

AFRICAN DEVELOPMENT BANK

**BOTSWANA:
SUPPORT FOR EDUCATION QUALITY AND TECHNICAL
AND VOCATIONAL EDUCATION AND TRAINING (SEQTVET)**

**EDUCATION, SCIENCE AND TECHNOLOGY DIVISION,
HUMAN DEVELOPMENT DEPARTMENT (OSHD)**

October 2009

TABLE OF CONTENTS

| TABLE OF CONTENTS, CURRENCY EQUIVALENTS, FISCAL YEAR, LIST OF ACRONYMS, PROPOSAL LOGICAL FRAMEWORK | PAGE N° |
|--|----------|
| | I-IV |
| 1. INTRODUCTION | 1 |
| 1.1 Background | 1 |
| 1.2. Proposal Objective | 2 |
| 1.3. Justification for the use of resources | 2 |
| 2. PROPOSAL DESCRIPTION | 3 |
| 2.1 The Proposal | 3 |
| 2.2. Proposal Components | 4 |
| 3. COST AND FINANCING PLAN | 4 |
| 3.1 Cost Estimates | 4 |
| 3.2 Financing Plan | 5 |
| 4. PROCUREMENT | 6 |
| 4.1 Methods of Procurement | 6 |
| 4.2 Procurement Plan | 7 |
| 5. IMPLEMENTATION SCHEDULE | 7 |
| 5.1 Executing Agency | 7 |
| 5.2 Implementation Arrangements | 7 |
| 5.3 Implementation Schedule | 8 |
| 6. FINANCIAL MANAGEMENT ARRANGEMENTS | 8 |
| 6.1 Financial Management | 8 |
| 6.2 Disbursement | 8 |
| 6.3 Suspension of Disbursement | 9 |
| 6.3 Letter of Agreement | 9 |
| 7. CONCLUSIONS AND RECOMMENDATIONS | 9 |
| 7.1 Conclusions | 9 |
| 7.2 Recommendations | 9 |
| Annex I - Implementation Schedule | |
| Annex II – Summary Terms of Reference of the Consultants | |
| Annex III - Map of Botswana | |
| Annex IV - Details of MoE &SD's Program for DP 10 | |
| Annex V - List of Applied Science Equipment for Francistown Technical College | |

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Currency Equivalents

(September 2009)

| | | |
|-------------|---|--------------------|
| UA 1 | = | BWP10.4856 |
| UA 1 | = | USD1.58437 |
| UA 1 | = | EURO1.12443 |

Fiscal Year

1 April – 31 March

List of Acronyms

| | | |
|----------|---|---|
| AfDB | = | African Development Bank |
| BTEP | = | Botswana Technical Education Program |
| BWP | = | Botswana Pula |
| CSP | = | Country Strategy Paper |
| DP | = | Development Plan |
| DTVET | = | Department of Technical and Vocational Education and Training |
| FCTVE | = | Francistown College of Technical and Vocational Education |
| GoB | = | Government of Botswana |
| MICs | = | Middle Income Countries |
| NCB | = | National Competitive Bidding |
| MOE & SD | = | Ministry of Education and Skills Development |
| QCBS | = | Quality and Cost Based Selection |
| TORs | = | Terms of Reference |
| TVET | = | Technical and Vocational Education and Training |
| UA | = | Unit of Account |
| USD | = | United States Dollars |

Botswana SEQTVET Proposal: Logical Framework

| HIERARCHY OF OBJECTIVES | EXPECTED RESULTS | REACH | PERFORMANCE INDICATORS | INDICATIVE TARGETS & SCHEDULE | ASSUMPTIONS/RISKS | | | | | | |
|--|--|---|--|---|--|----------------|--|---|--|--|--|
| <p>Goal: To contribute to the improvement of the quality of education and training in Botswana.</p> | <p>Impact: Improved quality of education for all Batswana</p> | <p>Students; parents; Government; prospective employers of students</p> | <p>-Inter class progression rates; - Education system completion rates</p> | <p>-Increased interclass progression rates by 2016; -Increased completion rate from by 2016.</p> | <p>Priority for education sector is maintained by Government</p> | | | | | | |
| <p>Purpose: To help improve access to vocational education and training programs and an integrated system with close links to formal education that enhances the recognition of prior learning</p> | <p>Outcomes: -Increased open access to technical and vocational education and training; - An integrated education system of formal and technical and vocational education and training</p> | <p>-General and vocational educational and training student population; -Lecturers in officers of the Ministry of Education and Skills Training.</p> | <p>-Enrolment rates for technical and vocational education and training students; -Number of qualified lecturers for (TVET) of which 50% will be women; -Number of qualified officers for the DTVET (50% women).</p> | <p>- Enrolment rates for TVET increased by 2012; -Number of trained and qualified DTVET lecturers increased by 35% and 10% respectively by 2012.</p> | <p>-Resource allocation to the education sector is adequate</p> | | | | | | |
| <p>Activities: -Studies on: i) standards and indicators for quality education; ii) Assessment and evaluation of DTVET; and iii) Reorganization of TVET; -Training of TVET Lecturers and staff DTVET; -Procurement of Applied Science Equipment for Francistown Technical College</p> <p>Financing Plan: UA <table style="margin-left: 20px;"> <tr> <td>ADB</td> <td>600,000</td> </tr> <tr> <td>GoB</td> <td>30,000</td> </tr> <tr> <td>Total</td> <td>630,000</td> </tr> </table> </p> | ADB | 600,000 | GoB | 30,000 | Total | 630,000 | <p>Outputs: - Information on national standards and indicators for quality education; -Information on the operations and performance of DTVET and a reorganized structure of DTVET with links to formal education; -Qualified TVET lectures and staff of DTVET; - Applied Science Equipment for Francistown Technical College.</p> | <p>-Entire population -Technical and vocational education colleges and Brigades; -DTVET planners, technical staff and lectures; -students for applied sciences in Francis town Technical College; and -Industries in both the private and public sectors.</p> | <p>-Reports on studies (standards, operation and reorganization of TVET) and information dissemination workshops; -Improved teaching and learning in TVET institutions; -Pass rate for applied science students (40% female) in Francistown Technical College; and -Increase graduates of TVET programs (40% female).</p> | <p>-3 reports on studies on standards, operations of and re-organization of DTVET produced by 2010. -70 TVET lectures and 5 DTVET staff trained by end 2010 -Pass rates for applied science students in Francistown Technical College increase from in 2012;</p> | <p>-Government adopts and implement recommendations of the study reports; -Trained/qualified DTVET staff and TVET lecturers remain in DTVET and TVET colleges; -Applied Science equipment for Francistown Technical College is maintained and re-stocked accordingly by Government. -Students continue to enroll in technical colleges and for applied sciences in particular.</p> |
| ADB | 600,000 | | | | | | | | | | |
| GoB | 30,000 | | | | | | | | | | |
| Total | 630,000 | | | | | | | | | | |

