

PD-AAN-986
ISN = 33772

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Control
Symbol U-447

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1. PROJECT TITLE Primary Education Improvement			2. PROJECT NUMBER 633-0222	3. MISSION/AID/W OFFICE USAID/Botswana 54
4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) 83-4			<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	
5. KEY PROJECT IMPLEMENTATION DATES		6. ESTIMATED PROJECT FUNDING		7. PERIOD COVERED BY EVALUATION
A. First PRO-AG or Equivalent FY 81	B. Final Obligation Expected FY 84	C. Final Input Delivery FY 86	A. Total \$ 11,014 B. U.S. \$ 7,293	From (month/yr.) 10/82 To (month/yr.) 10/83 Date of Evaluation Review Oct. 4, 1983

8. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., airgram, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
(The order of the recommendations is related to the text of the evaluation, not to the importance of each recommendation.)		
1. Institutionalization: To achieve localization in the Faculty of Education/UB and in the MOE, the last two Participant - Staff Development Fellows should be sent for further training immediately. Science Education (UB) and Education Administration (MOE).	MOE, UB	January 1984
2. Commodities: Culturally relevant books and materials developed by Africanists should be purchased for the education libraries with joint selection by appropriate UB and MOE officials.	OU, UB, MOE	June 1984
3. Shelving and cabinets should be purchased to ease storage for the education media center and media production areas.	OU	June 1984
4. Bachelor of Education and Diploma of Education Programs: The decision to transfer diploma students after the first common year to the B.Ed. program, if their performance warrants, should become established procedure.	UB	Continuous
5. The specialist in curriculum and instruction, Al Leep, should come to Botswana for follow up consultancy on the pre-service teacher education program.	MOE, OU, USAID/B	May 1984

9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS			10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT		
<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan	<input type="checkbox"/> Other (Specify)	A. <input checked="" type="checkbox"/> Continue Project Without Change		
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> Network		B. <input type="checkbox"/> Change Project Design and/or		
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> Other	<input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Change Implementation Plan		
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> PIO		C. <input type="checkbox"/> Discontinue Project		

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER BANKING PARTICIPANTS, AS APPROPRIATE (Names and Titles)		12. Mission/AID/W Office Director Approval	
GOB/MOE: Jakes Swartland, Acting Permanent Secretary GOB/UB: John Turner, Vice Chancellor USAID/B: Lucretia Taylor, Evaluation Officer USAID/B: Ann Domidion, Human Resources Development Off.		Signature: <i>Ed Butler</i> Typed Name: Edward Butler, Acting Director Date: November 11, 1983	

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Primary Education Improvement Project 633-0222 October, 1983

<u>Action Decisions</u>	<u>Responsible Action</u>	<u>Date to be Completed</u>
6. A system for compiling exact numbers of teachers attending workshops and spinoff workshops should be initiated.	MOE, OU	January 1984
7. The assignment of additional staff for the MOE In-Service Unit to coordinate workshop scheduling should be examined.	MOE, USAID/B	April 1984
8. Responsibility for formative evaluation and feedback on the impact of the project at the classroom level needs to be established. A consultancy by Dr. Lynch would be valuable.	MOE, USAID/B	January 1984
9. The Project Advisory Committee should meet regularly to discuss progress of the project.	MOE, USAID/B	January 1984
10. The possibility of creating an incentive system or career ladder, should be examined (see Evans Report).	MOE	January 1984
11. A records file should be established at USAID/B, so that project statistical data are readily accessible.	USAID/B	February 1984

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PROJECT EVALUATION SUMMARY - PART II

13. SUMMARY

The Primary Education Improvement Project set objectives to establish a new, university level pre-service program for teacher trainers and supervisors, and to strengthen in-service education for primary school teachers.

At its mid-point, the project has made excellent progress in the pre-service program and very good progress in the in-service program. Inputs are basically on target. Outputs are progressing well and will make additional gains with the institution of teacher performance assessments and feedback on the impact of the project at the classroom level to project advisors and administrators.

Two areas should receive special attention to ensure achievement of project purposes:

- a. Formative evaluation, including better data collection, especially the teacher performance assessment and primary school leaving examination scores;
- b. Institutionalization, for the pre-service program in sending all Setswana participants for Master's degree study so local US faculty will be established by 1986; and for the in-service program, in coordinating programs among UB, OU and MOE so that local UB, TTC, Education Center, and other MOE staff can continue to deliver high quality in-service programs.

14. EVALUATION METHODOLOGY

- a. Reason for Evaluation: The USAID/B Scope of Work called for establishing the project progress and securing information to support continued evaluation, with primary focus on the teacher training workshops and their impact in the pilot schools. Data were to be gathered from workshop participants and other school teachers.
- b. The Project Paper (p. 23-24) stated the 1983 mid-point evaluation was to take 8 weeks and to concern the following:
 - 1) Effectiveness of training at the school level
 - 2) Impact on teaching of Setswana and English
 - 3) Impact on roles of head teachers
 - 4) Effectiveness and acceptance of the concept of instructional leadership teams.
- c. Methodology
 - 1) Team

-Dr. Jean Meadowcroft, Leader (fulltime), AID/W
-Mr. P. V. Sephuma, Botswana Ministry of Education
(MOE), Acting Deputy Permanent Secretary

- Dr. Barnabas Otaala, University of Botswana (UB), Dean of the College of Education
- Dr. Laurie Mailloux, USAID/Botswana, Acting Project Manager

- 2) Time: Seven working days were available for data collection and joint analysis thereof. One and a half days were used for report editing and presentation to USAID, MOE, UB, and Ohio University (OU) representatives.
- 3) Data Collection and Analysis: Since only one person was available full-time for the evaluation, it was quickly decided that data would have to be collected through interviews of OU, UB, and MOE personnel, review of OU reports and USAID project files, and a one day field trip to the Lobatse Teachers College, the Education Center there, and Mogobane Primary School. Thus, this evaluation is based on secondary sources and a case study. Steps are being taken by MOE, USAID, and OU toward establishing in 1984 a continuous formative evaluation feedback system from the primary school level to the MOE-USAID-OU project planning level.

