

*Botswana Child Monitor:
A Bulletin of Recent Events,
Statistics and Acquisitions
About Children (Issue #9)*

September—October 2006



**"CHILD
RIGHTS**
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2016!"

For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

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Dear Reader:

Welcome to the 2006 **Botswana Child Monitor!** The **Botswana Child Monitor** is a regular production of the UNICEF Knowledge and Learning Centre with the aim of informing programme partners and child rights advocates about recent events, statistics and acquisitions concerning children. The synopsis of recent events is drawn from primary and secondary material, whilst the section on statistics on children uses primary sources such as surveys, censuses, evaluations, etc. The section on acquisitions is a summary of all documents and publications registered by the UNICEF Knowledge and Learning Centre during a given period, in this particular bulletin from September to October 2006. This section is also accompanied by a detailed review of one particular publication that has been in high demand by the centre's users and that we feel you should know about. This time, a young special guest, **Amantle Khaulani-Oduetse**, a Standard 7 pupil at Hillcrest International School, reviews the following publication - **The Voices and Identities of Botswana's School Children: Gender, Sexuality, HIV/AIDS and Life Skills in Education. Africa: Young Voices Series No. 4 (UNICEF, 2005)**. We trust that this bulletin will help to keep you better informed on children's issues and your valuable comments can be sent to Kutloano Leshomo, Communication Officer. (kleshomo@unicef.org). Additional copies can be obtained from Malebogo Lesokwane, Knowledge and Learning Centre Manager (mlesokwane@unicef.org). Finally, the Knowledge and Learning Centre is open to researchers, students, evaluators, policy makers and programme managers, amongst others, who may wish to consult our extensive holdings on Global, regional and national children's issues. **Operating hours: Monday to Thursday from 10h00-12h30 and 14h00-16h00 and Friday, 10h00-13h00.**

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Child Monitor – A Bulletin of Issues and Events on Botswana’s Children, September to October 2006

1. The **African Methodist Episcopal Church** has honoured the patron of **Masiela Trust Fund, Dr Margaret Nasha** for her work in helping destitute children and caring for orphans and other vulnerable children. Dr Nasha, who is also the Minister of Local Government, was honoured by the church on 10 September 2006 in Gaborone. She received an award for this distinction.
3. The Botswana branch of the **Southern African HIV Clinicians Society** held an *International AIDS Conference* at the Gaborone International Convention Centre from 13 – 16 September, 2006. The objective of the conference was to empower all professionals working with HIV/AIDS and to underscore the importance of research in the fight against HIV/AIDS as well as call for renewed commitment and responsible action from all stakeholders. The conference attracted speakers of international repute with experience in HIV/AIDS management.
4. The Office of the **Member of Parliament for Selibe Phikwe West, Mr Kavis Kario** organised a **girl empowerment workshop** in Selibe Phikwe from 13 – 15 September 2006. The workshop was conducted by the Ministry of Education. The workshop was organised to discuss issues and challenges affecting the girl child and particularly because Selibe Phikwe is dominated by males who work at the copper/nickel BCL mine.
5. **Junior Achievement Botswana (JAB)** held a *Volunteer Development Programme* at Boipuso Hall in Gaborone on 22 September 2006. The event was sponsored by Barclays Bank of Botswana under the theme “*Let their success be your inspiration*”. The event was graced by the patron of JAB, His Excellency President Festus Mogae who also gave a keynote address.
6. The **Guidance and Counselling Division** in the Ministry of Education held a consultative meeting on the *national lifeskills framework*. The meeting was held at Phakalane Golf Resort on 4 - 5 October 2006 to discuss the framework and determine critical success factors to the implementation of the framework. The framework will include lifeskills for children between the ages of 0 – 6 years; 7 – 12 years; and 13 – 18 years.
7. The **Department of Social Services** in the Ministry of Local Government organised a *donor forum* on 5 October 2006 to give the private sector and development partners an update on the situation of orphans and vulnerable children in Botswana. The event was held at the Gaborone International Convention Centre under the theme “*Funding Human and Institutional Capacities Towards Quality Community-based Child Care*”. The aim of the forum was also to strengthen partnership between government, the private sector, development partners and implementing organisations in order to reach more children, in more areas and with more effective interventions at community level.
8. On 9 – 13 October 2006, the **Ministry of Education** invited 100 children to develop *Child-Friendly and Gender-Sensitive School Criteria* in line with the United Nations Girls Education Initiative. The development of these criteria is part of a consultative process by children, and also aimed at transforming schools into centres of care and support. The **United Nations Girls Education Initiative** aims at advocating for child-friendly, gender-sensitive rights-based environments for children in and out of school.
9. A 15-year old student from **Morale Junior Secondary School** in Mahalapye, **Ntebogang Maletse** and **Miss Stigma Free Regina Lesole** attended a one day **conference on Children and AIDS** in Berlin, Germany on 10 October 2006. The conference was organized by the UNICEF National Committee in Germany and the Friedrich Ebert Stiftung Foundation, focusing on children and HIV/AIDS. Ntebogang worked with other children from Germany to produce a political resolution that was read to the conference, and also participated together with Namibia’s Minister of Health in a panel discussion.

