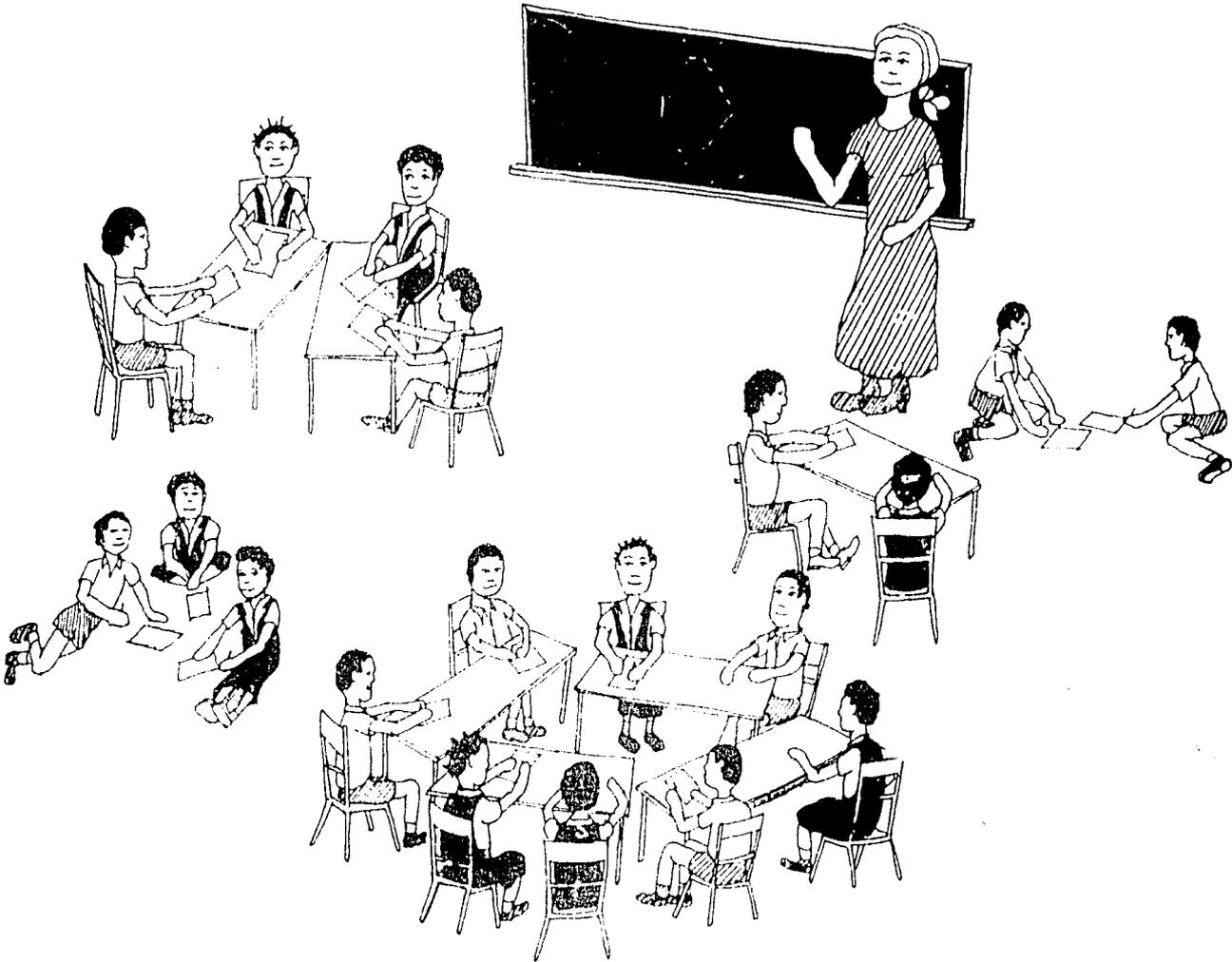


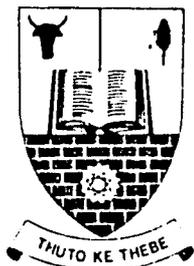
# Ohio University USAID Contract

183-0214

ID-111-1982



# Ministry of Education University of Botswana Primary Education Improvement Project Report 7



# University of Botswana

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30 April, 1985

To            Dr. Ann Domidion  
              Human Resource Development Officer  
              USIAD/Botswana

SUBJECT: Seventh Semi-annual Report of the Ohio University Contract Team covering the period 1 November, 1984 through 30 April, 1985.

Article 1 Section F (b) of the contract states: "The Contractor will prepare reports which discuss progress towards achieving project objectives and adherence to the annual Work Plan during each six months period of the Contract. These reports should be objective analyses of progress made on all major activities. They shall include assessments of accomplishments and shortfalls as well as recommendations for any changes in the project implementation procedures as outlined in the Project Paper and discussed in detail in the annual Work Plan." Section F (d) states further: "The Contractor shall submit two copies of each report required by paragraphs (a), (b), or (c) of this section or any other report of a technical nature required by the schedule to the Office of Development Information and Utilization, Bureau for Development Support, Agency for International Development, Washington, D.C. 20523. The title page of all reports forwarded to the AID Reference Centre pursuant to this paragraph (d) shall include the contract number project number and project title as set forth in the schedule of this contract."

Attached is the report.

Max W. Evans,  
Chief of Party

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CONTRACT

Between the

UNITED STATES OF AMERICA

and

The Ohio University, Athens, Ohio

AFR-0222-C-000-1066-00

Project No. 633-0222

PIO/T No 633-0-222-20061

Appropriation No. 72-1121037

Allotment No. GESA-82-21633-KG13

SEMI ANNUAL REPORT, PERIOD 1 NOVEMBER, 1984 THROUGH 30  
APRIL, 1985

CHAPTER I

INTRODUCTION

Article I, Section F (b) of the contract states that "the Contractor will prepare reports which discuss progress towards achieving project objectives and adherence to the annual work plan during each six month period of the contract. These reports should be objective analyses of progress made on all major activities. They shall include assessments and accomplishments and shortfalls as well as recommendations for any changes in the project implementation procedures as outlined in the Project Paper and discussed in detail in the annual Work Plans."

Article I. Section A. Objective, states that the Statement of Work shall be "to assist the Government of Botswana (GOB) (1) to establish in the University of Botswana (UB) a permanent capacity to provide preservice training through (a) the creation of a four-year professional Bachelor of Education degree program and (b) a two-year diploma program to up-grade senior primary school staff for whom a degree is

not appropriate; (2) to strengthen the capacity of the Ministry of Education (MOE), in cooperation with the UB, to organize and implement effective inservice programs for supervisory staff and teachers involved in primary education.

"By the end of the project, as a result of GOB and USAID project inputs, it is anticipated that there will be: (1) a functioning Department of Primary Education as a new entity in the UB. (2) Botswana graduates of the UB with B.Ed. degrees or two-year diplomas in primary education, qualified to serve as TTC tutors, head teachers, MOE officers and in other leadership positions. (3) Botswana trained in the U.S. to the masters degree level in appropriate fields of primary education to replace U.S. project staff at the UB. (4) An institutional base established for the systematic and effective inservice training of head teachers, deputy heads, and senior teachers in the 480 (now 500) primary schools, and for the development of staff of the TTCs and the inspectorate.

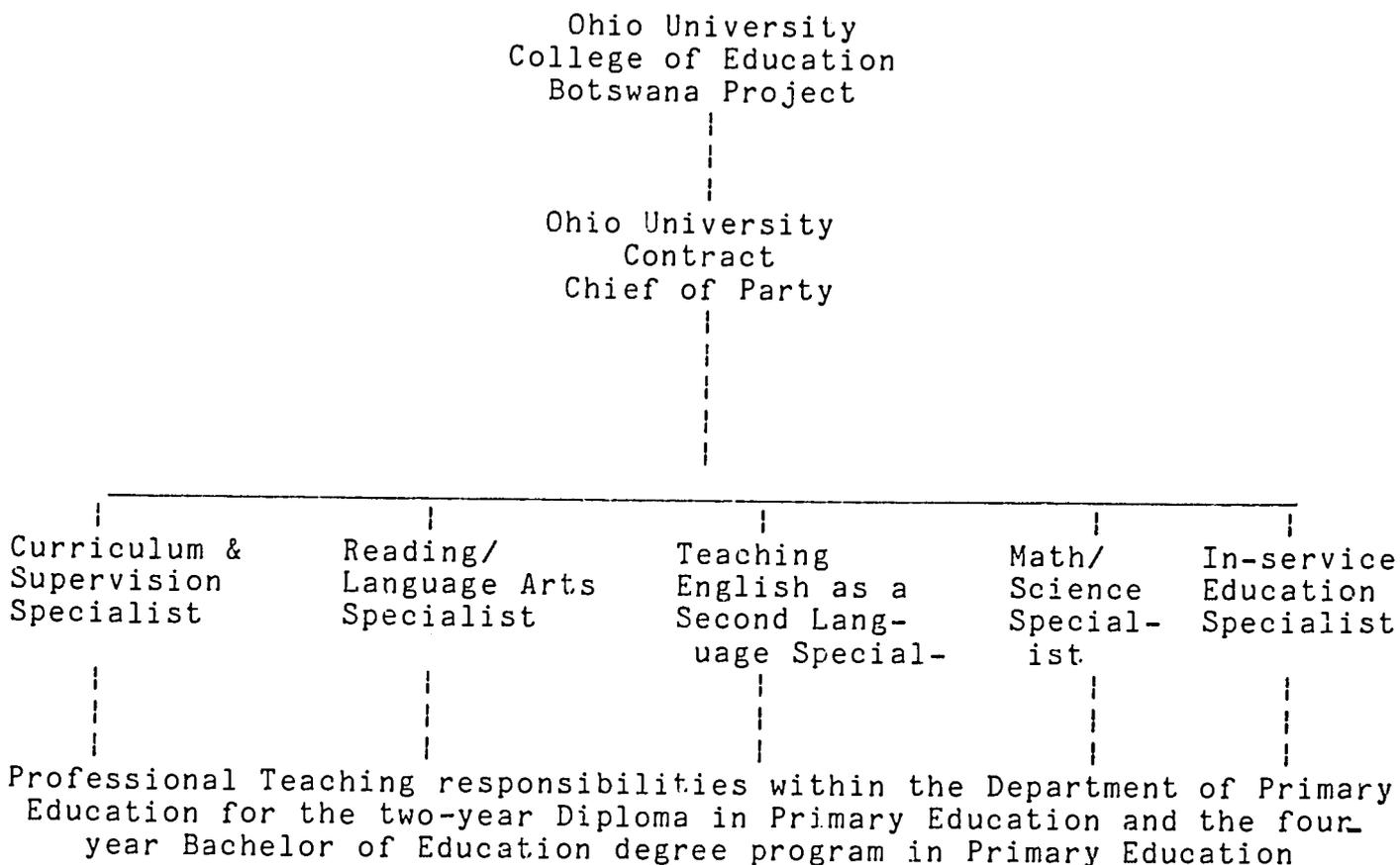
"Over a five-year period the project will train approximately 80 Botswana in primary education to diploma and degree levels, depending on the exact mix of students in the two programs. The majority of the Botswana who complete the B.Ed. degree will be slated for positions as tutors in the Teacher Training Colleges for the first 5 - 10 years following establishment of the program at UB. As the TTCs become locally staffed with trained persons, it is expected that graduates will begin to move into leadership positions as head teachers, deputy heads, inspectors, and specialists in MOE positions. Since an on-going institution is being created, 23 - 30 Botswana will continue to complete the UB program annually, long after this AID project terminates."

In this contract Ohio University was originally required to provide 25 person years of long-term technical assistance over the life of the project. The contract was later amended to increase this long-term technical assistance by three person years. By 12 September, 1981, five long-term technicians were on post and assigned to their respective duties. At the end of the first two years of the project, two technicians departed Botswana and two replacements were assigned to duty. On January 1, 1984 a sixth individual was assigned to the team for a two-year tour of duty. The Chief-of-Party and Teaching English as a Second Language specialist (TESL) departed in June and August, 1984 respectively, and replacements were appointed.

Organization Charts depicting the organization and structure of the contract responsibilities appear in Figures 1, 2 and 3 on the following pages.

Figure 1

## Organization Chart



also

Professional responsibilities in In-service Education; conducting workshops for head teachers, senior teachers, TTC tutors, and education officers from the Ministry of Education.

Note: The Ohio University Contract is the vehicle used for actual implementation of the Primary Education Improvement Project, the agreement between the Government of Botswana and the United States Agency for International Development. In the PEIP Project itself, Ohio University functions as a "support group" to both the pre-service program in primary education and to the in-service program in the primary sector. Figures 2 and 3 on the following pages are intended to help explain these relationships.

