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BOTSWANA PRIMARY EDUCATION IMPROVEMENT PROJECT

PHASE II: 1986 — 1991

SEVENTH REPORT

September 1, 1989 — February 28, 1990

Prepared by the PEIP Team

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

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Ms. Barbara Belding,
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2nd April, 1990

Dear Ms. Belding,

The period September 1, 1989 through February, 1990, upon reflection, seems to have marked the beginning of a transition period which will culminate in the termination of PEIP II in November, 1991. It is encouraging to note that many important activities are occurring which bode well for the sustainability of the major initiatives of this GOE/USAID educational programme. A few of these should be highlighted:

- . The nature of the planning for HDP 7 which is now taking place in the Faculty of Education at UB and in the MOE Department of Teacher Education.
- . The roles being assumed by the Education Centres in the education of teachers and administrators.
- . The assumption of responsibility by Primary Education Officers for implementing an inservice education programme for leadership teams (promoted staff) in the 600 primary schools.
- . The roles being realised and fulfilled by the PTTCs staff and the Department of Primary Education at UB in facilitating basic reforms in primary education through such programmes as Breakthrough and the Project Method.

There are some major questions, too, which still need to be considered concerning the PEIP mission. Among them are the following:

- . Will the three year diploma programme be accepted as the new and higher standard for preparing primary school teachers?
- . What MOE manpower needs should the Department of Primary Education be addressing in HDP 7?
- . What changes in salary structure must be made to attract more senior teachers into the diploma and

degree programmes in the Department of Primary
Education?

It is hoped that these issues, among others, can be addressed during the next reporting period.

In conclusion, I would like to say that the degree of cooperation and coordination among the various units involved with PEIP over the years continues to be remarkable in many ways. On behalf of Ohio University, I wish, again, to thank you and the USAID/Botswana Mission for your on-going support for PEIP.

Sincerely,

Max W. Evans

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

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PART I

INTRODUCTION

This progress report, the seventh of its kind in the second phase of the Botswana Primary Education Improvement Project, covers the period from September 1, 1989 through February 28 1990. As was true of the earlier reports, this one seeks to identify the accomplishments of the past half-year, to point out the major problems being encountered and to present plans for PEIP for the next six months. For easy reference purposes, each progress report includes in the introductory section the following brief description of the aim of the project.

PEIP II Overview

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

A. Project Goal

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

B. Project Purpose

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

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

C. Specific Project Outputs

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

1. Preservice

- a. An established two-year Primary Education Specialization under the M.Ed. Programme at UB.
- b. A gradual increase in the number of students taken into the B.Ed. and DPE programmes at UB from the current number of 30 up to 50 per year in 1990 (from 20 and 10 respectively, to 35 and 15).
- c. A professional, experienced staff of Botswana in the Department of Primary Education in which
 - (1) all members have the equivalent of an M.Ed. degree, and some have earned doctorates in areas appropriate to department needs;
 - (2) a core of the staff have sufficient training and research experience to provide leadership in research activities pertinent to the educational needs of Botswana.
- d. A core of staff at PTTCs sufficiently prepared to assume greater responsibility for the delivery of the Diploma in Primary Education.

2. Inservice

- a. An established institutional network for the systematic inservice training of classroom teachers and headteachers in all the 535 existing primary schools and the inservice development of EO's and staff at PTTCs.
- b. A cadre of resource persons experienced in the delivery of inservice programmes.

3. Curriculum

- a. A revised and operating core PTTC curriculum appropriate to the training needs of primary teachers.
- b. An upgraded and more fully localized staff at the PTTCs who are experienced in curriculum development and implementation.

Organization of the Semi-annual Report

The format for this report is as follows: Part I presents a brief introduction. Part II deals specifically with the "Activities and Accomplishments" over the six-month period from September 1, 1989 through February 28, 1990. Part II also seeks to identify significant problems and/or delaying considerations. Part III

presents some of the "Related Activities" of the contractor team which, while not considered to be an integral part of PEIP II, are believed to make important contributions to the development of primary education in Botswana. Part IV focuses on "Plans" for the next six month period which ends on August 31, 1990. Both Parts II and IV are organized according to the four elements of the project purpose. Part V concerns itself with the overall management and coordination of the project. The Appendixes include, among other items, brief statements of the activities and accomplishments by each member of the contract team (see Appendix A) and their individual work plans for the next six-month period (see Appendix 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, 1989 - February 28, 1990

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

Six M.Ed. students began their second year of studies with the beginning of the 1989/90 school year. Three were enrolled in the Primary Social Studies specialisation, two in Administration (both from the Primary Education sector) and one in Primary Science. A seventh student was unable to continue in the programme in the second year having failed to pass one of the required courses.

It was intended that all of the second year students should complete the field work (data collection) for their research projects during the long vacation period between the academic years. However, all but one of the students needed to use this time to complete their research proposals. Thus, data collection has been taking place as far as possible during the term.

Since the intended intake for September, 1989 was suspended due to insufficient students, there are at present no first year students in the programme. It is, however, intended that there will be an intake of students in August, 1990. Advertising was again done in December-January. In addition, those students who had been admitted for the 1989 intake, but were unable to enrol, were advised by direct communication that they could re-activate their applications if they chose to do so.

Altogether, 14 new student applications were received and 12 students have requested to have their previous applications reactivated making an applicant pool of 26 students. All of the new applicants who met the minimum admission criteria were interviewed (two of the applicants did not meet the minimum criteria). Twenty-one are being recommended to the Faculty Board for admission. Though it is not clear how many will actually be released and sponsored by the Ministry of Education, it is fairly certain that the overall number able to enrol will be significantly less than the number being recommended. Six of the applicant pool have a background or expressed interest in primary-related specialisations. The number of actual enrollees will be primarily determined by the decisions of the Ministry of Education on release of serving teachers.

A considerable amount of work has gone into developing the Graduate Studies Component of the Faculty of Education's five-year plan for NDP 7. The full plan for Graduate Studies in Education is included in Appendix B. Several points can be highlighted here.

1. Given the anticipated long-term constraints on student numbers resulting from the reluctance of the Ministry of Education to release large numbers of teachers from the field at any one point in time, it appears clear that planning for Graduate Studies in the Faculty of Education must take this into account. This is addressed in part by the assumption that many specialisations will be offered only once over a period of several years. Some of the following points from the plan also address this issue.
2. Beginning with the 1990/91 academic year, the M.Ed. programme intends, for the first time, to admit students to part-time studies in the Administration specialisation. While recognised as something of an experiment for this intake, the plan for NDP 7 indicates an expanded provision for part-time studies.
3. Recognising that there will be specific areas of specialisation which, because of small numbers will be unlikely to become viable at the University of Botswana, it is proposed to establish a collaborative agreement with one or more universities abroad. Under such an arrangement, students would complete their first year of studies (consisting of foundational type courses) at the University of Botswana and then enrol in a university abroad for the more specialised second year.
4. Among other things, the plan proposes the formalisation of Graduate Studies with establishment of a Centre for Graduate Studies with a full-time position of Director of Graduate Studies and Research as its head. Graduate students will register directly in the centre and academic staff from the departments who teach or supervise research in the programme will be accredited to the centre during that time. In general, these provisions of the plan represent consolidation of the organisational structure that has been established during the present plan period. The Research and Evaluation specialist has, for example, since the beginning of PEIP II, served as Coordinator for the M.Ed. programme and it is this position which will, under the new proposal, become the Director of Graduate Studies and Research.
5. The plan proposes that a Graduate Studies Room be established on campus with study carrels and micro-computers for use by graduate students and that a graduate student's hostel be constructed.

Issues Requiring Attention

One of the major issues requiring attention continues to revolve around the need by the Ministry of Education to consolidate its planning for staff development, particularly at the Primary Teacher Training Colleges, so that the longer term planning can take place at the University. Such planning should make it possible to more effectively recruit and utilise staff and other resources in the Graduate Studies Programme over the longer term.

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

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

The proposal of the Department of Primary Education for NDP7 was submitted to the Dean of the Faculty of Education in mid-December. (See Appendix C). The timetable calls for the final version of the Faculty of Education Plan to be reviewed by the Faculty Board in mid-April, 1990 and for a draft of the University plan to be ready by the end of April. Certain issues identified in the proposal are discussed in Section F, "Issues Concerning the Continuing Development of the Department of Primary Education".

B. Programme Development

1. Internship. While the concept of extending the internship to include the role of the Education Officer as well as that of the PTTC tutor has been accepted by the Department, actual implementation will likely not occur until 1991 because the University deadlines for approving the proposal changes cannot be met. Work on revising the Internship Handbook and the supervision/evaluation procedures continues.

2. Project Method. A special committee within the Department was formed to (a) formulate and implement a development plan which will provide the DPE staff with an appropriate understanding of this MOE innovation and (b) to make recommendations to the Departmental Board about incorporating instruction of the project method into the DPE programme. A guest lecturer (Mr. Stanley Moss of the British Council) addressed the staff and students on the subject and plans were made to visit primary school project classes in Mochudi in March.

3. Revision of Entry Requirements. As noted in Semi-Annual Report 6, a committee composed of Departmental, Faculty of Education and Ministry of Education representatives was established to review the Mature Age Entry Scheme. The Committee has prepared recommendations which are included as Appendix D to this report. The committee has recommended a number of changes which include substantially more involvement of the Department of Primary Education in the selection of students, changing the way in which the cut-off points are established to produce the final applicant pool, developing a new test of Written English Expression and the use of a Structured Reference Form developed by the Committee.

4. DPE Student Handbook. The decision has been made to develop a handbook for DPE students which will incorporate departmental regulations as well as other relevant information. Plans call for distribution of the handbook to students in August, 1990.

5. Participant Training. Four Ph.D. students sponsored through PEIP are currently conducting field work in Botswana for their dissertations. (See Appendix E for a complete list of participants.). At this point in PEIP II, two years of participant training at the M.Ed. level have not yet been committed. Uncertainty over completion dates for the two Ph.D. candidates in the DPE has created certain staffing problems which may have to be resolved by using short-term consultants to teach certain courses during the first semester of the 1990-91 academic year.

Ms. Dudu Jankie completed the Master of Education degree in African Languages at the University of Wisconsin and returned to UB in January, 1990.

6. Diploma Programme. There have been periodic discussions over the past two years with MOE officials concerning the development of the primary school Teacher Advisor cadre and a possible role for the DPE in training Teacher Advisors through the Diploma programme. While an MOE decision with regard to this matter is yet forthcoming, the Department plans to conduct a preliminary study of the implications of initiating a programme for the specific preparation of Teacher Advisors for the primary schools.

C. Departmental Organisation

1. External Examiner. The three-year term of Dr. Joyce Childs (University of Zimbabwe) as external examiner for the DPE expired in June, 1989. Professor Z.A. Matsela, Dean of the Faculty of Education at the University of Lesotho, has been approved to assume this role for the next two years.

2. Committee Structure. After a review of the Department's internal organisation at its September retreat, a decision was made to continue with three standing committees (Instructional Affairs, Student Affairs and Administration/Support) and to establish additional special committees and task forces as departmental needs might require.

3. Student Participation. A student representative, chosen by the students, participates in all departmental board meetings which have open agendas. (Students are excluded from restricted agenda meetings). Most of the other departmental committees regularly include student representatives. The maturity of the primary education students is reflected by the seriousness with which they accept these responsibilities and the quality of their input.

4. Nature of DPE Board Meetings. Two day-long departmental retreats were held during this reporting period, as well as monthly meetings of a shorter duration. The first retreat in September focused upon issues and plans for the year, while the second one in November dealt with the Development Plan for the DPE for the period 1991-1996.

5. Primary Education Research Committee. Several research projects which originated in the Primary Education Research Committee are presently underway. These include a project on the Effects of the Break-through to Setswana on Standard Four Achievement, an Analysis of Headteacher Perceptions of Ministry of Education Initiatives in Primary Education and the broader research on Effective Schools.

6. Research Centre in the Department of Primary Education Use of the computers in the Primary Education Research Centre continues to increase. Not only are members of the Department of Primary Education making greater use of these facilities but members from other departments of the Faculty are also using them in addition to students from the M.Ed. Programme. It is clear that the Centre is fulfilling an important need in the Department and the Faculty.

7. Student Data Base. The Department of Primary Education Student Data Base continues to be updated and a variety of reports have been requested from it over the past six month period. Again this year, a summary of the characteristics of the entering class into primary education has been produced from it.

D. Courses Taught at UB by the Ohio Staff

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

Under Graduate

- ESS 102 - Introductory Science
- EPI 202 - Diagnostic Teaching
- EFP 234 - Measurement and Evaluation
- EPI 236 - Teaching Science and Health in the Primary Schools
- EPI 306 - Teaching Science in the Primary Schools
- EPI 405 - Internship (Assisted with Supervision)
- EPI 406 - Methods of Second Language Teaching in the Primary Schools
- ENE 421 - Research in Nursing

Graduate

- EMC 601 - Integrated Foundations of Education
- EMC 602 - Research in Education
- EMC 615 - Principles in Teaching and Learning
- EMAD 601 - Personnel Administration
- EMAD 603 - School and Community Relations
- EMPC 610 - Instructional Strategies in Primary Science Education
- EMPC 612 - Current Trends in Primary Science Education

E. Commodities

A complete listing of commodities received during this period is shown in Appendix F. Books for the UB library and the PTTCs continue to be the major purchases. Orders were also placed for the following pieces of equipment for the new education centres (4) and the DPE (1)

- 5 VCRs (Hitachi multi-system) \$3000
- 5 Colour TV Monitors (Hitachi) \$2280

It should be noted that UB funded library acquisitions are growing at a fairly rapid rate and that the DPE regularly submits requests for relevant educational books through that channel.

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

1. Manpower Needs to be Addressed by the Department.

This question is a continuing one which has yet to be substantively studied. An original objective of PEIP to prepare PTTC tutors and Education Officers for the MOE has been largely met over the past five years, although there will always continue to be some demand for personnel in these areas because of attrition and/or growth of the educational system. It appears highly likely, however, that the current output of the Department will exceed the demands of these two divisions of the MOE. The DPE Development Plan 1991-96 identifies some alternatives for responding to this set of circumstances; however, the MOE as well as UB must address this issue.

Reference was made earlier to the possibility of refocusing the Diploma programme somewhat to prepare teacher advisers. This, too, is a question needing review and guidance from the MOE.

2. Staffing Certain DPE Courses. The Project Paper for PEIP II made assumptions concerning the period of time needed for Ph.D. participants to complete their programmes and then to be able to resume their teaching responsibilities in the University. In two instances (Teaching English as a Second Language and Science Education) the time required was underestimated, necessitating that technical assistance in those two areas be extended. In view of the fact that all long-term technical assistance in PEIP II has been utilised or already committed, it is recommended that short-term personnel be used to cover teaching assignments in TESOL and Science during the first semester (August-December) of the 1990-91 academic year. The two Ph.D. participant candidates are confident that they will have satisfied the requirements of their programmes in time to take up their UB responsibilities in January, 1991.

It should also be noted that one course currently being taught by a member of the contract team (EPI 309 Test Construction and Interpretation in Primary Education) has yet to be assigned to a member of the Botswana staff.

3. PEIP Phase-Out. In July, 1990 the number of Ohio University Resident Technical Assistants (RTA) attached to the DPE will be three, exactly one-half that of one year earlier. With the diminution of the expatriate role, Botswana members of staff ably assume greater responsibility for the operation of the Department. The time is rapidly approaching when consideration must be given to the issue of departmental leadership upon the termination of PEIP. It would be desirable if the responsibilities of the departmental headship could be transferred to a Botswana well before the completion of the project.

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

A. Education_Centre_Development

The education centre network continues to progress. The formal opening of the Selebi-Phikwe Education Centre took place on November 18 with the Honourable Vice President, Mr. Peter Mmusi, giving the opening address. Dignitaries from all Departments of the Ministry of Education, as well as from other Ministries, attended the ceremony. The Director of USAID and Selebi-Phikwe officials also participated in the opening. This ceremony symbolically represented the opening of all education centres at a national level. Subsequent centre openings will be on a regional or district level.

The Mochudi Education Centre was completed in February and a full schedule of workshops has already been planned through August 1990. The Molepolole Centre has experienced unforeseen construction delays and the opening of that centre is now projected for April, 1990, along with the centres in Tsabong and Ghanzi. With the opening of these three centres, six of the nine scheduled centres to be built through the cooperation of the Government of Botswana and USAID, under PEIP and the Junior Secondary Education Improvement Project (JSEIP), will have been completed.

Other significant developments in the education centre network are: a) the allocation of an excellent plot of land in Mahalapye as the site for the Education Centre there; b) the beginning of construction in February to upgrade the Serowe Education Centre; and c) the completion of the survey and plans for the Kasane and Tlokweng Education Centres.

Personnel developments have also contributed to the education centre network growth. Mr. L.P. Kgopong completed the M.Ed. degree at Leeds University and resumed the position of Inservice Leader in September. Advertisements for the posts of Education Centre Officers were published in December and the interviewing, selection and assignment of officers to the Tsabong and Lobatse Education Centres will take place in April.

Equipment purchased by USAID through PEIP/JSEIP for the three new centres has recently arrived and will be distributed to each new centre upon completion. (Note: Mochudi has already received its media equipment.) Vehicles for Mochudi, Molepolole, Tsabong and Ghanzi have also been ordered through USAID and are expected to arrive by May, 1990.

Issues_Requiring_Attention

Three matters concerning the development of the Education Centre Network should be noted.

1. The upgrading of certain older education centres remains a problem. A decision was made in February to remodel the Lobatse PTTC rather than to relocate it to a different setting. This work will coincide with the remodelling of the Lobatse PTTC facilities during NDP 7. The future development of the Teaching Aids Production Unit (TAPU) at Francistown and the Kang Education Centre is currently being discussed with the Chief Education Officers, the Permanent Secretary and the Deputy Permanent Secretary. It is hoped that the decisions concerning the future of these Centres can be made during the next report period.

2. Because of the delay in the allocation of a plot, followed by the financial circumstances experienced by both the Government of Botswana and USAID, the construction of the last education centre at Mahalapye will be delayed until early in NDP 7.

3. The problem mentioned in the last two reports concerning the number and deployment of teacher advisers is still unresolved. In meetings with representatives of the MOE Departments of Primary, Teacher Education and Unified Teaching Service (UTS), it was agreed that the issue is a critical one. Permission was given to recruit 20 additional teacher advisers; however, they cannot assume full-time teacher adviser posts until UTS is able to make posts available. It was felt that the teacher advisers should remain with the UTS rather than to be seconded, in order to facilitate their professional advancement. Many matters still need to be resolved before a final solution can be reached on this issue.

B. Headteacher Workshops

The two-year sequence (1987-89) of headteacher workshops was completed on September 1. The responses to the needs assessment given to the headteachers indicated a preference for future workshops to be targeted toward the "promoted staff" (headteacher, deputy head and senior teachers) of each school. The preferred topics for the workshops were, among others: cooperative team leadership, the project method, "good teaching", supervision, guidance and counselling, special education and workshop development.

A broad-based Advisory Committee met on October 13 to review the results of the needs assessment and to make recommendations for the final two years of PEIP workshops. The recommendations of the Committee were presented to a special meeting of the PEIP Advisory Committee for its review and approval in December.