10. The **Lions Club** of Gaborone organized a *peace poster contest* among six schools in Gaborone under the theme “Celebrate Peace”. The final ceremony to award prizes to winners was held at Broadhurst Primary School on 21 October 2006. The guest speaker at the event was UNICEF Communication Officer, Kutloano Leshomo.
11. On 24 October 2006, the **US Global AIDS Coordinator, Ambassador Mark Dybul** met with the president, HE Festus Mogae in Gaborone. Mr Dybul has applauded the rollout of the **early infant diagnosis of HIV** programme throughout the country. Through the programme, infants with HIV can now be diagnosed at 6 months as opposed to the usual 18 months through the dried blood spot or Polymerase Chain Reaction (PCR) testing.
12. Members of the diplomatic community, government officials and the public celebrated the **UN Day** at the Tlokweng Main Kgotla on 24 October 2006. The theme of the event was “*The UN in Botswana: 40 years of partnership in development*”. The main speaker at the event was the Minister of Foreign Affairs and International Cooperation, Lt-General Mompoti Merafhe, whose ministry co-organised the event together with the UN family in Botswana. During the commemoration school children gave commentaries on topics like HIV/AIDS, child rights, education, the environment, governance and security.
13. The **FNB Foundation** has donated an amount of P538, 000 to **Childline Botswana**. The donation was made on 25 October 2006 in Gaborone, by the Chief Executive Officer of FNB Mr Danny Zandamela for the building of a new **place of safety for children** in Gaborone West. FNB Foundation is one of the more active private sector entities supporting children’s initiatives.
14. The **Department of Labour and Social Security** in the Ministry of Labour and Home Affairs has launched, on 26 October 2006, an **Action Programme on the Elimination of Child Labour** in Botswana. The launch followed some research conducted by the Ministry of Labour and Home affairs as well as a survey carried out by the Central Statistics Office, which found out that child labour does exist in Botswana, although not in its worst forms. The purpose of the action programme will be to consult with relevant stakeholders on how to eliminate child labour.
15. On 26 October 2006, members of the **Girl/Boy Education Movement (G/BEM)** presented the findings and recommendations of the **Telling the Story** project to the Minister of Education, Mr Jacob Nkate. **Telling the Story** is a human interest project capturing stories of school children in Botswana and was conducted by young people in GBEM. The project covered themes such as sexual harassment, early marriages, sexuality, corporal punishment and violence, physical and verbal abuse as well as orphans and vulnerable children.
16. The **Health Promotion and Education Unit** in the Ministry of Health held a directors meeting on 30 October 2006, to discuss how to improve and strengthen the **national school health programme**. The meeting was held at Gaborone Sun. The overall goal of the school programme is to promote, protect and appraise the health status and well being of students, thus contributing to promotion of maximal health and successful education of the school child.
17. A stakeholders’ meeting was held at Maharaja Conference Centre in Gaborone on 31 October 2006, to disseminate the **Integrated Early Childhood Development Curriculum Blueprint**. The blueprint aims to improve the quality and equity of the pre-school services for children and families by providing, among others, guidelines which demarcates clearly the coherence and continuity of the two levels (0-3 and 3-6 years) of the early years system, securing transitions within and towards Standard 1.

