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BOTSWANA
PRIMARY EDUCATION IMPROVEMENT PROJECT

PHASE II: 1986 — 1991

THE TENTH
AND
FINAL REPORT

Prepared by the PEIP Team
November, 1991

Sponsored by
The Government of Botswana: Ministry of Education
and
United States Agency for International Development
Under Contract With
The College of Education
Ohio University

Contract No. 633-0222-C-00-5030-00

Ms. Barbara Belding
Human Resources Development Officer
USAID/Gaborone

November 13, 1991

Dear Ms. Belding:

This 10th and Final Semi-Annual Report for the Primary Education Improvement Project (PEIP) differs considerably in format and content from the previous nine accounts of progress and problems. The accomplishments over the reporting period (March 1 - November 30, 1991) have been relegated to the Appendix in order that this report could focus on the outcomes of PEIP II as a whole. We hope that a relatively brief summary of this nature will be both useful and interesting to USAID as well as for the 100 or so Batswana who have been regular recipients of the PEIP report over the years.

In this effort at summation, the PEIP team decided to address each of the project's four major objectives from the following perspectives: accomplishments, sustainability and developmental agendas. We believe that there is good evidence, including the Interim Evaluation by Munger and Benbow (1989), to suggest that PEIP has essentially achieved what it set out to do. The team also believes that the outlook is particularly positive that the programs and structures which were established with PEIP assistance will continue to develop after USAID assistance is completed. The Ohio specialists most closely associated with each of the four PEIP objectives have shared their views about the "agendas" which should be addressed in the near to medium-term future by the Batswana to assure continued development and strengthening of the PEIP initiatives.

Finally, we believe that the Basic Education Consolidation project (BEC) is a logical and appropriate follow-up to the teacher education work of PEIP and the curriculum development activities by JSEIP. We wish BEC the same high level of accomplishment as that of PEIP.

Sincerely,

Max W. Evans
Chief-of-Party
Ohio University Contract Team

ACKNOWLEDGEMENTS

I suspect that it is an infrequent occurrence among USAID contractors for one to have been a participant in the design of a project, a Campus Coordinator for it, later the Chief-of-Party and, finally, involved in writing the Final Report. Such, however, is my relationship to PEIP over a period of 11 years. From that perspective, the acknowledgements of thanks and appreciation which should be extended to individuals for their part in the success of PEIP are literally innumerable. Perhaps under these circumstances, the best I can do is to identify the agencies, organizations and groups which have been so important to this mission of improving primary education, with the full acknowledgement that it was really the people within these bodies who helped to make it all happen.

The Ministry of Education: The Ministers and Permanent Secretaries; the Chief Education Officers and their Departments; the Education Officers.

The University of Botswana: The Vice Chancellors and Central Administration; the Deans of Education; the Heads of Departments; Departments in other Faculties which served primary education students; and especially the staff of the Department of Primary Education

The United States Agency for International Development: The USAID/Botswana Mission Directors; the Human Resource Development Officers; the other USAID technical and support staff.

Ohio University: The President of Ohio University; the Deans of the College of Education; colleagues in the College who carried extra loads because of the long absences by tenured professors; the Campus Coordinator and Secretary who sustained the Ohio team in Botswana on a day-to-day basis.

The Teacher Education System in Botswana: The Staff in the PTTCs; the Colleges of Education; the Faculty of Education; the In-service Education system.

The Primary Schools of Botswana: The teachers; leadership teams; and, most importantly, the children, toward whom all of our efforts were directed.

The Ohio Team in Botswana: The 15 long-term specialists and 26 consultants over the 11-year period, each of whom played a unique role.

The Florida State Team: With whom we were able to cooperate in many ways.

The International Community of Donors: Who were co-participants in the reform process: British Council, Danida, German Volunteers, SIDA, UNESCO.

We thank you all for your many contributions to the accomplishments of PEIP.

Max Evans

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I. INTRODUCTION

This Tenth and Final Report deals with the second phase of the Primary Education Improvement Project (PEIP II - 633-0240) which was carried out in Botswana from 1986 - 1991. The first phase of the Project (PEIP I) took place from 1981 - 1986. The continuity between the two phases proceeded smoothly, with no hiatus. The transition from PEIP I to PEIP II was aided by long-range planning for the second phase, the continuation of the Institutional Contractor (Ohio University) and by the carry-over of key members of the Contractor team from Phase I to Phase II.

Since PEIP II built directly upon the work of PEIP I, a brief description of that Project and its outcomes will be presented in order to provide a context for this report. The reader is referred to the Final Report, Botswana Primary Education Improvement Project, Project Number 633-0222, 1981 - 1986 for more detailed information about Phase I.

PEIP I represented the first major intervention into the primary education system in Botswana following Independence in 1966. An earlier study (Economic Survey of 1965) had drawn "attention to the poor state of education in Botswana and the serious consequences this had for localization of the civil service, and for the economic, social and cultural development of the country." The Report of the National Commission on Education (NCE), Education for Kagisano (1977), confirmed earlier conclusions concerning the state of education in Botswana. The NCE report showed that the performance of Botswana students at both primary and secondary levels was unacceptably low in comparison with other tested developing countries, as well as developed countries. The findings and recommendations of the NCE formed the basis for the National Policy on Education which was set forth in Government Paper No. I of 1977. Fourteen years later, in 1991, those policies still largely guide educational development in Botswana.

National Development Plan 5 (1979-1985) enunciated the following policy for primary education:

> The GOB attaches the highest priority within education to the primary education sector. First, in the interests of equality of opportunity and of developing the potential of all children, the Government seeks to provide universal access to primary education. Secondly, since primary education lays the foundation for further education and training and for productive employment, the government seeks to improve its quality and relevance.
>
> In the long term primary education will form the first part of a basic education system available to all children. However, during this Plan period it will not be possible to provide access to junior secondary education for all primary school leavers, so for about half of the children completing Standard 7, primary education will be terminal. Hence the primary education sector must continue to make provision both for those who will be accepted for secondary education and for those who will not have further formal education.

The rapid growth in school-aged population combined with the Government of Botswana's goal of universal primary education and a high percentage of untrained teachers (36%) called for a rapid expansion in the supply of trained primary school teachers. The then three primary teacher training colleges had about 50% expatriate tutors and almost none of PTTC staffs had experience as teachers in Botswana's primary schools. In addition, most of the PTTC tutors had been trained as secondary teachers, not as teacher educators.

In this context, PEIP was designed by officials from the Ministry of Education, the University of Botswana, the USAID and Ohio University to address problems relating to the education of teachers. Primary school curriculum development was left to the then newly established Department of Curriculum Development and Evaluation in the Ministry of Education.

THE PURPOSES OF PEIP I

The two major purposes established for PEIP I required the Institutional Contractor (IC), with the support of USAID, to assist the Government of Botswana (GOB):

1. to establish in the (then) University College of Botswana (UCB) a permanent capacity to provide pre-service training through (a) the creation of a four-year professional Bachelor of Education degree program, and (b) a two-year diploma program to up-grade senior primary school staff for whom a degree is not appropriate; (Note: In 1982 the University College of Botswana became the national University of Botswana).

2. to strengthen the capacity of the Ministry of Education (MOE), in cooperation with the UCB, to organize and implement effective in-service programs for supervisory staff and teachers involved in primary education.

By the end of the project (PEIP I) it was anticipated that there would be:

1. A functioning Department of Primary Education (DPE) as a new entity in the UCB.

2. Batswana graduates of the UCB 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 supplement and replace US project staff at the UCB.

4. An institutional base established for the systematic and effective in-service training of head teachers, deputy heads, and senior teachers in the (then) 480 primary schools, and for the development of staff of the TTCs and the Inspectorate.

The scope of work for PEIP I provided for 25 years of long-term technical assistance and 37 months of short-term technical assistance; participant training in the U.S. for M.Ed. degrees in primary education for 10 Batswana; approximately $250,000 in commodities (books, reference materials, instructional aids, equipment and supplies) and the construction of the Primary Education Center and a hostel at UB. All but one of the six long-term technical assistants were located in the Faculty of Education at the University of Botswana, but with responsibilities also for conducting in-service education for teachers and education officers and working with the Primary Teacher Training Colleges (PTTCs). One long-term technical assistant was assigned to the in-service education unit in the MOE.

SUMMARY OF PEIP I OUTPUTS

1. A functioning Department of Primary Education as a new entity within UB.

2. A total of 42 UB graduates with the B.Ed. degrees qualified as PTTC tutors and education officers in 1986.

3. Thirty-three UB graduates at diploma level qualified as teachers, head teachers and education officers with increased professional skills.

4. Ten Batswana trained in the U.S. to the MEd level in primary education who returned to replace U.S. project staff

5. An institutional base for in-service education designed and accepted by the MOE; partially implemented for the delivery of in-service education programs to teachers and administrators in primary schools and to education officers.

THE DEPARTMENT OF PRIMARY EDUCATION

The DPE consisted of two programs: a four-year B.Ed. Degree (Primary) and a two-year Diploma (Primary). At the project design stage it was envisioned that Degree graduates would be posted to the PTTCs as tutors; however, from the very first graduating class some were assigned as education officers. Two or three Diploma graduates became education officers; however, in keeping with the original intent of this program, almost all returned to the primary schools in the capacity of teacher or administrator.

Approximately 30 students were admitted to the DPE each year through the Mature Age Entry Scheme, since none qualified for admission on the basis of being secondary school graduates. Beginning with the third intake into the Department, the students were sectioned into degree or diploma programs, primarily on the basis of their academic performance in year one. In earlier years, the sectioning had been done on the basis of entrance examination scores, which had resulted in an unacceptable number of misplaced students. Typically, about two thirds of the students (20) were placed in the Degree program and one third (10) in the Diploma program. Admission requirements to the DPE also included two years experience as a trained primary teacher, a PTTC tutor or an education officer; possession of a junior certificate; and at least 25 years of age.

The DPE had an initial staffing establishment of eight positions, each relating to an area of specialization in the DPE curriculum. Experienced Batswana primary school teachers with first degrees from the University of Botswana were selected as participants for M.Ed. programs in the United States. All had completed their M.Ed. studies by 1986 and returned to take up positions in the DPE. In almost all instances there were periods of overlap between the departure of long-term technical assistants and their Batswana counterparts. During the final academic year of PEIP I, over three-fourths of the instruction in the DPE was carried out by the Botswana members of staff.

IN-SERVICE EDUCATION

PEIP I's second major purpose was directed toward the in-service education goal of establishing an institutional base for the systematic and effective in-service training of head teachers, deputy heads and senior teachers in the primary schools and for the primary education officers.

Throughout PEIP I, in-service education for teachers focused mainly upon instruction in English, Language Arts, Science and Maths. Week-long workshops were conducted for groups of approximately 40 at three different PTTCs on several occasions throughout the year. It was expected that those attending workshops would also be presenters of the same workshop material to colleagues in their school and to a neighboring school staff.

In the first two years of the workshops, the workshop presenters were Ohio University technical assistants; however, in the latter years, teams of presenters were developed drawing upon teachers in the schools and MOE personnel. Education officers were invited to the teacher workshops and attendance from this group was generally high.

The workshops for education officers, who then numbered about 36, were usually of four to five days in duration and conducted approximately three times each year. The focus of these workshops was on the development of leadership and administrative skills and updating officers on new programs. Workshop topics were usually selected on the basis of needs assessments conducted among the officers.

OVERVIEW OF PEIP II

Progress under the PEIP I project was periodically assessed by a standing PEIP Advisory Committee, supplemented by USAID semi-annual Project Implementation Reviews and regular external evaluations. USAID and the principal GOB participants in these reviews (i.e., representatives from UB, Ministry of Education, Unified Teaching Services and the Ministry of Finance and Development Planning) concluded that an additional five years was needed to assure the continued and sustained improvement of the quality of primary school teaching and administration. The principal reason for the proposed Phase II project was to further institutionalize the pre-service and in-service programs initiated under PEIP I and to permit their orderly expansion to meet country-wide needs. New needs to be addressed by PEIP II resulted from (1) the rapid expansion of primary school enrollments and the consequent need to upgrade the qualifications of more teachers, (2) recent policy decisions leading toward the integration of primary and junior secondary schooling into a nine-year basic education program and (3) some gaps in the institutional system which became apparent as PEIP I evolved and which then needed attention (United States Agency for International Development, March, 1986).

II. OVERALL ACCOMPLISHMENTS OF PEIP II, SUSTAINABILITY AND DEVELOPMENTAL AGENDAS

This section of the report is intended to provide detailed information about the major areas of accomplishment of PEIP II. The section will deal with the four objectives of the project and with other activities and outcomes not considered a part of the contractor's scope of work. A brief overview of the role of the Contractor Team (Ohio University) is presented as an introduction to this presentation.

ROLE OF THE OHIO UNIVERSITY TEAM

As noted earlier, six of the seven long-term specialists were assigned to the Department Primary Education (DPE) at the University of Botswana (UB) while the seventh was posted to the In-service Unit in the Ministry of Education (MOE). All personnel posted to the DPE served as regular members of the Faculty of Education which included teaching both graduate and undergraduate courses and service on a wide range of boards and committees. The Research Methods and Design Specialist served as the Graduate Coordinator for the Faculty of Education and Chairperson of the UB Graduate Committee. In the former role, he had leadership responsibility for the design of the M.Ed. program and for its administration after becoming operational.

The Curriculum and Instruction Design Specialist had a dual responsibility of teaching in the DPE and M.Ed. programs while, at the same time, providing direction to PEIP's work with the PTTCs. The Chief-of-Party served as Head of the Department of Primary Education and taught in the M.Ed. Program. The Social Studies Specialist was particularly active with the MOE primary social studies curriculum panel and in working with PTTC social studies tutors in developing a teaching guide. The Science Specialist also worked with the Botswana Teaching Competency Instruments Program and, in his last year, worked with Science tutors in the Colleges to develop a tutors guide.

It is estimated that nearly 50% of the work of the Ohio team located at the University was given to PEIP activities outside the University. All team members had involvement in the design of specializations and courses for the M.Ed. program.

The In-service Education Specialist in the MOE provided leadership across a wide range of PEIP efforts, including the following: organizing workshops for education officers (EOs), head teachers and leadership teams; liaising with USAID and the MOE in the design of the Education Center facilities, the monitoring of the construction programs and ordering equipment and supplies; liaising with other donor agencies to coordinate in-service education efforts; and developing the structure for the organization and management of the Education Center Network. In addition, the In-service Specialist participated regularly in the meetings of the DPE and served on some University committees.

1. THE MASTER OF EDUCATION (M.Ed.) PROGRAM

Professor John H. Yoder, Research Methods and Design Specialist

Objective: The establishment in the University of Botswana of a permanent capacity to provide appropriate graduate training in primary education.

BACKGROUND TO THE OBJECTIVE

Planning for the second phase of the Primary Education Improvement (PEIP II) included, from the first, provision for development of a Masters Degree with a specialization in Primary Education (United States Agency for International Development, 1986). This was a logical extension to the objectives of PEIP I which proposed, among other things, "To establish in the University of Botswana a permanent capacity to provide pre-service training in Primary Education through the creation of a four-year professional Bachelor of Education program. (p 7) It was anticipated that some of the graduates of the Bachelors degree program would enter the Masters program and go on to occupy senior positions in the Ministry of Education or the Teacher Training Colleges.

The commencement of PEIP II coincided with on-going developments in the already existing M.Ed. program in the Faculty of Education. Originally established in January, 1984, the M.Ed. program at that time consisted of a two-year sequence in which the first year was devoted to general course work and the second to completion of a "dissertation". In late 1985, in response to some criticism from both inside and outside the University, a decision was taken by the Faculty of Education to undertake a fundamental review and reorganization of the program. Planning for a reconceptualized program was well underway when PEIP II started up in September, 1986 and development of Masters degree specializations in Primary Education were then undertaken as part of the broader program development process.

This sequence of developments served to facilitate achievement of the PEIP II objectives in several ways. The Faculty's Graduate Studies Coordinator, who was providing leadership for the review and reorganization of the original masters degree program, joined the PEIP II project as specialist in Research and Design in September, 1986 and was able to carry forward the planning for the primary specializations in conjunction with his continued role as Graduate Studies Coordinator in the Faculty. Further, since the Masters degree program was being conceptualized as a unified whole (of which the primary specializations were only one part), there was only minimal need to develop regulations and procedures which were specific to the primary component of the program, thus smoothing the approval process through the Faculty and the University Senate.

ACCOMPLISHMENTS

While the specific wording of the above objective, as contained in the PEIP II project paper, referred only to development of "graduate training in primary education", it was generally agreed that this objective should be broadly conceived to include, where possible, general enhancement of the research environment and capability within the Department of Primary Education, the Faculty of Education and the larger education community. This came to include encouraging development of structures within the

Department of Primary Education and the Faculty of Education to facilitate research, working with individuals from both the University and the larger education community to enhance their research skills and the purchase of appropriate commodities such as computer equipment and software to enhance the research capability of the Department of Primary Education and the Primary Teacher Training Colleges. The major accomplishments of the PEIP II under this more broadly understood objective are outlined below.

A Fully Functioning M.Ed. Program with Specializations in Primary Education.

The revised M.Ed. was approved by Senate in late 1987 as a two-year full-time (or four-year part-time) program. During the first year, students take two "general core" courses and two " concentration core" courses (in either Educational Leadership or Curriculum and Instruction) and then choose one of 11 specializations in the second year involving three full-course equivalents and a research project. Specializations in Educational Leadership include educational administration, adult education and research and evaluation while those in Curriculum and Instruction are based on subjects such as Social Studies, Science or Education. Five of the Curriculum and Instruction specializations were designed specifically for primary educators. The program was designed so that additional specializations could be developed without needing to change the regulations which govern the program. The first students were admitted to the new program in August, 1988. The first part-time students were admitted into the program in 1990.

The program was administered by a Coordinator (the PEIP II Research and Design Specialist) who reported directly to the Office of the Dean. General oversight was provided by the Faculty Executive Board and a separate Graduate Studies Board, chaired by the Coordinator and composed of all members of academic staff who were teaching or supervising students in the M.Ed. program. In April 1991, as a part of the Faculty of Education's five-year development plan, the M.Ed. program became the Center for Graduate Studies and recruitment was begun for a full-time Director of the Center. The Research and Design Specialist was named Director of the Center until his departure from post in July, 1991.

Preparation of Graduate Students

Admission to the original M.Ed. program was suspended following the January, 1986 intake and applications to the new program were invited after its approval by Senate in 1987. Admissions and enrollments are shown in Table 1.

Seventeen applicants were offered admission to the new program to begin in August, 1988. Of these, only eight were released by the Ministry of Education and seven eventually enrolled. All seven were from the primary education sector.

TABLE 1 - APPLICATIONS, ADMISSIONS AND ENROLLMENT IN THE M.ED. PROGRAM 1988 - 92.

	1988/89	1989/90*	1990/91	1991/92
Total Number Applications	27	21	26	41
Total Number Offered Admission	17	15	21	22
No. Offered Admission with Primary Ed. Background	12	6	10	3
Total Actually Enrolled	7	0	16	15
No. Actually Enrolled with Primary Ed. Background	7	8	9	0

* There was no intake in 1989/90 due to an unexpected ruling by the Ministry to restrict further studies to those who had been in their post for at least 5 years since their most recent study leave. Since the remaining numbers were too small for a viable program, the intake was cancelled.

Fifteen students were offered admission to the program in 1989, of which six were from the primary education sector. However, there was no intake that year since the number of students who met the required qualification would not have constituted a viable intake.

At the time of this report (late 1991) four of the first cohort of students have completed their degrees and are occupying positions in the Primary Teachers Training Colleges, Colleges of Education and the Ministry of Education.

Development of Research Activity and Awareness

Over the past five years, there has been a noticeable increase in educational research awareness and activity in the broader education community of Botswana. These include holding regular national and regional research conferences and periodic research seminars, establishment of both Primary and Faculty of Education Research Committees and broad participation of members of the Faculty in presenting papers at national and international research conferences. PEIP and the M.Ed. program cannot, of course, claim credit for this increase in activity and awareness of research and research related issues. Nevertheless, there is reason to believe that they have played a significant contributing role in these developments.

