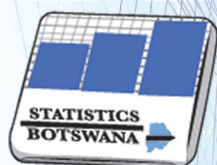




TERTIARY EDUCATION AT A GLANCE 2015

**PUBLISHED BY
HUMAN RESOURCE DEVELOPMENT COUNCIL
OCTOBER 2015**



STATISTICS BOTSWANA

HRDC
HUMAN RESOURCE DEVELOPMENT COUNCIL

Tertiary Education At a glance 2015

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October 2015



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HRDC
HUMAN RESOURCE DEVELOPMENT COUNCIL

ACKNOWLEDGEMENT

The Human Resource Development Council would like to express its appreciation to all Tertiary Education providers and its valued stakeholders for the support and collaboration in providing the required data and information to make it possible to produce this publication.

FOREWORD



Tertiary education statistics contained in this report is collected and compiled by the Human Resource Development Council (HRDC) on an annual basis to monitor performance of the sector as well as benchmark performance across the region and globally. This publication seeks to leverage improvement of access, quality, efficiency and effectiveness of tertiary education system in Botswana and hence enlighten the Tertiary Education Policy (TEP) debate and decisions in our growing economy and beyond. Furthermore, it provides HRDC with the opportunity to continue to dialogue with varied stakeholders

on issues pertaining to human resource development as envisaged in the National Human Resource Development Strategy (NHRDS) - 2009 and the Education and Training Sector Strategy Plan (ETSSP) - 2015.

The report contains information that gives the reader some insights on the landscape of the tertiary education sector in Botswana. It report covers the period 2014/15 academic year and it is compared with the past four years. Information contained in this report is meant to inform and guide both internal and external stakeholders on issues that shall enable them to make sound policy and evidence based decision making in their ventures. The report contains student enrolment and demographics and current trends in tertiary education that can be used by the Government and tertiary education providers to make projections about future needs of the sector.

The reader should take note that the Council is mandated to collect and compile this information for a sound purpose. Furthermore, performance indicators contained in this report are produced to provide policy advice, report on development and monitoring of sector and national plans. This publication further explores issues of coverage, access, participation, equity, sponsorship and educational attainment, output and employment as well as implications of enrolment pattern. The Report furthermore gives the reader some insight on the standard concepts and definitions of general indicators and a list of registered public and private tertiary education institutions (TEI's) and their programmes of study. We have adopted the International Standard Classification of Education (ISCED 2011) to enable us to benchmark with the rest of the countries in the region and internationally.

Some highlights from the Report include the following facts that:

- A total of 38 TEIs produced data for this 2014/15 Report, where 23 were public while 15 were private
- A total of 60,583 students were enrolled during 2014/15; and
- Some 57.5 percent of TE students were females.
- A rapid increase of student enrolment that has been recorded over the previous five years (2009/10 -2013/14) continued at a slower pace in 2014/15.
- Female students dominated across all programmes except in science and science related programmes during the period 2009/10 -2014/5.
- An observed pattern of male dominance at technical colleges with a noticeable increase in female participation
- The University of Botswana continued to register the largest number of students during the period 2009/10 – 2014/15.
- A continued fluctuation in private sector enrolment was recorded in 2014/15

The Human Resource Development Council appreciate the efforts of all who provided basic institutional data produced in this publication. However, we wish urge all heads of TEIs to ensure that the officers responsible to provide institutional census data improve on timely submission of data to prevent delay in the production of the Report.

Finally, it is our sincere hope that this Report will provide the reader with statistical appreciation that will enable him or her to fully appreciate how the tertiary education sector is performing towards the realization of the **National Human Resource Development Strategy, the Education and Training Sector Strategy Plan, the Tertiary Education Policy goals and Vision 2016 pillars.**

Happy reading,



Patrick D. Molutsi, PhD

ACTING CHIEF EXECUTIVE OFFICER
HUMAN RESOURCE DEVELOPMENT COUNCIL

PREFACE



The Government of Botswana has through the approval of the Human Resource Development Council Act No 17 of 2013 established the Human Resources Development Council (HRDC) that became operational on 08 November 2013. The objectives of the HRDC are to: Provide for policy advice on all matters of National Human Resource Development; Co-ordinate and promote the implementation of the National Human Resource Development Strategy; Prepare the National Human Resource Development Plans; and to Plan and advice on Tertiary Education Financing and Work-place learning. For the Council to achieve these objectives, they require real-time data and information.

Since Statistics Botswana (SB) is mandated to publish official National Statistics in Botswana it agreed to collaborate with the HRDC in producing and publishing tertiary education statistics that are of international standards. The collaboration includes SB undertaking quality assurance of the instruments, methodologies and the final product. The Tertiary Education at a Glance Report that the HRDC produces complements the National Education Statistics report that is produced by Statistics Botswana.

To enable the HRDC assess effectiveness of the policies geared towards developing human resource in Botswana, there has to be sufficient up to-date data and information collected and analysed to meet international standards.

We gratefully appreciate the efforts of all tertiary education institutions in Botswana, both public and private who contributed immensely to the production of this report and encourage them to continue cooperating in providing data on time. I am therefore assuring the reader that data and information contained in this report is authentic and can be used and quoted with confidence.



Dabilani Buthali

Acting Statistician General
STATISTICS BOTSWANA
October 2015

Table of Contents

ESTABLISHMENT OF HUMAN RESOURCE DEVELOPMENT COUNCIL, OBJECTIVES AND FUNCTIONS	15
BACKGROUND	15
OBJECTIVES OF THE COUNCIL.....	15
FUNCTIONS OF THE HRDC	15
OBJECTIVES OF TE AT A GLANCE	16
METHODOLOGY	17
EXECUTIVE SUMMARY	18
ACCESS TO TERTIARY EDUCATION, PARTICIPATION AND PROGRESSION.....	19
GROSS TERTIARY ENROLMENT RATIO (GTER).....	79
GROSS TERTIARY ENROLMENT RATIO - REGIONAL COMPARISON	86
GLOBAL RANKING IN GROSS TERTIARY EDUCATION ENROLMENT	87
TRANSITION FROM SENIOR (UPPER) SECONDARY TO TERTIARY EDUCATION.	88
TRANSITION RATE (TR).....	90
TRANSITION RATE FROM SENIOR SECONDARY TO TERTIARY EDUCATION.	90
NATIONAL TRANSITION RATE TRENDS (2012-2014)	92
BATSWANA STUDENTS STUDYING INTERNATIONALLY	93
FINANCIAL AND HUMAN RESOURCES INVESTED IN EDUCATION.....	97
PROPORTION OF NATIONAL WEALTH SPENT ON GENERAL AND TERTIARY EDUCATION.	98
THE OUTPUT OF EDUCATIONAL INSTITUTIONS AND THE IMPACT OF LEARNING	105
NUMBER OF TERTIARY EDUCATION GRADUATES.	106
GRADUATES BY TEI AND PROGRAMME: 2009-2014 (PRIVATE INSTITUTIONS).....	116
GRADUATES BY TEI AND PROGRAMME: 2009-2014 (PUBLIC INSTITUTIONS).....	127
THE LEARNING ENVIRONMENT AND ORGANISATION OF LOCAL TERTIARY EDUCATION INSTITUTIONS	145
STUDENT-TEACHER RATIO.....	146
CONCLUSION	149

Table of Figures

Page no.

Chart A1. 1.....	20
Chart A1. 2.....	22
Chart A2. 1.....	79
Chart A2. 2.....	81
Chart A2.3.....	86
Chart A3.1.....	89
Chart A3.2.....	91
Chart A3.3.....	92
Chart B1.1.....	98
Chart C1.1	106
Chart D1.1	146

List of Tables

Table A1.1-----	25
Table A1.2-----	26
Table A1.3-----	27
Table A1.4-----	28
Table A1.5-----	28
Table A1.6-----	30
Table A1.7-----	31
Table A1.8-----	33
Table A1.9-----	34
Table A1.10-----	35
Table A1.11-----	36
Table A1.12-----	37
Table A1.13i-----	38
Table A1.13ii-----	41
Table A1.13iii-----	44
Table A1.13iv-----	45
Table A1.13v-----	46
Table A1.13vi-----	47
Table A1.13vii-----	49
Table A1.13viii-----	51
Table A1.13ix-----	52
Table A1.13x-----	53
Table A1.14i-----	55
Table A1.14ii-----	56
Table A1.14iii-----	57
Table A1.14iv-----	58
Table A1.14v-----	59
Table A1.14vi-----	60
Table A1.14vii-----	61
Table A1.14viii-----	62
Table A1.14ix-----	64

Table A1.14x-----	66
Table A1.14xi-----	68
Table A1.14xii-----	69
Table A2.1-----	80
Table A2.2-----	82
Table A2.3-----	84
Table A2.4-----	87
Table A3.1-----	88
Table A3.2-----	90
Table A4.1-----	93
Table A4.2-----	95
Table B1.1-----	99
Table B1.2-----	101
Table B1.3-----	102
Table B1.4-----	103
Table C1.1-----	107
Table C1.2-----	108
Table C1.3-----	109
Table C1.4-----	110
Table C1.5-----	112
Table C1.6-----	114
Table C2.1-----	116
Table C2.2-----	118
Table C2.3-----	119
Table C2.4-----	119
Table C2.5-----	120
Table C2.6-----	121
Table C2.7-----	121
Table C2.8-----	122
Table C2.9-----	123
Table C2.10-----	125
Table C2.11-----	126

Table C2.12-----	127
Table C2.13-----	128
Table C2.14-----	130
Table C2.15-----	131
Table C2.16-----	132
Table C2.17-----	133
Table C2.18-----	134
Table C2.19-----	135
Table C2.20-----	136
Table C2.21-----	137
Table D1.1-----	147

TERTIARY EDUCATION INSTITUTIONS

1. ABM University College (ABMUC),
2. Assembly Bible College (ABC),
3. Ba Isago University College (BIUC),
4. Bamalete Lutheran School of Nursing (BLSN),
5. Boitekanelo Training Institute (BTI),
6. Bosa Bosele Training Institute (BBTI),
7. Botho University (BU),
8. Botswana Accountancy College (BAC),
9. Botswana College of Agriculture (BCA),
10. Botswana College of Distance and Open Learning (BOCODOL),
11. Botswana College of Engineering and Technology (BCET),
12. Botswana International University of Science and Technology (BIUST)
13. Botswana Wildlife Training Institute (BWTI),
14. Francistown Institute of Health Science (IHSF),
15. Defence Command Staff College (DCSC),
16. Fly Mission School (FMS),
17. Francistown College of Education (FCE),
18. Francistown College of Technical and Vocational Education (FCTVE),
19. Gaborone Academy of Education (GAE),
20. Gaborone Institute of Health Sciences (IHSG),
21. Gaborone Institute of Professional Studies (GIPS),
22. Gaborone Technical College (GTC)
23. Gaborone Universal College of Law and Professional Studies (GUCLPS),
24. Imperial School of Business (ISB),
25. Institute Development Management (IDM)
26. Kanye Seventh Day Adventist School of Nursing (KSDASN),
27. Kgolagano College of Theological Education (KCTE),
28. Limkokwing University College of Creative Technology (LUCT),
29. Lobatse Institute of Health Sciences (IHSL),
30. Management College of Southern Africa (MANCOSA)
31. Molepolole College of Education (MCE),

- 32. Molepolole Institute of Health Sciences (IHSM),
- 33. New Era College of Arts & Technology (NECAST),
- 34. Serowe College of Education (SCE),
- 35. Serowe Institute of Health Sciences (IHSS)
- 36. Tlokweng College of Education (TKCE)
- 37. Tonota College of Education (TCE),
- 38. University of Botswana (UB).

LIST OF ACRONYMS

BQA	Botswana Qualifications Authority
CSO	Central Statistics Office
GTER	Gross Tertiary Enrolment Ratio
HIES	Household Income and Expenditure Survey
HRDAC	Human Resource Development Advisory Council
ISCED	International Standard Classification of Education
NDPs	National Development Plans
OECD	Organization for Economic Cooperation and Development
SSB&L	Social Science, Business and Law
TR	Transition rate
TENER	Tertiary Education Net Enrolment Ratio
TEMIS	Tertiary Education Management Information System
TE	Tertiary Education
T.E.C	Tertiary Education Council
TEIs	Tertiary Education Institutions
TEP	Tertiary Education Policy
UN	United Nations

Summary: Tertiary Education and related Indicators



Total Population (2011):	National	2,024,904
	Female	1,035,946
	Male	988,958
	% Female	51.16%

Literacy rate 15 – 65 year olds (2014):	Cities/Towns	95.9%
	Urban	90.0%
	Rural	75.6%
	National	88.6%

Tertiary Education Enrolment (2014/15):	60,583
---	---------------

Tertiary Education Gross Enrolment Ratio (2014/15):	Certificate	0.9%
	Diploma	6.9%
	Bachelors	11.7%
	All (18-23)	24.8%
	All (18-24)	21.3%

Upper secondary to tertiary transition rates (2014/15):	National	64.28%
	Public TEIs	34.62%
	Private TEIs	29.66%

ESTABLISHMENT OF HUMAN RESOURCE DEVELOPMENT COUNCIL, OBJECTIVES AND FUNCTIONS

BACKGROUND

In August 2013 the Government of Botswana, through the approval of the Human Resource Development Council Act No. 17 of 2013, established the Human Resource Development Council (HRDC), which became operational on 8th November 2013, effectively replacing the Tertiary Education Council.

OBJECTIVES OF THE COUNCIL

The Human Resource Development Council (HRDC) Objectives are:

- a) To provide policy advice on all matters pertaining to national human resource development;
- b) To co-ordinate and promote the implementation of the national Human Resource Development Strategy
- c) To prepare national human resource development plans;
- d) To plan and advise on tertiary education financing and work-place learning

FUNCTIONS OF THE HRDC

Functions of HRDC among others include the following:

- a) Advise the Minister on all policy issues relevant to the implementation of the national human resource development strategy as developed by the Government from time to time;
- b) Formulate the national human resource development plan;
- c) Provide advice on management , planning and financing with specific reference to-
 - i. *Internship*
 - ii. *Apprenticeship*
 - iii. *Work-place learning, and*
 - iv. *Reimbursing employers who have incurred training costs for apprentices and trainees*
- d) Manage the following Funds established under Part VII of the HRDC Act;
 - i) *Human Resource Development Fund*
 - ii) *Tertiary Education Student Sponsorship Fund*
 - iii) *Public Tertiary Education Institutional Fund*
- e) Promote Work-Place Learning;
- f) Establish and manage a National Labour Market Information System and National Education And Skills Development data base;
- g) Promote the establishment, co-ordination and approval of institutional plans for public and private tertiary education institutions and post implementation monitoring and evaluation with specific reference to;
 - i. *Human resource development*

- ii. *Research and innovation, and*
- iii. *Institutional capacity building*
- h) Co-ordinate, promote and support tertiary education industry link research and innovation activities;
- i) Formulate Human Resource Development Plans for key sectors of the economy through linkages with employers in the public and private sectors;
- j) Develop strategies for student attachments and academically prescribed internships and promote methods of skills development; and
- k) Act as a supervisory agency and to co-ordinate the implementation of the National Human Resource Development Strategy and ensure a link between the different levels of education, training and skills development

The core business of the HRDC is therefore to plan and develop human resource in Botswana from early childhood education to lifelong education or from the cradle to the grave. Planning by its nature requires information about the historical and current state on the basis of which the future state can be set. It also requires both measurable and monitoring indicators. In order for the HRDC to discharge its mandate effectively, information on the tertiary education sector as part of the whole pipeline of education becomes very critical. It should be noted that the same information is also required by the financiers, employers, the institutions themselves, the learners and would-be learners and the general public for information and decision making purposes. The aim of the 2014/15 Tertiary Education at a Glance Report is among others to support the Council with data and information to enable it to measure progress towards attainment of its goals.

For reasons of comparison, the international community would normally value relevant, accurate and up-to date information on any sector of education that can be presented according to the international standard classification of education (ISCED).

OBJECTIVES OF TE AT A GLANCE

The objectives of the Tertiary Education at a Glance are to:

- a. Produce accurate, relevant and up-to-date statistics on the state of tertiary education in Botswana;
- b. Use the statistics to plan and monitor performance of both institutions and learners on various indicators;
- c. Use the information to guide strategic decisions on the sector;
- d. Use the statistics to assess efficiency and effectiveness in the use of resources by institutions
- e. Determine the quality improvement of programmes;
- f. Inform the employers and the public of the different programmes of study and enrolments in each by years of study;
- g. Use the statistics for further research, monitoring and evaluation of institutional mission, goals and continued relevance; and
- h. Produce data on key indicators for international comparability.

METHODOLOGY

This section provides the explanations of the various aspects of how the *Tertiary Education at a Glance 2014/15* was compiled. Although a lack of data especially in some tertiary education institutions still limits the scope for the development of performance indicators and compilation of statistics required for providing information in planning, development, and research in tertiary education in many countries in general including Botswana, the coverage of the Tertiary Education at a glance 2014/15 included the entire national tertiary education system for those public and private institutions that are registered with Botswana Qualifications Authority.

Administrative records from key stakeholders in the provision of education and related statistics such as Statistics Botswana (SB), Ministry of Education and Skills Development (MOESD), Ministry of Finance and Development Planning (MFDP), Ministry of Labour and Home Affairs (MLHA), Botswana Examination Council (BEC) as well as other relevant stakeholders were also sourced to provide required information. Information contained in this report was collected from **38** registered tertiary education institutions, both public and private. It therefore excludes a few small number of new tertiary education institutions, a small number of technical colleges, brigades or vocational schools that are not yet in the HRDC database but registered by the Botswana Qualifications Authority.

Data collection started in October 2014 and concluded at the end of January 2015. The instruments used to collect data were fourteen (14) internally designed excel based spreadsheets, administered in both private and public tertiary education institutions. Each of the TEIs populated these 14 Excel Templates and sent them back to HRDC. Data collected was primarily focused on the type of institution, student learner profiles, enrolment, programmes, graduates, teaching and non-teaching staff profiles, salaries, and institutional expenditure. The data provided the basis for calculating a mixture of policy lever, outcome and context indicators¹ that deal with issues of access to education, equity and participation that were identified as challenges to the sector by the Tertiary Education Policy (TEP) of 2008.

For international comparison data was also analysed using the International Standard Classification of Education. Gross Tertiary Enrolment ratio (GTER) from peer countries in the region namely South Africa, Mauritius and New Zealand as a middle income country, was sourced from the World Economic Forum Report to see how Botswana is performing.

¹ Indicators as listed in Appendix 4

EXECUTIVE SUMMARY

1. The report shows progressive growth in the tertiary education sector in Botswana. All indicators show positive growth from year to year.
2. The report shows observable growth in diversity and competition both within each of public and private tertiary institutions and between the two sub-systems. This development can only be good for the sector as they give rise to competition and removal of monopolistic dominance of the public education system characteristic of the previous decades. Competition is in turn desirable for both improvements in quality of offerings as well as responsiveness to the needs of the labour market.
3. The information on enrolments show a seriously skewed bias in enrolments towards sub-degree and first degree programmes and acute low enrolments at graduate level. Hence, the system for now remains an undergraduate systems. While this is understandable given the youthfulness of both the system of tertiary education in Botswana and the country's population, at the same time this spells serious challenges for the research development and innovation culture in the country.
4. Although gender parity is impressive overall, equity indicators on district, disability, socio-economic status, etc. are still generally poor across the sector.
5. The report shows a preponderance of small hence very expensive tertiary institutions due to low enrolments and high overhead costs. These types of small institutions are not sustainable in the long term.
6. The programme mix of the system especially when put against ISCED categories show an encouraging shift from a traditional social science-humanities, bias towards science and science-related and business fields of study. Going by labour market signals for skills requirements, this is a desirable bias.
7. Finally, HRDC is using these statistics to guide its interventions in the development of relevant skills for our nation.

Chapter

A

ACCESS TO TERTIARY EDUCATION, PARTICIPATION AND PROGRESSION



A1

WHO PARTICIPATES IN TERTIARY EDUCATION?

INDICATOR A1

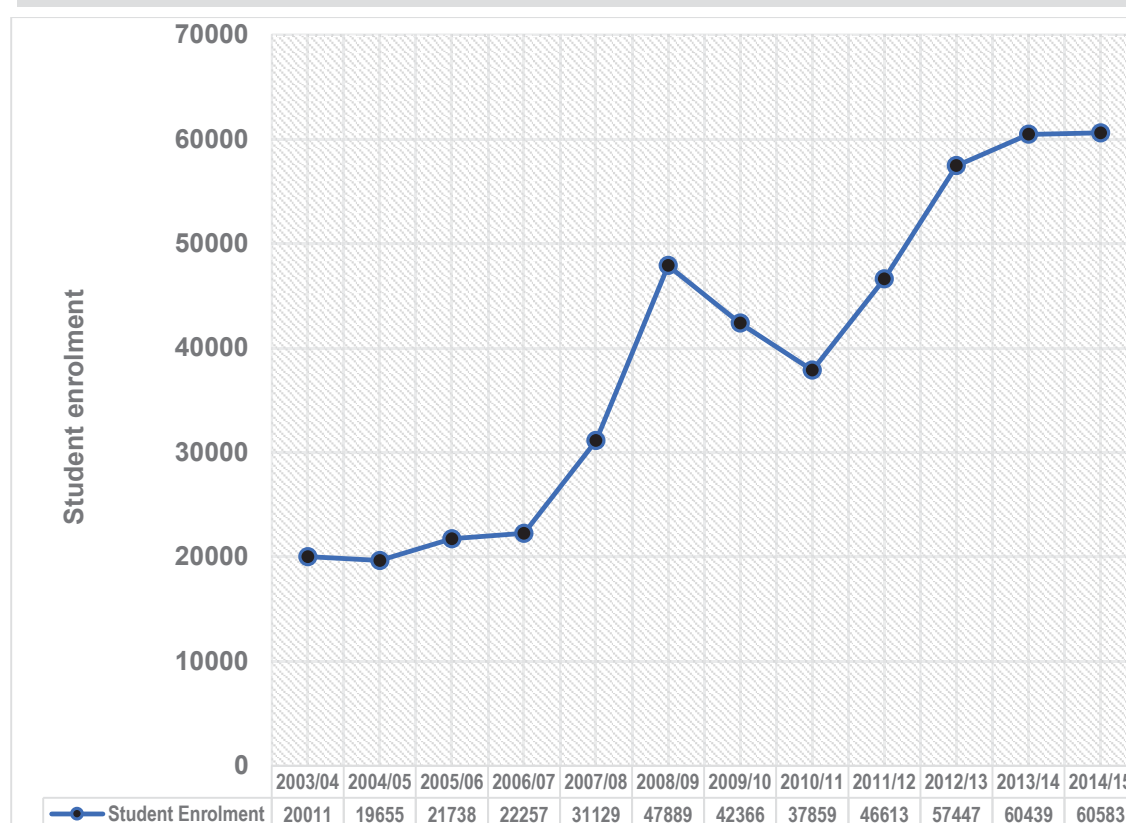
Over the past decade, Botswana has experienced a significant increases in the educational attainment of her population. The policy recommendation as stated in Government paper no 37 of 2008 'Towards a Knowledge Society', states to increase the tertiary education gross enrolment ratio from 11.4% in 2007/08 to 25% by 2026. This indicator examines participation in tertiary education (TE) in Botswana using information on enrolment trends from local tertiary education institutions (TEIs) registered with the department of higher education of the Botswana Qualifications Authority (B.Q.A). In essence, it shows comparative achievement of the TE sub-level by tertiary education providers – both private and public - in the country. This is because changes in enrolment levels are indicators of the comparative effectiveness of the local TE sub-system level in developing the skills needed for the local market and those of the global world.

Key results

Chart A1. 1

Enrolment trend (2003/04 – 2014/15)

This graph depicts the student enrolment trends in the local private and public tertiary education providers from 2003/04 academic year to 2014/15



Source: Tertiary Education Institutions

The enrolment trends as shown by chart A1.1 show that participation has been steadily rising since 2003/04 with a sharp decline over the two years coinciding with the economic depression of 2008/09. Low constant proportions were experienced in the first four years under review: 2003/04 – 2006/07. This was followed by a sharp curve between 2006/07 and 2008/09, then by a two-year slump between 2008/09 and 2010/11, and a clear recovery between 2010/11 and 2012/13 thereafter. A depressed trend experienced between 2003/04 and 2006/07 represents a disquieting epoch in the developmental phase of tertiary education in Botswana when coordination of the system was almost negligible mainly due to “a lack of overall policy of the tertiary education sector”. This development compromised the professional image of the tertiary education in the country in a multiplicity of ways. In particular, there was a proliferation of unregistered private TE providers whose contribution was not being captured and recognized accordingly, hence the low levels of learner enrolments recorded in the official documents and reports on the state of tertiary education in the country. During this period also, a high number of tertiary students were placed externally, which cost the Government of Botswana huge amount of financial resources.

After the advent of the new Tertiary Education Policy (TEP) which was passed by Parliament in April 2008, improvement and growth in participation rates became visible. The introduction of the new policy eased coordination and promotion of the TE sub-sector. Concurrently, the Government of Botswana made a deliberate move in 2007/08 to sponsor students in registered tertiary education institution in the Country and the result was a significant involvement of the Private Sector in the provision of tertiary education. Statutory and other instruments were designed especially in the area of registration of institutions and quality assurance of programmes offered. It was also deemed necessary to re-design data collection instruments to effectively aid data capture and compilation, produce sound analysis and results, and hence strengthen coordination and management of sector data which had started to show tremendous growth in the post TEP era.

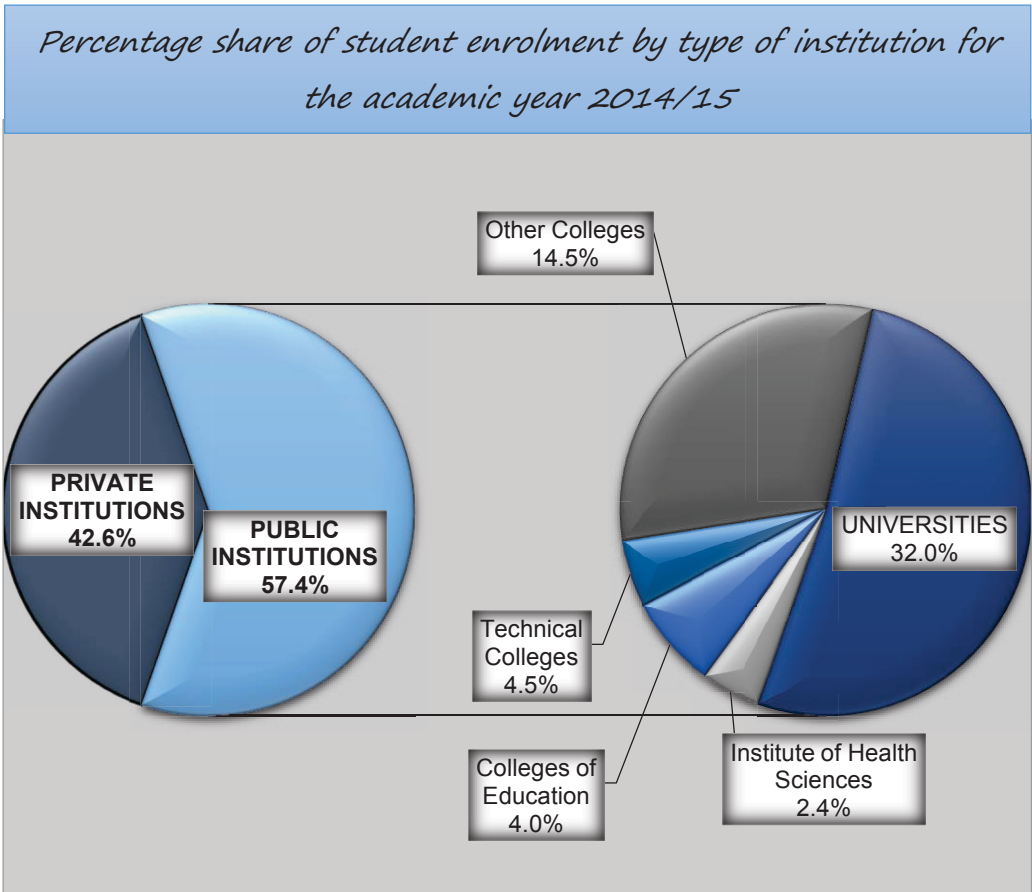
As may be shown in Chart A1.1 above, enrolment almost tripled, in the period following the introduction of the new TEP. By the end of financial year 2014/15, a total of 40 TEIs were registered of which 24 were public and 17 private institutions and have collectively registered 60 583 students. Learner enrolment increased from 8,784 to 21,759, representing an increase of 148 percent between the 2007/08 and 2008/09. A noticeable fluctuation in enrolment share is evident from the past five academic years and the high participation rate in tertiary education would imply that a highly educated labour force is being developed and maintained.

