OHIO UNIVERSITY USAID CONTRACT

MINISTRY OF EDUCATION
UNIVERSITY OF BOTSWANA

PRIMARY EDUCATION IMPROVEMENT PROJECT

REPORT 3

University of Botswana

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30th April, 1983 Date

To Dr. L. Mailloux
Acting Human Resource Officer
USAID/Botswana

From Donald M. Knox
Chief of Party
Ohio University Contract

SUBJECT: Third Semi-Annual Report of the Ohio University Contract Group from November 1, 1982 through April 30, 1983

Article 1 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 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) to the Office of Development Information and Utilisation, 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 and project title as set forth in the schedule of this contract".

Attached is the report.

Donald M. Knox
CHIEF OF PARTY

30th April, 1983

DMK/jth

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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 NOVEMBER 1, 1982 to APRIL 30, 1983

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) (I) to establish in the University of Botswana (UB) 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 programme 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 UB to organise and implement effective in-service programmes for supervisory staff and teachers involved in primary education.

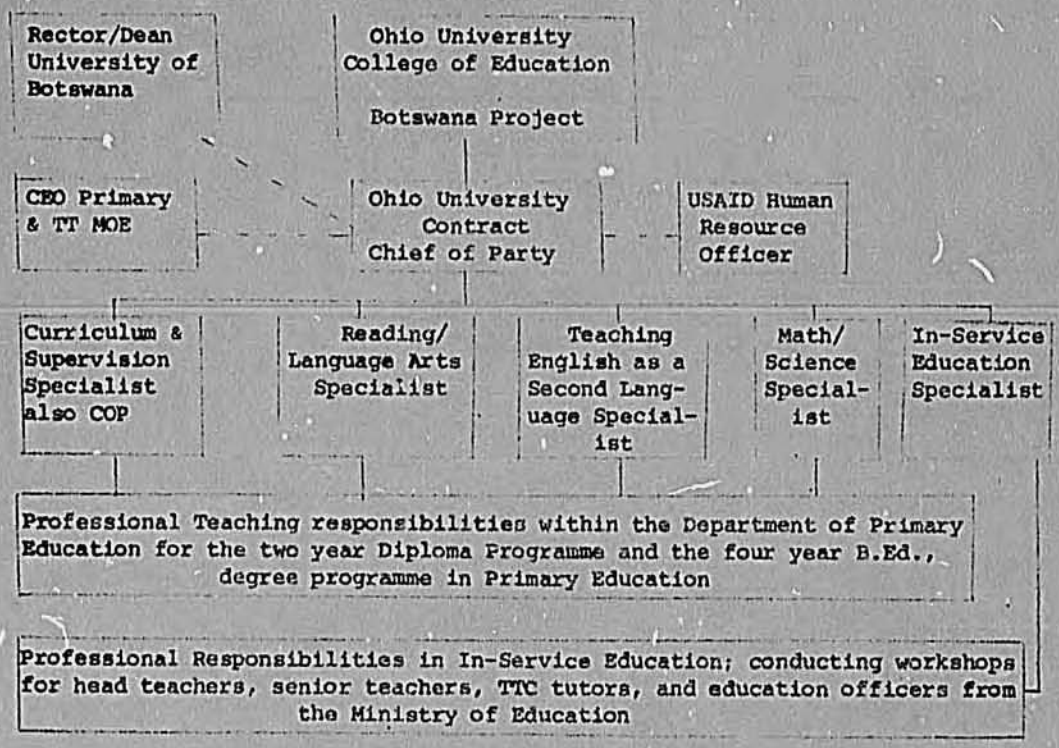
"By the end of the Project, as a result of GOB and USAID project imputs, it is anticipated that there will be: (1) A functioning Department of Primary Education as a new entity in the UB.
(2) Batswana graduates of the UB with B.Ed. degrees or two year diplomas in primary education, qualified to serve as TTC tutors, head teachers, MOE officers and in other leadership positions.
(3) 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 UB.
(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 programmes. The majority of the Batswana who completed 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 programme 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 Batswana will continue to complete the UB programme 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 responsiblities appears in Figure I on the following page.

Organisation Chart



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 UB in consultation with USAID/B and the Project Team. A period of over-lap has been planned to assure that participants who return from training will be appropriately oriented to the positions which they are assuming. Project team members will then be reassigned or phased out.

UB 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 Development

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 advisors, including a Chief of Party who serves as Team Leader and Specialist in Curriculum and Supervision; and In-service Education Sepcialist; a Reading/Language Arts Specialist; a Math/Science Specialist; and 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 utilised, as the need arises during the life of the contract.

As of 30 April 1983, 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 Primary Education Centre at the University 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 November 1982 to 30 April 1983, can be found on the following pages.

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DOC = Date of Contract
DOA = Date of arrival

30th April, 1983

SICK LEAVE STATUS OF OHIO UNIVERSITY CONTRACT PERSONNEL

Period from 1 November, 1982 through 30th April, 1983

NAME	Balance	Nov	Dec	Jan	Feb	Mar	Apr	Acc	Taken	Balance
HELMS Thomas DOC 1 Aug 81 DOA 28 Jul 81	10.75	0	1.5	1.5	0	0	1	7.5	4	14.25
KNOX Donald DOC 22 Jun 81 DOA 22 Jul 81	20	0	0	0	0	0	0	7.5	0	27.5
RAMSAY Janet DOC 24 Aug 81 DOA 12 Sep 81	12.625	0	0	0	0	0	0	7.5	0	20.625
STEELE James DOC 26 Jul 81 DOA 13 Aug 81	17.75	0.5	0	0	0	0	0	7.5	0.5	24.75
ZAJICEK Iva DOC 26 Jul 81 DOA 17 Aug 81	17.75	0	0	0	0	0	0	7.5	0	25.25

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

ANNUAL LEAVE STATUS OF OHIO UNIVERSITY CONTRACT PERSONNEL
Period from 1 November 1982 through 30 April 1983

NAME	Balance	Nov	Dec	Jan	Feb	Mar	Apr	Acc	Taken	Balance
HELMS Thomas DOC 1 Aug 81 DOA 28 Jul 81	13	0	2	0	0	5	12	13	19	7
KNOX Donald DOC 22 Jun 81 DOA 22 Jul 81	14.5	0	1	0	0	0	0	13	1	26.5
RAMSAY Janet DOC 24 Aug 81 DOA 12 Sep 81	7	0	4	0	0	1	1	13	6	14
STEELE James DOC 26 Jul 81 DOA 13 Aug 81	0	0	4	0	0	0	0	13	4	9
ZAJICEK Iva DOC 26 Jul 81 DOA 17 Aug 81	1	0	4	0	0	1	5	13	10	4

CHAPTER III

REPORT OF PROGRESS FOR THE SIX MONTH PERIOD

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 now by Mr. M. Mogasha, Acting Chief Education Officer for Primary and Teacher Training, for its graciousness in also accepting this report to that body as well, in lieu of an annual work plan. This was accepted by the Advisory Committee since Chapter IV of each Semi-Annual Report always contains the plans for the next six month period of time. Longer range planning is done consistently, and such reports are submitted, approved and find their way into the Appendix section of these reports.

The semi-annual report is a time consuming activity, and it is greatly appreciated that PEIP Tem Members can use one vehicle for reporting purposes.

The six month period from 1 November 1982 through 30 April 1983, was one of high activity and significant accomplishment for the Ohio University Contract Team and the Primary Education Improvement Project. We are pleased to report that we are "on target" in every aspect of the project: the pre-service program; the in-service program; construction; and the participant program.

During this six month period, two short term consultants completed their work and returned to the Ohio University Campus: Dr. Sally Navin

served here in the area of Guidance and Counselling, arriving during the last reporting period and departing Botswana on 7 December 1982. Dr. Max Evans served as a special consultant to the Ministry of Education, also arriving during the last reporting period and departing Botswana on 11 December 1982.

Specific accomplishments are listed on the following pages of this chapter.

General Report From The Chief of Party - Dr. Donald M. Knox

1. The following new courses have been developed and are currently being taught in the Department of Primary Education:

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

2. A part-time Lecturer was hired for the Department of Primary Education to teach the Agriculture & Domestic Science Course; Mrs. Jane Pollock.

3. The Primary Education Centre was completed and the Department of Primary Education moved officially into this new facility on 14 March 1983.

4. Three additional Staff Development Fellows (USAID Participants) departed Botswana for study in the United States on 26 December 1982.

a. Mr. Walter Dikole- Administration - Ohio University
b. Ms Gloria Dudu Magobjwa - Reading - Ohio University
c. Ms. Ruth Monau - Early Childhood Education - Ohio University

5. The Primary Education Improvement Project has also agreed, at USAID's request, to fund, on a "trade-off" basis, Ms. Itha Kandjii to study as a Staff Development Fellow at Ohio University. Ms. Kandjii is studying in the area of Guidance and Counselling and will return to the University of Botswana and become a member of the Department of Educational Foundations, teaching courses in the area of primary school guidance and counselling. USAID agreed through the Human Resourse Officer to pick up the participant vacancy caused by this agreement (i.e., The PEIP still will train 12 participants for this particular project as outlined in the project paper).

6. Phase II of the In-service program was completed during this reporting period. To date there have been in excess of 360 workshops conducted in connection with the PEIP project.

7. Professor Raymond Le Grand from John Carroll University in Cleveland, Ohio has been selected to serve as "External Examiner" of the second year students in the Department of Primary Education. Dr. Le Grand will also serve as a special curriculum development specialist, assisting the Ministry of Education in the development of a design for curriculum planning at the three Teacher Training Colleges at Francistown, Serowe, and Lobatse. Such planning will also include Tlokweng TTC when it is completed.

8. Two students were selected during this reporting period to take a concentration in the area of guidance and counselling. These two students, members of the second year B.Ed. class, began their first course in Introduction to Guidance and Counselling. They will follow this course with two additional full year courses to give them this concentration when they complete their degrees and are assigned to the TTCs as lecturers.

9. Guidance & Counselling workshops were conducted at the three teachers training colleges in late November and early December of 1982. Dr. Sally Navin and Dr. G. Kibria conducted them. This activity took place as part of the Navin Consultancy.

10. The Evans Report from this consultancy has been received and delivered to the Permanent Secretary of the Ministry of Education. Meetings are scheduled to be held to study this report and to make plans for implementation. The complete report can be found in Appendix A.

11. Advertising has been completed for six additional Staff Development Fellowships at the University and the Ministry of Education. Four participants are still to be selected for the pre-service program, and two are to be selected for the Ministry of Education. The Screening Committee met on 18th April 1983 and selected individuals to come in for interviews to be held on 6 May 1983. Serving on the Screening Committee were all members of the Department of Primary Education plus Prof. Otaala, Mr. Mogasha, Mr. Purves, and Mr. Phillips.

12. Applicants for the third class of students to enter the Department of Primary Education programs have been examined and are currently being screened for admission. A committee composed of representatives from the University and the Ministry of Education will meet in May to do the screening.

13. Dr. Doris Brodeur arrived in Botswana on 11 April 1983. She will serve for three months as a special consultant in the area of Media. Dr. Brodeur will set up the new Media Center in the Primary Education Center.

14. A ten year Development Plan was prepared by Professor Knox for the Department of Primary Education. This plan makes provision for the initiation of a graduate program in the field of Primary Education. It anticipates raising competency of the TTC Tutors to the M.Ed. level. A copy of this plan can be found in Appendix B.

15. Plans have been developed to release 20 teams of in-service trainers to the Ministry of Education from the PEIP project. This plan is due to be put into effect in 1984. From this point on a minimum of 10 to 20 teams will be realized each year.

16. Professor Knox served as Acting Dean of the Faculty of Education from 22nd November 1982 through 7 January 1983 while Professor B. Otaala was on leave.

17. On 27 April 1983, the University of Botswana Senate confirmed the appointment of Professor Knox to serve as Acting Chairman of the University Graduate Studies Committee until the beginning of the next academic year.

18 TOPIC Magazine, the official publication of the United States Information Agency, came to Botswana to do a feature article on the Primary Education Improvement Project. All aspects of the project were photographed during the week of 11 April. It is anticipated that this article will appear in the October 1983 publication.

Special Report from the Reading and Language Arts Specialist - Dr. Iva Zajicek

The following is a listing of the accomplishments and activities of the Reading/Language Arts Specialist during the reporting period, November 1, 1982 through April 30, 1983:

1. Presented first reading workshop in Series II of "multiplier" workshops. Serowe, November 1 - 4.

2. Presented second reading workshop in Series II of "multiplier" workshops. Lobatse, December 13 - 16.

3. Prepared materials for teaching social studies methods to Year II Diploma in Education students.

4. Taught social studies methods course January through April.

5. Presented third reading workshop in Series II of "multiplier" workshops. Francistown, February 7 - 10.

6. Served as University representative on team organised by the Ministry of Education to make professional visits to the three Teacher Training Colleges. Francistown, March 21-22; Serowe, March 23-24; Lobatse, March 28-29.

7. Served as education representative on library sub-committee which met periodically to approve plans for the new University library.

8. Attended Primary English Curriculum Panel meetings. January 24-28 and March 14-17.

9. Attended all meetings of the Education Faculty Board and selected other meetings, such as In-Service Planning Committee, University Education Advisory Board and Child-to-Child Organisation.

10. Planned and prepared materials for Series III of "multiplier" workshops to be held between May and August 1983.

11. Participated in preliminary selections of individuals who will be Staff Development Fellows at the University and will enter participant training in the States in September.

Teaching English as a Second Language - Mrs. Janet Ramsay

The following is a listing of accomplishments and activities of the TESL specialist during this reporting period:

1. Prepared and conducted the second phase of the "Multiplier effect" workshops. November in Maun, December in Serowe and February in Molepolole.

2. The teaching of EPI 215 Diagnostic Teaching and EPI 200 Teaching English as a Second Language has been completed.

3. Participation in the Primary English Curriculum Panel meetings continued. Revision of the adopted texts for teaching English in Standard 1 - 4 was the main business during the meetings.

4. As the English Moderator for the Teacher Training Colleges, meetings were held with the English Faculty to coordinate the Curriculum of the three colleges. Planning for the up coming examination was also carried out.

5. The marking of the Teacher Training College's final English exam was coordinated and moderated.

6. Prepared and distributed the supplemental English exam for the Teacher Training Colleges.

7. Continued meeting with USIS staff about English teaching concerns in Botswana.

8. Continued as coordinator of acquisitions. Books were distributed to the Teacher Training College libraries, the Teacher Centres and the University of Botswana Library.

9. Analysis of the oral language data has yielded a morphine acquisition sequence in English for speakers of Setswana in Standards 3 - 6. The final report is nearing the final stages.

10. Participated in the 1st Child to Child Workshop to be held in Botswana.

11. Participated in meetings relevant to PEIP, the Ministry of Education and the Faculty of Education at the University of Botswana.

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 November 1982 - 30 April, 1983:

1. Conducted Phase II workshops in science in Mochudi (1 - 4 November); in Francistown (13 - 17 December); and in Mahalapye (7 - 10 February).

2. Monitored the marking of the TTC Primary Maths Examinations, 22 - 26 November; computed the continuous assessment/exam marks; determined the pass-fail list in maths; and determined the list of TTC students who must supplement their exams.

3. Composed the supplemental examination for the above.

4. Taught EPI 201, "Teaching Science and Health in Primary Schools" in accordance with the Diploma-Year II programme. Taught EPM 131, "Basic Mathematics" to all year I Primary students.

