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EDUCATIONAL POLICY ANALYSIS TRAINING WORKSHOP

Case Study Two and Data Bank

January 1988

IEES

Improving the
Efficiency of
Educational
Systems

The Florida State University
Howard University
Institute for International Research
State University of New York at Albany
United States Agency for International Development
Bureau for Science and Technology
Office of Education
Contract No. DPE-5823-C-00-4013-00

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Case Study Analysis

UNSTRUCTURED CASE STUDY ANALYSIS

ANALYSIS

The goal of this section is to provide the experience of working through a realistic educational policy analysis problem as a group, utilizing the analytical skills you have acquired through the exercises.

A topic for this case study is provided, as well as a considerable amount of quantitative and qualitative data derived from an actual country, Botswana, in southern Africa. Most of the data are drawn from the sector assessment conducted by the Improving the Efficiency of Educational Systems project, funded by the United States Agency for International Development. Some data have been "invented" in order to facilitate the case study analysis.

Alternatively, a case study topic and data from the country in which the workshop is being held may be used. The problem-solving methodology presented in the exercises is universally applicable. The advantages to solving an indigenously produced case study are relevance, currency, and realism.

Case Study Two and Data Bank

1. INTRODUCTION

INTRODUCTION

The Ministry of Education has successfully argued in the past for educational reform, the following points of which were included in the current five-year plan:

- to increase educational opportunities, and to reduce inequalities of educational opportunities, so far as resources permit.
- to contribute to the balanced economic development of the nation by seeking to satisfy manpower requirements for all sectors.
- to promote personal qualities such as respect for national ideals, self-reliance, and concern for other people, and to encourage full development of individual talents.
- to provide universal access to seven years of primary education, for the 6-13 year age group, by the mid-1980s.
- to improve the quality of primary education.

The Minister of Education had recently presented a status report to the Council of Ministers at the end of the third year of the five-year plan. Generally, he pointed out, progress toward meeting the goals was generally satisfactory, and projections for the next two years indicated that many targets were expected to be met.

However, two weeks after the Minister's presentation, a report from a bilateral agency was reported in the press, pointing to several areas in which educational outcomes were falling short of their planned targets. Specifically, these included rural/urban inequities in the following areas:

- universal enrollment in primary schools
- equity in the allocation of educational resource
- equity in student achievement

Needless to say, the agency's report has created quite a stir in the policy community, and the Minister has been asked to respond to the report in a reappearance before the Council of Ministers. He is asking his staff to prepare a response of three to four pages, which should include the following:

- What are the facts about rural/urban inequities?
- What are the mitigating factors which may have caused such inequities to occur?
- What, if anything, can be proposed for inclusion in the next five-year plan that might overcome some of the current problems?

2. UNIVERSITY STUDY ON ABSENTEEISM AND ACHIEVEMENT IN RURAL SCHOOLS

UNIVERSITY STUDY

Two university researchers have just presented their latest work outlining aspects of one problem contributing to poor achievement by pupils in rural areas. The study was conducted in all nine districts of the country during a ten-year period. In it, the researchers assert that growing numbers of absences and dropouts are a major cause of poor scores on Standard 7 examinations.

It is known that pupils are absent from classes more and more without presenting any reasonable excuse to school authorities. It was found in the study, through extensive interviewing of parents, pupils, and school personnel, that parents were concerned and at times surprised at their children's behavior. When confronted with the problem by school authorities, the parents agreed to cooperate with them by disciplining children who are absent without permission.

Although parents reported their willingness to cooperate, many did admit that they felt it a necessity to keep their children out of school at certain times during the year, such as during the planting and harvest seasons. Despite their desire for "a good future life" for their children, they still required the help the children can provide at home and in the fields.

Evidence additional to that obtained in the interviews included school records in certain rural areas indicating that alarming numbers of boys were leaving school, telling school personnel they were going to look for employment in the nearest towns. Girls were said to be dropping out, in smaller numbers, allegedly due to pregnancies.

Finally, it was concluded in the study that school authorities, nationally and locally, must search for ways to motivate children to attend school regularly and for parents to support the authorities in these efforts. It was recommended that pupils be impressed with their responsibility to become clear-thinking, productive citizens of the nation.

ARTICLE 3. ARTICLE IN THE DAILY GAZETTE:

"SCHOOL CROWDING IN THE URBAN PERIPHERY"

A member of parliament recently questioned the Minister of Education about the need for new schools. She noted that parents and other residents of the burgeoning western edge of the capital city had been complaining about the lack of school space. Pupils of all ages are having to walk great distances or find transportation because construction and expansion of schools have not kept up with the fast growth in the area.

The westernmost sections of the capital have become particularly crowded in recent years. Only 10 years ago this area was just land stretching between the city and the surrounding villages.

In response to the parliament member's query, the Minister described provisions in the current national development plan for construction of one primary school and one secondary school in the western periphery of the city. Construction is scheduled to begin toward the end of the plan period.

ARTICLE 4. ARTICLE IN THE DAILY GAZETTE:

"EDUCATION SYSTEM CRITICIZED"

The educational system in our country has come under severe criticism in a paper presented to the conference on "Theory and Practice of Rural Development and Inequality."

It was asserted that our nation, after independence, opted for an educational system that encourages elitism and reinforces the economic and political power of a limited sector of society.

The author of the paper explained that the system permits a limited number of people to escape from rural poverty into paid employment. At the same time, the system discards the majority along the way and provides them with no opportunities to better themselves.

He further charges that current development plans do not correct these inequities, but actually deepen them. This is because, for reasons of economizing, the total number of years of schooling is being shortened, thereby limiting further the chances of pupils to succeed. Furthermore, subjects reflecting the elite lifestyle of urban areas, such as drama, arts, and music are being introduced into the curriculum at a much faster rate than subjects relevant to community and rural development.

Even the hierarchical structure of the educational system parrots the inherited non-participatory system, providing a model which is not conducive to encouraging peoples' participation in their regional and national development. This is particularly so when the cost of education at various levels is also considered. Few families of moderate incomes can afford to send even one child to secondary school, and yet government spends many times as much each year on one secondary school pupil than on several primary school pupils.

For all these reasons and more, the author of this paper contends that the rural-urban inequality of the national education system is simply a natural outgrowth of an entire social and economic system of inequality.

5. ARTICLE IN THE DAILY GAZETTE:

"URBAN SCHOOLS THE ENVY OF ALL"

Until there is national consensus on the aims of education in our country, the question of what is relevant education will continue to live with us.

This was the view of the first Headmaster of Capital City Primary School, when he delivered a keynote speech on the occasion of the school's 20th anniversary. The school came into being just after independence and is one of the best and largest primary schools in the country.

