 0.22 percent of untrained teachers was recorded and a decline in 2020 was observed with 0.15 percent of untrained teachers. Generally, a decrease in the number of unqualified teachers should translate to better education to the learners.

LIST OF ACRONYMS

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

Appendix 1: Indicators for Education

ACCESS

Total Enrolment: Total number of learners in the system.

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

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

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.; $\text{Enrolment of specific age group 6-12 years} / \text{Population of that specific age group 6-12yrs} \times 100$.

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; $\text{Total enrolment} / \text{Total number of teachers}$.

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; $\text{total enrolment} / \text{Total number of classrooms}$.

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.

SECONDARY SCHOOL **STATS BRIEF** 2020



