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REPORT AND RECOMMENDATION
OF THE
PRESIDENT OF THE
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
TO THE
EXECUTIVE DIRECTORS
ON A
PROPOSED LOAN
IN AN AMOUNT EQUIVALENT TO US\$26.0 MILLION
TO THE
REPUBLIC OF BOTSWANA
FOR A
FOURTH EDUCATION PROJECT

November 20, 1985

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CURRENCY EQUIVALENTS

US\$1.00 = Pula 1.95
Pula 1.00 = US\$0.51

ABBREVIATIONS

ALDEP - Arable Lands Development Program
EEC - European Economic Community
CJSS - Community Junior Secondary Schools
NDB - National Development Bank
NDP - National Development Plan
ITTC - Industrial Training and Trades Testing Center
TGLP - Tribal Grazing Lands Policy
VTC - Vocational Training Center

Government Fiscal Year

April 1 - March 31

REPUBLIC OF BOTSWANA

FOURTH EDUCATION PROJECT

LOAN AND PROJECT SUMMARY

Borrower: Republic of Botswana.

Amount: US\$26.0 million.

Terms: Payable in 17 years, including 4 years of grace, with standard variable interest rate.

Purpose: The project would support the Government's educational reform program and its prime goals of improving access to primary and secondary education and making the system more responsive to the needs of Botswana's economy. The project would provide 500 primary school classrooms and 31 new, replacement or upgraded junior secondary schools, especially in rural areas where school facilities are often inadequate and overcrowded, besides textbooks and library books. Through the financing of two new vocational training centers and an industrial trade testing center, the project would provide timely support for the establishment of a national program of apprenticeship training and trades testing with which most of the major agencies and private enterprises will progressively be involved.

Benefits: The project would provide 20,000 primary school places, 11,100 junior secondary school places, and about 900 places in the new vocational training centers and trade testing center. The introduction of new curricula, and ongoing donor-assisted programs for quality improvements, would be enhanced by the project's upgrading, replacement and expansion of facilities, particularly for the teaching of science and practical subjects. Through its focus on relatively neglected rural areas, the project would support the Government's plans to improve equity in the access to education and equalize a fees burden at present borne disproportionately by parents in rural areas. The project's support for vocational training and trades testing will be pivotal to the creation of a national apprenticeship program that is expected eventually to meet about 80 percent of the country's skills needs.

Risks:

The usefulness of one of the project's vocational training centers will depend on the successful development of the remote north-west region in which it is located. Although the region's economic potential has yet to be realized, it has been given priority by the Government, and a number of important investments have already been made or are under preparation.

Estimated Cost

	US\$ Million		
	<u>Local</u>	<u>Foreign</u>	<u>Total</u>
1. Primary Education	2.8	5.6	8.4
2. Junior Secondary Education	4.0	10.8	14.8
3. Vocational and Technical Training	1.5	3.9	5.4
4. Studies	0.1	0.3	0.4
5. Project Administration	<u>0.1</u>	<u>0.1</u>	<u>0.2</u>
Base Cost	8.5	20.7	29.2
Physical Contingencies	0.8	1.8	2.6
Price Contingencies	<u>5.0</u>	<u>7.2</u>	<u>12.2</u>
Total Project Cost	14.3	29.7	44.0
Taxes and Duties	(0.7)	-	(0.7)

Financing Plan

	US\$ Million		
	<u>Local</u>	<u>Foreign</u>	<u>Total</u>
IBRD	0.0	26.0	26.0
Government	14.3	3.7	18.0
Total	<u>14.3</u>	<u>29.7</u>	<u>44.0</u>

Estimated Disbursements:

IBRD Fiscal Year	US\$ Million					
	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>
Annual	1.5 ^{1/}	6.3	7.5	6.0	3.4	1.3
Cumulative	1.5	7.8	15.3	21.3	24.7	26.0

1/ US\$1.5 million retroactive financing.

Economic Rate of Return: Not applicable.

Appraisal Report: No. 5748-BT.

Map: IBRD No. 19108.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

REPORT AND RECOMMENDATION OF THE PRESIDENT
TO THE EXECUTIVE DIRECTORS
ON A PROPOSED LOAN TO THE REPUBLIC OF BOTSWANA
FOR A FOURTH EDUCATION PROJECT

1. I submit the following report and recommendation on a proposed loan to the Republic of Botswana for the equivalent of US\$26.0 million to help finance a Fourth Education Project. The loan would have a term of 17 years, including 4 years of grace, with a variable interest rate.

PART I - THE ECONOMY

2. The last economic memorandum on Botswana (Report No. 5238-BT) was distributed to the Executive Directors in November 1985. This description is based on that memorandum and information obtained on subsequent missions.

3. Botswana is a landlocked country in Southern Africa, bordered by the Republic of South Africa, Namibia, Zambia and Zimbabwe. With an area of 570,000 sq km and an estimated population of just over one million (mid-1985), it is for the most part sparsely populated. Over 80 percent of the population is concentrated along the relatively fertile eastern third of the country, as two thirds of the country is covered by the Kalahari Desert. Rainfall is erratic and drought frequent.

4. The 1970s was a decade of rapid economic growth and budgetary and balance of payments stability. The mining of diamonds and nickel/copper, which started in the early 1970s, led to real increases in GDP of over 10 percent a year during the decade. Exports of meat also contributed to economic growth. Per capita GNP^{1/} rose from US\$110 in 1970 to about US\$910 by 1984. Increased receipts from the Customs Union^{2/}, direct taxes and mineral royalties caused recurrent revenue to rise nearly 33 percent a year, which was substantially in excess of the growth in recurrent expenditure. Recurrent budgetary surpluses, together with grants, covered nearly half of the steadily growing capital expenditures, and since external borrowing exceeded requirements, the Government became a net creditor of the banking system. The economy also showed overall surpluses in the balance of payments due primarily to the rapid rise in exports and to large private capital inflows associated with mining investments.

1/ Calculated by the Bank Atlas method.

2/ The Southern Africa Customs Union, comprising Botswana, Lesotho, Swaziland and South Africa, is administered by South Africa. Import duties and excise taxes are levied and collected by South Africa, deposited into a common pool and then distributed to the members based on each country's share in production and trade.

5. During 1981, the slump in world demand for diamonds and falling metal prices had major repercussions on Botswana's mineral-led, export-dependent economy. Real growth in GDP declined in 1981/82, and exports and foreign exchange reserves fell sharply as the diamond mines began stockpiling part of their production. An outbreak of foot-and-mouth disease in 1981 led to a drop in meat exports to the European Economic Community, which exacerbated the situation. As a result of sharply lower export receipts, Botswana recorded an overall balance of payments deficit for the first time in over a decade. Foreign reserves fell to 3.4 months of imports by the end of 1981 from 4.7 months two years previous.

6. The Botswana Government introduced a number of measures designed to cope with the economic strains of reduced mineral exports and revenues. The Government sought to control the growth of aggregate demand by raising interest rates, restraining domestic credit expansion, imposing a general wage freeze, devaluing the pula, and cutting the Government's development budget. By mid-1982 the prospects for Botswana's economy started to improve again following the opening of a third diamond mine. Although Botswana still stockpiles part of its total diamond production, the opening of the new mine at Jwaneng led to higher export quotas and earnings. By the end of 1982, a surplus in the overall balance of payments was restored and foreign reserves covered almost $4\frac{1}{2}$ months of imports.

7. The increased revenue from diamonds led to improvements in the Government's budget picture and substantial overall surpluses in 1983/84 and 1984/85. While the Government originally projected a small overall budget deficit for 1985/86, recently revised estimates show that actual mineral revenues will once again exceed earlier estimates, and the budget will show a substantial surplus. Balance of payments data show a continuous improvement in the current account since 1981, the peak year of the deficit, and in 1984 Botswana recorded a current account surplus for the first time since 1979. Since the overall balance of payments has been in surplus for the past three years, Botswana had, by end August 1985, accumulated foreign reserves to cover over seven months of imports. Both the strengthened international diamond market and the weakness of the pula against the US dollar (resulting from the recent fall of the South African rand, to which the pula is closely tied) contributed to the recent budgetary and current account surpluses. Since diamonds are priced in US dollars, pula revenues increase when the value of the pula declines against the dollar. However, as persistent strengthening of the pula vis-a-vis the rand made the Botswana economy acutely vulnerable to South Africa competition, the Government in January 1985 officially devalued the pula by 15 percent against the currency basket to which it is pegged. With only minor adjustments since that time, the pula has continued to fall with the South African rand against the US dollar and other currencies. This will further increase Government revenues flowing from this sector.

8. Over the past four years long-term development issues have been considerably overshadowed by the prolonged drought. The Government has alleviated the adverse effects of the drought through a relief program which includes the provision of supplementary food supplies to 376,000 recipients (or 37 percent of the population). This is over and above the more than 200,000 primary school children who receive food rations. The

drought relief programs include labor projects which offer short-term jobs for 15,000, provision of fodder for cattle and 20 kg of free seed to all farming households. Farmers also receive grants for de-stumping and draft power for ploughing. There was relief from the drought in scattered areas of the country in 1985, but the drought was severe enough for the Government's relief programs to continue during this year.

9. Botswana's economy is still at an early stage of development. The mineral-led development has not encouraged the building up of linkages within the economy and only modestly increased the number of employment opportunities for Botswana's labor force. Historically, Botswana's economy has been centered on livestock and, until today, traditional agriculture and cattle raising have remained the main economic activity for about 80 percent of the population. However, an increasing concentration of cattle ownership, partly resulting from the drought which affected mainly owners of small herds, has reduced the options for about 50 percent of the population to make a reasonable living from agriculture alone.

10. The major challenge for the Government in the present decade is to provide the infrastructure and services required by the more labor-intensive productive sectors, to foster linkages and to create lasting employment opportunities for Botswana's labor force, which is growing at over 3 percent a year and is vulnerable to reductions in employment opportunities in South Africa.

11. One of the most serious constraints on growth of the productive sectors is the severe shortage of skilled technical, managerial and professional manpower, which greatly impairs the country's absorptive capacity, encourages the use of capital intensive technology, raises production costs, and stifles investment. A high proportion of skilled and professional positions are filled by expatriates and many posts in Government (particularly in local government) and the private sector are inadequately staffed. The manufacturing sector is further constrained by the small domestic market, the country's limited raw materials base and landlocked position, and competition from South Africa and Zimbabwe.