The ex-Headmaster declared that the anniversary celebration was indicative of the leadership qualities and sense of responsibility that Capital City Primary School had inculcated into its young pupils. He claimed that the school offered the kind of education that produces citizens equipped with socially desirable knowledge, attitudes, and skills.

Capital City Primary School is today a large, well-equipped school, having benefited through the years from investment by the government in its elaborate and generous physical facilities, and donations from parents who include many of the most socially prominent and economically successful members of the community. Along with Capital City Primary School, several other city primary and secondary schools have attributes that make them the envy of most other schools in the country.

The ex-Headmaster did not neglect to point out, however, that the costs of school construction could be considerably reduced without necessarily impairing the quality of education. He urged the audience to remember that effective and meaningful community participation in the development and running of schools is a key to national success in achievement of educational objectives.

ARTICLE

UNIVERSITY STUDY 6. UNIVERSITY STUDY ON IRRELEVANCE OF RURAL PRIMARY EDUCATION

A recent university study was just completed outlining some of the possible reasons pupils in rural areas are disenchanted with school. The study, conducted over a period of several years and in all nine districts of the country, attempts to explain growing numbers of absences, dropouts, and poor scores on Standard 7 examinations.

Parents, interviewed for the study, made it exceedingly clear that many of their children are forced to attend schools at great distances from their homes, if they want to be enrolled at all. In these cases, parents felt they could not blame their children for not wanting to travel so many hours daily in addition to sitting on hard benches all day long and coming home to chores.

The authors of the study interviewed various ministry personnel and examined government documents relevant to this problem. They found that the decision on where to build schools in rural areas is officially based on consideration of distance. Distance is a more salient factor in rural areas than population, which is the main consideration in urban areas. However, distance problems remain to be overcome.

Many cases were cited, for example, in which children are obliged to find lodging and food on their own, in a town remote from their village, and are sometimes at the mercy of strangers' hospitality. In these cases, parents have no control over the daily activities of their children. They can only hope their children attend regularly and encourage them to do so when they are home on school holidays.

Another finding in the study was that many parents felt the schools were not preparing their children in useful subjects. It was a common complaint that, since a majority of students either do not pass the Standard 7 exam with a high enough score to enter secondary school or cannot attend because it is too expensive or the nearest school is too far away, the primary school subjects are irrelevant. They are geared toward continued academic learning and do not help a primary school leaver obtain a job, and do not make leavers better workers on farms or in family enterprises.

Some parents expressed dismay that by the time their children have left primary school, but cannot continue, they have no more "taste" for life in the country or the village. Having been exposed to "city" and "big world" ideas, they yearn to leave home and head for the capital, without the necessary tools for survival there.

It was consequently suggested several times that rural and vocational studies be an important part of the primary curriculum. In other words, it was felt that building more schools was not valuable unless accompanied, or even preceded, by appropriate curricular revision.

A further result of the study was that in areas where the national language is not the native language of the residents, both pupils and parents are discouraged with pupils' difficulty learning basic concepts in another language. According to some researchers interviewed for the study, Standard 7 results in the nonnational language-speaking areas were "going down every year because pupils were not taught in" their native language. It was suggested that "the results would improve dramatically" if they were because "a firm foundation in education was determined by the child's understanding at an early age." Many people in these areas stated that such an educational policy is a form of discrimination.

Other causes for disillusionment of rural inhabitants with the education of their youth were implied in charges of low teacher quality. Inadequate supervision of primary school teachers and "laziness," or unwillingness of teachers to use appropriate teaching techniques, were cited more than once as problems needing attention.

7. EXTRACT FROM DRAFT 1985-91 DEVELOPMENT PLAN

Rural Infrastructure -- Plan Targets and Achievements, Education, Primary Schools.

District Council Areas:

Item	79-84 Plan		85-91 Plan
	Target	Actual	Target
Classrooms	2150	1346	1500
Teachers' quarters	n.a.	482	300
Toilets	n.a.	3136	900

Urban Infrastructure -- Construction of Primary Schools (complete schools)

	<u>Actual 79-84</u>	<u>Plan 85-91</u>
Francistown	2	6
Lobatse	0	3
Selebi-Phikwe	3	1
Gaborone	8	6

Extract from draft plan narrative:

2,600 new classrooms would be needed by 1991 to provide 80% of classes in rural areas with their own room; 4,300 would be needed to provide a classroom for each class (these numbers take into account existing shortages and anticipated growth in enrollment). Financial constraints dictate that planning must assume only 1,500 can be built in the time period. Guidelines for allocation of new classrooms include:

- (1) Double shifts should be used where feasible and new classrooms added to old schools only when double shifting possibilities have been fully exhausted.
- (2) In small communities, one teacher can teach up to three classes in one room. Special inservice training will be provided to assist teachers in such situations.
- (3) Double shifts are preferable to classes taught outside only, but occasional outdoor teaching will be encouraged.

To help improve the admittedly low quality of primary school instruction, the Central Government subsidy to primary education (paid to District and Urban Councils) will be increased from P20 per child per year to P30 per child per year to permit increased supply of textbooks and other materials to primary schools.

8. EXTRACT FROM EDUCATIONAL SECTOR ANALYSIS PREPARED BY THE FOREIGN AID AGENCY OF A WEST EUROPEAN GOVERNMENT

Primary Education

Government's objective of universal access to primary education by the mid-1980s will clearly not be attained. Of greater concern are indications that the equity situation between urban and rural areas is becoming more acute. In urban areas, primary enrollments have been rising and, given the economic situation, it would probably be unwise for government to attempt to accelerate the natural tendency for primary enrollment to eventually reach close to 100%. However, in rural areas, on current trends universal access will not be achieved in the foreseeable future.

This is not the place to discuss whether universal primary schooling in rural areas is a feasible or desirable objective for the country given its situation. However, government has adopted a policy of attempting to equalize educational opportunities throughout the country. The evidence available to the Mission strongly suggests that, contrary to this stated policy, not only are the resources available per pupil significantly lower on average in rural areas as compared to urban, but also the educational achievement of rural pupils lags behind that of their urban counterparts, and this situation may be becoming more pronounced. Of particular concern to the Mission was the sketchy evidence that suggested that teachers in rural primary schools were often of particularly low quality. Similarly, physical and financial resources seem not to be allocated equitably.