The evaluation team analyzed the project's framework and listed persons to be interviewed and reports and files to be reviewed. The leader carried out most interviews and report reviews but was assisted by the other team members, with whom she consulted on questions and directions for the evaluation to follow.

On September 29, the team met with Ms. Lucretia Taylor, USAID Evaluation Officer, and Dr. Ann Domidion, newly arrived USAID Human Resources Development Officer, to discuss the data and to form recommendations.

On October 3, Dr. Meadowcroft presented a draft Project Evaluation Summary for their review. On October 4, the revised draft FES was presented to MOE, UB, OU, and USAID representatives for their consideration and later approval.

4) Persons Interviewed:

a) MOE

- Mr. Jakes Swartland, Acting Permanent Secretary
- Mr. P. V. Sephuma, Acting Deputy Permanent Secretary
- Mr. M. K. Mogasha, Acting Chief Education Officer for Primary Education and Teacher Training
- Mrs. M. Lesolle, In-Service Leader
- Mr. Jack Purves, Advisor, Primary Education
- Dr. Murray Simon, Senior Planning Officer
- Dr. Bryan Axtell, Senior Research and Testing Officer

- Dr. Jack Reed, Science Education Advisor,
Curriculum Development Officer
- Lobatse Teacher Training College (TTC) Principal
- Lobatse Education Center Officer
- Lobatse Regional Education Officer
- Mogobane Primary School Head Teacher, Mrs. Makepe
and 13 other teachers
- Mr. Drake Selwe, President, Botswana Teachers'
Union

b) UB

- Dr. John Turner, Vice Chancellor of University of
Botswana
- Dr. Barnabas Otaala, Dean, College of Education

c) OU

- Dr. Don Knox, Chief of Party,
Curriculum/Supervision
- OU Team Members (Group Interview)
 - Dr. Marion Blue (arrived 8/83), Math/Science
Educ.
 - Dr. Luther Hasely (arrived 8/83),
In-service Educ.
 - Mrs. Janet Ramsay, TESL
 - Dr. Iva Zajicek, Lang. Arts/Reading/Soc. St.
Educ.

5) Reports Reviewed

- Ohio University Reports No. 1, 2, 3
- Ohio University - USAID Contract and Amendment
- Ohio University Report by Dr. Max Evans (1/83)
- Ohio University Report by Dr. R. A. LeGrand (7/83)
- Proposed Project Evaluation Plan, Dr. P. D. Lynch
(1/82)
- Evaluation Report by Dr. P. D. Lynch (10/82)
- USAID project files - 633-0222 from 1980 to 1983
- MOE Report of the Professional Visits to Teacher
Training Colleges, 21 - 29 March, 1983

15. EXTERNAL FACTORS

- a. No major changes in project setting have occurred to impact
on the project.
- b. The assumptions have been valid, with one exception: The
MOE has not been able to release all of the participants as
scheduled.

16. INPUTS

Overall, project inputs are on target, as indicated by interviews and report reviews. Quantitative information, such as inventories of commodities or records of workshop attendance, are not easily available. This type of information is essential to support an evaluation, particularly at the end of a project and should be readily accessible in project reports or files. Changes in inputs are as follows:

Best Available Document

a. Technical Assistance

Based on the recommendations of the 1982 Evaluation and 1983 Evans and LeGrand Reports, the OU-USAID Contract was amended to provide a sixth long-term technician, who will train other OU advisors, UB Education Faculty, TTC Tutors, Education Officers (formerly called inspectors), and Head Teachers in use of the Georgia Model Teachers' Performance Assessment Instruments to observe teacher competencies at the classroom level (11/84-12/85).

b. Training

Long-Term. The UB Staff Development Fellows Program is significantly behind schedule due to the difficulty of releasing qualified candidates. Four left for training 3 - 4 months late; two were 16 months late, according to the Proposed Schedule of Events in the PF, Annex C. The MOE and the UB are so short-handed that they cannot release approved candidates on schedule. Participants have been identified to study for the Master of Education Degree, as follows: (Five are currently in training.)

<u>Area of Study</u>	<u>Timing (Revised)</u>	<u>University</u>
Social Studies	12/81 - 12/83	Ohio
Administration	12/82 - 12/84	Ohio
Reading	12/82 - 12/84	Ohio
Early Childhood Educ.	12/82 - 12/84	Ohio
Guidance & Counseling	12/82 - 12/84	Ohio
Media Development	1/84 - 12/85	Indiana
Mathematics Education	9/83 - 8/86	Ohio Un.
Teaching English as a Second Language	1/84 - 1/86	Studies being arranged at the Universities of Indiana, Pennsylvania State, or Columbia
Curriculum (for MOE)	1/84 - 1/86	Pennsylvania State

Participants for Science Education (UB) and Administration (MOE) were identified in the last quarter but they must depart soon so that they complete their programs by the end of the project (5/86). They should have departed for training in August, 1983. See Recommendation Number 1.

