



"Sarah"

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CHAPTER 3

Education and training

Article 14



Limkokwing Botswana unleashes more graduates to the world.

Photo: GenderLinks

KEY POINTS

- Botswana achieved gender parity at primary, secondary and tertiary levels well before the 2015 deadline.
- With the absolute maximum score of 100% on the SGDI measuring gender parity in education and training, Botswana, South Africa and Seychelles top the SADC countries in this sector.
- The citizen score for Botswana is 76%.
- More women than men study at tertiary level.
- Botswana has achieved gender parity in literacy.
- Girls are performing better than boys in all levels of schooling.
- Botswana has a pregnancy policy to reintegrate girls who become pregnant back into the education system.
- Women comprise three quarters of primary school teachers.
- All schools have a life-skills programme that includes gender and HIV and AIDS.
- Botswana is part of a network called Women, Engineers and Girl Scientist in Africa (WEGSA) that is addressing gender inequalities in science-based education and careers.
- Retention is an issue; girls drop out due to teenage pregnancy, early marriage and HIV/AIDS. Girls and women tend to be responsible for caring for sick family members.
- Gender-based violence is a serious problem; many pupils at all levels suffer physical and sexual abuse in school.

Table 3.1 shows that the SGDI score for education is 100%. The SGDI score measures enrolment at primary, secondary and tertiary education levels. The CSC score is much lower at 70%, which may be due to qualitative factors not captured by the SGDI, such as gender biases in the curriculum, more girls than boys dropping out of school and gender-based violence (GBV) in schools.

Enrolment and retention



The Protocol provides that state parties shall enact laws that promote equal access to and retention in primary, secondary, tertiary, vocational and non-formal education.

Botswana's National Development Programme (NDP) 10 states that an "educated and informed nation is seen as an important foundation and the basis for the enhancement of national productivity."

The government spent 30% of its annual budget on education and training during NDP 9 (NDP10). This has resulted in improved access and equity at all levels of the education system. School enrolment levels remain high, and the enrolment of girls matches or exceeds that of boys at all levels, except science, technology, and vocational training.

The net enrolment ratio at primary school level is 89.6%, the transition rate from primary to junior secondary level is 96.9% and estimated at 70% from junior secondary to senior secondary. Because of the government's decision to increase sponsorship of students in local tertiary institutions, the enrolment into tertiary education more than doubled from 20 011 in 2003/4 to 47 889 in 2008/9 (NDP 10).

Obtaining a complete education still involves enormous challenges, particularly for girls. They remain the first to drop out if a family is poor, as parents must pay 5% of their child's education to the government. Moreover, girls may drop out of school due to the traditional practice of early marriage, or teenage pregnancies and HIV and AIDS. The HIV and AIDS pandemic has had a more devastating impact on girls and women. HIV and AIDS forces more girls to care for sick family members, compromising their attendance at school (MDG Report 2010).

Equal access to all school subjects is another issue. Most girls do not opt for subjects traditionally pursued by boys, such as science and technology. The Revised

	SGDI	CSC
Scores	100%	70%
Ranks	1	3

National Policy on Education (1994) acknowledges these problems. A national life-skills programme includes gender, HIV, and AIDS, but its critics say it fails to address unequal gender power relations that contribute to sexual abuse, harassment, and HIV infection. In addition, it does not respond adequately to new social problems, such as, alcohol and drug abuse, some forms of sexual violence, child trafficking and child labour.

A pregnancy policy is in place to assist pregnant girls to return to school. Organisations, such as YWCA, also provide services to teen mothers, allowing many young mothers to complete tertiary education. Increasingly, women have entered tertiary education, rising in the last five years to 52% of students at the University of Botswana, 68% at teacher training colleges, 58% at colleges of education, 38% at vocational training centres, and about 28% at the Botswana College of Agriculture. However, men still dominate the science and technical professions such as mining, architecture, engineering and medicine (UN - MDG's Report 2010).



Girls from a junior secondary school record their discussion on HIV/AIDS awareness and prevention, Radio Botswana, Gaborone.

Photo: Courtesy UNICEF

Supported by UNESCO, Botswana is part of a Women Engineers and Girl Scientist in Africa (WEGSA) network that is addressing gender inequalities in science-based education and careers. The aim is to encourage girls to opt for the sciences, so that more women become engineers (WEGSA 2010). The Ministry of Education's Equal Opportunities Policy states that no individual shall face discrimination based on race, religion, social status, sex, marital status, and location.