SUSTAINABILITY

There are reasons for optimism with regard to the longer term viability and sustainability of the graduate studies program and the Faculty's research capability. Three of these developments are highlighted below.

The original M.Ed. program, as described above, was somewhat marginal to the Faculty of Education's other programs and was originally administered by a part-time coordinator. Over the years, the program gained increasing prominence within the Faculty, involving larger numbers of staff and students. In 1991, the program was institutionalized by the establishment of the Center for Graduate Studies. The Center was cross-departmental, attached directly to the Office of the Dean and drew it's participating members of staff from the constituent departments of the Faculty. The full-time position of Director of Graduate Studies and Research was established in the Faculty to administer the Center and recruitment for a senior academic to occupy the position was undertaken in early 1991.

Staffing in the Faculty

The Faculty of Education's Developmental Plan for 1991-96 projected a significant increase in the number of students in the M.Ed. program over the period. In anticipation of these developments, the Faculty plan specified an overall increase of eight academic positions in the various departments to make it possible to staff the M.Ed. courses adequately. These positions were approved in April, 1991, and recruiting was undertaken.

Research Capability of the Faculty

The position title and job description for the new position of Director of Graduate Studies and Research are indicative of the importance which is being attached to development of research in the Faculty of Education. Among other things, the Director is to "Chair the Faculty of Education's Research Committee and provide leadership for enhancement of the research capability of the Faculty". Clearly, the Faculty is
committing itself to the long term development of its research capacity.

A DEVELOPMENTAL AGENDA

While recognizing the accomplishments noted above, there are nevertheless a number of issues which constitute an agenda for continued development of the program. Three of these are listed here.

Developing Appropriate Selection Criteria for Admission to Graduate Studies

Two of the first cohort of seven students admitted into the revised program left the program without completing their degree. Both left because of difficulty with meeting the academic demands of the program. This attrition rate is unacceptably high. Procedures need to be developed which will minimize failures. Such procedures could include, among other things, strengthening admissions procedures by using special selection tests or providing for more formal, structured input from referees; alternatively, attention could be given to restructuring the program to delay formal entry into degree candidacy until after completion of the first year of required courses or of providing special academic support for students with difficulty.

Increasing Part-time Options and the Flexibility of Program Delivery Patterns.

Until the 1991-92 cohort, all of the students who entered the M.Ed. program were full-time students who were sponsored by the Ministry of Education. This has meant that though the University made its admission decisions on the basis of its own academic criteria, the Ministry of Education retained ultimate control over admissions through its decisions about sponsorship. This was forcefully demonstrated when in 1989/90 there was no intake to the M.Ed. program because of an unexpected ruling by the Ministry of Education to restrict further studies to those who had been in their post for at least five years since their most recent study leave.

The initiation of provisions for part-time students with the 1991/92 intake has alleviated this problem to some extent with four students out of 16 enrolling part-time. The provision is a limited one, however, and can be utilized only by those who are within commuting distance of Gaborone and who are able to leave work early several afternoons each week. A greater variety of modalities for pursuing part-time studies need to be developed such that motivated and able individuals may be able to follow one of several possible paths toward a degree. A corollary requirement will be for development of regulations which will permit flexibility of delivery formats within a general degree structure. Various permutations of location, time and course-assignments could be developed to address the specific needs of educators in a particular cadre or in a particular region of the country from time to time. It should be possible to adapt the format and structure of courses for a specific situation without needing to re-write the regulations which govern them.

Coordination of Admissions and Program Development with Manpower Needs in the Ministry of Education.

Though provisions for part-time and self-sponsored students need to be expanded, it is to be expected that the majority of students will continue to come from the Ministry of Education. It is important, then, that program offerings and program development reflect both the long and short-term needs of the Ministry. Developing particular masters degrees specializations at the University and recruiting specialized staff to teach them requires considerable forward planning. To do this effectively requires, in turn, that the Ministry of Education is clear about the directions it may be taking and where its major manpower needs are likely to be found for both the long and short-term. Unfortunately, such coordination has proven to be an elusive goal. Nevertheless, if the M.Ed. program is to serve the Ministry and, ultimately the country, well, it is important that ways be found to facilitate this process.

2. THE DEPARTMENT OF PRIMARY EDUCATION

Professor Max. W. Evans, Chief-of-Party and Administration/Supervision Specialist

Objective: To expand and improve the pre-service primary education training at the University of Botswana (UB) in both the four-year professional Bachelor of Education degree program and the two-year Diploma in Primary Education program.

BACKGROUND TO THE OBJECTIVE

The first phase of PEIP had two major objectives, the first of which was to establish at the UB a four-year Bachelor of Education (Primary) degree program and a two-year Diploma Program. In order to accomplish this objective, a number of major tasks had to be accomplished, including the following:

1. The development of the course of study for the two programs in the new Department of Primary Education (DPE).

2. The development of regulations for the management of the Department including admission requirements.

3. The recruitment and graduate training of Batswana who could staff the newly established Department.

4. The integration of Batswana staff into their new roles as lecturers in the University with responsibility for the operation, management and eventual success of their Department.

PEIP II, then, was viewed as a period of consolidation of the DPE's accomplishments over the previous five years and as an opportunity for the growth and development of the Batswana members of staff. The accomplishments of PEIP II relating to the DPE will be discussed under the following headings: outputs of the DPE; the transfer of responsibility from the contractor personnel to the Batswana; staff development; program development; the acquisition of materials, equipment and facilities; departmental administrative structure development; and establishing external relationships.

ACCOMPLISHMENTS

Outputs of the DPE

The purpose for establishing the Department of Primary Education was to prepare primary school educators who could function effectively as teacher educators, education officers or as more highly qualified personnel in the primary schools. Table 2 shows the quantitative output for the Diploma and Degree Programs for three different time periods: 1981 - 1986 or the period for PEIP I; 1987 - 1991 or the period for PEIP II; and the grand total for ten-year period 1981 - 1991,

With rare exceptions, all Diploma graduates have been posted back to the primary schools at the same rank as when they entered the DPE program. Degree graduates have been posted to the PTTCs as tutors, to the Department of Primary Education in the MOE as EOs and, in recent years, to the primary schools also assuming their earlier status.

At the time of the preparation of this report (October, 1991) approximately 80 % of the tutors in the PTTCs and over 50 % of the primary EOs are products of the DPE degree program. It is readily apparent that the DPE has become the dominant source of degree-qualified educators in the primary education sector in Botswana.

TABLE 2 - GRADUATES OF THE DIPLOMA AND B.ED.(PRIMARY) PROGRAMS, 1983 - 1991

Year	Diploma	B.Ed.	Total
1983	8	--	8
1984	7	--	7
1985	8	20	28
1986	10	22	32
1987	9	21	30
1988	9	19	28
1989	16	22	38
1990	15	32	47
1991	15	15	30
Total 1983 - 1986	33	42	75
Total 1987 - 1991	64	109	173
TOTAL 1983 - 1991	97	151	248

Source: University of Botswana Calendars, 1982-83 - 1990-91.

Transfer of Responsibility.

The transfer of responsibility from the Ohio team to the Batswana was a gradual process starting literally with the design of the graduate programs of study for those selected to staff the Department and continuing throughout the life of PEIP II. The shift in teaching responsibilities from the contractor team to the local staff was, in many respects, the simplest task to accomplish. Conceptualizing a departmental role, learning how the machinery of the Faculty and University functioned, the processes and politics to effect change, understanding the relationship to the Ministry of Education and the PTTCs and getting the departmental administrative work accomplished were learned on the job, over time, by contractors and Batswana alike.

The culmination of the transfer of responsibility involved two related events: the promotion of a Motswana member of the DPE staff (Dr. Gaontatlhe Mautle) from the rank of lecturer to senior lecturer (February, 1991) and his appointment as substantive Head of the Department of Primary Education, effective April 1, 1991. The teaching responsibilities of the Ohio staff terminated with the end of the second semester, 1990-91. Consultations between the Chief-of Party (former Head of Department) and the new Head continued on an "as needed" basis until the departure of the Chief-of Party in November, 1991.

Staff Development.

The PEIP II plan called for six participants to be sponsored for doctoral level studies; however, this was later reduced to five because of budget limitations. Doctoral participants were selected from the DPE staff in the areas of Social Studies, Primary Science Education, Teaching English as a Second Language and two were selected from the Department of Educational Foundations in Guidance and Counselling and Curriculum and Supervision. UB is committed to a staff development plan for its entire staff which offers the opportunity to pursue doctoral studies; thus, as PEIP II comes to a close, additional members of the DPE are planning to go abroad in the immediate years ahead to pursue PhD studies.

Staff development has also taken other forms for members of the DPE staff. Through a linkage with the University of Manchester, several have spent three to six weeks there in study in their special areas; three have studied during the long vacation period at the University of Oslo; and most have attended conferences and presented papers both in Botswana and internationally. Several have received research grants for special interest studies, while other have engaged in paid consultancies.

Program Development.

Program development has taken several forms during PEIP II: formal program evaluations resulting in recommendations for change; the integration of appropriate content from MOE innovations in the schools; and the revision of departmental academic regulations.

Early in PEIP II (February - May, 1987), an extensive evaluation of the DPE program was conducted by Dr. Carl Personke (University of Wisconsin - Madison) to (1) assess the Department's effectiveness in addressing its manpower training objectives and to (2) formulate recommendations for improving the Department's effectiveness.

The appraisal lead to a substantial reorganization of courses in the B.Ed. (Primary) programs and the expansion of the number of specializations available to students.

In 1990, the DPE proposed to the MOE that there be a review of the Diploma program in view of the fact that it had been nearly a decade since its establishment and that new training needs were emerging in the primary sector. A broadly-based committee is currently considering a number of revisions in the program to improve preparation for such leadership roles as teacher advisor and head, deputy and senior teacher. The Committee plans to recommend the introduction of an internship at the end of the second year of study which would have to be successfully completed by students in order for them to be awarded the Diploma.

The process of incorporating in the DPE program relevant content about MOE innovations is an on-going one. Key developments in the primary schools to which the Department must relate in an academic sense include: Breakthrough to Literacy in Setswana, the Project Method of Teaching, the Botswana Teaching Competency Instruments, Continuous Assessment, Guidance and Counselling, Special Education and Early Childhood Education.

A number of changes have been made in departmental regulations to clarify ambiguities, deal with oversights and respond to program changes. Revisions in assessment and progression regulations have introduced both higher standards and expectations for student achievement.

Since the inception of the Department there have been several external examiners: two from the United States serving one year each; one from the United Kingdom serving two years; one from Zimbabwe serving three years and one from Lesotho who has completed his second year. The Examiners' reports, while generally being quite positive about the DPE programs, have also included recommendations which the Departmental Board seriously considers.

Departmental Infrastructure Development.

The organizational structure of the University of Botswana requires that each academic department be capable of dealing with a myriad of administrative matters and policy and planning issues at the departmental, faculty and university levels. Illustrative of these demands are matters such as student admissions, reviewing regulations, timetabling, recruiting and selecting personnel, processing examinations, analyzing and providing feedback on program and policy issues arising outside the Department, and the like. Over the period of PEIP II, the DPE evolved a committee structure for handling this heavy load which retained final decision-making responsibility for the entire DPE Board. The DPE staff also had the experience of engaging in the lengthy process of reflection and planning associated with the National Development Plan No. 7.

Departmental Linkages Beyond the University.

The DPE is linked in a number of significant respects to the educational system beyond the University boundaries. Some of these linkages are found in the Board of Affiliation which establishes the relationships between the teacher training institutions and UB. Most lecturers in the DPE are also moderators for the foundation subjects offered by the PTTCs, a responsibility which imposes particularly heavy demands related to the examination system. The PEIP team also expressed a philosophy that the members of the Department should be engaged in primary school curriculum

development activities, serving as consultants, making presentations at workshops and conducting research in the schools, thus avoiding, in so far as possible, a perception by school officials and teachers of being only "ivory tower" academicians.

Because the DPE was established as a direct result of a collaborative effort between the MOE and UB, the MOE has had closer ties to the DPE than would be true of most departments in the Faculty of Education. The structure for implementing PEIP required much consultation with MOE officials either directly or through a network of interrelated committees.

The Acquisition of Instructional Materials.

Throughout the 10-year life of PEIP, the acquisition of relevant library materials was a high priority. The largest commodity expenditures have been for books and journals; however, some computers, educational videos and other educational aids have also been acquired: A Curriculum Laboratory has been established in the Primary Education Center which houses instructional materials of a type not suitable as University library holdings. The PEIP contributions to library holdings have been substantially augmented by by funding from University sources.

Equipment and Facilities.

A complete listing of PEIP commodity purchases is presented in a separate report to USAID. The equipment placed in the Primary Education Center included five computers, copying, binding and laminating machines, projectors, a telescope, video cassette players, video and other types of cameras and tape recorders. The equipment available to the staff of the DPE was also used to implement the in-service education program.

Two construction projects were carried out under the PEIP II which directly related to the DPE. These were a classroom addition of 200 square meters to the Primary Education Center, which had been constructed during PEIP I, and a 108 bed-hostel to accommodate the increased student enrollment expected in the DPE in the future.

SUSTAINABILITY

There are several conditions at the close of PEIP's decade of development which suggest that the DPE is, indeed, a viable department within the University of Botswana; that it can continue to develop in its role as a scholarly entity contributing to the knowledge base of disciplines related to teaching, learning and leading; that it can serve as a center for higher level human resource preparation for the primary sector; and that it can become a beacon of leadership in the improvement of primary education in Botswana. Three factors that are believed to be directly related to the long-term sustainability of the Department will be discussed below. It is appropriate to note at this point, however, that some within the University have expressed reservations over the years about the appropriateness of having an academic department devoted to the disciplines related to primary education and which deviates from the norms of the University in its admission requirements.

Status Within the University

The DPE occupies the same legal status as all other departments within the University. Even though the Department drew heavily upon donor assistance for its initial establishment, the usual University processes for the establishment of the new unit were strictly observed, namely, review and approval by the Faculty of Education, the University Senate and the University Council. From the beginning, even though the Ohio team was supported through USAID funds, the salary of all Batswana staff and all departmental operating costs were assumed by the UB. Thus, the conclusion of donor support for DPE does not impose any new expenditures for the University.

Qualifications of the Department Staff

The University is following a policy of moving toward localization as rapidly as is feasible, in keeping with the desire to maintain standards of quality which are internationally acceptable. The DPE is certainly in that mainstream, with all occupants of the current establishment of eight posts having a masters degree, three holding the PhD degree, and others who have been admitted to universities for doctoral studies. The staff of the Department is also well qualified by virtue of the experience which most of them bring to their university roles having served both as teachers in primary schools and as tutors in the primary teacher training colleges. The indications are that the staff fully understands the University expectations of scholarly productivity and is responding to this by engaging in research, publishing in books and journals and making presentations at national and international gatherings. A number of the DPE staff have also engaged in paid consultancies, yet another indication of their expertise and growing reputations. Within the Faculty of Education, several have already been selected to teach graduate courses and to guide the research of students in the M.Ed. program.

Resources

Because of the external (USAID) assistance, the DPE has been the beneficiary of a number of resources which have contributed to a solid base for an academic department. In addition to the participant training program, first at the Masters degree level, then the PhD, a facility has been constructed to serve specifically the program in primary education. In addition, thousands of books and nearly three dozen professional journals have been placed in the UB library and the Department's Curriculum Laboratory. Since the equipment which was necessary for carrying out the extensive PEIP in-service education program was located in the Primary Education Center, the Department has also had access to these resources for teaching and research purposes.

Particular attention should be drawn to the fact that, although the resources mentioned above were made available to assist in the development of the DPE, many of them - classroom and library materials, for example - served the entire Faculty of Education including the M.Ed. program and, in some instances, the University as well.

A DEVELOPMENTAL AGENDA

The DPE, as noted earlier, is on a solid footing for this stage of its development. Looking ahead to the Department's continued growth, a number of matters stand out as being particularly important. Among them are the following: continued staff development; continued program development, clarification of the Department's manpower training mandate from the Ministry of Education; departmental/faculty reorganization; and relationships with the schools and teachers.

Continued Staff Development

The development of a larger core of PhD holders in the DPE should be regarded as a logical next step in the process of departmental evolution and the search for greater excellence. Several benefits will accrue to the Department as a result of further advanced study. Increasingly, the doctorate is viewed by University officials as the desired academic qualification for staff. By increasing the number of PhD holders, the Department will be in step with the University's goal of a staff which is highly competent both as teachers and as researchers who can contribute to the fund of knowledge in their respective fields. A well-prepared staff will also enhance the perception of the Department of Primary Education as a respected academic unit worthy of its place in the University community.

Continued Program Development

While several substantial changes in the programs (B.Ed. and Diploma) offered in the DPE have already been made or are in the process of occuring, the dynamic nature of educational development in Botswana and elsewhere suggests that the need for programmatic development will be continuous. For example, the Faculty of Education proposal for a school administration preparation program will have direct implications for the Department as will the three-year Diploma program for preparing primary school teachers which will soon be introduced on a pilot-basis in one of the PTTCs.

The DPE Manpower Training Mandate

One of the original purposes for establishing the DPE was to provide degree-level training for tutors in the PTTCs and for education officers (EOs), and diploma-level preparation for primary school staff who could improve the quality of teaching and leadership in the schools. Although the need for some degree personnel will always be on-going, the initial high demand for staffing the colleges and the EO ranks has largely been satisfied. Thus, the DPE is now producing more degree level candidates than are required for these institutions. Faced with this situation for the first time in 1990, the Unified Teaching Service posted degree holders back to the primary schools because there seemed to be no other alternative. There is, however, considerable unease in the MOE over this situation and a clear policy statement has yet to emerge.

A number of alternatives do, however, seem to exist. One would be a policy decision to deliberately begin placing degree holders in primary schools. Secondly, the graduates of the DPE are easily qualified to move into teaching in the junior secondary schools. A third alternative could be to reduce the intake into the degree program and to increase the diploma numbers. Since the MOE is moving toward a policy of staffing the primary schools with Diploma trained teachers, the problem of on over-supply of diplomates does not exist.

Departmental/Faculty /Reorganization

The Faculty of Education Development Plan (NDP7) includes provisions for the establishment of a committee to examine the organizational/ departmental structure of the Faculty. This is, no doubt, a needed undertaking since the basic structure of the Faculty is unchanged since the University's founding. Over the years, much growth has occurred within the University and the training needs of the educational system have likewise expanded both quantitatively and qualitatively. The MOE policy decision of nine years of basic education for all has yet to be examined in terms of its implications for the organization of the Faculty. For example, at some point in the not-too-distant future, diploma graduates of the Colleges of Education will be returning to the Faculty to pursue degrees. Regardless of the outcomes of the committee-on-reorganization's deliberations, and the Faculty's eventual structure, the implications for the fledgling Department of Primary Education will be significant. The DPE will need to be prepared to present its views logically and articulately as this important matter is discussed in various forums.

Relationships with the Schools and Teachers

One can argue that the ultimate influence of the DPE preparation programs is to improve the quality of instruction which occurs in the nation's primary schools. There is always a risk that departments in faculties of education, under the pressures which exist to "publish or perish" and to deal with internal issues, will become "ivory towers", increasingly remote from the real issues and problems facing teachers, children, parents, administrators and policy makers.

The Primary Education Improvement Project provided a number of significant communications and involvement linkages between the DPE and the schools. Chief among these linkages were the regular participation of the In-service Education Specialist in the board meetings of the DPE and the participation of the DPE staff in in-service activities and on PEIP-related committees. With the conclusion of PEIP, a

number of a these rather long-standing relationships will be severed. It will be important for the Department to examine its evolving relationships to the primary education system in an effort to deliberately structure those relationships which are likely to contribute to an increasingly relevant DPE.

3. IN-SERVICE EDUCATION

Professor Luther Haseley, In-Service Education Specialist

Objective: To establish an institutional network for providing in-service education.

BACKGROUND TO THE OBJECTIVE

The establishment of an institutional network for providing in-service education was a logical extension of the in-service objective of PEIP I which stated that the project will: strengthen the capacity of the Ministry of Education (MOE) in cooperation with the UCB to organize and implement effective in-service programs for supervisory staff and teachers involved in primary education (United States Agency for International Development, 1981).

