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A.I.D. EVALUATION SUMMARY - PART I

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

IDENTIFICATION DATA

A. Reporting A.I.D. Unit: USAID/GABORONE Mission or AID/W Office _____ (ES# <u>89-2</u>)	B. Was Evaluation Scheduled in Current FY Annual Evaluation Plan? Yes <input type="checkbox"/> Slipped <input type="checkbox"/> Ad Hoc <input type="checkbox"/> Evaluation Plan Submission Date: FY <u>90</u> Q <u>1</u>	C. Evaluation Timing Interim <input checked="" type="checkbox"/> Final <input type="checkbox"/> Ex Post <input type="checkbox"/> Other <input type="checkbox"/>
D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)		

Project No.	Project /Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
633-0240	Primary Education Improvement Project, Phase II (PEIP II)	5/86	5/92	\$8,034	\$5,747

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director	Name of Officer Responsible for Action	Date Action to be Completed
Action(s) Required		
1. Extension of the Ohio University Contract until Sept./ November, 1991. (Still within the PACD)	USAID; REDSO/ESA	NLT 8/01/89
2. Assignment of Staff to the Department of Teacher Education, Ministry of Education	DPSM; MOE	4/15/89
3. Assignment of a Counterpart to the Curriculum Advisor for Primary Teacher Training College Institution Strengthening, Curriculum Revision and Self-Study	University of Botswana; UTS/ MOE	5/15/89
4. Recruitment of a Short-term Consultant to Undertake an Impact Study on the Possible Effectiveness of a Three-Year Diploma Program at the PTTCs.	USAID; REDSO/ ESA	6/30/89

(Attach extra sheet if necessary)

APPROVALS

F. Date Of Mission Or AID/W Office Review Of Evaluation: Mission/MOE/UB Review _____ (Month) <u>November</u> (Day) <u>25</u> (Year) <u>1988</u>			
G. Approvals of Evaluation Summary And Action/Decisions:			
	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer
Name (Typed)	Ann M. Domidion	Keetla Masogo	
Signature	<i>Ann M. Domidion</i>	<i>Keetla Masogo</i>	<i>[Signature]</i>

ABSTRACT

H. Evaluation Abstract (Do not exceed the space provided)

The stated purpose of this project is to strengthen the capacity of the Ministry of Education and the University of Botswana to organize, revise and implement effective primary teacher education programs. In addition, the Project has incorporated an emphasis on supporting Ministry of Education program initiatives, such as Breakthrough to Setswana, the Botswana Teaching Competency Instrument, Special Education, Guidance and Counselling, and School Management Improvement. Project outputs are divided into three elements: Preservice, Inservice and Curriculum.

Excellent progress has been made during the first half of Phase II of this ambitious and complex project. Technical Assistance (TA) personnel of high quality have been brought on board. Phase I initiatives have been continued or modified in accordance with lessons learned from that experience; and new initiatives have been undertaken in response to changes in or additions to Ministry of Education (MOE) programs. The Contractor has demonstrated both strong administrative capability and a process-oriented philosophy of program development suitable for working in collaboration with partners as strong as the MOE and University of Botswana (UB). The Government of Botswana (GOB) remains strongly interested in achieving the project purposes.. With one or two significant exceptions, covenants and conditions precedent have been met on a timely basis. AID/Botswana has maintained a high level of interest in this project and has continued to provide high quality support in professional and logistical areas.

The Government of Botswana has been committed to a policy of universal basic education for the past several years, and primary education now enrolls about 85% of Botswana's children. In the past, primary education's effectiveness was limited by a shortage of qualified teachers and a lack of suitable teaching materials. Since the first PEIP project began in 1981, the Ministry of Education has made significant advances in meeting needs in both areas.

C O S T S

1. Evaluation Costs

1. Evaluation Team		Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. \$)	Source of Funds
Name	Affiliation			
Dr. Fredi Munger Ms. Jane Benbow	Education Development Center, Newton, MA	PDC-1109-1-07- 7118-00, D.O.7; 58 Per. Days	\$29,890.18	Project:633- 0240(PEIP II)
Mr. Peter Sephuma	Chief Educ. Officer, Pr. & Teacher Training, MOE	N/A	N/A	Min. of Educ.
Mr. Frank Youngman	Dean, Faculty of Education University of Botswana	N/A	N/A	Univ. of Bot- swana

2. Mission/Office Professional Staff

Person-Days (Estimate) 25

3. Borrower/Grantee Professional

Staff Person-Days (Estimate) 20

A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)

Address the following items:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Purpose of evaluation and methodology used • Purpose of activity(ies) evaluated • Findings and conclusions (relate to questions) | <ul style="list-style-type: none"> • Principal recommendations • Lessons learned |
|--|--|

Mission or Office: USAID/Botswana	Date This Summary Prepared: Feb. 9, 1989	Title And Date Of Full Evaluation Report: Interim Evaluation: Primary Education Improvement Project, Phase II, Jan.5, 1989
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I. This was a regularly scheduled interim evaluation to measure project progress against the logframe; suggest areas for improvement; and assess the extent to which project goals are being met.

II. Evaluation Methodology

The Evaluation Team used the following methodologies : 1) a review and analysis of project related documents; 2) panel and individual interviews held in Gaborone, Lobatse, Tlokweng and Maun; 3) on-site observation of schools; 4) examination of materials developed by the project.

III. Principal Findings and Conclusions

Excellent progress has been made during the first half of Phase II of this ambitious and complex project. Technical Assistance (TA) personnel of high quality have been brought on board. Phase I initiatives have been continued or modified in accordance with lessons learned from that experience; and new initiatives have been undertaken in response to changes in or additions to Ministry of Education (MOE) programs. The Contractor has demonstrated both strong administrative capability and a process-oriented philosophy of program development suitable for working in collaboration with partners as strong as the MOE and University of Botswana (UB). The Government of Botswana (GOB) remains strongly interested in achieving the project purposes. With one or two significant exceptions, covenants and conditions precedent have been met on a timely basis. AID/Botswana has maintained a high level of interest in this project and has continued to provide high quality support in professional and logistical areas.

Element A. Excellent progress has been made toward establishing a two-year primary education specialization under the M.Ed program at the University of Botswana. The Department of Primary Education (DPE) admitted its first 7 M.Ed students this August. Under its B.Ed and Diploma Programs, the DPE has graduated 60 students and another 130 are currently enrolled. Toward the goal of localization, the Faculty of Education now has 6 Batswana on the staff in the DPE at the level of lecturer; this includes 5 M.Ed holders and 1 PhD holder. By the end of the project there will be two additional Batswana on staff holding the Ph.D.

Members of the DPE staff have been extensively involved with the implementation of a number of MOE initiatives including Breakthrough, Continuous Assessment, the Project Method, the Botswana Teachers Competency Instrument (BTCI) and others. Both the contract team and the

Batswana staff are effectively integrated into the University and MOE committee structures and are making significant contributions in both institutions. The program has also made progress toward strengthening its research capacity.

There is every reason to believe the new DPE has the potential to become a model for the Southern African Region.

Element B. The implementation of a revised Primary Teacher Training College (PTTC) Curriculum is on track but somewhat delayed due to an overly optimistic initial assessment of how long institutional and curriculum evaluation would take. Efforts to localize PTTC Tutors have proceeded apace, with significant contributions from the new DPE at the University which has trained more than 30 Tutors to the B.Ed. level. The PTTCs have received unanticipated benefits from the participation of Technical Advisors on subject curriculum panels. In addition, PEIP Institutional Contractor (IC) Team members have been extremely active in planning for the proposed three-year Diploma program, although these activities are not part of the Project's planned outputs.

Element C. The goal of establishing a 14-location inservice training network is generally on track in meeting interim output targets. The only delays are in the areas of construction and the establishment within the MOE of a fully staffed Department of Teacher Education. These delays are an effect of larger issues within the MOE regarding the management of decentralization. Good quality inservice training programs for all primary school headteachers, Education Officers and selected PTTC tutors continue to be held on a regular basis. Localization of inservice training remains a major strong point of this project, with nearly all programmatic and logistical planning, implementation, follow-up and evaluation conducted by Batswana. Returned participants play leadership roles in many aspects of the inservice institutional network. A few key issues regarding operation of the network remain to be worked out.

IV. Principal Recommendations

The Evaluation Team recommends the following:

- A. That technical assistance be extended at least through September, 1991;
- B. That the GOB consider how it can continue to support the DPE, and to assure the Department and the Faculty of Education resources needed for their continued support and involvement in MOE initiatives;
- C. That the GOB consider staffing the Department of Teacher Training in a timely manner, and that this new department address issues of manpower requirements, financing and staff development for the Education Centers, with particular attention to the availability of sufficient inservice trainers to operate a decentralized network beyond PEIP;

S U M M A R Y (Continued)

- D. That consideration be given to assigning a counterpart to the Curriculum Advisor to insure that the process of PTTC institution strengthening and curriculum revision is continued beyond PEIP, and that USAID consider continuing technical assistance support for the PTTCs until the self-study and curriculum revision process is completed and selected results implemented during the life of contract.
- E. That the Contractor and USAID consider recruiting a short-term consultant to undertake an impact study on what effects instituting a three-year Diploma program at the PTTCs would have on the education sector.
- F. Depending upon the findings of E above, USAID and the MOE should consider strategies for assisting the PTTCs to develop the three year Diploma course by extending the current contract or providing a new contract.

V. Lessons Learned.

The Lessons Learned section of this report was greatly enriched by a working session with the PEIP Advisory Board in which the Board was asked to reflect on lessons they have learned from participating in PEIP. The Board consists of representatives from the MOE, MFDP, PTTCs, USAID and the IC.

- A. One key component of this project's success is a commitment to a philosophy of collaboration and participation. This philosophy is clearly expressed by including in policy-setting and decision-making activities those whom the decisions will most affect. This pattern of inclusion is apparent at national, regional, district and school levels. A strong sense of ownership on the part of the Botswana is a direct result of this participation in project design and decision-making.
- B. Implementation problems are created when the timelines specified by the donor are incompatible with conditions in the field. These problems are exacerbated when timeframes are specified in the outputs section of contracts and grant agreements.
- C. Project success is magnified under conditions where there is a high degree of cooperation among donor agencies.
- D. Staff training and localization of leadership are important components of effective institution building.
- E. Before undertaking a decentralized inservice training model, a careful cost/benefit analysis should be conducted. It should include an assessment of recurrent costs, as well as analysis of the manpower demands which a decentralized training network places on limited human resources.

VI. Summary

In conclusion, there is evidence that many of the PEIP initiatives have been thoroughly assimilated into the MOE and UB institutions. Top MOE and US staff, although already heavily burdened, are demonstrating willingness to commit the time, effort, and resources required to assure PEIP's contribution to Botswana's educational needs.

ATTACHMENTS

K. Attachments (List attachments submitted with this Evaluation Summary; always attach copy of full evaluation report, even if one was submitted earlier; attach studies, surveys, etc., from "on-going" evaluation, if relevant to the evaluation report.)

Interim Evaluation: Primary Education Improvement Project, Phase II: Dr. Fredi Munger; Ms. Jane Benbow; Education Development Center, Inc., Newton, MA.
January 5, 1989.

COMMENTS

L. Comments By Mission, AID/W Office and Borrower/Grantee On Full Report

USAID/Botswana concurs with the findings and recommendations of the Evaluation Team.
John Hummon, Director

"I am satisfied with the progress made generally under the Primary Education Improvement Project, Phase II, as confirmed by the recent Interim Evaluation of the Project, and pleased to note that the Project is all but guaranteed to meet all of its original goals and objectives. I am appreciative of the side gains made as a result of the involvement and participation by members of the Department of Primary Education in Ministry of Education Programmes, such as Breakthrough, Continuous Assessment, Guidance and Counseling etc. This has not only lent support in the implementation of these programmes, but it has also fostered remarkable cooperation among all the parties concerned.

"The move to separate the Department of Primary and Teacher Training and establish the Department of Teacher Education is one that was initiated as early as 1984. That this long-overdue development has still not been realized is through no fault of ours. The delay to establish the Department of Teacher Education remains a setback, not only from the point of view of the covenant between the Project and ourselves, but also from a purely administrative viewpoint. I wish to give the assurance, however, that I am actively pursuing this matter at the highest possible levels.

"It is regrettable that there has been some slight delay with the construction of the 14(3 under PEIP) to be sited at various parts of the country. With the continuing development of the nine year curriculum, and the planned decentralization of the administration and operations of the Ministry, Education Centres, I believe, will play a crucial role in the development of education in Botswana. It is ironic to note that the rapid economic development in the country could partly be responsible for this delay. Shortage of manpower and other resources and implementation capacity are stretched to the utmost limit.

"I am most grateful to USAID for their consent to extend the Project(Contract) until 1991, among others, to assist in the development of the Primary Diploma Programme. The Department of Primary and Teacher Training is currently initiating plans for the Project after 1991."

O/S 3/3/89

Mr. Keetla Masogo
Permanent Secretary
Ministry of Education
Gaborone, Botswana

60549

A Report
for
Delivery Order No. Seven
Under
Contract No. PDC-1109-I-07-7118-00

**Interim Evaluation
Primary Education Improvement Project
Phase II
U.S. AID/Botswana**

**Evaluation Team:
Dr. Fredi Munger
Ms Jane Benbow**

Submitted by:

**EDC
Education Development Center, Inc.**

January 5, 1989

PRIMARY EDUCATION IMPROVEMENT PROJECT, PHASE II

INTERIM EVALUATION

(PEIP II)

Evaluation Team:
Dr. Fredi Munger
Ms. Jane Benbow

Contract No: PDC-1109-I-07-7118-00
U.S. Agency for International Development
Washington, D.C. 20523

January, 1989

This report represents the views of the consultants
and not necessarily those of USAID
or the Government of Botswana

EDC

Education Development Center, Inc.
55 Chapel Street
Newton, Massachusetts 02160

Primary Education Improvement Project

TABLE OF CONTENTS
PEIP PHASE II: INTERIM EVALUATION REPORT

I.	Executive Summary	1
II.	Evaluation Scope of Work	5
III.	Evaluation Methodology	6
IV.	Sets of Findings, Conclusions, Recommendations, Issues and Lessons Learned	7
	A. Project Outputs	8
	1. Preservice Training	8
	a. DPE/UB Programs	8
	b. PTTC Programs	21
	2. Inservice Training Network	27
	B. Project Inputs	40
	1. Technical Assistance	40
	2. Commodities	40
	3. Construction	40
	4. Participant Training	41
	C. Other Important Issues	44
	1. Sustainability of Selected PEIP Efforts	44
	2. Extension of IC Contract (to 9/91)	45
	D. Lessons Learned from PEIP	46
	E. Assumptions	47
	F. AID Evaluation Questions	48

I. EXECUTIVE SUMMARY

A. Evaluation Background

This was a regularly scheduled interim evaluation to: measure project progress against the logframe; suggest areas for improvement; and assess the extent to which project goals are being met.

B. Purpose of the Primary Education Improvement Project (PEIP)

The stated purpose of this project is to strengthen the capacity of the Ministry of Education and the University of Botswana to organize, revise and implement effective primary teacher education programs. In addition, the Project has incorporated an emphasis on supporting Ministry of Education program initiatives, such as Breakthrough to Setswana, the Botswana Teaching Competency Instrument, Special Education, Guidance and Counselling, and School Management Improvement. Project outputs are divided into three elements: Preservice, Inservice and Curriculum.

