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REPORT NO. 11-1630
 Feb 11/71
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PROJECT APPRAISAL REPORT (PAR)

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1. PROJECT NO. 690-11-660-004	2. PAR FOR PERIOD: Sept. 1969 to Jan. 1971	3. COUNTRY AFR/OSARAC	4. PAR SERIAL NO. 71-2
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5. PROJECT TITLE
 University of Botswana, Lesotho, & Swaziland

6. PROJECT DURATION: Began FY _____ Ends FY _____	7. DATE LATEST PROP	8. DATE LATEST PIP	9. DATE PRIOR PAR
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10. U.S. FUNDING	a. Cumulative Obligation Thru Prior FY: \$	b. Current FY Estimated Budget: \$	c. Estimated Budget to completion After Current FY: \$
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11. KEY ACTION AGENTS (Contractor, Participating Agency or Voluntary Agency)

a. NAME California State Polytechnic College	b. CONTRACT, PASA OR VOL. AG. NO. Contract AID/afr 615
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I. NEW ACTIONS PROPOSED AND REQUESTED AS A RESULT OF THIS EVALUATION

A. ACTION (X)			B. LIST OF ACTIONS	C. PROPOSED ACTION COMPLETION DATE
USAID	AID/W	HOCT		
X	X	X	1) Recommended that the Primary Headmasters workshop program be adjusted to complement the proposed math/science program, and provide assistance other than math/science required in the certificate training program proposed by the UBLS School of Education to prepare selected headmasters and other primary school personnel to qualify for an advanced certificate of education. (See contin. sheet.)	FY 1972
X	X	X	2) Two AID contract agricultural specialists have provided training in soil conservation/irrigation and animal husbandry for 100 agriculture certificate and diploma students at SACUS to date. SACUS will become the UBLS/School of Agriculture Part I Center on 7/1/71 for students from all three countries. Courses provided by the two AID specialists are considered high priority by UBLS and Ministry of Agriculture. Recommend these positions be maintained under Part I technical area.	FY 1972
X	X	X	3) One AID EFL specialist is developing a basic program to improve EFL instruction from primary school through university in coordination with British EFL specialists in Botswana and Swaziland. Due other AID priorities and reluctance CalPoly continue EFL program, recommend transfer when feasible UBLS/Lesotho/Mind EFL program to British Council support. If transfer not possible, OSARAC recommends AID support for additional two years under CalPoly or OPEK procedure. Prof. Hunter, Director School of Education, UBLS, considers EFL program of very high priority in terms of UBLS development.	FY 1972

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D. REPLANNING REQUIRES							E. DATE OF MISSION REVIEW	
REVISED OR NEW:	<input type="checkbox"/> PROP	<input checked="" type="checkbox"/> PIP	<input checked="" type="checkbox"/> ERC AG	<input checked="" type="checkbox"/> PIO/T	<input checked="" type="checkbox"/> PIO/C	<input checked="" type="checkbox"/> PIO/F	2/24/71	
PROJECT MANAGER: TYPED NAME, SIGNED INITIALS AND DATE				MISSION DIRECTOR: TYPED NAME, SIGNED INITIALS AND DATE				
J. D. Laird 2/24/71				C.P. Campbell, 2/24/71				

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<u>A. Action (X)</u>				<u>C. Proposed Action Completion Date</u>
<u>USAID/AID-W/HOST</u>				
X	X	X	4) Commodity component should be thoroughly reviewed. The need for transport, specifically four-wheel drive vehicles, should be determined. Contract procurement, particularly audio-visual and agricultural teaching equipment, has been so slow as to reduce the productivity of the specialists.	FY 1972
X	X	X	5) Two agricultural engineers are recommended for the Part I agricultural degree program that may be undertaken at Bunda College, Malawi, for UBLS. Negotiations are pending on this and rather than developing as part of the UBLS program, the project could evolve as a separate multidonor project with UK, Canada, and Israel. Decision on this is expected in FY 1971.	FY 1972
X	X	X	6) Recommend that two senior lecturers in Biology and Chemistry be assigned to each Part I Center in Botswana and Swaziland. If these disciplines are already preempted, mathematics and education could be substituted. If we do not provide the EFL slot (see 3 above), recommend that CalPoly staff an agricultural education position for the Part I Center of the School of Agriculture in Swaziland.	