One short-term participant was sent to a TESL workshop. Sixteen p/m remain to be provided; some could be used for participants to study operations of innovative schools in the U.S. and seek new educational concepts appropriate to Botswana.

c. Commodities

Long lists of books and materials ordered in the U. S. for the UB and TTC libraries and Primary Education Center (PEC) media center are included in OU Report 1. OU Report 2 indicates these purchases were delayed until PEC completion (3/83). Books are gradually being delivered to the libraries and media center. Inventories and distribution lists are available, and copies should be provided for the USAID files for future evaluations.

The lists contained U. S. published materials, virtually none on Africa. Through local purchase orders, OU has bought local materials, such as the Rainbow and MacMillan series - both African and Social Studies texts. However, additional culturally relevant books and materials, published in the U. S. and Africa, should be selected jointly by US, MOE, and OU, and ordered for the project libraries. See Recommendation Number 2

d. Construction

Architectural plans for the Primary Education Center were approved by USAID, MOE, and UB (after considerable debate on the number of offices and classrooms) so construction could begin before the OU team arrived. Unfortunately, PEC lacks enough storage space for media production, which overflows into two film viewing rooms. The PEC media center has a built-in concrete distribution desk and wall-bookshelf that do not permit flexible use of the center. Purchasing additional cabinets and shelves would reduce the problems. See Recommendation Number 3. Needed additional offices and classrooms can be requested from UB.

17. OUTPUTS

- a. Target: Functioning Department of Primary Education at UB
Progress: The Primary Education Department has occupied the new PEC and student hostel and is in full operation; with four OU faculty. There has been a very high demand by primary educators to study for the Bachelor of Education (for future TTC tutors and MOE staff) and Diploma (for future education officers and inspectors). All primary educators can take the entrance examination. The best candidates are interviewed. About 1 in 8 applicants is accepted. The 90 students have proved mature and motivated, since each has previous primary education teaching experience.

The concept of a common first year of studies, leading to performance-based selection for the Bachelor or the Diploma programs, has been established. In 1983, the UB Senate approved one candidate for transfer from the Diploma to the third year of the Bachelor of Education program. Another student transferred from completion of second year Diploma to second year B.Ed. The procedure after the first year to transfer diploma students from the Diploma to the B.Ed. program and the concept of advanced placement based on performance and experience need to continue. See Recommendation Number 4

Pre-Service training, particularly, in this project, is located at one site; curriculum and materials derive from more standard models; time and transportation needs fit the daily routine, and a university or college may not necessarily need to coordinate with a Ministry, unless government teacher certification is an objective. This is not to say pre-service is easy. The MOE, UB, and OU have made a major effort, resulting in a functioning pre-service program and preparation toward localization. Dr. Al Leep, who worked on the original pre-service program design, should return to Botswana to review the pre-service program in operation. See Recommendation Number 5.

- 1) Specific Target: Seventeen Botswana UB graduates with B.Ed. degrees per year qualified as TTC tutors, Education Officers, and MOE staff.

Progress: The first B.Ed. class will graduate in 1985. Since 1981, twenty new students have begun studies each year. There has been only one failure, who repeated the year.

- 2) Specific Target: Eight Botswana Diploma graduates per year, qualified as Head Teachers (HT), Deputy Head Teachers (DHT), Senior Teachers (ST), with increased professional skills.

Progress: Each year since 1981, eleven new students have begun studies each year. In 1983, eight Diploma graduates began service as HT and DHTs. Of the eleven entering students, one died, and two were transferred to the B.Ed. program. The graduates should be followed up through the formative evaluation teaching observation work.

- 3) Specific Target: Ten Botswana with Master of Education degrees replacing OU faculty in the primary education department (localization).

Progress: Delayed, but still possible (see Inputs - Training and Recommendation 1.)

- b. Target: Institutional base established for systematic and effective in-service training of HT, DHT, and ST at 480 primary schools.

Progress: In-service has progressed very well in delivering workshops to teachers but not as well in establishing an institutional base in the MOE nor in measuring the effectiveness of teacher performance at the classroom level. In general contrast to pre-service, in-service education, because it reaches teachers at their schools, is a less structured and therefore more complex and difficult task to carry out than pre-service education. First, the teachers are found at many sites; so centers, such as the TTCs, or means, such as the multiplier workshops, must be identified to reach them. Second, since teachers work with different levels of students, OU has tried to keep content general. Third, educational materials must be prepared. Fourth, time outside of usual duties is required; so some persons may feel overloaded. Fifth, transportation to in-service worksites is necessary. Finally, a Ministry of Education office must coordinate the various in-service activities; and, if another non-MOE group gives the workshops, that organization should coordinate with the MOE.

1) Specific Target: Systematic In-Service

Progress: In order to maximize the number of teachers reached and minimize the weeks required away from classes, OU and MOE designed an annual series of 6 one week regional multiplier workshops at the TTCs, Education Centers, UB, and hotels, depending upon institutional schedules. Thirty Education Officers, with the HTs and 2 STs from 2 schools each formed leadership teams that attended workshops in mathematics and science, reading and language arts, and TESL. In turn, the 30 teams taught weekend spin-off workshops to about 10 other teachers at each team's own school and, with the EO's assistance, traveled to another school, to teach about 13 other teachers. There are 30 teams (90 teachers) working with 60 paired schools; thus some 690 other teachers should have been reached in the spin-off workshops during Phase I and II (1982 and 1983). Some leadership teams taught spin-offs only at their own schools (10 - 20 other Ts) because of transportation problems; but others held spin-offs at 4 or 5 schools (up to 75 other Ts). One Education Officer gave seventeen spin-off workshops. In sum, a 2 year systematic cycle of regional and spin-off workshops has been implemented, but numbers of beneficiaries can only be estimated until total attendance can be compiled. See Recommendation Number 6.

