THIRD DRAFT PROPOSAL

To: J. Simons, U.S. WUS  
    R. Hoffenberg, CADET  

From: T. Turner  


The name of this project is the College for Adult Education and Training (CADET).

This project has been planned by the Preparatory Committee for the College for Adult Education and Training. This Committee is sponsored by World University Service.

The address for the CADET Preparatory Committee is as follows:

CADET Preparatory Committee,  
o/o World University Service,  
13 Rue Calvin,  
Geneva, Switzerland.

The United States representative of World University Service and of the CADET Preparatory Committee is the United States National Committee of World University Service. The address of WUS/U.S.A. is:

World University Service,  
20 West 40th Street,  
New York, N.Y.10018.

WUS/U.S.A. is tax exempt under Federal and New York Revenue Acts.

The name of the Director responsible for the project is  
Mr. Hans Dall, International General Secretary of World University Service.

The field of operation within which the project will function is that of education.

The CADET Preparatory Committee and the Government of Bechuanaland have agreed that:

1. The major purpose of the CADET College is to help bridge the gap that exists in various countries in Southern Africa between the demand and the supply of skilled administrators in public and
civil service, commerce and industry, trade unions, political bodies, etc.

2. In particular the CADET College should offer courses designed to cater for adults lacking in formal education, who are not necessarily eligible for normal university entrance but who have shown themselves to possess a definite potential for further training.

3. Although it may be necessary to adapt to changing needs, it is now felt that this objective can best be achieved by the provision of residential courses of one year's duration.

CADET has been planned because there is an acutely felt shortage of such personnel at a critical time in the history of the Southern African territories.

Bechuanaland, Basutoland and Swaziland are British High Commission Territories, adjacent to the Republic of South Africa. They are largely populated by Africans, and were placed under British Government Protection, against threatened white encroachment. Little capital investment has taken place and the three territories are very under-developed; this lack of development has been due in part to uncertainty about the future of the territories. Now it has been decided that they are to proceed to independence:

(a) Bechuanaland will attain independence in September, 1966, as the Republic of Botswana;

(b) Basutoland will attain independence as the Kingdom of Lesotho, probably before the end of 1966;

(c) Swaziland will become an independent Kingdom in the near future, at a date as yet undetermined.

The background of the problem to which CADET is directed may be seen in the report of a mission to Basutoland, Bechuanaland and Swaziland, conducted by the British Government on behalf of the United Nations:
The present population is estimated at 540,000, of whom about 4,000 are Europeans. A recent census suggests that the population has been growing at a rate of 3.4 per cent a year. Continued growth at this rate would double the existing population by 1956. Until 1956, Bechuanaland succeeded in balancing its budget mainly by maintaining services at a low level. In 1956 the British Government undertook to give budgetary aid to the Territory (i.e., grants-in-aid) to enable the standard of services to be improved. Since then expenditure has increased nearly fourfold, while revenue has risen only three times; thus the annual deficits (covered by grants-in-aid) have risen over the 1956/66 period. It is not possible to forecast when Bechuanaland is likely to achieve economic viability. The 1963/68 Development Plan envisaged that expenditure over the five-year period would be £10.2 m (≈28,560,000); about £7.8 m of this to be spent in the first three years, and the remainder £2.4 m in the 1966/68 period. The plan allocation for the first three years was subsequently increased to £8.37 m due to increased expenditure on roads and the Gaberones Electricity Supply.

The stated objectives of the 1963/68 plan are briefly:

(a) to equip Bechuanaland for early self-government by establishing the capital at Gaberones;

(b) to develop secondary, post-secondary, vocational and adult education;

(c) to establish the foundations for economic viability by the continuing of resource surveys and by infrastructure development;

(d) to reduce budgetary deficits by investment in schemes designed to give a quick revenue return;

(e) to maintain social services at an adequate level.