However, the emergence of global financial crisis towards the twilight of 2008 triggered a downfall in the overall performance of Botswana economy, in the process effectively impairing the Government’s ability to service major developmental issues such as the funding of tertiary education. As a results of the world’s economic meltdown of 2008, Botswana’s real GDP decreased by 3.7 percent, mainly due to the decline of 20.9 percent in real value added by Mining

between 2008 and 2009. The diamond mines were closed during the first quarter of 2009 due to economic downturn. (CSO, *National Accounts Quarter Report of Dec 2010*). In terms of student enrolment, this translated into a whopping decrease of 11.5 percent, from 47889 to 42366, in 2008/09 and 2009/10 respectively. The recent GDP boom has therefore translated in increasing the tertiary enrolment as illustrated in chart A1.1.

Chart A1. 2

Public & Private TEI's national enrolment share (2014/15)



Source: Tertiary Education Institutions

Chart A1.2 shows that during 2014/15, enrolment share for public institutions stood at 57.4%, only 14.8 percentage points higher than the private institutions' record of 42.6%. This represents an increase of approximately 4 percentage points for private providers with the same percentage decrease for the public TEIs. Almost all private institutions experienced upsurges in the number of students who enrolled with the Botswana tertiary education system between the two periods. Strategic prioritization by Government, with a deep focus on encouraging greater private participation has had the major impact in gradual high levels of student enrolment recorded at private institutions to date.

Other highlights of this indicator

Private Tertiary Education Institutions registered a slight decrease in learner enrolment in the last two academic years. In 2014/15, they enrolled 25825 learners compared to 26320 in 2013/14. This represented a marginal decline of 1.9 percent from the previous year in total learner enrolment reported to the HRDC by the TEIs (*Refer to Table A1.1*).

In terms of private TEI share of the 2014/15 total private institutions' enrolment, other Colleges had the largest share of 39.2 percent closely followed by University Colleges with 37.9 percent. Private universities constitute the smallest share of 22.9 percent. Comparatively, Colleges had a significant increase from the previous year, in the sense that their share increased by 23.0 percentage points, that is from 16.2 percent in 2013/14 to 39.2 percent the following academic year. In contrast, University Colleges share fell by 22.6 percentage points from 60.5 percent to 37.9 percent in the same period, while Universities' share declined slightly by 0.4 percentage points from 23.3 percent to 22.9.

Majority of the students at private TEIs enrolled for Bachelors Degree programmes (13135), followed by Diploma (9971), then Professional courses (1429), certificates (1067), post graduate diploma (117) and lastly Masters Degree (111). From all the private institutions neither PhD nor MPhil programmes were offered for the academic year 2014/15.

It is noteworthy that the share of enrolment by Government Technical Colleges is still low and is not rising in any significant way (see Table A1.1). This means that Technician level training in Botswana has a very low share of Tertiary enrolments. Given that a growing economy needs all kinds of technicians in the critical skill areas like Electrical/Electronics, Construction/Building, Computer engineering, Instrumentation and mechanical engineering this trend is worrying. The Technical Colleges seem to have good infrastructure that is comparable to others. So this trend shows us anecdotally that there may well be low utilization of existing resources in the Technical Colleges.

Furthermore the data from the Government technical colleges (Tables A1.14ii,v,viii,ix) show an inconsistent and erratic trend over the years with some courses done one year and then seemingly abandoned the next and enrolment figures for some courses that could even be unviable economically. It would appear that Technician level training across the colleges could benefit from a better coordination and policy guidance given that the demand for training places is very high nevertheless.

Table A1.12 shows student enrolment by ISCED classification desegregated to lower fields. What is noteworthy is that within the ISCED group “Science”, the Field of Education, “Computing”, accounts for nearly 80% of enrolments in that group for 2014/15. Physical Sciences and Mathematics have less than 500 students enrolled for the entire country in that year amounting to 4% of the group enrolment. Clearly the country is training very few natural scientists and mathematicians and it begs the question of how we can drive research, innovation in science and technology for the country with these kinds of enrolments. Of course it is often the case that the brightest students in maths and science from Secondary level often choose the professions like Medicine, Engineering and Financial disciplines, as their focus seems to be on what jobs pay better after college than on their career aspirations. However, without producing graduates in the pure sciences and mathematics in sufficient quantities a country can’t expect to at the same time realise an increase in research and innovation in science which underpins rapid and sustainable economic development. The tertiary sector can only work with the product it gets from the secondary school system and it seems there is a dire need to increase pass rates at BGCSE in Maths and Sciences to increase students’ confidence in choosing pure science and maths subjects at Tertiary level.

Table A1.1
Student Enrolment by Type of Institution and Gender - 2014/15

Type of Institution	Female	Male	Total	% Female
Private Institution ²	14,958	10,867	25,825	57.9
College of Education ³	1,599	818	2,417	66.2
Institute of Health Sciences ⁴	839	596	1,435	58.5
Technical Colleges ⁵	1121	1598	2,719	41.2
Other Colleges ⁶	5,493	3,319	8,812	62.3
Public Universities ⁷	10,821	8554	19,375	55.9
GRAND TOTAL	34,831	25,752	60,583	57.5

Source: Tertiary Education Institutions.

² **Private Institutions include:** ABM University College (ABMUC), Assembly Bible College (ABC), Ba Isago University College (BIUC), Boitekanelo Training Institute (BTI), Bosa Bosele Training Institute (BBTI), Botho University (BU), Imperial School of Business, Flying Mission School (FMS), Gaborone Academy of Education (GAE), Gaborone Institute of Professional Studies (GIPS), Gaborone Universal College of Law (GUCL), Kgolagano College of Theological Education (KCTE), Limkokwing University College of Creative Technology (LUCT), and Management College of Southern Africa (MANCOSA) and New Era College of Arts & Technology.

³ **Colleges of Education include:** Francistown College of Education (FCE), Molepolole College of Education (MCE), Serowe College of Education (SCE), Tlokweng College of Education (TKCE) and Tonota College of Education (TCE).

⁴ **Institute of Health Science include:** Bamalete Lutheran School of Nursing (BLSN), Francistown Institute of Health Science (IHSF), Gaborone Institute of Health Sciences (IHSG), Lobatse Institute of Health Sciences (IHSL), Molepolole Institute of Health Sciences (IHSM), Serowe Institute of Health Sciences (IHSS) and Kanye Seventh Day Adventist School of Nursing (KSDASN).

⁵ **Technical Colleges include:** Francistown College of Technical and Vocational Education (FCTVE), Gaborone Technical College (GTC) and Botswana College of Engineering and Technology (BCET).

⁶ **Other Colleges include:** Botswana Accountancy College (BAC), Botswana College of Agriculture (BCA), Botswana College of Distance and Open Learning (BOCODOL), Botswana Wildlife Training Institute (BWTI), Institute Development Management (IDM) and Defence Command Staff College (DCSC).

⁷ **Public Universities include:** Botswana International University of Science and Technology (BIUST) and University of Botswana (UB).

Table A1.2
Student Enrolment by Type of Qualification and Gender - 2014/15

Qualification Level	Female	Male	Total	% Female
Certificate ⁸	1,016	1,422	2,438	41.67
Diploma ⁹	11,809	7,839	19,648	60.10
Bachelors Degree ¹⁰	18,898	14,308	33,206	56.91
Masters Degree	982	790	1,772	55.42
Master of Philosophy (MPhil)	55	59	114	48.25
Post Graduate Diploma (PGD)	283	179	462	61.26
Doctor of Philosophy (PhD)	27	67	94	28.72
Professional Courses	1,761	1,088	2,849	61.81
GRAND TOTAL	34,831	25,752	60,583	57.49

Source: Tertiary Education Institutions.

⁸ Advanced Certificate is classified as Certificate.

⁹ Associate Degree and Advanced Diploma have been classified as Diploma programmes.

¹⁰ Honours Degree is classified under Bachelors Degree.

Table A1.3

**Student Enrolment by INTERNATIONAL STANDARD CLASSIFICATION OF
EDUCATION (ISCED) and Gender - 2014/15**

ISCED BROAD GROUP	Female	Male	Total	% Female
AGRICULTURE	439	501	940	46.7
EDUCATION	5,043	2,683	7,726	65.3
ENGINEERING, MANUFACTURING & CONSTRUCTION	2,101	5,196	7,297	28.8
HEALTH AND WELFARE	2,670	1,430	4,100	65.1
HUMANITIES AND ARTS	2,358	1,629	3,987	59.1
SCIENCE	4,287	4,942	9,229	46.5
SERVICES	2,454	1,272	3,726	65.9
SOCIAL SCIENCES, BUSINESS AND LAW	15,377	8,031	23,408	65.7
UNKNOWN	102	68	170	60.0
GRAND TOTAL	34,831	25,752	60,583	57.5

Source: Tertiary Education Institutions.

*Refer to Appendix 1 for information on ISCED Broad Category
and Field of Education Classification.*

Table A1.4
Student Enrolment by Type of Institution and Level of Qualification- 2014/15

TEI TYPE	Certificate	Diploma	Bachelors Degree	Masters Degree	MPhil	PGD	PhD	Professional Courses	Grand Total
Private Institutions	1,062	9,971	13,135	111		117		1,429	25,825
Colleges of Education		2,417							2,417
Institutes of Health Sciences		1,435							1,435
Other Colleges	339	2,776	4,058	214	0	0	5	1,420	8,812
Technical Colleges	1,037	1,526				156			2,719
Public Universities		1,523	16,013	1,447	114	189	89	0	19,375
GRAND TOTAL	2,438	19,648	33,206	1,772	114	462	94	2,849	60,583

*Source: Tertiary Education Institutions.
Refer to Table A1.1 for information on TEI Types.*

Table A1.5
Student Enrolment by INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED)
And Level of Qualification- 2014/15

ISCED BROAD GROUP	Certificate	Diploma	Bachelors Degree	Masters Degree	MPhil	PGD	PhD	Professional Courses	Grand Total
AGRICULTURE	0	165	726	44	0		5	0	940
EDUCATION	75	3,041	3,629	473	29	460	19	0	7,726
ENGINEERING, MANUFACTURING AND CONSTRUCTION	1,450	3,407	2,382	48	6	0	4	0	7,297
HEALTH AND WELFARE	5	2,535	1,335	216	6	0	3	0	4,100
HUMANITIES AND ARTS	0	1,109	2,710	145	9	0	14	0	3,987
SCIENCE	162	1,131	7,718	155	25	2	28	8	9,229
SERVICES	208	1,485	1,978	44	7	0	4	0	3,726
SOCIAL SCIENCES, BUSINESS AND LAW	437	6,775	12,728	611	14	0	2	2,841	23,408
UNKNOWN/UNCLASSIFIED	101	0	0	36	18	0	15		170
GRAND TOTAL	2,438	19,648	33,206	1,772	114	462	94	2,849	60,583

Source: Tertiary Education Institutions.

Refer to Appendix 1 for information on ISCED Broad Category and Field of Education Classification.

Table A1.6
Student Enrolment by TEI Type, ISCED Classification and Gender – 2014/15

TEI TYPE2	ISCED BROAD GROUP	Female	Male	Total	%Female
PRIVATE INSTITUTIONS	Education	447	90	537	83.2
	Engineering, Manufacturing And Construction	1,099	2,407	3,506	31.3
	Health And Welfare	1,035	399	1,434	72.2
	Humanities And Arts	689	681	1,370	50.3
	Science	2,751	2,756	5,507	50.0
	Services	1,739	824	2,563	67.9
	Social Sciences, Business And Law	7,198	3,710	10,908	66.0
	Total	14,958	10,867	25,825	57.9
COLLEGES OF EDUCATION	Education	1,599	818	2,417	66.2
INSTITUTE OF HEALTH SCIENCES	Health And Welfare	813	577	1,390	58.5
	Services	26	19	45	57.8
	Total	839	596	1,435	58.5
OTHER COLLEGES	Agriculture	439	501	940	46.7
	Engineering, Manufacturing And Construction	124	170	294	42.2
	Health And Welfare	51	8	59	86.4
	Humanities And Arts	70	16	86	81.4
	Education	339	98	437	77.6
	Science	315	344	659	47.8
	Services	271	191	462	58.7
	Social Sciences, Business And Law	3,884	1,991	5,875	66.1
	Total	5,493	3,319	8,812	62.3
TECHNICAL COLLEGES	Education	75	81	156	48.1
	Engineering, Manufacturing And Construction	466	1,237	1,703	27.4
	Science	99	135	234	42.3
	Services	191	69	260	73.5
	Social Sciences, Business And Law	225	40	265	84.9
	Unknown/Unclassified	65	36	101	64.4
	Total	1,121	1,598	2,719	41.2
PUBLIC UNIVERSITIES	Education	2,583	1,596	4,179	61.8
	Engineering, Manufacturing And Construction	412	1,382	1,794	23.0
	Health And Welfare	771	446	1,217	63.4
	Humanities And Arts	1,599	932	2,531	63.2
	Science	1,122	1,707	2,829	39.7
	Services	227	169	396	57.3
	Social Sciences, Business And Law	4,070	2,290	6,360	64.0
	Unknown/Unclassified	37	32	69	53.6
	Total	10,821	8,554	19,375	55.9
GRAND TOTAL		34,831	25,752	60,583	57.5

Table A1.7
Enrolment by ISCED Broad group classification, Qualification and Gender - 2014/15

ISCED BROAD GROUP	QUALIFICATION LEVEL	Female	Male	Total	%Female
AGRICULTURE	Diploma	69	96	165	41.8
	Bachelors Degree	349	377	726	48.1
	Masters Degree	19	25	44	43.2
	PhD	2	3	5	40.0
	Total	439	501	940	46.7
EDUCATION	Certificate	69	6	75	92.0
	Diploma	2,137	904	3,041	70.3
	Bachelors Degree	2,260	1,369	3,629	62.3
	Masters Degree	270	203	473	57.1
	Post Graduate Diploma	283	177	460	61.5
	MPhil	18	11	29	62.1
	PhD	6	13	19	31.6
	Total	5,043	2,683	7,726	65.3
ENGINEERING, MANUFACTURING & CONSTRUCTION	Certificate	371	1,079	1,450	25.6
	Diploma	1,057	2,350	3,407	31.0
	Bachelors Degree	664	1,718	2,382	27.9
	Masters Degree	8	40	48	16.7
	Post Graduate Diploma				
	MPhil	1	5	6	16.7
	PhD	0	4	4	0.0
	Total	2,101	5,196	7,297	28.8
HEALTH AND WELFARE					
	Certificate	5	0	5	100.0
	Diploma	1,656	879	2,535	65.3
	Bachelors Degree	848	487	1,335	63.5
	Masters Degree	152	64	216	70.4
	Post Graduate Diploma				
	MPhil	6	0	6	100.0
	PhD	3	0	3	100.0
	Total	2,670	1,430	4,100	65.1
HUMANITIES AND ARTS	Certificate	0	0	0	0.0
	Diploma	568	541	1,109	51.2
	Bachelors Degree	1,691	1,019	2,710	62.4
	Masters Degree	90	55	145	62.1
	Post Graduate Diploma				
	MPhil	4	5	9	44.4
	PhD	5	9	14	35.7
	Total	2,358	1,629	3,987	59.1

Table A1.7Con't...

ISCED BROAD GROUP	QUALIFICATION LEVEL	Female	Male	Total	%Female
SCIENCE	Certificate	88	74	162	54.3
	Diploma	607	524	1131	53.7
	Bachelor's Degree	3,525	4,193	7,718	45.7
	Masters Degree	41	114	155	26.5
	Post Graduate Diploma	0	2	2	0.0
	MPhil	14	11	25	56.0
	PhD	6	22	28	21.4
	Professional Courses	6	2	8	75.0
	Total	4,287	4,942	9,229	46.5
SERVICES	Certificate	107	101	208	51.4
	Diploma	1,003	482	1,485	67.5
	Bachelor's Degree	1,320	658	1,978	66.7
	Masters Degree	22	22	44	50.0
	Post Graduate Diploma				
	MPhil	1	6	7	14.3
	PhD	1	3	4	25.0
	Total	2,434	1,272	3,726	65.9
SOCIAL SCIENCES, BUSINESS AND LAW	Certificate	311	126	437	71.2
	Diploma	4,712	2,063	6,775	69.5
	Bachelor's Degree	8,241	4,487	12,728	64.7
	Masters Degree	352	259	611	57.6
	Post Graduate Diploma				
	MPhil	5	9	14	35.7
	PhD	1	1	2	50.0
	Professional Courses	1,755	1,086	2,841	61.8
	Total	15,377	8,031	23,408	65.1
UNKNOWN					
	Certificate	65	36	101	64.4
	Diploma				
	Bachelors Degree				
	Masters Degree	28	8	36	77.8
	Post Graduate Diploma				
	MPhil	6	12	18	33.3
	PhD	3	12	15	20.0
	Total	102	68	170	60.0
TOTAL		34,831	25,752	60,583	57.5

Table A1.8
Student Enrolment by ISCED Classification and Gender - 2014/15

ISCED BROAD GROUP	ISCED FIELD OF EDUCATION	Female	Male	Total	% Female
AGRICULTURE	Agriculture, Forestry & Fishery	439	501	940	46.7
EDUCATION	Teacher Training and Education Science	5,043	2,683	7,726	65.3
ENGINEERING, MANUFACTURING AND CONSTRUCTION	Architecture and Building	750	1,944	2,694	27.8
	Engineering & Engineering Trades	600	2,650	3,250	18.5
	Manufacturing and Processing	751	602	1,353	55.5
	Total	2,101	5,196	7,297	28.8
HEALTH AND WELFARE	Health	1,965	1,296	3,261	60.3
	Social Services	705	134	839	84.0
	Total	2,670	1,430	4,100	65.1
HUMANITIES AND ARTS	Arts	695	819	1,514	45.9
	Business and Administration	0	0	0	0.0
	Humanities	1,663	810	2,473	67.2
	Total	2,358	1,629	3,987	59.1
SCIENCE	Computing	3,513	3,710	7,223	48.6
	Life Science	607	995	1,602	37.9
	Mathematics & Statistics	48	64	112	42.9
	Physical Science	119	173	292	40.8
	Total	4,287	4,942	9,229	46.5
SERVICES	Business and Administration	0	0	0	0.0
	Environmental Protection	165	183	348	47.4
	Personal Services	1,696	761	2,457	69.0
	Security Services	593	328	921	64.4
	Transport Services	0	0	0	0.0
	Total	2,454	1,272	3,726	65.9
SOCIAL SCIENCES, BUSINESS AND LAW	Business and Administration	9,695	5,085	14,780	65.6
	Journalism & Information	448	259	707	63.4
	Law	732	566	1,298	56.4
	Personal Services	0	0	0	0.0
	Social & Behavioural Sciences	4,502	2,121	6,623	68.0
	Transport Services	0	0	0	0.0
	Total	15,377	8,031	23,408	65.7
UNKNOWN	Unknown	102	68	170	60.0
GRAND TOTAL		34,831	25,752	60,583	57.5

Source: Tertiary Education Institutions.

Refer to Appendix 1 for information on ISCED Broad Category and Field of Education Classification

Table A1.9
Student Enrolment by Type of Institution and share of the total enrolment: 2009/10 – 2014/15

TEI STATUS	TEI TYPE2	2009/10	% Share	2010/11	% Share	2011/12	% Share	2012/13	% Share	2013/14	% share	2014/15	% share
PRIVATE	Other College	3,093	7.3	2,248	5.9	471	1.0	6,483	11.3	4,274	7.1	10,117	16.7
	University	3,965	9.4	3,846	10.2	4,894	10.5	5,219	9.1	6,120	10.1	5,928	16.1
	University College	10,314	24.3	7,513	19.8	7,263	15.6	10,933	19.0	15,926	26.4	9,780	9.8
	Total	17,372	41.0	13,607	35.9	12,628	27.1	22,635	39.4	26,320	43.6	25,825	42.6
PUBLIC	College of Education	2,469	5.8	2,277	6.0	1,967	4.2	2,542	4.4	2,859	4.7	2,417	4.0
	Health Sciences	1,706	4.0	1,625	4.3	1,530	3.3	1,639	2.9	1,567	2.6	1,435	2.4
	Other College	5,031	11.9	4,828	12.8	11,736	25.2	10,816	18.8	8,576	14.2	8,812	14.5
	Technical College	1,483	3.5	581	1.5	1,074	2.3	1,849	3.2	2,544	4.2	2,719	4.5
	University	14,305	33.8	14,941	39.5	17,678	37.9	17,966	31.3	18,573	30.7	19,375	32.0
	Total	24,994	59.0	24,252	64.1	33,985	72.9	34,812	60.6	34,119	56.4	34,758	57.4
	GRAND TOTAL	42,366	100.0	37,859	100.0	46,613	100.0	57,447	100.0	60,439	100.0	60,583	100.0

Source: Tertiary Education Institutions.
Refer to Table A1.1 for information on TEI Types

Table A1.10
Student Enrolment by ISCED Classification and share of the total enrolment: 2009/10 – 2014/15

ISCED BROAD GROUP	2009/10	% Share	2010/11	% Share	2011/12	% Share	2012/13	% Share	2013/14	% Share	2014/15	% Share
AGRICULTURE	943	2.2	1010	2.7	966	2.1	1324	2.3	1139	1.9	940	1.6
EDUCATION	4,824	11.4	4,864	12.8	5,059	10.9	8,089	14.1	7,883	13.0	7,726	12.8
ENGINEERING, MANUFACTURING AND CONSTRUCTION	2,906	6.9	1,981	5.2	2,501	5.4	3,939	6.9	6,218	10.3	7,297	12.0
HEALTH AND WELFARE	2,672	6.3	2,708	7.2	2,711	5.8	4,459	7.8	3,944	6.5	4,100	6.8
HUMANITIES AND ARTS	4,270	10.1	3,665	9.7	3,547	7.6	3,875	6.7	4,234	7.0	3,987	6.6
SCIENCE	8,061	19.0	3,856	10.2	7,872	16.9	8,997	15.7	10,037	15.8	9,229	15.2
SERVICES	2,165	5.1	1,398	3.7	1,037	2.2	1,759	3.1	3,154	6.0	3,726	6.2
SOCIAL SCIENCES, BUSINESS AND LAW	16,525	39.0	18,377	48.5	22,409	48.1	25,005	43.5	23,761	39.3	23,408	38.6
UNCLASSIFIED					511	1.1			69	0.1	170	0.3
GRAND TOTAL	42,366	100	37,859	100	46,613	100	57,447	100	60,439	100	60,583	100

Source: Tertiary Education Institutions.
Refer to Appendix 1 for information on ISCED Broad Category and Field of Education Classification.

Table A1.11
Student Enrolment by TEIs Type, Qualification Level and Academic Year: 2009/10 – 2014/15

Type of Institution	Qualification Level	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Private Institutions	Bachelors Degree	2,810	5,479	6,845	8,854	10,794	13,135
	Certificate	156	0	0	16	0	0
	Advanced Certificate	624	461	644	955	617	1062
	Diploma	13,432	7,572	4,724	10,771	12,634	9,971
	Masters Degree	0	0	20	26	118	111
	PhD						0
	PGD						117
	Professional Courses	350	95	395	2,013	2,156	1,429
	Total	17,372	13,607	12,628	22,635	26,320	25,825
Colleges of Education	Diploma	2,469	2,277	1,967	2,542	2,859	2,417
Institute of Health Sciences	Diploma	1,706	1,625	1,530	1,639	1,567	1,435
Other Colleges	Bachelors Degree	1,418	1,716	2,270	2,212	3,894	4,058
	Certificate	0		231	235	547	339
	Diploma	2,223	2,549	7,053	6,064	1,452	2,776
	Masters Degree	137	138	210	272	334	214
	MPhil	6	10	12	4	0	0
	PhD					2	5
	Professional Courses	1,247	415	1,960	2,029	2,347	1,420
	Total	5,031	4,828	11,736	10,816	8,576	8,812
Technical Colleges	Certificate	1,362	291	683	1,111	1,160	1,037
	Diploma	121	290	391	738	935	1,526
	Professional Courses					449	0
	PGD					449	156
	Total	1,483	581	1,074	1,849	2,544	2,719
Public Universities	Bachelors Degree	10,898	11,520	13,771	14,682	15,214	16,013
	Certificate	13	25	17	2	0	0
	Diploma	1,979	2,027	2,428	1,728	1,523	1,523
	Masters Degree	1,169	1,138	1,185	1,212	1,444	1,447
	MPhil	58	106	101	73	114	114
	PGD	138	81	117	217	189	189
	PhD	50	44	59	52	89	89
	Total	14,305	14,941	17,678	17,966	18,573	19,375
GRAND TOTAL		42,366	37,859	46,613	57,447	60,439	60,583

Source: Tertiary Education Institutions.

Refer to Table A1.1 for information on TEI Types.

Refer to Table A1.2 for information on composition of Qualification levels.

Table A1.12
Student Enrolment by ISCED Classification and Academic Year: 2009/10 – 2014/15

ISCED BROAD GROUP	ISCED FIELD OF EDUCATION	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
AGRICULTURE	Agriculture, Forestry & Fishery	943	1,010	966	1,324	1,139	940
EDUCATION	Teacher Training and Education Science	4,824	4,864	5,059	8,089	7,883	7,726
ENGINEERING, MANUFACTURING AND CONSTRUCTION	Architecture and Building	1,009	997	776	1,417	2,527	2,694
	Engineering & Engineering Trades	1,635	728	1,368	1,954	2,470	3,250
	Manufacturing and Processing	0	0	0	34	0	0
	Manufacturing and Processing	262	256	357	534	1,221	1,353
	Total	2,906	1,981	2,501	3,939	6,218	7,297
HEALTH AND WELFARE	Health	2,224	2,238	2,298	3,796	2,927	3,261
	Social Services	448	470	413	663	975	839
	Total	2,672	2,708	2,711	4,459	3,902	4,100
HUMANITIES AND ARTS	Arts	2,022	1,364	1,012	1,676	1,524	1,514
	Business and Administration	0	5	48	106	0	0
	Humanities	2,248	2,296	2,487	2,093	2,710	2,473
	Total	4,270	3,665	3,547	3,875	4,234	3,987
SCIENCE	Computing	6,746	2,620	6,378	7,531	8,175	7,223
	Life Science	24	68	21	21	1,558	1,602
	Life Sciences	0	0	0	0	0	0
	Mathematics & Statistics	35	18	141	104	79	112
	Physical Science	1,256	1,150	1,332	1,341	192	292
	Total	8,061	3,856	7,872	8,997	10,004	9,229
SERVICES	Business and Administration	0	0	0	14	0	0
	Environmental Protection	49	33	61	50	224	348
	Personal Services	1,999	1,298	873	1,531	2,079	2,457
	Security Services	117	67	103	119	908	921
	Transport Services	0	0	0	45	0	0
	Total	2,165	1,398	1,037	1,759	3,229	3,726
SOCIAL SCIENCES, BUSINESS AND LAW	Business and Administration	12,914	14,307	15,570	18,038	16,863	14,780
	Journalism & Information	649	482	695	1212	690	707
	Law	576	662	810	884	1488	1298
	Personal Services	95	73	75	82	0	0
	Social & Behavioural Sciences	2,291	2,853	5,259	4,770	4,720	6,623
	Transport Services	0	0	0	19	0	0
	Total	16,525	18,377	22,409	25,005	23,761	23,408
UNCLASSIFIED	UNCLASSIFIED	0	0	511	0	69	170
GRAND TOTAL		42,366	37,859	46,613	57,447	60,439	60,583

NB: The sharp increase in enrolment of Life science for 2013/14 and 2014/15 corresponds with a sharp decline in physical science in the same year, this could be the result of reclassification between the two desegregated fields.