1. INTRODUCTION

1.1 Background

1.1.1 Botswana's education indicators in terms of access and progression rates have been maintained at comparatively higher averages over the past years due to the high performance and management of the economy. With a total population of 1.9 million in 2007, the adult female literacy rate is 82.9% while that of males is 82.8%. The ratio of male to female enrolment is 99.1 and 103.1 in primary and secondary school, respectively. Education is allocated 20%¹ of the national budget and student-teacher ratios stand at 1:25 and 1:23² in primary and secondary schools respectively in 2008. Healthy indicators are also observed in the higher levels of education, with technical and vocational education students totaling 16,745 in 2008³ and a gross tertiary enrolment ratio of 5 (2006)⁴. However, there have been concerns on the quality of education in the lower levels which has resulted to tertiary institutions mounting foundation courses to prepare students to cope with the tertiary programs they wish to pursue. This has created a need for the development of standards and indicators which will be utilized to drive the process of transforming the Botswana education.

1.1.2 The economy of Botswana is heavily dependent on diamonds which is capital intensive and therefore has weak linkages with the other economic sectors. It is virtually an enclave and employs less than 7% of the labour force. This has resulted in an unemployment rate of 17.6% which is not only a result of skills mismatches and shortages but more fundamentally a result of the structure of the economy. In an endeavor to improve employment prospects and to widen the vocational education route, the Government introduced the *Botswana Technical Education Program* (BTEP) in 2000 as part of the recommendations of the *National Policy on Vocational Education and Training* (1997), the 7th *National Development Plan and Vision 2016*. The objectives of the program include providing open access to vocational education and training programs and an integrated system with close links to formal education that enhances the recognition of prior learning. However, the program has not yet been assessed and evaluated since its introduction to establish if it is meeting the set objectives.

1.1.3 There is therefore a need to undertake studies on: (i) standards and indicators of quality education, covering the wider education system (primary, secondary and vocational education); (ii) the activities of the Department of Technical and Vocational Education and Training (DTVET), mainly assessment and evaluation; (iii) re-organization of Technical and Vocational Education and Training (TVET) programs, so as to eliminate or minimize duplication, thereby providing coherence, clarity, diversity, improved quality of learners and optimized resource utilization (rationalization) and provide capacity building of the DTVET through training of TVET teachers and staff. The studies and training under the DTVET will be supported by the provision of applied science equipment to Francistown College of Technical and Vocational Education where there are laboratories without such equipment.

¹ AllAfrica Mmegi/The Reporter, 2009.

² Education Statistics, Botswana, UNICEF, May 2008.

³ Fourth Joint Annual Appraisal of the Education and Training Sector Policy Support Program, European Community and Republic of Botswana, October –December 2008.

⁴ Southern African Regional Universities Association (SARUA) 2008.

1.1.4 The Government of Botswana (GoB) has been able to finance most development programs from domestic resources. However, the recent international financial crisis has negatively affected the performance of the economy and therefore caused an unexpected decline in government revenues. The proposed interventions, even though in the draft 10th National Development Plan, are not fully funded by the Government due to shortage of funds. In this context, the MIC Proposal will help the Ministry of Education and Skills Development (MoE & SD) deliver quality education to all Batswana as per the Revised National Policy on Education (1994), the subsequent National Development Plans and Vision 2016.

1.2 Proposal Objective

The sector goal is to contribute to the improvement of the quality of education and training in Botswana. The objective of the proposal is to help improve access to vocational education and training programs and an integrated system with close links to formal education that enhances the recognition of prior learning. This will be achieved through carrying out studies the results of which can guide actions to be undertaken, provide training of DTVET teachers and staff. The studies will involve: (i) developing standards and indicators for quality education for Botswana; (ii) assessing/evaluating the Botswana Technical Education Program (BTEP); and (iii) organization of TVET programs with a view to effect a judicious re-organization of the sub-sector. Equipment to Francistown College of Technical and Vocational Education will also be provided by the proposed intervention.

1.3 Justification for the Use of Resources

1.3.1 The *Revised Guidelines for the Administration and Utilization of the Technical Assistance Fund for Middle Income Countries* (ADB/BD/WP/2005/90) allow the resources of the Fund to be used to finance capacity building and institutional strengthening activities in eligible member countries in areas that will enhance sustainable development.

1.3.2 This request was submitted by the GoB in accordance with the provisions of the guidelines, and arises from capacity development needs identified in the education sector. The Bank's Country Strategy Paper (CSP) of May 2009 identified two pillars: (i) support actions to expand private sector investment; and (ii) remove infrastructure bottlenecks to enhance competitiveness growth. In addition, the CSP extends Bank's support to efforts aimed at strengthening critical capacities in both the public and private sectors. Under the non lending activities, the CSP emphasizes capacity building activities that will enhance the ability of the public sector to provide effective service delivery.

1.3.3 The Bank has so far provided a total of UA 2.1 million⁵ under the MICs grant trust funds for six interventions to the country in various sectors including agriculture and governance sectors. The main lesson drawn from these is that lending opportunities can arise from studies that inform policy and/or create relevant lending opportunities. For instance the Agriculture review produced specific sector information which further led to the Pandamatenga Agriculture Infrastructure proposal.

