

# Statistics Botswana

Private Bag 0024, Gaborone, Botswana

Tel: (267) 3671300, Fax (267) 3952201,

Email: [csobots@gov.bw](mailto:csobots@gov.bw), Website: [www.cso.gov.bw](http://www.cso.gov.bw)

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*All correspondence should be addressed to Statistician General*

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## EDUCATION STATISTICS 2011

### 1. INTRODUCTION

This Stats Brief gives a summary of the latest available Education Statistics on primary education. The edition is based on the 2011 first term primary school census which is carried out beginning of the first school term. Other levels of education have not been included in this edition since the 2011 data was not yet ready for publishing due to late and non response.

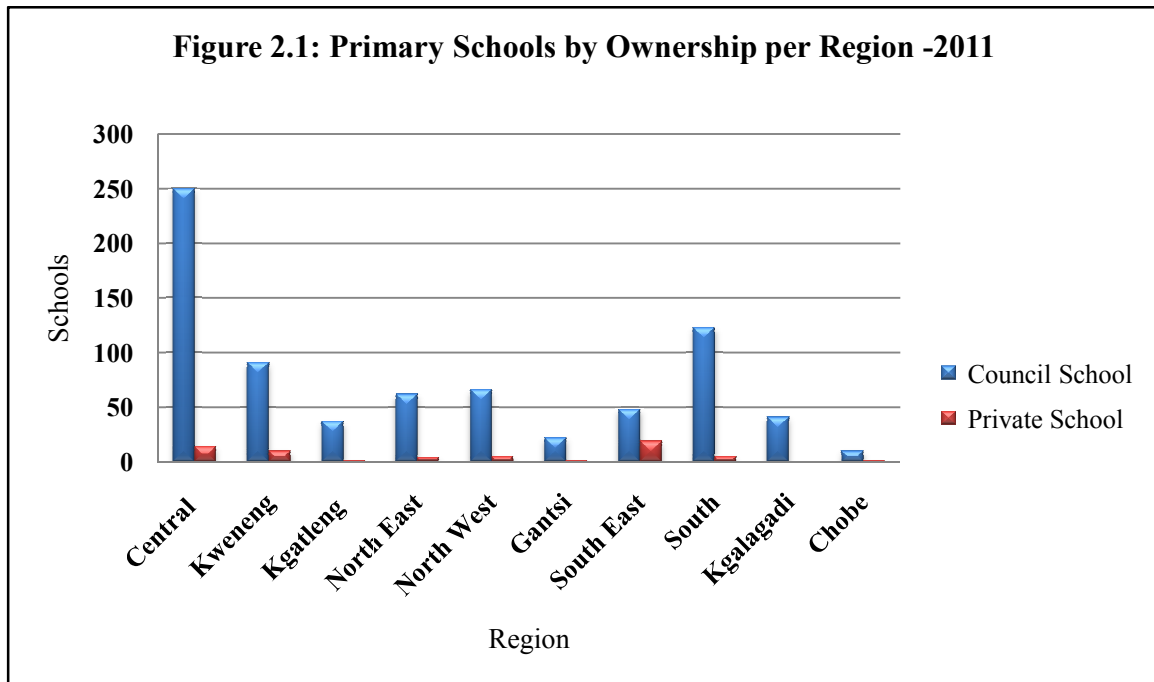
The Brief is meant to provide users with estimates for 2011, while awaiting a more comprehensive report. The indicators included in the brief are; number of schools by ownership and education regions, enrolment by ownership, sex and standard, enrolment trends, Net and Gross enrolment ratios, teacher qualifications, school dropout rates, re-entrants, to mention a few which are aggregated by sex and standard.

### 2. PRIMARY SCHOOL OWNERSHIP BY REGION 2011

**Table 2.1 School Ownership by Region 2011**

Regions	District Council Schools		Private Schools		Total Schools	
	Schools	%	Schools	%	Schools	%
Central	250	33.3	14	23.3	264	32.6
Kweneng	91	12.1	10	16.7	101	12.5
Kgatleng	37	4.9	1	1.7	38	4.7
North East	62	8.3	4	6.7	66	8.1
North West	66	8.8	5	8.3	71	8.8
Gantsi	22	2.9	1	1.7	23	2.8
South East	48	6.4	19	31.7	67	8.3
South	123	16.4	5	8.3	128	15.8
Kgalagadi	41	5.5	0	0	41	5.1
Chobe	10	1.3	1	1.7	11	1.4
<b>Total</b>	<b>750</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>810</b>	<b>100</b>

Table 2.1 shows that in 2011 the total number of primary schools country wide is 810, of which; 92.6 percent are government owned while private schools constitute only 7.4 percent. In Botswana, all government primary schools are run by district councils within the Ministry of Local Government. There has been an increase of 0.6 percent on the number of schools from 805 schools in 2010 to 810 schools in 2011. Out of the 5 new primary schools 4 are government owned and one is private owned.