Table A1.13i

**Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15**

ABM University College	2011/12	2012/13	2013/14	2014/15
Advanced Certificate In CIPS		11	10	0
Advanced Diploma In CIPS			58	0
Advanced Diploma In Marketing (Abe)	1			
Advanced Diploma In Procurement And Supply				64
Advanced Diploma In Accounting & Finance	38	62	10	
Advanced Diploma In Business Administration/Management (Abe)	72	156	140	40
Advanced Diploma In Business Information Systems (Abe)	37	20	100	30
Advanced Diploma In Computer Engineering	8	6	22	16
Advanced Diploma In Cshm		1		
Advanced Diploma In Electrical & Electronics Engineering (City & Guilds)	29	11	205	124
Advanced Diploma In Financial Management (Abe)	0	16	78	
Advanced Diploma In Human Resource Management	109	326	186	38
Advanced Diploma In Purchasing And Supply Management(ICM)	1		3	
Advanced Diploma In Secretarial Studies	0	131	84	50
Advanced Diploma In Tourism Management	20	19	52	
Advanced Diploma In Travel, Tourism & Hospitality (Abe)	0	4	2	1
Advanced Diploma In Marketing	144	8	33	
Ba (Hons) Business Management	110	100	449	275
Ba (Hons) Human Resource Management	57	90	529	398
Ba (Hons) Marketing	68	64	137	
Ba (Hons) Marketing Management			446	258
Ba (Hons) Tourism Management	83	68	238	180

Table A1.13i Cont'd

ABM University College	2011/12	2012/13	2013/14	2014/15
BA (Hons) HRM		4		
A (HONS) CIPS			4	
BSc (Hons) Accounting And Finance	96	58	341	222
BSc (Hons) Financial Management			3	
BSc (Hons) Business Information Systems			4	
Certificate ACCOUNTING & FINANCE	3		1	
Certificate BUSINESS INFORMATION SYSTEMS	14	12		
Certificate BUSINESS MANAGEMENT	106	106	5	
Certificate COMPUTER ENGINEERING	1	12	8	
Certificate Electrical & Electronic Engineering	2		4	
Certificate HUMAN RESOURCE MANAGEMENT	211	211	12	6
Certificate MARKETING MANAGEMENT	114		4	
Certificate In Financial Management				1
Certificate PURCHASING & SUPPLY	7	10		9
Certificate In Chartered Institute Of Purchasing & Supply	14		16	
Certificate In Secretarial Studies	18	1	11	18
CHARTERED INSTITUTE OF PURCHASING SUPPLY	8			
Diploma ACCOUNTING & FINANCE	87	159	4	
Diploma BUSINESS INFORMATION SYSTEMS	52	67	3	
Diploma COMPUTER ENGINEERING	37	34		
Diploma Electrical & Electronic Engineering	100	6	12	

Table A1.13i Cont'd

ABM University College	2011/12	2012/13	2013/14	2014/15
Diploma in Business Management	151	229	16	2
Diploma in Computing		1		
Diploma in Electrical Engineering		39		
Diploma in Financial Management		45	2	2
Diploma in human resource management	333	351	56	30
Diploma in secretarial studies	63	48	55	22
Diploma in Tourism Management	87	40	5	
Diploma Marketing advertising & Public Relations	3			
Diploma Marketing Management	65	96	6	
Diploma Purchasing & Supply Management	9		3	
Diploma in CIPS			7	7
Hons Diploma in Marketing		1		
Progression Diploma in Tourism Management		34		
Foundation Diploma in CIPS			9	
International Certificate CIPS			12	
TOTAL	2,370	2,780	3,385	1,793

Table A1.13ii

**Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15**

BA ISAGO University College	2011/12	2012/13	2013/14	2014/15
Bachelor Of Accounting Sciences In Financial Accounting	0	13	14	10
Bachelor Of Commerce - Entrepreneurship	80	52	50	41
Bachelor of Commerce - Financial Management	63	106	85	38
Bachelor of Commerce - Human Resource Management	63	63	98	67
Bachelor of Commerce - Logistics Management	23	8	15	3
Bachelor of Commerce - Marketing Management	177	63	69	49
Bachelor of Commerce - Risk Management	0	63	285	281
Bachelor of Commerce - Strategic Supply Management	58	20	18	8
Bachelor of Commerce - Transport & Logistics	0	19	22	21
Bachelor of Commerce (Hons) - Risk Management & Insurance	47	45	84	120
Bachelor of Commerce in Industrial And Organizational Psychology	0	12	12	11
Bachelor of Commerce In Management Accounting	0	28	26	11
Bachelor Of Commerce In Real Estate			136	235
Bachelor of Commerce in Accounting			96	95
Bachelor of Commerce in Economics			1	
Bachelor of Commerce General			1	7
Bachelor of Commerce in Banking & Finance			320	369
Bachelor of Communication Science			1	
Bachelor of Education In Social Studies			17	17
Bachelor of Accounting Sciences In Management Accounting			4	

Table A1.13ii Cont'd

BA ISAGO University College	2011/12	2012/13	2013/14	2014/15
Bachelor Of ARTS			5	
Bachelor Of Education In Early Child Development			75	122
Bachelor Of Law	1		3	
Bachelor Of Technology - Security Management	0	35		
Bachelor Of Technology(Breech)- Safety Management	33		4	2
Bachelor Of Science Quantity Surveying				37
BICA		39	49	
Certificate In Real Estate	9		73	53
Certified Accounting Technician (Diploma)	520	0		
Certified Accounting Technician- CAT	0	286	178	22
CERTIFICATE IN BUSINESS MANAGEMENT			54	30
CERTIFICATE IN COURT ADMINISTRATION			5	18
CERTIFICATE IN LAW			26	23
Certificate In Vocational Education & Training			10	21
Diploma In Entrepreneurship			21	33
Diploma In Insurance			17	21
Diploma In Law			46	94
DIPLOMA IN MARKETING			118	78
DIPLOMA IN MARKETING MANAGEMENT				36
Diploma In ACCOUNTING	0	73	184	207
Diploma In Court Administration	55	90	127	162
Diploma In REAL ESTATE	0	120	299	283
Diploma In Transport & Logistics	0	45	174	226

Table A1.13ii Cont'd

BA ISAGO University College	2011/12	2012/13	2013/14	2014/15
National Diploma In SAFETY MANAGEMENT	114	78	56	19
NATIONAL PROFESSIONAL DIPLOMA In EDUCATION	54	57	72	68
NATIONAL DIPLOMA In SECURITY RISK			2	
POSTGRADUATE DIPLOMA IN EDUCATION			1	5
GRAND TOTAL	1,297	1,315	2,955	2,943

Table A1.13iii

**Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15**

BOITEKANELO TRAINING INSTITUTE	2011/12	2012/13	2013/14	2014/15
Certificate in COUNSELLING		16		
Certificate in DENTAL SURGERY ASSISTING		27		
Certificate in EMERGENCY MEDICAL CARE		38		
Certificate in HEALTH CARE ASSISTANCE		121		
Certificate in OCCUPATIONAL HEALTH AND SAFETY		52		
Diploma in COUNSELLING		245	281	220
Diploma in EMERGENCY CARE TECHNOLOGY		306	350	303
DIPLOMA IN HEALTH EDUCATION AND PROMOTION		220	271	189
HIGHER DIPLOMA IN PHARMACY				116
DIPLOMA IN HEALTH CARE MANAGEMENT		237	279	247
DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY		414	447	419
DEGREE IN COUNSELLING			68	91
DEGREE IN HEALTH PROMOTION & EDUCATION			37	93
DEGRRE IN EMERGENCY MEDICAL CARE				44
DEGREE IN OCCUPATIONAL HEALTH SAFETY			51	124
DEGREE IN HEALTH CARE MANAGEMENT			34	99
DEGREE IN NUTRITION AND DIETETICS				16
PHARMACY			43	0
NATIONAL DPLOMA IN CLINICAL TECHNOLOGY				11
GRAND TOTAL		1,676	1,861	1,972

Table A1.13iv
Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15

BOTHO UNIVERSITY	2011/12	2012/13	2013/14	2014/15
AAT	376	312	1,022	689
ACCA	10	358	34	7
BICA		145	19	43
BSc (Hons) ACCOUNTING	0	0	328	937
BSc (Hons) In COMPUTING (Teesside University)	0	3,249	502	32
BSc (Hons) Health Information Management			204	694
BSc (Hons) In Computing - Software Specialization				65
BSc (Hons) Business Management			207	56
BSc (Hons) Mobile Computing			19	39
BSc (Hons) Network Security And Forensics			64	497
BSc (Hons) Computing			3,030	1,999
BSc (Hons) Computing And Its Practice			445	498
Certificate NIIT Programmes				11
Certificate In COMPUTING		16		40
Certificate In COST AND REVENUES		4		0
CIMA	1	306	39	128
Diploma In Accounting				1
Diploma In Business Management				1
Diploma In COMPUTING		3		47
Honours Certificate In Business & IT Skills	104	3		0
Honours Certificate In Business And It Skills	8	0		0
Honours Diploma In Business & IT Skills	15	0		0
Honours Diploma In INFORMATION TECH (Software/Network Engineering)	10	3		0
ICDL		33		0
MSc In Computing (Teesside University)	7	12	4	9
Professional Diploma (Honours) In Health Information Management				5
Professional Diploma (Hons) In COMPUTING		149	106	18
Diploma In INFORMATION TECH (Software/ Network Engineering)	0	180	39	0
Post Graduate Certificate In Higher Education			58	112
GRAND TOTAL	4,894	5,219	6,120	5,928

Table A1.13v

**Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15**

IMPERIAL SCHOOL OF BUSNIESS	2011/12	2012/13	2013/14	2014/15
AAT		98	287	191
CIPS				4
CIMA				2
Certificate in BUSINESS MANAGEMENT		12	54	0
Certificate in HUMAN RESOURCE MANAGEMENT		15	76	0
Certificate in MARKETING MANAGEMENT		46	115	0
Certificate in TOURISM, TRAVEL & HOSPITALITY		3	77	0
Diploma in Marketing Management				56
Advanced Diploma in Advertising, PR & Marketing Management		12	69	28
Advanced Diploma in business management		14	14	61
Diploma in BUSINESS STUDIES		33	61	0
Advanced Diploma in human resource management		19	23	51
Advanced Diploma in TOURISM, TRAVEL & HOSPITALITY		7	6	64
Advanced Diploma in Business Skills				25
Degree in Entrepreneurial Management				17
International Computer Driver's License Certificate				8
UNCLASSIFIED			41	0
GRAND TOTAL		271	823	507

Table A1.13vi
Student Enrolment trend by TEI and Academic Year-Private institutions 2011/12 – 2014/15

GABORONE INSTITUTE OF PROFESSIONAL STUDIES	2011/12	2012/13	2013/14	2014/15
AAT (PROFESSIONAL)		418	431	250
ABE Advanced Diploma in BUSINESS MANAGEMENT		153	130	11
ACCA (PROFESSIONAL)		18	18	25
Advanced Diploma in HRM		116	110	57
Advanced Diploma in INTERNATIONAL TOURISM		14	14	86
Advanced Diploma in IT			414	
Advanced Diploma in Business Skills			160	59
Advanced Diploma in Business Studies				6
Advanced Diploma in Travel and Tourism				23
BA(Hons)- BUSINESS MANAGEMENT		62	20	
BSc IT		229	35	
Certificate in BUSINESS MANAGEMENT		22	0	
Certificate in HRM		21	0	
Certificate in TOURISM		76	76	
Certificate in IT			149	
Certificate in Business Skills			0	
Diploma in business management		344	366	14
Diploma in HRM		385	406	5
Diploma in SALES AND MARKETING		9	0	4
Diploma in TOURISM		47	47	
Diploma in IT			88	
Diploma in Business Skills			13	

Table A1.13vi Cont'd...

GABORONE INSTITUTE OF PROFESSIONAL STUDIES	2011/12	2012/13	2013/14	2014/15
Diploma in Entrepreneurship			37	123
Diploma in Accounting				86
Diploma in Computing				293
Graduate Diploma in Sales and Marketing		3	11	
Higher Diploma in SALES AND MARKETING		34	9	
NCC International Advanced Diploma in COMPUTER STUDIES		126	0	
NCC International Certificate in COMPUTER STUDIES		9	0	
NCC International Diploma in COMPUTER STUDIES		365	0	
Professional Diploma in SALES MARKETING		11	34	
BBA Accounting & Finance			130	357
BBA Tourism			190	760
BBA in Marketing			156	240
BBA in Business Management			243	242
BA (Hons) Business Studies				6
BBA Human Resource Management				23
BBA Strategic Management				286
BSc Computer Science				62
BSC (Hons) Business Information Technology				168
GRAND TOTAL		2,462	3,287	3,186

Table A1.13vii

**Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15**

LIMKOKWING UNIVERSITY COLLEGE OF CREATIVE TECHNOLOGY	2011/12	2012/13	2013/14	2014/15
Associate Degree in Advertising	130	146	107	108
Associate Degree in Architecture	306	330	275	268
Associate Degree in Broadcasting (Radio & TV)	92	152	252	252
Associate Degree in Business Information Systems	195	229	216	217
Associate Degree in Business Information Technology	13	10	5	5
Associate Degree in Business Management	200	350	248	247
Associate Degree in Creative Multimedia	64	45	177	177
Associate Degree in creative writing	0	2	0	0
Associate Degree in Digital Photography	18	28	24	24
Associate Degree in Digital Video	4	27	44	44
Associate Degree in Event Management	0	2	34	33
Associate Degree in Fashion & Apparel Design	34	23	93	92
Associate Degree in Fine Art	2	19	92	
Associate Degree in Furniture Design	54	24	19	19
Associate Degree in Graphic Design	133	152	103	102
Associate Degree in Hotel Management	13	15	40	40
Associate Degree in Information Technology	112	56	26	25
Associate Degree in Interior Design	67	77	77	76
Associate Degree in International Tourism	5	6	1	1
Associate Degree in JOURNALISM & MEDIA	95	217	286	283
Associate Degree in Marketing	36	106	130	129
Associate Degree in Merchandising & Retailing	48	106	79	79

Table A1.13vii Cont'd....

LIMKOKWING UNIVERSITY COLLEGE OF CREATIVE TECHNOLOGY	2011/12	2012/13	2013/14	2014/15
Associate Degree in Merchandising Design		1		
Associate Degree in Multimedia & Software Engineering	42	29		
Associate Degree in Packaging Design and Technology	31	41	55	55
Associate Degree in Software Engineering	119	67	14	14
Associate Degree in Sound Technology	81	140	129	128
Associate Degree in Textile	29	204	238	238
Associate Degree in Tourism Management	93	58	206	206
Associate Degree in TV & Film Production	30	108	128	128
Associate Degree in Mobile Computing			4	4
Associate Degree in Videography	1	0	0	0
Associate Degree in Web Design	51	149	89	89
B Bus (Hons) in Tourism Management	228	627	279	276
B Business (Hons) in Entrepreneurship	117	395	125	125
B Business (Hons) in International Business	138	300	201	197
B Design (Hons) Professional Design	11	148	141	139
BA (Hons) in Creative Multimedia	126	220	118	118
BA (Hons) in Broadcasting & Journalism	105	404	260	260
BA (Hons) in Digital Film & Television	12	89	68	68
BA (Hons) in Event Management	2	201	60	60
BA (Hons) in Industrial Design	14	195	59	59
BA (Hons) in Professional Communication	35	85	31	31
BA in Interior Architecture	126	233	174	169
BSc (Hons) in Electronic Commerce	78	267	108	106

Table A1.13vii Cont'd....

LIMKOKWING UNIVERSITY COLLEGE OF CREATIVE TECHNOLOGY	2011/12	2012/13	2013/14	2014/15
BSc (Hons) in Information Technology	224	342	52	52
BSc (Hons) in Software Engineering with Multimedia	151	246	148	143
GRAND TOTAL	3,596	6,838	5,081	5,044

Table A1.13viii

**Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15**

MANAGEMENT INSTITUTE OF SOUTHERN AFRICA	2011/12	2012/13	2013/14	2014/15
Bachelor of BUSINESS ADMINISTRATION	99	135	377	458
Bachelor of COMMERCE (HUMAN RESOURCE MANAGEMENT)	87	93	215	231
Bachelor of COMMERCE (MARKETING)	50	96	217	246
Bachelor of PUBLIC ADMINISTRATION	4	4	11	16
Master of BUSINESS ADMINISTRATION	13	14	79	102
GRAND TOTAL	253	342	899	1,053

Table A1.13ix

**Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15**

NEW ERA COLLEGE OF APPLIED ARTS SCIENCE & TECHNOLOGY	2011/12	2012/13	2013/14	2014/15
Advanced Diploma In Construction Industry (CITY AND GUILDS)		487	626	469
Advanced Diploma in Electrical and Electronics Engineering (CITY AND GUILDS)		407	613	315
Advanced Diploma In Telecommunications Systems (CITY AND GUILDS)		367	318	149
Advanced Diploma in TRAVEL, TOURISM & HOSPITALITY		5	35	0
Diploma in ACCOMODATION OPERATIONS & SERVICES		148	86	10
Certificate in Telecommunications				134
Diploma in Telecommunications				88
Certificate in Construction Industry				208
Diploma in Construction Industry				56
Diploma in Travel, Tourism and Hospitality Management				35
Advanced Diploma in Accommodation, Operations & Services				28
Diploma in Electrical and Electronics Engineering				171
Certificate in Electrical and Electronics Engineering				295
GRAND TOTAL		1,414	1,678	1,958

Table A1.13x

**Student Enrolment trend by TEI and Academic Year-Private institutions
2011/12 – 2014/15**

ASSEMBLY BIBLE COLLEGE	2011/12	2012/13	2013/14	2014/15
Diploma in Biblical Theology and Ministry	35	32	29	33
Total	35	32	29	33
BOSA-BOSELE TRAINING INSTITUTE	2011/12	2012/13	2013/14	2014/15
Certificate in Social Work				91
Diploma in Social Work				114
Certificate in Early Childhood Education				62
Certificate in Journalism & Media Studies				20
Certificate in HIV/AIDS Care & Counselling				5
Total				292
FLYING MISSION SERVICES	2011/12	2012/13	2013/14	2014/15
Diploma in AIRCRAFT MAINTENANCE ENGINEERING	11	16	25	25
Total	11	16	25	25
GABORONE ACADEMY OF EDUCATION	2011/12	2012/13	2013/14	2014/15
Certificate in Information systems				1
Certificate in Human Resource Management				2
Certificate in Business Studies				3
Diploma in Marketing , Advertising & Public Relations			9	9
Diploma in Business Skills			5	2
Diploma in Business Studies			1	

Table A1.13x Cont'd...

GABORONE ACADEMY OF EDUCATION	2011/12	2012/13	2013/14	2014/15
Diploma in Human Resource Management			2	
Association of Accounting Technicians			23	44
Total			40	61
GABORONE UNIVERSAL COLLEGE OF LAW	2011/12	2012/13	2013/14	2014/15
Diploma in Law	133	233	690	415
Diploma in Early Childhood Education				144
Advanced Diploma in Purchasing and Supply Management				55
Diploma in Court Administration				16
Advanced Diploma in Criminology				8
Advanced Diploma in Occupational health & Safety Environment law				252
Advanced Diploma in Security Management and Legal Studies				37
Total	133	233	690	927
KGOLAGANO COLLEGE OF THEOLOGICAL EDUCATION	2011/12	2012/13	2013/14	2014/15
Diploma in Theology	36	42	90	44
Bachelor of Theology				59
Total	36	42	90	103
GRAND TOTAL	215	323	874	1,441

Table A1.14i

**Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15**

Institute of Health Sciences

BAMALETE LUTHERAN SCHOOL OF NURSING, DEBORAH RETIEF MEMORIAL SCHOOL OF NURSING, IHS FRANCISTOWN, IHS LOBATSE, IHS GABORONE, IHS MOLEPOLOLE IHS SEROWE, KANYE SDA SCHOOL OF NURSING,							
TEI NAME	PROGRAMMES OFFERED	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
BLSN	MIDWIFERY	62	62	30	64	43	64
DRMSN	Higher Diploma in GENERAL NURSING	94	102	114	118	118	
IHSF	Higher Diploma in GENERAL NURSING	238	222	148	172	180	180
	MIDWIFERY	47	0	36	36	24	24
IHSF Total		285	222	184	208	204	204
IHSG	Advanced Diploma in Family Nurse Practitioner	16	16	32	31	20	20
	Higher Diploma in Dental Therapy	29	32	31	28	27	24
	Higher Diploma in GENERAL NURSING	210	176	170	145	137	143
	Higher Diploma in Health Education	39	29	0			
	Higher Diploma in Medical Laboratory Technology	94	93	91	78	63	34
	Higher Diploma in Nurse Anaesthesia	8		0	7	0	0
	HIGHER DIPLOMA IN PHARMACY TECHNOLOGY	79	89	84	88	82	90
	Post Basic Diploma in MIDWIFERY	55	55	68	55	25	41
IHSG Total		530	490	476	432	354	352
IHSL	Advanced Diploma in Psychiatric Mental Health Nursing	19	20	0		0	0
	Basic Diploma in Environmental Health	43	43	42	46	42	168
	Higher Diploma in GENERAL NURSING	166	146	136	159	186	45
	Post Basic Diploma in MIDWIFERY	21	21	0		0	0
IHSL TOTAL		249	230	178	205	228	213
IHSM	Advanced Diploma in Community Health Nursing	0	10	9	16	15	
	Advanced Diploma in Ophthalmic Nursing	0	12	12	11	11	
	Higher Diploma in GENERAL NURSING	116	126	119	146	152	152
	Post Basic Diploma in MIDWIFERY	15		15	0	0	
IHSM Total		131	148	155	173	178	152
IHSS	Higher Diploma in GENERAL NURSING	123	135	187	214	193	174
	Post Basic Diploma in MIDWIFERY	29	28	0	0	0	0
	Higher Diploma in Health Education					46	55
IHSS Total		152	163	187	214	239	229
KSDACN	Advanced Diploma in Family Nurse Practitioner	18	18	26	26	25	24
	Higher Diploma in GENERAL NURSING	160	165	163	163	158	165
	Post Basic Diploma in MIDWIFERY	25	25	17	36	20	32
KSDACN Total		203	208	206	225	203	221
GRAND TOTAL		1,706	1,625	1,530	1,639	1,567	1,435

Table A1.14ii

**Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15**

Colleges of Education

FRANCISTOWN COLLEGE OF EDUCATION, MOLEPOLOLE COLLEGE OF EDUCATION, SEROWE COLLEGE OF EDUCATION, TLOKWENG COLLEGE OF EDUCATION, AND TONOTA COLLEGE OF EDUCATION							
TEI NAME	PROGRAMMES OFFERED	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
SCE	DIPLOMA IN PRIMARY EDUCATION	412	552	546	780	585	700
FCE	DIPLOMA IN PRIMARY EDUCATION	457	461	450	483	628	144
MCE	DIPLOMA IN SECONDARY EDUCATION	504	462	349	426	538	502
TCE	DIPLOMA IN SECONDARY EDUCATION	434	458	505	521	639	587
TKCE	DIPLOMA IN PRIMARY EDUCATION	662	344	117	332	469	481
	GRAND TOTAL	2,469	2,277	1,967	2,542	2,859	2,414

Table A1.14iii
Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15

BOTSWANA ACCOUNTANCY COLLEGE	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
AAT	950	307	950	924	937	457
ACCA	156	42	311	340	137	287
BA (Hons) Accounting & Finance	115	186	350	353	382	415
BA (HONS) In Business Enterprise	0	103	198	285	176	166
BA(HONS) In Travel And Tourism Management	0		49	126	268	242
BA (HONS) In Business Management					254	260
BA (HONS) In International Hospitality Management					52	53
BA (HONS) In Salon Hospitality Management					61	84
BA (HONS) In Business Entrepreneurship & Leadership					94	89
BICA	0		49	51	74	106
BSc (hons) Applied Business Computing - ABC	198	302	379	0	386	306
BSC (HONS) Computer Systems Engineering (University of Sunderland)	398	375	545	161	424	327
Advanced Taxation			0	0		58
Certified Internal Audit	0		4	13		26
CIMA	111	66	311	376	213	234
Diploma in Contact Centre Management Programme (CCMP)	101	149	169	66		0
Public Sector Procurement						116
Insurance - COP			98	0	91	0
Insurance Institute of South Africa (IISA)	4		0	44		
MBA - Top up (ACCA/CIMA)			0	34	33	0
MBA ACCA 2008	13		0	0		
MBA CIMA 2009	2		0	0		
MSc Information Technology Management			26	0	37	10
MSc Strategic Management	79	49	136	138	136	0
MSc Project Management					71	40
GRAND TOTAL	2,140	1,579	3,575	2,911	3,826	3,276

Table A1.14iv

**Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15**

BOTSWANA COLLEGE OF AGRICULTURE	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
BSc in Agricultural Economics	133	63	64	156	153	118
BSc in Agricultural Education	112	91	81	147	201	142
BSc in Agricultural Extension			30	51	70	75
BSc in Agricultural Mechanization	104	109	108	125	125	83
BSc in Agriculture	143	106	87	109	101	81
BSc in Animal Science	101	149	150	162	139	140
BSc in Crop Science	82	111	108	114	114	87
BSc in Food Science & Technology	24	58	0	110	132	124
BSc in Soil & Water Conservation Engineering	32	121	121	166	172	170
Diploma in Agricultural Extension						59
Higher Diploma in Agricultural Engineering	5	0	0		0	
Higher Diploma in Agriculture	57	53	57	45	44	30
Higher Diploma in Animal Health & Production	60	56	58	69	69	46
Higher Diploma in Forestry And Range Ecology	41	46	48	49	44	30
Higher Diploma in Horticulture	9	3	2	1		
MSc in Agricultural Education	7	5	6	5	2	1
MSc in Agricultural Engineering	6	10	12	4	7	8
MSc in Animal Science	15	20	20	11	16	12
MSc in Crop Science	10	6	14		21	23
PhD in Animal Science (Animal Nutrition)						1
PhD in Animal Science (Breeding and Reproduction)						1
PhD in Crop Science (Agronomy)						2
PhD in Crop Science (Horticulture)						1
GRAND TOTAL	943	1,010	966	1,324	1,444	1,234