12. The agricultural sector, particularly arable farming, is looked upon as an important source of future employment. Crop farming, however, is circumscribed by the limited availability of surface water, sparse and erratic rainfall, and frequent drought. The sector's ability to support additional labor may therefore always remain limited. Ecological conditions render most parts of the country more favorable to livestock than crop production. However, the system of communal grazing and associated traditional values have contributed to overstocking and progressive land degradation.

13. The Government is moving ahead with programs to deal with these constraints. Botswana's Sixth National Development Plan (1985-1991) accords high priority to education as a means of alleviating the country's manpower constraint. During the previous plan heavy emphasis was placed on the development of primary education. The Sixth Plan maintains the support to basic education by placing greater emphasis on upgrading junior secondary schooling and increases attention to manpower development through

provision of technical and vocational training. Industry is being supported through promotional activities by the Botswana Development Corporation and the National Development Bank, through preferences given to local industry in bidding for Government contracts, and by the Financial Assistance Policy (FAP) which includes the provision of tax holidays, favorable interest rates, seed-capital for investors, and payroll and training grants. The Tribal Grazing Lands Policy (TGLP) was introduced in 1975 as a step to control overstocking and range degradation while increasing incomes from cattle-raising by improving land quality, enhancing range management and boosting operation efficiency. The Arable Lands Development Program (ALDEP), a multi-faceted operation designed to raise productivity in crop farming, was introduced in 1979. This program's full effect is yet to be felt since the drought has kept agricultural production at such low levels. Both ALDEP and TGLP are expected to permit more labor-intensive use of the land. A new program, Accelerated Rainfed Arable Program (ARAP), was announced in September 1985 and is designed to provide incentives for medium-sized farmers for plowing, row planting, weeding and applying fertilizer. Agricultural production on a larger scale is dependent upon the availability and utilization of water for irrigation purposes. Under the auspices of the Bank, irrigation potential studies are being carried out to identify the best areas for irrigation development, while a proposed water use master plan will identify investment priorities in the sector.

Population Status

14. Botswana's population has been growing at an estimated 3.4 percent a year. This growth rate may increase toward 3.8 percent as the crude death rate declines from a level that is already among the lowest in Sub-Saharan Africa. Total fertility^{3/}, which is close to a rate of 6.2, has resulted in almost half of the population being under the age of 15. Even if fertility declines, natural increase will remain high as these children reach reproductive age. Projections show that Botswana's 1985 population of just over one million could in the next 30 years reach levels ranging from 3.5 million (if fertility remains constant) to 2.0 million (if there is a significant decline in fertility). To this end, an ongoing Bank-financed Family Health Project is helping to establish a comprehensive family planning program. Botswana's urban population more than tripled during the 1970s and now represents over 20 percent of the total population. Over the current Plan period, the urban population will almost double, with the urbanization percentage exceeding 32 percent.

Development Assistance

15. Multilateral and bilateral agencies have extended substantial assistance to Botswana on highly concessional terms. The Bank Group has been the main multilateral source, but the EEC, the CDC, the African Development Bank and OPEC sources have also been active. Bilateral

^{3/} The total fertility rate represents the number of children that would be born per woman if she were to live to the end of her childbearing years and bear children at each age according to prevailing age-specific fertility rates.

assistance has come from numerous sources. In 1978 almost two-thirds of Botswana's outstanding bilateral debt was converted into grants. At the end of 1984, total external debt outstanding (disbursed only) was estimated at US\$276 million, debt service payments were US\$28 million and the debt service ratio 4.4 percent. Botswana's future external capital requirements will depend on the state of the world mineral market and the outlook for diamonds in particular. While Botswana is expected to continue to receive substantial assistance from bilateral and multilateral sources on grant or concessional terms, these may have to be supplemented by loans from commercial sources should current account deficits rise. However, diamond exports should remain strong and Botswana should remain creditworthy for the required borrowing.

PART II - BANK GROUP OPERATIONS IN BOTSWANA

16. The Bank Group began operations in what was then Bechuanaland in 1964, and has approved 18 loans (US\$214.4 million, less cancellations) and six credits (US\$15.9 million) for a total of US\$230.3 million (less cancellations). These loans and credits have financed five roads projects, three education projects, three livestock (including land tenure) projects, two urban projects, three water supply projects, two development finance projects, one thermal power project, a health and population project and three operations to help provide infrastructure for mining development. IFC has had one investment in Botswana: an equity participation of US\$370,000 in the Botswana Development Corporation, approved in March 1979, was increased by US\$481,000 in 1983. Summary statements of Bank Group Operations in Botswana are provided in Annex II.

17. The Bank Group's share of Botswana's external debt (disbursed and outstanding) at the end of calendar year 1984 was about 42.6 percent (IBRD - 37.1 percent, IDA - 5.5 percent), and its share in debt service was about 38.4 percent. The Bank's exposure in Botswana increased sharply following the conversion of external debt into grants in 1979. Since then, it has fallen and is likely to continue to decline, as the Government's borrowings from both official and commercial sources have been increasing sharply during the past three years.

18. Botswana's project planning and execution have been good, and Bank-assisted projects have encountered relatively few complications. Botswana's overall disbursement performance has been quite good, its annual rate of disbursement averaging 24.5 percent during 1981-84.

19. A problematical operation with which the Bank has been associated is the Shase copper/nickel mining complex based at Selebi-Phikwe, the infrastructure for which was financed with the help of Bank loans totaling US\$37.5 million (loans 776-BT and 776-2-BT). Although the infrastructure works were completed on schedule in 1976, the mining operation itself has experienced a prolonged financial crisis, caused mainly by depressed metal prices. This has resulted in four financial restructurings of the mining company, BCL Limited, which is owned by the Anglo-American Corporation of South Africa Limited and AMAX Incorporated of the United States, with a 15

percent equity holding by the Botswana Government. The latest restructuring was approved by the Bank's Executive Directors in July 1985 (Memorandum R85-238).

20. Bank Strategy. The Bank's strategy for its lending program and economic and sector work in Botswana aims to support the Government's increased emphasis on generating greater and more equitable economic opportunity outside the capital-intensive mining enclaves. This will require project support for greater diversification of the economy, especially into industrial enterprises linked to livestock and arable agriculture, and assistance for helping arable agriculture overcome considerable climatic and marketing constraints. A Bank-generated study is due to begin on Botswana's potential for irrigated agriculture. In the livestock subsector, ongoing Bank assistance is seeking to increase productivity and extend ranching opportunities to a wider range of farmer, while supporting Government reforms to reverse degradation of the country's grazing lands and strengthen the whole apparatus for land-use planning and land management. Because population pressures on the fragile land resources and small modern-sector industrial base threaten in the long run to overwhelm economic progress, the Bank proposes to continue to support the comprehensive and enlightened family planning program introduced recently by the Government with the help of a Bank-financed project.

21. The Bank and the Government are also in agreement on the need to accelerate manpower development and improve the range and quality of employment-oriented training so that Botswana's high dependence on expatriates can be reduced. We expect lending for infrastructure to be reduced considerably from previous high levels, which were justified in view of the scant provision of infrastructure in Botswana before Independence. Future infrastructure lending and sector studies will emphasize least-cost solutions (as in energy and road transportation), defining long-term strategies (as in water supply) and institution-building. The Bank is currently preparing a study of Botswana's public sector investment program.

PART III - THE EDUCATION SECTOR

The Skills Gap

22. Botswana's progress in meeting employment and manpower development needs has been uneven. An impressive degree of localization of senior civil service positions has not been matched by localization of senior specialist, scientific and technical posts, especially in the parastatals, with the result that some 4,700 expatriates are employed in the public and private sectors. Although the expatriates are skillfully deployed and managed, the Government accepts the need to replace them as soon as is prudently possible within the framework of its ongoing Localization Program. As regards the labor force, the Sixth National

Development Plan (NDP VI) estimates that formal employment will grow by 11,500 each year, thereby doubling formal sector employment in 10 years, while the increase in the labor force each year will be 21,000. Thus a significant surplus of school leavers who will remain dependent on the informal and traditional agricultural sectors and on specific employment-creating programs under the Financial Assistance Policy and ALDEP (para. 13). This surplus coincides with an unmet demand for primary and junior secondary graduates with additional training; a recent Government study indicates that about 82,000 such school-leavers will need to be trained by 1991 to close the skills gap. These perceived manpower imbalances are considered to be a crucial problem by the Government, which plans a major reorientation in the education system to make it more responsive to manpower needs (paras. 25 to 32). Under Government plans now being implemented, institutions and programs will increase full-time training from about 9,000 trainees a year in 1985/86 to 14,000 in 1990/91, thus meeting about 80 percent of the need. While these advances will significantly ease manpower shortages at the skill and semi-skill levels, the Government is faced with the longer-term problem of developing manpower in specific, higher-level skills. The proposed project will carry out studies to help identify investment options for training at such levels (para. 49), complementing an ongoing Bank-financed study to identify assistance needs for management training in Botswana.

Expansion of Education

23. The consistently high priority accorded to education by the Botswana Government since Independence in 1966 is demonstrated by the remarkable expansion of enrollments, especially at primary and secondary levels. By 1984 primary school enrollments had almost tripled, from some 72,000 to 210,000, representing a participation rate of 83 percent of the relevant school age population. During the same period, secondary level enrollments increased more than seventeen-fold, from 1,565 to 27,325 students, 86 percent of these places being in the junior secondary cycle. More recently, during the period of the Fifth National Development Plan (1979-84), important advances were made in the quality of education. New curricula were formulated for primary and junior secondary schools; new learning and teaching materials were developed and distributed; and the proportion of trained teachers was increased from 63 percent to 69 percent of total staff in primary schools and 72 percent to 81 percent at the secondary level. Rates of progression from primary to junior secondary levels increased during the Plan period from 27 percent to 40 percent, and from junior secondary to senior secondary from 38 percent to 41 percent. There were also impressive improvements in the pass rates of students graduating from secondary schools, notably at the higher levels. Enrollments at the University of Botswana went up from 990 to 1,405, with new programs included in primary teacher education, librarianship, science and educational administration and supervision. Students entering vocational and technical training increased almost four-fold, while the self-help youth labor Brigades maintained about 700 trainees in addition to 1,000 workers employed by the movement. At present there are 19 Government

secondary schools covering junior and senior levels, four Government-aided mission schools at the same level, one independent secondary school, 19 community junior secondary schools financed by the community with Government assistance, 518 Government primary schools and nine independent primary schools. A fourth Primary Teacher Training College and an advance College of Education were opened in 1985, and the annual output of trained primary teachers increased from 330 to 580.

