

**OHIO UNIVERSITY USAID CONTRACT**

633-0222

PD-118W-042

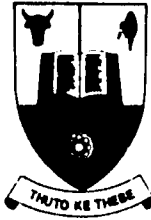
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**MINISTRY OF EDUCATION  
UNIVERSITY OF BOTSWANA  
PRIMARY  
EDUCATION  
IMPROVEMENT  
PROJECT**

**REPORT 6**

PD-199W 047



# University of Botswana

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31 October, 1984

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

SUBJECT: Sixth Semi-annual Report of the Ohio University Contract Team covering the period 1 May, 1984 through 31 October, 1984.

Article 1 Section F (b) of the contract states: "The Contractor will prepare reports which discuss progress towards achieving project objectives and adherence to the annual Work Plan during each six months period of the Contract. These reports should be objective analyses of progress made on all major activities. They shall include assessments of accomplishments and 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 Utilization, Bureau for Development Support, Agency for International Development, Washington, D.C. 20523. The title page of all reports forwarded to the AID Reference Centre pursuant to this paragraph (d) shall include the contract number and project title as set forth in the schedule of this contract."

Attached is the report.

Max W. Evans,  
Chief of Party

## TABLE OF CONTENTS

Chapter I	- INTRODUCTION	Page 1
Chapter II	- PERSONNEL	Page 6
Chapter III	- REPORT FOR THE PERIOD	Page 24
Chapter IV	- PROJECTED PLANS	Page 37
Appendix A	Primary Education Project Participant Summary	Page 44
Appendix B	The Botswana Teaching Competency Model Competency Instruments for Classroom Procedures and Interpersonal Skills	Page 46
Appendix C	Semi-Annual USAID Project Review Primary Education Improvement Project (PEIP 633-0222)	Page 58
Appendix D	Needs Assessment for Education Officers	Page 62
Appendix E	Discussion Paper Role of Department of Primary Education Staff in Inservice Education	Page 68
Appendix F	Discussion Paper Objectives and Rationale for a Proposed Phase II (PEIP II) of the Botswana Primary Education Improvement Project	Page 77

CONTRACT

Between the

UNITED STATES OF AMERICA

and

The Ohio University, Athens, Ohio

AFR-0222-C-000-1066-00

Project No. 633-0222

PIO/T No 633-0-222-20061

Appropriation No. 72-1121037

Allotment No. GESA-82-21633-KG13

SEMI ANNUAL REPORT, PERIOD 1 MAY 1984 THROUGH 31 OCTOBER  
1984

CHAPTER I

INTRODUCTION

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

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

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

"By the end of the project, as a result of GOB and USAID project inputs, it is anticipated that there will be: (1) a functioning Department of Primary Education as a new entity in the UB. (2) 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 inservice training of head teachers, deputy heads, and senior teachers in the 480 (now 500) primary schools, and for the development of staff of the TTCs and the inspectorate.

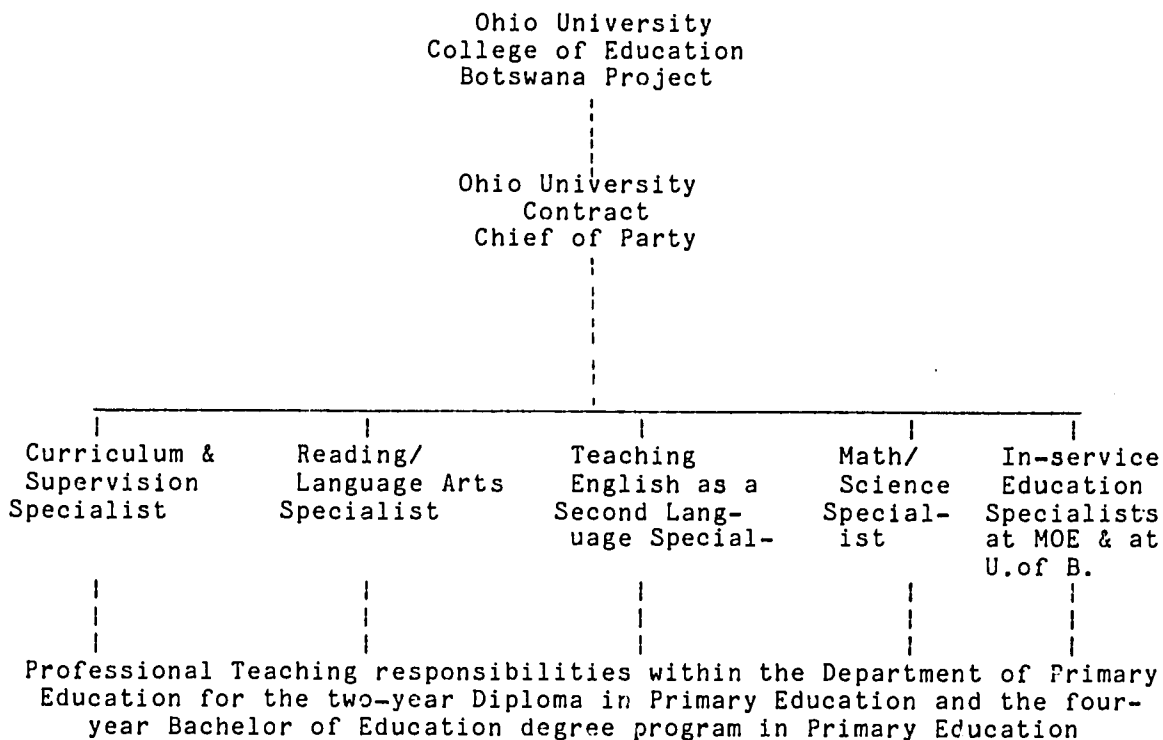
"Over a five-year period the project will train approximately 80 Batswana in primary education to diploma and degree levels, depending on the exact mix of students in the two programs. The majority of the Batswana who complete the B.Ed. degree will be slated for positions as tutors in the Teacher Training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

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

An Organization Chart depicting the organization and structure of the contract responsibilities appears in Figure 1 on the next page.

Figure 1

## Organization Chart



also

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

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

Figure 2

THE PEIP PRE-SERVICE PROGRAM

The Ministry of Education

The University of Botswana

The Faculty of Education  
(The Dean)

Dept of  
Primary  
Educa.\*\*

Dept of  
Lang. &  
S.S. Ed.

Dept of  
Science/  
Maths Ed

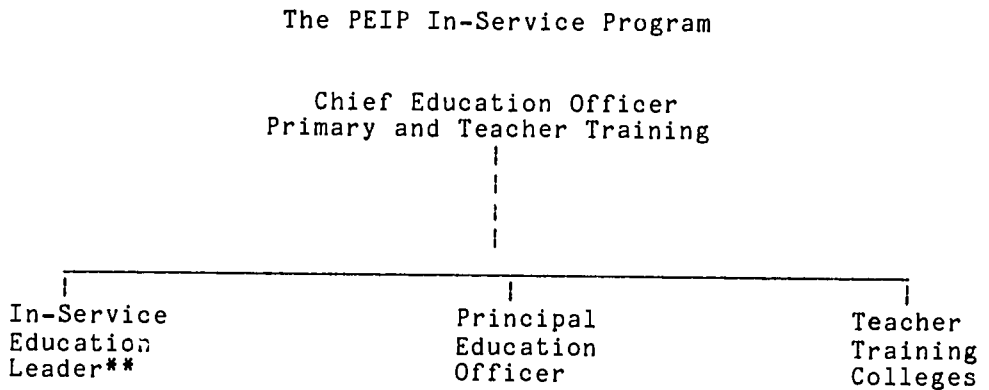
Dept of  
Educa.  
Founda

Dept of  
Nursing  
Educa.

Inst. of  
Adult  
Educa.

\*\*Note: Since the previous semi-annual report was published, three additional participants have returned from graduate study in the United States and assumed roles as lecturers in the Department of Primary Education. Thus, at the present time, 44 percent of staff is Batswana.

Figure 3



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



## CHAPTER II

## PERSONNEL

The contract calls for an overseas staff of six (6) technicians of education advisors, including a Chief-of-Party who serves as Team Leader and Specialist in Curriculum and Supervision; an In-Service Education Specialist (for the MOE); and In-service Education Specialist at UR; a Reading/Language Arts Specialist; a Mathematics/Science Specialist; and a Teaching English as a Second Language Specialist. In addition to this, there were at the beginning of the contract forty-four person months of short term consultancies, some specified and some unspecified, to be utilized as the need arises during the life of the contract.

As of 31 October 1984, the Ohio University staffing pattern for the contract was as follows:

- |  |                         |
|--|-------------------------|
| 1. Chief of Party/Educational Administration Specialist/Head Department of Primary Education | Dr. Max W. Evans        |
| 2. In-Service Education Specialist MOE   | Dr. Luther Haseley      |
| 3. In-Service Education Specialist U.B.  | Dr. Raymond A. Le Grand |
| 4. Reading/Language Arts Specialist  | Dr. Iva F. Zajicek      |
| 5. Mathematics/Science Specialist  | Dr. Marion Blue         |
| 6. Teaching English as a Second Language Specialist  | Ms. Peggy Wrhel         |

Ohio University advisors live in USAID provided housing and follow the same personnel regulations as the USAID direct-hire technicians. Complete personnel records are maintained in the Ohio University Office, currently located

in the Primary Education Centre on the campus of the University of Botswana. Each advisor earns a total of 26 days of annual leave each year, and sick leave at the rate of 13 days per year as provided for under the contract. Reimbursement for sick leave, however, taken under this contract is limited to the amount earned by the employee while serving under this contract.

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

## ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT

Blue, Dr. Marion

Date of Contract; 15 August, 1983

Date of Arrival; 25 August, 1983

House; 6202 Petleke

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

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

Evans, Dr. Max W.

Date of Contract: 22 May 1984  
Date of Arrival: 27 May 1984

House No. 10287 Maru-a-Pula

Date	Days Accumulated	Days Taken	Balance
May 84	0.5	0.0	0.5
Jun 84	2.0	0.0	2.5
Jul 84	2.5	0.0	5.0
Aug 84	2.0	0.0	7.0
Sep 84	2.0	0.0	9.0
Oct 84	2.0	0.0	11.0

## ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT

Haseley, Dr. Luther

Date of Contract; July 1983

Date of Arrival; 2 August 1983

House no; 5511 Broadhurst

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

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

Knox, Dr. Donald M.

Date of Contract: 22 June 1981

Date of Arrival: 22 July 1981

House No 10284 Maru-a-Pula

Month	Accumulated	Taken	Balance
Jun 81	1.0	0.0	1.0
Jul 81	2.0	0.0	3.0
Aug 81	2.0	0.0	5.0
Sep 81	2.0	0.0	7.0
Oct 81	2.5	1.0	8.5
Nov 81	2.0	0.0	10.5
Dec 81	2.5	8.0	5.0
Jan 82	2.0	0.0	7.0
Feb 82	2.0	0.0	9.0
Mar 82	2.5	0.0	11.5
Apr 82	2.0	0.0	13.5
May 82	2.0	0.0	15.5
Jun 82	2.0	0.0	17.5
Jul 82	2.5	0.0	20.0
Aug 82	2.0	12.0	10.0
Sep 82	2.5	0.0	12.5
Oct 82	2.0	0.0	14.5
Nov 82	2.0	0.0	16.5
Dec 82	2.5	1.0	18.0
Jan 83	2.0	0.0	20.0
Feb 83	2.0	0.0	22.0
Mar 83	2.5	0.0	24.5
Apr 83	2.0	0.0	26.5
May 83	2.0	0.0	28.5
Jun 83	2.5	4.0	27.0
Jul 83	2.0	2.0	27.0
Aug 83	2.5	0.0	29.5
Sep 83	2.0	0.0	31.5
Oct 83	2.0	0.5	33.0
Nov 83	2.0	0.0	35.0
Dec 83	2.5	3.0	34.5
Jan 84	2.5	1.0	36.0
Feb 84	2.0	0.0	38.0
Mar 84	2.5	1.0	39.5
Apr 84	2.0	0.0	41.5
May 84	2.0	0.0	43.5

Entered on Swaziland Contract effective 1 June 1984

Botswana Annual Leave Record Closed.

Approval received from Contracting Officer in AID/W  
to pay lump sum payment for 26 days of unused annual  
leave.

43.5 Accrued to Date  
26.0 Lump sum payment  
17.5 Forfeited

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

Le Grand, Dr. Raymond A.