Table A1.14v

**Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15**

BOTSWANA COLLEGE OF ENGINEERING & TECHNOLOGY	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Technical Diploma in Motor Vehicle Systems						33
Advanced Certificate in Business		39	0	0		
Advanced certificate in ICT		40	0	0		28
BTEP Advanced Certificate in Electrical & Mechanical Engineering	60		0	0		
BTEP Certificate in Electrical & Mechanical Engineering	36		0	0		
BTEP Certificate in Information & Communication Technology	26		0		14	0
Certificate in Auto Electronics	78		0			
Certificate in Auto mechanics	271		0			
Certificate in Electrical & Electronic Engineering			87	259		
Certificate in Heavy Plant	140		0			
Certificate in Hospitality		73	0	0		
Certificate in Hospitality Operations		39	0	0		
Certificate in Mechanical Engineering	161		0			
Certificate in Panel Beating & Spray Painting	50		0			
NCC Auto Electronics					49	132
NCC Heavy Equipment					92	96
NCC Borehole Mechanic					19	17
NCC Fitter Machining					80	15
NCC Maintenance Fitting						107
NCC Automotive Mechanics					53	63
NCC Welding & Fabrication					27	65
NCC Penal Beating and Spray Painting						40
Diploma in Electrical & Electronic Engineering			173	458	105	102
Diploma in Building and Civil Engineering					120	101
Diploma in Geomatics					69	68
Diploma in Water and Environmental Engineering					88	86
Diploma I Mechanical Engineering					114	141
GRAND TOTAL	822	191	260	717	830	1,094

Table A1.14vi

**Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15**

BOTSWANA COLLEGE OF DISTANCE AND OPEN LEARNING (BOCODOL)	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Bachelor in Business and Entrepreneurship				98	95	190
Bachelor of Commerce in Human Resources & Labour Relations		121	1,484	1,097	238	556
Diploma in Business Management	786	564	1,640	1,484	263	821
Diploma in Human Resource Management	500	932	2,617	2,194	454	1,103
Diploma in Integrated Early Childhood Development				257	128	259
Certificate for Distance Education Practitioners					24	13
Chartered Institute of Purchasing & Supply					60	62
Certificate in Disaster Management					31	68
Bachelor of Business Administration (Leadership & Change Management)					102	196
Certificate in Small Scale Business Management						1
Professional Courses					488	0
Master of Business Administration						18
Master of Public Administration						16
Master of Education (Educational Leadership)						86
UNDEFINED			44		0	
GRAND TOTAL	1,286	1,617	5,785	5,130	1,883	3,389

Table A1.14vii

**Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15**

BOTSWANA INTERNATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
MSc Analytical Chemistry						1
MEng Civil & Structural Engineering						1
MEng Mining Engineering						1
BEng Computer Engineering				16	32	61
BEng Energy Engineering				28	48	95
BEng Geological Engineering				38	61	113
BEng Mining Engineering				34	53	100
BEng Telecommunications Engineering				36	60	96
BSc Applied Mathematics				13	22	40
BSc Applied Sciences				32	43	43
BSc Earth And Environmental Sciences				22	33	119
BSc Geology				31	45	90
BSc Chemical Science						40
BEng Civil & Environmental Engineering						43
BEng Electrical & Electronics Engineering						35
BSc Computer Science						22
BEng Mechatronics						45
BEng Industrial And Manufacturing Engineering						73
BEng Measurement & Instrumentation						42
BEng Mechanical And Aerospace Engineering						40
BSc Biological Science						43
BSc Information Systems And Data Management						25
BSc Physics						16
BSc Statistics						15
GRAND TOTAL				265	397	1,199

Table A1.14viii
Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10– 2014/15

FRANCISTOWN COLLEGE OF TECHNICAL & VOCATIONAL EDUCATION	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Advanced Certificate Electrical & Mechanical Engineering	16	32	47	46	31	
Advanced Certificate in Business	43	30	0			
Advanced Certificate in Business Administration	0	13	0			
Advanced Certificate in ICT	30	31	0	16		23
Advanced Certificate in Multimedia	15	31	15			6
Advanced Certificate in ICT & Multimedia					36	
BTEF Certificate Building Construction	14	30				28
Certificate in KEY SKILLS				48		
Certificate in BUILT ENVIRONMENT				14	57	
Certificate in Clothing Design & Textiles	14	30	29		107	
Certificate in Hair Dressing & Beauty therapy	0	13	32	78	103	69
Certificate in Hospitality	0	16	0		35	
Certificate in Hospitality Operations	32	16	31			15
Certificate in Technical And Vocational Education				99		
Certificate in travel & tourism	16	32	46	77	69	72
Certificate in Teacher Training					292	
Certificate in Sports, Recreation and Leisure		17	17	33	116	58
Diploma in Business Management			42	65	81	
Diploma in Information & Comm. Technology			31	25		
Diploma in Teacher Training			57			

Table A1.14viii cont'd.....

FRANCISTOWN COLLEGE OF TECHNICAL AND VOCATIONAL EDUCATIONG	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Diploma in Technical & Vocational Education	54	99	0	89	0	0
Diploma in ICT & Multimedia					58	
Technician Diploma in Building Construction (City & Guilds)						86
National Diploma in Secretarial Studies						59
Diploma in Accommodation and Reception Services						10
Diploma in Culinary Arts						10
Diploma in Food and Beverage						5
Diploma in Systems Administration						30
Diploma in Travel Management						38
Postgraduate Certificate in Technical & Vocational Education and Training						156
Poverty Eradication Practical Programmes						43
GRAND TOTAL	234	390	347	590	985	708

Table A1.14ix
Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15

GABORONE TECHNICAL COLLEGE	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Advanced certificate in business administration	67		88	101		
Advanced certificate in information & communication technology	30		41	49	28	0
Certificate in information & communication technology					9	0
Certificate in Building Construction	119		108	125	135	0
Certificate in Clothing Design & Textiles	15		21	28	41	0
Certificate in Electrical & Mechanical Engineering	44		45	53		
Certificate in Hairdressing & Beauty Therapy	68		85	93	55	21
Certificate in Multimedia	27		33	39	12	16
Certificate in ICT						10
Advanced Certificate in ICT						27
Certificate in hospitality & tourism (City & Guilds)					26	0
BTEP Certificate in Hospitality Operations					16	0
BTEP Certificate in Hospitality Operations (Access)					10	0
BTEP Certificate in Retail Business (Access)					10	0
BTEP Certificate in travel & tourism					64	0
Higher National Diploma in Secretarial Studies					9	7
National Diploma in Secretarial Studies					99	93
Advanced Certificate in Business Administration					29	0
Diploma in Electrical Engineering (City & Guilds)					57	0
National Diploma in Accountancy and Business Studies						96

Table A1.14ix Cont'd...

GABORONE TECHNICAL COLLEGE	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Diploma in Fashion Design						144
Technician Diploma in Construction						114
Diploma in Tourism Management						56
Diploma in Culinary Arts						19
Diploma in Hospitality Management						25
Diploma in Hospitality Operations						10
Diploma in Retail Business						10
Diploma in ICT						26
Technician Diploma in Electrical & Electronics						157
NCC	57		46	54	129	0
NCC Electrical						41
NCC Refrigeration						45
GRAND TOTAL	427		467	542	729	917

Table A1.14x
Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10 – 2014/15

INSTITUTE OF DEVELOPMENT MANAGEMENT	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
AAT					318	136
CARM			30	37		0
Certificate in Archives and Records Administration			41	55	39	43
Certificate in Human Resource Management			92	84		
Certificate in Public Administration and Management			68	59		
CIPS			237	247		
CIPS Professional Diploma					81	0
CIPS Diploma					75	0
CIPS Advanced Certificate					129	0
CIPS Certificate					186	0
Certificate in Procurement and Supply						76
Advanced Certificate in Procurement and Supply						66
Diploma in Archives Administration And Records	16	31	66	66		43
Diploma in Computer Studies	30	42	109	117		
Diploma in Education Management and Administration	18		0	0		
Diploma in Educational Management And Administration	61	64	157	144	30	0
Diploma in Human Resources Management	95	73	75	71	53	80
Diploma in Public Administration And Management	18	57	60	68		
Graduate Diploma in Purchasing And Supply (Level 6)	15		0	0		
Graduate Diploma in Purchasing And Supply (Level5)	50	54	0	0		
International Advanced Diploma in Computer Studies	35	35	32	35	12	16

Table A1.14x Cont'd...

INSTITUTE OF DEVELOPMENT MANAGEMENT	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
International Diploma in Business(NCC)	0	33	21	0	16	0
Diploma in Project Management						39
Diploma in Public Health						59
Diploma in Procurement and Supply						38
Advanced Diploma in Procurement and Supply						31
Professional Diploma in Procurement and Supply						27
Diploma in Business Studies						20
Bachelor of Accounting						21
Bachelor of Arts Community Development						23
Unclassified	141	161	275	284		
GRAND TOTAL	479	550	1,263	1,296	1,263	766

Table A1.14xi
Student Enrolment trend by TEI and Academic Year-Public institutions
2009/10– 2014/15

OTHER COLLEGES

BOTSWANA WILDLIFE TRAINING INSTITUTE	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Diploma in Wildlife Management and Conservation	183	72	112	119	46	46
Certificate in Wildlife Management and Conservation					49	34
Professional Tour Guide					19	19
Total	183	72	112	119	114	99
DEFENCE COMMAND STAFF COLLEGE	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Diploma in Defence & Strategic Studies			27	28	36	29
Masters in Defence & Strategic Studies			8	8	11	19
Total			35	36	47	48
GRAND TOTAL	183	72	147	155	161	147

Table A1.14xii**Student Enrolment trend by TEI and Academic Year-Public institutions 2009/10 – 2014/15**

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Bachelor Education (Science)	295	335	477	381	343	343
Bachelor of Accountancy	730	772	793	669	703	703
Bachelor of Architecture	89	119	132	124	126	126
Bachelor of Arts (Chinese Studies)			19	30	41	41
Bachelor of Arts (Criminal Justice Studies)		11	51	76	86	86
Bachelor of Arts (Humanities)	2,124	2,205	2,342	1,939	1,551	1,551
Bachelor of Arts (Library and Information studies)	38	26	47	70	69	69
Bachelor of Arts (Media Studies)		43	80	95	210	210
Bachelor of Arts (Pastoral Studies)					5	5
Bachelor of Arts (Social Sciences)	1,367	1,430	1,578	1,441	1,434	1,434
Bachelor of Business Administration (Entrepreneurship & Enterprise Development)				10	43	43
Bachelor of Business Administration (International Business)				15	46	46
Bachelor of Business Administration (Logistics & Supply Chain Management)				11	56	56
Bachelor of Business Administration (Management)	517	537	595	533	398	398
Bachelor of Business Administration (Marketing)	312	323	428	362	557	557
Bachelor of Business Administration (Tourism & Hospitality Management)	72	90	104	93	128	128
Bachelor of Design (Design & Technology Education)	93	32	109	93	114	114
Bachelor of Design (Industrial Design)	73	80	97	77	86	86
Bachelor of Education (Adult)	163	126	154	217	226	226
Bachelor of Education (Business)		41	82	154	167	167
Bachelor of Education (Counselling)	158	185	227	290	352	352

Table A1.14xii Cont'd.....

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Bachelor of Education (Educational Management)	138	140	129	172	160	160
BA of Education (Family & Consumer Sciences)				211	264	264
Bachelor of Education (Home Economics)				29		
Bachelor of Education (Physical)	268	366	453	583	530	530
Bachelor of Education (Primary)	194	161	134	549	554	554
Bachelor of Education (Secondary)	77	99	108	608	688	688
Bachelor of Education (Special)	225	294	319	463	551	551
Bachelor of Engineering (Civil Engineering)	115	34	157	158	140	140
Bachelor of Engineering (Construction & Engineering Management)	77	30	122	121	122	122
Bachelor of Engineering (Electrical And Electronics Engineering)	97	24	130	123	123	123
Bachelor of Engineering (Industrial Engineering)			60	84	79	79
Bachelor of Engineering (Mechanical Engineering)	108	33	138	136	132	132
BA of Engineering (Mineral Engineering)			36	53	56	56
Bachelor of Finance	296	297	372	343	407	407
Bachelor of Fine Arts (Theatre Arts)		35	54	70	80	80
Bachelor of Geomatics	39	67	97	104	104	104
Bachelor of Information Systems (Business Information Systems)	170	201	226	206	238	238
Bachelor of Information Systems (Computer Information Systems)	42	51	46	52	87	87
Bachelor of Information Systems (Information Management)	89	166	166	171	180	180
Bachelor of Laws	415	496	513	469	476	476
Bachelor of Library & Information Studies	85	50	152	187	218	218
Bachelor of Media Studies	110	129	140	123	144	144
Bachelor of Nursing Science (Completion)	54	36	26	15	10	10

Table A1.14xii Cont'd.....

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Bachelor of Nursing Science (Generic)	202	226	279	264	276	276
Bachelor of Psychology	14	25	14	14	11	11
Bachelor of Science (Applied Geophysics)		10	18	49	52	52
Bachelor of Science (Computer Science)	62	107	158	163	175	175
Bachelor of Science (Computing with Finance)			53	113	138	138
Bachelor of Science (Environmental Health)	68	85	96	91	94	94
Bachelor of Science (General)	1210	1094	1243	1092	1102	1102
Bachelor of Science (Information Technology)		79	59	80	100	100
Bachelor of Science (Medical Laboratory Sciences)		25	8	11	52	52
Bachelor of Science (Mining Engineering)	41	28	65	66	47	47
Bachelor of Science (Physics with Meteorology)			8	28	41	41
Bachelor of Science (Radiation and Health Physics)			15	35	48	48
Bachelor of Science (Real Estate)				12	28	28
Bachelor of Science (Statistics)	3		5	13	12	12
Bachelor of Science (Urban & Regional Planning)	42	47	51	47	35	35
Bachelor of Science Medical Laboratory Science (Completion)				9		
Bachelor of Science (Histo-technology)					1	1
Bachelor of Social Work	285	303	262	295	276	276
Bachelor of Medicine/Surgery (M.B.B.S)	35	83	133	178	230	230
Bachelor Degree (Land Management)		12	33	47	50	50
Certificate in Archives & Records Management	13	2	3	2		
Certificate in Land Administration		23	14			

Table A1.14xii Cont'd.....

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Diploma in Accounting & Business Studies	1498	1527	1793	1247	1030	1030
Diploma in Adult Education	45	41	64	74	105	105
Diploma in Archives & Records Management	30	23	58	53	58	58
Diploma in Criminal Justice Studies	39	40	22			
Diploma in Defence & Strategic Studies		42	48	55	61	61
Diploma in Land Management			25	33	30	30
Diploma in Law	109	53	19			
Diploma in Library Information Studies	34	21	72	47	54	54
Diploma in Mineral Engineering			12	27	34	34
Diploma in Mining Engineering	78	97	87	66	55	55
Diploma in NGO Management	11	11	13	13	9	9
Diploma in Population Studies	50	62	43	27	17	17
Diploma in Social Work	79	87	77	44	44	44
Diploma in Statistics		18	93	42	26	26
Diploma in Youth in Development Work	6	5	2			
Doctor of Philosophy (Adult Education)	1	1	1	1	2	2
Doctor of Philosophy (African Language & Literature)			1	1		
Doctor of Philosophy (Applied Microbiology)	4					
Doctor of Philosophy (Biological Sciences)		4	4	4	8	8
Doctor of Philosophy (Business)			2	1	2	2
Doctor of Philosophy (Chemistry)	5	7	7	6	8	8
Doctor of Philosophy (Counselling And Human Services)	7	8	6	3	2	2

Table A1.14xii Cont'd.....

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Doctor of Philosophy (Curriculum And Instruction)	2	1	1			
Doctor of Philosophy (Educational Management)	5	4	5	3	3	3
Doctor of Philosophy (Educational Technology)					3	3
Doctor of Philosophy (English)		3	1	2	6	6
Doctor of Philosophy (Environmental Science)	5	3	4	2	4	4
Doctor of Philosophy (History)	1					
Doctor of Philosophy (Library & Information Studies)	3	3	2	2	5	5
Doctor of Philosophy (Mathematics)	7		5	4	6	6
Doctor of Philosophy (Natural Resource Management)	5	1	4	5	9	9
Doctor of Philosophy (Physics)	4	6	6	5	4	4
Doctor of Philosophy (Social Work)			2	2	1	1
Doctor of Philosophy (Special Education)					3	3
Doctor of Philosophy (Sports & Recreation Management)				1	1	1
Doctor of Philosophy (Statistics)			3	4	2	2
Ma In Urban & Regional Planning				6	3	3
Master of Arts (African Languages & Literature)	17	13	10	8	14	14
Master of Arts (Development Studies)	39	57	37	39	41	41
Master of Arts (Economics)	21	31	25	20	31	31
Master of Arts (English)	23	17	17	17	17	17
Master of Arts (History)	11	8	4	2	4	4
Master of Arts (Population Studies)	33	44	32	21	24	24
Master of Arts (Statistics)	14		16	12	14	14
Master of Arts (Theology & Religious Education)	21	17	14	14	19	19

Table A1.14xii Cont'd.....

University of BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Master of Arts in Defence& Strategic Studies		25	22	29	35	35
Master of Development Practice		11	21	27	36	36
Master of Education (Curriculum and Instruction)					26	26
Master of Education (Adult Education)					27	27
Master of Education (Mathematics And Science Education)	29	18	20	22	28	28
Master of Laws	13	17	18	16	18	18
Master of Library & Information Studies	29	22	23	24	23	23
Master of Medicine (Anaesthesia) Degree			6	6		
Master of Medicine (Anatomic Pathology)					3	3
Master of Medicine (Emergency Medicine)			4	7	4	4
Master of Medicine (Family Medicine)			8	14	14	14
Master of Medicine (Internal Medicine)		4	8	10	16	16
Master of Medicine (Paediatrics & Adolescent Health)		3	8	13	17	17
Master of Medicine (Public Health)			5	5	5	5
Master of Nursing(Science)	37	35	46	50	54	54
Master of Philosophy (Adult Education)	1	2	1	1	4	4
Master of Philosophy (African Language & Literature)	1	1	1	1	2	2
Master of Philosophy (Applied Microbiology)	10	29			11	11
Master of Philosophy (Biological Sciences)		15	8	5	10	10
Master of Philosophy (Business)		4				
Master of Philosophy (Chemistry)	3	2		1	1	1
Master of Philosophy (Computer Information Systems)					5	5

Table A1.14xii Cont'd.....

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Master of Philosophy (Counselling And Human Services)	2		5	5	4	4
Master of Philosophy (Curriculum & Instruction)	8			1		
Master of Philosophy (Curriculum And Instruction)			1		4	4
Master of Philosophy (Population Studies)					5	5
Master of Philosophy (Social Work)					2	2
Master of Philosophy (Sociology)					2	2
Master of Philosophy (Economics)			3	2		
Master of Philosophy (Educational Management)	2	5	8	4	5	5
Master of Philosophy (Educational Technology)		2	3	3	3	3
Master of Philosophy (Engineering)		7	4	2	6	6
Master of Philosophy (English)	3		1	2		
Master of Philosophy (Environmental Education)				1		
Master of Philosophy (Environmental Science)	7	4	3	5	7	7
Master of Philosophy (Exercise Science)		1	1		1	1
Master of Philosophy (Family & Consumer Sciences)	1					
Master of Philosophy (Food And Nutrition)		4	2	1	1	1
Master of Philosophy (History)	1		1			
Master of Philosophy (Infant Education)		1	2	1		
Master of Philosophy (Language Education)		3	4	3	2	2
Master of Philosophy (Library & Information Studies)	4	2	6	4	7	7
Master of Philosophy (Mathematics)			1	1	2	2
Master of Philosophy (Maths & Science Education)	2	2	3	2	5	5
Master of Philosophy (Natural Resource Management)	9	7	20	5	13	13

Table A1.14xii Cont'd.....

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Master of Philosophy (Physical Education & Coaching)		1	1	1		
Master of Philosophy (Physics)	3				1	1
Master of Philosophy (Project Management)		1	1	1		
Master of Philosophy (Public Administration)		2	1	7	5	5
Master of Philosophy (Research & Evaluation)	1	3	6	4		
Master of Philosophy (Social Studies Education)		2	1	1	1	1
Master of Philosophy (Special Education)		4	4	4	1	1
Master of Philosophy (Sports & Recreation Management)		2	1			
Master of Philosophy (Statistics)			2		1	1
Master of Philosophy (Theology and Religious Studies)			5	3	8	8
Master of Philosophy Political Science				1	1	1
Master of Project Management	57	18	52	48		
Master of Public Administration (Environmental Resource Management)	1					
Master of Public Administration (Human Resource Management)	60	63	53	45	61	61
Master of Public Administration (Public Financial Management)		2	1		1	1
Master of Public Administration (Public Policy & Administration)	4	3	1	5	11	11
Master of Science (Applied Microbiology)	10	20	9	12	11	11
Master of Science (Chemistry)	12	12	16	19	17	17
Master of Science (Computer Information Systems)	34	49	30	42	39	39
Master of Science (Computer Science)	17	26	19	20	20	20
Master of Science (Environmental Science)	27	21	34	35	44	44
Master of Science (Hydrogeology)	9	10	10	14	15	15
Master of Science (Mathematics)	10		11	13	13	13

Table A1.14xii Cont'd.....

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Master of Science (Mechanical Engineering)	9	11	9	4	6	6
Master of Science (Physics)	5	6	5	8	6	6
Master of Social Work	69	67	59	53	57	57
Master's in Politics & International Relations	38	51	50	50	51	51
Masters of Archives & Records Management	41	22	56	62	61	61
Masters Of BUSINESS ADMINISTRATION	162	147	156	134	193	193
Masters Of Business Administration- Modular				26	4	4
Masters of Education ((Adult)	25	24	24	23	27	27
Masters of Education ((Primary Education)	10	6	7	9	12	12
Masters of Education (Counselling And Human Services)	54	50	37	40	46	46
Masters of Education (Educational Foundation)	22	24	24			
Masters of Education (Educational Management)	53	49	42	45	55	55
Masters of Education (Family & Consumer Sciences)	162	184	212			
Masters of Education (Gender Education)				17	18	18
Masters of Education (Language Education)	54	67	71	3	6	6
Masters of Education (Languages & Social Sciences)	8	7	1			
Masters of Education (Physical Education)	33	26	16	24	37	37
Masters of Education (Religious Education)	5	5	2	1	1	1
Masters of Education (Research & Evaluation)				68	92	92
Masters of Education (Social Studies Education)	9	6	4	3	3	3
Masters of Science (Electrical & Electronics Engineering)	24	17	23	13	17	17
Masters of Science (Civil Engineering)	19	18	17	13	20	20
MPA (Local Government Management)				1	2	2

Table A1.14 xii Cont'd....

UNIVERSITY OF BOTSWANA	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
MPhil(Geography Education)			1	1	1	1
PhD (Engineering)		1	3	6	4	4
PhD (Food & Nutrition)			2	2	2	2
Masters of Education (Social Studies Education)	9	6	4	3	3	3
PhD (Gender Education)	1	1				
PhD (Language Education)			1		3	3
PhD (Research And Evaluation)		5	3	2	6	6
Post Graduate Diploma In Education	137	81	112	215	187	187
Postgraduate Diploma in Statistics	1		5	2	2	2
Pre-Medical Programme	122	116	141	69	72	72
GRAND TOTAL	14,305	14,941	17,678	17,701	18,176	18,176

***2013/14 data was used as an estimate of 2014/15**

A2

INDICATOR A2

GROSS TERTIARY ENROLMENT RATIO (GTER)

Gross Tertiary Enrolment Ratio (GTER) is an indicator used to measure participation in a given education system. It also indicates the capacity of the education system to accommodate all of its tertiary age group. Statistically, it is used to determine the number of students enrolled in all officially registered local TEIs (i.e. ISCED 5 and 6) regardless of age, expressed as a percentage of the population in the official TE age group (in Botswana TE official group is 18-24 years).

According to UNESCO, the Gross Enrolment Rate at the tertiary level is defined as the number of students enrolled in tertiary education (ISCED level 5 to 8), irrespective of age, expressed as a percentage of the population in the theoretical age group for that level of education. HRDC's definition of tertiary education aligns itself with that of UNESCO and encompasses all post-secondary programmes, undergraduate degrees and/or post graduates degree or any other qualification recognized by the Botswana Qualifications Authority. This GTER can be calculated at different levels e.g., at national level for all TEIs, at institutional and qualification levels (see *Table A2.1*) and (*Chart A2.1*).

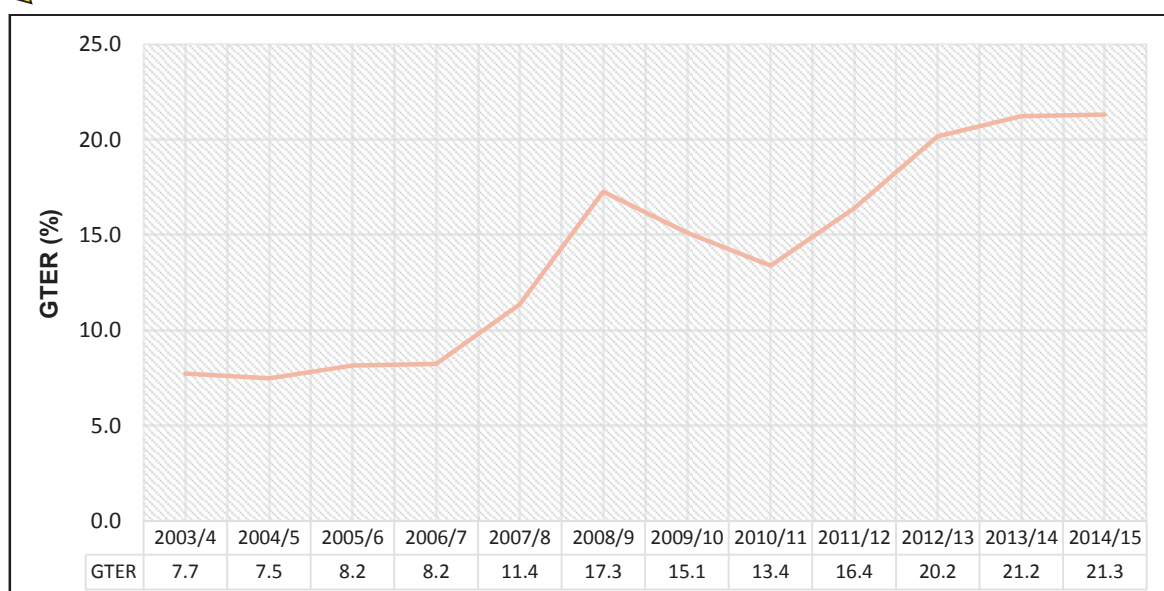
Key results

2014/15 GTER
(18-24 years)

21.3%

Chart A2. 1

This graph depicts the GROSS TERTIARY ENROLMENT RATIO for different qualification levels during the period 2003/04 and 2014/15



Source: Tertiary Education Institution's enrolment trends
Refer to Table A2.2

The national participation rate for 'All Qualification Levels' is represented by Chart A2.1, it indicates that learner participation in tertiary education in Botswana has almost remained constant for the consecutive financial years 2013/14 and 2014/15. The participation rate of the local population in tertiary education as reflected in chart A2.1 stood at 21.3%, an increase of 0.1% from 2013/14. Although Botswana has shown improvement in the past decade and the number of tertiary institutions and the number of students enrolled have improved but it is still not consistent with the global ratios for GTER. The average GTER ratio worldwide is considered to be 30%¹¹ and Botswana is lagging behind in it. A low GTER as in the case of Botswana would generally indicates a low degree of participation, whether the students belong to the official age group or not.

