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OHIO UNIVERSITY USAID CONTRACT

MINISTRY OF EDUCATION
UNIVERSITY OF BOTSWANA
PRIMARY EDUCATION IMPROVEMENT PROJECT

REPORT 2

University of Botswana

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31 October, 1982 Date

To Mr. Jon Gant
Human Resource Office
USAID/Botswana

Donald M. Knox From
Chief of Party
Ohio University Contract

SUBJECT: Second Semi-Annual Report of the Ohio University Contract Group from May 1, 1982 through October 31, 1982

Article I, Section F (b) 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.

Donald M. Knox
CHIEF OF PARTY

31 October, 1982

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CONTRACT

Between the

UNITED STATES OF AMERICA

and

The Ohio University, Athens, Ohio

AFR-0222-C-00-1066-00

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 MAY 1, 1982 to OCTOBER 31, 1982

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 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 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 College of Botswana (UCB) a permanent capacity to provide pre-service 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 co-operation with the UCB to organize and implement effective in-service 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 UCB. (2) Batswana graduates of the UCB with BEEd. degrees or two-year diplomas in primary education, qualified to serve as TTC tutors, head teachers, MOE officers and in other leadership positions. (3) Batswana trained in the U.S. to the masters degree level in appropriate fields of primary education to replace U.S. project staff at the UCB. (4) An institutional base established for the systematic and effective in-service training of head teachers, deputy heads, and senior teachers in the 480 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 Batswana in primary education to diploma and degree levels, depending on the exact mix of students in the two programs. The majority of the Batswana who completed the B.Ed degree will be slated for psoitions as tutors in the Teacher Training Colleges for the first 5-10 years following establishment of the program at UCB. 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 Batswana will continue to complete the UCB program annually, long after this AID project terminates."

In this contract Ohio University is required to provide 25 person years of long-term technical assistance over the life of the project. By 12 September 1981, all long-term technicians were on post and assigned to their respective duties.

An Organisation Chart depicting the organisation and structure of the contract responsibilities appears in the following Figure I at the bottom of this page

Organisation Chart

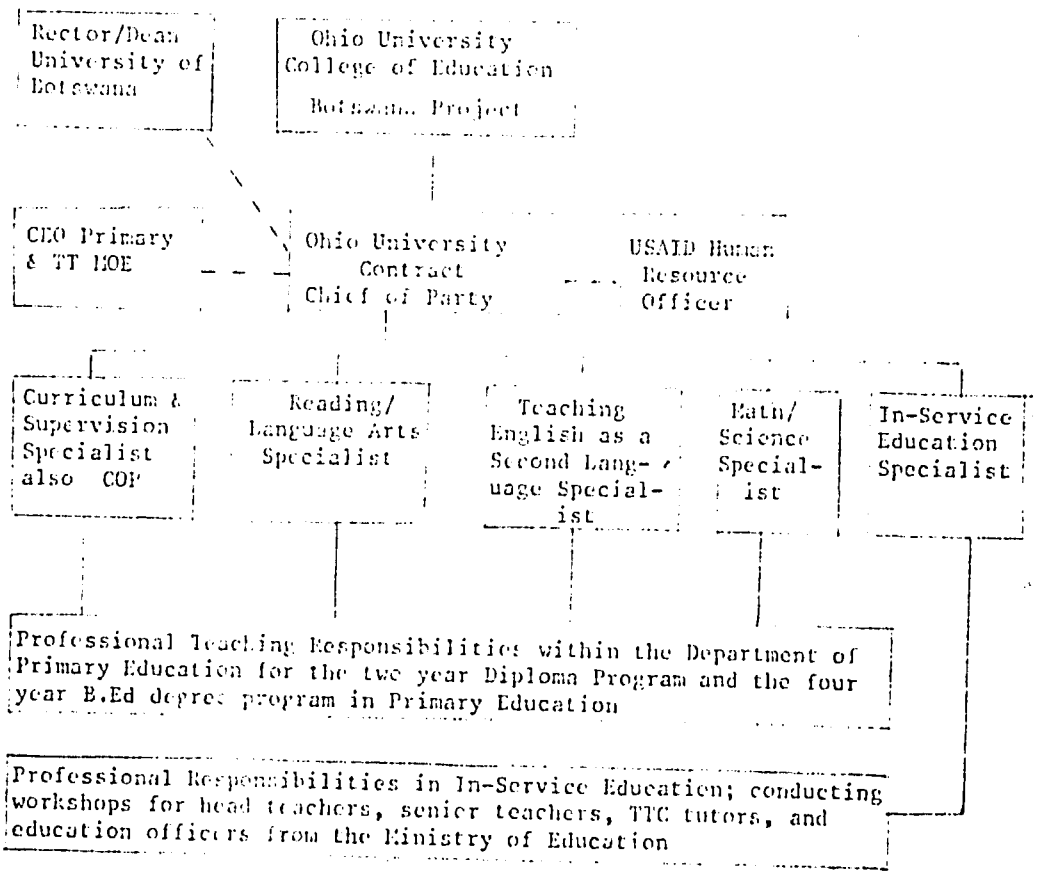

Figure I

In addition the project provides for a total of 16 participants (Ten long-term, and six short-term). Participants for training in the U.S. and third countries will be selected by the MOE and/or UCB in consultation with USAID/B and the Project Team. A period of overlap has been planned to assure that participants who return from training will be appropriately oriented to the psoitions which they are assuming. Project team members will then be reassigned or phased out.

UCB Participants are as follows:

1. TESL (Teaching English as a Second Language)
2. Reading/Language Arts
3. Science
4. Mathematics
5. Administration/Supervision
6. Social Studies
7. Early Childhood Education
8. Media evelopment

MOE Participants are as follows:

9. Administration/Planning (In-service)
10. Curriculum

CHAPTER II

PERSONNEL

The contract calls for an overseas staff of five (5) technicians or education advisers, including a Chief of Party, who serves as Team Leader and Specialist in Curriculum and Supervision; an In-Service Education Specialist; a Reading/Language Arts Specialist; a Math/Science Specialist and an English/Teaching English as a Second Language Specialist. There are additionally, forty four person months of short term consultants, some specified, and some unspecified to be utlized, as the need arises, during the life of the contract.

