

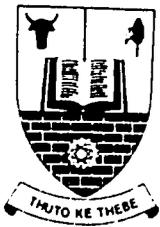
PD-ABK-187

EXHIBIT PROJEKT

P

7

7



BW  
JF 20  
B67  
91

# University of Botswana

Private Bag 0022  
Telephone 351151

Gaborone

Botswana  
Telex 2429 BD

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

USAID/Botswana  
Resource Information Center

June 15, 1991

Dear Ms. Belding,

It seems to me that excellent progress has been made over the six-month reporting period of September 1, 1990 through February, 1991 toward the attainment of key PEIP objectives. Summarised below are the major areas of progress, which are discussed in greater detail in the attached report.

1. In the area of staff development, three Ph.D. participants successfully completed their doctoral studies in the United States and returned to take up their academic responsibilities at the University of Botswana (one had returned earlier.) The fifth and final Ph.D. candidate is making good progress on her research and expects to complete the doctoral programme later this year. One lecturer in the Department of Primary Education (DPE) was promoted to senior lecturer, opening the way for the transferral of the DPE headship to a Motswana. Also during the period, three Botswana participants from the Primary Teacher Training Colleges (PTTCs) departed for M.Ed. studies.

2. The development plans for both the Faculty of Education and the DPE were approved with substantial programmatic additions in the Faculty. The DPE establishment was increased from eight to nine positions because of the increasing demands of the graduate programme.

*a*

3. The University of Botswana has appointed a Coordinator for the Affiliated Colleges of Education and is recruiting for a Director of Graduate Studies, both in the Faculty of Education. The appointments ensure continuity when the two Ohio University technicians currently in those roles depart.

4. The Ministry of Education has proposed to Government that a three-year Diploma programme for preparing primary school teachers be instituted.

5. The PEIP curriculum development work with the PTTCs is moving toward closure. A meeting of the PTTC Curriculum Coordinating Council to review the revised syllabi and to discuss emerging curriculum issues is planned for July, 1991.

6. The PTTC development plans which were an outgrowth of the Self-Study exercise are essentially completed and in various stages of implementation.

7. Plans for the first National Conference on Teacher Educators, to be held April 28 - May 1, 1991 are progressing well. Approximately 250 educators, including representatives of the nine institutions preparing teachers, are expected to participate in the Conference.

8. The further institutionalisation of the Botswana Teaching Competency Instruments has been identified as the final, major PEIP-initiated inservice education programme, and planning for implementation is well-advanced.

9. Construction has begun on the final two education centres at Kasane and Tlokeng, bringing the total constructed with USAID assistance to eight.

10. Good progress has been made by the 19 contributors to the book Patterns of Reform in Primary Education: The Case of Botswana. A target publication date of late July, 1991 has been established with the publishers, Macmillan Botswana.

As PEIP prepares to phase out, a number of concerns continue:

1. The emerging mission of the Department of Primary Education, now that the initial B.Ed. degree - manpower needs of the PTTCs and the education officer ranks have largely been met.

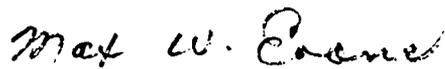
2. The improvement of planning and coordination between the MOE and the Faculty of Education regarding the MOE's graduate training needs.

3. The dysfunctions in the incentive system which tend to detract from rather than contribute to the educational development effort.

Perhaps one of the most important and exciting challenges facing the Ministry of Education in the next four months is the design of the new Diploma instructional programme. PEIP will continue to provide whatever assistance is feasible and desired in this effort.

In accordance with our discussions at the Ohio team meeting on May 15, 1991 the tenth and final PEIP progress report will attempt to summarise briefly the accomplishments of PEIP over its 10-year life.

Sincerely,



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

## TABLE OF CONTENTS

PART I	-	INTRODUCTION	Page 1
PART II	-	ACTIVITIES AND ACCOMPLISHMENTS	Page 5
PART III	-	RELATED ACTIVITIES OF THE CONTRACTOR TEAM	Page 18
PART IV	-	PLANS FOR THE PERIOD	Page 20
PART V	-	PROJECT MANAGEMENT AND COORDINATION	Page 27
Appendix A		Individual Contract Team Members' Reports of Activities	Page 30
Appendix B		Individual Contract Team Members' Work Plans	Page 41
Appendix C		Diploma Review Committee Terms of Reference	Page 51
Appendix D		Participant Training Summary	Page 54
Appendix E		Commodities Received Since September 1, 1990	Page 56
Appendix F		Proposed Academic Regulations for the Primary Teachers Certificate	Page 59
Appendix G		Programme for the Conference Teacher Education in Botswana	Page 75
Appendix H		Chapter Outline and Contributing Authors for <u>Patterns of Reform in Primary Education: The Case of Botswana</u>	Page 84

d

Appendix I	Short-Term Consultants under PEIP II	Page 87
Appendix J	Status, Unfinished Tasks and Unresolved "Grey Areas" Related to the Primary Education Improvement Project	Page 89
Appendix K	Committee Participation of the Ohio University Contract Team	Page 96
Appendix L	Ohio University Contract Personnel Records of Annual and Sick Leave	Page 100

## PART I

### INTRODUCTION

This progress report, the ninth of its kind in the second phase of the Botswana Primary Education Improvement Project, covers the period from September 1, 1990 through February 28, 1991. 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 institutionalise 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 organise, 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 Specialisation 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 localised staff at the PTTCs who are experienced in curriculum development and implementation.

## Organisation 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 September 1, 1990 through February 28, 1991. 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 final nine months of the project which ends on November 30, 1991. 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 B). 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

September 1, 1990 - February 28, 1991

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

Among the significant developments in the M.Ed. programme during this reporting period has been the finalisation and acceptance of the five-year plan for development of Graduate Studies in the Faculty of Education at the University of Botswana. Development of the plan was a part of the larger exercise engaged in by the Faculty of Education, the University of Botswana and the Government of Botswana for preparation of the Seventh National Development Plan (NDP VII). While graduate studies in education represents but a very small portion of the national plan, the process of planning has nevertheless served to crystallise the vision for the M.Ed. programme for the intermediate future. The plan, in its entirety, has been published as a chapter in the *Faculty of Education Development Plan: 1991-97* (April 1990).

Among other things, the plan has crystallised and formalised the role of the M.Ed. programme in the Faculty of Education and has outlined the general direction for development of the programme over the next plan period. In addition to formalising the structure of the programme within the faculty, the plan anticipates consolidation of arrangements for part-time studies and exploration of modalities for offering Masters Degree work by distance learning or modular scheduling as well as increasing the number of specialisations to be offered. It also provides for an increase in the number of teaching posts in the constituent departments in order to provide for the larger number of students in the programme as well as the projected increase in specialisations. It is anticipated that development of linkages with foreign universities for offering of joint degrees will move ahead in areas where the University of Botswana is not able to offer complete specialisations.

As provided for in the plan, it is anticipated that the M.Ed. programme will be formalised as the Centre for Graduate Studies (Education) with effect from April, 1991. The position of Coordinator (which, since 1986, continues to be held by the Specialist in Research and Design) will at that time be re-designated as Director of Graduate Studies and Research.

In view of the anticipated departure from post of the Specialist in Research and Design in July, 1991 the position has been advertised by the University of Botswana in the local, regional and international media.

Seventeen students enrolled in the M.Ed. programme in August, 1991. Of these, four were part-time students. Seven of the total group were self-sponsored and one was a student from Mocambique sponsored by the Commonwealth Secretariat. Nine were from the Primary Teacher Training Colleges, one (a part-time student) was a primary education officer and one was a teacher in an English Medium Primary School. The remainder came from a variety of settings including secondary education, nursing education and the private sector.

Two of the students from the previous admission cohort successfully completed their research projects and have subsequently been recommended for award of their degrees. This brings to three the total number of students from the previous cohort to receive or be recommended for their degrees. Two additional ones have been given an extension of time to complete their research.

Forty-one applications were received for admission in August, 1991. Those that met minimal selection criteria were invited to campus for interviews and 24 were eventually recommended for admission. Five additional names were placed on a reserve list. Bearing in mind the usual attrition from admitted applicants, it is hoped to actually enroll a class of approximately 15-20 students in August.

Funding for purchase of four micro-computers for the use of the M.Ed. students was received from the Swedish International Development Agency (SIDA). This equipment and related software is now being purchased and is expected to be available for student use in the very near future. It is expected that they will be placed in one of the rooms in the Primary Education Centre for the immediate future.

#### Issues requiring attention

Coordination of the needs of the Ministry of Education with the M.Ed. programme continues to be an ongoing concern. This problem is exacerbated in particular by the apparent difficulty which the Ministry continues to have in coming to grips with an effective long-range plan and policy for professional development of teachers and in planning for, and coordinating, the release of teachers for further studies. This problem adds impetus to the need for the programme to develop alternative modalities for students to enrol for further studies without relying solely on the Ministry decisions.

## B. Primary Education Research Committee

A preliminary report of the effects of exposure to Breakthrough to Setswana on the reading ability of children (undertaken under the auspices of the Primary Education Research Committee) was presented at the annual conference of the Botswana Educational Research Association in January. Analysis of this information is continuing. Leadership of the committee should be formalised in one of the local members of the Department of Primary Education.

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

Computer usage in the Centre continues to be high. Additional software capabilities and appropriate hardware need to be developed. It is important that a local member of the Department of Primary Education develop the necessary expertise to carry on the management of this facility when the PEIP has terminated.

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. Approval of the Departmental Development Plan

As noted earlier, the review and approval of the University's Development Plan, including its various departments and units, were approved during the reporting period. As a result of this action, steps have been taken to recruit a ninth member of staff for the Department of Primary Education. It is noteworthy also that an Ad Hoc committee has been appointed in accordance with the Faculty development plan to examine the organisational structure of the Faculty of Education. "The study will consider alternative modes of departmentation within the Faculty, giving priority to the feasibility of establishing a Department of Curriculum and Instruction." (Faculty of Education Development Plan, 1991-1997, Paragraph 5.6)

## B. Programme Development

1. Internship. Revised Internship regulations, which refine assessment procedures and extend internship experiences beyond the Primary Teacher Training Colleges were approved by the Department and submitted to the Faculty Board.

2. Project Method. A Project Method Committee was established by the Department to address two issues: providing staff members with the

knowledge and skills which they should have about the Project Method of Teaching in order to be participants in the general process of dissemination and to identify the strategies which the Department could adopt to incorporate instruction about Project Method into the DPE Curriculum. A three-day workshop was conducted February 26-28, 1991 by the Department with the assistance of Education Centre Directors and PTTC tutors to provide greater understanding of this method of teaching. In addition to DPE staff, there were participants from several departments in the University and the Ministry of Education, the PTTCs and the schools.

### 3. Entry Requirements

Over the years, much debate within the Faculty of Education has centred around the Department of Primary Education's requirement that all prospective admissions be interviewed. This requirement was again reviewed by the Department and it was agreed to recommend to the Faculty that it should be dropped from the admissions requirement. This recommendation has subsequently been approved by the Faculty and it is expected to be ratified by the Senate during this academic year.

As noted in earlier reports, a committee had been established to review the Mature Age Entry Scheme as the basis for admission to the Department. The committee's recommendations were accepted by the Department of Primary Education. However, discussion at the Faculty level indicated discomfort with the provision, contained in the report, for institution of a selection process which utilised departmental procedures rather than those specifically provided for in the Mature Age Entry Scheme. While the complete report of the committee is thus not expected to be implemented, it is anticipated that a major component of the report, an expanded, structured, report for referees of applicants, will be implemented within the overall framework of the existing admissions regulations.

Taken together, these developments indicate a move toward greater reliance on the "paper qualifications" of applicants for decisions about admission to the Department of Primary Education. It will remain to be seen what long-term effects these decisions may have on the composition of the students admitted to the Department.

### 4. Revision of the DPE Diploma Programme

In October, 1990 the Chief Education officer for Teacher Education formally requested the Faculty of Education to review and revise its diploma programme in primary education with a view to training teacher advisors. As a result of this request, a committee composed of DPE

staff, Education officers, PTTC tutors and primary school teachers has been established and meeting regularly to review the Diploma programme. The complete Terms of Reference for the Committee is presented in Appendix C.

### C. Participant Training

During the reporting period, three of the four students pursuing doctoral studies successfully completed their programmes and returned to the University to take up their responsibilities as lecturers. The fourth Ph.D. candidate is expected to complete her doctoral studies before the end of the year, (See Appendix D for a summary of participant training to date.)

### D. Courses Taught at UB by Ohio Staff

The courses taught, or significantly contributed to, during the second semester of the 1989-90 academic year were as follows:

#### Under Graduate

ESS102 - Introductory Science  
 EPI 201 - Agriculture and Domestic Science in Schools  
 EPI 210 - Elementary Statistics for Teachers  
 EPI 236 - Teaching Science and Health in the Primary Schools  
 EPI 306 - Teaching Science in the Primary Schools  
 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

The staffing problem arising from the delayed return of two Ph.d. participants was resolved through the employment by Ohio University/USAID of two short-term technical assistants in the areas of Teaching English as a Second Language and Science Education. Both technicians were also engaged in other major undertakings during this period: one in the development of the departmental curriculum laboratory and the other in the development of the syllabus and a tutor's guide for science instruction in the PTTCs.

### E. Promotion in Academic Rank

In February, 1991, Dr. Gaontathe Mautle became the first member of the DPE staff to be promoted from the rank of lecturer to senior lecturer. Dr. Mautle's research and publication record, along with teaching and service to the University, were important factors in his promotion.

### F. Commodities

The major commodity items received during the reporting period were two Toyota Land Cruisers for the Tsabong and Ghanzi Education Centres and nine MacIntosh computers, printers and accompanying soft ware for the education centres. A complete listing of the commodities received and processed during the reporting period is shown in Appendix E.

### G. Issues Concerning the Continuing Development of the Department.

1. The Manpower Needs to be Addressed by DPE. This is a continuing issue as previous Semi-Annual Reports reveal. The Ministry of Education is now fully cognizant of the problem, as a result of discussions at the PEIP Advisory Committee meetings and the Project Implementation Reviews. It is expected that MOE officials will come to grips with the matter in the near future.

2. Transfer of Departmental Leadership. Preliminary discussions have been held with the Dean of the Faculty of Education and the Vice Chancellor about the appointment of a Motswana as Head of the Department. There is full agreement on the importance of an early decision and action is expected on the matter early in the next reporting period.

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

### A. Education Centre Development.

The education centre network is in its final stages of completion. Contracts for the construction of the Tlokweg and the Kasane Education Centres will be finalised in March and construction at both centres should commence by the end of April. The Mahalapye Education Centre is scheduled for construction in 1991 and will be financed by the Ministry of Education. According to current drafts of National Development Plan VII, additional centres may be constructed. Recommendations have already been submitted for additional centres at Gomare and Masunga. These two locations were originally designated as education centre sites

in 1985, but decisions were subsequently made to construct new centres at Molepolole and Tlokweng.

The Serowe Education Centre is currently undergoing a major upgrading in facilities with construction to be completed in July, 1991. A national workshop has already been scheduled in Serowe during the latter part of July. The Department of Teacher Education has recommended that the existing Lobatse Education Centre not be upgraded, but that a new centre be constructed in Kanye which has a much larger teacher population catchment area. The Kanye construction is expected to take place during NDP VII.

The second regional opening of an education centre will take place in Mochudi on March 23. (Maun was the first.) The Honourable Minister of Education, Mr. Ray Molomo, has agreed to officially open the Centre.

USAID has informed the MOE that the four-wheel drive Land Cruisers for the Tsabong and the Ghanzi Education Centres will arrive in Durban in March and should be available to the Centres by April. This will be greatly appreciated since lack of transportation is a major constraint in both of these remote-area centres.

