OHIO UNIVERSITY USAID CONTRACT

MINISTRY OF EDUCATION
UNIVERSITY OF BOTSWANA

PRIMARY EDUCATION IMPROVEMENT PROJECT

REPORT 5

University of Botswana

Private Bag 0022 Gaborone Botswana
Telephone 51151 • Telex 2429 BD

30 April, 1984

To Dr. Ann Domidion
Human Resource Development Officer
USIAD/Botswana

SUBJECT: Fifth Semi-annual Report of the Ohio University Contract Team covering the period 1 November 1983 through 30 April 1984.

Article 1 Section F (b) of the contract states: "The Contractor will prepare reports which discuss progress towards achieving project objectives and adherence to the annual Work Plan during each six months period of the Contract. These reports should be objective analyses of progress made on all major activities. They shall include assessments of accomplishments and discussed in detail in the annual work plan." Section F (d) states further: "The Contractor shall submit two copies of each Report required by paragraphs (a), (b), or (c) to the Office of Development Information and Utilization, Bureau for Development Support, Agency for International Development, Washington, D.C. 20523. The title page of all reports forwarded to the AID Reference Centre pursuant to this paragraph (d) shall include the contract number and project title as set forth in the schedule of this contract."

Attached is the report.

Donald M. Knox

Donald M. Knox
Chief of Party

TABLE OF CONTENTS

Chapter 1	Page 1
Chapter 2	Page 6
Chapter 3	Page 20
Chapter 4	Page 29
Appendix A (Closing Ceremony Speech, Kanamo Centre, Mahalapye)	Page 35
Appendix B (Position Paper)	Page 38
Appendix C (Media Centre, Library Inventory)	Page 42
Appendix D (Dr. Zajicek's Paper at Pre-school trainers w'shop)	Page 54
Appendix E (Proposed Plan (prelim.) for 5 yr. ext. of PEIP)	Page 65
Appendix F (Phase out plans for PEIP)	Page 74
Appendix G (Participant Summary)	Page 79
Appendix H (Departmental Special Regulations)	Page 81

CONTRACT

Between the

UNITED STATES OF AMERICA

and

The Ohio University, Athens, Ohio

AFR-0222-C-OOO-1066-00

Project No. 633-0222

PIO/T No 633-0-222-20061

Appropriation No. 72-1121037

Allotment No. GESA-82-21633-KG13

SEMI ANNUAL REPORT, PERIOD 1 NOVEMBER 1983 THROUGH 30 APRIL 1984

CHAPTER I

INTRODUCTION

Article I, Section F (b) of the contract states that "the Contractor will prepare reports which discuss progress towards achieving project objectives and adherence to the annual work plan during each six month period of the contract. These reports should be objective analyses of progress made on all major activities. They shall include assessments and accomplishments and shortfalls as well as recommendations for any changes in the project implementation procedures as outlined in the Project Paper and discussed in detail in the annual Work Plans."

Article I. Section A. Objective, states that the Statement of Work shall be "to assist the Government of Botswana (GOB) (1) to establish in the University of Botswana (UB) a permanent capacity to provide preservice training through (a) the creation of a four-year professional Bachelor of Education degree program and (b) a two year diploma program to up-grade senior primary school staff for whom a degree is

not appropriate; (2) to strengthen the capacity of the Ministry of Education (MOE), in cooperation with the UB to organize and implement effective inservice programs for supervisory staff and teachers involved in primary education.

"By the end of the project, as a result of GOB and USAID project inputs, it is anticipated that there will be: (1) a functioning Department of Primary Education as a new entity in the UB. (2) Batswana graduates of the UB with B.Ed. degrees or two year diplomas in primary education, qualified to serve as TTC tutors, head teachers, MOE officers and in other leadership positions. (3) Batswana trained in the U.S. to the masters degree level in appropriate fields of primary education to replace U.S. project staff at the UB. (4) An institutional base extablished for the systematic and effective inservice training of head teachers, deputy heads, and senior techers in the 480 (now 500) primary schools, and for the development of staff of the TTCs and the inspectorate.

"Over a five-year period the project will train approximately 80 Batswana in primary education to diploma and degree levels, depending on the exact mix of students in the two programs. The majority of the Batswana who completed the B.Ed. degree will be slated for positions as tutors in the Teacher Training Colleges for the first 5 - 10 years following establishments of the program at UB. As the TTCs become locally staffed with trained persons, it is expected that graduates will begin to move into leadership positions as head teachers, deputy heads, inspectors, and specialists in MOE positions. Since an on-going institution is being created, 23 - 30 Batswana will continue to complete the UB program annually, long after this AID project terminates."

In this contract Ohio University is required to provide 25 person years of long-term technical assistance over the life of the project. The contract was later amended to increase this long-term technical assistance by three person years. By 12 September 1981, five long-term technicians were on post and assigned to their respective duties. At the end of the first two years of the project, two technicians departed Botswana and two replacements were assigned to duty. On January 1, 1984 a sixth individual was assigned to the team for a two year tour of duty.

An Organization Chart depicting the organization and structure of the contract responsibilities appears in Figure 1 on the next page.

Figure 1

Organization Chart

Ohio University
College of Education
Botswana Project

Ohio University
Contract
Chief of Party

Curriculum & Supervision Specialist	Reading/ Language Arts Specialist	Teaching English as a Second Language Special-	Math/ Science Special- ist	In-service Education Specialists at MOE & at U.of B.

Professional Teaching responsibilities within the Department of Primary Education for the two year Diploma in Primary Education and the four year Bachelor of Education degree program in Primary Education

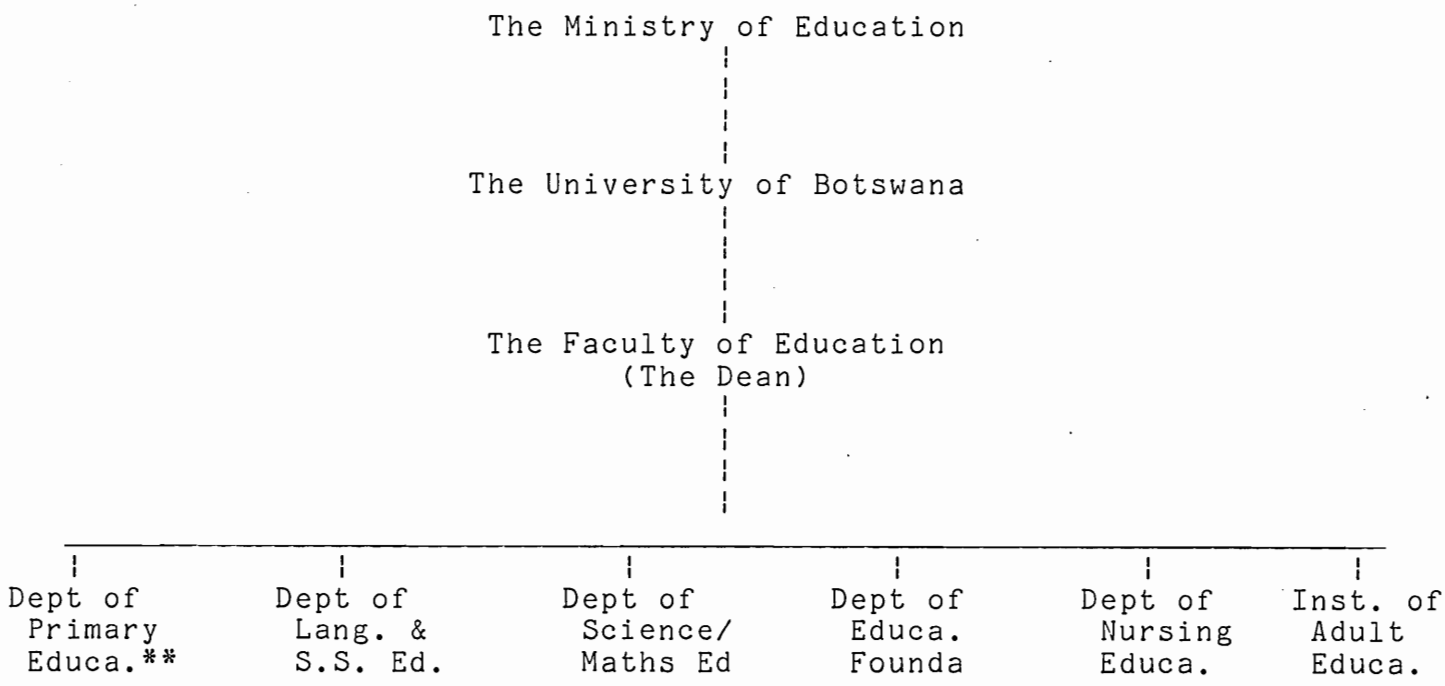
also

Professional responsibilities in In-service Education; conducting workshops for head teachers, senior teachers, TTC tutors, and education officers from the Ministry of Education.

Note: The Ohio University Contract is the vehicle used for actual implementation of the Primary Education Improvement Project, the agreement between the Government of Botswana and the United States Agency for International Development. In the PEIP Project itself, Ohio University functions as a "support group" to both the pre-service program in primary education and to the in-service program in the primary sector. Figures 2 and 3 on the following page may help to explain this.

Figure 2

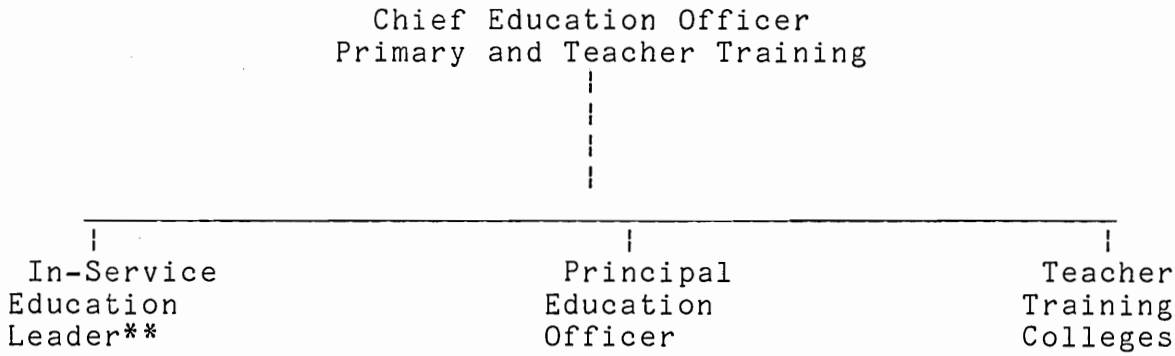
THE PEIP PRE-SERVICE PROGRAM



**Note: Presently the Department of Primary Education is 83 % staffed by the Ohio University Contract personnel. To date one participant has returned. As additional participants return from graduate study in the United States, the department will gradually become localized.

Figure 3

The PEIP In-Service Program



** The Ohio University Contract serves as a support group for the In-Service Program. The PEIP Workshops conducted in accordance with the project agreement are offered under the coordination of the In-Service Office of the Ministry of Education. One Ohio University team member serves full-time as an adviser in the In-Service Office.

CHAPTER II

PERSONNEL

The contract calls for an overseas staff of six (6) technicians of education advisors, including a Chief of Party who serves as Team Leader and Specialist in Curriculum and Supervision; an In-Service Education Specialist (for the MOE); and In-service Education Specialist at UB; a Reading/Language Arts Specialist; a Mathematics/Science Specialist; and a Teaching English as a Second Language Specialist. In addition to this there were, at the beginning of the contract, forty-four man months of short term consultancies, some specified and some unspecified to be utilized, as the need arises during the life of the contract.

As of 30 April 1984, the Ohio University staffing pattern for the contract was as follows:

1.	Chief of Party/Curriculum & Supervision Specialist/ Head Department of Primary Education	Dr. Donald M. Knox
2.	In-Service Education Specialist MOE	Dr. Luther Haseley
3.	In-Service Education Specialist U.B.	Dr. Raymond A. Le Grand
4.	Reading/Language Arts Specialist	Dr. Iva F. Zajicek
5.	Mathematics/Science Specialist	Dr. Marion Blue
6.	Teaching English as a Second Language Specialist	Ms. Janet Ramsay

Ohio University advisors live in USAID provided housing and follow the same personnel regulations as the USAID direct-hire technicians. Complete personnel records are maintained in the Ohio University Office, currently located in the Primary Education Centre on the campus of the

University of Botswana. Each advisor earns a total of 26 days of annual leave each year, and sick leave at the rate of 13 days per year as provided for under the contract. Reimbursement for sick leave, however, taken under this contract is limited to the amount earned by the employee while serving under this contract.

Complete and cumulative records of both annual leave and sick leave taken by Ohio University employees in Botswana from the date of their arrival on post can be found on the following pages.

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

Knox, Dr. Donald M.