Remaining Deficiencies

24. Despite these substantial achievements, the education system is deficient in a number of important aspects. An acute shortage of classrooms hampers the quality of primary education, specifically the introduction of the revised primary school curriculum, while many classes are taught in makeshift quarters or in the open. The proportion of untrained teachers (para. 33) needs to be reduced further, with more equitable distribution of qualified teachers; and teaching and learning materials are still in short supply in many areas. Apart from the general shortage of secondary school places, there is a wide disparity in physical and educational standards between the better-off Government-run schools and Government-assisted mission secondary schools, on the one hand, and the large number of small community junior secondary schools maintained to a greater extent through tuition fees and voluntary labor. In particular, the curriculum has inadequately prepared secondary graduates for skilled employment or additional technical training, while vocational and technical education has been seriously lacking.

Educational Reform Program

25. The educational objectives set out in the Sixth National Development Plan (1985-91) amount to a series of long-range reforms to achieve a balance between equitable access by all groups to general education while making the educational system more responsive to the manpower needs of the economy. Improved coordination among the various educational activities is emphasized, as well as between the education system and the community. To support this policy, the following priorities have been set: (a) substantial improvement in primary school facilities and gradual achievement of universal primary education (compared with the present participation rate of about 83 percent); (b) increased access to secondary and technical/vocational training, and growth of university enrollments mainly oriented to manpower needs; (c) quality improvement of education with particular reference to mathematics, practical subjects and science; and (d) expansion of complementary non-formal education, including implementation of an industrial apprentice training system.

26. Primary Education. The main focus of improved universal primary education will be on the rural areas, where some 85 percent of all primary students attend school in often overcrowded and inadequate conditions. Although universal primary education is the ultimate goal, the Government's present plans seek to provide about 2,400 additional classrooms, or 60 percent of the assessed need, thus enabling enrollment of 165,000 in 1991.

Many of the schools would have one of two classrooms and use multi-grade teaching. Improvement in the quality of primary education will be enhanced through the proposed extension of the USAID-supported Primary Education Improvement Program, which has helped develop new curricula and provided supplementary in-service training for teachers, principals and administrators.

27. Secondary Education. Access of primary graduates to junior secondary education will be increased from 40 to 70 percent, thus doubling the number of students entering junior secondary schools from almost 11,000 at present to 23,000 in 1991. The schools will be small, low-cost utilitarian establishments (three-quarters will have enrollments below 240) and most will be located in rural areas. They have been designed for intensive use, yet will afford facilities for science, practical subjects and libraries. Assisted by an ongoing USAID-sponsored Junior Secondary Education Improvement Project, the Government proposes to introduce in the near future a new junior secondary curriculum and associated learning materials more relevant to manpower needs.

28. At the same time, it is proposed to expand senior secondary education sufficient to maintain progression from junior to senior secondary at the current level of about 40 percent. A restructuring of the secondary system is proposed, so that senior secondary education will be extended from two to three years, requiring a reduction of primary schooling from seven to six years. The rationale is to increase substantially the number of secondary graduates available for further training and provide greater depth and a better structure in courses at this level. Although the proportion of students progressing to the senior level will remain the same, the expansion of junior secondary enrollments and the extension of senior secondary education to three years will result in a significant increase in senior level enrollments from 3,700 to about 17,000 in 1991. Under the restructuring, the 23 Government-aided schools, which at present combine all five grades of secondary education, will in due course be converted to three-year senior secondary establishments. Arrangements for a phased introduction of the system are being considered.

29. Equity Considerations. Equity will be served by the Government's intention to: (a) abolish the costly boarding facilities in the Government-run and Government-assisted junior secondary schools, a system which reserved school places for those able to pay boarding fees, and instead put enrollments on a catchment-area basis; (b) introduce a common fee structure for all junior secondary schools (para. 36); (c) award bursaries and education grants for junior secondary students through a means test, while standardizing grants for textbooks and learning materials; and (d) equalize the distribution of qualified and specialist teachers to remove a bias in favor of the Government-aided schools compared with community schools. The boarding facilities will be phased out progressively for junior secondary students commensurate with the pace of expansion of day schools in the rural areas. Eventually, boarding facilities will be reserved only for senior secondary students, as they often need to attend schools some distance from home.

30. Technical and Vocational Training. The technical and vocational training system in Botswana trains about 9,000 students a year in formal, out-of-school and on-the-job programs, most of which are at the 500-student Botswana Polytechnic, the Automotive Trades Training School, the Agricultural College, the Institute of Administration and Commerce, the National Health Institute and the Institute of Development Management. These are supported by the training activities of the labor Brigades, individual ministries, and by the private sector and parastatals, notably the mining industry, commercial banks and other financial institutions, and utility companies. The present system has failed to produce sufficient trained manpower to meet Botswana's rapidly developing economy because of a lack of facilities and of specialist teachers and trainers of such teachers; poor organization and coordination among the 70 or so public agencies and private enterprises concerned; inadequate testing facilities and personnel; overcentralization; and, importantly, lack of recognized training and testing standards.

31. The recently-enacted Apprenticeship and Industrial Training Act will achieve radical changes in the training of artisans and craftsmen. It will replace the existing institution-managed system, based on the London City of Guilds curricula and examination standards, with a nationally-integrated, industry-based apprenticeship training system and three-step testing, to be reinforced by a greater variety of courses for trainees at various levels. The system will be supported by advisory committees representing different trades. These structural changes will help the Government introduce a system based on competency rather than qualification, capable of responding to actual manpower needs in industry, business and Government; regionalize vocational training and direct new activities to centers with adequate industrial backing; and progressively increase the involvement and financial contribution of employers to training, especially through a training levy required under terms of the apprenticeship legislation, and which the Government intends to negotiate with employers when the national training system is fully commissioned.

32. To support these objectives, the Government proposes to create an Industrial Training and Trades Testing Center, to be financed by the proposed project, and four vocational training centers. The vocational centers will be located in regions designated by the Government as existing or potential growth poles. The centers would provide basic training courses and skills upgrading for apprentices employed in local trades or industries, the programs to be flexible and responsive to manpower needs. With the expansion of such facilities, supported by the Bank and other agencies, it is estimated that 14,000 trainees will attend courses each year 1990/91, thus closing about 80 percent of the skills gap (para. 22).

33. Provision of Teachers and Managers. The provision of teachers will be increased in Botswana with the recent establishment of a fourth primary teacher training college and a higher-level College of Education, and planned expansion of teacher training at the University of Botswana and the Luyengo (Swaziland) Teacher College. This expansion will more than compensate for the expansion of enrollments, so that the percentage of officially qualified primary teachers will be increased from 69 percent of

the total to 77 percent by 1991, while the percentage of qualified Batswana teaching in secondary schools, as opposed to expatriates, will increase from 52 percent to 66 percent. Although the Botswana Polytechnic's training wing will increase the numbers of local teachers being trained in technical subjects, the Government's proposed rapid expansion of technical and vocational training will depend heavily in the foreseeable future on expatriates who are likely to be funded by the several donor agencies already active in providing teachers and technical assistance to the education sector in Botswana. An acceptable staffing plan for these centers would be a condition of disbursement in regard to this component (para. 52). Management capacity in the sector will be strengthened by degree courses and other training being offered in school administration and supervision for existing and aspiring principals and educational managers, thus complementing assistance by USAID. Under its Junior Secondary Education Improvement Project, USAID is providing 50 staff-years of fellowships for Ministry of Education personnel in addition to in-country seminars and administration training.

Organization and Administration

34. Overall responsibility for education is vested in the Ministry of Education, which oversees education planning, curriculum development, teacher training and school administration and supervision of public schools, and ensures the application of Government regulations in the small number of private schools. Local elected councils have statutory responsibility delegated to them by the Ministry of Local Government and Lands for primary education facilities, including school construction maintenance. Agricultural and health education are administered by the Ministries of Agriculture and Health respectively. The Rural Extension Coordinating Committee, an interministerial body within the Ministry of Finance and Development Planning, coordinates non-formal education with the various ministries and departments. The Department of Labor of the Ministry of Home Affairs is the executing agency for industrial training programs and testing. Overall direction of the new apprenticeship and industrial training program is the responsibility of an inter-ministerial National Council, the executive agency of which is the Directorate of Industrial Training within the Ministry of Home Affairs. A national advisory board and advisory committees for key trades will advise the directorate and sponsor curriculum development.

Women in the Education System

35. Women have long occupied a prominent role in education in Botswana. Female enrollments at primary and junior secondary levels have consistently exceeded those of males. At the senior secondary and vocational/technical levels women account for between 33 percent and 40 percent respectively of enrollments. Similarly women teachers predominate in primary schools (76 percent of Botswana staff) while they represent 40 percent of Batswana secondary school staff. Salary scales do not distinguish between sexes. The progressive increase of women's involvement in secondary education is expected to continue, and will be supported by the aims of the proposed project.

Education Financing

36. Primary education in Botswana is free. Government-aided secondary schools receive between 86 percent and 90 percent of their financial support from the Government, while the community junior secondary schools cover all but 38 percent of their costs from tuition and other fees. This system is in the process of being dismantled for a more equitable one, in which all secondary schools will receive the same level of Government assistance, although there will be no net increase in the average per capita subsidy. This will reduce the present disproportionate burden on the usually poorer parents of children attending the community schools, most of which are located in rural areas. In addition, a student bursary scheme currently limited to Government-assisted schools is being expanded to embrace community junior secondary schools.

37. To finance the planned education expansion, the Government has agreed to increase total education expenditures from US\$63 million to about US\$100 million (in constant 1985/86 values) by 1991, thus increasing the Ministry's share of total budget resources from 17 to 22 percent. The Ministry's recurrent budget over the period will grow from 22 percent of the Government's total recurrent budget, which is comparable to average expenditure levels in other African countries, to 28 percent, which is relatively high. In the Bank's view, such an increase is justified because of the existing deficiencies and inequities in the educational system, Botswana's commitment to a reform program in the sector and the heavy financial burden that will be imposed initially in establishing a new system of technical and vocational training. The absolute level of planned educational expenditures is sustainable in view of the country's economic and budgetary prospects.