A planning meeting with Regional Education Officers (REOs), MOE and PEIP personnel was held on January 25 to consolidate plans for the EO workshop scheduled for February. There was a great deal of enthusiasm about the concept of decentralisation of the workshop effort as an excellent way to transfer ownership of the PEIP workshop endeavours to MOE personnel. All participants in the various planning stages of the workshop pledged their support to the plan of action for the last two years of PEIP workshops.

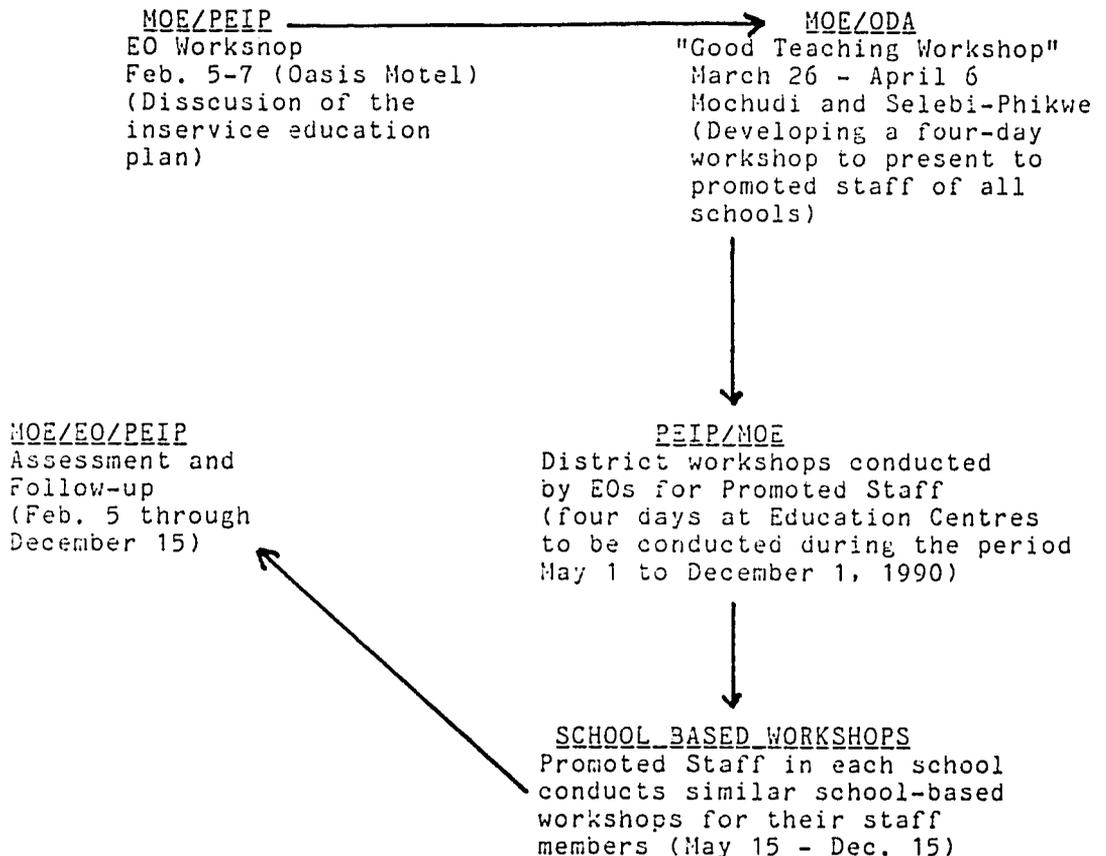
It was agreed that the target group for the last two years of PEIP workshops should be the promoted staff of each primary school, with the limitation that only one senior teacher could be included from each school because of financial constraints. It was also agreed that the curriculum would include: a) the team approach to school management, b) the project method, c) principles of good supervision, d) components of good teaching and e) how to organise workshops.

A key element in the organisation of the workshops is that they will be decentralised. Thus, each EO will be responsible for the organisation and implementation of the workshop(s) for the promoted staff members in the schools he/she supervises. PEIP will be responsible for funding the food and accommodations for the workshop participants and presenters, while the Ministry of Education will be responsible for transport and subsistence costs. The EO workshops for the promoted staff will run for four days. Whenever possible, the venue for these workshops will be the nearest education centre.

Following this series of workshops, the promoted staff in each school will offer a similar workshop to their respective staff members. Through this multiplier approach, every primary school teacher in Botswana will participate in a school-based workshop of approximately four days duration, organised and implemented by the individual primary school leadership teams.

A three-day EO workshop was held February 5 - 7 to inform the EOs of the long-range workshop plans and to discuss certain basic concepts for the proposed curriculum. That workshop will be followed by a two-week British Council (ODA) sponsored "Good Teaching Workshop" in March/April. As implied by the title, the workshop will address the subject of concepts of good teaching and also give the participants experience in planning the workshops which they will later present to the promoted staff.

C. Sequencing the Inservice Education Plan



The MOE is engaged in tentative planning for a three-day workshop for EOs and education centre personnel in August dealing with budgeting and procuring supplies. Because of the very full EO schedule, it is not anticipated that any additional EO workshops will be conducted in 1990.

Issue Requiring Attention

The issue discussed at length in the last report concerning the provision of some type of recognition and incentives for workshop participation has not yet been resolved. At various MOE and PEIP meetings, the problem has been raised, and concern has been expressed about the need for a career ladder which would recognise both pre-service and inservice participation in considering promotions and salary increases. This is obviously a complex issue which will take considerable time to resolve.

D. The Project Method of Teaching

The MOE Department of Primary Education and the Inservice Adviser have been supportive of the efforts of the Curriculum Development Unit to expand the implementation of the project method of teaching in the primary schools in Botswana. With ODA and MOE support, a handbook is being written which will assist primary school teachers and PTTC tutors in understanding and using the project method approach. Chapter three of the handbook will be used by the EOs as a teaching aid when they conduct their four-day PEIP workshops for the promoted staff.

The Department of Primary Education staff at the University of Botswana has had familiarisation sessions dealing with the project method, and some members have attended project method workshops. The next project method workshops, sponsored by ODA and MOE, will be conducted in August/September 1990 for the tutors of the PTTCs, DPE and Curriculum Development Unit personnel.

E. The Botswana Teaching Competency Instruments (BTCI)

The 20 copies of the BTCI video training tape are being used across the country to assist EOs, headteachers and others in understanding, explaining and using the instruments. Ten additional copies of the training tape will be ordered to meet the demand for the tape in workshop presentations.

There are several matters relating to the BTCI which still need to be addressed. For example, research should be conducted to attempt to assess more objectively the effect of these instruments upon teaching performance. This should be accompanied by appropriate modification of the instruments to keep them as relevant as possible to the changing situation in Botswana's primary schools.

F. The Educational Supervision Video Training Tape ("Supervision: Yesterday and Today")

Twenty copies of the video tape have been purchased and will be made available to all of the education centres, the PTTCs and the Junior Secondary Colleges of Education. A "Guide" to provide suggestions in using the training tape was developed, and two papers dealing with the principles of effective supervision have been written by Mr. M. Mogasha and Mrs. G. Tsayang. These materials will be used by the EOs

in the workshops for the promoted staff. It is expected that by December, 1990, almost all of the primary educational supervisors in Botswana (REOs, EOs, headteachers, deputy heads, senior teachers and PTTC tutors) will have viewed the training tapes and participated in training sessions. Comments on the use of the "Guide" for the supervision tape will be elicited in order to make appropriate modifications in it.

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. Status Report of the Primary Teacher Training Colleges in Botswana

A report summarising the self-studies carried out in each of the PTTCs was prepared and widely distributed within the education community. The purpose of the report, titled The Status of the Primary Teacher Training Colleges in Botswana, was four-fold:

1. To provide information to the MOE which would be useful in planning for NDP 7.
2. To provide information to the PTTC Board of Affiliation and the UB Senate regarding the status of the PTTCs.
3. To identify the major issues which the colleges, MOE and UB must address either individually or collectively to effect improvements in the programmes for preparing Botswana's primary school teachers.
4. To provide both an historical record of the characteristics of the programme for preparing primary teachers at this particular stage of educational development (1988/89) in Botswana and to establish bench marks against which progress, or its lack, may be assessed in future years.

B. PTTC Development Plans

The final step in the Self-Study process is the preparation of a five-year development plan by each of the PTTCs. This activity is currently underway in the colleges; however, none of the plans have yet been developed to the point where they have been reviewed by the Teacher Education Department in the MOE.

C. Second National Subject Panel Curriculum Conference

A second National Subject Panel Curriculum Conference was held in January, 1990. The response to this Conference was even greater than the preceding one. Subject panels met during the work sessions to plan for the coming year. Progress during the sessions was impressively greater than the year before because many of the panels had been meeting throughout the year, thus having acquired a certain momentum.

The title of the Conference 'Strategies for Excellence', reflected the pervasive theme of the meeting. The theme was conveyed by in-service familiarisation sessions dealing with the project method approach to teaching in the primary school and up-dates about other Ministry of Education instructional initiatives. Following these sessions, the college subject panels met to develop their strategies for curriculum improvement for the coming year. The Proceedings of the Conference are now being prepared.

D. Primary Teacher Training College Social Studies Tutor's Guide

Plans have been made to complete the Primary Teacher Training College Social Studies Tutor's Guide which has been used on a trial basis in the colleges over the past year.

Dr. Josiah Tlou, the original developer of the Guide, will return as a consultant to work with Dr. Gaontatlhe Mautle, lecturer in the DPE, for six weeks in June and July, 1990. They will evaluate the document, make appropriate revisions in it, and conduct workshops for the social studies tutors.

E. Setswana Consultancy

The Curriculum Implementation Committee approved a consultancy to examine the programme for teaching Setswana in the schools. A Reference Committee of 16 persons was established for the purpose of formulating the Terms of Reference for the consultant and to assist in identifying an appropriate consultant. (See Appendix G for the Consultant's Terms of Reference)

F. Revision of the PTTC Board of Affiliation Regulations

The Dean of the Faculty of Education has appointed a Committee, chaired by the Curriculum Design Specialist, to revise the Academic Regulations governing the PTTCs. It has become very apparent that the current regulations are no longer adequate. The Committee has had two meetings during the reporting period.

G. Board of Affiliation

The Board of Affiliation under the auspices of the Faculty of Education is responsible for certifying the candidates who have successfully completed the two-year PTTC Certificate course. Specialists in the DPE serve as moderators for the foundation subjects, which involves responsibility for the preparation of the examinations and oversight of the marking process. The examinations were conducted in November and the Board of Affiliation approved the results in December.

H. The Proposed Diploma Programme for Primary Teachers

During the reporting period, the consultancy of Dr. Albert Leep was completed and a report titled "A Proposed Plan for Developing and Phasing in a Diploma Programme for Primary Teachers" was prepared. The report was reviewed by the National Council for Teacher Education and transmitted to the Permanent Secretary of the MOE. The Chief Education Officer for Teacher Education has solicited reactions to the report. The proposal is expected to be discussed by the Policy Advisory Committee in the MOE in the near future.

I. PEIP-Line Newsletter

Seven issues of PEIPLINE have been distributed since the inception of the Newsletter in May, 1989.

Issues Requiring Attention

1. Perhaps the outstanding question for the PTTCs relates to the proposal to introduce a three-year preservice diploma programme for primary teachers in Botswana. While the proposal seems to have a broad base of support as a significant step to improve the quality of teaching in the schools, other dimensions of the proposal, including funding, have yet to be considered by Government. PEIP funds have been reserved to give special attention to the development of the curriculum of the Diploma programme, if it should be approved by the Government.

2. It was noted earlier that a decision has been made to remodel the Lobatse Teacher Training College rather than to relocate it to another site. In view of the extreme deficiencies of the Lobatse physical plant, as discussed in the Review Team's report following the Self-Study, it is urged that the educational planning for the remodelled facility begin quickly in order that construction can get underway as early as possible in NDP 7. As is true in the design of all educational facilities, it is critical that the characteristics of the educational programme to be offered be established in advance as a guide to the architect. The form of the physical plant should follow the function which is to be served.

3. Two problems have arisen because of the increased activity of the PTTC subject curriculum panels. At this point, funding of the panels' activities is inadequate. There is a related question as to where the responsibility for funding these activities should rest. The second problem concerns the scheduling of panel activities in order that fewer classes will be missed by tutors. Rather urgent attention to both of these problems is needed if the work of the panels is to proceed as would be desired.

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. This report includes only those new related activities which occurred during the reporting period. A complete report of the activities of the Ohio team members is shown in Appendix A.

A. Ohio University as Depository for Botswana Publications

The Government of Botswana accepted the proposal of Ohio University to serve as a depository for Botswana publications. The National Library Service of Botswana has been designated to serve as the linking agency with Ohio University. Dr. Hwa Mei Lee, Director of Libraries for OU, will be in Botswana April 1 - 6, 1990 to work with Botswana officials in establishing the procedures to implement the depository concept.

B. Rotary Club Books

A report describing and evaluating the Rotary Book Programme was submitted to the Brother's Brother Foundation in Pittsburg in January, 1990 by Professor Max Evans. Over a three-year period (1986-89) nine containers of books (141,211 books) were received and distributed to schools, colleges and libraries in Botswana. In February, 1990 Brother's Brother made additional books available to Botswana. Two containers are expected to arrive in June, 1990. The shipping costs of the books are paid by USAID through the PEIP and JSEIP project.

C. UB Library Requests

The Department of Primary Education responded to an urgent request to the Faculty of Education from the University Library by submitting requests for more than 1,200 professional titles.

D. Computers in Education Consultancy

The Research and Evaluation Specialist coordinated the Consultancy of a specialist in Computers in Education for the Faculty of Education from mid-September to the end of the semester. The consultancy included a wide-ranging assessment of computing needs in the schools, the colleges and the University and produced a

report which provides guidance for the development of computers in the Faculty of Education for both the short and long term. The report has been well received and has been incorporated into the Faculty of Education's plan for NDP 7.

E. Subject Moderators

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

F. Issues in Assessment and Evaluation Workshop

The Research and Evaluation Specialist assisted with planning and coordinating a workshop for the top level academic officers of the University on Issues in Assessment and Evaluation which focused in particular on the examination process at the University of Botswana. The specialist presented one of the papers at the workshop and drafted a Summary Paper of the issues emerging from the workshop.

G. External Examiner at Other Institutions of Higher Learning

The Research and Design Specialist continues to serve as External Examiner for the Department of Education at the Molepolole College of Education and for the Department of Educational Foundations at the University of Zimbabwe.

H. International Achievement in Education Study

Two members of the PEIP team continue to serve as members of the Advisory Committee for the International Achievement in Education study. The study has now pilot tested the instruments which it intends to use and is preparing for testing of the full sample.

Wilson/Yoder 

I. Cooperative Research Project with the University of Stockholm

The Research and Evaluation Specialist continued to provide leadership and coordination for the cooperative Study in School Effectiveness with the Institute of International Education at the University of Stockholm. Four junior secondary schools have been identified for intensive study by three teams of researchers from the University of Botswana and the Institute of International Education.

J. Swedish International Development Research Grants (SAREC)

The Research and Development Specialist continues to serve on the Coordinating Committee for administration of SAREC research grants along with the Director and the Senior Research Fellow from the National Institute for Research and Documentation (NIR) and the Dean of Education. These grants are research funds made available to the NIR by the government of Sweden for the purpose of developing the Educational Research capabilities of the Batswana. The committee is responsible for planning and announcing various research awards, evaluating applications for awards and organising

and conducting training workshops for award recipients.

K. Scholarly Papers

The TESOL Specialist presented papers based on research conducted in Botswana's primary schools at the 1990 TESOL Convention in San Francisco (presented jointly with Dr. Barang Mpotokwane of the Department of Language and Social Science Education) and at the African Curriculum Organisation's Conference on Syllabus and Curriculum in Africa, which was held in Addis Ababa. He also served as a consultant at the ACO Conference.

The Research and Evaluations Specialist had a paper entitled "Characteristics of Effective and Ineffective Primary School Teachers in Botswana" accepted for presentation at the Annual Meeting of the Comparative and International Education Society in Anaheim, California.

L. Supervision of Graduate Study

The Inservice Adviser supervised a Motswana Masters Degree student and a Motswana Ph.D. student from Ohio University who were doing internship and research projects in Botswana.

PART IV

PLANS FOR THE PERIOD

March 1, 1990 - August, 31, 1990

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

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

A. M.Ed. Programme

1. Coordinate the admissions process for 1990/91 applicants.
2. Implement revised course outlines for incoming first-year students.
3. Continue to consult with Ministry of Education and University officials to attempt long-term planning for manpower requirements of the MOE and project intakes for the M.Ed. programme.
4. Develop consultation with appropriate bodies for pursuing collaborative training arrangements.
5. Continue to consult with appropriate bodies on development of long-term plans for the M.Ed. programme consistent with those spelled out in NDP 7.
6. Coordinate and supervise second-year student research projects.

B. Research Centre

1. Determine long-range plans for equipment and space in the Research Centre and plan appropriate modifications to furnishings and electrical outlets.
2. Monitor and maintain equipment and software in the Research Centre.
3. Oversee M.Ed. students' use of computers for research purposes.

C. Primary Education Research Committee

1. Serve as an advisory resource for ongoing research projects in primary education.
2. Encourage primary education research in identified priority areas including Breakthrough to Setswana, Guidance and Counselling and Effective Schools.

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

A. Planning for NDP 7

1. Participate in the discussion and review of Departmental and Faculty of Education development plans as appropriate at the various review levels.

B. Programme Development

1. Admissions Procedures . Consider the report of the Committee on Admissions and transmit recommendations to the relevant University bodies.
2. Internship Handbook . Complete revisions to the Handbook and utilise it in the supervision of interns during the long break (May - July, 1990).
3. DPE Handbook . Complete the writing of the Handbook; arrange for printing and distribution to all students at the beginning of the 1990-91 academic year.
4. Review of Diploma Programme . Establish the structure and terms of reference for a broad-based committee to undertake a review of the present Diploma programme in the DPE.
5. The Project Method . Determine the mode by which appropriate knowledge concerning the project method of teaching can be incorporated into the current Diploma and Degree programmes.
6. Participant Training/Staff Development . Provide support as needed to the four Ph.D. students currently carrying out field work in Botswana for their dissertations; continue efforts to facilitate post-masters study for DPE staff who have yet to undertake advanced study; and select final participants for M.Ed. study under PEIP.

C. Departmental Organisation

1. Departmental Retreat . Plan retreat for early in the 1990-91 academic year to establish the departmental agenda for the year.
2. Committee Structure . Review departmental committee structure.
3. Student Data Base . Maintain and update data base for information as required.
4. DPE Staffing . Continue the provision of instruction by the Ohio staff in the Diploma and B.Ed. programmes at the same approximate level as in past years; assume instructional

responsibilities at the M.Ed. levels as appropriate to the needs of the programme, the qualifications of the Ohio staff and their availability; recruit staff through UB and/or Ohio University for TESOL and science subjects for the first semester, 1990.

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

A. Education Centre Network Development

1. Assist in the development of the last three education centres.
2. Continue plans for staffing and equipping the education centres in Ghanzi, Tsabong, Kasane and Tlokweng.
3. Continue efforts for the upgrading of the centres in Lobatse, Kang and TAPU.
4. Plan for the official opening of the Maun Education Centre July 6, 1990.
5. Work with the MOE in considering additional education centres in areas such as Masunga, Gomare and Jwaneng.
6. Continue the staff development programmes for the Education Centre Directors and affiliated staff.