During PEIP I, workshops were mounted for classroom teachers and promoted staff from selected schools and for the cadre of primary education officers (EOs), who supervise the primary schools. The teacher participants were grouped into teams which were responsible for conducting workshops in their own schools as well as in neighboring, geographically accessible primary schools which were termed "sister" schools. The "spin-off" workshops were the first stages of a comprehensive multiplier effect modality which was to be implemented fully in PEIP II.

During the course of PEIP I, workshop organization, delivery and evaluation was gradually refined and improved. This was done through a more careful selection of workshop participants, additional training for prospective trainers and more rigorous evaluation and follow-up of workshop program. Although Ohio University specialists were responsible for organizing the workshops and doing much of the teaching, some Batswana "master teachers" were incorporated into the trainer group. This proved to very effective in mounting workshops, as evidenced by participant evaluations.

At the conclusion of PEIP I, significant progress had been made in providing a series of workshops for all education officers and approximately 1,200 primary school teachers. However, as an increasing number of workshops were mounted it became evident that more facilities would be needed to adequately cope with the workshop demand. The existing six education centers had no residential facilities and the four teacher training colleges could be used for courses only during the three vacation periods. This situation led to the conceptualization of a national network of nine new and five upgraded centers which would provide a national institutional infrastructure for in-service education.

A few of the more significant lessons learned from PEIP I had an influence on the planning for in-service activities in PEIP II. These lessons were: a) prospective trainers needed more workshops/courses to prepare them adequately; b) the promoted staff in schools were key figures for implementing in-service programmes; c) education officers had to have assistance in modifying their role from inspector to supervisor; and d) head teachers needed basic training in supervision, administration and leadership.

At the conclusion of PEIP I, there were significant developmental trends in the MOE which were to have an important effect on in-service education. Among these were the following: discussions were being held on the adoption of a basic nine year curriculum; a new Department of Teacher Education was being formulated which would incorporate both pre-service and in-service education; the MOE was developing plans for decentral-
ization which would give more responsibility to local EOs and head teachers; and, the proposed education centre network was in the process of being adopted.

PEIP II moved into this very fluid but challenging environment with some innovative plans for in-service education. While the specific in-service objective in PEIP II was to establish an institutional network for providing in-service education, there were two project outputs relating to this objective. Each of these outputs will be discussed in terms of accomplish-
ments, sustainability and developmental agendas.

ACCOMPLISHMENTS

Related to the establishment of an institutional network for the systematic in-service training of primary classroom teachers and head teachers and the in-service development of education officers and staff at PTTCs.

Construction of Education Centers

The education center network will be almost completed by the end of PEIP II (see Table 3). USAID and the MOE, collaborating through the PEIP and Junior Secondary Education Improvement Projects (JSEIP), were responsible for the construction of nine new education centers with residential and classroom facilities. The In-service Unit in the MOE was responsible for the coordination of center programming and administration.

Because of funding limitations, it was determined in 1990 to construct eight centers instead of the nine originally envisioned. At the time of this report, six of the new centers have been completed and are fully utilized. The remaining two are under

TABLE 3 - STATUS OF THE EDUCATION CENTER NETWORK

EDUCATION CENTERS EXISTING IN1986

1. Lobatse
2. Serowe (upgrading completed 1991)
3. Tlokweng (being replaced with new center; old one being incorporated into the PTTC)
4. Molepolole (replaced with new center)
5. Teaching Aids Production Unit (Francistown)
6. Kang

NEW EDUCATION CENTERS (Constructed with USAID support through PEIP and JSEIP)

	Center	Date of Operation
1.	Selebi-Phikwe	February, 1988
2.	Maun	August, 1988
3.	Mochudi	February, 1990
4.	Molepolole	March, 1990
5.	Tsabong	March, 1990
6.	Ghantsi	April, 1990

CONSTRUCTION UNDERWAY WITH USAID SUPPORT		Estimated Completion
7.	Kasane	March 1992
8.	Tlokweng	March 1992

CONSTRUCTION PLANNED FOR NDP 7 (1991-1997)

1. Mahalapye
2. Kanye
3. Gumare
4. Masunga

construction and should be completed by March, 1992. The MOE is in the process of upgrading the old centers.

The completed centers have been provided with vehicles, computers and multi-system audio visual equipment by USAID. They also have a full complement of professional and industrial staff funded by the MOE.

Professional Activities of Education Centers

The education center network has increased responsibilities as well as expanded facilities. Centers are now multi-purpose, providing services to primary, secondary, tertiary and non-formal educationists. Secondary education officers and primary teacher advisers are housed at each center where they organize workshops for their respective groups of educators.

National, regional, district and local workshops have been mounted at education centers for primary school staff, secondary staff, PTTC tutors, UB faculty and MOE officials. In addition, centers, when available, have offered their facilities to the Ministries of Health and Local Government and Lands and to local District Councils. Since they are strategically located throughout the country, access for schools in every district in Botswana has been greatly facilitated (See Figure I).

Staff Development Program for Center Personnel.

A comprehensive staff development program was designed for center personnel. This program was the result of the combined efforts of the MOE, PEIP and the British Council. The MOE has sponsored courses for education center staff on Audio/Visual Equipment, Basic Computer Programming and Fiscal Management; PEIP has conducted workshops on Administration, Supervision, MOE Innovative Programs and Communication; and the British Council has conducted an annual series of three-week workshops on Education Center Management and Administration.

Also in the staff development program, one in-service officer has been sent to the United Kingdom each year since 1986 under the auspices of the Overseas Development Agency (ODA) to study for a Masters Degree in Educational Administration. Increasingly in the future, staff development programs of this nature will be provided through the Masters' Degree Program developed with PEIP assistance at the UB.

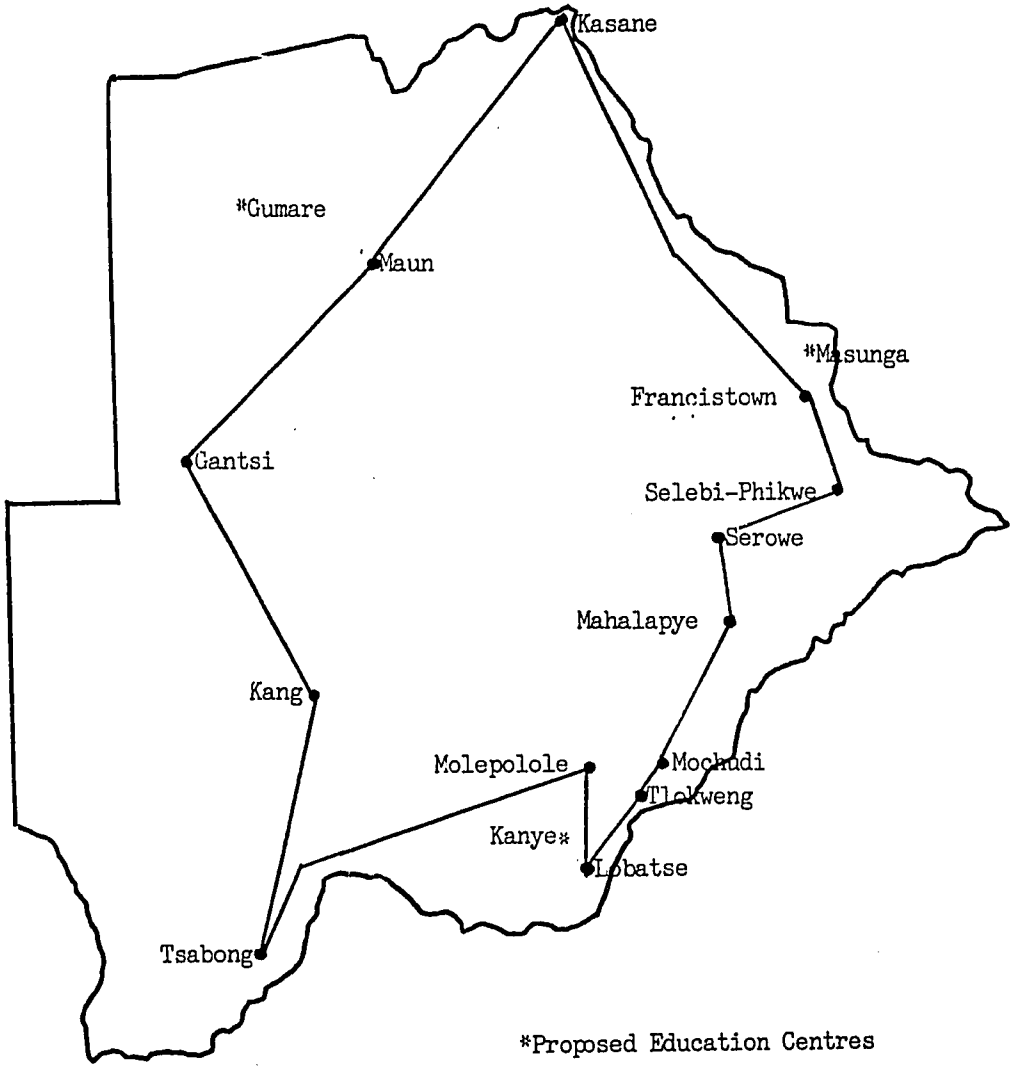

Figure 1 - Education Centres in Botswana

International Cooperation in Center Development

The education center network has been supported by significant contributions from various donor agencies. The most notable of these were: a) three mobile classroom units from Denmark (Danida) to facilitate in-service activities in remote areas; b) textbooks and reference books from Brothers' Brother Foundation for education center libraries; c) books and video tapes from the British Council focusing on Breakthrough to Literacy in Setswana and the Project Method programs which are used by the teacher advisers stationed at each education center; d) video equipment and a vehicle from the Japanese Government which will be used at the Media facility to be constructed at the Mochudi Education Center; e) audio-visual equipment and computers from the Australian Government to help upgrade the existing older centers; f) vehicles, computers and audio visual equipment through USAID-funded PEIP and JSEIP for all of the new centers; and, g) four experienced and qualified educators from the German Volunteer Service who have served as Education Center Directors.

ACCOMPLISHMENTS

Related to the development of a cadre of resource persons experienced in the delivery of in-service programs.

In-service Education for Teachers and Education Officers

The thrust and extent of in-service education activities for primary school administrators, teachers and education officers are shown in Tables 4 and 5. PEIP II focused on mounting in-service workshops to train trainers and thus to provide an efficient personnel infrastructure that could implement the multiplier concept in the delivery of workshops at national, regional, district and local levels. As a result of the experiences in PEIP I, headteachers were identified as the most appropriate target group for the first two years of PEIP II. In this two-year period, four one-week workshops were provided for every headteacher in Botswana. The subject matter of these workshops dealt with the following: administration, supervision and leadership; Ministry of Education innovative programs; curriculum issues; and school relationships with EOs, education secretaries, education centers and the community.

Approximately 80 trainers were involved in teaching more than 550 headteachers during the two-year program. At the conclusion of each of the four workshops, the headteachers were required to conduct related workshops in their respective schools. Using the multiplier modality, (See Figure 2) more than 9,000 teachers received workshops in the four subject matter areas mentioned above. This is the first time in Botswana that an in-service activity reached an entire target group (all head teachers) of this size, and also the first time in Botswana, that an in-service activity was presented to virtually all primary school teachers (See Table 4).

TABLE 4 - SUMMARY OF PEIP II IN-SERVICE EDUCATION WORKSHOPS FOR PRIMARY SCHOOL ADMINISTSRATORS AND TEACHERS

Target Group	No.	Dates	Duration	Content	Train./Presenter	Venues	Follow-ups
Headteachers	550	1987-1988	4 weeks	Admin./Superv. MOE prog. Curr. innov.	MOE Officers, Headteachers, National Lib., Educ. Sec.	PTTCs,UB, Maun, Education Center (EC)	EO visits to schools using Behavioral Rating Scale on Workshop obj.
Primary Teachers	9,000	1987-1988		Admin./Superv. MOE prog., Curr. Innovat.	Head Teachers	Local Schools	EO Visits
Trainees: EOs Teacher-Adv., EC officers	71	1989	3 week	Team Ldership, Project Method, Supervision, Components of goodTeaching	PEIP staff, MOE Officers, ODA Consult. (14)	Oasis Motel	Questionnaire from Trainers
Promoted Staff: Head, Dep., Sen.Teachers (3 fr. each school)	1950	1989-1990	4 days	Team Ldership, Project Method, Supervision, Good Teaching	EC Officers, EOs, Teacher advisors	ECs, PTTCs	Questionnaire
Primary Teachers	9000	1989-1990	3-4 days, typically	Team Ldership, Project Method, Supervision, Good Teaching	Promoted staff Head, deputy senior teachers	Primary Schools	Questionnaire
Selected EOs, TAs PTTC tut.	16	1991	5 days	Training of trainers: BTCI	BTCI Coord. and practition.	ECs	Eval. Forms & C A journals
Primary Teachers	9,000	1991-1992 (In process)	4 days proposed	BTCI	Promoted Staff	Primary schools	Teacher Adv./ EO follow-up

TABLE 5 - SUMMARY OF PEIP II IN-SERVICE EDUCATION WORKSHOPS FOR EDUCATION OFFICERS

Target Group	No.	Dates	Duration	Content	Trainers/Presenters	Venues	Follow-ups
Education Officers	45	June, 1987	5 days	Administration BTCI	PEIP,UB,Hd.Tea.	OasisMotel	Questionnaire
Educ. Off., Prim., Sec., Non-formal, CD&E, Selected PTTC Tutors, UB,(Nat. Workshop)	104	Feb., 1988	5 days	MOE Programs, Fin./Budget, Supervision	UB, MOE Officers	Oasis Motel	Questionnaire
Educ. Off., Prim., Sec., Non-formal, CD&E, Selected PTTC Tutors, UB (Nat. Workshop)	120	Sept., 1988	4 days	Communication, Continuous Assess	CD&E/PEIP	Oasis Motel	Questionnaire
In-service EOs	30	Jan., 1989	3 days	Mobil Centers	Breakthrough Staff	Serowe EC	Vis.remote sch.
In-service EOs	14	June, 1989	3 days	Operation of USAID funded AV equip.	PEIP/Media Coordinator	Tlokweng Ed. Center	Visits to Educ. Centers
Primary and In-service EOs	50	Feb., 1990	3 days	Team Leader., Proj. Meth., Supervision, Workshop Org., (Training of Trainers)	PEIP/MOE Officers	Oasis Motel	Observation of EO Workshops, Questionnaire
Primary and Inservice EOs Selected PTTC, Tutors & Head Teach.	70	March/April, 1990	10 days	Comp. of Good Teaching, Mounting Workshops, (Training of Trainers)	ODA/PEIP, MOE	Mochudi, Selibe-Phikwe Cen.	Questionnaire, Workshop Observations
Primary and In-service EOs	40	July/Aug., 1990	3 days	Finance/Supplies, Mounting PEIP Workshops	MOE/PEIP	Mochudi Ed. Center	Questionnaire
In-service EOs	18	June/July, 1991	10 days	Basic Computer Tech.,(USAID Comp.)	Media Special., MOE/JSEIP	Mochudi Ed. Center	Visits to each Ed. Center

Planning and
Design of National
Workshops by
PEIP - MOE - ODA
Consultants

Who conduct workshops to train workshop
trainers/presenters (primary education
officers, PTTC tutors, teacher advisors,
education center staff, etc.)

Trainers and presenters conduct workshops for promoted staff
(head, deputy and senior teachers) from all primary schools
at various venues (education centers, PTTCs, etc.) across the
country. The number of schools represented at each workshop
venue varied from 10 (30 participants) to 20 (60 participants)

Promoted staff from each of the current 650 primary schools conduct school-based
workshops for their respective staff, totaling approximately 9,000 teachers

Figure 2. - The multiplier concept as applied to in-service education in Botswana

An evaluation of the workshop program revealed that the headteachers a) desired more training and, b) would like to have members of their promoted staff included in future training programs. As a result of this feedback, four-day workshops were designed especially for the promoted staff (leadership teams) from each of the nation's schools which, by this time, numbered more than 600. More than 1,900 head, deputy and senior teachers participated in this program.

Education officers, teacher advisers and education center staff were selected as the first group of trainers to carry out the promoted staff workshops. They were given three weeks of training sponsored by PEIP and British Council for this purpose. Following these workshops, the trainers organized four-day workshops for promoted staff at district levels utilizing the education center facilities as the venue for the workshops. Each workshop brought together leadership teams from 10 to 20 primary schools.

As a follow-up to their own workshop experience, the participants were required to mount similar workshops for the teachers in their respective schools. Questionnaire returns received by the In-Service Unit in the Department of Teacher Education indicated that all of the schools in Botswana did conduct a follow-up workshop organized by their promoted staff. The teachers' and organizers' evaluations of the school-based workshops were judged as being either "successful" or "very successful".

The final major in-service activity of PEIP was an effort to complete the institutionalization of the Botswana Teacher Competency Instruments in the primary schools. These instruments were introduced and first developed by PEIP in 1984, but they were "overtaken" by the urgency of other MOE programs. In the consolidation stage of in-service activities which began in 1990, the BTCI were conceptualized as indicators of good teaching which could be applicable to all MOE programs at all levels. Again, drawing upon the multiplier format developed earlier for the promoted staff workshops, a national program was initiated by PEIP in 1991 to improve the quality of teaching in all primary schools through use of the Botswana Teaching Competency Instruments. At the time of this report, the program is in the "District Workshop" stage. All workshops should be completed at all levels by March, 1992.

As implied earlier, one of the important strengths of the PEIP II in-service education efforts was the high degree to which its initiatives were successfully integrated with those supported by other agencies. Table 6 provides an overview of workshop linkages developed among PEIP, MOE, the Overseas Development Agency (ODA - British Council) and UNESCO.

As PEIP II draws to a close, it is evident that a large number of primary educators have had active roles as in-service education providers over the past five years. These include 45 primary field education officers, 18 in-service officers staffing the education centers, 31 primary teacher advisors and about 1,950 promoted staff from the 600 plus primary schools. Obviously, the level of experience with organizing and implementing in-service education varies considerably among these more than 2,000 educators. Those at higher levels of the network have been given increasingly greater responsibility throughout PEIP II for implementing in-service programs; however, it is the head, deputy and senior teachers who have been responsible and accountable for the transmission of knowledge, skills and attitudes into the Botswana's schools and classrooms.

TABLE 6- SUMMARY OF WORKSHOPS INTEGRATED WITH PEIP, BUT NOT THE MAJOR RESPONSIBILITY OF PEIP

Target Group	No.	Dates	Duration	Content	Trainers/Presenters	Venues	Follow-ups
Prim., Secondary In-service EOs	40	Feb., 1987	10 days	Statistics	UNESCO Officers	Tlokweng EC	2 Seminars
Selected EOs, Headteachers-Headmasters	40	June, 1987	5 days	Continuous Assessment	ODA, MOE/PEIP	Tlokweng EC	Visits by cont. assess teams
Prim. & Sec. EOs,Headmasters	50	Oct., 1987	10 days	Administration Modules	UNESCO,PEIP, MOE	Morang Hotel, F'twn	Questionnaires, Workshops
EOs Head Masters/Sec. Teachers	40	Aug., 1987	3 days	Family Life, Family Planning	Intern.Committee, MOE/PEIP	Molepolole CoE	Questionnaire
Primary EOs, Selected Head-teachers & Headmasters	42	May, 1989	10 days	Administration	MOE, UNESCO, PEIP	Selebi-Phikwe EC	Questionnaire
Primary EOs, Selected Head Teachers & Head Masters	44	Aug., 1989	10 days	Administration	UNESCO, MOE, PEIP	Selebi-Phikwe EC	Questionnaire
In-service EOs, Selected TAs *	36	March 1988	10 days	Educ Center Management	ODA, MOE, PEIP	Tlokweng EC	Rev. of Recom.
Prim. EOs ,TAs, Stan. II Teacher	36	Sept., 1988	3 days	Project Method	MOE	Selebi-Phikwe EC	TA * Visit to schools
In-service EOs, Prim. EOs, TAs	38	Oct., 1990	10 days	Ed. Center Management	ODA, MOE, PEIP	Maun EC	Rev. of Recom.