Date of Contract: 22 June 1981
Date of Arrival: 22 July 1981

House No 10284 Maru-a-Pula

Month	Accumulated	Taken	Balance
Jun 81	1.0	0.0	1.0
Jul 81	2.0	0.0	3.0
Aug 81	2.0	0.0	5.0
Sep 81	2.0	0.0	7.0
Oct 81	2.5	1.0	8.5
Nov 81	2.0	0.0	10.5
Dec 81	2.5	8.0	5.0
Jan 82	2.0	0.0	7.0
Feb 82	2.0	0.0	9.0
Mar 82	2.5	0.0	11.5
Apr 82	2.0	0.0	13.5
May 82	2.0	0.0	15.5
Jun 82	2.0	0.0	17.5
Jul 82	2.5	0.0	20.0
Aug 82	2.0	12.0	10.0
Sep 82	2.5	0.0	12.5
Oct 82	2.0	0.0	14.5
Nov 82	2.0	0.0	16.5
Dec 82	2.5	1.0	18.0
Jan 83	2.0	0.0	20.0
Feb 83	2.0	0.0	22.0
Mar 83	2.5	0.0	24.5
Apr 83	2.0	0.0	26.5
May 83	2.0	0.0	28.5
Jun 83	2.5	4.0	27.0
Jul 83	2.0	2.0	27.0
Aug 83	2.5	0.0	29.5
Sep 83	2.0	0.0	31.5
Oct 83	2.0	0.5	33.0
Nov 83	2.0	0.0	35.0
Dec 83	2.5	3.0	34.5
Jan 84	2.5	1.0	36.0
Feb 84	2.0	0.0	38.0
Mar 84	2.5	1.0	39.5
Apr 84	2.0	1.0	40.5

ANNUAL LEAVE OHIO UNIVERSITY CONTRACT (26 days per year)

Ramsay, Mrs Janet

Date of Contract; 24 August 1981
Date of Arrival; 12 September 1981

House no; 10274 Maru-a-Pula

Month	Accumulated	Taken	Balance
Aug 81	0.5	0.0	0.5
Sep 81	2.0	0.0	2.5
Oct 81	2.5	0.0	5.0
Nov 81	2.0	0.0	7.0
Dec 81	2.5	6.0	3.5
Jan 82	2.0	0.0	5.5
Feb 82	2.0	0.0	7.5
Mar 82	2.5	0.0	10.0
Apr 82	2.0	0.0	12.0
May 82	2.0	0.0	14.0
Jun 82	2.0	3.0	13.0
Jul 82	2.5	15.0	0.5
Aug 82	2.5	0.0	2.5
Sep 82	2.5	0.0	5.0
Oct 82	2.0	0.0	7.0
Nov 82	2.0	0.0	9.0
Dec 82	2.5	4.0	7.5
Jan 83	2.0	0.0	9.5
Feb 83	2.0	0.0	11.5
Mar 83	2.5	1.0	13.0
Apr 83	2.0	1.0	14.0
May 83	2.0	0.0	16.0
Jun 83	2.5	0.0	18.5
Jul 83	2.0	0.0	20.5
Aug 83	2.5	1.0	22.0
Sep 83	2.0	0.0	24.0
Oct 83	2.0	0.0	26.0
Nov 83	2.0	0.0	28.0
Dec 83	2.5	5.5	25.0
Jan 84	2.5.	0.0	27.5
Feb 84	2.0	0.0	29.5
Mar 84	2.5	0.0	32.0
Apr 84	2.0	0.0	34.0

ANNUAL LEAVE OHIO UNIVERSITY CONTRACT (26 days per year)

Zajicek, Dr. Iva F.

Date of Contract; 26 July 1981
Date of Arrival; 17 August 1981

House no; 9995 Jinja

Month	Accumulated	Taken	Balance
Jul 81	0.5	0.0	0.5
Aug 81	2.0	0.0	2.5
Sep 81	2.0	0.0	4.5
Oct 81	2.5	4.0	3.0
Nov 81	2.0	0.0	5.0
Dec 81	2.5	5.0	2.5
Jan 82	2.0	0.0	4.5
Feb 82	2.0	0.0	6.5
Mar 82	2.5	0.0	9.0
Apr 82	2.0	0.0	11.0
May 82	2.0	15.00	-2.0
Jun 82	2.0	1.0	-1.0
Jul 82	2.5	4.0	-2.5
Aug 82	2.0	3.0	-3.5
Sep 82	2.5	0.0	-1.0
Oct 82	2.0	0.0	1.0
Nov 82	2.0	0.0	3.0
Dec 82	2.5	4.0	1.5
Jan 83	2.0	0.0	3.5
Feb 83	2.0	0.0	5.5
Mar 83	2.5	1.0	7.0
Apr 83	2.0	5.0	4.0
May 83	2.0	0.0	6.0
Jun 83	2.5	0.0	8.5
Jul 83	2.0	0.0	10.5
Aug 83	2.5	1.0	12.0
Sep 83	2.0	0.0	14.0
Oct 83	2.0	0.0	16.0
Nov 83	2.0	0.0	18.0
Dec 83	2.5	4.5	16.0
Jan 84	2.5.	0.0	18.5
Feb 84	2.0	0.0	20.5
Mar 84	2.5	0.0	23.0
Apr 84	2.0	0.0	25.0

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

ANNUAL LEAVE, OHIO UNIVERSITY CONTRACT

Blue, Dr. Marion

Date of Contract; 15 August, 1983
Date of Arrival; 25 August, 1983

House; 6202 Petleke

Month	Accumulated	Taken	Balance
Aug 83	1.0	0.0	1.0
Sep 83	2.0	0.0	3.0
Oct 83	2.0	0.0	5.0
Nov 83	2.0	0.0	7.0
Dec 83	2.5	4.5	5.0
Jan 84	2.5.	0.0	7.5
Feb 84	2.0	0.0	9.5
Mar 84	2.5	0.0	12.0
Apr 84	2.0	0.0	14.0

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

LeGrand, Dr. Raymond A.

Date of Contract: 1 January 1984
Date of Arrival: 3 January 1984

House No. 10271 Maru-a-Pula

Date	Days Accumulated	Days Taken	Balance
Jan 84	2.5.	0.0	2.5
Feb 84	2.0	0.0	4.5
Mar 84	2.5	0.0	7.0
Apr 84	2.0	0.0	9.0

SICK LEAVE OHIO UNIVERSITY CONTRACT (13 days per year)

Knox, Dr. Donald M.

Date of Contract: 22 June 1981
Date of Arrival 22 July 1981

House No. 10284 Maru-a-Pula

Date	Hours Accrued	Hours Taken	Balance
Jul 81	10.7	0.0	10.7
Aug 81	8.7	0.0	19.4
Sep 81	8.7	0.0	28.1
Oct 81	8.7	0.0	36.8
Nov 81	8.7	0.0	45.5
Dec 81	8.7	0.0	54.2
Jan 82	8.7	0.0	62.9
Feb 82	8.7	0.0	71.6
Mar 82	8.7	0.0	80.3
Apr 82	8.7	0.0	89.0
May 82	8.7	0.0	97.7
Jun 82	8.7	0.0	106.4
Jul 82	8.7	0.0	115.1
Aug 82	8.7	0.0	123.8
Sep 82	8.7	8.0	124.5
Oct 82	8.7	4.0	129.2
Nov 82	8.7	0.0	137.9
Dec 82	8.7	0.0	146.6
Jan 83	8.7	0.0	155.3
Feb 83	8.7	0.0	164.0
Mar 83	8.7	0.0	172.7
Apr 83	8.7	0.0	181.4
May 83	8.7	0.0	190.1
Jun 83	8.7	0.0	198.8
Jul 83	8.7	0.0	207.5
Aug 83	8.7	0.0	216.2
Sep 83	8.7	0.0	224.9
Oct 83	8.7	0.0	233.6
Nov 83	8.7	0.0	242.3
Dec 83	8.7	0.0	251.0
Jan 84	8.7	0.0	259.7
Feb 84	8.7	24.0	244.4
Mar 84	8.7	0.0	253.1
Apr 84	8.7	0.0	261.8

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

Ramsay, Mrs. Janet

Date of Contract: 24 August 1981
Date of Arrival: 12 September 1981

Date	Hours Accrued	Hours Taken	Balance
Sep 81	10.7	0.0	10.7
Oct 81	8.7	0.0	19.4
Nov 81	8.7	0.0	28.1
Dec 81	8.7	0.0	36.8
Jan 82	8.7	8.0	37.5
Feb 82	8.7	0.0	46.2
Mar 82	8.7	0.0	54.3
Apr 82	8.7	0.0	63.6
May 82	8.7	0.0	72.3
Jun 82	8.7	0.0	81.0
Jul 82	8.7	0.0	89.7
Aug 82	8.7	24.0	74.4
Sep 82	8.7	12.0	71.1
Oct 82	8.7	0.0	79.8
Nov 82	8.7	0.0	88.5
Dec 82	8.7	0.0	97.2
Jan 83	8.7	0.0	105.9
Feb 83	8.7	0.0	114.6
Mar 83	8.7	0.0	123.3
Apr 83	8.7	0.0	132.0
May 83	8.7	0.0	140.7
Jun 83	8.7	0.0	149.4
Jul 83	8.7	0.0	158.1
Aug 83	8.7	0.0	166.8
Sep 83	8.7	8.0	167.5
Oct 83	8.7	0.0	176.2
Nov 83	8.7	0.0	184.9
Dec 83	8.7	0.0	193.6
Jan 84	8.7	0.0	202.3
Feb 84	8.7	0.0	211.0
Mar 84	8.7	0.0	219.7
Apr 84	8.7	8.0	220.4

SICK LEAVE OHIO UNIVERSITY CONTRACT (13 days per year)

Zajicek, Dr. Iva F.

Date of Contract: 26 July 1981
Date of Arrival: 17 August 1981

House No. 9995 Jinja

Month	Hours Accumulated	Hours Taken	Balance
Jul 81	2.2	0.0	2.2
Aug 81	8.7	0.0	10.0
Sep 81	8.7	0.0	18.7
Oct 81	8.7	0.0	27.4
Nov 81	8.7	0.0	36.1
Dec 81	8.7	0.0	44.8
Jan 82	8.7	8.0	45.1
Feb 82	8.7	0.0	54.2
Mar 82	8.7	0.0	62.9
Apr 82	8.7	0.0	71.6
May 82	8.7	0.0	80.3
Jun 82	8.7	0.0	89.0
Jul 82	8.7	0.0	97.7
Aug 82	8.7	0.0	106.4
Sep 82	8.7	0.0	115.1
Oct 82	8.7	0.0	123.8
Nov 82	8.7	0.0	132.5
Dec 82	8.7	0.0	141.2
Jan 83	8.7	0.0	149.9
Feb 83	8.7	0.0	158.6
Mar 83	8.7	0.0	167.3
Apr 83	8.7	0.0	176.0
May 83	8.7	0.0	184.7
Jun 83	8.7	0.0	193.4
Jul 83	8.7	0.0	202.1
Aug 83	8.7	0.0	210.8
Sep 83	8.7	0.0	219.5
Oct 83	8.7	0.0	228.2
Nov 83	8.7	0.0	236.9
Dec 83	8.7	0.0	245.6
Jan 84	8.7	32.0	222.3
Feb 84	8.7	168.0	63.0
Mar 84	8.7	0.0	71.7
Apr 84	8.7	0.0	80.4

SICK LEAVE, OHIO UNIVERSITY CONTRACT (15 days per year)

Haseley, Dr. Luther

Date of Contract:
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

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

Blue, Dr. Marion

Date of Contract: 15 August 1983
Date of Arrival: 25 August 1983

Date	Hours Accrued	Hours Taken	Balance
Aug 83	4.3	0.0	4.3
Sep 83	8.7	0.0	13.0
Oct 83	8.7	0.0	21.7
Nov 83	8.7	0.0	30.4
Dec 83	8.7	0.0	39.1
Jan 84	8.7	0.0	47.8
Feb 84	8.7	0.0	56.5
Mar 84	8.7	0.0	65.2
Apr 84	8.7	0.0	73.9

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

LeGrand, Dr. Raymond A.

Date of Contract: 1 January 1984
Date of Arrival: 3 January 1984

House No. 10271 Maru-a-Pula

Date	Hours Accrued	Hours Taken	Balance
Jan 84	8.7	8.0	0.7
Feb 84	8.7	0.0	9.4
Mar 84	8.7	0.0	18.1
Apr 84	8.7	8.0	18.8

CHAPTER III

REPORT OF PROGRESS FOR THE SIX MONTH PERIOD (November 1, 1983 through April 30, 1984)

Since this report is written specifically for the United States Agency for International Development (USAID), as a requirement for the contract AFE 0222-C-00-1066-00, most of the report will be written with that specific audience in mind. The Chief of Party, however is greatly indebted to the Primary Education Improvement Project Advisory Committee, chaired by Mr. P. V. Sephuma, Chief Education Officer for Primary and Teacher Training, for its graciousness in also accepting this report to that body as well, in lieu of an annual work plan. This was accepted by the Advisory Committee since Chapter IV of each Semi-Annual Report always contains the plans for the next six month period of time. Longer range planning is done consistently, and such reports are submitted, approved and find their way into the Appendix section of these reports.

The semi-annual report is a time consuming activity, and it is greatly appreciated that PEIP team members can use one vehicle for reporting purposes and spend the majority of their time on actual project activities.

The six month period from 1 November 1983 through 30 April 1984 was one of high activity and rather significant accomplishment for the Ohio Unviersity Contract Team and the Primary Education Improvement Project. Highlighted in this reporting period was the addition of a sixth person to the Ohio University Team. On January 1, 1984, Dr. Raymond A. Le Grand arrived in Botswana to assume the duties as an inservice adviser at the University of Botswana and to assist in the development and creation of a Botswana Teacher Performance Assessment Instrument. Dr. Le Grand also took over the responsibility of coordinating the field-based internship program for fourth year students at the various Teacher Training Colleges.

In addition to the above the following project accomplishments during the past reporting period are presented as follows: It should be noted that many of the accomplishments listed are addressed directly to the Project Evaluation Summary completed in November 1983 by Dr. Jean Meadowcroft's committee.

1. Institutionalization: Interviews for the last two remaining Staff Development Fellows (participants) were held on 2nd February 1984 in the Primary Education Centre. Subject areas for these S.D.F.s were as follows: Administration (for the MOE) and Science Education (to fill the last slot in the Department of Primary Education). Recommendations were given to the Ministry of Education concerning the participants interviewed for the field of administration, the final decision to be made by the MOE. To date no word has been received concerning the disposiion of this SDF. The PIO/P will be prepared as soon as the bio-data are received from the Ministry. No effort has been made to apply for a university admission for this participant since we have had no official notification.