Note to readers: If you know any events relating to children, we would appreciate if you could send your inputs to Kutloano Leshomo at kleshomo@unicef.org. Please provide: nature and objective of the event/issue, date, special dignitaries, sponsoring organisation, number of children, etc.

**FACTS AND FIGURES ABOUT THE SITUATION OF CHILDREN AND WOMEN WITH
REGARD TO THE MILLENNIUM DEVELOPMENT GOALS
(UNLESS OTHERWISE NOTED, ALL SOURCES ARE FROM MULTI INDICATOR
SURVEY REPORT {CSO, 2000})**

Goal One: Eradicate extreme poverty and hunger

Target: Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

Indicators	Value
• Underweight prevalence	13%
• Stunting prevalence	23%
• Wasting prevalence	5%

Goal Two: Achieve universal primary education

Target: Ensure that, by 2015, children everywhere – boys and girls alike – will be able to complete full course of primary schooling.

Indicators	Value
• Net primary school enrolment rate	92% ¹
• Children reaching Grade Five	84% ²
• Literacy rate of 15 to 19 year olds	90% ³

Goal Three: Promote gender equality and empower women

Target: Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015.

Indicators	Value
• Literacy rate among 15 to 19 year olds: male/female	87/93% ⁴
• Primary school enrolment rate: male/female	51.4/49.6%

Goal Four: Reduce child mortality

Target: Between 1990 and 2015, reduce by two-thirds under-five mortality rate.

Indicators	Value
• Under-five mortality rate	74 ⁵ per 1000 live births
• Infant mortality rate	56 ⁶ per 1000 live births
• DPT immunisation coverage	98%
• Polio immunisation coverage	98%
• Tuberculosis immunisation coverage	99%
• Children protected against neonatal tetanus	72%
• Home management of diarrhoea	96%

Goal Five: Improve maternal health

Target: Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio.

Indicators	Value
• Antenatal care	97%
• Childbirth care	99%

Goal Six: Combat HIV/AIDS, malaria and other diseases

Target: Halt and begin to reverse the spread of HIV/AIDS by 2015.

Indicators	Value
• Knowledge of preventing HIV/AIDS (women)	69%
• Knowledge of misconceptions of HIV/AIDS (women)	31%
• Knowledge of mother-to-child transmission (women)	81%
• Attitude to people with HIV/AIDS ⁷ (women)	68%
• Proportion of women who have been tested for HIV	19%
• Contraceptive prevalence rate (women)	44%

Goal Seven: Ensure environmental sustainability

Target 1: Halve, by 2015, the proportion of people without sustainable access to safe drinking water.

Indicators	Value
• Use of safe drinking water	97%

Target 2: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers.

Indicators	Value
• Use of sanitary means of excreta disposal	84

¹ Education Statistics 2002, CSO

² Education Statistics 2002, CSO

³ Botswana 2003 Literacy Survey, 2004, CSO

⁴ Botswana 2003 Literacy Survey, 2004, CSO

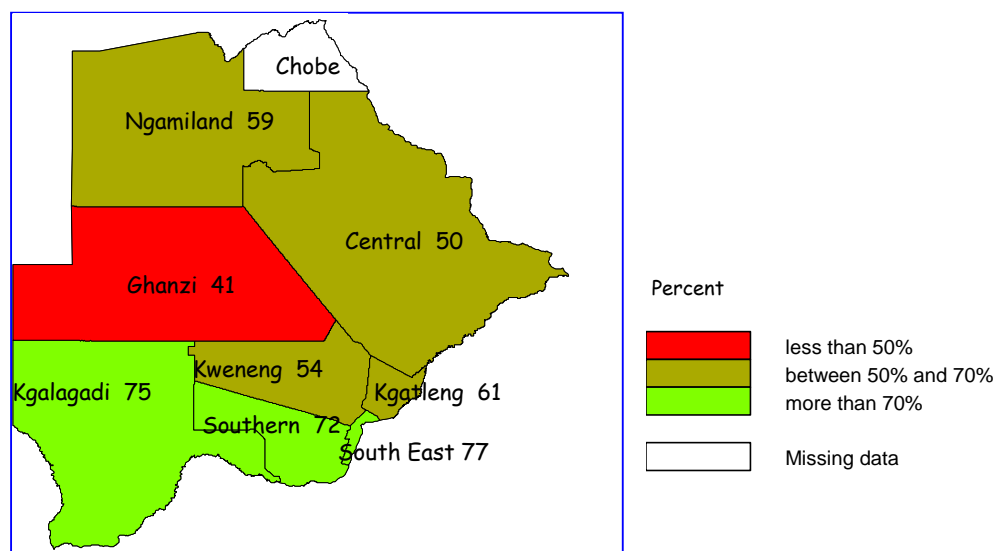
⁵ Source: 2001 population and housing census results, CSO.