The MOE has also been informed that the nine computers and printers that were ordered for education centres will be available in March, 1991. The Inservice Unit is planning a series of staff development workshops to train the education centre staffs in the operation of the computers.

### Delaying Conditions and Constraints

The construction of the Tlokweng and Kasane Centres was delayed for some time due to unresolved issues concerning the materials of construction to be used (regular or pre-fabrication) and choice of contractor. These issues have now been resolved and it is anticipated that the construction will be completed within the project completion dates of both PEIP and the Junior Secondary Improvement Project (JSEIP).

The staffing situation in the education centres is still a serious constraint although it may be resolved during the next reporting period. Five of the education centres have only one education officer assigned to direct the centre's operations. The situation makes it very difficult to run a centre effectively and at the same time visit schools, conduct needs assessments and follow-ups to workshops. If the Junior Secondary field education officers are transferred to the Department of Teacher Education, as has been recommended, additional officers will be available for education centre deployment.

An official decision concerning the further development of the Teaching Aids Production Unit (TAPU) at Francistown and the Non-Formal Education Centre at Kang is still pending. It has been proposed for a number of years that both of these facilities be upgraded and become part of the education centre network. It is anticipated that the official incorporation of these centres into the network will take place during the coming fiscal year.

#### B. Promoted Staff Workshops

The promoted staff workshops begun in May, 1990 are almost complete. By the end of February, 1991 approximately 95% of the primary schools will have had their promoted staff participate in these workshops. The promoted staff of approximately 75% of these schools have indicated that they have conducted similar school-based workshops for their respective staff members. Because of slow mail deliveries, the number of workshops conducted may be higher than the above figures indicate. A complete summary of the Promoted Staff Workshops and the school-based workshops will be available during the next report period.

The preliminary observations that were made during the last report period concerning the operational effectiveness of the Promoted Staff Workshops have been verified by the many reports that have been received, the personal visits that were undertaken to various workshops and the observations of education centre staffs. These observations are significant and bear repeating: 1) The education centre network has provided an excellent infrastructure for the promoted staff workshops. The funding process has worked exceptionally well due to the close cooperation of PEIP, the University of Botswana and the Ministry of Education. 2) The utilisation of MOE under-the-line accounts for this series of workshops has expedited the fiscal arrangements. 3) The education officers have done an exceptional job in organising the workshops and have been able to involve additional resource personnel to assist them in presenting the various topics. 4) Some education officers have mounted five rather than four-day workshops, (at their own expense) and included such additional topics, suggested by teachers, as Guidance and Counselling, Environmental Education and Continuous Assessment. 5) The attempt to decentralise and localise the workshops appears to have been very successful. 6) Education centre directors have made their equipment and facilities available to schools in the immediate vicinity to facilitate the school-based workshops conducted by the promoted staff for their teachers. 7) Feedback from education officers, promoted staff, primary school teachers and education centre directors have been uniformly positive; the workshops have been perceived as being very helpful.

### Delaying Conditions

The continuing delaying condition thus far has been the problem of getting prompt feedback from the various primary schools following their school-based workshops. A reminder letter which was sent to education officers has resulted in increased number of responses.

### E. Education Officers Workshops

During the report period, all of the education officers were involved with organising and implementing the promoted staff workshops. In many instances district education officers formed teams to share the responsibility for the various presentations. This procedure enabled each officer to develop the topic(s) with which he or she was most comfortable and to present these topics to more participants.

Although no workshop was conducted exclusively for all education officers, a selected number of education officers were invited to the October "Education Centre Management" Workshop. Their involvement centred on the linkage between education officers and education centres in the development and implementation of inservice activities.

### D. The Project Method

The Project Method approach to teaching is slowly gaining momentum. The Project Method Handbook is now being trialed in selected primary schools and the four primary teacher training colleges. A questionnaire is being developed by the MOE and the Macmillan Company to obtain feedback from the teachers and lecturers who have used the Handbook. Depending on the feedback received, the book will be modified and ultimately used as a resource book in all of the primary schools and teacher training colleges.

The Project Method teams at each PTTC are working to incorporate the Project Method approach into the curriculum. Negotiations have already taken place with the British Council (Overseas Development Agency) to conduct a third and final round of Project Method workshops at each of the four teacher training colleges in August/September, 1991.

The approach of using the Project Method team from each college to assist in the development and presentation of the workshop will be continued. The involvement of the entire PTTC faculty as well as all of the PTTC students will also take place. It is hoped that following this workshop the Project Method of Teaching will be regarded as an integral part of each college's curriculum.

As noted earlier, another significant development in the Project Method approach took place at the Primary Education Department at the University of Botswana on February 26-28, 1991 when a Project Method workshop was held for DPE staff and invited participants from the MOE and other academic departments in the Faculty of Education.

#### E. The Botswana Teaching Competency Instruments (BTCI)

The MOE's Departments of Primary Education, Teacher Education and PEIP have agreed that inservice workshops focusing on the Botswana Teaching Competency Instruments (BTCI) would be both appropriate and useful at this time. With the current emphasis on "consolidation" of MOE innovative programmes and the stressing of "components of good teaching" in the classroom, the BTCI has become an important factor in assisting teachers to become more effective.

The Primary Education Department has appointed an education officer who has extensive experience with the BTCI to be the coordinator of this programme. This officer convened a broadly based planning meeting to discuss the next steps in developing a relevant inservice programme on the BTCI. As a follow-up to this meeting, the BTCI coordinator and the inservice adviser developed a needs assesment questionnaire which was distributed to all primary teachers, education officers and PTTC lecturers in the country. These questionnaire responses will guide the planning committee in developing the BTCI workshops.

At this time it is anticipated that the workshops will use the same facility and personnel infrastructure that were used with the Promoted Staff workshops. Assuming that questionnaire responses confirm the need for BTCI workshops, it is anticipated that they will be well underway during the next reporting period.

#### F. Media

Video training tapes on the BTCI and on supervision, which were produced locally by PEIP consultants, have been used extensively in the Headteacher and Promoted Staff workshops. Other locally produced videos on Breakthrough to Setswana, the Project Method, Guidance and Counselling and Special Education have also been used during inservice workshops. Most of these video tapes have been duplicated and distributed to education centres and teacher training colleges.

The proposed media facility, to be constructed at the Mochudi Education Centre, is scheduled to be built in 1991/92. The video equipment donated by the Japanese government is scheduled to arrive this year and to become part of the Inservice Unit in the Department of Teacher Education.

It is crucial that the Mochudi media facility be constructed in time to house the Japanese video equipment on its arrival.

There is still a need to develop a "media policy" in the Ministry of Education to address issues of production, storage, distribution, cataloguing and evaluation of training tapes. This would have to be achieved through interdepartmental consensus since almost all of the units in the MOE are involved in producing video materials.

### Unresolved Issues

Two major unresolved issues are affecting the operation of the Inservice programme. Both of these issues, although dealt with in previous reports, will be briefly discussed again.

- a. The development of a career ladder and/or "incentives for inservice participants and teacher advisers. This is still a central issue although some policy discussion is taking place. The Faculty of Education at the University of Botswana is considering a Diploma or Certificate programme for schools preparing school administrators. A consultant has been secured through the USAID-funded project Improving the Efficiency of Educational Systems to study the issue of teacher incentives and a proposal has been sent to Unified Teaching Service concerning the job classification of teacher advisers.
- b. The transfer of Junior Secondary Field Education officers to the Department of Teacher Education. In order to promote a coordinated approach to the improvement of instruction in the nine-year basic education programme, it is generally agreed that the Junior Secondary field education officers should be a part of the Inservice Education Unit in the Department of Teacher Education. It is believed that this transfer will occur during the next report period.

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. Revision of Regulations for the PTTCs

The Committee to review and rewrite the Board of Affiliation Academic regulations for the PTTCs has made considerable progress during the reporting period. It is expected that the Board of Affiliation will consider the revised regulations early in the next reporting period and that they will be presented to the University Senate in April. (See Appendix F for a copy of the proposed Academic Regulations.)

### B. Setswana Consultancy

After a long search, the Reference Committee selected Dr. David Baral, a language specialist at the University of the Pacific in California, to assist in the study of the programme for preparing primary Setswana teachers. The period of the consultancy will be for two months beginning in early June, 1991.

### C. Subject Panels

Work on the revision of the syllabi in the twelve subject areas has continued throughout the period. All panels were given a deadline to have a completed draft of their syllabus and most had been collected at the end of the reporting period.

### D. Planning for the Meeting of the Curriculum Coordinating Council (CCC)

At the February meeting of the Curriculum Implementation Committee (CIC), the decision was made to call together the Curriculum Coordinating Council for the PTTCs to collectively review the work of the subject panels prior to publication of the completed syllabi. The CCC is composed of subject panel chairpersons, members of the CIC, University foundation subject moderators and panel resource persons, among others. The date of July 5, 1991 has been tentatively selected for the CCC meeting.

### E. PTTC Self-Study Development Plans

Three of the four PTTCs had completed their development plans at the end of the reporting period and the fourth college expects to have its plan finished in March, 1991. Discussions of each of the plans occurred at the CIC meeting in February.

### F. The National Conference for Teacher Education

A Planning Committee, appointed by the Chief Education officer, has proceeded with planning for the first National Teacher Education Conference. The Conference will be held at the Tonota College of Education April 27 - May 1, 1991. Approximately 250 participants, representing all nine teacher education institutions in Botswana, are expected to participate. (See Appendix G for the Programme of the Conference.)

### G. Diploma Programme for Primary Teachers

The Ministry of Finance and Development Planning has indicated its approval of a pilot three-year Diploma programme for preparing primary school teachers. The extension of the Diploma programme to all PTTCs will only be approved after an evaluation of the pilot programme demonstrates its effectiveness in comparison to the current two-year Certificate programme. The Ministry of Education is planning to establish a Diploma Implementation Committee to prepare for introduction of the pilot programme.

### H. Selection of a Coordinator for Boards of Affiliation

In preparation for the departure of Dr. Jack Reed, the PEIP technician responsible for coordinating PTTC Board of Affiliation activities, the position of Coordinator of the Boards of Affiliation in the Faculty of Education was established by the University. The position was advertised locally and internationally, resulting in the selection of Andrew G. Hopkin, Associate Professor, from the University of Wales. It is expected that Professor Hopkin will arrive in Botswana well before the departure of Dr. Reed.

### I. Development of the PTTC Science Tutors' Teaching Guide

In addition to working on the development of the PTTC science syllabus, the science specialist worked with representatives of the four PTTC science departments and the Curriculum Development Unit on the preparation of a science teaching guide. Three meetings were held in January and February: the first meeting was concerned with identifying the topics to be included in the guide while the second and third meetings, totaling four and one-half days, were writing sessions.

## 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 and Project Method programmes. A complete report of the activities of the Ohio team members is shown in Appendix A.

A. Patterns of Reform in Primary Education: The Case of Botswana

Four current members of the PEIP team, along with 15 other educators (11 of whom are Batswana) have been heavily engaged during this period with writing a book to document reform efforts in primary education over the past decade. Arrangements have been finalised for the Macmillan Company of Botswana to publish the book, entitled Patterns of Reform in Primary Education: the Case of Botswana. The target publication date is July, 1991. It is planned that 2,000 copies of the book will be purchased and distributed throughout the education system and to relevant agencies. The Table of Contents, including the names of the authors, is shown in Appendix H.

B. Rotary Club Books

Most of the 48,075 textbooks received by the Gaborone Rotary Club through the offices of the Brother's Brother Foundation of Pittsburg were distributed to schools, the teacher education institutions, education centres and libraries. The reactions to this shipment of books has been particularly positive. The cost of shipping the books was paid by USAID. The Inservice Advisor coordinated the distribution of the books. There are continuing contacts between the Gaborone Rotary Club and the Brothers' Brother Foundation concerning the possibility of securing more textbooks.

### C. Counselor Education Consultancy

The Research and Evaluation Specialist chaired the reference committee which developed plans for, and recruited a consultant to advise the University in the development of a Counselor Education programme. He also served as the the coordinator while the consultant was in the country from early August to early September. The final draft of the report was received in October.

## PART IV

## PLANS FOR THE PERIOD

March 1, 1991 - November 30, 1991

This section of the report seeks to identify the major tasks which need to be accomplished during the final nine months for each of the four objectives. The workplans of each contract-team member are included in Appendix B:

1. 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. Prepare materials to facilitate hand over of Directorship.
2. Finalise admissions for 1991 intake of M.Ed. students.
3. Finalise M.Ed. staffing for 1991/2.
4. Develop plans for Cooperative M.Ed. degrees with universities abroad.
5. Continue review of regulations and M.Ed. procedures.
6. Complete set-up of Computer Laboratory for M.Ed. students.
7. Update M.Ed. Handbook and Prospectus for publication and distribution.

B. Research Centre

1. Monitor and maintain equipment and software in the research centre.
2. Consider additional software acquisition as appropriate.

### C. Primary Education Research Committee

1. Continue to provide advisory resource for on-going primary education-related research.
2. Facilitate development of leadership of the committee from within the Department of Primary Education.

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 programme and the two-year Diploma in Primary Education programme.

### A. Departmental Organisation/Administration

1. Transfer of Departmental Leadership. Transfer of departmental leadership responsibilities from the Chief-of-Party to a Motswana member of staff.
2. Maintain and update database for information as required.
3. Train a Motswana member of staff in database operation.

### B. Programme Development

1. The Departmental Mission. Continue to seek clarification with the Ministry of Education concerning training priorities which the DPE should be addressing.
2. Review of Diploma. Complete the revision of the two-year Diploma programme, including a time-table for implementation. ✓
3. Submit revised Internship regulations to the Faculty Board and Senate.
4. Plan and carry out a one-week workshop on the Project Method of teaching for the interns as a part of their orientation period.
5. Continue the development of plans for integrating instruction and experience with the Project Method of teaching into the Diploma and B.Ed. (Primary) Degree programmes.
6. Participant Training/Staff Development. Continue to provide support as needed to the three M.Ed. participants at Ohio University and the doctoral candidate at the University of Chicago; continue efforts to

facilitate post-Masters Degree study for DPE staff who have yet to undertake advanced study.

7. Complete the accessioning and distribution of project commodities and the organisation of materials in the departmental curriculum laboratory.

8. Continue the development of the primary science laboratory facilities and materials.

9. Implement the consultancy dealing with the development of programmes for preparing teachers of Setswana.

10. Distribute copies of the revised Social Studies Tutors' Guide to the colleges and related institutions.

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

#### A. Education Centre Network Development

1. Assist in the final development of the last two education centres.

2. Order audio-visual equipment and vehicles for the education centres at Kasane and Tlokweg.

3. Work on strategies for incorporating Kang and the education facility at the Training Aids Production Unit into the education centre network.

4. Assist in the development of plans to build an education centre in Kanye in lieu of upgrading the Lobatse Centre.

5. Plan and participate in the official opening of the Mochudi Education Centre on March 23, 1991.

6. Liaise with the Ministry of Education planners to recommend additional centres in Masunga, Gomare, Jwaneng, etc.

7. Assist in plans for additional staffing of the 5 education centres that have only one inservice officer and the Kasane Centre which will need two officers.

8. Continue suggesting staff development programmes for the Education Centre Directors and Affiliated staff (especially media and computer technology).

### B. Inservice Education Workshops

1. Plan and develop the last year of PEIP workshops.
2. Observe and assess the effectiveness of a selected number of school-based workshops mounted by promoted staff.
3. Write a summary of the development, implementation and results of the promoted staff workshops.
4. Organise and distribute resources (tapes, handouts, etc.) to facilitate inservice workshops during the last year of PEIP.