Figure 2

THE PEIP PRE-SERVICE PROGRAM

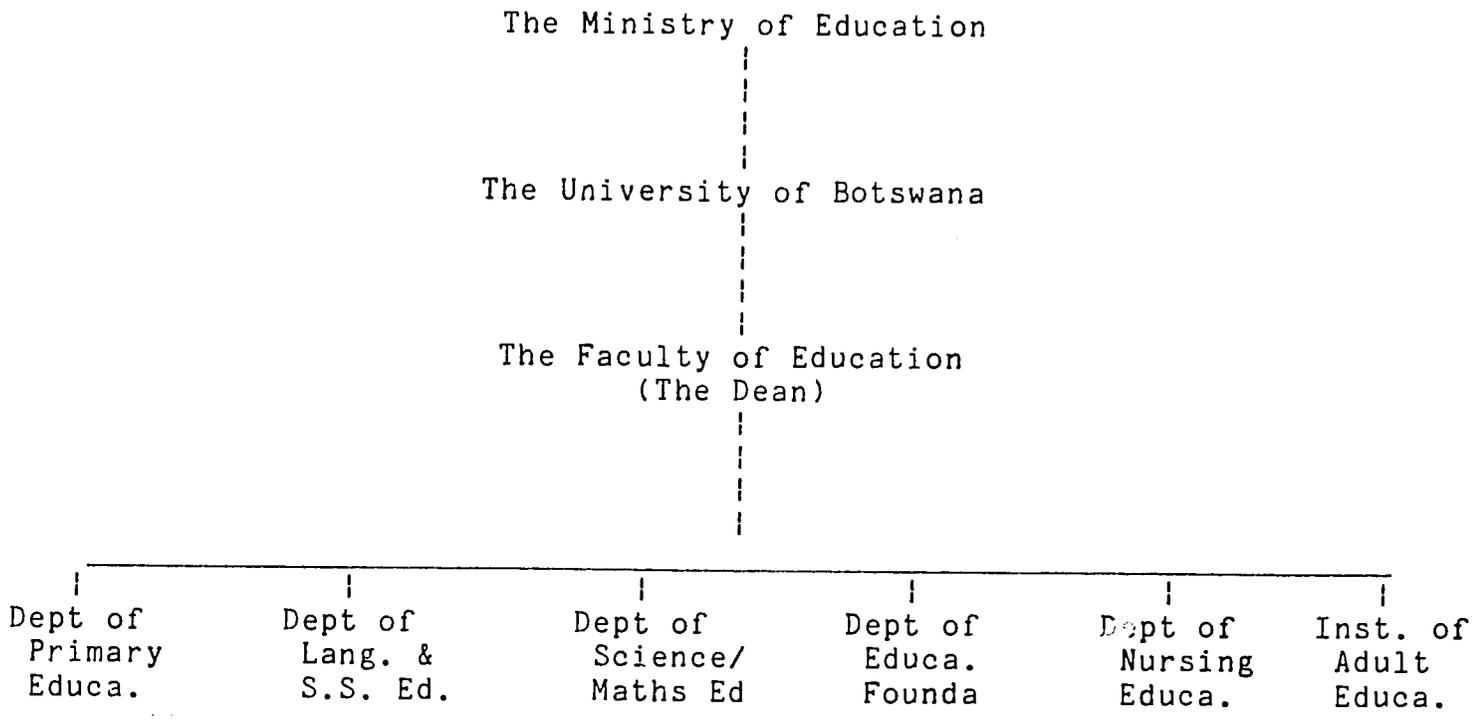
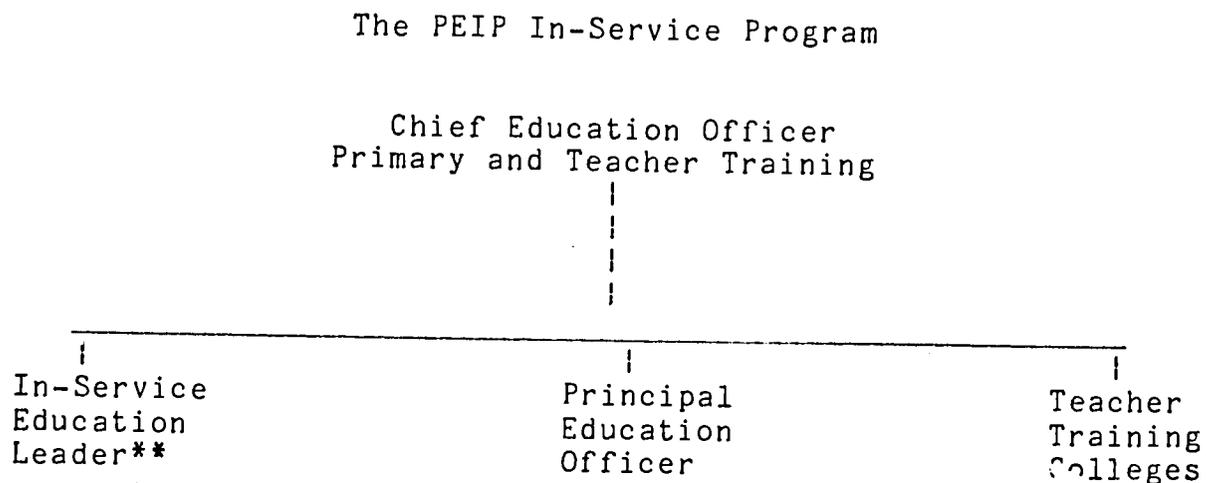


Figure 3



\*\* The Ohio University Contract serves as a support group for the In-Service Program. The PEIP Workshops conducted in accordance with the project agreement are offered under the coordination of the In-Service Office of the Ministry of Education. One Ohio University team member serves full-time as an adviser in the In-Service Office. Since November, 1984, the Inservice Leader has also served as the acting Inservice Education Leader.

CHAPTER II  
 REPORT OF PROGRESS FOR THE SIX MONTHS PERIOD  
 NOVEMBER 1, 1984 THROUGH APRIL 30, 1985

The semi-annual report fulfills two basic purposes: first, it provides the United States Agency for International Development with a record of developments related to Contract AFE 00222 - C - 00 - 1066 - 00 (Primary Education Improvement Project); and, secondly, it serves as a work plan to keep the Ministry of Education and USAID abreast of specific project plans for the following six months. The Chiefs-of-Party express their appreciation to the PEIP Advisory Committee, chaired by Mr. P.V. Sephuma, Chief Education Officer for Primary and Teacher Training, for allowing this document to serve also as the project work plan. As has been the case with earlier semi-annual reports prepared under the direction of Dr. Donald M. Knox, the first Chief-of-Party, this document also deals with certain longer range planning needs and issues through attachments which are included in the Appendix section of the report.

1. Development of the Department of Primary Education (DPE) at the University of Botswana (UB).

- a Departmental Staffing. The DPE is currently staffed by five (5) Botswana trained under the contract, four (4) Ohio specialists and three (3) part-time expatriate lecturers, each of whom taught a one-semester course during the 1984-85 academic year. (A sixth Botswana trained under the contract in the field of guidance and counseling is a lecturer in the Educational Foundations Department). During the reporting period, Mr. Modise Mosothwane joined the Department of Primary Education as a science educator following a six-month course in primary science methods at Ohio University. (Mr. Mosothwane had earlier completed a Master of Education degree at the University of Keele in the United Kingdom.)

The transition of teaching responsibilities from the Ohio team to the Botswana lecturers has continued during this period. Mrs. Dudu Mogobjwa took over the reading/language arts teaching area following the departure of Dr. Iva Zajicek in December, 1984 and Mr. Mosothwane, upon his return, assumed responsibility for the science courses earlier taught by Dr. Marion Blue. Ms. Ruth Monau will teach the course taught by Dr. Raymond LeGrand in 1984, which is intended to prepare the fourth-year B.Ed. students for their internships in the Primary Teacher Training Colleges. Ms. Monau is also coordinating the supervision of the interns by other DPE staff members. In 1985-86, Ms. Monau will teach the special education course which Mrs. Haseley, a part-time lecturer, taught this year.

Mr. Gaontatle Mautle had earlier assumed the teaching duties in the social studies field formerly carried out

by Dr. Zajick. Mr. Walter Dikole, who returned in July, 1984, took over the courses dealing with educational administration which Dr. Donald Knox had been teaching. It is noteworthy that four of the five returned Batswana lecturers are teaching courses in other departments in the Faculty of Education as well as in the DPE.

- b. Posting of the First B.Ed. Graduates and the Third Diploma Class . Fifteen (15) of the twenty (20) students comprising the first graduating class for the B.Ed. programme have been posted to the Primary Teacher Training Colleges. The postings were as follows:

Francistown:	3 Science/Math/Health
	1 English/Reading/Setswana
	1 Social Studies/Religious Studies/Practical Arts
Serowe:	3 Science/Math/Health
	1 English/Reading/Setswana
Tlokweng:	1 Science/math/Health
	1 Social Studies/Religious Studies/Practical Arts
Lobatse:	2 Science/Math/Health
	2 English/Reading/Setswana

Four (4) B.Ed. graduates will be posted to the position of Education Officer in the Department of Primary and Teacher Training, and one will be attached to the Special Education Unit in the MOE.

The assignments of Diploma graduates have all been to the primary schools of Botswana.

- c. Developmental Activities . The departmental staff meeting continues to be a useful instrument for the induction of DPE staff members into the new role of university lecturer and for the identification and discussion of problems and issues facing the Department. Sub-committees are established as needed to undertake specific responsibilities. Ideas are shared in department meetings concerning ways in which the programme can be improved, and some discussion has occurred concerning the need at some point to engage in a rather comprehensive review of the total primary education programme. Suggestions have been made that systematic feedback should be sought from graduates of both the Diploma and B.Ed. programmes and that a broadly based committee might be useful to the evaluation process.

As opportunities arise, the DPE staff members serve on Faculty of Education and University committees. Mr. Mautle has assumed the demanding role of Faculty Tutor in addition to his normal teaching responsibilities.

Interview procedures were developed to assist in the task of sectioning year one students into either the Diploma or the B.Ed. programme. Four interview teams, each composed of two lecturers, have conducted interviews with the thirty (30) first year students, with the assignments of students to be made following the marking of examinations. Some minor modifications of the University regulations for Primary Education were recommended to Senate and adopted. Also during the reporting period, the Department of Science and Mathematics Education reviewed its offerings for primary students and, in consultation with the representatives of the DPE, agreed upon certain course content and sequence changes. The revised science/mathematics courses appear to be more in keeping with the needs and academic backgrounds of the students who are served by these courses.

- d. Commodity purchases . The purchase of books and other reference material related to primary education continues on a regular basis as new publications become available. The publishers of education books have been asked to place the PEIP on their mailing lists in order that staff members may stay abreast of new releases. Approximately 60 new titles have been received during this reporting period. A set of books, identical to the sets already provided to the other primary teacher training colleges, was delivered to the Tlokweng TTC after its opening in January, 1985.

## 2. The Development of the Inservice Education Programme

- a. PEIP Inservice . Phase II of the PEIP Inservice Programme, involving 60 primary schools and approximately 1200 classroom teachers, continued with workshops being mounted in language arts, TESOL, mathematics and science in December, 1984 and February and April, 1985.

The departure of Dr. Zajicek required some change in the subjects included in the workshops and in their staffing. In February, Mrs. Mogobjwa presented the language arts workshop formerly conducted by Dr. Zajicek. For the next six workshops beginning in April, 1985, three science and three social studies/child development workshops will be conducted in place of the language arts workshop. Botswana lecturers will take the leadership in organising and carrying out these workshops. Six mathematics and six TESOL workshops will be conducted as usual during the next twelve month period.

- b. Formation of Workshop Teams . In order to build a broader base of participation in the planning and implementation of the PEIP workshops, teams for each subject area composed of the following representatives have been established:

DPE lecturer (Team leader)

Representative of the Curriculum Development and Evaluation Unit (CDEU) MOE  
 Representative of a primary teacher training college  
 Representative(s) from the B.Ed. student group.

A one-day planning session for the workshop teams was held on March 20, 1985. The April workshops reflected to some extent the planning sessions, with the science workshop being a collaborative effort between the DPE science education lecturer and the science specialist from CDEU.

- c. Education Officer (E.O.) Workshop Advisory Committee  
 The Education Officer Workshop Advisory Committee, chaired by Mr. M. Mogasha of the Department of Primary and Teacher Training and composed of education officers and DPE staff, met twice during the past six months to plan for the next E.O. workshop which will be held during the week of June 19. The input from this group has been invaluable in identifying the inservice education priorities of E.O.'s and in making suggestions regarding workshop organisation. This group also has participated in discussions concerning the orientation of new education officer appointees.
- d. Future Directions for Inservice Education . A structure for the long-term development of an inservice education delivery system is gradually taking shape. The key elements in the plan are: (1) the construction of six new education centres under the new USAID Junior Secondary Education Improvement Plan and the construction of three centres under the proposed new PEIP programme, (each education centre will have a hostel to provide for residential courses); (2) the four PTTC's will be linked to the education centres and assume significant roles in the planning and implementation of inservice education programmes; (3) the design of the delivery system would be such that inservice needs could be addressed nationally, regionally or locally; (4) the education centres would be staffed by professionally trained Botswana personnel.

### 3. The Botswana Teaching Competency Model

Whereas the period from January through October, 1984 was concerned with the development of the Botswana Teaching Competency Model, the past six months have been devoted to its dissemination to the relevant education groups in Botswana. Orientation sessions of approximately two hours each have been conducted for the staff of each of the Teacher Training Colleges, the Department of Primary Education, the Faculty of Education and for the Curriculum Development and Evaluation Unit in the MOE. The purpose of the sessions was to inform these groups of the teaching competency model and to explore ways in which its concepts could be integrated into the various elements of the teacher education programme.

The project goal of providing a one-day workshop for every headteacher in

Botswana's primary schools was largely achieved during this period. Twenty two (22) workshops, each attended by approximately twenty headteachers and education officers from the area, were conducted in various schools across the country. The remaining two workshops will be carried out in May, 1985. It should also be noted that beginning with the April Peip workshop, the model was being introduced to the teachers in the workshops and special efforts were being made to demonstrate elements of the model as appropriate during the workshops presentations.

With the scheduled departure of Dr. Legrand in late June, 1984, planning is well underway to carry on the inservice education work that must continue if the model is to achieve its potential as a tool for instructional improvement.

