

THIS SPACIOUS Southern African country has a lot to recommend it. To begin with, there's the desert: those famous red dunes of the Kalahari dominate across 70 percent of the more than 600 000 square kilometres of Botswana's surface area. In the southwest corner, Botswana shares the desert-based Kgalagadi Transfrontier National Park with South Africa. In the northwest, the spectacular Okavango Swamp, the world's largest inland delta, attracts many thousands of visitors a year.

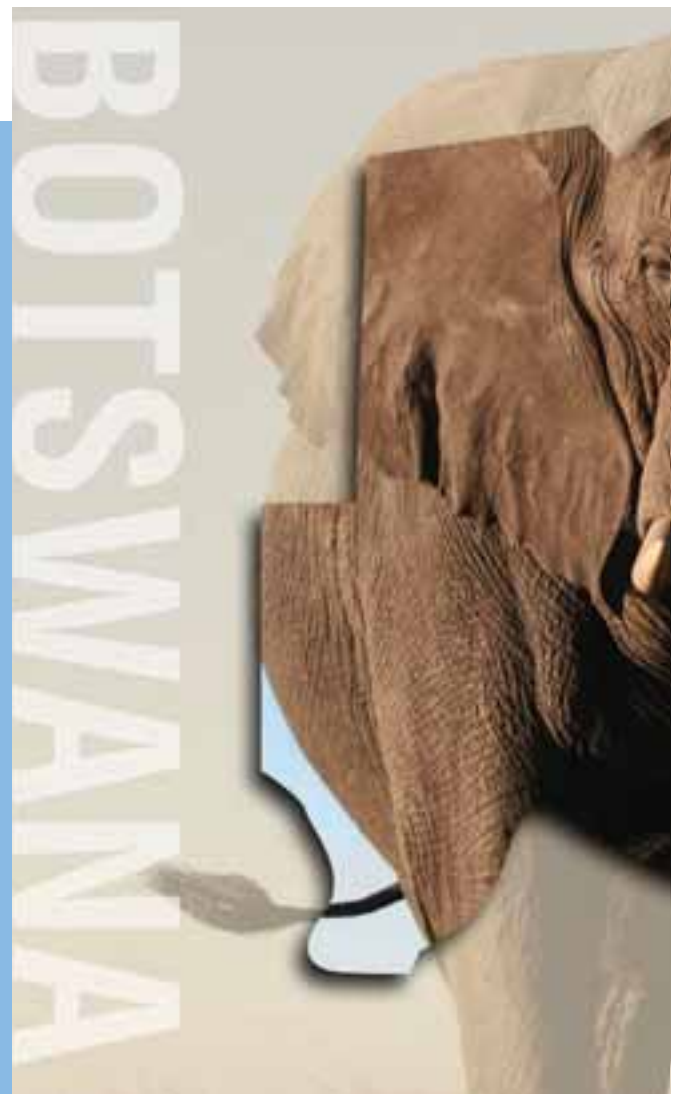
Despite its considerable expanse, Botswana is extremely sparsely populated, with a population density figure of only three persons per square kilometre. Indeed, only 1.7-million people live here, which places it low down – in the last 20 – of the world population rankings.

The oldest ethnic grouping in Botswana is undoubtedly the San (or AbaThwa). As across the entire Southern African region, these stone-age people were the first human occupants, and still today comprise significant groupings in Botswana in particular, often occupying remote areas within the Kalahari Desert. At least 1 500 years ago, possibly earlier, iron-age Bantu people had expanded south from their original homes in West Africa and had begun penetrating into present-day South Africa. Nguni immigrants moved through the eastern coastal regions of the country; while the Sotho-Tswana wave occupied the centre of the country, finally settling in the Southern African central plateau now identified as the South African provinces of North West and Northern Cape, and in the more fertile tracts of Botswana.

It was only in the 19th century that present-day Botswana took shape as a political entity. Tensions between tribes had been exacerbated by the Difaqane upheavals, described by one historian as 'one of the most formative events of African history'.⁴ With Shaka's formidable Zulu armies at the epicentre, hardly a tribe or ethnic grouping anywhere in and around South Africa was left untouched.