### C. Inservice for Education Officers

1. Continue supporting the participation of Education officers in the follow-up activities relating to the promoted staff workshops.
2. Assist in the development of an incentive programme for Education officers and other participants in workshops.
3. Invite Education officer representation to British Overseas Development Agency-sponsored workshops on Teacher Advising, Project Method, Good Teaching and Continuous Assessment.
4. Work with Education officers to conduct a survey of the use of the Brothers' Brother books in primary schools.

### D. Dissemination of the Botswana Teaching Competency Instruments (BTCI)

1. Distribute additional copies of the BTCI video training tape and facilitate the printing of additional copies of the manual.
2. Conduct a questionnaire survey to assess the utilisation of the BTCI in primary schools, teacher training colleges and the Primary Education Department.

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. Conduct the first National Teacher Education Conference at the Tonota College of Education, April 28 – May 1, 1991.

1. 200 – 250 invited participants from all teacher education institutions (the Primary Teacher Training Colleges, the Colleges of Education, the College of Agriculture, the Polytechnic and the University of Botswana) and the Ministry of Education.

2. Edit and publish the proceedings of the Conference.

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

1. Continue to assist the Senior Education officer – PTT and principals of the four colleges to organise and prepare five-year development plans based on the findings of the Self-Study.

2. Continue to advise the Senior Education officer – PTT in the implementation process of the five-year development plans at each of the four colleges.

C. Facilitate the Curriculum Revision Efforts of the Subject Panels

1. Work closely with the Senior Education officer – PTTC in his role as curriculum coordinator by:

a. Assisting the subject panels to implement the decisions taken at the second National Subject Panel Conference, January, 1990.

b. Assisting consultants in their activities with the subject panels.

2. Organise the syllabi into a handbook that will reflect the current status of the curriculum. The handbook will be intended to serve as a reference for further syllabus development by the Panels. During the final eight-month period the Specialist will:

a. Edit the syllabi for submission to the Curriculum Coordinating Council in July, 1991.

b. Develop a Syllabus Handbook that will serve as a reference to the subject panels for the development of teacher guides in their subjects.

#### D. Revision of the Affiliated Institution Regulations and Handbook

1. Submit the revised regulations for the Primary Teacher Certificate.
2. Complete the revision of the Primary Teacher Certificate Academic regulations and facilitate their submission to the University Senate for approval.
3. Present recommendations of the regulations review committee to the Affiliated Board for their consideration.
4. Incorporate the newly approved syllabi into the Board of Affiliated Institutions handbook.

#### E. Coordinate the Evaluation Activities of the Primary Teacher Training Colleges

1. Coordinate and supervise the Teaching Practice Moderation exercise.
2. Prepare individual reports for each of the Primary Teacher Training Colleges concerning the specific findings of the Moderation Team.
3. Prepare a composite report for submission to the Board of Affiliated Institutions of the findings of the Moderation Team.
4. Submit teaching practice results to the Board of Affiliated Institutions.
5. Coordinate and supervise the preparation of the annual PTTC examinations.
6. Coordinate and supervise the marking and moderation of the PTTC examinations.
7. Report the results of the marking and continuous assessment evaluation activities to the Board of Affiliated Institutions for approval.

#### F. Provide Orientation for and assistance to the new Affiliated Institutions Coordinator

1. Review procedures and practices associated with the activities of the Primary Teacher Training Colleges.
2. Provide a familiarisation tour to all of the colleges for the Coordinator.

3. Provide the Coordinator with a file of all papers, reports and records associated with the Coordinator position.

6. If approved for inclusion in National Development Plan Seven (NDP 7), assist with the implementation of the proposed three-year Diploma programme for preparing primary school teachers.

H. Complete the development of the Science Tutor's Teaching Guide, and arrange for its production and distribution.

## 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. 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)
2. Prof. Luther Haseley: Specialist In Primary Inservice Education (MOE: August 2, 1983)
3. Prof. Jack Reed: Curriculum and Instruction Design Specialist working mainly with the PTTCs (UB: August 1, 1986)
4. Dr. John Yoder: Research Methods and Design Specialist (UB: August 28, 1986)
5. Dr. Gordon Behm: Specialist in Science Education (UB: July 15, 1990)  
Note: Dr. Behm is serving as a lecturer in the DPE, pending the return of Mr. Mosothwane from doctoral studies, and as a consultant to the PTTC science panel. He has been employed through two local contracts with USAID through cost-sharing funds: July 15 - December 15, 1990 and January 7 - May 31, 1991.
6. Mrs. Doreen McColaugh: Specialist in TESOL (UB: August 15, 1990) Note: Mrs. McColaugh was employed by Ohio University as a lecturer for the first semester, 1990-91 academic year, pending the return of Mrs. L. Nyati-Ramahobo from doctoral studies. During the second semester, Mrs. McColaugh was employed part-time by the University of Botswana to teach the course EPI 201 Agriculture and Domestic Science in Schools and by Ohio University on a half-time basis for the same period to complete the organisation and development of the Curriculum Laboratory in the Department of Primary Education.

C. Project Coordination1. Ohio University: The Institutional Contractor

Dr. Albert Leep continues to serve as the Campus Coordinator for PEIP.

Plans have been completed for the new Dean of the College of Education, Ohio University, Professor H. Wells Singleton, and his wife to visit the project March 19 - 26, 1991.

It appears likely that the President of Ohio University, Professor Charles Ping and Mrs. Ping will be able to visit Botswana briefly (April 30 - May 1, 1991) at the conclusion of Professor Ping's consultancy on tertiary education in Namibia.

## 2. PEIP Advisory Committee

The PEIP Advisory Committee met on October 12, 1990. The major discussion items related to the phase-out of PEIP in approximately one year (November 30, 1991). A paper entitled "Status of Unfinished Tasks and Unresolved 'Grey Areas' Related to the Primary Education Improvement Project" was distributed in advance to Committee members. All members of the PEIP team were present to discuss the progress in their particular areas of responsibility, the remaining tasks and problem areas. (See Appendix J).

## 3. Ministry of Education

The linkage of PEIP to the Ministry of Education through the Department of Teacher Education continues to function smoothly and effectively. The Chief Education officer for Teacher Education, Mrs. H. Mogami, chairs the major committees which guide PEIP's work with the PTTCs and inservice education and she is easily accessible for on-going consultation.

## 4. University of Botswana

The Faculty of Education development plan, a segment of the University's development plan for the National Development Plan VII (1991-1997) has been approved. The plan projects the addition of new programmes for preparing teachers and related personnel, some restructuring of the administrative organisation and the addition of professional personnel. During the reporting period the new post of Coordinator of Affiliated Institutions has been filled and active recruitment for the new post of Director of Graduate Studies (Education) has proceeded. Appointments to these two positions ensures sustainability of PEIP's work with the M.Ed. programme and the PTTCs. It is significant that the Department of Primary Education has had one additional post approved, making an establishment of nine for the Department.

## 5. USAID/Botswana

Ms. Barbara Belding continues as the Human Resources Development officer; however, major changes occurred in other Mission leadership positions during the reporting period. Dr. John Hummon, Mission Director, departed Botswana in late August, 1990, and Dr. Richard Shortlidge, the Deputy Director, served as Acting Director until his departure to assume the USAID Mission Director's position in Namibia in January, 1991. Mr. Howard Handler assumed the Mission Director role on January 10, 1991 and Mr. David Mandell assumed the Deputy Director's post on March 2, 1991.

In early January, 1991 the team to develop the Project Paper for the follow-on project to PEIP and the Junior Secondary Improvement Project (Basic Education Consolidation) began its deliberations. The Mission's goal is to have a contract team for implementing the Basic Education Consolidation (BEC) project at post in early 1992 in order that there not be a lapse in continuity of USAID's assistance to basic education development in Botswana.

Throughout the reporting period the USAID Mission and the Contractor (Ohio University) reviewed the projected costs for completing PEIP according to various spending scenarios and explored alternatives for insuring that all project commitments were met.

## 6. Opening of Student Hostel

On December 1, 1990 a number of new facilities at the University of Botswana were officially opened, including the student hostel which USAID assisted in funding. The Honourable Minister of Education, Mr. Ray Molomo, performed the opening ceremonies.

## 7. Committee Participation

A list of formally established committees on which the Ohio team currently serve is shown in Appendix K.

APPENDIX A  
INDIVIDUAL CONTRACT TEAM MEMBERS'  
REPORTS OF ACTIVITIES

Six Month Report  
September 30, 1990 through February 28, 1991  
Gordon G. Behm

This six month period included parts of two separate short term contracts between the PEIP team member and USAID. The first of these contracts had as its major focus the preparation of a Science Syllabus for the Primary Teacher Training Colleges of Botswana, hereafter referred to as the Syllabus. The second of the two contracts has as its major focus the preparation of a Primary Teacher Training College Science Lecturers Teaching Guide, hereafter referred to as the Teaching Guide. The team member also taught science and methods classes in the University of Botswana's Department of Primary Education during this reporting period.

The two documents, the Syllabus and the Teaching Guide, are necessarily closely linked. While it is intended that the Teaching Guide should follow from the Syllabus, in fact there is a to and from association in the development of the two documents. While the Science Syllabus was indeed drafted by December 15, 1990, the end of the first short term contract, there have necessarily been minor revisions made as new information came to light during the preparation of the Teaching Guide.

On January 25, the science lecturers from the four Primary Teacher Training Colleges (PTTCs) met with the team member as a first major step in the preparation of the Teaching Guide. A significant point communicated to the lecturers at this meeting was that the Teaching Guide should reflect the science currently being taught at the PTTCs. At that meeting the lecturers determined which science topics each of the

PTTCs would address as they prepared the content for my editing. The format which the Teachers Guide should follow was also decided upon at this meeting.

From February 8th to the 14th, the team member visited each of the PTTCs and worked with science lecturers to assist them in preparing their science content. At each of the PTTCs, one of the assigned science topics was written onto work processing disks. This left the lecturers at each PTTC two, and in some cases, three more topics to prepare and submit for editing.

On February 15th the science lecturers from the four PTTCs met with the team member at Serowe PTTC. At this meeting the lecturers asked for a two-and-a-half day writing session at a location which would permit them to be free from their other responsibilities. Subsequently, a request was made of the PTTC principals that two science lecturers from each college should be released for such a writing session, to be held at the Mochudi Education Centre on February 25th through the 27th. Permission for this writing session was granted. The writing session was held and the material produced was submitted to the team member for editing.

The team member taught EI 236, Teaching Science in Primary Schools, to students in the Department of Primary Education's diploma programme. This is a one semester course; the lectures were concluded in December, 1990. The final examination for this course was prepared and submitted to the external examiner.

## Luther Haseley

Activities of the Inservice Adviser  
During the Six-Month Period  
September 1, 1990 to February 28, 1991

1. Helped organize and plan inservice workshops:
  - a. September 3 - 7: Project Method Workshop, ODA, MOE. Conducted at the 4 Teacher Training Colleges. Participants: All T.T.C. lecturers and T.T.C. students.
  - b. October 8 - 19: Education Centre Management Workshop, ODA/MOE. Venue: Maun Education Centre. Participants: Education Centre Directors and selected E.O.s.
2. Began planning for workshops to take place during the next report period.
  - a. BTCI: National PEIP/MOE Workshop
  - b. AIDS National Plan: PEIP/MOE/Ministry of Health and other interested organizations
  - c. Plan for ODA Workshops on Teacher Advising, Project Method and Components of Good Teaching.
  - d. Upgrading of untrained teachers: National programme, MOE.
3. October 9 - 10: Visited Breakthrough and Project Method schools with the CEO(TE).
4. February 26 - 28: Participated in a Project Method Workshop at the University of Botswana.
5. Helped write and edit two chapters on book "Patterns of Reform in Primary Education."
6. Completed distribution of Rotary books to primary schools and T.T.C.s.
7. Planned for Mochudi Education Centre opening to take place March 23..

8. Worked with USAID in the planning of the Tlokweg and Kasane Education Centres.
9. Chaired Committee to develop a Policy Statement for the Ministry of Education on AIDS.
10. Served on Reference Committee for:
  - a. Ms Fran Kemmerer - Incentives and Rewards for Workshops, etc.
  - b. Dr. Melvin Witmer - (Reviewed and approved his report).
11. Helped coordinate promoted staff workshops, 95% completed by February 28.
12. Served on MOE and PEIP committees.

THE SIX MONTHS REPORT (September, 1990 through February, 1991)

DOREEN McCOLAUGH

In August 1990 I joined the Department of Primary Education staff as a temporary replacement for Lydia Nyati who had not yet completed her PhD at the time Jack Milon had to return to the United States.

My duties through December 1990 included teaching the courses EPI 200, Teaching English as a Second Language and EPI 406, Methods of Second Language Teaching in Primary Schools. Both of these were one semester courses which terminated in mid December; however in accordance with University of Botswana regulations they will not be examined finally until May 1991.

Other duties through December included co-ordinating the Primary Teacher Training Colleges' (FTTCs') national English examination. This involved meeting with the colleges' English examination committee and then compiling the exams and invigilating the printing of the 800 copies and followed by packaging these for distribution to the colleges. The examination was given in November and then marked by representatives from the four colleges in December. I was present as the moderator of the marking exercise. Due to problems resulting from the suspension of some students from one of the colleges, I had to prepare another complete English examination which was given to these students in February and subsequently marked by me.

At the beginning of January 1991 I started teaching EPI 201, Agriculture and Domestic Science in Schools. This is also a one semester course which continues through mid April. As Lydia Nyati has returned and resumed her duties, the co-ordination of the PTTC English examinations has reverted to her and as my additional duty I was assigned to begin the reorganization of the Curriculum Laboratory, the Department of Primary Education's depository of staff reference books and materials.

# PRIMARY EDUCATION IMPROVEMENT PROJECT

## SIX-MONTH PROGRESS REPORT

### PART II - ACTIVITIES AND ACCOMPLISHMENTS

September 1, 1990 - February 28, 1991

JACK A. REED: CURRICULUM AND INSTRUCTION DESIGN SPECIALIST

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

#### A. Supervision of the Master's Paper

The candidate submitted an unsatisfactory first draft of the Master's project paper. The paper was reviewed and suggestions were made. The analysis of the data was particularly weak and needed extensive rewriting. The subsequent draft has not been received at this time.

#### Issues:

The candidate had received an extension of time to complete the paper. The paper was submitted after the due date and was not considered ready to be submitted to the candidate's committee for further examination.

Assistance was given to the candidate in the statistical analysis portion of the paper and help was also given in the appropriate presentation style for the section. When no paper was delivered to the supervisor after an appropriate period, a letter was written to the candidate informing him that he would no longer be considered eligible for a degree unless there were special extenuating circumstances that had created the delay. The candidate wrote an appeal and explained the events that had caused the delay. On the basis of this appeal, a special meeting was called of the Graduate Studies Committee to consider the appeal and it was decided that the candidate would be allowed additional time (until the end of the school year) to submit a satisfactory paper. No paper has been received at this time.

#### B. Participating as a Member of the Postgraduate Committee

The Postgraduate Committee of the Faculty of Education meets regularly to consider issues related to the total programme and to the individual candidates. The Specialist has been attending the meetings regularly during the reporting period

Issues : No issues to report.

II. Project Objective: The expansion and improvement of the pre-service 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. Departmental Organisation

Sub-committees have been organised within the Department to provide greater efficiency in conducting department business and more involvement of Department members. The Specialist has participated as a member of the Administrative Support Committee.

B. Internship Developments

An Internship Committee met throughout the period to develop a plan for intern field experiences. The Specialist has participated in the activities of the Internship Committee on a regular basis.

Issues : No issues to report.

C. Project Method

The Department has been involved in the initiatives of the Ministry of Education. A Project Method Committee was formed to more extensively integrate Ministry objectives into Departmental teaching. The Specialist participated in the meetings of the Project Method Committee. During the reporting period the Committee held a Project Method Workshop for the members of the Primary Education Department and other interested members of the Faculty of Education and the Curriculum Development and Evaluation Department. The Specialist participated in the Workshop.