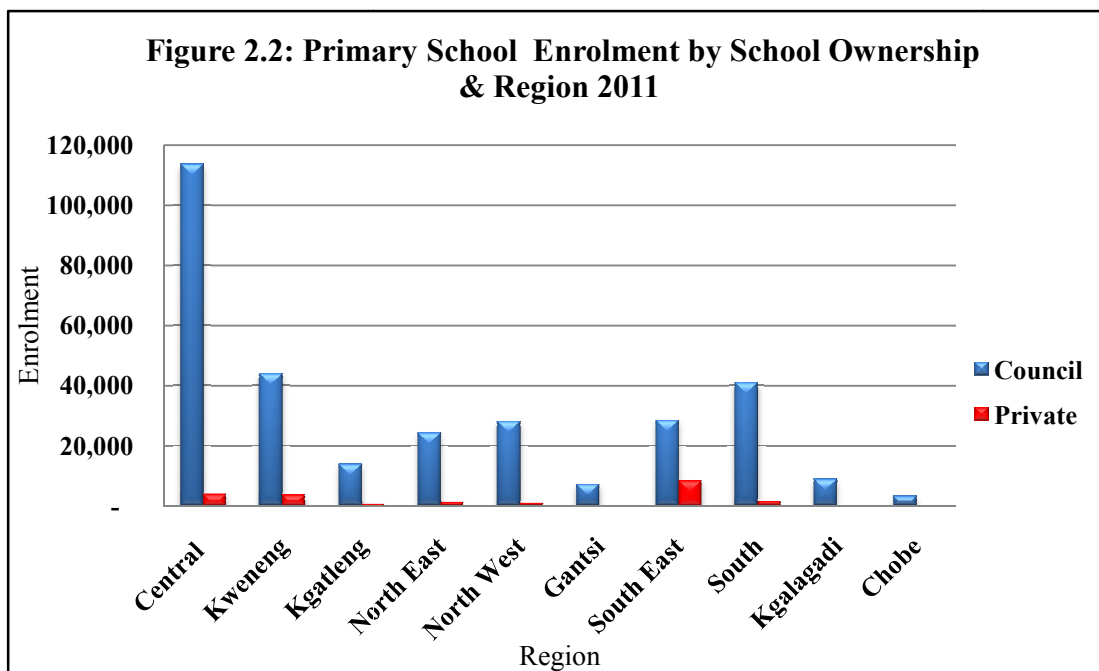


Most government owned primary schools are located in Central region (33.3 percent), followed by South region (16.4 percent) and Kweneng region (12.1 percent), respectively. On the contrary most private owned primary schools are located in South East region (31.7 percent) followed by Central (23.3 percent) and Kweneng (16.7 percent) regions, respectively. Gaborone City forms part of South East region where 17 private schools are located out of the total 19 private schools in South East. Kgatleng, Gantsi and Chobe only have one private primary school each, while Kgagalagadi region has no private primary school at all.

### 3. PRIMARY SCHOOL ENROLMENTS:

**Table 2.2: Enrolment by School Ownership per Region 2011**

Region	Council	%	Private	%	Total	%
Central	113,632	36.4	3,848	18.9	117,480	35.3
Kweneng	43,930	14.1	3,646	17.9	47,576	14.3
Kgatleng	13,882	4.4	562	2.8	14,444	4.3
North East	24,296	7.8	1,277	6.3	25,573	7.7
North West	28,101	9.0	940	4.6	29,041	8.7
Gantsi	7,202	2.3	69	0.3	7,271	2.2
South East	28,479	9.1	8,383	41.1	36,862	11.1
South	40,973	13.1	1,602	7.9	42,575	12.8
Kgalagadi	8,869	2.8	0	0	8,869	2.7
Chobe	3,217	1.0	64	0.3	3,281	1.0
<b>National</b>	<b>312,580</b>	<b>100.0</b>	<b>20,391</b>	<b>100.1</b>	<b>332,971</b>	<b>100.1</b>



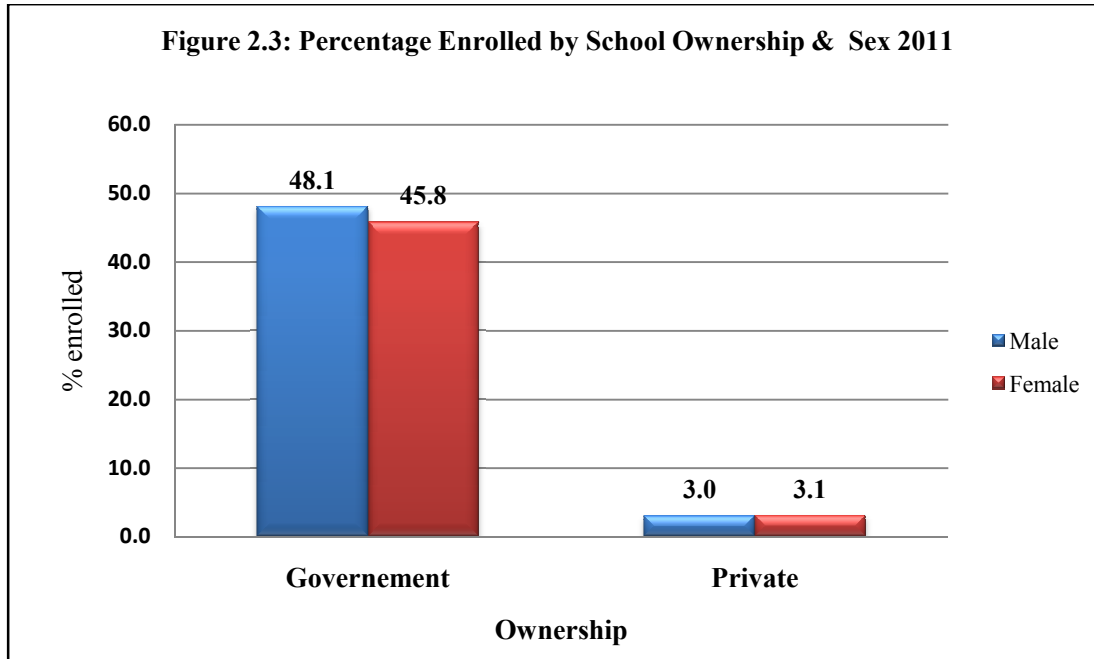
The total enrolment in all primary schools stood at 332,971 in 2011. Government schools enrolled 93.9 percent of the pupils while 6.1 percent are enrolled in private schools.

There has been a 0.5 *percent* increase in enrolment between 2010 and 2011 from 331,195 to 332,971.

Central region (35.3 *percent*) enrolled most of the pupils followed by Kweneng (14.3 *percent*) and South (12.8 *percent*) regions, respectively. Chobe region recorded the lowest number of pupils from Table 2.2.