Date of Contract: 1 January 1984

Date of Arrival: 3 January 1984

House No. 10271 Maru-a-Pula

Date	Days Accumulated	Days Taken	Balance
Jan 84	2.5	0.0	2.5
Feb 84	2.0	0.0	4.5
Mar 84	2.5	0.0	7.0
Apr 84	2.0	0.0	9.0
May 84	2.0	0.0	11.0
Jun 84	2.0	5.0	8.0
Jul 84	2.5	0.0	10.5
Aug 84	2.0	0.0	12.5
Sep 84	2.0	0.0	14.5
Oct 84	2.0	1.0	15.5

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

Ramsay, Mrs Janet

Date of Contract; 24 August 1981

Date of Arrival; 12 September 1981

House no; 10274 Maru-a-Pula

Month	Accumulated	Taken	Balance
Aug 81	0.5	0.0	0.5
Sep 81	2.0	0.0	2.5
Oct 81	2.5	0.0	5.0
Nov 81	2.0	0.0	7.0
Dec 81	2.5	6.0	3.5
Jan 82	2.0	0.0	5.5
Feb 82	2.0	0.0	7.5
Mar 82	2.5	0.0	10.0
Apr 82	2.0	0.0	12.0
May 82	2.0	0.0	14.0
Jun 82	2.0	3.0	13.0
Jul 82	2.5	5.0	0.5
Aug 82	2.5	0.0	2.5
Sep 82	2.5	0.0	5.0
Oct 82	2.0	0.0	7.0
Nov 82	2.0	0.0	9.0
Dec 82	2.5	4.0	7.5
Jan 83	2.0	0.0	9.5
Feb 83	2.0	0.0	11.5
Mar 83	2.5	1.0	13.0
Apr 83	2.0	1.0	14.0
May 83	2.0	0.0	16.0
Jun 83	2.5	0.0	18.5
Jul 83	2.0	0.0	20.5
Aug 83	2.5	1.0	22.0
Sep 83	2.0	0.0	24.0
Oct 83	2.0	0.0	26.0
Nov 83	2.0	0.0	28.0
Dec 83	2.5	5.5	25.0
Jan 84	2.5	0.0	27.5
Feb 84	2.0	0.0	29.5
Mar 84	2.5	0.0	32.0
Apr 84	2.0	0.0	34.0
May 84	2.0	0.0	36.0
Jun 84	2.0	0.0	38.0
Jul 84	2.5	4.0	36.5
Aug 84	2.0	5.5	33.0
Sep 84	2.0	20.0	15.0

Mrs. Ramsay departed post 24th August, 1984. Leave record closed. Request submitted to USAID 10th September, 1984 that she be paid for 15 days of leave earned but not taken.



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

Wrhel, Peggy

Date of Contract:

Date of Arrival: 14 August, 1984

House No: 10274, Maru-a-Pula

Month	Accumulated	Taken	Balance
Aug 84	1.0	0.0	1.0
Sep 84	2.0	0.0	3.0
Oct 84	2.0	0.0	5.0

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

Zajicek, Dr. Iva F.

Date of Contract; 26 July 1981  
Date of Arrival; 17 August 1981

House no; 9995 Jinja

Month	Accumulated	Taken	Balance
Jul 81	0.5	0.0	0.5
Aug 81	2.0	0.0	2.5
Sep 81	2.0	0.0	4.5
Oct 81	2.5	4.0	3.0
Nov 81	2.0	0.0	5.0
Dec 81	2.5	5.0	2.5
Jan 82	2.0	0.0	4.5
Feb 82	2.0	0.0	6.5
Mar 82	2.5	0.0	9.0
Apr 82	2.0	0.0	11.0
May 82	2.0	15.0	-2.0
Jun 82	2.0	1.0	-1.0
Jul 82	2.5	4.0	-2.5
Aug 82	2.0	3.0	-3.5
Sep 82	2.5	0.0	-1.0
Oct 82	2.0	0.0	1.0
Nov 82	2.0	0.0	3.0
Dec 82	2.5	4.0	1.5
Jan 83	2.0	0.0	3.5
Feb 83	2.0	0.0	5.5
Mar 83	2.5	1.0	7.0
Apr 83	2.0	5.0	4.0
May 83	2.0	0.0	6.0
Jun 83	2.5	0.0	8.5
Jul 83	2.0	0.0	10.5
Aug 83	2.5	1.0	12.0
Sep 83	2.0	0.0	14.0
Oct 83	2.0	0.0	16.0
Nov 83	2.0	0.0	18.0
Dec 83	2.5	4.5	16.0
Jan 84	2.5	0.0	18.5
Feb 84	2.0	0.0	20.5
Mar 84	2.5	0.0	23.0
Apr 84	2.0	0.0	25.0
May 84	2.0	0.0	27.0
Jun 84	2.0	8.0	21.0
Jul 84	2.5	21.0	2.5
Aug 84	2.0	0.0	4.5
Sep 84	2.0	0.0	6.5
Oct 84	2.0	0.0	8.5

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

Blue, Dr. Marion

Date of Contract: 15 August 1983

Date of Arrival: 25 August 1983

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

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

Evans, Dr. Max W.

Date of Contract: 22 May 1984

Date of Arrival: 27 May 1984

House No. 10284 Maru-a-Pula

Date	Hours Accrued	Hours Taken	Balance
May 84	2.5	0.0	2.5
Jun 84	8.7	0.0	11.2
Jul 84	8.7	0.0	19.9
Aug 84	8.7	0.0	28.6
Sep 84	8.7	0.0	37.3
Oct 84	8.7	0.0	46.0

## SICK LEAVE, OHIO UNIVERSITY CONTRACT (15 days per year)

Haseley, Dr. Luther

Date of Contract:

Date of Arrival: 2 August 1983

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

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

Knox, Dr. Donald M.

Date of Contract: 22 June 1981

Date of Arrival 22 July 1981

House No. 10284 Maru-a-Pula

Date	Hours Accrued	Hours Taken	Balance
Jul 81	10.7	0.0	10.7
Aug 81	8.7	0.0	19.4
Sep 81	8.7	0.0	28.1
Oct 81	8.7	0.0	36.8
Nov 81	8.7	0.0	45.5
Dec 81	8.7	0.0	54.2
Jan 82	8.7	0.0	62.9
Feb 82	8.7	0.0	71.6
Mar 82	8.7	0.0	80.3
Apr 82	8.7	0.0	89.0
May 82	8.7	0.0	97.7
Jun 82	8.7	0.0	106.4
Jul 82	8.7	0.0	115.1
Aug 82	8.7	0.0	123.8
Sep 82	8.7	8.0	124.5
Oct 82	8.7	4.0	129.2
Nov 82	8.7	0.0	137.9
Dec 82	8.7	0.0	146.6
Jan 83	8.7	0.0	155.3
Feb 83	8.7	0.0	164.0
Mar 83	8.7	0.0	172.7
Apr 83	8.7	0.0	181.4
May 83	8.7	0.0	190.1
Jun 83	8.7	0.0	198.8
Jul 83	8.7	0.0	207.5
Aug 83	8.7	0.0	216.2
Sep 83	8.7	0.0	224.9
Oct 83	8.7	0.0	233.6
Nov 83	8.7	0.0	242.3
Dec 83	8.7	0.0	251.0
Jan 84	8.7	0.0	259.7
Feb 84	8.7	24.0	244.4
Mar 84	8.7	0.0	253.1
Apr 84	8.7	0.0	261.8
May 84	8.7	0.0	270.5

Total sick leave accrued at end of tour of duty in Botswana.

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

Le Grand, Dr. Raymond A.

Date of Contract: 1 January 1984

Date of Arrival: 3 January 1984

House No. 10271 Maru-a-Pula

Date	Hours Accrued	Hours Taken	Balance
Jan 84	8.7	8.0	0.7
Feb 84	8.7	0.0	9.4
Mar 84	8.7	0.0	18.1
Apr 84	8.7	8.0	18.8
May 84	8.7	8.0	19.5
Jun 84	8.7	0.0	28.2
Jul 84	8.7	0.0	36.9
Aug 84	8.7	0.0	45.6
Sep 84	8.7	0.0	54.3
Oct 84	8.7	0.0	63.0

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

Ramsay, Mrs. Janet

Date of Contract: 24 August 1981  
Date of Arrival: 12 September 1981

Date	Hours	Accrued	Hours	Taken
Balance				
Sep 81	10.7		0.0	10.7
Oct 81	8.7		0.0	19.4
Nov 81	8.7		0.0	28.1
Dec 81	8.7		0.0	36.8
Jan 82	8.7		8.0	37.5
Feb 82	8.7		0.0	46.2
Mar 82	8.7		0.0	54.3
Apr 82	8.7		0.0	63.6
May 82	8.7		0.0	72.3
Jun 82	8.7		0.0	81.0
Jul 82	8.7		0.0	89.7
Aug 82	8.7		24.0	74.4
Sep 82	8.7		12.0	71.1
Oct 82	8.7		0.0	79.8
Nov 82	8.7		0.0	88.5
Dec 82	8.7		0.0	97.2
Jan 83	8.7		0.0	105.9
Feb 83	8.7		0.0	114.6
Mar 83	8.7		0.0	123.3
Apr 83	8.7		0.0	132.0
May 83	8.7		0.0	140.7
Jun 83	8.7		0.0	149.4
Jul 83	8.7		0.0	158.1
Aug 83	8.7		0.0	166.8
Sep 83	8.7		8.0	167.5
Oct 83	8.7		0.0	176.2
Nov 83	8.7		0.0	184.9
Dec 83	8.7		0.0	193.6
Jan 84	8.7		0.0	202.3
Feb 84	8.7		0.0	211.0
Mar 84	8.7		0.0	219.7
Apr 84	8.7		8.0	220.4
May 84	8.7		0.0	229.1
Jun 84	8.7		8.0	229.8
Jul 84	8.7		0.0	238.5
Aug 84	8.7		8.0	239.2

Mrs Ramsay departed post on 24 August, 1984. Sick leave record closed



## SICK LEAVE OHIO UNIVERSITY CONTRACT (15 days per year)

Wrhel, Peggy

Date of Contract:

Date of Arrival: 14th August, 1984

House No; 10274, Maru-a-Pula

Month Balance	Hours Accrued	Hours Taken	
Aug 84	5.0	0.0	5.0
Sep 84	8.7	0.0	13.7
Oct 84	8.7	8.0	14.4

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

Zajicek, Dr. Iva F.

Date of Contract: 26 July 1981

Date of Arrival: 17 August 1981

House No. 9995 Jinja

Month	Hours Accumulated	Hours Taken	Balance
Jul 81	2.2	0.0	2.2
Aug 81	8.7	0.0	10.0
Sep 81	8.7	0.0	18.7
Oct 81	8.7	0.0	27.4
Nov 81	8.7	0.0	36.1
Dec 81	8.7	0.0	44.8
Jan 82	8.7	8.0	45.1
Feb 82	8.7	0.0	54.2
Mar 82	8.7	0.0	62.9
Apr 82	8.7	0.0	71.6
May 82	8.7	0.0	80.3
Jun 82	8.7	0.0	89.0
Jul 82	8.7	0.0	97.7
Aug 82	8.7	0.0	106.4
Sep 82	8.7	0.0	115.1
Oct 82	8.7	0.0	123.8
Nov 82	8.7	0.0	132.5
Dec 82	8.7	0.0	141.2
Jan 83	8.7	0.0	149.9
Feb 83	8.7	0.0	158.6
Mar 83	8.7	0.0	167.3
Apr 83	8.7	0.0	176.0
May 83	8.7	0.0	184.7
Jun 83	8.7	0.0	193.4
Jul 83	8.7	0.0	202.1
Aug 83	8.7	0.0	210.8
Sep 83	8.7	0.0	219.5
Oct 83	8.7	0.0	228.2
Nov 83	8.7	0.0	236.9
Dec 83	8.7	0.0	245.6
Jan 84	8.7	32.0	222.3
Feb 84	8.7	168.0	63.0
Mar 84	8.7	0.0	71.7
Apr 84	8.7	0.0	80.4
May 84	8.7	0.0	89.1
Jun 84	8.7	0.0	97.8
Jul 84	8.7	0.0	106.5
Aug 84	8.7	0.0	115.2
Sep 84	8.7	16.0	107.9
Oct 84	8.7	8.0	108.6

CHAPTER III  
REPORT OF PROGRESS FOR THE SIXTH MONTHS PERIOD  
MAY 1, 1984 THROUGH OCTOBER 31, 1984

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

The six-month period from May 1 through October 31, 1984 has been noteworthy in several respects. The major developments for this period are as follows:

1. Institutionalisation

Four PEIP-sponsored participants returned to the University of Botswana during the reporting period, three joining the Department of Primary Education (DPE) and one the Department of Educational Foundations. All four completed M.Ed. degrees at Ohio University. Mr. Walter Dikole (educational administration) returned in late July, 1984 while Mrs. Dudu Mogobjwa (language arts) Ms. Ruth Monau (early childhood development) and Ms. Itah Kandjii (guidance and counselling - Educational Foundations) arrived in early September. All four assumed teaching responsibilities in the first semester. The DPE is currently staffed by four Batswana (Mr. G. Mautle, Social Studies, returned in January, 1984) and five from the Ohio University team. In January, 1985, with the return of an additional participant and the departure of an Ohio University team member, there will be five Batswana staff in the DPE and four expatriates.