B. Inservice Education Workshops

1. Complete planning for and implementation of the last phase of PEIP workshops.
2. Evaluate the effectiveness of the EO workshops for promoted staff.
3. Organise and distribute resources and materials needed to facilitate the EO and promoted staff workshops.

C. Inservice for Education Officers

1. Continue the participation of EOs in the follow-up activities relating to the headteachers workshops.
2. Conduct final planning with EOs for the last two years of PEIP workshops during the "good teaching" workshops (March 26 - April 6).
3. Plan with MOE personnel for the next EO workshop in August dealing with budgeting and supplies.
4. Invite EO representation to ODA-sponsored workshops on education centre management (June 18 - 29), teacher advising (July 23 - August 10) and project method (August 27 - September 7).

D. Dissemination of the Botswana Teacher Competency Instruments (BTCI)

1. Order additional copies of the BTCI video training tape and print additional copies of the Manual.
2. Review BTCI concepts following the "good teaching" workshop, and revise as may be appropriate.
3. Consider the feasibility of a study to assess the utilisation of the BTCI in primary schools and PTTCs, and begin implementation if possible.

E. Training in Clinical Supervision

1. Field test the Guide that was developed to accompany the video tape on clinical supervision ("Supervision: Yesterday and Today").
2. Distribute the video training tapes to PTTCs, Education Centres and Colleges of Education.
3. Work with EOs on the use of the tape and Guide in conducting workshops for their promoted staff.
4. Organise a feedback system to assess the effectiveness (during the inservice training programmes) of the training tape and the accompanying materials.

F. Distribution of Rotary Books

1. Address issues of storage and distribution prior to the receipt of the next shipment of Rotary books which are due to arrive during the next report period.

G. Other Inservice Education Activities

1. Assist in developing a comprehensive MOE Department of Teacher Education plan for NDP 7.
2. Assist in the development of a pre-entry PTTC programme for untrained teachers who may wish to apply for admission to the PTTCs.
3. Continue development of a plan to identify "centres of excellence" throughout the country to serve as models for the project method approach to teaching.
4. Assist in developing selection criteria for prospective teacher advisers. (Increase the number from 13 at present to 33 by July, 1990.)
5. Assist in the field testing of a portion of the Project Method Handbook. (Chapter Three will be used as a teaching aid for

a series of FEIP workshops for the promoted staff.)

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

A. The Self-Study Process in the PTTC

1. Continue to assist the principals of the four colleges in organising and preparing five-year development plans based on the findings of the Self-Study and Review Team Reports.
2. Assist the implementation process of the five-year development plans in each of the four PTTCs.
3. Assist in planning for the project method workshops which will be conducted for each PTTC staff by ODA consultants August 27 - September 7.

B. Curriculum Revision Work of the Subject Panels

1. Work closely with the newly appointed Curriculum Coordinator (MOE Department of Teacher Education) in assisting subject panels with curriculum revision work.
2. Select short-term consultants for Setswana and Science and provide support to them.
3. Begin planning for the Third National Subject Panel Curriculum Conference.
4. Continue publication of the PEIPLINE.

C. The Proposed Diploma Programme

1. Assist as appropriate in the MOE's review of the proposed three-year diploma programme for preparing primary teachers.

D. PTTC Affiliation Regulations and Handbook

1. Complete the review and revision of the regulations for the PTTCs.
2. Incorporate the approved, revised regulations into a Handbook.

E. Moderation Role of the DPE

1. Continue to assist the PTTCs with the preparation, administration and moderating of examinations in the foundation subjects, and in reporting the results to the PTTC Board of Affiliated Institutions.
2. Provide support to the DPE Faculty of Education lecturers who are working with the PTTC subject panels.

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 Hasely: Specialist in Primary Inservice Education (MOE: August 2, 1983)
3. Dr. John Milon: Specialist in Teaching English as a Second Language and Language Arts (UB: August 1, 1987)
4. Prof. Jack Reed: Curriculum and Instruction Design Specialist, working mainly with the PTTCs (UB: August 1, 1987)
5. Dr. John Yoder: Research Methods and Design Specialist (UB: August 28, 1986)
6. Mr. Graham Thompson: Specialist in Primary Science Education (UB: August 10, 1989). Note: Mr. Thompson served the uncompleted contract of Dr. Gordon Behm. Mr. Thompson departed post on December 8, 1990. (Mr. Modise Mosothwane, Ph.D. candidate at the University of Georgia returned to Botswana in December, 1989 to collect data for his dissertation and also taught the science education course during the second semester.)

B. Short-Term Consultants1. Three-year Preservice Diploma Consultant

Dr. Albert Leep, Professor of Elementary Education at Ohio University and Coordinator of PEIP, completed the consultancy dealing with the Diploma programme on October 14, 1989.

2. University of Botswana Review Commission

Professor Richard Miller served as a member of the UB Review Commission February 10 - March 2, 1990.

3. PEIP II Short-Term Consultants

A summary of short-term consultants used in PEIP II is shown in Appendix I.

C. Project Coordination

1. Ohio University: The Institutional Contractor

Project Coordination during the reporting period was carried out by Dr. Donald Knox while Dr. Albert Leep was in Botswana. Dr. Leep resumed the Coordinator's post upon his return.

Dr. William Rader, now Director of the School of Curriculum and Instruction, has been involved with the financial side of PEIP since its inception in 1980; and he continues in that role.

In February, the Dean of the College of Education at Ohio University, Dr. Allen Myers, announced his retirement from the Deanship after ten years of service in that position. A nationwide search for his replacement has been initiated.

As has been noted on previous occasions, the quality of support from the Campus continues to be excellent.

2. PEIP Advisory Committee

The PEIP Advisory Committee was established in 1980 in preparation for the advent of PEIP. Since that time the sixteen member Committee, chaired by the Chief Education Officer for Teacher Education, has continued to meet on a regular basis of 2 - 3 times per year. During the reporting period, the Committee met in a special session (December 1) to review and adopt plans for the workshop programme during the final two years of PEIP.

3. Ministry of Education

PEIP liaison with the new Department of Teacher Education in the MOE (Mrs. H.S. Mogami, Chief Education Officer) has proceeded smoothly. The Department of Teacher Education now also incorporates the office of Training. Mr. Gilbert Sechele has been appointed to the Department with responsibilities, among others, for coordinating the PTTCs. Mr. L.P. Kgopong is the Inservice Leader for the Department.

4. University of Botswana

Coordination of PEIP at UB continues to be accomplished primarily through the Office of the Dean of the Faculty of Education. PEIP team members also continue to serve in a variety of roles within UB, including the following: Head of the Department of Primary Education; Coordinator for the PTTC Board of Affiliation; and members of such bodies as Senate, University Graduate Studies Committee, and the Estimates Committee. As noted earlier, all members of the PEIP team continue to have teaching

responsibilities.

Of particular relevance to the objectives of PEIP is the planning for NDP 7 which has been taking place in the Faculty of Education and the University. After a review by the Faculty Executive Committee in late March, the Faculty's plan will be presented to the Faculty Board in late-April for discussion. All units within the University are to present their plans to the University NDP 7 Committee by the end of April.

Steps have been taken during the reporting period to establish and advertise the Post of Coordinator of Affiliated Institutions and Associate Professor in the Faculty of Education. The creation of this position, along with the post of PTTC Coordinator in the MOE Department of Teacher Education, will help to ensure the continuity of leadership which is now being carried out by the PEIP Curriculum Design Specialist.

5. UB Review Commission

The University of Botswana Review Commission was established by the University Council to advise on future direction and development of the University. (See Appendix J for the Terms of Reference.) The Commission, composed of six internationally distinguished members representing Africa, Europe and North America met in Botswana from February 12 - March 2, 1990. The Commission's report is expected to provide significant input into the University's development plans for the period of NDP 7. Prof. Charles Ping, President of Ohio University was appointed to the Commission, but was unable to serve. Professor Richard Miller, also of Ohio University, was appointed to serve in Professor Ping's place.

6. USAID/Botswana

Ms. Barbara Belding, Human Resources Development Officer, continues as the Project Manager for PEIP. The Project Implementation Review was conducted on October 10, 1989. AID/Washington indicated that the project status indicators provided clear evidence that the project is moving toward accomplishing its objectives.

Amendment No. Six to the Ohio University Contract was proposed by the Mission (approved by the Regional Contracts Officer on March 15, 1990), adding \$840,000 of funding to cover performance through November 7, 1990. The Mission has also proposed a one-year contract extension through November, 1991.

The dates of March 12 - April 13 have been established for the USAID teams to come to Botswana to do the preliminary planning for the educational project which will follow-on after the completion of PEIP and JSEIP. The project has been designated as NETWORK - National Education and Training for Work. NETWORK is expected to get underway in

early 1991.

On February 12, 1990 the USAID/Botswana Mission offices moved from the Gaborone Mall to the new Barclays Bank Building in the Government enclave.

7. Coordination with other Projects

The new Chief-of-Party for IEES (Improving the Efficiency of Educational Systems) Dr. Shirley Burchfield and the JSEIP Chief-of-Party, Dr. Wesley Snyder met with the PEIP team in January to share plans and activities in their projects. There were initial discussions concerning the possibility of writing a book describing key elements of PEIP.

The British Council and PEIP continue their collaboration on certain primary education projects, particularly work relating to the project method of teaching. A book describing the Project Method is being written by the wife of the British Council Representative, Mrs. Margaret Moss, and the Council is sponsoring an annual series of workshops for Education Officers over a three-year period dealing with "Good Teaching".

8. Committee Participation

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

9. Ohio Team Planning and Coordination

Two half-day planning/coordination sessions were held during the reporting period, one of which was attended by the USAID Project Manager, Ms. Barbara Belding.

D. The Construction Programme

The addition to the Primary Education Centre during the previous reporting period and the construction of the hostel at UB have been completed and six of the nine new structures for the education centre network are essentially finished. A more detailed discussion of the plans for completing the remainder of the Education Centres is presented on page 11.

E. GOB Support for PEIP

The following budget proposal for PEIP for the 1990-91 financial year was accepted:

Entertainment Expenses	600
Consumables & Lab Supplies	7,500
Equipment	300
Travel (Staff)	25,000
Field Trips	2,000
Motor Vehicle Running Exps.	20,000
Student Projects/Internship	16,385
Workshops	<u>165,000</u>
Total Expenses	237,905

APPENDIX A

Individual Contract Team Members' Report of Activities

Luther Haseley

Activities of the Inservice Adviser
During the Six-Month Period
September 1, 1989 to February 28, 1990

1. Completion of the two-year cycle of Headteachers' Workshops - September 1
2. Complete the distribution of Rotary books to primary schools, education centres, teacher training colleges and colleges of education.
3. Transition from Acting Inservice Leader to Inservice Adviser with the return of Mr. L.P. Kopong - October.
4. Opening of the Selebi-Phikwe Education Centre - November 18.
5. Work with MOE and USAID on planning for the construction of the last three education centres under PEIP and JSEIP.
6. Planning for the last two years of PEIP workshops.
 - a. Broad-based advisory meeting to develop workshop objectives, length, group, etc. - October 13.
 - b. PEIP Advisory (special meeting to discuss plans - December 1
 - c. REO's, MOE and PEIP representatives to discuss E.O. workshop to begin implementation of ~~2~~-year cycle of workshops.
7. Organized and participated in E.O. workshop to plan last 2 years of PEIP workshops for promoted staff of all primary schools.
8. Wrote a "Guide for Trainers" to accompany the supervision tape.
9. Ordered media equipment for four T.T.C.s and vehicles for four new education centres.

10. Worked with the British Council in planning for four ODA workshops.
 - a. Good Teaching - E.O.s, T.A.s, T.T.C. tutors - March 26 to April 6.
 - b. Teacher Advisers - Practicing and prospective T.A.s - July 23 to August 10.
 - c. Project Method - All T.T.C. Tutors - August 27 to September 7.
 - d. Education Centre Workshop - Ed. Centre Staff and selected E.O.s and T.T.C. Tutors - June 18 to 29.
11. Worked with two Ohio University students on their internship and research courses.
12. Began planning a pre- and inservice plan to upgrade untrained teachers.
13. Worked with the planning unit in planning for the upgrading of existing education centres. Serowe upgrading began January 1990.
14. Participated in fifteen (15) PEIP and MOE committees.

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

September 1, 1989 - February 28, 1990

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

- 1- Taught EPI 200: Teaching English as a Second Language
- 2- Taught EPI 406: Methods of Second Language Teaching in Primary School
- 3- Assembled, typed, walked through Government Printer, distributed, moderated and reported upon the PTTC English Examination.
- 4- Moderated the PTTC English Panel meetings at the January National PTTC Tutor Conference.
- 5- Continued development of Curriculum Lab, including ordering books and materials to support DPE programs. Packed and arranged for distribution of books to PTTC's.
- 6- Ordered classroom texts for Department.
- 7- Served as Library and Primary Schools liaison for the Department.
- 8- Assisted with planning and implementation of Headteacher Workshops.
- 9- Served as acting Examinations Officer.
- 10- Continued observing and charting in Standard 3, 4 and 5 classrooms for determining language choice by teachers and students in Botswana Primary Schools.
- 11- Began work on "Internship Handbook."
- 12- Began work on Departmental Handbook.
- 13- Served on Primary, National and PTTC English Panels.
- 14- Served on the Faculty of Education Board, Affiliated Institutions Board and the Department of Primary Education Board, on the latter in the capacity of Secretary.
- 15- Served as Representative of Faculty of Education to the Faculty of Humanities Board.

John P. Milon - Report of Activities - 9/1/89 - 2/28/90

- 16- Served on Internship Taskforce.
- 17- Seconded to Instructional Affairs, Administration Support and Internship Committees.
- 18- Served on the National Research Committee for Botswana which is coordinating administration of a world-wide reading and literacy testing instrument.
- 19- Served as consultant to African Curriculum Organization Workshop/Seminar for presentation at their 1989 Addis Abbaba Conference on Syllabus and Curriculum in Africa, and presented a paper there entitled "Discourse in the Primary English Syllabus."
- 20- Presented a paper at the 1990 TESOL Convention in San Francisco entitled, "Language Choice in a Dual Language Primary System."
- 21- Served on various committees.

PRIMARY EDUCATION IMPROVEMENT PROJECT

SIX-MONTH PROGRESS REPORT

PART II - ACTIVITIES AND ACCOMPLISHMENTS

SEPTEMBER 1, 1989 - FEBRUARY 28, 1990

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. The M.Ed. Programme

The Curriculum Design Specialist taught two half-courses as part of the M.Ed. programme. The first course, *EMPC 610 - Instructional Strategies for Primary Science*, was completed during the first semester. The second course, *EMPC 615 - Current Trends in Teaching Primary Science*, is being taught at the present time and will be completed in mid-April.

Issues: In that these courses are being taught as part of the programme for the first time, they are perceived as a bit of an experiment. The Specialist reported that they seemed to have provided the experiences that had been intended for the Science Education student.

B. Supervision of the Master's Paper

As part of the requirements for successful completion of the M. Ed. degree the student must prepare an advanced project. The Specialist has supervised the development of a proposal for field research.

Issues: Progress on the project has not advanced as rapidly as the Specialist would have desired. However, the proposal is now in its final stages and will be presented to the student's research committee in the near future.

C. 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 attends the Committee meetings on a regular basis.

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. Review and revision of Existing Courses

The syllabus for the course, ESS - 102 Introductory Science, was revised to reflect the teaching schedule and interests of the students.

Issues : As the course draws to a close, it is the Specialist's opinion that the syllabus changes improved the course and influenced a more positive response from the students.

B. Planning for the National Development Plan 7 1991-96 (NDP7)

Planning sessions have been called on a number of occasions and discussions conducted both within the Department and the Faculty.

The Curriculum Design Specialist has participated in planning meetings at the Faculty and Departmental levels. Critiques have been written of draft plans as an aid to the process at both levels.

C. Departmental Organisation

The Department has been organised into a series of sub-committees with the intention of providing greater involvement of Department members in the processes.

The Specialist has participated as a member of the Administrative Support Committee.

D. Internship Developments

An Internship Committee has been meeting throughout the year with an aim to improve the experiences of the students who are involved in the internship.

The Specialist has participated in the activities of the Internship Committee on a regular basis.

E. Student Selection

With each new intake of mature-age entry candidates, the selection process is based, in part, upon the successful completion of an interview. Department of Primary Education staff members, paired with Ministry of Education officers, conduct the structured interviews and report their findings at a selection meeting.

At the close of each year, Year One students are interviewed again to select those persons best suited for either the degree or the diploma programmes. The Specialist participated in the interview process and in the selection meetings following the interviews for both the new intake and the Year One candidates.

F. Project Method

In an effort to involve the Department more fully in the initiatives of the Ministry of Education, a Project Method Committee was formed. Among its terms of reference was to explore methods that might be used to incorporate project method teaching throughout the Department.

The Specialist participated in the meetings of the Project Method Committee.

G. Courses Taught at UB by the Ohio Staff

The Curriculum Design Specialist taught 22 Year-One students in a science course titled *ESS 102 Introductory Science*. This course would ordinarily meet for four hours each week. However, because of frequent conflicts with other responsibilities, it was necessary to schedule the course for six hours a

week and to arrange for the subject to be taught in the first two days of the week.

Issues : (1.) Progress has been adequate this year because of the scheduling change. Student performance has been judged to be of a standard equal to student performance of former years.

(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 topics, the instructor must travel to science rooms in other buildings to borrow equipment and supplies. This extends preparation time and precludes spontaneous demonstrations and student laboratory activities.

(3.) The instructor is not really considered a member of the Department that offers the course. The instructor is asked to meet with the staff once each year for a five-minute portion of the Department meeting. At this time, the instructor is asked to report the student results in the course.

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

A. Headteachers' Workshops

A two-year cycle of Headteacher Workshops were completed during this period. Project members administered the workshops and, in some instances, participated as presenters of a portion of the programme.

The Specialist served as an administrator/coordinator in most of the workshops during the two-year cycle.

B. Education Officer Workshop

The Specialist did not participate in an administrative role in these workshops. He did, however, attend many of the sessions and served as a resource person when appropriate.