Mr. Modise Mosothwane, however, was recommended to the be the Staff Development Fellow for the Science Education position within the Department of Primary Education. All papers were processed through the University, and on 7th March 1984 the Appointments Committee made its recommendation to Council that Mr. Mosothwane be appointed as a Lecturer in the department. This was done due to the fact that Mr. Mosothwane currently holds a M.Ed. degree from the University of Keele in the U.K. He will be required to undergo a short term course in primary education methods in science at Ohio University, beginning in June of 1984 through November of 1984.

The Unversity and USAID are still undergoing negotiations with the Ministry of Education to procure the release of this person. At the end of this reporting period (30th April 1984) no formal release has been received by anyone at this office. It needs to be noted that Mr. Mosothwane is the last person available who would be acceptable to fill this position. If he is not released and is not able to take up his duties as scheduled, it will not be possible to send another candidate in this area as the termination of the present contract would be upon us, and the individual would not have sufficient time to complete his studies. Unofficially, we do expect that this release will come through prior to his scheduled departure in early June 1984. It is expected that he will be admitted to a non-degree program at Ohio University in Science Education.

2. Culturally relevant books and materials, developed by Africanists, have been purchased and are in place at the Primary Education Media Centre. An inventory of these books appears in the appendix of this report.

3. Negotiations for shelving and cabinets to be constructed in the Primary Education Centre have been completed with the Physical Planner, Mr. Alan Knox. In addition to shelving being provided and storage space for audio-visual equipment, it is also anticipated that during the long break (i.e. May through August 1984) some major remodelling will take place in the main Media Room of the Centre. The free

standing,permanently constructed book cases, the walls and the cage will be removed leaving a large room wich will be suitable for more multi purpose activities.

4. At its meeting on 29th February 1984, the University Senate gave final approval concerning a common first year for Bachelor of Education and Diploma students and gave the Department of Primary Education authority to section students into Degree and Diploma Programs following the completion of their first year of studies. This process will become effective with the admission of the class of students in August of 1984.

5. All arrangements have been made for Dr. Albert Leep to come to Botswana in May of 1984. His duties will be specifically to serve as External Examiner for the Year II and Year III students in primary education and also to follow up his previous consultancy on the preservice teacher education programme as requested by the recommendation in the Project Evaluaion Summary Report. Dr. Leep is scheduled to arrive in Botswana on 20 May and depart 31 May.

6. Phase II of the PEIP Inservice program began without difficulty on 30 April 1984. One hundred eighty (180) new teachers from 60 selected target schools began a two year inservice program. They will do spin-off workshops in their 60 schools during this two year period of time, giving assistance to some 1,200 teachers in their respective schools, benefitting some forty to fifty thousand pupils in Standards one through seven. More about this activity will be found in the special inservice report.

7. The Inservice Office at the Ministry of Education has identified selected Batswana teachers who were exceptional in their performance in Phase I of the PEIP inservice program. These individuals are now giving direct assistance to the PEIP team in an effort to learn additional techniques concerning the organization and implementation of a national inservice education program. It is hoped that this experience will help to further institutionalize this most important activity at the Ministry of Education.

8. The second inservice workshop in the area of educational administration for Education Officers was held at Gaborone in January of 1984. Dr. Haseley, Dr. Le Grand and Dr. Knox were the principal planners and conductors of this activity. The third and fourth workshops in this current series will be held in June and December 1984 respectively.

9. Three Staff Development Fellows departed Botswana for further studies at the M.Ed. degree level during December-January of this past reporting period. Mr. Paul Nleya is to study Media Education at the University of Indiana in Bloomington, Indiana; Ms. Pricillah Marope will study Curriclum and Supervision for the MOE at Pennsylvania State University in University Park, Pennsylvania; and Ms.

Lydia Nyati will study the Teaching of English as a Second Language at the University of Pennsylvania in Philadelphia, Pennsylvania.

10. Possible phase out plans for the Ohio University Contract were presented to the Director of USAID during March of 1984. It was agreed that if another five year project was not to be forthcoming, Phase Out Plan D would probably be the best one to consider as it would give a fifteen month extension to the present project without adding any additional monies.

11. A proposed new five year project in primary education was presented to the Director of USAID for his consideration. This plan is given in full detail in the appendix of this report. It concentrates on graduate education and part-time diploma and degree programs as well as on distance teaching in inservice eduction. Both the Ministry of Education and the University have expressed interest in the new project.

12. The Department of Primary Education is cooperating with the Faculty of Education in conducting three graduate courses. Professors Knox and Le Grand are teaching these courses.

READING/LANGUAGE ARTS REPORT

Dr. Iva Zajicek

During the reporting period the reading/language arts specialist:

1. Continued teaching EPI 210 - Language Arts and Social Studies Methods and taught EPI 340 - Social Studies Methods through December for the primary students, University of Botswana.

2. Worked with participant Mr. Gaontatlhe Mautle who returned in November from Ohio University where he received a master's degree in social science education. Mr. Mautle and the specialist prepared course examinations and planned Mr. Mautle's teaching responsibilities for the Primary Education Department.

3. Visited day care centre in Lobatse to discuss programmes and day care teacher training.

4. Prepared a paper "Pre-reading and Pre-writing in Early Childhood Education, for presentation at a UNICEF Regional Pre-school Trainer's Workshop, University of Botswana, December 4th - 16th, 1983.

5. Presented Reading Workshop No. 4, Phase I of the multiplier workshops, Serowe, December 12 - 15, 1983.

6. Selected and procured a collection of Southern African oriented social studies books and materials for the media centre in the Primary Education Department.

7. Worked with four Batswana teachers as counterparts in planning and presenting Reading Workshop No. 4, Phase I and Reading Workshop No. 1, Phase II of the multiplier workshops. Francistown, April 30 - May 3, 1984.

8. Procured and mailed English and Setswana reading materials to Dr. Bates, Director of the Reading Centre, Ohio University.

9. Participated in ongoing activities of the Primary Education Department, Faculty of Education and Ministry of Education.

TEACHING ENGLISH AS A SECOND LANGUAGE REPORT
Ms. Janet Ramsay

The following is a listing of accomplishments and activities of the TESL specialist during this reporting period, November 1, 1983 through April 30, 1984.

1. Prepared and conducted two workshops in Phase I of the multiplier workshops, December 12-15, 1983 in Lobatse and February 6-9, 1984 in Mahalapye. The first workshop in Phase 2 was prepared and presented April 30-May 3, 1984 in Serowe. Two teachers were selected by the In-service Department at the Ministry of Education, to assist with this phase of workshops. The teachers prepared and presented a portion of the workshop.

2.Prepared course materials, examinations and taught EPI 220 Teaching English as a Second Language and EPI 420 Methods of Second Language Teaching.

3. Attended Primary English Curriculum Panel meetings called by the Curriculum Devlopment Unit of the Ministry of Education to revise Standard 1-7 syllabii.

4. Attended National (Secondary) English Panel meetings, as part of the sub-committee from the Primary English Panel, to develop a transition syllabus for the new Junior Secondary school scheme.

5. Met with English tutors from the Teacher Training Colleges to coordinate the content of the course and obtain input for the revision of the TTC English syllabus. Wrote the supplemental English examination and moderated it.

6. TESL staff development fellow, Ms. Lydia Nyati, departed January 3, 1984 to begin studies toward a Master's degree in TESL at the University of Pennsylvania. Before departure Ms. Nyati prepared and presented part of the December workshop and assisted with the TESL courses taught at the University of Botswana.

7. Prepared educational displays and a slide-tape show about PEIP activities for Open Day at the University of Botswana.

8. Video-taped classroom teaching at one Phase 1 PEIP school and at three Phase 2 PEIP schools in Ngamiland District. The tapes will be used at the University for demonstrating teaching styles and in the development of the Botswana Teaching Competancy Model.

9. Participated in meetings relevant to PEIP, the Ministry of Education and the Faculty of Education at the University of Botswana.

INSERVICE SPECIALIST REPORT

Dr. Luther Haseley

During the reporting period the Inservice Specialist:

1. Helped coordinate and convene the PEIP workshops held in December 12 - 15, 1983, February 6 - 9, 1984 and April 30 - May 3, 1984.

2. Helped coordinate and teach Education Officers Workshop January 16 - 19, 1984.

3. Interviewed, observed and helped select 6 local teachers to assist PEIP tutors in Phase II workshops.

4. Helped select 60 schools (30 Target I and 30 Target II) for Phase II of PEIP.

5. Helped select 180 participants to be enrolled in Phase II of PEIP.

6. Attended and Video-taped PEIP workshops and spin-off workshops and edited 1 hour Video tape of Inservice activities.

7. Attended Ministry Inservice workshops and assisted the Inservice leader in planning workshops.

8. Served on numerous Ministry of Education Committees and sub Committees dealing with the following:- PEIP, Inservice Education, Special Education, Teacher Training, Curriculum Development and Education Centres.

9. Presented Paper for Regional Pre-School Trainers Workshop, University of Botswana, December 7th, 1983.

10. Gave presentation and was Panel member for Family Life Workshop, March 13 and 14, 1984.

11. Panel member for Curriculum Development Workshop January 9 - 13, 1984.

12. Visited primary schools, Education Centres, and PEIP classrooms.

MATHEMATICS AND SCIENCE REPORT

Dr. Marion Blue

During the reporting period the Mathematics/Science Specialist:

1. Planned, prepared and presented 3 workshops in mathematics.

2. Met with the Science panel of Botswana (once).

3. Met with Mathematics panel 4 times in the last reporting period.

4. Met with and assisted in scoring supplemental Mathematics Examinations for Teacher Training Colleges.

5. Viewed a film prepared by USIS in which students and professor appeared.

6. Assisted orienting and providing assistance to a new standard five teacher in the demonstration class for PEIP.

7. Met with a new Education Officer from the United States who is new to her work in this country.

8. Attended open meetings and displays at the Botswana Regional Industrial Research and Experimental Centre.

9. Directed letters to would-be applicants, conducted a search, assisted in the interview and selection process of a Staff Development Fellow for Science Education.

10. Assisted in scoring and tabulating the Mathematics supplemental examination.

11. Coordinated the exchange of letters and materials between students of Standard 1, and 5 of Botswana and pupils of grades 1 and 5 of the United States.

12. Ordered text book materials for 1984-85 academic year.

13. Assisted in preparing a display of PEIP student material for display for the February open house and dedication of the PEIP building.

TEACHER ASSESSMENT PROJECT REPORT

Dr. Raymond A. LeGrand

During the reporting period the Teacher Assessment Project Report Specialist achieved the following:

1. The TTC internship for the third year students was developed. Consultations were held with the TTC principals and selected staff members at the three Teacher Training Colleges.

2. An internship handbook has been written which will guide the interns and their advisors as the interns engage in their work at the Teacher Training Colleges.

3. A presentation was made to the PEIP Advisory Committee on the plans for implementing the Botswana Teaching Competency Model.

4. The Georgia Teacher Performance Assessment Instruments were redeveloped in format and content to reflect input from Education Officers and others. The format was developed to reflect ease of administration and scoring.

5. A field test group consisting of the Regional Education Officers, Education Officers, two Head Teachers from each district, and the Chief Education Officer was identified to field testing the model.

6. The Competency Model was revised with the help of the PEIP team to better reflect the teaching behaviours which were likely to have been affected by participating in the PEIP workshops. This revised model is to be utilized as an evaluation instrument by Dr. Brian Axtell.

7. Two graduate level courses were taught: Curriculum and Learning Theory.

8. Meetings were held with Mr. Temba Vanqa to discuss the Affiliation Handbook as it relates to the Teacher Training Colleges.

9. Visits were made to a number of primary schools with Dr. Haseley to make arrangements for Video taping sessions. Consequently, 12 primary school teachers were taped.

CHAPTER IV

PLANS FOR THE PERIOD 1 MAY 1984 THROUGH 31 OCTOBER 1984

1. During the long break (June through August) twenty of the fourth year students in primary education will undergo their first field-based, clinical internships at the Teacher Training Colleges. They will become proficient in the implementation of the Botswana Teacher Competency Model. This will be discussed in detail in a following section submitted by Dr. Le Grand.

2. The fourth class of students will be admitted to the Department of Primary Education. This will bring the department up to full strength. These first year students, however, will not be admitted to either degree or diploma programs, but rather to first year primary education studies. They will be the first group of students to be assigned to degree and diploma programs following their first year of studies.

3. The following new courses will be developed and taught, completing the B.Ed. degree (primary) curriculum:

EPI 380 Teaching Practical Arts in the Primary Schools, Part I (Music and Movement)
EPI 381 Teaching Practical Arts in the Primary Schools, Part II (Arts and Crafts)
EPI 402 Implementing Guidance Concepts in the Curriculum
EPI 420 Methods of Second Language Teaching in Primary Schools
EPI 430 Administration and Curriculum Development in Primary Schools
EPI 435 Counselling and Supervision in Primary Schools
EPI 460 Audio-Visual Utilisation and Materials Production
EPI 466 Classroom Management
EPI 470 Curriculum Development and Supervision
EPI 471 TTC Internship

4. It is anticipated that extensive discussions will be held with both USAID, the Ministry of Education, and the University of Botswana during this next period with respect to both the phase out of the original PEIP project as well

as to the new, proposed five year plan as found in the Appendix of this report.