Estimated School-Age Populations and Primary Enrollments

	Primary School Enrollments			Estimated School-Age Population		
	1981	1982	1983	1981	1982	1983
<u>Districts</u>						
NE	8391	9135	9909	10662	11195	11754
Central	59535	64959	70776	70623	74154	77861
Kgatleng	9270	9928	10588	12344	12961	13609
Kweneng	20976	22349	23590	28043	29445	30917
Southern	23619	25025	26546	30595	32124	33731
South East	5643	6006	6400	7719	8105	8511
Kgalagadi	4732	5021	5321	6276	6590	6919
Ghanzi	2839	3043	3296	3965	4163	4371
North East	12569	13371	14149	16559	17387	18257
<u>Towns</u>						
Gaborone	9231	10203	11286	11055	11608	12188
Francistown	5213	5776	6294	6125	6432	6753
Lobatse	3522	3801	4188	4254	4466	4690
Selebi-Phikwe	3737	4119	4510	4427	4649	4881
Totals	169276	182736	196853	212647	223279	234443

9. CONSULTANT'S REPORT ON TEACHER UPGRADING ALTERNATIVES

The following is a brief summary of a consultant's report on various alternative techniques for upgrading teacher quality prepared by a UNESCO expert at the request of the Ministry. It addresses issues of effectiveness but the terms of reference of the visiting expert did not include any mention of comparing costs of the alternatives.

The consultant's report is hedged with many qualifications, but the main thrust of it argues that: (1) it can be assumed that teachers who have just completed the standard preservice training course have, on average, an acceptable level of competence; (2) such teachers will, under existing arrangements, continue to be acceptable in their performance, but their quality could be improved by further training; (3) untrained teachers, and teachers whose training consists solely of some of the 'crash' courses used in the past, are on average (there are notable exceptions) less good than society should accept in the long run, but in most cases could be brought up to acceptable levels by suitable training; (4) Although it is difficult, the consultant believes it is reasonable to express these differences in quality, competence, and performance in rough quantitative terms. In her view, the Ministry should aim for a "teacher quality score" for all teachers of not less than 95, with an average of 100. Her "teacher quality score" index apparently ranges from zero (theoretically) to a theoretical maximum of 180. The report does not make entirely clear either how the score is constructed or the basis for the following quantitative judgments by the consultant, but this consultant is very experienced in this field and has a reputation for unusually reliable judgments in these matters. The basic conclusions are as follows:

1. Average score for newly trained teachers is in the 90 to 95 range.
2. Average score for untrained teachers in the schools is probably in the 60 to 65 range, with very wide variations for the scores of individual teachers.
3. Four week inservice training sessions could be expected to raise the scores for untrained teachers by on average 20 points in the first year, 10 in the second and third, perhaps 5 in the fourth and fifth. These gains could be increased by on average 10 points in the first year, and about 5 each year thereafter for four years, if the in-service training during the vacation was followed up by visits to the trainees in the schools at monthly intervals.
4. Double-shifting regular preservice training could be expected to lower the initial quality score for newly trained teachers by about 10 to 15 points.
5. Gains for trained teachers from inservice courses would be about half those for untrained teachers.
6. Very short courses of about four or five days twice a year would probably give gains of on average only about five points per year for teachers with initial scores below about 85, but if suitably designed might raise scores by as much as 12 to 15 points one time only for teachers who were already quite good, with scores initially in the 100 to 110 range.

The consultant argued quite strongly that significant gains, on the order of 10 to 15 points in the first year and another 5 to 10 in the second, with perhaps 5 a year for two or three more years, could be achieved by teachers working on their own in groups that mixed trained and untrained teachers, had access to suitable distance-learning materials, and received occasional guidance from visitors from the inspectorate, Ministry, or teacher training colleges on tour.

Lastly, the consultant expressed the view that it seemed to her that, as in most countries, there was significant variation in the motivation, quality, effectiveness and dedication of individual teachers, quite apart from the training they had received, the institution where they worked, and the location in which they were. There were some untrained teachers who were clearly very much better teachers overall than the average trained teacher, just as there were also some trained teachers who were very much worse than the average untrained teacher, although it remained true on average that trained teachers were better than untrained. In designing schemes for the upgrading of teacher quality, it would therefore be highly desirable to select teachers for particular activities not on the basis of their paper qualifications but on the basis of careful individual evaluation of their strengths and weaknesses, so that additional

training made available to particular individuals would be of a kind which they would benefit from most.

The consultant also had some comments on existing inservice training programs in the country. TAPU, the Teacher Aids Production Unit, runs some short courses to instruct teachers in how to produce various instructional aids from low-cost materials available in rural areas. It reaches not very many teachers -- only 10 courses were held in 1983, with an average of 12 teachers at each -- and is somewhat specialized, but the consultant felt that for teachers without previous exposure to such training the courses were probably worth 5 to 10 points on the quality score.

Education Officers currently perform some inservice activities both in schools and at the existing Education Centers. Most of these are very short-duration activities, which probably only have very small impact on teacher quality, although they probably do serve to prevent deterioration of some skills and as useful channels of communication between the Ministry and the teachers -- probably more useful for the Ministry than for the teachers.

PEIP, the Primary Education Improvement Project, has an ambitious scheme for inservice training that is only just beginning. It involves a two-tier workshop or short-course approach. Groups of three teachers, including usually a headteacher, are brought to 5 day workshops in which they are trained both in substantive pedagogical matters and also to themselves act as trainers for similar workshops that they are supposed to conduct at their own and other schools (the "second-tier workshops"). The consultant thought the basic idea was good, but had serious doubts about the actual implementation of the project. She doubted that a five day workshop was long enough for teachers of the caliber involved to both absorb the new substantive material being presented to them, and to learn how to effectively transmit the new material to others. There appear at present to be problems with the second-tier workshops either not being delivered, or being very much shorter than the first-tier ones. The consultant believed that under ideal conditions, this two-tier system could probably raise teacher quality scores by 10 points a year for two or three years; as currently existing, the teachers in the first tier workshops probably benefit by on average about 5 points, and there is probably only a negligible effect on teachers participating in the second tier workshops.

TEACHER SALARY SCALES

10. Teacher Salary Scales in 1983

What follows are the salary scales in force in 1983. All figures are in Pula per annum. Headteachers receive supplements which vary with size and type of school. If a scale shows no entries beyond a certain number of years of experience, the last figure shown is the top point of that scale, and no increments are received after that point on the scale has been reached.

