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# **BOTSWANA PRIMARY EDUCATION IMPROVEMENT PROJECT**

**PHASE II: 1986 — 1991**

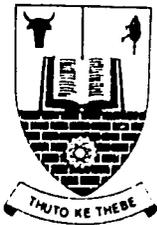
## **SIXTH REPORT**

**March 1, 1989 — August 31, 1989**

**Prepared by the PEIP Team**

**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**



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# University of Botswana

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Ms. Barbara Belding,  
Human Resources Development Officer,  
USAID/Botswana  
Gaborone, Botswana

15 September, 1989

Dear Ms. Belding,

The six-month period from March 1 through August 31, 1989 has been one of significant accomplishment for PEIP in a number of areas. Among these are the following: the fulfillment of the covenant between the Ministry of Education (MOE) and USAID to "establish a Department responsible for Teacher Education within the Ministry of Education"; the completion of a two-year cycle of four one-week workshops for all primary school headteachers and education officers in the country; the completion of the Self-Study and Review Team visits to each of the four Primary Teacher Training Colleges; the graduation from the Department of Primary Education at the University of the fifth B.Ed. (primary) class and the seventh Diploma (primary) class; and the publication of PEIP-Line, a monthly newsletter.

Other noteworthy events of this period included the visit to Ohio University of His Excellency Dr. Q.K.J. Masire, President of the Republic of Botswana, to receive the Doctor of Humane Letters degree and to address graduates at the Commencement Exercises; and the very successful International Educational Research Symposium organised by the Botswana Educational Research Association and the University of Botswana.

In March the MOE enacted a regulation requiring that persons seeking a government bursary must have completed five (six in the case of primary) years of teaching since their most recent period of training. This resulted in there being no intake for 1989-90 into the M.Ed. programme and only 18 applicants qualifying for the programme in the Department of Primary Education (DPE). Thirty-eight students had met the University admission requirements. The annual intake into the DPE over the years has ranged between 30 and 35.

A number of important matters must be attended to in the next six-months period. Among these are the following: questions relating to planning for NDP7; the design of the inservice

education programme for the final two years of PEIP; initiating construction of the final three education centres; completing selection of PEIP participants; the preparation of development plans for the PTTCs; the planning and implementation of a national workshop for the PTTCs; and the identification of consultant needs for continuing curriculum development in the PTTCs.

Note should also be taken that the phase-out of the Ohio University Contract Team began during this period with the departure of the Social Studies specialist and in December, 1989 the Mathematics/Science specialist will depart. We expect that counterparts will be available to take over as the Ohio team departs.

On behalf of Ohio University, I wish to thank you and the USAID/Botswana Mission for your continuing support for the improvement of primary education.

Sincerely,

*Max W. Evans*

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

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## PART I

### INTRODUCTION

This progress report, the sixth of its kind in the second phase of the Botswana Primary Education Improvement Project, covers the period from March 1, 1989 through August 31, 1989. As was true of the earlier reports, this one seeks to identify the accomplishments of the past half-year, to point out the major problems being encountered and to present plans for PEIP for the next six months. For easy reference purposes, each progress report includes in the introductory section the following brief description of the aim of the project.

#### PEIP II Overview

The principal reason for PEIP II was to further institutionalize the pre-service and inservice programmes initiated under PEIP I and to permit their orderly expansion to meet country-wide needs. As set forth in the Project Paper (March, 1986) the major aspects of PEIP are as follows:

##### A. Project Goal

The goal of this project is to increase the access, efficiency and relevance of primary education in Botswana.

##### B. Project Purpose

The purpose of the project is to strengthen the capacity of the Ministry of Education and the University of Botswana to organize, revise and implement effective preservice, inservice and curriculum programmes for primary teacher education. There are four elements which fall within the purpose of this project:

1. To establish in UB the permanent capacity to provide appropriate graduate training in primary education;
2. To expand and improve the preservice primary education training at the University of Botswana (UB) in both the four-year professional Bachelor of Education degree programme and the two-year Diploma in Primary Education programme;
3. To establish an institutional network for providing inservice education;
4. To coordinate and assist in the evaluation, revision and implementation of Primary Teacher Training College curricula appropriate to the training needs of primary teachers.

##### C. Specific Project Outputs

The outputs which are expected to result from the attainment of the project purpose are as follows:

## 1. Preservice

a. An established two-year Primary Education Specialization under the M.Ed. Programme at UB.

b. A gradual increase in the number of students taken into the B.Ed. and DPE programmes at UB from the current number of 30 up to 50 per year in 1990 (from 20 and 10 respectively, to 35 and 15).

c. A professional, experienced staff of Botswana in the Department of Primary Education in which

(1) all members have the equivalent of an M.Ed. degree, and some have earned doctorates in areas appropriate to department needs;

(2) a core of the staff have sufficient training and research experience to provide leadership in research activities pertinent to the educational needs of Botswana.

d. A core of staff at PTTCs sufficiently prepared to assume greater responsibility for the delivery of the Diploma in Primary Education.

## 2. Inservice

a. An established institutional network for the systematic inservice training of classroom teachers and headteachers in all the 535 existing primary schools and the inservice development of EOs and staff at PTTCs.

b. A cadre of resource persons experienced in the delivery of inservice programmes.

## 3. Curriculum

a. A revised and operating core PTTC curriculum appropriate to the training needs of primary teachers.

b. An upgraded and more fully localized staff at the PTTCs who are experienced in curriculum development and implementation.

## Organization of the Semi-annual Report

The format for this report is as follows: Part I presents a brief introduction. Part II deals specifically with the "Activities and Accomplishments" over the six-month period from March 1, 1989 through August 31, 1989. Part II also seeks to identify significant problems and/or delaying considerations. Part III

presents some of the "Related Activities" of the contractor team which, while not considered to be an integral part of PEIP II, are believed to make important contributions to the development of primary education in Botswana. Part IV focuses on "Plans" for the next six month period which ends on February 28, 1990. Both Parts II and IV are organized according to the four elements of the project purpose. Part V concerns itself with the overall management and coordination of the project. The Appendixes include, among other items, brief statements of the activities and accomplishments by each member of the contract team (see Appendix A) and their individual work plans for the next six-month period (see Appendix H) Leave records of contract team members are included in the appendix of the copies submitted to USAID and Ohio University.

## PART II

## ACTIVITIES AND ACCOMPLISHMENTS

March 1 - August 31, 1989

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. Programme

Advertising for the second intake of students was initiated late in 1988 and in March, 1989, 19 applicants were invited to the University for interviews. Fifteen students were eventually offered admission by the University of which six intended to pursue one of several specialisations related to primary education.

In March, a regulation was announced by the Ministry of Education specifying that persons who wished to be considered for further training or study must have been in the field for at least five years since their most recent previous period of training or study. This had the effect of eliminating all but three of the MOE-sponsored students from the pool of students that the University had admitted. Discussion with Ministry officials made it clear that it was intended to interpret this ruling strictly and that no consideration would be given to making any exceptions, even for students who had been offered admission by the University prior to the ruling's having been made. After considerable consultation within the Faculty of Education and the University it was reluctantly agreed that the small number of students who were able to begin studies in 1989-90 was not a viable number and that the M.Ed. intake would have to be suspended for the 1989-90 academic year.

The Faculty is concerned that there be a viable number of students for an intake in 1990-91. Two general steps are being taken to assist in this process. One is to explore possible ways of offering some of the courses on a part-time basis, thus making it possible for those students who wish to be self-sponsored to enrol in the programme while at the same time continuing on with their regular positions. The second step is to attempt to obtain, in advance of advertising for applications, a commitment from the Ministry of Education as to the number of students which they will be prepared to release and sponsor in a given year and in which specialisations. This would enable the advertisements to be more closely targeted toward those applicants which have the most likelihood of being released.

Issues Requiring Attention

There is still apparent uncertainty in the MOE about manpower need projections for graduates from the M.Ed. programme. This continues to make planning for programme intakes and projection of staffing

needs difficult for the University. However, it is hoped that the newly established office in the Ministry of Education for Teacher Training will be able, in time, to provide direction in this regard.

A second issue has to do with development of staff in the Faculty of Education who have the necessary depth of expertise and experience to be able to maintain high quality graduate level programmes in each of the various specialisations. In view of the heavy involvement of members of the Ohio team in teaching graduate level courses, this issue becomes particularly critical with the anticipated departure of the team following the next academic year. The expected return to the Faculty over the next year or two of several Ph.D. students who have been pursuing studies abroad should help ameliorate this problem. However, it may become acute in the shorter term.

#### B. Primary Education Research Committee

The interest group formed to pursue research into Breakthrough to Setswana has led to a research project which is being carried out by two members of the Department of Primary Education. They are investigating the academic effects of participation by children in Project Breakthrough classes.

Members of the group interested in effective schools research participated in the symposium on effective schools which was held in February and was co-sponsored by the Primary Education Research Committee. The symposium was held at the University of Botswana and the Proceedings have been published as Occasional Paper No. 1 of the Faculty of Education Research Committee.

#### C. Research Centre in the Department of Primary Education

The research centre continues to be used by members of the Department of Primary Education along with members of other University Departments. Students from the M.Ed. class in Research Methodology used the Macintoshes to analyse research data.

#### D. Student Data Base

The student data base continues to be maintained and has been used to meet a variety of requests for information by members of the Department and others.

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.

#### A. Planning for National Development Plan 7 1991-96 (NDP7)

As noted in the Fifth Report, planning by departments in the Faculty of Education is being coordinated by the Dean, assisted by a consultant/planner from Manchester University. Each department was asked to engage in discussions and to submit departmental

perspectives to the Dean and consultant. Three major issues were raised by the Department.

1. What courses will the DPE need to continue or mount in NDP7?
2. Will the current establishment of eight DPE staff members be adequate to mount the programmes needed to satisfy MOE manpower requirements?
3. Will the materials and equipment now available to DPE be adequate for the period 1991-1996?

Appendix B contains the Preliminary Paper presented to the Dean in April, 1989. The major question which has yet to be adequately addressed relates to the manpower needs which the B.Ed. (primary) programme will be addressing in the future, given the finite staffing requirements of the PTTCs and the Education Officer cadre.

#### B. Departmental Organisation

The committee structure established at the beginning of the 1988-89 academic year continued to function reasonably well; however, it will be formally reviewed at the departmental retreat scheduled for mid-September.

#### C. B.Ed. Programme Developments

The Internship Committee has recommended that the internship experience be broadened to include the education officer's role as well as that of the PTTC tutor. The proposed timetable calls for lengthening the internship period from 10 to 11 weeks, reducing the orientation from two weeks to one, and reducing the PTTC experience by one week. Estimates for the additional costs involved have been approved for initiation of the extended programme in 1990; however, considerable detailed planning is yet required. The Internship Task Force will continue to function throughout the 1989-90 academic year.

Option 4 was made available for the first time to Year One students. Because of the relatively small B.Ed. class (16), the introduction of Option 4 resulted in having no students in Option 3 (social studies, religious studies and practical arts).

#### D. Examination Results/Posting of Graduates

Twenty-two students completed the B.Ed. (Primary) programme while 16 Diploma (Primary) successfully completed their studies. The results were as follows:

<u>B.Ed. (Primary)</u>	<u>Diploma (Primary)</u>
Second Class First Division - 2	Pass with Distinction - 1
Second Class Second Division - 20	Pass with Credit - 9
	Pass - 6

All Diploma graduates were posted to the primary schools as senior

teachers. Of the 22 B.Ed. graduates, nine were posted to the following positions in the MOE: six to education centres; one as a field education officer; one to the guidance and counselling unit in the Department of Curriculum Development and Evaluation; and one to headquarters in the Department of Primary Education. The remainder of the B.Ed. graduates (13) were posted to the PTTCs as tutors.

#### E. 1989-90 Intake

Thirty-seven applicants met the University's admissions requirements; however, only 18 of this number had completed six or more years of teaching since completing their earlier qualification, thereby qualifying for an MOE bursary. Four students who were denied support resigned their teaching positions and are being privately sponsored. The first year class of 22 is the smallest since the establishment of the DPE in 1981.

#### F. Revision of Entry Requirements

As a result of questions about admissions qualifications raised by the University Admissions Committee, the Dean of the Faculty of Education proposed that, while the current entry requirements should be retained, the Mature Age Entry Scheme should be replaced by other, more appropriate procedures. This proposal was accepted by the Admissions Committee with the result that a Committee composed of departmental, faculty and MOE representatives has been established to develop a revised admissions procedure which will have greater predictive value concerning student academic performance and subsequent job performance.

#### G. Modification of Progression Regulations

The UB Senate has approved revised progression regulations which set considerably higher academic standards for students as they move through the B.Ed. (Primary) programme. In year 4, for example, a student must pass every course that he/she takes and also pass the internship.

#### H. The Project Method

One of the DPE staff members and five students attended a three-week workshop in Maun in June relating to the Project Method. The question of how the DPE can best relate to this MOE innovation, and others as well, will be an important item of discussion at the Department retreat in September.

#### I. Commodities

A complete listing of commodities received during this period is shown in Appendix C. Books for the UB library and the PTTCs continue to be the major purchases.

#### J. Participant Training

During this period (August), Mr. Abram Kesupile completed his M.Ed.

degree in Educational Administration/Special Education at Ohio University and returned to his post in the Department of Primary Education at the MOE as head of the Special Education Unit.

Decisions must be made soon regarding the additional participants, if any, which are to be sponsored under PEIP, since the completion of the project is only two years away. Ms. Lydia Nyati has continued the collection/analysis of data for her dissertation during this period, with plans to return to the University of Pennsylvania in January, 1990 to complete her Ph.D. degree. She is expected to resume her role as a lecturer in DPE in September, 1990. (See Appendix D for a complete list of participants.)