* TA: Teacher Advisor

In conclusion it may be said that the infrastructure of facilities, processes and personnel is in place and when activated, with able leadership, is able to reach all primary school teachers in Botswana.

SUSTAINABILITY

The Education Center Network

The MOE's commitment to in-service education and lifelong-learning for teachers strongly suggests that the developments initiated through PEIP will be built upon and further expanded. The following may be regarded as evidence for this conclusion.

1. The MOE has incorporated in NDP7 provisions to construct the education center at Mahalape, which was delayed by funding limitations, and to construct additional centers at Masunga, Kanye, and Gumare. The MOE has already completed the upgrading of the old education center at Serowe to approximately the same standard as the new ones.

2. The demand for use of all centers is very high. Most are in nearly continuous use for workshops, seminars, classroom demonstrations and the like, frequently being fully booked three months, or more, in advance. The centers additionally are in demand for community uses by business, civics and religious groups.

3. The Department of Teacher Education was established during PEIP II to provide greater leadership and coordination to both in-service and pre-service education. The development of a cadre of primary teacher advisers and the decision to move the junior secondary field education officers into the Department of Teacher Education will, in all probability, result in a stronger and better integrated in-service education program to serve the needs of basic education in Botswana.

4. The necessary steps have been taken by the MOE to develop the organizational infrastructure necessary to operate the education center network, to recruit both professional and industrial staff and to conduct programs of both staff and organizational development.

5. The in-service education network seems increasingly to be regarded by the MOE as an integral aspect of the movement toward greater decentralization of the administration of the school system.

6. The successful experience of conducting massive in-service programs reaching every primary school and teacher, as well as the various education centers' responsiveness to the needs of the teachers in their immediate areas, has developed a level of confidence in local in-service providers to continue the work already begun.

7. A high level of cooperation has been evident among various departments and units which are deemed critical to the effectiveness of the in-service education network. These include the Departments of Teacher Education, Primary Education, Curriculum Development and Evaluation; the Primary Teacher Training Colleges; the Colleges of Education; and, the University of Botswana.

A DEVELOPMENTAL AGENDA

The system of in-service education has grown at a rather dramatic rate over the past five years. It would seem to be advisable that a comprehensive evaluation of the system be carried out in the near future to assess developments to date and to provide guidance for future development. Listed below are number of important issues which have surfaced during the era of PEIP II and which, no doubt, should be addressed in the evaluation.

1. The integration and upgrading of the centers at Kang (now serving primarily the Department of Non-Formal Education), the Teaching Aids Production Unit at Francistown and the Lobatse Education Center. The issue of location for the latter two centers must also be considered.

2. Funding for the operation of the in-service education system needs to be studied holistically in view of the demands being made upon it now and the needs which will have to be considered in the future.

3. All centers should be fully staffed for efficient and effective operation. At this time, six centers have only one senior education officer. The staffing problem will become even more critical as the network expands and the number of field officers and teacher advisors using the centers increases.

4. An on-going issue for years has been the matter of incentives for both those serving as in-service presenters as well as the participants in the in-service programs. What seems to be needed is a way of recognizing the achievements of both teachers taking courses as well as the providers who present the courses, many of whom do so over and above their regular jobs. Studies on this issue which have been carried out in Botswana in recent years or are now underway should be helpful in addressing this problem.

5. Regular, planned programs of staff development for those professionals operating the education centers need to be given a high priority by the Department of Teacher Education.

4. THE PRIMARY TEACHER TRAINING COLLEGES

Professor Jack A. Reed, Curriculum and Instructional Design Specialist

Objective: The coordination and assistance in the evaluation, revision and implementation of a PTTC curriculum appropriate to the training needs of primary school teachers.

BACKGROUND INFORMATION

Though PEIP I (1981 - 1986) did not have a specific objective related to the pre-service preparation of primary school teachers, other facets of the project did prepare the way for the extensive curriculum development in the Primary Teacher Training Colleges that was characteristic of PEIP II (1986 - 1991). PEIP I established the Department of Primary Education within the Faculty of Education of the University of Botswana. The B.Ed. program initiated by the Department was specifically designed to prepare experienced primary school teachers to be trainers of pre-service and in-service teachers and, thus, to effectively localize the staff of the Primary Teacher Training Colleges and the In-service Unit of the Ministry of Education. The training process produced graduates who seemed to be receptive to change and who had greater understanding of current strategies for helping children learn. In this way, the stage was set for the Colleges' curriculum development activities of PEIP II.

During PEIP I, also, future staff members of the Department of Primary Education were selected and provided graduate training overseas. It was this group that became available to assist in the implementation of the Agreement of Affiliation between the University of Botswana and the PTTCs and, in so doing, to facilitate the development, evaluation and revision of the PTTC curriculum in PEIP II.

In 1982, PEIP I supported a consultancy which provided a plan for further professionalization of the teaching cadre through a Self-Study Process. Among the terms of reference addressed by the consultant was the development of a "plan for professional visiting, evaluating, chartering and accrediting of Teacher Training Colleges". In responding to the request, the consultant produced "A Model for the Professional Evaluation of the Teacher Training Colleges of Botswana" (Evans, 1983). This document became the underpinning of the Self-Study activities of PEIP II.

ACCOMPLISHMENTS

The Self-Study of the Primary Teacher Training Colleges

A series of large-scale meetings were held to review the document " A Model for the Professional Evaluation of the Teacher Training Colleges of Botswana". These meetings produced a Self-Study Guide representative of the primary teacher training conditions and programs in Botswana. The Self-Study Guide (Ministry of Education, 1987) was used to obtain a set of college data through an extensive study by the staff in each of the colleges.

The Self-Study, which addresses issues of institutional development, resulted in a detailed description and evaluation of the structure, program and student body by the staff of each of the four colleges. The report of each college was reviewed by an outside reviewing body (Review Team) and, through this accumulated data and the resultant recommendations, the colleges produced development plans which are currently being implemented. The findings of the Self-Studies confirmed the need for intensive curriculum development efforts in the colleges and provided documentation concerning the need for an upgraded (Diploma) primary teacher preparation program. Based on the Self-Studies and the Review Team visits to each of the four PTTCs, a report was prepared entitled "The Status of the Primary Teacher Training Colleges in Botswana" (Curriculum Implementation Committee, 1989).

Formalised the Subject Panel Structure as a Curriculum Development Modality

National curriculum conferences were held in January of 1989 and 1990 to develop and implement a framework for curriculum development through cooperative action of the primary teacher training college staffs. As a result, subject panels were formed for each of the 12 subjects of the PTTC program. The panels were provided terms of reference to use as guidelines to build their programs. The panels identified their membership, objectives and annual meeting schedules during the conferences.

The Ministry of Education, through the newly established Department of Teacher Education, formalised the status of the subject panels through a series of directives governing the school-year operation of the panel activities. The Primary Teacher Training Colleges have provided in their annual budgets for the operation of the panels as a regular part of the college function. The Faculty of Education of the University of Botswana has appointed staff members, mainly from the DPE, to serve as advisors to the panels and to promote the functions of the panels as they pertain to the responsibilities of the Board of Affiliated Primary Teacher Training Colleges.

The Establishment of a Structure that Oversees Curriculum Development in the Primary Teacher Training Colleges.

With the onset of PEIP II, a broadly based (30 members) Curriculum Coordinating Council (CCC) was established to consider all matters related to curriculum development and approval. Along with the formation of the CCC, a sub-committee, the Curriculum Implementation Committee (CIC), was formed to liaise with teacher training college subject panels involved with curriculum development. This committee functioned mainly to facilitate the work of the curriculum subject panels and to provide a curriculum communication channel between the colleges and the CCC.

In the committee structure that evolved, it is now possible for a subject panel to revise its curriculum materials and, through the support and assistance of the Curriculum Implementation Committee, to pass the revision to the Curriculum Coordinating Council. In the CCC, all facets of the teacher education community are represented and the suggested revision can be considered in the light of the total program before the proposal is presented to the Board of Affiliated Primary Teacher Training Colleges for final review and ratification. In this way, duplications and omissions in curricular offerings can be identified and dealt with to provide a greater cohesion in the total primary teacher preparation program. Figure 3 presents a flow chart showing the paths by which curriculum development and approval for the PTTCs occur.

Revision of the PTTC Curriculum

As an outgrowth of the curriculum evaluation work carried out through the Self-Study process, an intensive syllabus revision process occurred during the second half of PEIP II. An important dimension of the development process was the use of two National Subject Panel Conferences involving, among others, all tutors in the PTTCs to initiate and coordinate this undertaking. Twelve subject panels, one for each PTTC subject, were established as the vehicle for review and revision. Panel membership included in most instances representatives from each college and resource people from the Curriculum Development Unit and the University. USAID-funded consultants assisted in the areas of Social Studies, Science and Setswana. The Curriculum Coordinating Council reviewed the syllabi changes proposed by the panels and offered some suggestions. The revised syllabus is scheduled to be submitted to the Board of Affiliation for final approval in late 1991, then bound and distributed throughout the teacher education system.

Supported Establishment of Three Permanent Staff Positions for Overseeing and Assisting the PTTCs in Developing Curriculum and Assessing the Results of Instruction

In order to maintain the extended scope of services to the Primary Teacher Training Colleges after the completion of the Primary Education Improvement Project, it was desirable to formalise certain roles established in the Faculty of Education (UB) and in the Department of Teacher Education, Ministry of Education.

The Faculty of Education has employed two persons who, as part of their job descriptions, will assume various responsibilities associated with the University's role in awarding the Primary Teacher Certificate and the College of Education Diploma. The first person, the Board of Affiliated Institutions Coordinator, will oversee the preparation, administration, marking and moderation of the PTTC final examinations and also supervise the moderation of the final teaching practice results at each of the four colleges. In cooperation with the MOE, the Coordinator will also assist with curriculum development and in-service education. The second person, the Assistant Registrar-Board of Affiliated Primary Teacher Training Colleges, will be in charge of recording and reporting the results of PTTC examinations and teaching practice.

In the Department of Teacher Education, the Senior Education Officer- Teacher Education was employed to coordinate all subject panel activities related to curriculum development and to help subject panels to incorporate Ministry of Education instructional innovations into the Primary Teacher Training College curriculum.

Facilitated Development of a Three-Year Diploma Program for Primary Teachers

While not an objective for PEIP II, the Project Paper took cognizance of the limitations of the two-year Certificate program and formally introduced the concept of a three-year Diploma program, enrolling secondary school graduates (Cambridge Overseas School Certificate holders), into the mainstream of policy consideration. Over a four-year period, the issue of changing the preparation of primary teachers to Diploma level was studied first by the National Council for Teacher Education and then at the Policy Advisory Committee level of the Ministry of Education. The outcome of these deliberations, assisted by three USAID-funded consultancies (Leep 1989, Leep/Pilane1991 and Rader, 1990), has been the decision to convert to one of the PTTCs (Tlokweng) to a pilot Diploma program. The provisions in National

Development Plan 7 for the Diploma require that the pilot program be evaluated and found to be effective in comparison to the present two-year certificate program before extending the Diploma to the other PTTCs.

Revision of the Academic Regulations for the Primary Teacher's Certificate

The PTCCs as noted earlier are linked to the UB through the Board of Affiliated Primary Teacher Training Colleges. Since the award of the Certificate to graduates of the PTTCs is made by the University, academic regulations and standards are established and enforced by that body. An extensive revision of the regulations was carried out and approved by the Board of Affiliation, the University Rules and Regulations Committee, the Faculty of Education and the University Senate.

The First National Teacher Education Conference

One of the major culminating activities of PEIP was the organization of the First National Conference for Teacher Educators. Convened in April, 1991, under the general sponsorship of the National Council for Teacher Education, the three-day Conference brought together 250 educators representing the nine institutions preparing teachers for the primary and secondary schools. (The institutions are: four PTTCs, two Colleges of Education, the Botswana Polytechnic, the Botswana College of Agriculture and the Faculty of Education). The Conference focused upon the pre-service preparation of teachers; however, it was recommended that the next conference deal extensively with in-service education. The costs of the Conference were borne largely by PEIP workshop funds. Five hundred copies of the Proceedings of the Conference were printed and distributed to teacher educators and others.

SUSTAINABILITY

Institutional Structures

Two modifications in institutional structures during the life of PEIP II bode well for the continued development of the programs in the PTTCs. First, the Ministry of Education has created and staffed a new Department of Teacher Education which has within its portfolio responsibilities for pre-service teacher education, in-service education and training. Within the Department, the post of Senior Education Officer for Teacher Education has been filled by an experienced PTTC administrator. Second, the Faculty of Education at UB, which has responsibility for the Boards of Affiliation for both the PTTCs and the Colleges of Education, has created and filled a new senior level position of Coordinator of Boards of Affiliation. These developments represent significantly increased commitments to the development of teacher education at both the primary and junior secondary levels.

The Self-Study Process

The Self-Study process, as an approach to institutional development, has been exceptionally well received across the education community. Development plans of varying degrees of sophistication have been established for each of the PTTCs and are in the process of implementation. The two Colleges of Education, which prepare

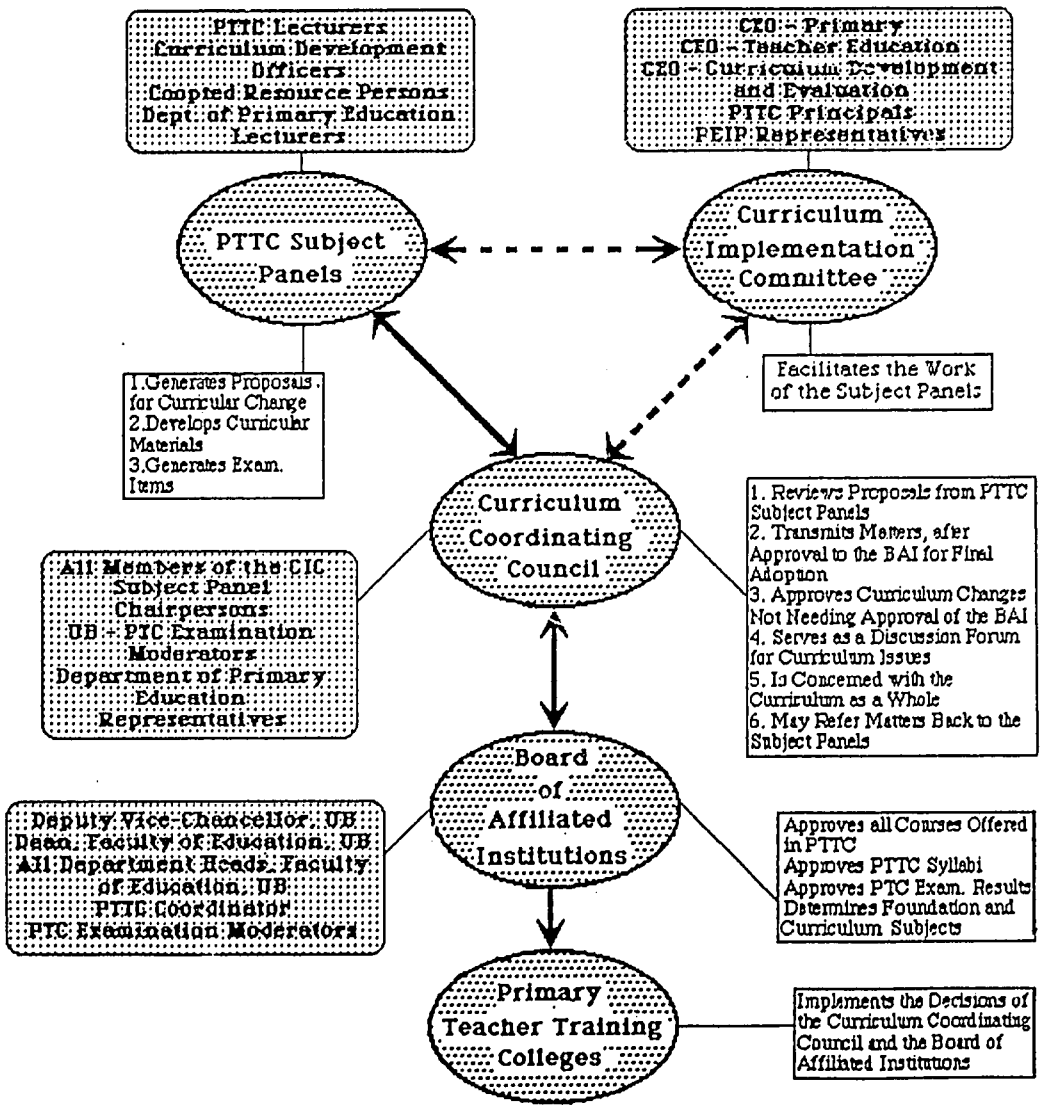

Figure 3. - Flowchart for PTTC Curriculum Development and Approval

Junior Secondary teachers, are in the initial stages of implementing the Self-Study process in their institutions. Well over 100 educators have already been involved with some phase of the Self-Study process, a situation which provides a broad base of experience for its continuation.

A Structure for Curriculum Review and Development

Curriculum development in the PTTCs through the activities of the subject panels has become an integral part of the college program. The Primary Teacher Training Colleges have developed specific budget items to cover the cost of staff participation in regular meetings of the subject panels. In turn, the Department of Teacher Education has recognized the existence of the subject panels by publishing a directive that controls the frequency and the duration of the subject panel meetings.

The existence of the Curriculum Implementation Committee, the Curriculum Coordinating Council and the Board of Affiliated Primary Teacher Training Colleges provide a committee structure for the review of curriculum and implementation of changes.

Involvement of University staff members in PTTC Curriculum Development.

The Faculty of Education, University of Botswana, has appointed members of the Faculty, most of whom are from the DPE, to serve as external examiners of the PTTC final examinations. The examiners are charged with the responsibility for overseeing the development of the PTTC examinations, their security during printing, their marking and moderation. The examiners also provide consultative assistance to the subject panels in their curriculum development activities. With this responsibility, there is a continuing linkage between the University and the development activities of the subject panels.

A DEVELOPMENTAL AGENDA

Because of the curriculum development personnel and structures that are in place, there are significant activities that, no doubt, should be pursued to expand, extend and improve curriculum development in the teacher training college system.

The Three-Year Diploma Program

As PEIP II phases out, the Department of Teacher Education is deeply involved with plans for implementing a pilot three-year Diploma program for the preparation of primary school teachers. A start-up date of January, 1993 has been selected and a master schedule for meeting that deadline has been adopted. A broadly based Advisory Committee has been established, chaired by the Chief Education Officer for Teacher Education.

In August, 1991 two consultants (a Motswana and an American - Pilane and Leep, 1991) developed a curriculum proposal for the Diploma program which will be submitted to a broad section of the teacher education community for review and comment. The proposed curriculum also outlines evaluation procedures which can be utilized to make assessments of the relative effectiveness of this new program.

Assuming that the Diploma program is found to meet the Ministry of Finance and Development Planning's criteria of effectiveness, the Ministry of Education will need to develop a plan to phase the Diploma program into the other three colleges. It would appear that this transition phase would continue into the 21st century.

Monitoring of the Implementation of PTTC Development Plans

There will be a continuing need for MOE and University personnel to be aware of the components of the PTTC development plans and to serve as catalysts in the process of attaining the plans' objectives. Steps must be taken to assure that a systematic approach is employed to monitor the process and to stimulate those persons and institutions responsible for implementing the plans within the recommended time frames.

Continuation of the Self-Study Process

The Colleges of Education and other institutions have indicated a desire to initiate the Self-Study process. It is important to act on this opportunity and to facilitate this exercise without unnecessary delay. Personnel who could provide the appropriate guidance should be identified. It may be that PTTC staff members could serve as resource persons and facilitators based on their previous experience.

Primary Teacher Training Colleges should be planning now for the second phase Self-Study activities. On the basis of previous experience with The Self-Study Guide, the Guide should be reviewed and revised to provide criteria and data that more closely describes the College program. The PTTCs should also begin planning for the second evaluation of their institutions. Perhaps the most effective timing would be to relate the exercise to the next National Development Plan (NDP8).