With the rapid constitutional advances now being made, Bechuanaland faces a difficult problem of resolving conflicting needs in respect of education and training. In the first place, the Territory is seriously deficient in trained manpower and everything possible must be done to increase output at the secondary and higher vocational levels. Secondly, it is called upon to provide basic education to satisfy the requirements of a rapidly growing population and increasing public demand. Thirdly, it must endeavour to achieve its objectives without incurring expenditure of such magnitude as to endanger the whole fabric of self-government. At present, recurrent expenditure on education represents 17 per cent of the total revenue, including grants-in-aid from the British Government, or 35 per cent of the revenue produced by the Territory itself. Clearly, expenditure of such magnitude cannot be maintained by the Territory unaided and it would be unrealistic to consider anything other than the most selective expansion unless Bechuanaland can count on continued outside financial assistance...
Bophuthatswana's educational needs at all levels are enormous. However, with limited funds available it has no alternative but to concentrate on the highest priorities. First among these is the need to take urgent measures to remedy the dearth of trained manpower. In 1964, out of 182 professional and administrative posts in the Public Service, only 31 were held by local officers, while in the executive and technical branches there were only 114 local officers out of 535 established posts. In all sectors of the economy there are at present only about 90 Africans with university degrees or similar qualifications, 381 school certificate holders (having finished secondary school) and 2,499 persons holding a junior certificate, representing three years of secondary school and about 10,000 primary school certificate holders. (Emphasis supplied) The heavy dependence on non-Africans to fill key posts carries with it a strong element of insecurity... Clearly it is desirable to localize the Civil Service as quickly as possible, but sufficient numbers of qualified local candidates are simply not available at present and are not likely to be forthcoming for some years. The cause of this situation is to be found in an education system which in 1964 produced only 27 School Certificate graduates and in which the number of pupils in the last two years of secondary education represented only 0.13 per cent of the total school enrolment. "

(End of citation)

The Mission's report makes it clear that the problems of the other two Territories are essentially similar, except that Swaziland is somewhat more prosperous:

"...For various reasons the role played by the Swazi people both in the higher ranks of the Public Service and in the economic life of the Territory as a whole, has until now been woefully limited. Less than 10 per cent of the professional grades in the Public Service are locally filled and in industry and large-scale agriculture a high proportion of the skilled and semi-skilled jobs are filled by workers of foreign origin... It is noteworthy that the proportion of students who completed the fifth year of secondary schooling dropped from 9.4 per cent of original primary entrants in 1960 to only 4.4 per cent in 1963..."

The educational system in Basutoland has grown up in a haphazard way largely because public funds available have been insufficient to permit the Government to set up its own school system and have obliged it to restrict its role to subsidizing and supervising the activities of religious missions. At present, owing to continued expansion, especially at the base of the educational pyramid, Government expenditure of education currently represents 19.41 per cent of total recurrent expenditure (equal to about 32 per cent of territorial revenue), and is less than adequate to perform even these limited functions. Unless there is a drastic review of educational objectives and the means to attain them, Basutoland is likely to find itself with a costly educational system which will progressively deteriorate in quality owing to insufficient financing... At the secondary level, the main problem
are the extremely small proportion of primary students who enter secondary schools and the severe wastage which occurs before the School Certificate level. Compared with the other two territories, Basutoland is fortunate in having a reasonable number of persons with secondary and vocational training, so that the localisation of the Public Service has been able to progress further. The position at the end of 1964 was that out of 517 senior and medium posts on the establishment (74 of which were vacant), 258 were held by Basotho and 185 by expatriates."

(End of Citation.)

The development plan for CADET has been prepared by the CADET Preparatory Committee, based in Cape Town, South Africa. The members of the Committee are:

Dr. R. Hoffenberg, Chairman

Mr. Leo Marquard

Prof. Julian Beinart

Mr. Ian Robertson

Mr. Peredur Williams

Mr. Adrian Guelke

Mr. Hans Dall, Overseas Representative

(Senior Lecturer in Medicine, University of Cape Town

Professor of Architecture, University of Cape Town

President, National Union of South African Students

Vice-Chairman, South African National Committee of World University Service

Secretary-General, South African National Committee of World University Service

International General Secretary of World University Service

The CADET Preparatory Committee was established in 1961. Throughout its work the closest liaison has been maintained with Government authorities in Bechuanaland.

