

AGENCY FOR INTERNATIONAL DEVELOPMENT PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS PART I		1. TRANSACTION CODE <input type="checkbox"/> A ADD <input type="checkbox"/> C CHANGE <input type="checkbox"/> D DELETE		2. DOCUMENT CODE 5
3. COUNTRY/ENTITY OSARAC (Botswana)		4. DOCUMENT REVISION NUMBER <input type="checkbox"/> 1		
5. PROJECT NUMBER (7 digits) <input type="checkbox"/> 690-0102 <input type="checkbox"/>		6. BUREAU/OFFICE A. SYMBOL AFR B. CODE <input type="checkbox"/> 2 <input type="checkbox"/>		7. PROJECT TITLE (Maximum 40 characters) <input type="checkbox"/> UNHCR Trust Fund for Botswana Std. Refug
8. PROJECT APPROVAL DECISION <input type="checkbox"/> A APPROVED <input type="checkbox"/> D DISAPPROVED <input type="checkbox"/> DE DEAUTHORIZED		9. EST. PERIOD OF IMPLEMENTATION YRS. <input type="checkbox"/> 3 <input type="checkbox"/> QTRS. <input type="checkbox"/> 0		

10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)									
A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY <u>77</u>		H. 2ND FY		K. 3RD FY	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) SSA	600	630		6000					
(2)									
(3)									
(4)									
TOTALS									

A. APPROPRIATION	N. 4TH FY		O. 5TH FY		LIFE OF PROJECT		11. PROJECT FUNDING AUTHORIZED		A. GRANT	B. LOAN	
	C. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN	(ENTER APPROPRIATE CODE(S)) 1 = LIFE OF PROJECT 2 = INCREMENTAL LIFE OF PROJECT				
(1) SSA					6000				1		
(2)											
(3)											
(4)											
TOTALS											
								C. PROJECT FUNDING AUTHORIZED THRU		FY <input type="checkbox"/> 7 <input type="checkbox"/> 9	

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)				13. FUNDS RESERVED FOR ALLOTMENT			
A. APPROPRIATION		B. ALLOTMENT REQUEST NO. _____		J. McColl			
		C. GRANT		D. LOAN		TYPED NAME (Chief, SER. FM/FSD)	
(1)				SIGNATURE			
(2)							
(3)				DATE			
(4)				9/9/77			
TOTALS							

14. SOURCE/ORIGIN OF GOODS AND SERVICES

000
 941
 LOCAL
 OTHER

15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED

FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE	18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE
		MM DD YY		MM DD YY

DEPARTMENT OF STATE
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C. 20523

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS

PART II

NAME OF COUNTRY/ENTITY: United Nations High Commission for Refugees

NAME OF PROJECT : Special Trust Fund for Student Refugees in Botswana

NUMBER OF PROJECT : 690-0102

Pursuant to Part II, Chapter 4, Section 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize a Grant to the United Nations High Commission for Refugees (the "UNHCR") of not to exceed Six Million United States Dollars (\$6,000,000) to help in financing certain foreign exchange and local currency costs of goods and services required for the project as described in the following paragraph. The entire amount of the A.I.D. financing herein authorized for the project will be obligated when the Grant Agreement is executed.

The project consists of a contribution to the UNHCR Special Trust Fund for Student Refugees in Botswana (the "Fund"). The A.I.D. contribution to the Fund shall be used to assist in financing goods and services, and UNHCR operating costs for activities which will help to meet the educational needs of student refugees in Botswana.

I hereby authorize the initiation of negotiation and execution of the Grant Agreement by the officer to whom such authority has been delegated in accordance with A.I.D. regulations and Delegations of Authority subject to the following essential terms and covenants and major conditions; together with such other terms and conditions as A.I.D. may deem appropriate:

a. Source and Origin of Goods and Services

Except for ocean shipping, goods and services financed by A.I.D. under the project shall have their source and origin in countries included in A.I.D. Geographic Code 935, except as A.I.D. may otherwise agree in writing. Ocean shipping financed under the Grant shall be procured in any eligible source country except Botswana.

b. Waivers

1. Based upon the justification set forth in the Action Memo and the waiver justification memo attached thereto, I hereby approve a procurement source/origin waiver from A.I.D. Geographic Code 000 (U.S. only) to A.I.D. Geographic Code 935 (Special Free World) for commodities financed under this Grant and certify that exclusion of procurement of commodities from A.I.D. Geographic Code 935 sources would seriously impede attainment of U.S. foreign policy objectives and objectives of the foreign assistance program.

2. Based upon the justification set forth in the Action Memorandum and the waiver justification attached thereto, I hereby authorize procurement of technical and construction services, financed under this Grant, from Free World firms in equal preference with U.S. and local firms.

Robert H. Nooter 9/1/77
Robert H. Nooter
Deputy Administrator

Clearances:
AA/AFR:GButcher WYN Date: 9/9/77
DAA/AFR:HNorth WYN Date: 9/9/77
AFR/DP:CWard WYN Date: 9-8-77
AFR/SA:TQuimby WYN Date: 9-8-77
AFR/DR:JWithers WYN Date: 9-8-77
GC/AFR:TBork WYN Date: 9-8-77
NB 9/13

SEP 15 10 09 AM '77
EXECUTIVE SECRETARIAT

LIMITED OFFICIAL USE
DECLASSIFIED UPON REMOVAL OF ATTACHMENT D

SEP 13 1977

DEPUTY

ACTION MEMORANDUM FOR THE/ADMINISTRATOR

THRU : ES

FROM : AA/AFR, Goler T. Butcher *GTB*

SUBJECT: Grant to UNHCR Special Trust Fund for Student Refugees
in Botswana

Problem: To approve and authorize a grant of \$6 million (\$6,000,000) to a special Trust Fund for Student Refugees in Botswana, administered by the United Nations High Commission for Refugees (UNHCR).

Background: Political events in South Africa, Rhodesia and Namibia have over the past year resulted in a major increase in the number of refugees flowing into Botswana. According to official Government of Botswana (GOB) records from January 1, 1975 to February 25, 1977 over 1146 refugees from South Africa arrived in Botswana. Since that time the refugee flow from South Africa has averaged approximately 100 per month. Smaller numbers of refugees have recently fled from Rhodesia and Namibia to Botswana. The majority of these are of student age and many are seeking to continue their education at the limited secondary and university facilities in Botswana.

On December 16, 1976 the U.N. General Assembly with U.S. support adopted resolution 31/126 on emergency assistance for South African refugee students, in which the Assembly expressed concern over the continuing influx of refugees "including in particular large numbers of South African students fleeing to the bordering states of Botswana, Lesotho and Swaziland, thus imposing a heavy burden on the limited resources and employment opportunities of these countries" The General Assembly requested the Secretary General to take "immediate steps to organize and provide appropriate emergency financial and other forms of assistance for the care, subsistence and education of these refugee students" A U.N. mission headed by Assistant Secretary-General Abby Farah, visited Southern Africa in February 1977. The mission's report, Emergency Assistance for South African Student Refugees, Report to the Secretary General, was published on April 20, 1977 (Attachment A).

LIMITED OFFICIAL USE
DECLASSIFIED UPON REMOVAL OF ATTACHMENT D

U.N. Farah Mission Report

The report stated that Botswana has been a traditional country of asylum for many refugees from neighboring countries in Southern Africa. However, Botswana's "open door" policy has placed a significant burden on the security and economy of the country, a burden that can no longer be borne without external assistance. In order to meet the educational needs of student refugees in Botswana, the Government submitted three initial project proposals to the Farah Mission Team in the hope of gaining donor support. It is anticipated that additional project proposals will be prepared by the Government if the flow of student refugees continues or increases. The GOB submitted the following projects:

(1) Construction of a hostel at the University College of Botswana and the provision of bursaries (scholarships) for an additional 50 student refugees. This would increase the percentage of foreign students at the University College from 10% to approximately 15% of total enrollment. The hostel would increase the number of campus accommodations available for refugees by 72 and would house 50 new student refugees and 22 South Africans now enrolled but not living on the University campus.

(2) Construction of two secondary schools and the provision of bursaries for 960 student refugees. At present the secondary schools in Botswana provided places for only about one student of five completing primary school; there are some 14,000 candidates for less than 3,000 available places. In view of this shortage, the Government finds it presently impossible to provide places for the increasing number of student refugees. However, the Government has agreed that 960 places in the secondary school system would always be available to student refugees should the international community meet the capital and recurrent costs of providing these additional places. Two new schools, each with a capacity of 480 students would be constructed. However, the additional 960 student refugees would not be isolated in these two schools but would be distributed throughout the secondary boarding school system.

(3) Reception - Transit Centers

In view of the critical shortage of housing, the demand for student refugee accommodations has further aggravated the Gaborone housing situation. The Farah Mission proposed the construction of a reception/transit center in the vicinity of Gaborone to provide temporary accommodation for student refugees who enter Botswana for asylum and education or who are in transit to another country.

U.N. Pledging Conference

The Farah Mission Report on student refugees (along with their reports on security-related economic problems in Botswana and Lesotho) were discussed at the U.N. Pledging Conference held in New York on June 6, 1977. At that Conference the U.S. pledged between \$5.5-\$6.0 million, subject to the availability of funds, to a Special UNHCR Trust Fund for student refugees in Botswana. The level of the U.S. pledge was based upon cost estimates for construction of the university hostel, two secondary schools and related costs. Several other donors, including the United Kingdom, Holland and Canada indicated their willingness to provide emergency assistance for Botswana.

Discussion:

Trust Fund Management: UNHCR has established a Special Trust Fund for Student Refugees in Botswana to which the Governments of the U.S., the United Kingdom, Denmark, Switzerland, The Netherlands and Liechtenstein have agreed to provide initial contributions (Attachment B). It is anticipated that additional donors will also contribute to the Special Fund.

The Fund will be administered by the UNHCR/Southern Africa Division located at UNHCR headquarters in Geneva. Activities in Botswana will be managed by the UNHCR regional office located in Gaborone. The Gaborone staff has been recently augmented and will be able to satisfactorily manage Trust Fund activities with the assistance of periodic visits by a U.N. engineer to monitor construction.

The U.S. contribution to the Trust Fund will be commingled with other donor contributions. The other donors to the Fund have untied their contributions, from source/origin limitations. It is proposed that the U.S. contribution be untied to permit procurement of goods and services of A.I.D. Geographic Code 935 source/origin.

It is expected that U.S. funds will largely be used to procure construction materials and services. A.I.D. generally limits the source of grant financed goods and services to the U.S. and the host country. In order to attain our foreign policy objectives with regard to this project it will be necessary to permit procurement of goods and services of Code 935 source/origin. A waiver under Handbook 15 regulations to permit procurement of the construction materials from Code 935 source is justified

LIMITED OFFICIAL USE
DECLASSIFIED UPON REMOVAL OF ATTACHMENT D

-4-

because U.S. construction tools are, for the most part, not compatible with tools ordinarily used in construction in Botswana. In addition, U.S. materials may not be available on a timely basis because Botswana is landlocked. A waiver of A.I.D.'s general policy with regard to services is also justifiable. It is unlikely that U.S. firms will be interested in this work because it would be too expensive to mobilize for this small job, and it is unlikely that there are sufficient numbers of true local firms to ensure availability of services. Under these circumstances it would be appropriate for A.I.D. to deviate from its general policy on services to permit procurement from Code 935 sources in equal preference to U.S. and host country sources. See Attachment C for further discussion of these waivers.

Normal U.N. procurement and contracting procedures will be followed in the management of Fund activities. The UNHCR has made assurances that U.S. firms will be eligible suppliers of goods and services for activities financed under the Fund.

The Fund will be audited in accordance with established procedures under appropriate provisions of the financial regulations and rules of the UNHCR. A.I.D. will be provided copies of the audited financial statements.

Disbursement: A.I.D. monies will be disbursed by A.I.D./Washington upon written request. UNHCR will present such requests to the United States Mission to International Organizations, Geneva, Switzerland on a quarterly basis and will call only for those amounts necessary to meet the needs of the UNHCR during the coming quarter. The U.S. Mission in Geneva will forward these requests to the Office of Southern African Affairs, A.I.D./Washington for payment. The A.I.D. grant will apply to commitments made by UNHCR for the purpose of this grant for up to three years from the date of signature of the grant. UNHCR will provide A.I.D. with semi-annual progress and financial reports and a final report when A.I.D. funds have been fully disbursed.

611(a) and Use of the A.I.D. contribution to the Trust Fund

The A.I.D. contribution may be used to finance any of the activities proposed to be financed under the Fund for Botswana refugees. However, because we are the primary donor to the Fund and because specific activities to be financed under the Fund have been identified, we have reviewed the plans, specifications and cost estimates and undertaken an IEE for the major component of the project (i.e., construction and related

LIMITED OFFICIAL USE
DECLASSIFIED UPON REMOVAL OF ATTACHMENT D

LIMITED OFFICIAL USE
DECLASSIFIED UPON REMOVAL OF ATTACHMENT D

-6-

Attachments

- A. U.N. Farah Mission Report
- B. UNHCR Trust Fund Management Cable
- C. Waiver Discussion
- D. FAA Section 611(a) Compliance Cable
- E. Initial Environment Examinations
- F. Draft Grant Agreement

Clearances:

GC	:MBall	<u>MB</u>	Date	<u>9/13</u>
AFR/SA:	TQuimby		Date	
AFR/DR:	JWithers	<u>5</u>	Date	<u>9-8-77</u>
AA/PPC:	AShakov	AS	Date	<u>9/13/77</u>

AFR/DR/SA:JPiелеmeier/JMeenan:vlh:9/7/77:X29872

LIMITED OFFICIAL USE
DECLASSIFIED UPON REMOVAL OF ATTACHMENT D



UNITED NATIONS
GENERAL
ASSEMBLY



Distr.
GENERAL

A/32/65
20 April 1977

ORIGINAL: ENGLISH

Thirty-second session
Item 12 of the preliminary list

REPORT OF THE ECONOMIC AND SOCIAL COUNCIL

Emergency assistance for South African student refugees

Report of the Secretary-General

1. In General Assembly resolution 31/126, the Secretary-General was requested to consult with the Governments of Botswana, Lesotho and Swaziland and the liberation movements concerned with a view to taking immediate steps to organize and provide appropriate emergency financial and other forms of assistance for the care, subsistence and education of student refugees entering those countries from South Africa.
2. The Secretary-General transmits herewith the report of the Mission on Emergency Assistance for South African Student Refugees, which he dispatched to the three countries in January and February 1977 to ascertain, in consultation with the authorities concerned, the extent of financial, material and other appropriate forms of assistance required to deal with the situation.
3. On the basis of the information provided in the report of the Mission, the Secretary-General has addressed a communication to all States and to international organizations drawing attention to the needs of the situation and inviting them to contribute generously to the international programme of assistance. A further report on the measures taken to organize assistance, together with details of responses to the appeal, will be submitted to the General Assembly in due course.