#### K. Courses Taught at UB by the Ohio Staff

The courses taught, or significantly contributed to, during the second semester of the 1988-89 academic year were as follows:

##### Under Graduate

ESS 102 - Introductory Science  
 EPI 200 - Teaching English as a Second Language  
 EPI 202 - Diagnostic Teaching  
 EFP 234 - Measurement and Evaluation  
 EPI 236 - Teaching Science and Health in the Primary

##### Schools

EPI 304 - Social Studies Methods  
 EPI 306 - Teaching Science in the Primary Schools  
 EPI 309 - Test Construction and Interpretation in Primary Education  
 EPI 405 - Internship (Assisted with Supervision)  
 EPI 406 - Methods of Second Language Teaching in the Primary Schools  
 ENE 421 - Research in Nursing

##### Graduate

EMC 601 - Integrated Foundations of Education  
 EMC 602 - Research in Education  
 EMC 615 - Principles of Teaching and Learning  
 EMC 610 - Instructional Leadership  
 EMC 611 - Supervision of Instruction

With the departure of the social studies specialist in August, (Dr. Josiah Tlou) the full responsibility for the social studies programme has been shifted to the Botswana staff.

#### L. Revised University Guidelines for Appointments, Promotion and Review of Staff

Following a lengthy process of consultation and discussion in the University community, the Council approved a revised set of University Guidelines for Appointments, Promotions and Review of Staff in July. Key changes included the addition of Associate Professor to the structure of academic staff grades; the identification of teaching, research and publication, and service

as the areas of assessment in considering staff for promotion to higher grades; and increasing the role of the departmental and faculty boards in the procedures for appointments, promotions and review of staff.

M. Issues Concerning the Continuing Development of the Department of Primary Education

1. As noted earlier, planning for NDP7 requires clarification of the manpower needs for which the DPE is preparing personnel. The original goal was to prepare tutors for the teacher training colleges and the education officer cadre. While there will, no doubt, continue to be an on-going need for trained personnel in these two areas, the annual output of the DPE is greater than these needs.
2. The future role of the Diploma programme, likewise, needs to be reviewed in terms of MOE priority needs. Since its inception in 1981, the Diploma programme has been oriented toward "preparing educational leaders" for the primary schools. This has been a rather general orientation which could be focused more sharply, toward, say, the preparation of teacher advisors.
3. Several members of the DPE have indicated an interest in pursuing a Ph.D. degree. Support for additional doctoral study is not available under PEIP; thus, other sources of support must be found if this goal is to be realised. As the M.Ed. programmes in the primary education specialisations increase the need for advanced study by DPE staff in order to participate effectively at the graduate level will be greater.

Postscript: Closure of the University - January 23 - March 6, 1989

It was thought that note should be taken in this report of the closure of the University for six-weeks during the second semester. (The issue involved a boycott of classes by students in protest against the University Council requirement that they sign a Student Declaration ("Nkomati") annually as a condition for admission and continuation in the University. The Declaration stated that the student agrees: (1) to follow the procedures of the University as contained in the University of Botswana Act; (2) not to engage in any boycott of lectures; and (3) not to engage in demonstrations unless the official permission has been obtained from those authorised to give it.)

One effect of the closure was to extend the academic year by three weeks and to reduce the time available for the internship experience from ten to seven weeks. The 1989-90 schedule for opening the University was not affected by the closure.

III. Project Objective : The establishment of an institutional network for primary inservice education.

The establishment of an institutional network consists of several

inter-related elements: the construction of nine new education centres and the upgrading of the five existing ones; developing a plan for the management and programming of the education centres; developing a cadre of Batswana educators who are skilled in planning and implementing inservice education programmes; and conducting workshops for education officers and headteachers to upgrade educational leadership skills.

The formal establishment of the new Department of Teacher Training during this reporting period is recognised as a very important step by the MOE to bring together both inservice and preservice education within a single unit and to provide greater coordination among the various institutions which are preparing teachers.

#### A. Education Centre Development

The education centre network is progressing at a steady pace. Maun and Selebi-Phikwe are operating at full capacity and workshops are being conducted almost daily in both centres.

Mochudi, Molepolole, Ghanzi and Tsabong are under construction and will be completed by the end of 1989. A final allocation of land for the Mahalpye Centre is anticipated in October/November. Land has also been allocated for a new education centre in Tlokweng and construction is to begin in 1990.

As has been noted in earlier reports, the MOE plans to "upgrade" the original education centres so that their facilities are comparable to those of the nine new centres.

The upgrading of the Serowe Education Centre will begin during the next report period. An architect has designed the facilities needed for the upgrading and construction will coincide with the upgrading of the Serowe Teacher Training College.

Six new education officers, all B.Ed. (Primary) graduates, were assigned to education centres as assistant directors in August. They have already participated in organising and conducting workshops and have taken an active role in the administration of the education centres to which they have been assigned.

The education centre network will be significantly strengthened with the return of the Inservice Leader in September, 1989 after his completion of an M.Ed. degree at Leeds University. A systematic staff development programme has been initiated with plans to send one person per year for advanced study until all education centre directors have at least a M.Ed. qualification. A centre director is currently studying at Leeds University and another is scheduled to begin his studies in 1990.

#### Delaying Conditions

The issue concerning posts and job descriptions for teacher advisers, mentioned in the last report, is still unresolved. A committee met with the Chief Education Officer (P&TT) and decided

to submit an updated job description to the Unified Teaching Service with the hope that the basic salary structure could be adjusted. In the meantime, the CEO is attempting to obtain posts designated as teacher advisers so that the secondment process will no longer be necessary. This is a very critical issue relating to the success of the "Breakthrough" and "Project Method" reforms in the primary schools.

#### B. Headteachers Workshops

During this report period the two-year sequence of courses for headteachers was completed. Three series of workshops were held during this period.

1. April 24 - 28. Maun was used as the venue for the northern group of headteachers while the other sites were Serowe, Tlokwen and Lobatse.
2. June 19 - 23. The University of Botswana was only the venue for this workshop with more than 300 participants. The Minister of Education participated in the closing ceremony.
3. August 28 - September 1. This was the last workshop in the two-year cycle of workshops with the venues being the four teacher training colleges.

The evaluations of the April and June workshops were excellent. A needs assessment questionnaire was given to the participants in the June and August workshops to seek information as to possible workshop target groups and topics for the last two years of PEIP.

A comprehensive summary of the two-year headteacher workshop programme will be compiled during the next report period. During the next six-month period, meetings with MOE, UB and PEIP personnel will be held to plan for the last two years of inservice activities under the auspices of PEIP.

There were no delaying conditions during this report period; however, note should be taken of the general dissatisfaction of primary teachers with the Job Evaluation Exercise carried out by Government and the rumored industrial action by the teachers.

#### C. Education Officers Workshop

A needs assessment for E.O.s was completed and discussed in a planning meeting held on August 3, 1989 (See Appendix F). Many issues were discussed at the meeting and the consensus of the group was that discussions should be held with MOE and PEIP personnel to explore the possibility of developing a sequence of courses or workshops that would provide the "successful" participants with some type of recognition at the completion of the programme. This could be similar, for example, to the recognition accorded to programmes offered at I.D.M. A moratorium on E.O. workshops was suggested until these questions could be answered.

### Delaying Conditions

Clarification of the issues mentioned above must be obtained before workshop scheduling for 1990 can take place.

#### D. The Project Method

As noted earlier, the MOE has initiated a pilot project to assess the feasibility of using the project method in the lower primary standards. The MOE, in collaboration with the British Overseas Development Association (ODA), conducted a second series of workshops in 1989 which focused on training personnel who can be trainers of others in implementing the project method. The participants in these workshops were tutors from the PTTCs, education officers, teacher advisers and members of the Department of Primary Education.

From June 26 to July 14 a workshop was held at the Maun Education Centre dealing with Breakthrough, the Project Method and Techniques of Supervision. The workshop was conducted by ODA consultants and was primarily designed for teacher advisers and educational supervisors. At the workshop there were also representatives from the Department of Primary Education and four primary education diploma graduates.

In August, 1989, 40 PTTC tutors were given a two-week workshop, organised by ODA, dealing with the project method. A follow-up workshop for these tutors will be conducted early in 1990.

#### E. The Botswana Teaching Competency Instruments

The 20 copies of the video training tape are in demand and are being used across the country to assist education officers, headteachers and others in understanding, explaining and implementing the instruments.

One of the issues mentioned in the last report must still be addressed. That is research should be conducted in the near future in an attempt to gain information regarding the utilisation and success of the video training tape. A second issue relates to the publication of the BICI manuals. The demand is much greater than the supply. Plans should be made to have the Government Printer make additional copies since PEIP facilities are not capable of handling the required number of copies.

Finally, a review of the BICI instruments should be made following the ODA workshops in 1990 on "good teaching". The purpose of the review would be to keep the instruments relevant in relation to emerging innovations.

#### F. The Educational Supervision Video Training Tape

The supervision training tape was completed during the period June - August. The video consultant/director attended numerous meetings with the reference group, visited primary schools, and attended the June headteachers workshop in order to solicit input for the video

tape. The video tape can be used as a complementary training aid to the BTCI as well as a resource for classes on supervision at UB or the PTTCs.

Additional copies of the tape will be ordered for distribution to the PTTCs, education centres and Regional Education Officers. The immediate need is to develop a manual to accompany the video tape to facilitate its use as a training tool.

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.

#### A. Self-Study of the Primary Teacher Training Colleges

In March, 1989, the Self-Study Report for Serowe PTTC was put in its final form, printed and distributed to the members of the Self-Study Review Team for the College. On April 10 - 11, 1989, the Self-Study Review Team visited Serowe to review the findings of the staff through their Self-Study. At the completion of the visit, the Review Team accepted the College's report, and prepared an analytical report of its own. The Review Team Report was distributed to Serowe PTTC and other members of the professional education community for general consideration.

#### B. Self-Study Development Plans

As an outcome of the recommendations made by the College Self-Study Review Teams and the findings of the College Self-Studies themselves, each of the Primary Teacher Training Colleges has begun to formulate a college development plan in which strategies for implementing the findings and recommendations of the reports will be presented.

The colleges are at different stages in creating their development plans, depending upon the individual circumstances of each college. These stages range from the organising of a committee to reviewing the findings of the reports to the actual meeting of department-based groups in an effort to develop strategies for implementing the recommendations given top priority. It appears that the colleges are moving steadily toward their individual goals for self-improvement.

#### C. Curriculum Development in the Primary Teacher Training Colleges

The proceedings of the January, 1989 National Subject Panel Curriculum Conference were written and distributed during this period.

The impetus of the Conference continued to be seen during the reporting period. Regular meetings of the subject panels have occurred in which the members have carried on their efforts to up-date and increase the relevance of their syllabuses as well as to produce teaching materials that are more appropriate to the needs of primary school teachers. These efforts have been most

prominent in the non-examinable curriculum subjects. It appears that the Conference had facilitated and stimulated the initial organisation that was essential to a continuing programme of development. Tutors in subject areas such as religious education and art and craft are among those that have adopted a noticeably more active role. However, other panels have continued their work on curriculum development as well.

Social Studies, one of the newest of the Foundation Subjects, has been especially active. Under the guidance of the PEIP social studies specialist, the subject panel has assisted in the development of a draft of a "Social Studies Tutor's Guide" that will be used on a trial basis for a year, before final publication. During the reporting period, Dr. Muyanda-Mutebi, Executive Director of the African Social Studies Programme, was brought to Botswana as a consultant. Dr. Muyanda-Mutebi examined the existing Social Studies programme, met with PTTC tutors and curriculum development personnel; and made a report that was designed to help the group in their future activities.

#### D. The Primary Teacher Training College Board of Affiliated Institutions

The Curriculum Design Specialist, as Coordinator of the PTTCs for the Board of Affiliated Institutions, has been engaged in the supplementary examination process. This involves supervising the development of the supplementary examinations, their administration and their marking, as well as reporting the results of the exercise.

Similarly, the coordinator reevaluated those students who had not been successful in practice teaching. This involved supplementary observations of these students in the field and reporting the results to the Board of Affiliated Institutions.

The Board of Affiliated Institutions is engaged in the evaluation of the regulations governing programmes for the Primary Teacher Certificate. The Curriculum Design Specialist was appointed chairman of the Regulations Revision Committee, which has held and preliminary meetings for this purpose.

#### E. Diploma Programme for Primary School Teachers

As a continuation of the study to introduce a three-year diploma qualification for primary teachers, a consultant was engaged to develop a proposed plan for phasing in such a programme. Dr. Albert G. Leep, of Ohio University, arrived in early August and is expected to have the report for the Ministry of Education in mid-October. The consultant is being guided in his work by a reference committee created by the National Council for Teacher Education (NCTE).

It should be noted that the Diploma consultancy was an outgrowth of a recommendation made in the Interim Evaluation of PEIP (November-December, 1988), which was endorsed by the NCTE in February, 1989.

#### F. PEIP-Line Newsletter

In order to communicate more effectively with and among the PTTCs, a monthly newsletter was designed, written and edited by the Curriculum Design Specialist. Titled The PEIP-Line, it provides an avenue for those in the education community to tell others about projects, college and school events. Accompanying the newsletter is a current calendar informing persons of meetings, conferences and exhibits around the nation. The newsletter has been well received, with the distribution being increased from 100 copies to nearly 300 since it was first published in April.

## PART III

## RELATED ACTIVITIES OF THE CONTRACTOR TEAM

The intent of this section of the report is to show some of the major activities the Ohio staff members are engaged in which may extend beyond a narrow definition of the Primary Education Improvement Project. It is the view of the contractor team that these activities are consistent with and contribute to the achievement of the objectives of PEIP as well as to the development of primary education in a general sense. A number of these activities are on-going ones and have become integrated into the team workloads, e.g., service on curriculum panels, serving as external examiners for Molepolole College of Education, visiting primary schools and support for the Breakthrough to Setswana programme. This report includes only those new related activities which occurred during the reporting period. A complete report of the activities of the Ohio team members is shown in Appendix A.

A. National Consultative Curriculum Conference

The third National Curriculum Consultative Conference was held the week of April 17 in Maun. The Inservice Advisor, who participated in the planning and implementation of the two earlier conferences, was the Co-Director of the Maun Conference, along with a curriculum specialist from the Junior Secondary Education Improvement Project (JSEIP).

B. Rotary Club Books

Twenty-thousand books have been received from Brother's Brother Foundation in Pittsburg and most have been distributed to the primary schools, the PTTCs, education centres and the Molepolole College of Education.