#### 4. The Project for the Professional Evaluation of the Teacher Training Colleges (Self-Study)

Following the MOE decision in August, 1984 to proceed with the development of a process for the evaluation of the primary teacher training colleges, two meetings were held with the TTC principals, MOE officials and representatives of the University to discuss the concept in depth and to begin deliberations as to how best to proceed with this developmental project. The principals recommended that a first step should be the orientation of the staffs of the TTC's to this undertaking. One such meeting has been conducted (Tlokweng) and the others are being scheduled. It is of fundamental importance in the development of this instrument that all relevant segments of the education community be actively involved in identification of the criteria which will be used in the evaluative process and in determining how they will be applied.

#### 5. PEIP Project Evaluation

Evaluation of the PEIP project proceeded on several different fronts during the reporting period. On March 25, 1985 the Semi-Annual Project Review was conducted by the USAID/Botswana Mission, which included representation from the MOE and the U.B. Planning also occurred during this time-span for the annual review by the external evaluator to be held in May, 1985.

It was also determined by the USAID/Botswana Mission that the scheduled termination date of March 30, 1986 of the Ohio University Contract team was not in the best interests of the PEIP project and a recommendation was made to AID/Washington for its extension through August 31, 1986.

The period also saw the development of a concept paper for a second PEIP project (typically referred to as "PEIP TWO") by the USAID/Botswana Mission. Members of the Ohio University contract team along with MOE and U.B. officials participated in discussions and reviewed draft documents. There appears to be a high degree of concensus among relevant parties as to the directions a "PEIP TWO" project should take in order to build upon the work which is being done under the current project.

#### 6. Other Developments in Primary Education

The past six months have been eventful for primary education in Botswana in that a number of decisions and directions have been taken by the MOE which

have great potential for the long-term development of primary education. Among these developments are the following:

- a. Project "Breakthrough to Literacy" The goal is to install "Breakthrough" as a method of teaching Setswana in every standard one classroom in Botswana. Impact of the project, however, will eventually extend up through all primary standards because of its implications for teaching methodologies and instructional organisation.
- b. Guidance and Counseling . At a two-day National Conference in Molepolole on 15th and 16th of April, 1985, a high level of consensus was achieved concerning the characteristics of the guidance and counseling programme which Botswana should strive to develop in the years ahead. The conference participants agreed to request PEIP to fund a short term consultant (approximately four months) to study possible approaches to the continuing development of the guidance and counseling programme and to bring these ideas before the Conference for discussion and review.
- c. Continuous Assessment . As an outgrowth of a study of student assessment practices in the primary schools by a UNESCO consultant, an MOE committee has recommended that this concept be adopted in the primary schools.

The MOE is to be highly commended for the intensive longer range planning which is occurring with regard to the implementation of these changes into the primary school programme.

#### 7. PEIP Advisory Committee

The PEIP Advisory Committee, chaired by Mr. P.V. Sephuma, CEO, PTTC, met twice during the reporting period. The Committee recommended that a Botswana representative from the DPE be added to the Advisory Committee. Mr. Dikole was selected by his colleagues for this role.

#### 8. Personnel Changes in the Ohio University Team

On December 31, 1984 Dr. Iva Zajicek, specialist in language arts/reading, departed from Botswana to assume a similar position in Swaziland. Dr. Zajicek had been with the project since its beginning in 1981. The position Dr. Zajicek held has been localised and is now being filled by Mrs. Mogobjwa.

## MATHEMATICS AND SCIENCE REPORT

During the reporting period the Mathematics/Science specialist:

1. Planned and presented three mathematics inservice workshops (December, February and April).
2. Visited a PEIP target school and observed the staff at a follow-up workshop.
3. Visited with selected staff members of a primary school to try out ideas for April, June and August workshops.
4. Authorised the Supplementary Mathematics Exam for TTC candidates given in April.
5. Proof read the November TTC Mathematics exam.
6. Presided over the scoring of the November TTC Mathematics exam.
7. Selected two UB students to serve on the mathematics and science inservice team.
8. Served with two colleagues to draft procedure and format for sectioning first year Primary Education students into the Diploma or Degree programme.
9. With one Motswana colleague, interviewed seven first year Primary Education students for sectioning into the diploma or degree programme.
10. Arranged for a visit to the Tlokweng TTC by fourth-year students.
11. Arranged for and conducted one class on a field trip to the S. tse Khama airport.
12. Prepared science materials and assisted personnel conducting the April PEIP workshop in Francistown.
13. Prepared mathematics materials for PEIP workshops in April, June and August.
14. With Mr. Walter Dikole, authored an article on Urban Education in Botswana as requested by the "Journal of African Studies", University of Witwatersrand.

Prepared by Dr. Marion Blue

REPORT FOR INSERVICE EDUCATION

During the reporting period the Inservice Specialist:

1. Was appointed acting Inservice Leader and assumed the duties and responsibilities of the position.
2. Coordinated and convened the PEIP workshops held in December 10 - 13, 1984; February 4 - 7, 1985; and April 23 - 26, 1985.
3. Helped develop a plan to implement the localisation of the PEIP inservice programme through the organisation of four subject matter teams.
4. Made presentations at the following workshops
  - January 14, Head Teachers workshop - Gaborone
  - February 25 - 28 Teacher Training workshop - Serowe
  - April 15 - 16 Guidance and Counselling workshop - Molepolole
5. Conducted a survey of 71 primary school teachers and 21 TTC tutors to assess teacher's needs in relation to inservice activities.
6. Chaired a committee on continuous assessment on April 12, 1985. The committee presented a plan to adopt continuous assessment in primary education.
7. Presented and had accepted a proposal for implementing a National Breakthrough to Literacy Programme.
8. Wrote position papers for Ministry of Education on
  - a) Future Directions of Inservice Education
  - b) Education Centre Development
  - c) Breakthrough to Literacy
  - d) Retraining of Primary School Personnel for Guidance and Counselling Positions.
9. Attended meetings of
  - a) National Council on Teacher Education
  - b) Joint (CDEU) and (P&TT)
  - c) PEIP Advisory Committee
  - d) Education Officer Advisory Committee
  - e) Ministry of Education and PEIP Department meetings.

Prepared by Dr. Luther Haseley

REPORT FOR TEACHING COMPETENCY PROJECT

During the reporting period, the specialist for development and inservice of the Teaching Competency Model:

1. Conducted a teaching competency presentation for 3 PEIP workshop groups at Lobatse, Serowe and Francistown.
2. Presented the Teaching Competency Instruments to the teachers of Boikhutso Primary School.
3. Conducted 22 one day teaching competency workshops involving over 400 primary head teachers in the following locations: Ramotswa, Molepolole, Serowe, Palapye, Mahalapye, Ramokgwebana, Tutume, Francistown, Selibe-Pikwe Maun, Ghanzi, Lobatse, Kanye, Jwaneng and Orapa.
4. Presented the competency model to the Curriculum Oriented Research Project participants.
5. Continued revision efforts on the Teaching Competency Instruments.
6. Presented the Teaching Competency Model to the Education Faculty and to the Department of Primary Education for use in the PEIP workshops as a demonstration of the competencies.
7. Participated in sessions with the TTC principals to develop plans for the use of the model in the primary TTCs.
8. Initiated plans for and began development of a Teaching Competency Handbook to be used by Education Officers and head teachers.
9. Began plans with the PEIP staff and Mr. Mogasha for the institutionalising of the competency model.
10. Developed plans for conducting a follow-up workshop on the competency model to be given by the education officers.
11. Wrote an article for the primary teachers' newsletter.
12. Developed guidelines for interpreting the scoring of the competency instruments by the head teachers.
13. Prepared the competency instrument for printing by the Government Printing office.
14. Conducted the supervision of an M.Ed. thesis.
15. Taught two graduate classes: EDCI 510 and EDCI 500.
16. Attended Faculty Board and DPE meetings.
17. Completed the teaching of the undergraduate class EPI 404.
18. Participated in the planning of the PEIP Inservice workshops.

19. Assisted in planning for the second TTC Internship.
20. Assisted with the interviews of the first year students.
21. Participated in the planning of the June Education Officers workshop.

TEACHING ENGLISH AS A SECOND LANGUAGE REPORT

During the reporting period, the TESL specialist:

1. Planned and presented three TESL inservice workshops (December, February and April).
2. Continued teaching 3 courses for the Department of Primary Education.
3. Prepared final examinations and other materials for inspection by the external examiner for three University courses.
4. Served as external examiner for the 1984 English examination for the Teacher Training Colleges in Botswana.
5. Prepared the Supplemental English Exam for the Teacher Training Colleges.
6. Served as the English Moderator on the Board of Affiliated Institutions.
7. Served on the Primary English Curriculum Panel.
8. Served as librarian for resource materials in the Department of Primary Education.
9. Corresponded with Staff Development Fellow, Lydia Nyati, to help her prepare to assume her duties on her return to Botswana.
10. Met with primary school teachers in Gaborone on several occasions to discuss methods and problems of teaching ESL.
11. Observed classes at primary schools in Gaborone.
12. Advised the principal of Botswana Institute of Administration and Commerce on the use and operation of a Language Laboratory.
13. Formed and met with TESL workshop advisory committee comprising University students, University lecturer in Language Arts, Reading, Setswana, and TTC tutor in English; planned future meetings.
14. Solicited short stories from University students and edited them for publication in MOSO, a magazine for primary school children.
15. Contributed stories to MOSO
16. Tutored University students (individuals and small groups) in courses required by but not taught by Primary Education Department.
17. Participated in meetings and ongoing activities of the Department of Primary Education, the Faculty of Education and the Ministry of Education.

CHAPTER III  
PLANS FOR THE PERIOD MAY 1, 1985  
THROUGH OCTOBER, 31, 1985

1. Inservice Education

During the next six-month period three rounds of workshops for the sixty participating primary schools will be conducted and at least one workshop for Education Officers will be held. The use of workshop teams will continue. The remaining workshops to reach all headteachers to explain the teaching competency model will be carried out in May.

2. The Department of Primary Education

Two more participants are expected to complete Masters degrees (TESOL and Educational Media) and join the Department in June. This will bring the number of Batswana on the staff to seven, while three Ohio University specialists will continue. Working together to develop a strong, respected Department of Primary Education will continue to be an overall goal. Attention will continue to be given to the identification of problem areas in the primary education programme and more detailed plans for a comprehensive approach to the evaluation of the programme will be drawn up.

The return of the media specialist will permit a sustained effort to organise the educational resource centre for more effective use of materials.

3. The Teaching Competency Model

With the departure of Dr. LeGrand, plans are being formulated to carry on the long-term inservice education work which will be required if the model is to be effectively used. The plans for inservice will be cooperatively developed with the MOE and, undoubtedly, will require increasing participation by Batswana educators. The June workshop for Education Officers will devote approximately two days to further training in the use and dissemination of the model.

4. Professional Evaluation of the Teacher Training Colleges

Working cooperatively with the principals of the TTC's and the MOE, plans for tailoring the institutional evaluation model to the Botswana setting will be developed. This is regarded as a long-term developmental process which will require broad participation by relevant groups. In the immediate future, orientation meetings will be conducted for the three TTCs which have not been contacted yet.

5. The Second Primary Education Improvement Project (PEIP II)

At the time of the preparation of this report, the prospects for a second PEIP project look very positive. Thus, any planning for the next six months period must take into account the likelihood that the designing of that project may be occurring. Perhaps it is sufficient to state that the current PEIP team would expect to cooperate fully with all the agencies and individuals involved in that important undertaking in order to help build appropriate continuities between the two projects.

6. Continued Procurement of Commodities

The purchase of relevant reference and instructional materials for the primary education programme will continue on a modest scale. It is hoped that with the return of the media specialist a sustained effort can be directed toward identifying many more culturally relevant materials for the educational resource centre.

Projected Plans for Mathematics/Science

During the next 2.5 months, until departure from post, the mathematics/science specialist plans to:

1. Serve as mathematics coordinator for Teacher Training Colleges.
2. Convene the mathematics panel and write the TTC math exam for November.
3. Proof-read the work of the mathematics panel and put it in final form for the printer.
4. Meet with the Board of Affiliated Institutions and present supplementary mathematics papers from the TTC's.
5. Work with the mathematics/science replacement specialist to brief and orient that person to this position.
6. Complete marking and scoring of final exam papers for three academic courses and meet with the external examiner to discuss the results.
7. In consultation with another member of the Department, assemble the data required for sectioning 1984-5 first-year students into their programmes for 1985-6.
8. Present a four-day workshop in June.
9. Assist in preparing materials for the August workshop.
10. Visit the TTC science interns during their internships.
11. Vacate his office and home at plot 6202 and depart post on July 19, 1985.

Projected Plans for Inservice

1. Coordinate and convene the PEIP workshops scheduled for June, August and October.
2. Help plan and organise the E.O. workshop scheduled for June 17 - 20.
3. Work with the four PEIP subject-area teams to facilitate the localisation process.
4. Help develop a five year plan for inservice education for (P and TT).
5. Organise and participate in the National Breakthrough to Literacy workshop scheduled for August 19 - 23.
6. Participate in workshops on Guidance and Counselling, Inservice Education and Family Life Education.
7. Serve as resource person for the PEIP Evaluation Committee, May 1 - 15.
8. Continue the responsibilities and duties of acting Inservice leader.