* A/32/50.

ANNEX

Report of the Mission on Emergency Assistance
for South African Student Refugees

CONTENTS

<u>Section</u>	<u>Paragraphs</u>	<u>Page</u>
I. INTRODUCTION	1 - 7	4
II. GENERAL BACKGROUND	8 - 16	6
A. Bantu Education Act 1953	10 - 11	6
B. Developments leading to the Soweto incident	12 - 16	7
III. CURRENT SITUATION OF STUDENT REFUGEES	17 - 81	9
A. Lesotho	18 - 39	9
1. Presentation by the Government of Lesotho	19 - 34	9
(a) University education	23 - 27	10
(b) Secondary education	28	11
(c) Teachers' Training College	29 - 30	11
(d) Technical and vocational education	31 - 32	12
(e) Primary education	33 - 34	12
2. Consultations with liberation movements	35	13
3. Representation by or on behalf of South African student refugees	36 - 37	13
4. Recommendations	38 - 40	13
B. Swaziland	41 - 60	14
1. Presentation by the Government of Swaziland	42 - 53	15
(a) University education	49 - 51	16
(b) Reception/Transit Centre	52 - 53	17
2. Consultations with the liberation movements	54 - 55	17
3. Representation by or on behalf of South African student refugees	56 - 57	18
4. Recommendations	58 - 60	18
C. Botswana	61 - 81	18
1. Presentation by the Government of Botswana	62 - 75	19
(a) University education	71 - 72	20
(b) Secondary education	73 - 74	21
(c) Reception/Transit Centre	75	21

CONTENTS (continued)

<u>Section</u>	<u>Paragraphs</u>	<u>Page</u>
2. Consultations with the liberation movements . . .	76	21
3. Representation by or on behalf of South African student refugees	77 - 78	22
4. Recommendations	79 - 81	22
IV. LIBERATION MOVEMENTS	82 - 88	24
A. African National Congress of South Africa	83 - 85	24
B. Pan Africanist Congress of Azania	86 - 88	24
V. GENERAL OBSERVATIONS AND RECOMMENDATIONS, SUMMARY OF PROPOSED PROJECTS AND CONCLUSIONS	89 - 111	25
A. Current programmes of international assistance . . .	89 - 90	25
B. Scholarship programmes	91 - 92	26
C. Common features of the refugee problem in the three countries	93 - 100	27
D. General recommendations	101 - 108	28
E. Summary of proposed projects	109	30
F. Conclusions	110 - 111	30

Appendix

DETAILS OF INDIVIDUAL PROJECTS RECOMMENDED	32
--	----

I. INTRODUCTION 1/

1. At the 102nd plenary meeting, of its thirty-first session held on 16 December 1976, the General Assembly adopted resolution 31/126 on emergency assistance for South African refugee students, in which the Assembly expressed concern over the continuing influx of refugees, "including in particular large numbers of South African students fleeing to the bordering States of Botswana, Lesotho and Swaziland, thus imposing a heavy burden on the limited resources and employment opportunities of these countries". The Assembly requested the Secretary-General "to consult with the Governments of Botswana, Lesotho and Swaziland and the liberation movements concerned with a view to taking immediate steps to organize and provide appropriate emergency financial and other forms of assistance for the care, subsistence and education of these refugee students".

2. In fulfilment of this mandate, the Secretary-General appointed a Mission on Emergency Assistance for South African Student Refugees. The terms of reference were to consult with the three Governments and with the liberation movements concerned on the situation created by the influx of South African student refugees and to determine the nature and extent of financial and other forms of assistance required to deal with it. The composition of the Mission was as follows:

Mr. Abdulrahim Abby Farah, Assistant Secretary-General for Special Political Questions, head of the Mission;

Mr. William Conton, Director, Division of Equality of Educational Opportunity, UNESCO;

Mr. T. Gordon-Somers, Chief, Division for East Africa, UNDP;

Mr. F. J. Hermann-Berimberg, Deputy Director of Assistance, UNHCR;

Mr. J. Riby-Williams, Chief, Human Resources Development Division, ECA.

3. The Mission visited Lesotho from 7 to 11 February, Swaziland from 14 to 17 February and Botswana from 18 to 22 February 1977.

4. In each country the Mission consulted with the following groups:

(a) Government ministries concerned with refugee problems.

(b) Liberation movements recognized by the Organization of African Unity (OAU), the African National Congress of South Africa (ANC) and the Pan Africanist Congress of Azania (PAC).

1/ For purposes of the present report, the currencies in the three countries have been converted at the following rate:

Lesotho	Rand 1	} = US\$1.16
Swaziland	Emalangeni 1	
Botswana	Pula 1	

- (c) Non-governmental organizations working with refugees;
- (d) Groups of refugee students, whether in educational institutions or in temporary accommodation;
- (e) The University, and other educational institutions in which refugees are enrolled;
- (f) The country representatives of United Nations agencies assisting refugees, in particular those of UNHCR and UNDP, and United Nations experts on the spot.

5. En route to the area Mr. Farah met with the Secretary-General of the Organization of African Unity in Lusaka and informed him of the nature and purpose of the Mission. In Botswana, the Mission met with Mr. Elie E. Dinga, Director of the OAU Bureau for the Placement and Education of African Refugees (BPEAR).

6. In both Lesotho and Botswana, Mr. Farah had the opportunity to meet with members of the diplomatic corps and to brief them on general aspects of the problem.

7. The Mission wishes to place on record its appreciation of the full co-operation which it received from the Governments of Lesotho, Swaziland and Botswana and from the liberation movements. Its gratitude also goes to the representatives of non-governmental organizations, the educational institutions, the students and the members of the United Nations system for the information and assistance which they provided to the Mission.

II. GENERAL BACKGROUND

8. The General Assembly, in the first preambular paragraph of resolution 31/126, recalled its resolution 31/6 I of 9 November 1976 relating to the policies of apartheid of the Government of South Africa, in paragraph 12 of which the Assembly called upon Member States and the specialized agencies, through emergency joint projects and financial assistance, to help Lesotho and other countries bordering South Africa to ensure the provision of educational facilities to the rapidly growing number of refugee students from South Africa.

9. The application of the policies of apartheid, in particular the provisions of the Bantu Education Act and police persecution, have been cited as the reasons for the exodus of students.

A. Bantu Education Act 1953

10. The report of UNESCO entitled "Apartheid, its Effects on Education, Science, Culture and Information", prepared at the request of the Special Committee against Apartheid in 1967 and revised in 1972 2/, states that:

"The Bantu Education Act of 1953 provided for the direct control of African schools by the Ministry of Bantu Affairs and not by the provincial governments. The aim was to introduce a system of African education closely co-ordinated with other aspects of African development, which could not be achieved with the existing system of divided control.

"The Minister of Native Affairs introducing the bill said:

'Education must train and teach people in accordance with their opportunities in life according to the sphere in which they live ... Good racial relations cannot exist when the education is given under the control of people who create wrong expectations on the part of the Native himself ... Native education should be controlled in such a way that it should be in accordance with the policy of the State ... racial relations cannot improve if the result of native education is the creation of frustrated people.'

"The Bantu Education Act, then, was not only to regulate the system of African education so that anomalies between provinces and schools should be removed, it was to control it in accord with the policy of the State."

2/ See pp. 36 and 37.

11. Since the enactment of the Bantu Education Act in 1953, the students have become increasingly conscious of the inequities of the Act through the severe limitations it imposes on their opportunities for education and self-development and their prospects to the enjoyment of a full life in society on the basis of equal rights and opportunities.

3. Developments leading to the Soweto incident

12. In a report relating to the Soweto incident, the United Nations Committee against Apartheid stated:

"In 1974/1975, government expenditure on African education was less than one fourth of the expenditure on white education, though the Africans constitute the great majority of the population. The pupil-teacher ratio in African schools was 54 in 1975, as against 20 in white schools. Africans, the poorer section of the community, were obliged to pay fees and purchase textbooks, while education was entirely free for the whites." 3/

13. It was observed in the report that, in instituting "Bantu education", the authorities decided that subjects in the African secondary schools should be taught in English and Afrikaans on a 50-50 basis. Because of strong protests by the African people and educators, as well as the lack of qualified teachers, this policy was not enforced immediately, and most schools used only English as the medium of instruction. In 1974, the southern Transvaal region of the Bantu Education Department ordered that mathematics, geography and history must be taught in Afrikaans in junior secondary schools - and this order was enforced at the Phefeni secondary school in Soweto from the beginning of 1976.

14. According to the report, repeated representations were made to the authorities against this order by the African teachers and principals, school boards and parent bodies. The Government was warned of the injustice and danger of enforcing this order, but to no avail. After the failure of representations, the students at the Phefeni secondary school went on strike on 17 May and they were joined by students in six other schools in Soweto. Altogether 5,000 students were on strike. The police repeatedly tried to intimidate the students, but the strike continued. It was essentially a protest against the Government.

15. On 16 June 1976, the report stated, the Government education policies towards the African population, as well as the mounting resentment against racial policies in general, became the subject of widespread demonstrations in Soweto, the African township of Johannesburg. These demonstrations by students were levelled against

3/ Official Records of the General Assembly, Thirty-first Session, Supplement No. 22 A (A/31/22/Add.1-3), para. 23.

the imposition of Afrikaans as a medium of instruction in secondary schools. The measures taken by the authorities to suppress the demonstrations resulted, according to the report, in the death of 176 Africans and the wounding of 1,139.

16. In the wake of these tragic events, the authorities resorted to arbitrary arrests and the detention of large numbers of students and other young persons. Resistance against discrimination in general spread from Soweto to other urban areas which resulted in the closure of the universities for Africans and of many secondary schools. In order to escape repression and detention, hundreds of African students fled the country.

III. CURRENT SITUATION OF STUDENT REFUGEES

17. Refugees fleeing South Africa normally make their way, in the first instance, to the neighbouring independent States of Botswana, Lesotho or Swaziland. The nature and extent of this influx, the conditions under which the student refugees presently live, the facilities which exist to cater for their needs and the additional resources required to provide assistance for their care, subsistence and education, are described in the sections which follow.

A. Lesotho

18. In accordance with its terms of reference, the Mission studied the situation of South African student refugees in Lesotho from 7 to 11 February 1977. The Mission was received by His Excellency Chief Leabua Jonathan, the Prime Minister, and held a number of meetings with the Minister for Foreign Affairs, the Interior and Education. In addition, it met with the Government Refugee Commission (composed of representatives of the Ministries of the Interior and Foreign Affairs, the Police and Immigration authorities), with the designated representatives of the liberation movements, ANC and PAC, and with the Board of the Lesotho Christian Council. The Mission also visited a number of educational institutions, including the National University of Lesotho, the National Teachers Training College and a secondary school. At the University, the Mission discussed the needs of student refugees with the Vice-Chancellor and faculty heads. Arrangements were made for the Mission to meet on several occasions with South African student refugees, including those enrolled in various educational institutions, as well as some who had recently arrived from South Africa.

1. Presentation by the Government of Lesotho

19. As explained by the Government, Lesotho has a long-standing tradition of accepting refugees from southern Africa in general, and from South Africa in particular. It is the Government's policy to integrate refugees as quickly as possible into the life of the community. While in the 1960s and early 1970s the majority of refugees from the Republic of South Africa were non-students who were older and included families, since the events in South Africa in the summer of 1976, there has been a marked influx of young, single refugees.

20. While Lesotho has made a general declaration concerning the continued application of multilateral treaties after independence, it has not yet deposited a specific instrument of accession to the 1951 Convention ^{4/} relating to the Status of Refugees and to the 1967 Protocol. ^{5/} However, the Mission received assurances

^{4/} United Nations, Treaty Series, vol. 189, No. 2545, p. 150.

^{5/} Ibid., vol. 606, No. 3791, p. 267.

from the Government that the provisions of these instruments were being applied. It was pointed out, however, that only a relatively small number (28) of the student refugees from South Africa in Lesotho had formally requested political asylum. This group receives help for their care and subsistence through the Government or the Lesotho Christian Council from funds provided by UNHCR. The Mission was informed by UNHCR that no request had been received for the post-Soweto refugees until recently, whereupon emergency assistance was made available.

21. The Government put particular emphasis on the country's geographic situation. Since Lesotho is totally surrounded by the Republic of South Africa, refugees cannot transit easily to other countries and the majority are obliged to remain in Lesotho.

22. The Mission was informed that Lesotho, since independence, had made available its educational facilities to students from South Africa and that the Government, for compelling humanitarian reasons, had recently given instructions to all schools to admit Soweto student refugees. In view of Lesotho's own financial problems and the fact that the existing educational system could no longer adequately cater to the needs of its own nationals, the Government considered that the student refugees could only be properly served if the educational institutions were given the necessary financial support. With this in mind, the Government submitted a number of proposals with a view particularly to the extension of existing educational facilities, including accommodation, at several levels, which are discussed below.

(a) University education

23. The National University of Lesotho had its origin in a college associated with the University of South Africa. The Mission was informed that, after the introduction of "Bantu education", South Africa had insisted on the application of this system at the Roma College. The College authorities even at the time resisted this measure and applied to the British Inter-University Council for an independent charter, which was granted in 1964.