**Table 2.3: Enrolment by School Ownership, Sex and Standard 2011**

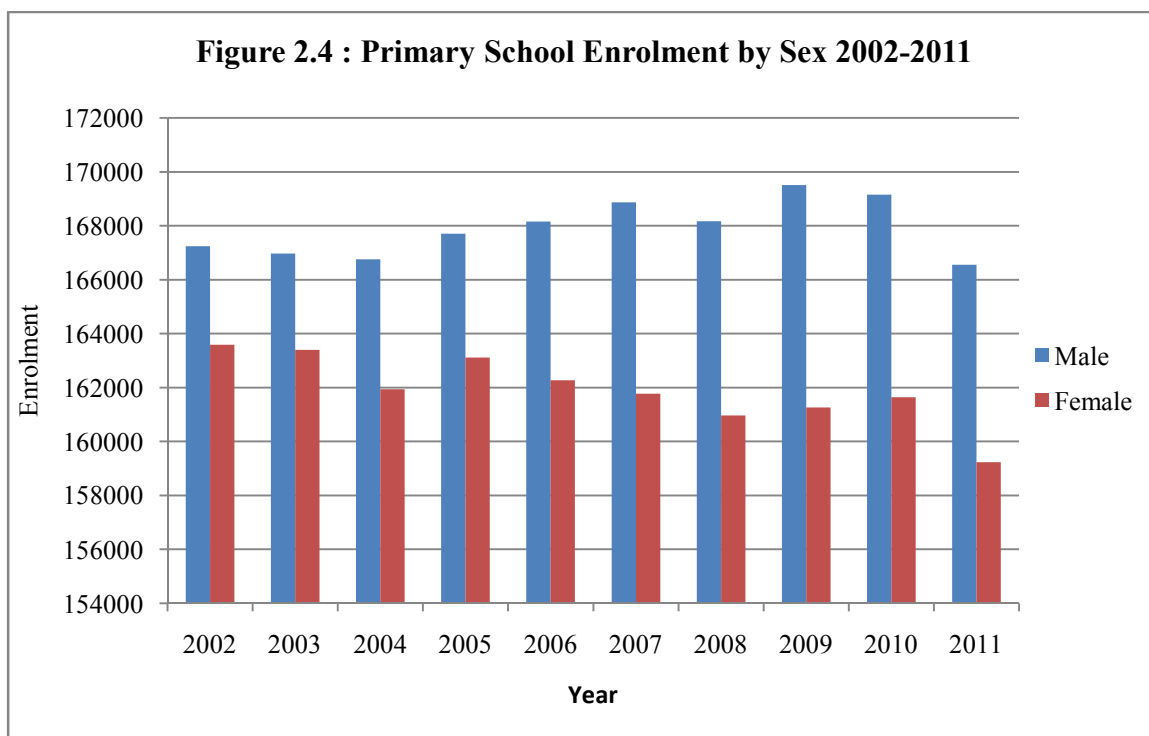
School Ownership/Sex		Standard								Total
		STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	SPED	
<b>Government</b>	Boys	26,185	23,198	22,859	23,292	22,104	21,676	20,079	714	<b>160,107</b>
	Girls	24,172	2,1635	21,021	21,643	21,708	21,515	20,278	502	<b>152,474</b>
	<b>Total</b>	<b>50,356</b>	<b>44,833</b>	<b>43,880</b>	<b>44,935</b>	<b>43,812</b>	<b>43,191</b>	<b>40,357</b>	<b>1,216</b>	<b>312,580</b>
<b>Private</b>	Boys	1,813	1,598	1,477	1,379	1,395	1,290	1,128	34	<b>10,114</b>
	Girls	1,804	1,685	1,575	1,436	1,386	1,324	1,048	19	<b>10,277</b>
	<b>Total</b>	<b>3,617</b>	<b>3,283</b>	<b>3,052</b>	<b>2,815</b>	<b>2,781</b>	<b>2,614</b>	<b>2,176</b>	<b>53</b>	<b>20,391</b>
<b>All Schools</b>	Boys	27,998	24,796	24,336	24,671	23,499	22,966	21,207	748	<b>170,221</b>
	Girls	25,976	23,320	22,596	23,079	23,094	22,839	21,326	521	<b>162,751</b>
	<b>Total</b>	<b>53,974</b>	<b>48,116</b>	<b>46,932</b>	<b>47,750</b>	<b>46,593</b>	<b>45,805</b>	<b>42,533</b>	<b>1,269</b>	<b>332,971</b>



There is a very small margin between male and female enrolments notably; *48.1 percent* male pupils as opposed to *45.8 percent* females in government owned school. Similarly in privately owned schools it is *3.0 percent* and *3.1 percent* male and female pupils, respectively.

### 3.1: ENROLMENT TRENDS

Figure 2.4 shows trends in enrolment over the years 2002 through 2011. It is evident that primary schools enrolment is dominated by boys as opposed to girls. Furthermore, the trend suggests a general decline in girls' enrolment. Over the ten year period the highest enrolment figures for boys were observed in 2009 (169,513) while for girls it was in 2002 (167,246). In 2011, both boys and girls enrolment declined. The general picture shows a slightly upward trend in the number of boys enrolled as opposed to their female counterparts.



### 3.2: EDUCATION COVERAGE

Table 2.4 shows Gross and Net Enrolment Ratios using specific population and enrolment figures for the years 2002 through 2011. Enrolment ratios are some of the indicators used for measuring coverage in the education system. GER is widely used to show the general level of participation in a given level of education whereas the NER shows the extent of participation in a given level of education belonging to the official age-group corresponding to the given level of education. These enrolment ratios give an idea of the number of children who should be at school but are actually not in the learning system.

The GER of the age group 6-12 decreased from 114.5 in 2002 to 112.7 in 2011 showing a decrease of 1.6 percent. The decrease in the Gross Enrolment Rate over the years is an indication that the number of pupils enrolled outside both age ranges of 6-12 and 7-13 has been declining. The general declining pattern of GER at age group 6-12 shows a positive response, though slow, to the Revised National Policy on Education (RNPE) recommendation on school entry age of 6 years at primary school. In order to achieve Universal Primary Education (UPE) the number of under-age and over-age pupils need to decline to free places for pupils in the official primary school age group.

The Net Enrolment Rate for the 6-12 years stood at *89.7 percent* in 2011 showing a slight decrease of *0.3* of a percentage point from the 2010 figure. This implies that about *10 percent* of the school going age are not in primary school.

**Table 2.4: Enrolment Ratios by Age and Year 2002-2011**

Year	Age			
	6-12 GER	6-12 NER	7-13 GER	7-13 NER
2002	114.5	89.7	114.5	100.7
2003	114.6	90.0	114.5	98.7
2004	113.8	89.5	114.1	98.5
2005	113.2	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	108.0	85.6	109.8	92.9
2009	108.4	85.8	109.8	91.8
2010	109.5	89.4	108.8	90.8
2011	112.7	89.7	98.6	88.4

*Note: Figures for 2008,2009 ,2010 and 2011 were calculated using first term data*

### 3.3: PRIMARY SCHOOL DROP OUTS

There has been a decline of *11.6 percent* in primary school dropouts recorded between 2009 and 2011 from 3,425 to 3,026. Generally more boys drop out of school than girls across all standards. For instance, in 2011, *64.2 percent* of the total primary school dropouts were boys.

It should however be noted that, dropout figures reported in the current year pertains to those pupils who dropped out of the school system during previous year. Over the three year period it is observed that most pupils drop out of school in standard 1, this could be attributed to various reasons such as distance from school, parents withdrawing children from school because they feel they are not yet ready for school to mention a few.

