



## Botswana

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### Education for All 2015 National Review

*This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).*

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United Nations  
Educational, Scientific and  
Cultural Organization



Education for All



**MINISTRY OF EDUCATION AND SKILLS DEVELOPMENT**

**NATIONAL EDUCATION FOR ALL (EFA 2015)**

**REVIEW REPORT**

**BOTSWANA**

# BOTSWANA NATIONAL EFA 2015 REVIEW

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## National Education For All (EFA 2015) Review

### Botswana Country Report

By

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## FOREWORD

This report presents Botswana's performance on the Six Education For All (EFA) goals as well as the activities related to Millennium Development Goals (MDG) since the adoption of the Dakar Framework for Action and the Millennium Declaration in 2000. After committing to EFA and the MDGs, Botswana through the Ministry of Education and Skills Development, went through a number of policy reforms to facilitate the achievement of EFA and the education related MDGs at national level.

As a result of the policy reforms and their implementation strategies, Botswana was able to perform generally well in majority of the goals as compared to other sub-Saharan countries despite poor performance in **Goal 1: *Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*** where access was measured at only 15.8% in 2012. Another grey area for Botswana is **Goal 3: *Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes*** where there was a reported decline from 89% in 2000 to 84% in 2012 (2014 EFA Country Profile). For majority of the targets, there was no quantitative data to indicate any form of improvement or decline as the 2013 and 2014 statistical data was still being processed. Despite this challenge, a lot of qualitative data provided by different players indicated progress towards the achievement of EFA goals.

Provision of education in Botswana is a joint collaboration between Government and Civil Society Organization (CSOs). Government, through the Ministry of Education and Skills Development (MoESD) is responsible for quality assurance and standards setting. It does this through development, implementation, monitoring and evaluation of education programmes and standards; hence the report presents the results from a collaborative effort between government and CSOs. One of the major strategies employed by government to facilitate effective implementation of EFA and the education related MDGs was to mainstream EFA and the MDGs into the plans and programmes of MoESD and other players in the education sector.

In Botswana, EFA Review followed the process below as outlined in the National EFA 2015 Review Guidelines set by the United Nations Educational, Scientific and Cultural Organization (UNESCO):

1. Completion of a review questionnaire.
2. Development of a comprehensive review report indicating the main EFA challenges in 2000 and the 2015 targets, progress towards EFA goals, implementation of national strategies to achieve the six EFA goals and the prospects for post-2015.
3. Conducting national consultations to brief stakeholders on the proposed post-2015 education agenda and to reflect on the national education priorities in relation to the post-2015 education agenda and their implementation requirements at national level.

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This report therefore marks the end of the review process whose success is a result of the cooperation and assistance of different individuals and organizations both in and outside the Ministry of Education and Skills Development who provided detailed information to feed into the report.

We therefore sincerely thank the Education Programme Committee of the Botswana National Commission for UNESCO for facilitating the EFA 2015 Review Process and the Validation Team for ensuring validity of the report.

Lastly, we thank Botswana National Commission for UNESCO Secretariat for coordinating the entire review process and the UNESCO Windhoek Office for financially sponsoring the National Consultative Forum and for engaging a consultant to conduct a desk review of Botswana's performance on the six EFA goals.

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## LIST OF ACRONYMS

- ABEP** - Adult Basic Education Programme
- AU** - African Union
- BCC** - Botswana Council of Churches
- BEAR** - Better Education for Africa's Rise
- BEC** - Botswana Examinations Council
- BETV** - Botswana Educational Television
- BGCSE** - Botswana General Certificate of Secondary Education
- BOCODOL** - Botswana College of Distance and Open Learning
- BOTA** - Botswana Training Authority
- BQA** - Botswana Qualifications Authority
- BSSE** - Botswana Senior Secondary Education
- BTV** - Botswana Television
- CFS** - Child Friendly Schools
- CIA** - Central Intelligence Agency
- CRCs** - Counselling Resource Centres
- CSO** - Central Statistics Office
- CSOs** - Civil Society Organizations
- ECCD** - Early Childhood Care and Development
- ECCE** - Early Childhood Care and Education
- ECCEP** - Early Childhood Care and Education Policy
- EFA** - Education for All
- EFA-NAP** - EFA National Action Plan
- EMIS** - Education Management Information Systems
- ERTD** - Examinations Research and Testing Division
- ETSSP** - Education and Training Sector Strategic Plan

**EU** - European Union

**GBV** - Gender Based Violence

**GDP** - Gross Domestic Product

**GER** - Gross Enrolment Rate

**GPI** - Gender Parity Index

**HI** - Hearing Impairment

**HRDC** - Human Resource Development Council

**ICT** - Information and Communication Technology

**ID** - Intellectual Disabilities

**IEA** - The International Association for the Evaluation of Educational Achievement

**IECD** - Integrated Early Childhood Development Policy

**JCE** - Junior Certificate Education

**KRIVET** - Korea Research Institute for Vocational Education and Training

**LAN** - Local Area Network

**MDG** - Millennium Development Goals

**MLGRD** - Ministry of Local Government and Rural Development

**MoESD** - Ministry of Education and Skills Development

**MTTC** - Madirelo Training and Testing Centre

**NCQF** - National Credit and Qualifications Framework

**NGOs** - Non-Governmental Organizations

**NHRDS** - National Human Resource Development Strategy

**NPE** - National Policy on Education

**ODL** - Open and Distance Learning

**OSEC** - Out of School Education for Children

**OSET** - Out of School Education and Training

**PIL** - Partners in Learning

**PCR** - Primary Completion Rate

- PIRLS** - Progress in Reading and Literacy Studies
- RADS** - Remote Area Dweller Settlements
- RNPE** - Revised National Policy on Education
- SACMEQ** - Southern and Eastern Africa Consortium for Monitoring of Education Quality
- SADC** - Southern Africa Development Community
- SEN** - Special Educational Needs
- T&D** - Training and Development
- TEC** - Tertiary Education Council
- TEGER** - Tertiary Education Gross Enrolment Ratios
- TIMSS** - Trends in International Mathematics and Science Studies
- TVET** - Technical and Vocational Education and Training
- UN** - United Nations
- UNESCO** - United Nations Educational, Scientific and Cultural Organization
- UNICEF** - United Nations Children's Fund
- UPE** - Universal Primary Education
- VI** - Visual Impairment

## SECTION 1

### 1.0 Introduction

#### 1.1 Methodology

This is a National Education for All (EFA) 2015 review report for Botswana. The report is presented as a monitoring and evaluation tool for implementation of the 2015 EFA goals by Botswana. The report was prepared in line with the 11th strategy of the Dakar Framework for Action which suggested that countries should systematically monitor progress towards EFA goals using evidence of the EFA implementation strategies at national level. This review presents progress achieved towards the EFA goals, national experiences in implementing EFA strategies, challenges experienced, lessons learnt and emerging issues.

*Objectives of the review were:*

- To conduct a National EFA 2015 Review that will indicate performance of EFA Goals in Botswana.
- To indicate progress made towards the achievement of EFA Goals in Botswana.
- To present a comprehensive review report indicating the main EFA challenges in 2000 and the 2015 targets, progress towards EFA goals and implementation of national strategies to achieve the six EFA goals.
- To present the national education priorities in relation to the post-2015 education agenda and their implementation requirements at national level.

To generate information for the review, a consultant was engaged to conduct a desktop study for the Ministry of Education and Skills Development from 22nd December, 2014 to 18th January, 2015. Materials in the form of progress reports and programme plans from various divisions of the Ministry of Education and Skills Development; statistical reports from Statistics Botswana; policies, implementation plans, and strategic documents from MoESD and other Ministries and Civil Society Organization (CSOs) were availed to the consultants to use in conducting the desk top review. The review involved content analysis of all documents that were available to check for themes that could be used as indicators of performance of Botswana on any of the EFA goals. Most of the reports used yielded qualitative information about Botswana's performance on the EFA Goals while statistical briefs from Statistics Botswana provided quantitative performance information.

#### *Limitations*

Major limitations for the desktop review were:

- The duration of the consultancy was very short, given only three weeks that also spanned festive holidays which further shorted the on-task time for the consultant.
- Not all the necessary reports were availed on time; a number of them were submitted just a few days before the completion of the project, resulting in the consultant

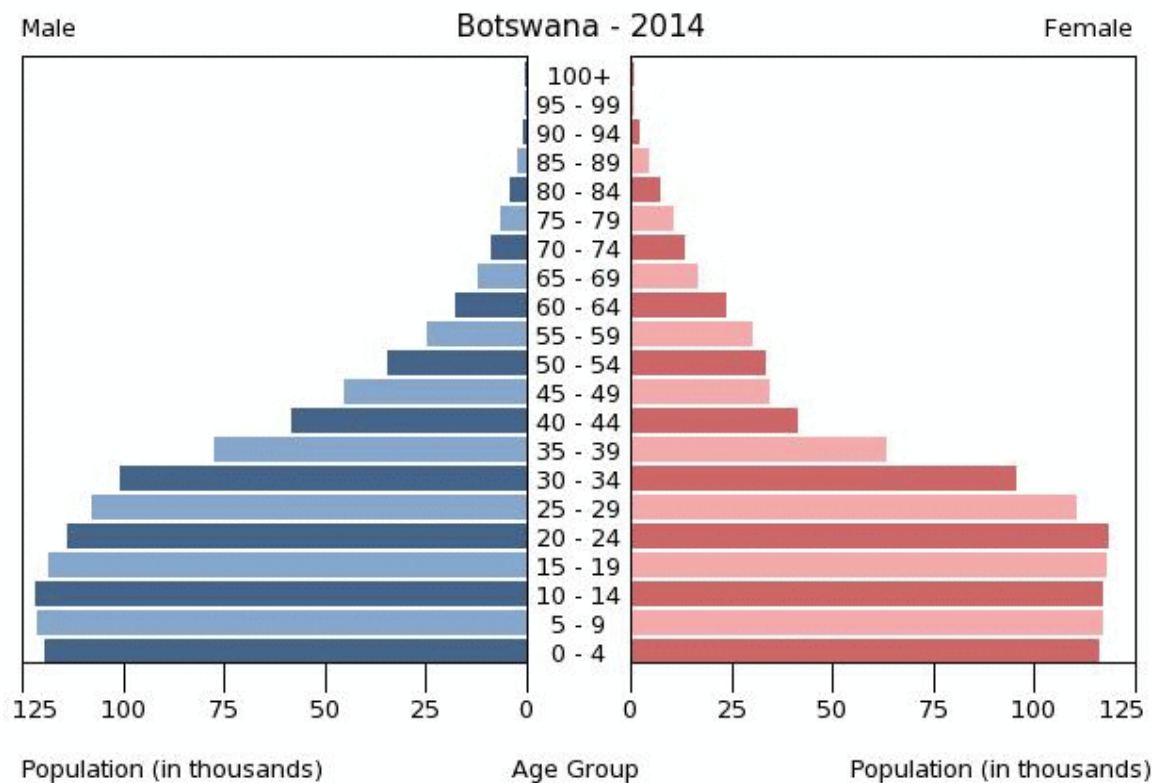
working under pressure. In that case, the consultant could have missed some of the important information that would have otherwise added value to the report.

### 1.2 Country Profile

Botswana, officially known as the Republic of Botswana is a landlocked country located in Southern Africa. Geographically, Botswana is flat, with up to 70 percent of its territory being the Kalahari Desert. It is bordered by South Africa, Namibia, Zimbabwe, and Zambia. Its total land area is 581,730 km<sup>2</sup>.

#### *Population demographics*

Botswana is a mid-sized country with just over two million people; it is one of the most sparsely populated countries in the world. Eleven (11.4%) per cent of the population lives in Gaborone, the capital and largest city (Statistics Botswana, 2014). The population pyramid below (Fig. 1.0) illustrates the age and sex structure of the country's population. Over sixty percent of the population is comprised of the youth who are still below 40 years of age. Even so, the most dominant age categories are 0 to 20 years. Inevitably, the population structure puts pressure on the educational resources. Resources like classrooms, teachers, books and other education materials often run short, thus making it difficult for Botswana to achieve some of the EFA targets, particularly goal about the quality of education.



**Figure 1.0:** Botswana's population structure by gender

**Source:** The CIA World Factbook June 23, 2014

### *Economic environment*

Botswana has maintained one of the world's highest economic growth rates since independence in 1966. Through fiscal discipline and sound natural resources management, Botswana was able to transform from one of the poorest countries in the world to a middle-income country with per capita GDP of \$16,400 in 2013. Diamond mining currently accounts for more than one-third of GDP, 70-80% of export earnings, and about one-third of the government's revenues. Tourism, financial services and farming are other key sectors that contribute to the GDP. According to official government statistics, unemployment reached 17.8% in 2009. The prevalence of HIV/AIDS is second highest in the world and threatens Botswana's impressive economic gains (CIA, 2014).

### *The education system*

Botswana's first educational policy, Education for *Kagisano* (Social Harmony) which was anchored on four national principles of democracy, development, self-reliance and unity, provided policy framework for the development of education in the Country from 1977 to 1993. In the early 1990s, it was realised that the country's socio-economic situation had changed significantly resulting in a review of policies and strategies for Botswana's educational development. As a result, the 1994 Revised National Policy on Education and the Vision 2016 were developed to provide direction for Botswana's educational system.

Botswana's basic education is comprised of primary and junior secondary levels of education. Primary education runs for seven years while junior secondary education runs for three years. Immediately after completing junior secondary, students go through two years of senior secondary education. The Country's education system promotes universal access to primary and junior secondary education, but a process of academic selectivity reduces entrance into the senior secondary and the tertiary levels of education including the universities. Currently there are 812 public and private primary schools, 207 public junior secondary schools, 32-senior secondary schools, 44 unified private secondary schools (Statistics Botswana, 2012). There are also 8 technical colleges, 37 vocational institutions/brigades and 43 tertiary institutions in Botswana. Education is free, but it is not compulsory. The Ministry of Education and Skills Development has authority over all of Botswana's education system except for the University of Botswana and other private basic and tertiary education institutions.

### **1.3 EFA Overview**

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth, and adults. EFA was the theme of the World Conference on Education held in Jomtien, Thailand in 1990. At that Conference, Education was declared a fundamental human right; universal access to education was therefore emphasised. The Jomtien conference resulted in the World Declaration on Education for All: Meeting Basic Learning Needs whose achievement was measured according to the level of performance under six key education goals listed in Box 1 below, (World Conference on Education for All, 1990).

### Box 1: EFA Goals after 1990 Declaration

1. Expansion of early childhood care and development activities
2. Universal Primary Education by the year 2000
3. Improvement in learning achievement
4. Reduction of the adult illiteracy rate to one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy
5. Expansion of provisions of basic education and training in other essential skills required by youth and adults
6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development

**Source:** *Dakar Framework for Action*

When the world declaration on Education for All came into effect in 1990, the Government of Botswana had already identified education as a vehicle for national development and declared education as a basic human right, essential for both social and individual development. In light of that, Botswana became a signatory for the Education for All movement which aimed at increasing educational opportunities. When the world declaration on Education for All was made, Botswana was already in the middle of implementing her own goals towards provision of basic education for all its citizens. Provision of basic education at that time meant organising learning opportunities to enable both children and adults to learn basic literacy and numeracy skills, and to achieve an educational level equivalent to a Junior Certificate (a junior secondary school qualification). Basic education was then designed to be achieved through ten years of formal schooling for the school-age population, or by other non-formal education routes for both the youth and adults. The basic education concept was then guided by goals set out in the 1977 National Policy on Education (NPE) which was a result of the first National Commission on Education, *Education for Kagisano* (NCE, 1977).