The National Council on Teacher Education

The National Council on Teacher Education, with new Terms of Reference approved by the Ministry of Education, seems now to be positioned as a body which can provide both leadership and coordination to the development of teacher education in Botswana. The NCTE, which is both an advisory and consultative body to the MOE, is at the time of this report examining its operating structures and studying approaches to selecting its agenda.

PUBLICATIONS, PAPERS AND REPORTS

A comprehensive listing of major publications, papers and reports arising from Primary Education Improvement Project is provided in the Appendix D. This material is grouped into the following categories: General, Consultant's Reports, the Self-Study Process, the Primary Teacher Training Colleges, the Department of Primary Education/Faculty of Education and the Semi-Annual Reports prepared for USAID.

Attention is drawn here to one publication - Patterns of Reform in Primary Education: The Case of Botswana (1991) edited by Max W. Evans and John Yoder and published by MacMillan, Botswana. The publication, which includes contributions from 19 educators, attempts to describe the important elements of the reform process underway in primary education in Botswana during the decade 1981 - 1991. Through the cooperation of USAID and the Junior Secondary Education Improvement Project, 2,000 copies of the book were purchased for distribution to all schools, the teacher education institutions and Ministry of Education officials, among others.

OTHER ACTIVITIES AND OUTCOMES OF PEIP II

The implementation philosophy of the PEIP Institutional Contractor (Ohio University) was to take a broad view of its role rather than a narrow, restricted one. Such an outlook involved team members in a variety of activities which, while perhaps not directly related to project objectives, seemed to be highly consistent with its purposes and important generally to the development of primary education in Botswana.

Over the decade of PEIP, in addition, a number of productive linkages and rich relationships were established between Botswana and Ohio University. These developments were, no doubt, facilitated by the fact that two long-term PEIP technicians were senior staff members (tenured professors) with strong ties to the contracting university and that the President of Ohio University was highly committed to international education and development.

This section of the report seeks to summarize a number of these additional activities and project by-products which seemed to add an important qualitative dimension to PEIP.

PROJECT RELATED ACTIVITIES

Involvement with Primary Curriculum Development

While the focus of PEIP was upon the development of primary education through the improvement of teaching, the PEIP team had involvement with the curriculum development process throughout the 10-year period. The involvement took a variety of forms: participation on national curriculum panels, providing consultancies, participation in curriculum workshops, and providing some equipment. PEIP maintained a positive, ongoing relationship with the major MOE innovations of Breakthrough to Literacy in Setswana, the Project Method of Teaching, Special Education, Guidance and Counseling and Continuous Assessment.

Serving as External Examiners

PEIP team members served as external examiners at the Molepolole College of Education, the University of Dar Es Salaam and the University of Zimbabwe.

National Curriculum Consultative Conferences

Responsibility for the National Curriculum Consultative Conferences rested with JSEIP; however, PEIP played a supporting role in two conferences and a leading organizational role in the third one.

National Council on Teacher Education

PEIP gave considerable support to NCTE by providing the Secretary for the organization. In addition, the PEIP Chief-of-Party provided input over the years urging a reexamination of the Council's role and procedures.

Organizing Extra-Curricular Activities for Students

One PEIP team member took a group of approximately 50 DPE students on a six-day field trip to the Great Zimbabwe Ruins, a practice which is still being followed by the then counterpart lecturer. Another technician interested in Astronomy, organized several sky-watching activities for students and staff, using the PEIP telescope. Approximately 2,000 UB students had an opportunity to view Halley's Comet through this activity.

Scholarly Presentations

Four presentations were made by PEIP team members at international conferences, including the American International Research Association and the Teaching English as a Second Language Convention.

Publication of Book

Members of the PEIP team provided leadership in the publication of a book entitled Patterns of Reform in Primary Education: The Case of Botswana. There were 19 contributors to the publication, including five PEIP team members and eight Batswana.

OHIO UNIVERSITY/BOTSWANA LINKAGES

BOLESWA Educational Research Symposium

This biennial educational research conference had its genesis in the College of Education at Ohio University in 1985, then being named the Symposium on North-South Collaboration on Educational Research. At the second conference of its kind in 1986, which included substantial participation by representatives from Botswana, Lesotho and Swaziland, the decision was taken to move the site of the conference to the BOLESWA countries. The BOLESWA Educational Research Symposiums have now been held in Lesotho (1987), Botswana (1989) and Swaziland (1991). Attendance at each of the three conferences has been over 200 with ever-widening African participation. The President of Ohio University was instrumental in securing partial support from an American-based foundation for the Conference and Ohio professors continue to give support and to participate in the Symposium.

Donations of Encyclopedia and Personal Libraries

Through the good offices of the President of the World Book Company, an alumnus of Ohio University, sets of the World Book Encyclopedia were made available to all of the PTTCs and education centers. A number of faculty members at Ohio University also donated their personal libraries to the PEIP project. One donation was an intact 25-year collection of a professional journal in the field of guidance and counselling which was transmitted to the UB Library.

Books through Brothers' Brother Foundation

During PEIP II, nearly 200,000 new books with a retail value of over $1,250,000 were received in Botswana and distributed to schools, PTTCs, and libraries throughout the country. Brothers' Brother Foundation of Pittsburg served as the liaison between the US book publishers donating the books and the Rotary Club of Gaborone which was the receiving agency in Botswana. The USAID/Botswana Mission paid shipping costs for a significant number of books.

PEIP Team Offering Ohio University Courses in Botswana

Several participants studying at Ohio University were able also, to take OU courses in Botswana from PEIP team members who were qualified to teach the courses. The courses included supervising research activities of doctoral candidates and the supervision of internships in guidance and counseling as well as regular courses.

Ohio University Designated as North American Depository for Botswana Documents

His Excellency, President Quett Masire, announced on his visit to Ohio University to give the graduation address in June, 1989, that Ohio University had been designated by his Government as the North American depository for Botswana documents. The National Library of Botswana provides these materials to the Ohio University Library free of charge, with the recipient paying shipping costs. Ohio University has similar arrangements with Swaziland and Malaysia.

Quett K.J. Masire Fellowship

The Quett K.J. Masire Fellowship, which was established in 1989, provides full tuition support for graduate study at Ohio University for a graduate of the University of Botswana or, if from some other institution, a citizen of Botswana. His Excellency has requested the University of Botswana to administer the Fellowships.

Through an earlier agreement between the University of Botswana and Ohio University (1982), a fellowship is reserved at Ohio University for members of the staff of UB to pursue graduate studies. Six UB staff members have been assisted through this Fellowship arrangement.

APPENDIX A

ACTIVITIES AND ACCOMPLISHMENTS

FOR THE PERIOD MARCH 1 - NOVEMBER 30, 1991

ACTIVITIES AND ACCOMPLISHMENTS

MARCH 1 - NOVEMBER 30, 1991

The final nine months of PEIP has been marked by a number of activities and events related in important ways to the close-out of this 10-year project. The activities and accomplishments which have occurred over this reporting period are reported in the following pages by the Ohio team members most closely associated with each of PEIP's four major objectives.

BY
Professor John Yoder

I. Project Objective: The establishment in the University of Botswana of a permanent capacity to provide appropriate graduate training in primary education.

A. The M. Ed. Program

Several significant developments have taken place in the M.Ed. Program during this period.

FORMALIZATION OF THE CENTER FOR GRADUATE STUDIES

On April 1 the M.Ed. Program was formalized in the Faculty of Education as the Center for Graduate Studies to be headed by a newly established Director of Graduate Studies and Research attached to the Office of the Dean. The Research and Design Specialist was named Director of the Center from April until his departure from post in July.

In support of the expanded M.Ed. program, the Faculty of Education has had 8 additional posts approved for FY 1991-92 across the various departments. These posts reflect the expected demand which the M.Ed. program will make on the departments for teaching and supervising M.Ed. students. It should be noted that it is not expected that the newly recruited persons will themselves necessarily teach in the program, but their availability may enable present members of staff to teach post-graduate courses as required.

These developments represent significant milestones in the development of graduate studies in the Faculty. Not only are they significant in that they formalize an ongoing and relatively permanent structure for development of graduate studies in the Faculty; they also serve to highlight the long term commitment of the Faculty to the development of a strong graduate program and establishment of a strong research orientation.

RECRUITMENT OF DIRECTOR OF GRADUATE STUDIES AND RESEARCH

The Research and Design Specialist gave leadership to recruitment for a long term Director of the Center for Graduate Studies (the position's title is Director of Graduate Studies and Research). This process got underway, formally, in April and the position was advertised both internationally and locally at the Associate Professor level. A short list of three candidates was agreed by the Selection Committee and a formal offer was subsequently made to a senior educational researcher from Papua New Guinea.

An acting Director of the Center has been appointed by the Dean to bridge the gap between the departure of the Research and Design Specialist and arrival of the new Director.

ADMISSIONS TO THE PROGRAMME FOR 1991-92

More than 40 applications were received for the anticipated admission of 15-20 students for the 1991-92 M.Ed. intake. Those meeting minimum criteria for admission were invited for interviews; and offers of admission were subsequently made to 24 individuals with an additional 5 placed on a reserve list. Three applicants were from the primary education sector.

STUDENT PROGRESS

Twelve full-time students and four part-time students completed their first year of year of studies and will engage in field research during the three months between the academic terms. Eight of the full-time students are from the Primary Education sector. Two students from the previous cohort successfully submitted their research projects during the period, leading to the award of the M.Ed. degree. The projects of two other students from that same cohort were judged to be unacceptable by the examiners and the students were given permission to re-write and re-submit the projects.

PURCHASE OF COMPUTER EQUIPMENT

A grant from the Swedish development research agency (SAREC) made possible the purchase of four computers, printers and software for use by the M.Ed. students. Until more long term facilities can be made available, the computer equipment is being housed in one of the classrooms in the Primary Education Building.

Issues requiring attention

STAFFING

The additional staff, noted above, which were approved on the basis of anticipated expansion, of the M.Ed. program are only now, for the most part, being recruited. Though it is unclear how many will actually be in place for the beginning of the 1991-92 term it appears likely that a significant number of the posts will yet need to be filled at that time. This could put a severe strain on members of the faculty for teaching the required courses. It may be that temporary part-time staff will need to be recruited until long term staff arrive.

DEVELOPMENT OF PART-TIME PROGRAMS

Since its inception, access to the M.Ed. program has been mainly through Ministry of Education sponsorships. This has meant that the numbers of students enrolling in the program in a given year were, in effect, determined by whatever Ministry policy was operational at that particular point in time with respect to further studies for serving officers. (This effect was forcefully demonstrated when, in 1989, the program was suspended by the University for a year due to an unexpected ruling by the Ministry of Education that only those who had been serving for at least 5 or 6 years since their last study leave would be considered for further study and release). Secondly, it has meant that those students who were able to actually enroll in the program were those of the Ministry of Education's choosing -- notwithstanding the University's prior (and independent) decision about admissions which it bases on its own academic criteria.

The Faculty of Education has, on the other hand, given considerable emphasis to the development of a strong M.Ed. program. It is believed that strong post-graduate programs will, in the long term, strengthen the undergraduate programs by facilitating development, recruitment and retention of senior academics and by enhancing the research environment of the Faculty. Clearly if the M.Ed. program is to continue developing, the Faculty cannot afford to be directly and solely dependent upon the Ministry of Education for all of its students. Attention must be given to increasing the flexibility of the program structure so that a variety of delivery formats can be used to provide for students who are able and motivated to pursue post-graduate studies can be enabled to do so.

COORDINATION OF M.Ed. PREPARATION WITH DIPLOMA PROGRAM DEVELOPMENT

It is disappointing to find that, as noted elsewhere in this report, having decided to move ahead with pilot testing a diploma program in one of the Primary Teacher Training Colleges (which will require that all teaching staff in that institution hold at least masters degrees), there has been such a low level of interest from the Primary Education sector in applying for admission to the M.Ed. program for this year. Clearly, the problem of coordinating the plans of the Ministry of Education with the University's programs remains a real one. It would seem imperative that mechanisms be found which provide the possibility for such coordination to take place.

UNIVERSITY OF BOTSWANA, FACULTY OF EDUCATION
JOB DESCRIPTION

Director of Graduate Studies and Research

1. BACKGROUND

1.1 The Faculty of Education has offered the M.Ed. degree since 1984. In 1989 a revised, cross-departmental, program, which now includes nine different specializations, was initiated. The program has been administered by a part-time Coordinator.

1.2 The program is a two-year full-time or four year part-time degree by coursework and research. The Faculty anticipated a future intake of approximately 15-20 students each year.

1.3 In 1991 the Faculty of Education established the Center for Graduate Studies as the umbrella structure for its M.Ed. program. It established the full-time post of Director to head the Center.

1.4 Research activities in the Faculty are coordinated by the Faculty of Education Research Committee with liaison to the National Institute of Research and Documentation and the Botswana Educational Research Association.

2. POSITION TITLE

Director of Graduate Studies and Research

3. RANK

Associate Professor

4. PURPOSE OF POSITION

4.1 To head, and provide administrative leadership to, the Center for Graduate Studies.

4.2 To participate in teaching and supervising students enroled in the Center as time permits.

4.3 To provide leadership in facilitating and coordinating the Faculty's research activities.

5. PRINCIPAL RESPONSIBILITIES

5.1 Chairs the Faculty of Education Center for Graduate Studies Board and serves as a member of the Faculty Executive.

5.2 Represents the Faculty of Education on the Senate's Graduate Studies Committee.

5.3 Teaches, advises and supervises M.Ed. students.

5.4 Oversees the admissions process including:

- Liaising with University Admissions Secretary and appropriate Government officials as required
- Preparing advertisements for placing by the University

- Responding to queries and corresponding with applicants
- Receiving and organizing application files
- Organizing and scheduling interviews with prospective students
- Preparing application files for consideration by Center for Graduate Studies Board and other appropriate bodies.
- Monitoring the progress of applications through the University and ascertaining that various admissions deadlines are met.

5.5 Maintains contact with appropriate Government officials in matters such as admissions and program development.

5.6 Communicates regulations and program expectations to students and staff.

5.7 Arranges for teaching staff in consultation with the Dean.

5.8 Recommends Advisers, Supervisors and Research Committee Members to the Faculty Executive, ascertaining that they are appointed and approved according to adopted regulations.

5.9 Receives completed research projects and ascertains that they have been prepared in the correct format before submission to examiners.

5.10 Receives continuous assessment marks and examination results and presents these to Faculty Board after they have been approved by the Center for Graduate Studies Board.

5.11 Maintains academic records for all students enrolled in the program, and ascertains that program requirements and deadlines are being met.

5.12 Provides leadership in planning, developing and evaluating the graduate studies program.

5.13 Provides leadership for the Faculty of Education in identifying, clarifying and evaluating national needs in graduate education.

5.14 Chairs the Faculty of Education Research Committee and provides leadership for the development of the research capability of the Faculty.

5.15 Is knowledgeable about on-going and proposed national, regional and international research in education.

5.16 Provides technical assistance in research methodology, as requested, to members of the Faculty.

5.17 Maintains contacts with external development and funding agencies, as appropriate.

5.18 Carries out a program of personal research.

6. ORGANIZATIONAL RELATIONSHIPS

6.1 The Director reports directly to the Dean of Education.

6.2 Teaching staff and research supervisors in the Center are drawn from constituent departments of the Faculty and become members of the Center for Graduate Studies during the academic year in which they are teaching or supervising.

7. QUALIFICATIONS

7.1 Minimum of Master's degree in Education, Educational Psychology, Measurements and Evaluation or a related area. PhD is preferred.

7.2 At least 3 years teaching experience at Senior Lecturer level or above in a university or equivalent institution. Teaching experience shall have included Research Design and Methodology or related areas.

7.3 Demonstrated organizational, teaching and human relationship skills.

7.4 Expertise in computing and computer analysis of data.

7.5 Strong record of research and publication in education or related areas.

7.6 Preference will be given to persons with prior experience in a post with similar responsibilities.

Office of the Dean
Faculty of Education
January 1991

BY
Professor Max Evans

II Project Objective: The expansion and improvement of the preservice primary education training at the University of Botswana in both the four-year professional Bachelor of Education degree programme and the two-year Diploma in Primary Education programme.

TRANSFER OF DEPARTMENTAL LEADERSHIP

On April 1, 1991 Dr. Gaontatlhe Mautle was appointed substantive Head of the Department of Primary Education by the Vice Chancellor of the University of Botswana, thus becoming the first Motswana to lead the Department. Since the Department's establishment in 1981 the Chief-of-Party for the Ohio team (Professor Donald Knox, 1981-84 and Professor Max Evans, 1984-1991) had served as departmental head.

DEPARTURE OF OHIO TEAM
The departure of the Ohio team from Botswana has been coordinated with the phase-out of PEIP. Teaching responsibilities for the Ohio technical assistants serving at UB were terminated at the end of the 1990-91 academic year. The departure dates for the Ohio team were as follows: Dr. Gordon Behm, June 1, 1991; Professor John Yoder, July 17, 1991; Professor Jack Reed,, October 15, 1991; and Professor Max Evans, November 28, 1991. Professor Luther Haseley, Inservice Advisor serving in the Ministry of Education, departed on November 14, 1991.

DISTRIBUTION OF COMMODITIES

The final distribution of USAID-funded commodities intended for the UB and PTTC libraries, (mainly library books) was completed during this period. Library materials were placed in the University library and the PTTCs.

CURRICULUM LABORATORY

The curriculum laboratory serves as a depository for instructional materials which in many cases are not appropriate for placement in the University library, or are high-use duplicate copies of books in the library. A concentrated effort was made during the reporting period to better organise the material in the curriculum laboratory and to review procedures for use of this facility in light of the fact that there is no librarian or clerical oversight of its use.

REVIEW OF DIPLOMA PROGRAMME

Tentative agreements were reached by the Diploma Review Committee regarding changes in that program which would be proposed to the Faculty Board and Senate for consideration. Perhaps the major proposed change relates to the addition of a six-week internship which would occur in the period immediately following the second year of the program. The internship would have to be passed in order for students to be awarded the Diploma. It is expected that revisions to the Diploma will become effective in 1992.

INTAKE AND GRADUATES

The intake into the Department of Primary Education for the 1991-92 academic year was 26. Although the Department could accommodate an annual intake of 40 - 45 students, the number admitted represented essentially all of those who had passed the Mature Age Entry Examinations.

A total of 30 students completed the requirements for graduation at the end of the 1990-91 academic year. This number was evenly divided between those completing the Diploma and the B.Ed. (Primary) programs. All diploma and approximately one-half of the degree graduates were posted back to the primary schools, while the remainder of the degree recipients were posted to the PTTCs.

DEPARTMENTAL STAFFING

The recruitment of two new DPE staff has proceeded during the reporting period. One position is at the lecturer level, which would allow a Motswana study leave to pursue the doctorate. The second position is at the Associate Professor level, an additional post which is required by the growing M.Ed. programme.

PARTICIPANT TRAINING

Four of the five Batswana sponsored by PEIP for doctoral programs have completed their studies and taken up teaching responsibilities in the Faculty of Education. The fifth is nearing completion and is expected to return early in 1992.

THE TRAINING MISSION OF THE DEPARTMENT OF PRIMARY EDUCATION

Some discussions have occurred between the Faculty of Education and Ministry of Education concerning the future of the DPE after PEIP's completion; however, no definite policy directions had been established at the time of this report. A number of factors must be taken into consideration in planning the long-term role for the Department, including the following: A reduced demand for B.Ed. (primary) graduates to staff the PTTCs; the lack of a clear-cut policy regarding alternative postings for degree holders; the relationship of the DPE to the MOE policy relating to nine years of basic education for all; and the relationship of the two-year Diploma program in the DPE to the new three-year Pilot Diploma program for primary teachers, scheduled to start-up in January, 1993. Deliberations concerning these issues have implications for the discussions taking place in the Faculty of Education concerning possible reorganization of that body.