**Table 2.5: Dropout by Standard and Sex 2009-2011**

**2009**

<b>Sex</b>	<b>Std 1</b>	<b>Std 2</b>	<b>Std 3</b>	<b>Std 4</b>	<b>Std 5</b>	<b>Std 6</b>	<b>Std 7</b>	<b>SPED</b>	<b>Total</b>
Boys	401	302	321	317	332	331	200	3	<b>2,207</b>
Girls	249	170	130	161	138	202	165	3	<b>1,218</b>
<b>Totals</b>	<b>650</b>	<b>472</b>	<b>451</b>	<b>478</b>	<b>470</b>	<b>533</b>	<b>365</b>	<b>6</b>	<b>3,425</b>
<i>Percentage</i>	<i>19.0</i>	<i>13.8</i>	<i>13.2</i>	<i>14.0</i>	<i>13.7</i>	<i>15.6</i>	<i>10.7</i>	<i>0.2</i>	<i>100.0</i>

**2010**

<b>Sex</b>	<b>Std 1</b>	<b>Std 2</b>	<b>Std 3</b>	<b>Std 4</b>	<b>Std 5</b>	<b>Std 6</b>	<b>Std 7</b>	<b>SPED</b>	<b>Total</b>
Boys	435	227	274	329	308	265	223	10	2,071
Girls	262	141	122	161	152	137	144	5	1,124
<b>Totals</b>	<b>696</b>	<b>368</b>	<b>396</b>	<b>489</b>	<b>460</b>	<b>402</b>	<b>367</b>	<b>15</b>	<b>3,195</b>
<i>Percentage</i>	<i>21.8</i>	<i>11.5</i>	<i>12.4</i>	<i>15.3</i>	<i>14.4</i>	<i>12.6</i>	<i>11.5</i>	<i>0.5</i>	<i>100.0</i>

**2011**

<b>Sex</b>	<b>Std 1</b>	<b>Std 2</b>	<b>Std 3</b>	<b>Std 4</b>	<b>Std 5</b>	<b>Std 6</b>	<b>Std 7</b>	<b>SPED</b>	<b>Total</b>
Boys	389	242	266	298	269	279	192	7	<b>1,942</b>
Girls	264	134	128	121	128	176	129	4	<b>1,084</b>
<b>Totals</b>	<b>653</b>	<b>376</b>	<b>394</b>	<b>419</b>	<b>397</b>	<b>455</b>	<b>321</b>	<b>11</b>	<b>3,026</b>
<i>Percentage</i>	<i>21.6</i>	<i>12.4</i>	<i>13.0</i>	<i>13.8</i>	<i>13.1</i>	<i>15.0</i>	<i>10.6</i>	<i>0.4</i>	<i>100.0</i>



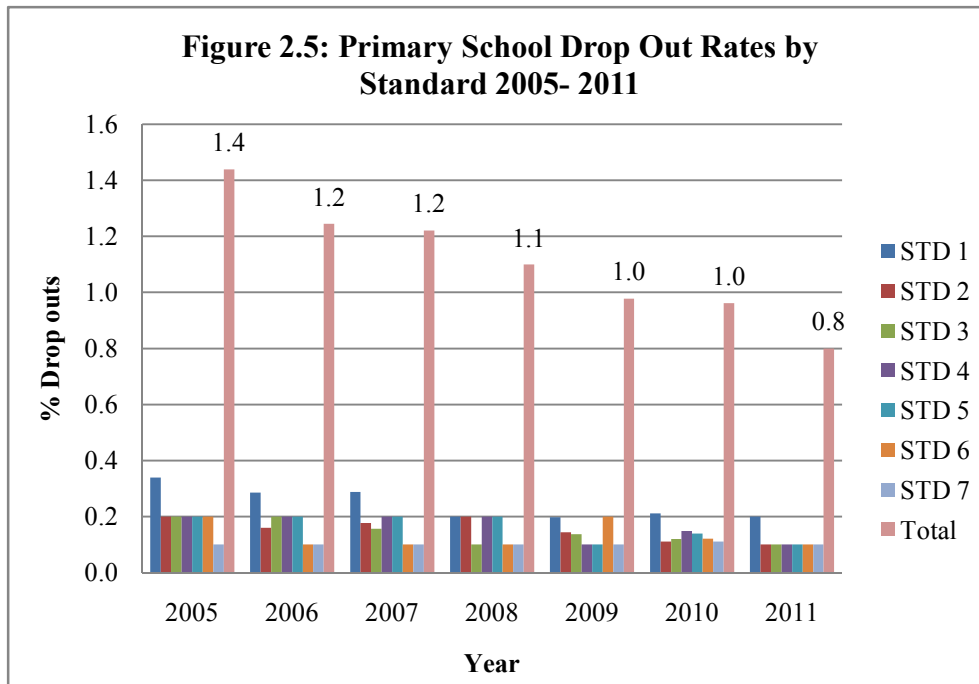


Figure 2.7 gives an indication of dropout per standard in relation to total enrolment in primary education. A decrease has been observed in the number of pupils dropping out of primary schools over the years from *1.4 percent* in 2005 to *0.8 percent* in 2011. Over the years there has also been a reduction in the proportion of pupils dropping out of school in standard 1.

### 3.4: RE-ENTRANTS

Re-entrants refer to those pupils who dropped out of school and are re-entering the school system respective of when they dropped out of school. In 2011, boys who re-entered the school system constituted *66.1 percent* of total re-entrants. Most of the re-entrants (*25.9 percent*) were in standard 1, probably because the highest proportions of dropouts are normally in standard 1 (Table 2.6).

**Table 2.6: Re-entrants by Standard and Sex 2011**

Standard									
Sex	1	2	3	4	5	6	7	SPED	Total
Boys	272	159	160	180	158	157	87	3	1,176
Girls	189	91	68	85	70	71	27	2	603
<b>Total</b>	<b>461</b>	<b>250</b>	<b>228</b>	<b>265</b>	<b>228</b>	<b>228</b>	<b>114</b>	<b>5</b>	<b>1,779</b>