5. Participated in the Teaching Practice Moderation exercise at all three TTC's during the last three weeks of October.

6. Continued committee activities: TTC Maths Committee (ch), CDU Maths Panel, and Teaching Practice Moderation.

7. Nominated to the appropriate committee, two qualified Batswana (one in Maths and one in Science) for graduate training in the United States.

8. Ordered texts for 1983-84.

9. Prepared Phase III workshops in maths (problem solving). Attended appropriate meetings of the Ministry of Education and the University of Botswana.

In-Service Report - Dr. Thomas Helms

The following is a listing of accomplishments and activities of the In-Service specialist during the period 1 November 1982 - 30 April 1983:

1. PEIP Workshops were organised and held during the first week of November at the education centers located in Maun, Serowe and Mochudi. Participants were accommodated in homes of people in the communities. during that week.

2. The December PEIP workshops were held in the TTCs located in Lobatse, Serowe and Francistown.

3. In February, the In-Service specialist made arrangements for the PEIP workshops to be held in the Tati Hotel in Francistown, the Kanamo Center in Mahalpye, and the Mafenya Tlala Hotel in Molepolole. This arrangement appeared to work very well since the TTCs were in session and not available for the workshops.

4. The In-service specialist did a series of follow-up visits to PEIP schools in the three regions during November and January to ascertain the effectiveness of the PEIP workshops. Schools visited were located in Gaborone, Lobatse, Molepolole, Mahalapye, Serowe, Tonota, Tutume and Francistown. Several of the education officers in these areas were interviewed as well. The results of the visits were positive but incomplete. As a consequence, the in-service specialist proposed the formation of a committee for the purpose of writing criteria to be used in judging the effectiveness of the PEIP workshops. The committee is composed of Mrs Lesolle, (Chair In-Service leader; Dr. Donald Knox, Chief of Party and PEIP Team Leader; Mr. Cornelius Mahube, REO- Southern Region; Mrs Esther Mosinyi, PEO, P&TT; and the In-Service Specialist.

5. The In-Service Leader and the In-Service Specialist planned and executed a programme for the orientation of ten new education officers for the primary sector during the month of December.

6. A meeting was held with the Permanent Secretary of the Ministry Of Education and members of the Senior staff of Primary and Teacher Training to review the present status of the department and to discuss future plans. The In-Service Specialist and the In-Service Leader presented an overview of the total in-service programme, both past, present and future. The Permanent Secretary was newly appointed in January, 1983.

7. The In-Service Specialist was appointed to serve as a member of a committee entitled "Primary Education and Teacher Training College Coordinating Committee", its purpose being to review plans involving all aspects of primary education.

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CHAPTER IV

PLANS FOR THE PERIOD 1 MAY 1983 THROUGH 31 OCTOBER 1983

During the next reporting period this contract team will experience significant changes in personnel. Two team members will end their tours of duty with this project. On July 31, Dr. Thomas Helms, who has been serving as the In-service Education Specialist, will end his tour of duty and depart post. This team will miss Dr. Helms greatly. During his service here he has been instrumental in developing strong relationships with the Ministry of Education and all of the Education Officers serving under the Department of Primary and Teacher Training. On August 13, Dr James Steele, our Mathematics/Science Specialist in the Department of Primary Education will be leaving. Dr. Steele has made an invaluable contribution in developing excellent human relationships here at the University and in organising and teaching courses in the areas of mathematics and science. Both of these very fine individuals and their wives will be greatly missed by those of us who served as their colleagues on the team and by the Batswana who worked so closely with them at the University and at the Ministry of Education. We wish them all the best in the years ahead and hope that they will be able to return to Botswana at some later time.

Replacements for both Dr. Helms and Dr. Steele will be nominated during the next reporting period. In addition to this a sixth person is being proposed for the team. Negotiations are currently taking place between Ohio University and USAID for this contract amendment. It is anticipated that this sixth person will serve the contract and the project as an Observation Trainer to implement an addition to the Scope of Work which is being proposed.

Home leave will also be taken during the next reporting period by Dr. Iva Zajicek (who will return to post for a second two-year tour of duty), Mrs. Janet Ramsay (who will return to post for a one year's extension of her tour), and Dr. Donald M. Knox (who will return for a second two-year tour of duty). These absences are being scheduled so that no workshops will be missed during this time and no classes will be missed at the University.

In addition to the above the following project plans for the next six month period are presented:

1. The following new courses will be organised, developed and begun for the third year students:

   a. EPI 300 Teaching Mathematics in Primary Schools
   b. EPI 340 Teachin Social Studies in the Primary Schools
   c. EPI 360 Test Construction and Integration in Primary Education

2. Commodities in the form of equipment and curriculum materials will be purchased and installed during the next six months.

3. Five, possibly six, Staff Development Fellows (Participants) will be identified and released for study in the United States. We are hoping that they will be able to depart by 1 September, but not later than 1 January 1984.

4. A new In-service Phase will begin on 2 May 1983. Nine major workshops will be conducted on the following dates: May 2 through 5; June 27 through 30; August 22 through 25.

5. The "external examiner" for the second year class is scheduled to arrive in Botswana on 20 May. Following his work at the University, Dr. LeGrand will then serve as a Curriculum Development Specialist for the Ministry of Education for a six week period of time, assisting in the development of a curriculum plan for the Teacher Training Colleges.

6. The first ten (10) Diploma students will complete their work in May of 1983. They will be assigned by the Ministry of Education in leadership positions within the primary sector.

7. The "guidance component" to the Bachelor of Education degree program will be installed in the program.

8. The third class of students (10 Diploma and 20 Degree) will be admitted to the University pre-service program.

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9. It is anticipated that negotiations will be completed for the addition of the sixth person to the Ohio University Team. This person is scheduled to serve as an Observation Trainer for the project. We are hoping for a September 1 arrival date, but definitely expecting the individual to be on post not later than 1 January 1984.

10. From 30 to 40 children will be installed in the Primary Education Center's demonstration classroom beginning August 1983. This unit will be used in the program's clinical experience component.

11. Talks will continue at the university level for the graduate program in primary education, hoping for induction of the initial class by 1986.

Projected Plans for Reading/Language Arts - Dr. Iva Zajicek

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

1. Present three reading/language arts workshops in the third series of "multiplier" in-service workshops. May 2-5, Lobatse; June 27-30, Gaborone; August 22-26, Francistown.

2. Plan a fourth series of reading/language arts workshops to be presented for target school teams in November, December and February.

3. Plan and begin teaching a course in primary school social studies methods for Year III Bachelor of Education Students.

4. Teach a course in primary school language arts and social studies (emphasis language arts) for Year II Diploma in Education students.

5. Return to the U.S. for home leave between tours. May 20 to June 22.

6. Continue participation on the Primary English Curriculum Panel and on committees such as the library committee.

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

Projected Plans - Teaching English as a Second Language - - Mrs J. Ramsay

During the next six month period the TESL specialist intends to:

1. Prepare and conduct the third phase of the "Multiplier Effect" workshops; May in Francistown, June in Gaborone, and August in Serowe.

2 Prepare course materials for EPI 234 (new number) Teaching English as a Second Language and EPI 409, Methods of Second Language Teaching in Primary Schools. The teaching of these courses will commence in August 1983.

3. Continued participation in the Primary English Curriculum Panel meetings.

4. Continue as English Moderator for the Teacher Training Colleges. The Moderator will call curriculum and testing meetings, set the exams and supervise the marking of the final exam.

5. Meetings will be held with USIS staff to discuss plans for the visit of the USIS-English specialist.

6. Complete the write-up of the analysis of oral language and its implications for English Teaching in Botswana.

7. A short-term TESL participant, Ms. T.S. Masitara, has been selected to attend the Teachers of English to Speakers of Other Languages (TESOL) Summer Institute, at the University of Toronto, July 4 - August 12, 1983. Preparations are being coordinated by the TESL specialist.

8. Participate in the selection of participants for Staff Development Programme.

9. Participate in meetings relevant to PEIP, the faculty of Education and English Teaching in Botswana.

Projected Plans - Mathematics and Science - Dr. J. Steele

During the period from 1 May, 1983 to 1 November 1983, the following activities are planned:

1. Conduct three Phase II workshops: Serowe, 2 - 5 May; Francistown, 27 - 30 June; and Gaborone 1 - 4 August.

2. Complete end of term duties at the University of Botswana, i.e., final examination invigilation, filing continuous assessment marks, exam marks, and pass-fail list in EPM 130/131 and EPI 200-1.

3. Provide input in the selection of SDF's and assist in the processing prior to their going to the United States. It is hoped that two of the SDF's will be in the math/science education areas.

4. Prepare to depart post on or about 13 August. (It should be noted that the maths/science specialist's tour ends on 13 August, this being the second anniversary of his arrival on post. It should also be noted that the maths/science specialist reluctantly refused the offer of a one-year extension of tour because the university from which he is on leave refused to extend that leave).

Projected Plans - In-service - Dr. Tom Helms

During the next six month period the In-Service specialist intends to:

1. Plan for PEIP Workshops June 27 - 30 to be held at the University of Botswana; August 22 - 25 to be held at the Teacher Training Colleges; Ocotber 24 - 27 to be held at hotels in the three areas; December 12 - 15 to be held at the teacher training colleges and the second week of February 1984 to be held at the hotels in the three areas.

2. It was decided to keep the original PEIP teams for another year so that they could receive more in-depth training in the three academic areas.

3. Discussions were held concerning the choice of new leadership teams at the end of this coming year. It was decided to hold over a number of the present teams who have been trained for the purpose of helping the new teams to become oriented to the PEIP process. It is also a possibility that some of the present teams would be able to help in the teaching of the new teams.

4. Discussions are scheduled with the in-service unit of the Ministry of Education and the PEIP team in the months ahead for the purpose of clarifying issues which arise and for the purpose of joint planning of upcoming courses.

5. The in-service unit of Primary and Teacher Training will be moved from that department soon to become part of the Curriculum Development and Evaluation Department. This move will enhance the position of PEIP inasmuch as it will provide for better communications which will encourage closer relationships.

APPENDIX A

SELECTED ISSUES IN EDUCATION IN BOTSWANA:
A REPORT OF A CONSULTANCY
(PART I)

PREPARED FOR THE
BOTSWANA MINISTRY OF EDUCATION

BY
DR. MAX W. EVANS
CONSULTANT, OHIO UNIVERSITY
ATHENS, OHIO, U.S.A

(USAID CONTRACT AFR-0222-C-00-1066-00)

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INTRODUCTION

This report is an outgrowth of a request from the Permanent Secretary of the Ministry of Education (MOE) to the Director of the Human Resources and Training of the United States Agency for International Development to provide consultant assistance to the MOE relating to the following broad issues:

- A plan for licensing teachers and administrators by the MOE;
- A plan for the utilization of various educational units and agencies in providing continuing education for educators seeking license renewal or upgrading;
- A plan for professional visiting, evaluating, chartering and accrediting of the teacher training colleges,
- And recommendations for the external accreditation of selected University of Botswana programs associated with teacher preparation.

While the original scope of the study applied only to primary education, it was broadened after the consultant's arrival to include secondary education as well. The period of the consultancy in Botswana was for approximately three months, beginning in mid-September, 1982; however, writing of the report was completed at Ohio University in early 1983. The report is presented in two separate documents, the second of which is entitled A Model for the Professional Evaluation of the Teacher Training Colleges of Botswana.

The consultant, who had some prior knowledge of the Botswana educational system through his participation in the development of the Primary Education Improvement Project, utilized two sources of information in formulating responses to the issues presented for study. They were: (1) interviews with a wide range of persons having knowledge of the matters under study and, (2) a review of documents and other printed material bearing

on the subjects. A list of major documents consulted is presented in the Appendix.

The consultant wishes to express his deep appreciation to all who gave so graciously of their time, knowledge, and views during this period of study. It is his hope that the report will provide some insight and direction to education policy makers in Botswana as they go about the business of selecting from among available alternatives those which will yield the greatest gains in educational opportunity for their children and youth.

The Context of the Study

It is the viewpoint of the consultant that the issues which are addressed in this report must be seen, not as isolated matters, but against a broader background of educational, economic, social and historical factors which have relevance for any policies adopted by the Ministry of Education. The intent in this document is not to discuss these factors in detail, but rather to remind the reader that substantive policy changes may have implications extending far beyond the immediate problems being addressed.

At the outset, it may be useful to remind the reader of the economics "principal of scarcity," i.e., there is always a greater demand for resources than there are resources available to meet those demands. The truth of this principle is applicable to developing and developed countries alike. Thus, the responsibility falls to government to establish priorities in the allocation of available resources among its various sectors in the hope of providing for the balanced growth and development of the country and its people.

The National Development Plan, 1979-85 for the Republic of Botswana outlines a detailed set of policies and objectives for developing all sectors of national life, including those relating to education. The objectives established for education for the 1979-85 planning period are as follows:

- to increase educational opportunities and to reduce inequalities of educational opportunities so far as resources permit;
- to contribute to the balanced economic development of Botswana by seeking to satisfy manpower requirements for all sectors, emphasizing particularly the needs of rural development and employment generation;
- to promote personal qualities such as respect for national ideals, self reliance, concern for other people and to encourage full development of individual talents;
- to extend the role of schools in the local community and vice versa.

There have been some impressive gains in the expansion of educational opportunity over the past decade, resulting in a high percentage of Batswana children having access to primary education, and it is reported that nearly one-half of the Standard 7 leavers obtain places in Government aided or unaided secondary schools. Despite this progress, there are qualitative aspects of the primary education program which continue as matters of wide-spread concern to policy-makers, educators, and the general public. For example, there are still too many poorly prepared teachers, schools are lacking in remote areas, and physical facilities and teaching material and equipment are not equitably provided throughout the country. Thus, it is not surprising that the first priority of the Government of Botswana within the education sector was to increase and equalize opportunities at the primary level by providing schools for small, unserved communities and to raise the quality of education, particularly in rural areas.

The National Development Plan, 1979-85 also sets forth the second phase of Botswana's program to increase educational opportunities. This involves the establishment of a network of junior secondary schools designed eventually to provide access for all children to nine years of basic education. Over the longer term, as increased numbers of young people complete junior secondary school, pressure will mount for more rapid expansion of secondary education. Given these objectives and the current rapid rate of population growth, the Government of Botswana will have to maintain a high commitment to the development of the education sector for a long period in order to satisfy these social needs.

Educational Policy Development

The provision of public education in organized societies of the world is generally accepted as a responsibility of government. Directly or indirectly, governments evolve goals and set policies which determine the following basic issues: Who shall be educated? To what academic levels? What shall be taught? Who shall teach? And how shall teachers be prepared? In societies undergoing rapid change, it is to be expected that policies relating to such crucial educational issues as these will literally be under constant review. Because the decisions made regarding these matters will affect different segments of the society and the economy in different ways, they are frequently controversial in nature. In a democracy they deserve, and usually get, discussion and debate in many sectors of the society.

The issues raised by this study clearly relate to the national objectives for improving the quality of education. This is so because the study deals with improving the quality of teaching in the nation's schools. Educational planning for teacher preparation is almost

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universally supported by the assumption that more effective teaching will result in greater learning by students.[1] Thus, the focus of this report is upon the development of governmental policies which, over time, will enhance the quality of teaching in the schools of Botswana.

AN OVERVIEW OF SELECTED FACTORS AFFECTING TEACHING IN THE PRIMARY AND SECONDARY SCHOOLS IN BOTSWANA

Introduction

The quality of education in Botswana will undoubtedly improve as sufficient numbers of well-trained and motivated persons enter the ranks of teaching and find sufficient satisfaction that they willingly choose to make it their life's work. This section of the report examines selected factors with regard to attracting and maintaining an effective teaching force in Botswana. These factors are grouped according to the following broad subjects:

- The national commitment to education.
- The characteristics of persons attracted to the teaching profession.
- Opportunities for promotion and advancement in the primary and secondary schools.
- In-service education support for teachers.