The stated purposes of the Preservice activities are:

- 1) to establish a two-year Master of Education (MEd) program in primary education at the University of Botswana (UB);
- 2) to increase the number of students entering the Bachelor of Education (BED) and Diploma programs at the University's Faculty of Education;
- 3) to provide the Department of Primary Education at UB with a professional, mature staff of Botswana;
- 4) to provide a core staff at Primary Teacher Training Colleges (PTTCs) prepared to assume greater responsibility for the delivery of a Diploma in Primary Education.

In-service education has the following stated purposes:

- 1) to establish an institutional network for the systematic inservice training of primary school teachers, education officers and PTTC staff;
- 2) to provide a cadre of resource persons experienced in the delivery of inservice programs.

In terms of Curriculum, the project's purposes are:

- 1) to revise the operating core PTTC curriculum
- 2) to upgrade and more fully localize PTTC staff who are experienced in curriculum development and implementation.

The Government of Botswana has been committed to a policy of universal basic education for the past several years, and primary education now enrolls about 85% of Botswana's children. In the past, primary education's effectiveness was limited by a shortage of qualified teachers and a lack of suitable teaching materials. Since the first PEIP project began in 1981, the Ministry of Education has made significant advances in meeting needs in both areas.

C. Evaluation Methodology

The Evaluation Team used the following methodologies: 1) review and analysis of project related documents; 2) panel and individual interviews held in Gaborone, Lobatse, Tlokweng and Maun; 3) on-site observation of schools; 4) examination of materials developed by the project.

D. Principal Findings and Conclusions

Excellent progress has been made during the first half of Phase II of this ambitious and complex project. Technical Assistance (TA) personnel of high quality have been brought on board. Phase I initiatives have been continued or modified in accordance with lessons learned from that experience; and new initiatives have been undertaken in response to changes in or additions to Ministry of Education (MOE) programs. The Contractor has demonstrated both strong administrative capability and a process-oriented philosophy of program development suitable for working in collaboration with partners as strong as the MOE and University of Botswana (UB). The Government of Botswana (GOB) remains strongly interested in achieving the project purposes. With one or two significant exceptions, covenants and conditions precedent have been met on a timely basis. AID/Botswana has maintained a high level of interest in this project and has continued to provide high quality support in professional and logistical areas.

Element A. Excellent progress has been made toward establishing a two-year primary education specialization under the M.Ed program at the University of Botswana. The Department of Primary Education (DPE) admitted its first 7 M.Ed students this August. Under its B.Ed and Diploma Program, the DPE has graduated 60 students and another 130 are currently enrolled. Toward the goal of localization, the Faculty of Education now has 6 Batswana on the staff in the DPE at the level of lecturer; this includes 5 M.Ed holders and 1 PhD holder. By the end of the project there will be two additional Batswana on staff holding the PhD.

Members of the DPE staff have been extensively involved with the implementation of a number of MOE initiatives including

Breakthrough, Continuous Assessment, the Project Method, the Botswana Teachers Competency Instrument (BTCI) and others. Both the contract team and the Botswana staff are effectively integrated into the University and MOE committee structures and are making significant contributions in both institutions. The program has also made progress toward strengthening its research capacity.

There is every reason to believe the new DPE has the potential to become a model for the Southern African Region.

Element B. The implementation of a revised Primary Teacher Training College (PTTC) Curriculum is on track but somewhat delayed due to an overly optimistic initial assessment of how long institutional and curriculum evaluation would take. Efforts to localize PTTC Tutors have proceeded apace, with significant contributions from the new DPE at the University which has trained more than 30 Tutors to the B.Ed level. The PTTCs have received unanticipated benefits from the participation of Technical Advisors on subject curriculum panels. In addition, PEIP Institutional Contractor (IC) Team members have been extremely active in planning for the proposed three-year Diploma program, although these activities are not part of the Project's planned outputs.

Element C. The goal of establishing a 14-location inservice training network is generally on track in meeting interim output targets. The only delays are in the areas of construction and the establishment within the MOE of a fully staffed Department of Teacher Education. These delays are an effect of larger issues within the MOE regarding the management of decentralization. Good quality inservice training programs for all primary school headteachers, Education Officers and selected PTTC tutors continue to be held on a regular basis. Localization of inservice training remains a major strong point of this project, with nearly all programmatic and logistical planning, implementation, follow-up and evaluation conducted by Botswana. Returned participants play leadership roles in many aspects of the inservice institutional network. A few key issues regarding operation of the network remain to be worked out.

E. Principal Recommendations

The Evaluation Team recommends the following:

- 1) That technical assistance be extended at least through 9/91;
- 2) That the GOB consider how it can continue to support the DPE, and to assure the Department and the Faculty of Education resources needed for their continued support and involvement in MOE initiatives;

- 3) That the GOB consider staffing the Department of Teacher Training in a timely manner, and that this new department address issues of manpower requirements, financing and staff development for the Education Centers, with particular attention to the availability of sufficient inservice trainers to operate a decentralized network beyond PEIP;
- 4) That consideration be given to assigning a counterpart to the Curriculum Advisor to insure that the process of P TTC institution strengthening and curriculum revision is continued beyond PEIP, and that USAID consider continuing support for the P TTCs until the self-study and curriculum revision process is completed and selected results implemented.
- 5) That the IC and USAID consider recruiting a short-term consultant to undertake an impact study on what effects instituting a three-year Diploma program at the P TTCs would have on the education sector.

F. Major Lessons Learned

1. One key component in this project's success is its commitment to a philosophy of collaboration and participation. This philosophy is clearly expressed by the inclusion in policy-setting and decision-making activities of those whom the decisions will most affect. This pattern of inclusion is apparent at national, regional, district and school levels and has resulted in a profound sense of Project ownership amongst the Batswana.

2. Implemen^tation problems are created when the timelines specified by the donor are incompatible with conditions in the field. These problems are exacerbated when timeframes are specified in the outputs section of contracts and grant agreements.

G. Summary

In conclusion, there is evidence that many of the PEIP initiatives have been thoroughly assimilated into the MOE and UB institutions. Top MOE and UB staff, although already heavily burdened, are demonstrating willingness to commit the time, effort, and resources required to assure PEIP's contribution to meeting Botswana's educational needs.

II. AMENDED EVALUATION SCOPE OF WORK

ARTICLE III - STATEMENT OF WORK

The two education consultants will evaluate, in cooperation with the Ministry of Education (MOE), the Faculty of Education, the University of Botswana (FOE/UB), the Primary Teacher Training Colleges (PTTCs), the Ohio University Contract Team (OUCT), and the Project Manager, USAID, the implementation of the Primary Education Improvement Project, Phase II (PEIP II) at its midpoint stage to determine progress, suggest changes and procedures, areas for improvement and the extent to which project goals are being met.

A. Specific Consultancy Activities

1. A review of the institutional network for the systematic inservice training of classroom teachers, headteachers, EOs and PTTC staff.
2. An evaluation of the Diploma and B.Ed programs under the Mature Age Entry Scheme and the M.Ed program at UB in Primary Education.
3. A review of external participant training under the Ohio University Contract.
4. An assessment of the progress made in the evaluation, revision and implementation of teacher training curricula at the PTTCs.
5. An estimation of the sustainability of selected PEIP II efforts.
6. An assessment of the proposal to extend the Ohio University contract beyond its current expiration date of September 29, 1990.

B. General Activities

1. A review of publications and reports connected with the project.
2. Visits to Education Centers and PTTCs where possible.
3. Discussions and interviews with direct beneficiaries of selected PEIP II programs.

III. EVALUATION METHODOLOGY

The evaluation was conducted by a team comprised of two U.S. consultants, one specialized in basic education and the other in teacher training, working in collaboration with a PEIP Reference Committee consisting of representatives from the MOE, UB, the MFDP, and the PEIP team.

Each team member took primary responsibility for one of the four project elements and shared responsibility for evaluating the remaining two. Prior to the team's arrival in Botswana, USAID/Botswana and PEIP staff had done an excellent job of organizing and collecting documentation relating to the program's purpose, progress and products. Provision of office space, data processing equipment and clerical assistance helped make report drafting and rewriting an efficient process.

The evaluation methodologies used by the team were as follows: 1) a review and analysis of project related documents, 2) panel and individual interviews in Gaborone, Lobatse, Maun and Tlokweng with the Contractor team, GOB Coordinator, Education Officers, teachers, Education Center Directors, University Lecturers, PTTC Principals and Tutors, and primary school headteachers and teachers, 3) on-site observations of schools, and 4) examination of guides, workshop handouts, reports, committee minutes, and materials developed by the project.

The Team met each morning at 7:30 to review progress and exchange plans before deploying to separate tasks. At least twice during the evaluation, the Team met separately with USAID staff, the GOB PEIP Coordinator, and the Chief of Party to apprise them of interim findings and to request clarifications and direction.

Interviews and supplementary data gathering consumed about 32 person-days. Writing the draft report for presentation to USAID and the GOB took about 16 person days. Redrafting to put the report in final form after the interim review absorbed about 8 more person-days. The report was submitted and approved in its draft version to USAID/Botswana prior to the team's departure from the country.

IV. SETS OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS, ISSUES
AND LESSONS LEARNED

The following Project Elements are reviewed in this section in terms of findings, conclusions, recommendations, issues and lessons learned.

Findings--describe data determined during the evaluation in reference to project activities and accomplishments.

Conclusions--refer to the results of an analysis of the findings.

Recommendations--are suggestions of actions which might be taken by USAID, the MOE or the Ohio University Team.

Issues--are problems or matters needing consideration or resolution.

Lessons Learned--are suggestions to USAID the MOE or other interested entities which might be applied to future projects.

This section is organized into three sub-sections.

* Project Outputs, which contains information on preservice training at both the DPE/UB and the PTTCs and the Inservice Training Network.

* The Project Inputs sub-section includes summary information on Technical Assistance, Participant Training, Commodities and Construction.

* Finally, in the sub-section entitled, Other Important Issues, suggestions are made regarding the extension of the IC Contract to 9/91 and an assessment is made of the sustainability of selected PEIP efforts.

A. PROJECT OUTPUTS

1. Preservice Training

a. DPE/UB Programs

OUTPUT 1: An established two-year primary education specialization under the M.Ed program at the University of Botswana.(being implemented)

Intention: To improve the the primary and post-primary education systems' quality and efficiency in better meeting projected work force requirements, by setting up a graduate level degree in primary education at UB which will ensure the inservice upgrading of key personnel in the MOE and the PTTCS.

General Findings: Although the project has met with some delays in implementing a primary education specialization under the M.Ed program in the Faculty of Education, the University Senate and the MOE have approved the following MEd specializations: Primary Mathematics Education, Primary Science Education, Primary Social Studies Education and Primary Education. Entrance requirements, a program structure and course descriptions have also been established. The Faculty of Education admitted its first seven M.Ed students (primary) in August of this year.

The delay in implementation from August 1987 to August 1988 is primarily a result of the University Registrar's strict interpretation of a Senate memorandum requiring that all new programs be approved at least a year in advance of their first anticipated intake. To some extent, a lack of clarity about the MOE manpower needs and questions about the content and rigor of the programs have also been factors in the delay.

A Research Center with microcomputer equipment and software has been established. The software includes word processing, database management, spreadsheet, and statistical and graphics packages. The Department is also looking into the possibility of purchasing ERIC on computer disk. Guidelines for use of the center, its equipment and software, have been developed and approved by the Department.

The Department has also established a Primary Education Research Committee to serve in identifying and prioritizing areas within primary education which are in need of investigation. It will also encourage and support individuals in their pursuit of research interests. The committee has agreed upon Terms of Reference and has identified several areas of importance on which to focus its attention. These include developing Guidelines for Conducting Research which focus on ethical and professional issues. A priority listing of research studies to be undertaken in primary education has also been established.

To facilitate departmental consideration of various issues, a committee structure has been developed. The Instructional Affairs Committee, the Student Affairs Committee and the Administration/Support Committee each considers issues relevant to its domain and reports to the departmental board, which then makes decisions. Each member of the DPE staff serves on one of the committees.

The PEIP team at the DPE has been extensively involved in a number of MOE initiatives to improve primary education. In-service workshops in the areas of Breakthrough, Continuous Assessment, The Project Method and the Botswana Teaching Competency Instrument (BTCI) have been provided to Head Teachers and EOs. Content relating to these initiatives have been integrated into the DPE curricula. DPE faculty have also participated in initiatives in Guidance and Counseling, Entrepreneurial Awareness and the Primary School Curriculum. This kind of involvement has helped assure integration and consistency between the two institutions' goals and objectives, and has helped provide the MOE with manpower needed for implementing these initiatives on a timely bases.

Last but not least, the faculty at the DPE serve on and make substantial contributions to a number of important university and Ministry committees. These include--but are not limited to--the Senate, the National Council on Teacher Education, the Faculty of Education Executive Committee, Senate Graduate Studies, JSEIP, the Affiliated Board of PPTCs and committees relating to all the MOE initiatives mentioned above.

General Conclusion: The establishment of the M.Ed program in the DPE has made impressive progress and is effectively dealing with the problems and issues that have delayed its implementation. The program shows promise of being an innovative and effective undertaking of which MOE, UB and GOB can be proud and from which the whole Southern African Region can someday benefit.

Specific Issues, Findings and Recommendations:

Finding 1: There is concern, both within and outside the Faculty of Education, about the academic standing of the DPE. This concern is expressed in two areas: a) the ability or "quality" of the student intake; and b) the content and rigor of the academic programs.

Finding 2: Most of the individuals interviewed understand that the DPE is an inservice program with student intake drawn from the current ranks of experienced teachers--which makes it necessary for students to be admitted into the Department with less than a Cambridge Examination Certificate. Yet, interviewees still raised concerns about the long-term effect of this practice on the reputation and general standing of the University.

Finding 3: A study entitled "Performance of Three Cohorts of Students Enrolled in a Degree Programme in the Department of Primary Education at the University of Botswana," which was conducted by the Department Chair and the Research Methods and Design Specialist, found that: a) academic qualifications which mature entry student obtain prior to the B.Ed Primary programme seem to have little relationship to the level of their performance in the program; b) achievements of the students in the B.Ed Primary program compare favorably with those of their peers in the Faculty of Humanities.

Finding 4: A May 1987 evaluation of both the Diploma and B.Ed programs, which was conducted by a short-term consultant, found that supervisors reported graduates' general effectiveness and performance to be either good or very good. Individual graduates received the highest ratings on motivation and ability to work with individuals, and on administrative activities.

Finding 5: Interviewees from outside the Department were not aware of this study. When questioned about their assessment of student performance, they either reported no direct knowledge of it or stated that after the first year or two, DPE students, because of their maturity and motivation, seemed able to hold their own with other university students. A number of individuals added that many of students' deficiency in English was a significant academic drawback when they first entered the University. There were mixed opinions about the performance and ability of graduates.

Finding 6: The DPE has already undertaken a number of initiatives through the appropriate UB bodies to combat these concerns. The study mentioned above is one. In 1987 the UB also upgraded its admissions criteria by adding requirements for an intensive interview process, recommendations from the field, an "A" on the objective examination and at least a "B" on the English exam. (Previously a "B" was acceptable on the objective examination.)