⁶ Source: 2001 population and Housing census results, CSO

⁷ Proportion of women expressing a discriminatory attitude towards people with HIV/AIDS

STATISTIC OF THE MONTH: BIRTH REGISTRATION

Proportion of births of children aged 0-59 months registered - 2000



Source: CSO_MICS 2000, Botswana Multiple Indicator Survey 2000, Central Statistics Office, Botswana, 2000

Data Analysis

1. According to the map, children living in urban (65%) areas were more likely to be registered than those living in rural (52%) areas.
2. In general, it is estimated that by the year 2000, only 59% of children under the age of five years have had their births registered.
3. The legal framework for registration dates back to 1968, with the *Births and Deaths Registration Act*, and it provided for compulsory registration in only some parts of the country. It was only in 1998, that birth registration was made compulsory to the entire country.
4. In 2003, out of a total of 42,763 births, 41,206 (97%) took place in health institutions, while the remainder of 1,557 births (3%) took place outside of these institutions. Given that the Act makes birth registration mandatory within the first 60 days, it is therefore surprising that less than 60% of children under the age of five years have been registered.

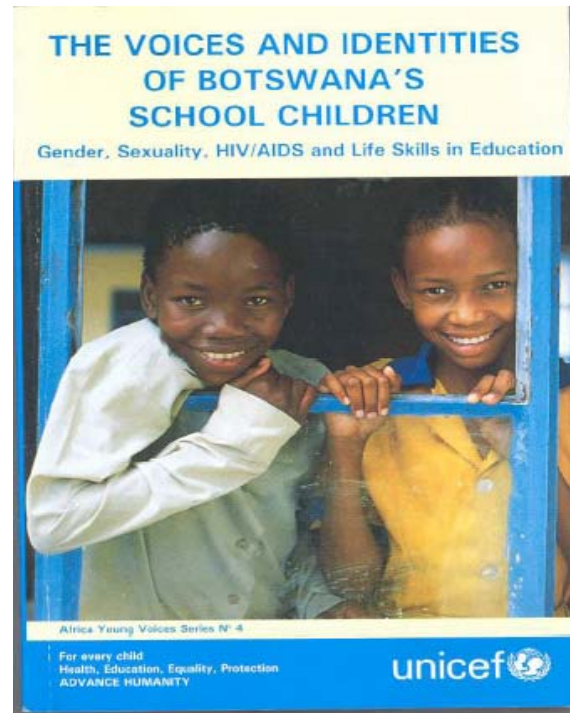
Opportunities and implications for the right of Botswana children to birth registration

5. Birth registration is the state's formal recognition of the child as a member of society. According to article 7 of the Convention on the Rights of the Child (ratified by Botswana), *the child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.*
6. Birth registration becomes even more important as a vital step in protecting other children's rights, later in life when identity documents that determine a child's age help protect the child against early marriage, child labour, premature enlistment in the armed forces or, if accused of a crime, prosecution as an adult.
7. Birth registration also serves a statistical purpose, as it allows governments to collect and use accurate population data to facilitate planning and implementation of services for children and their caregivers.
8. Constraints to effective implementation of the law regarding birth registration in Botswana include: shortage of staff, difficulties in reaching very remote areas, and a lack of demand from parents by service providers such as schools, health facilities and social welfare services for birth certificates.
9. It should be noted that the less-than-optimal compliance with the Constitution of Botswana and the Convention on the Rights of the Child should prompt national and local authorities to step up efforts to ensure that all children are registered within the stipulated timeframe.