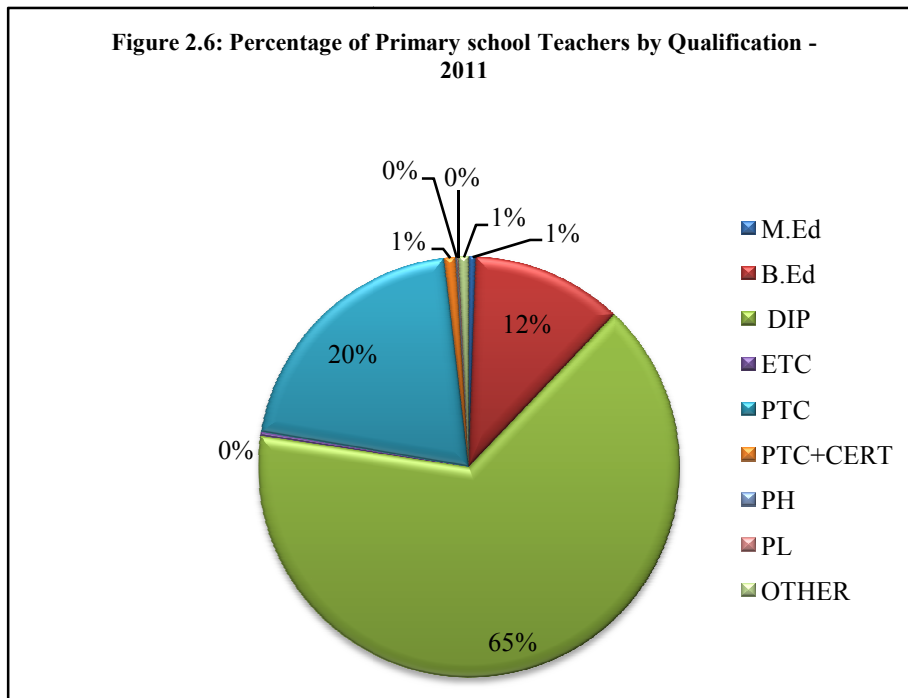
\* *Special Education*

### 3.5: TEACHERS QUALIFICATION

In 2011, three quarters (75.1 percent) of the Primary schools' teachers comprise of females; of which 95.4 percent are trained. About 94.8 percent of all teachers are trained and employed on permanent basis. Only 5 percent of the total teachers are temporary while the untrained constitute about 0.2 percent (Table 2.7). This is an indication that Ministry of Education and Skills Development's initiatives to upgrade teachers' qualifications is realised.

**Table 2.7: Number of Teachers by Qualification 2011**

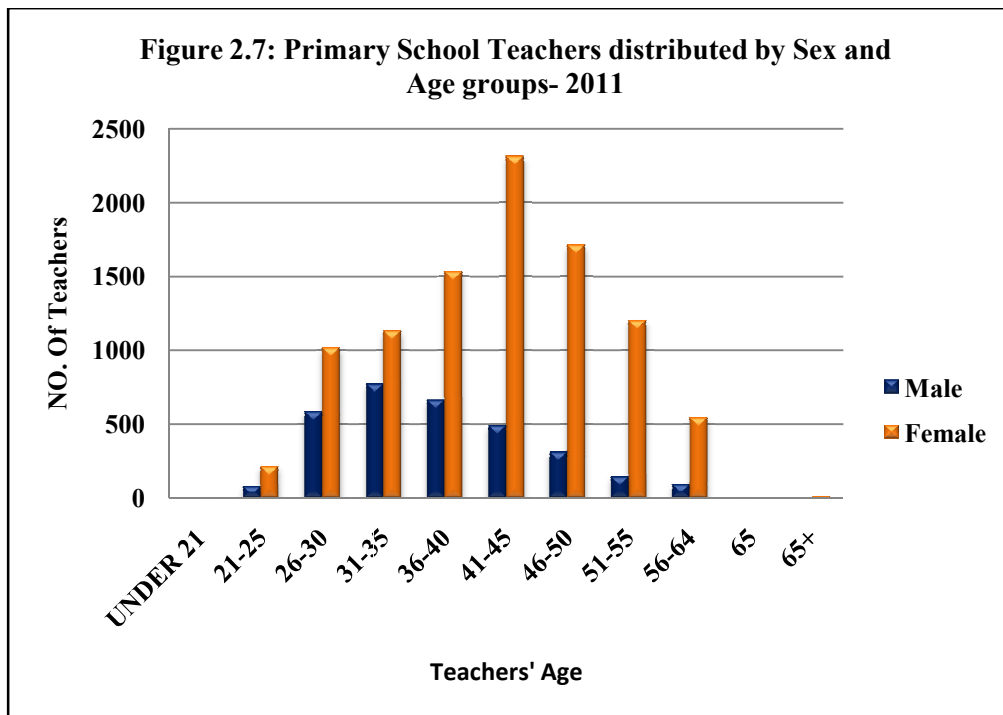
Teachers								
Sex	Trained	%	Untrained	%	Temporary	%	Total	%
Male	3,125	24.4	1	3.6	237	34.8	3,363	24.9
Female	9,675	75.6	27	96.4	444	65.2	10,146	75.1
<b>Total</b>	<b>12,800</b>	<b>100.0</b>	<b>28</b>	<b>100.0</b>	<b>681</b>	<b>100.0</b>	<b>13,509</b>	<b>100.0</b>



Out of all trained teachers the Diploma holders are the majority with *65 percent*; an increase of 6.1 percentage points from the *58.9 percent* reported in 2010. The second largest group is Primary Teacher Certificate holders (PTC) accounting for *20 percent* down by *7.8 percentage* points from the previous year's figure of *27.8 percent*. Of the trained teachers, those with Bachelor of Education and Master of Education were *12.0* and *1.0 percent* respectively. The increase in qualified primary teachers is likely to improve the quality of primary education which would be a positive development (Figure 2.6).

### 3.6: Primary School Trained Teachers Distributed by Age & Sex

Figure 2.7 shows that most female teachers fall between the age group 41- 45 years, while most male teachers are within the 31- 35 age group. A few teachers, just about *2.0 percent* are 25 years and below. Trained teachers aged between 56 – 64 years constitute 5 percent and most of them are females.



### 3.7: TEACHERS QUALIFICATION

**Table 2.8: Teachers by Sex and Professional Qualification - 2011**

Sex	Trained										Untrained	Temp	Total
	ME.d	BE.d	DIP	ET C	PTC	PTC + CER T	PH	PL	Othe r	Sub total			
Male	13	412	2,226	36	372	32	1	0	33	3125	1	237	<b>3,363</b>
Female	54	1,069	6,129	2	2,246	82	12	13	68	9,675	27	444	<b>10,146</b>
<b>Total</b>	<b>67</b>	<b>1,481</b>	<b>8,355</b>	<b>38</b>	<b>2,618</b>	<b>114</b>	<b>13</b>	<b>13</b>	<b>101</b>	<b>12,800</b>	<b>28</b>	<b>681</b>	<b>13,509</b>

Note: M.Ed – Master of Education, B.Ed –Bachelor of Education, DIP – Diploma, ETC – Elementary Teacher Certificate, PTC – Primary Teacher Certificate, PH – Primary Higher, PL – Primary Lower, Temp - Temporary

The Pupil-Teacher Ratio is one of the indicators used to assess quality of the education system. There has been a decrease in the pupils per trained teachers from 29 in 2003 to 26 in 2011. A low Pupil Teacher Ratio allows for a better chance of contact between the learners and teachers hence enhancing the teaching/learning process (Table 2.8).