Finding 7: Some head teachers and EO perceive the selection process to be slanted in favor of those individuals who do well on tests, as opposed to those who are the best teachers. Furthermore, at least two head teachers and EOs reported that the expectation that diplomas or certificates were the road to advancement, instead of hard work and dedication to teaching, was causing problems in the field.

Finding 8: UB faculty outside the Faculty of Education also have a number of unanswered concerns about the rigor and quality of course offerings. These concerns center on issues of "content" versus "process" and the rigor of grading practices.

Issue 1: For the DPE, the actual quality of students admitted and perceptions of their quality, as well as the rigor of its course

offerings, have significant ramifications for the ongoing success and sustainability of the program.

Comment: These findings are representative of an ongoing worldwide debate about the academic standing of the field of Education, most particularly the field of Teacher Education. There are no quick and simple solutions to this problem.

Recommendations:

1. To upgrade the skills of students with academic deficiencies, the DPE and the UB should study the pros and cons of providing non-credit courses in English, Math and Science either prior to formal admission to the Department or during the students' first semester.

2. The DPE should consider appropriate ways to disseminate the findings of their first two studies and to continue research and study in this area.

3. The Faculty of Education and the DPE should continue its efforts to be open and attentive to its critics: heeding and taking appropriate action where criticism is justified; and finding ways to correct public misunderstandings and misconceptions when necessary.

Suggestion: The evaluators would like to suggest that there may be ways for MOE and UB to engage in supportive publicity and public discourse on the importance of teacher education and the need to accord status and respect to those who enter the profession. This could help alleviate the effects of negative images about people who do not hold the "right" certifications and degrees.

Finding 1: The Department has conducted two evaluations of its B.Ed and Diploma programs: one by a consultant in 1986/87 and another by the Department the same year. These evaluations included collecting feedback from graduates, their supervisors and current students and lecturers in the Faculty of Education. The evaluation culminated in a written report with a number of recommendations. These recommendations addressed the recruitment of students for the program and the content of course offerings, and suggested changes in departmental regulations.

Finding 2: Only minor changes were proposed in the Diploma program, in anticipation of the movement toward offering a three-year Diploma program in the PTTCs.

Finding 3: The main changes suggested in the program were as follows: 1) clarification of language in the regulations; 2) introduction of a new one-semester course for Year I students; 3)

strengthening of the English/Reading/Setswana subject option by providing another Setswana elective; 4) addition of a fourth subject option to more fully address the needs of EOs and students entering the primary teacher training colleges; 5) modification of the Internship to better accommodate the needs of students who may be assigned as EOs.

Finding 4: The Department seems to be making significant progress toward implementing all recommended changes, with the exception of modifying the internship program to accommodate the needs of students who may be assigned as EOs in the MOE or Education Centers. Not incidentally, this was the weakness most often mentioned by program graduates who were interviewed.

Finding 5: The Internship is being given increased importance within the degree program, and an Internship Handbook has been produced; however, a number of policies and practices are hindering the development of a truly effective Internship program. The fact that the Internship occurs at the end of Year 3 of the B.Ed program and the MOE does not make assignment commitments until the end of Year 4 is a major cause for delay in implementing the Internship reforms.

Issue 2: The programs within the DPE could be structured to more effectively respond to a variety of training and manpower development needs.

Comment: A flexible, diverse internship program seems to be an effective and inexpensive way to assure that the overall B.Ed program can be flexible enough to meet the needs of all of its students.

Recommendation 1: The DPE and the MOE might develop a plan and strategies for proceeding more effectively with the diversification of the Internship program.

Recommendation 2: The DPE should continue its timely assessment and evaluation efforts.

Finding 1: At this time, the DPE faculty consists of 6 expatriates. One of those individuals holds a position at Ohio University; a second joined the program from the Ohio Department of Education. The remaining members of the DPE faculty come from Wisconsin, Hawaii, Virginia and Oregon. The PEIP team member who serves in the MOE is also from Ohio University. Four members of the Botswana staff received their advanced degrees from the Ohio University; the remaining four have or will have received advanced degrees from the Universities of Botswana, Pennsylvania, Indiana and Georgia.

Finding 2: Whether or not these statistics justify it, there is a perception among the MOE, the University and individuals in the field that the "Ohio way" dominates all project undertakings. Although impressed with the accomplishments and quality of the project, they are concerned that, in order to make informed choices about what primary education approaches the country wants to undertake, they must be able to chose from alternatives.

Recommendation: The project staff should study this issue to determine if there are additional ways to diversify philosophical and programmatic inputs into the project. Furthermore, they should seek ways to lessen the perception of "domirating the scene," so the Batswana feel more secure that they are truly making informed choices from among alternatives.

Finding 1: Questions have been raised about the relationship between MOE manpower needs and the B.Ed and M.Ed programs. These questions are focused on two areas of uncertainty: whether the GOB and MOE will be able to assign program graduates appropriately; and what kind of training and specializations the MOE will need in the future.

Finding 2: The DPSM has allocated only one additional EO position to the Primary/Teacher Training Department within the MOE.

Finding 3: The DPE has a great deal of flexiblility in its programs. It is able to vary the number of students who enter their diploma and B.Ed program from year to year. It has also shown an ability to change and vary their course offering with minimal time for planning and implementation.

Issue 3: How and when the manpower needs of the MOE are determined will have a significant impact on the DPE programs.

Recommendations:

1. To the extent possible the UB, the Faculty of Education and the DPE need a clear mandate concerning MOE manpower needs, and a commitment as to the maximum and minimum number of graduate students they can expect to serve at both the B.Ed and M.Ed levels.
2. The MOE should make every effort to assure that its manpower needs are adequately reflected in t774he NDP7.

Suggestion: The evaluators would like to suggest that if there is a surplus, the MOE consider the possibility of assigning DPE graduates to positions outside the Primary/Teacher Education Department. Assignments in the District Development Councils and

Junior Secondary Schools might be considered if Education Centers and PPTCs are fully staffed.

Finding 1: The DPE now orders all of its publications and other library resources through the UB library.

Finding 2: The librarian responsible for Education does not feel that he has adequate understanding of how or why the DPE makes its library selections. He also feels that he is inadequately informed on issues concerning DPE's budget for library and resource materials.

Finding 3: There are some unresolved issues concerning who should ultimately be responsible for the curriculum laboratory, what educational materials should remain in the hands of DPE, and which should be managed by the library.

Finding 4: The Batswana faculty at the DPE are concerned about how losing materials, equipment and other resources such as secretarial help will affect the level of quality they can maintain when the PEIP Project ends.

Recommendation: These concerns need to be addressed and an equitable solutions found as soon as possible.

Finding 1: The PEIP II team members at the DPE and the MOE have been extensively involved in a number of MOE initiatives to improve primary education. Members have served on committees and panel and, through the inservice program, have provided workshops in the areas of Breakthrough, Continuous Assessment, The Project Method, the development of the Botswana Teacher's Competency Instrument (BTCI) and Guidance and Counseling. Such involvement has helped assure integration and consistency in the goals and objectives of the two institutions, and has help provided the MOE with manpower needed to implement these initiatives on a timely basis.

Finding 2: The PEIP team has also been involved with school curriculum efforts aimed at developing work attitudes and skills. PEIP has participated in the development of:

a. the primary social studies sections of the syllabus at Standards 3 through 7;

b. the curriculum for the Diploma and B.Ed programs in the DPE and the PPTCs, which included approaches and strategies used in the primary school syllabuses for teaching economics and consumer awareness concepts.

Finding 3: The team has involved a Batswana faculty in each of these efforts, thereby assuring that at least one member of the

faculty will be able to continue the process begun by the expatriates.

Recommendation: Continue with these efforts and seek ways to further involve the Botswana faculty.

OUTPUT 2: A gradual increase in the number of students taken into the BEd and Diploma programs at UB, from the current 30 up to 50 per year in 1990.(revised)

Intention: To provide advanced training for administrators and technical personnel for the purposes of: helping increase and diversify employment opportunities; and strengthening primary schools and institutions responsible for training primary school teachers.

General Findings: During PEIP II, the DPE through the Mature Age Entry Scheme has graduated 20 students under its two-year Diploma programme and 40 students under its B.Ed program. Most of the candidates have assumed appropriate positions of leadership as Head Teachers, Education Officers and PTFC Tutors. An additional 31 new students have been admitted for the 1988/89 academic year.

Although a bit behind schedule, the project has nearly completed a 200 square meter Primary Education Center addition. This will contain a mathematics-science laboratory, a seminar room and one classroom. The DPE has also established a Media Center/Curriculum Laboratory.

The DPE has made significant progress in setting up a student data base. When completed, the data base will include full demographic information on all current and past students, as well as data on course work and marks received.

The project's plan for gradually increasing the annual intake of students from 30 to 50 students has been revised. There are a number of reasons for this; primary among them are changes in UB admissions procedures, which resulted in fewer applicants qualifying for admission to the DPE. However, there is also some evidence that qualified candidates are failing to apply for admission into the programs. This may result from a perception in the field that admission to the project might involve a number of unintended risks, such as demotion or loss of pay increments. Though a number of such incidents did occur earlier in the project, the MOE and DPE feel confident that this problem has been eliminated.

During the January - April, 1987 period, the Department underwent an intensive evaluation of its B.Ed and Diploma programs. This action eventually resulted in significant upgrading of the B.Ed program, including changes and additions in courses offered and modifications of the Internship requirement. Only minor changes were made in the Diploma program, in anticipation of the movement toward offering a three-year Diploma program in the PTTCs.

General Conclusions: Efforts on the part of the PEIP contract team, the MOE and the UB have succeeded in establishing a viable inservice program at the B.Ed and Diploma levels. Graduates serve

in positions of leadership throughout the educational system. Despite its failure to achieve full admission goals, the project has effectively responded to current positions available through the MOE.

OUTPUT 3: A professional, mature staff of Botswana in the Department of Primary Education.

Sub-outputs:

All staff members have the equivalent of an M.Ed degree, and some have earned doctorates in areas appropriate to Department needs(on target)

A core of the staff has sufficient training and research experience to provide leadership in research activities pertinent to Botswana's educational needs.....(in process)

Intention: To fully localize the Department of Primary Education through additional training of lecturers to the doctoral and masters' levels.

The DPE has 5 Botswana staff at the level of the M.Ed and 1 Botswana at the PhD level. Two additional Botswana PhDs will join the staff in the 1989/90 academic year, bringing the total number of staff to 8 and the number of PhD holders to 3.

One important step has been effectively to shift the bulk of instruction for the B.Ed and Diploma programs from contractor staff to Botswana staff. All staff hold positions as lecturers in the Faculty of Education.

The Botswana Faculty have been effectively integrated into all major committees and MOE initiatives with which the Department is involved; they seem to be involved in decision-making at all but the highest level.

Botswana staff are being offered encouragement and support in undertaking research, and some have co-authored studies with members of the contract team. However, most staff lack confidence that they know how to conduct research on their own, and feel that the teaching and service loads they carry leave little time to do research.

In spite of the project's progress and success--or to some extent because of it--there is concern from a number of quarters that when contract staff departures reduce the staff of 12 to 8, the Botswana staff will be unable to continue efforts at the same level of intensity, with negative effects on the program as well as on the staff's reputation and status.

General Conclusion: The project has made significant progress toward its goal of having a fully localized and qualified staff in the DPE. However, more needs to be done to strengthen the Batswana staff's capacity to do research, to provide vision and leadership to the Department and to deal with political and academic issues that impinge on the DPE's status and credibility.

Specific Issues, Findings and Recommendations:

Finding 1: The DPE staff now serves 120 Diploma and B.Ed students and 7 M.Ed students. There are 7 additional M.Ed candidates specializing in some facet of primary education. The M.Ed candidates are expected to write dissertations which require considerable guidance from UB faculty. There is also an expectation that the student intake will escalate.

Finding 2: The DPE is intimately and appropriately involved with at least 7 or 8 major MOE initiatives. The number of initiatives in which the Department could and should be involved is likely to grow.

Finding 3: There are strategic and programmatic reasons why the DPE should continue to be involved in these efforts even after the Department of Teacher Education has been established to manage and coordinate inservice training initiatives.

Finding 4: In order to develop their own academic careers and to fulfill the program's potential, the Batswana staff will need to be involved in substantial research efforts.

Finding 5: With the contract team's departure, the DPE staff will be reduced from 12 to 8.

Issue 1: To assure an effective transition to localization, the extent to which the MOE and the DPE can sustain their level of commitment after the PEIP project ends needs to be addressed.

Recommendation: The UB, the DPE and the MOE should consider the implications of these findings, and develop long and short range strategies to address them.

Suggestion: The evaluators would like to suggest that the entities involved explore the possibility of establishing criteria for allocating fiscal and human resources which have a broader base than teaching loads.

Finding 1: While they are not yet in leadership roles, the Batswana staff in the DPE have been effectively integrated into the UB committee structure and the MOE initiatives.

Finding 2: There is a feeling among individuals both within and outside the DPE that the Batswana staff are not yet participating

in top-level decision-making and direction-setting at the MOE or at other (institutions).

Comment: There is reason to believe that much of the PEIP project's success can be attributed to the common vision held by its leadership, and to their skills in strategic management and planning. There is also a growing body of research on the relationship between "vision" and the successful implementation of programs or initiatives.

Recommendations:

1. The PEIP contract team and concerned individuals at the MOE and UB should begin to consider how they will "hand over the reins" of the program to the Botswana staff. They should also begin as early as possible to support the Botswana's efforts to develop their own vision, along with the skills needed to carry-out that vision effectively.

2. Consideration needs to be given to how the ongoing staff development needs of the Botswana staff will be met.

Finding 1: As stated earlier the DPE has established a Research Committee which has developed Terms of Reference and research priorities.

Finding 2: The PEIP team has been actively involved in research efforts and has involved the Botswana staff in a number of these.

Finding 3: Botswana staff members have expressed concern that: a) they do not yet have sufficient research skills; and b) their work loads are too heavy to undertake research initiatives.

Issue 2: The Botswana staff's ability to engage in research will have a direct bearing on the credibility and status of the DPE. Even more important, the DPE at the UB is in a unique position to identify and investigate primary education issues in a developing nation.

Recommendation: The PEIP contract team should continue its efforts to develop the research capacity of the Botswana staff. If at all possible, they should try to increase the amount of time and effort being put into this endeavor prior to their departure.

Suggestion: The evaluators would like to suggest that the project consider introducing the use of Participatory and Action Research into the research initiatives. We make this suggestion for two reasons. First, the evaluation team feels that many of the research questions in Third World nations are more effectively approached from this research paradigm. Secondly, because the subjects of this kind of research also act as researchers, data produced through these methodologies have the advantage of being immediately available to and usable by the concerned parties.

Finding: While there is a clear intent to move to a 3-year Diploma program in the PTTCs within the next few years, there is little evidence that the potential effects of this move on the role of the Diploma program within the DPE have been studied.

Issue 3: Should the Diploma program be continued in the DPE?

Recommendation: This issue should be studied and decisions pertaining to it taken as soon as possible.