Bank Sector Operations and Strategy

38. Previous Lending in Sector. The Bank has helped finance three previous education projects in Botswana, with loans totaling US\$40.5 million approved in 1976, 1980 and 1982. The projects have provided wide-ranging assistance in the sector, mainly for primary and junior secondary education, teacher training, development of the labor-intensive training Brigades, and various informal training programs in the public sector. They have also achieved a high level of localization of project administration staff. Implementation has been good in all three projects except for some now-resolved problems with the role of the Brigades. A Project Performance Audit Report (No. 4876 of December 1983) has been issued for the first project, while the other two projects are ongoing. The Bank has progressively incorporated lessons learnt in regard to continuity in the staffing of project management, auditing, low-cost school construction and cost-effectiveness of vocational and skills training. In addition to the above education projects, the last five projects financed by the Bank in Botswana (in the health and population, power, land management and livestock, water supply and DFC sectors) have included sector-based training components, most of which will eventually benefit from the Government's proposals for coordinating vocational training.

39. Bank Strategy. Botswana's economic growth has far outstripped the country's ability to provide the educated and trained manpower for continued expansion of the economy. The Bank, through its lending and economic and sector programs, supports the Government's increased emphasis on technical and vocational training and on realigning the secondary school structure and curricula to enable school-leavers to be better prepared for additional employment-oriented training. In particular, the Bank views the planned national apprenticeship program and the complementary improvement in coordination among the various training institutions and private sector industries as a well-conceived and timely initiative, deserving of Bank and other donor support. In the sphere of management training, the Bank is currently carrying out a study of Botswana's needs in the context of sub-regional training coordination. The Bank endorses the Government's policies for a more equitable distribution of education and training opportunities through the rural areas; and for equalizing the fees burden so that a bias in favor of urban residents is removed. The Bank sees merit in the Government's interim proposal to upgrade, convert or replace seriously sub-standard schools as a prerequisite to the ongoing quality improvements. The Bank envisages a continued presence in the sector, with possible future assistance for higher education, advanced technical training and management and accountancy training.

PART IV - THE PROJECT

Background

40. The project has evolved from the Bank's long-standing presence in the education sector in Botswana, and responds to some of the main needs of the Government's current educational reform program. Although there is no direct cofinancing, the project's objectives are consistent with the extensive assistance for education in Botswana provided by other donors, notably: USAID (projects for quality improvements); the African Development Bank (which has signed a loan to help finance two vocational training centers apart from substantial assistance for junior secondary education); the German Agency for Technical Assistance Cooperation (apprenticeship and industrial training programs); and well-established assistance programs by SIDA, ODA and DANIDA. The project was appraised in May 1985. Negotiations were held in Washington, DC between October 28 and 31, 1985. The Botswana delegation was led by Mr. Kenneth Matambo, Director of Economic Affairs, Ministry of Finance and Development Planning. Annex III contains Supplementary Project Data.

Project Objectives

41. The project would give direct support to the Government's noteworthy educational reform program, which seeks to combine greater equality of educational opportunity with major initiatives to make the system more responsive to the manpower needs of the economy. The project would especially support the Government's goals of: (a) replacing inadequate or makeshift primary school accommodation; (b) improving and expanding junior secondary education in the rural areas with a series of

small, low-cost schools; (c) achieving extensive quality improvements, particularly in the teaching of science, mathematics and practical subjects; (d) enhancing equity in the payment of fees and access to schooling and bursaries; and (e) establishing a national program of apprenticeship training and trades testing backed up by an expansion of vocational training activities.

Project Description

42. The project would provide for:
- (a) 500 primary school classrooms and primary school teaching/learning materials;
 - (b) 31 new, replacement or upgraded junior secondary schools, and improved library services at this level;
 - (c) an Industrial Training and Trades Testing Center and two vocational training centers;
 - (d) studies related to manpower development, future investments in higher education and cost-savings; and
 - (e) technical assistance for project management.

Detailed Features

43. Primary Education. The project would construct and equip 500 classrooms and related facilities (e.g. offices, stores and housing), providing places for some 20,000 students. It would give immediate relief to the present situation, in which there is a shortfall of some 1,700 classrooms, apart from the teaching of about 1,600 classes in makeshift circumstances, e.g. in village halls and under trees. Also, the project would provide the primary school system with new textbooks and teachers' guides developed for the revised curriculum.

44. Secondary Education. The project would construct and equip 13 new junior secondary schools, similarly replace 10 schools in temporary or inadequate quarters, and upgrade 8 other schools, mainly with the addition of a multi-purpose block offering science, practical subjects and library facilities. These schools would be small, low-cost establishments with enrollments initially of between 160 or 240, and would be part of an expanding network of such facilities in rural areas. Local communities will be responsible for some teacher housing and some administrative expenditures. The project would provide new or improved junior secondary facilities for about 11,100 students, and library reference books and resource materials for some 68 junior secondary schools where these are lacking. The Government has agreed to establish by December 31, 1986, a program for the training and placement of teacher/librarians in all project-supported junior secondary schools. This training will be carried out by the Department of Curriculum Development and Evaluation in the Ministry of Education.

45. Vocational and Technical Training. To support the Government's major initiatives to expand and improve vocational and technical training, the project would establish an Industrial Training and Trades Testing Center and two vocational training centers. The proposed testing center will be pivotal to implementation of the new legislation creating a national program for apprenticeship training. It would be responsible for developing national standards for industrial training, testing and certification, and achieving an institutional capacity for research into manpower-related fields and for evaluation of training activities. The center, located in the capital of Gaborone, will serve as the headquarters of the Directorate of Industrial Training (para. 34), which will coordinate all industrial training carried out by some public and private sector agencies. The center will also provide facilities for 240 trainees undertaking courses in skill upgrading and instructor training.

46. The project's vocational training centers would be established at Palapye in the north-east quarter of Botswana and at Maun in the far north-west. Palapye is characteristic of one of Botswana's large, semi-urban villages, and serves as a focus for a population of close to 100,000 in an area that includes the substantial settlement of Serowe. Economic activity in the area has expanded with the growth of the nearby Morupule Colliery and the current construction of a power station, which will serve as the center of a national power grid. Services and various commercial enterprises are being established or expanded to serve the coal mining-electric power complex. The other Bank-financed vocational training center would be at Maun, which is a marketing center in the remote northwest, serving a regional population of about 40,000. Maun has become important to the cattle industry with the recent opening of an abattoir in the town, and is located in an area in which the Government has given priority to irrigated agriculture, tourism and fisheries in the Okavango Delta and nearby riverine areas.

47. The project's vocational training centers would provide 312 trainee plans at Palapye and 290 at Maun, and promote flexible apprenticeship training programs and short courses in skill-training and skill-upgrading in a wide range of trades (e.g. construction and carpentry, electrical fitting, plumbing, machinery and welding, bookkeeping and other commercial subjects, hotel employment and fisheries). Similar training centers are being supported by the African Development Bank in the copper/nickel-mining town of Selebi-Phikwe and the diamond mining center of Jwaneng. All the new vocational training centers will depend heavily on existing industrial and other enterprises (e.g. coal, copper/nickel and diamond mining, abattoir production, electric power generation and railway maintenance) for providing apprenticeship-linked employment in various skills that could be marketed by the trained personnel elsewhere in Botswana.

48. Studies. To support the Government's adjustments to the education system in favor of employment-related education and training, the project will finance a study to identify specific investment options for higher and higher technical education, including a review of financing needs and cost-recovery for higher education. The role of the private sector in financing industrial training would also be examined. Other

studies to be financed by the project would: (a) recommend ways of improving the cost-effectiveness of vocational training; (b) assess the correlation between education/training and employment; and (c) investigate alternative construction techniques (e.g. compacted soil for brickmaking) to enhance low-cost schools construction. Outlines describing the objectives of the studies have been reviewed by the Bank, and are satisfactory. Detailed terms of reference are currently being cleared by the various Government agencies concerned.

49. Technical Assistance would also be provided for Project Execution (para. 51).

Cost and Financing

50. The project's total costs, including contingencies and excluding taxes of US\$700,000, are estimated at US\$44.0 million, of which US\$29.7 million are foreign. Costs of construction, equipment and materials account for 92 percent of base costs; and are based on an analysis by local chartered surveys of contracts awarded for similar items. Professional services, technical assistance and studies account for remainder of costs. Physical contingencies have been estimated at 9 percent of base cost. Price contingencies, reflecting local, South African and international inflation rates, are estimated at 10 percent for FY86, 9 percent for FY87 and 7.8 percent for FYs88-89, and 4.8 percent for 1991. The Bank loan of US\$26.0 million would finance 88 percent of foreign exchange costs (or 60 percent of total project costs net of taxes), while the Government's contribution of US\$18.0 million would finance the remainder of foreign costs and all local costs. For primary schools, the average construction unit cost per square meter of US\$160 compares with similar costs in 1984 of \$110 in Ethiopia and \$174 in Lesotho. The average square meter cost of US\$197 for junior secondary schools also compares well with regional averages. When fully implemented, the project is expected to generate recurrent expenditures equivalent to about six percent of the Ministry of Education's recurrent expenditures prevailing at the time.

Project Execution and Monitoring

51. Overall coordination of the project would be carried out by the Project Implementation Unit maintained in the Ministry of Education for the three previous Bank-assisted education projects. The unit consists of a director, procurement manager, accountant and support staff. All positions except that of the project director were localized during the previous Bank-assisted projects. Any change in the above key personnel would be subject to the Bank being satisfied with qualifications and terms of reference of appointees. As the aid-financed contract of the unit's director will expire in February 1990, the project provides for continued financing of the position for one year until completion of the project. To reduce costs, the supervision of the construction of the junior secondary schools will be performed by the Project Implementation Unit instead of consultants. Therefore, the project provides the unit with 16 staffyears of clerk of works services, as well as vehicles. There is also provision for 9 staffyears of accounting in the Ministry of Local Government and Lands to assist primary school expansion; and 2 staffyears of specialists

for architectural services and preinvestment studies. The Ministry of Local Government and Lands would, as is customary, be responsible for construction and administration of primary school facilities, delegating detailed implementation to the district councils.