Even though Botswana's National Policy on Education was organised under a framework that is different from the dimensions of the Jomtien Declaration, there was considerable a conceptual similarity between the EFA targets as pronounced by the Jomtien Declaration, and the themes of NPE. As such, it was possible to provide a description of the achievements and shortcomings of NPE against the dimensions of the Jomtien Declaration.

In the year 2000, the 10th year evaluation revealed slow progress towards achievement of EFA Goals; many countries were far from achieving the general goal of universalizing primary education and massively reducing illiteracy by the end of the decade. In light of these experiences, the World Education Forum adopted the Dakar Framework for Action titled Education for All: Meeting our Collective Commitments. The Dakar Framework for action re-affirmed commitment to achieving Education for All by the year 2015. This would be made possible through collective commitment to the attainment of the EFA goals (Box 2). The general global objective was to transform the lives of millions of children, youth, and adults around the world by 2015.



**Box 2: EFA Goals as presented in the Dakar Framework for Action**

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

**Source:** *Dakar Framework for Action*

While UNESCO was crafting the Education for All agenda, the United Nations was developing a comprehensive agenda for international development, now known as Millennium Development Goals (MDGs). The eight MDGs sought to focus international assistance on crucial issues facing humanity. All 189 United Nations Member States at the time committed to help achieve the MDGs by 2015. Along with "Education for All" the Botswana government also committed to the achievement of the eight time bound and specific targets under the Millennium declaration on September 2000. With the adoption of the Declaration, the government of Botswana likewise affirmed its commitment to reducing poverty, hunger, diseases, illiteracy, environmental degradation and discrimination against women. Two of the EFA goals, achieving universal primary education and promoting gender equality and empowerment of women formed part of the MDGs.

## SECTION 2

### **2.0 Challenges Faced by Botswana before Dakar Framework**

While the 2000 EFA evaluation exercise identified some progress towards achievement of Education for All (EFA) 1990, there were some glaring challenges highlighted by the Government of Botswana and some International Development agencies. The following table outlines the challenges faced objective by objective.

*Table 2.0*

*EFA challenges faced by Botswana before Dakar Framework*

EFA Goal	Challenges faced by Botswana in 2000
Early childhood care and education (ECCE)	<p>Expansion and improvement of early childhood care and education remained neglected.</p> <ol style="list-style-type: none"> <li>1 There was still inadequate access to ECCE in Botswana particularly for children in the remote areas. Access to early childhood education was limited to about 7% of the population aged 3-6 years.</li> <li>2 There were no government pre-schools to implement ECCE programmes; provision of ECCE was by private schools, non-governmental organisations, individuals and churches.</li> <li>3 Pre-primary education was costly; charges and tuition fees were not standardised. Only children of affluent parents had access to such schools. Consequently, facilities remained concentrated in urban areas largely as a preserve of the rich and middle class population and inevitably isolating the poor in the rural areas.</li> <li>4 There was no lead ministry to develop national policy, provide regulations, ensure quality standards and funding of ECCE programmes. Financing of ECCE remained largely with private providers and voluntary organisations while programme management was shared between the Ministry of Education and Skills Development (MoESD) and the Ministry of Local Government and Rural Development (MLGRD). The MoESD was mandated with the management of pre-primary education while the MLGRD was responsible for Day Care schools.</li> <li>5 The 1977 National Policy on Education and Revised National Policy on Education of 1994 frameworks did not include Early Childhood Care and Education as part of basic education.</li> <li>6 Training of pre-primary school teachers was done outside the formal teacher training structures. As a result, there was inadequate numbers of ECCE teachers and the few teachers available then comprised mainly of certificate holders, the majority of whom were women.</li> </ol>

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<p>Universal primary education</p>	<ol style="list-style-type: none"> <li>1 Initially, as was the case many with other National Governments, the concept of 'basic education' was not clear. The 1977 Education Policy limited basic education to primary schooling while the Revised National Policy on Education of 1994 expanded the concept of basic education to a 10-year programme that includes the primary and junior secondary levels of education. However, there were problems with access to the 10 year programme in remote settlements, particularly in the North West, Kgalagadi and Kweneng West Districts.</li> <li>2 Retention of the already enrolled learners was a challenge as some children continued to drop out of school for various reasons.</li> <li>3 Equipping schools with the right resources became a challenge for the Country, day to day teaching resources like chalk, chalkboards, photocopies, notebooks, textbooks and computers became less and less adequate due to huge enrolments.</li> <li>4 Teacher training institutions could not match learner enrolment in the 10 year programme which resulted in high student teacher ratios and engagement of unqualified teachers.</li> <li>5 Teachers were not trained to handle mixed ability classes that resulted from the automatic promotion from primary to junior secondary schools.</li> </ol>
<p>Learning needs of all youth and adults</p>	<p>Despite the recognition of out of school education by the 1994 RNPE, the following challenges were realised in 2000 :</p> <ol style="list-style-type: none"> <li>1 There was no specific policy that guided out of school education on issues of standards and accreditation, out of school education was still marginalized due to lack of a clear policy on standards.</li> <li>2 Coordination of out of school education was a problem. As a result, the providers differed in content and methodology.</li> <li>3 Lack of Diversified Learning paths minimised opportunities for life-long learning; the programmes especially those in formal schooling system, were mostly academic and lacked the vocational training skills component.</li> <li>4 A growing over dependence on existing national infrastructure which was compounded by lack of appropriate and customized facilities at some of the learning centres commensurate with the adult learners became a major challenge.</li> </ol>
<p>Improving levels of adult literacy</p>	<ol style="list-style-type: none"> <li>1 Though the level of literacy in the population was at 81% in 2003, there was slow increase in enrolments due to transition from national literacy programme to new programmes such as the Adult Basic Education Programme (ABEP).</li> <li>2 There were no assessment tools to measure reading and</li> </ol>

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	<p>writing skills as well as basic numeracy skills especially among out-of-school youth and adult populations.</p> <p>3 Adult educators were not adequately trained to teach in adult education programs.</p> <p>4 The Materials Development Unit did not have capacity to develop adequate and quality materials for the programmes.</p>
<p>Gender parity in education</p>	<p>Challenges for reducing gender parity.</p> <p>1 More girls dropped out of school than boys but more boys were likely to be readmitted following drop out than girls.</p> <p>2 High incidences of pregnancy in Botswana schools disadvantaged girls than boys.</p> <p>3 Gender equality needed to be supported with positive changes in approaches to learning and teaching, including relevant curricula.</p> <p>4 Changes in attitudes, ideas and beliefs about gender relations; resources that are sensitive to language, cultural and gender concerns were needed.</p> <p>5 There was a need for Provision of separate and private hygiene facilities with water sanitation for both girls and boys:</p> <p>6 More and better trained teachers, with a higher proportion of women, were found to be fundamental to promoting real learning and equality in schools.</p>
<p>Quality of Education</p>	<p><b>1 Performance issues</b></p> <p>a. A decline in academic performance over the years had been realised. The curriculum did not develop learners' critical thinking skills.</p> <p><b>2 Primarily Teacher Issues:</b></p> <p>a. Pupil/ Teacher ratios were too high</p> <p>b. Government had no capacity to engage all trained teachers</p> <p>c. Secondary school teachers were posted to lower levels of education which affected their level of competence.</p> <p>3 Unsatisfactory classroom assessments; inappropriate assessment for learners with special educational needs were also a challenge.</p> <p>4 Dilapidated classrooms, inadequate teaching and learning materials and insufficient instructional time threatened the achievement of quality education.</p>

**Note:** All challenges were extracted from divisional reports of the Ministry of Education and Skills Development.

### **2.1 Targets for EFA 2015 as set in 2000**

The EFA 2000 assessment provided an opportunity to assess the country's progress towards achieving the goals set forth in the Jomtien declaration. While Botswana did well in achieving the country's specific goals, most of which were initially set in 1977, the country did not perform so well in achieving goals set out by the Jomtien declaration. This section presents Botswana's targets for Education for All (EFA) 2015 as set in the year 2000. Although Botswana did not state quantitative targets, the following goals were to be achieved by the year 2015. The targets were also aligned the pillars of vision 2016 and the Revised National Policy on Education.

#### *Targets for Expansion of Early Childhood Care and Development (ECCD)*

The EFA 2000 assessment identified the need to strengthen ECCD through:

1. Developing an ECCD framework that gave cognisance to all the different kinds of ECCD service providers including those providing ECCD in formal ECCD facilities and in home environments.
2. Developing norms and standards to be followed by those who wished to provide ECCD. The standards could include ages of children to be enrolled in different kinds of ECCD facilities, content of the different ECCD programmes, standardised tuition fees, teacher or caretakers training standards, standardised learning resources and safety standards.
3. Providing two years of universal pre-school education to young Botswana
4. Assuming the responsibility of leadership in the provision of ECCD services by the Ministry of Education and Skills Development.

#### *Targets for Universal Access to Primary Schooling*

With a net enrolment ratio of 90.1% of the primary school population bracket of 6-12 years, Botswana had virtually achieved Universal Primary Education (UPE) (Central Statistics Office, 2008). However, there was a need to improve access and equity through the following:

1. Studying the profile of effective primary schools not only in terms of student performance, but also factoring in variables such as graduation rates, school attendance, and other qualitative aspects such as motivation to participate in the schooling activities.
2. Bringing management of primary schools closer to parents by adopting a modified version of the Board of Governors model to facilitate dialogue on issues of mutual interest. Those would include relevance of the school to the life of the community, responsiveness of school timetable and other school events to local conditions and use of school facilities for other community functions.

### *Targets for Achievement of Learning by Youth and Young Adults*

RNPE recommendation 50 presented a sound framework on which valid assessment practices could be designed. However, because of the delays in implementation, there continued to be over-reliance on the external examination system which robbed learners of the opportunity to be judged on the basis of typical performance that is routinely appraised through qualitative measures. In addition, the examination-driven assessment system fails to capture 'creative moments' in the learners' experiences, most of which occur in the classroom setting. In view of these factors, the following targets were set:

1. Development and implementation of continuous assessment procedures.
2. Exploit the potential of the infrastructure at Examinations Research and Testing Division (ERTD) by using the data that is generated by the Department on a yearly basis to evaluate performance of the education system.
3. Investigate the possibility of computerising the process of marking examinations.

### *Targets for Increasing Literacy Levels*

Those who pursue education through non-formal means have the same goals and desire to be empowered through access to new knowledge, skills and attitudes and to have comparable academic qualifications. The RNPE provided the institutional support for enrolling in distance education and pursuing education goals through other non-formal means. However, the following were to be considered for policy development.

1. Traditional classroom oriented pedagogical practices utilised for non-formal education were not suitable for that section of learners, hence development of adult-friendly curricula and learning materials had to be done by curriculum specialists.
2. Development of assessment framework that is suitable for literacy and distance education.
3. Provision of tax incentives for companies which participate in programmes that promote workplace literacy.

### *Targets for Providing Youth with Essential Skills*

There was a variety of skills that young people and adults needed to acquire for sustainable human and economic development. Unfortunately, whatever skills have been achieved were undermined by the fact that young people in Botswana were the hardest hit group in terms of HIV/AIDS prevalence and new HIV/AIDS infections. Adequacy of the skills and attitudes that were taught in school remained questionable hence the following recommendations were made in response to the threat of HIV/AIDS in the school population and young people as a whole.

1. Teaching of life skills education programmes, possibly with peer-education mode of delivery, needed to be developed and introduced at all levels of schooling as a matter of priority. That was to be done after a series of public consultations and public debates were conducted on strategies that could be adopted. All sub-sectors of education needed to have an HIV/AIDS coordinating office and needed to adopt life skills programmes for a section of the population in that sub-sector.

### *Targets for Bringing Education to Disadvantaged Populations*

Education policy needed to be strengthened to facilitate provision of equitable education to certain sections of Botswana who were often marginalised because of their location, life style, mental or physical forms.

1. Legal instruments that would protect Botswana with any form of disability needed to be put in place, and a policy that aimed at increasing participation of people with disabilities in all spheres of education needed to be crafted within parameters of the legal framework.
2. Counselling Resource Centres (CRCs) needed to have psychologists who could be called into the schools to carry out the necessary assessments to identify children with learning disabilities.
3. Services that extend basic education to the non-schooling populations needed to be opened up to the disadvantaged populations. The system could benefit from devising strategies that were responsive to the problems of the different constituencies of the overall population.

## SECTION 3

### **3.0 Progress towards the EFA Goals**

Tables 4.1 and 4.2 show a framework of policies, programmes, implementation strategies and initiatives that support Botswana's effort towards attaining EFA goals and targets. It is important to note that Botswana's education system is organised into four main levels; pre-primary level, primary level, secondary level, and tertiary level. These are the same four levels that are addressed in the first three EFA goals. The EFA goals also focus on adult literacy, gender equity in education, and quality of education. This section presents performance of Botswana on each of the six EFA goals as we approach 2015.

### **3.1 Expanding Early Childhood Care and Education**

ECCE has not evolved much within the Botswana education system. For a long time, even before EFA ideals, ECCE was a domain for private education providers and non-governmental organisations. Before the EFA ideals were embraced, only 7% of the eligible population, 3-6 year olds, were exposed to ECCE (MoESD, 2004). The service was largely concentrated in urban areas and only accessible to children of affluent parents who could afford to pay for their children's private education.

Since commitment to the Dakar Framework for Action was made in 2000, the MoESD has made concerted efforts to embrace ECCE. The ECCE was one of the education facets that were consciously included in the 2004 EFA National Action Plan (EFA-NAP) by the MoESD. This was done mainly to show commitment to EFA ideals, but also to satisfy the Country's own objective of enhancing the quality of education. The EFA-NAP committed the Country to the following ECCE National objectives to be achieved by 2009;

- Promotion of the establishment of ECCE
- Provision of in-service training for ECCE teachers
- Provision of pre-service-training for ECCE teachers
- Development of an inclusive ECCE curriculum
- Harmonisation of coordination of ECCE activities
- Development of training programmes
- Establishment of management system for ECCE

#### *National Performance*

Implementation of ECCE objectives of the EFA-NAP was largely realised as most of the intended programmes and activities were done. However, it is observable that most of the programmes were implemented at the tail end of the EFA plan period of 2000 to 2015. Table 3.1 below presents a list of activities that were implemented to address each ECCE goals. It is observable that most of the programmes were implemented between 2012 and 2014.