Mr. Modise Mosothwane, the Staff Development Fellow for the Science Education position in the DPE, departed on June 2, 1984 for a six-month course in primary science methods at Ohio University. Mr. Mosothwane already possesses an M.Ed. degree from the University of Keele in the United Kingdom.

Mr. Gilbert Sechele, Acting Principal of the Lobatse Teacher Training College, has been selected by the Ministry of

Education to go to the United States for an M.Ed. programme in educational administration with an emphasis in inservice education/staff development. Mr. Sechele will begin studies at Ohio University in January, 1985. With Mr. Sechele's selection, identification of all participants under the PEIP programme has been completed. The institutionalisation process also involves the transition of responsibilities for the operation and continued development of the DPE from the Ohio University development team to the Botswana staff. Specific steps are being taken to facilitate this process, among which are the following: establishing close working relationships between each Ohio staff member and his or her Botswana counterpart; the involvement of Botswana on responsible Department, Faculty and University committees; involving, where applicable, Botswana staff in the inservice programme; and holding DPE staff meetings which are intended to deal with substantive issues related to the development of the programme in primary education.

2. Inservice Education Activities

Phase II of the PEIP Inservice programme, which began in April, 1984, continued with workshops being conducted for primary teachers during the weeks of June 25th, August 20th and October 22nd. As has been the practice during earlier workshops, the team from each school will conduct "spin-off" workshops. Approximately 1,200 teachers are receiving inservice training under this arrangement, benefitting some forty to fifty thousand pupils in standards one through seven.

In addition to the teacher workshops, inservice education programmes were conducted for the Regional Education Officers during the weeks of June 25th and October 7th. The latter workshop was originally scheduled for December; however it became apparent that an earlier workshop for the Education Officers providing an indepth experience with the Botswana Teaching Competency Model would be highly desirable. Thus, the Education Officers were prepared to assist with the workshops for headteachers to train them in the use of the Teaching Competency Model.

Approximately twenty-five workshops for headteachers will be held during the course of the next several months in a major planned effort to introduce the use of the Botswana Teaching Competency Model into all primary schools. The first three of these workshops for headteachers were conducted in the closing weeks of October.

Members of the PEIP team were called upon by three Education Officers to assist in planning workshops for headteachers which the E.O's were responsible for organising. DPE staff members also made presentations at these workshops.

### 3. The Botswana Teaching Competency Model

The period from May through October has been an intensive one in the development of the Botswana Teaching Competency Model. Early on, Ministry of Education officials committed themselves to the development of instruments which would be instrumental in identifying effective teaching and in providing specific assistance to teachers needing help. A basic assumption of the developmental process is that the instruments will only be used for the improvement of teaching, not for administrative or disciplinary purposes. In order to assure that the instruments are truly indicative of Botswana educators' conceptualisation of effective teaching, broad based consultation with feedback opportunities has taken place with groups in the Ministry of Education, the Education Officers, the staffs of the Teacher Training Colleges, and University personnel. In addition, the instrument is being field-tested by a group of eight headteachers under the direction of Education Officers.

Strong effective leadership for this unique developmental activity and for its dissemination into all primary schools has been provided by Mr. P.V. Sephuma, Chief Education Officer, PTT, Mr. M. Mogasha, Senior Education Officer, and Mrs. Miriam Lesolle, Inservice Leader.

### 4. Programme Development in the Department of Primary Education

In August the further intake of 30 students into the Department of Primary Education took place, bringing the total enrollment for the four classes up to 115. Students admitted in 1984 came into the programme under revised departmental regulations which provide that the sectioning of students into either the Diploma programme or the B.Ed. programme will take place at the end of the first year. This arrangement is possible because the first year academic course work is common to both programmes. The University Senate approved and the Ministry of Education concurred in the transfer of three Diploma students into the B.Ed. programme.

For the first time, fourth year courses are being taught in the B.Ed. programme. Among these are the following:

EPI 380 Teaching Practical Arts in the Primary Schools, Part I (Music and Movement)

EPI 381 Teaching Practical Arts in the Primary Schools, Part II (Arts and Crafts)

EPI 402 Implementing Guidance Concepts in the Curriculum

EPI 420 Methods of Second Language Teaching in

### Primary Schools

EPI 430 Administration and Curriculum Development in Primary Schools

EPI 435 Counselling and Supervision in Primary Schools

EPI 460 Audio Visual Utilisation and Materials Production

EPI 466 Classroom Management

EPI 470 Curriculum Development and Supervision

EPI 471 TTC Internship

The TTC Internship (EPI 471) was conducted over a 10 - week period during the long break. Each fourth year B.Ed. student engaged in a variety of planned, supervised activities at a TTC during this period. Supervision was carried out by a staff member from the DPE.

Two members of the Primary Education staff, Drs Evans and LeGrand, continued a substantial involvement in the graduate programme of the Faculty of Education. Both taught graduate level courses and advised students regarding their research.

### 5. Evaluation of the PEIP Project

During the reporting period, the external evaluator for the project, Dr. Patrick Lynch, visited Botswana and prepared a written report of his findings, conclusions and recommendations. This report was reviewed by a Committee chaired by the Deputy Permanent Secretary, Mr. Jakes Swartland. The Committee was composed of the CEO-PTT, Mr. P.V. Sephuma; Dean of the Faculty of Education, Dr. Barnabas Otaala; Mr. Jack Purves, Dr. Brian Axtell and Dr. Max W. Evans.

The USAID Botswana Mission also initiated a review of all USAID projects, including the PEIP project. In addition to USAID personnel, Mr. Mogahsa and Mr. Purves from the Ministry of Education, and Dr. Evans, Chief-of-Party, and representatives from the Ministry of Finance and Development Planning also participated in this review.

The Department of Primary Education has nominated Professor Brian Carlson, Dean of the Faculty of Education at Sheffield City Polytechnic, Sheffield, England to serve as its external examiner. The external examiner will be at the University from May 20 - 25, 1985.

### 6. Commodity Purchases

The purchase of culturally relevant books for the DPE

educational resource centre has continued during this reporting period. Twenty-one books and five sets of books and other publications meeting this criteria were added to the collection during the past six months. Each of the Batswana participants who has returned to the University of Botswana has been encouraged to identify resource materials which are needed in their respective areas for possible future commodity orders. A portable generator has also been purchased to provide power in remote areas for the operation of the video equipment used in the head teachers workshops.

#### 7. Changes in Physical Arrangments of the Primary Education Centre

In order to provide a more flexible use of the space in the educational resource room, an interior divider and office cubicle were removed. Lockable cabinets and counter workspace has been installed in the audio-visual room. Solar tint covering for certain windows, which are subject to large amounts of direct sunlight, has been ordered.

It should be noted that the PEC has an exceptionally high rate of utilisation. The classrooms are used by other departments as well as primary education and, in addition, many other meetings involving the Ministry of Education, the TTC's and the University are conducted in the PEC. With one exception, the offices of all returning participants are located in caravans outside the PEC.

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#### 8. Cooperative Linkages within the Education Community

The PEIP project has apparently been a very useful vehicle for bringing diverse elements of the education community together to plan and implement programmes for the improvement of primary education. Numerous persons have commented to members of the PEIP team about the increasingly cooperative efforts being observed as individuals and representatives from the Ministry of Education, the University, the Teacher Training Colleges, the Education Officers and primary teachers and headteachers come together to engage in the common enterprise of improving educational opportunities for primary school children.

The PEIP Advisory Committee, composed of representatives of all relevant educational units in Botswana, provides an excellent review function relating to the progress, needs and problems of PEIP. This Committee, chaired by Mr. Sephuma, meets three times yearly. Staff members in the Department of Primary Education serve on curriculum panels, the National Council on Teacher Education and on the Affiliated Boards.

#### 9. Preparation of Discussion Papers

During the previous reporting period, Dr. Donald Knox, then

Chief-of-Party, prepared two discussion papers titled as follows: "Proposed (Preliminary) Plan for a Five Year Extension of the Primary Education Improvement Project" and "Involvement of Batswana Lecturers at the University of Botswana in the Inservice Education Programme." As an outgrowth of a meeting involving the then Vice chancellor, John Turner; the Permanent Secretary, Keetla Masogo; the Chief Education Officer, Primary and Teacher Training, P.V. Sephuma; and the new Chief-of-Party, Max W. Evans, it was decided that some further exploration of both issues raised by Dr. Knox should be pursued. The Chief-of-Party was requested to review and revise the discussion papers in light of the discussion by representatives of the Ministry of Education and the University. Copies of these papers are incorporated in the Appendix.

10. Personnel Changes in the Ohio University Team

On June 9, 1984, Dr. Donald Knox, Chief-of-Party for the Ohio team for the period 1981-84 departed from Botswana to assume a similar responsibility in Swaziland. He was replaced by Dr. Max Evans, who had participated in the formulation of the PEIP project and who had also served as the Campus (project) Coordinator at Ohio University. Mrs. Janet Ramsay, specialist in Teaching English as a Second Language (TESL) departed from Botswana, also after three years of service, on August 25, 1984. She was replaced by Ms. Peggy Wrhel. Ms. Wrhel had lived in Botswana for three years in the 1970's as a Peace Corps Volunteer.



Report for Mathematics and Science

During the reporting period the Mathematics/Science specialist:

1. Planned, prepared and presented three (3) PEIP workshops (June, August and October).
2. Met with the Science Panel of Botswana in Francistown.
3. Met with the Mathematics Panel of Botswana on three different occasions.
4. Authored, prepared and proofread the 1984 Mathematics examination for the Teacher Training Colleges of Botswana and prepared the tests for mailing.
5. Provided guidance and counselling to students in the project.
6. Provided assistance to fourth-year students in their tutor internship.
7. Wrote syllabi and planned for four courses.
8. Counselling with the Staff Development Fellow for Science Education prior to his departure for study in the U.S. and continued follow up with him by correspondence.
9. Presided over discussion groups for the Ministry of Education on the topic of individualised instruction during the month of June.
10. Met with External Examiner, Dr. Albert Leep and the External Evaluator, Dr. Patrick Lynch.
11. Administered examinations, scored and marked examinations for pupils of six classes during April 24 to May 24.
12. Visited a target school as a follow up of the April and August Maths workshops.
13. Coordinated exchange of pen pals between two elementary schools in Ohio with two primary schools of Botswana.

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Prepared by Dr. Marion Blue.

Report for Reading/Language Arts

During the reporting period the reading/language arts specialist:

1. Conducted Reading Workshop No. 1, Phase II of the PEIP multiplier workshops at the University of Botswana, June 25 - 28 and in Serowe, August 20 - 23, 1984.
2. Took annual leave during the month of July.
3. Worked with Mrs Dudu Mogobjwa as she began her teaching duties at the University. Mrs Mogobjwa returned from Ohio University in September after receiving her Master's degree in reading and language arts.
4. Wrote course outlines for EPI 302 - Teaching Reading in Primary Schools and EPI 303 - Teaching Language Arts in Primary Schools.
5. Taught EPI 232 - Teaching Language Arts to the Diploma students. Started teaching EPI 302 - Teaching Reading in Primary Schools. Mrs. Mogobjwa picked up this course upon her return to the campus.
6. Served as one of the University representatives on the Teaching Practice Moderation Team which moderated final teaching practice for Serowe Teacher Training College, October 9 - 11; Lobatse Teacher Training College, October 16 - 18; and Francistown Teacher Training College, October 23 - 26.
7. Prepared and presented Reading Workshop No. 2, Phase II of the PEIP Multiplier workshops in Francistown, October 22 - 25 Mrs Mogobjwa and two Batswana teachers assisted with preparation and presentation of the workshop.
8. Participated in ongoing activities of the Primary Education Department, Faculty of Education and Ministry of Education. These activities included inservice planning, Primary English Curriculum Panel and membership on various committees.