C. Planning and Participating in the UNESCO, ODA and MOE Workshops

1. UNESCO The Inservice Advisor was a member of the Planning Committee for the UNESCO-sponsored workshop on Administration held at the Selebi-Phikwe Education Centre May 15 - 26 and August 14 - 25. The Inservice Advisor and the Chief-of-Party were also presenters at both of the workshops.
2. Overseas Development Agency (ODA) of the United Kingdom The Inservice Advisor helped coordinate and participated in three Breakthrough/Project Method workshops sponsored by ODA. These were: Breakthrough - Maun, June 26 - July 14; Project Method - Serowe and Tlokweng PTTCs, August 14 - 25.
3. MOE The Inservice Advisor organised and participated in a Media Workshop for education centre directors to familiarise them with the new audio-visual equipment provided by the project, June 5 - 7.

#### D. Supervision of Graduate Study

Supervision of a Motswana Masters degree student from Ohio University in guidance and counselling who was doing an internship and research project in Botswana.

#### E. Visiting Educators

Organising and conducting inservice orientation for eight educators from Bophuthatswana, June 14 - 15.

#### F. Acting Inservice Leader

The Inservice Advisor has continued to serve as Acting Inservice Leader since the departure in September, 1988 of the substantive head who is studying for the Master's degree in the U.K. In this capacity, the Inservice Advisor was responsible for organising and coordinating all MOE inservice activities. He also served as the liaison with UNESCO, British Council, other Ministries and donor agencies in organising workshops.

#### G. Computers in Education Consultancy

The Research and Evaluation Specialist has served as the primary organiser and contact person for arranging a consultancy for the Faculty of Education on computers in education. Under the auspices of the Computers in Education Committee, the consultant, Dr. Sandra Turner of the National College of Education in Evanston, Illinois, is to survey the status of computers in the educational system of Botswana, both within and outside of the University, and to make recommendations to the Faculty of Education as to how it should respond in its teacher preparation programme, particularly with reference to the National Development Plan VII. Dr. Turner is expected to arrive in Botswana on September 23.

#### H. Subject Moderators

Three of the PEIP team members continue to serve as foundation subject moderators for the Primary Teacher Training Colleges along with three members of the Botswana staff.

#### I. Issues in Assessment and Evaluation Workshop

The Research and Evaluation specialist is assisting with planning for a University-wide workshop to explore issues in evaluation and assessment at the University.

#### J. External Examiner at other Institutions of Higher Learning

The specialists for Research and Design and Social Studies continued to serve as External Examiners for the Department of Education at the Molepolole College of Education, and the former also continued in that role for the Department of Educational Foundations at the University of Zimbabwe.

#### K. International Achievement in Education Study

Two members of the OU team, the Teaching English as a Second Language specialist and the Research and Design specialist, have been invited to serve as members of the coordinating committee for a National Literacy survey sponsored by IAE. This is a major undertaking which will span more than a year of planning, data collection and analysis; and which will permit Botswana to address questions about the nature and level of literacy among 14 year olds in Botswana as well as to make comparisons with other participating countries.

#### L. Cooperative Research Project with the University of Botswana

The Research and Design specialist participated in the planning of a joint research project between the University of Botswana and the University of Stockholm on "Effective Educational Programmes in Botswana." The project is a series of four inter-related studies which explore dimensions of effective school programmes and will attempt to identify characteristics of schools and/or educational programmes which appear to be especially effective.

The Research and Design specialist will serve as leader of one of the research teams investigating the instructional and academic characteristics of "effective" junior secondary schools.

#### M. Effective Schools Symposium and Proceedings

In February the Primary Education Research Committee and the Faculty of Education Research Committee co-sponsored a symposium for invited participants on Effective Schools Research in Botswana. The Research and Design specialist was the organiser of the symposium and presented a paper on "Models for Collaboration: Toward Integrated Research." He also edited the proceedings of the symposium which have since been published by the Faculty of Education Research Committee as Occasional Paper No. 1.

#### N. International Symposium on Educational Research

The second International Symposium on Educational Research for the Southern African region, with the theme of "Educational Research in the SADCC Region - Present and Future", was held at the University of Botswana, August 7 - 11, 1989. The first Symposium was held at Maseru, Lesotho in 1987. This symposium originated at Ohio University in 1985 and was "transplanted" to the BOLESWA countries where it seems now to have taken root. While the Ohio team was not directly involved in planning and organising the August Symposium; they all were present for the Symposium, provided logistical support; and two presented papers.

The Research and Design specialist presented a paper on "What Makes a Good Teacher: Perceptions of Effective and Ineffective Primary Teachers" and co-presented a second on "Input/Output Measures of School Results: Toward a Model of Academic Effectiveness". The Teaching English as a Second Language specialist presented a paper

on "Research in TESOL: The State of the Art".

Through the good offices of the President of Ohio University (Dr. Charles Ping), and the Centre for Higher Education (Dr. Milton Ploghoft) a grant of \$15,000 was obtained from the Carnegie Corporation to assist with the expenses of the Symposium. The next Symposium will be held in Swaziland in 1991.

## PART IV

## PLANS FOR THE PERIOD

September 1, 1989 - February 28, 1990

This section of the report seeks to identify the major tasks which need to be accomplished during the next six months for each of the four objectives. The workplans of each contract team member are included in Appendix F .

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

A. M.Ed. Programme

1. Coordinate review of courses and programme structure on the basis of the first year's experience and organise proposed changes for consideration by Faculty and University committees.
2. Consult with Ministry of Education and University officials to plan intake targets and dissemination of information for 1990-91 intake of students.
3. Consult with the MOE and UB departments to identify priority areas for development of additional M.Ed. specialisations.
4. Plan for implementation of part-time study options for M.Ed. students.
5. In consultation with appropriate bodies, develop and coordinate long-term plans for the M.Ed. programme consistent with the Faculty-wide plans for NDP7.
6. Coordinate and supervise 2nd year student research projects.

B. Research Centre

1. Arrange for modifications to electrical outlets to accommodate the computers now installed in the centre.
2. Monitor and maintain equipment and software in the research centre.
3. Oversee M.Ed. students' use of computers for research purposes.

C. Primary Education Research Committee

1. Organise a meeting for information sharing about current and planned research in primary education.
2. Serve as an advisory resource for on-going research projects in primary education.
3. Encourage primary education research in identified priority areas including Breakthrough to Setswana, Guidance and Counselling and Effective Schools.

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.

A. Planning for NDP7

1. Seek decisions from the MOE regarding the manpower needs which the Department of Primary Education will be expected to address in NDP7.
2. Provide planning information to the Office of the Dean on a timely basis.

B. DPE Admissions Procedures

1. Develop the terms of reference and committee composition for the revision of procedures for admitting students to the DPE.

C. Implementation of Programme Changes

1. Proceed with the phasing in of programme changes resulting from the Personke and Leep consultancies of 1987.
2. Complete the review of the internship programme, revise the Handbook and plan for extending the internship to the education officer role in 1990.
3. Consider the need and the timing for a review of the DPE two-year Diploma programme in light of emerging manpower needs in the MOE, particularly that of the teacher advisor role.

D. Student Data Base

1. Maintain and update data base for information as required.
2. Obtain and enter posting information on recent graduates.

#### E. Staff Development (Participant Training)

1. Continue to assist participants in the U.S. by providing materials from Botswana as required.
2. Provide support to doctoral participants who return to Botswana to collect data for their dissertations.
3. Continue efforts to facilitate post-masters study for DPE staff who have not yet undertaken advanced study.
4. Work with the MOE to select final participants under PEIP for the M.Ed. programme.

#### F. Physical Facilities

1. Continue efforts to develop Rooms 1 and 3 in the Primary Education Centre (PEC) for Language Arts and Social Studies respectively.
2. Continue to use the open area on the first floor of the PEC as an exhibition space for works related to primary education.
3. Increase efforts to have certain maintenance problems attended to.

#### G. Commodities

1. Continue the search for relevant educational materials which have been developed for use in this region of Africa.
2. Continue ordering books and other instructional materials for use at UB and in the PTTCs.
3. Initiate a request for multi-channel VCRs for the PTTCs.

#### H. DPE Staffing

1. Continue the provision of instruction by the Ohio staff in the Diploma and B.Ed. programmes at the same approximate level as in past years.
2. Assume additional instructional responsibilities at the M.Ed. levels as appropriate to the needs of the programme, qualifications of the Ohio staff, and their availability.
3. Initiate recruitment of staff through UB to replace DPE staff who are likely to go on study leave in 1990.

III. Project Objective : The establishment of an institutional network for providing inservice education.

A. Education Centre Network Development

1. Assist in the final site selection and development of the last three Education Centres.
2. Continue the staff development programmes for the Education Centre Directors and affiliated staff.
3. Continue plans for staffing and equipping the education centres in Ghanzi, Tsabong, Mochudi and Molepolole.
4. Continue efforts for up-grading existing education centres and finalising the status of the Lobatse Centre.
5. Plan for the official opening of the Selebi-Phikwe Education Centre.

B. Inservice Education Workshops

1. Complete the second year of headteachers' workshops on September 1, 1989 and prepare a summary report of the workshops.
2. Convene a meeting of MOE and University of Botswana personnel to discuss issues relating to the inservice programme for the final two years of the Project.
3. Develop plans for the last two years of inservice workshops.

C. Inservice for Education Officers

1. Plan the Education Officer Workshops for 1990.
2. Continue the participation of the EOs in the follow-up activities relating to the headteachers workshops.

D. Dissemination of the Botswana Teaching Competency Instruments

1. Continue efforts to disseminate the use of the BTCI to the primary schools, the PTTCs and to other educational agencies.
2. Utilise the resources of the Schools Broadcast Unit in the MOE to inform teachers and the general public about the BTCI.
3. Order additional copies of the BTCI Video Training Tape and print additional copies of the manual.

E. Video Training Tape on Educational Supervision

1. Assist in the development of a manual to accompany the video tape on Educational Supervision.
2. Develop a plan for the use of the tape and/or the manual in training situations.

F. Distribution of Rotary Books

1. Facilitate distribution of the remaining books which have been received from U.S. publishers through the assistance of the Rotary Clubs of Western Pennsylvania and Gaborone, the Brother's Brother Foundation and USAID.

G. Other Inservice Education Activities

1. Assist in the development of comprehensive inservice plans for NDP7.
2. Assist in planning for the ODA-sponsored workshops on "Good Teaching" and the Project Method in March - April, 1990.
3. Assist with implementation of the UNESCO-sponsored series of workshops on administration and supervision.
4. Assist in developing a MOE-sponsored inservice programme for untrained teachers.
5. Work on a plan to identify "centres of excellence" throughout the country as models for the project method approach to teaching.

H. Resume In-Service Advisor Role

1. Turn over the responsibilities of the Acting In-Service Leader to Mr. L.P. Kopong upon his return from graduate studies and resume the role of In-Service Advisor.

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

A. Completion of the Self-Study Process in the PTTCs

1. Continue to assist the principals of the four colleges in organising and preparing five-year development plans based on the findings of the Self-Study.
2. Prepare a summary report of the findings and recommendations of the four colleges from the Self-Study process.

B. Facilitate the Curriculum Revision Efforts of the Subject Panels

1. Assist the subject panels to implement the decisions taken at the National Conference in January, 1989.
2. Arrange for the procurement of consultants, as requested, to assist the subject panels in their efforts at curriculum review.
3. Initiate an evaluation of the Primary Teacher Training College Social Studies Tutor's Guide (draft).
4. Coordinate, plan and implement the second national Subject Panel Curriculum Conference.

C. The Diploma in Primary Education

1. Facilitate the work of the consultant and disseminate copies of the report.

D. Revision of the Affiliated Institutions Regulations Handbook

1. Complete the revision of the Board of Affiliated Institutions Handbook.

E. Coordination of PTTC Board of Affiliation Activities

1. Coordinate and supervise the teaching practice moderation at each of the primary teacher training colleges.
2. Coordinate and supervise the preparation of the PTTC examinations and their marking and moderation.
3. Report the results of the above evaluation activities to the Board of Affiliated Institutions for its review and approval.

F. The PEIP-Line Newsletter

1. Continue publication of the PEIP-Line on a monthly basis.

G. PTTC Problem Discussion Sessions

1. Explore with the Curriculum Implementation Committee (CIC) the desirability of meeting periodically for indepth discussions of priority problem areas in the PTTCs.

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PART V

PROJECT MANAGEMENT AND COORDINATION

A. The Ohio University Contract Team in Botswana

The Ohio University Contract Team during the reporting period was composed of the following personnel (beginning dates and assignments are shown in parenthesis):

1. Dr. Gordon Behm: Specialist in Primary Mathematics/Science Education and in the Botswana Teaching Competency Instruments (UB: July 1, 1985). Note: Dr. Behm departed from post on May 13, 1989 for medical reasons. He was succeeded by Mr. Graham Thompson.
2. Prof. Max W. Evans: Team leader and specialist in Administration/Supervision: also serves as Head of the Department of Primary Education (UB: May 22, 1984).
3. Prof. Luther Haseley: Specialist in Primary Inservice Education (MOE: August 2, 1983).
4. Dr. John Milon: Specialist in Teaching English as a Second Language and Language Arts (UB: August 1, 1987)
5. Prof. Jack Reed: Curriculum and Instruction Design Specialist, working mainly with the PTTCs (UB: August 1, 1987).
6. Dr. Josiah Tlou: Primary Social Studies Specialist (UB and MOE: August 15, 1986). Note: Dr. Tlou completed his contract and departed from post on August 12, 1989. He returned to his position in the College of Education at Virginia Tech.
7. Dr. John Yoder: Research Methods and Design Specialist (UB: August 28, 1986).
8. Mr. Graham Thompson: Specialist in Primary Science Education (UB: August 18, 1989). Note: Mr. Thompson will serve through the completion of the first semester at UB as a result of USAID's extension of the primary science education position for four months. It is expected that Mr. Modise Mosothwane will teach the science education courses in the second semester while he is in Botswana collecting data for his doctoral dissertation.