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[1] Report of the National Commission on Education, April 1977 (Gaborone, Botswana), p. 127.

Note: The assessment survey conducted for the Commission indicates that student achievement levels are closely related to the proportion of trained teachers in a school.

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The National Commitment to Education

While commitment by government to educational goals may be represented by several different measures, an obvious and objective one may be observed through the financial outlays which are made over time for that purpose. Comparisons of the various sectors of development with total national expenditures provides some indicators of governmental priorities.

Table 1 shows that for the years 1976-77 through 1981-82, education's share of the recurrent expenditures has been relatively constant at about 20 percent. This is nearly twice the percentage which education received in 1975-76. Likewise, as may be noted in Table 2, education's share of the national development budget remained fairly constant between 1975 and 1980 ranging between 7.6 and 10.3 percent.

The distribution of recurrent educational funds among the various levels of the educational hierarchy is presented in Table 3. During the three-year period, 1977-80, primary education received a little over one-half of the total recurrent educational budget while secondary education accounted for one-fourth of the educational expenditures. The teacher training colleges, the University, vocational education and administration accounted for the remaining 25 percent of the recurrent budget funds.

In Table 4 one may view the distribution of recurrent education funds in the education sector by major budgetary items. As is almost universally true with educational institutions around the world, the majority of expenditures in Botswana's educational system is for salaries of teaching personnel. In 1979-80, approximately two-thirds of the total recurrent educational expenditures were for the salaries of teachers and other personnel in the education sector. Grants, bursaries, maintenance,

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TABLE 1

RECURRENT EDUCATION EXPENDITURES IN RELATION
TO NATIONAL RECURRENT EXPENDITURES

(In Thousands of Pula)

Year	National recurrent expenditures		Educational recurrent expenditures		Percent education expenditures of total expenditure
	Amount	% of increase over previous year	Amount	% of increase over previous year	
1975-76	49,462	-	5,174	-	10.5
1976-77	67,695	37.4	12,641	144.3	18.6
1977-78	75,755	11.5	14,778	16.9	19.5
1978-79	101,573	34.1	21,950	48.5	21.6
1979-80	128,588	26.6	25,329	15.4	19.7
1980-81	189,984	47.7	38,047	50.2	20.0
1981-82 (Estimated)	212,404	11.8	44,067	15.8	20.1

Source: Education in Botswana, A Statistical Guide, Ministry of Education, [illegible]

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TABLE 2

EDUCATION DEVELOPMENT EXPENDITURES IN RELATION TO NATIONAL DEVELOPMENT FUND EXPENDITURES, 1975-80

(In Thousands of Pula)

Year	National development expenditures		Educational Development expenditures		Percent educational development of national development expenditures
	Amount	% of increase over previous year	Amount	% of increase over previous year	
1975-76	35,449	-	3,662	-	10.3
1976-77	37,601	6.1	3,289	10.2	8.7
1977-78	44,432	18.2	4,191	27.4	9.4
1978-79	79,008	77.8	6,058	44.5	7.6
1979-80	98,283	24.4	9,647	59.2	9.8

Source: Education in Botswana, A Statistical Guide, April, 1982.

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TABLE 3

PERCENTAGE DISTRIBUTION OF RECURRENT EXPENDITURES ON EDUCATION BY LEVELS, 1974-80

Level	Percent of total educational expenditures		
	1977-78	1978-79	1979-80
Primary	49.8	58.5	52.1
Secondary	24.9	25.7	23.3
TTC	4.3	3.9	2.8
Vocational	4.2	3.7	3.0
University and other third level	14.7	4.7	13.2
Administration	2.1	3.5	5.6
TOTAL	100.0	100.0	100.0

Source: Education in Botswana, A Statistical Guide, April, 1982.

travel and other expenditures, all in varying percentages, consumed the remainder of the education budget. It should be noted that the data presented in Tables 1-4 do not reveal educational expenditures which may have been made by local communities, other agencies and individuals for educational purposes.

The National Development Plan, 1979-85 states that "the previous plan envisaged that the Ministry of Education's current spending would grow at 15% a year in real terms - faster than any other ministry's. In the event it grew at 21% p.a. in real terms between 1976-77 and 1978-79 compared to an average 13% p.a. for central government as a whole. Most of the unpredicted increase in expenditure was due to a substantial improvement of teachers' remuneration relative to other civil servants."[2]

The 1979-85 Plan goes on to state "Hence education, which in the past has been generously treated, in the immediate future will have to operate within more severe restraints. Recurrent expenditures will grow in real terms by 10% p.a. This is a high growth rate but nevertheless significantly lower than the 15% p.a. growth rate allocated in the previous plan. Development expenditure will be constrained by the country's limited capacity to implement new projects and there will be restraints on the recruitment of high level manpower."[3]

This record of expenditure and the statements of educational planning indicate that the Government of Botswana has accorded education a relatively high priority over the past decade. Despite this very commendable effort, the needs of education will continue to be great well into the

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[2]National Development Plan, 1979-85, Ministry of Finance and Development Planning, Gaborone, p. 100.

[3]Ibid, p. 100.

TABLE 4

PERCENTAGE DISTRIBUTION OF RECURRENT EXPENDITURES ON EDUCATION BY ITEM, 1977-80

Item	Percent of total educational expenditures		
	1977-78	1978-79	1979-80
Teacher's salaries	58.7	70.3	57.6
Other salaries	6.3	7.4	8.2
Bursaries	5.0	4.4	4.2
Grants	14.5	4.0	13.0
Maintenance	6.0	.7	3.2
Traveling	.7	1.0	.9
Other expenditures	8.8	12.1	12.9
TOTAL	100.0	100.0	100.0

Source: Education in Botswana, A Statistical Guide, April, 1982.

future. In view of these needs vis-a-vis the scarcity of resources, government policy makers and educational planners will need to weigh carefully the various alternatives which may be open to them for improving education for the people of Botswana.

The Characteristics of Persons Attracted to the Teaching Force

An examination of historical information can be useful in showing trends or movements in the future as well as providing a record of the past. In this section of the report, data are presented for a period of several years relative to certain characteristics of the primary and secondary school teaching force. The characteristics examined are as follows: sex, citizenship, training, qualifications of serving teachers, and qualifications of the intake into the primary teaching training colleges.

Sex of teachers. Tables 5 and 6 show the sex respectively of primary and secondary school teachers over the seven-year period 1974-81. Both groups show trends toward greater proportions of women coming into the teaching force. The primary schools, perhaps naturally, are much more heavily staffed with women and there are some indications that movement toward females may even be more rapid than that shown in Table 5. For example, of the total 1981 enrollment of 1020 in the three teacher training colleges, only 149, or 15 percent, are male.

The most effective male-female teacher balance for the schools of Botswana can probably never be conclusively determined, just as it hasn't been for schools in other countries; however, it is a legitimate concern for policy-makers and may be deserving of greater consideration in view of the strong trend in the primary schools.

Citizenship of teachers. Over the past decade, as shown in Tables

TABLE 5

SEX OF PRIMARY SCHOOL TEACHERS, 1974-81

Year	Female		Male		Total
	No.	%	No.	%	
1974	1,941	64	1,106	36	3,047
1975	2,333	67	1,176	33	3,509
1976	2,651	68	1,270	32	3,921
1977	3,134	70	1,361	30	4,495
1978	3,284	71	1,357	29	4,641
1979	3,467	70	1,396	30	4,663
1980	3,800	72	1,480	28	5,280

Source: Education in Botswana, A Statistical Guide, April, 1982.

TABLE 6

SEX OF SECONDARY SCHOOL TEACHERS, 1974-81

Year	Female		Male		Total
	No.	%	No.	%	
1974	106	30	244	70	350
1975	131	33	266	67	397
1976	148	33	295	67	443
1977	154	35	289	65	443
1978	188	37	317	63	505
1979	205	36	365	64	570
1980	257	37	397	63	634

Source: Education in Botswana, A Statistical Guide, April, 1982.

7 and 8, the teaching force has become one increasingly made up of Botswana citizens as opposed to expatriates. In the secondary schools, dependence on non-citizen teachers has dropped from 82 percent to 42 percent, a truly remarkable record. The primary schools, never so heavily staffed by non-citizens as secondary, now has under five percent of the teaching force who are other than citizens of Botswana.

Trained versus untrained teachers. Tables 9 and 10 present a history of the balance between trained and untrained teachers in the primary schools and the Government aided secondary schools of Botswana. The record for the primary schools was somewhat mixed over the decade. In 1973, 28 percent of the primary teachers were untrained but by 1977 this figure had risen to a high of 41 percent. Since then, the direction has been down and the Planning Unit of the Ministry of Education estimates a further decline to 31 percent in 1983. No doubt the increase in percentage of untrained teachers was directly attributable to the very rapid increase in primary school enrollments during this period.

The secondary schools have reduced the proportion of untrained teachers from 41 percent in 1973 to only 10 percent in 1981. It is particularly encouraging to note that this achievement occurred during a period paralleled by a rapid gain in the percentage of Batswana in the teaching force. It should be noted that this trend may be reversed if the proposal for changing from a four-year teacher preparation program to five years is implemented, since there does not seem to be strong incentives for degree holders to return to the University for a fifth year for teacher training.

Levels of qualifications of teachers. Tables 11 and 12 compares qualifications respectively of primary and secondary school teachers for the years 1972 (1973 for secondary) and 1981. In the primary untrained

TABLE 7

NATIONALITY OF PRIMARY SCHOOL TEACHERS, 1974-81

Year	Citizens		Non-citizens		Total
	No.	%	No.	%	
1974	2,749	90.2	298	9.8	3,047
1975	3,187	90.8	322	9.2	3,509
1976	3,553	90.6	368	9.4	3,921
1977	4,158	92.5	337	7.5	4,495
1978	4,319	93.0	322	7.0	4,641
1979	4,581	94.0	289	6.0	4,870
1980	5,041	94.8	275	5.2	5,316
1981	5,388	95.6	247	4.4	5,635

Source: Education in Botswana, A Statistical Guide, April, 1982 and Education Statistics, Ministry of Education, July, 1982.

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TABLE 8

NATIONALITY OF SECONDARY SCHOOL TEACHERS, 1974-81

Year	Citizens		Non-citizens		Total
	No.	%	No.	%	
1972	52	18	236	82	288
1973	61	20	250	80	311
1974	75	21	275	79	350
1975	94	24	303	76	397
1976	113	26	330	74	443
1977	135	30	308	70	443
1978	177	35	328	65	505
1979	214	38	356	62	570
1980	283	45	349	55	632
1981	385	58	281	42	666

Source: Education in Botswana, A Statistical Guide, April, 1982 and Education Statistics, Ministry of Education, July, 1982.

TABLE 9

TRAINED AND UNTRAINED PRIMARY TEACHERS, 1972-82

Year	Trained		Untrained		Total
	No.	%	No.	%	
1972	1,693	69	774	31	2,467
1973	1,950	72	748	28	2,698
1974	2,053	67	994	33	3,047
1975	2,231	64	1,278	36	3,509
1976	2,434	62	1,487	38	3,921
1977	2,636	59	1,859	41	4,495
1978	2,851	61	1,790	39	4,641
1979	3,095	64	1,775	36	4,870
1980	3,299	63	1,909	37	5,208
1981	3,608	64	2,020	36	5,628
1982	3,854	67	1,923	33	5,777

Source: Education in Botswana, A Statistical Guide, April, 1982 and "District Distribution of Trained Primary School Teachers 1977-1982" by the Planning Unit, Ministry of Education.

TABLE 10

TRAINED AND UNTRAINED SECONDARY TEACHERS

Year	Trained		Untrained		Total
	No.	%	No.	%	
1973	183	59	127	41	311
1974	219	63	131	37	350
1975	260	65	137	35	397
1976	314	71	129	29	443
1977	350	79	92	21	442
1978	436	86	69	14	505
1979	475	84	88	16	563
1980	551	87	82	13	633
1981	600	90	66	10	666

Source: Education in Botswana, A Statistical Guide, April, 1982 and Distribution of Trained Primary School Teachers 1977-1982" by the Planning Unit, Ministry of Education.

category, the number of Standard 7 teachers increased by 576; however, as a percent of the untrained primary teaching force, Standard 7 teachers decreased from 93 percent in 1972 to 64 percent in 1981. Junior Certificate and Matric holders, on the other hand, have increased appreciably in the untrained primary group. These data suggest that the untrained teaching force is increasingly composed of teachers having somewhat higher academic qualifications. The data also indicate that the pool of serving teachers who are potential candidates for admission to the teacher training colleges should be better prepared to commence the formal teacher preparation program.

In the category of trained primary teachers, the most dramatic change over the decade is that nearly 50 percent of the 1981 trained teaching force holds the Primary Teaching Certificate. This percentage will continue to increase rapidly in the years ahead. Noteworthy in Table 11 also is the fact that the number of holders of the Elementary Teachers Certificate increased by slightly over 100 during the 10-year period while the number possessing the Primary Lower Certificate and the Primary Higher Certificate actually decreased.

At the secondary level, Table 12 shows that the number of untrained teachers declined from 127 in 1973 to 66 in 1981. In turn, the percentage of trained teachers rose over the decade from 45 percent to 90 percent. Of the trained secondary teachers in 1981, seventy percent possessed either a degree or diploma while 25 percent held the Advanced Teaching Certificate.

Teacher training college intakes. Table 13 is intended to show certain characteristics of the student intake into the three teacher training colleges during the five-year period 1976-1980 and for the 1982 class.

TABLE 11

QUALIFICATIONS OF PRIMARY SCHOOL TEACHERS
1972 COMPARED TO 1981

Level of preparation	1972 No.	1972 %	1981 No.	1981 %	% change
			(Untrained)		
Standard 7	716	93	1,292	64	-29
J.C.	49	6	550	27	+21
Matric	9	1	175	9	+ 8
Degree	-	0	3	*	+ 0
TOTAL	774	100	2,020	100	
			(Trained)		
E.T.C.	461	27	565	16	-11
E.T.C & J.C./Matric	21	1	76	2	+ 1
P.L.	771	46	624	17	-29
P.L.+	92	6	201	6	0
P.L.+Matric	8	*	30	*	+22
P.T.C.	0	0	1,728	48	+48
P.H.	267	16	253	7	- 9
P.H.+ Matric	35	2	63	2	0
Post Matric	33	2	52	1	- 1
Degree+Diploma	2	*	16	*	0
H. Degree+Diploma	3	*	0	*	0
TOTAL	1,693	100	3,608	99	

Source: Education in Botswana, A Statistical Guide, April, 1982 and Education Statistics, Ministry of Education, July, 1982.

*Less than one percent

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TABLE 12

QUALIFICATIONS OF AIDED SECONDARY SCHOOL TEACHERS
1973 COMPARED TO 1981

Level of Preparation	1973 No.	1973 %	1981 No.	1981 %	% change
			(Untrained)		
J.C.	3	2	0	0	- 2
Matric	20	16	45	68	+52
Degree	104	82	21	32	-50
Subtotal	127	100	66	100	
			(Trained)		
P.L.+	1	*	0	0	0
P.L.+Matric	3	2	7	1	- 1
P.H.	4	2	3	*	- 2
P.H.+Matric	6	3	0	0	- 3
Post Matric	40	21	0	0	-
A.T.C.			149	25	+ 4
Degree+Diploma	116	63	422	70	+ 7
H.Degree+Diploma	14	8	19	3	- 5
Subtotal	184	99	600	99	
% TRAINED		45		90	

Source: Education in Botswana, A Statistical Guide, April, 1982 and Education Statistics, Ministry of Education, July, 1982.