As of 31 October 1982, the Ohio University staffing pattern for the contract was as follows:

1.	Chief of Party/Curriculum & Supervision Specialist/ and Head, Department of Primary Education	Dr. Donald M. Knox
2.	In-Service Education Specialist	Dr. Thomas Helms
3.	Reading/Language Arts Specialist	Dr. Iva Zajicek
4.	Math/Science Specialist	Dr. James Steele
5	English/TESL Specialist	Mrs Janet Ramsay

Ohio University advisers live in USAID provided housing and follow the same personnel regulation as USAID direct-hire technicians. Complete personnel records are maintained in the Ohio University Office, currently located in the New Administration Building at the University College of Botswana. Each adviser earns a total of 26 days of annual leave a year and Sick leave at the rate of 15 days per year.

Reimbursement for sick leave, however, taken under this contract is limited to the amount earned by the employee while serving under this contract.

A report of annual leave and sick leave taken by Ohio employees in Botswana during the period 1 May 1982 to 30 October 1982, can be found on the following pages.

*DOC = Date of Contract

DOA = Date of arrival in Botswana

31st October 1982

SICK LEAVE STATUS OF OHIO UNIVERSITY CONTRACT PERSONNEL

Period from 1 May 1982 through 31 October 1982 ..

NAME	Balance Carried	May	Jun	Jul	Aug	Sep	Oct	Acc	Taken	Balance*
HELMS° Thomas DOC 1 Aug 81 DOA 18 Jul 81	9.25	0	0	0	3	2.5	0.5	7.5	6	10.75
KNOX, Donald DOC 22 Jun 81 DOA 12 Jul 81	12.5	0	0	0	0	1.5	0.5	7.5	2	18
RAMSAY° Janet DOC 24 Aug 81 DOA 12 Sep 81	9.625	0	0	0	3	1.5	0	7.5	4.5	12.625
STEELE, James DOC 26 Jul 81 DOA 13 Aug 81	10.25	0	0	0	0	0	0	7.5	0	17.75
ZAJICEK, Iva DOC 26 Jul 81 DOA 17 Aug 81	10.25	0	0	0	0	0	0	7.5	0	17.75

* DOC = Date of Contract
  DOA = Date of Arrival in Botswana

ANNUAL LEAVE STATUS OF OHIO UNIVERSITY CONTRACT PERSONNEL

Period from 1 May 1982 through 31 October 1982

NAME	Balance Carried	May	Jun	Jul	Aug	Sep	Oct	Acc.	Taken	Balance
HELMS, Thomas DOC 1 Aug 81 DOA 28 Jul 81	17	0	1	16	0	0	0	13	17	13
KNOX, Donald M. DOC 22 Jun 81 DOA 22 Jul 81	13.5	0	0	0	12	0	0	13	12	14.5
RAMSAY, Janet DOC 24 Aug 81 DOA 12 Sep 81	12	0	3	15	0	0	0	13	18	7
STEELE, James D. DOC 26 Jul 81 DOA 13 Aug 81	2	15	0	0	0	0	0	13	15	0
ZAJICEK, Iva DOC 26 Jul 81 DOA 17 Aug 81	11	15	1	4	3	0	0	13	23	1

CHAPTER III

Since this report is written specifically for the United States Agency for International Development (USAID), as a requirement of the contract AFR-0222-C-00-1066-00, most of the report will be written with that specific audience in mind. The Chief of Party, however, is greatly indebted to the Primary Education Improvement Project Advisory Committee, chaired by Mr. P.V. Sephuma, for their graciousness in also accepting this report to that body as well.
The semi-annual effort is a time consuming activity, and it is greatly appreciated that PEIP team members can use one vehicle for reporting purposes.

The six month period from 1 May 1982 through 31 October 1982 was one of high activity and significant accomplishment for the Ohio University Contract Team and the Primary Education Improvement Project. A new class was admitted to the pre-service program; all team members assigned to the University began teaching responsibilites; and Phase I of the PEIP In-service program was completed. The Dean of the College of Education at Ohio University visited the project in late July and the President of Ohio University made a similar visit to Botswana in late October. Both visits resulted in a stronger linkage between the two universities , the entire Primary Education Improvement Project and the College of Education.

The major significant event in Botswana history which took place during this reporting period was the formation of the new University of Botswana which took place 1 July 1982 and the inauguration of the new University which took place on 23 October 1982 in which His Excellency, Dr. Q.K.J. Masire was installed as the first Chancellor and Professor J.D. Turner was installed as th first Vice-Chancellor.

A listing of accomplishments of a general nature follows:

1. The second class of B.Ed. and Diploma of Education students was admitted to the University in August of 1982. Twenty were admitted to the bachelor's degree programme and ten to the two year diploma programme. This brings the total enrollment up to 60.

2. Seven new courses were developed and offered to first and second year students in both degree and diploma programs:

   a. EPM 130 Basic Mathematics for Primary Educators
   b. EPS 101 Basic Science for Primary Educators
   c. EPI 210 Teaching Language Arts and Social Studies
   d. EPI 200 Teaching Mathematics in Primary Schools
   e. EPI 220 Teaching English as a Second Language
   f. EPI 230 General Administration in Primary Schools
   g. EPI 215 Diagnostic Teaching

3. The Primary Education Hostel was completed on schedule and students were able to occupy the building beginning with the first semester of 1982.

4. Phase I of the PEIP In-service program was completed during this reporting period. During Phase I, nine workshops were conducted in the areas of reading, math and science, and Teaching English as a Second Language. A cadre of 120 Batswana Education Officers, Head Teachers, and Senior Teachers were trained to implement the "multiplier effect." A minimum of 180 spin-off workshops resulted from this effort in sixty targeted schools. Approximately 1200 teachers were reached through this effort.

5. Planning took place during this reporting period for nine additional workshops to complete Phase II of the first year's workshop effort.

6. On September 18, 1982, Dr. Max W. Evans arrived in Botswana to begin a three month consultancy for the Ministry of Education to assist with planning at the Ministry of Education in the areas of teacher certification and professional visitation at the Teacher Training Colleges. The projected departure date for Dr. Evans is to be 11 December 1982.

7. Three participants were identified to participate in graduate studies at the M.Ed. level. They are scheduled for departure from Botswana in late December.

Delaying Action Four persons were actually identified to take part in this program. One was not released by the Ministry of Education for medical reasons.

Those identified to leave and the areas in which they will study follow: Mr. Walter Dikole in Administration and Supervision; Mrs Gloria Dudu Mogobjwa in Reading and Language Arts; and Ms. Ruth Monau in Early Childhood Education. All three will study at Ohio University.

8. A significant amount of progress can be observed in the construction of the Primary Education Centre on the site of the University of Botswana campus. Completion, however, has been delayed by several months.