Years of Experience	Untrained Primary	Trained Primary	Untrained Secondary	Trained Secondary
0	2000	3600	4412	7200
1	2048	3696	4520	7356
2	2096	3792	4628	7512
3	2144	3888	4736	7668
4	2192	3984	4844	7824
5		4080		7980
6		4176		8136
7		4272		8292
8		4368		8448
9		4464		8604
10		4560		8760
11		4656		8916
12		4752		
Annual employment costs actual average	2096	4066	4632	7692

Education officers, inspectors of education, and lecturers in teacher training colleges are paid on one of three scales, known as A, B, and C. A corresponds to lecturers, education officers, and inspectors; B to senior lecturers, senior education officers, and senior inspectors; and C to principal lecturers, chief education officers, and chief inspectors. The three scales are, in Pula per year, in 1983:

Years of experience	A	B	C
0	8604	9756	12144
1	8756	10068	12624
2	8988	10380	13104
3	9180	10692	13584
4	9372	11004	14064
5	9564		
6	9756		
7	9948		

The average annual employment cost of all teacher training college academic staff in 1983 was 10,142 Pula.

11. Some Additional Cost Data for 1983

A report prepared by a consultant has estimated the unit cost of the various levels of education in 1983 as follows (each in Pula per year):

Primary	133
Secondary	608
Technical	2623
Nonformal	21
Teacher Training Colleges	1208
University	6706

12. Cost Elements In Inservice Training

Typical arrangements involve the following elements of cost, in addition to the personnel costs of trainees and instructors (which are often not explicit out-of-pocket costs, since lecturers, education officers, and inspectors are sent to do training as part of their normal duties, and teachers receive no additional pay for attendance):

Travel: All Teachers and instructional personnel traveling on Ministry business, e.g., to or from an inservice training course, are either reimbursed actual bus or train fares, or may claim 16 cents (one Pula is 100 cents) per kilometer of the shortest route. Something approaching 98% of teachers claim the 16 cents per kilometer, because it almost always works out to more than the fares (if there is any public transport available).

Meals and accommodation: Teachers on officially recognized courses are either accommodated at teacher training colleges, education centers, or (during vacations) secondary schools that have boarding facilities, or alternatively if such accommodation is not possible given cash grants to defray accommodation and meal costs. The cash grants are P5 per diem for meals and P8 per night for accommodation. Cost to government vary; in TTCs about P6 for meals, P7 for room; in Education Centers, P7 for meals, P8 for room; in secondary schools, P4 for meals, P5 for room.

TTC lecturers, education officers, and inspectors get considerably larger allowances when on official travel; these total P15 per diem for meals and P24 per night for accommodation.

ADDITIONAL
COST DATA

INSERVICE
TRAINING

Materials costs for inservice training courses can vary very substantially with the nature of the particular course, but in general in the past they seem to have averaged about P2.50 per trainee per day, although some externally-funded courses seem to have spent as much as P20 per trainee per day, and some locally funded courses seem to have spent nothing on materials that was recorded, or as little as 15 cents per trainee per day.

13. CAPACITY OF TEACHER TRAINING FACILITIES

PRIMARY EDUCATION

The growth of primary school enrollments during the last plan period led to a great demand for trained teachers at that level. The Primary Teacher Training Colleges (PTTCs) embarked on a program of expansion to meet this increase in teacher requirements.

Additional facilities were added at the three PTTCs to enable them to increase their capacity from 230 to over 300 per college. However, over the last plan period, the forecast for trained teacher output fell below the plan, apparently due to a significant number of graduates choosing not to pursue careers in education.

Primary school enrollment is projected to rise from about 209,000 in 1984 to about 286,000 in 1991, an increase of over 5% per year. In order to meet the demand for more trained teachers, the Ministry of Education has identified two major obstacles which must be overcome. First, the capacity of the PTTCs must be increased. Alternatives which are currently under discussion include the building of more PTTCs, expanding the capacity of the three existing PTTCs, and placing greater reliance on inservice training.

The management and utilization of the inservice training program is considered by some to be significant issue within the Ministry of Education. The 1,894 (30%) untrained teachers at the primary level represent an underestimate of the level of inservice training needs in the primary teaching service. According to some educators, many of the remaining 70% of teachers classified as qualified are in fact undertrained in terms of teaching effectiveness.

A wide range of inservice training services for teacher improvement is potentially available through the Ministry of Education. There is some evidence, however, that many of these services are not now widely available. Given the high potential for short-term impact on instructional quality, as compared with investments in pre-service programs, improvement of the inservice delivery system is offers an excellent opportunity to enhance various skills of teachers generally.

Second, the reasons for PTTC graduates not taking jobs in teaching must be identified and addressed, in order that scarce government resources not be wasted on human resource development which does not prove beneficial to national goals.

SECONDARY EDUCATION

The expansion of secondary education will result in rapid growth of the teaching establishment -- from about 1250 teachers in 1985 to 2160 in 1990. The National University continued, during the last plan period, to be the main source of teachers for secondary schools because the opening of the Junior Secondary TTC was delayed until March 1985.

Three sources currently provide qualified (non-expatriate) teachers: the new College of Education (junior secondary level), the University Faculty of Education (senior

secondary level), and the National Polytechnic College (practical subjects). It appears that during the current plan period there will be a shortage of teachers of practical subjects and of the national language.

The new College of Education cannot satisfy the anticipated large demand for secondary teachers with its present expected annual output of 125 teachers. The government will expand the college to raise its present enrollment capacity from 480 students to about 600. The main objective of the College will be to train more science and mathematics teachers to satisfy the present need for them. However, the College will also offer courses in the national language, English, Social Studies, Home Economics, Music, and other subjects.

ARTICLE

14. ARTICLE IN THE DAILY GAZETTE:

"TEACHERS VIEWED AS RESPONSIBLE FOR LOW SCORES"

Recent reports from Ministry of Education officials have painted a bleak picture of parents' views regarding teachers and teaching quality. When officials have been called upon to brief the community on school progress, parents and other members of the community have consistently expressed their belief that pupils' poor performance on examinations is in large part due to the number of unqualified teachers.

They have also complained that some teachers, although supposedly trained, do not behave as though they either know their subject areas or know how to teach. Parents also feel that teachers neglect to develop a competitive spirit among their pupils, and are unresponsive to the concerns of parents.

In their reports, the Ministry Inspectorate and other officials have generally agreed that there is an urgent need for increasing the qualifications of teachers if examination results are to improve. They have emphasized the importance of teachers in providing guidance and as agents of physical and human development in the society.

In an effort to improve the situation, many officials have begun to conduct more careful monitoring of teachers' performance. They have also called upon headteachers to better assist their staff in their teaching duties.

Although most of the officials were in agreement with parents on the serious nature of the lack of qualified teachers, they also believed that parents and teachers must redouble their efforts to work together on behalf of improved education. They emphasized that teachers alone could not do all the work.