⁵ Country Strategy Paper 2009-2013, African Development Bank.

1.3.4 This MIC request by the GoB is framed in a broader context of the government's efforts to improve the quality of education in the country. Under the *National Development Plan No 10* (DP 10), the Ministry of Education and Skills Development aims at providing a base for an educated and trained labour force by either preparing learners for participation at the tertiary education level or providing learners with vocational and technical skills relevant for competitive participation in the labour market. In this regard three broad programs have been identified for implementation in order to improve the quality of general education, teacher development and management and tertiary education as follows:

1.3.5 *Program 1- General Education:* Expected outputs include improvement of the quality of teaching and learning, increasing access to early childhood, primary and secondary and increasing participation in vocational education. The program also aims at increasing access to out of school children and increasing participation of disadvantaged and special needs learners. Emphasis is being placed on the development of strategies for optimal usage of ICT and technology based learning and training.

1.3.6 *Program 2- Teacher Development and Management:* The program focuses on professional development and management of teachers to implement the curriculum so as to achieve the sub-sector goal of providing quality teacher education as well as achieve improved quality of the education and training sector. Expansion of the education system, introduction of new subjects has increased demands for appropriately qualified teachers. Analysis indicates that there is need to upgrade their skills so that they can effectively deliver the curriculum as well as to boost their morale in order to reduce teacher turnover.

1.3.7 *Program 3 - Tertiary Education:* This third program aims at ensuring an adequate supply of human resource graduating from tertiary institutions and competent graduates with relevant and diversified skills and enhanced innovation and creativity. It is being implemented through partnerships with development partners and the private sector through various implementing authorities including the Tertiary Education Council, Universities, Colleges of Education, Vocational and Technical Colleges, Department of Vocational Education and Training. Details of the programs are reflected in Annex IV.

1.3.8 The proposed intervention will support and strengthen the government's programs. It is in line with the Bank's *Medium Term Strategy* (2008-2012) through its focus on technical and vocational education, which is part of the third core commitments of the strategy. By helping to improve system-wide access and quality of teaching and learning, the intervention addresses one of the strategic actions of the Bank's *Education Sector Policy* (1999). It is further in line with the Bank's *Strategy for Higher Education, Science and Technology* (HEST) because it seeks to improve the design and delivery of secondary science and technology oriented programs. The provision of grant resources from the MIC Fund forms part of the efforts by the Bank Group to establish a pipeline of operations in Botswana. It is expected that with a streamlined technical and vocational education, clear and justified investment needs in the sub-sector will be identified and Bank's financial assistance may be sought for this later on. These may involve the rehabilitation/merging and establishment of new technical colleges with supply of education materials and equipment.

2. **PROPOSAL DESCRIPTION**

2.1 The Proposal

To achieve its objective, the proposal will finance well defined activities financed from the MIC Fund. These activities have been grouped in two components: (i) Establishment of standards and indicators of quality education covering the wider education system (primary, secondary and vocational education); and (ii) Improvement of Technical and Vocational Education and Training (TVET). Specific activities to be financed under these two components are the following:

2.2 Proposal Components

2.2.1 Component I – *Studies on Improvement of Educational Quality for General, Technical and Vocational Education and Training (TVET)*. This component will finance three studies that be designed to achieve the following:

(i) Standards and indicators for quality education for Botswana covering primary, secondary and vocational education. This will entail the engagement of a consultant to undertake the study, including consulting with all the relevant stakeholders, and producing a report that proposes the standards and indicators of quality education for Botswana.

(ii) Comprehensive information (facts and figures) for the Department of Technical and Vocational Education and Training (DTVET) to make an accurate assessment of the immediate and long-term value and relevance of the Botswana Technical Education Program (BTEP). The study will include a review of existing studies on BTEP development and delivery; interviews with stakeholders, report writing and dissemination of findings.

(iii) A set of re-organized TVET programs. The study will inform the MoE & SD on the nature of the re-organization of TVET programs so as to minimize or eliminate duplication, thereby providing coherence, clarity, diversity, improved quality of learners and optimized resource utilization (rationalization). The study will cover the 8 Technical Colleges and 39 operational Brigades in Botswana, all of which are offering similar and, in some instances, identical programs. The study will also assist in formulating a major re-alignment that will involve proper distribution of the TVET programs in Botswana.

2.2.2 Component II- *Capacity Building for Department of Technical and Vocational Education and Training (DTVET)*. This component has the following two activities:

(i) Training of 70 vocational teachers and 5 staff of the DTVET. The teachers most of whom have basic technical training have not been trained ever since the program was introduced. The program provide funding for their training in local and regional institutions while the staff will be trained in externally based institutions (UK) and the selection of trainees will ensure equal participation of female lectures; and

(ii) Procurement of equipment for the science laboratory for Francistown College of Technical and Vocational Education. The list of the equipment is attached in the funding proposal as Annex 2 (b) of the Request Form.

3. COST AND FINANCING PLAN

3.1 Cost Estimates

The total cost of the proposal is estimated at Botswana Pula (BWP) 6,605,928, equivalent to UA630,000.00. For the purpose of costing, all items have been priced in BWP and converted into UA at an exchange rate of UA1 = BWP10.4856 as of October 2009. The cost estimates are based on existing consultant, supplier and labour rates in Botswana and include a price contingency of 5%. A summary of the cost estimates for each component is shown in table 3.1.