D. Courses Taught at UB by the Ohio Staff

The Curriculum Design Specialist taught a science course titled *ESS 102 Introductory Science* to 41 students in the 1990-91 school year.

Issues :

(1.) Frequent conflicts of scheduled classes with other responsibilities has caused the class to meet sporadically. However, by doubling the scheduled number of meetings each week it was possible to make up for lost time. It is believed that student learning has not suffered significantly.

(2) Laboratory facilities are not adequate in the science room of the newly-completed education block. This is mainly due to lack of equipment and supplies. In order to teach some topic, the instructor must travel to science rooms in other buildings to borrow equipment and supplies. This difficulty extends preparation time and precludes spontaneous demonstrations and student laboratory activities.

(3.) As mentioned in previous report, the instructor has not been considered a department member by the department that offers the course. The only time the instructor meets with the staff concerned is at the year's end when results are reported. Even the Specialists report is scheduled for the opening minutes of the session and when the report is completed, the specialist is excused before other members report their results.

DR. JOHN YODER: RESEARCH METHODS AND DESIGN SPECIALIST

Report of Activities

August 30, 1990 - February 28, 1991

During this period the Research Methods and Design Specialist:

1. Served as coordinator of the M. Ed. programme.
2. Consulted with Dean and HODs about specializations and courses to be offered during 1991/92 and arranged for lecturers.
3. Taught or participated in teaching EMC 601, EMC 602, EMC 615/616 and EFP 210.
4. Supervised one M. Ed. project and served on two research committees.
5. Coordinated the applications and admissions process for prospective M.Ed. students including interviews and recommendations for final selection.
6. Provided leadership for development of the graduate studies component of the Faculty of Education's NDP VII.
7. Ordered books and other resource materials for development of departmental and university research capabilities.
8. Maintained Departmental Student Data Base file and prepared for entering data from current new students.
9. Participated in field research with the Effective Schools Research Group.
10. Served as Acting Dean for several brief periods of time.
11. Coordinated purchase of Word-Processing/Computing equipment for the Dean's Office and four departments within the faculty of education.
12. Coordinated data collection and analysis and preparation of preliminary report for Botswana Teacher Educator Profile.
13. Coordinated planning and preparation for a session on Exploring the Linkages between Teacher Education and Research for National Teacher Education Conference.
14. Co-wrote several chapters and co-edited book *Patterns of Reform in Primary Education* to be published by MacMillan.
15. Chaired the following Committees
  - i) Education Graduate Studies Board
  - i) Senate Graduate Studies Committee.
  - ii) Committee for Review of Primary Education Admissions Procedure
  - iv) Steering Committee on the University Counseling Centre.
  - v) Vice Chancellors Committee on Counselor Education
  - vi) Primary Education Research Committee

16. Was a 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) PFTC Education Panel.
- vii) Coordinating Committee for IAE Literacy Survey (MOE Committee)
- viii) Faculty of Education Research Committee (Faculty Committee)
- ix) Coordinating Committee for University of Stockholm/University of Botswana cooperative research project (Faculty Committee)
- x) Coordinating Committee for SAREC research grants (Faculty & NIR Committee)

17. Participated in educational conferences in Athens, OH (Dec 7-9, 1990) and Cardiff, Wales (Jan 4-6, 1991) and met with the Associate Director of the International Institute for Educational Planning (IIEP) (UNESCO, Paris) to discuss a possible research project in Botswana.
18. Met with members of academic staff at the Free University of Amsterdam to discuss the possible development of a computer inservice project for Botswana secondary school teachers.

APPENDIX B  
INDIVIDUAL CONTRACT TEAM MEMBERS'  
WORK PLANS

WORKPLAN  
 March 1, 1991 through November 30, 1991  
 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	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	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	Coordinate commodity purchasing										OU Team, DPE, USAID
A-6	Prepare Final Report										OU Team
A-7	Phase out project Hand over DPE Headship										OU Team, DPE

Evans Workplan (cont.)

Number	Activity	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Individuals and Groups Involved	
B-1	Serve on MOE, Department, Faculty & University committees	_____										
C-1	Teach one graduate course	_____										
C-2	Supervise graduate student	_____										Graduate Coordinator
D-1	Three year Diploma Programme	_____										MOE
E-1	Support Inservice Network Development	_____										L. Haseley, MOE, USAID

WORKPLAN  
 March 1, 1991 through November 30, 1991  
 Luther Haseley

MAJOR OBJECTIVES:

- A. Implement an inservice programme for Primary School Personnel.
- B. Develop an inservice education programme for Primary, Secondary and CCU 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	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Individuals and Groups Involved
A-1	Complete gathering and summarize data on PEIP Workshops for promoted staff & school-based workshops	_____									PEIP, MOE, E.O.s
A-2	Visit a selected number of schools to assess the impact of promoted staff workshops.	_____									Education Officers, Mr. Kopong, Dr. Evans
A-3	Tabulate and analyze questionnaire responses on use and workshop requirements of BTCI.			_____							BTCI Committee
A-4	Begin curriculum planning for last phase of PEIP Workshops on BTCI		_____								BTCI Committee
A-5	Begin National Inservice Programme focusing on BTCI and Supervision.					_____					BTCI Committee, E.O.s, Education Centre Directors, Teacher Adviser
A-6	Support the development of a National AIDS Inservice Programme	_____									AIDS Committee
B-1	Plan E.O. Workshop schedule				_____						EO Workshop Planning Committee, Mr. Mogasha, British Council

Haseley Workplan (cont.)

Number	Activity	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Individuals and Groups Involved				
B-2	Support EOs' involvement in follow-up of school-based workshops conducted by promoted staff.	_____									Mr. Kopong, Mr. Mogasha				
B-3	Complete distribution of Rotary books to Junior Secondary schools.		_____									Mr. Mullaney, FEOs, Headmasters			
B-4	Develop & distribute questionnaires to EOs dealing with their promotion of concepts of Good Teaching in the schools.			_____									Mr. Kopong		
B-5	Plan a media workshop and subsequent distribution of video equipment to the 4 primary T.T.C.s					_____									Mr. Busang, T.T.C. Lecturers
B-6	Distribute computers & printers to the Education Centres and organize workshop on Computer operation.					_____									Mr. Busang, Education Centre Directors
C-1	Plan for the official opening of the Mochudi Education Centre (Mar. 23)	_____											Mr. Kopong, Education Centre Directors, Mochudi Staff		
C-2	Assist in development of Education Centre plans for last two Education Centres (Tlokweng, Kasane)	_____											PEIP, JSEIP, USAID		
C-3	Order vehicles and audio-visual equipment for Tlokweng and Kasane					_____									JSEIP, PEIP

Haseley Workplan (cont.)

Number	Activity	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Individuals and Groups Involved
C-4	Assist in the planning and implementation of Staff Development Programmes for Education Centre Staff	_____									Education Centre Directors, JSEIP, Mr. Kopong
C-5	Plan for "official opening" of new Centres in Tsabong, Ghanzi and Molepolole.	_____									Education Centre Directors & Management Committee
C-6	Plan for staffing two new Centres, upgrading Lobatse Centre and integrating Kang in the Education Centre Network.	_____									PEIP, JSEIP, USAID, & Education Centre Management Committee
D-1	Assist in the planning & implementation of ODA Workshops on: a. Project Method (TTC Tutors) b. Teacher Advising c. Components of Good Teaching d. Continuous Assessment	_____									Breakthrough & Project Method Advisory Committees, Education Centre Directors, British Council, Mr. Kopong, Ms. Mpetsane
D-2	Implement plan to upgrade "untrained teachers"	_____									Ms. Mpetsane, Untrained Teacher Committee
D-3	Visit all Education Centres	_____									Dr. Evans
D-4	Support the field testing of the Project Method Handbook in T.T.C.s and pilot schools.	_____									Mr. Kopong, Mrs. Jensveld, Macmillan Co., Education Officers, T.T.C. Lecturers
D-5	Continue membership on DPE and MOE committees.	_____									

WORKPLAN

March 1, 1991 through November 30, 1991

Jack A. Reed

Curriculum Design Specialist

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
- D. Improve primary education instruction in Botswana by preparing M.Ed. students in science education.

Number	Activity	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Individuals and Groups	
A-1, C-1	Assist the SEO-PTTC to Coordinate and Facilitate Subject Panel Activities	_____										SEO-PTTC, Panel Coordinators (UB & PEIP Staff)
A-2	Review and Organise PTTC Syllabi	_____										SEO-PTTC
A-3	Submit Syllabi to Curr. Coord. Council					—					SEO-PTTC	
A-4	Organise a PTTC Syllabus Handbook									_____	SEO-PTTC	
A-5	Work with the SEO-PTTC in Assisting PTTC Principals to Implement Five-Year Development Plans	_____										SEO-PTTC, Principals
A-6	Submit Development Plans to NCFE					—						
A-7, C-2	Plan for 1991 Teacher Educ. Conference	—	—								SEO-PTTC, Plan. Comm.	
A-8, C-3	Participate in Managing Conference			—							SEO-PTTC, COP-PEIP	
A-9	Meet with PTTC Regulations Comm.	—	—								SEO-PTTC, Principals	
A-10	Submit Regulations to BAI, RRC, Senate									_____	Dean, Fac. of Ed.	
A-11	Prepare BAI Handbook									_____	Coordinator-Affil. Inst.	

**WORKPLAN**  
 March 1, 1991 through November 30, 1991  
 Joe E. Reed  
 Curriculum Design Specialist

Number	Activity	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Individuals and Groups
A-12	Provide Orientation for Coord.-Affil. Inst.									_____	
B-1	Develop Objectives for Primary Science Programme in DPE										
B-2	Plan a Budget for Science Materials				_____						Science Educ. Lecturer
C-4	Coordinate the Evaluation Activities of the PTTC and Board of Affiliated Institutions										
	a. Coordinate and Supervise the Preparation of the PTC Exams									_____	UB Moderators, Coord. PTTC Staff
	b. Coordinate the Marking and Moderation of the PTC Exams										
C-5	c. Coordinate Teaching Practice Moderation									_____	UB Moderators, Coord. PTTC Staff
C-6	d. Report TP Results to BAI									_____	Teaching Practice Moderators
C-7	Assist the In-service Advisor in Implementing MOE Programmes in the Primary Schools and PTTC by Helping with Workshops										
D-1	Supervise the Research and Writing of Report of Science Education Student									_____	In-service Leader, Adviser, SEO-PTTC
D-2	Serve as Member of Grad. Studies Board									_____	Board Members

**Work Plan**  
 March 1, 1991 - July 17, 1991  
 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	Mar	April	May	June	July/ Dept From Post	Individuals/ Groups Involved
A1 Coordinate recruitment of Director, Centre for Graduate Studies & organize hand-over materials.	_____	_____	_____	_____	"	Dean, Grad Studies Bd, Univ Admin
A2 Continue to administer M. Ed. Programme	_____	_____	_____	_____	"	Dean, Grad Studies Bd, Students
A3 Chair Fac of Ed Graduate Studies Bd. and Senate Graduate Studies Committee	_____	_____	_____	_____	"	Bd & Committee Members
A4 Review & update existing M Ed. specializations and development of new ones as required.	_____	_____	_____	_____	"	Grad Studies Bd, Dean, MOE, Others
A5 Develop plans for joint M.Ed. programme with universities abroad.	_____	_____	_____	_____	"	Grad Studies Comm, APC, Senate
A6 Continue to work with Heads of Departments in MOE regarding staff development priorities	_____	_____	_____	_____	"	Heads of Depts in MOE
A7 Plan & Organize Staffing for 1991/92 courses.	_____	_____	_____	_____	"	Dean, Grad St Bd., Admiss. Sec
A8 Coordinate 1991-92 M.Ed. Student Admissions	_____	_____	_____	_____	"	Dean, Grad St Bd., Admiss. Sec

A9	Supervise M. Ed. Student Research Committees	_____	_____	_____	_____	▪	M.Ed. Students, Supervisors
A10	Teach EMC 615, EMC 602 and EMC 601.	_____	_____	_____		▪	Students
A12	Begin implementation of NDP VII Plan for Grad Studies	_____	_____	_____	_____	▪	Dean, Graduate Studies Bd.
A13	Coordinate External Examiner's visit			_____			Dean, Graduate Studies Bd.
B1	Participate in Coordinating Group for SIDA/Univ of Stockhom/UB Research Project	_____	_____	_____	_____	▪	Group Members
B2	Participate in FERC and its Publication Subcommittee	_____	_____	_____	_____	▪	FERC, Subcomm Members
B3	Consult and Assist Individuals w/h Various Research Projects	_____	_____	_____	_____	▪	Various
B4	Advise Graduate and Undergraduate Student Research	_____	_____	_____	_____	▪	Students, Supervisors
B5	Assist Nursing students with research projects.	_____	_____	_____		▪	Students
C1	Continue to Identify and Secure Appropriate Research Resources for DPE/UB	_____	_____	_____	_____	▪	DPE, UB Personnel
C2	Coordinate /maintain Primary Educ Research Centre	_____	_____	_____	_____	▪	DPE, UB Staff
D1	Finalize Editing and Writing of PEIP book	_____	_____	_____	_____	▪	Evans, Publisher, Authors
D2	Participate in Effective Schools Research Project and other Research Related to Project Objectives	_____	_____	_____	_____	▪	Research Team Members, Others

APPENDIX C  
DIPLOMA REVIEW COMMITTEE  
TERMS OF REFERENCE

TERMS OF REFERENCE  
REVIEW OF THE DIPLOMA PROGRAMME

in the  
DEPARTMENT OF PRIMARY EDUCATION

November 15, 1990

Introduction

The Diploma programme was initiated in August, 1981. Since then 84 students have completed the programme, with most having returned as teachers and administrators to the primary schools. Certain aspects of the Diploma programme were evaluated in 1987 (Personke); however, the focus of that appraisal was on the B.Ed. (primary) programme.

There are several reasons for needing to review the Diploma programme at this time. Chief among these are: (1) nearly a decade has elapsed since the programme was established; in the interest of planned programme development, an assessment of the programme is certainly due. (2) the development of the new educational system suggests that new human resources (manpower) needs are emerging in the primary sector which the current programme may not be fully suited to address.

Some Elements of the Review Process

1. Review the purpose for the Diploma Programme in light of changes in the Botswana educational system and corresponding emerging human resources needs in the primary sector. It may be helpful to examine the original purpose statement as set forth in the Project Paper for PEIP I.
2. Identify and gain consensus with the Ministry of Education on the training needs which the Diploma programme should address in the future.
3. Analyse the roles for which the Diploma programme will provide preparation. What knowledge, skills, attitudes and values will the Diploma programme need to incorporate?
4. Evaluate the present Diploma programme with reference to its capacity to address the training needs identified.
5. Develop recommendations for changes in the programme as may be deemed desirable.
6. Consider the admissions procedures required for any proposed changes in the Diploma programme.
7. Consider the possibility of a part-time Diploma programme.
8. If possible, prepare a report for consideration by the DPE, the PEIP Advisory Committee and the Faculty of Education before the end of

January, 1991.

Proposed Membership of Review Committee

1. Representation from each of the four subject options: ERS, SMH, SS-RE-PA, and Education. (Proposed: Dudu, Jack, Gaontatlhe, Ruth)
2. DPE Head of Department
3. Representation (one) from Educational Foundations (To be identified)
4. Representation (one) from the COEs. (Proposed: Mr Rathedi)
5. Representation (one) from PTTCs. (Proposed: Caiphus Dema)
6. Representation (one or two) from Department of Teacher Education. (Proposed: that the representative(s) be chosen by the CEO for Teacher Education)
7. Graduate of the Diploma Programme (To be identified)
8. Others could be coopted as needed.

First Meeting

The first meeting should occur before the holiday break.