Publication of the Month Review: The Voices and Identities of Botswana's School Children: Gender, Sexuality, HIV/AIDS and Life Skills in Education. Africa: Young Voices Series No. 4
Reviewed by Amantle Khaulani-Oduetse, Standard 7 pupil at Hillcrest International School

The Voices and Identities of Botswana's School Children: Gender, Sexuality, HIV/AIDS and Lifeskills in Education is the result of a UNICEF consultancy led by four University of Botswana researchers. The research was supported by the Government of Botswana through the Ministry of Education.

As the title suggests, the book explains how school children like myself, form their identities as they mix with their colleagues in schools and how they look at issues like HIV/AIDS. Chapter one talks about literature review to see how other researchers look at the issues of gender and sexuality, and how this happens within various power relations based upon gender, class, age, ethnicity and race. This literature review seeks to explore how sexuality, gender and age interact in Botswana's culture and within Southern Africa's cultural thinking and how they affect the well-being of young people in the HIV/AIDS era. It also reviews the cultural and historical background, construction of youth and age in Botswana.



Chapter two talks about how the Botswana team of four female researchers worked at different school site. At the sites, they conducted individual interviews, focus group discussions and gave diaries to respondents to keep for two weeks, recording their emotional experiences. They also did classroom observations and interviewed teachers to learn about the behaviours of girls and boys inside and outside the classroom. They paid attention to how girls and boys conducted themselves in class, and outside the class, they looked at the type of cleaning done by girls and boys, punishment given to each and who administered it.

Chapter Four discusses the coverage of life skills education in the Junior Secondary School curriculum, in the textbooks, the teaching of life skills, and teachers' views on its teaching. The Junior Secondary syllabi of all core and optional subjects were analysed to identify the content and topics of the life skills education taught. One textbook was analysed to find out what life skills messages are being conveyed through these materials.

Chapter Five discusses the influence of culture on the construction of gender. Interviews about the kind of chores that pupils perform in school and at home are discussed. Girls and boys were also observed both in and out of class, in order to see how they construct themselves as gendered and sexual beings.

Chapter Six discusses the study's findings on how boys and girls relate to each other, on the nature of sexual relationships between them, and on their constructions of femininity and masculinity, sexuality and HIV/AIDS. The last chapter, talks about sexual harassment. Both boys and girls are subjected to sexual harassment, although at different levels, at school, at home and from strangers – a fact that regularly exposes them to HIV infection.