Table 3.2: Access and enrolment in the education sector 2010

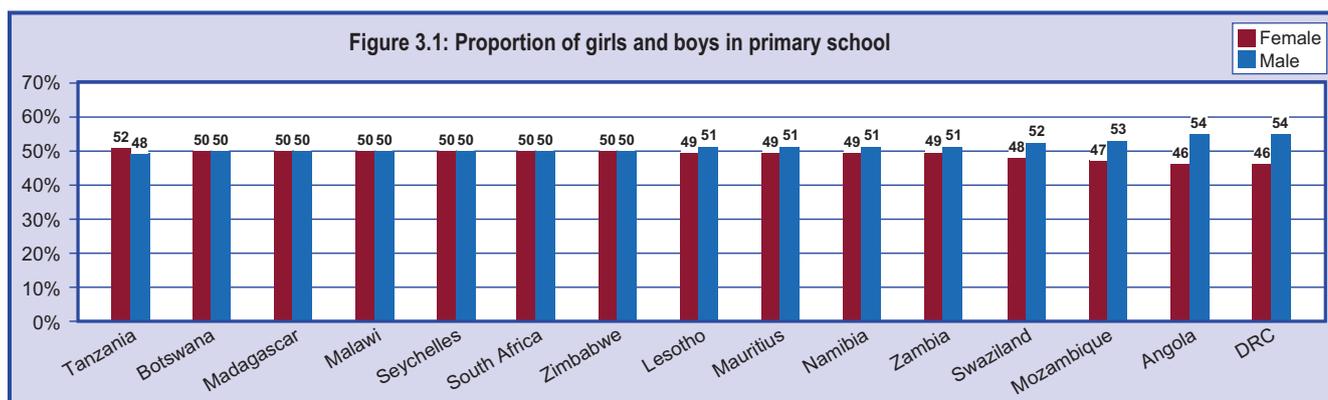
Type of Data	Boys/men	Girls/women	Total	% women/girls	% men/boys
Literacy rate 2003			80.93%	81.87	79.8
Literate population age 12-70 years, 2003	433 674	526 892	960 566	55	45
Enrolment					
Primary school	170 221	162 751	332 971	48.9	51.1
Secondary school	83 426	89 243	172 669	51.7	48.3
Tertiary level	7601	8638	16 239	53	47

Source: UN MDG's Report 2010; Statistics Botswana, 2011, Statistics Botswana, 2012.

Table 3.2 shows a slight increase of enrolment for boys and girls between 2009 and 2010, 0.03% and 0.2% respectively. Botswana has achieved gender parity in primary schools. Central Statistics Office (CSO) education statistics further indicate a decline in the primary school dropout rate from 3425 in 2009 to 3195 in 2010. More boys drop out, making up 65% of the total primary school children who dropped out in 2010. Progression rates remain high for boys and girls at all levels of primary education, more than 80%. In addition, transition rates from primary to junior secondary school stood at 100% in 2010 (CSO 2010).

However, the report states that a significant number of children do not fulfil their educational potential due to teenage pregnancies. Some 1054 cases of pregnancy accounted for 31.7% of all children who dropped out of secondary school. In primary school, a further 115 reported cases of pregnancy, accounting for 2.9% of girls dropping out. In addition, in remote, poor rural areas livelihood and cultural factors may lead children to drop out, such as seasonal harvesting and planting, migratory patterns and language barriers (MDG 2010 report).

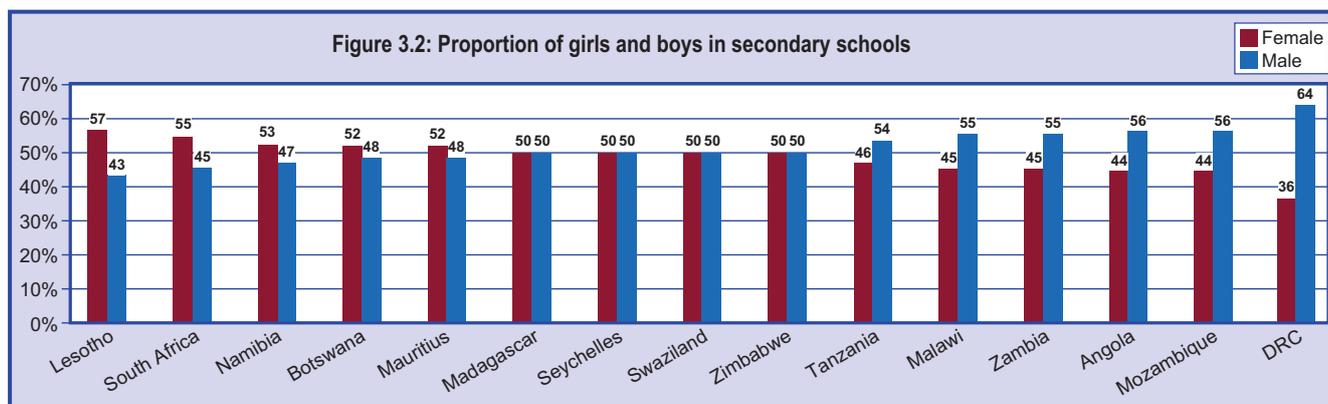
Primary school



Source: 2014 SADC Gender Protocol Barometer.