APPENDIX D  
PARTICIPANT TRAINING SUMMARY

PRIMARY EDUCATION IMPROVEMENT PROJECT

PEIP II PARTICIPANTS

February, 1991

<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	M	Social Studies	Ohio University	Ph.D.	Jan. 86	Apr. 88	14
Mosothwane M.	M	Science Education	Univ. of Georgia	Ph.D.	Jan. 87	Feb. 91	43
Mogasha M.	M	Administration	Ohio University	B.Ed.	Mar. 87	Aug. 87	6
Rathedi M.	M	Administration	Ohio University	M.Ed.	Sep. 87	Sep. 88	13
Nyati I.	F	Linguistics	Univ. Pennsylv.	Ph.D.	Aug. 87	Feb. 91	24
Marope P.	F	Curr. & Supervision	Univ. Chicago	Ph.D.	Sep. 87		30
Kandjii I.	F	Guid. & Counselling	Ohio University	Ph.D.	Sep. 87	Feb. 91	35
Junkie D.	F	African Languages	U. of Wisconsin	M.Ed.	Jan. 88	Jan. 90	24
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
Lesatle R.	F	Administration	Ohio University	M.Ed.	Jan. 91		2
Moncho N.	M	Administration	Ohio University	M.Ed.	Jan. 91		2
Odirile L.	F.	Guid. & Counselling	Ohio University	M.Ed.	Jan. 91		2
							2
<u>TOTAL MONTHS (to date)</u>							213
<u>YEARS (to date)</u>							17.3
<u>Years Remaining</u>							2.2**

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 PPTCs, 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 spent in Botswana collecting data for their dissertations.

\*\* This computation is based upon a total of 20 years of participant training available under PEIP (18 years long-term and 2 years short-term.) Earlier reports had computed years remaining on the basis of the 18 years available for long-term training only.

APPENDIX E  
COMMODITIES RECEIVED SINCE SEPTEMBER 1, 1990

## COMMODITIES RECEIVED

<u>Number</u>	<u>Model</u>	<u>Distribution</u>	<u>Price</u>
2	Toyota Landcruiser	Educ. Centres	19,352
9	Mac SE/30 1/40	Educ. Centres	24,233.04
9	IW II Printer 220V	Educ. Centres	3,586.86
9	IW II Cut-Sheet Feeder	Educ. Centres	1,245.00
9	Broderbund Type	Educ. Centres	224.64
9	Microsoft Wrks. 2.00B	Educ. Centres	1,993.23
9	Super Paint 2.0	Educ. Centres	1,475.01
9	Adobe Type Manager 2.0	Educ. Centres	698.67

BOOKS

<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
3	New Approaches to Comparative Education	U of Chicago Press	UB	13.55
1	Child Maltreatment' Theory and Research	Coutts	UB	57.72
1	Interntional Encyclopedia of Education	Coutts	UB	100.80
6	Project Work	Coutts	UB/PTTCs	53.70
1	Four Case Studies' Changing to a Developmentally	Coutts	UB	21.95
5	Churches and Racism: A Black South African Perspective	Coutts	UB/PTTCs	93.62
1	Encouraging School Staff to Collaborate	Coutts	UB	8.50
1	Revision Home Science for CCPE	Heinemann	UB	4.10
1	Agriculture for Primary Schools (Stds 4,5,6, 7 & 8)	Heinemann	UB	3.15
1	Primary Mathematics (Std. 8)	Heinemann	UB	5.32
1	Heinemann Primary Maths 1	Heinemann	UB	3.82
1	Heinemann Primary Maths 2	Heinemann	UB	4.10
1	Physical Education for Primary Schools	Heinemann	UB	4.55
1	Art Education: Handbook for Primary Teachers	Heinemann	UB	4.83
1	Facing Mount Kenya	Heinemann	UB	7.21
1	The Kenyan we Want	Heinemann	UB	6.02
1	You and YOur Health	Heinemann	UB	7.46
1	Feeding the Child	Heinemann	UB	7.70
1	Revision English for KCPE	Heinemann	UB	5.32
1	Heinemann Primary ScienceBooks (1, 2,3,4, 5,6, 7 & 8)	Heinemann	UB	
1	Teachers Guide (1, 2 & 3)	Heinemann	UB	
1	Primary Home Science (Std. 4, 5, 5, 7 &8)	Heinemann	UB	
5	Macmillan Primary Science Std. 5	Botsalo Books	UB/PTTCs	36.45
5	Reading Games to Make and Play	Botsalo Books	UB/PTTCs	215.10
1	Primary Headship in 1990's	Botsalo Books	UB	55.00
2	Deputy Headship	Botsalo Books	UB	46.00
5.	How towrite essays	Botsalo Books	UB/PTTCs	84.60
1	Effective Supervision Skills	Prof. Training	UB	
1	Increasing Employee Motivation	Prof. Training	UB	
1	Successful Time Management	Prof. Training	UB	
1	PS Binders	Prof. Training	UB	
1	The Motivating Leader	Prof. Training	UB	
1	Managing Assetively	Prof. Training	UB	
1	Motivating Employees	Prof. Training	UB	
1	Constructive Feedback	Prof. Training	UB	
1	Managing Unsatisfactory Employees	Prof. Training	UB	
1	What Supervisors Do	Prof. Training	UB	

APPENDIX F  
PROPOSED ACADEMIC REGULATIONS FOR THE  
PRIMARY TEACHERS CERTIFICATE

# ACADEMIC REGULATIONS

## FOR THE

### PRIMARY TEACHERS CERTIFICATE

- 1.0. Preamble**
- 1.1. Definition of Terms**  
In these regulations the following shall be used as indicated:
- 1.1.a. "Board of Affiliated Primary Teacher Training Colleges"** - The Primary Teacher Training College regulatory board of the University of Botswana.
- 1.1.b. "Classification"** - a category of overall performance based on both scores and grades earned during the programme of study for the Primary Teachers Certificate.
- 1.1.c. "Continuous Assessment"** - The recorded evaluation of essays, tests, practicals or other assignments completed by students throughout the academic year.
- 1.1.d. "Course"** - for the purposes of teaching and assessment, a subject may be divided into one or more components each of which will be called a course.
- 1.1.e. "Discontinued"** - to be required to permanently withdraw from the course of study.
- 1.1.f. "Examination"** - an externally supervised, written response which is used as an indicator of academic achievement.
- 1.1.g. "Grade"** - a letter indicating a level of performance.
- 1.1 h "Moderation"** - the process of reviewing the results of an evaluation exercise and, when necessary, systematically modifying the marks or scores to meet the standards of the certificate.
- 1.1.i. "Programme"** - the plan of study leading to the Primary Teachers Certificate.
- 1.1.j. "Score"** - a numerical value indicating a level of performance.
- 1.1.k. "Senate"** - the academic, representative body of the University of Botswana charged with the general regulation of the University.
- 1.1.l. "Subject"** - a discipline which constitutes a major component of the programme.

## 1.2. **General Provisions**

- 1.2.a. Any change in the curriculum and methods of assessment are subject to the approval of the Board of Affiliated Primary Teacher Training Colleges and the Senate.
- 1.2.b. Any Primary Teacher Training College staff member, after appropriate consultation, shall have the right to present a submission to the Board of Affiliated Primary Teacher Training Colleges. The Principal shall transmit such submissions to the Board of Affiliated Primary Teacher Training Colleges.
- 1.2.c. Senate, on the recommendation of the Board of Affiliated Primary Teacher Training Colleges, reserves the right to alter, amend, replace or cancel any of the academic regulations and shall be the final authority for the interpretation of these regulations.
- 1.2.d. Senate, on the recommendation of the Board of Affiliated Primary Teacher Training Colleges, reserves the right to exempt any student from any of these academic regulations.
- 1.2.e. No student who has started a programme of study following one set of regulations shall be set at a disadvantage by a regulation subsequently adopted.
- 1.2.f. Each student will be provided, at the close of each of four successive teaching terms, with written reports indicating the formal recorded continuous assessment grades.
- 1.2.g. A written final result will be communicated to each student at the completion of the programme.

## 2.0. **Programme Description**

### 2.1. **Qualification Offered**

- 2.1.1. Primary Teacher's Certificate (PTC) is the qualification offered.

### 2.2. **Entrance Requirements**

- 2.2.1. The normal minimum entrance requirement shall be a pass in the Junior Secondary School Certificate examination. However, candidates who have failed the examination will be considered, provided they have had at least two years teaching experience.
- 2.2.2. All candidates must pass a common entrance examination and an oral college interview before the final selection is made.

### 2.3. **Programme Structure**

- 2.3.1. The Primary Teacher's Certificate is a full-time programme extending over two academic years for an approximate total of 2450 instruction hours.
- 2.3.2. The minimum time required for the completion of the programme shall be 1518 hours of classroom instruction and 270 hours of teaching practice.

## 2.4. Programme Content

2.4.1. The curriculum shall comprise the following subjects:

### 2.4.1a. Foundation Studies

<u>Subject Name</u>	<u>Minimum Two-year Duration</u>
Education	242 hours
English	176 hours
Mathematics	176 hours
Science	176 hours
Setswana	176 hours
Social Studies	176 hours

### 2.4.1b. Curriculum Studies

<u>Subject Name</u>	<u>Minimum Two-year Duration</u>
Agriculture	66 hours
Art and Craft	66 hours
Home Economics	66 hours
Music	66 hours
Physical Education	66 hours
Religious Education	66 hours

2.4.1c. Teaching Practice - Teaching practice shall be distributed in three separate sessions for a minimum total of 270 hours of school experience.

2.4.1d. Subject to the availability of staff and facilities, all of the Curriculum Studies subjects will be taught during the two-year programme. No student shall be disadvantaged because of Curriculum Studies subject content that has not been taught due to staffing or facility constraints.

2.4.1e. The hours stated in 2.4.1a, 2.4.1b and 2.4.1c are considered to be the minimum instructional contact hours for the completion of the Certificate requirements. Colleges will increase the hours in specific subjects to incorporate the time available and to use staff and facilities most effectively.

2.4.2. Syllabi, special subject regulations and other subject expectations shall be as specified in the appropriate Assessment Guidelines.

## 3.0. Assessment

3.0.1. For assessment purposes, subjects are grouped as follows:

3.0.1a. Foundation Studies Subjects: Education, English, Mathematics, Setswana, Science, Social Studies

3.0.1b. Curriculum Studies Subjects: Agricultural Science, Arts and Craft, Home Economics, Music, Physical Education, Religious Education

3.0.1c. Teaching Practice

3.0.2. Any other course offering must be incorporated into one of the listed subjects

### 3.1. **Continuous Assessment**

- 3.1.1. All marks awarded for assessment shall be to the nearest whole number.
- 3.1.2. Continuous assessment(CA) shall be through assignments, projects, topic tests and comprehensive tests.
- 3.1.3. In all subjects, students shall be partially assessed through continuous assessment.
- 3.1.4. Final continuous assessment marks in each foundation studies subject and in each curriculum studies subject shall be moderated according to the specified sub-regulations in the Assessment Guidelines.

### 3.2. **Curriculum Studies Subject Final Assessment**

- 3.2.1. Each college will set and administer its own final assessment of each Curriculum Studies subject at the end of instruction in that subject.
- 3.2.2. The mode of final assessment shall be appropriate to the subject and may be specific to the college in which the subject was taught.
- 3.2.3. The marking and evaluation of the final assessment shall be conducted within the college administering the final assessment.

### 3.3. **PTC Examinations**

- 3.3.1. All Primary Teacher Certificate students shall sit, under similar conditions, a common terminal Primary Teacher Certificate examination in all Foundation Studies subjects.
  - 3.3.1a. All examination papers for each subject shall be marked using a common marking scheme.
  - 3.3.1b. Individual examination results may be moderated after marking by the University of Botswana appointed moderator for that subject.
  - 3.3.1c. All results for a subject examination may be moderated as a group by the University of Botswana appointed moderator provided the ranking of the students does not change.
- 3.3.2. The final Primary Teacher Certificate examination shall be conducted according to the sub-regulations in the specified Assessment Guidelines.
- 3.3.3. The preparation and moderation of the final Primary Teacher Certificate examinations shall be conducted according to the sub-regulations in the specified Assessment Guidelines

### 3.4. **Final Teaching Practice**

- 3.4.1. A student may be considered to have passed teaching practice if, in the final teaching practice session, a grade of at least a 'D' is awarded. If an 'E' grade is obtained, the student may supplement teaching practice; a 'F' grade requires that the student fail and discontinue the PTC course.
- 3.4.2. Teaching practice assessments will be moderated in the final week of the last teaching practice session by a team of moderators who will moderate no less than two days at each of the colleges.

- 3.4.3. The moderation team shall consist of, in addition to the Board of Affiliated Primary Teacher Training Colleges Coordinator, two representatives of each of the colleges, four representatives of the Faculty of Education, and two representatives of the Ministry of Education. Representatives shall be approved by the Dean, Faculty of Education. The coordinator shall serve as chairperson of the team.
- 3.4.4. Moderation of teaching practice assessments will serve to ensure comparability of standards between colleges and to maintain standards of the grade categories. In this capacity, the moderation team may recommend changes in college teaching practice assessments. Where there is substantial disagreement between the moderation team and the college, the final word on the matter shall lie with the Coordinator, Board of Affiliated Primary Teacher Training Colleges.
- 3.4.5. All students receiving teaching practice grades of 'A', 'D', 'E' and 'F' will be observed for moderation. A sample of students receiving grades from other categories should be observed as time permits. Colleges may suggest students to be observed for special reasons.
- 3.4.6. The report of the teaching practice moderation team shall be submitted to the Board of Affiliated Primary Teacher Training Colleges.
- 3.5. **Final Assessment**
- 3.5.1. Assessment of achievement in the subjects will be based on the unweighted average of scores obtained as follows:
- 3.5.1a. Foundation Studies Subjects
- (1) Primary Teachers Certificate Examinations
  - (2) Continuous Assessment Average
- 3.5.1b. Curriculum Studies Subjects
- (1) Subject Final Assessment
  - (2) Continuous Assessment Average
- 3.5.2. Final assessment of teaching practice will be based on the moderated, last teaching practice grade.
- 3.5.3. A student has passed a Foundation Studies subject if the unweighted average of the moderated marks of 3.1.4. and 3.3.3. is 50% or better. Averaged marks between 40% and 49% are supplementary failures. A student with an average that is 39%, or below, fails and must discontinue the programme.

<u>Score</u>	<u>Decision</u>
50% or higher	Pass
49% - 40%	Supplementary Failure
39% or below	Fail and discontinue

- 3.5.4. A student is deemed to have passed all Curriculum Studies subjects if the unweighted average of the moderated continuous assessment Curriculum Studies subject marks is 50% or above. If the unweighted average of all moderated continuous assessment marks is 49% or below, the student is awarded a supplementary failure in each of those Curriculum Studies subjects that is 49% or below.

<u>Score</u>	<u>Decision</u>
50% or higher	Pass
49% or lower	Supplementary Failure

- 3.5.5. Assessment of teaching practice shall be on a letter scale where:

A	denotes	100% - 80%	( Distinction )
B	denotes	79% - 70%	( Merit )
C	denotes	69% - 60%	( Credit )
D	denotes	59% - 50%	( Pass )
E	denotes	49% - 40%	( Supplementary Fail )
F	denotes	39% and below	( Fail and Discontinue )

### 3.5.6. **Supplementation of Subjects**

- 3.5.6a. A student may supplement a Foundation Studies subject at any time during the supplementary examination sessions within three years of completing the Primary Teacher Certificate programme.

- 3.5.6b. The subject is passed if the student, through the unweighted average of the final moderated continuous assessment mark and the supplementary examination mark, obtains a score of 50% or more.