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Prepared by Dr. Iva Zajicek

Report for Teaching English as a Second Language

During the reporting period, the two TESL specialists\*

1. Presented 3 TESL inservice workshops.
2. Compiled final examination results and grade averages for DPE students for presentation to the Faculty Board and Senate.
3. Ordered culturally relevant children's books for the Primary Education Department.
4. Served as English moderator for the Teacher Training Colleges.
5. Served as a member of the Primary English Curriculum Panel.
6. Served as a member of the Board of Affiliated Institutions.
7. Began setting the Primary Teaching Certificate Examination in English.
8. Received orientation by attending the TESL workshop presented by the outgoing TESL specialist.
9. Prepared and began teaching two courses, EPI 200 - Teaching English as a Second Language and EPI 202 - Diagnostic Teaching, at the University of Botswana.
10. Completed setting the Primary Teaching Certificate Examination in English.
11. Became a member of the Primary English Curriculum Panel.
12. Assumed the position of Moderator in English for the Teacher Training Colleges.
13. Became a member of the Board of Affiliated Institutions and attended one meeting of that Board.

\* Mrs. Janet Ramsay departed post on August 24, 1984 while Ms. Peggy Wrhel arrived on post August 14, 1984. Items 1 through 7 represent primarily Mrs Ramsay's work while 8 through 16 are Ms. Wrhel's.

14. Organised and presented a TESL inservice workshop in Phase II of the second meeting of Target Schools 2 held in Mahalapye in October 1984.
15. Contributed children's story to MOSO , a children's English-medium magazine.
16. Participated in meetings relevant to PEIP, the Ministry of Education and the Faculty of Education at the University of Botswana.

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Prepared by Ms. Peggy Wrhel

Report for Inservice Education

During the reporting period the inservice specialist:

1. Helped coordinate and convene the PEIP workshops held May 1 - 3, June 25 - 28, August 20 - 23 and October 22 - 25.
2. Helped coordinate and teach education officers workshops held in June 25 - 28 and October 8 - 12.
3. Helped organise and made presentations at the following workshops:
  - August 14 - Head teachers workshop - Gaborone
  - August 27 - 28 Breakthrough evaluation meeting - Serowe
  - August 29 - 31 - Communication workshop for special workers in mental health personnel at Kanye.
4. Organised and coordinated the visit of British Council Consultant, Mr. Swallow, from October 9 through October 17th.
5. Helped organise and plan a training programme for Tirelo Setshaba participants.
6. Took over many of the inservice responsibilities of the inservice leader who was on sick leave during most of this reporting period.
7. Worked on a committee to develop and utilize a Needs Assessment Instrument for Education Officer workshops during the coming year.
8. Visited primary schools, Breakthrough classes, PEIP classes, and Education Centres.
9. Attended Ministry of Education and Primary Education Department meetings dealing with the following matters: PEIP, future planning for inservice education, education centres, utilization of Tirelo Setshaba participants, National Council on Teacher Education, Competency Model and Guidance and Counselling for Primary and Secondary Schools.
10. Assumed responsibility for chairing a committee dealing with the issue of continuous assessment in primary schools.
11. Worked with the Testing and Evaluation Unit in developing more effective assessment instruments for the PEIP workshops.

Report for Teaching Competency Project

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

1. Conducted a two week TTC Intern programme in which Interns learned to use the Competency Instruments, developed classroom observation skills, were introduced to unit planning and learned questioning skills.
2. Carried out three continuous assessment visits of the interns at the three TTC's and met with their assigned advisors.
3. Presented the Competency Instruments to the Curriculum Development Department at the Ministry of Education.
4. Carried on a three-day Competency workshop for a pilot group consisting of four Regional Education Officers and Education Officers and eight headteachers who then developed plans for implementation of the instruments.
5. Assisted in planning and participated in two Education Officer workshops. Presented the competency instruments and developed observation skills for them.
6. Conducted two graduate and one undergraduate courses.
7. Conducted three orientation sessions on the Competency Instruments for the three TTC staffs.
8. Revised the Competency Instruments using comments from Regional Education Officers, Education Officers and headteachers, and developed materials for the headteachers workshops.
9. Assisted in the proposed revision of the Affiliated Institutions Handbook and met with the Affiliated Board.
10. Assisted and advised M.Ed. students in the development of their research proposals.
11. Planned and developed the format and schedule for the headteachers' workshops and began the implementation.
12. Participated in a headteachers workshop and presented a unit on problem solving.
13. Presented the Competency Instruments to the Primary Education Department and invited guests.
14. Participated along with Mr. Mogasha, Principal Education Officer, in a Radio Botswana interview

dealing with the Competency Instruments.

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Prepared by Dr. Ray LeGrand

CHAPTER IV

PLANS FOR THE PERIOD NOVEMBER 1, 1984

THROUGH APRIL 30, 1985

1. Inservice Education

During the next six months period three rounds of workshops for the sixty participating primary schools will be conducted, at least one workshop exclusively for Education Officers will be held, and approximately twenty-two day-long workshops for headteachers and Education Officers will be carried out.

2. Refinement and Dissemination of the Teaching Competency Model

The continued refinement of the Teaching Competency Model and its dissemination nationally will continue over the next six-months period. This effort will be multi-faceted, involving a number of related activities. The competency instruments will continue to be refined as additional input is received from the various educational constituencies and the pilot schools. This will be accomplished through the workshops for headteachers, discussions with personnel who are utilising the model and meetings with University and TTC staffs, Ministry of Education Officials, University students and other interested persons. It is expected that nearly 100 percent of the headteachers will have had one day of training in the use of the instruments by the end of the next reporting period and that some headteachers will have begun utilising them in providing instructional assistance to teachers. The dissemination process will also involve meetings with the staffs of the Teacher Training Colleges and the Faculty of Education concerning the implications of the concepts represented by the Competency Model for the teacher education programme.

Institutionalisation

The PEIP project, as scheduled, will terminate in approximately 18 months. This requires particular attention to the transfer of responsibility from the Ohio team to their Batswana counterparts. This will involve, among other things, close liaison between Ohio and Batswana staff members in related disciplines, and "department building" considerations. The latter includes such matters as acquiring understanding of the role of University staff members (teaching, research and service), the responsibility of the Department in providing leadership in the field of primary education, and forging a departmental perspective on ways to improve teacher education and the educational needs of children. In cooperation with Ministry of Education,



it is hoped that further steps can be taken toward clarification of the organisational structure for the long-term development of the inservice delivery system.

4. Professional Evaluation Plan for the TTC's

The Ministry of Education has indicated that planning should get underway for the development of a programme for the regular, periodic evaluation of the teacher training colleges. The starting point for such a plan would be the consultancy report titled "A Model for the Professional Evaluation of the Teacher Training Colleges of Botswana" which incorporates institutional self-appraisal as a central element. The development of this plan will require broad involvement with the TTC principals having a central responsibility.

5. Discussions concerning a second PEIP Project

The Ministry of Education through the Ministry of Finance and Development Planning has formally requested that the United States Agency for International Development fund a follow-on primary education improvement project (PEIP II). If a primary education project were approved by USAID, much consultation among the various parties to such an undertaking would be required.

6. Continued Procurement of Commodities

The primary purchases of commodities yet to be made are library books related to the specific needs of the Batswana staff, however, the search will continue for culturally relevant books and local or regional instructional resource materials.

Projected Plans for Mathematics/Science

During the next six months, the Mathematics/Science specialist plans to:

1. Serve as Mathematics Coordinator for Teacher Training Colleges.
2. Complete the writing of three articles presently in process.
3. Prepare a video tape of mathematics teaching in the primary schools of Botswana.
4. Meet with the "laboratory" teacher of standard five assigned to the Primary Education centre and continue to provide her with assistance.
5. Continue counselling, guidance and assistance to students in the primary education programme.
6. Assist Dr. LeGrand and fourth year students as they prepare to assume leadership roles in the Teacher Training Colleges of Botswana.
7. Provide the returning Staff Development Fellow in the area of Science with assistance as he embarks upon University teaching.
8. Plan, prepare and present three workshops in mathematics and science.

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Prepared by Dr. Marion Blue

Projected Plans for Reading/Language Arts

During the period from November 1 to December 31, 1984, the reading/language arts specialist plans to:

1. Prepare course examinations to be reviewed by the external examiner.
2. Continue teaching the course EPI 232 - Teaching Language Arts to students in the second year diploma programme.
3. Conduct Reading Workshop No. 2, Phase II of the PEIP multiplier workshops in Lobatse, December 10 - 13. Specialist will be joined by returned participant, Mrs Mogobjwa, two primary school teachers and a representative from a primary teacher training college.
4. Organise materials for Reading Workshop No. 2, Phase II of the PEIP multiplier workshop to be presented in Mahalapye, February 4 - 7. Workshop to be presented by counterpart team.
5. Continue participation in ongoing activities of the Department of Primary Education, Faculty of Education and Ministry of Education.
6. Vacate her office at the University and her home at Plot 9995 Jinja in preparation for departure from post on December 31, 1984.)  
(Note: Dr. Zajicek will join the Swaziland Primary Education Project.)

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Prepared by Dr. Iva Zajicek

Projected Plans for Teaching English as a Second Language

During the next six months the TESL specialist plans to:

1. Plan and present three TESL inservice workshops (December, 1984 and February and April, 1985).
2. Continue teaching EPI 200 - Teaching English as a Second Language and EPI 202 - Diagnostic Teaching, at the University of Botswana.
3. Moderate the marking of the Primary Teaching Certificate Examination in English, and set the supplementary exam.
4. Serve as English Moderator for the Teacher Training Colleges.
5. Attend meetings of the Primary English Curriculum Panel.
6. Continue attending meetings of the Board of Affiliated Institutions.
7. Prepare materials required by the External Examiner.
8. Continue to contribute children's stories to MOSO, a children's English-medium magazine.
9. Continue participating in meetings relevant to PEIP, the Ministry of Education and the Faculty of Education.

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Prepared by Ms. Peggy Wrhel

Projected Plans for Inservice Education

During the next six month reporting period the inservice specialist plans to:

1. Help coordinate and convene the PEIP workshops scheduled for December, 1984, February, 1985 and April 1985.
2. Help plan, schedule, develop and teach in the Education Officer workshops.
3. Video-tape examples of "Master Teaching" in Botswana to be used in conjunction with the Teaching Competency Model and in methods courses in the primary education programme.
4. Be involved in the teaching of Tirelo Setshaba trainers December 3 - 5.
5. Facilitate the use of TTC tutors in planning and implementing the PEIP workshops.
6. Continue with many of the responsibilities of the Inservice Leader who has been transferred to a different post.
7. Help plan, organise and present in the two week-long workshops sponsored by the British Council dealing with Education Centres.
8. Continue working with Ministry of Education committees and sub committees dealing with inservice education and other related activities.

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Prepared by Dr. Luther Haseley

Projected Plans for the Teaching Competency Project

During the next six months reporting period the specialist for the Teaching Competency Project plans to:

1. Conduct Competency workshops for headteachers.
2. Write two articles for the Primary Teachers Newsletter.
3. Develop a follow-up pamphlet for Education Officers and headteachers.
4. Continue the development of the Competency Instruments in light of the experience with the Headteachers workshops.
5. Work with Ms. Ruth Monau as she takes over the supervision of the TTC Intern workshop and field experiences.
6. Develop and evaluate the examinations of the M.Ed. degree students.
7. Assist M.Ed students in the development of their dissertation proposals.
8. Prepare the Competency Instruments for government printing and distribution.

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Prepared by Dr. Ray LeGrand

APPENDIX A

Primary Education Improvement Project Participant Summary

## PRIMARY EDUCATION IMPROVEMENT PROJECT

## PARTICIPANTS

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

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



## APPENDIX B

## THE BOTSWANA TEACHING COMPETENCY MODEL

Competency Instruments for Classroom Procedures and  
Interpersonal Skills

TEACHING COMPETENCY INSTRUMENTS

CLASSROOM PROCEDURES

COMPETENCY I: USES TEACHING TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

TEACHER A: Teaching methods appropriate for objectives, BEHAVIOUR learning environment, and learners.

- EVIDENCE
1. Fails to use appropriate methods. —
  2. Methods matched to objectives
  3. Methods appropriate for learners.
  4. Learning environment is appropriate for the activities.

1	2	3	4
---	---	---	---

Comments:

TEACHER B: Uses appropriate teaching aids including the BEHAVIOUR chalkboard and materials from the environment

- EVIDENCE
1. Fails to use available aids.
  2. Uses teaching aids but are not appropriate.
  3. Effectively uses aids which are appropriate to the lesson.
  4. Uses the environment around the school as a resource.

1	2	3	4
---	---	---	---

Comments:

COMPETENCY II: COMMUNICATES WITH LEARNERS.

TEACHER A: Gives directions and explanations related BEHAVIOUR to lesson content.