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*Table 3.1*

*Overview of Botswana's performance on the ECCE objectives*

EFA-NAP Objectives	Implemented Programmes and Activities	Sources of information about implementation
Promotion of the establishment of ECCE	Provision of policy framework (Early Childhood Care and Education Policy) as outlined in Table 3.2	MoESD
Provision of in-service training for ECCE teachers	<ul style="list-style-type: none"> <li>- Workshops on ECCE teacher support conducted in November 2014.</li> <li>- Training of 148 teachers, Education Officers, and Education Mentors on the teaching of ECCE.</li> <li>- Provides an ECCE training programme by Gaborone Universal College.</li> <li>- Training of 67 School Heads to support ECCE teaching in their schools.</li> <li>- Development of teaching and learning standards for ECCE.</li> <li>- Development of the Botswana National Curriculum: Pre-primary curriculum handbook.</li> <li>- Provision of sponsorship for 26 in-service teachers currently studying an ECCE Bachelor's degree programme at Baisago University College and due to complete in May 2015.</li> <li>- Granting permission for 11 in-service teachers to study an ECCE Bachelor's degree programme at Baisago University College on a part-time basis.</li> <li>- A diploma in Integrated Early Childhood Development (IECD) by distance mode has been developed and implemented by BOCODOL.</li> <li>- Admission of 141 Teachers into the ECCE programme for academic year 2014/15 but due to logistical challenges their admission was deferred to</li> </ul>	<p>Reports and Training Manuals produced by:</p> <p>Department of Training and Development Department of Curriculum Development and Evaluation with support from UNICEF</p>

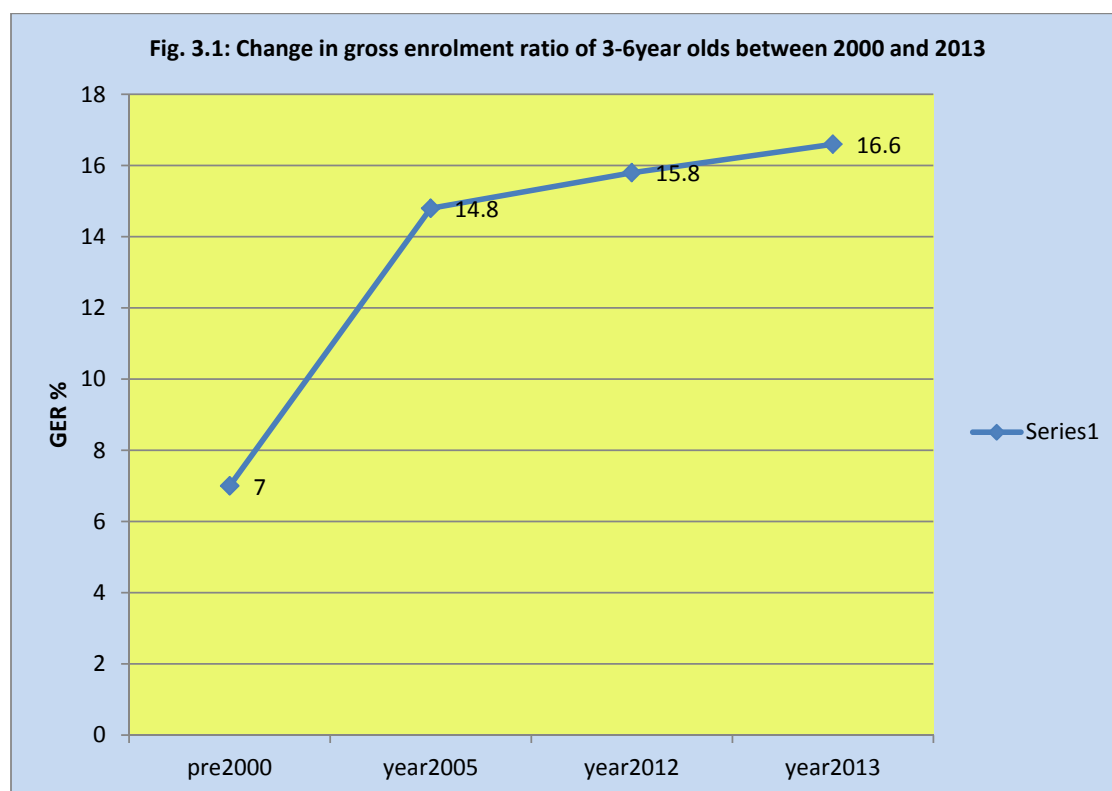
## BOTSWANA NATIONAL EFA 2015 REVIEW

	Academic year 2015/16.	
Provision pre-service-training for ECCE teachers	<ul style="list-style-type: none"> <li>- 83 pre-service teachers are currently studying a Diploma in ECCE at Serowe College of Education on full time basis and are due to complete in 2017</li> </ul>	Reports produced by Department of Training and Development
Development of inclusive ECCE curriculum	<ul style="list-style-type: none"> <li>- An Integrated Early Childhood Development Curriculum Blueprint developed</li> </ul>	Curriculum Blueprint, Department of Curriculum Development and Evaluation
Harmonisation and coordination of ECCE activities	<ul style="list-style-type: none"> <li>- Establishment of Pre-School Unit in the Ministry of Education and Skills Development to guide implementation of pre-school programmes.</li> </ul>	Fliers from Pre-School Unit, MoESD
Development of training programmes	<ul style="list-style-type: none"> <li>- ECCE teacher support workshops conducted in November 2014</li> <li>- Training of Teachers and Education stakeholders on Child Friendly Schools (CFS)</li> </ul>	Report from Department of Training and Development
Establishment of management system for ECCE	<ul style="list-style-type: none"> <li>- Establishment of partnerships between Ministry of Education and Skills Development and the Ministry of Local Government and Rural Development for a shared management of pre-school education</li> <li>- MoESD coordinates and offers professional support to ECCE by providing enabling environment and offering pre-school grants to Non-Governmental Organisations and Community Based Organisations so as to strengthen provision of ECCE.</li> </ul>	Pre-School Unit, MoESD

Table 3.1 shows that all objectives related to ECCE on the EFA-NAP have been implemented. Evidence of implementations is in the reports, curriculum documents, and training plans presented by responsible departments. However, it is worthy to note that most of the activities were only implemented during the last two years, probably during the 2012 EFA global monitoring report follow-up activities. There is not yet empirical information to suggest that ECCE enrolment has increased after the programmes were implemented. The only available enrolment statistics were captured in 2012.

### *Access to Early Childhood Care and Education*

The EFA goal of expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children was not only about implementing programmes and activities, part of it was about access; It was a question of whether the eligible population have access to those programmes? From the available reports; most of which were prepared using the 2012 data, access to ECCE is still far below the set targets. Figure 1 shows trends of gross enrolment ratio (GER) of pre-school age (3-6 years) over time in comparison with international target and Sub-Saharan Africa GER.



**Figure 3.1:** Time series of gross enrolment ratio of ECCE in Botswana

**Note:** EFA Target = 80%; Sub-Saharan Africa Average = 25.5%

**Sources:** MoESD Basic Education Unit, 2013; Regional Bureau of Education in Africa, 2012

### ***3.2 Performance towards Provision of Complete, Free and Compulsory Primary Education of Good Quality***

In Botswana, primary education has long been free even before Government committed to the Jomtein Declaration in 1990 and to the Dakar Framework and the Millennium Development Goals in the year 2000. As a result, the gross enrolment and net enrolment ratios for population bracket 6-12 years for primary schooling ranged between 115.8% - 103.4% and 90.1% – 93.1% from 2000 to 2012 (Statistics Office, 2012). This indicates that a relatively high access to primary education had already been achieved by Botswana even before the EFA ideals were adopted.

Even though Botswana is doing well on accessible and free primary education, there were still some children of primary school going age that were not in school. That state of affairs can be deduced from the net enrolment rates at primary level that have not reached 100%. To address the gap, the Ministry of Education and Skills Development used the EFA-NAP to craft the objectives listed below to improve access and equity at primary level.

- Increase access to inclusive education and training
- To improve performance and retention of learners in small and remote area settlements in the basic education process
- To eliminate gender disparities in education

Programmes and activities that were implemented to achieve the objectives are as listed in table 4.2. The tables and figures show the extent of achievement towards providing access to primary education for all. Of note is that by Botswana standards, primary school age range is 6-12 years, however a considerable number still begin primary at the age of 7, hence the gross and net enrolment ratios for the two age brackets were presented as a measure of access.

Table 3.2 below shows that from 2003 to 2012 gross enrolment ratios (GER) for both 6-12 and 7-13 year age ranges were consistently above 100%. This implies that whatever age bracket is used, there would still be a good number of children at primary school whose age would be outside the age bracket used. The net enrolment ratios (NER), which shows percentage of children who are actually in primary school out of the total population of the primary school age children shows that Botswana still falls short of the set targeted of **97%** enrolment despite efforts to provide inclusive education that is equitable by gender, age, location, and any form of impairment.

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*Table 3.2*

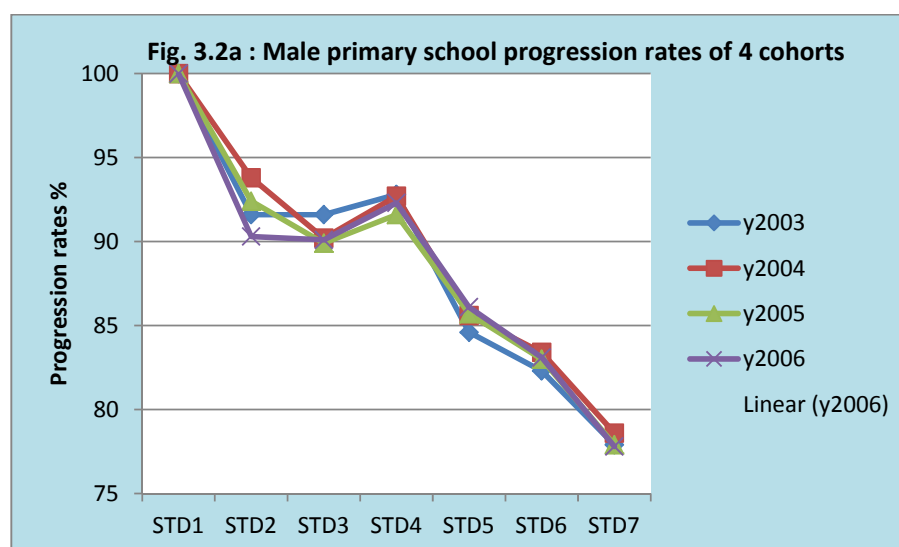
*Gross and Net Enrolment Ratios of age ranges 6-12years and 7-13years*

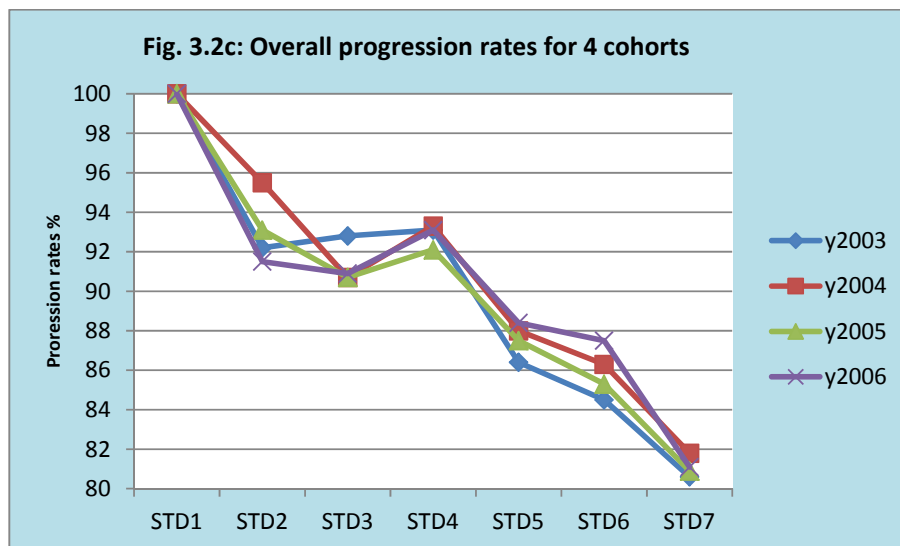
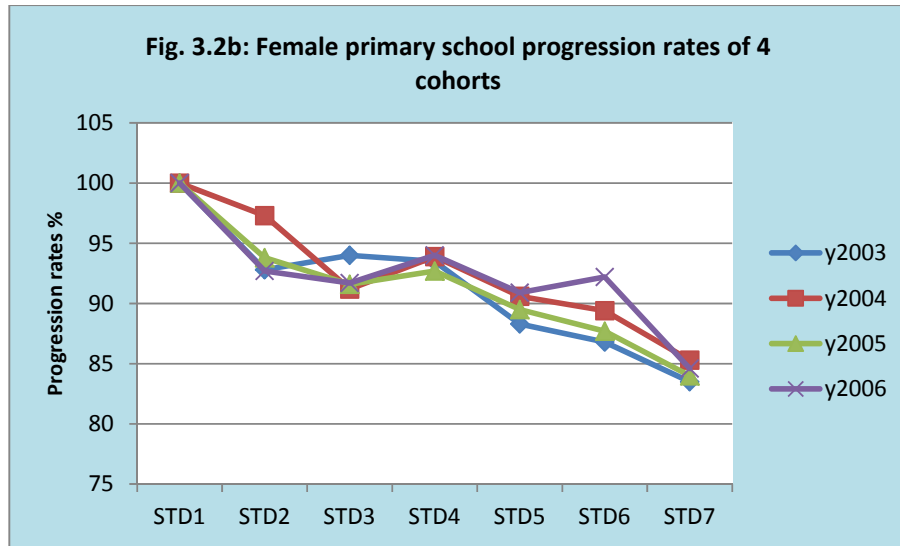
Year	GER (%) 6-12years	NER (%) 6-12years	GER (%) 7-13years	NER (%) 7-13years
2003	114.6	90.0	114.5	98.7
2004	113.8	89.5	114.1	98.5
2005	113.1	89.6	114.1	97.8
2006	112.2	89.2	113.6	96.8
2007	109.4	86.6	111.5	94.9
2008	107.7	85.4	109.8	92.9
2009	108.4	85.8	109.8	91.8
2010	109.5	87.1	108.8	90.8
2011	112.7	90.6	98.6	88.4
2012	119.2	93.1	103.9	88.6

**Source:** Statistics Botswana

*Note: NDP 10/EFA targets for NER for 2013 and 2014 were 97% and 98% respectively*

Figures 3.2 a, b and c show progression rates of four cohorts of primary school entrants of 2003, 2004, 2005 and 2006. The progression trends show that by the end of seven years of primary, about 20% of the entrants would have remained in lower classes repeating or dropped out of school. More boys progress slowly when compared to girls, thus rendering gender parity unattainable at this level. The actual dropout rates in 2011 and 2012 were **0.9%** and **1.0%** respectively; this implies that the observed slow progression rates may be due to repetitions and readmissions than dropping out of school. However, the fact that there are still dropouts should be a cause for concern.





**NOTE:** Progression rates of four cohorts followed through their seven years of schooling, the latest cohort was the 2006 cohort and it completed standard 7 in 2012.

**3.3 Equitable access of young people and adults to appropriate learning and life-skills programmes (Secondary Education)**

Secondary education is offered in two separate levels; there is junior secondary education (lower level) and senior secondary education (senior level). However, there is the technical and vocational education (TVET) branch which also targets the same group of youth. Transition from primary to junior secondary education is very high because all graded primary school graduates progress to lower secondary. However, transition rates start to decline drastically between lower secondary and senior secondary because of a selection processes used to rationalise the junior secondary graduates to the available slots.