Delaying Action. As a result of the above, commodities in the form of audio-visual equipment and material have not been ordered, These should be ordered during the next reporting period. Until this building is turned over to the project, there would be no storage space for such equipment. Likewise, the contract did not bring a special consultant in the area of Instructional Media. It was felt that better use could be made of such a consultant after the physical facilities are completed and ready for occupancy.

9. in mid-October Dr. Pat Lynch, the external evaluator for the Primary Education Improvement Project, arrived in Botswana for a short visit. A copy of his second report to USAID is presented in Appendix

Delaying Action. It can be recalled from the previous report that a special consultant was to arrive in Botswana for the purpose of training observers in order to collect evaluation data for the in-service program. Cost factors and schedule problems resulted in USAID delaying this activitity. Plans are currently underway to implement this.

10. A special consultant in the area of primary school guidance was brought to Botswana. On 18 October 1982, Dr. Sally Navin arrived for a seven week tour of duty. Her work was just in the planning stage at the end of this reporting period.

11. Dr. Alen Myers, Dean of the College of Education at Ohio University arrived in Botswana for a 9 day visit to the project. During this time he visited officials at the Ministry of Education, the U.S. Embassy, the USAID office, the University of Botswana, two Teacher Training Colleges at Lobatse and Francistown, and some selected primary schools.

12. Dr. Charles J. Ping, President of Ohio University, arrived in Botswana for an official visit to the project and to take part in the celebration of the Inauguration of the new University of Botswana. His arrival on 22 October conincided with the beginning of the Inauguration celebrations He departed Gaborone on 27th October after meeting with officials at the University, the Embassy, the Ministry of Education, the Lobatse TTC, and some selected Primary Schools.

13. From June 21, 1982 through July 26 1982, Dr. Donald Knox served as Acting Dean of the Faculty of Education at the University of Botswana. Dr. Barnabas Otaala, Dean of the Faculty, was in the United States on a one month observation tour sponsored through the Primary Education Project. During his stay in the United States, he spent one week on the Ohio University campus.

14. Dr. Knox planned and began teaching the course EPI 230 Administration in Primary Schools to the second year diploma students. This course is scheduled to run during the first semester of this academic year.

Reading and Language Arts Report (Dr. Iva Zajicek)

Following is a listing of the accomplishments and activities of the reading/language arts specialist during this reporting period:-

1. Participated in a follow-up workshop given by a target school at the Molepolole Teacher Centre. Assisted in the presentation as requested by the Education Officer. June 7 - 9.

2. In co-operation with the Chairman of the TTC Curriculum Committee, discussed the proposed TTC curriculum with the faculty at Serowe TTC. June 16-17.

   Delaying Action: Similar discussions to be held at Francistown and Lobatse have been delayed until the TTC's have the opportunity to try out and report on some ideas they are working on.

3. Presented second Workshop in Phase I series of "multiplier" workshops at the University of Botswana. June 21-25.

4. Presented third workshop in Phase I series of "multiplier" workshops at Serowe TTC. August 22-26.

5. Planned and began teaching a course in the Primary Education curriculum at the University. EPI 210 Teaching Language Arts and Social Studies.

6. Attended an English workshop presented by USIS at the University of Botswana. August 9-13.

7. Participated in Primary English Curriculum Panel meetings. July and September.

8. Planned a third series of "multiplier" workshops to be presented in November, December and February.

9. Participated in project activities such as those associated with planning in-service work, ordering supplies and orienting visitors to the project.

10. Participated in activities of the Primary Education Department such as interviewing staff development fellow candidates, designing student advising forms, and advising primary education students.

11. Participated in Faculty of Education and University activities such Faculty Board and other meetings, inauguration ceremonies and University Women's Association.

12. Action was delayed on the following plans projected for this six-month reporting period:-

    a. The training program for evaluating the in-service workshops will be organised at a later date.

    b. Articles to be written for publication in Primary Education were not requested for this reporting period.

Mathematics and Science Report (Dr. James Steele)

The following is a listing of accomplishments, and activities of the mathematics/science specialist, during the period 1 May - 31 October, 1982.

1. Assisted in the screening of the new intake of 20 B.Ed students and 10 DIP.Ed. students.

2. Conducted orientation/advisement sessions for the new intake of students.

3. Conducted registration/advisement sessions for Year II B.Ed students in maths/science concentration area.

4. Assisted the new faculty tutor in registration/advisement activities, provided input regarding Primary Education programs and otherwise assisted her in the orientation to her new position.

5. Provided input for the timetabling officer.

6. Participated in the final selection of SDF's in administration, reading, and TESL.

7. Completed the year's work in the Basic Maths (EPM 130) course and in the Biological Science course (EPS 101). One student failed the maths course.

8. Currently teaching two courses: EPM 130 to all year I students and EPI 200 to all year II diploma students.

9. Attended all faculty board meetings except one.

10. Attended MOE meetings concerning Tlokweng TTC construction.

11. Was appointed by Deputy Permanent Secretary Swartland to regular membership on the Curriculum Development Unit Maths Panel. Attended all meetings of said Panel which is charged with the development of syllabi, manuals and workbooks for all standards in the primary schools.

12. Appointed as a College of Education member of the Primary Teaching Practice Moderation Team. As such, attended all planning sessions of the team, and assisted in the moderation of teaching practice at all the TTC's during the last three weeks of October.

13. Served as chairman of the TTC Maths Panel.

14. Set supplemental exams for TTC math exam failures and distributed same.

15. Collected examination data from supplemental exams and comprised the pass/fail report for the chief moderator.

16. Chaired all meetings (4) of the TTC Maths Panel.

17. Co-ordinated the collection of examination items for the TTC Maths examination to be administered in November, 1982.

18. Composed and assisted in the distribution of said exams.

19. Travelled to all TTC's collecting continuous assessment data in maths and monitored the methods by which all TTC's arrive at continuous assessment marks.

20. Conducted the second and third of Phase I workshops in June and in August respectively.

21. Provided input for the evaluator, Dr. P. Lynch.

Comment on Progress and Delaying Action

All job targets indicated by the math/science specialist in Chapter IV of the previous report have been met. Although no specific mention was mde in the previous report regarding the hope of identifying a Motswana for graduate training in the United States in the area of Math/Science, it was the hope of the math/science specialist that a qualified Motswana could be identified by this time. Such has not been the case for a variety of reasons. In the first place, one of the criteria for advanced training is a Bachelor's degree. In the whole of Botswana's primary education sector there is no one teaching math in either the primary classroom or the TTC's who holds the Bachelor's Degree. It is the hope of the math/science specialist that strict adherance to such regulations can be relaxed to the extent that the best qualified Motswana can be sent for a Bachelor's/Master's program, and the time constraints to complete the combined program can be extended to perhaps three years instead of the normal two.