- 3.5.6c. For those students supplementing a Curriculum Studies subject, each college will provide internal supplementation arrangements, reset the final assessment and report the calculated results to the Board of Affiliated Primary Teacher Training Colleges.

### 3.5.7. **Supplementation of Teaching Practice**

The supplementation of Teaching Practice shall be conducted as specified in the appropriate Assessment Guidelines.

## 4.0. **Progression**

- 4.1. To proceed from the first year to the second year, a student must obtain a minimum of 50% in each of at least four Foundation Studies subjects with a minimum of 40% in the remaining subjects and an overall average of at least 45% in the Curriculum Studies subjects and at least an 'E' grade in Teaching Practice.
- 4.2. To be permitted to repeat the first year, a student must obtain a minimum of 50% in each of at least three Foundation Studies subjects with a minimum of 40% in each of the remaining subjects and an overall average of 40% in the Curriculum Studies subjects and at least an 'E' grade in Teaching Practice.
- 4.2.a. A student will be allowed one repeat of the first year of the programme if the requirements of 4.2 are met.
- 4.2.b. Failure to meet the requirements of 4.2 will lead to discontinuation of the student.

- 4.3. Should a student fail to complete part of the assessment requirements due to illness, the college principal and staff will consider the student's general performance, the available continuous assessment records and recommend either progression to the second year, repetition of the first year, or the discontinuation of the student.
- 4.4. Recommendations by the College about repetition and discontinuation must be submitted to the Board of Affiliated Primary Teacher Training Colleges for approval.
- 4.5. A discontinued student may be readmitted after two years to the Primary Teacher Certificate programme.

#### **5.0. Aegrotat**

- 5.1. An aegrotat certificate may be awarded to a student who has been prevented by illness (supported by medical evidence) or other sufficient cause from completing any part of the Year Two final assessment, but is nevertheless declared by the relevant department(s) to have satisfied all the other requirements of the programme and whose assessed work indicates the candidate would have received a passing grade.
- 5.2. A student obtaining an aegrotat certificate can only receive "an aegrotat pass" classification.
- 5.3. A student who qualifies for an aegrotat certificate may instead elect for a special final assessment during the first regular examination period of the following year, in order to determine the overall grade.
- 5.4. No student shall be granted an aegrotat certificate in a supplementary examination.

#### **6.0 Award of the Certificate**

- 6.0.1. At the end of Year Two, to be awarded the Primary Teacher Certificate, a student must:
  - 6.0.1a. Achieve at least a 'D' grade in Teaching Practice.
  - 6.0.1b. Achieve at least an average score of 50% in each of the six Foundation Studies courses.
  - 6.0.1c. Achieve at least an overall average score of 50% in the Curriculum Studies courses.

#### **7.0. Classification**

- 7.1. The final scores for classification of the results of the students will be calculated by:
  - 7.1a. Averaging the overall percentage scores of the six Foundation Studies courses,
  - 7.1b. Averaging the percentage scores of the Curriculum Studies courses,
  - 7.1c. Determining the average of the combined final percentage scores of the Foundation Studies and the Curriculum Studies courses.

- 7.2. The results will be classified by considering the overall academic average and the achievement of a 'Pass' or better in Teaching Practice

<u>Classification</u>	<u>Academic Average</u>
Distinction	80% and above
Merit	70% - 79%
Credit	60% - 69%
Pass	50% - 59%
Fail	49% and below

- 7.3. A student who has passed all supplementary examinations shall be awarded a pass classification.

- 7.4. Senate, through the Board of Affiliated Primary Teacher Training Colleges, shall approve the results.

### 8.0. Appeals

- 8.1. All appeals by affected candidates should be forwarded to the Dean, Faculty of Education, through the candidate's principal within 60 days of the event being appealed.
- 8.2. All appeals may be considered successively at the following levels:
- 8.2a. First Level - Dean, Faculty of Education
- 8.2b. Second Level - Board of Affiliated Primary Teacher Training Colleges
- 8.2c. Third Level - Senate, University of Botswana
- 8.3. An appeal may be forwarded to the next higher level for a decision, if appropriate.
- 8.4. The decision of the Senate will be considered final.

## Assessment Guidelines

### 3.1.4. - Special Regulation: Moderation of PTC Continuous Assessment Results.

- 3.1.4a. Moderation of continuous assessment results will be conducted to ensure that the comparison of the continuous assessment results of individual colleges will be based on a similar set of statistics describing central tendencies and measures of dispersion.
- 3.1.4b. The formula for moderation of raw Continuous Assessment (C.A) marks is:

$$\text{Mod. C.A.} = \left[ \frac{(\text{Cand. raw C.A.} - \text{Col. mean C.A.}) \times \text{Overall sd.}}{\text{College sd.}} \right] + \text{Overall C.A.}$$

where sd. stands for standard deviation.

- 3.1.4c. Means and standard deviations shall be calculated and used in the formula to an accuracy of at least one decimal place, but the moderated C.A mark shall be given to the nearest whole number.
- 3.1.4d. Subject C.A. marks shall be moderated such that 'overall' means the obtained overall (mean or standard deviation) value, when all candidates registered for the exam (excluding supplementers) are seen as one group.
- 3.1.4e. Raw C.A marks in all subjects shall be reported to the Dean of Education (or his appointed representative) on the day preceding external moderation. The official list of candidates names, exam numbers as well as all raw final C.A marks and raw final T.P grades shall be compiled on a disk using Microsoft Excel (spreadsheet) programme.
- 3.1.4f. After moderation, the Dean of Education shall receive a copy of the raw marks and corresponding moderated marks, whereas Principals of PTTC shall receive only copies of their own candidates' moderation. The moderated marks only shall be transferred to be used in computation and classification of results.

\*\*\*\*\*

### 3.3.2. Special Regulation: Conduct of PTC Examinations.

#### I: Directions to Principals

Principals are responsible to the University of Botswana for seeing that the "Directions to Candidates" are known to the candidates and that they are carried out.

#### 1. Examination Question Papers

The question papers for each subject will be in sealed envelopes bearing the name of the College, the name of the subject and paper number (e.g. English I) and the number of question/answer sheets enclosed. The Principal is responsible for the safekeeping of the question papers.

The Principal should check immediately that:

- (a) there are envelopes for each subject being written at his College,
- (b) the number of question papers indicated on the envelopes is not less than the number of candidates entered for that subject. Inform the Coordinator, Board of Affiliated Primary Teacher Training Colleges of any deficiencies; and
- (c) after checking that all items marked on the attached list have been received in the quantities stated, the Principal should sign and post the accompanying form to the Coordinator.

#### 2. Desk Accommodation and Clock.

The Principal should ensure that:

- (a) adequate accommodation has been provided for the candidates. The seats should be arranged as to afford no opportunity for the candidates to copy each others work
- (b) there is a large clock in the examination room, visible to all candidates. The accuracy of the clock is the principal's responsibility.

#### 3. Examination Time Table.

The examination time table should be strictly adhered to. If, for unavoidable reasons, any departure is made, it must be reported to the Coordinator immediately.

#### 4. Opening of Envelopes

Under no circumstances should the invigilator(s) open the envelopes containing question papers more that 10 minutes before the time specified on the time table. The envelopes should be opened in the presence of candidates. If, for unavoidable reasons, any departure is made, it must be reported to the Coordinator immediately.

#### 5. Confidential Nature of Scripts.

Examination scripts should be collected and enclosed in strict numerical order. No one except the invigilator or other officer acting on behalf of the Principal may inspect the scripts before the beginning of the marking exercise.

6. Supervision of the Candidates.

The Principal is the Chief Invigilator, but is empowered to appoint assistant invigilators.

The invigilator should give his entire attention to the work of supervision. Candidates should not be encouraged to feel opportunities for the infringement of regulations exists by reason of lack of vigilance by the invigilator.

No explanation of examination questions should be given, but the invigilator is obliged to draw the attention of candidates to all typing errors of which he has been informed by the Examining Body. He should inform the Coordinator of such errors and the action taken.

II: Directions to Candidates (note!! these regulations contain 19 numbered items)

Principals should ensure that the following instructions are known to the candidates and that they are carried out.

A. **Information for Candidates**

1. All examinations commence either at 8.00 a.m. or 2.30 p.m.
2. Candidates should be seated in the examination room ten minutes before the time fixed for the examination in the various subjects. Where required by the examination, candidates will be given ten minutes reading which shall be prior to the advertised time for the examination paper.
3. Candidates who are more than twenty minutes late for an examination will not be admitted. No candidate will be allowed to withdraw from an examination until an hour has elapsed. No extra time will be given to any candidate.

Any candidate leaving an examination room must do so quietly and take great care not to disturb other candidates. No candidate will be allowed to leave during the last ten minutes of an examination. If, however, a candidate wishes to make a temporary withdrawal from the examination room for personal reasons, he must be accompanied by an authorized person. Candidates must not leave the examination before the collection of the examination scripts.

4. Under no circumstances should the envelope containing the question paper be opened more than ten minutes before the time specified on the time-table. The envelopes should be opened in the presence of candidates.

B. **Instructions to Candidates**

5. The examination number must be written in clear figures in the right-hand top corner of every sheet of writing-paper, etc, which is used. If answer books are used, this information must be written on the cover, and on any loose sheets, squared paper, etc. that are part of the examination.
6. The number of the question must be written in the middle of the answer sheet, and a margin retained at both right-hand and left-hand edges. The question should not be copied. Care should be taken to use the same system of numbering as appears in the question paper. Four blank spaces should be left after the answer to each question.

7. Candidates should attend carefully to any general directions that may be given at the head of a paper (e.g. directions limiting the number of questions that may be answered). Questions should very carefully read. Valuable time may be wasted writing down information that is not asked for and no marks are given for it.
8. No explanation of examination questions should be given, but the invigilator is obliged to draw the attention of candidates to all the typing errors of which he has been informed by the Examining body. The Coordinator, Board of Affiliated Primary Teacher Training Colleges should be informed of such errors and the action taken.
9. No special paper will normally be set for a candidate who fails without valid reason to present himself for examination. Such a candidate will be deemed to have failed. A misreading of the time-table is no excuse.
10. Notes, books, handbags, brief cases, memoranda, etc., are not permitted in the examination room. If brought, they must be surrendered to the invigilator.
11. The use of any answer book or paper, other than that supplied, is strictly forbidden. Candidates must write on both sides of the answer paper, unless they are instructed otherwise. Rough work must be done in the answer book /paper and, unless it is part of the answer, it must be crossed out.
12. Candidates should be reminded that handwriting and spelling will be taken into account. Answers should be written with pen in black or blue-black ink, unless otherwise instructed. Ball-point pens with faint ink should be avoided. B or HB pencils must be used in answering multiple choice tests and soft erasers should be available. Pencils and ball-point pens in other colours may be used for diagrams and maps only. Mathematical and drawing instruments should be brought for subjects for which they will be needed.
13. Candidates should be reminded to distribute their time evenly; and to avoid writing so much on a few questions that no time is left to answer others.
14. If the candidate believes that a wrong paper has been handed to the candidate or if the question paper appears incomplete, the candidate should speak to the invigilator at once by raising a hand. Errata in any question papers will be fixed to the envelope containing the question papers. More complicated corrections will be written on the chalkboard.
15. Smoking is not permitted in the examination room nor may candidates leave the examination room in order to smoke.
16. Disorderly conduct or the causing of disturbance in or near the examination room/s will be treated as misconduct leading to disqualification.
17. Any candidate detected giving or attempting to obtain unfair assistance or to communicate with any other candidate will be reported to the Principal and disciplinary action will ensue.
18. As soon as notice is given (usually five minutes before the expiry of the time allowed for each paper) answer sheets should be arranged in the correct order (usually the order in which the questions were answered) making sure that all papers have the examination number written on the top of the page. All pages should be fastened together at the left-hand top corner and collected by the invigilator.

19. Disqualification may result from any infringement of these regulations.

\*\*\*\*\*

### 3.3.3. Special Regulation - The Moderation of the Primary Teacher Certificate Results

- I. Foundation Studies Examinations
  1. Moderators for these subjects shall be appointed by the Board of Affiliated Primary Teacher Training Colleges, University of Botswana.
  2. For each of the subjects to be examined, a set of specimen questions will be compiled through the cooperative efforts of the college lecturers for that subject and submitted to the appropriate moderator.
  3. The moderator for each examinable subject will use the submitted specimen questions to guide the preparation of the examination in that subject.
  4. Moderators will be responsible for the preparation, proofreading, printing and delivery of the examinations to the colleges in good time for the administration of the examinations.
  5. Moderators will supervise the marking of the examinations during a period closely following the writing of the examinations.
  6. Moderators may examine all, or a stratified sample of at least 25%, of the examinations. Where a sample has been selected, all failing papers should be included in the sample.
  7. Moderators may rescale marks as they deem appropriate. Any paper examined by the moderator, or any change in the mark for a paper, should be initiated by the moderator.
  8. Moderators may recommend changes in individual student's grades whether they examine all scripts or a sample. If the recommended changes in a student's grades are not acceptable to the college staff concerned, the issue should be decided between the Principal(s) concerned and the Coordinator, Primary Teacher Training Colleges.
  9. The final word regarding any marking disagreement will lie with the Board of Affiliated Primary Teacher Training Colleges.
  10. A written report regarding the moderation of the examination will be submitted to the Board of Affiliated Primary Teacher Training Colleges upon completion of the marking exercise by each of the examination moderators.
  11. The results of the examination marking and moderation shall be submitted to the Board of Affiliated Primary Teacher Training Colleges for approval.

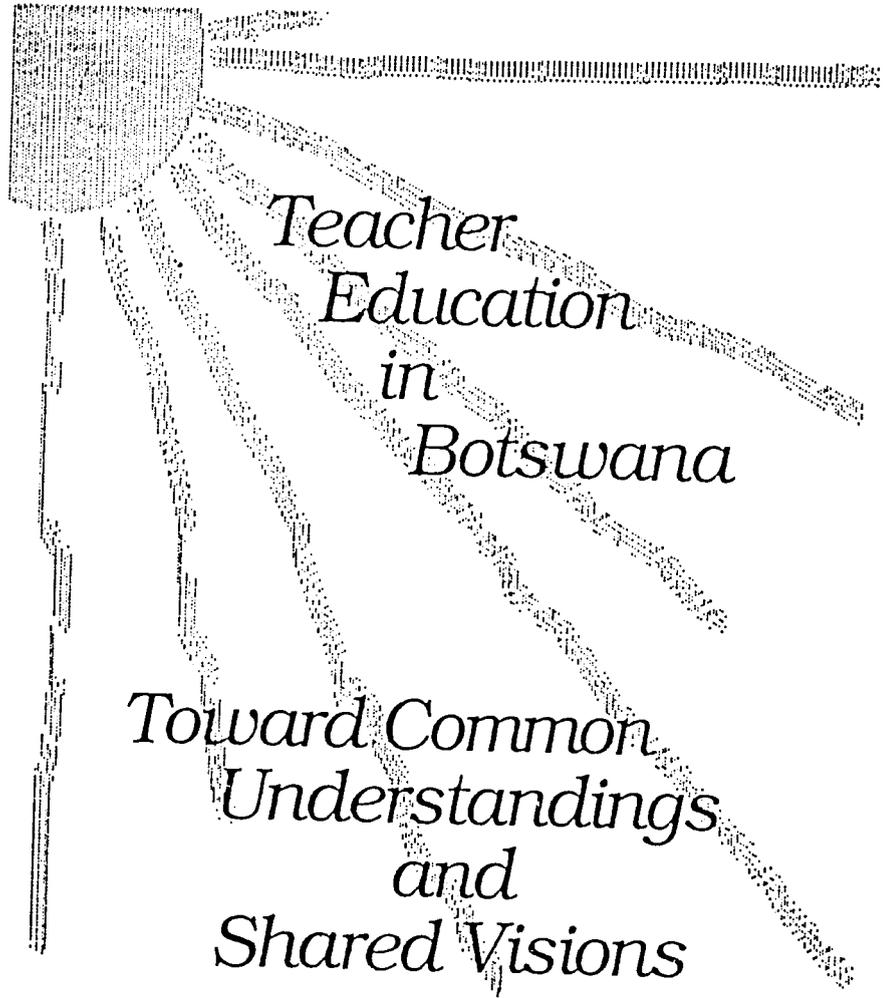
\*\*\*\*\*

### 3.5.7. Special Regulation : Supplementation of Teaching Practice

- 3.5.7a A student who obtains an 'E' grade in Teaching Practice may supplement Teaching Practice twice in the three years following the completion of the student's Primary Teacher Certificate course provided that at least an additional ten weeks of teaching has elapsed since the last evaluation.
- 3.5.7b. Before a student can be given a supplementary assessment in teaching practice, at least one week's notice must be provided the student. A notice must be in writing, signed by the college teaching practice coordinator and specify the week in which the supplementary assessment is to take place.
- 3.5.7c. Supplementary assessment of teaching practice will be conducted by two former members of the students moderation team appointed by the teaching practice coordinator:
- (i) One person from outside that college's staff,
  - (ii) One lecturer from the college attended by the student.
- Both appointments must be approved by the Dean, Faculty of Education.
- 3.5.7d. Teaching practice supplementary assessment will be based on a written headteacher's report and at least two observations of a full lesson by each of the two evaluators
- 3.5.7e. A satisfactory supplementary assessment of student teaching would require that both evaluators agree on an average grade of 'D' or better of the lessons observed and the headteacher's report.
- 3.5.7f. Evaluators must report their findings in writing to the Dean, Faculty of Education within one week of the assessment exercise for executive action. Executive decisions on supplementation will be reported to the Board of Affiliated Primary Teacher Training Colleges.