(Data for 1981 were not available and selection of the class for 1983 was only partially completed at the time of the study.) The data for Table 13 were derived from two sources: (1) information contained in a memorandum prepared by the Senior Planning Officer in the Ministry of Education for the years 1976-1980, and (2) information contained in a memorandum from the Chief Education Officer (Primary and Teacher Training), Ministry of Education for 1982.

Table 13 reveals a number of important facts, among them the following: the number of students admitted annually to the three teaching training colleges has increased from 296 in 1976 to 476 in 1982, a gain of 60 percent; the percent of serving teachers has varied between 47 and 58 percent over the six years shown but is not increasing;* the percentage of entrants with only a primary education ranged between 19 and 24 percent with the exception of 1982 when it dropped to 11 percent; the percentage of quota students from Ghanzi, Kgalagadi and North West districts has remained fairly constant between 8 and 13 percent; and the percent of J. C. passes has shown significant improvement in recent years. It is also encouraging to note that in 1982 25 students with GCE's were admitted to the teacher training college.

The Senior Planning Officer in 1980 drew several conclusions from his data, among them the following:

1. "The educational qualifications of entrants to the teacher training colleges are generally low. Virtually no Form 5 leavers enter the TTC's. (There was one in 1980.) Many J. C. failures are accepted (about 20% of the TTC entrants each year)."

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*See note on Table 13 regarding the reliability of the 1979 data.

TABLE 13

CHARACTERISTICS OF THE INTAKE OF THE PRIMARY TEACHER TRAINING COLLEGES, 1976-80 AND 1982

Characteristics	1976		1977		1978		1979		1980		1982	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Serving teacher	145	49	201	59	208	58	251	77	274	58	223	47
Quota (Ghanzi, Kgalagadi, North West)	25	8	28	8	40	11	41	13	47	10	47	10
GCE	-	-	-	-	-	-	-	-	-	-	25	5
J.C.Pass	145	49	154	21	200	56	165	50	289	61	313	66
J.C.Fail	61	21	98	29	69	19	73	22	87	18	88	18
Standard 7	61	21	83	24	81	23	79	24	90	19	50	11
Others (not known)	29	10	-	-	2	1	6	2	1	*	-	-
TOTAL	296	-	342	-	356	-	327	-	475	-	476	-

Source: Memorandum from the Senior Planning Officer, Ref:E 4/3A VI(29) 24th November, 1980 and Memorandum from the Chief Education Officer (P-TT) undated. (A note was included in the memorandum from the Senior Planning Officer which stated "There is reason to believe that the 1979 figures may not be reliable but this cannot be verified.")

*Less than one percent.

2. "There are few indications that the situation is improving."

The picture in 1982 shows some signs of brightening so far as the academic competence of the TTC intake is concerned and preliminary statistics for 1983 are even more encouraging. Below is a breakdown of the qualifications of 1983 candidates who were offered positions at the Francistown TTC.

Qualifications	Number	Percent
General Certificate of Education	31	18
Junior Certificate (Pass)	80	47
Junior Certificate (Fail)	23	14
Junior Certificate (1982)	9	5
Standard 7	24	14
Readmission	3	2
TOTAL	170	100

It is reported that among the 1983 applicants for admission there are several Form 5 students who have completed a year of service as teachers through Tirello Setshaba. If it is true that the quality of entrants to the TTC's is beginning to improve, it would be in keeping with the prediction of the National Commission on Education that "As the numbers of Junior Certificate passes increases during the 1980's and as alternative employment opportunities in the public and private sector become filled, better qualified students will opt for teaching."

The principals of the teacher training colleges had proposed as a part of the admissions criteria for 1983 that "80 percent of the class should come from Cambridge and J. C. passes and that 20 percent of the class may be taken from Standard 7 and quota students, and in rare instances from J. C. third class and below if RTC scores and interviews

are of high quality." The principals also recommended that the Education Secretaries be encouraged to hire Cambridge, GCE and J. C. passes as untrained teachers. In addition, they proposed that in 1984 "only Cambridge and J. C. passes will be considered for admission, with preference being given to those with teaching experience" and that "the quota system should be abolished."[4]

Teaching force requirements to 1985. Tables 14 and 15 present projections from the National Development Plan, 1979-85 for the numbers of primary and secondary school teachers needed through 1985. Two conclusions which may be drawn from these data are (1) that a substantial percentage of the primary school teachers will continue to be untrained into the foreseeable future and (2) that the demand for secondary teachers will continue to outstrip the number of Batswana available.

Assuming that the Government of Botswana policy continues to be one of universal access to primary education and that there is no further expansion of teacher training facilities beyond present capacity, the number of entrants into Standard I annually will pretty well determine whether the untrained teaching force grows or shrinks. The number of entrants to Standard I, of course, is directly related to the population growth rate which was estimated in the National Development Plan, 1979-85 to be 3 percent annually. While a recent analysis of population growth suggests that the rate may be much higher than 3 percent annually, a 3 percent growth rate places a very substantial demand upon the economy for additional teachers, classrooms, and teaching materials to serve the

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[4]Minutes, meeting of the Teacher Training College Principals, 17 September, 1982.

TABLE 14

PROJECTION OF PRIMARY SCHOOL
TEACHING FORCE TO 1985

Year	Teachers required	Qualified teachers available	Unqualified teachers required	Percentage unqualified
1979	4,870	3,100	1,770	36
1980	5,140	3,340	1,800	35
1981	5,460	3,560	1,900	35
1982	5,710	3,870	1,840	32
1983	5,970	4,170	1,800	30
1984	6,440	4,520	1,920	30
1985	6,840	4,990	1,850	27

Source: National Development Plan, 1979-85.

TABLE 15

PROJECTION OF GOVERNMENT AND AIDED SECONDARY SCHOOLS
TEACHER REQUIREMENTS, 1979-1985

Year	Mathematics and Science		Arts subjects		Practical subjects		All subjects	
	Available	Required	Available	Required	Available	Required	Available	Required
1979	40	280	165	365	30	125	235	770
1980	40	315	200	400	40	135	280	850
1981	55	330	250	430	50	150	355	910
1982	60	350	310	455	60	155	430	960
1983	80	365	380	475	70	165	530	1,005
1984	100	385	450	495	90	180	640	1,060
1985	120	410	480	530	100	190	700	1,130

Source: National Development Plan, 1979-85.

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increased numbers of students.[5]

Because of the present relatively high percentage of untrained primary teachers and the liklihood of this continuing for some time, the question persists as to whether there should again be a concerted effort to upgrade untrained primary school teachers to qualified status. (Such a scheme was undertaken in Francistown in the late 1960's, then discontinued.) The Report of the National Commission on Education (1977) advised against the widespread promotion of large numbers of unqualified teachers to qualified status by means of inservice training. This position was strongly reaffirmed in the Supplementary Report of the Commission on Education (1979) "because it would fill the ranks of teaching service with less well qualified teachers than will be available in the future." Concern was also expressed that such a program "would improve the paper qualifications of the teaching force, and thereby cause an escalation of the primary teachers' salary bill, but it probably would not make a significant impact on the quality of primary education in Botswana."[6] The reports of the National Commission on Education did not, however, rule out altogether an inservice scheme for upgrading unqualified teachers "so long as recruitment is highly selective, the course itself is rigorous and a proper evaluation of student performance made."[7]

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[5]J. R. Berman, Note 6. Demographic Issues, (27-6-82). In this paper Berman suggests that a 4 percent annual increase may be more accurate than 3 percent and that the annual population increase for the decade 1979-80 could be as high as 4.9 percent. He states that "a crude estimate suggests that there would be over 100,000 more children of school age (5-14) in (the year) 2001 with every additional percentage point increase in average population growth rate between now and then."

[6]Report of the National Commission on Education, April, 1977, p. 159.

[7]Supplementary Report of the National Commission on Education, 1979, p.159.

The issue of whether to proceed with an inservice scheme for the widespread upgrading of untrained teachers is a serious one because it represents a long term commitment of capital and human resources which, theoretically at least, could be used for other purposes in the educational system. The matter obviously deserves careful study and the marshalling of more information about the untrained population group than now seems to be available. The following are examples of some questions, among others, which may need to be dealt with in making the decision which will be most cost effective:

1. What are the current academic qualifications of this group? What evidence is there of independent study to improve their chances of admission to the teacher training colleges?

2. Is their academic potential such that they could benefit from a reasonably rigorous upgrading program?

3. What is the commitment of this group to teaching as a career?

4. What is the age and sex distribution of this group?

5. Is there a sufficient degree of motivation within this group to engage in an extended period of rigorous study in order to gain a higher qualification?

6. What percent have applied for admission to the teacher training colleges in the past and been rejected?

7. Are the circumstances of the group such that an upgrading program would have to be through inservice as opposed to a full-time residential program?

The National Commission on Education recommended "that all the teacher training college entrants should in the future serve a probationary period of one year in the schools before entry to the training

college."[8] This recommendation was apparently accepted by the Ministry of Education since the Senior Planning Officer stated in a memorandum on 24 November, 1980 that "we are committed to making a period of teaching (as U/T's) compulsory for all TTC entrants." Since only about one-half of the entrants to the teacher training colleges over the past several years has been drawn from the untrained teacher ranks, this suggests that there is considerable unused capacity in the training colleges at present for upgrading untrained teachers if they are able to meet the entrance requirements and wish to pursue a full-time two-year program of studies.

Career Progression Ladder for Teachers

The discussion which follows is concerned with the opportunities which those in teaching have for improving their status while staying within the field of education. It is recognized that in developing countries with expanding economies, such as that of Botswana, the teaching force represents a ready-made pool of more highly trained manpower from which other sectors of the government and the private sector may draw, often with the prospects for the teacher of greater financial rewards and enhanced status. Thus, because of the greater liklihood of alternative employment opportunities for able teachers, it is vitally important that all possible steps be taken to make the teaching profession attractive both to those considering various beginning career options and to those highly effective teachers who may be considering leaving the classroom.

In 1976 the National Commission on Education stated that "we regard

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[8]Ibid, p. 140.

it as a cardinal principle that a career progression ladder should exist for able and ambitious teachers who wish to improve their professional competence and status. There are more gaps than rungs in Botswana's career ladder at the present time."[9]

Primary teachers. Table 16 represents an attempt to display the career progression ladder for Botswana's primary and secondary teachers. A study of that information shows that significant progress has been made since the 1976 Commission Report in making more opportunities available for the advancement of teachers, particularly at the primary level. For example, the posts of responsibility for senior teachers and deputy head teachers have been established and salary differentials based on school size have been introduced for those posts as well as for head teachers. In addition, the Department of Primary Education has been established at the University of Botswana. Thirty students are admitted annually to the primary program, ten of whom enter the two-year diploma program in primary education with 20 pursuing the Bachelor of Education degree with a specialization in primary education.

Admission to the two primary education programs at the University requires normally a minimum of a Third Division pass in the Cambridge Overseas School Certificate or its equivalent; however, admission to both programs may also be achieved under the Mature Age Entry Scheme which requires, among other things, a Junior Certificate pass or its equivalent.

Bachelor of Education degree graduates are expected in the early years of the program to fill the posts of tutors in what will soon be the four teacher training colleges. As those needs are satisfied at the teacher training colleges, the graduates will then be available for other

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[9] Ibid, p. 158

TABLE 16

CAREER PROGRESSION LADDER: PRIMARY AND SECONDARY TEACHERS

Position	Minimum academic qualifications usually required	
	Certificate, diploma, degree	Institution where qualification obtained
PRIMARY		
Untrained teacher	None	Standard 7 or J.C.
Trained teacher	Primary Teaching Certif. P.L., P.H. & E.T.C.	Teaching Training College
Senior teacher	Primary Teaching Certif. P.L., P.H. & E.T.C.	Teaching Training College
Deputy head teacher	Primary Teaching Certif. P.L., P.H. & E.T.C.	Teaching Training College
Head teacher	Primary Teaching Certif. P.L., P.H. & E.T.C.	Teaching Training College
Education officer	Primary Teaching Certif. P.L., P.H. & E.T.C.	Teaching Training College
Tutor, TTC	B. Ed (Primary)	University
V. Prinipal TTC	B. Ed (Primary)	University
Principal TTC	B. Ed (Primary)	University
Faculty of Education (Primary)	Master of Ed Primary	University
SECONDARY (Government and Aided)		
Untrained teacher	Bachelors without education certificate	University
Trained teacher (lower forms)	Diploma	University
Trained teacher (higher forms)	B. Ed	University
Deputy headmaster	B. Ed	University
Head master	B. Ed	University
Faculty of Education (secondary)	M. Ed.	University

responsible educational positions in education. The primary education Diploma holders are expected to assume more demanding positions in the primary schools.

For the primary school teacher, the key to moving up the ladder is achieving the status of a qualified teacher by holding the Primary Teachers Certificate. As noted earlier, the only path for the untrained teacher to reach qualified status in Botswana at the present time is through admission to a two-year full-time program at a teacher training college. Given the efforts to establish higher admission standards for the teacher training colleges, the teachers most likely to be selected from the untrained ranks in the years ahead are those holding at least the Junior Certificate. However, past practice has been to accept some untrained teachers holding only the Standard 7 qualification. In fact, 10 percent of the 1982 entrants fell into that category.

A path does exist for the Standard 7 untrained teacher to achieve the Junior Certificate even if they have been denied admission to Form 1, and that is through correspondence study. The Department of Non-Formal Education reports that of its 4000 Junior Certificate correspondence students, many are primary teachers. Data are not available, however, regarding how many of these have completed Junior Certificate courses in this way, nor how many teacher training college entrants had earned Junior Certificates through correspondence study. Since the completion of the Junior Certificate through correspondence requires a high degree of commitment and motivation on the part of the student, traits obviously highly desired in teachers, it would seem that their applications for admission to the teacher training colleges should be given very careful consideration.

One further potential block occurs for the untrained teacher

attempting to become qualified. This is in the case of untrained teachers who are otherwise capable of meeting the standards for admission to the teacher training colleges but who, for whatever reasons, are unable to spend two years in residence at a college. As discussed earlier, a determination of the approximate numbers of untrained teachers falling into that category will help immeasureably in determing whether an alternative in-service education scheme to upgrade untrained teachers is needed and appropriate.

Before leaving the subject of primary teachers, note should be taken also of the fact that there are no programs which permit those persons holding the Primary Lower Certificate, the Primary Higher Certificate or the Elementary Teaching Certificate to be upgraded to the level of Primary Teaching Certificate. To the extent that the Primary Teaching Certificate may increasingly be the minimum requirement for advancement in the primary schools, this lack of opportunity would represent yet another bar to career progression.

Secondary teachers. As may be inferred from a study of Table 16, a somewhat different situation faces the secondary school teacher in Botswana who is contemplating opportunities for career advancement. At present, a trained secondary school teacher possesses either a degree in education, a degree with a certificate in education, or a diploma in secondary education. It is reported that the typical untrained secondary teacher is one who has a degree but who has not completed the qualifying studies in education.