Table A2.1

This table shows the Gross Tertiary Enrolment Ratio for the period 2003/4 to 2014/15

Year	Population (18-24 years)	Total Enrolment	GTER (%)
2003/04	258,646	20,011	7.7
2004/05	262,602	19,655	7.5
2005/06	266,650	21,738	8.2
2006/07	270,361	22,257	8.2
2007/08	274,084	31,129	11.4
2008/09	277,439	47,889	17.3
2009/10	280,403	42,366	15.1
2010/11	282,777	37,859	13.4
2011/12	284,278	46,613	16.4
2012/13	284,817	57,447	20.2
2013/14	284,820	60,439	21.2
2014/15	284,282	60,583	21.3

*Source: National Population Projections 2001-2031, Statistics Botswana
Learner Enrolment, Tertiary Education Institutions*

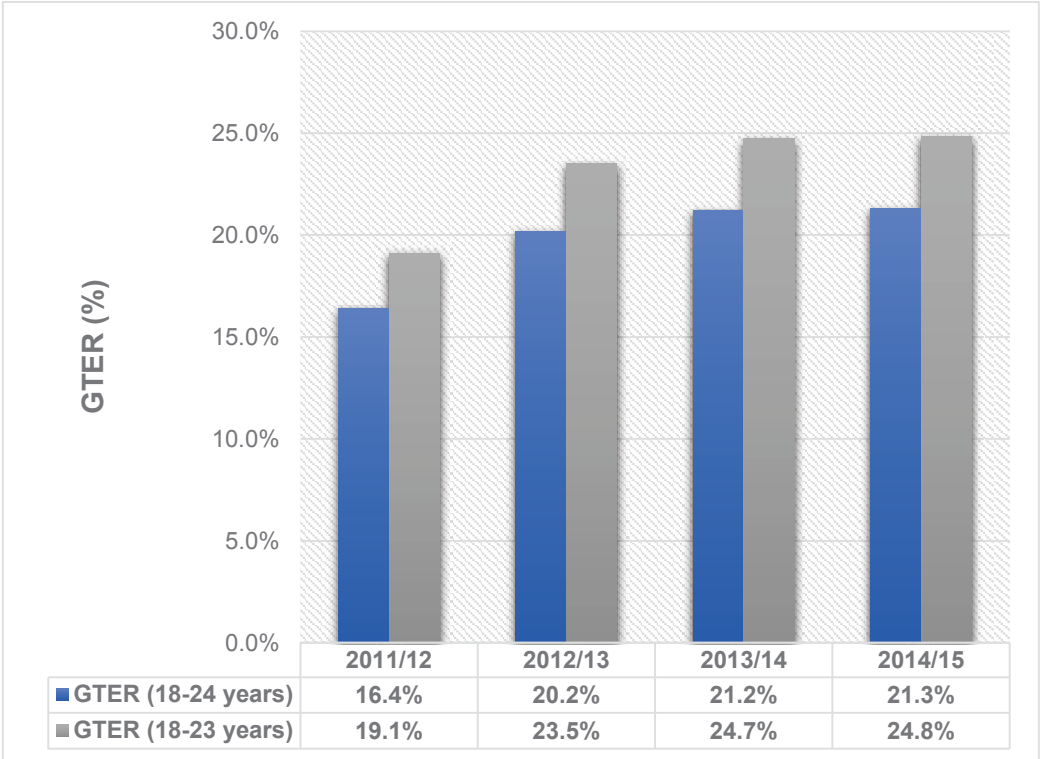
It is to be noted that the GTER is calculated using the total number of all students pursuing higher studies locally, as a percentage of the population age group 18 to 24 years. The 18 – 24 years age category represents an officially recognized tertiary education participation age group and is specific to Botswana only. Comparatively, the GTER for 18 -23 years age category is bound to be higher than the 18 – 24 age category years one (refer to Chart A2:2), because the formula

¹¹ <http://www.giftafuture.org/facts-on-education/>

for calculating the latter uses a higher denominator than the former. It is worth noting that that 18-24 years age group for Botswana is tied to the government sponsorship policy and therefore calculating the GTER using 18 – 23 year olds will yield relatively higher results. For the 18–24 age group, Botswana’s tertiary education compares unfavourably with other countries in the region at similar levels of development.

Chart A2. 2

**GROSS TERTIARY ENROLMENT RATIO COMPARISON
(18-24 Years) & (18-23 Years)**



*Source: National Population Projections 2001-2031, Statistics Botswana
Learner Enrolment, Tertiary Education Institutions*

While the Tertiary Education Council has shown tremendous progress in coordinating and leading the Government’s initiatives in the promotion and support of diverse programmes offered by TE providers to meet the ever-increasing needs of the diverse labour market, more than 50 percent of programmes registered and accredited with the Botswana Qualifications Authority are still Diploma based. Doctoral degrees are only offered in three institutions and this translates that Botswana’s GTER is highly skewed to undergraduates than post graduates programmes. This essentially means that, any effort aimed at increasing access and participation in the local tertiary education, is likely to translate into more enrolment for undergraduate programme at the expense of others, thereby suppressing the participation ratio in research and lifelong learning programmes.

Table A2.2
TEI GTER SHARE (2014/15)

TEI TYPE2	TEI NAME	Student Enrolment	TEI GTER Share (18-24years)	TEI Share (18- 23years)	GTER (18- 23years)
Private Institution	ABC	33	0.01%		0.01%
	ABMUC	1793	0.63%		0.73%
	BBTI	292	0.10%		0.12%
	BC	5928	2.09%		2.43%
	BIUC	2943	1.04%		1.21%
	BTI	1972	0.69%		0.81%
	IMPERIAL	507	0.18%		0.21%
	FMS	25	0.01%		0.01%
	GAE	61	0.02%		0.02%
	GIPS	3186	1.12%		1.31%
	GUCL	927	0.33%		0.38%
	KGOLAGANO	103	0.04%		0.04%
	LUCT	5044	1.77%		2.07%
	MANCOSA	1053	0.37%		0.43%
	NEWERA	1958	0.69%		0.80%
GTER SHARE		25,825	9.08%		10.58%
College of Education	FCE	144	0.05%		0.06%
	MCE	505	0.18%		0.21%
	SCE	700	0.25%		0.29%
	TCE	587	0.21%		0.24%
	TKCE	481	0.17%		0.20%
GTER SHARE		2,417	0.85%		0.99%
Institute of Health Sciences	BLSN	64	0.02%		0.03%
	IHSF	204	0.07%		0.08%
	IHSG	352	0.12%		0.14%
	IHSL	213	0.07%		0.09%
	IHSM	152	0.05%		0.06%
	IHSS	229	0.08%		0.09%
	KSDACN	221	0.08%		0.09%
GTER SHARE		1,435	0.50%		0.59%
Other Colleges	BAC	3276	1.15%		1.34%
	BCA	1234	0.43%		0.51%
	BOCODOL	3389	1.19%		1.39%
	BWTI	99	0.03%		0.04%
	DCSC	48	0.02%		0.02%
	IDM	766	0.27%		0.31%
GTER SHARE		8,812	3.10%		3.61%

Table A2.2 Cont'd...

TEI TYPE2	TEI NAME	Student enrolment	TEI GTER Share (18-24 years)	TEI Share (18-23 years)	GTER (18-23 years)
Technical College	BCET	1,094	0.38%		0.45%
	FCTVE	708	0.25%		0.29%
	GTC	917	0.32%		0.38%
	GTER SHARE	2,719	0.96%		1.11%
University	BIUST	1199	0.42%		0.49%
	UB	18,176	6.39%		7.45%
University Total		19,375	6.82%		7.94%
GRAND TOTAL		60,583	21.31%		24.83%

Source: Tertiary Education Institutions.

Refer to Appendix 1 for information on ISCED Broad Category and Field of Education Classification.

Refer to Table A1.1 for information on TEI Types.

Refer to Table A1.2 for information on composition of Qualification levels.

Table A2.3
GTER SHARE FOR QUALIFICATION LEVELS - (2014/15)

QUALIFICATION LEVEL	TEI TYPE2	2014/15
CERTIFICATE	Private Institutions	0.4%
	Colleges of Education	0.0%
	Institute of Health Sciences	0.0%
	Technical Colleges	0.4%
	Other Public Colleges	0.1%
	Public Universities	0.0%
Certificate Total		0.9%
DIPLOMA	Private Institutions	3.5%
	Colleges of Education	0.9%
	Institute of Health Sciences	0.5%
	Technical College	0.5%
	Other Public Colleges	1.0%
	University	0.5%
Diploma Total		6.9%
BACHELORS DEGREE	Private Institutions	4.6%
	Colleges of Education	0.0%
	Institute of Health Sciences	0.0%
	Technical Colleges	0.0%
	Other Public Colleges	1.4%
	Public Universities	5.6%
Bachelors Degree Total		11.7%
MASTERS DEGREE	Private Institutions	0.0%
	Colleges of Education	0.0%
	Institute of Health Sciences	0.0%
	Technical Colleges	0.0%
	Other Public Colleges	0.1%
	Public Universities	0.5%
Masters Total		0.6%
POST GRADUATE	Private Institutions	0.0%
	Colleges of Education	0.0%
	Institute of Health Sciences	0.0%
	Technical College	0.1%
	Other Public Colleges	0.1%
	University	0.0%
Post graduate Total		0.2%

Table A2.3 Cont'd...

QUALIFICATION LEVEL	TEI TYPE2	2014/15
PROFESSIONAL	Private Institutions	0.5%
	Colleges of Education	0.0%
	Institute of Health Sciences	0.0%
	Technical Colleges	0.0%
	Other Public Colleges	0.5%
	Professional Total	0.5%
National Qualifications TEGER (18-23 years)		24.8%
National Qualifications TEGER (18-24 years)		21.3%

*Source: Tertiary Education Institutions.
Refer to Table A1.1 for information on TEI Types.
Refer to Table A1.2 for information on composition of Qualification levels.*

INDICATOR A2

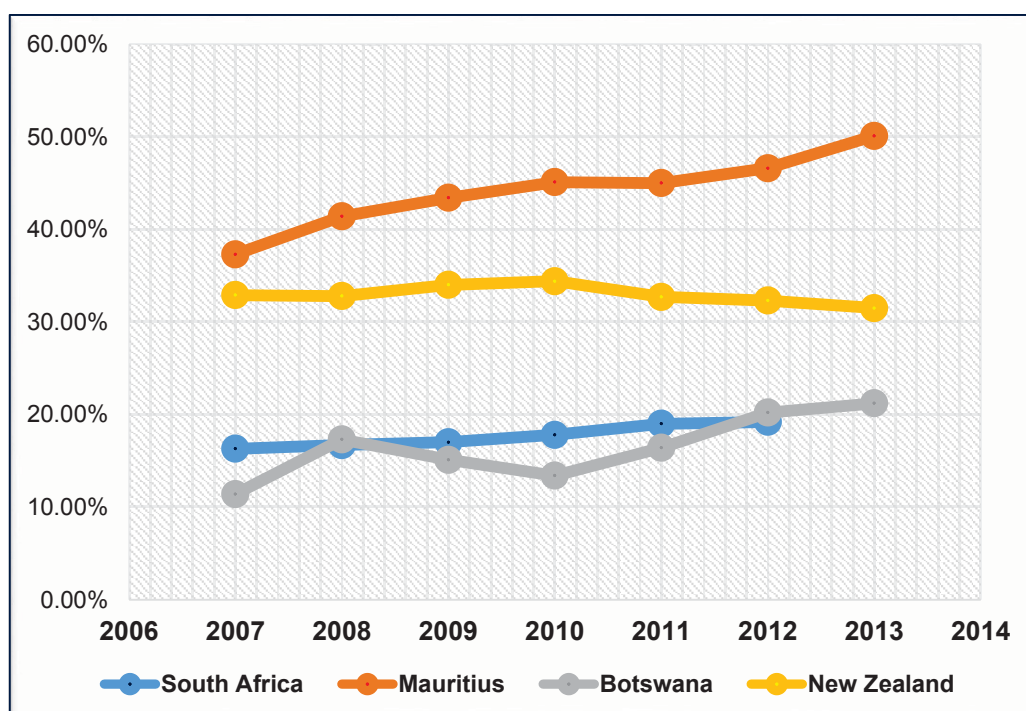
GROSS TERTIARY ENROLMENT RATIO - REGIONAL COMPARISON

Botswana has experienced growth in enrolment in tertiary education in the past years, however the tertiary participation ratio is still comparatively low (refer to table A2.1). In effect, the GER for Botswana tertiary education grew at a rate of 0.1% for each year between 2013 and 2015. This therefore translates that there are many students who are eligible for tertiary education but do not have access to it and therefore call for policymakers to expand the current system in order to meet the rising demand.

Chart A2.3

Regional Gross Tertiary Enrolment Ratio COMPARISONS: 2007 - 2013

This graph attempts to compare participation rates amongst four countries in the region namely; Botswana, Mauritius, South Africa and New Zealand



Source: Tertiary Education Council-Botswana

Council on Higher Education -South Africa

Tertiary Education Commission - Mauritius

New Zealand Government Education Count Publication retrieved at:

http://www.educationcounts.govt.nz/statistics/tertiary_education/participation

Refer to Table A2.2

***Some of the countries are not using age group (18-24), like Mauritius and New Zealand uses (20-24).**

While Botswana's participation rate has risen significantly between 2007 and 2008, as well as between 2010 and 2012, it remains below Mauritius, New Zealand and South Africa's participation rates (See Table A2.2 A above). These

international comparisons which show that Mauritius's overall participation rate remains relatively high, is often used as a benchmark to highlight the scope for Botswana to lift its tertiary education participation rate. While there exists a need to undertake further research to identify reasons for participation rates differences, it would not be off the notch to conclude that the difference might be on account of policy interests. Different countries undertake varied policy reforms intended to lift participation rates. This notwithstanding, there appears a significant gap between Botswana and South Africa on one hand and Mauritius and New Zealand on the other hand. It is important to note that there are limitations when making regional comparisons concerning tertiary participation levels and they include but not limited to population size and duration of the tertiary programmes.

GLOBAL RANKING IN GROSS TERTIARY EDUCATION ENROLMENT

Table A2.4

Tertiary Education Enrolment Global Ranking

YEAR COUNTRY	2010/11	2011/12	2012/13	2013/14	2014/15
	Rank/139	Rank/142	Rank/144	Rank/148	Rank/144
Finland	2	2	3	2	4
New Zealand	10	9	8	9	12
Sweden	16	17	17	18	27
Canada	27	29	35	38	45
Singapore	30	27	19	20	10
Tunisia	69	69	-	71	73
Mauritius	82	81	82	75	68
South Africa	99	97	101	102	93
Namibia	110	112	115	119	117
Botswana	114	117	119	125	123

Source: Global Competitiveness Report 2010/11 - 2014/15

According to the Global Competitiveness Reports 2010/11 through 2014/15 Finland has been consistently ranking higher than almost all competing economies. Looking at Botswana's situation in the region, the country has been consistently ranking lower than other neighbouring countries like South Africa and Namibia.

TRANSITION FROM SENIOR (UPPER) SECONDARY TO TERTIARY EDUCATION.

Senior Secondary Education, also referred to as “Upper Secondary Education” in ISCED is the highest level (obtained after 12 years of education) in the General Education model of Botswana. It is standardized according to internationally accepted criteria, with those passing its examinations referred to as “Botswana General Certificate of Secondary Education (BGCSE)” eligible to proceed to tertiary education. The number of students who successfully sit for the BGCSE in a given year, will therefore provide an estimate of students who are expected to enter tertiary education realm in the following year.

Key results

Table A3.1

Number of Candidates Who Sat for BGCSE- (2009-2014)

Year	Candidates in full-time attendance at Government Schools	Candidates in fulltime attendance at Private Schools	Private Candidates*	Total number of candidates
2014	25,186	2,932	9,266	37,384
2013	24,494	2,421	7,154	34,069
2012	23,158	3,116	5,391	31,665
2011	21,240	1,868	5,594	28,702
2010	21,250	2,361	5,752	29,363
2009	23,897	1,862	5,709	31,468

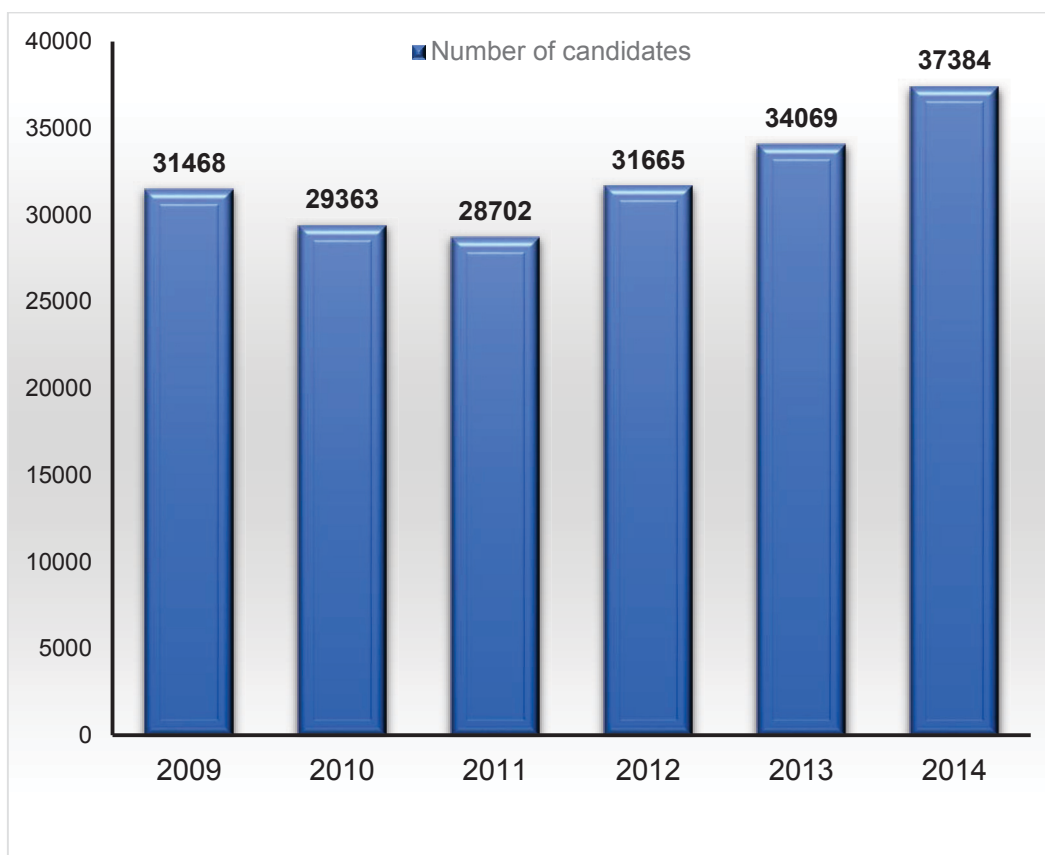
Source of Data: Botswana Examination Council

** Private Candidates include independent learners and students from the Botswana College of Distance and Open Learning (BOCODOL).*

Chart A3.1

BGCSE Candidates (2009 – 2014)

This graph depicts the number of students who sat for BGCSE examinations between 2009 and 2014



Source of Data: Botswana Examination Council

*** Data includes private Candidates who were registered as either independent learners or students from the Botswana College of Distance and Open Learning (BOCODOL).**

Chart A3.1 shows a fluctuating trend in the number of candidates who registered and sat for Botswana Government Certificate of Secondary Education between 2009 and 2014.

INDICATOR A3

TRANSITION RATE (TR)

TRANSITION RATE FROM SENIOR SECONDARY TO TERTIARY EDUCATION.

This indicator examines the proportion of students who advance or graduate, from upper secondary education level to tertiary education in a given education system. By definition, this is the number of new entrants in the first grade of tertiary education level, divided by number of senior secondary graduate output, expressed as a percentage. The purpose of this indicator is to convey information on the degree of access or transition from one cycle or level of education to a higher one. A high transition rate will indicate a high level of access from one level of education to the next thereby reflecting on the intake capacity of the next level of education. Table A3.2 and chart A3.2 below shows the transition rate from 2013/14 to 2014/15.

Table A3.2

New Intake and Transition Rate by Type of TEIs 2014/15

<i>Type of Institution</i>	<i>New Intake</i>	<i>Crude Transition Rate¹²</i>
PRIVATE	10,102	29.66%
Other Colleges	4,285	12.58%
Universities	4,220	12.39%
University College	1,597	4.69%
PUBLIC	11,796	34.62%
Colleges of Education	786	2.31%
Institutes of Health Sciences	537	1.58%
Other Colleges	4,111	12.07%
Technical Colleges	1,394	4.10%
Universities	4,968	14.58%
Grand Total	21,898	64.28%

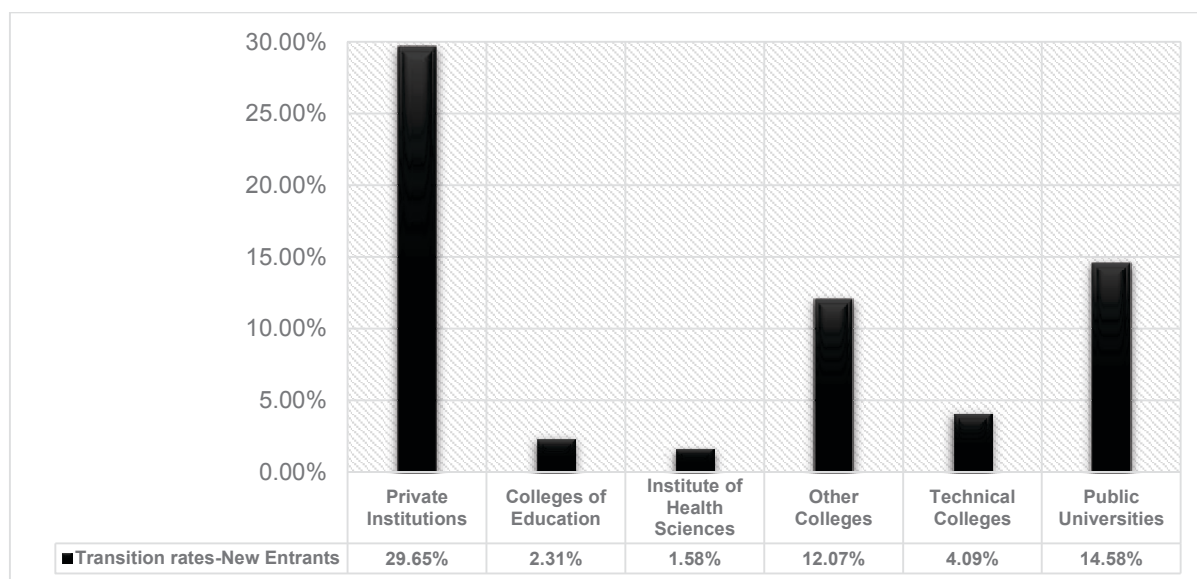
Note: UB data is an estimate of 2013/14.

Refer to Table A1.1 for information on TEI Types.

¹² New intake includes intake from previous cohorts and international students and therefore translates the calculated transition rates into crude transition rates

Chart A3.2
Transition Rates -Upper Secondary to Tertiary Education – 2014/15

This graph shows upper secondary to tertiary education transition rates across the diverse types of institutions for 2014/15. The sum total of these groups of institutions makes the National transition rate.



Source: *Tertiary Education Institutions.*
Refer to Table A1.1 for information on TEI Types.
Refer to Table A3.1 for information on transition rates.

The major branching point in the Botswana educational system comes after upper secondary education examinations (also referred to as BGCSE and its equivalence) where only successful graduation permits entry into tertiary education. Table A3.2 and Chart A3.2 above show that 35.72% upper secondary school graduates do not make it to tertiary level. This high rate signals some difficulties in the bridging between the upper secondary and the tertiary levels of education which could be explained by deficiencies in the examination system and/or other related external factors. The other reason is that there is not enough places for tertiary enrolment as our country is still very much at a developmental stage in this area.

Although it is very difficult to establish the ultimate destination of the unsuccessful BGCSE graduates, Botswana and the world at large seem now to have gradually woken to the reality that the much-hyped tertiary education alone is not enough to make one relevant for today's competitive and globalized labour markets. Increased focus is now on expanding access to vocational and technical education, while seeking to improve the quality of learning services provided. As a result, concerted efforts are therefore taken to ensure that BGCSE graduates who do not straightaway qualify for tertiary education enrol with Brigades and Technical & Vocational centres, albeit their enrolment is not covered in this report.

Other highlights of this indicator

- Approximately 64.28 percent of the students who successfully completed from Botswana General Certificate of Secondary Education subsequently progressed into Tertiary Education Institutions.
- Majority of them (34.62%) seem to have transitioned to public institutions, notably the University of Botswana, while a significant proportion of 29.66 percent enrolled into private tertiary education providers.

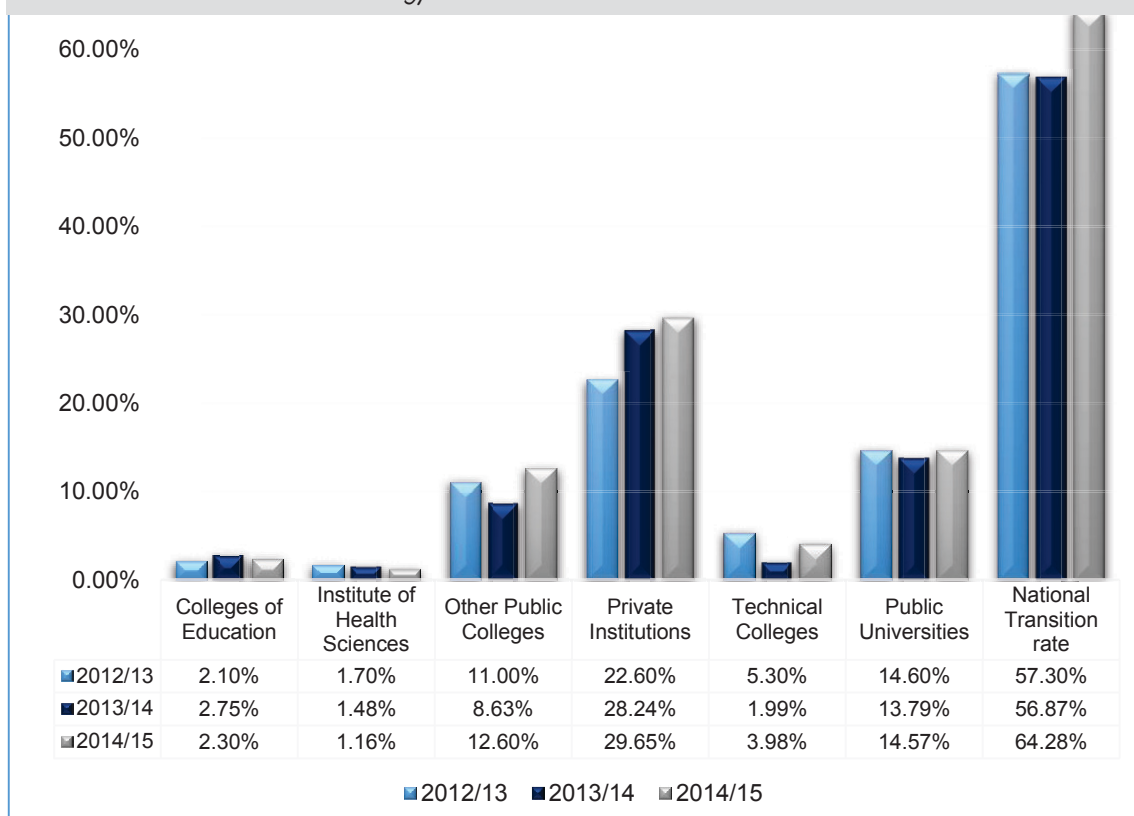
NATIONAL TRANSITION RATE TRENDS (2012-2014)

National transition rate is an estimate of the proportion of people who will enter a specific type of tertiary education programme during their lifetimes. They also indicate the accessibility of tertiary education and the perceived value of attending tertiary programmes, and provide some indication of the degree to which a population is acquiring the high-level skills and knowledge valued by today's labour market.