- EVIDENCE
1. Direction/explanations are difficult to understand or are confusing.
  2. Most learners seem to understand, teacher clarifies any misunderstanding for whole class.

1	2	3	4
---	---	---	---

Comments:

3. Only one or two learners misunderstand, teacher clarifies individually.
4. No evidence of confusion on part of learners.

TEACHER B: Clarifies directions and explanations when learners misunderstand lesson content.

EVIDENCE 1. Discourages or ignores learners when they seek clarification.

1	2	3	4
---	---	---	---

Comments:

2. Restates communication in same words when learners do not understand.
3. Gives directions/explanations in different words and ideas when learners do not understand.
4. Anticipates misunderstanding before learners ask.

TEACHER C: Uses responses and questions from learners in teaching.

EVIDENCE 1. Uses negative words or actions which discourages giving responses or asking questions.

1	2	3	4
---	---	---	---

Comments:

2. Learners' contributions accepted without reinforcement.
3. Acknowledges learners and asks for learner response.
4. Asks for responses or questions frequently and provides feedback to learners.

TEACHER D: Provides feedback to learners throughout  
BEHAVIOUR lesson.

- EVIDENCE
1. Accepts learner comments without feedback.
  2. Responds to negative aspects of student work, few comments about positive aspects.
  3. Students receive feedback on both correct and incorrect responses.
  4. Helps learners evaluate their own or each other's performance.

1	2	3	4
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Comments:

TEACHER E: Uses acceptable written and oral expression  
BEHAVIOUR with learners.

- EVIDENCE
1. Not acceptable
  2. Speech is understandable (Pronunciation)
  3. Oral expression is correct (Grammar)
  4. Writing is legible and acceptable

1	2	3	4
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Comments:

COMPETENCY III: DEMONSTRATES A VARIETY OF TEACHING METHODS

TEACHER A: Implements learning activities in a logical  
BEHAVIOUR sequence.

- EVIDENCE
1. Activities unrelated to one another, and/or poorly sequenced.
  2. Activities are related for most ideas, skills etc.
  3. No problems of sequencing.
  4. Provisions are made for those who do not have basic learning skills.

1	2	3	4
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Comments:

## CLASSROOM PROCEDURES

Page 4

TEACHER B: Demonstrates ability to conduct lessons  
BEHAVIOUR using a variety of teaching methods.

- EVIDENCE
1. No teaching methods are used acceptably.
  2. Only one method is used acceptably.
  3. More than one method is used acceptably
  4. Teaching method(s) are skillfully used.

1	2	3	4
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Comments:

TEACHER C: Demonstrates ability to work with individuals,  
BEHAVIOUR small groups and large groups.

- EVIDENCE
1. Fails to demonstrate ability
  2. Different group sizes are used.
  3. Teacher's rule is appropriate to group size being used.
  4. Smooth change over from one size to another.

1	2	3	4
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Comments:

COMPETENCY IV: REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT  
IN INSTRUCTION.

TEACHER A: Uses procedures which get learners initially  
BEHAVIOUR involved in lessons.

- EVIDENCE
1. Fails to use procedures.
  2. Helps learner recall past experience or knowledge.
  3. Uses existing interests of learners as a link to new activities.
  4. Helps learners understand what the objectives of the lesson are.

1	2	3	4
---	---	---	---

Comments:

TEACHER B: Provides learners with opportunities for participating.  
BEHAVIOUR

- EVIDENCE
1. Fails to provide opportunities.
  2. Teaching Activities lead to passive participation
  3. Most learners have opportunity for active participation at some time during the lesson.
  4. All learners have opportunity for active participation.

1	2	3	4
---	---	---	---

Comments:

TEACHER C: Maintains learner involvement in instruction.  
BEHAVIOUR

- EVIDENCE
1. Fails to maintain learner involvement.
  2. Few learners are on task, many are bored with the task.
  3. At least half the class are interested in the task
  4. Almost all the learners appear to be involved in the learning.

1	2	3	4
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Comments:

TEACHER D: Reinforces and encourages the efforts of learners to maintain involvement.  
BEHAVIOUR

- EVIDENCE
1. Fails to encourage or reinforce learners.
  2. Uses activities which keep most students involved.
  3. Responds positively to learners who participate.
  4. Identifies and responds to learners who are not paying attention.

1	2	3	4
---	---	---	---

Comments:

CLASSROOM PROCEDURES  
Page 6

COMPETENCY V: DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.

TEACHER A. BEHAVIOUR Helps learners recognise the purpose and importance of topics or activities.

EVIDENCE 1. Fails to point out purpose or importance of topic.

1	2	3	4
---	---	---	---

2. Purpose or importance of topic or activity related some of the time.

Comments: /

3. Purpose or importance of topic or activity related most of the time.

4. Teacher encourages learners to question or relate importance of the lesson.

TEACHER B. BEHAVIOUR Demonstrates knowledge in the subject.

EVIDENCE 1. Lacks knowledge of the subject.

1	2	3	4
---	---	---	---

2. Subject area knowledge is accurate and up-to-date

Comments:

3. Relates subject to needs and realities of the local community.

4. There is more than one level of learning

CLASSROOM PROCEDURES  
Page 7

COMPETENCY VI: ORGANISES TIME, SPACE, MATERIALS AND EQUIPMENT FOR TEACHING.

TEACHER A: Attends to routine tasks.  
BEHAVIOUR

- EVIDENCE
1. Does not attend to routine tasks.
  2. Attends to routine tasks in an inefficient manner.
  3. Anticipates routine tasks and attends to them efficiently.
  4. Handled smoothly, many delegated to students.

1	2	3	4
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Comments:

TEACHER B: Uses teaching time effectively.  
BEHAVIOUR

- EVIDENCE
1. Is ineffective and wasteful of time.
  2. Begins promptly.
  3. Carries through the allotted time.
  4. Avoids delays and irrelevant matters.

1	2	3	4
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Comments:

TEACHER C: Provides a learning environment that is attractive and orderly.  
BEHAVIOUR

- EVIDENCE
1. Fails to provide an attractive environment
  2. Classroom is free of litter
  3. Furniture is neat and orderly.
  4. Bulletin boards and displays serve as teaching purpose.

1	2	3	4
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Comments:

Rev: 22nd October 1984  
26th July 1984  
25th May 1984  
10th April 1984



## TEACHING COMPETENCY INSTRUMENT

INTERPERSONAL SKILLS

COMPETENCY I: DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

TEACHER A: Communicates personal enthusiasm.  
BEHAVIOUR

- EVIDENCE
1. Communicates little or no enthusiasm.
  2. Communicates enthusiasm via eye contact or facial expressions and gestures indicating pleasure, concern, interest etc.
  3. Communicates enthusiasm via voice stressing points of interests and/or importance.
  4. Communicates enthusiasm with gestures to stress points.

1	2	3	4
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Comments:

TEACHER B: Stimulate learner interests.  
BEHAVIOUR

- EVIDENCE
1. Fails to stimulate learner interests.
  2. Appears anxious to begin.
  3. Uses interesting or important aspects of the topic.
  4. Stimulates by involving learners in activities.

1	2	3	4
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Comments:

TEACHER C: Conveys the impression of knowing what to do and how to do it.  
BEHAVIOUR

- EVIDENCE
1. Fails to convey impression.
  2. Materials for the lesson are on hand and accessible.
  3. Teacher appears to know what is to be done.
  4. Importance of topic is conveyed to learners.

1	2	3	4
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Comments:

INTERPERSONAL SKILLS  
Page 2

COMPETENCY 11: HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPT

TEACHER A: Demonstrates warmth and friendliness  
BEHAVIOUR

- EVIDENCE
1. Fails to show warmth and friendliness.
  2. Smiles at learners or laughs or jokes with them.
  3. Maintains close contact with learners by sitting or standing near them.
  4. Seeks information about the interests or opinions of learners.

1	2	3	4
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Comments:

TEACHER B: Demonstrates sensitivity to the needs and feelings of learners.  
BEHAVIOUR

- EVIDENCE
1. Fails to demonstrate sensitivity.
  2. Encourages learners when they have difficulty.
  3. Is courteous when dealing with learners.
  4. Reinforces learners when they do well.

1	2	3	4
---	---	---	---

TEACHER C: Demonstrates patience and understanding.  
BEHAVIOUR

- EVIDENCE
1. Fails to show these qualities.
  2. Uses language free of sarcasm or ridicule.
  3. Shows patience with or feeling for students who need additional time or explanation.
  4. Shows students through words or actions that their problems or comments are understood.

1	2	3	4
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Comments:

## INTERPERSONAL SKILLS

Page 3

## COMPETENCY III: MANAGES CLASSROOM INTERACTIONS.

TEACHER A: Provides feedback to learners about their  
BEHAVIOUR behaviour.

EVIDENCE 1. Fails to provide feedback

2. Provides verbal feedback for acceptable or unacceptable behaviour.

3. Uses language free of discouraging references when talking to or about learners.

4. Makes expectations about behaviour clear to learners.

1	2	3	4
---	---	---	---

Comments:

TEACHER B: Promotes comfortable interpersonal relationships.  
BEHAVIOUR

EVIDENCE 1. Fails to promote relationships

2. Speaks politely with learners.

3. Is fair and impartial when dealing with learners.

4. Courteous interchanges among learners exist or are encouraged.

1	2	3	4
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Comments:

TEACHER C: Maintains appropriate classroom behaviour.  
BEHAVIOUR

EVIDENCE 1. Is unable to control class.

2. Uses techniques (e.g. social approval, punishment, keeping on task, etc) to maintain appropriate behaviour.

3. Reinforces appropriate behaviour.

4. Overlooks unimportant behaviour or none exists.

1	2	3	4
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Comments:

INTERPERSONAL SKILLS

Page 4

51-

TEACHER D. Manages disruptive behaviour among learners.  
BEHAVIOUR

- EVIDENCE
1. Unable to manage behaviour.
  2. Deals with learners who caused disruptions rather than entire class.
  3. Violations carry consequences appropriate for learners.
  4. Attends to major disruptions quickly and fairly or there are none.

1	2	3	4
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Comments:

25 October 1984  
Rev: 26 July 1984  
7 June 1984  
10 April 1984

APPENDIX C

SEMNI-ANNUAL USAID PROJECT REVIEW

Primary Education Improvement Project  
(PEIP 633-0222)

SEMI-ANNUAL PROJECT REVIEW

Primary Education Improvement Project  
(PEIP: 633-0222)

September 18, 1984

I. Introduction

II. Major Achievements Over Last Six Months:  
March 1 - August 31, 1984

A. Ohio University Contract

1. Development of the Department of Primary Education at UB (continuation)

- a. Admission of fourth class to P.E. Program.
- b. Graduation of second Diploma class.
- c. New Senate regulation.
- d. External Examiner's report.
- e. Participation by team staff in MEd. Program.
- f. Internship for 4th year students at TTCs.
- g. Planning for integration of new staff into the Department of Primary Education.

2. The Inservice Education Program.

- a. Completion of Phase I (30 schools).
- b. Initiation of Phase II (60 schools).
  - (1) Six workshops (90 teachers) - April, June.
  - (2) Workshop for EDs at UB.
- c. Needs assessment for future ED workshop agendas.
- d. Assistance to 3 EDs for workshop planning.
- e. Identification and use of six Batswana Phase I participants to assist O.U. staff in conducting Phase II workshops.

3. Participant Training/Localization

- a. Science participant departed.
- b. Four completed training and returned.
- c. Last one identified for inservice education training.

4. Teaching Competency Model

- 5. Remodeling of Primary Education Centre.
- 6. Participation by O.U. Staff on Curriculum panels.
- 7. Commodity Acquisitions.
- 8. Project Evaluation.

- a. Lynch Report, May, 1984.
- b. Advisory Committee Mtg., June, 1984.

9. Personnel Changes

- a. Departure of Don Knox to Swaziland.
- b. Arrival of Max Evans, replacement.
- c. Departure of Janet Ramsay, TESOL.
- d. Arrival of Peggy Wrhel, replacement.

B. General Project Activities

1. Departure of Dr. Marge Muehlke, Science OPEXer, UB.
2. Extension of contract of Mr. Jack Purves for one year, Education OPEXer, MOE.
3. Submission of P. Lynch Report to MOE.
4. Project Implementation Letter #9.

III. Problems, Issues and Developmental Needs.

A. Integration of new Batswana Staff into the Department of Primary Education and the Transition of Responsibility of O.U. Personnel to Batswana Staff.