In their community briefings, in addition to assuring the parents of efforts being made to improve the quality of teaching, officials have reminded them of their own responsibility in their children's education.

MEMO

15. INTERMINISTERIAL MEMO

In the interest of improving overall achievement of pupils in our primary schools and, consequently, national examination results, we would do well to consider alternative, cost-effective strategies for improving teacher qualifications.

We are proposing several possibilities for further consideration and analysis. Each of them is meant to supplement, not to replace, current methods of preservice training. If currently employed teachers can thus become better teachers, we will have accomplished something crucial for the betterment of the nation.

First, teachers could be assigned to sessions of inservice training during the vacation period falling between academic years. Which teachers attend which sessions could

be determined by supervisors' evaluations and recommendations. Teachers could also request further training in this manner. Recognition could be given to teachers for successful participation in one or more sessions.

Second, the academic year could be shortened by a few days or weeks in order to provide more teachers with more inservice training in the available time. The difference in actual teaching time lost could be more than made up for by including in the training syllabus strategies for more effective use of instructional time by teachers.

Third, the Teacher Training Colleges, having already been built, do not represent recurrent costs, except for utilities when actually in use. More efficient use of the facilities would consist of scheduling preservice training in double shifts. One group of students could attend morning sessions and the other afternoon sessions. The same could be done for inservice training.

Fourth, an additional efficient use of the Teacher Training Colleges would be to bring together small groups of teachers for four-day sessions during the academic year. Each teacher would attend only one or two such sessions during the school year and could make suitable arrangements for her or his pupils during that time. For example, teachers could travel to the College on a Wednesday, attend training Thursday, Friday, Saturday, and Monday, and travel back on Tuesday, thereby missing only one week of instruction. If teachers planned to take over classes for each other during training, no substitute teachers would have to be hired. During these training sessions, the preservice training schedule could be modified to allow for double shifting, with preservice training students attending in the mornings, and inservice participants attending in the afternoons and evenings.

NATIONAL
EDUCATION
SYSTEM

16. THE NATIONAL EDUCATION SYSTEM

PRIMARY EDUCATION AND EXAMINATIONS

Primary education lasts for seven years (Standards 1-7). Children may enter Standard 1 in the January after they are six and a half. Promotion is automatic except that repetition is allowed in Standard 4, based on the outcome of the Standard 4 attainment test, and in Standard 7.

At the end of Standard 7, pupils take the Primary School Leaving Examination (PSLE), which is the basis for selection to secondary education.

The medium of instruction is the national language in Standards 1 to 4 and thereafter English. The private English medium schools, as the name implies, use English throughout.

SECONDARY EDUCATION AND EXAMINATIONS

Secondary education has two levels--junior secondary education, which at present lasts for three years (Forms 1-3), and senior secondary education, which currently takes two years (Forms 4 and 5).

The structure of school education is, therefore, 7 years primary followed by 3 years junior secondary and 2 years senior secondary (7-3-2).

The senior secondary schools follow a program leading to the Cambridge Overseas School Certificate (COSC), which will eventually be replaced by a national examination and, accordingly, a program leading to it.

The other examination administered at the secondary level is the Junior Certificate (JC), given at the end of junior secondary.

TEACHER TRAINING

Preservice training

Institutional teacher training is carried out at four different levels --the first level is teacher training for primary education, which is undertaken by three teacher training colleges (TTCs).

The second is at junior secondary level. The National University has offered a diploma course in secondary education which qualifies its students to teach in junior secondary schools. This function has now been taken over by the College of Education which has been opened and the course at the University will therefore be phased out.

The third level of training is of teachers for senior secondary schools and this is undertaken principally at the National University Faculty of Education.

The fourth level of training is undertaken through the Primary Education Improvement Project (PEIP). One aspect of this project is the training of lecturers for Primary TTCs through a four-year course leading to the Bachelor of Education in primary education. This part of the project is based at the National University. The project aims at producing 20 graduates per year during the current plan period. It is expected that all teaching positions in the Primary TTCs will be localized through this project.

Inservice training

Regional Education Centres are being established to create a comprehensive network of institutions for inservice training activities.

Another aspect of PEIP is an inservice training program which relies on a "multiplier effect." Head teachers, senior teachers, and education officers drawn from various Districts undergo an intensive inservice training program, and then organize similar programs for other teachers in their districts.

The following areas will be emphasized during the current plan period:

- strengthening of TTCs through a graduate program for tutors with emphasis on specialization, for example, in special education and counseling;
- creation of a delivery system of inservice education by training people in needs assessment, curriculum development and management of education centres;
- training of head teachers and other educational administrators in educational management.

17. STATEMENT OF TEACHER TRAINERS REGARDING TEACHER TRAINING

As members of the education profession, and as citizens concerned with the development of our nation and therefore with the children of our nation, we believe firmly in the concept of professionalism. Without professionalism teachers cannot be expected to be taken seriously or even to take themselves seriously as being dedicated to the goals of education.

For this reason, we assert that professionalism in teaching can only be attained by a combination of quality training, both preservice and periodic inservice, and experience. Recognition for both training and experience must be provided by official certification, incorporating increasing levels of advancement and improvement. Furthermore, levels

TEACHER
STATEMENT

of certification must be associated with levels of remuneration, both pecuniary and non-pecuniary.

1. Quality training and experience

Untrained and undertrained teachers, particularly when they number more than an insignificant amount in the educational system, comprise a threat not only to the educational system, but to the growth of the nation as well. An educational system with low teacher training standards is one with low standards for learning, endangering overall academic achievement. Low academic achievement can result in low citizen productivity and an eventual decrease in the quality of decisionmaking by future national leaders (today's pupils).

The best way to assure initial quality and continued improvement of the national teaching force is to establish appropriate preservice training and to follow it with carefully planned, implemented, and evaluated inservice training. Inservice training should be conducted regularly so as to benefit from teachers' increasing experience and to allow them to incorporate their professional training into their practice.

Quality preservice training cannot be assured if its duration is shortened in order to cut costs. If anything, it should perhaps be lengthened. Sufficient time is essential for learning points to be presented, reinforced, and integrated into the trainees' conceptual framework.

Similarly, the often suggested strategy of double-shifts, (teaching some trainees part of the day and others later in the day), carries the risk of promoting stress and fatigue in trainers, and decreasing the total number of hours of training to a dangerously low level.

We cannot emphasize enough that any reduction in the quality or quantity of teacher training, in the interest of cost-cutting, can only result in both short- and long-range reduction in the overall quality of education and national development.