A. PROJECT OUTPUTS

1. Preservice Training Network
 - b. PTTC Programs

EVALUATING, REVISING, IMPLEMENTING AND IMPROVING CURRICULUM
AT THE FOUR PRIMARY TEACHER TRAINING COLLEGES

OUTPUT 1 - A revised operating core PTTC Curriculum appropriate to the training needs of primary teachers

REVISED OPERATING CORE PTTC CURRICULUM (delayed)

APPROPRIATE TO NEEDS OF PRIMARY TEACHERS (on track)

A: Revised Operating Core PTTC Curriculum

Intention: To upgrade the quality of primary teaching through improvements in the curriculum of teacher training colleges. Recent changes in Botswana's population, industry and agriculture (especially a shift towards expansion of small private enterprises) have mandated a reexamination of educational philosophy, objectives and practice at all levels and, especially, in the teacher training institutions. Through the upgrading of teaching skills in the primary schools Botswana will be better able to develop literacy and numeracy skills. These are skills that are regarded as a necessary pre-condition to the development of entrepreneurial skills and a productive work force.

General Findings:

Under PEIP I, the problem of the shortage of qualified teachers in the primary schools was addressed by increasing the number of PTTCs to four. No additional growth under PEIP is planned given the MOE Planning Unit's projection of a teacher surplus by 1992 (it should be noted that these projections are not universally accepted by MOE officials).

During the first phase of PEIP, a general dissatisfaction was expressed with the traditional approach to "inspecting" the PTTCs. With the assistance of a PEIP consultant, a study was conducted in 1982 which proposed a plan for evaluating the colleges as total institutions, using criteria which would be developed by the PTTCs collectively. Under this plan, each PTTC staff would then analyze its own program and present findings to a visiting revisions team consisting of outside educators. Based on the Review Team's suggestions, the principal and staff of each PTTC would prepare a development plan in collaboration with the CEO P/TT.

In 1984 the MOE decided to implement the Self-Study Plan. Discussions were held with college principals and staff. In 1986,

a national workshop for all PTTC tutors along with representatives from the MOE and UB was held with the purpose of developing criteria and format for the self-study process. Workshop committees were formed and a draft of the Self-Study Guide for Botswana Primary Teacher Training Colleges was prepared. This guide was revised based on feedback from the workshop participants. Hence, although this process of self-study was derived from a model for institutional accreditation popular in the United States, the criteria and standards on which the self-study are to be based have been developed to meet the specific needs of Botswana's educational goals.

Unlike the former PEIP Program Elements, PTTC Curriculum revision was begun only in Phase II of the Project. Under this initiative, the MOE, UB and affiliated institutions (PTTCs) have begun a process of self-study that has significant input from tutors, Principals, University faculty, PEIP advisors and MOE officials. This initiative consists of two concurrent and interrelated activities; one, the self-study for upgrading the quality and standards of PTTCs, is directed towards institution strengthening while the other is a process for revision of the specific course content and curriculum offerings. A committee based structure is in place for managing and overseeing the curriculum revision and institution building processes.

To date, a self study guide has been developed, and two institutions have gone through the self-study process which includes visits by a review team. A committee structure has been put into place to oversee the curriculum revision process and to undertake specific initiatives.

Finally, a proposal to upgrade the minimum qualifications for certified primary teachers by requiring a three-year course of study at the PTTCs leading to a Diploma in Education has been under consideration since the development of NDP6 in 1985. Although strictly speaking this proposal is outside the PEIP objectives, it is certainly well within the scope of the Project's principal purpose. As such, Technical Advisors have been serving on committees, including the Affiliation Board and the PTTC Diploma Task Force, which are considering strategies for the development and implementation of the three-year program.

General Conclusion

Although the self-evaluation process seems to be appropriate and shows promise of being an effective mechanism for upgrading institutions and revising curriculums, due to its late start, the curriculum revision initiative is not as mature as the other PEIP initiatives in terms of momentum or institutionalization.

One strength of this initiative is the broad base involvement of PPTC Tutors and Principals in identifying areas that need improvement. This is likely to increase the sense of the ownership and commitment of those who will be directly involved in and responsible for implementing the needed changes. Another strength is that the process is designed to identify strengths upon which the institutions can build.

Additionally, the proposed three year Diploma program is a vital area for PEIP involvement. It offers an opportunity for significant input into the program under which nearly all of Botswana's primary school teachers are trained. Unfortunately, given the timeline for program development, much of the essential work will occur after the departure of the Technical Advisors.

Issues

Issue 1: The newness of the initiative and its unfamiliarity raise questions about its sustainability without assistance after 9/90. There is little information available to assess the extent to which the MOE is committed to ongoing support for curriculum revision.

Unless there is some consideration given to extending the level of effort in the area of assistance to the development of the three year Diploma program at the PPTCs, a valuable opportunity to assist in the design of a program which trains most of Botswana's primary school teachers will be lost.

General Recommendations

1. That consideration be given by USAID to continuing support for the PPTCs beyond the end of the current IC contract at least through 9/91 to allow for completion of the self-study and curriculum revision process and for implementation of selected ensuing results.

2. That USAID and the GOB consider strategies for assisting the PPTCs to develop the three-year Diploma course either under a new contract or by extending this element of the PEIP contract until 9/93.

Specific Issues Findings and Recommendations:

Finding 1: The Curriculum Design Specialist, who is serving as advisor in the Curriculum Revision process, has no counterpart.

Issue 1: Even if a counterpart were found, it is unclear what the institutional base for a counterpart might be after the end of the PEIP project.

Finding 2: To date no provisions have been made for financing activities recommended by the self-studies.

Issue 2: Whether or not there will be financial support for operationalizing the results of the self study.

Recommendation for Issues 1 and 2: That the MOE consider what their commitment to the curriculum revision and institution strengthening processes will be after the end of the PEIP program. Part of this commitment will be a determination if a counterpart and institutional base is needed and what level of financial support the PTTCs can expect.

Finding 3: A committee structure for overseeing and monitoring the self-study and curriculum revision process has been established. The four PTTCs are related to the University of Botswana through an Affiliation Agreement which requires that the university be an active participant in setting and moderating examinations, approving curricula and awarding certificates to successful completers of the PTTC programs. In 1987 a Curriculum Coordinating Council (CCC) was formed under the Affiliation Board to provide an organizational structure for the coordination of the curriculum development work at the PTTCs. In general its terms of reference are to provide overall direction to PTTC curriculum development activities. A sub-committee, the Curriculum Implementation Committee (CIC), has the responsibility to carry out agreed upon activities. The principles under which these committees functions stress decentralization, widespread representation and direct involvement by those affected in the processes used and decisions made.

Finding 4: Participation by advisors on PTTC curriculum panels has resulted in unanticipated benefits. For example, the Social Studies Syllabus was revised and accepted as a foundations subject by the Affiliated Board. Much of the new curriculum emphasizes the importance of developing critical thinking and problem solving skills which are essential to the development of a productive work force and entrepreneurial skills. In other cases, the effort to strengthen teaching materials was greatly assisted by the participation of PEIP advisors on PTTC subject panels.

In order to activate subject area panels further, the CIC has completed plans for a workshop for PTTC tutors and has completed a working draft for the terms of reference for the curriculum panels.

Finding 5: Practice teaching by PTTC students has been improved by incorporating BTCI principles into guidelines developed to assist in the supervision of student teaching. The Curriculum Advisor was instrumental in facilitating the production of these guidelines.

Finding 6: The Self-Study process shows promise of being an effective mechanisms for the revision of PTTC's curriculums and for upgrading the PTTCs as institutions.

Recommendations: The USAID and the MOE should consider ways in which they can continue support of this initiative.

Finding 1: One consequence of the MOE initiatives to upgrade the quality of primary education has been to consider moving to a three-year Diploma Program at the PTTCs.

Comment: The move to a three-year Diploma seem a logical and appropriate progression toward the ongoing effort to improve the quality of primary education in Botswana.

Recommendation: PEIP, in consultation with the MOE, should considered bringing in a short term consultant to study and make recommendations on the implementation of the three-year Diploma.

OUTPUT 2 - An upgraded and more fully localized staff at PTTCs who are experienced in curriculum development and implementation (on track)

Intention: To reduce the number of expatriate tutors at the PTTCs and to develop the staff's ability to develop and implement curriculums appropriate to the changing needs of Botswana's primary school teachers.

General Findings: PEIP has made significant contributions to upgrading the qualifications of Batswana PTTC Tutors. From 1983 to 1986, 31 of the 42 BEd Graduates became PTTC Tutors, most of whom replaced expatriate staff. Additionally, two PTTC Principals were trained to the Master's level in the U.S., one of whom returned to his PTTC and the other became Director of an Education Center.

One potential limit to the impact PEIP II will have on improving the quality of training received by the majority of primary school teachers is the concentration of resources at the University of Botswana rather than at the TTCs. The strategy for increasing the number of qualified Batswana primary school teachers has been as follows: PhDs are being financed in the US to lecture in the University of Botswana, to train tutors for the PTTCs, who will train teachers up to the Diploma level. This considerable depth in localization of the teacher training pyramid will, in the long run, keep down costs, given the high costs of foreign training of tutors for the PTTCs or use of expatriates at the University. But, in the short run, there is a trade-off, and presumably a greater impact on PTTC tutors could be achieved for a given expenditure if less depth were sought in the pyramid.

Finally, the self-evaluation and ensuing curriculum revision process offered valuable training and experience to PTTC Principals and Tutors. By the end of the PEIP project, it should be determinable whether training and experience results in improved curricula and teaching.

2. PROJECT OUTPUTS - Inservice Training Network

ESTABLISHING AN INSTITUTIONAL NETWORK FOR PROVIDING PRIMARY INSERVICE TRAINING

OUTPUT 1: An established institutional network for the systematic inservice training of classroom teachers and headteachers in the more than 600 existing primary schools and the inservice development of Education Officers (EOs) and staff at the PTTCs.

ESTABLISHED INSTITUTIONAL NETWORK (delayed)

SYSTEMATIC IN-SERVICE TRAINING
OF CLASSROOM TEACHERS AND HEADTEACHERS (on track)

IN-SERVICE DEVELOPMENT OF
EDUCATION OFFICERS AND STAFF AT PTTCS..... (on track)

a: Established Institutional Network

Intention: To assist the Ministry of Education in implementing the plan outlined in NDP6 for upgrading the quality of education in primary and junior secondary schools via the creation of a comprehensive, decentralized network of institutions for inservice teacher training.

The 14-center network was conceptualized to serve the inservice teacher training needs of all primary and secondary school teachers by the end of NDP6 (1985 - 1991). Its programs will combine residential courses for participants from outlying schools with non-residential courses for teachers assigned within commuting distance from the centers.

A Decentralized Model for inservice teacher training was chosen for four reasons:

- 1) To allow for addressing local needs such as methods for third language instruction or strategies for reaching nomadic children, while continuing to provide training and support for MOE programs including Breakthrough to Literacy; Continuous Assessment; The Botswana Teacher Competency Instrument (BTCI), Special Education and Guidance and Counselling;
- 2) To facilitate follow up and supervisory activities between workshops;
- 3) To develop local resources for meeting teacher inservice requirements; and
- 4) To follow a policy of decentralization in education.

General Findings: Overall, outstanding progress has been made since 1984 towards establishing a nationwide institutional network for inservice teacher training. In terms of infrastructure, 2 new Education Centers (ECs) have been built under the related JSEIP Program and have been partially staffed; 3 more are due to begin construction immediately. One EC is pending contract finalization, 2 are in the process of site selection or site survey, and 1 continues to be problematic in terms of community allocation of appropriate land. The existing 5 Education Centers are scheduled to be upgraded by the MOE although no definite dates for renovations have been set. In terms of program development, national, regional, district and a few local inservice committees have been formed to help identify inservice needs and resources. Meanwhile, centralized inservice workshops for headteachers and EOs continue to be conducted under the existing "multiplier effect" model, pending completion of the decentralized Education Center Network.

General Conclusions: The inservice program's greatest strength lies in its broad base of support both within the MOE and among the population of teachers it serves--as well as within AID and the donor community. This support derives from several factors, beginning with the clarity of the Ministry's policy for improving teaching quality through decentralized inservice training, as articulated in NDP6; along with the depth of MOE support for this policy, as expressed by its willingness to commit human and material resources. The inservice training programs' responsiveness to teachers' expressed needs, and the "process oriented" program development philosophy articulated by the Ministry, AID sponsors and the Institutional Contractor (IC) through their joint activities and choices on how to combine AID and GOB resources to improve teaching in Botswana's primary schools, have also been critical. This model of collaborative program development is replicated on district and, in many cases, school levels.

There are several indicators of success in the area of inservice network institution building. These include: increased advocacy for the inservice network by key officials within the MOE; growing GOB financial contributions to the inservice efforts; resource mobilization in terms of attracting capable people to the education center network; and close linkages between inservice and other MOE programs.

Factors limiting the inservice network's success include the program's implicit assumption that improvements in the quality of teaching will have significant impact on the quality of learning. This limitation has been a concern to some PEIP advisors and teachers who, during interviews, said that the availability of good teaching materials is a serious barrier to implementing improvements in teaching methods.

A second factor that could potentially limit the future importance of the inservice network is the growing success of preservice programs at the University of Botswana (UB) and the Primary Teacher Training Colleges (PTTCs). Contrary to projections forwarded in the AID Sector Evaluation (which criticized the inservice network as being unable to redress a permanent shortfall in qualified teachers), current Planning Unit projections indicate that the present output of 660 teachers per year from the PTTCs will probably result in an oversupply of qualified primary teachers by 1992. (It should be noted that this projection is not universally accepted by MOE Officials.) The proposed Department of Teacher Education (DTE) might give consideration to the future role of inservice training in light of a potentially changing pattern in primary teacher supply.

Finally, an analysis of the pattern of delay in institutionalizing the inservice network within the MOE does not indicate a resistance to the idea of decentralized inservice training. Rather, the delay is an effect of larger internal reorganization and manpower issues within the MOE. The original impetus to decentralize education came from communities; in an attempt to address issues of equity in school quality, the MOE responded by providing support for local initiatives. Yet, prolonged drought and increased revenues from diamond production have resulted in an unprecedented centralization of resources. The MOE's new challenge appears to be how to manage decentralization, rather than how to respond to local initiatives. Decentralization of the MOE and proliferation of MOE program initiatives bring increased demands on management and manpower capabilities; despite this fact overall MOE personnel ceilings are maintained. The huge manpower and financial demands created by a decentralized inservice network must compete for scarce human resources against other MOE program needs. Hence, the delay in institutionalization is probably due more to the fact that MOE as a department has not grown enough to meet increased demands, than to doubts about the benefits of decentralized inservice training.

Finding 1: In terms of progress towards outputs defined in the PEIP II logframe, there has been a delay in establishing the inservice institutional network. The delay is due primarily to two unanticipated constraints: construction postponements; and delays in the establishment and staffing of a Department of Teacher Education within the Ministry of Education. In addition, the departure for training of the Department of Primary and Teacher Training (DP/TT) In-Service Leader, and interim assumption of his duties by the IC Inservice Advisor, have precipitated further setbacks in the original timetable.

