

1. PROJECT TITLE **PD-ABG-647 PD-RAC-1977** **6900004 (3)** APPENDIX ATTACHED  YES  NO  
 University of Botswana, Lesotho and Swaziland  
 2. PROJECT NO. (N.O. 1073.2) **690-11-660-004**  
 3. RECIPIENT (Agency)  COUNTRY  REGIONAL **OSARAC**  INTERREGIONAL  
 4. LIFE OF PROJECT BEGINS FY **69** ENDS FY **75**  
 5. SUBMISSION  ORIGINAL  REV. NO. **1** DATE **NOV 26**  
 CONTR. P/ASA NO. **AID/AE-77**

II. FUNDING (\$000) AND MAN-MONTHS (MM) REQUIREMENTS

A. FUNDING BY FISCAL YEAR	B. TOTAL \$	C. PERSONNEL		D. PARTICIPANTS		E. COMMODITIES \$	F. OTHER COSTS \$	G. P/ASA CONTR.		H. LOCAL EXCHANGE CURRENCY RATE: \$ US _____ (U.S. OWNED)		
		(1) \$	(2) MM	(1) \$	(2) MM			(1) \$	(2) MM	(1) U.S. GRANT LOAN	(2) COOP COUNTRY	
										(A) JOINT	(B) BUDGET	
1. PRIOR THRU ACTUAL FY	1048	790	228	68	26	140	50	938	228			3360
2. OFFR 72 FY	707	295	120	2	-	10	400 <sup>+</sup>	307	120			900
3. BUDGET FY 73	360	300	120	30	60	10	20	350	120			900
4. BUDGET 1 FY	350	300	120	30	60	5	15	350	120			1000
5. BUDGET 2 FY	500	450	180	30	60	5	15	500	180			1000
6. BUDGET 3 FY												
7. ALL SUBO. FY												
8. GRAND TOTAL	2965	2135	768	160	206	170	500	2455	768			7160

9. OTHER DONOR CONTRIBUTIONS

(A) NAME OF DONOR	(B) KIND OF GOODS SERVICES	(C) AMOUNT
Canada	Construction grant and technical assistance	\$5,523,000*
United Kingdom		

III. ORIGINATING OFFICE CLEARANCE

1. DRAFTER <i>T. McDonough</i>	TITLE Regional Education Officer	DATE Nov 23, 1971
2. CLEARING OFFICER <i>Philip Burnham</i>	TITLE Regional Development Off.	DATE

IV. PROJECT AUTHORIZATION

1. CONDITIONS OF APPROVAL  
 This authorization includes \$62,000 FY 1972 funds to conduct up to two in-service training courses for agriculture technicians, on condition that a plan to institutionalize this program be developed by OSARAC and UBIS, AID support beyond FY 1972 will be considered after review of an OSARAC/UBIS proposal to institutionalize the training.

2. CLEARANCES

BUR'OFF.	SIGNATURE	DATE	BUR'OFF.	SIGNATURE	DATE
ACC/SAF	<i>[Signature]</i>	1/19/72			
AFA/DD	<i>[Signature]</i>	1/19/72			

3. APPROVAL AID OR OFFICE DIRECTORS  
 SIGNATURE: *Philip Burnham* DATE: 1/19/72  
 TITLE: \_\_\_\_\_

4. APPROVAL AID (See M.O. 1043.1 VIC)  
 SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
 ADMINISTRATOR, AGENCY FOR INTERNATIONAL DEVELOPMENT

\* Amount up to FY 1972  
 + Amount proposed for a capital assistance grant for construction costs, subject to approval separately through a Capital assistance paper.

UNIVERSITY OF BOTSWANA, LESOTHO AND SWAZILAND PROP REVISION NO. 1

This PROP Revision is prepared in accordance with M.O. 1025.1 October 13, 1971. The changes described below are considered to be minor or "record" changes and thus only those Sections of the PROP reflecting alteration will be mentioned in this Revision. Only the Project Inputs (Course of Action) Section is being revised with Outputs, Purpose and Goal remaining as in the original PROP.

Relevant documents providing information regarding Project Progress are the Progress and Annual Reports prepared by the Chief of Party of the California State Polytechnic College Contract team, Project Appraisal Report and the Initial Evaluation submitted by OSARAC in February 1971. Two of the many other relevant documents which have had a major influence on the project course of action are: (1) Report of the Academic Planner to the University of Botswana, Lesotho and Swaziland, May 1969 and (2) University of Botswana, Lesotho and Swaziland, Report of Academic Planning Mission, August 1970.

The purpose of this PROP Revision is to identify new actions and inputs required as a result of assessing the first two years of Project operation. In addition, these inputs are designed to produce the linkages and complementarities with the proposed Regional Curriculum Development Project and to incorporate the regional technician training activity.

Revision Rationale

A milestone in the development of higher education in Botswana, Lesotho and Swaziland was reached with the decision to establish Part I Centers in Botswana and Swaziland. Now each of the three countries will have a physical representation of higher learning within its own boundaries and an active intermural student body in addition to the less visible but more numerous extramural students.