In the past the preparation of secondary teachers in Botswana has been the responsibility of the University. Preparation has been accomplished through a three-year program leading to the Diploma in Secondary

Education and a four-year Bachelors degree with a Concurrent Certificate in Education. The minimum entrance requirement for the Diploma in Secondary Education is the Cambridge Overseas Certificate Third Class or a qualification deemed its equivalent by the (University) Senate.[10] The normal basic requirement for entrance to a degree program is also a Cambridge Overseas School Certificate but with a 1st or 2nd Division pass and a credit in English Language (and a credit in mathematics if the student wishes to enroll for the Bachelor of Science course) but other qualifications may be accepted on their merits as alternatives.[11]

A major policy decision by the Botswana Government is leading to substantial changes in the preparation of secondary school teachers. The 1979-85 National Development Plan sets forth the framework for restructuring the present 7-3-2 educational system (7 years of primary, 3 years of junior secondary and 2 years of senior secondary) into a 6-3-3 system wherein the primary schools would consist of the first six years; junior secondary schools, eventually accessible universally, would incorporate the next three years; and senior secondary schools serving the most academically able would constitute the final three years. The Government envisions that this strategy will take a long time to implement[12] but the course of action seems clear.

In keeping with the decision to expand junior secondary education, it was decided that the Ministry of Education would assume more direct responsibility for the preparation of junior secondary teachers through the

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[10] University of Botswana Calendar, 1982-83, p. 80.

[11] Ibid, p. 41.

[12] National Development Plan, 1979-85, p. 111.

establishment of a teacher training college at Molepolole. This new three-year program is intended to replace the present Diploma in Secondary Education at the University. (The last year of recruiting for the Diploma in Secondary Education at the University will be 1984, under current plans.) One estimate is that by 1991 over 600 teachers will have been trained for the new junior secondary schools.[13] While the qualifications for admission to the junior secondary teacher training colleges have not been established, it seems likely that they would parallel to some extent those now in effect for admission to the University program.

It should also be noted that discussions are currently underway between University and Ministry of Education officials regarding the feasibility of establishing a two-year upper level program at the University which would enable qualifying holders of Diplomas in Secondary Education to pursue the Bachelor of Education degree. This would also seem to be the appropriate time to think seriously about the eventual desirability of admitting qualified graduates of the junior secondary teacher training college to such a University program. This could set in place one more rung in the career ladder for teachers and perhaps enhance the appeal to able students of a career in teaching. Although not an immediate issue, it is conceivable in the years ahead that provisions will need to be made for the primary-trained teachers who wish to acquire the qualifications necessary to teach in the junior secondary school.

Also in the discussion stages are plans to drop the Concurrent Certificate in Education at the University and to substitute a one-year

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[13] F. A. Cammaerts, Advice on Curriculum Development: Junior Secondary Schools and Secondary School Teacher Training Colleges, (Gaborone: Ministry of Education, October, 1981), p. 19.

post-graduate course in education for those wanting to prepare for senior secondary school teaching. The purpose of the proposed change is to provide a more extensive academic grounding for those preparing to teach the advanced levels of secondary school. This proposed program, in essence, makes the preparation of degree holding secondary teachers a five-year program, and it raises two significant questions for educational policy makers.

First, a five-year preparation program is obviously more expensive than a four-year program. This is true both in terms of financial resources required to mount the preparation program, and by the fact that a teacher's potential period of productive service is reduced by one year. Given a constant level of resources, fewer teachers can be prepared in the five-year program than in the shorter training period. As laudable as the intent of this proposal is, the question should be asked as to whether Botswana, at its current stage of development, can afford the lengthier period for developing its secondary teachers. (It should be noted at this point that five-year preparation programs are the exception even in many economically developed countries.)

A second question concerns the relative effectiveness of a program which concentrates the pedagogical content into a single year, added on top of a degree program. The trend among teacher education institutions today is to integrate instruction in the art and science of teaching throughout the entire span of the degree program. Thus, students who are preparing to become teachers begin at an early stage in their degree programs to acquire the knowledge, skills and practical experiences that are directly associated with their chosen career.

One further concern with the five-year preparation program, alluded

to earlier, relates to the probability that the demand for secondary teachers will be so great that graduates will be immediately recruited into teaching without acquiring the teacher qualification. It is not apparent at the present time that there are sufficiently strong incentives to draw these untrained teachers back into the University for an added year of study. If this should turn out to be the case, the proportion of untrained secondary teachers holding degrees will increase. In a related vein, one wonders also whether these untrained degree-holding secondary teachers will regard themselves as professional career teachers or rather see teaching as stop-gap employment until something more appealing comes along.

Specializations

With the growth and development of the Botswana educational system, a need is emerging for personnel trained to fill more specialized roles. At the present time, for example, the primary teacher training program prepares teachers as generalists to handle all subjects and standards. It should be possible in the years ahead for teachers holding the Primary Teachers Certificate to become specialists in such areas as infant methods, teaching mathematics or reading, and then to serve as teachers and resource persons in large primary schools.

It is also increasingly recognized that specialized training is necessary when teachers move into new responsibilities where the expectations for effective performance require skills and knowledge which go well beyond the training received to be a teacher. Those charged with the responsibility of leading schools (head teachers, headmasters and principals) need specific skills in such management techniques as budgeting, record keeping, office management, time management and

scheduling; and, in addition, they need to understand concepts dealing with human motivation, curriculum development, and how to relate the school to the needs of the local community more effectively. Likewise, teachers who take on the specialized roles of career counseling need training in counseling techniques and a broad knowledge of job, career and training opportunities. The role of the Education Officer is seen as increasingly critical to the improvement of the primary school system and requires a variety of management skills, a knowledge of curriculum and teaching methodology, and human relations skills.

Over the past several years the Ministry of Education has responded periodically to some of these specialized needs by conducting workshops and cooperating with other agencies in the training process. The recent establishment of the position of training officer in the MOE is further evidence of response to these types of needs. The next step in the evolution of specialized training programs is to develop policy and long-range goals regarding training for the most critically needed specialists.

As these specialized roles develop in response to authentic need, each with its own unique training requirements, the professional career ladder options for those entering the teaching profession will be extended further.

Salary Inconsistencies in the Career Ladder

It was not the purpose of this study to make an analysis of the salary structure for teachers and others engaged in primary and secondary education in Botswana; however, it became apparent during the process of collecting data that, while improvements in the overall salary structure for teachers have been achieved, some inconsistencies still seem to exist.

One of the most apparent inconsistencies, as shown in Table 17,

involves a basic conflict between the emerging roles, responsibilities and expectations for Education Officers in the Primary Inspectorate and the salary scale which is attached to the position. This expanded role for Educational Officers is viewed by the consultant as a very positive structural change in the long-range development of primary education, since it conceptualizes the Education Officers as important agents for bringing about improvements in the schools as well as for carrying out administrative and liaison responsibilities.

Yet the salary attached to the position appears to be designed for a much lesser responsibility. In fact, it is reported that Education Officers frequently receive less salary than headteachers whom they are expected to supervise. Such a situation creates difficulty in recruiting educational leaders with the quality apparently sought by the Ministry of Education and, at the same time, it is likely to induce feelings of unfair treatment. The development of a strong inspectorate will necessitate a rectification of this anomaly.

Reference has already been made in discussing the proposed five-year secondary teacher training program to the apparent lack of incentive for the untrained graduate secondary teacher to return to the University to acquire the teaching qualification. According to information presented in Table 17, trained and untrained teachers receive the same salary for the first three years of teaching. Given the fact that the fifth year of training would require that the teacher forego a year's income in order to become fully qualified, one might argue with some plausibility that further training penalizes the individual.

Other apparent inconsistencies exist as in the case of Regional Educational Officers where an officer who is not a gradate advances to a

TABLE 17

SALARY SCALE
FOR
TEACHERS, ADMINISTRATORS, AND EDUCATION OFFICERS

Group	Position	Step 1	Top Salary	No. of Steps
PRIMARY SCHOOLS				
ED-5	Untrained teacher	1,344	2,196	8
ED-4	Trained teacher	1,740	4,212	14
ED-3	Senior teacher	4,596	5,532	4
ED-2	Dep. head teacher	5,220	7,404	8
ED-1	Head teacher	6,011	8,632	8
SECONDARY SCHOOLS AND TEACHER TRAINING COLLEGES				
SED-1	Secondary (diploma)	5,220	9,708	14
	Secondary (graduate - untrained)	5,952	6,576	3
PR-4	Secondary (graduate)	5,952	7,200	5
PR-3	Secondary (graduate)	7,752	9,672	6
PR-2	Dep. headmaster	10,596	12,468	5
SSVI	Headmaster, principal	13,320		1
EDUCATION OFFICERS				
GA-3	Education officer (inspectorate)	4,908	6,468	6
GA-2	Sr. Ed. officer	7,272	9,192	6
GA-1	R.E.O. officer	10,140	12,480	6
PR-2	R.E.O. officer (graduate)	10,596	12,468	5

higher salary than one who has a degree, or where Ministry of Education positions are not sufficiently rewarded to attract and retain the best qualified personnel. It is possible that a more detailed study would reveal other potentially dysfunctional elements in the salary structure which need attention.

INSERVICE EDUCATION SUPPORT FOR TEACHERS

The attractiveness of a career is determined only in part by the remuneration attached to it. When people feel that they are fairly paid--and there seems to be widespread concensus that Botswana's teachers are paid on a level with other government employees of similar qualifications--then other factors become important to the employees morale, sense of satisfaction and productivity. Among these other factors are the opportunities for professional growth. The "inservice education of teachers has come to be inextricably interwoven with the whole process of teacher education and to be seen more and more, not as an optional extra, but as an essential element in the development and maintenance of an effective teaching force."[14] Inservice education may take the form of a crash program to upgrade teaching licenses but it is more than that. It is a "continuing means of strengthening and renewing the education system through the development of teachers competence and sense of professional commitment."[15]

Inservice education for teachers may take several different forms: upgrading courses, as referred to above; specialist courses such as were

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[14]Commonwealth Secretariat, Inservice Education of Teachers in the Commonwealth, p. VII.

[15]Report of the National Commission on Education, p. 158.

discussed in the previous section of this report; and courses, workshops, conferences and seminars to introduce teachers to new techniques of instruction and to instruct teachers in the use of new curriculum materials. At the present time it is probably accurate to say that all inservice education for teachers in Botswana falls into the latter category.

Evidence abounds that Botswana believes in the importance of inservice education for teachers. This is reflected through such actions as the establishment of the Office of Inservice Leader in the Department of Primary Education in the Ministry of Education, the development of six education centers in various regions of the country, the requirement of inservice education as a component of the Primary Education Improvement Project and the cooperation which exists between the MOE and other agencies in carrying out inservice education activities. In addition, the reorganization of the Primary Inspectorate was intended to strengthen the capacity of the Ministry of Education to carry out inservice education programs for teachers. Other inservice activities, since phased out, have included a national Inservice Project to encourage "a different sort of thing" in primary education by improving classroom techniques and organization, and the Francistown project to upgrade untrained teachers to the level of Elementary Teaching Certificate.

The agencies and institutions currently involved in delivering inservice education to the staff of the primary and secondary schools of Botswana include the following: the Office of the Inservice Leader in the Department of Primary Education and Teacher Training, the Primary Inspectorate, the Curriculum Development Unit in the Ministry of Education, the Department of Non-Formal Education, the Institute of Adult Education, the Institute for Development Management, the Ministry of Local Governments

and Lands, the education centers, the Teaching Aids Production Unit, the teacher training colleges, the Faculty of the University of Botswana, international donor agencies and Education Officers in the Departments of Primary and Secondary Education. No doubt there are others in addition to the above list. No attempt will be made to describe the activities of each of these agencies; however, a brief discussion of the inservice functions under the general direction of the Ministry of Education will be provided.

The Office of the Inservice Leader in the Department of Primary Education provides liaison with the Education Centers (Maun, Serowe, Mochudi, Molepolole, Lobatse and Mahalapye), assists Education Officers in carrying out certain inservice functions, provides administrative assistance to the workshops conducted under the Primary Education Improvement Project, and the Leader of Inservice herself conducts workshops for teachers. The education centers operate as rather autonomous entities where workshops or courses may be given and where resources for teaching may be utilized by area teachers. Some education centers have advisory councils to assist with program planning. The education centers also serve the non-formal education programs as well as community purposes.

The Field Inspectorate and Inservice Inspectorate in the Primary Education Department, separate until March 1981, were merged because of the "need to build up a strong and powerful Inspectorate with common purpose and function." The emerging role of the Inspectorate is to:

1. Advise classroom teachers on classroom methods and organization.
2. Evaluate teaching.
3. Provide inservice to teachers.
4. Communicate new ideas and information.

5. Initiate development in the primary sector.[16]

The Inspectorate has also played a key role in implementing the workshops conducted through the Primary Education Improvement Plan (PEIP).

The PEIP workshops use a "multiplier" concept to deliver inservice education beyond the immediate target group. Each Education Officer chooses the headteacher and two senior teachers from one school (30 in all) to participate in an ongoing series of workshops in which the participants are taught mathematics, science, English, and reading and they are also instructed in the skills necessary for presenting the content to the teachers in their respective buildings and to the teachers in a neighboring school.* A comprehensive on-going evaluation of this program is being conducted. The initial evaluations after four rounds of workshops are quite encouraging.

While the primary teacher training colleges on occasions do become involved in inservice education activities, this has apparently not been identified as an ongoing responsibility and staffing has not been provided for this purpose. At two of the teacher training colleges there are education centers adjacent and another is planned in conjunction with the new Tlokweng Teacher Training College. There would seem to be considerable promise for cooperative effort between these two types of institutions for providing inservice education to primary school teachers but this potential has not yet been realized.

The Department of Secondary Education in the Ministry of Education is

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[16] Primary and Teacher Training Report 1981-82. (Ministry of Education) p. 5.

*Under this concept, the Education Officer, the Headteacher and the two senior teachers form a team which is responsible for delivering the in-service education.

organized along subject matter lines with Education Officers having responsibility for such areas as science, mathematics, social studies, English and Setswana. Inservice education at the secondary level also focuses on techniques of instruction and curriculum development. University faculty may on occasions serve as resource persons and presenters for workshops and occasionally donor agencies provide leadership for inservice programs.

The Curriculum Development Unit of the Ministry of Education is currently engaged in developing new syllabuses and instructional materials for the primary schools. While the testing and evaluation of the new material is a responsibility of the Curriculum Development Unit, the actual installation of the curriculum into the schools, an important inservice education activity in its own right, seems to fall primarily to the Education Officers working through the headteachers. Planning and cooperation among the various units of the Ministry of Education are essential if there is to be efficient and effective instruction of teachers in the use of these instructional materials. Mention should be made of the inservice education for educational administrators conducted by the Institute of Development Management (I.D.M.) whose general purpose is to help meet the training and research needs of mid-career and senior managers in Botswana, Lesotho and Swaziland. Among its other courses, the Institute has on one occasion offered a program leading to a certificate in education administration. This course consisted of four residential sessions of four weeks each, spread over a period of 12 months. The participants returned to their posts between sessions to carry out normal duties while working on course projects and assignments related to their work. Fifteen persons from the three countries participated in

the program.

The Institute has also conducted a four-week course dealing with the principles of educational administration for headmasters in Botswana as well as shorter seminars. At the time of this report, the Institute is planning a conference for representatives from all education sectors to discuss the management problems of educational administrators and to examine ways in which the various resources can be utilized in addressing these training needs.

Because so many different agencies are involved with some aspect of inservice education, it is difficult to even estimate the numbers of teachers who have access to any type of inservice education activity. It has been determined, however, that the Primary Education Improvement Project in its first year has impacted upon approximately 1500 teachers, roughly one-fourth of the primary school teaching force. The education centers, no doubt, have had the next largest numbers of inservice contacts.