Figure 3.1 show that Botswana has an equal number of boys and girls in primary school. The country will meet MDG-2 and the Protocol target of achieving universal primary education by 2015.

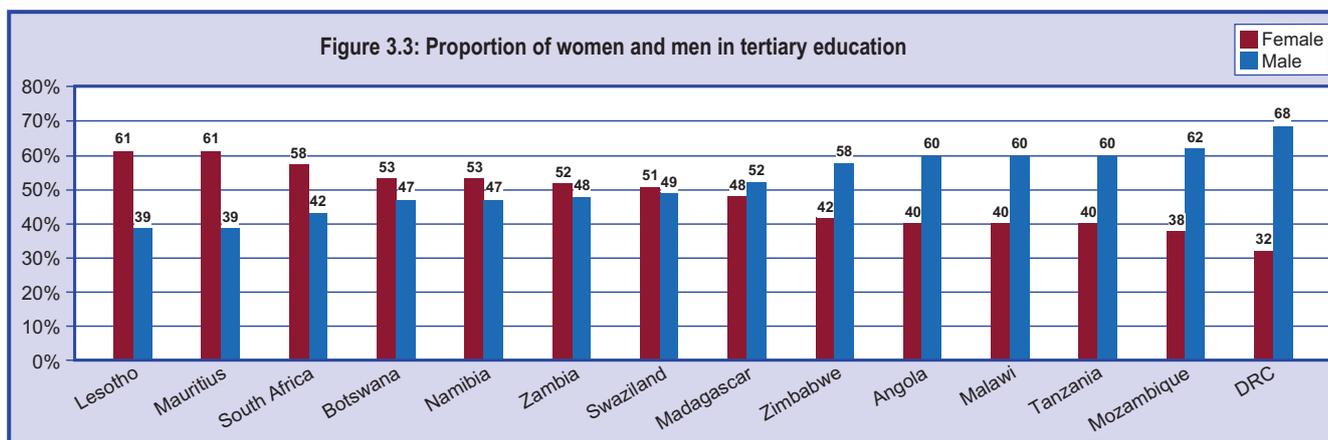
Secondary school



Source: 2014 SADC Gender Protocol Barometer.

Figure 3.2 illustrates that more girls attend secondary school at 52% compared to 48% male students. The percentages remain the same as 2013, and are consistent with demographics.

Tertiary education



Source: 2014 SADC Gender Protocol Barometer.

Figure 3.3 shows that, as has been the case since 2009, tertiary institutions have more women enrolled than men in Botswana. With 53% women at tertiary level, Botswana ranks third in terms of the proportion of women enrolment in tertiary institutions in SADC.

Girls performed better in the Primary School Leaving Examination (PSLE) and Junior Certificate (JC) examinations, especially in terms of grade A, B and C. The statistics indicate insignificant difference between the results in 2011 and 2012. Gender analysis of the

pass rates by subject indicates that the girls perform better across all subjects. The pattern is consistent with both the 2011 and 2012 results (BEC 2012).

Proportion of women and men teachers

Current statistics indicates that women hold 75.4% of teaching positions and 95.3% have received training. About 59% of teachers have a diploma and 11% hold a Bachelor of Education degree.

Challenging stereotypes



The Protocol requires that, by 2015, state parties adopt and implement gender-sensitive educational policies and programmes addressing gender stereotypes in education and gender-based violence.

The mission statement of the guidance and counselling division of the Department of Curriculum Development and Evaluation shows a gender perspective, but no clear mechanisms for monitoring and evaluating exist.

However, it has worked with the University of Botswana to produce video and career booklets for secondary schools with female role models to encourage girls into science-based careers.

Table 3.3: Women and men in university faculties - University of Botswana

Faculty	No. women	No. men	Total	% women	% men
Humanities	2005	996	3001	66.8	33.2
Science	606	1097	1703	35.6	64.4
Business	2359	1417	3776	62.5	37.5
Social sciences	1662	951	2613	63.6	36.4
Health sciences	335	663	998	33.6	66.4
Education	2353	1460	3813	61.7	38.3
Engineering and technology	298	1158	1456	20.5	79.5
Graduate studies	928	764	1692	54.8	45.2

Source: UB Fast Facts Sheet, 2012/2013.