Close co-operation has been developed between the CADET Preparatory Committee and the authorities of the University of Basutoland, Bechuanaland Protectorate and Swaziland. The University will have three members on the Board of Governors of the College.
CADET is to be represented on the inter-governmental "umbrella" committee which is to be established to co-ordinate higher education in the three territories. This will ensure that overlap is avoided and the optimum use made of the limited facilities available. In particular, this will ensure that the CADET College and the Extension Department of the University, likewise in Gaberones, do not overlap: the duties of the Extension Department will include trade and technical schools, and administrative training at a lower level than that offered by CADET.

The Bechuanaland Government has granted CADET a plot of land at Gaberones, which is being developed as the new capital of Bechuanaland.

Mr. Julian Beinart, Professor of Architecture at the University of Cape Town and a member of the CADET Preparatory Committee, has prepared a preliminary model of the College buildings. He will survey the Gaberones site in the near future, and prepare a definitive model and detailed drawings on that basis.

In a series of meetings, the CADET Preparatory Committee has evolved a curriculum for the College.

The Courses Offered:

(a) Basically, the College plans to offer a 10-month residential course, the main topics in which will be: economics, political science, social studies, public administration, and international affairs. A course in English will emphasize the practical uses of the language, including letter-writing, minute-taking and public speaking.

Teaching will be done through lectures and seminars, with emphasis on student participation. Practical instruction will be provided for skills necessary for executive and administrative responsibility.

For a period of one month each student will be seconded to an office (Government or commercial) to acquire practical experience of office administration. Another month will be spent in a community development project of the student's own choice, so that a sense of service to the community will be encouraged.

All students will be given instruction in book-keeping and, at the end of the course, will be asked to sit an international examination in the subject.
No other formal examination will be held, but each student will be issued with a certificate on completion of the course, which will indicate the standard of his performance during the whole period.

(b) There will be additional shorter courses (also residential), lasting 1, 2 or 4 weeks, integrated into the main teaching programme.

These are intended for people who are in service and who cannot be spared from their employment for longer.

Shorter refresher courses will also be provided as a follow-up for students who have previously completed the 10-month course.

(c) Evening classes, lectures, and weekend seminars will be held for the benefit of people living in the neighbourhood of the college.

The CADET Preparatory Committee has decided that the academic staff of the College initially would consist of:

(1) A Principal, who would participate actively in the teaching.
(2) Three Tutors, probably in the fields of Economics, English and Political Science.

Representatives of the CADET Preparatory Committee, the University of Basutoland, Bechuanaland Protectorate and Swasiland, and the Department of Education of the Bechuanaland Government compose a special committee for the selection of academic staff for the College. Once the CADET College is on its feet, the CADET Preparatory Committee will relinquish control to the Board of Governors, which will comprise the following:

3 members nominated by the University of Basutoland, Bechuanaland Protectorate and Swasiland (the Vice-Chancellor, the Assistant Director for Bechuanaland of the Extension Department, and one other)
3 nominated by the Bechuanaland Government
2 representing the inhabitants of Bechuanaland, possibly selected by the Legislative Council Advisory Committee on Social Services
1 representative of Local Government, e.g. the Area Council of the region in which the College is sited
2 nominated by the CADET Preparatory Committee
1 representative chosen by the CADET College staff and ex-students — This seat would initially be available to the CADET Preparatory Committee.
A summary of meetings held and decisions taken as regards the establishment of CADET is found as Appendix IV. (Description to follow of intended means of evaluating performance of CADET graduates — Bill, can you help with this?)

The outcome of CADET will be a flow of trained personnel into the public life of the territories involved. Initially, CADET will produce 30 graduates per annum. (Description to follow of kinds of jobs CADET graduates will fill.)

It is anticipated that the graduates will be readily absorbed by Government, private enterprise, trade unions, etc. as they will represent only a fraction of the high-level manpower needs. These graduates will make possible substantial increases in the effectiveness of these bodies.

CADET proposes to publish an Annual Report which will be distributed to Governmental, academic and philanthropic organisations.