The National Commission on Education, in recommending holding regular conferences and courses at local, district and national levels, stated that "a modest proposal would be to enable every serving teacher to attend a major professional conference of this kind every three years."[17] The current inservice program would seem to miss that goal by a considerable margin.

In view of the fact that teacher participation in the current inservice education programs does not lead to higher levels of certification and to salary increases, one must conclude that the incentives

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[17] Report of the National Commission on Education, p. 134.

for teachers to participate derive from the encouragement and support given by the Ministry of Education to teacher involvement and to the desire of teachers themselves for self-improvement. This conclusion is supported by Ministry of Education officials and inservice presenters who report a high degree of interest and receptivity on the part of participants and many expressions of appreciation for these opportunities. It is also reported that workshop participants frequently ask for some kind of tangible evidence of their participation, such as a certificate of attendance. Increasingly organizations are using such tangible symbols as a way of expressing appreciation and recognizing the contributions and accomplishments of their personnel.

RESPONSIBILITIES IN THE CERTIFICATION AND LICENSING OF TEACHERS

Because this consultancy dealt in part with the subject of the certification and licensing of teachers, some discussion of the relationships and responsibilities of the Ministry of Education, the University of Botswana and the teaching training colleges in the governance of teacher education seemed to be applied. In brief, the present arrangements provide for the University to certify that students preparing to teach have acceptably completed the specified preparation program and the Ministry of Education accepts this certification as evidence that the standards for qualified teachers have been met. The regulations of the Unified Teaching Service, in turn, provide that beginning certified teachers serve a two-year probationary period which, theoretically at least, gives the Ministry of Education the final decision over who shall be admitted to and retained in the teaching profession. (Untrained teachers may be terminated by the Ministry of Education upon one month's

notice.)

General Governance of Teacher Education

Reference has already been made in this report to the responsibility of governments in organized societies to make provisions for basic services for the people. Education is typically included among the primary functions of government. This responsibility includes setting educational policies and providing the resources necessary for implementing them. Major educational policy questions revolve around the following types of issues:

1. The share of national resources to be allocated to education.
2. The levels of education (primary, secondary tertiary, adult) to be provided.
3. The numbers of children, youth and adults to be served at each level.
4. The curriculum to be offered.
5. The characteristics and qualifications sought in those who teach.
6. The facilities to house the various types of educational programs.

Typically governments establish separate institutions to prepare teachers for the primary and secondary schools. While the autonomy of the teacher training institutions will vary among the countries of the world, and on occasions within countries, some governmental oversight of their operation is the norm. The types of institutions established by governments for training teachers may be single-purpose ones, such as teacher training colleges, or multipurpose ones, such as universities, where the mission includes the development of manpower for many societal roles. In Botswana, the Government has assigned teacher preparation to both types of institutions.

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The question as to what is the most productive and most appropriate relationship between the government and the institutions it creates for training teachers is, no doubt, a universal one. Theoretically, the relationship could range from a complete "hands off" attitude by the government, leaving matters entirely in the hands of professionals, to one of the government's being involved day-to-day administrative details. No doubt, the most effective relationship lies somewhere between these extremes.

One way of attempting to sort out the respective functions and responsiblities is to view government as being responsible for determining the "what" decisions relating to the system of education to be provided, and leaving to the professional educators in the teacher preparation institutions the decisions concerning "how" governmental policies shall be accomplished. Some of the "what" questions of teacher education concern the numbers of teachers to be provided, the length of the preparation period, and the knowledge, skills and values which are to be transmitted to the nation's children and youth. Once policy has been set by government with regard to these and related issues, the professional staff of the teacher preparing institutions has the responsibility for selecting and admitting the teacher education candidates, determining subjects to be offered, writing syllabuses, designing appropriate practical experiences and assessing student learning.

In the real life "give and take" between governments and the teacher education institutions, this differentiation of responsibility is not as simple and clearly defined as the above generalization would suggest. Because of the varying perspectives held by educators and government, it is perhaps to be expected that differences will arise from time-to-time

concerning the appropriate domain for decision-making. The best solution to this dilemma would seem to rest in provisions for on-going dialogue between the government and the teacher training institutions. This suggests that government, as representative of all the people, must consult widely in the formulation of educational policy, including seeking and weighing the views of professional educators. The teacher-preparing institutions, on the other hand, are directly accountable to government (and indirectly to the people) for their performance and the effective use of the resources made available to them. A structure of relationships between the government and the teacher training institutions which is characterized by regular meetings of appropriate officials, agendas jointly developed, and open discussions will contribute significantly to the creation of a climate of mutual understanding and trust where effective planning can take place and difficult problems can be addressed and resolved.

The Affiliated Relationship Between the University of Botswana and the Teacher Training Colleges

The primary teacher training colleges in Botswana are the administrative responsibility of the Ministry of Education through the Department of Primary Education and Teacher Training. Early in the 1970s, however, the Ministry of Education and the University of Botswana (then the University of Botswana, Lesotho and Swaziland) entered into an understanding wherein the primary teaching training colleges are affiliated with the University.

Under the Affiliation Agreement, the University awards the Primary Teaching Certificate to successful candidates of the teacher training colleges. To help insure that acceptable standards are being met in the teacher training colleges, the University assumes responsibility with

the MOE and the teacher training colleges in the moderation of teaching practices and in setting examinations and overseeing marking practices. Some departments in the University also maintain contact with their counterpart departments in the teacher training colleges. The Faculty of Education in the University has also sponsored inservice education conferences for the tutors in the colleges.

According to the Affiliation Handbook[18], the objectives of the affiliation are to improve "arrangements for consultation and decision-making in the educaton, training and certification of teachers in such way as to permit University certification of candidates" and to provide "a more formal organized relationship between the University Faculty of Education on the one hand, and the Ministry of Education on the other, in such a way that each structure may more effectively contribute to the development of the other within the overall field of teacher education.

The Affiliation Agreement also states that when the University is the certifying authority, the following matters will be determined in consultation with the Faculty of Education:

a. Admission regulations
b. Regulations concerning syllabi, courses, and assessment
c. Staffing and teaching organization
d. Visits, seminars, courses, and conferences involving the staff of the affiliated institutions.

Additionally, the Affiliation Agreement states that "the Faculty of Education shall be provided with staff, funds, and other sources (resources) to enable it to participate fully in the development of courses

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[18] Primary Teacher Training College Handbook, 1980 (University of Botswana).

and assessment procedures, and to organize visits, seminars, conferences and courses for staff of Affiliated Institutions."

The Affiliation Handbook provides for an Advisory Council (National Council on Teacher Education) and a decision-making body designated as the Board of Affiliated Institutions. The composition and functions of these bodies is specified in the Handbook.

It has apparently been a number of years since the basic elements of the affiliation agreement have been examined; however, such a review is currently underway as a result of the establishment of an Advisory Committee on Education by the Vice Chancellor of the University of Botswana in September, 1982. A Working Group within the Advisory Committee, chaired by the Chief Education Officer (Primary and Teacher Training) has been constituted to study the relationship of the Ministry of Education, the teacher training colleges and the University.

Some observations about the current status of the Affiliated Institutions relationship would seem to be in order at this point:

1. For the first time in several years, apparently, there is an on-going discussion among the parties of the affiliation as to what the future nature of that relationship, if any, should be.

2. The Faculty of Education has the primary obligation for implementing the provisions of the Affiliation Agreement; however, the work with the teacher training colleges seems to represent an addition to the existing full-time responsibilities of faculty members. No personnel have been employed by the University with specifically assigned responsibilities for working exclusively, or even in large measure, with the training colleges.

3. The primary contribution of the University to the Affiliated

Agreement has been in assisting with the examination and teaching practice moderation processes. Longer range, planned programs for curriculum development and the inservice education of the staff have generally been lacking, although there have been commendable individual contributions by members of the Faculty of Education.

4. The teacher training colleges generally express appreciation for the assistance and support, although limited, which have been given by the University.

5. The roles and functions of the governing bodies, as expressed in the Affiliation Handbook, are not altogether clear and apparently being only partially implemented.

In looking to the future of the affiliated institution relationship, there are certain factors which seem to be worthy of special consideration.

1. The University of Botswana generally, and the Faculty of Education specifically, represent significant potential resources to assist in the continuing development of the teacher training colleges. The relationships among the Ministry of Education, the University and the colleges should be such that these resources are drawn upon to the fullest extent possible in addressing the tasks of preparing more effective primary teachers.

2. If the University is to engage with the Ministry of Education in sustained long-term developmental work with the teacher training colleges, additional resources must be made available for that purpose. Lacking this, work with the colleges will be conditioned by the interests of individual faculty members and the time which they can make available for this purpose.

3. During this period when the affiliated institution relationships are being examined, it would seem to be timely to consider the creation

of a formalized structure within the University, such as an Institute of Education, as an instrument for marshalling the resources of the education community and providing the leadership in developing the teacher training colleges.

4. A dynamic rather than a static relationship among the University, the Ministry of Education and the teacher training colleges should be assumed for the years ahead. The teacher training colleges will become more "mature" institutions; the tutorial staff is expected to stabilize and be better professionally prepared; and the qualifications of those preparing to teach should continue to rise. As this occurs, one would expect the role of the University to shift from being primarily concerned with establishing and maintaining standards in the colleges to a relationship which emphasizes mutual sharing of resources and joint participation in plans and projects to improve the preparation of teachers.

THE EVALUATION OF THE TEACHER EDUCATION PROGRAMS

The terms of reference of the consultancy requested that the consultant (1) "develop a plan for the professional visiting, evaluating, chartering and accrediting of the Teacher Training Colleges and (2) develop some recommendations for the external accreditation of selected University programmes associated with teacher preparation." Part II of the consultant's report, entitled A Model for the Professional Evaluation of the Teacher Training Colleges of Botswana, represents an attempt to respond to the first request above. A basic framework is presented there for conducting evaluations of the teacher training colleges which focuses upon the involvement of both the college staff and an external review team

and culminates in a written plan for the improvement of the college.

The second request, to "develop some recommendations for the external accreditation of selected University programmes associated with teacher preparation" raises some rather complex issues which require study and deliberation beyond the period of this consultancy. Some aspects of the subject, however, will be briefly explored in the hope that such discussion may be useful in later considerations of the issue.

What is Accreditation?

In its simplest terms, accreditation is a means of maintaining institutional standards. For example, in the United States, teacher education programs that have been evaluated and found to meet established standards are accredited by an agency known as the National Council for the Accreditation of Teacher Education (NCATE). Seeking accreditation is voluntary on the part of the college or University. Accreditation is for a specified period, usually seven years, after which reaccreditation would need to be sought. The purposes of accreditation usually include the following: (1) showing that a program of teacher education meets national standards; (2) promoting the improvement of the program, (3) helping prospective students judge the quality of the program; and (4) advancing the teaching profession through the improvement of the teacher preparation programs.

The standards which are developed and accepted are the foundation for the entire accrediting process. The standards guide the teacher education program in the establishment and revision of its program. They are also the basis for the collection of information about the program and the base against which the program is measured.

The accrediting process typically involves the institution in

a self-study (using the accrediting agency's standards) and preparing an institutional report. A visiting team of 6-15 members visits the institution for a few days, then prepares a report of its findings for the headquarters of the accrediting agency. The governing council of the accrediting agency makes the final decision relative to accreditation after a review of the visiting team's report. Appeal channels are available for institutions denied accreditation.

Some Fundamental Considerations in Program Evaluation

The issues which are raised about program evaluation (accreditation) are basic to all university programs--not just teacher education--and they cross national boundaries. Of fundamental concern is the identification and use of processes which will provide valid qualitative judgments about the effectiveness and efficiency of the program under review and, at the same time, point directions for continued program development and improvement. The concept of program accreditation is an important quality control measure in some countries, but much adaptation is required for it to be useful where the circumstances are different. Botswana needs to develop its own unique response to the question of program standards and quality.

Regardless of the approaches to evaluation which the University of Botswana evolves as it grows toward greater maturity, there are a number of rather basic questions which will need to be considered. The following list is intended to stimulate consideration of different facets of the issue of institutional appraisal:

1. What major purposes are being addressed through the evaluation process? Clarity with regard to purposes is certainly one of the first steps in developing an appropriate evaluation procedure.

2. To what extent should the evaluation process focus upon "inputs" as well as "outputs"? The review of examination performances by external examiners is primarily an attempt to assess the quality of learnings of the students (output of the program). Program evaluation, on the other hand, tends to give more attention to those elements that makeup the program (inputs), such as program objectives, qualifications of the faculty, and instructional resources and strategies.

3. Are the approaches to evaluation internally consistent within the University? While different program areas may need somewhat different approaches to evaluation because of the nature of the disciplines (for example, teacher education as approved to chemistry), all faculties should feel that the purposes of evaluation are the same across the University and that each is being treated equitably.

4. What standards shall be established and applied? This is probably the most challenging question for any evaluative body. As an institution develops, it should be expected that standards will rise.

5. Who sets the standards? The response to this question also helps to determine what the standards will be. Typically, those involved in setting standards include faculty who are specialists in the discipline under review and representatives of governmental coordinating or controlling bodies. As a general rule, government has a great influence upon standards because of its control of resources which may be instrumental to achieving pre-set standards.

6. Is the process of evaluation feasible from both a financial and time perspective? For example it might be concluded that having large teams of internationally noted authorities come in to review programs and make recommendations would be timely and highly desirable, but not

economically possible. In a somewhat related vein, the designers of program evaluation processes must be sensitive to the fact that preparation for an indepth program evaluation will be likely to require a faculty time commitment over and above that usually given to university responsibilities.

Summary

Institutions which are concerned with improving their effectiveness must evolve ways of objectively evaluating how well they are achieving their goals and then develop plans to improve their performance. In a university setting, the faculty members responsible for implementing a given program obviously have an on-going responsibility for making evaluative judgements about their program and incorporating changes in it consistent with those professional judgements. In addition, many institutions have found that periodic indepth program evaluations by informed persons external to the program can bring an objectivity which will be useful to the long-term development of the program under review. Where external review groups are used in the evaluation process, there needs to be some understanding and agreement between the institution (program area) and the review team regarding the criteria which are to be applied.

MAJOR CONCLUSIONS OF THE STUDY

1. In recent years the Government of Botswana has made a strong national commitment to educational development. This is reflected in the proportion of the national budget earmarked for education, the national goals of universal access to primary and junior secondary schools and the establishment of a national university. In view of the competing demands for available resources, careful long-range planning will need to be con-

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tinued by the Ministry of Education to insure that the educational needs of the nation are convincingly presented to the national policy-makers.

2. There seems to be general acceptance by Ministry of Education officials of the principle that the quality of instruction in the nation's classrooms is directly related to the government's ability to attract, prepare and retain able teachers. Fair salaries, acceptable conditions of work and opportunities for advancement are regarded as essential to the maintenance of a qualified teaching staff.

3. The ratio of citizen to non-citizen teachers has improved significantly in the past several years. Citizen secondary teachers have increased in one decade from 18 to 58 percent, and only five percent of the primary teachers are not Batswana.

4. Primary school teaching is moving rapidly toward becoming an all-female vocation unless the current trend is reversed.

5. Even though the percentage of untrained teachers has declined somewhat over the past five years, projections indicate that they will continue to be a significant portion of the teaching force for many years to come.

6. There needs to be a concerted effort to study the characteristics of the untrained primary teachers in order to make a reasoned decision as to whether an upgrading scheme for this population should be undertaken.