PROJECTED PLANS - READING/LANGUAGE ARTS SPECIALIST

Dr. Iva Zajicek

During the next six month reporting period, the reading/language arts specialist plans to:

1. Conduct Reading Workshop No. 1, Phase II of the multiplier workshops at the University of Botswana, June 25 - 28 and Serowe, August 27 - 30, 1984. Will work in cooperation with two Batswana counterparts.

2. Write course syllabus and prepare materials for EPI 310-11 - Teaching Reading and Language Arts for the fourth year primary education students.

3. Work with returning participant Mrs Mogobjwa who will be completing a master's degree in reading at Ohio University in August.

4. Prepare and present, with counterparts, Reading Workshop No. 2 of Phase II of the multiplier workshops, October 22 - 25, 1984.

5. Serve on team that will moderate teaching practice for Lobatse, Serowe and Francistown teacher training colleges, October, 1984.

6. Monitor the teaching of the language arts and reading courses EPI 210 and EPI 310.

7. Continue participation in activities of the Primary Education Department, Faculty of Education and Ministry of Education. These activities will include preparation of course materials for external examiner, serving on English Curriculum Panel, attending Faculty Board Meetings and Child-to-Child functions and working with project members in planning Inservice.

PROJECTED PLANS - TEACHING ENGLISH AS A SECOND LANGUAGE
Ms. Janet Ramsay

Ms. Ramsay will be departing Botswana before the end of the next reporting period but she will be replaced by another TESL Specialist who will be able to carry out the projected plans.

1. Present two TESL workshops in Phase 2 of the "multiplier" in-service program to be held in June 1984, Gaborone, and August 1984, Lobatse. Two teachers selected by the In-service Dept. of the Ministry of Education will assist in the planning, preparation and presentation of these workshops.

2. Continued participation in the Primary English Curriculum Panel meetings and on the sub-committe for liaison with the National (Secondary) English Panel which is preparing a new Junior Secondary syllabus.

3. Continue as English Moderator for the Teacher Training Colleges. The moderator will call meetings to coordinate the writing of a new English syllabus for the colleges. The English Moderator will prepare the final TTC English examination.

4. Assist Year 4 BED English/Reading/Setswana students during their internship at the Teacher Training Colleges.

5. Prepare course materials and teach EPI 220 Teaching English as a Second Language and EPI 215 Diagnostic Teaching.

6. Continue participating in meetings relevant to PEIP, the Faculty of Education, the Ministry of Education, in-service aspects of PEIP, and teaching English in Botswana.

PROJECTED PLANS - INSERVICE SPECIALIST

Dr. Luther Haseley

During the next six month period the Inservice Specialist plans to:

1. Help coordinate and convene the PEIP workshops scheduled in May, June, August and October, 1984.

2. Coordinate and help teach the E.O. Workshop in June, 1984 and plan for the E.O. workshop in December, 1984.

3. Develop an approach to assess the effectiveness of the PEIP workshops and spin-off Workshops to sister schools.

4. Visit remote area schools and assess their Inservice needs.

5. Continue to Video tape selected PEIP workshops and spin-off workshops.

6. Continue to work with Ministry of Education Committees and sub Committees dealing with Inservice and other related activities.

7. Work with the Inservice Leader in developing workshops - attend selected workshops - and participate in workshops when appropriate.

8. Provide support and assistance to the PEIP tutor teams and help develop a closer liaison between the "Teams" and the Teacher Training Colleges.

PROJECTED PLANS - MATHEMATICS/SCIENCE SPECIALIST

Dr. Marion Blue

During the next six month period the Mathematics/Science Specialist intends to :

1. Plan, prepare and conduct 5 PEIP workshops in mathematics and science.

2. Continue to serve the Mathematics panel of Botswana.

3. Assume leadership of preparing the Teacher Training College Examination for Mathematics.

4. Meet with the Science panel of Botswana.

5. Prepare, administer and score final examinations for 4 courses.

6. Continue liaison with the Department of Secondary Mathematics/Science of the University of Botswana.

7. Continue counselling and guidance to students in the project.

8. Assist Dr. LeGrand and 3rd year students as needed as they embark upon their internship.

9. Write syllabi and plan for 3 courses beginning in August.

PROJECTED PLANS - TEACHER ASSESSMENT PROJECT SPECIALIST

Dr. Raymond A. LeGrand

During the next six month period the Teacher Assessment Project Specialist intends to:

1. Conduct a workshop for the selected field test group of Regional Education Officers, Education Officers, Head Teachers and the Chief Education Officer, in the administration and use of the Botswana Competency Model.

2. Arrange to have the members of the field test groups administer the Competency Model in the selected schools and to compare results for validation.

3. Revise the Competency Model on the basis of the experience of the field testing and on the basis of consultations with others who have interest in the model.

4. Begin the development of an instructional package for the Competency Model which will consist of slides taken from every district as well as flip charts and a handbook for use by Education Officers in a training programme for Head Teachers.

5. Submit the Model to the Ministry of Education for action.

6. Begin designing presentations of the Model for the faculties of the Teacher Training Colleges and the Faculty of Education.

7. Select schools in each district for the inservicing of the Model. The workshops are to be developed and given in cooperation with the Education Officer who was a part of the field test group.

8. Conduct three continuous assessment visits of the Interns at the three Teacher Training Colleges.

9. Develop a time-table for the inservicing of the Head Teachers not included in the original training group.

Appendix A

Closing Ceremony Speech

Kanamo Centre

Mahalapye

9 February 1984

PRIMARY EDUCATION IMPROVEMENT PROJECT WORKSHOP

DATE : 6 - 9 February, 1984

VENUE : Kanamo Centre - Mahalapye

COURSE : Teaching of English as a Second Language by Janet Ramsay

CLOSING CEREMONY - VOTE OF THANKS MISS K. KEATIMILWE

Chief Education Officer, Primary Schools and Teacher Training Colleges, Workshop organisers Dr. Haseley and Mrs Ramsay, Education Officers and fellow PEIP participants:

I would like to thank the following:

1. Botswana Government through the Ministry of Education who saw the need to improve the quality of Primary Education in this country, made arrangements with the U.S. Government, saw to it that all the plans and arrangements became reality and voted a large sum of money to finance the Primary Education Improvement Project.

2. The United States of America for responding favourably to our country's appeal for funds which were generously given and for manpower without which it would not have been possible to launch this big and important project, the Primary Education Improvement Project. Special thanks go to the Ohio University Team for all the guidance they gave us to bring both our academic and professional abilities to the present standard.

3. The In-Service leader and members of her department for the planning and for all forms of support they gave for the success of the project.

4. The Regional Education Officers, Education Officers and Education Secretaries for their contribution, guidance and encouragement during our induction courses and when we were conducting courses at the various schools. They helped us gain confidence in conducting courses by their encouragement and support.

5. The different institutions that offered accomodation to the PEIP participants and saw to their comfort and feeding. Those were Serowe Teacher Training College, Lobatse Teacher Training College and Francistown Teacher Training College and also the different Centres e.g. Kanamo Centre.

6. The drivers without whom the participants could not have reached the different venues for the courses. Their mood was always pleasant. They served their country well. "Le ka moso".

7. The cooks at the different institutions for the delicious meals they prepared for the participants. They were like mothers and like mothers they planned everything for us - participants. We were like children and like children we always expected to find the table ready and indeed we did find it ready.

8. The schools - teachers and pupils who made it possible for the PEIP teams to carry out their task of conducting courses at their schools. Their cooperation is highly appreciated.

9. The PEIP participants for all the cooperation with each other and with the resource people. There was unselfish sharing of ideas which made the workshops very beneficial to everyone of the particpants. We have had problems in the process of our task but we regarded those as part and parcel of life, solved those we could solve and left unsolved thse we could not solve. We have established friendship among ourselves and it is hoped the ties of our friendship will become tighter as we part today to defy the saying "out of sight out of mind".

Addressing my fellow PEIP participants I feel it was a great priviledge for us to be the first lot of PEIP participants. We are the PEIP pioneers of Botswana. Let us be thankful for that and we can only show our thankfulness by carrying on practising the PEIP ideas. A lamp has been lit. Let us keep it shining in our schools, in our villages and in our country at large.

About the certificates which we have just been issued in recognition of what we have done and we are going to continue doing, we are grateful. Please chief convey our gratitude to the Ministry.
I thank you all.

Sorry to conclude my talk with a sad note, but I cannot avoid doing so. During our long march of almost two years we lost through death some of the members of our groups. Shall we all stand up and have minute silence in rememberance of those called to higher service.

Thanks.

Appendix B

Position Paper

"Involvement of Batswana Lecturers

at the

University of Botswana

in the

Inservice Education Programme"

by

Prof. D. M. Knox

Position Paper

Involvement of Batswana Lecturers at the University of Botswana in the Inservice Education Programme

by

Professor D. M. Knox
Head, Department of Primary Education
Chief of Party (PEIP)

Introduction

Inservice Education, under the Primary Education Improvement Project, has expanded through a multiplier effect principle to the point now where it presently reaches some 1,200 primary teachers each year. The Ministry of Education, which coordinates this programme, has already begun the process of "institutionalising" this concept so that it will continue after the PEIP team no longer has input into this area. Mrs. Lesolle has identified several highly competent Batswana teachers to work along side PEIP team members to learn the skills of preparing and reproducing materials needed for effective inservice activities. This will ensure the fact that once the MOE take-over is complete the function of this multiplier effect will continue without disruption on an efficient basis. In other words the Ministry of Education has taken the necessary steps to be sure that the logistics of inservice are properly handled.

There is, however, another area that requires very serious consideration. This lies in the area of inservice content. Who will be left to do the actual preparation for the inservice courses and the development of the materials? Once the PEIP Team leaves this void will be accutely noticed. We need to take steps now to ensure that this area of consideration is not overlooked.

It is the purpose of this paper to explore some ways in which this problem might be approached so that an efficient inservice programme can be continued and "localised."

Background Information

At the present time PEIP team members spend 50% of their time in the day to day activities of being members of the Department of Primary Education, serving as lecturers in developing courses and teaching them in the preservice programmes. This actually requires much more than 50% of their time since the preservice programme covers the nine months of the university academic year. In addition to this commitment, the PEIP team also plans, organizes and conducts twenty-one (21) weeks of inservice courses that are fed into the "multiplier effect" strategy: six workshops each in the areas of reading and language arts, mathematics and science, and in the teaching of English; and three workshops in educational administration. This inservice activity is supposed to constitute the other 50% of the time of the PEIP team members.

I have observed in the past three years that Ohio University team members (PEIP team) spend approximately two weeks preparing for each workshop that they give. Add to this the one week that is required to actually conduct the workshop, and a total of three weeks is required for each workshop presented. The PEIP team member who does six workshops a year devotes approximately eighteen weeks of work to the inservice activity. Three of these workshops are held during university "break" periods (June, August, and December). This is a demanding workload on top of what is already expected and required as a university lecturer.

The logical replacement for the PEIP team members in the inservice programme would be the returning Staff Development Fellows who are presently being prepared to take up the positions as lecturers in the Department of Primary Education at the University of Botswana, replacing the Americans when they depart. A decision to do this, however, produces another chain reaction which could adversely affect these new lecturers in the department. Some serious discussions need to be held between the University of Botswana and the Ministry of Education in order to be certain that lecturers undertaking these extensive inservice activities are not adversely affected by these additional responsibilities.

When the new Staff Development Fellows return to the University of Botswana to assume their duties as newly appointed lecturers, they need to spend a great deal of time in preparing to teach their new courses. They are also required to spend many hours in providing service to the Faculty of Education, e.g. serving as Faculty Tutor, attending Departmental and Faculty Boards, serving on Senate

(when appointed), serving on the various committees and the like. In addition to this the university also expects them to do research and to contribute to the knowledge in the areas of their specialities. This, as any university faculty member knows, requires a great deal of time and energy. It also requires long periods of uninterrupted time where the pressures of the job are not as great.

If a new lecturer does not get into an immediate routine of research and publication, he or she loses the opportunities which might be available for advancement in salary (crossing the bar) and for promotion to a higher academic rank. So it is vital to a new lecturer to immerse himself or herself into a programme of research and publication. I might add that research and publication is also very important to a newly formed area of study such as primary education here at the University of Botswana. The "local situation" greatly needs to be incorporated into the scheme of primary education in this country.

The Dilemma

If new lecturers in the Department of Primary Education are required to spend up to 18 weeks per year in inservice activities, where do they ultimately find the time to do research and publication which is also required for them to advance in their chosen careers?

Possible Solutions

1. The Ministry of Education could arrange, through negotiations with Government of Botswana, for additional monetary stipends to be paid to the university lecturers who agree to engage in MOE inservice activities. This would provide an incentive for the newly appointed leturer to devote his spare time to these most vital activities. If this course of action could be taken it would also open up the possibility of enticing other university lecturers, outside of the Department of Primary Education, for service. Workshops have still never been conducted in the areas of social studies, arts and crafts, music, religious studies, agriculture, domestic science, health etc.

2. The University of Botswana could give "advancement and promotion" credit to lecturers who get involved with inservice activities. This could alleviate the situation in some part since heavy involvement in inservice would mean that these individuals would not have the same amount of time for their research and publication.

These are just two ideas that come to my mind as I ponder the dilemma that we find ourselves in. There may be other types of compromise that would solve the problems that we face. It is with this in mind that I strongly urge the University and the Ministry to meet and discuss these problems of mutual concern.