Attached are:

I Curricula Vitae of Committee leadership and proposed academic staff;
II Financial budget;
III Time-budget;
IV Summary of CADET Preparatory Committee meetings;
V Constitution of CADET Preparatory Committee.
### APPENDIX II

**FINANCIAL BUDGET**

1. **Capital Budget**

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<thead>
<tr>
<th>Description</th>
<th>Amount 1</th>
<th>Amount 2</th>
</tr>
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<tbody>
<tr>
<td>(i) Buildings</td>
<td>£30,000</td>
<td>$84,000</td>
</tr>
<tr>
<td>(ii) Vehicles</td>
<td>2,000</td>
<td>5,600</td>
</tr>
<tr>
<td>(iii) Library</td>
<td>5,000</td>
<td>14,000</td>
</tr>
<tr>
<td>(iv) General (including desks, furniture, etc.)</td>
<td>3,000</td>
<td>8,400</td>
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<tr>
<td>(v) Other contingencies</td>
<td>1,500</td>
<td>4,200</td>
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<td></td>
<td><strong>£41,500</strong></td>
<td><strong>$116,200</strong></td>
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2. **Annual Recurrent Expenditure (Mean figures)**

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<tr>
<th>Description</th>
<th>Amount 1</th>
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</thead>
<tbody>
<tr>
<td>(i) Salaries and Wages</td>
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<tr>
<td>Principal: £2,500–3,000</td>
<td>£2,750</td>
<td>$7,600</td>
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<tr>
<td>3 Tutors at £1,200–1,500</td>
<td>4,050</td>
<td>11,340</td>
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<tr>
<td>Other staff</td>
<td>3,700</td>
<td>10,360</td>
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<td></td>
<td>10,500</td>
<td>29,300</td>
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<tr>
<td>Less 15% contribution to costs</td>
<td>2,575</td>
<td>4,410</td>
</tr>
<tr>
<td></td>
<td>8,925</td>
<td>24,890</td>
</tr>
<tr>
<td>(ii) Transportation costs of full and part-time staff</td>
<td>500</td>
<td>1,400</td>
</tr>
<tr>
<td>(iii) Maintenance and replacement</td>
<td>1,000</td>
<td>2,800</td>
</tr>
<tr>
<td>(iv) Insurance/Superannuation</td>
<td>700</td>
<td>1,960</td>
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<tr>
<td>(v) Food, Laundry, etc.</td>
<td>3,000</td>
<td>8,400</td>
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<tr>
<td>(vi) Administration and Estate Express</td>
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<td>4,200</td>
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<td>(vii) Library</td>
<td>500</td>
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<tr>
<td>(viii) Other contingencies</td>
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<td></td>
<td><strong>£17,025</strong></td>
<td><strong>$47,570</strong></td>
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APPENDIX IV

SUMMARY OF CADET PREPARATORY COMMITTEE MEETINGS AND ACTIVITIES

1. During 1962, a member of the CADET Preparatory Committee and an architect (Bill: was this Julian Beinart?) visited a proposed site for the College at Serowe, Bechuanaland; as a result of this visit, preliminary sketches of the College buildings were made.

2. Also during 1962, a delegation from the CADET Preparatory Committee (including Dr. Hoffenberg and Dr. Alan Paton) inspected the proposed site at Serowe and interviewed the Bechuanaland authorities, especially the educational authorities, to acquaint them with the plans for the CADET College.

3. In April 1963, a meeting of the CADET Preparatory Committee was held in Cape Town, under the Chairmanship of Dr. Hoffenberg. In addition to members of the CADET Preparatory Committee, Mr. Cyril Ritchie, International Associate Secretary of World University Service, took part.

The details of WUS' financial backing of the preparatory work were reviewed. At Mr. Ritchie's suggestion, it was agreed that the four "overseas" members of the Board of Governors might include persons from other African states. It was agreed that WUS should begin fund-raising efforts outside Southern Africa, as soon as agreement was reached on all important questions with the Bechuanaland authorities.