Table 3.1: Summary of Proposal Cost

| COMPONENT | COST IN BWP | COST IN UA |
|--|---------------------|-------------------|
| 1. Studies on Improvement of general and technical and vocational education and training | 3,145,680.00 | 300,000.00 |
| 2. Capacity Building for the Department of Technical and Vocational Education and Training | 3,145,680.00 | 300,000.00 |
| 3. Contingency (5%) | 314,568.00 | 30,000.00 |
| Total | 6,605,928.00 | 630,000.00 |

3.2 Financing Plan

The proposal will be financed by the Middle Income Countries (MIC) Trust Fund and the Government of Botswana. The MIC Trust Fund will finance 95% of the total cost while the Government of Botswana will finance 5%. The Government contribution will cover the cost of office space and transport for consultants while the MIC Trust Fund will cover the cost of three consultancies, training of technical teachers and staff and purchase of applied science equipment. The MIC Trust Fund will finance 100% of the foreign cost (84% of the total cost) and 73% of local cost while the Government of Botswana will finance 27% of the local cost (13% of total cost). Local cost account for 16% of total cost.

Table 3.2: Source of Finance in UA

| COMPONENT | ADB (UA) | GOVERNMENT OF BOTSWANA (UA) | TOTAL (UA) |
|--|----------------|-----------------------------|----------------|
| 1. Studies on Improvement of general and technical and vocational education and training | 300,000 | 14,500 | 314,500 |
| 2. Capacity Building for the Department of Technical and Vocational Education and Training | 270,000 | 14,000 | 284,000 |
| Contingency | 30,000 | 1,500 | 31,500 |
| Total | 600,000 | 30,000 | 630,000 |

Table 3.3: Sources of Finance (UA and BWP)

| SOURCE | COST IN BWP | COST IN UA | COST IN USD | PERCENTAGE |
|---------------------|------------------|----------------|----------------|------------|
| MIC Trust Fund | 6,291,360 | 600,000 | 674,658 | 95 |
| Botswana Government | 314,568 | 30,000 | 33,733 | 5 |
| Total | 6,605,928 | 630,000 | 708,391 | 100 |

Table 3.4: Distribution of Foreign and Local Costs

| ACTIVITIES | FOREIGN COST (UA) | FOREIGN COST (USD) | LOCAL COST (UA) | LOCAL COST (USD) | TOTAL COST (UA) | TOTAL COST (USD) | FOREIGN COST (%) | LOCAL COST (%) |
|---|-------------------|--------------------|-----------------|------------------|-----------------|------------------|------------------|----------------|
| 1. Study on the establishment of standards and indicators for quality education covering primary, secondary and vocational education. | 70,000 | 78,710 | 30,000 | 33,733 | 100,000 | 112,443 | 70 | 30 |
| 2. Study on the immediate and long-term value and relevance of Botswana Technical Education Program (BTEP). | 70,000 | 78,710 | 30,000 | 33,733 | 100,000 | 112,443 | 70 | 30 |
| 3. Study on the re-organization of Technical and Vocational Education and Training (TVET) Programs | 70,000 | 78,710 | 30,000 | 33,733 | 100,000 | 112,443 | 70 | 30 |
| 4. Training of DTVET teachers and staff | 200,000 | 224,886 | 0 | | 200,000 | 224,886 | 100 | 0 |
| 5. Procurement of equipment for Francistown College of Technical and Vocational Education. | 100,000 | 112,443 | 0 | | 100,000 | 112,443 | 100 | 0 |
| Contingency (5%) | 21,000 | 23,613 | 9,300 | 10,120 | 30,000 | 33,733 | 70 | 30 |
| Total Costs | 531,000 | 597,072 | 99,000 | 111,319 | 630,000 | 708,391 | 84 | 16 |

4. PROCUREMENT

4.1 Methods of Procurement

4.1.1 All procurement of goods and acquisition of consulting services will be in accordance with the Bank's *Rules of Procedure for Procurement of Goods and Works* or, as appropriate, *Rules of Procedure for the Use of Consultants*, using the relevant Bank Standard Bidding Documents. Table 4.1 shows the summary of procurement arrangements of the proposal.

Table 4.1: Procurement Arrangements

| PROPOSAL COMPONENTS | UA | | | Total |
|-------------------------------|----------------|----------------|----------------|----------------|
| | NCB | Shortlist* | Other** | |
| 2. Goods | | | | |
| 2.1 Applied Science Equipment | 105,000*** | - | - | 100,000 |
| 3. Services | | | | |
| 3.1 Consulting Services | | 315,000 | | 300,000 |
| 3.2 Training | - | - | 210,000 | 200,000 |
| Total | 105,000 | 315,000 | 210,000 | 630,000 |

* Shortlist applies to the use of consultants only

** Other means selection will be technical training centres in the SADC regions for teachers and from UK for staff.

*** Actual cost is UA100,000. A contingency provision of UA5000 is added

4.1.2 *Goods*: Procurement of goods such as applied science equipment amounting to UA 100,000 will be done through National Competitive Bidding (NCB). The bidding documents, bid evaluation report and contracts will be forwarded to the Bank for review.

4.1.3 *Services*: Procurement of consultancy services amounting to UA300,000 (three studies of UA100,000 each) will be on the basis of a shortlist of firms drawn from countries in the region. The selection criteria will be Quality Cost Based Selection (QCBS). Shortlists with TORs, bid evaluation results and draft contracts will be submitted to the Bank for no objection. Training for teachers and from staff will be procured respectively through selected technical training centres in the SADC regions and in the UK for staff.

4.2 Procurement Plan

The Bank has reviewed the procurement arrangements proposed by the GoB in the Procurement Plan for its conformity with the Protocol of MIC Grant Agreement and its Rules. The Procurement Plan shall cover an initial period of at least 18 months. The Borrower shall update the Procurement Plan on an annual basis or as needed always covering the next 18 months period of project implementation. Any revisions proposed to the Procurement Plan shall be furnished to the Bank for its prior approval.

5. IMPLEMENTATION SCHEDULE

5.1 Executing Agency

The MoE & SD will be the executing agency for the proposal and the Deputy Permanent Secretary of the Ministry will be the Proposal Coordinator. He will be supported by the Director of the Department of Technical and Vocational Education and Training (DTVET). The two officers will be responsible for the supervision of any consultants to be engaged by the proposal. The MoE & SD has the requisite capacity to serve as executing agency for the following reasons: (i) it has planners within the Planning Unit who provide advice on issues of policy, including review of study report and policy documents; (ii) the DTVET has TVET professionals who have been involved in the TVET program for a long time and are an integral part of the implementation of

the ongoing TVET program; and (iii) the other initiatives of the Ministry as captured in the three main programs of the Ministry under the National Development Plan No. 10 (NDP 10) and financed by the GoB will complement and enhance attainment of the objectives of the proposal.