\*\*\*\*\*

APPENDIX G  
PROGRAMME FOR THE CONFERENCE  
TEACHER EDUCATION IN BOTSWANA



*Teacher  
Education  
in  
Botswana*

*Toward Common  
Understandings  
and  
Shared Visions*



*National Council  
for  
Teacher Education  
1991*

*Ministry of Education*

*Sunday, April 28, 1991*

- 1530h Registration and Room Assignment  
 1800h Dinner  
 1930h " Perspectives "  
*Chairman - Mr. N. Kisenga, Botswana Polytechnic*

*Monday, April 29, 1991*

- 0730h Registration and Room Assignment  
 Session 1. Conference Opening  
*Chairperson - Mr. M. Ruthedi, Principal,  
 Tonota College of Education*
- 0815h Guests and Participants to be Seated  
 0830h Welcome to the Conference  
*Professor F. Youngman, Deputy Chairperson,  
 National Council for Teacher Education*
- Remarks  
*Mr. D. Mandel, Deputy Director,  
 USAID Mission, Botswana*
- Opening Address  
*Mr. M. Molomo,  
 The Honourable Minister of Education*
- Vote of Thanks  
*Mrs. H. Mogani, CEO,  
 Department of Teacher, Education, Ministry of Education*
- 1000h Tea  
 Session 2. Teacher Education Today  
*Chairperson - Mr. M. Ruthedi, Principal,  
 Tonota College of Education*
- 1030h Current Status and Direction in Teacher Education in Botswana  
*Panel: Mrs. M. F. Mbaakanyi - Principal,  
 Molepolole College of Education  
 Mr. G. A. J. Kerton, Principal,  
 Botswana Polytechnic  
 Prof. W. Kelly, Visiting Professor,  
 Botswana College of Agriculture  
 Mr. L. Mothusi, Principal,  
 Serowe Primary Teacher Training College  
 Ms. C. Munnathoko, Lecturer  
 Faculty of Education, Univ. of Botswana*

1230h	Lunch
	Session 2. Teacher Education Today (Continued) <i>Chairperson - Mr. J. Mosvela, Principal, Francistown Primary Teacher Training College</i>
1400h	The Continuing Education Of Educators : The Role of In-service Education <i>Mr. R. Mullaney, Secondary School In-service Advisor, Secondary Department, Ministry of Education Mr. L. Kopong, In-service Leader, Department of Teacher Education, Ministry of Education Mr. H. Frenken, INSET Coordinator Department of Mathematics and Science Education, UB</i>
1500h	The Question of Our Philosophy of Teacher Education <i>Dr. G. Maule, Head, Department of Primary Education, UB</i>
1530h	Tea
1600h	Small Group Discussions
1700h	Closing Announcements
1800h	Dinner
1930h	“ Perspectives ” <i>Chairman - Mr. N. Kisenga, Botswana Polytechnic</i>

**Tuesday, April 30, 1991**

	Session 3. Teacher Education Tomorrow <i>Chairperson - Mr. W. Gleeson, Deputy Principal, Molepolole College of Education</i>
0800h	Teacher Education : Agenda for the 90's <i>Mrs. H. Mogani, Chief Education Officer, Department of Teacher Education, Ministry of Education</i>
0900h	International Issues and Trends in Teacher Education <i>Professor R. Kraft, School of Education, University of Colorado at Boulder</i>
1000h	Tea
1030h	Research in Teacher Education : Exploring the Linkages <i>Professor J. Yoder, Director of Centre for Graduate Studies, Faculty of Education, UB Mr. R. Prophet, Lecturer, Department of Mathematics and Science Education, UB Ms. C. Munnathoko, Lecturer and Teaching Practice Coord. Faculty of Education, UB</i>

1230h	Lunch
	<b>Session 4. Improving Teacher Education</b> <i>Chairperson - Mr. N. V. Sebina, Lecturer, Botswana College of Agriculture</i>
1400h	The Curriculum Development -Teacher Education Interface <i>Mr. P. Ramatsui, Chief Education Officer Department of Curriculum Development and Evaluation, MOE</i>
1500h	Teacher Supply and Demand: Where Are We ? <i>Mr. R. Motswakae, Deputy Director, Unified Teaching Service</i> <i>Dr. S. Burchfield, Improving the Efficiency of Educational Systems Project</i>
1530h	Tea
1600h	Small Group Discussions
1700h	Closing Announcements
1800h	Social Hour

**Wednesday, May 1, 1991**

	<b>Session 4. Improving Teacher Education (Continued)</b> <i>Chairperson - Mr. R. Charakapa, Head, Department of Mathematics and Science Education, UB</i>
0800h	Teaching Practice - Lessons Learned <i>Ms. C. Mwanthoko, Teaching Practice Coordinator, Faculty of Education, UB</i> <i>Dr. M. Dumbo, Head, Department of Educational Foundations, UB</i>
0900h	Group Discussion Reports
1030h	Tea
1100h	Teacher Education in Botswana: The Current Situation and Future Prospects <i>Professor F. Youngman, Dean, Faculty of Education, UB</i>
1145h	Closing of the Conference <i>Professor Max Evans, Chief of Party, Primary Education Improvement Project</i>
1200h	Lunch

# *PERSPECTIVES*

## *Other Views from the Profession*

The organisers of the Teacher Education Conference felt that a conference should give more opportunity for participants to share their views and experiences. As planning progressed, the entire Conference schedule was soon filled to the brim with events that were essential to the conference theme. No space remained during regular Conference time for this kind of professional sharing that the organisers felt was so important.

A new, alternative, experimental strategy evolved as planners discussed possible solutions to the problem. The strategy was "Perspectives"; a session in which participants could meet in smaller groups with others of similar interests and concerns. Because of the full day schedule, it was decided to hold these sessions in the evening as a 'nightcap' to the day's events.

Interested participants are expected to select a session from among those offered each evening and join with the presenters in sharing views and opinions. On Sunday and Monday evening, there will be an opportunity for participants to gather in special meeting rooms and discuss other aspects of teacher education. The schedule for these sessions is listed here for your information.

SESSION 1

Sunday Evening, April 28, 1991

1930h

- |             |  |
|-------------|--|
| <u>Room</u> | <u>Perspective Presentations</u>   |
| E05         | <p style="text-align: center;"><u>Chairperson : Mr. F. C. Korley</u><br/> Presenters : 1. Lecha, D. M., <i>Education Standards in Teacher Training Institutions.</i></p> <p style="text-align: center;">2. Banthis, L., <i>Staff Development and Teacher Education Competency</i></p>          |
| E06         | <p style="text-align: center;"><u>Chairperson : Mr. S. Dakpo</u><br/> Presenters : 1. Jeremiah, K., <i>Promoting Democratic Citizenship Through Enquiry</i></p> <p style="text-align: center;">2. Motlibi, A. R., <i>Theory-Practice Dichotomy in Teacher Education in Botswana</i></p>        |
| E41         | <p style="text-align: center;"><u>Chairperson : Mr. A. Christopher</u><br/> Presenters : 1. Sronkhorst, R. J. <i>Perspective of Environmental Education in Teacher Training in Botswana</i></p> <p style="text-align: center;">2. Allen, I.A., <i>Concerns for Environmental Education</i></p> |
| E42         | <p style="text-align: center;"><u>Chairperson : Mr. M. A. Obida</u><br/> Presenters : 1. Lelliott, A. D. <i>Test Item Writing for Junior Secondary Science.</i></p> <p style="text-align: center;">2. Ngwako, A. and C. Mannathoko <i>Gender Issues in Teacher Education</i></p>               |

SESSION 2

Monday Evening, April 29, 1991

1930h

- | <u>Room</u> | <u>Perspective Presentations</u>   |
|-------------|--|
| E03         | <p><u>Chairperson : Mr. E. C. Korley</u><br/> Presenters : 1. Vanga, T. <i>History of Teacher Education in Botswana 1937-1966.</i></p> <p>2. Francistown Primary Teacher Training College, <i>A Videotape from the College.</i></p>  |
| E06         | <p><u>Chairperson : Mr. S. Dakpo</u><br/> Presenters : 1. Odharo, J. <i>E valuation of the Molepolole College of Education Curriculum: Headmster's Opinion of Graduates from 1987-1989.</i></p> <p>2. Maphorisa, J. <i>The Teacher as a Guidance Counsellor.</i></p>   |
| E41         | <p><u>Chairperson : Mr. A. Christopher</u><br/> Presenters : 1. Tholen, M. <i>Access to Air</i></p> <p>2. Kethusegile, B. M. <i>The Role of Education Media in Development.</i></p>  |
| E42         | <p><u>Chairperson : Mr. M. A. Obida</u><br/> Presenters : 1. Prophet, R. <i>Beaten for Trying? Teacher-Pupil Interactions Across the Junior Secondary Curriculum.</i></p> <p>2. Yandila, C. D. <i>Comparison in the Way School and University Supervisors Assess Science Student Teachers in Botswana.</i></p> |

*OUR THANKS AND APPRECIATION*

*FOR  
SUPPORTING  
THE*

*TEACHER EDUCATION CONFERENCE*

**HEINEMANN EDUCATIONAL BOLESWA  
(PTY)LTD.**

for

Book Display and Support of the Social Hour

**LONGMAN BOTSWANA (PTY) LTD.**

for

Book Display and Conference Folders and Pens

**MACMILLAN BOTSWANA (PTY) LTD.**

for

Book Display and Conference Portfolios

**CLOVER INDUSTRIAL SUPPLIES (PTY)  
LTD.**

for

Display of Educational Equipment

APPENDIX H  
CHAPTER OUTLINE AND CONTRIBUTING AUTHORS FOR  
PATTERNS OF REFORM IN PRIMARY EDUCATION:  
THE CASE OF BOTSWANA

# CONTENTS

FOREWORD.....	v
<i>Barbara Belding Gaomatlhe Mautle</i>	
ACKNOWLEDGEMENTS.....	vii
CONTRIBUTORS .....	ix
1 INTRODUCTION.....	1
<i>John H.Yoder and Max W. Evans</i>	
2 THE CONTEXT OF REFORM .....	9
<i>John H. Yoder and Gaomatlhe Mautle</i>	
3 THE PRIMARY EDUCATION IMPROVEMENT PROJECT.....	38
<i>Max W. Evans and Donald M. Knox</i>	
4 IMPROVING TEACHING IN PRIMARY SCHOOLS .....	59
<i>Mothusi Mogasha, Gabatshwane Tsayang and Raymond A. LeGrand</i>	
5 TOWARD A CHILD-CENTRED CLASSROOM.....	77
<i>Sr. Gregory Horgan, Margaret M. Moss, A.S. Kesupile, Joyce Maphorisa and Luther Haseley</i>	

6	INSERVICE EDUCATION .....	103
	<i>Luther Haseley and Peter V. Sephuma</i>	
7	PRIMARY TEACHER EDUCATION.....	121
	<i>Mathogonolo Rathedi and Albert G. Leep</i>	
8	PRIMARY EDUCATION IN THE UNIVERSITY.....	140
	<i>John H. Yoder and Max W. Evans</i>	
9	THE PTTC SELF STUDIES .....	164
	<i>Max W. Evans and Jack A. Reed</i>	
10	TOWARD AN AGENDA FOR THE 1990s.....	189
	<i>H.S. Mogami, M. Mogasha and P.T. Ramatsui</i>	

APPENDIX I  
SHORT-TERM CONSULTANTS  
UNDER PEIP II

PRIMARY EDUCATION IMPROVEMENT PROJECT  
PEIP II SHORT TERM CONSULTANTS  
February, 1991

<u>Consultant</u>	<u>University</u>	<u>Assignment</u>	<u>Dates</u>	<u>No. Weeks</u>
Dr. Carl Personke	Wisconsin	Evaluation of the DFE Programme	Jan 21 - Apr. 7, 87	10
Dr. Doris Brodeur	Illinois State	Media Centre Development	May 11 - Jul. 14, 87	9
Dr. Albert Leep	Ohio University	DFE Programme Revision	Sep. 1 - Oct. 18, 87	7
Dr. Doris Brodeur	Illinois State	Video for BICI	May 11 - Jul. 30, 88	12
Dr. Iva Zajicek	Ohio University (retired)	Breakthrough to Setswana	Sep. 1 - Nov. 23, 88	13
Mr. Marvin Bowman	Ohio University	Video Tape (Supervision)	May 18 - Jul. 31, 89	10
Dr. Albert Leep	Ohio University	Diploma Programme	Aug. 15 - Oct. 14, 89	10
Dr. Richard Miller	Ohio University	WB Review Commission	Feb. 10 - Mar. 2, 90	3
Dr. Josiah Tlou	Virginia Tech	Social Studies	Jun. - Jul. 90	6
Dr. Gaontatlhe Mautle	University of Botswana	Social Studies	Jun. - Jul. 90	3
Mrs. Doreen MacColaugh	Ohio University	TESOL	Aug. 15 - Dec. 15, 90	18
Dr. David Baral	University of the Pacific	Setswana	Jun. 8 - Aug. 2, 91	8
<b>Total Weeks of Short-term Consultancies</b>				<b>109</b>
<b>Total Weeks Available</b>				<b>170*</b>
<b>Total Weeks Remaining</b>				<b>61</b>

\* Six additional months of short-term consultancy funds were made available under amendment No. Six to the Ohio University Contract.

CONSULTANCIES UNDER CONSIDERATION

1. Diploma Curriculum	6
2. Evaluation - Inservice	8
WEEKS REMAINING (assuming availability of funds)	47

APPENDIX J

STATUS, UNFINISHED TASKS AND UNRESOLVED  
"GREY AREAS" RELATED TO THE  
PRIMARY EDUCATION IMPROVEMENT PROJECT

## PEIP ADVISORY COMMITTEE MEETING

October 12, 1990

## STATUS, UNFINISHED TASKS AND UNRESOLVED OR "GREY AREAS"

Related to the

## PRIMARY EDUCATION IMPROVEMENT PROJECT

On November 30, 1991 the contract for the Primary Education Improvement Project will be completed. The second phase of PEIP (1985-91) has had four objectives. The four Resident Technical Assistants who have had major responsibility for coordinating efforts toward each of the objectives provide in the following pages a brief report of the current status, unfinished tasks and unresolved issues or "grey areas" associated with their respective responsibilities.