Prepared by Dr. Luther Haseley

Projected Plans for the Teaching Competency Project

During the next 2 months the Teaching Competency Project specialist plans to:

1. Conduct the last two Competency Instruments workshops at Kang and Kasane.
2. Present the Competency Instruments to the Tlokweng Primary TTC and assist in developing appropriate applications.
3. Develop and produce a Handbook on the use of the Competency Instruments for Education Officers and headteachers.
4. Develop a plan for follow-up workshops for headteachers on the use of the model to be conducted by PEIP staff and Education Officers.
5. Participate in the June inservice session for Education Officers and conduct a seminar dealing with further developing the skills of the Education Officers in the use of the Model.
6. Develop a plan for institutionalising the use of the Competency Instruments in the primary schools, the PTTCs and the DPE.
7. Prepare two M.Ed. examinations with guidelines for answers for December, 85.  
1985

Prepared by Dr. Raymond LeGrand

Projected Plans for Teaching English as a Second Language

During the next six months, the TESL specialist plans to:

1. Meet with the TESL workshop advisory committee to plan future TESL workshops.
2. Present three TESL workshops (June, August, October).
3. Help supervise and advise the Year IV students during their internships.
4. Assist returning Staff Development Fellow, Lydia Nyati, assume her role as University lecturer.
5. Teach courses for the Department of Primary Education.
6. Continue serving on the Primary English Curriculum Panel.
7. Continue serving as the Moderator for English on the Board of Affiliated Institutions.
8. Continue contributing stories to MOSO , a children's English-medium magazine.
9. Begin research into teacher expectations of children's expression of creativity.
10. Observe primary school classes and assist teachers with problems.
11. Assist returning Staff Development Fellow, Paul Nleya, assume the responsibility for departmental resource materials.
12. Continue participating in meetings and ongoing activities of the Department of Primary Education, the Faculty of Education and the Ministry of Education.

Prepared by Ms. Peggy Wrhel

## CHAPTER IV

## PERSONNEL

The contract originally required Ohio University to provide 25 person-years of long term technical assistance over the life of the project. The contract, however, was amended in 1983 to increase the long-term technical assistance by three person-years.

The Chief-of-Party arrived on post on 22 July, 1981 and by 12 September, 1981 five long-term technicians were in Botswana and assigned to their respective responsibilities in the following areas: Head, Department of Primary Education and specialist in Educational Administration; Inservice Education, Ministry of Education; Reading and Language Arts; Mathematics and Science; and Teaching English as a Second Language. At the end of the first two years of the project, two technicians departed Botswana and two replacements were assigned to duty. On January 1, 1984 a sixth individual was assigned to the team for a two-year tour of duty to develop a Teaching Competency Model. In June and August, 1984 respectively, the first Chief-of-Party and the first specialist in Teaching English as a Second Language, departed and replacements were appointed. In December, 1985 the Reading and Language Arts specialist departed and was not replaced. Her responsibilities were assumed by a Motswana participant who, five months earlier, had completed the Master of Education degree and returned to U.B. as a lecturer in the Department of Primary Education.

As of the 30 April, 1985, the Ohio University staffing pattern for the contract was as follows:

- |  |                        |
|--|------------------------|
| 1. Chief of Party/Educational Administration Specialist/Head Department of Primary Education | Dr. Max Evans          |
| 2. Inservice Education Specialist MOE  | Dr. Luther Haseley     |
| 3. Inservice Education Specialist U.B.   | Dr. Raymond A. LeGrand |
| 4. Mathematics/Science Specialist  | Dr. Marion Blue        |
| 5. Teaching English as a Second Language Specialist  | Ms. Peggy Wrhel        |

In addition to the long-term specialists, the Contract provides forty-four (44) person months of short term consultancies. To date there have been eight (8) short-term consultants funded by the project utilising approximately fourteen (14) person months.

Ohio University advisors live in USAID-provided housing and follow the same personnel regulations as the USAID direct-hire-technicians. Complete personnel records are maintained in the Ohio University Office, currently located in the Primary Education Centre on the campus of the University of Botswana. Each advisor earns a total of 26 days of annual leave each year, and sick leave at the rate of 13 days per year as provided for under the contract. Reimbursement for sick leave taken under this contract is limited to the amount earned by the employee while serving under this contract.

Complete and cumulative records of both annual leave and sick leave taken by Ohio University employees in Botswana from the date of their arrival on post can be found in Appendix I.

APPENDIX A

Primary Education Improvement Project Participant Summary

PRIMARY EDUCATION IMPROVEMENT PROJECT

PARTICIPANTS

Name	Field	University	Departed	Returns/d
Mautle, T	Soc Stud.	Ohio Univ.	Dec 1981	Dec 1983
Mogobjwa, G	Reading	Ohio Univ.	Dec 1982	Aug 1984
Dikole, W.	Admin.	Ohio Univ.	Dec 1982	Aug 1984
Monau, R	Early Ch.	Ohio Univ.	Dec 1982	Aug 1984
Kandjii, I	Guidance	Ohio Univ.	Dec 1982	Aug 1984*
Mapolelo, D	Math Ed	Ohio Univ.	Sep 1983	Aug 1986
Nleya, P.	Media	Indiana U.	Dec 1983	Aug 1985
Nyati, L.	English	U. of Pa.	Dec 1983	Aug 1985
Marope, P.	Curr/Super	Penn. State	Dec 1983	Aug 1985
Mosothwane, M.	Science Ed.	Ohio Univ.	Jun 1984	Nov 1984
Sechele, G.	Admin.	Ohio Univ.	Dec 1984	Mar 1986

\*Note: Miss Kandjii was funded under the PEIP Project at the request of USAID; however she holds rank in the Department of Educational Foundations.

## APPENDIX B

Workshop Schedule for April, 1985 through  
February, 1986

WORKSHOP SCHEDULE FOR APRIL 1985 THROUGH FEB. 1986

PHASE II PEIP WORKSHOP (YEAR II)

<u>TARGET SCHOOLS</u> (I OR II)	<u>DATE (1985)</u>	<u>SOUTH</u>	<u>CENTRAL</u>	<u>NORTH</u>
II	April 22-25	Lobatse TTC Math	Serowe TTC English	Francistown TTC Science
I	June 17-20	Gaborone Social Studies	Gaborone Math	Gaborone English
II	August 12-15	Lobatse TTC English	Serowe TTC Science	Francistown TTC Math
I	Oct. 14-17	Gaborone Math	Kanamo Centre English	Francistown Hotel Social Studies
II	Dec. 9-13	Lobatse TTC Science	Serowe TTC Math	Francistown TTC English
I	Feb. 11-14 (1986)	Gaborone English	Kanamo Centre Social Studies	Francistown Hotel Math

## APPENDIX C

Semi-Annual USAID Project Review Agenda

Primary Education Improvement Project  
(PEIP 633-0222)

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## SEMI ANNUAL PROJECT REVIEW

### Primary Education Improvement Project (PEIP: 633-0222)

March 25, 1985

I. Major achievements over the past six months , September 1984 - march, 1985.

#### A. Development of the Department of Primary Education

1. Progress towards localisation and institutionalisation
2. Curriculum development and review
3. Procedures for posting of B.Ed. and Dip. Ed. students
4. Refinement of DPE regulations
5. Commodity purchases

#### B. In-Service Education Programme

1. Conducted workshops for teachers (60 school) in October and December, 1984 and February, 1985.
2. Conducted workshops for Education Officers (35) in October, 1984.
3. Convened the E.O. inservice advisory committee to plan the June, E.O. workshop.
4. Developed plan for establishing workshop teams and held first planning session.
5. Held one-day workshops on competency model for three-quarters of the primary school head-teachers and conducted awareness sessions with TTC staff and Faculty of Education at U.B.
6. Participated in the conceptualisation of an inservice education delivery system.

#### C. Participant Training

1. Last participant (the 11th) sent to U.S. for M.Ed. degree in educational administration.
2. Three participants to return June-August. (2 U.B. - 1 M.O.E.)
3. First returned participant identified for doctoral studies.

#### D. Other Activities

1. Initial planning for development of an

institutional (TTC) self-study programme.

- 2. Two PEIP Advisory meetings held (November, 1984 and February, 1985).
- 3. Participation in the study of guidance and counseling needs in the schools.
- 4. Participation in discussions concerning PEIP II.

E. Personnel Changes

- 1. Dr. Iva Zajicek departed; Mrs. Mogobjwa assumes role.
- 2. Dr. Haseley designated to serve as acting Inservice Leader in the MOE.
- 3. Mr. Mosothwane joins staff in science.

II. Problems, Issues and Developmental Needs

- 1. Curriculum review of Diploma and B.Ed. programmes.
- 2. Development of a departmental sense of identity and direction.
- 3. Adoption of a plan for the delivery of inservice education.
- 4. The future of PEIP.

III. Major Activities/Actions Planned for Six Month Period, March, 1985 - September, 1985

- 1. External evaluation - May, 1985
- 2. Carry out workshops using team approach - April, June, August and for Education Officers in June.
- 3. Develop a long term plan for installation of the Teaching Competency Model in the schools - August. Complete one-day workshops for headteachers - June.
- 4. Formulate a comprehensive plan for developing the TTC institutional self-study instrument - September.
- 5. Determine need for short term consultants in the areas of guidance and counseling and the untrained primary teacher problem.
- 6. External examiner - May.
- 7. Replacement of Dr. Marion Blue on the contract team.

8. Programme and staff development in Department of Primary Education - on-going.

## APPENDIX D

Discussion Paper

Future Directions for Inservice Education

by

Dr. Luther Haseley, Inservice Specialist

Mr. Jack Purves, MOE Liaison, PEIP Project

January, 1985

and a Coordinator of In-service in charge of the Education Centres. The CEO would be charged with seeing that the programmes worked together.

The report of the Ad Hoc Committee has been approved in principle by the PAC and is awaiting the reports of the Glew Committee and the Job Analysis exercise before being proposed to the DOP.

The development of any plan for In-service Education should be based on some agreed-upon general guidelines or principles that give direction to the focus, development and implementation of programs. The following are suggested principles that could provide direction for future planning.

## II PRINCIPLES FOR IN-SERVICE EDUCATION

In-service education includes all activities of school personnel which contribute to their continued professional growth, development and competence.

### 1. Development of an In-service Program

- a) Should have a national focus.
- b) Should respond to regional and local needs of the school and community
- c) Should be the result of consultation of all concerned parties.

### 2. Objectives of In-service Education

- a) To improve the quality of instruction is the immediate and long-run objective of in-service education.
- b) To encourage participants to attain self-realization through competence, accomplishment, and security.
- c) To work with all school personnel at all educational levels.
- d) To keep personnel abreast with research and advances in education.
- e) To be linked to national/regional objectives - i.e. competency model, career ladder etc.

### 3. In-service Curriculum

- a) Should be systematically developed and logically sequenced.
- b) Should stress continuity and integration.
- c) Should be long term (4 - 8 years)

#### 4. Implementation of In-service education

- a) Should be a careful selection of participants for in-service programs.
- b) Should use all resources available.
- c) Should have a reward or incentive system built into in-service courses.
- d) Should lead to a continuous process of reexamination and revision of its educational program.
- e) Should have strong leadership at all levels.
- f) Supervisors/administrators should create an atmosphere that will stimulate a desire on the part of teachers to participate in in-service activities.

### III Application of Principles in the Development and Implementation of an In-service Education Program.

1. Development of an In-service committee at a National, Regional and local level to assess needs and objectives.
  - a) National Committee (headed by In-service Leader) could deal with National issues such as competency model, Breakthrough, Individualized Instruction, special education, etc.
  - b) Regional Committee (headed by Regional Education Officer) Needs assess could lead to courses such as Headteachers workshop, Reading, Teacher aids, etc.
  - c) Local Committee (Education Officers - Headteachers) could develop workshops and courses for individual schools or two or three schools with similar problems. Such as small group work, classroom efficiency, learning centres, etc.
2. In cooperation with TTC's and with University of Botswana (PEIP) develop short term and long term courses that would meet the criteria for certification, academic credit, career advancement and professional growth.
  - a) Joint committee of Ministry; University, and TTC personnel would evaluate courses as to content and suggest possible teaching staff.
  - b) Would suggest evaluation criteria for successful completion of courses for credit.
3. Organize the resource personnel available to teach the various courses listed in "2" above.

Resource personnel could include:

- |    |                                    |                          |
|----|------------------------------------|--------------------------|
| a) | University Tutors                  | Credit (or)              |
|    | T.T.C. Tutors                      | career improvement       |
|    | Agency (Aid:- British Council etc) | courses.                 |
|    | Ministry personnel                 |                          |
|    | IDM (etc) Tutors                   |                          |
| b) | Education Officers                 | Career improvements (or) |
|    | TAPU                               | enrichment courses       |
|    | Headteachers                       |                          |
|    | PEIP In-service Participants       |                          |
|    | Short term consultants             |                          |

4. Devise evaluation and follow-up activities to continuously assess and modify the In-service courses.

This would be done in cooperation with the Curriculum Development and Research Unit.

5. Development of a delivery system which could quickly and efficiently implement In-service programs such as:

- i) Needs assessment
- ii) Courses
- iii) Follow-up and evaluation.

The proposed development of additional centres would be an ideal delivery system.

#### IV Plan for the Development of a Delivery System

From USAID we are told that a country grant from USA will provide for the building of six (6) new Education Centres. All new centres in the future will have hostel space for residential courses. The centres run under the new Department of Teacher Education will be built in various District Headquarters. They will serve as resource centres for all arms of the MOE.

In any realistic plan of decentralization, the MOE Gaborone must be represented by a senior public official at the level of a Regional Education Officer. Each District or region would then function as a mini-Ministry with REOs called to Gaborone to discuss policy.

With additional Education Centres throughout the country serving all departments of the MOE, there will be a need of highly skilled people to run them. Botswana

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does not have these people at present. Therefore, the following plan is proposed as a way to provide for them.