Chart A3.3

Transition Rates - Upper Secondary to Tertiary Education – (2012/13-2014/15)

This graph shows upper secondary to tertiary education transition rates across the diverse types of institutions from 2012-2014.



A4

INDICATOR A4

BATSWANA STUDENTS STUDYING INTERNATIONALLY

This indicator provides a picture of Botswana tertiary education learner's external mobility, by so doing showcasing the extent of Botswana's contribution to higher education internationally. The guiding principle has been to place Botswana in external institutions only when the programme is specialized, market oriented and not offered in any local institutions. For instance, in science and engineering based subjects. However data on Botswana students not sponsored by Government was not included and therefore this indicator refers to only those placed by the government abroad.

Table A4.1

INTERNAL AND EXTERNAL PLACEMENT BY DTEF: 2014/15

This graph shows the share of students' placement during 2014/15

Category of Sponsorship	No of Students placed
Local Public Institutions	4,730
Local Private institutions	6,162
Progression including BICA group	791
OVC	1,824
RAD	139
Special Education (Local)	25
PGDE	346
External-Top Achievers	150
External -Graduates Top Achievers	6
External -BSC transfers	20
External-Scholarships	30
Progression-BTECH/Hons/Masters	60
Children of Diplomats	7
BIUST Candidates	6
Total	14,296

Source: Department of Tertiary Education Funding

The Table above shows that in 2014/15, 14017 (98.05%) of tertiary education learners were placed in local institutions while 279 (1.95%) of learners were placed externally. As per table A4.2 it can be noted that external placement has been declining over the past ten years. This indicate that the “Study in Botswana” initiative is showing positive results because not only does the initiative cuts cost for the Government of Botswana, who is the sole sponsor of TE, but also allows the Government to sponsor more students locally with the money that could have been paid for few students at external institutions. The implication of the numbers in the table is that programmes that used to be available only at external institutions are now available in the local institutions.

Table A4.2
Number of external student placements by country

	2003/04	2004/05	2005/06	2006/07	2007/08	2009/10	2011/12	2012/13	2014/15
Australia	164	173	49	64	34	11		6	1
Belgium					1				
Canada	47	40	68	51	41	10	31	40	13
Caribbean Islands	1	1	1						
China	1	3		1				5	8
Commonwealth								7	
Cuba	4	2	11	5	5	14	2	3	3
Czech Republic	13	10	6	14	10		22	21	1
England									2
Ghana	2	5		2	2				
Grenada				4	16	1		7	
ICCR(India))									1
Ireland	7	12	16	8	7	1			
Jamaica	8	2	2	10	13	1			
Japan						1	5	2	3
Kenya					3				
Lesotho			1	1	23	5			
Malaysia	26	41	76	367	983	109			
Mauritius									1
Missouri									20
Namibia	2		1	6	100	86			
Norway	7	4	6						

New Zealand							4		
Russia		3		5	2	6	16	14	9
South Africa	1,766	1,603	1,661	1,557	1,373	406		2	57
Swaziland	49	27	14	7	7				
Switzerland									1
St Georges							4		
Thailand						2	2		
Trinidad and Tobago	28	27	20	16	12				
Uganda									
United Kingdom	24	37	61	70	69	7	114	129	69
United States Of America	17	16	7	18	2	10	19	147	15
Zimbabwe	5		5		2				
GRAND TOTAL	2,171	2,006	2,005	2,206	2,706	670	219	383	204

Source: Student Placement, Ministry of Education and Skills Development

Chapter

B

FINANCIAL AND HUMAN RESOURCES INVESTED IN EDUCATION



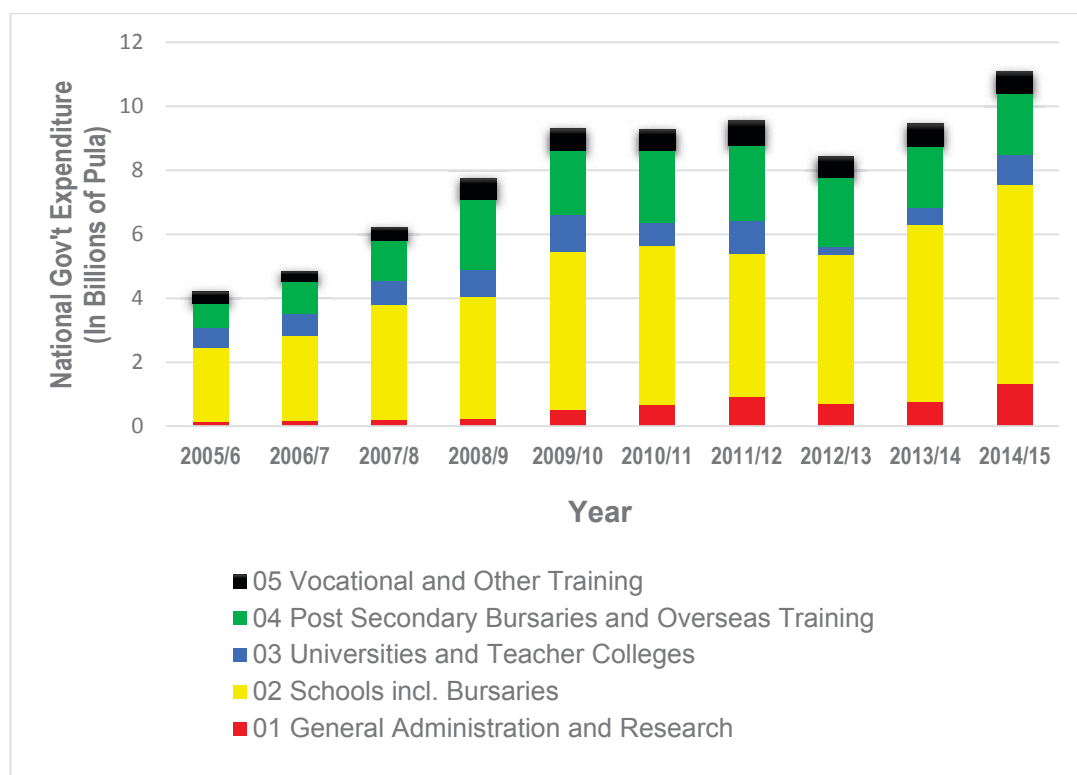
PROPORTION OF NATIONAL WEALTH SPENT ON GENERAL AND TERTIARY EDUCATION.

This indicator examines the extent of investment by Botswana Government on the management, coordination and promotion of the Education Sector. It looks at the various functional classifications under education including the share of tertiary education financing as a percentage of GDP.

Key results

Chart B1.1
Functional Classification of Expenditure and Net Lending on Education
(2005 – 2014)

Estimated Total on National Government expenditure on various classifications making the Education sector.



Source: *Financial Statements, Tables and Estimates of the consolidated and Development Funds Revenues 2014/15, Ministry of Finance and Development Planning, Gaborone, Botswana.*
Refer to Table B1.1, B1.2, B1.3 and B1.4

In order to ensure that TEP objectives are efficiently and effectively implemented; it is crucial that greater priority in terms of resource allocation be given to the Tertiary Education sector. Table B1.1 is a summary of government expenditure on education. It can be seen from the table that a total of 11.103 billion of Pula generated during the financial year was spend on education, hereby giving an indicator on the amount of the public expenditure invested in education.

Table B1.1
GDP and Functional Classification of Education expenditure and net lending by year: (2005 – 2015)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
1. (GDP in current prices) (Billions of Pula)	52.409	65.694	75.992	91.776	82.548	101.258	118.491	143.712	128.502	112.730
2. Education Expenditure (Billions of Pula)	4.197	4.842	6.224	7.748	9.299	9.295	9.566	8.445	9.456	11.103
<i>01 General Administration and Research</i>	0.143	0.168	0.206	0.221	0.501	0.690	0.901	0.681	0.779	1.322
<i>02 Schools incl. Bursaries</i>	2.318	2.671	3.597	3.835	4.969	4.938	4.498	4.690	5.539	6.221
<i>03 Universities and Teacher Colleges</i>	0.625	0.655	0.745	0.840	1.160	0.741	1.019	0.238	0.506	0.949
<i>04 Post Secondary Bursaries and Overseas Training</i>	0.754	1.030	1.263	2.193	1.985	2.245	2.355	2.163	1.922	1.902
<i>05 Vocational and Other Training</i>	0.357	0.318	0.413	0.659	0.684	0.681	0.793	0.673	0.710	0.708
3. Tertiary Education Financing (TEF) (Billions of Pula)	1.356	1.377	1.456	2.157	2.162	2.246	1.844	2.061	2.228	1.751
% TEF Share of GDP	2.6%	2.1%	1.9%	2.4%	2.6%	2.2%	1.6%	1.4%	1.7%	1.6%

Percentage Share of Expenditure on Education Functional Classifications	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
01 General Administration and Research	3.4%	3.5%	3.3%	2.9%	5.4%	7.4%	9.4%	8.1%	8.2%	11.9%
02 Schools incl. Bursaries	55.2%	55.2%	57.8%	49.5%	53.4%	53.1%	47.0%	55.5%	58.6%	56.0%
03 Universities and Teacher Colleges	14.9%	13.5%	12.0%	10.8%	12.5%	8.0%	10.7%	2.8%	5.4%	8.54%
04 Post Secondary Bursaries and Overseas Training	18.0%	21.3%	20.3%	28.3%	21.3%	24.2%	24.6%	25.6%	20.3%	17.13%
05 Vocational and Other Training	8.5%	6.6%	6.6%	8.5%	7.4%	7.3%	8.3%	8.0%	7.5%	6.38%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: Financial Statements, Tables and Estimates of the consolidated and Development Funds Revenues 201

Table B1.2

Functional Classification of expenditure and net lending by year: (2005/06 – 2014/15)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
1. General Public Services	3.822	4.112	5.081	6.768	7.378	7.313	7.981	8.297	8,201	9,799
<i>Recurrent</i>	3.426	3.511	4.372	5.436	5.727	6.167	6.800	7.466	7.093	8,354
<i>Development</i>	0.396	0.601	0.709	1.332	1.651	14.146	1.181	0.831	1,108	1,445
2. Defence	1.446	1.641	1.961	2.372	2.359	2.372	2.581	2.527	2.654	2.963
<i>Recurrent</i>	1.238	1.354	1.484	1.909	1.879	1.857	0.991	2.021	2.022	2.336
<i>Development</i>	0.208	0.287	0.477	0.462	0.480	0.515	0.590	0.506	0.632	0.627
3. Education	4.197	4.842	6.224	7.748	9.300	9.295	9.566	8.445	9,857	10,170
<i>Recurrent</i>	3.801	4.391	5.150	6.818	7.475	7.641	8.903	7.863	8,703	9,288
<i>Development</i>	0.397	0.451	1.074	0.930	0.825	1.654	0.663	0.582	1,154	0.882
<i>Less Loan Repayments</i>	00.00033	00.00040	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4. Health	2.056	2.227	2.639	3.040	3.372	3.318	4.849	4.513	4.819	5,693
<i>Recurrent</i>	0.960	1.303	1.512	1.887	2.021	2.475	3.745	4.238	4.489	5,292
<i>Development</i>	1.096	0.924	1.127	0.153	1.351	0.842	1.104	0.275	0.330	0.401
<i>Less Loan Repayments</i>									00.030	00.038
5. Food and Social Welfare Programmes	0.190	0.388	0.587	0.724	0.727	0.675	0.732	1.154	1.202	1.117
<i>Recurrent</i>	0.054	0.342	0.341	0.413	0.389	0.384	0.387	0.418	0.970	0.877
<i>Development</i>	0.136	0.046	0.246	0.311	0.338	0.291	0.345	0.736	0.232	0.240
6. Housing, Urban and Regional Development	1.083	1.302	1.881	3.104	3.480	2.741	3.310	3.544	3.606	3.008
<i>Recurrent</i>	0.785	0.895	1.065	1.425	1.416	1.435	1.542	1.967	1.541	1.423
<i>Development</i>	0.310	0.419	0.834	1.698	2.083	1.319	1.792	1.606	2,095	1.607
<i>Less Loan Repayments</i>	00.012	00.012	00.019	00.019	00.019	00.013	00.024	00.028	00.030	00.022
7. Other Community and Social Services	0.601	0.363	0.568	0.993	1.090	1.015	0.944	0.996	1,272	1,794
<i>Recurrent</i>	0.543	0.321	0.468	0.582	0.748	0.778	0.835	0.870	1,129	1,433
<i>Development</i>	0.058	0.042	0.100	0.411	0.342	0.237	0.109	0.126	0.143	0.360
8. Economic Services	2.347	2.853	3.671	7.438	8.388	8.330	8.684	8.094	9,677	9,998
<i>Recurrent</i>	1.460	1.829	1.976	2.455	2.681	3.059	3.215	2.724	3,278	3,375
<i>Development</i>	1.181	1.280	1.981	5.160	4.936	5.367	5.559	5.396	6,425	6,675
<i>PDSF/RSF Loans</i>	0.00	0.00	0.00	0.00	0.899	0.00	0.00	0.00	0.00	0.00
<i>Less Loan Repayments</i>	00.294	00.256	00.286	00.177	00.128	00.096	00.090	00.026	00.025	00.053
9. Unallocated Expenditure	1.890	2.009	2.210	2.964	3.395	3.292	3.106	4.185	3,751	4.315
<i>Recurrent</i>	1.890	2.009	2.210	2.964	3.395	3.292	3.106	4.185	3,751	4.315
<i>Development</i>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	17.632	19.737	24.822	35.151	39.489	38.351	41.753	41.755	45.039	48.857

Source: Financial Statements, Tables and Estimates of the consolidated and Development Funds Revenues 2014/15, Ministry of Finance and Development Planning, Gaborone, Botswana.

Table B1.3**Functional Classification of expenditure and net lending by year: (2005/06 – 2014/15)**

	2005/05	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
1. General Public Services	21.7%	20.8%	20.5%	19.3%	18.7%	19.1%	19.1%	19.9%	18.2%	20.1%
2. Defence	8.2%	8.3%	7.9%	6.7%	6.0%	6.2%	6.2%	6.1%	5.9%	6.1%
3. Education	23.8%	24.5%	25.1%	22.0%	23.6%	24.2%	22.9%	20.2%	21.9%	20.8%
4. Health	11.7%	11.3%	10.6%	8.6%	8.5%	8.7%	11.6%	10.8%	10.7%	11.7%
5. Food and Social Welfare Programmes	1.1%	2.0%	2.4%	2.1%	1.8%	1.8%	1.8%	2.8%	2.7%	2.3%
6. Housing, Urban and Regional Development	6.1%	6.6%	7.6%	8.8%	8.8%	7.1%	7.9%	8.5%	8.0%	6.2%
7. Other Community and Social Services	3.4%	1.8%	2.3%	2.8%	2.8%	2.6%	2.3%	2.4%	2.8%	3.7%
8. Economic Services	13.3%	14.5%	14.8%	21.2%	21.2%	21.7%	20.8%	19.4%	21.5%	20.5%
9. Unallocated Expenditure	10.7%	10.2%	8.9%	8.4%	8.6%	8.6%	7.4%	10.0%	8.3%	8.8%
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Financial Statements, Tables and Estimates of the consolidated and Development Funds Revenues 2014/15, Ministry of Finance and Development Planning, Gaborone, Botswana.

Table B1.4
Ranking of Functional Classification of expenditure and net lending: (2005/06 – 2014/15)

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
General Public Services	2	2	2	3	3	3	3	2	2	3
Defence	6	6	6	7	7	7	7	7	6	6
Education	1	1	1	1	1	1	1	1	1	1
Health	4	4	4	5	6	4	4	4	4	4
Food and Social Welfare Programmes	9	8	8	9	9	9	9	8	8	8
Housing, Urban & Regional Development	7	7	7	4	4	6	5	6	7	7
Other Community & Social Services	8	9	9	8	8	8	8	9	9	9
Economic Services	3	3	3	2	2	2	2	3	3	2
Unallocated Expenditure	5	5	5	6	5	5	6	5	5	5

*Source: Financial Statements, Tables and Estimates of the consolidated and Development Funds Revenues 2014/15,
Ministry of Finance and Development Planning, Gaborone, Botswana*

Other highlights of this indicator

A considerable proportion of the Ministry of Education and Skills development budget goes to funding schools and associated bursaries accounting for 56.0 percent of the budget which is the majority of expenditure on education. This is followed by post-secondary bursaries and external training at 17.13 percent of the budget, next is expenditure on general administration and research with 11.9 percent, universities and Colleges expenditure and lastly vocational and other training constituting a total of 6.38 percent of the budget. Refer to Table B1.1

The fact that high levels of government expenditure on Education goes to funding schools and Associated bursaries is a clear evidence that the government is committed to providing universal Education to every Motswana as declared in the *1994 Revised National Commission on Education*. This is also revealed in Tables B1.3 and B1.4 as expenditure on education has constantly constituted the biggest share from 2005/06 to date.

Expenditure on education has been rising at a moderate rate over the past years except in 2012/13 when there was a noticeable significant decline from 2011/12. Currently for the financial year 2014/15, expenditure on education stands at P10.170 billion, a 3.2 percent increase from 2013/14. Refer to Table B1.2.

Chapter

C

THE OUTPUT OF EDUCATIONAL INSTITUTIONS AND THE IMPACT OF LEARNING



C1

INDICATOR C1

NUMBER OF TERTIARY EDUCATION GRADUATES.

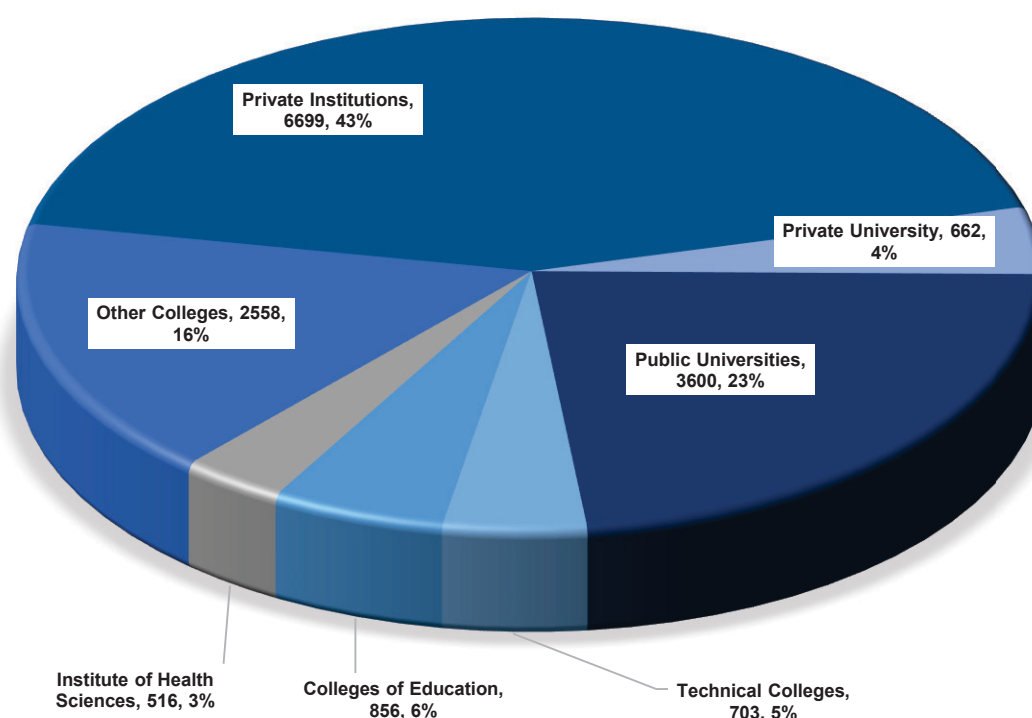
A graduate in the reference period can either be first-time graduate or a repeat graduate. A first-time graduate is a student who has graduated for the first time at a given level of education – or in the case of ISCED 5 and 6, if a student has graduated multiple times over the years, he or she is considered as a graduate each year, but as a first-time graduate only once. In this context, graduates are deemed to be learners who completed their tertiary education in the reference period, either as first timers or more. The indicator will therefore capture the total number of students who have successfully completed their programs from all the recognized tertiary education providers as depicted in Chart C1.1 below.

Key results

Chart C1.1

Graduates by Type of Institution: 2014

Number of Graduates by Type of Institution.



*Source: Tertiary Education Institutions
Refer to Table A1.1 for information on TEI Types.
Refer to Table C2.1, C2.2, C2.3, C2.4 and C2.5*

Table C1.1

Graduates by Type of TEI and Qualification Level – 2014

TYPE OF INSTITUTION	Certificate	Diploma	Bachelors Degree	Masters Degree	MPhil	PhD	Prof	Unknown	Grand Total
Colleges of Education		856							856
Institute of Health Sciences		516							516
Other Colleges	311	545	683	149			870		2,558
Private Institutions	366	3,524	2,587				222		6,699
Private University	39	189	434						662
Public University	0	590	2,815	177	4	14			3,600
Technical Colleges	393	239						71	703
Grand Total	1,109	6,459	6,519	326	4	14	1,092	71	15,594

Source: Tertiary Education Institutions.

Refer to Table A1.1 for information on TEI Types.

Refer to Table A1.2 for information on composition of Qualification levels.

Table C1.2

Graduates by ISCED Broad Group and Qualification Level – 2014

ISCED BROAD GROUP	Certificate	Diploma	Bachelors Degree	Masters Degree	MPhil	PhD	Professiona I courses	Unknown	Grand Total
Agriculture		47	267	11					325
EDUCATION	315	1173	1151	40		9			2,688
Engineering, Manufacturing & Construction	207	549	237	1		1			995
Health and Welfare	9	1613	89	10					1,721
Humanities And Arts	14	478	1,272	14					1,778
Science	68	441	1,196	25		3			1,733
Services	118	275	454	8	4	1			860
Social Sciences, Business & Law	378	1,883	1,853	217			1092		5,423
Unknown/ Unclassified								71	71
GRAND TOTAL	1,109	6,459	6,519	326	4	14	1,092	71	15,594

Table C1.3
Graduates by ISCED Classifications and Qualification Level – 2014

ISCED BROAD GROUP	ISCED FIELD OF EDUCATION	Cert	Dip	BA	MA	MPhil	PhD	Prof	unknown	Grand Total
AGRICULTURE	Agriculture, Forestry & Fishery		47	267	11					325
EDUCATION	Teacher Training & Education Science	315	1173	1151	40		9			2688
ENGINEERING, MANUFACTURING AND CONSTRUCTION	Architecture & Building	29	249	210						488
	Engineering & Engineering Trades	102	248	27	1		1			379
	Manufacturing And Processing	76	52							128
TOTAL		207	549	237	1		1			995
HEALTH AND WELFARE	Health		1406	89	10					1505
	Social Services	9	207							216
TOTAL		9	1613	89	10					1721
HUMANITIES AND ARTS	Arts		391	923						1314
	Humanities	14	87	349	14					464
TOTAL		14	478	1272	14					1778
SCIENCE	Computing	68	418	1051	10					1547
	Life Sciences		15	93	3					111
	Mathematics And Statistics		8	7	5					20
	Physical Sciences			45	7		3			55
TOTAL		68	441	1196	25		3			1733
SERVICES	Environmental Protection	59	34	53	8	4	1			159
	Personal Services	53	205	375						633
	Security Services	6	36	26						68
TOTAL		118	275	454	8		1			860
SOCIAL SCIENCES, BUSINESS & LAW	Business And Administration	214	1147	1238	144			1092		3835
	Journalism And Information	8	35	51						94
	Law	4	189	94	7					294
	Social & Behavioural Science	152	512	470	66					1200
TOTAL		334	1,879	1,853	216			1,092		5,323
UNKNOWN									71	71
GRAND TOTAL		1,109	6,459	6,519	326	4	14	1,092	71	15,594

Table C1.4

Graduates by Type of TEI, ISCED Broad Group and Qualification Level – 2014

Type of Institution	ISCED BROAD GROUP	Certificate	Diploma	Bachelors Degree	Masters Degree	MPhil	PhD	PROF	unknown	Grand Total
PRIVATE INSTITUTIONS	Education	145	52							197
	Engineering, Manufacturing And Construction	39	361	164						564
	Health And Welfare	9	1,109							1,118
	Humanities And Arts		408	880						1,288
	Science		418	916						1,334
	Services	23	241	401						665
	Social Sciences, Business And Law	189	1,124	660				222		2,195
TOTAL		405	3,713	3,021				222		7,361
COLLEGES OF EDUCATION	Education		856							856
INSTITUTE OF HEALTH SCIENCES	Health And Welfare		504							504
	Services		12							12
TOTAL			516							516
OTHER COLLEGES	Agriculture		47	267	11					325
	Education	37	53							90
	Health And Welfare									
	Humanities And Arts	14	31							45
	Science	38		110						148

Table C1.4 Cont'd...

Type of Institution	ISCED BROAD GROUP	Certificate	Diploma	Bachelors Degree	Masters Degree	MPhil	PhD	Prof	unknown	Grand Total
OTHER COLLEGES	Services	77	22							99
	Social Sciences, Business And Law	145	392	306	138			870		1,851
TOTAL		311	545	683	149			870		2,558
TECHNICAL COLLEGES	Education	133								133
	Engineering, Manufacturing And Construction	168	166							334
	Science	30	15							45
	Services	18								18
	Social Sciences, Business And Law	44	58							102
	Unclassified								71	71
TOTAL		393	239						71	703
PUBLIC UNIVERSITY	Education		212	1151	40		9			1412
	Engineering, Manufacturing And Construction		22	73	1		1			97
	Health And Welfare			89	10					99
	Humanities And Arts		39	392	14					445
	Science		8	170	25		3			206
	Services			53	8	4	1			66
	Social Sciences, Business And Law		309	887	79					1,275
TOTAL			590	2815	177	4	14			3,600
GRAND TOTAL		1,109	6,459	6,519	326	4	14	1,092	71	15,594

Table C1.5

Graduates by Type of TEI, Qualification and Year: 2009 - 2014

OTHER LEGAL TYPE	Qua Level	2009	2010	2011	2012	2013	2014
PRIVATE INSTITUTIONS	Certificate		96	88	176	83	405
	Diploma	3,158	3,430	2,088	881	700	3,713
	Bachelor's	322	3	140	606	472	3,021
	Master's						
	MPhil						
	PHD						
	PGD						
	Professional					1	222
	TOTAL	3,480	3,529	2,316	1,663	1,256	7,361
COLLEGES OF EDUCATION	Certificate						
	Diploma	168	766	851	815	1,137	856
	Bachelor's						
	Master's						
	MPhil						
	PHD						
	PGD						
	Professional						
	TOTAL	168	766	851	815	1137	856
INSTITUTE OF HEALTH SCIENCES	Certificate						
	Diploma	133	549	726	528	594	516
	Bachelor's						
	Master's						
	MPhil						
	PHD						
	PGD						
	Professional						
	TOTAL	133	549	726	528	594	516
OTHER COLLEGES	Certificate	192	272	343	1074		311
	Diploma	170	197	367	665	36	545
	Bachelor's	182	169	136	409		683
	Master's	0	0	23	197	83	149
	MPhil						
	PHD						
	PGD						
	Professional						870
	TOTAL	544	638	869	2,345	119	2,558

Table C1.5 Cont'd...