2) Specific Target: Effective In-Service Education

Progress: Anecdotal information. MOE officials and staff, at the Regional Education Office and at the national level (including the head of the Botswana Teachers Union), expressed their support

for the in-service workshops, in such terms as "a benefit," a "blessing;" "teachers feel more self-confident;" "teacher-student relations are better." Some attitude and opinion evaluation data were collected at workshops and are judged positive.

At Mogabane School, the HT said that the workshops had helped her with new knowledge and skills in school planning and organization and in teacher supervision. Other Ts in four second and fifth grade classes showed materials they had made at the workshops in mathematics, reading, and TESL.

Follow-up at schools has been done by the OU team and by Education Officers. However, it is still difficult to judge how many of the 30 teams are really effective in the spin-off workshops. Also, there is some indication that the project may have been seen as an "overload" by EOs. One wonders also at a possible overload for OU faculty who spend 50% of their time in pre-service and 50% in in-service (workshops, follow up, curriculum panels, etc.). OU faculty indicated they adapt materials and methods to the Botswana school environment, and that they check with teachers during workshops to judge their understanding.

Following up the 1982 Evaluation, two OU short-term consultants (Evans and LeGrand) analyzed the in-service program and recommended a system for training TTC tutors, EOs and HTs in observation and assessment of teacher performance. The long-term team member to implement this performance assessment will begin work in January 1984 for a two year assignment. Still, the information from these assessments must be reported back to the MCE and OU so that formative evaluation feedback will occur. This process data can provide clues to understanding differences in the product data (1976 Primary School Leaving Exam results compared to 1982, 1983 and later results). See Recommendation Number 8.

3) Specific Target: Institutional Base for In-Service.

Progress: The Evans Report indicated that there are at least 13 in-service programs but little coordination to prevent time conflicts or too many in-service days.

There is one national in-service leader. It appears this role is unclear since some expect her to teach in-service workshops while others expect her to coordinate them.

Currently, the MOE is considering the reorganization of teacher training into pre-service and in-service sections, and the assignment of a Chief Education Officer for Teacher Training. This might provide a structure that would assist coordination of pre-service and in-service programs.

The Evans and LeGrand reports explore ways for 20 leadership teams to work in coordination with the TTCs and Education Centres and to strengthen the relationship between pre-service (TTCs) and in-service (Education Centres). An in-service advisor on the OU Team will help in this coordination.

For the immediate future, the addition of an MOE staff person to coordinate in-service programs will help. See Recommendation Number 7. Meanwhile an OU team member has been recently assigned to work with the present MOE In-Service Leader.

The MOE and OU both need to discuss and reach decisions on project implementation, particularly the in-service program. For example, interviews revealed that there are differing statements on the criteria for selection of project schools, and there are differing statements on the relation between project workshop content and new curriculum syllabi. At project initiation, the Advisory Committee met periodically to discuss issues and reach decisions, but in 1983 the committee met only once. It is suggested that the Advisory Committee meet regularly to provide a forum for interchange of ideas and reaching decisions. See Recommendation Number 9.

4) Other In-Service Progress

EOs received one week of in-service training in early 1982 and one week in June, 1983 by OU faculty and a short-term advisor. Two more workshops for EOs in addition to EO participation in the annual 3 teacher workshops are planned. OU is waiting for the go-ahead for 30 administrators (EOs) 3x/year for 2 years (1 week each) to participate in workshop/seminars.

TTC tutors have worked with UB faculty under British Council guidance for one week annually to coordinate the TTC and UB curricula.

To sum up, linkages between the project in-service workshops and regular MOE structures, such as the TTCs, Education Centres, Curriculum Development Unit and In-Service Leader Unit, need to be strengthened to ensure the institutionalization of project in-service materials and methodologies. Recommendations 7 and 9

will help reduce duplication of efforts, and encourage cooperation to distribute workloads, thus ensuring that project concepts are continued after 1986.

c. Target: Incentives for Teachers to Participate in Pre-service and In-service Training.

Progress: Thus far, opportunity for advancement has been sufficient incentive for pre-service. Teachers' desire for more knowledge and self-improvement has spurred participation in in-service. Nonetheless, the MOE is beginning to consider a Career Ladder System that will reward those who seek professional qualification and not just those with many years of service. The Career Ladder would also reduce salary inequities, that now exist, for example, between a younger but more qualified EO and an older HT who receives a higher salary simply by years of service. The financial implications of a Career Ladder are severe and must be seriously studied. See Recommendation Number 10.

18. PROJECT PURPOSES

a. "To establish a permanent capacity at the University College of Botswana to provide an appropriate and effective 4 year Bachelor of Education and a 2 year Diploma Program in Primary Education."

1) End of Project Status (EOPS) No. 1: The operation of a Department of Primary Education in the Faculty of Education at UCB for preparation of TTC tutors, primary head teachers, and inspectors (Education Officers).

Progress Achieved: The Primary Education Department already is functioning very well.

2) EOPS No. 2: The existence and functioning of interagency committees coordinating UB and MOE efforts in in-service education and curriculum development.