DMK; 8 May 84

Appendix C

Media Centre Library Inventory

MEDIA CENTRE LIBRARY INVENTORY

No. of Copies	Title	Price	Ext.
1	Education for Reality in Africa	.90	.90
1	Diane le maelea Setswana	3.50	3.50
1	Motlhatlhami	1.75	1.75
1	And so to teach	4.30	4.30
1	Sepeleta	30	30
1	Setswana se se phepa	1.80	1.80
1	Teacher's Guide for Health Education in Primary Schools	5.20	5.20
1	Bogosi Kupe	2.65	2.65
1	Motimedi	1.65	1.65
1	Tshipidi wa Ntlha	1.55	1.55

1	Matlhasedi - Bosa bo sele	1.10	1.10
1	Bojatlhogi	1.45	1.45
1	Borathana	1.50	1.50
1	Maamuso a Setswana	1.60	1.60
1	Molodi wa Losalaba	1.00	1.00
1	Benny and Betty	1.75	1.75
1	Benny and his Friends	1.80	1.80
1	Stories from town and country	2.05	2.05
1	The Radio Van and Other Stories	2.35	2.35
1	Stories from many places	2.90	2.90
1	Stories for Work and Play	2.85	2.85
1	Junior English Standard 3	2.45	2.45
1	Junior English Standard 2	2.40	2.40
1	Junior English Standard 4	2.55	2.55

1	Junior English Standard 1	1.40	1.40
1	Puo ya Ga Mme	1.00	1.00
1	Mpolelle Dilo	2.30	2.30
1	New Concise Atlas of the Earth	20.00	20.00
1	Zulu Fireside Tales	9.95	9.95
1	Safari	15.90	15.90
1	Learn about the human body	2.00	2.00
1	Matlhoko Matlhoko	5.15	5.15
1	Masa a sele	2.25	2.25
1	Mosele	1.75	1.75
1	Legae Botshabelo	85	85
1	Tsa fa Isong	1.60	1.60
1	Tshipidi wa Bobedi	1.55	1.55
1	A re baleng	75	.75

1	A Language in Common	4.70	4.70
1	Phuthadikobo Museum	50	50
1	Index to the First Ten Volumes of Botswana Notes and Records	1.85	1.85
1	Mirambo of Tanzania	50	50
1	Family at Ditlabeng	1.85	1.85
1	Jafta	6.25	6.25
1	Jafta The Wedding	6.25	6.25
1	Jafta My Mother	6.25	6.25
1	Jafta My Father	6.25	6.25
1	Rre Ke Jafta	6.25	6.25
1	Mme Ke Jafta	6.25	6.25
1	Go Lenyalo kwa ga a bo Jafta	6.25	6.25
1	Jafta wa Mosimane	6.25	6.25
1	The Rat and the Cat	65	65

1	Lions	75	75
1	Diamond Trip	75	75
1	The Lightning Bird	75	75
1	Railways in Botswana	75	75
1	A Geography of Africa	5.50	5.50
1	Tribal Innovators	36.00	36.00
1	Safari to Serowe	4.40	4.40
1	Study Geography Stage 2	3.50	3.50
1	Shaping the destiny of a nation	1.00	1.00
1	Mainane	1.75	1.75
1	African traditional architecture	10.70	10.70
1	Birds of Botswana	10.95	10.95
1	Democracy at Work	5.00	5.00
1	Laying the Foundation of Nationhood	1.00	1.00

1	Botswana Country and People	6.00	6.00
1	The Great Trek	2.20	2.20
1	J.C. History of Southern Africa Book 2	6.40	6.40
1	J.C History of Southern Africa Book 3	6.40	6.40
1	African History A Revision Course	6.20	6.20
1	A Modern Atlas of African History	3.50	3.50
1	A History of Southern Africa	7.40	7.40
1	The Story of Africa Book 2	7.00	7.00
1	J.C. Certificate History of Southern Africa Book 1	7.00	7.00
1	The Story of Africa Book 2	7.00	7.00
2	The Penguin Atlas African History	7.00	14.00
1	Africa through the Ages	1.30	1.30
1	A New History of Southern Africa	10.95	10.95
1	Facing the Future	3.20	3.20

1	The Word of Khama	.75	.75
1	Beginning African History	2.60	2.60
1	Queensway Junior Geography	3.90	3.90
2	A Primary History of Botswana	2.30	4.60
2	Children of The World	1.80	3.60
2	Children of Africa	2.20	4.40
1	Zimbabwe a new History	4.60	4.60
1	A Picture History of Zimbabwe	3.20	3.20
1	Zimbabwe	2.40	2.40
1	A New Map Reading Course for Southern Africa	3.25	3.25
2	Phillip's Large Print Atlas	4.50	9.00
1	The Story of Africa Book 1	3.85	3.85
1	Map Reading for Southern Africa	4.35	4.35

1	Certificate Map Reading	5.40	5.40
1	Lost City of The Khalahari	8.25	8.25
1	Historical Dictionary of Republic of Botswana	5.00	5.00
1	Trees of Southern Africa	22.00	22.00
1	Tonic Sol-Fa Theory	.50	.50
1	Learn About Machines	2.00	2.00
1	Wildlife The Elephant	1.80	1.80
1	Making the News	.50	.50
1	Learn About Insects	2.00	2.00
1	Learn About Birds	2.00	2.00
1	Learn About Costumes	2.00	2.00
1	Learn About Fishes	2.00	2.00
1	Learn About Sea Life	2.00	2.00
1	Learn About Plants and Flowers	2.00	2.00
1	Learn About Human Body	2.00	2.00
1	Learn About Fruits	2.00	2.00

1	Botswana's Future Economy Prospects	1.50	1.50
1	Africa Now Magazine	1.85	1.85
1	Uganda	8.80	8.80
1	Tanzania	8.00	8.00
1	Malagasy Republic	7.85	7.85
1	Zambia	7.85	7.85
1	Swaziland	7.85	7.85
6	Botswana Notes and Records	10.00	60.00
1	My Picture Book	1.00	1.00
1	The World	6.30	6.30
1	African Encyclopedia	9.15	9.15
1	Handbook of Botswana Acacias	2.40	2.40
1	Old Naledi the Village Becomes a Town	5.00	5.00
1	Folk Tales from Botswana	.85	.85
1	Tales from the Kraals	9.90	9.90
1	African Fireside Tales	14.95	14.95
1	Bogwara	2.25	2.25

1	The Guide to Botswana	6.50	6.50
1	Language, Meaning and Context	5.90	5.90
1	Guide to Mochudi	1.20	1.20
1	Rocks, Minerals & Gemstones of Southern Africa	13.40	13.40
1	A History of Northern Botswana 1850-1910	19.40	19.40
1	Tshekedi Khama of Bechuanaland	.80	.80
1	Common Grasses of Botswana	2.70	2.70
1	Rebirth of an Ostrich	3.50	3.50
1	Settlements in Botswana	18.80	18.80
1	Beginners Encyclopedia	8.00	8.00
1	Bogwera	2.25	2.25
1	A First Encyclopedia	8.00	8.00
1	Trains	3.90	3.90
1	Bedouin	7.60	7.60

1	Zulus	10.95	10.95
1	Life in Africa	6.80	6.80
1	Folk Tales from Botswana	.85	.85
1	Thabo By Nkula	1.00	1.00
1	Old Naledi	5.00	5.00
1	The Seas	2.45	2.45
1	The Children's Picture Atlas	3.70	3.70
1	The struggle to survive	13.80	13.80
1	Botswana, Lefatshe la Rona	2.45	2.45
1	The First Zulus	1.50	1.50
1	The Giraffe	.75	.75

Appendix D

Paper Presented by

Dr. Iva Zajicek

at the Regional Pre-School Trainer's Workshop

University of Botswana

December 13, 1983

PRE-READING AND PRE-WRITING IN EARLY CHILDHOOD

Paper presented at the Regional Pre-School Trainer's Workshop
at the University of Botswana, December 13, 1983

Iva F. Zajicek

Introduction

The ability to read and to write are language skills that have attained an important place in today's world. They are the skills of the literate person. To increase the level of literacy of its citizens is an educational goal in most countries of the world. The importance of reading and writing is recognised by all who work in the field of education. Young children think of school as the "place where you learn to read". Parents look forward to the time when the child comes home to tell them he can "read". There appears to be no question about the importance of reading and writing and the necessity to give attention to both of these areas in the pre-school curriculum. However, quetions do arise and there is controversy about the nature of reading instruction, and when instruction should begin. It is with these questions that the pre-school educator must be concerned.

The Pre-School Child

Even though previous speakers have discussed the characteristics of the pre-school child, it seems important to take another brief look at the children who will come into our pre-schools.

The young children who come into our pre-schools are in the process of making great strides in many areas of development. They are moving from the need to be constantly in motion to the ability to sit still for certain periods of time; from the desire to talk much of the time to the ability to keep quiet at times; from dependence towards independence; from clumsy coordination to finer use of motor skills; from the use of gestures and body movements to verbal communication; from a world of imagination to reality; from self-centredness to concern for others; from the here-and-now to a future orientation; and from illiteracy to literacy. The young children in any one classroom, at any given time, will be at different stages in these various areas of growth. In planning our programmes for such children, we need to avoid lumping children together in a single group and seek ways to find out where each child is in these various areas of growth.

Levels of Instruction in Reading

Instruction in reading takes place at different levels, sometimes called informal and formal, or foundational and technical. The pre-reading and pre-writing activities of the pre-school fall into the informal or foundational level of reading.

According to James Hymes:

> Foundational lessons almost never take place in a didactic, sit-down-and-I-will-teach-you kind of way. Foundational lessons are "absorbed." Children breathe them in by being surrounded by them. Children observe. They listen. Children soak up what is going on. What they see and hear gets under their skin and into their minds.

Many pre-reading and pre-writing skills are imbedded in the planned activities of the curriculum. Few activities in the pre-school programme teach only one thing. A great deal of learning is going on all at once.

Formal or technical reading instruction is often thought of as being highly structured. Parents and administrators sometimes view the formal teaching of reading as the only teaching of reading. Their tendency is to think in terms of tests, excercise books, workbooks, paper-and-pencil activities, and seated children. This attitude puts great pressure on the pre-school teacher to teach reading in ways that do not fit young children. Pre-school educators must become skilled in communicating both with parents and administrators so they will not push for inappropriate teaching techninques in early childhood programmes.

Research on Formal Instruction in the Pre-School

Spache summarises some of the research concerning formal, structured early school instruction. Comparative studies of British and American school children's progress indicate that although British children begin formal school a year earlier, they are no further advanced in the curricula and content they can deal with in comparison three or four years later with American pupils. Reports of studies done at a child welfare research centre at the University of Iowa (USA) show that routinized or structured programmes for pre-school children stimulate aggressive behaviour among the children and negative feelings against the teacher. Spache concluded:

> ... highly directed training of pre-school children does not appear to transfer to greater school achievement as well as imitative, incidental social learning in an atmosphere of warmth, acceptance and

> encouragement. Moreover, the routinized day for preschoolers ignores their differences in attention span, their needs for bodily activity and freedom of movement, their inability to share the attention of an adult with their peers, as well as their needs for self-identification.

Delores Durkin conducted research in which she investigated children who were reading before entering school. She found that some had been tutored by their parents and others had learned to read spontaneously and independently, often as a result of playing school with older brothers and sisters. The readers studied were, on the average, superior in intelligence, very curious, and interested in word and letters. Follow up studies of these children in their sixth year of school indicated that those tutored by their parents did not maintain their initial degree of reading acceleration. This study, according to Spache, seems to indicate that early, direct instruction lacks permanent effects upon reading skills, interests, and attitudes. Even for the very bright child an early reading programme should be informal -- directed largely to the child's growing interest in words and letters rather than by parent or teacher scheduling.

Other studies of early reading programmes have reported that boys who are taught reading tend to develop less acceptable classroom behaviour than girls, or than boys and girls in a nontutored group.

Since a number of speech sounds are not usually completely developed even by the age of eight, and because of the lesser auditory discrimination among boys, researcher Jean E. Robertson (Canada) doubts the advisability of using programmes emphasising decoding or phonics. Another argument against the formal phonics programmes often used in early reading is that young children have difficulty in dealing with successive sounds in words (that is, in auditory sequencing, synthesizing, or blending.)

An acceptable type of early childhood programme conducted in New Mexico (USA) is described by Spache.

> Throughout the year, careful observations were made of each child's progress in the physical and mental tasks five-year-olds should be able to handle. Activities were planned according to needs and deficiences for the total group, as well as for individuals and small groups. Poems, stories, drama, crayons, clay, games and rhythmic actions, books, and pictures were used. The case history of the child, his progress, and his performances as judged by a pre-school inventory test were prepared for the first-grade teacher. Because of its emphasis upon language skills, the informal nature of the

> programme, the absence of formal school skills, and the individualisation of corrective treatments and experiences, this project exemplifies...the only defensible approach to early schooling.

Appropriate methods and Environment for Teaching Pre-Reading and Pre-Writing

The pre-school classroom should provide a reading and writing environment--a room that is conducive to the teaching of pre-reading and pre-writing activities--a place where children will come to the reading and writing processes in a natural way. This is a classroom where children see reading and writing being used and can realise they are interesting, important and desirable activities.

The characteristics of such a classroom are discussed below.

Stories . The reading and telling of a variety of stories to children is an important activity in the pre-school classroom. The books and stories chosen for reading and telling to children should have appeal to young children. The children should be able to see and handle books about a variety of things. They can be picture books, books with few words, and books that you will want to read to the children. There should be quiet corners in the room where children can go to use the books by themselves. At the present time, there are undoubtedly too few books available that are written in the first language of children in your classrooms. (Perhaps during discussion period you will want to talk about ways of obtaining more books in first languages that are suitable for your programmes. In Botswana, students from one of the teacher training colleges have written books in Setswana for primary school children. Publishing companies are always looking for good stories they can publish in first languages.)