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Although the statistics given indicate a decline in transition from junior secondary to senior secondary by almost 50%, those that do not get absorbed by senior secondary schools are admitted into TVET programmes as well as open and distance learning at BOCODOL. Table 3.3a shows transition rates from primary level into lower secondary and from lower secondary into senior secondary for conventional streams (Statistics Botswana, 2012).

To further elaborate on access to secondary education, table 3.3c shows gross enrolment ratios of two age categories at secondary school level. The age categories are 13-17 years which corresponds to 6-12 years at primary level and 14-18 years which corresponds to 7-13 years at primary (Tables 3.2 and 3.3c). An additional table 3.3b show BOCODOL's contribution towards increasing access to senior secondary education.

Table 3.3a

Transition rates from primary to lower secondary and to senior secondary between 2000 and 2004

TRANSITION RATES 2000-2014		
Year	Primary to Lower Secondary	Lower Secondary to Senior Secondary
2000	96.5	52.8
2001	96.1	52.5
2002	96.9	55.4
2003	97.2	55.0
2004	97.4	70.3
2005	96.9	55.3
2006	97.8	61.6
2007	97.4	63.6
2008	98.6	69.7
2009	96.8	56.5
2010	96.8	54.0
2011	96.8	62.0
2012	96.8	63.8
2013	98.1	67.7
2014	98.1	66.7

**Note:** The average GER and NER of secondary education as at 2012 were **83.3%** and **64.9%** respectively. This is despite the NDP 10/EFA NER target for 2013 at 84.9%. The net enrolment ratio at secondary school is still far below target.

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Table 3.3b BOCODOL Enrolment 2000-2014

YEAR	PROGRAMME		
	JC	BGCSE	Total
2000	687	1394	2081
2001	555	1225	1780
2002	1093	2665	3758
2003	1178	2994	4172
2004	951	3687	4638
2005	1467	3957	5424
2006	832	3583	4415
2007	1188	4919	6107
2008	952	4169	5121
2009	1060	4286	5346
2010	1326	3836	5162
2011	885	3658	4543
2012	687	4072	4759
2013	2890	8997	11887
2014	3561	12294	15855

Table 3.3c

Secondary School Enrolment Ratios for both sexes by Age group and Year 2002-2012

Year	13-17 GER	13-17 NER	14 – 18 GER	14 -18 NER
2002	77.3	58.8	78.3	66.9
2003	77.2	60	78.1	67.7
2004	77.6	60.1	78.3	68.1
2005	77.8	61.1	78.2	68.3
2006	79.6	62.2	79.9	70.5
2007	81.6	63.2	81.7	71
2008	84.1	65.6	83.9	73.2
2009	84.1	-	83.7	-
2010	-	-	-	-
2011	84.3	64.7	84.1	-
2012	81.2	64.2	81	70.7

**Note:** (-) indicates unavailability of indicator owing to unavailability of data.

Source: Statistics Botswana



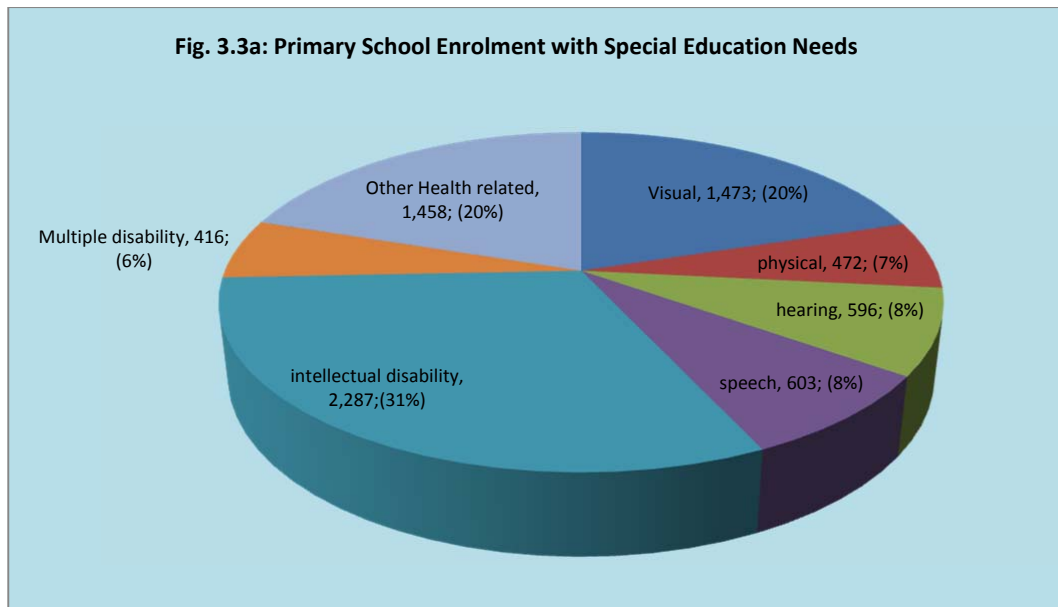
### *Programmes used to Enhance Access to Primary and Secondary Education*

#### *a) Provision of Special Education*

The priority focus for NDP 10 was to improve net enrolments rates at the primary level of 6 - 12 years; the intention was that by the year 2013 access will be increased to **97** percent. The total number of primary schools in the country as at July 2014 was **818**, of which **755** (92.3%) were government owned and **63** (7.7%) were privately owned. The number of primary schools available in the country made it possible for access to primary education to gradually increase from **331 196** with a Net Enrolment Rate of **89.4%** in 2010 to **332 972** with a Net Enrolment Rate of **89.7%** in 2011 and **337 206** with a Net Enrollment Rate of 93.1% in 2012 as shown in table 4.2 above (Statistics Botswana, 2014)

The steady increase in net enrolment is due, in part, to the Ministry's continued mobilization of parents to send their children to school. The Ministry engages various stakeholders like village leadership at Kgotla meetings and the Parents and Teachers Associations' meeting and the use of Education mentors, Circles of Support in schools, Child Friendly Schools and several other initiatives.

In relation to equity, the Ministry of Education and skills Development (MoESD), in collaboration with the Ministry of Local Government and Rural Development continues to implement Affirmative Action initiatives. Learners in remote areas are allowed to rejoin classes even after the prescribed days of absence have elapsed. Teacher Aides have also been employed for schools in remote areas to mitigate the language barrier where necessary. Within the 755 public Primary schools, there are **41** schools with Special units/resource classes catering for learners with disabilities at Primary level. Thirty five (**35**) of these are for learners with Intellectual Disabilities (ID), **4** are for Learners with Hearing Impairment (HI) and **2** for Learners with Visual Impairment (VI). In addition there are 5 Mainstream schools in South East and Southern Regions which are ramped to cater for learners with physical disabilities. Currently the total number of learners with disability in primary schools is **7 305** (Statistics Botswana, 2014), spread according to different disability as shown by figure 3.3a.



*b) Transport for Disadvantaged and Vulnerable Children*

In order to make education more accessible to learners with disability, the Ministry of Local Government and Rural Development provides transport to and from school for learners with disability in the 35 special units across the country. The MoESD in collaboration with Ministry of Local Government and Rural Development provides transportation through the use of Donkey carts for RADS children who used to walk long distances to school.

*c) Hostel Management*

To ensure accessibility to primary education, the MoESD in collaboration with the Ministry of Local Government and Rural Development provides hostel accommodation for learners in RADS who cannot be transported to and from school daily. Currently there are 24 mainstream hostels in the country with 4923 (2494 girls and 2429 Boys) learners. They are located in the Southern, Central, North West, Kgatleng, Kgalagadi, Kweneng and Gantsi Regions. In addition there are 4 Special Education Schools with boarding facilities. These are Boyei, Phatlhogo, Kachikau and Francistown Centre for the Deaf. An action plan has been developed and is currently being implemented to improve the status of hostels and make them more conducive for learners' accommodation.

*d) The Use of 1 Or 2 Teacher Schools.*

According to the National Settlement Policy of 2004, settlements with a population of 250-499 people qualify for 1 or 2 teacher schools. Other criteria that are used for establishing such schools include among others the distance children walk to school and the estimated number of children attending school in nearby villages. The MoESD works hand in hand with the Ministry of Local Government and Rural Development in establishing these schools. Initially there were 13 such schools in the Central, Southern North West and Kweneng Regions.

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Currently seven (7) 1 or 2 teacher schools have outgrown their status to become fully fleshed Primary Schools.

### *e) Re-admissions*

The MoESD faces a challenge of high dropouts from primary schools especially at standard one. The hardest hit regions in 2012 were Gantsi (6.7%), Kgalagadi (1.6%) and North West (1.6%). These are far-to-reach areas with socio-economic hardships. In order to alleviate the problem, the ministry has developed policy guidelines in line with the Education Act (CAP 58.80, Section 15 (2) which allows re-admission following drop-out including drop-out due to pregnancy. The main reason for re-admitting school drop-outs into the system is ensure increased access and completion rates. Commensurate with the number of drop-out at standard 1 is the high number of re-admissions which are also observed at standard 1. Furthermore, the Education Act CAP 58.77, Section 5 makes provision for opportunities for late enrolment into primary. As a result of this provision, children from RADS are accorded flexibility in admissions irrespective of their age.

### *f) Back to school*

Through the back-to-school initiative introduced by the MoESD in 2012, all learners who dropped out of school at any level are given a second chance to education through re-admission into the school system. A total of 67 526 applications were received since the programme started. As at June 2014, a total of 54 755 which is cumulative from 2012 had enrolled under the Back to School programme at different levels. The analysis of the Back to School Enrolment figures are as follows, General Education 28 432 (52%), Artisans and Technical Education Programmes 7 702 (14%); Tertiary Education 18 621 (34%) (Table: 3.3d).

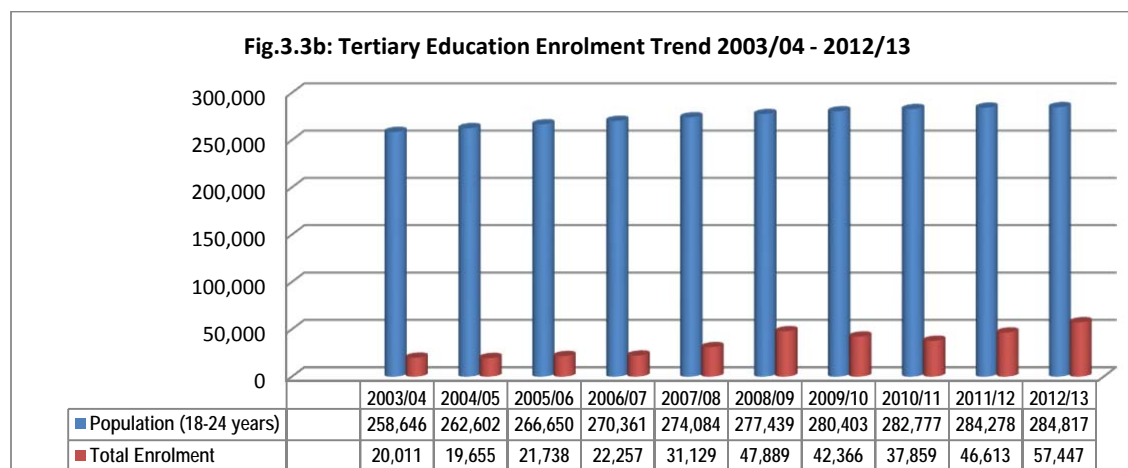
Table 3.3d  
Back to School Enrolments (2012/2014)

INSTITUTION	BACK TO SCHOOL 2012	BACK TO SCHOOL 2013	BACK TO SCHOOL 2014/15
<b>Primary</b>		82	104
<b>Secondary</b>		423	81
<b>Open Schooling/School Equivalence</b>		11887	15855
<b>Brigades</b>		346	7032
<b>Technical Colleges</b>		324	N/A
<b>Tertiary</b>	16227	2394	N/A
<b>TOTAL</b>	16227	15456	23072
<b>GRAND TOTAL</b>			54755

*Access to Tertiary Education*

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This indicator is widely used to show the general level of participation in tertiary education by a particular age group. In Botswana this indicator is used to measure the extent to which the Tertiary Education system is able to enrol students of cohort age group of 18 to 24 years old. Figure 4.3b shows proportions of youth of age 18-24 who actually enrolled for tertiary education out of the total population of youth in that age bracket.



Source: Human Resource Development Council

Table 3.3c below shows tertiary education gross enrolment ratios (TEGER) between the years 2003 and 2013. The table shows that TEGER has been steadily increasing from 7.7% in 2003 to 20.2% in 2013.

*Table 3.3e*

*Tertiary Education Gross Enrolment Ratios between 2003 and 2013*

<u>Year</u>	<u>Population (18-24 years)</u>	<u>Total Enrolment</u>	<u>TEGER (18-24 years)</u>
<b>2003/04</b>	258,646	20,011	7.7
<b>2004/05</b>	262,602	19,655	7.5
<b>2005/06</b>	266,650	21,738	8.2
<b>2006/07</b>	270,361	22,257	8.2
<b>2007/08</b>	274,084	31,129	11.4
<b>2008/09</b>	277,439	47,889	17.3
<b>2009/10</b>	280,403	42,366	15.1
<b>2010/11</b>	282,777	37,859	13.4
<b>2011/12</b>	284,278	46,613	16.4
<b>2012/13</b>	284,817	57,447	20.2

### **3.4 Out of School Education and Training**

The out of school sector has four main sub-sectors – Adult Basic Education Programme (ABEP) officially launched in Feb 2010, Out of School Education for Children (OSEC), Continuing Education, and Extension Education. ABEP provides functional literacy and basic education to

adults and out of school youth with an equivalence of primary education while OSEC program is intended to improve access to basic education by out of school children comprising school dropouts and those who had never been to school. Skills Development Programme is intended to provide practical or vocational skills to out of school learners.

Objectives of the EFA National Action Plan for ensuring access and equal opportunities to adults and out-of-school learners are as follows:

- To expand adult basic education and skills for out-of-school learners
- To introduce a purposefully designed junior secondary education for adults
- To introduce a purposefully designed senior secondary education for adults
- To provide institutionalised, vocational, productive and income generating skills training for formal and non-formal sector employment

In a bid to realise the aforementioned objectives the programmes and initiatives outlined in table 3.2 were implemented. The progress made towards achieving the objectives is as follows:

### *Adult Basic Education Programme (ABEP)*

Following the development of ABEP curricula and learning materials, implementation has been on-going in all the 10 regions of MoESD with a progressive increase in enrolments from **7,632** (**4,791** females and **2,841** males) at the launch of the programme in December 2010 to **12,608** in March 2014. According to the CSO 2003 literacy Survey, national literacy rate stood at 81% with a higher rate among females (**82%**) against **80%** male literacy. Later in 2008, UNESCO estimations placed the literacy rate at **85%** (Department of Basic Education, MoESD, 2013).

### *Out of School Education for Children (OSEC)*

OSEC programme is still under development with the support of UNICEF and upon completion, the programme is expected to meet the educational needs for out of school children aged 6-19 years. Progress made so far is as follows:

- Draft policy framework is in place.
- Draft curriculum framework is done.
- Action Research with street children is ongoing with assistance from Stepping Stones and Botswana Council of Churches (BCC).
- Training of educators is on-going in Matsha Lifelong Learning Centre in Kang.