DR. JOHN YODER: RESEARCH METHODS AND DESIGN SPECIALIST

Report of Activities

September 1, 1989 - February 28, 1990

During this period the Research Methods and Design Specialist:

1. Taught or participated in teaching EMC 615, ENE 422 and EPI 309.
2. Supervised one M. Ed. dissertation and served on three research committees.
3. Served as coordinator of the M. Ed. programme.
4. Liaised with various MOE officials for planning and advertising for the 1990 intake of M.Ed. students.
5. Edited the Faculty of Education Research Profile and oversaw printing.
6. Did final editing of the Workshop on Gender Issues and oversaw printing.
7. Ordered books and other resource materials for development of departmental and university research capabilities.
8. Served as a member of the planning committee and made a presentation for HEDU's workshop for Deans, Registry and Faculty tutors on Examinations and Assessment at UB. Drafted a summary paper for discussion at the Academic Planning Committee.
9. Maintained Departmental Student Data Base file and prepared for entering data from current new students.
10. Served as External Examiner for the Department of Educational Foundations at the University of Zimbabwe and for the Department of Education at the Molepolole College of Education.
11. Served as "point person"/on-campus facilitator for Computers in Education consultancy.
12. Chaired the following Committees or Work Groups
 - i) Education Graduate Studies Board
 - i) Senate Graduate Studies Committee.
 - ii) Committee for Review of Primary Education Admissions Procedure
 - iv) Registrar's ad hoc committee on Counseling Centre Consultancy.
13. 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) PTTC Education Panel.
- vii) Coordinating Committee for IAE Literacy Survey (IOE Committee)
- viii) Faculty of Education Research Committee (Faculty Committee)
- ix) Planning Committee for university workshop on Issues in Evaluation (HEDU Committee)
- x) Coordinating Committee for University of Stockholm/University of Botswana cooperative research project (Faculty Committee)
- xi) Coordinating Committee for SAREC research grants (Faculty & NIR Committee)

APPENDIX B

Graduate Studies in Education Plan for NDP 7

APPENDIX G

**THE DEVELOPMENT OF GRADUATE STUDIES IN THE FACULTY OF EDUCATION
DURING THE NDP 7 PERIOD, 1991 - 1997**

**THE DEVELOPMENT OF GRADUATE STUDIES IN THE FACULTY OF EDUCATION
DURING THE NDP 7 PERIOD, 1991 - 1997**

1. INTRODUCTION

- 1.1 In the early years of its development, the University of Botswana has concentrated on the development of undergraduate programmes. The only graduate programme of any size and continuity has been the Faculty of Education's M.Ed. (even though in itself the programme has been small scale and uneven in its enrolments). However, it has been agreed that the development of graduate programmes in selected areas of the University is an important new policy direction for NDP 7, as noted in the Higher Education Section of the *Sectorsal Keynote Issues Paper: Education and Training* (Ministry of Education and Ministry of Labour and Home Affairs, October 1989).
- 1.2 The Faculty of Education seeks to participate in the development of graduate studies by consolidating its existing M.Ed. programme through the creation of a Centre for Graduate Studies with a Director and through the provision of appropriate staffing resources in the departments.

2. REVIEW OF NDP 6 PERFORMANCE

- 2.1 The University of Botswana admitted its first Master of Education students in January 1984. These students were the first of 3 successive cohorts of students admitted into the then newly-designed M.Ed. programme between January 1984 and January 1986. Altogether 12 students were admitted over the three-year period of that programme's existence.
- 2.2 In many ways the programme that began at that time accomplished what it set out to do. It was particularly significant in that it charted "new territory" for the University of Botswana. However, from the beginning certain problems became apparent. Some of these were organizational while others were concerned with the nature of the programme itself. Of particular concern to both the Faculty and the Ministry of Education was the fact that it provided only for study in areas such as Curriculum Development or Administration. There was no provision for work in subject "content" areas.
- 2.3 It was in response to these concerns that in November 1985 the then-Dean of Education initiated a complete review of the M.Ed. programme. An Education Graduate Studies Committee and an M.Ed. Coordinator were established within the Faculty. A subcommittee was appointed to review the entire programme and to recommend appropriate revisions which would address the concerns mentioned earlier. After an intensive review of the programme which included a formal needs assessment and other input from persons both within and outside of the University (including in particular persons from the Ministry of Education), the subcommittee recommended to the Faculty that a completely new programme be designed which could meet the needs for Masters Degree trained personnel in Botswana's educational sector more appropriately. It was furthermore recommended that admission to Masters degree studies be suspended until the new programme was operational. These recommendations were accepted by the Faculty and admissions to M.Ed. studies were suspended between January 1986 and September 1986.

- 2.4 The new Master of Education programme then, which became operational for the first time in September 1986, was the result of an attempt to respond to concerns expressed about the first programme--in particular increasing the content options available to students--and to respond to the projected manpower needs of the country. It is a programme which was deliberately structured so that its content could be adapted and modified to meet the changing educational needs of the country with relative ease.
- 2.5 During the NDP 6 period the admissions targets were not met for a number of reasons. These included:
- The decision to restructure the programme and suspend the 1987 intake.
 - The decision by the Ministry of Education in 1989 to change its regulations on release of serving officers which negated the eligibility of many candidates offered places, so that the 1989 intake was canceled.
 - The continuing policy of the government, and the Ministry of Education in particular, of sending over 20 students a year overseas for graduate studies, drew away from the potential pool of candidates for UE. For example, the JSEIP programme sent 27 Ministry of Education staff for M.Ed. degrees between 1986 and 1989.
- 2.6 Thus whereas projected intakes from 1985/6 to 1989/90 totaled 49, in actuality only 16 students entered the programme

TABLE 1

	1985/6		1986/7		1987/8		1988/9		1989/90		1990/91	
	PRO	ACTUAL	PRO	ACTUAL	PRO	ACTUAL	PRO	ACTUAL	PRO	ACTUAL	PRO	ACTUAL
Year 1	5	5	10	4	12	0	17	7	15	0	20	?
Year 2	3	3	5	5	10	4	12	0	17	6	15	0
TOTAL	8	8	15	9	22	4	29	7	32	6	35	?

- 2.7 It should also be noted that staff resources were not properly budgeted in the *University Development Plan: 1985/8 to 1990/91* and hence the M.Ed. has stretched the Faculty's staffing capability severely. Indeed, it has only been possible to sustain the programme through the extra senior staff in the Department of Primary Education provided through the Primary Education Improvement Project (whose goals included the development of a Masters Degree specialisation in Primary Education).

3. ROLE OF THE M.ED. PROGRAMME

- 3.1 The philosophical orientation of the M.Ed. programme is derived from an understanding of education as, first of all, a means for enhancing the personal and professional development of individuals and, secondly, a means to serve the needs of the society, and ultimately the nation, in which it is located.
- 3.2 From this orientation flow two general purposes:

- a) to provide a programme which will enable students to attain a recognized international standard of scholarly and professional achievement in Education at the Masters Degree level including a capacity for independent research and critical thought; and
- b) to prepare individuals who are able to meet the manpower needs of the nation at the highest professional levels and who can contribute to the identification and resolution of educational problems in Botswana.

3.3 The following aims are derived from the above purposes:

- a) To prepare applied scholars for senior positions in the field of education.
- b) To prepare specialists in education who have developed sufficient breadth of training and professional flexibility so as to enable them to function effectively in a variety of educational settings.
- c) To familiarize students with the latest information in their areas of study and to provide them with the analytical and evaluative skills necessary for applying it in those settings where it may be appropriate.
- d) To provide students with the understandings and skills necessary for planning, conducting and reporting educational research as well as for evaluating such studies.
- e) To prepare educators who are able to contribute substantively to a critical understanding of education in Botswana through research.

3.4 Furthermore, it is envisaged that the graduate programme will provide a focal point and stimulus for the further development of educational research in the Faculty, by staff as well as students.

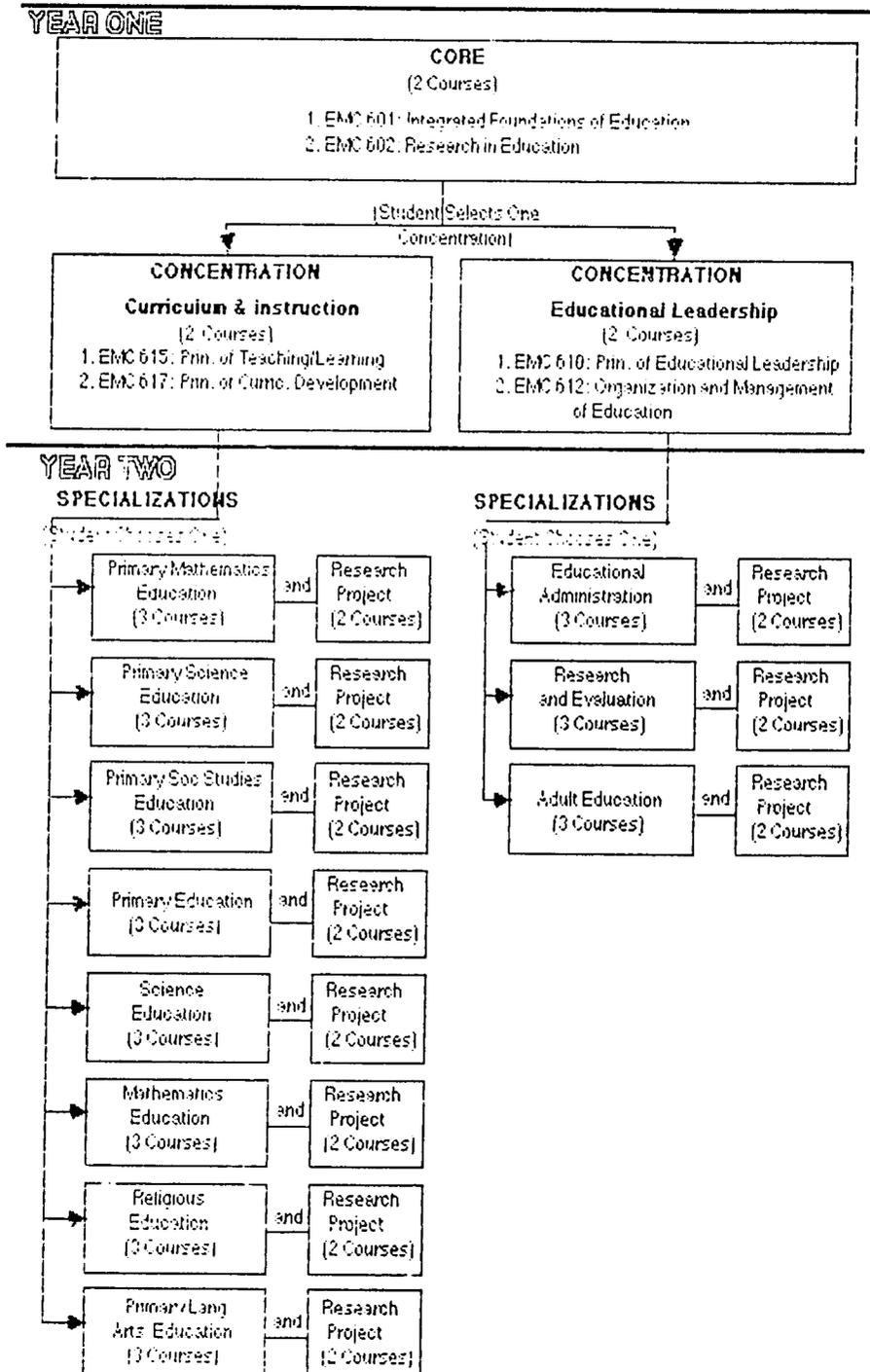
3.5 It should be noted that while the majority of the students enrolled in the programme will be from Botswana, it is envisaged that the M.Ed. will attract a number of students from the wider Eastern and Southern Africa region (particularly in specializations such as Adult Education and Nursing Education).

4. **PROGRAMME DEVELOPMENT**

4.1 The basic structure for the M.Ed. programme established in 1988 will remain in place. The programme offers a graduate qualification by course work and research which enables specialization in particular areas of education - see Diagram 1. It is a flexible structure which enables new specializations to be added as required. The regulations enable both part-time and full-time provision by offering common courses for both groups of students in the late afternoon/evening.

Diagram 1

M. ED. PROGRAMME



4.2 The challenge for the NDP 7 period is to synchronize the provision of specializations with identified needs, taking into account both government manpower planning requirements and individual demand. The small population of educational personnel in the field means that only small numbers of students will be available for each specialization at any one point in time. The Faculty's solution has three dimensions:

- a) Following consultations and a need-identification process in 1989, to project on an annual basis, for the period 1991 to 1997, the specializations to be offered and the availability of full-time and part-time options. (See Table 2).
- b) To propose collaboration with foreign universities whereby students do the common first year at the University of Botswana and then go abroad to pursue their specialization for a second year, in areas in which the Faculty of Education lacks expertise. (See attached *Concept Paper-Appendix*.)
- c) To initiate, during the plan period, studies of the feasibility and possible modalities for offering Masters Degree work by Distance Learning or by Modular Scheduling.

TABLE 2
Projected Intakes of M.Ed. Specializations

Specializations	Academic Years					
	1991/2	1992/3	1993/4	1994/5	1995/6	1996/7
Administration	F/P	F	F	F	F/P	F
Adult Education		F		F		F
Research & Eval	P				F	
Testing & Meas			F			
Primary Educ.					F	
Primary Math Educ.	F					
Primary Soc Stud.						F
Primary Sci. Ed.						F
Primary Lang Arts		F				
Math Education				F		
Science Educ.				F		
Geography	F		F			
Nursing Education	F		F		F	
Home Economics		F		F		F
Guidance & Couns			F			
Setswana		F			F	
Curriculum Dev.				F		
English/Lang Arts				F		
Education Found					F	
Special Education					F	
Educational Tech						F

F = Full time

P = Part time

- 4.3 There are currently eleven specializations with fully developed curricula, as indicated in Diagram 1. It is intended to develop and offer during the Plan period eleven additional specializations: Guidance and Counseling, Special Education, Curriculum Development, Testing and Measurement, Foundations of Education, Educational Technology, Nursing Education, English, Geography, Setswana and Home Economics.
- 4.4 Thus the programme during 1991-1997 will be developed in terms of increased part-time provision, a wider range of specializations offered within Botswana, and access to specialized study abroad. An intake of 20 students per year is projected from 1992/3, with some students leaving after Year 1 for overseas studies.

TABLE 3

M.Ed. Enrolment Projections

	1991/2	1992/3	1993/4	1994/5	1995/6	1996/7
Year 1	15	20	20	20	20	20
Year 2	?	15	15	15	15	15
TOTAL	?	35	35	35	35	35

5. ORGANIZATIONAL DEVELOPMENT

5.1 It is proposed to establish a Centre for Graduate Studies under the Office of the Dean, with a Director of Graduate Studies and Research responsible directly to the Dean. Staff from departments in the Faculty of Education (and other Faculties where appropriate, for example in subject content degrees) who teach on the programme will be accredited to the Centre for Graduate Studies and during the academic year that they teach courses or supervise research projects will be members of the Board of the Centre for Graduate Studies. The Board will have the academic responsibilities of a Departmental Board, while Faculty Executive will take responsibility for policy and resource development as membership of the Board will vary from year to year and lack long-term continuity. This structure consolidates the existing situation (especially by upgrading and formalizing the present part-time position of M.Ed. Coordinator) and facilitates the cross-departmental nature of the programme. Students will be admitted and registered in the Centre for Graduate Studies.

5.2 The Director of Graduate Studies will have responsibility for providing leadership to the programme and will have academic duties (for teaching Year 1 educational research methods and for coordinating Year 2 research projects) and administrative duties (for supervision of courses, admissions, timetabling, textbook ordering, examinations and external examiners, programme evaluation and curriculum development, budgetary and student progress). In other words, the Director will be equivalent in all ways to the Head of a Department. Additionally, the position will involve responsibility for providing leadership to educational research in the Faculty, formally through chairing the Faculty of Education Research Committee and informally through providing advice and assistance to staff members, especially those engaged in field work for graduate studies.

6. RESOURCES

6.1 The programme requires the appointment of a Director of Graduate Studies at Professorial level with a strong background in educational research methods. The Faculty's departments will need to have their staff establishments strengthened in order that staff may teach on the M.Ed. programme as appropriate. In order to cover the Year 1 common programme of six courses, the Department of Educational Foundations will require three posts on the assumption of a graduate teaching load of two courses per staff member, compared to the undergraduate load of three courses. The specializations projected in Table 2 suggest other increases in departmental staffing as follows: Department of Educational Foundations 1. Department of Maths and Science

Education 2, Department of Primary Education 1.5, Department of Nursing Education 1.5, Department of Languages and Social Sciences 1.5.

(It should be noted that the rationale for increased staffing is to enable various members of the department to contribute to the M.Ed., as well as other programmes, and does not imply posts exclusively linked to graduate teaching.)

TABLE 4

Staff/Student Ratio for M.Ed. Programme

	FTEs	M.Ed. Posts	S/S R
1991/2	20	8	1:3.5
1992/3	35	8	1:4.5
1993/4	35	8	1:4.5
1994/5	35	8	1:4.5
1995/6	35	8	1:4.5
1996/7	35	8	1:4.5

(It should be noted that a single FTE in this programme is based on 4 courses per year, not 6 courses as in the bachelors' programmes, and that research supervision/advising has been included in this calculation.)

- 6.2 The programme will require a post of secretary. Other recurrent resources will be budgeted for through the annual estimates exercise in the normal way and continued efforts will be made to extend the library holdings in relevant fields.

7. PHYSICAL FACILITIES

- 7.1 The enrolment projection of an annual intake of 20 students per year coupled with the course break-down of the programme (six first year courses and potentially up to nine second year courses with small groups) are data which will have to be included in planning the overall classroom requirements of the University during NDP 7.
- 7.2 A special Graduate Studies Room is required with 20 individual places (desks) and 10 micro computers.
- 7.3 It is proposed that special graduate student hostels are built to meet the needs of all graduate programmes in the University.

February 1990

APPENDIX

Concept Paper

on

Collaboration Between the University of Botswana and Universities Abroad in the Preparation of Masters Degree Students in Specialized Areas in Education

1. BACKGROUND AND RATIONALE

- 1.1 The continuing rapid development within the Education Sector of Botswana has served to highlight a need for Botswana to be prepared in specialized areas at the Masters level in order to fill positions such as Education Officer, Education Centre Director, Curriculum Development Officer or Tutor in a College of Education, Teacher Training College or Nursing School. This need has been made particularly acute with the projected opening of the new College of Education at Tonota, with the proposed upgrading of the Primary Teachers Training Colleges to diploma status and the proposed expansion of the National Health Institute. It has been understood from the beginning that the upgrading of the PTTCs, for example, was at least in part contingent upon there being a core of local tutors in the colleges who were prepared at the Masters level to teach in their areas.
- 1.2 Since the introduction of its revised M.Ed. programme in 1986 the the Faculty of Education at UB, in anticipation of such needs, has developed an increased, but still somewhat limited, range of specializations at the masters level. The degree is a two year programme in which the first year consists of common courses in areas such as Research Methodology and Foundations of Education, while the second year consists of coursework and a research project in a specialized area. This programme is the result of wide consultation during the planning stages and reflects an attempt to meet the stated needs of government departments for persons prepared at the Masters level in a variety of specialized areas at the same time that it attempts to maximize staff efficiency by grouping students into common courses where possible. Eleven separate specializations have been developed and approved by the University, with several additional ones in the discussion or planning stages.
- 1.3 Two major constraints have emerged, however, in actually offering some of the approved specializations as well as additional ones which may be developed. These revolve around issues of staffing and student numbers. Though the programme has been deliberately designed to minimize the number of staff required with different specialized backgrounds, this effect can be mainly observed during the first year of study where students are enrolled in common courses. When students move into their second year, taking up their individual specializations and engaging in their research projects, staff who have specialized in each of the areas are required to work with them.
- 1.4 For some areas of specialization, such as Educational Administration for example, the relatively large number of students within that specialization and the more or less constant numbers from one year to the next make it possible to maintain viable class sizes and to plan staffing for the longer term. For other, more highly specialized areas in which the demand is more restricted, there may be too few students to make viable class sizes. Furthermore, the request for

preparation in these, more specialized, areas often is not constant from year to year such that the specialization may be required only once over a period of several years.

- 1.5 The difficulty which this poses for recruiting, selecting and developing high calibre academic staff is obvious. Offering specialized courses of study on an "as needed" basis means either that existing staff in that particular area must be considerably overloaded for the duration of that course or that short term specialists must be recruited for periods of one to two years and then terminated. Neither of these options appear to be viable.