5.2 Implementation Arrangements

The proposal will be implemented by the MOE & SD. All the studies will be undertaken by consulting firms. The study on the establishment of standards and indicators for quality education covering primary, secondary and TVET will be undertaken by consultants supervised by the office of the Deputy Permanent Secretary. The two studies on the immediate and long-term value and relevance of Botswana Technical Education Program (BTEP) and the re-organization of TVET Programs as well as the training of DTVET teachers and staff will be supervised by the DTVET. The training for TVET teachers will be conducted by regional training institutions in the SADC region while that of technical staff will be undertaken by training institutions in the UK. The procurement of applied science equipment will be undertaken by the DTVET Internal Procurement Unit through the Ministry of Education Tender Committee.

5.3 Implementation Schedule

The detailed implementation schedule is attached as Annex I. The indicative timing for the various proposal activities is summarised as follows:

| | MAIN ACTIVITIES | RESPONSIBLE AGENCY | TARGET DATE |
|----|--|---------------------------|-----------------------------|
| 1 | Request from GOB | GOB | August 2009 |
| 2 | MIC Request form Submission | GOB | August 2009 |
| 3 | Review of MIC Request | AfDB | September-December 2009 |
| 4 | Approval of MIC Trust Fund | AfDB | January 2010 |
| 5 | Signing of the MIC Trust Fund | AfDB | January 2010 |
| 6 | Launch of procurement processes | GOB/AfDB | February 2010 |
| 7 | Issue of Bank's no Objections for evaluation reports | AfDB | May 2010 |
| 8 | Commencement of contracts | GOB/AfDB | June 2010 |
| 9 | Delivery of Applied Science Equipment | GOB | July 2010 |
| 10 | Completion of Studies | GOB | September-December 2010 |
| 11 | Studies Dissemination Workshops | GOB | September-December 2010 |
| 12 | Implementation of Recommendations of studies | GOB | September 2010- August 2011 |
| 13 | Proposal completion report | AfDB/GOB | July 2011 |

6. FINANCIAL MANAGEMENT ARRANGEMENTS

6.1 Financial Management

Financial management for the intervention will be carried out by the Finance Department of the Ministry of Education and Skills Development under the leadership of the Financial Controller, Annual financial reports will be prepared for the Government. Quarterly progress reports will also be prepared for the Bank. The scope of the internal auditors work will include a separate audit opinion on the utilization of the resources of the MIC Fund.

6.2 Disbursement

6.2.1 Disbursement will be done using Direct Payment and the Special Account method as appropriate. The resources from the Grant will be deposited into a USD or EURO Special Account, opened by the Government of Botswana (GoB), in a financial institution acceptable to the Bank. The GoB will ensure that all documents supporting expenditures are retained for audits as well as for Bank review for a period of three years after the closing date of the Grant.

6.2.2. The opening of the Special Account and the furnishing of the details of such an account will be a condition for the first disbursement of the Grant Fund resources.

6.3 Suspension of Disbursement

Disbursement from the MIC Fund will be subject to the Bank's Disbursement Rules, in particular, the rules on suspension of disbursements.

6.4 Letter of Agreement

Following the approval of the proposal, the Legal Department (GECL) will draft a Letter of Agreement in line with the format provided in Annex 3 of the Guidelines for the Administration and Utilisation of the Technical Assistance Fund for MIC. The representative at the Ministry of Finance and Development Planning, being the authorised representative of the Botswana Government, will sign on behalf of Government.

7. CONCLUSIONS AND RECOMMENDATIONS

7.1 Conclusions










Botswana's education indicators in terms of access and progression rates have been maintained at comparatively higher averages over the past years, due to the high performance and management of the economy. However, there have been concerns on the quality of education and a number of foundation courses are being mounted at tertiary level to improve on the performance of students. While the Government of Botswana has been able to finance most development programs from domestic resources, the recent international financial crisis has negatively affected the performance of the economy and therefore caused an unexpected decline in government revenues. The proposed interventions, even though in the GoB's draft *10th National Development Plan* are not funded by the Government due to shortage of funds. The interventions will help the Ministry of Education and Skills Development improve the quality of education and training in Botswana as per the GoB's national education policy, *National Development Plans* and *Vision 2016*. They will also pave the way for future Bank's interventions in the education and training sector in Botswana.

7.2 Recommendations

7.2.1. It is recommended that an amount not exceeding UA600,000.00 be granted to the Government of Botswana from the resources of the MIC Trust Fund to undertake the proposal activities described hereto. The Government of Botswana will provide a contribution of UA

30,000 equivalent to 5% of the total cost. The grant will enter into force immediately after the signing of the Letter of Agreement by the parties.

7.2.2 The obligations of the Trust Fund to make disbursement to the special account shall be conditional upon the entry into force of the Letter of Agreement and the Recipient shall have opened a special account in a bank acceptable by the ADB into which the proceeds of the grant will be deposited (paragraph 6.2.1).

| Phases Of Proposal | Apri-10 | May-10 | June-10 | July-10 | Aug-10 | Sept-10 | Oct-10 | Nov-10 |
|---|--|---|---|---|---|--|----------------|----------------|
| Recruitment of Consultants for study on the re-organization of TVET Programs | | |  | | | | | |
| Implementation of the recommendations of the study on the establishment of standards and indicators for quality education | | | |  | | | | |
| Implementation of the recommendations of the study on the immediate and long-term value and relevance of BTEP | | | |  | | | | |
| Recruitment of Consultants for the study on the re-organization of TVET Programs | | | |  | | | | |
| | | | | | | | | |
| Phases Of Proposal | Dec-10 | Jan-11 | Feb-10 | Marc-11 | Apri-11 | May-11 | June-11 | July-11 |
| Training of TVET Teachers and Staff continued |  | | | | | | | |
| Recruitment of Consultants for the study on the re-organization of TVET Programs Continued |  | | | | | | | |
| Implementation of study report on the re-organization of TVET programs | |  | | | | | | |
| Implementation of the recommendations the study on the re-organization of TVET programs | | | | |  | | | |
| Conduct PCR | | | | | |  | | |

SUMMARY TERMS OF REFERENCE FOR THE THREE STUDIES

A. Study on the Establishment of Standards and Indicators for Quality Education for Botswana (primary, secondary and vocational education).