4. In July 1963, a more formal meeting between the CADET Preparatory Committee and the Bechuanaland authorities took place in the Bechuanaland Secretariat at Mafeking. Drs. Hoffenberg and Paton represented the CADET Preparatory Committee. The Bechuanaland Government representatives were:

   Mr. Arthur Douglas, Government Secretary
   (Chairman)
   Mr. J. Allison, Administration Secretary
   Mr. Hunter, Director of Education
   Miss K. Chiepe, Senior Education Officer
   Mr. Headie, Asst. Secretary to Mr. Allison
   Mr. Hall, Establishments Officer
   Mr. H. Murray-Hudson, Labour Officer
   (Training)

Points dealt with at this meeting included:

a) General: The Government Secretary said the CADET Committee and the Bechuanaland Government had a common interest in training people
to run Bechuanaland in the future. Bechuanaland was advancing relatively quickly politically, but educational growth was slower. There was a shortage of qualified people for present needs, and the needs were growing all the time. Localisation (or Africanisation) of the Government Service was necessary in the administrative/technical and technical/executive grades. In the latter category the immediate need was greater and also easier to achieve. In the former it was a larger and more difficult process. It was particularly vital to emphasize the Administration's needs, because localisation of the Government Service was vital, and Government must take the lead. The Government Secretary outlined current plans for in-service training of Government staff, and for adult education in general. The CADET College could relate its plans to these.

Dr. Paton explained the background of the CADET project, which had originated at the time of Congolese independence; it had been felt efforts should be made to avoid a repetition in Southern Africa of events in that country, which had been left in such a helpless state. Dr. Paton expressed the view that money and other support would be forthcoming both from South America and from Europe and North America.

b) Basis of Negotiation: It was agreed that the CADET Committee and the Bechuanaland Government (initially through the British officials present at the meeting) were the negotiating bodies. WUS, the major channel for funds, would attach no strings. It was represented on the Preparatory Committee through the Chairman and Secretary-General of its South African National Committee.

c) Site: Dr. Hoffenberg explained that Serowe was the proposed site because:

(i) it had a large population;
(ii) it had several schools, including Swaneng Hill School, the facilities of which it could share;
(iii) a grant of land had been approved by the Bamangwato Tribal Authority.

d) Board of Governors: It was agreed that there would be 12 members of the Board of Governors, a majority of whom would represent Bechuanaland. These would include:

(i) 3 Government representatives;
(ii) 3 representatives of the people of Bechuanaland (possibly to be selected by the Legislative Council Advisory Committee on Social Services);
(iii) 3 members nominated by the Preparatory Committee;
(iv) 2 members selected by the Board itself;
(v) 1 representative of the local Government in the selected area.
Dr. Paton, Mr. Seretse Khama (now Prime Minister of Bechuanaland), Bathoen II (Paramount Chief of the Banwaketse), Mr. Sim, Mr. B.C. Thema (Principal of Moeng College, i.e. secondary school), and a representative of the Preparatory Committee (its Chairman?) were accepted.

e) Preparatory Committee: Drs. Paton and Hoffenberg stressed that the Preparatory Committee would relinquish control once the College was on its feet. It was agreed that Bechuanaland Government representatives would be invited to attend CADET meetings when feasible.

f) Course of Study: Drs. Paton and Hoffenberg explained the intended course of study (see page 6 of the Prospectus). The Bechuanaland representative expressed concern that Government or Industry might not release people for as long as a year. It was agreed that the course could be fractionated to permit people to take a few months at a time. This would permit students of the Gaberones Training Centre (a lower level, more practical institution) to attend part of the CADET course.

g) Admission: Enrolment would initially be 20–30. It was proposed by Dr. Paton and agreed that admission should be the responsibility of the Principal, who would be guided by the following considerations:

(i) character of the candidate;
(ii) potential value;
(iii) educational status;
(iv) ability of the candidate, if from outside Bechuanaland, to return to his country;
(v) the desire of the Bechuanaland Government to reserve two-thirds of the places for Bechuanaland students, provided they fulfil all the relevant requirements.

h) Finances: It was agreed that further research was needed on / The budget (see Appendix II) was discussed. It was agreed that students could not be expected to pay fees (cost per student p.a. £500 (or $1,400)); funds for scholarships would have to be found.