52. The Ministry of Local Government and Lands would provide the Project Implementation Unit and the Bank before each fiscal year: (a) an annual development plan and budget, satisfactory to the Bank, for the construction of the primary school facilities; and (b) annual reports on completed work as compared with the plan. Contracts for primary schools would be awarded by the district councils and work supervised by them through the works departments of the district councils. Although the Project Implementation Unit will be responsible for construction and establishment of the trades testing center, the system will be administered by the Labor Department of the Ministry of Home Affairs, working in conjunction with the recently-established National Council on Technical Education and Vocational Training, and national and industry-based advisory councils. The Project Implementation Unit would also supervise implementation of the project's studies by the appropriate agencies. As a condition of disbursement for the civil works for the vocational training and trades testing centers, the Government will submit a satisfactory staffing plan for the institutions, including technical assistance expected from the various donors who intend to support the program. The Government has also given assurances that it will formally establish all key positions at the institutions by April 30, 1987, i.e. about six months before the estimated completion of construction. The positions of principals of the vocational training centers have already been established.

53. Status of Preparation. Designs and bid documents for all primary and secondary schools are completed and have been reviewed and found satisfactory by the Bank. The construction of eight junior secondary schools, to replace seriously inadequate quarters, has begun and is subject to retroactive financing not exceeding US\$1.5 million for expenditures incurred after June 1, 1985, and prior to loan signing. Designs for the testing center and the project-financed vocational training centers are in an advanced stage and are expected to be ready for tender by February 1986. Sites for the primary classrooms would be selected by District Councils following agreed Government guidelines; and satisfactory sites exist for the project's junior secondary schools. The sites for the testing and vocational training centers have already been transferred to the Ministries concerned. The project would provide for local consultants to perform the pre-contract architectural work for the project.

Procurement

54. Procurement and appointment of consultants and specialists would be according to Bank guidelines. Contracts for civil works, furniture, equipment, vehicles and textbooks would be awarded on the basis of international competitive bidding except as follows: (a) due to the small size and the remote and scattered locations of the primary school facilities to be provided by the project, the contracts for civil works and furniture would be awarded by competitive bidding advertised locally and in

accordance with standardized local procedures satisfactory to the Bank. As there will be about 200 small contracts for this component, the Ministry of Local Government and Lands would use agreed Statement of Expenditure procedures for reimbursement. (b) As about half of the junior secondary schools will be scattered in remote areas and constructed over a period of a few years, individual contracts for civil works estimated to cost less than US\$600,000 may be procured (up to an aggregate of US\$7.0 million) through local competitive bidding in accordance with procedures satisfactory to the Bank. (c) Textbooks for primary education are being developed in close cooperation between the Government and selected publishers and would be procured on a negotiated basis satisfactory to the Bank. (d) Library books for the junior secondary schools would be procured on a negotiated basis, satisfactory to the Bank, either directly from the various publishers or through specialized book procurement agencies. (e) Furniture, and equipment costing less than US\$50,000 equivalent each would be awarded by competitive bidding, advertised locally and in accordance with local procedures satisfactory to the Bank. The total value of items procured by this method would not exceed US\$500,000. International Competitive Bidding would cover 51 percent of the loan amount. Standardized sketch designs, draft tender documents and master lists for construction, furniture, equipment, vehicles and textbooks, indicating proposed grouping and estimates of costs, would be reviewed by the Bank. Items would be grouped to the extent practicable to encourage competitive bidding and to permit bulk procurement. Review of tender evaluation documents, prior to award, would be required only for contracts above US\$250,000 equivalent for civil works and US\$50,000 equivalent for furniture, equipment, textbooks and vehicles.

Disbursements

55. Disbursement would be made on the basis of: 60 percent of expenditures for civil works; 100 percent of foreign expenditures, 100 percent of local expenditures (ex-factory cost) and 60 percent of local expenditures for items procured locally in respect of furniture, equipment, vehicles and textbooks; and 100 percent of foreign expenditures and 60 percent of local expenditures for professional services and studies. All disbursements would be fully documented except those for primary classroom construction and contracts valued below US\$20,000 equivalent. These would be made against statements of expenditures, documentation for which would be subject to an annual audit by auditors acceptable to the Bank. The Borrower would not submit applications for reimbursement valued below US\$20,000 equivalent. Based upon experience in previous Bank projects, and because the project provides for accountants (para. 56) to monitor the accounts of the primary school components, the Ministry of Local Government and Lands and the Project Implementation Unit would have satisfactory institutional capacity to use statements of expenditure. Disbursement for civil works of the vocational training component is subject to satisfactory staffing arrangements (para. 52).

Reporting and Evaluation

56. Following procedures established under the Bank-assisted Second and Third Education Projects, semi-annual reports on implementation progress would be submitted each year during project implementation to the

Bank not later than May 31 and November 30 respectively. Not later than five months after the project Closing Date, the Project Implementation Unit would provide to the Bank a report evaluating the execution, initial operations, costs and benefits of the proposed project and the performance of the Government and the Bank including lessons learned during project implementation.

Auditing

57. Auditing would be required on an annual basis for all expenditures, including statements of expenditure financed. The accounts pertaining to primary school expansion under the Ministry of Local Government and Lands and the districts would be prepared with the assistance of three accountancy specialists currently employed and whose continuation would be financed by the project. Accounts pertaining to the Ministry of Home Affairs and the Ministry of Education would be prepared by the Project Implementation Unit. All audit reports would be submitted to the Bank within nine months following the end of the Borrower's fiscal year, synchronized with the Government's audit cycle. Auditing would be performed by independent auditors acceptable to the Bank, and applying satisfactory auditing procedures.

Maintenance

58. Primary school maintenance is the responsibility of the District Councils; maintenance of the other facilities included in the project would be the responsibility of the management boards of the institutions concerned. Local communities provide free labor for school and housing maintenance programs in their areas. Adequate budgets for maintenance are provided both at district and central government levels. School maintenance is usually satisfactory, although SIDA is financing a study to examine ways to improve the system.

Benefits

59. The project's direct quantifiable benefits include the provision of 20,000 primary school places, 11,100 junior secondary school places, and about 900 places in the new training and testing institutions. The main impact of schools expansion and upgrading will be felt mainly in the rural areas, where some 80 percent of the population lives and where primary and junior secondary schools are lacking or housed in unsatisfactory quarters. Parallel action by the Government to equalize secondary school fees throughout the system will remove an advantage enjoyed by urban dwellers over their rural counterparts. The project's assistance for vocational training and testing would be pivotal to the Government's creation of a national system for apprenticeship training and standardized testing and certification. The program, complemented by ongoing measures to improve overall quality of education, will make the entire education system in Botswana more balanced and responsive to the manpower needs of the expanding economy. The project would ensure the Bank's continued presence in the sector at a time of important reorientation and restructuring. The Bank's involvement in the project is serving as a catalyst for extensive donor assistance likely to be integrated with the project's objectives.

Risks

60. While three of the four vocational training centers being financed by the World Bank and the African Development Bank are located in economically highly active areas, the center at Maun would be in an area where promising growth potential is yet to be realized. However, the Government has given priority to the provision of resources for such development, with the recent commissioning of an abattoir, a proposed surface road to serve the region, expanded tourist facilities and a number of ongoing or proposed programs for irrigated agriculture and fisheries.

PART V - RECOMMENDATIONS

61. I am satisfied that the proposed loan would comply with the Articles of Agreement of the Bank and recommend that the Executive Directors approve the proposed loan.

A. W. Clausen
President

Washington, D.C.
November 20, 1985

TABLE 3A

BOTSWANA BOTSWANA	- SOCIAL INDICATORS DATA SHEET				
	1960/ ^b	1970/ ^b	MOST RECENT ESTIMATE/ ^b	REFERENCE GROUPS (UNWEIGHTED AVERAGES) / ^b (MOST RECENT ESTIMATE) / ^b MIDDLE INCOME AFRICA S. OF SAHARA	MIDDLE INCOME MIDDLE INCOME N. AFRICA & THE EAST
AREA (THOUSAND SQ. KM)					
TOTAL	600.4	600.4	600.4	.	.
AGRICULTURAL	424.7	439.7	453.6	.	.
GDP PER CAPITA (US\$)	..	..	920.0	1063.8	1134.9
ENERGY CONSUMPTION PER CAPITA (KILOGRAMS OF OIL EQUIVALENT)	157.0	231.0	337.0	581.5	623.9
POPULATION AND VITAL STATISTICS					
POPULATION, MID-YEAR (THOUSANDS)	445.0	577.0	998.0	.	.
URBAN POPULATION (% OF TOTAL)	1.7	9.5	22.4	32.0	49.0
POPULATION PROJECTIONS					
POPULATION IN YEAR 2000 (MILL.)			1.8	.	.
STATIONARY POPULATION (MILL.)			5.6	.	.
POPULATION MOMENTUM			1.9	.	.
POPULATION DENSITY					
PER SQ. KM.	0.7	1.0	1.7	65.1	37.8
PER SQ. KM. AGRI. LAND	1.0	1.3	2.1	124.8	470.1
POPULATION AGE STRUCTURE (%)					
0-14 YRS	45.8	48.7	47.6	45.6	43.5
15-64 YRS	51.4	48.4	47.9	51.5	53.0
65 AND ABOVE	2.6	2.8	4.4	2.7	3.3
POPULATION GROWTH RATE (%)					
TOTAL	2.1	2.6	4.2	2.9	2.8
URBAN	18.1	19.8	11.1	5.1	4.4
CRUDE BIRTH RATE (PER THOUS)	51.7	52.2	44.2	47.0	40.0
CRUDE DEATH RATE (PER THOUS)	12.7	10.6	9.4	15.0	11.5
GROSS REPRODUCTION RATE	3.1	3.2	3.2	3.2	2.8
FAMILY PLANNING					
ACCEPTORS, ANNUAL (THOUS)	..	..	11.3 / ^c	.	.
USERS (% OF MARRIED WOMEN)	..	..	..	6.4	21.4
FOOD AND NUTRITION					
INDEX OF FOOD PROD. PER CAPITA (1969=100)	91.0	96.0	70.0	82.9	95.1
PER CAPITA SUPPLY OF					
CALORIES (% OF REQUIREMENTS)	99.0	100.0	94.0	98.5	118.2
PROTEINS (GRAMS PER DAY)	80.0	80.0	69.0	55.4	77.8
OF WHICH ANIMAL AND PULSE	40.0	37.0	34.0 / ^c	16.3	17.8
CHILD (AGES 1-4) DEATH RATE	22.6	18.7	13.3	16.6	12.8
HEALTH					
LIFE EXPECT. AT BIRTH (YEARS)	54.8	57.9	61.0	52.0	57.8
INFANT MORT. RATE (PER THOUS)	114.6	100.1	74.2	108.8	96.8
ACCESS TO SAFE WATER (XPOP)					
TOTAL	..	29.0	..	42.4	67.2
URBAN	..	71.0	100.0 / ^d	67.5	93.4
RURAL	..	26.0	..	35.8	45.8
ACCESS TO EXCRETA DISPOSAL (% OF POPULATION)					
TOTAL	..	..	..	28.9	45.9
URBAN	..	..	..	57.7	63.0
RURAL	..	..	..	20.7	28.6
POPULATION PER PHYSICIAN	22250.0	14070.0	..	11791.7	4331.0
POP. PER NURSING PERSON	4790.0 / ^e	1140.0	..	2459.8	1845.0
POP. PER HOSPITAL BED					
TOTAL	440.0	350.0	340.0 / ^f	981.1	621.8
URBAN	..	..	60.0 / ^f	368.8	545.0
RURAL	..	..	420.0 / ^f	4371.9	2511.3
ADMISSIONS PER HOSPITAL BED	..	15.3	..	27.2	25.7
HOUSING					
AVERAGE SIZE OF HOUSEHOLD					
TOTAL	..	..	5.0 / ^g	..	..
URBAN	..	..	4.8 / ^g	..	..
RURAL	..	..	5.0 / ^g	..	..
AVERAGE NO. OF PERSONS/ROOM					
TOTAL	..	..	..	..	..
URBAN	..	..	..	..	..
RURAL	..	..	..	..	..
PERCENTAGE OF DWELLINGS WITH ELECT.					
TOTAL	..	..	..	..	..
URBAN	..	..	..	..	..
RURAL	..	..	..	..	..