## Objective

To establish in the University of Botswana the permanent capacity to provide appropriate graduate training in primary education. (John Yoder)

## Status

The PEIP objectives for establishing graduate training capacity in the university coincided with the Faculty of Education's own decision to revise and expand its already existing M.Ed. programme.

The revised 2 year programme includes five specialisations in that they are specifically related to Primary Education: Primary Language Arts, Primary Mathematics Education, Primary Science Education, Primary Social Studies Education and Primary Education. Though not intended exclusively for primary education students, the Administration specialisation has also enrolled several students from a primary background. The M.Ed. programme has now been institutionalised in the University's plan for NDP VII which establishes a Centre for Graduate Studies, with a full-time Director, within the Faculty and which incorporates the primary education specialisations.

Of seven students admitted in 1988, one student has completed a degree in Primary Social Studies and two more are expecting to complete degrees shortly in the same area. Two students are expected to complete degrees with specialisations in Administration and one in Primary Science Education. There was no intake to the programme in 1989 due to implementation of a Ministry of Education ruling on eligibility. Nine students from Primary Teacher Training Colleges entered the programme in 1990 with sponsorship from the MOE and one self-sponsored Primary Education officer enrolled on a part-time basis. The specialisations in which they are enrolled are: Administration (3), Primary Science Education (3), Primary Education (3) and Primary Language Arts.

## Unresolved Issues or "Grey Areas"

1. How can the university's long-term plans for offering specialisations and development of new ones be better coordinated with the MOE's staff training and development needs and plans?
2. How can the training of persons who require degrees in areas too small or specialised for UB to offer be facilitated?
3. How can the placement of persons who have completed a masters degree be better planned for?
4. What provisions can be made for persons who wish to self-sponsor their studies to avoid undue penalty in seniority or salary?

Objective:

To expand and improve the preservice primary education training at UB in both the four-year professional Bachelor of Education degree programme and the two-year Diploma programme. (Max Evans)

Status:

DPE is a fully functioning department; B.Ed. programme evaluated and modified; fully localised staff all prepared to M.Ed. and/or doctoral level; eight diploma and six B.Ed. classes graduated; three-fourths of PTTC staffs, one half of education officers, and most Education Centre Directors are DPE graduates.

Unfinished Tasks:

1. Participant training/doctoral studies
2. Evaluation of diploma programme
3. Transfer of departmental leadership

Unresolved Issues or "Grey Areas"

1. What human resource (manpower) needs should the B.Ed. and Diploma programmes address?
2. For technical (i.e. salary) reasons the DPE programme is generally not attractive to promoted staff in the primary schools. Are the losses to the educational system which are automatically incurred by excluding this cadre of personnel from advanced training sufficiently great that attempts should be made to alter the system?
3. What are the implications of the MOE policy of nine years of basic education for the Department of Primary Education which currently relates only to the primary education sector - standards 1-7?
4. What is the long-term role of the Department of Primary Education in the Faculty? The University?

### Objective

- a. To establish an institutional network for providing inservice education.
- b. To develop a cadre of <sup>own</sup> research persons experienced in the delivery of inservice programmes. (Luther Haseley)

### Status

1. Six of the nine proposed new education centres have been built. They are staffed, equipped and fully functional.
2. Two centres (Tlokweg and Kasane) will be under construction by December, 1990.
3. The Mahalpye Education Centre has been deferred to the beginning of NDP 7 with the concurrence of the MOE and USAID.
4. The Serowe Education Centre is in the process of being upgraded to equivalent status of the new education centres.
5. All primary education officers (40) and education centre directors are very experienced inservice organisers and providers. In addition, the leadership teams (head, deputy and senior teachers) from each primary school (about 575) will have organised and conducted workshops for their staffs by January, 1991.

### Unfinished Tasks

1. Ordering vehicles and equipment for the remaining two education centres.
2. Upgrading of the Lobatse Education Centre.
3. Obtaining additional posts to staff the new centres and complete staffing of a few of the existing centres.
4. Identifying objectives for the last year of PEIP/MOE national workshops.
5. Organising a staff development programme on computer technology for the Education Centre staffs.
6. Linking the Media Centre to be housed at the Mochudi Education Centre to the education centre network, the various teacher education programmes and the various departments in the MOE.
7. Conducting a comprehensive evaluation of the primary inservice education programme.

### Unresolved Issues or "Grey Areas"

1. The role of Kang and TAPU in the education centre network?
2. The roles of junior and senior secondary schools in the inservice

programme and education centre network?

3. An incentive programme, (career ladder, or recognition system) for participants who complete a series of inservice courses.
4. The role, function and status of teacher advisers.
5. The continuing utilisation of the 2,000 inservice providers.

Objective

Coordination and assistance in the evaluation, revision and implementation of a PTTC curriculum appropriate to the training needs of primary school teachers.  
(Jack Reed)

Status

A Self-Study procedure was developed by the Primary Teacher Training Colleges. Each of the Colleges has completed an analysis of their institution using the Self-Study model. A proposal for a new three-year diploma for primary teacher training has been developed and recommended by the Ministry of Education for implementation in NDP 7. A matrix of active, cross-college, subject panels have been developed. The Social Studies syllabus has been completed and approved by the Board of Affiliated Institutions. The Ministry of Education has formalised the subject panel status by establishing a senior post for the coordination of subject panel activities. The Faculty of Education has established a professorial position to coordinate the activities of the Boards of Affiliated Institutions.

Unfinished Tasks

1. PTTC development plans which utilise the Self-Study recommendations for each college and MOE concurrence with the PTTC plans.
2. Completion of syllabi in each of the remaining 11 subjects taught in the PTTC and approval by the CCC and BAI.
3. Consultant-assisted development of syllabi in Setswana and Science and approval of the syllabi by the CCC and BAI.
4. Curriculum development for the 3-year diploma in primary teacher education.
5. Revision of the regulations pertaining to the Primary Teacher Certificate.

Unresolved Issues or "Grey Areas"

1. What mechanism might be developed to ensure that adequate progress toward the realisation of the College development plans is made?
2. When should the review/repetition of the Self-Study and the development plans take place? What criterion might be applied for establishing that adequate "progress" has been made?
3. *In view of the basic system*  
What should be the professional relationship between the Colleges of Education and the Primary Teacher Training Colleges?
4. What should be the cooperative working relationships between the Department of Curriculum Development and Evaluation, the Department of Teacher Education and the Faculty of Education in the continuing development of the PTTCs?

APPENDIX K

COMMITTEE PARTICIPATION OF THE  
OHIO UNIVERSITY CONTRACT TEAM

## OHIO TEAM

## COMMITTEE PARTICIPATION OF THE CONTRACTOR TEAM

February, 1991

Academic Planning

John Yoder

Affiliated Board PTTs CommitteeMax Evans Jack Reed (Coordinator)  
John YoderBoards and Committees of the  
Department of Primary Education  
and Faculty of Education Board

Jack Reed Max Evans John Yoder

Botswana Teaching Competency  
Instruments Advisory Committee

Luther Haseley Max Evans

Breakthrough to Setswana Project  
Method Executive Committee

Luther Haseley Max Evans

National Council on  
Teacher EducationMax Evans Luther Haseley  
Jack Reed (Secretary)Computer Services

John Yoder

Continuous Assessment

Luther Haseley Jack Reed

Education Management  
Committee

Luther Haseley

Faculty of Education: Graduate  
Studies BoardJohn Yoder (Chair) Max Evans  
Jack ReedEducation Officer WorkshopLuther Haseley (Chair)  
Max EvansFaculty of Education  
Executive Committee

Max Evans John Yoder

Faculty of Education  
Research Committee

John Yoder

JSEIP Advisory Committee

Max Evans

Project Method CommitteeMax Evans Jack Reed  
Luther HaseleyCoordinating Committee  
University of Stockholm/UB  
Cooperative Research Project

John Yoder

PEIP Advisory Committee

Max Evans Luther Haseley

PTTC Curriculum Implementation  
CommitteeMax Evans Luther Haseley  
Jack ReedPTTC Education Panel

John Yoder

PTTC Science Panel

Jack Reed

Primary Research Committee

Max Evans John Yoder

Coordinating Committee for  
SAREC Research Grants

John Yoder

Senate Executive

Max Evans

Student Data Base

John Yoder

UB Academic Planning  
Committee

John Yoder

UB Estimates Committee

Max Evans

UB Senate

Max Evans John Yoder

Vice Chancellor's Committee  
on Counselor EducationJohn Yoder (Chair)  
Luther HaseleyVice Chancellor's Education  
Advisory Committee

Max Evans

Steering Committee on  
UB Counseling Centre

John Yoder (Chair)

Rotary Club Book Distribution

Luther Haseley    Max Evans

Senate Graduate Studies

John Yoder (Chair)

National Primary Science  
Curriculum Development Committee

Jack Reed

Committee to Review  
Department of Primary  
Admissions

John Yoder (Chair)

Setswana Reference  
Committee

Jack Reed (Secretary)  
Max Evans (Chair)

APPENDIX L

OHIO UNIVERSITY CONTRACT PERSONNEL  
RECORDS OF ANNUAL AND SICK LEAVE

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

Evans, Dr. Max W.

Date of Contract: 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
Sep 89	2.0	0.0	91.0
Oct 89	2.0	1.0	92.0
Nov 89	2.0	0.0	94.0
Dec 89	2.5	0.0	96.5
Jan 90	2.5	0.0	99.0
Feb 90	2.0	1.0	100.0
Mar 90	2.0	2.0	100.5
Apr 90	2.0	6.0	102.5
May 90	2.0	0.0	104.5
Jun 90	2.0	6.0	100.5
Jul 90	2.5	6.0	97.0
Aug 90	2.0	0.0	99.0
Sep 90	2.0	0.0	101.0
Oct 90	2.0	0.0	103.0
Nov 90	2.0	0.0	105.0
Dec 90	2.5	0.0	107.5
Jan 91	2.5	0.0	110.0
Feb 91	2.0	0.0	112.0

\*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
Sep 89	2.0	0.0	62.5
Oct 89	2.0	0.0	63.5
Nov 89	2.0	0.0	65.5
Dec 89	2.5	0.0#	68.0
Jan 90	2.5	3.0	67.5
Feb 90	2.0	0.0	69.5
Mar 90	2.5	0.0	72.0
Apr 90	2.0	9.0	65.0
May 90	2.0	0.0	67.0
Jun 90	2.0	0.0	69.0
Jul 90	2.5	0.0	71.5
Aug 90	2.0	9.0	64.5
Sep 90	2.0	0.0	66.5
Oct 90	2.0	0.0	68.5
Nov 90	2.0	0.0	70.5
Dec 90	2.5	12.0	61.0
Jan 91	2.5	12.0	51.5
Feb 91	2.0	0.0	53.5

# Home leave

## 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
Sep 89	2.0	3.0	34.0
Oct 89	2.0	0.0	36.0
Nov 89	2.0	0.0	38.0

Dec 89	2.5	0.0	40.5
Jan 90	2.5	0.0	43.0
Feb 90	2.0	0.0	45.0
Mar 90	2.5	0.0	47.5
Apr 90	2.0	0.0	49.5
May 90	2.0	0.0	51.5
Jun 90	2.0	13.0	40.5
Jul 90	2.5	19.0	24.0
Aug 90	2.0	0.0	26.0
Sep 90	2.0	0.0	28.0
Oct 90	2.0	0.0	30.0
Nov 90	2.0	0.0	32.0
Dec 90	2.5	0.0	34.5
Jan 91	2.5	0.0	37.0
Feb 91	2.0	0.0	39.0

\* 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)

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
Sep 89	2.0	0.0	37.0
Oct 89	2.0	0.0	39.0
Nov 89	2.0	0.0	41.0
Dec 89	2.5	13.0	30.5
Jan 90	2.5	0.0	33.0

Feb 90	2.0	0.0	35.0
Mar 90	2.5	0.0	37.5
Apr 90	2.0	0.0	39.5
May 90	2.0	2.0	39.5
Jun 90	2.0	0.0	41.5
Jul 90	2.5	0.0	44.0
Aug 90	2.0	13.0	33.0
Sep 90	2.0	0.0	35.0
Oct 90	2.0	0.0	37.0
Nov 90	2.0	0.0	39.0
Dec 90	2.5	12.0	29.5
Jan 91	2.5	5.0	27.0
Feb 91	2.0	0.0	29.0

## 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
Sep 89	8.7	0.0	454.6
Oct 89	8.7	0.0	463.3
Nov 89	8.7	0.0	472.0
Dec 89	8.7	8.0	472.7
Jan 90	8.7	0.0	481.4
Feb 90	8.7	40.0	450.1
Mar 90	8.7	0.0	458.8
Apr 90	8.7	0.0	467.5
May 90	8.7	0.0	476.2
Jun 90	8.7	0.0	484.9
Jul 90	8.7	0.0	493.6
Aug 90	8.7	0.0	502.3
Sep 90	8.7	8.0	503.0
Oct 90	8.7	8.0	503.7
Nov 90	8.7	0.0	512.4
Dec 90	8.7	0.0	521.1
Jan 91	8.7	0.0	529.8
Feb 91	8.7	0.0	538.5

\*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
Sep 89	8.7	0.0	423.8
Oct 89	8.7	0.0	432.5
Nov 89	8.7	0.0	441.2
Dec 89	8.7	0.0	449.9
Jan 90	8.7	0.0	458.6
Feb 90	8.7	0.0	467.3
Mar 90	8.7	0.0	476.0
Apr 90	8.7	0.0	484.7
May 90	8.7	0.0	493.4
Jun 90	8.7	0.0	502.1
Jul 90	8.7	0.0	510.8
Aug 90	8.7	0.0	519.5
Sep 90	8.7	0.0	528.2
Oct 90	8.7	16.0	520.9
Nov 90	8.7	0.0	529.6
Dec 90	8.7	0.0	538.3
Jan 91	8.7	0.0	547.0
Feb 91	8.7	0.0	555.7

## 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
Sep 89	8.7	0.0	314.6
Oct 89	8.7	0.0	323.3
Nov 89	8.7	0.0	332.0
Dec 89	8.7	0.0	340.7
Jan 90	8.7	0.0	349.4
Feb 90	8.7	0.0	358.1
Mar 90	8.7	0.0	366.8

Apr 90	8.7	0.0	375.5
May 90	8.7	0.0	384.2
Jun 90	8.7	0.0	392.9
Jul 90	8.7	0.0	401.6
Aug 90	8.7	0.0	410.3
Sep 90	8.7	0.0	419.0
Oct 90	8.7	0.0	427.7
Nov 90	8.7	0.0	436.4
Dec 90	8.7	0.0	445.1
Jan 91	8.7	0.0	453.8
Feb 91	8.7	0.0	462.5

## 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
Sep 89	8.7	0.0	283.3
Oct 89	8.7	0.0	292.0
Nov 89	8.7	0.0	300.7
Dec 89	8.7	0.0	309.4
Jan 90	8.7	0.0	318.1
Feb 90	8.7	0.0	326.8
Mar 90	8.7	0.0	335.5

Apr 90	8.7	0.0	344.2
May 90	8.7	0.0	352.9
Jun 90	8.7	0.0	361.6
Jul 90	8.7	0.0	370.3
Aug 90	8.7	0.0	379.0
Sep 90	8.7	0.0	387.7
Oct 90	8.7	0.0	396.4
Nov 90	8.7	0.0	405.1
Dec 90	8.7	0.0	413.8
Jan 91	8.7	0.0	422.5
Feb 91	8.7	0.0	431.2