Progress: Coordination of in-service has been through UB (OU)/MOE communications (i.e. without formal structure) and would benefit by regular meetings of the Advisory Committee.

Coordination of in-service with curriculum development would also benefit from using this committee to encourage communication. OU faculty (and later, returned Botswana UB faculty) also participate in curriculum panels. EOPS will be achieved in 1984.

3) EOPS No. 3: A majority of the primary education faculty at UB will be Botswana by 1985.

Progress: Achievement is very probable by the end of 1985 and certain by mid-1986.

- 4) EOPS No. 4: Seventeen Batswana will graduate from UB with B.Ed. degrees in primary education beginning in 1984. Eight Batswana supervisors, inspectors, head teachers, deputy heads, senior teachers, etc. will receive education diplomas, beginning in 1983.

Progress: The first B.Ed. class will graduate in 1985, probably with 19 students. The first Diploma class graduated in 1983 with 8 students.

- 5) EOPS No. 5: Library holdings and instructional resources in primary education will have been increased many-fold at UB, at TTCs, and at Training Center sites.

Progress: Books, materials, and other equipment are arriving regularly at UB and TTCs. Educational materials from workshops are in use at schools (Training Centers). EOPS will be achieved by 1985.

- b. "To strengthen the capacity of the Ministry of Education, in cooperation with UB, to organize and implement appropriate and effective in-service programs for supervisory staff and teachers."

- 1) EOPS No. 6: Head teachers, deputy heads, senior teachers in 400 schools will have completed in-service programs aimed at improving instructional practice in the primary schools.

<u>Progress:</u>	<u>Education Officers</u>	<u>Leadership Team Members</u> (at each of 30 schools)		<u>Other Teachers</u> (10 at Team's School, 13 at another school)	<u>Schools</u>
		<u>HT</u>	<u>DT&ST</u>		
To 1983	30	30	60	690	60
Additional to 1984	--	20	40	460	120
Total	30	50	100	1150	180

- 2) EOPS No. 7: Improvement in student performance resulting from teacher use of methods learned at in-service workshops.

Progress: Measurement of results (product) in student performance awaits computer processing of data (1976 Primary School Leaving Exams compared to 1982 PSLE, then 1983 and later PSLE) for project and other schools by the MOE Senior Research and Testing Officer. (NOTE: This EOPS is closely linked to the output assumption that HTs, DTs and STs receiving training will in turn effectively pass on their newly learned techniques to individual teachers serving under them in schools throughout the country.)

- 3) The establishment of a formative evaluation/feedback system of teacher performance in training programs in the MOE and OU, beginning in 1984, will produce data showing the effectiveness of teacher in-service training, regional and spin-off workshops.

Achievement depends on results of PSLE comparisons and feedback application of teacher performance assessment findings to in-service workshop design. Overall, this EOPS can still be considered a good description of what should exist when the project purpose is achieved. One shortfall that could occur is that teachers might not pass on training effectively to others; but this can be dealt with through the teacher performance assessment and feedback process. Another shortfall could result from an unstated assumption that U.S. teaching techniques, materials, and teacher performance assessment instruments are readily adaptable to another socio-cultural environment. An educational anthropology specialist, particularly one familiar with Botswana teaching and learning, could advise in this regard.

17. GOAL:

"To assist the GOB to increase the access, efficiency, and relevance of primary education."

- a. Indicator No. 1: Increased numbers and percentage of primary school age children attending primary school. Other projects in Botswana, such as new school construction and additional teachers, may contribute more to this since access already is 80 - 85%. An important economic factor was the reduction in school fees, which permitted enrollment to rise rapidly.
- b. Indicator No. 2: Students completing additional years of primary school. Automatic promotions have already contributed to a high rate of completion. It is difficult to determine if a project such as this might make much difference. Social factors, such as the national commitment to education, are very important to this end and to No. 1.

- c. Indicator No. 3: Increased scores on the Primary School Leaving Examination. This project should be a major contributor, through both pre-service and in-service education of teachers. Other projects that improve pre-service and in-service, develop curricula, and provide books and materials should also contribute.
- d. Indicator No. 4: Better qualified primary education teaching and supervisory personnel. This project should have a major impact compared with other projects.
- e. Indicator No. 5: Increasing numbers of students and higher achievement at the Junior Secondary level. This project should contribute to the quality of student performance, i.e., achievement. However, the proposed Junior Secondary School expansion will have a greater effect on JSS numerical enrollments as it opens additional places for PSLE A&B level passes who already are greater than the available JSS places.

Overall progress toward goal achievement is closely related to achievement of the project purposes. Other projects do contribute to access through construction and by expansion of JSS opportunities. They also can contribute to the goal, in the areas of curriculum development, materials provision, and in-service teacher training. However, the Primary Education Improvement Project probably can make the greatest impact on quality of teaching and learning, increasing the qualitative efficiency of primary education as evidenced by PSLE achievement scores.

20. BENEFICIARIES (to 1983)

- a. Educators and Supervisors Better Qualified Through Long-Term Training.

	m.	f.	Total
Master of Education Degrees	4	5	9
Bachelor of Education	28	31	59
Diploma in Education	12	17	29
	---	---	---
Sub-total	44	53	97

b. Educators, Teachers and Supervisors Better Qualified Through Short-Term Training

	m.	f.	Total
Short-Term Study Outside Bot.	--	1	1
Regional Multiplier Workshops Education Officers	24	6 (est.)	30
Head Teachers	3	27 (est. ¹)	30
Deputy Head & Senior Teachers	6	56 (est. ¹)	62
c. Spin-Off Workshops			
Other Teachers at Team's School	30	270 (est. 1)	300 (2)
Other Teachers at Other Schools	39	351 (est.)	390 (2)
Sub-Total	102	711	813
TOTAL	146	764	910

¹Based on average of 90% Ts women, 10% men

²Minimum beneficiaries, based on estimate of 10 at own school and 13 at another. Real figures likely are higher but await MOE compilation.