5. In April 1964, representatives of the CADET Committee (including Dr. Hoffenberg, Mr. Marquard and Mr. Beinart) and of the Bechuanaland Government again met at Mafeking. The Bechuanaland Government representatives were:

Mr. J. Allison, Deputy to Her Majesty's Commissioner
Mr. D.M. Robinson, Acting Administration Secretary
Mr. C.J. Hunter, Director of Education
Mr. J. Smith, Deputy Director of Education
Mr. F. Hind, Assistant Secretary (Social Services)
a) **Student Numbers**: The Bechuanaland representatives reiterated their support for CADET, but expressed concern at the possibility that inadequate numbers of candidates would be found. Dr. Hoffenberg pointed out that the College was to open with only 20 students; if Bechuanaland supplied 10 from Government, Industry, Tribal Authorities and Political Parties and Basutoland and Swasiland, 5 each this number could be met. It was agreed a survey of student numbers would be undertaken.

b) **Board of Governors**: It was agreed that the College should be associated with the University of Basutoland, Bechuanaland Protectorate and Swasiland: the Board of Governors could be increased to 13, with the Vice-Chancellor of the UBBS being the 13th member.

c) **Finances**: The Bechuanaland representatives indicated that they did not wish to place a financial burden on future Governments. Dr. Hoffenberg indicated that the Committee undertook to arrange financial support for the College for the first 5 years. If it were a success, further financial support surely would be forthcoming; if it were a failure, it could be closed down at no loss to Bechuanaland. It was agreed that the early estimate had been low; Mr. Beinart and the Government Architect, Mr. Harrison, would investigate costs of building materials.

d) **Diploma**: It was agreed that a diploma would be provided at the end of the course; this would be discussed between the CADET Committee and the UBBS.

e) **Siting**: The Government felt CADET should be located near the Centre of Administration, Gaberone. The CADET representative presented the arguments in favour of Serowe, listed above.

f) **Appointment of Principal**: The Principal would be appointed by the Board of Governors, subject to the approval of the Minister of Education of Bechuanaland.

g) **Admission of South Africans**: The Bechuanaland Government continued to oppose the admission of South Africans, unless they had permission of the South African Government to attend the College (which was unlikely). No agreement was reached on this point.

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In July 1964, the newly-appointed Vice-Chancellor of the University of Basutoland, Bechuanaland Protectorate and Swasiland, Professor J.W. Blake (formerly of Keele University, England) attended the International General Assembly of World University Service, in Lund, Sweden. On this occasion, Mr. Hans Dall, International General Secretary of WUS, and his Secretariat colleagues, were
able to inform Professor Blake of the progress made in establishing the CADET College. Professor Blake expressed his support for the idea of the College, and tentative arrangements were made for a subsequent meeting in South Africa or in Basutoland, between Professor Blake and the CADET Preparatory Committee.

7. In July 1965, Dr. Hoffenberg (Chairman, CADET Preparatory Committee) visited Geneva, London and New York on behalf of the CADET project.

   a) In Geneva, he conferred with the WUS Secretariat on developments in the plans for the CADET College and discussed fund-raising outside Southern Africa.

   b) In London, he made preliminary contact with a number of prospective donors, with the help of the United Kingdom Committee of World University Service.

   c) In New York, he also made preliminary contact with a number of prospective donors, with the help of the United States Committee of World University Service.

8. In January 1965, Professor Blake, Vice-Chancellor of the University of Basutoland, Bophuthatswana, and Swaziland, met with the CADET Preparatory Committee in Cape Town. Present on behalf of CADET were:

   Dr. Hoffenberg, Chairman  
   Mr. Leo Marquard  
   Mr. R.V. Moltenc, Vice-Chairman of WUS/South Africa  
   Mr. P. Williams, Secretary General, WUS/South Africa  
   Mr. Clive Leeman, member of Executive Committee, WUS/South Africa  
   and Vice-President, National Union of South African Students

It was agreed that the CADET College could materially assist the University in establishing the desired "inter-territorial" image (the University is located in Basutoland, but serves all three High Commission Territories), while on the other hand, the University could greatly assist the CADET College by offering expert advice on educational aspects.

a) The College should have a separate existence from the University in that it would not become a part of the University’s Extension Department.
b) The College should have its own Board of Governors, largely as outlined in the meeting of July, 1963 (see point 4 above), but the University could have three representatives (the Vice-Chancellor, the Director of the Extension Department and one other?) to be appointed by the University Council.

c) Teachers and/or students could be exchanged between the Colleges and the University.