Issue 1: The most recent estimates suggest that the last Education Centers will not be completed before the termination of the Ohio University Institutional Contract for PEIP in 9/90. Construction of the Centers is a complicated undertaking involving a large number of people: the MOE; the Ministry of Local Government and Lands; the Land Boards which make sites available; the Ministry of Works, Transport and Communications; the Ministry of Finance and Development Planning; architects, tender boards and contractors; and USAID, JSEIP and PEIP. With that many entities involved, it is understandable that completion of the nine new centers is running behind schedule.

Issue 2: When the Inservice Leader left in 1988 to participate in a program of study abroad, the PEIP Inservice Specialist was asked to assume his duties. The assumption of these additional responsibilities has detracted from the amount of time he can devote to developing the Inservice network.

Recommendation 1: That USAID consider extending the IC contract at least through 9/91 to allow for the institutionalization and stabilization of the in-service network.

Issue 3: Of more serious concern is the delay in establishing policies for programming, managing, operating and staffing the Centers. Despite efforts by the MOE to move forward on this initiative, the newly established Department of Teacher Training has yet to be staffed. In the interim, responsibility for the Education Centers has been assigned to the Department of Primary and Teacher Training In-service Unit, in collaboration with the Education Center Advisory Committee. Delays in establishing and staffing the separate Department jeopardize the opportunity for PEIP to contribute its expertise to creating a model for staffing, managing, and operating the centers.

Recommendation 2: That the MOE consider staffing the Department of Teacher Education as soon as possible. Furthermore, that the new DTE consider adopting a strategy for continuing staff development beyond the end of the PEIP Project.

Sub Issues, Findings and Recommendations: Staffing and Manpower

Sub Issues which need to be addressed include identification of manpower needs and resources to staff fully 14 Education Centers. Current suggestions call for a fully operational Education Center to have the following professional staff: a Center Director and Co-director; Education Officers in the areas of primary, secondary and nonformal education (NFE), as well as school/community relations; and itinerant teachers associated with MOE program areas such as Breakthrough, Special Education or Guidance and Counseling. Industrial and vocational staff are also needed to maintain and operate the facilities as well as to provide clerical and support services.

In addition to matters regarding absolute numbers of inservice staff required, there is a related concern about the personnel management structure for the Education Centers. Frustrations caused by barriers inherent in the DPSM career ladder may affect the morale of Education Officers assigned to these Centers, and may limit the Centers' attractiveness to qualified personnel. Likewise, confusion over the status of itinerant teachers within the UTS career ladder has already caused problems and contributed to "teacher burnout."

Recommendations:

1) That the MOE Planning Unit undertake a comprehensive reassessment of the manpower requirements for the 14 inservice centers to consider whether:

a) a minimum number of Education Center posts can be filled under the existing establishments;

b) the current models for staff promotion used by the DPSM and the UTS are flexible enough to meet the staff development needs of the Education Centers;

c) manpower deficits can be addressed by the current programs at the PTTCS and DPE/UB in a timely enough fashion.

2) It would be helpful if, at the outset, the MOE would clarify Education Center staff's relationships and responsibilities to the new DTE, other MOE Departments and the District Development Councils. These clarifications would avoid future confusion.

Sub-Issues, Findings and Recommendations: Operations and Management

Sub Issues include: a) estimating and committing resources needed for operating and maintaining the Education Centers, b) simplifying management procedures; and c) providing sufficient funding for the Centers to offer the intended services.

Findings and Recommendations are as follows:

1. Finding: The estimated annual cost for maintaining facilities, providing 2 professional staff (Center Director and Primary Inservice Education Officer) and directly financing some residential programs is about Pula 100,000 per Center.

Recommendation: A decision needs to be made regarding whether this annual estimated Pula 1,400,000 expenditure (for 14 Centers) is realistic in terms of competing priorities within the NDP7 period. One suggestion for reducing the financial burden on the proposed Department of Teacher Education is to explore a cost recovery arrangement whereby other Ministries use these facilities for training or materials development.

2. Finding: As currently planned, departments other than the new Department of Teacher Education will provide staff to be Secondary and NFE officers as well as itinerant teachers. Likewise, programs run by these officers will be funded separately. Directors of new Education Centers have already expressed frustration about the complexity and amount of time required to resolve administrative matters.

Recommendation: The Education Center Advisory Committee should consider simplifying accounting methods so that professional staff can spend their time developing programs rather than resolving administrative matters.

3. Finding: As currently planned, some in-service training programs will be specified and funded by the Department of Teacher Education and will be carried out in each of the 14 Centers. Other programs will be developed locally in response to distinct needs.

Recommendation: To comply with the original intention of establishing a decentralized inservice institutional network, it is important that the new DPE allocate to each Center enough unrestricted budget to support local needs assessment, program development and implementation.

Issue 4: Decentralization will increase demands on regional resource people such as UB Lecturers. Due to heavy teaching and advising loads, it is unlikely that the teaching staff of the DPE at UB will be able to meet manpower needs for planning, implementing and monitoring inservice workshops after the departure of the AID-sponsored PEIP advisors.

PTTC Tutors have been mentioned as one potential source of inservice trainers once the educational center network is established. However, if the proposed PTTC Diploma program is implemented as planned, the time that the PTTC Tutors would have available for inservice activities will be restricted by their new duties.

Recommendation: When planning inservice training activities for after 1990, the new DTE should give serious consideration to the implications of UB and PTTC staff's reduced availability.

b: Systematic In-service Training of Classroom Teachers and Headteachers

Intention: To improve leadership and professional support provided by headteachers to classroom teachers, in order to upgrade the quality of classroom teaching.

General Findings: PEIP II has made outstanding progress in communicating MOE programs for improving teaching methods to large numbers of primary school headteachers, using local resources to implement a "Multiplier Effect Model." Although somewhat a stopgap measure--pending completion of the 14 Center decentralized in-service institutional network--this intervention plays a vital role in a multi-phase process to develop Botswana's institutional capability in the area of teacher in-service training.

The PEIP II model derives from lessons learned during Phase I of PEIP. During PEIP Phase I, with assistance from local resource people, Technical Advisors conducted highly successful teacher workshops on methods for teaching specific subject areas. Using a "Sister School Model," the program was able to affect about 20% of Botswana's primary schools. In the early training efforts, the exclusion of headteachers from technical training proved to be a serious barrier to classroom-level implementation. Learning from this experience, later workshops included both teachers and headteachers. PEIP Phase II continues this trend. It uses a "Multiplier Effect Model" in which local trainers--who are often graduates of Phase I in-service programs or former participants in PEIP-sponsored or related degree programs--plan, develop and implement training workshops on themes determined by the DP/TT. Workshops are held twice a year in 2 regions, for headteachers from nearly 600 primary schools.

During Phase I of PEIP, a Botswana Teacher Competency Instrument (BTCI) was developed to measure an individual teacher's performance against the standards of an "ideal teacher." Under Phase II, this "good teaching" theme was further developed, and many of the MOE inservice programs for headteachers and Education Officers promoted aspects of this concept such as Continuous Assessment or using the BTCI in teacher supervision.

One measure of the PEIP II inservice program's success is its high degree of localization. In school after school teacher and headteacher comments such as "Can't you bring back PEIP," or "When we had PEIP. . .," indicated to the evaluators that participants who had taken part in the earlier efforts view the Phase II headteacher workshops as coming from the Ministry rather than from the donor. When asked from whom they would seek clarification or support between workshops, teachers listed Education Officers, PTTC Tutors and other teachers who were Diploma graduates of the UB/DPE program.

Another measure of success is the commitment to a program development model which invites participation in program design by those who will be most affected. This approach is used on the national, district and, in some cases, school levels. It is not uncommon to find headteachers who hold regular committee meetings with their teachers to discuss strategies for implementing MOE Programs in their schools and classrooms. At least one Education Officer has formed a committee of headteachers which meets regularly to discuss common problems and program implementation strategies, and to conduct peer supervision visits to schools. Every Education Center Director interviewed reported meeting regularly with an advisory committee responsible for program design and development.

Issue 1: Some teachers who had participated in PEIP I workshops expressed disappointment that PEIP had been discontinued.

Recommendation 1: That the MOE make the effort to communicate to schools affected by PEIP I that the new series of workshops is a continuation of the previous series.

Issue 2: Some teachers implied that PEIP I workshops on teaching methods and materials development "scratched them where they itched," whereas the more recent workshops on topics such as Continuous Assessment, the Botswana Teacher Competency Instrument (BTCI), Special Education, Guidance and Counseling, etc. were "scratching them where someone else itched."

Recommendation 2: That the new DTE staff development plans allow for training Education Center staff in needs assessment methods, to insure that workshops held under the decentralized inservice model respond to teachers' immediate needs for improving instruction.

Issue 3: Teachers complained that the current series of workshops introduced new programs before they had fully assimilated the previous ones. Comments such as "These new programs cloud the issues," "the pace of development is too fast," and "We don't have time to master one thing before another is introduced" indicated to the evaluators that attention must be paid to the schools' ability to absorb innovations.

Recommendation 3: That the MOE introduce into its workshops a unifying theme such as "good teaching" to provide teachers with a context and framework for absorbing and adapting the content of inservice training workshops. Previous inservice training in areas such as B.T.C.I, Breakthrough, and Continuous Assessment could be reviewed as operationalizations of this theme.

Issue 4: The "multiplier effect" model for inservice teacher training has some known weaknesses; these include dilution of the message between "change agent" and teacher, and the need for reinforcement and clarification while the programs are being implemented in the schools.

Recommendation 4: That the new DTE view its workshops and follow-up visits as part of a larger in-service training program effort; and that it develop inexpensive distance education techniques, such as educational radio broadcasts and newspapers for primary school teachers, to supplement, reinforce and support the content of the face-to-face workshops.

Issue 5: Education Officers reported problems implementing follow-up visits to outlying schools, which are a vital part of PEIP II's inservice training model.

Recommendation 5: That adequate support for teachers' transportation to the Education Centers be considered when providing vehicles for these Centers.

Issue 6: Some teachers and headteachers reported that, due to lack of materials or local resource people who could provide clarification, they have not been able to apply the methods recommended in the workshops.

Issue 7: Escalating costs and transportation difficulties are proving to be major difficulties in conducting headteacher workshops.

Issue 8: Due to heavy teaching loads, it is unlikely that the DPE/UB teaching staff will be able to meet all the manpower needs for planning and implementing in-service workshops after the departure of the PEIP advisors.

Issue 9: Some participants of PEIP I inservice programs expressed disappointment that they were not given preferential consideration for admission into the UB Diploma or B.Ed programs. They felt promises had been made or implied, and that the Certificate of Appreciation received for participation in PEIP I workshops should lead to more recognized credentials. Likewise, some participants in PEIP degree programs both in Botswana and abroad expressed disappointment and frustration at the positions they were given upon completion of their degrees. They said they had been trained

to assume positions of greater responsibility and that "promises were made and not kept."

Finding 1: Over the next two years, relevant concepts and practical ideas concerning work attitudes, the dignity of work, and self-reliance will be incorporated into the curriculum of the headteacher workshops. Schools conducting exemplary programs such as school gardens will be identified and videotaped, and these models will be presented to headteachers.

Finding 2: Headteachers will be encouraged to invite representatives of the private sector and successful cooperatives to meet with the students and teachers to discuss their work.

Recommendation: PEIP should be encouraged to continue and strengthen these efforts.

c: Inservice Development of Education Officers and Staff
at PTTCs

Intention: To improve Education Officers' effectiveness in providing professional support and leadership for teachers and headteachers, and to upgrade PTTC Tutor capabilities.

Findings: Since 1980, Primary Education Officers have been involved with inservice training in four ways: as attendees at the headteachers' workshops; as planners and presenters at these workshops; as follow-up evaluators for the headteacher workshops; and as direct participants in inservice training and needs assessment workshops sponsored by USAID or other donors.

EOs have evaluated as "successful" workshops in which they were participants. Topics for future EO workshops have been identified by means of a needs assessment conducted at the first national EO workshop. An EO workshop planning committee is designing future workshops, with increased participation from secondary and non-formal education, the CDEU, the PTTCs and other professionals involved in improvement of teaching.

PTTC Tutors have been relatively neglected by PEIP inservice training. PTTC inservice training has been primarily on computer use and on conducting self-evaluations in related effort to evaluate, revise and implement an improved PTTC curriculum. In the past, the high percentage of expatriate Tutors serving as PTTC faculty has contributed to the low priority given PTTC inservice training.

Issue 1: There is still confusion caused by conflicts between Education Officers' role as school inspectors and their role as providers of professional support to teachers and headteachers.

Issue 2: More attention could be paid to the specific inservice training needs of PTTC Tutors and Principals.

OUTPUT 2: A cadre of resource persons experienced in the delivery of in-service programs (on target)

Intention: To localize and institutionalize the ability of the new Department of Teacher Education to deliver inservice training to teachers, without depending on expatriate assistance. The magnitude of outputs mentioned in the logical framework calls for 300 individuals to participate as staff in workshops or other activities.

Findings: This objective has been accomplished since 1981 by a gradual shift of responsibilities from PEIP advisors to PEIP graduates. Although the target number of 300 resource people has not yet been met, to date the localization is so complete that workshop participants do not view the current inservice workshops as part of an external project, but as a regular part of MOE capabilities.

Issue 1 : Attention should be given to continuing the expansion of the cadre of resource persons, lest the on-going capability for providing inservice training be jeopardized. PTTC Tutors should be trained as inservice providers and encouraged to assume leadership roles as their teaching responsibilities permit.

Recommendation 1: The MOE should continue to make plans for staff development in the inservice area. PTTC Tutors would be a good resource pool for short and long-term participant training beyond PEIP.

Issue 2: UB lecturers currently supply much of the support for inservice activities. After the end of the PEIP project, these resource people will have less time to devote to inservice activities.

Recommendation 2: The new DTE should consider taking manpower limitation into account when planning for inservice workshops to be conducted after 9/90; the scale of overall planning should reflect the UB staff's realistic capability to devote time to inservice activities for EOs, PTTC Tutors, teachers and headteachers.

B. PROJECT INPUTS

1. Technical Assistance:

- a. Long Term Advisors (on track)
Technical Assistance personnel of high quality have been brought on board, and slight adjustments in terms of service and levels of effort have been made to reflect changing field circumstances. The following is a list of Long Term Advisor positions:

Head, Dept. of Primary Education & Chief of Party..UB
Mathematics and Science Specialist.....UB
TESL Specialist.....UB
Research Methods and Design Specialist.....UB
Social Studies Specialist.....UB/MOE
Curriculum Design Specialist.....UB
Inservice Specialist.....MOE

- b. Short Term Advisors (on track)
51 of 144 weeks available for Short-term Consultancies have been used to date. Highly qualified and experienced individuals--most of whom were involved in PEIP I--have been brought on board to assist with PEIP programs directly or with closely related MOE program initiatives. The following is a list of Short-term advisor assignments.

DPE Program Evaluation
Media Ctr. Development
DPE Program Revision
BTCI Video Production
Breakthrough to Literacy

2. Commodities (generally on track)

Commodities procurement has kept up with schedule whenever possible. Setbacks in construction and renovation have caused unavoidable delays in some commodity acquisitions.

3. Construction (delayed)

Construction is behind schedule due to postponements. Latest estimates predict that the final 2 education centers will not be built, nor will renovations on the existing 4 centers be completed, before the scheduled end of PEIP in 9/90.