24. According to information provided by the Government and the University, 20 per cent of the total enrolment of more than 600 students are foreign students. This percentage, according to the University's development plan, is the target for first-year admissions. As in the case of nationals, all foreign students are charged the subsidized fee of R1,000, instead of the full economic fee of R3,200, (including R500 for student allowances). Among the foreign students, 44 are from South Africa including nine admitted after the Soweto incidents and disturbances at the black South African University.

25. The Mission was informed about the increased interest in enrolment in the University and the consequent rise in the flow of requests for application forms from South Africa. In the academic year 1975/1976, the number of such requests was 22; in 1976/1977, it was 39; at the time of the Mission's visit, the number of requests for 1977/1978 had amounted to 336. In this connexion, it should also be noted that the office of the UNDP resident representative had received 43 applications for fellowships from South Africa in 1975 under the United Nations

Educational and Training Programme for Southern Africa; in 1976 these applications had increased to 71; it is too early to forecast what the figures would be for 1977/1978.

26. It was explained to the Mission that, although the University was presently designed to provide residential facilities for about 400 students, 539 were in fact being accommodated. During a tour of the campus, the Mission observed severe overcrowding of the student hostels and library.

27. A new residential hall (Africa Hall) for 100 students, being built with bilateral assistance, was nearing completion at the time of the Mission's visit. Although this would relieve the shortage of accommodation, there was still urgent need for additional dormitory space for the University. Furthermore, many student refugees were obliged to take lodgings in Maseru, the capital, which is 35 kilometres from the University and from which commuting is difficult because of the absence of regular transport facilities. In spite of this overflow, the Government is prepared to expand its facilities at the University should the international community be prepared to assist. In addition to the extension of residential accommodation, there is need for increased laboratory facilities, additional class-room space and the extension of the University library. The University authorities indicated that assistance for the Library extension was being pursued on a bilateral basis.

(b) Secondary education

28. The Mission was informed that, of 17,000 pupils completing their primary education in 1977, only 4,400 places would be available for them at the secondary level. Lesotho is committed to providing an alternative to "Bantu education" to students from neighbouring territories who desire such alternatives. The Government estimated that there were currently ~~300 to 1,000 South African student refugees in~~ Lesotho at the secondary school level. The Mission was given a list containing the names of ~~some 700 student refugees~~ in this category and told that they were dispersed throughout the country in the existing 62 secondary schools. More detailed statistical data were being compiled by the authorities but were not complete by the time of the Mission's departure. In order to cater adequately to the needs of those students, the Government requested international assistance in the form of additional class-rooms and residential dormitories as well as teachers' and staff housing.

(c) Teachers' Training College

29. The Mission was informed that three South African student refugees were enrolled at the National Teachers' Training College and that over 20 applications were pending. However, there was no indication whether any or all would be accepted.

30. The Mission understood that some assistance to this institution was already being provided by UNDP and UNESCO in the form of overseas fellowships, equipment and expert services. The question of scholarship assistance should be reviewed

after the decision regarding the pending applications is taken. On the basis of the information provided, the Mission is unable to make any recommendation for assistance towards the construction of dormitory accommodation.

(d) Technical and vocational education

31. Four South African students are presently studying at Lerotholi Technical Institution and 26 others had applied for admission. The Mission was informed by the Lesotho Government that at least 40 South Africans would seek admission to vocational schools in 1977.

32. The Government requested assistance for tuition, scholarships, operation costs and student accommodation for both technical and vocational education. Although there was no indication of the likely number of student refugees who would be accepted by these institutions, the Mission was of the view that, because of the need for technically qualified people, provision should be made for at least 30 scholarships. Assistance for student accommodation should be considered at a later stage when the need becomes clearer.

(e) Primary education

33. The Government informed the Mission that a considerable number of pupils from South Africa were receiving education at the primary level in Lesotho schools. It was explained that these were primarily children of South African families of Basutho origin living in South Africa. Members of many of these families have settled in Lesotho either through marriage or through ethnic ties. On the other hand, a small percentage of the pupils belong to Lesotho families settled in South Africa. The authorities further explained that, as an alternative to "Bantu education", parents living on the South African side enrolled their children under the name and sponsorship of relatives living in Lesotho. It was not possible to obtain precise figures on the number of pupils involved. However, a sample survey of 20 primary schools in Maseru and its vicinity, conducted by the Ministry of Education, revealed that, on the average, 5 per cent of the enrolment were from families domiciled in South Africa. On that basis, the Government estimated that there were at least 4,000 such pupils within the primary school system. Of these, 158 had arrived since the summer of 1976.

34. The Mission was not in a position to verify in detail the magnitude of the problem nor could UNHCR assist in any assessment, since the problem had not hitherto been brought to the attention of a United Nations body. The presence of this substantial number of foreign students at the primary level had recently become apparent in an evaluation of educational projects in Lesotho by an IBRD mission. The Mission was informed by a UNESCO member of the IBRD mission that the evaluation revealed that there were up to 11 per cent more children on the school register in excess of the census count for certain age groups; in 1971, this excess peak of 11 per cent occurred in the 13-year-old age group, the normal leaving age in primary school.

2. Consultations with liberation movements

35. The representatives of ANC and PAC informed the Mission that, so far, they had not been actively involved in the reception arrangements for those student refugees who had arrived since the Soweto incidents, as the Government had made this its responsibility. While some of the students were associated with either ANC or PAC, others were not. The representatives of both movements stated that they were not in a financial position, for the time being, to provide any assistance to such students. They observed, however, that the monthly care and subsistence allowances paid by the Christian Council of Lesotho to student refugees were no longer sufficient to meet minimum day-to-day needs. They added that there was urgent need to improve the situation of those student refugees, particularly as regards their reception and accommodation in Lesotho, scholarship arrangements, travel documents, facilities for their safe passage to other countries and counselling on their rights, on their personal entitlements and on alternatives open to them. The representatives of ANC and PAC also concurred with the assistance measures proposed by the Government of Lesotho.

3. Representation by or on behalf of South African student refugees

36. The Mission met with two categories of refugee students, namely, (a) students in receipt of scholarships studying at the University in Lesotho, and (b) students who were without scholarships and who were waiting to be placed in an educational institution. With regard to the former, all expressed appreciation of the scholarships which they had been given by various sources, particularly the United Nations Educational and Training Programme for Southern Africa, the International University Exchange Fund and the World University Service. The problems which they raised related to the inadequacies of the scholarships because of the increased cost of living and the fact that there were differences in the value of the scholarships and in other benefits accruing therefrom. The representative asked that the value of the scholarships be raised to a level commensurate with the cost of living and that the organizations concerned should attempt to apply uniform rates and benefits.

37. With regard to the unplaced students, their main problems related to accommodation, allowances for care and subsistence and access to educational facilities.

4. Recommendations

38. Lesotho's long-standing tradition of extending hospitality to refugees and assimilating them into the community is facilitated by the ethnic affinity of its people with many of those inhabiting the surrounding Republic of South Africa. This practice, however, has severely taxed the national education system at various levels.

39. With that in mind, the Mission proposes a number of assistance measures which not only would help solve some of the existing problems, but also would make

allowance for increased pressures in the event of a further influx. The main requirements are in the form of capital investment for the extension of existing educational facilities, including residential and class-room accommodation, and for recurrent expenditures in the form of additional teachers and scholarships:

(a) University education. The Mission supports the request of the Government for a strengthening of the existing infrastructure without delay. This would require international assistance of \$437,300. Such a measure would not only ease the existing congestion, but also create additional space for future applicants. The annual cost for scholarships and student allowances for 60 additional South African student refugees amounts to \$222,700 (see appendix below, project No. 1).

(b) Secondary and technical education. On the basis of evidence provided by the Government, the Mission recommends that the institutions catering to this type of education be strengthened by the provision of additional facilities for 730 South African students. The amount of international assistance required is \$1,913,500 (capital cost plus one year's recurrent cost) (see appendix below, project No. 2).

(c) Primary education. The Mission felt that this question required study in depth before recommendations could be made. Since this was not possible in the time available to the Mission, and in the light of the Government's representation on the matter, it is recommended that a careful examination be undertaken at a later date by those agencies primarily concerned.

40. In general, the Mission considered that the student refugee problem required improvement in the implementation and co-ordination of assistance projects. In addition, there should be a strengthening of the counselling services provided by the Lesotho Christian Council, the administrative costs of which are borne by the All African Conference of Churches and UNECR.

3. Swaziland

41. In Swaziland, the Mission studied the situation from 14 to 17 February 1977. Soon after their arrival, the members of the Mission were accorded an audience by His Majesty Sobhuza II and later were received by the Prime Minister. The Mission had several working meetings under the chairmanship of the Deputy Prime Minister. The meetings were attended by several Ministers and by senior officials of the following Ministries: Foreign Affairs; Education; Health; Finance and Economic Planning; Justice; Local Administration; and Works, Power and Communications. In addition, the Mission met with Board members of the Swaziland Refugee Committee, the director of the national Red Cross Society and the local representative of the International University Exchange Fund (IUEF). The Mission also met with the designated representatives of AIC and PAC. The Mission visited the Swaziland campus of the University of Botswana and Swaziland, where it was received by the Acting Rector and Heads of Faculties. The Mission also met with South African student refugees at the University and on other occasions with two other groups of students who had recently arrived in the country.

1. Presentation by the Government of Swaziland

42. The Government explained that Swaziland had always accorded asylum to refugees from neighbouring countries. Swaziland acceded to the 1967 Protocol relating to the Status of Refugees, and the Government assured the Mission that the provision of this instrument was being fully applied. From among the pre-Soweto refugees there remained in the country some 40 South African refugee families. By and large they were being assimilated into the local population and this has been facilitated through assistance provided by UNECR.

43. Following the Soweto incidents, a new influx of young, single student refugees began to flow into the country. The Government estimated that in the period from mid-October 1976 to mid-February 1977, some 300 student refugees registered on arrival. Of these, 197 proceeded to other countries. ~~It was not possible for the Mission to obtain information on student refugees who transited through Swaziland under their own arrangements and whose number was thought to be in excess of those who had registered.~~

44. The problem as seen by the Government was summarized in a formal address by the Prime Minister. He stated that Swaziland did not have suitable housing accommodation for the student refugees; that it could not provide the educational facilities which the student refugees needed; and that Swaziland's resources, both financial and human, were limited.

45. The Mission visited two installations which housed a total of 69 student refugees (18 girls and 51 young men) from South Africa. The girls were lodged in the Matsaphe girls' hostel, located ~~within the compound of a women's prison~~, while the young men were accommodated in a fenced dormitory building known as Mawelawele Boys' Camp. In both places, conditions were unsatisfactory; the refugees complained about the diet, the inadequacy of hygienic facilities and the lack of amenities and personal necessities. The Government undertook, in co-operation with UNECR and the local Red Cross, to effect the Mission's suggestions for some immediate improvements in these conditions, with UNECR assistance. While some of the student refugees expressed a wish to be moved to other African countries, others wanted to remain in Swaziland and continue their education there.

46. With regard to the type of accommodation provided for the students, the Government explained that there was a general shortage of housing and other forms of accommodation in the country. The influx of student refugees in such numbers was a new phenomenon for which they were unprepared and lacking in resources. Furthermore, there was concern over the personal security of the students, particularly since Swaziland maintained an open border with South Africa. The Government also stated that none of the existing boarding schools in the country, whether public or private, had facilities to accommodate the student refugees. The Government acknowledged that the present arrangements for accommodating the students were not satisfactory, but expressed the hope that, with international assistance, the situation would be remedied. It also undertook to obtain alternative accommodation for the girl students with financial assistance from UNECR.

Voluntary repatriation of student refugees

47. The Mission's meeting with the girl student refugees emphasized the need for urgent action to improve the conditions under which they were presently living. At one stage the girl students indicated their wish to return to South Africa regardless of the consequences. They said that they were extremely frustrated, having been without satisfactory accommodation and other amenities for several months and not having been provided with schooling and educational facilities of any kind. The Mission also met with the mothers of three of the girls. The mothers had arrived in Mbabane from South Africa, accompanied by an African clergyman, to arrange for the return of their daughters. The Mission suggested to the Government that it would be advisable to consult with UNECR before entering into arrangements for the return of the student refugees, since that office had statutory functions in such matters. After the Mission had departed from Swaziland, a message was received from the UNECR representative in Mbabane to the effect that the remaining 15 girls no longer wished to return to South Africa and had decided to remain in Swaziland.

48. Taking into account the number of student refugees who are in Swaziland, their educational needs and the strong possibilities of their number being increased by an influx of further refugees from South Africa, the Government asked for international assistance to help it to cope with the situation. The Mission accordingly examined proposals put forward by the Government and also took stock of the possibilities offered by existing institutions in the country.

(a) University education

49. The University of Botswana and Swaziland has two campuses, one in each country. The Swaziland campus has a student population of over 500. The Government arrangement allows 5 per cent of the student population to be foreigners paying the same subsidized fee of E900 as nationals. However, because of the increased demand for places, the University authorities have been obliged to exceed this number. It is estimated that a further 2 per cent of the student population are foreigners, but they pay the unsubsidized fee of E2,500. Currently there are 28 students from South Africa enrolled on the Swaziland campus and all are categorized as foreigners. Three of these students are self-financing, while the remainder are holders of scholarships from either the United Nations Educational and Training Programme for Southern Africa or IUEF. The Mission was not made aware of any student refugees presently in Swaziland waiting to be placed in University.

50. There has been a notable increase in the number of South African students seeking admission to the University. In 1975 only three applications were received; in 1976 there were 25 applications; in January 1977 41 applications had already been received with the prospect of more being received in the course of the year.

51. The Mission received no submission from the Government with regard to the provision of additional places for South African or any other foreign students in excess of the official 5 per cent ceiling. The Government explained that it could not approve the increase unilaterally as the University was the joint concern of Botswana and Swaziland. The Mission was informed that the Government would study

the question carefully and consult with the Botswana authorities. At the time this report was being prepared no information had been received from the Government as to its decision on the matter.