Teaching English as a Second Language Report (Mrs Janet Ramsay)

1. Course outlines for EPI 215 Diagnostic Teaching and EPI 220 Teaching English as a Second Language , were prepared in addition to course materials. The texts ordered for these courses did not arrive so additional preparations were necessary.

2. Students specialising in English/Reading/Setswana have been advised about present and future courses that must be taken in order to meet the new departmental requirements.

3. Presented a paper on teaching oral language at the TTC Workshop held at the University of Botswana on 10-13 May, 1982.

4. Workshops were conducted as part of the "multiplier effect" for head teachers, senior teachers and Education Officers at the University of Botswana June 21-25 and at Lobatse TTC August 23-27, 1982.

5. Participation in Primary English Curriculum Panel meetings has continued. The present emphasis of these meetings has been on the revision of English texts and syllabus to be used in Standards 1 - 4.

6. Consumable workshop materials have been ordered and used in workshops. Library books have arrived from the United States, and distributed to libraries at the TTC's, University of Botswana and Education Centres.

7. Analysis of oral language data collected in the primary schools has begun. The analysis is to determine what English structures are most commonly used by pupils in different standards.

8. Participation in meetings relevant to PEIP and /or the Faculty of Education at the University of Botswana were attended.

9. Co-ordinated and chaired the interviewing of prospective participants.

10. Participation in the selection of test items for the Primary School Leaving Examination.

11. The English Moderator for the Teacher Training Colleges called a meeting to co-ordinate the English curriculum of the three colleges and to discuss the content of the final English examination. The examination was prepared by the moderator and distributed to all colleges.

12. Met with the USIS English Teaching Specialist for Africa to discuss the teaching of English in primary schools in Botswana.

13. Collected and correlated the scores on the essay section of the Advanced Age Placement Examination of second year students in the Department of Primary Education with their final mark in English 101 Communication Skills and Literature.

In-Service Education Report(Dr. Tom Helms)

Following is a list of accomplishments in the In-service Unit of the Ministry of Education, from May 1, 1982 through October 31, 1982

1. As was mentioned in the first six month's report the first of a series of PEIP national workshops was held in April at the Teacher Training Colleges located in Serowe, Francistown and Lobatse for education officers, selected head teachers and senior teachers from throughout Botswana.

2. Subsequent to this first national workshop, the in- service specialist and the in-service leader organised a second workshop which was held at the University of Botswana in June with all participants attending. The Minister of Education was on hand to officially open the workshop which was attended by 120 participants plus other community leaders. Instruction was given in maths/science, reading and teaching English as a second language. Evaluations were positive.

3. This workshop was followed with one in August which was the last of the series called Phase I. The in-service specialist arranged for this course to be held at the Lobatse TTC for the south Group, at the Serowe TTC for the central Group, and the Francistown TTC for the north group. A chart showing the names of the education officers and the two schools each used in applying the "multiplier" effect is attached. See Appendix

4. Other activities of the in-service specialist during this time included acting chief of party during the latter part of May in the absence of Dr. Knox who was called to the main campus in Athens, Ohio for consultations.

5. The in-service specialist worked closely with the Curriculum Development Unit in administering achievement tests to standard 7 students enrolled in selected schools located at Letlhakeng, Dutlwe, and Morwamosu in the Khalahari Desert.

6. The in-service specialist has had some input to the organisers of in-service courses other than the PEIP courses. These others include those conducted be education officers, those conducted by the in-service leader, courses run by the Curriculum Development Unit, and those conducted by the Teaching Aids Productions Unit (TAPU).

7. The in-service committee composed of the senior staff of the Primary and Teacher Training Division of the Ministry of Education and Dr. Knox from PEIP, met in early September to finalise in-service plans for the coming six months. These plans were presented to the PEIP Advisory Committee members, in a subsequent meeting for their comments and suggestions.

CHAPTER IV

PROJECTED PLANS FOR THE PERIOD

NOVEMBER 1, 1982 THROUGH APRIL 30, 1983

Following are projected plans for the ensuing six months period:

1. New courses to be developed for the second semester will include the following:

   a. EPM 131 Basic Mathematics for Primary Educators
   b. EPS 102 Basic Science for Primary Educators
   c. EPI 180 Agriculture and Domestic Science in Schools
   d. EPI 201 Teaching Science & Health in Primary Schools
   e. EPI 231 Guidance & Counseling in Primary Schools

2. It is anticipated that a part-time lecturer will be employed to teach the Agriculture course for the Department of Primary Education since no present faculty member has that particular skill. This will be extremely important since there will be 60 students needing to take this course.

3. It is expected that the Primary Education Centre will be completed and ready for occupancy during the ensuing reporting period. Plans, at present, are for the department to take possession of the building on or about the end of January 198

4. Three participants are scheduled to depart Botswana for graduate studies at Ohoi University on 26 December 1982. They will begin their graduate work during the Winter Quarter at Ohio. This project is also funding a participant in primary school guidance. She will also depart with the others Since this participant was ready for departure and USAID slots were filled, the PEIP project picked her up for this year. Arrangements will be made with USAID for a subsequent transfer next year.

5. Phase II of the In-service Plan will begin on 1 November. This phase will include nine workshops conducted by the PEIP team with an expected 180 spin-off workshops to follow.

6. An External Examiner will be selected to evaluate results of the second year students in the Department of Primary Education.

7. Two and one-half courses will be developed in the area of guidance and counseling in order to make possible a concentration in this area for selected students who will be soon serving as tutors at the TTC's. It is hoped that the first graduates in 1985 will have some preparation in this area.

8. Workshops in the area of guidance and counseling will be conducted at the three TTCs by the special consultant in guidance, Dr. Sally Navin, and the guidance lecturer in this area, Dr. Kibria.

9. It is anticipated that the final report from the Evans consultancy will be forthcoming and discussions will take place at the Ministry of Education to implement some of the recommendations.

10. Openings for Staff Development Fellowships (participants) will be advertised in January in the hopes that three or four additional persons can be identified and selected for study in the United States. It is anticipated that universities other than Ohio University will be selected.

11. Procedures will be initiated for the selection of the third class of students for the B.Ed. and Diploma programs.

12. Planning will also be initiated for a long range in-service program. This will be undertaken in co-operation with the Chief Education Officer and the In-Service officer at the Ministry of Education, through which all in-service activities are conducted.