2. Certification and advancement

An essential element of recruiting and retaining qualified teachers is official recognition in the form of certification. Each step in the further professional development of teachers must be linked with a concrete level of advancement as evidenced by levels of certification. This psycho-social aspect of professionalization must not be overlooked. Rather it should be used to the utmost advantage of the educational system and national development by acting as an incentive.

3. Certification and remuneration

In much the same way as recognition by advanced certification, remuneration, both pecuniary and non-pecuniary, can act as a concrete incentive to teacher professionalization.

As teachers progress upward on the scale of certification, pecuniary rewards should be granted proportionally. Such rewards would consist primarily of salary increments, but could include other items such as monetary bonuses, as appropriate to the progress made.

Other forms of remuneration could include provision of housing, selection for special additional training opportunities, and promotion to positions of increased responsibility. This last item would not threaten educational quality by moving qualified teachers into non-teaching positions if preservice training and inservice training to less qualified teachers were continually being offered in order to constantly replenish the supply of professionals in teaching positions.

18. STATEMENT OF THE NATIONAL TEACHERS' UNION ON TEACHER TRAINING

UNION STATEMENT

While we believe that the best possible way to attain the objective of teacher professionalization, under ideal circumstances, is to provide all teacher candidates with intensive pre-service training followed by supervised practice teaching and to provide all teachers with regular, ongoing inservice training and monitoring, we also recognize that constraints of time and money make this an unrealizable strategy under current conditions.

We therefore wish to clarify our position that professional training undertaken with the intention of improving the quality of the educational system, if conducted appropriately, should be considered valid for the purpose of certifying teachers as qualified.

Some teacher candidates might be hired directly after graduation from school without having participated in any preservice training. They would teach for one academic year and then be required to attend an intensive inservice training during the long vacation between school years. By successfully participating in several consecutive inservice training sessions, and by receiving satisfactory evaluations of their teaching during each school year, they may then be certified as professional teachers, at the same level as others who are certified upon entering the profession after preservice training (entry level).

By filling teaching positions more quickly, instead of keeping potential teachers out of schools for preservice training, the need for teachers could be more rapidly met. This strategy would not need to be considered a lowering of standards. On the contrary, it could even be perceived as an increase in standards in that teachers are able to use their teaching practice as a concrete reference point to which their learning during inservice training may be applied. Such an approach could make teacher training much more realistic and practical than the traditional approach.

Training which is practical and valuable for the teachers is bound to improve the educational system. In the long run, while helping to fill gaps in schools, this approach would benefit national development. It could therefore be recognized officially by the government in the form of certification and other incentives and rewards. Although initially hired at relatively low salary levels (lower than traditional entry-levels), these teachers would receive an automatic salary increase after each cycle of a successful year of teaching plus inservice training.

In sum, we urge the government to consider preservice training and the inservice training cycle approach as of equal value in the professionalization, certification, remuneration, and placement of teachers.

TOGO WORKSHOP DATA BANK

Estimates of Local
Gov't Expenditures on
Primary Schools, 1983-1984

	Expend. Primary School	Total Expend.	Percent Primary of Total
District: Central	1540100	7951620	19
Ghanzi	180950	1578030	11
Kgalagadi	144730	1603520	9
Kgatleng	317900	1573410	20
Kweneng	464110	2850600	16
North East	241880	1306430	19
North West	350430	2454620	14
South East	227130	1191260	17
Southern	649760	3209200	20
===== Town: Francistown	109890	2500090	4
Lobatse	97440	1606530	6
Selebi-Phitkwe	181620	2658680	7
Gaborone	422440	5576770	8
TOTAL	4908380	36060760	170

Local Government Expenditures on Primary Schools
1980/81-1982/83

		1980/81				1980/82				1982/83			
		Cost		Cost		Cost		Cost		Cost		Cost	
		No. of Schools	per School	No. of Pupils	Cost per Pupil/yr	No. of Schools	per School	No. of Pupils	Cost per Pupil/yr.	No. of Schools	per School	No. of Pupils	Cost per Pupil/yr
District:	Central	124	7814	65506	1479	149	4938	68772	1069	154	7938	70287	1739
	Ghanzi	14	7786	3231	3373	14	10451	3061	4780	16	8125	3343	3888
	Kgalagadi	19	3873	4844	1519	19	4387	5115	1629	19	4170	5337	1484
	Kgatleng	30	5205	10694	1460	32	7902	19699	2363	32	8355	10593	2523
	Kweneng	55	2805	21353	722	56	6809	22746	1676	58	7424	23696	1817
	North East	26	3368	9127	959	30	3309	9569	1037	31	7233	10014	2239
	North West	33	4140	11403	1198	43	4049	13728	1267	45	4436	14008	1424
	South East	11	8567	6688	1409	13	8689	6516	1733	16	11245	6685	2691
	Southern	61	3169	23145	835	76	3018	24865	922	81	5061	26734	1533
=====													
Town:	Francistown	6	18598	5626	1983	8	14819	5759	2058	8	15761	6066	2078
	Lobatse	5	11098	3841	1444	5	12281	3467	1771	5	12488	3624	1723
	Selebi-Phitkwe	4	25810	4065	2539	6	18795	4555	2475	6	27342	4704	3487
	Gaborone	13	16315	8374	2532	13	18409	8609	2779	18	18915	9806	3472

TOTAL		401	118548	177897	21452	464	117856	196461	25559	489	138493	194897	30098

Estimates of Local Expenditures on
Primary Schools
by Budget Categories
1982/83

		Salaries	Wages	Maint. & Repair	School Books&Sta	Teaching Materials
District:	Central	97400	1360	410700	1110240	2910
	Shanzi	29290	39850	23140	52800	3160
	Kgalagadi	12300		42290	83380	
	Kgatleng	17560	310	74320	176000	5500
	Kweneng	33350	16600	150200	237420	21000
	North East	20210		73050	150420	1900
	North West	26020	1620	84390	226050	16930
	South East	14380	12790	47590	86960	6320
	Southern	27950	3240	154220	412590	12000
	=====					
Town:	Francistown	13630	27930	15350	50400	3000
	Lobatse		6230	330	53800	3100
	Selebi-Phitkwe	17050	52330	23120	66880	6640
	Gaborone	20050	59980	51100	190290	24000
	TOTAL	329190	222240	1149800	2897230	106460

Number of Primary Schools, Classrooms,
and Pupils by Districts, 1984

		Schools Classroom Pupils		

District:	Central	161	1642	74248
	Ghanzi	16	118	3545
	Kgalagadi	18	129	5294
	Kgatleng	33	266	10709
	Kweneng	64	538	25861
	North East	31	248	10308
	North West	45	279	14580
	South East	14	176	6976
	Southern	16	118	3545
	=====			
Town:	Francistown	10	163	5651
	Lobatse	7	85	4464
	Selebi-Phitkwe	7	121	5472
	Gaborone	22	267	12587
	TOTAL	444	4151	184240