The Botswana Peace Corps Director, Annamarie Hayes, should be asked to provide 24 experienced leaders of Educational Resource Centres for a period of three years service in Botswana. Tours of duty will need to be phased in with the completion of the centres. Not all 24 will be needed at any one time. Because Dr. Hayes has vast experience in the programmes at Wayne State University in training leaders of Educational Resource Centres, and because she is willing to spend time learning our needs first hand, it is suggested that she personally be involved in the recruitment of volunteers.

} Peace Corps

*What in this world is this?*

2. The Primary Education Department of UB in consultation with the In-service Unit of MOE should select 24 people from the ranks of their BED students to be listed as shadow post holders (2 to a Centre) as potential Coordinators of Centres. While in training they can serve as Field Officers from the Peace Corps volunteers. Field work could then go to the next group of Diplomates selected.
3. After three years of training the shadows, other BED students from University of Botswana would assume the shadow posts and would assume responsibility for the Centres. The rationale for a three year training period is that the task of running a resource centre for several disciplines is a very complicated task. There are not many people who can do it well and a well thought out and systematic training program is essential.

Questions that might be raised are:

Why 24, the number might be too large?

We always have gone into projects with half the help we need. If we are serious about In-service education we should do the job correctly and seriously.

Why the Peace Corps instead of other programmes?

Peace Corps has a pool of trained people who are older and experienced and can spend enough time here to make a difference. We don't need short term consultants who learn more from us than we do from them.

4. To avoid intra-agency problems, we should present a schedule of needs to USAID, Peace Corps and other involved agencies and let them work on who can provide what? most effectely.

V Some final important thoughts that should be discussed

1. TTC staffs should be involved regularly from the beginning in assisting in developing courses that might be offered for credit.

The crucial improvement toward which all of this delivery system should lead is the creation of a career ladder by which teachers may take accredited courses and better their earnings by virtue of merit. Any interim programme for which we might be tempted to settle which does not lead to the establishment of a career ladder is an insufficient programme for the needs of Botswana's primary education.

2. A planned programme of implementation must be worked out if the proposal is approved by the ministry. This implementation plan should set up long-term and short-term goals with specific time lines for each.

VI Example of the way In-service courses could operate for certification, licensure, promotion, professional development:

1. A specified number of required courses as well as elective courses or workshops would have to be completed to meet the qualifications for:
  - a) Certification
  - b) Licensure
  - c) Promotion i.e. Department Head to Head (Teachers to Senior Teachers)
  - d) Continuous appointment, education officers, Head-teachers and teachers.
2. Untrained teachers would also take a designated number of courses or workshops each year as a requirement for reappointment (professional growth and development)

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3. Courses could be focused on (or) a combination of the following:
  - a) National objectives - i.e. competency model, individualized instruction, etc.
  - b) Position oriented - i.e. Headteachers workshop, Standard I Breakthrough, etc.
  - c) Subject matter - i.e. Mathematics/Science, Reading, Social Studies, etc.
  - d) Teaching methodology - i.e. Teaching Aids, Project method, Communication Skills, etc.
  
4. The above example would necessitate co-operation among the various Departments in the Ministry of Education, the University, the TTCs and the Education Centres. It would require a great deal of planning in both the development and implementation stage.

A MODEL FOR THE LICENSURE OF PRIMARY  
AND SECONDARY TEACHERS IN BOTSWANA

License	Period of Validity	Qualifications to be eligible for license	Requirements to renew certificate	Incentive for recipient
Temporary	1 year	Employment as an untrained teacher	X hours of inservice education; evidence of minimally acceptable teaching performance; recommendation by the Head Teacher and Education Officer or headmaster.	Continued employment as an untrained teacher
Provisional	5 years	Successful completion of an accepted teacher preparation program.	Evidence of successful teaching; recommendation by the Head Teacher and Education Officer or headmaster; evidence of continued professional growth as represented by such activities as X hours of inservice education, correspondence study, university or teacher training college courses, service on curriculum committees and attendance at education conferences.	Minimum acceptable license to be eligible for the post of senior teacher, deputy head-teacher, and head-teacher
Professional	5 years	Three years of successful experience as a trained teacher; successful completion of one year of additional study beyond the requirements for the provisional license; recommendations of the head-teacher and Education Officer or headmaster.	Evidence of continuing professional growth as reflected in such characteristics as effective teaching, general influence on students, contributions to the success of the total school, assistance to less experienced teachers, service on committees at the school, the district and the national levels. While additional formal course work would not be required for license renewal, it, along with other inservice education participation would be evidence of continuing professional growth.	Movement to a "professional" salary scale; most appointments to posts of responsibility would be drawn from this cadre of teachers, i.e., senior teachers, education officers, headmasters, and principals, etc. Those selected for advanced study at the University or abroad would typically be drawn from the group of teachers holding the professional certificate.



APPENDIX E

"The Teacher Training College as an Education Centre"

A presentation at the TTC Seminar at Serowe on February 28,  
1985

by

Dr. Max W. Evans  
Chief-of-Party, Ohio University Contract

## THE TEACHER TRAINING COLLEGE AS AN EDUCATIONAL CENTRE

Professor Max W. Evans, Head Department of Primary Education

I am very pleased to have been asked to participate in what has now been labelled "Potaala IV". I am a relative newcomer to Botswana and to the Teacher Training Workshops which have been held for the past several years. The documents which came out of the previous workshops show much evidence of hard work and from my observations, this will be an equally productive one.

Professional development, whether of individuals or institutions, requires that people come together to share ideas, identify problems, work on solutions, establish priorities, and plan for implementation. Such conferences are costly in both time and money, but the cost is far greater if people don't come together in work sessions such as these.

I want to extend thanks to all of those who are involved in planning this conference - Dean Otaala, Dr. Pandey, Mr. Mothusi and, of course, our resource person, Mr. Hugh Hawes.

In introducing the subject of the Teacher Training College as an Education Centre I would like to discuss briefly some historical perspectives regarding inservice education in Botswana. First of all, I would like to point out that the Government of Botswana and the Ministry of Education have made a very substantial commitment to inservice education over the past three decades. Some of the evidence for that statement rests in the following events: the Ministry of Education provides for the position of inservice leader and the education officers, both primary and secondary, are regularly involved in carrying out inservice education. The forerunner of the present Francistown TTC was a very substantial inservice education programme to up-grade untrained primary school teachers to trained status.

In the mid to late seventies, an inservice team of several people, headed by Bram Swallow, was very much involved in delivering inservice education to the primary schools in the country. At that time, the teacher training colleges were also rather active in the inservice education movement.

In the early 1980's the Primary Education Improvement Project (PEIP) was initiated and a substantial part of that programme concerns itself with inservice education for serving primary school teachers. Dr. Haseley will review in some detail the manner in which that programme is organised and carried out. There are, of course, many other inservice education activities which are taking place within the country. Some of these have been initiated by the Ministry of Education, such as the one dealing with individualisation of instruction in June, 1984, and others carried out by education officers and head teachers and may never be known to many of us.

At the time of this workshop, a long range plan for the delivery of the inservice education programme in Botswana has not fully materialised. Elements of the plan however, have been discussed and pieces of it seem to be falling into place. One of the important purposes of our discussion here today should be to share these ideas with you and to get your reactions to them. There is yet time for input to the development of the inservice education delivery system since the Ministry of Education has not yet taken any formal action in this regard.

The PEIP project had its genesis in the report of the National Commission on Education. As an outgrowth of that study, which was conducted in the mid 1970's, primary education was identified as the top priority in education for Botswana. This led to the development of the PEIP project which had two fundamental purposes. One to develop a Department of Primary Education at the University which would prepare students to the level of Diploma and Bachelor of Education Degree. It was expected that the Diploma graduates would go into leadership positions in the primary schools while the B.Ed. graduates would initially be targeted to staff the TTCs. This purpose also carried the expectation that the Department would be staffed by Botswana lecturers as soon as possible.

The second purpose of the PEIP project was to develop and to institutionalise an inservice education programme for Botswana. We are well along the road to the accomplishment of the first objective but, as indicated earlier, some important decisions have yet to be made with regard to the institutionalisation of inservice education. At one point, serious consideration was given to the possibility that the primary school inservice education programme could be carried out by lecturers in the Department of Primary Education. After careful review of the implications of such a plan, it was determined that the long term demands of that arrangement would seriously interfere with the expectations which the University has for its professional staff. We have found, for example, that the Ohio University team which has been involved with the delivery of inservice education for the past three and one half years is spending at least 18 weeks per year in inservice-related activities.

With the decision that the inservice education programme would not be centred at the University, discussions intensified in an attempt to formulate a basic inservice education plan which was appropriate to Botswana and which could be sustained over a substantial period of time after donor support was withdrawn. The Teacher Training Colleges and Education Centres have figured prominently in these discussions and Luther Haseley will be outlining some of the roles and responsibilities which could conceivably be attached to those two institutions.

I would like now to turn my attention to the main question presented to me for discussion - that of the teacher training college as an

education centre. We can pose the question "Why does it make sense to have the TTCs as an integral part of the inservice education delivery system?" I realise that I real' don't have to convince this group about the place of TTCs in inservice education. Recommendation No. 2 which, Mr. Mogasha discussed on Monday morning, states "Colleges should resume the responsibilities which they formerly had of providing inservice as well as preservice education." But I think a review of the rationale for the involvement of the TTCs in inservice education is important and I shall try to set it forth in the following paragraphs.

Let me begin by saying that I believe that the development of teachers is a life-long process. Thus, preservice preparation and inservice education are part and parcel of the same process; one might call them two sides of the same coin. At the present time, the TTCs turn out "trained" teachers; however, there is no reason to believe that teacher growth should stop at that point. In fact, our assumption should be that teachers are capable of improving their performance throughout their professional lives.

If we accept the concept that the growth and development of teachers should be a life long process, then we must raise the question of where are the resources - both human and physical - for ensuring that these crucial undertakings can be carried out? Without doubt at the present time the greatest concentration of talent and know-how in the country for both preservice and inservice education of primary school teachers resides in the four teacher training colleges. If this is, indeed, the case, then some way must be found for tapping into this body of expertise for inservice as well as preservice education.

The utilisation of the TTCs as a part of the education centre/in-service education delivery system is also in harmony with the concept of decentralisation which is being increasingly discussed. Basically, decentralisation involves giving the TTCs greater autonomy within the framework established by the Ministry of Education for their governance. With the TTCs being ideally situated with regard to the geographic regions of Botswana, the process of adapting inservice education to the needs of the local areas is facilitated. There is a good deal of evidence to suggest, also, that tying inservice education in with a preservice education programme can lead to an even stronger preservice programme. TTC tutors, through participation in inservice education programmes, can test new ideas with teachers and children. Participation in inservice education also keeps tutors in touch with the problems that grow out of classroom instruction; there is always some likelihood that teachers of teachers, whether at the TTCs or the University, will lose touch with the real problems of teachers in the classroom. Finally, I would suggest that the experience of cooperatively planning with others for inservice education programmes can be a stimulating and professionally rewarding experience for TTC tutors.

A final reason for believing that the TTCs should be a part of the

inservice education concept is that the students enrolled at the TTCs will come to see the education centre as a source of future support for them when they assume their teaching responsibilities in the schools. Thus, in a sense, as students see their tutors working with classroom teachers in the improvement of instruction, it is hoped that they will feel that they have a natural ally and place to turn for assistance when they themselves move into the role of serving teacher.

If, indeed, the TTCs do assume a more central role in the inservice education programme in the future, one might reasonably ask what is the role of the staff at the University of Botswana, and particularly the Department of Primary Education in the inservice education programme? The possible responses to this question, just as many others that are being posed at this seminar, is undergoing discussion. I should like to present some of the ideas we have discussed in the University and with Ministry of Education officials.

First, it seems to me that many different groups will be involved in attempting to establish priorities for inservice education needs in Botswana. Obviously the needs which can be identified far outstrip the resources of the country to attack them all on a broad front. It would seem to me that as the Department of Primary Education becomes established in the years ahead the staff members would be able to share their findings with regard to inservice needs and priorities, regardless of whether this was through research or through their own observations of working with students in the Department of Primary Education, their interactions with TTC tutors, or their work directly with teachers and students in the schools. It is my personal belief that our Department must be vigilant in avoiding the label of an "ivory tower".

Once inservice education needs and priorities are determined, the formulation of inservice education programmes to address these needs would seem to be another point where members of the Department might be of assistance. Again, such input might come through serving on inservice education planning committees, curriculum panels, or through rendering assistance to education officers and head teachers.

I would hope, also, that in the years ahead the staff of the Department of Primary Education would occasionally be involved with presenting workshops directly to primary school teachers as they are now. During the course of the coming year, each of our staff members in the Department will be directly participating in presenting workshops to teachers. Just as the involvement of TTC tutors in workshops can be a growth experience, it would seem to me that this same reasoning applies to the staff of the Department of Primary Education.

Finally, I would hope that the graduates of our B.Ed programme would emerge with the attitude that inservice education is an important part

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of their responsibilities as they head toward the TTCs or toward other roles in the Ministry of Education. I would hope also that as our programme develops in the Department of Primary Education, students would have opportunities to develop workshop planning and presentation skills as well as the confidence to engage in inservice education activities as they may be called upon to participate.

In making the case for TTCs as education centres, perhaps one should at least acknowledge a few of the tasks and additional resources which will be needed for such a commitment. Of foremost importance will be a clear statement of policy and direction from the MOE that the TTCs have a significant role to play in inservice education. Once this course of action is set in motion, subsequent implementation decisions can be made which will deal with the problems of staffing the TTCs for inservice education and the provision of other needed resources. Of equal importance will be the need to cultivate a productive and harmonious relationship between the TTCs and the Education Centres. Fortunately, we already have an excellent operational model for that relationship in our midst at Serowe which is worthy of study and emulation.