Added to this fundamental unrest was the introduction of European settlers in the shape of the Boer communities who appeared to the north of the Vaal River with the advent of the Great Trek in the late 1830s. The Tswana tribes of the region lived an increasingly precarious existence, until finally their leaders appealed to the British for protection. The result was the establishment of the Bechuanaland Protectorate in 1885, a territory that was ultimately divided between the then Cape Colony, with the northern parts remaining under British control. When union was achieved in South Africa in 1910, the three so-called High Commission Territories of Basutoland, Swaziland and the Bechuanaland Protectorate were not included. This paved the way for self-government, and the eventual creation of the Botswanan state, a parliamentary republic, in 1966, with Seretse Khama as its first president.

Socio-economic conditions in the country have, since then, generally been conducive to steady growth, and today Botswana is one of the success stories of post-Uhuru Africa. The currency, the Pula, is the strongest in the SADC region; and per capita GDP, at nearly US \$6000, is among the region's highest. The Botswanan economy has been built on foreign investment and foreign management skills, which has resulted in the rapid growth of the financial and services sectors, as well as increasing manufacturing activity. By the early 2000s these activities had outstripped mining as the leading revenue generators in the economy. Important pillars of the nation's economic policy include: no prohibition on foreign ownership of companies, a privatisation master plan, and a national export development strategy. Botswana, which has enjoyed some form of tertiary education facilities since 1966, ranks as Africa's least corrupt country and the continent's best credit risk.



KEY COUNTRY CONTEXT STATISTICS

Population:	1.720 million (2006)
GDP:	US\$5,720 (2006) per capita
Human Development Index (HDI):	0.654
Unemployment levels:	7.5% (2007 est.)
Key economic sectors:	Mining, Manufacturing, Agriculture, Tourism
Principal Exports:	Diamonds, Copper-Nickel, Beef, Soda Ash.
HIV and Aids prevalence:	23.9% (2008)
Gross Primary Enrolment Ratio:	82.5 (2006)
Gross Secondary Enrolment Ratio:	28.5 (2006)
Gross Tertiary Enrolment Ratio:	5 (2006)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2007; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006).

⁴ J D Omer-Cooper.



POLICY CONTEXT

The Tertiary Education Policy of 2008 outlines a series of policy recommendations for HE in the country. Amongst others, this policy seeks to support the creation of a single, integrated and differentiated tertiary education system. The 9th National Development Plan (2003-2009) notes a proposed increase in expenditure on secondary and tertiary education and plans to open a second public university. The Annual Poverty Report (2007) makes reference to the role of HE in expanding employment opportunities (MRCI Report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Tertiary Education Act (TEA) of 1999	Defines tertiary education as all post-secondary school education and training. Act defines organisation of tertiary education in the country.
Tertiary Education White Paper 'Towards a Knowledge Society, 2008'	Objective of the policy is to achieve a gross tertiary enrolment rate of 17% by 2016 and 25% by 2026.

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
Tertiary Education Council (TEC)	This council, created as an Act of parliament, is responsible for registration of HE institutions, accreditation of courses, quality assurance of programmes of learning, planning and research, advisor to government, policy initiation, human resources planning and development and budgeting and funding for public tertiary institutions.
Botswana Training Authority (BOTA)	Authority's overall task is to monitor and regulate Vocational Education and Training (VET) within Botswana.

NATIONAL LEVEL OVERVIEW

Primary education in Botswana lasts for seven years, leading to the Primary School Leaving Certificate (PSLE). Primary school begins at age six. Secondary education lasts for five years, and is divided into two cycles: a three-year cycle leading to the Junior Certificate Examination (JCE) and a two-year cycle preparing pupils for the Botswana General Certificate of Secondary Education. The Cambridge Overseas School Certificate at this level is being phased out, but both give access to higher education (International Association of Universities [IAU] World Higher Education Database, 2003). Higher Education (HE) is provided by 27 tertiary institutions within the country.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	1
Publicly funded HE institutions and colleges	21
Privately funded HE institutions	5
TOTAL	27

Source: Botswana TEC questionnaire and interview response

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	3.3%
% Education budget allocated to higher education	12.5% (2005/06)
Loan/Grant scheme in place	Yes

Source: SARUA (2008) – 'Towards a Common Future: Higher Education in the SADC Region'

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR BOTSWANA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	0.43% (2005)
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 280 1996-2001: 648 2002-2007: 948

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN BOTSWANA	
UNIVERSITIES IN BOTSWANA	WEBSITE
University of Botswana	www.ub.bw

BOTSWANA INTERNATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

THIS EXCITING new institution is currently under construction on a 2 500-hectare site in the rolling hills of Palapye some 270 km north of Gaborone. The express intention is to establish a state-of-the-art centre of excellence that is committed to to serve as a catalyst for economic transformation and that attracts some of the world's brightest young minds.