(b) Reception/Transit Centre

52. Since there are no satisfactory facilities for the reception and accommodation of refugees, the recent influx has created a serious problem for the Government. Those student refugees wishing to remain in Swaziland and desirous of continuing their education are unable to do so because of an acute shortage of places in existing secondary schools. The Mission was informed that the shortage was so severe that, in the current year, 2,527 Swazi students will not be able to obtain places in the secondary schools. Furthermore, the Government was concerned about the security of the student refugees. In the Government's view, the student refugees should be accommodated in a locality where their security could be assured and where the environment was congenial. It therefore proposed a centre which would provide both accommodation and education. The centre would be built in three stages according to requirements. The first phase would cater for those presently in the country up to a capacity of 100; the second and third phases would each cater for an additional 200 refugees, thus eventually accommodating a total of 500 students. Although it expected the volume of refugees to increase, the Government limited its request for assistance, at this stage, to the implementation of the first phase.

53. The Government had considered correspondence courses as an alternative teaching method for student refugees living at the proposed centre. However, since such courses ended at Form III and the majority of students were above that level, the Government decided not to pursue the matter.

2. Consultations with the liberation movements

54. The representatives of ANC and PAC were seen, first separately and then together. They informed the Mission that the majority of South African student refugees who arrived in Swaziland were in transit and, therefore, merely required to be assisted with transit and transport facilities. Both movements stated that they arranged for the onward movement of those students who requested assistance and who were associated with their organizations.

55. In a joint memorandum presented to the Mission, the two liberation movements requested financial assistance for the education and provision of health and medical facilities for all South African refugees in Swaziland, including the children of earlier refugees who had settled there. The representatives drew attention to the inadequacy of the medical assistance and of the monthly subsistence available to South African refugees of long standing. They expressed the need for a full-time social worker. They also concurred with the proposals put forward by the Government.

3. Representation by or on behalf of
South African student refugees.

56. The student representatives complained about poor accommodation, lack of access to educational facilities and inadequate resettlement opportunities. With regard to scholarships of the United Nations Educational and Training Programme for Southern Africa and IUEF, the representatives stressed the need for having uniform rates and benefits.

57. The Mission was handed copies of two documents which were purported to have originated from the Interdenominational African Ministers' Association of South Africa (IDAMASA) and the Black People's Convention (BPC), both dated 16 February 1977, and which contained observations on the situation of student refugees in general.

4. Recommendations

58. In view of the extreme shortage of accommodation and educational facilities, the Mission recommends that the first phase of the proposed reception/transit centre for 100 students be implemented as soon as possible. The capital cost of this would amount to \$433,000 (see appendix below, project No. 3).

59. From the information gathered by the Mission, it was clear that counselling, welfare and other services for refugees were practically non-existent. It was noted, however, that the representative of the Swaziland Red Cross and the Swaziland Refugee Relief Committee had occasionally visited the student refugees and had attended to some of their personal needs. The Mission is satisfied that, because of the youth of many of the student refugees, a counselling service is necessary to help them to adjust to the new situation. The number of refugees would not justify the services of a full-time counsellor. The Mission was pleased to note that the UNHCR representative would initiate appropriate action.

60. The Mission is of the opinion that the current rates of allowances for care and subsistence of student and other refugees should be reviewed taking into account the increase in the cost of living.

C. Botswana

61. The Mission studied the situation of South African student refugees in Botswana from 13 to 22 February 1977. The members of the Mission were received by the President, His Excellency Sir Seretse Khama, and had several working meetings with senior officials of the Office of the President, the Ministries for Education, Finance and Development Planning, Health, Works and Communications. In addition, the Mission met with the Acting Rector and senior staff of the Gaborone Campus of the University of Botswana and Swaziland, with the Chairman and members of the Board of the Botswana Council for Refugees, the designated representatives of the liberation movements (ANC, PAC), and several groups of South African student refugees.

1. Presentation by the Government of Botswana

62. The Government stated that, traditionally, Botswana was a country of asylum for many refugees from countries in southern Africa. The "open door" policy had been maintained since independence, but the burden imposed on Botswana's security and economy as a result of the recent, unprecedented influx of refugees could no longer be borne without external assistance. The Government would continue to do whatever it could within the limits of its slender resources in the hope that the international community would assist in its endeavours.

63. The Government drew attention to the fact that the over-all refugee population in Botswana continued to increase at an alarming rate. Instead of confining the study to South African student refugees, it would have preferred the Mission to study the refugee problem in its entirety. It wanted the Mission to record this view, particularly since there were many refugees in the country from Namibia and Southern Rhodesia (Zimbabwe). ^{6/}

64. On the question of South African refugees, official records showed the influx between 1 January 1975 and 25 February 1977 ^{6/} to total at least 1,146, the majority being students. Since there was sometimes a delay in recording and registering new arrivals, the Government thought that the actual figure was probably higher. The refugee flow was reported as follows:

	<u>Arrivals</u>	<u>Departures</u>
1975	168	28
1976	880	309
1977 (1 January to 22 February)	98	17

Since the conclusion of the Mission's work in Botswana, it has been reported that up to 11 March 1977 a further 127 South Africans had arrived and 26 had departed.

65. The Government also stressed that while these figures in absolute terms might not appear large, they should be viewed within the context of Botswana's relatively small population and within the framework of the burden which the refugee problem placed on the country's economy.

66. According to information provided, the majority of the South Africans presently in the country were student refugees who had arrived ~~following the events~~ in Soweto and other black townships. While many South African refugees had moved to other countries, there remained close to 900 in Botswana, the net figure as at 11 March 1977. Of this number, 500 were student refugees, living mostly in the areas

^{6/} The report of the United Nations mission on economic assistance to Botswana (S/12307) deals extensively with the problems raised by the influx of refugees into Botswana from Southern Rhodesia (Zimbabwe).

of Gaborone and Lobatse. A considerable percentage of the student refugees were seeking continued secondary education which, in view of the inadequacy of the existing secondary school system, could not be provided. The problem of these student refugees had been further aggravated by a severe lack of accommodation since no reception centre or Government facility existed.

67. Botswana has acceded to the 1951 Convention relating to the Status of Refugees and to the 1969 Protocol, and the Mission was assured by the Government that the provisions of these instruments were fully respected. On reporting their arrival to the authorities, refugees are interviewed and screened by an Inter-Ministerial Refugee Advisory Committee, which formulates a recommendation as regards individual claims for refugee status. They are then invited to register with the Botswana Council for Refugees, the Council's administrative cost being jointly financed by the All African Conference of Churches, IUCEP and UNHCR.

68. In regard to subsistence allowances presently being paid to student refugees in Botswana, the Government considered that the rate of pula 20 (\$23) per month for single persons, which was adopted several years ago, deserved to be reviewed and, if possible, increased.

69. The Mission was informed that it was primarily UNHCR which provided the Botswana Council for Refugees with funds to cover South African student refugees' minimum requirements for care and subsistence. UNHCR also assisted with the placement of refugees in other countries. The Government described the increasing social problems created by the large influx of South African student refugees and stressed the need for strengthening the social counselling services.

70. In order to meet the current situation, the Government submitted projects for additional educational facilities at the Gaborone campus of the University of Botswana and Swaziland, the construction of a senior secondary school and a junior secondary school and a refugee reception/transit centre.

(a) University education

71. The University of Botswana and Swaziland consists of colleges of equal status - one for Botswana and the other for Swaziland. They are fairly independent and autonomous, each operating under the direct control of a national university college council. The two colleges provide complementary programmes.

72. The Botswana campus has a total enrolment of over 500. Of the 55 foreign students at the University, 18 are South Africans. The Mission was informed that, of the South Africans presently in Botswana and awaiting admission to schools and colleges, over 40 possessed university entrance qualifications. The Government indicated to the Mission its willingness to make available up to 50 places on its University campus for these students provided it received international assistance to extend the University's teaching, residential and library facilities. In addition, the Government pointed out that there would be a need to obtain funds in the form of fully funded scholarships (pula 3,500 per year) for these students. The Mission noted that the majority of South African students at the University were in receipt of scholarships and other forms of support provided by the United Nations Educational and Training Programme for Southern Africa and by non-governmental organisations.

2. Lesotho - Creation of additional facilities in existing secondary and technical schools for 730 South African students

Project summary

Objective

To provide educational facilities at the secondary and technical school levels for 730 South African refugee students, of whom 700 will be in secondary and 30 in

(b) Secondary education

73. At present the secondary schools in Botswana provide places for only about one student out of five completing primary school; there are some 14,000 candidates for less than 3,000 available places. In view of this, the Government finds it impossible to provide places for the increasing number of South African student refugees who are entering the country. The Mission was informed that there were already a considerable number of children of earlier South African refugees who had been admitted to secondary schools. Since the existing schools cannot accommodate more refugees, the Government felt that the only remedy would be to establish new schools. The Government made clear that it did not wish to concentrate refugees in the new schools although a fair proportion would be placed in them. Instead, the Government would distribute them throughout the secondary boarding school system. It was also pointed out that the proposed schools should provide residential facilities, as all South African refugees require to be boarded.

74. The Government therefore proposed the construction of a junior secondary school with 12 classes and a senior secondary school with 16 classes, each school with a capacity of 480 students. The appropriate sites had already been selected by the Government. Although at this stage there are only 439 identified South African secondary school students, the Government is of the view that there are in fact more in the country. It is explained that there was a monthly influx of at least 20 students in the secondary school category and that by the time the schools were completed, the number of student refugees requiring secondary education was expected to reach the proposed capacity. The Government gave assurances to the Mission that 960 places in the secondary school system would always be available to South African student refugees should the international community meet the capital and recurring costs of providing these additional places. In the event of the quota not being filled, vacant places could be utilized by other student refugees from neighbouring countries.

(c) Reception/Transit Centre

75. In view of the critical shortage of housing, the Government emphasized the need for a reception/transit centre in order to provide temporary accommodation for student refugees who entered Botswana for asylum and education or who were in transit to another country. It was represented to the Mission that those presently in the country were inadequately housed and in most cases living in grossly overcrowded quarters. Even so, the accommodation occupied by this large group of students had exacerbated the local housing shortage. Unless the urgent needs of these refugees were given attention, social problems could develop. A well-supervised and administered centre in the vicinity of Gaborone would be the best solution, particularly if it provided class-room, library and recreational facilities and counselling services. Such facilities could also be used by student refugees from other neighbouring countries should there be sufficient room.

2. Consultations with the liberation movements

76. The representatives of ANC and PAC described the types of assistance which were given to students who were members of the movements. They ranged from

reception at the border to supplementary allowances and assistance with obtaining scholarships. The representatives confirmed many of the grievances expressed by the student refugees. They pointed out that misunderstandings often occurred because the students were not always made aware of their entitlements. They recommended that as soon as a refugee was registered he should be informed of his exact entitlements and of the procedure in obtaining them. Both liberation movements were in agreement with the proposals put forward by the Government for dealing with the refugee problem. (Further points made by the senior representatives of these movements will be found in section IV.)

3. Representation by or on behalf of South African student refugees

77. On several occasions the Mission met with representatives of student refugees both at university and secondary school level. All complained about the hardships they faced. Those at the university complained about the lack of uniformity in the rates and benefits payable under scholarships awarded by the United Nations and by various non-governmental organizations. For example, they found the terms of scholarships of the United Nations Educational and Training Programme for Southern Africa less favourable than those awarded by IUEF. Student refugees who still awaited placement in schools and colleges complained about the lack of suitable accommodation, inadequacies in the health care system, the level of subsistence allowances and what they considered the unsatisfactory system of processing and paying these allowances.

78. The Mission received a written communication from the official representative in Botswana of the South African Students Organization (SASO) and the Black People's Convention (BPC). In his presentation, he referred to the socio-economic and educational needs of South African refugee students. He expressed gratitude to the host country and its people while at the same time stressing the strain which the presence of refugees put on their limited resources. He also emphasized the inadequacies of allowances and the need for more educational facilities for the refugee students in Botswana and elsewhere in Africa.

4. Recommendations

79. In the past three years, and particularly in the last six months, Botswana has experienced a large influx of refugees from neighbouring countries. During the period 1 January 1975 to 25 February 1977, the total number of refugees who entered Botswana from various countries was 12,072. Although many have gone on to other countries, it was officially estimated that 4,000 still remained in Botswana. The presence of such a large number of refugees has imposed a great strain on the limited resources of this developing country. This situation is likely to continue since Botswana is almost completely surrounded by troubled areas.

80. Having examined the Government's proposals, the Mission recommends international assistance in the fields of university and secondary education, and for the

establishment of a reception/transit centre; the programme of assistance recommended would not only help alleviate the existing situation but would also be valuable in the event of a further influx of refugees from South Africa:

(a) University education. In view of the clear need for further educational facilities for South African student refugees at the university level, the Mission recommends a programme of assistance with a capital cost of \$478,500. This programme is designed to strengthen and expand the facilities at the University and so enable the authorities to admit an additional 50 South African student refugees. The annual scholarship cost for this number of students would amount to \$203,000 (see appendix below, project No. 4).

(b) Secondary education. As regards secondary education, the Mission fully supports the Government's proposal for the construction of a junior secondary school with 12 class-rooms and a senior secondary school with 16 class-rooms, each school having a capacity of 480 students. While these schools would be fully integrated in the Botswana secondary school system, the 960 places financed with international assistance would always be guaranteed to South African student refugees. The amount of international assistance required for the construction of these schools is \$3,163,000, while the recurrent costs would amount to \$802,000 per year (see appendix below, project No. 5).

(c) Reception/Transit-Centre. The Mission is convinced of the need for the urgent construction of a reception/transit centre in the vicinity of Gaborone as proposed by the Government. Such a centre would resolve the pressing problem of accommodation and at the same time provide temporary educational facilities. The construction of this centre would require \$766,000 in international assistance (see appendix below, project No. 6).