4. Participant Training (generally on track)

Most long-term Participant Training is on track (see summary chart for PEIP I and II Participants on following 2 pages). In one case, a participant has expressed disappointment with his assignment upon his return to Botswana, but this sentiment is apparently the exception.

Half the participants have returned or will return to assignments within the University of Botswana, 5 to the MOE, and 1 to the PTCs. Most returned participants interviewed felt they had been adequately prepared to assume their posts. One feels overqualified for his present position.

PRIMARY EDUCATION IMPROVEMENTS PROJECT
PARTICIPANTS

PEIP I

Name	Sex	Specialisation	University	Degree	Departed	Returned	Months Study	Institution
Mautle, G.	M	Social Studies	Ohio Univ.	MEd	Dec. '81	Dec. '83	24	UB
Mogobjwa, G.	F	Reading	Ohio Univ.	MEd	Dec. '82	Aug. '84	20	UB
Dikole, W.	M	Administration	Ohio Univ.	MEd	Dec. '82	Aug. '84	20	UB
Monau, R.	F	Early Childhood	Ohio Univ.	MEd	Dec. '82	Aug. '84	20	(refug- UB
Kandjii, I.	F	Guidance	Ohio Univ.	MEd	Dec. '82	Aug. '84*	20	UB
Mapolelo, D.	M	Math. Ed.	Ohio Univ.	BS/MEd	Sept. '83	Aug. '86	36	UB
Nleya, P.	M	Media	Indiana Univ.	MEd	Dec. '83	Aug. '85	20	UB
Nyati, L.	F	English	Univ. of PA	MEd	Dec. '83	Aug. '85	20	UB
Marope, P.	F	Curr./Super.	Penn State U.	MEd	Dec. '83	Aug. '85	20	UB
Mosothwane, M.	M	Science Ed.	Ohio Univ.	na	June '84	Nov. '84	6	UB
Sechele, G.	M	Administration	Ohio Univ.	MEd	Dec. '84	March '86	15	Dir. TC
Mogasha, M.	M	Administration	Ohio Univ.	na	Sept. '85	March '86	6	MOE
Mautle, G.	M	Social Studies	Ohio Univ.	PhD	Jan. '86	June '88	na	UB

*Note: Miss Kandjii was funded under the PEIP Project at the request of USAID; however, she holds her rank in the Department of Educational Foundations.

PRIMARY EDUCATION IMPROVEMENT PROJECT
PEIP II PARTICIPANTS
 September 1, 1988

Name	Sex	Specialization	University	Degree	Departed	Return	Months (Cumulative)	Institu- tion
Mautle, G.	M	Social Studies	Ohio Univ.	Ph.D	Jan. '86	April '88	19	UB
Mosothwane, M.	M	Science Education	Univ. of Georgia	Ph.D	Jan. '87	,	20	UB
Mogasha, M.	M	Administration	Ohio Univ.	B.Ed	Mar. '87	Aug. '87	6	MOE
Rathedi, M.	M	Administration	Ohio Univ.	M.Ed	Sept. '87		12	PTTC
Nyati, L.	F	Linguistics	Univ. of Pennsylv	Ph.D	Aug. '87		13	UB
Marope, M.	F	Curr. & Super.	Univ. of Chicago	Ph.D	Sept. '87		12	UB
Kandjii, I.	F	Guid. & Couns.	Ohio Univ.	Ph.D	Sept. '87		12	UB
Jankie, D.	F	African Languages	Univ. of Wisc.	M.Ed	Jan. '88		8	UB
Mogasha, M.	M	Administration	Ohio Univ.	B.Ed	Jan. '88	Nov. '88	6	MOE
Kesupile, A.	M	Admin./Spec. Educ.	Ohio Univ.	M.Ed	Sept. '88		0	MOE
					Total Months (to date)		<u>108</u>	
					Years (to date)		<u>9</u>	

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

C. OTHER IMPORTANT ISSUES

The Evaluation Team was asked to make a judgment regarding the sustainability of certain PEIP efforts including the DPE/UB, the inservice institutional network and the PTTC institution building and curriculum revision efforts. Additionally, we were asked to consider the desirability of extending the IC Contract to 9/91.

1. SUSTAINABILITY

a. PRESERVICE

1) DPE/UB - These efforts are sustainable under the following conditions:

a) The MOE receives an adequate number of positions to meet its manpower needs, thus assuring that the DPE has an adequate number of qualified candidates and that those candidate will have appropriate postings.

b) The amount of fiscal and human resources available to the DPE and the Faculty of Education is adequate to sustain the level of effort that is expected for the Department.

c) The staff of the DPE, through their scholarship and the quality of their programs, have the respect of the academic community.

2) PTTC institutional development and curriculum revision activities

are sustainable under the following conditions:

a) A counterpart is assigned by the MOE to the IC Curriculum Specialist and given an institutional base for his or her activities.

b) Funds are made available to the PTTCs by USAID or the MOE to support activities recommended by the self study or curriculum panels.

b. INSERVICE INSTITUTIONAL NETWORK - This effort is sustainable under the following conditions:

1) Adequate staff is provided at the national level to manage the decentralized network effectively. This staff would come under the new Department of Teacher Education (DTE).

2) Sufficient funds are available to the DTE (estimated P. 1,400,000 annually) to staff, maintain and support programs at the 14-Center Inservice Training Network.

3) A staff development plan is devised which considers additional training and professional status issues for the DTE and Training Center personnel.

2. CONTRACT EXTENSION

The Evaluation Team recommends that the Contract between Ohio University and USAID be extended at least through 9/91. Although the current contract technically expires in 9/90--5 years from the time work on the PEIP II Project Paper was begun--PEIP II activities were designed include Technical Advisors through 9/91, 5 years from the time the contract was signed.

In all major project areas, the extra year would provide the time needed to assure sustainability and firm institutionalization of preservice and inservice initiatives. Rationales for this extension are as follows:

* DPE/UB - To allow time for the DPE/UB faculty studying abroad for their PhDs to return and resume their posts.

* PTTC - to allow for completion of the self-study and curriculum revision process, and for implementation of selecting ensuing results.

* INSERVICE - To allow for institutionalization and stabilization of the inservice network under the new Department of Teacher Education.

* PARTICIPANT TRAINING - to allow for participants pursuing PEIP-sponsored degree programs to complete their studies in the U.S. and resume responsibilities in the University, MOE or PTTCs.

D. LESSONS LEARNED

The Lessons Learned section of this report was greatly enriched by a working session with the PEIP Advisory Board in which the Board was asked to reflect on lessons they have learned from participating in PEIP. The Board consists of representatives from the MOE, MFDP, PTTCs, USAID and the IC.

1. One key component of this project's success is a commitment to a philosophy of collaboration and participation. This philosophy is clearly expressed by including in policy-setting and decision-making activities those whom the decisions will most affect. This pattern of inclusion is apparent at national, regional, district and school levels. A strong sense of ownership on the part of the Batswana is a direct result of this participation in project design and decision-making

2. Implementation problems are created when the timelines specified by the donor are incompatible with conditions in the field. These problems are exacerbated when timeframes are specified in the outputs section of contracts and grant agreements.

3. Project success is magnified under conditions where there is a high degree of cooperation among donor agencies.

4. Staff training and localization of leadership are important components of effective institution building.

5. Before undertaking a decentralized inservice training model, a careful cost/benefit analysis should be conducted. It should include an assessment of recurrent costs, as well as analysis of the manpower demands which a decentralized training network places on limited human resources.

E. ASSUMPTIONS

Assumption 1: That improvements in teacher education will impact significantly on the quality of classroom learning. This important--but not heroic--assumption has not been disproved during the PEIP program, although some teachers and advisors have raised questions about the serious barrier to instructional improvement raised by the lack of appropriate teaching materials. Some ancillary PEIP efforts, such as those to support Breakthrough to Literacy, address this concern by providing published materials; while others such as the Project Method encourage the production of teacher-made materials.

Assumption 2: That the most cost-effective means for improving teacher education is to create a strong, localized Department of Primary Education at the University by supporting UB lecturers in doctoral-level studies in the United States. This Department will then train PTTC Tutors who will then be able to do a more effective job of training primary school teachers. Although in the short run it might have been more economical to train PTTC Tutors directly, in the long run the PEIP strategy of developing a local capability in PTTC Tutor training is more cost-effective.

Assumption 3: That a decentralized inservice training network will be more cost-effective than centralized training, and more effective at both school level follow-up and response to local needs or initiatives. Given the escalating costs of centralized training and the complexity of using centralized training to meet local needs, this assumption is still largely true.

Assumption 4: That the MOE has the administrative capability to manage decentralized inservice training effectively. This key assumption is questionable, given the exponential growth of Ministry initiatives in the education sector and the decentralization efforts underway in other parts of the Ministry.

Assumption 5: That the manpower available to sustain the myriad PEIP-supported initiatives is sufficient to continue them beyond the end of the Project.

Assumption : That the Ministry, University and schools are able to absorb the initiatives begun or supported by PEIP over the past few years. Given the difference in time perspectives between the host institutions and the Institutional Contractor, it is inevitable that the Contractor will begin initiatives more quickly than the institutions are able to absorb them. There is evidence on the school, PTTC, University and MOE levels that the pace of development under PEIP has gone somewhat beyond the absorptive capabilities of the institutions.

F. THE RELEVANCE, EFFECTIVENESS, EFFICIENCY, IMPACT AND SUSTAINABILITY OF PEIP

According to the A.I.D. Evaluation Handbook, A.I.D. requires that evaluations answer questions concerning the relevance, efficiency, effectiveness, impact and sustainability of AID-assisted development activities. In this section of the report the AID definitions of these terms are presented along with comments pertinent to each broad issue.

Relevance. Are the development constraints the project was initially designed to address major problems that are germane to the current development strategies supported by AID?

PEIP was designed to address the critical shortage of trained, qualified teachers which was inhibiting the MOE's efforts to upgrade the quality of primary education in Botswana. According to MOE projections, Botswana is likely to have a surplus of teachers holding the current minimum qualification by 1992. However, the MOE is considering upgrading those minimum qualifications to include a three-year Diploma in Education. Under this changing circumstance, the need for assistance in the area of teacher education is still germane.

Effectiveness. Is the project achieving satisfactory progress toward its stated objectives?

Yes, although serious delays have been encountered in the areas of establishing the inservice network and revising the PTTC curricula.

Efficiency. Are the effects of the project being produced at an acceptable cost compared with alternative approaches to accomplishing the same objectives?

Yes. An alternative approach to upgrading teacher education would have been to focus the efforts more directly on the PTTCs and less on the University. In the long run, given the high cost of overseas training and the potential turnover in trained PTTC staff, the approach chosen--to develop a local capability in the area of teacher training--is more cost effective.

Similarly, in the area of inservice training a centralized model is less expensive in the short-run; but the effects of centralized training cannot be compared to the benefits of developing the localized support for inservice training obtainable only under a decentralized model.

Impact. What positive and negative effects are resulting from the project?

Positive: A strong, local capability in the areas of teacher education and teacher training.

Negative: Excessive manpower demands on a Ministry already strained by the demands of managing decentralization.

Sustainability. Are the effects of the project likely to become sustainable development impacts--that is, will they continue after AID funding has stopped?

There have been so many initiatives undertaken by PEIP that it would be almost impossible to sustain all of them. In the main, however, the following effects are likely to be continued:

- * DPE/UB programs are sustainable with continued support from the MOE and UB.

- * PTTC institution building and curriculum revision are likely to be sustained given modest additional support by the MOE and donor.

- * Inservice network is likely to be sustained by the MOE, which has given evidence of a deep support for this initiative.

APPENDIX A
PERTINENT PROJECT DESIGN INFORMATION

AMPLIFIED PROJECT DESCRIPTION

Elements of the Amplified Project Description may be changed by written agreement of the authorized representatives of the Parties named in Section 8.2 without formal amendment of this Agreement as long as such changes are within the description of the Project as set forth in Section 2.1.

ARTICLE I

Project Description

The Primary Education Improvement Project, Phase II (PEIP II) will continue and expand upon the efforts undertaken through the first phase of PEIP which commenced in May 1981 and is scheduled to be completed in September 1986. Phase II of the Project will assist the Government of Botswana (GOB) to strengthen the capacity of the Ministry of Education (MOE) and the University of Botswana (UB) to organize, revise, and implement effective pre-service, in-service and curriculum programs for primary teacher education.

Four elements which fall within the purpose of the project cited above are as follows:

A. To establish in the University of Botswana the permanent capacity to provide appropriate graduate training in primary education;

B. To expand and improve the pre-service primary education training at UB in both the four-year professional Bachelor of Education Degree (BEd) program and two-year Diploma in Primary Education (DPE) program;

C. To establish an institutional network for providing in-service education;

D. To coordinate and assist in the evaluation, revision and implementation of Primary Teacher Training College (PTTC) curricula appropriate to the training needs of primary teachers.

Estimated Project Outputs

The outputs which are expected are as follows:

A. Pre-Service:

1. An established two-year Primary Education Specialization under the Master of Education (MEd) program at UB.

2. A gradual increase in the numbers of students taken in BEd and DPE programs at UB from the current number of 30 up to 50 per year in 1990 (from 20, and 10, respectively, to 35 and 15).

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

(a) all members have the equivalent of an MEd degree, and some have earned doctorates in areas appropriate to department needs;

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

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

B. In-service:

1. An established institutional network for the systematic in-service training of classroom teachers and headteachers in the 518 existing primary schools and the in-service development of Education Officers (EOs) and staff at the PTTCs.

2. A cadre of resource persons experienced in the delivery of in-service programs.

C. Curriculum:

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

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

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title & Number: Botswana Primary Education Improvement, Phase II (633-0240)

Life of Project:
From FY 86 to FY 92
Total US Funding \$8.034 million
Date Prepared: 12/11/85

Program Goal:

Increase the access, efficiency and relevance of primary education.

OBJECTIVELY VERIFIABLE INDICATORS

Measures of Goal Achievement:

Increased numbers and percentages of primary school age children attending primary school.
Students completing additional years of primary education.
Reduction in retention and dropout rates.
Increased scores on Primary School Leaving Examination (PSLE).
Better qualified primary education teaching and supervisory personnel.
Increasing numbers of students and higher achievement at the Junior Secondary level.

MEANS OF VERIFICATION

MOE national primary school statistics; Standards 4 & 7 and JC test score results.

IMPORTANT ASSUMPTIONS

Assumptions for Achieving Goal Targets:
Expansion of primary education remains a top priority with the GOB.

Project Purpose:

Strengthen the capacity of the Ministry of Education, University of Botswana to design, revise and implement effective preservice, in-service and curriculum development for primary teacher training.

End of Project Status:

The Ministry of Education and the University of Botswana have the capability (1) to produce qualified MEd degree graduates with a specialization in primary education (five Botswana professors with a PhD); (2) to supply trained manpower to conduct inservice training reaching 85% of all primary schools; and (3) to implement, and periodically update, the revised curriculum at the Primary Teacher Training Colleges.

MOE records and reports; Project evaluations; MOE records and evaluation of inservice program and curriculum.