21. UNPLANNED EFFECTS

The establishment of the Primary Education Program has increased the load of other UB education departments which has implications for additional staff in the 1986 - 1990 planning cycle.

22. LESSONS LEARNED

a. Formative Evaluation

The purpose of continuous, formative evaluation is to provide feedback information that shows if the project inputs are being delivered and if outputs necessary to the project purposes and goal are being achieved. If feedback shows that inputs or outputs are not being achieved, then analysis of the causes and changes in project design or management is required. This was the point of Dr. P. D. Lynch's evaluation plan: to collect and assess information to determine what effects the project has on children's learning.

Unfortunately, data, such as the exact number of spin-off workshops and teacher attendance at workshops, and records, such as inventories, were not easily available. Some of this problem is being resolved with the MOE Senior Research and Testing Officer's efforts to recapture attendance data from MOE subsistence payment records. Evaluation records of workshops and spin-offs are available. Other efforts to gather information on the effects of the project on teacher performance will begin with the long-term technical assistance in teaching observation, beginning in January 1984. Teacher performance data are vital links between the in-service (where data collection is to improve) and student performance (being measured by the PSLE).

Accessibility of data is important to a project. There are probably many more direct beneficiaries from spin-off workshops and hence indirect student beneficiaries, but data must be available to support this. Although many books have been distributed to libraries, and distribution lists or inventories were available to show project contributions, the information, although available at UB, was not in USAID's files. This PES could demonstrate greater project impact and more beneficiaries if data were readily available to show progress. Instead, many figures for impact and benefits have had to be estimated.

Data collection and formative evaluation can be easily neglected in the daily demands of project activities. However, data collection and formative evaluations are essential to a project management system. See Recommendations 6, 9 and 11.

b. Follow-on Planning

The Primary Education Improvement Project is at its mid-point; it has made excellent progress toward establishing a Botswana staffed pre-service education program and very good progress toward improving in-service teacher education (with the aim of increasing student learning).

The objectives of creating a new pre-service program and strengthening in-service are ambitious. Even before the project began, some expressed caution about the possibility of institutionalization of the two programs in five years. Hence, in the next year, the MOE and USAID should again examine this matter and begin discussion to determine the kinds of follow-on that may be needed to support the efforts begun under this project. This might include fellowships for doctoral studies, long-term advisors to the MOE for in-service; or deciding enough has been done in primary and turning to secondary and vocational education.

23. SPECIAL COMMENTS

Attachment 1. Evaluation Scope of Work, Gaborone 3544

Attachment 2. Mid-Point Evaluation Plan, PP, p. 23 - 24.

Attachment 3. Project Logical Framework, 4 pp.

Best Available Document

TELEGRAMINDICATE
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	FROM AMBASSY GABORONE	CLASSIFICATION UNCLASSIFIED	
0. XXXXXX	12356: N/A		7
TAGS:	Primary Education Improvement Project (633-0222)-		
SUBJECT:	Mid-Term Evaluation		
ACTION:	SECSTATE WASHDC IMMEDIATE		
	UNCLAS GABORONE <u>3544</u>		
	AIDAC		
ID5	FOR Jean Meadowcroft S&T/ED		
	1. <u>Evaluation Team:</u>		
	The team for the subject evaluation will be composed of the following individuals: Mr. P.V. Saphuma, Chief Ed Education Officer, Primary Education DIVISION and In-Service Training, Ministry of Education; Dr. Barnabas Otaala, Dean of Education, University of Botswana; and Dr. Laurie Mailloux, Acting Project Manager, USAID/Botswana. We request that Dr. Jean Meadowcroft, AID/Washington, act as Team Leader.		
	2. <u>Scope of Work:</u>		
	The purpose of this evaluation will be to establish internal consistency and viability of the project and to		
DRAFTED BY:	DRAFTING DATE	TEL. EXT.	CONTENTS AND CLASSIFICATION APPROVED BY:
AID:LMailloux:stb	9/9/83		Paul Guadet, Director
REFERENCES:			
CONT:JBrady			
PO:LTaylor			
DQ:EBotler			

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(Formerly FS-413)
January 1975
Dept. of State

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secure pertinent information needed to support continued project implementation. It will establish quantitative and qualitative progress of the Primary Education Improvement Project in meeting its original objectives. The ramifications of exogenous and unplanned for events on project implementation will be evaluated. The relevancy of the project, in light of its responsiveness to the original educational development need, will be assessed and it will be determined if any modifications in the design are required.

Specifically it is proposed that the in-service education plan and the pre-service University of Botswana program plan be evaluated separately and as a functional unit which responds to Botswana's educational needs. While structural changes occurring at the policy level as a result of the project will be assessed, to the extent possible, the primary focus will be on the project at the micro-level, that is at the workshops, with teachers and students. The evaluation will determine if teachers in the pilot schools are using the skills and materials developed in the workshops and in turn, the impact this is having on the students. Performance of the Bachelor of Education and Diploma students and the University will be assessed as well as the long-term participant training

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program.