31. In view of the increased number of refugees, the Mission strongly supports the Government's request for strengthening the existing counselling services.

IV. LIBERATION MOVEMENTS

82. Although in each of the countries visited the Mission consulted with the local branch representatives of ANC and PAC, it was not in a position to visit the external headquarters of the movements. Arrangements were therefore made to meet their nominated headquarter representatives in Gaborone, Botswana.

A. African National Congress of South Africa (ANC)

83. Mr. Isaac Makopo and Mr. Henry Makgoti were designated to represent ANC. In a written communication the representatives pointed out that the student refugees who had fled South Africa in the wake of the Soweto incident fell into two groups: those who wished to identify themselves with the liberation movement and others who did not. The representatives expressed the view that student refugees, particularly those who were involved in the events flowing from the 16 June 1976 incident, "should not be out adrift from the guidance of the liberation movements" and that "scholarships granted by international organizations should be channelled through the liberation movements". In the case of those who did not wish to be identified with the liberation struggle, the authorities should nevertheless extend them assistance.

84. The ANC representative emphasized the importance of education for refugees and said that it was part of the policies of the movement to seek educational opportunities for student refugees both inside and outside their present countries of residence. However, they made clear that the ultimate objective of such educational assistance should be to aid the freedom struggle of the people of South Africa in its broadest aspects, and should not be regarded solely as an opportunity for personal improvement.

85. The representatives stated that their movement was helping student refugees in Botswana and elsewhere in a variety of ways. These included assistance for housing, food, clothing and health care, although the extent of this assistance was conditioned by the availability of funds. Referring to the subsistence allowances presently provided in the three countries, the ANC representatives considered that the current rates were inadequate and should be increased. They also advocated assistance for the provision of recreational facilities.

B. Pan Africanist Congress of Azania (PAC)

86. The Mission met with the designated representatives, Mr. E. L. Mtloedibe, Administrative Secretary, and Mr. V. O. Odara, Chief Representative for Botswana. In a written communication the representatives submitted the view that, as oppressive measures in South Africa increased, "the resistance and struggle of the people would gather momentum and that the neighbouring countries would experience an unprecedented influx of refugees". Such a situation, in their view, called for serious consideration by the United Nations. The representatives stressed the importance of student refugees being enabled to continue their education and

training and thought that this should be provided in Africa so as to keep the students as close as possible to their country of origin, thereby avoiding socio-cultural problems.

87. The Pan Africanist Congress of Azania was of the view that the student refugee situation justified the establishment of a training institute - an institute for Azania. It would relieve Botswana, as first country of asylum, of immediate problems and offer students education in different fields of learning. The representatives indicated that the proposal had been put to a recent meeting of the Organization of African Unity but it was not stated whether it had been adopted.

88. The representatives of PAC also drew attention to the needs of the student refugees in the areas of education, accommodation, food, clothing and medical attention. Since all refugees had left their belongings behind, the representatives felt that the authorities should not only provide them with clothing but also with hold-all bags. They stated that such needs were common to all student refugees, irrespective of whether they were members of a liberation movement or not, and that they were prepared to provide assistance to non-members. On the question of education, the representatives requested assistance with the transportation of 50 students for whom the movement had found scholarships and places in secondary schools in other African countries.

V. GENERAL OBSERVATIONS AND RECOMMENDATIONS, SUMMARY OF PROPOSED PROJECTS AND CONCLUSIONS

A. Current programmes of international assistance

89. In a report of this nature it is necessary to take into account the extent of external assistance which has been contributed towards the care, subsistence and education of non-white South African students. Some of this assistance commenced soon after the enactment of the Bantu Education Act but the amount was relatively small. However, as the apartheid plan began to unfold, the international community became increasingly aware of its injustice and of its adverse impact on the life and well-being of the affected population. The United Nations has played a large part in promoting this awareness. Educational assistance for South African students has increased considerably since the 1960s with the establishment of a number of programmes sponsored by the United Nations and its agencies as well as by other international organizations. Hundreds of students have been helped to obtain full secondary and university education as well as training at vocational and technical institutions. In addition, it is understood that scholarships have been awarded to students either through arrangements made on a bilateral basis with the Organization of African Unity or by direct contact with the liberation movements or students concerned.

90. The Mission received some information on assistance programmes for student refugees from a few organizations within each of the three countries visited. However, the Mission wishes to observe that no effort was made in the past to

obtain a complete picture of the needs of the student refugees or of the over-all size of the assistance programmes provided to them from all sources. Nor was the Mission able to ascertain the number of refugees which either had benefited or were currently benefiting from such programmes.

B. Scholarship programmes

91. Two of the major scholarship programmes for South African student refugees are financed from funds provided by the United Nations Educational and Training Programme for Southern Africa and UNDP. Of the non-governmental organizations, IUEF has the largest programmes; its contributions over the past three years have been as follows:

Organization	1974/75		1975/76		1976/77	
	Total number of awards	Total costs	Total number of awards	Total costs	Total number of awards	Total costs
		\$		\$		\$
United Nations Educational and Training Programme for Southern Africa	360	526,320	347	550,000	400 <u>a/</u>	760,000 <u>a/</u>
United Nations Development Programme	<u>a/</u>	44,837	<u>a/</u>	80,300	77 <u>a/</u>	80,300
International University Exchange Fund	306	290,000 <u>b/</u>	336	370,000 <u>c/</u>	700	640,000 <u>d/</u>
GRAND TOTAL	666	861,157	683	1,000,300	1,177	1,480,300

a/ Estimated total number of awards and projected total costs for 1976/77.

b/ Sw. fr. 725,000.

c/ Sw. fr. 925,000.

d/ Sw. fr. 1,600,000 - projected for 1976/77, taking account of Special Soweto Programme under which, to date, 206 student refugees from South Africa have received scholarship awards costing Sw. fr. 511,500 for the first year of operation.

e/ Total number of awards and costs for three years = 77 students and 8205,437.

92. The Mission cannot overemphasize the importance of providing continuing or expanding educational opportunities for these student refugees. Such programmes of assistance will continue to be necessary regardless of whatever arrangements are made in countries bordering South Africa for the education of these students.

C. Common features of the refugee problem in the three countries

93. While the detailed findings of the Mission have been described in the preceding country sections, the Mission observed that there were a number of problems relating to South African refugee students common to all three countries.

94. Over the years there has been a small but continuing influx of refugees from South Africa into Botswana, Lesotho and Swaziland. Those who applied for and were granted refugee status received assistance for their care, maintenance and assimilation or education from various United Nations agencies and non-governmental organizations. In this connexion, the United Nations Trust Fund for South Africa provided funds for this purpose through UNECR, as follows: 1974/75, \$80,000; 1975/76, \$100,000; 1976/77, \$100,000. *N. S.*

95. Prior to the Soweto incidents there were students who, by their own efforts, or through arrangements made by their parents, had been admitted to educational institutions in the three countries. Such students were able to return for their holidays to their homes in South Africa. On the other hand, there were many others who either could not return or had deliberately refrained from communicating with their parents for fear of compromising their safety vis-à-vis the South African authorities.

96. Following the Soweto incidents, there has been a marked increase in the number of student refugees entering the three countries, particularly those of student age.

97. As a result of its discussions with those concerned, the Mission noted that the refugees fell into three categories: (a) those who had been forced to flee from acts and threats of persecution, (b) those who had felt obliged to seek adequate educational opportunities elsewhere because of the "Bantu education system" and (c) those who had left to take up active struggle against apartheid through participation in the liberation movements.

98. The Mission was informed that the number of student refugees who had requested political asylum in the three countries and who had formally sought recognition for refugee status was relatively small. The majority of refugees had not done this as they wanted to protect their identities and also to protect their families from any punitive action. In this connexion, the Mission received innumerable accounts of clandestine activities against the safety of student refugees as well as against their relatives in South Africa by the South African security forces. Many cases were cited of the abduction of refugees, of assaults on their persons and of intimidation of their parents and relatives.

99. In the three countries visited, the Mission observed a reluctance by many

interviewed to impart information on the exact number of South African student refugees or on their personal history. It was generally represented that the number of students who had actually arrived in these countries was well above that recorded by the authorities. In the circumstances the Mission is of the view that the present number of registered refugees neither reflects the true size of the problem nor does it reveal fully the social and economic pressures which these Governments are facing as a result of the recent influx.

100. Another common feature which the Mission observed was that about 90 per cent of the recent influx consisted of single male students, in the age group 16 to 21 and all possessing an urban background. The majority arrived without any means of subsistence, without adequate identity or educational documents and without any friends or relatives in the country of asylum. Since the majority had not completed their education, they were without scholastic accreditation. The absence of school certificates had compounded the problem of securing places for them in educational institutions where these were available.

D. General recommendations

101. The Mission is concerned about the mental and physical well-being of the student refugees. Many are becoming extremely frustrated through inactivity, boredom and lack of educational opportunities. Social counselling services are necessary to enable them to contend with the psychological and social problems arising from their displacements. The Mission considers that the existing counselling services in Lesotho and Botswana should be strengthened and that a part-time counselling service should be established without delay in Swaziland. The Mission has noted that UNHCR is prepared to initiate the required action in co-operation with the Governments concerned.

102. It was generally represented to the Mission that improvements in the living conditions of refugees be made and that efforts be intensified to provide places for them in various African educational institutions. As students coming from the "Bantu education system" are generally disadvantaged as regards university entrance qualifications for African and other countries, the Mission is of the view that all Governments offering places or scholarships in their schools and colleges should be encouraged to provide such students with remedial courses, either towards the end of the secondary level or at the beginning of the university level.

103. The Mission observed that students in receipt of scholarships and other forms of educational assistance from various donors do not enjoy uniform benefits, particularly as regards subsistence, tuition, vacation and text-book allowances. Some of the allowances do not appear to be commensurate with current living costs and prices. The Mission is of the opinion that there is need for reviewing the allowances and for the organizations concerned to consult on the question of applying uniform rates.

104. On the question of the rate of subsistence allowances to be payable to refugees other than those who are in receipt of scholarships, the Mission considers

that the present rates should be reviewed. The Mission took into account that current rates had been established several years ago and that the increase in living cost which had taken place since then would in itself justify a review. Since these allowances are primarily funded by UNHCR, it is recommended that action be initiated by that office.

105. The Mission observed the need for more frequent consultations between each of the three Governments and UNHCR in order that the refugee problem might be effectively tackled. In view of the complexity of the problem and of the possibilities of further situations developing in South Africa along the lines of Soweto, the Mission wishes to recommend that consideration be given to the strengthening of the presence of UNHCR in all three countries until the situation eases.

106. The Mission noted that a serious constraint on the recruitment of teaching staff for the proposed additional schooling facilities, at the secondary school and university levels, will be the lack of staff housing. Accordingly, each project recommended by the Mission includes provision for the construction of a limited number of housing units for the additional staff required.

107. The Mission recognized the possibility that some refugees may wish to return to their homes and, accordingly, request repatriation. In such cases, the Mission recommends that the host Government consult with the Office of UNHCR in view of its statutory functions in matters of this nature.

108. The Mission is convinced that the student refugee problem constitutes a substantial social and economic burden for the host Governments - a burden which they should not be expected to bear alone. It is evident that the educational institutions in these three countries are not adequately equipped to cope with the needs of their own nationals. The Mission takes note that in those institutions where refugees have been accommodated, this has been at the expense of the local student. It is also mindful of the fact that Lesotho and Botswana have been classified among the 18 least developed countries in Africa and that they are greatly dependent on external assistance to enable them to sustain a modest development programme. The universities in all three countries are relatively young and depend considerably on subsidies from the Government. In the Mission's view, it would be unfair to expect the Governments to continue to subsidize the scholarships of foreign students. In each country, the difference between the subsidized rate and the economic rate is quite great. In the circumstances, Governments and organizations which are currently sponsoring foreign students at the universities concerned, as well as those which might wish to do so in the future, should consider awarding scholarships at the economic rate.

II. Summary of proposed projects

109. Detailed recommendations for each of the three countries have already been described in the country sections. In summary they are as follows:

Lesotho (paras. 38-40 and appendix, projects Nos. 1 and 2)

Additional educational and related facilities for
60 South African refugees at the National
University of Lesotho:

Capital cost	\$437,300
Annual scholarship cost	222,700

Creation of additional facilities in existing
secondary and technical schools for 730
South African students:

Capital cost	1,779,400
Recurrent cost per year	139,100

Swaziland (paras. 58-60 and appendix, project No. 3)

Reception/Transit Centre:

Capital cost	433,000
------------------------	---------

Botswana (paras. 79-81 and appendix, projects Nos. 4-6)

Additional educational facilities for 50 South
African refugees at the Botswana campus of the
University of Botswana and Swaziland:

Capital cost	478,500
Annual scholarship cost	203,000

Construction of senior secondary school and
of junior secondary school for 480 students
each:

Capital cost	3,163,300
Recurrent cost per year	802,400

Reception/Transit Centre:

Capital cost	766,000
------------------------	---------

F. Conclusions

110. These recommendations reflect the needs of the situation as it existed at the time of the visit of the Mission to the three countries. The recommendations make allowance for a continued flow of student refugees into the three countries but at a much lower rate. They do not provide for any dramatic increase in the

flow if, for example, situations such as that which occurred in Soweto were to be repeated. The Mission considers that the refugee problem should be monitored carefully and that arrangements should be made for the situation to be reviewed periodically.

111. There is considerable sympathy for South African student refugees. However, in order to make the assistance provided by States and governmental and non-governmental organizations more effective, the Mission considers it necessary to establish some form of central machinery which would co-ordinate programmes, ensure that no aspect of the problem was left unattended and eliminate overlapping and duplication. Since the office of UNECR has statutory functions and international responsibility for the care and subsistence of refugees, it is the view of the Mission that the initiative towards the formation of such machinery be taken by UNECR.