B. Short-Term Consultants

1. Educational Supervision Video Production Consultant: Mr. Marvin Bowman, Director of Educational Telecommunications at Ohio University, produced a training video titled "Supervision: Yesterday and Today" to be used in conjunction with the Botswana Teaching Competency tape. His period of service in Botswana was from May 18 to July 31, 1989.

## 2. Three-year Preservice Diploma Consultant

Dr. Albert Leep, Professor of Elementary Education at Ohio University and PEIP Coordinator, began his consultancy in Botswana on August 5, 1989. His work will be completed on October 14, 1989.

## C. Project Coordination

### 1. Ohio University: The Institutional Contractor

Project coordination at Ohio University was carried out during this reporting period by Dr. Albert Leep until his departure to serve as a consultant with PEIP in Botswana. Dr. Donald Knox, the first Chief-of-Party with PEIP (1981-84) and later Chief-of-Party with the Ohio University/USAID project in Swaziland, then assumed the Coordinator's role.

Mrs. Mary Alice Mahorney, who has been secretary for the PEIP Coordinator's Office since the beginning of the project, continues in that role. The quality of support from the Ohio Campus continues to be excellent. Especially appreciated are the frequent services beyond the boundaries of PEIP that are so willingly provided to the Ohio team.

### 2. Ministry of Education

The long-awaited establishment of the Department of Teacher Training in the Ministry occurred in August of this reporting period. Mrs. H.S. Mogami was appointed as Chief Education Officer for the new Department. Mr. P.V. Sephuma, formerly CEO for both Primary and Teacher Training, continues as the Head of the Primary Education Department. PEIP liaison with the Ministry of Education is now through the new Department of Teacher Training.

Mr. Sephuma had been associated with PEIP since the earliest days of its inception. His services and on-going support and guidance for PEIP undertakings over the past eight years are deeply appreciated. When Mrs. Mogami assumes the leadership of the Department of Teacher Training, she will be leaving her present position as the Principal Education Officer for Training. The PEIP team looks forward to its association with the new leader for teacher training in Botswana.

The new Department of Teacher Education encompasses both pre-service and in-service education. Given the magnitude of this undertaking, it is readily apparent that additional resources are urgently required for the Department.

As has been noted in earlier reports, project coordination with MOE activities is greatly facilitated by the wide committee involvement of the PEIP team.

### 3. The University of Botswana

Coordination of PEIP at UB continues to be accomplished primarily through the Office of the Dean of the Faculty of Education. PEIP

team members also continue to serve in a variety of roles within UB, including the following: Head of the Department of Primary Education; Coordinator for the PTTC Board of Affiliation; and members of such bodies as Senatc, University Graduate Studies Committee, and the Estimates Committee. As noted earlier, all members of the PEIP team continue to have teaching responsibilities.

Of crucial importance at this particular time is the planning being carried out by the Faculty of Education and the University for NDP7. The Dean of the Faculty of Education continues to give this matter the high priority which it deserves.

#### 4. USAID/Botswana

Ms. Barbara Belding replaced Dr. Ann Domidion as the Human Resource Development Officer and as the Project Manager for PEIP in March, 1989. On March 23, 1989 the Semi-Annual Project Review was conducted in the USAID conference room. (The Agenda for the Review is shown in Appendix G.) The support of the Mission staff for PEIP continues to be outstanding.

#### 5. Ohio Univesity Team Planning and Coordination

Two half-day planning meetings were held by the Ohio team and the Project Manager during the reporting period. Day-to-day coordination continues to be accomplished largely by "huddling" among team members on an as-needed basis.

The annual appraisals of the Ohio team members were submitted to the Ohio Campus in March.

#### 6. Committee Participation

A list of the formally established committees on which the contractor team members serve is shown in Appendix F.

#### 7. Coordination with the Junior Secondary Education Improvement Project and other Donor Agencies

The high level of cooperation and coordination between PEIP and JSEIP continues on a variety of levels, including planning with USAID, working together on major undertakings such as the National Curriculum Consultative Conference and Education Officer/Headteacher workshops, as well as on more individualised projects. Productive linkages with the leader of the project for Improving the Efficiency of Educational Systems had also been established prior to the hiatus in this programme.

The relationship with the British Council continues to be a productive one, as that agency provides a substantial amount of support to the primary education sector in Botswana, particularly for the Breakthrough/Project Method reform efforts.

### E. The Construction Programme

The addition to the Primary Education Centre and the construction of the hostel at UB are now completed and six of the nine new structures for the education centre network are essentially finished. A more detailed discussion of the Education Centre construction programme is presented in Part II of the report on page

### F. GOB Support for PEIP

Presented below are the comparative budgets, excluding personnel salaries for the Department of Primary Education and PEIP activities for the past year (1988-89), the current year (1989-90) and the proposed budget for the financial year beginning in April, 1990.

<u>EXPENSES</u>	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u> (Proposed)
Entertainment Expenses	-	600	600
Consumables & Lab Supplies	6,500	8,000	7,500
Equipment	275	300	300
Travel (Staff)	24,000	25,000	25,000
Field Trips	1,000	1,500	2,000
Motor Vehicle Running Exps.	22,000	20,000	20,000
Student Projects/Internship	15,000	18,332	16,385
Workshops	<u>143,000</u>	<u>150,000</u>	<u>165,000</u>
Total Expenses	211,755	223,732	237,985
Departmental Expenses	-	35,357	33,735
PEIP Associated Expenses	-	188,375	204,250

Note: The reduction in DPE expenses from 1989-90 to 1990-91 is due to the decrease in the numbers of students who will be involved in the internship.

APPENDIX A

Individual Contract Team Members'

Reports of Activities

March 1, 1989 - August 31, 1989

## LUTHER HASELEY

Activities of the Inservice Advisor  
During the Six-month Period  
March 1 to August 31, 1989

During this reporting period, the Inservice Advisor has engaged in the following activities:

1. Workshop organisation and participation

- |                 |  |
|-----------------|--|
| April 18 - 20   | Co-director of 9-year Curriculum Workshop - Maun Education Centre  |
| April 24 -28    | Coordinator of the Headteachers Workshop - Maun Education Centre and 3 PTTCs                                       |
| May 8 - 12      | Coordinator and Sponsor of the Media Workshop - Tlokweng Education Centre  |
| May 15 - 26     | Organising committee and presenter at the UNESCO Workshop on Administration - Selebi-Phikwe Education Centre       |
| June 5 - 7      | Participant, Education Centre directors' meeting and workshop on USAID Media Equipment - Tlokweng Education Centre |
| June 19 - 23    | Coordinator of the Headteachers Workshop - UB - 300 + participants   |
| Jun 26 - Jul 14 | Coordinator and participant in Project Method Workshop - Maun Education Centre                                     |
| Aug 14 - 24     | Organising committee and presenter UNESCO workshop on Administration - Selebi-Phikwe Education Centre              |
| Aug 14 - 25     | Organised and attended Project Method workshops for TTC tutors conducted at Serowe and Tlokweng PTTCs              |
| Aug 28 - Sep 1  | Coordinator of the Headteachers workshop - 4 PTTCs   |

2. Continue to function as Acting Inservice Leader during the report period.

3. Served as chairperson for the BTCI supervision video reference committee and assisted the consultant in developing ideas for the tape.

4. Was co-instructor for O.U. graduate student in Botswana for internship and research seminar courses.

5. Orientated educators from Bophutatswana - June 14 - 15.
6. Organised and conducted inservice orientation for 9 new education centre officers - June 27 - 28.
7. Attended meetings of the following groups: PEIP Advisory, Arts and Crafts Committee, E.O. Planning Committee (Chair), Breakthrough Executive Committee, Guidance and Counselling Reference Committee, Curriculum Implementation Committee, National Council on Teacher Education, UB Guidance and Counselling Committee and Curriculum Development Unit Planning Committee.
8. Interviewed candidates for the Department of Primary Education.
9. Organised and participated on planning committees for the opening of the Selebi-Phikwe Education Centre.
10. Assisted in the distribution of the Rotary Books to primary school teachers.
11. Visited the sites of the 4 new education centres under construction and acted as liaison with USAID and the contractors on suggested centre modifications.
12. Visited Mahalapye Land Board on numerous occasions to obtain suitable site for the proposed education centre. Measured and marked proposed site.

DR. JOHN P. MILON: TEACHING ENGLISH AS A SECOND LANGUAGE  
(TESL) SPECIALIST  
Report of Activities

March 1, 1989 - August 31, 1989

During this period the Teaching English as a Second Language specialist has engaged in the following activities:

- 1- Taught EPI 200: Teaching English as a Second Language
- 2- Taught EPI 202: Diagnostic Teaching
- 3- Visited all four PTTC's during Internship, observing all Option I students at least twice and other Options at random.
- 4- Delivered the final version of the M.Ed. specialization in Primary Language Education to the Graduate Studies Coordinator.
- 5- Assisted with the April, June and August Head Teacher Workshops.
- 6- Assembled, typed, printed, distributed, moderated and reported upon the Supplementary PTTC English Examination. Convened Chairs of English Departments at PTTCs to develop "Question Bank" for 1989-90 examinations.
- 7- Served on Primary, National and PTTC English Panels.
- 8- Served on the Faculty of Education Board, Affiliated Institutions Board and the Department of Primary Education Board, on the latter in the capacity of Secretary.
- 9- Ordered books and materials to support DPE programs and especially the M.Ed. specializations. Collected and arranged for distribution of books to PTTC's. Visited all four PTTCs to evaluate use of PEIP donated books.
- 10- Served on the Organizing Committee for the International Research Symposium and as one of two Transportation Coordinators. Delivered a paper, "TESOL: The State of the Art" at the International Research Symposium in Gaborone in August.
- 11- Served as Representative of Faculty of Education to the Faculty of Humanities Board.

- 12- Continued to administer the Standard 2 English proficiency measure.  
Continued observing and charting in Standard 3, 4 and 5 classrooms for determining language choice by teachers and students in Botswana Primary Schools.
- 13- Served as Library and Primary Schools liaison for the Department.
- 14- Distributed Rotary Club/Brother's Brother books.
- 15- Organized Wire Toys Exhibition in the DPE building in April.
- 16- Worked on a paper entitled "Discourse in the Primary English Syllabus" for presentation at the 1989 Addis Abbaba Conference on Syllabus and Curriculum in Africa.
- 17- Served on various committees.

## PRIMARY EDUCATION IMPROVEMENT PROJECT

### SIX-MONTH PROGRESS REPORT

#### APPENDIX A INDIVIDUAL CONTRACT TEAM MEMBERS' REPORT OF ACTIVITIES

MARCH 1, 1989 - AUGUST 31, 1989

JACK A. REED: CURRICULUM AND INSTRUCTION DESIGN SPECIALIST

#### Major Objectives

- A. Assist Primary Teacher Training Colleges in their efforts to improve the curriculum through self-study, development and implementation.
- B. Improve primary education instruction in Botswana by preparing bachelor degree and diploma students in primary science.
- C. Improve primary education in Botswana through assisting the Ministry of Education and PEIP programmes

During the reporting period, the Curriculum and Instruction Design Specialist:

1. Met regularly with the administration and staff of each of the PTTC to help with curriculum problems associated with the Primary Teacher Certificate (PTC) programme.  
( Objective A )
2. Met with the Curriculum Coordinating Committee to identify priority areas requiring consultancy assistance ( Objective A )
3. Assisted Serowe Primary Teacher Training College in the preparation of the final report that would be presented to the Self-Study Review Teams.
  - a. Supervised the typing, duplication and binding of the Self-Study Report.
  - b. Distributed appropriate sections of the report to Review Team personnel for use in Review Team visits to the College.( Objective A )

4. Coordinated the Review Team visit to Serowe Primary Teacher Training College by :
  - a. Preparing report forms for the Review Team and the College faculty,
  - b. Finalising the composition of the Review Team and supplying members with the required materials prior to the Review Team visit,
  - c. Organising transportation,accommodation and feeding for the Review Team,
  - d. Facilitating the activities of the Review Team during the visit to the College.( Objective A.).
5. Prepared, printed and distributed the National Subject Panel Curriculum Conference Report ( Objective A ).
6. Served as Coordinator of the Primary Teacher Training Colleges for the Board of Affiliated Institutions.by :
  - a. Conducting supplementary teaching practice evaluations of students
  - b. Organising and supervising the distribution and marking of the Primary Teacher Certificate Supplementary Examinations,
  - c. Reporting the results of the supplementary evaluation of teaching practice and the supplementary examinations ( Objective A and C )
7. Assisted the In-service Advisor in the operation of the National Headteacher Workshops. ( Objective C )
8. Served as secretary for the Curriculum Implementation Committee. ( Objective A, B and C )
9. Served as secretary for the National Council for Teacher Education. ( Objective A, B and C )
10. Served as secretary for the Diploma in Primary Education Task Force. ( Objective A and B )
11. Taught the course, ESS 102 - Introductory Science to Year-One BEd Primary students and evaluated their progress. ( Objective B )

## JOSIAH S. TLOU: SOCIAL STUDIES SPECIALIST

## Report of Activities

March 1, 1989 - August 15, 1989

During the Reporting Period the Social Studies Specialist:

## 1. Taught the following course:

EDC 304 - Social Studies Methods for B.Ed. students.

## 2. Served on the following committees:

- a. Primary Social Studies Panel
- b. Secondary Social Studies Panel
- c. Primary Teacher Training College Social Studies Panel
- d. National Social Studies Panel as a resource person
- e. Social Studies Advisory Committee, Molepolole College of Education
- f. Instructional Affairs Committee - DPE
- g. Internship Task Force (Chairman) - DPE
- h. Material Development Team of the MOE (CDU)
- i. National Curriculum Conference Planning Committee
- j. A member of the Committee on Examinations for the

## Nine-year Education Programme

3. Served in other capacities:
  - a. Made presentations at Headteachers Conferences on establishing Library Resource Centres at Maun, Serowe and the University of Botswana, on April 25, 27 and June 19 and 21 respectively.
  - b. Conducted workshops for Teacher Training College Social Studies Tutors on the writing of the Tutor's Guide on May 22 - 26 and June 22 - 23, 1989 respectively. Rewriting and editing the Tutor's Guide.
  - c. Presentation to the Botswana students going to the U.S.A. for studies, about the American System of Education on June 2, 1989 requested by Academy for Educational Development under USAID sponsorship.
  - d. Conducted workshops on the teaching of Social Studies in the Teacher Training Colleges with Dr. Peter Muyanda-Mutebi, the Executive Director for the African Social Studies Programme (ASSP), who was brought to Botswana as a consultant by PEIP. The workshops included Molepolole College of Education (MCE), Lobatse, Tlokeng, Serowe and Francistown PTTCs. The workshops also included primary and junior secondary teachers.