2. PROPOSED COLLABORATION

- 2.1 The traditional response to the above dilemma has been to send students abroad. However there are several reasons to re-consider this option. One is the importance of graduate studies being done, as much as possible, within the educational, cultural and social milieu in which they are to be applied. A second reason concerns the ever increasing costs of sending students to study abroad for extended periods of time. A third reason is that continuing to send students abroad for all of their graduate studies does nothing to strengthen the institutional capacity of the University of Botswana to carry out high quality graduate level education.
- 2.2 A collaborative approach to Masters level preparation between the University of Botswana and other universities abroad, such as in North America or the United Kingdom could, at least in the medium term, provide a solution to this dilemma. Specializations for which there was an on-going demand would continue to be offered in their entirety by the University of Botswana consistent with the development of its capacity and resources. More specialized requirements would be met under an arrangement with one or more universities abroad whereby students would do their first year of masters degree work at the University of Botswana then transfer abroad for the second (final) year of study.
- 2.3 Such an approach would have the advantage of ensuring that at least a substantial portion of the studies are conducted within the context of the home country and of building upon and developing the existing capabilities of the Faculty of Education to offer quality graduate instruction. It would, at the same time, reduce costs to the government in proportion to the time spent studying in-country.

3. COURSES

- 3.1 The courses taken at UB under the collaborative arrangement would be those considered to be "core courses" and would include Research Methodology, Integrated Foundations of Education and, depending on the student's intended specialization, two courses in Educational Leadership or in Curriculum and Instruction. The courses taken abroad would be those directly related to the student's area of specialization.

4. DEGREE

- 4.1 The degree would be awarded by the receiving university on the basis of its own regulations and coursework taken in residence there but would also include awarding credit for the courses taken at UB.

5. **FEES**

- 5.1 Tuition and other fees would be charged by each university according to their respective fee schedules and would be based on the time spent in residence at the respective institutions.

6. **LINK UNIVERSITY**

- 6.1 It is to be expected that a single university in, for example, North America, would not be likely to offer programmes or specialisations in all areas for which there may be requests. It would be useful, however, if an agreement could be reached with one institution to function as a link institution whereby that university, in addition to direct collaboration with the University of Botswana in accepting Masters Degree students, could also serve as an intermediary for purposes of assisting in identification of possible programmes in other universities for specific training needs and in making arrangements for students to enrol there.

APPENDIX C

Department of Primary Education Proposal for NDP 7

UNIVERSITY OF BOTSWANA
 FACULTY OF EDUCATION
 DEPARTMENT OF PRIMARY EDUCATION
 PROPOSAL FOR NDP 7
 December 12, 1989

1.0 REVIEW OF NDP 6 PERFORMANCE

1.1 Brief history of the Department of Primary Education

1.2 The Department of Primary Education (DPE) was established in 1981 as one dimension of the Ohio University/USAID supported Primary Education Improvement Project (PEIP). The stated role of the DPE was to prepare tutors for the Primary Teacher Training Colleges (PTTCs) and education officers for the Ministry of Education (MOE) through a four-year degree programme and to prepare senior, deputy and head teachers for leadership roles in the primary schools through a two-year diploma programme. The DPE programme is an inservice programme in that only experienced primary school teachers are accepted into it and, upon graduation, the students return to roles in the primary sector of education.

1.3 The first five years of the DPE corresponded closely to the period for NDP 5 (1980-81 through 1984-85) while NDP 6 essentially encompasses the second five-years of the Department. In 1986, PEIP (hereinafter referred to as PEIP II) was extended for five years. The phasing down of PEIP II has now begun, and the project is scheduled for termination in 1991.

1.4 The UB Development Plan for the period 1985-91 (NDP 6) is essentially silent concerning the DPE. No enrollment projections for the period were given for the B.Ed. (primary) programme while two sets of conflicting figures were presented for the Diploma programme.

1.5 The Education Section of the GOB document for NDP 7 states that PEIP "aims at producing 20 (B.Ed.) graduates per year during NDP 6. It is expected that all teaching positions in the primary TTCs will be localised through this project." (P146)

1.6 The Project Paper setting forth the second phase of PEIP stated that there would be "A gradual increase in the number of students taken into the B.Ed. and Diploma programmes at UB from the current number of 30 up to 50 per year (from 20 and 10 respectively to 35 and 15)." (P12)

1.7 The DPE has undergone several USAID-sponsored evaluations during its lifetime. Two are particularly noteworthy: "A Report of an Evaluation of the Diploma and Bachelor of Education Programmes in the Department of Primary Education at the University of Botswana" conducted by Dr. Carl Personke of the University of Wisconsin in 1987

and an "Interim Evaluation of the Primary Education Improvement Project, Phase II, USAID/Botswana" conducted in November/December, 1988 by consultants from the Education Development Centre, Newton, Massachusetts.

2.0 DPE Intakes, Outputs and Postings During NDP 6

2.1 Statistical Presentation

<u>Year</u>	<u>Intake</u>	<u>Graduates</u>		<u>Postings</u>	
		B.Ed.	Diploma	PTTCs	MOE
1986-87	36	22	10	16	6
1987-88	30	19	11	10	9
1988-89	31	22	16	13	9
1989-90	22	<u>33</u>	<u>15</u>	-	-
	Total	96	52		

2.2 It can be observed in the figures presented above that the annual intakes have fallen considerably short of the 50 set out in the PEIP II Project Paper. The basic explanation for the shortfall is that the intake for each year was the total number who qualified for admission to UB under the Mature Age Entry Scheme. However, there would have been an intake of 38 in 1989-90 if the MOE had provided bursaries for all who qualified. (The MOE introduced a policy of providing bursaries only for those who had six or more years of teaching experience, whereas the UB regulations require only two years of teaching experience.)

3.0 Staff Development

3.1 In the original design of the DPE an establishment of eight was approved. The original intent was to have the DPE completely localised at the end of the first five-year phase of PEIP. This goal was achieved. Eight Batswana with B.Ed. degrees were recruited, most of whom had primary school teaching experience, and sent to the U.S. for Masters degrees. All eight successfully completed their degrees and returned to UB to take up their teaching responsibilities in the DPE. One of the original eight resigned after three years and was replaced by a Motswana holding an M.Ed. degree from UB. Under PEIP II, three DPE staff members and two from Educational Foundations were sent to the U.S. for doctoral studies. One has completed his Ph.D. and the other four are currently doing the fieldwork for their dissertations.

4.0 Programme Development

The original goal of preparing B.Ed. graduates for the roles of PTTC tutor and education officer and Diploma holders for leadership positions in the primary schools remains unchanged. As a result of the evaluation by Personke, a fourth option was added to the degree programme which provides for an emphasis in early childhood education. Studies are also underway to broaden the B.Ed. internship experience. The structure of the Diploma programme is essentially unchanged from its original conceptualisation.

5.0 Resources

5.1 The DPE has been the beneficiary of certain special resources through PEIP. These have included funding for graduate study for the Batswana staff, the provision of technical assistance through Ohio University/USAID, equipment, library resources, the construction of a special building (the Primary Education Centre), a small addition to that building and two hostels.

5.2 The role of the Ohio University/USAID technical staff has been to assist with the development of the programmes offered in the DPE, to teach certain courses, to facilitate educational research and to assist with the PEIP inservice education programme and curriculum development work in the PTTCs. Approximately one-half of the work of the Ohio staff was devoted to PEIP activities outside the University. The position of Head of Department for Primary Education during these developmental years has been filled by an Ohio staff member.

5.3 Whenever possible, members of the Batswana staff returning from graduate study abroad overlapped for a period with their Ohio counterparts. The overlap period varied from a few weeks to over a year in one instance.

5.4 Discussions have been held with all DPE staff who are not already in doctoral programmes with regard to their interests in pursuing further studies and possible target dates for such studies have been considered.

5.5 It should be noted that there are two courses required in the DPE programme for which there are no qualified staff within the University. These courses, music and agriculture/domestic science, are taught by part-time lecturers. It should also be noted that the current lecturer for the arts and crafts course feels that she should be more fully trained.

6.0 Facilities

The building known as the Primary Education Centre (PEC) was occupied in February, 1983. In addition to providing classroom space and offices, there were provisions for a materials production room to facilitate the PEIP inservice education programme. Under Phase II of PEIP, an annex to the PEC was constructed (the ground floor of the new Education building) which contains a science classroom, a regular classroom, a seminar room and storage. The classrooms are time-tabled for other classes as well as DPE.

7.0 A Concluding Comment

In general, the DPE is on target with the goals which had been set for it: A fully localised staff, all of whom hold the Masters degree and three who will relatively soon possess the doctorate; programmes which, according to the evaluations, are effectively addressing the training needs set for them; and graduates, who on the whole, are performing acceptably in a variety of roles in the PTTCs, the MQE and in the schools. The Batswana staff, which previously was without any experience in higher education, has matured rapidly and is assuming

productive roles as teachers, researchers, and resources to the nation in the field of Primary Education.

2.0 THE ROLE OF THE DEPARTMENT OF PRIMARY EDUCATION IN THE 1990's

2.1 Introductory Statement

2.2 The role of the DPE is discussed from several perspectives: the philosophical ideals which undergird the programme in primary education; the general objectives which the DPE is seeking to achieve; the specific national manpower needs in primary education which the DPE will address during this period; and the professional role of the DPE staff.

2.3 Statement of Philosophy

2.4 The Department of Primary Education embraces the view expressed in the report of the National Commission on Education (1977) that the principal aim of education is individual development. The individual is regarded as having unique value and it is only through the developed capacities and attitudes of individuals that society changes.

The DPE staff also recognises that education has social aims that relate to and reflect the values of the Botswana society. The national principles for building the country - democracy, development, self-reliance and unity - have been clearly set forth. In combination, these four principles produce the national philosophy of Kagisano - social harmony which embraces the concepts of social justice, interdependence and mutual assistance.

It is from this philosophical framework that the DPE addresses its mission relating to primary education in Botswana.

2.4 General Objectives of the DPE

2.41 a. To provide, in collaboration with others, leadership for the improvement of basic education in Botswana.

b. To strive toward becoming a centre of excellence dedicated to improving the quality of teacher education and teaching in the primary schools of Botswana.

c. To prepare personnel for higher posts of responsibility in the field of primary education in Botswana who are capable of being responsible agents for the improvement of basic education.

d. To contribute to the store of knowledge about the educational enterprise in Botswana through research and evaluation undertakings.

The Department of Primary Education believes that these objectives cannot be achieved without a strong commitment to change.

2.5 Manpower Needs that will be Addressed in NDP 7 through the Bachelor of Education (Primary) Programme

2.51 The B.Ed. (primary) programme will continue to prepare tutors for the PTTCs and education officers for the MOE.

2.52 It is anticipated that there will be a continuing demand throughout NDP7 for PTTC tutors, although somewhat reduced from previous levels. The demands will be created by the departure of staff for further study, the departure of expatriate staff, the employment of PTTC tutors in other sectors of the education system, resignations to go into the private sector, retirement, and disability. By the end of NDP 7, the demand for PTTC tutors holding the B.Ed. degree will largely be eliminated if the proposed schedule for implementing the three-year diploma programme is adopted by the MOE, since the general qualification for teaching in the Diploma programme will be the M.Ed. degree.

2.53 Likewise, it is anticipated that there will be a continuing requirement for a limited number of education officers who will serve as field officers, in education centres or in various units of the Department of Curriculum Development and Evaluation.

2.54 The DPE will be able to respond, within limits, to other manpower needs which are not now regarded as priorities. For example, should it be decided as a matter of educational policy that the head teachers of group I primary schools should be degree holders, programme modifications could be made to prepare specialists in educational leadership.

2.60 Manpower Needs that will be Addressed in NDP 7 through the Diploma (Primary) Programme

2.61 The two-year Diploma in Primary Education programme consists of a content-oriented first year which is taken by all students entering the DPE and a second year which focuses primarily upon methods of teaching the major subjects in the primary schools, administration and guidance. Students also elect two one-semester content courses during the second year.

2.62 Diploma graduates who come into the DPE programme as assistant teachers are appointed to the posts of senior teacher. Those who held the posts of deputy prior to entering the DPE are posted to primary schools as deputies or heads, while head teachers usually return to headteacher posts.

2.63 A need has been identified in the MOE to prepare primary school teacher advisors who would work directly with teachers in primary schools to assist in the implementation of the MOE innovations. At the present time, teacher advisors are trained abroad, principally in the United Kingdom.

2.64 The DPE is prepared, in cooperation with MOE personnel, to undertake a careful study of the preparation programme needed by teacher advisors and to make appropriate changes in the current

diploma programme to accommodate this training requirement. The DPE believes that a well designed and supervised internship during the long break between year one and year two will be an essential element in the teacher advisor preparation programme. The staff of the DPE believes also that there may be a need to design a diploma programme expressly to upgrade leadership skills of deputies and heads in the primary schools and the staff is prepared to respond to this need.

2.7 Care and Education of the Young Child (2-6)

2.71 The Government of Botswana appears to be moving in the direction of a national policy on the care and education of young children in the age range of 2 - 6 years. The DPE views the area of preschool education as a logical extension of its programme focusing on education in the primary schools.

2.72 The DPE will monitor developments in the care and education of young children and, to the extent possible, provide input into the development of national policy.

2.73 The DPE would expect to play a significant role in the development of future training programmes for personnel in the field of early childhood education.

2.8 Role of DPE Staff in In-service Education

2.81 The DPE staff believes that it has both a professional obligation and a professional opportunity to be involved in inservice programmes for teachers, tutors in the PTTCs, education officers and other educators. This philosophy of service to the profession has been well-established during the past eight years.

2.82 Within the limits of the time and resources available, DPE staff will participate in inservice education in the following ways: through service on MOE inservice planning committees; by presentations at workshops and conferences; through the organisation of inservice activities for PTTC tutors through the Board of Affiliation; by responding when possible to requests from individual schools or education officers to mount workshops for teachers; and, by providing opportunities for DPE students, as a part of their course requirements, to conduct workshops for primary teachers.

2.9 Role of the DPE Staff in Conducting Educational Research

2.91 The DPE staff members believe that conducting research related to the broad areas of teaching and learning, curriculum and the organisation and management of primary schools in Botswana is an important dimension of their professional roles.

2.92 The DPE staff expects to increase the extent of its involvement in research undertakings during NDP7 over that of the previous planning period.

3.0 Role of DPE Staff in the Graduate Programme

3.1 The M.Ed. programme currently provides for several

specialisations in the area of primary education. The DPE staff will assume responsibility for developing new specialisations as needs arise. The DPE staff will become substantially involved both with teaching and guiding research at the graduate level.

4.0 ORGANISATIONAL DEVELOPMENT

4.1 Cross Departmental Teaching

4.12 The DPE staff believes that the principle should continue to be observed of locating so-called content courses which primary education students take in the appropriate external department, while courses relating to the pedagogy of primary education would be considered DPE courses. If a decision should be made at the Faculty level to relocate certain content courses in the DPE, then the required additional resources for teaching these courses would have to be made available. (For further discussion of this issue, please refer to the position paper on "Cross Departmental Teaching" November 30, 1989)

4.2 Selection of Students

4.21 The DPE will continue its efforts to develop selection/admissions procedures which will ensure insofar as possible that the best students are admitted to the programme. Policies and procedures will be developed and tested which will deal with the type of student which "should" be selected, the types of information required for selection, the means of collecting the required information and how the information should be used.

4.22 The DPE notes that few senior people in the primary schools are now applying for admission to the primary education programme and that, given the present salary structure and career ladder, there are few incentives for them to upgrade their training. The DPE staff believes that this issue must be addressed by relevant government authorities if the ablest primary school teachers are to be motivated to seek higher training.

4.23 Given the condition that the programme is an inservice one and will remain so for the foreseeable future, the qualifications of its intake is directly related to the qualifications of the teachers in the primary schools. While the current typical qualification is a J.C. pass and PTTC Certificate, the long-term outlook is that teachers at all levels of the basic education programme (years 1 - 9) will possess the Diploma qualification. Since the anticipated, usual qualification for admission to teacher training institutions awarding the Diploma will be a third class Cambridge pass or better, the eventual pool of teacher applicants will hold Cambridge level passes. This suggests that the staff of the DPE will need to be particularly sensitive to the rising qualifications of its intake in order to make appropriate adjustments to the curriculum.

4.30 Upgrading Degree for Junior Secondary Diplomates

4.31 The Faculty of Education has initiated a study of a possible upgrading degree programme for the Molepolole and Tonota Diplomates. The report of the Ad Hoc Committee to the Molepolole Board of

Affiliation (28 November, 1989) implies that the upgrading degree would be directed exclusively toward preparation for further service at the secondary level.

4.32 The DPE staff believes that the assumptions underlying the Ad Hoc Committee's recommendations should be carefully reviewed in terms of a possible upgrading degree for some diplomate holders through the Department of Primary Education. The arguments for such consideration include the MOE policy of conceptualising basic education as an integrated 9-year programme, the fact that year 7, now primary, will eventually become part of junior secondary, and the possibility that junior secondary diploma holders would find work in the primary sector of education a satisfying and challenging opportunity. There is already precedent for primary-trained personnel moving into the junior secondary area; perhaps the principle is just as applicable to movement in the other direction.

4.33 The DPE staff recommends that it be involved in any future discussions concerning an upgrading degree for junior secondary diploma holders and that a careful analysis be made of the potential values of also providing upgrading avenues through DPE.

4.4 Relationship of the DPE to the Proposed Three-year Diplomates in Primary Education

4.41 The proposed three-year diplomate for preparing primary school teachers is a pre-service preparation programme enrolling mainly secondary school graduates (minimum third-class pass).

4.42 The anticipated relationship of the DPE to the three-year diplomate has two dimensions: that relating to the role of DPE in preparing lecturers for the training institutions (Colleges of Primary Education) and the DPE responsibilities associated with the Board of Affiliation relationship.

4.43 The DPE will have a major role in preparing lecturers for the Primary Colleges of Education just as they have had for the PTTCs. It is anticipated that many of the current PTTC tutors will become lecturers in the new colleges. In most instances, this will require that the tutors now possessing a B.Ed. (primary) degree return to UB for the M.Ed. degree, which will probably be the minimum qualification for teaching in the diploma-granting colleges.

4.44 The Department anticipates a continuing relationship with the new institutions, similar in some respects to that which now exists between DPE and the PTTCs. It is recognised, however, that the affiliation model which has been evolved to govern the relationship between the Junior Secondary Colleges of Education (MCE and Tonota) may well be applicable to the proposed Colleges of Primary Education. A major difference between the two presently is the manner in which external examining is conducted.

4.45 In the early stages of development the DPE staff would expect to contribute to curriculum development for the colleges, provide inservice education to the institutions, be represented on the Board of Affiliation and serve as external examiners for the Colleges.

4.46 For as long as UB should continue to serve as the validating institution for diplomas offered through the proposed diploma programme, it is logical that DPE staff would be expected to play a major role in setting and maintaining standards for the institutions.

5.0 RESOURCES REQUIRED

5.1 For the purposes of this planning proposal, the term resources refers to the staff needed to carry out effectively the work of the department, instructional materials and equipment needs. Since staffing needs are related to the numbers of students to be served, projected student enrollments are also included in this section and presented first.

5.2 Projected student enrollments

5.21 The DPE anticipates the continuation of current Diploma and B.Ed. programmes, perhaps with some modifications. The Department is planning for a student enrollment base somewhat higher than has been the case over the past eight years. Given the two programmes and the projected staffing, an annual intake of 40-45 can be accommodated.