APPENDIX

Details of individual projects recommended

<u>Project No.</u>	<u>Title</u>	<u>Page</u>
1. Lesotho	Additional residential and related facilities for South African refugees at the National University of Lesotho	33
2. Lesotho	Creation of additional facilities in existing secondary and technical schools for 730 South African students	34
3. Swaziland	Refugee reception/transit centre.	35
4. Botswana	Additional educational facilities for South African refugees at the Botswana campus of the University of Botswana and Swaziland	37
5. Botswana	Construction of a senior secondary school with 16 classes and of a junior secondary school with 12 classes, each school for 480 students	37
6. Botswana	Refugee reception/transit centre	40

1. Lesotho - Additional residential and related facilities for South African refugees at the National University of Lesotho

Project summary

Objective To accommodate 60 additional South African refugee students at the above University.

Justification There are presently 44 students from South Africa enrolled at the University, including 8 admitted after the Soweto incidents. By February 1977, the University had already received 336 requests for application forms for the 1977-1978 academic year (starting in August 1977). Additionally, because of its generous admission policy, particularly for South Africans, the existing residential capacity of about 400 students is more than over-stretched as it accommodates presently 539 students. While the construction of a new permanent hostel is being considered, the existing emergency needs will be met by the provision of two hostel units in semi-permanent structures each for 30 students. In addition, the existing refectory and laundry facilities require expansion, and additional staff housing will have to be provided.

<u>Costs</u>	<u>Capital cost</u>	<u>Rand</u>
	Hostel accommodation (two units each for 30 students) in semi-permanent structures	180,000
	Refectory and laundry expansion	77,000
	Six staff houses	<u>120,000</u>
		Rand 377,000
		\$ 437,300

<u>Recurrent costs</u>	
Sixty Scholarship and student allowances at the annual rate of Rand 3,200	192,000
	<u>222,700</u>

2. Lesotho - Creation of additional facilities in existing secondary and technical schools for 730 South African students

Project summary

Objective

To provide educational facilities at the secondary and technical school levels for 730 South African refugee students, of whom 700 will be in secondary and 30 in technical schools.

Justification

At the moment only 4,400 candidates out of 17,000 passing through primary education are able to make their way into secondary school. In spite of these very severe constraints, Lesotho was from the time of independence committed to provide an alternative to Bantu education and other discriminatory systems of education in the region to those students who desired such alternatives. Following the Soweto events, the Government gave instructions to all schools to admit South African refugee students. However, these students can only be properly served if the schools are given additional financial and other means to provide adequate education. The Government requested international assistance in the form of additional classrooms, laboratories, facilities for students' accommodation, as well as teachers' and staff housing.

Costs

<u>A. Capital cost</u>	<u>Rand</u>
<u>Secondary education</u>	
Twenty-eight classrooms at P 9,000	252,000
Five laboratories at R 18,000	162,000
Student accommodation for 700 students at R 300/student	560,000
Twenty-eight staff houses at R 20,000	560,000
	<hr/>
	1,534,000
	\$1,779,400
<u>B. Recurrent costs</u>	
<u>(a) Secondary education</u>	
Twenty-eight additional teachers at R 3,500	98,000
<u>(b) Technical education</u>	
Thirty scholarships, including boarding at the annual rate of R 730 per student	21,900
	<hr/>
	119,900
	\$139,100

3. Swaziland - Refugee Reception/Transit Centre (Phase I)

Project summary

Objective To establish a centre for the shelter of some 100 student refugees together with school facilities.

Justification The influx of South African student refugees has created a serious problem for the Government, which does not have satisfactory facilities for their accommodation. The proposed centre would not only provide shelter, but also some educational facilities for student refugees wanting to continue their education but unable to do so because of the acute shortage of places in existing secondary schools.

Costs - phase I
 (estimated)

<u>A. Capital cost</u>	<u>Malangeni</u>
<u>School</u>	
Four general classrooms (Forms I-V)	25,000
Science laboratory	12,500
Administrative offices	9,100
Toilets for boys and girls	20,250
Links and lockers	20,250
<u>Dormitories</u>	
One block (12 rooms for 2 students each)	53,500
<u>Dining and kitchen block</u>	
One block for 100 students	55,000
<u>Staff houses</u>	
Three two-bedroom houses	22,000
Four one-bedroom houses	21,250
Six studio apartments	19,750
<u>External works</u>	
25 per cent of building costs	64,650

Furniture and equipment

For dormitories	16,000
For school	14,000
For dining hall	10,000
For houses	<u>10,000</u>
E.	373,250
\$	433,000

B. Recurrent costs

The United Nations has been requested to supply an administrator/headmaster and five volunteer teachers for one centre. A detailed costing is still to be undertaken.

Notes

The Government envisages that the centre will be phased over three stages: the first phase catering for about 100, taking care of present numbers; the second and third phases each catering for 200, eventually accommodating 500.

It is envisaged that phase I will consist of one dormitory block with sanitary facilities, one dining hall and kitchen block and a school with four classrooms, laboratory, administration offices and toilets. Residential accommodation for staff is also included.

In view of the urgency, the utilisation of prefabrication methods is envisaged, which would allow completion in less than two months compared to one year for traditional construction methods. The Government's technical services also pointed to a saving of 20 to 35 per cent for prefabrication methods.

The estimate for furniture and equipment includes beds, mattresses, tables and chairs, cooking utensils, cutlery etc.

The external works include basic infrastructure, such as water supply, electrical installation, sewage disposal, drainage and gravel roads.

The buildings will have economic specifications consisting of concrete flooring, steel windows and steel sheet roofing over wooden trusses.

The estimate is based on the construction period up to December 1977.

4. Botswana - Additional educational facilities for 50 South African refugees at the Botswana campus of the University of Botswana and Swaziland

Project summary

Objective To create 50 additional places for South African refugees at the University of Botswana and Swaziland.

Justification There are reported to be over 40 South African student refugees qualified for university study unable to be admitted because of lack of accommodation. The Government has agreed to admit up to 50 additional South African student refugees provided international assistance is made available for the extension of teaching, residential and library facilities. There will also be a need to provide a corresponding number of scholarships at the full economic fee.

<u>Cost</u>	A. <u>Capital cost</u>	<u>£</u>
	Hostel accommodation for 50 student refugees	232,000
	Extension to the library	23,200
	Extension to the refectory	17,400
	One additional classroom	33,600
	One science laboratory	76,600
	Science equipment	23,200
	Two staff houses	46,400
	Two staff offices	11,600
	Library books	<u>14,500</u>
	TOTAL	478,500
	B. <u>Recurrent costs</u>	
	Fifty scholarships at the annual rate of \$4,060 per student	203,000

5. Botswana - Construction of a senior secondary school with 16 classes and of a junior secondary school with 12 classes, each school for 480 students

Project summary

Objective To provide educational facilities at the secondary level for 960 South African student refugees. The senior secondary

school is to provide eight classes of 30 students for each of Forms IV and V, while the junior secondary school will have four classes of 40 students in each of Forms I, II and III.

Justification

There are less than 3,000 places available at present in secondary schools for some 14,000 primary school leavers. The Government therefore finds it impossible to provide additional places for the growing number of South African student refugees entering the country. In order to avoid a concentration of refugees in the two new schools, the Government plans to distribute them throughout the secondary school system. However, a high proportion of South African refugees will be placed in the two schools. In any event, the Government will ensure that 960 South African student refugees are admitted to secondary schools, provided that the international community meets the capital and recurrent costs of providing these additional places.

Senior Secondary School

<u>Costs</u>	A. <u>Capital cost</u>	<u>Pula</u>
	Six standard double class-room block at P. 14,500	87,000
	One library/English room	21,230
	One math and geography block	36,190
	Two science laboratories and preparation area at P. 34,580	69,160
	One practical block	39,930
	Five hostel block at P. 75,000	375,000
	One toilet block (male and female)	16,060
	Administration block	31,680
	Kitchen and dining facilities	75,350
	Twenty-seven staff houses at P. 14,250	384,750
	External works (water, electricity, sewerage etc.)	<u>160,450</u>
		1,296,300
	10 per cent contingency	<u>129,630</u>
		1,425,930
		\$ 1,654,700

3. <u>Recurrent costs</u>	<u>Pula</u>
Per student per year: Tuition/boarding	400
Book fees/average uniform	35 25
Teacher cost <u>a/</u>	<u>293</u>
	753 x 480 = 361,440
	\$ 419,300

Junior Secondary School

<u>Costs</u>	A. <u>Capital cost</u>	<u>Pula</u>
	Four standard double class-room block at P. 14,500	58,000
	One library/English room	21,230
	One math and geography block	36,190
	Two science laboratories and preparation area at P. 34,580	69,160
	One practical block	39,930
	Five hostel block at P. 75,000	375,000
	One toilet block (male and female)	16,060
	Administration block	31,680
	Kitchen and dining facilities	75,350
	Twenty-one staff houses at P. 14,250	299,250
	external works (water, electricity, sewerage etc.)	<u>160,450</u>
		1,182,300
	10 per cent contingency	<u>118,230</u>
		1,300,530
		\$ 1,508,600

a/ On assumption that technical assistance for the provision of 27 teachers is available, details are as follows: 27 teachers at an annual cost of P. 5,200/ teacher divided by 480 students. If technical assistance were not available, the annual cost per teacher would be P. 13,000, giving a teacher cost per student of P. 731.

<u>B. Recurrent costs</u>		<u>Pula</u>
Per student per year:	tuition/boarding	400
	book fees/average	35
	uniform	25
	teacher cost <u>b/</u>	<u>223</u>
		698 x 480 = 330,240
		\$ 383,100

6. Botswana - Refugee reception/transit centre

Project summary

Objective

To provide a reception/transit centre together with class-room and library facilities for South African refugee students (capacity up to 480).

Justification

The influx of South African student refugees has created a severe accommodation problem for the Government. At present, these student refugees live in most unsatisfactory and overcrowded conditions. A centre in the vicinity of Gaborone providing not only accommodation, but also class-room and library facilities is now urgently required. It would help student refugees until more permanent arrangements for their placement could be made. Additionally, it is intended to provide social counselling services and some recreational activities.

b/ On the assumption that technical assistance for the provision of 21 teachers is available, details are as follows: 21 teachers at an annual cost of P. 5,200/teacher divided by 480 students. If technical assistance were not available, the annual cost per teacher would be P. 13,000, giving a teacher cost per student of P. 569.

Preliminary estimate of construction costs

<u>Costs</u>	<u>A. Buildings</u>	<u>Pula</u>
	(i) Ninety-six place hostel block. (474 m ²) <u>P. 38,200 x 5</u>	191,000
	(ii) Toilet/ablution blocks, each with No. 8 W.C.s, No. 8 basins, No. 8 showers, No. 4 sinks (98 m ²) <u>P. 15,600 x 5</u>	78,000
	(iii) Dining hall and kitchen block (435 m ²) (allowance for solid fuel cooking pots) <u>P. 55,000 x 1</u>	55,000
	(iv) Class-rooms (102 m ²) <u>P. 7,000 x 3</u>	21,000
	(v) Fuel compound (fencing and gates only)	400
	(vi) Office block (6 offices) with toilet facilities (31 m ²) <u>P. 9,000 x 1</u>	9,000
	(vii) Library (102 m ²) with wall shelves <u>P. 3,000 x 1</u>	3,000
	(viii) Health post (65 m ²) <u>P. 8,000 x 1</u>	8,000
	(ix) Toilet blocks to class-rooms <u>P. 9,000 x 1</u>	<u>9,000</u>
		379,400
	<u>B. Housing</u>	
	(i) Refugee counsellors: type II <u>P. 18,000 x 2</u>	36,000
	(ii) Centre director: type II <u>P. 13,000 x 1</u>	13,000
	(iii) Staff housing: stage 5 <u>P. 4,000 x 4</u>	<u>16,000</u>
	Total, A and B:	449,400

C. Site works and services

(i)	Site clearance, recreation ground, paths and roads	10,000
(ii)	Security fencing	10,000
(iii)	Site water supply with tank, main supply and distribution	16,000
(iv)	Electrical supply and site reticulation	40,000
(v)	Stormwater and soil drainage	35,000
(vi)	Solar heating	<u>40,000</u>
	Total, A, B and C:	500,400
	Contingencies	<u>60,000</u>
		<u>660,400</u>
		\$ <u>766,000</u>

Notes:

1. Centre to accommodate 480 persons.
2. Construction of single-storey conventional pattern: cement paved floor; plastered brick/block walls, pitched steel-sheet roof, softboard ceilings.
3. No furniture (furnishings included).
4. Electric lighting installations included.
5. Costs are at current day rates.
6. The estimates for site works and services are provisional.
7. After completion of the construction, there will be recurrent costs of operation and maintenance, which UNHCR has indicated it would consider financing to a reasonable degree.

NOTATION
COPY

UNCLASSIFIED
Department of State

INCOMING
TELEGRAM *RM*

PAGE #1 GENEVA 86497 821389Z

9274

GENEVA 86497 821389Z

ATTACHMENT B

ACTION QFM-82

TRANSFER OF ITS CONTRIBUTION FOR SOUTH AFRICAN STUDENT REFUGEES
IN BOTSWANA.