13. It is anticipated that commodities such as audio-visual (hardware) materials will be purchased through the Allen Import Agency for delivery during the next six months.

14. Planning will take place co-operatively among the Ministry of Education, the Faculty of Education, USAID, and Ohio University for the services of a media consultant.

15. Planning will also take place among the above groups for a curriculum consultant to be present in Botswana during the month/s of June - July. Such person is expected to give some direction in the planning of new curriculum for the TTCs.

Reading and Language Arts - Projected Plans (Dr. Iva Zajicek)

During the next six-month period, the reading/language arts specialist intends to:-

1. Present three reading/language arts workshops in the second series of "multiplier" in-service workshops. November 1-4, Serowe. December 13-16, Lobatse. February 7-10, Maun.

2. Plan a third series of reading and language arts in-service workshops to be presented to target school teams.

3. Teach the second term of a course offered in the Primary Education program: EPI 210 - Teaching Language Arts and Social Studies. Main emphasis for the term will be on social studies.

4. Continue working with the Primary English Curriculum Panel in their evaluation of primary English texts and reviewing the Primary School English curriculum.

5. Represent the Education Faculty on a University library committee and the Primary Education Department on a Faculty of Education library committee.

6. Continue participation in activities relevant to the Primary Education Department and the in-service activities of the Primary Education Improvement Project.

7. Continue participation in Organisations such as Child-to-Child and Botswana English Association.

Mathematics and Science -- Projected Plans (Dr. James Steele)

During the period 1 November, 1982 through April 30, 1983, it is planned that the activities of the maths/science specialist will be as follows:

1. Plan and conduct Phase II "multiplier effect" workshops in science in Mochudi (nov. 1 - 4); in Francistown (Dec. 13. - 17); and Serowe (Feb. 7 - 10).

2. Monitor the marking of the TTC Primary Maths Examinations, 22 - 26 November.

3. Compute continuous assessment/examination marks and determine a pass-fail list in maths.

4. From item 3, above, determine a list of TTC students who must supplement.

5. Set the supplemental examination.

6. Prepare to teach EPI 201 "Teaching Science and Health in Primary Schools" in accordance with the Diploma-Year II program. Prepare also for EPM 131, "Basic Maths".

7. Continue committee activities: TTC maths panel, Teaching Practice Moderation, and CDU maths panel.

8. Attend all appropriate meetings at the Ministry of Health, and the University of Botswana.

9. Continue efforts to identify and secure releases for qualified Batswana for graduate training in the United States, especially in the area of maths/science.

10. Assist in the orientation and processing of identified SDF's prior to their departure to the United States in late December.

Teaching English as a Second Language - Projected Plans (Janet Ramsay)

1. Present the second set of English workshops utilizing the "multiplier effect" approach. These workshops will take place in November in Maun, December in Serowe and February in Mochudi.

2. Continue attending co-ordination meetings with the in-service office of the Ministry of Education to plan the implementation of the present set of workshops and draw up plans for the next set of workshops.

3. Continue teaching EPI 220, Teaching English as a Second Language and EPI 215 Diagnostic Teaching. Prepare information and exams for the external examiner.

4. Participate in Primary English Curriculum Panel meetings.

5. Participate in meetings of the Botswana English Teachers Association.

6. Complete analysis of data on the oral English structures commonly used by pupils in Standards 3-6 in Botswana. Write up the results.

7. Continue as the English Moderator for the Teacher Training Colleges. This will involve making a marking scheme for the exam, calculating the marks on the exam and reading all papers that are above and below the norm. A supplemental exam will also be prepared.

Inservice Projected Plans (Dr. Tom Helms)

1. To continue the follow-up of Phase I workshops which were conducted in April, June and August..

2. Phase II of the national plan calls for national PEIP workshops to be conducted on November 1-5, December 13-17, and February 7-11 (1983).

3. The above workshop schedule has been distributed to education officers and the workshops will be essentially the same as in Phase I. The participants will be the same people who attended Phase I, but will receive more in-depth instruction in the three areas.

4. Eleven new education officers have been appointed and will assume their duties on or about the first of January, 1983. In addition, two new regional education officers have also been appointed and will assume their posts at about the same time.

5. The in-service specialist and the in-service leader will take a major role in the orientation of these new officers to their in-service responsibilities.

APPENDIX A

Primary Education Improvement Project

Evaluation Report

Dr. Patrick D. Lynch

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USAID Contract AFR-o222-5-00-2067-00

I. Introduction

The second visit of the external evaluator of the Primary Education Improvement Project began on October 8, 1982, and completed on October 21, 1982. The evaluator met with Mr. J. Swartland, Mr. P. Sephuma, Ms M. Lesolle, Dr. U. Kann and Ms K Kuate of the Ministry of Education; headmistresses of two primary schools; Dr. Knox and the members of the project contract team; Dr. M. Evans of Ohio University; Dr. B. Otaala of the University of Botswana; and worked with Dr. B. Axtel of the Ministry of Education. His last conference was with Mr. P. Guidet and Mr. J. Gant of USAID. He visited primary schools in Gaborone and Mogobane, the second of which is a rural project school. The Ben Thema school in Gaborone is not a project school.

The first visit of the external evaluator was made in January, 1982. At the end of that visit, the evaluator left a plan for the evaluation of the project, with short range and long range steps to be followed. After the evaluator returned to the United States he kept in touch with Dr. Axtell, the on-site evaluator, and the Chief of EHRD, USAID/ Botswana,concerning implementation of the evaluation plan. Meanwhile, several steps were carried out in Botswana, including:

1. The formation and regular meetins of an ad hoc evaluation committee comprised of Mr. Swartland, Mr. Sephuma, Dr. Axtell, Dr. Otaala and Dr. Knox.
2. Evaluations of each workshop, with feedback to the PEIP team. These were done at the conclusions of three workshops.
3. Considerable progress on a study of pupil achievement and characteristics, as well as school and teacher characteristics, related to the impact of the PEIP project on classroom teaching, was made by the Curriculum Development and Evaluation Department of the Ministry of Education.
4. A decision to bring in a specialist in classroom observation methods was made. Plans will be developed to utilize his skills during the period June - August of 1983.
5. Dr. Knox and the PEIP team prepared the first report on the Ohio University contract, which detailed the team's activities.

6. The evaluation plan left by the evaluator was discussed by Ministry of Education personnel, the PEIP team and USAID staff with regard to it's implementation. Dr. Knox also discussed the evaluation plan at an international meeting held in Zimbabwe.