5.22 The sectioning of students to either the diploma or degree programme will continue to take place at the end of year one. The criteria for sectioning students will continue to include first-year academic performance, student preference and MOE manpower requirements.

5.23 While there can be adjustments made to some extent in the number of students served in the two programmes, their viability suggests that the B.Ed. programme should not have fewer than 15 in any given year and that 20-25 is a preferred number since it provides greater flexibility in the options which can be offered. Ten is regarded as the minimum desirable for the diploma programme; however 20 could be accommodated.

5.24 Preference in admission will, of course, be given to students from Botswana. A limited number of foreign students will be considered if places are available.

5.30 Staffing Requirements

5.31 The Diploma and B.Ed. programmes envisioned for the period of NDP7 can be accommodated, with certain possible exceptions, with an establishment of nine, an increase of one over the present number. The additional staff members would assume a portion of the teaching load of whomever is appointed as Head of the Department of Primary Education and would assist with the teaching loads of individuals who were engaged with M.Ed. teaching responsibilities. It is not anticipated, however, that the addition of one staff member would solve the staffing problem for the M.Ed. (primary) specialisations. The DPE believes that this problem must also be addressed by the Graduate Studies committee on a Faculty-wide basis.

5.32 The DPE will continue to need parttime lecturers to teach

courses in music and domestic science/agriculture until such time as programmes in these areas are established in the University.

5.4 Secretarial Services

5.41 For much of the life of the DPE, the Department has had the services of both a secretary and a typist. The secretarial job description relates to work associated with PEIP; however, in reality much service has been given to departmental activities. The typist's work is related primarily to the needs of lecturers but, as in the case of the secretary, some of the typist's time was given to PEIP activities, particularly preparation for workshops. The post of secretary will continue until the termination of PEIP in December, 1991.

5.42 The clerical services (typing, filing, photocopying, etc.) of at least one person will be needed for the usual departmental work after the completion of PEIP. There are certain periods of high demand for clerical services, such as the preparation of examinations for the PTTCs, when additional assistance is needed. This service could, perhaps, be made available through the office of the Coordinator for Affiliated Institutions.

5.5 Instructional Resources

5.51 Through PEIP, basic library resources for the Department have been provided. It is important that the Department continue an aggressive acquisitions policy through both normal University funding and through donor funding.

5.52 A curriculum laboratory has been established primarily, but not exclusively, for the use of lecturers in DPE. The curriculum laboratory contains materials which, in the main, are not suitable for placement in the UB library, such as MOE syllabuses for the primary schools, instructional games and simulations. The books which are located in the curriculum laboratory are, in almost all instances, duplicates of books purchased through PEIP and placed in the main library.

5.53 The DPE will continue to operate and develop the primary education curriculum laboratory. The DPE staff believes that a similar resource centre, professionally staffed, would be a valuable asset for the entire Faculty of Education. In the event that such a centre for curriculum materials were to be developed, many of the materials now in the primary curriculum laboratory could be integrated into the Faculty facility.

5.54 The lecturers in DPE have had access over the years to a great deal of equipment which was needed primarily to carry out the inservice activities of PEIP. This has included various types of copying and reproduction equipment and audio-visual equipment. It is recommended that this equipment, some of which is becoming dated and/or unreliable, continue to be for the use of the DPE (since that was its original intent and purpose) until it is determined to be no longer useable. The DPE staff would then look to the Educational Resources Centre for the usual instructional equipment and

reproduction services.

6.0 PHYSICAL FACILITIES

6.1 Given the proposed programme projections for NDP7, additional facilities earmarked specifically for DPE will not be required provided certain needs are addressed at other levels.

6.2 A projected intake of up to 45 students will require larger classrooms for year one courses than are now available in the Primary Education Centre.

6.3 The present arrangements for the teaching of audio-visual courses (EPI 310) are marginally satisfactory, given the relatively small size of past classes. Larger groups will need larger facilities. These could best be provided, along with appropriate equipment, through the Educational Resources Centre.

6.4 With the completion of PEIP II it may be possible to reallocate certain spaces on the first floor of the Primary Education Centre to other uses. The DPE staff believes that any conversion of spaces to other uses should be clearly seen as contributing to the development of primary education and that the DPE staff should be centrally involved in such planning. One possible use for a portion of the first floor area which could be investigated would be for the creation of the Faculty curriculum laboratory referred to in paragraph 5.53.

6.5 The problem of maintaining existing facilities is a difficult one, and will become increasingly so as the physical plant of the University expands. This is an urgent issue which needs to be addressed as a matter of campus-wide policy.

APPENDIX D

Recommendations of the Committee to Review the
Admissions Procedures for the Department of Primary Education

Recommendations of the Committee to Review Admissions
Procedures for the Department of Primary Education

1. The committee believes that academic criteria are a necessary but not sufficient consideration for selection of students into the Department of Primary Education. Many of the factors which help determine success of a completing student in field assignments such as Education Officer or TTC Tutor are determined by the professional and personal characteristics of the person. It is therefore recommended that professional and personal characteristics of the applicants also be assessed in making the final selection students for admission to the programme.
2. The following selection procedures are recommended for implementation with the 1991 intake to the Department of Primary Education. It is further recommended that, where possible and appropriate, the information to be used for the 1991 selection also be collected for the 1990 intake; but for pilot-testing purposes only.
3. The Department of Primary Education should play a more active role in receiving and reviewing the test scores of applicants, determining cut-off points, receiving recommendations interviewing and recommending applicants to the Admissions Committee for admission to the programme.
4. Selection procedures shall be as follows:
 - a) The ID test will be administered by the RTC on behalf of the Department as a test of academic potential. The RTC will report ranked scores to the Department along with a description of norms.
 - b) A test of Written Expression in English will be administered by RTC on behalf of the Department of Primary Education at same time as the ID test to all applicants and scored according to a structured marking protocol.
 - c) The ID test and the Written Expression in English test will be used primarily as minimum criterion

instruments. All students scoring above the cut-off points on both instruments shall be considered to be in the selection pool.

- e) All applicants in the selection pool will be asked to provide two confidential, structured references from their immediate supervisors. These references will be supplied on structured forms which will elicit information about the observed professional and personal characteristics of the applicants.
 - f) Final selection of applicants from the selection pool shall be based on a weighted composite score of the following items: the ID test, the Written Expression in English test and summary items from the structured reference forms.
 - g) A satisfactory interview is required of each successful applicant, the purpose of which shall be to satisfy the department a) of the applicant's purpose in wishing to enter the programme, b) that the applicant has satisfactory oral communication skills and c) that there are no obvious personal constraints or problems which might interfere with successful completion of the programme.
5. Interviews shall be conducted by members of the Department of Primary Education assisted by persons from the Ministry of Education.
6. The Department of Primary Education will recommend to the Admissions Committee a ranked shortlist of candidates for admission along with a waiting list. The shortlist and the waiting list will be given to the Ministry of Education who shall determine the eligibility of applicants for sponsorship. In the event applicants on the shortlist do not meet Ministry criteria, they will be replaced by persons from the waiting list.

7. The committee believes that it is important for information about the new selection procedures be communicated clearly to Head Teachers and Education Officers as well as prospective applicants. It is proposed that one or more sessions of Education Officer and/or Head Teacher workshops be used to present and clarify this information.

The Committee
February 1990

J. Yoder, DPE
F. Bakwena, MOE
J. Bowers, MOE
D. Mapoielo, DPE
G. Mautle, DPE
M. Mogasha, MOE
R. Monau, DPE
T. Tladi, FOE

APPENDIX E

Participant Status

PRIMARY EDUCATION IMPROVEMENT PROJECT
 FEIP II PARTICIPANTS
 February, 1990

<u>Name</u>	<u>Sex</u>	<u>Specialisation</u>	<u>University</u>	<u>Degree</u>	<u>Departure</u>	<u>Return</u>	<u>Months (Cumulative)^a</u>
Mantle G.	M	Social Studies	Ohio University	Ph.D.	Jan. 86	Apr. 88	14
Morothwane M. **	M	Science Education	Univ. of Georgia	Ph.D.	Jan. 87		36 ^b
Mopasha M.	M	Administration	Ohio University	B.Ed.	Mar. 87	Aug. 87	6
Rathedi M.	M	Administration	Ohio University	M.Ed.	Sep. 87	Sep. 88	13
Nyati L. **	F	Linguistics	Univ. of Pennsylv.	Ph.D.	Aug. 87		10 ^b
Harope P. **	F	Curr. & Supervision	Univ. of Chicago	Ph.D.	Sep. 87		28 ^b
Kandji I. **	F	Guid. & Counselling	Ohio University	Ph.D.	Sep. 87	Jan. 90	26 ^b
Jankie D.	F.	African Languages	U. of Wisconsin	M.Ed.	Jan. 88	Jan. 90	24 ^b
Mopasha M.	M	Administration	Ohio University	B.Ed.	Jun. 88	Nov. 88	6
Kesupile A.	M.	Admin/Spec. Education	Ohio University	M.Ed.	Sep. 88	Aug. 89	12
<u>TOTAL MONTHS (to date)</u>							184
<u>YEARS (to date)</u>							15.3
<u>Years Remaining</u>							2.7

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

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

^b ** These Ph.D. students were in Botswana doing field research for their doctoral dissertations during at least a portion of the reporting period.

APPENDIX F

Commodities Received since September 1, 1969

BOOKS

<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
1	Back to Basics in Social Studies	Coutts	u.B.	9.45
5	Family Development	Coutts	U.B./PTTCs	134.75
5	Geography in Elementary and Secondary	Coutts	U.B./PTTCs	37.25
1	Japan in the Classroom	Coutts	U.B.	20.95
5	Future Studies in the k-12 Curriculum	Coutts	U.B./PTTCs	79.75
5	Citizenship and the Critical Role	Coutts	U.B./PTTCs	32.25
1	Connecting Science Technology	Coutts	U.B./PTTCs	11.00
5	Making the Constitution	Coutts	U.B./PTTCs	119.75
1	Proposal Development Handbook	Coutts	U.B.	4.66
5	Teaching Reading in the Social Studies	Coutts	U.B./PTTCs	52.25
5	Tips for Social Studies Teachers	Coutts	U.B./PTTCs	84.75
1	Using Microcomputers in the Social	Coutts	U.B.	12.45
1	Vocation of a Teacher Rhetorical Occasions	Coutts	U.B.	22.95
1	Curriculum and Teaching Strategies for Students	Coutts	U.B.	39.20
1	Computers in Elementary Mathematics Education	Coutts	U.B.	30.38
1	Research Perspectives on the Graduate Preparation	Coutts	U.B.	37.49
1	Classroom Management for Secondary Teachers	Coutts	U.B.	20.19
1	Classroom Management for Elementary Teachers	Coutts	U.B.	20.19
5	Elementary Communications Games	Coutts	U.B./PTTCs	81.49
1	Exceptional Children: Introduction	Coutts	U.B.	41.90
5	Building Skills for the TOEFL	Coutts	U.B./PTTCs	25.20
1	Designing Performance Appraisal Systems	Coutts	U.B.	25.43
1	Making Tough Decisions: Tactics for Improving	Coutts	U.B.	39.15
4	UK/USA	Coutts	PTTCs	26.45
1	Educational Psychology, Theory into Practice	Coutts	U.B.	42.14
1	Assessment of Exceptional Students: Educational	Coutts	U.B.	41.90
1	Impact of Feminine Research in the Academy	Coutts	U.B.	12.95
1	International Funding Guide	Coutts	U.B.	14.46
1	Personnel Evaluation Standards	Coutts	U.B.	29.35
5	Attainable Global Presence	Coutts	U.B./PTTCs	12.50
1.	Beyond Boundaries' Law in a Global	Coutts	U.B.	6.50
2	Children and Languages Research	Coutts		35.00
1	Critical Review of the Short History	Coutts	U.B.	6.50
1	Education for a World in Change	Coutts	U.B.	4.50
5	Energy Education	Coutts	U.B./PTTCs	20.00
1	Evaluating Global Education	Coutts	U.B.	55.00

BOOKS

<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
5	Food for All' Teaching Against Hunger	Coutts	U.B./PTTCs	22.50
5	Geographic Route to a Global Perspective	Coutts	U.B./PTTCs	22.50
5	Global Aging Trends and Education	Coutts	U.B./PTTCs	20.00
5	International Development Crises	Coutts	U.B./PTTCs	55.00
1	Next Steps in Global Education	Coutts	U.B./PTTCs	35.00
1	Simulations: for a Global Perspective	Coutts	U.B.	9.50
5	Topic Dictionary	Coutts	U.B./PTTCs	41.96
5	Take 5	Coutts	U.B./PTTCs	57.23
5	Teaching English as a Foreign Language	Coutts	U.B./PTTCs	27.91
1	Assessing Students: How Shall we know them?	Coutts	U.B.	23.50
1	Meaning of General Education: The Emergence of	Coutts	U.B.	23.95
1	School: A Brief for Professional Education	Coutts	U.B.	24.95
5	Practice Tests for TOEFL	Coutts	U.B./PTTCs	37.31
1	Art of Decision-Making Issues and Cases in High	Coutts	U.B.	24.95
1	Ethical Issues in Adult Education	Coutts	U.B.	17.95
5	Decisions about Self and Family	coutts	U.B./PTTCs	174.75
1	Science/Technology/Society	Coutts	U.B.	9.45
1	Science/Technology/Training	Coutts	U.B.	12.45
1	Science/Technology/Society: Model	Coutts	U.B.	20.95
1	Social Studies Dissertations	Coutts	U.B.	19.95
1	Toward Improving Research in Social	Coutts	U.B.	19.95
1	Writing in Elementary School Social	Coutts	U.B.	15.95
5	Consumer Education Learning Activities	Coutts	U.B./PTTCs	84.75
5	Global Issues in the Elementary Classroom	Coutts	U.B./PTTCs	119.75
6	How Am I Teaching?	Coutts	U.B./PTTCs	534.12
5	Preparing to Teach Economics	Coutts	U.B./PTTCs	52.25
5	Social Studies Reform	Coutts	U.B./PTTCs	74.75
5	Social Studies in Mainstreamed Classrooms	Coutts	U.B./PTTCs	74.75
5	Staff Development for the Social Studies	Coutts	U.B./PTTCs	52.25
5	Teaching Local History	Coutts	U.B./PTTCs	69.75
5	Human Geography: Science in Geography	Coutts	U.B./PTTCs	59.75
5	People, Power and Politics	Coutts	U.B./PTTCs	146.75
5	Personnel Evaluation Standards	Coutts	U.B./PTTCs	146.75
1	Research in Education	Coutts	U.B.	42.63
1	Planning Effective Instruction	Coutts	U.B.	18.13

BOOKS

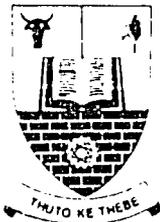
<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
5	Human Geography' Science in Geography	Coutts	U.B./PTTCs	59.75
5	People, Power and Politics	Coutts	U.B./PTTCs	146.75
5	Personnel Evaluation Standards	Coutts	U.B./PTTCs	146.75
1	Activities Using the New State of	Coutts	U.B.	34.95
1	Innovations in Science and Technology	Coutts	U.B.	18.00
1	Human Inquiry in Action	Coutts	U.B.	45.00
1	Helping Children Learn Mathematics	Coutts	U.B.	34.55
1	Educating Handicapped Young People	Coutts	U.B.	10.50
5	American Forum: Definition of a Discipline	Coutts	U.B./PTTCs	22.50
1	American Forum: Exploing the Third World	Coutts	U.B.	40.00
5	American Forum: Focus on South Africa	Coutts	U.B./PTTCs	27.50
1	American Forum: Futurism and Education	Coutts	U.B.	6.50
1	American Forum: Global Education and International	Coutts	U.B.	9.50
1	American Forum: Global Resource Book	Coutts	U.B.	55.00
5	American Forum: Information as a Resource	Coutts	U.B./PTTCs	22.50
1	American Forum' Internationalising Undergrad Educ.	Coutts	U.B.	55.00
5	Introduction to International Trade	Coutts	U.B./PTTCs	40.00
5	American Forum: Myself and Others	Coutts	U.B./PTTCs	27.50
1	Promising Practices in Global Education	Coutts	U.B.	17.50
5	American Forum: Short Stories from around the world	Coutts	U.B./PTTCs	55.00
1	American Forum: Teaching about Human Migration	Coutts	U.B.	6.50
1	Decision Making' Key Questions and Indicators	Coutts	U.B.	39.95
1	Academic Quality Rankings of American	Coutts	U.B.	32.25
1	Student Affairs Functions in Higher Education	Coutts	U.B.	33.75
1	School Effectiveness' the Key Ingredients of Such	Coutts	U.B.	27.25
1	Adolescent Suicide	Coutts	U.B.	21.00
1	Adult and Continuing Education	Coutts	U.B.	21.00
1	Bilingual Education	Coutts	U.B.	21.00
5	China, Then and Now	Coutts	U.B./PTTCs	37.25
1	Drug Abuse	Coutts	U.B.	21.00
1	Effective Classroom Instruction	Coutts	U.B.	21.00
1	Evaluation of Teaching: The Formation	Coutts	U.B.	21.00
1	Geography Education	Coutts	U.B.	21.00
1	Introduction to Educational Research	Coutts	U.B.	24.50
1	Child Psychology and Childhood Education	Coutts	U.B.	42.14
5	Global Studies Vol 1	Coutts	U.B./PTTCs	98.80
1	Conscientisation and Creativity	Coutts	U.B.	31.36
1	Classroom and the Language Learner	Coutts	U.B.	23.03

BOOKS

<u>Number</u>	<u>Title</u>	<u>Publisher</u>	<u>Distribution</u>	<u>Price</u>
5	Essential Social Studies Skills	Coutts	U.B./PTTCs	80.00
5	Global Issues in the Intermediate Classroom	Coutts	U.B./PTTCs	119.75
5	Japan in the Classroom	Coutts	U.B./PTTCs	84.75
5	Planning a Social Studies Programme	Coutts	U.B./PTTCs	90.00
5	Selected Social Studies Skills	Coutts	U.B./PTTCs	104.75
1	Craft of Teaching	Coutts	U.B.	21.51
5	Internationalising Your School	Coutts	U.B./PTTCs	55.00
1	Occasional Paper Series	Coutts	U.B.	38.00
1	Teaching and Learning with Computers: A Guide	Coutts	U.B.	22.49
1	Effective College Management	Coutts	U.B.	35.00
1	Women in Academe: Progress and Prospects	Coutts	U.B.	29.95
1	Managing Information in Higher Education	Coutts	U.B.	12.95
1	Craft of Teaching: A Guide	Coutts	U.B.	21.51
1	Mind, Code and Context	Coutts	U.B.	69.95
1	Improving Teaching and Learning through Research	Coutts	U.B.	12.95
1	Teaching Large Classes Well	Coutts	U.B.	12.95
1	College Teaching and Learning	Coutts	U.B.	12.95
1	Designing and Improving Courses and Curricula	Coutts	U.B.	26.41
1	Variation in Meaning	Coutts	U.B.	15.42
1	Classroom and the Language Learner	Coutts	U.B.	15.63

APPENDIX G

Terms of Reference for the Setswana Consultancy



University of Botswana

Private Bag 0022 Gaborone Botswana
Telephone 351151 • Fax 356591 • Telex 2429BD

February 8, 1990

Dear _____

In late 1989, the Curriculum Implementation Committee, (CIC) which guides the work of the Primary Education Improvement Project in the Primary Teacher Training Colleges, made the decision to invite a consultant to assist with a study of the programme for preparing Setswana teachers for the primary schools. The CIC has authorised the establishment of a Reference Committee for the consultancy which will have several responsibilities, including development of the Terms of Reference for the consultant and assisting in the selection of the consultant.