In addition to the books you might purchase for use in your classroom, your pre-school children can make their own books. As children become involved in a variety of experiences throughout the year, interesting and, possibly, humorous things happen to them. Sad events take place in their lives, and they are exposed to new ideas. As individuals or small groups talk about these events, the teacher can write down their stories, make them into books and have them available to read to children and for chuldren to use and handle. Because the books, perhaps a few words or sentences describing a picture, are written in the children's own words, some children may attempt to read them on their own. Classrooms ought to have many homemade books.

There should be a time given to books and stories in the daily schedule. This should be a relaxed and pleasant time. Most children will want to come to story time; however, on some days, some may prefer to only half-listen or to continue with another activity in which they are involved.

Much of the time you may want to read or tell stories to small groups of children rather than to the total group. In smaller groups, children have more chance to choose the stories they want to hear. They have more opportunity to ask questions and to talk about the stories. Pre-school children feel comfortable in small groups and will talk more than they will in a large group.

Teachers need to learn to read and to tell stories in an interesting way, using enough expression to hold children's attention. Story time should encourage children's participation by giving attention to pictures in the book, by pointing out something about the sound of a word, or in relating story events to their own lives. By being exposed to books children learn to enjoy and appreciate books and to anticipate the pleasures of being able to read them.

Children learn a great deal of new vocabulary by listening to the teacher read good books and tell good stories. Teachers can help children develop interest in words--the sound, shapes, length of words; similarities in words, funny words, and rhyming words. As children handle books on a daily basis, there will be many opportunities for teachers to point out that words and sentences move from left to right, that books have a beginning and an end, have a top and a bottom, and must be handled with care. Children will learn book care from the way the teacher handles and cares for books.

Reading and Writing Supplies and Equipment

Classrooms should be supplied with a wide variety of the tools, materials and equipment that stimulate reading and writing activities. These materials will include crayons, pencils, pens, felt pens, chalk and easels, paints and brushes--anything that can be used to put an idea on paper and encourage children to experiment.

Other types of equipment that stimulate interest in reading and writing might include a printing set with individual letters and an ink pad. Children can use the set to experiment, to make letters, notice similarities and differences in letters, copy a model of their names or write things they need in their dramatic play activities. An old typewriter provides for much experimentation with writing in the classroom.

Providing the pre-school with a variety of puzzles can contribute to the teaching of pre-reading. Puzzles require the child's attention to detail; they may tell a story in sequence; and, when completed, they convey meaning.

Selected board and table games in varying levels of difficulty can be provided. These need not be competitive activities. Not all children will be ready for games that require printed words, but the need to read the words to

play the game will provide motivation. Regular and picture dominoes require no reading, but do call for skills such as observation, matching, and following rules. A wide variety of games can be provided--from easy to more difficult. Children can choose to use or ignore them, choose the ones they wish to use and how long they wish to play them.

Writing in the Classroom Children need to see examples of writing around the classroom. These should be symbols that carry meaning to the pre-school child. Children should see you writing--using paper and pencil, pen, crayon or paint. They might see you at the typewriter producing writing.

Symbols in the form of pictures can be used for identifying children's belongings or storage spaces. Pictures such as animals or some familiar objects can be used. The pictures become a symbol for the child's name. Teachers write names on their pictures to identify who painted or drew them.

Objects around the room can be labeled where the label makes sense or adds meaning. Label shelves to tell where objects belong; label chairs that are to be reserved for someone; for example, the teacher's chair can be labeled "Miss Modise's chair."

There should be writing on the chalkboard. Such writing might include;

Announcements and Plans

You may take your paintings home today.
Do not come to school tomorrow.

Job assignments

Joseph waters the plants today.
Kenilwe sweeps the floor.

Directions to be followed

Formulas for making something.
The number of children in activity centres.

Records

8 November--Rainy
9 November--Sunny

As teachers supervise dramatic play, children may ask them to write signs and labels.

Post Office
Small General Dealer

A child should see writing that has meaning for him, but he should read it only if he wants to. Some children will read

all the writing they see; others will ask for help in trying to read it; some will not notice the writing at all. The purpose of the writing is to have the experience available to the children when they are ready for it.

Pictures

Pictures are a form of writing that is particularly suited to children of pre-school age. There should be pictures of many kinds available for classroom use. These pictures can be photographs, posters, magazine pictures, original and reproductions of adult art work and pictures from travel agencies, government bureaus and industries. The content of pictures used in the classroom should be within the experience backgrounds of the children so that the pictures will have meaning and importance to children.

Good pictures for children show action and detail; something that will catch the child's attention and stimulate questions and comments. If children can merely glance at a picture and take it all in, the picture has failed. They should contain significant points that help tell a story.

Displaying children's artwork on the walls of the classroom is customary practice and is useful in developing children's self-concept. However, the teacher might want to consider encouraging parents to display some of children's artwork at home in order to make more of the classrooom wall space available for well-chosen pictures. Discussion of pictures that tell a stroy help stimulate vocabulary development. Picture-reading is a foundation for future word-reading.

Language . Children's growth in pre-reading and pre-writing is dependent upon their total language growth. Listening and speaking provide the background for the reading and writing processes. We will probably find that children's reading and writing skills will be no better than their speaking and listening skills. Reading and writing are extensions of oral language--both are words on paper. Growth in one area lends to growth in the other.

The normal child comes into the pre-school with some proficiency in the use of language. Depending upon his age and level of development by the time the child enters school, he may have acquired the basic grammar and sentence patterns of his language and basic listening and speaking vocabularies. He may be familiar with many types of symbols, such as road signs, advertisements, and labels on items he sees in shops. He may have made marks and scribbles in the sand or on paper. It is important to remind ourselves that all of the language that the pre-school child has acquired before he comes into the school have been learned in a natural, integrated and informal manner wihout much thought being given to particular skills or to methods of teaching. It then becomes the reponsibility of the pre-school to provide a

language environment that will enable the child to advance from his entry stage of language development to more complex levels of language development and usage.

Informal, pre-reading lessons are taking place all of the time in the pre-school classroom where children are involved in pleasant, purposeful experiences that deepen and extend language. Children learn new words and concepts as the teacher talks to them using a rich vocabulary and as she listens to them talking about matters that concern them. As children play and iteract together in dramatic play experiences and constructive activities, they talk together and share words that come from different home backgrounds and experiences. They use words that have to do with shopping activities, home activities, the clinic, the post office or the hospital. There ought to be many opportuntities for the child to participate in oral language activities in the pre-school classrooom.

Pre-Reading and Pre-Writing Skills

Pre-reading and pre-writing instruction in the pre-school programme should be an integral part of regular classroom activities. Some of the areas that are emphasised include developing visual discrimination; auditory discrimination; sequence, order and directionality; motor skills, language; interest in reading; and self concept.

Visual Discrimination . The vision of young children develops from far to near vision. Many pre-school children look beyond books. Their vision changes from seeing total shapes of objects to observing detail. Activities in visual perception are concerned with providing opportunites for children to observe similarities and differences in form and shape, symbols, size, colour detail and number. Children are asked to classify or categorize objects according to these similarities and differences; to observe objects and be able to remember them; and to identify letters and talk about their shapes.

Auditory Discrimination . Children become accustomed to written language by listending to it being spoken. Children need auditory ability to distinguish among the sounds in spoken words. The ability to discriminate fine differences between the sounds of letters is essential to sound-to-letter correspondence in reading. Children need many opportunities for hearing and repeating sound sequences, hearing rhyming sounds, matching rhyming objects, and identifying familiar sounds.

Sequence, Order and Directionality . Activities that stimulate growth in the comprehension of sequence involve both vision and recall. Recognition of the order of events in a story is essential to gaining meaning and to follow the sequence of action in a story. Children will need many opportunites to recall objects in left-to-right sequence,

arrange pictures in sequence and follow directions. Developing the movement of the eyes from left-to-right, then from top-to-bottom-directionality-requires many learnig activities. This essential skill for reading is difficult because young children tend to look vertically. Using small muscles in eye-hand coordination also relates to directionality.

Both reading and writing involve sequence, order and left-to-right movement. The letters in a word, the words in a sentence, the sentences in a paragaph all flow across the page from left-to-right.

Motor Coordination . Physical development advances from large muscle movements (gross motor coordination) to the refined use of small muscles (fine muscle coordination). Gross motor coordination involves the control of large sets of muscles, as in running, jumping or skipping. Fine motor coordination involves the control of small sets of muscles, as in writing, in grasping small objects, or in controlling eye movements such as left-to-right eye movement and eye-hand coordination.

Learning to read and write utilize muscles in the feeling of rhythm, sensing the environment, visual discrimination, left-to-right eye movement, speaking and hearing. Physical growth cannot be forced upon the child. It does little good to press a crayon or pencil into a child's hand and ask him to mark an X on a small picture in a workbook.

Many opportunities for children to use their language muscles should be provided in play activities, both indoors and outdoors. In these activities children become aware of their bodies and learn about themselves in relationship to their environment. They develop laterality--awareness of their left and right sides. The lack of well-developed laterality frequently shows up in reading reversals.

Language . Through language we know the world in which we live. Words, phrases and sentences are carriers of meaning. They are used to know what it is we see, hear, smell and feel. They are the means to receive communication from others verbally or in written and printed form. Children are provided many experiences in listening, speaking, writing, reading and thinking on their level. It is through these experiences that basic concepts are developed, such as up, down; over, under; first, last; in, out; before, after; long, short; big, little.

Self-Concept . Self-concept refers to the way one feels about oneself. In the school setting, feeling good about oneself seems to be related to being successful in learning activities; conversely, success in school appears to depend upon having a good self-concept. Very early in his school career a child can begin to feel that if he doesn't succeed in learning activities, people won't like him. One way to

ensure that a child will have success in learning experiences--thus a good self-concept--is to make certain that the difficulty of an asigned task is matched with th ability and developmental level of the child. We need to build success into the pre-school programme.

Interest in Reading .

Throughout the pre-school programme attention should be given tohelping children develop an interest in reading. Activities involving children with books help them see the relationship between printed and spoken words and provide opportunities for them to become curious about words. Progress will be slow in formal reading instruction ater on for the child who does not develop a desire to read.

Pre-Writing Experiences

Writing requires the use of well-developed fine motor coordination. Pre-writing activities for the pre-school child can be described as manipulative experiences. These are designed to strengthen muscles needed for writing and to gain control over tools used in writing. Children develop the small muscles of the hands through playing with toys, dialing the telephone, setting the table, changing a doll's clothes, putting puzzles together, cutting with scissors, finger painting and clay modeling. They draw or scribble with chalk at the chalkboard or with crayons on large sheets of paper. Scribbling is the child's means to identifying himself with the writing process until he is ready to be taught the letter forms.

The development of oral language and a meaning vocabulary provides the content for later formal writing. The child will need many experiences that stimulate the desire for self-expression in the form of writing.

Conclusion

The pre-school should avoid being pressured into early formal reading and writing programmes. In the ideal pre-school, pre-reading and pre-writing skills are developed through the on going activities of the day as children engage in dramatic play, take field trips, examine objects, look at pictures, observe or participate in demonstrations and experiments and listen to stories. Good learning experiences in pre-reading and pre-writing do not just happen. They come about when pre-school teachers are aware of the objectives of the programme and the possibilities there are in various activities for attaining the objectives. Activities should be those that are appropriate to the nature of pre-school children. The philosophy of the programme should acknowledge that childhood is a time for children to be children and not merely a time to prepare for adulthood.

Appendix E

Proposed (Preliminary) Plan

for a Five Year Extension

of the

Primary Education Improvement Project

Prepared by

Donald M. Knox
Chief of Party

Proposed (Preliminary) Plans for Five Year Extension of the Primary Education Improvement Project

Objectives:

1. To develop and implement a Master of Education Program in Primary Education in the Faculty of Education at the University of Botswana in order to increase the level of professional preparation in the four (4) TTCs to the M.Ed. level.

2. To bring a minimum of eight (8) local Deparment of Primary Education members up to the doctoral level of preparation.

3. To assist in the development implementation and coordination of an improved curriculum in the Teacher Training Colleges.

4. To increase the intake of the B.Ed. program (primary) from 20 to 35 to 50 per year.

5. To develop a research program in the Department of Primary Education in order to develop local materials in Botswana Teacher Education.

6. To design and implement a Journal of Primary Education for dissemination within the primary schools. This is to be done in cooperation with the Curriculum Development Department at the Ministry of Education and the Inservice Office.

7. To create and implement a part-time diploma program through the Institute of Adult Education. This program will enable practicing primary school teachers to upgrade their skills to the diploma level.

8. To create and implement a part-time Bachelor of Education degree program for Headteachers and Education Officers.

9. To develop a program for distance teaching by means of radio and television for use by the primary schools, the diploma and degree programs, and for inservice education.

Master of Education Program

A degree program for the Master of Education (Primary) degree will be designed and implemented under this project. On a rotating basis students will be released from the Teacher Training Colleges after they have served as successful tutors for a two year period of time. In the main they will be selected from the graduates of the University of Botswana (PEIP Project) B.Ed. degree program. A total of three (3) will be selected from each of the four Teacher Training Colleges each year. (Twelve (12) per year for the five year life of the project).

Students will pursue programs of study in advanced teacher education and a single subject matter specialty.

Examples:

Teacher Education and Administration/Supervision
Teacher Education and Mathematics Education
Teacher Education and Science Education
Teacher Education and Social Studies Education
Teacher Education and Guidance
Teacher Education and Reading/Language Arts Education
Teacher Education and Teaching English as a Second Language
Teacher Education and Setswana Education
Teacher Education and Religious Studies Education
Teacher Education and Practical Arts Education (Agriculture, Domestic Science, Music, Crafts)

The Ministry of Education will provide bursaries for a minimum of 12 graduate students, for each of the five years of the project.