Assumptions for Achieving Purpose:

Expansion of primary education remains a top priority with the GOB.
MOE will establish regulations regarding MEd specialization in primary education by 1987 in time for the first intake of students.
MOE and UB will support allocation of staff time to inservice and curriculum development.
MOE and UB will give attention to counterpart relationships.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title and Number: Botswana Primary Education Improvement, Phase II (633-0240)

Life of Project:
From FY 86 to FY 92
Total US Funding \$8.034 million
Date Prepared: 12/11/85

Magnitude of Outputs:

Assumptions for Achieving Outputs:

A. Preservice:

(1) An established two-year primary education specialization under the MEd program at the University of Botswana.

Regulations of UB governing program established and published in catalog; intake of students: 4-6 in 1987, 6-8 in 1988; graduation of first students in 1989.

UB records for Primary Education Report; Project evaluations; Reports of U.S. university contractor.

GOB will assign participants returning from U.S. with MEd degrees to appropriate positions in the MOE, UB, and the PTICs.

gradual increase in the of students taken in DPE programs at UB current number of 30 per year in 1990.

By 1990, BEd and Diploma intake will have increased from 20 to 35 and 10 to 15, respectively.

UB records.

MOE continues to consider this a high priority. Construction of new hostel and PTC extension at UB is completed to accommodate increase in student intake.

professional, mature Batswana in the of Primary

All Batswana staff have MEd degree and five have PhD degree with thesis. Research courses taught; research component accepted by DPE/UB; three research projects in cooperation with MEd students doing field work at PTICs by 1988; studies related to PTIC curriculum, inservice training, nine-year transition, rural vs. urban schools and other issues by 1991.

UB records and reports of U.S. university contractor.

staff at PTICs tly prepared to enter responsibility delivery of the n Primary Education.

All staff have BEd and 20% have MEd; a majority are Batswana. PTIC records.

GOB will continue to assign MEd degree graduates to PTICs.

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Title & Number: Botswana Primary Education Improvement, Phase II (633-0240)
(Continued)

Magnitude of Outputs: (Continued)

Life of Project:

From FY 86 to FY 92

Total US Funding \$8.034 million

Date Prepared: 12/11/85

Assumptions for Achieving Outputs:
(Continued)

Service:
Established institutional framework for the inservice training of the 518 existing teachers and the development of primary officers and staff Primary Teacher Training (PTTC).

Inservice network in place in four locations by 1987; in 14 locations by 1991 with regional inservice committees organized and functioning, workshops held twice per year with accompanying spin-off workshops.

Reports of U.S. university contractor. MOE inservice records.

The GOB (MOE) fully staffs ECs; After 1987, nine new ECs are constructed (three under PEIP II, six under JSEIP) as scheduled. PTTCs have adequate staff to participate in network; GOB provides logistical support of network activities.

Transfer of resource experienced in the use of inservice

300 individuals will have participated in staff role in a network workshop or other activity; a majority are Botswana.

Head teachers and senior teachers receiving inservice training under the project will in turn effectively pass on their newly learned teaching techniques to individual teachers serving under them in primary schools throughout the country.

Curriculum:
1) Revised operating core PTTC curriculum.

Core Syllabi at PTTCs have been written in at least one curriculum area by 1987. Core curriculum in all PTTCs and supportive courses of study and instructional materials being used by 1991.

Botswana Teaching Competency model integrated into the teaching methods course and as a guide for teaching practice by 1987.

GOB (MOE and local government authorities) will distribute requisitioned teaching materials, books and supplies to primary schools, especially rural schools, on a timely basis. Affiliated institutions approve curricula.

Trained and more fully staffed PTTCs who are encouraged in curriculum development and implementation.

All staff have BEI; 20% have MEd; a majority are Botswana

PTTC records.

155

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From FY 86 to FY 92
Total US Funding \$8,034 million
Date Prepared: 12/11/85

Project Title & Number: Botswana Primary Education Improvement, Phase II (633-0240)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
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<u>Implementation Target (Type and Quantity):</u>		<u>Assumptions for Providing Inputs:</u>
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Technical Assistance:

Long-term Advisors - 28 py

- | | |
|---|--|
| 1. Supervision/Administration Specialist, 5 py | MOE and UB records; Progress reports by U.S. university contract team and short-term consultants; Semi-annual USAID project reviews; Progress reports by U.S. university contract; Semi-annual USAID project reviews; PES and outside project evaluations. |
| 2. Specialist in Primary Inservice Education, 5 py | |
| 3. Math/Science/Teacher Competency Specialist, 3 py | |
| 4. Social Studies Specialist, 2 py | |
| 5. Primary Education Specialist, 3 py | |
| 6. Research Methods and Design Specialist, 5 py | |
| 7. Curriculum and Instructional Design Specialist, 5 py | |

U.S. university contractor will be able to furnish the long-term advisors and consultants required on a timely basis.

59

Short-term Consultants-36 pm

erm

Six Batswana receive 12.0 py of post-Master's training; Six Batswana receive 6.0 py of MED training.

USAID participant training records.

COB and UB will be able to identify and release qualified participants as scheduled for long-term training in U.S.

term

Four Batswana receive four to six months each, totaling 24 pm (to be decided in August-December, 1987).

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:

From FY 86 to FY 92

Total US Funding \$8.034 million

Date Prepared: 12/11/85

Project Title & Number: Botswana Primary Education Improvement, Phase II (633-0240)

Reference materials;
Instructional aids and
Materials;

Commodities procured on a yearly basis
according to procurement and implemen-
tation plan.

Commodity supplies;
Invoices and receipts;
Periodic reviews of
procurement timetable
and records.

Commodity selection and effective
procurement and shipping done on
schedule.

Construction:

Construction centers, one
and an extension of
at UB.

Construction completed according to
implementation plan.

Building contractor
records;
Periodic reviews of
construction by AID
engineer.

Site selection and architectural
and engineering studies begun
well in advance of conditions
precedent.

APPENDIX B
PERTINENT EVALUATION DESIGN INFORMATION

WORK ORDER

Background: The Primary Education Improvement Project, Phase II (PEIP II), 633-0240 is at the mid-point in its implementation under the Ohio University Contract. The base of operations is two-fold: the Faculty of Education, University of Botswana and the Ministry of Education. Both are located in Gaborone, Botswana. Inservice and preservice teacher education on the primary level, curriculum development in the area of primary teacher training and diploma, bachelor and master's level training in primary education at the university are the three main targets of the project. With 85% of school age children attending classes and an increasing population, the need for well-trained primary teachers is growing rapidly. Although 600 certified teachers graduate from four Primary Teacher Training Colleges each year, those already in service require upgrading.

A Department of Primary Education was created in the Faculty of Education to prepare teacher educators, education officers and other Ministry of Education Officials with the necessary expertise to serve in the teacher training colleges and supervise/administrate the growing number of primary schools, education centers and departments in the MOE. Ohio University, now in its second five-year contract, is working with the Government of Botswana to implement this program. Basic education covers the first nine years of schooling in Botswana. Primary education is at present seven years, but another contract is working closely with the Ohio University team to help coordinate the present 7-2 structure to become a 6-3 structure by 1995.

This is a challenging time of education expansion in Botswana. USAID has been involved since 1980 in helping to develop systematic teacher education programs, curriculum development and educational planning to meet the needs of a rapidly growing population.

ARTICLE I - TITLE

Primary Education Improvement, Phase II, Mid-Point Evaluation.

ARTICLE II - OBJECTIVE

To request two consultants to conduct a mid-point evaluation of PEIP II to determine the extent to which it is meeting project goals in the most effective ways possible.

ARTICLE III - STATEMENT OF WORK

The two education consultants will evaluate, in cooperation with the Ministry of Education (MOE), the Faculty of Education, University of Botswana (FOE/UB), the Primary Teacher Training Colleges (PTTCs), the Ohio University Contract Team (OUCT), and the Project Manager, USAID, the implementation of the Primary Education Improvement Project, Phase II (PEIP II) at its mid-point stage to determine progress, suggested changes and procedures, areas for improvement and the extent to which project goals are being met.

A. Specific Consultancy Activities

1. A review of short-term inservice training courses at education centers, PTTCs AND U.B.
2. An evaluation of preservice programs at U.B and the PTTCs.
3. A review of external participant training under the Ohio University Contract.
4. A survey of the progress made in the revision of teacher training curricula at the PTTCs.
5. An estimation of the Diploma, BEd and recent MEd programs at UB in Primary Education under the Mature Age Entry Scheme.
6. A review of publications and reports connected with the project.

B. General Activities

1. Visits to education centers and PTTCs, when possible.
2. Discussions/interviews with concerned MOE and UB officials, parents, community representatives, and USAID personnel.
3. Visits to primary schools and head teachers involved in PEIP workshops and long-term training programs.

ARTICLE IV - REPORTS

A draft report containing findings and recommendations shall be submitted to USAID one week prior to the end of the consultancy. The draft will be reviewed by a reference

committee who has worked with the consultants since their arrival. USAID and UB/MOE will meet to discuss the report, make suggestions/additions/corrections before the departure of the consultants.

A final report of ten copies will be sent to USAID/Botswana two weeks after the end of the consultants' TDY in Gaborone. The Project Manager and the Evaluation Officer will accept responsibility for review and approval of the final report.

ARTICLE V - RELATIONSHIPS AND RESPONSIBILITIES

Two consultants will be required with the following general qualifications:

1. Inservice/preservice teacher education and curriculum development experience. The consultant should have at least five years in primary teacher education in addition to 5-10 years of teacher training curriculum development. A doctorate in primary education is preferred.
2. University level teaching is a prerequisite. The consultant will help to evaluate the Department of Primary Education programs at UB as they relate to the PEIP project implementation. A doctorate in primary education is essential.

Both consultants will work with the Evaluation Officer and the Human Resources Development Officer at USAID in addition to the Evaluation Reference Committee from the MOE and UB.

ARTICLE VI - TERMS OF PERFORMANCE

Both consultants should be at post no later than October 23, 1988 to begin services on Monday, October 24, 1988. They should complete their services o/a November 18, 1988 with an oral review/report to the PEIP Advisory Committee which will meet on November 18, 1988 at UB. A six-day work week is authorized in Gaborone.

ARTICLE VII - WORK DAYS ORDERED

Twenty-three work days are authorized for each consultant listed below:

1. Inservice/Preservice Teacher Educator and Teacher Training Curriculum Development Specialist. He/she will serve as the team leader. Some past experience should be as an elementary classroom teacher.

2. University Professor/Lecturer in a Department of Primary Education with experience in the administration of two and four year undergraduate programs and graduate level programs through the master's degree.

ARTICLE IX - MISCELLANEOUS

A. Duty Post: Gaborone, Botswana

B. Language and other Requirements:

1. The interviews, visits to schools and meetings will be conducted in English. A knowledge of Setswana would be an asset but not a requirement.
2. Previous experience in Southern Africa is preferred but not essential.
3. Ability to use a Word Processor would facilitate drafts, but secretarial service will be provided, if necessary.

C. Access to Classified Information: N/A

D. Logistical Support

1. Mission will provide office space, a WANG Word Processor and duplicating facilities.
2. Upon arrival, documents concerning the PEIP II project and education background material will be available at USAID. Additional documents will be furnished by the Primary Education Center at UB and the Inservice Leader's office in the MOE.

AMENDED EVALUATION SCOPE OF WORK

ARTICLE III - STATEMENT OF WORK

The two education consultants will evaluate, in cooperation with the Ministry of Education (MOE), the Faculty of Education, the University of Botswana (FOE/UB), the Primary Teacher Training Colleges (PTTCs), the Ohio University Contract Team (OUCT), and the Project Manager, USAID, the implementation of the Primary Education Improvement Project, Phase II (PEIP II) at its midpoint stage to determine progress, suggest changes and procedures, areas for improvement and the extent to which project goals are being met.

A. Specific Consultancy Activities

1. A review of the institutional network for the systematic inservice training of classroom teachers, headteachers, EOs and PTTC staff.
2. An evaluation of the Diploma and B.Ed programs under the Mature Age Entry Scheme and the M.Ed program at UB in Primary Education.
3. A review of external participant training under the Ohio University Contract.
4. An assessment of the progress made in the evaluation, revision and implementation of teacher training curricula at the PTTCs.
5. An estimation of the sustainability of selected PEIP II efforts.
6. An assessment of the proposal to extend the Ohio University contract beyond its current expiration date of September 29, 1990.

B. General Activities

1. A review of publications and reports connected with the project.
2. Visits to Education Centers and PTTCs where possible.
3. Discussions and interviews with direct beneficiaries of selected PEIP II programs.

DOCUMENTS REVIEWED

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Fourth Report: Botswana PEIP Phase II March 1, 1988 - August 31, 1988. PEIP Team, Gaborone: 1987.

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"Primary Teacher Training College Curriculum Development Conference - DRAFT Document: 1988.

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"Primary Teacher Training College Subject Panel: Terms of Reference." MOE/UB Curriculum Coordinating Council and Curriculum Implementation Committee, Gaborone: no date.

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Projection of Teacher Requirements: 1988-2000. Planning Unit, MOE, Gaborone: 1988.

"Proposal: Botswana Council on Economic Education."

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"Proposed Role for Resource Persons for the PTTC Curriculum Panels." 24 October 1988.

"Report of an Evaluation of the Diploma and Bachelor of Education Programmes in the Department of Primary Education University of Botswana." Carl Personke, 1987.

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"The Botswana In-Service Team: A Mobile Support Service for Primary Schools." Ray Molomo, Bristol: 1982.

The Review Team Visit: A Manual for Implementation. Gaborone: 1988.

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"Work Aspirations and Desires of Standard 7 Leavers." Deepa Narayan-Parker, Gaborone: 1982.

INTERVIEWS CONDUCTED

Contract Team Members

- Dr. Max Evans, Chief of Party and Primary Education Department Head.
- Dr. Gordon Behm, Mathematics and Science Specialist
- Dr. Luther Haseley, Inservice Specialist
- Dr. John Milon, TESL Specialist
- Dr. Jack Reed, Curriculum Design Specialist
- Dr. Josiah S. Tlou, Social Studies Specialist
- Dr. John Yoder, Research Methods and Design Specialist

University of Botswana Faculty

- Mr. Frank Youngmen, Dean, Faculty of Education
- Mr. Paul Nleya, Lecturer, Department of Primary Education, Faculty of Education.
- Mrs. G. Taka Tsayang, Lecturer, Department of Primary Education, Faculty of Education
- Mrs. Dudu Mogobjwa, Lecturer, Department of Primary Education, Faculty of Education
- Prof. F.J. Mnthali. Head, Department of English, Faculty of Humanities
- Dr. V.C. Mtubani, Senior Lecturer, Department of English, Faculty of Humanities.
- Dr. Gontlatle Mautle, Lecturer, Department of Primary Education, Faculty of Education
- Mr. Edward Qobose, Librarian
- Mr. Robert Prophet, Lecturer, Science Education, Faculty of Education
- Dr. M.R. Dambe, Acting Head Department of Foundations, Faculty of Education
- Mr. T.H.S. Kwami, Dean, Faculty of Humanities

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Dr. Gontlatle Mautle, Lecturer, Department of Primary Education, Faculty of Education

Mr. Edward Qobose, Librarian

Mr. Robert Prophet, Lecturer, Science Education, Faculty of Education

Dr. M.R. Dambe, Acting Head Department of Foundations, Faculty of Education

Mr. T.H.S. Kwami, Dean, Faculty of Humanities

Mrs. Ruth Monau, Lecturer, Department of Primary Education,
Faculty of Education.