### *A Hole in the Wall Education and Learning Strategy*

The Ministry of Education and Skills Development through OSET unit under the Department of Basic Education, has signed a memorandum of understanding with BQA over a project called Hole in the Wall Education and Learning (HiWEL). The HiWEL is a computer based project meant to promote discovery, unstructured and unsupervised learning especially amongst children. The project is targeting children of 6-19 years of age, the out of school children, the in-school, the youth and adult learners as well as hosting communities in the remote parts of the Country with the aim of imparting in them elementary education and basic ICT skills.

### *Open and Distance Learning (ODL)*

BOCODOL offers training and educational programmes using ODL methodologies on a nationwide scale to improve learners' quality life through knowledge and skills acquisition. To date at secondary level, a cumulative total of 85 048 (19 312 lower secondary and 65 736 senior secondary) have accessed ODL programmes to improve their qualifications (BOCODOL, 2014). The implementation of the RNPE Recommendation 77 on shared use of resources has enabled BOCODOL to deliver its programmes and services through learning centres operating at both primary and secondary schools.

### *Skills Development Training*

In an effort to improve skills training, a Competency-Based Skills Development and Training programme was expanded followed by the development of a curriculum framework with diversified trades. As a result, the country was able to provide training to a total of 572 (104 males and 468 females) in different trades between 2008 and 2011. Figure 3.4a shows the number of learners trained per trade. Furthermore, a total of 543 were accredited in different trades which include leatherworks, bakery, vegetable production, basketry, textiles and electricity between 2008 and 2014 through a partnership of Botswana Training Authority (BOTA) and Madirelo Training and Training Centre (MTTC (figure 3.4b).

Similarly, different strategies are in place to promote the informal sector projects through the Poverty Eradication Scheme. As a result, a total of 7,939 people were trained on poverty life skills in seven villages (table 3.4a), the outcomes of such trainings led to the establishment of a number of income generating projects between 2008 and 2014 (table 3.4b). These income generating projects are in existence countrywide employing 104 males and 683 female as at March 2014. In order for effective training, Lifelong Learning Resource Centres have been established in Kang (Matsha Lifelong Learning Centre) and Maun (Thamalakane Lifelong Learning Centre) and Trainers have been recruited into these centres.

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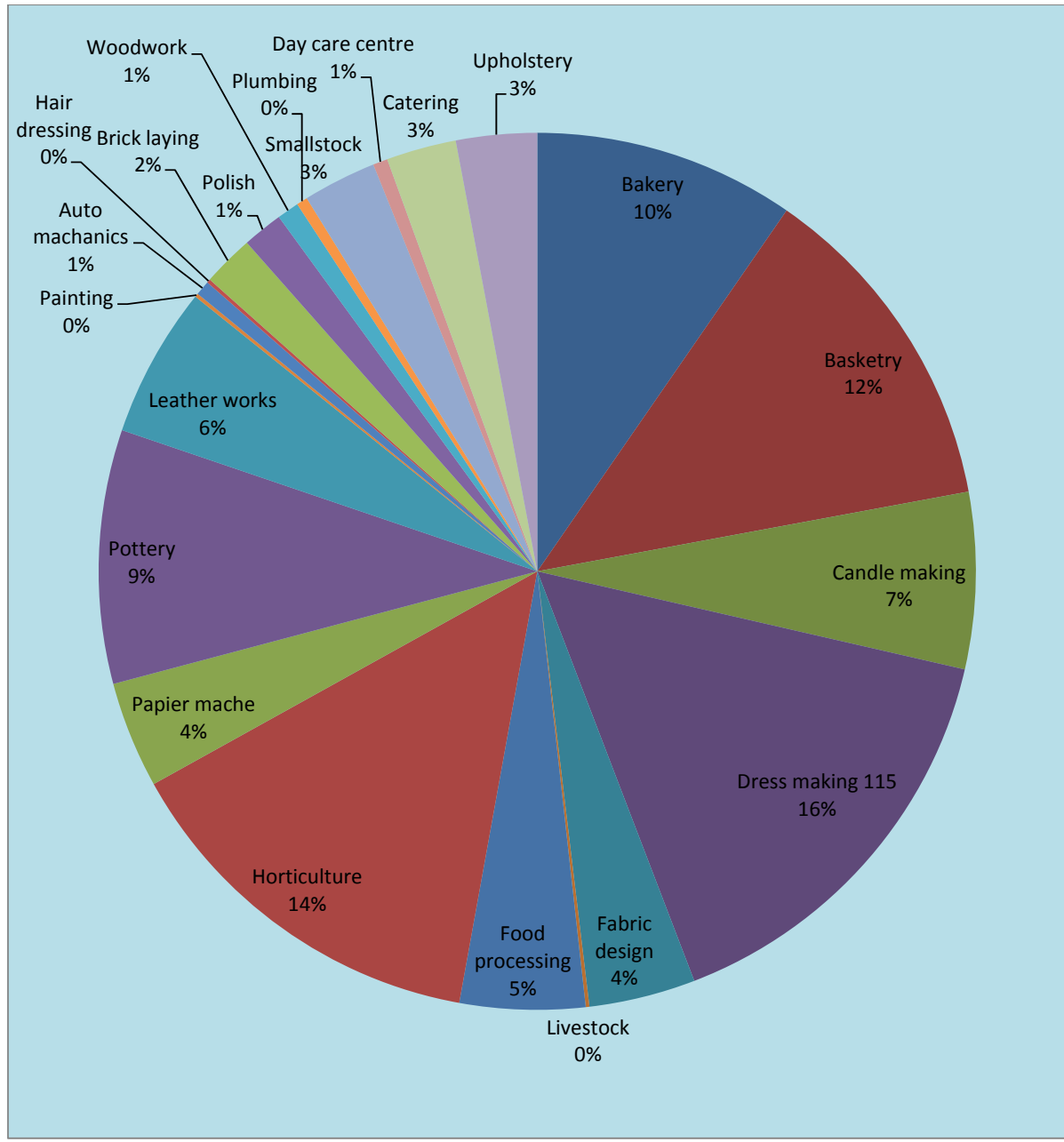
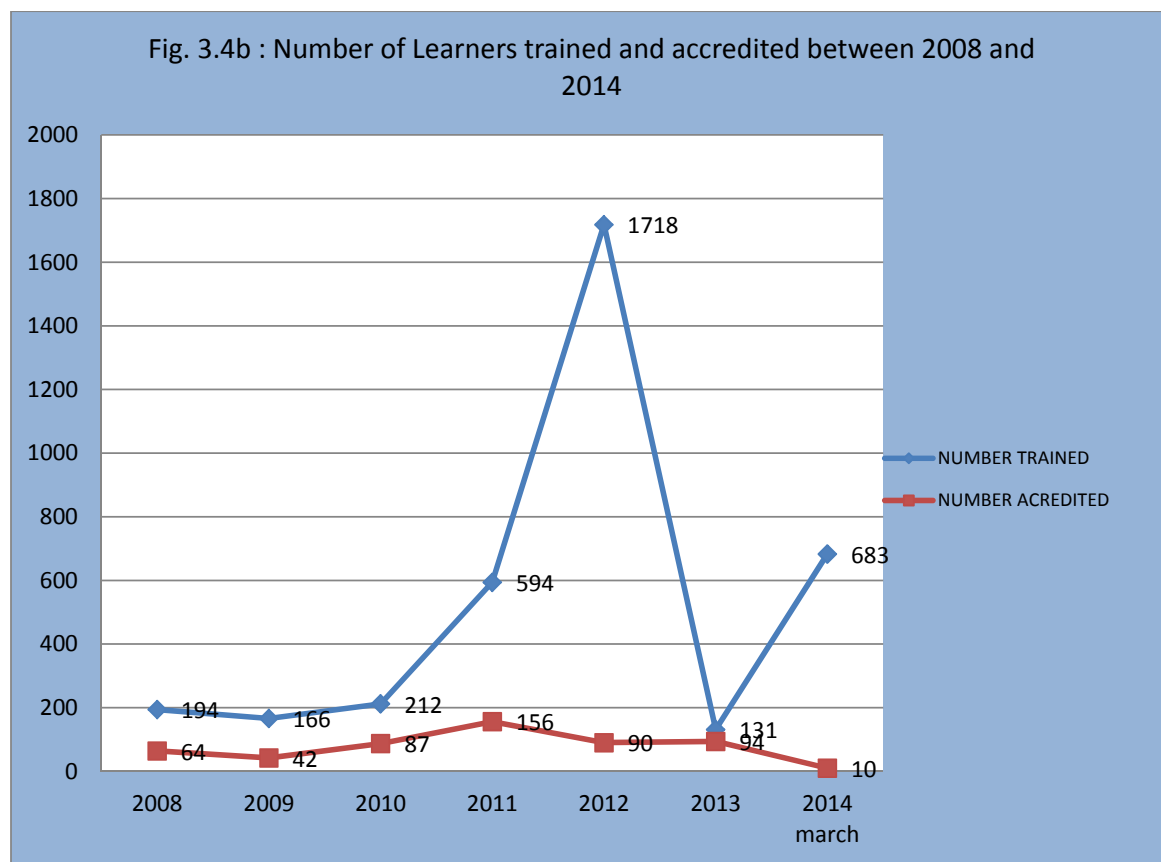


Figure 3.4a: Number of learners trained and accredited per trade from 2008 to 2014

Source: OSET, MoESD

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**Source:** Out of School Education and Training (OSET)

Table 3.4a

Poverty eradication programme beneficiaries

TRAINING AT MAIN POVERTY ERADICATION PITSOs	NO OF BENEFICIARIES TRAINED
Diphuduhudu	1005
Sehunou/ Motshegaletau	1000
Struizendum	1000
Dikhukhung	1000
Chanoga	969
Damochujenaa	865
Jamataka	1000
Qabo	1100
<b>TOTAL:</b>	<b>7 939</b>

**Source:** Out of School Education and Training (OSET)



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Table 3.4b

Out of School Education and Training income generating projects

YEAR	TOTAL NUMBER OF PROJECTS	TOTAL NUMBER OF PROJECT MEMBERS		TOTAL NUMBER OF PROJECT MEMBERS
		MALE	FEMALE	
2008	44	25	272	297
2009	53	28	299	327
2010	57	29	394	413
2011	44	28	299	327
2012	73	27	453	480
2013	199	85	651	736
2014	206	104	683	787

**Source:** Out of School Education and Training (OSET)

### *Support Services*

In order to ensure adequacy of teaching and learning materials, specialised units for materials development and, monitoring and evaluation have been set up and are operational. In the area of capacity building, a training plan for upgrading of existing adult educators was developed. Nineteen (19) educators went on further training to upgrade their qualifications from Certificate to Diploma in Adult Education in 2011/12. Seventy-one (71) teachers were trained in adult education methodologies.

Furthermore, partnerships with key stakeholders have been established and a Memorandum of Agreement (MoA) was signed with Botswana National Library Service's Sesigo Project. Another MoA was also signed in partnership with BOTA to cater for the Training needs of the out of school education programme. In order to address inadequacy of resources for the programme, a policy guideline was developed to allow shared use of resources as per RNPE 1994, recommendation 77.

As a result of this guideline, by 2009 the Out of School Education and Training (OSET) had access to 153 schools and other public institutions countrywide. During the same period OSET acquired 32 village learning centres and classrooms through community support (Village Development Committees) with MLGRD providing funding for some of the required educational resources. However, due to unattractive remuneration packages, the out of school education programmes have not been able to attract full time qualified personnel but rather engage unqualified part-time adult educators for programme delivery, which is contrary to recommendation 75c of RNPE.

### 3.5 Quality of Education in Literacy, Numeracy, and Essential Life Skills.

In accordance with the EFA-NAP, the Ministry of Education and Skills Development has created a policy framework that facilitates improvement of the quality of education. Policies such as Qualifications Policy and the National Qualifications Frameworks which are being crafted by Botswana Qualification Authority (BQA) will provide complete measures of quality in education. The Department of Curriculum Development and Evaluation is also finalizing the Teaching and Learning Policy that is expected to guide the development of teaching standards. There is a draft National Assessment Policy being crafted by Botswana Examinations Council, the policy is expected to guide implementation of the National Assessment Programme which is designed to measure the quality of education at any level in the general education continuum. All these initiatives emanate from the EFA-NAP as well as the NDP 10 which has committed to an increase in the use of assessment to improve achievement and raise performance standards. Several initiatives that target education quality have also been implemented as follows:

#### *Teacher Qualification at Primary School Level*

Through the European Union Human Resource Development support programme, the Ministry has committed to improving the quality of education by upgrading the minimum qualifications of teachers from Certificate to Diploma. The target performance indicator set in the agreement with EU was to increase the number teachers to Diploma level by 2% annually from a baseline of 75% in 2013. To date 720 primary school teachers have been sent for training. This shows improvement on primary education teacher quality as an indicator of Human Resource Development Support Policy Programme (MoESD, 2013). Table 3.5a shows number of primary school teachers by qualification.

Table 3.5a

Primary school teachers by qualification

Qualification	Number of teachers	Percentage
<b>Primary Teacher Certificate</b>	2031	15
<b>Diploma in Primary Education</b>	8984	66
<b>Bachelor of Education Primary</b>	1316	9
<b>Master's Degree</b>	68	0.5
<b>Other</b>	1585	11
<i>Totals</i>	<b>13474</b>	<b>100</b>

#### *Primary School Curriculum*

The Department of Curriculum Development and Evaluation completed the adaptation of lower primary curriculum to multi-grade curriculum in July 2014 to facilitate the teaching of

mixed ability groups. The curriculum guidelines and teacher's instructional manuals have been shared with relevant stakeholders and teachers, with particular focus on teachers from designated multi-grade schools to explore the usability of the materials.

### *Primary Schools Textbooks Procurement*

Following the transfer of the primary schools textbook procurement from the Ministry of Local Government and Rural Development to MoESD in May 2014 with a budget of P90 million, a Textbooks Procurement Committee was established, a schedule of activities was developed and shared with all key stakeholders including the suppliers. All Regional Focal Persons and their Supplies Officers were inducted on the procurement processes and expectations. This move is to ensure that all primary school children have the necessary textbooks and other learning materials at their disposal which will enhance the quality of learning.

### *Electrification of Primary Schools*

Out of 755 public Primary schools, 571 have been electrified whilst 184 Primary Schools do not have electrical power. Out of the 184 without electrical power, 93 are outside the national grid while 91 are within the grid and 28 have since been connected through the Schools Electrification Project by three parent Ministries. With the recent growth of the grid, an additional 25 schools are now inside the grid and would be electrified soon. The remaining 68 will be provided with solar powered electricity with financial support from European Union, the project has already gone through a tendering process to select the supplier.

### *Roll Out of ICT to Schools*

Information and Communication Technology equipment is being progressively rolled out to primary schools. As a result, ninety-one (91) schools have received computer donations from India. To support the use and infusion of donated devices the Ministry has so far trained and placed 31 ICT graduate interns who would assist with first line maintenance and also the use of computers in teaching and learning through the Partners in Learning (PIL) programme offered by Microsoft. A tender to provide mobile devices, Wi-Fi and internet access to One Hundred and Fourteen (114) primary schools was closed on 25<sup>th</sup> August 2014 and the final stages of the procurement process are ongoing.