B. The Future of PEIP

1. Contract termination March 31, 1986.
2. Phase II possibility.
3. Role of Batswana DPE staff in relation to inservice education.
4. Inservice Education participant must depart for training no later than January, 1985.
5. Organization structure for inservice education at the MOE.
6. Nature of assignments by UTS of the Diploma of Education graduates.
7. Need for short-term consultants in distance teaching and guidance and counseling.
8. Evaluation reports from Testing Centre on 1983/1984 workshops, completing Phase I Inservice Education, not submitted to USAID.

IV. Major Activities/Actions Planned for Six Month Period, September 1, 1984 - March 1, 1985.

A. Ohio University Contract

1. Development of Department of Primary Education (cont.).
  - a. Develop and teach courses for the 4th year of the B.Ed. Program.
  - b. Selection of an external examiner.

-3-

2. The Inservice Education Program
    - a. Conduct Phase II workshops in October, December, January and February.
    - b. Conduct a workshop in October for EOs.
    - c. Inservice Education centre network.
  3. Participant Training/Localization
    - a. Return of science participant.
    - b. Departure of 10th (last) participant in inservice education/administration, 1/85.
  4. Teaching Competency Model
    - a. Extension to TTCs.
    - b. Video-taping of outstanding teaching.
  5. Evaluation of Teacher Training Colleges
  6. Project Evaluation and Supervision
    - a. FEIP Advisory Committee Meeting - 11/84
    - b. Liaison with UB, MOE, USAID on issues/problems.
  7. Personnel Changes

Dr. Iva Zajicek will leave 12/84 for Swaziland, no replacement for SS/LA. Batswana will assume full responsibility.
- B. General Project Activities
1. Preparation for project evaluation in May/June, 1985.
  2. Planning for PEIP II.

  
Drafted by: HRDO:ADomidion:slb:9/9/84



APPENDIX D  
NEEDS ASSESSMENT FOR EDUCATION OFFICERS



University of Botswana <sup>63</sup>

Private Bag 0022  
Telephone 51151

Gaborone

Botswana  
Telex 2429 BD

14th August, 1984

Dear Sir/Madam,

Enclosed is a survey of possible topics for future E.O. workshops. These topics were compiled from the suggestions made by the E.O.'s at the last workshop in June at the University of Botswana. Some additional topics were suggested by the Planning Committee. You will note that you are given the opportunity to add other topics to the list if you feel important items have been omitted. We would like you to complete the enclosed survey and return it as soon as possible to:

Dr. Max Evans, Head,  
Department of Primary Education,  
University of Botswana,  
Private Bag 0022,  
Gaborone

Our next step in developing future workshops, as suggested by the E.O.'s, is to have the Planning Committee of selected E.O.'s, Ministry and University personnel compile the results of this survey and then develop a "curriculum" for the remaining workshops. We will keep each of you informed as to our progress in this endeavor.

We look forward to seeing you at our next workshop.

Yours faithfully,

Dr. Max W. Evans, Head  
Department of Primary Education

Mr. M. K. Mogasha  
Chief Education Officer

64

EDUCATION OFFICERS' FUTURE WORKSHOPS  
(NEEDS ASSESSMENT INSTRUMENT)  
AUGUST 1984

Please tick after each of the following items whether you consider it of HIGH, AVERAGE or LOW priority as a topic for a future workshop for E.O.s. Add any item you feel is important which may have been omitted. ITEM G is to list the top five items which you feel are the most important and relevant for future workshops.

SUGGESTIONS FOR FUTURE EDUCATION OFFICER'S COURSES

	High Priority	Average Priority	Low Priority
A. <u>ADMINISTRATION AND PLANNING</u>			
1. Role and function of Education Officers.	<u>12</u>	<u>3</u>	<u>1</u>
2. Developing communication and discussing common issues between E.O.'s and Education Secretaries.	<u>3</u>	<u>8</u>	<u>5</u>
3. Relationship of E.O.'s to Education Centres, CDU, Schools, Broadcasting, TAPU, UTS, Ed. Sec., RTC, Examinations.	<u>8</u>	<u>7</u>	<u>1</u>
4. Principles and skills of administration for E.O.'s	<u>10</u>	<u>6</u>	<u>—</u>
5. Public Relations skills in dealing with the community.	<u>4</u>	<u>8</u>	<u>4</u>
6. Developing criteria and skills to evaluate personnel for such administrative purposes as promotion, courses, transfers, dismissal.	<u>11</u>	<u>5</u>	<u>—</u>
7. <u>Guidance &amp; Counselling (2)</u>			

	High Priority	Average Priority	Low Priority
B. <u>SUPERVISION / ORIENTATION</u>			
1. Principles and skills of super- vision	<u>13</u>	<u>3</u>	<u>—</u>
2. Orientation techniques for new Head teachers and E.O.'s.	<u>15</u>	<u>1</u>	<u>—</u>
3. Professional super- vision of Head teachers	<u>13</u>	<u>3</u>	<u>—</u>
5. _____ _____			

	High Priority	Average Priority	Low Priority
C. <u>RESEARCH AND EVALUTATION</u>			
1. Evaluation of school Programmes, Activities Teaching Aids and learning climate.	<u>14</u>	<u>2</u>	<u>—</u>
2. Ability to ana- lyze data and research	<u>8</u>	<u>5</u>	<u>3</u>
3. Development of "Needs assessment" and "Follow up for schools teachers and pupils.	<u>13</u>	<u>3</u>	<u>—</u>
4. <u>Ability to plan programmes by H. Teachers</u> <u>Reporting styles. 27</u>			

High Priority	Average Priority	Low Priority
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D. SKILL TRAINING

1. Skills in planning and implementing inservice training/courses	<u>14</u>	<u>2</u>	<u>—</u>
2. Skills in conducting conferences and meetings	<u>4</u>	<u>9</u>	<u>3</u>
3. Skills in counselling techniques (looking at personal adjustment problems)	<u>6</u>	<u>7</u>	<u>3</u>
4. How to identify and settle disputes	<u>6</u>	<u>9</u>	<u>1</u>
5. Skills in observation and interviewing	<u>10</u>	<u>5</u>	<u>1</u>
6. _____			

E. CURRICULUM DEVELOPMENT

	High Priority	Average Priority	Low Priority
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1. Development of teaching materials related to syllabuses	<u>8</u>	<u>8</u>	<u>—</u>
2. Basic Techniques in curriculum development	<u>11</u>	<u>5</u>	<u>—</u>
3. Mastery learning	<u>5</u>	<u>8</u>	<u>2</u>
4. Individualizing instruction	<u>13</u>	<u>3</u>	<u>—</u>
5. The teaching of reading and the development of reading materials and teaching aids	<u>11</u>	<u>5</u>	<u>—</u>

6. *Locating and correcting reading difficulties*

7. *Teaching of second language as opposed to mother tongue.*

	High Priority	Average Priority	Low Priority
--	------------------	---------------------	-----------------

F. OTHER POSSIBLE TOPICS

1. Child Psychology	<u>5</u>	<u>8</u>	<u>3</u>
2. Issues and Problems of Education in Botswana	<u>12</u>	<u>4</u>	<u>—</u>
3. Knowledge in special education	<u>5</u>	<u>9</u>	<u>2</u>
4. Implications of the national principles for education.	<u>7</u>	<u>6</u>	<u>3</u>
5. Breakthrough to Setswana	<u>13</u>	<u>3</u>	<u>—</u>
6. <u>Review of UTS regulations</u>			

G. The five most important items, of the above, which I would like to have as topics for future workshops are:

1. Role and function of the E.O.
2. Principles and skills of administration for E.O's.
3. Skills in planning & implementing enrolment courses
4. Breakthrough to Setswana
5. Principles and skills of supervision  
Orientation techniques for new headteachers.

68

APPENDIX E

Discussion Paper

Role of Department of Primary Education Staff in Inservice  
Education

## UNIVERSITY OF BOTSWANA

Memorandum

TO: Permanent Secretary, Ministry of Education and  
the Vice Chancellor, University of Botswana

FROM: Professor Max Evans, Chief-of-Party  
Primary Education Improvement Project

DATE: 8th August 1984

SUBJECT: ROLE OF DEPARTMENT OF PRIMARY EDUCATION STAFF IN  
INSERVICE EDUCATION

Attached is a copy of the discussion paper which I have prepared as an outgrowth of the meeting of the Vice Chancellor of University of Botswana, the Permanent Secretary, Ministry of Education, the Chief Education Officer, Primary Teacher Training and myself on the 5th of June, 1984 at which time the subject of the longterm role of Department of Primary Education Staff Members in inservice education was briefly discussed. Professor Donald Knox, former Chief-of-Party and Head, Department of Primary Education, had prepared an earlier paper in which this issue was raised and two suggestions put forth concerning how staff members could be recognized and rewarded for conducting extensive inservice education programs which would be well beyond normal faculty loads and expectations. It was the concensus of the group that some other alternatives needed to be explored. This paper represents an attempt to do that.

It is an assumption of this paper that the design of the delivery system for inservice education for teachers in the primary and secondary schools is a responsibility of the Ministry of Education, but that other agencies in the educational community, including University Staff Members, have an important role to play in the process. For this reason, it may be useful to meet soon to discuss this subject in some detail.

It may be appropriate to note here that while this paper is addressed to the role of staff in the Department of Primary Education, the question raised is probably relevant to the other Faculty of Education and, perhaps, to other University of Botswana departments as well.

*Max W. Evans*

Max W. Evans

Attachment

MWE/mdm

cc: Chief Education, Primary and Teacher Training  
Dean, Faculty of Education



A DISCUSSION PAPER

SOME ALTERNATIVE APPROACHES TO CONTINUING INSERVICE  
EDUCATION WORKSHOPS AS PEIP IS PHASED OUT

by

Professor Max W. Evans  
Head, Department of Primary Education  
Chief of Party (PEIP)

71

## INTRODUCTION

In a position paper dated 8 May, 1984, Professor Donald Knox, Head of the Primary Education Department discussed the issue concerning the institutionalisation of PEIP inservice education activities and the future involvement of Botswana primary education lecturers at the U.B. in inservice programmes. The matter has come to the fore because an Ohio University/USAID funded faculty member is scheduled to depart from Botswana in December, 1984 and will not be replaced. She, like other such funded faculty members, has had as a part of her assigned duties the responsibility for conducting six (6) four (4) day workshops per year for primary school teachers and headteachers in a specially designed programme. Dr. Knox pointed out that these faculty members actually devote about 18 weeks of work per year to this inservice activity. He also appropriately noted that "this is a demanding workload on top of what is already expected and required as a University lecturer."

An obvious and immediate question is raised by this set of circumstances: should the Botswana Department members who replace the Ohio University/USAID funded lecturers be expected to continue the PEIP workshops? And other equally fundamental issues are raised, among which are the following:

1. Is it desirable that an intensive programme of inservice education for the primary schools of Botswana be maintained beyond the life of the PEIP project (currently scheduled to terminate in March, 1986)?
2. If the answer to question No.1 is "yes", how will the inservice education delivery system be organised and staffed?  
(Note: It is an underlying assumption of this paper that the Ministry of Education has the overall responsibility for organising and implementing the inservice education programme for primary school teachers and administrators. In carrying out this function, it is further assumed that the MOE will continue to utilize appropriate external resources to achieve its inservice education objectives.)
3. What is the most effective and appropriate role for University staff members in the delivery of inservice education to primary school teachers.

It is obvious that these questions represent important policy decisions which require careful consideration by a variety of affected bodies. The eventual decisions derived will, of course, have long term consequences for not only the inservice programme but also for the University and Ministry of Education. It is the intent of this paper to discuss a number of aspects of

72

the problem in the hopes that this will stimulate dialogue toward a solution which is both effective and efficient for the Ministry of Education and the University of Botswana.

### The Future of Inservice Education in Botswana

Because of the relative lack of professional training of the primary school teachers in Botswana, the Government has made a significant commitment over the past two decades to improving the quality of instruction through inservice education. The delivery of inservice education has involved a variety of agencies and individuals, most of which have been under the coordination umbrella of the Ministry of Education. Obviously the writer cannot speak for the Ministry of Education as to what the future thrust of inservice education will be, but historical trends and current discussions strongly suggest that inservice education in the primary schools is a high priority for the future and that even more will be done than is now the case. If this is a reasonably accurate assessment of current Government thinking and planning, then it is necessary to examine some alternative approaches to maintaining and building upon the work which has been taking place over the past several years.

### Some Alternative Perspectives

In the following section of this paper, the writer will comment briefly upon a number of different aspects of the evolving delivery system for primary school education in Botswana. These perspectives deal with the following subjects: the role of the Department of Primary Education in the inservice process; the secondment of Ministry of Education personnel to the Department of Primary Education for inservice education purposes; graduate students as inservice education providers; the emerging role of the Education Centres, and the Teacher Training Colleges as major components in the inservice education delivery system.