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II. PERFORMANCE OF KEY INPUTS AND ACTION AGENTS

A. INPUT OR ACTION AGENT CONTRACTOR, PARTICIPATING AGENCY OR VOLUNTARY AGENCY	B. PERFORMANCE AGAINST PLAN							C. IMPORTANCE FOR ACHIEVING PROJECT PURPOSE (X)				
	UNSATISFACTORY		SATISFACTORY			OUT. STANDING		LOW		MEDIUM		HIGH
	1	2	3	4	5	6	7	1	2	3	4	5
State 1. California Polytechnic College				X								X
2.												
3.												

Comment on key factors determining rating: The six specialists assigned to the project under its purpose have good relations with host nationals and are responsive to AID directions. Candor and utility of required reports were weak to start, but have noticeably improved. One position, EFL, had low productivity the first year as incumbent suffered from amoebic dysentery, but he is now making a significant and innovative contribution. The two agricultural specialists were so swamped under a heavy teaching load that they could not contribute to the broader aspects of institution building, although their programs are successful and of high priority.

4. PARTICIPANT TRAINING	1	2	3	4	5	6	7	1	2	3	4	5
			X									X

Comment on key factors determining rating: Only three participants were selected during reporting period due to paucity of eligible candidates. Anyone who has demonstrated potential of leadership and promise is already occupying a position with the Government from which he cannot be spared even for a short time. Two Swazis are studying agriculture at CalPoly, and one UBLS lecturer from Lesotho is taking graduate courses in education at Michigan State. A (see attached)

5. COMMODITIES	1	2	3	4	5	6	7	1	2	3	4	5
			X									X

Comment on key factors determining rating: The contractor should improve procurement and delivery procedures for commodities. Commodities were appropriate, but all too frequently took an excessive time to arrive. Had they been procured locally, the project could have moved forward at a faster pace. UBLS was also not effective in clearing commodities through RSA customs. Four-wheel drive vehicles appear to be necessary.

COOPERATING COUNTRY	a. PERSONNEL	1	2	3	4	5	6	7	1	2	3	4	5
	b. OTHER				X								X

Comment on key factors determining rating: The countries, despite good intentions, are handicapped by meager resources. SACUC does not have technical help for the agricultural specialists and continuity of staffing is a major problem. As a result of the number of instructors who left without replacements, CalPoly personnel had to carry excessive teaching loads. The AV center was not completed for eleven months after the AV specialist arrived and it took months for UBLS to obtain a visa for his travels to Botswana & Swaziland. The primary workshop center officially opened in Sept. 1969, but was not completed until Feb. 1970. The countries did, however, provide what logistical support they could.

OTHER DONORS	1	2	3	4	5	6	7	1	2	3	4	5
				X								X

See Next Page for Comments on Other Donors

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4. Participant Training (continued)

A fourth participant, a Pio Vice Chancellor UBLS will be sent on an observation tour; and a person is currently being selected from among six candidates to study EFL at UCLA in September 1971.

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1. 7. Continued: Comment on key factors determining rating of Other Donors UBLs, during the reporting period, underwent an assessment in depth by other donors, particularly the UK and Canada, that effected the future of the university and, in turn, the effectiveness of the contract team. As a result, UBLs development that would have normally been stimulated from within the University has been devoted chiefly to responding to proposals made by outside assessment groups. This has not permitted members of the project to be as effective as they should be in making proposals for improvement. It should be noted that the US is an important, but minor donor to the UBLs complex.

III. KEY OUTPUT INDICATORS AND TARGETS

A. QUANTITATIVE INDICATORS FOR MAJOR OUTPUTS		TARGETS (Percentage/Rate/Amount)						
		CUMULATIVE PRIOR FY	CURRENT FY 71		FY 72	FY 73	END OF PROJECT	
			TO DATE	TO END				
Educational development through curricula & method change. (In-service workshops).	PLANNED	Particip.	70	143	200	180	180	560
	ACTUAL PERFORMANCE		70	143				
	REPLANNED				200	130	130	368
Agricultural Development	PLANNED	Percent.	10	15	30	20	20	100
	ACTUAL PERFORMANCE		10	15				
	REPLANNED				same as above			
Assistance in English as a Second language curriculum Development	PLANNED	Percent.	10	10	30	30	30	100
	ACTUAL PERFORMANCE		5	5				
	REPLANNED				May be transferred to ODA support			
Introduction of Modern Technology - audio/visual.	PLANNED	Percent	10	15	30	30	30	100
	ACTUAL PERFORMANCE		5	10				
	REPLANNED				Same as above			
B. QUALITATIVE INDICATORS FOR MAJOR OUTPUTS		COMMENT: One of the most significant features of the educational systems of all three countries is the number of unqualified teachers in the service. In Botswana & Lesotho approximately 50% of the teachers are professionally sub-standard. It is estimated that 813 high primary & 161 secondary science teachers in the 3 countries need in-service training.						
Increase in number of qualified teachers & improvement curriculum & appropriate teaching & learning materials.		COMMENT: SACUC's goal is to increase the number of students in the diploma course and establish a degree program. Starting 7/1/71 SACUC will become UBLs/School of Agriculture, Part I.						
Increase in number of agricultural graduates at SACUC.		COMMENT:						