**ACQUISITIONS LIST FOR THE MONTHS OF SEPTEMBER – OCTOBER 2006 REPORT BY SHELF
NUMBER**

HIV/AIDS PREVENTION AND MITIGATION

<p>Centers for Disease Control and Prevention/World Food Programme. <i>A Manual: Measuring and Interpreting Malnutrition and Mortality.</i> (Italy: 2005) Details: Provides step-by-step guidance intended not only for nutritionist and nutrition focal points, but for all staff involved with data management, programme design and reporting. F6 MAN/www.wfp.org</p>
<p>Elsevier. <i>Child Abuse & Neglect: The International Journal.</i> Vol. 30, No.8. (New York: August 2006) Details: Provides an international, multidisciplinary forum on all aspects of child abuse and neglect including sexual abuse, with special emphasis on prevention and treatment. D7.2 LEV</p>
<p>Henry J. Kaiser Family Foundation. <i>Impending Catastrophe Revisited: an update on the HIV/AIDS Epidemic in South Africa.</i> (Johannesburg: 2001) Details: Helps South Africans understand the ramifications of the HIV epidemic. G8 IMP</p>
<p>Kofi Acquah-Dadzie. <i>A long night of regrets: Moral lessons for the youth, 1st ed.</i> (Harare: 2006) Details: Talks about two schoolboys and two schoolgirls who often went out for long nights after deceiving their parents with all sorts of excuses. CA5 LON</p>
<p>Ministry of Health.</p> <ul style="list-style-type: none"> • <i>IMCI Approach Policy for Accelerated Child Survival and Development in Malawi: Scaling up of High impact interventions in the context of essential health package.</i> (Lilongwe: 2006) Details: Provides guidance and standardization to the implementation of Integrated Management of Childhood Illnesses. C2 IMC • <i>IMCI Five-year Strategic Plan for Accelerated Child Survival and Development in Malawi: Scaling up the high impact interventions in the context of Essential Health Package, 2006 -2011.</i> (Lilongwe: 2006) Details: Spells out how the Government of Malawi will scale up the high impact interventions to more children and mothers in all villages in Malawi more quickly, more quickly, more equitable, and more lastingly. C2 IMC
<p>National AIDS Coordinating Agency (NACA). <i>National HIV Prevention Conference Report: September 20-22, 2005 - Francistown, Botswana.</i> (Gaborone: 2005) Details: Highlights how the Government of Botswana and its partners are working towards the goals set in the National Strategic Framework (2003-2009) for HIV and AIDS by accelerating existing and initiating new HIV prevention efforts. G8 NAT/www.naca.gov.bw</p>
<p>Roll Back Malaria. <i>Global Strategy Plan, 2005-2015: Roll Back Malaria.</i> (Geneva: 2005) Details: Provides guidance to all stakeholders as to the type of interventions available for the prevention and management of malaria and more importantly, on how to scale-up these intervention nationally. G 8.7 GLO</p>
<p>Social Impact Assessment and Policy Analysis Corporation/Ministry of Local Government/ UNICEF. <i>Evaluation of the Short-Term Plan of Action (STPA) for Orphans in Botswana: Final Report.</i> (Gaborone: 2006) Details: Provides information on its Short - Term Plan of Action implementation, which will guide development of the long awaited long-term plan of action which will guide the various care and support programmes by Government and other organisation, as well as guiding policy decisions. C8 EVA</p>
<p>United Nations Children's Fund.</p> <ul style="list-style-type: none"> • <i>Accelerated Child Survival and Development (ACSD): ACSD Planning Manual.</i> (Lilongwe: 2006) Details: Aimed at providing guidance and standardization in the implementation of IMCI multi - sectoral response. C2. ACC • <i>Addressing the Needs of Children Orphaned and made Vulnerable by HIV/AIDS: The Experiences of UNICEF in Tanzania, Rwanda and Swaziland.</i> (New York: 2004) Details: Aims to review work in support of children orphaned and made vulnerable by HIV/AIDS in three UNICEF country programmes in the

East and Southern Africa Region (ESARO) Tanzania, Rwanda and Swaziland. **U19 WHI**

- *Child Protection and Children Affected by AIDS: A Companion Paper to the Framework for the Protection, Care and Support of Orphans and Vulnerable Children Living in a World with HIV and AIDS.* (New York: 2006) **Details:** Articulates the vulnerabilities and protection risks of children affected by AIDS and proposes specific actions to address them. **U19 CHI**
- *Some Things Can Change. Female Genital Cutting: A Resource Book for Working with Youth and Communities.* (Nairobi: 2003) **Details:** Provides a resource of information and ideas for involving young people, their families and communities in examining this practice and recognising that they themselves have the power to change it. **U19 SOM**

UNICEF/Bernard Van Leer Foundation. *A Guide to General Comment 7: 'Implementing Child Rights in Early Childhood'.* (Netherlands: 2006) **Details:** Useful for Child's rights advocates at the local level, human rights activities, particularly those with no special legal knowledge, and the general reader interested in child rights, human rights and the United Nations, including University students and researchers in law, social work, international relations, or other associated areas. **U23 IMP**/<http://www.bernardvanleer.org>

The World Bank.