In conclusion, I would simply like to say that I believe the decision to make TTCs an integral part of the inservice education delivery system is one of those "big" decisions which will have a positive long-term impact upon the quality of primary education in Botswana. It seems to be a course worth pursuing.

## APPENDIX F

"Possible Future Delivery Systems for Inservice Education"

A presentation at the TTC Seminar at Serowe on February 28,  
1985

by

Dr. Luther Haseley  
Inservice Specialist

## POSSIBLE FUTURE DELIVERY SYSTEMS FOR IN-SERVICE EDUCATION

By Dr. Luther Haseley, PEIP Inservice Specialist

1. I would like to discuss some of the innovations in the PEIP In-Service Education Programme and then deal with a proposed network or delivery system to provide In-Service Education throughout Botswana.

We have just finished the third year of the PEIP In-Service Education Programme. Last year some significant changes were made in an attempt to:

- a) Make the classes more meaningful and productive.
- b) Begin localising the programme.

The changes that were made to bring this about were:

- a) Developing clear criteria (a checklist) for choosing the participants for the PEIP workshops. It was requested that Education Officers select the best teachers in the schools since they were being trained to be in-service providers.
- b) Doubling the number of schools participating in the programme (From 30 to 60 schools and 90 to 180 teachers).
- c) Developing a "sister school" approach. Each participating school would have a sister school located within a reasonable distance. Sister schools would then share workshops ideas and planning.
- d) Dividing schools into Target School I (30 schools) and Target School II (30 schools): Target School I's would have a workshop every 4 months and then give the workshop to their own school and then to their Target School II sister school. The same approach would be applied to the Target II Schools.
- e) Increasing the PEIP staff to teams of 3 (1 UB tutor and 2 Botswana Primary School Teachers). Each team worked cooperatively in planning and delivering the respective workshops. The Botswana team members were selected after a series of meetings, classroom observations and interviews. They were committed to work with the project for 1 year, April 1984 through February 1985.

This coming year beginning April 1985, the next steps towards localisation and institutionalisation will take place. These steps will go along with the recommendations made by this group in 1983, will be in accord with the Ministry of Education's plan for decentralisation and will be a response to specific suggestions submitted by the TTC Principals.

The last year of the PEIP In-Service Education Programme is viewed as a transition year. The transition will be from Ohio University to Botswana staff and from University control and direction to TTC involvement. This transitional approach entails:

- a) The setting up of 4 curriculum teams. One in each of the following subject matter areas: Math, Science, Social Studies/Child Development and English/Reading.
- b) Each team will consist of 5 - 6 members and will include: 2 UB tutors - 1 TTC tutor - 1 curriculum development representative and or 2 University B.Ed. students in Primary Education.
- c) The responsibilities of each team are:
- 1) Develop a Curriculum for the last year of the PEIP In-Service Programme in each assigned subject matter area.
  - 2) Suggest teaching aids that could be used in teaching the curriculum.
  - 3) Suggest and implement the delivery system for presenting in the workshops.
  - 4) Suggest ways the workshops can be evaluated.
  - 5) Indicate how the workshops can be taught demonstrating good teaching techniques consistent with the "Teacher Competency Model".

It is believed that this approach to the PEIP workshops will be significant in helping them become more relevant and will assist in identifying PEIP participants who may later be utilized as In-Service providers through the Education Centres.

## 2. THE EDUCATION CENTRES AS A FUTURE DELIVERY SYSTEM

It would be helpful to view the development of Education Centres in Botswana as the Development of a "Network" system that permits an efficient and effective delivery system for In-Service, information and feedback. An effective network must be responsive to national, regional and local needs.

Plans to construct 9 additional Education Centres throughout Botswana have already been submitted to funding agencies. A plan for maximum centre utilisation would identify the 4 centres affiliated with each of the TTC's as being "Main Centres". Each of the main centres would have 2 to 4 sub-centres or "Extension Centres" affiliated with them. It is planned to have a total of 14 Education Centres. It is being recommended that every primary school in Botswana have a designated person (Deputy Head Teacher or Senior Teacher) trained in In-Service activities and assigned as the primary school's liason with its nearest Education Centre.

With this proposed network, national concerns of In-Service, information or feedback could be implemented by activating the entire network of Education Centres and the Primary Schools they serve.

Regional concerns would be addressed by the 4 regional main centres and their extension centres, while local issues or needs would be addressed by each of the individual centres in relation to the primary schools each serves.

It is also envisioned that each of the education centres will be multi purpose. Not only will they offer residential and classroom based courses, but they will also have a material development workroom, a library of teaching materials and aids, and a demonstration primary classroom. The centres will be available for primary and secondary school inservice programmes as well as non-formal programmes which may be initiated by education officers in those respective areas.

Centre staff will work closely with TTC personnel, University personnel and of course primary school E.O.'s and teachers. In General Education Centres will be responsible for:

- a) Assessing needs of school personnel in their area.
- b) Providing a delivery system to meet those needs.
- c) Developing and implementing a follow-up system to assess the effectiveness of their programmes.

Although many of these ideas are still in the formative or planning stage it is suggested that the above mentioned approaches will permit a more effective delivery system of In-Service activities in Botswana.

## APPENDIX G

Discussion Paper

"Training Deputy Head Teachers or Senior Teachers  
to be Inservice Coordinators"

by

Dr. Luther Haseley  
Inservice Specialist

February, 1985

POSITION PAPER ON TRAINING DEPUTY HEAD TEACHERS  
OR SENIOR TEACHERS TO BE IN-SERVICE COORDINATORS

I. INTRODUCTION

A number of innovative programmes are currently being discussed in the Ministry of Education which will have a significant impact on Primary Education in Botswana. It is important to note that the programmes being considered are inter-related. One dimension, however, which has often been discussed but which has not yet been formulated is an approach to Co-ordination or integrating those "related" programmes. At the primary school level. This paper will suggest a plan to begin this necessary integration.

II. DEVELOPMENT OF NEW PROGRAMMES

- A. The Ministry has already initiated a Special Education Programme. Two Ministry of Education Officers are currently housed in the Ministry and plans are being made to appoint Education Officers in the Field of Special Education. The PEIP is teaching classes at the UB in Special Education and the TTC's are in the process of initiating courses in Special Education in their Curriculum. There is still a Major Effort that has to be initiated to help Primary School Teachers in the field become aware of and more competent in dealing with Handicapped children.
- B. The Teacher Competency Model is being introduced in primary school throughout the country. E.O.'s, TTC tutors, Ministry of Education Personnel and PEIP tutors have already had workshop dealing with the Competency Model. It is planned that every primary school in the country will be exposed to this Model. A major issue will be to devise a way to provide follow up and support for teachers applying the competency model so its momentum will not diminish.
- C. Guidance and Counseling - is being discussed by Committees at both the Primary and Secondary School levels. A Conference on guidance & Counseling is scheduled for April 15 & 16 (1985) to review what has happen thus far and to propose a plan for the future. There is Agreement among the guid & Counseling committee members that Primary Schools should be totally involved in this movement. A concern of the committee deals with staffing of Guidance & Counseling Personnel in the Primary Schools.

- D. Continuous Assessment is being discussed in relation to the standard IV exam and the general philosophy of Evaluation/Assessment in Botswana. The Peacock Report (Dec. 8, 1984) advocated the adoption of a continuous assessment programme in the primary schools. One of the major obstacles, however was the training, supervision, and support of teachers practicing continuous assessment in the classroom
- E. Break through to Setswana is being considered for countrywide adoption. This approach to teaching demonstrates many of the teacher competencies in the model discussion in (B). It also is child centred (Guidance & Counseling) and requires continuous assessment. Because it is dependent on Teacher motivation, follow-up and teacher support Groups are necessary components of the Break through program. This requires Personnel in the school to provide supervision, support and at times additional training.
- F. Additional Education Centres are planned for construction during the next 5 years. A total of 14 Education Centres will provide a "net work" (see papers "future directions for in Service Education") that will be able to provide Educational & support services to every primary school in the country. To realise the full potential of this Educational network there should be a primary school teacher designated as a Liason to the Education Centre to communicate the local school's needs to the centre and to convey information etc. from the education centre to the local school.

### III. A PLAN FOR PRIMARY SCHOOL COORDINATORS

All of the projects previously mentioned require some coordination, Liason and assistance within each of the primary schools involved. A school supervisor, or assisting teacher trained to provide such help is not currently available. The expense and time involved in creating new posts for all of the primary schools (or even small clusters of primary schools) would be prohibitive. An alternative approach utilizing current personnel may be feasible.

On a number of occasions at head teachers workshops Ministry officials have expressed their concern that Deputy head teachers and Senior Teachers were not being utilized properly. It was suggested that those teachers be given more "professional" tasks in the school in order to make use of their experience and expertise.

Senior school personnel were receptive to the suggestion although it was difficult to implement because no clear Job Responsibilities or duties were outlined in any official document and many were not trained for supervisory tasks.

The Education centre directors in Serowe discussed this issue with the in-service advisor and as a result a pilot project to train three "Teacher Advisors" in three schools in Serowe was formulated. A meeting was held with the In-service Advisor, the Education Centre Directors, and representatives of the three schools to discuss the Pilot Project. This Project has now been in effect since February and the results have been excellent. The three "Teacher Advisors" meet once a week to discuss concerns and issues and receive assistance from the Centre Staff. Their head Teachers have agreed to give them free time to carry out their responsibilities appendix I list the role of the teacher Advisor in the Pilot Schools.

#### RECOMMENDATION

A "Teacher advisor" be identified in each Primary school. This person would be trained in identifying handicapped children, The teacher competency model, breakthrough, & some guidance & counseling principles. The teacher advisor would be the in-service Liason/coordinator with the Education Centre assigned to serve that school. This would complete the National, Regional, local network of in-service education. (see appendix II)

#### IV. CONCLUSION

Many exciting and significant programmes are being developed for Primary Schools which should greatly enhance the teaching/learning process.

A distribution network to support those programmes through in-service and follow-up activities is planned by building additional education centres.

What is required to bring the programmes and the network together are:-

- A. Qualified Personnel at the TTCs and in the Education Centres to provide services and support to schools. - This is being accomplished through current inservice programmes and the integration of PEIP graduates into the TTC's and the Ministry (E.O.s)



- B. Trained personnel in each of the primary schools to assess the needs of their teachers, provide support & in-service when possible and to act as a coordinator/Liason with its Education Centre. This paper addresses the issue of providing trained personnel in each primary school to "complete the networks".

The implementation of this type of network would require an extensive in-service education programme for deputy head or senior teachers. The most effective way to achieve this in-service would be to have it linked with a PEIP II in-service thrust similar to the Education Officers workshops currently being conducted. The in-service courses would be a cooperative endeavor between PEIP staff - E.O.'s and Ministry officials ie. Special Education and guidance ' counselling - it would also be a phased in approach corresponding to the building of additional education centres, allowing "local networks" to develop in a mutual cooperative manner.

## Proposal for Pilot Schools

### Project for 1985

#### Role of Teacher Advisor in three schools in Serowe Manonnye, St. Gabriel's & Tshekedi

The above can be Senior teacher, Deputy, or especially chosen individuals.

#### I Supervision of Teachers

- a) check on preparation
- b) Visit classrooms & assist in organization of space, time, etc.
- c) Regular meetings - Once a term  
- When needed at other times
- d) Suggestion of kinds of materials  
assist the teachers/heads to order wisely

#### II Assist teachers in the classroom

- a) Small group learning
- b) Learning difficulties
- c) Individualized learning
- d) Help in terms of lesson planning
- e) Meet with parents dealing with special problems
- f) Identifying problems
- g) Development of Competency Model

#### III In-service liason with community parents and Head, etc

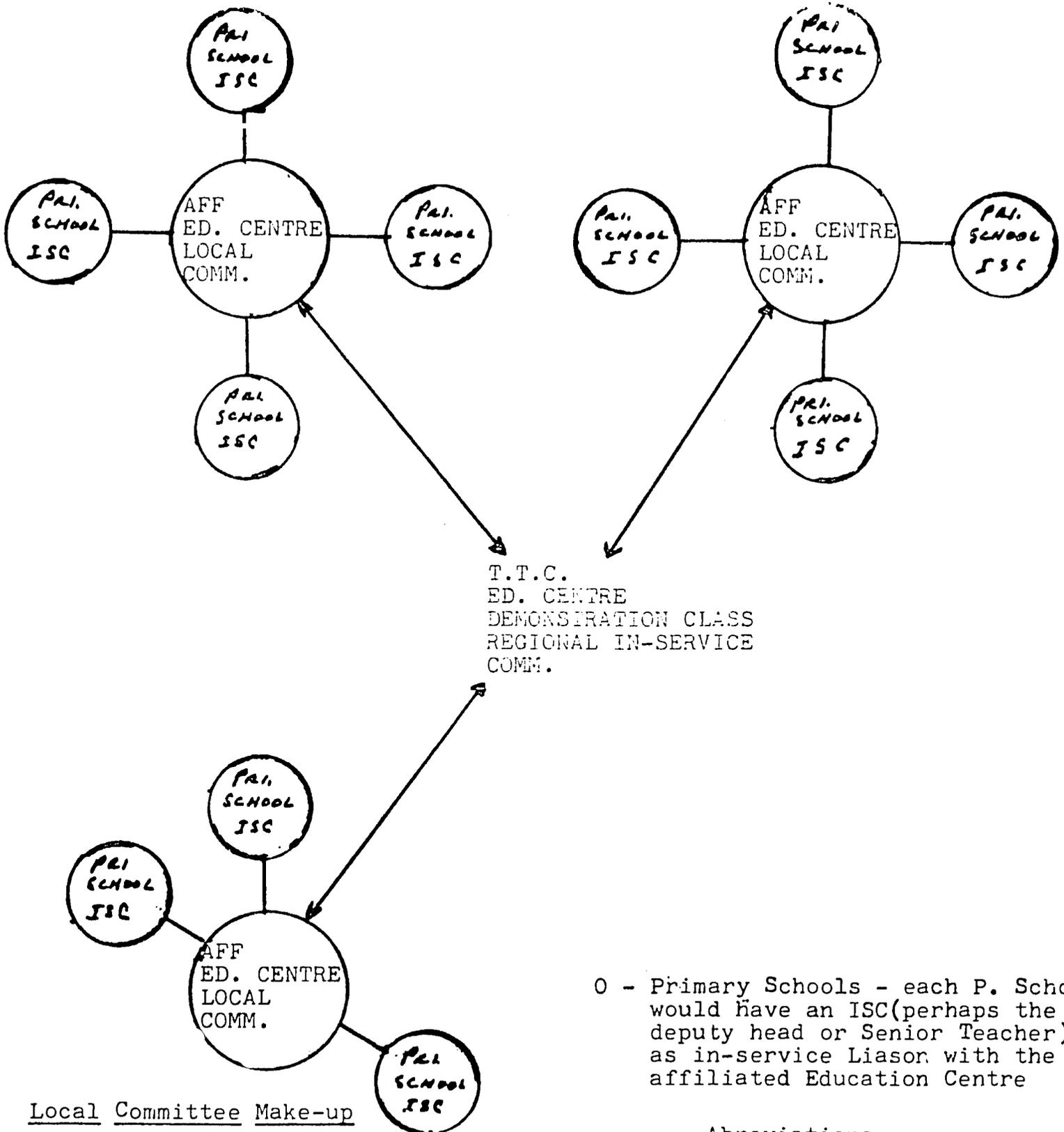
- a) Some form of Guidance of children, parents
- b) Represent needs of teachers to Ed. Centre, curriculum department  
Form a committee at the Ed. Centre
  - Mutual concerns
  - ways of working together with others
  - successful methods, materials