Objective: The study is to develop standards and indicators of quality education for Botswana covering primary, secondary and vocational education

Scope of Work: The team to undertake the study on standards and indicators of quality education for Botswana will be expected to do the following:

1. Review the current status of the education system of Botswana focusing on standards for quality education;
2. Undertake rapid internal and external efficiency measurement systems to determine the efficiency levels of the education system;
3. Compare the results of the internal and external efficiency measurement systems to the regional member countries;
4. Develop standards and indicators of quality education that will be relevant to Botswana context; and
5. Conduct a dissemination workshop on the results of the review.

Methodology: The proposed methodology will involve:

1. Producing an inception report within one month of the beginning of the study
2. Conducting a desk research to identify information gaps;
3. Designing a data collection instrument;
4. Conducting field visits to collect relevant data;
5. Preparing and submitting draft report(s) to the Reference Group at time intervals that shall be set by the Reference Group
6. Conducting a validation workshop with all stakeholders;
7. Submitting a final report with recommendations and an implementation plan to the Permanent Secretary, Ministry of Education, within the timeframe that shall be determined by the Reference Group.

The deliverables include and are not limited to an inception report, data collection instrument, draft report, results validation report and a final report on standards of quality education in Botswana.

B. Comprehensive Review of Botswana Technical Education Program (BTEP).

Objective: To conduct a review of BTE programs and comprehensively analyze empirical data regarding BTEP and to present the findings and recommendations. The report will provide comprehensive information to allow the Department of Technical and Vocational Education and Training (DTVET) to make an accurate assessment of the existing Botswana Technical Education Program (BTEP) and define possible improvements taking into consideration long term requirements of the country

Scope of Work: The consultants to conduct a review of BTE programs are expected to:

- a) Consult with stakeholders to confirm/revise the proposed methodology, and draft an Inception Report;
- b) Collect, review and analyze relevant documentation on the sector, and analyzing relevant meetings and visits;
- c) Conduct a Study which will sample learners, trainers, graduates and employers;
- d) Benchmark BTEP with similar programs offered internationally and regionally;
- e) Conduct a dissemination conference² to present the findings, conclusions and recommendations of the review;
- f) Organise regular Briefing Meetings with relevant Stakeholders and a Debriefing Meeting to present and discuss the main findings and recommendations of the study; and
- g) Preparation of a Report that will document the findings of the review and on the basis of those findings, make recommendations for improving BTEP

The deliverables include an inception report with the methodology for conducting program review; draft report of findings; report of validation; and a report analyzing the findings and making recommendations for improving BTEP.

C. Rationalization of Technical and Vocational Education and Training (TVET) Programs offered at Technical Colleges and Brigades

Objective: The consultancy is to conduct a study that will inform the Ministry of Education and Skills Development on re-organization of Technical and Vocational Education and Training (TVET) Programs, so as to eliminate or minimize duplication, thereby providing coherence, clarity, diversity improved quality of learners and optimized resource utilization.

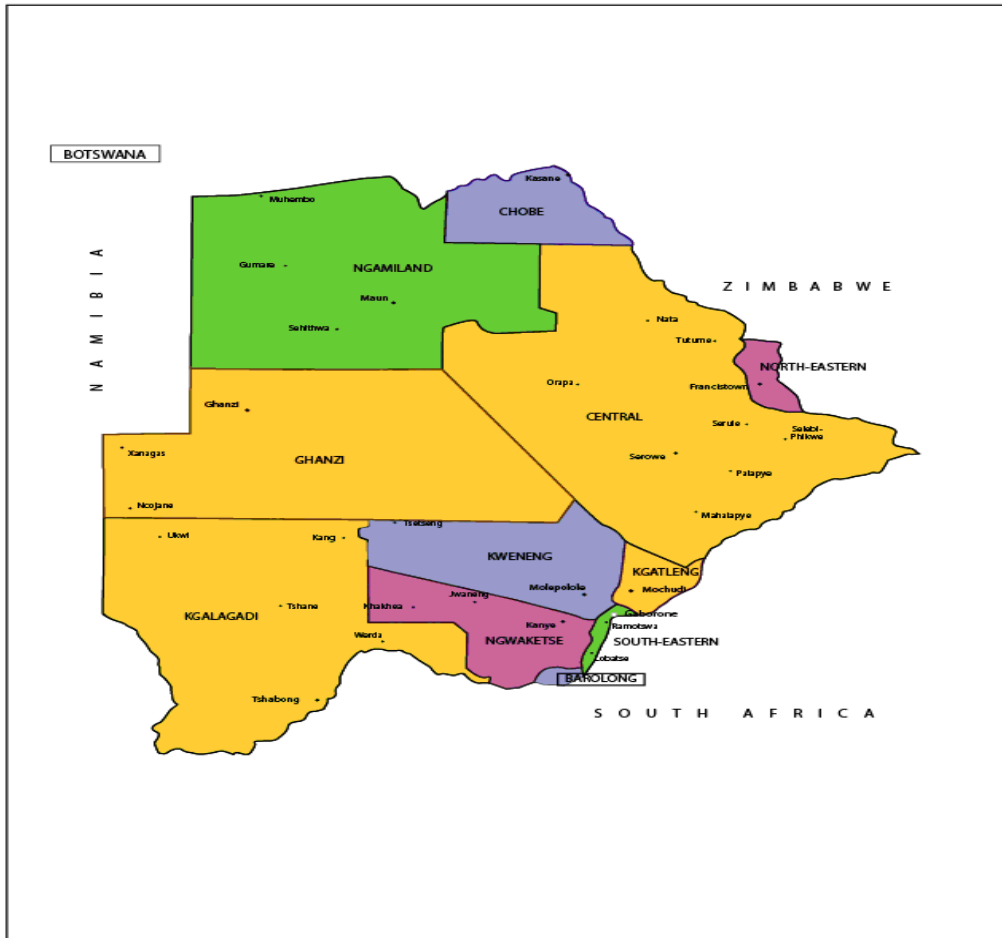
Scope of Work: The consultants are expected to undertake the following activities:

- a) Review of existing studies on technical colleges;
- b) Review individual programs of technical existing colleges;
- c) Analyze the comparative advantages of each program in existing technical colleges;
- d) Propose a rationalization program for the technical programs;
- e) Conduct a dissemination conference to present the findings, conclusions and recommendations of the review.
- f) Organize regular briefing meetings with the Reference Group (to be formed) and a debriefing meeting to present and discuss the main findings and recommendations of the study; and
- g) Preparation of a Report that will document the findings of the review and on the basis of those findings, make recommendations for realignment of TVET Programs.

The deliverables include an inception report with the methodology for conducting program review; draft report of findings; report of validation workshop; and a report analyzing the findings and making recommendations for rationalizing TVET programs.

Map of Botswana

REPUBLIC OF BOTSWANA
COUNTRY MAP



This map is provided exclusively for the use of the readers of the report to which it is attached. The names used and the borders shown do not imply on the part of the African Development Bank Group any judgment concerning the legal status of a territory nor any approval or acceptance of such borders.

DETAILS OF MOE & SD PROGRAMS FOR DP 10

1.3.4 **PROGRAM 1: GENERAL EDUCATION** – The outputs include improvement of the quality of teaching and learning, increasing access to early childhood, primary and secondary and increasing participation in vocational education. The program also aims at increasing access to Out of School children and increasing participation of disadvantaged and special needs learners. Emphasis is being placed on the development of strategies for optimal usage of ICT and technology based learning and training.

1.3.5 Specific activities of the program include:

- **MOE COMPUTERIZATION** to meet the needs of the Applications and the Information & Technology (IT) Infrastructure sections and enhance the implementation of the Student Loan Management System (SLMS);
- **FLEET EXPANSION** in line with the MOESD's restructuring plan and facilitate the decentralization of education offices to a total of 14 regions;
- **CONSULTANCIES** for transforming the education system into a globally competitive system by improving the quality and relevance of education to make the learner competitive and ready for the world of work and also to make the education system equitable and accessibly to all. The planned consultancy studies include; Review of Senior Secondary School Curriculum, Evaluation of Primary School Curriculum, Impact Analysis of HIV / AIDS Interventions in schools, and Assessment & Development of Quality Standards for the National Curriculum.
- **Construction of additional education administration physical facilities** to provide adequate office space for the Regional Education offices and Education centres;
- **Construction of additional special education** to complete Maun Centre for the Disabled, **expansion of Tlokweng Central Resource Centre** and construction of A second Assessment Centre in Tonota to cater for the growing numbers of children with special educational needs/disabled who need to be assessed;
- **Improving out of school education** by constructing joint centres for the Botswana College of Distance and Open Learning (BOCODOL) and Department of No-formal Education in Maun;
- **Increasing access to secondary schools** involving construction of new, expansion and rehabilitation of old junior and senior secondary schools; and
- **Strengthen the newly formed Botswana Examinations Council (BEC)** by developing of a comprehensive Assessment Policy for Primary and Secondary Education, establish a National Assessment Program for monitoring the achievement of learners and assess the quality, relevance and equity in education at various levels of primary and secondary education and setting up an Examinations Security Printing facility.

PROGRAM 2: TEACHER DEVELOPMENT AND MANAGEMENT

The program focuses on professional development and management of teachers to implement the curriculum so as to achieve the sub-sector goal as well as achieve improved quality of the education and training sector. Expansion of the education system, introduction of new subjects has increased demands on appropriately qualified teachers. The analysis indicates that there is need to upgrade their skills so that they can effectively deliver the curriculum as well as to boost their morale in order to reduce teacher turnover. Its focus is on:

- Skills development through a broadened teacher education curriculum which is aligned to the needs of the economy;
- Introduction of Degree Programs at colleges of education;
- Establishing Centres of Excellence in specific areas;
- Building teacher capacity in various areas such as giftedness (education of children who are gifted/talented), orientation and mobility, sign language interpreting, inclusive education, severe multiple profound disabilities, early childhood education/pre primary education (special needs education), vocational education and training; and
- Establishment of an efficient management information system to carry out the proposals of human resource growth, job analysis, and other related administrative functions.

PROGRAM 3: TERTIARY EDUCATION PROGRAM

The Tertiary Education Program aims at ensuring an adequate supply of human resource graduating from tertiary institutions and competent graduates with relevant and diversified skills and enhanced innovation and creativity. It will be implemented through partnerships with development partners and the private sector through various implementing authorities including the Tertiary Education Council, Universities, Colleges of Education, Vocational and Technical Colleges, Department of Vocational Education and Training. It has the following five activities:

- **Conduct a consultancy** to develop and implement the National Credit Qualification Framework (NCQF) and conduct feasibility studies for the development of the Education Hub Coordination Unit that will undertake various initiatives aimed at positioning Botswana as a regional centre of excellence for education and contributing to economic diversification and sustainable growth;
- **Strengthen the Tertiary Education Council** to complete of the TEC Headquarters, implement the Tertiary Education Policy (TEP) and the development of the National Human Resource Development Plan (NHRDP).
- Complete of the upgrading program of the Serowe **Colleges of Education** from 300 students to 600 student capacity;
- Support to **technical colleges**. The proposal comprises of two components, namely: Technical Colleges and Colleges of Applied Arts and Technology to provide places for Advanced Certificate and Diploma programs. These will cover the completion of master plans for Jwaneng, Palapye,

Selebi Phikwe and Maun Technical Colleges which will be followed by upgrading and renovating of these facilities, and provision of science equipment for applied arts for Francistown Technical College.