d) There should be a joint committee of University and College academic staff to advise on appointments, educational policy, etc. at the College.

e) Professor Blake proposed the establishment of an "umbrella" committee to integrate and co-ordinate adult educational service in the three territories. It was agreed that should such a committee be established, the CADET College should be represented on it.

f) The College would be responsible for meeting its own budget. This would not preclude help from Government or the University - in service or grants - but responsibility would rest with the CADET College Board of Governors.

g) Professor Blake expressed the intention of the University to establish its Extension Centre in Gaberones. The CADET Preparatory Committee reiterated its arguments in favour of the Serowe site.

In February 1966, a delegation from the CADET Preparatory Committee (Dr. Hoffenberg, Mr. Marquard, Professor Beinart, Mr. Robertson, Mr. Williams, Mr. Guelke) met with representatives of the Bechuanaland Government and of the University of Basutoland, Bechuanaland Protectorate and Swasiland, at the Bechuanaland Secretariat, Mafeking. Representatives of the Bechuanaland Government were:

Mr. R. Murray-Hudson, Permanent Secretary to the Minister of Labour and Social Services
Mr. C.J. Smith, Director of Education
Miss K. Chiepe

Representatives of the University were:

Prof. J.W. Blake, Vice-Chancellor
Mr. J.M. Watson, Assistant Director of the Extensions Department in Bechuanaland
1. **Preamble**

   It was generally agreed that:

   (1) The major purpose of the College is to help bridge the gap that exists in various countries in Southern Africa between the demand and the supply of administrators in public and civil service, commerce and industry, trade unions, political bodies, etc.

   (2) In particular, the College should offer courses designed to cater for adults lacking in formal education, who are not necessarily eligible for normal university entrance, but who have shown themselves to possess a definite potential for further training.

   (3) Although it may be necessary to adapt to changing needs, it is felt that this objective could best be achieved by the provision of residential courses of one year's duration.

2. **Relationship with University of Basutoland, Bechuanaland Protectorate and Swaziland**

   (a) There should be three UBBS representatives on the Board of Governors, the Vice-Chancellor, the Assistant Director of the Extensions Department in Bechuanaland, and one other.

   (b) UBBS should participate in the appointment of the principal and academic staff, possibly through representation on selection committees.

   (c) CADET would be prepared to participate in any committee formed by the Government or UBBS with the object of preventing duplication of effort in the field of higher education in the countries of Basutoland, Bechuanaland, and Swaziland.

   (d) While some sort of certificate would normally be awarded by CADET, UBBS would like to have the right to issue awards in its name to those students achieving adequate standards.

   These points were all agreed to.

3. **Composition of the Board of Governors**

   It was agreed that the majority would be persons representing Bechuanaland's interests. The following proposal was tentatively accepted:

   (1) There should be 12 nominated members plus the principal, all of whom would have votes.

   (2) The elected members should be chosen as follows:

   a) 3 nominated by UBBS as above;
b) 3 nominated by the Bechuanaland Government;
c) 2 representing the inhabitants of Bechuanaland, possibly selected by the Legislative Council Advisory Committee on Social Services;
d) 1 representative of Local Government, e.g. the Area Council of the region in which the College is sited;
e) 2 nominated by the Preparatory Committee;
f) 1 representative chosen by the College staff and ex-students. This place would initially be available to the Preparatory Committee.

4. Site

The Preparatory Committee agreed to Gaberones as the site, provided that the Bechuanaland Government contributed a suitable plot of land. The Surveyor General of the Bechuanaland Government will send maps of Gaberones indicating available land to Professor Beinart, who for his part will submit a statement of land required for the College.

5. The Nature and Content of Short In-Service Courses

The primary purpose of the College is the provision of 10 months residential courses. If, for any reason this proves impractical, short in-service courses will be arranged through the principal. This was agreed.

6. Admittance of Students

The CADET Committee agreed that there should be no obligation on the Bechuanaland Government to accept for enrolment students from outside the countries of Basutoland, Bechuanaland and Swasiland. However, the CADET Committee felt strongly that there should be no positive exclusion of such students. This was agreed.

The Minister was to be asked to amend this.