Dr. T.T. Mokona, Dean, Faculty of Science

Dr. Bethuel Okatch, Lecturer. Science Education, Faculty of
Education.

Prof. Thomas Tlou, Vice-Chancellor

Ministry of Education Officers

Mr. P. V. Sephuma, C.E.O., Primary and Teacher Training
Department

Mr. Katse, R.E.O. Southern Region

Mr. G. Sechele, Education Center Director, Lobatse

Mrs. D. Dabutha, Education Center Director, Tlokweng

Mrs. O. Seretse, Education Center Director, Maun

Ms. B. Hollbrugge, Education Center Director, Silibe-Pikwe

Mr. Petso, Education Officer - Primary, Lobatse

Government of Botswana Officers

Mr. P. Gaseitswe, Ministry of Finance and Development
Planning, Planning Officer/Economist

PTTC Faculty and Staff

Mr. G. Pilane, Principal Tlokweng PTTC
School Personnel

Mr. Segano, Headteacher, Hill School - Lobatse

Mr. Mohamadi, Senior Teacher, Hill School - Lobatse

Mrs. Loabili, Headteacher, Ipeleng School - Lobatse

Mr. Senwelo, Senior Teacher, Ipeleng School - Lobatse

Ms. Habangana, Teacher, Ipeleng School - Lobatse

Mr. Mohamadi, Teacher, Ipeleng School - Lobatse

Mr. L.M. Sankwasa, Headteacher, Moremi School - Maun

Meetings Attended

Inservice Education Planning Committee
Primary Education Research Committee
Curriculum Implementation Committee
PEIP Advisory Committee

APPENDIX C
OTHER IMPORTANT CRITERIA

OHIO UNIVERSITY TEAM
RELATED ACTIVITIES

This section of the report describes briefly some of the activities undertaken by members of the Contractor Team which are not directly related to project outputs. These activities have significantly contributed to the Project's overall success in meeting its prime objective, the development of primary education in Botswana.

Many of the activities mentioned below have become integrated into Team Members' individual workplans, including service on curriculum panels, serving as external examiners, and supporting Breakthrough to Setswana. The extent of participation by Contractor Team members on standing committees is included as Part 2 of this section.

1. Related Activities

A. National Consultative Curriculum Conference

Several members of the PEIP team assisted JSEIP and MOE officials in the planning and implementation of two National Curriculum Consultative Conferences - the first in Gaborone in April and the second in August at Selibe-Phikwe. USAID drew upon PEIP funds to assist in the support of the Selibe-Phikwe Conference.

B. Rotary Club Books

A primary education book committee was established to review book titles and to select possible books for the primary schools. In anticipation that approximately 100,000 primary school books would be received through USAID support over the next three years, the committee established criteria for distributing the books to schools and other educational agencies. The first shipment of books (25,459) was received in August through the combined efforts of the Brother's Brother Foundation, the Rotary Clubs of Gaborone and Western Pennsylvania and USAID (PEIP/JSEIP).

C. World Book Donations

Through the good offices of two alumni of Ohio University (Mr. Ralph Schey, Chief Executive Officer of the Scott Fetzer Corporation and Trustee of Ohio University and Mr. Stephen H. Fuller, Chairman of the Board of the World Book Company, Inc.) and the President of Ohio University (Dr. Charles Ping), nine additional sets of World Book Encyclopedias and five sets of Childcraft were donated to the primary education system in Botswana. The encyclopedias are being given to the Education Centers where relatively large numbers of teachers will have access to them, while the Childcraft sets are being given to the PPTCs with one set being placed in the DPE curriculum laboratory. The World Book company had earlier donated encyclopedias to the PPTCs and the University. The approximate value of these donations, excluding shipping costs also paid by World Book, is \$8,500.

D. External Examiners for the Universities of Zimbabwe and Dar es Salaam

The University of Botswana, like many African and British universities, uses external examiners to validate the evaluations of students' work by lecturers. Consequently, UB is sometimes called upon to provide external examiners for other African Universities. Three members of the Ohio team, with the approval of USAID, Ohio University and the University of Botswana, have been invited to serve as external examiners - two at the University of Zimbabwe and one at the University of Dar es Salaam. This professional activity usually requires one week each academic year and typically extends over a three-year period.

E. External Evaluators for Molepolole College of Education

Two of the PEIP II team members continue to serve at the invitation of the University of Botswana as external evaluators for the Molepolole College of Education in the departments of Social Studies and Education. This is regarded as an important service to a member of the larger educational community in Botswana.

F. Breakthrough to Setswana

PEIP was requested by MOE officials associated with the Breakthrough program to provide a short-term consultant who could develop badly needed supplemental materials for Standard One Breakthrough teachers. Following extensive discussions with USAID and MOE officials, it was decided that PEIP would support this three-month consultancy. Dr. Iva Zajicek, a former member of the PEIP team from 1981-84, was recruited for this role.

G. AERA Presentation on the Performance of DPE Graduates

The PEIP II Research and Evaluation Specialist presented a paper (prepared in collaboration with the PEIP Chief of Party) at the American Educational Research Association meeting in New Orleans which detailed the performance of the first three cohorts of graduates from the Department of Primary Education. The performance of this group was compared with those of students in other departments at the University of Botswana. Portions of this report are in press for publication by the BOLESWA Educational Research Journal.

H. Senate Graduate Studies Committee

The Research and Evaluation Specialist, who serves as the Faculty of Education's Graduate Studies Coordinator, represents the Faculty of the Senate Graduate Studies Committee. Recently he has been elected chair of this committee. All the matters relating to graduate studies within the larger university pass through this committee before going to the University Senate.

I. MOE Curriculum Innovations

The PEIP team, particularly through the Inservice Advisor, has worked closely with the MOE in the development of the following program: the program for the continuous assessment of primary school children, the guidance and counseling program and the Breakthrough to Setswana program. On occasions, the PEIP involvement in these programs has been substantial.

J. The Florida State University/Botswana Joint Master's Degree Program

This joint M.Ed. program, initiated under the JSEIP/FSU Cooperative Agreement for the training of junior secondary participants, was coordinated on the UB campus by the PEIP II Research Methods and Design Specialist who also served as graduate coordinator for the Faculty of Education. The specialist also taught in the program.

K. National Council on Teacher Education (NCTE)

The NCTE has much potential as a deliberative body in considering new directions for teacher education in Botswana. There is some reason to believe that it will be addressing the significant issues concerning teacher education in the years ahead. The Chief-of-Party serves as a member of this body.

L. International Symposium on Planning and Coordination of Educational Research

The BLS countries, through their respective educational research associations, joined in a collaborative effort to sponsor the first International Symposium on Planning and Coordination of Educational Research at Lesotho on July 12 - 17, 1987. This symposium had its roots in the two North-South research symposia which had been conducted by the Center for Higher Education at Ohio University in 1985 and 1986. The Lesotho Conference was attended by over 200 participants, including a number from African countries in addition to BLS countries and from the United Kingdom and the United States. About 60 educators from Botswana, including the Vice Chancellor at UB and the Permanent and Deputy Permanent Secretaries and Chief Education officer - Primary and Teacher Training, participated in the Symposium. Five PEIP team members attended the Symposium and three presented papers. USAID Botswana provided living expenses for 20 Botswana participants from the MOE, UB and the PTTCs. Ohio University was represented by President Charles Ping and Professor Milton Ploghoft, who had major presentations, and three other members of the Ohio University staff - Mrs. Peggy Black, Mrs. Mary Anne Flournoy and Dr. Steven Howard.

The second International Symposium on Planning and Coordination of Educational Research will be held in Botswana in July, 1989.

M. Service on Curriculum Panels

PEIP I and PEIP II by design did not include curriculum development for the primary schools as one of their objectives; however, members of the PEIP team, along with Botswana DPE staff, participate regularly on the MOE subject curriculum panels. In addition to having an opportunity to participate in certain curriculum decisions, this involvement is valuable for the PEIP and DPE staffs' understandings of curriculum needs and problems in the primary schools.

N. Donation of Scientific Journals and Books by Ohio University Faculty Members

Three retiring members of the Ohio University faculty at Athens, (Drs. Day, Stumpf and Winkler) donated their personal scientific journals and book collections to the Faculty of Science at UB. Over 50 cartons of educational materials weighing approximately one and one-half tons were received.

O. Viewing of Halley's Comet

For several nights during the comet's period of peak visibility, the science specialist set up the telescope on the University grounds for viewing by the students and faculty. Hundreds of people queued up to get glimpses of the comet in the early hours of the mornings.

P. Field Trip to Zimbabwe Ruins

As part of the history of Southern Africa, the social studies specialist organized a field trip to the Zimbabwe ruins at the beginning of the second term. While the trip was planned for Year 1 students, invitations were extended to all social studies majors for years 2, 3 and 4. Approximately 30 students took advantage of this educational opportunity.

Q. Workshop for Peace Corps Volunteers

At the request of the Peace Corps Director, the Inservice Advisor conducted a weekend workshop for a group of volunteers dealing with the topic of interpersonal communication.

R. Visits to Primary Schools

Most team members visit primary schools periodically for a variety of purposes, such as the following: to observe instruction in the different standards; to obtain first-hand information about school and classroom conditions; to establish contacts with educators in various regions; to conduct research; and to accompany University students on observation visits and teaching demonstrations.

S. Entrepreneurial Awareness and the Primary School Curriculum

At the request of the USAID/Botswana Mission Director, PEIP personnel in collaboration with JSEIP prepared a rather

specific proposal relating to entrepreneurial awareness inputs into the primary and secondary schools. The concept of entrepreneurship is directly related to the Government of Botswana priorities of building self-reliance among the people and job creation as well as to the MOE objective expressed in National Development Plan VI of "preparing Botswana for useful and productive lives with emphasis on training to meet the manpower needs of the economy." The PEIP plan also included a proposal for establishing a Botswana Council for Economic Education. The proposal was distributed to MOE officials with the suggestion that a seminar be scheduled to discuss the ideas presented.

T. Guidance and Counseling

Since the early days of PEIP, the area of guidance and counseling has been recognized as being critical to the development of education at all levels in Botswana. PEIP support for guidance and counseling has taken several forms: the incorporation of guidance and counseling courses in the DPE program; sending a participant for the M.Ed. and Ph.D. degrees; providing two separate consultancies with regard to the establishment of a guidance and counseling unit in the MOE; and providing support and encouragement generally. Dr. Luther Haseley, MOE Inservice Advisor and Professor of Guidance and Counseling at Ohio University, has worked especially closely with MOE officials and various guidance and counseling committees. JSEIP has also given support to this area by providing a consultant and through support for the Head of the Guidance and Counseling Unit in the MOE to undertake a six-month period of study beginning in June, 1988.

U. External Examiners for the Molepolole College of Education

Two members of the Ohio team, Dr. Josiah Tlou and Dr. John Yoder, were selected to serve as external examiners for the Molepolole College of Education (MCOE) in the department of Social Studies and Education, respectively. This activity, seen as an important service to a member of the larger educational community in Botswana, required several days of service at MCOE. Other members of the Faculty of Education also participated as external examiners.

OHIO TEAM

COMMITTEE PARTICIPATION OF THE CONTRACTOR TEAM
August, 1988

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

Gordon Behm Jack Reed
Executive
Max Evans Josiah Tlou
John Milton John Yoder

Faculty of Education
Executive Committee

Max Evans

Education Graduate Studies

John Yoder
Max Evans

Senate Graduate Studies
Education

John Yoder

UE Transportation

Max Evans
Panels

PEIP Advisory Committee

Max Evans
Luther Haseley

Education Officers' Workshops

Gordon Behm
Luther Haseley
Max Evas

Research Committee
Curriculum Conference

Luther Haseley

Primary PTTC and National

John Milon

JSEIP Advisory Committee

Max Evans

UB Senate and Senate

Max Evans

UB Finance Committee

Max Evans

Affiliated Board: PTTCs

Max Evans John Milon
Gordon Behm
Jack Reed (Coordinator)

Molepolole Collece of

Max Evans Josiah Tlou
John Yoder

Primary, Secondary, PTTC and
National Social Studies

Josiah Tlou

Continuous Assessment

Luther Haseley
Jack Reed

Breakthrough to Setswana

Luther Haseley

Faculty of Education
National Consultative

John Yoder
Max Evans

PEC Building Committee
English Panels

Gordon Behm
Jack Reed

DPE Programme Evaluation

John Yoder
Josiah Tlou
Max Evans

Admissions Committee

Luther Haseley
Josiah Tlou
Jack Reed

Botswana Teaching Competency

Gordon Behm
Luther Haseley
Max Evans

Student Data Base

John Yoder

Rotary Club Book Distribution

Max Evans

PTTC Education Panel

John Yoder

Internship Committee

Josiah Tlou

Reference Committee

BCCI Training Video

Gordon Behm
Max Evans
Luther Haseley

PTTC Diploma Task Force

Max Evans
Jack Reed

History Department Subcommittee

Josiah Tlou

Faculty Representative to the

John Milon

DPE Brochure

- Gordon Behm

National Curriculum Workshop

Luther Haseley

Education Centres

Luther Haseley

National Council on
Teacher Education

Max Evans
Jack Reed
Luther Haseley

Vice Chancellor's
Education Advisory

Max Evans

Committee on Examinations
For the Nine-Year Education
Program

Josiah Tlou

Primary Science Panel

Jack Reed

PTTC Science Panel

Gordon Behm

Faculty of Education
Research Committee

John Yoder
Max Evans

Primary Education
Research Committee

Max Evans
Luther Haseley
John Yoder (Chairman)
John Milon

Planning Committee for
Humanities Board
Professional Officers' Seminar

Luther Haseley

COVENANTS

The Cooperating Country shall covenant that, except as AID may otherwise agree in writing:

(1) It will establish a Department responsible for Teacher Education within the Ministry of Education (MOE).

(2) It will make available qualified candidates for long-term academic training in the United States on a timely basis and to ensure by bonding or other means that such trainees are assigned upon their return to suitable positions within the MOE or the University of Botswana (UB) related to activities under the Project.

(3) It will ensure, through UB authorities, the availability of Botswana and Institutional Contractor (IC) staff within UB's Faculty of Education to work on non-teaching components of the Project.

(4) It will provide the necessary human, physical and financial resources, including appropriate staff for the educational centers, commensurate with strengthening MOE and UB's primary teacher education capacity and will submit to USAID/Botswana a staffing plan for the education centers within two months after the signing of the Grant Project Agreement.

(5) It will assign suitable counterparts for each long-term technician financed under the Project.

(6) It will ensure, through UB authorities, that a suitable teaching replacement will be found from UB resources for each teacher undertaking long-term training financed under the Project.

CONDITIONS PRECEDENT

Prior to the first disbursement under the Grant, or to the issuance by AID of documentation pursuant to which disbursement will be made, the Cooperating Country will, except as the parties may otherwise agree in writing, furnish to AID in form and substance satisfactory to AID a statement of the person(s) representing the Cooperating Country for purposes of the Project, together with a specimen signature of each person specified in such statement.