3. USAID/Botswana proposes that the specific evaluation design, that is the identification of the overall approach to addressing the above issues, be prepared by the team leader in conjunction with other members of the team upon arrival in Botswana.

4. The evaluation findings and recommendations will be prepared in the format of a Project Evaluation Summary (PES). Therefore, the overall requirements of this document should be borne in mind when developing the evaluation design.

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Attachment 2

Mid-Point Evaluation Scope of Work: Project Paper, PP. 23,24.

... it is essential that a thorough evaluation of the training be carried out periodically in order that the plan for in-service may benefit from the experiences gained during the initial years of the project. The 1983 evaluation will be concerned with the following:

- (1) effectiveness of the training process as it relates to implementing the new curriculum at the school level;
- (2) impact on teaching performance in English and Setswana;
- (3) impact on the roles of head teachers et al as instructional leaders;
- (4) effectiveness and acceptance of the concept of instructional leadership teams using primary school personnel.

It is planned to gather data from all of the persons who participated in the workshops, from persons who served as workshop leaders and resource persons, and quite importantly, from the primary teachers whose schools were involved in the in-service workshops in 1982-83.

Best Available Document

PROJECT DESIGN SUMMARYLOGICAL FRAMEWORK

Project Title & Number: Botswana Primary Education Improvement (633-0222)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>GOAL:</p> <p>To assist the GOB to increase the access, efficiency and relevance of primary education.</p>	<p>Increased numbers and percentages of primary school age children attending primary school. Students completing additional years of primary education. Increased scores on Primary School Leaver's Examination (PSLE). Better qualified primary education teaching and supervisory personnel. Increasing numbers of students and higher achievement at the Junior Secondary level.</p>	<p>MOE national primary school statistics; Standard 6 & 7 and JC test score results.</p>	<p>Development of Primary Education remains a top priority with the GOB.</p>
<p>PURPOSE:</p> <p>1) To establish a permanent capacity at Univ. College of Botswana (UCB) to provide an appropriate and effective 4 year Bachelor of Education program and a 2 year diploma program in Primary Education. 2) To strengthen the capacity of the Min of Education, in cooperation with the UCB to organize and implement appropriate and effective in-service programs for supervisory staff and teachers</p>	<p>1) The operation of a Department of Primary Teacher Education in the Faculty of Education at UCB for preparation of IIC tutors, primary head teachers and inspectors. 2) The existence and functioning of Interagency committees coordinating UCB and MOE efforts in in-service education and curriculum development. 3) A majority of the primary teacher education faculty at UCB will be Botswana by 1985. 4) Seventeen Botswana students will</p>	<p>UCB records and reports; Project evaluations; MOE records and evaluation of in-service program.</p>	<p>The supply of input-level primary teachers will be adequate over the next few years to meet the demands of an expanding primary school system. Better career opportunities provided to primary school educators through the UCB degree program will enhance the prestige of primary education as a career and will</p>

continued

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
involved in primary education.	<p>graduate from UCB with BEd degrees in primary education each year beginning in 1984. Eight Botswana supervisors, inspectors, head teachers, deputy heads, senior teachers etc. will receive education diplomas each year beginning in 1983.</p> <p>5) Head teachers, deputy heads, senior teachers in 400 schools will have completed in-service programs aimed at improving instructional practice in the primary schools.</p> <p>6) Library holdings and instructional resources in primary education will have been increased many-fold at UCB, at TTCs and at Training Center sites.</p> <p>7) Improvement in student performance resulting from teacher use of methods learned at in-service workshops.</p>		attract larger numbers of better qualified candidates.
OUTPUTS:	<p>Classrooms, offices, hostel constructed. Teaching program in full operation.</p> <p>17 graduates per year with BEd degree. Most early graduates will staff teacher training colleges.</p> <p>8 graduates per year with Diploma in primary education.</p> <p>10 participants trained to the MS level working in Botswana.</p>	<p>GOB and REDSO engineering inspections; MOE in-service records; UCB records for Primary Education Report; Project evaluations; Reports of U.S. university contractor;</p> <p>Academic records of Botswana participants</p>	<p>Head teachers and senior teachers receiving in-service training under the project will in turn effectively pass on their newly learned teaching techniques to individual teachers serving under them in primary schools throughout the country. GOB (MOE and local government authorities) will distribute requisitioned teaching materials, books and supplies to</p>

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>education to replace U.S. project staff (localization).</p> <p>5) Institutional base established for systematic and effective in-service training of head teachers, deputy head teachers and senior teachers at 480 primary schools.</p>	<p>7 others trained under SAMDP project to BS and MS levels.</p> <p>100-150 head teachers, deputy head teachers and senior teachers completed in-service training. 500 primary school teachers from 250 schools receive in-service training provided by 25 leadership teams.</p>	<p>in MS program at U.S. university.</p>	<p>primary schools, especially rural schools on a timely basis. GOB will assign participants returning from U.S. with MS degrees to appropriate positions in MOE, UCB, and the TTCs.</p>
<u>INPUTS:</u>			
A. <u>AID Contribution</u>			
Technical Assistance			
Long-Term Advisors	\$2,300,000	<p>MOE and UCB records; Building contractor records; Commodity supplier invoices, bills, and receipts; Progress reports by U.S. university contract team and short-term consultants; PEC and outside project evaluations.</p>	<p>U.S. university contractor will be able to furnish the long-term advisors and consultants required on a timely basis. GOB will be able to identify and release qualified participants as scheduled for long-term training in U.S.</p>
<ol style="list-style-type: none"> 1. Primary Education Adv. (curric. devel., supervision, admin; Team Leader) 2. Math/Science Adv. 3. Reading/Lang. Arts Adv. 4. Teaching English as a Second Language (TESL) 5. In-Service Training Adv. 			
Short-term Consultants, 44 p/m	\$ 534,000		
Technician Support	\$1,281,000		
Training			
10 Batswana participants to U.S. for 2 year MS degree in Primary Education	\$ 400,000		
Short-term courses in U.S. and third countries, 18 p/m	\$ 54,000		