BY
PROFESSOR LUTHER HASELEY

III. Project Objective: The establishment of an institutional network for primary in-service

DEVELOPMENT OF A NATIONAL SERIES OF WORKSHOPS FOR THE BOTSWANA TEACHER COMPETENCY INSTRUMENTS (BTCI)

PEIP, in consultation with the Department of Primary Education and Teacher Education, agreed to support a national endeavor to revitalize the BTCI in primary education. A planning committee initiated discussions in February, 1991, which culminated in a Master plan to utilize the "Multiplier Effect" to reach all primary schools in Botswana. The Multiplier effect for this endeavor was a refinement of the previous series of workshops which focused on the promoted staff as the main in-service providers for primary teachers.

The Department of Primary Education made a significant contribution to the program by assigning an education officer as Coordinator of the program. This officer was encouraged to select a small team of colleagues experienced in the BTCI to assist her in program planning.

The Coordinator organized a national training team of 18 participants who met at the Molepolole Education Center May 22 - 31 to plan for a workshop to train a cadre of officers in the application of the BTCI and who could then implement the second stage of the program. The National training team developed a workshop agenda, made teaching aids, devised ways of integrating video tapes about the BTCI and peer coaching, and planned for extensive "hands-on" experiences for workshop participants. The national training team divided unto two geographic groups, North and South, and planned for their respective regional training workshops.

The Northern workshop for trainers was held at the Selebi-Phikwe Education Center on July 8 - 12, 1991. Forty-five participants were in attendance representing the Northern districts. The Southern workshop for forty-two trainers was held at the Mochudi Education Center on September 2 - 6, 1991. Participants at both workshops included District Education Officers, teacher advisors, teacher training college tutors, and head teachers. At these sessions, training teams were organized for each district and a workshop agenda formulated.

From September 9th through November 15th, all district teams conducted workshops in their respective districts for promoted staff members and selected teachers who were already utilizing the BTCI. The final stage of the multiplier effect will be the mounting of workshops by the promoted staff for the teachers in their respective schools.

Each district team is responsible for developing and implementing a systematic follow-up to encourage and support the application of the BTCI in classrooms. The follow-up results will be evaluated by the BTCI program Coordinator.

EDUCATION CENTER DEVELOPMENT

On March 23rd the official opening of the Mochudi Education Center took place with the Honorable Minister of Education giving the official opening address. The Molepolole, Tsabong and Ghantsi Centers, which are already operational, have yet to be formally opened.

In January, 1991 construction began on the Tlokweng and the Kasane Education Centers. These centers are expected to be completed by March 1992. In October 1991 the MOE and USAID agreed to expand the dining and classroom facilities and to add an

additional hostel block to the Tlokweng Education Center. By doubling the capacity of the Tlokweng Center, larger groups can be accommodated at a great reduction in cost from the charges of the hotels.

The renovations of the Serowe Education Center was completed in August 1991 and a three week teacher advisor workshop funded by ODA was conducted there on October 7 - 25, 1991.

National Development Plan 7 provides for four new centers to be constructed. Sites have already been selected for the proposed centers in Mahalapye, Kanye and Masunga. A visit will be made to Gumare in the next few months to negotiate a site for the proposed education center there.

Currently discussions are being held with the Chief Education Officers of Teacher Education, Non-Formal Education and Curriculum Development and Evaluation to finalize the status of the Kang Center and the Teaching Aids Production Unit as Education Centers.

RELATED WORKSHOPS DURING THE PERIOD

Teacher Advisor and Project Method. The teacher advisor and project method workshops were regarded as very successful. The In-Service Advisor has submitted a proposal to the British Council to continue support for the project method of teaching, with a focus on Junior Secondary involvement.

Untrained Teachers. December will mark the conclusion of an experimental program to upgrade untrained teaching through a series of in-service workshops. After completing eight weeks of workshops, conducted during three school breaks, approximately 200 untrained teachers will be admitted to primary teacher training colleges. It is anticipated that the program will continue in 1992 for the same number of untrained teachers. A study will be undertaken to assess how well these students achieve compared to the normal PTTC intake.

Staff Development. The staff development program for education center staff continued following the media audio-visual workshop conducted during the last report period. A computer workshop for education center directors was conducted from June 24 - July 5, 1991, at the Mochudi Education Center to train them in the use of their new machine Macintosh computers.

On November 11 - 13, 1991 all education center directors participated in a workshop which focused on budgeting and accounting procedures and workshop statistics. The MOE and Ministry of Finance and Development Planning served as trainers for this workshop.

Workshops funded by the British Overseas Development Agency. The conclusion of the three-year ODA cycle will occur in March, 1992. The third and final teacher advisor workshop was conducted at the Serowe Education Center in October, 1991. The third project method workshop was held at the four PTTCs in September and involved the PTTC students working with and Primary school classes.

The final workshops on "Good Teaching" is scheduled for March, 1992.

BY
PROFESOR JACK REED

IV. Project Objective: Coordination and assistance in the evaluation, revision and implementation of a PTTC curriculum appropriate to the training needs of primary school teachers.

COMPLETION OF SYLLABI REVIEW

A paramount PEIP objective relating to the PTTCs was the evaluation of the existing curriculum for preparing primary teachers and the development and implementation of a curriculum more appropriate to the training needs of primary teachers. An enabling objective was the development of a structure for the systematic review, development, approval and implementation of the teacher training curricula on an on-going basis. (See Figure 3)

During the reporting period, all PTTC subject panels completed their syllabi revisions. These products were edited by the Curriculum and Instruction Design Specialist and, in an all-day meeting on July 5, 1991, the 30-member Curriculum Coordinating Council (CCC) reviewed the 12 submissions. Some modifications, mainly of a minor nature, were suggested by the CCC. These were incorporated into the final document, and 300 copies were printed by the Government Printer. Loose-leaf binders were used in order to facilitate updating the document as on-going curriculum changes are made. The final step in the curriculum-change objective is acceptance of the syllabi by the PTTC Board of Affiliation in December, 1991.

SELF-STUDY PROCESS

All PTTCs have completed development plans arising from their Self-Studies. The implementation of the plans has been loosely monitored by having the Principals of the colleges give reports of progress at meetings of the National Council on Teacher Education.

Considerable interest has been expressed by the Chief Education officer for Teacher Education and other teacher educators about the possibility of extending the Self-Study process to the Colleges of Education. The Chief-of-Party has had preliminary discussions at both colleges concerning the Self-Study concept and procedures for its implementation. At the time of this report, discussions are underway concerning the Self-Study as a "bridging" activity between the completion of PEIP and the Junior Secondary Education Improvement Project and the start-up of the Basic Education Consolidation project in mid-1992.

THE FIRST NATIONAL CONFERENCE ON TEACHER EDUCATORS

The first national conference of teacher educators in Botswana brought over 200 particpants together for three days (April 28 - May 1, 1991) at the Tonota College of Education to inititiate a broad-based dialogue on the improvement of teacher education. Representatives of the nine teacher-preparing insitutions were present along with Ministry of Education officials and representatives of other agencies. Five hundred copies of the Proceedings of the Conference were printed and distributed widely to teacher educators and others.

SETSWANA CONSULTANCY

The long-awaited consultancy dealing with the preparation of teachers of Setswana was conducted in June and July, 1991. Prior to departure the consultant, Professor David Baral, presented his report to the Reference Committee and other invited participants. The Report was later reviewed by both the PEIP Advisory Committee and the National

Council on Teacher Education before being transmitted to the Policy Advisory Committee in the Ministry of Education. The report has been well received by the various groups having had an opportunity to review it.

IMPLEMENTATION OF THE THREE-YEAR DIPLOMA PROGRAMME

Under the leadership of the Chief Education officer for Teacher Education, a broad based Diploma Implementation Committee was established to carry out the necessary planning for the start-up of this programme at Tlokweng Teacher Training College in January, 1993. Sub-committees have addressed problems relating to facilities, staffing and curriculum, and a master schedule detailing needed decisions and actions has been developed.

Two consultants were employed to assist with plannng the curriculum for the three-year programme (Mr. Gladstone Pilane and Professor Albert Leep). The report, based on widespread consultation, has been reviewed by the Diploma Implementation Committee and forwarded to the Office of the Permanent Secretary. The report will be widely distributed in order to solicit reactions and further suggestions for the organisation and content of this new programme for preparing primary teachers. The consultant's report also proposed a plan for evaluating the new Diploma program in keeping with the requirement of the Ministry of Finance and Development Planning that the three year program would need to demonstrate superiority over the present two-year certificate before it could be expanded to other PTTCs.

PTTC TUTOR's GUIDES

Final work was completed during the reporting period on two tutors' guides and copies were distributed throughout the teacher education system. The Social Studies Tutor's Guide was developed by Prof. Josiah Tlou and Dr. Gaontatlhe Mautle working with a representative group of PTTC social studies tutors. This document was piloted for a year before being put into final form.

Dr. Gordon Behm, working with a committee of science tutors, provided leadership for the development of a Science Tutors' Guide which has also been widely distributed throughout the teacher education community.

NATIONAL COUNCIL ON TEACHER EDUCATION

Two events of a significant nature relating to NCTE have occurred in recent months. First, the Council served as sponsor for the National Teacher Education Conference referred to earlier. Secondly, the role of the Council has come under close review by the Permanent Secretary and officers of the Council, with the result that the status and membership of NCTE has been clarified and its terms of reference more clearly focused. There seems to be a fairly widely-held perception that the Council is now positioned to provide greater leadership in the development of teacher education in Botswana than was earlier the case.

ARRIVAL OF COORDINATOR FOR THE BOARDS OF AFFILIATION

Professor Anthony Hopkin of the University of Wales arrived in Botswana on September 29, 1991 to take up the newly created post of Coordinator of the Boards of Affiliation for both the Primary Teacher Training Colleges and the Colleges of Education. The period of overlap between Prof. Hopkin's arrival and Prof. Reed's departure was approximately two weeks; however, Prof. Reed will be available for consultation as needed since he will continue to reside in Gaborone for some time.

RELATED ACCOMPLISHMENTS AND EVENTS

PUBLICATION AND DISTRIBUTION OF BOOK

Two thousand copies of the book Patterns of Reform in Primary Education: The Case of Botswana have been received and are now in the process of being distributed to schools, teacher training institutions, Ministry of Education officials, and libraries throughout the country. Max Evans and John Yoder edited this book which had 19 contributors, 11 of whom were Batswana.

VISITS TO BOTSWANA BY OHIO UNIVERSITY OFFICIALS

Professor Charles Ping, President of Ohio University and Mrs. Ping visited Botswana April 29 - May 1, 1991 following his work with a survey team on higher education in Namibia.

Professor H. Wells Singleton, the new Dean of the College of Education, visited Botswana on two occasions: March 19 - 24 and October 8 - 13, 1991. The March visit was for the purpose of getting acquainted with PEIP. On the second visit, Dean Singleton represented President Charles Ping at the graduation ceremony of the University of Botswana.

ACADEMIC PROMOTION

During this period, the Research and Design Specialist John Yoder, was promoted by the University of Botswana to the rank of Associate Professor. The promotion was based on an internal review of his dossier and an external review of selected publications.

BOLESWA EDUCATIONAL RESEARCH SYMPOSIUM

Professor Max Evans attended the BOLESWA International Research Symposium at the University of Swaziland July 28 - August 2, 1991.

APPENDIX B

SUMMARY OF PROJECT OUTPUTS

SUMMARY OF PROJECT OUTPUTS

Listed below is a summary of the planned outputs which were established for PEIP II in 1986 (Project Paper) and the actual outcomes which were achieved. Section IV of this report, dealing with overall accomplishments of the Project, discusses the outputs of PEIP in detail.

Planned	Actual
A. Pre-service	A. Pre-service
1. Two-year Primary Education Specialization under the MEd Program at UB	1. MEd program for Faculty of Education completely revised; 8 primary education specializations developed; 3 intakes into the program; total of 17 enrolled in primary specializations; 4 graduated.
2. Increase in the intake of students taken into the BEd and Diploma programs from 30 to 50 per year (BEd from 20 to 35 and Diploma from 10 to 15).	2. With exception of 1990-91 when 41 students were admitted, DPE had a decreased intake due to smaller numbers passing Mature Age Entry Examinations.
3. Professional, experienced staff in DPE in which all have MEd degrees and some have PhDs; a core of staff qualified to provide leadership in research.	3. All 8 Batswana staff hold MEd; 3 in DPE and 2 in Educational Foundations (PEIP participants) hold PhDs. All staff involved in research; several have published in books and journals.
4. A core of staff at PTTCs qualified to implement the three-year Diploma program.	4. In process of being achieved; 4 MEd (Batswana) completed and 9 in second year of program.
B. In-service	B. In-service
1. In-service network for training of teachers and administrators in all primary schools, for EO's and PTTC staff.	1. Eight new education centers constructed (3 by PEIP); staffed; in-service systematically conducted for EOs, head teachers and leadership teams in all primary schools; annual conferences for all PTTC tutors held.
2. Cadre of resource people experienced in delivery of in-service	2. Using multiplier modality, the following have had direct experience in organizing and presenting in-service education programs: 46 EOs, 18 Education Center Officers, 650 headteachers and 1,950 head, deputy and senior teachers.
C. Curriculum	C. Curriculum
1. Revised and operating core PTTC curriculum	1. The syllabi for the 12 subjects in PTTC curriculum revised by curriculum panels, published, and being implemented.

2. Upgraded and more localized staff at PTTCs experienced in curriculum development and implementation	2. Eighty-five % of staff now Batswana (50% in 1981); 80 % have primary teaching experience (estimated 30 % in 1981); structure for curriculum evaluation, revision and approval in place and operational; all colleges and staff participated in self-studies.

The outcomes achieved in the two phases of the Primary Education Improvement Project 1981 - 1991 contributed to the basis for the USAID follow-on project, Basic Education Consolidation, which has a dual focus of teacher education and curriculum development in the nine-year basic education program.

APPENDIX C

PEIP II PARTICIPANT TRAINING PROGRAM

PEIP II PARTICIPANT TRAINING PROGRAM (CENTER)

Name	Sex	Specialization	University	Degree	Departure	Return	Months
Mautle, G.	M	Social Studies	Ohio University	Ph.D.	Jan. 86	Apr. 88	14
Mosothwane, M.	M	Science Education	Univ. of Georgia	Ph.D.	Jan. 87	Feb. 91	43
Mogasha, M.	M	Administration	Ohio University	B.Ed.	Mar. 87	Aug. 87	6
Rathedi, M.	M	Administration	Ohio University	M.Ed.	Sep. 87	Sep. 88	13
Nyati, L.	F	Linguistics	Univ. Pennsylv.	Ph.D.	Aug. 87	Feb. 91	24
Marope, P.	F	Curr. & Supervision	Univ. Chicago	Ph.D.	Sep. 87	Dec. 91 est.	30
Kandjii, I.	F	Guid. & Counselling	Ohio University	Ph.D.	Sep. 87	Feb. 91	35
Jankie, D.	F	African Languages	U. of Wisconsin	Ph.D.	Jan. 88	Jan. 90	24
Mogasha, M.	M	Administration	Ohio University	B.Ed.	Jun. 88	Nov. 88	6
Kesupile, A.	M	Admin./Spec. Educ.	Ohio University	M.Ed.	Sep. 88	Aug. 89	12
Lesatle, R.*	F	Administration	Ohio University	M.Ed.	Jan. 91	May. 91	5
Moncho, N.	M	Administration	Ohio University	M.Ed.	Jan. 91	Dec. 91 est.	11
Odirile, L.	F	Guid. & Counselling	Ohio University	M.Ed.	Jan. 91	Mar. 92 est.	15
					Total Months		238
					Total Years		19.8

Source: Ohio University PEIP II records.
Note: PEIP II provided 20 years of participant training distributed as follows:
12 years for Doctoral degree study; 6 years for Masters degree study; and 2 years for short-term study.
* Returned after five months of study toward the M.Ed. degree because of a death in the family.

APPENDIX D

PEIP II PUBLICATIONS, PAPERS AND REPORTS

PEIP II PUBLICATIONS, PAPERS AND REPORTS

Major publications, papers and reports generated by the Primary Education Improvement Project are listed below under the following categories: General, Consultant's Reports, The Self Study Process, Primary Teacher Training Colleges, Department of Primary Education/Faculty of Education and Semi-Annual Reports to USAID. In addition to the authors or editors of the publications, the date of publication is shown and the location(s) where copies could most likely be located. The locations are abbreviated as follows:

BAI	Board of Affiliated Institutions, Faculty of Education, University of Botswana
BERA	Botswana Educational Research Association (Proceeding of the BOLESWA Educational Research Symposium, Gaborone)
DPE	Department of Primary Education, University of Botswana
DTE	Department of Teacher Education, the Ministry of Education
FOE	Faculty of Education, University of Botswana
MOE	Ministry of Education
NCTE	National Council for Teacher Education, Ministry of Education
NIR	National Institute for Research
OU	Ohio University (Primary Education Improvement Project files)
SAR	Semi-Annual Report
UB	University of Botswana Library
USAID/B Mission	United States Agency for International Development/Botswana

GENERAL

Author/Editor	Title	Date	Location
Chilisa, Bagele Yoder, John	Input/Output Measures of School Results: Towards a Model of Academic Effectiveness (BOLESWA Educational Research Symposium-Botswana.)	Aug.,.1989	BERA

Evans, Max W.	Status, Unfinished Tasks and Unresolved "Grey Areas" Related to the Primary Education Improvement Project: A Report to the PEIP/Advisory Committee.	Oct., 1990	SAR 9
Evans, Max W Mogami, H. S. Reed, Jack (EDs)	The Education of Educators: The Proceeding of the First National Teacher Education Conference. (National Council on Teacher Education, Ministry of Education.)	Nov., 1991	DTE
Evans, Max W. Yoder, John H. (EDs)	Patterns of Reform in Primary Education: The Case of Botswana. USAID/B (Macmillan Botswana.)	1991	UB DTE
Milon, John P.	Research in TESOL: The State Of the Art (BOLESWA Educational Research Symposium-Botswana).	Aug., 1989	BERA
Milon, John P.	Discourse in the Primary English Syllabus of Botswana (African Curriculum Organization, Addis Ababa).	Dec., 1989	OU
Milon, John P.	Language Choice in a Dual Language Primary System (TESOL 24th International Convention, San Francisco).	Mar., 1990	OU
Ministry of Education Republic of Botswana (Evans, Max W.)	Improving the Quality of Basic Education in Botswana (Botswana Country Paper prepared for the Eleventh Conference of Commonwealth Ministers).	Oct., 1990	MOE
Yoder, John H.	Gifted Education: A View from the Third World (Gifted Education International 1986, Vol. 4, pp 74-79).	1986	See Title
Yoder, John H.	Secondary School Non-Graduates in a Bachelors Degree Program in Education: Botswana's Experience (American Educational Research Association, New Orleans).	Apr., 1988	OU
Yoder, John H.	School Effectiveness Research: Proceeding of a Symposium Held at the University of Botswana. (Faculty of Education.)	July, 1989	FOE

Yoder, John H.	What Makes a Good Teacher: Perceptions of Effective and Ineffective Primary Teachers (BOLESWA Educational Research Symposium Botswana).	Aug., 1989	BERA
Yoder, John H.	A Behavioural Observation Scale for Primary School Children in Botswana: Finding Children at Risk. (BOLESWA Educational Research Journal Volume 7, 1990).		See Title

CONSULTANT REPORTS

(Funded by USAID through the Primary Education Improvement Project)

Consultants	Title	Date	Location
Baral, David	A Report on the Improvement of the Training of Teachers of Setswana.	Aug., 1991	OU DTE DPE
Bowman, Marvin DPE	Supervision Yesterday and Today (Videotape production).	July,. 1988	OU DTE,
Brodeur, Doris	A Report on the Development of The Media Center in the Department of Primary Education at the University of Botswana.	July, 1987	OU DPE
Brodeur, Doris	The Botswana Teaching Competency Instruments: Improving Instruction in Primary Schools (Videotape production) and a Manual to Accompany the Videotape.	Nov., 1988	OU DPE
Leep, Albert G.	Proposed Changes in Departmental Special Regulations for the Bachelor of Education (Primary) and the Diploma in Primary Education.	Oct., 1987	OU DPE
Leep, Albert G.	A Proposed Plan for Developing and Phasing In a Diploma Program for Primary Teachers.	Oct., 1989	OU DTE
Leep, Albert G. Pilane, Gladstone	A Proposed Curriculum Plan for a Pilot Three-Year Diploma Program to Prepare Primary Teachers.	Aug., 1991	OU DPE
Munger, Fredi Denbow, Jane	Interim Evaluation, Primary Education Improvement Project Phase II USAID/B USAID/Botswana.	Jan., 1989	OU