Table 2.9: Time Series on Primary School Teachers

	2003	2004	2005	2006	2007	2008	2009	2010	2011
<b>Trained</b>									
Male	2,273	2,468	2,552	2,796	2,971	3,075	3,132	3,083	3,125
Female	9,102	9,292	9,156	9,494	9,808	9,914	9,832	9,615	9,675
<b>Total</b>	<b>11,375</b>	<b>11,760</b>	<b>11,708</b>	<b>12,290</b>	<b>12,779</b>	<b>12,989</b>	<b>12,964</b>	<b>12,698</b>	<b>12,800</b>
<b>Untrained</b>									
Male	379	256	249	219	58	10	6	7	1
Female	924	701	690	503	143	70	44	44	27
<b>Total</b>	<b>1,303</b>	<b>957</b>	<b>939</b>	<b>722</b>	<b>201</b>	<b>80</b>	<b>50</b>	<b>51</b>	<b>28</b>
<b>All Teachers</b>									
Male	2,652	2,724	2,801	3,015	3,029	3,217	3,212	3,298	3,363
Female	10,026	9,993	9,846	9,997	9,951	10,160	9,961	10,090	10,146
<b>Total</b>	<b>12,678</b>	<b>12,717</b>	<b>12,647</b>	<b>13,012</b>	<b>12,980</b>	<b>13,377</b>	<b>13,173</b>	<b>13,388</b>	<b>13,509</b>
<b>Percentage</b>									
Female	79	79	78	77	77	76	76	75	75
Untrained	10	8	7	6	2	0.6	0.3	0.3	0.2
<b>Pupil Teacher Ratios</b>									
Trained Teachers	29	28	28	27	26	25	26	26	26
<b>Total</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

**TABLE 2.10 : STANDARD 1 TO STANDARD 7 PROGRESSION RATES**

	<b>2003</b>		<b>%</b>	<b>2004</b>		<b>%</b>	<b>2005</b>		<b>%</b>	<b>2006</b>		<b>%</b>
<b>Boys</b>												
Std 1	2003	27,203	100	2004	26,671	100	2005	27,203	100	2006	27,632	100
Std 2	2004	24,927	91.6	2005	25,028	93.8	2006	25,149	92.4	2007	24,963	90.34
Std 3	2005	24,921	91.6	2006	24,064	90.2	2007	24,458	89.9	2008	24,899	90.11
Std 4	2006	25,252	92.8	2007	24,730	92.7	2008	24,915	91.6	2009	25,512	92.33
Std 5S	2007	23,008	84.6	2008	22,838	85.6	2009	23,312	85.7	2010	23,801	86.14
Std 6	2008	22,399	82.3	2009	22,254	83.4	2010	22,587	83.0	2011	22,966	83.1
Std 7	2009	21,180	77.9	2010	20,962	78.6	2011	21,199	77.9			
<b>Girls</b>												
Std 1	2003	25,386	100	2004	24,197	100	2005	25,386	100	2006	25,851	100
Std 2	2004	23,556	92.8	2005	23,532	97.3	2006	23812	93.8	2007	23,970	92.72
Std 3	2005	23,873	94.0	2006	22,070	91.2	2007	23,259	91.6	2008	23,702	91.69
Std 4	2006	23,731	93.5	2007	22,733	93.9	2008	23,525	92.7	2009	24,306	94.02
Std 5	2007	22,412	88.3	2008	21,911	90.6	2009	22,725	89.5	2010	23,488	90.86
Std 6	2008	22046	86.8	2009	21,633	89.4	2010	22,258	87.7	2011	22,839	88.3
Std 7	2009	21,185	83.5	2010	20,647	85.3	2011	21,334	84.0			
<b>Both Sexes</b>												
Std 1	2003	52,589	100	2004	50,868	100	2005	52,589	100	2006	53,483	100
Std 2	2004	48,483	92.2	2005	46,758	91.9	2006	48,961	93.1	2007	48,933	91.5
Std 3	2005	48,794	92.8	2006	46,134	90.7	2007	47,717	90.7	2008	48,601	90.9
Std 4	2006	48,983	93.1	2007	47,463	93.3	2008	48,440	92.1	2009	49,818	93.2
Std 5	2007	45,420	86.4	2008	44,749	88.0	2009	46,067	87.6	2010	47,289	88.4
Std 6	2008	44,445	84.5	2009	43,887	86.3	2010	47,289	89.9	2011	45,805	85.6
Std 7	2009	42,365	80.6	2010	41,609	81.8	2011	42,533	80.9			

Table 2.9 shows standard 1 pupils from particular cohorts who reach standard 7 inclusive of repeaters. Of the cohort who started standard 1 in 2004, about 82 *percent* reached standard 7 in 2010 showing a 1 *percent* increase on the cohort who started standard 1 in 2003 and completed standard 7 in 2009. There are several reasons why not all pupils in a particular cohort complete the primary cycle notably; desertion, illness, death, pregnancy, school fees to mention a few.