continued

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NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Commodities	\$ 239,000		
Books, reference materials	(108,000)		
Instructional aids and equipment	(88,000)		
Supplies	(43,000)		
Construction			
50% of costs of PEC and hostel	\$ 715,000		
Inflation (15% compounded annually)	\$ 1,107,000		
Contingency (10%)	663,000		
Total AID Budget	\$ 7,293,000		
<u>B. GOB Contribution</u>			
Technical Services	\$ 521,000		
In-Service Education	294,000		
Participant Training	480,000		
Support to U.S. Team	70,000		
Vehicles	82,000		
Construction	906,000		
Operations	280,000		
Other Costs (supplies, printing, clerical costs)	100,000		
Inflation	650,000		
Contingency	338,000		
Total GOB Budget	\$ 3,721,000		
Grand Total Project Budget	\$11,014,000		
GOB share	33.8%		

PRIMARY EDUCATION IMPROVEMENT PROJECT

633-0222

EXECUTIVE SUMMARY

MID-POINT EVALUATION, 9/83

- I. What constraints does this project attempt to overcome and whom does it constrain?

This project addresses the shortage of trained teachers in Botswana's Primary Education system which contributes to poor performance by primary and secondary school students, decreasing their employability.

- II. What technology does the project promote to relieve this constraint?

This project introduces educational techniques for inservice and preservice teacher training, participant training to upgrade (institutionalize) the Faculty of Education and the Ministry of Education and technical assistance to strengthen in-country expertise in education training.

- III. What technology does the project attempt to replace?

Out-moded, ineffective teaching practices.

- IV. Why do project planners believe that the intended beneficiaries will adopt the proposed technology?

Qualified Botswana teachers and administrators are already using educational techniques learned in preservice training and in inservice workshops, successfully. Spin-off workshops are resulting in greater enthusiasm for using newly acquired skills in schools and classrooms although economic incentives are still lacking.

- V. What characteristics do intended beneficiaries exhibit that have relevance to their adopting the proposed technology?

Feedback from individual teachers and administrators is positive; teachers have adopted/adapted many new ideas in their primary classrooms. Applications for the Diploma and B Ed. degree programs at the University of Botswana are at least triple the available spaces. Master and senior teachers, chief education officers, principals and head teachers give spin-off workshops in greater numbers than originally anticipated without extra remuneration or special certification.

- VI. What adoption rate has this project or previous projects achieved in transferring the proposed technology?

By mid-point, it has been established that 60 primary schools, 120 education officers, head teachers and senior teachers and almost 700 primary school teachers have benefited from the inservice workshops, either directly or indirectly. Thus 30% of the targeted schools in the project have been reached through a minimum of six inservice workshops per school.

- VII. Will the project set in motion forces that will induce further exploration of the constraint and improvements to the technological package proposed to overcome it?

Supervisors and teachers have shown an avid interest in improving the teaching-learning situation through spin-off workshops in their own schools and those near-by, and expressions of interest from schools not yet involved have added impetus to the program. Classroom visits by unannounced experts have revealed that teachers are using techniques taught and materials developed in primary inservice workshops with encouraging results.

- VIII. Do private input suppliers have an incentive to examine the constraint addressed by the project and come up with solutions?

A private university contractor supplies technical assistance and some commodities for the project. A local contractor has built a student hostel and an education centre on the local university grounds. Traditionally, delivery of educational services, especially at the primary level, is a public sector responsibility.

- IX. What delivery system does the project employ to transfer the new technology to intended beneficiaries?

Primarily, classroom instruction (preservice) and workshops (inservice). Through inservice workshops, educators and teachers are involved in classroom demonstrations, course planning, audio-visual materials production and the creation of supplementary materials. Through the Faculty of Education's Primary Education Department, education officers, head teachers and senior teachers are trained to become instructors in the primary teacher training centres and hold key positions in the educational hierarchy in the country.

- X. What training techniques does the project use to develop the delivery system?

Through overseas participant training and in-country preservice education and inservice training, the project has introduced classroom teaching skills in language arts/reading (Setswana & English), social studies, arithmetic and science and the production of audio-visual

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materials to enhance the learning situation in primary schools. Depending upon levels required, in-country Faculty of Education courses are offered in preservice areas for the Bachelor of Education and for the Diploma of Education; inservice education is offered through workshops and demonstration lessons to upgrade unqualified primary school teachers. Spin-off workshops provide inservice training to additional teachers who do not attend regular workshops.

All participants have had some teaching experience; by the end of the project, it is estimated that about 90% of those trained will be women. The ability to transfer/communicate skills learned to other teachers to achieve better classroom teaching and learning situations is the crux of the project. In addition to the 30% untrained, the project is reaching the "trained" teachers who need upgrading in modern methods and techniques of effective performance, through the use of textbooks and other teaching materials, and a greater understanding of child growth and development.

Draft: HRDO/USAID: AM
A.M. Domidion
Gaborone, Botswana
11/11/83

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