7. The assessment of B.Ed and Diploma students at the University of Botswana is progressing satisfactorily. Selection procedures are proceeding without evident problems.

II. Observations

The observations and recommendations made related to three topics: goals of the project, the roles of Education Officers and institutions related to the project, and future plans for Ministry-University relationships. Several aspects related to each of the topics, so some topics are less specific than others. The points that follow are not in order of importance.

A. The PEIP team has developed teacher skills in the pilot schools, using the plan for multiplier effects. The project staff are very effective and the project is well administered. Staff morale is high.

B Teachers in pilot schools are using the skills and materials developed in the workshops. Teachers and Education Officers are enthusiastic about the PEIP project and the workshops.

C. Performance of B.Ed and Diploma students at the University of Botswana is acceptable, and the anticipated failure rate is not excessive. The performance of UB primary education students is favourable in all subjects so far.

D. Back-up for the project from the Ohio University campus is exceptionally good. The external evaluator discussed with their campus coordinator some additional information which the former will provide concerning international projects in teacher education.

E. Relations between the Ministry and University PEIP and administrative staff continue to be excellent. However, some certification steps now under discussion eventually could prove to be problematical. Relations between University-Ministry and Teacher Training Colleges have yet to be worked out.

F. Workshop goals apparently need further attention, with participants clearly informed as to those goals and objectives. Several participants have written that they want more attention paid to the revised curriculum.

G. The esteem in which the PEIP team members are held by professionals in the Ministry of Education and the schools, is impressive The professional involvement of the team members in various organisations and activities has helped create this climate of trust and esteem.

F. The University Diploma and Degree programs are well under way, and many courses required for primary education have been approved by the University. The future committment of PEIP staff to these courses will be extensive, and will require them to lessen involvement in in-service activity. Replacement or addition to the Primary Education Department staff will be a problem if sufficient numbers of Batswana are not sent off for training.

I. Ministry officials desire more participation in planning of in-service workshops and activities by TTC representatives, Head Teachers and curriculum specialists from the Ministry.

J. Education Officers are faced with extensive new and conflicting role expectations. The need of these officers for professional help is great. These officers have in their power the means to assist greatly the reform of primary education or to retard that reform. In several other countries, the attitude of supervisory personnel have been recognised as a key to implementation.

K. The Primary Education Improvemet Project is at a critical point. New Personnel who might be added, modifications in direction, future plans by the staff and involvement of people and institutions all require planning and coordination. The PEIP project as part of two related systems, the Ministry of Education and the University of Botswana, is an example of a special change-oriented subsystem. Its relationships are complex, special and subjct to high expectations which in fact may be conflicting. The establishment of priorities by such a subsystem is difficult, but an essential activity.

L. The selection of Batswana for training in the United States has been slow. Those selected have been identified for special positions in the Primary Education Department of the University. The University of Botswana has a faculty which reflects excellence in preparation, from diverse as well as distinguished institutions. The future primary education staff have to match this excellence in order topreserve the integrity of the Primary Education Department and the education faculty.

M. There is a widespread expectation that a specialist in classroom behaviour observation will spend at least 3 months during the middle of 1983. Mr. Sephuma wants training of Head Teachers, Education Officers and TTC tutors, in addition to the other previously-planned activities of the specialist. Evaluation of the project would require a three-month stay by the specialist, but extensive in-service activity will require more time, either continuously, or in return three or four month visits.

N. The PEIP team deserves praise for its anticipation of needed system changes, and the number of ways it has made resources available to the Ministry and the University. Examples are the work of Dr. Evans in working on the problem of certification and Dr. A. Leep in planning the degree program.

III. Recommendations

The following recommendations are based on the observations, and reflect perceptions and opinions of Ministry of Education, University and PEIP officials and staff. The only recommendation requiring expenditure of a significant amount of money is the recommendation concerningthe classroom observation specialist. Other recommendations, however, do involve the time of various people. The recommendations have been grouped according to three topics; goals, education system relationships, and activities recommended for the external evaluator and the evaluation.

A. Goals and Objectives

1. Given the committment of the Ministry of Education to emphasizing higher cognitive level teaching and learning goals and objectives in the revised curriculum and in teacher preparation, as stated in the National Commission on Education report of 1977, it is recommended that these goals be given explicit emphasis in the in-service activities. It is presumed that these goals are also emphasised in the pre-service programs at the University.

Out of this framework of goals for both revised curriculum and the in-service orientation and preparation of teachers, specific objectives for the workshops can be elaborated and communicated to the participants. Necessarily, this implies a limited focus for all concerned.

In order to help clarify the roles of the PEIP staff, increased selection of professional objectives, in accord with long-range goals is needed. This will help to avoid conflicting and excessive expectations which may seriously affect the project as more demands upon staff time become apparent. Copies of Joyce and Weil's two voulmes on models of teaching have been left with Dr. Knox. They illustrate goal frameworks for teacher training. They provide a variety of frameworks to which selected behaviours from the Georgia materials may be related.

Long range goals are identified in the project document, with target groups specified. The kind of goal framework which is necessary, in addition, is a conceptual orientation, which relates to the kinds of qualitative directions which in-service and pre-service programs may take. These are in addition to quantitative goals - or how many of what type of professionals will be reached by the project.

The long-range conceptual goals (the training in higher-level cognitive processes) provide a framework for the short range goals, such as those for workshops.

The specification of long-range goals provides direction for each person's own activities; the team members' activities related to the long range goal framework. The more clearly these are specified, the more clearly the staff member's work relates to each other, and the more clearly future objectives can be specified for the team and individuals in it.

The evaluation committee notes of October 11, 1982, referred to the need for relating workshop activities to the revised curriculum. The Georgia Teacher preparation and orientation materials can be used in the light of the elaboration of the goal framework. Selection of specific objectives from the Georgia materials can provide directions for workshops and for the teacher behaviours which will be observed in the evaluation for evidence of change in teacher's and pupils' behaviour in classrooms. The classroom behaviour observation specialist can help the team select appropriate teacher behaviours for observation, as these behaviours are related to the objectives of workshops and teacher preparation programs.

2. It is recommended that a period of planning, preferably 5 days, be set aside by the PEIP team sometime in 1982, or January, 1983 so that short term objectives can be set, as well as a clarification of a long-range conceptual goal framework which can provide a setting for the short-range objectives.

This planning activity should involve representatives of the curriculum planning people of the Ministry, a few TTC tutors and Education Officer representatives.
This planning session and subsequent planning can have the effect of emphasizing more sharply overall workshop objectives, specific workshop objectives, and each presenter's objectives.
The project paper of 1981 is a document which presents expectations as targets, but needs elaborating with respect to conceptual or qualitative directions.