Muyanda-Mutebi, Peter	Final Report of the Executive Director of the African Social Studies Program on his Visit to Botswana as a Consultant.	July, 1989	OU DTE DPE
Personke, Carl	A Report of an Evaluation of the Diploma and Bachelor of Education Programs in the Department of Primary Education, University of Botswana.	May, 1987	OU DPE
Rader, William	A Cost Estimate for Developing and Phasing in a Diploma Program for Primary Teachers, 1991-2000.	Aug., 1990	OU DTE
Witmer, Melvin	Establishing A Counselor Education Program at the University of Botswana.	Sept., 1990	UB OU
Zajicek, Iva	A Graded, Coded Kit of Activities for the Botswana Breakthrough to Setswana Program.	Nov., 1988	OU MOE

THE SELF-STUDY PROCESS

Author/Editor	Title	Date	Location
Evans, Max W.	The Status of the Primary Teacher Training Colleges in Botswana.	Oct., 1989	DTE BAI, OU
Evans, Max W. Sephuma, Peter V.	Self Study Review Team Reports for:		
	Tlokweng PTTC.	Aug., 1988	PTTCs
	Lobatse PTTC.	Dec., 1988	BAI
	Francistown PTTC.	Mar., 1989	OU
	Serowe PTTC.	May, 1989	
Evans, Max W. Reed, Jack (EDs)	A Self-Study Guide for Botswana Primary Teacher Training Colleges.	1987	DTE BAI OU
Staff, Francistown PTTC	Self-Study Report	Jan., 1989	PTTCs
Staff, Lobatse PTTC	Self-Study Report	Aug., 1988	BAI
Staff, Serowe, PTTC	Self-Study Report	Dec., 1988	
Staff, Tlokweng PTTC	Self-Study Report	July, 1988	

PRIMARY TEACHER TRAINING COLLEGES

Author	Title	Date	Location
Behm, Gordon	Science Syllabus for the Primary Teacher Training Colleges in Botswana.	Dec., 1990	PTTCs BAI DTE

Behm, Gordon	The Primary Teacher Training College Science Lecturer's Guide.	June, 1991	PTTCs DTE
National Council on Teacher Education Evans, Max W. Reed, Jack	A Diploma Program for Primary School Teachers: A Proposal presented to the Policy Advisory Committee, Ministry of Education.	Mar., 1988	NCTE
Reed, Jack (Ed)	Primary Teacher Training College Curriculum Development Survey.	Apr., 1987	BAI
Reed, Jack (Ed)	National Primary Teacher Training College Subject Panel Proceedings.	Jan., 1989	BAI DTE
Reed, Jack (Ed)	Proceedings: Second Annual National Primary Teacher Training College Subject Panel Conference.	Jan., 1990	BAI DTE
Reed, Jack (Ed)	Academic Regulations for the Primary Teachers Certificate.	Oct., 1991	BAI
Subject Panels PTTCs Reed, Jack (Ed)	1991 Subject Syllabi for the Botswana Primary Teacher Training Colleges.	Oct., 1991	DTE BAI
Reed, Jack	Teaching Practice Moderation Reports.	Dec., 1987 Dec., 1988 Dec., 1989 Dec., 1990	BAI
Tlou, Josiah Mautle, Gaontatlhe	Social Studies Guide for the Primary Teacher Training Colleges in Botswana.	July, 1990	PTTCs DPE

DEPARTMENT OF PRIMARY EDUCATION/Faculty of Education

Author	Title	Date	Location
Department of Primary Education Evans, Max W. (Ed)	Development Plan for the Department of Primary Education (In the Faculty of Education Development Plan 1991-1997).	Apr., 1990	FOE DPE
Yoder, John	Master of Education Degree Program: University of Botswana.	Nov., 1988	FOE

SEMI-ANNUAL REPORTS TO USAID

Author/Editor	Title (Reporting Periods)	Location
Ohio University Contract Team Max, Evans W. (Ed)	Semi-Annual Reports for the Primary Education Improvement Project.	USAID/B OU, MOE, UB, NIR

First Report	September 1, 1986 - February 28, 1987
Second Report	March 1, 1987 - August 31, 1987
Third Report	September 1, 1987 - February 29, 1988
Fourth Report	March 1, 1988 - August 31, 1988
Fifth Report	September 1, 1988 - February 28, 1989
Sixth Report	March 1, 1989 - August 31, 1989
Seventh Report	September 1, 1989 - February 28, 1990
Eight Report	March 1, 1990 - August 31, 1990
Ninth Report	September 1, 1990 - February 28, 1991
Tenth Report	March 1, 1991 - November 30, 1991

APPENDIX E

PEIP II LONG-TERM SPECIALISTS

1986 - 1991

PEIP II LONG-TERM SPECIALIST 1986-1991, AND YEARS OF OVERLAP WITH PEIP I

Name	Contract Period With PEIP II	Specialization	Overlap With PEIP I
Dr. Gordon Behm	Aug. 1, 1986 - May 13, 1989	Math/Science Teacher	1 yr.,1 mo.
Dr. Max Evans	Aug. 1, 1986 - Nov. 30, 1991	COP , Adm./Superv.	2 yrs.,2 mo.
Dr. Luther Haseley	Aug. 1, 1986 - Nov. 30, 1991	Deputy COP,In-ser. Educ.	3 yrs.
Dr. John Milon	Aug. 1, 1987 - July 7, 1990	Teach. Eng. as a Sec. Lang.	none
Dr. Jack Reed	Aug. 1, 1986 - Nov. , 1991	Curr. and Instr. Design.	none
Dr. Josiah Tlou	Aug. 15,1986 - Aug. 12, 1989	Social Studies	none
Dr. John Yoder	Aug. 26, 1986 - July 17, 1991	Res. Meth. and Design	2 yrs. *
Total Pers. Yrs. for PEIP II:	29.35	Total Yrs Overlap w/ PEIP I:	8.25

Source: Ohio University PEIP II records.
* Dr. Yoder served two years (1984-86) as a direct employee of the University of Botswana before joining PEIP.

APPENDIX F

PEIP II SHORT-TERM CONSULTANTS

PEIP II SHORT-TERM CONSULTANTS

Consultant	University/Institution	Assignment	Dates in Botswana	Number of Weeks.
Dr. Carl Personke	University of Wisconsin	Eval. of DPE Prog.	Jan 21-Ap.7, 87	10
Dr. Doris Brodeur	Illinois State University	Media Center Dev.	May 11-Jul. 14, 87	9
Dr. Albert Leep	Ohio University	DPE Program Revision	Sep 1-Oct. 18, 87	7
Dr. Doris Brodeur	Illionois State University	Video for BTCI	May 11-Jul. 30, 88	12
Dr. Iva Zajicek	Ohio Univiversity(retired)	Breakthrough. to Setsw.	Sep. 1-Nov. 23, 88	13
Mr. Marvin Bowman	Ohio University	Video Tape (Supervision)	May 18-Ju.31, 89	10
Dr. Albert Leep	Ohio University	Diploma Program	Aug. 15-Oct. 14, 89	16
Dr. Richard Miller	Ohio University	UB Review Comm.	Feb. 10-Mar. 2, 90	3
Dr. Josiah Tlou	Virginia Tech.	Social Studies	Jun. 9-Jul. 20, 90	6
Dr. Gaonthatle Mautle*	University of Botswana	Social Studies	Jun. 9-Jul. 20, 90	3
Dr. Gordon Behm**	Ohio Department of Educ.	Science	Jul. 15-Dec. 15, 90	21
Dr. William Rader	Ohio University	Costing 3-yr. Diploma	Jul. 16-Aug. 7, 90	3
Dr. Melvin Witmer	Ohio University	Counselor Education	Aug. 3-Sep. 6, 90	5
Mrs. Doreen McColaugh	Ohio University	TESOL	Aug. 15-Dec. 15, 90	18
Mrs. Doreen McColaugh	Ohio University	TESOL	Jan. 1-Apr. 30, 91	17
Dr. Gordon Behm**	Ohio Department of Educ.	Science	Jan. 7-May 30, 91	20
Dr. David Baral	University of the Pacific	Setswana	Jun. 8-Aug. 2, 91	8
Dr. Albert Leep	Ohio University	Diploma Program	Jul. 20-Aug. 30, 91	6
Dr. Richard Miller	Ohio University	UBStrategic Planning	Nov.16-Nov.-30, 91	2
	Total Wks of Short-term Consultancies	199.0	Total Mon. of Short-term Consultancies	49.75

Source: Ohio University PEIP II Records
* One - half time
** Funded through Cost-sharing

APPENDIX G

OHIO UNIVERSITY CONTRACT PERSONNEL RECORDS OF ANNUAL AND SICK LEAVE

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

Evans, Dr. Max W.

Date of Contract: May 22, 1984
Date of Arrival: May 27, 1984
Date of Departure: November 28, 1991

House No. 10284 Maru-a-Pula

Date	Days Accumulated	Days Taken	Balance
May 84	0.5	0.0	0.5
Jun 84	2.0	0.0	2.5
Jul 84	2.5	0.0	5.0
Aug 84	2.0	0.0	7.0
Sep 84	2.0	0.0	9.0
Oct 84	2.0	0.0	11.0
Nov 84	2.0	0.0	13.0
Dec 84	2.5	6.0	9.5
Jan 85	2.5	0.0	12.0
Feb 85	2.0	5.0*	9.0
Mar 85	2.5	0.0	11.5
Apr 85	2.0	0.0	13.5
May 85	2.0	0.0	15.5
Jun 85	2.0	0.0	17.5
Jul 85	2.5	8.0	12.0
Aug 85	2.0	7.0	7.0
Sep 85	2.0	0.0	9.0
Oct 85	2.0	1.0	10.0
Nov 85	2.0	0.0	12.0
Dec 85	2.5	1.0	13.5
Jan 86	2.5	0.0	16.0
Feb 86	2.0	0.0	18.0
Mar 86	2.5	0.0	20.5
Apr 86	2.0	0.0	22.5
May 86	2.0	0.0	24.5
Jun 86	2.0	0.0**	26.5
Jul 86	2.5	0.0**	29.0
Aug 86	2.0	0.0	36.0*
Sep 86	2.0	0.0	38.0
Oct 86	2.0	0.0	40.0
Nov 86	2.0	0.0	42.0
Dec 86	2.5	0.0	44.5
Jan 87	2.5	0.0	47.0
Feb 87	2.0	0.0	49.0
Mar 87	2.5	0.0	51.5
Apr 87	2.0	0.0	53.5
May 87	2.0	0.0	55.5
Jun 87	2.0	9.0	48.5
Jul 87	2.5	4.0	47.0
Aug 87	2.0	0.0	49.0
Sep 87	2.0	0.0	51.0
Oct 87	2.0	0.0	53.0
Nov 87	2.0	0.0	55.0

Dec 87	2.5	1.0	56.5
Jan 88	2.5	0.0	59.0
Feb 88	2.0	0.0	61.0
Mar 88	2.5	0.0	63.5
Apr 88	2.0	0.0	65.5
May 88	2.0	0.0	67.5
Jun 88	2.0	5.0	64.5
Jul 88	2.5	5.0	62.0
Aug 88	2.0	0.0	64.0
Sep 88	2.0	0.0	66.0
Oct 88	2.0	0.0	68.0
Nov 88	2.0	0.0	70.0
Dec 88	2.5	0.0	72.5
Jan 89	2.5	1.0	74.0
Feb 89	2.0	0.0	76.0
Mar 89	2.5	0.0	78.5
Apr 89	2.0	0.0	80.5
May 89	2.0	0.0	82.5
Jun 89	2.0	0.0***	84.5
Jul 89	2.5	0.0***	87.0
Aug 89	2.0	0.0	89.0
Sep 89	2.0	0.0	91.0
Oct 89	2.0	1.0	92.0
Nov 89	2.0	0.0	94.0
Dec 89	2.5	0.0	96.5
Jan 90	2.5	0.0	99.0
Feb 90	2.0	1.0	100.0
Mar 90	2.0	2.0	100.5
Apr 90	2.0	6.0	102.5
May 90	2.0	0.0	104.5
Jun 90	2.0	6.0	100.5
Jul 90	2.5	6.0	97.0
Aug 90	2.0	0.0	99.0
Sep 90	2.0	0.0	101.0
Oct 90	2.0	0.0	103.0
Nov 90	2.0	0.0	105.0
Dec 90	2.5	0.0	107.5
Jan 91	2.5	0.0	110.0
Feb 91	2.0	0.0	112.0
Mar 91	2.5	6.0	108.5
Apr 91	2.0	0.0	110.5
May 91	2.0	0.0	112.5
Jun 91	2.0	1.0	113.5
Jul 91	2.5	0.0	116.0
Aug 91	2.0	0.0	118.0
Sep 91	2.0	7.0	113.0
Oct 91	2.0	0.0	115.0
Nov 91	2.0	1.0	116.0****

*Emergency leave for illness and death of a parent was originally charged to annual leave. In accordance with Ohio University policy and USAID concurrence, these days were transferred to sick leave.

** Home leave totalling 18 days

Home leave totalling 25 days which included 8 days for consultation

Dr. Evans' PEIP contract with Ohio University terminated on November 30, 1991. By mutual agreement, he applied one day of unused annual leave toward early departure from post (November 28, 1991), leaving a balance of 116.0 days of unusued annual leave. It should be further noted, however, that 38 of those days were carried over from PEIP I which terminated on August 31, 1986. Thus, Dr. Evans' unused leave from PEIP II was 78.0 days.

ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT

Haseley, Dr. Luther

Date of Contract; July 1983
Date of Arrival; 2 August 1983
Date of Departure: 14 November, 1991

House No: 5511 Broadhurst

Month	Accumulated	Taken	Balance
Jul 83	1.0	0.0	1.0
Aug 83	2.0	0.0	3.0
Sep 83	2.0	0.0	5.0
Oct 83	2.0	0.0	7.0
Nov 83	2.0	0.0	9.0
Dec 83	2.5	4.5	7.0
Jan 84	2.5	0.0	9.5
Feb 84	2.0	0.0	11.5
Mar 84	2.5	0.0	14.0
Apr 84	2.0	0.0	16.0
May 84	2.0	7.0	11.0
Jun 84	2.0	7.0	6.0
Jul 84	2.5	0.0	8.5
Aug 84	2.0	0.0	10.5
Sep 84	2.0	0.0	12.5
Oct 84	2.0	0.0	14.5
Nov 84	2.0	0.0	16.5
Dec 84	2.5	9.0	10.0
Jan 85	2.5	0.0	12.5
Feb 85	2.0	0.0	14.5
Mar 85	2.5	0.0	17.0
Apr 85	2.0	2.0	19.0
May 85	2.0	1.0	20.0
Jun 85	2.0	3.0	19.0
Jul 85	2.5	0.0*	21.5
Aug 85	2.0	0.0	23.5
Sep 85	2.0	0.0	25.5
Oct 85	2.0	0.0	27.5
Nov 85	2.0	0.0	29.5
Dec 85	2.5	5.0	27.0
Jan 86	2.5	4.0	25.5
Feb 86	2.0	0.0	27.5
Mar 86	2.5	0.0	30.0
Apr 86	2.0	0.0	32.0
May 86	2.0	0.0	34.0
Jun 86	2.0	0.0	36.0
Jul 86	2.5	0.0	38.5
Aug 86	2.0	10.0	30.5
Sep 86	2.0	6.0	26.5
Oct 86	2.0	0.0	28.5
Nov 86	2.0	0.0	30.5

Dec 86	2.5	4.0	29.0
Jan 87	2.5	5.0	26.5
Feb 87	2.0	0.0	28.5
Mar 87	2.5	0.0	31.0
Apr 87	2.0	0.0#	33.0
May 87	2.0	0.0	35.0
Jun 87	2.0	0.0	37.0
Jul 87	2.5	0.0	39.5
Aug 87	2.0	0.0	41.5
Sep 87	2.0	0.0	43.5
Oct 87	2.0	0.0	45.5
Nov 87	2.0	0.0	47.5
Dec 87	2.5	0.0	50.0
Jan 88	2.5	7.0	45.5
Feb 88	2.0	0.0	47.5
Mar 88	2.5	0.0	50.0
Apr 88	2.0	0.0	52.0
May 88	2.0	0.0	54.0
Jun 88	2.0	0.0	56.0
Jul 88	2.5	0.0	58.5
Aug 88	2.0	18.0	42.5
Sep 88	2.0	2.0	42.5
Oct 88	2.0	0.0	44.5
Nov 88	2.0	0.0	46.5
Dec 88	2.5	6.0	43.0
Jan 89	2.5	0.0	45.5
Feb 89	2.0	0.0	47.5
Mar 89	2.5	0.0	50.0
Apr 89	2.0	0.0	52.0
May 89	2.0	0.0	54.0
Jun 89	2.0	0.0	56.0
Jul 89	2.5	0.0	58.5
Aug 89	2.0	0.0	60.5
Sep 89	2.0	0.0	62.5
Oct 89	2.0	0.0	63.5
Nov 89	2.0	0.0	65.5
Dec 89	2.5	0.0*	68.0
Jan 90	2.5	3.0	67.5
Feb 90	2.0	0.0	69.5
Mar 90	2.5	0.0	72.0
Apr 90	2.0	9.0	65.0
May 90	2.0	0.0	67.0
Jun 90	2.0	0.0	69.0
Jul 90	2.5	0.0	71.5
Aug 90	2.0	9.0	64.5
Sep 90	2.0	0.0	66.5
Oct 90	2.0	0.0	68.5
Nov 90	2.0	0.0	70.5
Dec 90	2.5	12.0	61.0
Jan 91	2.5	12.0	51.5
Feb 91	2.0	0.0	53.5
Mar 91	2.5	0.0	56.0
Apr 91	2.0	0.0	58.0
May 91	2.0	4.0	56.0
Jun 91	2.0	1.0	57.0
Jul 91	2.5	0.0	59.5

Aug 91	2.0	10.0	51.5
Sep 91	2.0	1.0	52.5
Oct 91	2.0	0.0	54.5
Nov 91	2.0	11.0	45.5**

* Home leave

** Dr. Haseley's contract with Ohio University terminated on November 30, 1991. By mutual agreement, he applied 11 days of unused leave toward early departure from post (November 14, 1991), leaving a balance of 45.5 days of unused annual leave. It should be further noted, however, that 26.5 of those days were carried over from PEIP I which terminated on August 31, 1986. Thus, Dr. Haseley's unused leave from PEIP II was 19 days.