You have been recommended as a member of the Reference Committee, and I hope that you will be able to serve. The first meeting of the Reference Committee will be on Wednesday, 21 February at UB in the Faculty of Education Conference Room at 2:30 p.m. If you are unable to serve on the Committee or will not be able to attend the meeting, I would appreciate receiving a call from you before the meeting.

I am enclosing a draft of terms of reference for the consultancy which may be of some assistance in considering our first task and a list of the proposed membership of the Reference Committee.

Sincerely,

Max W. Evans, PEIP
Chief-of-Party

c.c. Chief Education Officer, Teacher Education
Chief Education Officer, Primary
Chief Education Officer, CDE
Dean, Faculty of Education
PTTC Principals

DRAFT

TERMS OF REFERENCE FOR THE CONSULTANCY
DEALING WITH THE PROGRAMME OF PREPARING SETSWANA
TEACHERS FOR THE PRIMARY SCHOOLS

January 23, 1990

BACKGROUND

Setswana is the national language of Botswana and the mother tongue of approximately 85 percent of the people. English is the official language for the Country. Both languages are used in instruction in the primary schools. Setswana is the medium of instruction in Standards 1-4, while English is taught as a separate subject. From Standard 5 through Standard 7, as well as in the junior secondary schools, English is the medium of instruction with Setswana being a required subject for all students. Both Setswana and English are examinable subjects in the primary and junior secondary schools.

The preparation of teachers of Setswana occurs at several institutional levels. Teachers in the primary schools are prepared in the Primary Teacher Training Colleges (PTTCs), whereas junior secondary Setswana teachers are trained in the Colleges of Education. The training of senior secondary Setswana teacher takes place at the University of Botswana (UB).

In recent years a new approach to teaching the literacy skills in Setswana in Standard 1, known as Breakthrough to Literacy, has been introduced into the primary schools. Breakthrough is now being utilized in over one-half of the Standard 1 classrooms and it is planned that these methods and materials will be in use in all classrooms within two years. Breakthrough is regarded as being highly effective in providing young children with the basic skill of literacy in Setswana.

Over the past two years the PTTCs have been engaged in a process of "Self-Study" as a way of identifying paths to the improvement of the preparation of primary school teachers. The evaluations of the Setswana-preparation programmes by the staffs of the four PTTCs, as well as the assessments by the external Review Teams, indicated a good deal of consensus concerning the nature of the Setswana

programmes. Over all, there was general agreement that the programmes in Setswana do promote a sense of pride in and appreciation for ones cultural heritage. At the same time, the programmes were identified as having some serious weaknesses. The problems as viewed by the Setswana tutors and the Review Team members generally fell into the following categories:

1. The teaching of Setswana is viewed professionally as a "dead-end," thus few people are genuinely motivated to become teachers of the subject.
2. The PTTC tutors are inadequately prepared for teaching the subject. A frequent criticism is the lack of attention given to Setswana grammar in the preparation programme at UB.
3. The tutors believe that, because their training is inadequate, there should be an on-going programme of inservice education for them, and that more Setswana teachers should be supported for advanced degrees.
4. The tutors have expressed the belief that there is not a generally accepted methodology for teaching Setswana. Most methods are "borrowed" from the teaching of English.
5. There are questions raised about the content of the PTTC Setswana programme as it relates to the balance between reading, writing and speaking the language; the relative emphasis given to Setswana grammar; and the role of traditional, as opposed to modern literature.
6. More and improved instructional materials of all types are needed.

The Role of PEIP

The Primary Education Improvement Project (PEIP) was established for the purpose of improving the quality of teaching in the primary schools. One of the four objectives of PEIP is to assist the PTTCs with the development of their curriculum for preparing primary teachers. The curriculum development work in the PTTCs has been guided by the Curriculum Implementation Committee (CIC) whose membership includes the Chief Education Officers for the Departments of Teacher Education, Primary and Curriculum Development and

evaluation; the four PTTC principals; a lecturer from the Department of Primary Education; and representatives of the PEIP team.

Following a period of deliberation, the CIC decided in November, 1989 that a special effort should be made to address the problems surrounding the preparation of Setswana teachers for the primary schools. The CIC recognized that in many respects the role of the Setswana was a national concern and also that steps had already been taken to send some key individuals for advanced language degrees. (PEIP has funded a 05 Setswana lecturer for a masters degree and the Junior Secondary Education Improvement Project is supporting three education officers for Masters degrees.)

The CIC concluded that an appropriate beginning point would be to conduct an indepth study of the issues involved in the preparation of Setswana teachers for the primary schools, and that this study should be carried out with the assistance of a consultant. The CIC authorized the establishment of a Reference Committee which would advise concerning the Terms of Reference for the consultant and provide guidance during the period of the consultancy. The reference committee will be established early in 1990.

Proposed Terms of Reference

Purpose. The purpose of the consultancy will be to analyze the present programme in the PTTCs for preparing primary teachers of Setswana and to propose steps which may be taken to improve Setswana instruction in the primary schools.

Specific Objectives. The consultancy will be expected to address the following issues:

1. The major educational goals which are being sought through the Setswana preparation programme in the PTTCs and the relationship of these goals to the expectations of the Ministry of Education (MOE).
2. The nature of the Setswana offerings (syllabus) in the PTTCs (language, literature, reading, speech, composition and grammar).
3. The methods, materials and facilities used in the instruction of Setswana in the PTTCs.

4. The methods used in the evaluations of both individual student learning and programme outcomes generally.
5. The programme for preparing Setswana tutors for the PTTCs.

Implementation of the Consultancy

Duration. The consultancy would be for a period not to exceed two months, to be carried out as soon as the necessary arrangements could be made.

Role of the Reference Committee. The Reference Committee will approve the Terms of Reference for the consultant, propose criteria for the selection of the consultant, review the curriculum vitae(s) or nominated candidate(s) and provide guidance to the consultant during the course of her/his work in Botswana.

Obligations of the Consultant. Among other obligations, the consultant will be expected to present a report of tentative findings, conclusions and recommendations to the Reference Committee and any others as may be invited prior to the preparation of the final report. A written report of the consultancy will be prepared prior to the consultant's departure from Botswana.

Role of Ohio University. As the USAID Contractor for FEIP, Ohio University will be responsible for assisting with the recruitment of an acceptable consultant and for making the relevant arrangements for carrying out the work of the consultancy.

APPENDIX H

Individual Contract Team Members' Work Plans

WORKPLAN
 March 1, 1990 through August 31, 1990
 Max W. Evans

MAJOR OBJECTIVES

- A. To improve primary education in Botswana through the facilitation of the Primary Education Improvement Project.
- B. To improve primary education in Botswana through the 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 the facilitation of In-service Education Network.

<u>Number</u>	<u>Activity</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>	<u>July</u>	<u>Aug.</u>	<u>Individuals and Groups</u>
A-1	Serve as coordinator/supervisor of project funded personnel and project activities							L. Haseley
A-2	Maintain liaison with Ohio Univ., MOE, UB, USAID, other contractors and PEIP advisory committee							L. Haseley
A-3	Facilitate work of other team specialists							OU Team
A-4	Identify needs and coordinate work of short-term consultants							OU Team, USAID, MOE, UB
A-5	Identify remainder of project participants							H. Mogemi, L. Haseley
A-6	Coordinate commodity purchasing							J. Milon, OU Team, DPE, USAID
A-7	Prepare Semi-annual Report							OU Team
B-1	Administer/coordinate DPE							DPE
B-2	Serve on MOE, Department, Faculty and University Committees							
C-1	Teach one graduate course							

WORKPLAN
March 1, 1990 through August 31, 1990
Max W. Evans

<u>Number</u>	<u>Activity</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>	<u>July</u>	<u>Aug.</u>	<u>Individuals and Groups</u>
C-2	Supervise graduate student	_____	_____	_____	_____	_____	_____	J. Yoder
D-1	Support Diploma Programme for PTCs	_____	_____	_____	_____	_____	_____	MOE
E-1	Support In-service Network Development	_____	_____	_____	_____	_____	_____	L. Haseloy, MOE, USAID

WORKPLAN
 March 1, 1990 through August 31, 1990
 Luther Haseley

OBJECTIVES:

- 1. Develop a programme for Primary School Personnel.
- 2. Develop a programme for Primary, Secondary and CDU Education Officers.
- 3. Promote the development and expansion of inservice education centres.
- 4. Support the Ministry of Education/P.E.I.P.'s inservice education efforts.

Number	Activity	March	April	May	June	July	August	Individuals and Groups Involved
A-1	Participate in "Good Teaching" Workshops to assist E.O.s in planning for promoted staff workshops							E.O.s, Teacher Advisers, British Council
A-2	Continue Planning implementation, follow-up for last two years of PEIP Workshops							Representatives, PEIP & HODs, E.O.s
A-3	Complete curriculum planning for last 2 years of PEIP Workshops							Dr. Evans, Mr. Kpong, P.E.O.s, E.O.s
A-4	Observe and assess a selected number of E.O. organized workshops for promoted staff							Education Officers, Mr. Kpong, Dr. Evans
B-1	Plan E.O. Workshop schedule for remainder of 1990							EO Workshop Planning Committee
B-2	Continue EO's involvement in Headteachers follow-up							FEIP Staff, REOs & EO's, Mr. Kpong
B-3	Plan next E.O. Workshop for August							E.O. Workshop Planning Committee

Haseley Workplan (cont.)

Number	Activity	March	April	May	June	July	August	Individuals and Groups Involved
B-4	Plan a media workshop and subsequent distribution of video equipment to the 4 primary T.T.C.s							Mr. Busang, Mrs. Saur, Mr. Kopong T.T.C. Lecturers
C-1	Assist in development of Education Centre site plans, etc. for the last three Education Centres							PEIP, JSEIP, USAID and Education Centre Management Committee
C-2	Assist in the planning and implementation of Staff Development Programmes for Education Centre Staff							Education Centre Directors, JSEIP, Mr. Kopong
C-3	Plan for "official opening" of new Centre in Maun (July 6)							Education Centre Directors & Management Committee
C-4	Plan for staffing and equipping new Centres, up-grading existing Centres and proposing additional centres							PEIP, JSEIP, USAID, & Education Centre Management Committee
D-1	Assist in the planning & implementation of ODA Workshops on: a. Good Teaching b. Ed. Centre Management c. Teacher Advisers d. Project Method (TTC Lecturers)							Breakthrough & Project Method Advisory Committees, Education Centre Directors, British Council, Mr. Kopong
D-2	Develop and implement plan to upgrade "untrained teachers"							MOE Personnel, Mr. Kopong

Haseley Workplan (cont.)

Number	Activity	March	April	May	June	July	August	Individuals and Groups Involved
D-3	Plan for the storage and distribution of next shipment of Rotary books							EQs, Mr. Kopong, Ed. Centre Staff
D-4	Work on comprehensive Department of Teacher Education Plan for NDP 7							Mr. Kopong, CEO (TE)
D-5	Contribute to the development, especially the field testing, of the Project Method Handbook							Mr. Kopong, Mrs. Moore, McMillan Co. Ed. Officers, T.T.C. Lecturers
D-6	Continue membership on 15 DPE and MOE committees							

WORKPLAN
March 1, 1990 through July 31, 1990
John P. Milon, TESOL Specialist

MAJOR OBJECTIVES

- A. The establishment in the University of Botswana of a permanent capacity to provide appropriate graduate training in primary education.
- B. The expansion and improvement of the preservice primary education training at the University of Botswana in both the four-year professional Bachelor of Education degree programme and the two-year Diploma in Primary Education programme.
- C. The establishment of an institutional network for primary inservice education.
- D. Coordination and assistance in the evaluation, revision and implementation of a PTTC curriculum appropriate to the training needs of primary school teachers.

Number	Activity	March	April	May	June	July	Individuals and Groups Involved
B-1	Revise the Internship Handbook (Include the evaluation instruments and the student workbook).	xxxxx	xxxx				Internship Committee and Taskforce and R. Monau
B-2	Develop the Departmental Handbook	xxxxx	xxxx	xxx	xxxx	xxxxx	Department of Primary Education Staff and Students
B-3	Process books and other instructional materials received for Curriculum Lab	xxxxx	xxxx	xxx	xxxx	xxxxx	
B-4	Distribute books to PTTCs	xxxxx	xxxx	xxx	xxxx	xxxxx	J. Reed
B-5	Serve as acting DPE Examination Officer	xxxxx	xxxx	xxx	xxxx	xxxxx	Department of Primary Education Staff and Students
B-6	Continue development of the Curric. Lab	xxxxx	xxxx	xxx	xxxx	xxxxx	
B-7	Process DPE textbook orders through the bookstore	xxxxx	xxxx	xxx	xxxx	xxxxx	Department of Primary Education Staff
B-8	Serve as Library and Primary Liaison	xxxxx	xxxx	xxx	xxxx	xxxxx	Library Staff and Headteachers
B-9	Serve on Affiliated, Faculty and Departmental Boards	xxxxx	xxxx	xxx	xxxx	xxxxx	TTC Principals, Faculty and Departmental Staff
B-10	Secretary to Departmental Board	xxxxx	xxxx	xxx	xxxx	xxxxx	Department of Primary Education Staff
B-11	Faculty Representative to Faculty of Humanities Board	xxxxx	xxxx	xxx	xxxx	xxxxx	Faculties of Education and Humanities
B-12	Member of or seconded to Student Affairs, Administration Support and Instructional Affairs Committees	xxxxx	xxxx	xxx	xxxx	xxxxx	Department of Primary Education Staff

Number		March	April	May	June	July	Individuals and Groups Involved
E-13	Member of Internship Taskforce and Internship Committee	xxxxxx	xxxxxx	xxxx	xxxxxx	xxxxxx	Taskforce and Committee Members
E-14	Observe each Option 1 student twice during the Internship Experience						
C-1	Observe Classes and Consult in Selected Primary Schools	xxxxxx	xxxxxx	xxxx	xxxxxx		Headteachers and School Staffs
C-2	Serve on National Research Committee for Botswana which is coordinating participation in the IEA's RL Study						
E-1	Serve as Moderator of PTTC English Panel	xxxxxx	xxxxxx	xxxx	xxxxxx	xxxxxx	PTTC English Panel Members & J. Reed
E-2	Edit proceedings of the January, 1990 PTTC Tutor Conference	xxxxxx	xxxxxx				J. Reed
E-3	Set, Distribute, Moderate and report on the 1990 PTTC Supplementary English Examination	xxxxxx	xxxxxx	xxxx	xxxxxx		PTTC Staff, Principals and Affiliated Board
E-4	Serve on National English Panel and Standing Primary Subcommittee of NEP	xxxxxx	xxxxxx	xxxx	xxxxxx	xxxxxx	Members of National English Panel and Standing Primary Subcommittee
E-5	Carry our other assigned duties.	xxxxxx	xxxxxx	xxxx	xxxxxx	xxxxxx	Department of Primary Education Staff

WORKPLAN
 March 1, 1990 through August 31, 1990
 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.	Individuals and Groups
A-1, C-1	Assist the SEO-PTTC to Coordinate and Facilitate Subject Panel Activities	_____						SEO-PTTC, Panel Coordinators (IB & PEIP Staff)
A-2	Work with the SEO-PTTC in assisting PTTC Principals to Write and Implement Five-Year Development Plans	_____						SEO-PTTC, Principals
A-3	Identify, Select and Obtain Consultants to Work with Panels in Priority Areas	_____	_____	_____	_____			SEO-PTTC, Chief of Party, OU Campus Coordinator
A-4	Deploy Consultants and Expedite Consultant Activities					_____	_____	Panel Coord., Chief of Party, SEO-PTTC
A-5	Survey Needs of Panels for 1991 Conference						_____	SEO-PTTC
A-6	Disseminate Information Through PEIP-Line	_____						
A-7	Prepare and Distribute the Peip-Line Newsletter	_____						
A-8	Prepare, Print and Distribute the Second National Subject Panel Curriculum Conference Report	_____	_____	_____	_____			TESOL Specialist

WOREPLAN
March 1, 1989 through August 31, 1989
Jack A. Reed

<u>Number</u>	<u>Activity</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>	<u>July</u>	<u>Aug.</u>	<u>Individuals and Groups</u>
A-9	Meet with the Curriculum Implementation Committee and the Curriculum Coordinating Council		_____	_____			_____	PTTC Prin., CEO P&TT, CEO-CD&F and PEIP Reps
A-10, C-2	Assist in the development of a Diploma in Primary Education programme	_____	_____	_____	_____	_____	_____	Diploma Task Force
B-1	Teach ESS 102 - Introductory Science	_____	_____	_____	_____	_____	_____	
B-2	Develop Facilities and Secure Science Materials to Enhance the Teaching of Science and Science Methods Courses	_____	_____	_____	_____	_____	_____	
C-3	Coordinate the Evaluation Activities of the PTTC and Board of Affiliated Institutions							
	a. Coordinate and Supervise the Preparation of the PTC Supplementary Exams		_____	_____				Dr. Behm, PEIP Moderators PTTC Staff
	b. Coordinate the Marking and Moderation of the PTC Supplementary Exams		_____	_____				Dr. Behm, PEIP Moderators PTTC Staff
	c. Revise the Affiliated Institutions Regulations and Handbook	_____	_____	_____	_____	_____	_____	Mr. Mogasha, Mr. Mothusi Mr. Neil, Co-opted Members
C-4	Assist the In-service Advisor in Implementing MOE Programmes in the Primary Schools and PTTC by Helping with Promoted Staff and Education Officer Workshops	_____	_____	_____	_____	_____	_____	In service Leader, Adviser, SEO-PTTC

WORKPLAN
 March 1, 1989 through August 31, 1989
 Jack A. Reed

<u>Number</u>	<u>Activity</u>	<u>Mar.</u>	<u>Apr.</u>	<u>May</u>	<u>June</u>	<u>July</u>	<u>Aug.</u>	<u>Individuals and Groups</u>
C-5	Serve as a Member of the National Primary Science Curriculum Development Panel	_____						Curriculum Development Unit
D-1	Teach M.Ed. Science Education Course, EMPC- 615 Current Trends in Teaching Primary Science	_____	_____					
D-2	Supervise the Research and Writing of Report of Science Education Student	_____						

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

APPENDIX I

Short-Term Consultants under PEIP II

PRIMARY EDUCATION IMPROVEMENT PROJECT
PEIP II SHORT TERM CONSULTANTS
February, 1990

<u>Consultant</u>	<u>University</u>	<u>Assignment</u>	<u>Dates</u>	<u>No. Weeks</u>
Dr. Carl Personke	Wisconsin	Evaluation of the DPE Prog.	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	DPE Programme Revision	Sep. 1 - Oct. 18, 87	7
Dr. Doris Brodeur	Illinois State	Video for BTCI	May 11 - Jul. 30, 88	12
Dr. Iva Zajicekt	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	UB Review Commission	Feb. 10 - Mar. 2, 90	3
Total Weeks of Short-term Consultancies				74
Total Weeks Available				144
Total Weeks Remaining				70

CONSULTANCIES UNDER CONSIDERATION

1. Diploma Curriculum	12
2. Social Studies	9
3. Setswana	8
4. Science	20
5. TESOL	17
WEEKS REMAINING	4

APPENDIX J

University Review Commission Terms of Reference

UNIVERSITY OF BOTSWANA REVIEW COMMISSION
12th February-3rd March, 1990

Chairman

Professor John West

Former Vice Chancellor of the University of Bradford, U.K.