Anna N. Majelantle  
Ag Statistician General

## APPENDIX

### 1. Primary School Tables

**Table A1: National Enrolment by Region, Sex and Standards 2011**

		Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	SPED	Total
<b>South</b>										
<b>East</b>	Boys	2,846	2,610	2,623	2,661	2,670	2,597	2,368	100	18,475
	Girls	2,732	2,537	2,587	2,641	2,616	2,751	2,449	74	18,387
	<b>Total</b>	<b>5,578</b>	<b>5,147</b>	<b>5,210</b>	<b>5,302</b>	<b>5,286</b>	<b>5,348</b>	<b>4,817</b>	<b>174</b>	<b>36,862</b>
<b>Kgatleng</b>	Boys	1,236	996	1,001	1,103	1,087	1,034	929	95	7,481
	Girls	1,084	1,021	991	979	963	966	894	65	6,963
	<b>Total</b>	<b>2,320</b>	<b>2,017</b>	<b>1,992</b>	<b>2,082</b>	<b>2,050</b>	<b>2,000</b>	<b>1,823</b>	<b>160</b>	<b>14,444</b>
<b>Kweneng</b>	Boys	4,061	3,718	3,547	3,524	3,325	3,203	2,949	128	24,455
	Girls	3,794	3382	3,231	3,377	3,160	3,203	2,877	97	23,121
	<b>Total</b>	<b>7,855</b>	<b>7,100</b>	<b>6,778</b>	<b>6,901</b>	<b>6,485</b>	<b>6,406</b>	<b>5,826</b>	<b>225</b>	<b>47,576</b>
<b>South</b>	Boys	3,654	3,054	3,160	3,236	3,052	2,890	2,744	81	21,871
	Girls	3,359	2,936	2,885	3,039	3,001	2,804	2,632	48	20,704
	<b>Total</b>	<b>7,013</b>	<b>5,990</b>	<b>6,045</b>	<b>6,275</b>	<b>6,053</b>	<b>5,694</b>	<b>5,376</b>	<b>129</b>	<b>42,575</b>
<b>Kgalagadi</b>	Boys	775	720	626	708	635	613	561	20	4,658
	Girls	695	602	605	644	556	540	559	10	4,211
	<b>Total</b>	<b>1,470</b>	<b>1,322</b>	<b>1,231</b>	<b>1,352</b>	<b>1,191</b>	<b>1,153</b>	<b>1,120</b>	<b>30</b>	<b>8,869</b>
<b>North</b>										
<b>West</b>	Boys	2,599	2,150	2,197	2,048	2,028	2,003	1,786	40	14,851
	Girls	2,305	2,109	1,923	1,976	2,016	1,929	1,899	33	14,190
	<b>Total</b>	<b>4,904</b>	<b>4,259</b>	<b>4,120</b>	<b>4,024</b>	<b>4,044</b>	<b>3,932</b>	<b>3,685</b>	<b>73</b>	<b>29,041</b>
<b>East</b>	Boys	2,100	1,902	1,801	1,897	1,757	1,797	1,655	99	13,008
	Girls	1,975	1,803	1,719	1,666	1,795	1,816	1,725	65	12,564
	<b>Total</b>	<b>4,075</b>	<b>3,705</b>	<b>3,520</b>	<b>3,563</b>	<b>3,552</b>	<b>3,613</b>	<b>3,380</b>	<b>164</b>	<b>25,572</b>
<b>Central</b>	Boys	9,804	8,778	8,642	8,728	8,228	8,117	7,632	173	60,102
	Girls	9,174	8,107	7,929	7,986	8,283	8,083	7,702	114	57,378
	<b>Total</b>	<b>18,978</b>	<b>16,885</b>	<b>16,571</b>	<b>16,714</b>	<b>16,511</b>	<b>16,200</b>	<b>15,334</b>	<b>287</b>	<b>117,480</b>
<b>Gantsi</b>	Boys	650	603	518	521	504	456	370	4	3,626
	Girls	624	577	492	550	485	510	399	8	3,645
	<b>Total</b>	<b>1,274</b>	<b>1,180</b>	<b>1,010</b>	<b>1,071</b>	<b>989</b>	<b>966</b>	<b>769</b>	<b>12</b>	<b>7,271</b>
<b>Chobe</b>	Boys	273	265	221	245	213	256	213	8	1,694
	Girls	233	246	234	221	219	237	190	7	1,587
	<b>Total</b>	<b>506</b>	<b>511</b>	<b>455</b>	<b>466</b>	<b>432</b>	<b>493</b>	<b>403</b>	<b>15</b>	<b>3,281</b>
<b>Total</b>	Boys	27,998	24,796	24,336	24,671	23,499	22,966	21,207	748	170,221
	Girls	25,975	23,320	22,596	23,079	23,094	22,839	21,326	521	162,750
	<b>Total</b>	<b>53,973</b>	<b>48,116</b>	<b>46,932</b>	<b>47,750</b>	<b>46,593</b>	<b>45,805</b>	<b>42,533</b>	<b>1,269</b>	<b>332,971</b>

*\*Special Education*



**Table A2: Enrolment By Nationality, Sex and Standard 2011**

			<b>Std 1</b>	<b>Std 2</b>	<b>Std 3</b>	<b>Std 4</b>	<b>Std 5</b>	<b>Std 6</b>	<b>Std 7</b>	<b>SPED</b>	<b>Total</b>
<b>Citizenship</b>	<b>Batswana</b>	Boys	27,414	24,195	23,804	24,165	22,978	22,482	20,768	742	166,548
		Girls	25,423	22,802	22,046	22,578	22,609	22,349	20,902	518	159,227
		<b>Total</b>	<b>52,837</b>	<b>46,997</b>	<b>45,850</b>	<b>46,743</b>	<b>45,587</b>	<b>44,831</b>	<b>41,670</b>	<b>1,260</b>	<b>325,775</b>
	<b>Non-Batswana</b>	Boys	584	601	532	506	519	484	431	6	3,663
		Girls	552	518	550	501	487	490	432	3	3,533
		<b>Total</b>	<b>1,136</b>	<b>1,119</b>	<b>1,082</b>	<b>1,007</b>	<b>1,006</b>	<b>974</b>	<b>863</b>	<b>9</b>	<b>7,196</b>
		<b>Grand total</b>	<b>53,973</b>	<b>48,116</b>	<b>46,932</b>	<b>47,750</b>	<b>46,593</b>	<b>45,805</b>	<b>42,533</b>	<b>1,269</b>	<b>33,2971</b>