ANNUAL LEAVE OHIO UNIVERSITY CONTRACT (26 days per year)

Reed, Dr. Jack

Date of Contract: August 1, 1986
Date of Arrival: August 1, 1986
Date of Departure: October 15, 1991

House No: 10274, MaruaPula

Date	Days Accrued	Days Taken	Balance
Aug 86	2.0	0.0	2.0
Sep 86	2.0	0.0	4.0
Oct 86	2.0	0.0	6.0
Nov 86	2.0	0.0	8.0
Dec 86	2.5	0.0*	10.5
Jan 87	2.5	0.0	13.0
Feb 87	2.0	0.0	15.0
Mar 87	2.5	0.0	17.5
Apr 87	2.0	0.0	19.5
May 87	2.0	0.0	21.5
Jun 87	2.0	0.0	23.5
Jul 87	2.5	7.0	19.0
Aug 87	2.0	12.0	9.0
Sep 87	2.0	0.0	11.0
Oct 87	2.0	0.0	13.0
Nov 87	2.0	1.0	14.0
Dec 87	2.5	0.0	16.5
Jan 88	2.5	0.0	19.0
Feb 88	2.0	0.0	21.0
Mar 88	2.5	0.0	23.5
Apr 88	2.0	0.0	25.5
May 88	2.0	5.0	22.5
Jun 88	2.0	0.0	24.5
Jul 88	2.5	0.0	27.0
Aug 88	2.0	0.0**	29.0
Sep 88	2.0	0.0	31.0
Oct 88	2.0	4.0	29.0
Nov 88	2.0	0.0	31.0
Dec 88	2.5	0.0	33.5
Jan 89	2.5	0.0	36.0
Feb 89	2.0	0.0	38.0
Mar 89	2.5	0.0	40.5
Apr 89	2.0	0.0	42.5
May 89	2.0	0.0	44.5
Jun 89	2.0	2.0	44.5
Jul 89	2.5	0.0	47.0
Aug 89	2.0	14.0	35.0
Sep 89	2.0	3.0	34.0
Oct 89	2.0	0.0	36.0
Nov 89	2.0	0.0	38.0

Dec 89	2.5	0.0	40.5
Jan 90	2.5	0.0	43.0
Feb 90	2.0	0.0	45.0
Mar 90	2.5	0.0	47.5
Apr 90	2.0	0.0	49.5
May 90	2.0	0.0	51.5
Jun 90	2.0	13.0	40.5
Jul 90	2.5	19.0	24.0
Aug 90	2.0	0.0	26.0
Sep 90	2.0	0.0	28.0
Oct 90	2.0	0.0	30.0
Nov 90	2.0	0.0	32.0
Dec 90	2.5	0.0	34.5
Jan 91	2.5	0.0	37.0
Feb 91	2.0	0.0	39.0
Mar 91	2.5	1.0	40.5
Apr 91	2.0	0.0	42.5
May 91	2.0	0.0	44.5
Jun 91	2.0	1.0	45.5
Jul 91	2.5	8.0	40.0
Aug 91	2.0	0.0	42.0
Sep 91	2.0	1.0	43.0
Oct 91	2.0	12.0	45.0
Nov 91	2.0	14.0	21.0***

* Home leave earned while under contract to the Academy for Educational Development was deferred until December, 1986.

** Home leave

*** Dr. Reed's contract with Ohio University terminated on November 20, 1991; however, by mutual agreement, he applied 26 days of unused annual leave toward early departure from PEIP (October 15, 1991) in order to join the Natural Resources Management Project. Thus, at the time of Dr. Reed's contract termination he had 21 days of unused leave.

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

Yoder, Dr. John

Date of Contract: August 26, 1986
Date of Arrival: August 28, 1986
Date of Departure: July 17, 1991

House No: 2579, Pela Crescent

Date	Days Accumulated	Days Taken	Balance
Aug 86	0.0	0.0	0.0
Sep 86	2.0	0.0	2.0
Oct 86	2.0	0.0	4.0
Nov 86	2.0	0.0	6.0
Dec 86	2.5	0.0	8.5
Jan 87	2.5	0.0	11.0
Feb 87	2.0	0.0	13.0
Mar 87	2.5	0.0	15.5
Apr 87	2.0	4.0	13.5
May 87	2.0	0.0	15.5
Jun 87	2.0	0.0	17.5
Jul 87	2.5	0.0	20.0
Aug 87	2.0	16.0	6.0
Sep 87	2.0	0.0	8.0
Oct 87	2.0	1.0	9.0
Nov 87	2.0	0.0	11.0
Dec 87	2.5	1.0	12.5
Jan 88	2.5	0.0	15.0
Feb 88	2.0	0.0	17.0
Mar 88	2.5	0.0	19.5
Apr 88	2.0	0.0	21.5
May 88	2.0	0.0	23.5
Jun 88	2.0	0.0	25.5
Jul 88	2.5	13.0	15.0
Aug 88	2.0	0.0	17.0
Sep 88	2.0	0.0	19.0
Oct 88	2.0	0.0	21.0
Nov 88	2.0	0.0	23.0
Dec 88	2.5	1.0	24.5
Jan 89	2.5	0.0	27.0
Feb 89	2.0	0.0	29.0
Mar 89	2.5	0.0	31.5
Apr 89	2.0	0.0	33.5
May 89	2.0	0.0	35.5
Jun 89	2.0	0.0	37.5
Jul 89	2.5	0.0	40.0
Aug 89	2.0	7.0	35.0
Sep 89	2.0	0.0	37.0
Oct 89	2.0	0.0	39.0
Nov 89	2.0	0.0	41.0

Dec 89	2.5	13.0	30.5
Jan 90	2.5	0.0	33.0
Feb 90	2.0	0.0	35.0
Mar 90	2.5	0.0	37.5
Apr 90	2.0	0.0	39.5
May 90	2.0	2.0	39.5
Jun 90	2.0	0.0	41.5
Jul 90	2.5	0.0	44.0
Aug 90	2.0	13.0	33.0
Sep 90	2.0	0.0	35.0
Oct 90	2.0	0.0	37.0
Nov 90	2.0	0.0	39.0
Dec 90	2.5	12.0	29.5
Jan 91	2.5	5.0	27.0
Feb 91	2.0	0.0	29.0
Mar 91	2.5	0.0	31.5
Apr 91	2.0	0.0	33.5
May 91	2.0	3.0	32.5
Jun 91	2.0	0.0	34.5
Jul 91	2.5	13.0	24.0
Aug 91	1.9	26.0	-0.1#

Dr. Yoder's contract with Ohio University terminated on August 23, 1991. By mutual agreement, he applied 26 days of unused annual leave toward early departure from post (July 17, 1991), thus utilising all of his annual leave.

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

Evans, Dr. Max W.

Date of Contract: May 22, 1984
Date of Arrival: May 27, 1984
Date of Departure: November 28, 1991

House No. 10284 Maru-a-Pula

Date	Hours Accrued	Hours Taken	Balance
May 84	2.5	0.0	2.5
Jun 84	8.7	0.0	11.2
Jul 84	8.7	0.0	19.9
Aug 84	8.7	0.0	28.6
Sep 84	8.7	0.0	37.3
Oct 84	8.7	0.0	46.0
Nov 84	8.7	0.0	54.7
Dec 84	8.7	0.0	63.4
Jan 85	8.7	0.0	72.1
Feb 85	8.7	40.0*	80.8
Mar 85	8.7	0.0	89.5
Apr 85	8.7	0.0	98.2
May 85	8.7	8.0	98.9
Jun 85	8.7	0.0	107.6
Jul 85	8.7	0.0	116.3
Aug 85	8.7	0.0	125.0
Sep 85	8.7	8.0	125.7
Oct 85	8.7	0.0	134.4
Nov 85	8.7	0.0	143.1
Dec 85	8.7	0.0	151.8
Jan 86	8.7	0.0	160.5
Feb 86	8.7	0.0	169.2
Mar 86	8.7	0.0	177.9
Apr 86	8.7	0.0	186.6
May 86	8.7	0.0	195.3
Jun 86	8.7	0.0	204.0
Jul 86	8.7	0.0	212.7
Aug 86	8.7	0.0	181.4#
Sep 86	8.7	0.0	190.1
Oct 86	8.7	0.0	198.8
Nov 86	8.7	0.0	207.5
Dec 86	8.7	0.0	216.2
Jan 87	8.7	32.0	192.9
Feb 87	8.7	0.0	201.6
Mar 87	8.7	0.0	210.3
Apr 87	8.7	0.0	219.0
May 87	8.7	0.0	227.7
Jun 87	8.7	0.0	236.4
Jul 87	8.7	0.0	245.1
Aug 87	8.7	0.0	253.8
Sep 87	8.7	0.0	262.5
Oct 87	8.7	0.0	271.2

Nov 87	8.7	0.0	279.9
Dec 87	8.7	0.0	288.6
Jan 88	8.7	0.0	297.3
Feb 88	8.7	0.0	306.0
Mar 88	8.7	0.0	314.7
Apr 88	8.7	0.0	323.4
May 88	8.7	0.0	332.1
Jun 88	8.7	0.0	340.8
Jul 88	8.7	0.0	349.5
Aug 88	8.7	0.0	358.2
Sep 88	8.7	0.0	366.9
Oct 88	8.7	0.0	375.6
Nov 88	8.7	0.0	384.2
Dec 88	8.7	0.0	392.9
Jan 89	8.7	8.0	393.6
Feb 89	8.7	0.0	402.4
Mar 89	8.7	0.0	411.1
Apr 89	8.7	0.0	419.8
May 89	8.7	0.0	428.5
Jun 89	8.7	0.0	437.2
Jul 89	8.7	0.0	445.9
Aug 89	8.7	8.7	445.9
Sep 89	8.7	0.0	454.6
Oct 89	8.7	0.0	463.3
Nov 89	8.7	0.0	472.0
Dec 89	8.7	8.0	472.7
Jan 90	8.7	0.0	481.4
Feb 90	8.7	40.0	450.1
Mar 90	8.7	0.0	458.8
Apr 90	8.7	0.0	467.5
May 90	8.7	0.0	476.2
Jun 90	8.7	0.0	484.9
Jul 90	8.7	0.0	493.6
Aug 90	8.7	0.0	502.3
Sep 90	8.7	8.0	503.0
Oct 90	8.7	8.0	503.7
Nov 90	8.7	0.0	512.4
Dec 90	8.7	0.0	521.1
Jan 91	8.7	0.0	529.8
Feb 91	8.7	0.0	538.5
Mar 91	8.7	0.0	547.2
Apr 91	8.7	0.0	555.9
May 91	8.7	0.0	564.6
Jun 91	8.7	8.0	565.3
Jul 91	8.7	0.0	574.0
Aug 91	8.7	0.0	582.7
Sep 91	8.7	0.0	591.4
Oct 91	8.7	8.0	592.1
Nov 91	8.7	0.0	600.8

*Emergency leave for illness and death of a parent was originally charged to annual leave. In accordance with Ohio University policy and USAID concurrence, these days were transferred to sick leave.

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

Haseley, Dr. Luther

Date of Contract: July, 1983
Date of Arrival: 2 August 1983
Date of Departure: 14 November, 1991

Date	Hours Accrued	Hours Taken	Balance
Aug 83	8.7	0.0	8.7
Sep 83	8.7	0.0	17.4
Oct 83	8.7	0.0	26.1
Nov 83	8.7	0.0	34.8
Dec 83	8.7	0.0	43.5
Jan 84	8.7	0.0	52.2
Feb 84	8.7	24.0	36.9
Mar 84	8.7	0.0	45.6
Apr 84	8.7	0.0	54.3
May 84	8.7	0.0	63.0
Jun 84	8.7	0.0	71.7
Jul 84	8.7	0.0	80.4
Aug 84	8.7	0.0	89.1
Sep 84	8.7	0.0	97.8
Oct 84	8.7	0.0	106.5
Nov 84	8.7	0.0	115.2
Dec 84	8.7	0.0	123.9
Jan 85	8.7	0.0	132.6
Feb 85	8.7	0.0	141.3
Mar 85	8.7	0.0	150.0
Apr 85	8.7	0.0	158.7
May 85	8.7	0.0	167.4
Jun 85	8.7	0.0	176.1
Jul 85	8.7	0.0	184.8
Aug 85	8.7	88.0	105.5
Sep 85	8.7	48.0	66.2
Oct 85	8.7	12.0	62.9
Nov 85	8.7	0.0	71.6
Dec 85	8.7	0.0	80.3
Jan 86	8.7	0.0	89.0
Feb 86	8.7	0.0	97.7
Mar 86	8.7	0.0	106.4
Apr 86	8.7	0.0	115.1
May 86	8.7	0.0	123.8
Jun 86	8.7	0.0	132.5
Jul 86	8.7	0.0	141.2
Aug 86	8.7	0.0	149.9
Sep 86	8.7	0.0	158.6
Oct 86	8.7	8.0	159.3
Nov 86	8.7	0.0	168.0
Dec 86	8.7	0.0	176.7
Jan 87	8.7	40.0	145.4
Feb 87	8.7	0.0	154.1
Mar 87	8.7	0.0	162.8

Apr 87	8.7	0.0	171.5
May 87	8.7	0.0	180.2
Jun 87	8.7	0.0	188.9
Jul 87	8.7	0.0	197.6
Aug 87	8.7	0.0	206.3
Sep 87	8.7	0.0	215.0
Oct 87	8.7	0.0	223.7
Nov 87	8.7	0.0	232.4
Dec 87	8.7	0.0	241.1
Jan 88	8.7	0.0	249.8
Feb 88	8.7	0.0	258.5
Mar 88	8.7	0.0	267.2
Apr 88	8.7	0.0	275.9
May 88	8.7	0.0	284.6
Jun 88	8.7	0.0	293.3
Jul 88	8.7	0.0	302.0
Aug 88	8.7	0.0	310.7
Sep 88	8.7	0.0	319.4
Oct 88	8.7	0.0	328.1
Nov 88	8.7	0.0	336.8
Dec 88	8.7	0.0	345.5
Jan 89	8.7	0.0	354.2
Feb 89	8.7	0.0	362.9
Mar 89	8.7	0.0	371.6
Apr 89	8.7	0.0	380.3
May 89	8.7	0.0	389.0
Jun 89	8.7	0.0	397.7
Jul 89	8.7	0.0	406.4
Aug 89	8.7	0.0	415.1
Sep 89	8.7	0.0	423.8
Oct 89	8.7	0.0	432.5
Nov 89	8.7	0.0	441.2
Dec 89	8.7	0.0	449.9
Jan 90	8.7	0.0	458.6
Feb 90	8.7	0.0	467.3
Mar 90	8.7	0.0	476.0
Apr 90	8.7	0.0	484.7
May 90	8.7	0.0	493.4
Jun 90	8.7	0.0	502.1
Jul 90	8.7	0.0	510.8
Aug 90	8.7	0.0	519.5
Sep 90	8.7	0.0	528.2
Oct 90	8.7	16.0	520.9
Nov 90	8.7	0.0	529.6
Dec 90	8.7	0.0	538.3
Jan 91	8.7	0.0	547.0
Feb 91	8.7	0.0	555.7
Mar 91	8.7	0.0	564.4
Apr 91	8.7	0.0	573.1
May 91	8.7	0.0	581.8
Jun 91	8.7	0.0	590.5
Jul 91	8.7	0.0	599.2
Aug 91	8.7	0.0	607.9
Sep 91	8.7	0.0	616.6
Oct 91	8.7	0.0	625.3
Nov 91	8.7	0.0	634.0

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

Reed, Dr. Jack

Date of Contract: August 1, 1986
Date of Arrival: August 1, 1986
Date of Departure: October 15, 1991

House No: 10274, MaruaPula

Date	Hours Accrued	Hours Taken	Balance
Aug 86	8.7	0.0	8.7
Sep 86	8.7	0.0	17.4
Oct 86	8.7	0.0	26.1
Nov 86	8.7	0.0	34.8
Dec 86	8.7	0.0	43.5
Jan 87	8.7	0.0	52.2
Feb 87	8.7	0.0	60.9
Mar 87	8.7	0.0	69.6
Apr 87	8.7	16.0	62.3
May 87	8.7	0.0	71.0
Jun 87	8.7	0.0	79.7
Jul 87	8.7	0.0	88.4
Aug 87	8.7	0.0	97.1
Sep 87	8.7	0.0	105.8
Oct 87	8.7	0.0	114.5
Nov 87	8.7	0.0	123.2
Dec 87	8.7	0.0	131.9
Jan 88	8.7	0.0	140.6
Feb 88	8.7	0.0	149.3
Mar 88	8.7	0.0	158.0
Apr 88	8.7	0.0	166.7
May 88	8.7	0.0	175.4
Jun 88	8.7	0.0	184.1
Jul 88	8.7	0.0	192.8
Aug 88	8.7	0.0	201.5
Sep 88	8.7	0.0	210.2
Oct 88	8.7	0.0	218.9
Nov 88	8.7	0.0	227.6
Dec 88	8.7	0.0	236.3
Jan 89	8.7	0.0	245.0
Feb 89	8.7	0.0	253.7
Mar 89	8.7	0.0	262.4
Apr 89	8.7	0.0	271.1
May 89	8.7	0.0	279.8
Jun 89	8.7	0.0	288.5
Jul 89	8.7	0.0	297.2
Aug 89	8.7	0.0	305.9
Sep 89	8.7	0.0	314.6
Oct 89	8.7	0.0	323.3
Nov 89	8.7	0.0	332.0
Dec 89	8.7	0.0	340.7
Jan 90	8.7	0.0	349.4
Feb 90	8.7	0.0	358.1

Mar 90	8.7	0.0	366.8
Apr 90	8.7	0.0	375.5
May 90	8.7	0.0	384.2
Jun 90	8.7	0.0	392.9
Jul 90	8.7	0.0	401.6
Aug 90	8.7	0.0	410.3
Sep 90	8.7	0.0	419.0
Oct 90	8.7	0.0	427.7
Nov 90	8.7	0.0	436.4
Dec 90	8.7	0.0	445.1
Jan 91	8.7	0.0	453.8
Feb 91	8.7	0.0	462.5
Mar 91	8.7	0.0	471.2
Apr 91	8.7	0.0	479.9
May 91	8.7	0.0	488.6
Jun 91	8.7	0.0	497.3
Jul 91	8.7	0.0	506.0
Aug 91	8.7	0.0	514.7
Sep 91	8.7	0.0	523.4
Oct 91	8.7	0.0	532.1
Nov 91	8.7	0.0	540.8

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

Yoder, Dr. John

Date of Contract: August 26, 1986
Date of Arrival: August 28, 1986
Date of Departure: July 17, 1991

House No: 2579, Pela Crescent

Date	Hours Accrued	Hours Taken	Balance
Aug 86	1.4	0.0	1.4
Sep 86	8.7	0.0	10.1
Oct 86	8.7	0.0	18.8
Nov 86	8.7	0.0	27.5
Dec 86	8.7	0.0	36.2
Jan 87	8.7	0.0	44.9
Feb 87	8.7	40.0	13.6
Mar 87	8.7	0.0	22.3
Apr 87	8.7	0.0	31.0
May 87	8.7	0.0	39.7
Jun 87	8.7	0.0	48.4
Jul 87	8.7	0.0	57.1
Aug 87	8.7	0.0	65.8
Sep 87	8.7	0.0	74.5
Oct 87	8.7	0.0	83.2
Nov 87	8.7	0.0	91.9
Dec 87	8.7	0.0	100.6
Jan 88	8.7	0.0	109.3
Feb 88	8.7	0.0	118.0
Mar 88	8.7	0.0	126.7
Apr 88	8.7	0.0	135.4
May 88	8.7	0.0	144.1
Jun 88	8.7	0.0	152.8
Jul 88	8.7	0.0	161.5
Aug 88	8.7	0.0	170.2
Sep 88	8.7	0.0	178.9
Oct 88	8.7	0.0	187.6
Nov 88	8.7	0.0	196.3
Dec 88	8.7	0.0	205.0
Jan 89	8.7	0.0	213.7
Feb 89	8.7	0.0	222.4
Mar 89	8.7	0.0	231.1
Apr 89	8.7	0.0	239.8
May 89	8.7	0.0	248.5
Jun 89	8.7	0.0	257.2
Jul 89	8.7	0.0	265.9
Aug 89	8.7	0.0	274.6
Sep 89	8.7	0.0	283.3
Oct 89	8.7	0.0	292.0
Nov 89	8.7	0.0	300.7
Dec 89	8.7	0.0	309.4
Jan 90	8.7	0.0	318.1

Feb 90	8.7	0.0	326.8
Mar 90	8.7	0.0	335.5
Apr 90	8.7	0.0	344.2
May 90	8.7	0.0	352.9
Jun 90	8.7	0.0	361.6
Jul 90	8.7	0.0	370.3
Aug 90	8.7	0.0	379.0
Sep 90	8.7	0.0	387.7
Oct 90	8.7	0.0	396.4
Nov 90	8.7	0.0	405.1
Dec 90	8.7	0.0	413.8
Jan 91	8.7	0.0	422.5
Feb 91	8.7	0.0	431.2
Mar 91	8.7	0.0	439.9
Apr 91	8.7	0.0	448.6
May 91	8.7	0.0	457.3
Jun 91	8.7	0.0	466.0
Jul 91	8.7	0.0	474.7
Aug 91	8.7	0.0	483.4