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IV. PROJECT PURPOSE

1. Statement of purpose as currently envisaged.

2. Same as in PROP? YES NO

To help UBLS increase its effectiveness and capabilities in the field of education, agriculture & in the planning & administration of higher education. Through the assistance provided by AID, it is anticipated that the University's contribution to Botswana, Lesotho & Swaziland will be enhanced and a significant factor in helping these countries develop and improve their educational and agricultural resources in their effort to become economically viable.

1. Conditions which will exist when above purpose is achieved.	2. Evidence to date of progress toward these conditions.
<p>300 Primary school headmasters will have received one month leadership training. Up to 60 carefully selected headmasters and teachers with potential leadership ability will have qualified for advanced certificates of education forming leadership cadre.</p> <p>A/V Center at Roma will have introduced and implemented A/V program into UBLS instructional procedures and provided limited in-service A/V training in all Teacher Training Colleges, many secondary schools and some primary schools in the 3 countries.</p>	<p>Under the present workshop training system, 8 in-service training courses have been presented for 138 headmasters and 5 inspectors, thus far directly influencing 1,245 teachers and through them 50,628 children. 79 schools have been visited as a follow-up to the course (30 Swaziland, 29 Botswana, & 20 Lesotho).</p> <p>One team member has organized and is directing the activities of the A/V Center. He made many presentations to headmasters and student teachers in the three countries.</p> <p style="text-align: right;">(see page 4a)</p>

V. PROGRAMMING GOAL

1. Statement of Programming Goal The end result should be a notable increase in the number of trained persons at the middle and higher levels in the three countries capable of developing the resources of their countries and raising the standards of education.

2. Will the achievement of the project purpose make a significant contribution to the programming goal, given the magnitude of the national problem? Cite evidence. This project is aimed at meeting the programming goal above in concert with other donors and the governments of the cooperating countries. It will make an appreciable and significant contribution despite the magnitude of the problem. Progress achieved to date is encouraging, and the universities and ministries of education and agriculture have requested the project be continued beyond the original two-year span.

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1. Conditions which will exist when above purpose is achieved.

Courses in animal husbandry & soil conservation/irrigation at SACUC will have provided diploma level training in these essential subject areas for up to 300 students in the 3 countries. In addition, groundwork will have been accomplished for a 4-year degree course in agriculture starting in CY 1973.

A program for teaching English as a foreign language will have been implemented from primary school level through university.

Up to ten participants will have received combined UBLS/US training in education and/or agriculture to form a cadre of local experts to replace the AID specialists.

2. Evidence to date of progress toward these conditions.

Animal husbandry specialist is currently teaching classes 17 hours per week; teaching feeding, parasitology, nutrition, beef production, animal breeding, pigs, poultry, dairy, etc. The other technician handles 21 teaching periods a week in surveying, soil conservation, land planning & irrigation. 25 percent of time is spent on construction of irrigation facilities on campus.

One EFL specialist has been teaching at Roma and has developed a basic program in conjunction with British EFL specialists.

See page 3 for status report on participants.

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(Continuation Sheet)

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Page 1, Action 1: This adjustment would limit the number of headmasters receiving limited exposure through the present workshop program and would concentrate on 30 headmasters from each country who show strong leadership potential. These headmasters, after completion of the certificate course, would form a leadership cadre for demonstration and workshop programs for other headmasters in the cooperating countries.

Two contract specialists in Botswana would continue the present headmasters program, but integrated with the UBLS School of Education Advance Certificate of Education program. We envisage CalPoly specialists would spend 50% of their time on development and implementation of the certificate program for all three countries. The balance of the time would be devoted to headmasters workshops for the Botswana Ministry of Education personnel, assuming GOB does not participate in the ICIM project.