#### The Role of the Department of Primary Education

Professor Knox set forth one approach to continuing the PEIP inservice programme, namely, to have lecturers in the Primary Education Department at the University of Botswana pick up and continue the work carried out by the Ohio University/USAID contract team. He also pointed out that some adjustments would have to be made in the traditional role of these faculty members since they could not be expected to carry a full teaching load, do research and writing, and give the equivalent to three or four months out the year to inservice education.

The role for staff members at U.B. are defined in the document titled The Terms and Conditions of Service for Academic and Senior Administrative Staff of the University of Botswana (1st August, 1982) which are rather explicit in outlining the general duties of the academic staff. These duties include, among others, the following:

To give such lectures and tutorial instructions and conduct such seminars, discussions and other means of instruction as may be required for full-time and part-time students.

To plan and prepare courses for the University.

To conduct research in their respective fields.

To serve on all University Boards or Committees to which they may be appointed.

It is probably accurate to state that the duties listed above are very representative of the expectations held by most universities around the world. In addition to the teaching function (sharing of knowledge) it is typically expected that university faculty will be contributors to the body of knowledge in their respective disciplines. The latter function involves conducting research and sharing findings through publications, papers, and addresses.

It is reasonable to expect that societies in developing countries, would look toward their higher education institutions to provide leadership in addressing their countries' developmental problems. This strongly suggests in the case of Botswana that, because of the crucial role which education must play in the country's future development, the Faculty of Education should assume an increasingly significant role in finding solutions to the country's persistent educational problems. If the Faculty of Education does not develop the capacity to undertake rigorous research and development activities, the country must resign itself to continuing dependency upon expatriates, donor agencies and research carried out in other African countries. (It should be noted at this point that an important aspect of the proposed Phase II of the PEIP programme addresses itself to increasing the capacity of the Department of Primary Education both to conduct research and to guide the research activities of Master's degree students.)

It is, thus, the writer's view that a continued massive involvement by the Department of Primary Education in conducting inservice education for primary school teachers would not represent the optimum use of the specialised training of this small cadre of professionals. This is not to say, however, that the University staff members have no responsibilities in this area. In fact, just the opposite is true. The Faculty of Education has a vital role to play in the country's inservice education effort. The following would seem to be some of the ways for the Faculty of Education to make significant direct contribution to Botswana's inservice education effort:

1. Through work with the primary schools, including needs assessments and research activities, identify those problems in the educational system which should be attacked through inservice education.
  2. In cooperation with appropriate units in the Ministry of Education design inservice programmes to address the problems identified.
  3. Again, in cooperation with the MOE, assist in developing primary school curricula, teaching strategies and evaluation techniques
- which would be installed in the schools through inservice education programmes.
4. Serve as trainers of those persons who will have the primary responsibility for delivering inservice education programmes.

In summary, the Faculty of Education, as knowledgeable specialists in their respective fields, should play leadership roles in identifying inservice education needs in Botswana and in developing appropriate modalities for the delivery of inservice education to client populations. It goes without saying, perhaps, that faculty members will from time to time be directly involved in working with primary school teachers as they test their ideas with children in classrooms or demonstrate teaching techniques with students which primary teachers can observe.

The Secondment of TTC tutors to the Department of Primary Education for Inservice Education Purposes

Another alternative arrangement to having U.B. faculty members personally

conduct inservice education programmes in the primary schools would be to have the MOE second to the Faculty of Education two to four TTC tutors who might have as a part of their responsibility conducting inservice education for primary school teachers. Under such an arrangement the seconded tutors could spend a portion of their time in inservice education activities and, concurrently, study toward their next degree. Some advantages to this arrangement are that faculty members could direct and oversee the inservice work of the tutors. In addition, the tutors would be gaining important skills in the management of complex inservice education programmes which would have important carryover value upon their return to the teacher training colleges. A reasonable period for each secondment would seem to be 2 - 3 years. Tutors could be selected who had strengths in the areas which were identified as being high inservice education priorities. The opportunity to study for a higher degree should provide a high level of motivation for seconded tutors.

Graduate Students as Inservice Education Providers

Currently under consideration is a proposal for Phase II of PEIP which includes in its objectives the development of a Masters degree programme in Primary Education which would serve, among other populations, the tutors of the TTC's. If this proposal is approved by the Government of Botswana and USAID, 12 successful tutors would be selected annually from the four TTC's to study for the M.Ed. degree.

Presumably each M.Ed. student would spend one year on the U.B. campus completing coursework and developing a dissertation proposal. One dimension of the M.Ed. programme could incorporate a "hands on" experience which would require that each student, under the supervision of a faculty member and in cooperation with the Ministry of Education, plan, organise, carry out and evaluate an inservice education activity for primary school teachers. Such requirement in the M.Ed. programme has the potential for being an excellent learning experience for the M.Ed. students and, at the same time, it would strengthen the capacity of the TTC's to be providers of inservice education. If each of the 12 graduate students were to carry out one workshop annually this would be approximately two-thirds of the number of workshops currently being conducted under the PEIP project.

The Emerging Role of the Education Centres

It appears highly likely that Education Centres will become increasingly critical components in the inservice education delivery system as the number of them are increased and they become staffed with professionally prepared educators. The emerging linkages between the Education Centres and the Teacher Training Colleges also show promise for enlarging the pool of human and physical resources which could be drawn upon to assist in the inservice education programme. It is apparent that the adoption of a MOE policy to guide the long-range development and operation of the Education Centres is central to clarifying relationships and responsibilities among various agencies for the inservice programme.

The Teacher Training Colleges as Major Components in the Inservice Education Delivery System

There seems to be an increasing acceptance of the idea that the role and function of the TTC's should be expanded to include a defined responsibility for providing inservice education to primary school teachers and administrators. Evidence of this is the fact that the MOE is deliberately pursuing a policy of linkages between the education centres and the TTCs. It should be noted also that some TTC tutors, currently and in the past, have voluntarily participated in the conduct of inservice education programmes.

Several considerations argue for a greater TTC role in the inservice education delivery system. First, they are strategically located and possess many of the physical facilities needed for mounting and maintaining inservice education programmes. Secondly, the TTC's increasingly will be staffed with professionally prepared Batswana tutors who will have the capacity and skills needed to help teachers improve instruction. (This developmental process will be hastened considerably if the M.Ed. programme mentioned earlier can be initiated.) Third, when one considers that the total staff of the TTC's will number upwards of 100, it becomes apparent that with some modest additional investment of resources at the teacher training college level the network for delivering inservice education to the primary schools can be greatly extended beyond that which exists today. Perhaps it is not unreasonable to think in terms of each tutor, in cooperation with an Education Centre, having the responsibility for conducting one workshop annually for primary school teachers. If each workshop served, say, 30 teachers, a total of approximately 3,000 primary school teachers could be served each year in this way alone.

### AN INSTITUTE OF EDUCATION

Although an Institute of Education does not now exist in Botswana, interest has been shown in recent months by officials of both the Ministry of Education and the University of Botswana in the establishment of such a structure as an instrument for marshalling certain resources in the educational community for specialised activities. In the long-term development of the educational system of Botswana, the establishment of an Institute of Education would seem to be a fairly good probability. In such an eventuality, it would seem likely that the Institute, drawing upon the resources of both Ministry of Education and the University, would play a very significant role in the delivery of inservice education to teachers.

### Summary

The purpose of this paper, like its predecessor by Professor Knox, was to discuss the role of the Department of Primary Education staff in the delivery system for inservice education in Botswana. It quickly became apparent that this question must be viewed in the larger concept of the overall inservice education programme which the MOE seeks to implement. Thus, the discussion touched also upon the roles of the Education Centres and the TTC's, and suggested an Institute of Education as a possible participant in an inservice education programme. It is hoped that this paper will stimulate discussion concerning still other aspects which should be considered in institutionalising the effective elements of the PEIP workshops which will have been carried out with over 200 teachers over a four-year period. It is also hoped that this discussion will be of some value to the MOE in its crucial policy deliberations and decisions concerning the future organisation of the inservice education delivery system. The following criteria, among others, may provide some useful suggestions for judging the quality and acceptability of the various proposals which may be put forth:

1. To what extent do the various alternatives build upon and extend the work which is being carried out under PEIP and through other inservice education activities of the MOE?
2. To what extent are the various proposals consistent with the long range developmental policies of the MOE and the UB concerning inservice education?
3. To what extent are the financial and human

resources available to carry out the various alternative plans?

4. To what extent does the plan make optimum use of the human and other resources which are, or will be, needed and available?
5. To what extent are the various alternatives in harmony with the national goals for education which have been set by the GOB?

APPENDIX F

Discussion Paper

Objectives and Rationale for a Proposed Phase Two (PEIP II)  
of the Botswana Primary Education Improvement Project



73

DEPARTMENT OF PRIMARY EDUCATION

MEMORANDUM

TO: Mr. K. M. Masogo, Permanent Secretary, MOE  
Dr. T. Tlou, Vice Chancellor, UB  
Mr. P.V. Sephuma, Chief Education Officer PTT  
Dr. B. Otaala, Dean, Faculty of Education  
Dr. A. Domidion, Human Resource Development Officer, USAID

FROM: Dr. Max W. Evans, Chief-of-Party, PEIP, Head,  
Department of Primary Education

REF: PE(235)ME/jth

DATE: 21st August, 1984

SUBJECT: Objectives and Rationale for a Proposed Phase TWO (PEIP II)  
of the Botswana Primary Education Improvement Project.

At a meeting of the Vice Chancellor, the Permanent Secretary and the Chief Education Officer, PTT in June 1984, I was asked to prepare a review of the paper which Dr. Donald Knox had developed concerning a possible Phase II of the PEIP project. The attached paper represents my response to the group's request.

In the intervening period I have had a number of discussions with Ministry, University and USAID officials concerning a possible PEIP II project. I have found considerable support for a continuing primary education initiative: however, a few questions were raised concerning certain objectives. As a result of those conversations and my own assessment of the situation, I have made a few modifications in the objectives and elaborated to some extent on the purpose and need for each of them. You will note that I have added an objective dealing explicitly with inservice education and omitted the objectives dealing with a research journal and a part-time B.Ed. programme. Some relatively minor modifications were made in others.

I understand that the Permanent Secretary, MOE sent a request to the Permanent Secretary, MFDP some time ago concerning a Phase II PEIP project and that the Ministry of Finance and Development Planning has recently communicated with USAID Botswana, concerning the matter. In view of the fact that the termination of the current PEIP programme is now in sight (March 31, 1986), detailed discussions and planning should probably get underway soon. I hope the attached paper will be useful as we examine the emerging high priority needs of the primary schools in Botswana and the most effective way to address them.

*Max W. Evans*

Dr. Max W. Evans, Head  
Department of Primary Education

c.c. Dr. Albert Leep, PEIP Campus Coordinator

79

OBJECTIVES AND RATIONALE FOR A PROPOSED PHASE TWO OF THE  
BOTSWANA PRIMARY EDUCATION IMPROVEMENT PROJECT  
(PEIP TWO)  
August, 1984

INTRODUCTION

In April, 1984, Dr. Donald Knox, then Chief-of-Party for the Ohio University/USAID Botswana Primary Education Improvement Project (PEIP) developed a paper titled "Proposed (Preliminary) Plans for Five Year Extension of the Primary Education Improvement Project". The paper was initially circulated to officials in the Ministry of Education (MOE), the University of Botswana (UB) and the Botswana Mission of the United States Agency for International Development (USAID). Later copies were disseminated more widely through inclusion in the Semi-Annual Report No. 5 of PEIP. A number of discussions have ensued as a result of that proposal which have included, among others, the following officials: The Director and the Human Resource Development Officer of USAID, Botswana; the Permanent Secretary and Chief Education Officer for Primary and Teacher Training, MOE; the former and present Vice Chancellor of UB; and officials and faculty at Ohio University.

The current PEIP programme is scheduled to terminate on March 31, 1986. There seems to be widespread consensus that this project is essentially on target with regard to the accomplishment of the objectives established for it, i.e., the development of a department of primary education at UB staffed by Botswana teacher educators, the establishment of an inservice education programme for primary school teachers and administrators and the construction and equipping of a hostel and primary education centre (PEC) at UB. As PEIP moves toward its termination an urgent question for the parties involved with it emerges: is there a high priority need to give continued special attention to the primary education programme in the country? If the answer to that question is in the affirmative, as conversations with high level Botswana educators suggest, then the discussion must turn to the matter of what kind of assistance would make the greatest positive impact in helping Botswana achieve its goals for national development. This paper, building upon the presentation by Professor Knox, is an attempt to respond to that question. It is hoped that this proposal will provide a useful starting point for early discussion among relevant parties who would be likely to be involved with the design and decision making associated with a second primary education (PEIP II) project.