INFO OCT-81 AF-12 10-14 ISO-88 DHA-82 HEV-86 AID-85
CIAE-88 INR-87 NSAE-88 LB-88 ICA-87 L-83 SP-82
SS-15 TPSE-88 GME-81 AEF-81 ARA-84 EA-89 EUR-12
MCA-12 CU-84 SSO-88 INRE-88 NSC-85 NSCE-88 /133 V
-----843192 821317Z /47

ON BEHALF OF THE HIGH COMMISSIONER, PLEASE CONVEY TO YOUR
GOVERNMENT THE EXPRESSION OF OUR DEEP GRATITUDE FOR ITS
GENEROUS FINANCIAL SUPPORT TO UNHCR'S EFFORTS ON BEHALF OF
REFUGEES IN SOUTHERN AFRICA. UNQUOTE. VANDEN HEUVEL

O P 821281Z AUG 77
FM COMMISSION GENEVA
TO SECSTATE WASHDC IMMEDIATE 9295
INFO AMEMBASSY GABORONE IMMEDIATE
AMEMBASSY MABABANE PRIORITY
AMEMBASSY MAIRCEI PRIORITY

UNCLAS GENEVA 8497

E O 11652: NA
TAGS/ SREF
SUBJ: STATUS REPORT ON U.S. CONTRIBUTION TO BOTSWANA SCHOOL
PROJECT

REF: A. STATE 172447; E. STATE 172964

FOLLOWING IS TEXT OF JULY 29 PAGE TO BRENNAN LETTER CITED
PARAG 2 REFTELS:

QUOTE:

I REFER TO THE MEETING OF GOVERNMENT REPRESENTATIVES
CONVENED BY THE SECRETARY-GENERAL OF THE UNITED NATIONS
ON 6 JUNE 1977, DURING WHICH THE REPRESENTATIVE OF THE
UNITED STATES MADE THE WELCOME ANNOUNCEMENT THAT HIS
GOVERNMENT WAS PLEDGING SOME 36 MILLION FOR SOUTH AFRICAN
STUDENT REFUGEES IN BOTSWANA.

IN THIS CONNECTION I WISH TO STATE THAT WITH THIS CON-
TRIBUTION A TOTAL OF 29.3 MILLION HAD BEEN ANNOUNCED BY
GOVERNMENTS TOWARDS THE IDENTIFIED NEEDS IN 1977 FOR
EMERGENCY ASSISTANCE TO REFUGEES FROM SOUTHERN AFRICA,
AS DESCRIBED IN THE HIGH COMMISSIONER'S APPEAL TO GOVERN-
MENTS OF 1 JUNE 1977. OF THESE CONTRIBUTIONS, \$6,228,559
HAVE BEEN SPECIFICALLY earmarked BY DONORS OR ATTRIBUTED
BY UNHCR PARTLY OR ENTIRELY FOR ASSISTANCE TO REFUGEES IN
BOTSWANA AS SHOWN BELOW, AND ARE UNTIED AS TO PROCUREMENT.

DENMARK	2171,566	(PART OF A TOTAL CONTRIBUTION OF 3664,452)
LIECHTENSTEIN	2,222	
NETHERLANDS	243,955	(PART OF A TOTAL CONTRIBUTION OF 31,222,222)
SWITZERLAND	23000	(PART OF A TOTAL CONTRIBUTION OF 122,972)
UNITED KINGDOM	341,222	
UNITED STATES	6,228,222	

THESE CONTRIBUTIONS HAVE BEEN PLACED IN A SPECIAL TRUST
FUND WHICH WILL BE ADMINISTERED AS PROVIDED FOR IN THE
"FINANCIAL RULES FOR VOLUNTARY FUNDS ADMINISTERED BY THE
HIGH COMMISSIONER FOR REFUGEES" (DOCUMENT A/AC.95/583 DATED
31 JULY 1974). THE RULES, BASED ON THE PROVISIONS OF THE
FINANCIAL REGULATIONS OF THE UNITED NATIONS, GOVERN ALL
FINANCIAL ACTIVITIES (INCLUDING PROCUREMENT) OF THE HIGH
COMMISSION AND (REGDY INTER ALIA APPROPRIATE PROVISIONS
RELATING TO THE CUSTODY OF FUNDS, INTERNAL CONTROL, ACCOUNTS
AND AUDIT. WITH REGARD TO THE UNITED STATES GRANT OF
SOME 36 MILLION, UNHCR WOULD BE PLEASED TO FOLLOW PRO-
CEDURES SIMILAR TO THOSE USED FOR YOUR GOVERNMENT'S GRANT
IN 1975 TOWARDS UNHCR'S ASSISTANCE IN MOZAMBIQUE.

BASED ON THE FOREGOING, I TRUST IT WILL BE POSSIBLE FOR
THE GOVERNMENT OF THE UNITED STATES TO ARRANGE FOR AN EARLY

UNCLASSIFIED

Justification for Source/Origin Waiver for Goods and Services

The U.S. contribution to the UNHCR Trust Fund for Student Refugees in Botswana will be commingled with other donor contributions, as noted in telegram Geneva 6497 (attached). UNHCR will place all untied contributions by member donors into the Fund which will be administered in accordance with UNHCR regulations contained in Document A/AC 96/503 dated July 31, 1974 and entitled "Financial Rules for Voluntary Funds Administered by the High Commission for Refugees".

While the Fund may be used to finance activities that would improve educational and related conditions of student refugees in Botswana, it is contemplated that a substantial portion of the money will be used for the construction of education facilities and scholarships. The size of planned procurements of goods and services do not appear to be of a magnitude significant enough to attract U.S. firms. Consequently, most goods and services will likely be provided by qualified firms in the Southern Africa region that have participated in the IBRD construction program, in Botswana.

Our experience with projects in Botswana and the rest of Southern Africa shows that in order to effectively carry out projects, it is necessary to expand procurement source eligibility for goods and services from only U.S. (AID Geographic Code 000) sources to the "Free World" (AID Geographic Code 935) sources of supply. This needed expansion in the sources of supply are caused by several basic factors:

- Botswana and other Southern Africa countries have limited internal capacity for furnishing construction materials or services.
- Botswana is a landlocked country with limited access to port facilities. This condition is aggravated by occasional military hostilities along its borders which result in the closure of sea port to country routes.
- Building materials such as cement, steel, roofing, window frames, plumbing fixtures, etc. are accessible by overland route from other Southern Africa countries. The most commonly used building tools, plumbing and electrical works, are manufactured to metric standards (size, threads, etc.) and are incompatible with U.S. specifications.
- Because some of the firms operating locally may not have their primary place of business in Botswana, this waiver is considered necessary to assure adequate competition and availability of services.

It is essential that constraints to U. S. participation in the UNHCR Trust Fund for Student Refugees in Botswana be removed in the interest of efficient management of funds.

INITIAL ENVIRONMENTAL EXAMINATION

ATTACHMENT E
ITEM 1 of 2 RECEIVED

AUG 22 4 01 PM '77

AFR/BS/PDD

Project Location: Botswana

Project Title: Botswana University
72 Student Hostel
690-0102

Funding:

Life of Project:

IEE Prepared by: Pushkar A. Brahmabhatt &
Stafford Baker
REDSO/EA Engineering

Date: August 5, 1977

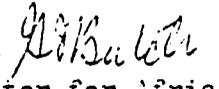
Environmental Action Recommended: Negative Determination

Concurrence: Mr. Louis A. Cohen
Director, REDSO/EA
OSARAC (Gaborone 1878)



Date:

Assistant Administrator's Decision: Approved . . Ms. Coler T. Butcher
Assistant Administrator for Africa



Date: . . 9. Sept 77

I. DESCRIPTION OF THE PROJECT

A 72 bed hostel of the standard World Bank Dag Hammerskold type will be constructed on the Gaborone campus of the University of Botswana. Construction will utilize reinforced concrete columns and beams with masonry walls. The hostel will be a three-story structure and will be used to house refugee students at the University.

The University campus is on the edge of Gaborone in the administrative section of the city. A master plan for development of the University includes the site for the hostel. Water, waste disposal and electrical services exist on the campus and are designed to accommodate the planned expansion. Traffic access is via a paved ring-road encircling the campus.

II. DISCUSSION OF IMPACTS

A. Land Use

1. Changing the character of the land through:

a. Increasing the population

The master plan for development of the University provides for future requirements of water, waste disposal, services, and space. This hostel and the additional 72 students are part of the master plan. The 13% increase in enrollment (from 552 in 1976/77) will result in a corresponding increase in utilization of these services. The hostel will utilize simple solar heating of water similar to the systems used successfully in existing Dag Hammerskold type hostels on the Gaborone campus and at the U. of Lesotho.

b. Extracting natural resources

Water for the hostel will be drawn from the existing University system. This is tied into the Gaborone city system which is supplied by a reservoir and dam approximately 2 kms. from the city center.

c. Land clearing

The hostel is sited on the University campus in the location designated on the master plan. The site does not have any trees.

d. Changing soil character

Aside from ground broken for the building, no change will be made in the soil character of the site.

2. Altering natural defenses

The site for the hostel is flat (slope of approximately 1 m in 75 m) and already cleared. Site preparation will require no alteration in the natural slope or removal of trees.

3. Foreclosing important uses

The land for the hostel is at a site on the campus which has been set aside for expressly this purpose.

4. Jeopardizing man or his works

Construction of the hostel will not require any extraordinary construction risks to workers.

5. Traffic Access

Roads for access to the hostel exist as part of the campus system.

6. Land use planning

The master plan for development of the University campus includes provisions for the hostel.

7. Squatter, other development

As part of the University, the hostel will not contribute to any unusual development of the land around the campus. The addition of 72 students to Gabarone will have little effect on development of the city (population approximately 40,000).

B. Water Quality

1. Physical state of water

Erosion is not a problem in the flat area of the campus. Small drainage ditches, around the hostel, for rain water run-off are planned.

2. Chemical and biological states

There are no pesticides included in the project. Waste disposal for the hostel will be handled by the existing waste disposal system of the city. This is a waterborne aerobic system with two separated pond complexes.

3. Ecological balance

There are no water bodies in or near the campus.

C. Atmospheric Condition

1. Air additives

There are no pesticides or pesticide use planned in the project.

2. Air pollution

Construction of buildings like this will normally generate some dust. Future traffic to the hostel will be minimal and on the paved ringroad of the campus. An electric incinerator will be provided that will contribute to particles in the air.

3. Noise pollution

Normal construction operations will produce some noise. The completed hostel will not have any machinery to contribute to noise pollution. The extra vehicle traffic generated by the hostel will be minimal as students will not normally own vehicles.

D. Natural Resources

1. Diversion, altered use of water

The water source for the hostel will be the existing University system, part of the Gabarone city system supplied by a reservoir outside the city.

2. Irreversible, inefficient commitments

Resources that have a significant ecological role are not committed in any way by the project.

3. Wildlife

There are no wildlife migration routes or indigenous wildlife on the University campus.

E. Cultural

1. Altering physical symbols

There are no physical cultural symbols on the site selected for the hostel.

2. Dilution of cultural traditions

Students at the hostel will be refugees with a culture different from the Botswana students of the University. However, they will have been exposed to the same cultural characteristics of an English-based institution of higher learning.

F. Socio-Economic

1. Changes in economic/employment patterns

The duration of the student's stay in Botswana is unknown due to the political situation in Southern Africa. Regular University of Botswana students will utilize the hostel when the refugees depart.

2. Changes in population

Completion of the hostel will increase enrollment at the University by 72 students. As refugees have been attending the University for several years, the additional refugee enrollment entails a change of degree, not kind of student enrollment.

3. Changes in cultural patterns

Refugee students will have been educated in an English-based school system similar to that in Botswana.

4. Dislocation and valuation of area residents

There are no residents at the site of the hostel at this time.

5. Support facilities

Recreation facilities are provided on the ground floor of the hostel. Shopping is done in Gaborone (the campus is just on the edge of the town), and at the student union store on campus. The University provides students with three meals a day, seven days a week. Laundry and cleaning services, except for personal laundry, are also provided.

G. Health

1. Changing a natural environment

No known natural environmental health element will be changed by the project.

2. Eliminating an eco-system element

The project will not alter or eliminate any known natural disease control elements.

3. New pathways for disease vectors

With the addition of the hostel for refugees, human contacts at the University will be among people from new areas. This will provide a potential for greater transmittal of disease.

4. Safety provisions

Fire control measures will be standard for hostels of this type. The University has existing health care facilities adequate to support the additional students.

H. General

1. International impact

Students at the hostel will be from countries other than Botswana.

2. Controversial impacts

Students at the hostel will be political refugees accepted and welcomed by the Government of Botswana and the University.

3. Larger program impacts

The hostel is part of the master plan for development of the university.

4. Aesthetics

The University master plan aims to make future development compliment existing structures.

III. RECOMMENDATION FOR ENVIRONMENTAL ACTION

Most of the environmental impacts of the projects are directly related to the increase in enrollment at the University that will occur upon completion of the project. These impacts have been antic-

ipated in the master plan for development of the campus. Impacts that have not been anticipated in the master plan are those related to the identity of the new students, i.e., refugees. However, since refugees are currently attending the University, the possible socio-cultural consequences are known and are likely to have no adverse effects on the environment. It is recommended that a Threshold Decision for a Negative Determination be made.

IMPACT IDENTIFICATION AND EVALUATION FORM

Impact
Identification
and
Evaluation

Impact Areas and Sub-areas

A. LAND USE

1. Changing the character of the land through:

a. Increasing the population _____

L

b. Extracting natural resources _____

N

c. Land clearing _____

L

d. Changing soil character _____

L

2. Altering natural defenses _____

N

3. Foreclosing important uses _____

N

4. Jeopardizing man or his works _____

L

5. Traffic access _____

N

6. Land use planning _____

N

7. Squatter, other development _____

N

B. WATER QUALITY

1. Physical state of water _____

N

2. Chemical and biological states _____

N

3. Ecological balance _____

N

C. ATMOSPHERIC

1. Air additives _____

N

2. Air pollution _____

L

3. Noise pollution _____

L

D. NATURAL RESOURCES

- 1. Diversion, altered use of water _____ N
- 2. Irreversible, inefficient commitments _____ N
- 3. Wildlife _____ N

E. CULTURAL

- 1. Altering physical symbols _____ N
- 2. Dilution of cultural traditions _____ L

F. SOCIOECONOMIC

- 1. Changes in economic/employment patterns _____ U
- 2. Changes in population _____ M
- 3. Changes in cultural patterns _____ L
- 4. Dislocation and relocation of area residents _____ N
- 5. Support facilities _____ L

G. HEALTH

- 1. Changing a natural environment _____ N
- 2. Eliminating an ecosystem element _____ N
- 3. New pathways for disease vectors _____ M
- 4. Safety provisions _____ N

H. GENERAL

1. International impacts	_____	L
2. Controversial impacts	_____	L
3. Larger program impacts	_____	N
4. Aesthetics	_____	N

-
- N - No environmental impact
 - L - Little environmental impact
 - M - Moderate environmental impact
 - H - High environmental impact
 - U - Unknown environmental impact

INITIAL ENVIRONMENTAL EXAMINATION

RECEIVED
AUG 22 4 01 PM '77
AFR/CS/POD

Project Location:

Botswana

Project Title:

Botswana Secondary Schools

Funding:

FY 77 Refugee Funds

Life of Project:

IEE Prepared by:

Stafford Baker and
Pushkar Brahmhat
REDSO/EA Engineering

Date:

August 11, 1977

Environmental Action Recommended:

Negative Determination

Concurrence:

Mr. Louis A. Cohen
Director, REDSO/EA



Date:



Assistant Administrator's Decision: approved

Ms. Goler T. Butcher
Assistant Administrator for Africa

Date:

9/9/77

I. DESCRIPTION OF THE PROJECT

The project consists of the construction of (1) a junior secondary school complex and (2) a senior secondary school complex, each to house 480 refugee students. Each school will have five 96 bed hostels, classroom blocks, laboratory blocks, a dining/kitchen block and an administrative block. The junior secondary complex will have nineteen staff houses and the senior secondary complex, twenty-one. The hostels are two story structures while all other buildings are single story. Buildings are standard modular type, identical to schools already built with IBRD financing in Botswana. Construction sites for the schools have not been selected, but selection criteria will include the availability of water and electrical services. The schools will provide for their own waste disposal or will tie into an existing system. Site selection and environmental criteria will be the same as those used for the IBRD financed schools.