The decision to decentralize the Roma University complex was one of necessity. UBS is a young institution beset with problems of the young; financially frail, establishing identity, obtaining recognition and coping with articulate patrons. Expert advice was sought and since 1966 a series of planning studies accompanied by reports were executed. One theme common to all these investigations was the need for the University to begin a devolution process which would establish strong University presence in Botswana and Swaziland as well as Lesotho. The plan for devolution is logical and necessary but also costly. New physical plant must be constructed, new additional staff recruited and large quantities of equipment and supplies must be purchased. Also additional budgetary resources are required from the sponsoring governments. It is extremely important for the advancement of higher education in the BLS countries that these Part I Centers establish

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firm academic foundations not only to expand the manpower base for their development priorities but also to win the admiration and respect from both the international academic community as well as the local national community. Eventually these Part I Centers are to be the core of another milestone in BLS higher education when they become full-fledged University Colleges of the University of Botswana, Lesotho and Swaziland.

A. Inputs (Revised)

I. Academic Staff

For the first two years of operation six of the twelve positions specified by the original PROP were authorized by AID/W. These six positions were in the area of education and agriculture. While these two areas will continue to be emphasized, additional technical expertise is required. The opening of the new Part I Centers in Botswana and Swaziland have created a need to bolster the work being done in agriculture and education with greater capability in mathematics/science/technology. Therefore four additional project positions are required to strengthen the mathematics/science/technology capacity within UBLS faculty framework. Highly technical positions perhaps are the most difficult to fill in a developing University such as UBLS. Local citizens are rarely available to fill such assignments and often times expatriates are similarly difficult to recruit on local terms because their services are at a premium in more affluent locations. Therefore UBLS, representing the host countries, has requested that we assist in the identification as well as the funding of these four specialists. At least three of the four experts would be assigned to the two new University Centers located in Botswana and Swaziland.

A change in recruitment and salary payment procedures of U.S. experts is scheduled at this juncture of Project Progress. Following two years of a standard AID University Contract operation, with CalPoly project technician services will now be obtained by the University of Botswana, Lesotho and Swaziland through its own contracting intermediary. Under the revised course of action the project technician actually will be employees of the University and not merely under the general guidance of University supervisors as they were under the CalPoly contract. To facilitate recruitment and to provide a structure for topping up procedures a contract with TransCentury was negotiated. Thus UBLS, with OSARAC approval, works directly with TransCentury in the recruitment of the ten personnel provided under this project. All ten positions will now reflect UBLS greatest needs and can be loosely grouped into three categories; They are; education, agriculture and math/science/technology. The education positions number four; two specialists in primary education who will be located in Botswana, a media specialist to be located on the Roma campus and an expert in English as a foreign language also to be assigned to the Roma campus. The agricultural positions number two and both will be located in Swaziland. The remaining four positions comprising a combination of mathematics science and technology are to be divided among the three University locations. Four of the ten

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of these positions (math/science/technology) are positions established in the University and therefore command a University paid salary; they will also receive AID funded topping-up. The remaining six positions are not yet established by the University and temporarily will require full AID funding. However it is expected that these six positions will be established by the University before July 1972. Thereafter these six positions also will be topped-up.

It is an objective of this project to provide the University of Botswana, Lesotho and Swaziland with faculty personnel to help meet the University's priority needs in staffing. The ten positions discussed above reflect the University's best assessment of its upcoming critical staff requirements. However these needs may from time to time change slightly and therefore each of the exact positions specified above may not precisely correspond to actual staff recruited. Differences would be slight and in keeping with the overall composition of staff mentioned herein.

## II Commodities

Perhaps the most pressing equipment need is in the area of science. The new Part I Centers will include science laboratories and to be effective these laboratories must be adequately equipped. To assist in the overall development of a strong science department and to specifically and directly support the two biologists provided under this project \$110,000 in science equipment is required to establish a modest science equipment resource at the University. Due to the pressing need for the laboratory equipment approval was given to proceed with procurement and airfreight. The equipment is scheduled to begin arriving before the end of November 1971.

## III Provision of Grant Funds for Construction

The major portion of the construction costs required to establish Part I Centers in Botswana and Swaziland is being borne by three donors. The Canadians and British are each grant financing slightly more than \$1,000,000 each. The balance of construction costs which amounts to \$400,000 is to be grant funded by AID. This amount, while included in this overall project description, is funded from Technical Assistance grant funds and is the subject of a separate Capital Assistance Paper prepared by East Africa Regional Capital Development Office (EARCDO). This grant paper, when approved, should be attached as an appendix to this PROP Revision, describing that part of the revised inputs.