These workshops using the Social Studies Teaching Methods book were conducted for the PTTC students and their Social Studies tutors. The programme took place on July 6, 7, 10, 11, 12, 13 and 14, 1989 and was well received.

DR. JOHN YODER: RESEARCH METHODS AND DESIGN SPECIALIST

*Report of Activities*

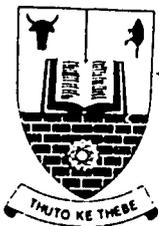
March 1 - August 31, 1989

During this period the Research Methods and Design Specialist:

1. Taught or participated in teaching EMC 601, EMC 602, EMC 615, ENE 422 and EPI 309.
2. Supervised one M. Ed. dissertation and served on three research committees.
3. Served as head of the M. Ed. programme.
4. Coordinated the processing of applications from 27 prospective M.Ed. students. Seventeen students were offered admission by the University.
5. Arranged for staffing of M.Ed. courses in consultation with the Dean.
6. Served as a presenter at 4 Head Teachers workshops in Lobatse, Tlokweng, and Gaborone.
7. Prepared and presented two research papers at the International Research Symposium.
8. Edited the Proceedings of a Symposium on Effective Schools for publication. Worked with editors of a Workshop on Gender Issues to prepare proceedings for publication.
9. Ordered books and other resource materials for development of departmental and university research capabilities.
10. Maintained Departmental Student Data Base file and prepared for entering data from current new students.
11. Served as "point person" for arranging and organizing Computers in Education consultancy.
12. Chaired the following Committees or Work Groups
  - i) Education Graduate Studies Board
  - i) Senate Graduate Studies Committee.
  - ii) Primary Education Research Committee.
  - iv) Vice Chancellor's Working Group on Guidance Education
13. Member of the following Committees or Work Groups
  - i) University Senate
  - ii) Academic Planning Committee (University committee)
  - iii) Computers in Education Committee (Faculty committee)
  - iv) Faculty of Education Research Committee (Faculty committee)

- v) **Instructional Affairs Committee (Department committee)**
- vi) **PTTC Education Panel.**
- vii) **Coordinating Committee for IAE Literacy Survey (MOE Committee)**
- viii) **Faculty of Education Research Committee (Faculty Committee)**
- ix) **Planning Committee for university workshop on Issues in Evaluation (HEDU Committee)**
- x) **Coordinating Committee for University of Stockholm/University of Botswana cooperative research project (Faculty Committee)**
- xi) **Coordinating Committee for SAREC research grants (Faculty & NIR Committee)**

APPENDIX B  
National Development Plan 7  
A Preliminary Paper



DEPARTMENT OF PRIMARY EDUCATION

MEMORANDUM

TO: Mr. Frank Youngman,  
Dean of Education

FROM: Max W. Evans, Head  
Department of Primary Education

DATE: April 3, 1989

Subject: Planning for NDP7

Attached is a paper which represents the preliminary thinking of the members of the Department of Primary Education regarding NDP7. The paper is an outgrowth of an extended discussion by the staff on March 31, 1989 of a discussion paper which I had prepared earlier.

The Department wishes to put forth the following points for your (and Faculty) consideration.

1. The need for clarification of certain policy and information questions by the MOE is critical to the planning process. Our discussions seemed to be continually dealing with the question of the primary sector manpower needs of the MOE. We recognise, of course, that the same question applies to the secondary sector as well. Since this general issue affects planning throughout the Faculty of Education, the DPE proposes that the Faculty initiate with the MOE a seminar(s) in which NDP7 planning issues of mutual concern could be identified and their ramifications discussed. We further believe that such discussions should be conducted before the MOE is officially launched into their planning and decision processes in order to ensure that the interests and needs of both parties could be explored timeously.

If such discussions were thought to be advisable, they, of course, would need to be carefully planned and prepared for. Perhaps the National Council on Teacher Education could serve as the "umbrella" organisation for the dialogue.

2. We believe that the MOE concept of the nine-year basic education

programme has some important implications for Faculty of Education planning for NDP7 but we don't at this this point pretend to know what they are. The question, however, was raised in our discussions: should there be a Department of Basic Education in the Faculty?

3. Our experiences with the Self-Study process in the PTTCs has continually pointed up the need for more attention being given to art, music, home economics, agriculture and physical education. We understand that plans are underway to mount a programme in home economics; that the College of Agriculture will be preparing teachers for the schools (and hopefully for the teacher education institutions); and that a department of physical education may be proposed. The DPE supports these initiatives since they represent specialisations which serve the primary sector as well as others. In addition, the Department feels very strongly that provisions should be made at UB in NDP7 for art (and crafts) and music. The current offerings in primary education cannot justify full-time personnel in these areas; thus, we believe that the problem needs to be addressed at higher levels in the University.

## DEPARTMENT OF PRIMARY EDUCATION

## PLANNING FOR NDP 7

## A Preliminary Paper

April 3, 1989

Introduction

By the year 1991, which is the beginning point for NDP 7, the Department of Primary Education (DPE) will be observing its 10th year of existence - the equivalent of two planning periods. In 1991 a new era begins for the Department in that the externally provided resources which have been associated with the development of DPE will in large measure be withdrawn. At that time, the Department will take on more of the characteristics of a typical department in the University.

The act of participating in the design of a national development plan should serve to heighten our awareness of the unique role which the DPE has played in its brief history in the development of education and, perhaps, to the country as a whole. It is also the time to think together seriously about what that future role should be.

As is readily apparent, we do not enter into the planning process alone or as an independent entity. The DPE is a part of the national system of education and its role is conditioned to a considerable extent by the needs, expectations and interactions with other elements of the larger system, particularly, the Faculty of Education and the Ministry of Education. However, this interdependence with other elements of the system should serve to underscore the importance of the Department's formulating its own vision of its mission and role. In so doing, the DPE will be better able to engage in meaningful dialogue with other units during this planning process.

## WHAT IS THE MISSION OF THE DPE?

The DPE was established for the purpose of improving the quality of teaching in the primary schools of Botswana. This goal is being addressed through the following programmes:

Undergraduate Education

The undergraduate programme consists of a two-year Diploma and a four-year B.Ed. degree, both enrolling only experienced primary school teachers. 1. Diploma graduates return to the primary schools where they are expected, over time, to provide leadership in upgrading the quality of instruction in the primary schools. 2. B.Ed. (primary) graduates are posted, in the main, as teacher educators in the PTTCs or as education officers who supervise the primary schools.

### Graduate Education

While graduate education is organised structurally as a function of the Faculty of Education, several M.Ed. specialisations have been developed in the area of primary education. The specialisations are intended to prepare primary educators for more demanding roles as lecturers, as administrators in colleges of teacher education and as education officers. (It seems likely that the minimum qualification for teaching in the proposed three-year primary diploma programme will be the M.Ed. degree.)

### The Teacher Training Colleges: A Special Relationship

The PTTCs are related to the University of Botswana through an Affiliation Agreement between UB and the MOE. The DPE has become an important element in that relationship as it assists colleges with examination development, monitoring of the examination process, curriculum development and inservice education.

### Inservice Education

Because of the nature of the externally funded project (Primary Education Improvement Project) giving rise to the DPE, inservice education for the staff in the primary schools and education officers has been an integral aspect of the Department's work over the past eight years. Although much of the staffing for inservice education activities has been supported by donor funds, the Botswana members of staff have taken on more and more inservice responsibilities over the years.

### Scholarship and Research

The DPE accepts that as a unit in the national University of Botswana, and perhaps the only one of its kind in Africa, a special responsibility exists for the Department to serve as a centre for the discovery, testing and dissemination of knowledge related to the broad field of teaching and learning in the primary schools. There is already evidence to suggest that the DPE staff will rise to this challenge.

### WHAT RELEVANT ASSUMPTIONS CAN BE MADE ABOUT THE FUTURE

Planning is usually based upon sets of assumptions, sometimes stated explicitly, but more frequently implied or simply taken for granted. The following represents an attempt to identify some relevant suppositions which may have some influence upon discussions regarding the future role for DPE.

Assumption 1. That the Department of Primary Education fills a needed role in the development of the educational system and that there will be continued support for its existence and development within the University of Botswana.

Assumption 2 That for the foreseeable future the students served in programmes offered by the DPE will be experienced teachers.

Assumption 3 That the preparation of classroom teachers for the primary schools will be carried out in the teacher training colleges.

Assumption 4 That there will be a transition from the present two-year certificate programme to a three-year diploma for primary school teachers and that the DPE staff will have a substantial role to play in preparing lecturers to staff the diploma programme.

Assumption 5 That the concept of a nine-year basic education programme as enunciated by the MOE will in the future have implications for DPE programmes including, perhaps, the preparation of some staff of the community junior secondary schools.

Assumption 6 That Botswana's educational system will continue to develop at a rapid rate creating a need for specialists at both the diploma level and the degree level which the DPE will be called upon to address.

Assumption 7 That the present two-year inservice diploma programme will remain as a part of the DPE programme at least through the next planning period (1996) but that its focus should be changed to address more sharply defined manpower needs in the primary schools.

Assumption 8 That the DPE will have a role in implementing the degree programme now being developed for graduates of the Molepolole (and later Tonota) College of Education.

Assumption 9 That the academic qualifications of students being admitted to the DPE will rise over the next plan period, and particularly as primary schools become staffed with teachers who have completed 'O' Levels. (It must be noted that the valuing of certain MOE positions in the primary education sector under the "job evaluation" exercise may adversely affect the validity of this assumption.)

Assumption 10 That the posting of B.Ed. degree holders as teachers or administrators in primary schools is very unlikely in the foreseeable future.

Assumption 11 That the staff of the DPE will not be expected to organise and carry out inservice education programmes on the scale of the past several years. Rather, there is likely to be an increasing demand for them to act as consultants and resource persons for inservice activities, particularly with the teacher training colleges and the education centres.

Assumption 12 That the annual intake into the DPE undergraduate programme will remain fairly stable (30-40) over NDP7, but that specialisations (subjects) may be modified to some extent to respond to emerging manpower needs.

Assumption 13

That the DPE will need to collaborate increasingly with other departments in preparing specialists personnel for the primary education sector, e.g. home economics, agriculture, guidance and counseling.

SOME SPECIFIC ISSUES  
IN PLANNING FOR NDP7

1. What courses will the DPE need to continue or to mount in NDP7?
  - a. Tutors for the PTTCs? There are now seven subjects offered in the B.Ed. programme. Can we foresee the need for additional ones? Where does special education fit?
  - b. Education officers? B.Ed. graduates have been posted primarily to the MOE Department of P & TT as supervisors of schools; however, a few are in education centres and one was posted to the Curriculum Development Unit. What other manpower demands are likely from the MOE?
  - c. Staff for the community junior secondary schools? None of the DPE B.Ed. graduates have been posted to the CJSS system as teachers; however, they no doubt would be well qualified in certain subject areas. While not a matter of MOE policy, it should be noted, perhaps with pride, that two DPE graduates serving as tutors in the PTTCs have been appointed as headmasters in CJs schools.
2. Will the current establishment of eight DPE staff members be adequate to mount the programmes needed to satisfy MOE manpower requirements? Several factors will obviously influence the answers to that question, including the following:
  - a. The extent to which DPE staff are needed to teach in the M.Ed. programme.
  - b. The extent to which teaching in departments outside the DPE continues. (At present, probably more than 50% of the teaching is in departments other than DPE.)
  - c. The UB policy on teaching loads.
  - d. The UB policy on fulfilling "service" responsibilities such as work with the PTTCs and inservice education.
  - e. The numbers of students served.
  - f. The numbers of programmes or specialisations offered.
3. Will the facilities and equipment now available to DPE be adequate

for the period 1991-96?

a. The DPE has been favoured since its inception with special resources i.e., instructional space, teaching aids, library resources, equipment and materials and funds for conducting wide-scale inservice education programmes. In addition, because of PEIP, the DPE has had much more secretarial and clerical service available to the staff than other departments.

b. With the withdrawal of external support from DPE, it appears likely that there will be limited need to replace certain items of equipment as they wear out e.g. the heavy duty copier. As the role of the Educational Resources Centre expands to serve the emerging needs of a dynamic university, it would seem that the DPE staff should look toward that source for many of the services now directly available to it in the Primary Education Centre. If the proposal to develop ERC with satellite operations should be accepted, it is possible that the PEC would be an appropriate location for one of them.

c. The curriculum laboratory represents a collection of materials which, on the whole, is unique to the DPE. Any books contained in the curriculum laboratory are duplicates of ones in the UB library. It would seem advisable to not only retain the "lab" but to keep adding to it in the years ahead.

d. The computers were justified for PEIP on the basis of encouraging and facilitating research associated with the M.Ed. programme. There is already a relatively high demand for their use by DPE staff, M.Ed. students, and occasional administrative demand. No doubt the current computers will deteriorate or become obsolete in a few years, thus necessitating that DPE access to computers will be determined by Faculty of Education/UB policies and facilities.

e. Without making a facilities study, it seems reasonable to say that the DPE special facilities requirements are being adequately met at the present time. Four rooms have been earmarked for special purposes: Science/Math/Health; English/Reading/Setswana; Social Studies; and Practical Arts. A fifth room in the addition could conceivably be earmarked also. (It should be noted that "earmarking" a room for a special purpose probably doesn't mean exclusive use unless the room is already scheduled to capacity.)

### In Conclusion

As noted at the outset, this paper is intended to generate discussion about the future of the Department of Primary Education. At our departmental board meeting on Friday, March 31, the subject of NDP7 will be the major item of discussion.