The doors of the Botswana International University of Science and Technology (BIUST) will accept its first cohort of students in March 2011. Its main aim will be to produce well-rounded graduates fully equipped with work, interpersonal, management and entrepreneurial skills. To achieve this, BIUST will include in all science, engineering and technology curricula business management components for both undergraduate and graduate students. The emphasis will fall heavily on research in a wide range of anticipated academic programmes.

In the engineering faculty, for example, programmes and research opportunities will be offered in biomedical engineering, energy systems, mechatronics, and sustainable

and renewable energy engineering. In the science faculty, there will be everything from agriculture to earth and environmental sciences, ecotourism, and land and water resource science. In the business management faculty, MBA and other programmes will be tailored for dual degree combinations in ecotourism and environmental management, innovation and enterprise, mining economics, and sustainable resource management. Areas of wide interest to the developing and developed worlds will be at the fingertips of research staff and students alike.

BIUST, which is being established by the Botswana government, aims to become a centre of excellence and innovation in the SADC region. The institution will ultimately accommodate 6 000 students from undergraduate to doctoral levels. Key components of the BIUST strategy include partnerships with leading international universities as well as carefully selected local, regional and international private-sector organisations involved in science, engineering and technology – and in the management of these specialities.

No Contact Details



UNIVERSITY OF BOTSWANA

THE ORIGINS of the University of Botswana can be traced back to the break up of the jointly funded University of Botswana, Lesotho and Swaziland (UBLS) in 1975.⁵ The nationalisation of the Lesotho campus of UBLS caused some disruption for students from Botswana and Swaziland, but the establishment of the University of Botswana and Swaziland resolved the situation. Constituent colleges were set up in both countries, the Botswana college specialising in economics, social studies and science, while law was offered in Swaziland.

Co-operation between the two countries and their colleges remained high, with a free interchange of students and a common vision for tertiary education which at the time was seen as 'playing an increasingly important role in national development', not only by providing the necessary skilled manpower, but also by using the university as a focus for academic and cultural activities. At the same time, both colleges concentrated on developing their infrastructural

and academic resources until, in 1982, separate universities were established for each country. After the split, co-operation remained high, with student exchanges and special consultative mechanisms established between the two institutions.

In 1990, a major review was undertaken of the organisation, management and structure of the University of Botswana. This led to major improvements in governance, and to the creation of new faculties of business, engineering and technology, and also to a school of graduate studies, bringing the total number of faculties to eight. The Harry Oppenheimer Okavango Research Centre (originally established in 1994) attracts post-doctoral researchers from around the world, as well as offering postgraduate students from the University of Botswana excellent research facilities. In addition, the university boasts a library with 450 000 books, pamphlets and periodical and journal titles for use by its 25 000 registered users.

FACTS AND FIGURES AT A GLANCE⁶

The University of Botswana offers both contact and distance education. In 2005-6, it had 15,710 students, with 12,602 studying full-time. Most of the students (14,942) are national citizens with 136 students being from SADC countries and 632 students from other international, non-SADC countries.

TABLE 1 UNIVERSITY OF BOTSWANA: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2005-6)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY				
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE	OTHER QUALIFICATIONS (SHORT COURSES, CERTIFICATES ETC)
Science, Engineering & Technology	2,778	2,580	0	167	35	198
Business, Management & Law	1,972	1,824	0	148	0	0
Humanities and Social Sciences	5,008	4,704	2	290	12	127
Health Sciences	346	335	0	11	0	0
Other (Education)	2,408	1,672	464	248	20	0
Other (Graduate School)	933	0	933	0	0	0
Other (Centre for Continuing Education)	2,265	2,265	0	0	0	0
TOTALS	15,710	13,380	1,399	864	67	325

Source: University of Botswana questionnaire response

TABLE 2 UNIVERSITY OF BOTSWANA: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2005-6)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	262
Business, Management & Law	66
Humanities and Social Sciences	216
Health Sciences	21
Other (Education)	140
Other	122
TOTALS	827

Source: University of Botswana questionnaire response

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⁵ For details of the origins of the University of Botswana, Lesotho and Swaziland, see the entry for the National University of Lesotho, on page 16.

⁶ All data presented in this section is headcount data.