Percent of
Population
Enrolled

Enrollments by District and Standards, 1983

		Percent of Pop.	S T A N D A R D							TOTAL
			STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	
District:	Central	34.7	11139	9996	10259	12253	9068	7694	10327	70782
	Ghanzi	2.1	695	457	519	525	432	303	365	3296
	Kgalagadi	2.5	925	763	754	1070	627	488	694	5321
	Kgatleng	4.8	1501	1495	1550	1822	1359	1373	1488	10588
	Kweneng	12.5	4259	3916	3541	4014	2726	2213	2921	23590
	North East	3.9	1616	1379	1420	1326	1271	1393	1504	9909
	North West	8.1	2332	2280	2615	2278	1535	1438	1671	14149
	South East	3.3	896	919	935	987	939	836	889	6400
	Southern	13.4	4355	4236	3912	4813	3279	2644	3307	26546
	=====									
Town:	Francistown	3.2	1022	826	910	1016	756	746	1018	6294
	Lobatse	2.1	675	502	602	717	485	550	657	4188
	Selebi-Phitkwe	3.1	740	651	706	685	569	504	655	4510
	Gaborone	6.4	1841	1756	1712	1588	1334	1388	1667	11286
	TOTAL	100.1	31996	29175	29435	33094	24380	21570	27163	196859

PTTC 1983 Enrollments
by Sex & Districts,
Compared to 1981 District,
Populations

Facilities and Enrollments by District, 1983

	% Female	Difference	No. of schools	Pupils	Single seats	Double seats	Others	Tables	Chairs	Black-board
District: Central	90.1	4.3	156	70776	232	1627	395	20094	42764	2975
Ghanzi	100.1	-0.7	16	3296	32	31		1566	2783	182
Kgalagadi	83.3	-0.6	19	5321		49	7	2192	4666	286
Kgatleng	75.1	1.5	33	10588	176	584		3469	6987	447
Kweneng	94.8	-2.4	60	23590	89	587	34	6941	15263	890
North East	84.3	3.5	31	9909	23	173	159	4538	8747	633
North West	66.1	-2.2	46	14149	19	237	61	4218	8240	631
South East	91.3	1.6	14	6400	13	170	21	2428	4564	328
Southern	84.1	4.5	76	26546	85	853	322	7348	15459	1019
=====										
Town: Francistown	100.1	-1.6	9	6294	296	182	40	707	2717	202
Lobatse	81.5	0.7	7	4188	205	102	40	443	2024	96
Selebi-Phitkwe	100.1	-2.7	6	4510	139	16		1450	4005	131
Gaborone	100.1	-5.9	22	11286	196	131	72	2280	9126	363
TOTAL	88.5		497	196853	1505	4742	1151	57674	127345	8173

Repeaters
by
District
and
Standard
1983

Primary Enrollments, by Sponsorship, District
Number of Schools, and Sex, 1983

	Total	Government		Private		Primary Teacher Qualifications by District, 1983		Percent Trained Primary School Teachers		
		No. of School	M	F	No. of Schools	M	F		Untrained	Trained
District: Central	4784	145	32059	34128	13	2205	2384	648	1557	70.61224
Ghanzi	217	15	1458	1588	1	120	130	39	89	69.53125
Kgalagadi	564	19	2490	2831				67	123	64.73684
Kgatleng	714	31	4798	5560	2	119	111	114	245	68.24512
Kweneng	1583	57	9542	13911	3	46	91	234	513	68.67469
North East	411	31	5015	4894				127	206	61.86186
North West	851	45	6925	7084	1	60	80	167	311	65.06276
South East	164	10	2288	2691	4	670	751	29	152	84.81675
Southern	1772	73	11556	14425	3	256	309	279	593	68.00458
===== Town:										
Francistown	423	8	2613	2941	1	335	405	24	151	86.28571
Lobatse	316	5	1505	1721	2	426	536	19	100	84.03361
Selebi-Phitkwe	291	5	1963	2129	1	208	210	29	104	78.19548
Gaborone	687	20	5048	5883	2	157	198	118	250	67.93478
TOTAL	12777	464	87260	99786	33	4602	5205	1894	4404	

Scores on Teacher Competency Examination

	Professional Knowledge Component	Classroom Performance Component	Total Score
District: Central	14	22	36
Ghanzi	13	25	38
Kgalagadi	12	21	33
Kgatleng	14	24	38
Kweneng	13	25	38
North East	10	22	32
North West	13	24	37
South East	16	21	37
Southern	13	23	36
=====			
Town: Francistown	16	36	52
Lobatse	17	35	52
Selebi-Phitkwe	15	37	52
Gaborone	14	36	50

Primary Teacher Movement by Reason, 1983

		Teacher Joining			Teacher Leaving			
		Transfers other schools	From Botswana TTC	Total	Transfers other schools	Resigned for TTC	Resigned for nonteaching jobs	Total
District:	Central	283	101	436	274	81	36	448
	Ghanzi	6	11	30	17	1	2	24
	Kyalagadi	20	16	50	27	5	5	51
	Kgatleng	26	6	53	19	13	13	59
	Kweneng	94	67	199	102	20	11	152
	North East	53	10	83	44	21	2	84
	North West	51	84	145	49	28	7	98
	South East	23	4	32	20	3	1	30
	Southern	104	115	269	127	28	23	214
	=====							
Town:	Francistown	32	5	42	25	10	2	42
	Lobatse	8	4	25	2	2	3	22
	Selebi-Phitkwe	16	2	24	8	1	4	20
	Gaborone	42	16	101	43	6	11	84
	TOTAL	758	441	1489	757	219	126	1328

Primary Teachers, by Districts
and Sex, 1993

		Male	Female	Total
District:	Central	565	1640	2205
	Ghanzi	59	69	128
	Kgalagadi	65	125	190
	Kgatleng	63	296	359
	Kweneng	158	589	747
	North East	111	222	333
	North West	169	309	478
	South East	30	161	191
	Southern	177	695	872
	=====			
Town:	Francistown	24	151	175
	Lobatse	19	100	119
	Selebi-Phitkwe	20	113	133
	Gaborone	37	331	368
	TOTAL	1497	4801	6298