**Table A3: Number of Drop out by Region, Sex and Standard in the previous year 2011**

		Std								Total
		Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	SPED	Total
<b>South East</b>	Boys	6	2	2	5	4	5	4	1	29
	Girls	5	1	2	3	4	4	2	1	22
	<b>Total</b>	<b>11</b>	<b>3</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>6</b>	<b>2</b>	<b>51</b>
<b>Kgatleng</b>	Boys	13	2	1	5	8	4	3	0	36
	Girls	2	0	1	2	4	0	4	0	13
	<b>Total</b>	<b>15</b>	<b>2</b>	<b>2</b>	<b>7</b>	<b>12</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>49</b>
<b>Kweneng</b>	Boys	64	42	48	50	38	41	23	3	309
	Girls	66	25	23	18	20	26	13	1	192
	<b>Total</b>	<b>130</b>	<b>67</b>	<b>71</b>	<b>68</b>	<b>58</b>	<b>67</b>	<b>36</b>	<b>4</b>	<b>501</b>
<b>South</b>	Boys	54	30	47	38	47	43	24	2	285
	Girls	29	10	15	13	19	24	12	0	122
	<b>Total</b>	<b>83</b>	<b>40</b>	<b>62</b>	<b>51</b>	<b>66</b>	<b>67</b>	<b>36</b>	<b>2</b>	<b>407</b>
<b>Kgalagadi</b>	Boys	12	8	9	20	19	12	7	0	87
	Girls	9	0	3	2	7	11	14	0	46
	<b>Total</b>	<b>21</b>	<b>8</b>	<b>12</b>	<b>22</b>	<b>26</b>	<b>23</b>	<b>21</b>	<b>0</b>	<b>133</b>
<b>North West</b>	Boys	55	33	39	46	46	47	29	0	295
	Girls	30	11	24	22	12	34	15	0	148
	<b>Total</b>	<b>85</b>	<b>44</b>	<b>63</b>	<b>68</b>	<b>58</b>	<b>81</b>	<b>44</b>	<b>0</b>	<b>443</b>
<b>North East</b>	Boys	7	2	4	3	3	7	9	1	36
	Girls	4	2	1	4	2	2	4	2	21
	<b>Total</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>9</b>	<b>13</b>	<b>3</b>	<b>57</b>
<b>Central</b>	Boys	130	82	82	99	77	92	78	0	640
	Girls	87	52	39	41	47	55	56	0	377
	<b>Total</b>	<b>217</b>	<b>134</b>	<b>121</b>	<b>140</b>	<b>124</b>	<b>147</b>	<b>134</b>	<b>0</b>	<b>1,017</b>
<b>Gantsi</b>	Boys	43	40	33	31	27	26	13	0	213
	Girls	31	33	20	15	13	19	9	0	140
	<b>Total</b>	<b>74</b>	<b>73</b>	<b>53</b>	<b>46</b>	<b>40</b>	<b>45</b>	<b>22</b>	<b>0</b>	<b>353</b>
<b>Chobe</b>	Boys	5	1	1	1	0	2	2	0	12
	Girls	1	0	0	1	0	1	0	0	3
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>15</b>
<b>Total</b>	Boys	389	242	266	298	269	279	192	7	1,942
	Girls	264	134	128	121	128	176	129	4	1,084
	<b>Total</b>	<b>653</b>	<b>376</b>	<b>394</b>	<b>419</b>	<b>397</b>	<b>455</b>	<b>321</b>	<b>11</b>	<b>3,026</b>

**Table A4: Number of Teachers by Qualification, Region and Sex 2011**

		M. Ed	B.Ed	DIP	ETC	T rained PTC	PTC +CE RT	PH	PL	Oth er	Subtotal	Un trai ned	Temp	Total
<b>South East</b>	Male	6	83	177	0	20	8	1	0	4	299	0	1	300
	Female	28	259	709	1	226	44	6	3	10	1,286	13	4	1,303
	<b>Total</b>	<b>34</b>	<b>342</b>	<b>886</b>	<b>1</b>	<b>246</b>	<b>52</b>	<b>7</b>	<b>3</b>	<b>14</b>	<b>1,585</b>	<b>13</b>	<b>5</b>	<b>1,603</b>
<b>Kgatleng</b>	Male	1	24	75	0	18	2	0	0	0	120	0	15	135
	Female	3	73	247	0	124	3	1	1	0	452	0	34	486
	<b>Total</b>	<b>4</b>	<b>97</b>	<b>322</b>	<b>0</b>	<b>142</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>572</b>	<b>0</b>	<b>49</b>	<b>621</b>
<b>Kweneng</b>	Male	0	52	224	0	69	7	0	0	2	354	0	46	400
	Female	11	147	850	0	300	22	1	2	16	1,349	6	94	1,449
	<b>Total</b>	<b>11</b>	<b>199</b>	<b>1,074</b>	<b>0</b>	<b>369</b>	<b>29</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>1,703</b>	<b>6</b>	<b>140</b>	<b>1,849</b>
<b>South</b>	Male	0	59	234	0	100	7	0	0	7	407	1	41	449
	Female	4	119	726	0	436	3	1	1	6	1,296	1	73	1,370
	<b>Total</b>	<b>4</b>	<b>178</b>	<b>960</b>	<b>0</b>	<b>536</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>13</b>	<b>1,703</b>	<b>2</b>	<b>114</b>	<b>1,819</b>
<b>Kgalagadi</b>	Male	0	7	95	0	18	0	0	0	0	120	0	10	130
	Female	0	14	213	0	73	1	0	0	1	302	0	13	315
	<b>Total</b>	<b>0</b>	<b>21</b>	<b>308</b>	<b>0</b>	<b>91</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>422</b>	<b>0</b>	<b>23</b>	<b>445</b>
<b>North West</b>	Male	0	22	332	36	4	0	0	0	5	399	0	13	412
	Female	0	34	479	0	99	0	0	0	13	625	6	27	658
	<b>Total</b>	<b>0</b>	<b>56</b>	<b>811</b>	<b>36</b>	<b>103</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>1,024</b>	<b>6</b>	<b>40</b>	<b>1,070</b>
<b>North East</b>	Male	3	26	143	0	21	2	0	0	3	198	0	19	217
	Female	4	100	542	0	150	2	1	2	6	807	0	34	841
	<b>Total</b>	<b>7</b>	<b>126</b>	<b>685</b>	<b>0</b>	<b>171</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>1,005</b>	<b>0</b>	<b>53</b>	<b>1,058</b>
<b>Central</b>	Male	3	124	821	0	110	5	0	0	12	1,075	0	69	1,144
	Female	3	305	2,185	1	786	7	2	4	16	3,309	0	132	3,441
	<b>Total</b>	<b>6</b>	<b>429</b>	<b>3,006</b>	<b>1</b>	<b>896</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>28</b>	<b>4,384</b>	<b>0</b>	<b>201</b>	<b>4,585</b>
<b>Gantsi</b>	Male	0	9	83	0	10	1	0	0	0	103	0	17	120
	Female	0	8	127	0	33	0	0	0	0	168	0	17	185
	<b>Total</b>	<b>0</b>	<b>17</b>	<b>210</b>	<b>0</b>	<b>43</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>271</b>	<b>0</b>	<b>34</b>	<b>305</b>
<b>Chobe</b>	Male	0	6	42	0	2	0	0	0	0	50	0	6	56
	Female	1	10	51	0	19	0	0	0	0	81	1	16	98
	<b>Total</b>	<b>1</b>	<b>16</b>	<b>93</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>131</b>	<b>1</b>	<b>22</b>	<b>154</b>
<b>Total</b>	Male	13	412	2,226	36	372	32	1	0	33	3,125	1	237	3,363
	Female	54	1,069	6,129	2	2,246	82	12	13	68	9,675	27	444	10,146
	<b>Total</b>	<b>67</b>	<b>1,481</b>	<b>8,355</b>	<b>38</b>	<b>2,618</b>	<b>114</b>	<b>13</b>	<b>13</b>	<b>101</b>	<b>12,800</b>	<b>28</b>	<b>681</b>	<b>13,509</b>