- *Education and HIV/AIDS: A Window of Hope.* (New York: 2002) **Details:** Lays out a strategic direction for the World Bank in responding to the impact HIV/AIDS on education systems, and in helping develop an effective preventative response. **E EDU**
- *Education and HIV/AIDS: A sourcebook of HIV/AIDS prevention programs.* (New York: 2004) **Details:** Aims to support efforts by countries to strengthen the role of the education sector in the prevention of HIV/AIDS. **E EDU**

BASIC EDUCATION AND GENDER EQUALITY

Save the Children. *Saving Newborn Lives: Care of the Newborn Reference Manual.* (Washington: 2004) **Details:** Provides up-to-date, comprehensive, evidence-based information and defines and illustrates the skills needed to keep newborns healthy, including routine and preventive care as well as early detection and management of life-threatening problems. **C1 SAV**/www.savethechildren.org/www.healthynewborns.com

The World Bank/UNICEF. *Toolkit on Hygiene Sanitation & Water in Schools.* (New York: 2005) **Details:** Provides background information on school hygiene, sanitation, and water and their impact on the Millennium Development Goals. **GA TOO**

Youth Health Organization. *Promoting National Health Programs through performing Arts linked to Life Skills Education and Service providers: Dzalobana Bosele Arts Festival Report 2005.*(Gaborone: 2005) **Details:** Contributes to promote abstinence, increasing number of persons donating blood, increasing youth and children knowledge on the 10 basic facts about HIV/AIDS, decreasing stigma and discrimination, promoting consistent and correct condom use, promoting voluntary counseling and testing and improving youth adult partnerships in HIV/AIDS programming. **E PRO**

MOBILISATION FOR CHILDREN'S AND WOMEN'S RIGHTS

UNICEF.

- *Swaziland Annual Report 2005.* (Mbabane: 2005) **Details:** Focused on four key programmatic area: breaking the silence about HIV and AIDS; preventing new HIV infections among young people; PMTCT plus; and mitigation. **U10.12 SWA**
- *Uganda Annual Report 2005.* (Kampala: 2005) **Details:** Shows what UNICEF'S dedicated team, the government of Uganda and their partners have done to match the determination of Uganda's children to lives and develop into healthy, educated and productive adults. **U10.12 UGA/www.unicef.org**

Dorling Kindersley /UNICEF. *A life like Mine: How children live around the world.* (New York: 2006) **Details:** Gives remarkable insight into the lives of children lead. **U23 KHA**

OTHER RELEVANT RESOURCES IN THE CENTRE

- *Africa Renewal: United Nations Department of Public Information. Vol. 20, No. 2* (July, 2006)
- *Asia Pacific Perspectives: Japan + Toyko: Jiji Gaho Sha. vol.4* (July, August, September, October 2006)
- *Botswana Guardian: Footprints of Botswana 40th Anniversary of Independence Celebration.* (Gaborone: 2006)
- **Botswana Institute for Development Policy Analysis (BIDPA).** (Gaborone)
 - *The State of Governance in Botswana 2004: Final Report*
 - *Prospects for Export Diversification in Botswana*
- **The Economist 2006.**
 - *August 26th - September 1st, September 2nd - 8th, 16th - 22nd, 23rd - 29th, 30th - 6th October, October 7th - 13th*
- **Embassy of Sweden.** *Botswana – Sweden: 40 Years of Partnership for Development.* (Gaborone: 2006)
- **Harvard Business Review. 2006** (July - August, September)
- **International Baby Food Action Network. (IBFAN).** *Breastfeeding Briefs: The International Code is twenty-five years old No. 40-41, 2006.*
- **Ministry of Agriculture.** *Agrinews. vol.37, no. 8.* (Gaborone: August, 2006)
- **News Company of Botswana.** *Botswana 40th years in the making since 1966: A 40th anniversary supplement.* (Gaborone: 2006)
- **UN Chronicle.** *United Nations in a United World. vol. XLIII. no. 1.* (March – May 2006)
- **University of Botswana.** *Newsletter.* (Gaborone: September 2006)
- **Young talk.** (Kampala: 2006)
 - *Are your brothers, sisters good examples? vol. 9, no. 7 [sic]* (August)
 - *HIV is still with us. vol. 9, no. 9 [sic]* (September)
 - *Is your relationship health? vol. 13. no. 9 [sic]* (2006)