7. Control over College

It was agreed that it would be most undesirable for the Government to have controlling votes or the right of veto with regard to the appointment of staff and that CADET should therefore be excluded from the provisions of the new Education Bill. The Permanent Secretary was asked to take this matter up with the Minister.

8. Government approval

It was agreed that a document embodying these agreements would be drawn up, after which the CADET Preparatory Committee would proceed with recruiting a Principal, raising funds, etc. The Permanent Secretary should ask the Minister for a statement of approval of the CADET project, to be presented to prospective donors.
10. Preliminary discussions regarding possible financial support for the CADET College have been held with:

**Governmental bodies**

United Kingdom Government:
- Commonwealth Relations Office
- Ministry of Overseas Development

United States Government:
- Agency for International Development

Swedish Government:
- Swedish International Development Authority

**Foundations**

United States:
- Ford Foundation
- Rockefeller Foundation
- Carnegie Corporation

United Kingdom:
- Nuffield Foundation

**International non-governmental organisations**

World Council of Churches
APPENDIX V

CONSTITUTION OF THE PREPARATORY COMMITTEE FOR THE ESTABLISHMENT OF A COLLEGE OR COLLEGES FOR ADULT EDUCATION AND TRAINING

1.0. Name
The name of the body hereafter referred to as "the Committee" shall be the Preparatory Committee for the Establishment of a College or Colleges for Adult Education and Training.

2.0. Objects
The objects of the Committee are:

To advance and promote adult education and training in Southern Africa, in that it wishes to establish a College or Colleges or similar institutions in Southern Africa.

3.0. Membership
The Committee shall consist of:

Dr. R. Hoffenberg, Chairman
Mr. Leo Marquard
Prof. Julian Beinart
Mr. Ian Robertson
Mr. Peredur Williams

Additional members:

Mr. Hans Dall (Overseas Representative)
Mr. Adrian Guelke

4.0. The Committee
4.1. Should any vacancy occur on the Committee, the Committee may co-opt a member to fill the vacancy. The Committee may also co-opt any person to serve on the Committee for some specific reason.

4.2. Meetings: The following rules shall govern meetings:

4.21. All members of the Committee shall be given notice of the meetings by the Chairman or secretary.

4.22. Meetings shall be called by the Chairman and/or secretary on the instructions of the executive or on the request of at least three members.

4.23. A quorum shall be three members present.

4.24. The Committee may grant permission to vote by proxy.
4.3. The Executive Committee:

4.31. The Executive Committee shall meet at least each quarter.

4.32. A quorum shall be three members present.

5.0. Powers and Duties of Committee Members

5.1. Chairman

5.11. The Chairman shall preside at all meetings of the Committee and of the Executive Committee.

5.12. The Chairman shall have both a deliberative and a casting vote.

5.2. Vice-Chairman

5.21. Shall act for the Chairman in the latter's absence.

5.3. The Secretary

5.31. The Secretary shall have charge of the Society's records and Minute book on conduct its business.

5.32. In the absence of the Chairman and Vice-Chairman, their powers and duties shall devolve upon the Secretary.

5.33. It shall be the duty of the Secretary to give notice of all meetings both of the Committee and of the Executive Committee.

5.34. The Secretary shall keep a copy of this Constitution in the Minute book and such version shall have precedence over all other copies in case of dispute. Any amendment shall be initialled by the Chairman.

5.4. The Treasurer

5.41. The Treasurer shall be responsible for all income and expenditure during his term of office.

5.42. The Treasurer shall keep the books of the Society in proper order during his term of office.

5.43. In the absence of the Treasurer, his duties shall devolve upon the Secretary.

5.44. The books shall be audited at the end of each financial year.

6.0. Amendments to the Constitution

6.1. An amendment to this Constitution shall be valid if at least two-thirds of the members of the full Committee present and voting at a meeting properly called vote in favour thereof.
6.2. Due notice of any amendment to this Constitution shall be given to each member at least seven days prior to the holding of the meeting referred to in Clause 6.1. above.

7.0. Dissolution

7.1. The Committee shall be dissolved on a motion to that effect being passed by at least two-thirds of the members of the full Committee present and voting in favour thereof.