T A B L E 3A

BOTSWANA		- SOCIAL INDICATORS DATA SHEET			
BOTSWANA		REFERENCE GROUPS (WEIGHTED AVERAGES) /a			
		(MOST RECENT ESTIMATE) /b			
		MIDDLE INCOME		MIDDLE INCOME	
		AFRICA S. OF SAHARA		N. AFRICA & MID EAST	
1960/b	1970/b	MOST RECENT ESTIMATE/b			
EDUCATION					
ADJUSTED ENROLLMENT RATIOS					
PRIMARY: TOTAL	42.0	69.0	102.0	95.7	89.8
MALE	35.0	65.0	94.0	100.0	103.7
FEMALE	48.0	73.0	110.0	83.2	75.2
SECONDARY: TOTAL	1.0	7.0	23.0	17.3	42.9
MALE	1.0	8.0	21.0	25.0	50.9
FEMALE	1.0	7.0	25.0	14.8	34.6
VOCATIONAL (% OF SECONDARY)	4.2	19.4	7.8	5.9	10.0
PUPIL-TEACHER RATIO					
PRIMARY	31.0	36.0	32.0	41.1	29.7
SECONDARY	12.0	15.0	16.0	25.5	18.8
CONSUMPTION					
PASSENGER CARS/THOUSAND POP	2.9	3.1	8.7 /d	20.8	17.8
RADIO RECEIVERS/THOUSAND POP	4.7	34.7	103.5	107.8	175.9
TV RECEIVERS/THOUSAND POP	..	..	..	20.8	51.2
NEWSPAPER ("DAILY GENERAL INTEREST") CIRCULATION PER THOUSAND POPULATION	..	22.5	19.7	18.4	37.2
CINEMA ANNUAL ATTENDANCE/CAPITA	..	0.2	..	0.4	2.4
LABOR FORCE					
TOTAL LABOR FORCE (THOUS)	227.0	270.0	435.0	..	..
FEMALE (PERCENT)	49.8	52.6	50.1	36.2	11.0
AGRICULTURE (PERCENT)	92.0	87.0	78.3 /d	54.5	42.4
INDUSTRY (PERCENT)	3.0	4.0	7.7 /d	18.3	27.9
PARTICIPATION RATE (PERCENT)					
TOTAL	50.9	46.7	43.6	38.8	26.2
MALE	53.2	47.7	46.6	47.1	46.2
FEMALE	48.9	45.9	41.8	27.2	5.8
ECONOMIC DEPENDENCY RATIO	1.0	1.1	1.2	1.3	1.8
INCOME DISTRIBUTION					
PERCENT OF PRIVATE INCOME RECEIVED BY					
HIGHEST 5% OF HOUSEHOLDS	..	28.1 /h	..	..	..
MIDDLE 40% OF HOUSEHOLDS	..	60.3 /h	..	..	..
LOWEST 20% OF HOUSEHOLDS	..	1.6 /h	..	..	..
LOWEST 40% OF HOUSEHOLDS	..	7.6 /h	..	..	..
POVERTY TARGET GROUPS					
ESTIMATED ABSOLUTE POVERTY INCOME LEVEL (US\$ PER CAPITA)					
URBAN	..	..	284.0 /d	590.7	226.3
RURAL	..	..	154.0 /d	275.3	134.0
ESTIMATED RELATIVE POVERTY INCOME LEVEL (US\$ PER CAPITA)					
URBAN	..	..	303.0 /d	545.6	431.5
RURAL	..	..	303.0 /d	201.1	326.0
ESTIMATED POP. BELOW ABSOLUTE POVERTY INCOME LEVEL (%)					
URBAN	..	..	40.0 /d	..	..
RURAL	..	..	55.0 /d	..	29.0

.. NOT AVAILABLE
. NOT APPLICABLE

NOTES

/a The group averages for each indicator are population-weighted arithmetic means. Coverage of countries among the indicators depends on availability of data and is not uniform.

/b Unless otherwise noted, "Data for 1960" refer to any year between 1959 and 1961; "Data for 1970" between 1969 and 1971; and data for "Most Recent Estimate" between 1981 and 1983.

/c 1977: /d 1980; /e 1962; /f 1976; /g 1978; /h Economically active population.

DEFINITIONS OF SOCIAL INDICATORS

Notes: Although the data are drawn from sources generally judged the most authoritative and reliable, it should also be noted that they may not be internationally comparable because of the lack of standardized definitions and concepts used by different countries in collecting the data. The data are, nonetheless, useful to describe orders of magnitude, indicate trends, and characterize certain major differences between countries.

The reference groups are (1) the same country group of the subject country and (2) a country group with somewhat higher average income than the country group of the subject country (except for "High Income Oil Exporters" group where "Middle Income North Africa and Middle East" is chosen because of stronger socio-cultural affinities). In the reference group data the averages are population weighted arithmetic means for each indicator and shown only when majority of the countries in a group has data for that indicator. Since the coverage of countries among the indicators depends on the availability of data and is not uniform, caution must be exercised in relating averages of one indicator to another. These averages are only useful in comparing the value of one indicator at a time among the country and reference groups.

AREA (thousand sq.km.)

Total—Total surface area comprising land area and inland waters; 1960, 1970 and 1983 data.

Agricultural—Estimate of agricultural area used temporarily or permanently for crops, pastures, market and kitchen gardens or to lie fallow, 1960, 1970 and 1982 data.

GNP PER CAPITA (US\$)—GNP per capita estimates at current market prices, calculated by same conversion method as *World Bank Atlas* (1981-83 basis); 1983 data.

ENERGY CONSUMPTION PER CAPITA—Annual apparent consumption of commercial primary energy (coal and lignite, petroleum, natural gas and hydro-, nuclear and geothermal electricity) in kilograms of oil equivalent per capita; 1960, 1970, and 1982 data.

POPULATION AND VITAL STATISTICS

Total Population, Mid-Year (thousands)—As of July 1; 1960, 1970, and 1983 data.

Urban Population (percent of total)—Ratio of urban to total population; different definitions of urban areas may affect comparability of data among countries; 1960, 1970, and 1983 data.

Population Projections

Population in year 2000—The projection of population for 2000, made for each economy separately. Starting with information on total population by age and sex, fertility rates, mortality rates, and international migration in the base year 1980, these parameters were projected at five-year intervals on the basis of generalized assumptions until the population became stationary.

Stationary population—Is one in which age- and sex-specific mortality rates have not changed over a long period, while age-specific fertility rates have simultaneously remained at replacement level (net reproduction rate = 1). In such a population, the birth rate is constant and equal to the death rate, the age structure is also constant, and the growth rate is zero. The stationary population size was estimated on the basis of the projected characteristics of the population in the year 2000, and the rate of decline of fertility rate to replacement level.

Population Momentum—Is the tendency for population growth to continue beyond the time that replacement-level fertility has been achieved; that is, even after the net reproduction rate has reached unity. The momentum of a population in the year t is measured as a ratio of the ultimate stationary population to the population in the year t , given the assumption that fertility remains at replacement level from year t onward, 1985 data.

Population Density

Per sq km.—Mid-year population per square kilometer (100 hectares) of total area; 1960, 1970, and 1983 data.

Per sq.km. agricultural land—Computed as above for agricultural land only, 1960, 1970, and 1982 data.

Population Age Structure (percent)—Children (0-14 years), working age (15-64 years), and retired (65 years and over) as percentage of mid-year population; 1960, 1970, and 1983 data.

Population Growth Rates (percent)—total—Annual growth rates of total mid-year population for 1950-60, 1960-70, and 1970-83.

Population Growth Rate (percent)—urban—Annual growth rates of urban population for 1950-60, 1960-70, and 1970-83 data.

Crude Birth Rate (per thousand)—Number of live births in the year per thousand of mid-year population; 1960, 1970, and 1983 data.

Crude Death Rate (per thousand)—Number of deaths in the year per thousand of mid-year population; 1960, 1970, and 1983 data.

Gross Reproduction Rate—Average number of daughters a woman will bear in her normal reproductive period if she experiences present age-specific fertility rates; usually five-year averages ending in 1960, 1970, and 1983.

Family Planning—Acceptors, Annual (thousands)—Annual number of acceptors of birth-control devices under auspices of national family planning program.

Family Planning—Users (percent of married women)—The percentage of married women of child-bearing age who are practicing or whose husbands are practicing any form of contraception. Women of child-bearing age are generally women aged 15-49, although for some countries contraceptive usage is measured for other age groups.

FOOD AND NUTRITION

Index of Food Production Per Capita (1969-71 = 100)—Index of per capita annual production of all food commodities. Production excludes animal feed and seed for agriculture. Food commodities include primary commodities (e.g. sugarcane instead of sugar) which are edible and contain nutrients (e.g. coffee and tea are excluded); they comprise cereals, root crops, pulses, oil seeds, vegetables, fruits, nuts, sugarcane and sugar beets, livestock, and livestock products. Aggregate production of each country is based on national average producer price weights; 1961-65, 1970, and 1982 data.