I hope that you will also take the time to read the attached paper

prepared by Dean Youngman. You will note that the Faculty Executive is meeting on April 7 in an all-day planning meeting with Mr. Don Taylor from Manchester. The planning procedures being followed by the Dean seem to assure that all individuals and departments can participate actively in the planning process. Let us take advantage of this opportunity.

APPENDIX C

Commodities Received Since March 1, 1989

BOOKS

<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
1	Evaluating and Developing Administrative Performance	Coutts	PEC	22.49
1	How Colleges Work	Coutts	PEC	22.49
1	Key Resources on Teaching, Learning, Curriculum	Coutts	PEC	34.30
1	Case Study Research in Education	Coutts	PEC	21.51
5	Topic Work in our Schools	Botsalo Books	UB/PTTCs	42.00
5	Topic Work in Primary Schools	Botsalo Books	UB/PTTCs	181.25
1	Proj. Teaching Bright Ideas	Botsalo Books	PEC	22.90
1	Primary School Projects	Botsalo Books	PEC	23.70
5	New Introduction to Educational Psychology	Botsalo Books	uB/PTTCs	119.50
5	Art for African Schools	Botsalo Books	UB/PTTCs	62.00
5	English Teaching in Primary Schools	Botsalo Books	UB/PTTCs	107.50
5	Visual History of Africa	Botsalo Books	UB/PTTCs	62.00
5	Testing for Continuous Assessment	Botsalo Books	UB/PTTCs	89.25
5	Starting P.E. in Primary Schools	Botsalo Books	UB/PTTCs	46.25
1	Teaching i Primary School	Coutts	PEC	19.86
1	Second Laguages; A Cross Linguistic	Coutts	PEC	25.97
1	How Colleges Work: The Cybernetics of Academic	Coutts	PEC	22.49
1	Give me a Child Until he is Seven	Coutts	PEC	14.70
1	Beyond Basics	Coutts	PEC	18.57
1	Language the Social Mi: or	Coutts	PEC	19.55
1	Parent Education for Early Childhood	Coutts	PEC	22.95
1	Testing Language Ability in the Classroom	Coutts	PEC	15.19
1	Academic Handbook	Coutts	PEC	20.00
1	Manual for Foreign Teaching Assistants	Coutts	PEC	5.00
1	Teaching ESL Composition	Coutts	PEC	15.63
1	Turning Professors into Teachers: A New Approach	Coutts	PEC	24.95
1	Personnel Evaluation Standards (Joint Comm on Stand)	Coutts	PEC	29.35
1	The Ladley Letters	Coutts	PEC	34.95
1	Issues in Second Language Acquisition	Coutts	PEC	18.57
1	New Kindergarten: Full Day, Child Centered	Coutts	PEC	7.31
1	Key Resources in Teaching, Learning, Curriculum	Coutts	PEC	34.30
5	Methodology in TESOL: A Book of Readings	Coutts	UB/PTTCs	94.60
5	Beginning English with Young Children	Coutts	UB/PTTCs	38.36
+	Regional Restructuring under Apartheid	Coutts	PEC	27.95

BOOKS

<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
1	Complete Handbook	Coutts	PEC	
5	Eastern hemisphere: Europe, Asia, Africa	Coutts	UB/PTTCs	20.00
1	Human Body Replacement - No Charge	Coutts	PEC	36.75
1	Level B Workshop Kit	Coutts	PEC	
1	Level I Workshop Kit	Coutts	PEC	22.50
2	Games for Second Language Learning	Coutts	PEC	18.75
1	New Directions for Student Services: Applying	Coutts		9.72
1	Children's Language. Vol. 5	Coutts	PEC	12.95
1	College Student Personnel Administration	Coutts	PEC	49.95
1	Student Affairs, A profession's Heritage: Signific.	Coutts	PEC	35.75
1	Education and Identity	Coutts	pec	25.00
1	Modern American College; Responding to	Coutts	PEC	24.45
1	Teaching and the Case Method: Text, Cases	Coutts	PEC	39.15
1	Student Services: A Handbook for the profession	Coutts	PEC	29.35
1	Leaders for a New Era: Strategies for higher	Coutts	PEC	28.37
1	Self-Study Processes	Coutts	PEC	24.95
1	Turnign Professors into Teachers	Coutts	PEC	21.95
1	psychology and the Language	Coutts	PEC	24.95
1	Administration and Leadership in Student Affairs	Coutts	PEC	32.52
1	Future of Student: Affairs: A Guide to Student	Coutts	PEC	30.95
1	Complete Handbook	Coutts	PEC	25.43
1	Workshop Kit	Coutts	PEC	40.00
1	Workshop Kit	Coutts	PEC	19.50
1	Workshop Kit	Coutts	PEC	19.50
1	Workshop Kit	Coutts	PEC	19.50
1	Workshop Kit	Coutts	PEC	19.50
1	Academic's Handbook	Coutts	PEC	23.75
1	Four Critical Years: Effects of College on Beliefs	Coutts	PEC	20.00
1	Developing Effective Student Services Programmes	Coutts	PEC	25.43
1	College: The Undergraduate Experience in America	Coutts	PEC	26.41
				18.35

BOOKS

<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
1	UK/USA	Coutts	PEC	8.85
1	Evaluating and Developing Admin. performance	Coutts	PEC	22.49
1	Time to Speak a psycholinguistic examination	Coutts	PEC	23.03
6	Classroom oriented Research in Second language	Coutts -	PEC/PTTCs	109.14
1	organisation and planning of Adult Education	Coutts	PEC	39.50
1	Linguistics, Computers and the Language	Coutts	PEC	12.69
1	Perspectives, Sociolinguistics and TESOL	Coutts	PEC	19.55
1	Handbook of research on educational administration	Coutts	pec	60.14
1	Looking at children's play	Coutts	PEC	12.95
5	Teaching Thinking in Elementary Schools	Coutts	PEC	200.00
1	Children's mathematical Thinking	Coutts	PEC	17.95
1	Reading, learning Disability	Coutts	PEC	29.95
1	Revival of Values Education in Asia and the West	Coutts	PEC	39.15
1	Leaders for a new Era; Strategies for higher	Coutts	PEC	24.95
1	Sibambene; the Voices of Women at mboza	Coutts	PEC	8.41
1	Research Design and Statistics for Applied ling	Coutts	PEC	19.55
1	Case Study Research in Education	Coutts	PEC	21.51
1	Ecological Research with Children	Coutts	PEC	17.95
1	How to help your teenager find	Coutts	PEC	12.95
1	Children with Speech and language difficulties	Coutts	PEC	14.38
2	How am I Teaching?	Coutts		49.90
10	School-based Management: A Strategy	Coutts	PTTCs	17.50
1	Reviews of English language practice	Coutts	PEC	21.50
6	Role of the Principal in Effective Schools	Coutts	UB/PTTCs	74.88
1	Reflecting on Values: Learning Materials	Coutts	PEC	11.68
1	Values and Living: learning materials	Coutts1	PEC	12.58
1	Foreign language learning; A Research Perspective	Coutts	PEC	19.55
1	Give me a Child until he is Seven	Coutts	PEC	14.70
1	Bilingualism and minority language	Coutts	PEC	6.29
1	Input in Second Language Acquisition	Coutts	PEC	25.97
1	Learning through two languages	Coutts	PEC	22.49
1	Whole language strategies for ESL	Coutts	PEC	11.63
1	Guide to language testing	Coutts	PEC	19.11
1	Playgrounds	Coutts	PEC	59.50

BOOKS

<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
1	Sabbatical Book			
1	Turning professors into teachers	Coutts	PEC	12.45
1	Employment of Teachers	Coutts	PEC	24.95
1	How to assess the moral reasoning	Coutts	PEC	11.95
1	Simulating cognitive Growth	Coutts	PEC	5.39
1	To learn to think	Coutts	PEC	4.94
1	Geographics thinking skills	Coutts	PEC	4.94
1	Teaching problem solving	Coutts	PEC	8.53
5	Writing for the TOEFL	Coutts	PEC	8.53
1	Exemplary practice - Geography Education	Coutts	PEC	64.85
1	Exemplary practice - outdoor education	PDK	PEC	
1	Exemplary practice - Organisation development	PDK	PEC	
1	Hot Topic - Adult and continuing education	PDK	PEC	
1	Hot Topic - Adapting Instruction to Individ. needs	PDK	PEC	
1	Hot Topic - Adolescent Suicide	PDK	PEC	
1	Hot Topic - Bilingual Education	PDK	PEC	
1	Hot Topic - Drug Abuse	PDK	PEC	
1	Hot Topic - Effective Classroom Instruction	PDK	PEC	
1	Hot Topic - Evaluation of Teaching	PDK	PEC	
1	Hot Topic - Improving your own Instruction	PDK	PEC	
1	Hot Topic - Role of the Principal	PDK	PEC	
1	Hot Topic - School Climate	PDK	PEC	
1	Hot Topic - Test Anxiety	PDK	PEC	
1	Hot Topic - Teenage Pregnancy	PDK	PEC	
1	Hot Topic - Adapting Instruction to Individ. needs	PDK	PEC	
1	Hot Topic - Discipline	PDK	PEC	
1	Hot Topic - Effective Classroom Management	PDK	PEC	
5	What Primary Teachers should know about Assessment	Coutts	UR/PTTCs	75.13
1	Toward a Better World	Coutts	PEC	225.00

APPENDIX D  
Participant Status

PRIMARY EDUCATION IMPROVEMENT PROJECT

PEIP II PARTICIPANTS

August, 1989

<u>Name</u>	<u>Sex</u>	<u>Specialisation</u>	<u>University</u>	<u>Degree</u>	<u>Departure</u>	<u>Return</u>	<u>Months (Cumulative)*</u>
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		32
Mogasha	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. of Pennsylv.	Ph.D.	Aug. 87		19*
Marope P.	F	Curr. & Supervision	Univ. of Chicago	Ph.D.	Sep. 87		24
Kandjii I.	F	Guid. & Counselling	Ohio University	Ph.D.	Sep. 87		24
Jankie D.	F	African Languages	U. of Wisconsin	M.Ed.	Jan. 88		20
Mogasha M.	M	Administration	Ohio University	B.Ed.	Jun. 88	Nov. 88	6
Kesupile A.	M	Admin/Spec. Education	Ohio University	M.Ed.	Sep. 88	Aug. 89	12
<u>TOTAL MONTHS</u> (to date)							170
<u>YEARS</u> (to date)							14.2
<u>Years Remaining</u>							3.8

NOTE: The project provides 18 participant years for a total of 12 long-term participants, distributed as follows: six who will pursue study in the U.S. and return to assume roles in the Faculty of Education at UB, and six who will study for the Master of Education degree in the U.S. and will return to assume roles at the PTTCs, UB and in the Ministry of Education. In addition there are 24 participant months for approximately four participants who will enroll in short-term courses of four to six months in the U.S. or in third world countries.

\* The cumulative months shown does not include the time doctoral students spend in Botswana collecting data for their dissertations.

APPENDIX E

Individual Contract Team Members' Work Plans

September 1, 1989 - February 28, 1990

WORKPLAN  
September 1, 1989 through February 28, 1990  
Max W. Evans

MAJOR OBJECTIVES

- A. To improve primary education in Botswana through the facilitation of the Primary Education Improvement Project.
- B. To improve primary education in Botswana through facilitation of the Department of Primary Education at UB.
- C. To improve education in Botswana through the facilitation of graduate education.
- D. To improve education in Botswana through the facilitation of PTTC curriculum development.
- E. To improve education in Botswana through facilitation of Inservice Education Network.

Number	Activity	September	October	November	December	January	February	Individuals and Groups Involved
A-1	Serve as coordinator/supervisor of project funded personnel and project activities							L. Haseley
A-2	Maintain liaison with Ohio Univ., MOE, UB, USAID, other contractors and PEIP advisory committee							L. Haseley
A-3	Facilitate work of other team specialists							OU team
A-4	Identify needs and coordinate work of short term consultants							OU team, USAID, MOE, UB
A-5	Identify remainder of project participants							H. Mogami, L. Haseley
A-6	Coordinate commodity purchasing							J. Milon, OU team, DPE, USAID
A-7	Prepare Semi-Annual Report							OU team
B-1	Administer/coordinate DPE							DPE

Number	Activity	September	October	November	December	January	February	Individuals and Groups Involved	
B-2	Serve on MOE, Department, Faculty and University committees	_____							
C-1	Teach two graduate courses	_____							
C-2	Supervise graduate student	_____							J. Yoder
D-1	Support Diploma Programme for PTTCs	_____							MOE
E-1	Support Inservice Network Development	_____							L. Haseley, MOE, USAID

WORKPLAN  
September 1, 1989 through February 28, 1990  
Luther Haseley

MAJOR OBJECTIVES:

- A. Implement a two-year inservice programme for Primary School Personnel.
- B. Develop a one-year inservice education programme for Primary, Secondary and CDU Education Officers.
- C. Improve primary education in Botswana through development and expansion of inservice education centres.
- D. To improve primary education in Botswana through the Ministry of Education/P.E.I.P.'s inservice education efforts.

Number	Activity	September	October	November	December	January	February	Individuals and Groups Involved
A-1	Complete second year of PEIP Workshops	_____	_____	_____	_____	_____	_____	PEIP Staff, MOE & Presenters
A-2	Convene Planning Committee for last two years of PEIP Workshops	_____	_____	_____	_____	_____	_____	Representatives, PEIP & MOE
A-3	Plan curriculum for last 2 years of PEIP Workshops	_____	_____	_____	_____	_____	_____	PEIP Staff & newly selected Curriculum Committee
A-4	Organize First Workshop	_____	_____	_____	_____	_____	_____	PEIP Staff & newly selected Curriculum Committee
B-1	Plan E.O. Workshops for 1990	_____	_____	_____	_____	_____	_____	E.O. Workshop Planning Committee
B-2	Continue EOs' involvement in Headteachers' follow-up	_____	_____	_____	_____	_____	_____	PEIP Staff, REOs & EOs, Mr. Kopong
B-3	Write Manual to accompany supervision tape	_____	_____	_____	_____	_____	_____	Supervision Reference Committee
B-4	Plan for the distribution and implementation of tape and manual on supervision	_____	_____	_____	_____	_____	_____	Supervision Reference Committee E.O. Planning Committee

Huseley Workplan (cont.)