B System Relationships

1. It is recommended that the Chief of Party of the PEIP team continue having easy access to officials in the Ministry of Education, especially the Chief Education Officer from Primary and Teacher Training. These relationships are harmonious, working well and constructive.

2. It is recommended that working relationships with organisations and groups within the Ministry of Education be clarified. This process may be seen as part of the planning, which is necessarily a continuous process. This clarification will require consultation with the Ministry and the University in order to construct an updated organisational chart.

   a. Plans to work intensively with Education Officers, upon whom much of the success of the project ultimately rests, should be made. In-service training, courses at the University and informal relationships with this group can be used for helping them clarify their roles as supervisors, in-service resource people and inspectors. They feel a great role overload as a result of the new directions in primary education, and the PEIP project, in close consultation with Ministry personnel, can be of great assistance in helping them establish new roles.

   b. Working relationships with Teacher Training Colleges, concerning in-service training and revision of the teacher training progrms, need to be planned. The project calls for PEIP involvement with the TTC's but requires further specification. The PEIP staff have plans to work with the fourth TTC, now being established, and the relationships between the University and the Ministry will require cooperative planning.

   c. A role for education centres in in-service training might well be established, in cooperation with the Ministry, especially the Education Officers. One suggestion for these centres is that they play a role in upgrading untrained teachers. The overall planning process will take into account the potential value of these centres.

d. The role of the Teaching Aids Production Unit as it relates to PEIP and in-service work might well be clarified. It's services appear to be valuable, and it's potential relationship to the new type of TTC ought to be explored.

e. Taken separately, the relationships with the above institutions and groups with PEIP would easily be seen to to constitute more roles than a small group of people can exercise. Selectivty has to be exercised in the planning process with respect to how relationships are exercised and the time spent on these complementary roles.

Participative planning, with PEIP personnel playing roles as planners and resource people, rather than people upon whom all the burden of responsibility falls, is preferable because it ssigns responsibilities to people and organizations which can begin to assume new types of roles. A systems analysis view of Ministry - University PEIP relationships allows for complementary roles and responsibilities, rather than a project (sub-system) seeming to act in isolation.

3. The PEIP project as a Department of Primary Education has performed with distinction. Some very minor recommendations are offered.

a. The role of administration and supervision courses in helping Education Officers should be considered. The importance of such courses will be seen as increasingly important as the Diploma program graduates assume positions of leadership.

b. Careful consideration has been given by the Primary Department personnel to future professional roles for those selected for advanced degree training in the United States.

1. It is recommended that the Ministry of Education cooperate in freeing able people to pursue higher degrees.

2. It is recommended that Batswana sent for advanced degree training in administration-supervision, educational planning and evaluation attend a variety of institutions where the most powerful programs in these specializations are available. (Examples are the University of Indiana, UCLA and the University of Illinois in evaluation; Florida State University, University of Florida and University of Michigan for educational planning.)

3. Follow-p of graduates of the program, to the degree possible, would be a powerful evaluation tool to determine the effectiveness of the University pre-service programs.

4. The goal framework referred to in the first recommendation is applicable to the type of graduate prepared in the University program. Graduates who are technically competent are valuable, but those who are conscious of the type of cognitive formation expected in the revised primary curriculum and the reform of primary education are more valuable. Examples of models of teacher preparation and behaviour are found in Joyce and Weil's works, as mentioned earlier.

Botswana is exceptional in that it is moving away from memorization to higher cognitive processes in primary education. The full effects of that shift cannot now be seen, but will involve system changes which are extensive, penetrating to the individual, as well as to the role of people in the Ministry of Education, and to the role of every teacher. Eventually, the secondary system will be affected by the input of a more critical student.

4. As part of a continuous participative planning process, the long range effects of the PEIP project, and of the primary education reform, of which PEIP is a part, can be predicted or anticipated to some extent. It is important that these system changes can be anticipated so that dysfunctions can be forseen and appropriate steps taken to plan the PEIP team's activities and directions. Literature on similar projects in developing countries can be of some help in this regard, but planning involving people from many sub-sectors of education, as well as from out-séducation, is of great help in anticipating the social and economic effects of upgrading teachers; or of creating a pool of highly qualified students who are unable to enter secondary school: or the perception that the Primary School Leaving Examination must be modified to reflect new emphases or to serve some other function, are possible examples.

5. The PEIP project was envisioned as an intervention at several educational levels; upper level, middle level, school level, so it is a multilevel approach to change. In some respects this attempt may have been too ambitious for the human resources which could be allocated. It is not too early, at this point, however, to see that modifications, or additions, to the project paper will be needed so that the Ministry of Education, the University, USAID and PEIP staff can together agree on necessary changes in emphases. This is not to say that the goals stated in the project paper are unreliable, but that the means to reach those goals must be recognised and planned for as soon as possible, so that conflicting expectations of PEIP do not mature into serious conflict. It is particularly mportant that the planning process be undertaken while the original sponsoring officer is still in the country, and while all relationships among agencies are harmonious. The participative planning can strengthen the project plan and insure it's success.

A final example of needed planning which is of an inter-system nature (between the Ministry of Education and the national planning-budget Office) is the future teacher certification plan. The Ministry requested this planning and it offered PEIP a fine opportunity to relate many sub-sectors of the Ministry and agencies outside the Ministry to an anticipated system change within the Ministry. The far-reaching effects of such a change will have political, economic and social effects, as well as professional effects.

The addition of further staff also has political, as well as professional effects, of which the Ministry of Education is well aware. In a democratic nation, the addition of roles and functions to subsystems inevitably has effects which create resistance as well as providing the advantages of more resources.

As part of the planning process, it would be advisable for the Steering Committee and Advisory Committee of the project to meet with the PEIP Chief of Party on a regular basis os that the planning process could be begun under the auspices of the Ministry and the University, and that the planning activity could be sustained.

6. It is strongly recommended that people of the highest ability be selected for master's degree training, so that they may return as soon as possible to take the places of the PEIP team on the University faculty. The University has very highly qualified faculty, and it would be impossible for people of less than high ability to take their place in such an institution. The preparation of Head Teachers, TTC tutors and other administrative personnel requires the best possible people. While the Ministry of Education would be temporarily yielding their services in the TTC's, the educational system would before long be strengthened greatly by the return of highly qualified, able people to the University.

C. Evaluation Progress

The following recommendations are offered concerning aspects of the evaluation process and personnel, including the contractor. They are not listed in order of timing or importance.