## IV Relationship to the Proposed Curriculum Development Project

The University of Botswana, Lesotho and Swaziland through its School of Education and its extramural services is an inherent part of primary school education in the three ELS countries. Therefore UELS is constantly influencing and being influenced by the developments taking place in the primary schools. In turn each country's primary schools reflect the

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developments originating in UBLS. This is an automatic relationship and does not need interjection of a special activity to trigger interest or cooperation in a new development in the primary education area. However new, innovative challenging programs can easily lead to an intensified response on the part of either UBLS or any one or all three primary school systems. Thus there is a built-in natural relationship between the University and any new curriculum development project. The University stands ready to use its resources to further the effectiveness of a program such as the proposed curriculum development project to the extent desired by the cooperating countries. While the School of Education staff provided under this project will work full time for the University, the materials with which they work and the needs of their students will directly reflect the outputs of the curriculum development project. The same will be true for the extramural services activities. Four of the ten technicians provided through TransCentury will be directly involved in teacher education and therefore concerned with curriculum development. Clearly the University's resources will be used in direct support of curriculum development and thus establish a factor of interacting cooperation between this project and the curriculum development project. This relationship is certain although the details of the curriculum development project have yet to be placed in a final PROP.

#### V. Regional Technician Training

In CY 1971 a pilot regional project was implemented involving the training of 80 agriculturalists from Botswana, Lesotho, Swaziland and Malawi. The training programs were held in two locations, Botswana and Swaziland, and were regarded by all concerned as highly successful. There is consensus that similar training continue on a more permanent basis. Continuing this training program under this project will assist UBLS in developing a strong regional technician training capability in southern African countries, including Malawi, Lesotho, Botswana and Swaziland, which would provide short-term, highly intensive technical in-service training, principally in agriculture.

The lack of trained personnel, particularly in the fields of agricultural extension and research continues to be a serious bottleneck to development in most of Africa. It is not feasible for the southern African countries to carry out much-needed sub-professional training individually because of inadequate expertise and insufficient capacity to justify national duplication of training courses.

The development of a pilot regional technician training program conducted at the University Centers in Botswana and Swaziland has enabled each of the countries to participate in and benefit from a project of common interest. Further, it provides for the training of participants in their local environment under the guidance of experienced supervisor/instructors from the U.S.A. Training courses will continue to enroll participants from the several countries with assurance of multi-national

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participation which is a pre-condition for providing the course. USDA's International Training Office as well as the Office of Training within AID endorses this approach.

Participating countries provide the training facilities, other local support in staff assistance and housing which may be required, and pay maintenance costs of the participant and his family during training. AID funded costs would be predominantly those of providing U.S. supervisor/instructors and meeting international travel costs.

The cooperating countries, with AID assistance, will better utilize the talents available in a particular field of endeavor by sharing knowledge and expertise with others. The country best qualified in a particular field of endeavor will serve as host to the other countries for the concerned short course. The interchange of knowledge in this manner should also stimulate further cooperation and development in the region as a whole and increase the reliance of the University to the economies of the governments participating in the training program.

The cost of training participants in their own environment is considerably less than similar training in the U.S.A. It is estimated that a two-month course of training (including international travel) for 20 participants from Southern Africa would cost approximately \$31,000 per course. It is anticipated that two or three courses will be held each year.

On the basis of the FY 72 OYB review it was decided to incorporate this program into the UBLS project since the University is fully capable of taking a leadership role in this type of training because of its organizational structure present in Botswana, Lesotho and Swaziland and its association with Bunda College in Malawi. This program may well be part of the forerunner of the development of a University of Botswana, Lesotho and Swaziland polytechnic capability.

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ADDENDUM NO.1 to PROP REVISION NO.1

University of Botswana, Lesotho, and Swaziland

To be inserted after the paragraph ending on the top on page 3 following the words -----the University of Botswana, Lesotho and Swaziland.

However growth and change in the University are continuous. Even as the first steps toward devolution occur plans are being developed to provide for a university program of technical education designed to respond to a variety of manpower needs in Botswana, Lesotho, and Swaziland. While the details of the university's move toward technical education, possibly through the establishment of a Polytechnic, are still to be refined the University's intent to involve itself in this aspect of education is firm. This firmness of purpose was demonstrated when the university requested AID to partially fund a study by a survey team to determine the role of the university in technical manpower development in Botswana, Lesotho and Swaziland. The results of this study were inconclusive but did form a basis for further investigation of alternatives in the evolution of a specific plan to incorporate the concept of a Polytechnic to the existing university structure. As this plan develops, AID very likely will have a continuing interest in it.

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ADDENDUM NO.2 to PROP REVISION NO.1

University of Botswana, Lesotho and Swaziland

To be inserted after the paragraph ending on the top of page 4 following the words ----- positions also will be topped up.

There is evidence to indicate that the university will establish these six positions. Official university correspondence reveals that provisions are being developed to incorporate these six positions into the established faculty by July 1, 1972. However if unforeseen circumstances prevent the university from including all six positions under the established classification by July 1972, arrangements will be made to protect the interests of the U.S. experts remaining in positions with non-established status. Any person under this project in a post not established by July 1972 would continue to receive full salary under AID funding through the end of his two year contract term. If at the conclusion of his two year contract the university has not established that position AID would cease to fund that position.

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