7. There is some evidence that the educational background of entrants to the primary teacher training colleges is improving; however, it is probably still premature to conclude that this is, in fact, a trend. Efforts started in recent years to monitor carefully the characteristics of the intake into the teacher training colleges should be continued and

expanded.

8. Despite the intent of the Ministry of Education to require that all entrants to the teacher training colleges have at least one year of teaching experience, only one-half of those admitted meet this qualification.

9. If the policy of admitting to the teacher training colleges only those candidates with at least one year of teaching experience is to be fully implemented, a way must be found whereby the best qualified persons are identified and encouraged to seek employment as untrained teachers.

10. The exceedingly large number of applicants for admission to the teacher training colleges (several thousand for the class of 1983) constitutes a very heavy administrative burden on each of the teacher training colleges. Because of the crucial nature of the recruitment and selection of candidates for the primary teaching colleges, the policies and processes for this activity need to be carefully developed.

11. The teaching force will continue, no doubt, to serve as a ready source of trained manpower for other sectors of government as well as for the private sector.

12. The Ministry of Education has taken some positive steps to improve the career progression ladder for teachers. Some "dead-ends" appear to remain, however, making it exceedingly difficult for even the motivated and able teachers to progress.

13. There is a strong, emerging need to begin the development of a few highly selective specialized courses for trained teachers in areas such as educational administration, reading, mathematics and science. The establishment of such courses, in addition to meeting certain educational needs, will extend the career options of teachers, thus adding

to the appeal of teaching as a career choice.

14. Salary adjustments in recent years have brought teachers salaries into a reasonably equitable relationship with salaries in other branches of public employment, but some inequities remain within the teaching salary scales which discourage able individuals from assuming more responsible positions.

15. Inservice education for teachers is regarded by the Ministry of Education as essential to the development and maintenance of the teaching force.

16. Of three possible thrusts for inservice education programs, Botswana's deals exlusively with introducing new instructional techniques to teachers. No inservice programs exist to upgrade teachers from untrained to trained status, nor are any specialized courses for trained teachers yet available.

17. Several departments in the Ministry of Education and a number of related agencies are currently involved in providing inservice education to the teachers; however, overall planning and coordination of the efforts seem generally to be lacking.

18. Inservice educational opportunities for teachers seem to be unevenly distributed across the country, falling short of even a minimum desirable program for most teachers. The initiation of an upgrading course for untrained primary teachers and/or the initiation of specialist courses would require additional resources beyond that currently allocated.

19. Teachers are to be commended for their generally willing participation in inservice education activities even though salary increments or other forms of recognition are not received.

20. The potential of the teacher training colleges as resources for delivering inservice education to primary teachers is as yet unrealized.

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Likewise, the attempted linkage of education centers and the teacher training colleges has not yielded the benefits generally envisioned for this collaborative effort.

21. Although some University of Botswana faculty members and teacher training college tutors do conduct inservice education activities for teachers, their participation is generally voluntary, over and above their regular teaching responsibilities and without additional remuneration.

22. The current efforts to examine and define the respective roles and responsibilities of the Ministry of Education, the University of Botswana and the teacher training colleges with regard to teacher education, and to establish decision-making structures, should be vigorously pursued.

23. It is critical at this stage in Botswana's economic and educational development that the structure and relationships which are evolved among the major educational agencies (Ministry of Education, University of Botswana and the teacher training colleges) be ones which will make the optimum use of all available human and financial resources. Cooperative planning across departmental and agency boundaries is absolutely essential to the most effective use of available resources.

24. It appears that the University could make a greater contribution to the development of the teacher training colleges than is now the case; however, an additional modest commitment of resources will, no doubt, be required to enable the University to better organize and focus its efforts.

25. Because of the dynamic state of educational development in Botswana, the understandings and agreements forged among the major educational agencies concerning their respective roles and responsibilities

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should be subject to regular, periodic review.

26. In view of the fact that the Primary Education program is in its early developmental stages at the University of Botswana, attention should be given by the Ministry of Education and the University to determining an appropriate time and method for an indepth evaluation of the progress of this program.

RECOMMENDATIONS

Concerning the certification and licensing of teachers, IT IS RECOMMENDED:

1. That the certification of teachers and the licensing of teachers be regarded as two separate evaluative functions in the process of preparing and accepting teacher candidates into the teaching profession. (The certification of teachers represents a declaration by the teacher preparing institutions that the teacher candidates have satisfactorily completed the formal teacher training program and are qualified to begin teaching as probationary teachers. At this stage of the development of the teacher training programs in Botswana, the responsiblity for certifying teachers would seem most logically to continue with the University. The licensing of teachers, on the other hand, would occur after a teacher has satisfactorily completed a probationary period of teaching and would be the responsibility of the Ministry of Education.)

2. That the Ministry of Education, through the Unified Teaching Service, fully implement its current provision of requiring a two-year probationary period for trained teachers after which the Ministry would issue a provisional teaching license to those whose teaching performance was judged acceptable. (The full implementation of this policy needs to be preceded by the development of standards to describe an acceptable teaching performance and an inservice education program for education

officers, head teachers, headmasters and principals. It is hoped that such a program would be directed toward the early identification of teachers who are not measuring up to expectations and that assistance would be provided to attempt to "save" such teachers.)

3. That, because of the scarcity of resources to meet the already existing demands of a rapidly expanding educational system, the Ministry of Education not undertake in the foreseeable future any plan for the massive upgrading of licenses and/or certificates of trained teachers. (This, no doubt, is an issue which will need to be periodically reviewed in the future. It is possible, for example, to envision a time in the long-range development of education in Botswana when it will be economically feasible and educationally sound for the Ministry of Education to implement a comprehensive system of licensure for teachers, educational administrators and other special personnel. A model for a comprehensive licensure plan is presented for illustrative purposes in Appendix A. The scheme represented by that model would require that a high quality inservice education program be accessible to all teachers on an on-going basis and it also assumes that as teachers progressed from one level of licensure to a higher one appropriate salary increases would be earned.)

4. That the Ministry of Education initiate studies to explore the need for and feasibility of developing a small cadre of teacher specialists in areas which are most critical to the continuing development of the educational system. Some of the areas which should be given high priority consideration are educational administration, reading, science, mathematics, special education and early childhood methods. (One approach to implementing this recommendation would be to develop separate specialist programs at each teacher training college and, possibly, at the University. Enrollments in these programs would be quite limited to highly motivated and competent teachers. The course, which would include periods of

residential study, should be academically rigorous. Upon its successful completion, teachers would receive provisional licenses for their areas of specialization. Holders of specialist's licenses would be eligible for an appropriate advancement on the salary scale.)

Concerning the career progression opportunities of teachers, IT IS RECOMMENDED:

1. That until such time as an upgrading scheme for untrained primary teachers should be initiated, provisions continue to be made for the admission to the teacher training colleges of untrained teachers having less than a junior certificate but who hold promise for successful completion of the training program. While the percentage of the intake of the teacher training college with this background should necessarily be low, say five to ten percent, it does provide a continuing opportunity for upward mobility from a group of teachers who otherwise would have little or no opportunity for advancement. Education officers should play an active role in the identification and recommendation of the most promising candidates for admission to the teaching training colleges.

2. That a study of the characteristics of untrained primary teachers currently in the teaching force be conducted to assist in determining whether an upgrading program should be undertaken. (The study, which could be done on a randomly selected population sample, should ascertain among other things the length of service of this group, their current teaching performance, and their potential for benefitting from an organized program of study.)

3. That, if the conclusions from the study of the untrained teacher population pointed to the establishment of an upgrading scheme, great care be taken to insure that participants are carefully selected, that the program of studies is specially designed for the needs and abilities of the group and that appropriate standards of performance are

established. (If the program were to be of an inservice nature, which on the basis of available information seems most likely, it should include periods of residence coupled with distance teaching techniques and opportunities for participants to carry out course projects as a part of their regular teaching responsibilities. There should also be periodic supervisory visits by tutors to the classrooms of those engaged in the upgrading scheme. The program should be of such quality that the Primary Teaching Certificate could be awarded upon its successful completion.)

4. That, until such time as an upgrading scheme is introduced, untrained teachers not possessing the Junior Certificate be encouraged to study for that qualification through correspondence courses offered by the Department of Non-Formal Education. These teachers should also be encouraged to take advantage of the special mid-winter break program, conducted by student teachers in the Faculty of Education, which is focused upon preparation for the Junior Certificate examination.

5. That, in order to encourage teachers to secure additional professional preparation, particular efforts be made to provide for continuities between programs without unnecessary transfer requirements. (Examples of such continuities include acceptance of a person holding a Diploma in Secondary Education into a degree program; and admission of holders of the Diploma in Primary Education into the degree program. Some flexibility in requirements for transfers and admissions to programs is desirable in order that highly talented students not be rejected on the basis of what might be regarded as technicalities.

6. That the implications of a five-year secondary teacher preparation program be carefully analyzed both in terms of its cost-benefits at this stage of Botswana's development and with respect to its effectiveness as a model for developing teachers with the skills, knowledge and attitudes needed in the secondary schools.

7. That the Ministry of Education review the current salary scales for teachers, educational administrators and education officers in order to eliminate or reduce inconsistencies which have the affect of discouraging persons from assuming posts of greater responsibility. (An obvious dysfunction in the current salary scale would require some head teachers to take a pay reduction in order to assume the higher responsibility post of education officer.)

8. That the concept of merit as a basis for promotion to posts of responsibility be emphasized in all selection and appointment procedures. (The work which has been done in developing job (position) descriptions represents an excellent start toward identifying those skills and behaviors needed to carry out effectively the responsibilities of any given post.)

9. That the present mandatory retirement age be studied with a view toward allowing teachers to continue teaching until, say age 65, on full salary. (Such continuation could be on a year-to-year basis upon the recommendation of the head teacher and education officer and with the approval of the Unified Teaching Service.)

Concerning the recruitment of teachers to the profession, IT IS RECOMMENDED:

1. That the selection processes for admission to the teacher training colleges be reviewed, giving particular attention to improving the validity of the admissions test and to developing effective techniques for interviewing applicants to the teacher training colleges.

2. That the Ministry of Education take steps to implement as fully as possible its policy of requiring that entrants to the teacher training colleges have a minimum of one year of experience as untrained teachers. (The cooperation and support of the Ministry of Local Government

and Lands will be essential in implementing this policy and since local education councils and secretaries have responsibility for employing untrained teachers. An immediate step which could be taken would be to send to education secretaries a list of the highest ranking candidates not selected for teacher training college admission and to encourage them to employ untrained teachers from this group in so far as possible. One possible longer range solution would be to have the teacher training colleges screen candidates for employment as untrained teachers using essentially the same procedures as are now used in admitting students to the colleges. Education councils would then be expected to employ untrained teachers from this approved list first. Following a year or more of teaching experience, the untrained teacher would be eligible to be considered for admission to the teacher training college.)

3. That the selection of entrants to the teacher training colleges continue to be the responsibility of the individual teacher training colleges, but that the major responsibilitiy for recruiting applicants to the teacher training programs and the routine processing of applications be handled centrally by the Ministry of Education. (Such a change would reduce greatly the administrative load at each of the TTC's and, at the same time, make possible a national teacher recruitment effort. This change would also eliminate the reported practice of students' submitting applications to more than one college.)

4. That the Ministry of Education undertake an analysis of the trend of males away from primary teaching and, if the sex imbalance among primary teachers continues to be a concern, that efforts be launched to recruit more males. (Teachers themselves, as well as career guidance personnel, will have an important role to play in any kind of a recruiting effort of this type.)

5. That the historical data base describing teacher training college applicants and entrants be systematically continued and expanded in order to provide more definitive information regarding trends in qualifications of candidates.

Concerning the role of inservice education in the development and maintenance of the teaching force, IT IS RECOMMENDED:

1. That the Ministry of Education continue to regard inservice education as an integral component, along with preservice education, of its comprehensive plan to develop and maintain a more effective teaching force.

2. That the Ministry of Education give very high priority to a review of the total inservice education program in the country for the purpose of developing a comprehensive set of goals, specific objectives and enabling strategies. (This review will require, among other things, a needs assessment, a realistic analysis of both the existing and potential resources available for inservice activities, and the assignment of priorities based upon goals to be sought.)

3. That, as a part of the study of inservice education, particular attention be given to the Ministry of Education's organizational structure which, as presently constituted, diffuses the responsiblity for inservice educationleadership throughout the Ministry to the seeming detriment of comprehensive planning and coordination of effort. An appropriate question to ask in this regard is: "At what level in the Ministry of Education must the leadership responsiblity for inservice education be lodged in order to assure that all providers of inservice education are working toward common and accepted goals and that optimum results are being achieved from available resources?"

4. That the Ministry of Education in its review of the inservice

education program, make an early decision as to whether it will mount to upgrading program for untrained primary teachers. (A decision to launch an upgrading program will require a long-term commitment of additional resources for that purpose, thus reducing, no doubt, the amount of resources available for the development of other inservice education projects.)

5. That, as recommended earlier, the Ministry of Education move toward the introduction of inservice schemes which will allow selected trained teachers and educational administrators to upgrade their qualifications through specialist courses.

6. That the mission of the teaching training colleges be expanded to include a clearcut responsibility for participation in the nation's inservice education commitments. (Such participation would include cooperative efforts with the education centers and education officers as well as the development of the specialist courses referred to above.)

7. That, in the overall planning for an enlarged mission for the teacher training colleges, the matter of adequate staffing be realistically addressed. (This will involve a determination of what constitutes a "load" for tutors and whether additional remuneration for conducting inservice education activities during breaks and on one's own time is appropriate. As long as tutors have full teaching loads, commitments to "overload" inservice education responsibilities are likely to be quite limited. A similar situation exists generally with the Faculty of Education at the University of Botswana whose current inservice work with the teacher training colleges and secondary schools is over and above regular University responsibilities. It should be noted in this regard that members of the current Primary Education Faculty, because of agreements between the Government of Botswana and the United States Agency

for International Development, are contractually obligated to carry out an inservice education program in the primary schools as a part of their responsibilities.)

8. That the Ministry of Education strive to achieve the goal recommended by the National Commission on Education of every teacher in Botswana having an opportunity to participate in a professional conference at least once every three years.

9. That the Ministry of Education observe closely over the next few years the outcomes of the current use of the "multiplier effect" in the dissemination of inservice education programs to primary teachers. If this approach is found to be reasonably effective in accomplishing its intended purposes, it should be given careful consideration as an alternative, potentially cost effective, delivery system for some selected inservice activities.

10. That education officers continue to be viewed as having key roles to play in developing and implementing inservice education programs for teachers, and that the ability to function effectively in inservice education work be an important criterion for future appointments to the position of education officer.

11. That the Ministry of Education develop a policy for the recognition of teacher participation in certain inservice education activities through the issuance of certificates of attendance. (The awarding of certificates of attendance would be restricted to those workshops involving a commitment, say, of 25 hours of the teacher's time. In addition to the psychological value of having tangible evidence of additional professional study, such certificates would have later value in considering the qualifications of candidates for promotion and special study

opportunities. Workshops and courses for which certificates would be issued would, of course, need to be approved by the Ministry of Education and announced in advance.)

Concerning the respective roles and the relationships of the Ministry of Education, the University of Botswana, and the teacher training colleges, IT IS RECOMMENDED:

1. That the constructive dialogue currently underway among representatives of the Ministry of Education, the University of Botswana and the teacher training colleges be continued with a view toward developing greater clarification of the respective roles and responsibilities of these key institutions in developing the teaching force for Botswana's schools, and that particular attention be given to developing decision-making and on-going communication processes which are acceptable to all parties involved.