### *Adopt-a School initiative*

The initiative allows for schools to approach different private companies or individuals to help them by meeting their different needs. Through the programme, schools are provided with relevant resources to ensure effective teaching and learning. So far a total of 110 primary schools in different Regions have been adopted by different companies and individuals giving them a variety of items such as food, clothing, sports equipment, computers, printers and so forth. This improves the learning environment for many primary school students and in turn enhances the quality of teaching and learning.

### *Educational Television*

Botswana Educational Television (BETV) broadcast television programmes to support the teaching of Science, Mathematics and Music curriculum. English Language programmes have been commissioned from the British Council and Practical Science is from Japan. Accounts and Development Studies programmes are due for broadcasting in January 2015. Another TV programme known as “Beyond School” is broadcasted from Monday to Saturday. The programme enlightens the youth on career choice, entrepreneurship and social skills.

### *Teacher qualifications at Junior Secondary Level*

As at 2012 there were 9,813 junior secondary education teachers as shown in the table 3.5b below. Most teachers at lower secondary (junior secondary) have Diploma in Secondary Education qualification, however the Training and Development (T&D) Department of MoESD continues to train teachers to higher levels of qualifications. Studies have shown that students taught by teachers with higher qualification have better quality learning than those taught by teachers with lower qualifications (IEA, 2011).

*Table 3.5b*

*Total number of Junior Secondary Education Teachers by qualification -2012*

	Dip. Ed	B.Ed.	B. Ed + CCE	B. Ed + PGDE	M. Ed	Other	Sub Total
<b>Male</b>	2990	685	29	265	30	271	4269
<b>Female</b>	3387	1109	47	525	39	431	5542
<b>Total</b>	<b>6377</b> <b>(65.0%)</b>	<b>1794</b> <b>(18.3%)</b>	<b>76</b> <b>(0.8)</b>	<b>790</b> <b>(8.1%)</b>	<b>69</b> <b>(0.70%)</b>	<b>707</b> <b>(7.2%)</b>	<b>9813</b> <b>(100%)</b>

**Source:** Department of Basic Education, MoESD

### *Junior Secondary School Curriculum*

The department of Training and Development facilitated the training of junior secondary school teachers on difficult and problematic topics for seven core subjects in April 2014 and July 2014. The subjects involved were *Setswana, English, Agriculture, Science, Mathematics, Social Studies and Moral Education*. All the training sessions involved a presentation of guidance and counselling and how it can be used to impact positively on learner performance. The training had the desired effect on the trained teachers and indications were that training should be provided for the other subject. Feedback from trained participants indicated that some regions and schools are supportive and have already cascaded the training.

### *Restore Functionality of the Science Laboratories*

Currently there are 308 science laboratories in need of maintenance out of a total of 377 in Junior Secondary Schools. One hundred and four (104) science laboratories are currently

under maintenance, and so far 72 laboratories have been maintained. Functioning laboratories will afford the learners to engage in practical work which by extension enhances the quality of learning.

### *Teacher Qualification at Senior Secondary School*

Table 3.5c shows that over 90% of the teachers at senior secondary school level in Botswana public Schools have Bachelors' degrees or better, which is a good indicator for the quality of education, as the higher the qualification of the teacher, the better the quality of teaching hence better quality of learning (IEA, 2011).

*Table 3.5c*

*Total Number of Government Senior Secondary School Teachers by qualification -2012*

	Dip. Ed	B.Ed.	B. Ed + CCE	B. Ed + PGDE	M. Ed	Other	Sub Total
<b>Male</b>	64	840	72	565	51	336	1928
<b>Female</b>	57	531	109	641	42	353	1733
<b>Total</b>	121	1371	181	1206	93	689	3661

Source: Department of Basic Education, MoESD

### *Information and Communication Technology at Senior Secondary Schools*

Thirty-one (31) of the 32 senior secondary school computer laboratories have modern Thin Client Technology and are all functional. Local Area Network (LAN) in 26 senior secondary schools has been improved with provision for Wi-Fi. BETV continues to support learning at senior secondary level with daily educational television broadcasts for Science, Mathematics and Commerce. Programmes are repeated during the week and Saturday mornings to ensure greater access.

### *Botswana's Global Standing on Quality of Education*

One of the measures of quality of education used in Botswana is the performance of Botswana students in the international comparative studies, namely Trends in International Mathematics and Science Studies (TIMSS), Progress in Reading and Literacy Studies (PIRLS) and Southern and Eastern Africa Consortium for Monitoring of Education Quality (SACMEQ). According to TIMSS results, Botswana's standing in Science, Mathematics and Reading achievement (measure of quality) is below average.

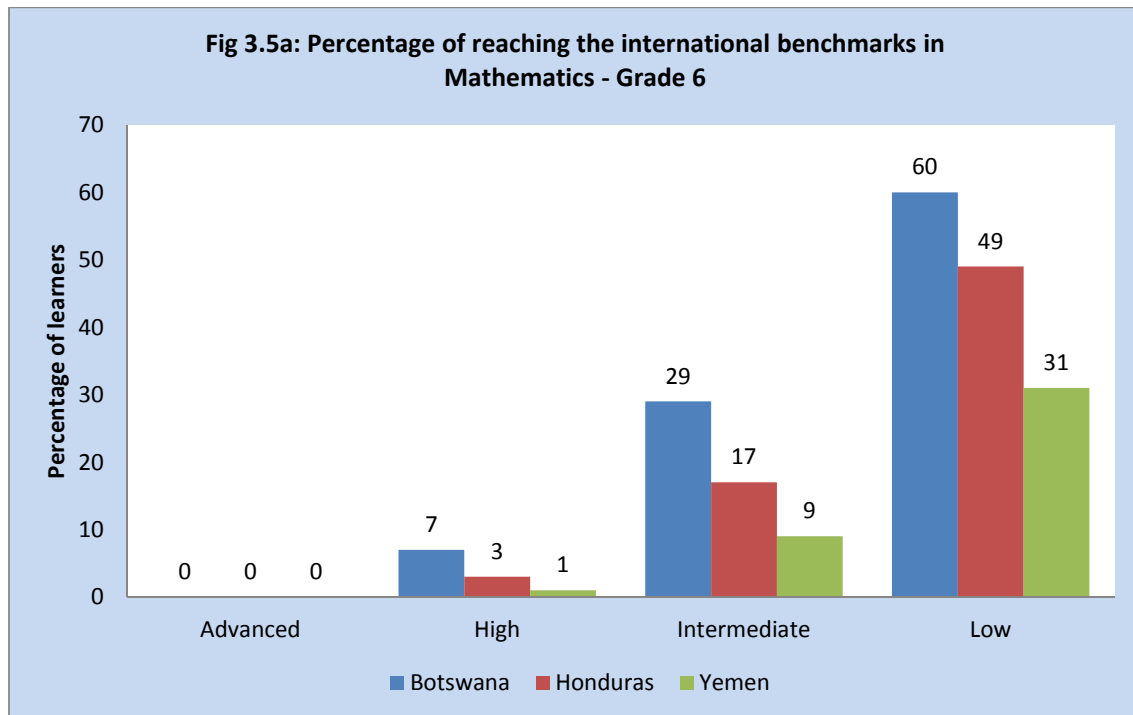
The studies measures achievement using four (4) international benchmarks; Advanced (625), High (550), Intermediate (475) and Low (400). The benchmarks are performance scores along a score scale range of 1000 points and are based on the following conclusions.

- Learners at advanced level are expected to apply their understanding and knowledge in complex situations, e.g., apply geometric knowledge in other similar situation.
- Learners at the high benchmark category are expected to use their knowledge to solve problems, e.g. interpret data in tables and graphs to solve given problems.
- At intermediate benchmark, learners are expected to have a basic mathematical knowledge and apply it in relatively easier situations.

- Learners at the low benchmark are expected to possess elementary skills in mathematics, e.g. adding, drawing shapes etc.

### Grade 4 Mathematics Benchmarks

Figure 3.5a-d presents an analysis of Botswana’s learners’ performance at each of the international benchmark in grade 4 Mathematics. Botswana had no student reaching the advanced benchmark. Sixty-percent (60%) of the students reached the low benchmarking scale in Botswana. This implies that 40% of the learners could not make it to the lowest benchmarks.



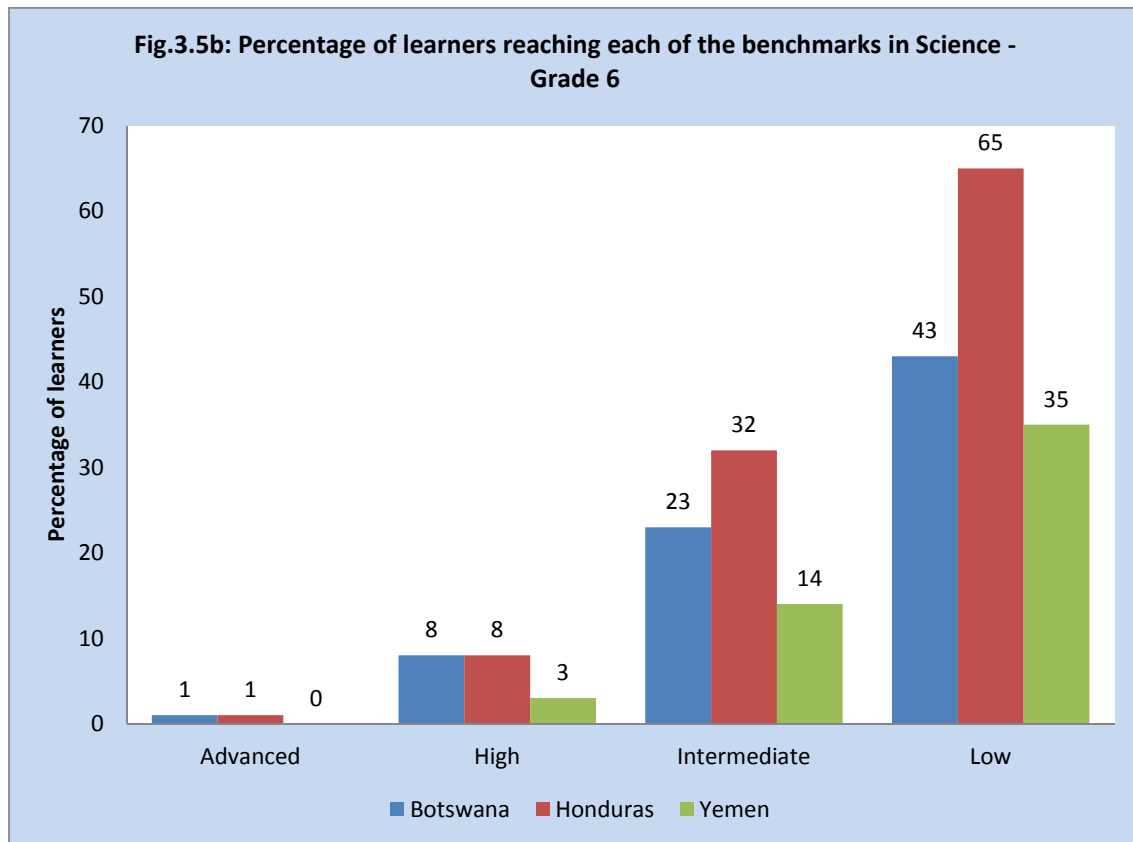
**Note:** In the case of Botswana, grade 4 Mathematics was written by grade 6 (standard 6) learners.

### Grade 4- Science Benchmarks

- In science, a learner in advanced benchmark would have acquired knowledge and understanding of vast scientific concepts. He/she would be competent with the theory and practical experiments in each science topic.
- A High benchmark learner would demonstrate understanding of science concepts and make simple inference and descriptive of everyday and abstract contexts
- Intermediate benchmark learner would have basic understanding and knowledge of science topics. She/he would interpret information on pictorial diagrams.

- Low benchmarks learners would have acquired elementary skills on science concepts such as life, physical and earth sciences. They give short answer to straight forward problems related to specific topics.

Figure 3.5a shows that 65% of students in Botswana managed to reach low international benchmark in science, however, only 1% could reach advanced international benchmark in grade 4 Science.

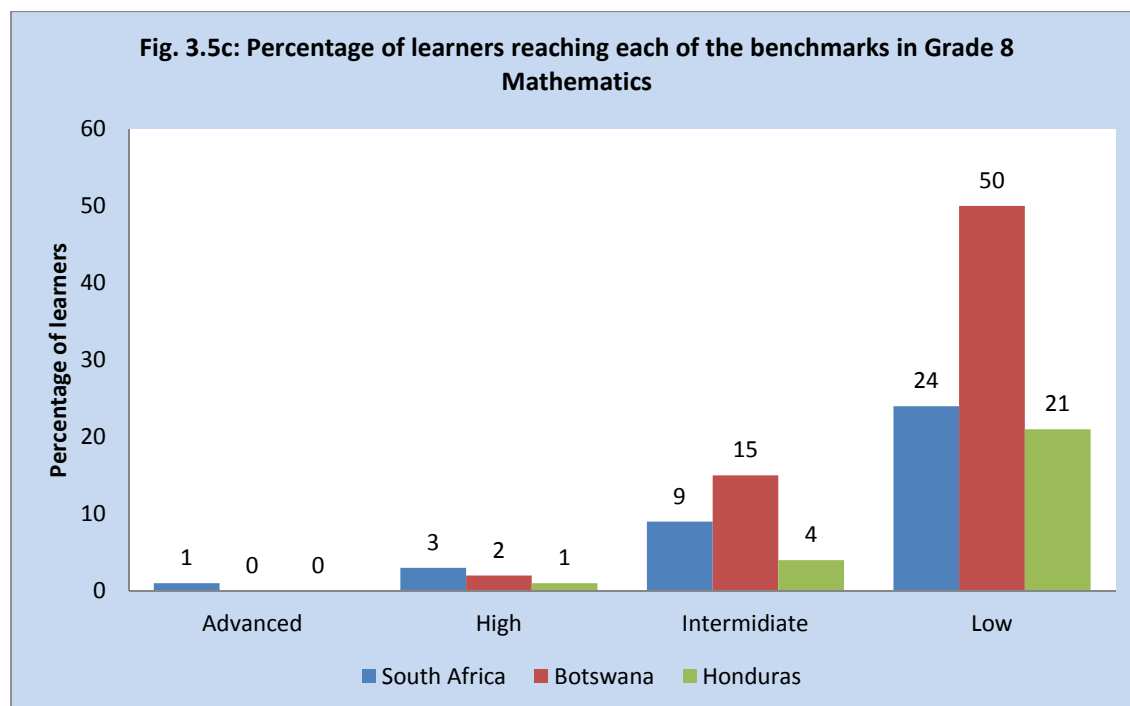


**Note:** In the case of Botswana, grade 4 Science was written by Grade 6 (Standard 6) learners.

### Grade 8 Mathematics Benchmarks

- Advanced benchmark learners would make generalizations and solve variety of questions involving equations, formulas and functions
- A high benchmark learner would apply their understanding and knowledge in variety of relatively complex situations. They can demonstrate knowledge of trigonometric problems.
- An intermediate learners would be able to understand algebraic relationships, they can construct graphs and tables
- A Low benchmark learners demonstrate knowledge on whole numbers, decimals and basic graphs

Figure 3.5c shows that half of Botswana's Grade 9 learners reached low international benchmark while only 1% of the learners reached advanced benchmark. This implies that according to international standards, 50% of Botswana learners could not reach the lowest standard in Mathematics.