II. DISCUSSION OF IMPACTS

A. Land Use

1. Changing the character of the land through:

a. Increasing the population

The addition of 480 students at the site of each school will place a demand on water supply, electrical supply and waste disposal capacities of the area. The availability of these services or the capacity of the land to provide them is part of the criteria for site selection.

b. Extracting natural resources

The impact of school water consumption on the water resources of the area will not be known until sites are selected.

c. Land clearing

Site preparation for the schools may require some clearing of shrubs and trees.

d. Changing soil character

Clearing of ground cover, shrubs and trees could lead to a change in soil character. Restoration of the site after construction is completed will avoid deleterious long-term effects.

2. Altering natural defenses

Site preparation for the schools may involve removal of ground cover or trees that could lead to greater soil erosion. Restoration of the site and drainage structures will minimize long-term erosion.

3. Foreclosing important uses

Site selection criteria will exclude a site with potential for other important uses.

4. Jeopardizing man or his works

Construction methods and materials are standard for Botswana and should not result in any hazardous working conditions.

5. Traffic access

Site selection criteria will include access for vehicle and pedestrian traffic. Roads and pedestrian walkways within the campus are part of the project.

6. Land use planning

It is not known if the schools will fit into a land use plan for the area in which they will be built. However, a site will be selected that has access to basic services capable of handling the extra demand placed on them by the schools.

7. Squatter, other development

The potential for other development to accompany the construction of the schools will depend largely on the size and level of development of the area selected for the schools.

B. Water Quality

1. Physical state of water

Plans for the schools include restoration of the ground cover disturbed during construction and provision of drainage structures to prevent rain run-off from building areas having an adverse effect on erosion that could change the physical state of open water near the schools.

2. Chemical and biological states

Pesticide or fertilizer use will not be a part of the project. Waste disposal will be handled by an existing system or an adequate system built as part of the project.

3. Ecological balance

The location of the site with respect to water bodies is unknown, but a satisfactory waste disposal system should minimize chances of any pollution and subsequent change in ecological balance.

C. Atmospheric

1. Air additives

No pesticides are planned for use in the project.

2. Air pollution

Contribution to air pollution such as burning of solid wastes or vehicle exhaust and traffic dust should be minimal.

3. Noise pollution

The project's contribution to noise will be that of normal construction operations and, later, the noise produced by 480 students at each school.

D. Natural Resources

1. Diversion, altered use of water

Site selection criteria will include availability of water from a source adequate to supply the schools and the present water users.

2. Irreversible, inefficient commitments

It is not likely that preparation of the site selected for the schools will result in any irreversible or inefficient commitments of resources such as minerals or water.

3. Wildlife

The site selected will probably be near or in an urban

area, in which case the schools would have little or no contribution to an effect on wildlife in the area

E. Cultural

1. Altering physical symbols

It is not likely that a site will be selected that will require altering or destruction of monuments, burial grounds or other physical symbols of the local culture.

2. Dilution of cultural traditions

Refugees attending the schools will probably be from an environment different from the setting of the schools. Their contacts with the local population is bound to have an effect both on the refugees' and community's cultural traditions. However, with housing and most other services provided on the school grounds, involuntary contacts will be minimized. Furthermore, as refugees, the students will have already been exposed to environments different from that of their homes.

F. Socio-Economic

1. Changes in economic/employment patterns

The schools will place an extra demand on services in the area which will have an effect on the economic/employment patterns.

2. Changes in population

The impact of the additional 480 students in each school on socio-economic relationships with the community will depend on a number of factors, including the population of the community, its degree of urbanization and the frequency and nature of student-community contacts. As the schools are full boarding institutions with most services provided on the school grounds, impacts will tend to be minimal.

3. Changes in cultural patterns

Being refugees, the students will already have experienced some changes in their cultural patterns. The schools could have a moderating effect on these changes due to the similarity of English school systems throughout Southern Africa.

4. Dislocation of area residents

Site selection criteria will preclude any need for dislocation of area residents.

5. Support facilities

Facilities required to support the students such as food and recreation, are part of the plan for the schools. Other requirements will have to be met by the area around the sites. This is part of the criteria for site selection.

G. Health

1. Changing a natural environment

The schools should not affect any natural disease control vectors.

2. Eliminating an ecosystem element

No elimination of a health related ecosystem element is involved in the project.

3. New pathways for disease vectors

480 students attending each new school will result in greater potential for transmittal of disease due to contacts between students and between students and the local population.

4. Safety provisions

The design of the schools includes normal fire-fighting equipment. Health care will be drawn from facilities existing in the area, part of the criteria for site selection.

H. General

1. International Impacts

The existence of the schools may encourage an increase in the flow of refugees into Botswana.

2. Controversial impacts

When the political situation in Southern Africa allows the refugees to return to their homes, the schools are likely

to be taken over by the Botswana Ministry of Education (MOE). The MOE has input to the committee that will select the sites for the schools and can be expected to take its own present or future needs into consideration. If school facilities in the areas chosen are currently inadequate for the local residents, there will be a potential for controversy over a new school built, at least initially, only for refugees.

Another potential issue concerns the nature of the refugee students. Some of them may have been "politicised" through their experiences in their homelands. In the close-knit boarding schools, these students could provide the stimulus for larger student groups with a strong political orientation that may be controversial in nature.

3. Larger program impacts

The project has no direct link with any larger programs.

4. Aesthetics

The design of the school buildings is simple but pleasing and should not detract from the aesthetics of the sites.

III. RECOMMENDATION FOR ENVIRONMENTAL ACTION

This project will involve the construction of two school complexes for refugee students in Botswana. The design is for standard IERD modular type school construction. Site selection will be made using IERD selection criteria. These criteria follow IERD environmental regulations that can be reasonably expected to minimize any adverse environmental effects to the sites by the construction of the schools.

Other potential environmental impacts are related to the cultural and socio-economic effects that will result from the relationship between the area population and the refugee students. This relationship is moderated somewhat by the boarding school nature of the facilities. It is believed that the potential impacts on cultural traditions and economic/employment patterns are not as significant as the benefits to be gained through further education of the students.

It is recommended that a Threshold Decision for a Negative Determination be made.

IMPACT IDENTIFICATION AND EVALUATION FORM

Impact
Identification
and
Evaluation

Impact Areas and Sub-areas

A. LAND USE

1. Changing the character of the land through:
 - a. Increasing the population _____ L _____
 - b. Extracting natural resources _____ U _____
 - c. Land clearing _____ L _____
 - d. Changing soil character _____ L _____
2. Altering natural defenses _____ L _____
3. Foreclosing important uses _____ N _____
4. Jeopardizing man or his works _____ N _____
5. Traffic access _____ N _____
6. Land use planning _____ U _____
7. Squatter, other development _____ U _____

B. WATER QUALITY

1. Physical state of water _____ L _____
2. Chemical and biological states _____ N _____
3. Ecological balance _____ N _____

C. ATMOSPHERIC

1. Air additives _____ N _____
2. Air pollution _____ L _____
3. Noise pollution _____ L _____

H. GENERAL

1. International impacts _____	L
2. Controversial impacts _____	U
3. Larger program impacts _____	N
4. Aesthetics _____	N

- N - No environmental impact
- L - Little environmental impact
- M - Moderate environmental impact
- H - High environmental impact
- U - Unknown environmental impact

DRAFT GRANT AGREEMENT

Mr. Charles H. Mace
Deputy UN High Commissioner for Refugees
Palais des Nations, Geneva

Dear Mr. Mace:

I have the honor to refer to the meeting of government representatives convened by the Secretary-General of the United Nations on 6 June 1977 to request emergency financial assistance for Botswana and Lesotho. At that meeting the representative of the United States announced that the United States government was pledging between \$5.5 and \$6.0 million United States Dollars for student refugees in Botswana, subject to the availability of funds and Congressional notification. I am pleased to inform you that, pursuant to authority contained in the Foreign Assistance Act of 1961, as amended, the Government of the United States of America, acting through the Agency for International Development (A.I.D.), hereby grants to the United Nations High Commissioner for Refugees (UNHCR) the sum of six million United States Dollars (\$6,000,000) to be used to support the educational needs of student refugees in Botswana.

The amount of our contribution is based upon cost estimates for the following activities and to the extent feasible we prefer that our funds contribute towards their realization: (1) construction and equipping of two secondary schools; (2) bursaries for up to 960 refugees for two years; (3) construction and equipping of a 72-bed

hostel at the University College of Botswana; (4) bursaries for up to 15 refugee students at the University; (5) other directly related requirements - technical assistance, library books and audio-visual equipment.

It is understood that the funds contributed will be credited to a UNHCR trust fund established for administering voluntary contributions made by the United States and all other donors for the above purpose. The funds and operations financed therefrom will be administered and financial records maintained in accordance with the appropriate UNHCR regulations and rules which shall follow generally accepted accounting principles. Such records shall not be destroyed or otherwise disposed of until three years after final disbursement under this grant or if questions about expenditures are raised within such times until all such questions have been resolved. It is also understood that this Trust Fund will be audited in accordance with established procedures under appropriate provisions of the financial regulations and rules of the UNHCR.

It is understood that the funds granted hereunder, will be disbursed by AID/Washington upon written request. UNHCR will present such requests to the United States Mission to International Organizations, Geneva, Switzerland, on a quarterly basis beginning upon execution of this agreement and will call only for those amounts necessary to meet the needs of the UNHCR in carrying out the purposes of the grant during the coming quarter. The United States Mission to International

Organizations will forward these requests to the Office of Southern African Affairs, Africa Bureau, A.I.D. Any interest or other earnings on grant funds disbursed by A.I.D. to the UNHCR prior to the use of such funds for the purpose of the grant will be returned to A.I.D. in United States Dollars by the UNHCR. It is understood that all commitments by the UNHCR of funds granted hereunder will be made no later than three years from the date of execution of this Agreement. In the event that total voluntary contributions made to the Trust Fund for the purposes of this grant exceed actual commitments incurred, the U.S. Government will be entitled to proportionate reduction of its contribution.

It is understood that United States firms will be eligible suppliers of goods and services for all activities financed under the Trust Fund. It is understood that goods and services financed under this grant shall have their origin in countries included in Code 935 of the A.I.D. Geographic Code Book as in effect at the time orders are placed. The UNHCR shall take such steps as are necessary to insure that all goods and services financed under this grant are utilized for the purpose of the grant.

It is understood that either party may terminate this grant by giving the other party thirty (30) days written notice of intention to terminate the grant. Termination of this grant shall terminate any obligations to make contributions pursuant to this grant, except for payments either party is committed to make pursuant to non-cancellable commitments entered into with third parties prior to termination of the grant. It

is expressly understood that all other obligations under this grant shall remain in force after such termination.

It is understood that the UNHCR will prepare and submit to A.I.D. five (5) copies of semi-annual progress and financial reports and a final report when A.I.D. funds have been fully disbursed. These reports shall describe the physical and financial operation of the program, including an accounting of expenditures and the utilization of goods and services financed under the grant. The UNHCR will also furnish such other information and reports relating to the Grant as A.I.D. may reasonably request, which may include, but not be limited to the following:

- (1) the receipt and use of goods and services,
- (2) the nature and extent of solicitation of prospective suppliers of goods and services acquired, and
- (3) the basis of award of contracts or orders.

For all purposes relevant to the Grant, the UNHCR will be represented by the individual holding or acting in the Office of _____ and A.I.D. will be represented by the individual holding or acting in the office of A.I.D. Development Coordination (Geneva), each of whom may, by written notes designate additional representatives for all purposes under the grant. The names of the representatives of the UNHCR, with specimen signatures, will be provided to A.I.D., which may accept as duly authorized any instrument signed by such representatives in implementation of the grant, until receipt of written notice

of revocation of their authority.

Any notice, request, or other communication or any document, given, made or sent by the UNHCR or A.I.D. under this Grant shall be in writing and shall be deemed to have been duly given, made, or sent to the party to which it is addressed when it shall be delivered by hand or by mail or telegram, cable, or radiogram, to such party at the following addresses:

To UNHCR: To be completed by UNHCR

To A.I.D.: A.I.D. Development Coordinator
U.S. Mission to the European
Office of United Nations
Geneva, Switzerland

Other addresses may be substituted for the above upon the giving of notice.

Please indicate your acceptance of this Grant by signing the original and a copy of this letter in the space provided below and return the original to us. The copy is provided for your files.

Sincerely yours,

United States Ambassador

The United Nations High Commission for Refugees

By : _____

Title : _____

Date : _____