Members

Professor Nicholas Kuhanga

Former Vice Chancellor of the University of Dar es Salaam, Tanzania. Chairman, Open University Committee, Tanzania.

Mr. Lawrence Lekalake

Former Chairman, University of Botswana Council.
Managing Director, Kgalagadi Management Services, Botswana.

Mr. Magne Lerheim

University Director (Chief Executive Officer), University of Bergen, Norway. Chairman, Norwegian Universities Permanent Committee for Relations to Third World Institutions.

Professor Richard I. Miller

Professor of Higher Education, Ohio University, USA.

Professor Thomas Tlou

Vice Chancellor, University of Botswana

Professor Asavia Wandira

Former Vice Chancellor, Makerere University, Uganda.
Chairman, Teaching Service Commission, Uganda. Member, UNESCO Executive Board.

Secretary

Mr. John Theakstone

Director, African Higher Education Group, British Council, U.K.

Secretariat

Mr. W. D. Johnson

Registrar, University of Botswana

Professor Ansu Datta

Director, National Institute of Development Research and Documentation, University of Botswana

THE UNIVERSITY OF BOTSWANATERMS OF REFERENCE FOR A REVIEW COMMISSION ON THE WORK OF THE
UNIVERSITY OF BOTSWANABACKGROUND

The University of Botswana (UB) was established in July 1982. The inauguration of UB was a culmination of many decades of regional higher education development embracing Botswana, Lesotho and Swaziland. The UB is a successor to the University of Basotoland, Bechuanaland Protectorate and Swaziland (before Independence), the University of Botswana, Lesotho and Swaziland and the University of Botswana and Swaziland which emerged after Lesotho withdrew from the regional University in 1975. The Governments of Botswana and Swaziland agreed to gradually phase out the regional University until 1982 when they each established national Independent Universities.

The UB is still predominantly an undergraduate Institution to which is attached the National Institute for Research and Documentation and the Institute of Adult Education, the outreach arm of the University. A number of tertiary Institutions are associated with the UB which validates their academic programmes. Within the current plan period, 1985/86-1990/91, a select number of graduate programmes at the Masters degree level shall be introduced. More graduate programmes are expected to commence during the National Development Plan 7. Research and consultancy work are steadily taking root with an increasing number of staff undertaking research and consultancy work most of which has relevance for national development and policy formulation.

THE NEED FOR A REVIEW

The following are some of the reasons for the review:

- (1) The organisational and administrative structures set up several years ago when the Institution was still very small are no longer adequate for an expanded University. This expansion has been phenomenal especially during the current plan period. In 1985/86, the base year of the plan, there were about 1500 students. By 1990/91, the final year of the plan, we expect to enrol about 3,500 students. Staff of various categories and the physical infrastructure have also grown with the rising enrolments.
- (2) New administrative techniques for the governance of Universities have been developed over the years, and significant strides have been made to harness modern technologies to enhance University administration (e.g. computerisation). The University of Botswana should take advantage of these developments.
- (3) Ideally, a viable University should embrace as many disciplines as possible at undergraduate and graduate levels, including those which may not seem to have immediate relevance for current national development efforts. And yet such disciplines provide a fuller education in the true sense of the word. Such

- 3 -

disciplines as music, art, etc fall into this category. Hasn't the time come to consider the introduction of some of these disciplines? It has also been argued by some in the past that certain disciplines which are relevant for our development needs should not be taught at UB because it would not be cost-effective to do so, and that training abroad should be resorted to instead. For some years to come indeed some training will continue to be done abroad. But we need to examine the extent to which we should train locally and abroad. A judicious balance must be struck and the proposed review may assist the nation in this regard. In short, what new disciplines should be introduced?

- (4) Another area where a review might be helpful is that of resource allocation in as rational a manner as possible. Can UB could benefit from formulae developed elsewhere relating to the determination of staff/student ratios taking into account varying pedagogical approaches in the different disciplines. How, for example, should the staff/student ratio be calculated in departments which have practical work (e.g. Science) and those without (e.g. some Arts and Social Science subjects)? What method should one use in determining the number of support staff to allocate to a Department/Faculty (e.g. Secretaries, technicians, demonstrators)? What percentage of the total annual budget should be allocated to the various activities at UB etc. etc?

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- (5) What support services are required to sustain the rapidly expanding community at UB, in particular the students?
- (6) We are about to embark on National Development Plan 7. The review Commission should be able to make recommendations that could enhance our planning University development during the next plan period and beyond to around the year 2000.

COUNCIL APPROVAL OF A REVIEW COMMISSION

The authors of the current University development plan 1985/86-1990/91 saw the need for such a review for they recommended that during the course of the plan period, a Review Commission be set up consisting of eminent persons. The recommendation was approved by the University Council when it approved the UB development plan.

It is now requested that Council sets up a UB Review Commission to commence and complete work during the second half of 1989. The aim is to include the relevant approved recommendations of the Commission in NDP 7, and hence the need to proceed with the task expeditiously. To the extent possible members of the Commission should not be drawn from the same educational tradition and experience. The commissioners should be persons with wide experience in University Education and Administration. We suggest 7 members as follows:

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- 1 from Africa
- 1 from Asia/Australia
- 1 from Britain
- 1 from Continental Europe
- 1 from North America (Canada or USA)
- 2 from Botswana

Their specialisation should be carefully considered so that the relevant issues that we want tackled can be adequately addressed.

The areas to be covered by the Terms of Reference could include such broad categories as administrative/organisational issues, academic work including consultancy and research, an academic environment or conditions of service that would enable the UB to attract high calibre staff of various categories, future expansion of the University, decentralisation of the governance of the University, determination of the resource base including mode of Government subvention to the University (or more generally to higher education); teaching requisites; planning University development etc. etc.

TIME FRAME

Work is advanced on the University Master Plan. Current discussions in the University Council indicate that the Master Plan shall provide for a total enrolment of between 7,500 and 10,000 students when the University has reached its maximum capacity around the year 2000. The Review Commission should make its recommendations in the context of a ten year period from 1992-2002, and an enrolment of about 10,000 students. The Commission should make recommendations regarding phased implementation of their recommendations, in particular, which ones should be implemented during NDP 7.

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TERMS OF REFERENCE

1. To comment on the current work of the University with a view to determining how the UB is dispensing its mandate to the nation. To the extent possible, determine to what extent the academic work of UB compares favourably to similar Institutions of Higher Learning elsewhere.
2. To advise on the restructuring of the current administrative, organisational and academic structures with a view to decentralising and/or consolidating or merging certain functions in order to achieve an effective administration in a rapidly expanding Institution. To make recommendations regarding the requisite establishment and the ranks of staff needed to man the new structures. To advise on the development of a computerised management information system that would enhance the functioning of the management system.
3. To assess the current Terms and Conditions of Service of staff with a view to making recommendations to attract and retain persons of high calibre.
4. To advise on the future academic programmes including fields which are not offered at UB at present at undergraduate and graduate levels in the context of the universal mission of Universities in general, and the needs of Botswana in particular.

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5. To advise on the most up to date approaches to matters such as determining the requisite resource base (human and material), e.g. staff/student ratio in different teaching situations; ratio of teaching to non-teaching staff; budgetary allocations for different activities; the most suitable way for Government to subvent funds to Higher Education bearing in mind the legitimate competing needs throughout the educational system; and planning University development both in the short and long term. (Master Plan approaches).
6. To advise in what way UB should continue to decentralise its activities to other population centres and make broad recommendations regarding the place of Continuing Education at the University of Botswana. Should the UB launch a consultancy to make specific recommendations on Continuing Education at UB?
7. To make recommendations aimed at enhancing physical and academic planning at the University. Should UB have a new Department/Unit embracing physical and academic planning? If so, the Commission to make recommendations regarding the staffing of the unit and define the functions in particular those of the Academic Planner and the requisite qualifications?

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8. To make recommendations on the restructuring of the Students Affairs Department, defining clearly the role of the Dean of Students Affairs. To make recommendations concerning the requisite establishment to cope with a rapidly expanding student body which is expected to reach a maximum of about 10,000 when this campus has grown to its maximum.
9. To advise on approaches to effectively raise revenue from non-Governmental sources.
10. To consider and make recommendations on any other matters incidental to the above.

APPENDIX K

Committee Participation of the Ohio University Contract Team

OHIO TEAM

COMMITTEE PARTICIPATION OF THE CONTRACTOR TEAM

February, 1990

Academic Planning

John Yoder

Affiliated Board PPTCs

Max Evans John Milon
 Graham Thompson
 Jack Reed (Coordinator)
 John Yoder

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

Graham Thompson Jack Reed
 Max Evans John Yoder
 John Milon

Botswana Teaching Competency
 Instruments Advisory Committee

Luther Haseley
 Max Evans

Breakthrough to Setswana Project
 Method Executive Committee

Luther Haseley Max Evans

Administration/Support
 Committee (DPE)

Max Evans Jack Reed
 John Milon

National Council on
 Teacher Education

Max Evans Luther Haseley
 Jack Reed (Secretary)

Computers in Education Committee

John Yoder

Continuous Assessment

Luther Haseley Jack Reed

Education Management Committee

Luther Haseley

Faculty of Education Graduate
Studies

John Yoder (Chair) Max Evans
 Jack Reed

Education Officer Workshop

Luther Haseley (Chair)
 Max Evans

Faculty of Education
 Executive Committee

Max Evans
 John Yoder

Faculty Representative to
 Humanities Board

John Milon

Faculty of Education
 Research Committee

John Yoder

JSEIP Advisory Committee

Max Evans

Project Method Committee

Max Evans Jack Reed

University of Stockholm/UB
Cooperative Research Project

John Yoder

Planning Committee (HEDU) on
Issues in Evaluation

John Yoder

PEIP Advisory Committee

Max Evans Luther Haseley

PTTC Curriculum Implementation
CommitteeMax Evans Luther Hasely
Jack ReedPTTC Education Panel

John Yoder

PTTC Science Panel

Graham Thompson Jack Reed

Primary Research CommitteeMax Evans John Milon
John Yoder (chair)PTTC English Panel

John Milon

IAE Literacy Survey
Coordinating Committee

John Milon John Yoder

Internship Committee

John Milon Jack Reed

Registrar's Ad Hoc Committee
Counseling Centre Consultancy

John Yoder (Chair)

Senate Executive

Max Evans

Student Data Base

John Yoder

UB Academic Planning Committee

John Yoder

UB Estimates Committee

Max Evans

UB SenateMax Evans
John Yoder (by invitation)Vice Chancellor's Working
Group Guidance EducationJohn Yoder (chair)
Luther HaseleyVice Chancellor's
Education Advisory Committee

Max Evans

Affiliation Committee

Luther Haseley (chair)
Max Evans

Rotary Club Book Distribution

Max Evans Luther Haseley
John Milon

Senate Graduate Studies

John Yoder (chair)

National Primary Science
Curriculum Development Committee

Jack Reed

Tonota College of Education
Affiliations Committee

Max Evans

Committee to Review Department
of Primary Education Admissions

John Yoder (chair)

Setswana Reference Committee

John Milon Jack Reed (Scy)
Max Evans

SAREC Research Grants

John Yoder

APPENDIX L

PEIP Gender Data

PEIP GENDER DATA
(Project Implementation Review)
March, 1990

<u>ENROLLMENT IN:</u>	<u>%MALE</u>	<u>%FEMALE</u>
Primary Schools (1987)	48	52
Primary Teacher Training Colleges	20	30
DEPARTMENT OF PRIMARY EDUCATION UB	18	32
 <u>STAFFING OF:</u>		
Primary Schools	22	78
Primary Teacher Training Colleges (Botswana Staff only in PTTCs)	50 49	50 51
Primary Education Officers (field) (PEO Education Centres)	72 30	28 70
Department of Primary Education	50	50
Faculty of Education	59	41
 <u>PARTICIPATION IN:</u>		
Headteacher Workshops (1987-89)	56	44
Leadership Team Workshops (1989-91)		
Deputy Heads	32	68
Senior Heads	18	32

APPENDIX M

Ohio University Contract Personnel Records of
Annual and Sick Leave

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

Evans, Dr. Max M.

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	3.0
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	3.0	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	0.0	95.0
Mar 90	2.5	2.0	95.5

*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.

** Home leave totalling 18 days

*** Home leave totalling 25 days which included 3 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

* Home leave

ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT (25 days per year)

Milon, Dr. John

Date of Contract: August 1, 1987

Date of Arrival: August 1, 1987

House No: 6195, Broadhurst

Date	Days Accrued	Days Taken	Balance
Aug 87	2.0	0.0	2.0
Sep 87	2.0	0.0	4.0
Oct 87	2.0	0.0	6.0
Nov 87	2.0	0.0	8.0
Dec 87	2.5	4.0	6.5
Jan 88	2.5	0.0	9.0
Feb 88	2.0	0.0	11.0
Mar 88	2.5	0.0	13.5
Apr 88	2.0	0.0	15.5
May 88	2.0	0.0	17.5
Jun 88	2.0	5.0	14.5
Jul 88	2.5	3.0	9.0
Aug 88	2.0	10.0	1.0
Sep 88	2.0	0.0	3.0
Oct 88	2.0	1.0	4.0
Nov 88	2.0	0.0	6.0
Dec 88	2.5	7.0	1.5
Jan 89	2.5	0.0	4.0
Feb 89	2.0	0.0	6.0
Mar 89	2.5	1.0	7.5
Apr 89	2.0	0.0	9.5
May 89	2.0	0.0	11.5
Jun 89	2.0	0.0	13.5
Jul 89	2.5	5.0	11.0
Aug 89	2.0	10.5	2.5
Sep 89	2.0	0.0	4.5
Oct 89	2.0	0.0	6.5
Nov 89	2.0	0.0	8.5
Dec 89	2.5	7.0	4.0
Jan 90	2.5	0.0	6.5
Feb 90	2.0	0.0	8.5

ANNUAL LEAVE OHIO UNIVERSITY CONTRACT (26 days per year)

Reed, Dr. Jack

Date of Contract: August 1, 1986

Date of Arrival: August 1, 1986

House No: 10274, MaruaPula

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

Aug 89	2.0	14.0	35.0
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

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

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	3.7	0.0	11.2
Jul 84	3.7	0.0	19.9
Aug 84	3.7	0.0	28.6
Sep 84	3.7	0.0	37.3
Oct 84	3.7	0.0	46.0
Nov 84	3.7	0.0	54.7
Dec 84	3.7	0.0	63.4
Jan 85	3.7	0.0	72.1
Feb 85	3.7	40.0*	30.3
Mar 85	3.7	0.0	39.5
Apr 85	3.7	0.0	98.2
May 85	3.7	0.0	98.9
Jun 85	3.7	0.0	107.6
Jul 85	3.7	0.0	116.3
Aug 85	3.7	0.0	125.0
Sep 85	3.7	0.0	125.7
Oct 85	3.7	0.0	134.4
Nov 85	3.7	0.0	143.1
Dec 85	3.7	0.0	151.8
Jan 86	3.7	0.0	160.5
Feb 86	3.7	0.0	169.2
Mar 86	3.7	0.0	177.9
Apr 86	3.7	0.0	186.6
May 86	3.7	0.0	195.3
Jun 86	3.7	0.0	204.0
Jul 86	3.7	0.0	212.7
Aug 86	3.7	0.0	221.4#
Sep 86	3.7	0.0	190.1
Oct 86	3.7	0.0	198.8
Nov 86	3.7	0.0	207.5
Dec 86	3.7	0.0	216.2
Jan 87	3.7	32.0	192.9
Feb 87	3.7	0.0	201.6
Mar 87	3.7	0.0	210.3
Apr 87	3.7	0.0	219.0
May 87	3.7	0.0	227.7
Jun 87	3.7	0.0	236.4
Jul 87	3.7	0.0	245.1
Aug 87	3.7	0.0	253.8
Sep 87	3.7	0.0	262.5
Oct 87	3.7	0.0	271.2
Nov 87	3.7	0.0	279.9

Dec 87	8.7	0.0	208.6
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	0.0	490.1

*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	3.0	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 37	3.7	0.0	188.9
Jul 37	3.7	0.0	197.6
Aug 37	3.7	0.0	206.3
Sep 37	3.7	0.0	215.0
Oct 37	3.7	0.0	223.7
Nov 37	3.7	0.0	232.4
Dec 37	3.7	0.0	241.1
Jan 38	3.7	0.0	249.8
Feb 38	3.7	0.0	258.5
Mar 38	3.7	0.0	267.2
Apr 38	3.7	0.0	275.9
May 38	3.7	0.0	284.6
Jun 38	3.7	0.0	293.3
Jul 38	3.7	0.0	302.0
Aug 38	3.7	0.0	310.7
Sep 38	3.7	0.0	319.4
Oct 38	3.7	0.0	328.1
Nov 38	3.7	0.0	336.8
Dec 38	3.7	0.0	345.5
Jan 39	3.7	0.0	354.2
Feb 39	3.7	0.0	362.9
Mar 39	3.7	0.0	371.6
Apr 39	3.7	0.0	380.3
May 39	3.7	0.0	389.0
Jun 39	3.7	0.0	397.7
Jul 39	3.7	0.0	406.4
Aug 39	3.7	0.0	415.1
Sep 39	3.7	0.0	423.8
Oct 39	3.7	0.0	432.5
Nov 39	3.7	0.0	441.2
Dec 39	3.7	0.0	449.9
Jan 90	3.7	0.0	458.6
Feb 90	3.7	0.0	467.3

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

Milon, Dr. John

Date of Contract: August 1, 1987

Date of Arrival: August 1, 1987

House No: 6195, Broadhurst

Date	Hours Accrued	Hours Taken	Balance
Aug 87	3.7	0.0	3.7
Sep 87	3.7	0.0	17.4
Oct 87	3.7	0.0	26.1
Nov 87	3.7	0.0	34.3
Dec 87	3.7	0.0	43.5
Jan 88	3.7	0.0	52.2
Feb 88	3.7	0.0	60.9
Mar 88	3.7	0.0	69.6
Apr 88	3.7	0.0	78.3
May 88	3.7	0.0	87.0
Jun 88	3.7	0.0	95.7
Jul 88	3.7	0.0	104.4
Aug 88	3.7	0.0	113.1
Sep 88	3.7	0.0	121.8
Oct 88	3.7	0.0	130.5
Nov 88	3.7	0.0	139.2
Dec 88	3.7	0.0	147.9
Jan 89	3.7	0.0	156.6
Feb 89	3.7	0.0	165.3
Mar 89	3.7	0.0	174.0
Apr 89	3.7	0.0	182.7
May 89	3.7	0.0	191.4
Jun 89	3.7	0.0	200.1
Jul 89	3.7	0.0	208.8
Aug 89	3.7	0.0	217.5
Sep 89	3.7	0.0	226.2
Oct 89	3.7	0.0	234.9
Nov 89	3.7	0.0	243.6
Dec 89	3.7	0.0	252.3
Jan 90	3.7	0.0	261.0
Feb 90	3.7	0.0	269.7

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