#### IV Possibility of free time to do above work

- a) Proposal of 1/2 time basis
- b) Work toward full time Senior Teacher Advisor with assistant teacher in classroom
- c) At present - some free time

#### V Authority of Senior Advisor

- a) All absences should be talked over with Senior Advisor before approaching head
- b) Problems with children - discuss with Teacher Advisor first ie. curriculum development in-service plans  
Meet with heads - discuss above possibly chooses 1/2 items impt heads support Teacher Advisors.



0 - Primary Schools - each P. School would have an ISC (perhaps the deputy head or Senior Teacher) as in-service Liason with the affiliated Education Centre

Local Committee Make-up

Affiliated Ed. Centre Director  
 Education Officer  
 Selected P. School In-service Co-ordinators

Regional In-service Committee Make-up

Education Centre Director  
 R.E.O.  
 T.T.C. - In-Service Tutor  
 PEIP representative  
 Curriculum development representative  
 Selected Primary school in-service coordinators

Abbreviations

AFF. Affiliated  
 I.S.C. -in-service coordinators

APPENDIX H

Addresses by the CEO (P&TT) Mr. P.V. Sephuma  
and the Head of the Department of Primary Education, Dr. Max  
W. Evans,

at the Completers Party for the  
First B.Ed. Primary Graduating Class

ADDRESS BY Mr. P.V. SEPHUMA, THE CEO (P & TT) AT THE BED.

(PRIMARY) COMPLETERS PARTY

12th APRIL, 1985

Master of Ceremonies

The Vice-Chancellor

Dean in the Faculty of Education

Ladies and Gentlemen - when history unfolds and is in the making and you are in the midst of such development, its significance goes almost unnoticed - what more if you are one of the cast and a member of the dramatis personae? People, events and issues then, can easily be taken for granted.

Master of Ceremonies, this is a very happy and important occasion - it is also historic for, it represents a giant step for us all here in our effort to improve the quality of education of primary education in Botswana. This, as you know constitutes one of the major assignments in the 1977 Report of the National Commission on Education.

Commission Reports, it has been stated seem to operate in patterns: - there are those that are shelved and suffocate to death and oblivion in steel cabinets and strongrooms; there are those that seem to fallow for a few years and appear to be painfully slow in having an effect.

The recommendation by the National Commission on Education that the improvement of the quality of primary education should be assigned the first priority of the Government of Botswana was the one task that was tackled with vigour and commitment. Mr. Chairman, amidst the several temptations to do so, I pray that we do not relax in application and provision of resources towards this end.

To-day, Mr. Chairman, we witness the fruition of a significant aspect of a package of efforts to improve the quality of primary education in our country - the graduation of the first group ever in BEd. (Primary Education) at this University. But for fear of being blasphemous and sacrilegious, I would say to these graduants: "Go ye, therefore and teach all Teacher Training Colleges baptizing them in the name of quality education."

It is needless for me to repeat to this gathering the catalogue of the history of this Project - PEIP (Primary Education Improvement Project), nor am I going to go into details that characterise its objectives and operations. These are all well-known to us.

What behoves me tonight is to congratulate this first group of completers at the degree level in Primary Education and to express my sincere appreciation and gratitude to all those who made this venture the reality it is to-day; those gone and present: the staff at the Ohio University, the cooperating institution, and last but no means least - to the two Governments of the USA and Botswana.

To you completers - or are you? I do not want to raise the quarrel with the term "completers" now except to remind you of the famous and well-known words "so much to do, so little done." We know that whatever human endeavour we embark upon, its conclusion or completion can only mean one thing and that is the question ... What now? And very appropriately I see written in huge block letters at the back of this room "What next now?"

To all you graduants I have this message:-

At the entrance to the campus of the Ohio University in the States, is a small gate. It has been replaced by a bigger gate

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that most students use now. The old gate may be forgotten and certainly not many students have read the following inscription on it. Carved in stone as you enter are these words: "Go enter, that daily thou mayest grow in knowledge, wisdom, and love." I hope this has been the case with you during the last 4 years you have been in this University. That, in fact is what education is all about....

But as you leave the campus by that gate these words are written over the exit: "So depart, that daily thou mayest better serve thy fellow man, thy country, and thy God."

As you depart from this institution have but one assignment, one challenge, one goal: to serve your fellow Motswana to serve Botswana - and all these - for the greater glory of God!

12th April, 1985.

## FAREWELL PARTY

### Bachelor of Education and Diploma Students

Remarks by Professor Max W. Evans, Head, Department of Primary Education, University of Botswana  
12th April, 1985

Master of Ceremonies, the Vice Chancellor, Dean of the Faculty of Education, honoured B.Ed. and Diploma graduates to be, members of the Faculty and Friends.

I think it is very appropriate to begin my comments tonight by thanking the members of the Bachelor of Education Class of 1985 for sponsoring this occasion, for including the Diploma students in the celebration as well, and for inviting the Primary Education lecturers to participate. You are to be highly commended for the initiative you have shown in arranging and carrying out this significant event.

As I reflect upon the meaning of this occasion which brings us together in celebration, many different thoughts come to mind. The first of these is that this occasion is a joyous one. Certainly, as each of you finish your period of study, whether two or four years, you must feel a deep sense of personal pride in your accomplishments. I am sure that your family and friends, as well as your teachers and sponsors, share these feelings of emotion with you.

This occasion, in addition to marking a personal accomplishment of great significance, is an historical event as well. Just as the year 1983 saw the first graduates of the Diploma Programme in Primary Education, 1985 is the year for the first class to graduate with a B.Ed in primary education. This is a signal occasion, for our celebration here tonight marks an important step in the fulfillment of a national plan - a national vision if you will - to take some specific actions leading to the improvement of primary education in Botswana.

This plan had its genesis nearly a decade ago as an outgrowth of a comprehensive and influential study known well to all of you -- Education for Kagisano . Out of that study emerged a national consensus that the education of primary school children must be a top educational priority. And thus PEIP -- the Primary Education Improvement Project -- was born, a genuinely cooperative undertaking involving the Botswana Ministry of Education and the University of Botswana with some assistance with the USAID.

PEIP was conceived with two major purposes. The first was to develop a Department of Primary Education at U.B. which would provide both a Diploma and a B.Ed. programme and to have that Department staffed as soon as possible by Botswana lecturers. As you have been able to observe first hand as students - at the end of four years - that purpose is close to realisation. In a few months you - the very first group of B.Ed. students - will be formally receiving your certificates of graduation and will be taking your places in the Teacher Training Colleges as teacher educators, or in special roles in the M.O.E. Most

of you who are Diploma graduates will be returning to the primary schools where, in the years ahead, you will be expected to make special contributions to the development of Primary Education.

The second purpose of PEIP is the development of a programme of inservice education for primary school teachers which will provide opportunities for all practicing teachers to continue to learn and grow and improve throughout their professional lives. Inservice workshops have been taking place for the past three years and hundreds - perhaps thousands - of teachers have benefitted from these experiences. But of equal importance to the work which has been done in inservice education is the planning which is underway by the MOE for the development of an inservice education delivery system which will make available to all primary teachers in Botswana opportunities to keep on learning how to be better teachers throughout their lives. I am sure that each of you in the graduating classes will have significant contributions to make to the continuing education of teachers in the years which lie ahead.

A moment ago, I referred to the plan for helping Botswana's primary schools to improve as a "vision." I believe that all progress - or development if you prefer that term - must start as ideas in men's and women's minds as to what constitutes an improved state of affairs over that which currently prevails. For every society everywhere, the education of the people is the foundation upon which progress is built. Those of us who are primary school educators, in collaboration with parents and others, have a special responsibility in building and ever strengthening that foundation, for it is upon our collective work and efforts that the remainder of the educational edifice must rest. H.G. Wells stated it well when he wrote "The teacher, whether mother, priest or schoolmaster, is the real maker of history."

I earnestly hope that, as each of you go forth from your years of study at U.B., you are greatly enriched both in the disciplines which you have been studying and in the vision which you have created in your minds as to what you and your country can and should do to continue building a better system of primary education for the girls and boys of Botswana.

This undertaking is, of course, a big one and it will last a lifetime, but, as you well know, the task is not yours alone. That you are here today is testimony to the fact that we are members of an important partnership working toward a common goal. Each constituent of that partnership - the MOE and its various divisions, the U.B. and its various departments, the teacher training colleges and the five hundred plus primary schools in the country - each has a singular role to play in building a better system of primary education. We welcome each of you graduates with your new qualifications to what I like to think of as a partnership for progress in primary education. It seems to me that the high degree of cooperation among all branches of the partnership demonstrates an extraordinary concensus and commitment to the improvement of people's lives through better education.

As one who has been privileged to have been both a participant and an observer of PEIP over the past five years, I wish on this occasion to express deep appreciation to the Government of Botswana and our

colleagues in the M.O.E. and U.B. for the opportunities which you have given Ohio University to be one of the partners in your programme for progress in primary education. On behalf of those who have served as your lecturers in the Department of Primary Education over the past four years, and our colleagues from the Faculty of Education who have played such an instrumental part in your being here tonight, I say best wishes and Godspeed to each of our graduates, in both your personal lives and in your professional careers.

APPENDIX I

Summary of Responses of 71 Primary Teachers and 20 TTC  
Tutors  
to the Questionnaire Concerning Help Needed by Primary  
Teachers

February, 1985

REMARKS DID NOT ANSWER ALL TWO ITEMS SO THE NUMBER OF RESPONSES DO NOT ADD UP TO 71 FOR EACH ITEM.

THIS QUESTIONNAIRE SEEKS TO FIND OUT WHAT WOULD BE MOST HELPFUL FOR PRIMARY SCHOOL TEACHERS. PLEASE ANSWER IT AS BEST AS YOU CAN.

1. What standard were you teaching in the past year?  
standard \_\_\_\_\_

2. The following types of children may have been in your class in the past year. Please give a rough estimation of the numbers by ticking appropriate columns.

	NONE	FEW (1-4)	MANY (5 or more)	DON'T KNOW
1. gifted children	5	37	26	1
2. slow learners	1	23	45	1
3. physically handicapped	40	22	2	2
4. loners (without friends)	40	22	3	4
5. with school adjustment problems	20	26	12	4
6. truants (school dodgers)	19	47	3	-
7. got pregnant	57	4	-	1
8. had family problems	18	37	10	2
9. lacked interest in school	26	39	2	1
10. drug/alcohol abuse victims	56	2	-	6
11. pilfering (stealing) habits	37	24	-	8

3. How well did you cope with the following types of children?

	NOT AT ALL	REASON- ABLY WELL	EXTREMELY WELL	DON'T KNOW
1. gifted children	3	37	26	-
2. slow learners	2	46	15	3
3. physically handicapped	32	16	4	7
4. loners (without friends)	26	19	6	9

PLEASE TURN TO THE NEXT PAGE

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3 CONTINUED

	NOT AT ALL	REASON-ABLY WELL	EXTREMELY WELL	DON'T KNOW
with school adjustment problems	17	29	3	7
truants	20	27	4	4
got pregnant	42	2	1	7
had family problems	18	31	7	4
lacked interest in school	18	29	4	6
drug/alcohol abuse	39	4	1	5
pilfering (stealing) habits	30	13	3	7

4. I COULD USE HELP IN: Please tick

	YES	NO	DON'T KNOW
1. Doing small group work	68	3	-
2. remedial teaching	66	5	-
3. using teaching aids	70	1	-
4. ordering good classroom materials	54	14	3
5. individualizing my teaching	45	22	4
6. working with parents	65	6	-
7. diagnosing learning problems	58	7	6
8. lesson planning	63	6	2
9. classroom discipline	69	2	-
10. teaching more effectively	67	4	-
11. working with problem children	58	10	3
12. making my classroom more attractive	61	7	3
13. helping school leavers with possible choices	49	16	6
14. making better use of community resources ie girl guides, church membership, primary health care (clinics), police	55	15	1

TOTAL  
71

15. ANY OTHER \_\_\_\_\_

5. In your opinion, what would be the best way to deal with children's problems.

	Agree	Disagree	Un-decided
A. teachers should identify children with problems and refer them to other people e.g social workers clinics. etc.	62	3	2
B. representatives of different institutions should address pupils in the schools about the different problems and how to cope with them.	53	8	6
C. pupils' problems should be left to parents to handle	4	63	-
D. a resource teacher should be appointed to help teachers deal with children's problems.	43	19	5

TOTAL  
67

ANY OTHER \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR COOPERATION

BREAKDOWN OF STANDARDS REPRESENTED

<u>STANDARDS</u>	<u>#</u>
<u>VII</u>	14
<u>VI</u>	15
<u>V</u>	9
<u>IV</u>	12
<u>III</u>	8
<u>II</u>	3
<u>I</u>	7

THIS QUESTIONNAIRE SEEKS TO FIND OUT WHAT WOULD BE MOST HELPFUL FOR PRIMARY SCHOOL TEACHERS. PLEASE ANSWER IT AS BEST AS YOU CAN.