1. Preparation should be started for a classroom observation expert, who could serve the needs of the evaluation of PEIP, and to the extent possible, in-service training, the Teacher Training Colleges and the University.This person should arrive not later than June 1983, and be attached to the Ministry of Education, Department of Primary and Teacher Training. A long-term person might hold a part-time position with a Teacher Training College or the University. Depending upon available resources, several possible patterns are possible for this person.

   a. One extended visit of 3-4 months to work with University staff, the evaluation of teacher behaviour, and as many education officers and TTC staff as is feasible within that period of time. In such an event, training of the University staff and evaluators assumes major importance.

b. A second possibility is to have the person for 3-4 months in 1983 followed by another 3-4 month period in 1984. This would be mainly to work on evaluation problems, with some limited in-service work with Education Officers and TTC tutors. It is preferable to a. above because a check should be made on how the observation methods are being used. The latter is important because classroom observation is a powerful method family which can be used against teachers.

c. A third alternative is a year-long assignment in which evaluation, in-service training and work with the University would be possible, with priorities to be determined by the Ministry of Education. Even if the person comes for a year a follow-up visit will be probably advisable later, to determine if the methods are being used properly.

d. A shorter term than 3-4 months would not allow the Ministry of Education to take sufficient advantage of the expertise in the way it deems necessary. A two-year assignment might be possible, but would have to be considered in the light of other long-term requirements.

2. The original evaluation plan should be followed, with modifications where necessary, made as a result of consultation with appropriate Ministry, University, PEIP and USAID personnel. The survey of schools to determine effects on pupils and schools has begun. The sample of schools appears to be reliable and practical. It may become necessary to add data to that outlined in the original plan submitted in January, 1982.

3. The external evaluator should continue his role as consultant to the Ministry of Education concerning the PEIP project. Specifically, it is recommended that he:

a. Work with Dr. Max Evans of Ohio University in order to furnish research relevant to the PEIP project. After March 1983, when the external evaluator returns to the United States from Brazil, he will be in contact with Dr. Evans, who is the project support officer at Ohio.

b. Work by mail or telephone with Dr. Bryan Axtell, the Ministry of Education evaluation officer for PEIP, concerning progress of the evaluation plan and specific requirements, such as establishing contact with the expert in classroom observation, the next visit of the external evaluator and securing materials needed for the evaluation.

c. Return to Botswana during the period June - August, 1983, for a period of 2 - 3 weeks to observe the progress of the classroom observation methodology, the survey of the pupils and schools in sampled schools and to plan further evaluation steps.

Work with Dr. Bryan Axtell during the period October, 1982 - June, 1983, concerning the progress of data collection on the survey of sampled schools. The existing plan for data collection is workin well. The external evaluator can help in interpreting data,

review its completeness and secure commentary on the data from experts in the field of school effects. The external evaluator can also send research reports to the evaluators in Botswana as new research on school effects particularly in developing countries, becomes available. The new trends in this research area may influence the modification of the evaluation plan in Botswana.

4. A revised workshop evaluation plan is being constructed to allow for objectives to be stated and to receive feedback from participants regarding their growth in the stated objectives. This new plan will allow for more reliable and flexible assessment of the in-service workshops.

5. Computer facilities are limited, and this limits the effectiveness of an evaluation, particularly one which includes assessment of schools at different times, as this evaluation plan calls for. It is recommended that a computer specialist be brought to Botswana, with USAID assistance, who could be of help in processing evaluation data, as well as establish a more viable capability within the Ministry of Education as a whole for research and evaluation.

6 The mid-point evaluation of the PEIP project should be planned for during 1983, by the Ministry of Education, USAID, the PEIP team and external evaluation consultants. The external evaluator should complete that step, called for in the project paper, during his next trip to Gaborone in 1983.

III Concluding Note

The most difficult stage in any educational plan is implementation. The more complex the plan, the more difficult the implementation. Few educational plans or projects have been as thoroughly evaluated as this one has been thus far, even though both the project and the evaluation of it are in their early stages.

The PEIP project is highly regarded by educators for good reason. As the project attains the purposes for which it was established, the nations' education system will be enriched by it's contributions. The primary education system has many marks of excellence now, and the committment of the Ministry of Education and the Government of Botswana to excellence in primary education will result in a truly outstanding educational system among the countries of the world.

APPENDIX B

EDUCATION OFFICERS AND THE SCHOOLS INVOLVED IN PHASE I AND II OF THE NATIONAL PEIP IN-SERVICE COURSES

Officer	School			Region
1. Qobo	Matsiloje Tsamaya	-	Target	North
2. Butale	Mosojane Ramokgwebana	-	Target	North
3. Dahlstrom	Mambo Sechele	-	Target	North
4. Neumann	Sekgoma Matlapaneng	-	Target	North
5. Mogasha	Mpiti Mpani	-	Target	North
6. Mosinyi, T.	Mafetsakgang Botshabele	-	Target	North
7. Nemaorani	Tholodi Mathangwane	-	Target	North
8. Modise	Kasane Kachikau	-	Target	North
9. Engwall	Shakawe Kaoxwi	-	Target	North
10. Mahube	Gomare Nokaneng	-	Target	Central
11. Mokgwathi	Tsienyane Letlhakane	-	Target	Central
12. Lehman	Frederick Kalamare	-	Target	Central
13. Kuate	Ithuteng Mogobane	-	Target	Central
14. Kgamane	Mokolojwane Mannonnye	-	Target	Central
15. Mpugwa	Palapye Boipuso	-	Target	Central
16. Mosinyi, E.	S. Dihutso Mogoditshane	-	Target	Central
17. Petso	Sefhare Mmutle	-	Target	Central

Officer	School			Region
18. Ford	Molefe Letshole	-	Target	Central
19. Katse	Segale Seingwaeng	-	Target	Central
20. Ntsabane	Mookane Samane	-	Target	South
21. Momoti	Bakwena N. Bonewanang	-	Target	South
22. Momoti	Letlhakeng Ditshegwane	-	Target	South
23. Motswaledi	Mosamowakwena Sebego	-	Target	South
24. Maritshane	St. Martins Phitsane /Molopo	-	Target	South
25. Nchunga	Kabakae Dakar	-	Target	South
26. Rampuo	Manyana Bakoko	-	Target	South
27. Phillips	Hill St. Theresa	-	Target	South
28. Tumaeletse(H/T)	Tsabong Omaweneo	-	Target	South
29. Hutton	Isang Phaphane	-	Target	Central