Untrained Teachers by District, 1979-1984

		1979		1980		1982		1983		1984		Estimated Classroom Shortages 1983
		no	%									
District:	Central	660	100	696	100	687	100	650	87	648	100	511
	Ghanzi	31	38	31	36	18	17	39	30	46	32	28
	Kgalagadi	70	44	41	25	39	22	67	35	67	34	46
	Kgatleng	111	38	132	40	116	32	114	32	105	30	78
	Kweneng	235	42	248	39	232	34	234	31	268	33	213
	North East	126	45	138	44	117	36	127	38	133	36	85
	North west	182	49	157	43	192	45	165	35	174	33	193
	South East	28	16	28	17	30	19	29	15	46	22	13
	Southern	258	42	331	46	317	39	281	32	287	31	344
	=====											
Town:	Francistown	37	27	34	23	22	14	24	14	23	12	7
	Lobatse	3	3	13	13	28	25	19	16	20	17	30
	Selebi-Phitkwe	21	21	30	32	43	36	34	23	39	24	21
	Gaborone	13	7	54	26	82	34	118	32	87	22	51
	TOTAL	1775	36.3	1933	37.2	1923	34.8	1901	32.3	1943	32.8	1620

Analysis of 1983 Standard 7 Examination
Results by Grade and District

		Grade A	Grade B	Grade C	Grade D	Total
District:	Central	359	2730	3681	3343	10113
	Ghanzi	7	69	143	148	367
	Kgalagadi	20	201	251	205	677
	Kgatleng	76	501	741	387	1705
	Kweneng	193	1104	1110	464	2871
	North East	50	490	570	300	1410
	North West	24	311	623	615	1574
	South East	98	366	285	131	880
	Southern	124	973	1467	1114	3678
	=====					
Town:	Francistown	114	516	416	174	1220
	Lobatse	62	269	283	148	762
	Selebi-Phitkwe	43	226	287	210	766
	Gaborone	249	671	586	197	1703
	TOTAL	1419	8427	10443	7437	27726

Primary Schools Implementation
of Double Shift System

		Number of streams on double shift	Shortage of trained primary school teachers
District:	Central	310	-674
	Ghanzi	10	-51
	Kgalagadi	8	-74
	Kgatleng	48	-116
	Kweneng	220	-269
	North East	34	-123
	North West	54	-176
	South East	20	-25
	Southern	280	-289
	=====		
Town:	Francistown	10	-18
	Lobatse	4	-13
	Selebi-Phitkwe	18	-30
	Gaborone	88	-80
	TOTAL	1104	-1938

Primary School Number of Dropouts by Standards and Districts, 1983

	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	TOTAL
District: Central	121	321	309	347	345	315	159	1917
Ghanzi	5	2	3	8	5	6	4	33
Kgalagadi	16	23	26	34	26	18	14	157
Kgatleng	10	47	53	45	38	29	50	272
Kweneng	53	119	108	97	82	51	98	608
North East	10	15	17	21	17	24	29	133
North West	34	51	56	54	38	32	24	339
South East	3	5	1	9	5	3	4	30
Southern	33	139	163	173	136	147	105	896
=====								
Town: Francistown	2	15	30	19	9	8	7	90
Lobatse	3	25	23	13	18	12	43	137
Selebi-Phitkwe	58	59	29	59	43	52	4	305
Gaborone	18	31	21	22	37	22	12	163
TOTAL	367	852	839	901	799	719	553	5080

Primary School Furniture for Staff Use, 1983

	Tables	Chairs	Cupboard Lockers	Typing Desks	B/board Fixed	B/board Unfixed
District: Central	1295	1742	2135	73	1745	1237
Ghanzi	46	107	74	10	108	74
Kgalagadi	99	201	204	5	147	139
Kgatleng	219	222	300	15	297	150
Kweneng	268	337	523	9	561	529
North East	243	213	564		329	304
North West	431	370	300	31	272	352
South East	113	211	188	19	247	81
Southern	527	518	749	48	618	423
=====						
Town: Francistown	248	267	175	11	169	33
Lobatse	68	78	68	11	82	4
Selebi-Phitkwe	141	270	133	39	143	7
Gaborone	224	274	195	49	286	77
TOTAL	3922	4810	5608	320	5004	3410

Primary Schools Number of Latrines by Type and Districts

		For Teachers				For Pupils			
		Flush	Pit	Bucket	TOTAL	Flush	Pit	Bucket	TOTAL
District:	Central	101	291	2	394	313	932	12	1257
	Ghanzi	4	50		54	28	70		98
	Kgalagadi	10	20		30	29	33	11	73
	Kgatleng	8	47		55	32	159		191
	Kweneng	2	175		177	8	468		476
	North East		56		56		121		121
	North West	18	154		172	36	139	2	177
	South East	32	6		38	84	76		160
	Southern	2	134		136	16	333	6	355

Town:	Francistown	38	2		40	169	14		183
	Lobatse	14	1		15	69	12		81
	Selebi-Phitkwe	26			26	150			150
	Gaborone	51			51	479			479
	TOTAL	306	936	2	1244	1413	2357	31	3801

		Pupils per Class- room	No. of Seats/ Pupil	Percentage Repeaters	Black- boards per Pupil	Percentage short Class- rooms	% As & Bs	Percent Shortage Trained Teachers	Percent Dropouts	Tables Per Teacher
District:	Central	45.2	0.65	6.8	0.04	31.12	30.5	-30.6	2.7	0.59
	Ghanzi	30.0	0.87	6.6	0.06	23.73	20.7	-39.8	1.0	0.36
	Kgalagadi	41.0	0.90	10.6	0.05	35.66	32.6	-38.9	3.0	0.52
	Kgatleng	40.3	0.79	6.7	0.04	29.32	33.8	-32.3	2.6	0.61
	Kweneng	48.1	0.70	6.7	0.04	39.59	45.2	-36.0	2.6	0.36
	North East	41.6	0.92	4.1	0.06	34.27	38.3	-36.9	1.3	0.73
	North West	52.3	0.62	6.0	0.04	69.18	21.3	-36.8	2.4	0.90
	South East	39.6	0.77	2.6	0.05	7.39	52.7	-13.1	0.5	0.59
	Southern	30.0	0.65	6.7	0.04	291.53	29.8	-33.1	3.4	0.60
	=====									
Town:	Francistown	40.8	0.54	6.7	0.03	4.29	51.6	-10.3	1.4	1.42
	Lobatse	51.9	0.58	7.5	0.02	34.88	43.4	-10.9	3.3	0.57
	Selebi-Phitkwe	45.2	0.93	6.5	0.03	17.36	35.1	-22.6	6.8	1.06
	Gaborone	47.1	0.85	6.1	0.03	19.10	54.0	-21.7	1.4	0.61