1. What standard were you teaching in the past year?  
standard \_\_\_\_\_
2. The following types of children may have been in your class in the past year. Please give a rough estimation of the numbers by ticking appropriate columns.

	NONE	FEW (1-4)	MANY (5 or more)	DON'T KNOW
1. gifted children	-1	15	2	-
2. slow learners	-	8	12	-
3. physically handicapped	3	14	-	1
4. loners (without friends)	4	7	-	7
5. with school adjustment problems	2	15	2	1
6. truants (school dodgers)	5	9	2	4
7. got pregnant	8	5	1	4
8. had family problems	2	11	2	5
9. lacked interest in school	6	12	2	-
10. drug/alcohol abuse victims	11	3	-	6
11. pilfering (stealing) habits	6	10	-	4

3. How well did you cope with the following types of children?

	NOT AT ALL	REASON- ABLY WELL	EXTREMELY WELL	DON'T KNOW
1. gifted children	2	15	1	2
2. slow learners	2	15	2	1
3. physically handicapped	5	12	-	3
4. loners (without friends)	6	7	-	6

PLEASE TURN TO THE NEXT PAGE

3 CONTINUED

	NOT AT ALL	REASON-ABLY WELL	EXTREMELY WELL	DON'T KNOW
with school adjustment problems	3	12	2	3
truants	6	7	3	1
got pregnant	9	3	1	4
had family problems	2	10	1	4
lacked interest in school	3	11	2	3
drug/alcohol abuse	9	2	-	8
pilfering (stealing) habits	6	9	1	3

I COULD USE HELP IN: Please tick

	YES	NO	DON'T KNOW
1. Doing small group work	19	-	-
2. remedial teaching	20	-	-
3. using teaching aids	19	1	-
4. ordering good classroom materials	16	1	3
5. individualizing my teaching	13	6	2
6. working with parents	14	3	3
7. diagnosing learning problems	18	2	-
8. lesson planning	14	6	-
9. classroom discipline	15	5	-
10. teaching more effectively	18	-	2
11. working with problem children	15	3	1
12. making my classroom more attractive	17	2	1
13. helping school leavers with possible choices	14	3	2
14. making better use of community resources ie girl guides, church membership, primary health care (clinics), police	15	5	-
15. ANY OTHER _____			
_____			
_____			

5. In your opinion, what would be the best way to deal with children's problems.

	Agree	Disagree	Un-decided
A. teachers should identify children with problems and refer them to other people e.g social workers clinics. etc.	18	2	-
B. representatives of different institutions should address pupils in the schools about the different problems and how to cope with them.	18	1	1
C. pupils' problems should be left to parents to handle	-	20	-
D. a resource teacher should be appointed to help teachers deal with children's problems.	15	3	2

ANY OTHER \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX J

Ohio University Contract Personnel  
Records of Annual Leave and Sick Leave

ANNUAL LEAVF, OHIO UNIVERSITY CONTRACT

Blue, Dr. Marion

Date of Contract; 15 August, 1983

Date of Arrival; 25 August, 1983

House; 6202 Petleke

Month	Accumulated	Taken	Balance
Aug 83	1.0	0.0	1.0
Sep 83	2.0	0.0	3.0
Oct 83	2.0	0.0	5.0
Nov 83	2.0	0.0	7.0
Dec 83	2.5	4.5	5.0
Jan 84	2.5	0.0	7.5
Feb 84	2.0	0.0	9.5
Mar 84	2.5	0.0	12.0
Apr 84	2.0	0.0	14.0
May 84	2.0	0.0	16.0
Jun 84	2.0	0.0	18.0
Jul 84	2.5	12.0	8.5
Aug 84	2.0	5.0	5.5
Sep 84	2.0	1.0	6.5
Oct 84	2.0	1.0	7.5
Nov 84	2.0	0.0	9.5
Dec 84	2.5	3.0	9.0
Jan 85	2.5	0.0	11.5
Feb 85	2.0	0.0	13.5
Mar 85	2.5	0.0	16.0
Apr 85	2.0	1.0	17.0

ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT (26 days per year)

Evans, Dr. Max W.

Date of Contract: 22 May 1984

Date of Arrival: 27 May 1984

House No. 10287 Maru-a-Pula

Date	Days Accumulated	Days Taken	Balance
May 84	0.5	0.0	0.5
Jun 84	2.0	0.0	2.5
Jul 84	2.5	0.0	5.0
Aug 84	2.0	0.0	7.0
Sep 84	2.0	0.0	9.0
Oct 84	2.0	0.0	11.0
Nov 84	2.0	0.0	13.0
Dec 84	2.5	6.0	9.5
Jan 85	2.5	0.0	12.0
Feb 85	2.0	5.0	9.0
Mar 85	2.5	0.0	11.5
Apr 85	2.0	0.0	13.5

ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT

Haseley, Dr. Luther

Date of Contract; July 1983

Date of Arrival; 2 August 1983

House no; 5511 Broadhurst

Month	Accumulated	Taken	Balance
Jul 83	1.0	0.0	1.0
Aug 83	2.0	0.0	3.0
Sep 83	2.0	0.0	5.0
Oct 83	2.0	0.0	7.0
Nov 83	2.0	0.0	9.0
Dec 83	2.5	4.5	7.0
Jan 84	2.5	0.0	9.5
Feb 84	2.0	0.0	11.5
Mar 84	2.5	0.0	14.0
Apr 84	2.0	0.0	16.0
May 84	2.0	7.0	11.0
Jun 84	2.0	7.0	6.0
Jul 84	2.5	0.0	8.5
Aug 84	2.0	0.0	10.5
Sep 84	2.0	0.0	12.5
Oct 84	2.0	0.0	14.5
Nov 84	2.0	0.0	16.5
Dec 84	2.5	9.0	10.0
Jan 85	2.5	0.0	12.5
Feb 85	2.0	0.0	14.5
Mar 85	2.5	0.0	17.0
Apr 85	2.0	2.0	17.0

ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT (26 days per year)

Le Grand, Dr. Raymond A.

Date of Contract: 1 January 1984

Date of Arrival: 3 January 1984

House No. 10271 Maru-a-Pula

Date	Days Accumulated	Days Taken	Balance
Jan 84	2.5	0.0	2.5
Feb 84	2.0	0.0	4.5
Mar 84	2.5	0.0	7.0
Apr 84	2.0	0.0	9.0
May 84	2.0	0.0	11.0
Jun 84	2.0	5.0	8.0
Jul 84	2.5	0.0	10.5
Aug 84	2.0	0.0	12.5
Sep 84	2.0	0.0	14.5
Oct 84	2.0	1.0	15.5
Nov 84	2.0	0.0	17.5
Dec 84	2.5	2.0	18.0
Jan 85	2.5	0.0	20.5
Feb 85	2.0	1.0	21.5
Mar 85	2.5	0.0	24.0
Apr 85	2.0	0.0	26.0

ANNUAL LEAVE OHIO UNIVERSITY CONTRACT (26 days per year)

Wrhel, Peggy

Date of Contract: 12th August, 1984

Date of Arrival: 14 August, 1984

House No: 10274, Maru-a-Pula

Month	Accumulated	Taken	Balance
Aug 84	1.0	0.0	1.0
Sep 84	2.0	0.0	3.0
Oct 84	2.0	0.0	5.0
Nov 84	2.0	0.0	7.0
Dec 84	2.5	0.0	9.5
Jan 85	2.5	0.0	12.0
Feb 85	2.0	0.0	14.0
Mar 85	2.5	0.0	16.5
Apr 85	2.0	0.0	18.5

SICK LEAVE, OHIO UNIVERSITY CONTRACT (13 days per year)

Blue, Dr. Marion

Date of Contract: 15 August 1983

Date of Arrival: 25 August 1983

Date	Hours Accrued	Hours Taken	Balance
Aug 83	4.3	0.0	4.3
Sep 83	8.7	0.0	13.0
Oct 83	8.7	0.0	21.7
Nov 83	8.7	0.0	30.4
Dec 83	8.7	0.0	39.1
Jan 84	8.7	0.0	47.8
Feb 84	8.7	0.0	56.5
Mar 84	8.7	0.0	65.2
Apr 84	8.7	0.0	73.9
May 84	8.7	0.0	82.6
Jun 84	8.7	0.0	91.3
Jul 84	8.7	0.0	100.0
Aug 84	8.7	8.0	100.7
Sep 84	8.7	0.0	109.4
Cct 84	8.7	0.0	118.1
Nov 84	8.7	0.0	126.8
Dec 84	8.7	0.0	135.5
Jan 85	8.7	0.0	144.2
Feb 85	8.7	0.0	152.9
Mar 85	8.7	0.0	161.6
Apr 85	8.7	0.0	170.3

SICK LEAVE, OHIO UNIVERSITY CONTRACT (13 days per year)

Evans, Dr. Max W.

Date of Contract: 22 May 1984

Date of Arrival: 27 May 1984

House No. 10284 Maru-a-Pula

Date	Hours Accrued	Hours Taken	Balance
May 84	2.5	0.0	2.5
Jun 84	8.7	0.0	11.2
Jul 84	8.7	0.0	19.9
Aug 84	8.7	0.0	28.6
Sep 84	8.7	0.0	37.3
Oct 84	8.7	0.0	46.0
Nov 84	8.7	0.0	54.7
Dec 84	8.7	0.0	63.4
Jan 85	8.7	0.0	72.1
Feb 85	8.7	0.0	80.8
Mar 85	8.7	0.0	89.5
Apr 85	8.7	0.0	98.2

SICK LEAVE, OHIO UNIVERSITY CONTRACT (13 days per year)

Haseley, Dr. Luther

Date of Contract:

Date of Arrival: 2 August 1983

Date	Hours Accrued	Hours Taken	Balance
Aug 83	8.7	0.0	8.7
Sep 83	8.7	0.0	17.4
Oct 83	8.7	0.0	26.1
Nov 83	8.7	0.0	34.8
Dec 83	8.7	0.0	43.5
Jan 84	8.7	0.0	52.2
Feb 84	8.7	24.0	36.9
Mar 84	8.7	0.0	45.6
Apr 84	8.7	0.0	54.3
May 84	8.7	0.0	63.0
Jun 84	8.7	0.0	71.7
Jul 84	8.7	0.0	80.4
Aug 84	8.7	0.0	89.1
Sep 84	8.7	0.0	97.8
Oct 84	8.7	0.0	106.5
Nov 84	8.7	0.0	115.2
Dec 84	8.7	0.0	123.9
Jan 85	8.7	0.0	132.6
Feb 85	8.7	0.0	141.3
Mar 85	8.7	0.0	150.0
Apr 85	8.7	0.0	158.7

SICK LEAVE, OHIO UNIVERSITY CONTRACT (13 days per year)

Le Grand, Dr. Raymond A.

Date of Contract: 1 January 1984

Date of Arrival: 3 January 1984

House No. 10271 Maru-a-Pula

Date	Hours Accrued	Hours Taken	Balance
Jan 84	8.7	8.0	0.7
Feb 84	8.7	0.0	9.4
Mar 84	8.7	0.0	18.1
Apr 84	8.7	8.0	18.8
May 84	8.7	8.0	19.5
Jun 84	8.7	0.0	28.2
Jul 84	8.7	0.0	36.9
Aug 84	8.7	0.0	45.6
Sep 84	8.7	0.0	54.3
Oct 84	8.7	0.0	63.0
Nov 84	8.7	24.0	47.7
Dec 84	8.7	0.0	56.4
Jan 85	8.7	0.0	65.1
Feb 85	8.7	0.0	73.8
Mar 85	8.7	0.0	82.5
Apr 85	8.7	0.0	91.2

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SICK LEAVE OHIO UNIVERSITY CONTRACT (13 days per year)

Wrhel, Peggy

Date of Contract: 12th August, 1984  
Date of Arrival: 14th August, 1984

House No; 10274, Maru-a-Pula

Month Balance	Hours Accrued	Hours Taken	
Aug 84	5.0	0.0	
Sep 84	8.7	0.0	5.0
Oct 84	8.7	0.0	13.7
Nov 84	8.7	0.0	22.4
Dec 84	8.7	0.0	31.1
Jan 85	8.7	0.0	39.8
Feb 85	8.7	0.0	48.5
Mar 85	8.7	0.0	57.2
Apr 85	8.7	0.0	65.9
		0.0	74.6

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