Number	Activity	September	October	November	December	January	February	Individuals and Groups Involved
C-1	Assist in selection of Education Centre sites, etc. for the last three Education Centres							PEIP, JSEIP, USAID and Education Centre Management Committee
C-2	Assist in the planning and implementation of Staff Development Programmes for Education Centre Staff							Education Centre Directors, PEIP Staff, Education Centre Management Committee
C-3	Plan for "official opening" of new Centre in Selebi Phikwe							Education Centre Directors & Management Committee
C-4	Plan for staffing and equipping new Centres and up-grading existing Centres							PEIP, JSEIP, USAID, & Education Centre Management Committee
D-1	Assist in the planning & implementation of ODA Workshops on "Project Method," "Good Teaching" & "Teacher Advisers"							Breakthrough & Project Method Advisory Committees, British Council, Mr. Kopong
D-2	Develop plan to upgrade "untrained teachers"							MOE Personnel, Mr. Kopong
D-3	Plan workshops for BTCL, Breakthrough, Continuous Assessment, Guidance and Counseling							Sister Gregory, J. Maphorisa EOs, Mr. Kopong
D-4	Work on comprehensive MOE Inservice Plan for NDF7							Mr. Kopong, CEO (TE)
D-5	Continue membership on 15 DPE and MOE committees							

WORKPLAN  
September 1, 1989 through February 28, 1990  
John P. Milton, TESOL SPECIALIST

MAJOR OBJECTIVES

- A. The establishment in the University of Botswana of a permanent capacity to provide appropriate graduate training in primary education.
- B. 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.
- C. The establishment of an institutional network for primary inservice education.
- D. Coordination and assistance in the evaluation, revision and implementation of a PTTC curriculum appropriate to the training needs of primary school teachers.

Number	Activity	September	October	November	December	January	February	Individuals and Groups Involved
A-1	Administering English Proficiency Measure to Students in selected primary schools							Primary HTs and Staffs
A-2	Order Material for MED Specialization							Library Staff, P. Nleya
B-1	Teach EPI 200: Teaching English as a Second Language							
B-2	Serve as Library and Primary Liaison for DPE							Library Staff, HT's
B-3	Serve on Faculty, Departmental and Affiliated Boards							Staff
B-4	Secretary to Departmental Board							DPE Staff
B-5	Representative of Faculty of Education to Humanities Board							
B-6	Member of DPE Student Affairs Subcommittee							R. Monau, D. Mapolelo
B-7	Serve on Internship Taskforce							R. Monau, G. Mautle G. Tsayang
C-1	Observe Classes and Consult In Selected Primary Schools							
C-2	Assist with Planning and Implementation HT Workshops							L. Haseley, DPE Staff



WOREPLAN  
September 1, 1989 through February 28, 1990  
Jack A. Reed

**MAJOR OBJECTIVES**

- A. To assist Primary Teacher Training Colleges in their efforts to improve the curriculum through self-study, development and implementation strategies.
- B. Improve primary education instruction in Botswana by preparing bachelor degree and diploma students in primary science.
- C. Improve primary education in Botswana through assisting the Ministry of Education and Primary Education Improvement Project programmes.

<u>Number</u>	<u>Activity</u>	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Individuals and Groups</u>
A-1, C-1	Facilitate Subject Panel Activities	_____						Panel Coordinators (UB & PEIP Staff)
A-2	Identify Priority Subject Areas for Development Support	_____	_____	_____				Panel Members, Coordinators, Chief of Party (Self-Study Review)
A-3	Identify, Select and Obtain Consultants to Work with Panels in Priority Areas			_____	_____	_____	_____	Chief of Party, OU Campus Coordinator
A-4	Deploy Consultants and Expedite Consultant Activities					_____	_____	Panel Coordinators
A-5	Assist in the Writing and Distribution of a Summary Report of Self-Study Findings	_____	_____					Chief of Party, PITC Principals and Staff, MOE
A-6	Coordinate, Plan and Implement the Second National Subject Panel Curriculum Conference	_____						PITC Prin., CEO TE, COP, PEIP
A-7, C-2	Assist in the Development of a Diploma in Primary Education Programme	_____						Diploma Task Force
B-1	Teach ESS 102 - Introductory Science	_____						Year One Students
B-2	Teach EMPC 610 - Instructional Strategies for Primary Science	_____						MEd Student

WORKPLAN  
September 1, 1989 through February 28, 1990  
Jack A. Reed

<u>Number</u>	<u>Activity</u>	<u>Sept.</u>	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Individuals and Groups</u>
B-3	Teach EMPC 612 - Current Trends in Teaching Primary Science							_____ Med Student
C-3	Coordinate the evaluation activities of the PTTC and Board of Affiliated Institutions							
	a. Coordinate and Supervise the Teaching Practice Moderation Exercise		_____					Nleya, TP Mod. Team
	b. Coordinate and Supervise the Preparation of the PTC Exams		_____					Mr. Mattheissen, PTTC staff
	c. Coordinate the Marking and Moderation of the PTC Exams			_____				
	d. Revise the Affiliated Institutions Regulations and Handbook		_____					Mr. Mogasha, PTTC Principals Mr. Neill
C-4	Assist the In-service Advisor in Implementing MOE Programmes in the Primary Schools and PTTC							_____ Dr. Haseley
C-5	Serve as a member of the National Primary Science Curriculum Development Panel							_____ Ms. Leburu, CDII Staff
C-6	Participate as a Member of Standard University of Botswana and Ministry of Education Committees							_____
C-7	Serve as Secretary for:							
	a. National Council for Teacher Education							
	b. Curriculum Implementation Committee							
	c. Diploma in Primary Education Task Force							
	d. Diploma in Primary Education Reference Committee							_____

**Work Plan**  
 Sept 1, 1989- February 28, 1990  
**John H. Yoder**

**Major Objectives:**

- A. Developing, Administering and Teaching and Supervising In the M. Ed. Programme
- B. Teaching, Assisting and Consulting in Educational Measurement and Evaluation and Research at the University of Botswana and in the Primary Teacher Training Colleges.
- C. Identifying, securing and implementing resources for educational research in the University of Botswana and at the PTCS.
- D. Facilitating and participating in research activities relating to the objectives of the PEIP project.

Activity	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Individuals/Groups Involved
A1 Administer M. Ed. Programme	_____	_____	_____	_____	_____	_____	Dean, Grad Studies Comm, Students
A2 Chair Fac of Ed Graduate Studies Bd.	_____	_____	_____	_____	_____	_____	Lecturers, etc.
A3 Coordinate Review/revision of existing M.Ed. specializations and development of new ones as required.	_____	_____	_____	_____	_____	_____	Grad Studies Bd, Dean, Others
A4 Coordinate Passage of Revised/New Programmes through the University's Approval Process.	_____	_____	_____	_____	_____	_____	Grad Studies Comm, APC, Senate
A5 Liaise with Heads of Departments in MOE regarding Programme Priorities	_____	_____	_____	_____	_____	_____	Heads of Depts in MOE
A6 Plan Courses to be offered and Lecturers for 1989-90	_____	_____	_____	_____	_____	_____	Dean, Graduate Studies Bd.
A7 Coordinate Planning for 1990-91 Student Intake	_____	_____	_____	_____	_____	_____	Dean, Grad St Bd., Admiss. Sec
A8 Supervise 1 M.Ed. Dissertation and serve on 3 Committees	_____	_____	_____	_____	_____	_____	M.Ed. Students, Supervisors
A9 Teach EMC 615	_____	_____	_____	_____	_____	_____	Students

A10	Chair University Graduate Studies Committee	_____	_____	_____	_____	_____	_____	Committee Members
B1	Chair PERC	_____	_____	_____	_____	_____	_____	Committee Members
B2	Participate in Coordinating Group for SIDA/Univ of Stockholm/UB Research Project	_____	_____	_____	_____	_____	_____	Group Members
B3	Member of FERC and its Publication Subcommittee	_____	_____	_____	_____	_____	_____	FERC, Subcomm Members
B4	Serve as Resource Person to Education Curriculum Panel	_____	_____	_____	_____	_____	_____	Panel Members
B5	Oversee Preparation and Marking of PTTC Educ Exam	_____	_____	_____	_____	_____	_____	Panel Members
B6	Serve as Member of Advisory Committee for IAE Literacy Project	_____	_____	_____	_____	_____	_____	S. Moahi & Committe Members
B7	Consult and Assist with Various Research Projects	_____	_____	_____	_____	_____	_____	Various
B8	Advise/Supervise Graduate and Undergraduate Student Research	_____	_____	_____	_____	_____	_____	Students
B9	Teach EPI 309 and Assist with ENE 421	_____	_____	_____	_____	_____	_____	Students
C1	Continue to Identify and Secure Appropriate Research Resources for DPE/UB	_____	_____	_____	_____	_____	_____	DPE, UB Personnel
C2	Consult with PTTCs on Research Resource Needs	_____	_____	_____	_____	_____	_____	PTTC Principals, Staff
C3	Coordinate Primary Educ Research Centre	_____	_____	_____	_____	_____	_____	DPE, UB Staff
D1	Participate in Effective Schools Research Project and other Research Related to Project Objectives	_____	_____	_____	_____	_____	_____	Research Team Members, Others

APPENDIX F  
Committee Participation of the  
Ohio University Contract Team

## OHIO TEAM

## COMMITTEE PARTICIPATION OF THE CONTRACTOR TEAM

August, 1989

Affiliated Board PTTCs

Max Evans            John Milon  
 Gordon Behm        Josiah Tlou  
 Jack Reed (Coordinator)  
 John Yoder

Boards and Committees of the  
 Department of Primary  
 Education and Faculty of  
 Education Board

Gordon Behm        Jack Reed  
 Max Evans            Josiah Tlou  
 John Milon            John Yoder

Botswana Teaching Competency  
 Instruments Advisory Committee

Gordon Behm        Luther Haseley  
 Max Evans

Breakthrough to Setswana Project  
 Method Executive Committee

Luther Haseley    Max Evans

Committee on Examinations  
 for the Nine-Year Education  
 Programme

Josiah Tlou

Computers in Education Committee

John Yoder

Continuous Assessment

Luther Haseley    Jack Reed

Education Management Committee

Luther Haseley

Education Graduate Studies

John Yoder (Chair)    Max Evans

Education Officer Workshop

Gordon Behm    Luther Haseley (Chair)  
 Max Evans

Faculty of Education  
 Executive Committee

Max Evans

Faculty Representative to  
 Humanities Board

John Milon

Faculty of Education  
 Research Committee

John Yoder  
PTTC English Panel

John Milon

IAE Literacy Survey  
 Coordinating Committee

John Milon        John Yoder

Planning Committee (HEDU) on  
Issues in Evaluation

John Yoder

PEIP Advisory Committee

Max Evans            Luther Haseley

PTTC Curriculum Implementation  
CommitteeMax Evans            Luther Haseley  
Jack ReedPTTC Diploma Reference Committee

Max Evans            Jack Reed

PTTC Education Panel

John Yoder

PTTC Science Panel

Gordon Behm

Primary Research CommitteeMax Evans            John Milon  
John Yoder (chair)Reference Committee  
Supervision TapeLuther Haseley (chair)  
Max EvansRotary Club Book DistributionMax Evans            Luther Haseley  
John MilonSenate Graduate Studies

John Yoder (chair)

Senate Executive

Max Evans

Student Data Base

John Yoder

UB Academic Planning Committee  
John YoderUB Estimates Committee

Max Evans

UB SenateMax Evans  
John Yoder (by invitation)UB Transportation

Max Evans

Vice Chancellor's Working  
Group Guidance EducationJohn Yoder (chair)  
Luther HaseleyVice Chancellor's  
Education Advisory

Max Evans

**APPENDIX G****Agenda for the Semi-Annual Project Review**

MARCH 23, 1989, 10:00 A.M. USAID Conference Room

Invitees: Mr. Sephuma, Dean Youngman, Mr. Gaseitswe,  
J. Roberts, Dr. Evans, Mr. Allen, L. Haseley, N.  
Gaetsewe, W. Snyder.

I. MAJOR ACTIVITIES OVER THE LAST SIX MONTHS (Oct. 1, '88-  
March 30, '89)::

A. Ohio University Contract Implementation

1. Primary Education Specialization for the MED Program at UB ongoing
2. Inservice Workshops
  - a. Planning meetings for Head Teachers workshops
  - b. Education Officers Planning Workshop meeting (11/14/88)
  - c. Head Teachers workshop completed, 12/88
3. PTTC Curriculum Evaluation, Revision and Implementation -on-going.
4. Related Activities
  - a. Semi-annual report completed by 3/31
5. Participant Training
  - a. One M.Ed. returnee
  - b. One PhD student returned to collect data
  - c. Post-training assignment (Marope)
6. Short-Term Consultants
  - a. Breakthrough Consultant 9-11/88

B. Construction and Commodities

1. Construction at Mochudi and Tsabong Education Centers underway.
2. Commodities ordered for 2 Educ. Centers. (3/89) Mochudi, Tsabong

C. Mid-Point Evaluation

1. Evaluation completed 12/88 and Evaluation Summary completed 3/89 with 4 recommended actions. \* all issues discussed under Issues and Problems.

\* = handout

- D. USAID
  1. PIO/T 3/89 added funds to contract and extended Math/Sci. advisor to Dec.'89.
  2. Brother's Brother Foundation
- E. IEES - \*

## II. IMPORTANT ISSUES AND PROBLEMS:

- A. Financial
  1. Contract extension (see evaluation summary)
  2. Construction - delays due to USAID funding constraints.
- B. Implementation
  1. A strong plus has been increased coordination with JSEIP and IEES, especially in areas of Teacher Training and Social Studies curriculum. This will also positively effect project sustainability. Ongoing close coordination with ODA/Project Method and Breakthrough, Peace Corps, UNESCO, UN out reach SIDA.
  2. Covenant of PEIP is establishment of Department of Teacher Education within MOE; status of this is uncertain.
  3. The Diploma level preparation program for Primary school teachers needs to be analyzed in depth. This was recommended in the Interim Evaluation.
- C. Sustainability
  1. The phase out of PEIP II occurs simultaneously with the beginning of NDP7. A key issue in planning for Department of Primary Education is staffing projections from MOE.
  2. Many of the innovations instituted by PEIP will have become institutionalized by the end of contract (11/91); MEd.program, Department Primary Education, BTCL, In-Service education network; curriculum development in TTCs remains iffy.
- D. Institutional
  1. Boards of affiliation at University of Botswana; counterpart for Jack Reed needed.
  2. A key issue is the need for Teacher Training to match the needs of MOE.