Participant Training

U.B. Participants from the Department of Primary Education

The project will provide for a total of 8 participants on a long term basis (24 months each) to study at the Ph.D or Ed.D level. These participants will be drawn from the present staff members in the Department of Primary Education or from other appropriate places if suitable candidates are not available. The Institution for training will be selected to assure that the training to be provided is of high academic and technical quality. The Institutional Contractor will design individually tailored training programs for each participant and take other related administrative support actions for efficient and successful functioning of the participant training program.

A period of overlap will be provided to assure that participants who return from training will be appropriately oriented to the positions which they are assuming. The overlap period will not usually exceed three months after which the project team specialist will assume other project duties or be phased out.

An illustrative list of participant training needs is found below: Handbook 10 (AID) shall govern on Participant Training.

1. Social Science Education
2. Reading and Language Arts
3. Science Education
4. Mathematics Education
5. Administration and Supervision
6. Media Development
7. Early Childhood Education
8. Teaching English as a Second Language (primary)

It is proposed that participants, after they have spent two years teaching in the Department of Primary Education and have completed their probationary years at the University, will be selected to return to the United States for doctoral studies. These long term participants will spend from 18 to 24 months completing coursework and examinations. It is expected that they will have designed their research proposals for their doctoral dissertations and have had them approved by their respective committees. They will then

return to Botswana in order to collect data, write, revise and complete their dissertations. Each participant will be under the supervision of a contractor specialist. Upon completion of the dissertation, the participant will return to the United States in order to rewrite under his/her respective major adivser and defend his or her thesis. It is anticipated that this will take approximately three months.

Training Schedule for Participants:

Participant	Area	Returns M.Ed. Studies	Departs Ph.D. Studies	Returns Data Collection
T. Mautle	Soc Stud.	Dec 83	Sep 86	Sep 87
G. Mogobjwa	Reading	Jun 84	Sep 86	Sep 88
W. Dikole	Admin.	Jun 84	Sep 86	Sep 88
M. Mosothwane	Sci Ed.	Dec 84	Sep 87	Sep 89
D. Mapolelo	Math Ed	Sep 86	Sep 88	Sep 90
P. Nleya	Media	Jun 86	Sep 88	Sep 90
L. Nyati	TESL	Jun 86	Sep 88	Sep 90
???????	Early Child.	Jun 84	Sep 86	Sep 88

AID EXPENDITURES

Technical Assistance

Long-term Advisors	FY86	FY87	FY88	FY89	FY90
1. Chief of Party (Adm. Sup. Curr.)					
2. Math/Science					
3. Reading/L.A.					
4. TESL					
5. Distance Teaching (Radio/TV)					

Short-term Consultants

Evaluation (3 p/m)
Teacher Education (3 p/m)
Boadcasting (3 p/m)
Inservice (3 p/m)
Unspecified (10 p/m)

Total 22 p/m

Training

2 yr doctoral degree program in U.S. for Dept of Prim. Ed. 8 Batswana Participants

Construction

Enlargement of Primary Education Center (50% of construction costs)

Commodities

Commodities for this project will be, for the most part, limited to library and research acquisitions. There will be some need for audio-visual equipment such as computers and materials production equipment.

Books and periodicals, film strips, games and testing materials will be purchased from the United States.

Library Periodicals

Library Books for U.B.

Library Books for TTCs

Printing Equipment

Consumable Supplies

Office Supplies

Research Equipment
(Computers)

GOB EXPENDITURES

	FY86	FY87	FY88	FY89	FY90
Inservice Education					
Part-time Diploma Costs					
Part-time B.Ed. Costs					
Participant Training Costs (Salaries while in U.S., and full salaries of returned participants assigned to project, international travel (two round trips each) for each participant.)					
Support to U.S. Team Furniture, local travel and per diem.					
Vehicles					
Construction (50% of addition costs)					
Operations (Food for increase of B.Ed. students and for M.Ed. students)					
Other Costs (Supplies, secretarial services, printing)					

DMK: 7 Apr 84

Appendix F

Phase Out Plans

for the

Primary Education Improvement Project

Ohio University Contract

PHASE OUT PLAN FOR OHIO UNIVERSITY CONTRACT

PLAN A

	Chief of Party Curr/Super/Adm	English	Reading	Math/Sci	Inservice at MOE	Inservice at U.B.
(Dikole & Mogobjwa should return in June 84)						
Aug 84	Dikole Rtns	X	Mogobjwa Rtn	X	X	X
	X	X	X	X	X	X
Sep 84	X	Replace	X	X	X	X
	X	Ramsay	X	X	X	X
Jan 85	X	X	X	Mosothwane	X	X
Jun 85	X	X	X	Returns	X	X
Jul 85	X	X	X	X	X	X
Aug 85	X	X	Replace	Replace	Replace	X
Sep 85	X	X	Zajicek	Blue	Haseley	X
Oct 85	X	X	X	X	X	X
Nov 85	X	X	X	X	X	X
Dec 85	X	X	X	X	X	End
Jan 86	X	X	X	X	X	LeGrand
Feb 86	X	X	X	X	X	
Mar 86	X	X	X	X	X	Termination date
Apr 86	X	X	X	X	X	Extension
May 86	X	X	X	X	X	
Jun 86	X	Nyati	X	X	X	
Jul 86	X	Returns	X	X	X	
Aug 86	X	X	X	X	X	
Sep 86	X	X	X	Mapolelo	X	
Oct 86	X	X	X	Returns	X	
Nov 86	X	X	X	X	X	
Dec 86	X	X	X	X	X	
Jan 87	X	X	X	X	X	
Feb 87	X	X	X	X	X	
Mar 87	X	X	X	X	X	
Apr 87	X	X	X	X	X	
May 87	X	End	End	End	End	
Jun 87	X					

Note: Plan A keeps the full strength of the Ohio University Team in Botswana. It would continue Inservice Education at the MOE for one additional year and would allow substantial overlap with all returning participants.

PHASE OUT PLAN FOR OHIO UNIVERSITY CONTRACT

PLAN B

	Chief of Party Curr/Super/Adm	English	Reading	Math/Sci	Inservice at MOE	Inservice at U.B.
	(Dikole & Mogobjwa should rtn in June 84)					
Aug 84	Dikole Rtns	X	Mogobjwa Rtn	X	X	X
	X	X	X	X	X	X
Sep 84	X	Replace	X	X	X	X
	X	Ramsay	X	X	X	X
Jan 85	X	X	X	Mosothwane	X	X
	X	X	X	Returns	X	X
(six mos)	X	X	X	X	X	X
Jun 85	X	X	X	X	X	X
Jul 85	X	X	X	X	X	X
Aug 85	X	X	End	Replace	Extend	X
Sep 85	X	X	Zajicek	Blue	Haseley	X
Oct 85	X	X		X	X	X
Nov 85	X	X		X	X	X
Dec 85	X	X		X	X	X
Jan 86	X	X		X	X	End
Feb 86	X	X		X	X	LeGrand
Mar 86	X	X		X	End	
(Termination)						
Apr 86	X	X		X (Start of Extension)		
May 86	X	X		X		
Jun 86	X	Nyati Rtns		X		
Jul 86	X	X		X		
Aug 86	X	X		X		
Sep 86	X	X		Mapolelo Rtns		
Oct 86	X	X		X		
Nov 86	X	X		X		
Dec 86	X	X		X		
Jan 87	X	X		X		
Feb 87	X	X		X		
Mar 87	X	X		X		
Apr 87	X	X		X		
May 87	X	X		X		
Jun 87	End	End		End		

Note: Plan B discontinues the Inservice Specialist and the Reading Specialist. If Inservice Education continues under PEIP, it does so with MOE coordination only. O.U. Team continues to provide specialist assistance in Math/Science, English, and Reading and Language Arts (with short term consultants and with the returned participant).

PHASE OUT PLAN FOR OHIO UNIVERSITY CONTRACT

PLAN C

	Chief of Party Curr/Super/Adm	English	Reading	Math/Sci	Inservice at MOE	Inservice at U.B.
	(Dikole & Mogobjwa sould rtn in June 84)					
Aug 84	Dikole Rtns	X	Mogobjwa Rtn	X	X	X
	X	X	X	X	X	X
Sep 84	X	Replace	X	X	X	X
	X	Ramsay	X	X	X	X
Jan 85	X	X	X	Mosothwane	X	X
	X	X	X	Returns	X	X
(six mos)	X	X	X	X	X	X
Jun 85	X	X	X	X	X	X
Jul 85	X	X	X	X	X	X
Aug 85	X	X	End	Replace	Extend	X
Sep 85	X	X	Zajicek	Blue	Haseley	X
Oct 85	X	X		X	X	X
Nov 85	X	X		X	X	X
Dec 85	X	X		X	X	X
Jan 86	X	X		X	X	End
Feb 86	X	X		X	X	LeGrand
Mar 86	X	X		X	End	(Termination)
Apr 86	X	X		X	(Extension)	
May 86	X	X		X		
Jun 86	End	Nyati Rtns		X		
Jul 86		X		X		
Aug 86		X		X		
Sep 86		X		Mapolelo Rtns		
Oct 86		X		X		
Nov 86		X		X		
Dec 86		X		X		
Jan 87		X		X		
Feb 87		X		X		
Mar 87		X		X		
Apr 87		X		X		
May 87		X		X		
Jun 87		End		End		

Note: Plan C discontinues the Inservice Specialist at the end of the Phase II of inservice activities, the Reading Specialist at the end of her current tour, and the Administration/Supervision/Curriculum Specialist (also Chief of Party) in June 1986. Inservice could continue with MOE coordination exclusively with Ohio University input in maths/science and English on a regular basis and with Reading and Language Arts on a short-term consultant basis and with the returned participant. It should be noted that either the English Specialist or the Math/Science Specialist would have to assume the duties of Chief of Party till the end of the project. The Department of Primry Education would be up to full strength and totally localized by September of 1986.

PHASE OUT PLAN FOR OHIO UNIVERSITY CONTRACT

PLAN D

	Chief of Party Curr/Super/Adm	English	Reading	Math/Sci	Inservice at MOE	Inservice at U.B.
	(Dikole & Mogobjwa should rtn in June 84)					
Aug 84	Dikole Rtns	X	Mogobjwa Rtn	X	X	X
	X	X	X	X	X	X
Sep 84	X	Replace	X	X	X	X
	X	Ramsay	X	X	X	X
Dec 84	X	X	End	Mosothwane	X	X
	X	X	Zajicek	Returns	X	X
(six mos)	X	X		X	X	X
Jun 85	X	X		X	X	X
Jul 85	X	X		X	X	X
Aug 85	X	X		Replace	Extend	X
Sep 85	X	X		Blue	Haseley	X
Oct 85	X	X		X	X	X
Nov 85	X	X		X	X	X
Dec 85	X	X		X	X	X
Jan 86	X	X		X	X	End
Feb 86	X	X		X	X	LeGrand
Mar 86	X	X		X	End	
(Termination)						
Apr 86	X	X		X (Start of Extension)		
May 86	X	X		X		
Jun 86	X	Nyati Rtns		X		
Jul 86	X	X		X		
Aug 86	X	X		X		
Sep 86	X	X		Mapolelo Rtns		
Oct 86	X	X		X		
Nov 86	X	X		X		
Dec 86	X	X		X		
Jan 87	X	X		X		
Feb 87	X	X		X		
Mar 87	X	X		X		
Apr 87	X	X		X		
May 87	X	X		X		
Jun 87	End	End		End		

Note: Plan D discontinues the Inservice Specialist on the present termination date of the contract, which is also the end of Phase II of PEIP inservice activities. It discontinues the Reading Specialist 5 months before the normal termination of her tour of duty (this will save 15 months of long term service and still allow for a 5 to 7 month overlap). Inservice Education will continue but only with MOE coordination. O.U. Team continues to provide specialist assistance in Math/Science, English, and Administration. Reading and Language Arts inservice can continue with short term assistance along with the returned participant beginning to take responsibility in this area. It also allows for the continuation of the Chief of Party (Administration/Supervision Specialist) and administration inservice for the Education Officers for the life of the project.

Appendix G

Participant Summary

PRIMARY EDUCATION IMPROVEMENT PROJECT

PARTICIPANTS

Name	Field	University	Departed	Returns/d
Mautle, T	Soc Stud.	Ohio Univ.	Dec 1981	Dec 1983
Mogobjwa, G	Reading	Ohio Univ.	Dec 1982	Aug 1984
Dikole, W.	Admin.	Ohio Univ.	Dec 1982	Aug 1984
Monau, R	Early Ch.	Ohio Univ.	Dec 1982	Aug 1984
Kandjii, I	Guidance	Ohio Univ.	Dec 1982	Aug 1984*
Mapolelo, D	Math Ed	Ohio Univ.	Sep 1983	Aug 1986
Nleya, P.	Media	Indiana U.	Dec 1983	Aug 1985
Nyati, L.	English	U. of Pa.	Dec 1983	Aug 1985
Marope, P.	Curr/Super	Penn. State	Dec 1983	Aug 1985

*Note: Miss Kandjii is currently being funded under the PEIP Project at the request of USAID.

Mr. Modise Mosothwane (Science Education) has been identified and is due to depart for six months of non-degree training at Ohio University in June 1984 through November 1984. He will return and begin teaching at the Department of Primary Education.

Participants in the area of Educational Administration/Planning for Inservice at the Ministry of Education were interviewed on 2 February 1984. Recommendations were forwarded to the Ministry of Education for final selection. To date no one has been identified or appointed.