- *Strengthen universities capacities (Tertiary Education Development Fund)* to provide requisite infrastructure development in order to improve tertiary education participation and attainments rates by expanding the University of Botswana, construction of Maun campus, Botswana International University of Science and Technology and teaching hospital.

List of Applied Science Equipment for FCTVE Equipment

| PART I | | | |
|----------------|-----------------|------------------------------------|------------------|
| ITEM NO | QUANTITY | SPECIFICATIONS | PRICE |
| 1 | 2 | The Periodic Table Chart | 726 |
| 2 | 1 | Teaching Microscope | 7161 |
| 3 | 1 | Digital Camera | 1925 |
| 4 | 16 | Microscopes – Dissecting (sterio) | 171987.2 |
| 5 | 17 | Microscopes – compound (Binocular) | 179150.4 |
| 6 | 4 | Balance, Analytical | 61211.92 |
| 7 | 4 | Balance, Top Loading | 51727.48 |
| 8 | 20 | Simple Water Bath | 11873.4 |
| 9 | 4 | Water bath | 35647.04 |
| 10 | 1 | Centrifuges | 87847.1 |
| 11 | 20 | Dissecting Kit | 57332 |
| | | | 666588.54 |

| PART II | | | |
|----------------|-----|----------------------|------------------|
| 12 | 20 | Burette clamp | 7550.4 |
| 13 | 20 | Fractionating column | 15272.4 |
| 14 | 2 | Dryer- Multipoint | 21967 |
| 15 | 10 | Heating mantles | 62040 |
| 16 | 2 | pH meter | 8537.76 |
| 17 | 400 | Boiling Tubes | 11752 |
| 18 | 50 | Burettes | 23122 |
| | | | 150241.56 |

| PART III | | | |
|-----------------|----|------------------------|---------|
| 19 | 2 | Battery Charger | 957 |
| 20 | 60 | Digital Timers | 31350 |
| 21 | 12 | Laboratory trolley | 39349.2 |
| 22 | 4 | Ammeter, digital | 924 |
| 23 | 1 | Water distiller | 6801.3 |
| 24 | 1 | Bar breaking apparatus | 178.42 |
| 25 | 10 | Battery Holder/joiner | 2970 |
| 26 | 1 | Bernoulli Tube | 60.24 |
| 27 | 10 | Bulb | 235.4 |
| 28 | 10 | Bulb | 261.8 |
| 29 | 10 | Bimetallic strip | 223.63 |

| | | | |
|----|----|-------------------------------|--------------------|
| 30 | 20 | Clips: crocodile/alligator | 440 |
| 31 | 2 | Cloud chamber | 1784.2 |
| 32 | 1 | Colour blindness test cards | 213.62 |
| 33 | 1 | Convection in air apparatus | 70.27 |
| 34 | 1 | Convection in water apparatus | 54.48 |
| 35 | 10 | Displacement Can | 262.46 |
| 36 | 10 | Electrostatic Kit | 3111.79 |
| 37 | 10 | Extension spring | 264 |
| 38 | 1 | Force Board Kit | 422.69 |
| 39 | 20 | Free fall apparatus | 10454.4 |
| 40 | 5 | Joule meter | 12342 |
| 41 | 1 | Kinetic Theory Model | 550.46 |
| 42 | 4 | Lead shots | 1306.8 |
| 43 | 20 | Lens | 264 |
| 44 | 20 | Power Voltage Supply | 19118 |
| 45 | 20 | Perspex Block | 605 |
| 46 | 20 | Mirror, Plain | 528 |
| 47 | 20 | Multimeter | 5500 |
| 48 | 2 | Radiation Kit | 519.2 |
| 49 | 20 | Resistor | 220 |
| 50 | 2 | Transformer Kit | 5319 |
| 51 | 5 | WIRE, Helix (slinky) | 207.9 |
| 52 | 5 | Leads | 1085.04 |
| 53 | 5 | Leads | 1085.04 |
| | | | 149039.34 |
| | | SUB TOTAL | 965869.44 |
| | | VAT | 96586.944 |
| | | TOTAL | 1062456.384 |

AFRICAN DEVELOPMENT BANK

BOARD OF DIRECTORS

Resolution N° B/[]/2010/[]

Adopted by the Board on a lapse-of-time basis, on [] 2010

Grant to the Republic of Botswana from the Middle Income Country Technical Assistance Fund to finance the Support for Education Quality and Technical and Vocational Education and Training Project (SEQTVET)

THE BOARD OF DIRECTORS,

HAVING REGARD to: (i) the Agreement Establishing the African Development Bank (the "Bank"), in particular Articles 1, 2, 12, 14 and 17; (ii) the Financial Regulations of the Bank, in particular Regulation 8.1; (iii) the Revised Guidelines for the Administration and Utilization of the Technical Assistance Fund for Middle Income Countries (MIC-TAF) contained in Document ADB/BD/WP/2005/90/Rev.1/Approved; and (iv) the Grant proposal contained in Document ADB/BD/WP/2010/[]/Approval (the "Proposal");

DECIDES AS FOLLOWS:

1. To award to the Republic of Botswana, a Grant of an amount not exceeding the equivalent of Six Hundred Thousand Units of Account (UA 600,000) from the MIC-TAF to finance the Support for Education Quality and Technical and Vocational Education and Training Project;
2. To authorize the President of the Bank to conclude a Letter of Agreement between the Bank and the Republic of Botswana under the terms and conditions specified in the Revised Guidelines for the MIC-TAF, and in the Proposal;
3. The President may cancel the Grant if the Letter of Agreement is not signed within ninety (90) days from the date of approval of the Grant; and
4. This Resolution shall become effective on the date above-mentioned.