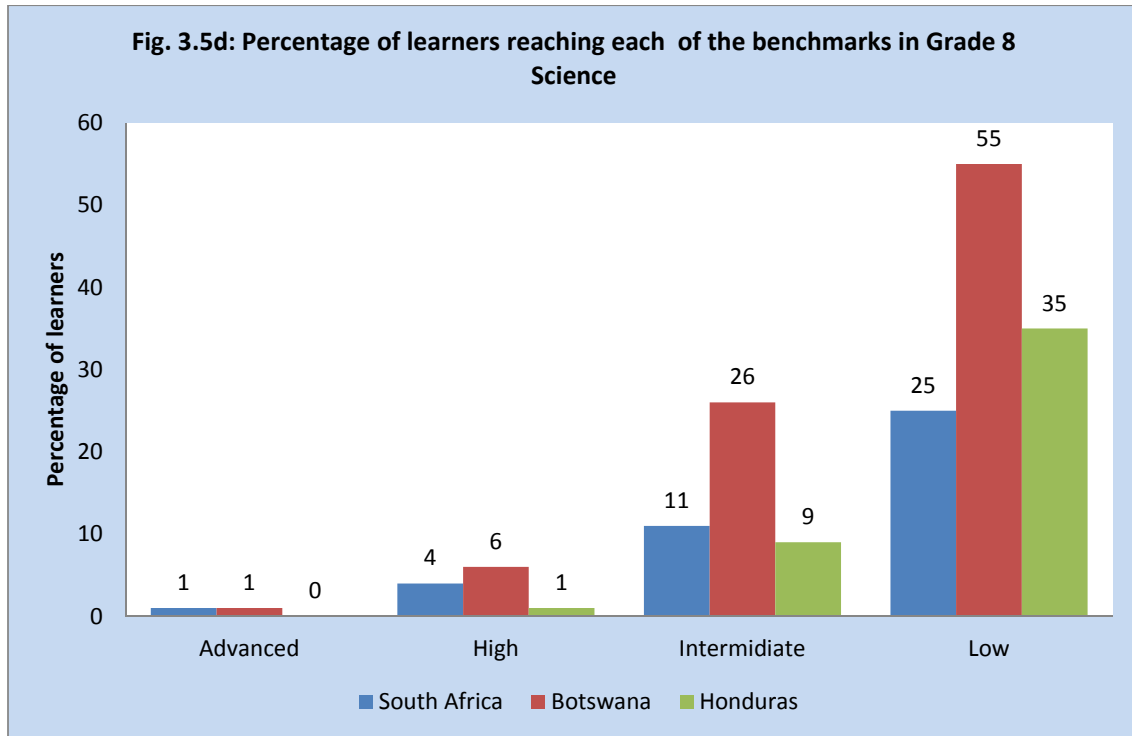
**Note:** In the case of Botswana, grade 8 Mathematics was written by Grade 9 (Form 2) learners.

### Grade 9 Science Benchmarks

- In Advanced benchmark learners would demonstrate understanding of complex scientific concepts in biology, chemistry and physics. They can apply their knowledge to answer difficult questions in all science topics relating to cells, ecosystems, electric circuit.
- Learners at High benchmark would demonstrate understanding of complex science topics in human biology, composition of matter, life processes of organisms, light and sound problems etc.
- Learners at intermediate benchmark would show basic scientific knowledge in various contexts, they would be able to apply knowledge and communicate understanding of human health, life cycles, elementary concepts in chemistry, physics concepts of force, motion and energy etc.
- Low benchmark learners would at least recognize some basic facts from life and physical sciences. They would be able to interpret pictorial diagrams, complete simple tables and do some practical situations

Figure 3.5d shows that 55% of Botswana learners reached the low international benchmark, which implies that 45% of the learners could not reach the lowest standard in Science. Only 1% of learners reached advanced benchmark in Botswana.





*Performance in SACMEQ*

Botswana participates in a regional comparative study known as Southern African Consortium for Monitoring Education Quality (SACMEQ). Findings of the study indicate that while Botswana’s performance in the SACMEQ tests is average, she performs better than most of Southern African Countries in Mathematics, Science and HIV/AIDS knowledge. It could be concluded that the quality of Botswana’s education is better when compared to other countries in the region. However caution should be exercised because the TIMSS and PIRLS results show that Botswana’s learners achieve mostly the low benchmarks.

## SECTION 4

### **4.0 Implementation of national strategies to achieve the six EFA Goals**

Following the development of Dakar Framework for Action in 2000 and the six EFA 2015 goals (Box 2), Botswana developed her own EFA National Action Plan (EFA-NAP) which was informed by NDP 9 and crafted along the ideals of Vision 2016. Subsequently, the EFA-NAP triggered development of a framework of policies, programmes and initiatives described in table 4.1 below. The policies were aligned with the MDGs and the EFA goals and were meant to guide implementation of strategies that would drive the achievement of the six EFA goals.

### **4.1 Policies, Programmes and Strategies that Supported EFA Goals**

Table 4.1

Policies, programmes and initiatives that support achievement of EFA goals

INSTRUMENTS	DESCRIPTION
Vision 2016	Vision 2016, whose plan period is ending in 2016, is Botswana's 20 year strategy which is a result of extensive consultations with a wide spectrum of individuals and institutions in the country. The vision reflects the aspirations of Botswana about their long-term future. It was designed to propel the Country's socio-economic and political development into a competitive, winning and prosperous nation through seven key pillars. One of its pillars, 'An Educated and Informed Nation', indicates a direct alignment between its key result areas and the six EFA 2015 goals.
National Development Plans 9 and 10	The National Development Plan (NDP) is a strategic planning instrument for the Government of Botswana. Normally each plan runs for an average of six years within which the national development ideas that it carries ought to be implemented. The focus of NDP 9 was on the implementation of the recommendations of the 1994 Revised National Policy on Education (RNPE) while the focus of NDP 10 was specifically on advancing the Vision 2016 pillar of an Educated and Informed Nation and the associated MDG goal of Universal Primary Education (NDP 10, 2009).
1994 Revised National Policy on Education	The 1994 Revised National Policy on Education is an overarching policy that guides the development agenda of Botswana's Education System. All other sectional policies within the education sub-sector are aligned to the RNPE. The subsequent National Development Plans as well drew from the RNPE to craft their national educational priorities (NDP 9, 2003)

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Tertiary Education Policy	The Tertiary Education Policy guides development of the tertiary education system that is accessible, relevant and is of high quality. It calls for a system that provides diversity and choice and linked to broader policies and national goals particularly those related to Human Resource Development and Research and Innovation.
Draft Policy on Open and Distance Learning	Policy purports to support integration, harmonisation and maximisation of resources and standardisation of quality open and distance learning in Botswana and the region.
National Policy on Vocational Education and Training	The Policy lays down a broad framework, within which training activities in the country are carried out. The policy addresses skill level training, both formal and non-formal; lifelong training as an integral part of overall human resource development; public institutional training, employer based training and private training institutions.
Inclusive Education Policy	It provides guidance towards achievement of an inclusive education system which provides children, the youth and adults with access to relevant high quality education which enables them to learn effectively irrespective of their differences in gender, age, life circumstances, health, disability, developmental stages, capacity to learn or socio-economic circumstances.
Early Childhood Care and Education Policy	The Policy provides a holistic approach to developmental needs of a child, particularly its healthy growth and preparation for primary education.
Draft Equal Opportunities Policy	The Policy rational is to ensure equity and equal opportunities in provision, access and delivery of education and training in Pre-Primary and primary education in Botswana.
Revised Remote Area Development Programme	The programme facilitates for self-reliance and equal opportunities among Rural Area Dwellers (RADs) by providing support to RADs school going children in the form of school fees, uniforms, pot fees, and transport.
Ministry of Education and Skills Development: Education and Training Sector Strategic Plan (ETSSP)	The strategy provides a framework for system level reform agenda for the education sector. The plan recognises that not all NDP 10 programmes were successfully implemented, and as such, it intends to direct attention to the quality and relevance in education.
National Human Resource Development Strategy (NHRDS)	The human resource development strategy's mission is to encourage citizens to realise their individual potentials through an approach which balances needs and capability to

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	enable them to play a full and meaningful role in their community, society and the world.
Programme for Rationalisation of Institutional Mandates	<p>It is a new systems level architecture to support the Ministry of Education and Skills Development that has been approved by Parliament through Government White Paper no. 37 of April 2008 as part of the Tertiary Education Policy <i>Towards a Knowledge Based Society</i>. Cabinet subsequently re-confirmed this decision through its approval of the National Human Resource Development Strategy (NHRDS) <i>Realising Our Potential</i> (Presidential Directive CAB 1(B)/2009) and a series of subsequent directives around the implementation of the new systems level structure.</p> <p>These system-wide changes put human resource development at the centre of the National Human Resource Development Strategy (NHRDS). These changes redefined and rationalised the mandates and functions of the Ministry of Education and Skills Development (MOESD) and its agencies which included the Tertiary Education Council (TEC), Botswana Training Authority (BOTA) and Botswana Examinations Council. The main features of the reforms in the education and training sector are the establishment of the Human Resource Development Council (HRDC), the establishment of the Botswana Qualifications Authority (BQA) and the transformation of the Botswana Examinations Council's mandate to cover the assessment requirements in the general education sub-sector and in the technical and vocational education and training sector.</p>
Policy on Shared Use of Resources	The policy acknowledges that learning takes place anywhere and that out of school education is a responsibility of various ministries, parastatals, private sector and non-governmental organizations. The shared use of resources is vital in that it optimises the use of resources available for out of school youths.

### **4.1 Implementation of Programmes and Strategies to Achieve EFA Goals**

In a bid to achieve targets for the six EFA goals, Botswana developed her own policies, national strategies, programmes and initiatives that support implementation of activities to drive the achievement of the six EFA goals. The policies are as outlined in table 4.1. Table 4.2 illustrates the EFA Goals, supporting policies and implementation strategies designed to facilitate achievement of the goals.

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Table 4.2

Programmes and related activities to drive achievement of EFA goals

EFA GOALS	SUPPORTING POLICIES/PROGRAMMES	IMPLEMENTATION STRATEGIES PROJECTS/INITIATIVES/ACTIVITIES
1. Expanding and improving a comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.	<ol style="list-style-type: none"> <li>1. Revised National Policy on Education</li> <li>2. Early Childhood Care and Education Policy (ECCEP)</li> <li>3. ECCE Framework and curriculum blueprint</li> <li>4. User-friendly Guide to the Care of Orphans and Vulnerable Children</li> <li>5. National Human Resource Development Strategy</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction of Reception Classes in January 2014 in 115 primary schools at 4029 enrolment, with priority given to schools in remote areas . The programme will be gradually rolled out to all primary schools within 5 years.</li> <li>2. Standard 1 orientation introduced in 2013 at full scale in all 754 schools as a minimal preparatory programme and an interim intervention for inadequate access to pre-school education</li> <li>3. Approval of Technical support by UNICEF to review the Integrated Early Childhood Development Policy (IECD).</li> </ol>
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.	<ol style="list-style-type: none"> <li>1. Revised National Policy on Education</li> <li>2. Revised Remote Area Development Programme</li> <li>3. Draft Equal Opportunities Policy</li> <li>4. Inclusive Education Policy</li> <li>5. National Gender and Development Policy</li> <li>6. Short term plan of action: National Gender Programme</li> <li>7. Draft Pregnancy Policy Guidelines</li> <li>8. Re-admissions Guidelines</li> <li>9. Guidelines on assessed Progression of Pupils in Primary Schools</li> <li>10. 2009 Children's Act</li> <li>11. Education and Training Sector Strategic Plan</li> <li>12. National Human</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase in enrolment rates from 91% in 2009 to 93% in 2013</li> <li>2. Implementation and wide publicity of new admission policy with flexibility for children of the Rural Area Dweller Settlements (RADS)</li> <li>3. Implementation of the Primary School Hostel Management Improvement Framework/Action Plan</li> <li>4. Establishment of 1 or 2 teacher schools in sparsely populated settlements</li> <li>5. Provision of technical assistance by UNICEF to develop Out of School Education for Children's (OSEC) Programme (on-going)</li> <li>6. Adaptation of a Lower Primary Curriculum for Multi-grade Teaching and its implementation in selected schools</li> <li>7. Maintenance of the Net Enrolment Rate of 85% and above since 2003.</li> <li>8. Ensuring flexibility in the admission policy especially for RADS children</li> <li>9. Implementation of the School Feeding Programme.</li> </ol>

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	<p style="text-align: center;">Resource Development Strategy</p>	<ol style="list-style-type: none"> <li>10. Provision of boarding facilities for RADS learners</li> <li>11. Introduction of Back to School policy, to provide second chance education opportunities to school drop-outs</li> <li>12. Introduction of the Adopt a School Initiative to encourage individuals and the business community to give back to the nation by identifying a school of their choice that they can support financially and or materially.</li> </ol>
<p>3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes</p>	<ol style="list-style-type: none"> <li>1. Revised National Policy on Education</li> <li>2. Equal Opportunities Policy</li> <li>3. Inclusive Education Policy</li> <li>4. Revised Remote Area Development Programme</li> <li>5. Admissions Policy</li> <li>6. Education and Training Sector Strategic Plan</li> <li>7. National Human Resource Development Strategy</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementation of Lower primary and upper primary curriculum with the infusion of life skills education</li> <li>2. Revision of the Junior Certificate Curriculum to include the life skills content</li> <li>3. Integration and infusion of life skills into Botswana Senior Secondary Education (BSSE) Curriculum and the review of the BSSE syllabi</li> <li>4. Revision of Curriculum for the Skills Development and Training Programme for Out of School Education and Training (on-going).</li> <li>5. Accreditation of OSET learners, trainers and training centres by BQA.</li> <li>6. Inclusion of Creative and Performing Arts in Primary School.</li> <li>7. Mainstreaming HIV/AIDS into the school curriculum</li> <li>8. Strengthening the provision of Technical and vocational skills in education</li> <li>9. Introduction of the drug and substance abuse education programmes in schools</li> <li>10. Introduction of Back to School Programme</li> <li>11. Provision of technical and financial support by UNESCO/KRIVET towards the development of TVET through implementation of the Better Education for Africa's Rise (BEAR) Project in the areas of hospitality and tourism.</li> <li>12. Training and accreditation of 72 Emotional Intelligence facilitators to</li> </ol>