OTHER LEGAL TYPE	Qua Level	2009	2010	2011	2012	2013 ¹³	2014
TECHNICAL COLLEGES	Certificate	34	47	74	154	239	393
	Diploma	33	51	9	234	249	239
	Bachelor's						
	Master's						
	MPhil						
	PHD						
	PGD						
	Professional						71
	TOTAL	67	98	83	388	488	703
PUBLIC UNIVERSITY	Certificate	79	64	122	30	11	0
	Diploma	578	621	608	446	449	590
	Bachelor's	1,899	1,846	1,840	1,587	2,007	2,815
	Master's	186	215	194	175	155	177
	MPhil	4	2	9	3	3	4
	PGD	160	120	68		200	
	PhD	8	6	9	3	12	14
	TOTAL	2,914	2,874	2,850	2,244	2,837	3,600
GRAND TOTAL		7,306	8,454	7,695	7,983	6,431	15,594

¹³ Graduates data for 2013 was available for the following 23 institutions:

Private Institutions :Ba Isago University College (BIUC), Boitekanelo Training Institute (BTI),Botho University (BU),Flying Mission School (FMS), Gaborone Academy of Education (GAE), Gaborone Universal College of Law (GUCL).

Colleges of Education: Francistown College of Education (FCE), Molepolole College of Education (MCE), Serowe College of Education (SCE), Tonota College of Education (TCE).

Institute of Health Science : Bamalete Lutheran School of Nursing (BLSN), Francistown Institute of Health Science (IHSF), Gaborone Institute of Health Sciences (IHSG), Lobatse Institute of Health Sciences (IHSL), Molepolole Institute of Health Sciences (IHSM), Serowe Institute of Health Sciences (IHSS) and Kanye Seventh Day Adventist School of Nursing (KSDASN).

Technical Colleges: Botswana College of Engineering and Technology (BCET), Francistown College of Technical and Vocational Education (FCTVE) and Gaborone Technical College

Other Colleges: Botswana Accountancy College (BAC) and Defence Command Staff College (DCSC).

Public University: University of Botswana (UB).

Table C1.6
Graduates by ISCED Broad Group, Qualification and Year: 2009 – 2014

ISCED BROAD GROUP	Qua Level	2009	2010	2011	2012	2013	2014
AGRICULTURE	Certificate						
	Diploma	80	48	44	25		47
	Bachelors Degree	182	169	136	139		267
	Masters Degree			5	3		11
	MPhil						
	PHD						
	PGD						
TOTAL		262	217	185	167		325
EDUCATION	Certificate	0	17	9	81	187	315
	Diploma	190	967	926	1213	1180	1173
	Bachelors Degree	389	418	340	360	439	1151
	Masters Degree	54	58	46	33	43	40
	MPhil						
	PHD	0	3	3	2	1	9
	PGD	160	120	68		199	
TOTAL		793	1,583	1,392	1,689	2,049	2,688
ENGINEERING, MANUFACTURING AND CONSTRUCTION	Certificate	88	71	133	34	90	207
	Diploma	213	224	365	259	209	549
	Bachelors Degree	106	117	129	197	87	237
	Masters Degree	4	7	5	7	2	1
	MPhil					1	
	PhD					1	1
	PGD					0	
TOTAL		411	419	632	497	390	995
HEALTH AND WELFARE	Certificate	0	8	10			9
	Diploma	155	579	758	573	913	1,613
	Bachelors Degree	130	149	181	90	61	89
	Masters Degree	8	14	7	20	4	10
	MPhil						
	PHD						
	PGD						
TOTAL		293	750	956	683	978	1,721
HUMANITIES AND ARTS	Certificate	0	34	10	0	4	14
	Diploma	413	373	483	121	49	478
	Bachelors Degree	476	356	336	337	461	1,272
	Masters Degree	13	8	7	3	12	14
	MPhil			1	3		0
	PhD	0	1		1	1	0
	PGD						
TOTAL		902	772	837	465	527	1,778

Table C1.6 Cont'd...

ISCED BROAD GROUP	Qua Level	2009	2010	2011	2012	2013	2014
SCIENCE	Certificate	24	35	45	347		68
	Diploma	359	297	384	256	218	441
	Bachelors Degree	277	138	233	510	608	1,196
	Masters Degree	18	21	22	12	11	25
	MPhil	4	2	8		1	
	PhD	5	2	5		6	3
	PGD					1	
TOTAL		687	495	697	1125	845	1,733
SERVICES	Certificate	13			55	30	118
	Diploma	643	559	289	88	36	275
	Bachelors Degree	89	13	24	94	56	454
	Masters Degree	1	1		1	1	8
	MPhil						4
	PhD					1	1
	PGD						
TOTAL		746	573	313	238	124	860
SOCIAL SCIENCES, BUSINESS AND LAW	Certificate	180	314	420	917	11	378
	Diploma	2,187	2,567	1,400	1,034	558	1,883
	Bachelors Degree	754	658	737	875	767	1,853
	Masters Degree	88	106	125	293	163	217
	MPhil						
	PhD	3	0	1			
	PGD						
TOTAL		3,212	3,645	2,683	3,119	1,511	5,423
UNKNOWN	Unknown					7	71
GRAND TOTAL		7,306	8,454	7,695	7,983	6,431	15,594

GRADUATES BY TEI AND PROGRAMME: 2009-2014 (PRIVATE INSTITUTIONS)

Table C2.1

ABM UNIVERSITY COLLEGE Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Advanced Diploma In Accounting And Finance		43		4		30
Advanced Diploma In Advertising & Public Relations		0		1		
Advanced Diploma In Business Information Systems		3		3		39
Advanced Diploma in Business Management		3		26		65
Advanced Diploma in Computer Systems Engineering & Hardware Maintenance		29				
Advanced Diploma In Electrical & Electronic Engineering		2		16		4
Advanced Diploma in Financial Management		0		38		100
Advanced Diploma in Human Resource Management		15		18		112
Advanced Diploma In Marketing		0		29		11
Advanced Diploma In Marketing, Advertising And Public Relations		176				
Advanced Diploma in Purchasing And Supply Management		75				
Advanced Diploma in Secretarial Studies						44
Advanced Diploma In Tourism& Hospitality		0		7		
Advanced Diploma In Travel, Tourism & Hospitality Management		20		0		24
Certificate in Business Management		1				
Certificate in Financial Management		0		1		
Certificate in Human Resource Management		6		5		
Certificate in Marketing Management						3

Table C2.1 Cont'd...

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Certificate in Secretarial Studies		28		22		4
Diploma in Business Management		1		5		22
Diploma in Electrical & Electronic Engineering		0		5		
Diploma in Financial Management						1
Diploma in Human Resource Management		0		48		41
Diploma in Marketing Management						8
Diploma in Purchasing And Supply Management		6				
Diploma in Secretarial Studies		36		35		24
Diploma In Travel, Tourism & Hospitality Management		1				
Degree in Business Management						36
Degree in Human Resource Management						47
Degree in Marketing Management						117
Degree In Tourism Management						8
GRAND TOTAL		445		263		740

Table C2.2

BA ISAGO UNIVERSITY COLLEGE Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
BCOM Entrepreneurship		0	3	3	9	11
BCOM Risk Management		0	6	14	6	8
BCOM Strategic Supply		0	5	0	3	5
Certificate in Law		7	7	2	0	4
Certificate in Real Estate		16	49	76	14	29
Certificate in Human Resource Management						11
Certified Accounting Technician		31	31	43	11	34
Foundation and Intermediate Certificate for Deputy Sheriffs and Court Bailiffs		7	1	0	0	
Human Resource Management		0	0	5	0	11
National Diploma in Real Estate		0	12	1	0	
National Diploma in Safety Management		0	33	21	21	36
National Diploma in Strategic Management		0	0	0	0	
National Professional Diploma in Education		177	66	0	38	52
Diploma in Court Administration		0	0	0	28	28
BTECH safety Management (UNISA)		0	0	0	17	26
Certificate In Vocational Education & Training		0	0	0	26	26
GRAND TOTAL		238	213	165	163	282

Table C2.3

BOITEKANELO COLLEGE Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Diploma in Public Health and Occupational Health					103	292
Diploma in Health Promotion and education					60	177
Diploma in Health care management					59	191
Diploma in Emergency medical care					52	242
Diploma Counselling					60	207
GRAND TOTAL					334	1,109

Table C2.4

BOSA BOSELE TRAINING INSTITUTE Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Certificate in Social work						120
Certificate in Early Childhood Education						80
Certificate in HIV/AIDS Care & Counselling						9
Certificate in Security Risk & Loss Control						6
Certificate in Journalism and Media Studies						8
GRAND TOTAL						223

Table C2.5

BOTHO UNIVERSITY Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
BSc (Honours) Computing	0	0	28	15	324	324
BSC (Honours) Computing And Its Practice	0	0	13	75	113	110
DNIIT (Network Engineering) Microsoft Technologies	0	0	83	0	0	
DNIIT (Software Engineering) Microsoft Technologies	0	0	61	0	0	
DNIIT Honours (Network Engineering) Microsoft Technologies	0	0	30	0	0	
Post Graduate Certificate In Higher Education	0	0	0	22	26	39
Professional Diploma, Honours In Information Technology	0	0	0	133	189	189
GRAND TOTAL	0	0	213	245	652	662

Table C2.6

IMPERIAL SCHOOL OF BUSINESS Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Association of Accounting Technicians						151
Advanced Diploma In Travel, Tourism And Hospitality Management						51
Advanced Diploma In Business Management						36
Advanced Diploma In Marketing Management						43
Advanced Diploma In Marketing, Advertising And Public Relations Management						7
Diploma In Business Skills						22
Advanced Diploma In Human Resource Management						26
BBA(Hons) Finance And Banking						16
GRAND TOTAL						352

Table C2.7

GABORONE ACADEMY OF EDUCATION graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
ATT4					1	11
Business Skills					2	2
Business Studies						4
Human Resource Management						6
Marketing Advertising & Public Relations					2	16
Project Management					2	
Business Management					1	
GRAND TOTAL					8	39

Table C2.8

GABORONE INSTITUTE OF PROFESSIONAL STUDIES
Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Diploma in Human Resource Management						91
Diploma in Business Management						35
Diploma in Sales & Marketing						5
Diploma in Accounting						10
Advanced Diploma in Computing						24
AAT Diploma in Accounting						26
BSc (Hons) in Business Information Technology						10
Advanced Diploma in Business Skills						43
Diploma in Sales & Marketing						8
GRAND TOTAL						252

Table C2.9
LIMKOKWING UNIVERSITY COLLEGE OF CREATIVE ARTS & TECHNOLOGY
Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Associate Degree in Architecture						86
Associate Degree in Advertising						58
BA (Hons) Broadcasting & Journalism						259
BA (Hons) in Creative Multimedia						81
BA(Hons) Digital Film & TV Production						66
BA(Hons) Events Management						151
BA in Interior Architecture						164
BA(Hons) in Industrial Design						162
BA(Hons) Professional Communication						73
Bachelor of Business (Hons) in Entrepreneurship						245
Bachelor of Business (Hons) in International Business						175
Bachelor of Business (Hons) in Tourism Management						367
Bachelor of Design (Hons) in Professional Design						88
Associate Degree in Business Information Systems						82
Associate Degree in Business Information Technology						4
Associate Degree in Business Management						65
Associate Degree in Broadcasting (TV & Radio)						206
BSc (Hons) in Electronic Commerce						176
BSc (Hons) in Information Technology						194
BSc (Hons) in Software Engineering Multimedia						102
Associate Degree in Creative Multimedia						3

Table C2.9 Cont'd...

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Associate Degree in Creative Writing						1
Associate Degree in Digital Photography						11
Associate Degree in Digital Video						7
Associate Degree in Fashion & Apparel Design						18
Associate Degree in Graphic Design						44
BA in Interior Architecture						26
Associate Degree in Information Technology						10
Associate Degree in Journalism & Media						35
Associate Degree in Marketing						3
Associate Degree in Merchandising & Retailing						29
Associate Degree in Mobile Computing						7
Associate Degree in Packaging Design & Technology						11
Associate Degree in Public Relations						10
Associate Degree in Retail Management						46
Associate Degree in Software Engineering						13
Associate Degree in Sound Technology						50
Associate Degree in Textile Design						22
Associate Degree in Tourism Management						8
Associate Degree in Film & TV Production						50
Associate Degree in Videography						10
Associate Degree in Web Design						47
GRAND TOTAL						3,256

Table C2.10

OTHER COLLEGES- Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
ASSEMBLY BIBLE COLLEGE						
Diploma in Theology		16		13		13
TOTAL		16		13		13
FLY MISSION SERVICES						
Diploma in Aircraft Maintenance Engineering				5	16	12
TOTAL				5	16	12
GABORONE UNIVERSAL COLLEGE OF LAW						
Diploma in Law					73	102
TOTAL					73	102
KGOLAGANO COLLEGE						
Diploma in Theology						4
TOTAL						4
GRAND TOTAL		16		18	89	131

Table C2.11
NEW ERA COLLEGE Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Certificate in Accommodation, Operations and Services						17
Diploma in Accommodation, Operations and Services						65
Advanced Diploma in Accommodation, Operations and Services						30
Diploma in Travel, Tourism and Hospitality Management						26
Advanced Diploma in Travel, Tourism and Hospitality Management						1
Certificate in Electrical and Electronics Engineering						10
Diploma in Electrical and Electronics Engineering						23
Advanced Diploma in Electrical and Electronics Engineering						47
Diploma in Construction Industry						137
GRAND TOTAL						356

GRADUATES BY TEI AND PROGRAMME: 2009-2014 (PUBLIC INSTITUTIONS)

Table C2.12

COLLEGES OF EDUCATION Graduates by Programmes: 2009 – 2014

COLLEGES OF EDUCATION	PROGRAMMES	2009	2010	2011	2012	2013	2014
MOLEPOLOLE COLLEGE OF EDUCATION	Diploma In Secondary Education		199	190	97	159	182
SEROWE COLLEGE OF EDUCATION	Diploma In Primary Education			161	145	195	195
TLOKWENG COLLEGE OF EDUCATION	Diploma In Primary Education		114	154	190		103
TONOTA COLLEGE OF EDUCATION	Diploma In Secondary Education		153	159	109	189	225
FRANCISTOWN COLLEGE OF EDUCATION	Diploma In Primary Education	168	300	187	274	594	151
GRAND TOTAL		168	766	851	815	1,138	856

Table C2.13
HEALTH INSTITUTES Graduates by Programmes: 2009 – 2014

HEALTH INSTITUTES	PROGRAMMES	2009	2010	2011	2012	2013	2014
BAMALETE LUTHERAN SCHOOL OF NURSING							
	Post Basic Diploma in MIDWIFERY			61		18	60
	TOTAL					18	60
INSTITUTE OF HEALTH SCIENCES FRANCISTOWN	Basic Diploma in GENERAL NURSING			1			
	Higher Diploma in General Nursing	133	74	81	72	43	43
	Advanced Diploma in Midwifery					36	36
	Post Basic Diploma in MIDWIFERY			44			
	TOTAL	133	74	126	72	79	79
INSTITUTE OF HEALTH SCIENCES- GABORONE	Advanced Diploma in Family Nurse Practitioner			16			
	Basic Diploma in GENERAL NURSING			2			
	Higher Diploma in Dental Therapy		7	11	11	8	9
	Higher Diploma in General Nursing		73	59	68	42	31
	Higher Diploma in Health Education		14	9	14		
	Higher Diploma in Medical Laboratory Technology		29	33	31	27	27
	Higher Diploma in NURSE ANAESTHESIA		8				
	Higher Diploma in Pharmacy Technology		18	27	29	28	20
	Post Basic Diploma in MIDWIFERY		54	54		30	23
	TOTAL		203	212	153	125	110

Table C2.13 Cont'd...

HEALTH INSTITUTES	PROGRAMMES	2009	2010	2011	2012	2013	2014
KANYE SEVENTH DAY ADVENTIST SCHOOL OF NURSING							
	Post Basic Diploma in Family Nurse Practitioner		17	17		25	
	Post Basic Diploma in Midwifery		24	24	16	20	19
	Higher Diploma in General Nursing		45	53	54	158	53
	TOTAL		86	94	70	203	72
INSTITUTE OF HEALTH SCIENCES LOBATSE							
	Post Basic Diploma in Midwifery			19	19		
	Higher Diploma in Psychiatric Mental Health Nursing				1		
	Higher Diploma in General Nursing		59	47	89	35	61
	Higher Diploma in Environmental Health		15	14	14	15	12
	TOTAL		74	80	123	50	73
INSTITUTE OF HEALTH SCIENCES MOLEPOLOLE							
	Post Basic Diploma in Ophthalmic Nursing			12		11	
	Post Basic Diploma in Midwifery			15			
	Higher Diploma in Community Health Nursing			9		15	
	Higher Diploma in General Nursing		31	43	33	33	52
	TOTAL		31	79	33	59	52
INSTITUTE OF HEALTH SCIENCES - SEROWE							
	Higher Diploma in General Nursing		49	18	41	50	63
	Diploma in Health Education						7
	Post Basic Diploma in Midwifery			28			
	TOTAL		49	46	41	50	70
GRAND TOTAL		602	1,698	1,826	1,606	584	516

Table C2.14
BOTSWANA ACCOUNTANCY COLLEGE Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Association of Accounting Technicians				113	0	32
Association of Certified Chartered Accountants				11	0	30
BA (Hons) Accounting & Finance				53	0	99
BA Business Enterprise						68
CoP Basics of Short Term						85
CoP Basics of Retirement						12
CoP Basics of Long Term						275
Enterprise Risk Management						369
Bachelor of Science (hons) Applied Business Computing				53	0	65
Bachelor of Science c (hons) Computer Systems Engineering				69	0	45
Chartered Institute of Management Accountants				13	0	
Insurance Institute of South Africa				450	0	15
MBA 0 Top Up (ACCA/CIMA)				15	0	15
MBA Advanced Standing					29	
MSc Strategic Management				94	54	138
Taxation				12	0	52
GRAND TOTAL				883	81	1,300

Table C2.15

BOTSWANA COLLEGE OF AGRICULTURE Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Bachelor of Science in Agricultural Economics			3	4		51
Bachelor of Science in Agricultural Education	116	49	35	30		54
Bachelor of Science in Agricultural Mechanisation	3	3	7	17		30
Bachelor of Science in Agriculture	40	32	15	24		24
Bachelor of Science in Animal Science	1	53	26	31		22
Bachelor of Science in Crop Science	10	16	23	19		27
BSc in Soil and Water Conservation Engineering	12	16	27	14		23
BSc Agricultural Extension						1
BSc in Forestry and Range Ecology						35
Master in Crop Science (Horticulture)				1		
Diploma in Forestry and Range Ecology	1					
High Diploma in Agriculture	21	16	9	6		17
Higher Diploma in Agricultural Education	15	1	4			
Higher Diploma in Agricultural Engineering	12	5	1			
Higher Diploma In Animal Health & Production	19	9	16	13		19
Higher Diploma in Forestry and Range Ecology	4	10	10	6		11
Higher Diploma in Horticulture	8	7	4			
Master in Animal Science (Animal Nutrition)			1			5
Master in Animal Science (Animal Breeding & Production)			2	2		
Master of Science in Agricultural Engineering						2
Master of Science in Agricultural Education						3
Master in Animal Science (Crop Protection)			2			1
GRAND TOTAL	262	217	185	167	N/A	325

Table C2.16
BOTSWANA COLLEGE OF DISTANCE & OPEN LEARNING Graduates by
Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Bachelor of Finance in Investment Analysis	0	0	0	25		
Bachelor of Commerce in HRM & Industrial Relations				49		124
BSc in IT	0	0	0	21		
Certificate in Small Scale Business Management	169	213	304	266		130
Certificate for Distance Education Practitioners						37
Certificate in Disaster Management						15
Diploma in Business Management	9	19	46	47		128
Diploma in HIV/AIDS and Family Education	0	0	0	9		
Diploma in Human Resource Management	81	130	249	124		228
Diploma in Professional Education	0	0	0	332		
Diploma in Tourism Studies	0	0	0	4		
Foundation Certificate in English for Professional Purposes	0	20	0	0		
Foundation Certificate In Microsoft Office Suite				266		38
Master in Business Management (HRM)	0	0	0	7		
Master of Finance & Control	0	0	6	20		
MBA 0 International Business	0	0	4	15		
Microsoft Office Suite	23	22	30	65		
MSc 0 Leadership and Change Management	0	0	0	43		
PGC in Practitioner Research & Evaluation Skills Training	0	17	9	2		
GRAND TOTAL	282	421	648	1,295		700

Table C2.17

**BOTSWANA COLLEGE OF ENGINEERING & TECHNOLOGY Graduates by
Programmes: 2009 – 2014**

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
Certificate in Electrical & Electronic Engineering	20	20				
Certificate in Electrical & Electronic Engineering						
National Craft Certificate Automotive Electronics					7	7
National Craft Certificate Automotive Mechanics						5
Maintenance Fitting						4
Certificate in ICT						4
Heavy Plant Mechanics						32
Borehole Mechanics						18
Panel Beating and Spray Painting						10
Diploma in Building and Civil Engineering				41	28	40
Diploma in Electrical And Electronic Engineering	33	51		50	35	35
Diploma in Geomatics				23	18	15
Diploma in Mechanical Engineering				40	52	51
Diploma in Water & Environmental Engineering				23	26	26
GRAND TOTAL	53	71		177	166	247

Table C2.18

FRANCISTOWN COLLEGE OF TECHNICAL & VOCATIONAL EDUCATION
Graduates by Programmes: 2009 – 2014

	2009	2010	2011	2012	2013	2014
Advanced Certificate in Business Administration						
Advanced Certificate in IT	1	13				
Advanced Certificate in Multimedia		14				
BTEP Certificate in Building Construction			13	13	13	
Advanced Certificate in Business			12		63	58
Certificate in Hospitality Operations				25		
Certificate in Travel & Tourism					30	18
Clothing Design &Textile			9		13	71
Diploma in Technical & Vocational Education			9	50		
Electrical & Mechanical Engineering			15	13	13	
Higher Diploma in Beauty And Therapy				7	27	12
Hospitality	13			30		14
Information & Comm. Technology			15	16	30	
Advanced Certificate in Multimedia			10			17
Advanced Certificate in ICT						9
Post Graduate Certificate in TVET				57	133	133
Certificate in Sports, Recreation & Leisure						44

Table C2.19

GABORONE TECHNICAL COLLEGE Graduates by Programmes: 2009 – 2014

	2009	2010	2011	2012	2013	2014
Technician Diploma in Electrical & Electronics						14
National Craft Certificate NCC2 Electrical						5
National Craft Certificate NCC3 Refrigeration						11
Certificate in Beauty Therapy						28
Certificate in Hair Dressing						22
GRAND TOTAL						70

Table C2.20
OTHER PUBLIC COLLEGES Graduates by Programmes: 2009 – 2014

PROGRAMMES OFFERED	2009	2010	2011	2012	2013	2014
BOTSWANA WILDLIFE TRAINING INSTITUTE						
Certificate in Wildlife Management						44
Diploma in Wildlife Management						22
Certificate in Professional Tour Guide						18
TOTAL						84
DEFENCE STAFF & COMMAND						
Diploma in Defence & Strategic Studies			28		36	36
Masters in Defence & Strategic Studies			8			
TOTAL			36		36	36
INSTITUTE OF DEVELOPMENT MANAGEMENT						
Certificate in Archives & Records management						14
Certificate in Human Resource Management						15
Diploma in Archives & Records management						31
Diploma in Educational Management						53
TOTAL						113
GRAND TOTAL						233

Table C2.21
UNIVERSITY OF BOTSWANA Graduates by Programmes: 2009 – 2014

Programmed Offered	2009	2010	2011	2012	2013	2014
BACHELOR OF ARTS (African Language & Literature)	9	0				
BACHELOR OF ARTS (Economics)	15	8	16	15	19	20
BACHELOR OF ARTS (English)	9	2	3	1	2	2
BACHELOR OF ARTS (Environmental Science)	4	1	8	4	14	23
BACHELOR OF ARTS (History)	1	0		1	0	
BACHELOR OF ARTS (Humanities)	438	349	326	266	403	283
BACHELOR OF ARTS (Library & Information Studies)	0	10	14	5	8	2
BACHELOR OF ARTS (Psychology)	7	6	7	4	3	9
BACHELOR OF ARTS (Public Administration)	4	0	5	7	10	4
BACHELOR OF ARTS (Social Sciences)	198	204	223	151	211	225
BACHELOR OF ARTS (Sociology)	5	2	4	3	0	
BACHELOR OF ARTS (Statistics)	1	2			0	
BACHELOR OF ARTS (Media Studies)					25	22
BACHELOR OF ARTS (Criminal Justice)						9
BACHELOR OF ARTS (Theology & Religious Studies)	6	3	6	3		
Bachelor of Accountancy	107	06	119	109	119	116
Bachelor of Architecture	8	9	13	6	10	11
Bachelor of Business Administration (Management)	77	76	94	79	73	106
Bachelor of Business Administration (Marketing)	48	47	32	67	62	67
Bachelor of Business Administration (Tourism & Hospitality)	0	13	19	12	11	26
Bachelor of Design (Design & Technology)	14	17	16	24	18	8

Table C2.21 Cont'd.....

Programmed Offered	2009	2010	2011	2012	2013	2014
Bachelor of Design (Industrial Design)	4	15	6	14	5	10
Bachelor of Education (Adult Education)	49	44	24	14	30	53
Bachelor of Education (Counselling)	0	45	31	47	60	58
Bachelor of Education (Educational Management)	36	35	35	52	42	35
Bachelor of Education (Family and Consumer Sciences)	34	47	45	37	23	65
Bachelor of Fine Arts (Theatre Arts)						25
Bachelor of Education (Business)				8	10	8
Bachelor of Education (Physical Education)	58	51	38	40	93	136
Bachelor of Education (Primary Education)	53	65	50	59	58	409
Bachelor of Education (Science)	71	25	41	35	52	
Bachelor of Education (Secondary Education)	26	26	36	40	43	278
Bachelor of Education (Special Education)	62	80	40	36	28	109
Bachelor of Finance	47	47	41	37	43	78
Bachelor of Laws	58	50	58		66	85
Bachelor of Library & Information Studies	34	31	33	23	19	45
Bachelor of Media Studies	27	21	24	37	34	29
Bachelor of Nursing Science	65	64	55	72	54	58
Bachelor of Science (Biological Sciences)	18	19	17	20	25	19
Bachelor of Science (Chemistry)	8	6	4	7	3	2
Bachelor of Science (Computer Science)	24	20	4	9	12	18
Bachelor of Science (Environmental Health)	8	4	12	14	17	
Bachelor of Science (Applied Geophysics)					6	6
Bachelor of Science (Radiation and Health Physics)					0	8

Table C2.20 Cont'd....

Programmed Offered	2009	2010	2011	2012	2013	2014
Bachelor of Science (Environmental Science)	20	20	12	10	8	30
Bachelor of Science (General)	33	24	46	36	41	36
Bachelor of Science (Geology)	29	18	18	12	28	25
Bachelor of Science (Mathematics)	2	9	2	8	4	7
Bachelor of Science (Medical Laboratory Science)	0	6	24	4	7	
Bachelor of Science (Physics)	0	0	4	3	4	1
Bachelor of Science (Physics with Meteorology)						2
Bachelor of Science (Statistics)	2	0	2	0	2	7
Bachelor of Science (Urban & Regional Planning)	12	8	14	11	9	11
Bachelor of Medicine Bachelor of Surgery						31
Bachelor of Land Management					9	3
Bachelor of Social Work	57	75	90		52	88
Bachelor of Criminal JUSTICE				4	12	
Bachelor of GEOMATICS				4	16	32
Bachelor of Science in Urban & Regional Planning (MA professional)					3	
BEng (Civil Engineering)	20	26	12	20	19	24
BEng (Construction Engineering & Management)	14	14	20	14	15	
BEng (Electrical & Electronic Engineering)	10	16	17	20	19	11
BEng (Electrical & Mechanical Engineering)	0	0	1	21	0	
BEng (Mechanical Engineering)	17	12	28	21	12	16
BIS (Business Information Systems)	15	33	25	23	21	
BIS (Computer Information Systems)	16	18	7	6	9	7
BIS (Information Management)	19	17	19	12	6	17

Table C2.20 Cont'd....