PROPOSED OBJECTIVES FOR PEIP II

1. To develop and implement a Master of Education programme in primary education at the University of Botswana.
2. To provide doctoral level training for a critical core (5-7) of the Botswana staff in the Department of Primary Education (DPE).
3. To develop a focused programme of educational research and

70

development in the DPE which would identify and address basic problems and constraints in the improvement of primary education in Botswana.

4. To assist in the continuing development, implementation and coordination of the teacher education programme in the four primary teacher training colleges (PTTC).
5. To assist in the continued development of the inservice education delivery system for the primary schools of Botswana.
6. To increase the annual intake in the B.Ed. programme from 20 to 40 per year.
7. To design and implement a part-time Diploma of Primary Education programme utilizing models developed by the Institute of Adult Education.
8. To assist with the development of a programme for distance teaching by means of appropriate technologies which will provide inservice education to teachers and instruction to children in remote areas and to the schools generally.

#### ELABORATION AND RATIONALE FOR THE PROPOSED OBJECTIVES

Objective One: To develop and implement a Master of Education programme in primary education at the University of Botswana.

The initial primary target group for M.Ed. programme would be tutors in the PTTCs; however, other educational personnel would be expected to be served by this programme as it developed. Since the four PTTCs are the locus for selecting and preparing almost all of Botswana's primary school teachers, a strong argument can be made that continuing improvement of the quality of education for primary school children will be linked to qualitative professional improvement of the staff of the colleges. While the current B.Ed. programme represents a distinct qualitative step forward by specifically preparing primary school teacher-educators who will staff the PTTCs, a reasonable medium to long range goals would be to have most, if not all, of the tutors be holders of an M.Ed degree. The expected outcomes of such a programme would be a tutorial staff who were more knowledgeable about the field of preparing teachers and who were also more expert in their subject matter specialities. No doubt the goal of having all PTTC tutors prepared to the Masters degree level can only be attained in the foreseeable future through an in-country programme as opposed to an out-of-country M.Ed. degree. (It seems relevant to note that having PTTC tutors prepared to the Masters degree level would provide approximately the same level of preparation (5 years) which is now required for the Post Graduate Diploma in Education students who assume senior secondary teaching posts.)

Under the proposed project, a degree programme for the Master of Education would be cooperatively designed and implemented at UB. For example, on a rotating basis students could be released from the PTTCs

after they had served successfully as tutors for two years. In the main, they would be selected from graduates of the UB primary education B.Ed. programme. A target might be to select three teachers for Masters degree studies from each of the four PTTCs each year.

The students in the Master's degree programme would pursue studies in advanced teacher education and a single subject matter speciality as illustrated below:

Teacher education and mathematics education

Teacher education and Setswana education

Teacher education and administration/supervision

Under this arrangement the MOE would provide bursaries for the graduate students through the life of the project.

Objective Two : To provide doctoral level training for a critical core (5-7) of the Batswana Department of Primary Education staff.

Several factors weigh heavily in favour of doctoral level competencies for a substantial proportion of the DPE staff. Among them are the following:

1. A credible Masters level programme would require that a goodly proportion of the instructional staff be prepared well beyond the Master's level itself.
2. A graduate programme, by definition, implies that both students and faculty should be engaged in research activities. At least some of the DPE staff must have some highly developed research skills in order to teach and guide students in research and development activities and to carry out their own studies.
3. In the long term Botswana needs to develop an increasingly sophisticated internal capacity for dealing with its educational problems. Society should be able to look to its higher education institutions for leadership and direction for continued development. Because of the fact that primary education serves most of the children of Botswana and is the foundation upon which all other educational programmes must build, the DPE at the UB must carry a heavy responsibility for the betterment of the schools. Experience suggests that advanced degrees for some of the DPE staff and continued professional growth for all is a "must" if a strong department is to emerge in the years ahead.

The project, as proposed, would provide for a total of at least five participants on a long-term basis (up to 24 months each) to study at the PH.D. or Ed.D. level. These participants would be drawn from the present staff members in the DPE or from other appropriate sources if suitable candidates were not available. The institutions for advanced

study will be selected to assure that the programmes are of high quality and relevant to the needs of the primary education programme. The institutional contractor would be expected to design individually tailored training programmes for each participant.

It is proposed that after the Botswana DPE lecturers had spent at least two years at UB, they would become eligible for selection to return to the United States for doctoral study. Normally no more than 18 months would be required to complete course work and associated comprehensive examinations. It is expected that they would have designed their research proposals and had them approved by their respective doctoral committees before returning to Botswana to collect and analyze their data and prepare a draft of the dissertation.

(Note: It would seem advisable for each participant prior to leaving for doctoral studies, to identify a suitable problem area as a future Dissertation topic which would bear directly upon the improvement of primary education in Botswana.) Each participant, while back in Botswana conducting research, would be under the supervision of a contractor specialist. When the dissertation was essentially completed, the participant would return to the United States to work directly with his/her advisor in preparing the final research report and defending the dissertation. It is anticipated that this would take approximately three months.

An illustrative list of doctoral level training needs for the DPE is as follows:

1. Science education
2. Social science education
3. Mathematics education
4. Administration and supervision
5. Early childhood education
6. Teaching English as a second language
7. Reading and language arts
8. Media development

Objective Three To develop a focused programme of educational research and development in the DPE which would identify and address basic problems and constraints in the improvement of primary education.

The initiation of a Masters degree programme in Primary Education provides the opportunity for the M.Ed. students to be directly involved under faculty supervision in carrying out educational research and development projects. It is proposed that the staff of the DPE and others in the Faculty of Education, in collaboration with the MOE, identify high priority problem areas within the primary education system which needs to be addressed and that the research and development activities of the staff and graduate students concentrate on those areas. The emphasis throughout would be upon solving educational problems which would lead to qualitative improvements in primary education.

**Objective Four** To assist in the continuing development, implementation and coordination of the teacher education programme in the four PTTCs.

A number of significant changes are occurring in the PTTCs which have implications for the preservice education of teachers: the system is expanding; within a few years the tutorial staff will be essentially localised; the localised staff will be composed of persons who are experienced primary school teachers themselves and who have been prepared as teacher educators rather than as secondary teachers; and the number of candidates applying for admission to the PTTCs suggest a distinct possibility for the qualitative improvement of the primary school teaching force in future years.

There is now a need to focus upon the internal design of the curriculum at the PTTCs to provide for a greater integration of content and methodology. At the same time it is desirable that the colleges, collectively and individually, develop processes for evaluating their programmes of teacher education so that programme development can be viewed as an on-going activity.

The selection of primary teachers for Botswana occurs through the admissions process at the PTTCs. Refining the selection procedures to insure, in so far as possible, that only the ablest are admitted to the teaching ranks is deserving of very close attention and study. This would also involve a review of the examination system, both for admission to the PTTCs and for determining those who meet the certification standards to become teachers after completion of the two-year training programme.

**Objective Five** To assist in the continued development of the inservice education delivery system for the primary schools of Botswana.

Several reports in recent years have drawn attention to the need for a clearly articulated overall plan for the inservice education of primary teachers, the need for an overall coordinating mechanism for inservice activities and an administrative structure and staff. The objectives for inservice education need to be more sharply defined, both in terms of the curriculum to be offered and the numbers of teachers to be served. The inservice education delivery system, under the direction of the MOE, should coordinate the resources which are available and needed for the inservice programme. These resources include the inservice staff itself, other departments in the MOE, the teacher training colleges, the UB, and other agencies in Botswana as well as external donor agencies.

The DPE, including the contractor's team, could be expected to contribute to the inservice education programme in a variety of ways: assisting the MOE in the identification of inservice education priorities, helping to design programmes to respond to inservice needs, serving as trainers of those who would be directly involved in

94

conducting the inservice education activities for teachers and, on occasions, serving themselves as presenters at workshops. Other points of participation for the DPE staff could be through graduate students in the M.Ed. programme who could become involved in inservice education through their internship experiences, and through work with curriculum development in the PTTCs.

Objective Six To increase the intake into the B.Ed programme from 20 to 40 per year.

The initial purpose of the B.Ed. programme was to provide teacher educators (tutors) for the PTTCs and, as that need was satisfied, for other roles in the educational system. With the rapid growth of the primary school system, the need for highly trained persons to serve as education officers, or to staff the inservice education system and to fill other MOE roles will intensify. As the roles change which the B.Ed. graduates begin to fill, the programme at UB will also need to be modified to fit emerging position requirements. It is anticipated that an increased intake into the B.Ed. programme from 20 to 40 would not require substantially more staff in the DPE than is now needed to implement the Diploma and B.Ed. programmes.

Objective Seven To design and implement a part-time Diploma of Primary Education programme utilising models developed by the Institute of Adult Education.

At present, 10 students are enrolled annually in the two-year full-time Diploma in Primary Education programme. The graduates are expected to go into such positions of responsibility in the primary schools as senior teacher, head teacher and deputy head teacher. The introduction of the Diploma programme represented an important addition to the career ladder for primary school personnel as well as providing a substantially enhanced level of professional preparation for personnel serving in the primary schools. This programme can be made available to a larger number of students than is now possible by offering it on a part-time basis. Perhaps a plausible long range goal would be to have the Diploma programme offered through the PTTCs under the general supervision of the UB. For the PTTCs to offer the Diploma programme would probably require that most tutors hold the M.Ed. degree. It is estimated that a Diploma programme could be completed by students on a part-time basis in four years. Possible arrangements for classes would include evenings, weekends and vacation periods.

Objective Eight To assist with the development of a programme for distance teaching by means of appropriate technologies which will provide inservice education to teachers and instruction to children in remote areas and in the schools generally.

65

The use of radio for distance teaching and as an element in the inservice education delivery system has yet to be seriously tapped in Botswana. This medium has the potential to assist in providing greater access to education for the 15 percent unschooled primary-age children in remote areas as well as providing instruction to primary schools and support for the inservice education programme for teachers. The use of radio and other distance teaching techniques needs to be an integrated element in the overall design of the inservice education delivery system which would incorporate resources drawn from the throughout MOE, including Radio Botswana, the Schools Broadcast Unit, the Education Centres, the PTTCs, and the University and the schools themselves.



26

AN EXAMPLE OF A PARTICIPANT TRAINING SCHEDULE

<u>Participant Area of Study</u>	<u>Departs Ph.D Studies</u>	<u>Returns Date Collection</u>
Soc. Studies.	Sep 86	Sep 87
Reading	Sep 86	Sep 88
Admin.	Sep 86	Sep 88
Sci. Ed.	Sep 87	Sep 89
Math Ed.	Sep 88	Sep 90
Media	Sep 88	Sep 90
TESL	Sep 88	Sep 90
Early Child.	Sep 86	Sep 88

POSSIBLE USAID EXPENDITURE ITEMS

Technical Assistance

<u>Long-term advisors</u>	FY86	FY87	FY88	FY89	FY90
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1. Chief of Party
2. Distance Teaching
3. Inservice Education
4. Specialist
5. Specialist

Short-term Consultants

Evaluation (3 p/m)  
 Teacher Education (3 p/m)  
 Broadcasting (3 p/m)  
 Inservice (3 p/m)  
 Unspecified (10 p/m)

Total            22 p/m

Training

2 yr doctoral degree programme in U.S.  
 for Dept. of Prim. Ed. 5-7 Batswana  
 Participants

Construction

Enlargement of Primary Education Centre  
(50% of construction costs)

Commodities

Commodities for this project will be, for the most part, limited to library and research acquisitions. There will be some need for items such as word processor and materials production equipment.

Books and periodicals, film strips, games and testing materials will be purchased from the United States.

Library periodicals.

Library Materials for U.B.

Library Books for TTCs

Printing Equipment

Consumable Supplies

Office Supplies

Research Equipment  
(Computers)

POSSIBLE GOB EXPENDITURES

	FY86	FY87	FY88	FY89	FY90
Inservice Education					
Part-time Diploma Costs					
Participant Training Costs (Salaries while in U.S., and full salaries of returned participants assigned to project, international travel ( <u>two</u> round trips each) for each participant)					

99

	FY86	FY87	FY88	FY89	FY90
Support to U.S. Team, Furniture, local travel and per diem					
Vehicles					
Construction (50% of addition costs)					
Operations (Food for increase of B.Ed students and for M.Ed students)					
Other Costs (Supplies, secretarial services, printing)					

Max W. Evans, August 1984