\* Handout

III. MAJOR ACTIVITIES PLANNED FOR THE SIX MONTH PERIOD:  
APRIL 1, 1989 - OCTOBER 31, 1989

- A. Ohio University Contract Implementation
1. Visit of President Ping of O.U. 5/1,2/89; arrangements to be made for President Masire's award at O.U.
  2. In-Service
    - a. Head Teachers workshops at 3 Teacher Training Colleges (4/24-28,89) & one Educ. Center.
    - b. Workshops will begin with change venue from TTCs to Educ. Centers
    - c. planning for next cycle of workshops
    - d. Next national EO workshop planning
  3. PTTC Curriculum Evaluation, Revision and Implementation
    - a. Social Studies Teachers Manual to be completed 8/89 (in collaboration with JSEIP)
    - b. Self-Study exercise at PTTC's completion
    - c. Facilitating PTTC Curriculum Panels
- B. Construction and Commodities
1. Education Center at Tsabong scheduled to be completed 10/89; Mochudi 9/89
  2. Commodities expected for 2 Ed.Centers.
- C. Other Project Activities
1. Participation in 3rd Nat'l Curriculum Conference Maun, 4/18-20'89
  2. Brother's Blother Foundation - book distribution.
  3. Continue coordination with JSEIP to work on establishment of posts for Teacher Advisors at
  4. Ongoing research in schools and TTC libraries being evaluated
  5. Coordination with JSEIP, Outreach Project, and Environmental Reference group for social studies curriculum

6. International Research Symposium 9/88
7. Supervision video being developed
8. Diploma programs consultancy
9. Integration of programs from other donor agencies into PEIP program e.g. ODA

B. B., HRDO  
3/21/89

APPENDIX H  
Ohio University Contract Personnel  
Records of Annual Leave and Sick Leave

## ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT

Behm, Dr. Gordon

Date of Contract: July 1, 1985

Date of Arrival: July 8, 1985

Date of Departure: May 13, 1989

House No: 6202 Petleke Close

Month	Accumulated	Taken	Balance
Jul 85	1.5	0.0	1.5
Aug 85	2.0	1.0	2.5
Sep 85	2.0	0.0	4.5
Oct 85	2.0	1.0	5.5
Nov 85	2.0	0.0	7.5
Dec 85	2.5	0.0	10.0
Jan 86	2.5	1.0	11.5
Feb 86	2.0	1.0	12.5
Mar 86	2.5	0.0	15.0
Apr 86	2.0	0.0	17.0
May 86	2.0	0.0	19.0
Jun 86	2.0	10.0	11.0
Jul 86	2.5	20.0	-6.5
Aug 86	2.0	1.5	-6.0
Sep 86	2.0	1.0	-5.0
Oct 86	2.0	0.0	-3.0
Nov 86	2.0	1.0	-2.0
Dec 86	2.5	0.0	0.5
Jan 87	2.5	0.0	3.0
Feb 87	2.0	1.0	4.0
Mar 87	2.5	0.0	6.5
Apr 87	2.0	5.0	3.5
May 87	2.0	0.0	5.5
Jun 87	2.0	0.0	7.5
Jul 87	2.5	0.0	10.0
Aug 87	2.0	3.0	9.0
Sep 87	2.0	0.0	11.0
Oct 87	2.0	0.0	13.0
Nov 87	2.0	0.0	15.0
Dec 87	2.5	0.0	17.5
Jan 88	2.5	3.0	17.0
Feb 88	2.0	0.0	19.0
Mar 88	2.5	0.0	21.5
Apr 88	2.0	0.0	23.5
May 88	2.0	3.0	22.5
Jun 88	2.0	3.0	21.5
Jul 88	2.5	3.0	21.0
Aug 88	2.0	15.5	7.5
Sep 88	2.0	0.0	9.5
Oct 88	2.0	0.0	11.5
Nov 88	2.0	0.0	13.5
Dec 88	2.5	0.0	16.0
Jan 89	2.5	2.0	16.5
Feb 89	2.0	0.5	18.0
Mar 89	2.5	0.0	20.5
Apr 89	2.0	0.0	22.5

May 89

1.0

0.0

23.5

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

Evans, Dr. Max W.

Date of Contract: 22 May 1984

Date of Arrival: 27 May 1984

House No. 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

\*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

## ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT

Haseley, Dr. Luther

Date of Contract; July 1983

Date of Arrival; 2 August 1983

House No: 5511 Broadhurst

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

\* Home leave

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

Milon, Dr. John

Date of Contract: August 1, 1987

Date of Arrival: August 1, 1987

House No: 6195, Broadhurst

Date	Days Accrued	Days Taken	Balance
Aug 87	2.0	0.0	2.0
Sep 87	2.0	0.0	4.0
Oct 87	2.0	0.0	6.0
Nov 87	2.0	0.0	8.0
Dec 87	2.5	4.0	6.5
Jan 88	2.5	0.0	9.0
Feb 88	2.0	0.0	11.0
Mar 88	2.5	0.0	13.5
Apr 88	2.0	0.0	15.5
May 88	2.0	0.0	17.5
Jun 88	2.0	5.0	14.5
Jul 88	2.5	8.0	9.0
Aug 88	2.0	10.0	1.0
Sep 88	2.0	0.0	3.0
Oct 88	2.0	1.0	4.0
Nov 88	2.0	0.0	6.0
Dec 88	2.5	7.0	1.5
Jan 89	2.5	0.0	4.0
Feb 89	2.0	0.0	6.0
Mar 89	2.5	1.0	7.5
Apr 89	2.0	0.0	9.5
May 89	2.0	0.0	11.5
Jun 89	2.0	0.0	13.5
Jul 89	2.5	5.0	11.0
Aug 89	2.0	10.5	2.5

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

Reed, Dr. Jack

Date of Contract: August 1, 1986

Date of Arrival: August 1, 1986

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

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

\*\* Home leave

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

Tlou, Dr. Josiah

Date of Contract: August 15, 1986

Date of Arrival: August 20, 1986

Date of Departure: August 12, 1987

House No: 9995, Jinja

Date	Days Accumulated	Days Taken	Balance
Aug 86	1.0	0.0	1.0
Sep 86	2.0	0.0	3.0
Oct 86	2.0	0.0	5.0
Nov 86	2.0	0.0	7.0
Dec 86	2.5	8.0	1.5
Jan 87	2.5	0.0	4.0
Feb 87	2.0	0.0	6.0
Mar 87	2.5	0.0	8.5
Apr 87	2.0	8.0	2.5
May 87	2.0	0.0	4.5
Jun 87	2.0	0.0	6.5
Jul 87	2.5	0.0	9.0
Aug 87	2.0	20.0	-9.0
Sep 87	2.0	0.0	-7.0
Oct 87	2.0	5.0	-10.0
Nov 87	2.0	0.0	-8.0
Dec 87	2.5	0.0	-5.5
Jan 88	2.5	0.0	-3.0
Feb 88	2.0	0.0	-1.0
Mar 88	2.5	0.0	1.5
Apr 88	2.0	0.0	3.5
May 88	2.0	0.0	5.5
Jun 88	2.0	0.0	7.5
Jul 88	2.5	8.0	2.0
Aug 88	2.0	16.0	-12.0
Sep 88	2.0	0.0	-10.0
Oct 88	2.0	0.0	-8.0
Nov 88	2.0	5.0	-11.0
Dec 88	2.5	0.0	-8.5
Jan 89	2.5	0.0	-6.0
Feb 89	2.0	0.0	-4.0
Mar 89	2.5	0.0	-1.5
Apr 89	2.0	0.0	0.5
May 89	2.0	0.0	2.5
Jun 89	2.0	1.0	3.5
Jul 89	2.5	0.0	6.0
Aug 89	1.0	0.0	7.0

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

Yoder, Dr. John

Date of Contract: August 26, 1986

Date of Arrival: August 28, 1986

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

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

Behm, Dr. Gordon

Date of Contract: July 1, 1985

Date of Arrival: July 8, 1985

Date of Departure: May 13, 1989

House No: 65202 Petleke Close

Date	Hours Accrued	Hours Taken	Balance
Jul 85	8.7	0.0	8.7
Aug 85	8.7	0.0	17.4
Sep 85	8.7	0.0	26.1
Oct 85	8.7	0.0	34.8
Nov 85	8.7	0.0	43.5
Dec 85	8.7	0.0	52.2
Jan 86	8.7	0.0	60.9
Feb 86	8.7	0.0	69.6
Mar 86	8.7	0.0	78.3
Apr 86	8.7	0.0	87.0
May 86	8.7	48.0	47.7
Jun 86	8.7	56.0	0.4
Jul 86	8.7	8.0	1.1
Aug 86	8.7	8.0	1.8
Sep 86	8.7	8.0	2.5
Oct 86	8.7	8.0	3.2
Nov 86	8.7	8.0	3.9
Dec 86	8.7	16.0	-3.4
Jan 87	8.7	8.0	-2.7
Feb 87	8.7	0.0	6.0
Mar 87	8.7	0.0	14.7
Apr 87	8.7	0.0	23.4
May 87	8.7	0.0	32.1
Jun 87	8.7	19.0	21.8
Jul 87	8.7	12.0	18.5
Aug 87	8.7	0.0	27.2
Sep 87	8.7	0.0	35.9
Oct 87	8.7	8.0	36.6
Nov 87	8.7	16.0	29.3
Dec 87	8.7	16.0	22.0
Jan 88	8.7	16.0	14.7
Feb 88	8.7	16.0	7.4
Mar 88	8.7	8.0	8.1
Apr 88	8.7	8.0	8.8
May 88	8.7	0.0	17.5
Jun 88	8.7	8.0	18.2
Jul 88	8.7	0.0	26.9
Aug 88	8.7	8.0	27.6
Sep 88	8.7	0.0	36.3
Oct 88	3.7	8.0	37.0
Nov 88	8.7	0.0	45.7
Dec 88	8.7	8.0	46.4
Jan 89	8.7	8.0	47.1
Feb 89	8.7	0.0	55.8
Mar 89	8.7	16.0	48.5

Apr 89	8.7	0.0	57.2
May 89	8.7	0.0	61.6

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

Evans, Dr. Max W.

Date of Contract: 22 May 1984

Date of Arrival: 27 May 1984

House No. 10284 Maru-a-Pula

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

\*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	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

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

Milon, Dr. John

Date of Contract: August 1, 1987

Date of Arrival: August 1, 1987

House No: 6195, Broadhurst

Date	Hours Accrued	Hours Taken	Balance
Aug 87	8.7	0.0	8.7
Sep 87	8.7	0.0	17.4
Oct 87	8.7	0.0	26.1
Nov 87	8.7	0.0	34.8
Dec 87	8.7	0.0	43.5
Jan 88	8.7	0.0	52.2
Feb 88	8.7	0.0	60.9
Mar 88	8.7	0.0	69.6
Apr 88	8.7	0.0	78.3
May 88	8.7	0.0	87.0
Jun 88	8.7	0.0	95.7
Jul 88	8.7	0.0	104.4
Aug 88	8.7	0.0	113.1
Sep 88	8.7	0.0	121.8
Oct 88	8.7	0.0	130.5
Nov 88	8.7	0.0	139.2
Dec 88	8.7	0.0	147.9
Jan 89	8.7	0.0	156.6
Feb 89	8.7	0.0	165.3
Mar 89	8.7	0.0	174.0
Apr 89	8.7	0.0	182.7
May 89	8.7	0.0	191.4
Jun 89	8.7	0.0	200.1
Jul 89	8.7	0.0	208.8
Aug 89	8.7	0.0	217.5

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

Reed, Dr. Jack

Date of Contract: August 1, 1986

Date of Arrival: August 1, 1986

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

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

Tlou, Dr. Josiah

Date of Contract: August 15, 1986  
 Date of Arrival: August 20, 1986  
 Date of Departure: August 12, 1989  
 House No: 9995, Jinja

Date	Hours Accrued	Hours Taken	Balance
Aug 86	4.2	0.0	4.2
Sep 86	8.7	0.0	12.9
Oct 86	8.7	0.0	21.6
Nov 86	8.7	0.0	30.3
Dec 86	8.7	0.0	39.0
Jan 87	8.7	0.0	47.7
Feb 87	8.7	0.0	56.4
Mar 87	8.7	16.0	49.1
Apr 87	8.7	0.0	57.8
May 87	8.7	0.0	66.5
Jun 87	8.7	0.0	75.2
Jul 87	8.7	0.0	83.9
Aug 87	8.7	0.0	92.6
Sep 87	8.7	0.0	101.3
Oct 87	8.7	0.0	110.0
Nov 87	8.7	0.0	118.7
Dec 87	8.7	0.0	127.4
Jan 88	8.7	0.0	136.1
Feb 88	8.7	0.0	144.8
Mar 88	8.7	0.0	153.5
Apr 88	3.7	0.0	162.2
May 88	8.7	0.0	170.9
Jun 88	8.7	0.0	179.6
Jul 88	8.7	0.0	188.3
Aug 88	8.7	0.0	197.0
Sep 88	8.7	0.0	205.7
Oct 88	8.7	0.0	214.4
Nov 88	8.7	0.0	223.1
Dec 88	8.7	0.0	231.8
Jan 89	8.7	0.0	240.5
Feb 89	8.7	0.0	249.2
Mar 89	8.7	0.0	257.9
Apr 89	8.7	0.0	266.6
May 89	8.7	0.0	275.3
Jun 89	8.7	0.0	284.0
Jul 89	8.7	0.0	292.7
Aug 89	4.2	0.0	296.9

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

Yoder, Dr. John

Date of Contract: August 26, 1986

Date of Arrival: August 28, 1986

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