Per Capita Supply of Calories (percent of requirements)—Computed from caloric equivalent of net food supplies available in country per capita per day. Available supplies comprise domestic production, imports less exports, and changes in stock. Net supplies exclude animal feed, seeds for use in agriculture, quantities used in food processing, and losses in distribution. Requirements were estimated by FAO based on physiological needs for normal activity and health considering environmental temperature, body weights, age and sex distribution of population, and allowing 10 percent food waste at household level; 1961, 1970 and 1982 data.

Per Capita Supply of Protein (grams per day)—Protein content of per capita net supply of food per day. Net supply of food is defined as above. Requirements for all countries established by USDA provide for minimum allowances of 60 grams of total protein per day and 20 grams of animal and pulse protein, of which 10 grams should be animal protein. These standards are lower than those of 75 grams of total protein and 23 grams of animal protein as an average for the world, proposed by FAO in the Third World Food Supply; 1961, 1970 and 1982 data.

Per Capita Protein Supply From Animal and Pulse—Protein supply of food derived from animals and pulses in grams per day; 1961-65, 1970 and 1977 data.

Child (ages 1-4) Death Rate (per thousand)—Number of deaths of children aged 1-4 years per thousand children in the same age group in a given year. For most developing countries data derived from life tables; 1960, 1970 and 1983 data.

HEALTH

Life Expectancy at Birth (years)—Number of years a newborn infant would live if prevailing patterns of mortality for all people

at the time of its birth were to stay the same throughout its life: 1960, 1970 and 1983 data.

Infant Mortality Rate (per thousand)—Number of infants who die before reaching one year of age per thousand live births in a given year; 1960, 1970 and 1983 data.

Access to Safe Water (percent of population)—total, urban, and rural—Number of people (total, urban, and rural) with reasonable access to safe water supply (includes treated surface waters or untreated but uncontaminated water such as that from protected boreholes, springs and sanitary wells) as percentages of their respective populations. In an urban area a public fountain or standpost located not more than 200 meters from a house may be considered as being within reasonable access of that house. In rural areas reasonable access would imply that the housewife or members of the household do not have to spend a disproportionate part of the day in fetching the family's water needs.

Access to Excreta Disposal (percent of population)—total, urban, and rural—Number of people (total, urban, and rural) served by excreta disposal as percentages of their respective populations. Excreta disposal may include the collection and disposal, with or without treatment, of human excreta and waste-water by water-borne systems or the use of pit privies and similar installations.

Population per Physician—Population divided by number of practising physicians qualified from a medical school at university level.

Population per Nursing Person—Population divided by number of practicing male and female graduate nurses, assistant nurses, practical nurses and nursing auxiliaries.

Population per Hospital Bed—total, urban, and rural—Population (total, urban, and rural) divided by their respective number of hospital beds available in public and private, general and specialized hospitals and rehabilitation centers. Hospitals are establishments permanently staffed by at least one physician. Establishments providing principally custodial care are not included. Rural hospitals, however, include health and medical centers not permanently staffed by a physician (but by a medical assistant, nurse, midwife, etc.) which offer in-patient accommodation and provide a limited range of medical facilities.

Admissions per Hospital Bed—Total number of admissions to or discharges from hospitals divided by the number of beds.

HOUSING

Average Size of Household (persons per household)—total, urban, and rural—A household consists of a group of individuals who share living quarters and their main meals. A boarder or lodger may or may not be included in the household for statistical purposes.

Average Number of Persons per Room—total, urban, and rural—Average number of persons per room in all urban, and rural occupied conventional dwellings, respectively. Dwellings exclude non-permanent structures and unoccupied parts.

Percentage of Dwellings with Electricity—total, urban, and rural—Conventional dwellings with electricity in living quarters as percentage of total, urban, and rural dwellings respectively.

EDUCATION

Adjusted Enrollment Ratios

Primary school - total, male and female—Gross total, male and female enrollment of all ages at the primary level as percentages of respective primary school-age populations. While many countries consider primary school age to be 6-11 years, others do not. The differences in country practices in the ages and duration of school are reflected in the ratios given. For some countries with universal education, gross enrollment may exceed 100 percent since some pupils are below or above the country's standard primary-school age.

Secondary school - total, male and female—Computed as above; secondary education requires at least four years of approved primary instruction; provides general, vocational, or teacher training instructions for pupils usually of 12 to 17 years of age; correspondence courses are generally excluded.

Vocational Enrollment (percent of secondary)—Vocational institutions include technical, industrial, or other programs which operate independently or as departments of secondary institutions.

Pupil-teacher Ratio - primary, and secondary—Total students enrolled in primary and secondary levels divided by numbers of teachers in the corresponding levels.

CONSUMPTION

Passenger Cars (per thousand population)—Passenger cars comprise motor cars seating less than eight persons; excludes ambulances, hearses and military vehicles.

Radio Receivers (per thousand population)—All types of receivers for radio broadcasts to general public per thousand of population; excludes un-licensed receivers in countries and in years when registration of radio sets was in effect; data for recent years may not be comparable since most countries abolished licensing.

TV Receivers (per thousand population)—TV receivers for broadcast to general public per thousand population; excludes unlicensed TV receivers in countries and in years when registration of TV sets was in effect.

Newspaper Circulation (per thousand population)—Shows the average circulation of "daily general interest newspaper," defined as a periodical publication devoted primarily to recording general news. It is considered to be "daily" if it appears at least four times a week.

Cinema Annual Attendance per Capita per Year—Based on the number of tickets sold during the year, including admissions to drive-in cinemas and mobile units.

LABOR FORCE

Total Labor Force (thousands)—Economically active persons, including armed forces and unemployed but excluding housewives, students, etc., covering population of all ages. Definitions in various countries are not comparable; 1960, 1970 and 1983 data.

Female (percent)—Female labor force as percentage of total labor force.

Agriculture (percent)—Labor force in farming, forestry, hunting and fishing as percentage of total labor force; 1960, 1970 and 1980 data.

Industry (percent)—Labor force in mining, construction, manufacturing and electricity, water and gas as percentage of total labor force; 1960, 1970 and 1980 data.

Participation Rate (percent)—total, male, and female—Participation or activity rates are computed as total, male, and female labor force as percentages of total, male and female population of all ages respectively; 1960, 1970, and 1983 data. These are based on ILO's participation rates reflecting age-sex structure of the population, and long time trend. A few estimates are from national sources.

Economic Dependency Ratio—Ratio of population under 15, and 65 and over, to the working age population (those aged 15-64).

INCOME DISTRIBUTION

Percentage of Total Disposable Income (both in cash and kind)—Accruing to percentile groups of households ranked by total household income.

POVERTY TARGET GROUPS

The following estimates are very approximate measures of poverty levels, and should be interpreted with considerable caution.

Estimated Absolute Poverty Income Level (US\$ per capita)—urban and rural—Absolute poverty income level is that income level below which a minimal nutritionally adequate diet plus essential non-food requirements is not affordable.

Estimated Relative Poverty Income Level (US\$ per capita)—urban and rural—Rural relative poverty income level is one-third of average per capita personal income of the country. Urban level is derived from the rural level with adjustment for higher cost of living in urban areas.

Estimated Population Below Absolute Poverty Income Level (percent)—urban and rural—Percent of population (urban and rural) who are "absolute poor."

BOTSWANA
ECONOMIC INDICATORS

GROSS NATIONAL PRODUCT IN 1982/83

ANNUAL RATE OF GROWTH (% constant prices)

	<u>US\$ Mn.</u>				<u>1982/83</u>	
GNP at Market Prices	818.0				+18.0	
Gross Domestic Investment	282.9				..	
Gross National Saving	124.7				..	
Current Account Balance	+1.9				..	
Exports of Goods, NFS	748.3				+26.3	
Imports of Goods, NFS	802.5				+0.1	
<u>OUTPUT, LABOR FORCE AND</u> <u>PRODUCTIVITY IN 1982/83</u>	<u>Value Added</u>		<u>Labor Force^a</u>		<u>V.A. Per Worker</u>	
	<u>US\$ Mn.</u>	<u>%</u>	<u>Mn.</u>	<u>%</u>	<u>US\$</u>	<u>% of Ave.</u>
Agriculture	67	7.4	0.300	62.4	223	11.8
Industry	402	44.2	0.034	7.1	11,824	625.6
Services	440	48.4	0.147	30.5	2,993	158.4
Total/Average	909	100.0	0.481	100.0	1,890	100.0

GOVERNMENT FINANCE

	<u>Central Government</u>		
	<u>(P. Mn.)</u>	<u>% of GDP</u>	
	<u>1983/84</u>	<u>1983/84</u>	<u>1980/81 - 1982/83</u>
Current Receipts	514.8	51.6	40.1
Current Expenditures	272.6	27.3	26.5
Current Surplus	242.2	24.3	13.6
Capital Expenditures	136.3	13.7	16.5
External Assistance (net)	34.3	3.4	3.9

MONEY, CREDIT and PRICES

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984^b</u>
	<u>(Million P Outstanding End Period)</u>				
Money and Quasi Money	236.9	226.5	245.8	321.1	366.1
Bank Credit to Public Sector (net) ^c	-92.1	-67.4	-105.9	-185.0	-353.2
Bank Credit to Private Sector	97.3	144.4	148.4	177.1	239.3

(Percentage or Index Numbers)

Money and Quasi Money as % of GDP	33.9	29.4	31.8	43.0	29.1
General Price Index (August 1980 = 100)	100.0	116.0	130.2	142.5	153.7
Annual percentage changes in:					
Bank Credit to Public Sector	-17.3	+26.8	-57.1	-74.7	-90.9
Bank Credit to Private Sector	12.7	48.4	2.8	19.3	35.1

^a Labor force is defined as persons of 14 years and over engaged either in family agriculture or in cash employment. Migrant workers in South Africa are excluded.

^b As of end November.

^c Excludes parastatals.

.. Not available.

. Not applicable.