Table 3.3 illustrates the number of women and men enrolled in the various faculties at the University of Botswana. More women study humanities, business, social sciences, and education and graduate studies. Women remain under-represented in health sciences (35.6%), science (33.6%), engineering and technology (20.5%).

Gender violence in schools

Physical abuse of children by teachers is widespread, with corporal punishment used for both boys and girls to punish poor academic and bad behaviour. This is not

in line with a nation that aspires to be “compassionate, just and caring” and “moral and tolerant” as declared in Vision 2016. Bullying of girls by boys is common in schools and sexual abuse of girls by teachers, and other civil servants is extensive. Numerous incidences of such abuse appear in the media.

Teenage pregnancy

A pregnancy policy is in place to assist pregnant girls to return to school. Organisations, such as YWCA, also provide services to teen mothers, allowing many young mothers to complete tertiary education.

SGP Post 2015



Education and post-2015



Botswana scores amongst the best in SADC in terms of education even though some issues remain.

Table 3.4: Proposed revised targets and indicators education and training

Thematic area/target	Proposed post-2015 targets	Proposed post-2015 indicators	Priority indicators
Access and retention			
Enact laws that promote equal access to and retention in primary, secondary, tertiary, vocational and non-formal education in accordance with the Protocol on Education and Training and the Millennium Development Goals	1. By 2030, ensure gender parity in adult literacy	1. Percentage of women and men who can read and write	1. Sanctions for those contravening the education laws
	2. By 2030, ensure all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes in accordance with the Sustainable Development Goals (draft SDG 4.2)	2. Percentage girls completing Primary school ¹	2. Implementation of affirmative action in subject choice
		3. Percentage girls completing secondary school ²	3. Adopt laws and allocate resources to ensure that equal numbers of girls and boys have access to, and stay in primary, secondary, vocational, tertiary and non-formal education by 2020
		4. Pass rate for boys and girls	4. Have policies, programmes and monitoring mechanisms that address gender stereotypes in education
		5. Percentage schools with sanitation and menstrual hygiene facilities ³	5. Youth issues need to be spelled out in the alignment of laws
		6. Percentage young women learners who drop out due to pregnancy who are able to complete their education	6. Youth empowerment programmes to be sustainable and allow equal opportunities for both girls and boys
	3. By 2030, ensure equal access for all to affordable quality tertiary education, in accordance with the SDGs (draft 4.3)	7. Percentage of young women in Tertiary school ⁴	7. Work on eradicating gender-based violence at schools especially tertiary level
Challenging stereotypes and safety in schools			
Adopt and implement gender sensitive educational policies and programmes addressing gender stereotypes in education and gender-based violence, amongst others	4. Address gender stereotypes in education and gender-based violence, (draft SGD 4.6) ⁵	8. Ratio of girls graduating in Science, Technology, Engineering and Mathematics (STEM) subjects ⁶	
		9. Percentage of women engineers and scientists ⁷	
		10. Percentage schools with GBV policies	Work on eradicating gender-based violence at schools especially tertiary level

¹ UNESCO, Demographic surveys, World bank statistics.

² Ibid.

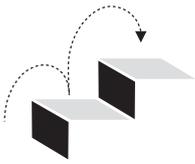
³ Ibid.

⁴ Ibid.

⁵ This states: By 2030 integrate into education programmes knowledge and skills necessary for sustainable development, human rights, gender equality, promoting a culture of peace and non-violence in accordance with the SDGs.

⁶ UNESCO.

⁷ World bank Gender statistics Database, Women's economic Opportunity, SIGI.



Next steps

- Conduct more research to assess the extent and nature of sexual violence at schools in the country.
- Create a nationwide campaign against sexual, physical and emotional abuse in schools targeting teachers and communities.
- Revise the life skills programme to address unequal gender power relations. These contribute to sexual abuse, harassment, and HIV infection. The Ministry of Education sector should continue to collaborate with NGOs, such as Lifeline Botswana, to strengthen their guidance and counselling programme at all levels.
- Deploy social workers in schools as much work remains in terms of guidance and counselling teachers.
- Create initiatives to sensitise girls to take up careers in science and technology through job fairs, career guidance, and counselling.
- Provide more and better support to teenage mothers, including childcare until they can sustain themselves.



Graduation Ceremony at University of Gaborone.

Photo: Google images