Programmed Offered	2009	2010	2011	2012	2013	2014
Certificate in Archives & Records Management	11	5	2	3	4	
Certificate in Construction Engineering	5	9	10			
Certificate in Electrical & Electronic Engineering	14	20	20			
Certificate in LAND ADMINISTRATION				8		
Certificate in Land Management	0	0	23		7	
Certificate in Library and Information Studies	0	0	14	19		
Certificate in Motor Vehicle Engineering	24	12	20			
Certificate in Plant Engineering	12	8	17			
Certificate in Refrigeration and Air Conditioning Engineering	13	2	6			
Certificate in Science Laboratory Technology	0	8	10			
Diploma in Accounting & Business Studies	248	300	272	222	289	244
Diploma in Adult education	22	24		16	5	43
Diploma in Archives & Records Management	31	16	11	22	27	25
Diploma in Building & Civil Engineering	35	30	33			
Diploma in Criminal Justice Studies	16	17	17	20		
Diploma in DEFENCE AND STRATEGIC STUDIES				19	26	23
Diploma in Electrical & Electronic Engineering	35	32	52			
Diploma in Geomatics	13	13	13			
Diploma in Land Management					5	17
Diploma in Law	41	43	29	14		
Diploma in Library and Information Studies	0	15	15	22	22	14
Diploma in Mechanical Engineering	52	37	57			
Diploma in Mining Engineering	14	22	23	23	25	22
Diploma in Non-Governmental Organization	0	0	4	1	2	4

Table C2.20 Cont'd....

Programmed Offered	2009	2010	2011	2012	2013	2014
Diploma in Population Studies	23	29	13	16	15	6
Diploma in Social Work	22	30	32	35	22	15
Diploma in Statistics	12	8	8	35	11	7
Diploma in Water & Environmental Engineering	12	5	27			
Diploma in Youth in Development Work	2	0	2	1		
MA (African Languages & Literature)	4	1				1
MASTER OF ARTS (Development Studies)	14	9	8	6	14	10
MASTER OF ARTS (Economics)	11	8	10	15	5	12
MASTER OF ARTS (English)	5	4	4	1	3	3
MASTER OF ARTS (History)	0	1	2	1	1	
MASTER OF ARTS (Population Studies)	3	1	4	2	2	6
MASTER OF ARTS (Statistics)	3	4	5	3	2	3
MASTER OF ARTS (Theology & Religious Studies)	4	2	1	1	1	2
Master of Business Administration	35	51	41	29	10	6
Master of Laws	2	0	3		2	1
Master of Development Practice					2	1
Master of Defence & Strategic Studies					3	6
Master of Library & Information Studies	5	7		3	2	3
Master of Nursing Science	2	3	2	10	3	10
Master of Politics and International Relations	0	2	2	10	18	7
Master of PROJECT MANAGEMENT	1	4	4	5	4	1
Master of Social Work	6	11	5	10	4	6

Table C2.20 Cont'd....

Programmed Offered	2009	2010	2011	2012	2013	2014
Masters of Archives & Records Management	2	5	7	7	5	5
MEd (Curriculum & Instruction)	7	1	2	1	6	7
MEd (Adult Education)	7	4		5	0	7
MEd (Counselling & Human Services)	10	17	21	8	16	3
MEd (Educational Management)	10	14	3	3	3	8
MEd (Gender Education)	1	0	7	3	2	2
MEd (LANGUAGE EDUCATION)					1	
MEd (Languages & Social Sciences)	0	1				
MEd (Mathematics & Science)	2	4				
MEd (MATHEMATICS EDUCATION)			3	1	1	3
MEd (Physical Education)	4	1	3		1	
MEd (Primary Education)	3	0	1	2		1
MEd (Religious Education)	0	1	2			
MEd (Research & Evaluation)	7	9	4	8	8	6
MEd (Science Education)	1	2		2		1
MEd (Social Studies)	2	4			1	1
MPA (Environmental Resource Management)	1	1		1		
MPA (HUMAN RESOURCE MANAGEMENT)	15	20	29	24	21	19
MPA (LOCAL GOVERNMENT MANAGEMENT)				1		1
MPA (PUBLIC FINANCE MANAGEMENT)				2		
MPA (Public Policy & Administration)	1	3	3		1	4
MPhil (AFRICAN LANGUAGES AND LITERATURE)			1	3		
MPhil (Engineering)					1	
MPhil (Natural Resource Management)					1	4

Table C2.20 Cont'd....

Programmed Offered	2009	2010	2011	2012	2013	2014
MPhil (Biological Sciences)	3	1	4		1	
MPhil (Chemistry)	1	1				
MPhil (Mathematics & Science)	0	0	4			
MPhil (Physics)	0	0				
MSc (Applied Microbiology)	1	3	2	1	1	1
MSc (Chemistry)	4	1	3	1		2
MSc (Civil Engineering)	0	1		2		
MSc (Computer Information Systems)	0	2		1	3	6
MSc (Computer Science)	1	1	1	1	1	4
MSc (Electrical & Electronic Engineering)	3	1	1		1	1
MSc (Environmental Science)	5	8	1	4	1	8
MSc (Hydrogeology)	1	1	2	1		3
MSc (Mathematics)	3	1	7		2	2
MSc (Mechanical Engineering)	0	1			1	
MSc (Physics)	0	0	1		2	2
MSc (Physical Chemistry)						2
PhD (AFRICAN LANGUAGES AND LITERATURE)				1		
PhD (Applied Microbiology)	0	1				
PhD (Biological Sciences)						1
PhD Language Education						2
PhD (Chemistry)	0	0	2		1	1
PhD (Mechanical Engineering)					1	1
PhD (COUNSELLING AND HUMAN SERVICES)				1		
PhD (Curriculum & Instruction)	0	1				

Table C2.20 Cont'd....

Programmed Offered	2009	2010	2011	2012	2013	2014
PhD (COUNSELLING AND HUMAN SERVICES)				1		
PhD (Curriculum & Instruction)	0	1				
PhD (Educational Management)	0	1		1	1	3
PhD (Environmental Science)	2	0			1	1
PhD (History)	0	1				
PhD (Library & Information Studies)	3	0	1			
PhD (English)					1	
PHD (Statistics)					3	
PhD (Mathematics)	2	1	2		1	
PhD (Physics)	1	0			1	1
PhD (Research & Evaluation)	0	1	3			4
PHD Natural Resource					2	
Post Graduate Diploma (Statistics)					1	1
Postgraduate Diploma in Education	160	120	68		199	169
TOTAL	2,914	2,874	2,850	2,244	2,837	3,600

Chapter



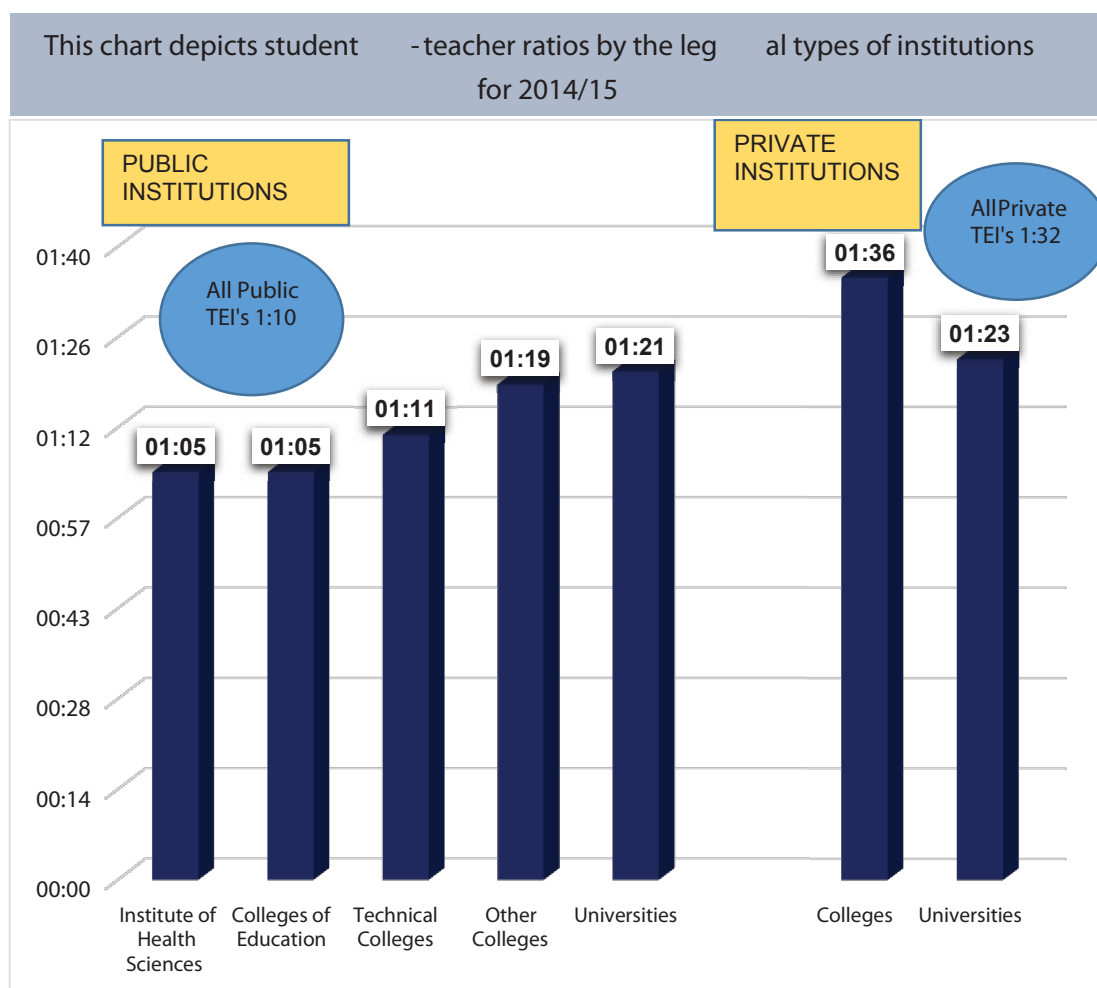
THE LEARNING ENVIRONMENT AND ORGANISATION OF LOCAL TERTIARY EDUCATION INSTITUTIONS

STUDENT-TEACHER RATIO

This indicator measures the ratio of students to teaching staff in the local TEIs. Class size, student-teacher ratios along with student's instruction time, teacher's average working time and the division of teacher's time between teaching and other duties – are among the determinants of the size of the countries' teaching force (OECD, 2009). According to UNESCO, the purpose of this indicator is to measure the level of human resource input in terms of the number of teachers in relation to the size of the student population, (Education Indicators, 2009).

Key results

Chart D1.1
Ratio of students to teaching staff in local TEIs 2014/15



Source: Tertiary Education Institutions
Refer to Table D1.1

Table D1.1
Ratio of students to teaching staff in local TEIs (2014/15)

NAME OF INSTITUTION		2011/12	2012/13	2014/15
PRIVATE INSTITUTIONS		1:14	1:26	1:32
COLLEGES	Assembly Bible College	1:6	1:6	1:3
	ABM University College	1:53	1:51	1:27
	Ba Isago University College	1:13	1:17	-
	Boitekanelo Training Institute	0	1:38	1:30
	Bosa Bosele Training Institute	0	0	1:22
	Imperial School of Business & Science	0	1:23	1:39
	Flying Mission Services	1:3	1:2	1:4
	Gaborone Institute of Professional Studies	1:0	1:19	1:34
	Gaborone Universal College of Law	1:13	1:18	1:46
	Kgolagano College Of Theological Studies	1:9	1:6	1:13
	Limkokwing University College Of Creative Technology	1:18	1:32	1:23
	Management College Of Southern Africa	1:63	1:34	1:44
	New Era College Of Applied Arts, Science & Technology	1:0	1:26	-
	ALL COLLEGES RATIO	1:14	1:28	1:36
UNIVERSITY	Botho University	1:19	1:20	1:23
PUBLIC INSTITUTIONS		1:15	1:16	1:10
INSTITUTE OF HEALTH SCIENCES	Bamalete Lutheran School Of Nursing	1:2	1:4	1:4
	Deborah Retief Memorial School Of Nursing	1:6	1:6	-
	Francistown Institute Of Health Sciences	1:6	1:8	1:6
	Gaborone Institute Of Health Sciences	1:5	1:5	1:5
	Kanye Seventh Day Adventist School Of Nursing	1:7	1:7	1:7
	Lobatse Institute Of Health Sciences	1:4	1:5	1:5
	Molepolole Institute Of Health Sciences	1:5	1:5	1:4
	Serowe Institute Of Health Sciences	1:7	1:7	-
	All IHS Ratio	1:5	1:6	1:5
COLLEGES OF EDUCATION	Francistown College Of Education	1:9	1:10	1:2
	Molepolole College of Education	1:3	1:4	1:4
	Tonota College of Education	1:4	1:4	1:5
	Tlokweng College of Education	1:2	1:5	1:7
	Serowe College of Education	1:5	1:8	1:6
	ALL COLLEGES OF EDUCATION RATIO	1:4	1:6	1:5
TECHNICAL COLLEGES	Botswana College of Engineering & technology	1:3	1:7	1:15
	Francistown College of Technical & Vocational Education	1:4	1:7	1:7
	Gaborone Technical College	1:5	1:6	-
	ALL TECHNICAL COLLEGES RATIO	1:4	1:7	1:11

Table D1.1 Cont'd...

NAME OF INSTITUTION		2011/12	2012/13	2014/15
PUBLIC INSTITUTIONS cont'd...				
OTHER	Botswana Accountancy College	1:59	1:48	1:38
COLLEGES	Botswana College Of Agriculture	1:11	1:15	-
	Botswana College of Open & Distance Learning	1:57	1:51	-
	Botswana Wildlife Training Institute	1:7	1:7	1:7
	Defence Command Staff College	1:3	1:3	1:3
	Institute Of Development Management	1:22	1:22	1:29
	ALL OTHER COLLEGES RATIO	1:35	1:32	1:19
UNIVERSITIES	University Of Botswana	1:20	1:20	1:21
	Botswana International University Of Science & Technology			
	UNIVERSITIES	1:20	1:20	1:21
	ALL TEIs	1:15	1:19	1:20

CONCLUSION

The following conclusions were drawn from the report:

- A total of 60,583 students were enrolled during 2014/15; and
- 57.5 percent of TE students were females.
- Female students dominated across all programmes except in science and science related programmes during the period 2009/10 -2014/5.
- An observed pattern of male dominance at technical colleges with a noticeable increase in female participation
- The University of Botswana continued to register the largest student population during the period 2009/10 – 2014/15.
- Increasing fluctuating trend in private sector participation in the provision of tertiary education
- A total of 34, 069 students sat for Botswana General Certificate of Secondary Education in 2013 and 21, 898 (64.28 %) proceeded to tertiary institutions.
- The Department of Tertiary Education Financing (DTEF) sponsored a total of 204 Batswana students to study internationally
- Low enrolment for post graduate programmes (Masters Degree, Master of Philosophy and Doctor of Philosophy). Out of 60,583 students enrolled in 2014/15 only 1980 (3.27%) enrolled for post graduate programmes, with PhD constituting only 94 students (0.155%), of which 27 were females.
- Relatively low enrolment and graduation rates for Engineering, Science and Technology programmes as compared to Social Science, Business, Education and Humanities.
- A low GTER which generally indicates a low degree of participation in Tertiary Education which has constantly remained below countries like South Africa and Mauritius.
- . Of the 94 PhD students, 5are locals, 50 percent foreigners and only 28.7 percent are females.

APPENDICES

APPENDIX I ISCED BROAD GROUPS AND FIELDS OF EDUCATION:

General Programmes

1 Basic programmes

Basic general programmes pre-primary, elementary, primary, secondary, etc.

8 Literacy and numeracy

Simple and functional literacy, numeracy.

9 Personal development

Enhancing personal skills, e.g. behavioural capacities, mental skills, personal Organizational capacities, life orientation programmes.

1 Education

14 Teacher training and education science

Teacher training for preschool, kindergarten, elementary school, vocational, practical, non-vocational subject, adult education, teacher trainers and for handicapped children. General and specialized teacher training programmes. **Education science**: curriculum development in non-vocational and vocational subjects. Educational assessment, testing and measurement, educational research, other education science.

2 Humanities and Arts

21 Arts

Fine arts: drawing, painting, sculpture;

Performing arts: music, drama, dance, circus;

Graphic and audio-visual arts: photography, cinematography, music production, radio and TV production, printing and publishing;

Design; Craft skills.

22 Humanities

Religion and theology; foreign languages and cultures: living or “dead” languages and their literature, area studies;

Native languages: current or vernacular language and its literature;

Other humanities: interpretation and translation, linguistics, comparative literature, history, history, archaeology, philosophy, ethics.

3 Social Sciences, Business and Law

31 Social and Behavioural Science

Economics, economic history, political science, sociology, demography, anthropology (except physical anthropology), ethnology, futurology, psychology, geography (except physical geography), peace and conflict studies, human rights.

32 Journalism and Information

Journalism; library technician and science; technicians in museums and similar repositories;
Documentation techniques;
Archival sciences.

34 Business and Administration

Retailing, marketing, sales, public relations, real estate;
Finance, banking, insurance, investment analysis;
Accounting, auditing, bookkeeping;
Management, public administration, institutional administration, personnel
Administration;
Secretarial and office work.

38 Law

Local magistrates, “notaries”, law (general, international, labour, maritime, etc.),
Jurisprudence, history of law.

4 Science

42 Life Sciences

Biology, botany, bacteriology, toxicology, microbiology, zoology, entomology, ornithology, genetics, biochemistry, biophysics, other allied sciences, excluding clinical and veterinary sciences.

44 Physical Sciences

Astronomy and space sciences, physics, other allied subjects, chemistry, other allied subjects, geology, geophysics, mineralogy, physical anthropology, physical geography and other geosciences, meteorology and other atmospheric sciences including climatic research, marine science, volcanology, paleoecology.

46 Mathematics and Statistics

Mathematics, operations research, numerical analysis, actuarial science, statistics and other allied fields.

48 Computing

Computer sciences: system design, computer programming, data processing, networks, operating systems software development only (hardware development should be classified with the engineering fields).

5 Engineering, Manufacturing and Construction

52 Engineering and Engineering Trades

Engineering drawing, mechanics, metal work, electricity, electronics, telecommunications, energy and chemical engineering, vehicle maintenance, surveying.

54 Manufacturing and Processing

Food and drink processing, textiles, clothes, footwear, leather, materials (wood, paper, plastic, glass, etc.), mining and extraction.

6 Agriculture

62 Agriculture, Forestry and Fishery

Agriculture, crop and livestock production, agronomy, animal husbandry, horticulture and gardening, forestry and forest product techniques, natural parks, wildlife, fisheries, fishery science and technology.

64 Veterinary

Veterinary medicine, veterinary assisting.

7 Health and Welfare

72 Health

Medicine: anatomy, epidemiology, cytology, physiology, immunology and immunohematology, pathology, anaesthesiology, paediatrics, obstetrics and gynaecology, internal medicine, surgery, neurology, psychiatry, radiology, ophthalmology;

Medical services: public health services, hygiene, pharmacy, pharmacology, therapeutics, rehabilitation, prosthetics, optometry, nutrition;

Nursing: basic nursing, midwifery;

Dental services: dental assisting, dental hygienist, dental laboratory technician, odontology.

76 Social Services

Social care: care of the disabled, child care, youth services, gerontological services; Social work: counselling, welfare etc.

8 Services

81 Personal Services

Hotel and catering, travel and tourism, sports and leisure, hairdressing, beauty treatment and other personal services: cleaning, laundry, dry-cleaning, cosmetic services, domestic science.

84 Transport Services

Seamanship, ship's officer, nautical science, air crew, air traffic control, railway operations, road motor vehicle operations, postal service.

85 Environmental Protection

Environmental conservation, control and protection, air and water pollution control, labour protection and security.

86 Security Services

Protection of property and persons: police work and related law enforcement, criminology, fire-protection and fire-fighting, civil security;

Military.

999 Not known or unspecified

(This category is not part of the classification itself but in data collection "99" is needed for "fields of education not known or unspecified".)

APPENDIX 2: Public TEIs registered with BQA as at March 31st 2015

INSTITUTION NAME	REGISTRATION CERTIFICATE NUMBER	HEADQUARTERS	SATELLITE CAMPUS	ADMINISTRATIVE DISTRICT
Institutes of Health Sciences				
Bamalete Lutheran School of Nursing	558	Ramotswa	None	South East
Francistown Institute of Health Sciences	562	Francistown	None	North East
Gaborone Institute of Health Sciences	56	Gaborone	None	South East
Lobatse Institute of Health Sciences	523	Lobatse	None	Southern
Molepolole Institute of Health Sciences	544	Molepolole	None	Kweneng
Serowe Institute of Health Sciences	567	Serowe	None	Central
Seventh Day Adventist School of Nursing	565	Kanye	None	Southern
Colleges of Education				
Molepolole College of Education	574	Molepolole	None	Kweneng
Serowe College of Education	522	Serowe	None	Central
Tlokweng College of Education	517	Tlokweng	None	South East
Tonota College of Education	56	Tonota	None	Central
Technical Colleges				
Francistown College of Technical and Vocational Education	516	Francistown	None	North East
Gaborone Technical College	515	Gaborone	None	South East
Botswana College of Engineering & Technology	517	Gaborone	None	South East
Maun Technical College		Maun	None	Ngamiland
Other Colleges				
Botswana Accountancy College	59	Gaborone	Francistown	South East
Botswana College of Agriculture	55	Gaborone	None	South East
Botswana College of Distance and Open Learning	568	Gaborone	Palapye, Kang, Francistown,	South East
Botswana Wildlife Training Institute	576	Maun	N/A	Ngamiland

INSTITUTION NAME	REGISTRATION CERTIFICATE NUMBER	HEADQUARTERS	SATELLITE CAMPUS	ADMINISTRATIVE DISTRICT
INSTITUTION NAME	REGISTRATION CERTIFICATE NUMBER	HEADQUARTERS	SATELLITE CAMPUS	ADMINISTRATIVE DISTRICT
Institute Of Development Management	551	Gaborone	None	South East
Defence Command & Staff College		Gaborone		South East
Universities				
University Of Botswana	519	Gaborone	Francistown	South East
Botswana International University Of Science & Technology		Palapye	None	Central

APPENDIX 3: Private TEIs registered with BQA as at March 2015

INSTITUTION NAME	REGISTRATION CERTIFICATE NUMBER	HEADQUARTERS	SATELLITE CAMPUSES	ADMINISTRATIVE DISTRICT
Private Institutions				
ABM University College	555	Gaborone	Francistown	South East
Assembly Bible College	513	Gaborone	None	South East
Ba Isago University College	518	Gaborone	Francistown	South East
Boitekanelo Training Institute	4154			
Bosa Bosele Training Institute		Gaborone	Selebi Phikwe	
Botho University	54	Gaborone	Francistown, Maun	South East
Botswana Institute Of Bankers		Gaborone		South East
DDT College Of Medicine		Gaborone		South East
Flying Mission School	4291			
Gaborone Institute of Professional Studies	54	Gaborone	Francistown, Lobatse	South East
Gaborone Universal College of Law and Professional Studies	5189			
Imperial School of Business		Gaborone		South East
Kgolagano College of Theological Education	58	Gaborone		South East
Limkokwing University College of Creative Technology	443	Gaborone	None	South East
Management College of South Africa	4217			
Megasize Business & Computer College		Gaborone		South East
New Era College of Arts, Science and Technology	4139	Gaborone	None	South East

APPENDIX 4: Technical Description of performance Indicators

INDICATOR	DEFINITION	MEASURE
Access		
1. Gross Intake rate (or gross admission rate Intake/admission rate at tertiary Intake/admission rate at Vocational Training Intake/admission Colleges of Education Intake/Admission Institute Of Health Sciences	New entrants to tertiary institutions <hr/> Population of age group 18	Number of students entering tertiary Education for the first time at a given year t. Population of tertiary official entrance age , i.e. 18 years at a given year t
2. Net Intake rate (or Net admission rate) Net Intake/admission rate at tertiary Net Intake/admission rate at Vocational Training Net Intake/admission Colleges of Education Net Intake/admission Institute Of Health Sciences	New entrants to tertiary for age 18 <hr/> Population of age 18	Number of students entering tertiary at age 18 Population of students aged 18 at a given year
3. Transition rate transition rate to tertiary transition rate to Vocational Training transition rate to Colleges of Education Net Intake/admission Institute Of Health Sciences	New entrants to 1 st year in a given year t <hr/> Total enrolments of form 5 of the previous year (t1)	Total number of students admitted to 1 st year in a given year t Total enrolment of Form 5 of the previous year (t1)

INDICATOR	DEFINITION	MEASURE
Proportion of employed Part time students* proportion of employed Part time students at tertiary proportion of employed Part time students at Vocational Training	Number of employed Part time students	Number of Part time students enrolled
	Total Part time students	Number of employed Part time students <i>(These could be produced by programme and Gender)</i>

APPENDIX 4 cont'd...

INDICATOR	DEFINITION	MEASURE
Coverage		
4. Gross enrolment rate	Enrolment at TE(regardless of age)	Total enrolment at tertiary in a given year Population of 18-24 in a given year
	Population of age group (18-24)	
5. Net enrolment rate	Enrolment of official age group	Enrolment at tertiary of the 18-24 in a given year t
	Population of official age group	
6. Percentage of over aged students	Overaged students in tertiary	Enrolment at tertiary of the above 24 years old (These indicators can be produced by, Gender, type of institution and by International Statistical Classification of Education Data (ISCED) level
	Total enrolment at tertiary	
7. Percentage of students out of school	Population (18-24) Enrolment (18-24)	
	Population (18-24)	
8. Promotion rate	Students promoted to the next level in a given year(t+1)	Number of student enrolled by level or by year of study
	Total enrolment in the previous year t	
9. Repetition rate	Students repeating level g in year t+1	Number of students repeating by level or by year of study
	Enrolment in level g, in year t	

INDICATOR	DEFINITION	MEASURE
10. Dropout Rate	Students dropping out level g during year t Enrolment in level g in year t	Number of dropouts by level or by year of study during year t
Education Efficiency		
Tertiary Output Graduation rate Graduation rate by programme	Number of Diplomas from enrolment in year t Total enrolment in year t	Total number of Diplomas by Gender Total number of Diplomas by programme and Gender Total enrolment by Gender <i>(these can be produced by ISCED levels)</i>

APPENDIX 4 cont'd...

INDICATOR	DEFINITION	MEASURE
Research Output Number of Master and Doctoral Number of Diploma Masters and Doctoral	Number of Masters and Doctoral Degrees in year t	
Academic Staff by Gender and Nationality	Number of academic staff distributed by sex and nationality	
Number of government sponsored outbound students	Number of students placed by the Department of Student Placement outside the country	
Student enrolment per 1, of the population	Proportion of Student enrolment for every 1, of the population	Number of student enrolled Population of the country
Post-Secondary attainment level of the population	Percentage distribution of the 25 years and above in the country with a tertiary level qualification	Number of 25 years old with tertiary Education level qualification Population of the country



For more information contact:

Plot 60113, Block 7, Gaborone, Private Bag BR 108, Gaborone, Botswana

Telephone: +267 3930741 Fax: +267 3930740

Email: marketingcomms@hrdc.org.bw, Website: www.hrdc.org.bw