TRADE PAYMENTS AND CAPITAL FLOWS

BALANCE OF PAYMENTS

	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
	(Millions US\$)			
Exports of Goods ^a	403.1	464.2	640.7	681.5
Imports of Goods ^b	690.0	584.2	615.6	575.5
Balance of Trade (deficit= -)	-286.9	-120.0	-25.1	106.0
Non-factor Services (net)	-79.3	-68.8	-79.3	-158.0 ^c
Factor Services (net)	21.1	11.6	-69.1	..
Net Transfers	139.6	120.0	125.2	102.0
Balance on Current Account	-205.5	-57.2	+1.9	49.9
Direct Foreign Investment	112.6	52.8	48.6	..
Net MLT Borrowing	22.6	52.9	24.5	..
Disbursements	24.6	56.6	35.7	..
Amortization	2.0	3.7	11.1	..
Capital Grants	..	..	..	..
Other Capital (net)	9.2	-4.9	45.1	..
Increase in Reserves (-)	61.1	-43.5	-120.1	..
Gross Reserves (end year)	271.1	304.9	419.2	553.9
Fuel and Related Materials				
Imports ^d	101.0	96.9	93.0	75.8
of which: Petroleum	92.8	88.3	80.8	68.2
Exports ^d	-	-	-	-
of which: Petroleum	-	-	-	-

RATE OF EXCHANGE^f

	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
US\$1.00 = P	0.815	0.777	0.833	1.022	1.096	1.284
P 1.00 = US\$	1.228	1.287	1.200	0.979	0.912	0.779

MERCHANDISE EXPORTS^d
(AVERAGE 1982-84)

	<u>US\$ Mil.</u>	<u>%</u>
Meat and meat products	64.9	11.1
Diamonds	376.6	64.4
Copper/nickel	58.7	10.0
All other commodities	84.7	14.5
Total	585.0	100.0

EXTERNAL DEBT, DEC. 31, 1984

	<u>US\$ Mil.</u>
Public Debt, incl. guaranteed	276.1
Non-Guaranteed Private Debt	..
Total Outstanding & Disbursed	276.1
<u>DEBT SERVICE RATIO FOR 1984^e</u>	
	<u>%</u>
Public Debt, incl. guaranteed	4.4
Non-Guaranteed Private Debt	..
Total Outstanding & Disbursed	4.4

IBRD/IDA LENDING (February 28, 1985)

	<u>(Million US\$)</u>	
	<u>IBRD</u>	<u>IDA</u>
Outstanding & Disbursed	112.6	15.0
Undisbursed	62.2	..
Outstanding incl. Undisbursed	174.8	15.0

^a Recorded customs statistics adjusted for timing and coverage.

^b Recorded customs statistics adjusted for valuation (exclusive of duties, insurance and freight) and coverage.

^c Includes factor services (net).

^d Unadjusted trade figures.

^e Ratio of debt service to exports of goods and services.

^f Annual averages.

.. Not available
. Not applicable.

STATUS OF BANK GROUP OPERATIONS IN BOTSWANA

A. STATEMENT OF BANK LOANS AND IDA CREDITS^a
(as at September 30, 1985)

<u>Number</u>	<u>Year</u>	<u>Borrower</u>	<u>Purpose</u>	<u>Amount</u> (Less Cancellations)		
				<u>US\$ Million</u>		
				<u>Bank</u>	<u>IDA</u>	<u>Undisbursed</u>
Ten loans and six credits fully disbursed				96.42	15.91	
1584	1978	Botswana	Second Urban Project	8.00		1.53
1828	1980	Botswana	Second Education Project	10.00		6.53
2057	1982	Botswana	Third Education	11.50		3.80
2209	1983	Botswana	Power Project	32.50		21.58
2333	1983	Botswana	Third Water Supply	22.00		5.54
2384	1984	Botswana	Second DFC	12.30		12.27
2413	1984	Botswana	Family Health	<u>11.00</u>		<u>10.96</u>
Total				203.72	15.91	62.21
of which has been repaid				<u>29.00</u>	<u>1.00</u>	
Total now outstanding				<u>174.72</u>	<u>14.91</u>	
Amounts sold				8.82		
of which has been repaid				<u>8.82</u>	-	-
Total now held by Bank/IDA ^a				<u>174.72</u>	<u>14.91</u>	
of which is undisbursed					<u>0.00</u>	<u>62.21</u>

^a Prior to exchange adjustments.

(Loan of US\$10.7 million for National Land Management and Livestock Project approved but not yet effective).

B. STATEMENT OF IFC INVESTMENT
(as at September 30, 1985)

<u>Year</u>	<u>Borrower</u>	<u>Type of Business</u>	<u>US\$ Million Equivalent</u>		
			<u>Loan</u>	<u>Equity</u>	<u>Total</u>
1979)	Botswana	Development Finance	-	0.61	0.61
1984)	Development Corporation	Company	-	-	-
	Total Gross Investments		<u>-</u>	<u>0.61</u>	<u>0.61</u>
	Less Cancellations, terminations, repayment and sales		-	-	-
	Total now held by IFC		<u>-</u>	<u>0.61</u>	<u>0.61</u>

September 1985

REPUBLIC OF BOTSWANA
FOURTH EDUCATION PROJECT
SUPPLEMENTARY PROJECT DATA SHEET

I. Timetable of Key Events

- (a) Time taken to prepare project: 6 months.
- (b) First Presentation to Bank : August 1984.
- (c) Appraisal Mission : May 1985.
- (d) Negotiations : October 1985.
- (e) Planned Date of Effectiveness: February 1, 1986.

II. Special Bank Implementation Action

None.

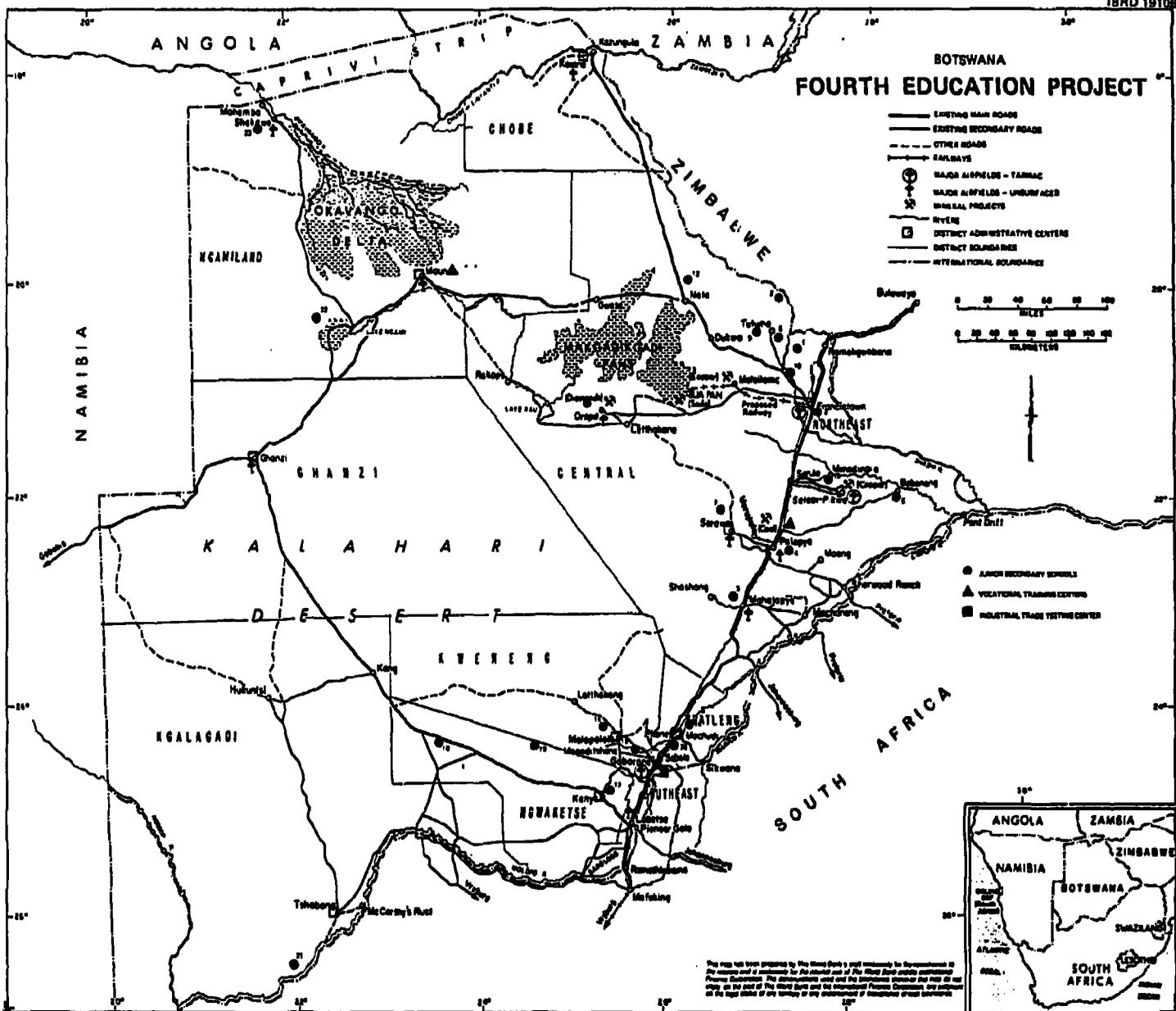
III. Special Conditions

(a) Special Conditions of Effectiveness

None.

(b) Other Special Conditions

- (i) Program introduced for supply of teacher/librarians (para. 44).
- (ii) Annual development plans and status reports for primary schools construction (para. 51).
- (iii) Key teaching staff available for vocational training centers and trades testing center (para. 52).

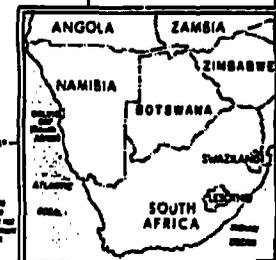


**BOTSWANA
FOURTH EDUCATION PROJECT**

- EXISTING MAIN ROADS
- EXISTING SECONDARY ROADS
- - - OTHER ROADS
- AIRWAYS
- ⊕ MAJOR AIRFIELDS - TARMAC
- ⊕ MAJOR AIRFIELDS - UNSURFACED
- ⊕ MINERAL PROJECTS
- RIVERS
- DISTRICT ADMINISTRATIVE CENTERS
- DISTRICT BOUNDARIES
- - - INTERNATIONAL BOUNDARIES



- JUNIOR SECONDARY SCHOOLS
- ▲ VOCATIONAL TRAINING CENTERS
- INDUSTRIAL TRADE TESTING CENTER



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