Appendix H

Departmental Special Regulations for the Diploma in Primary Education and the Bachelor of Education (Primary) Programmes

DEPARTMENT OF PRIMARY EDUCATION
DEPARTMENTAL SPECIAL REGULATIONS

PREAMBLE : Subject to the provisions of the General Regulations 000, 100 and 400, and the Faculty of Education Regulations 110, the following Departmental Special Regulations shall apply.

BACHELOR OF EDUCATION (PRIMARY) DEGREE AND DIPLOMA IN PRIMARY EDUCATION

PE 11.00 Entrance Requirements :

PE 11.10 Applicants must fulfill the requirements of the Mature Age Entry Scheme as stated in General Regulation 10.24 as well as have at least two years of experience as A) a primary school teacher or B) a Primary Teacher Training College tutor or C) an Education Officer(Primary).

PE 11.20 General Provisions :

PE 11.21 In all years students shall take the single subject - Primary Education.

PE 11.22 Following the completion of the first year of studies in the Department of Primary Education, students shall be recommended by the department to the Faculty of Education Board for assignment to either Year 2 of the diploma programme or Year 2 of the degree programme. After due consideration by the Faculty Board, these designations shall be forwarded to the Senate for approval. Such designations shall be based upon academic performance during Year I and individual interviews.

PE 11.30 COMMON YEAR 1 STRUCTURE

PE 11.31 Year 1 students shall take a single subject, Primary Education, which shall consist of 18 hrs/week. The subject shall consist of the following courses:

EDF 100	Introduction to Education Psychology (3 hrs/wk)
ELE 100	Communication Skills & Introduction to Literature for Primary Educators (3 hrs/wk)
EPM 130	Basic Mathematics for Primary Educators (3 hrs/wk, 1 sem)
EPM 131	Basic Mathematics for Primary Educators (3 hrs/wk, 1 sem)
EPS 101	General Science for Primary Educators (The Biological World) (3 hrs/wk, 1 sem)
EPS 102	General Science for Primary Educators (The Physical World) (3 hrs/wk, 1 sem)
ELSS 100	The Social Sciences for Primary Educators (3 hrs/wk)
ENE 100	The Teacher and the Health Care System (3 hrs/wk, 1 sem)
EPI 180	Agriculture and Domestic Science in Schools (3 hrs/wk, 1 sem)

PE 12.00 BACHELOR OF EDUCATION PROGRAMME STRUCTURE

PE 12.01 Students shall major in the subject Primary Education, which shall include one teaching field selected from the following options:

Option 1 English/Reading/Setswana
Option 2 Mathematics/Science/Health
Option 3 Social Studies/Religious Studies/Practical Arts

Guidance may become an additional area for selected students. When this occurs, it will be substituted for one of the areas in the selected option as approved by the Head of Department. In these cases special programmes will be prepared.

Guidance will include:

EPI 231 Guidance and Counselling in Primary Schools (3 hrs/wk, 1 sem)
EPI 308 Introduction to Vocational Guidance and Career Development (3 hrs/wk)
EPI 402 Implementing Guidance Concepts in the Curriculum (3 hrs/wk)

PE 12.10 YEAR 2

PE 12.11 Students shall take one subject, Primary Education, which shall include one teaching field selected from the options listed in 12.01. The following courses shall be compulsory:

EDF 260 Human Growth and Development of Primary School Children (3 hrs/wk)
ELSS 200 Botswana - Historical and Geographical Survey (3 hrs/wk)
EPI 220 Teaching English as a Second Language Part I (3 hrs/wk, 1 sem)
For all students who have not chosen the option of English/Reading/Setswana

EPI 221 Teaching English as a Second Language Part II (3 hrs/wk, 1 sem)
For all students who have not chosen the option of English/Reading/Setswana

EPI 215 Diagnostic Teaching (3 hrs/wk, 1 sem) For students who have selected English/Reading/Setswana option.

ELE 201 Oral Expression in English (3 hrs/wk, 1 sem) For students who have selected English/Reading/Setswana option.

The teaching field option shall consist of the following courses:

Option 1 (English/Reading/Setswana)

E	203	African Literature (3 hrs/wk)
ELS	200	Survey of Setswana Literature (3 hrs/wk)
E	201	Introduction to Language (3 hrs/wk)

or

Option 2 (Mathematics/Science/Health)

ESB	241	Biology (3 hrs/wk, 1 sem)
ESB	242	Biology (3 hrs/wk, 1 sem)
ESC	241	Chemistry (3 hrs/wk, 1 sem)
ESC	242	Chemistry (3 hrs/wk, 1 sem)
ESM	241	Mathematics (3 hrs/wk, 1 sem)
ESM	242	Mathematics (3 hrs/wk, 1 sem)

or

Option 3 (Social Studies/Religous Studies/Practical Arts)

ELR	200	Basic Beliefs and Practices of Christianity (3 hrs/wk)
ELG	200	Human Geography (3 hrs/wk)
H	201	History of Africa to c. 1800 (3 hrs/wk)

PE 12.20 YEAR 3

PE 12.21 Students shall take a single subject, Primary Education. Students shall continue with the teaching field option selected in year 2. The following courses shall be compulsory:

EDF	201	Human Learning (3 hrs/wk, 1 sem)
EDF	202	History of Education (3 hrs/wk, 1 sem)
EPI	360	Test Construction and Interpretation in Primary Education (3 hrs/wk, 1 sem)

The teaching field option shall consist of the following:

Option 1 (English, Reading, Setswana)

EPI	310	Teaching Reading in Primary Schools (3 hrs/wk, 1 sem)
EPI	311	Teaching Language Arts in Primary Schools (3 hrs/wk, 1 sem)
ELS	300	Setswana, Oral Literature and Composition (3 hrs/wk)
E	301	The Development of Modern English (3 hrs/wk)
E	305	African Literature (3 hrs/wk)
ELL	301	Children's Literature (3 hrs/wk, 1 sem)

or

Option 2 (Mathematics/Science/Health)

EPI 300	Teaching Mathematics in Primary Schools (3 hrs/wk, 1 sem)
EPI 301	Teaching Mathematics in Primary Schools (3 hrs/wk, 1 sem)
ESM 341	Mathematics (3 hrs/wk, 1 sem)
ESM 342	Mathematics (3 hrs/wk, 1 sem)
ESP 241	Physics (3 hrs/wk, 1 sem)
ESP 242	Physics (3 hrs/wk, 1 sem)
ESB 341	Biology (3 hrs/wk, 1 sem)
ESB 342	Biology (3 hrs/wk, 1 sem)
ESS 452	Earth Sciences (3 hrs/wk, 1 sem)

or

Option 3 (Social Studies/Religious Studies/Practical Arts)

EPI 340	Teaching Social Studies in Primray Schools (3 hrs/wk, 1 sem)
EPI 341	Teaching Social Studies in Primary Schools (3 hrs/wk, 1 sem)
ELH 301	Africa and the Modern World (3 hrs/wk, 1 sem)
ELR 300	Theory and Practice of Religious Education (3 hrs/wk)
ELG 300	Survey of World Geography (3 hrs/wk)
H 202	Europe and Russia 1750-1960 (3 hrs/wk)

PE 12.30 Year 4

PE 12.31 Students shall take a single subject, Primary Education. Students shall continue with the specialisation selected in Years 2 and 3. The following courses shall be compulsory:

EPI 430	Administration and Curriculum Development in Primary Education (3 hrs/wk, 1 sem)
EPI 435	Counselling and Supervision of Primary Instruction (3 hrs/wk, 1 sem)
EPI 460	Audiovisual Utilisation and Materials Production (3 hrs/wk, 1 sem)
EDF 402	Philosophy of Education (3 hrs/wk, 1 sem)
EDF 404	Special Education (3 hrs/wk, 1 sem)
EPI 466	Classroom Management (3 hrs/wk, 1 sem)
EPI 470	Curriculum Development and Supervision (3 hrs/wk, 1 sem)
EPI 471	TTC Internship (3 hrs/wk, 1 sem)

The teaching field option shall consist of the following:

Option 1 (English/Reading/Setswana)

EPI 420	Methods of Second Language Teaching in Primary Schools (3 hrs/wk, 1 sem)
ELS 451	Methods of Teaching Setswana in Primary Schools (3 hrs/wk, 1 sem)

and any one from the following:

EDF 410 Faster Reading (3 hrs/wk)
E 401 Contemporary English Structure and Usage (3 hrs/wk)
E 404 Twentieth Century Literature (3 hrs/wk)

or

Option 2 (Mathematics/Science/Health)

EPI 350 Teaching Science in Primary Schools Part I (3 hrs/wk, 1 sem)
EPI 351 Teaching Science in Primary Schools Part II (3 hrs/wk, 1 sem)

and two from the following:

ESM 441 Mathematics (3 hrs/wk, 1 sem)
ESM 442 Mathematics (3 hrs/wk, 1 sem)
ESP 451 Astronomy (3 hrs/wk, 1 sem)
ESC 341 Chemistry (3 hrs/wk, 1 sem)
ESP 341 Physics (3 hrs/wk, 1 sem)
ESS 422 Field Ecology (3 hrs/wk, 1 sem)

or

Option 3 (Social Studies/Religious Studies/Practical Arts)

EPI 380 Teaching Practical Arts in Primary Schools Part I (4 hrs/wk, 1 sem)
EPI 381 Teaching Practical Arts in Primary Schools Part II (4 hrs/wk, 1 sem)
ELR 400 Christianity in Twentieth Century Southern Africa (3 hrs/wk)

PE 12.40 ASSESSMENT

PE 12.41 Normally each course offered by the Primary Education Department shall be assessed by means of:

a) At least 2 assignments and/or tests per semester.

b) There shall be one associated paper of at least two hours duration.

PE 12.42 At the end of each year the subject shall be examined in at least six papers each of two or three hours duration.

PE 12.43 In computing the end of year average, two semester courses shall receive double weighting.

PE 12.44 Courses taken outside the Department shall be assessed as prescribed in the relevant Departments' regulations.

PE 12.50 SUPPLEMENTARY EXAMS

PE 12.51 These shall be permitted in accordance with the provisions of General Regulation 10.60.

PE 12.60 PROGRESSION FROM YEAR TO YEAR

PE 12.61 In order to procede from year to year a student must obtain a minimum of at least 50% in the subject. To proceed from year I to year II, the student must also perform satisfactorily in an interview conducted by the Department.

PE 12.70 AWARD OF THE DEGREE

PE 12.71 Degree classification shall be done in accordance with the provisions of General Regulation 10.90.

DPE 13.00 DIPLOMA IN PRIMARY EDUCATION PROGRAMME STRUCTURE

DPE 13.01 The Diploma shall consist of 18 lecture hours per week per year extending over two academic years including the common first year.

DPE 13.10 YEAR 2

DPE 13.11 Students shall take the single subject, Primary Education, which consists of the following compulsory courses: (12 lecture hrs or equivalent/per week)

EPI 210	Teaching Language Arts (3 hrs/wk, 1 sem)
EPI 211	Teaching Social Studies (3 hrs/wk, 1 sem)
EPI 200	Teaching Mathematics in Primary Schools (3 hrs/wk, 1 sem)
EPI 201	Teaching Science & Health in Primary Schools (3 hrs/wk, 1 sem)
EPI 220	Teaching English as a Second Language Part I (3 hrs/wk, 1 sem)
EPI 221	Teaching English as a Second Language Part II (3 hrs/wk, 1 sem)
EPI 230	General Administration for Primary Schools (3 hrs/wk, 1 sem)
EPI 231	Guidance & Counselling for Primary Schools (3 hrs/wk, 1 sem)

In addition to the above, the student shall select courses equivalent to 6 lecture hrs/wk for both semesters. The selection will be made in close cooperation with the student's academic advisor. Selection shall be made from the following courses offered in the Faculty of Education:

Foundations: EDF 260 (3 hrs/wk)
Primary Education: EPI 215 (3 hrs/wk, 1 sem)
Setswana: ELS 200 (3 hrs /wk)
Science: ESB 241, ESB 242, ESC 241, ESC 242 (3 hrs/wk, 1 sem each course)
Mathematics: ESM 241, ESM 242, (3 hrs/wk 1 sem each course)
Social Studies: ELSS 200 (3 hrs/wk)
English: ELE 201 (3 hrs/wk, 1 sem)
Religion: ELR 200 (3 hrs/wk)
Geography: ELG 200 (3 hrs/wk)

DPE 13.20 ASSESSMENT

DPE 13.21 Normally each course offered by the Primary Education Department shall be assessed by means of:

a. At least 2 assignments and/ or tests per semester.

b. There shall by one associate paper of at least two hours duration.

DPE 13.22 At the end of each year the subject shall be examined in a minimum of six papers each of two or three hours duraton.

DPE 13.23 The ratio between continuous assessment and examination shall be 1:1.

DPE 13.24 In computing the end of year average courses extending over two semesters shall receive double weighting with respect to one semester courses.

DPE 13.30 SUPPLEMENTARY EXAMS

DPE 13.31 These shall be permitted in accordance with the provisions of General Regualtion 40.60.

DPE 13.40 PROGRESSION FROM YEAR TO YEAR

DPE 13.41 In order to proceed from Year I to Year 2 a student must obtain a minimum overall average of 50 per cent in the subject.

DPE 13.50 AWARD OF THE DIPLOMA

DPE 13.51 In order to be awarded the Diploma the student must pass Year 2.

DPE 13.52 The final mark shall be the simple average of Year 1 and Year 2 overall averages.

DPE 13.53 The classification of the results shall be in accordance with the provisions of General Regulation 40.92.

As approved by Senate on 16 May 84