2. That ways be explored whereby the resources of the University, particularly the Faculty of Education, can be more fully utilized on a planned, on-going basis in the development of the teacher training college programs. (The implementation of this recommendation suggests that, in addition to the University's present "maintenance of standards" role, attention would be directed in a systematic way to working with the Ministry of Education and the teacher training colleges in helping bring about changes in the teacher preparation programs which would lead to qualitative improvements in the performance of Botswana's teachers.)

Concerning the evaluation of the teacher education programs at the University of Botswana, IT IS RECOMMENDED:

1. That an indepth evaluation of the Primary Education program at the University be conducted at some period following the graduation of the first class from the Bachelors of Education program, and that the model

presented in Part II of this report for evaluating the teacher training college be reviewed for the possible contributions it might make to the development of an appropriate and useful plan of evaluation.

APPENDIXES

1. Copy of Letter Requesting the Consultancy

2. A Model for the Licensure of Primary and Secondary Teachers in Botswana

3. Listing of Printed Reference Materials

MINISTRY OF EDUCATION
PRIVATE BAG 005
GABORONE
BOTSWANA

REPUBLIC OF BOTSWANA

REFERENCE E. 4/3/1/1A

31st March, 1982.

Jon A. Gant,
Director of Human Resources and Training,
USAID,
P.O. Box 90,
GABORONE.

Dear Jon,

On behalf of my Ministry I wish to request consultancy assistance from the Ohio University Contract. This would involve a person already familiar with Botswana and its educational programme and familiar with licensing and certification of teachers in the US.

I envision a three to four month study addressing itself to the following issues:

A. Plan for licensing of teachers and administrators by the Ministry of Education

1. Grades of licenses
2. Qualifications
3. Minimum standards
4. Professional salary scale
5. System for renewal of licenses
6. System of up-grading licenses

B. Develop a plan for professional visiting, evaluating, chartering, and accrediting of Teacher Training Colleges

1. Minimum standards
2. Self-study (format and forms)
3. Selection of the team.
4. The on-site visit
5. Format of the visit
6. Format of the final report
7. Ministry follow-up on progress

C. Develop some recommendations for external accreditation of selected University programmes associated with teacher preparation

D. Develop a plan for the utilization of Ministry of Education, University, Education Centres, IDM, Institute of Adult Education etc. in the provision of formal, continuing education for professional educators seeking license renewal or up-grading, considering:

1. Financing of In-service and continuing education at all levels.
2. Renumeration of lecturers/tutors providing in-service and continuing education.

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3. Up-grading from diploma level to degree through:

- return to University
- adult education

I have suggested that the consultant be familiar with the Botswana situation in order to shorten the orientation time necessary. We would like to request the services of Dr. Milton Ploghoft. If for some reason he is not available, we would suggest that Dr. Max Evans be appointed to conduct the study.

I would expect a report from the consultancy is possible funded through your agency, we would be ready to move as early as June of this year. It is important that we conduct such a study so that we can dove-tail the work PEIP and our own In-service into incentive plans to encourage teachers to do in-service work as a means to climbing a career ladder.

I should be pleased to discuss this with you if there are issues that should be clarified.

Yours faithfully,

K.M. Masogo.
pp. PERMANENT SECRETARY.

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 headteacher, and headteacher
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 headteacher 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.

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APPENDIX B

A PROPOSED

DEVELOPMENT PLAN

FOR

THE DEPARTMENT OF PRIMARY EDUCATION

1983 - 1993

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LIST OF TABLES

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SECTION I

INTRODUCTION

Pre Service Education

Since the Department of Primary Education has only been in existence since the 1981-82 academic year, and since it has not yet graduated its first degree candidates, it will not stabilize in enrollment until the 1985-86 academic year. By 1984-85 it is expected full enrollment to reach 120 full time students: 80 B.Ed., and 40 DPE students.

To handle this rapid growth the department is counting heavily on the return of Staff Development Fellows to assume teaching responsibilities in their areas of speciality in primary education. The 'Localisation Staffing Plan' which appears on the following page depicts the gradual training and take over of local SDFs to replace Ohio University Contract personnel who are here under the project agreement between the Government of Botswana and the United States of America (USAID).

It should be noted, however, that this first Primary Education Improvement Project contract spans only a five year period of time. During this initial phase, if suitable SDFs can be identified, it will be possible for the department to be up to 88% strength by the end of the first Ohio University Contract. One SDF will still be completing his/her second year of study and not scheduled for return until the beginning of the 1986-87 academic year. Seven of the SDFs however, will have had the opportunity of having worked for one year with their Ohio counterparts.

In planning for the future, the university must recognise the necessity of additional training at the Ph.D level for members of the department. Scholars in this area who are well equipped to do research and publish their findings will ensure the growth of this discipline and the continued progress of primary education.

DEPARTMENT OF PRIMARY EDUCATION

LOCALIZATION STAFFING PLAN

Year	Ohio Personnel	Local I Sem.	Staff II Sem.	SDF I. Sem.	Abroad II Sem.
82 - 83	4	0	0	1 (M.Ed)	4 (M.Ed)
83 - 84	4	0	1	7 (M.Ed)	6 (M.Ed)
84 - 85	4	1	4	7 (M.Ed)	4 (M.Ed)
85 - 86	4	7	7	1 (M.Ed)	1 (M.Ed)
	CONTRACT END.				
	NEW OHIO CONTRACT (PROPOSED)				
86 - 87	4	6	6	2 (Ph.D.)	2 (Ph.D.)
87 - 88	4	4	4	4 (Ph.D.)	4 (Ph.D.)
88 - 89	4	4	4	4 (Ph.D.)	4 (Ph.D.)
89 - 90	4	6	6	2 (Ph.D.)	2 (Ph.D.)
90 - 91	4 (Project terminates)	8 (Ph.D.)	8(Ph.D)	0	0
91 - 92	0	8	8	-	-

Should a second five year contract be negotiated, the lower half of the 'Localisaton Staffing Plan', depicting the academic years 1986-87 through 1991-92 shows the systematic return of department members for doctoral study while Ohio Contract personnel would remain to cover the positions which have been vacated for this purpose. In this case, by 1991-92 the Department of Primary Education would have a full staff of eight PH.D's and 100% localised.

The chart entitled 'Teaching Loads' on the following page gives an example of how existing courses within the department would be staffed when the Staff Development Fellows return. These 'assignments', of course, are very tentative and only reflect teaching responsibilities. It should also be noted that all faculty members will have a responsibility for the course EPI 470 Curriculum Development and /or Research Project since this is a field based internship experience and must be planned jointly between the Department of Primary Education and the Teacher Training Colleges.

In Service Education

Currently faculty members in the Department of Primary Education theoretically spend 50% of their time in in-service activities. Thirty Workshop teams are being trained to conduct workshops for sixty targeted primary schools throughout Botswana. Each team is trained to give six workshops per year to two targeted schools. All of this is organised under the auspices of the In-Service Office of the Ministry of Education.

This in-service activity is vital to the long range improvement of primary education. It certainly should be continued after the termination of the Ohio University Contract. Some vehicle within the University , which has close liaison with the Ministry of Education, will need to be established (such as an Institute of Education) in order to ensure the continuation of in-service activities, on a planned and systematic basis.

DEPARTMENT OF PRIMARY EDUCATION

Teaching Loads

S.D.F.	Course Responsibility
T. Mautle (Social Studies)	ELSS 100: EPI 210[2]; ELSS 200 EPI 340; EPI 470
W. Dikole (Administration)	EPI 230: EPI 430; EPI 466; EPI 470
R. Monau (Early Childhood Education)	EDF 260; EDF 201; EDF 404; EPI 470
G.D. Mogobjwa (Reading and Language Arts)	EPI 210: EPI 310; EPI 470
Science SDF	EPS 101 & EPS 102; EPI 201; EPI 350 & EPI 351; EPI 470
Maths SDF	EPM 130 & EPM 131; EPI 200; EPI 300; EPI 470
English SDF	ELE 100; EPI 220; EPI 420: EPI 470
Media SDF	EPI 460; EPI 470
?	EPI 180; EPI 215; EPI 231; AE & D.Sc Diag. Tch Guid. EPI 380 Teaching Practical Arts

Note: Full courses are underlined

The involvement of primary education faculty as well as other department. within the University will need to be considered.

SECTION II

THE DEPARTMENT OF PRIMARY EDUCATION IN 1993

In the year 1993, the Department of Primary Education will be vastly different from what it was in its beginning in 1981. The diploma programme in primary education will have been discontinued by this time, and it will have been replaced with an intake of 50 B.Ed. students each year, the first class of 50 B.Eds will complete degrees by 1994.

Most of these graduates will be filling positions within the primary education sector itself such as education officers, MOE officers, head and deputy head teachers.

By this time nearly all of the country's teacher training colleges will have been replaced with Botswana-trained M.Ed degree holders by a Department of Primary Education with at least 8 Batswana PH.D's. The pool of qualified Batswana in primary education will be sufficient at this point to raise entry qualifications for leadership positions to the Bachelor Degree level.

The department will have released its seventh class of M.Ed graduates thereby upgrading the quality of teaching capability at the four Teacher Training Colleges. Administrators, planners, counsellors, curriculum specialists, and master teachers will make up the pool of these graduate specialists.

Research and publication will constitute a major thrust in the departmental activities with the University of Botswana Press publishing such materials as The Journal of Primary Education and major teaching methods textbooks in the areas of Reading and Language Arts, Literature for Children, Primary School Social Studies, Science, Mathematics and the like. All such publications will be related to the culture of Botswana.

It will be possible, through the Institute of Adult Education, for non-degree holding Batswana to upgrade their teaching skills and credentials through part-time study, both for degree programmes and for higher teaching credentials.

Through the offices of an Institute of Education located at the University of Botswana, such centres as the Centre for Reading and Language Arts, the Centre for Primary Mathematics and Science, the Centre for the Teaching of English, and the Centre for Research and Development will be functioning units where both research and service will be available to teachers in the primary sector.

The department will be responsible for organizing various professional organisations in the field of primary education. Many faculty members will hold offices such as "Executive Secretaries" in these professional organizations.

Radio and Television courses will be a major thrust in departmental activities. These courses will be available to practicing educators in the primary sector as well as for primary school instruction. Members of the faculty will organize and teach such courses.

Finally it is hoped that the leadership displayed by the University of Botswana in the field of primary teacher education will be such that this University will take a major role in forming a Southern African Consortium for Teacher Education among its neighbouring sister institutions thereby sharing the research and development carried out in this field giving assistance to the improvement of primary teacher education throughout the southern part of the African continent.

SECTION III

ANNUAL SCHEDULE FOR

THE DEPARTMENT OF PRIMARY EDUCATION

FROM

1983 - 1993

Academic Year	
1983 - 1984	Third class of 30 will be admitted: 20 B.Ed and 10 DPE
	Seven new courses in Primary Education will be developed and offered.
	The first SDF will return and begin teaching in the department.
	A class of primary children will occupy the primary school classroom in the Primary Education Centre on a full time basis and will be used by U.B. students for demonstration purposes.
	The second class (10) of diploma students will graduate
	Three SDFs will be identified and sent off for M.Ed study at American Universities.
1984 - 1985	Fourth class of students will be admitted. Forty admitted 25 B.Ed and 15 DPE.
	Six new courses will be developed and added to the departmental curriculum.
	The third class (10) of diploma students will graduate.
	The first class (20) of B.Ed students will graduate.
	Three additional SDFs will return to U.B. and begin employment, bringing the departmental total of Batswana to 4.
	The final SDFs will be identified and sent for M.Ed training at an American University
1985 - 1986	Three SDFs will return and begin employment, bringing the total of Batswana in the department to 7.
	Planning will take place for a M.Ed degree in Curriculum and Instruction, Administation and Supervision, and Guidance and Counselling. Approximately 20 half courses will be developed.
	A new contract will be signed to extend the Primary Education Improvement Project for an additional five years.
	Ohio Team members will work with SDF in turning over all undergraduate teaching to Batswana lecturers.

Second class of 20 B.Ed graduates.

Fourth class of 10 DPE graduates

1986 - 1987 The first class of 12 M.Ed students will be admitted to the new graduate programme in primary education. Most will be recruited from the T.T.C.s.

Courses will be developed and taught mainly by Ohio personnel.

The first year of publication of The Journal of Primary Education, To each primaray school in Botswana. Practical teaching suggestions.

Part-time B.Ed degree programme begins in primary education. To consist of residential lectures at U.B during long breaks (June - August), evening classes, and correspondence.

Third class of 20 B.Ed graduates.

Fifth class of 15 DPE graduates

1987 - 1988 First class of 12 M.Ed graduates

Fourth class of 25 B.Ed graduates

Sixth class of 15 DPE graduates

Centre for Reading and Language Arts established at Faculty of Education

Centre for the Teaching of English established

Radio and T.V. courses initiated for in-service instruction and primary school teaching improvement.

1988 - 1989 Second class of 12 M.Ed

Fifth class of 25 B.Ed

Seventh class of 15 DPE

Centre for Maths and Science in Primary Education established

Centre for Research and Development established.

1989 - 1990 Third class of 12 M.Ed.

Sixth class of 25 B.Ed

Eighth class of 15 DPE

Methods textbook published in Primary Social Studies in Botswana.

Botswana Primary Reading Series published.

	Founding of the Southern African Consortium for Teacher Education.
	The Department of Primary Education is accredited by an International accrediting association. e.g. AACTE, NCATE, NCA etc.
1990 - 1991	Fourth class of 12 M.Ed graduates
	Seventh class of 25 B.Ed graduates
	Ninth class of 15 DPE graduates
	DPE Programme is discontinued
	B.Ed Programme begins intake of 50 students per year.
1991 - 1992	Fifth class of 12 M.Ed graduates
	Eighth class of 25 B.Ed graduates
1992 - 1993	Sixth class of 12 M. Ed graduates
	Ninth class of 35 B.Ed graduates
1993 - 1994	Seventh class of 12 M. Ed
	Tenth class of 50 B.Ed.

ENROLLMENT PROJECTIONS AND GRADUATES
(1981 - 1994)

Academic Year	Admissions		Graduates		Admissions	Graduates
	B.Ed	DPE	B.Ed	DPE	M.Ed	M.Ed
1981 - 82	20	10	-	-	-	-
1982 - 83	20	10	-	10	-	-
1983 - 84	20	10	-	10	-	-
1984 - 85	25	15	20	10	-	-
1985 - 86	25	15	20	15	-	-
1986 - 87	25	15	20	15	12	-
1987 - 88	25	15	25	15	12	12
1988 - 89	25	15	25	15	12	12
1989 - 90	35	15	25	15	12	12
1990 - 91	50	-	25	-	12	12
1991 - 92	50	-	25	-	12	12
1992 - 93	50	-	35	-	12	12
1993 - 94	50	-	50	-	12	12

APPENDIX C

STAFF DEVELOPMENT FELLOWSHIP PROGRAM

Primary Education Improvement Project

Name of Participant	Area of Study	Departed Botswana	U. S. Institution	Scheduled to Return
1. Mr. T. Mautle	Social Studies	December 1981	Ohio University	December 1983
2. Mr. W. Dikole	Administration	December 1982	Ohio University	December 1984
3. Ms. G. Mogobwa	Reading	December 1982	Ohio University	December 1984
4. Ms. Ruth Monau	Early Childhood	December 1982	Ohio University	December 1984
5. Unidentified	Media		Indiana University	
6. Unidentified	Math Education		Ohio University	
7. Unidentified	TESL			
8. Unideitified	Science Education			
9. Unidentified	Administration			
10. Unidentified	Curriculum			