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		<p>conduct training for MOESD staff and other ministries.</p> <p>13. Development of EQ training modules Module 1: Self-awareness; Module 2: Self and others; Module 3: Situations; Module 4: Stress management</p> <p>13. Development of a draft Technical Manual for the Learner Appraisal System and Psychometric Test.</p>
<p>4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults</p>	<ol style="list-style-type: none"> <li>1. Revised National Policy on Education</li> <li>2. Draft Equal Opportunities Policy</li> <li>3. Inclusive Education Policy</li> <li>4. Revised Remote Area Development Programme</li> <li>5. National Gender and Development Policy</li> <li>6. Adult Basic Education Programme (ABEP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Launch of the ABEP programme in 2010 with current enrolment (2013/14) at 12608</li> <li>2. Literacy rate stands at 81% (82% females and 80% males) by 2003</li> <li>3. Literacy survey is currently in progress</li> <li>4. Competency based skills development programme expanded</li> <li>5. Five hundred and seventy-two youths trained in different trades.</li> <li>6. Partnerships with BQA and MTTTC led to accreditation of 187 learners.</li> <li>7. Lifelong learning resource centers established</li> </ol>
<p>5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.</p>	<ol style="list-style-type: none"> <li>1. Revised National Policy on Education</li> <li>2. Draft Equal Opportunities Policy</li> <li>3. Inclusive Education Policy</li> <li>4. Revised Remote Area Development Programme</li> <li>5. Re-admissions Guidelines</li> <li>6. Education and Training Sector Strategic Plan</li> <li>7. National Human Resource Development Strategy</li> </ol>	<ol style="list-style-type: none"> <li>1. Gender parity and gender equity in access to primary education has been achieved</li> <li>2. The number of boys re-entering school after dropping out has increased</li> <li>3. Decline in the overall dropout rate from 1.9% in 2001 to 1% in 2010</li> <li>4. Mainstreaming of gender in education policies, programmes and projects</li> <li>5. Implementation of re-admission policy for pregnant girls has enabled them to stay longer in school and to come back to school quickly, thereby reducing loss of schooling time</li> <li>6. Equal access of males and female enrolment in schools. Males 51.1%; females 48.9%.</li> <li>7. No discrimination by subjects selection.</li> <li>8. Equal opportunities for boys and girls in sporting activities</li> </ol>

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<p>6. Improving every aspect of the quality of education, and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.</p>	<ol style="list-style-type: none"> <li>1. Revised National Policy on Education</li> <li>2. National Human Resource Development Strategy.</li> <li>3. National Credit and Qualifications Framework (NCQF).</li> <li>4. Tertiary Education Policy</li> <li>5. Assessment Guidelines</li> </ol>	<ol style="list-style-type: none"> <li>1. Establishment of Botswana Qualification Authority (BQA) has ensured better management of the National Credit and Qualifications Framework</li> <li>2. Development of Curriculum Policy (Teaching and Learning Policy) is on-going.</li> <li>3. Botswana Examinations Council (BEC) is in the process of crafting an assessment policy once the current BEC mandate expansion is complete</li> <li>4. BEC conducts standards based examinations for both Public and Privates schools to ensure maintenance of internationally competitive performance standards</li> <li>5. Adoption of the inclusive education policy has enhanced the quality of education at student level.</li> <li>6. A National Assessment Programme has been planned. The programme is designed to formatively measure quality of the teaching and learning processes throughout the basic education period.</li> <li>7. Botswana Examination Council has continued to participate in international comparative studies like Trends in International Mathematics and Science Studies (TIMSS), and Progress in Reading and Literacy Studies (PIRLS), and SACMEQ which help to give feedback to Botswana's Education System in the form of measures for quality</li> <li>8. Teacher aides have been introduced at primary school level to curb language barrier so as to improve the quality of learning</li> <li>9. Inspectorate division has been established to provide quality assurance on the teaching and learning processes.</li> </ol>
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## SECTION 5

### ***5.0 Prospects for the Post 2015 Education Agenda***

While Botswana has made a remarkable progress in achieving all the six EFA goals, there are still some challenges that need to be addressed. This section presents the future policy direction for Education For All (EFA) in Botswana.

#### ***5.1 Main lessons learnt***

- Education is a fundamental human right with the potential to totally eradicate abject poverty, inequality and to even improve people's livelihoods in general. As a result, investments in education must reflect this potential, with strategies targeting specifically the vulnerable and hardest-to-reach children.
- Quality and relevance of education also needs special attention if sustainable development is to be achieved with focused attention to alignment of education priorities to the emerging and researched national priorities and global education development agendas.
- Review of the education system as a whole should be a regular exercise with vigorously monitored implementation.
- National, regional and international comparative studies are important in measuring educational achievements.

#### ***5.2 Early Childhood Care and Education***

##### *Make ECCE accessible to all children*

Botswana is aware of the benefit of ECCE provision and is eager to get children to participate. The response towards Standard One Orientation and Reception Programme is very positive as evidenced by enrolments in piloting schools, hence the need to continue increasing access. Since there are no government pre-primary schools, non-governmental structures like community halls and unused government buildings should be used to increase access to ECCE. There is also a need to introduce mobile schools and improve hostel management. Grants must be provided to Civil Society Organisations and subsidies to private education providers who assist in the provision of ECCE. Advocacy for implementation of subsidized Early Childhood Care and Development Education is essential to make the programmes accessible to the poor. Provision of a reception class in all primary schools to prepare children for timely and appropriate age entry into standard 1 is essential.

##### *Quality of ECCE*

In order to improve the quality of ECCE, there is need to strengthen licensing procedures and to develop frameworks for programme implementation, monitoring and evaluation with a view to ensure adherence to norms and standards by ECCE providers. Mechanisms and procedures for assessing the child development through the different stages of the ECCE, and

readiness for primary schooling must be designed. This should be done in partnership with Ministry of Health, Private Pre-school Managers, local authorities and the community. There is also a need to increase training of specialized ECCE teachers and caretakers.

### *Administrative authority over ECCE*

There is need to expedite implementation of Early Childhood Development by creating an enabling environment for provision of ECCE by 2030 through allocation of the necessary resources (a relevant curriculum, budget, teachers and infrastructure). The MoESD should devise strategies to incorporate ECCDE into basic education, review the current ECCE policy Framework and engage in the development of ECCE evaluation guidelines for learner support material. Furthermore, there is need to monitor policy implementation and progress towards the effectiveness of the ECCE programmes.

### **5.3 Basic Education (primary, lower secondary and upper secondary education)**

#### *Ensure that all children complete free, compulsory, quality and equitable basic education*

Although the policy framework for achieving basic education has already been already been initiated by the 1994 RNPE, there is need for sub-sector strategic planning to translate the policy pronouncements into action. Mechanisms to reduce the level of school dropouts must be devised to ensure that all children complete basic education. Education at this level has to be free and compulsory for all children. Hundred percent (100%) transition to lower secondary and a target of 80% transition to senior secondary must to be achieved by 2030.

#### *Facilitate complete access*

There is a need to ensure that all learners acquire the requisite knowledge, skills and attitudes for employability and further training with particular attention to marginalized groups. Access issues can be mitigated by maintaining flexible policy on admission and re-admission, a need to consider mobile schools option as an alternative to 1 or 2 teacher schools or multi-grade schools) is necessary. Adaptation of the primary curriculum for learners with special needs and engagement of Teacher Aides and integration of ODL as part of delivery mode of education is relevant. The primary school curriculum needs to be reviewed, evaluated, and adapted for multi-grade teaching. A multi-sectorial approach to education need to be adopted too. There is need to implement Child Friendly School (CFS) framework and monitor its implementation to ensure a conducive learning environment that will allow equitable access to education. Hostel management, infrastructure and school feeding programme menu must be improved. Provision of resources to support effective teaching and learning needs to be strengthened. Teacher training also needs to be prioritized, with specific reference to implementation of learner centered methodologies.

There is also a need to increase access to tertiary education to at least 70% transition to a minimum of diploma qualification by 2030 and to increase the population of adults who have acquired the requisite skills for decent jobs.

### **5.4 Learning needs for all youth and adults**

#### *Life-long learning opportunities*

Lack of diversified Learning paths minimise opportunities for life-long learning. There is a need to ensure that 100% of youth and adults attain functional literacy and numeracy by 2030. There is an urgent need to deploy trained personnel to Life Long Learning centers. These learning centers should have independent budget. To ensure 100% of youth and adults attain functional literacy and numeracy by 2030, mobile schools should be introduced in remote areas without learning centres. Out of School Education and Training programme must reach very remote villages. Botswana Qualifications Authority (BQA) needs to diversify learning paths to allow learners to have more options to continue learning. Botswana College of Distance and Open Learning must continually provide diversified modes of distance learning for the different courses offered. The Back to School Programme must continue offering learners with a second chance to education. Other necessary strategies to enhance lifelong learning include to:

- Increase financial allocation for out-of-school education and training and special education.
- Review the curriculum framework to address issues of relevance and responsiveness to the needs of the various categories of out-of-school learners
- Promote ICT literacy and e-learning using mobile and remote access technologies for out-of-school learners
- Integrate the life skills, skills development and training and the Basic Education Programme into the OSEC programme.
- Develop an effective learner support system with strengthened psychosocial support for the out-of-school learners.
- Strengthen the capacity within BEC for alternative assessment for out-of-school education and training.
- Develop an effective monitoring system with clear achievement indicators
- Develop an alternative assessment for learners with disabilities.
- Domesticate the SADC-ODL regional guidelines (minimum standards for establishing and accrediting ODL institutions, Guidelines for mainstreaming gender into ODL curriculum and the gender module, guidelines for quality assurance for ODL (SADC-CDE,2014)

#### *Skills for work and life*

At least 85% of youth and at least 60% of all adults must have the relevant skills for work and life by 2030. There is need to strengthen skills development through introduction of dual pathways at junior secondary level and to strengthen skills training through development of

trades and entrepreneurship knowledge and skills to drive economic diversification with particular focus on ICT, Mining and Tourism.

### *Skills, values and attitudes for global citizenship and sustainable development*

Transmission of skills, values and attitudes is fundamental for nation building, sustainable development and peaceful co-existence. These could be transmitted through curriculum delivery, and the transmission needs to be strengthened. There is also a need to strengthen human rights education through recognition of indigenous knowledge and skills necessary to preserve culture, values and attitude.

### **5.5 Gender equality**

There is need to address gender equality in order to increase participation of boys and girls in school and to ensure smooth transition from one education level to next. Participation of men and women in out of school education programmes must also be maximised. In order to achieve gender parity, there is a need to establish regional gender committees, and to introduce and publish gender stories in figures. There is also a need to develop strategies to eliminate Gender Based Violence (GBV) and to come up with action plans to strengthen their implementation. Alcohol and drug abuse boot camps also need to be revamped to effectively impact the lives of school learners at different levels of education. For effective implementation, there is a need to develop clear indicators for success with effective monitoring and evaluation of the set clear indicators.

### **5.6 Quality of learning outcomes**

#### *Deploy resources for the utilisation of ICT and mass communication media to enhance teaching and learning*

Information technology should be aggressively harnessed to support teaching and learning in all schools and communities in pursuit of educational quality. The involvement of both educators and learners in the BTV educational programming would be a good start. The use of media for instruction can enhance the acquisition of skills by learners.

#### *Strengthening quality assurance mechanisms*

In order to ensure quality, there is a need to avail resources for implementation of ETSSP Priorities and to operationalize the BQA. There is also a need to develop teaching standards, with rigorous monitoring and evaluation by the inspectorate division. Furthermore, infusion and integration of life skills into the curriculum and articulation of implemented curriculum is necessary for quality education to be realised.

#### *Teacher professionalism*

The perceived low teacher morale, the low status of the teaching profession and lack of skills and preparedness to use multiple teaching methods to engage the diverse learners found in the schools today remain a major obstacle to learning. The absence of national standards of teaching, ICT competencies and/or competency-based national system of teacher

professional development poses a challenge to the monitoring of the quality of ICT education provided to teachers.

There is a need to ensure that all teachers have a minimum of Bachelors' degrees qualification by 2030. Many in the teaching fraternity, especially in the remote areas, have not had opportunities for self-development, resulting in demotivation. As a result, there is a need to ensure continuous professional development for teachers. Comprehensive human resources and development plans need to be elaborated and critical areas of staff development identified across all subjects. A teaching council also needs to be established to facilitate the development of teaching standards; professional framework, teacher licensing mechanisms, leadership and management training and to lead discussion on ways to improve the conditions of service for teachers. The use of ICT in education also needs to be promoted.

### *Monitoring, Evaluation and Research*

Annual surveys should provide timely statistics on dropout rates and retention rates, pregnancy rates, pass rates at each educational level by gender, location, and disability to monitor the inclusiveness of the education policy. Effectiveness and efficiency research is needed to identify inputs that policy makers need to invest in education and to make the most gains in learner achievement and completion.

### **5.7 Requirements for Successful Implementation of the Post 2015 Education Agenda**

In order to facilitate implementation of the future education agenda at national level the following are essential and need to be aligned to the Post-2015 Education Agenda and the Sustainable Development Priorities.

### *Policy and Planning*

There is need to review existing policies with particular reference to Education Act, TVET Policy, Assessment Policy, Curriculum Standards, National Credit and Qualifications Framework, Early Childhood Care and Education Policy. Such reviews must ensure align of the national education priorities to the Post-2015 Education Agenda. The post-2016 national vision must be developed in line with other critical instruments.

### *Governance, Coordination and Partnerships*

There is a need to transform donor coordination, guidance and support as well as strengthen political will. For effective implementation of the post-2015 education agenda, there is need for a strong collaboration between private providers, UNESCO, Regional and Sub Regional Organizations, Governments and Civil Society Organizations. There is also a need to set operational standards and guidelines as well as clear monitoring mechanisms. To effectively manage the education system, there is a need to strengthen the capacities of BQA and HRDC.

### *Education Financing*

The present domestic allocation to education in terms of GDP is 29%, and as such, a need to rationalise expenditure in education is necessary for efficiency is attained. The country must come up with an affirmative action to allocate resources according to education priority levels and population profiles per level. There is also a need to institute a funding research and to ensure alignment of funding to productivity.

### *Monitoring and Accountability*

There is a need set operational standards and guidelines with clear monitoring mechanisms, and to ensure scheduled reporting and feedback.

### *Relevance of the EFA framework*

The national education policy is a clear indication of government's commitment to provision of access to quality and relevant education to all. The enormous investment in education clearly signifies the country's commitment to human resource development. The EFA framework has been instrumental in setting the parameters for education provision in Botswana. Through it, Botswana has been able to assess its education system against others players globally and to learn best practices from others especially with goal 1 where achievement is still far from reach. All the six EFA goals managed to shape and direct development of education in Botswana. The country through its National Development Plans and Sector Strategies determined measurable and quantifiable indicators of success and targets to be met. This facilitated monitoring and evaluating progress towards the achievement of EFA goals.

The EFA goals were ambitious as they assumed all countries were at the same level of participation and provision while countries were all at different starting points from others. If not well managed, the disparity could cause frustration and disengagement among those that are relevantly low in achievements. There is a need to consider each country's/ regions' baselines and to make comparisons among countries of the same level of development. There is also a need to come up with a credible plan that can provide strategic guidance and direction. However, parameters for implementation of this plan must be flexible to allow those with the potential to even expand the set levels of achievement. Notwithstanding that, levels of achievement must be varied according to the different baselines and development levels.

The Global Partnership for Education is an excellent strategy which provides an orchestration of access for all, quality and relevance as well as literacy and academic achievements but still with specific attention to the marginalized, all in one strategic goal. Through effective implementation and monitoring, the strategy has the potential to take education to another level that can adequately produce a globally competitive human resource.

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